

# 2018-19 LCAP SURVEY ANALYSIS

Prepared for Laguna Beach Unified School District

February 2019



In the following report, Hanover Research presents results from Laguna Beach Unified School District's 2018-19 LCAP Survey of students, parents, staff, and community members.

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# EXECUTIVE SUMMARY

## INTRODUCTION

In this report, Hanover Research presents results from Laguna Beach Unified School District's (LBUSD) 2018-19 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 1,340 students, 451 parents, 182 staff members, and five community members.<sup>1</sup>

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 **Recommendations** section provides custom suggestions from survey results, the **Key Findings** section draws key trends from the survey results, and 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.

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<sup>1</sup> 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.

## RECOMMENDATIONS

- **LBUSD should continue to invest strongly in its facilities, learning environment, and technological resources.** Large proportions of respondents agree that LBUSD has clean, well-maintained, and secure facilities in addition to adequate resources for student learning. Moreover, most respondents indicate they have access to technology, and most instructional staff use technology in the classroom.
- **LBUSD may benefit from a survey dedicated to assessing staff professional development needs.** Slightly more than two-thirds (68%) of instructional staff feel that the professional development opportunities available to them adequately meet their needs. However, no more than 70 percent of instructional staff report that any of the professional development programs assessed in the survey were very or extremely effective (44-67%). A survey could better pinpoint staff needs regarding professional development and target specific areas for improvement.
- **LBUSD should further explore ways to incorporate career preparation into secondary students' experiences.** Approximately half of middle and high school respondents agree that LBUSD offers courses that are relevant to students' career interests. Further, slightly more than half of middle and high school respondents agree that LBUSD prepares students for careers. Further research, such as surveys or focus groups, could better identify students' career interests and how LBUSD can better prepare students for careers.

## KEY FINDINGS

### GOAL 1—STUDENT ACHIEVEMENT AND INSTRUCTIONAL SUPPORT

#### STUDENT ACHIEVEMENT

- **LBUSD provides access to quality courses of all subjects, and this promotes important skills in students.** An overwhelming majority of instructors report that they often or always teach using their content area state standards (92%) (Figure 1), and over half of all respondents indicate that critical thinking (63%), collaboration (62%), problem solving (61%), communication (59%), and creativity (54%) skills are promoted very or extremely effectively in classes (Figure 3). Furthermore, 84 percent of all respondents report that students have access to high quality arts classes and resources, and 76 percent of respondents report that students have access to high quality STEAM classes (Figure 2).
  - Staff are more likely than students and parents to indicate that their classes are effective in promoting critical thinking (74% vs. 59%-64%), problem solving (76% vs. 57%-60%), collaboration (81% vs. 60%-61%), communication (76% vs. 57%-60%), and creativity (72% vs. 51%-54%) (Figure 4).
- **Classrooms regularly incorporate the use of technology into instruction.** Nearly all respondents indicate that students have access to technology tools at school (93%) (Figure 2). Additionally, two-thirds of instructional staff report often or always using

technology to teach (67%), and 66 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 (82%), rigorous curriculum in all subject areas (76%), interesting clubs and organizations at school (78%), and a variety of elective courses (81%) (Figure 2).

### *INSTRUCTIONAL SUPPORT*

- **Most respondents agree that LBUSD provides students with sufficient academic and social-emotional support.** Most parents, staff, and high school students agree that LBUSD schools have high expectations for students (79%), provide effective academic supports for all students (77%), and provide sufficient academic counseling services (73%). In terms of social-emotional support, respondents are likely to agree that LBUSD schools provide sufficient social-emotional counseling services (72%), effective social-emotional support (71%), and effective behavioral supports (66%) (Figure 5).
  - Compared to parents and students, staff perceptions are more positive regarding both academic and social-emotional support available to students. For example, 85 percent of staff agree that LBUSD provides sufficient social-emotional counseling services, but only 71 percent of students and 66 percent of parents agree. Similarly, 84 percent of staff agree LBUSD provides sufficient academic counseling services, while 78 percent of students and 62 percent of staff agree (Figure 6).
- **Most parents and staff express satisfaction with the academic support services available to special student populations in LBUSD.** Most 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) (63-80%) (Figure 14). Additionally, 68 percent of respondents agree that LBUSD's schools provide additional support for students with exceptional needs (Figure 5).
  - Over three-quarters of parents of English learners (86%) and students who receive free and reduced-price lunch (83%) 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) (58%) 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 (53% vs. 80%), academically advanced students (60% vs. 86%), and special education students (64% vs. 86%) (Figure 15).

- Respondents affiliated with Thurston Middle School are less satisfied with support for academically struggling and advanced students than those affiliated with other district schools. Just over half of respondents affiliated with Thurston Middle School are satisfied or completely satisfied with support for academically struggling students (53%) or academically advanced students (57%). However, over 70 percent of respondents affiliated with Top of the World Elementary School (71%) and El Morro Elementary School (74%) are satisfied or completely satisfied with support for academically struggling students. Furthermore, over 70 percent affiliated with Top of the World (71%), El Morro (71%) and Laguna Beach High School (72%) are satisfied or completely satisfied with the support for academically advanced students (Figure 16).
- **Students report high levels of engagement and support from their school community.** Overall, students indicate that they have friends at school (94%), respect each other (77%), trust teachers and school staff (73%), and feel that teachers listen to them (74%) (Figure 9). In addition, most students want to do well in school (96%), come to class prepared (90%), and care about their school (82%). Conversely, only slightly more than half of students agree that they like going to school (54%) (Figure 11).

## GOAL 2—COLLEGE AND CAREER READINESS

- **Most respondents feel that LBUUSD provides students preparation for college, but some feel information regarding higher education and career prospects is lacking.** Seventy-one percent of all respondents report that LBUUSD schools prepare students for college (Figure 20), and 75 percent of high school students are satisfied with the college and career counseling services at their school. However, only 61 percent of high school parents are satisfied with the information on college and career choices available to them and their child (compared to 70 percent in 2017-2018) (Figure 22).
  - Nearly two-thirds (63%) of students indicate that their teachers encourage them to enroll in challenging courses (Figure 18). Indeed, 64 percent of high school students/parents report they/their child have/has taken Advanced Placement (AP) courses (Figure 17) and 87 percent of students feel that LBUUSD provides a sufficient number of AP course offerings (Figure 19). More than half of students/parents report that they/their child have/has taken the ACT (60%) or SAT (57%) (Figure 17).
  - Staff are more likely to agree that their school prepares students for college (88%) than parents (73%) or students (69%) (Figure 21).
- **Respondents are satisfied with their level of access to career readiness programming but less so with LBUUSD's overall career preparation for students.** The majority of high school respondents are agree that LBUUSD provides a sufficient number of Regional Occupational Program courses (76%) and Career and Technical Education courses (70%). However, respondents overall are less likely to agree that LBUUSD offers a sufficient number of courses that are relevant to students' career

interests (56%) (Figure 19) or that LBUSD prepares students for careers (59%) (Figure 20).

- Nearly two-thirds of students (62%) and more than two-thirds of staff (69%) agree that their school prepares students for careers. However, parents are less likely to agree (44%) (Figure 21).
- Interestingly, elementary school respondents (64-71%) are more likely to agree that their school prepares students for careers than middle (59%) and high school respondents (56%).

### GOAL 3—PROFESSIONAL DEVELOPMENT

- **Instructional staff feel supported by leadership in their professional development opportunities and find the opportunities useful.** School-level staff agree that district (84%) and school leaders (81%) value professional development. Most also indicate that the professional development they receive positively impacts their instructional practice (69%) (Figure 23). Furthermore, over half of instructional staff rate utilizing instructional strategies in their content area state frameworks (67%), teaching content area state standards (63%), professional development addressing growth mindset (63%), students' ability to use technology in class (61%), their own ability to use technology in class (61%), students' 4C skills (61%), and student engagement (58%) as very or extremely effective. However, only 44 percent of instructional staff rate professional development addressing project-based learning as very or extremely effective (Figure 24).
- **Few instructional staff and school administrators participate in learning walks.** A majority of instructional staff and school administrators never participate in learning walks (57%), while 41 percent participate one or two times a semester (Figure 25). Only 24 percent of those who take part find them very or extremely helpful (Figure 26).

### GOAL 4—LEARNING ENVIRONMENT

- **Respondents are highly satisfied with the facilities and learning environment at their school.** At least 80 percent of respondents agree that their school's facilities are well-maintained (88%), secure (80%), and clean (80%) (Figure 28). Similar proportions agree that their school provides adequate equipment for student learning (93%), is a safe space for students (84%), and provides a positive learning environment for students (86%) (Figure 29).

### GOAL 5—STAKEHOLDER ENGAGEMENT

- **Parents do not feel as strongly that LBUSD engages them as staff do.** Staff are more likely than parents to agree that LBUSD encourages parents' input in school/district planning (94% vs. 70%) and provides adequate education opportunities for parents (88% vs. 73%) (Figure 31).

- Overall, parents are relatively unlikely to agree that LBUSD provides involvement opportunities for low-income families (53%) and families that do not speak English (58%) (Figure 31). However, 80 percent of parents with children who qualify for free or reduced-price lunch agree that LBUSD provides involvement opportunities for low-income families. Furthermore, 100 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.

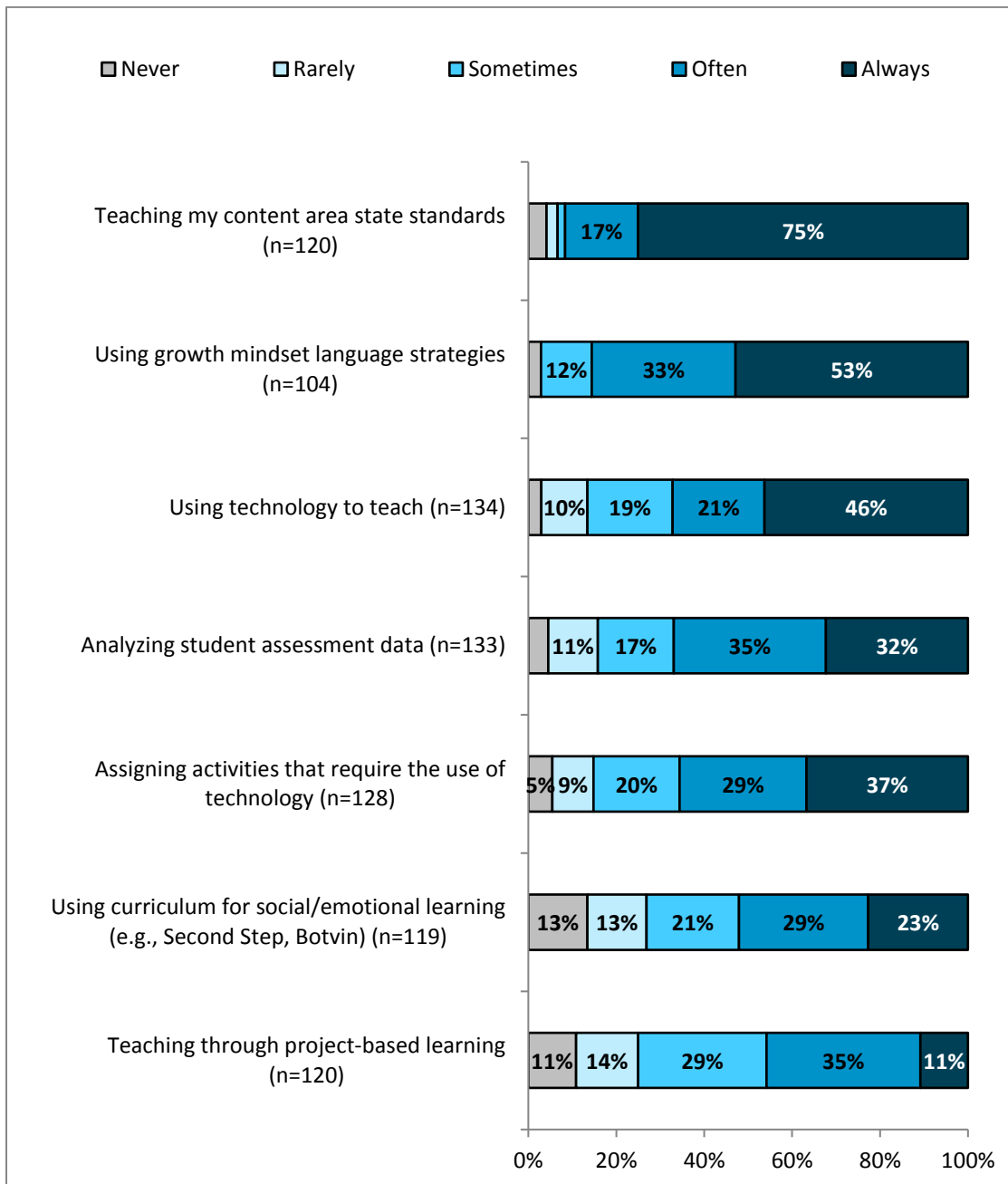


# SUPPORTING FIGURES

## GOAL 1—STUDENT ACHIEVEMENT AND INSTRUCTIONAL SUPPORT

### STUDENT ACHIEVEMENT

**Figure 1: Frequency of Using Various Teaching Approaches and Strategies**

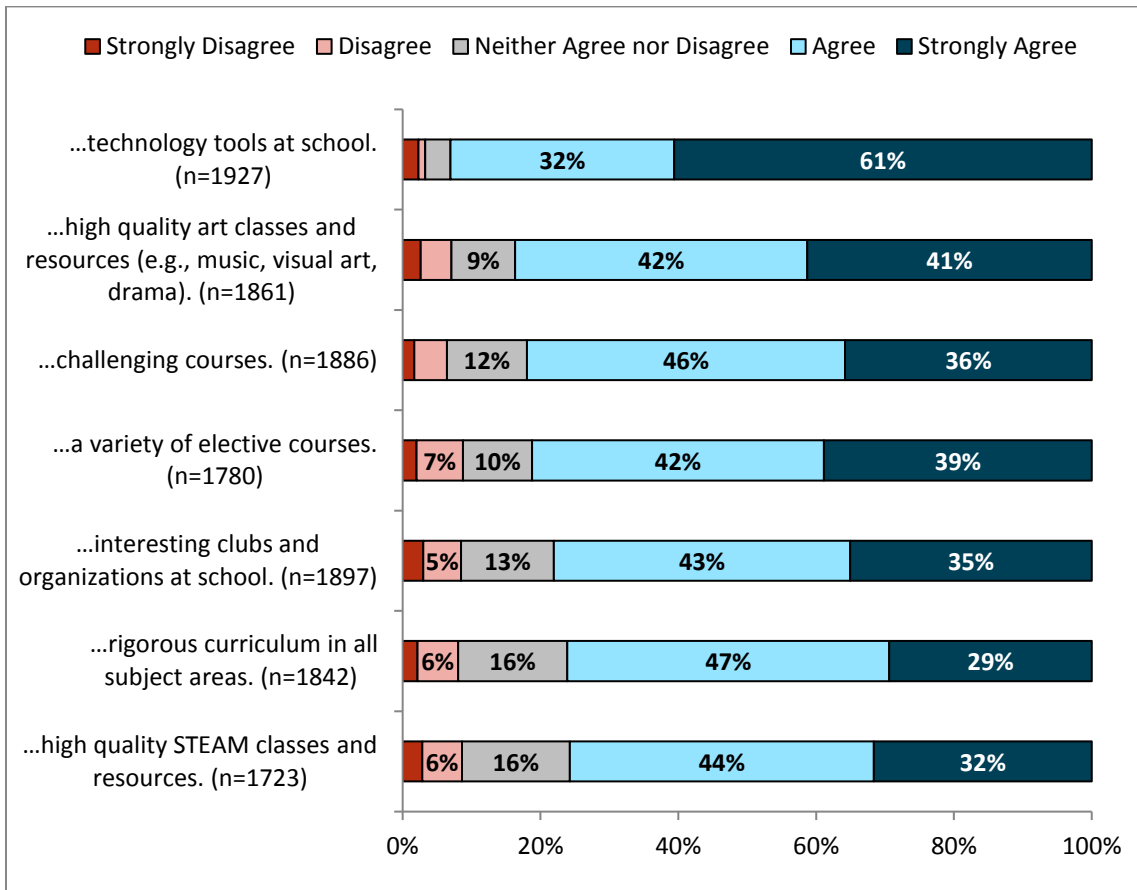


n=104-134

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

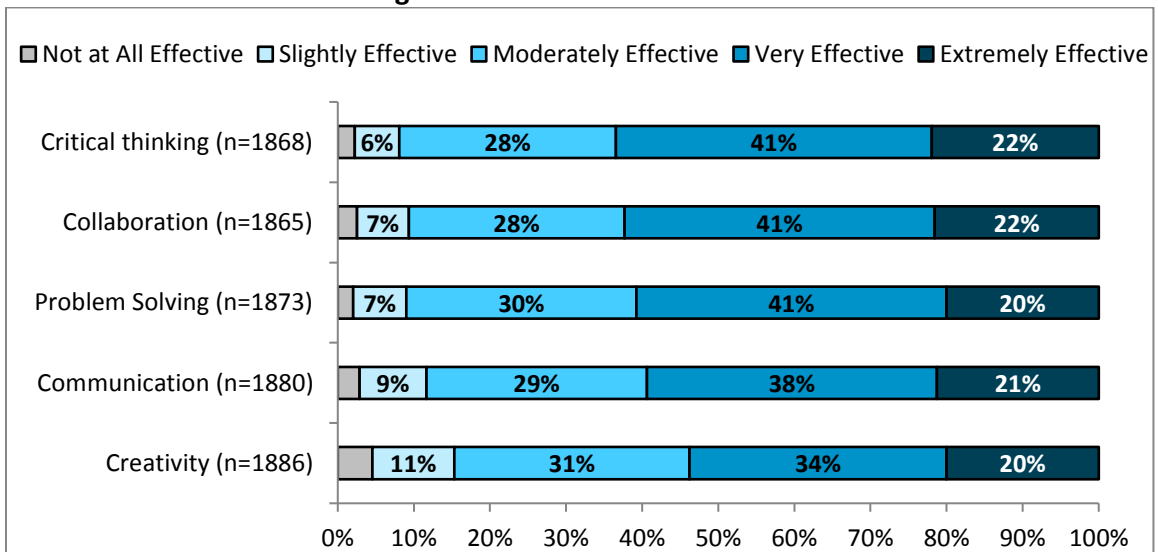
**Figure 2: Academic Benefits for LBUSD Students**

*Students have access to...*



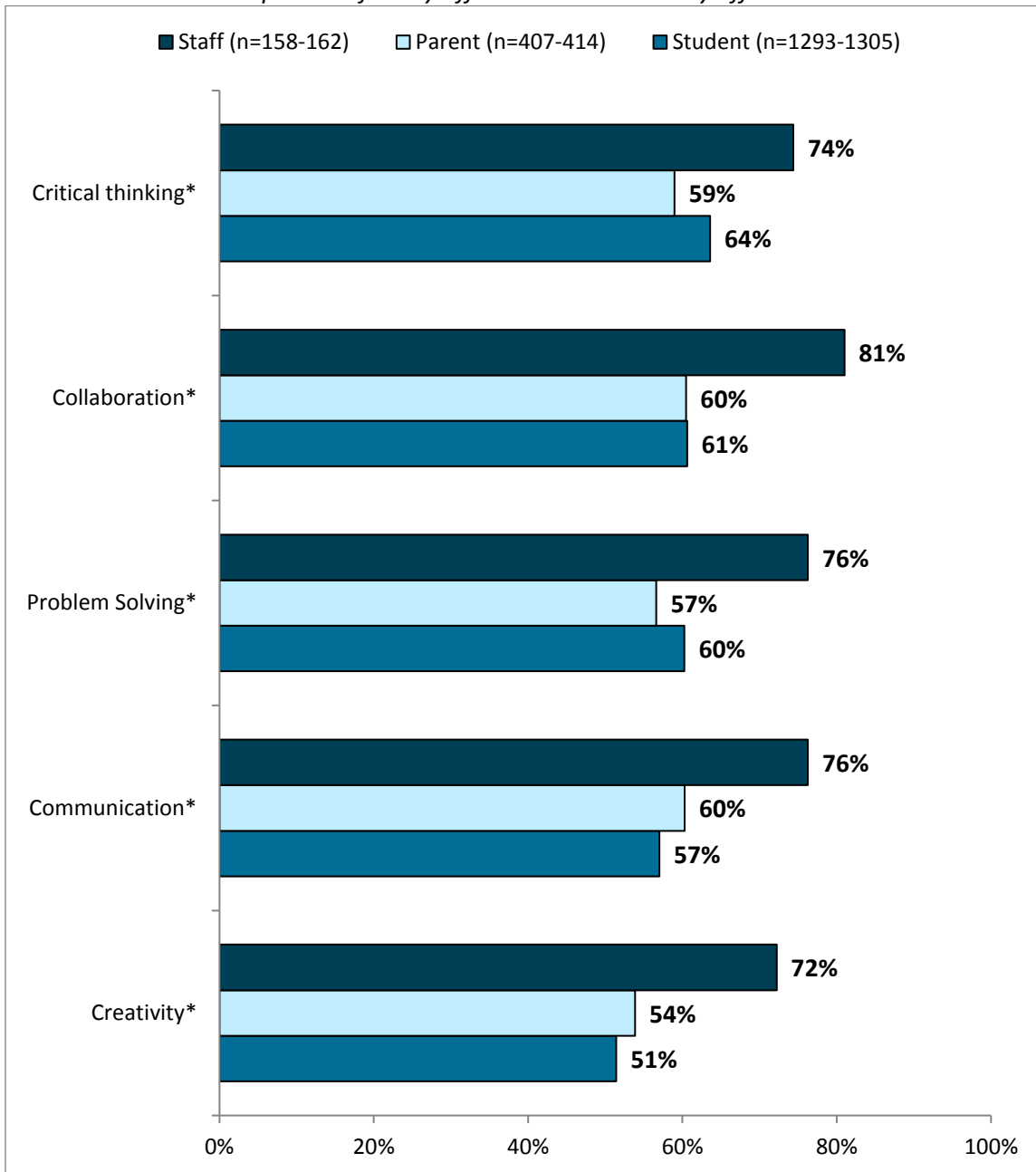
n=1,723-1,927

**Figure 3: Skills Promoted in Class**



n=1,865-1,886

**Figure 4: Skills Promoted in Class, by Role**  
*Responses of "Very Effective" or "Extremely Effective"*

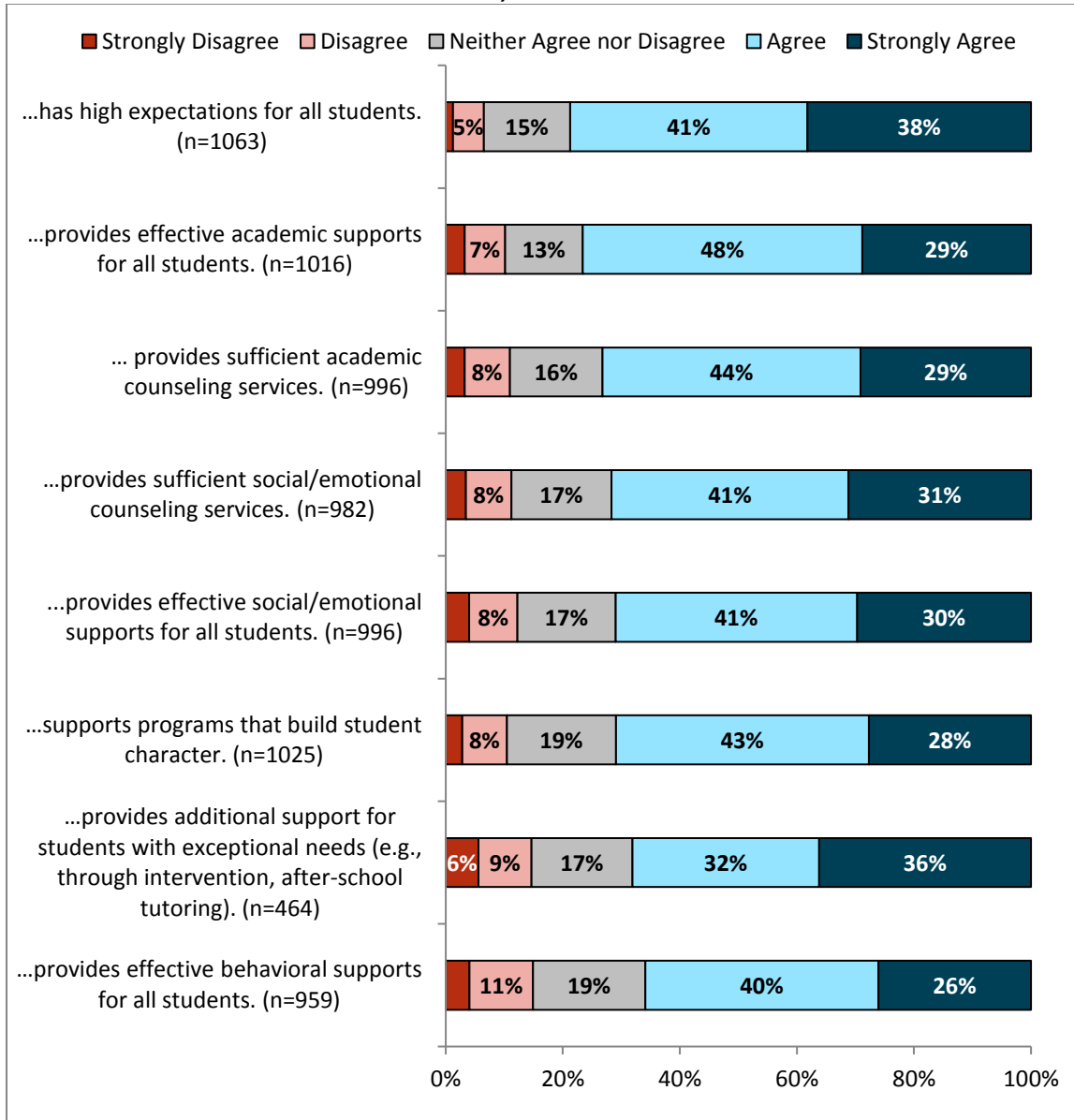


Note: An asterisk\* notes a statistically significant difference between roles.

**INSTRUCTIONAL SUPPORT**

**Figure 5: Perceived Availability of Student Support**

*My School...*

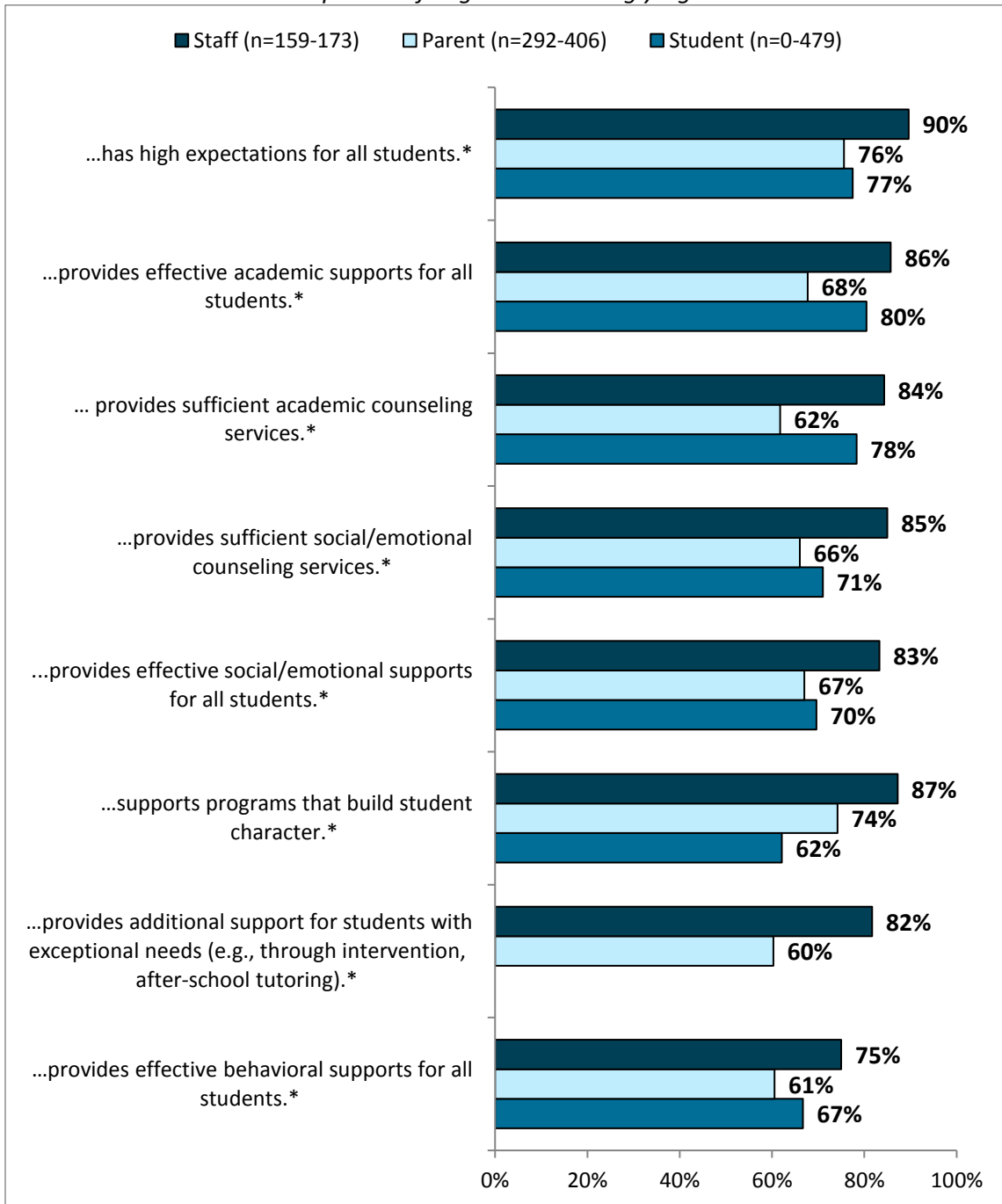


n=464-1,063

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

**Figure 6: Perceived Availability of Student Support, by Role**

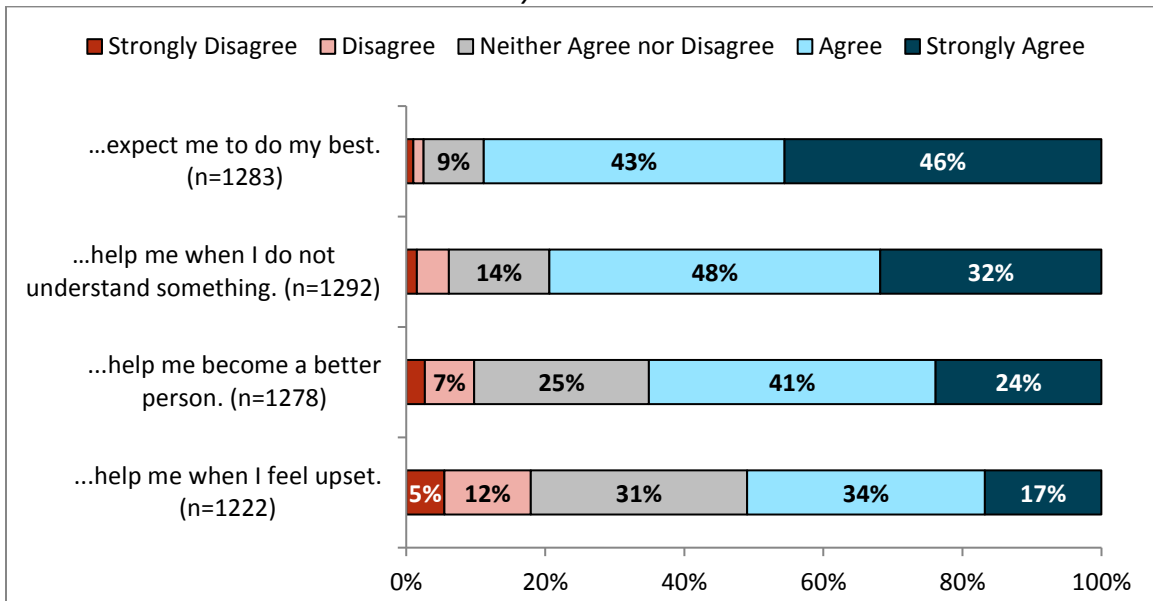
*My School...  
Responses of “Agree” or “Strongly Agree”*



Note: An asterisk\* notes a statistically significant difference between roles.

**Figure 7: Perceived Availability of Student Support Among Students**

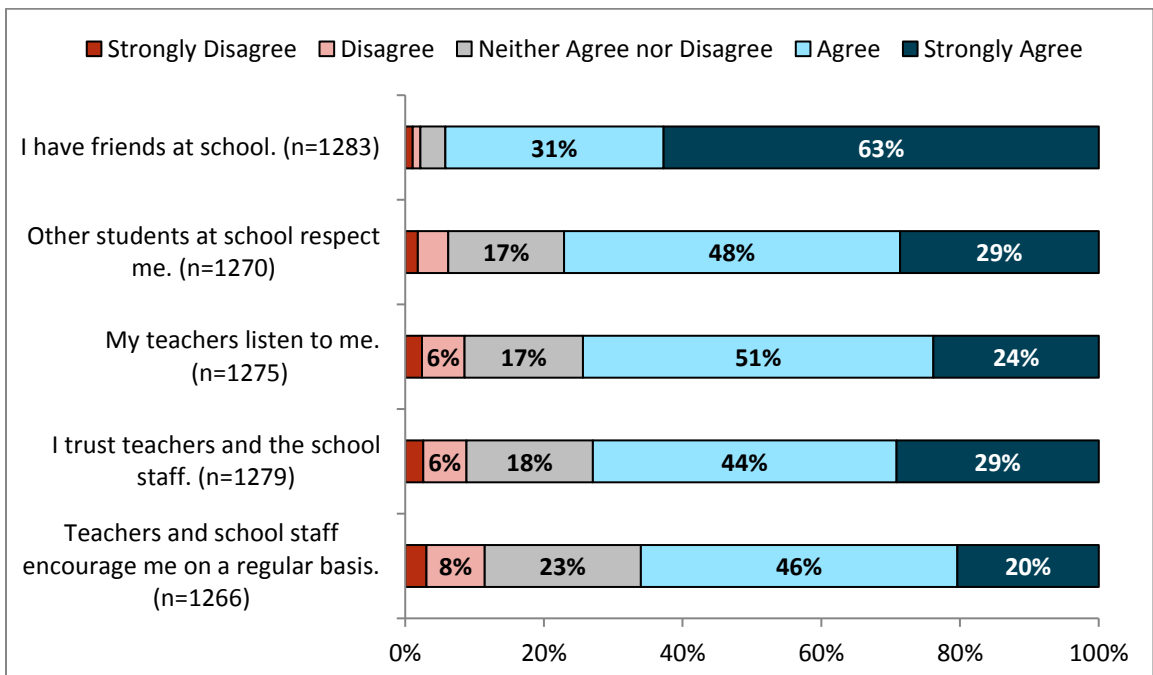
*My teachers...*



n=1,222-1,292

Note: Only students answered this question.

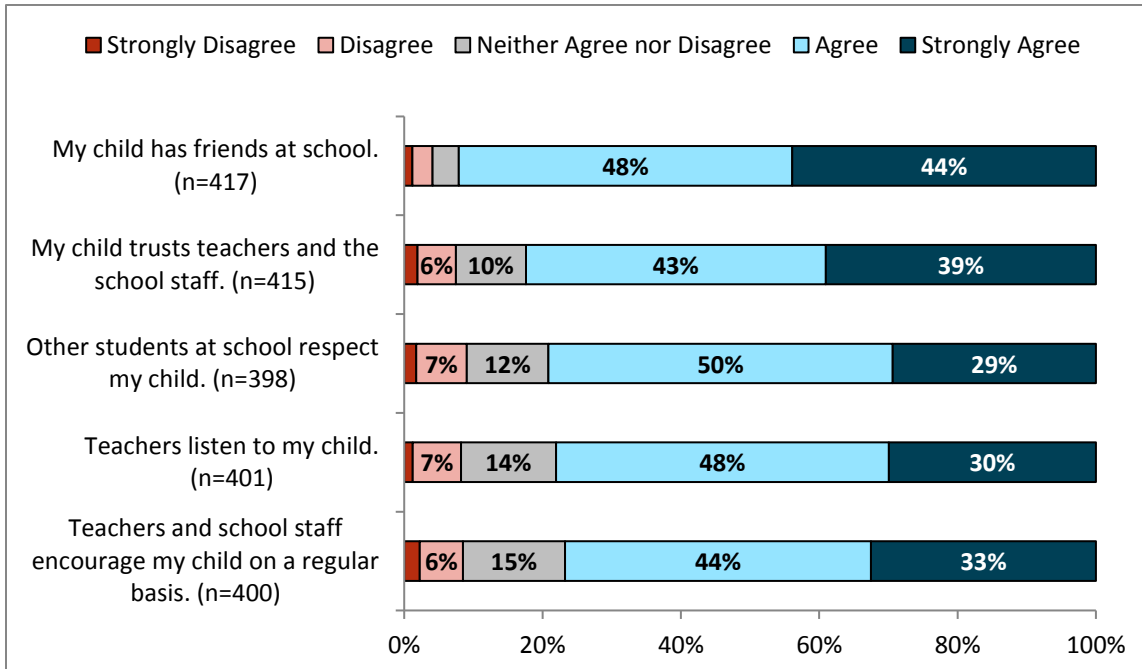
**Figure 8: School Climate-Students**



n=1,266-1,283

Note: Only students answered this question.

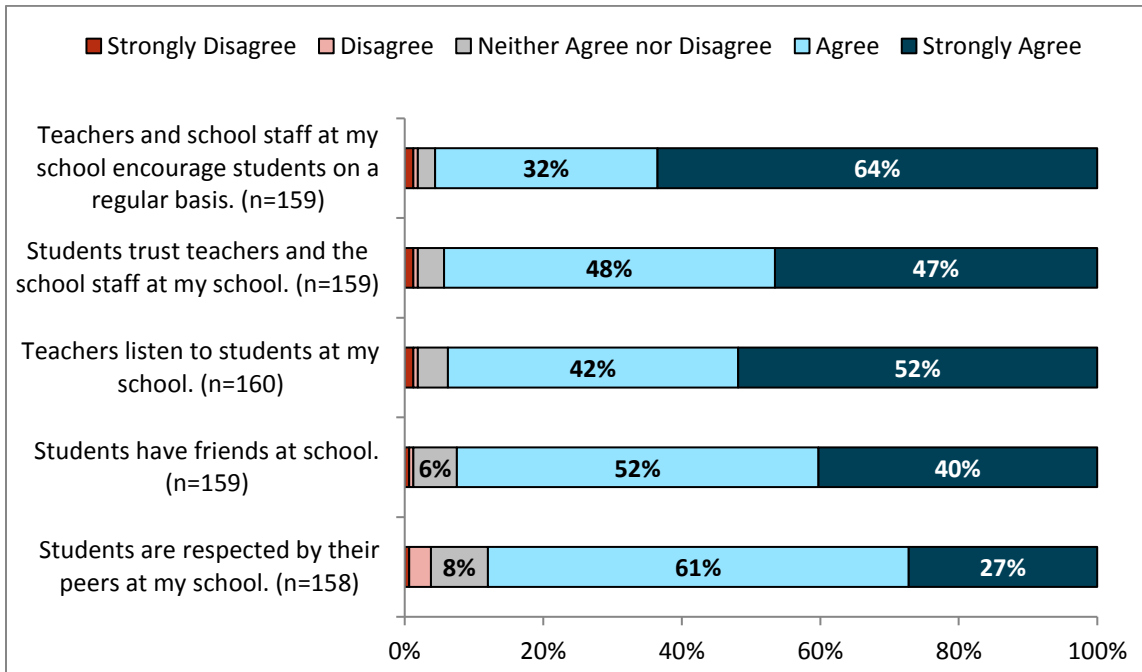
**Figure 9: School Climate-Parents**



n=398-417

Note: Only parents answered this question.

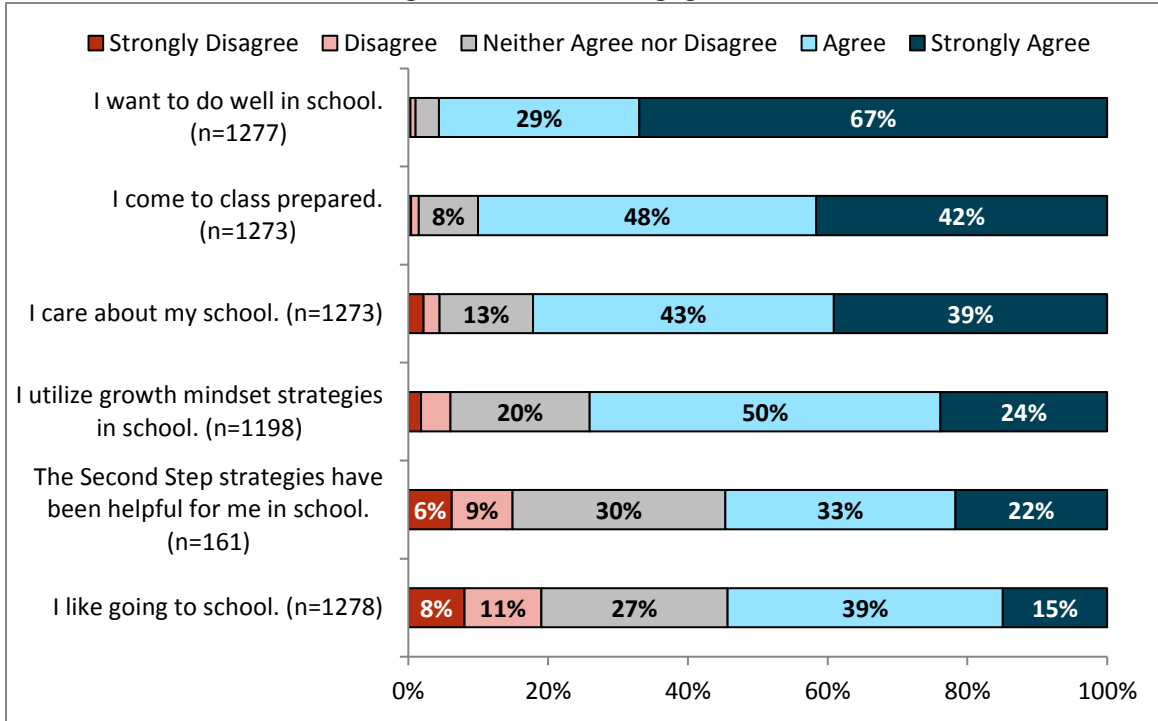
**Figure 10: School Climate-School Staff**



n=158-160

Note: Only school staff answered this question.

**Figure 11: Student Engagement**



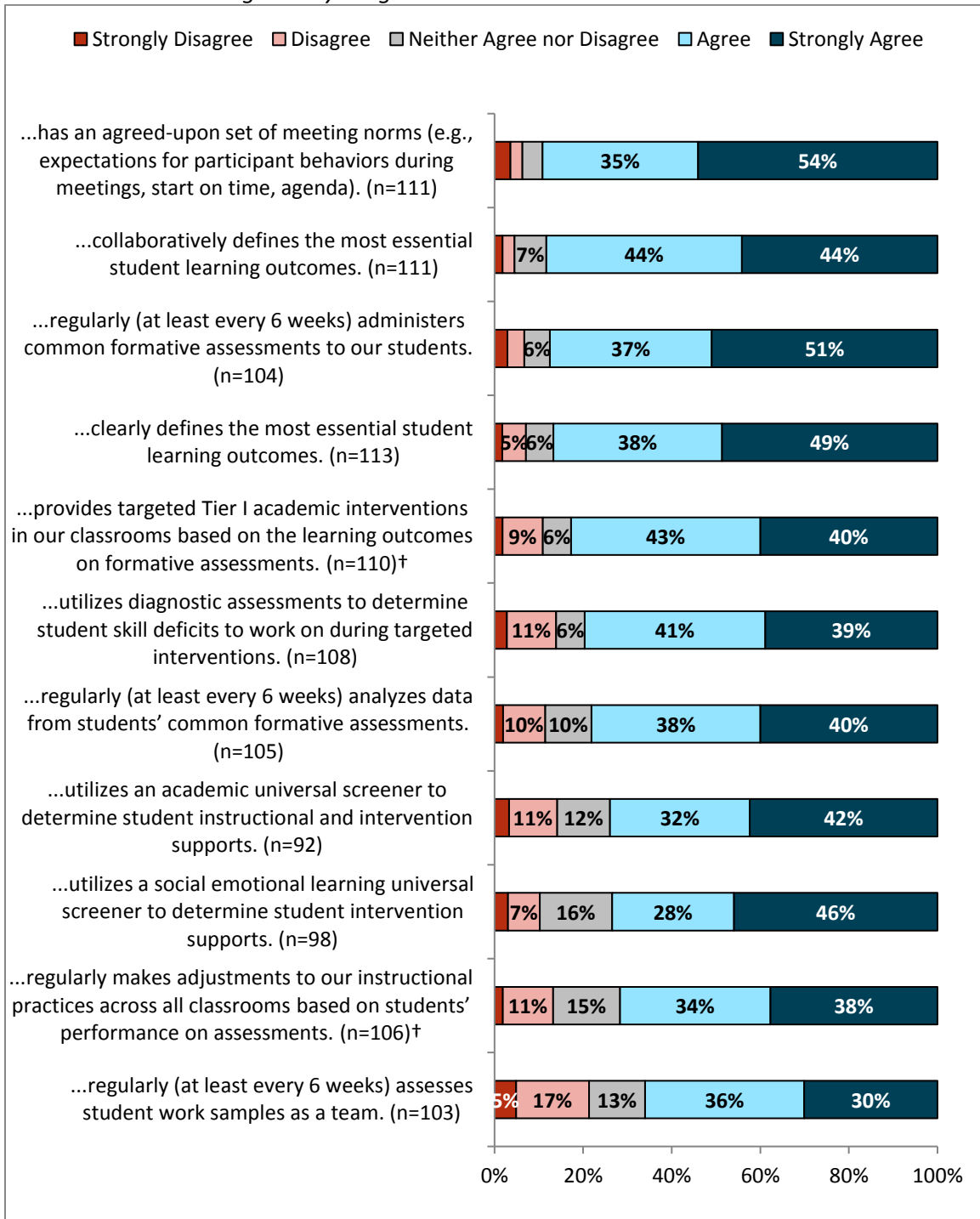
n=161-1,278

Note: Only students answered this question. Only elementary school students answered the item, “The Second Step strategies have been helpful for me in school.”



**Figure 12: Grade Level, Department, or Content Area Coordination**

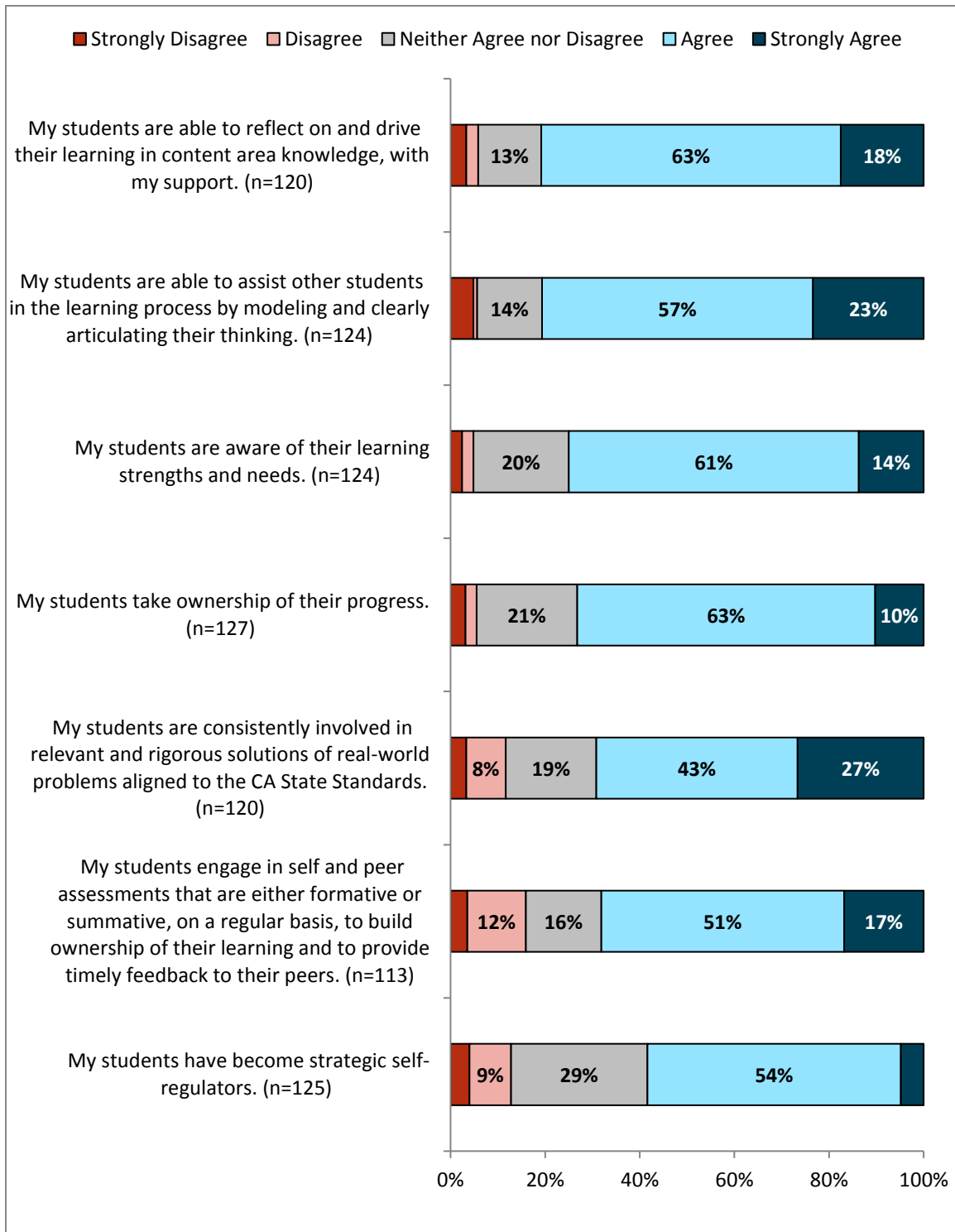
Please indicate the extent to which you disagree or agree with each of the statements below in regard to your grade level team or content area team:



n=92-113

Note: Only instructional staff answered this question. A cross symbol (†) indicates that the question text has been shortened to better fit the figure. Complete question text can be found in the data supplement.

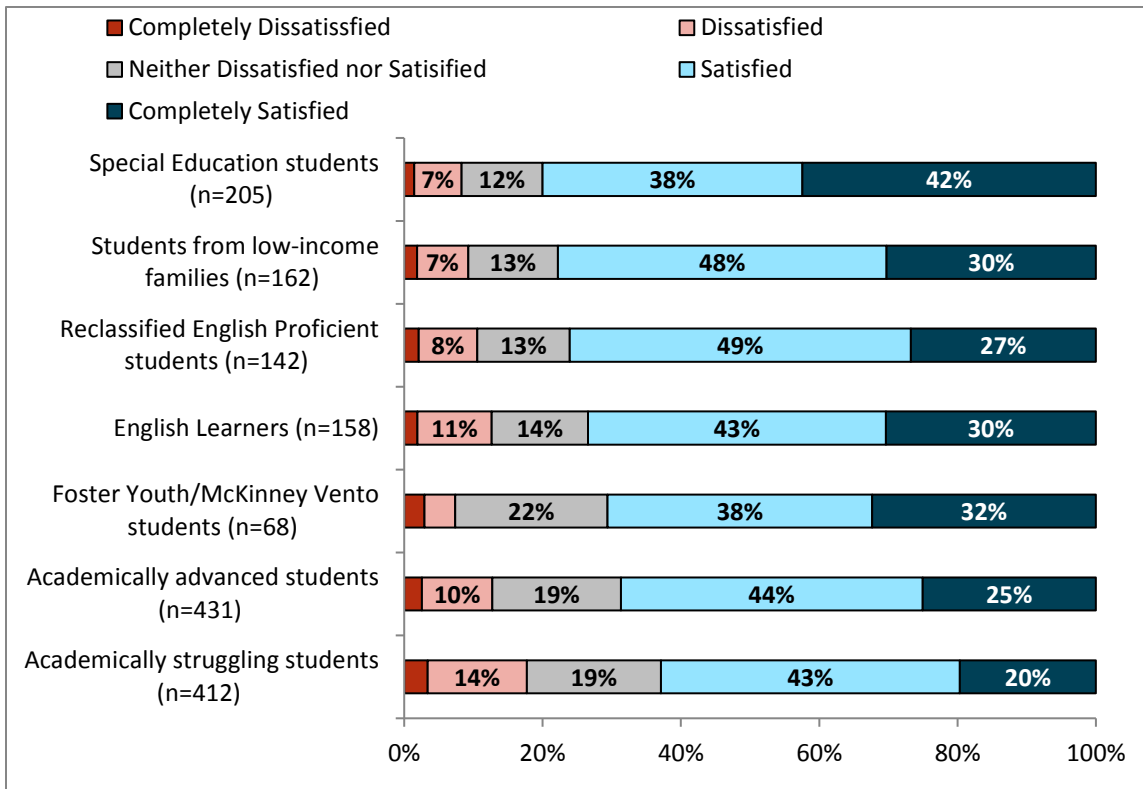
**Figure 13: Staff Perceptions of Students in Class**



n=113-127

Note: Only instructional staff answered this question.

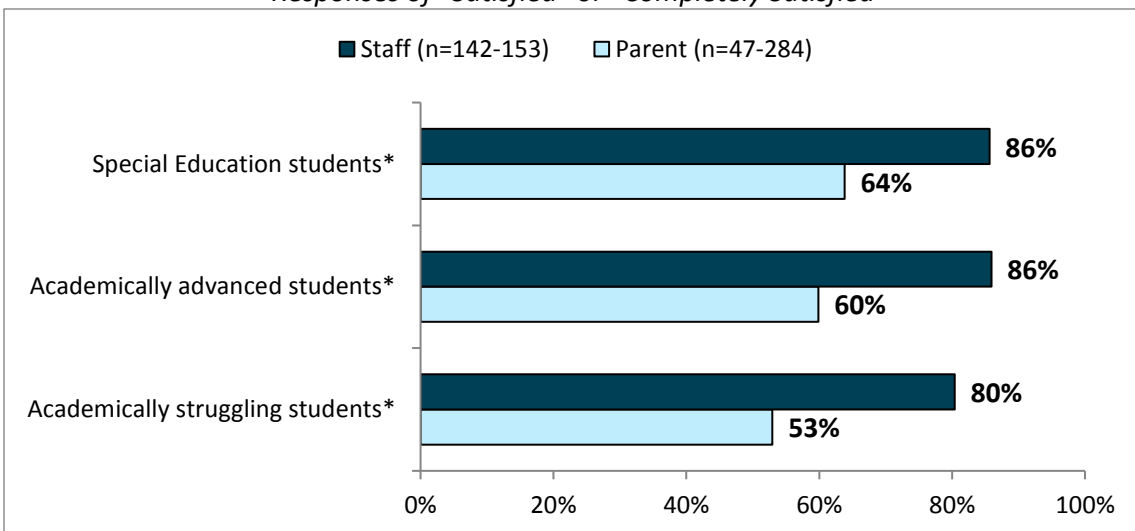
**Figure 14: Satisfaction with Academic Support Available for Student Subgroups**



n=66-431

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

**Figure 15: 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 advanced students” and “Academically struggling students.” An asterisk\* notes a statistically significant difference between roles.

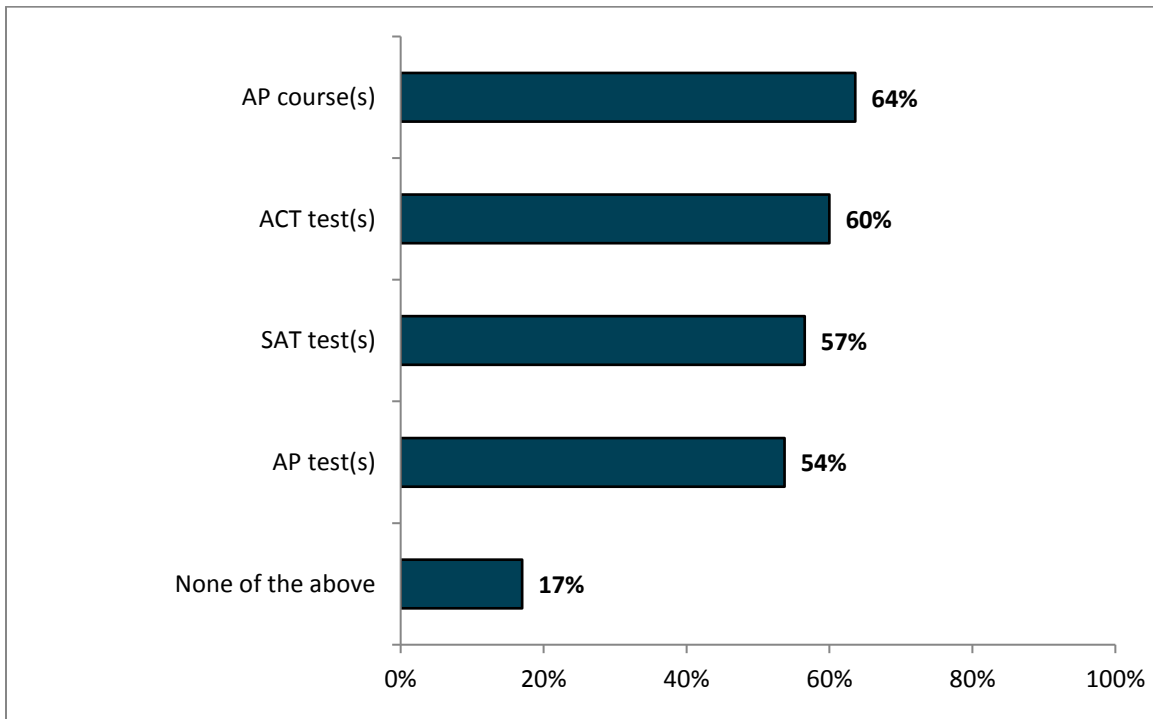
**Figure 16: Satisfaction with Academic Support Available for Student Subgroups, by School**  
*Responses of “Satisfied” or “Completely Satisfied”*

	EL MORRO ELEMENTARY SCHOOL (N=72-84)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=89-92)	THURSTON MIDDLE SCHOOL (N=90-96)	LAGUNA BEACH HIGH SCHOOL (N=137-158)
Academically advanced students*	71%	71%	57%	72%
Academically struggling students*	74%	71%	53%	59%

Note: Only parents and staff answered this question; parents only answered items about services their child receives and the items “Academically advanced students” and “Academically struggling students.” An asterisk\* notes a statistically significant difference between roles.

## GOAL 2—COLLEGE AND CAREER READINESS

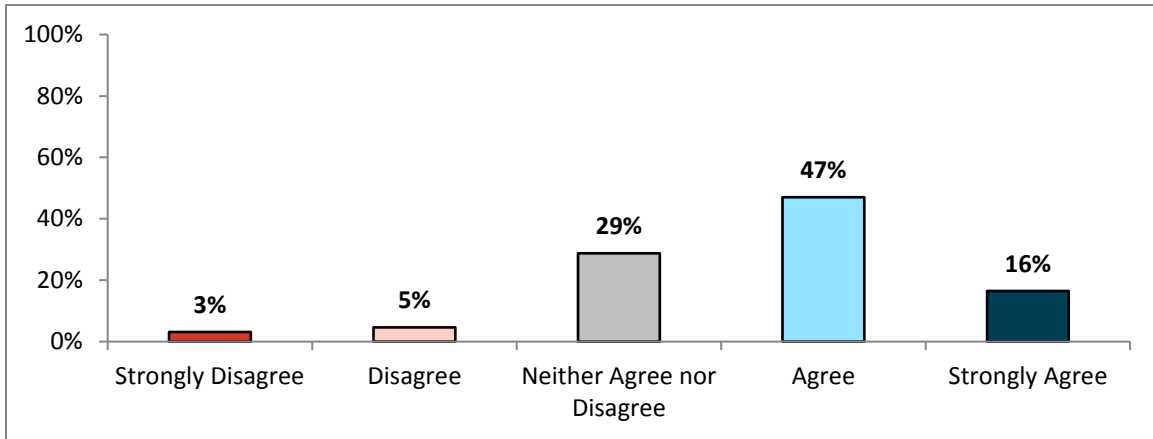
**Figure 17: Tests and Courses Students Have Taken or Plan to Take**



n=635

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

**Figure 18: Agreement that Teachers Encourage Enrollment in Challenging Courses**

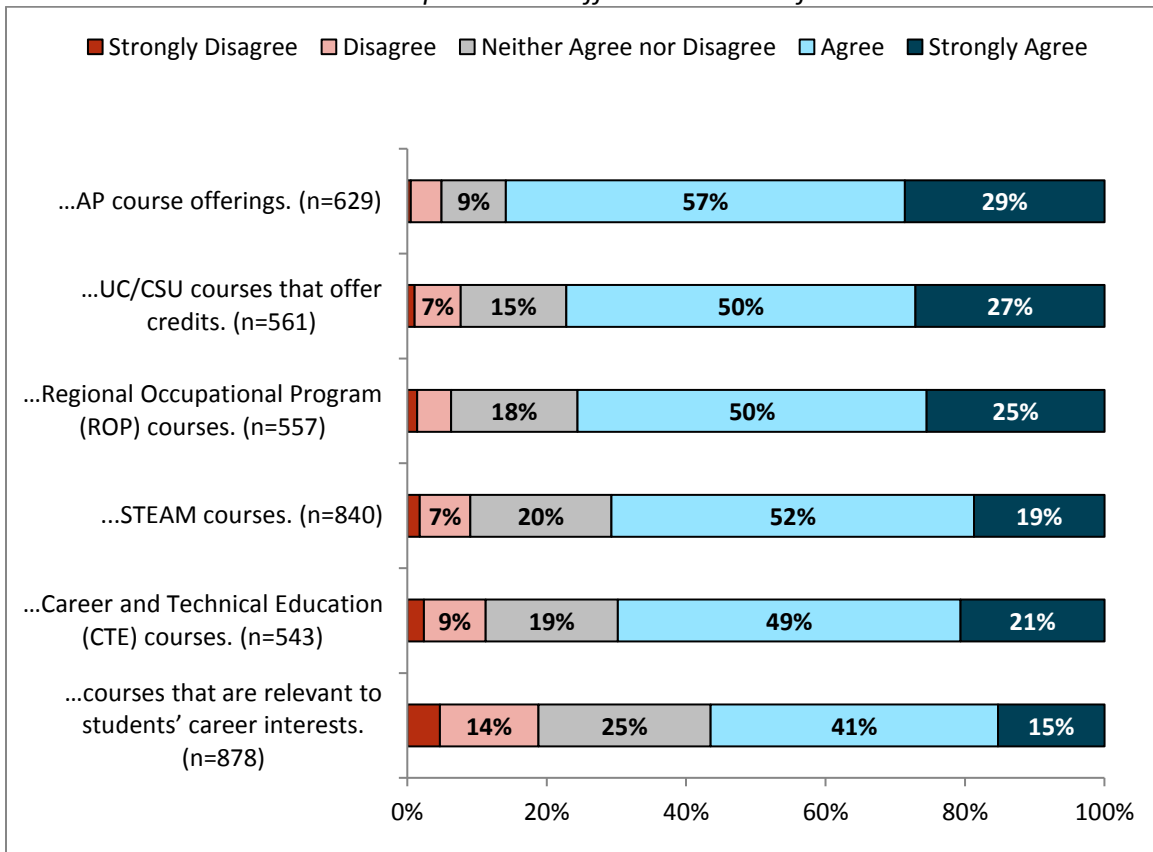


n=1,276

Note: Only students answered this question.

**Figure 19: Agreement that LBUSD Provides Sufficient Courses**

*LBUSD provides a sufficient number of...*

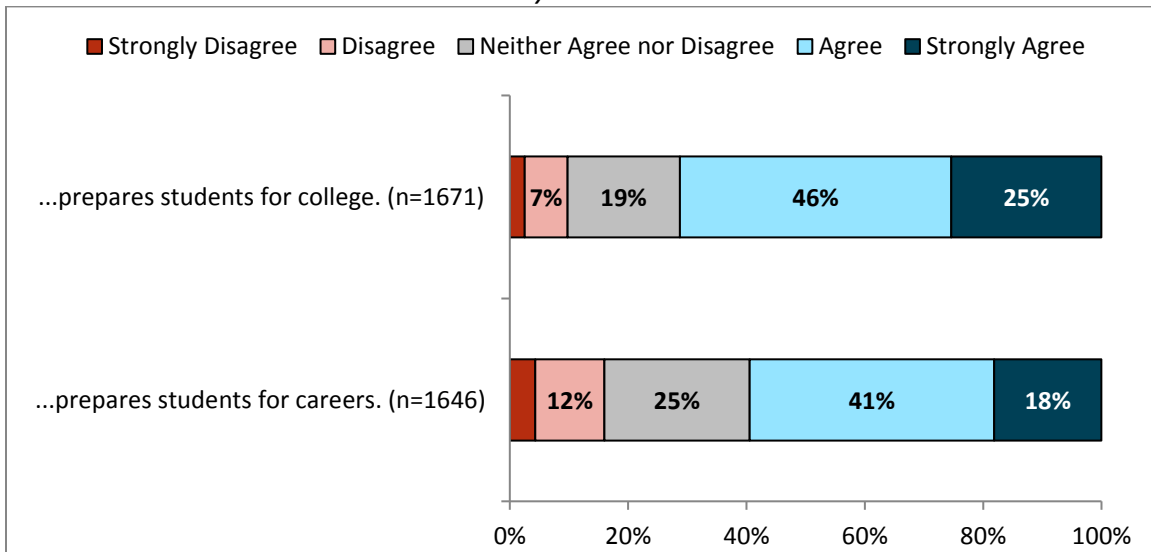


n=543-878

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," "CTE courses," "ROP courses." and "...UC/CSU approved courses."

**Figure 20: Post-Secondary Preparation**

*My school...*

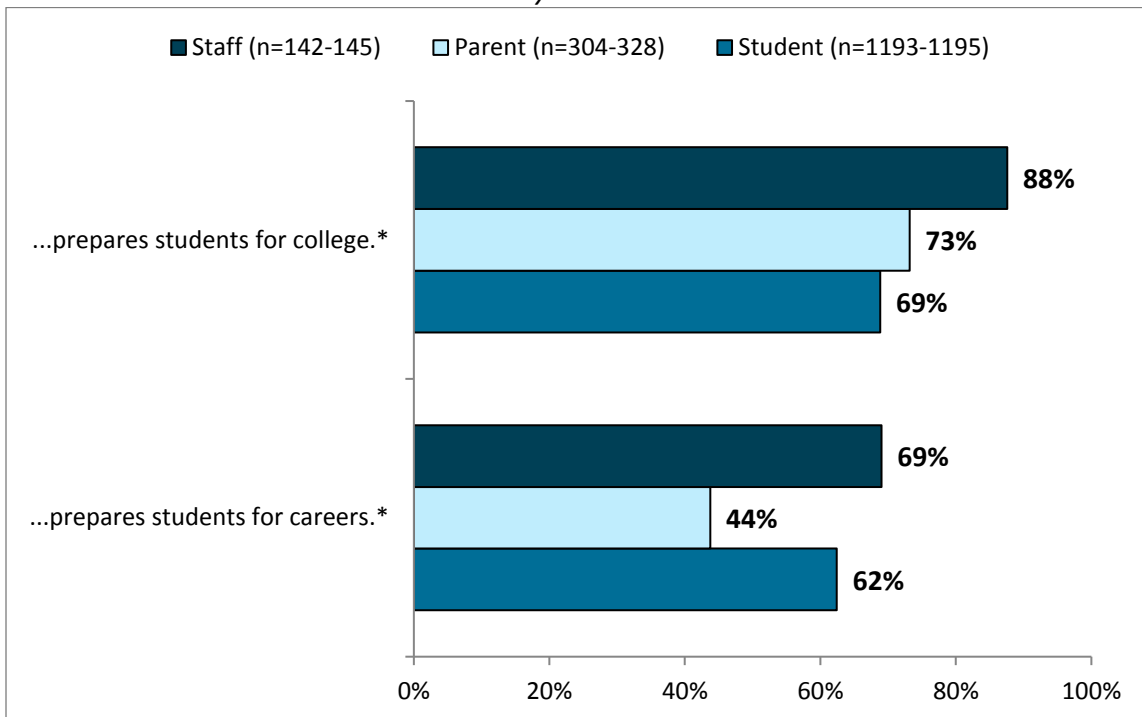


n=1,646-1,671

**Figure 21: Post-Secondary Preparation, by Role**

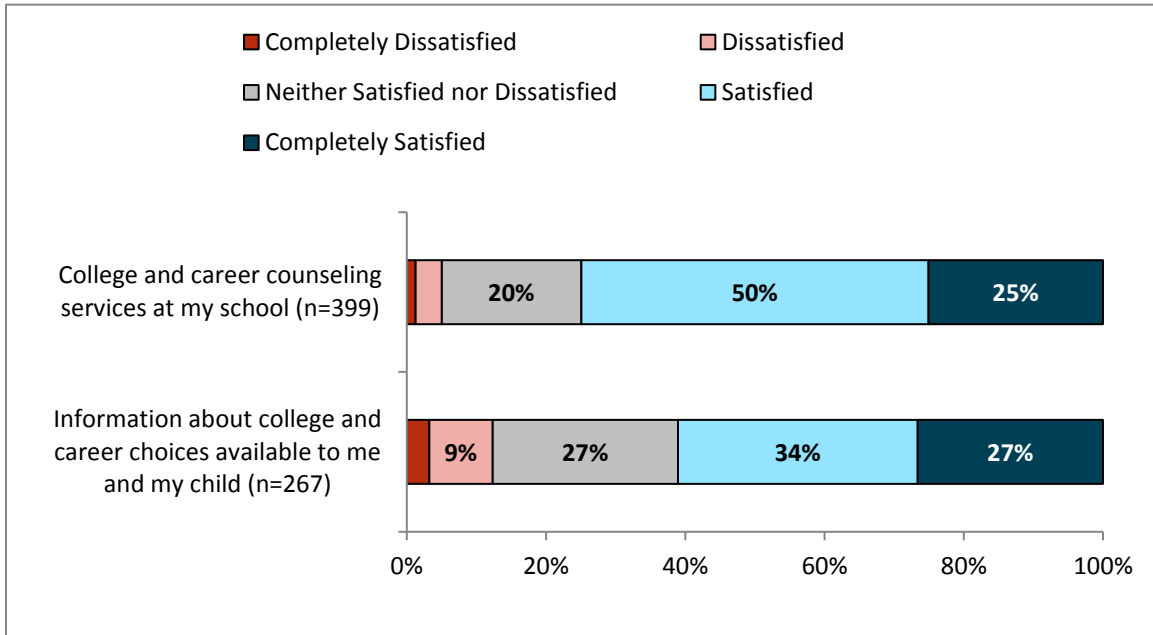
*Responses of "Agree" or "Strongly Agree"*

*My school...*



Note: An asterisk\* notes a statistically significant difference between roles.

**Figure 22: Satisfaction with Available College and Career Information and Counseling**



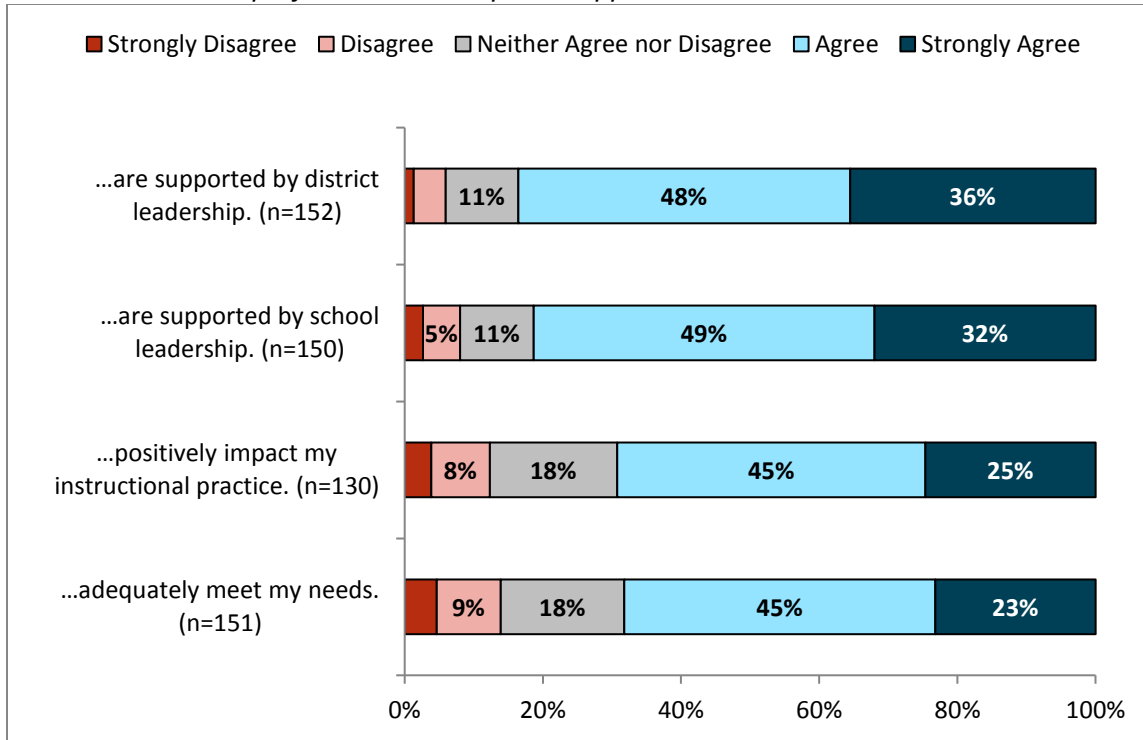
n=267-399

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 3—PROFESIONAL DEVELOPMENT

**Figure 23: Staff Assessment of Professional Development Opportunities**

*The professional development opportunities available to me...*

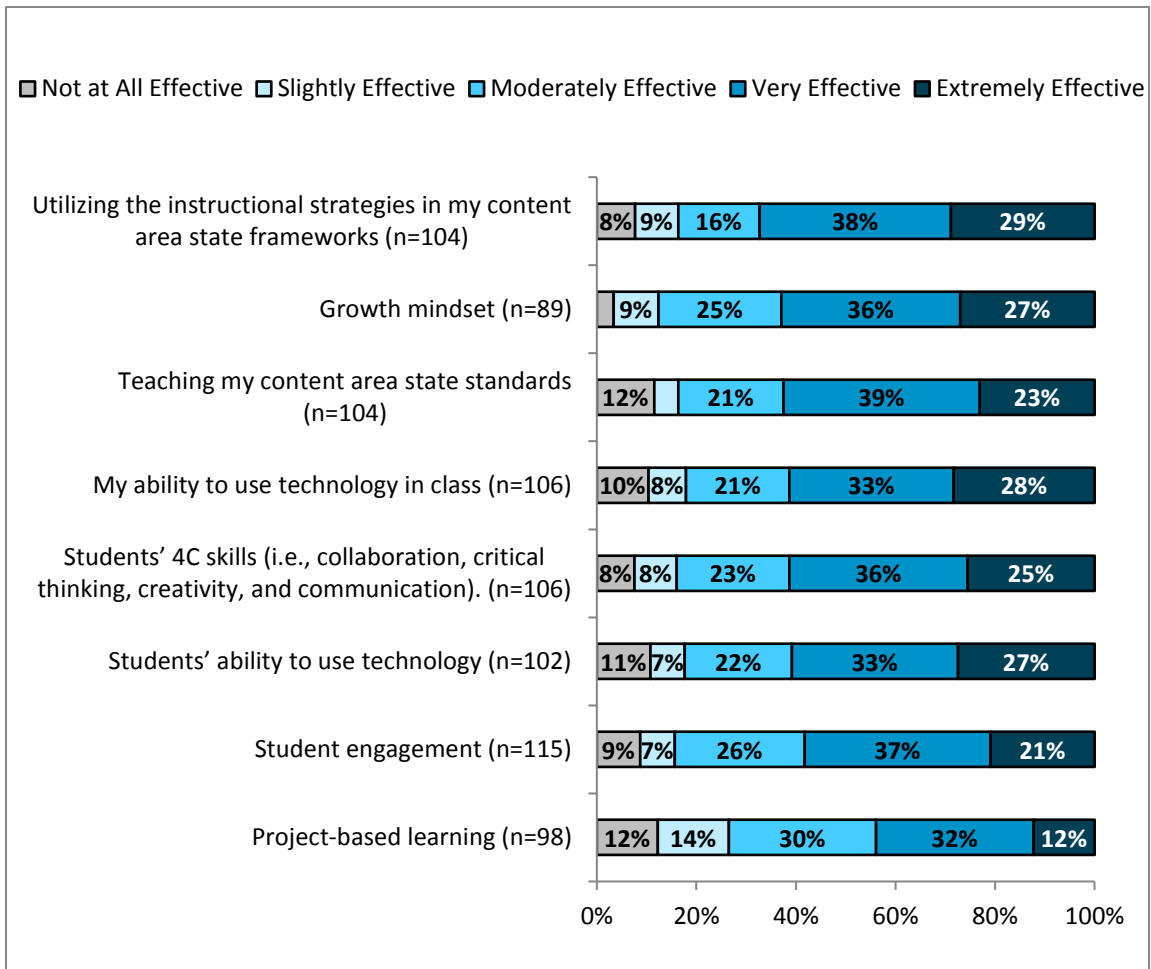


n=130-152

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



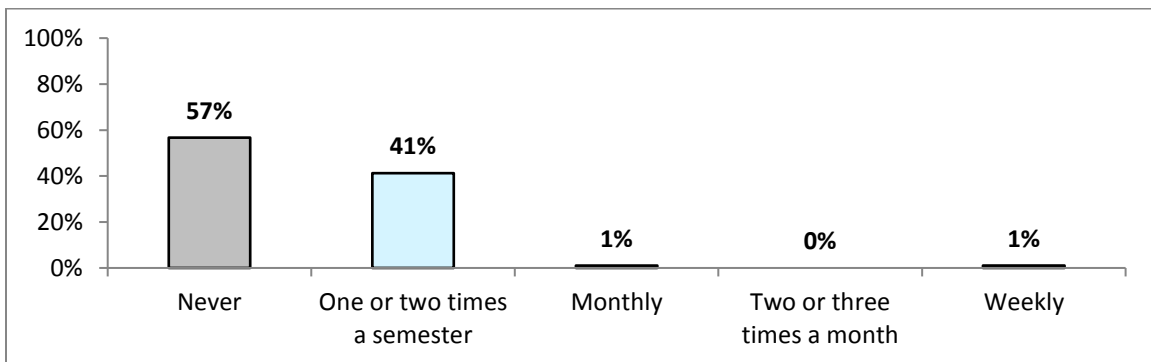
**Figure 24: Professional Development Effectiveness in Addressing Specific Needs**



n=89-115

Note: Only instructional staff answered this question. Only elementary and middle school instructional staff answered the item "Growth mindset."

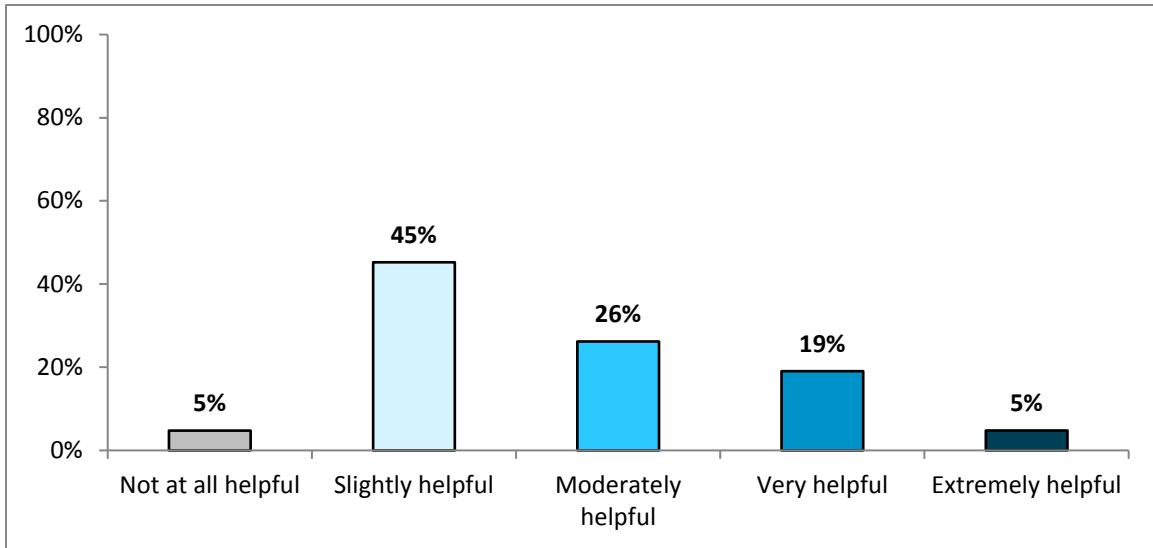
**Figure 25: Frequency of Participation in Learning Walks**



n=97

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

**Figure 26: Helpfulness of Learning Walks for Instructional Practice**

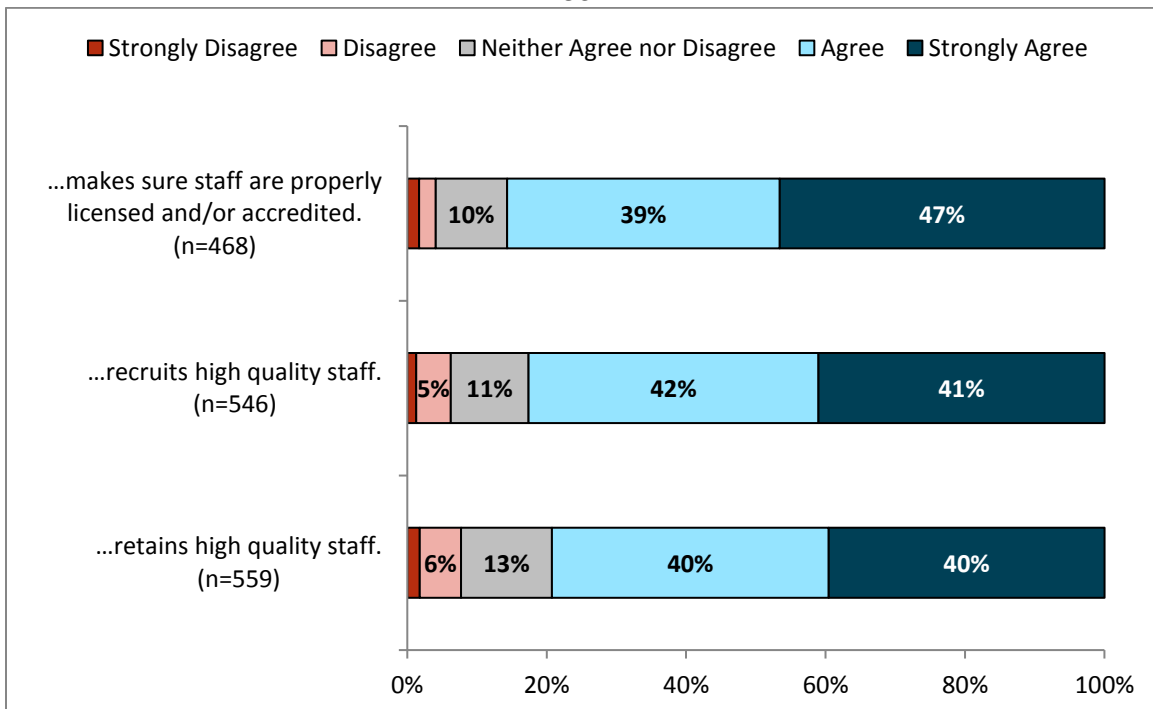


n=42

Note: Only instructional staff and school-level administrators who indicated they participated in learning walks answered this question.

**Figure 27: Staff Recruitment, Retention, and Licensure at LBUSD**

*LBUSD...*



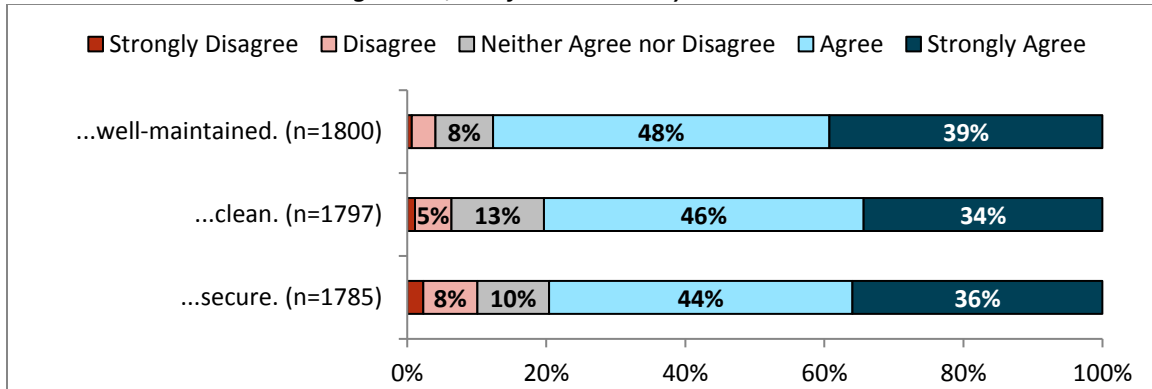
n=468-559

Note: Only parents and staff answered this question.

## GOAL 4—LEARNING ENVIRONMENT

**Figure 28: Perceptions of School Facilities**

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

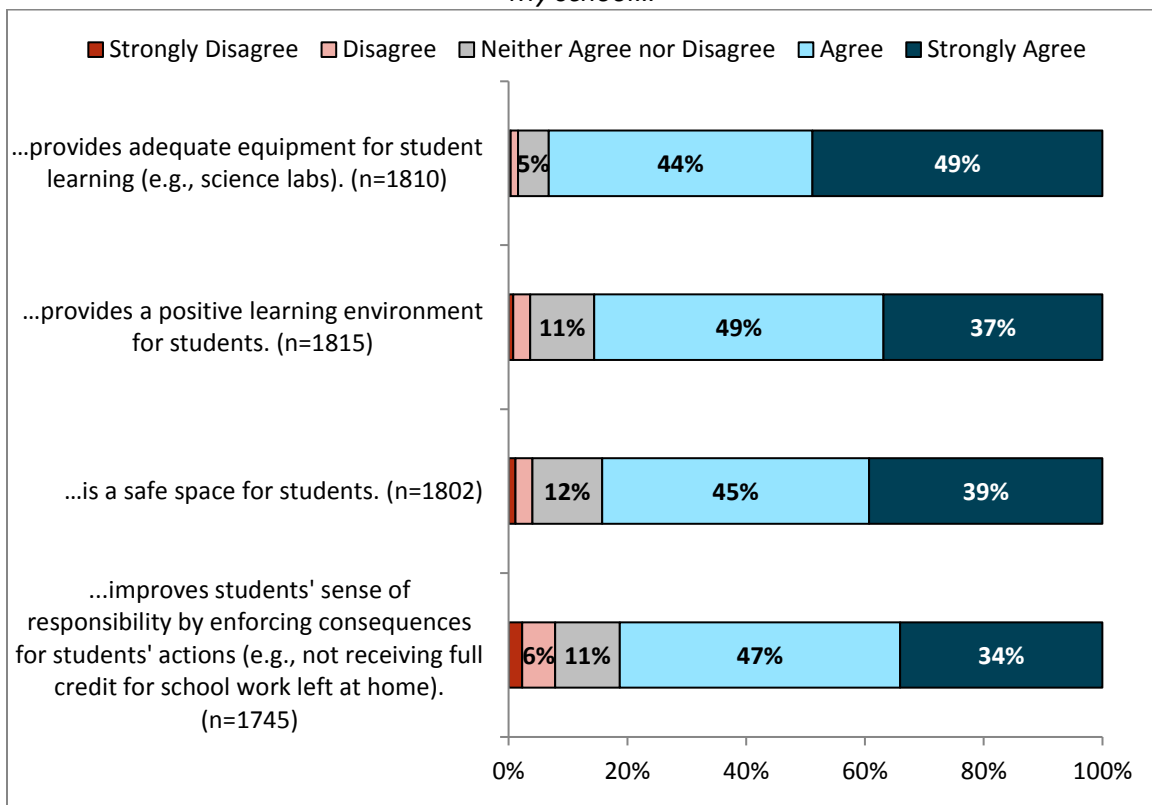


N=1,785-1,800

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

**Figure 29: Perceptions of School Setting**

*My school...*

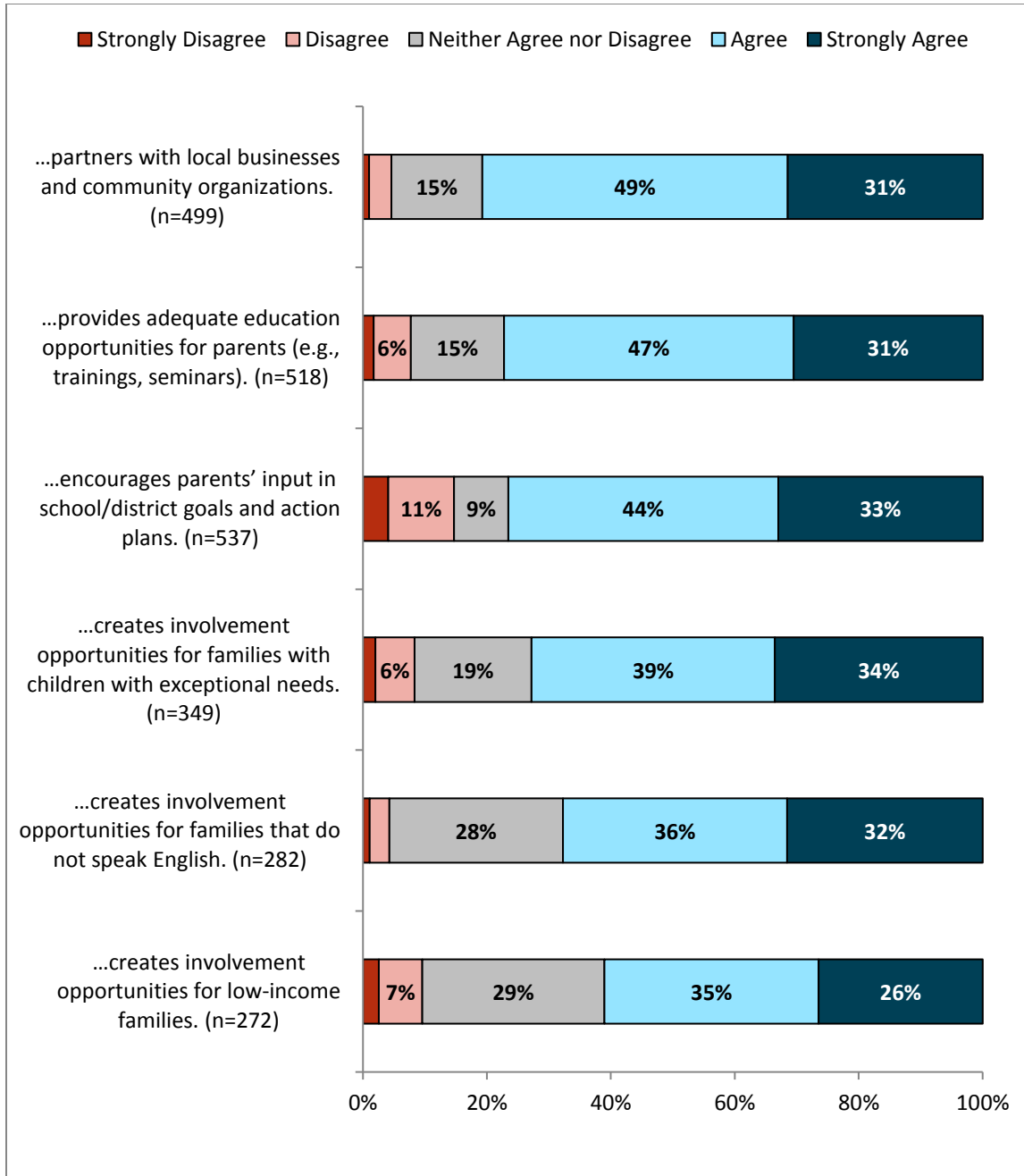


n=1,745-1,810

## GOAL 5—STAKEHOLDER ENGAGEMENT

**Figure 30: Opportunities for Parental and Community Involvement in LBUSD**

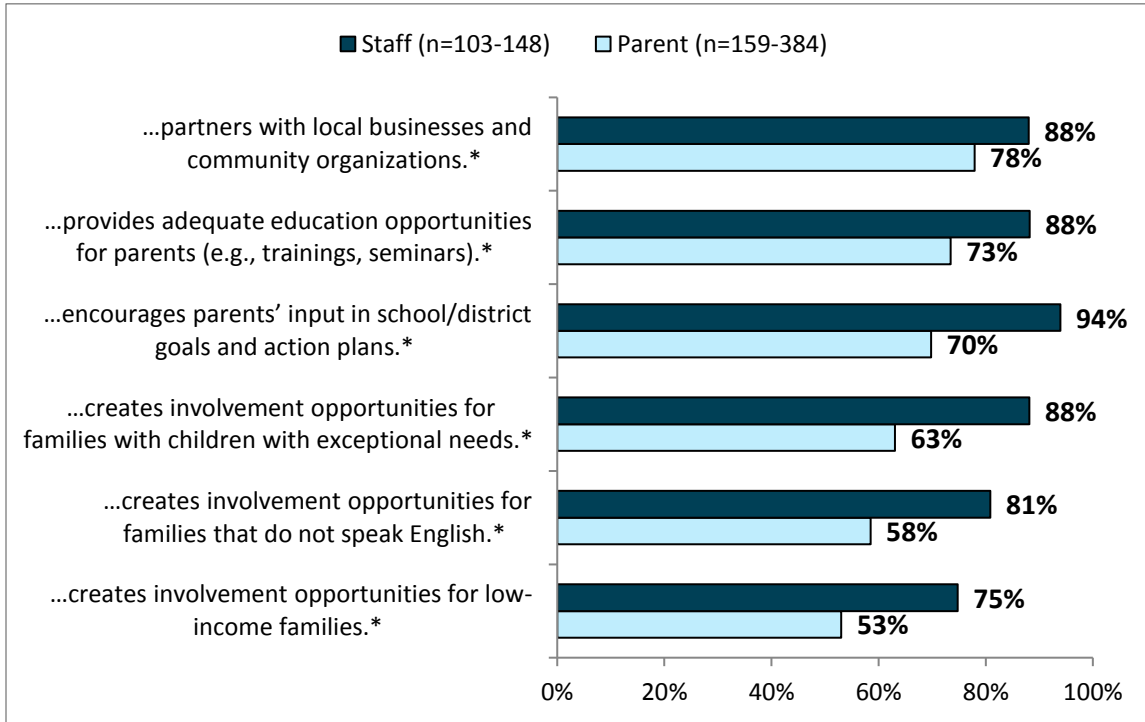
*LBUSD...*



n=272-537

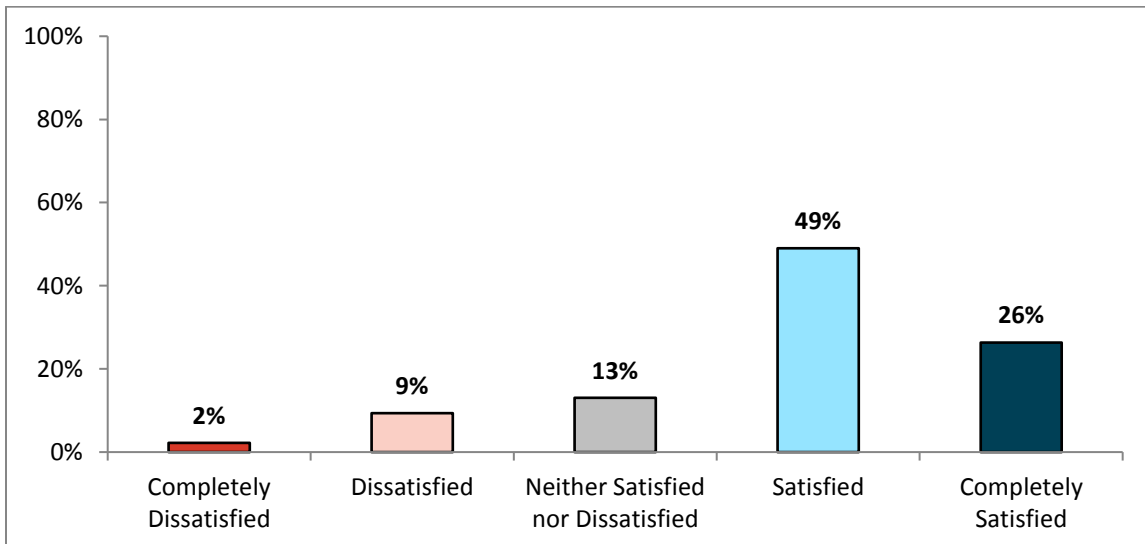
Note: Only parents and staff answered this question.

**Figure 31: Opportunities for Parental and Community Involvement in LBUSD**  
*Responses of “Agree” and “Strongly Agree”*  
*LBUSD...*



Note: An asterisk\* notes a statistically significant difference between roles.

**Figure 32: Parent Satisfaction with School Communication**

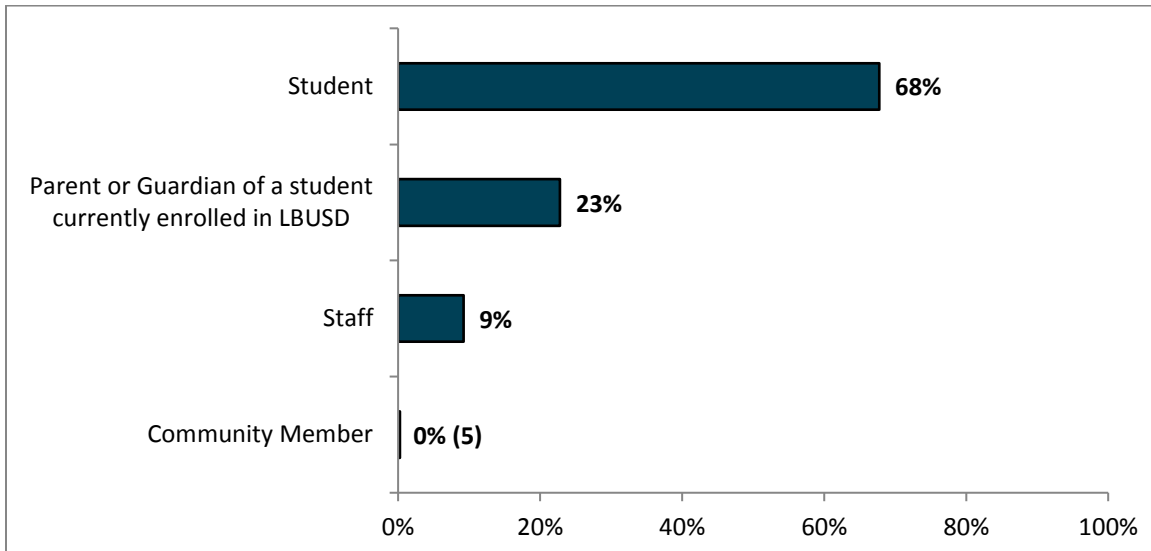


n=406

Note: Only parents answered this question.

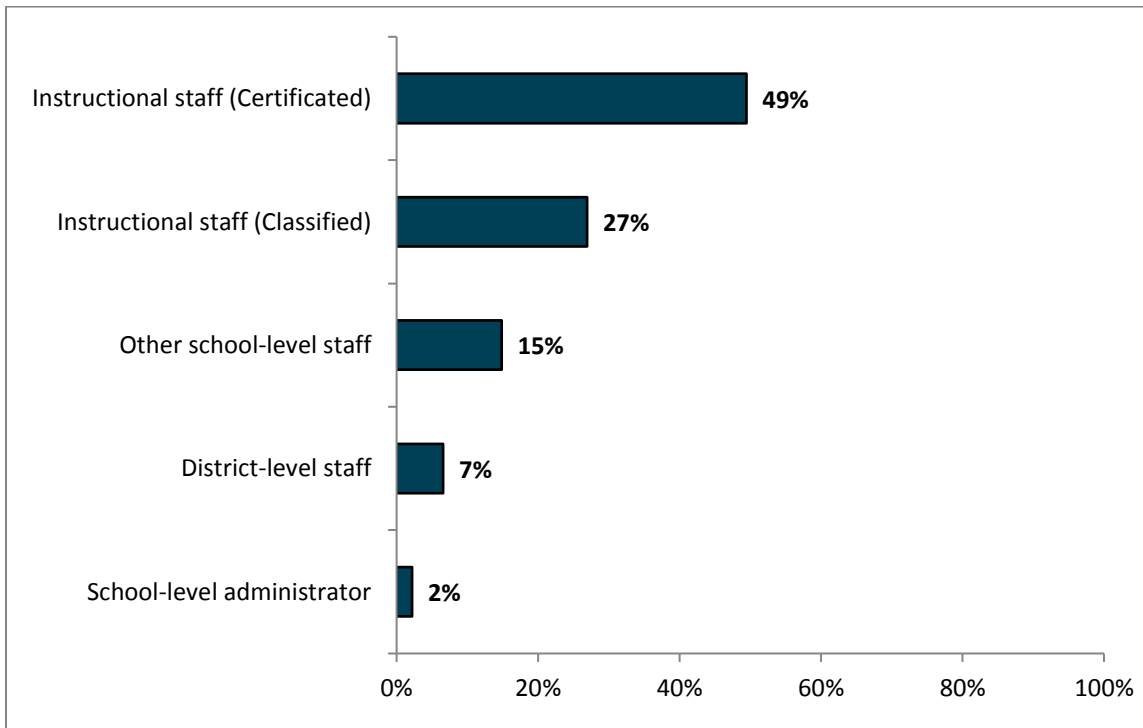
## RESPONDENT CHARACTERISTICS

Figure 33: Specific Association with LBUSD



n=1,978

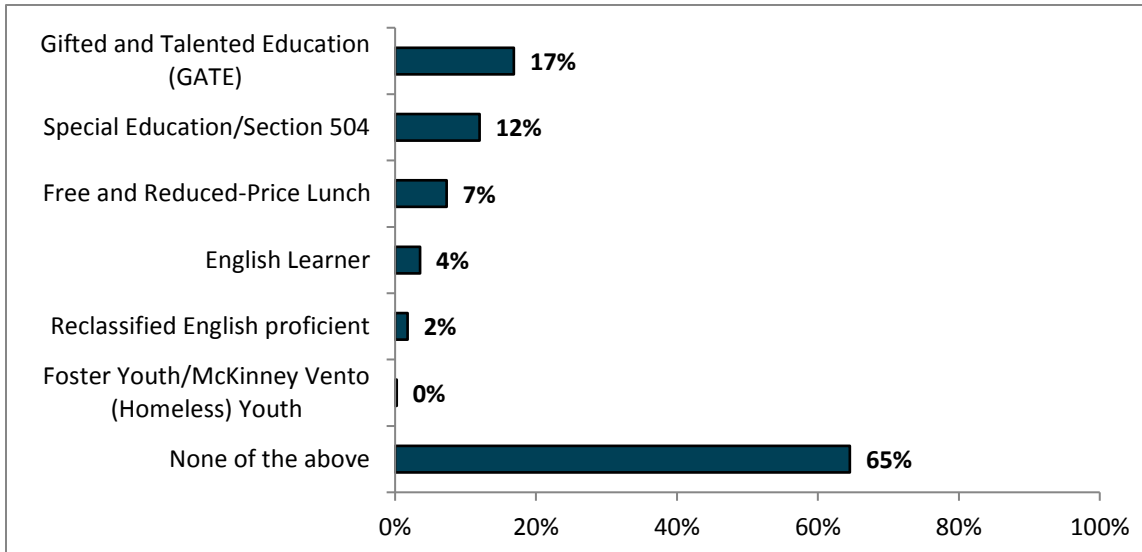
Figure 34: Current Position at LBUSD



n=182

Note: Only staff answered this question.

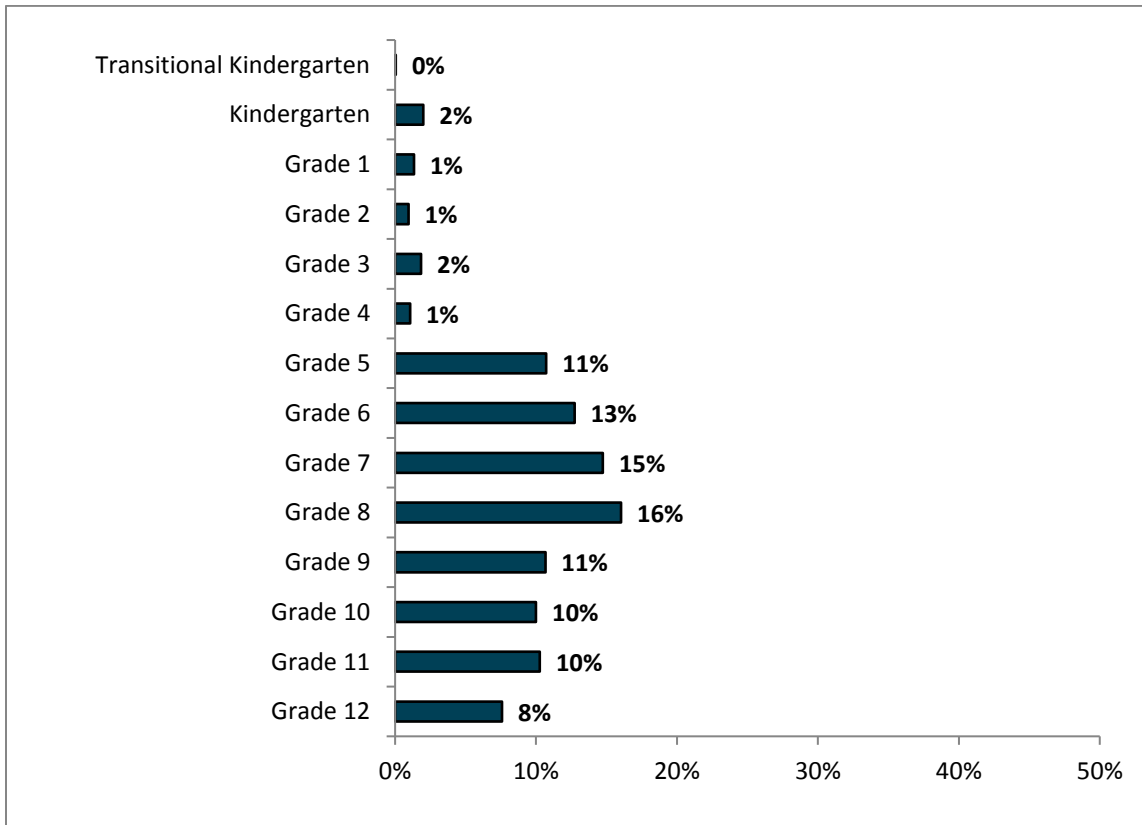
**Figure 35: Does your child qualify for any of the following services this school year?**



n=451

Note: Only parents answered this question.

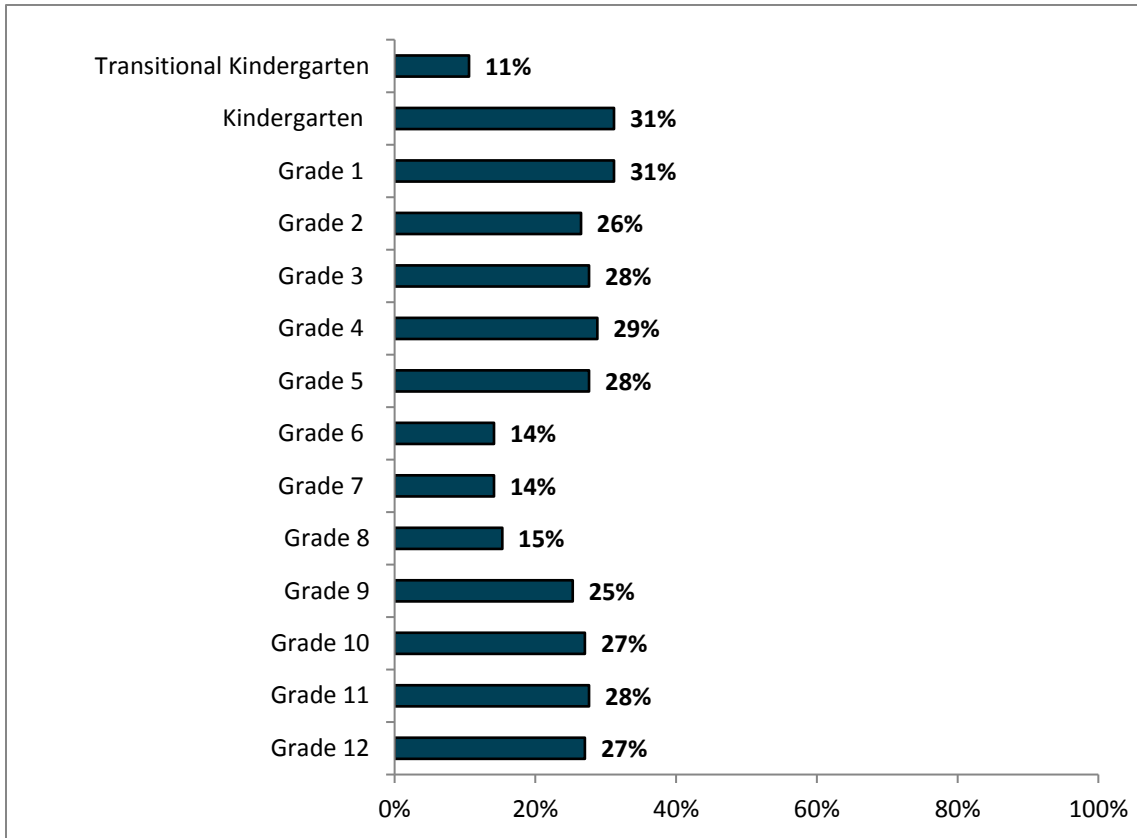
**Figure 36: Student Grade Level**



n=1,791

Note: Only students and parents answered this question.

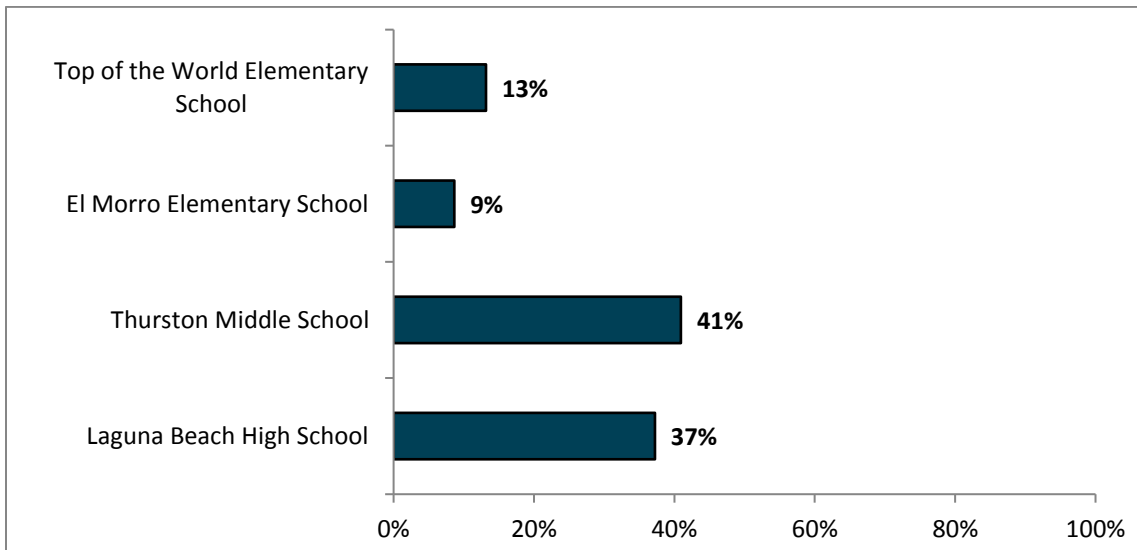
**Figure 37: Staff Grade Level**



n=170

Note: Only staff answered this question.

**Figure 38: School Location**



n=1,961



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