

LCAP Survey Analysis

Prepared for Colton Joint Unified
School District

December 2018



EXECUTIVE SUMMARY



Introduction

In this report, Hanover Research analyzes and summarizes the results from the 2018 CJUSD LCAP Survey. In total, 4,759 respondents completed the survey and provided quality survey responses. The report includes results from 3,296 students, 608 parents, and 855 staff members.

THE REPORT CONTAINS THE FOLLOWING SECTIONS:

Executive Summary and Key Findings. We summarize the methodology of the study, provide recommendations, and present high-level key findings.

Section I: Construct Composite Scores. We provide high-level construct scores for each stakeholder group. The survey asked questions on the following core constructs: school environment; academic environment; social environment; and stakeholder engagement.

Section II: Item-level Scores. For each construct, we present item by item results. While respondents answered each item on a five-point scale, we present top two results for ease of interpretation. See the accompanying data supplement for the full set of results.

Section III: Custom Questions. For each custom question, we present item by item results. While respondents answered each item on a five-point scale, we present top two results for ease of interpretation. See the accompanying data supplement for the full set of results.

Section IV: Demographics. We summarize respondents' characteristics, including school location and grade level.

Colton Joint Unified School District (CJUSD)

<https://www.colton.k12.ca.us>

Colton, CA

Goals

- 1) Gather feedback from stakeholders
- 2) Identify areas of improvement
- 3) Collect data point to inform future LCAP goals and planning

Approach

Online survey of students, parents, staff, and community in October/November 2018.

Methodology

Methodology: The survey was fielded online using the Qualtrics software platform in October/November 2018 to staff, students, and parents at CJUSD. After data collection, Hanover identified and removed low-quality respondents. Throughout the report, statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

Constructs: The survey results are divided into three main constructs and associated sub-constructs. For example, the main constructs are academic environment, social environment, and stakeholder engagement. Within each main construct there are sub-constructs, as outlined in the following table. CJUSD also included a few custom questions about career and technical education in the district.

Academic Environment	Stakeholder Engagement
Expectations Learning Environment Student Support Student Engagement English Learners Foster Youth Special Education	Communication with Parents Parent Involvement
	Social Environment
	Social Climate

Recommendations

- **Continue to provide support for students and maintain high expectations throughout the district.** Respondents consistently note these as areas of strength for district schools and staff.
- **Increase efforts to reduce bullying within schools.** Respondents across all groups note that bullying is a problem at their school. Further research can help identify best practices and additional methods that best meet the districts' needs.
- **Provide additional after-school activities for special student populations.** Parents and staff alike are less likely to find that district schools provide enough after-school activities for all special student populations. Additionally, special education students may require additional support in terms of vocational and transition-based skills training.

Key Findings

STRENGTHS

- **Respondents agree that teachers and staff at district schools support students.** Over 70 percent of all respondents agree with each statement related to teachers and staff members' student support, including:
 - 82 percent find that teachers and staff use technology to teach,
 - 81 percent agree that teachers and staff encourage critical thinking, and
 - 80 percent say that teachers and staff encourage collaboration among students.
- **Respondents rate student engagement and expectations highly.** Specifically among all respondents:
 - 91 percent agree that students want to do well in school,
 - 89 percent agree that district schools want students to succeed, and
 - 78 percent agree that district schools set high expectations for student achievement.
- **Overall, parents and students express satisfaction with their school.** Close to 75 percent of parents and students are satisfied with the teachers at their school and approximately 70 percent are satisfied with school leadership.

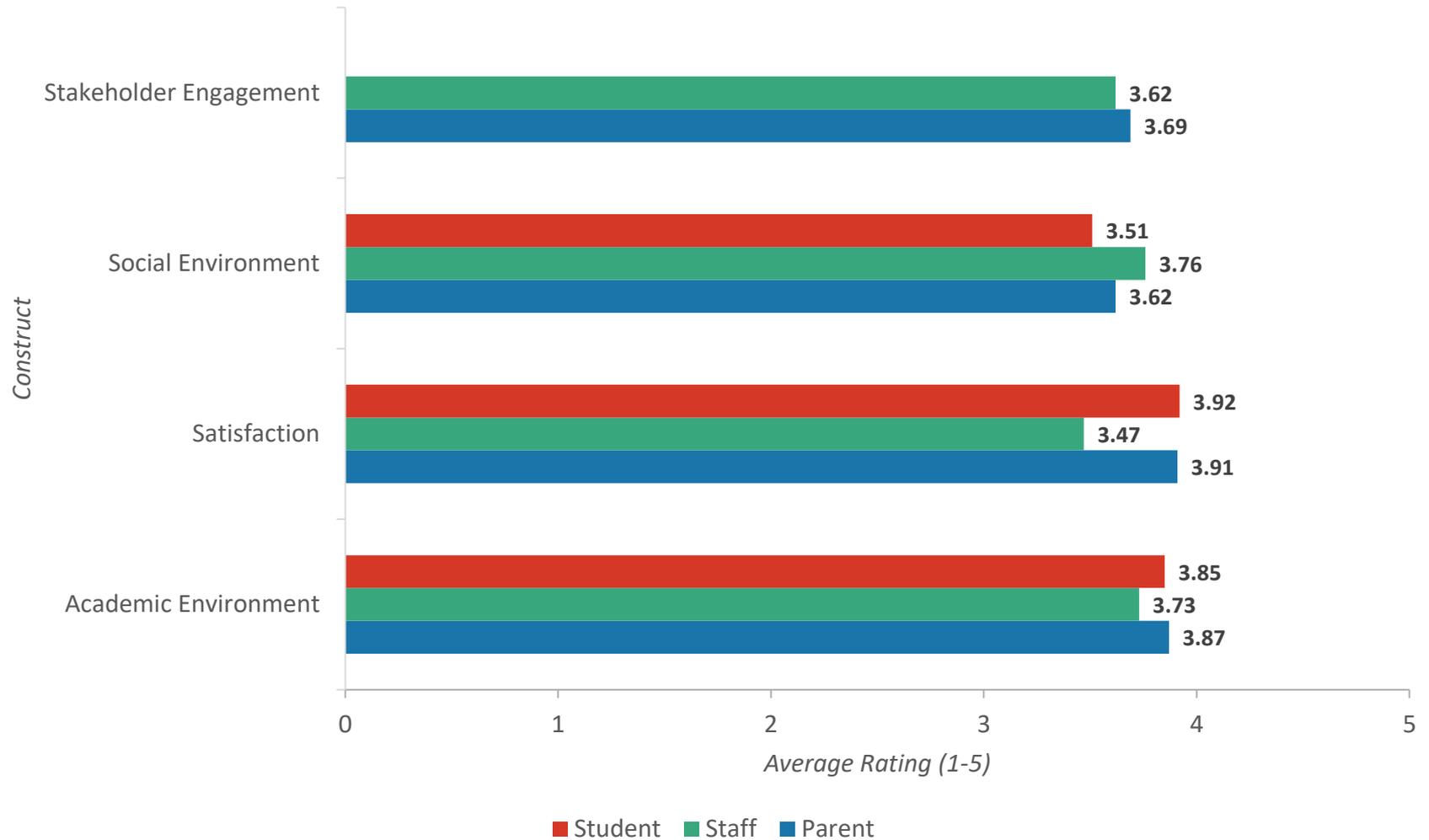
AREAS FOR IMPROVEMENT

- **Students rate their school's social climate less favorably.** Less than half of students agree that students at their school get along with each other and respect their differences (45%), and less than a third say that bullying is **not** a problem at their school (30%).
 - In addition, a minority of staff and parents report that bullying is **not** a problem (33% staff, 25% parents).
- **Staff and parents believe that special student populations could be provided with more after-school activities.** Overall, only about half of parents and teachers find that their school provides foster youth (56%), English Learner (51%), and special education students (41%) with enough after-school activities, and that their school provides enough vocational and transition-based skills training to special education students (49%).

SECTION I: CONSTRUCT COMPOSITE SCORES



Overall Construct Scorecard



Subconstruct Scorecard

	Parent	Staff	Student
Expectations (AE)	3.78	3.91	3.95
Learning Environment (AE)	3.63	3.34	3.51
Student Support (AE)	3.77	4.04	3.92
English Learners (AE)	3.76	3.78	--
Student Engagement (AE)	4.35	3.61	4.00
Foster Youth (AE)	2.77	3.85	--
Special Education (AE)	3.70	3.74	--
Overall Satisfaction (SA)	3.91	--	3.92
Satisfaction with Leadership (SA)	--	3.47	--
Social Climate (SO)	3.62	3.76	3.51
Communication with Parents (EN)	3.71	--	--
Parental Involvement (EN)	3.67	3.76	--
Staff Engagement (EN)	--	3.51	--

Main Constructs: Academic Environment (AE); Satisfaction (SA); Social Environment (SO); Stakeholder Engagement (EN)

On a 1-5 scale, with 5 being the most positive value. Darker cells indicate more positive values, while lighter cells indicate more negative values.

SECTION II: ITEM BY ITEM CONSTRUCT RESULTS



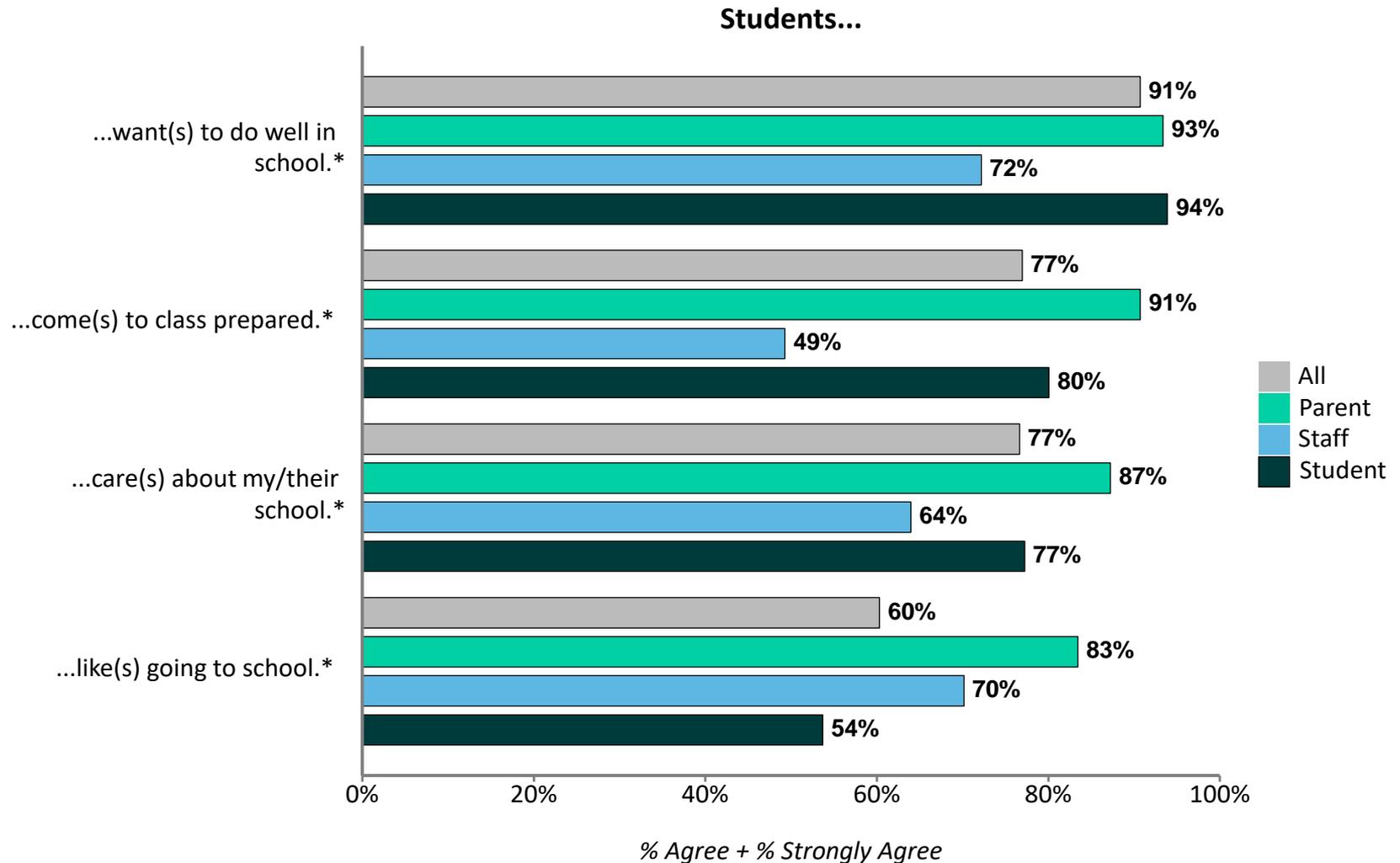
ACADEMIC ENVIRONMENT

In this section, Hanover reviews items related to academic expectations and supports for students.

Academic Environment: Summary of Results

- **Most respondents believe that students want to do well in school, although stakeholders' perceptions of student preparedness differ.** Ninety-one percent of all respondents agree that students want to do well in school. However, while 91 percent of parents and 80 percent of students find that students come to class prepared, only 49 percent of staff members believe this.
- **Respondents believe that students are receiving most of the support that they need to succeed in school.** At least 70 percent of all respondents believe that teachers and staff at district schools support students across nearly every category. In particular, they are the most likely to agree that teachers and staff use technology to teach (82%), encourage critical thinking (81%), and encourage collaboration among students (80%).
 - However, respondents are less likely to agree that they understand what types of social-emotional supports are available to students (67%), with only half of parents (50%) agreeing.

Student Engagement

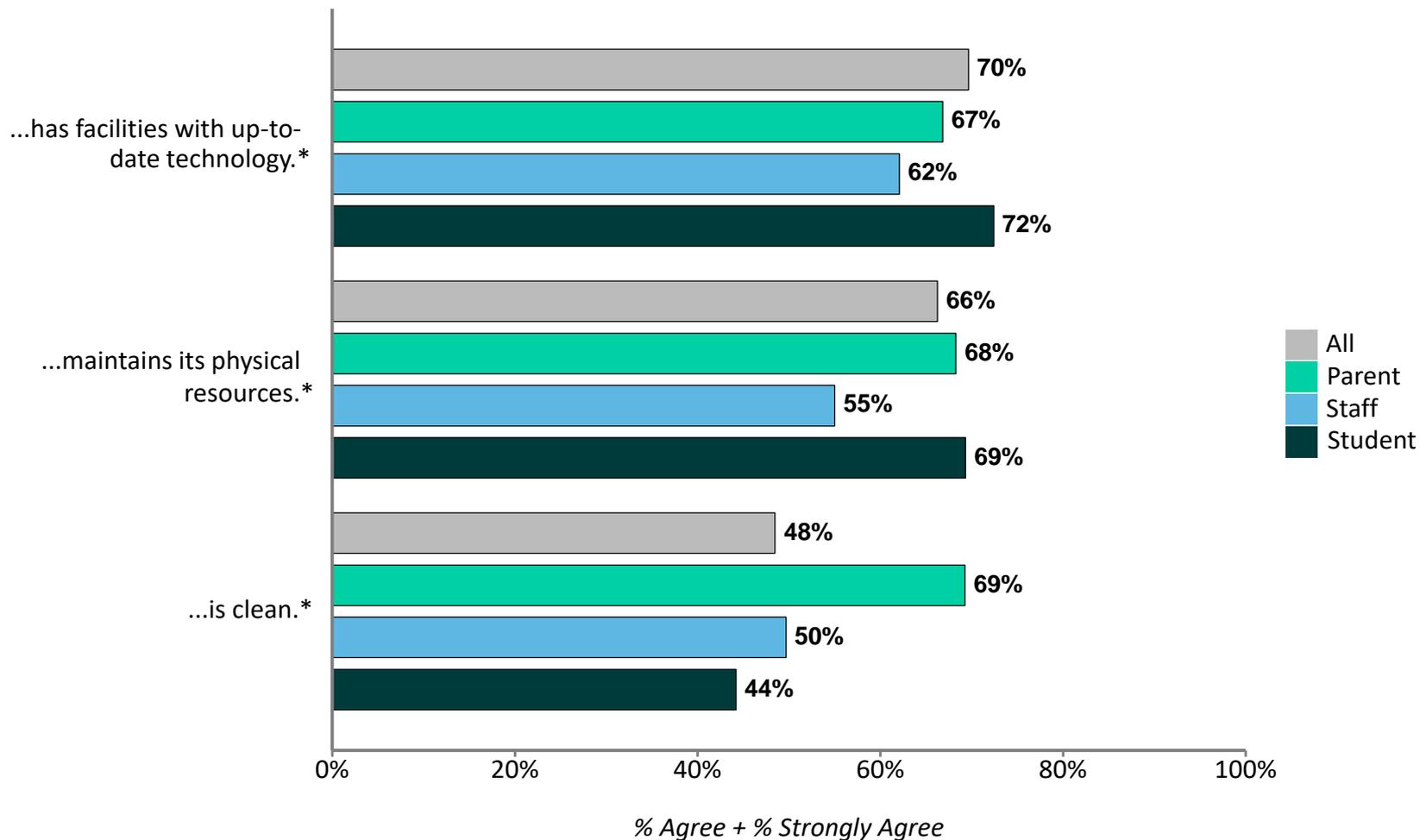


Sample Size: All (4,212-4,480); Parent (604-606); Staff (644-645); Student (2,964-3,230)

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

Learning Environment

My [child's] school...

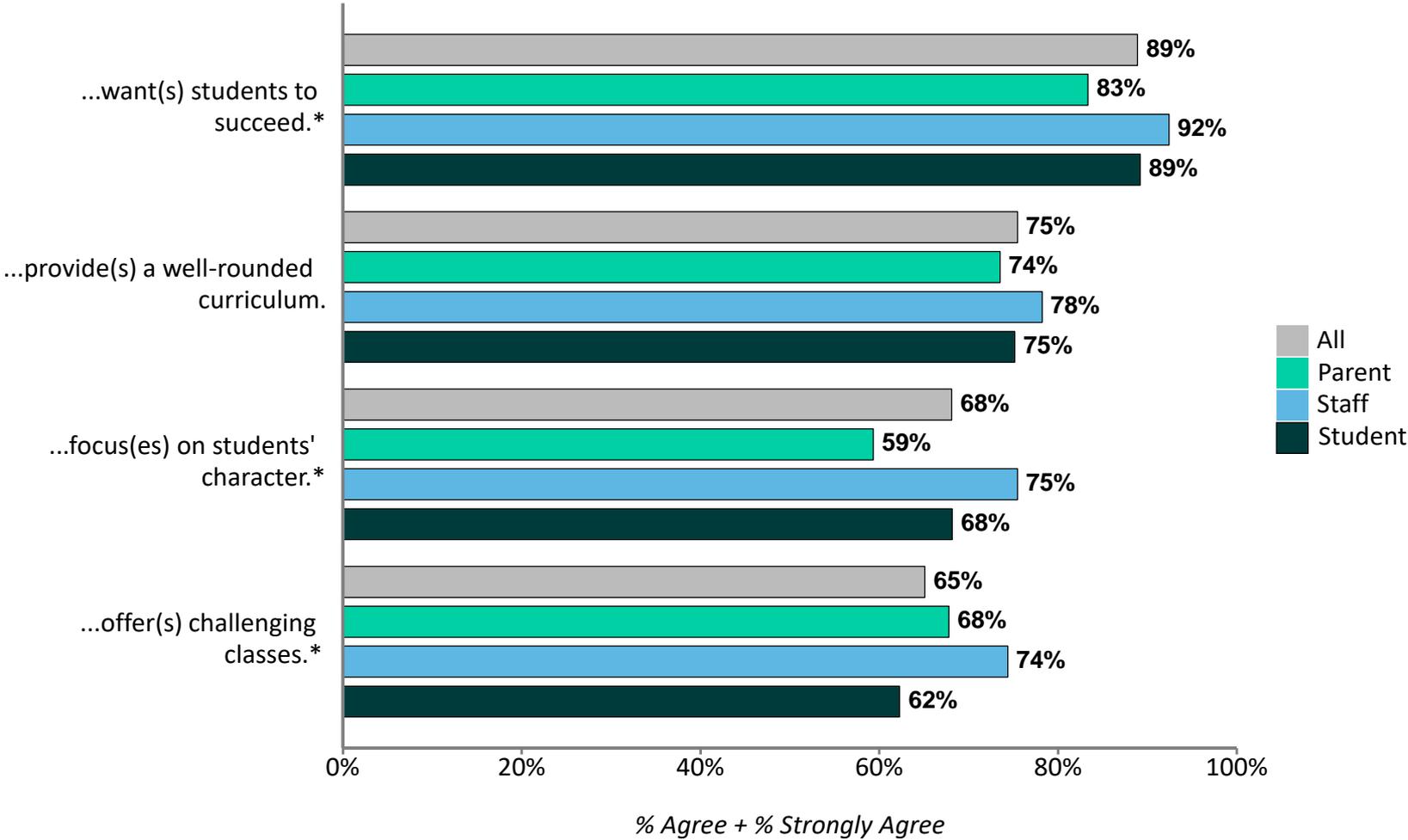


Sample Size: All (3,718-4,444); Parent (536-589); Staff (756-779); Student (2,426-3,076)

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

Expectations

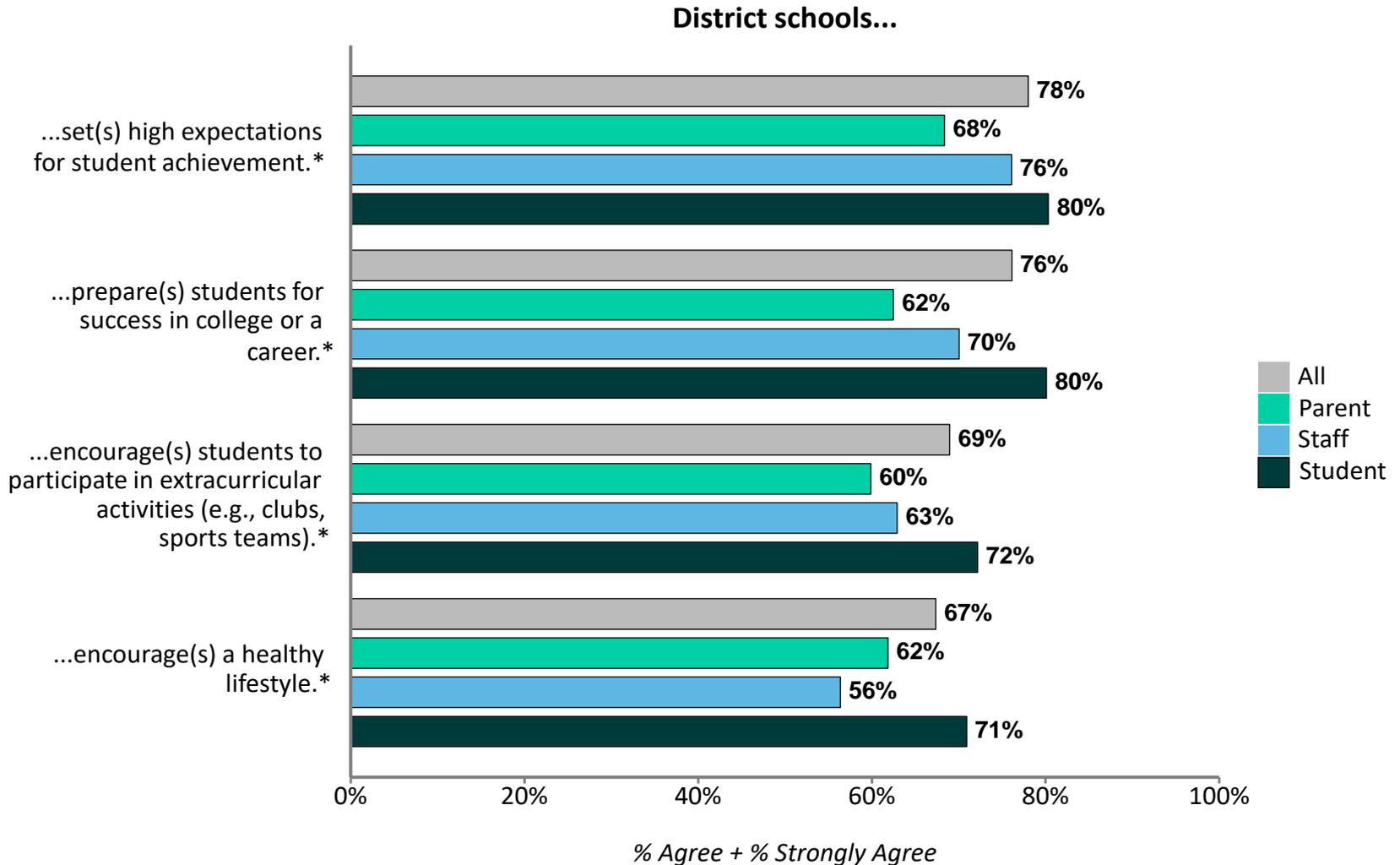
District schools...



Sample Size: All (3,775-4,387); Parent (565-601); Staff (660-673); Student (2,527-3,113)

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

Expectations

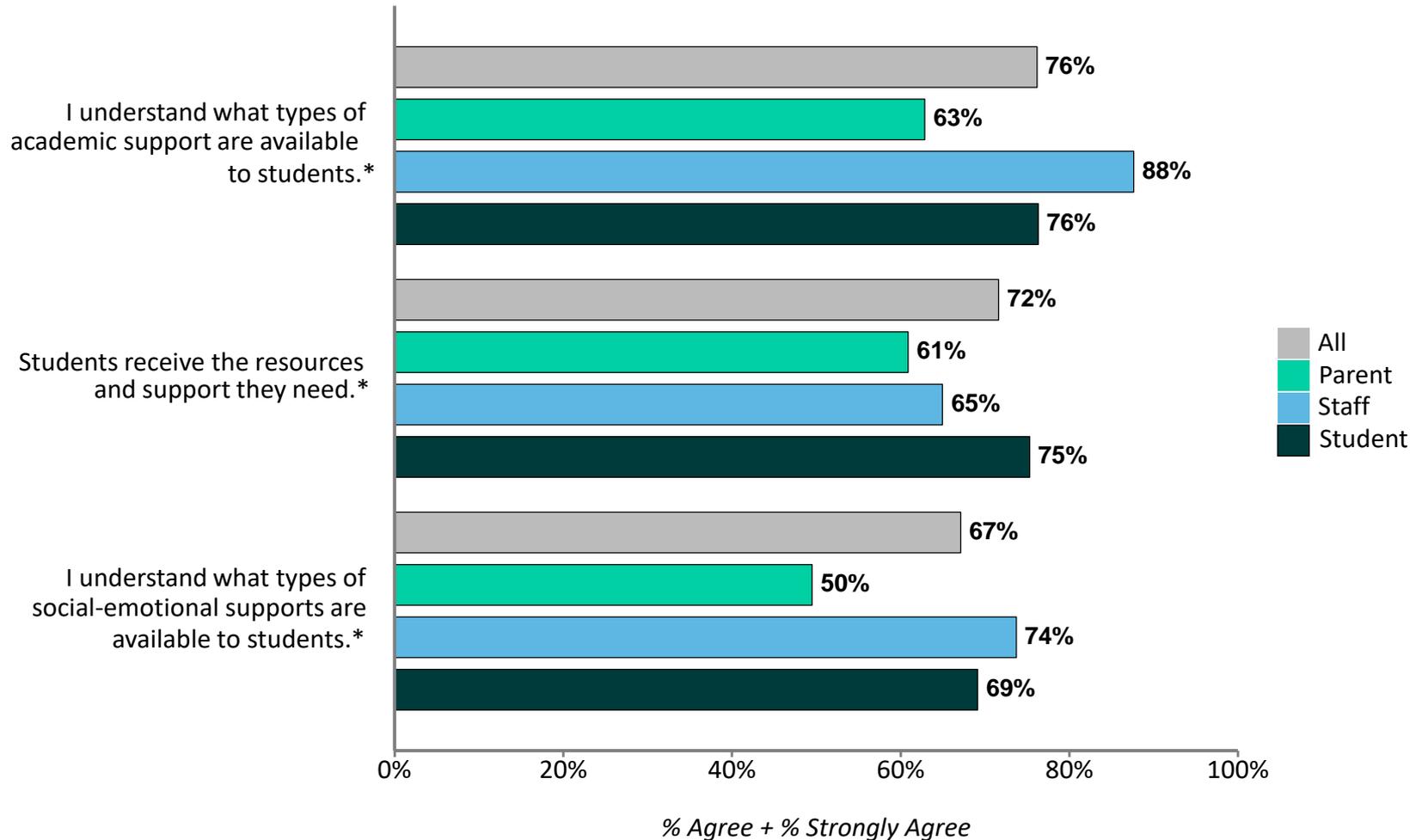


Sample Size: All (4,046-4,255); Parent (566-588); Staff (658-670); Student (2,822-2,997)

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

Student Support

At district schools...

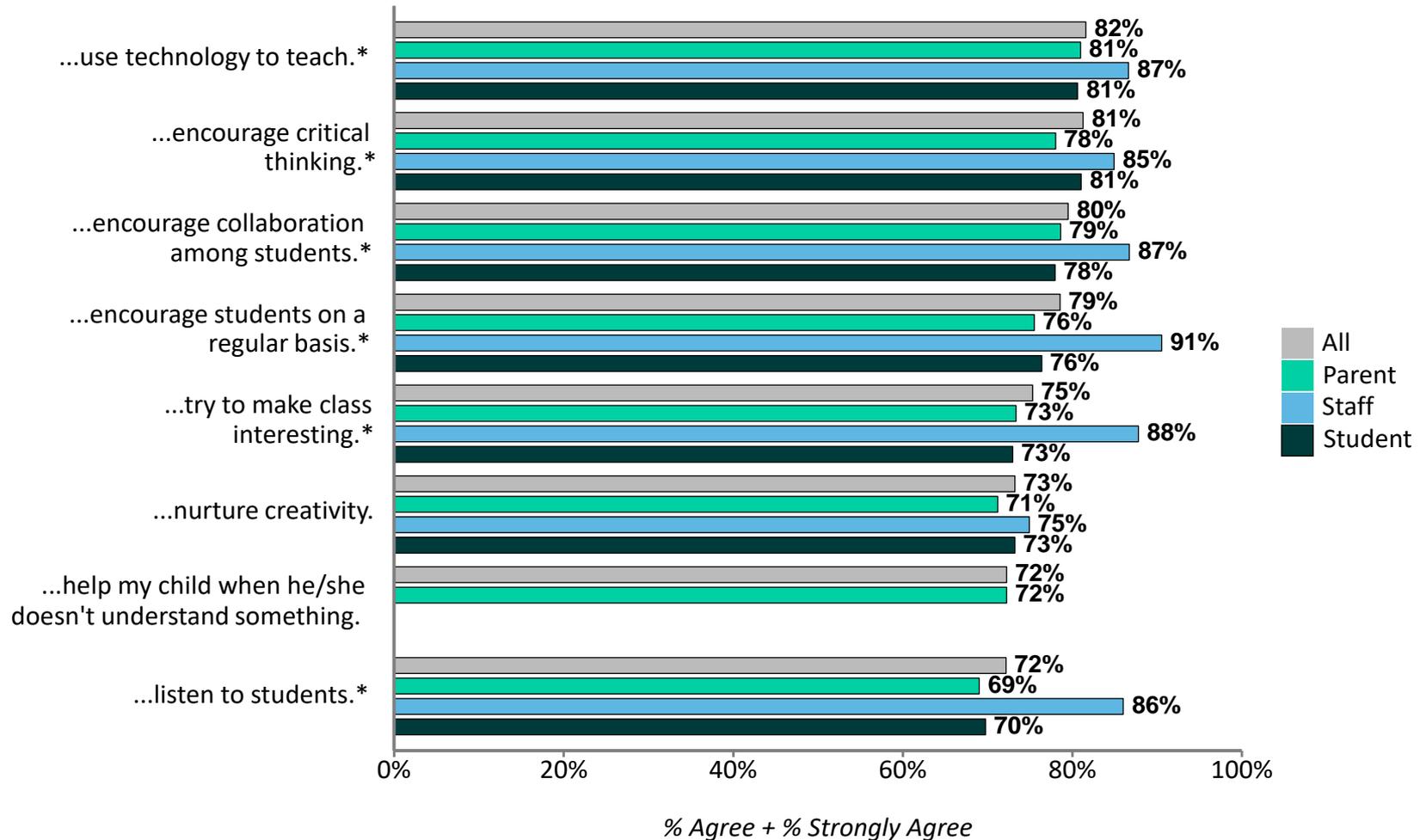


Sample Size: All (3,589-4,080); Parent (515-571); Staff (632-654); Student (2,442-2,858)

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

Student Support

Teachers and staff at district schools...

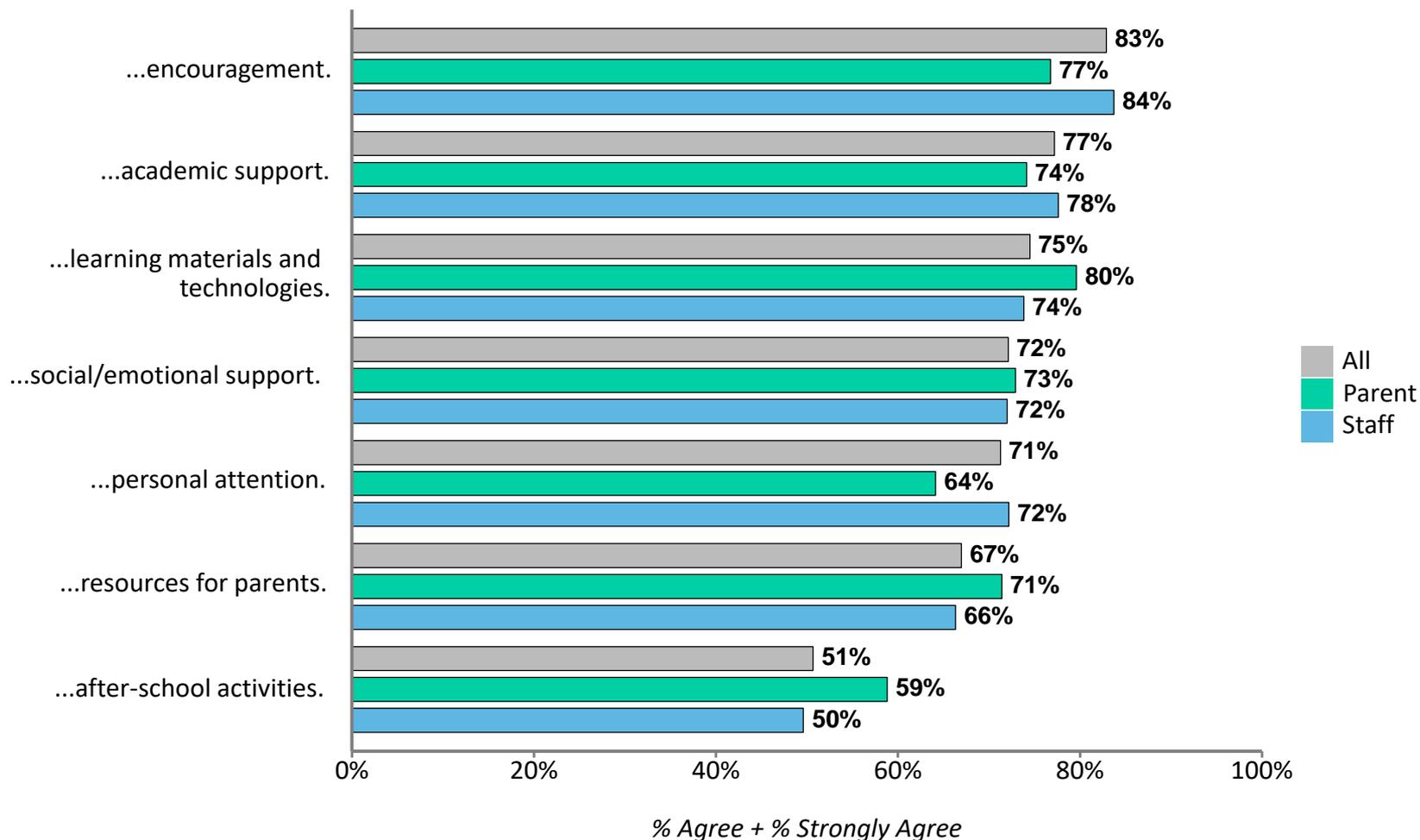


Sample Size: All (577-4,314); Parent (552-577); Staff (662-667); Student (2,694-3,092)

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

English Learners

My child's school provides English learners with enough...

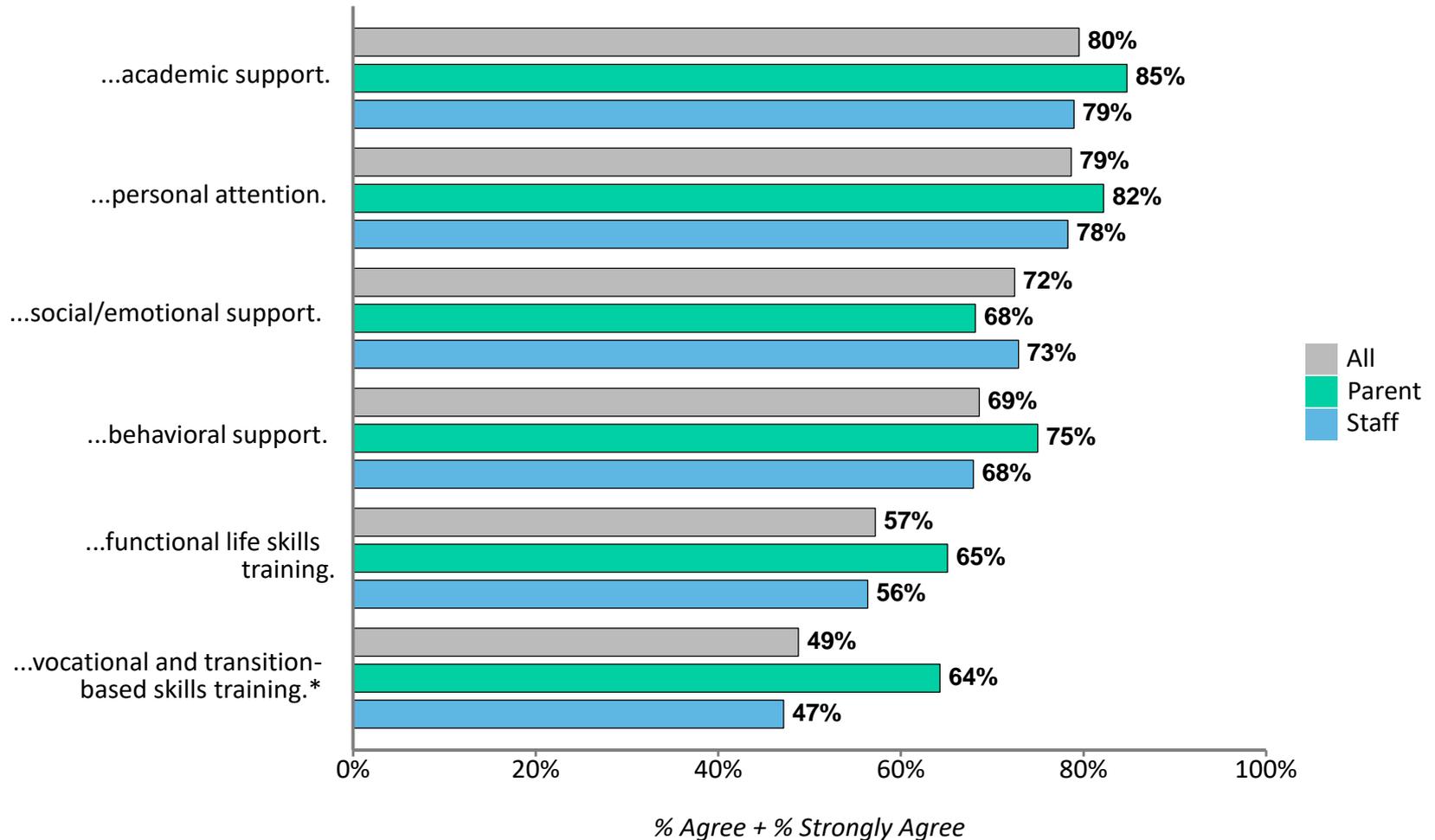


Sample Size: All (444-478); Parent (48-58); Staff (389-420)

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

Special Education

My child's school provides special education students with enough...

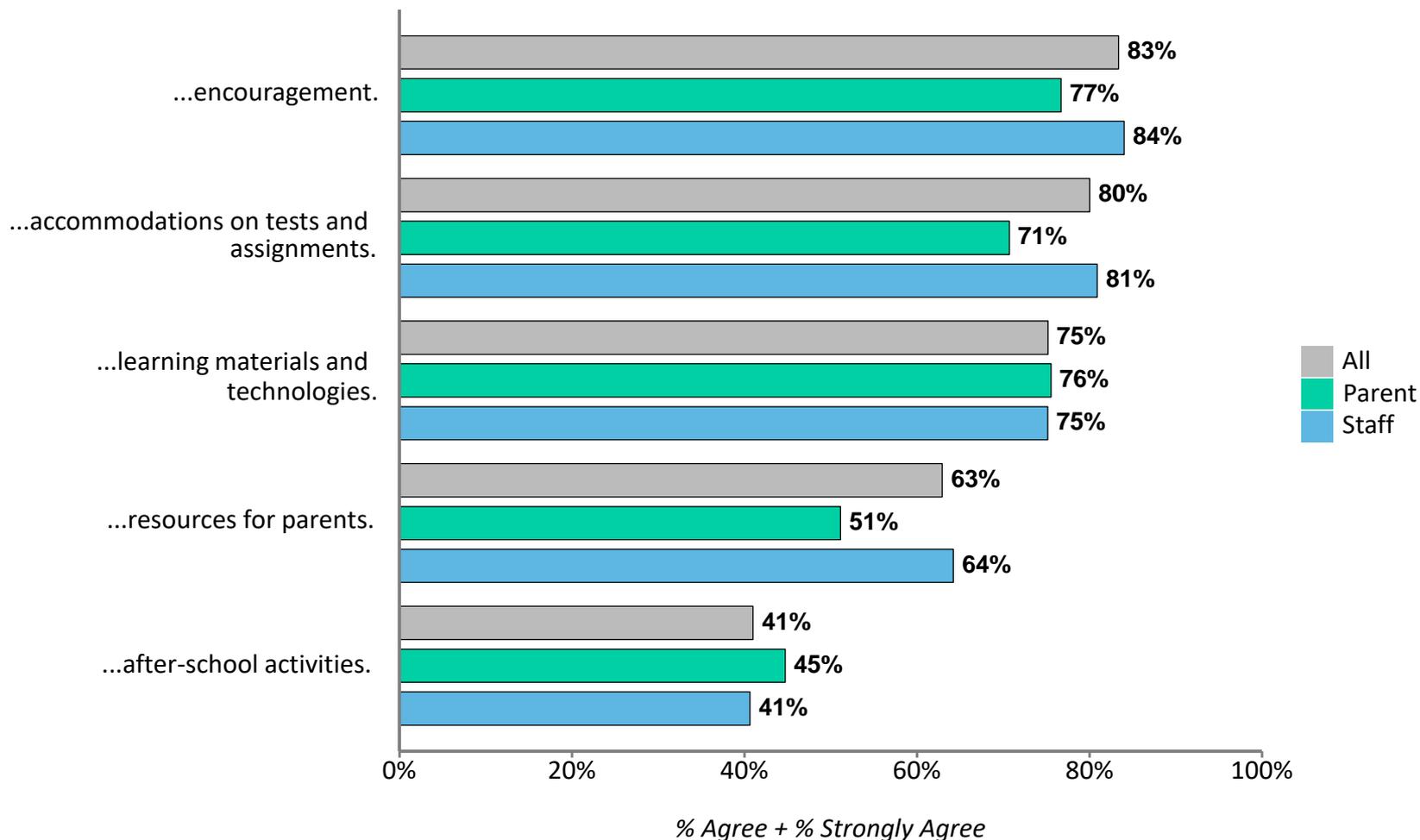


Sample Size: All (447-493); Parent (42-46); Staff (405-447)

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

Special Education

My child's school provides special education students with enough...

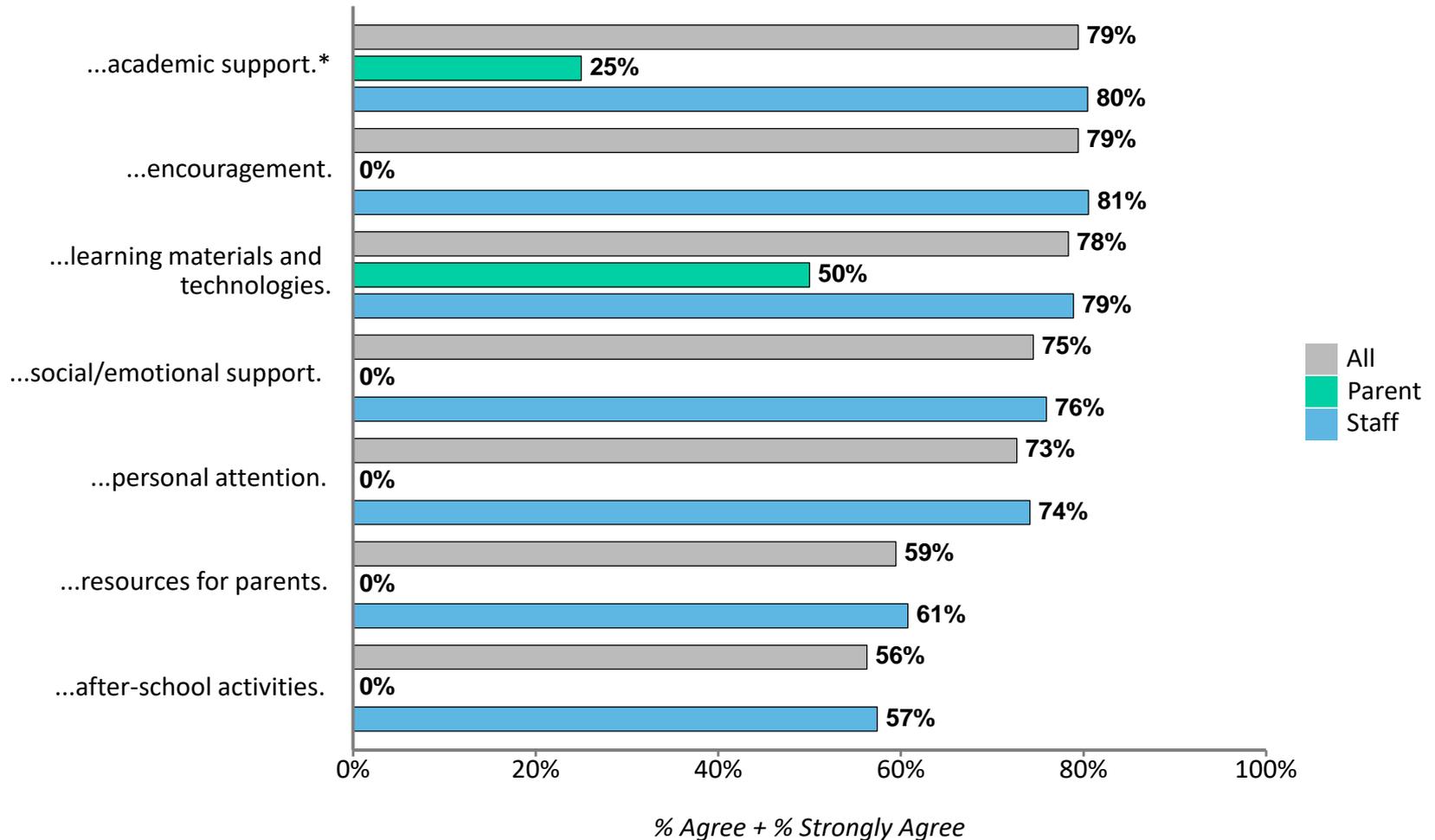


Sample Size: All (429-488); Parent (38-45); Staff (391-445)

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

Foster Youth

My child's school provides foster youth with enough...



Sample Size: All (185-214); Parent (3-4); Staff (181-211)

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

SOCIAL ENVIRONMENT

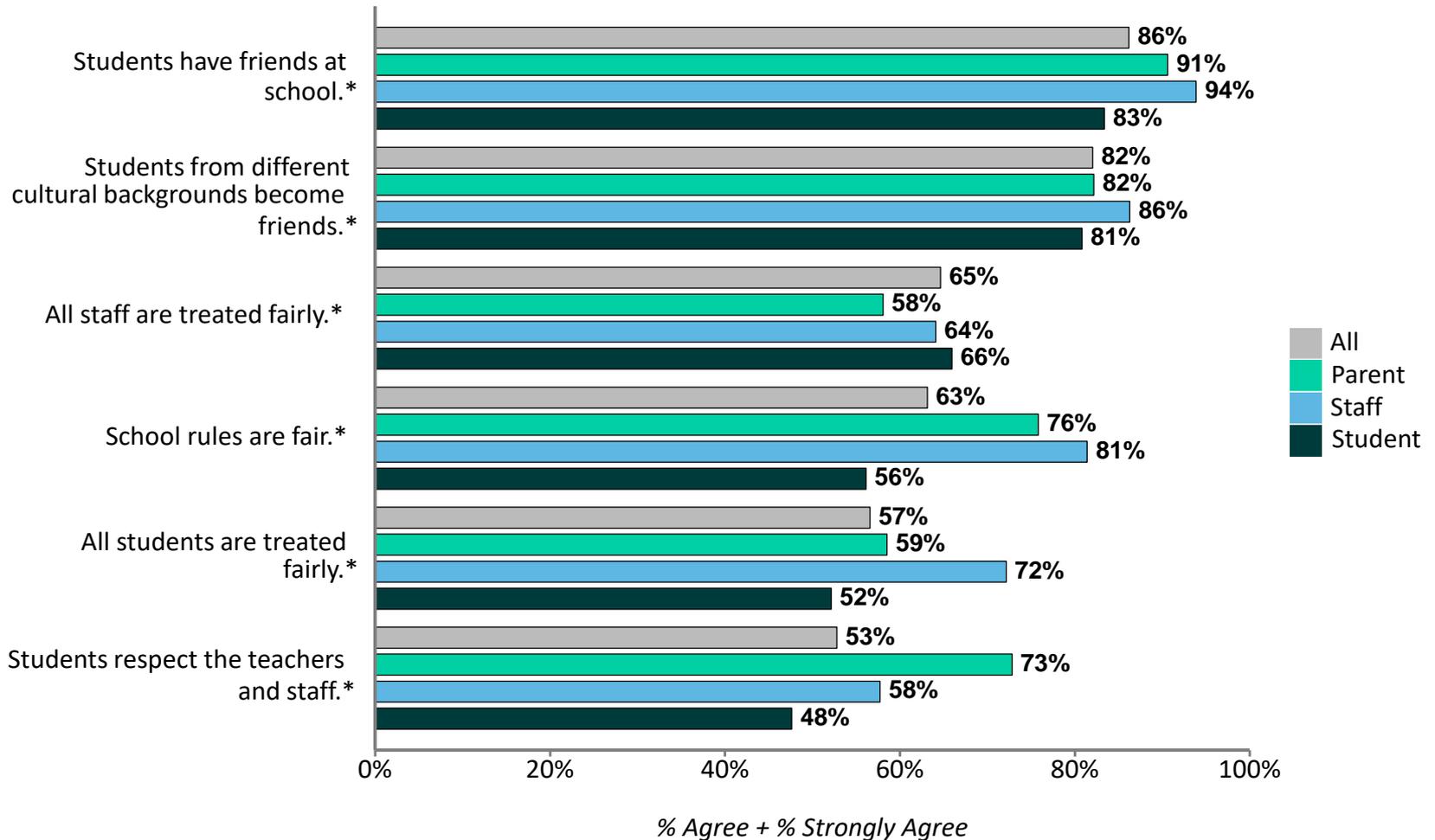
In this section, Hanover reviews items related to a positive school climate and welcoming social environment for all students.

Social Environment: Summary of Results

- **While respondents believe that students from different cultural backgrounds can become friends, respect and fairness may be an issue.** Overall, 82 percent of respondents strongly agree or agree that students from different cultural backgrounds can become friends with very little variation between groups (86% staff, 82% parents, 81% students). However, just over half of respondents find that all students are treated fairly (57% overall, 72% staff, 59% parents, 52% students) and that students respect the teachers and staff (53% overall – 73% parents, 58% staff, 48% students).
- **Respondents across all groups note that bullying is a problem at their school.** While 74 percent of staff members say that students feel safe at school, only 62 percent of parents and 57 percent of students indicate the same. Moreover, 60 percent of staff, 57 percent of parents, and 45 percent of students believe that students get along with each other and respect their differences. Finally, only one-third or fewer of respondents find that bullying is **not** a problem at their school (33% staff, 30% students, 25% parents).

Social Climate

At my [child's] school...

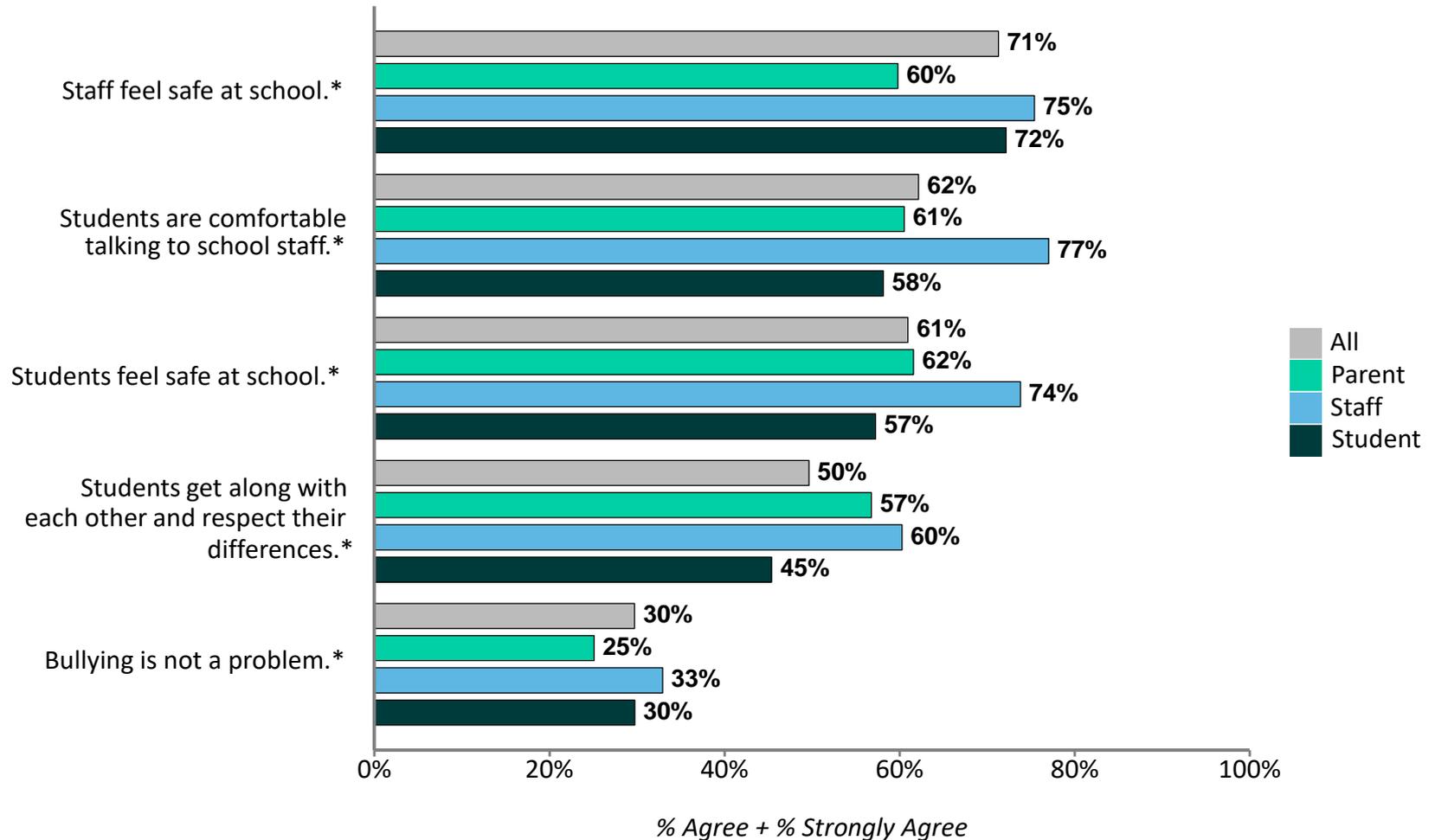


Sample Size: All (3,928-4,464); Parent (463-598); Staff (766-775); Student (2,696-3,097)

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

Social Climate

At my [child's] school...



Sample Size: All (3,183-4,172); Parent (423-573); Staff (741-769); Student (1,991-2,870)

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

STAKEHOLDER ENGAGEMENT

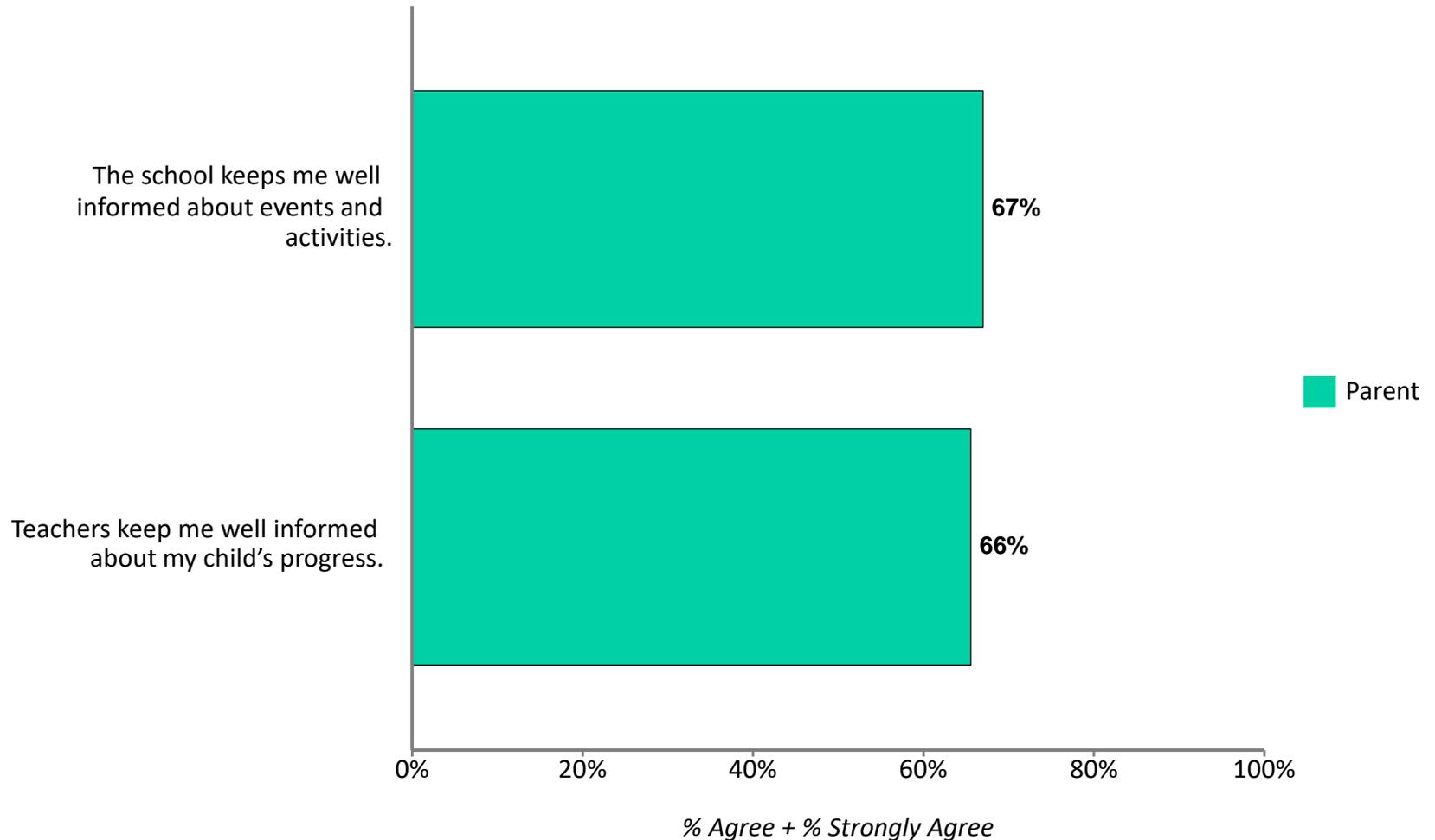
In this section, Hanover reviews items related to engagement of parents and staff members.

Stakeholder Engagement: Summary of Results

- **Parents are generally satisfied with communications with their child's school.** At least two-thirds of parents agree that their child's school keeps them well-informed about events and activities (67%) and that teachers keep them well-informed about their child's progress (66%). Moreover, most parents (79%) say that they are able to communicate with teachers/staff when they need to.
- **Parents and staff believe that district schools encourage parental involvement.** Around three-quarters of both groups (77% staff, 72% parents) agree that district schools encourage parental involvement.
- **Text messages, emails, and phone calls are the primary means by which parents prefer to receive information from the district.** Over 50 percent of parents mention text messages (60%) and emails (54%) as their preferred form of communication, while 41 percent mentioned phone calls. Additionally, less than a quarter of parents mentioned any other format.

Communication with Parents

Please indicate how much you disagree or agree with the following statements:

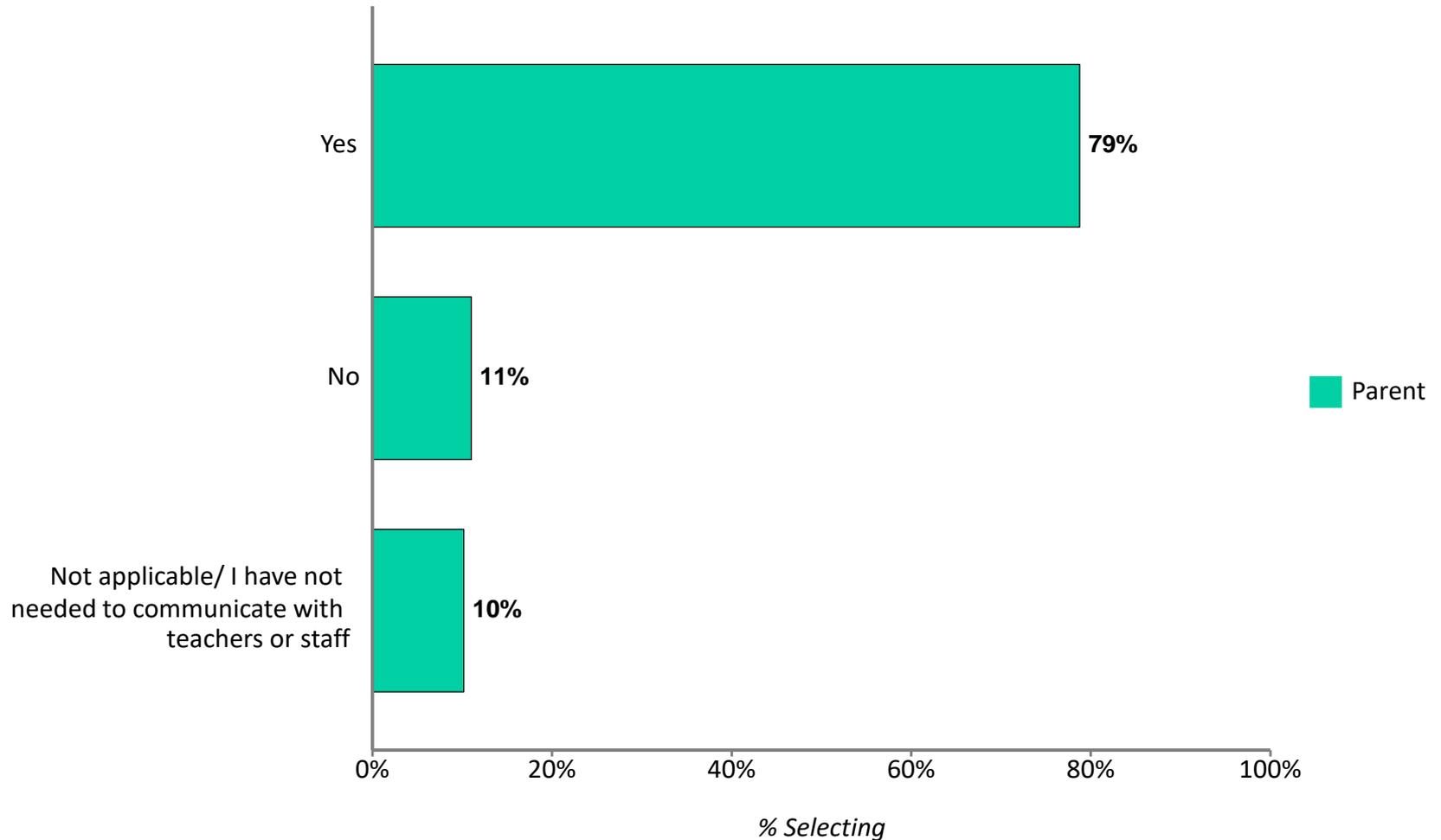


Sample Size: Parent (603-604)

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

Communication with Parents

Are you able to communicate with teachers/staff when you need ?

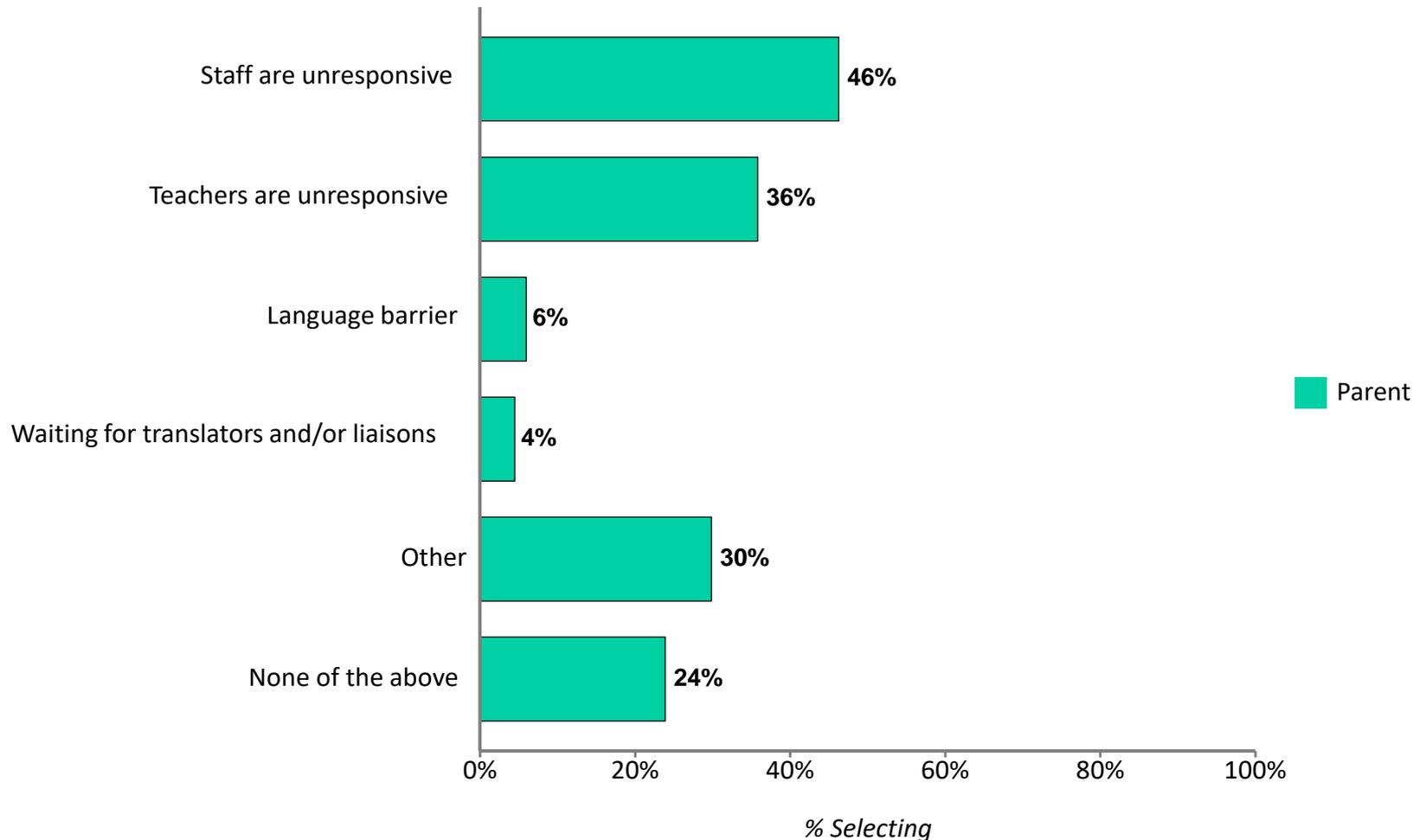


Sample Size: Parent (608)

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

Communication with Parents

Why were you unable to communicate with teachers and staff when necessary?

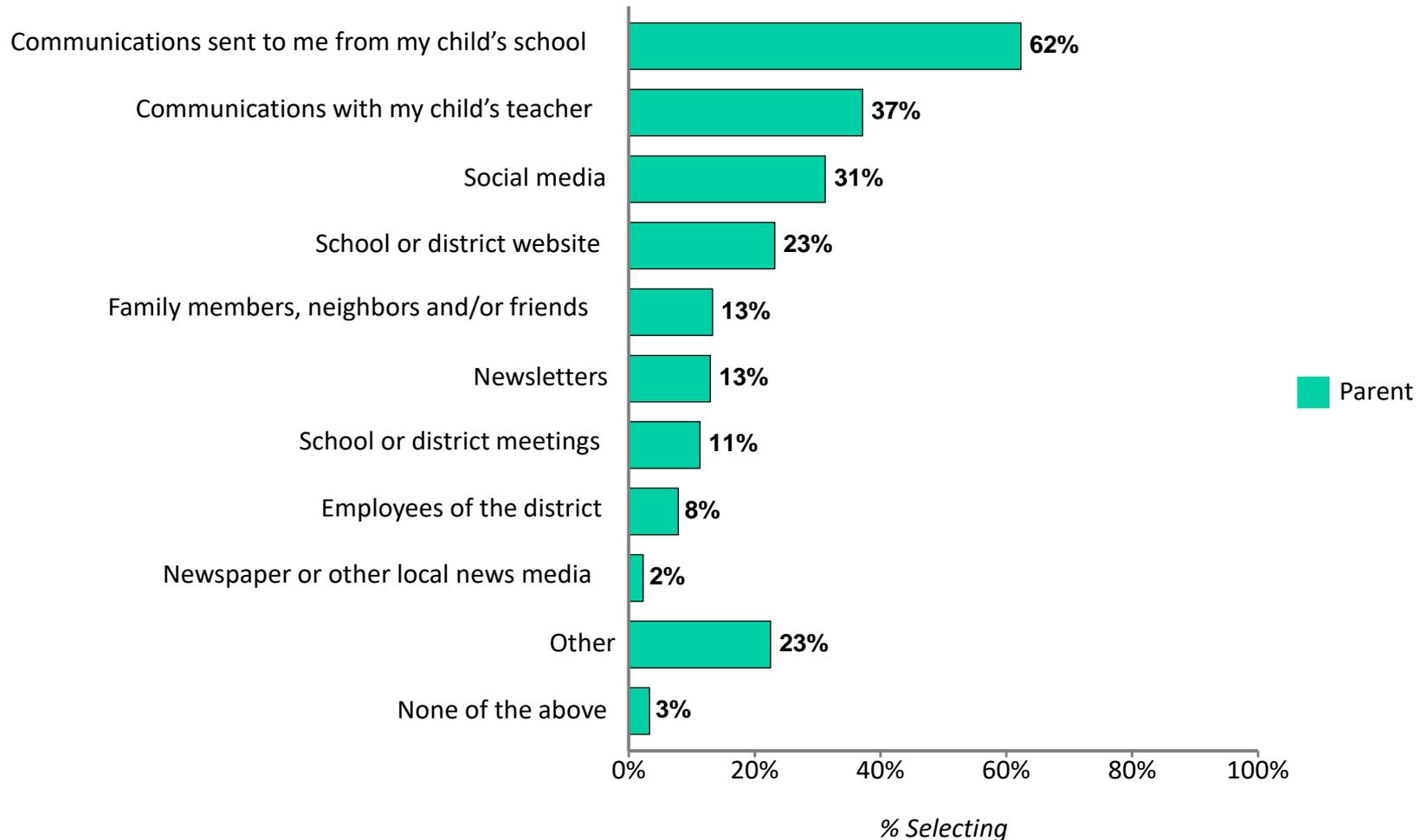


Sample Size: Parent (67)

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

Communication with Parents

How do you receive most of your information about your child's school?

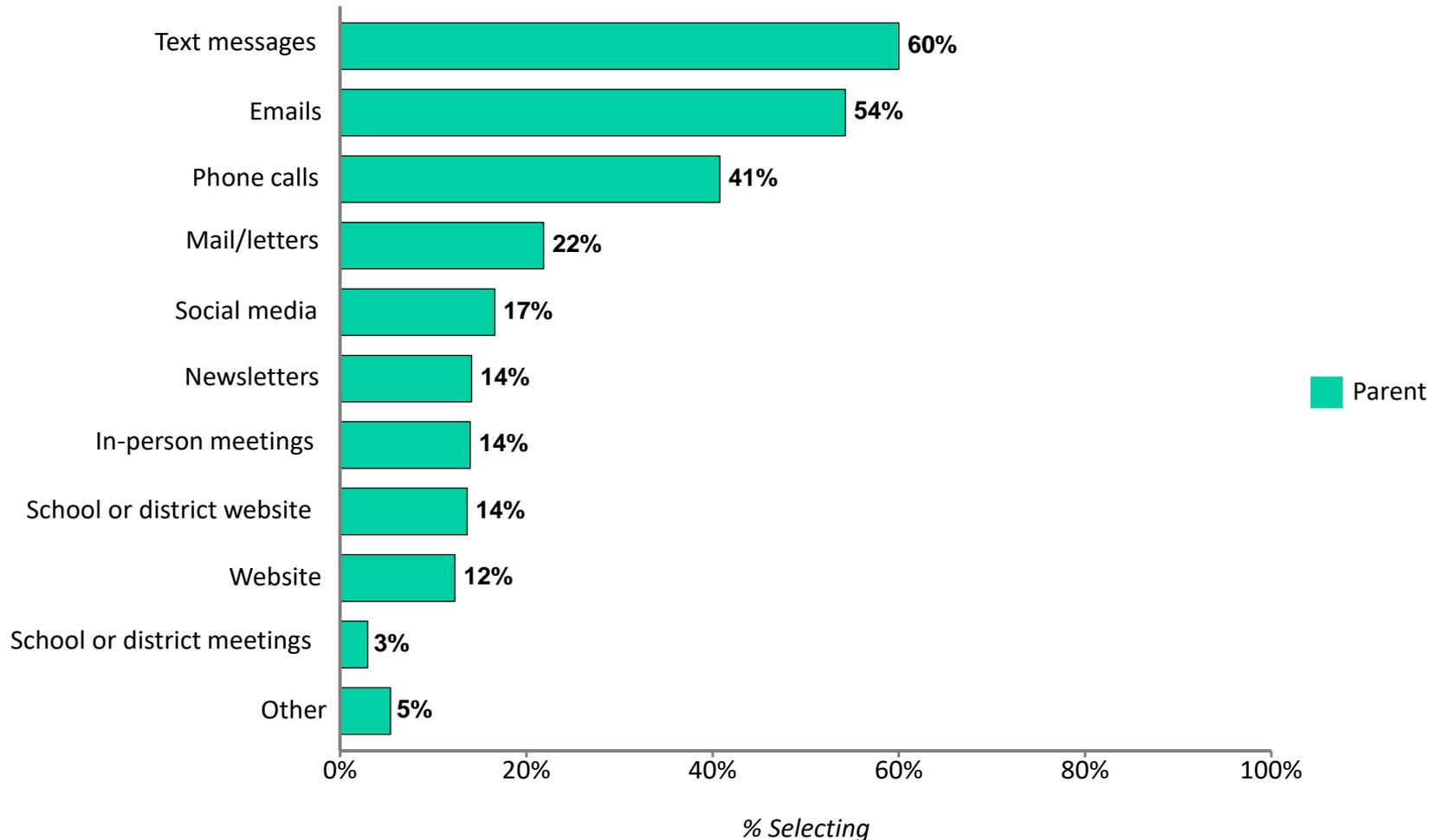


Sample Size: Parent (608)

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

Communication with Parents

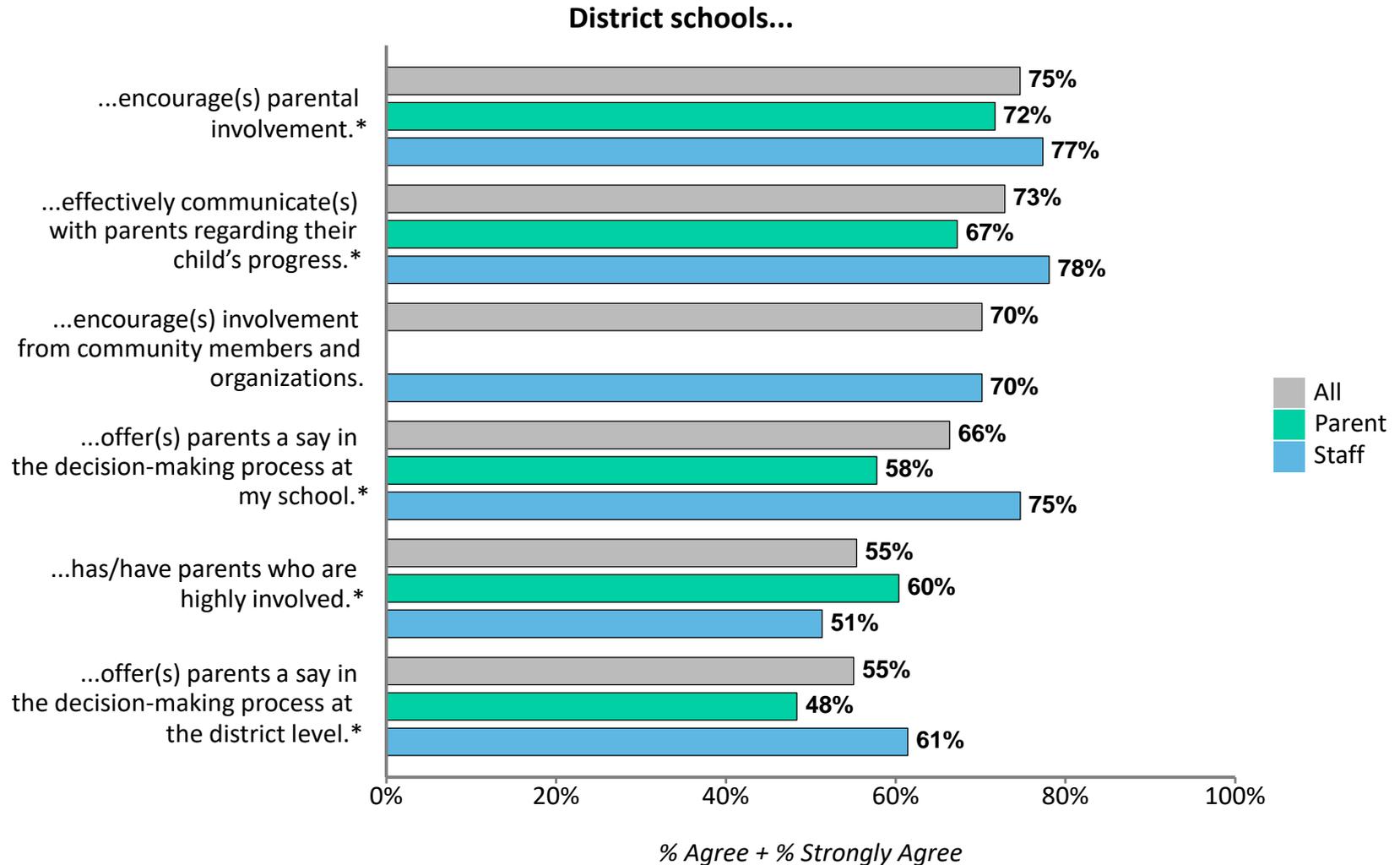
How would you prefer your child's school to provide information to you? Please select all that apply.



Sample Size: Parent (608)

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

Parental Involvement

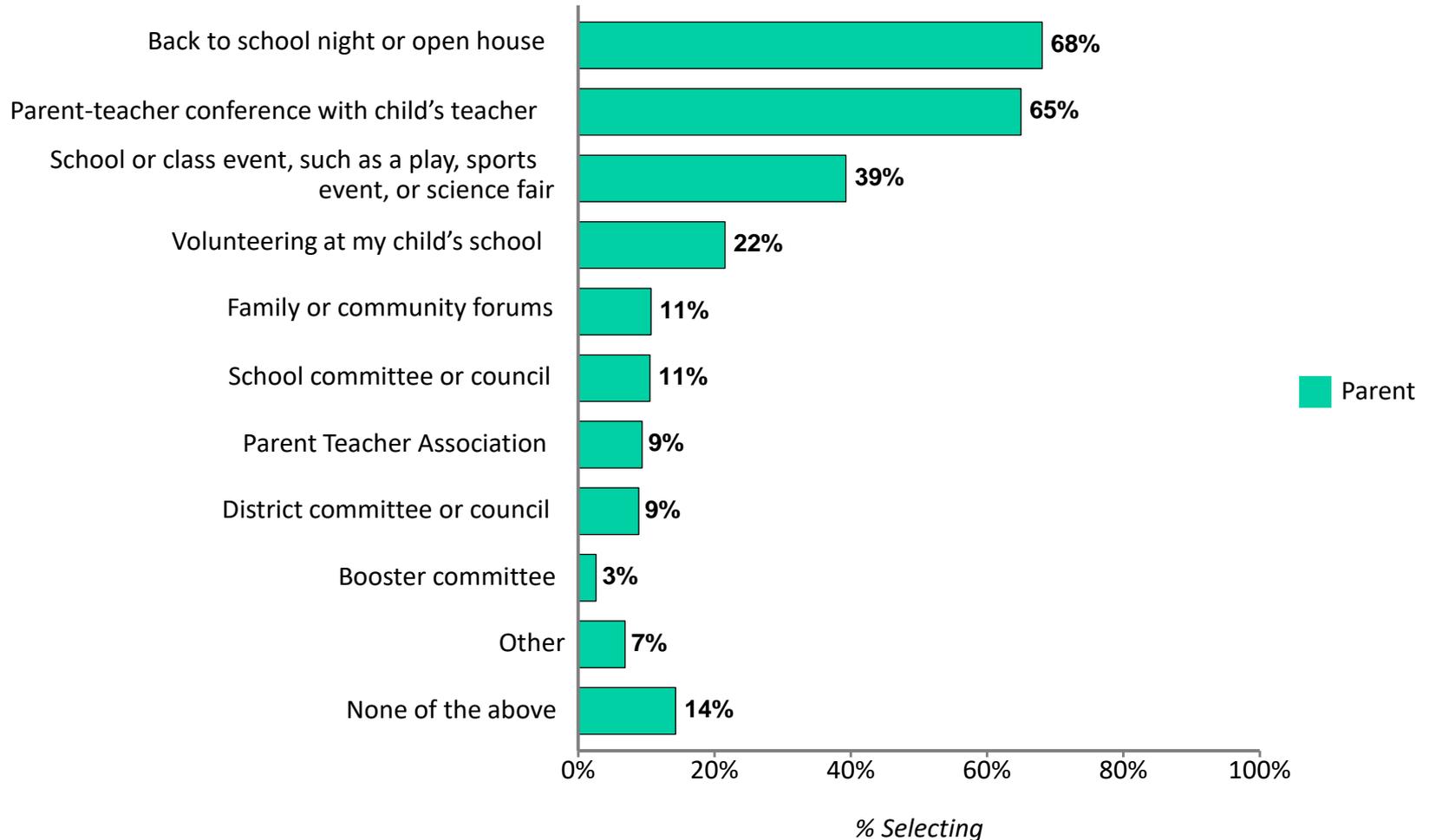


Sample Size: All (634-1,252); Parent (515-602); Staff (555-658)

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

Parental Involvement

Which parent or community activity(ies) have you participated in this year?

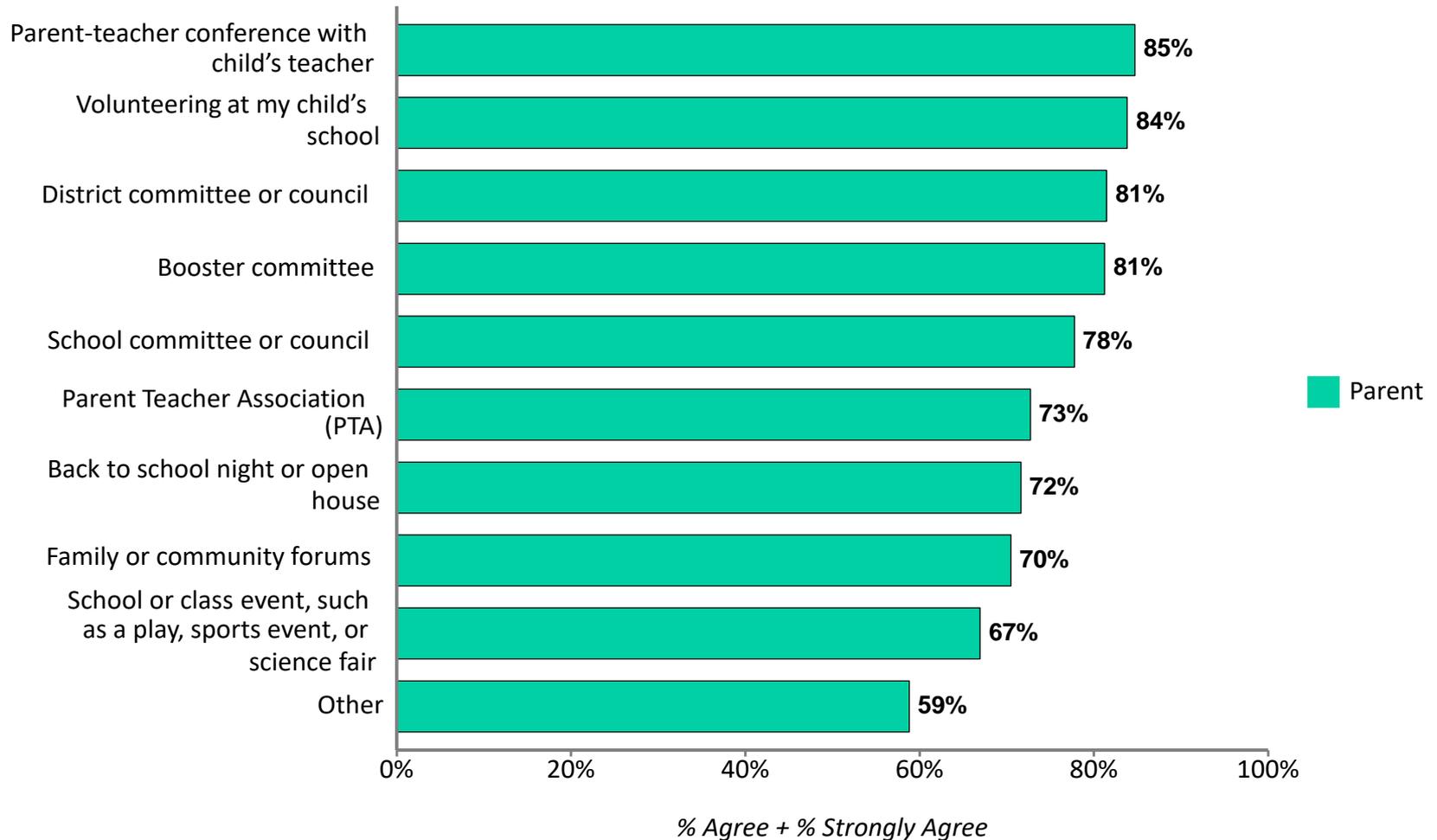


Sample Size: Parent (608)

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

Parental Involvement

I feel that the school and/or district valued my participation or input in...

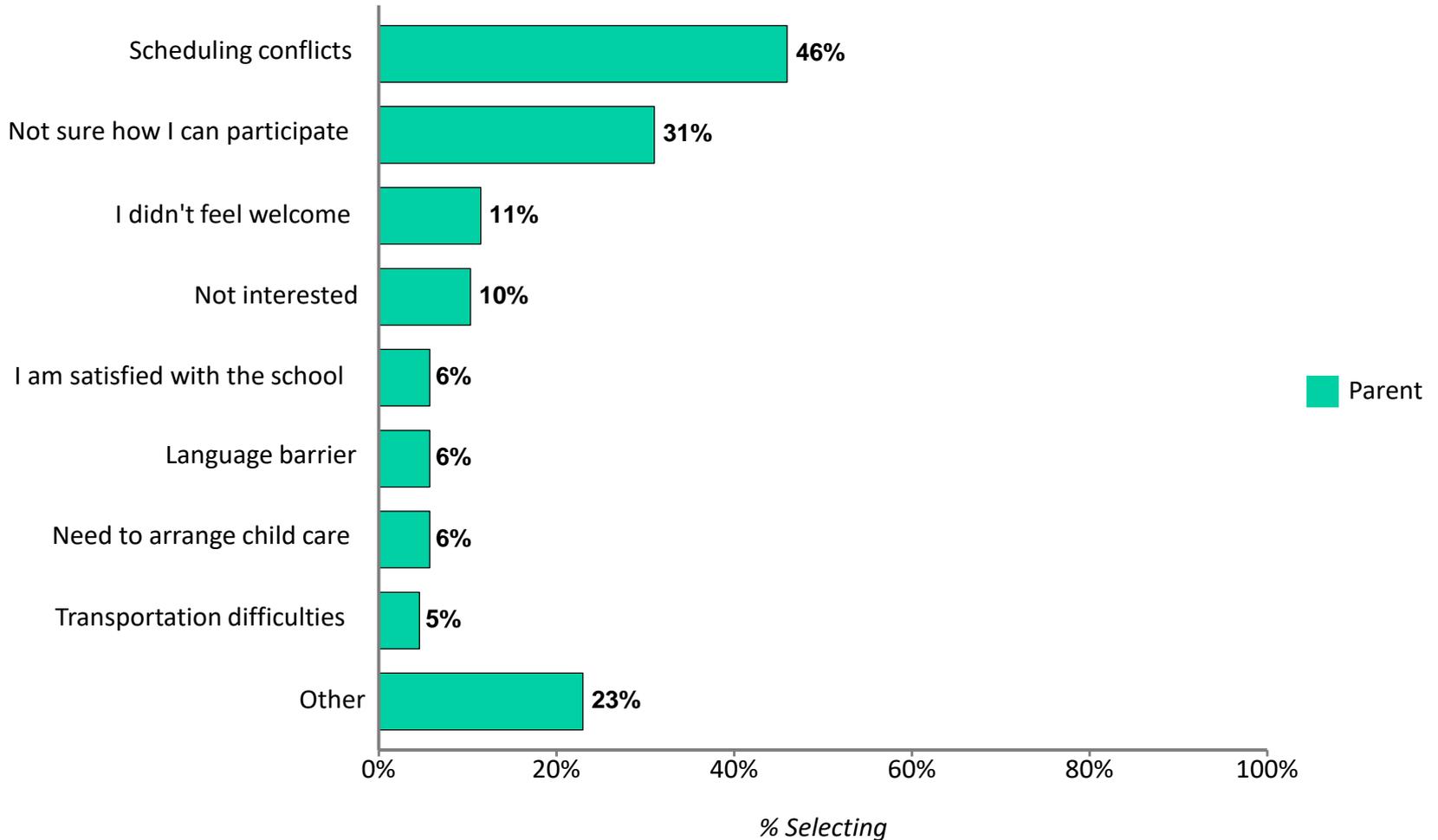


Sample Size: Parent (16-402)

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

Parental Involvement

Why didn't you participate in parent activities this year?

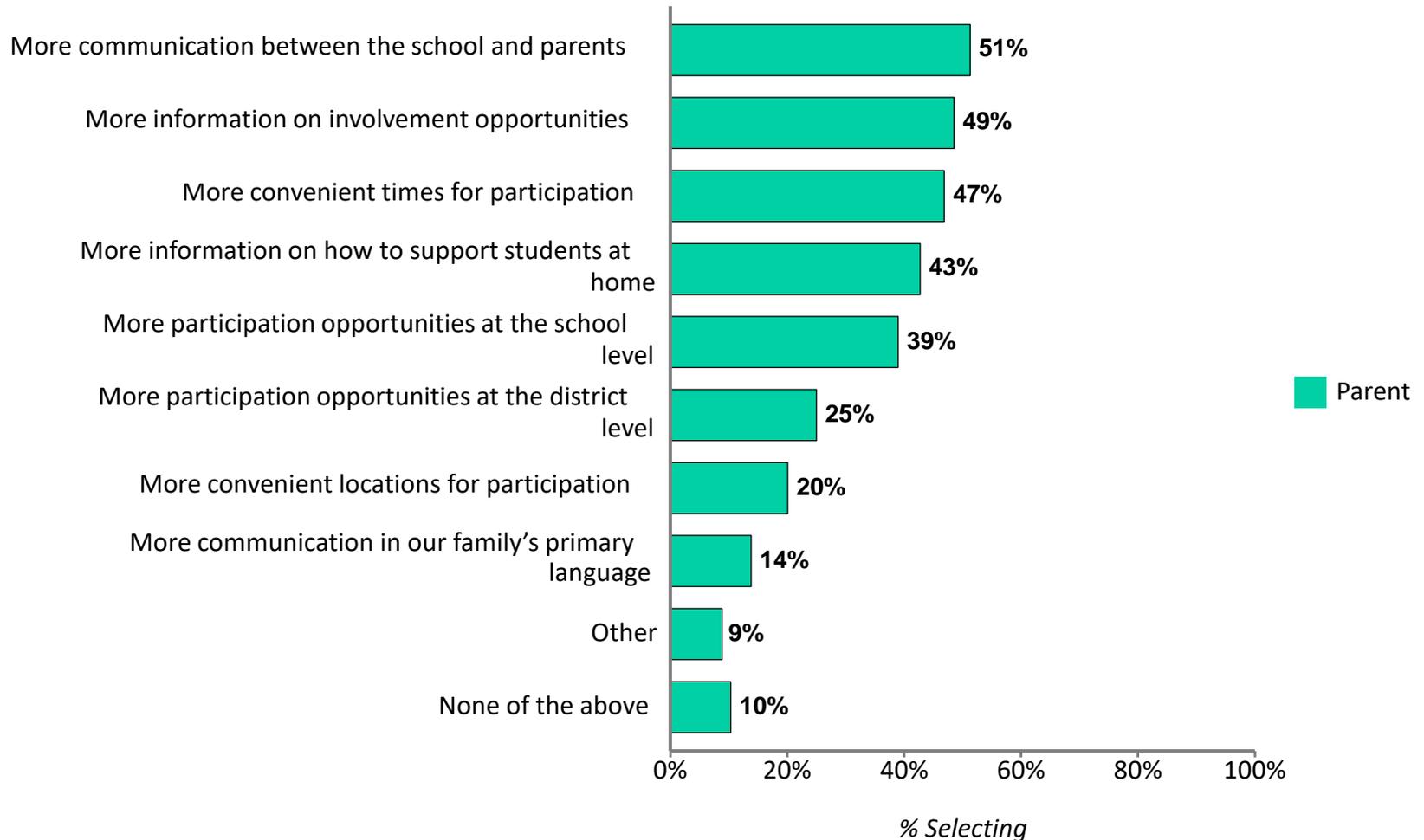


Sample Size: Parent (87)

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

Parental Involvement

What would help parents become more involved in CJUSD?

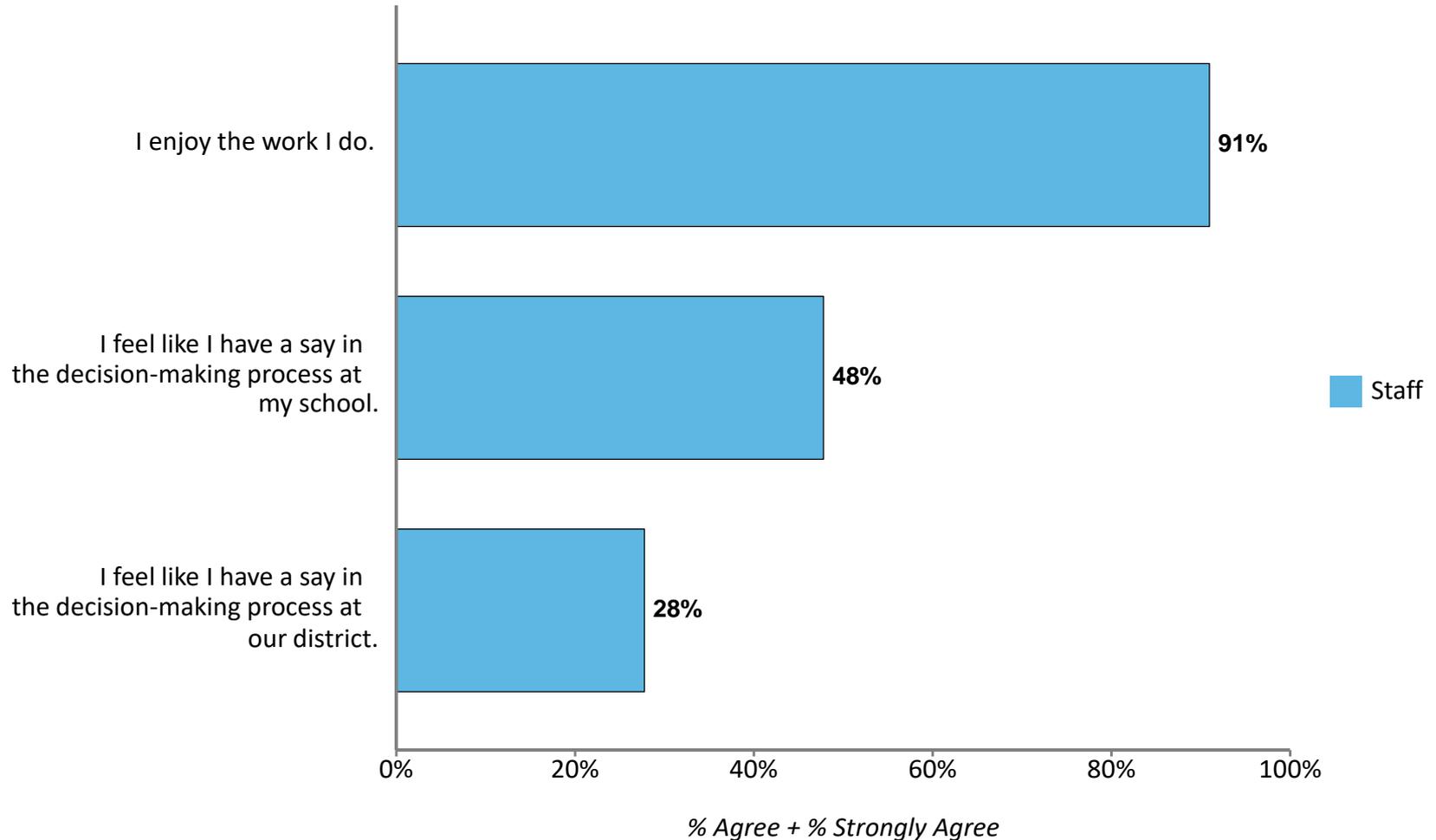


Sample Size: Parent (608)

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

Staff Engagement

Please indicate how much you disagree or agree with the following statements:



Sample Size: Staff (776-854)

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

SATISFACTION

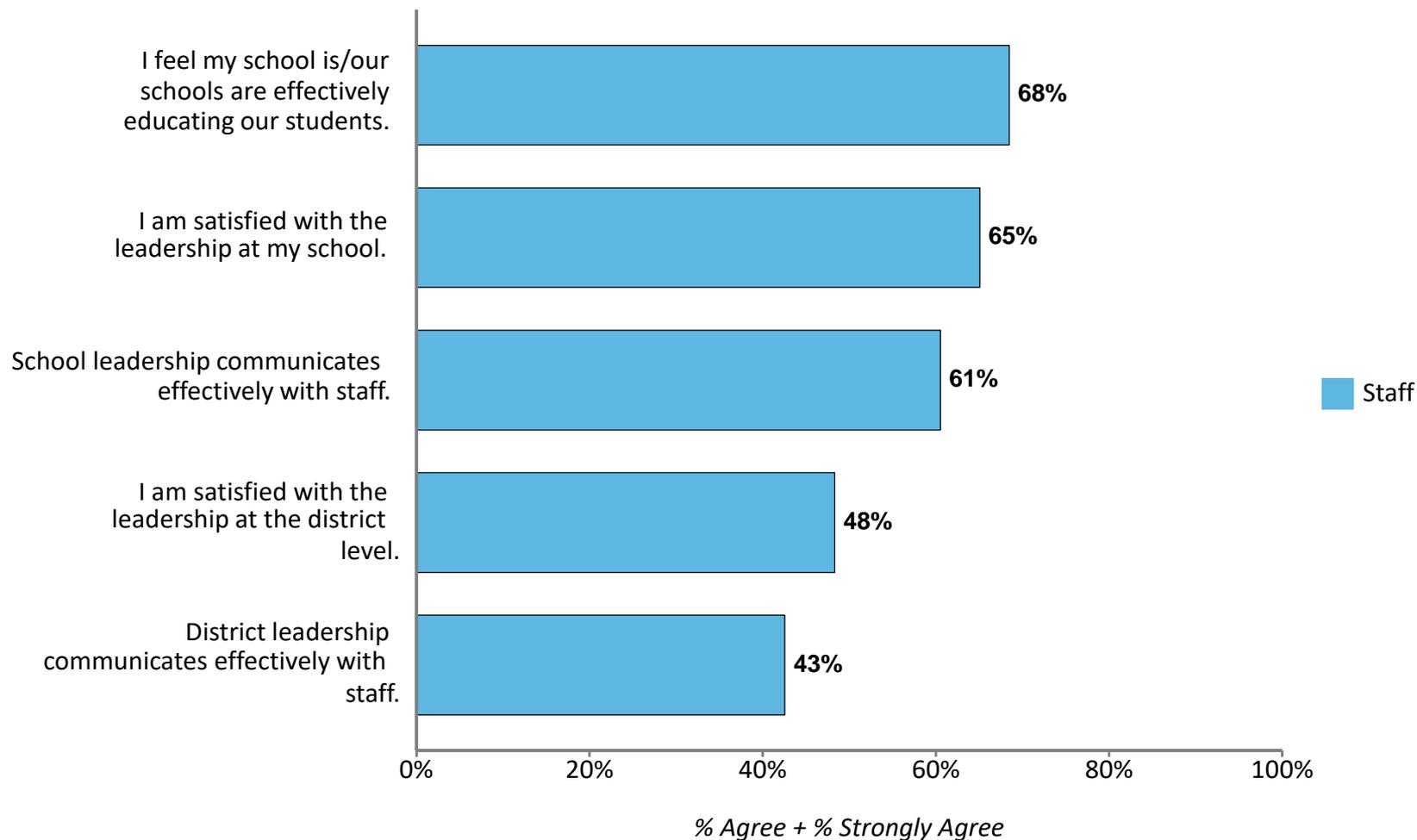
In this section, Hanover reviews items related to respondents' overall satisfaction with their school and the district.

Satisfaction: Summary of Results

- **Respondents feel that district schools are effectively educating students.** More than 70 percent of students (76%) and parents (71%) agree that their school is effectively educating them/their children. Nearly as many staff share this sentiment as well, with over two-thirds (68%) agreeing.
- **Respondents are satisfied with school-level staff, but are less likely to express satisfaction with district leadership.** Over three-quarters of parents (79%) and students (76%) are somewhat or completely satisfied with teachers, and nearly as many express similar levels of satisfaction with school-level leadership (71% for both groups). Similarly, nearly two-thirds of staff members (65%) agree that they are satisfied with the leadership at their school.
 - Satisfaction with district leadership is somewhat lower. Only 60 percent of parents feel satisfied with district-level leadership, while less than half of staff (48%) agree that they are satisfied with leadership at the district level.

Satisfaction with Leadership

Please indicate how much you disagree or agree with the following statements:

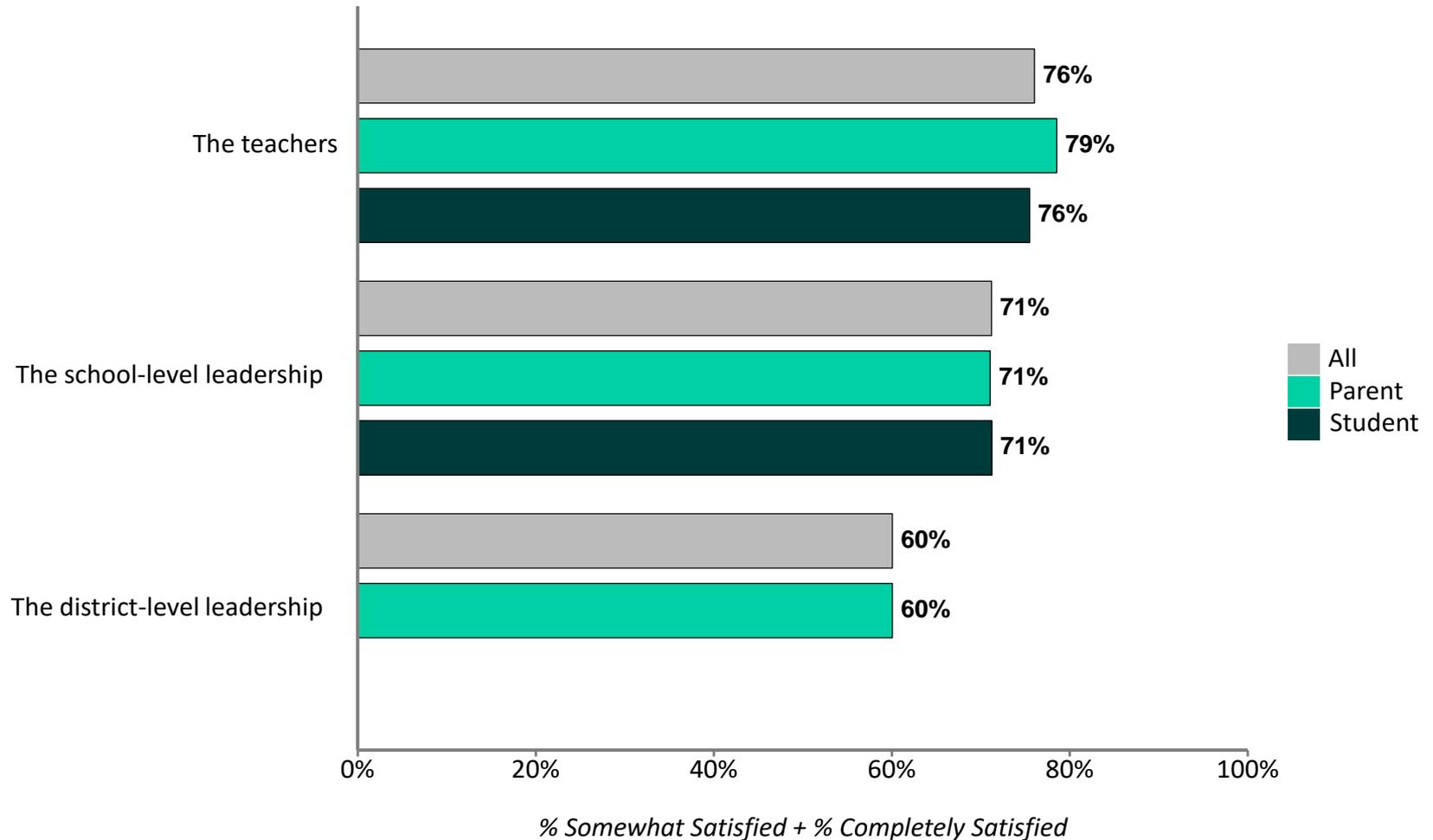


Sample Size: Staff (773-841)

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

Overall Satisfaction

Satisfaction with aspects of my [child's] school [and the district more broadly]:

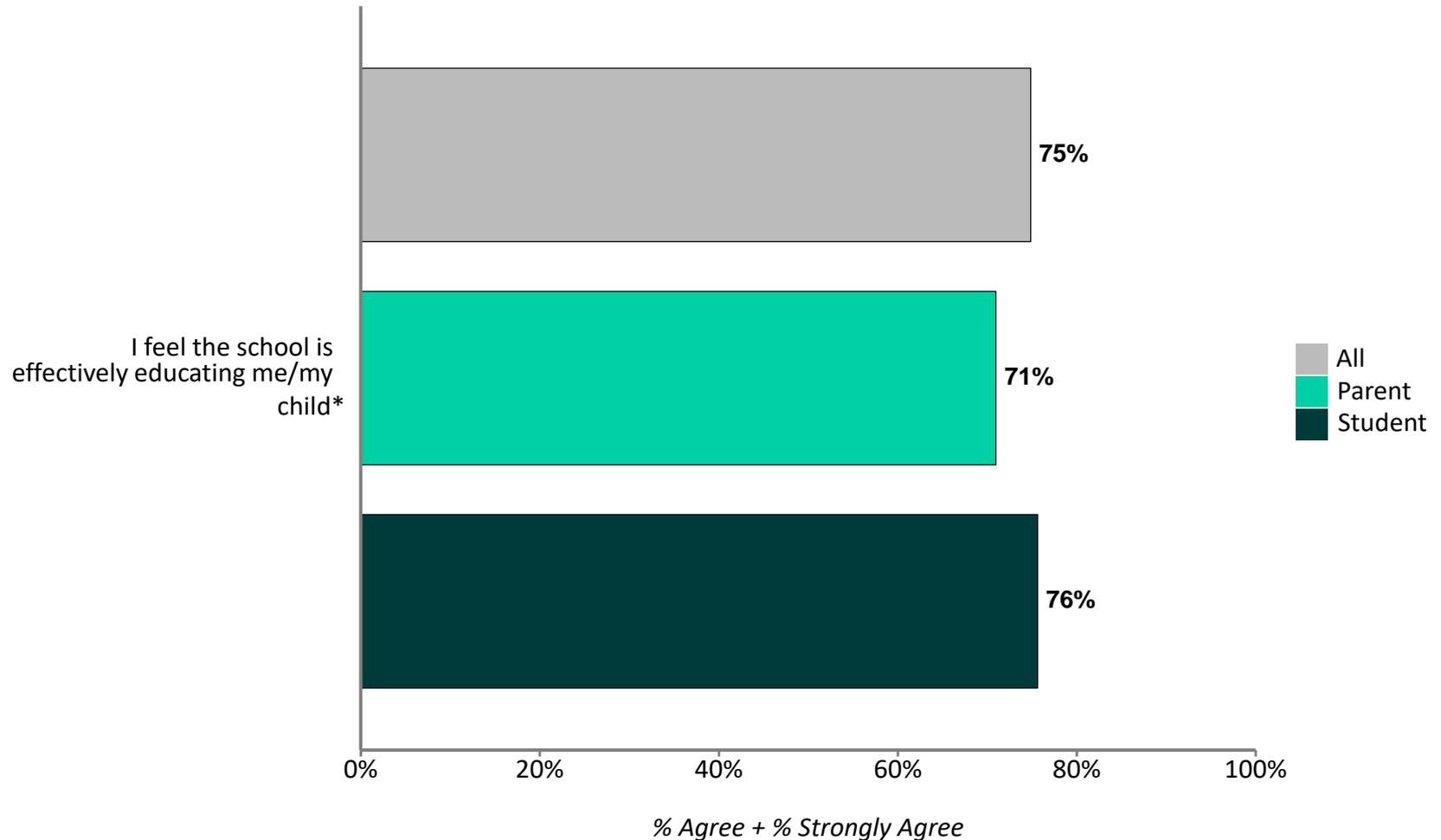


Sample Size: All (531-3,365); Parent (531-597); Student (2,626-2,768)

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

Overall Satisfaction

Please indicate how much you disagree or agree with the following statement:



Sample Size: All (3,602); Parent (603); Student (2,999)

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

SECTION III: CUSTOM QUESTIONS



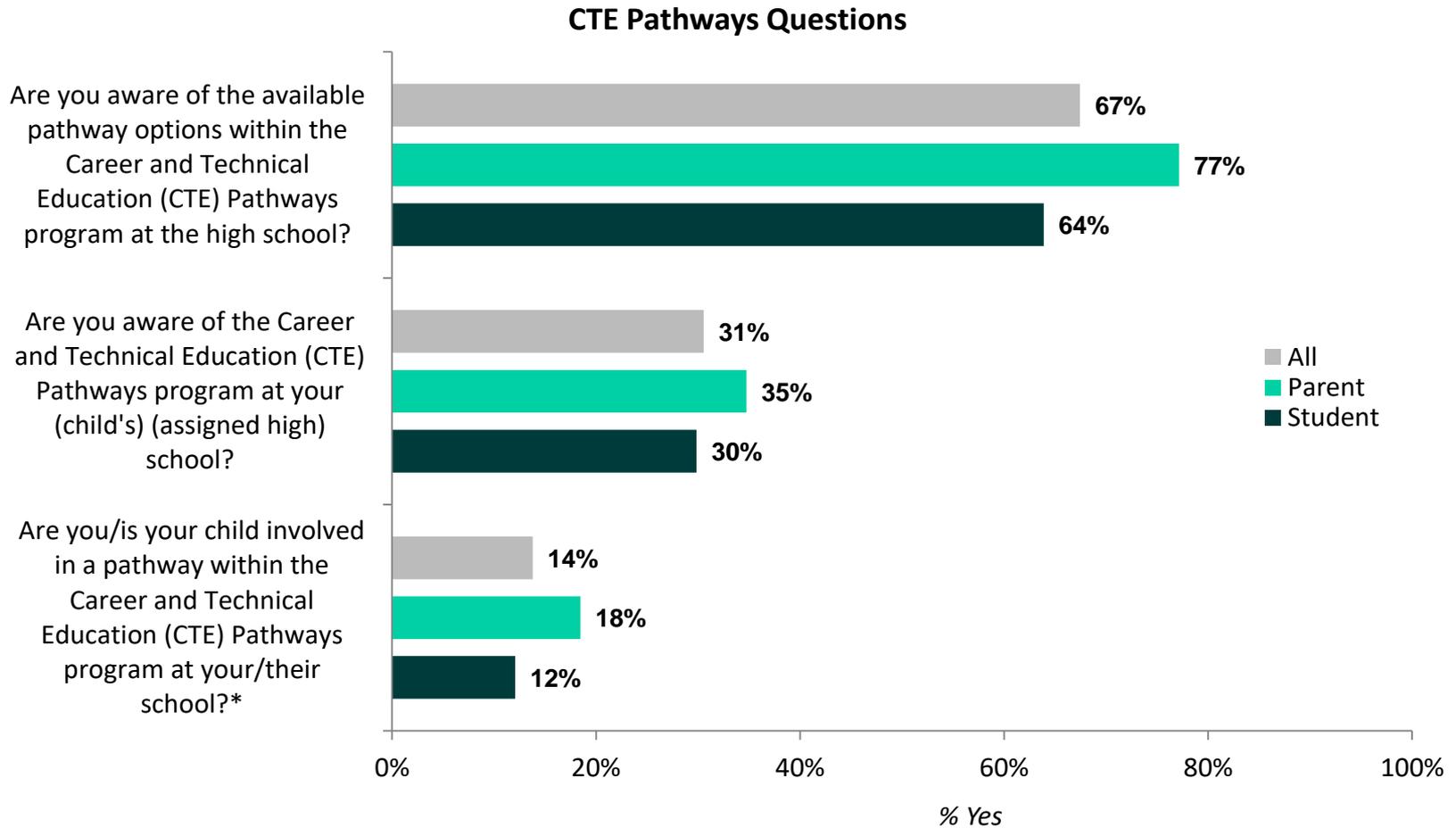
CAREER AND TECHNICAL EDUCATION

In this section, Hanover reviews items related to CJUSD's career and technical education programs.

Career and Technical Education: Summary of Results

- **Overall, respondents tend to be aware of the pathway options within the Career and Technical Education (CTE) Pathways program, but are less aware of the options available at their/their child's school and are less likely to participate.** Over three-quarters of parents (77%) and around two-thirds of students (64%) say that they are aware of the available pathway options within the CTE Pathways program, but are less likely to be aware of the program at their assigned school. Around one-third of parents (35%) and students (30%) say that they are aware of the available pathway options at their school.
 - Moreover, less than a quarter of parents (18%) and students (12%) are involved in a pathway within the CTE Pathways program.
- **Respondents are less likely to feel that there are enough pathway options to choose from in the CTE Pathways program.** Around 60 percent of students (61%) and less than half of parents (47%) say that they feel that there are enough pathway options from which to choose.

CTE Pathways

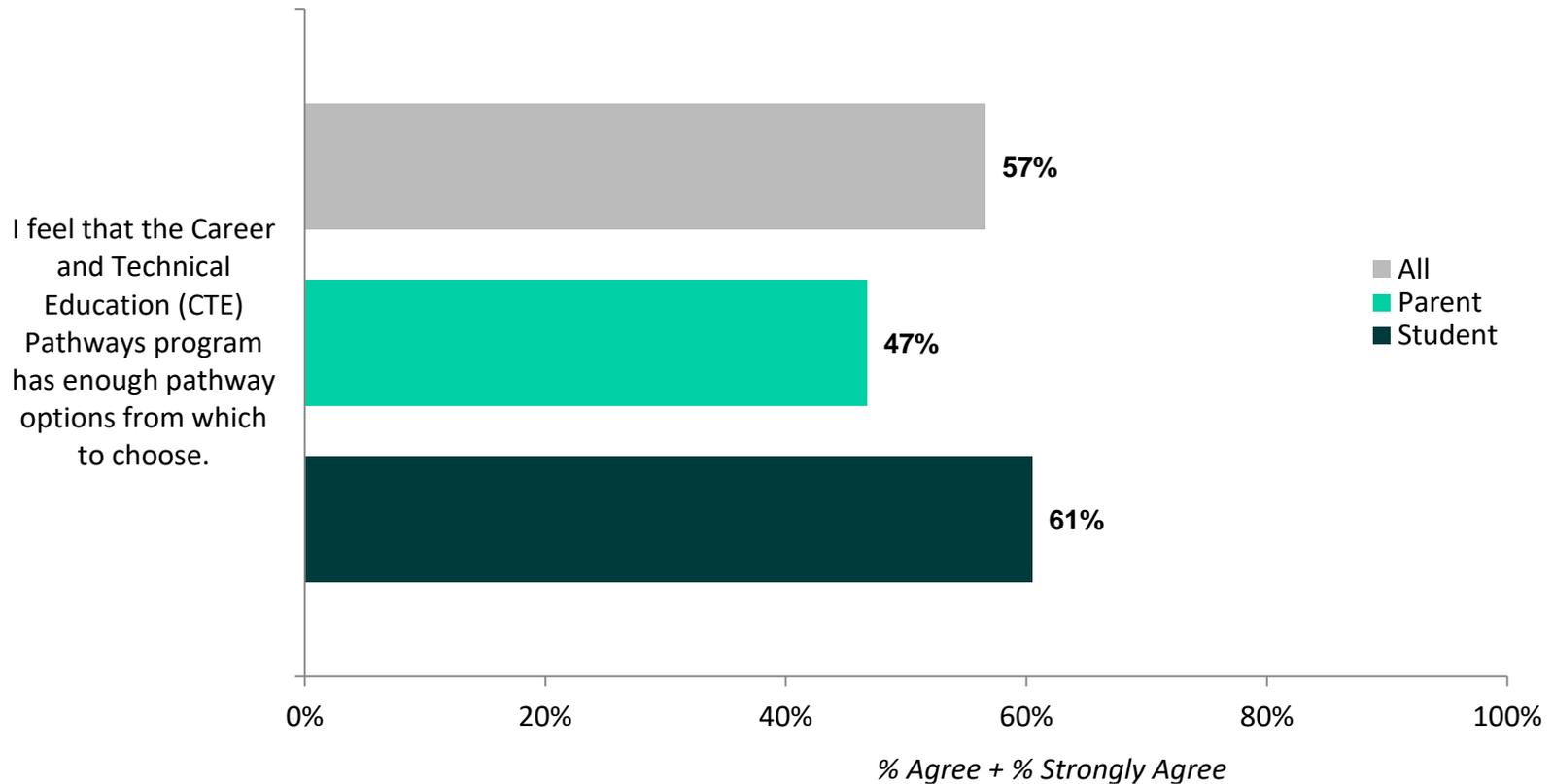


Sample Size: All (261-1,967); Parent (70-282); Student (191-1,685)

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

CTE Pathway Options

Please indicate the extent to which you disagree or agree with the following statement.



Sample Size: All (219); Parent (62); Student (157)

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

SECTION IV: DEMOGRAPHICS



School Location

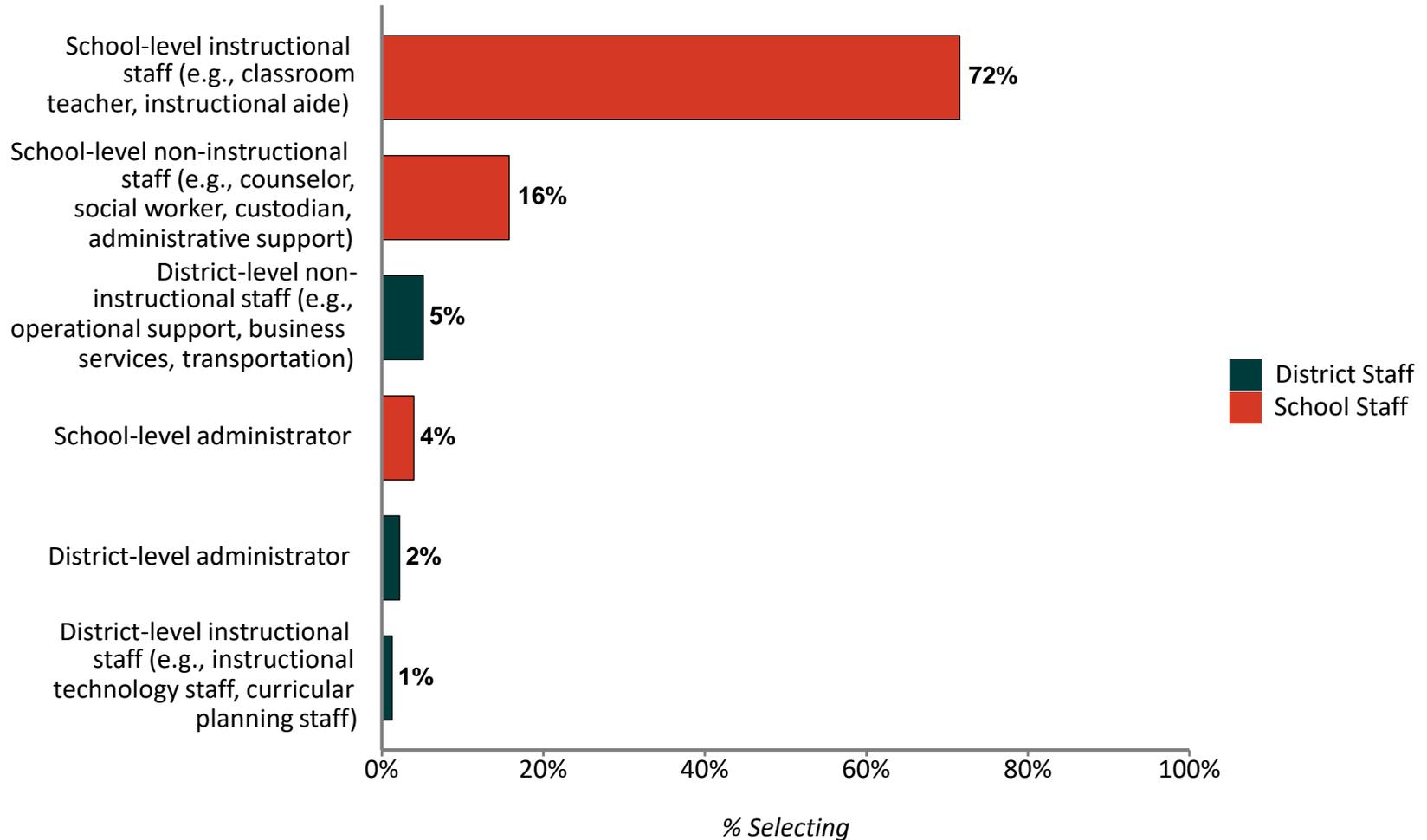
Current School

	Parent	Staff	Student
Terrace Hills Middle School	8%	6%	18%
Colton Middle School	4%	6%	10%
Colton High School	8%	11%	4%
Sycamore Hills Elementary School	4%	4%	6%
Grand Terrace High School	12%	7%	4%
Ruth O. Harris Middle School	4%	4%	5%
Joe Baca Middle School	3%	2%	5%
Grand Terrace Elementary School	3%	3%	5%
Paul J. Rogers Elementary School	2%	1%	5%
Gerald Smith Elementary School	2%	3%	4%
Slover Mountain High School	--	3%	4%
Mary B. Lewis Elementary School	1%	1%	5%
Terrace View Elementary School	6%	5%	3%
Michael D'Arcy Elementary School	4%	4%	3%
Alice Birney Elementary School	5%	3%	3%
Abraham Lincoln Elementary School	2%	4%	3%
Walter Zimmerman Elementary School	1%	2%	3%
Ulysses S. Grant Elementary School	2%	3%	2%
Cooley Ranch Elementary School	2%	2%	2%
Bloomington High School	7%	6%	0%
Crestmore Elementary School	2%	2%	2%
Ruth Grimes Elementary School	3%	2%	1%
Adult Education	--	0%	1%
Reche Canyon Elementary School	1%	2%	1%
Woodrow Wilson Elementary School	2%	3%	--
Jurupa Vista Elementary School	1%	2%	0%
William McKinley Elementary School	1%	2%	--
San Salvador Preschool	--	3%	--
Washington High School	0%	2%	0%
None of the above	9%	2%	1%

Sample Size: Parent (608); Staff (781); Student (3296)

Staff Role

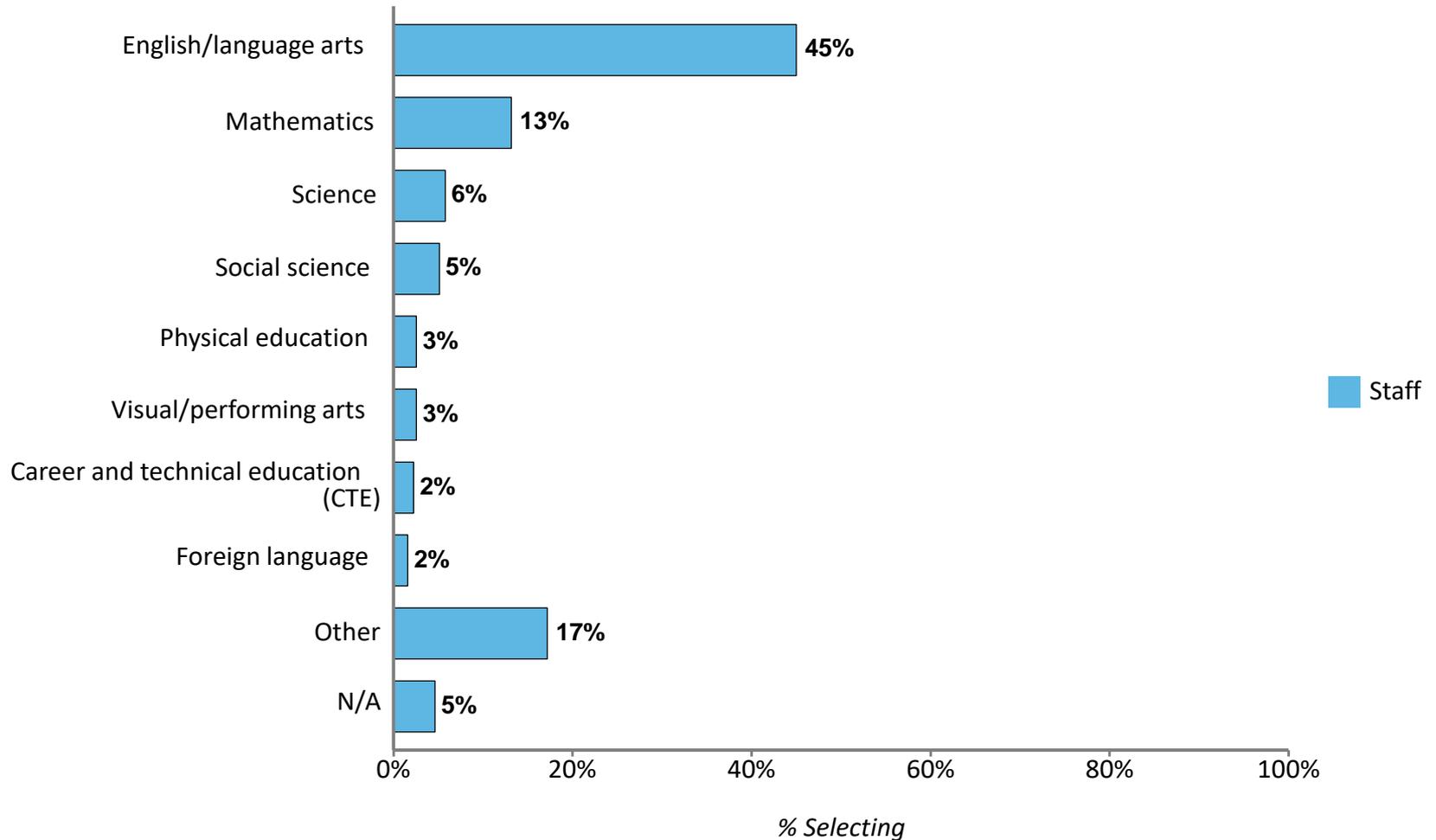
Which of the following best describes your role in CJUSD?



Sample Size: Staff (855)

Focus

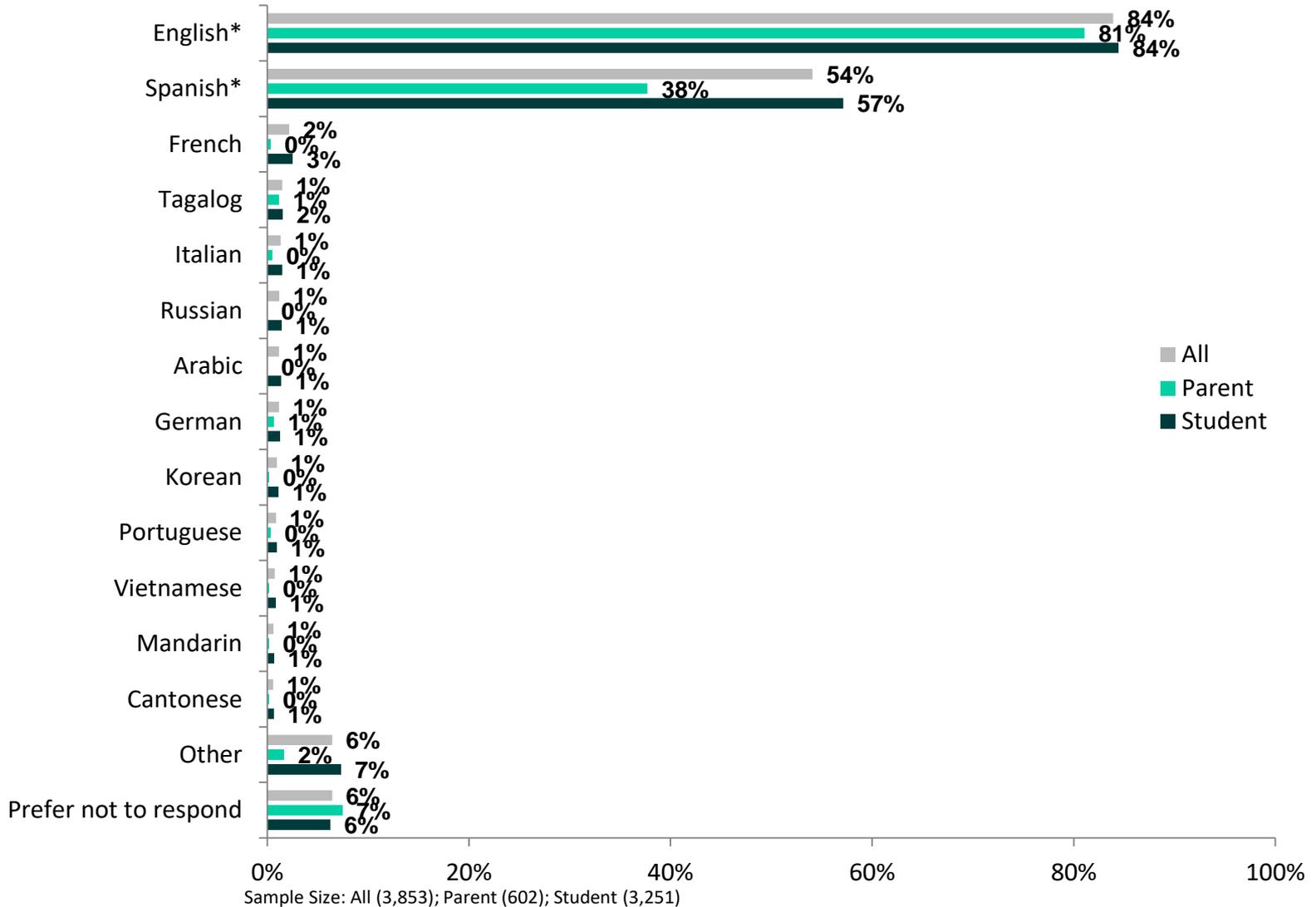
Which is your content area of focus?



Sample Size: Staff (622)

Language

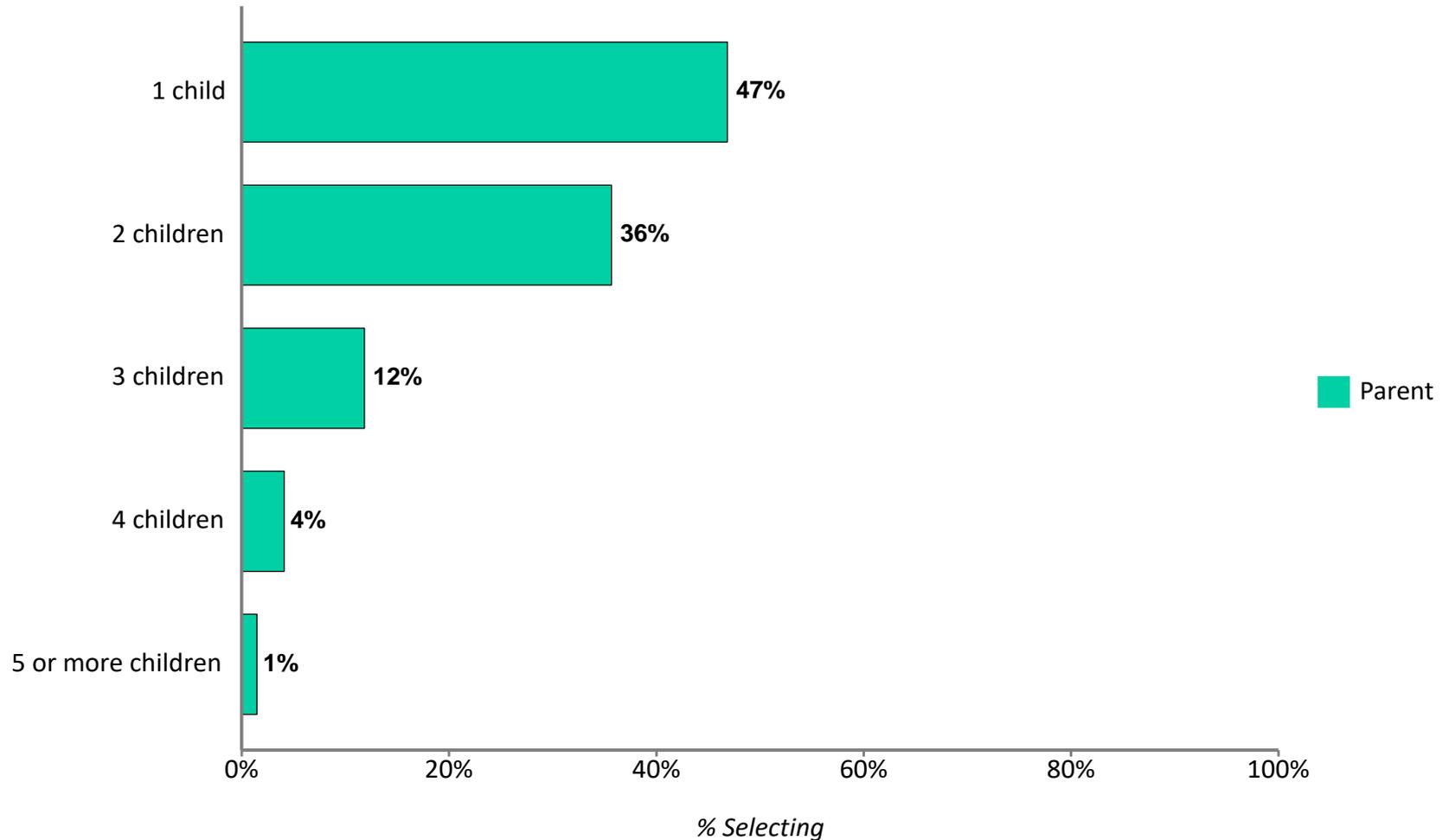
Which languages do you speak at home?



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

Child Count

How many children do you currently have in CJUSD?



Sample Size: Parent (608)