HANOVER RESEARCH

DISTRICT LCAP REPORT

Prepared for Colton Joint Unified School District

March 2021

EXECUTIVE SUMMARY

INTRODUCTION

In this report, Hanover Research analyzes and summarizes the results from the 2021 CJUSD LCAP Survey. In total, 4,141 respondents completed the survey and provided quality survey responses. The report includes results from 2,271 students, 1,030 parents, and 840 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. The survey asked questions on the following core constructs: academic environment, satisfaction, social environment, and stakeholder engagement. In this section, we provide high-level construct scores for each stakeholder group.

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 January/February 2021.

METHODOLOGY

- **Methodology:** The survey was fielded online using the Qualtrics software platform in January/February 2021 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.

<table>
<tr><th>Academic Environment</th><th>Stakeholder Engagement</th></tr>
<tr><td rowspan="3">Expectations
Learning Environment
Student Support
Student Engagement
English Learners
Foster Youth
Special Education</td><td>Communication with Parents
Parent Involvement</td></tr>
<tr><th>Social Environment</th></tr>
<tr><td>Social Climate</td></tr>
</table>

KEY FINDINGS

STRENGTHS

- **Respondents are satisfied with district teachers and staff and believe they support students.** 76% of all respondents agree that students receive the resources and support they need, and 82% of parents and students are satisfied with district teachers. Further, most respondents agree that teachers and staff:
  - Use technology to teach 93%
  - Encourage critical thinking 83%
  - Try to make class interesting 80%
  - Help students when they do not understand something 76%
- **Respondents indicate that district schools support students' academic achievement.** Over two-thirds agree that district schools:
  - Want students to succeed 90%
  - Set high expectations for student achievement 78%
  - Provide a well-rounded curriculum 76%
- **Parents are satisfied with district schools communication and involvement.** Most parents say that district schools:
  - Encourage parental involvement 80%
  - Offer parents a say in the decision-making process at their child's school 67%
  - Effectively communicate with parents regarding their child's progress 75%

KEY FINDINGS

AREAS FOR IMPROVEMENT

- **Students rate their school's social climate less favorably than other areas surveyed, similar to the 2019 LCAP survey.** Bullying remains a concern for many respondents with only a third saying that bullying is **not** a problem at their school (33%).
- **Respondents (particularly students) are concerned with the cleanliness of district schools.** While 75% of parents believe that their child's school is clean, only 51% of staff and 58% of students indicate the same.
- **Staff and parents believe that special student populations could be provided with more after-school activities.** Overall, only about half of parents and teachers agree that their school provides foster youth (56%), English learners (55%), and special education students (48%) with enough after-school activities.
- **Most respondents are not aware of the Career and Technical Education (CTE) Pathways Program at their (or their child's) school.** Only 31% of parents and students are aware of the CTE Pathways Programs. Further, only 21% of high school students participate (*or have a child that participates*) in the CTE Pathways Program.

KEY FINDINGS

CHANGE FROM 2019 TO 2020

Year-to-Year Strengths

- Staff feel like they have a say in the decision-making process at their school (+14% agreement)
- School rules are fair (+16% agreement)
- Parents receiving communication from school or district website (+12% selection)
- Parents receiving communication from social media (+8% selection)
- District schools encourage(s) a healthy lifestyle (+6% agreement)
- Students like going to school (+6% agreement)
- Students respect the teachers and staff (+24% agreement)

Note: The list above includes statistically significant differences of at least 5%.

KEY FINDINGS

CHANGE FROM 2019 TO 2020

Year-to-Year Areas for Improvement

- Parental participation in parent-teacher conferences (-19% selection)
- Parental participation in back-to-school night or open house (-34% selection)
- Parental participation in school or class event (-33% selection)
- Parent/student perceptions that the school is effectively educating me/my child (-4% agreement)

Note: The list above includes statistically significant differences of at least 5%.

RECOMMENDATIONS (1/2)

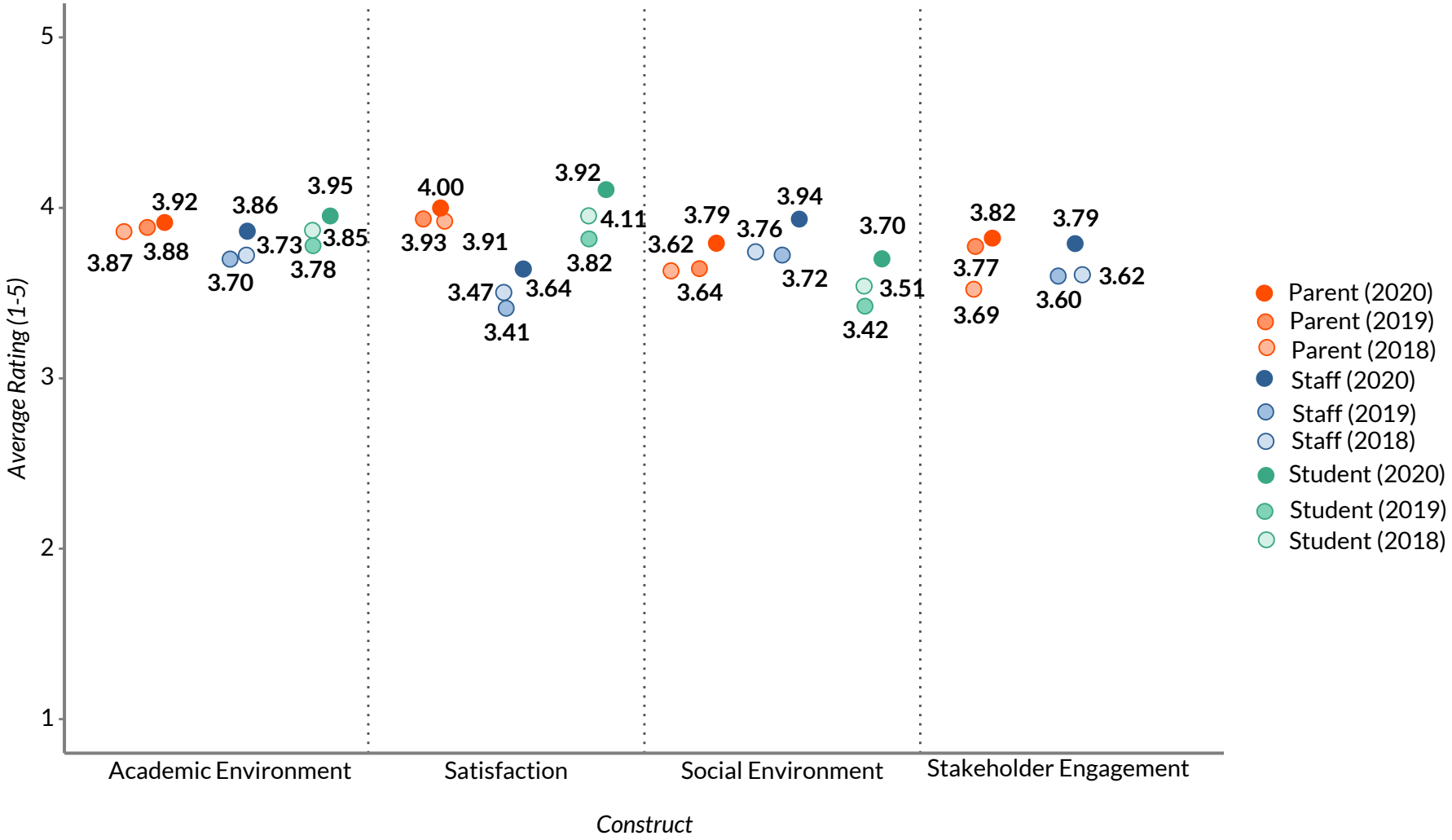
- **Explore new ways to improve parental engagement with school activities.** Parental participation in various school and district events decreased this year, likely as a result of the pandemic. As such, CJUSD should consider hosting virtual events such as coffee hours and Q&A sessions to sustain a sense of connection to their child's school. CJUSD can consult Hanover's Parent Engagement and Support During Remote Instruction Report, which includes a literature review of strategies and best practices.
- **Continue prioritizing anti-bullying efforts within school communities**. Bullying remains a concern among parents, students, and staff and small improvements are observed in this year's LCAP survey. Therefore, CJUSD should include curriculum and resources that address physical and cyber-bullying for students and methods to prevent bullying for staff. CJUSD can consult Hanover's Best Practices in Bullying Prevention and Response report for research and case studies on this effort.
- **Initiate discussions about fairness and respect in the context of diversity, equity, and inclusion (DEI) at the student level.** This year, respondents were more likely to agree that students respect teachers/staff, that all students are treated fairly, and that school rules are fair. However, student agreement remains relatively low in this area. As a next step, CJUSD should explore the concept of fairness within DEI efforts. We recommend that CJUSD partner with Hanover to engage in a comprehensive equity audit, which includes a mixed-method approach to identify strengths and areas for improvement regarding DEI throughout the district. More information about Hanover's Equity Audit can be found here: Diversity, Equity, and Inclusion Audit.

RECOMMENDATIONS (2/2)

- **Continue to provide additional after-school activities for special student populations.** Agreement related to adequate after-school activities for various special student populations remains low in this year's survey as well as previous LCAP surveys. CJUSD should consider various types of after-school activities such as mentorship programs for foster youth and peer support/tutorial groups for English learners.
- **Facilitate dialogue between staff and leadership at both the school and district level.** While staff respondents often enjoy the work they do, they do not feel like they have a *say* during school/district decision-making processes. CJUSD can address this by promoting the solicitation of staff opinions and perceptions via surveys and townhalls when the district determines comprehensive strategic plans. CJUSD can also consider partnering with Hanover to administer focus groups to gather staff perceptions regarding this concern.
- **Increase efforts to promote CTE Pathways program awareness.** Only about a third of parent and student respondents are aware of the CTE Pathways program at their school. To increase awareness throughout all districts, CJUSD should consider partnering with Hanover to begin a program evaluation of CTE Pathway programs. This can include recommendations for CTE program designs, an evaluation a CTE course alignments, and implementation support aligned to research-based best practices.

SECTION I: CONSTRUCT COMPOSITE SCORES

OVERALL CONSTRUCT SCORECARD



SUBCONSTRUCT SCORECARD

	Parent	Staff	Student
Expectations (AE)	3.78	4.07	3.97
Learning Environment (AE)	3.81	3.42	3.78
Student Support (AE)	3.91	4.19	4.03
English Learners (AE)	3.86	3.92	
Student Engagement (AE)	4.19	3.72	4.03
Foster Youth (AE)	3.35	3.87	
Special Education (AE)	3.59	3.97	
Overall Satisfaction (SA)	4.00		4.11
Satisfaction with Leadership (SA)		3.64	
Social Climate (SO)	3.79	3.94	3.70
Communication with Parents (EN)	3.84		
Parental Involvement (EN)	3.81	3.89	
Staff Engagement (EN)		3.71	

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

ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (1/2)

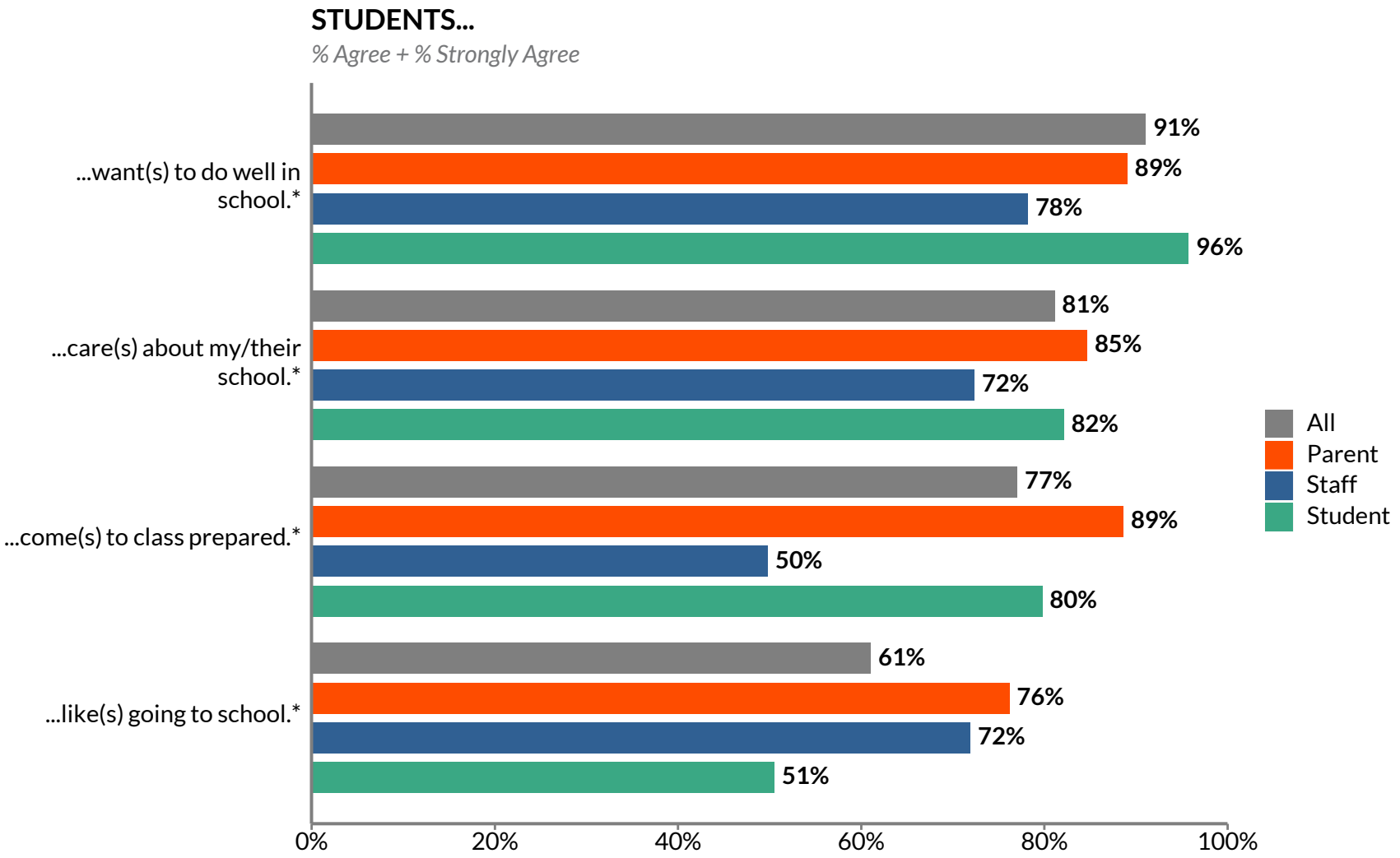
- **Nearly all respondents believe that district schools support student academic achievement. 90**% of all respondents agree that district schools want students to succeed. Furthermore, most respondents agree that the district sets high expectations for student achievement (78%), prepares students for success in college/career (74%), and provides a well-rounded curriculum (76%). Also, many respondents agree that teachers and staff use technology to teach (93%), encourage critical thinking (83%), and encourage collaboration among students (83%). However, relatively fewer respondents agree that the district focuses on students' character (67%).
- **Respondents believe that students are receiving the support that they need to succeed in school.** 83% of respondents indicate that they understand the types of academic support that is available to students, and 76% of respondents believe that students receive the resources and support they need.
- **Most respondents believe that district schools are supporting special education, English learners, and foster youth populations.** Between 77% and 86% of respondents agree that district schools are providing each group with adequate encouragement. Between 77% and 82% of all respondents believe that district schools are providing each group with adequate academic support. Some areas for improvement include after-school activities and resources for parents (only 48% to 77% of respondents believe that district schools provide adequate services in these areas).

ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (2/2)

- **Most respondents believe that students want to do well in school, although stakeholders' perceptions of student preparedness and enjoyment differ.** 91% of all respondents agree that students want to do well in school. However, while 76% of parents and 72% of staff agree that students like going to school, only 51% of students believe this. *Interestingly, the overall result is a slight increase since the 2019 LCAP survey despite the impact of the COVID-19 pandemic.* Additionally, while 89% of parents and 80% of students agree that students come to class prepared, only 50% of staff indicate the same.

- **Most respondents believe that schools maintain their physical resources, provide up-to-date technology, and believe that their (or their child's) school is clean.** 61% of all respondents (75% parents; 51% staff; 58% students) agree that their (or their child's) school is clean–*this is an increase since the 2019 LCAP survey*. **No CJUSD schools have fewer than 25% of respondents agree that their school is clean.** This is an improvement from 2019.

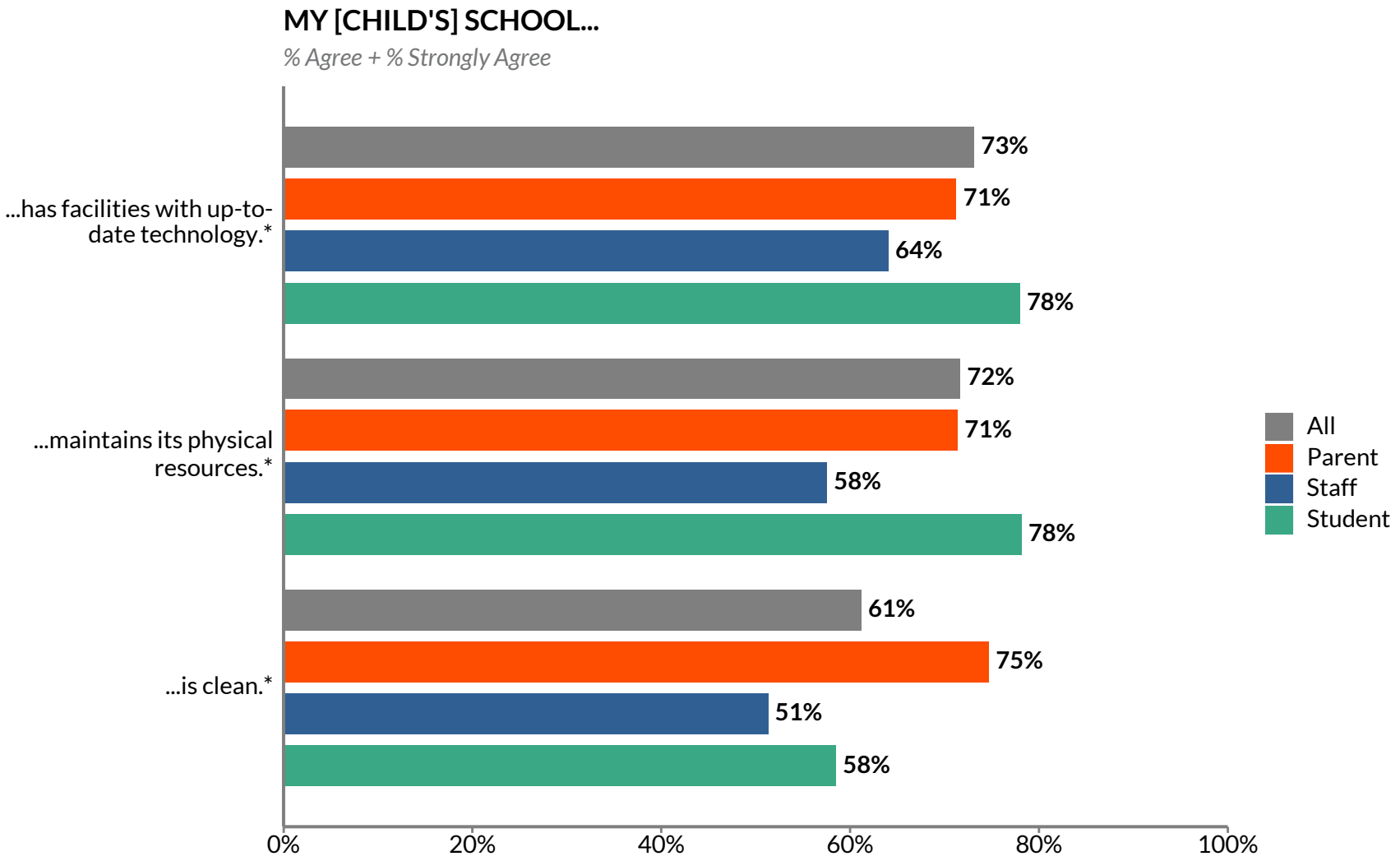
STUDENT ENGAGEMENT



Sample Size: All (3,817-3,925); Parent (1,007-1,026); Staff (652-657); Student (2,155-2,242)

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

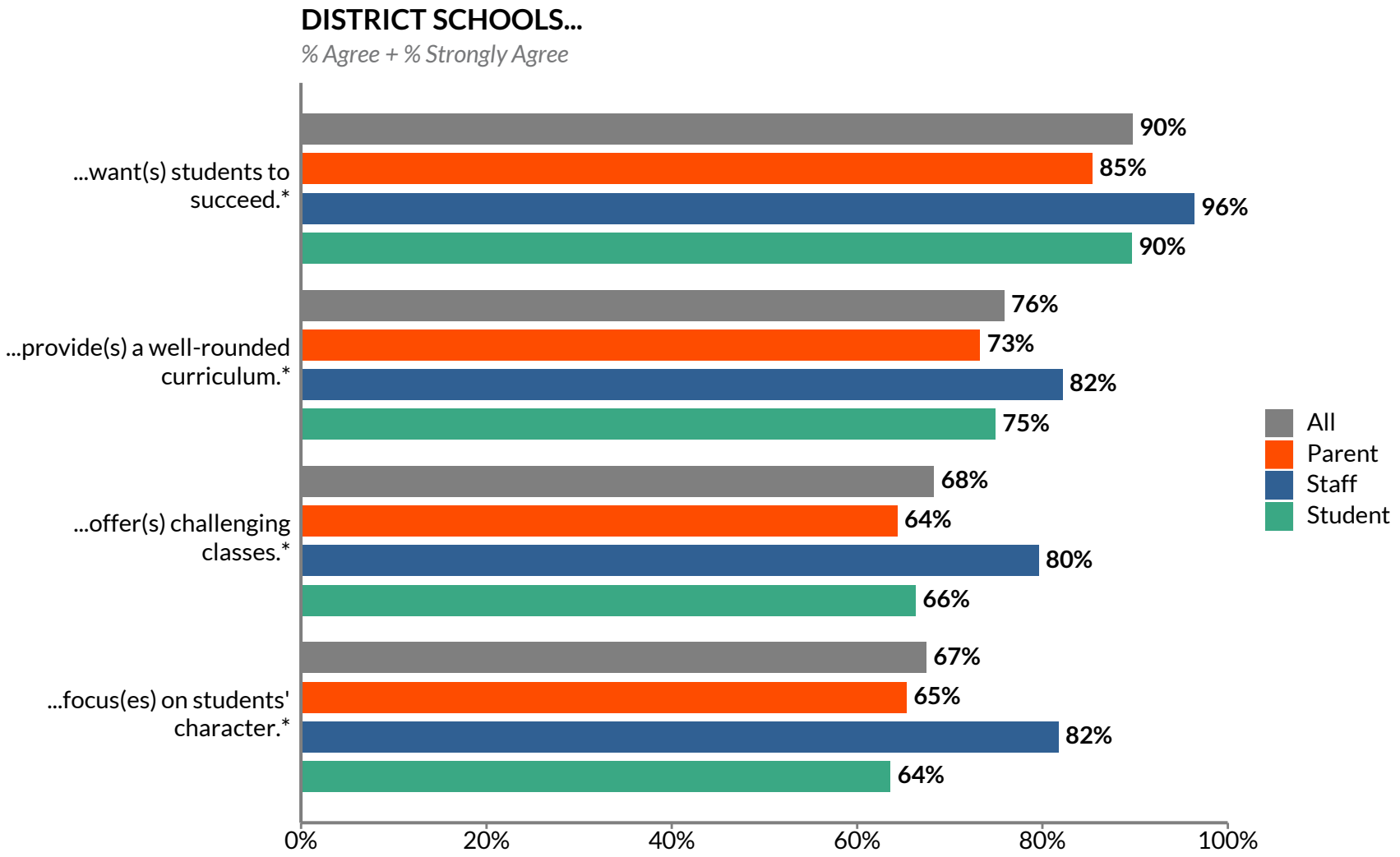
LEARNING ENVIRONMENT



Sample Size: All (3,311-3,596); Parent (877-929); Staff (756-765); Student (1,678-1,903)

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

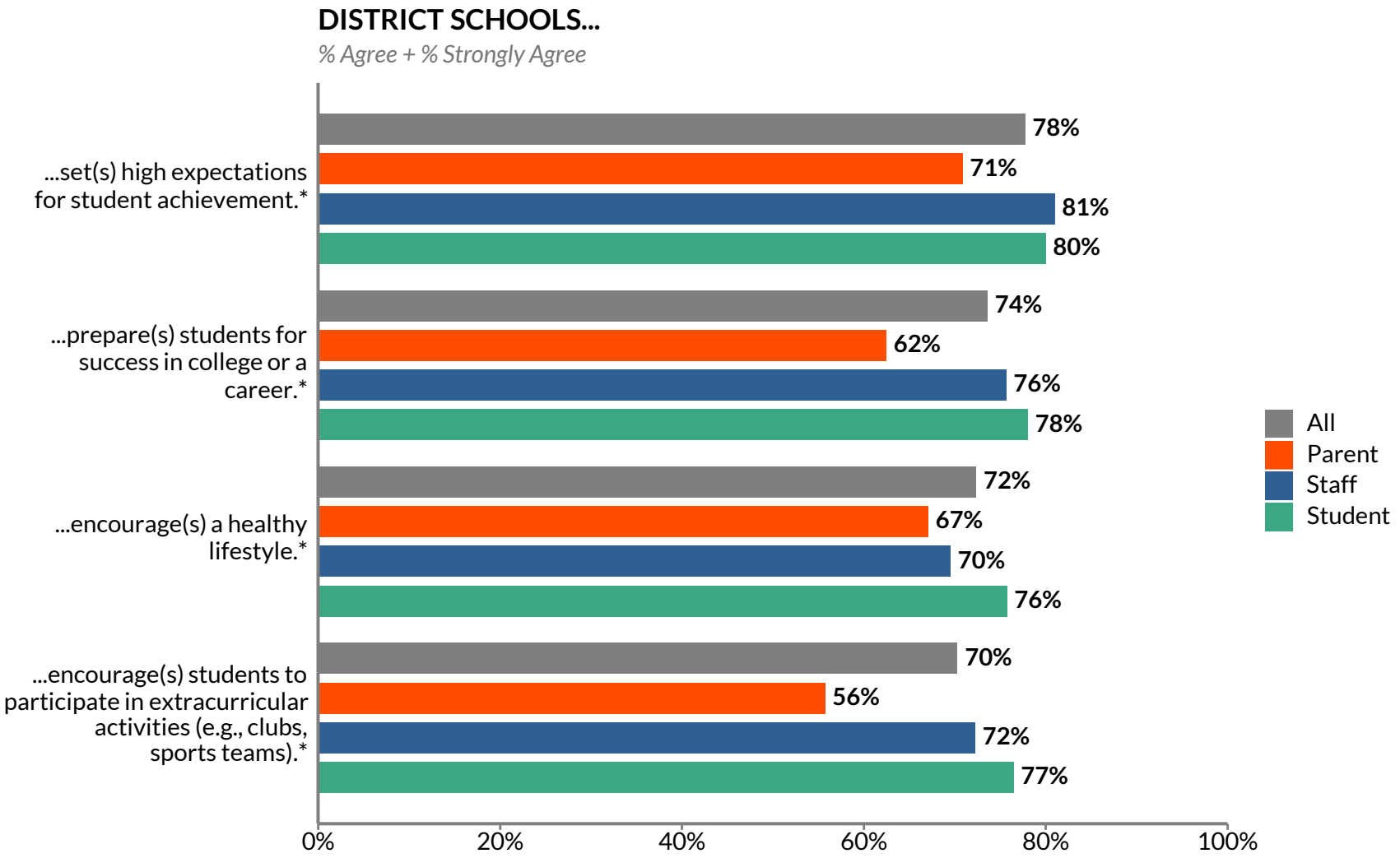
EXPECTATIONS



Sample Size: All (3,497-3,896); Parent (945-1,013); Staff (671-685); Student (1,819-2,198)

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

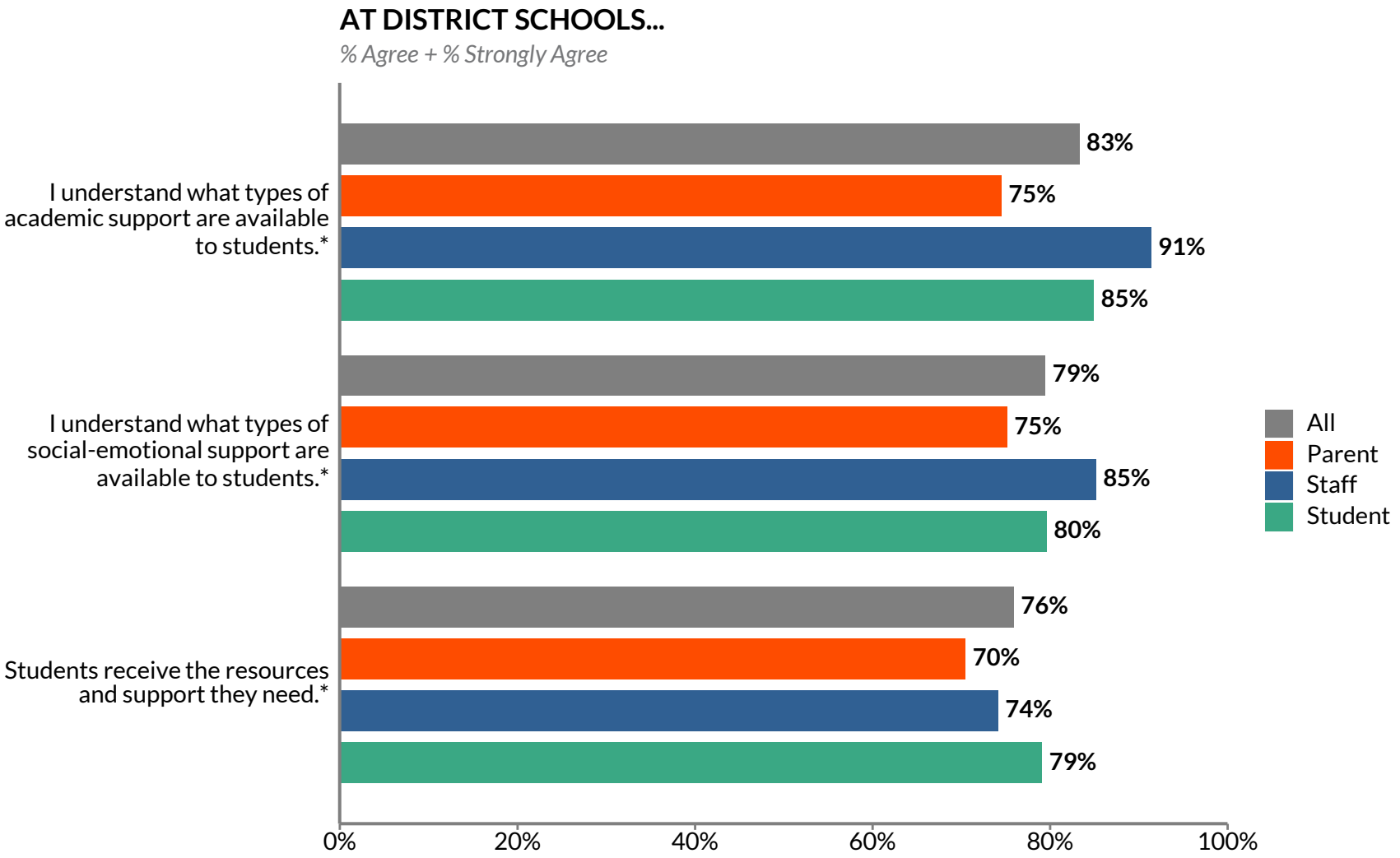
EXPECTATIONS



Sample Size: All (3,623-3,751); Parent (943-999); Staff (667-679); Student (2,013-2,093)

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

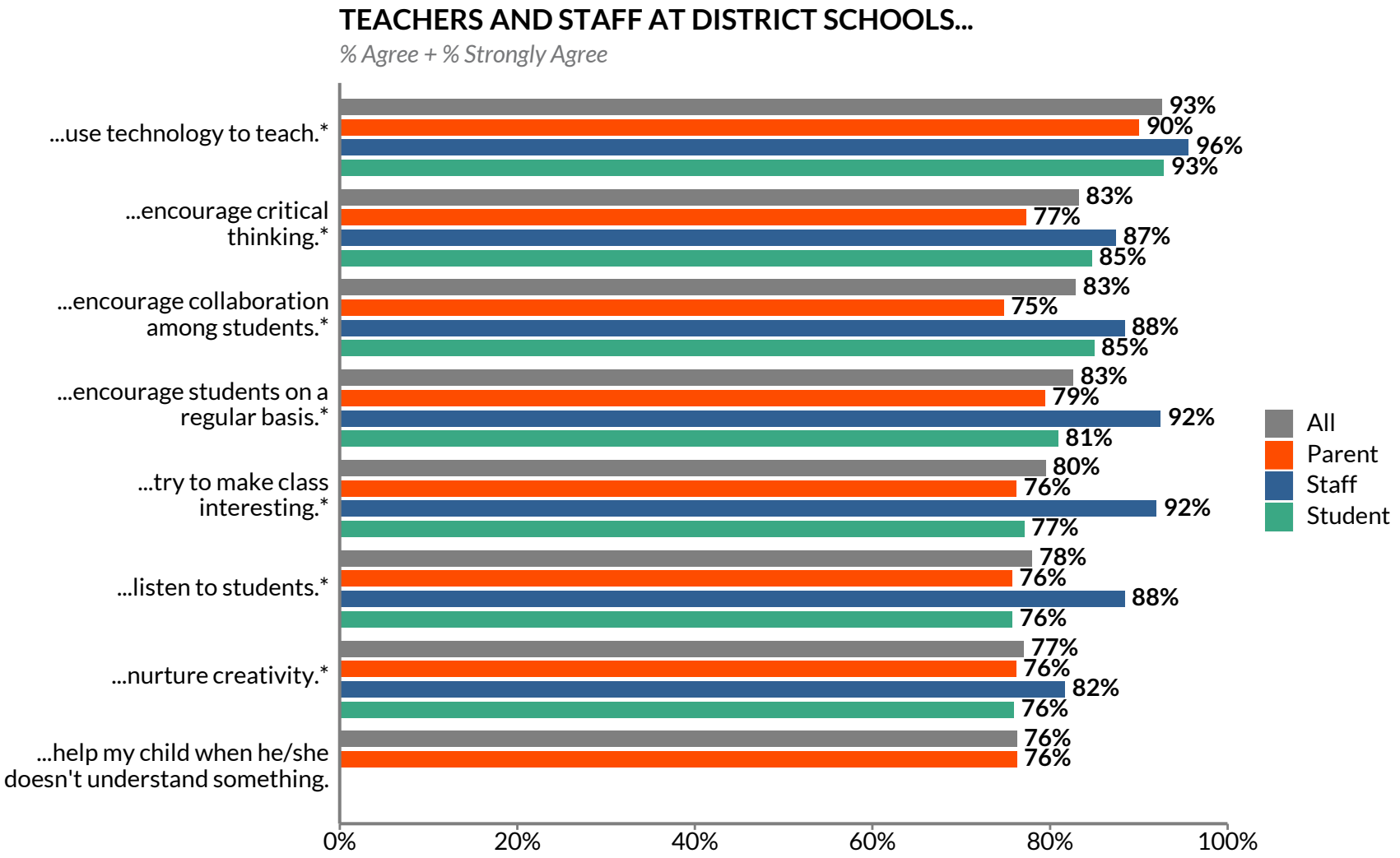
STUDENT SUPPORT



Sample Size: All (3,478-3,700); Parent (951-979); Staff (661-677); Student (1,866-2,044)

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

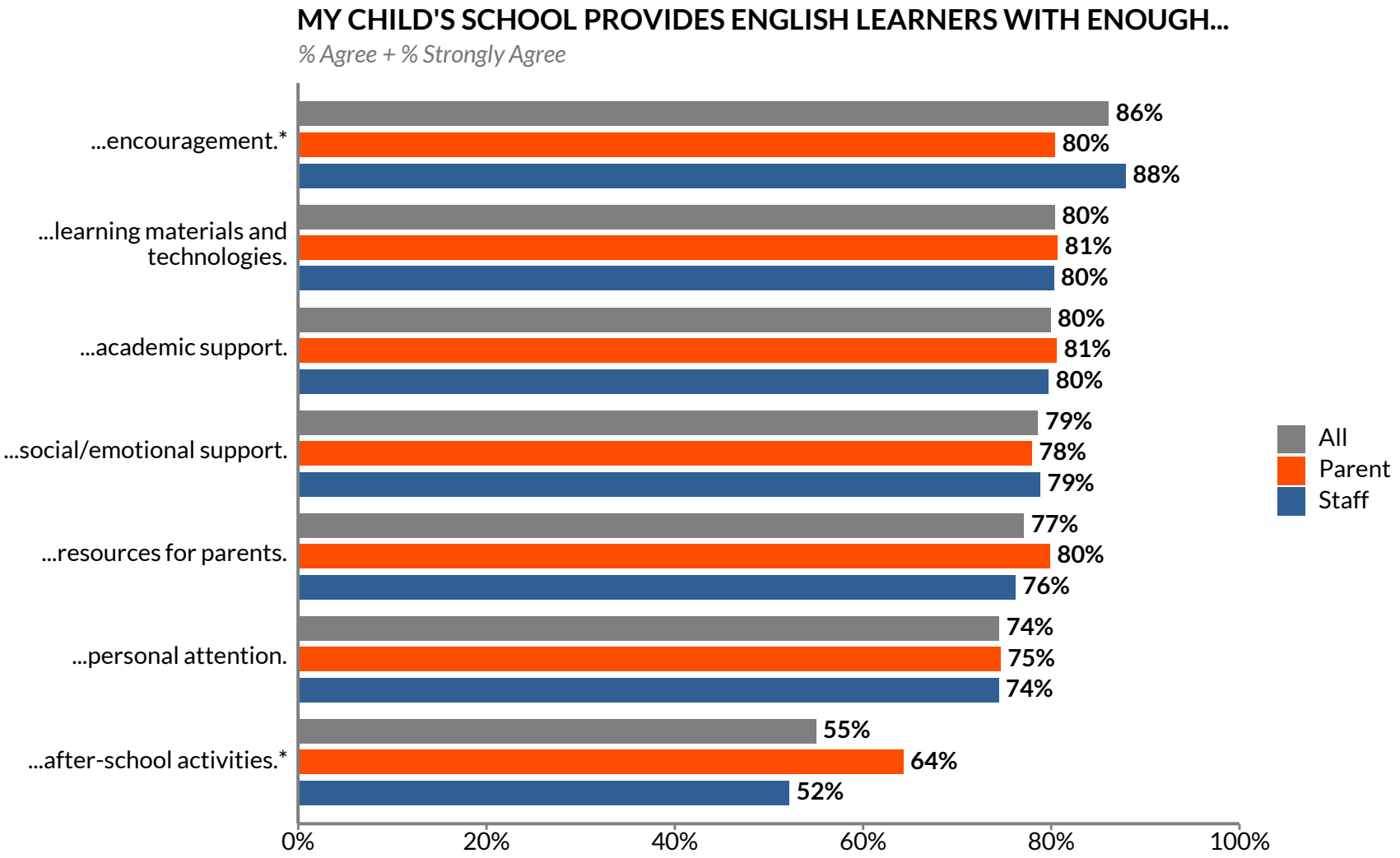
STUDENT SUPPORT



Sample Size: All (1,011-3,875); Parent (966-1,011); Staff (0-682); Student (0-2,190)

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

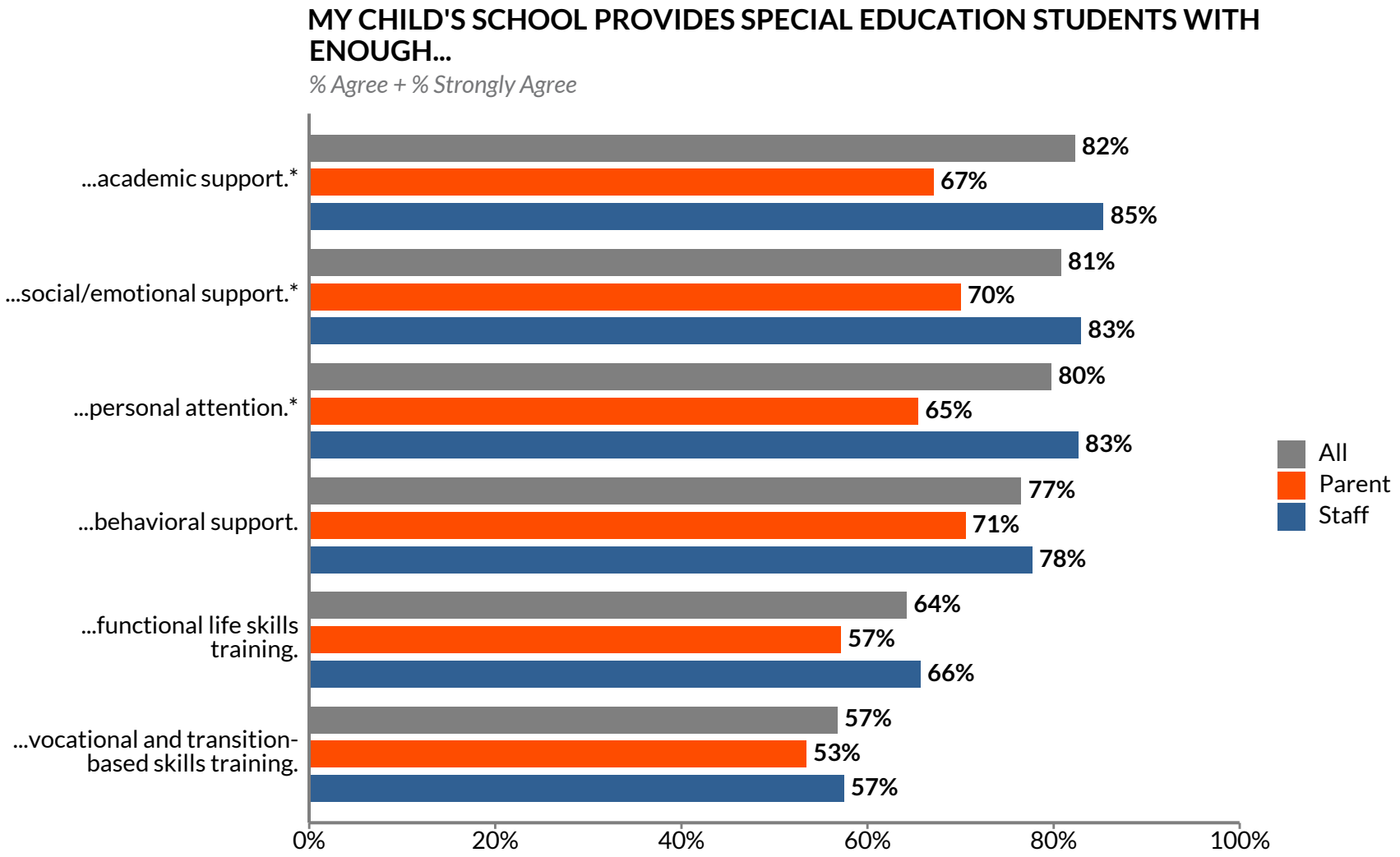
ENGLISH LEARNERS



Sample Size: All (538-578); Parent (126-145); Staff (412-439)

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

SPECIAL EDUCATION



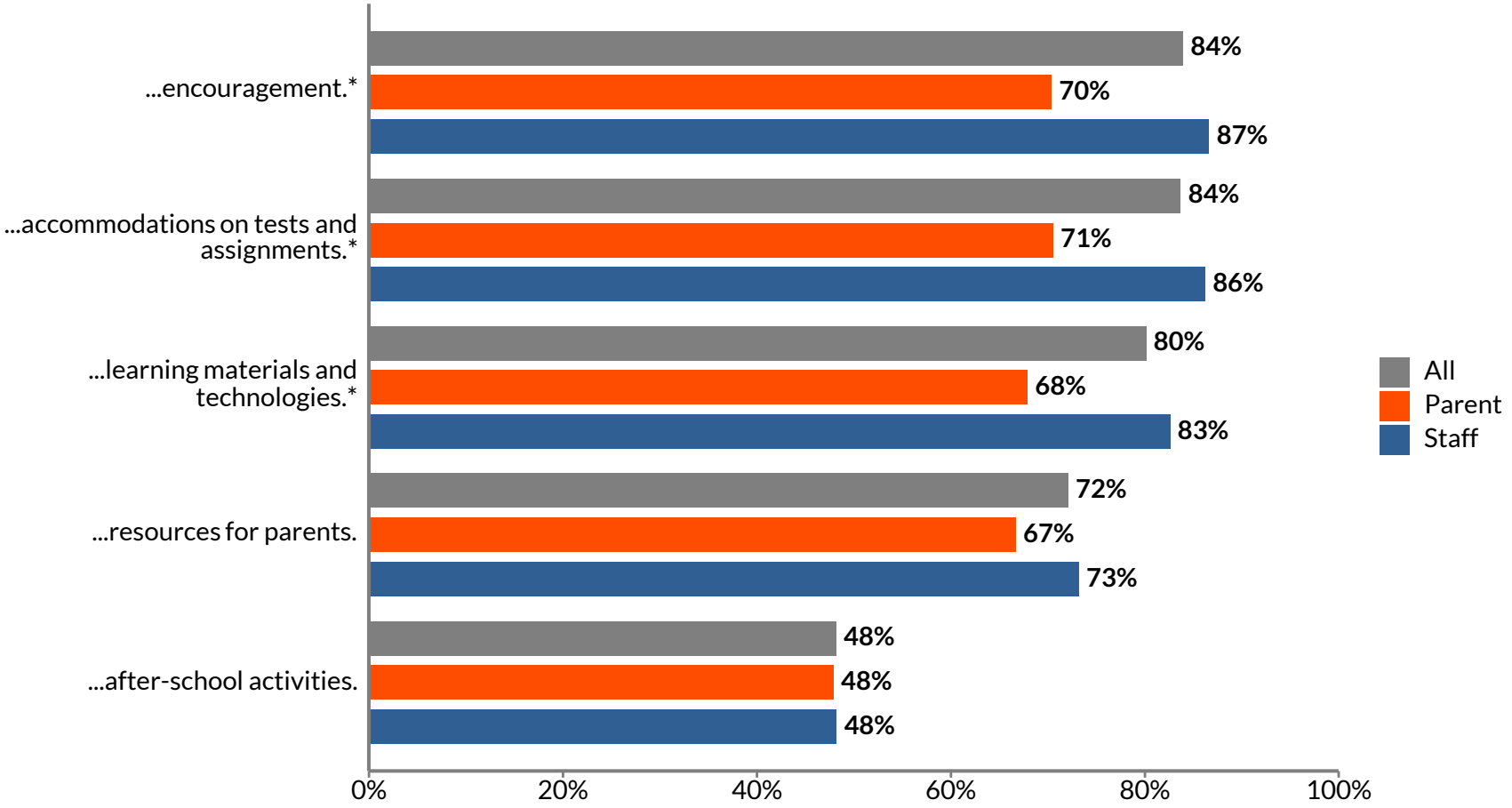
Sample Size: All (428-491); Parent (73-82); Staff (355-409)

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

SPECIAL EDUCATION

MY CHILD'S SCHOOL PROVIDES SPECIAL EDUCATION STUDENTS WITH ENOUGH...

% Agree + % Strongly Agree



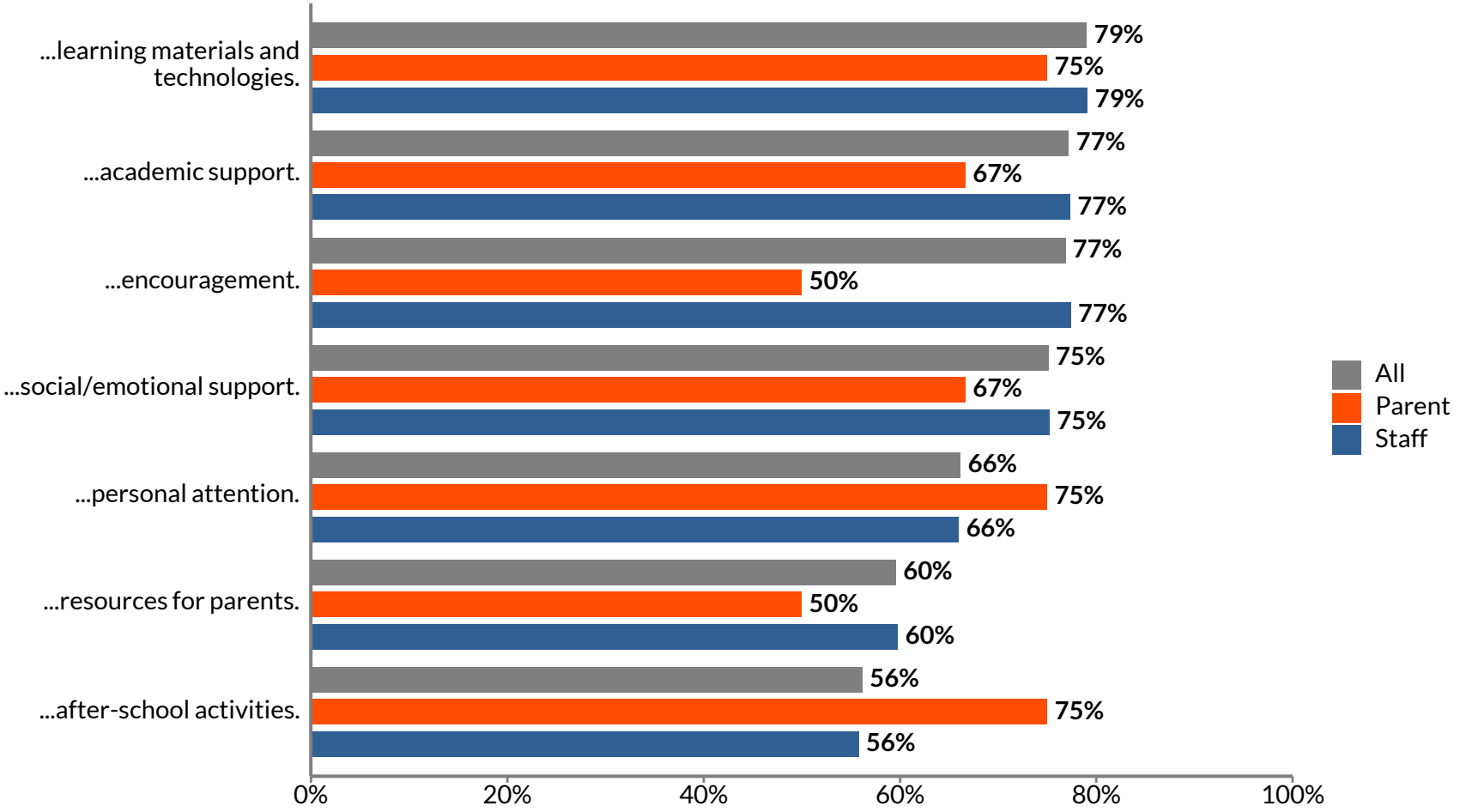
Sample Size: All (432-492); Parent (71-81); Staff (361-411)

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

FOSTER YOUTH

MY CHILD'S SCHOOL PROVIDES FOSTER YOUTH WITH ENOUGH...

% Agree + % Strongly Agree



Sample Size: All (188-206); Parent (3-4); Staff (184-203)

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

SOCIAL ENVIRONMENT

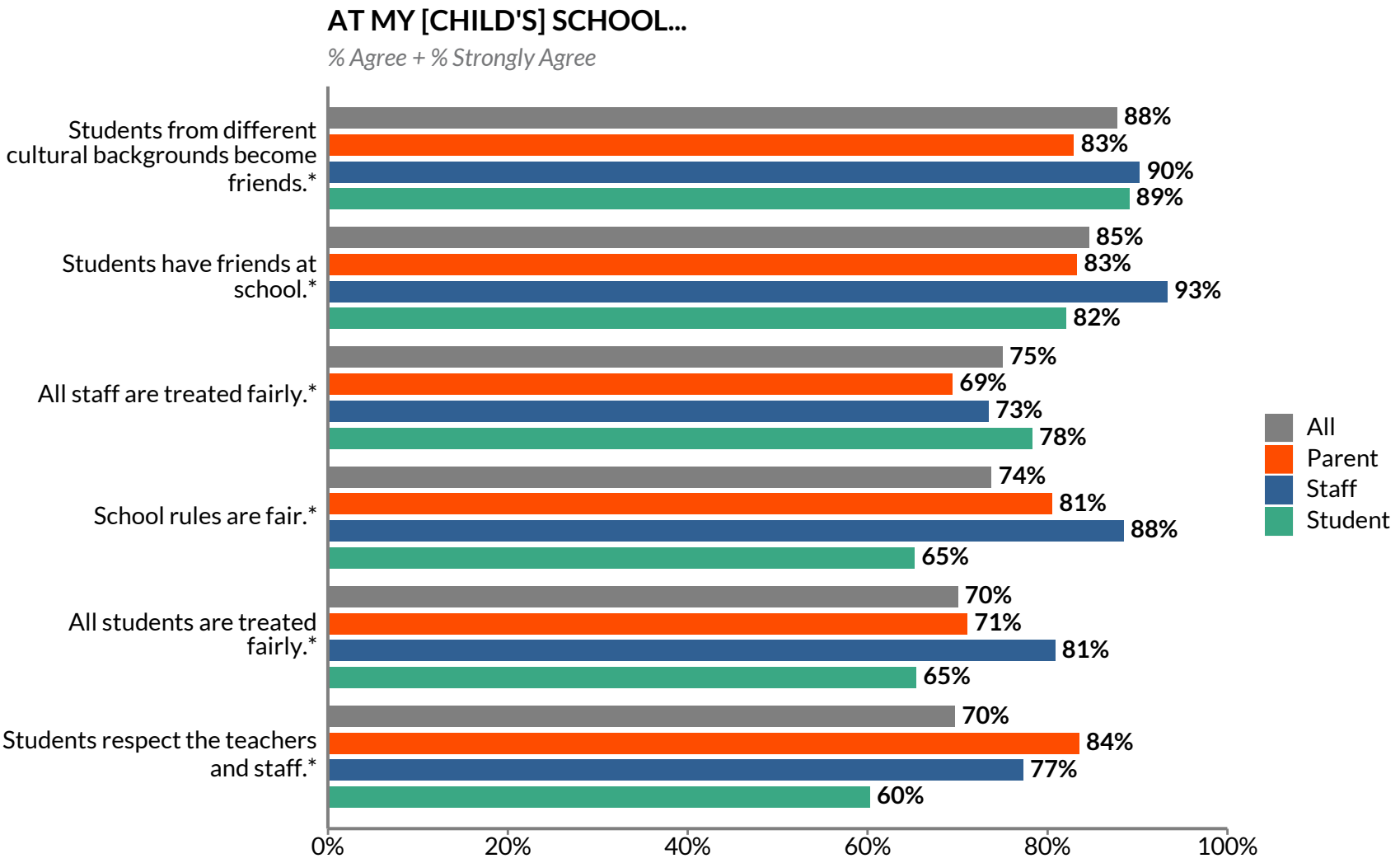
SOCIAL ENVIRONMENT: SUMMARY OF RESULTS

- **Most respondents believe that students make friends at school and are more likely to believe that students get along with one another and respect teachers and staff than previous year.** 85% of all respondents agree that students have friends at school, and 88% agree that students from different cultural backgrounds become friends. This year, 60% of all respondents (and 54% of students) agree that students get along with each other and respect each other's differences, and only 70% of all respondents (77% of staff and 60% of students) agree that students respect their teachers and staff –*this is an increase since the 2019 LCAP survey*.

- **Parents and staff are more likely than students to agree that their (or their child's) school is characterized by fairness.** Although most respondents (between 69%-78% of each respondent group) agree that staff at their school are treated fairly, parents and staff are more likely than students to agree that school rules are fair (74% overall; 81% parents; 88% staff; 65% students)–*this is an increase since the 2019 LCAP survey*. Additionally, parents and staff are more likely than students to agree that all students are treated fairly (70% overall; 71% parents; 81% staff; 65% students)–*this is also an increase since the 2019 LCAP survey*.

- **Respondents indicate that bullying is a problem at their schools.** Only 36% of parents, 31% of students, and 33% of staff agree that bullying is **not** a problem at their school. Additionally, only 69% of all respondents (64% of students) agree that students feel safe at school, and 66% of all respondents (59% of students) agree that students feel comfortable talking to school staff.

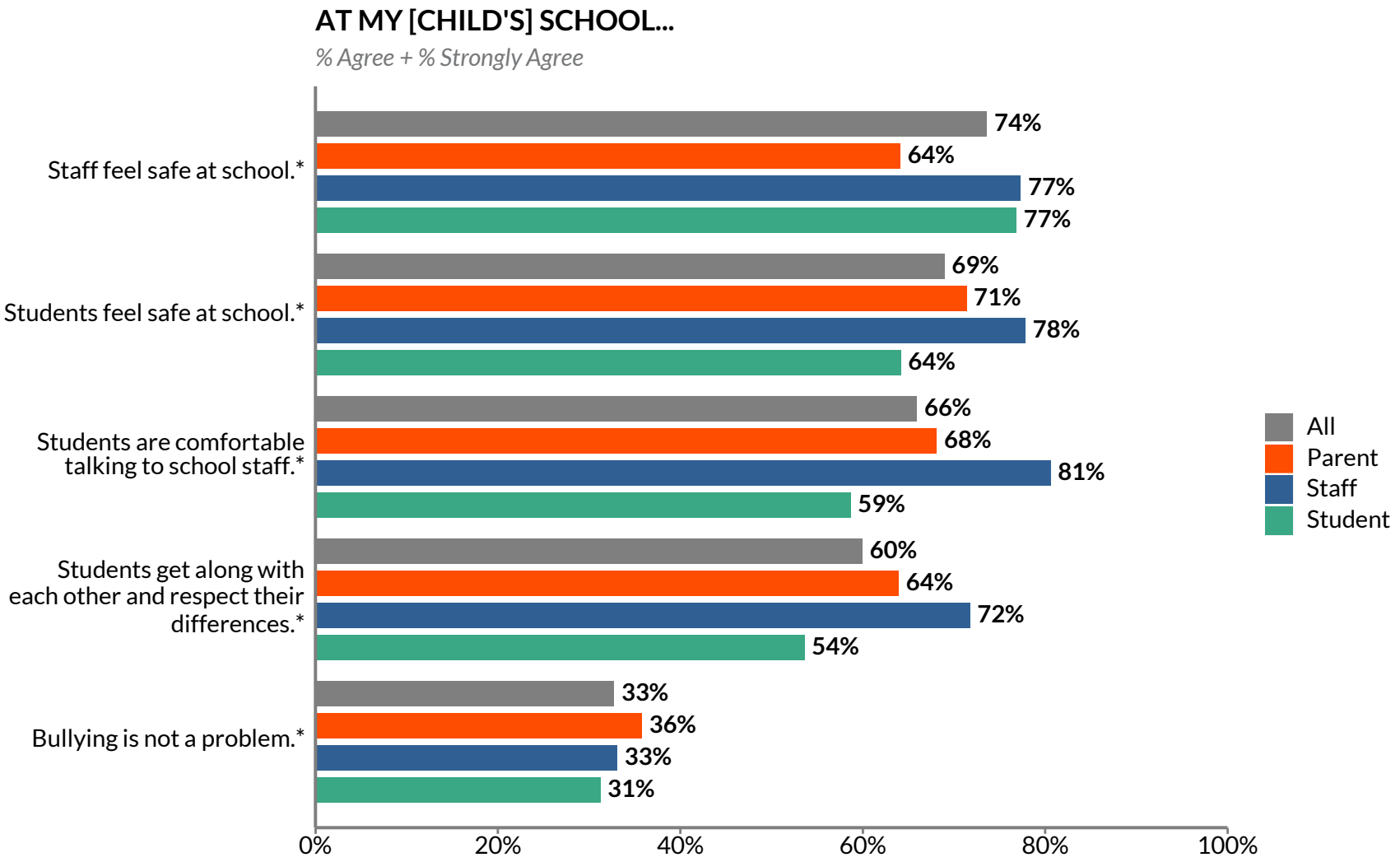
SOCIAL CLIMATE



Sample Size: All (3,355-3,847); Parent (821-980); Staff (758-775); Student (1,759-2,096)

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

SOCIAL CLIMATE



Sample Size: All (2,796-3,597); Parent (736-909); Staff (728-759); Student (1,301-1,955)

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

STAKEHOLDER ENGAGEMENT

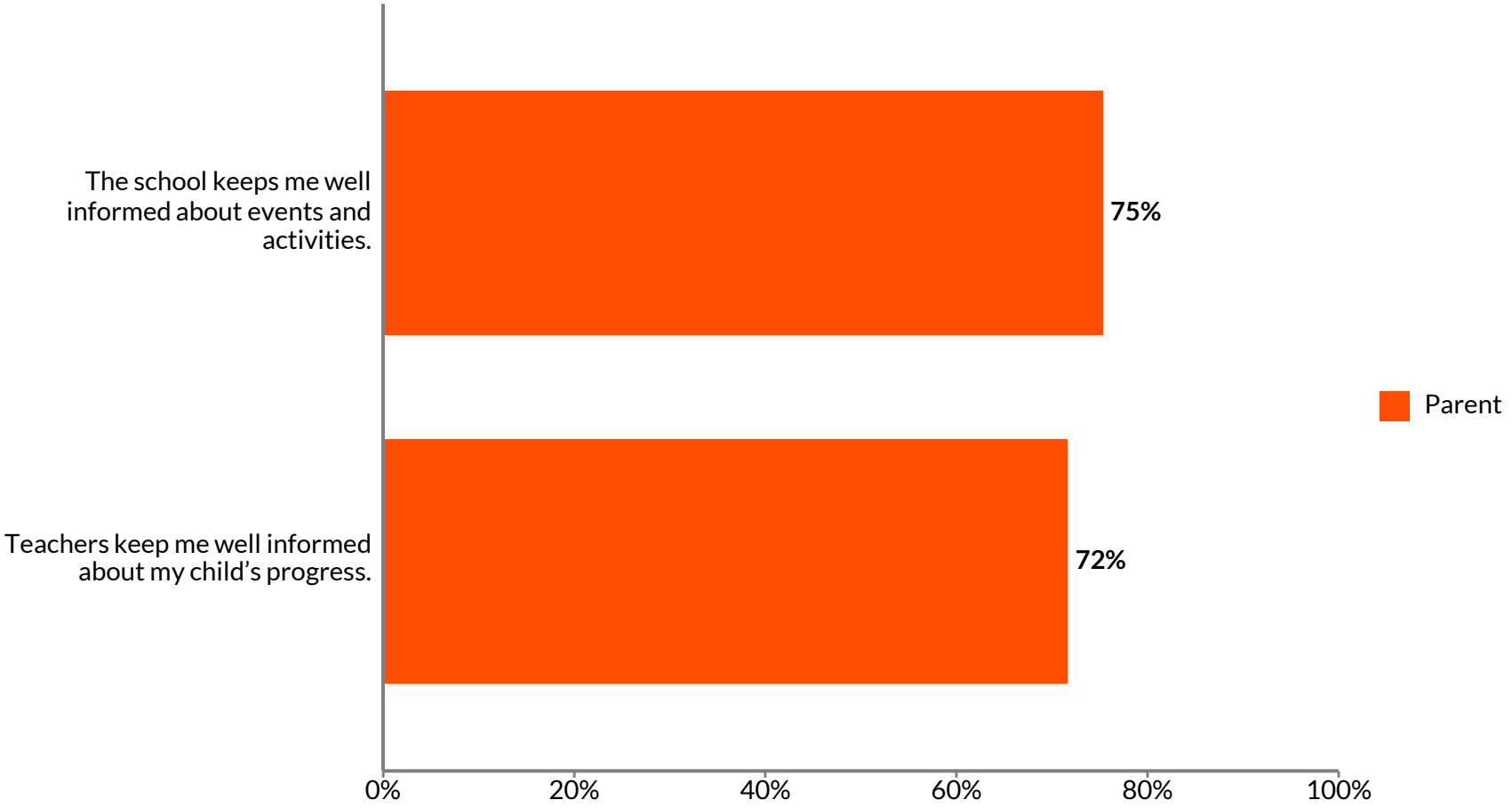
STAKEHOLDER ENGAGEMENT: SUMMARY OF RESULTS

- **Parents are satisfied with the communication they receive from their child's school.** 75% of parents agree that their child's school keeps them well informed about events and activities –*this is a slight increase since the 2019 LCAP survey*, and 72% indicate that their child's teacher(s) keep them well informed about their child's progress. Additionally, 84% of parents agree that they are able to communicate with teachers/staff when needed.
    - Parents indicate that they receive most of their information about their child's school from communication sent to them from the school (63%), communication with their child's teacher (46%), and school or district website (31%).
    - Parents prefer to receive information about their child's school through text messages (69%), emails (64%), or phone calls (40%). Only 8% indicate a preference for in-person meetings.
- **Respondents believe that district schools encourage parental involvement, and most parents attend one or more events at their child's school.** 80% of parents and 85% of staff agree that district schools encourage parental involvement. However, parents are more likely than staff (69% vs. 57%) to agree that district schools have parents that are highly involved. 38% of parents indicate that providing more information on how to support students at home would help parents become more involved.
- **District staff enjoy their work, but many do not believe that they have a say in school-level or district-level decision-making.** 93% of staff agree that they enjoy their work. That being said, only 61% agree that they feel like they have a say in the decision-making process at their school, and only 33% would say the same about decision-making processes at the district level.

COMMUNICATION WITH PARENTS

PLEASE INDICATE HOW MUCH YOU DISAGREE OR AGREE WITH THE FOLLOWING STATEMENTS:

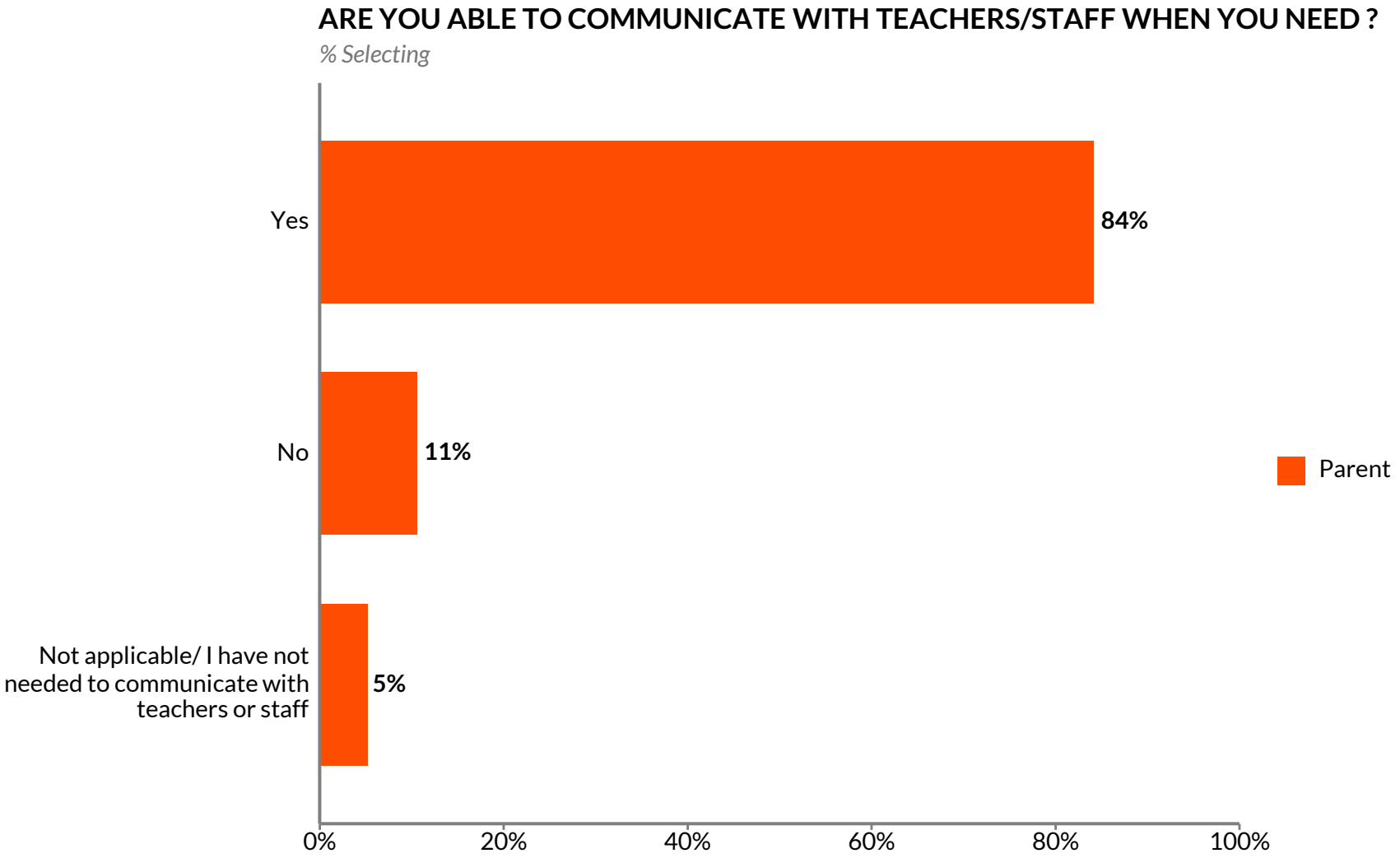
% Agree + % Strongly Agree



Sample Size: Parent (1,020-1,022)

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

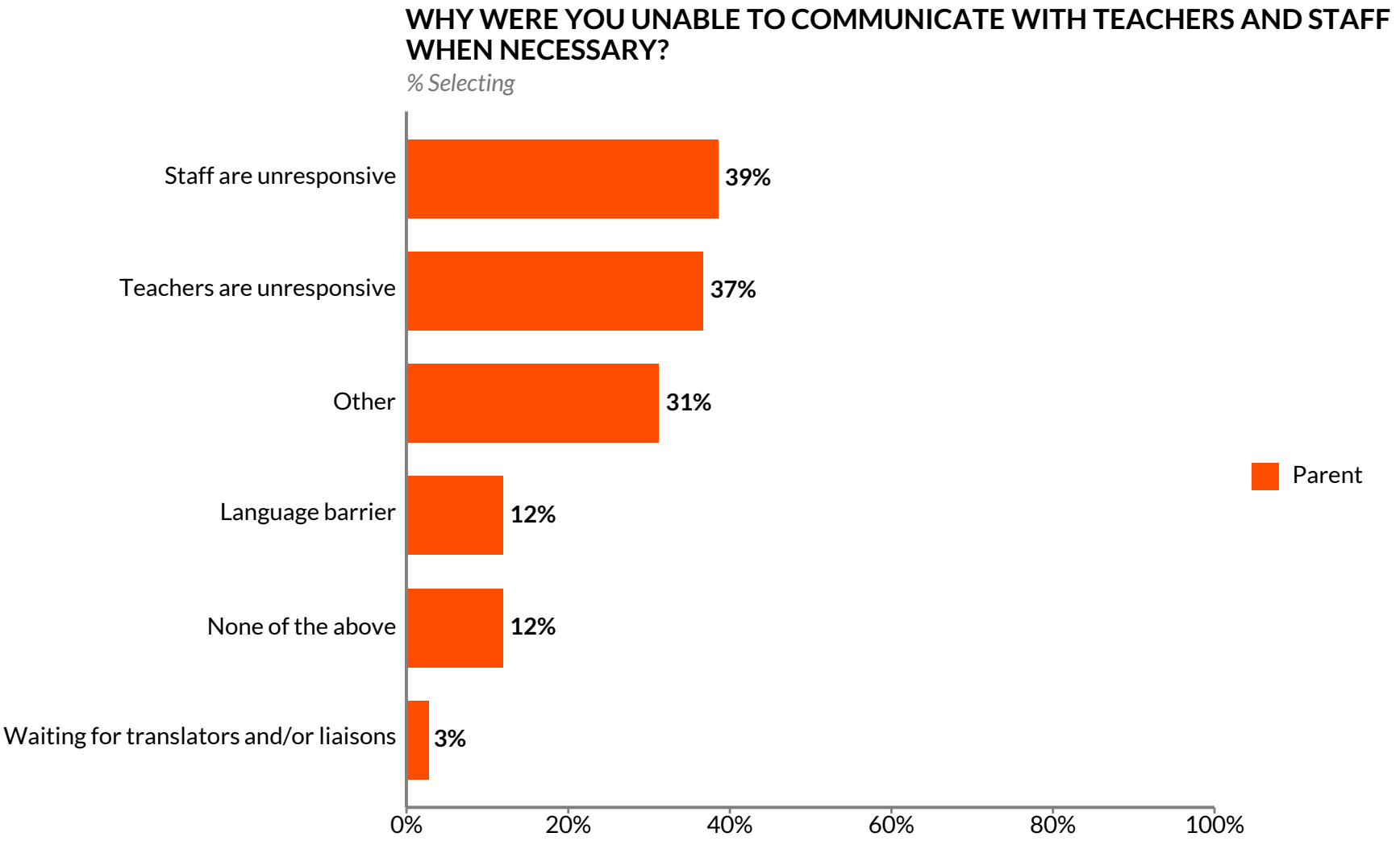
COMMUNICATION WITH PARENTS



Sample Size: Parent (1,030)

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

COMMUNICATION WITH PARENTS



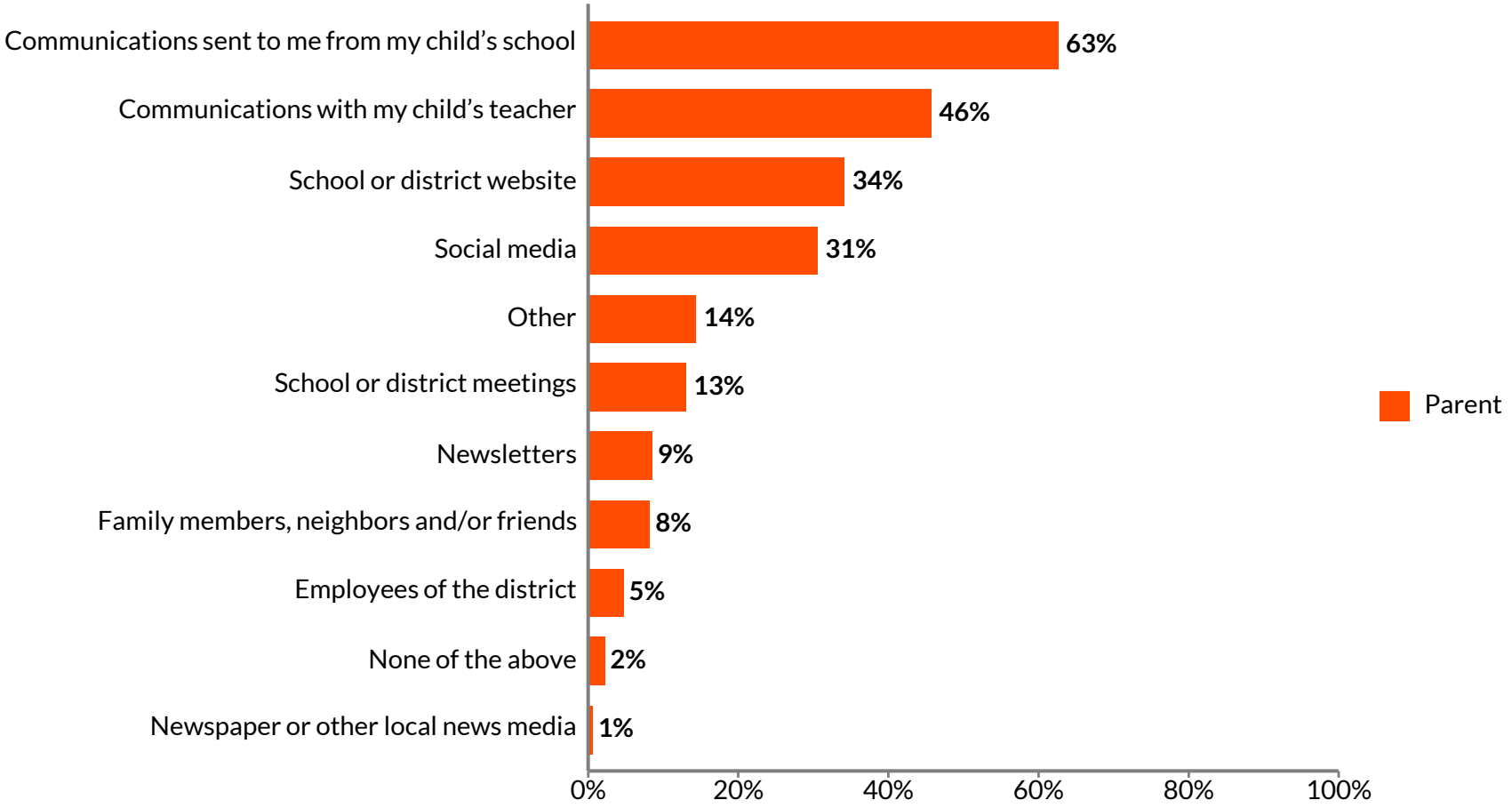
Sample Size: Parent (109)

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?

% Selecting



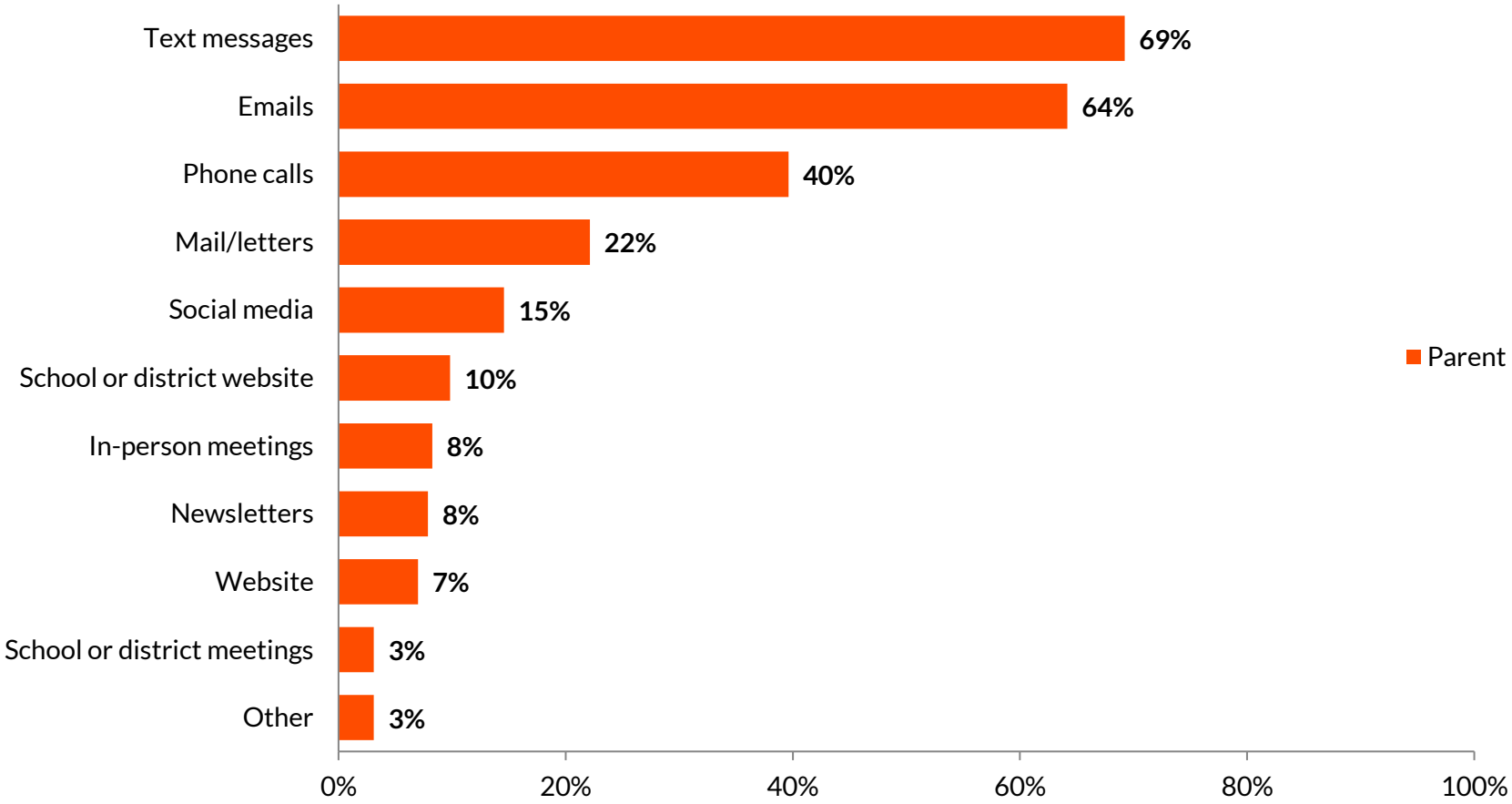
Sample Size: Parent (1,030)

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 UP TO THREE OPTIONS.

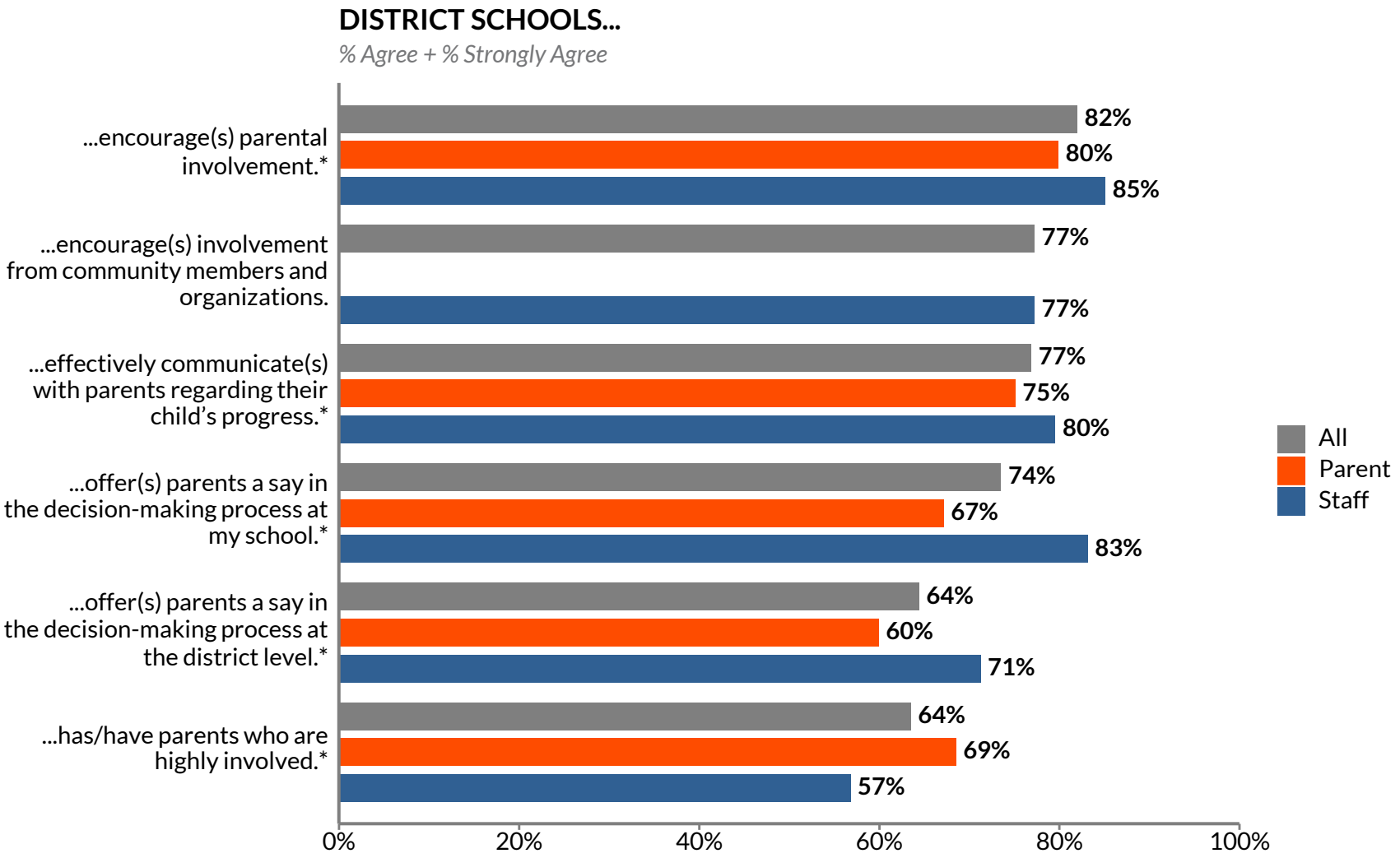
% Selecting



Sample Size: Parent (1,030)

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

PARENTAL INVOLVEMENT



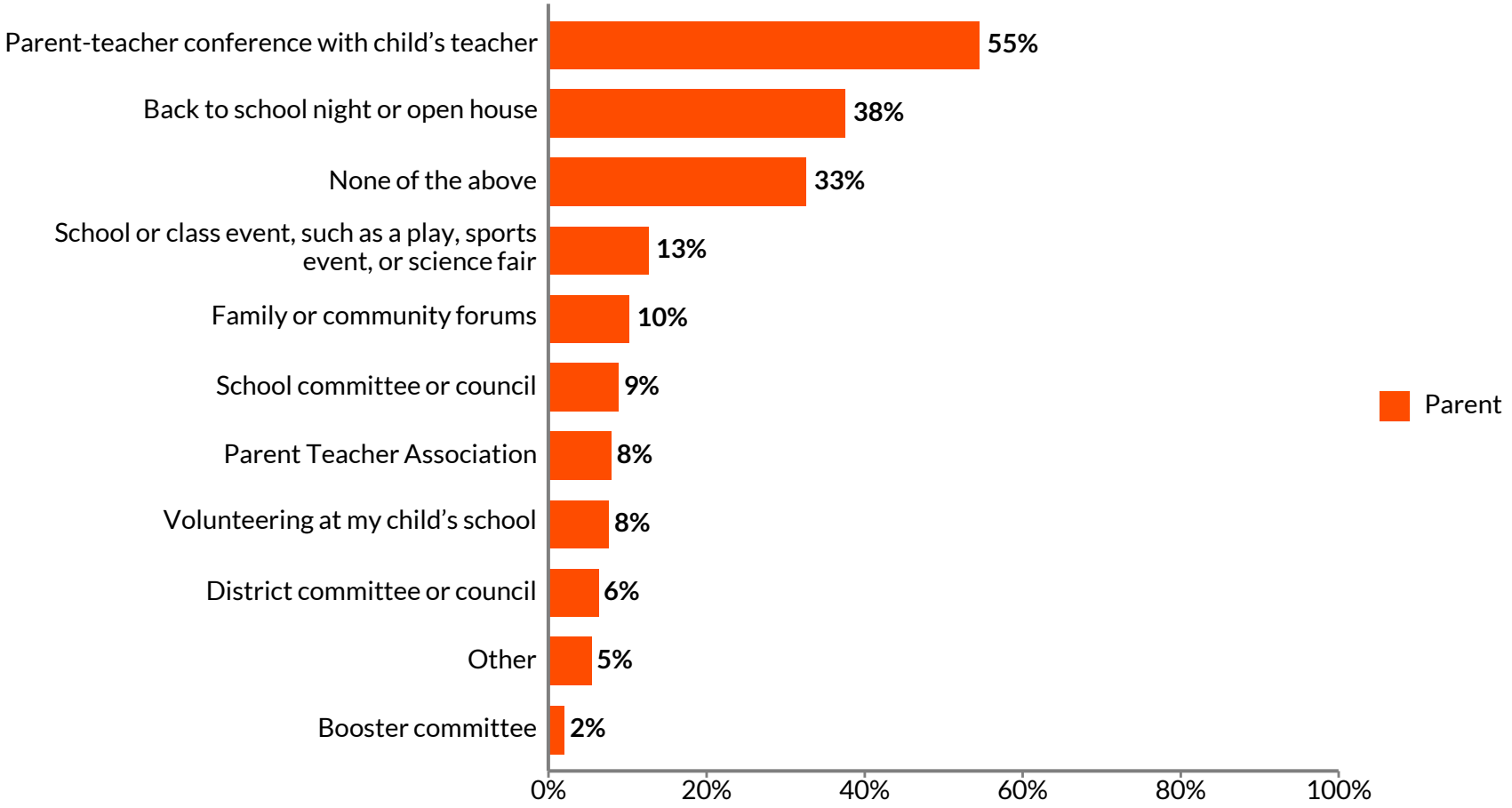
Sample Size: All (642-1,679); Parent (0-1,009); Staff (588-671)

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?

% Selecting



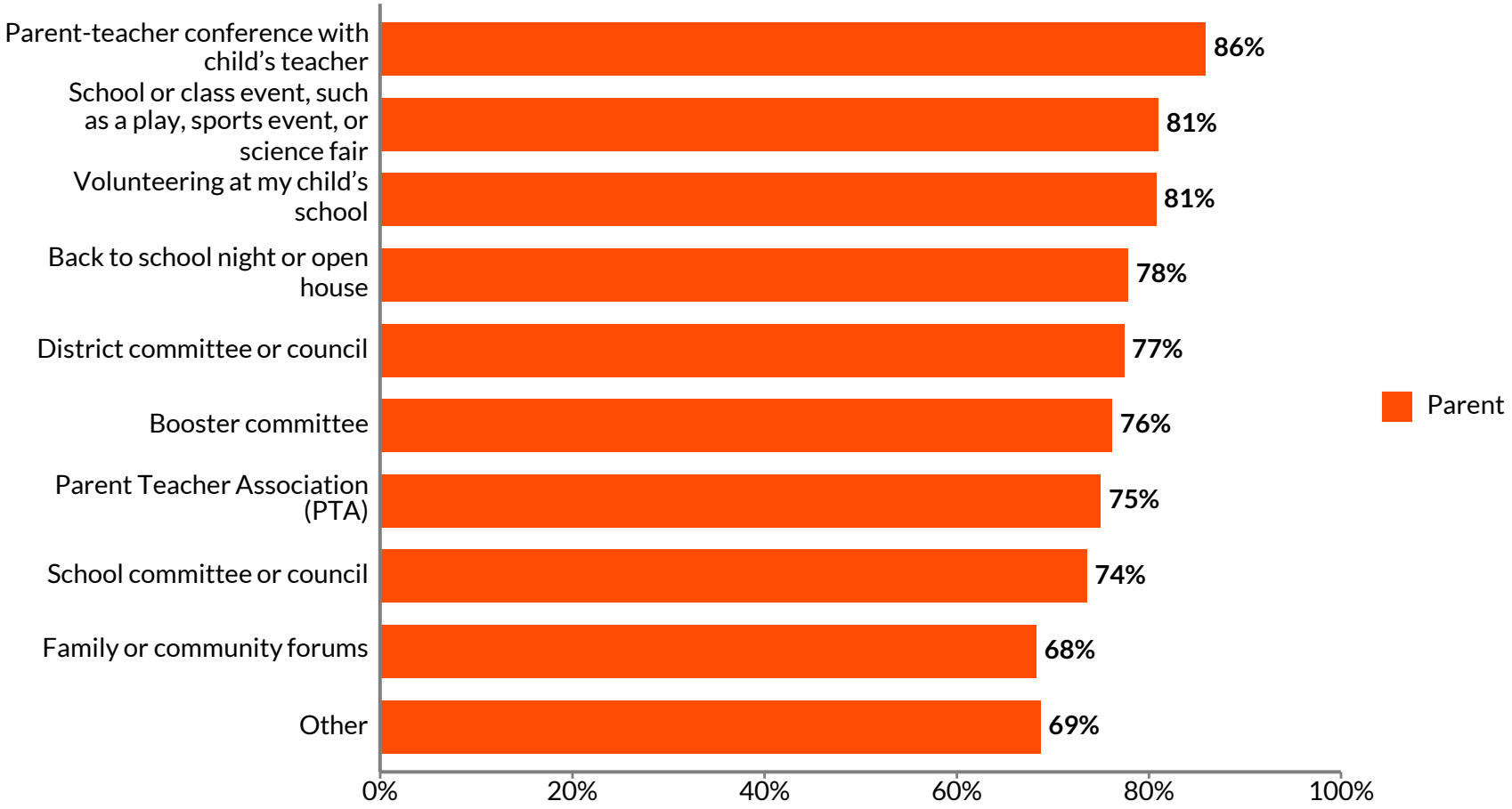
Sample Size: Parent (1,030)

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…

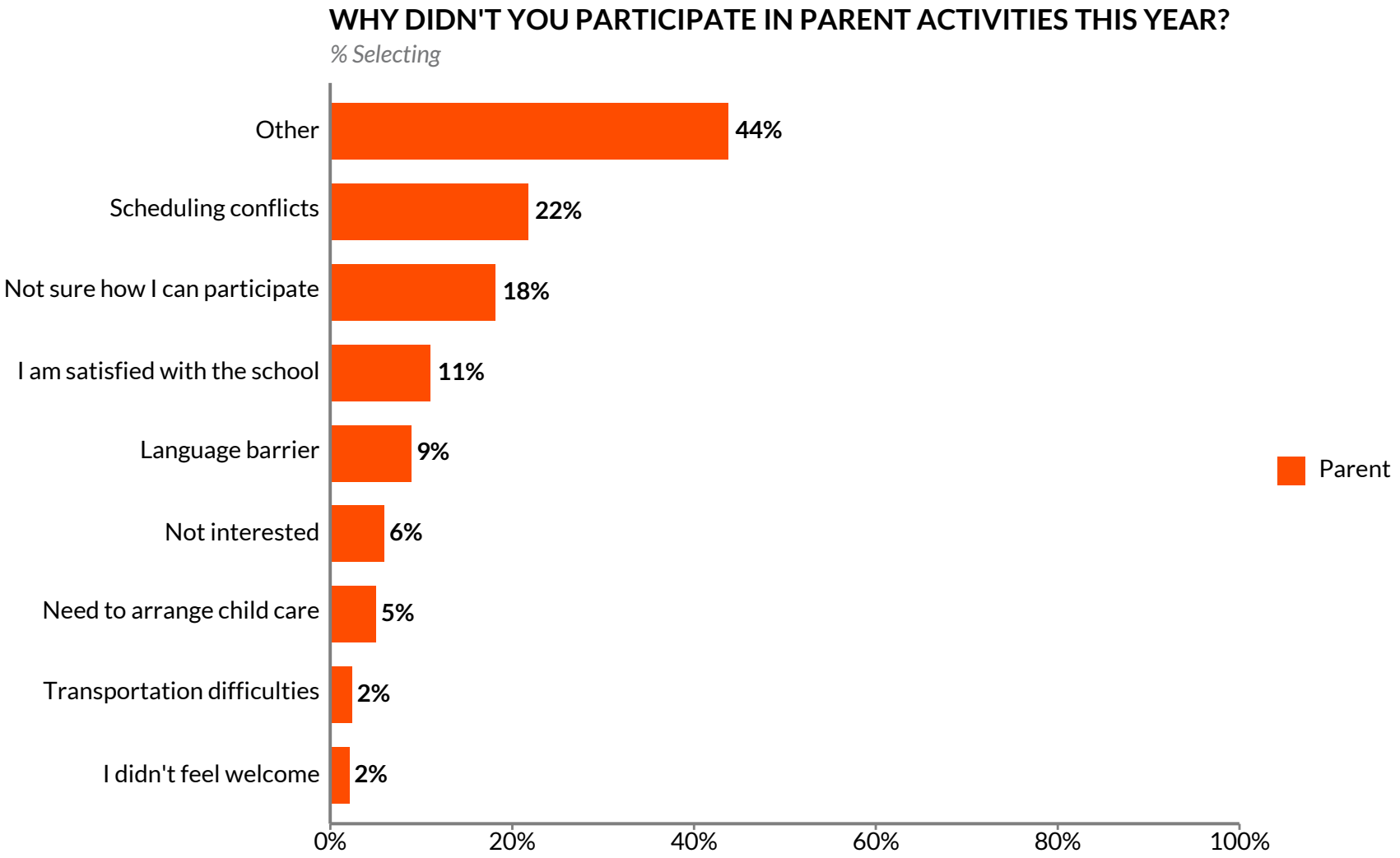
% Agree + % Strongly Agree



Sample Size: Parent (21-548)

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

PARENTAL INVOLVEMENT



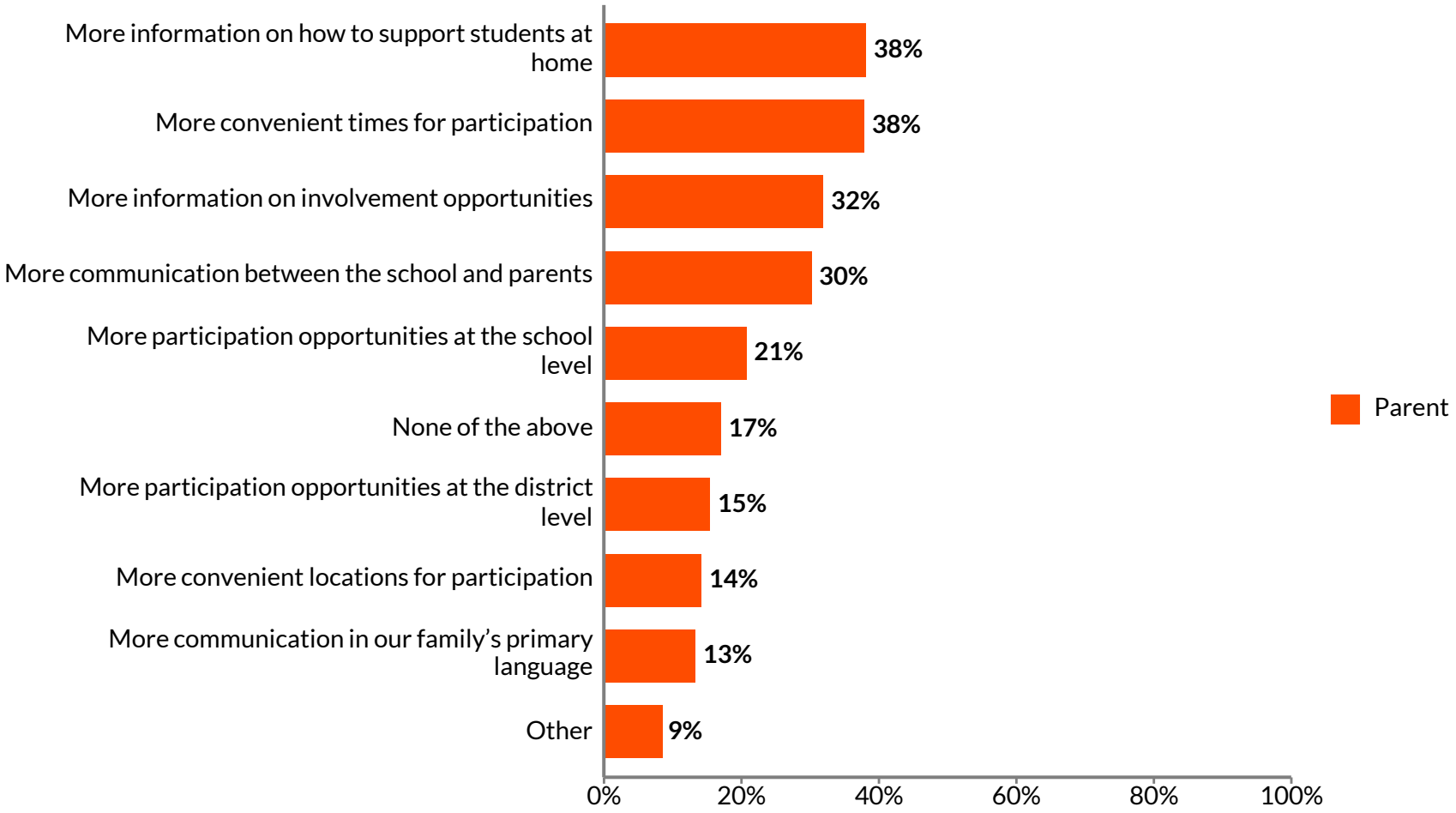
Sample Size: Parent (336)

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

PARENTAL INVOLVEMENT

WHAT WOULD HELP PARENTS BECOME MORE INVOLVED IN CJUSD

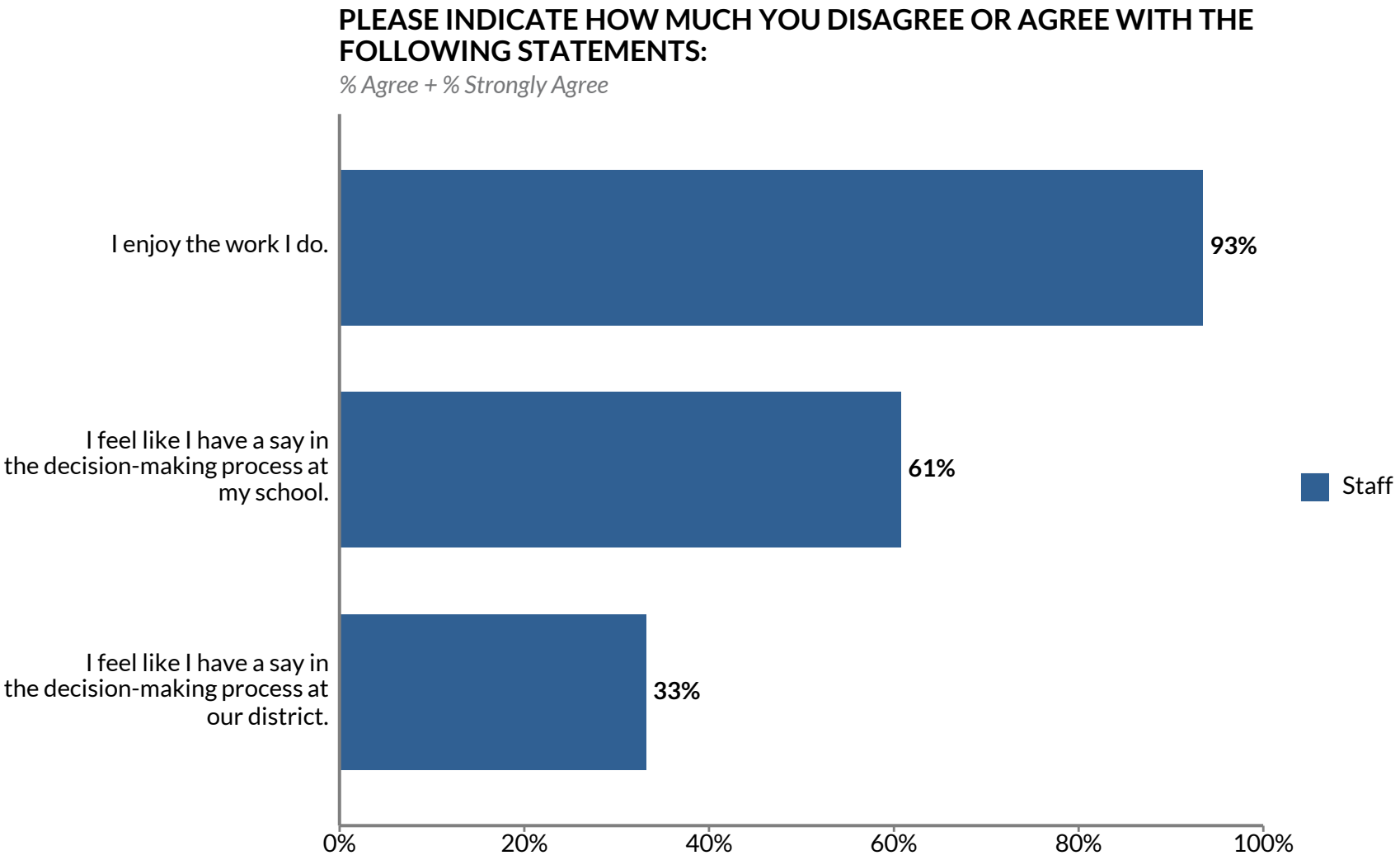
% Selecting



Sample Size: Parent (1,030)

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

STAFF ENGAGEMENT



Sample Size: Staff (780-839)

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

SATISFACTION

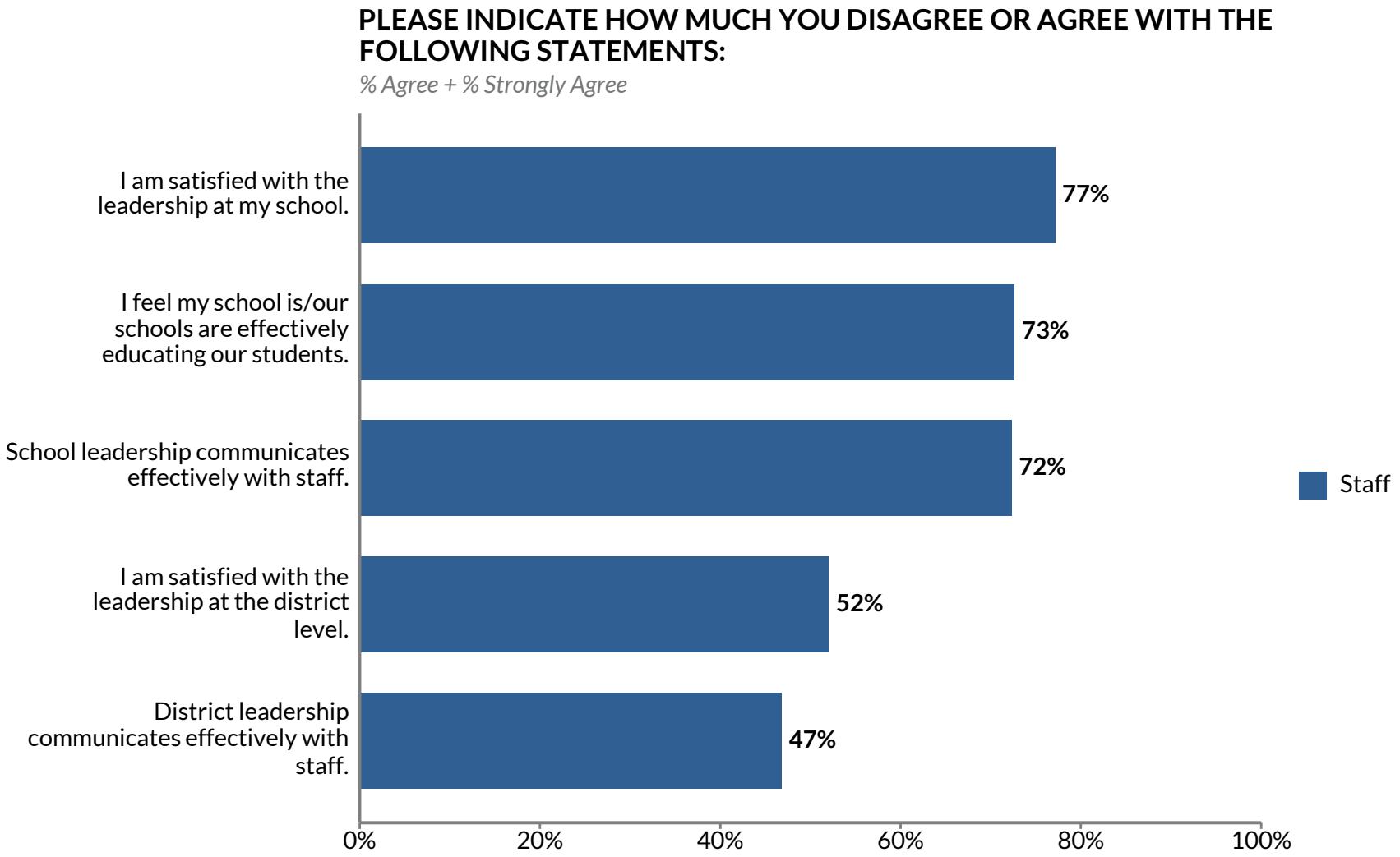
SATISFACTION: SUMMARY OF RESULTS

- **Most respondents agree that district schools are effectively educating students.** Parents and students are more likely than staff to agree that schools are effectively educating students (parents 66%, students 70%, staff 73%).

- **Respondents are generally satisfied with their (or their child's) teacher(s) and other school-level leadership but are somewhat less likely to express satisfaction with district-level leadership**. 82% of respondents (82% parents; 82% students) are satisfied with teachers, and 75% of respondents are satisfied with school-level leadership (74% parents; 76% students). But only 63% of parents are satisfied with district-level leadership.

- **Similarly, staff are satisfied with leadership and communication at the school-level, but they are less satisfied with leadership and communication at the district-level.** Staff are more satisfied with school leadership (77%) than district level leadership (52%) and believe that school leaders (72%) communicate more effectively than district leaders (47%).

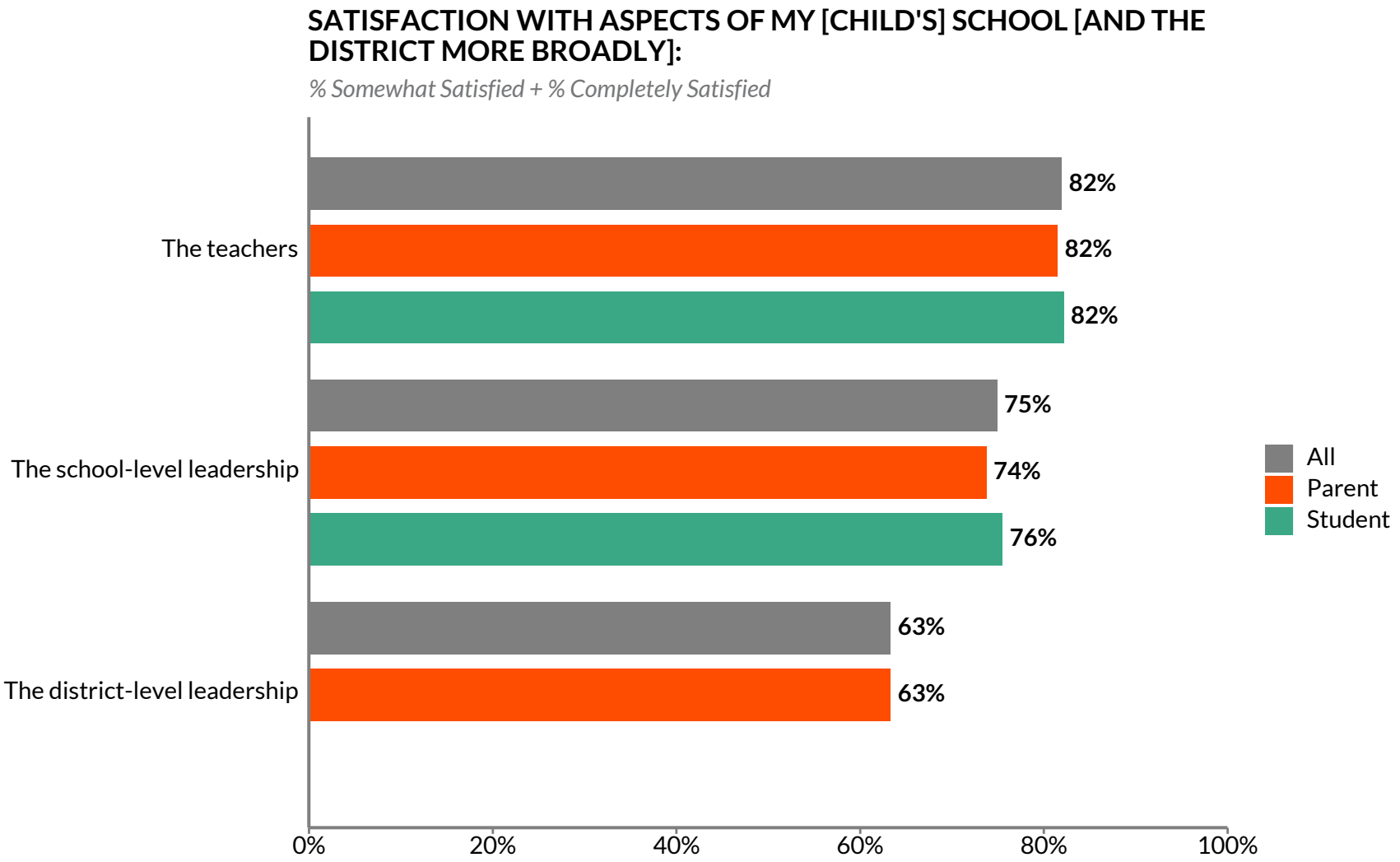
SATISFACTION WITH LEADERSHIP



Sample Size: Staff (779-827)

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

OVERALL SATISFACTION



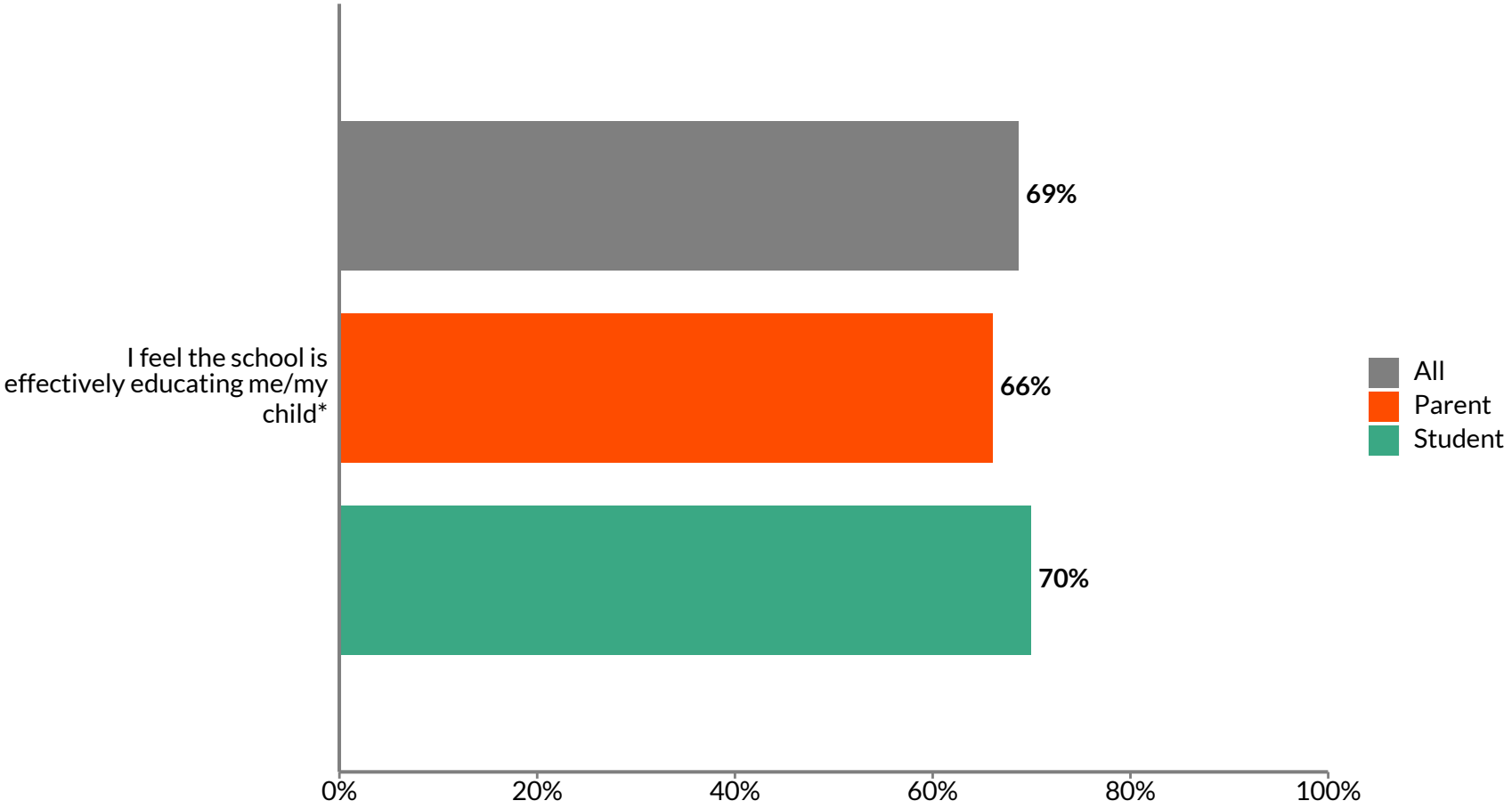
Sample Size: All (916-3,015); Parent (916-1,001); Student (0-2,014)

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:

% Agree + % Strongly Agree



Sample Size: All (3,126-3,126); Parent (1,016-1,016); Student (2,110-2,110)

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

SECTION III: CUSTOM QUESTIONS

CTE PATHWAYS CUSTOM QUESTIONS

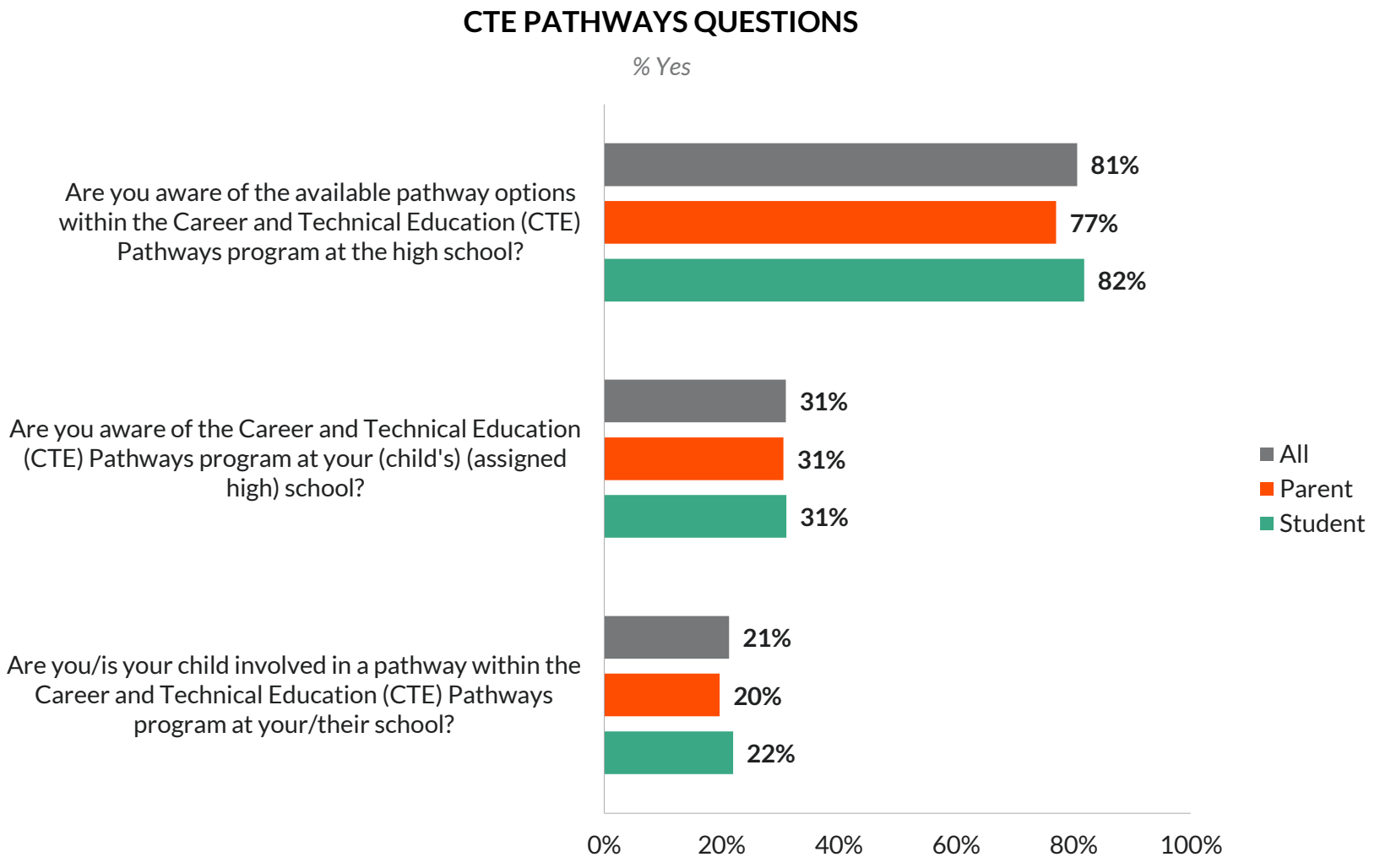
SATISFACTION: SUMMARY OF RESULTS

- **Many respondents are not aware of the Career and Technical Education (CTE) Pathways program at their (or their child's) school.** Only 31% of respondents (31% of parents and 31% of students) indicate that they are aware of the available pathway options at their school–*this is a slight increase since the 2019 LCAP survey*.

- Only 21% of high school respondents have participated (*or have a child that participates*) in a CTE Pathways program.

- Of high school respondents aware of the CTE Pathways program:
  - Over three-quarters of parents (77%) and over two-thirds of students (82%) say that they are aware of the available pathway options within the CTE Pathways program.
  - **About half of respondents feel that there are enough pathway options to choose from in the CTE Pathways program.** About half of students **(**55%) and less than half of parents (32%) say that they feel that there are enough pathway options from which to choose.

CTE PATHWAYS



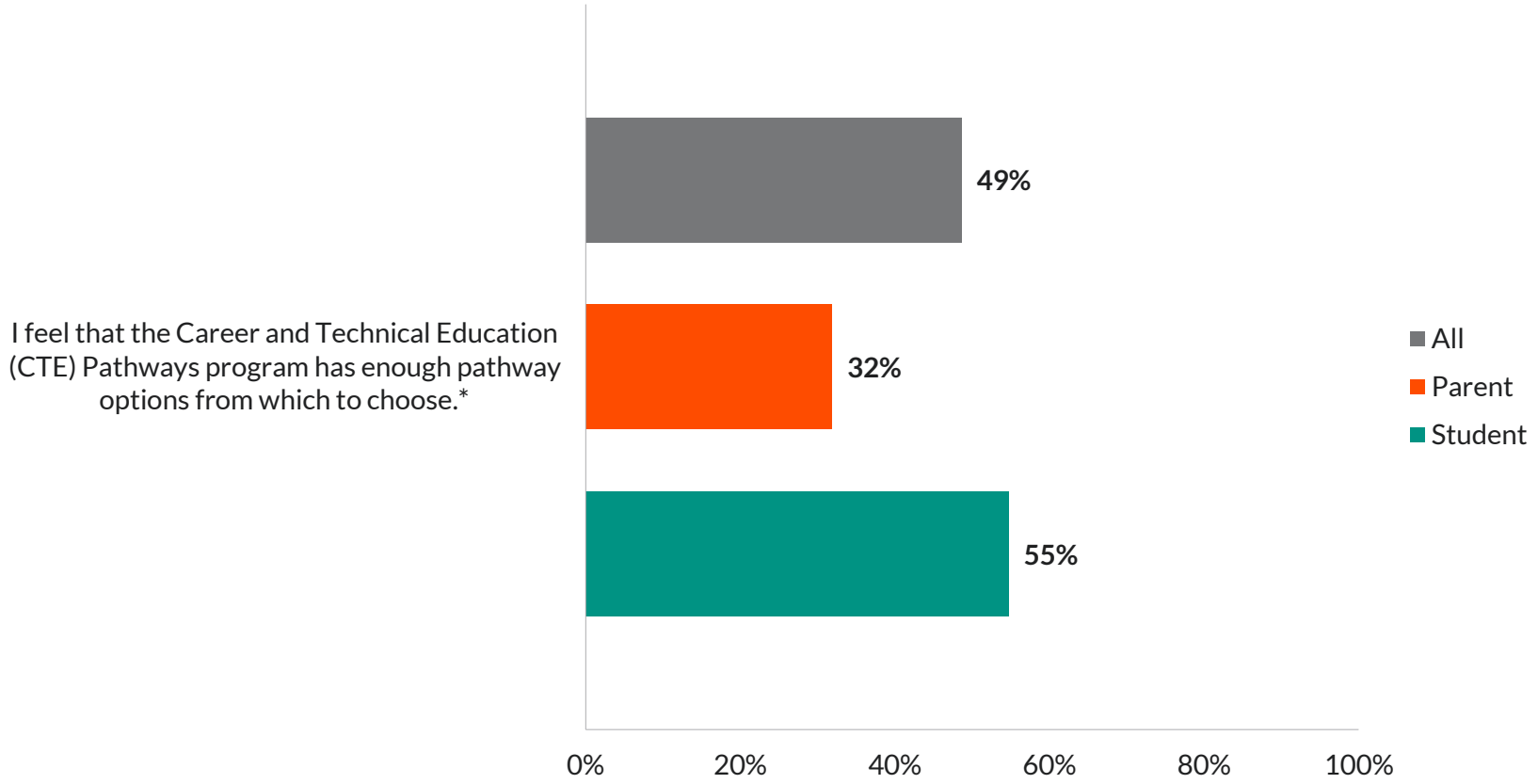
Sample Size: All (294-1,890); Parent (74-324); Student (220-1,566)

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

CTE PATHWAY OPTIONS

PLEASE INDICATE THE EXTENT TO WHICH YOU DISAGREE WITH THE FOLLOWING STATEMENT.

% Agree + % Strongly Agree



Sample Size: All (259); Parent (69); Student (190)

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

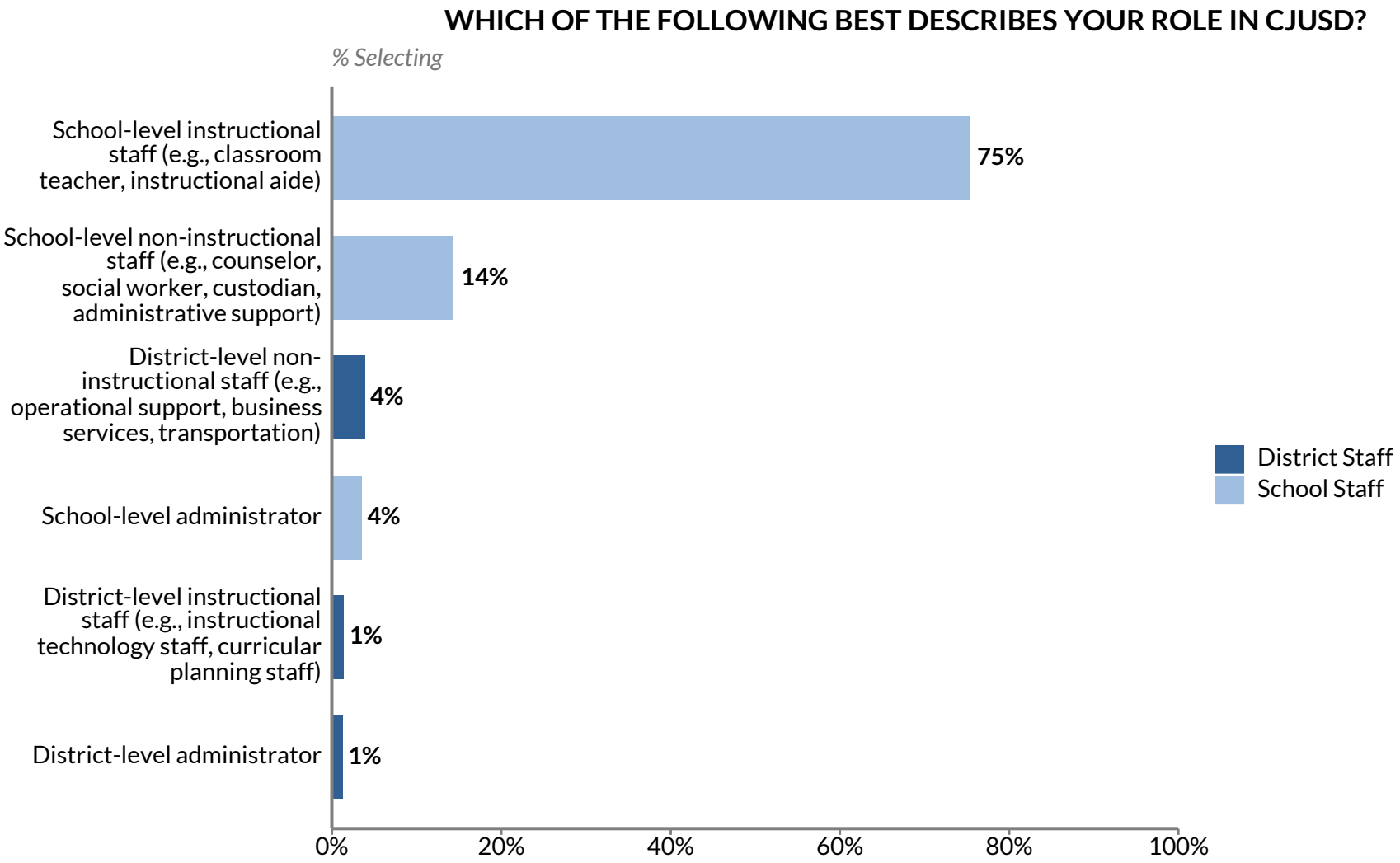
SECTION IV: DEMOGRAPHICS

SCHOOL LOCATION

	Current School		
	Parent	Staff	Student
Terrace Hills Middle School	5%	5%	25%
Grand Terrace High School	8%	10%	8%
Colton High School	4%	9%	8%
Colton Middle School	3%	7%	8%
Ruth O. Harris Middle School	3%	3%	8%
Joe Baca Middle School	3%	4%	8%
Terrace View Elementary School	11%	4%	3%
Bloomington High School	4%	8%	3%
Gerald Smith Elementary School	6%	3%	2%
Alice Birney Elementary School	3%	4%	3%
Sycamore Hills Elementary School	4%	3%	2%
Walter Zimmerman Elementary School	3%	2%	3%
William McKinley Elementary School	4%	4%	1%
Paul J. Rogers Elementary School	1%	3%	3%
Michael D'Arcy Elementary School	3%	3%	2%
Cooley Ranch Elementary School	4%	3%	1%
Ulysses S. Grant Elementary School	3%	3%	2%
Mary B. Lewis Elementary School	2%	4%	2%
Reche Canyon Elementary School	2%	3%	2%
Grand Terrace Elementary School	3%	2%	1%
Abraham Lincoln Elementary School	3%	2%	0%
Jurupa Vista Elementary School	1%	1%	2%
Washington High School	0%	3%	0%
Crestmore Elementary School	2%	2%	0%
Woodrow Wilson Elementary School	1%	1%	0%
Ruth Grimes Elementary School	2%	1%	0%
Slover Mountain High School	1%	2%	0%
San Salvador Preschool		1%	
Adult Education		0%	
None of the above	10%	1%	1%

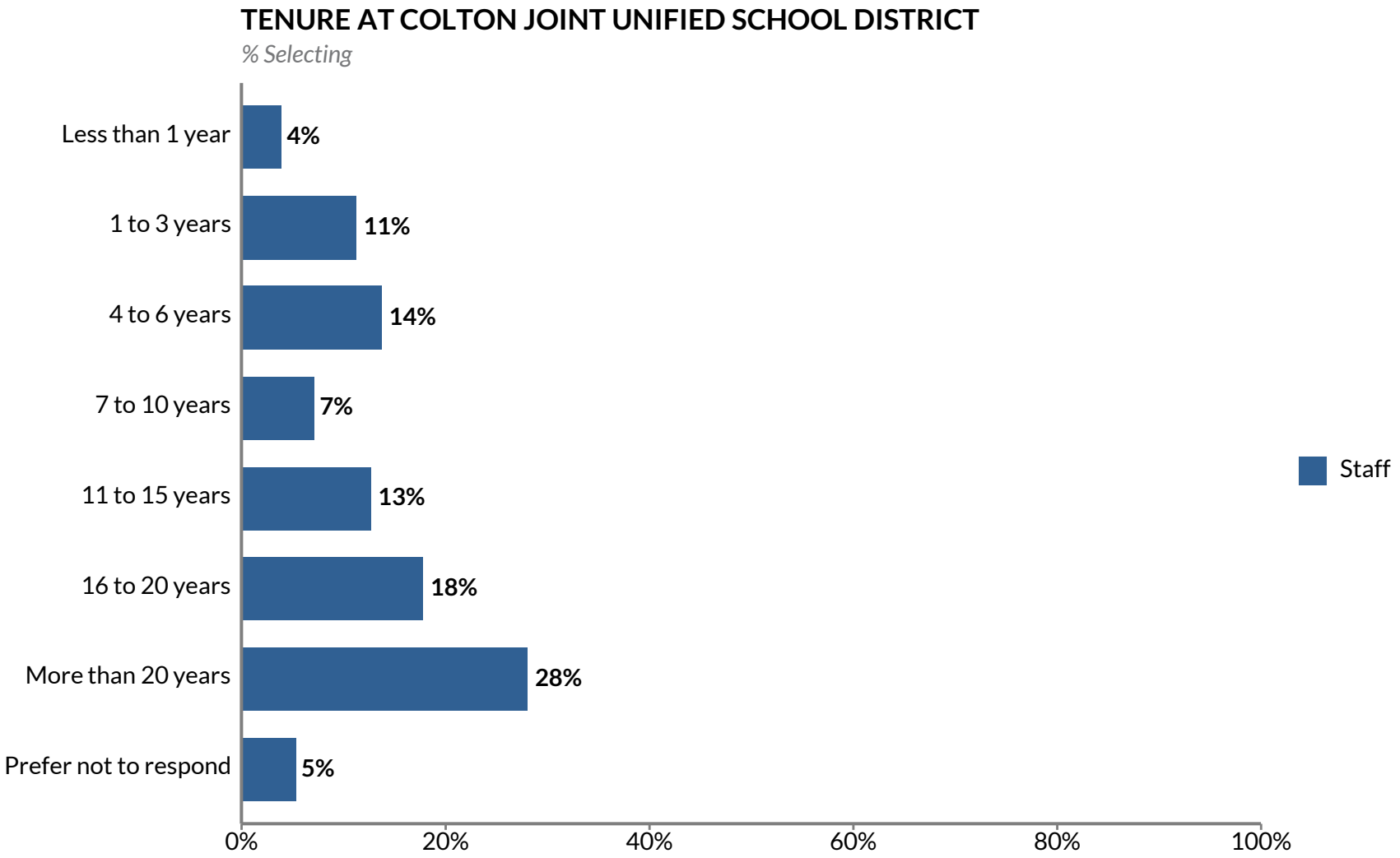
Sample Size: Parent (1,030); Staff (784); Student (2,271)

STAFF ROLE



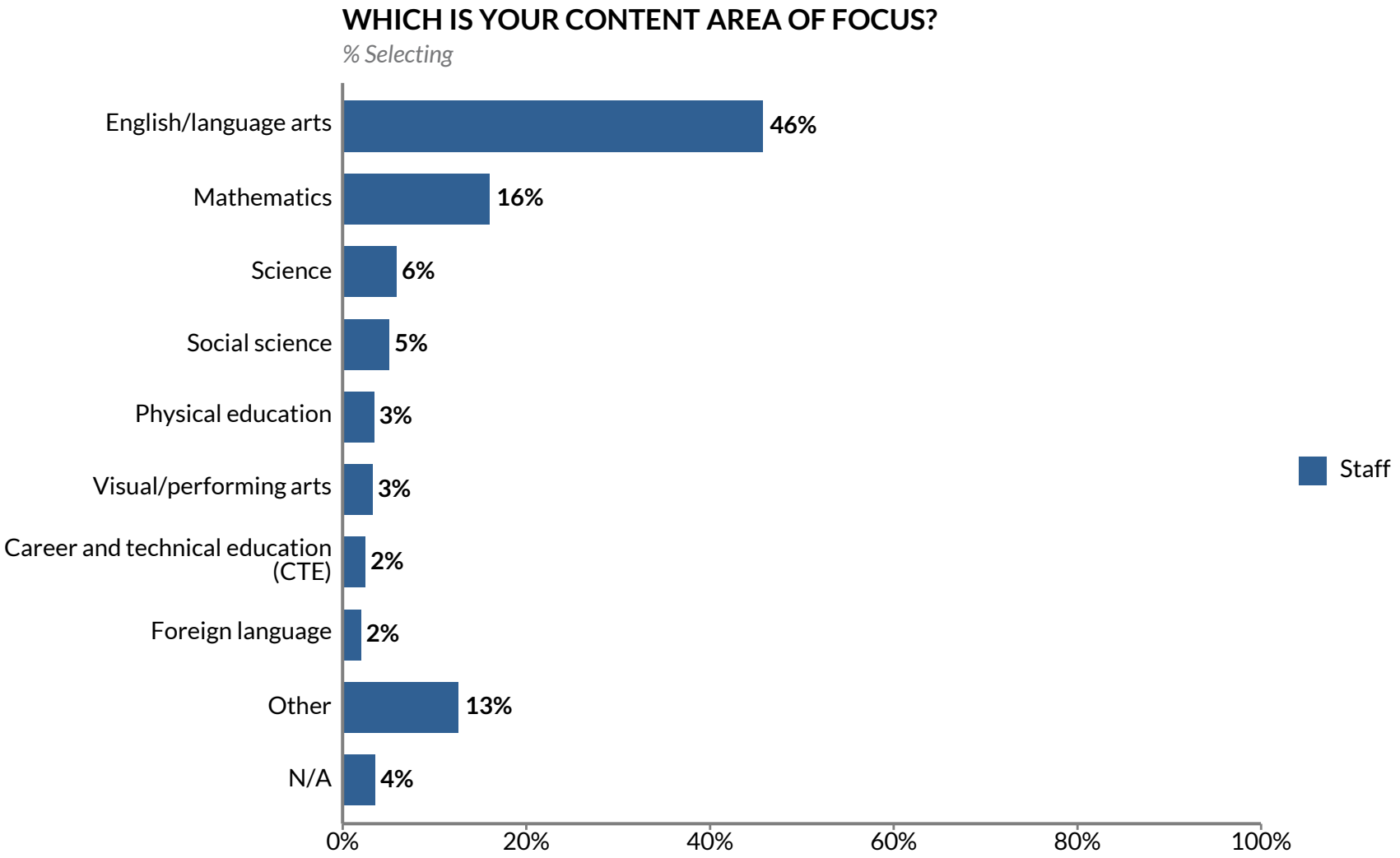
Sample Size: Staff (840)

STAFF TENURE



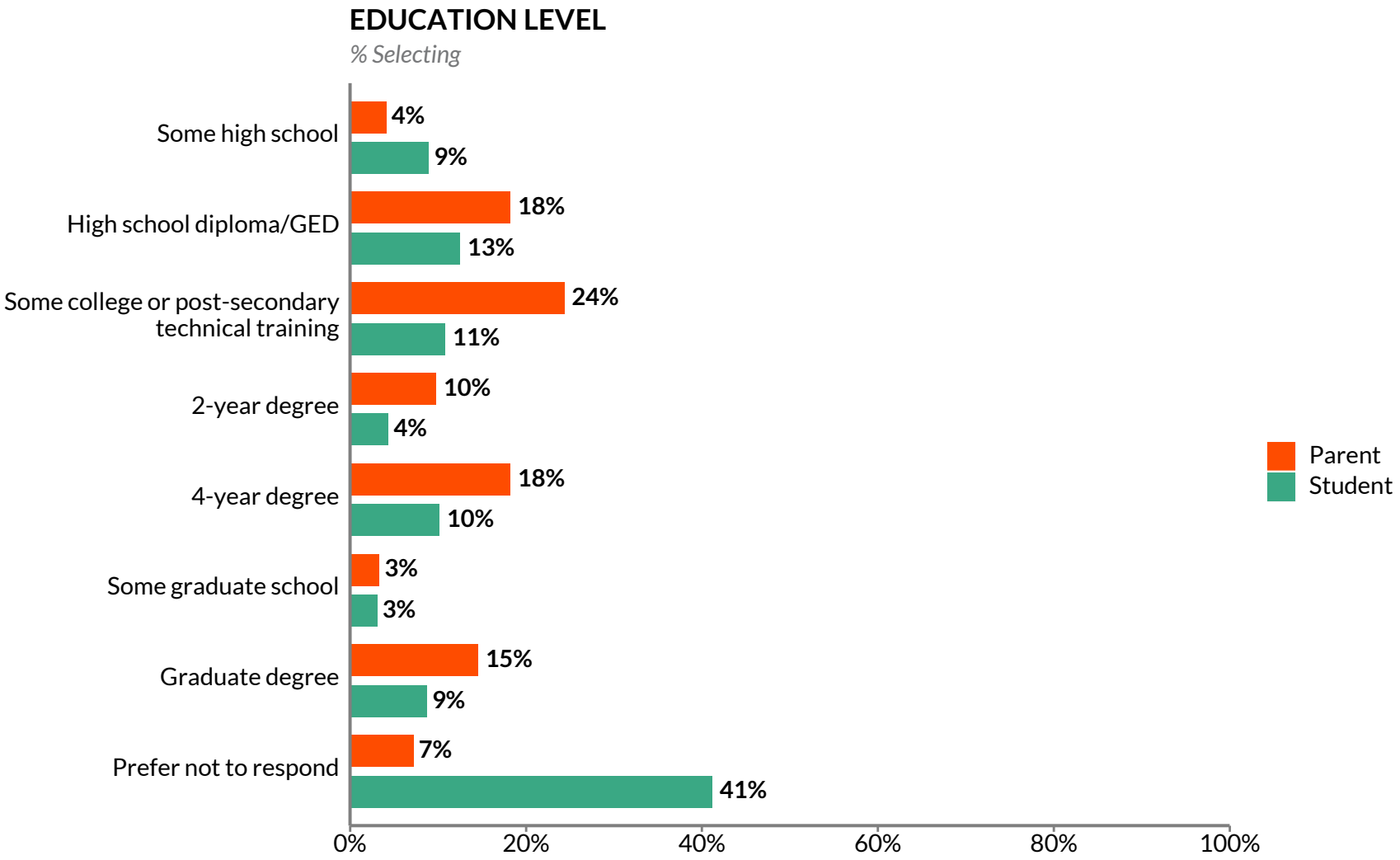
Sample Size: Staff (837)

FOCUS



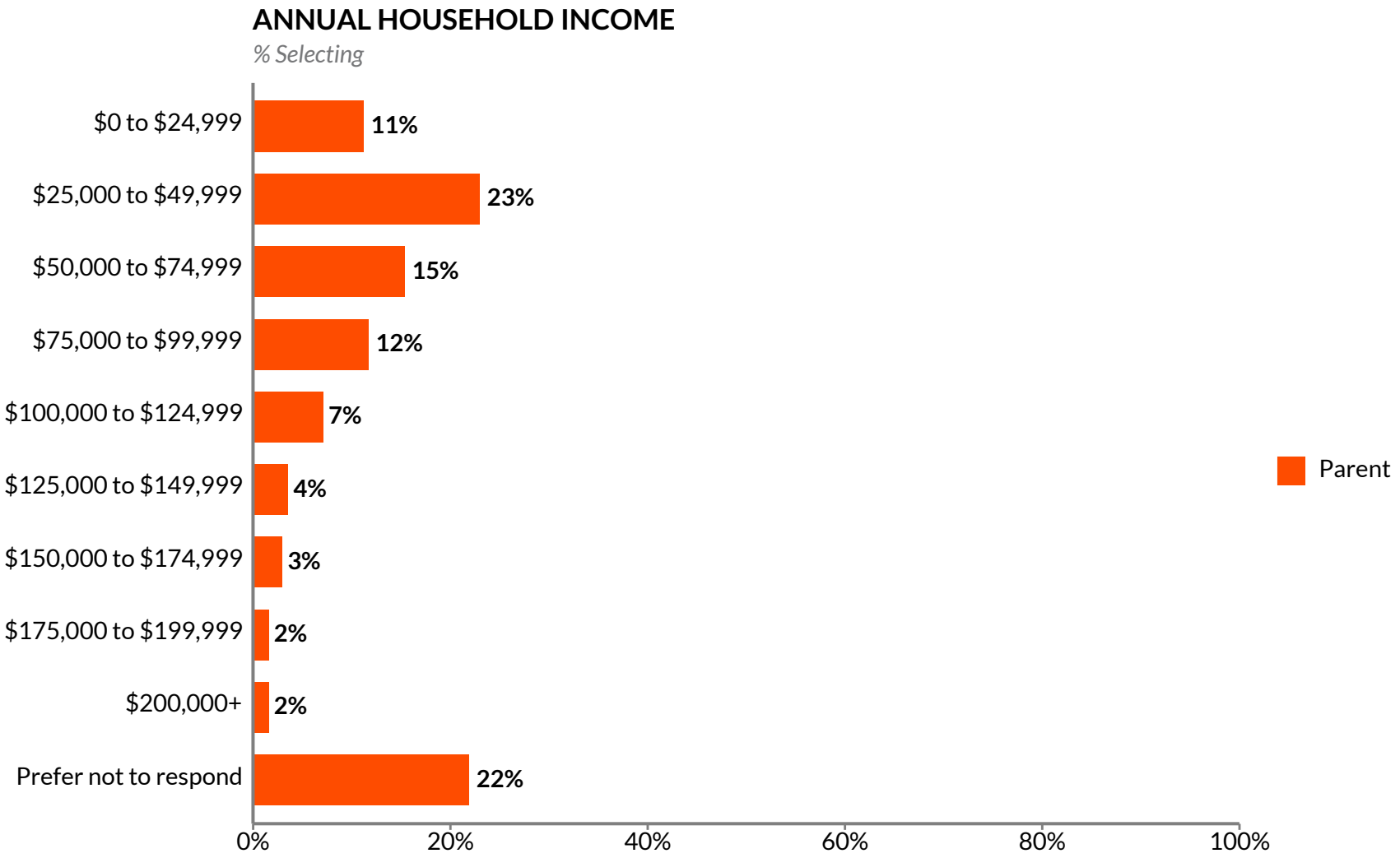
Sample Size: Staff (645)

EDUCATION LEVEL



Sample Size: Parent (1,009); Student (2,250)

INCOME



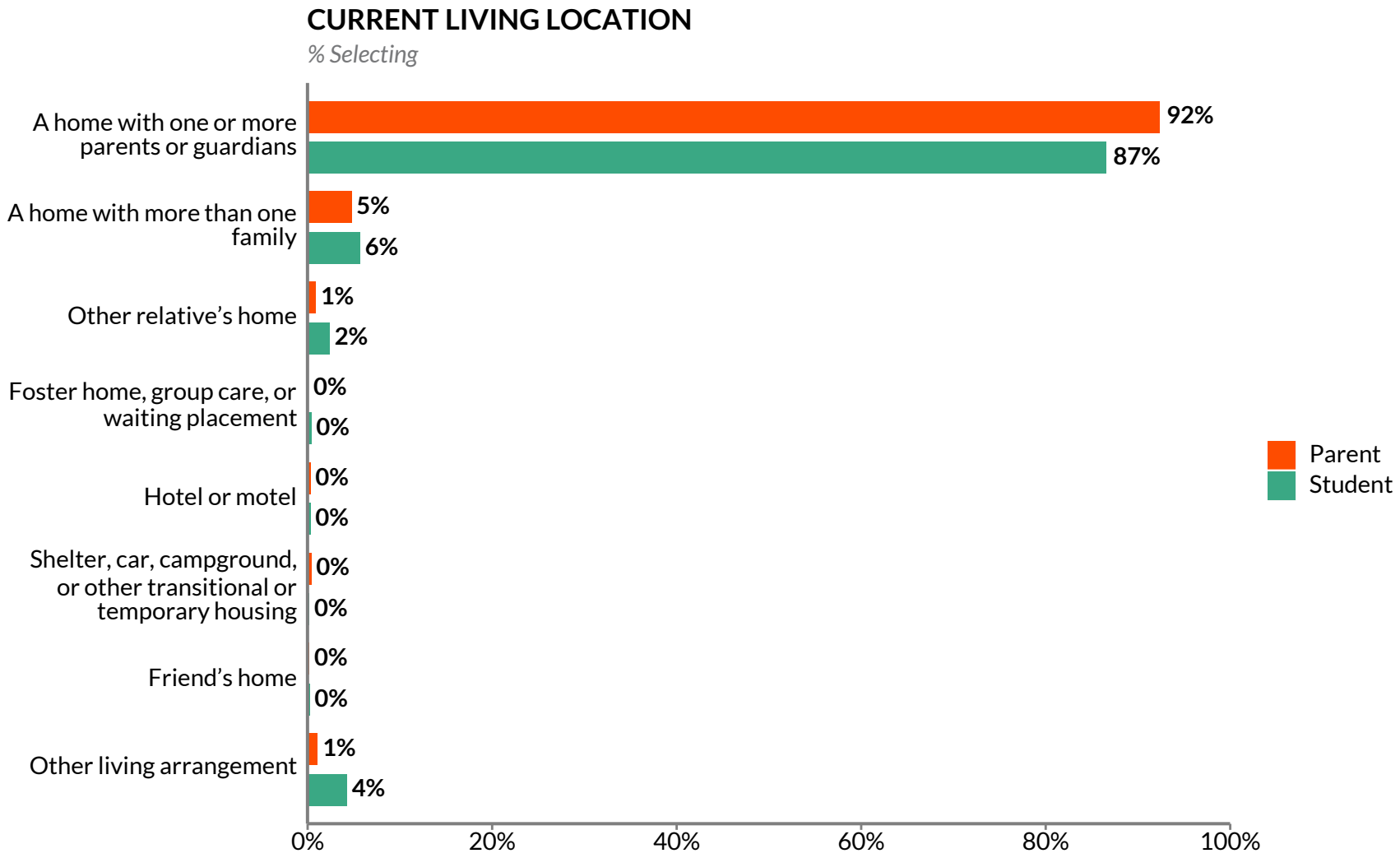
Sample Size: Parent (1,009)

LANGUAGE

	Parent	Student
English	82%	88%
Spanish	41%	55%
Prefer not to respond	6%	4%
Other	1%	5%
Tagalog	1%	2%
Arabic	0%	1%
French	0%	1%
Korean	0%	1%
Russian	0%	1%
German	0%	0%
Italian	0%	0%
Vietnamese	0%	0%
Mandarin	0%	0%
Cantonese	0%	0%
Portuguese	0%	0%

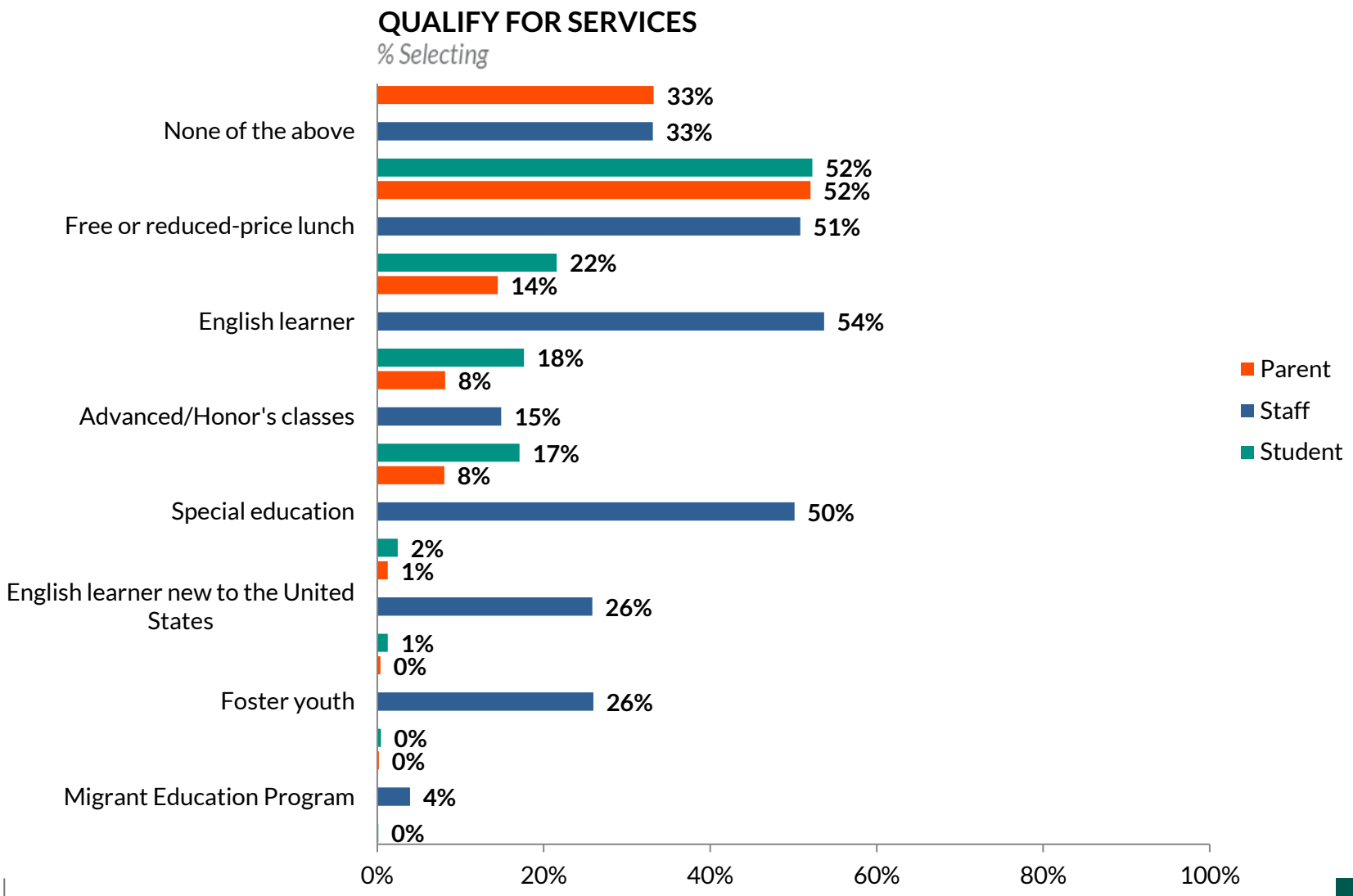
Sample Size: Parent (1,018); Student (2,255)

LIVING SITUATION



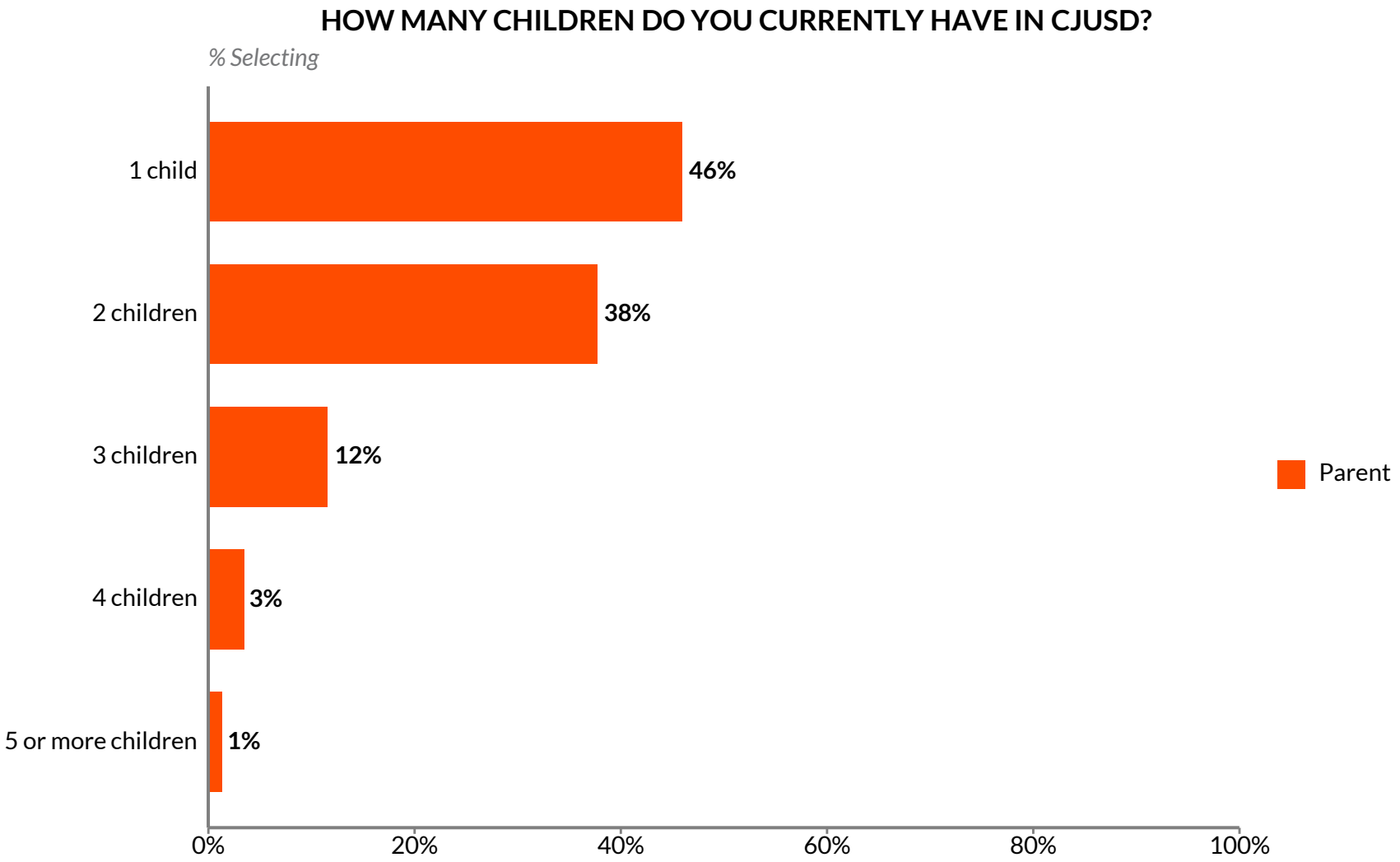
Sample Size: Parent (1,030); Student (2,271)

PROGRAM PARTICIPATION



Sample Size: Parent (368); Staff (744); Student (2,977)

CHILD COUNT



Sample Size: Parent (1,030)

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