

2015-16 LCAP SURVEY ANALYSIS

Prepared for Novato Unified School District

April 2016



In the following report, Hanover Research examines the 2015-16 Local Control and Accountability Plan (LCAP) survey administered to parents, students, and staff at Novato Unified School District (NUSD).

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In the following report, Hanover Research examines the 2015-2016 Local Control and Accountability Plan (LCAP) survey administered to parents, students, and staff at Novato Unified School District (NUSD). The survey aims to gauge the perceptions regarding student achievement and engagement, parental engagement, staff engagement, support services, English Learner (EL) student instruction, instructional environment, and communication at NUSD.

This report presents results from parents, students, and staff in three separate sections. Key findings from the survey are summarized below.

KEY FINDINGS

PARENTS

- **Parents are generally satisfied with school administration and involvement, but there are opportunities for greater and better connection at the district level.** Half of parent respondents indicate being “completely” or “very satisfied” with school administration, while only 35 percent indicate the same with district administration. Fewer than 40 percent are satisfied with the school or district website, while only two percent have participated in School Site Council meetings, and three percent in District Advisory Committee activities.
- **Parents are generally satisfied with their students’ education, but there are opportunities to improve college and workforce readiness.** Most respondents agree that teachers care about student success and try to make the material interesting. However, less than half feel confident that students have the skills to succeed in the workforce and college when they graduate.
- **Parents would like improvements to academic services, especially supports offered to English learners (EL), gifted students (GATE), and special education students.** Most indicate that their child has never participated in any of the academic programs offered at Novato. Less than half of respondents agree that under-performing students receive the resources and support they need. Only half (53 percent) agree that special education students receive the resources and support they need.

STUDENTS

- **Students report that academic and non-academic expectations are clear, but not necessarily challenging or engaging.** Slightly over half of student respondents feel satisfied with the education they currently receive (52 percent). A majority also feel confident that they have the necessary skills to succeed in college and in the workforce when they graduate. However, students are more divided about whether or not there are high expectations for all students (27 percent dissent), and about whether or not teachers make the material interesting (24 percent dissent).
- **Students generally express moderate satisfaction with special academic programs and extracurricular activities.** Among participating students, 58 percent report satisfaction with AP courses, 63 percent hold positive sentiments about AVID, and 45 express satisfaction with STEM Marin. Additionally, 59 percent of respondents agree or strongly agree that “there are high quality extracurricular activities at my school.”
- **Students are generally satisfied with instructional differentiations for their needs, including EL, academic and non-academic counseling, and related supports.** About half of English Learner student respondents agree their school provides sufficient instructional material, tutoring and instruction, and encouragement. Respondents rate teachers and other students as the most helpful in supporting them, while rating administrators as the least helpful.

STAFF

- **Staff respondents are generally satisfied with school leadership but feel disenfranchised at the district level.** Staff are highly satisfied with school efforts to encourage parental and community involvement and include staff in decision-making. However, more than half (57 percent) feel they do not have “a say in the decision-making process at the district.”
- **Staff generally agree that students graduate prepared for college and the workforce, and feel strongly that they create effective learning experiences.** Staff overwhelmingly agree that teachers care about student success and “try to make the material interesting.” Three in four agree that there are high expectations for all students, while two-thirds report that students are interested course material and participate actively in class.
- **Many staff respondents feel that under-performing and EL students do not receive the resources and support that they need to succeed.** Less than half of the respondents indicate that the school provides sufficient instruction and instructional material for EL students. To better support EL students, respondents suggest that the district provide additional resources to parents of EL students, as well as individualized curricular resources.

SECTION I: PARENT

This section summarizes responses from parents about their perceptions of student experiences at NUSD. Parents were allowed to complete the survey multiple times for each of their children enrolled in the district.

FINDINGS

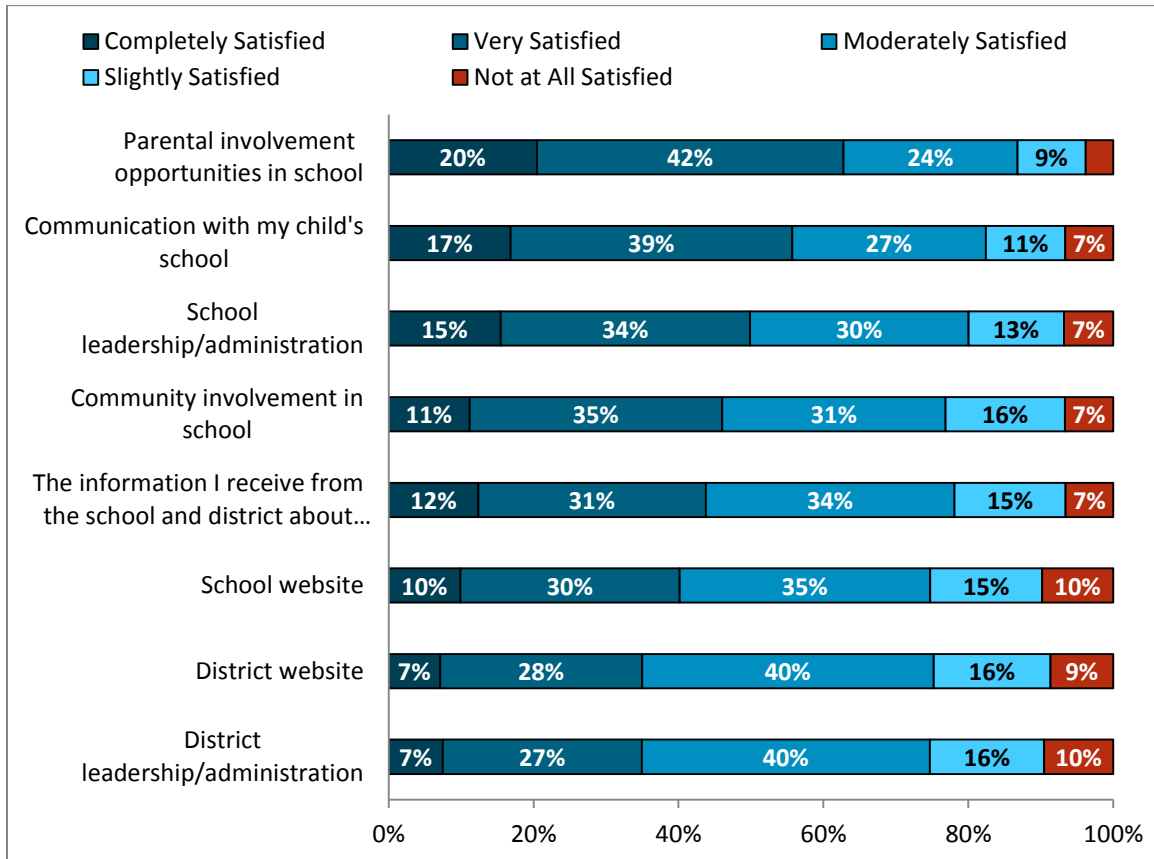
- **Approximately half of the respondents indicate being “completely satisfied” or “very satisfied” with the school leadership/administration**, while just 34 percent indicate the same with the district leadership/administration. More than 50 percent of parents report satisfaction with opportunities for parental involvement and communication with their child’s school (Figure 1.1).
- **Most parents (77%) state that they understand what the school expects from students.** Nonetheless, at least 22 percent of respondents do not understand what types of academic and non-academic support are available to students. While 61 percent of parent respondents feel satisfied with the education students receive, 23 percent report dissatisfaction (Figure 1.2). Furthermore, 46 and 47 percent of parent respondents agree or strongly agree that students have the necessary skills to succeed in the workforce and college, respectively (Figure 1.3).
- **Most respondents (72%) feel that teachers care about student success.** Furthermore, at least 70 percent of respondents state that students feel comfortable asking teacher questions and believe that teachers try to make the material interesting. Nearly all respondents (94%) agree that students have access to the necessary instructional materials (Figure 1.4).
- **Less than half of respondents believe that students have adequate access to college guidance counseling.** Similarly, just half of respondents feel that students have adequate access to non-academic counseling and guidance (Figure 1.4).
- **Among parents whose child has participated in a selected academic program (Figure 1.5), nearly all respondents reported moderate or higher levels of satisfaction with each program.** The highest rates of dissatisfaction (more than 20 percent of respondents reporting “not at all satisfied”) are observed for the GATE program and dual enrollment at community colleges (Figure 1.6).
- **Parents generally report perceptions that students are engaged in school life.** Around 60 percent of respondents agree that their child’s school has a wide variety of high quality extracurricular activities (Figure 1.7). A majority of respondents indicate that their child has friends at school (92%) and are respected by their peers (83%). Two-thirds of respondents indicate that teachers and school staff encourage students on a regular basis (Figure 1.8).

- **Less than half of respondents (48%) believe that underperforming students receive the resources and support they need to success.** Furthermore, just 53 percent of respondents agree that special education students receive the resources and support they require (Figure 1.10).
- **Sixty-four percent of respondents whose child is an English Learner are satisfied with the instruction and tutoring for EL students.** Three-fourths of EL parents feel that the school provides sufficient encouragement to English Learners (Figure 1.11). Respondents believe that providing additional resources to parents of EL students is the best way to support English Learners, followed by providing additional individualized curriculum resources for students (Figure 1.13).
- **A majority of respondents (86%) indicate that their child feel safe at school.** Nonetheless, nearly 40 percent of respondents believe that school facilities are not up-to-date (Figure 1.14).
- **At least three-fourths of respondent parents feel comfortable participating in school activities and feel encouraged by the school to get involved.** However, many respondents feel that they do not have a say in the decision making-process at their child’s school and the district (Figure 1.15).
 - Parents most often participated in back to school night (66%) and as parent volunteers (62%) (Figure 1.16).
 - Respondents who participated in parental or community activities at NUSD generally feel that the school values their input (Figure 1.17).
 - Eleven percent of respondents indicate never having participated in any parent or community activities. While most respondents attribute lack of participation to scheduling conflicts, at least one-quarter of indicate that they do not know how to participate in such activities (Figure 1.18).
 - Respondents suggest providing more information on involvement opportunities to help parents become more involved. Nearly 40 percent of respondents also suggest providing more information on how to support students at home, as well as establishing more communication between the school and parents (Figure 1.19).
- **A majority of respondents (90%) indicate being able to communicate with teachers and staff when needed.** Among those respondents who are unable to communicate with teachers and staff indicate that teachers are unresponsive (Figure 1.20 and Figure 1.21).
 - Overall, less than half of respondents (47%) feel “completely informed” or “very informed” by the school regarding their child’s academic progress. Another one third of respondents indicated being “moderately informed” (Figure 1.23).

FIGURES

OVERALL SATISFACTION

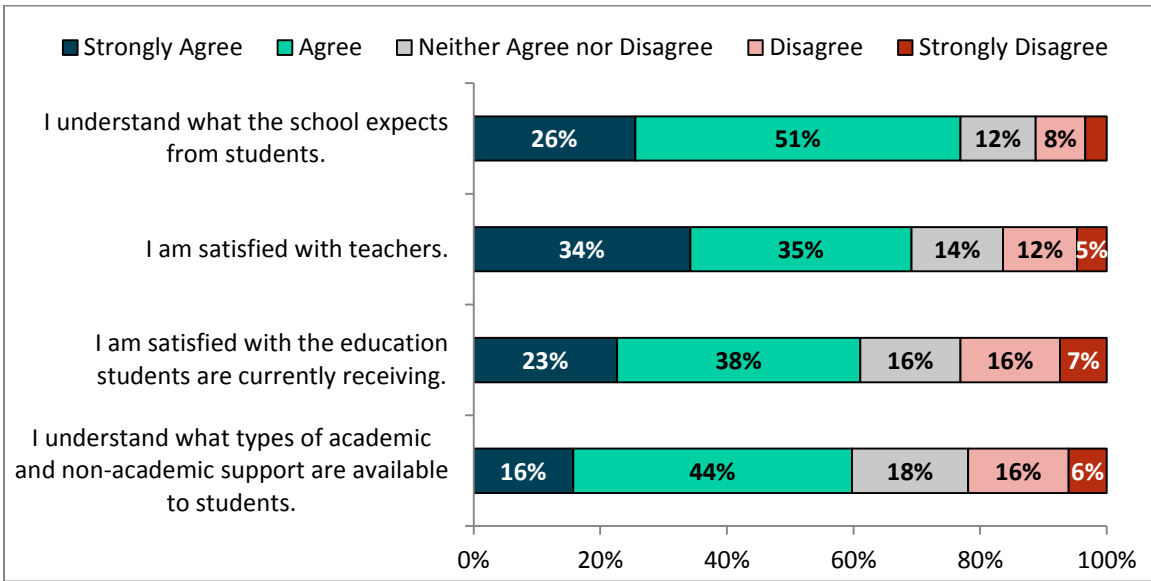
Figure 1.1: Please indicate your level of satisfaction with the following



n=830-950

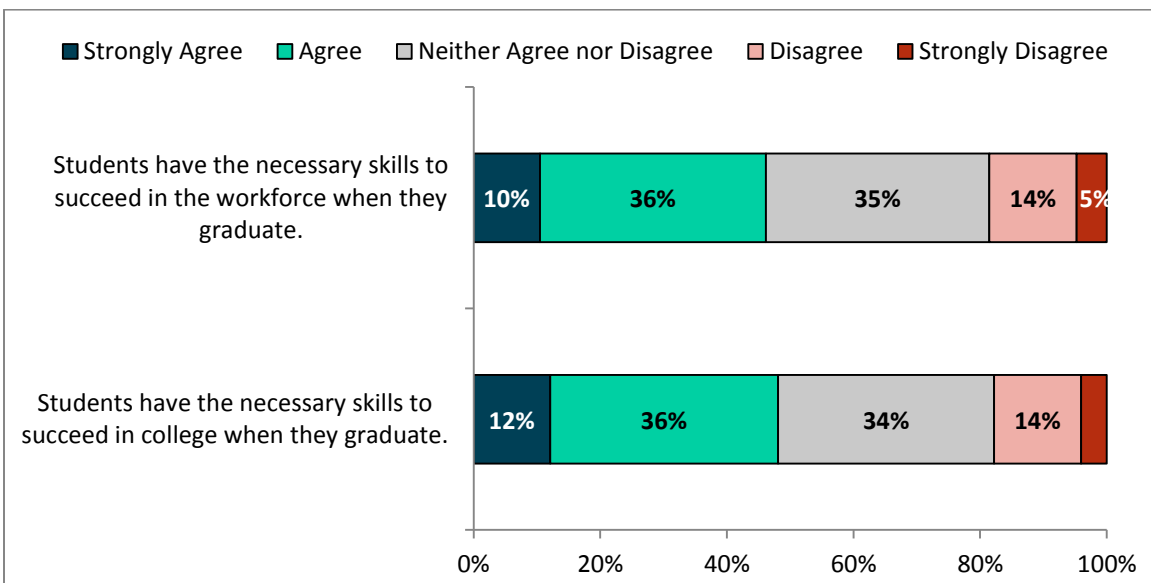
STUDENT ACHIEVEMENT

Figure 1.2: Please indicate how much you disagree or agree with the following statements



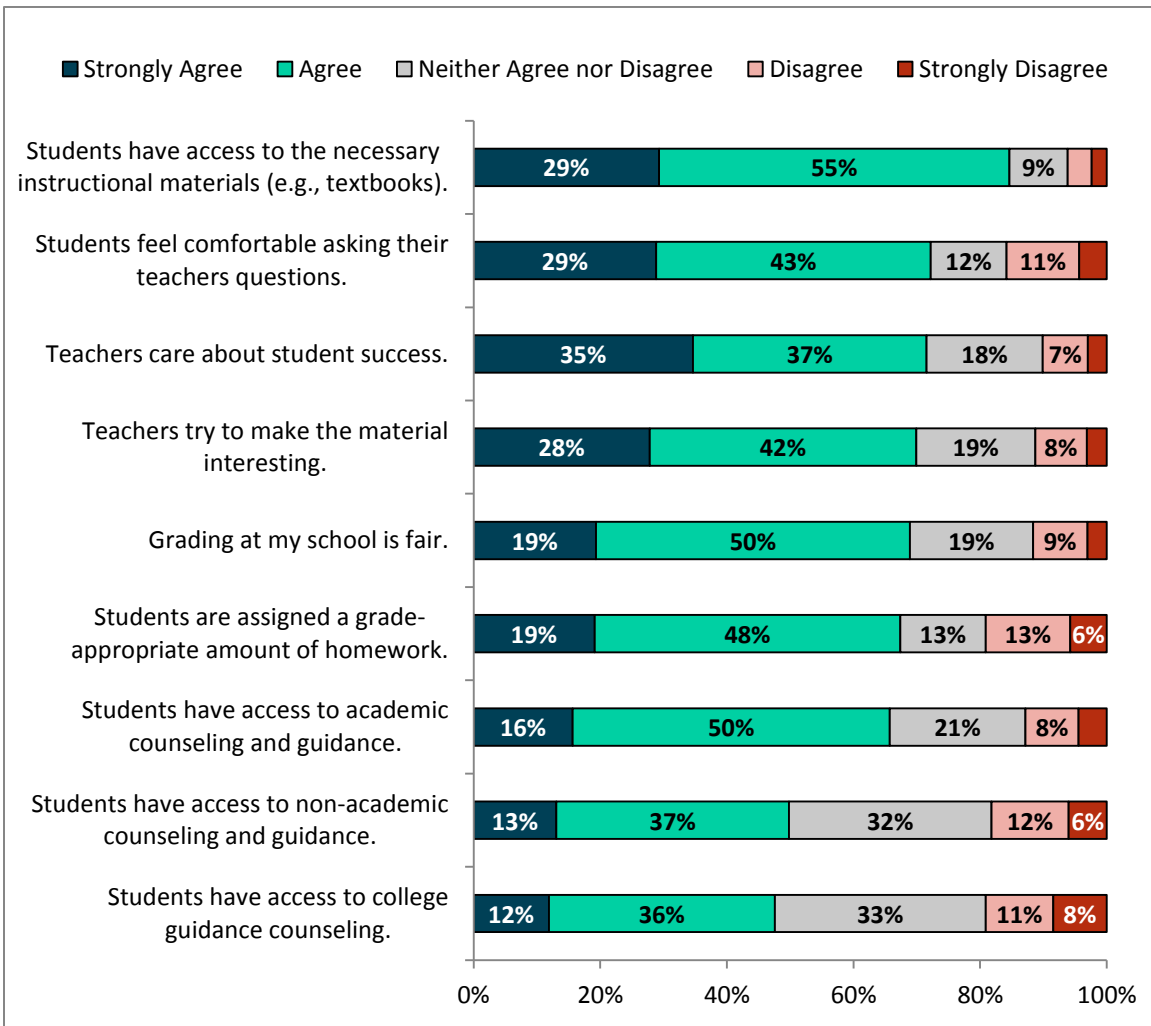
n=877-922

Figure 1.3: Please indicate how much you disagree or agree with the following statements



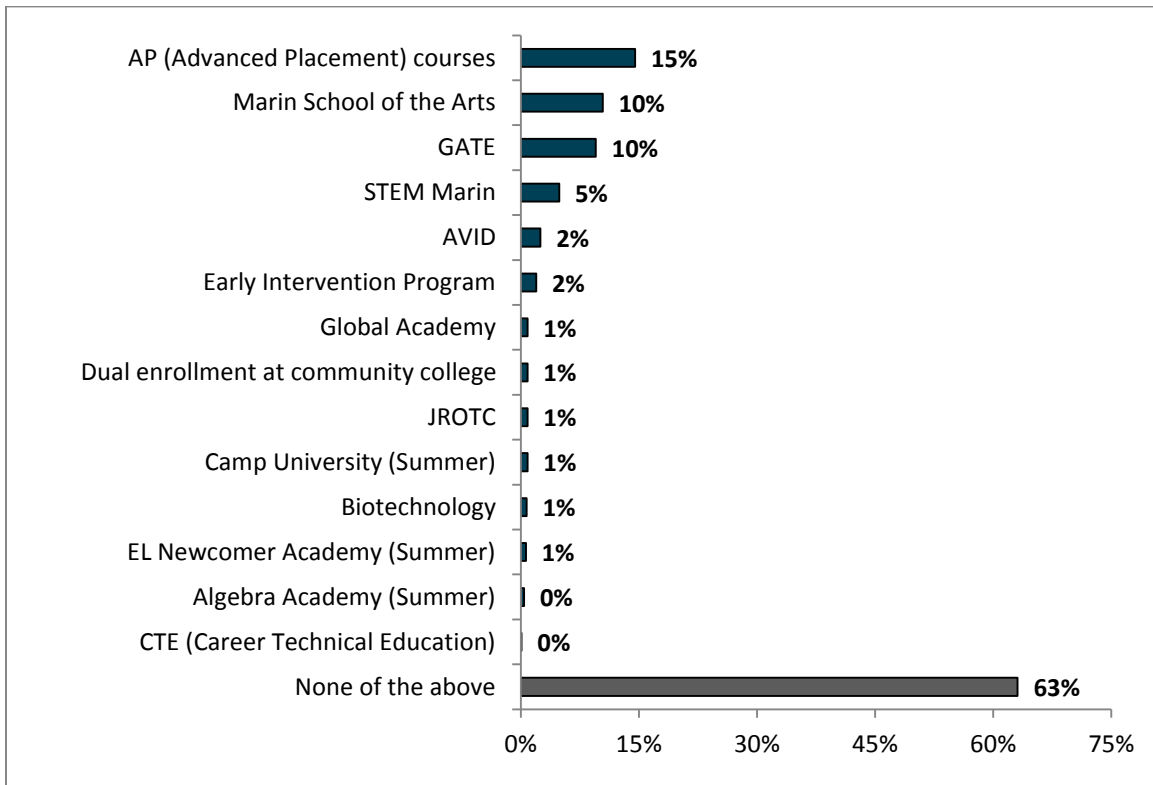
n=717-736

Figure 1.4: Please indicate how much you disagree or agree with the following statements



n=555-853

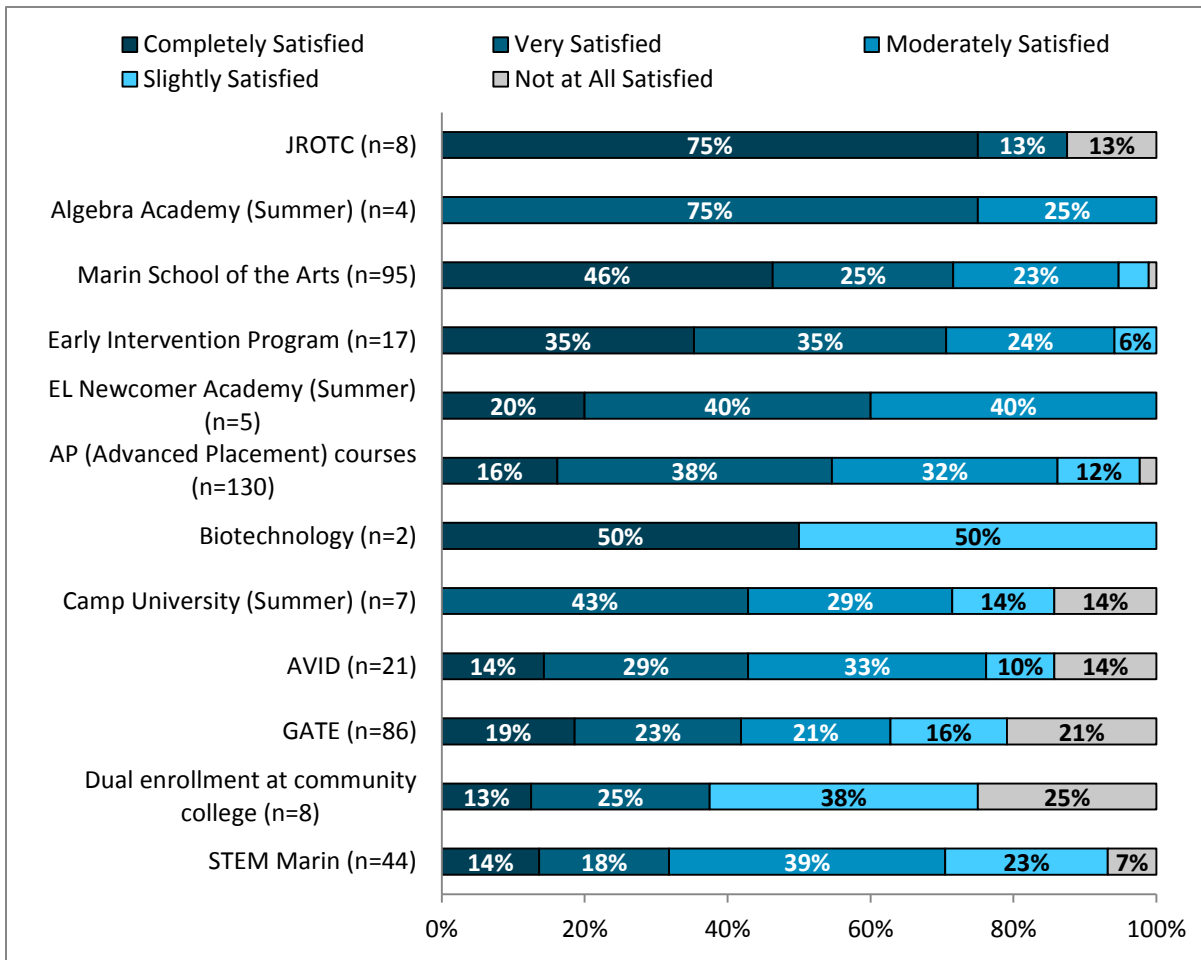
Figure 1.5: Please indicate whether your child has participated in any of the following during the 2015-2016 school year or during the summer of 2015.



n=922

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

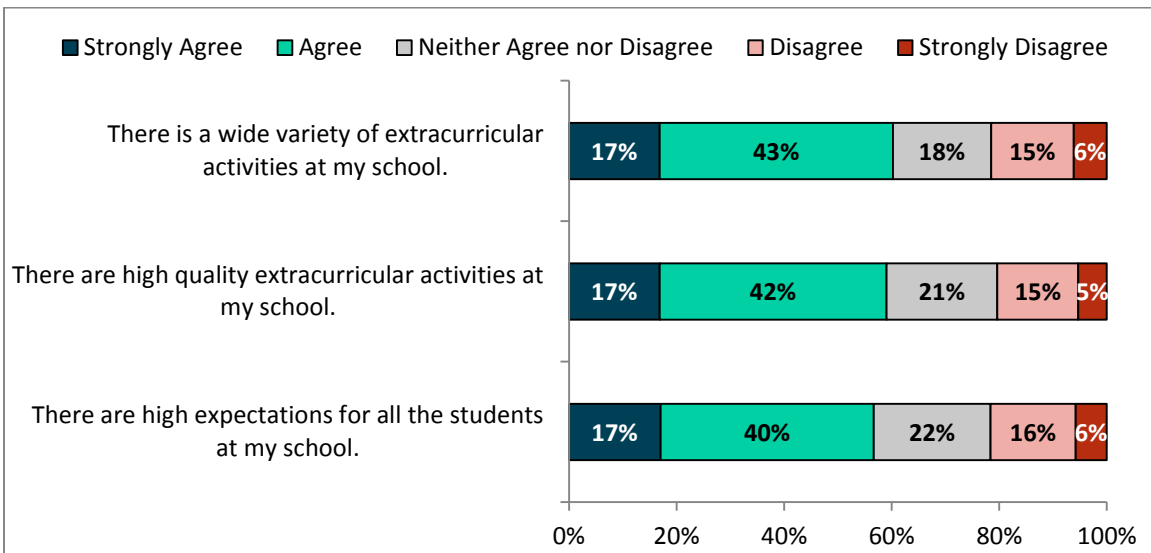
Figure 1.6: Please indicate your level of satisfaction with the following



Note: Respondents only saw options they selected in Figure 5. Options with a sample size of one were not shown in this figure.

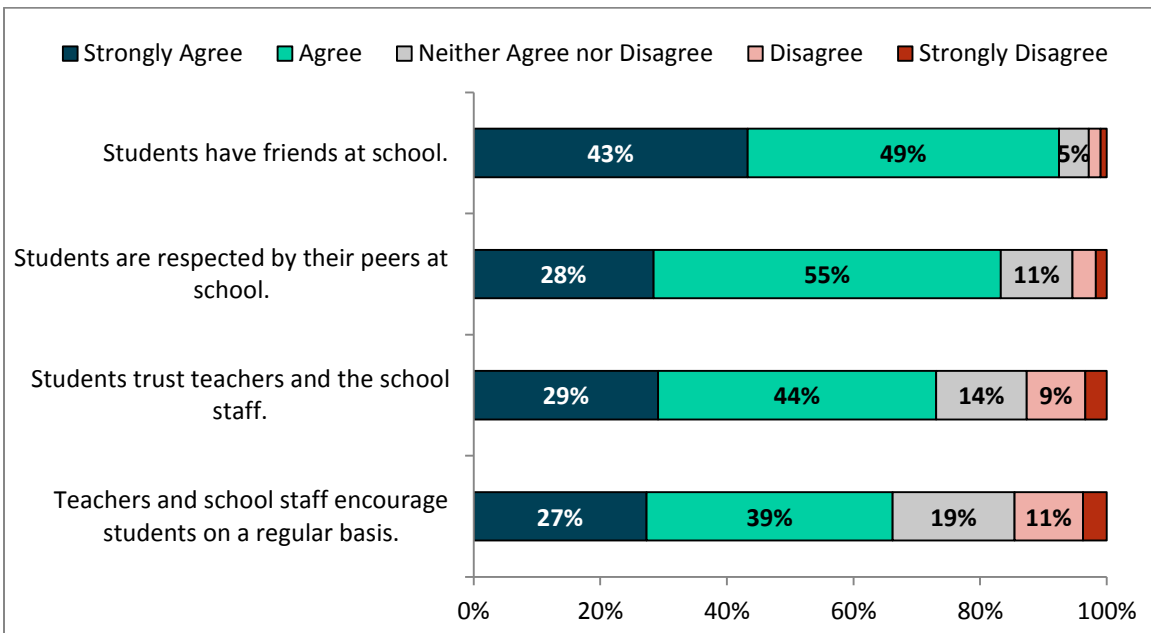
STUDENT ENGAGEMENT

Figure 1.7: Please indicate how much you disagree or agree with the following statements



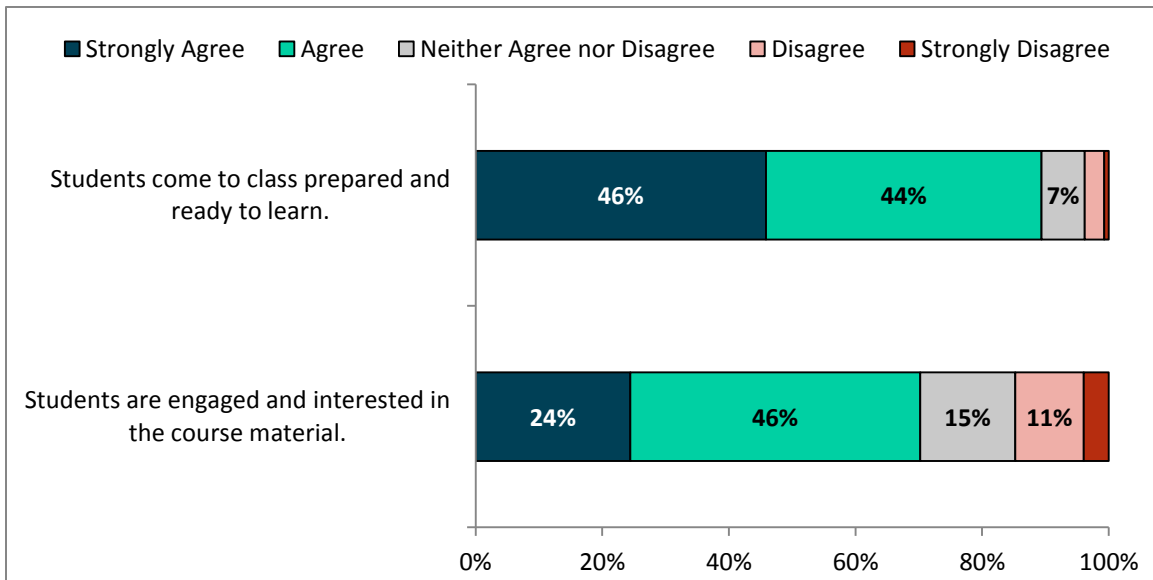
n=777-810

Figure 1.8: Please indicate how much you disagree or agree with the following statements



n=769-848

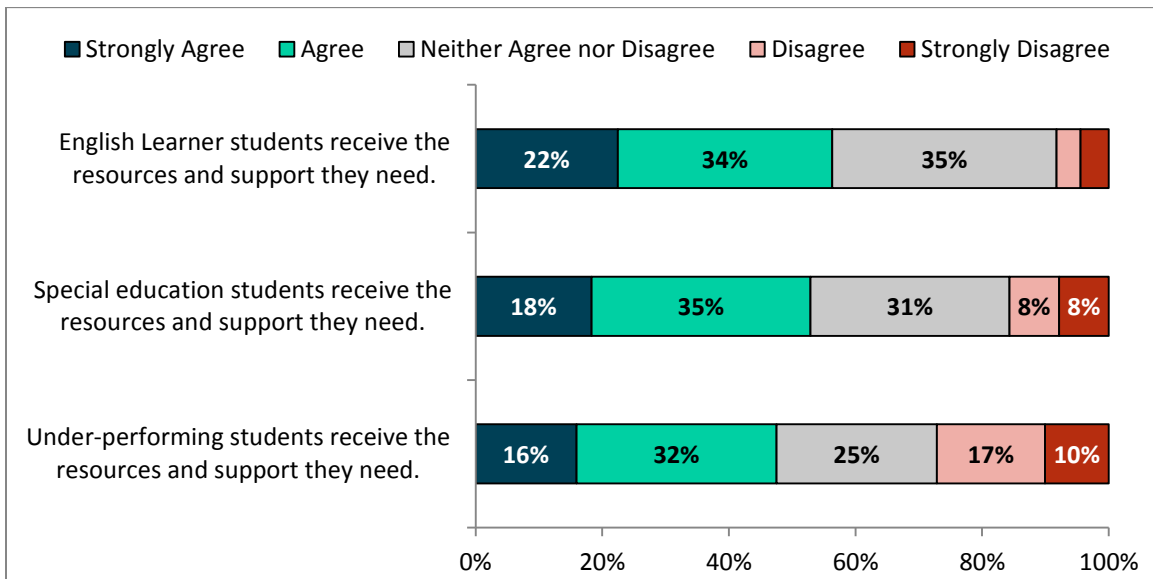
Figure 1.9: Please indicate how much you disagree or agree with the following statements



n=839-848

SUPPORT SERVICES

Figure 1.10: Please indicate how much you disagree or agree with the following statements

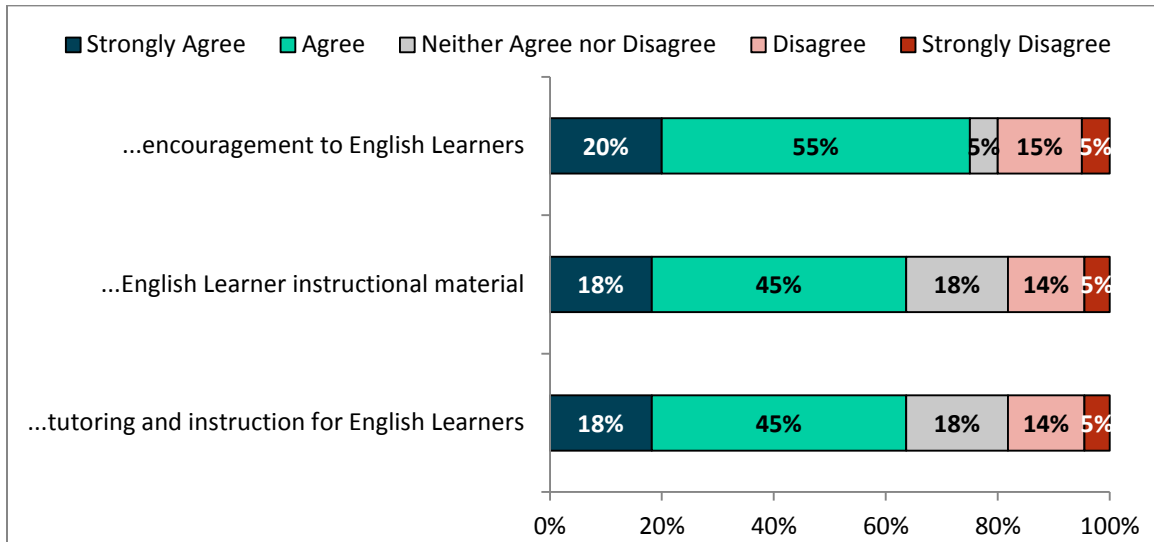


n=316-446

ENGLISH LANGUAGE LEARNERS

Figure 1.11: Please indicate how much you disagree or agree with the following statements:

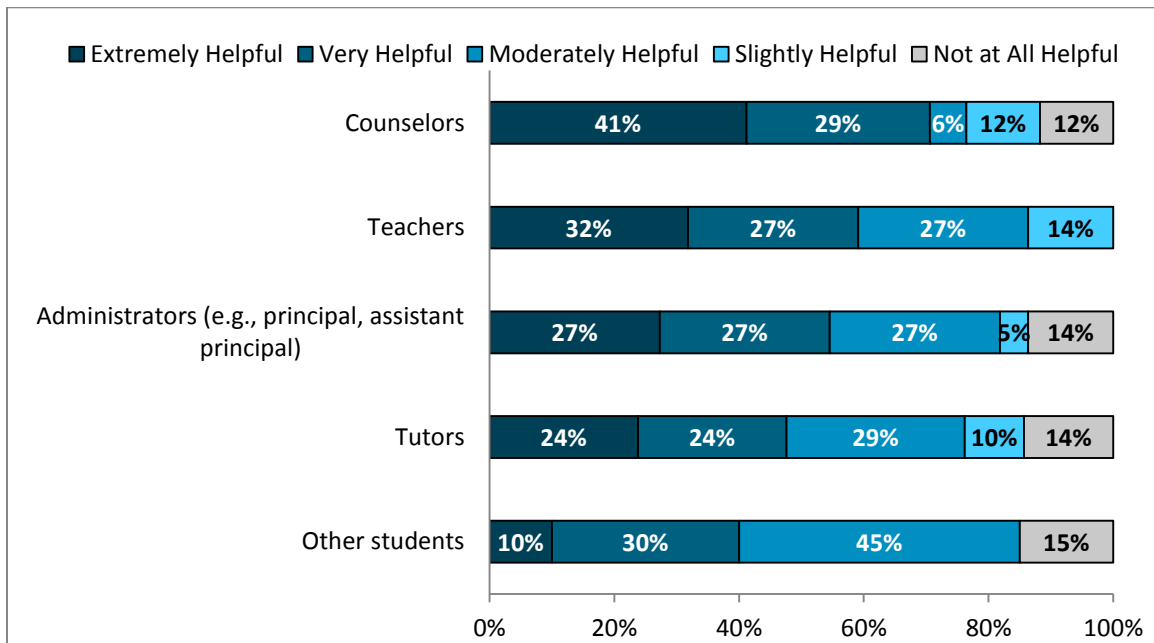
"My school provides sufficient..."



n=20-22

Note: This question was only asked to respondents who indicated that their child is an English Learner.

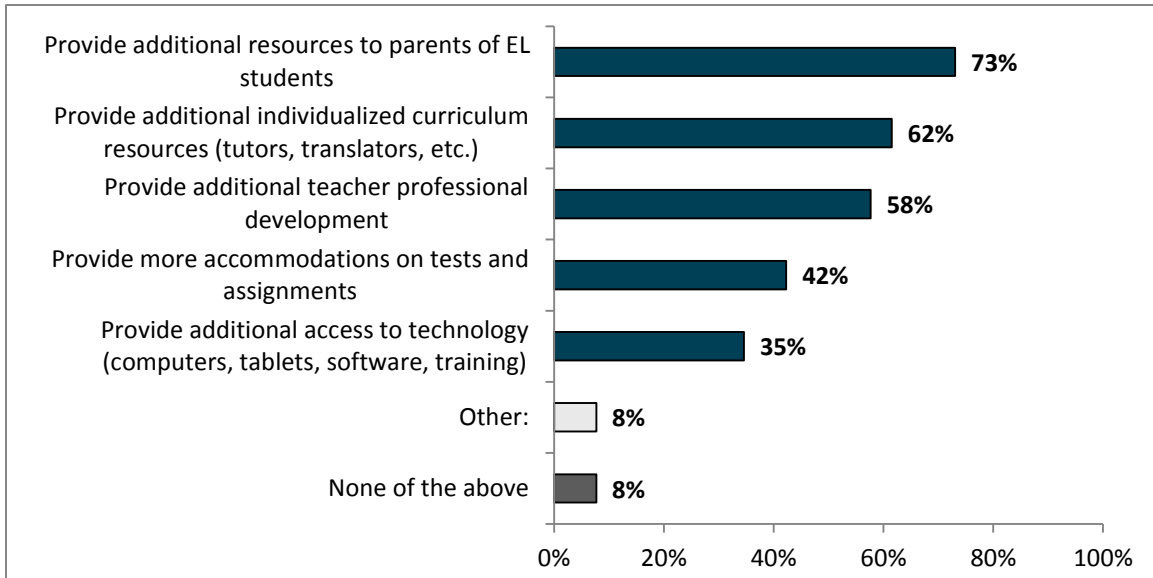
Figure 1.12: How helpful have the following individuals or groups been in supporting your child as an English Learner?



n=17-22

Note: This question was only asked to respondents who indicated that their child is an English Learner.

Figure 1.13: How can NUSD better support English Learners?



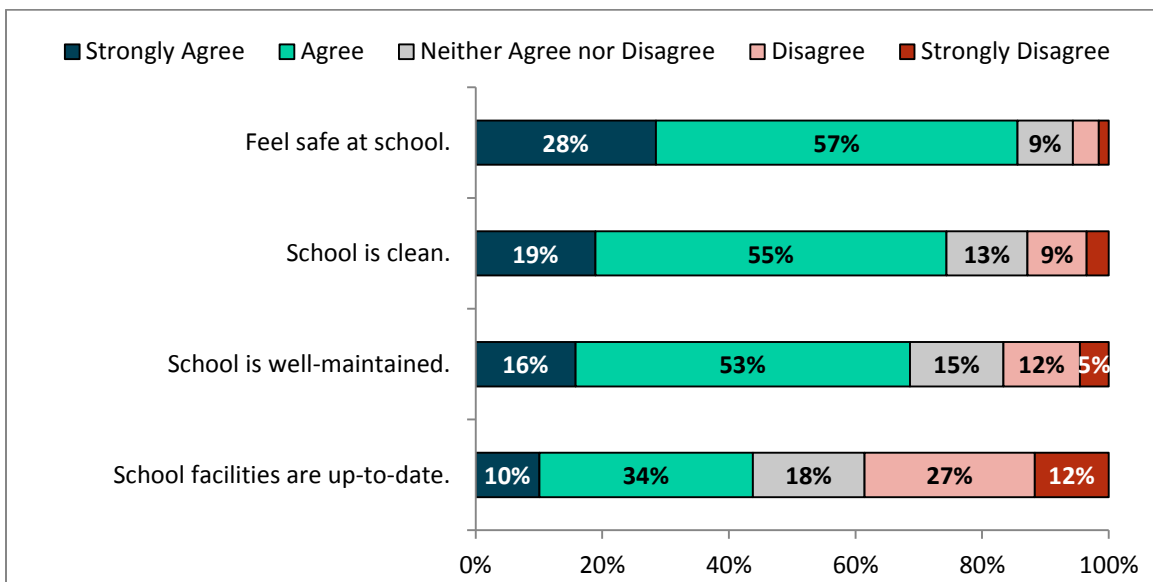
n=26

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Note: This question was only asked to respondents who indicated that their child is an English Learner.

INSTRUCTIONAL ENVIRONMENT

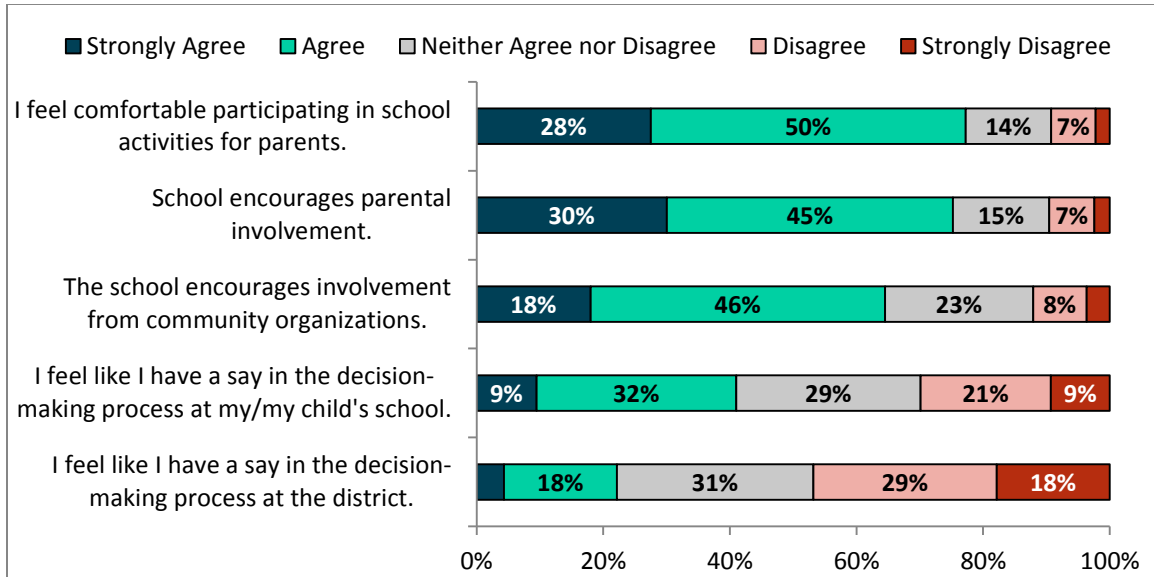
Figure 1.14: Please indicate how much you disagree or agree with the following statements



n=786-832

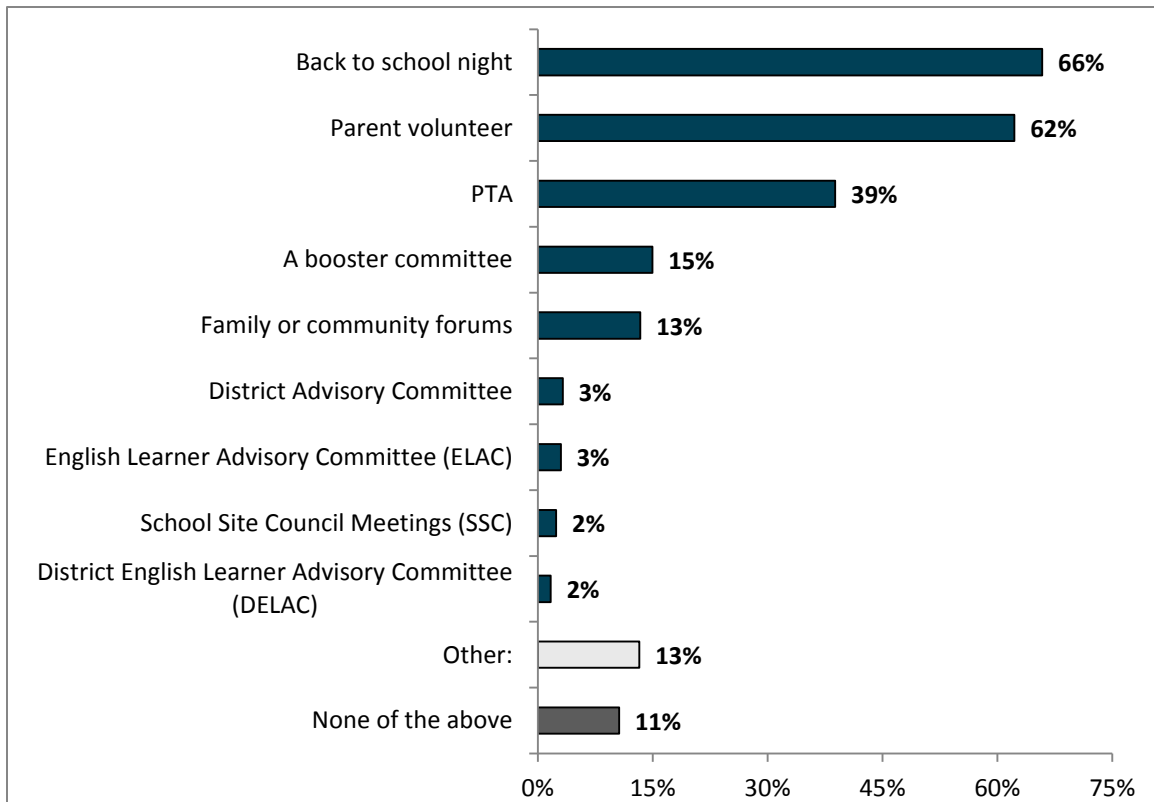
PARENTAL ENGAGEMENT

Figure 1.15: Please indicate how much you disagree or agree with the following statements



n=628=816

Figure 1.16: Which parent or community activity(ies) have you participated in this year?

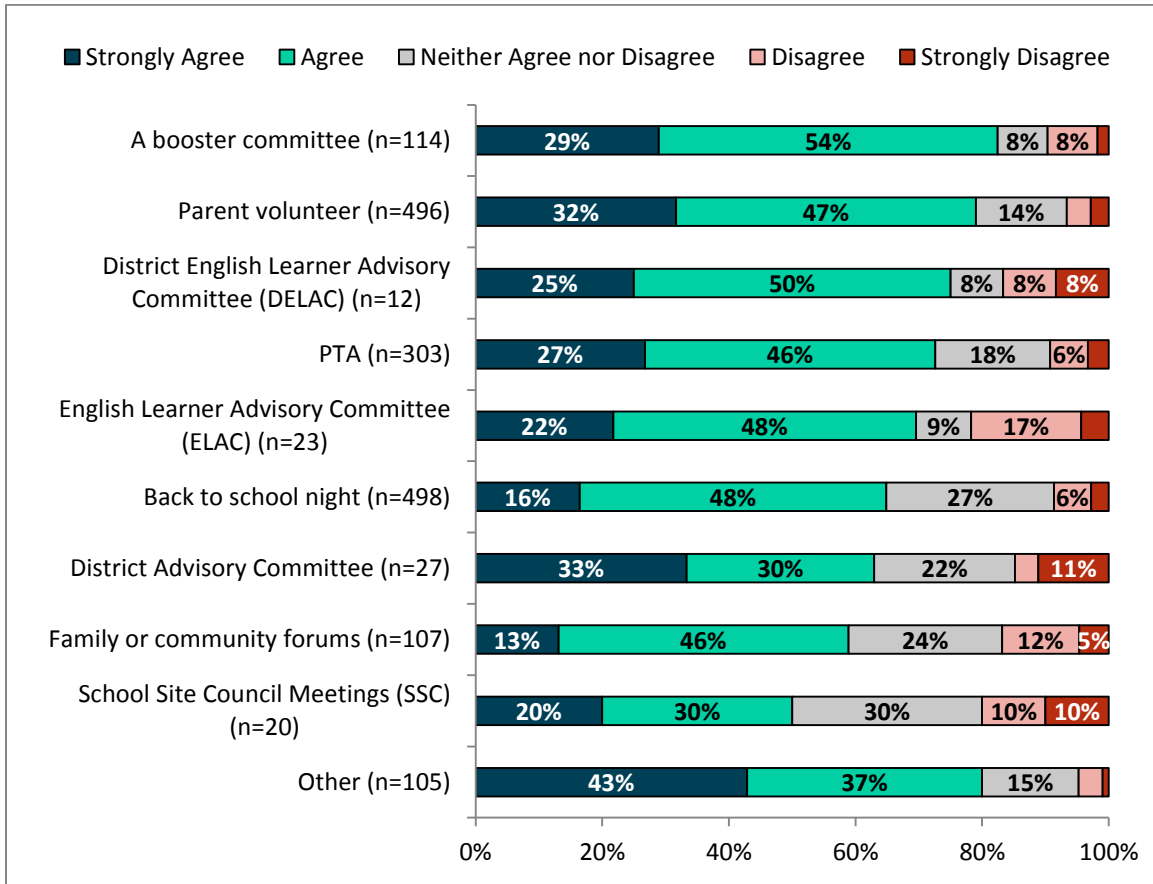


n=829

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

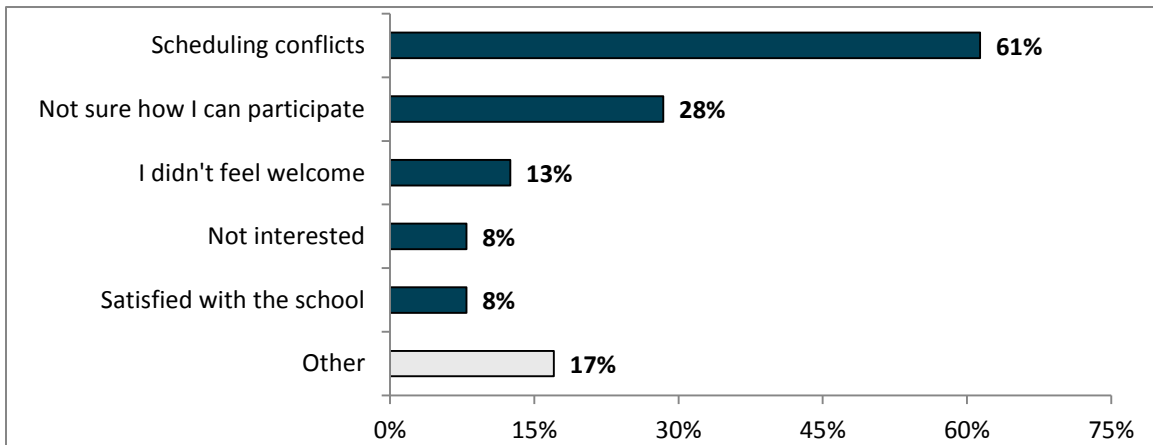
Figure 1.17: Please indicate how much you disagree or agree with the following statements

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



Note: Respondents only saw options they selected in Figure 1.16.

Figure 1.18: Why didn't you participate in parent activities this year?

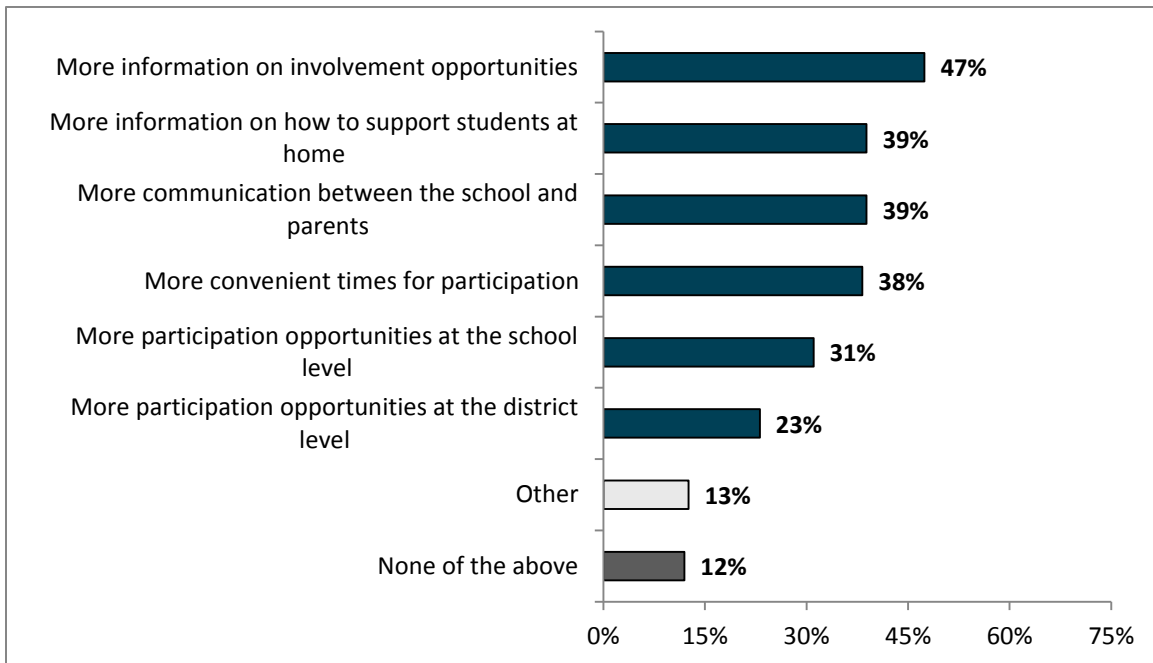


n=88

Note: This question was asked to respondents who did not participate in school activities.

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 1.19: What would help parents become more involved in NUSD?

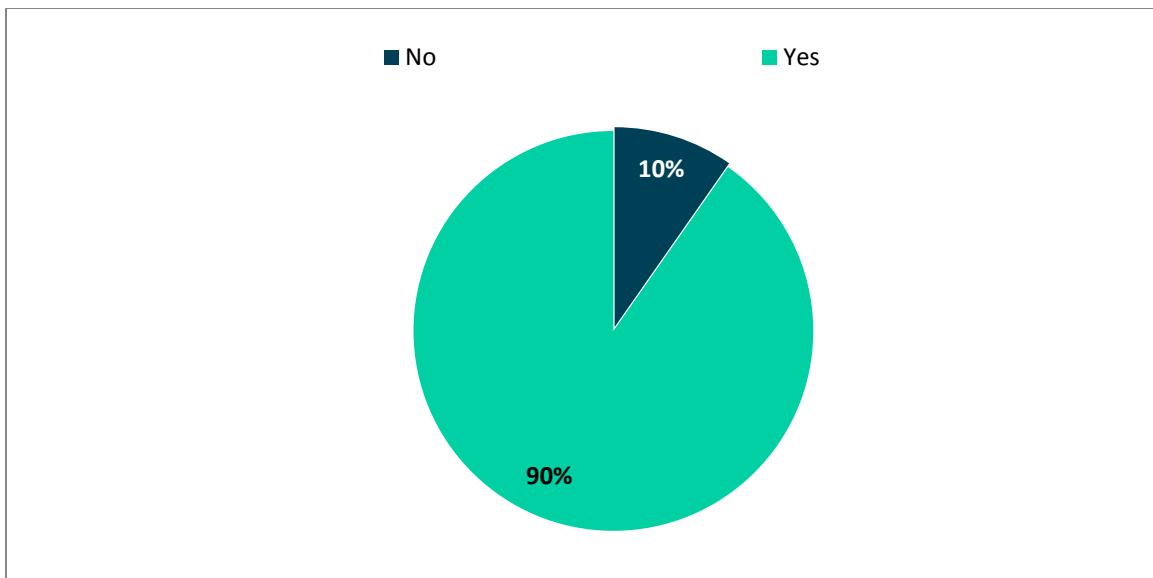


n=818

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

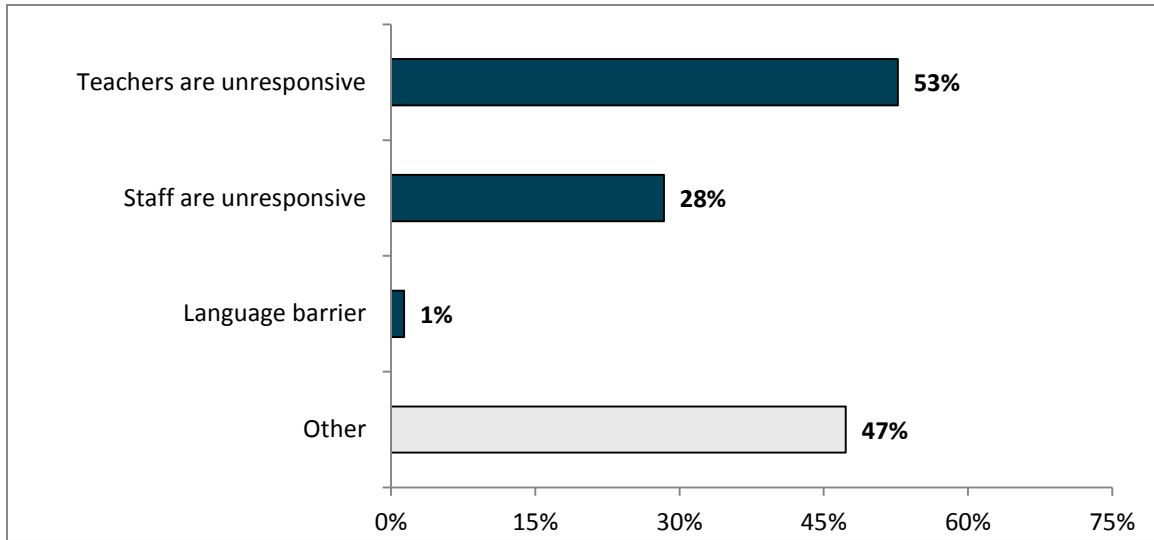
COMMUNICATION

Figure 1.20: Are you able to communicate with teachers and staff when you need to?



n=803

Figure 1.21: Why are you unable to communicate with teachers and staff when necessary?

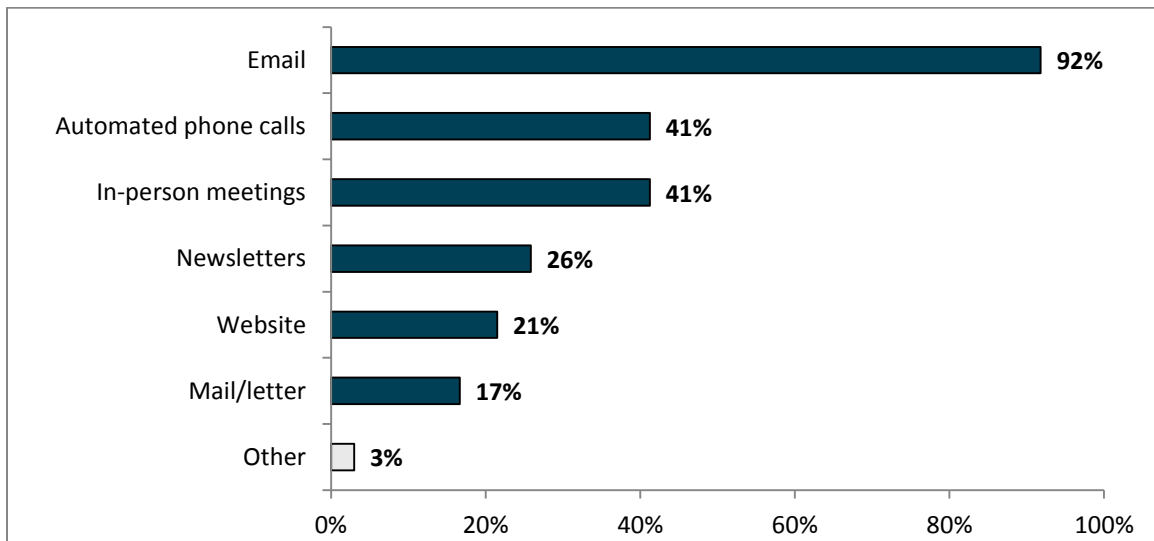


n=74

Note: This question was asked to respondents who were not able to communicate with teachers and staff.

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

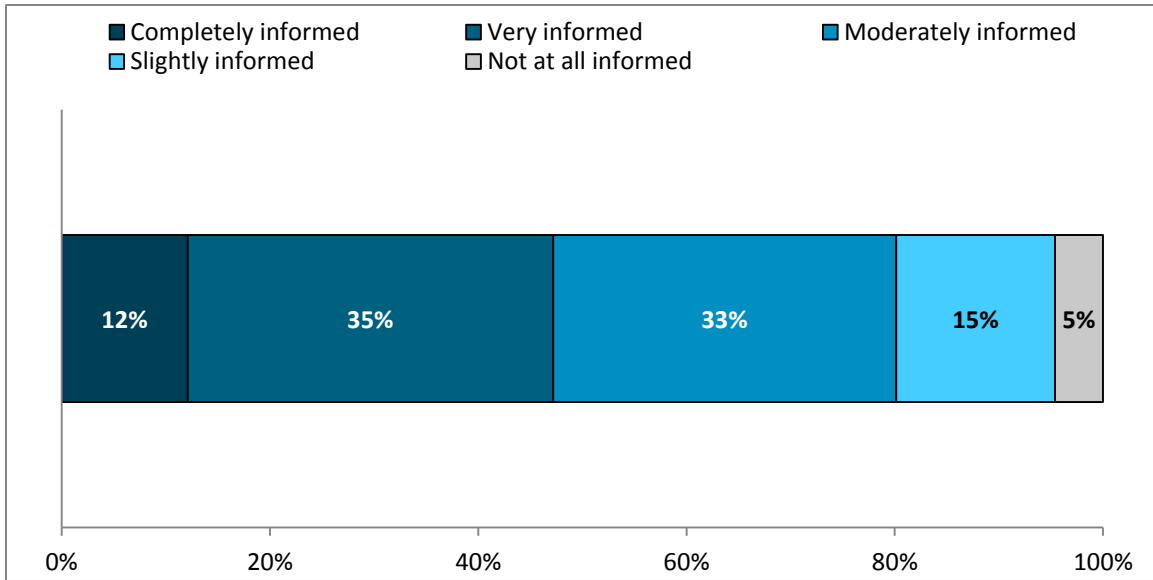
Figure 1.22: How would you prefer the school to communicate with you?



n=805

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

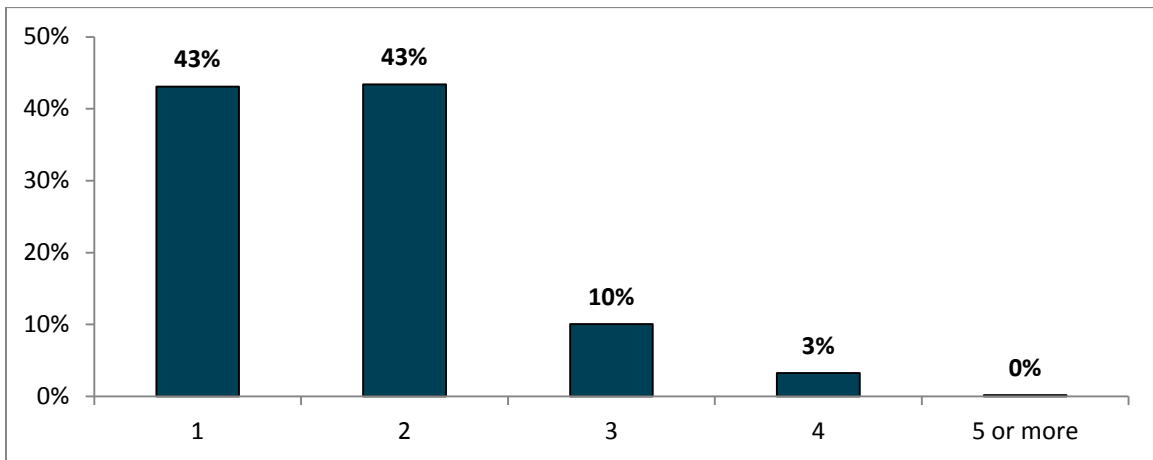
Figure 1.23: Has the school kept you informed of your child's academic progress?



n=801

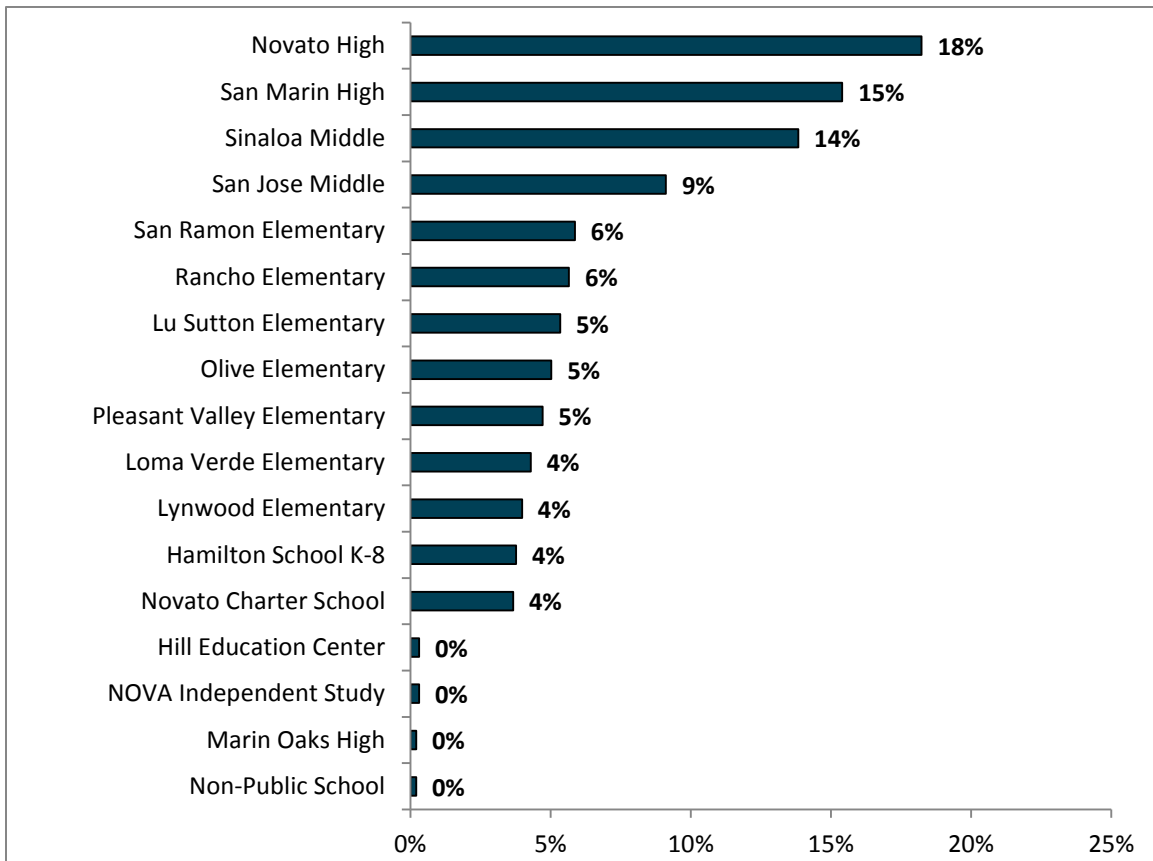
DEMOGRAPHICS

Figure 1.24: How many children do you currently have in the Novato Unified School District?



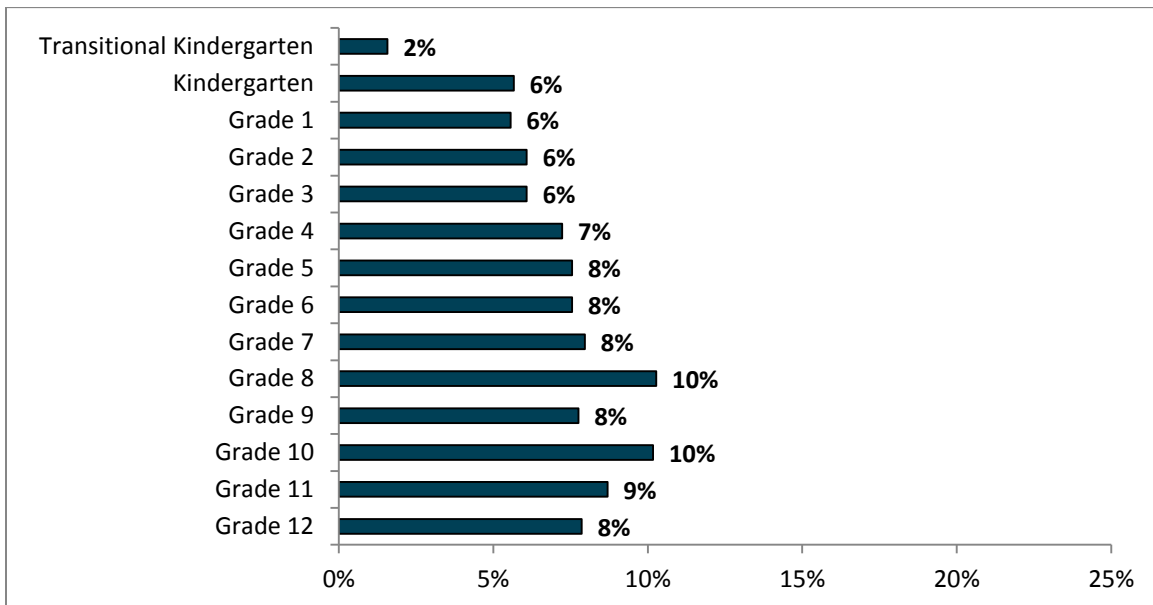
n=954

Figure 1.25: What is your child's current school/site (2015-2016 school year)?



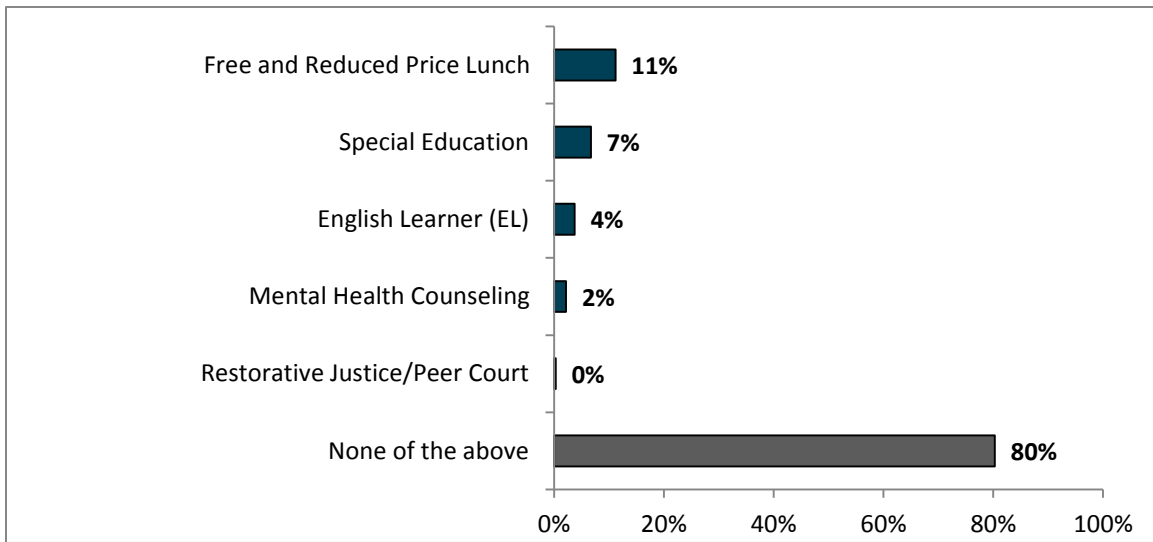
n=954

Figure 1.26: What is your child's current grade? (2015-2016 school year)?



n=954

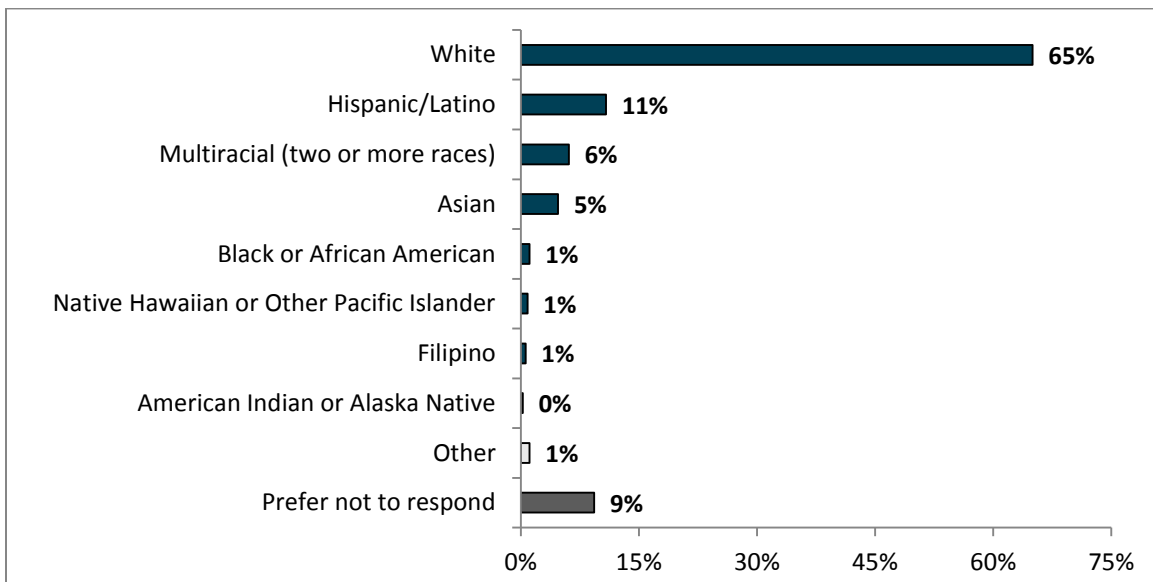
Figure 1.27: Does your child qualify for any of the following services this school year?



n=954

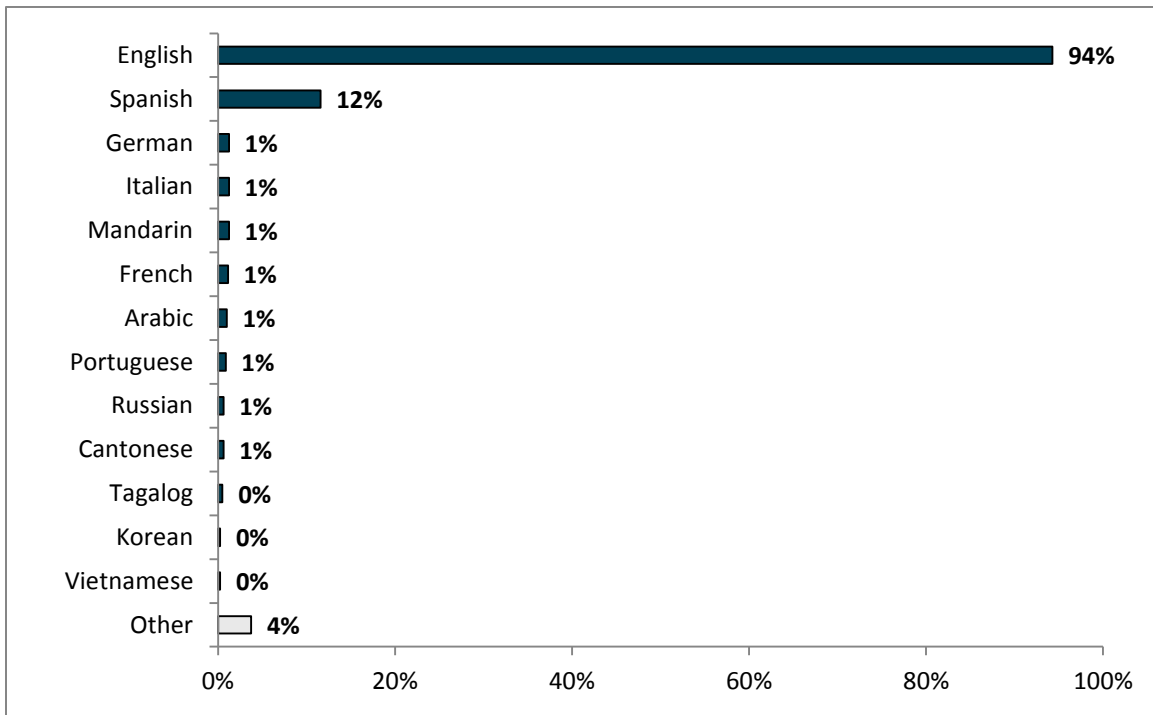
Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 1.28: Please select your race/ethnicity



n=803

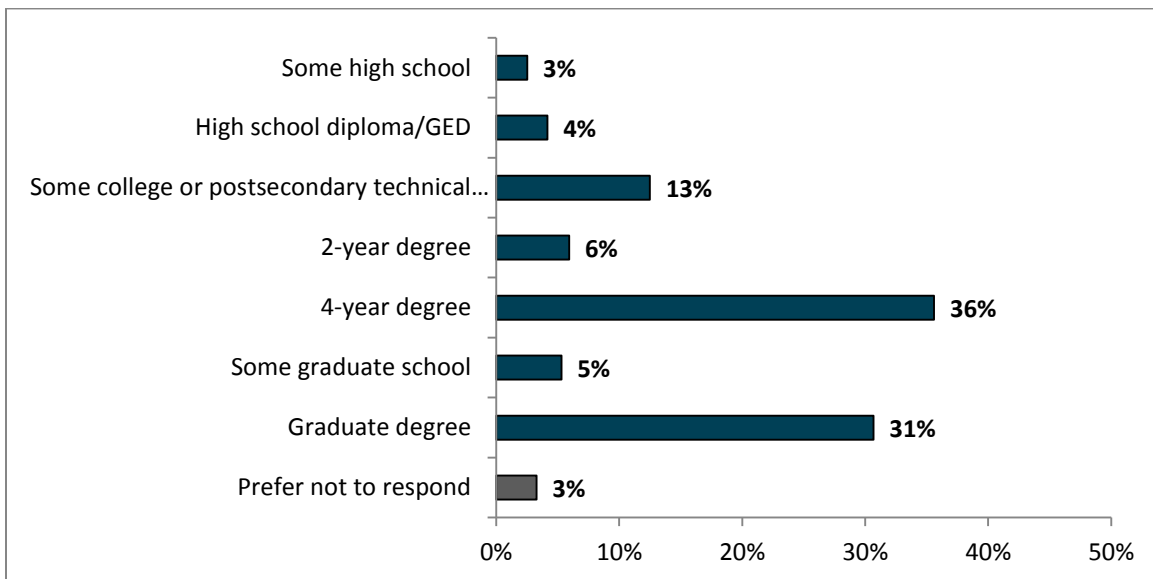
Figure 1.29: Which language(s) do you speak at home?



n=803

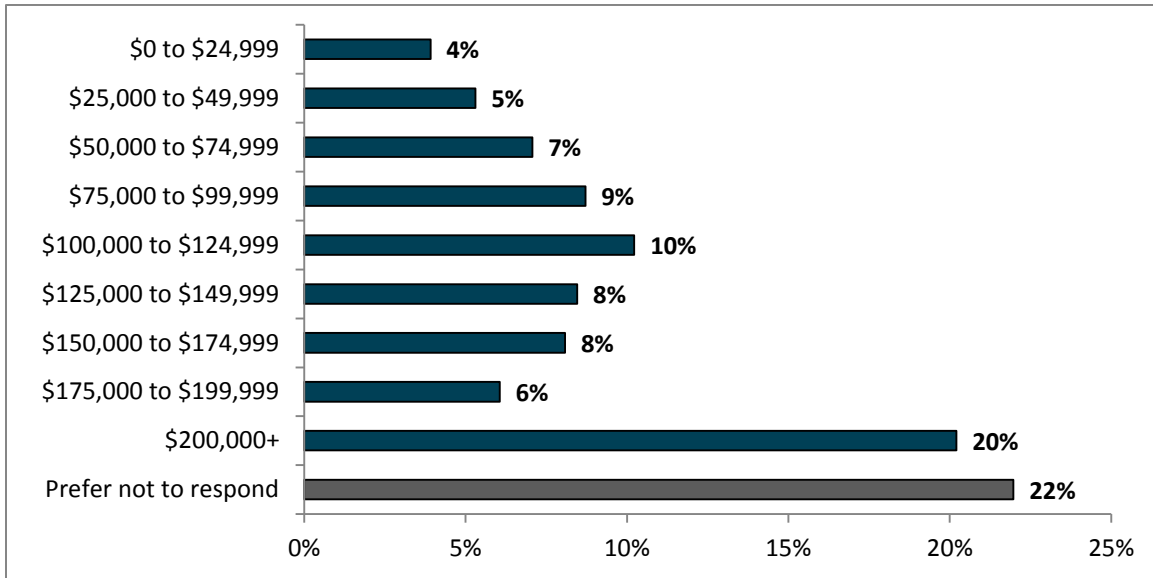
Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 1.30: Which of the following best identifies your highest level of education?



n=792

Figure 1.31: What is your average annual household income?



n=792

SECTION II: STUDENT

This section provides responses from students about their experiences at NUSD.

FINDINGS

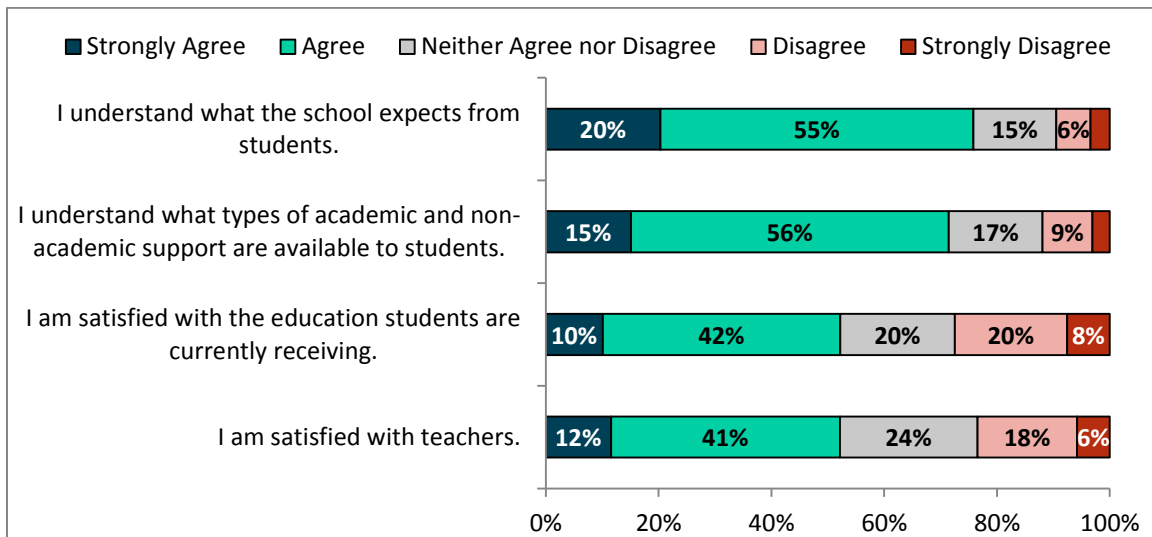
- **Around three-quarters of student respondents indicate that they understand what the school expects from students and the types of academic and non-academic support available to students.** However, 28 percent of students report dissatisfaction with their education, and another 24 percent report dissatisfaction with their teachers (Figure 2.1).
- **The majority of student participants in the selected academic programs reported at least moderate satisfaction for all programs except CTE** (Figure 2.2 and Figure 2.3).
 - Thirty-three percent of respondents reported participating in an AP course. Among these respondents, 58 percent are “completely satisfied” or “very satisfied.”
 - Among the 17 percent of respondents who participated in STEM Marin, 45 percent reported being “completely” or “very satisfied.”
- **Sixty-four percent of respondents feel confident that students have the necessary skills to succeed in college when they graduate.** In addition, 58 percent of respondents believe that they have the skills to succeed in the workforce when they graduate (Figure 2.4).
- **A majority of respondents agree that students have access to adequate instructional materials (84%), academic counseling (82%), and college guidance counseling (77%).** However, less than half of respondents (49%) feel that the amount of homework assignments is appropriate. Less than half of respondents indicate that the grading is fair (48%) or teachers try to make the material interesting (47%) (Figure 2.5).
- **While 72 percent of respondents agree that there is a wide variety of extracurricular activities at school, just 59 percent feel that these activities are high quality.** Less than half of respondents (48%) believe that there are high expectations for all the students at school (Figure 2.6).
- **Just 48 percent of respondents feel that teachers and school staff encourage them on a regular basis.** Furthermore, 20 percent of respondent disagree that students trust teachers and staff (Figure 2.7).
- **While 69 percent of respondents agree that students actively participate in class, 21 percent of them disagree that students are engaged and interested in the course material** (Figure 2.8).

- **Most of respondents (69%) state having participated in school activities outside of regularly scheduled classes this year.** Most respondents who did not participate in any activities state lacking interest in these activities (Figure 2.9 and Figure 2.10).
- **Slightly over half of respondents who are English Learners agree that their school provides sufficient tutoring, instruction, and encouragement for them (Figure 2.12).**
- **Respondents who are English Learners rate teachers and other students as the most helpful in supporting them while rating administrators as the least helpful (Figure 2.13).**
- **While 72 percent of respondents indicate feeling safe at school,** at least 30 percent of respondents feel that school facilities are not up-to-date (Figure 2.14).
- **High school students from each grade level are well represented in the respondent pool (Figure 2.16).**
 - At least two-thirds of respondents are from San Marin High, while only 23 percent attend Novato High and 8 percent attend Marin Oaks (Figure 2.15).

FIGURES

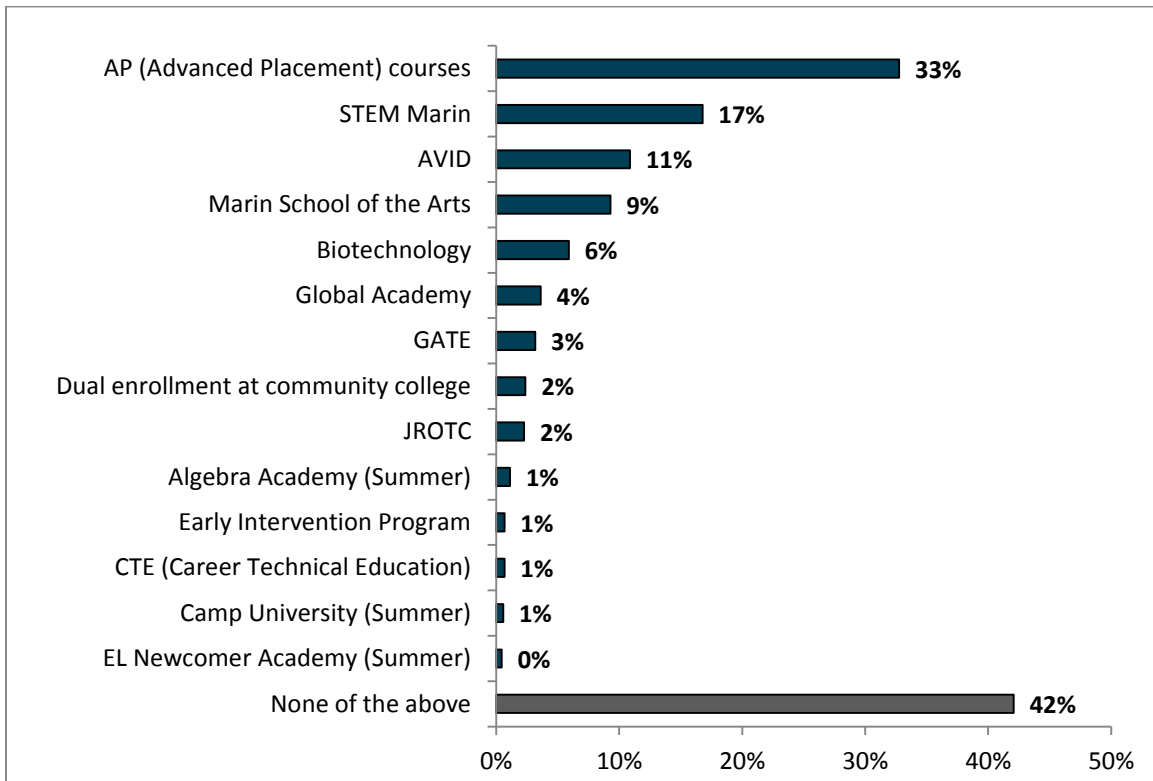
STUDENT ACHIEVEMENT

Figure 2.1: Please indicate how much you disagree or agree with the following statements



n=848-865

Figure 2.2: Please indicate whether you have participated in any of the following during the 2015-2016 school year or during the summer of 2015.



n=882

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 2.3: Please indicate your level of satisfaction with the following

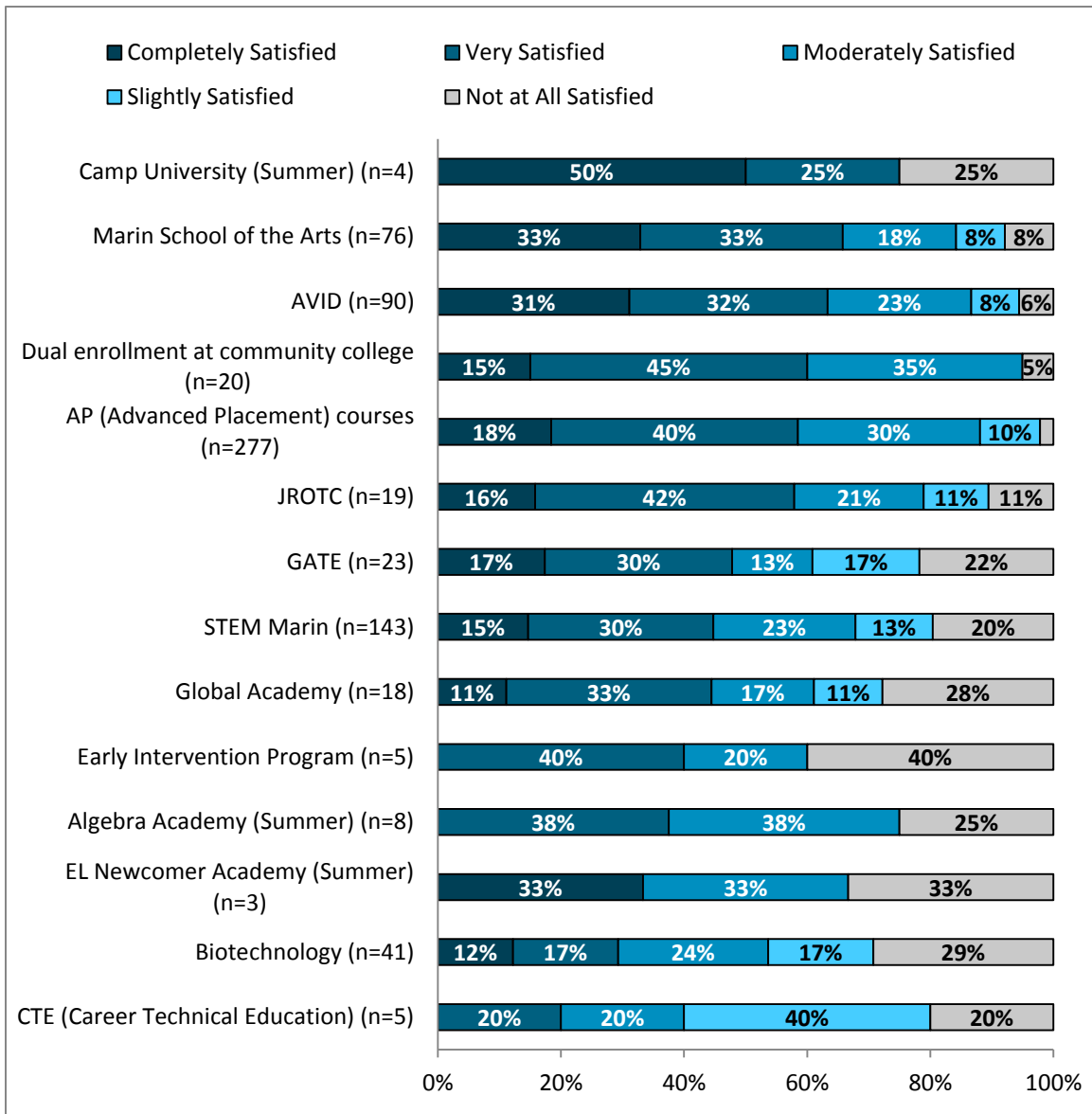
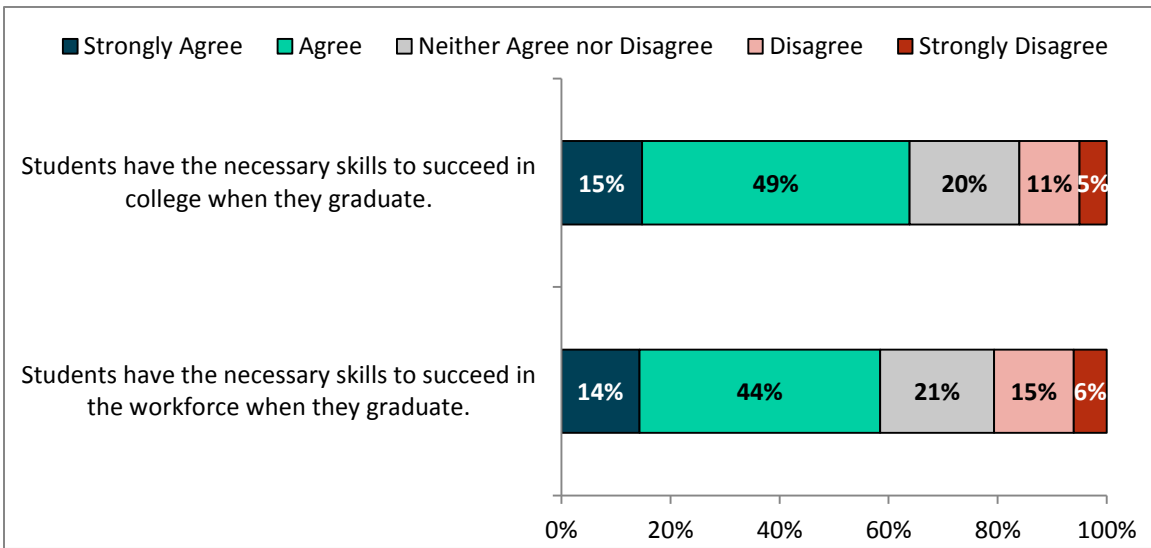
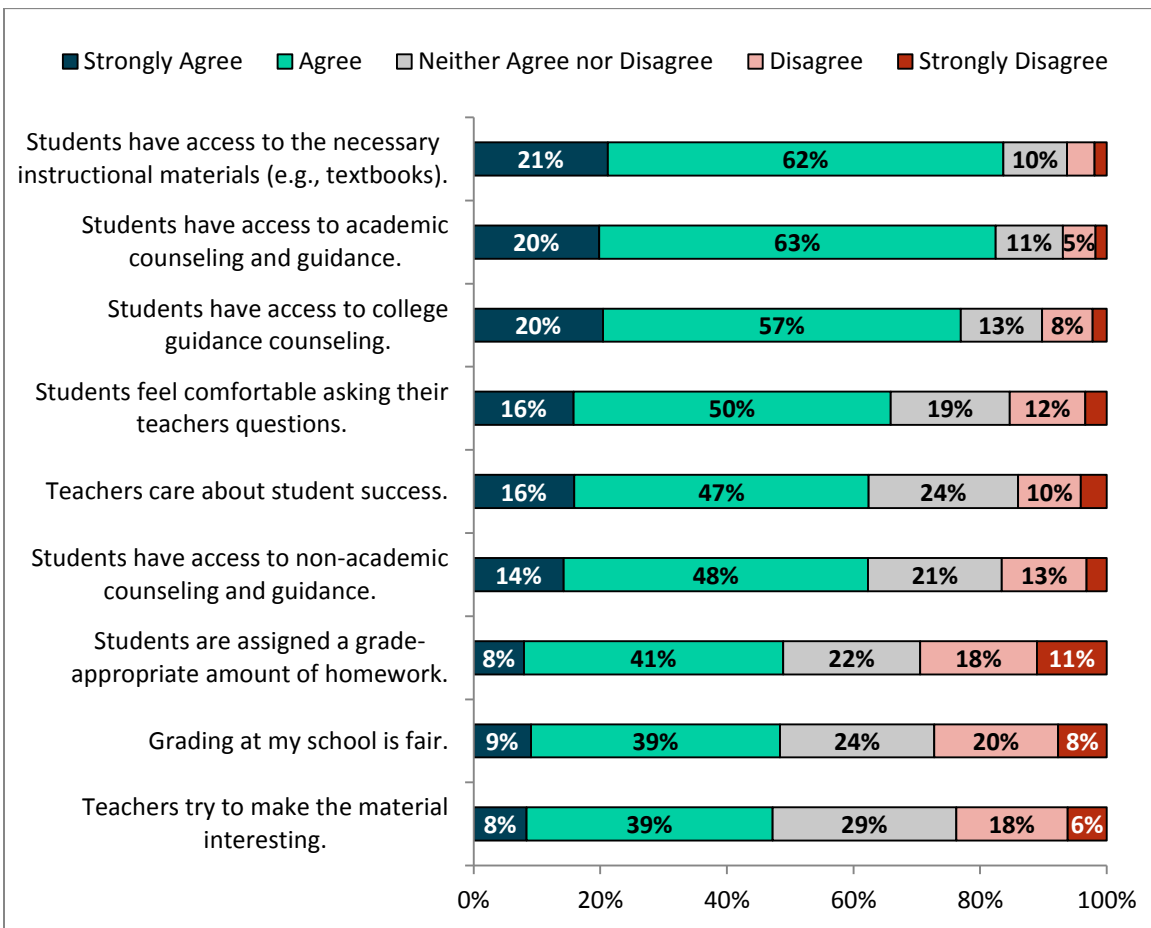


Figure 2.4: Please indicate how much you disagree or agree with the following statements



n=805-809

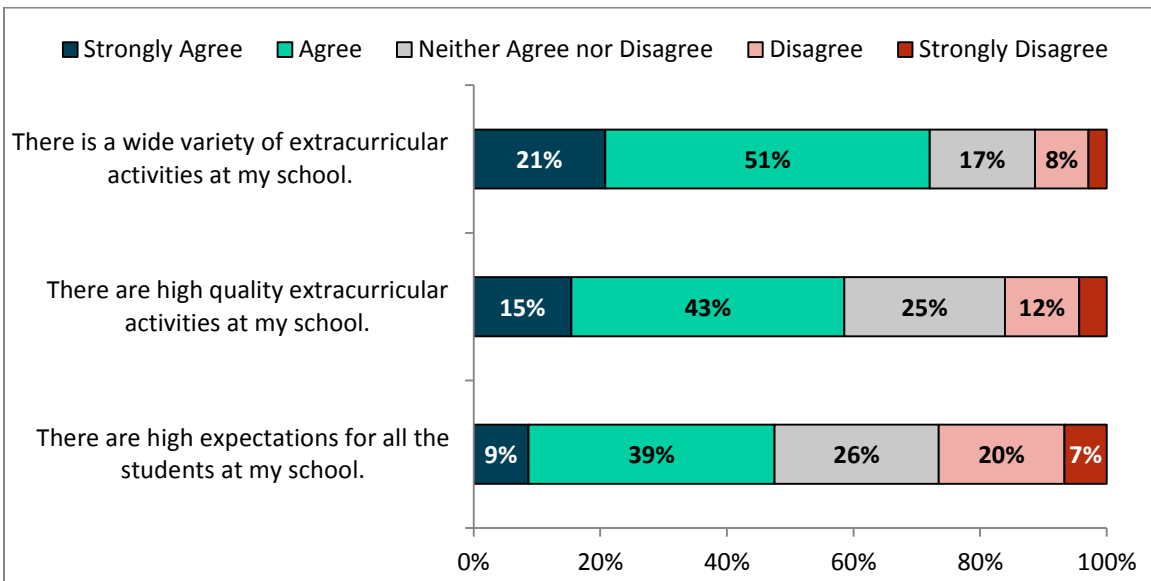
Figure 2.5: Please indicate how much you disagree or agree with the following statements



n=724-826

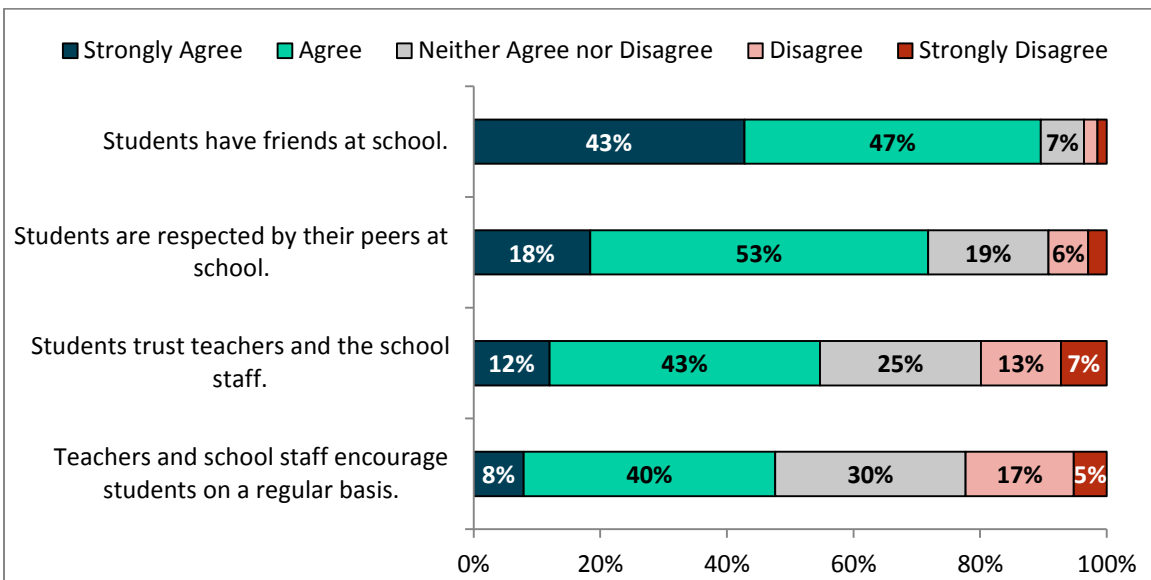
STUDENT ENGAGEMENT

Figure 2.6: Please indicate how much you disagree or agree with the following statements



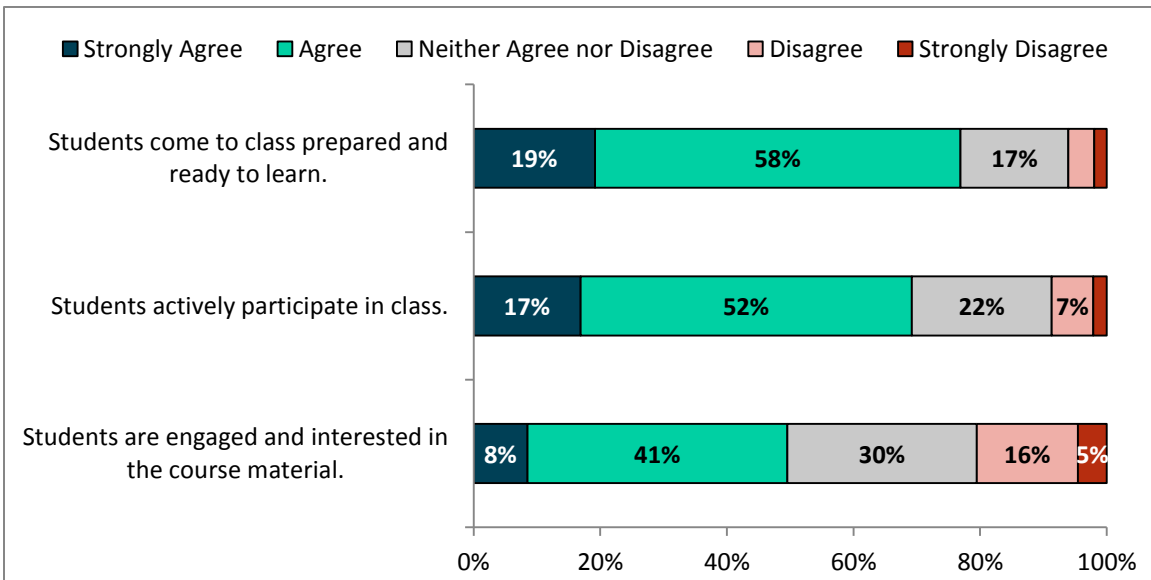
n=777-795

Figure 2.7: Please indicate how much you disagree or agree with the following statements



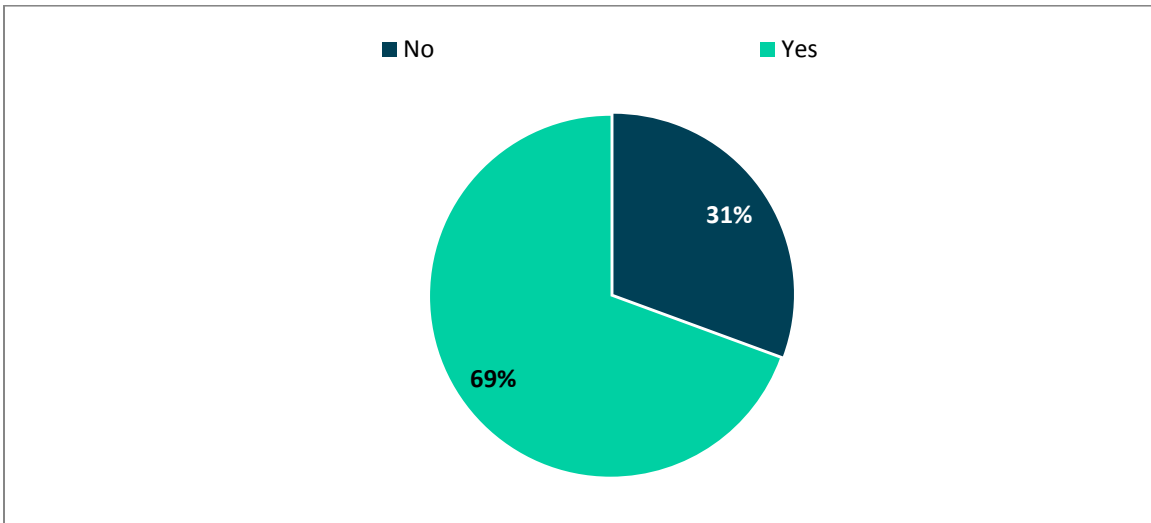
n=783-808

Figure 2.8: Please indicate how much you disagree or agree with the following statements



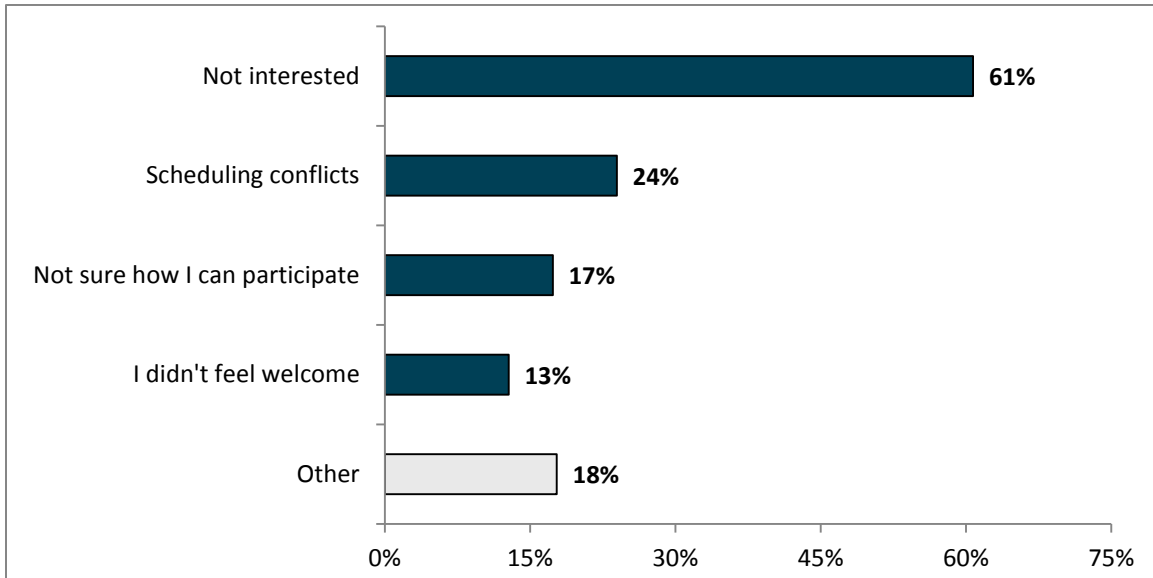
n=806-813

Figure 2.9: Did you participate in school activities outside of regularly scheduled classes and events this year?



n=817

Figure 2.10: Why didn't you participate in school activities this year?

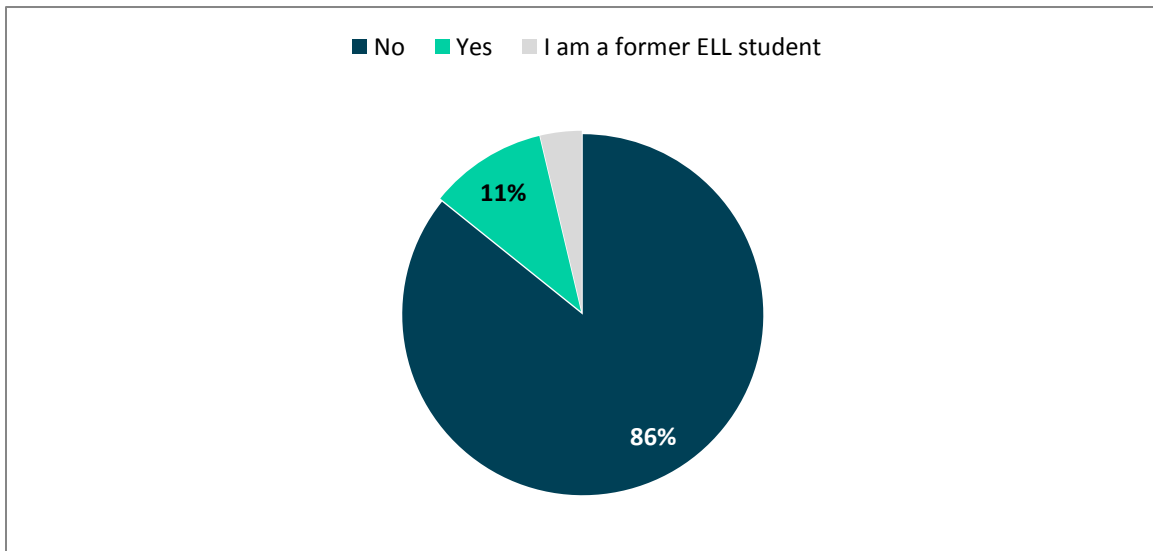


n=242

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

ENGLISH LANGUAGE LEARNERS

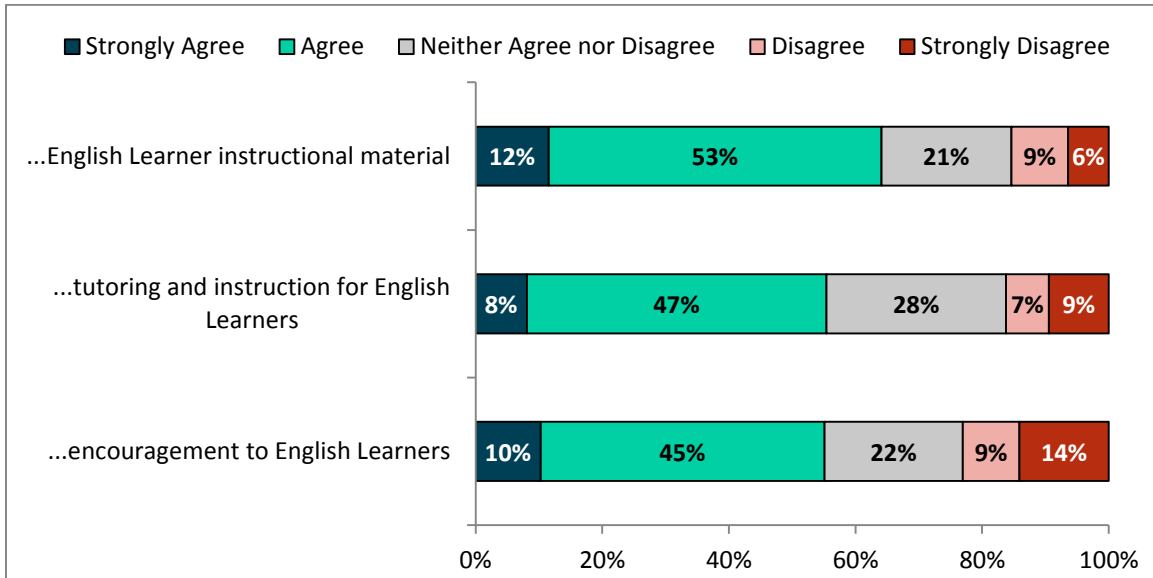
Figure 2.11: Are you an "English Learner" ("EL")?



n=808

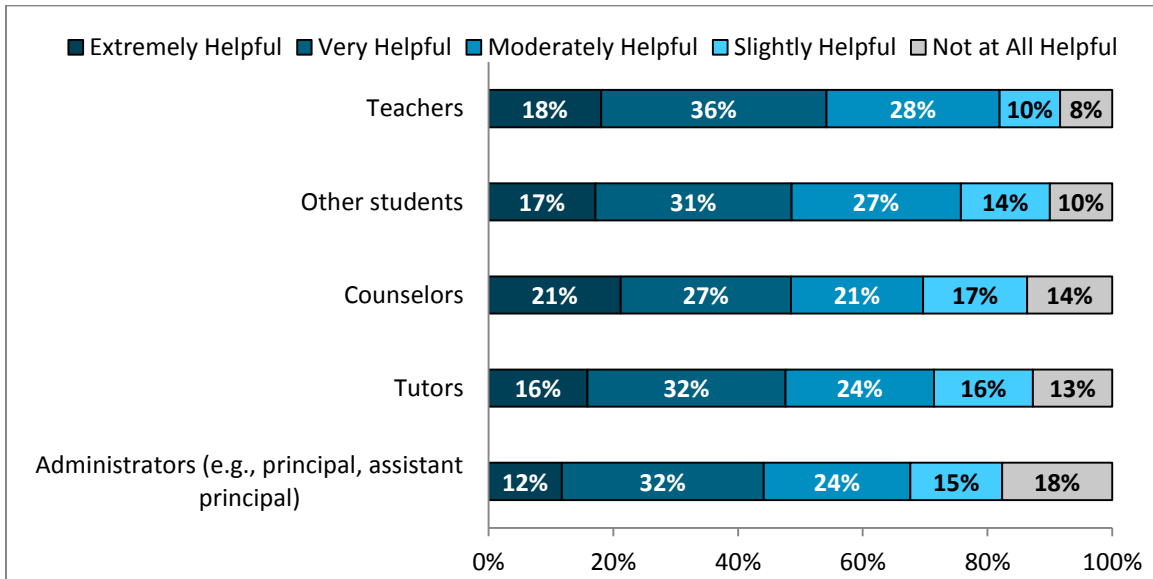
Figure 2.12: Please indicate how much you disagree or agree with the following statements:

"My school provides sufficient..."



n=74-78

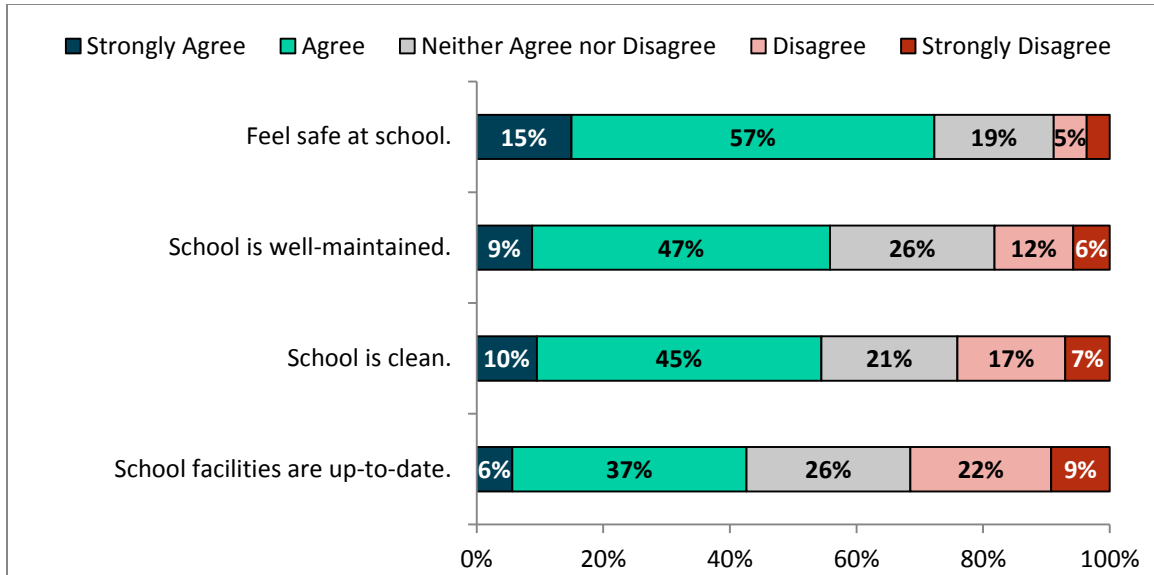
Figure 2.13: How helpful have the following individuals or groups been in supporting you as an English Learner?



n=63-72

INSTRUCTIONAL ENVIRONMENT

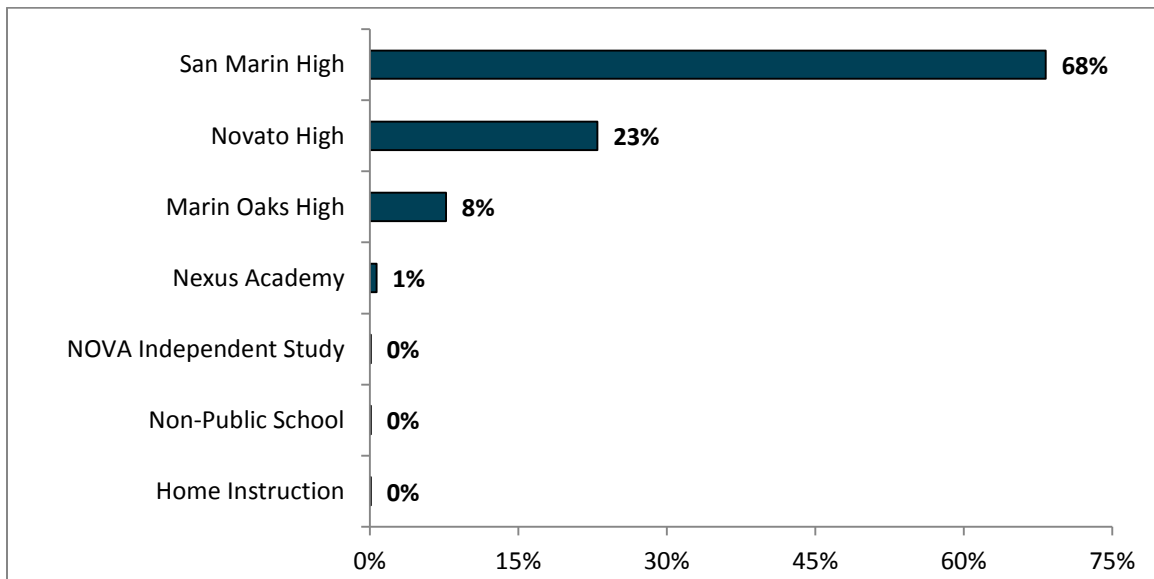
Figure 2.14: Please indicate how much you disagree or agree with the following statements



n=746-769

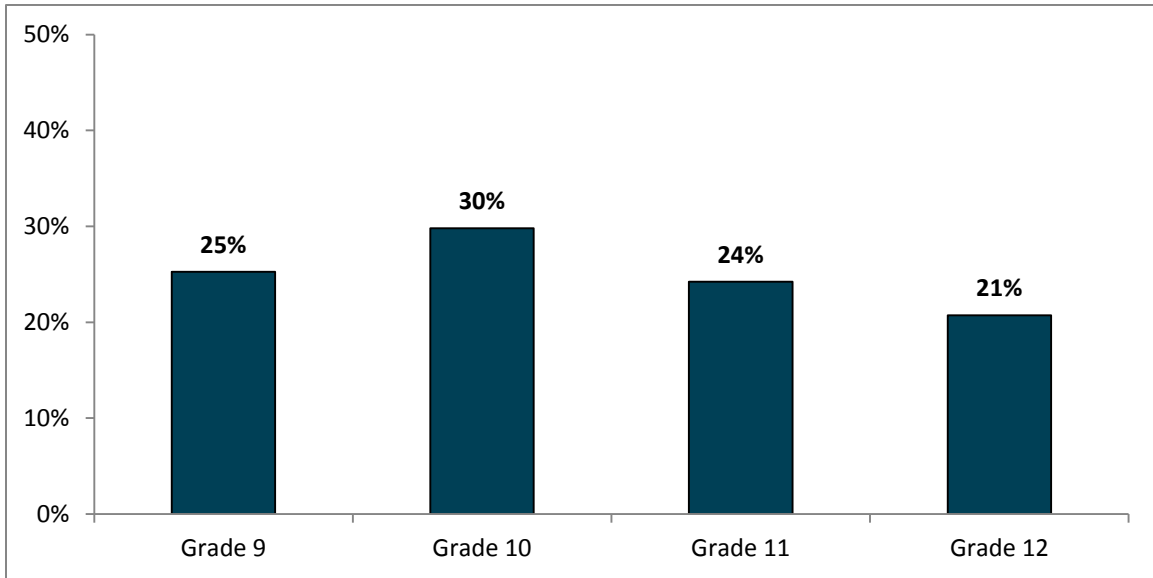
DEMOGRAPHICS

Figure 2.15: What is your current school/site (2015-2016 school year)?



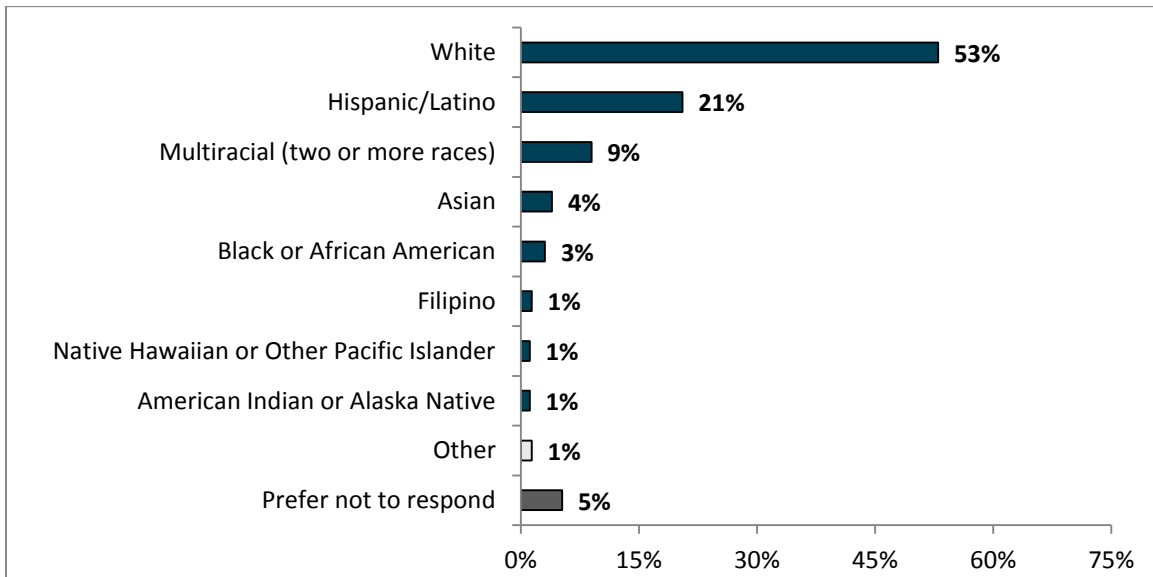
n=883

Figure 2.16: What is your current grade? (2015-2016 school year)?



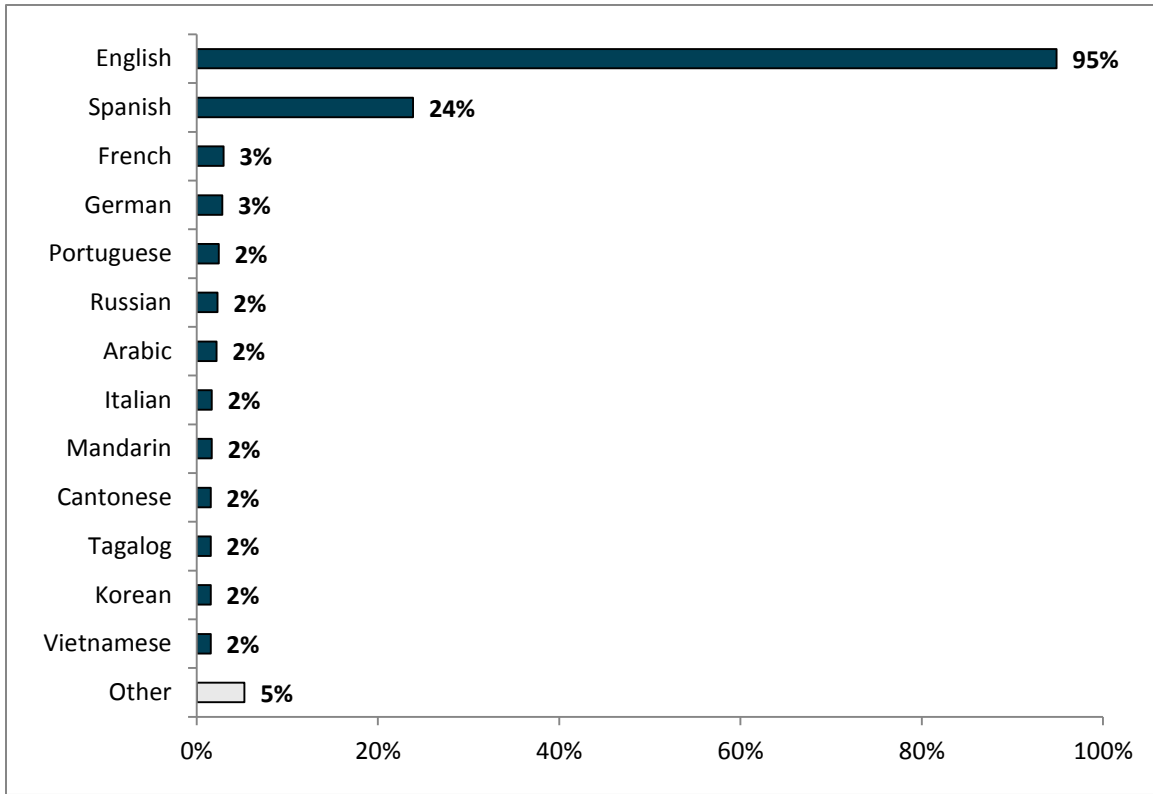
n=883

Figure 2.17: Please select your race/ethnicity



n=779

Figure 2.18: Which language(s) do you speak at home?



n=779

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

SECTION III: STAFF

This section presents responses from staff about their perceptions of student achievement, support services, instructional environment, staff and parental engagement at NUSD.

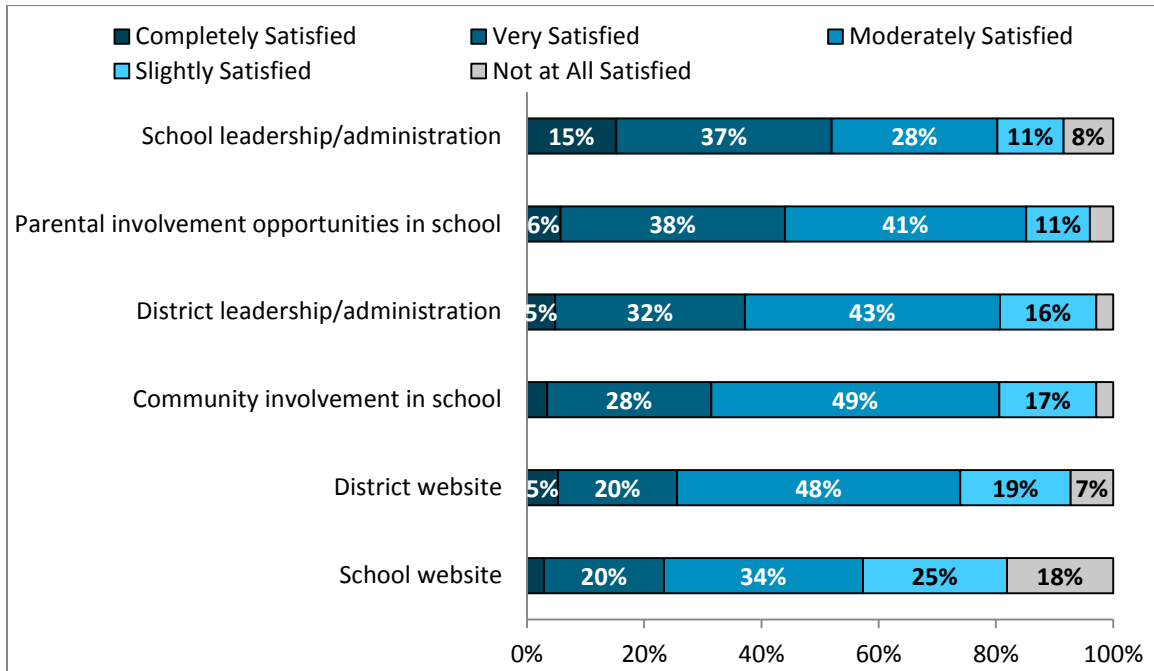
FINDINGS

- **Staff respondents are generally satisfied with school leadership but less engaged at the district level** (Figure 3.1). Staff are highly satisfied with school efforts to encourage parental and community involvement and include staff in decision-making. However, more than half (57 percent) feel they do not have “a say in the decision-making process at the district” (Figure 3.10).
- **At least sixty percent of staff respondents are confident that students have the necessary skills to succeed in college and the workforce when they graduate** (Figure 3.2). Further, staff were very likely to agree that student achievement is a primary concern at their school. More than 95 percent of respondents report that teachers care about student success, and nearly 90 percent agree that teachers try to make material interesting (Figure 3.3).
- **Staff report varying levels satisfaction with supports and resources for different student subpopulations.** While respondents largely believe that Special Education students receive appropriate levels of resources and supports (73%), just greater than half of respondents believe that EL students and under-performing students receive adequate supports (57% and 51%, respectively) (Figure 3.6).
 - Further, less than half of respondents feel that the school provides sufficient instruction and instructional materials for English Learners (Figure 3.7).
 - Respondents believe that the best way to support EL students is to provide additional resources to parents of EL students, as well as individualized curriculum resources (Figure 3.8).
- **Nearly 90 percent of staff respondents report feeling safe at school** (Figure 3.9). However, staff are considerably less likely to agree that their school is clean (64%), well maintained (63%) and that facilities are up-to-date (27%).
- **Most respondents agree that schools encourage parental involvement and involvement from community organizations** (Figure 3.11). However, respondents also believe that opportunities for involvement could be improved by providing more information on how parents can support students at home (58%) and better dissemination information regarding opportunities for involvement (54%) (Figure 3.12).

FIGURES

OVERALL SATISFACTION

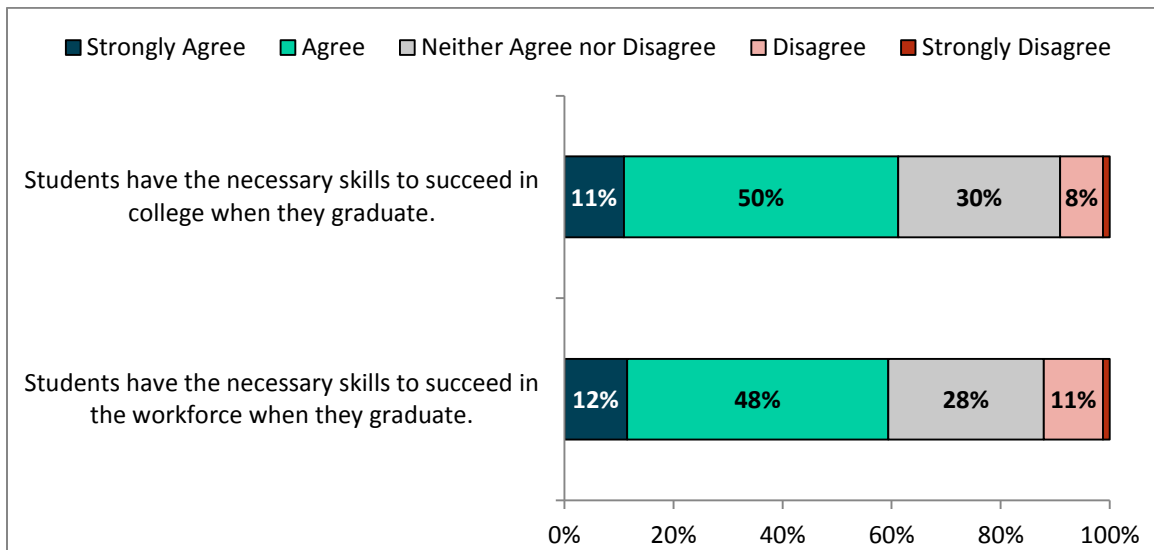
Figure 3.1: Please indicate your level of satisfaction with the following:



n=171-207

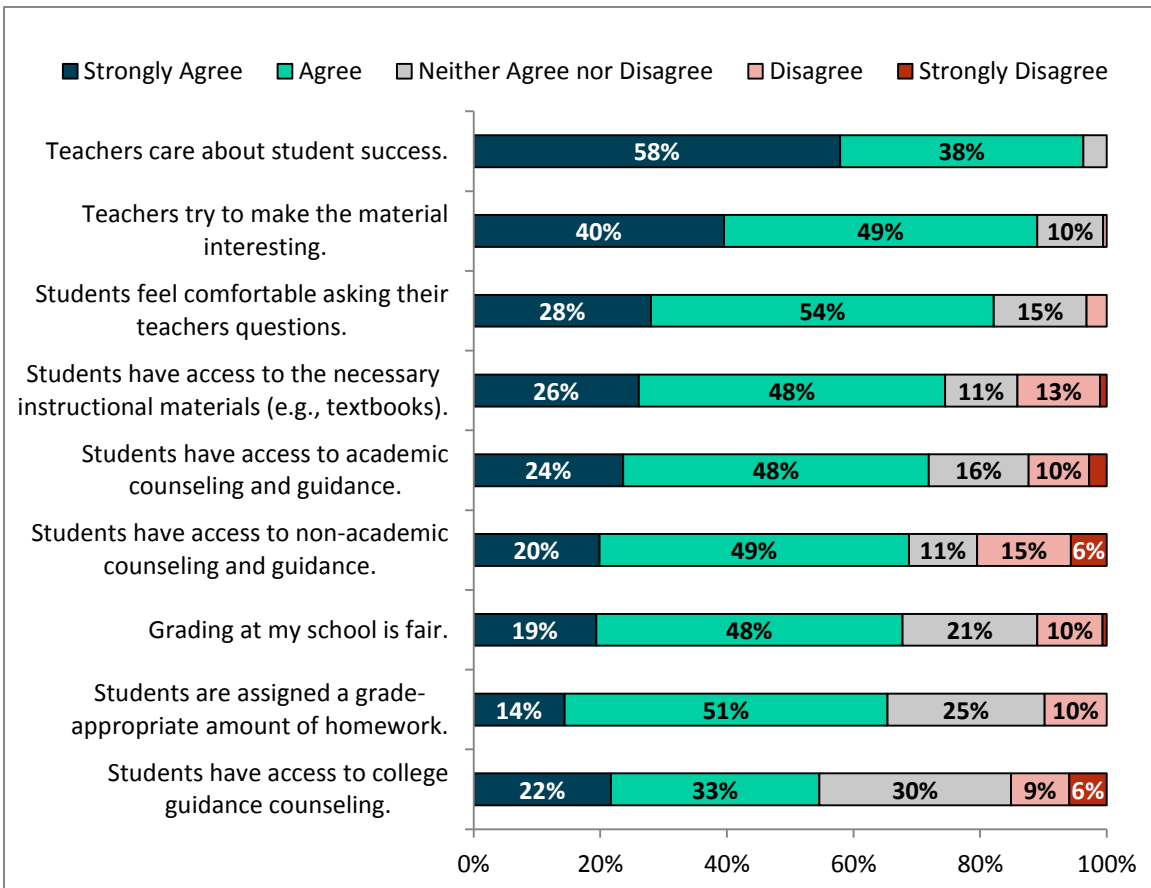
STUDENT ACHIEVEMENT

Figure 3.2: Please indicate how much you disagree or agree with the following statements



n=165

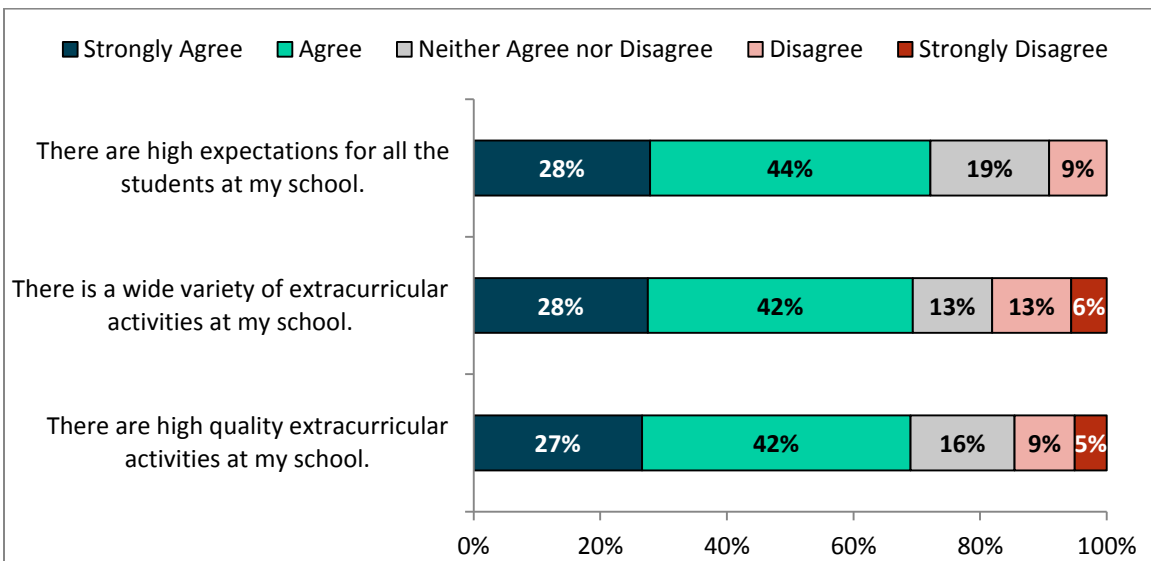
Figure 3.3: Please indicate how much you disagree or agree with the following statements



n=152-190

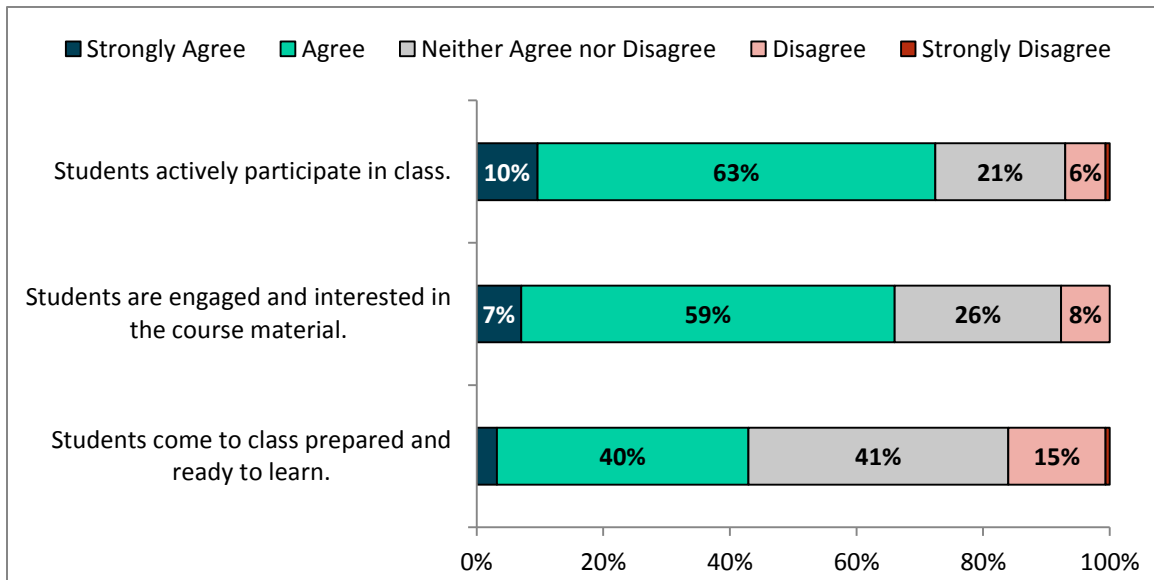
STUDENT ENGAGEMENT

Figure 3.4: Please indicate how much you disagree or agree with the following statements



n=158-165

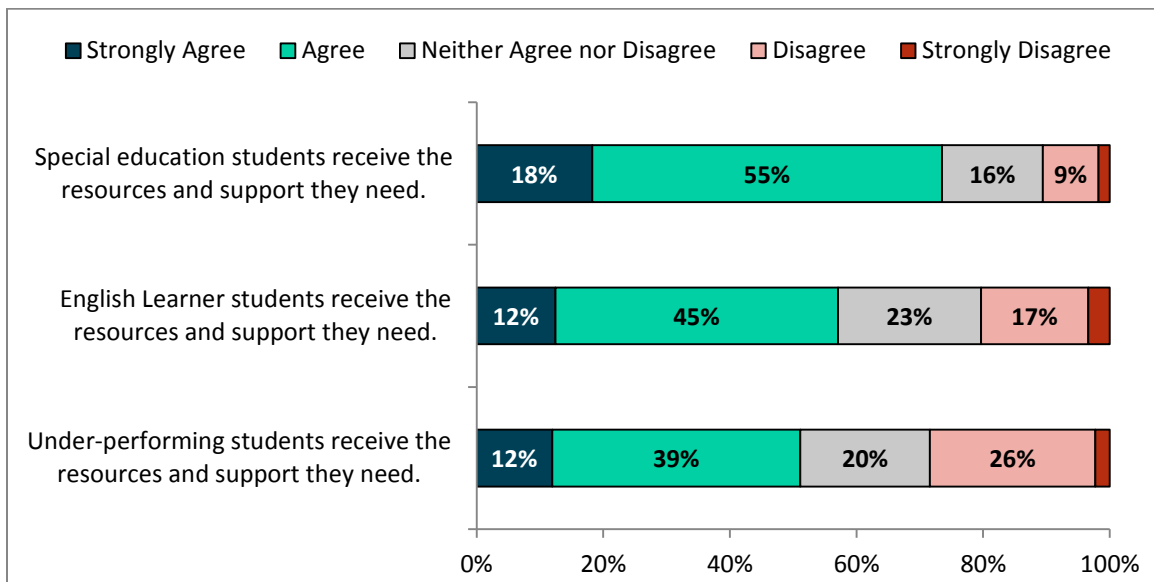
Figure 3.5: Please indicate how much you disagree or agree with the following statements



n=156

SUPPORT SERVICES

Figure 3.6: Please indicate how much you disagree or agree with the following statements

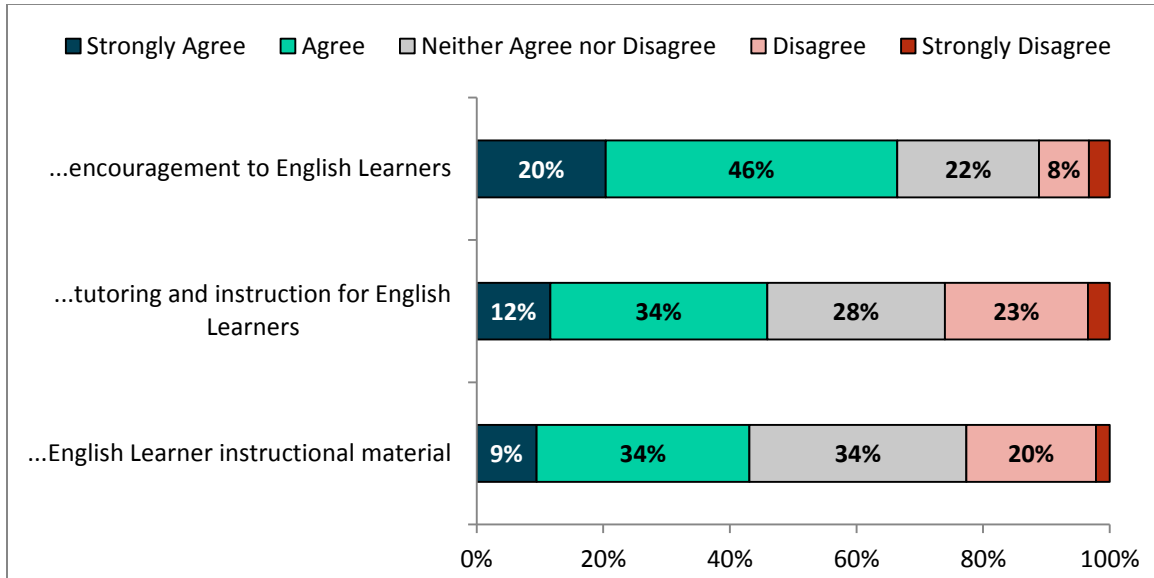


n=170-177

ENGLISH LANGUAGE LEARNERS

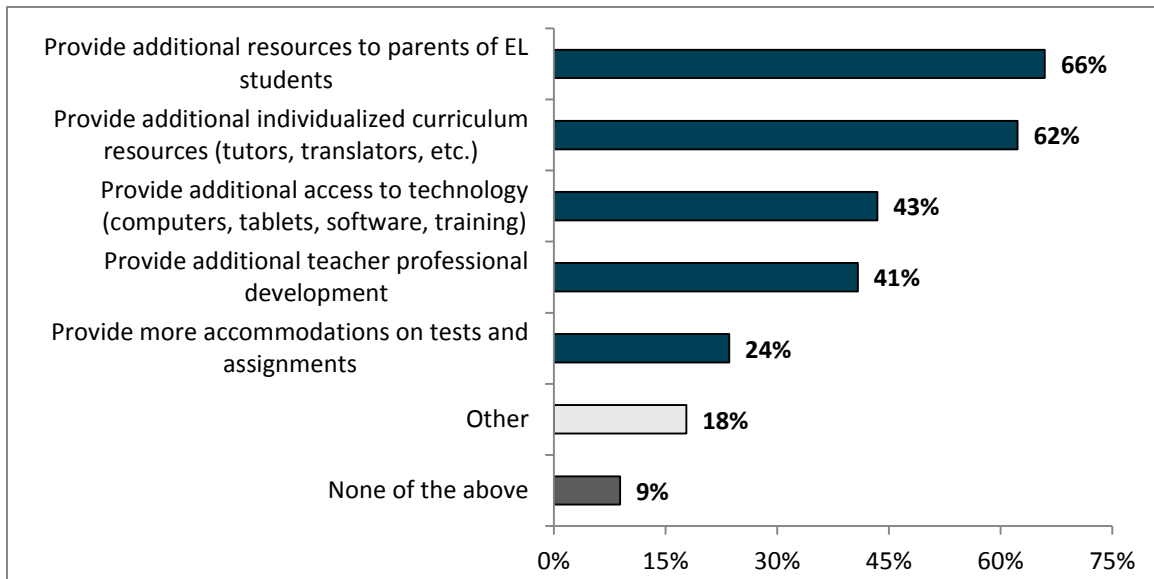
Figure 3.7: Please indicate how much you disagree or agree with the following statements

"My school provides sufficient..."



n=137-152

Figure 3.8: How can NUSD better support English Learners?

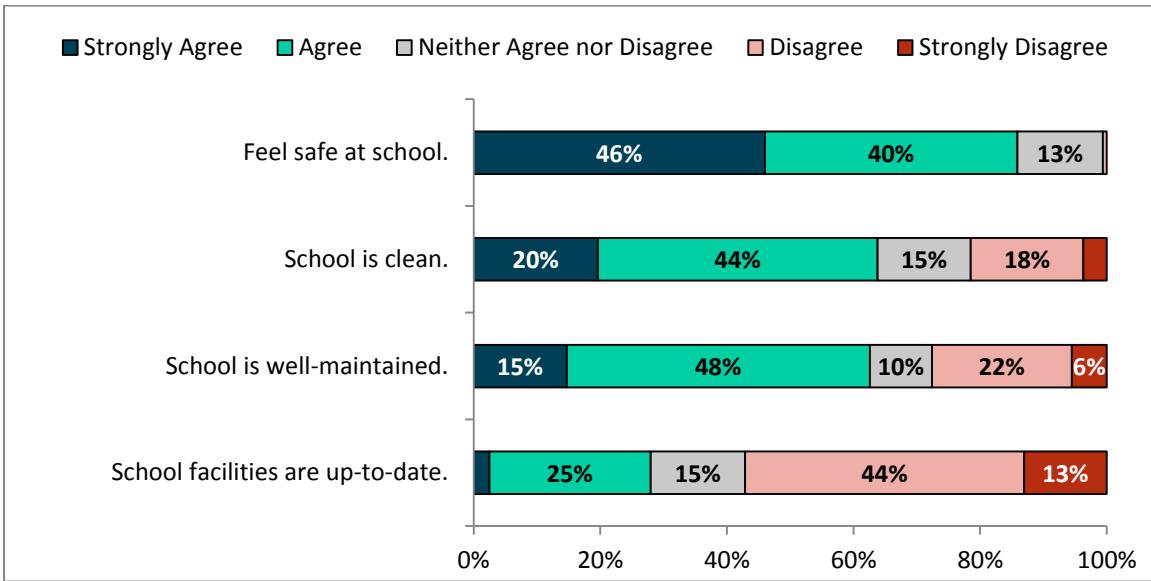


n=191

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

INSTRUCTIONAL ENVIRONMENT

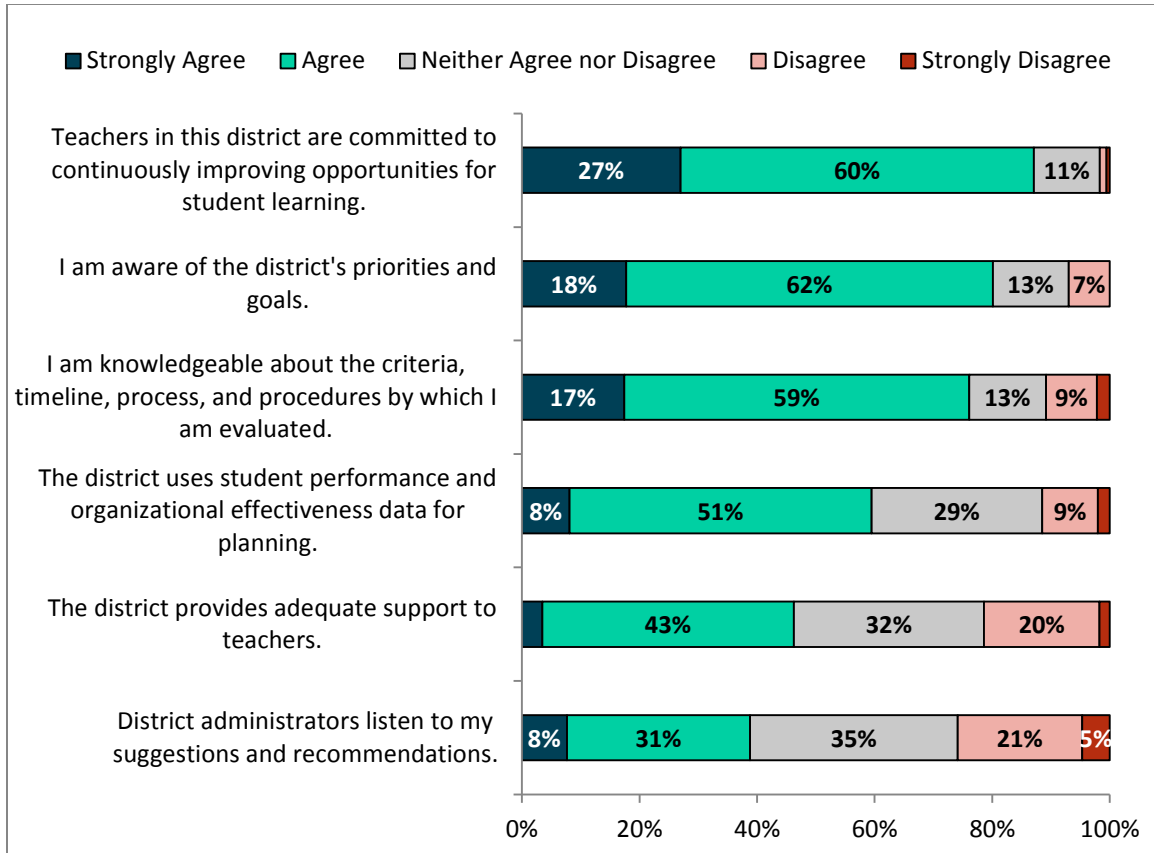
Figure 3.9: Please indicate how much you disagree or agree with the following statements



n=161-163

STAFF ENGAGEMENT

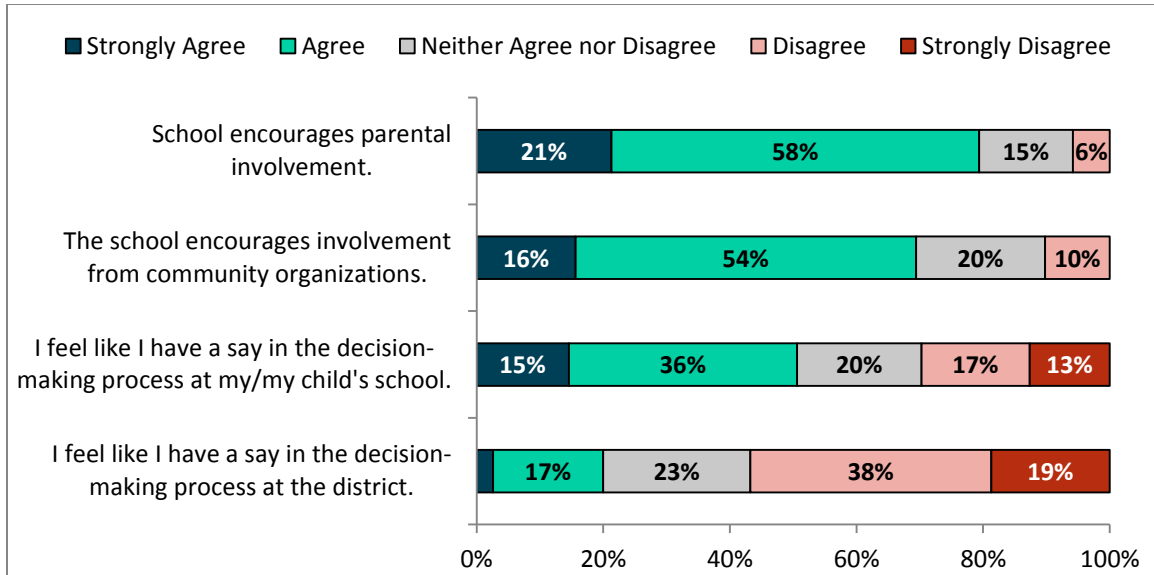
Figure 3.10: Please indicate how much you disagree or agree with the following statements



n=148-186

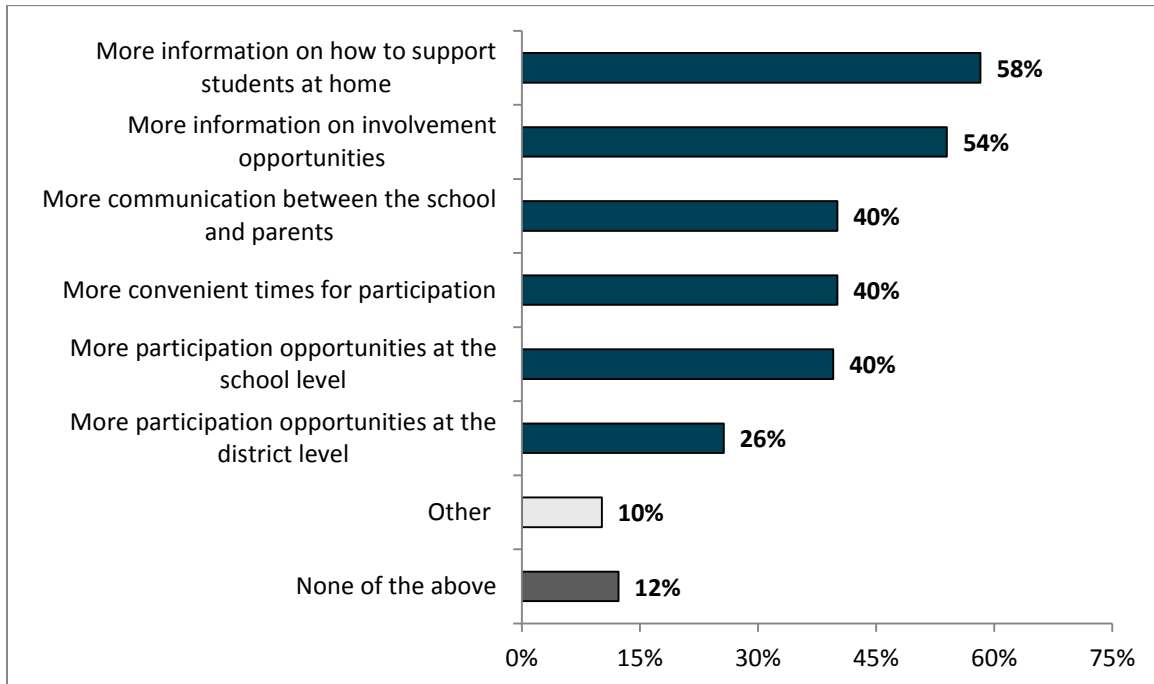
PARENTAL ENGAGEMENT

Figure 3.11: Please indicate how much you disagree or agree with the following statements



n=147-158

Figure 3.12: What would help parents become more involved in NUSD?

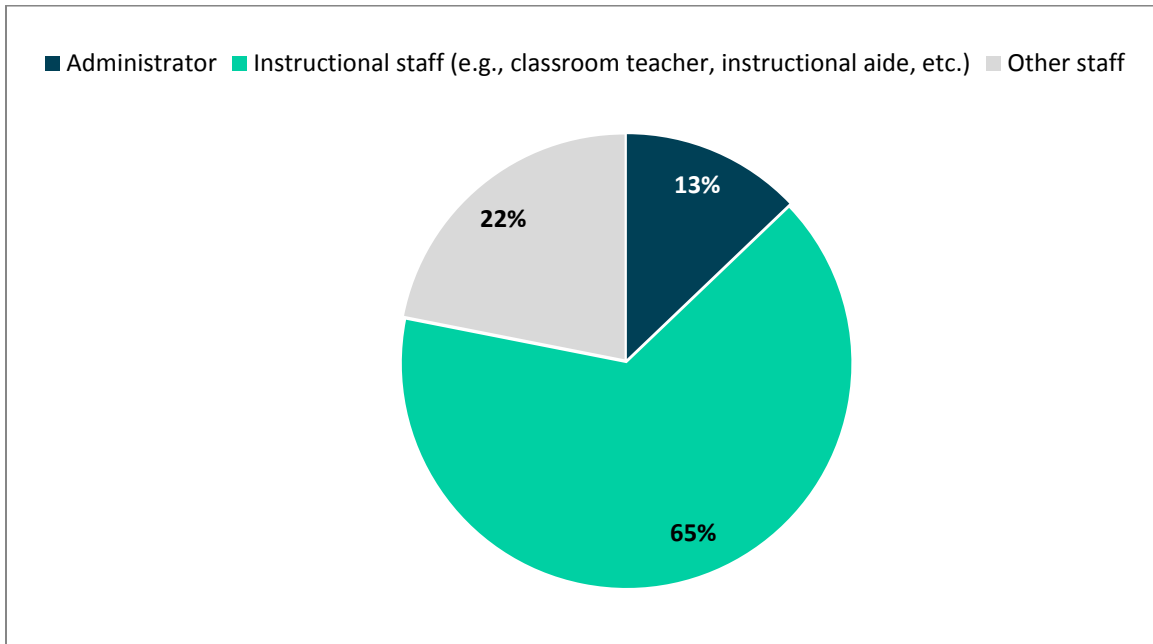


n=187

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

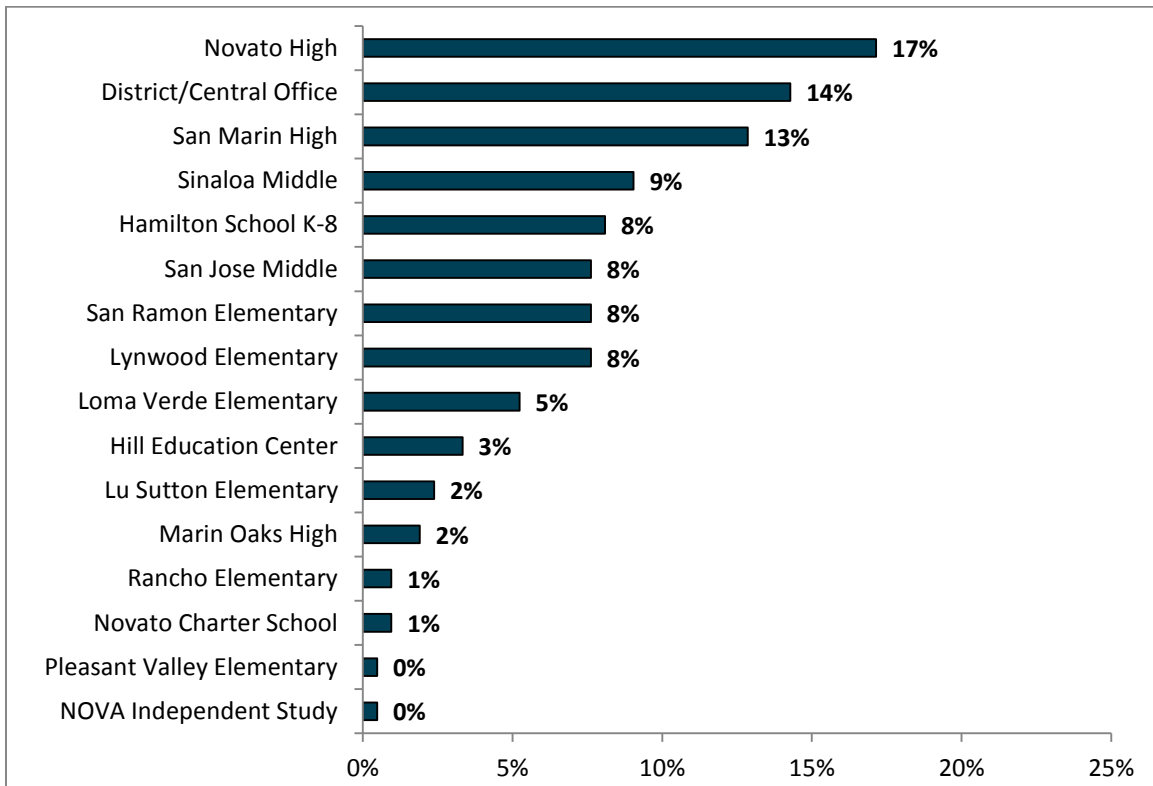
DEMOGRAPHICS

Figure 3.13: Which of the following best describes your role at NUSD?



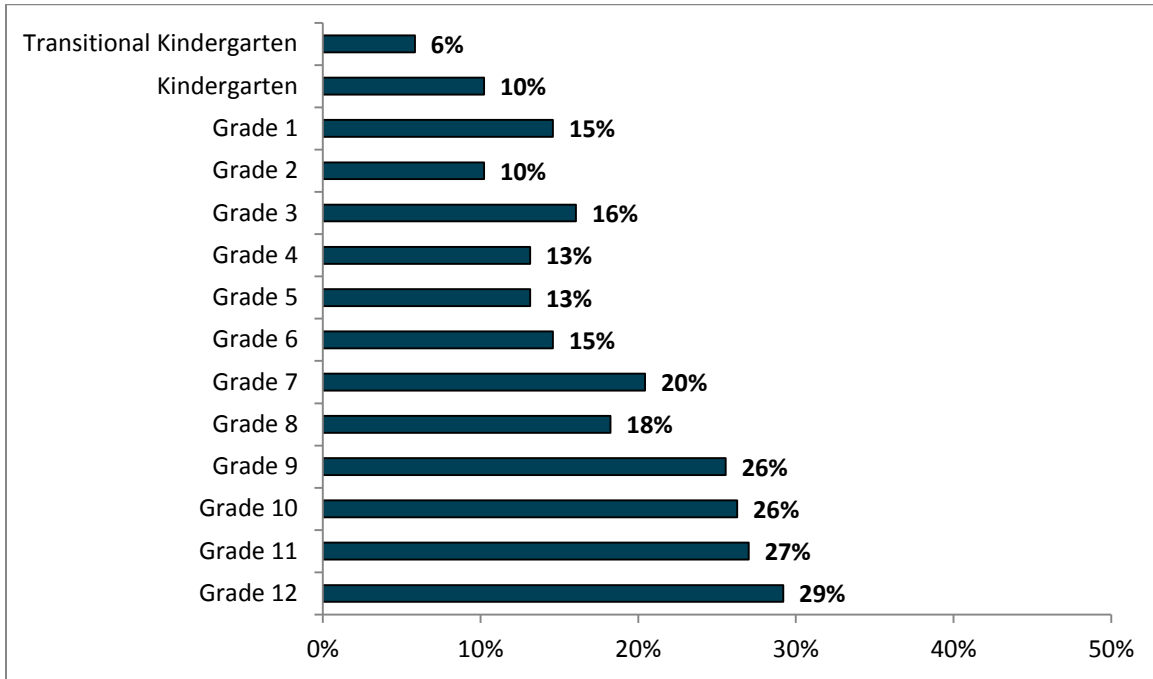
n=210

Figure 3.14: What is your current site (2015-2016 school year)?



n=210

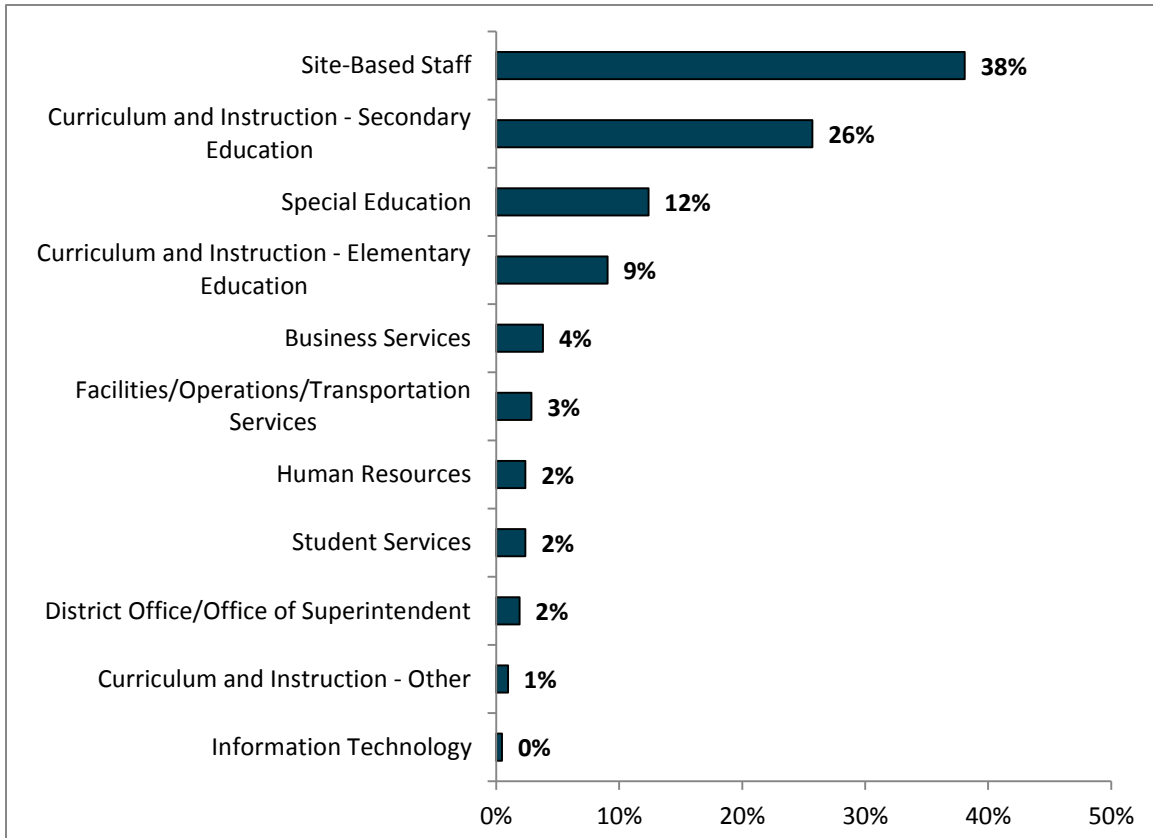
Figure 3.15: What grade levels do you currently teach (2015-2016 school year)?



n=137

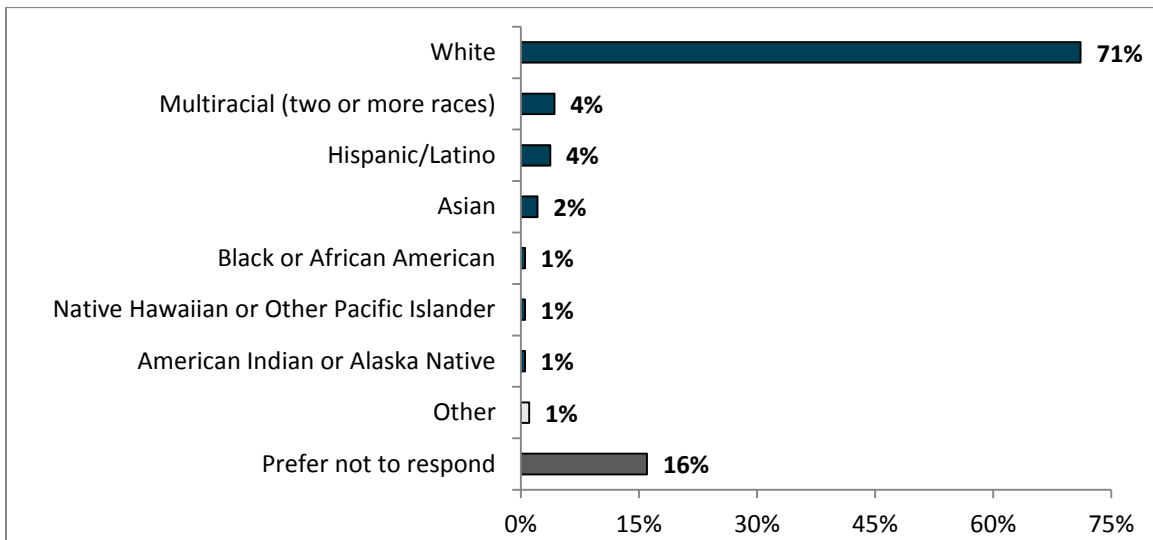
Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 3.16: Please select your department.



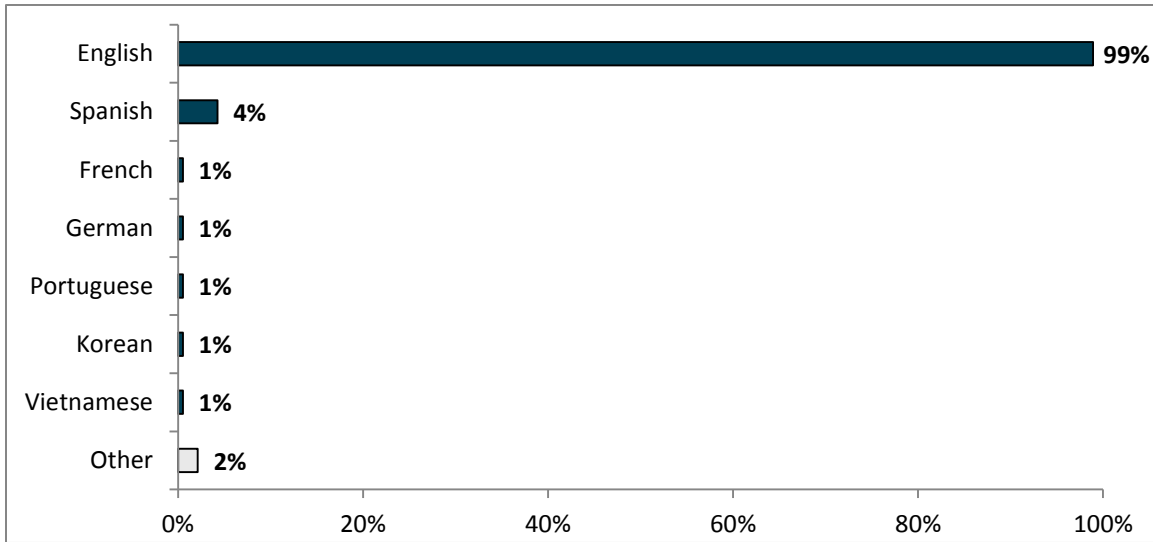
n=210

Figure 3.17: Please select your race/ethnicity



n=187

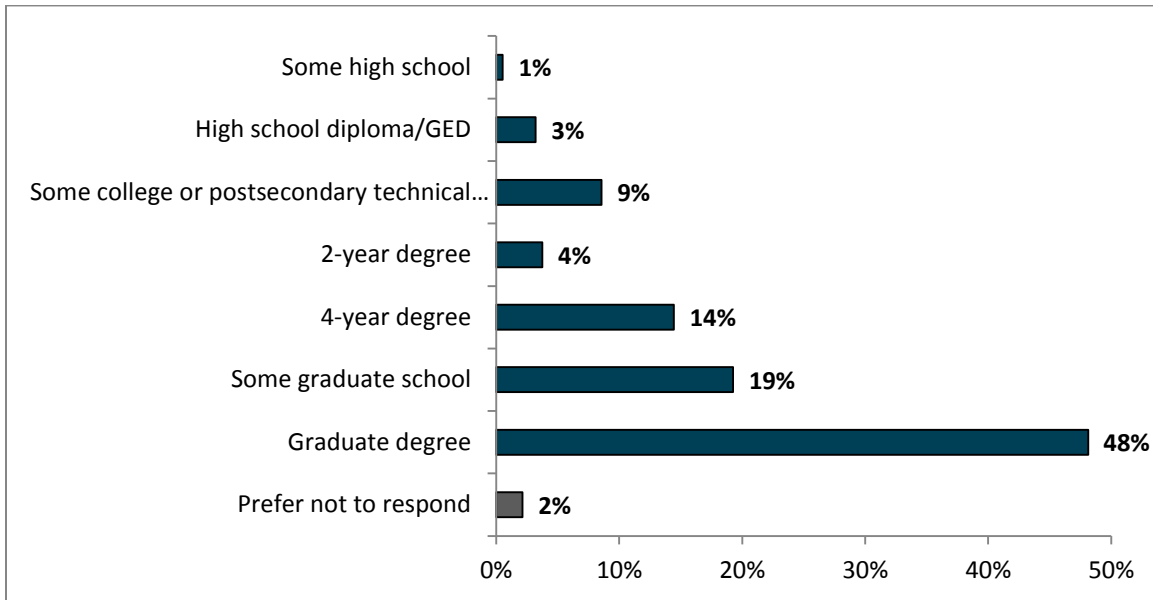
Figure 3.18: Which language(s) do you speak at home?



n=187

Note: Total percentage may exceed 100 percent, as respondents could select multiple options.

Figure 3.19: Which of the following best identifies your highest level of education?



n=187

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