



# 2020-21 ANNUAL SURVEY RESULTS

Irvine Unified School District

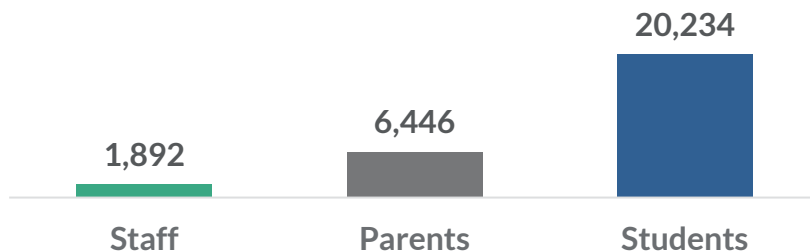
April 2021

# INTRODUCTION

This report provides a summary of the results of Irvine Unified School District (USD)'s **2020-21 Annual Survey**

- Survey is administered annually to students, parents, and staff members
- Most recent 2020-21 survey collected responses in January, February, and March 2021
- The survey was administered online and analyzed by Hanover Research

2020-21 Survey Respondents



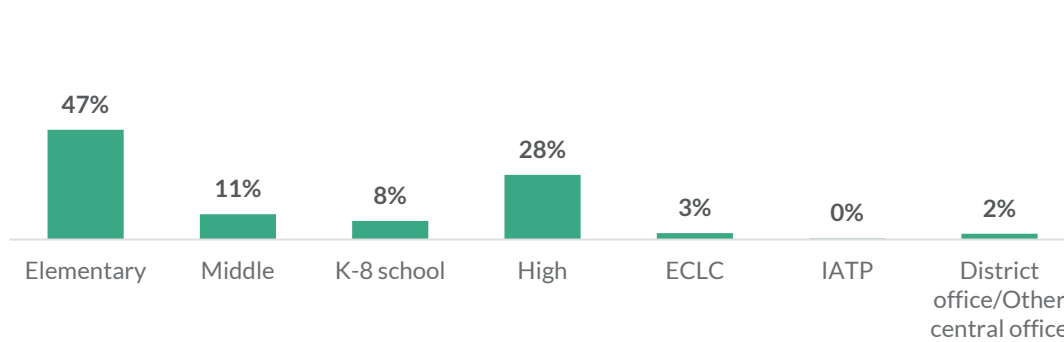
## KEY SURVEY THEMES

- Local Control Accountability Plan (LCAP)
- Instructional Environment
- Support for Learning
- School Climate
- Diversity, Equity & Inclusion
- Work Environment

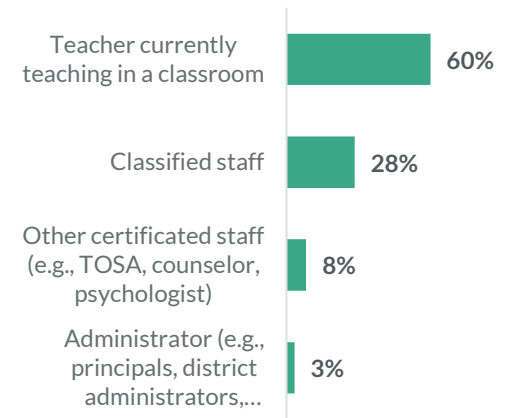
# SURVEY RESPONDENTS – STAFF MEMBERS

## Total Staff Respondents: 1,892

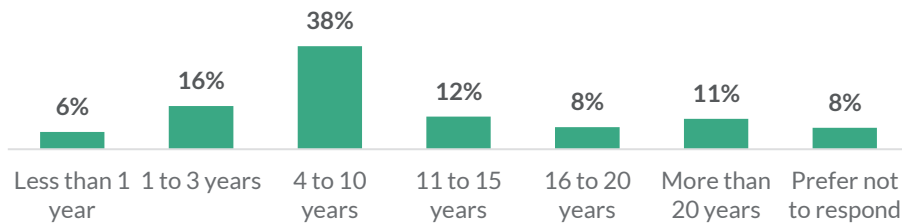
### Staff by Worksite



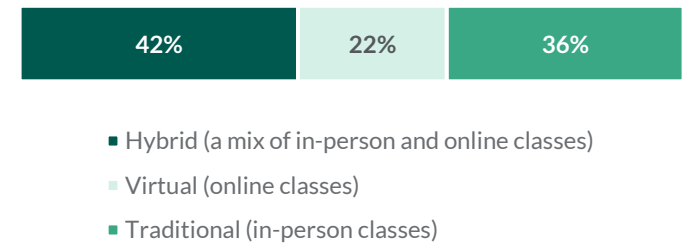
### Staff by Role



### Staff by Years Worked in IUSD



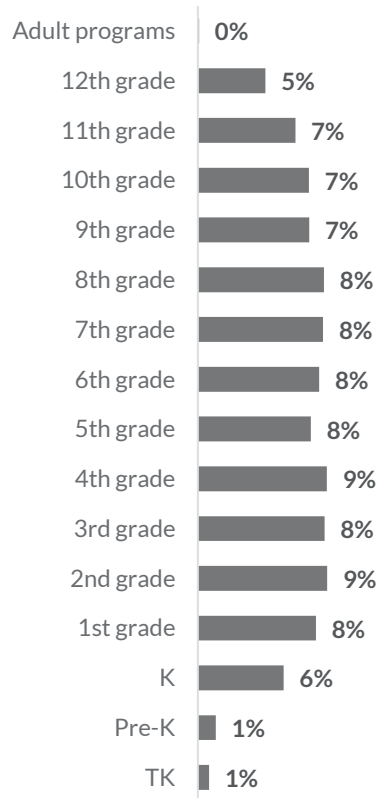
### Staff by Current Academic Model



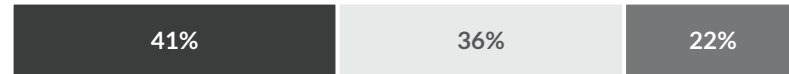
# SURVEY RESPONDENTS - PARENTS

## Total Parent Respondents: 6,446

### Parents by Grade Level

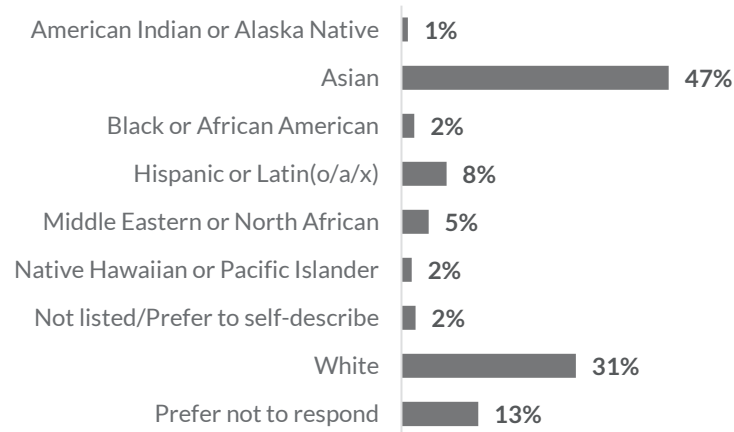


### Parents by Current Academic Model



- Hybrid (a mix of in-person and online classes)
- Virtual (online classes)
- Traditional (in-person classes)

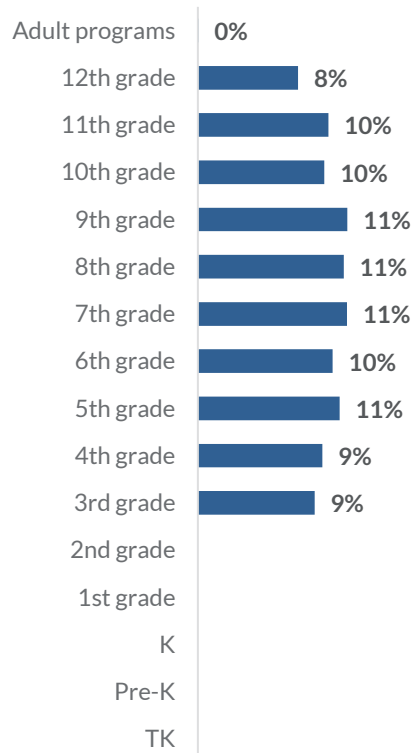
### Parents by Identity



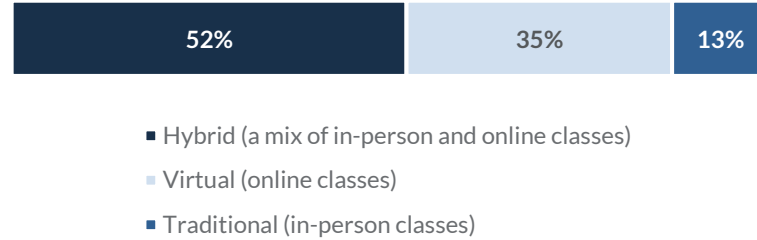
# SURVEY RESPONDENTS – STUDENTS

## Total Student Respondents: 20,234

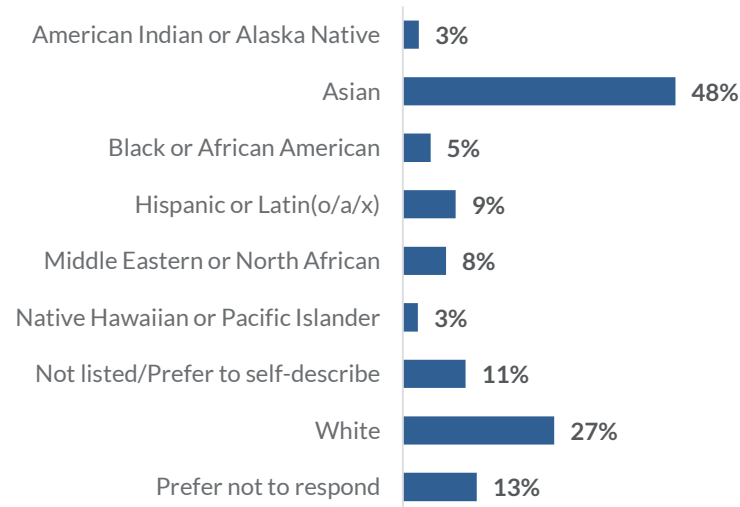
### Students by Grade Level



### Students by Current Academic Model



### Students by Identity



Note: Respondents asked to select all that apply



# KEY FINDINGS

## INSTRUCTIONAL ENVIRONMENT

Respondents report high levels of satisfaction with the overall educational experience (89% staff, 76% parents, 72% students) and quality of academic facilities and materials (84% staff, 80% parents) at Irvine USD. Teacher and instructional quality were noted as especially high, with strong majorities agreeing that classes are engaging (73-89% students, varying by subject area) and that teachers use a variety of strategies and activities to help students learn (94% staff, 78% parents, 81% students). Further, nearly all staff agree that all students can learn at high levels when supported (90%) and that they use strategies to support instructional differentiation and targeted intervention (92%). Staff and parents highlight a potential need for reducing class sizes to better support student learning. Few staff (56%) and parents (66%) agree that class size is appropriate, particularly when compared to related questions on the instructional environment.

## SENSE OF COMMUNITY AT SCHOOL

Most respondents are satisfied with the overall sense of community at school (75% staff, 71% parents, 67% students) and feel safe at school (83% staff, 84% parents, 80% students). Reflecting their overall high level of satisfaction, most stakeholders agree that teachers and students create a respectful and supportive environment at school. For example, 89% of parents and 84% of students agree that teachers treat students with respect and 82% of parents and 86% of students agree that students have friends at school. Compared to other areas, however, students are less likely to agree that students treat people (70%) and other students (65%) with respect.

# KEY FINDINGS

## STRESS AND STRESS MANAGEMENT

Survey responses suggest that stress is a challenge for many stakeholders. Only 33% of staff and 35% of students agree that their level of stress is generally low. While 81% of staff agree that they have healthy strategies to manage stress, only 58% of students similarly agree. Further, 33% of students reported missing school due to chronic stress at least once in the past 12 months. However, the majority of respondents report having an optimistic outlook on the future (78% staff, 81% parents, 65% students).

## DIVERSITY, EQUITY, AND INCLUSION

While respondents express positive perceptions of the school's support for students of different backgrounds, results also suggest areas for improvement related to diversity, equity, and inclusion. For example, while over 90 percent agree that their school supports students of different races, ethnicities and cultures (96% staff, 91% parents, 91% students), 26% of staff and 24% of students have witnessed racism at school and 15% of students have experienced racism at school. Additionally, slightly less than half of students also agree that they see their culture represented in the school curriculum (49%).

# RECOMMENDATIONS

Common themes and trends across survey questions highlight the following areas as priorities for continued improvement at Irvine USD:

## STUDENT STRESS MANAGEMENT

While both staff and students report experiencing stress, students are less equipped with strategies and skills to manage their stress. About one-third of students report missing school due to chronic stress, suggesting a need for both targeted and schoolwide supports for stress management.

## DIVERSITY, EQUITY, AND INCLUSION IN CURRICULA

Fewer than half of students agree that they see their culture represented in the school curriculum (49%). Use audits, stakeholder feedback, and community-wide conversations to identify opportunities to support greater diversity, equity, and inclusion in the curriculum.

## STUDENTS' SOCIAL-EMOTIONAL COMPETENCIES

Continue to focus on efforts to build student social-emotional competencies to support improved student relationships and respect at school and maintain the current low levels of bullying.

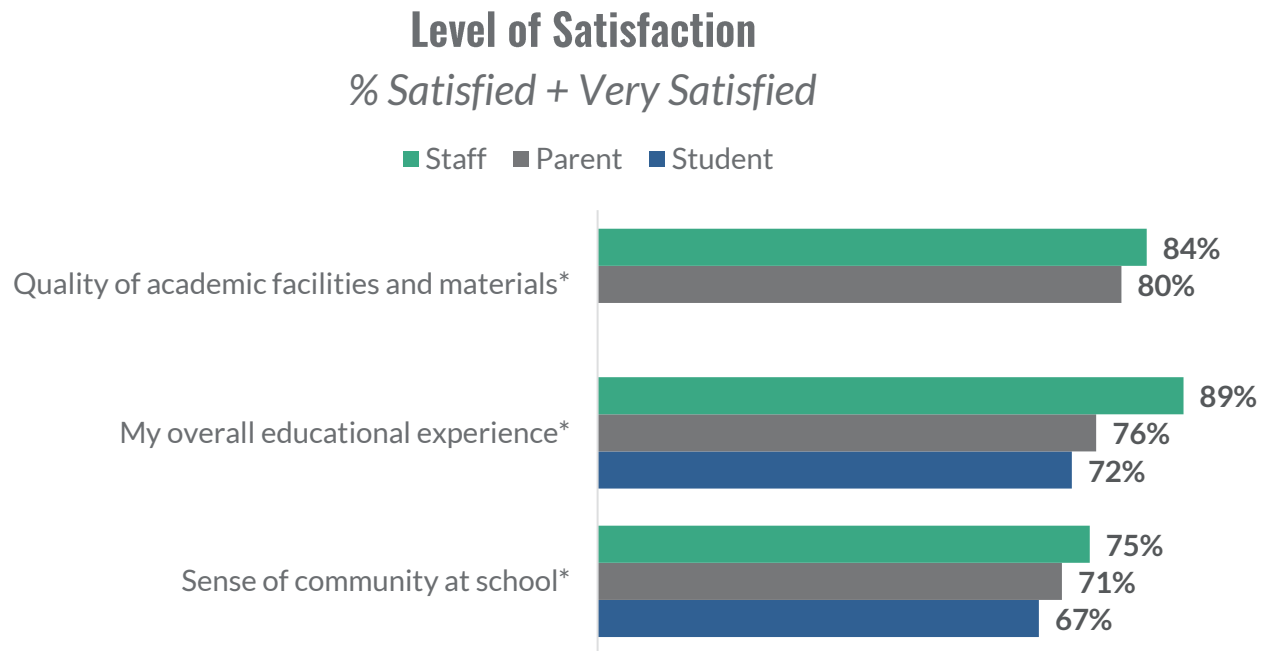


# **SURVEY RESULTS**

*Total by Stakeholder Group*

# OVERALL SATISFACTION

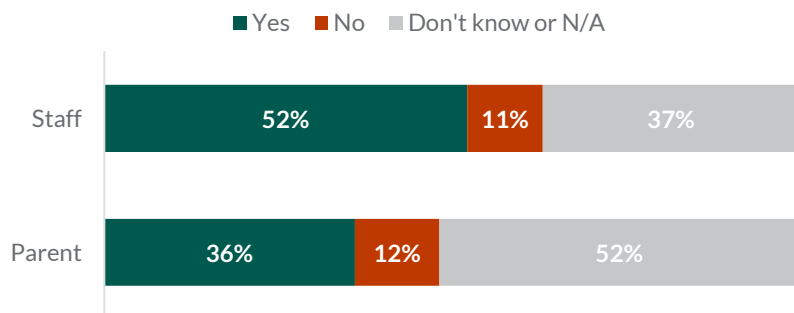
- Most stakeholders are satisfied with the overall educational experience at Irvine USD. Staff report the highest levels of overall satisfaction (89% satisfied or very satisfied), while parents (76%) and students (72%) report lower levels of satisfaction. Most staff (84%) and parents (80%) are also satisfied with the quality of academic facilities and materials.
- Stakeholders report similar, though slightly lower, satisfaction with the sense of community at schools in Irvine USD.



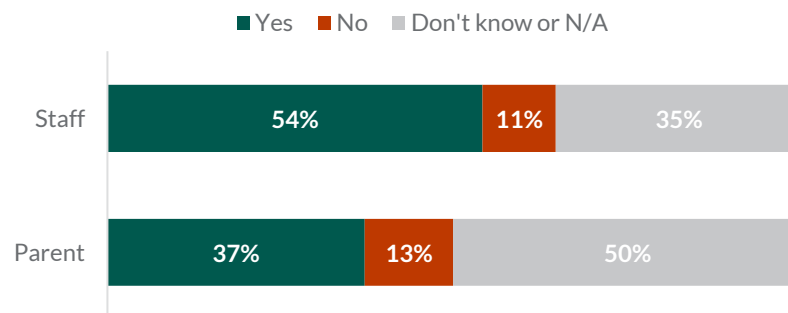
# LOCAL CONTROL FUNDING FORMULA AND ACCOUNTABILITY PLAN

- Staff and parents report mixed experiences with two-way communication around the LCAP and LCFF. About half of staff and one-third of parents agree that they have opportunities to learn about these documents and provide their opinions. However, a notable portion of each group are unaware of these opportunities.

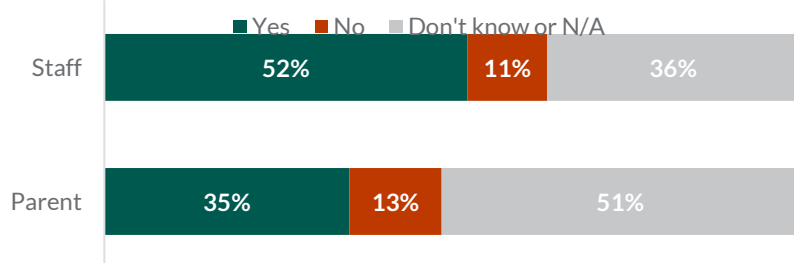
I have an opportunity to learn about the LCFF and LCAP through **district communication**.



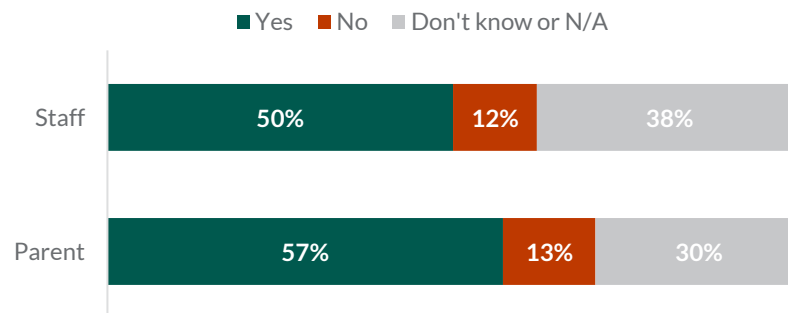
I have an opportunity to share my opinions on the actions in the LCAP through **district surveys**.



I have an opportunity to learn about the LCFF and LCAP through **school site meetings and communication**.



I have an opportunity to share my opinions and ideas at **my child's school**.



# INSTRUCTIONAL ENVIRONMENT

- Most stakeholders have positive perceptions of the instructional environment. However, about half of staff highlight a potential need for reduced class sizes to better support student learning.

## Perceptions of Instructional Environment

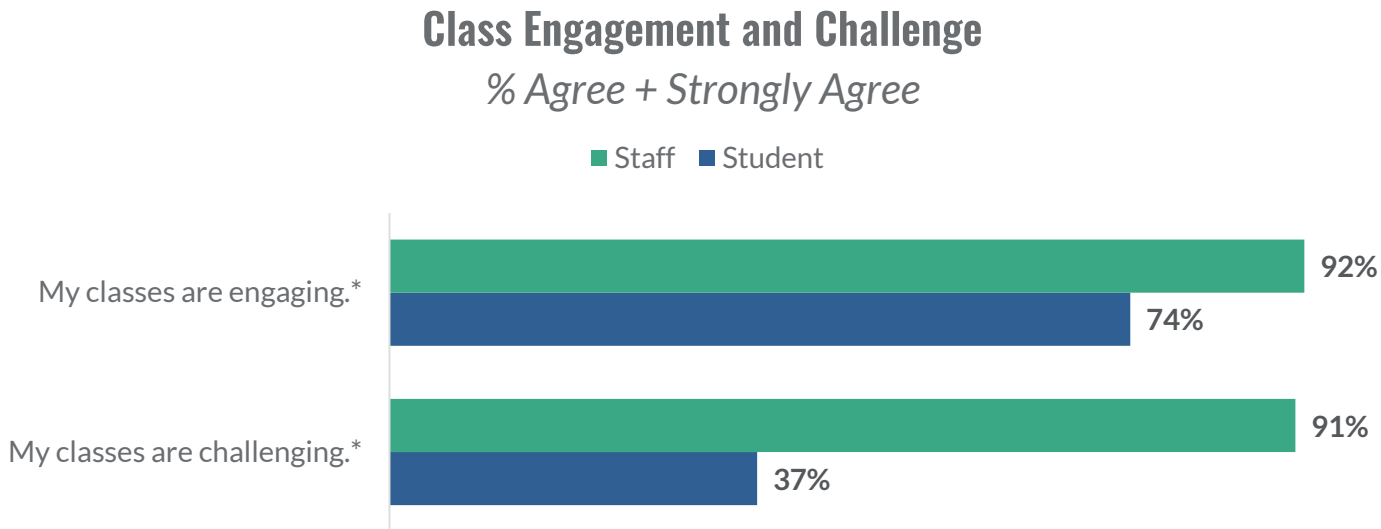
% Agree + Strongly Agree

■ Staff ■ Parent ■ Student



# INSTRUCTIONAL ENVIRONMENT

- While nearly all staff agree that classes are engaging and challenging, students are less likely to agree. Fewer than half of elementary students (37%) agree that their classes are challenging overall. Most Grade 6-12 students are engaged in their classes (73-89%) and believe that classes in core subject areas are challenging (62-72%).

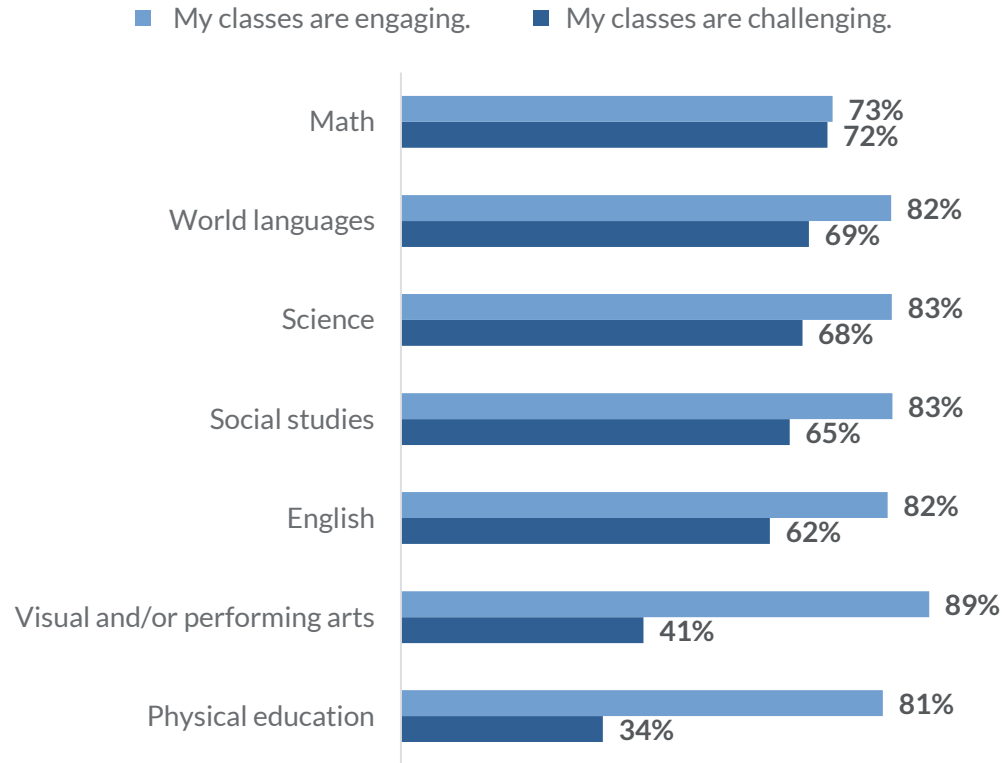


Note: Elementary students only

# INSTRUCTIONAL ENVIRONMENT

## My Classes are Engaging and Challenging

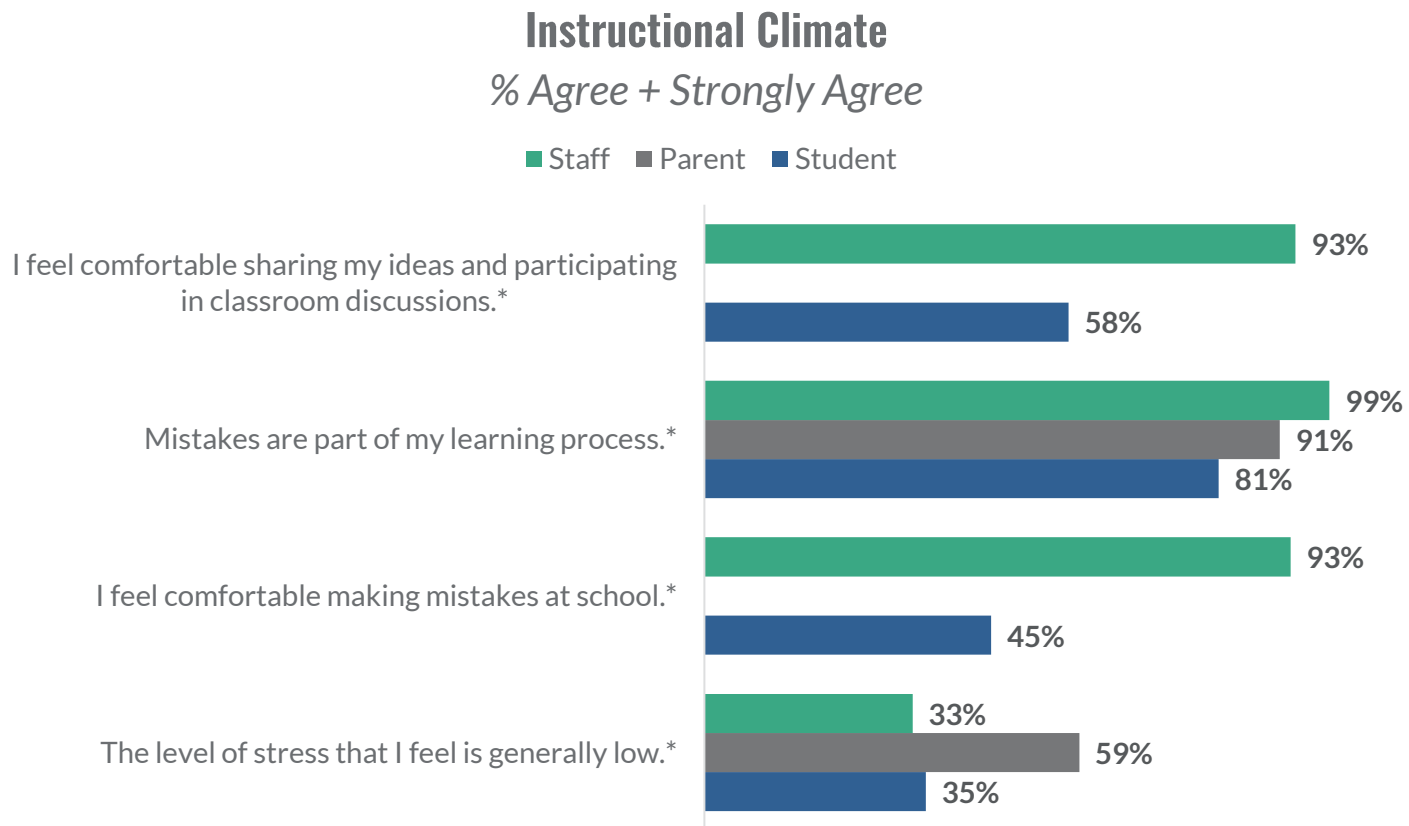
*% Students Agree*



Note: Grade 6-12 students only

# SCHOOL CLIMATE - ACADEMIC

- Staff report higher levels of comfort within the classroom and school compared to students, with over 90 percent comfortable sharing their ideas and participating and making mistakes. About half or fewer students similarly agree that they are comfortable sharing ideas (58%) or making mistakes (45%). However, 81 percent of students, and nearly all staff and parents, agree that mistakes are part of the learning process.

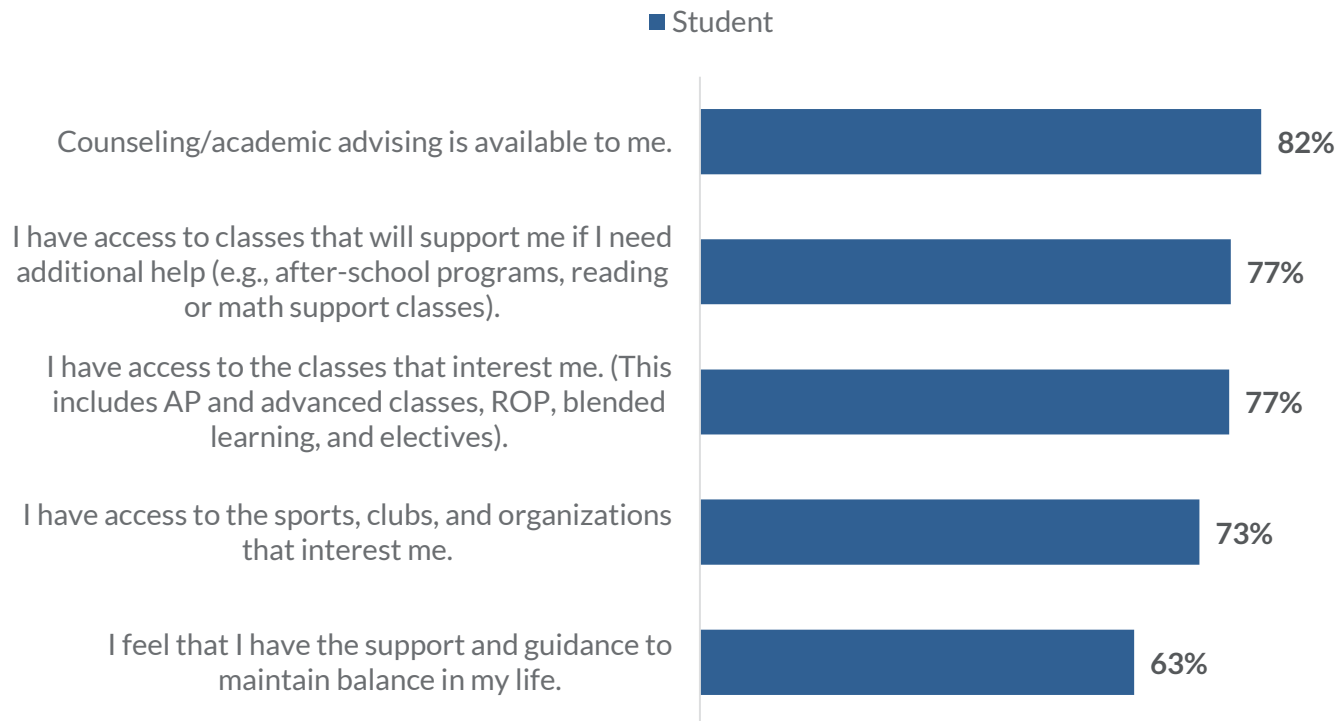


# SCHOOL CLIMATE - ACADEMIC

- Three-fourths of students agree that they have access to the coursework and academic supports needed: college/academic advising (82%), support for additional help (77%), classes (77%), extracurriculars (73%). Students report slightly lower levels of agreement that they have access to support and guidance to maintain balance in their life (63%).

## Student Access to Courses, Support, and Activities

*% Agree + Strongly Agree*



Note: Grade 6-12 students only

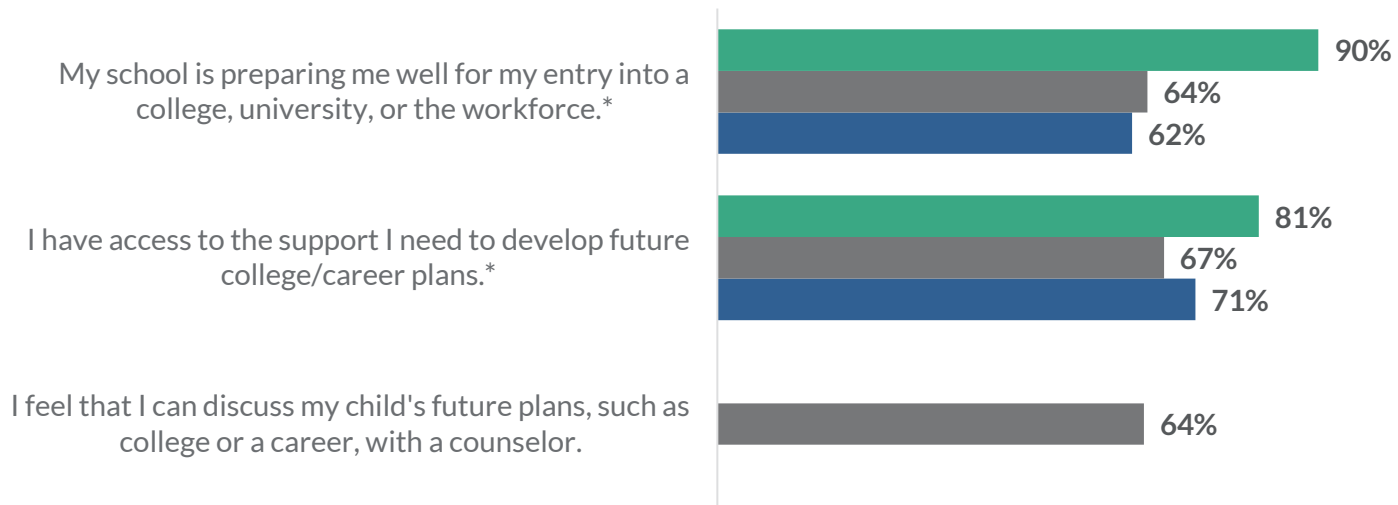


# SCHOOL CLIMATE - ACADEMIC

## College and Career Preparation and Support

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student

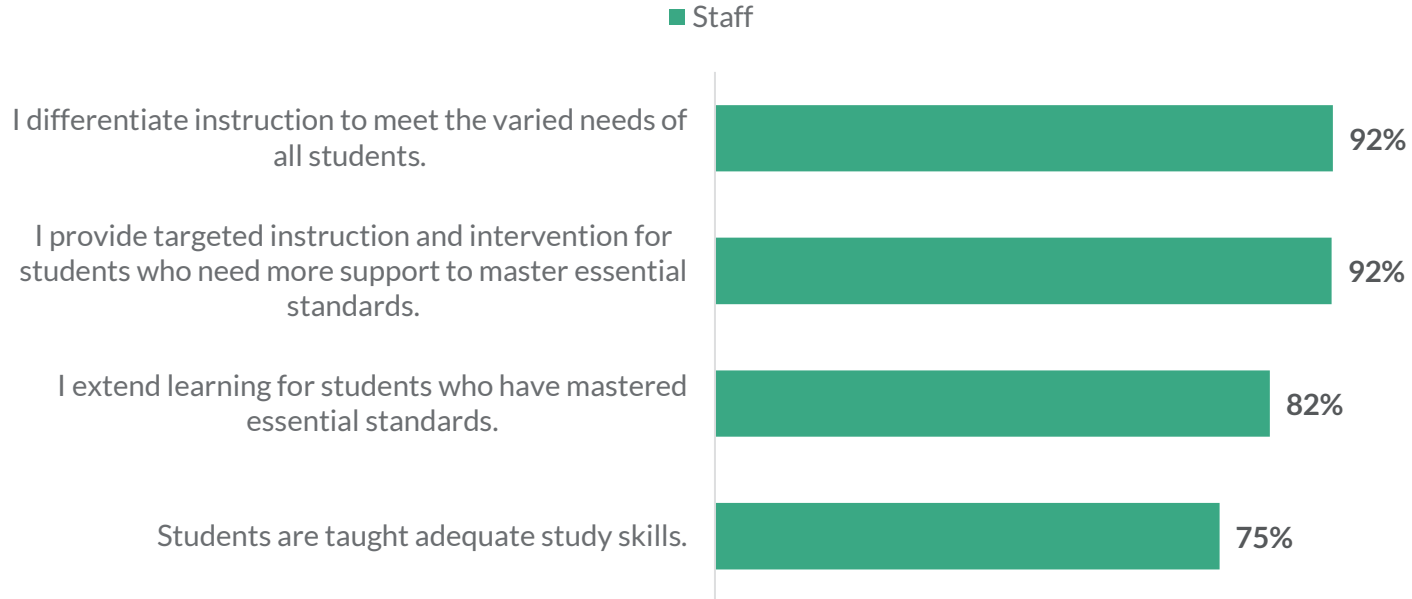


Note: Grade 9-12 students only

# SUPPORT FOR LEARNING

- Nearly all staff agree that they use strategies to support instructional differentiation and student engagement. Students also generally agree that they can show what they know through a variety of activities and have input into their learning.

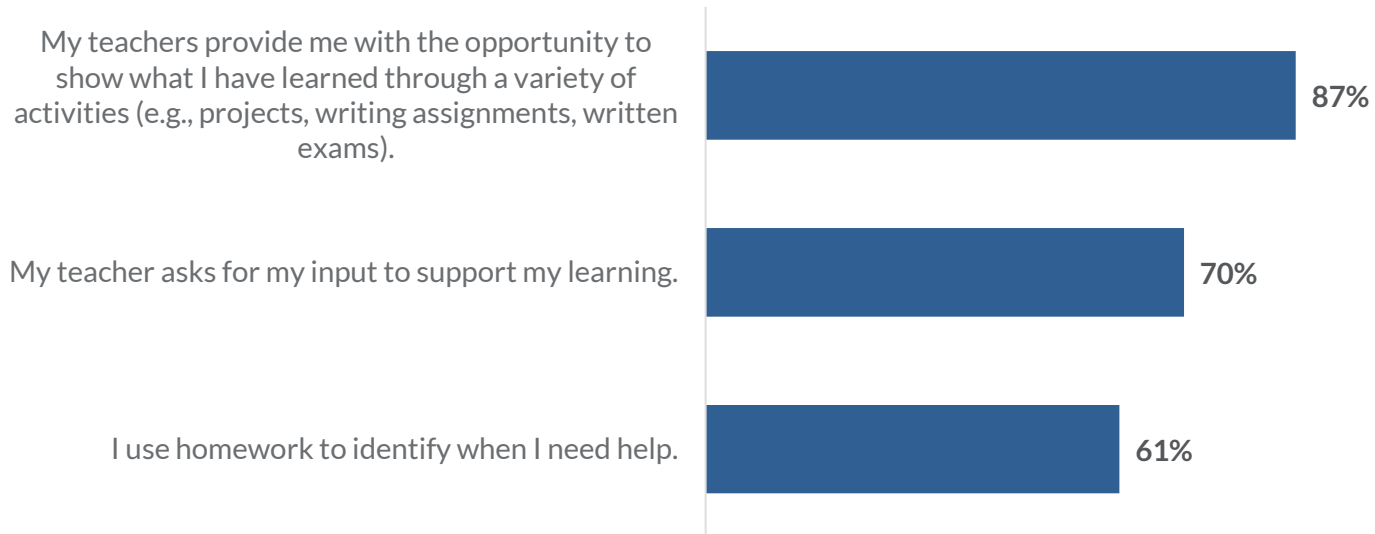
## Perception of Instruction *% Agree + Strongly Agree*



## Perception of Instruction

*% Agree + Strongly Agree*

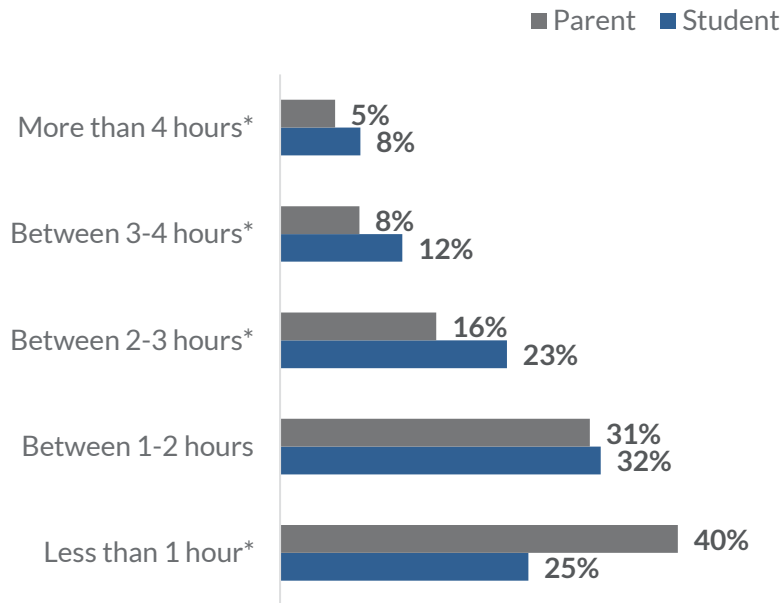
■ Student



# HOMEWORK & GRADING

- Some stakeholders report differing experiences with homework and grading. Students generally report higher amounts of homework than parents and staff. In particular, secondary students are more likely to report receiving homework on the weekends and over breaks than staff report assigning this work.

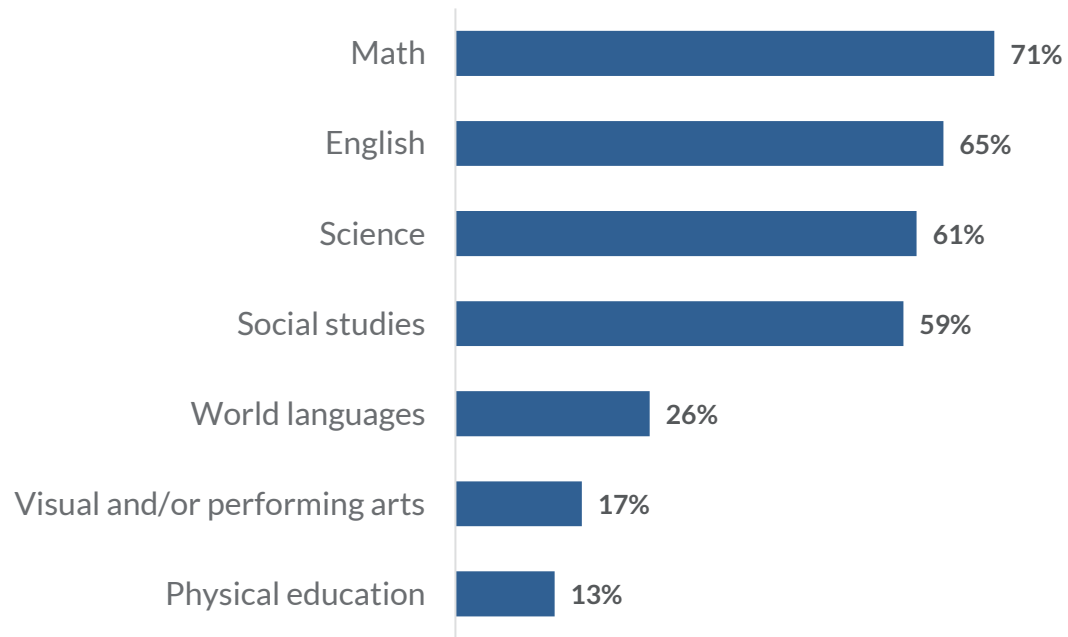
## Average Time on Homework Each School Night



# HOMEWORK & GRADING

**I regularly have homework on weekends and over breaks.**

*% Grade 6-12 Students Selecting as True*

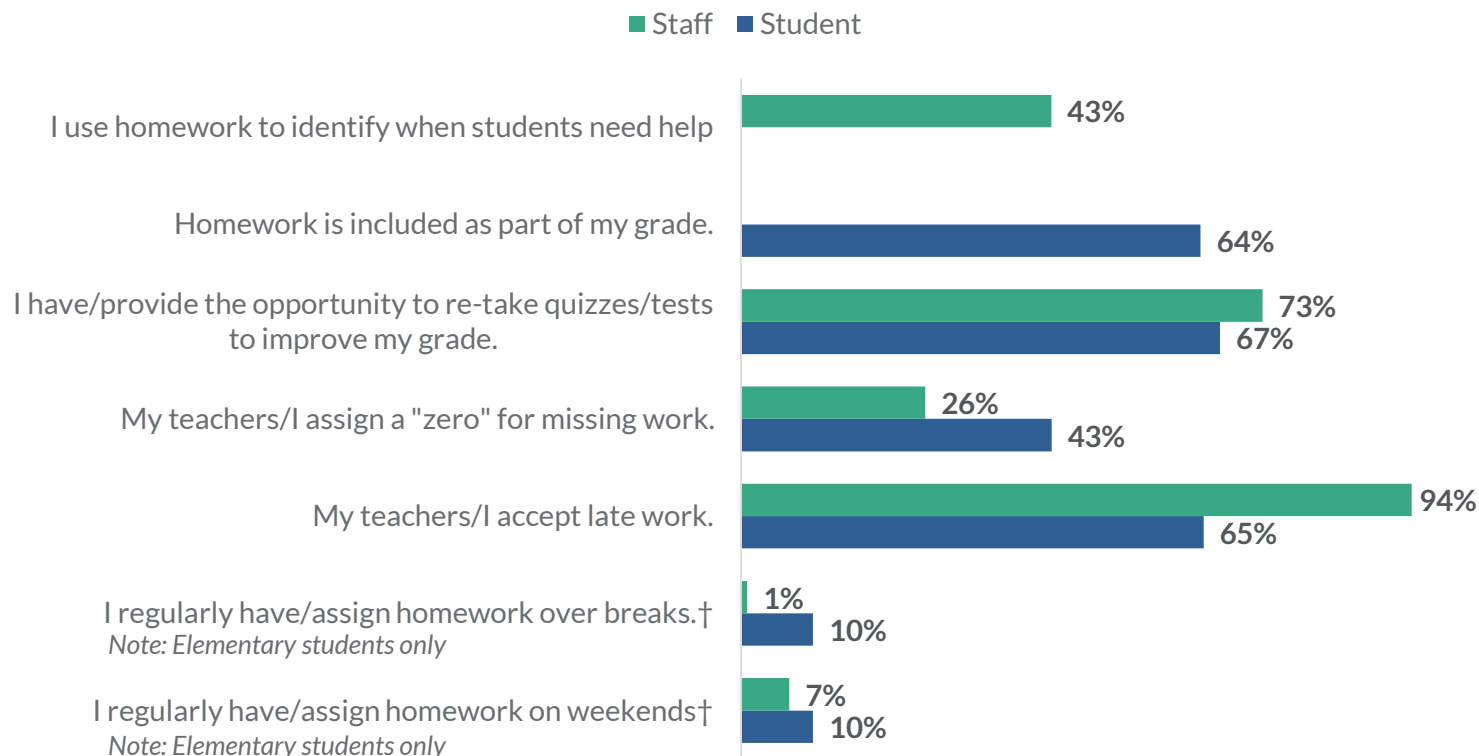


Note: Grade 6-12 students only

# HOMEWORK & GRADING

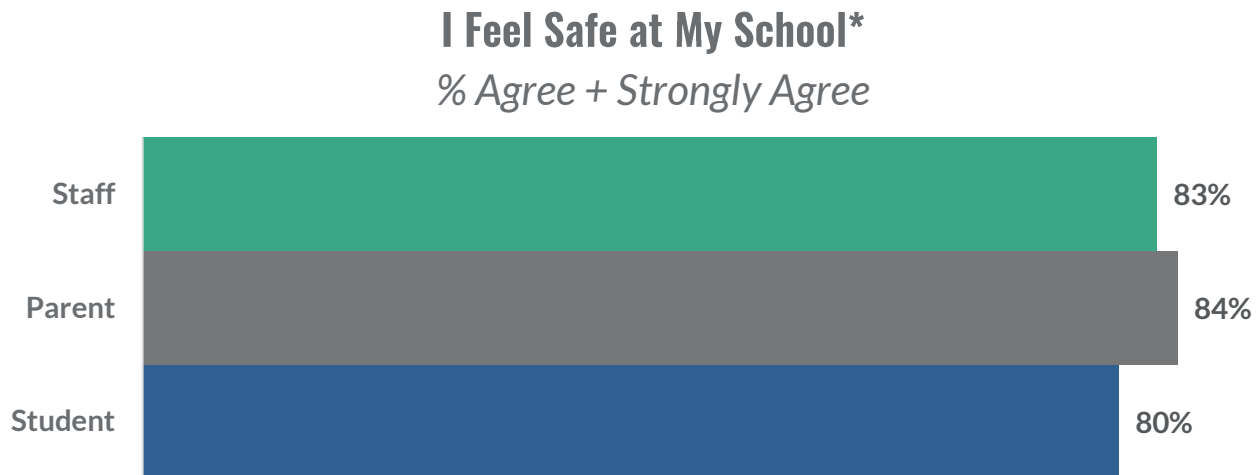
## Homework and Grading Practices

Staff: % Often + Always  
Students: % Agree + Strongly Agree



# SCHOOL CLIMATE - SOCIAL

- Most staff (83%), parents (84%), and students (80%) agree that they feel safe at school. Relatedly, few believe that bullying is a problem at their school (9% of staff, 20% of parents, and 14% of students) and most know how to respond and seek support when bullying does occur.

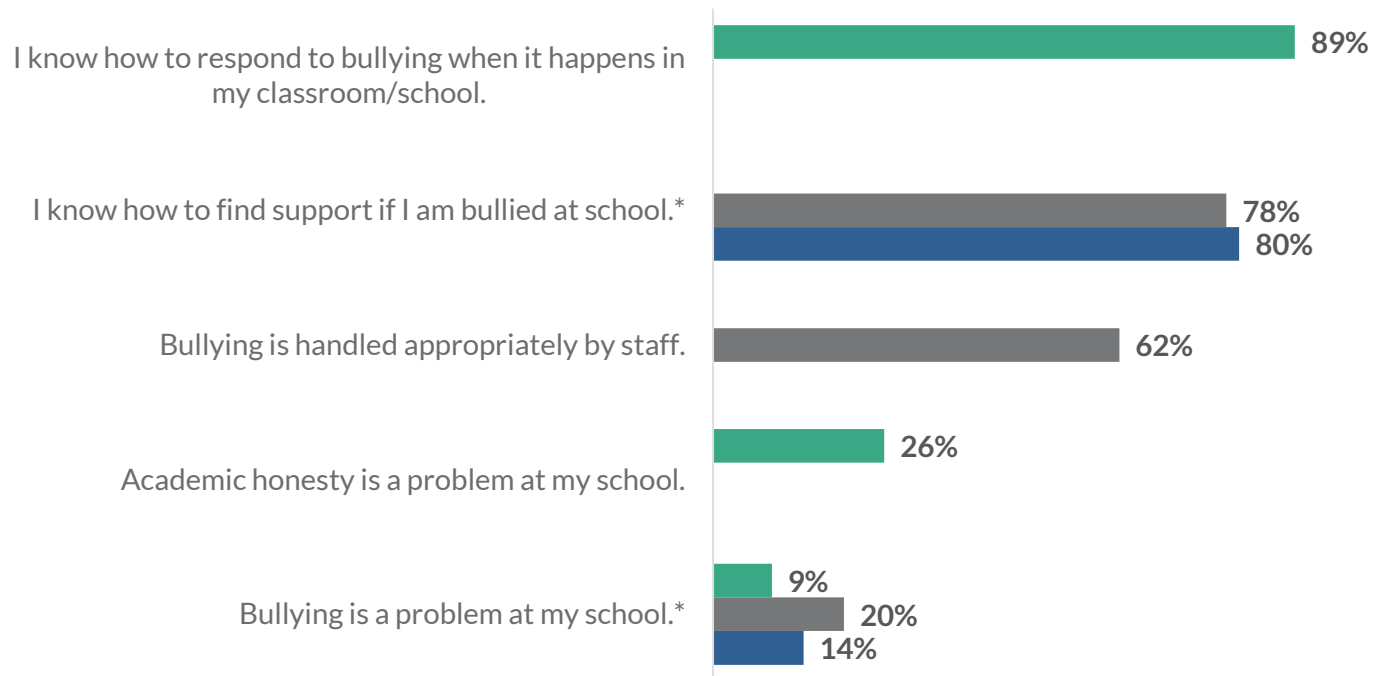


# SCHOOL CLIMATE - SOCIAL

## Bullying and Academic Honesty

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student



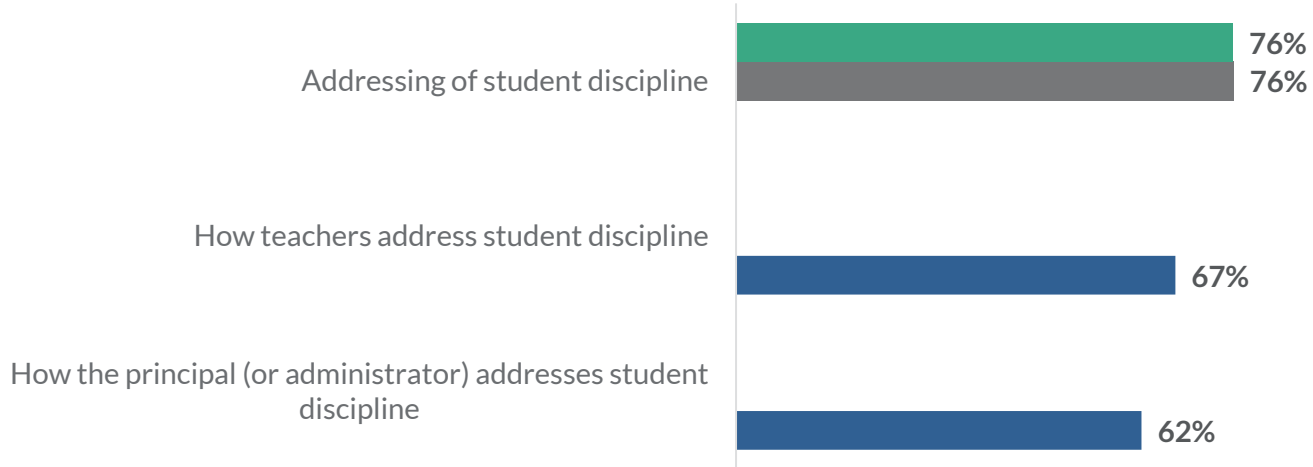


# SCHOOL CLIMATE - SOCIAL

## Addressing Student Discipline

*% Satisfied + Very Satisfied*

■ Staff ■ Parent ■ Student

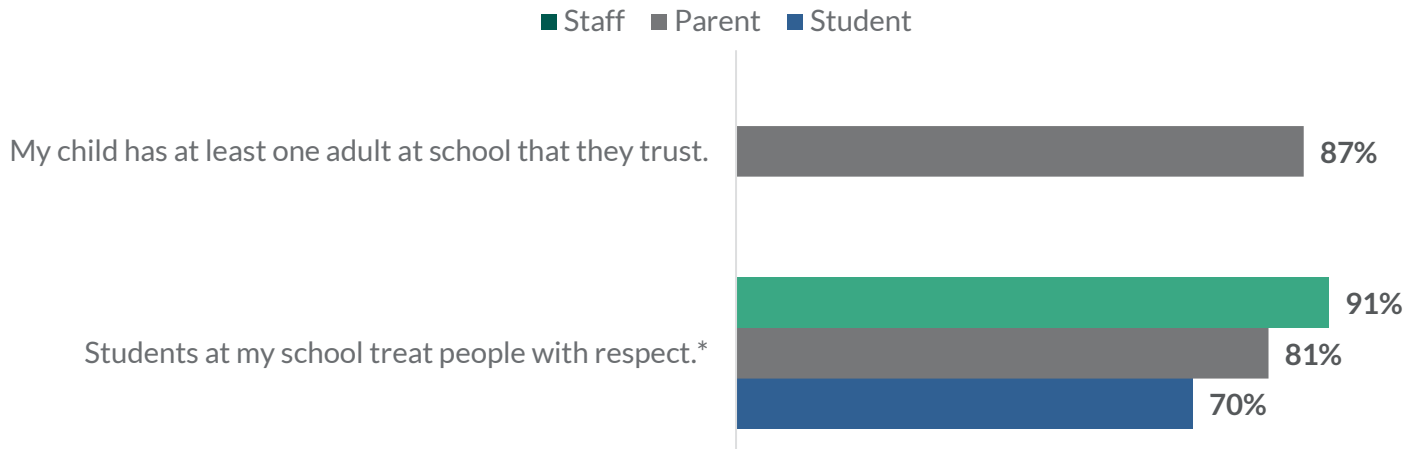


# SCHOOL CLIMATE - SOCIAL

- Reflecting the overall high level of satisfaction with the sense of community at schools, most stakeholders agree that teachers and students create a respectful and supportive environment. However, compared to other areas, students are less likely to agree that students treat people (70%) and other students (65%) with respect and that their families feel welcome at school (66%).

## Respect and Relationships

*% Agree + Strongly Agree*

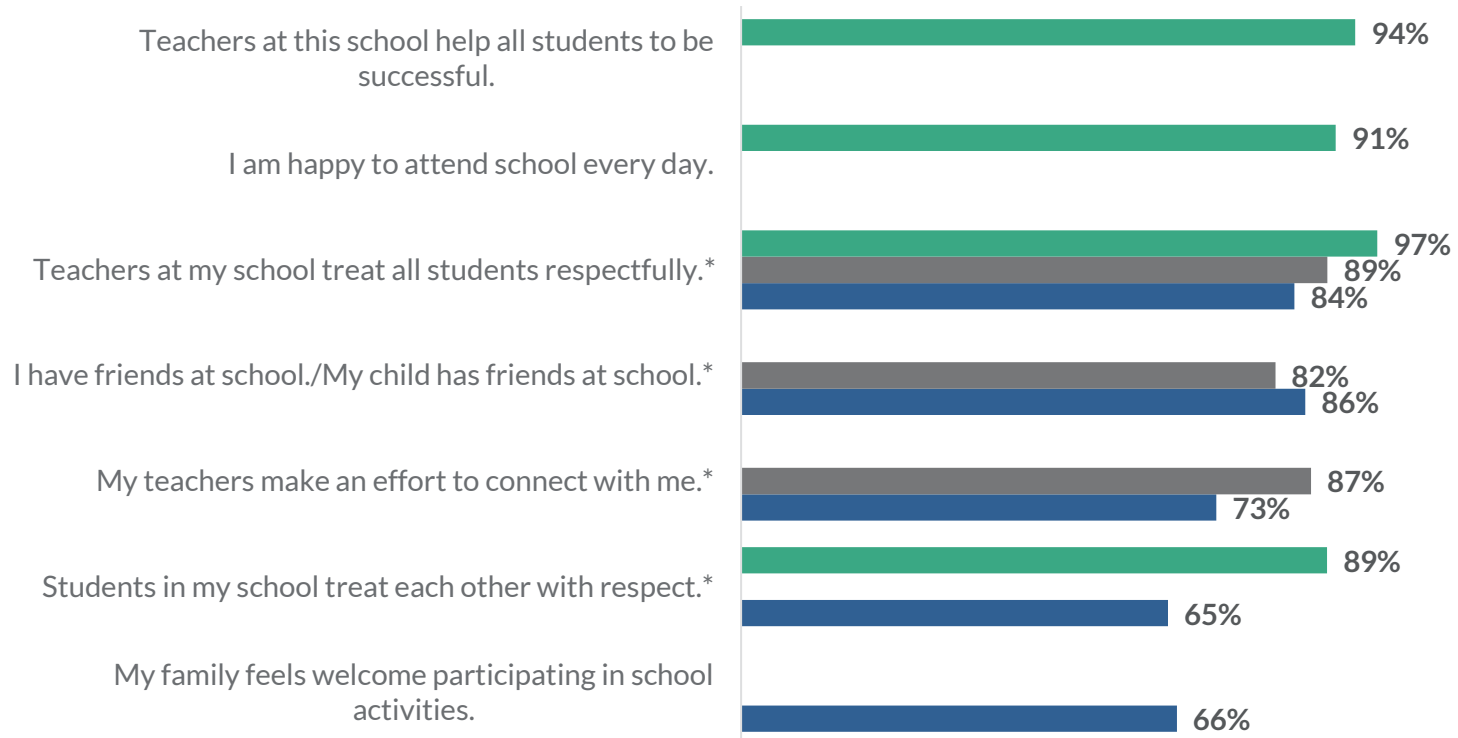


# SCHOOL CLIMATE - SOCIAL

## Relationships, Respect, and Connections

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student



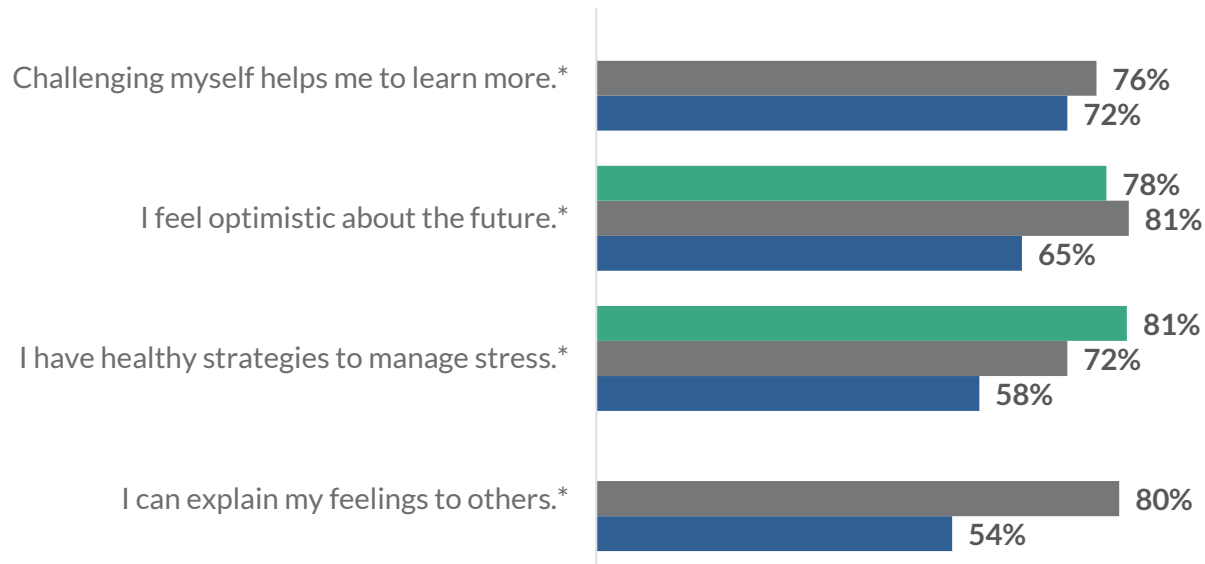
# SCHOOL CLIMATE - SOCIAL

- The majority of stakeholders report having a positive outlook on the future (65-81%) and the challenge of learning (72-76%). However, only about half of students agree that they have healthy strategies to manage stress (58%) and can explain their feelings (54%). Relatedly, 70% of students report signs of depression at least once during the past 12 months. One-third also reported missing school due to chronic stress (33% at least once in past 12 months).

## Mindset and Stress Management

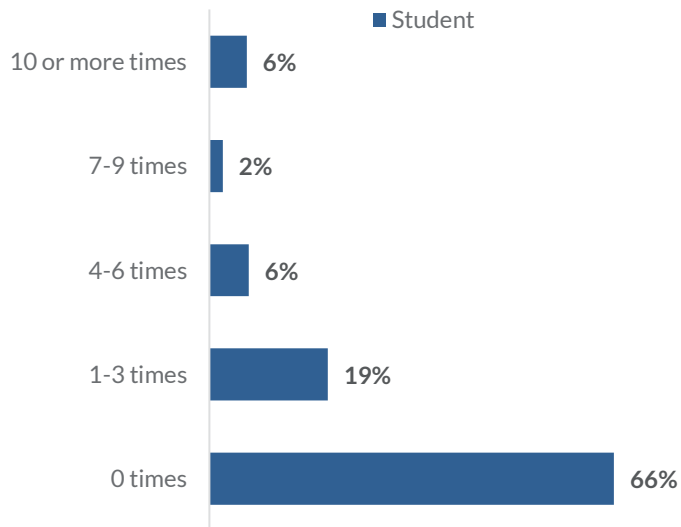
*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student

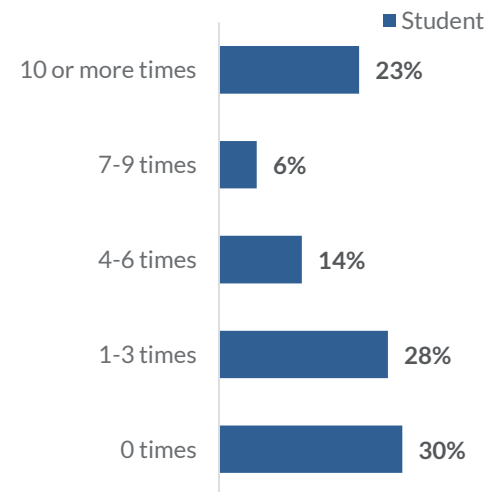


# SCHOOL CLIMATE - SOCIAL

How many times during the past 12 months have you **missed school because you experienced chronic stress?**



How many times during the past 12 months (for two or more consecutive weeks) have you **felt down, sad, or hopeless** and where you found little interest or pleasure in doing things you normally do?



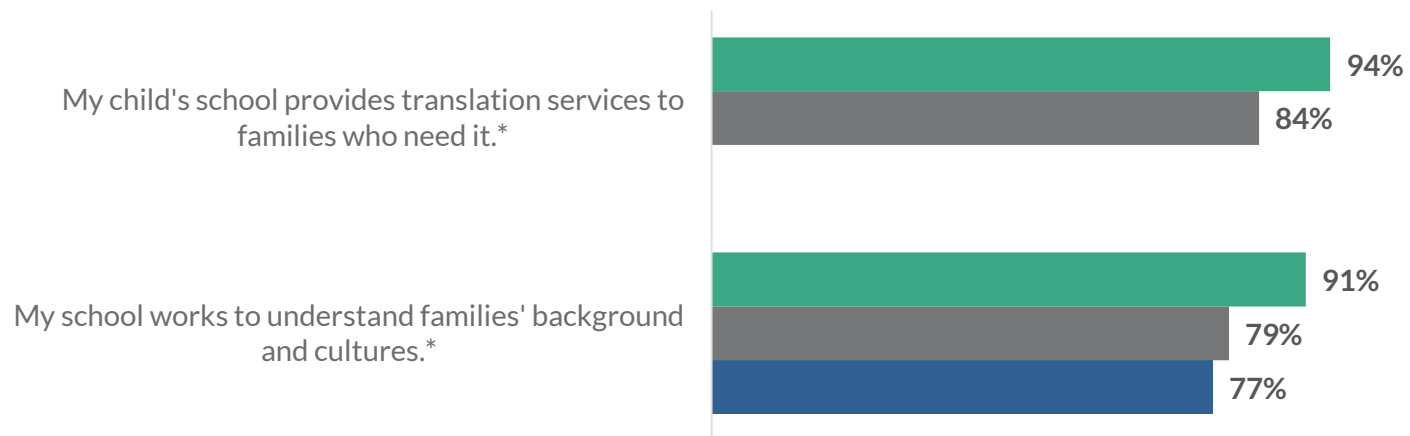
# DIVERSITY, EQUITY, AND INCLUSION

- Stakeholders generally report positive perceptions of their school's support for students of different backgrounds, however there are areas for improvement. For example, 24% of students and 26% of staff report having witnessed racism at school. Slightly less than half of students also agree that they see their culture represented in the school curriculum (49%).

## Family Support and Services

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student

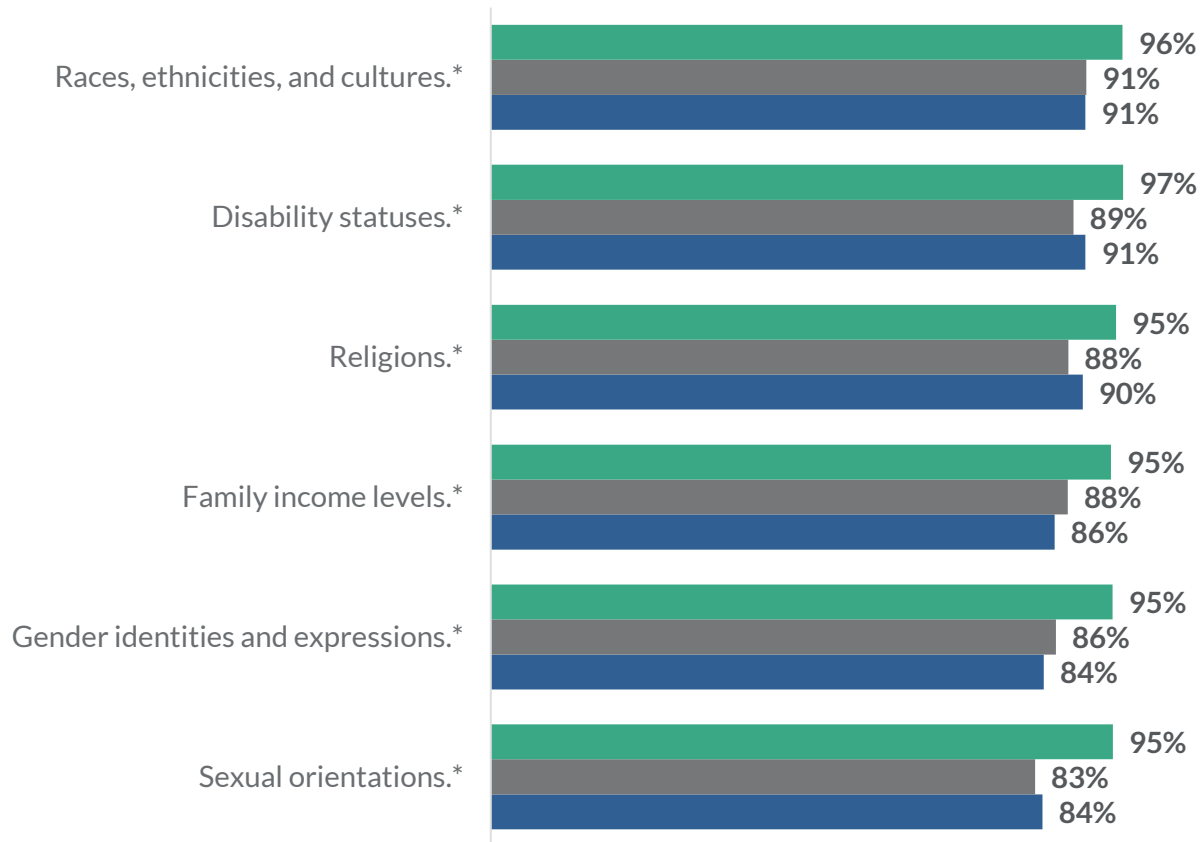


# DIVERSITY, EQUITY, AND INCLUSION

## My School Supports Students of Different...

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student

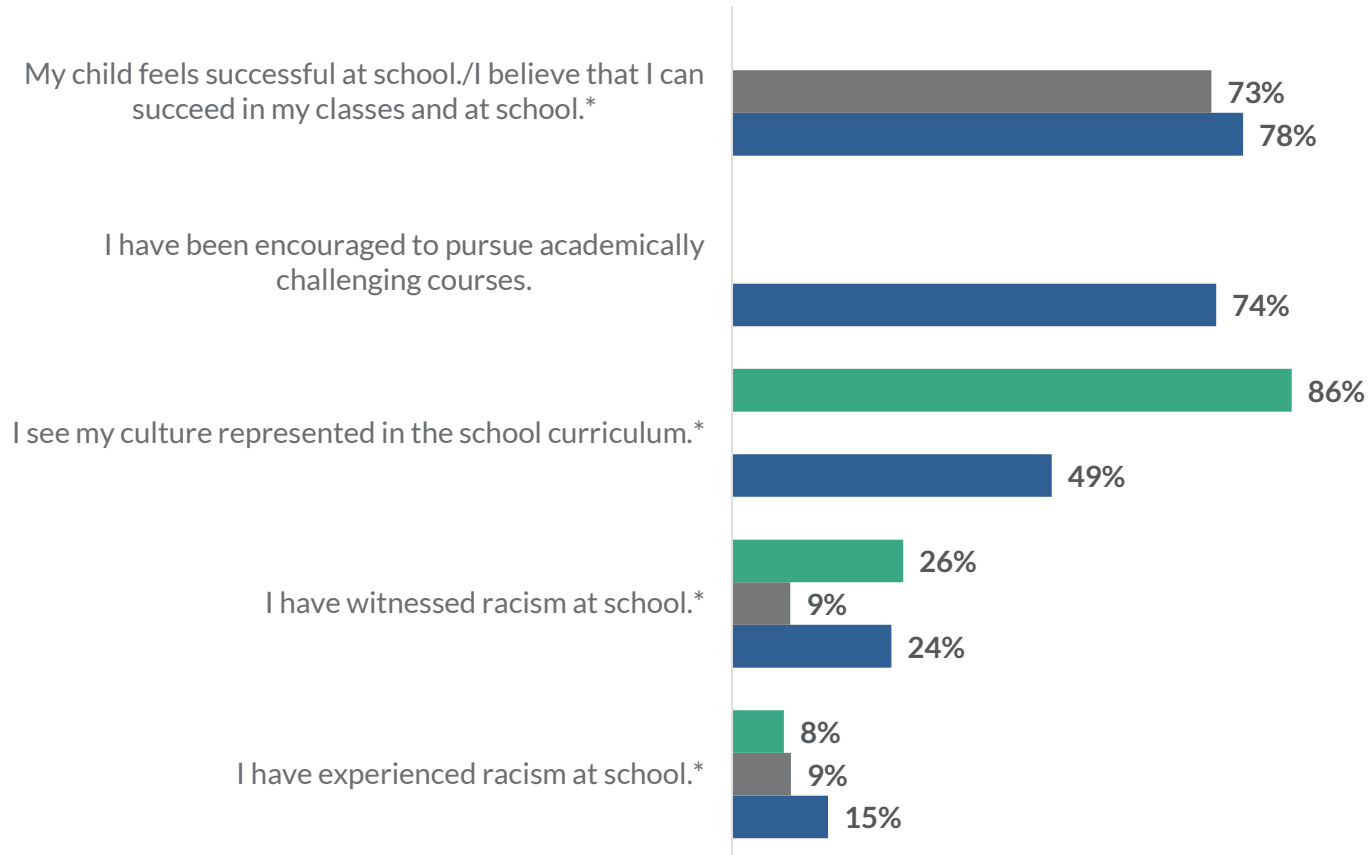


# DIVERSITY, EQUITY, AND INCLUSION

## Perceptions of Diversity, Equity, Inclusion

*% Agree + Strongly Agree*

■ Staff ■ Parent ■ Student

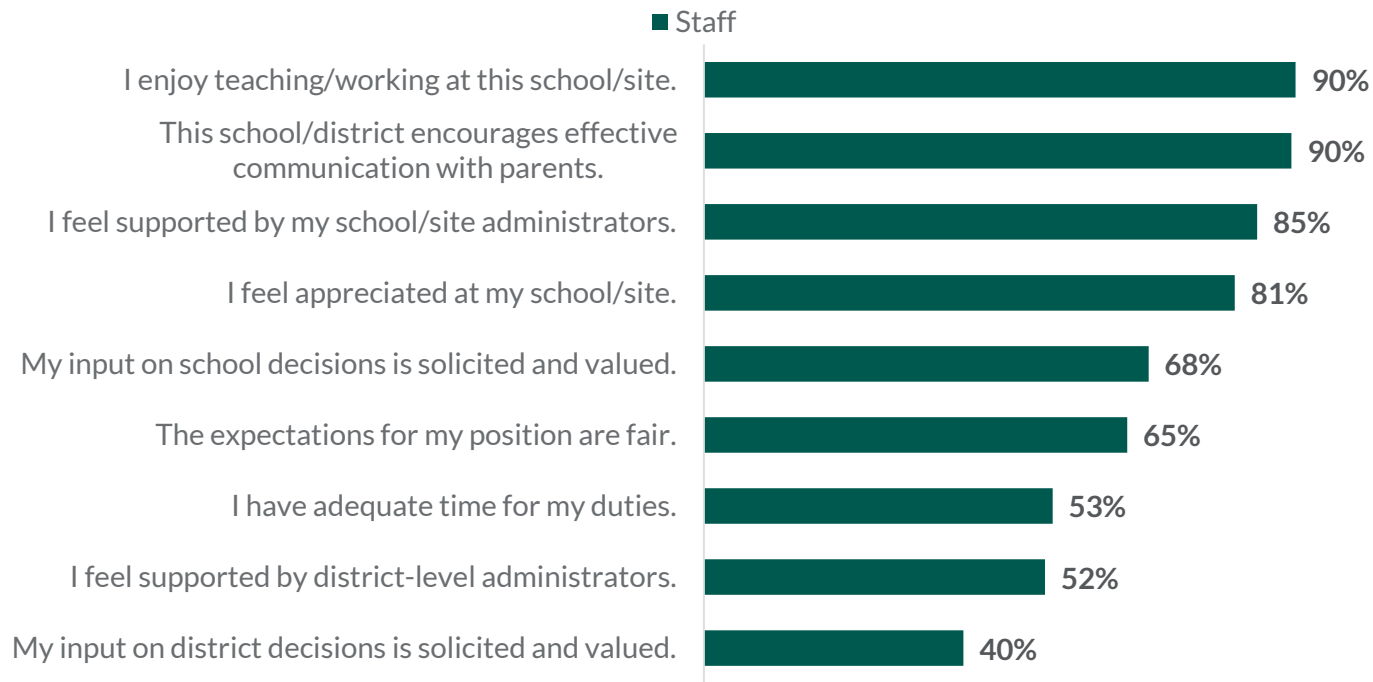




# WORKPLACE CULTURE

- Staff report overall positive perceptions of their school as a workplace, including their personal enjoyment of work, effective communication, and support and appreciation from school community (81-90%). Staff are less likely to agree that their input is considered in decision making (68% for school-level decisions and 40% for district-level decisions), that they have adequate time for duties (53%), and that they are supported by district-level administrators (52%).

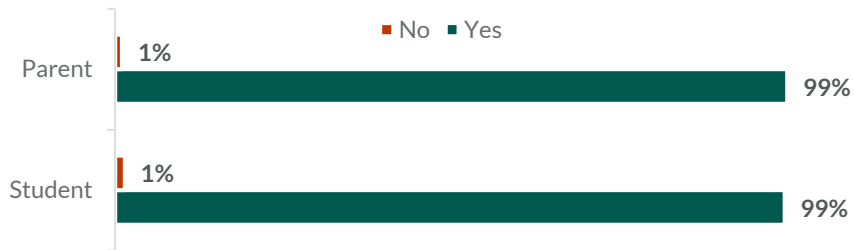
## Staff Work Experiences *% Agree + Strongly Agree*



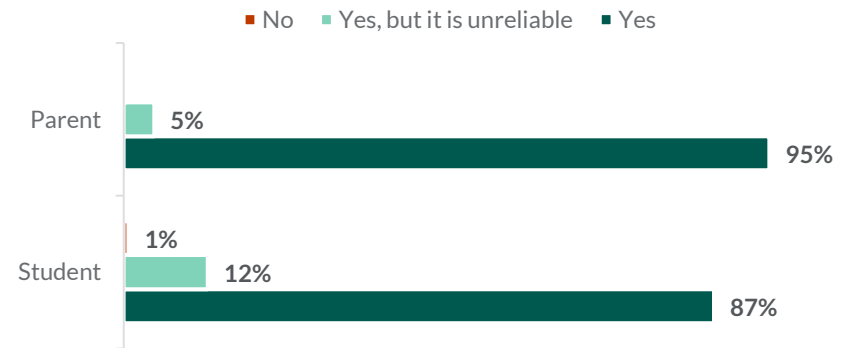
# AT HOME TECHNOLOGY

- Nearly all students and parents report access to a device at home and internet connectivity. However, about one-third report that devices are shared between family members and 12% of students and 5% of parents report unreliable internet access at home.

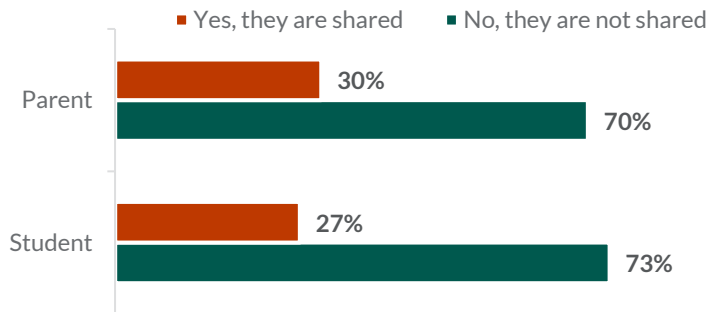
## Do you have access to a desktop, laptop, or tablet computer at home?



## Is there network/internet connectivity at your home?



## Are the devices shared between family members?





Thank you.

## CONTACT

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