ANNUAL SURVEY ANALYSIS

Prepared for Irvine Unified School District

April 2022

HANOVER RESEARCH

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HIGHER EDUCATION

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KEY OBJECTIVES

• Assess stakeholder perceptions of IUSD's current programs and practices with an emphasis on climate and social justice.

• Assess the extent to which the district is successfully meeting staff and family needs.

SURVEY ADMINISTRATION & SURVEY SAMPLE

• The survey was administered online from October 2021 through January 2022 using the Qualtrics platform.

• The analysis includes a total of 27,542 respondents following data cleaning: 7,087 parents, 1,653 staff, and 19,172 students.

• Results are segmented by role in the report and data supplements.

RESPONDENT QUALIFICATIONS

• Must be a current parent, student, or staff member in the Irvine Unified School District (IUSD).

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

- For full aggregate and segmented results, please consult the accompanying data supplement.

- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

- After data collection, Hanover identified and removed low-quality respondents.

- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS

- **Support teachers in their efforts to create safe spaces for students to participate in discussions and to risk making mistakes.** Although four-fifths of student respondents recognize that making mistakes is part of the learning process only 45% of student respondents indicate that they feel comfortable making mistakes in class. Just three-fifths of student respondents agree that they feel comfortable sharing their ideas in class or participating in classroom discussions.

- **Improve student support in the area of stress management.** More than two-fifths of staff and student respondents acknowledge that student stress levels are not generally low. Yet just over half of student respondents agree that they have healthy stress management strategies. Over one-third of high school student respondents have missed at least one day of school in the last 12 months due to chronic stress. 14% of high school students have missed school 4 or more times in the last twelve months due to chronic stress.

- **Increase staff engagement and satisfaction by incorporating staff feedback on how they could participate more in district-level decision-making**. 53% of staff agree or strongly agree that they are supported by district-level administrators and 41% agree or strongly agree that their input on district decisions is solicited and valued. It may benefit IUSD to learn more about how staff prefer to participate in district-level decision making, such as inviting staff to participate in district meetings or allowing staff to vote to express their opinion. IUSD could also increase transparency and communications on school leaders' roles and district-level decision-making. This could improve staff engagement and foster a more positive relationship between staff levels.
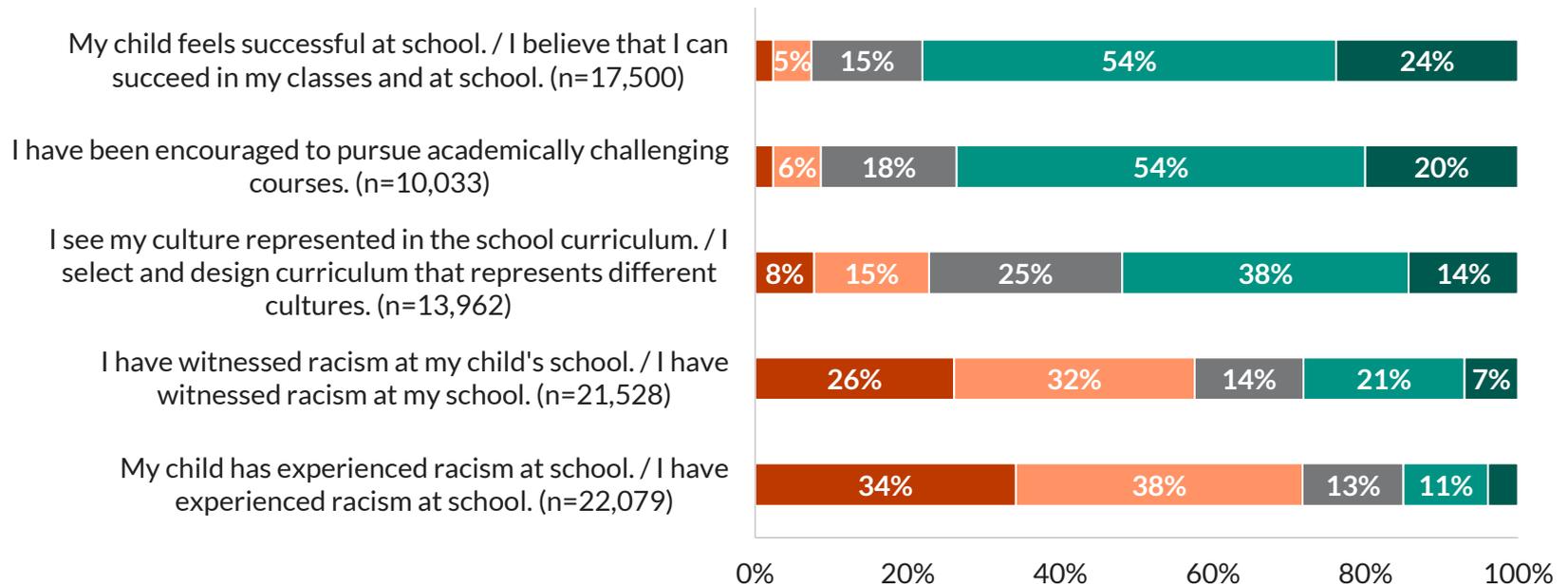
SOCIAL JUSTICE

Most respondents agree that challenging courses are open to them/their child and that they/their child can succeed in school. Approximately three-quarters of secondary school respondents and parent respondents agree or strongly agree that they/their child can succeed in school (78%) and that they have been encouraged to pursue academically challenging courses (74%).

More than one-quarter of respondents have witnessed or experienced racism at their/their child's school. 28% of respondents report that they have witnessed racism at their school/their child's school. 15% indicate that they/ their child have experienced racism at school.

Please indicate your level of agreement with the following statements.

Legend: ■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My child feels successful at school. / I believe that I can succeed in my classes and at school. (n=17,500)		5%	15%	54%	24%
I have been encouraged to pursue academically challenging courses. (n=10,033)		6%	18%	54%	20%
I see my culture represented in the school curriculum. / I select and design curriculum that represents different cultures. (n=13,962)	8%	15%	25%	38%	14%
I have witnessed racism at my child's school. / I have witnessed racism at my school. (n=21,528)	26%	32%	14%	21%	7%
My child has experienced racism at school. / I have experienced racism at school. (n=22,079)	34%	38%	13%	11%	

Note: Respondents were told, "If you aren't sure, or if the statement doesn't apply to you, please select 'Don't know.'" "Don't know" responses are not included in the analysis.

SOCIAL JUSTICE: CULTURE & RACISM

Experience of racism is highest among secondary school student respondents.

- 17% of secondary school student respondents agree or strongly agree that they have experienced racism at school compared with 9% of staff respondents.

- Approximately one-third of secondary school student (34%) and staff (33%) respondents agree or strongly agree that they have witnessed racism at their school.
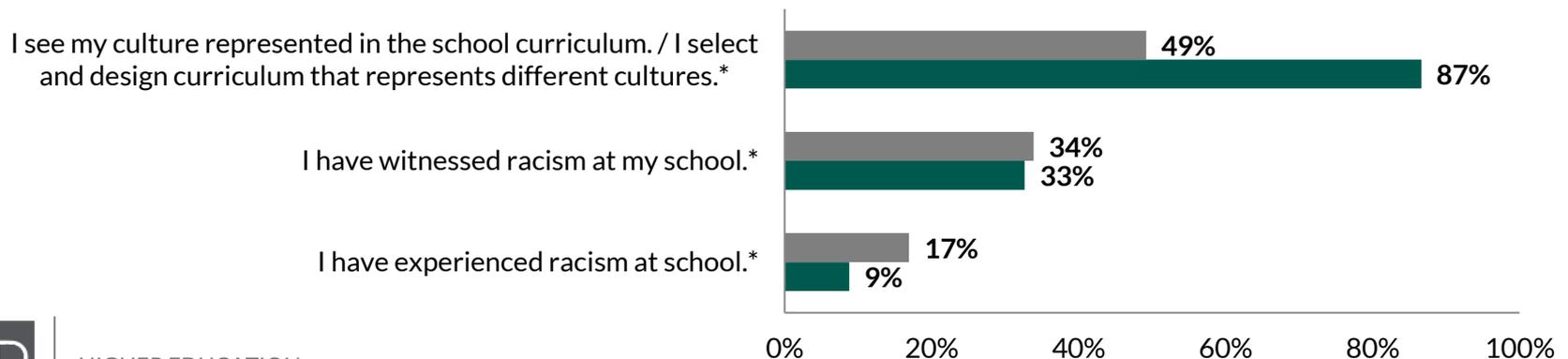
Despite efforts of teachers to select and design curriculum that represents different cultures, a substantial minority of student respondents do not see their culture represented in the school curriculum.

- 87% of teacher respondents agree or strongly agree that they select and design curriculum that represents different cultures.

- 49% of secondary school student respondents agree or strongly agree that they see their culture represented in the curriculum. 24% disagree or strongly disagree.

Social Justice, Student-Staff Differences
% Agree + % Strongly agree

■ Student (n=12,953-15,558)   ■ Staff (n=1,009-1,513)

I see my culture represented in the school curriculum. / I select and design curriculum that represents different cultures.*
- Student: 49%
- Staff: 87%

I have witnessed racism at my school.*
- Student: 34%
- Staff: 33%

I have experienced racism at school.*
- Student: 17%
- Staff: 9%

0%   20%   40%   60%   80%   100%

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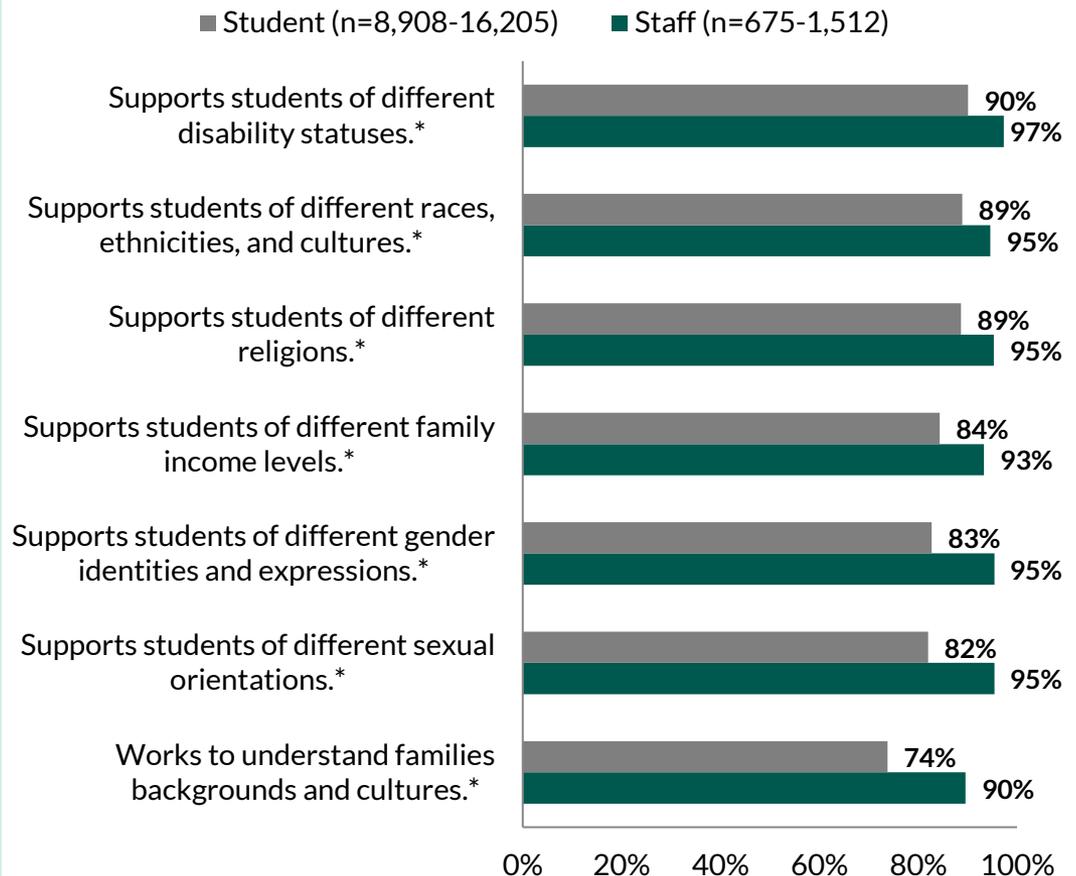
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SOCIAL JUSTICE: EQUAL TREATMENT

There is a high level of consensus that schools and the district support students from diverse backgrounds.

- 90% or more of staff respondents agree or strongly agree that their school supports students regardless of disability status, race/ethnicity/culture, income level, gender identity/expression, or sexual orientation and work to understand families' backgrounds and cultures.

- District staff hold similar views, though somewhat fewer agree or strongly agree that the district supports students of all family income levels (83%) or works to understand families' backgrounds and cultures (84%).

- The proportion of 7th grade to 12th grade students who agree or strongly agree that their school supports all types of diversity is lower than the proportion of staff who agree or strongly agree in all areas, but it is still quite high (82%-90%).

- 74% of 7th grade to 12th grade student respondents agree or strongly agree that their school works to understand families' backgrounds and cultures.

**Please indicate your level of agreement with the following statements.
My school...**
% Agree + % Strongly agree

■ Student (n=8,908-16,205)   ■ Staff (n=675-1,512)

Statement	Student	Staff
Supports students of different disability statuses.*	90%	97%
Supports students of different races, ethnicities, and cultures.*	89%	95%
Supports students of different religions.*	89%	95%
Supports students of different family income levels.*	84%	93%
Supports students of different gender identities and expressions.*	83%	95%
Supports students of different sexual orientations.*	82%	95%
Works to understand families backgrounds and cultures.*	74%	90%

Note: only students in 7th to 12th grade were asked these questions.
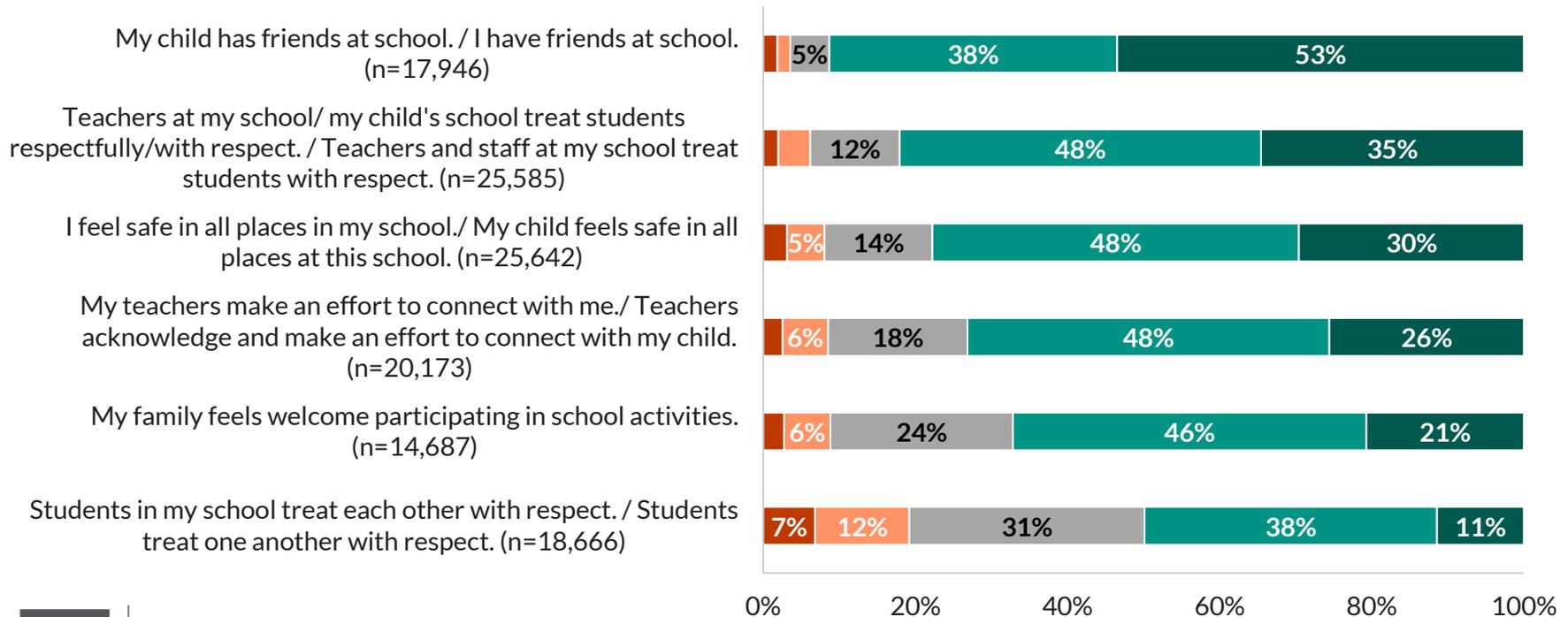
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SCHOOL CLIMATE: RESPECT & CONNECTION

Most respondents believe that students have friends at school, but fewer agree that students generally treat each other with respect. 91% of respondents agree or strongly agree that they/their child has friends at school. Just half (50%) agree or strongly agree that students treat each other with respect.

Four-fifths of respondents (82%) believe that teachers treat students respectfully; fewer student and parent respondents believe that teachers make an effort to connect with them/ their child (73%).

Please indicate your level of agreement with the following statements.

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My child has friends at school. / I have friends at school. (n=17,946)			5%	38%	53%
Teachers at my school/ my child's school treat students respectfully/with respect. / Teachers and staff at my school treat students with respect. (n=25,585)			12%	48%	35%
I feel safe in all places in my school./ My child feels safe in all places at this school. (n=25,642)		5%	14%	48%	30%
My teachers make an effort to connect with me./ Teachers acknowledge and make an effort to connect with my child. (n=20,173)		6%	18%	48%	26%
My family feels welcome participating in school activities. (n=14,687)		6%	24%	46%	21%
Students in my school treat each other with respect. / Students treat one another with respect. (n=18,666)	7%	12%	31%	38%	11%

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SAFETY & RESPECT: STUDENT-STAFF DIFFERENCES

A higher proportion of staff agree that teachers or other students treat students with respect than students.
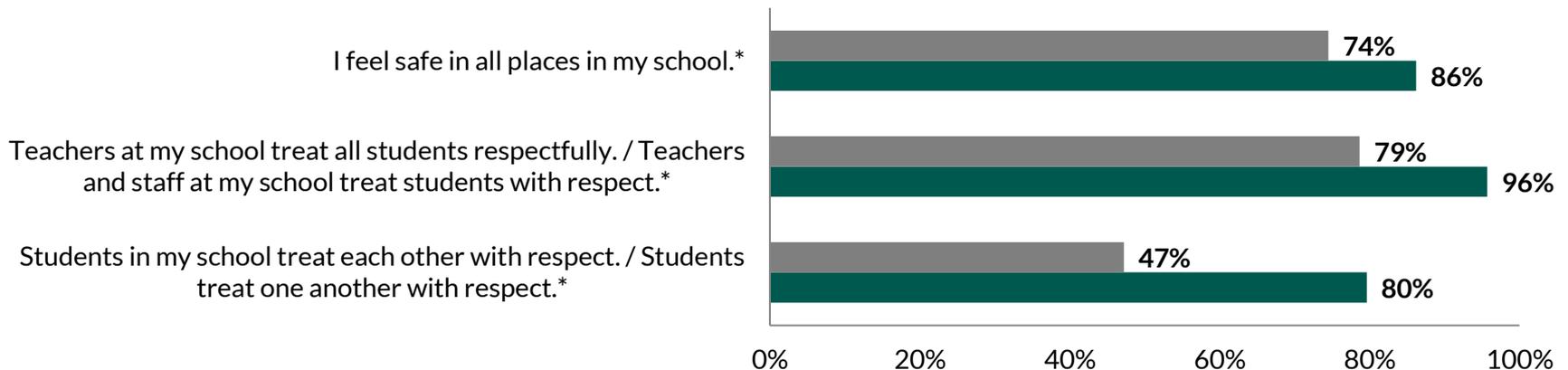
- 96% of staff respondents agree or strongly agree that teachers treat all students respectfully compared with 79% of student respondents.

- 80% of staff respondents agree or strongly agree that students treat each other with respect compared with 47% of student respondents.

Most students and staff feel safe in all places in their school. Although there is a significant difference between the proportions of students and staff who agree or strongly agree that they feel safe in all places in their school, just 8% of either group disagrees or strongly disagrees that they feel safe.

Safety & Respect: Student-Staff Differences
% Agree + % Strongly agree

■ Student (n=17,130-17,482)   ■ Staff (n=1,536-1,545)

I feel safe in all places in my school.*
- 74%
- 86%

Teachers at my school treat all students respectfully. / Teachers and staff at my school treat students with respect.*
- 79%
- 96%

Students in my school treat each other with respect. / Students treat one another with respect.*
- 47%
- 80%
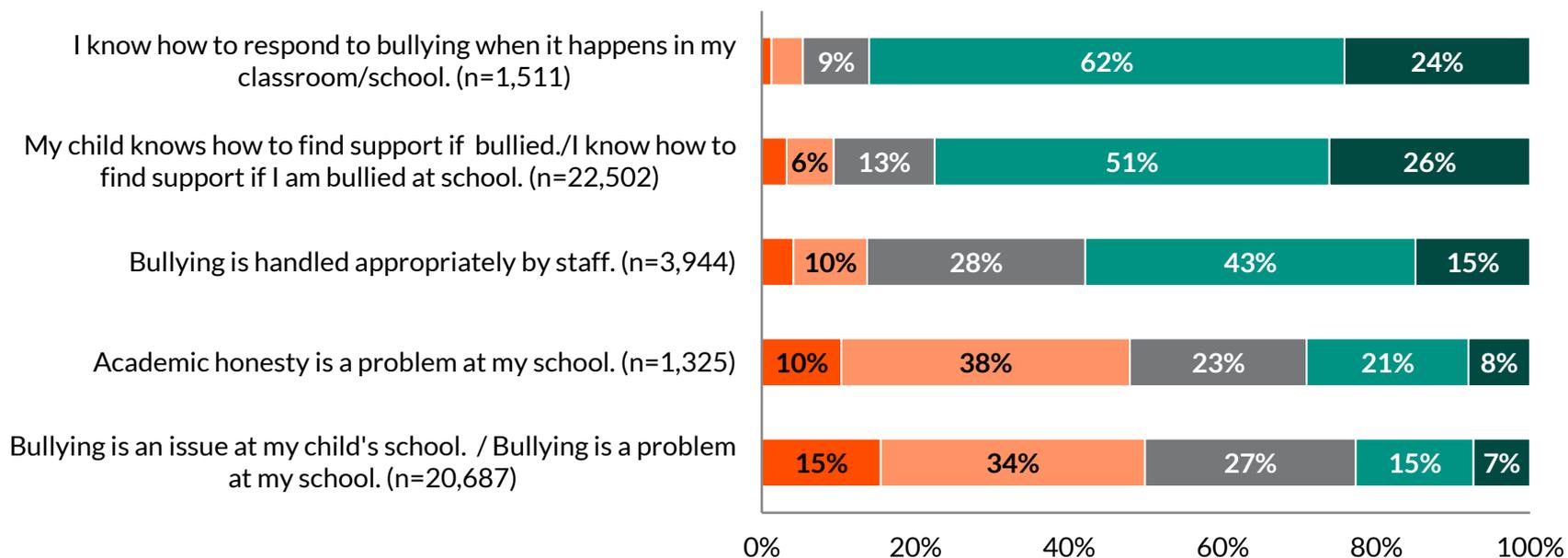
0%   20%   40%   60%   80%   100%

BULLYING & BEHAVIOR

Most respondents understand how to respond to bullying or to find support if they are bullied.

- 86% of staff respondents indicate that they know how to respond to bullying in the classroom/at school.

- 78% of student and parent respondents indicate that they know how to find support if they/their child are bullied.

- 23% of respondents agree or strongly agree that bullying is an issue at their/their child's school.

Please indicate your level of agreement with the following statements.

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

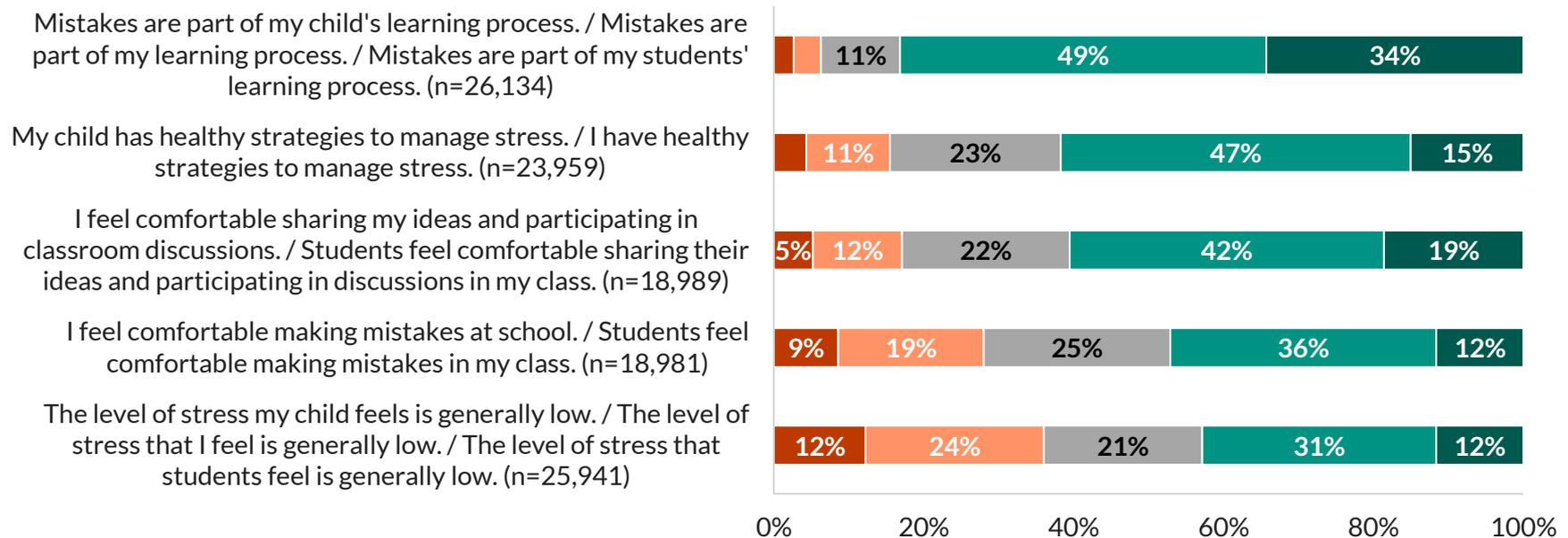| Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know how to respond to bullying when it happens in my classroom/school. (n=1,511)			9%	62%	24%
My child knows how to find support if bullied./I know how to find support if I am bullied at school. (n=22,502)		6%	13%	51%	26%
Bullying is handled appropriately by staff. (n=3,944)		10%	28%	43%	15%
Academic honesty is a problem at my school. (n=1,325)	10%	38%	23%	21%	8%
Bullying is an issue at my child's school. / Bullying is a problem at my school. (n=20,687)	15%	34%	27%	15%	7%

0% 20% 40% 60% 80% 100%

MISTAKES, ACTIVE PARTICIPATION, & STRESS

While most respondents agree that mistakes are part of the learning process, fewer agree that students are comfortable making mistakes at school or that students are comfortable sharing their ideas and participating in classroom discussions. 83% of respondents agree or strongly agree that mistakes are part of the learning process, but only 47% agree or strongly agree that students feel comfortable making mistakes. 61% of respondents agree or strongly agree that students feel comfortable sharing their ideas and participating in class discussions.

While the majority of respondents agree that they/their child has healthy strategies for managing stress, fewer than half (43%) agree that the level of stress that they/their child/students feel is generally low.

Please indicate your level of agreement with the following statements.

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Mistakes are part of my child's learning process. / Mistakes are part of my learning process. / Mistakes are part of my students' learning process. (n=26,134)			11%	49%	34%
My child has healthy strategies to manage stress. / I have healthy strategies to manage stress. (n=23,959)		11%	23%	47%	15%
I feel comfortable sharing my ideas and participating in classroom discussions. / Students feel comfortable sharing their ideas and participating in discussions in my class. (n=18,989)	5%	12%	22%	42%	19%
I feel comfortable making mistakes at school. / Students feel comfortable making mistakes in my class. (n=18,981)	9%	19%	25%	36%	12%
The level of stress my child feels is generally low. / The level of stress that I feel is generally low. / The level of stress that students feel is generally low. (n=25,941)	12%	24%	21%	31%	12%

0%   20%   40%   60%   80%   100%

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MISTAKES, SHARING, STRESS: DIFFERENCES

Student and teacher perceptions on student comfort participating in classroom discussions and making mistakes in class are quite different.
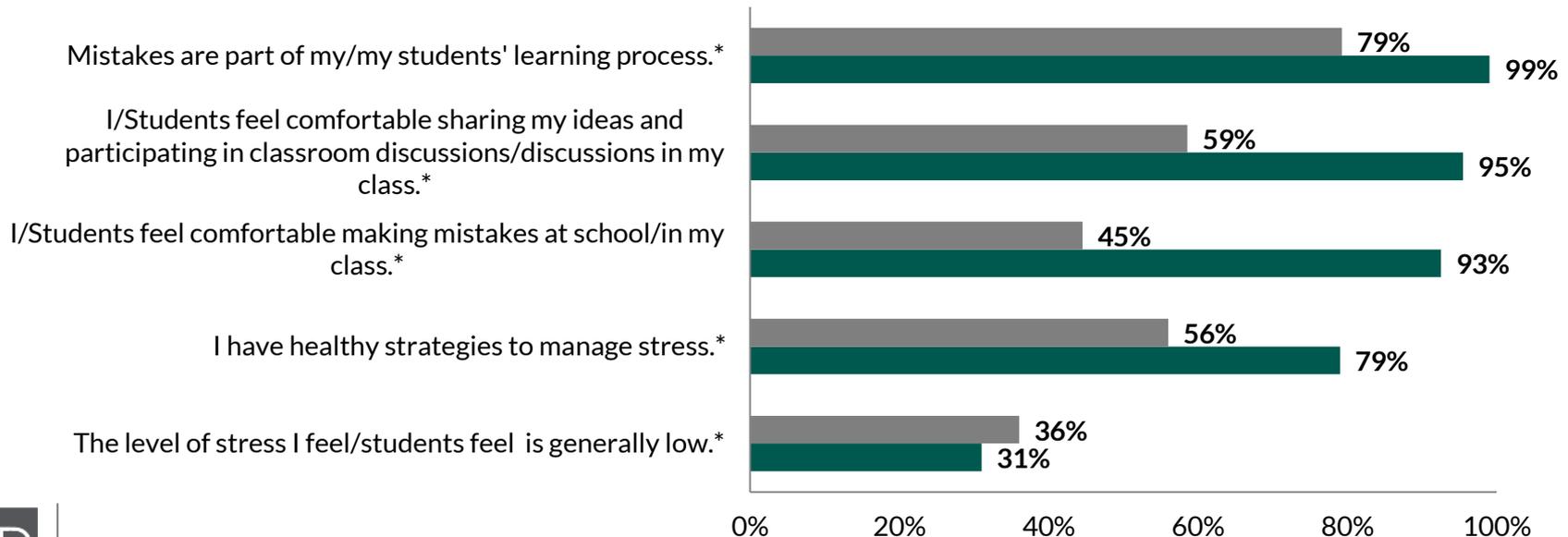
- 95% of teacher respondents agree or strongly agree that students feel comfortable sharing their ideas and participating in class discussions compared with 59% of student respondents.

- 93% of teacher respondents agree or strongly agree that students feel comfortable making mistakes in class compared with 45% of student respondents.

36% of student respondents agree or strongly agree that the stress that they feel is generally low, and only 56% agree or strongly agree that they have healthy strategies to manage it.

Mistakes, Sharing & Stress: Student-Staff Differences
% Agree + % Strongly agree

■ Student (n=17,130-17,482)   ■ Staff (n=1,536-1,545)

Statement	Student	Staff
Mistakes are part of my/my students' learning process.*	79%	99%
I/Students feel comfortable sharing my ideas and participating in classroom discussions/discussions in my class.*	59%	95%
I/Students feel comfortable making mistakes at school/in my class.*	45%	93%
I have healthy strategies to manage stress.*	56%	79%
The level of stress I feel/students feel is generally low.*	36%	31%

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Note: only teachers were asked questions related to classroom activity, including all questions related to mistakes and classroom participation.

STRESS & DEPRESSION AMONG HS STUDENTS

Over one-third of high school student respondents indicate that they have missed school one or more times in the last 12 months due to chronic stress.

- 21% of high school student respondents have missed school 1-3 times in the last 12 months due to chronic stress.

- 14% of high school respondents indicate that they have missed school 4 or more times in the last 12 months due to chronic stress.

Two-thirds of high school student respondents indicate that they have experienced sustained periods where they are down, sad, or hopeless and found little interest or pleasure in doing things they normally do in the last 12 months.

- 31% of high school student respondents report that they have felt this way 1-3 times in the last 12 months.

- 37% of high school student respondents report that they have felt this way 4 or more times in the last 12 months.

How many times during the past 12 months have you missed school because you experienced chronic stress? (n=11,248)

Category	Percentage
0 times	65%
1-3 times	21%
4-6 times	6%
7-9 times	2%
10 or more times	6%
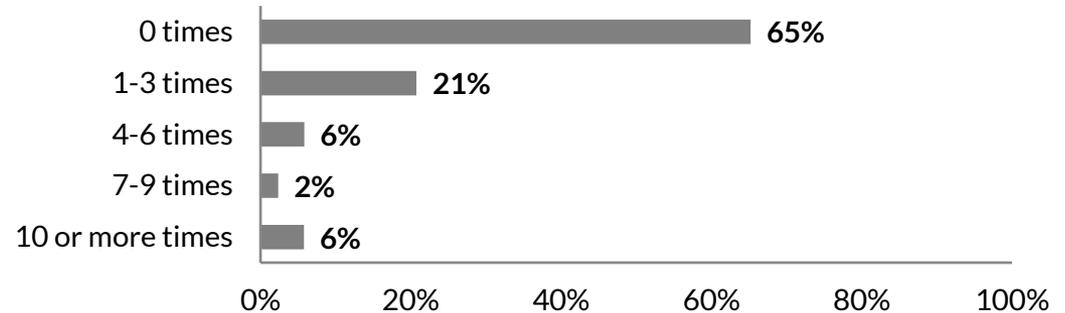
How many times during the past 12 months (for two or more consecutive weeks) have you felt down, sad, or hopeless and where you found little interest or pleasure in doing things you normally do? (n=11,236)

Category	Percentage
0 times	32%
1-3 times	31%
4-6 times	13%
7-9 times	6%
10 or more times	19%
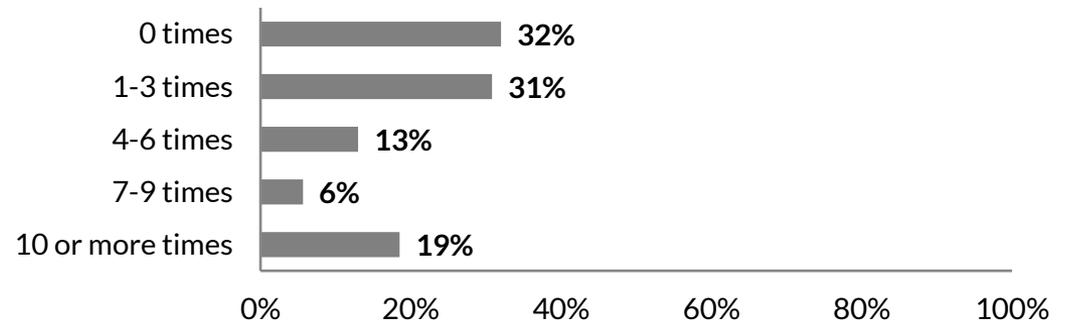
Note: Questions were asked of secondary school students only.

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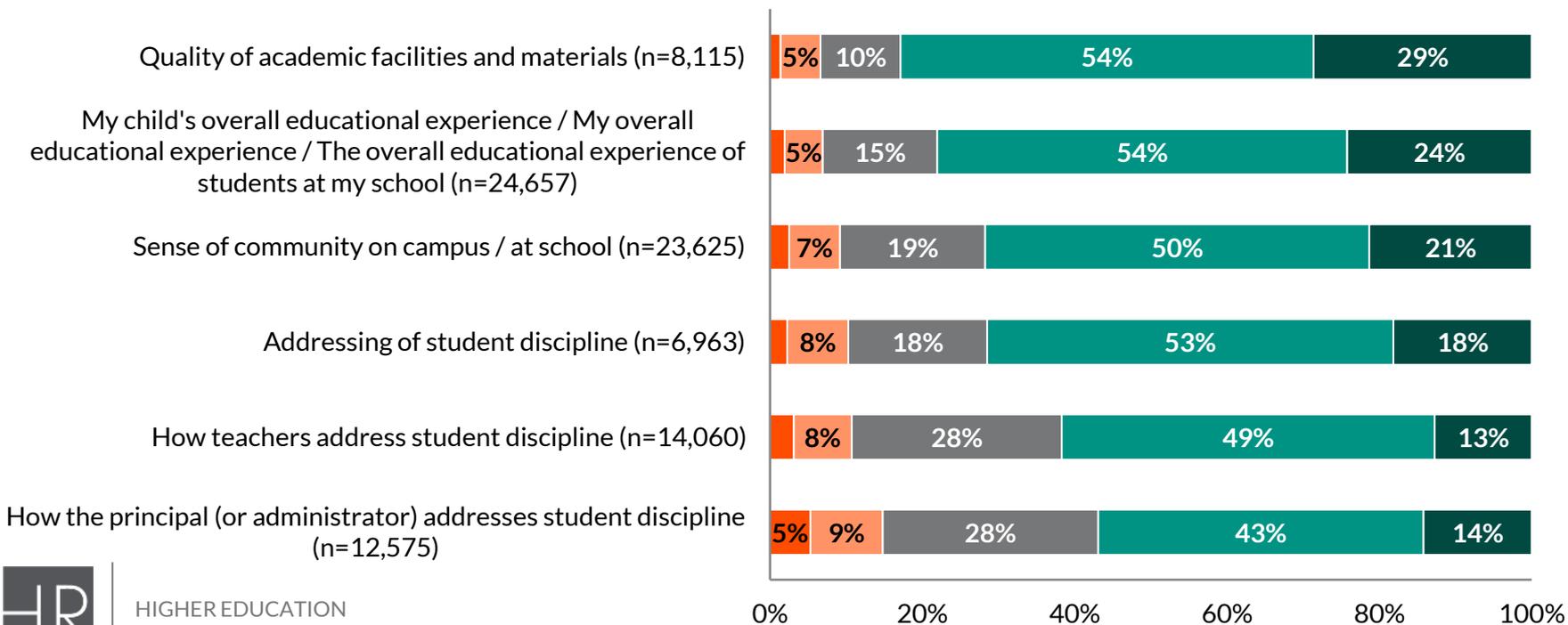
EDUCATIONAL EXPERIENCE & DISCIPLINE

Satisfaction levels in overall student experience, academic facilities, and academic materials are quite high.

- More than three-quarters of respondents are satisfied or very satisfied with students' overall educational experience (78%) and with academic facilities and materials (83%).

- A higher proportion of staff (91%) are satisfied or very satisfied with students' educational experience than students (76%).

Although dissatisfaction levels are quite low across the board, they are highest in the area of addressing student discipline. 15% of respondents are dissatisfied or very dissatisfied with how the principal (or administrator) addresses student discipline.

What is your level of satisfaction in the following areas?

■ Very dissatisfied ■ Dissatisfied ■ Neither satisfied nor dissatisfied ■ Satisfied ■ Very satisfied

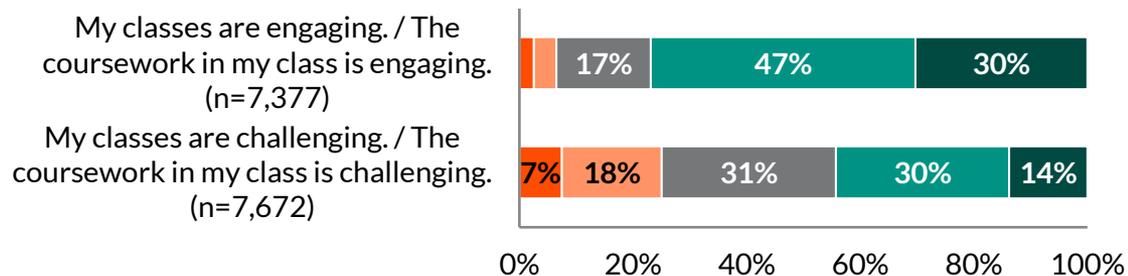| Area	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Quality of academic facilities and materials (n=8,115)		5%	10%	54%	29%
My child's overall educational experience / My overall educational experience / The overall educational experience of students at my school (n=24,657)		5%	15%	54%	24%
Sense of community on campus / at school (n=23,625)		7%	19%	50%	21%
Addressing of student discipline (n=6,963)		8%	18%	53%	18%
How teachers address student discipline (n=14,060)		8%	28%	49%	13%
How the principal (or administrator) addresses student discipline (n=12,575)	5%	9%	28%	43%	14%

QUALITY OF INSTRUCTION

There is a substantial gap between agreement that classes are engaging and agreement that classes are challenging.

- 77% of teacher respondents and elementary, K-8, and middle school student respondents agree or strongly agree that their classes and coursework are engaging, while only 44% agree or strongly agree that it is challenging.

- The same pattern generally holds for secondary school student classes.

  - **The gap is largest for PE and visual performing arts.** 73% of secondary school students agree that PE is engaging compared with 30% who agree that it is challenging. 88% of secondary school students who take visual/performing arts agree that it is engaging compared with 34% who agree that it is challenging.

  - **The exception among secondary school classes is math**. A lower proportion of secondary school respondents enrolled in math think that it is engaging (64%) compared with other subjects, but a higher proportion of these respondents find it challenging (63%).

Please indicate your level of agreement with the following statements.

■ Strongly disagree ■ Disagree
■ Neither agree nor disagree ■ Agree
■ Strongly agree

My classes are engaging. / The coursework in my class is engaging. (n=7,377) — 17% | 47% | 30%

My classes are challenging. / The coursework in my class is challenging. (n=7,672) — 7% | 18% | 31% | 30% | 14%

Subject	My classes are...			
	Engaging		Challenging	
	Sample Size	% Agree	Sample Size	% Agree
English	11,423	70%	11,426	53%
Math	11,255	64%	11,258	63%
Physical education	7,399	73%	7,401	30%
Science	10,898	74%	10,901	57%
Social studies	9,739	75%	9,741	57%
Visual and/or performing arts	5,165	88%	5,166	34%
World languages	5,301	74%	5,302	53%

Note: only elementary, middle school, and K-8 students saw the questions in the chart. Only secondary school students saw the questions in the table.
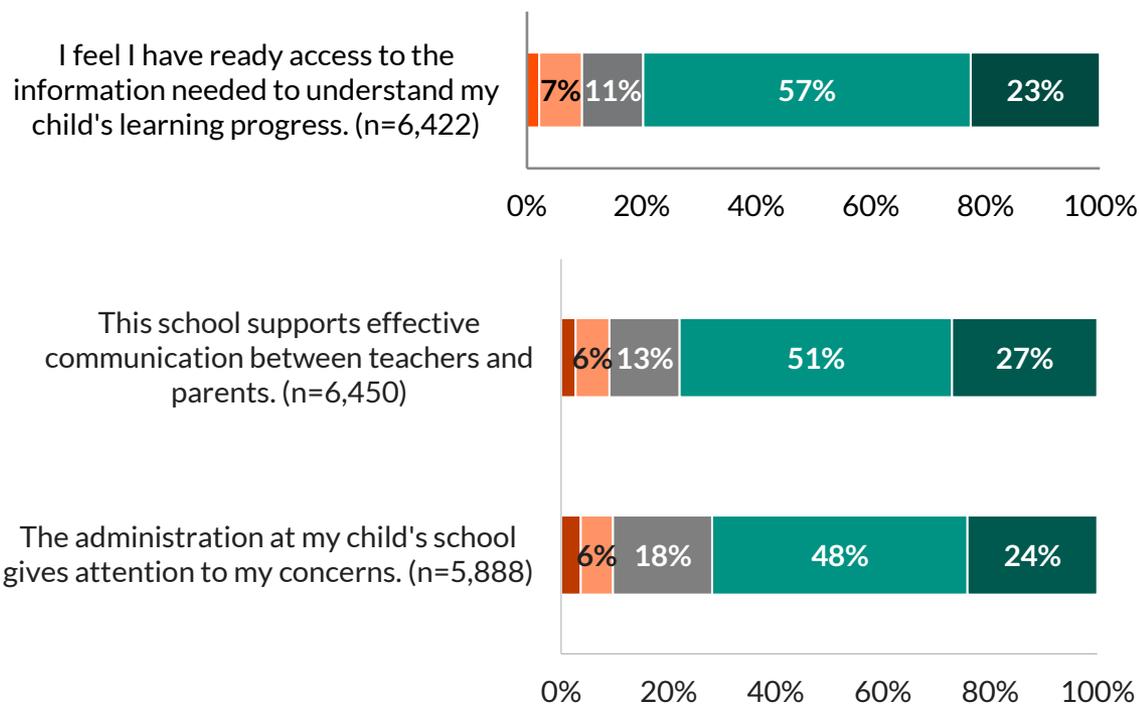
PARENT EXPERIENCE

Most parent respondents agree that the school supports effective communication, the administration of the school pays attention to their concerns and that they have access to the information that they need to understand their child's learning progress.

- 80% of parent respondents agree or strongly agree that they have ready access to the information that they need to understand their child's progress.

- 78% of parent respondents agree or strongly agree that the school supports effective parent-teacher communication.

- 72% of parent respondents agree or strongly agree that the administration pays attention to their concerns.

- 10% or fewer parent respondents disagree or strongly disagree with any of these statements.

Please indicate your level of agreement with the following statements.

■ Strongly disagree   ■ Disagree
■ Neither agree nor disagree   ■ Agree
■ Strongly agree

I feel I have ready access to the information needed to understand my child's learning progress. (n=6,422)
| 7% | 11% | 57% | 23% |

0% 20% 40% 60% 80% 100%

This school supports effective communication between teachers and parents. (n=6,450)
| 6% | 13% | 51% | 27% |

The administration at my child's school gives attention to my concerns. (n=5,888)
| 6% | 18% | 48% | 24% |

0% 20% 40% 60% 80% 100%

Note: this set of questions is presented with two horizontal scales because they are drawn from two different matrices of Likert questions.
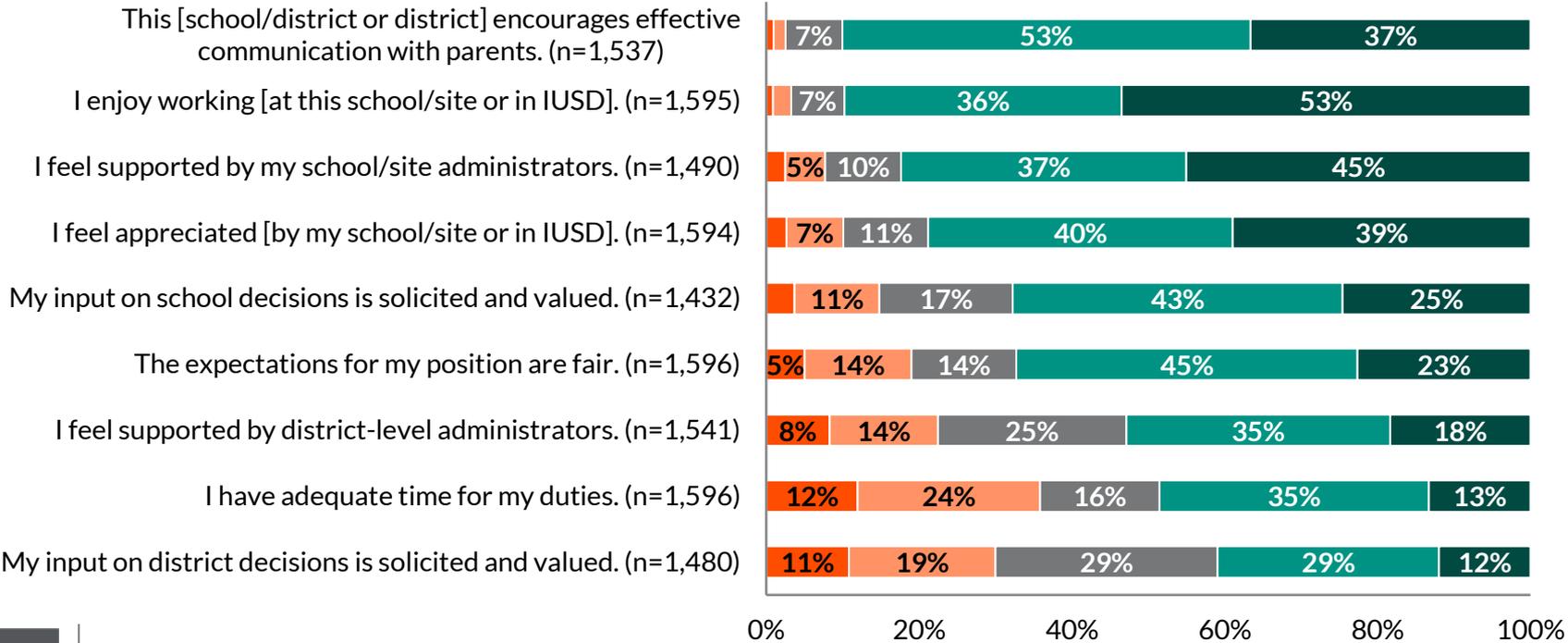
STAFF SATISFACTION

Four-fifths or more of staff respondents enjoy their jobs, feel supported and appreciated by school/site administrators, and believe that their school or the district encourages effective communication with parents.

Fewer feel supported by district-level administrators or believe that their input on district decisions is solicited and valued. 53% agree or strongly agree that they are supported by district-level administrators and 41% agree or strongly agree that their input on district decisions is solicited and valued.

Please indicate your level of agreement with the following statements.

Legend: ■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Statement	Neither	Agree	Strongly agree
This [school/district or district] encourages effective communication with parents. (n=1,537)	7%	53%	37%
I enjoy working [at this school/site or in IUSD]. (n=1,595)	7%	36%	53%
I feel supported by my school/site administrators. (n=1,490)	5% / 10%	37%	45%
I feel appreciated [by my school/site or in IUSD]. (n=1,594)	7% / 11%	40%	39%
My input on school decisions is solicited and valued. (n=1,432)	11% / 17%	43%	25%
The expectations for my position are fair. (n=1,596)	5% / 14% / 14%	45%	23%
I feel supported by district-level administrators. (n=1,541)	8% / 14% / 25%	35%	18%
I have adequate time for my duties. (n=1,596)	12% / 24% / 16%	35%	13%
My input on district decisions is solicited and valued. (n=1,480)	11% / 19% / 29%	29%	12%

0%   20%   40%   60%   80%   100%

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RESPONDENT CHARACTERISTICS

Survey role (n=27,912)

Parent	25%
Staff	6%
Student	69%

Grade level (n=27,508)

Grades Pre-K - 6	45%
Grades 7-8	21%
Grades 9 and Up	33%

Gender identity (n=25,314)

Female	50%
Male	36%
Non-binary/Gender non-conforming	1%
Prefer to self-describe	1%
Other	1%
Prefer not to respond	12%

School type (n=27,593)

Elementary school	37%
K-8 school	10%
Middle school	18%
High school	33%
Other	1%

Race/Ethnicity (n=25,283)

Asian	46%
White	28%
Hispanic or Latin(o/a/x)	9%
Middle Eastern or North African	7%
Black or African American	4%
American Indian or Alaska Native	2%
Native Hawaiian or Pacific Islander	2%
Not listed/Prefer to self-describe	9%
Prefer not to respond	14%

Supports/Services (n=18,632)

GATE/APAAS	11%
Special Education	10%
English Language Development	9%
504 Accommodations	9%
I don't know	15%
None of the above	61%

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