



DISTRICT LCAP REPORT

Prepared for Colton Joint Unified School District

December 2021

EXECUTIVE SUMMARY



INTRODUCTION

In this report, Hanover Research analyzes and summarizes the results from the 2021 Colton JUSD LCAP Survey. In total, 6,204 respondents completed the survey and provided quality survey responses. The report includes results from 4,386 students, 865 parents, and 953 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; social environment; stakeholder engagement; and satisfaction. 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

Survey Goals

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

Approach

Online survey of students, parents, staff, and community in October/November 2021.

METHODOLOGY

- Methodology:** The survey was fielded online using the Qualtrics software platform in October/November 2021 to staff, students, and parents at Colton JUSD. 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. Colton JUSD also included a few custom questions about the student led conferences.

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

KEY FINDINGS – STRENGTHS

STRENGTHS

- **Student and parent respondents are overall satisfied with their Colton JUSD education.** 69% of parent and student respondents indicate being somewhat or completely satisfied with their teachers. 59% of respondents are satisfied with school-level leadership, while 51% indicate being satisfied with district-level leadership. Most importantly, 66% of student and parent respondents indicate feeling the school is effectively educating them or their child.
 - Staff are also satisfied with the leadership at their school, with 69% agreeing that is the case
 - 68% of students agree that district schools set high expectations for student achievement, and 71% agree that they prepare students for success in college or a career
- **Key stakeholders understand the types of academic and social-emotional support available to students and indicate that students are receiving the resources and support they need.** 66% of respondents indicate they understand the types of academic support available to students. 63% indicate the same about social-emotional support available to students. Finally, 67% of respondents indicate that students receive the resources and support they need.
- **Schools and staff do a good job in communicating with parents and keeping them informed.** 77% of parent respondents indicate that their school keeps them well informed about events and activities, and 74% report that teachers keep them well informed about their child’s progress. 87% of parent respondents agree they are able to communicate with teachers or staff when needed.
 - Parent respondents also indicate their input is most valued in parent-teacher conferences (84%), booster committees (79%), and when volunteering at their child’s school (81%)

KEY FINDINGS – AREAS FOR IMPROVEMENT

AREAS FOR IMPROVEMENT

- **Bullying and school safety are the most salient areas for improvement.** 46% of respondents indicate that staff feel safe at school, while 53% of respondents indicate that students feel safe at school. Moreover, only 27% of respondents agree that bullying is *not* a problem.
 - Only 45% of student respondents indicate that students are comfortable talking to school staff
 - The relationship between students and school staff and institutions is deteriorated, with just 49% of student respondents indicating that school rules are fair and 46% of student respondents agreeing that students respect the teachers and staff
 - 46% of student respondents indicate feeling safe at school
- **Colton JUSD special population students would benefit from additional after school activities and resources for parents.** Of the support structure and mechanisms in place for special population students, after school activities consistently rank towards the bottom in terms of sufficiency among respondents. Special education students would also benefit from vocational and transition-based skills training, and foster youth would benefit from resources for parents.
- **Colton JUSD teachers do not feel satisfied with district leadership, and feel like they do not have agency in the decision-making process at either the school or district level.** Only 37% of staff respondents agree that they are content with district-level leadership, and 35% agree that district leadership communicates effectively with staff. Only half of respondents believe they have a say in the school-level decision-making process, and only 25% agree the same about the district level.

KEY FINDINGS

CHANGE FROM 2020 TO 2021

Year-to-Year Strengths

- Parent participation in parent-teacher conferences (+7% agreement)
 - Parent participation in back to school night (+14% agreement)
- The CTE Pathways program has enough pathway options from which to choose (+9% agreement)
 - Parents are able to communicate with teachers and staff when needed (+3% agreement)
 - Language barriers impeding parent participation in activities (-5% selection)
- School or district valuing parent's participation and input in other activities (+18% agreement)

KEY FINDINGS

CHANGE FROM 2020 TO 2021

Year-to-Year Areas for Improvement

- Students respect the teachers and staff (-13% agreement)
 - School rules are fair (-12% agreement)
- District schools encourage involvement from community members (-14% agreement)
 - School or district valuing parent's input in school or class events (-16% agreement)
- School or district valuing parent's input in district committee or council (-27% agreement)
 - Scheduling conflicts impeding parent participation in activities (+17% selection)

RECOMMENDATIONS

Based on analysis of this survey, Hanover recommends that Colton Joint Unified School District:

- **Follow up with additional qualitative research to more effectively address the problems of bullying and school safety at district schools.** Colton JUSD schools enjoy a somewhat positive social environment, with most respondents citing that students from different backgrounds become friends, and that students have friends at school. However, there is a significant drop relative to the results of the 2020 iteration of the survey when it comes to students and staff feeling safe at school. There is also a drop with regards to students feeling comfortable talking to school staff, as well as with regards to respondent sentiments on the fairness of school rules and of student treatment. Student respect of staff also exhibits a decreasing trend relative to previous iterations of the survey. When it comes to bullying, results from the current iteration of the survey stagnated relative to last year's results. Colton JUSD should follow up with the pertinent stakeholder groups not just to get a more profound understanding of the problem and its roots, but also to engage with key stakeholders on producing a comprehensive plan to move forward and address the persistent problem of bullying.
- **Provide additional resources and support for special populations.** Even with the slightly positive trends year-to-year, after-school activities continue to rank last in terms of perceived sufficiency among respondents, along with resources for parents of foster youth and vocation and transition-based skills training for special education students. Respondents overall have the impression that Colton JUSD cares for its special population students, so continuing to monitor the access, awareness, and availability of these resources for special population students would help address this shortcoming in an area characterized as a district strength.
- **Follow up with teachers about their relationship with the district-level leadership, as they are not as content with it as they are with school-level leadership.** Less than half of staff respondents indicate that they are satisfied with the leadership at the district level. About as many staff respondents agree that district leadership communicates effectively with staff. These are significantly lower than the responses about school-level leadership. Studying the factors and attributes that staff respondents find particularly of value in school-level leadership and implementing them at the district level would improve the relationship between district leadership and staff. Moreover, teachers do not feel like they have a say in the decision-making process at the school level and particularly so at the district level. Providing meaningful interactions among school and district leadership and teachers and staff that produce tangible outcomes would help amend this situation and contribute to strengthening the relationship between teachers and staff and leadership – in particular, district-level leadership.

SECTION I: CONSTRUCT COMPOSITE SCORES



OVERALL CONSTRUCT SCORECARD



SUBCONSTRUCT SCORECARD

	Parent	Staff	Student
Expectations (AE)	3.81	3.95	3.91
Learning Environment (AE)	3.81	3.27	3.57
Student Support (AE)	3.89	4.02	3.92
English Learners (AE)	3.95	3.78	
Student Engagement (AE)	4.36	3.74	4.00
Foster Youth (AE)	4.29	3.82	
Special Education (AE)	3.71	3.83	
Overall Satisfaction (SA)	3.96		3.98
Satisfaction with Leadership (SA)		3.38	
Social Climate (SO)	3.78	3.84	3.57
Communication with Parents (EN)	3.90		
Parental Involvement (EN)	3.77	3.70	
Staff Engagement (EN)		3.44	

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



SECTION II: ITEM BY ITEM CONSTRUCT RESULTS



ACADEMIC ENVIRONMENT



ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (1/2)

- **Staff respondents overall hold a significantly less positive impression about student engagement than their student or parent counterparts, except for when it comes to student enjoyment of school.** Staff respondents are significantly less likely to agree that students *want to do well in school* (79% agree or strongly agree, as opposed to the 91% topline value); *come to class prepared* (59% as opposed to the 77% topline value); and *care about their school* (68% as opposed to the 74% topline value). When asked if students *like going to school*, it is student respondents who tend to agree significantly less, with 52% of them agreeing or strongly agreeing (as opposed to 84% for parent and 78% for staff respondents). Parent respondents tend to have the highest level of agreement across each statement.
- **While staff respondents hold district school expectations in significantly higher regard, it is student respondents who appreciate the outcome of those expectations significantly more.** Staff respondents agree significantly more that district schools *want students to succeed* (92% agree or strongly agree, as opposed to the 84% topline value); *provide a well-rounded curriculum* (80% as opposed to the 62% topline value); *focus on students' character* (77% as opposed to the 57% topline value); and *offer challenging classes* (74% as opposed to the 55% topline value). When it comes to the practical implications of district school expectations, most student respondents agree that district schools *set high expectations for student achievement* (68% agree or strongly agree, as opposed to 75% of staff respondents and 67% of parent respondents); and are significantly more likely to agree that district schools *prepare students for success in college or a career* (71% as opposed to 68% of staff respondents and 58% of parent respondents); *encourage students to participate in extracurricular activities* (68% as opposed to 65% of staff respondents and 60% of parent respondents); and *encourage a healthy lifestyle* (63%, as opposed to 59% of staff respondents and 62% of parent respondents).

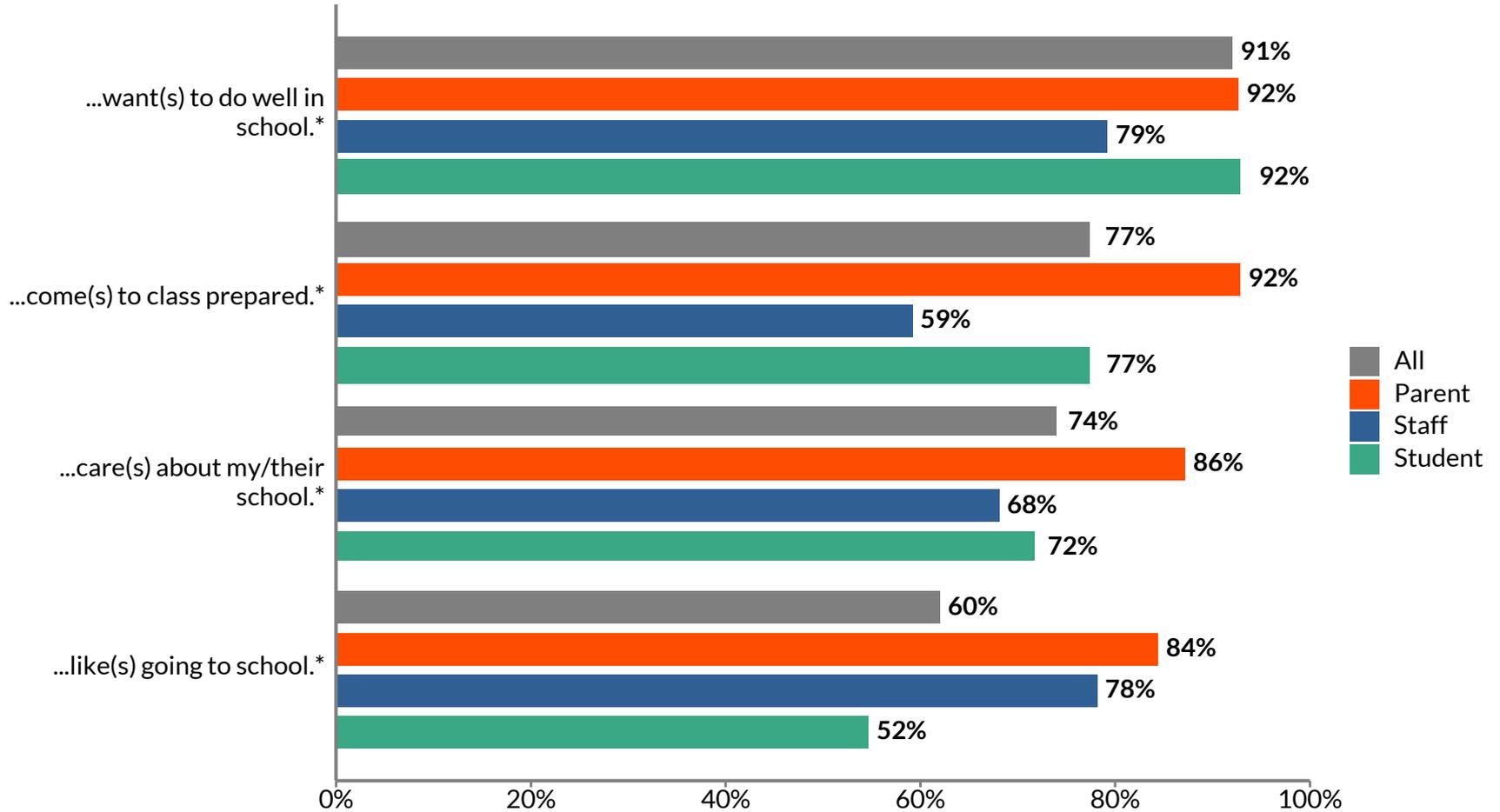
ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (2/2)

- **Staff are significantly less content with their learning environment.** Staff respondents are significantly less likely to agree that their school *maintains its physical resources* (48% as opposed to the 54% topline value); and *is clean* (44%, similar to the 44% for student respondents and significantly less than the 68% reported level of agreement of parent respondents). 62% of staff respondents agree that their school *has facilities with up-to-date technology* (higher than the 59% for student respondents and lower than the 65% for parent respondents).
- **About two-thirds of respondents indicate they understand what types of academic and social-emotional support are available to students and that students receive the resources and support they need.** Parent and student respondents are significantly less likely to understand the types of *academic* (66% of parents and 62% of students agree or strongly agree) and *social-emotional support* (59% and 61%, respectively) available to students. Staff respondents agree the most that they understand the types of support available to students (89% for academic, and 85% for social-emotional support). When it comes to *students receiving the resources and support they need*, staff respondents agree slightly less (65% agree or strongly agree, as opposed to the 67% topline value) than their student and parent respondent counterparts.
- **While most parent and staff respondents agree that special population students are well taken care of in Colton JUSD schools, there are some opportunities for growth.** Overall, most respondents agree that district schools provide enough support and resources for English learners, special education students, and foster youth. However, only about half of respondents agree that district schools provide enough *after school activities* for English learners (46% agree or strongly agree), special education students (45%), and foster youth (52%). The same is true about *vocational and transition-based skills training* for special education students (48%) and *resources for parents of foster youth* (49%).

STUDENT ENGAGEMENT

STUDENTS...

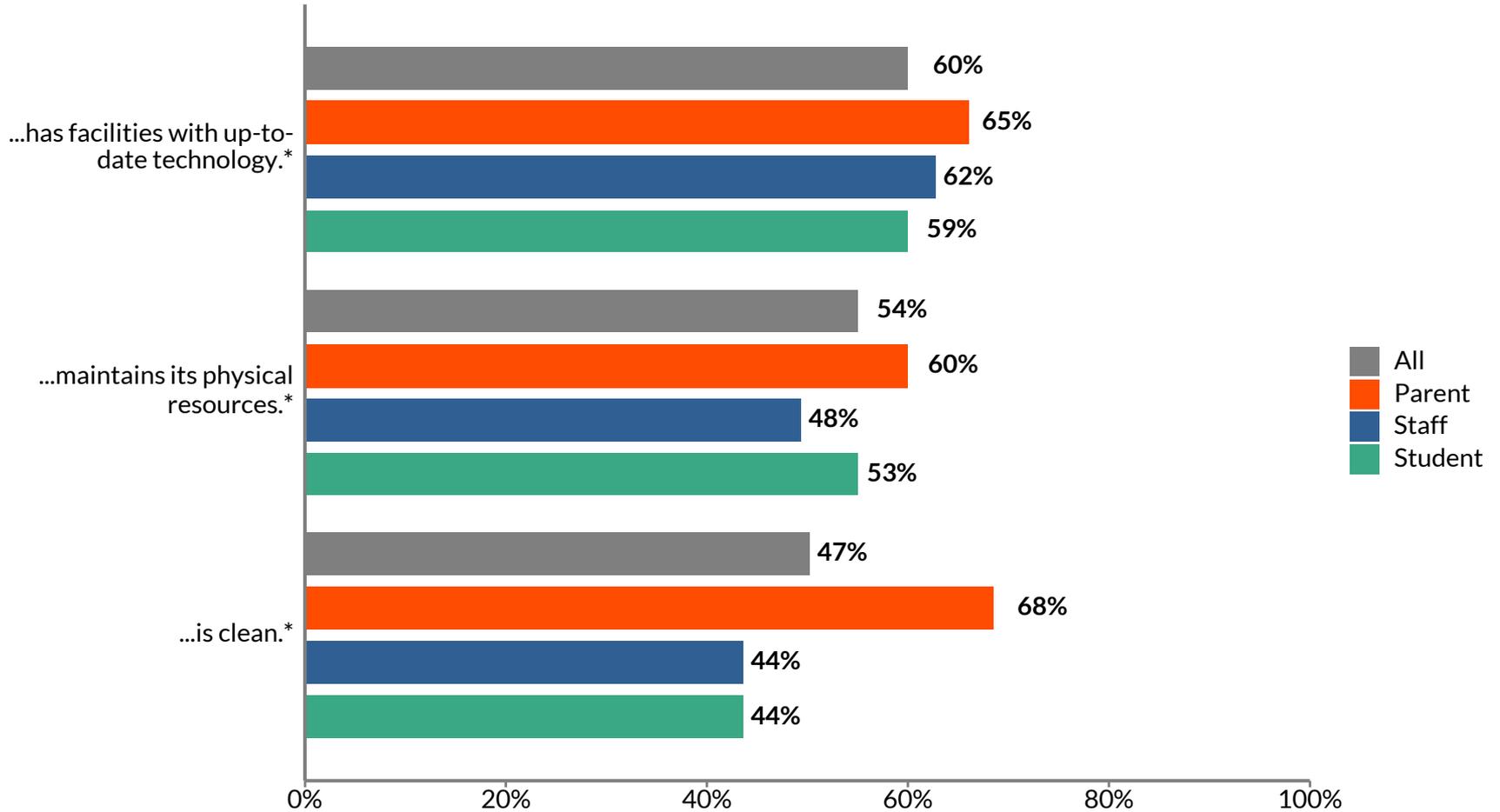
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LEARNING ENVIRONMENT

MY [CHILD'S] SCHOOL...

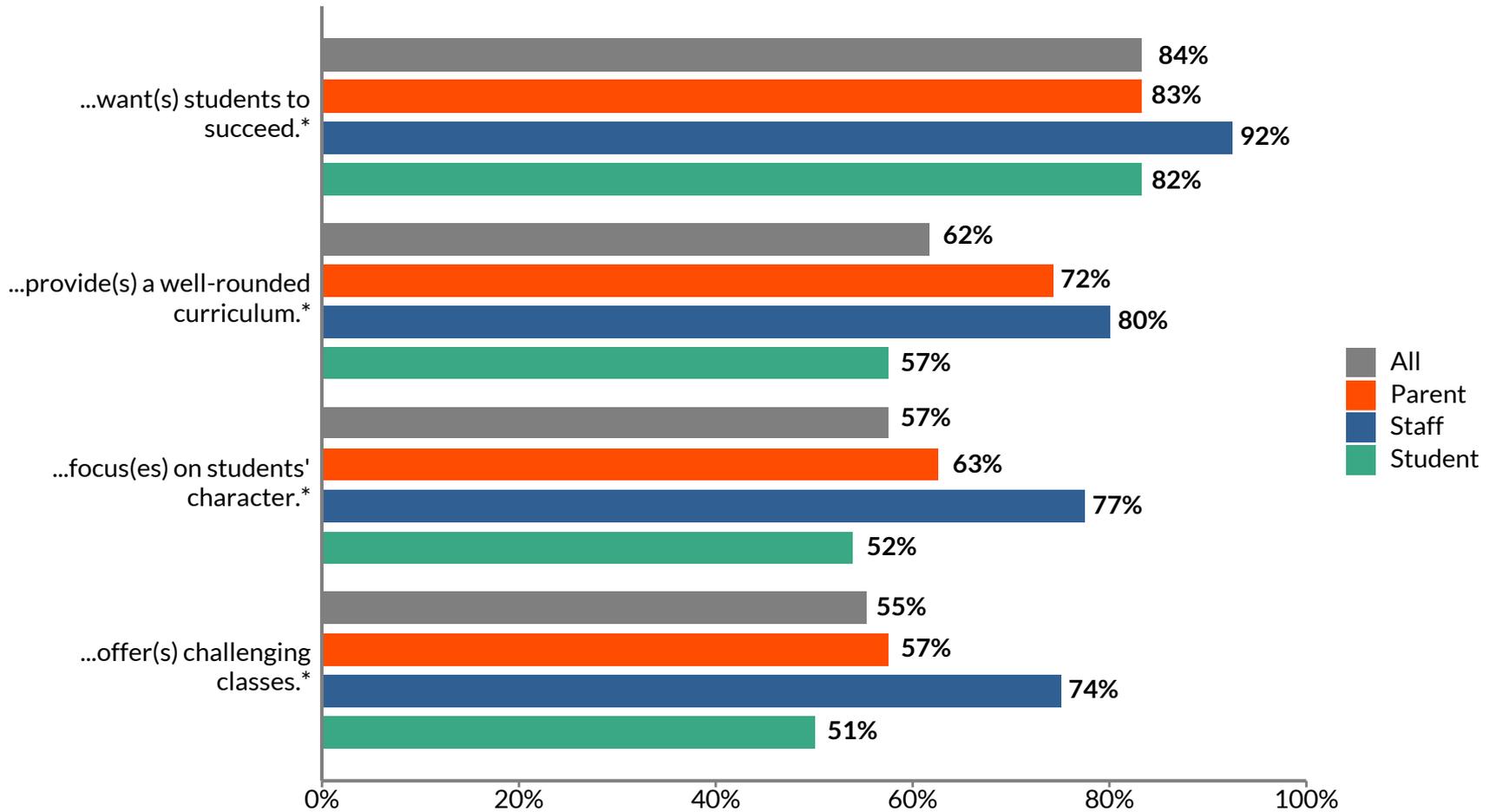
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EXPECTATIONS

DISTRICT SCHOOLS...

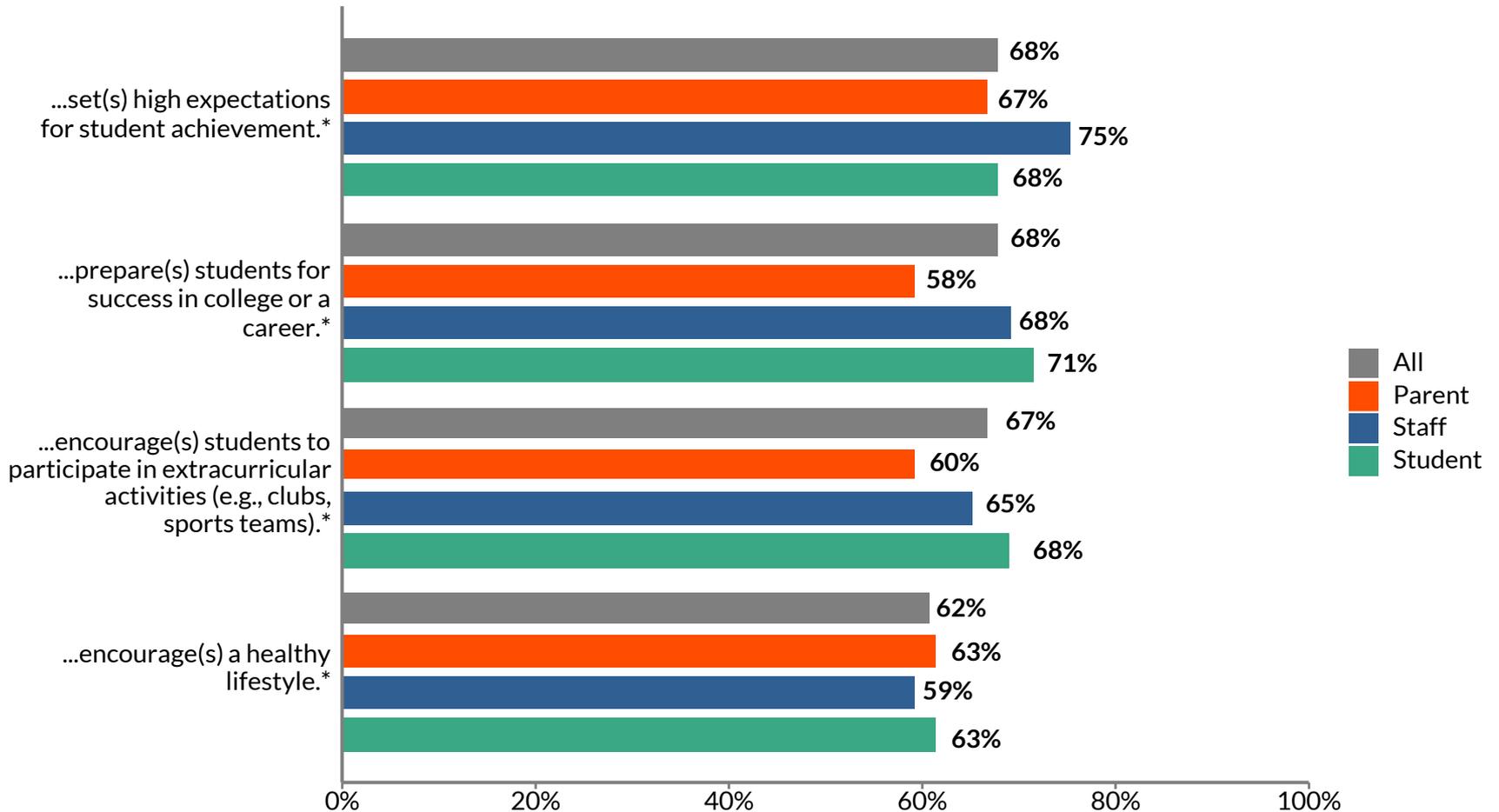
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EXPECTATIONS

DISTRICT SCHOOLS...

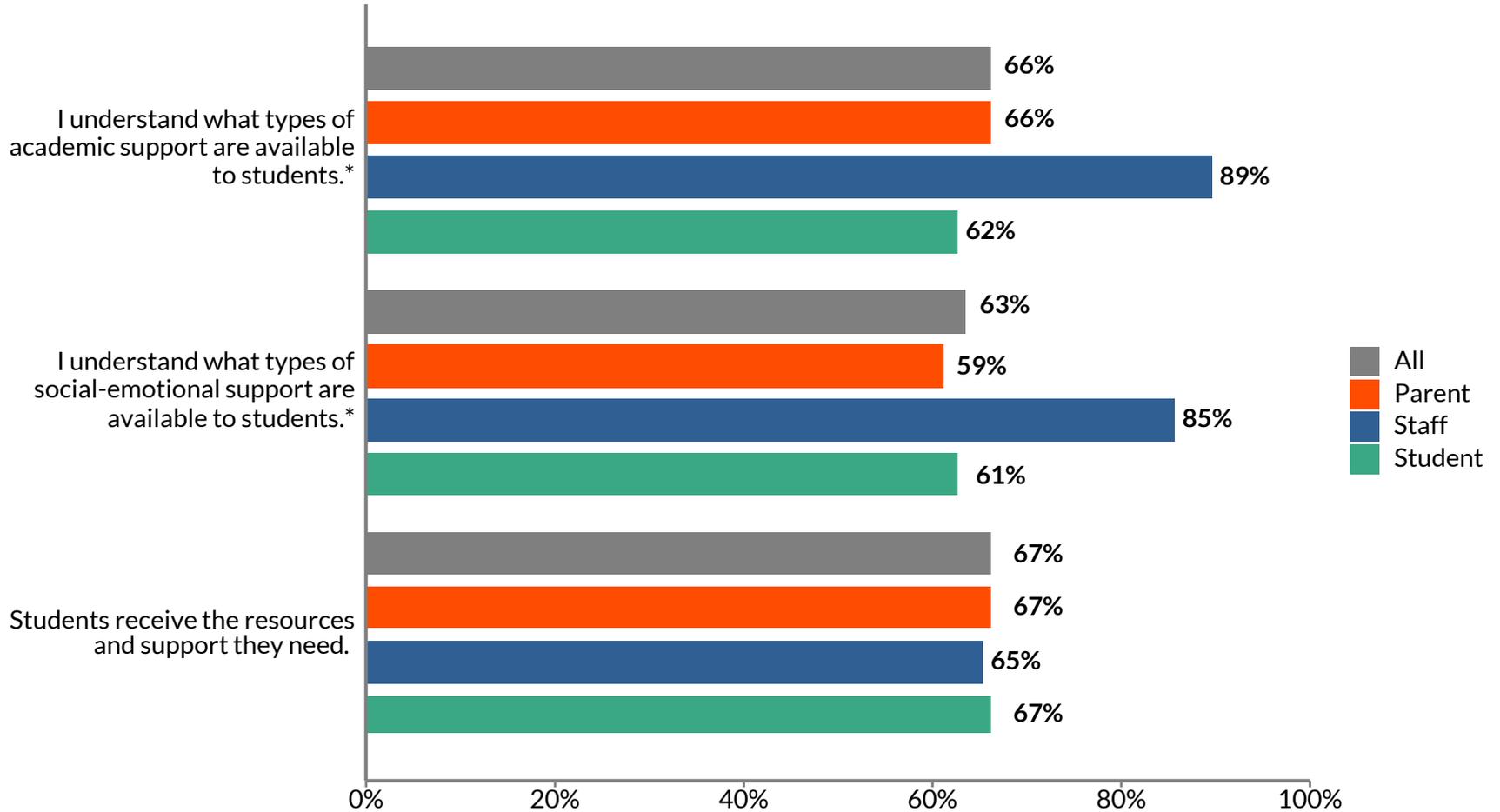
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STUDENT SUPPORT

AT DISTRICT SCHOOLS...

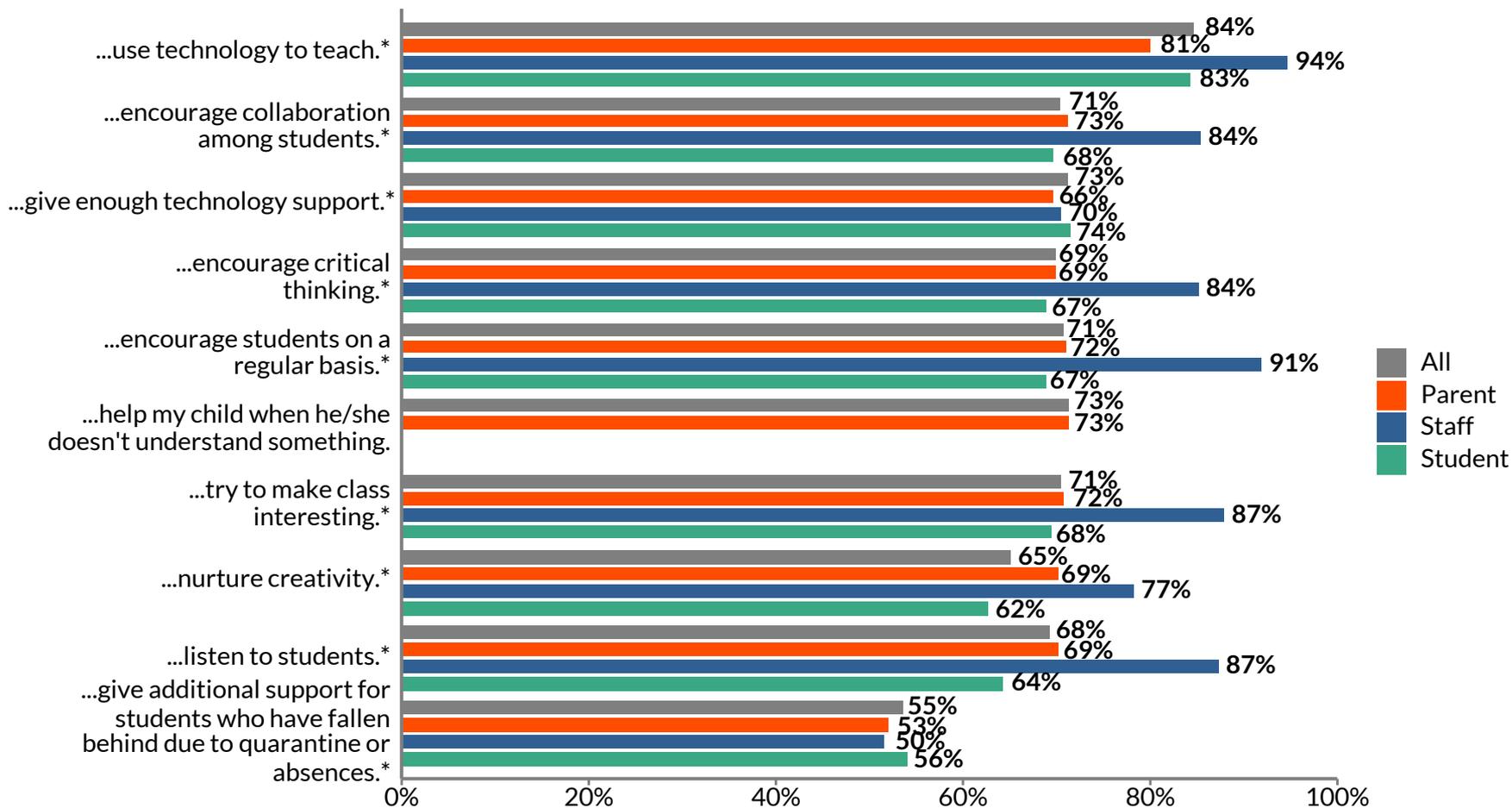
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STUDENT SUPPORT

TEACHERS AND STAFF AT DISTRICT SCHOOLS...

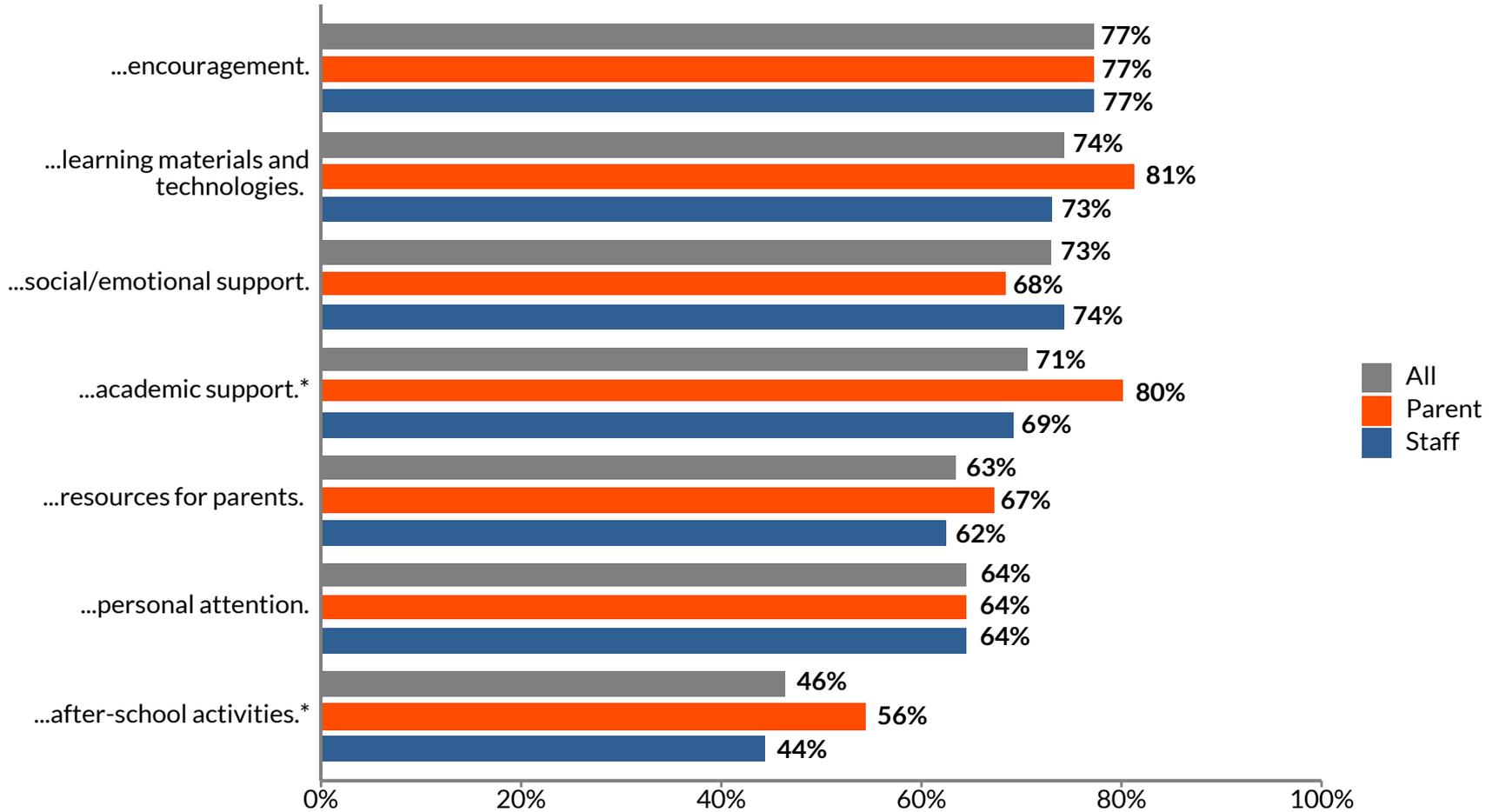
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ENGLISH LEARNERS

MY CHILD'S SCHOOL PROVIDES ENGLISH LEARNERS WITH ENOUGH...

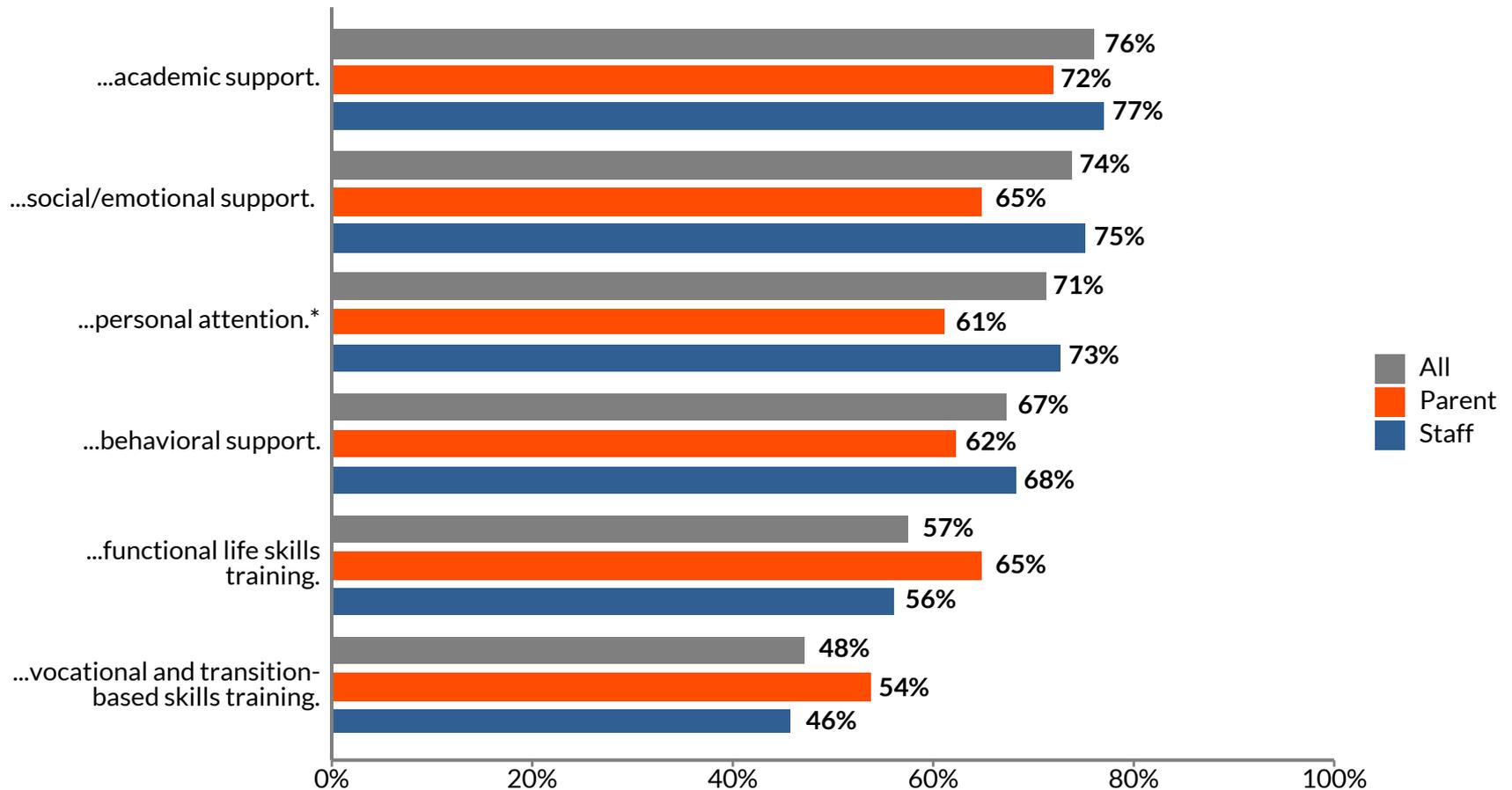
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SPECIAL EDUCATION

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

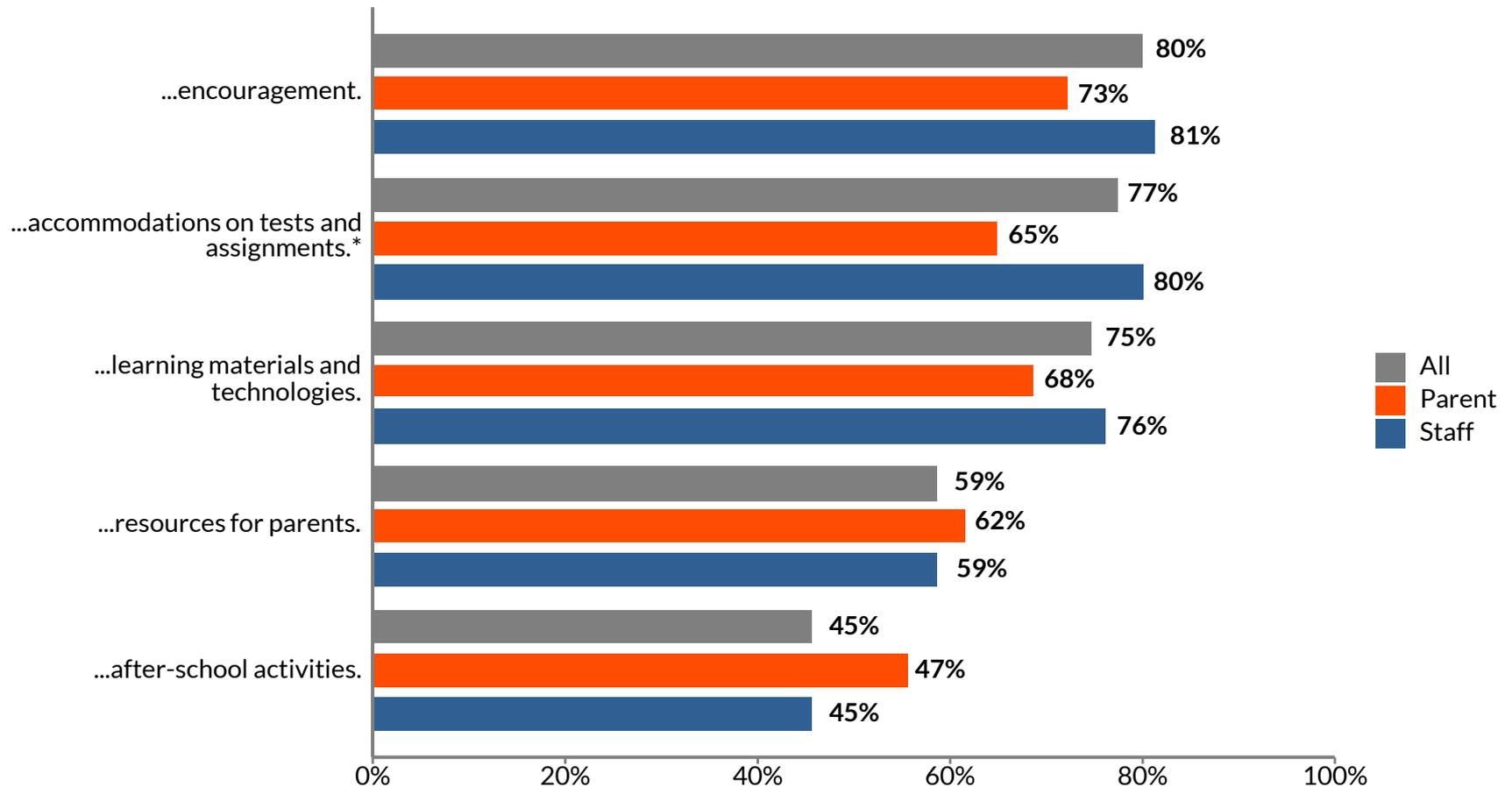
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SPECIAL EDUCATION

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

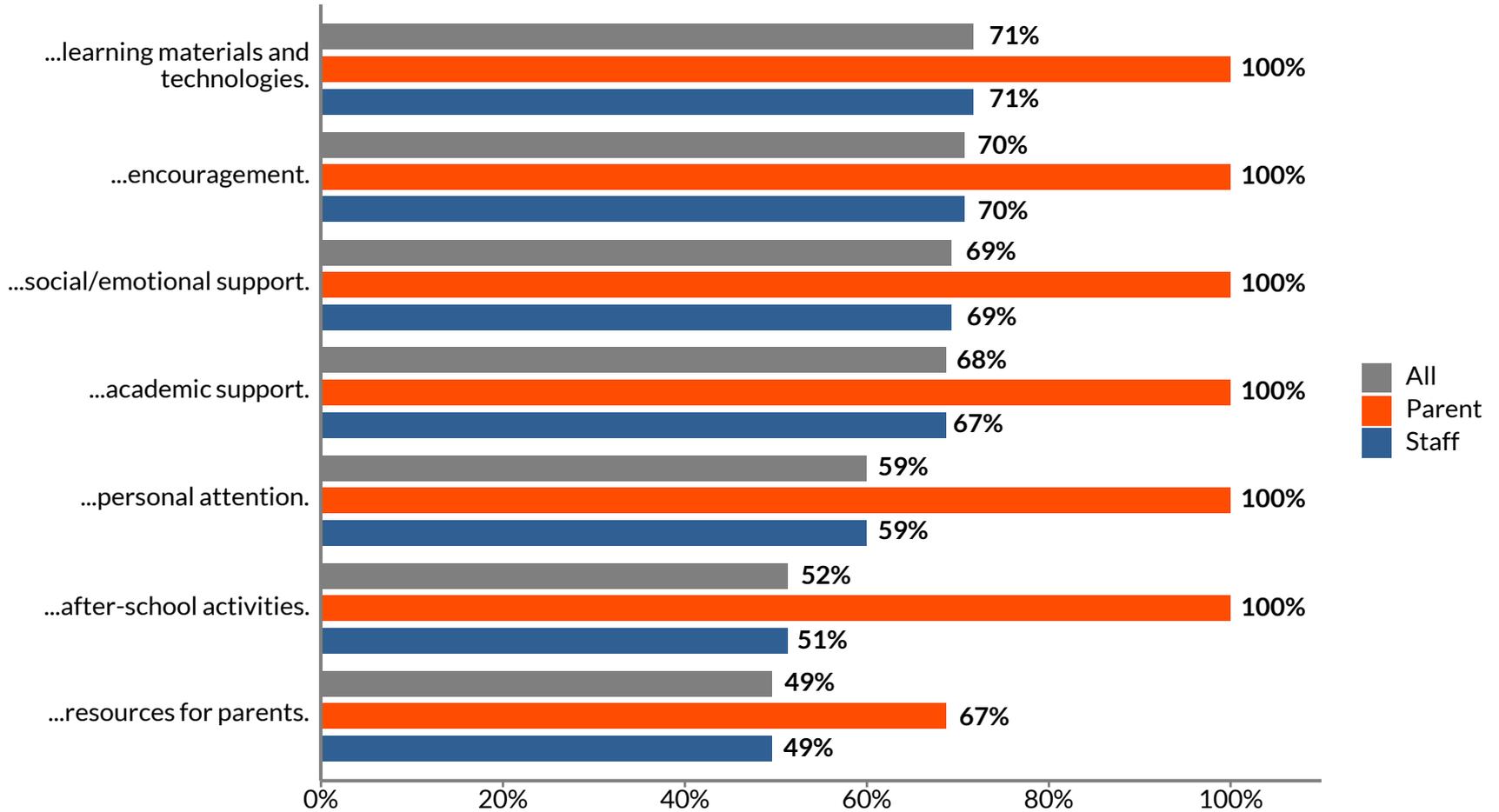
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FOSTER YOUTH

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

% Agree + % Strongly Agree



Sample Size: All (227); Parent (3); Staff (224)

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

Note: Results obtained from small sample sizes (n<20) should be interpreted with caution.



SOCIAL ENVIRONMENT



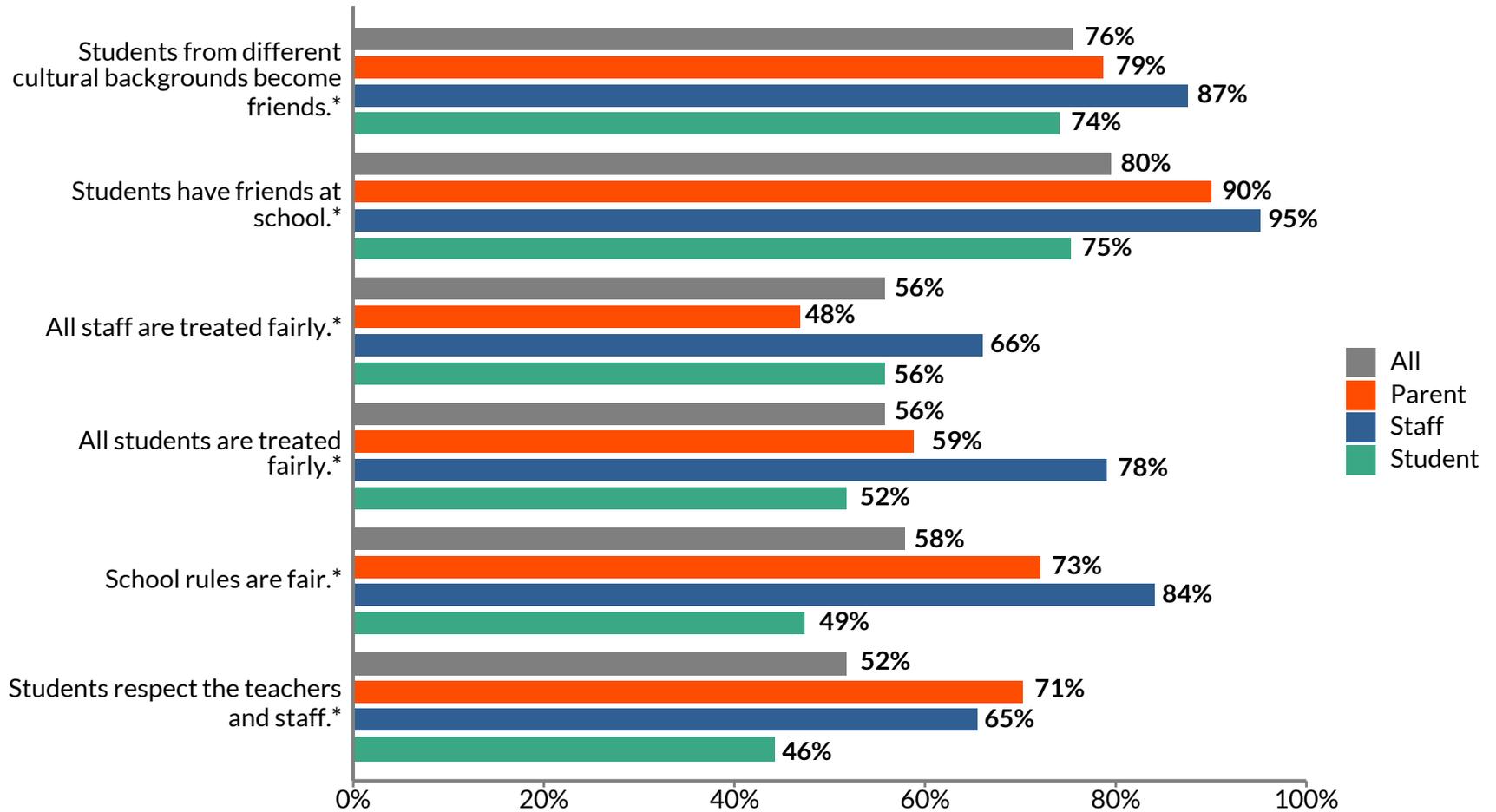
SOCIAL ENVIRONMENT: SUMMARY OF RESULTS

- **While overall respondents agree that Colton JUSD schools enjoy an amicable social climate among students, they are not as prone to agree about fairness and respect to teachers and staff.** Most respondents agree that *students from different cultural backgrounds become friends* (76% agree or strongly agree) at Colton JUSD schools, and about as many (80%) agree the same about *students having friends at school*. When it comes to a sense of fairness at Colton JUSD schools, 56% of respondents indicate that *staff are treated fairly*, while about as many (56%) indicate that *students are treated fairly*. This latter figure is further accentuated among student respondents, as 52% indicate that *students are treated fairly*. 58% of respondents indicate that *school rules are fair*, but among student respondents, this drops to 49%. When asked if *students respect the teachers and staff*, 52% of respondents overall indicate agreement. When segmenting by group, 65% of staff respondents agree, while only 46% of student respondents agree.
- **Respondents recognize an issue with school safety, in particular as it relates to bullying.** When asked about school safety, 46% of respondents indicate that *staff feel safe at school*, while 53% of respondents indicate that *students feel safe at school*. When segmenting by group, staff are most confident about students feeling safe at school, with 74% agreeing, while only 46% of students report agreeing. When it comes to *students being comfortable talking to school staff*, the same discrepancy is present, with 78% of staff respondents agreeing while only 45% of student respondents do so. Half of respondents (50%) agree that *students get along with each other and respect their differences*. However, the biggest cause for concern for Colton JUSD should be that only 27% of respondents agree that *bullying is not a problem*.

SOCIAL CLIMATE

AT MY [CHILD'S] SCHOOL...

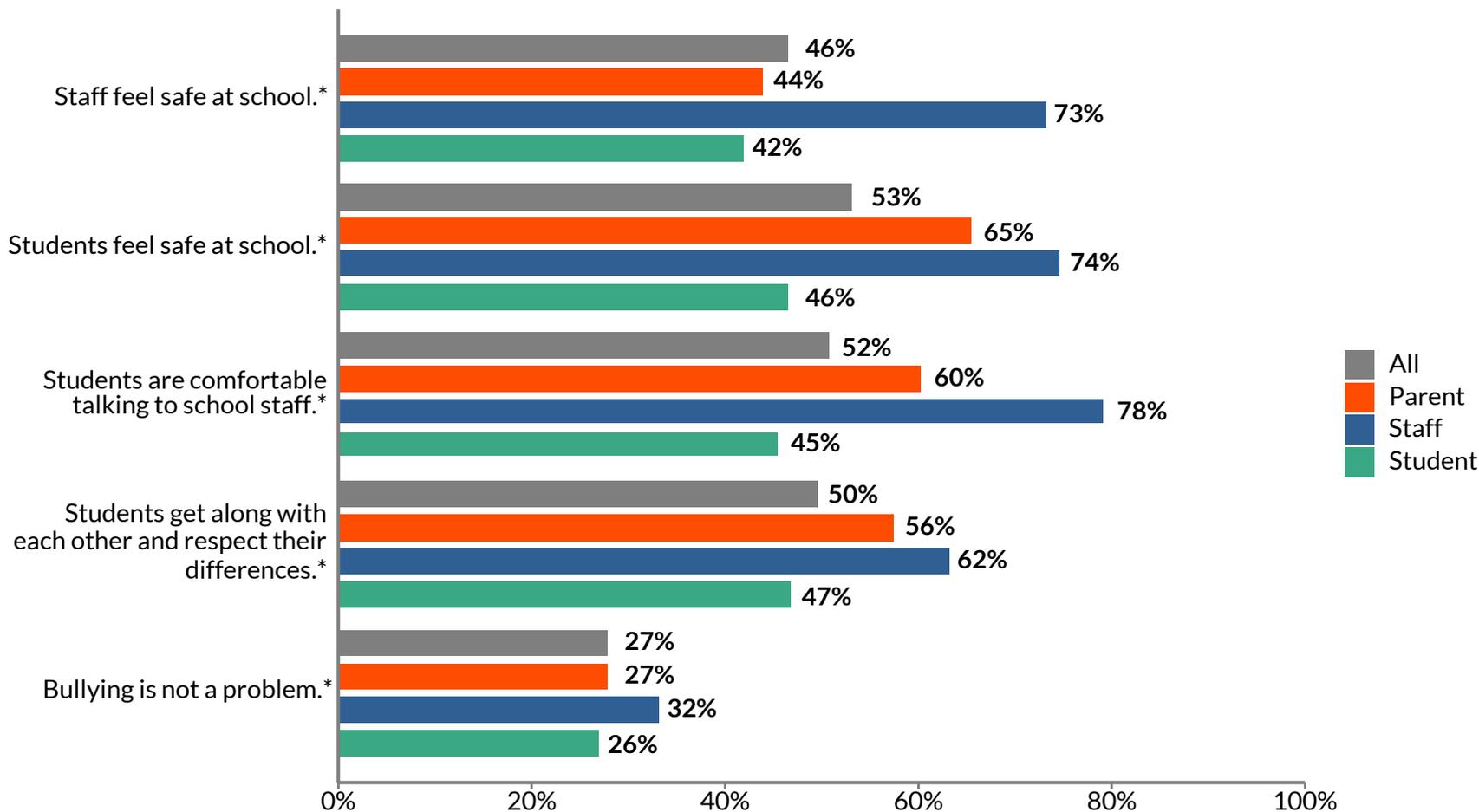
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SOCIAL CLIMATE

AT MY [CHILD'S] SCHOOL...

% Agree + % Strongly Agree



STAKEHOLDER ENGAGEMENT



STAKEHOLDER ENGAGEMENT: SUMMARY OF RESULTS

- **Colton JUSD schools and staff do a good job in communicating with parents and keeping them informed.** Most parent respondents (77% agree or strongly agree) indicate that *the school keeps them well informed about events and activities*, and about as many (74%) also agree that *teachers keep them well informed about their child's progress*. Moreover, 87% of parent respondents indicate they *are able to communicate with teachers or staff when needed*, while only 7% indicate they were not able to. Following up with those parent respondents who were not able to communicate with teachers or staff, 43% of them indicate that *teachers are unresponsive*, and 38% indicate the same about *staff*. Further, only 9% indicate they were unable to communicate with teachers or staff due to a language-related issue, whether because of a *language barrier* (7%), or because they are *waiting for translators and/or liaisons* (2%). Additionally, the main sources of information for parent respondents about their child's school are *communications sent to them from their child's school* (64%), *communications with their child's teacher* (42%), and *school or district websites* (35%), while their preferred channels of communication are *text messages* (70%), *emails* (57%), *phone calls* (36%), and *mail/letters* (23%).
- **Most respondents agree that Colton JUSD schools encourage parental and stakeholder involvement and offers parents a say in the decision-making process, both at a school and at a district level.** When it comes to *offering parents a say in the decision-making process*, 62% of respondents agree or strongly agree that is the case at the *school level*, while 49% agree the same at the *district level*. Primarily, parent respondents feel that their participation or input was most valued in *parent-teacher conferences with their child's teacher* (84%), *booster committees* (79%), and *volunteering at their child's school* (81%). About three-fourths (74%) of respondents indicate that Colton JUSD schools *encourage parental involvement*, and 59% of staff respondents indicate the same about *encouraging community member involvement*. However, about half of respondents (47%), indicate that Colton JUSD schools *have parents who are highly involved*, with only 43% of staff respondents agreeing with this statement.

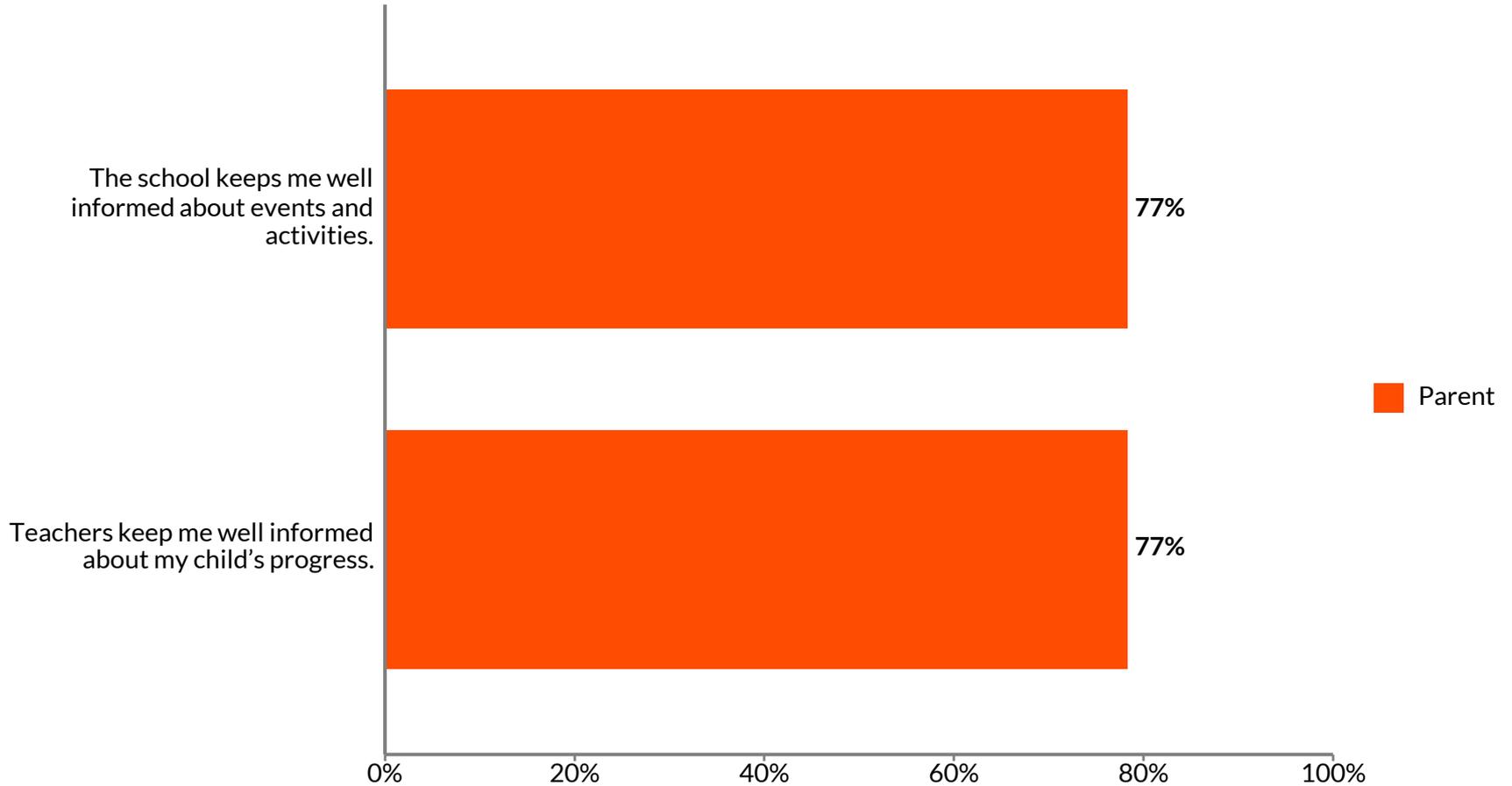
When asked about their ways of participating in community activities, parent respondents indicate that they mostly participate in *parent-teacher conferences with their child's teacher* (62%), and *back to school nights or open house* (52%). About a fourth of respondents (23%) indicate not having participated in any activities at all. When asked why they didn't participate in any activities, those respondents cite *scheduling conflicts* (39%) and *not being sure how they can participate* (20%) as the main reasons. They also indicate parents would become more involved if they had *more information on how to support students at home* (37%), *more convenient times for participation* (37%), and *more information on involvement opportunities* (35%), among other options.

- **While staff respondents enjoy the work they do (88%), they do not feel like they have agency in the decision-making process at either the school (49%) or district level (25%).**

COMMUNICATION WITH PARENTS

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

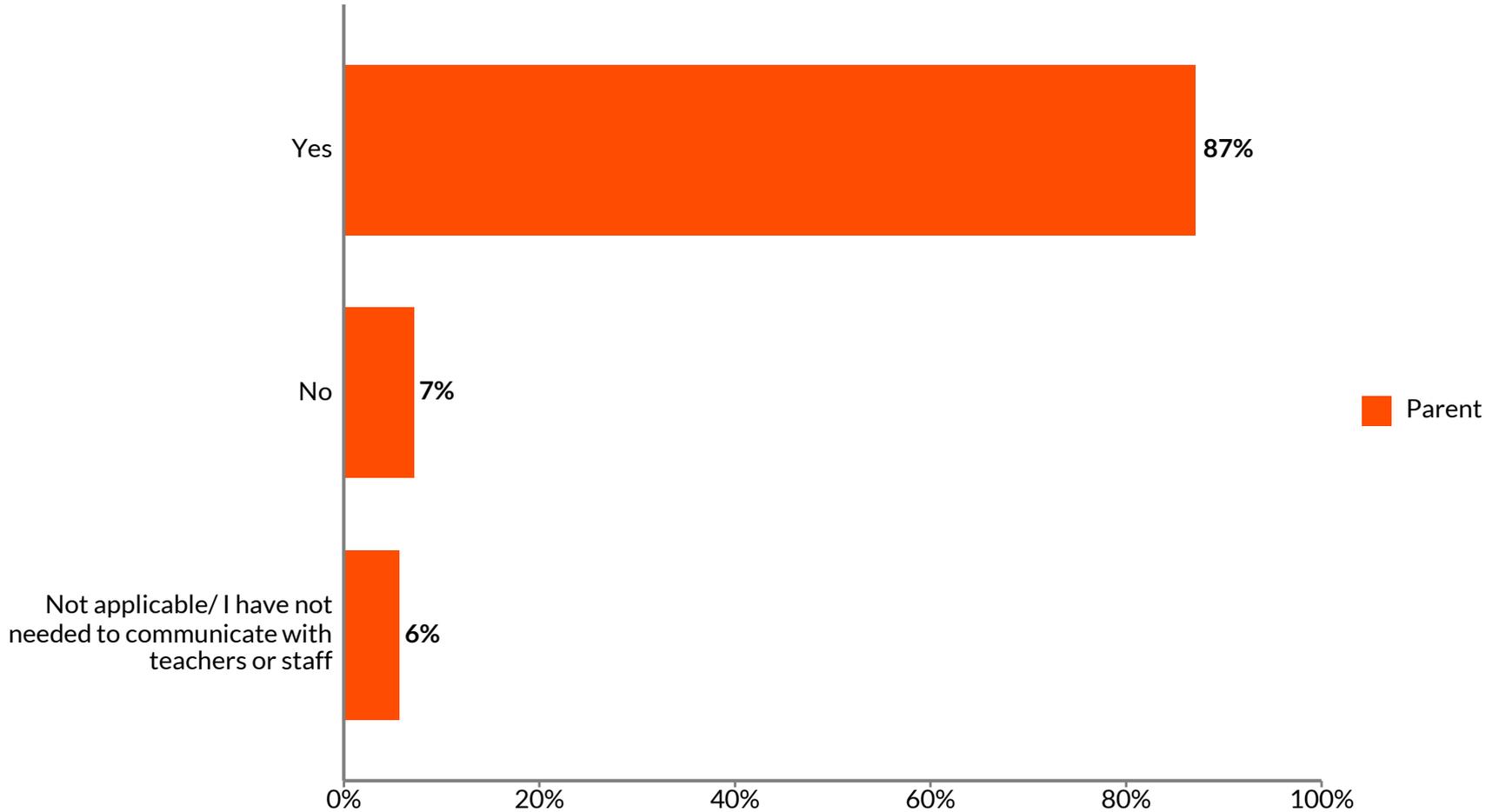
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COMMUNICATION WITH PARENTS

ARE YOU ABLE TO COMMUNICATE WITH TEACHERS/STAFF WHEN YOU NEED ?

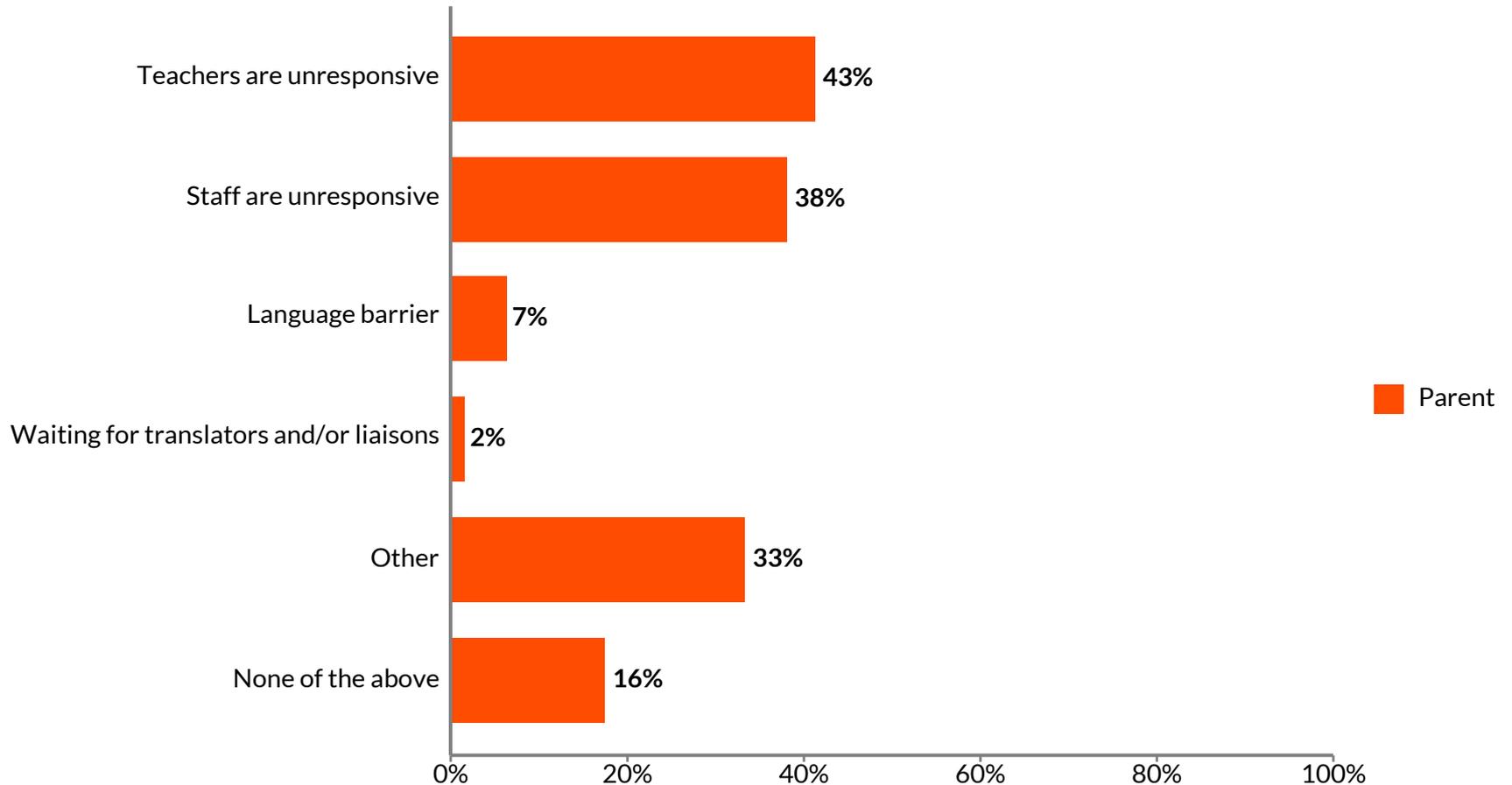
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COMMUNICATION WITH PARENTS

WHY WERE YOU UNABLE TO COMMUNICATE WITH TEACHERS AND STAFF WHEN NECESSARY?

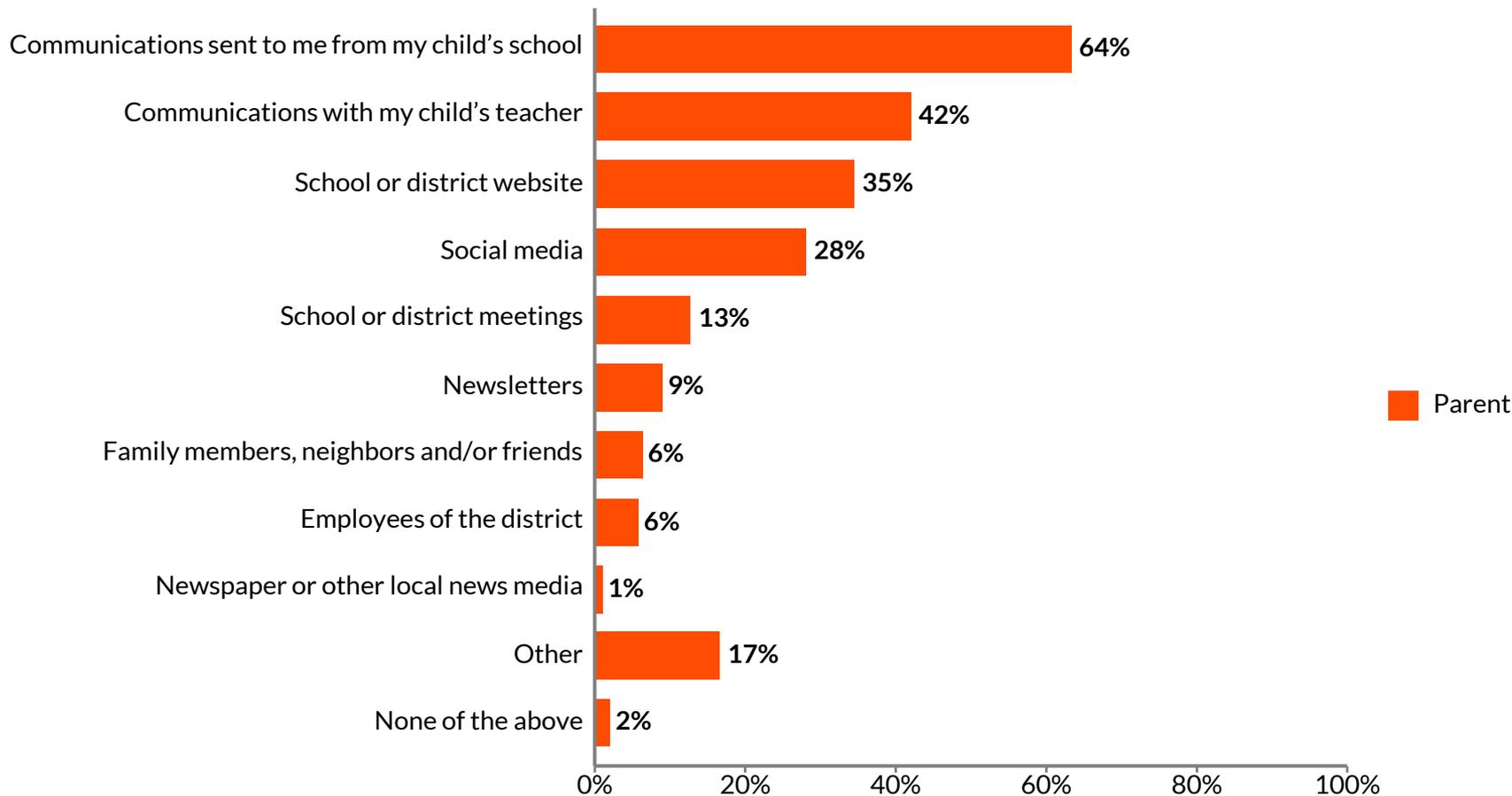
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COMMUNICATION WITH PARENTS

HOW DO YOU RECEIVE MOST OF YOUR INFORMATION ABOUT YOUR CHILD'S SCHOOL?

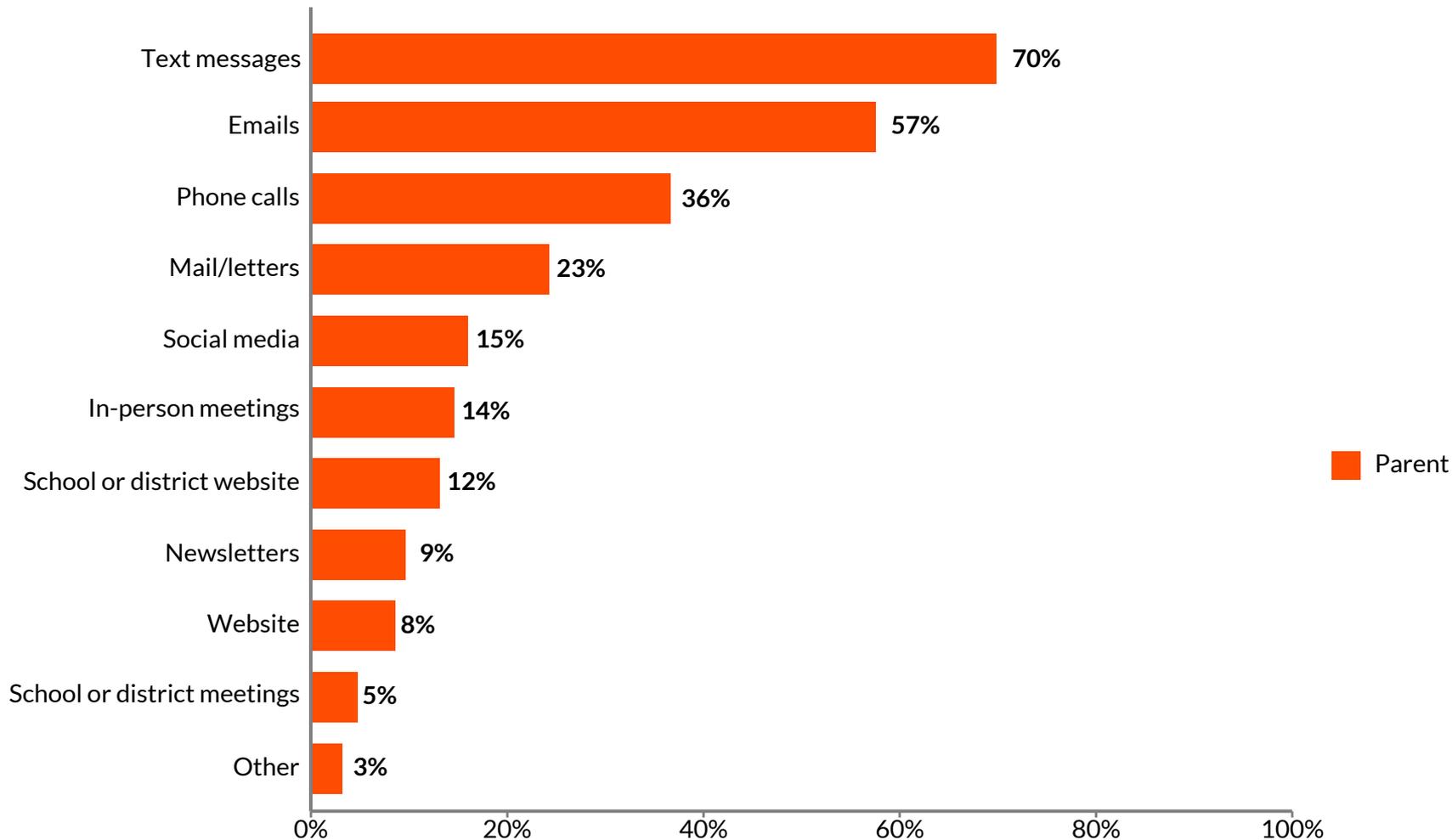
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COMMUNICATION WITH PARENTS

HOW WOULD YOU PREFER YOUR CHILD'S SCHOOL TO PROVIDE INFORMATION TO YOU? PLEASE SELECT UP TO THREE OPTIONS.

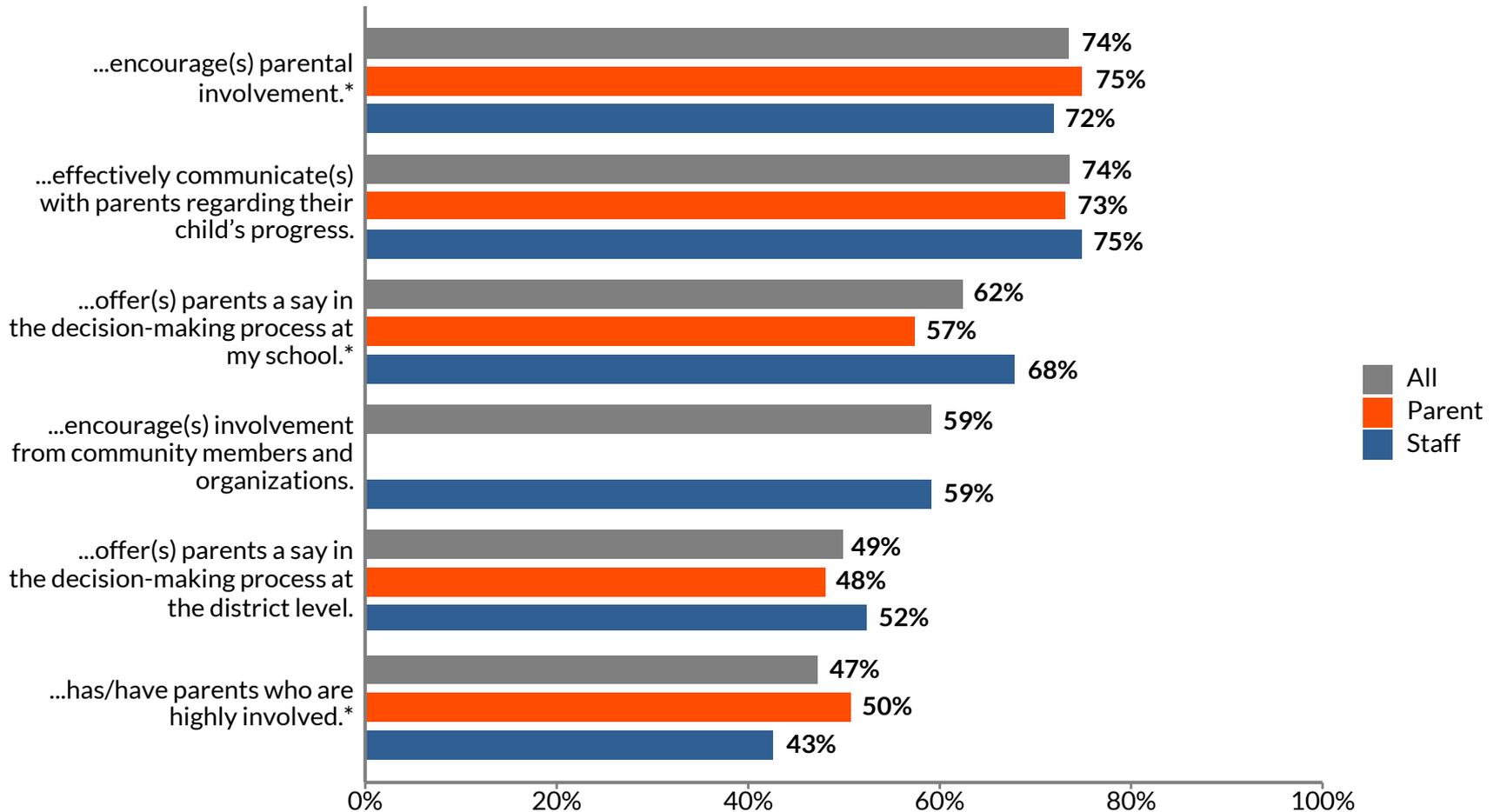
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PARENTAL INVOLVEMENT

DISTRICT SCHOOLS...

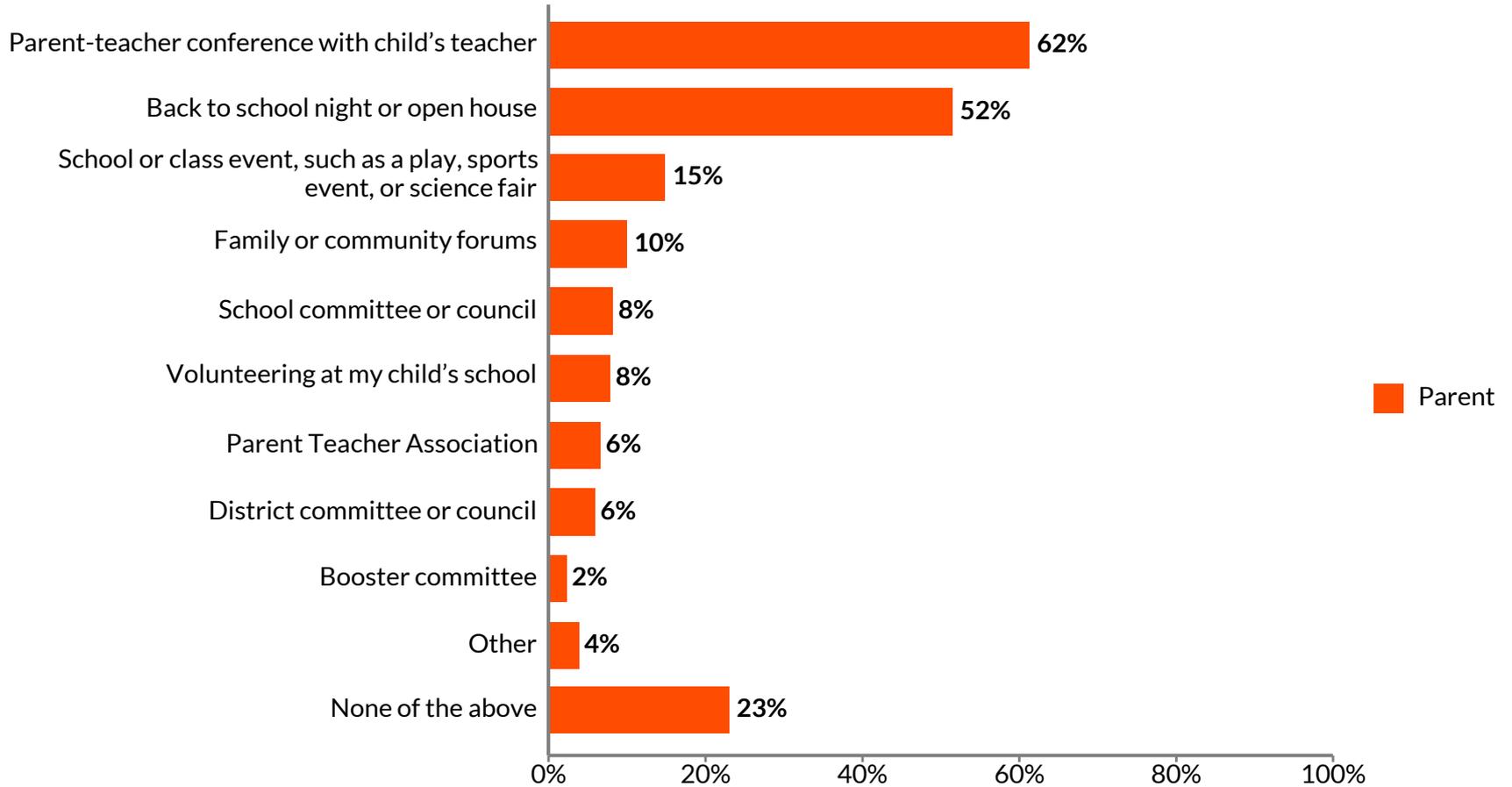
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PARENTAL INVOLVEMENT

WHICH PARENT OR COMMUNITY ACTIVITY(IES) HAVE YOU PARTICIPATED IN THIS YEAR?

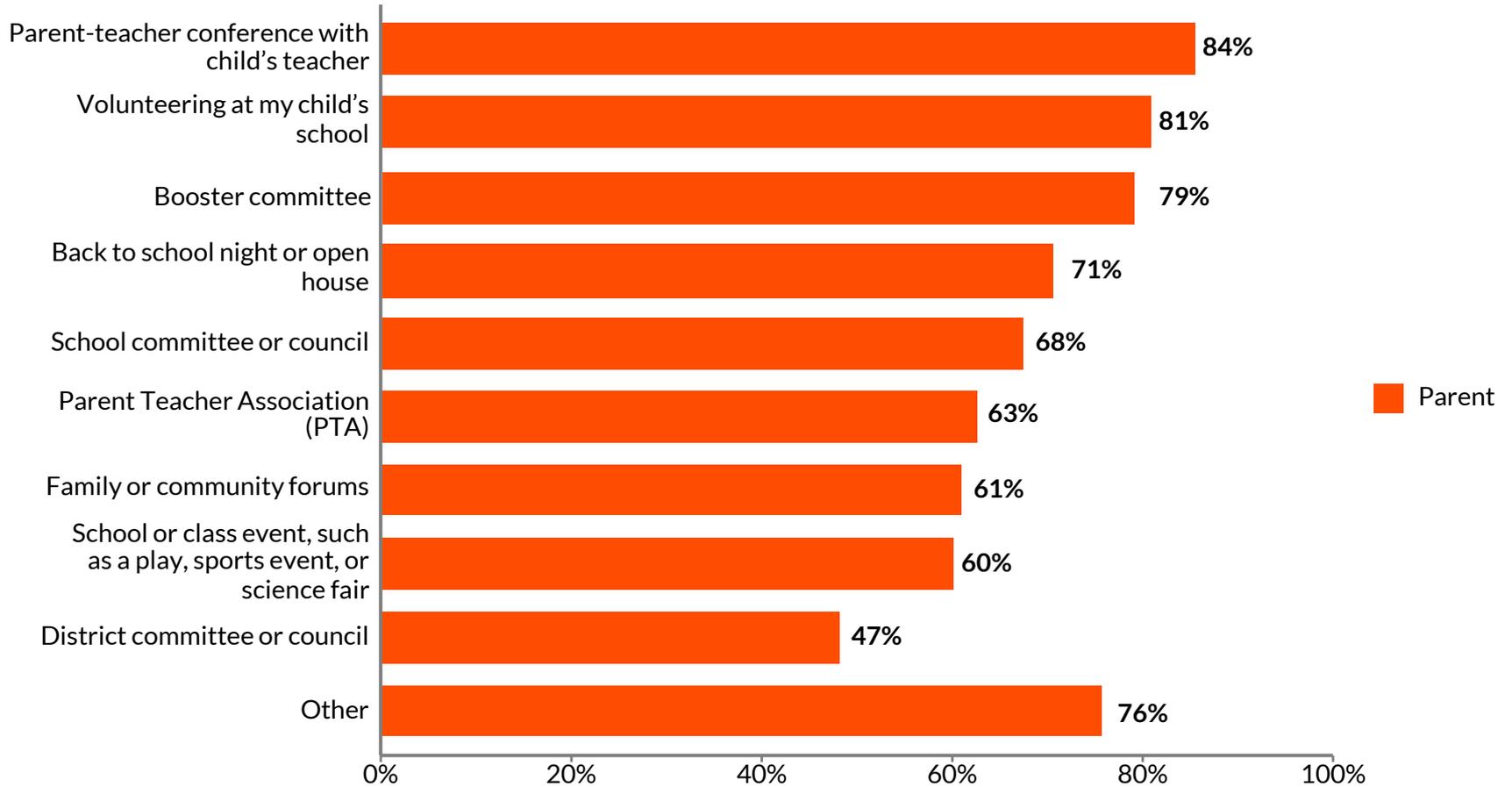
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PARENTAL INVOLVEMENT

I FEEL THAT THE SCHOOL AND/OR DISTRICT VALUED MY PARTICIPATION OR INPUT IN...

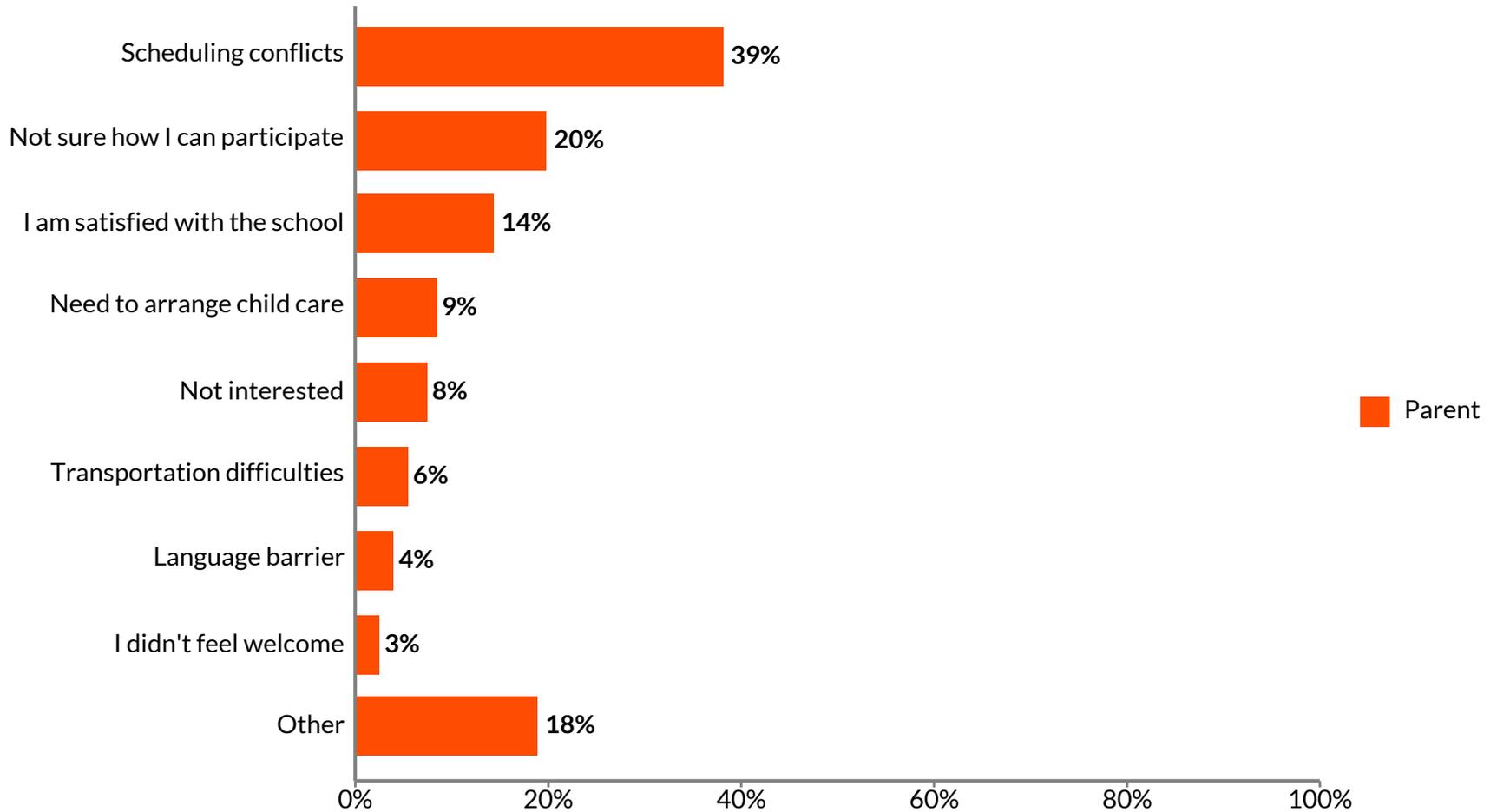
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PARENTAL INVOLVEMENT

WHY DIDN'T YOU PARTICIPATE IN PARENT ACTIVITIES THIS YEAR?

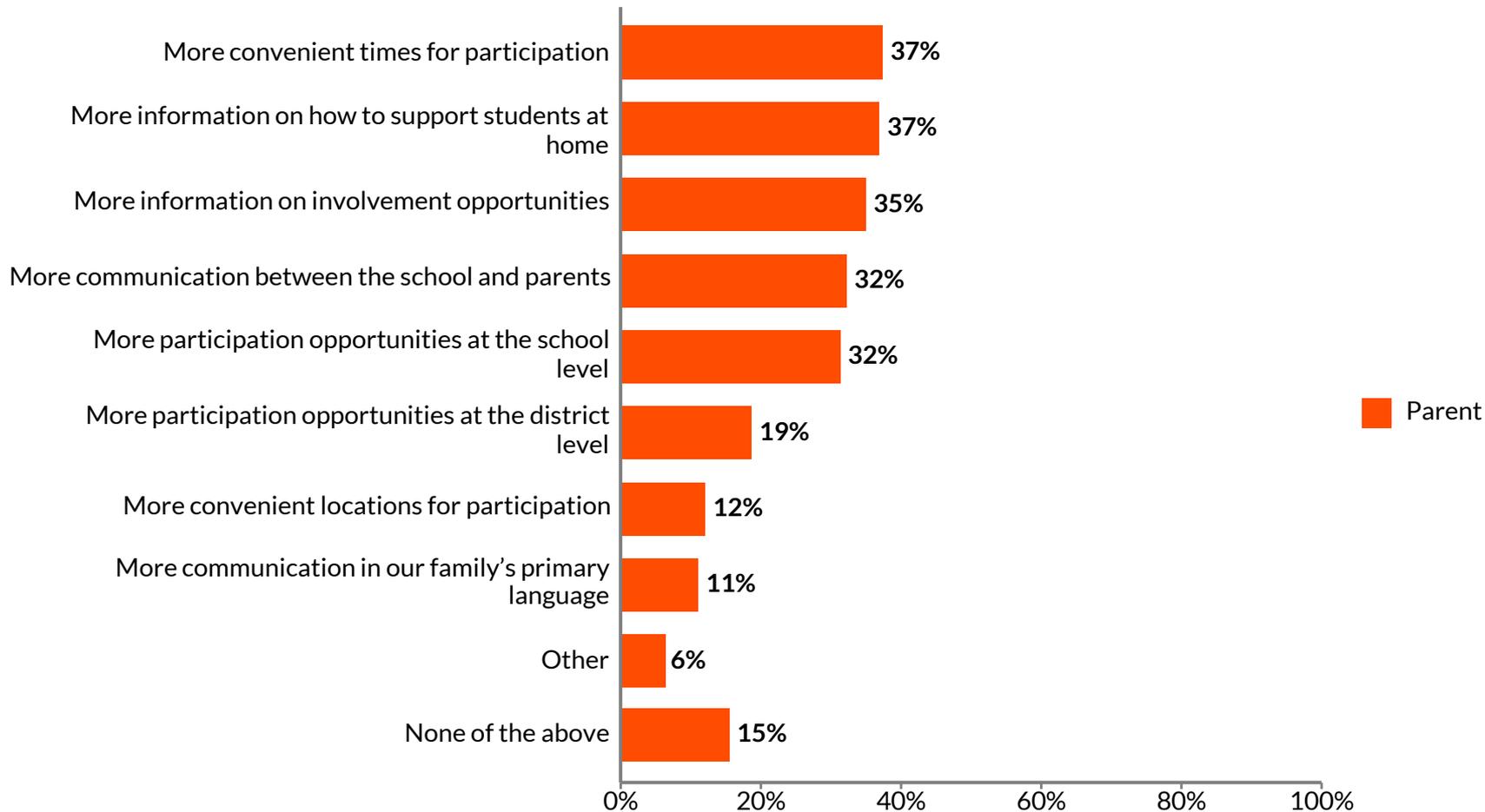
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PARENTAL INVOLVEMENT

WHAT WOULD HELP PARENTS BECOME MORE INVOLVED?

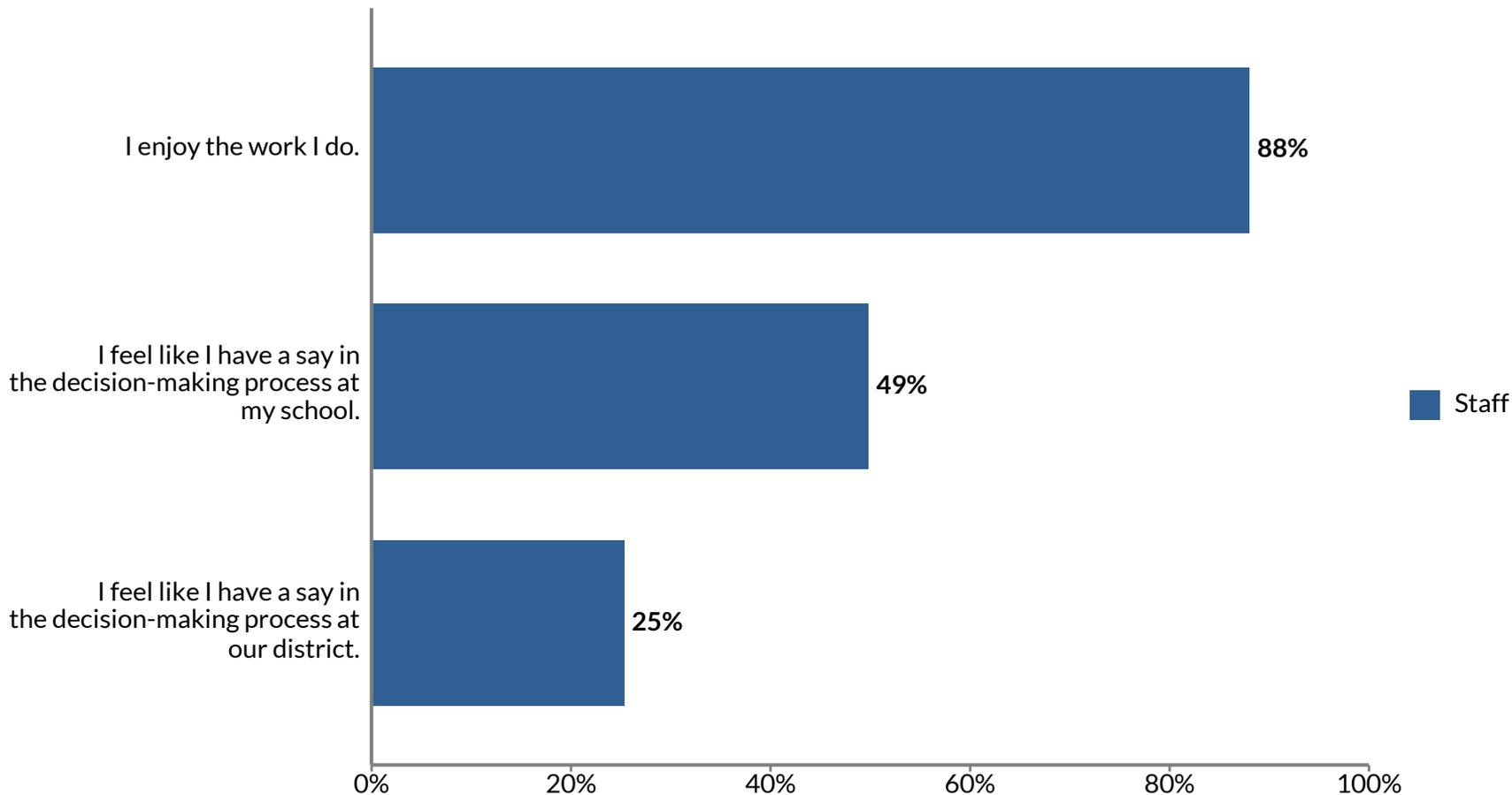
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STAFF ENGAGEMENT

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

% Agree + % Strongly Agree



SATISFACTION



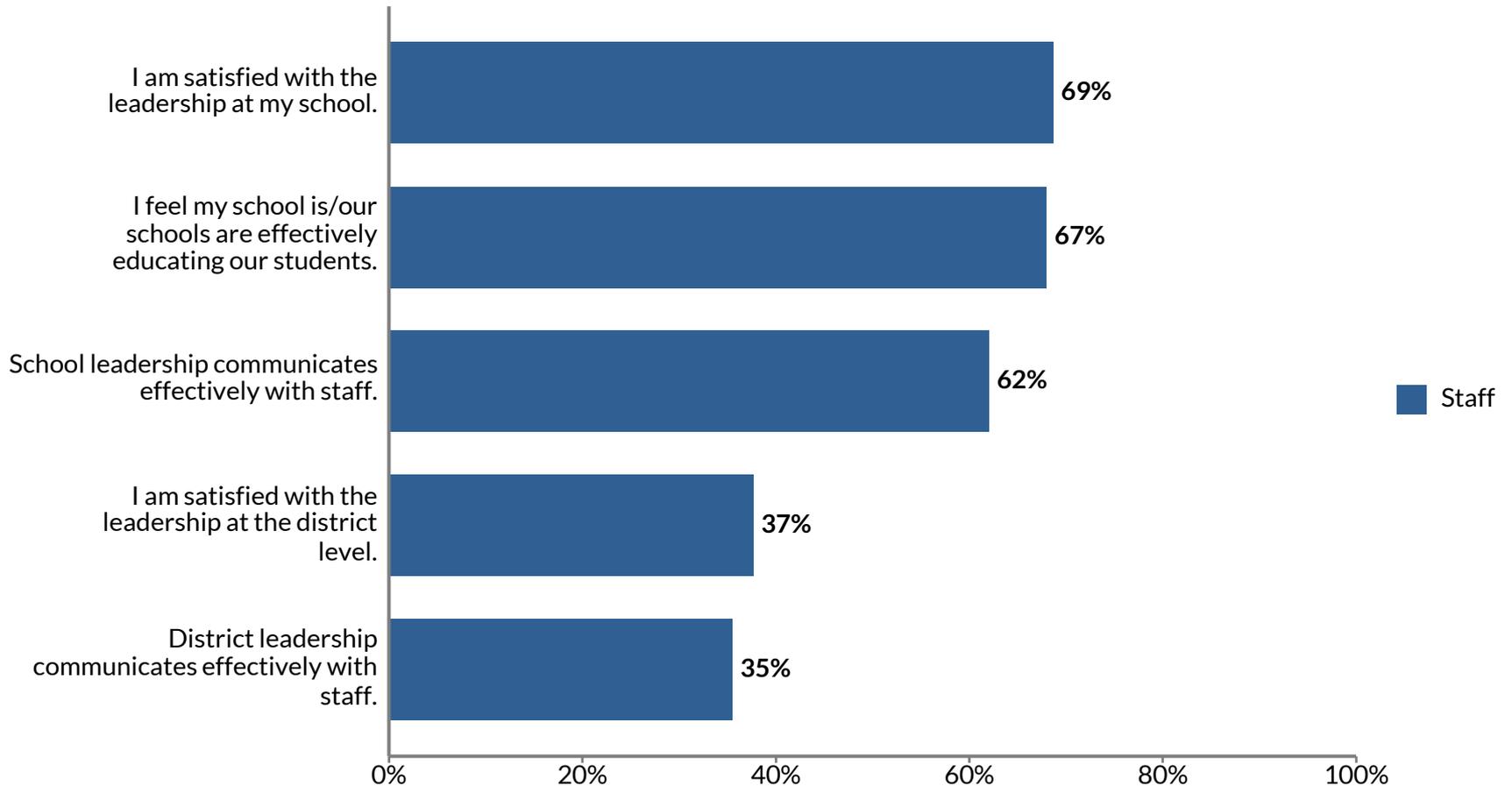
SATISFACTION: SUMMARY OF RESULTS

- **While most staff respondents are satisfied with their school's leadership, they are not as content with district leadership.** 69% of staff respondents *are satisfied with the leadership at their school*, and about as many (67%) agree or strongly agree that *they feel their school is effectively education their students*. Moreover, 62% of staff respondents agree that *school leadership communicates effectively with staff*. When asked about district leadership, only 37% of staff respondents indicate that they *are satisfied with the leadership at the district level*, while only 35% agree that *district leadership communicates effectively with staff*.
- **Student and parent respondents are overall satisfied with their teachers (69% somewhat or completely satisfied), the school-level leadership (59%), and district-level leadership (51%).** Additionally, 66% of student and parent respondents indicate feeling the school is effectively educating them or their child.

SATISFACTION WITH LEADERSHIP

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

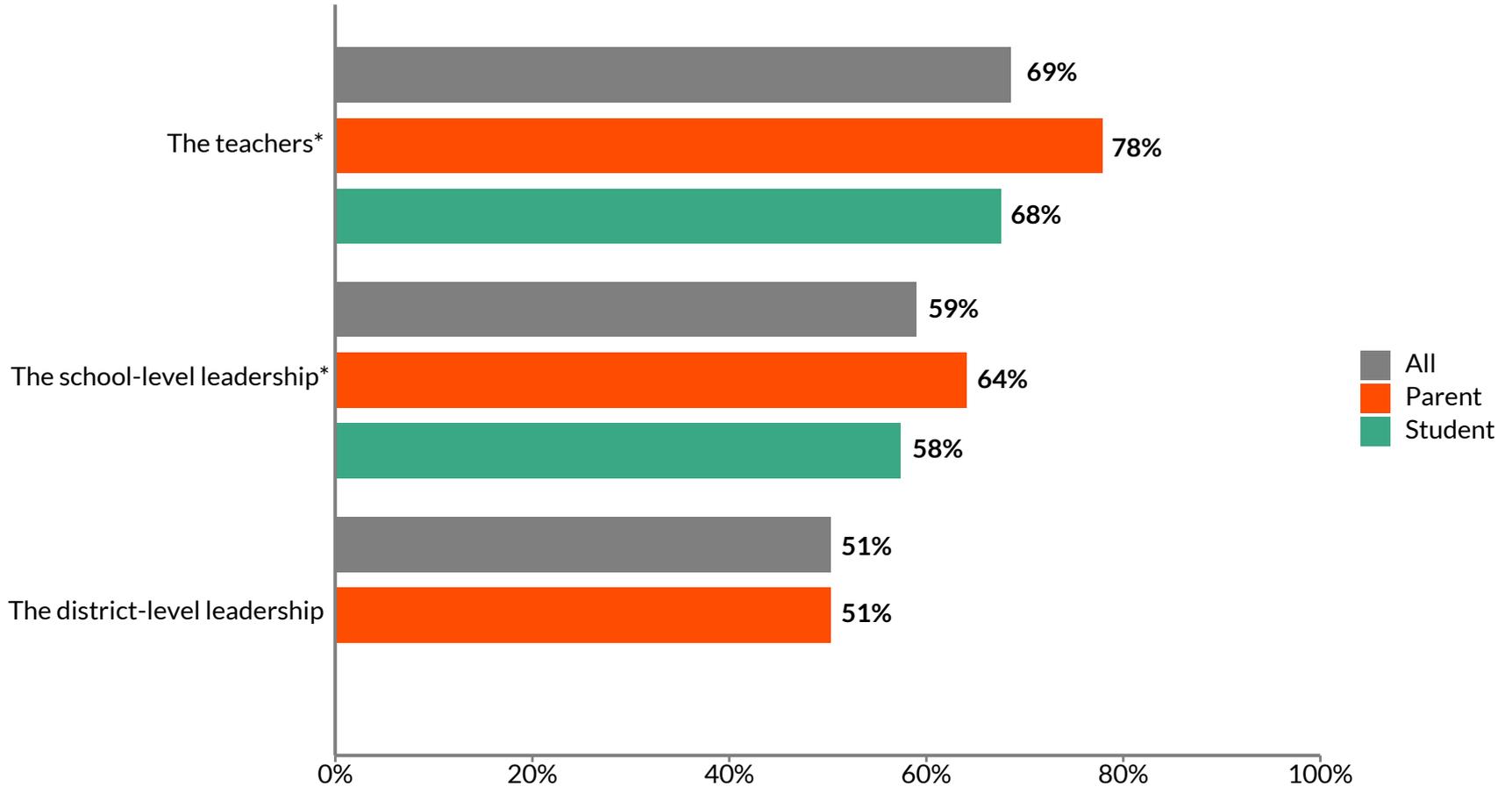
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OVERALL SATISFACTION

SATISFACTION WITH ASPECTS OF MY [CHILD'S] SCHOOL [AND THE DISTRICT MORE BROADLY]:

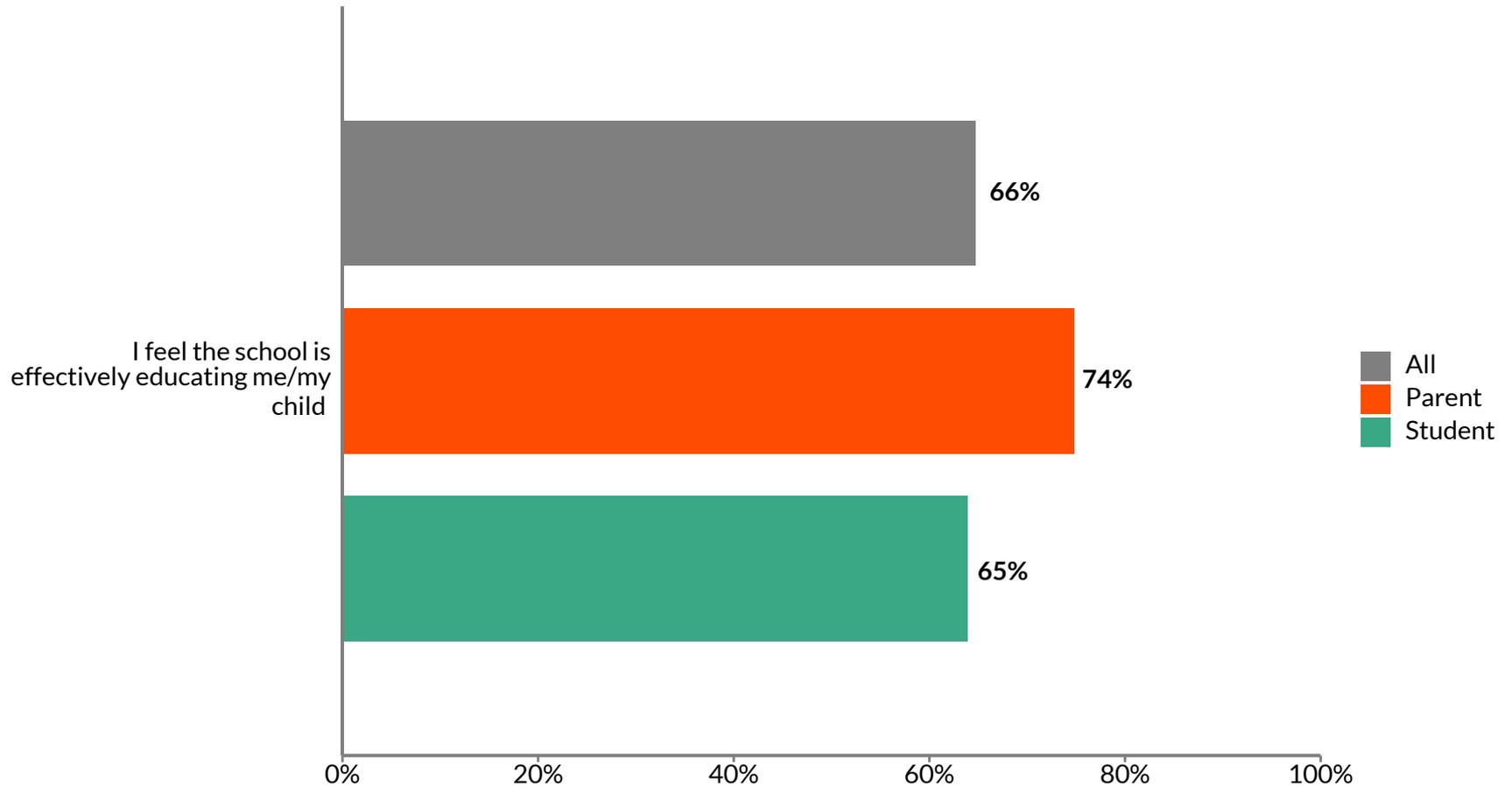
% Somewhat Satisfied + % Completely Satisfied



OVERALL SATISFACTION

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

% Agree + % Strongly Agree



SECTION III: DEMOGRAPHICS



SCHOOL LOCATION

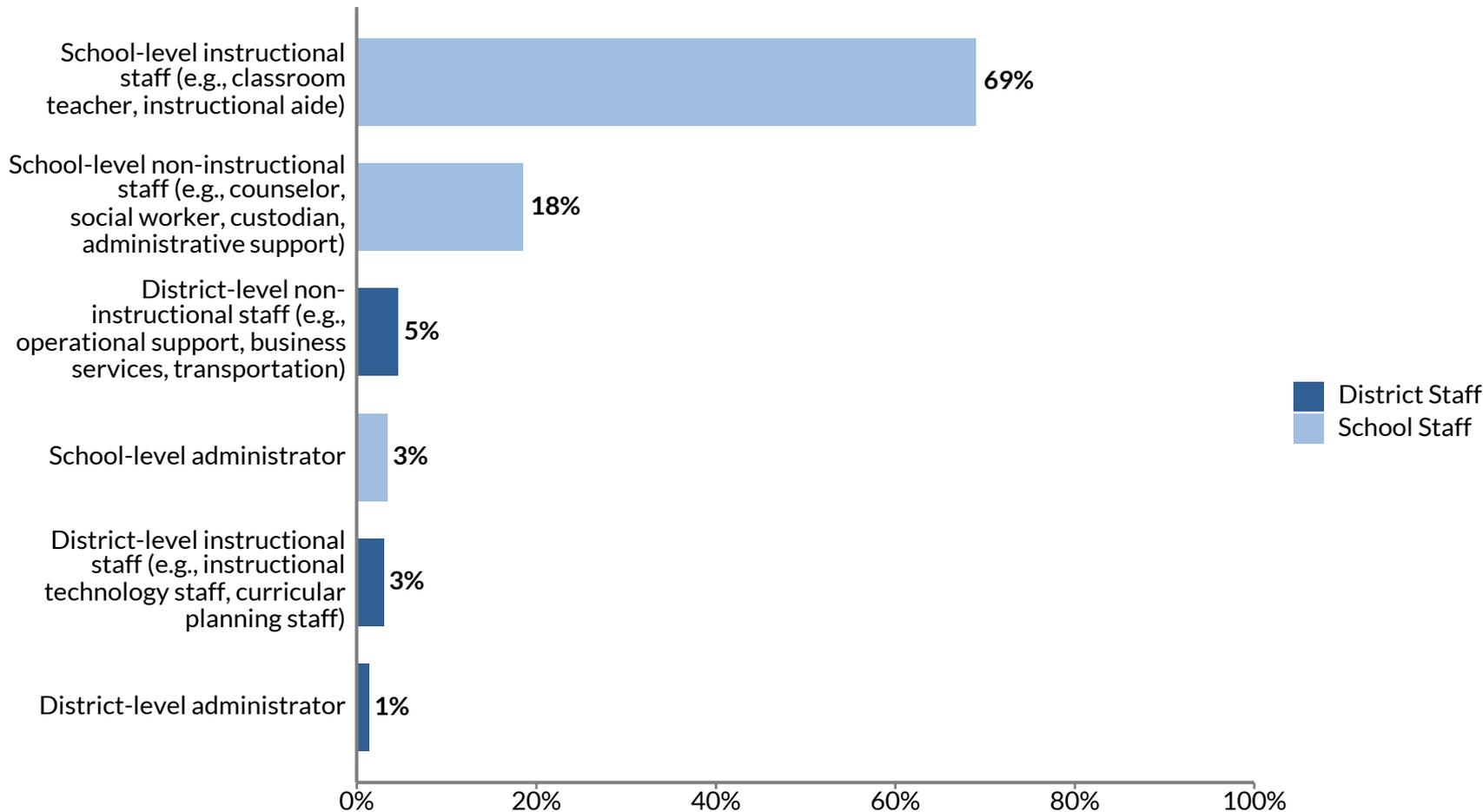
Current School

	Parent	Staff	Student
Terrace Hills Middle School	5%	4%	16%
Colton High School	5%	10%	13%
Joe Baca Middle School	6%	4%	12%
Bloomington High School	5%	6%	12%
Colton Middle School	3%	5%	5%
Mary B. Lewis Elementary School	6%	4%	3%
Grand Terrace High School	9%	9%	1%
William McKinley Elementary School	2%	3%	4%
Terrace View Elementary School	7%	3%	2%
Walter Zimmerman Elementary School	3%	3%	3%
Ruth O. Harris Middle School	2%	5%	3%
Slover Mountain High School	1%	3%	4%
Michael D'Arcy Elementary School	3%	3%	3%
Paul J. Rogers Elementary School	2%	3%	3%
Alice Birney Elementary School	2%	3%	3%
Ruth Grimes Elementary School	5%	3%	2%
Jurupa Vista Elementary School	3%	3%	2%
Crestmore Elementary School	1%	2%	2%
Reche Canyon Elementary School	2%	3%	2%
Cooley Ranch Elementary School	3%	3%	1%
Abraham Lincoln Elementary School	2%	1%	1%
Woodrow Wilson Elementary School	1%	3%	1%
Grand Terrace Elementary School	2%	3%	1%
Ulysses S. Grant Elementary School	2%	2%	1%
Gerald Smith Elementary School	3%	1%	0%
Sycamore Hills Elementary School	2%	3%	
Washington High School		2%	0%
San Salvador Preschool		1%	
Adult Education		0%	0%
None of the above	11%	1%	1%

STAFF ROLE

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR ROLE IN COLTON JUSD?

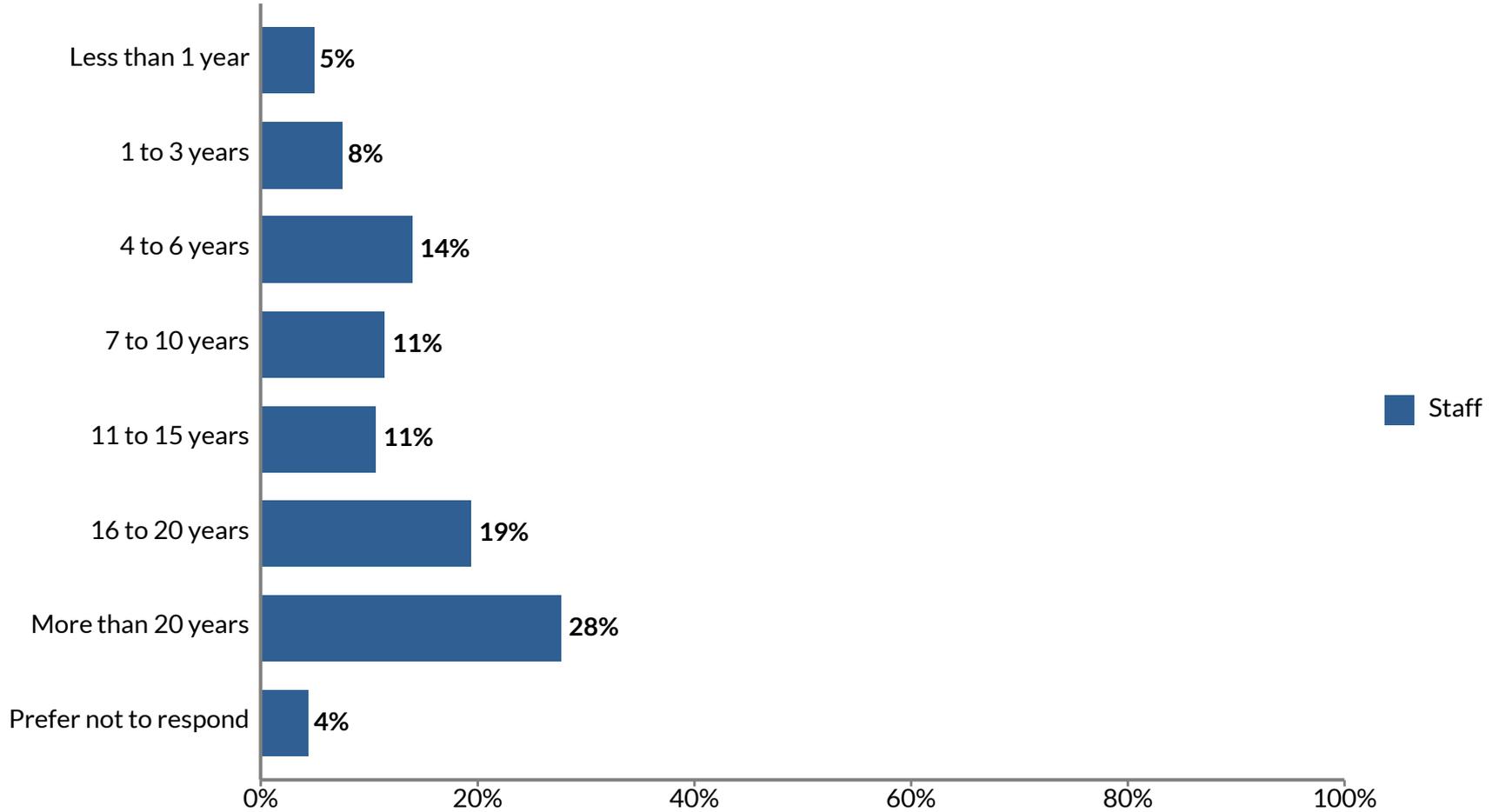
% Selecting



STAFF TENURE

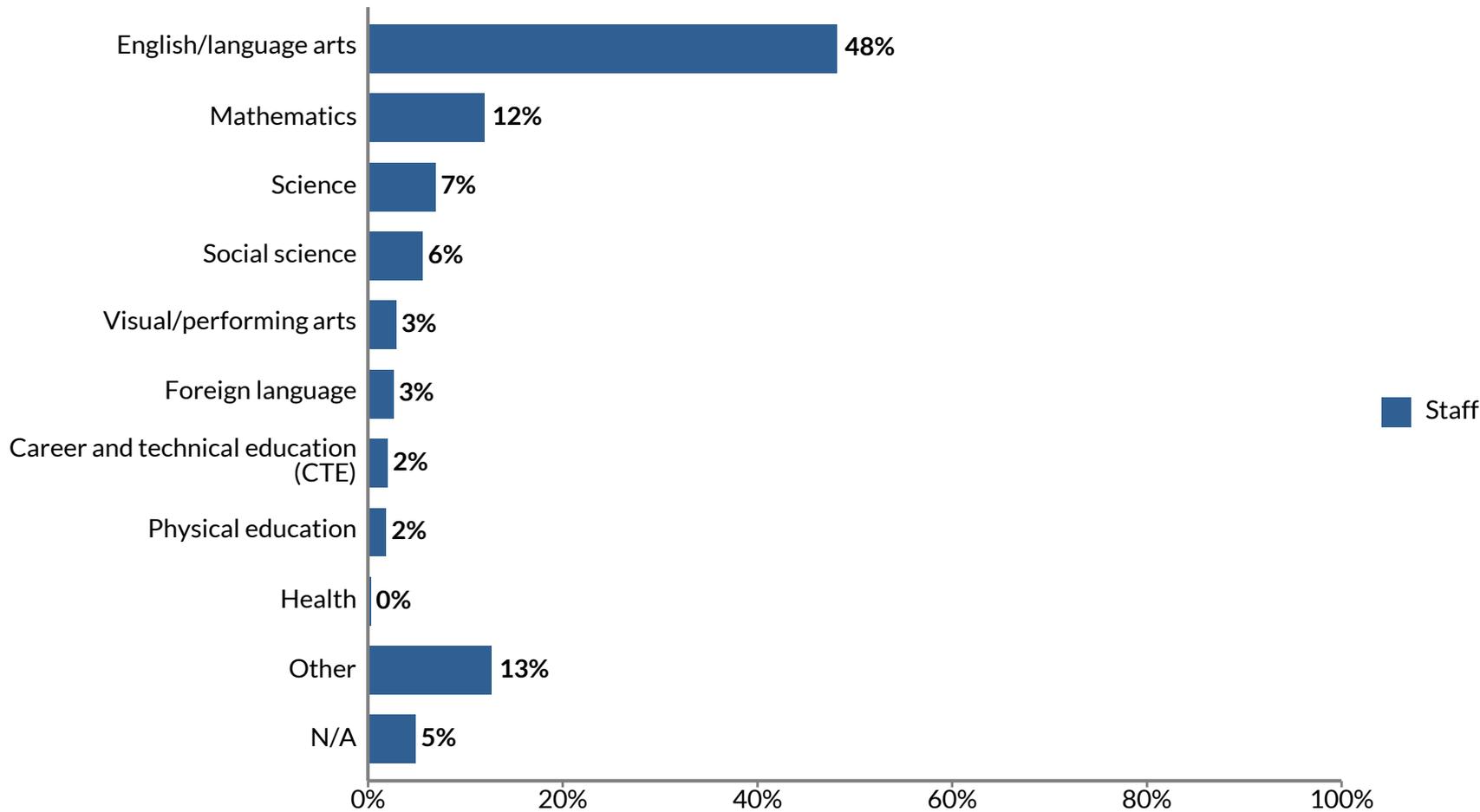
TENURE AT COLTON JOINT UNIFIED SCHOOL DISTRICT

% Selecting

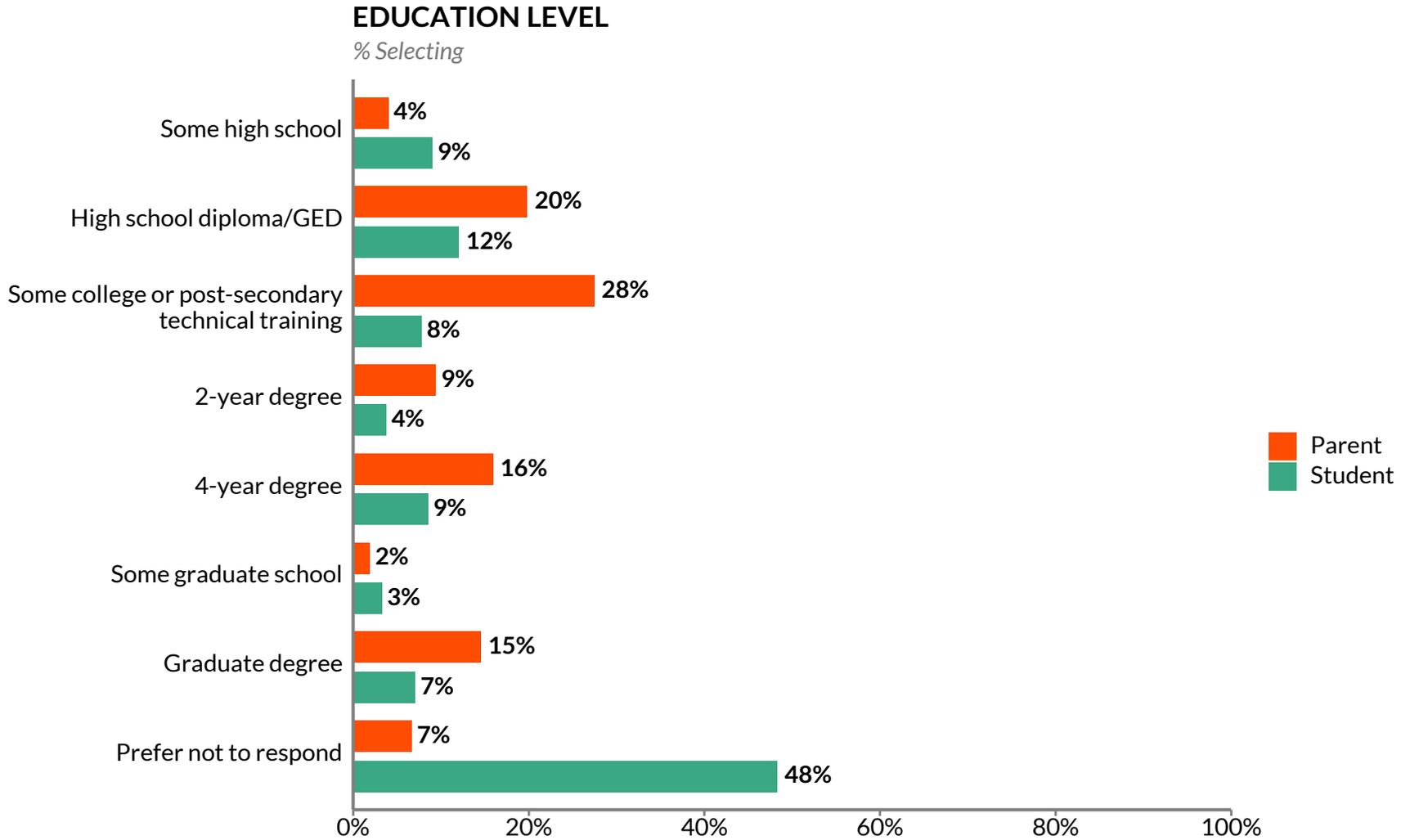


WHICH IS YOUR CONTENT AREA OF FOCUS?

% Selecting



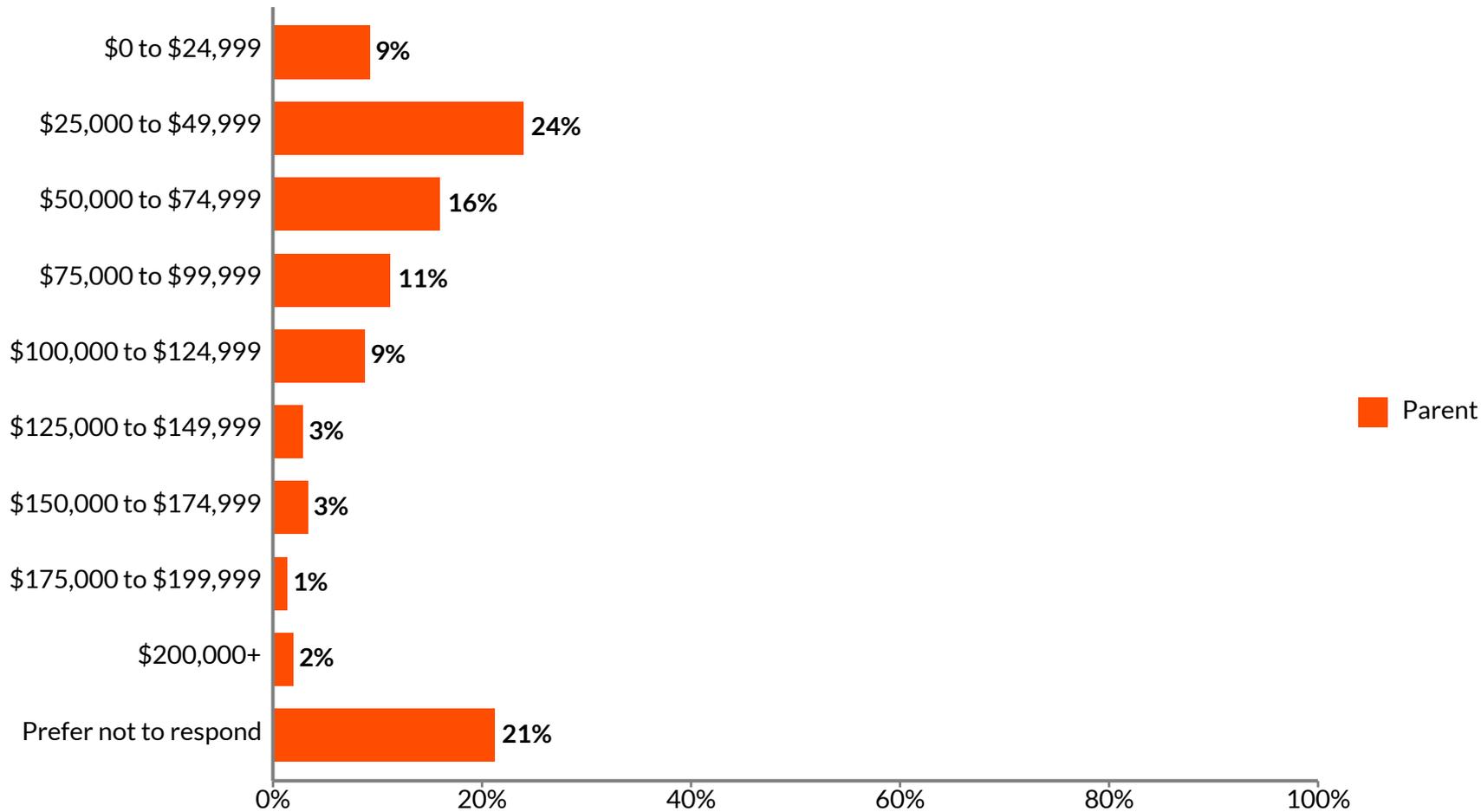
EDUCATION LEVEL



INCOME

ANNUAL HOUSEHOLD INCOME

% Selecting



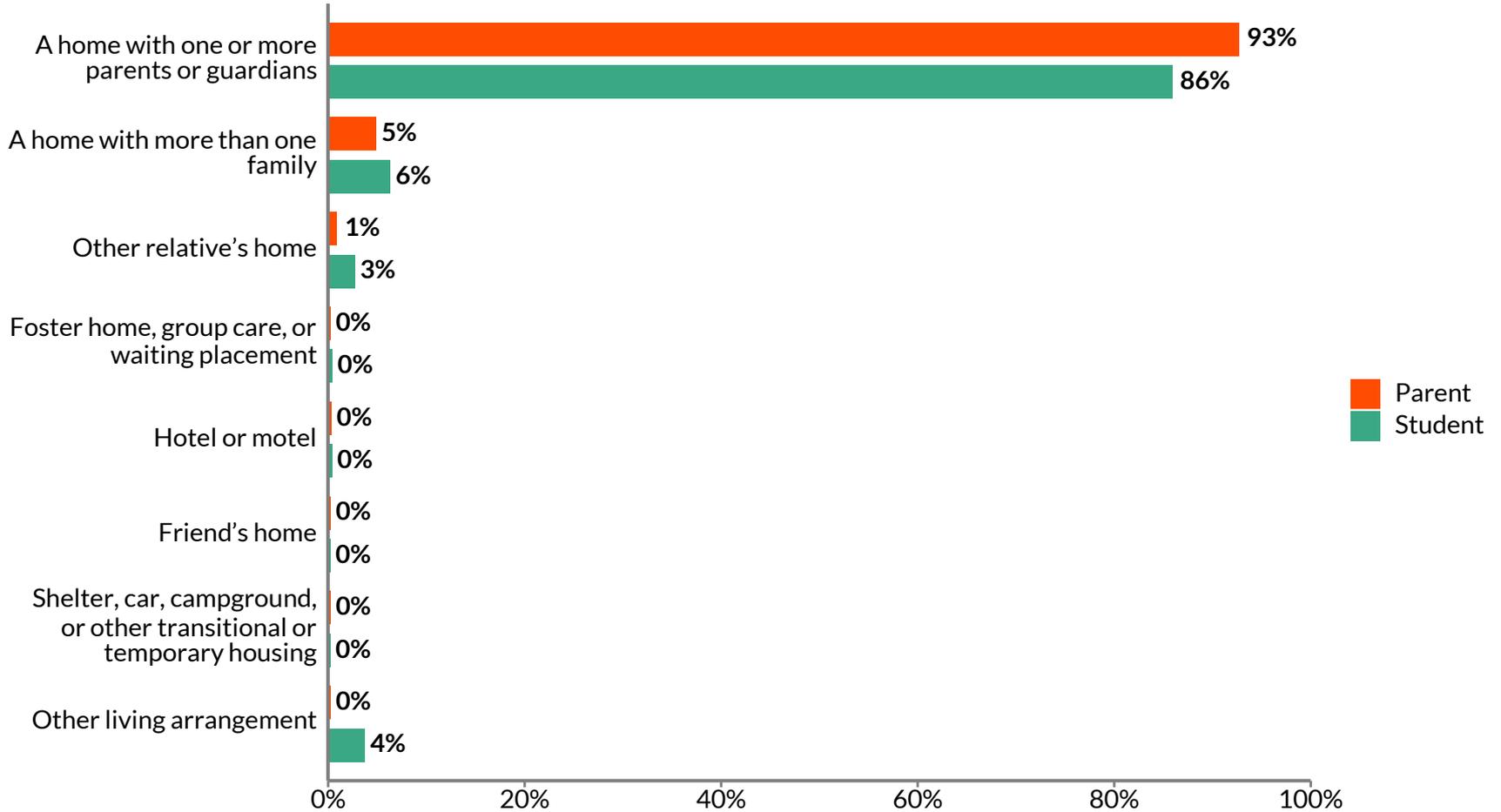
LANGUAGE

	Parent	Student
English	79%	85%
Spanish	43%	59%
Other	2%	6%
Tagalog	1%	1%
French	1%	1%
Arabic	0%	1%
Korean	0%	1%
Russian	0%	1%
German	0%	1%
Vietnamese	0%	1%
Mandarin	0%	1%
Portuguese	0%	1%
Italian	0%	1%
Cantonese	0%	0%
Prefer not to respond	7%	5%

LIVING SITUATION

CURRENT LIVING LOCATION

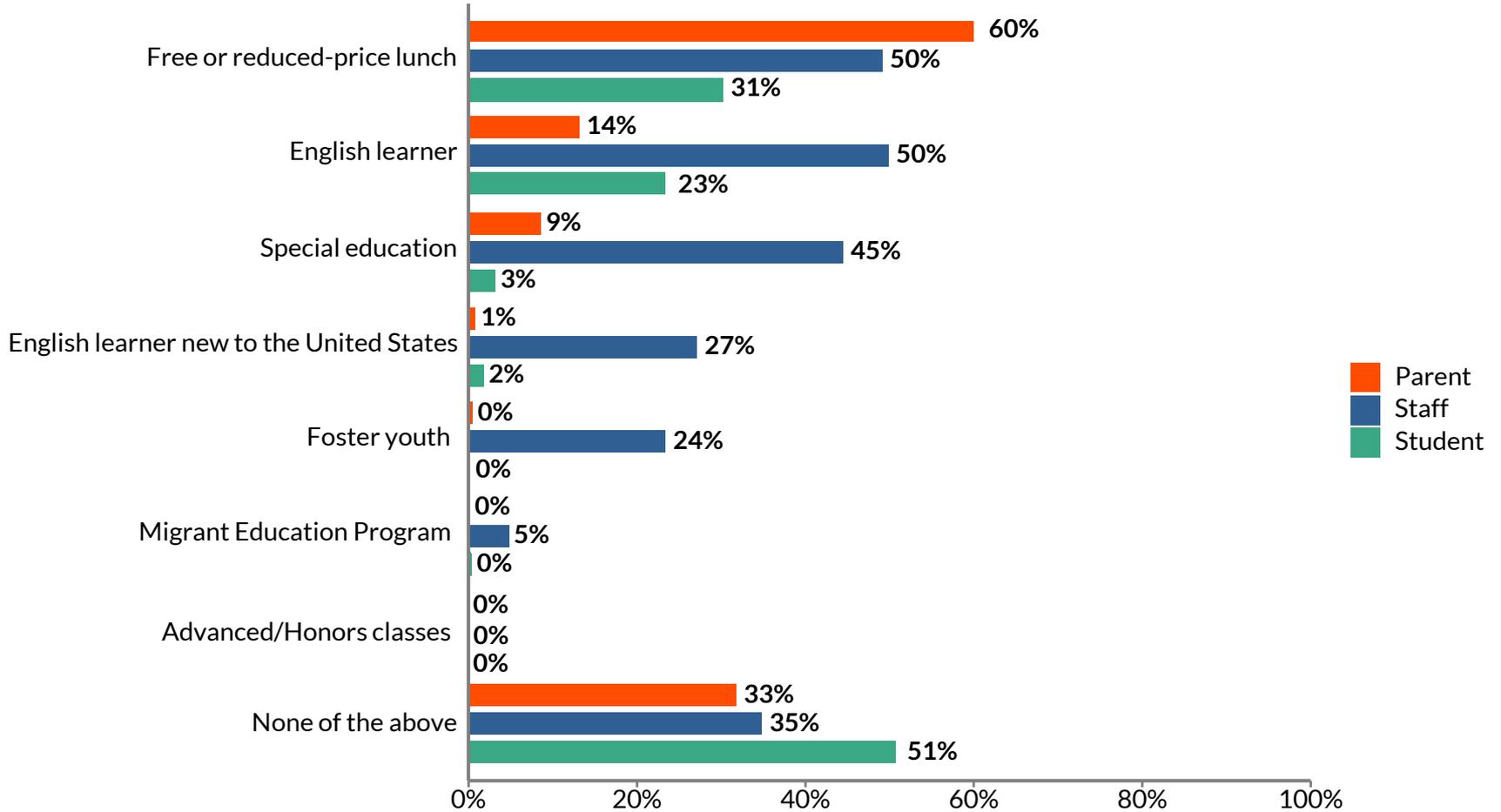
% Selecting



PROGRAM PARTICIPATION

QUALIFY FOR SERVICES

% Selecting



CHILD COUNT

HOW MANY CHILDREN DO YOU CURRENTLY HAVE IN COLTON JUSD SCHOOLS?

% Selecting

