



HANOVER
RESEARCH

EQUITY AND INCLUSION DIAGNOSTIC SURVEY EXECUTIVE SUMMARY

Prepared for Jurupa Unified School District

January 2022

INTRODUCTION

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OVERVIEW

KEY OBJECTIVES

- Identify the ways that Jurupa Unified School District (JUSD) can provide an inclusive and welcoming environment for all
- Understand stakeholder perceptions related to JUSD's effectiveness in key equity-related areas
- Ensure that the needs of all students are being met, regardless of background

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online using the Qualtrics platform.
- The analysis includes a total of 1,950 respondents following data cleaning.

RESPONDENT QUALIFICATIONS

- Must be a current parent, student, or staff member at JUSD.

INTRODUCTION

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.
- 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.

RESPONDENT CHARACTERISTICS

Role (n=1,950)

Staff	44%
Parent	42%
Student	14%

Staff Role (n=852)

Classroom teacher	62%
Other staff	28%
School or district administrator	10%

School (n=1,950)

Patriot High School	212
Jurupa Valley High School	205
Rubidoux High School	168
Van Buren Elementary School	125
Del Sol Academy	114
Jurupa Middle School	91
District Office	87
Sunnyslope Elementary School	83
Rustic Lane Elementary School	80
Camino Real Elementary School	63
Mission Middle School	62
Peralta Elementary School	60
Mira Loma Middle School	59
Indian Hills Elementary School	55
Stone Avenue Elementary School	55
Troth Street Elementary School	54
Glen Avon Elementary School	53

Race/Ethnicity (n=1,494)

American Indian or Alaska Native	0%
Asian	1%
Black or African American	3%
Hispanic or Latin(o/a/x)	49%
Middle Eastern or North African	0%
Native Hawaiian or Pacific Islander	0%
White	20%
Not Listed/Prefer to self-describe	2%
Multi-Racial	10%
Prefer not to respond	14%

Grade Level(s) (n=1,098)

Transitional kindergarten	2%
Kindergarten	7%
Grade 1	7%
Grade 2	7%
Grade 3	6%
Grade 4	6%
Grade 5	7%
Grade 6	13%
Grade 7	6%
Grade 8	6%
Grade 9	7%
Grade 10	7%
Grade 11	8%
Grade 12	7%
Adult education	4%



RECOMMENDATIONS

RECOMMENDATIONS

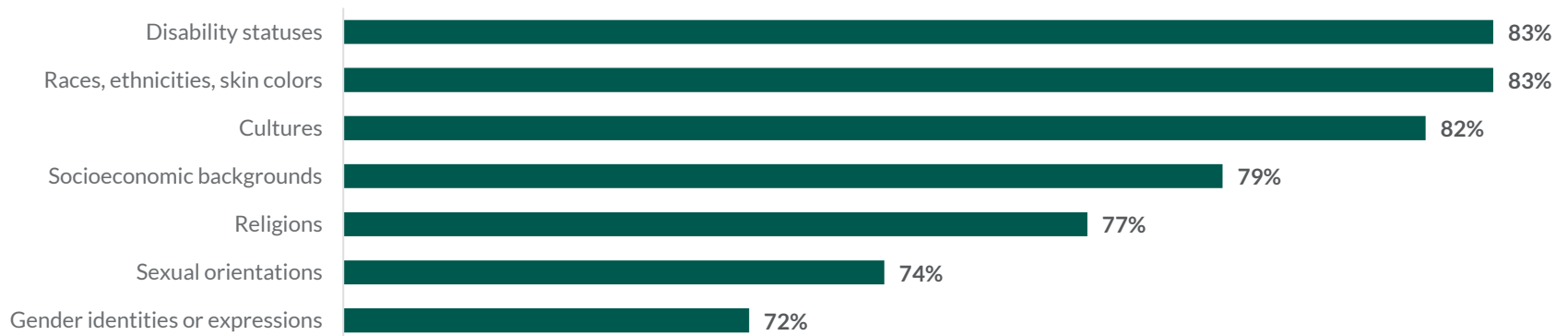
- ❖ **Increase the repertoire and training for the use of instructional resources and activities by authors from diverse backgrounds with social justice topics.** Survey results indicate that diversity and equity-related topics are not often discussed in class and that less than half of the participants report students often spend time thinking about events from another person's perspective. As such, JUSD should collaborate with specific communities and organizations to identify, acquire, and use relevant instructional materials to increase student exposure to diverse perspectives and practice engaging with equity-related topics across the curriculum.
- ❖ **Provide and promote more events and opportunities for parents to participate with students.** Staff members are generally less satisfied with the level of parental involvement, particularly at the high school level. Moreover, only about half of students perceive that adults in their schools care about their families. Therefore, JUSD should increase offerings for safe and family friendly events to increase parental involvement beyond parents supporting student schoolwork at home.
- ❖ **Increase support for students, staff, and families who identify with diverse gender identities and sexual expressions.** While most stakeholders feel welcome and supported at their JUSD schools, participants who describe themselves apart from male and female gender identities tend to hold less positive perceptions. Particularly, they are more likely to report that bullying is a problem at school. As such, JUSD should seek out and provide professional development at both the district and school level to address this concern.

KEY FINDINGS

KEY FINDINGS: OVERALL PERCEPTIONS

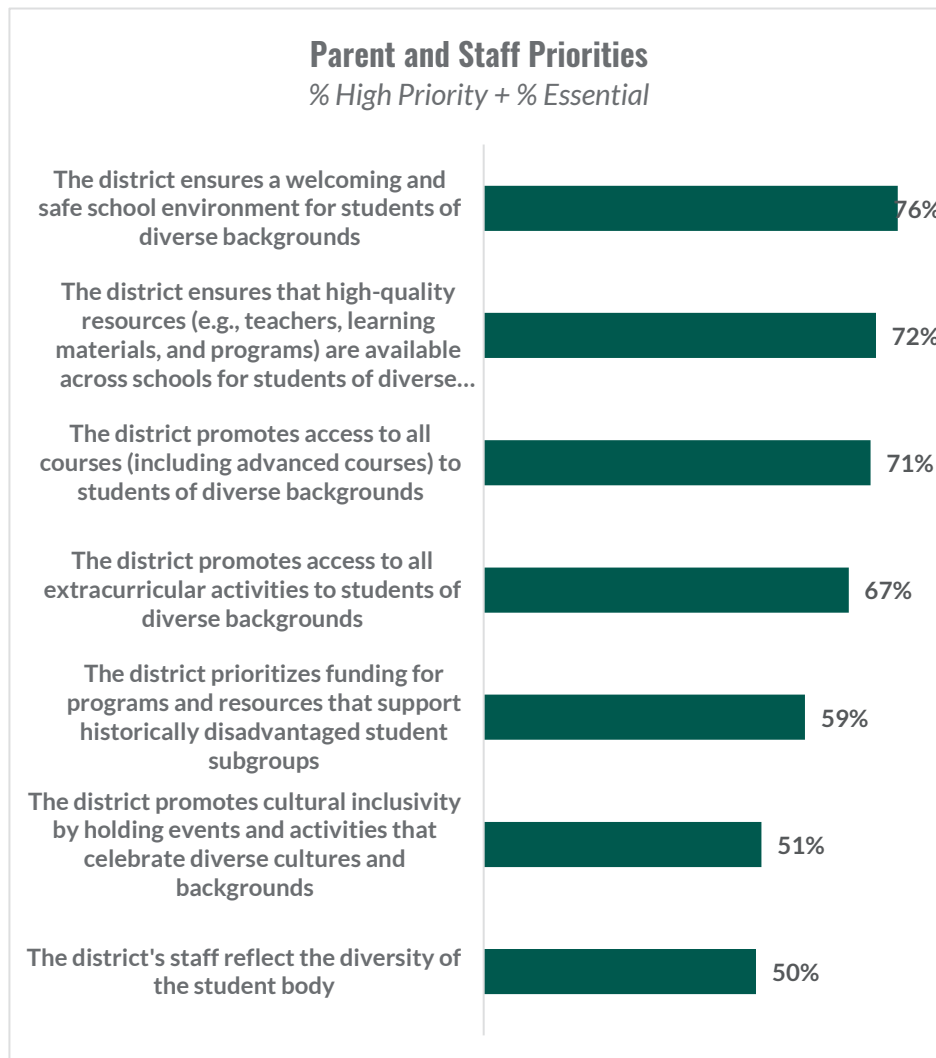
Participants generally agree that JUSD schools support students, staff, and families of diverse backgrounds. However, fewer participants (72%) share this sentiment with regard to JUSD's support for stakeholders of different gender identities or expressions. Furthermore, fewer participants who describe their gender identities as other or prefer not to respond agree that JUSD provides support in this area compared to male and female respondents.

Schools support individuals from all different...
% Agree + % Strongly Agree



KEY FINDINGS: PRIORITIES

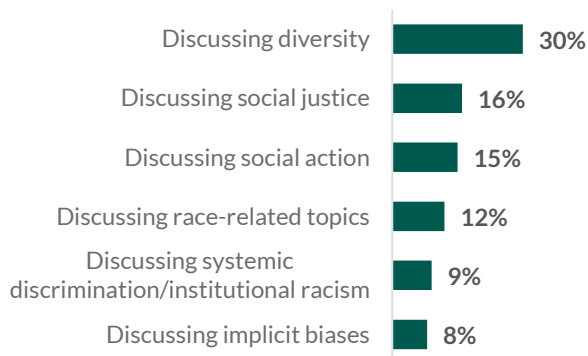
- Approximately three-quarters of parents and staff members want the district to prioritize ensuring a welcoming and safe environment (76%), availability of high-quality resources (72%), and access to all courses (71%) for students of diverse backgrounds. Participants who do not speak English at home are more likely to want the district to prioritize ensuring the district's staff reflects the diversity of students (73%) than participants who speak English at home (51%). Relatedly, only 47% of staff members believe that JUSD provides enough quality professional development on equity-related topics.
- Most parents and staff members want students of different abilities and diverse backgrounds to collaborate (90%). That said, only 66% of parents want their child to collaborate with students who are struggling.



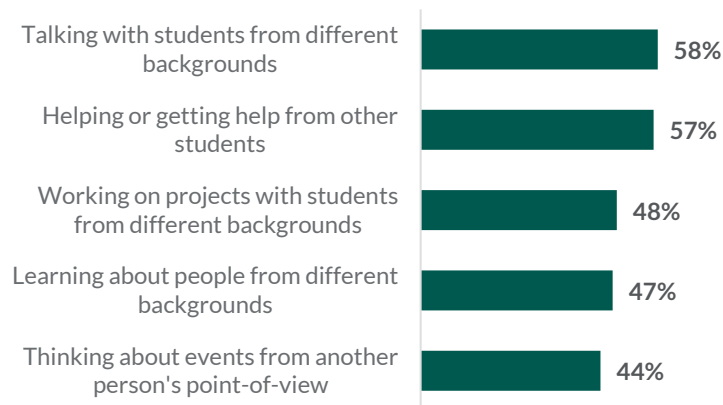
KEY FINDINGS: ACADEMICS AND INSTRUCTION

Generally, participants indicate that students do not often spend time in classes on diversity, social justice, or other related topics. Only 12-30% of participants report that in the past week, students “often” or “very often” spend time in class discussing diversity and other related topics. Moreover, only 44% of participants indicate that students “often” or “very often” spend time during lessons thinking about events from another person’s point of view.

In the past week, how often (did you/did your child/did your students) spend time in class discussing the following?
% Often + % Very Often

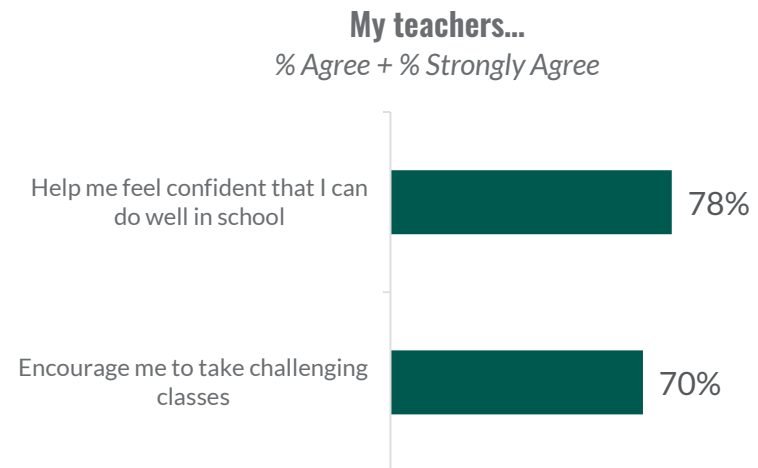
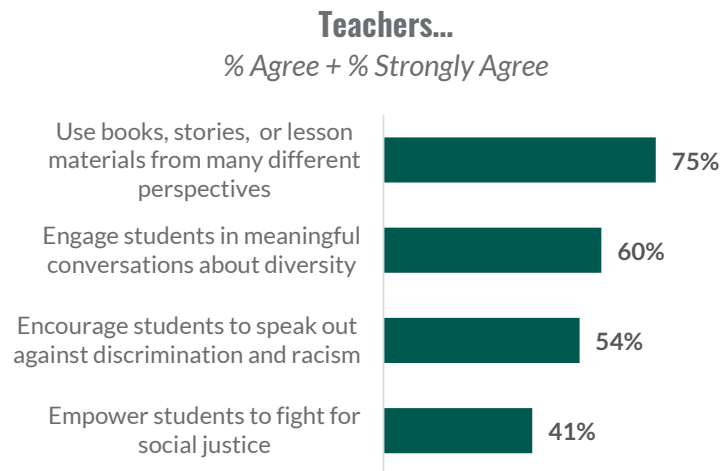


In the past week, how often (did you/did your child/did your students) spend time during lessons...
% Often + % Very Often



KEY FINDINGS: ACADEMICS AND INSTRUCTION

- Most participants report that teachers use books, stories, or lesson materials from many different perspectives (74%) and engage students in meaningful conversations about diversity (60%). However, only 45% of participants report that teachers empower students to fight for social justice, while 54% report that teachers encourage students to speak out against discrimination and racism.
- Participants also report that teachers generally help them feel confident that they can do well in school (78%). Compared to other groups, participants who describe their gender identities as other are less likely to share that sentiment (42%).



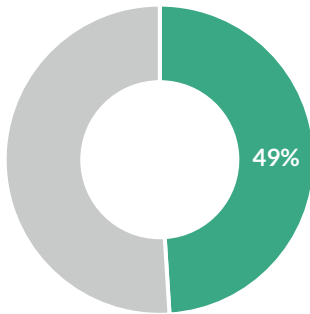
KEY FINDINGS: ACADEMICS AND INSTRUCTION

Only 44% of staff members believe that resources are equally distributed across all district schools. Specifically, staff members from TK-6 and TK-8 schools are less likely than participants from other schools to believe this (36-39%). A somewhat higher percentage of staff believe that student (49%) and staff (55%) diversity are similar across all district schools.

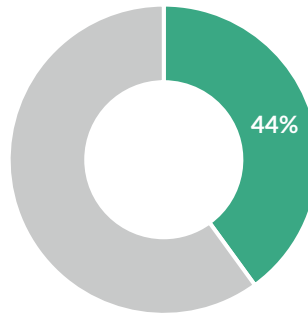
Staff Perceptions of Diversity

% Agree

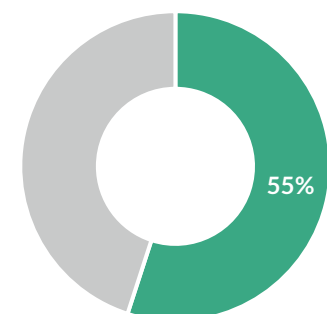
Student diversity is similar across all district schools.



Resources are equally distributed across all district schools.



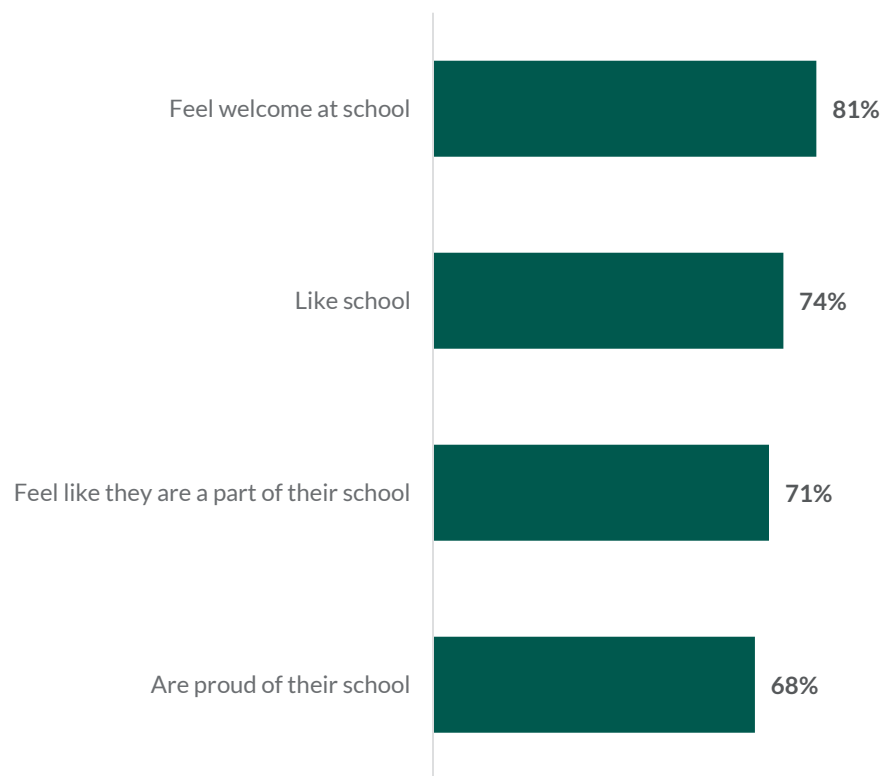
Staff diversity is similar across all district schools.



KEY FINDINGS: SOCIAL ENVIRONMENT AND DIVERSITY

- Overall, participants agree that students feel welcome at school (81%). That said, participants who describe their gender identities as other are less likely to agree that students feel they are a part of their schools (50%) or are proud of their schools (47%).
- Students and parents generally believe that schools meet the needs of all students (80%) and feel safe at school (73%). However, 41% believe that bullying is a problem at school. Furthermore, about half of those from TK-8 and Grades 7-8 schools indicate that bullying is a problem at school. Moreover, 68% of participants who describe their gender identities as other report that bullying is a problem at school.

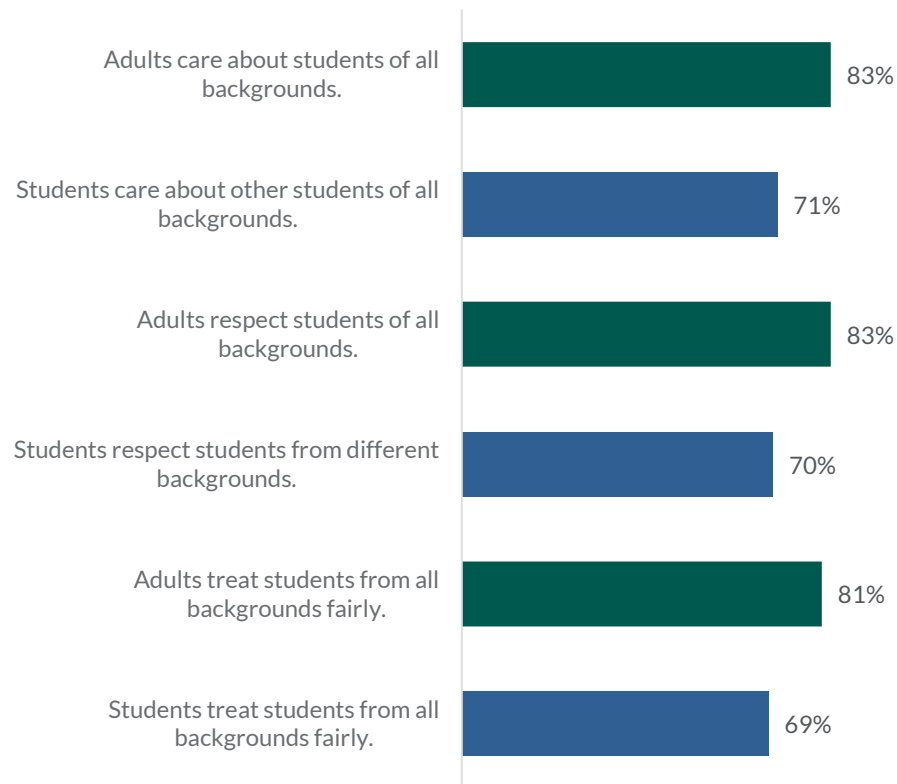
Students...
% Agree + % Strongly Agree



KEY FINDINGS: SOCIAL ENVIRONMENT AND DIVERSITY

- Overall, most participants believe student-to-student relationships are positive at their schools (>69%). To a lesser degree, 69% of respondents indicate that students at their school treat students from all backgrounds fairly. Specifically, participants from Grades 7-8 and 9-12 schools are less likely to believe that students treat students from all backgrounds fairly (53-61%).
- Generally, most participants report that adults at their school care about and respect students of all backgrounds (83%). Ratings for adult-student relationships are somewhat higher than those for student-to-student relationships. However, only 67% agree that adults understand students' experiences.

Student and Adult Relationships
% Agree + % Strongly Agree

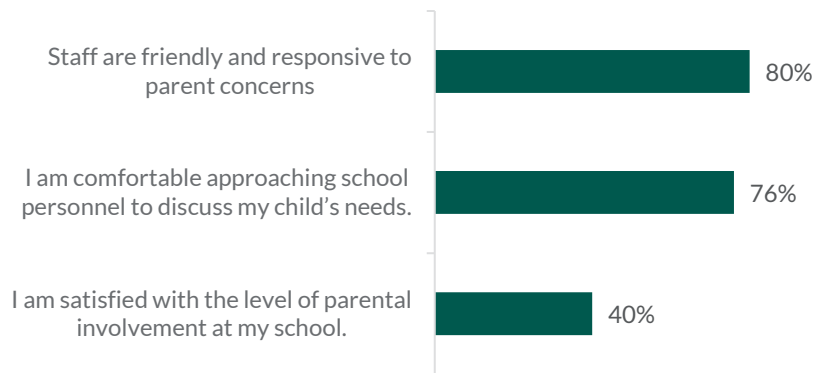


KEY FINDINGS: ENGAGEMENT AND OUTREACH

Regarding parent involvement, only 31% of staff members are satisfied with the level of parental involvement in their schools compared to 50% of parents. Satisfaction with parental involvement appears to decline at higher grade levels, with only 31% of respondents from Grad 9-12 schools satisfied with parental involvement. Likewise, only 74% of students from Grades 9-12 schools indicate that their family is involved in their education compared to 89-90% of students from TK-6 and Grades 7-8 schools. Overall, 46% of students report that their family attends school events and 48% report that adults at their schools care about their families.

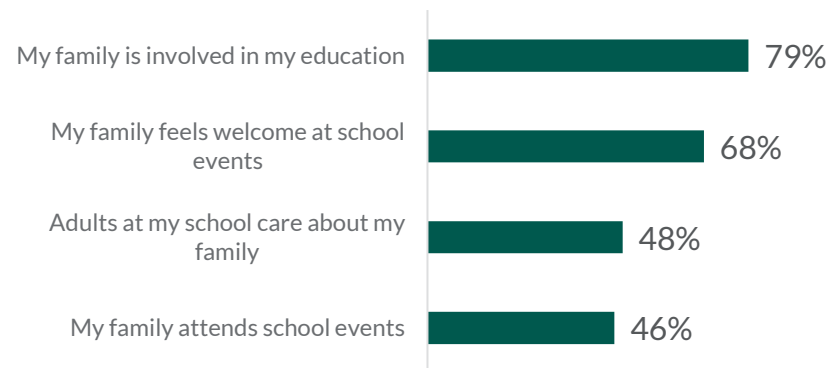
Agreement with statements about parent involvement

% Agree + % Strongly Agree



Student agreement with statements about family involvement

% Agree + % Strongly Agree



KEY FINDINGS: SOCIAL ENVIRONMENT AND DIVERSITY

- A large majority (90%) of parents and staff members indicate that **schools provide translation services to families who need them.**
- However, **only 34% of parents and staff members indicate that schools encourage families to visit their child's classroom.** Particularly, only 17% of participants from TK-8 schools agree that their schools encourage this.

My (child's) school....

% Agree + % Strongly Agree

