Dual Immersion Needs Assessment — Students

Results and Analysis

Santa Monica-Malibu Unified School District

May 3–9, 2016

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Overview

Santa Monica-Malibu Unified School District (SMMUSD) asked students for feedback about the Dual Immersion Program. The Dual Immersion Survey was open May 3-9. Students used their student IDs to access the survey in school.

Results do not reflect random sampling; therefore, they should not be generalized to the entire SMMUSD student population. Rather, results reflect only the perceptions and opinions of survey participants.
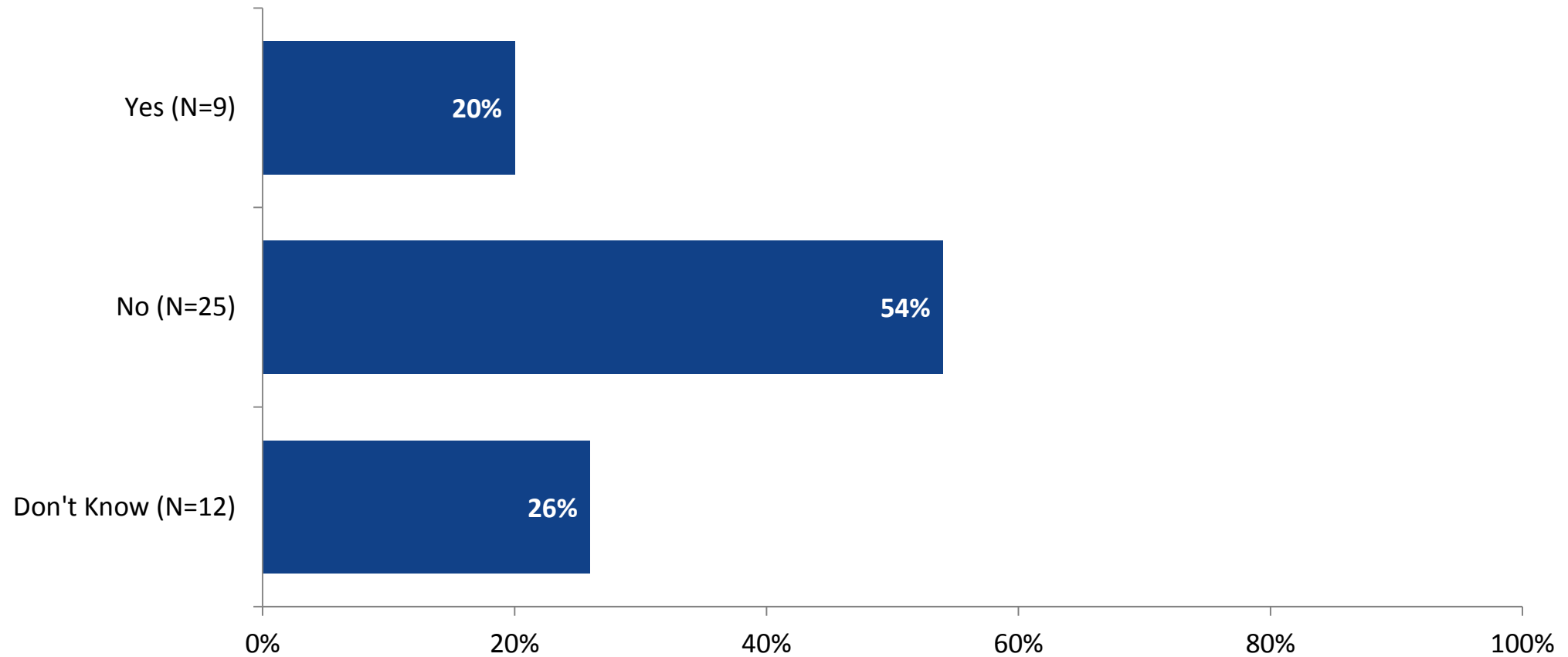
In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Participation

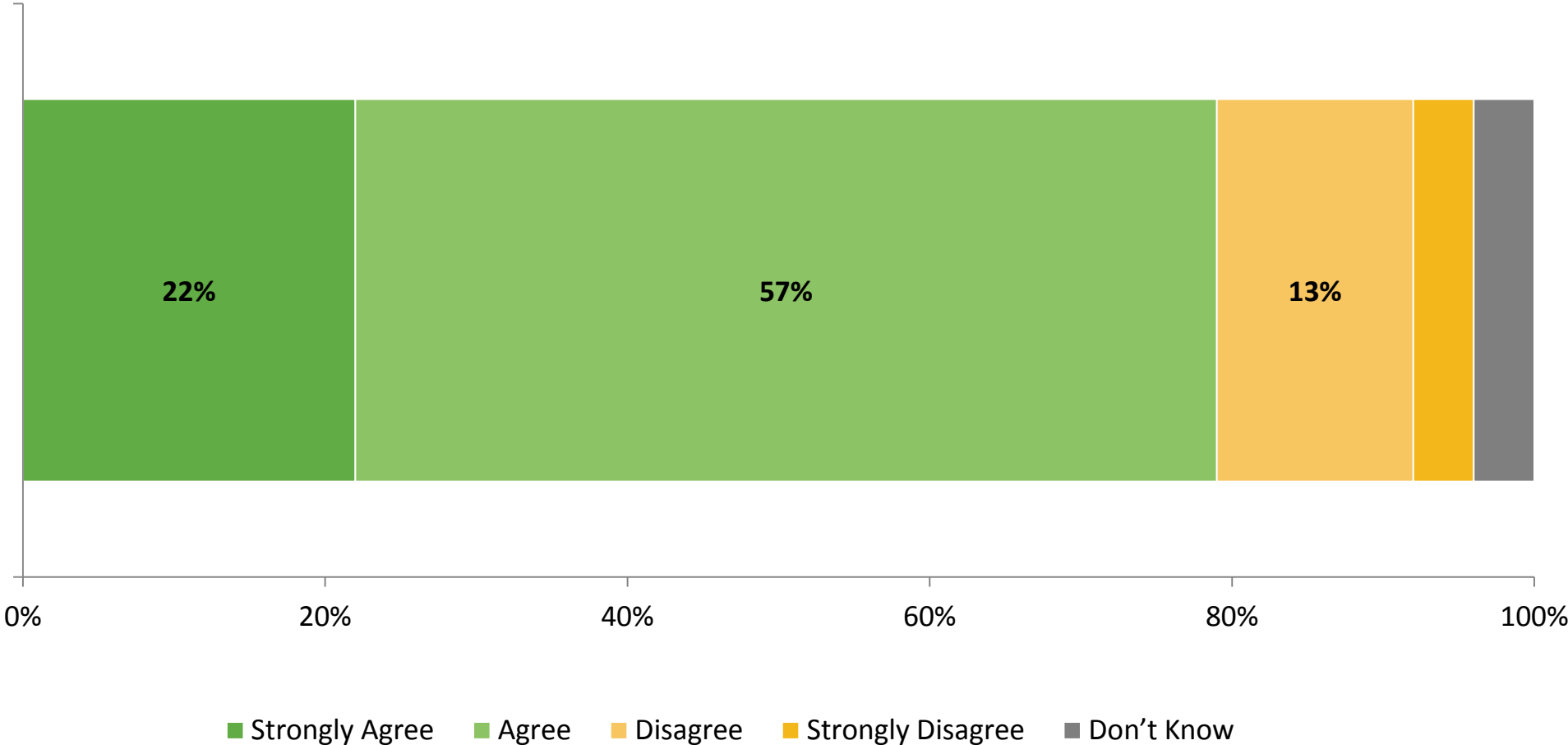| Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)
Students	440	46	10%

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Math as a Dual Immersion Requirement in High School

Should math continue to be one of the Dual Immersion Program requirements in high school? (N=46)
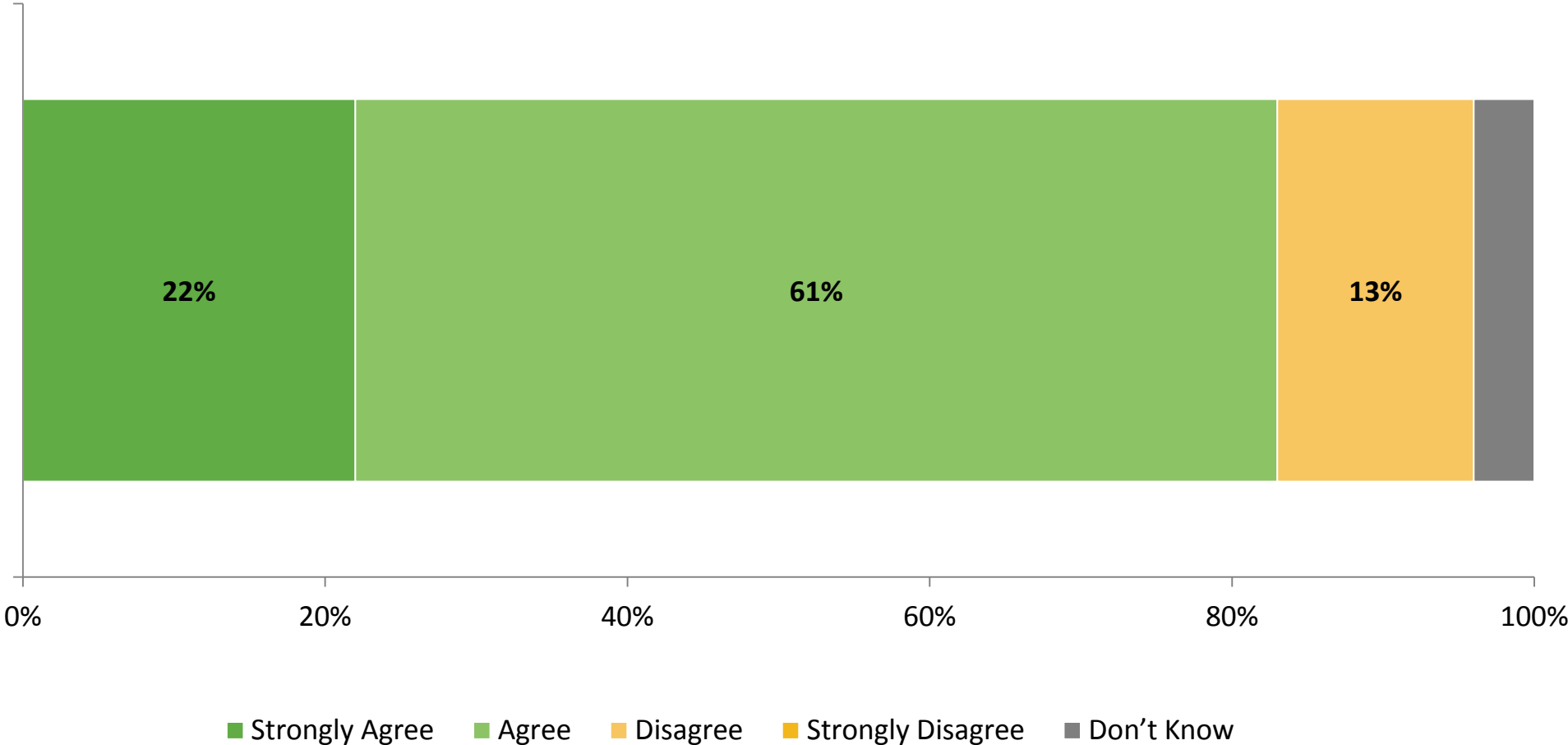
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Challenge

I feel challenged in the Dual Immersion Program/classes. (N=46)

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Bar values: 22% | 57% | 13%

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Teacher Expectations

Teachers set high expectations for students enrolled in the Dual Immersion Program. (N=46)

22%	61%	13%

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

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# Alignment From Elementary to Middle School

The Dual Immersion Program is aligned from elementary to middle school. (N=46)

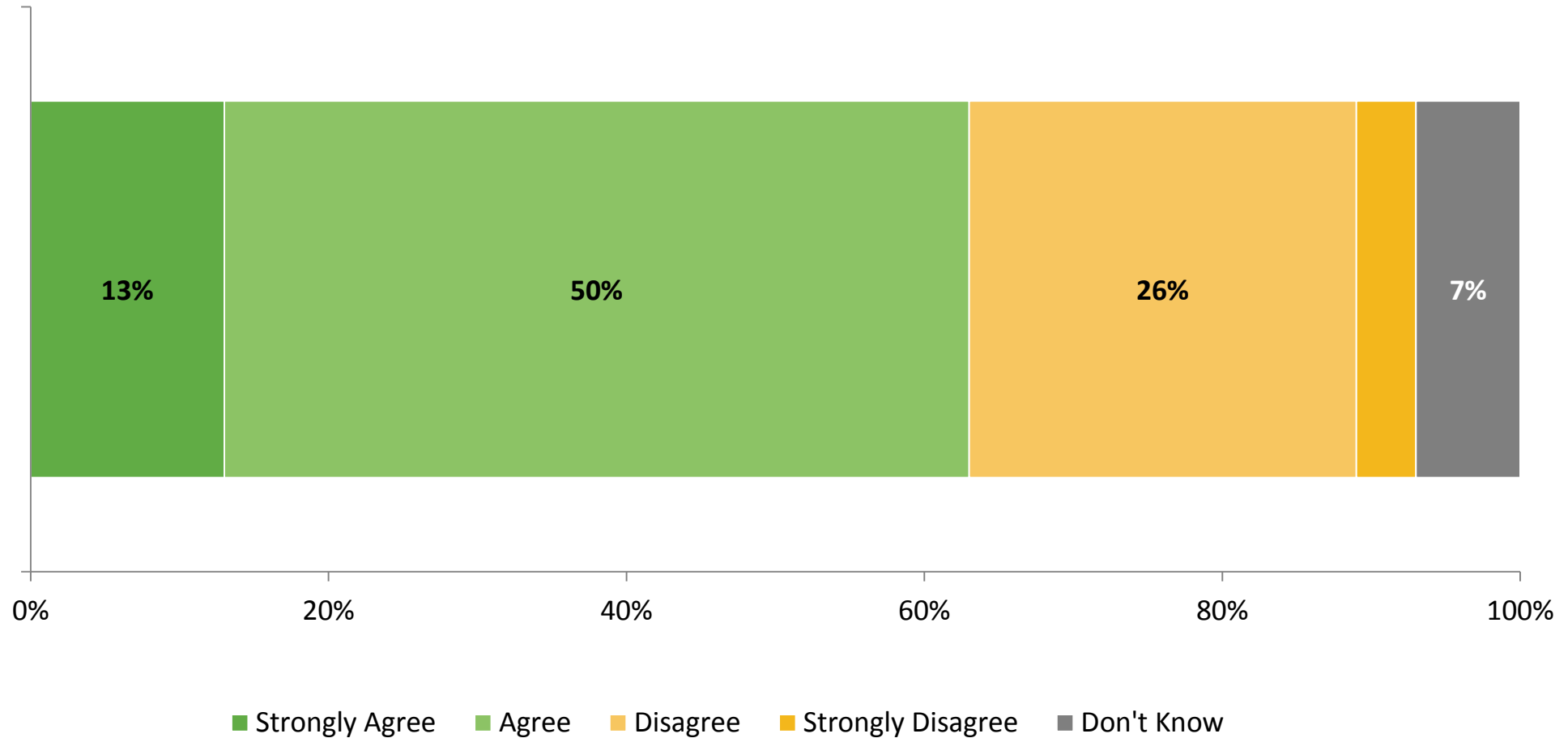|	
26%	39%	17%	15%

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

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree   ■ Don't Know

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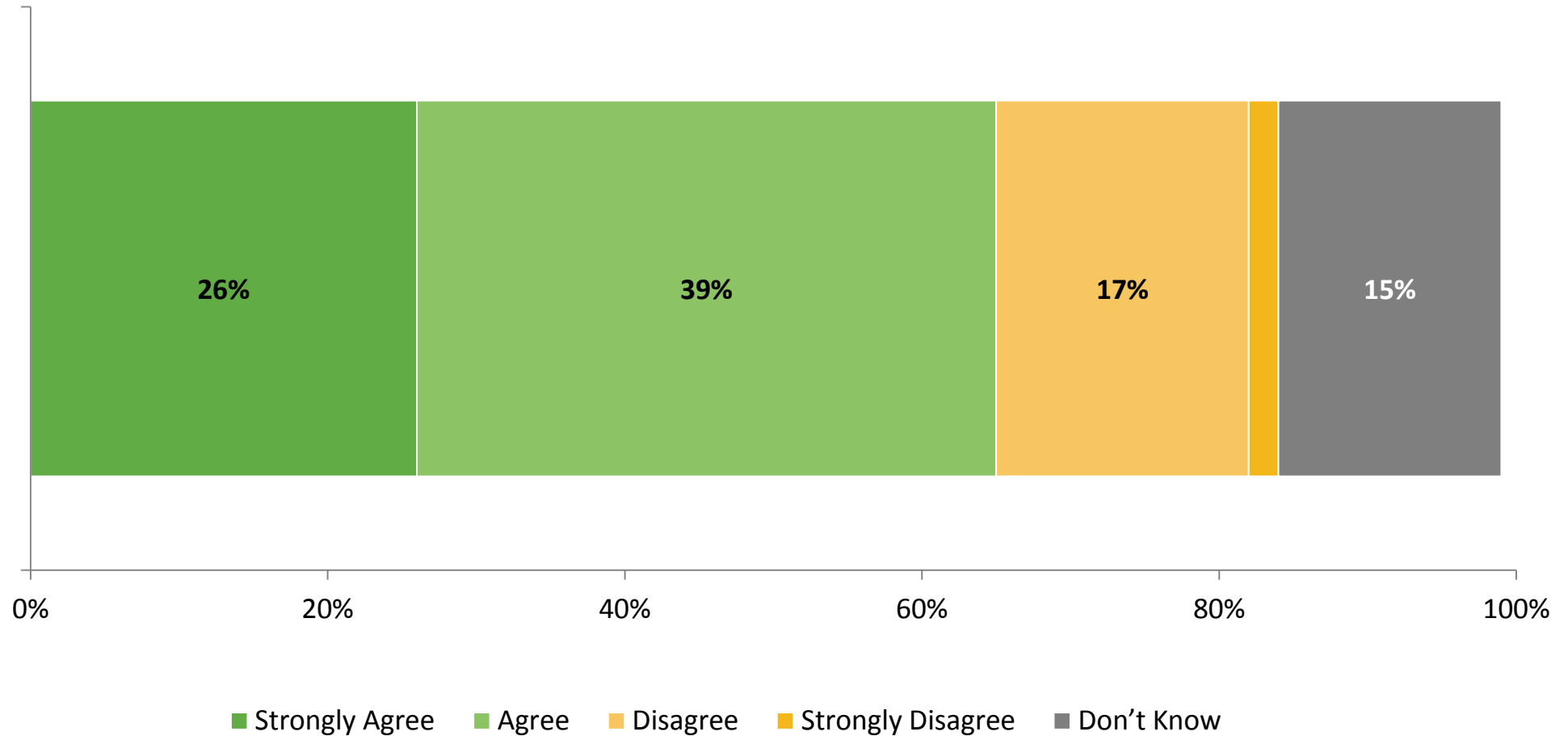
Alignment From Middle to High School

The Dual Immersion Program is aligned from middle to high school. (N=46)

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
15%	50%	24%		9%

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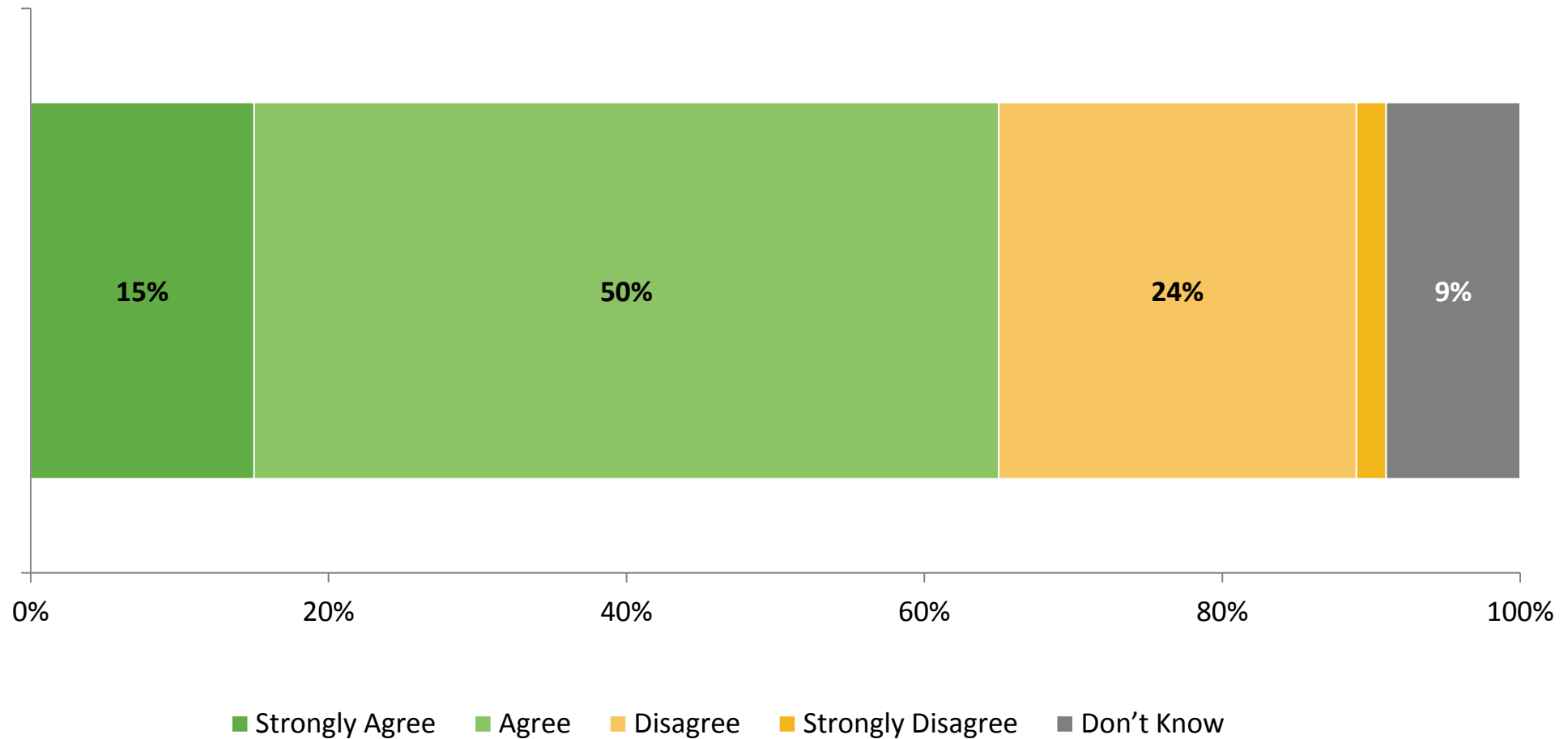
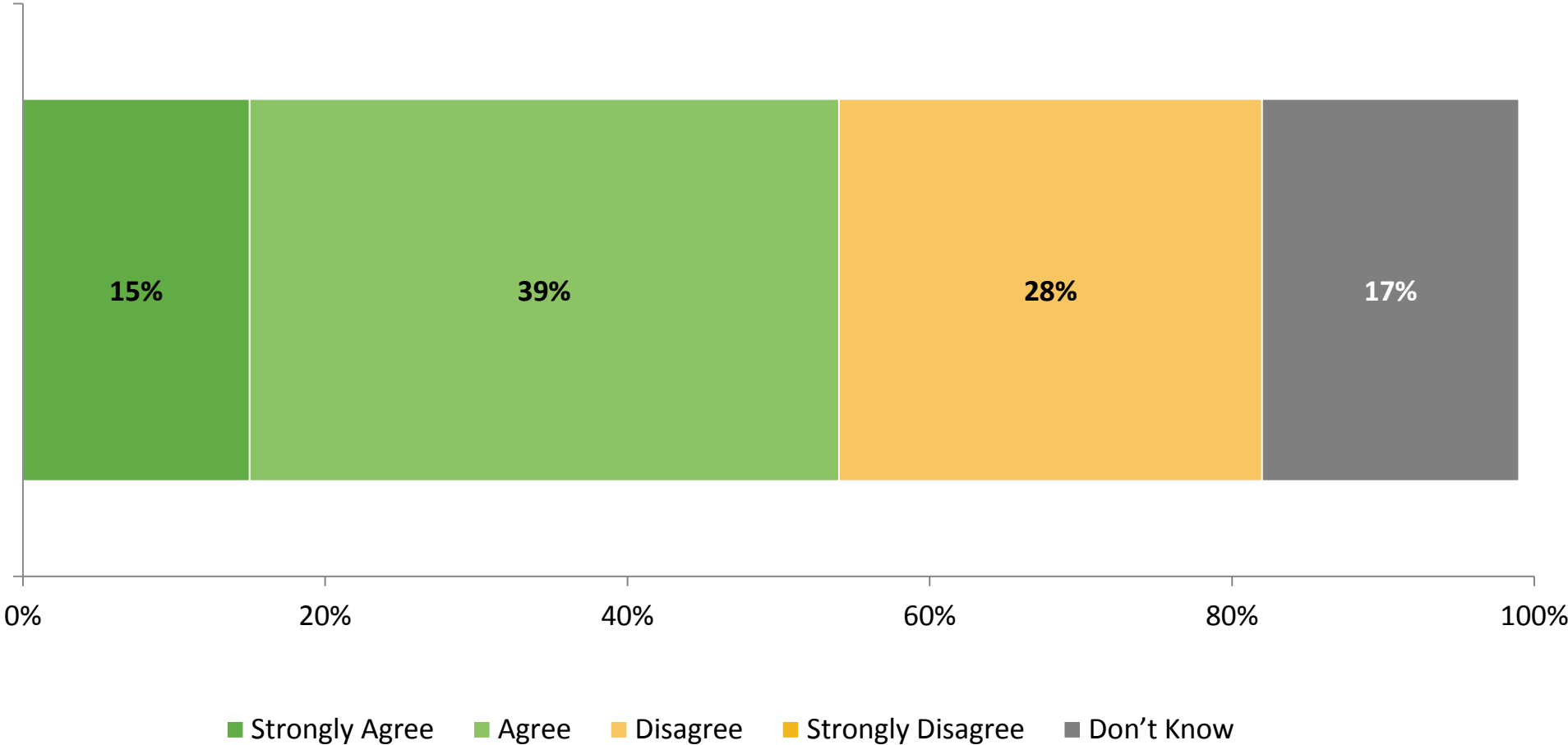# Course Offerings

There are enough course offerings for Dual Immersion Program students at the middle and high schools. (N=46)

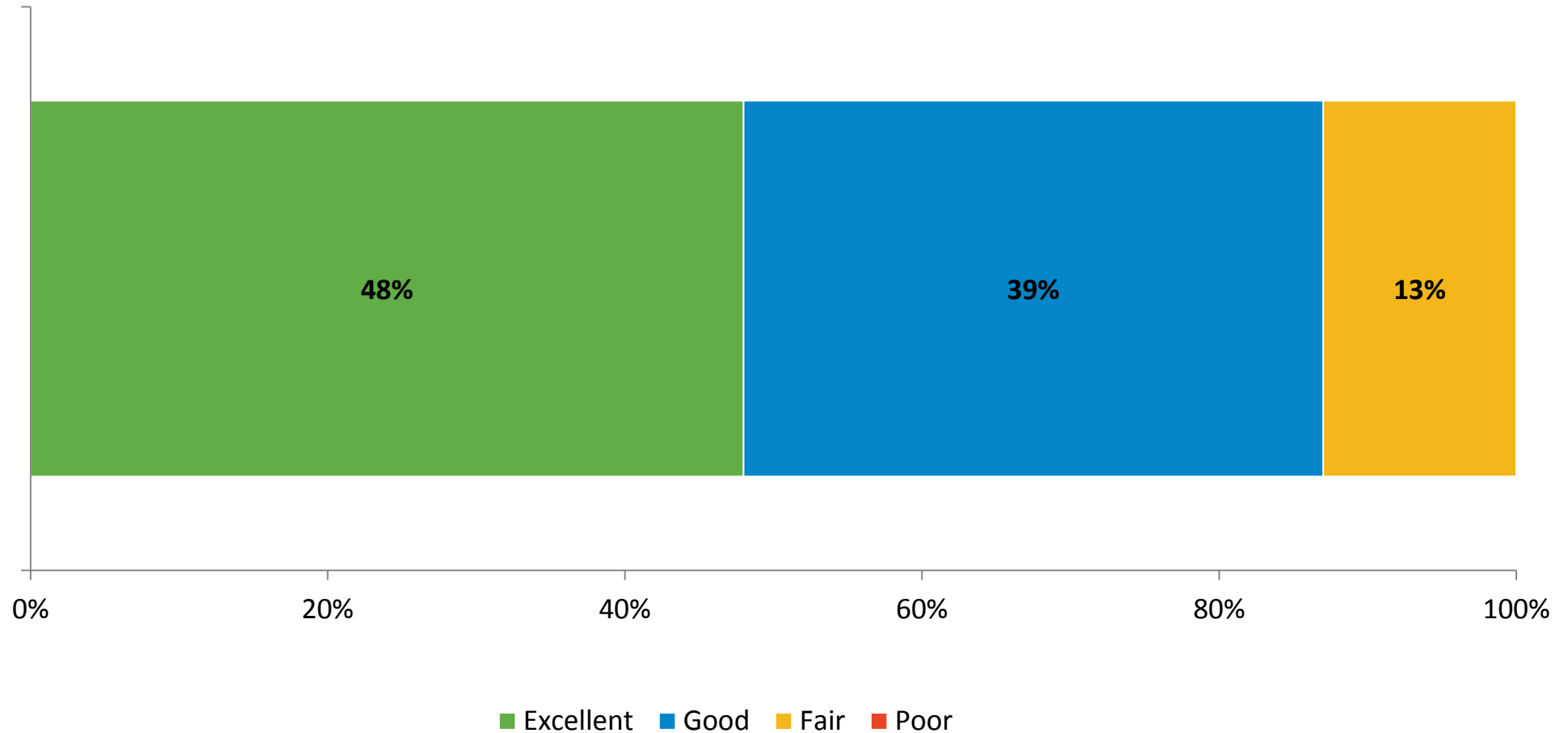Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Bar values: 13% | 50% | 26% | 7%

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Course/Program Rigor

The Dual Immersion Program offers rigorous courses/programming. (N=46)

| 15% | 39% | 28% | 17% |

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

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree   ■ Don't Know

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Overall Quality

Please rate the quality of SMMUSD's Dual Immersion Program. (N=46)
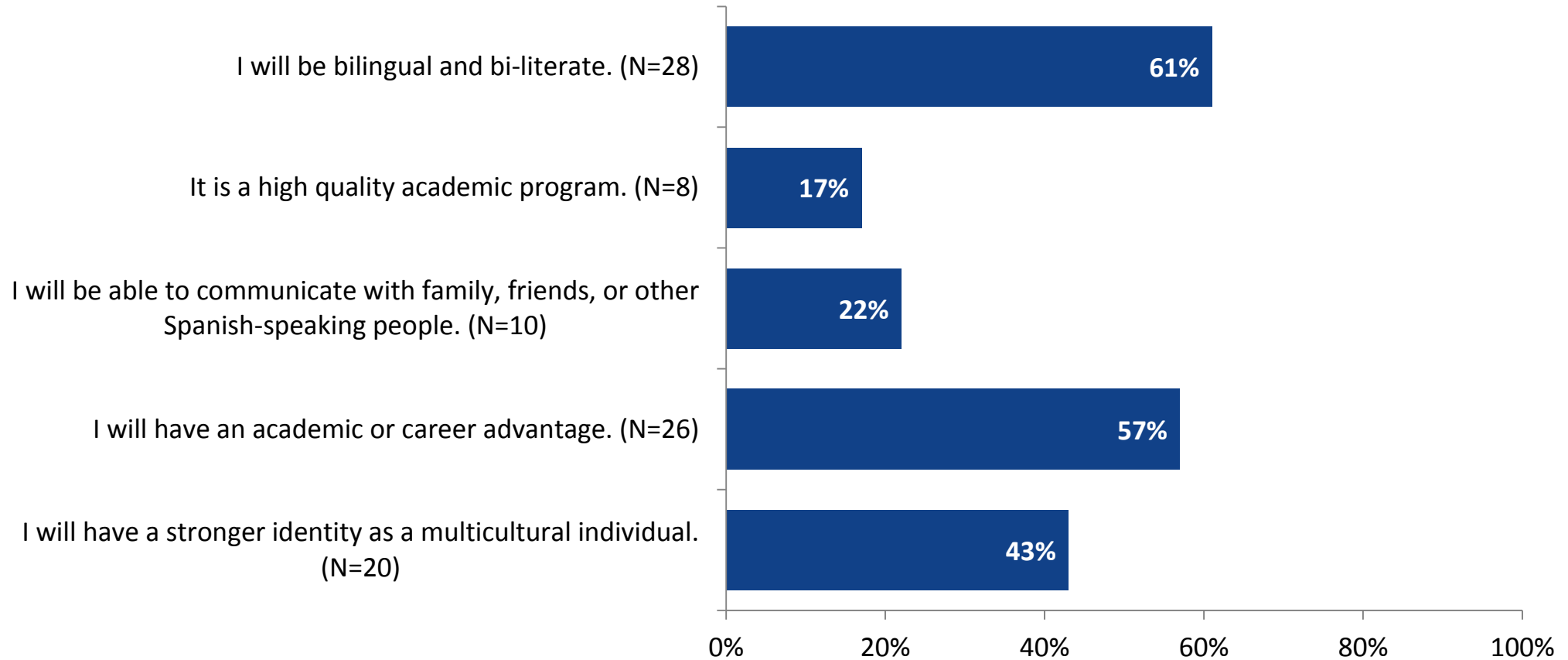

■ Excellent ■ Good ■ Fair ■ Poor

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Recommending the Dual Immersion Program

**How likely would you be to recommend SMMUSD's Dual Immersion Program to a friend? (N=45)**

■ Very Likely ■ Likely ■ Unlikely ■ Very Unlikely

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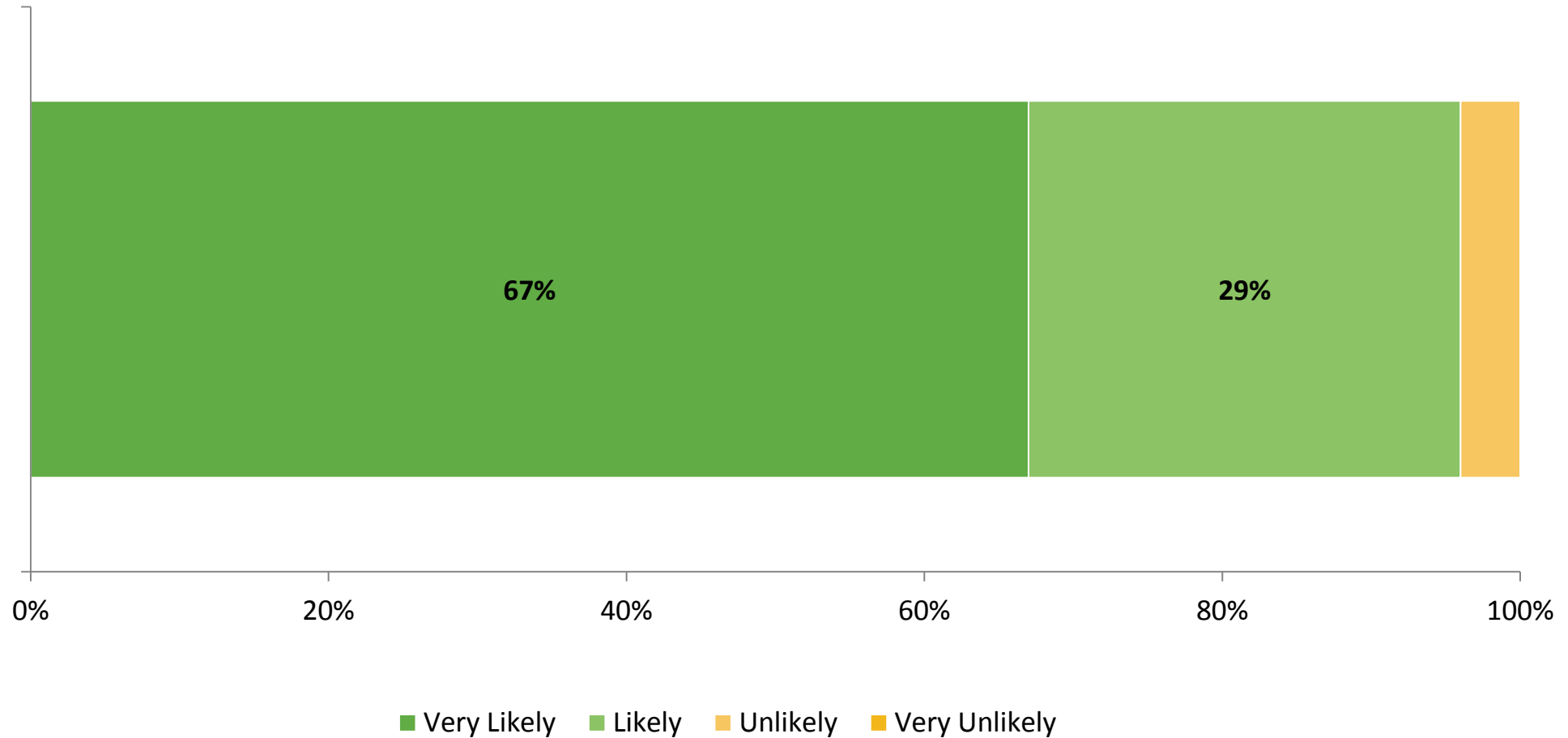
Reasons for Enrollment

What are the two most important reasons you enrolled in the Dual Immersion Program? (N=46)

Reason	Percentage
I will be bilingual and bi-literate. (N=28)	61%
It is a high quality academic program. (N=8)	17%
I will be able to communicate with family, friends, or other Spanish-speaking people. (N=10)	22%
I will have an academic or career advantage. (N=26)	57%
I will have a stronger identity as a multicultural individual. (N=20)	43%

The sum of percentages may exceed 100 because participants could select more than one response option.

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Participant Profile

Primary Language

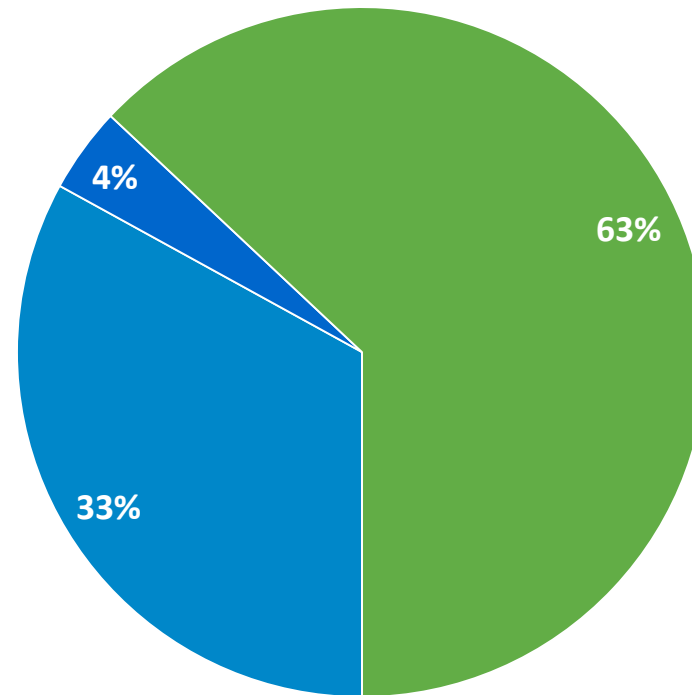**What is the primary language spoken in your home? (N=46)**

52% 48%
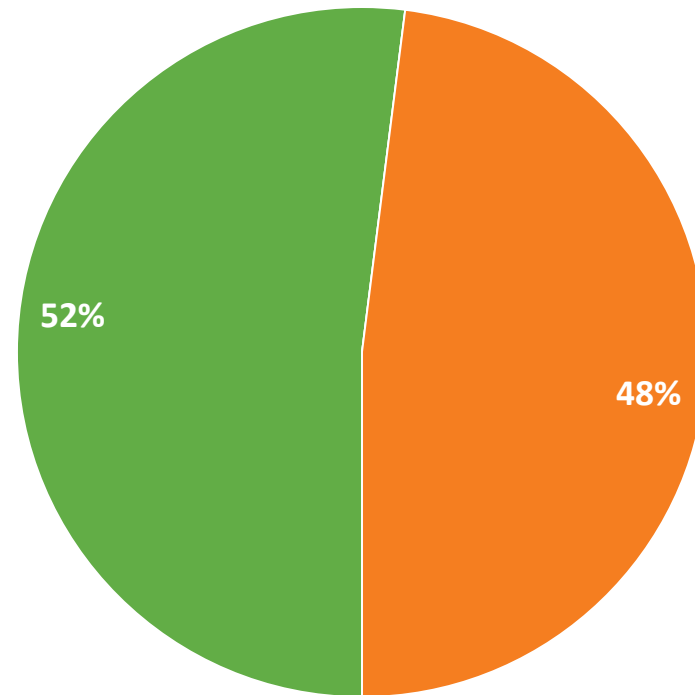
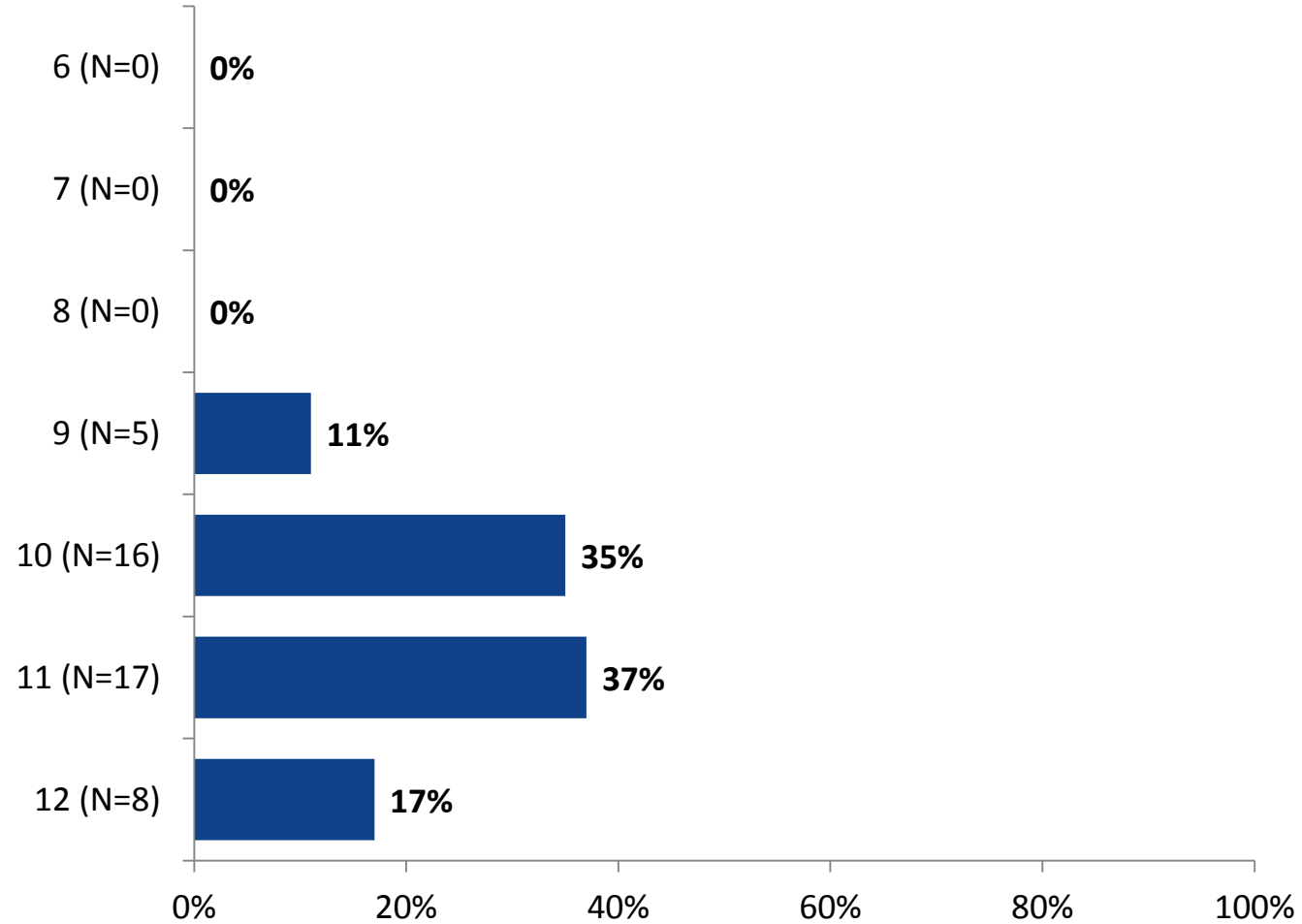■ Arabic ■ French ■ English ■ Farsi ■ Spanish ■ Other (Please specify)

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Language Proficiency

Which best describes your language proficiency? (N=46)

Legend:
- English dominant
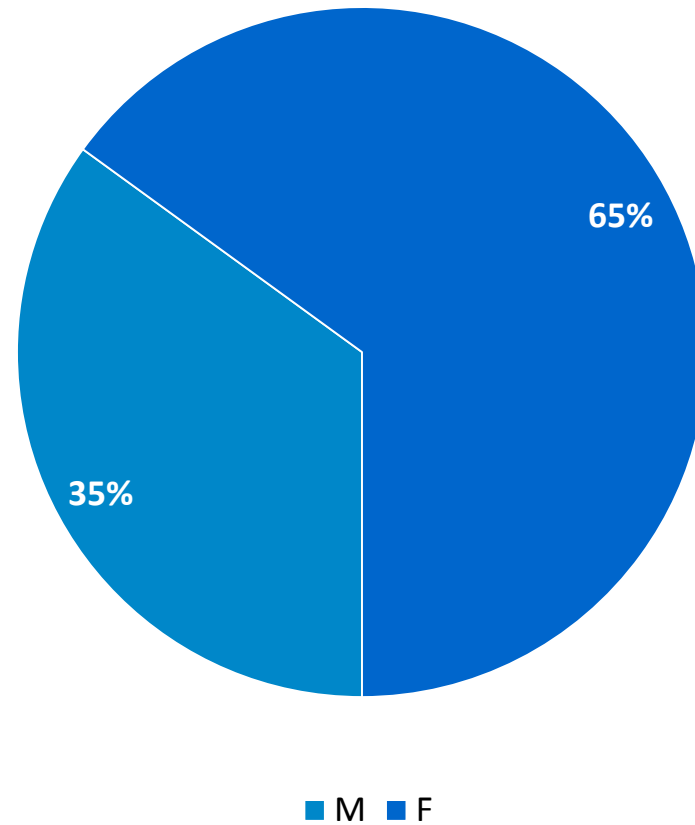- Spanish dominant
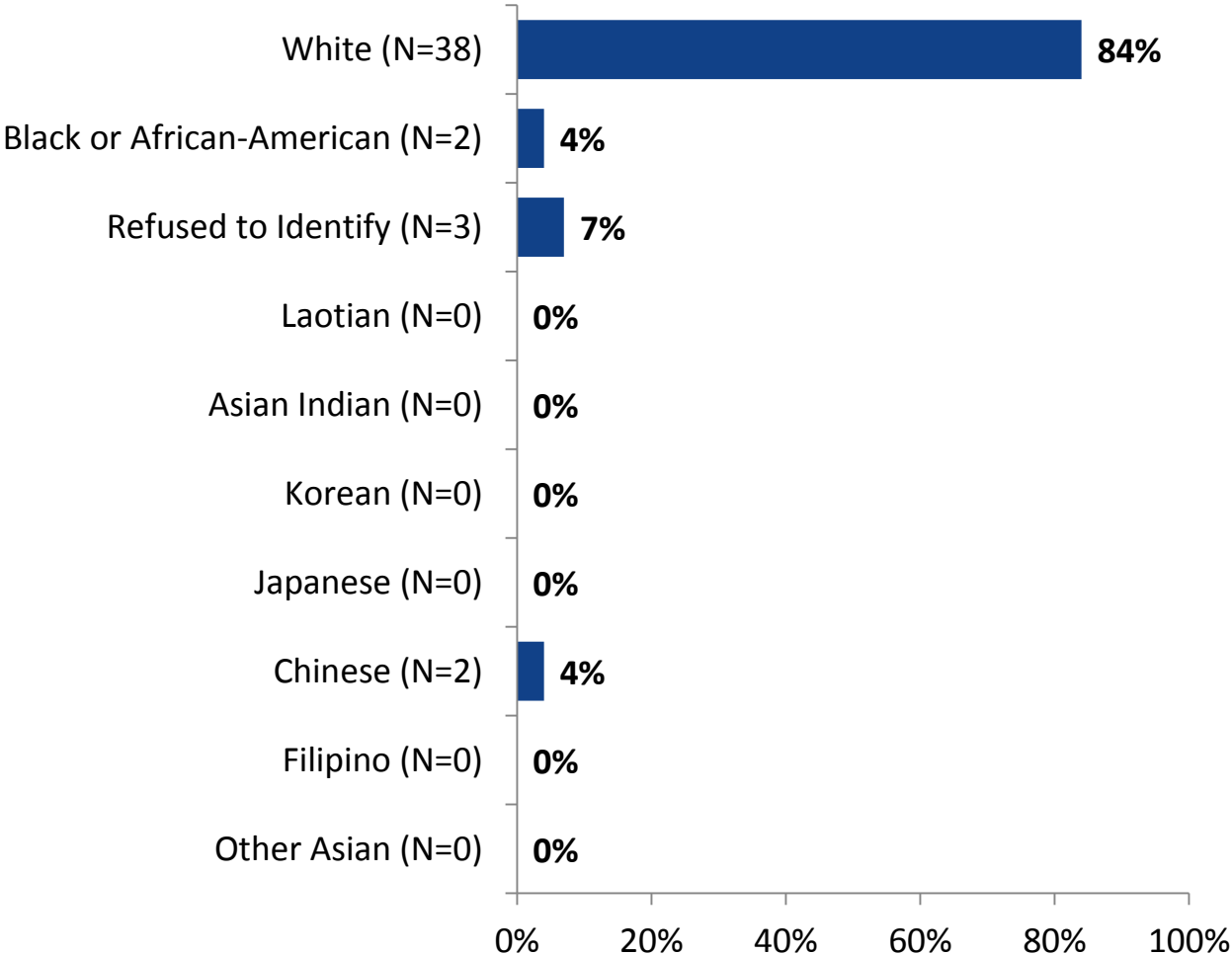- Fluent in both Spanish and English
- Other

Pie chart values: 63%, 33%, 4%

Grade Level

Bar chart showing percentages by grade level:
- 6 (N=0): 0%
- 7 (N=0): 0%
- 8 (N=0): 0%
- 9 (N=5): 11%
- 10 (N=16): 35%
- 11 (N=17): 37%
- 12 (N=8): 17%

Current School Name

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Gender

65%

35%

■ M ■ F

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Race

White (N=38) — 84%
Black or African-American (N=2) — 4%
Refused to Identify (N=3) — 7%
Laotian (N=0) — 0%
Asian Indian (N=0) — 0%
Korean (N=0) — 0%
Japanese (N=0) — 0%
Chinese (N=2) — 4%
Filipino (N=0) — 0%
Other Asian (N=0) — 0%

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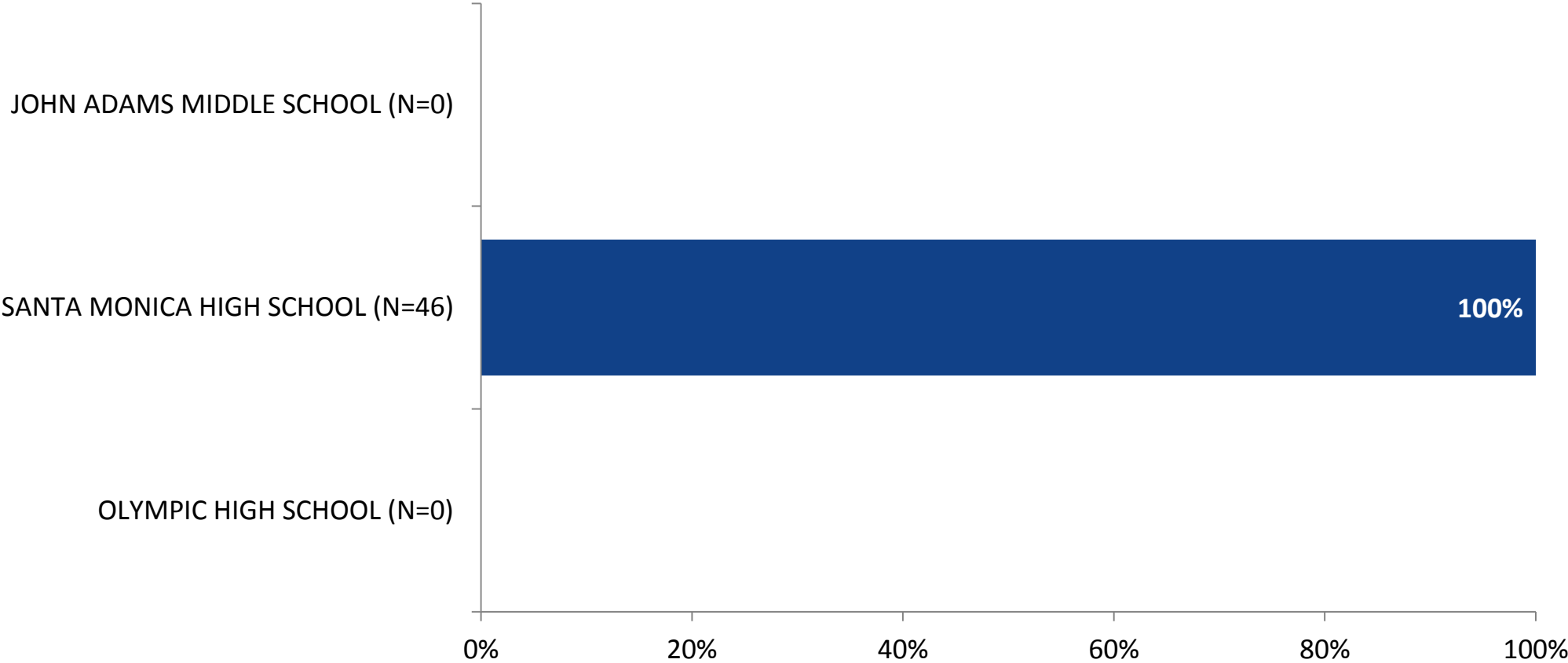
SPED Status
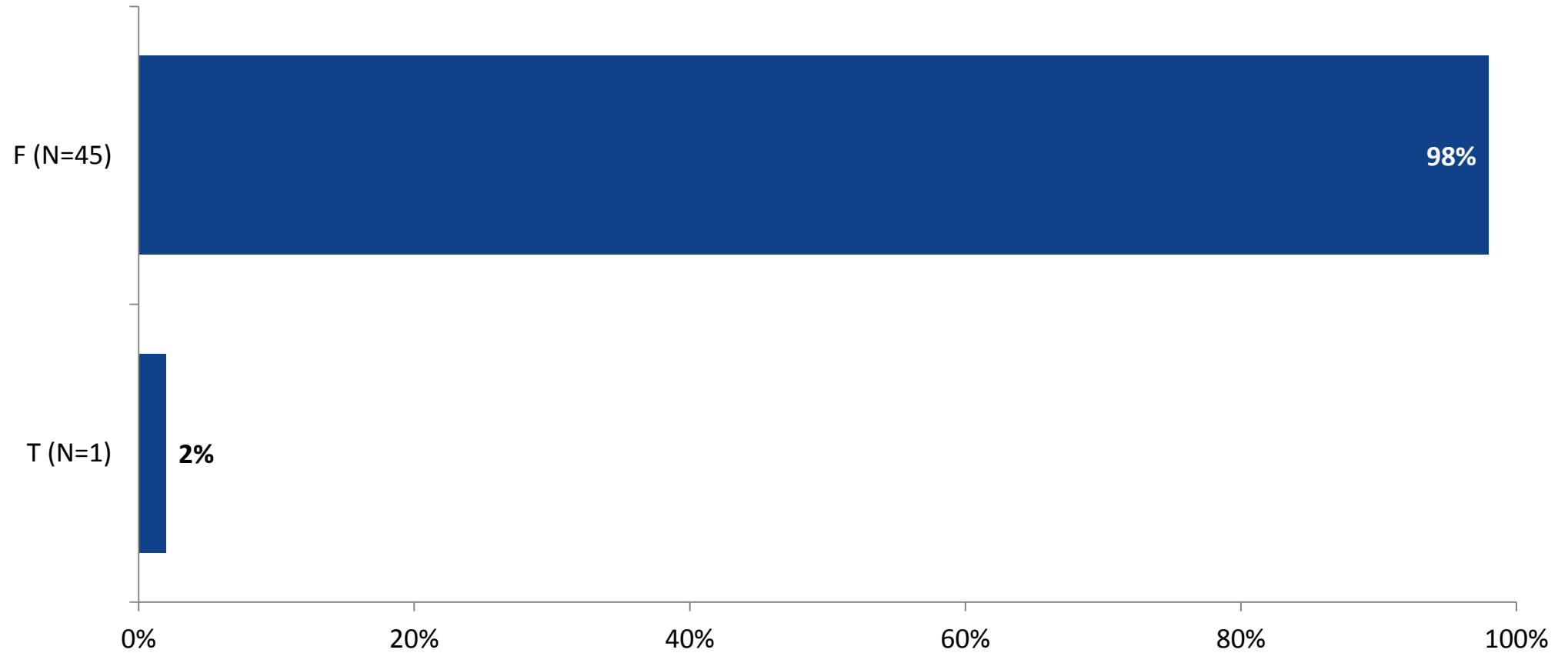
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Hispanic/Latino

Lunch Program Name
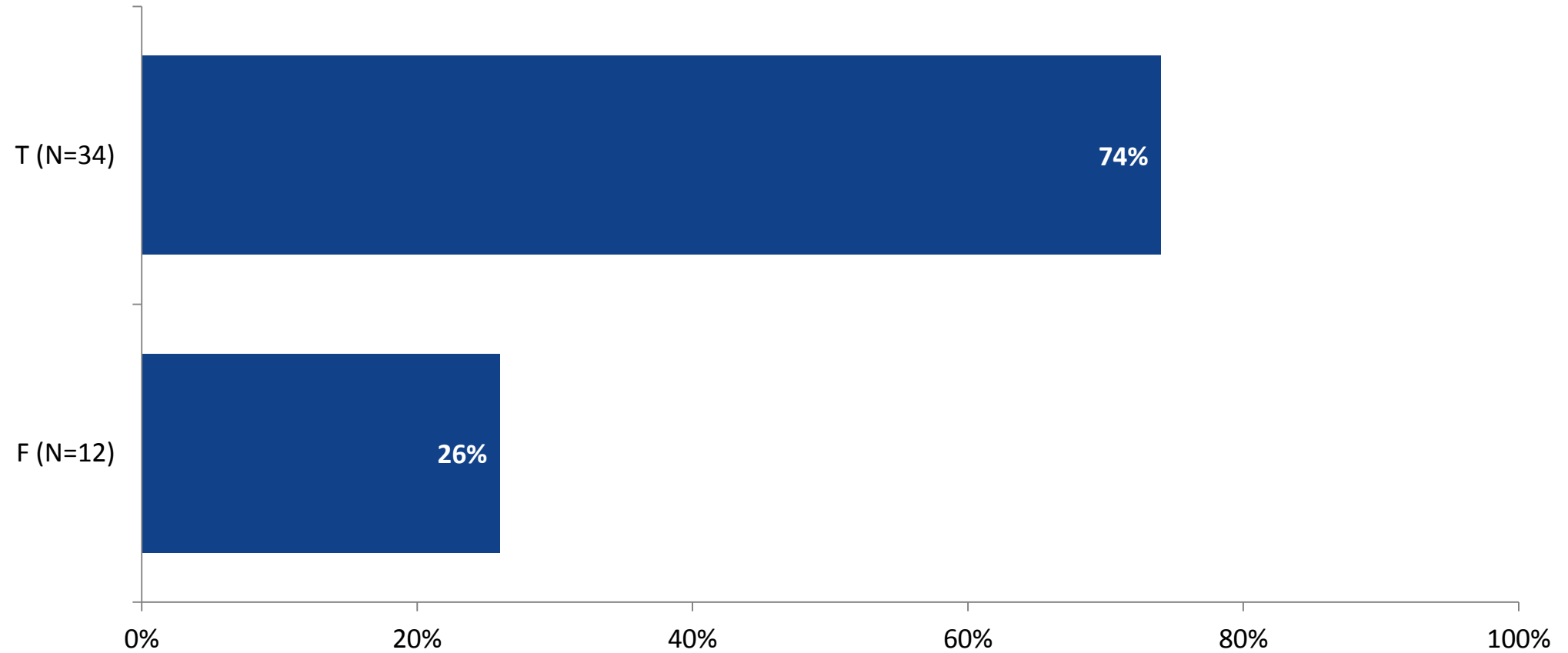
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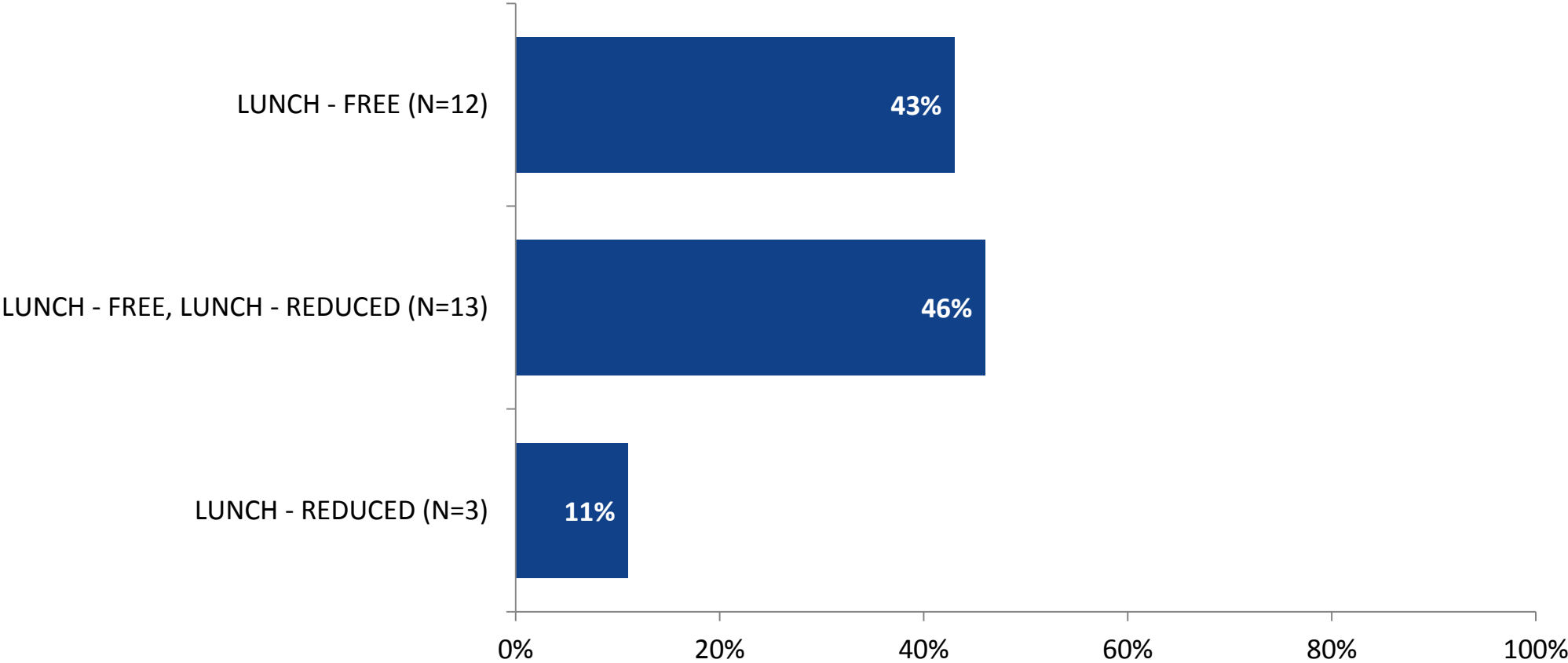
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