Math Instructional Priorities

La Cañada Unified School District

October 2025

HANOVER RESEARCH

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INTRODUCTION

When reviewing the survey instrument, please note the following structural aspects of the draft:

- *Dark red text is survey programming notes that are not seen by respondents.*
- *Light blue text and square brackets "[]" are used to indicate wording that may change from stakeholder to stakeholder (e.g., "your" for students and "your child" for parents).*
- *Curley brackets "{}" are used to indicate piped text that depends on embedded data or survey selections.*
- *"◯" denotes radio buttons where the respondent can only select one answer.*
- *"☐" denotes a check box where the respondent can select more than one answer option.*
- *"*" denotes questions that are forced response (i.e., respondents must answer the question before they continue).*

BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- ***Require responses** for all survey questions. Some items require forced response because they are used for survey logic. However, using forced response on all close ended questions allows for more thorough data cleaning and the removal of low-quality responses. If a question is sensitive in nature, a "Prefer not to respond" or "NA" may be selected.*
- *Present response scales (e.g., Likert scales) from **negative to positive**.*
- ***Randomize questions** when multiple options are present to decrease "order-effects," which is common for questions of a similar structure.*
- ***Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.*
- ***Use "N/A" or "Don't know"** options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating "N/A" and "Don't know" as two different options) may encourage respondents to select more "positive" responses due to the relative physical position of the extended scale.*
- ***Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.*
- ***Use skip logic** to ensure that respondents only answer questions pertinent to them.*
- ***Avoid too many or too few questions in a single page**. You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.*
- *Avoid questions with the following characteristics:*
  - ***Avoid double-barreled questions** (e.g., asking two questions at once).*
  - ***Avoid leading questions.** For example, asking "Many staff members indicate that district buildings are clean. Is your building clean?" may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.*
  - ***Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.*

CLIENT INFORMATION[1]

Partner Organization's Preferred Abbreviation: LCUSD

Confirm Grades and School Lists are accurate for the 2025-26 School year

☐ Yes, the grade list is correct for the current school year
☐ Yes, the school table is correct for the current school year

Table 1: Grades

Yes	No	Grade
☐	☒	Pre-K
☐	☒	Transitional Kindergarten
☒	☐	Kindergarten
☒	☐	Grade 1
☒	☐	Grade 2
☒	☐	Grade 3
☒	☐	Grade 4
☒	☐	Grade 5
☒	☐	Grade 6
☒	☐	Grade 7
☒	☐	Grade 8
☒	☒	Grade 9
☐	☒	Grade 10
☐	☒	Grade 11
☐	☒	Grade 12
☐	☒	Adult education

Please confirm the accuracy of the: Table 1: Grades & Table 2 School and Building List.

Table 2: School and Building List

School	Grades	School Level
La Cañada Elementary	TK-6	Elementary
Palm Crest Elementary	TK-6	Elementary
Paradise Canyon Elementary	TK-6	Elementary
La Cañada High School 7/8	7-8	Middle

*Student and Parent respondents who mismatch on grade and school will be flagged and removed from the survey during the analysis phase.

[1] Note that this section WILL NOT be included in the survey. This information is only used internally for data quality checks and school level segmentations.

SURVEY INSTRUMENT

WELCOME

Welcome to the La Cañada Unified School District
Math Instructional Priorities Survey!

La Cañada Unified School District (LCUSD) wants to hear your perspectives on math instruction and priorities for future math curriculum adoption. The district aims to consider all perspectives and curricular possibilities, and please note that the order of questions does not indicate priorities or interests. Your feedback will help LCUSD understand stakeholder needs and guide the selection of instructional materials that best support student learning.

This study is for research purposes only; all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to LCUSD in an anonymized form (i.e., your name and identifying information such as race and gender will not be shared with the district or tied to your responses), so please be candid in your responses.

Please note that you should not use your name or other identifying items in your open-ended responses.

Thank you for your participation!
Please click the arrow button below to begin.

PRIVACY CONSENT

1. **Hanover Research takes protecting your personal information seriously. We use your data for research and analysis purposes only. Please see our Privacy Policy to learn how we collect and process your data.** * [2]

- ❍ **I consent** to having my personal data collected for this survey.
- ❍ **I do not consent** to having my personal data collected and wish to **exit the survey**. [Exit survey and delete data]

[2] In compliance with data privacy laws both in the United States and internationally, this question must appear at the beginning of the survey because respondents must consent to having their responses recorded before any data may be collected. Hanover Research must ask all respondents for their consent to gather and store their data.

SCREENERS/BACKGROUND

2. Which of the following best describes your relationship with La Cañada Unified School District (LCUSD)? *If you are both a parent and a staff member, please select your role as a staff member.* * [3]

- ❍ Student
- ❍ Parent/Guardian of a K-8 student
- ❍ Staff member
- ❍ Community member Disqualify
- ❍ None of the above Disqualify

Display if Q2= Staff

3. Which of the following best describes your role at your school? * [4]

- ❍ Certificated Instructional staff (e.g., classroom teacher)
- ❍ Classified instructional support staff (e.g., paraprofessional, instructional aide)
- ❍ School administrator (e.g., principal, vice principal)
- ❍ Other school or district staff

Display if Q2= Staff

4. Do you teach or support mathematics instruction at LCUSD?

- ❍ No Disqualify
- ❍ Yes

Display if Q2= Parent/Guardian

5. How many K-8 students do you have currently enrolled in a LCUSD school? *

- ❍ None Disqualify
- ❍ 1 child
- ❍ 2 or more children

Display if Q5= 2 or more children

6. You indicated that you have more than one student currently enrolled in a LCUSD school. Please complete this survey keeping in mind the student who is closest to or currently in Grades K-8.

If you have multiple students in Grades K-8, please complete this survey keeping in mind the student whose birthday is the earliest in the calendar year. For example, if you have one student who was born on January 15th and another student who was born on August 1st, please respond for the student who was born on January 15th.

Using a student's birthday helps randomize the selection across grades K–8. Choosing based on youngest or oldest students would skew the sample toward those age groups, creating bias. Birthday-based selection ensures a more representative sample across all grade levels. However, if preferred, the selection can be adjusted to prioritize oldest students or those in specific grade bands like K–5.

[3] Responses to this question will determine the *Group* embedded variable (Students, Parents, Staff, and Community members).
[4] Responses to this question will determine *StaffRole* embedded variable (use item without "e.g.,")

Display this question if Group = Student or Parent

7. Please select [your/your student's] grade. *

- ❍ Preschool or Transitional Kindergarten Disqualify
- ❍ Kindergarten DQ if student
- ❍ Grade 1 DQ if student
- ❍ Grade 2 DQ if student
- ❍ Grade 3 DQ if student
- ❍ Grade 4 DQ if student
- ❍ Grade 5 DQ if student
- ❍ Grade 6 DQ if student
- ❍ Grade 7
- ❍ Grade 8
- ❍ High School Disqualify

Display this question if Staff Group = Instructional staff

8. What grade level(s) do you teach/primarily work with? *Please select all that apply.* *

- ❑ Kindergarten
- ❑ Grade 1
- ❑ Grade 2
- ❑ Grade 3
- ❑ Grade 4
- ❑ Grade 5
- ❑ Grade 6
- ❑ Grade 7
- ❑ Grade 8
- ❑ Grade 9
- ❑ Grade 10
- ❑ Grade 11
- ❑ Grade 12

Display this question if Group = Student OR Parent

9. Please select [your/your student's] school. *

Display this question if Group = Staff

At which school or site do you primarily work? *If you work at multiple sites, please select the site at which you spend the majority of your time.* * [5]

- ❍ La Cañada Elementary
- ❍ Palm Crest Elementary
- ❍ Paradise Canyon Elementary
- ❍ La Cañada High School 7/8
- ❍ La Cañada High School 9-12 Disqualify if parent or student
- ❍ District office Display if Staff Level is District staff

PARENT & STAFF NOTE

Parents and Staff only: Display this language if SchoolLevel = Middle

10. Note: While this survey prioritizes elementary school math, your input is still valuable. Please respond based on your [student's/students'] experiences and perspectives from the elementary school level. Your feedback will help the district understand how priorities at different grade levels align with elementary school needs.

Staff only: Display this language if SchoolLevel = High

Note: This survey focuses on elementary school math instruction. However, your insights are important for ensuring continuity and alignment across grade levels. Please share your perspectives based on your [student's/students'] experience with middle school math and its connection to high school learning.

[5] Responses to this question will determine SchoolLevel embedded data variable (e.g., Elementary, Middle, High, K8, Adult Education), and CAN be used for segments). Responses who mismatch on grade and school will be flagged and dropped from the final survey analysis.

OVERALL PREFERENCES

Display BLOCK if Group ≠Student

11. When teaching and learning math, which do you believe should come first? *

- ❍ Conceptual understanding (building understanding of ideas and relationships)
- ❍ Procedural fluency (learning steps and methods for solving problems rooted in knowing math facts)
- ❍ Defer to the teaching staff to decide
- ❍ Both should be introduced together
- ❍ *Unsure*

Randomize first two choice options to reduce order effects

12. In a typical math class, how should time be divided between these two areas? *

- ❍ Mostly conceptual understanding
- ❍ Mostly procedural fluency
- ❍ About equal time for both
- ❍ Depends on the topic or grade level
- ❍ Defer to the teaching staff to decide
- ❍ *Unsure*

Randomize first two choice options to reduce order effects

13. How should math assessments reflect conceptual understanding and procedural fluency? *

- ❍ Focus mainly on conceptual understanding
- ❍ Focus mainly on procedural fluency
- ❍ Balance both equally
- ❍ Depends on the topic or grade level
- ❍ Defer to the teaching staff to decide
- ❍ *Unsure*

Randomize first two choice options to reduce order effects

PRIORITIES

Display if Group≠Student

14. Which of the following should be top priorities for math instruction in LCUSD? *Please select up to five options.* *

- ❑ Adopting a math screener, progress monitoring system, and intervention program
- ❑ Building procedural fluency, like math facts, and accuracy
- ❑ Building strong conceptual understanding of mathematical ideas
- ❑ Connecting mathematics to real-world applications
- ❑ Developing problem-solving and critical thinking
- ❑ Developing strong foundations for future STEM opportunities
- ❑ Improving student confidence and engagement in mathematics
- ❑ Integrating technology and digital tools effectively
- ❑ Preparing students for advanced math courses in high school
- ❑ Preparing students for math coursework in college or university
- ❑ Promoting student collaboration and discussion
- ❑ Strengthening assessment practices to reflect both understanding and fluency or math facts
- ❑ Supporting diverse learning needs through differentiated instruction
- ❑ Other (please specify) _____*
- ❍ *None of the above*

Items randomized (excepts "Other" and "None of the above") to reduce order effects

15. Which of the following should be prioritized for supporting effective math instruction in LCUSD? *Please select up to five options.* *

- ❑ Frequent repetition (or spiraling) of mathematical skills
- ❑ Hands-on activity materials or manipulatives
- ❑ Homework practice and review sets
- ❑ Instructional videos or tutorial clips
- ❑ Interactive whiteboard or presentation materials
- ❑ Online simulations
- ❑ Online textbooks
- ❑ On-going teacher professional development
- ❑ Paper and pencil math practice activities that help build math fluency
- ❑ Performance tasks or project-based assessments
- ❑ Real-world problem sets or applications
- ❑ Student workbooks and practice journals
- ❑ Virtual manipulatives and interactive tools (e.g., base-ten blocks, fraction bars)
- ❑ Vocabulary supports and glossaries
- ❑ Other (please specify) _____*
- ❍ *None of the above*

Items randomized (excepts "Other" and "None of the above") to reduce order effects

Display if Group=Staff

16. Which of the following instructional resources should be prioritized for supporting effective math instruction in LCUSD? *Please select up to three options.* *

- ❑ Adopting a math screener, progress monitoring system, and intervention program
- ❑ Adaptive learning software or personalized learning platforms
- ❑ Benchmarking scores against other students in and out of the district
- ❑ Digital assessments with automatic grading
- ❑ Intervention and enrichment modules for differentiated instruction
- ❑ Pre-unit, post-unit, and diagnostic assessments
- ❑ Professional development resources related to curriculum use
- ❑ Rubrics and scoring guides for reasoning or written explanations
- ❑ Scope and sequence maps or curriculum alignment documents
- ❑ Strong presence of building math facts, confident with math procedures, and math fluency
- ❑ Teacher lesson guides and pacing plans
- ❑ Other (please specify) _____*
- ❍ *None of the above*

Items randomized (excepts "Other" and "None of the above") to reduce order effects

INSTRUCTIONAL VALUES (CONCEPTUAL)

17. How important are each of the following for facilitating mathematical thinking and reasoning? *

	Not at All Important	Slightly Important	Moderately Important	Very Important	Extremely important	*Unsure*
Connecting mathematical ideas across multiple representations (e.g., visual, symbolic, verbal, and contextual)						
Encouraging students to explain their reasoning and justify their solutions						
Exploring mathematical patterns, structures, and reasoning (e.g., understanding why multiplication works as repeated addition)						
Linking mathematical concepts across domains (e.g., connecting fractions to division or algebra to geometry)						
Promoting the use of precise mathematical language to describe reasoning						
Providing opportunities for students to discuss and debate mathematical ideas						
Using multiple strategies to solve mathematical problems						
Using real-world applications to deepen mathematical understanding						

Rows are randomized to reduce order effects.

18. How important are each of the following for facilitating effective math instruction? *

	Not at All Important	Slightly Important	Moderately Important	Very Important	Extremely important	*Unsure*
Designing open-ended tasks that promote mathematical exploration						
Employing rubrics that value mathematical processes and understanding as much as final answers						
Implementing inquiry-based or discovery-oriented learning approaches						
Incorporating manipulatives, diagrams, and visual models to support learning						
Promoting equitable access and differentiation for all students and students of all abilities						
Promoting positive math dispositions among students to support students feeling they can be successful in math class						
Using formative assessments that probe students' reasoning (e.g., "explain your thinking" questions)						

Display if Group≠Student

19. How much of a priority should each of the following mathematical reasoning and understanding elements be when considering a strong math curriculum? *

	Not a Priority	Low Priority	Medium Priority	High Priority	Essential	*Unsure*
Applying mathematics to real-world contexts						
Connecting mathematical ideas across multiple representations						
Encouraging students to explain and justify their reasoning						
Exploring mathematical patterns, structures, and reasoning						
Linking mathematical concepts across domains						
Promoting the use of precise mathematical language						
Providing opportunities for students to discuss and debate mathematical ideas						
Using multiple strategies to solve mathematical problems						

Rows are randomized to reduce order effects.

Display if Group≠Student

20. How much of a priority should each of the following instuctional elements be when considering a strong math curriculum? *

	Not a Priority	Low Priority	Medium Priority	High Priority	Essential	*Unsure*
Designing open-ended tasks that promote exploration and reasoning						
Employing rubrics that value process and understanding as well as final answers						
Implementing inquiry-based or discovery-oriented learning approaches						
Incorporating manipulatives and visual models to support understanding						
Using formative assessments that probe students' thinking						

Rows are randomized to reduce order effects.

INSTRUCTIONAL VALUES (COMPUTATIONAL)

21. How important are each of the following fluency elements for supporting effective math instruction? *

	Not at All Important	Slightly Important	Moderately Important	Very Important	Extremely important	*Unsure*
Building speed and accuracy with math fact recall (e.g., multiplication facts)						
Checking for accuracy and identifying computational errors						
Emphasizing correct answers as evidence of mathematical understanding						
Emphasizing step-by-step mastery of mathematical procedures						
Focusing on repetition for mastery						
Performing standard algorithms for addition, subtraction, multiplication, and division with confidence						
Prioritizing correct answers over explanations						
Using timed drills, mental math, and automatic recall of basic facts (e.g., multiplication tables)						

Rows are randomized to reduce order effects.

22. How important are each of the following instructional practices for supporting effective math instruction? *

	Not at All Important	Slightly Important	Moderately Important	Very Important	Extremely important	*Unsure*
Modeling mathematical procedures through demonstrations						
Using direct instruction and guided practice to teach procedures						
Using traditional tests to assess correct computation						

Rows are randomized to reduce order effects.

Display if Group≠Student

23. How much of a priority should each of the following fluency elements be when implementing a strong math curriculum? *

	Not a Priority	Low Priority	Medium Priority	High Priority	Essential	*Unsure*
Applying scoring systems that prioritize correct answers over explanations						
Assigning homework or exercises that reinforce repetition for mastery						
Building comfort with performing standard algorithms for addition, subtraction, multiplication, and division						
Checking for accuracy and identifying computational errors						
Emphasizing correct answers as evidence of understanding						
Emphasizing step-by-step mastery of mathematical procedures						
Minimizing reliance on calculators for basic computations						
Providing regular practice to improve speed and accuracy						
Using timed drills, mental math, and automatic recall of basic facts (e.g., multiplication tables)						
Using traditional tests to assess correct computation						

Rows are randomized to reduce order effects.

Display if Group≠Student

24. How much of a priority should each of the following instructional practices be when implementing a strong math curriculum? *

	Not a Priority	Low Priority	Medium Priority	High Priority	Essential	*Unsure*
Incorporating routines, worksheets, and structured exercises into instruction						
Modeling mathematical procedures through teacher demonstrations						
Using direct instruction and guided practice to teach procedures						

Rows are randomized to reduce order effects.

CURRENT CURRICULAR EVALUATION

25. In your opinion, how effective is LCUSD's current K-5 math instruction at ensuring students to perform at grade level in math? *

- ❍ Not at All Effective
- ❍ Slightly Effective
- ❍ Moderately Effective
- ❍ Very Effective
- ❍ Extremely Effective

Display if Q7 OR Q8 – Grade 6, Grade7, or Grade 8

26. In your opinion, how effective is LCUSD's current 6-8 math instruction at ensuring students to perform at grade level in math? *

- ❍ Not at All Effective
- ❍ Slightly Effective
- ❍ Moderately Effective
- ❍ Very Effective
- ❍ Extremely Effective

27. Based on your experience, what effect does LCUSD's current math instruction have on the following math-related skills for [you/your student/students]? *

	Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive	*Unsure/Not Applicable*
Counting						
Addition						
Subtraction						
Multiplication						
Division						
Addition and Subtraction fact fluency						
Multiplication fact fluency						
Division fact fluency						
Comparing numbers & expressions						
Determining place value						
Describing shapes & space						
Measurement						
Order of operations						
Fractions						
Graphing						
Solving real-world problems						
Geometry						
Creating equations						
Display if Group≠ Students Ratios & proportional relationships						
Display if Group≠ Students Algebraic expressions						
Display if Group≠ Students Statistics/Probability						
Display if Group≠ Students Linear equations						
Display if Group≠ Students Modeling						

Rows are randomized to reduce order effects.

28. In your opinion, what are the greatest strengths of current math instruction in LCUSD? *Please select up to three options.* *

- ❑ Classrooms use technology in meaningful ways
- ❑ Instruction builds strong problem-solving skills
- ❑ Lessons keep students engaged and interested
- ❑ Math is connected to real-life situations
- ❑ Students build math confidence that will help in future classes
- ❑ Students feel confident asking questions
- ❑ Students work well together and learn from peers
- ❑ Teachers make math clear and easy to understand
- ❑ Teachers provide helpful feedback and support
- ❑ Other (please specify) _____*
- ❍ *None of the above*

Items randomized (excepts "Other" and "None of the above") to reduce order effects

29. In your opinion, which areas of math instruction in LCUSD need the most improvement? *Please select up to three options.* *

- ❑ Connecting math to real-world examples
- ❑ Giving clear feedback on student work
- ❑ Helping students feel more confident in math
- ❑ Keeping students engaged during lessons
- ❑ Making math concepts easier to understand
- ❑ Providing enough practice and review
- ❑ Supporting students who learn at different speeds
- ❑ Using technology effectively in lessons
- ❑ Other (please specify) _____*
- ❍ *None of the above*

Items randomized (excepts "Other" and "None of the above") to reduce order effects

ADDITIONAL THOUGHTS

Display if Group≠Students

30. In the space below, please provide any additional thoughts or suggestions about math instruction in La Canada Unified School District. Your feedback will help us better understand your priorities and preferences.

Responses will be shared with the district verbatim, so please do not include any personally identifying information.

_____

_____

_____

DEMOGRAPHICS

Display this question if Group = Staff

31. For how many years have you worked at LCUSD? *

- ❍ Less than 1 year
- ❍ 1 to 3 years
- ❍ 4 to 6 years
- ❍ 7 to 10 years
- ❍ 11 to 15 years
- ❍ 16 to 20 years
- ❍ More than 20 years
- ❍ *Prefer not to respond*

32. With which of the following categories [do you/does your student] identify? *Please select all that apply.* * [6]

- ❑ American Indian or Alaska Native
- ❑ Asian
- ❑ Black or African American
- ❑ Hispanic or Latin(o/a/x)
- ❑ Middle Eastern or North African
- ❑ Native Hawaiian or Pacific Islander
- ❑ White
- ❑ Not listed/Prefer to self-describe (specify, if desired):_____
- ❍ *Prefer not to respond*

33. With which of the following gender identities [do you/does your student] most identify? *

- ❍ Female
- ❍ Male
- ❍ Non-binary/Gender non-conforming
- ❍ Not listed/Prefer to self-describe (specify, if desired):_____
- ❍ *Prefer not to respond*

[6] Responses to this question will determine *Race_category* and *Race_dichotomy* embedded data variables.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
  Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

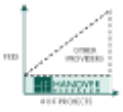
Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS

EXPERT
200+ analysts with multiple methodology research expertise

FLEXIBLE
Ongoing custom research agenda adapts with organizations' needs

DEDICATED
Exclusive account and research teams ensure strategic partnership



EFFICIENT
Annual, fixed-fee model shares costs and benefits

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