

LCAP/Climate Survey February 2022

MVWSD partners with Hanover Research to annually administer the Local Control Accountability Plan/Climate Survey to gather data and information from community partners. The survey is open to parents, certificated, classified, and hourly staff and students in grades 4-8. The survey focuses key areas including:

- Conditions of Learning
- Students Achievement and Educational Effectiveness
- 21st Century Skills/College and Career Readiness
- School Environment
- School and Parent Engagement

The survey was open for parents, staff and students from January 31, 2022 through February 18, 2022. The Survey was sent out in English and Spanish. The District sent emails and autodialers encouraging parents to take the survey, and information was placed in school newsletters. Site principals designated time for certificated and classified staff to take the survey and worked with teachers to administer the survey to students. School and Community Engagement Facilitators connected with parents to help them complete the survey. The District received 3,068 total responses to the survey. The breakdown is as follows:

- Parents: 928 in 2022 which was a decrease from 1,187 in 2021
- Staff: 385 staff in 2022 which was a decrease from 513 in 2021
- Students grades 4 - 8: 1,755 in 2022 which was a decrease from 2,120 in 2021

Overall the total number of respondents to the District's LCAP/Climate survey was lower than in 2021. Additionally, many results throughout areas of the survey were lower than in previous years, although in many cases results are similar to results received pre-pandemic. While the survey was given during a similar time period, the District believes that several factors contributed to the lower response rates and lower ratings including:

- The District/community was just coming out of a large COVID surge that impacted staff, students and families, and anxiety about the possibility of another surge after the February Break was high.
- The District was in the middle of mediation with the Mountain View Educators Association on the Collective Bargaining Agreement.

- Students, staff and families were experiencing pandemic fatigue and were wanting to have more “typical” conditions for everyday life and schooling.
- Restrictions for social distancing and masking have impacted the school environment resulting in frustration for students, staff and families.
- A recent poll commissioned by Murmuration, statewide [California voters](#) who were also parents were much less satisfied this year with the performance of traditional neighborhood public schools during the pandemic than in every other state polled (9).

The District still struggles with hearing from a variety of parent respondents. Only 13% of responses were in Spanish. The majority of parent respondents had a student at Graham Middle School (18%) and identified themselves as white (34%). Only five percent of respondents were from Monta Loma Elementary School and 6% from Castro Elementary School. Twenty-four percent identified themselves as Hispanic Latino. Eleven percent of respondents were parents of English Learners and 21% were parents of students who are eligible for free or reduced lunch.

The lower response rates and in total and by subgroup highlight the need for the District to continue to work to improve communication processes. This work is being done as a part of Strategic Plan 2027, Goal Area 3: Inclusive and Welcoming Culture. The work is also outlined in the Local Control Accountability Plan: Goal 3, Action 4 - Parent Engagement and Action 5 - Parent Communication. In the 2022-23 school year, work will continue on researching and piloting new communication platforms with the goal of ensuring families get the information they need in easily accessible ways.

MVWSD has been partnering with Hanover Research to conduct the survey each year since 2016, with only minor changes to the survey each year. Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, 2019, 2020, 2021 and 2022) and highlights statistically significant and meaningful differences across years. Additionally, Hanover provides an Executive Summary that includes key findings and analysis as well as supplemental data tables for the District and each individual school site. These data tables allow the staff to see response rates for all questions in the survey by year and by respondent group.

Key Findings

Listed below are the key findings from the Hanover Executive Summary. The entire summary document is attached for review.

CONDITIONS OF LEARNING

Most parents agree that MVWSD schools are well-maintained and provide good learning supports, though fewer indicate that they understand the types of non-academic supports available to their children. Most report that students are provided access to standards-aligned instructional materials (88%) and that school facilities are well maintained (85%), while fewer agree that they understand what types of non-academic supports are available to their child (60%). Additionally, only 56% report that they are very or completely satisfied with the non-academic support that their child receives.

Parent satisfaction with their children's learning environment has decreased over the years, particularly in 2021 and 2022. For example, significantly fewer parents report that they are very or completely satisfied in 2021 (63%) or 2022 (62%) with the academic support that their child receives as compared to 2020 (75%), 2019 (74%), or 2018 (73%).

Students generally indicate that their schools provide them support, though fewer report that their schools are clean. While most agree that their school provides enough textbooks (83%) and provides a good education to students (83%), less than half report that their school is clean (39%).

Staff also agree that students are comfortable at their schools and receive support. Most report that teachers care about students' success (95%) and that students at their school feel comfortable asking their teachers questions (92%), with fewer who report that students come to class prepared and ready to learn (62%).

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

More parents find that their children, ELL students, or those in Special Education receive the support they need, with fewer who agree that high-performing students have the needed resources. Parents generally agree that ELL students (80%) and those in Special Education (73%) receive the resources and support they need, and three-fourths agree that their own child receives this support as well (75%). Still, only a little more than half say the same about high-performing students (54%). Additionally, most report that staff, such as teachers (80%) and administrators (75%) are very or extremely helpful when supporting children who are English language learners.

In 2022, parents are significantly less satisfied with programs than in previous years.

In particular, significantly fewer parents in 2022 as compared to 2021 are very or completely satisfied with tutoring/homework support (41% vs. 71%).

Students generally feel that their schools help support those who are learning English, though significantly fewer feel this way in 2022. Most agree that their school provides enough materials to help them learn English in 2022 (85%), though this is significantly fewer than those in 2021 (96%). This trend applies across other supports for English Language Learners.

Less than two thirds of staff agree that their school provides them enough support or that their feedback is listened to. Staff indicate that there is room for improvement in the district when it comes to this area, as lower percentages agree that administrators listen to their suggestions and recommendations (60%), that the feedback they receive covers all aspects of their role (62%), and that their school provides adequate support to teachers and staff members (61%). Additionally, only 64% agree that trust exists between school leaders and staff.

Staff indicate that there is room for improvement when it comes to supporting students with a variety of needs. Less than two thirds of staff agree that students who are English language learners (59%), underperforming (60%), in Special Education (61%), or high-achieving (64%) are receiving the resources that they need. Additionally, the percentage of staff who agree that these groups are receiving the support they need has declined over the years (Figure 3.17).

Significantly fewer staff in 2022 agree that they are satisfied with professional development at both the school and district level as compared to previous years.

Only 25% of staff report that they are very or completely satisfied with the professional development provided by the district in 2022 as compared to 33% in 2021 and 38% in 2020. Additionally, while 49% of staff in 2020 and 41% in 2021 were very or completely satisfied with professional development at their school site, only 35% say the same in 2022.

21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

Parents indicate that their children have adequate access to technology at their schools and are being prepared to succeed in the future. Most agree that their child uses technology regularly as part of school instruction (94%), has appropriate access to

technology (90%), and is on track for the next academic year (80%). Still, fewer report that their child has access to a range of enrichment activities at school (68%).

Students generally agree that they are engaged in enriching activities at school, though significantly fewer find this to be the case in 2022 as compared to previous years.

Most agree that their school provides activities in music, art, or other languages (90%), with fewer but many agreeing that they often work with other students on assignments (74%), feel they are on track for success in high school (75%), or have the opportunity to work on school projects that last for more than a week (78%). Still, significantly fewer agree with these items in 2022 as compared to previous years. In particular, significantly fewer students in 2022 agree that they have the opportunity to work on school projects that last for more than a week in 2022 (78%) than in 2021 (92%).

While most staff agree that students have access to a range of subjects, fewer report that students are on track for the future. Only around half agree that students are on track for high school (50%) or on track for the next academic year (53%).

SCHOOL ENVIRONMENT

Parents generally report positive perceptions of their child's school environment.

92% agree that their child has friends at school, with 89% who say that their child is safe at school. Additionally, many report that their child's school wants students to succeed (90%) and provides a well-rounded curriculum (80%). Parents also agree that students respect the teachers and staff (90%), that students from different cultural backgrounds become friends (89%), and that school rules are fair (84%).

Parents indicate that there is some room for improvement when it comes to challenging students in the classroom. Only 57% agree that their child's school offers challenging classes and 67% agree that their child's school sets high expectations for student achievement.

Overall, students also report that their school environment is positive, though this perception has declined in 2022. Most report that they have friends at school (92%), that they understand the rules at their school (88%), and that they trust their teachers (81%). For example, significantly fewer students in 2022 as compared to 2021 agree that students at their school are treated with respect (63% vs. 92%) or that there are clear and fair consequences for breaking rules at their school (68% vs. 90%).

While most students agree that those from different cultural backgrounds become friends, only around two-thirds indicate that students are respected and comfortable in their community. For example, only 62% agree that students get along with each other and respect their differences and 63% agree that students respect the staff and teachers.

Staff members generally find that their school has a positive environment. Almost all staff agree that teachers and staff encourage students on a regular basis (96%), with most saying that they feel safe in their school (86%). Additionally, almost all staff report that their school wants students to succeed (96%).

Staff indicate that schools could continue to encourage students to have healthy lifestyles and engage in extracurricular activities. Only 64% agree that their school encourages students to participate in extracurricular activities and 66% agree that their school encourages a healthy lifestyle.

ENGAGEMENT AND COMMUNICATION

About three-fourths or less of parents indicate that they feel encouraged to engage with the school. 77% agree that they feel comfortable participating in school activities and 70% agree that their child's school encourages involvement from community organizers, with fewer who say that they feel like they have a say in the decision-making process at their school (55%). Additionally, only 60% agree that MVWSD supports families' participation in school decision-making processes.

Few parents indicate that they do not participate in any school events. Only 10% have not participated in any event at the school. Parents most commonly report attending parent conferences (69%) and Back to School Night (63%). Of those who attended those events, 65% are very or completely satisfied with Back to School Night and 71% are very or completely satisfied with parent conferences.

Parents indicate that a variety of measures would help parents become more involved at MVWSD. Parents report that more information on involvement opportunities (43%) and on how to support students at home (41%), along with more participation opportunities at the school level (39%) would help parents/guardians to become more involved. A little less than half report that they do not have any obstacles to getting the

information that they need (45%), with 24% who say that what they want to know is mixed in with information that does not apply to them.

Few staff agree that they have a say in the decision making processes at their school or district. Only 24% agree that they feel like they have a say in the decision-making process at the district level, and 55% say the same at the school level.

Staff indicate that schools could improve their support of and engagement with families. While staff do agree that MVWSD engages in communication between families and educators using language that is accessible to all families (80%) and that the district creates a welcoming environment for all families (79%), only 65% agree that the district encourages families to work with staff and faculty with family engagement activities. Additionally, few staff agree that MVWSD provides support to staff to improve capacity to partner with families (54%) or supports families in understanding their legal rights to advocate for their own students (57%).

District Analysis and Impact on 2022-23 LCAP

The District has done an initial review of the survey data. All sites have been given the District results as well as their site specific results. The survey results reveal both areas of strength as well as areas for improvement. Results will be used to inform the 2022-23 LCAP. In addition, members of cabinet reviewed the survey data in April. The cabinet team used the data to make initial plans for the 2022-23 school year. Planning will continue through the remainder of this school year and into summer.

Improvement Work

A lot of work is being done to address many of the areas of concern raised in the survey through the actions outlined in Strategic Plan 2027 and the Local Control Accountability Plan. For example, to address parents' concerns around academic support, the District is developing a Multi Tiered System of Support to ensure that students' needs are being met academically, socially-emotionally, and behaviorally (LCAP Goal 1, Action 18). Additionally, the District is expanding use of targeted reading curriculum (Goal 1, Action 170, implementing co-teaching (LCAP Goal 1, Action 16). The District will continue to have an instructional coaching team to support strong first instruction (LCAP Goal 1, Action1) and implement Response to Instruction to provide needed interventions and extensions (LCAP Goal 1, Action 5).

Additionally, as mentioned above, the District is working to improve parent engagement and communication. Local Control Accountability Plan: Goal 3, Action 4 - Parent

Engagement and Action 5 - Parent Communication. In the 2022-23 school year, work will continue on researching and piloting new communication platforms with the goal of ensuring families get the information they need in easily accessible ways. Additionally, this year's stakeholder research will be used to refine and create opportunities for meaningful parent engagement next year. Work is being done to support the social emotional health of students, staff and families. The District will implement the plan of action developed for social emotional learning in the 2022-23 school year by initiating Coordination of Services Teams (COST) and use of a social-emotional measurement tool (Goal 2, Action 7).

Based on the data review the following actions will be added/revised to address areas of concern:

Additional Coaches: The District will hire two additional coaches for the 2022-23 school year. One coach will be focused on English Language Development and Newcomers (LCAP Goal 1, Action 1) and one coach will be focused on supporting instruction for students with Disabilities (Goal 1, Action 23). These actions will help address concerns from staff and parents.

Dyslexia Plan: The District has been working to develop a Dyslexia Plan in conjunction with planning for the District's Multi Tiered System of Support (Goal 1, Action 18). The plan is designed to identify and provide academic support to students experiencing reading difficulties or who are identified as at risk for dyslexia. While work has been interrupted due to the pandemic, the plan will be launched in the 2022-23 school year. Professional Development on the components of the plan will be provided and the universal screening process will be implemented. (Goal 1, Action 24).

School Cleanliness: The district will revise LCAP Goal 5, Action 1 to support school cleanliness. Only 39% of students agreed or strongly agreed that their school was clean. In addition to monthly walkthroughs of school campuses with the Director of Maintenance and Principals, the Maintenance Department will also restart cleaning checklists along with cleaning surveys that will be sent to all staff. Custodians will initial that cleaning was done in each area of the site each day/night.

Professional Development: Only 25% of staff report that they are very or completely satisfied with the professional development provided by the district in 2022 as compared to 33% in 2021. The District will convene certificated and classified professional development committees in 2022-23. These committees will review professional

development opportunities and collect feedback and input. This work will be the foundation that will lead to the development of high quality professional development programs including differentiation, collaboration, and data driven practices (LCAP Goal 4, Action 3).

Staff Input: The District and site administrators will work to facilitate opportunities for staff to provide input on District initiatives (Goal 3, Action 8).

Progress on District Plans

District staff has drafted the 2022-23 Local Control Accountability Plan and the 2021-22 Annual Update. Data from the survey has informed this work. Currently the District is soliciting input from Advisory Groups and the public on the draft plan and will present the plan for public hearing at the June 2nd meeting of the Board of Trustees.