

## **LCAP/Climate Survey February 2023**

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
- Student 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 30, 2023 through February 17, 2023. The Survey was sent out in English and Spanish. In order to try to increase response rates the District made changes to the survey distribution for parents.

### **Spring 2022**

- Parents, staff and students were provided with a generic link for the survey
- Demographic questions in the survey allow the District to disaggregate data based on responses
- Parents with multiple children in the District were asked to respond to the survey based on their experiences with their oldest child

### **Spring 2023**

- Parents received a unique link for the survey - one link per family. This allowed the District to encourage families that had not taken the survey to do so during the administration window. Responses were confidential. This also eliminated some demographic questions that were able to pre-populate with District data
- Parents with multiple children were asked to respond based on their experiences with their child with their birthday earliest in the calendar year.
- Staff and students continued to receive a generic link as they took the survey during the school day

The District received 3,639 total responses to the survey. The breakdown is as follows:

- Parents: 1,059 in 2023 which was an increase from 982 in 2022
- Staff: 493 staff in 2023 which was an increase from 385 in 2022
- Students grades 4 - 8: 2,087 in 2023 which was an increase from 1,755 in 2022

The changes made increased the response rates by parents from 13% to 31% from spring 2022 to spring 2023. Student and staff responses also increased as compared to last year's results.

The District still struggles with hearing from a variety of parent respondents and response rates were similar by demographic to spring 2022. Only 14% (13% in spring 2022) of responses were in Spanish. The majority of parent respondents had a student at Graham Middle School (16% in spring 2023 and 18% in spring 2022) and identified themselves as white (41% in spring 2023 and 34% in spring 2022). Only two percent of respondents were from Monta Loma Elementary School and 6% from Castro Elementary School. Twenty-four percent identified themselves as Hispanic Latino. Nine percent of respondents were parents of English Learners and 30% were parents of students who are eligible for free or reduced lunch. Ten percent were parents of students with disabilities.

The low response rates 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 3 - Parent Engagement and Action 4 - 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, 2022, 2023) 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

**Parents generally agree that MVWSD's learning environment is well-maintained and provides good learning support; however, parental understanding of various non-academic assistance remains lacking.** Most report that students are provided

access to instructional materials (88%) and that school facilities are well maintained (86%) while fewer agree that they understand what types of non-academic support are available to their child (62%). Though 60% are satisfied with the support their children receive in non-academic areas, parental satisfaction continues to rate the lowest despite a 4% increase from last year.

**Parental satisfaction with their child's learning environment moderately increased from last year but remains low compared to parents' level of satisfaction before 2021.** Less than two-thirds of parents report being very or completely satisfied with the

quality of education their children receive (64%). Parents' satisfaction with their schools' educational quality before 2021 never fell below 70%. Since then, 2023 reports the highest increase since the pandemic began.

**Most students are likely to agree that their schools provide support but are less likely to agree their schools are clean.** More than three-quarters of students agree their

schools provide a good education (81%) and educational materials (80%), but less than a third of the students agree that schools are clean (31%). This year reports the lowest perceptions of school cleanliness across the eight years.

**Staff agree students feel comfortable and have access to necessary materials.** Most

report that teachers care about students' success (94%), have access to necessary instructional materials (91%) and feel comfortable asking teachers questions (86%).

However, students' classroom preparedness continues to rate the lowest (61%) than all other environmental outcomes like last year (63%).

## STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

**Parents feel they receive sufficient support for ELLs and students with disabilities; however, fewer agree they receive enough support for high-performing students.**

Parents agree or strongly agree that ELL students (77%) and students with disabilities (65%) receive the resources and support they need, but few agree this sentiment reflects for high-performing students (56%).

**Since the beginning of the pandemic, programming satisfaction among parents continues to be mediocre despite slight improvements.** Notably, less than half of parents report being very or completely satisfied with tutoring or homework support in 2023 (45%), like in 2022 (41%).

**Students generally feel that their schools support students learning English; however, these positive perceptions have continued to decline since 2019.** Most agree that their school gives positive encouragement to English Learners (79%), although this perception rates the lowest compared to 2021 (96%) and 2022 (84%). This trend applies to other supports for English Language Learners as well.

**Staff perceptions of the district's education effectiveness moderately increased this year.** Compared to 2022, staff agree or strongly agree that they are aware of the district's mission and goals (+4%), feel administrators listen to their recommendations (+10%), and feel their school provides adequate support (+4%).

**Staff continues to report challenges in supporting various student needs despite some advances in student achievement this year.** While support for English Learners (+5%) and high-achieving students (+6%) increased in 2023 compared to 2022, students underperforming or receiving special education services have continued to decline since 2020.

**Professional development continues to be less than satisfactory at the school and district levels.**

Less than a third of staff are very or completely satisfied with the district's professional development (27%). Likewise, less than half report being satisfied with their school's professional development (40%) despite the increase from 2022 (36%).

## **21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS**

**Parents report their children's schools integrate and have access to technology in their education.** Most agree that their child uses technology regularly as part of school instruction (94%) and has appropriate access to technology (90%) like last year. Generally, parents' perceptions of their child's access to various subjects and activities improved

moderately. In 2023, 74% of parents feel their child has access to a range of enrichment activities at school compared to 68% of parents in 2022.

**Students agree that they are engaged in enriching activities at school; however, positive perceptions on this continue to decline significantly in 2023.** Most agree that their school provides activities in music, art, or other languages (92%); however, fewer agree that they often work with other students on assignments (69%), feel they are on track for success in high school (66%) or have the opportunity to work on school projects that last for more than a week (73%). While student's positive impressions of various enrichment activities still compose more than half of the student body, student perceptions rate is the lowest in the last five years.

**Staff continues to report challenges with academic progress despite improvements in student access to various subjects and enrichment activities.** Only around half agree that students are prepared for high school (51%) or on track for the next academic year (47%).

## **SCHOOL ENVIRONMENT**

**Parents feel positive about their child's school environment.** Most agree that their child has friends at school (92%) and feel their child trusts their teacher and staff (89%). Additionally, many report that their child's school wants students to succeed (92%) and provides a well-rounded curriculum (83%). Parents also agree that students respect the teachers and staff (88%), that students from different cultural backgrounds become friends (89%), and that school rules are fair (86%).

**Parental perceptions of schools offering challenging classes and a well-rounded curriculum have slightly improved in 2023 but remain mediocre.** Only 58% agree that their child's school offers challenging classes and 68% agree that their child's school sets high expectations for student achievement, a 1% increase from last year.

**Positive student perceptions of their school environment continue to decline in 2023.** Less than two-thirds of students feel safe at school (61%), trust their principal (65%), think students are treated with respect (54%), and feel the consequences for breaking the rules are clear and fair (63%). Feelings of safety experienced the most significant drop from 2022 (72%) to 2023 (61%).

**Positive student impressions of staff and other students dropped to the lowest since 2020.** For example, students are much less likely to agree that students get along with each

other and respect their differences in 2023 (49%) compared to 2022 (62%) or 2021 (75%). Additionally, students are less likely to agree that other students respect teachers and staff in 2023 (51%) than in 2022 (63%) or 2021 (77%).

**The school environment is generally positive for staff.** Almost all staff agree that teachers and staff encourage students regularly (92%), with most reporting their schools want students to succeed (95%). However, feelings of safety have decreased from 86% in 2022 to 78% in 2023.

**Staff indicates that schools could offer students challenging classes and engage in extracurricular activities.** Only 72% agree that their school encourages students to participate in extracurricular activities and 67% agree that their school offers students challenging classes.

## **ENGAGEMENT AND COMMUNICATION**

**Overall parental engagement improved this year, but parents continue to feel they have little say in the decision-making process in their child's school.** Most parents feel their child's school encourages parental involvement (82%) compared to 2022 (74%), but only half feel they have a say in the school's decision-making process (53%), like last year (55%).

**Parents usually participate in school events.** Only 11% have not participated in any event at the school. Parents most commonly report attending Back to School Night (67%) and parent conferences (66%). Of those who attended, 75% were very or completely satisfied with Back to School Night and 76% were very or completely satisfied with parent conferences. In general, parent satisfaction with school events increased this year.

**There are various measures to encourage more parental involvement at MVWSD.** Parents suggest convenient times for participation (42%), more guidance on how to support students at home (39%), and more information on opportunities to get involved (39%). A little less than half report that they do not have any obstacles to getting the information that they need (43%), with 23% who say that what they want to know is mixed in with information that does not apply to them.

**While MVWSD schools encourage staff to get involved, few feel they have a say in the decision-making process at the school and district levels.** Only 28% feel they have a say in the decision-making process at the district level, and 55% at the school level.

### **Staff indicates that schools could improve their familial support and engagement.**

While MVWSD schools create a welcoming environment for families (81%) and engage in communication between families and educators using language that is accessible (83%), fewer agree that MVWSD schools provide families with resources to support student learning and development at home (69%) or support families in understanding their legal rights to advocate for their students (57%). Staff in 2023 suggest that MVWSD should encourage families to work with staff with family engagement activities (72%).

### **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 2023-24 LCAP. In addition, members of cabinet reviewed the survey data in April. 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 parent and staff 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 17). Over the course of the 2023-24 school year a MTSS planning team will fully implement Universal Data Cycles (UDC) and Coordination of Services Team (COST) processes. The team will also gather feedback on UDCs and COST process to revise and refine as needed. Site leaders will be trained on new SST processes and they will be implemented. The team will also examine current practices in academics, social & emotional, and behavior to build upon a tiered system of interventions.

Additionally, the District is continuing to utilize targeted reading curriculum (Goal 1, Action 16, expanding co-teaching (LCAP Goal 1, Action 15). 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 3 - Parent Engagement and Action 4 - Parent Communication. In the 2023-24 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, staff will continue to refine the new Parent University system. An improved Parent University system was begun in 2022-23 with the development of the Parent U Extension and Parent U Seminario series. Extension series events took place at individual school sites while the Seminario series was developed in conjunction with the Foothill College Family Engagement Institute to provide a Spanish-language, cohort-based program for families to improve their knowledge of the public school system and to empower families to better support their children's development.

Only 28% of staff (+4 from spring 2022) feel they have a say in the decision-making process at the District level. The District and site administrators will continue to work to facilitate opportunities for staff to provide input on District initiatives (Goal 3, Action 7).

Work is being done to support the social emotional health of students, staff and families, Goal 2, Actions 6 and 7. The District will continue to Implement the plan of action for competency-based Social Emotional Learning by:

- Continuing to implement of the social-emotional measurement tool Sown to Grow at all elementary sites
- Expand implementation of Sown to Grow to the middle schools.

The District will also continue to develop its Whole School, Whole, Community, Whole Child Model (WSCC). Staff will provide professional development to administrators on the Whole School, Whole Community, Whole Child model. District staff will continue to support sites with implementation of strategies, supports, and interventions that serve the Whole Child.

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

### **Early Literacy Team**

Fifty-six percent of staff and 64% of parents agreed or strongly agreed that underperforming students do not get the support they need. This coupled with the need to improve academic outcomes for students especially at our lower performing schools has led the District to create an Early Literacy Team (Goal 1, Action 22). The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro School, Monta Loma, Theuerkauf and Mistral.



The team will consist of one Director, five reading intervention teachers and six instructional assistants that will be deployed to sites to do small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise.

**School Cleanliness:** The district will revise LCAP Goal 5, Action 1 to continue to support school cleanliness. Only 31% of students agreed or strongly agreed that their campuses were clean (-8 from spring 2022). The Director of Maintenance will walk campuses with principals and discuss any cleaning and maintenance issues including outstanding work orders. The Maintenance Department will also continue cleaning checklists along with cleaning surveys. Custodians will initial that cleaning was done in each area of the site each day/night. Additionally, the Director of Maintenance will evaluate custodial schedules each month for efficiency as well as hold regular monthly meetings with the custodial staff to discuss any issues within the schedule or ways we can help each other to keep our campuses clean.

The District is also adding a Custodial Supervisor for the 2023-24 school year to continue to address issues around cleanliness. The Custodial Supervisor will monitor site cleanliness and provide training and support to custodians. The custodial supervisor will also be a liaison between the site principal and the Director of Maintenance, Operation, and Transportation. The supervisor will be responsible for the evaluations of site custodians along with the principal (Goal 5, Action 7).

**Professional Development:** Less than a third of staff are very or completely satisfied with the district's professional development (27%). Likewise, less than half report being satisfied with their school's professional development (40%) despite the increase from 2022 (36%). In the 2023-24 school year, staff will assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. This assessment will be done for certificated staff as well as classified staff to determine next steps in improving professional development and practices that support employees (Goal 4, Action 2). Additionally, District staff will meet regularly with the professional development committees for both classified and certificated staff. These committees will review professional development opportunities and collect feedback and input and support the work being completed in Action 4.2. (Goal 4, Action 3).

## **Supporting Student Behavior**

The District has been working throughout the 2022-23 school year to understand student concerns around safety and behavior. In addition to the LCAP survey, the District has been addressing issues related to school safety. Survey results in spring 2022 along with outside events prompted the District to convene a Safety Advisory Task Force and conduct a safety audit. The audit included an environmental scan of schools that will form the basis of recommendations and meetings with parent groups, teachers and students, principals, mental health, facilities, nurses, etc. Additionally, the District conducted a Thought Exchange in January 2023 which included staff, parents and middle school students. Information was shared with the Board of Trustees in March and with school communities in April. The next steps include developing and refining safety standards based on the audit and stakeholder input, and then implementing these protocols in Fall 2023.

ThoughtExchange data is summarized below:

- 1163 students: Attention needed in bathroom cleanliness, mental health, bullying/bad behavior prevention
- 430 parents: School commute safety, bullying prevention, addressing behavior and mental health
- 185 staff: Support staff's safety, consequences for student behavior, student mental health

Results of the LCAP/Climate survey given in spring 2023 indicate that less than two-thirds of students feel safe at school (61%), think students are treated with respect (54%), and feel the consequences for breaking the rules are clear and fair (63%). Feelings of safety experienced the most significant drop from 2022 (72%) to 2023 (61%).

In the 2023-24 school year the District will add Action 9 in Goal 2.

- Develop and implement a process for responding to student behavior incidents that will be used consistently across all sites.
- Develop guidelines for all sites for responding to student behavior incidents.

While additional actions will be taken by the District based on the results and recommendations from the safety audit, they will not be fully determined or implemented until after the approval of the LCAP in June. Actions can be added for the 2024-25 LCAP.

### **Addressing Chronic Absenteeism**

Staff perceptions of students' classroom preparedness continues to rate the lowest (61%) than all other environmental outcomes like last year (63%). In addition, MVWSD has been identified for Differentiated Assistance due to high levels of chronic absenteeism and low

academic achievement for Homeless Students. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of this group of students (Goal 2, Action 8). Specifically in the 2023-24 school year the District will:

- Develop and implement an attendance monitoring and staff communication system for Homeless students to be used consistently by all school sites

Additionally, the District's McKinney-Vento Liaison will:

- Develop a check-list to use with families during home visits
- Deliver attendance-related training to MckV families while on home visits
- Provide training to staff about Homeless (MckV) designation at the beginning of the school year at each school site
- Identify for teachers their MckV students and provide general tips and supports on an ongoing basis
- Visit schools on an ongoing basis to monitor the needs of MckV students.

The plans outlined above are the initial steps the District is taking to address chronic absenteeism and attendance across the District.

### **Next Steps**

District staff has drafted the 2023-24 Local Control Accountability Plan. 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 1st meeting of the Board of Trustees.

Additionally, District staff will be disaggregating the results of the LCAP/Climate survey to better understand results at a site and student level. This work will be done as we move into the summer. Areas of improvement will be targeted for specific efforts as related to our Strategic Plan. Longer-range actions can be added in the 2024-25 LCAP.

