



2023-2024 LCAP SURVEY ANALYSIS

Prepared for Mountain View Whisman School District

April 2024

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EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research (Hanover) presents the findings from the Mountain View Whisman School District’s (MVWSD) Local Control and Accountability Plan (LCAP) Survey. This survey, disseminated to parents, students, and staff, assessed educational partners’ perceptions of MVWSD with respect to conditions of learning, student achievement and educational effectiveness, 21st century skills/college and career readiness, school environment, and school and parent engagement.

METHODOLOGY




Hanover analyzes 1,288 parent responses, 2,015 student responses, and 449 staff responses in this report.¹ The first section describes demographic and other characteristics of respondents for this survey.

Throughout this analysis, charts exclude “Not Applicable” or “I don’t know/No opinion” responses, thereby focusing on respondent agreement, satisfaction, and other substantive results. Additionally, to facilitate interpretation of results, the charts display survey items in order of highest overall agreement or satisfaction to lowest. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents.




¹ Hanover performed standard data cleaning to exclude incomplete or poor-quality responses from the data set.

KEY FINDINGS



CONDITIONS OF LEARNING

-  **Parents generally have positive perceptions about MVWSD's learning conditions; however, there may be room for improvement for parent understanding of non-academic supports for students.** Most parent respondents report that students are provided access to instructional materials (88%) and that school facilities are well-maintained (86%), while fewer parents agree that they understand what types of non-academic support are available to their child (66%). Over three-quarters (78%) of parents are satisfied with their student's teachers, and this is the area with the highest satisfaction rating. Meanwhile, only 62% are satisfied with the non-academic support their students receive, which is the lowest satisfaction rating across all conditions of learning.
-  **Students generally view their school positively; however, perceptions regarding school cleanliness are substantially lower than all other areas.** More than three-quarters of student respondents agree their schools provide a good education (82%) and that adults at their school care about their success (78%), but only a third agree that schools are clean (33%). Furthermore, 31% of student respondents *disagree* that their school is clean.
-  **Staff believe that their fellow teachers care about student success.** Most staff respondents agree that teachers care about students' success (98%), that students have access to necessary instructional materials (93%), and that students feel comfortable asking teachers questions (91%). However, staff least agree that students come to class prepared and ready to learn (64%), suggesting preparedness as a potential growth area.






STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

-  **Parents generally feel that most students receive the support they need. However, agreement levels are lower when it comes to support for high-performing students and Students in Special Education.** Over three-quarters (76%) of parent respondents agree that their student receives the resources and support they need, and they especially agree regarding ELL students (83%). Fewer than two-thirds of parents agree that high-performing students (61%) and Students in Special Education (58%) receive the resources and support they need. Relatedly, parent respondents of ELL students perceive staff members as substantially more helpful compared to parents of Students in Special Education. For example, 84% of parents of an ELL student perceive teachers as very or extremely helpful compared to 73% of parents of Students in Special Education. The discrepancy is even larger for perceptions of administrator helpfulness (82% for ELL parents versus 63% for Students in Special Education parents).
-  **Staff respondents perceive professional development 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 (30%). Similarly, less than half report being satisfied with their school's professional development (37%).
-  **A fifth (20%) of staff respondents disagree that their school provides adequate support to teachers and staff members.** Communication issues may be related to the perceived lack of support, as only 68% of staff agree that school leaders effectively communicate important information to staff.



21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

-  **Parents report their student's schools regularly incorporate technology into their education.** Most parent respondents agree that their student uses technology regularly as part of school instruction (94%) and has appropriate access to technology (90%).
-  **Student and staff respondents perceive their schools to offer a variety of enriching courses and activities. However, preparedness for academic success may be an area for growth.** Most students (90%) agree that their school provides activities in music, art, or other languages, but fewer agree that they feel on track for success in high school (75%). Staff respondents echo this sentiment, as only 63% agree that students are on track for high school and 62% agree that students are on track for the next academic year.

SCHOOL ENVIRONMENT

-  **Parents generally feel positively about their student's school environment.** Most agree that their child has friends at school (93%) and feel their child trusts their teacher and staff (89%). Furthermore, most parents agree that their school wants students to succeed (91%) and provides a well-rounded curriculum (83%). Parents also agree that students respect teachers and staff (88%), that students from different cultural backgrounds become friends (91%), and that school rules are fair (86%).
-  **Academic rigor may be an area of concern for parents.** Only 62% agree that their child's school offers challenging classes and 71% agree that their child's school sets high expectations for student achievement.
-  **Students largely agree that their school wants students to succeed; however, general perceptions of school environment are lower across the board compared to parent and staff respondents.** Significantly fewer student respondents agree that their school focuses on students' character (58%) or that all students are treated fairly (56%). Notably, one of the biggest discrepancies pertains to students feeling comfortable talking to school staff. Only 59% of students agree with this statement, significantly lower than parent (87%) and staff (88%) respondents. Related to this may be that only 56% of students agree that students respect the teachers and staff.
-  **Although 83% of student respondents agree that those from different cultural backgrounds become friends, only 52% agree that students get along with each other and respect their differences.**
-  **The school environment is generally positive for staff.** Almost all staff agree that teachers and staff encourage students regularly (96%) and that their schools want students to succeed (96%). However, only 69% of staff agree that their school offers challenging classes, one of the lowest-rated areas for staff respondents. This finding corroborates parent concerns about academic rigor.

ENGAGEMENT AND COMMUNICATION

-  **Although parents feel that their child's school encourages parental involvement (80%), fewer feel like they have a say in the decision-making process (60%).**
-  **Most parents have participated in school events in the last 12 months.** Parents respondents most commonly report attending Back to School Night (73%) and parent conferences (71%). Of those who attended, 78% are very or completely satisfied with Back to School Night and 77% are very or

completely satisfied with parent conferences. Parents respondents are least satisfied with Board of Trustees meetings (41%). Only 7% of parents have not participated in any school event.



More convenient event timing and facilitating ways for parents to support students at home may increase parental involvement at MVWSD. Parents suggest more convenient times for participation (41%), more guidance on how to support students at home (41%). Staff respondents most select that more information on how to support students at home (59%) would help encourage greater parental involvement.



Staff report low levels of efficacy in impacting decisions. 53% of staff respondents feel they have a say in the decision-making process at their school, and only 22% feel they have a say in the decision-making process at the district level.



Staff indicate that schools could improve their familial support and engagement. While staff respondents largely agree that MVWSD schools create a welcoming environment for families (85%), fewer agree that MVWSD provides support to learn about families (64%) or support to staff to improve capacity to partner with families (58%). Relatedly, only 66% of parents agree that MVWSD encourages families to engage in decision-making processes, the lowest rated area across all measures of school involvement for parent respondents.

SECTION I: RESPONDENT DEMOGRAPHICS

PARENT RESULTS

Figure 1.1

Survey Language (n=1288)

English Spanish

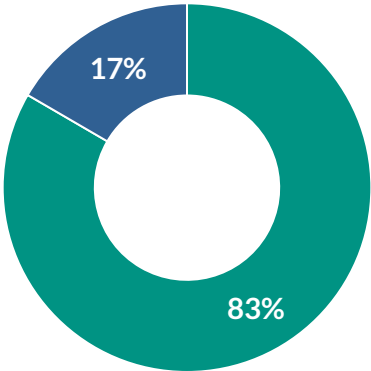


Figure 1.2

How many children do you have who are currently enrolled in a MVWSD school? (n=1288)

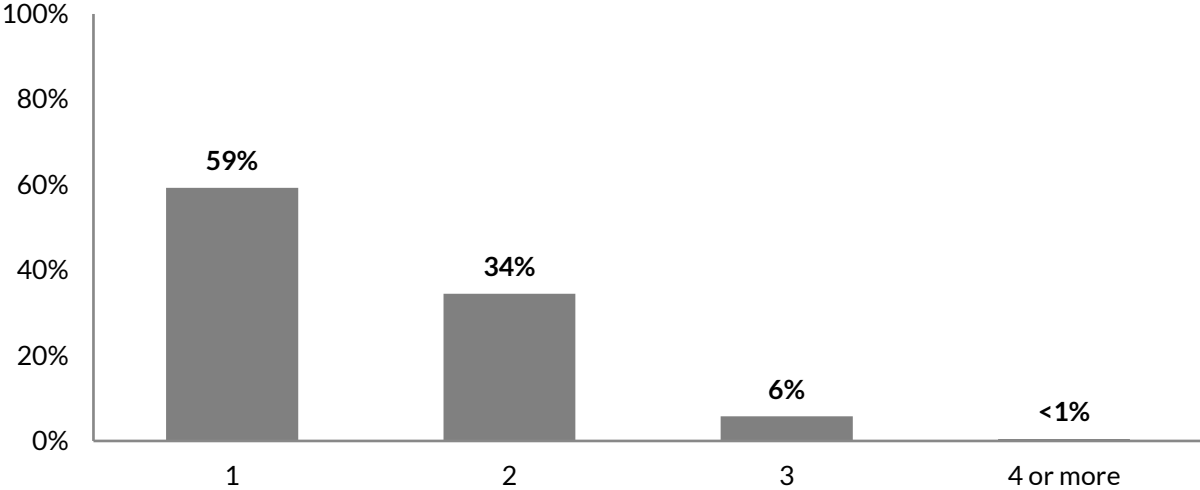


Figure 1.3

School Site (n=1288)

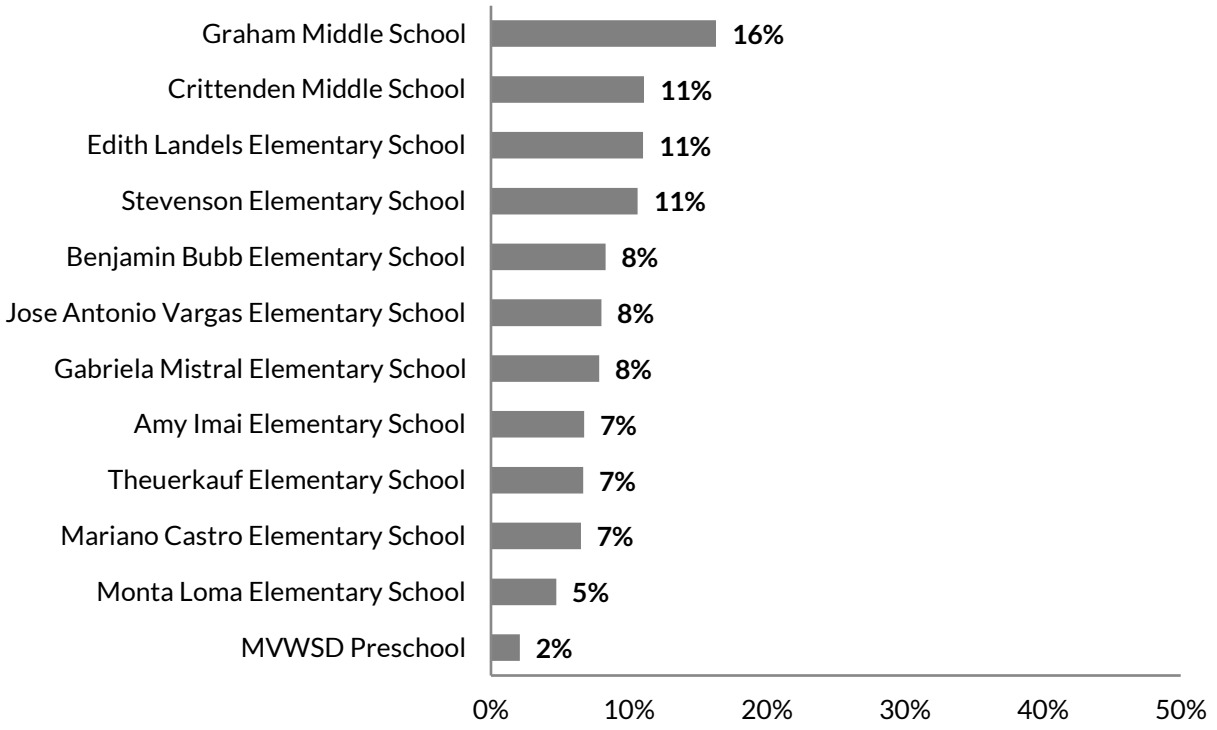
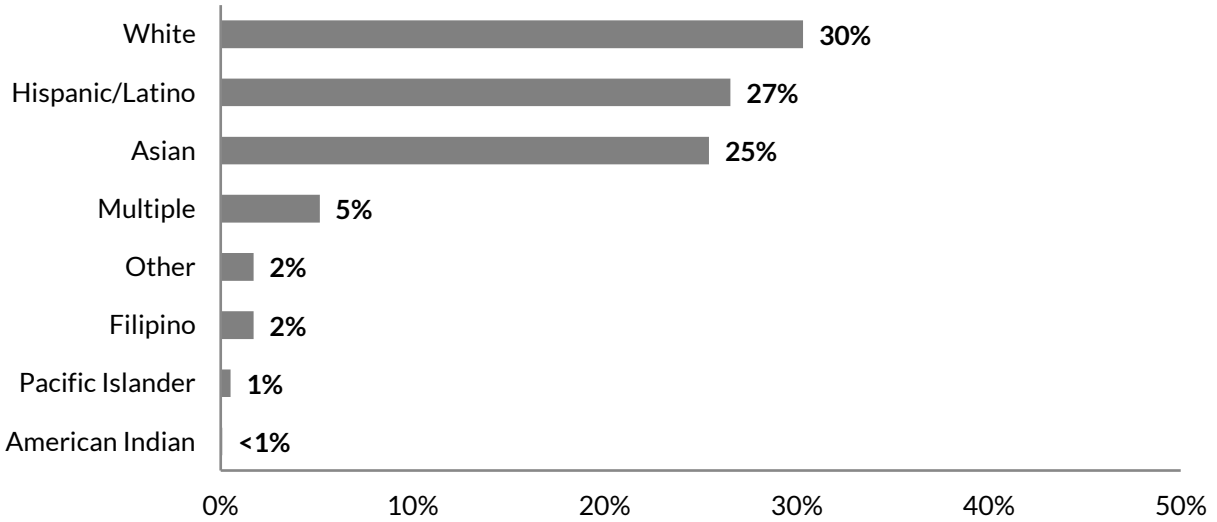


Figure 1.4

Race/Ethnicity (n=1164)



STUDENT RESULTS

Figure 1.5

Grade Level (n=2015)

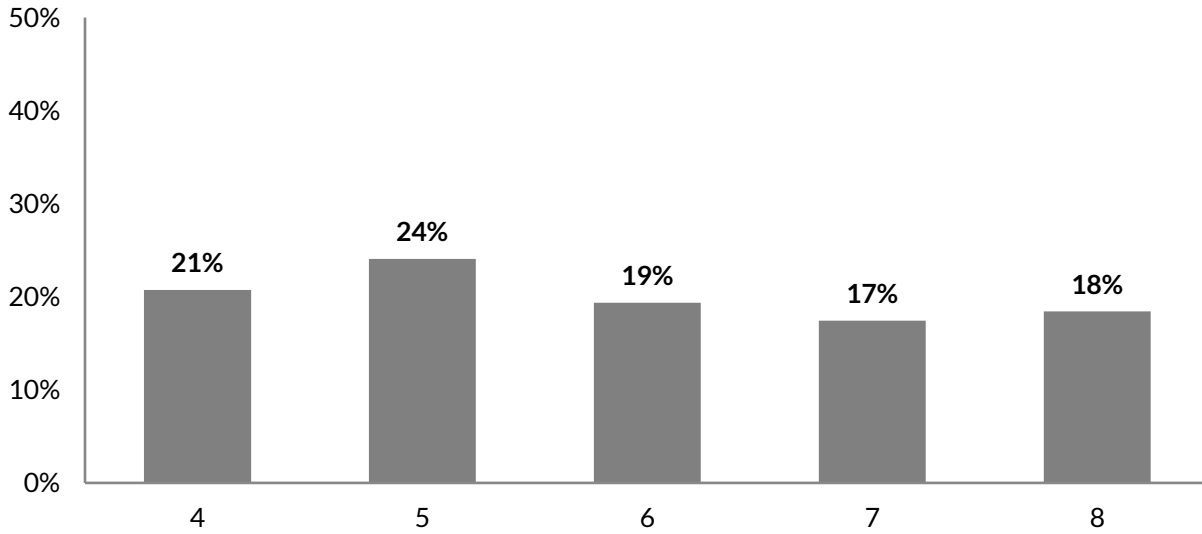


Figure 1.6

School Site (n=2015)

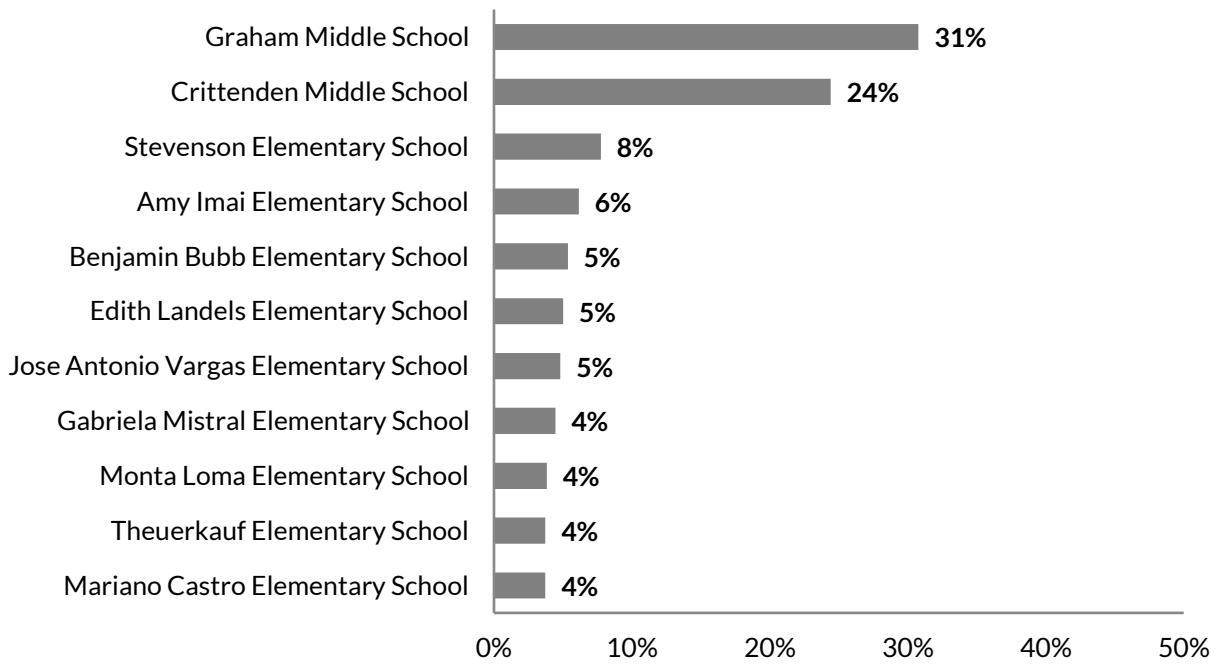


Figure 1.7

Race/Ethnicity (n=2015)

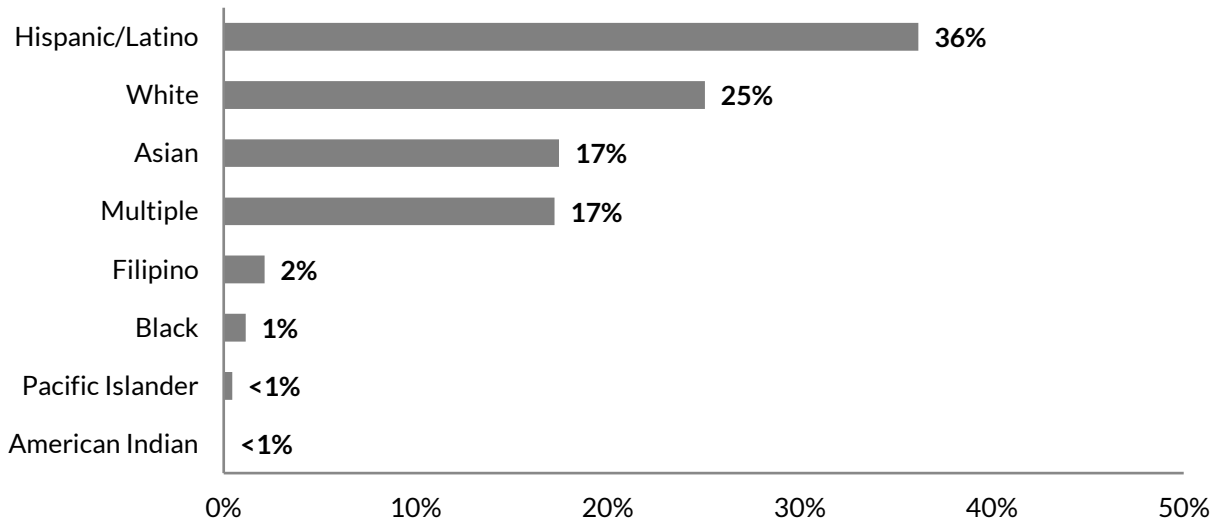
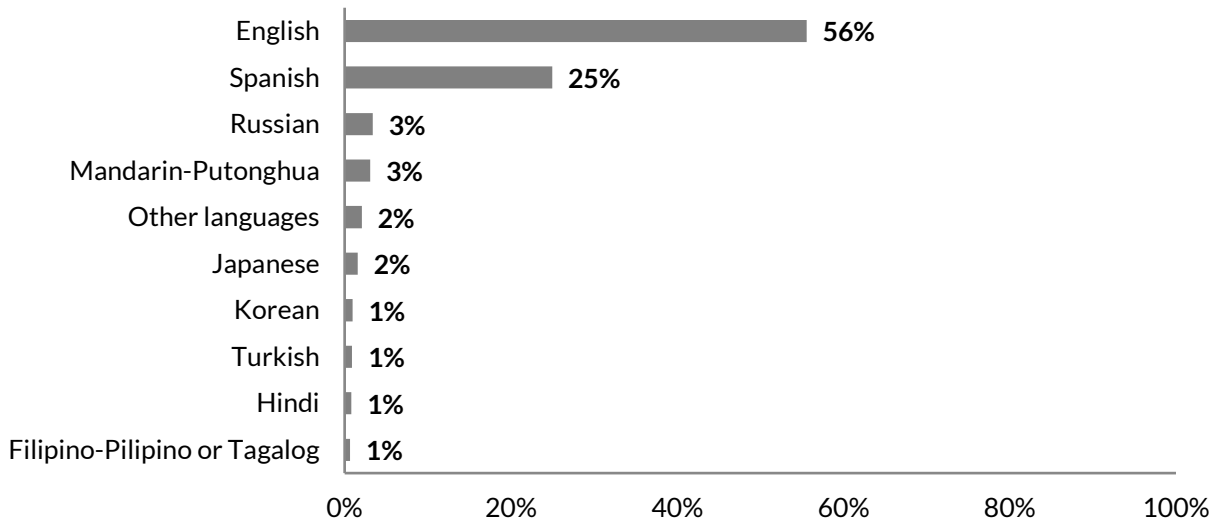


Figure 1.8

Home Language (n=2015)



Note: Only the top 10 languages spoken at home are displayed in the visual above.

STAFF RESULTS

Figure 1.9

Which of the following best describes your role at MVWSD? (n=449)

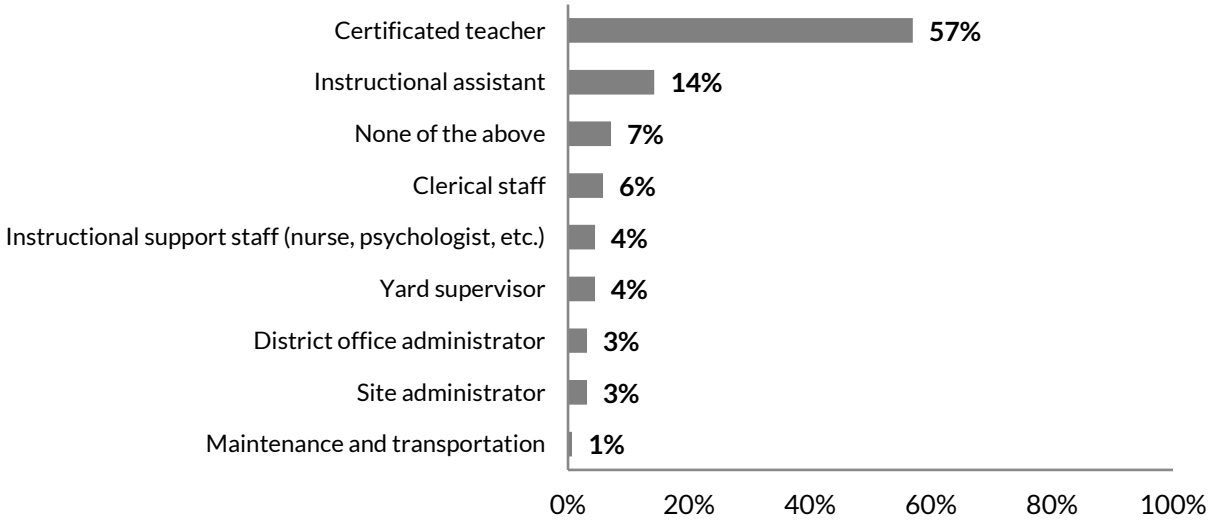


Figure 1.10

To which grade level(s) do you primarily provide instruction or support? Please select all that apply. (n=340)

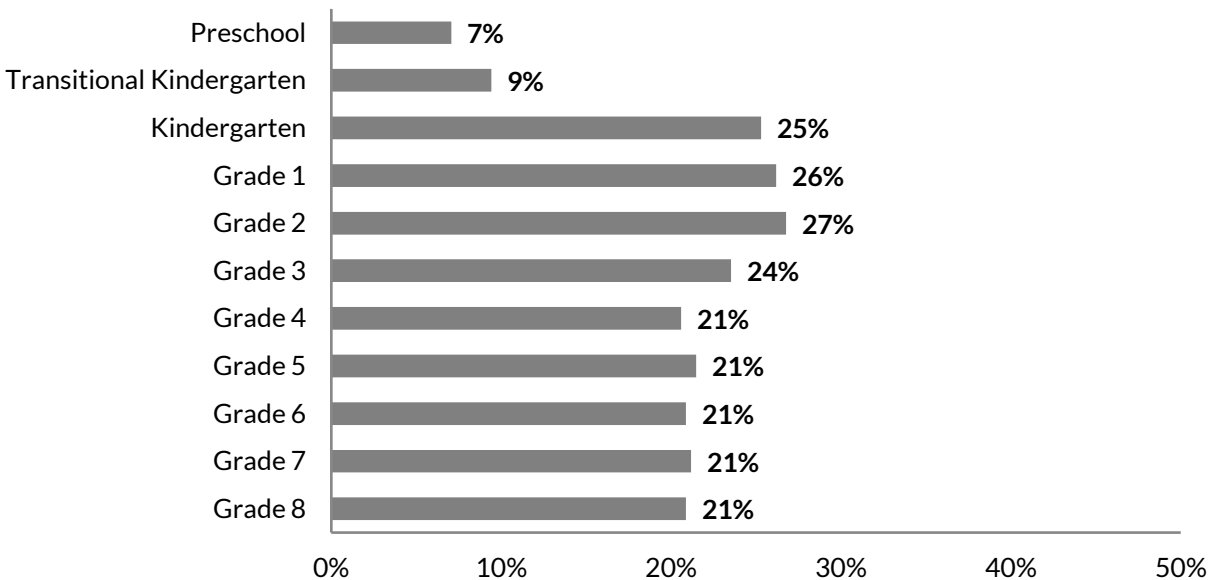


Figure 1.11

Please select your primary work location. If your primary work location is not a school, please complete this survey based on your perceptions of the school you are most familiar with or of the district as a whole. (n=449)

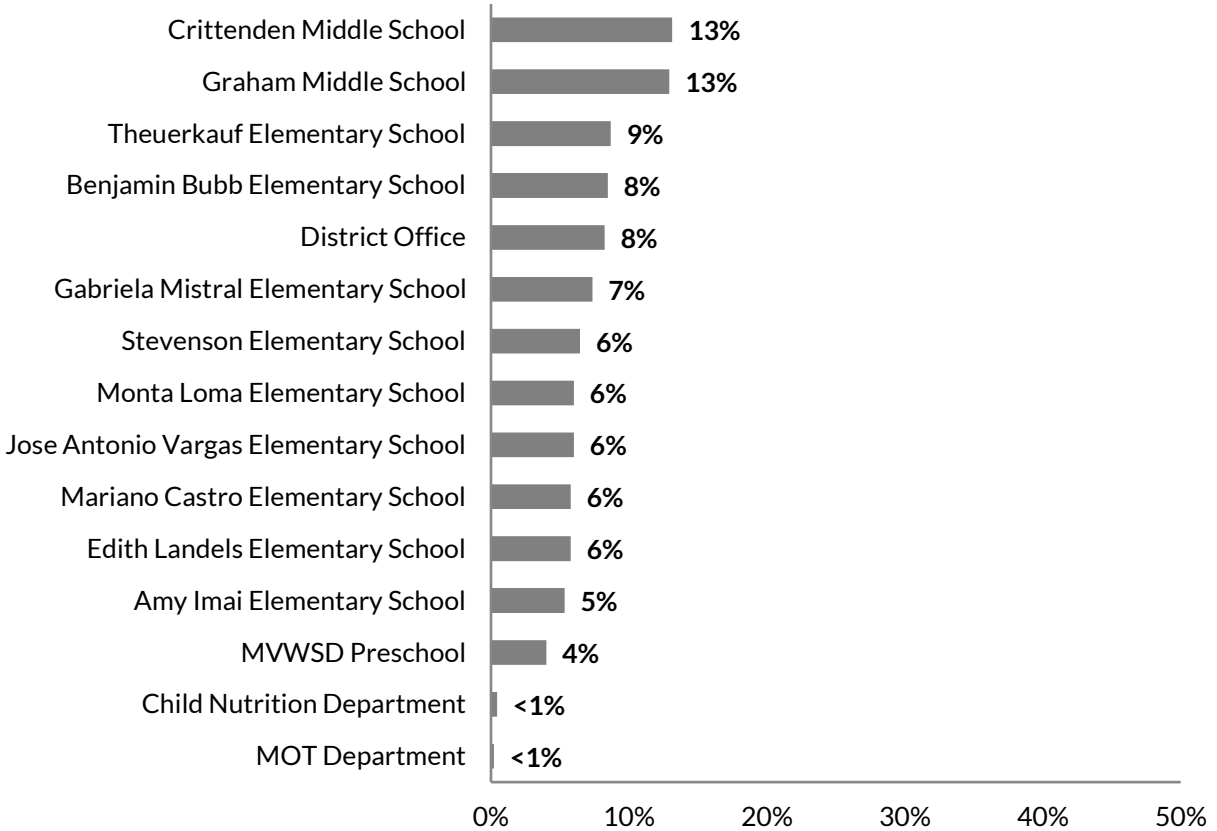
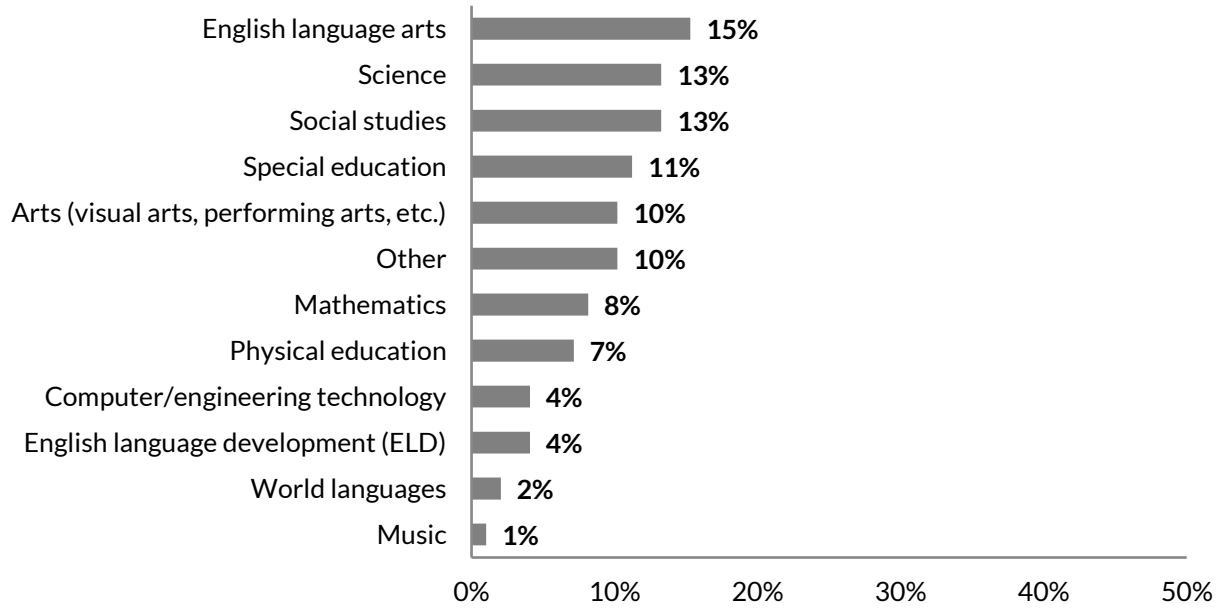


Figure 1.12

In what subject do you primarily provide instruction? (n=98)



SECTION II: CONDITIONS OF LEARNING

This section examines the responses of students, parents, and staff related to learning conditions in their school, including school facilities, instructional resources, teacher effectiveness, and student supports.

PARENT RESULTS

Figure 2.1

Please indicate your agreement with the following statements regarding your child's learning environment.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

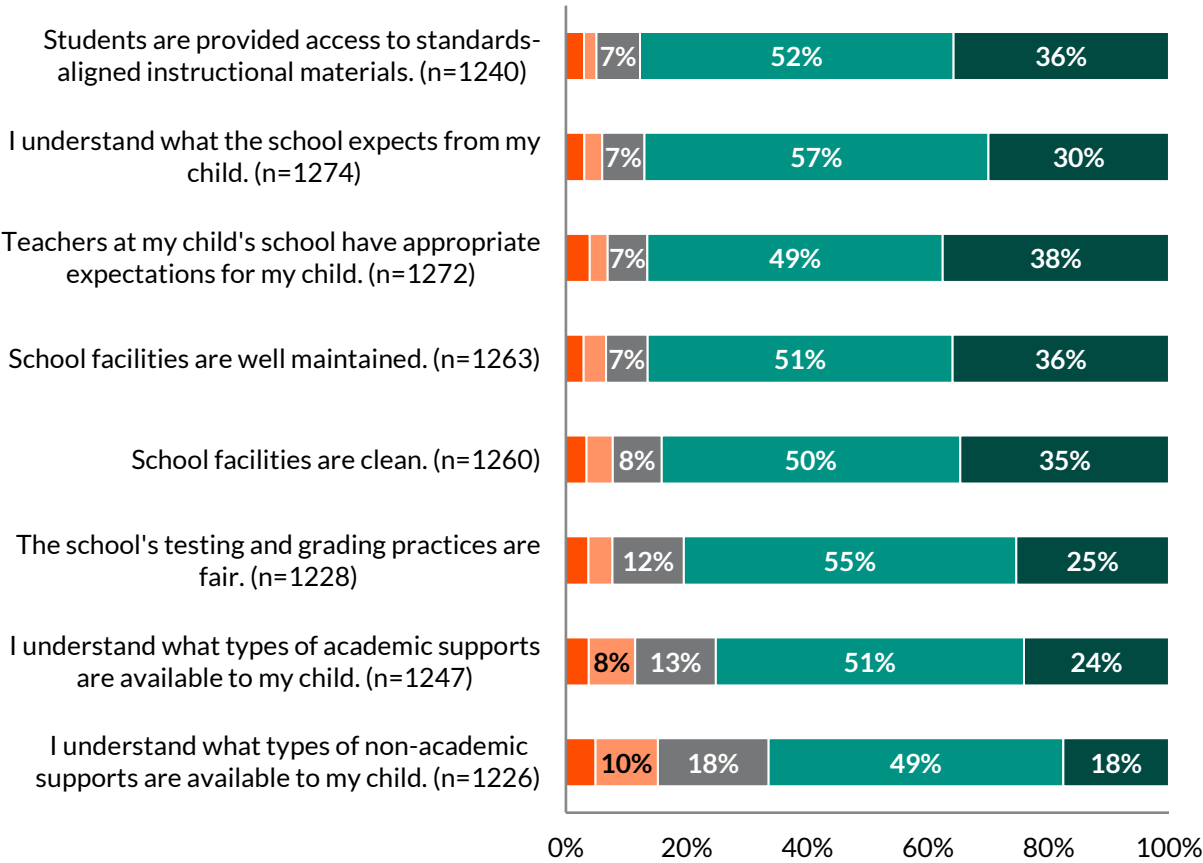
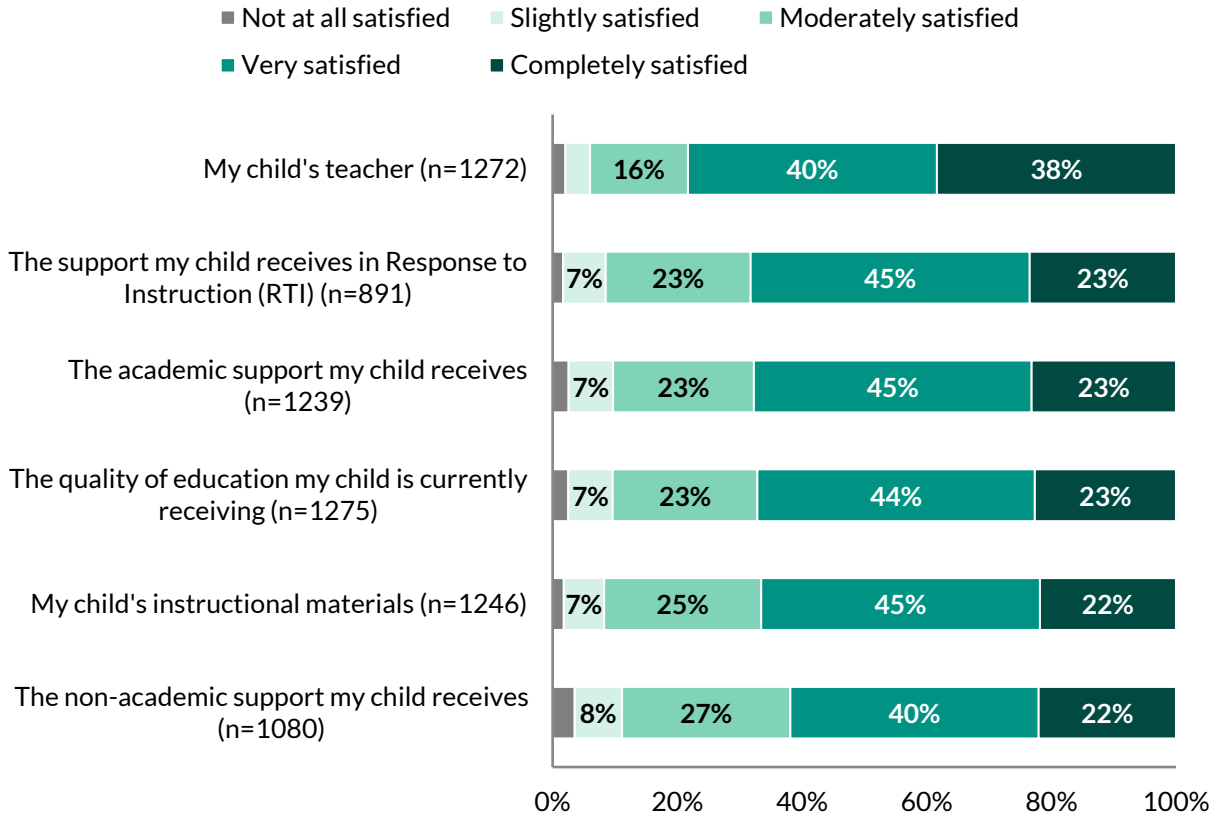


Figure 2.2

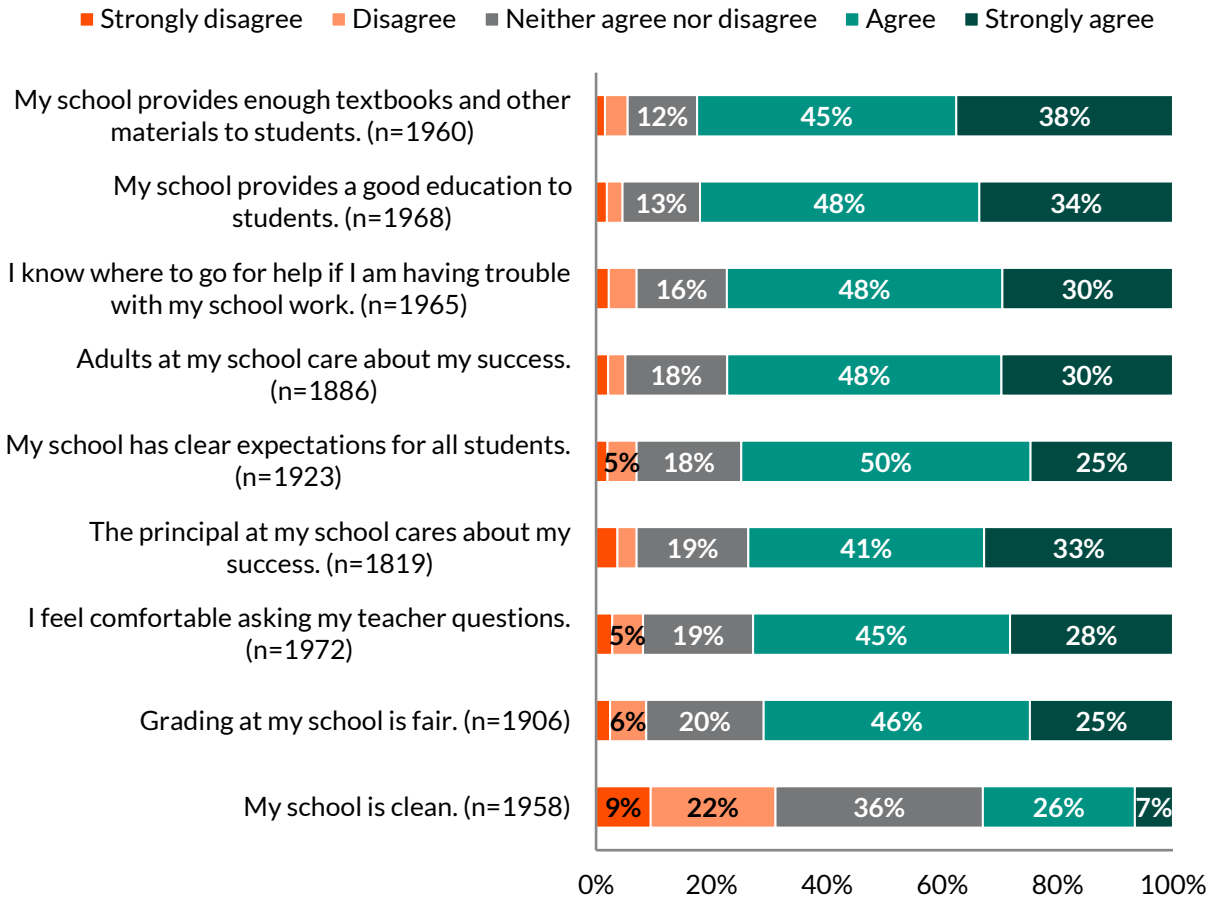
Please indicate your level of satisfaction with the following aspects of your child's learning environment.



STUDENT RESULTS

Figure 2.3

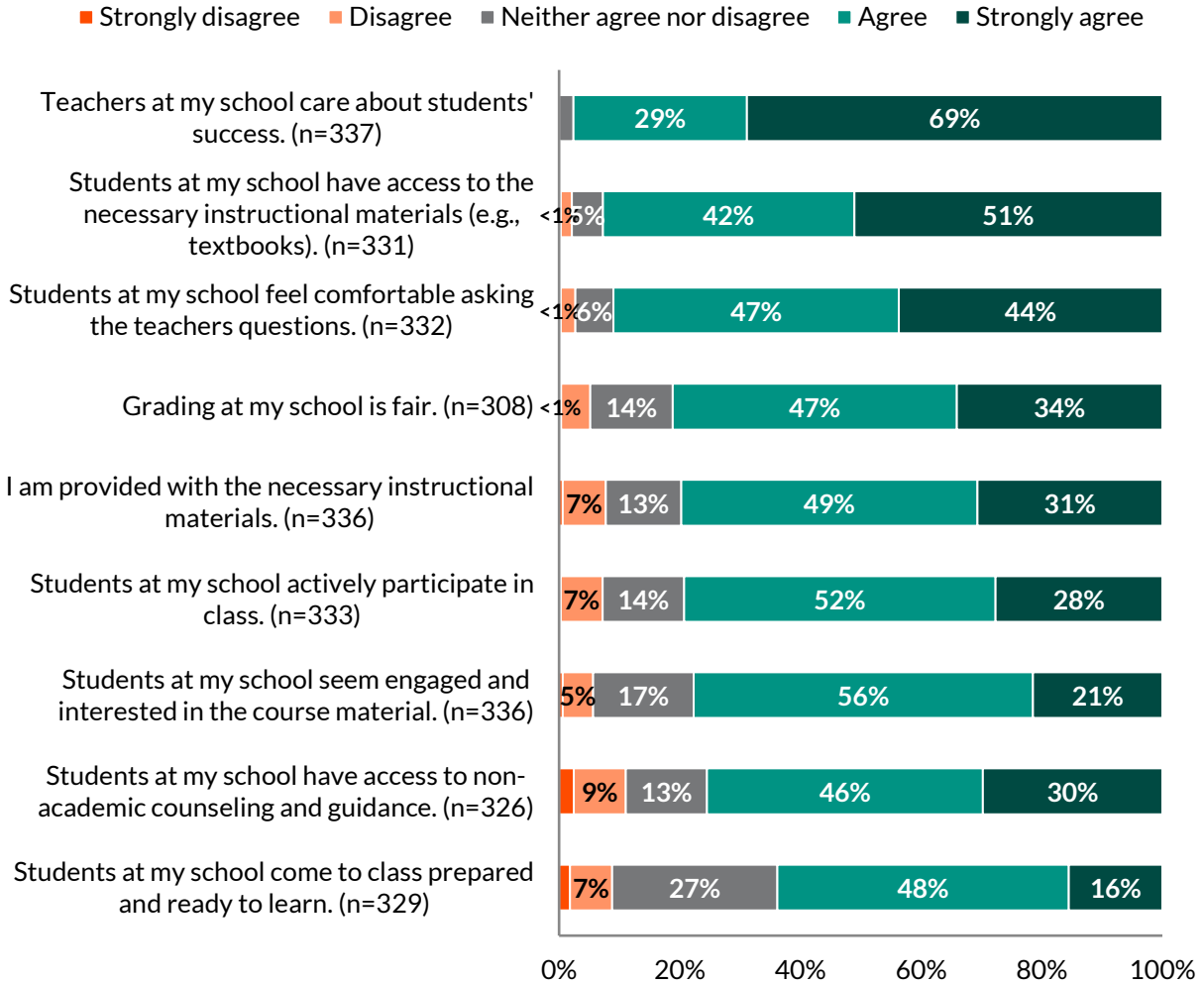
How much do you agree or disagree with the following sentences?
(Conditions of Learning)



STAFF RESULTS

Figure 2.4

Please indicate your agreement with the following statements regarding your school's learning environment:



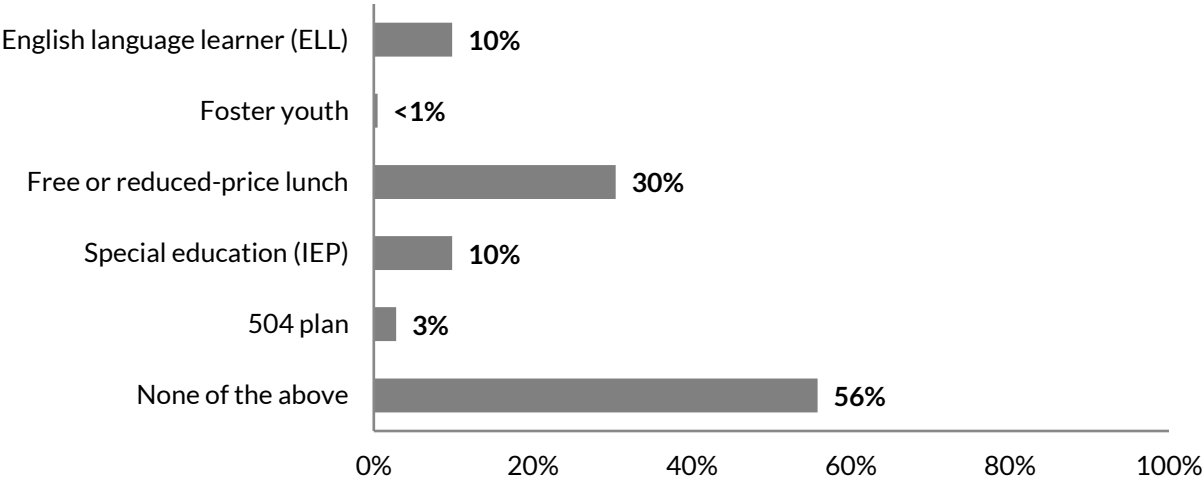
SECTION III: STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

The following section examines feedback related to supports for specific student groups, such as ELL students, special education students, or underperforming students, as well as satisfaction with extracurricular programs for students and professional development opportunities for staff.

PARENT RESULTS

Figure 3.1

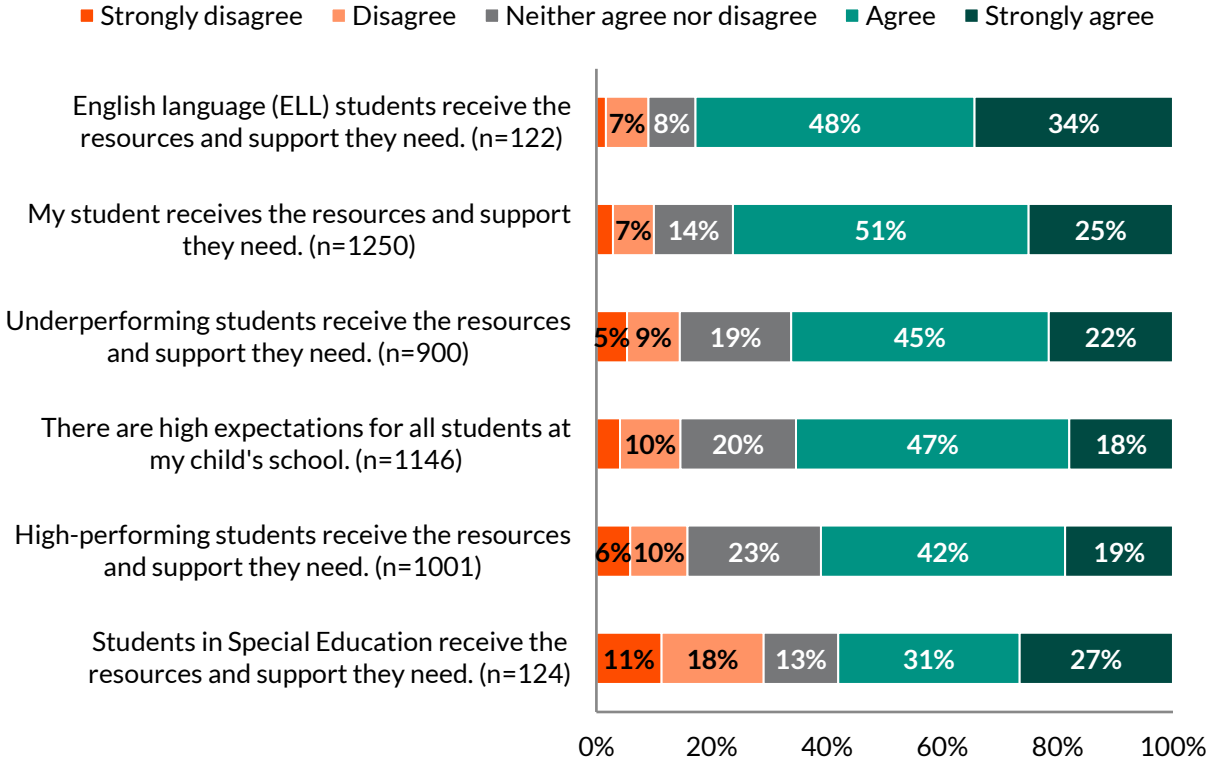
Does your child participate in any of the following programs? Please select all that apply. (n=1288)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.2

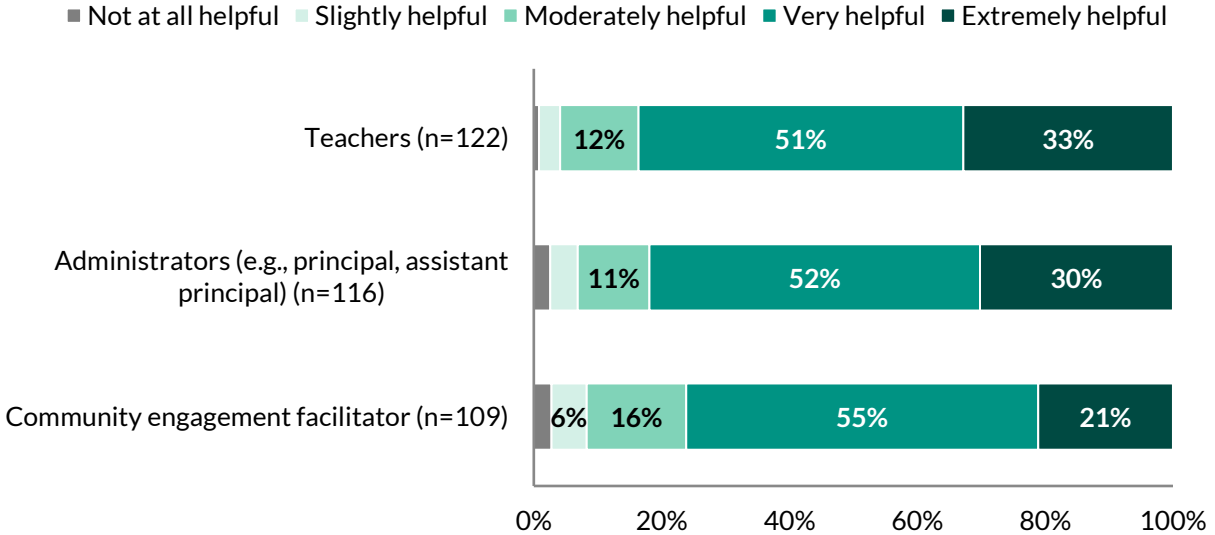
Please indicate your agreement with the following statements regarding student support.



Note: Only respondents who indicated their child is an ELL and/or Special Education student were shown the corresponding questions.

Figure 3.3

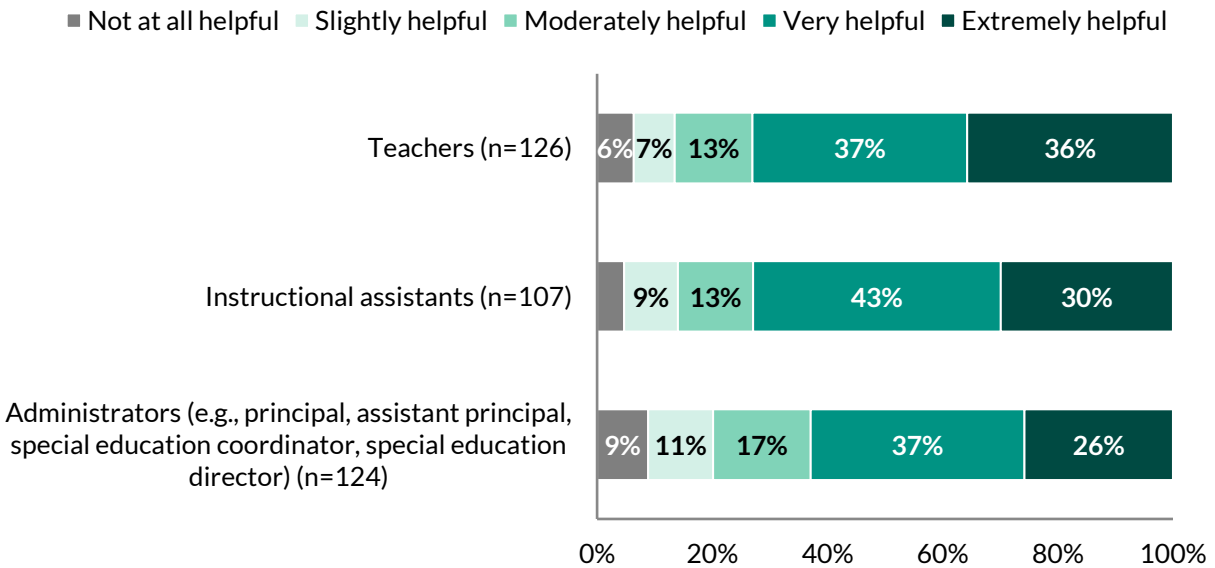
How helpful have the following staff members been in supporting your child as an English language learner?



Note: This question shown only to respondents who indicated their child is an ELL student.

Figure 3.4

How helpful have the following staff members been in supporting your child's special education needs?



Note: This question shown only to respondents who indicated their child is a Special Education student.

Figure 3.5

Has your child participated in any of the following school-sponsored programs? Please select all that apply. (n=1277)

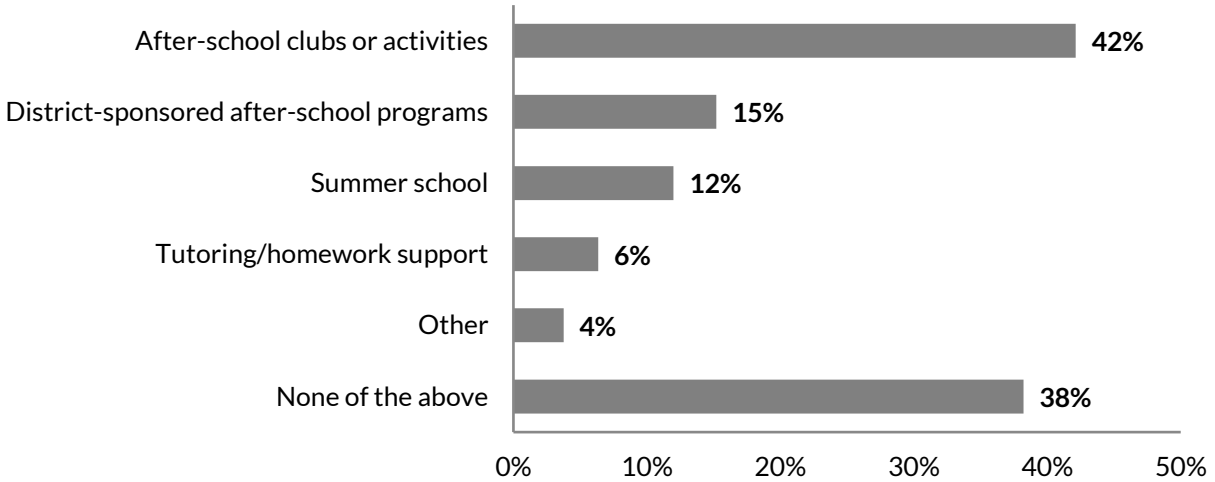
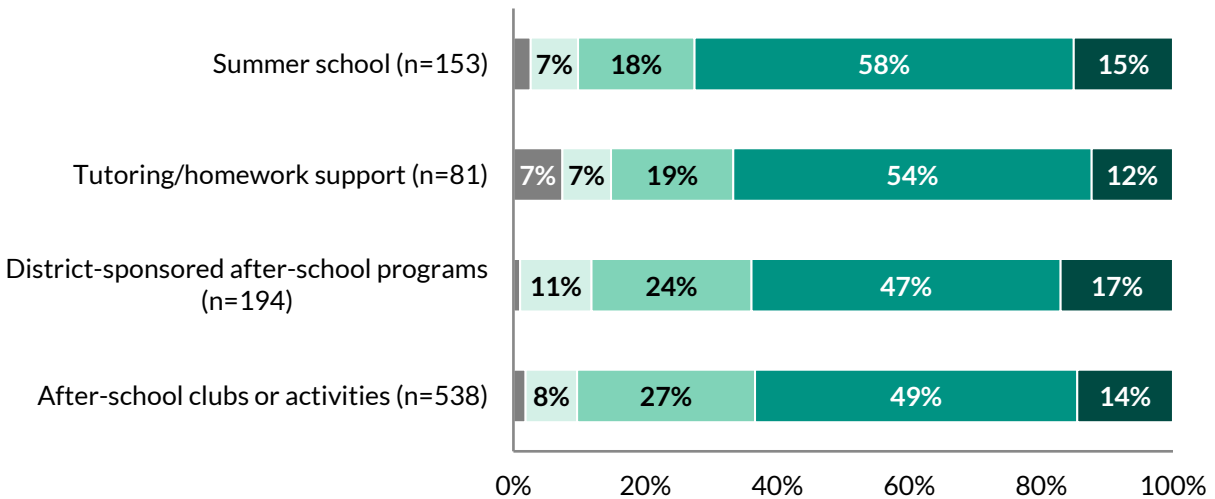


Figure 3.6

Please indicate your level of satisfaction with the following program(s):

■ Not at all satisfied ■ Slightly satisfied ■ Moderately satisfied
 ■ Very satisfied ■ Completely satisfied

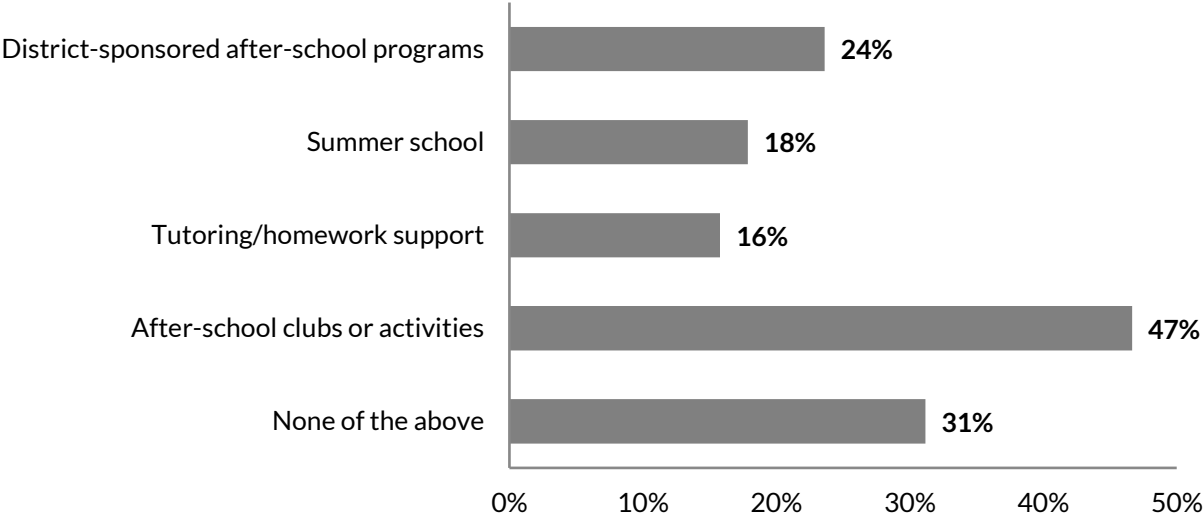


Note: Only respondents who indicated they participated in programs responded to the corresponding components of this question.

STUDENT RESPONSES

Figure 3.7

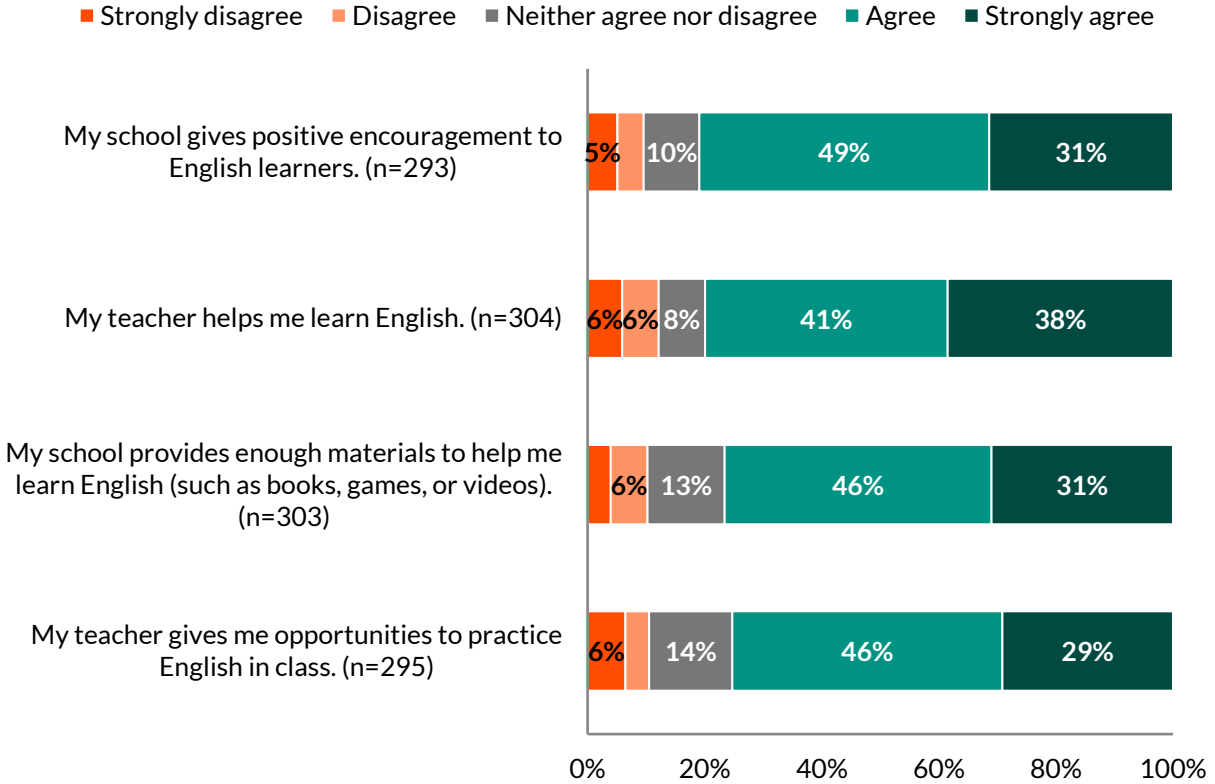
Which of the following programs have you attended? (n=2015)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.8

The following sentences are about learning English. How much do you agree or disagree with these sentences?



STAFF RESULTS

Figure 3.9

Please indicate your agreement with the following statements regarding education practice and effectiveness.

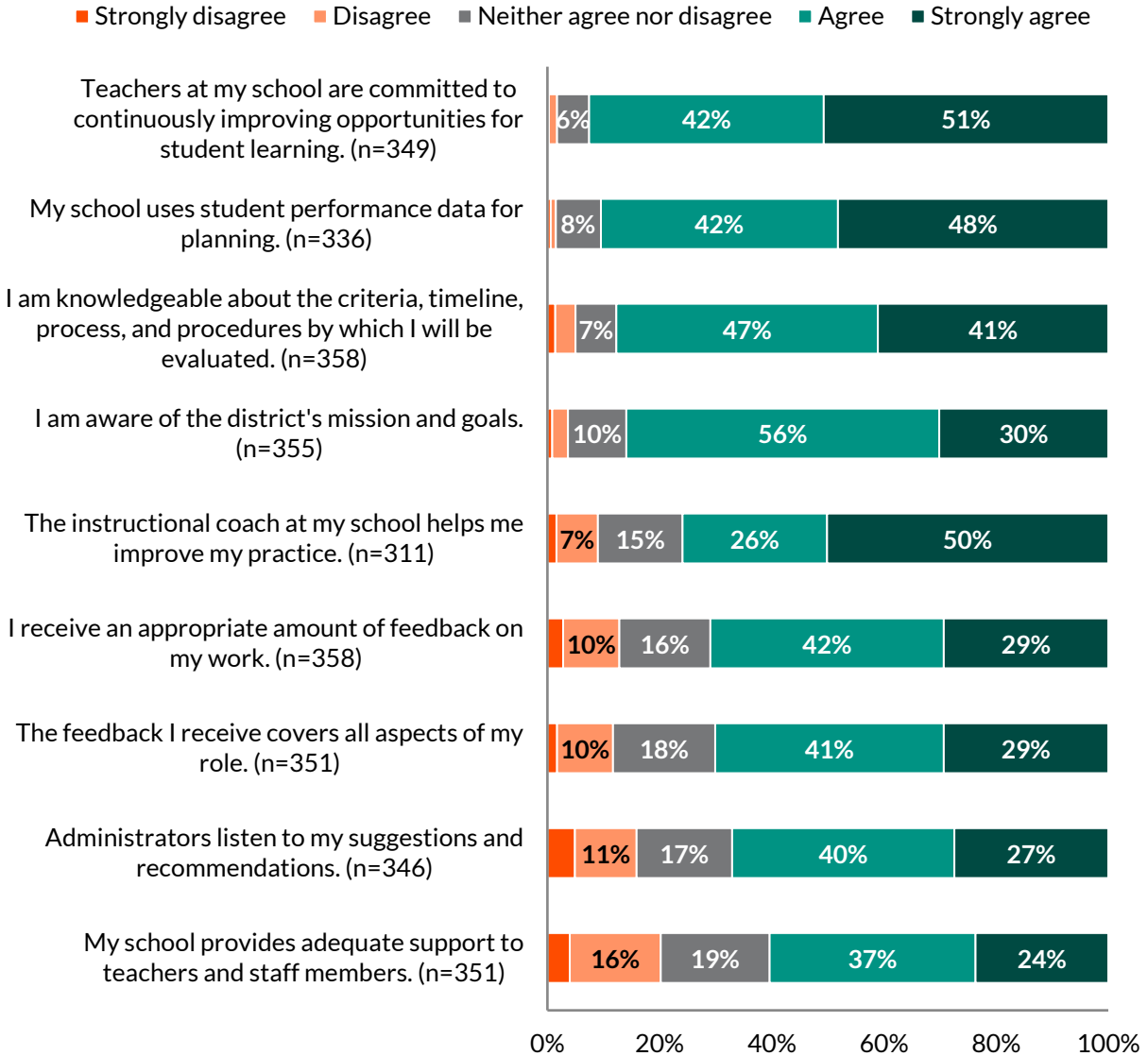


Figure 3.10

Please indicate your agreement with the following statements regarding student achievement.

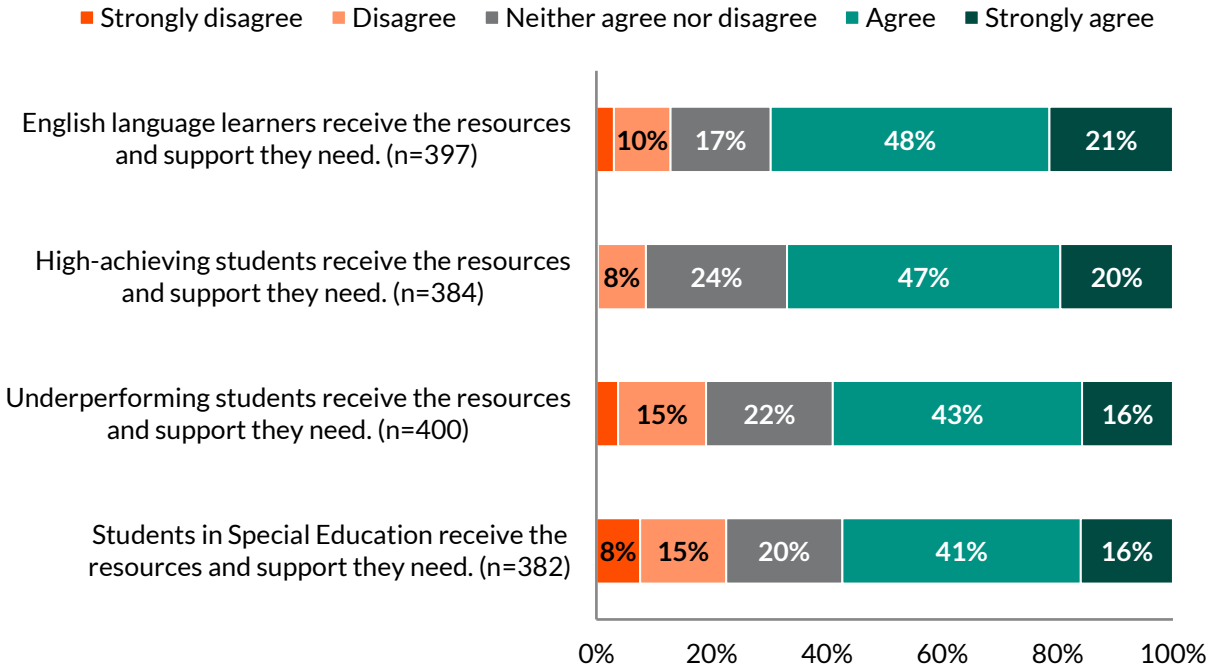
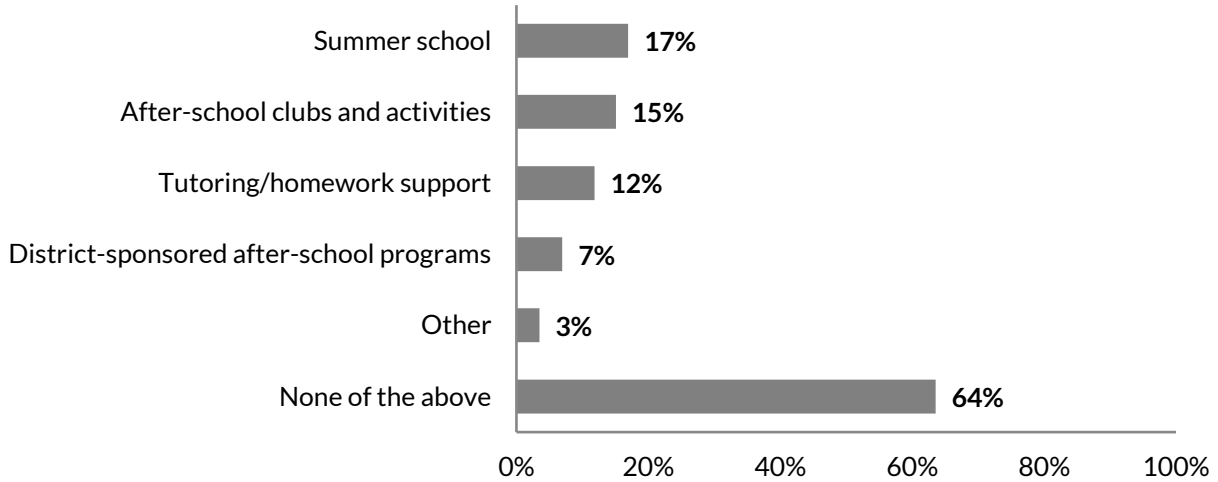


Figure 3.11

Have you facilitated/participated in any of the following out-of-school-time programs? Select all that apply. (n=431)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.12

Please indicate your level of satisfaction with the following out-of-school-time program(s):

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Completely satisfied

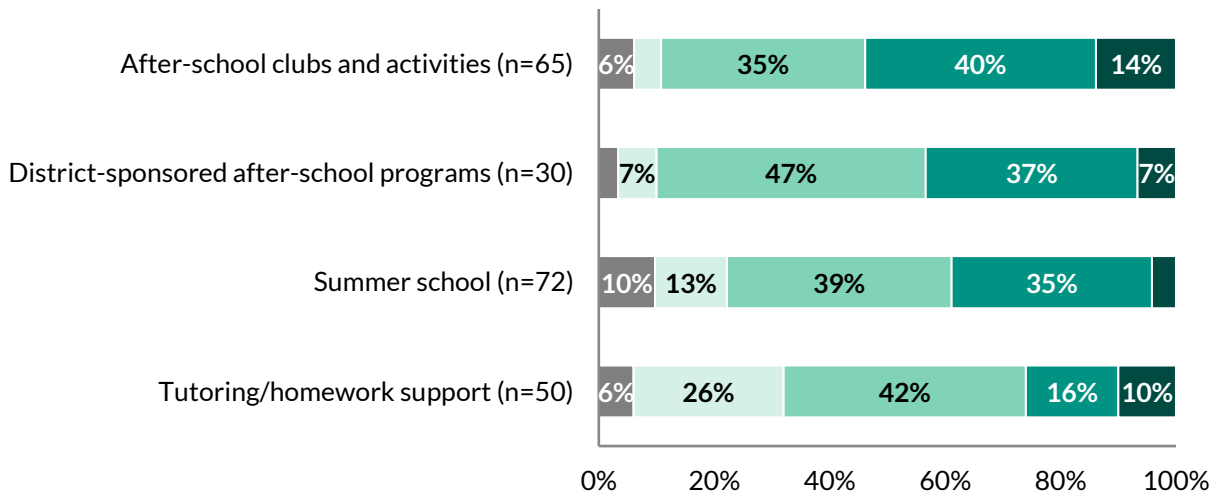


Figure 3.13

Please indicate your level of satisfaction with the professional development currently provided by the district. (n=413)

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Completely satisfied

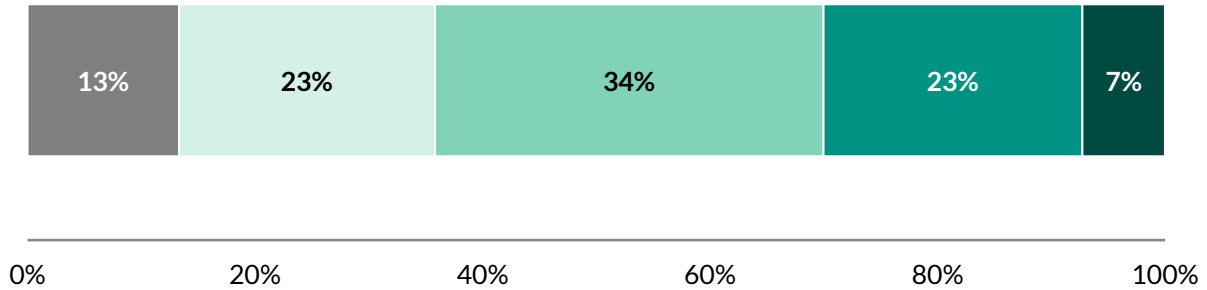


Figure 3.14

Please indicate your level of satisfaction with the professional development currently provided by your school site. (n=360)

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Completely satisfied

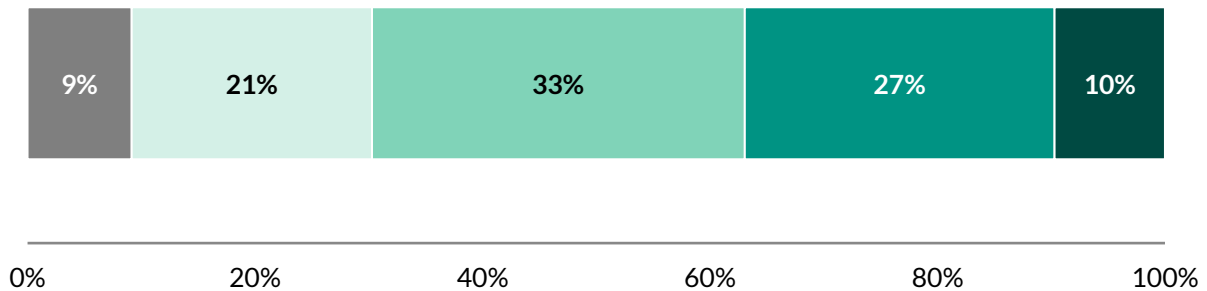


Figure 3.15

Please indicate your level of satisfaction with the optional professional development you attended. (n=121)

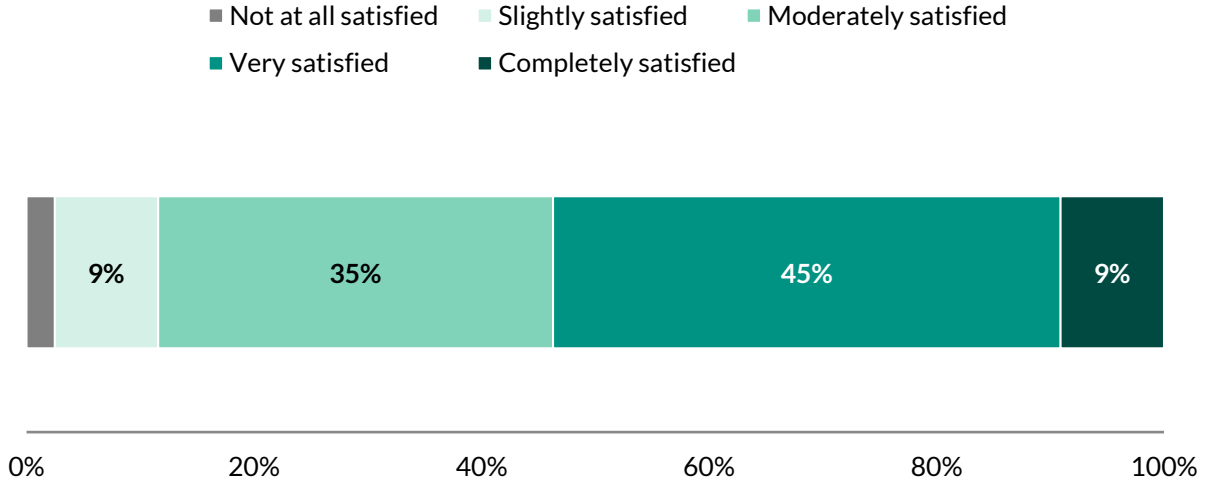
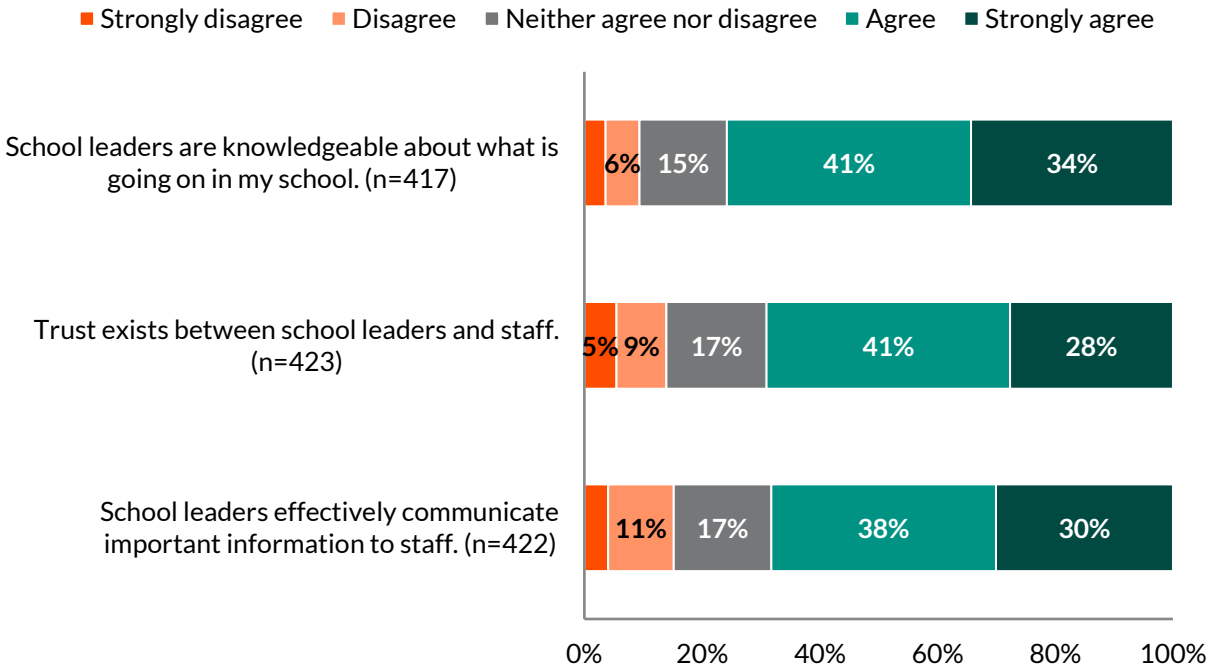


Figure 3.16

Please indicate your agreement with the following statements regarding staff/leadership relationships.



SECTION IV: 21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

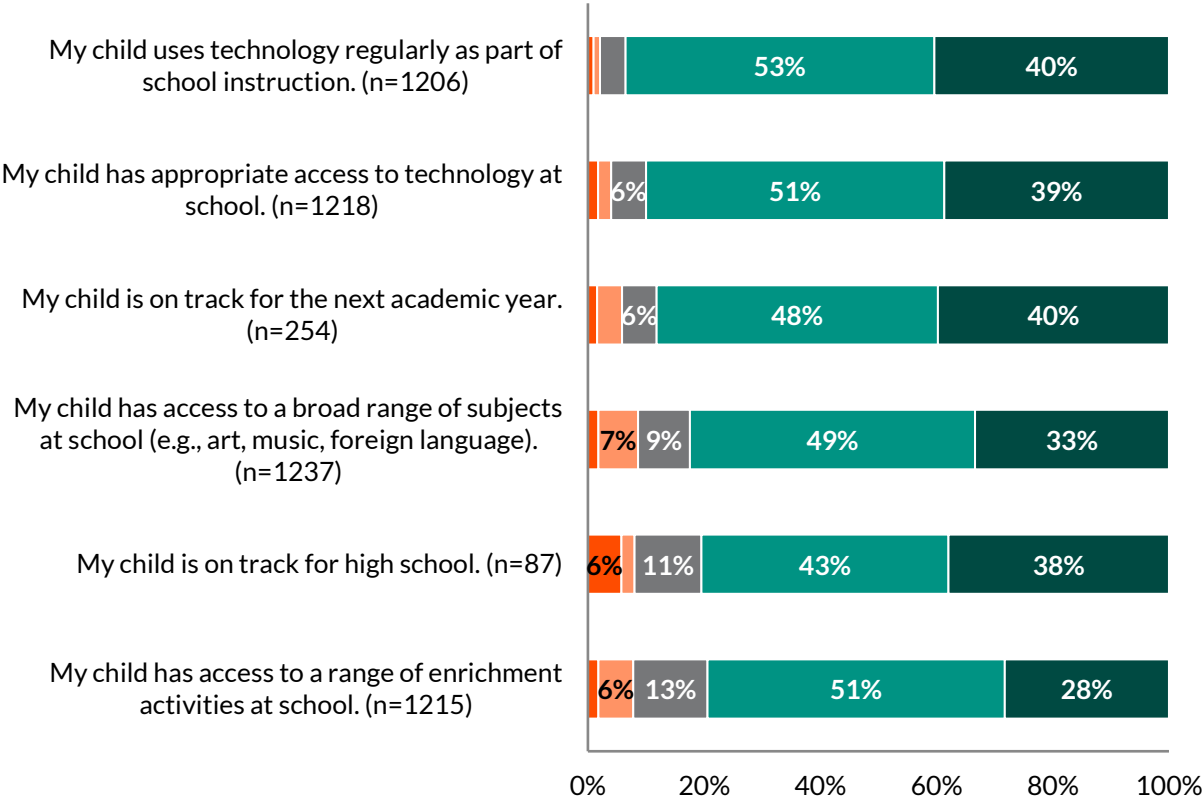
In this section, Hanover examines respondent feedback related to college and career readiness, access to instructional technology, and enrichment activities.

PARENT RESULTS

Figure 4.1

Please indicate your agreement with the following statements:

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



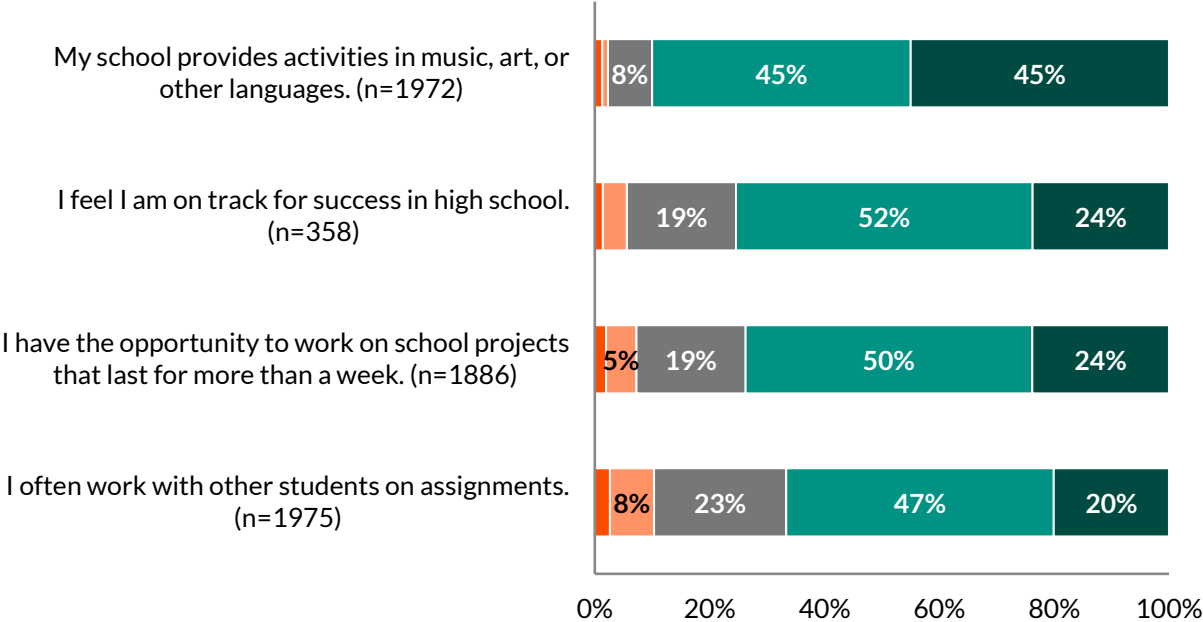
Note: Question regarding high school only asked of 6th, 7th, and 8th Grade parents; question regarding college and/or career success asked only of 8th Grade parents.

STUDENT RESULTS

Figure 4.2

**How much do you agree or disagree with the following sentences?
(21st Century Skills and College and Career Readiness)**

■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

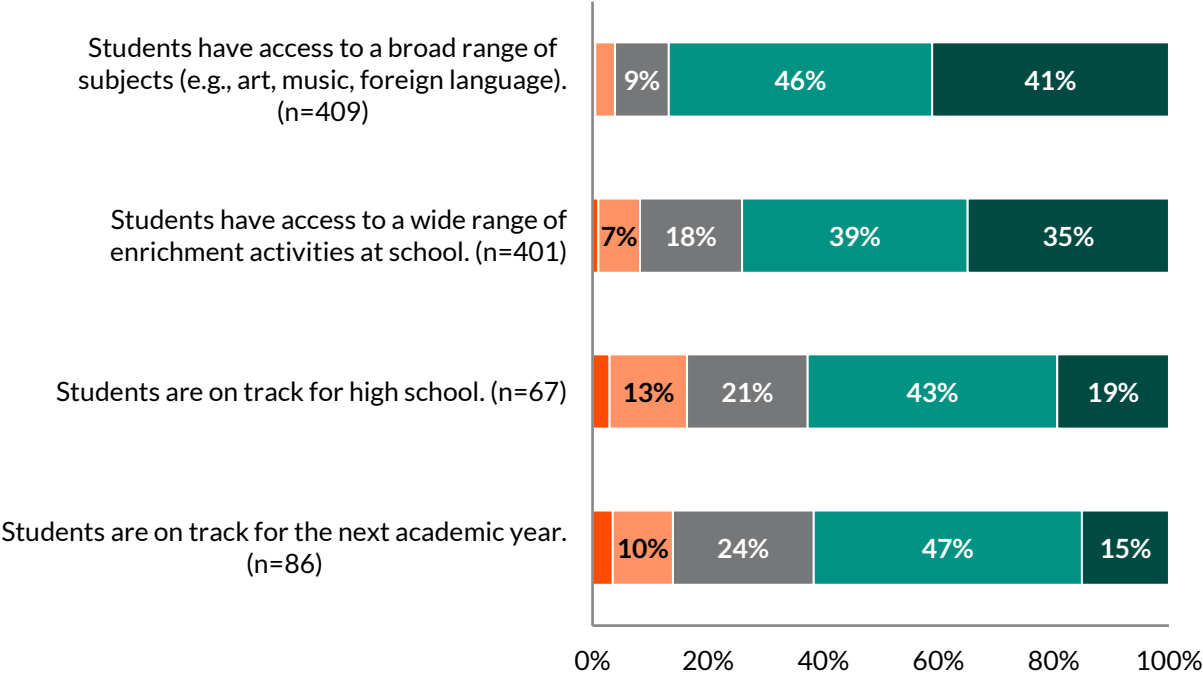


STAFF RESULTS

Figure 4.3

Please indicate your agreement with the following statements regarding 21st century learning in your school.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



SECTION V: SCHOOL ENVIRONMENT

This section examines the responses from students, parents, and staff related to the school environment, including peer relationships, school safety, and support from school staff.

PARENT RESULTS

Figure 5.1

Please indicate your agreement with the following statements regarding your child's school environment:

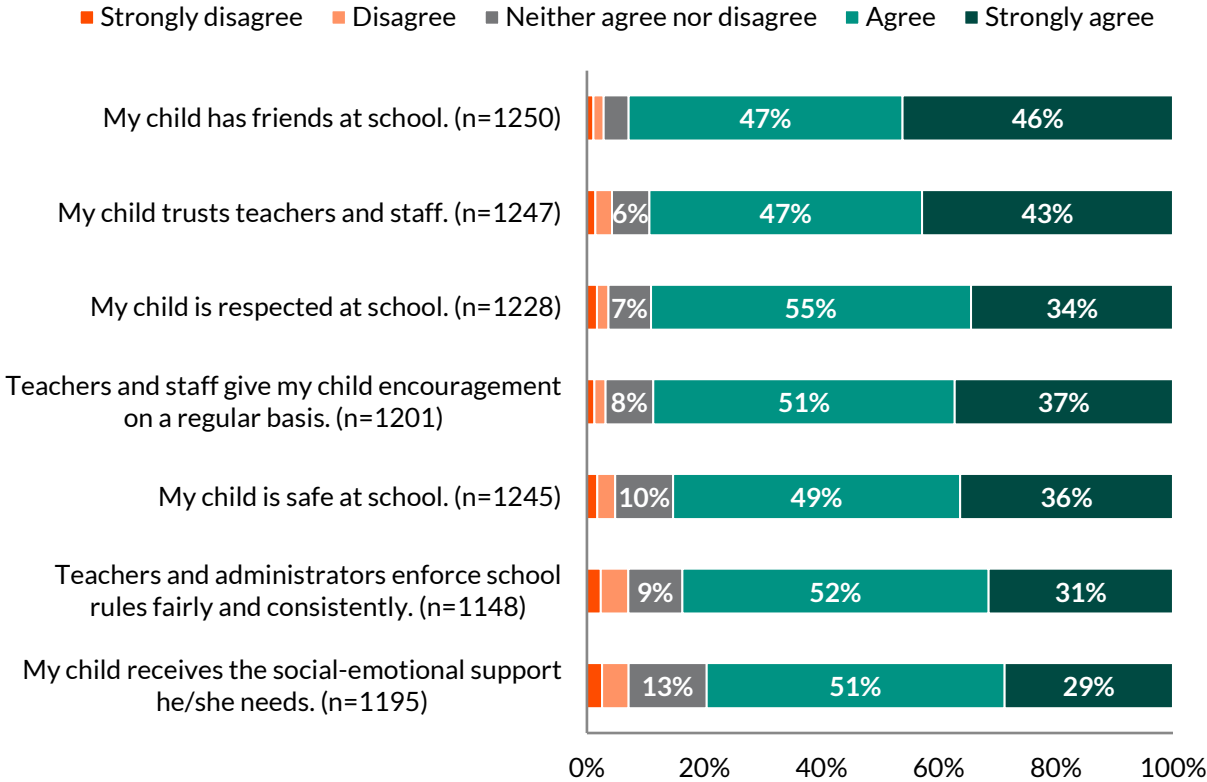


Figure 5.2

Please indicate how much you agree or disagree with the following statements. My child's school...

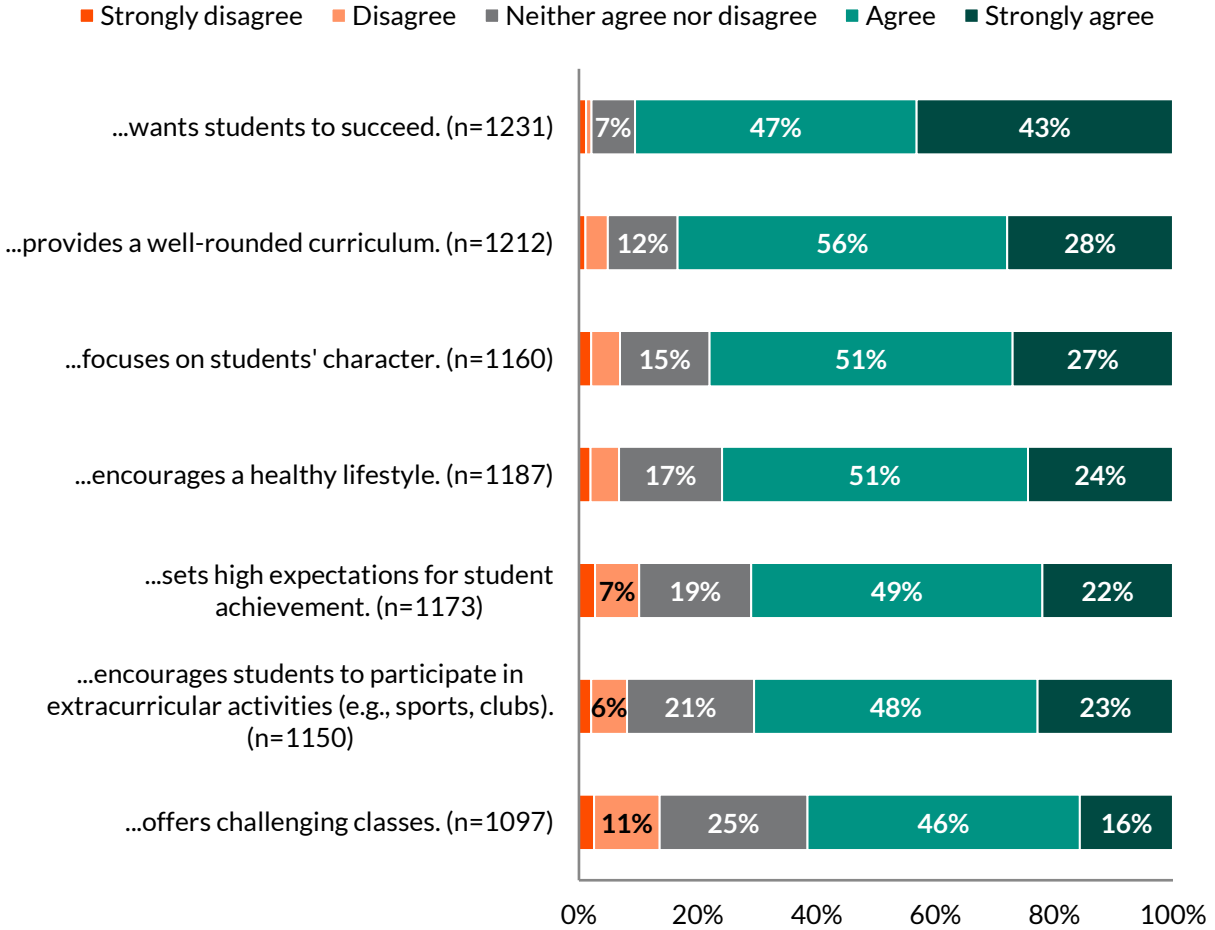
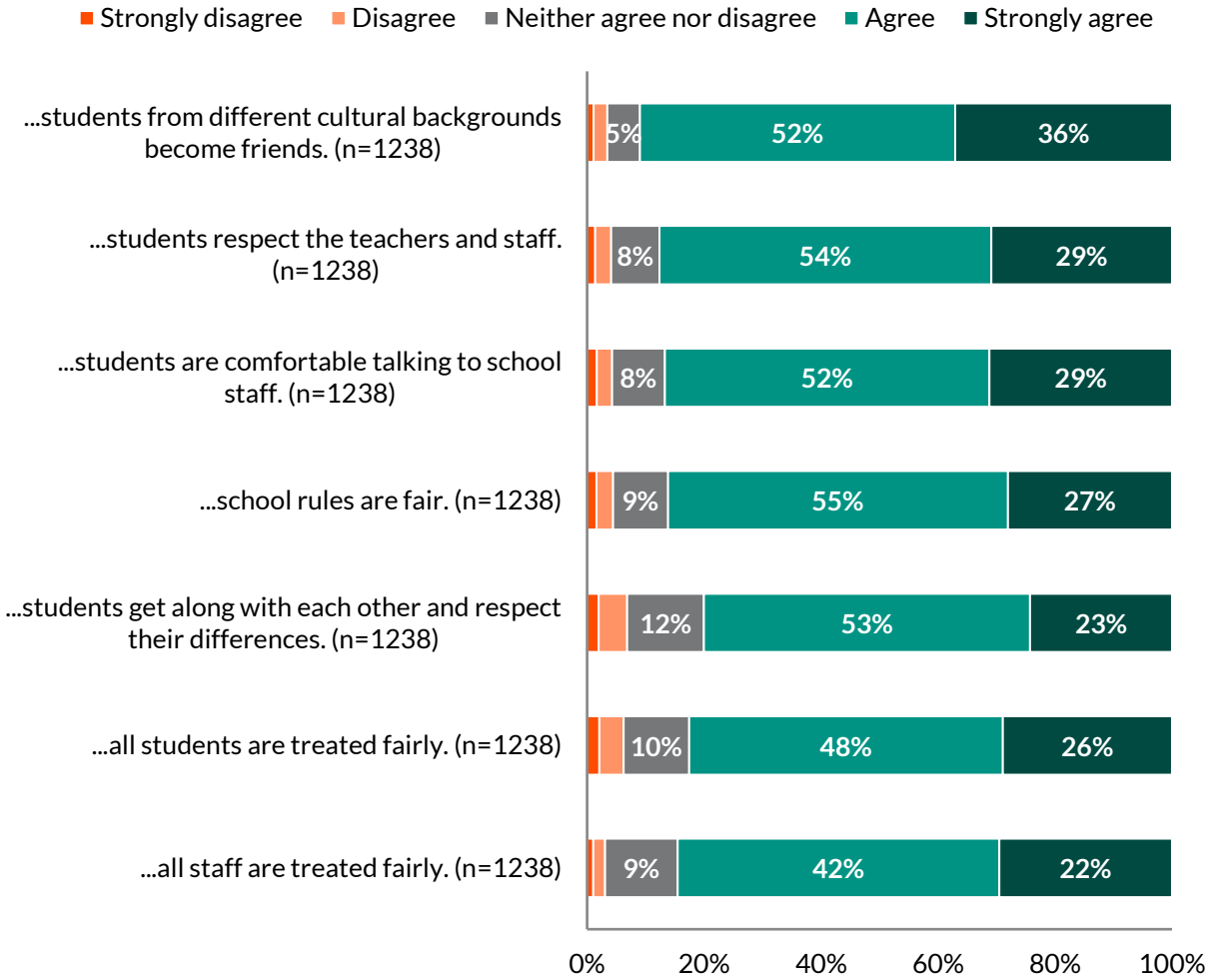


Figure 5.3

At my child's school...



STUDENT RESULTS

Figure 5.4

How much do you agree or disagree with the following sentences?
(School Environment)

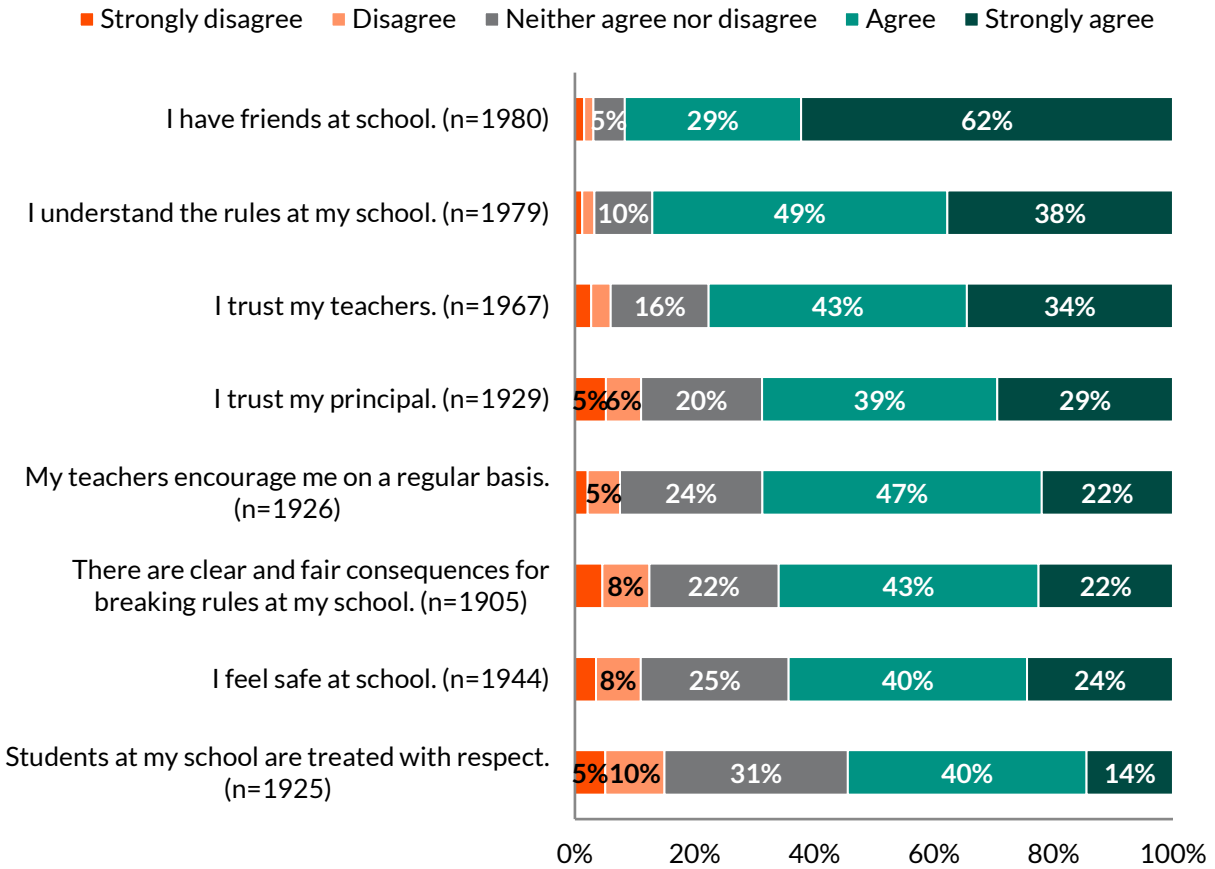


Figure 5.5

Please indicate how much you agree or disagree with the following statements. My school...

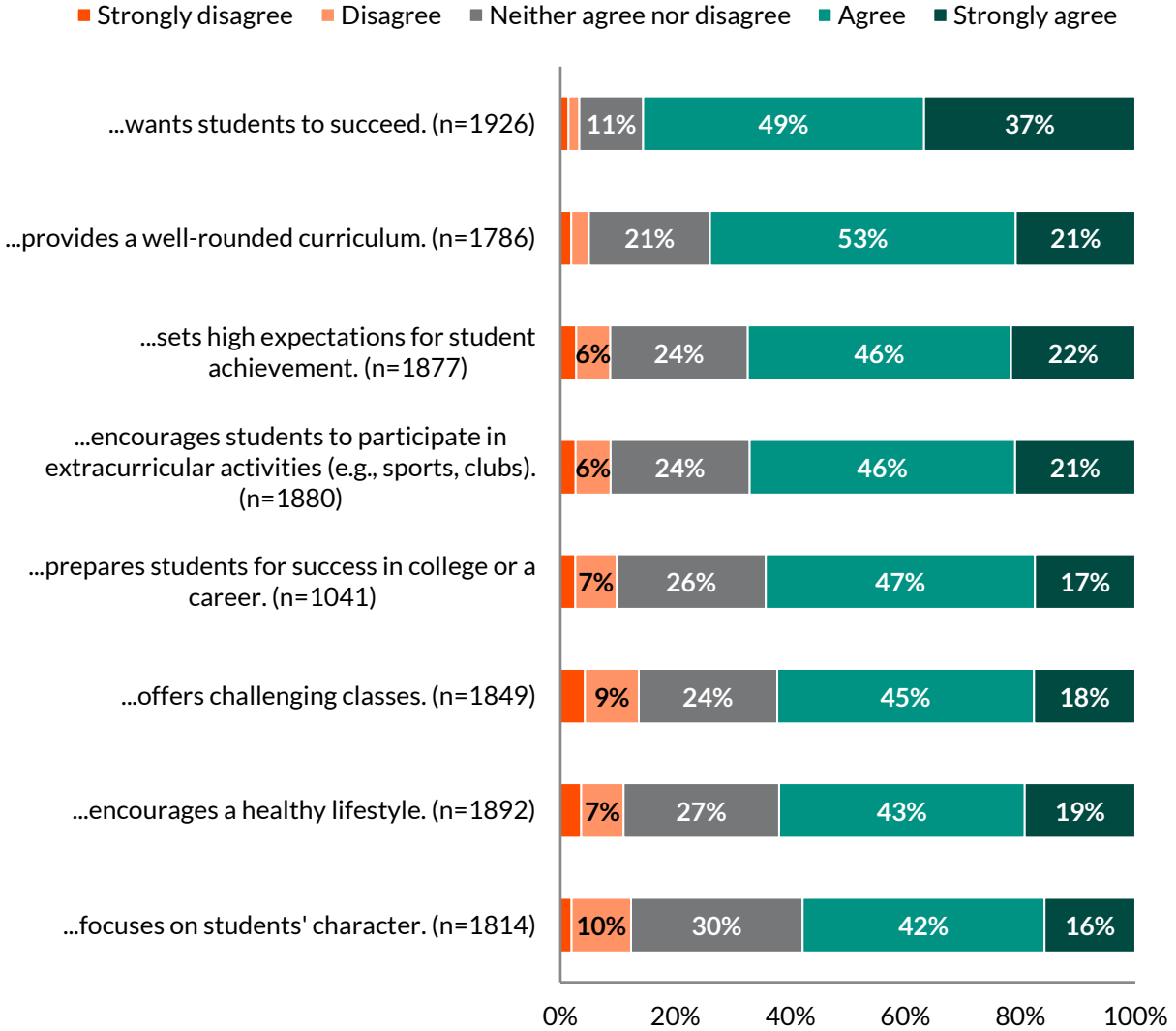
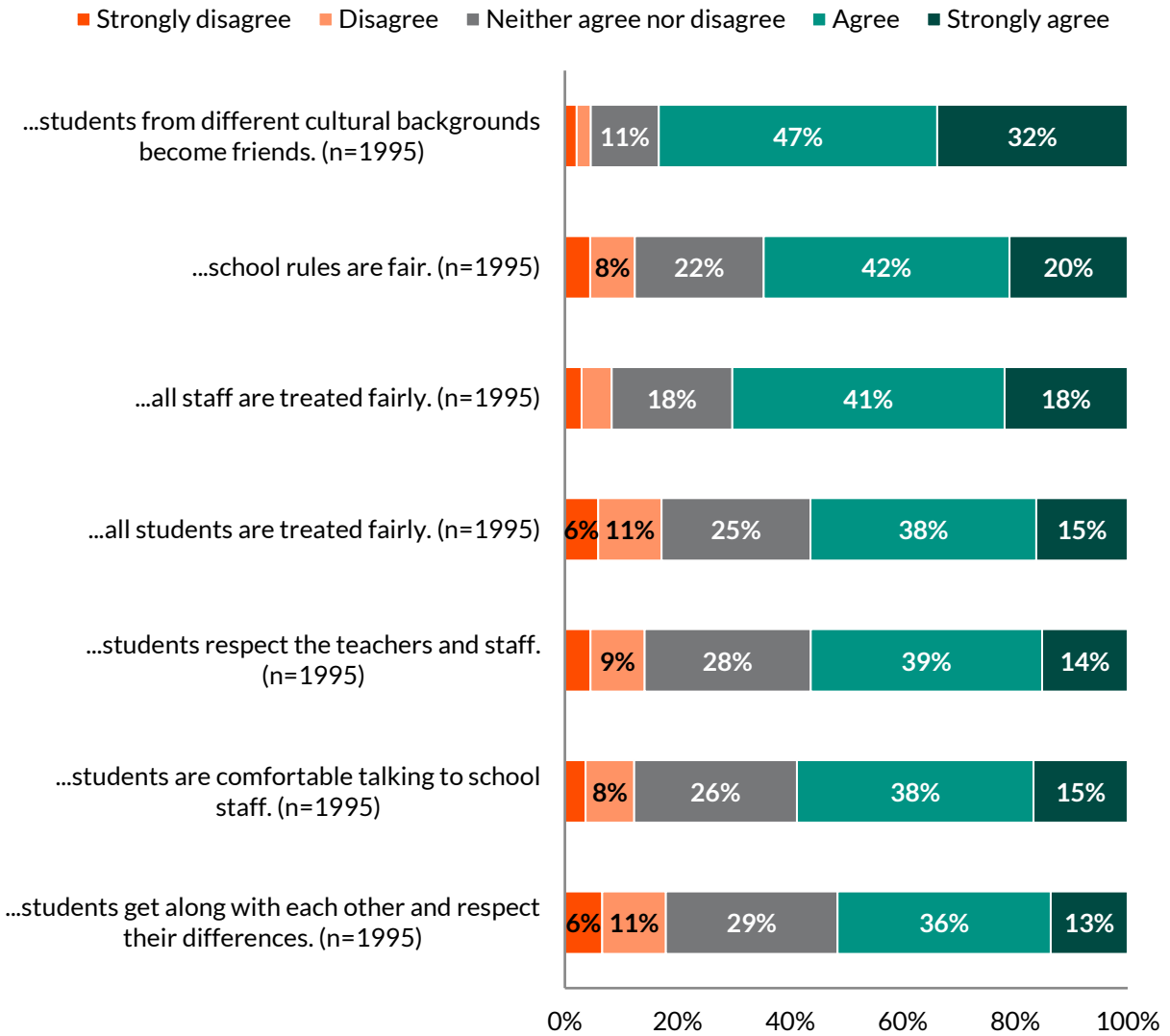


Figure 5.6

At my school...



STAFF RESULTS

Figure 5.7

Please indicate your agreement with the following statements regarding your school environment:

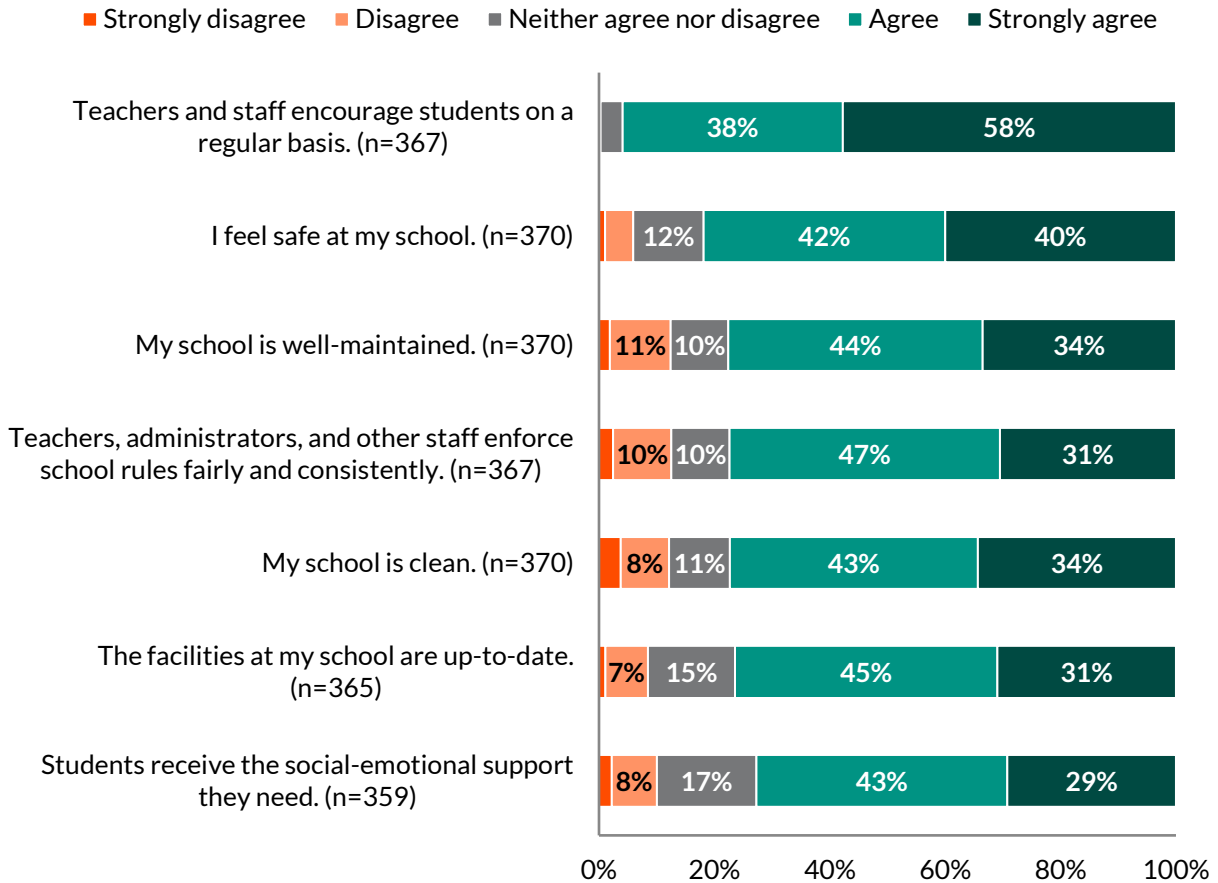


Figure 5.8

Please indicate how much you agree or disagree with the following statements. My school...

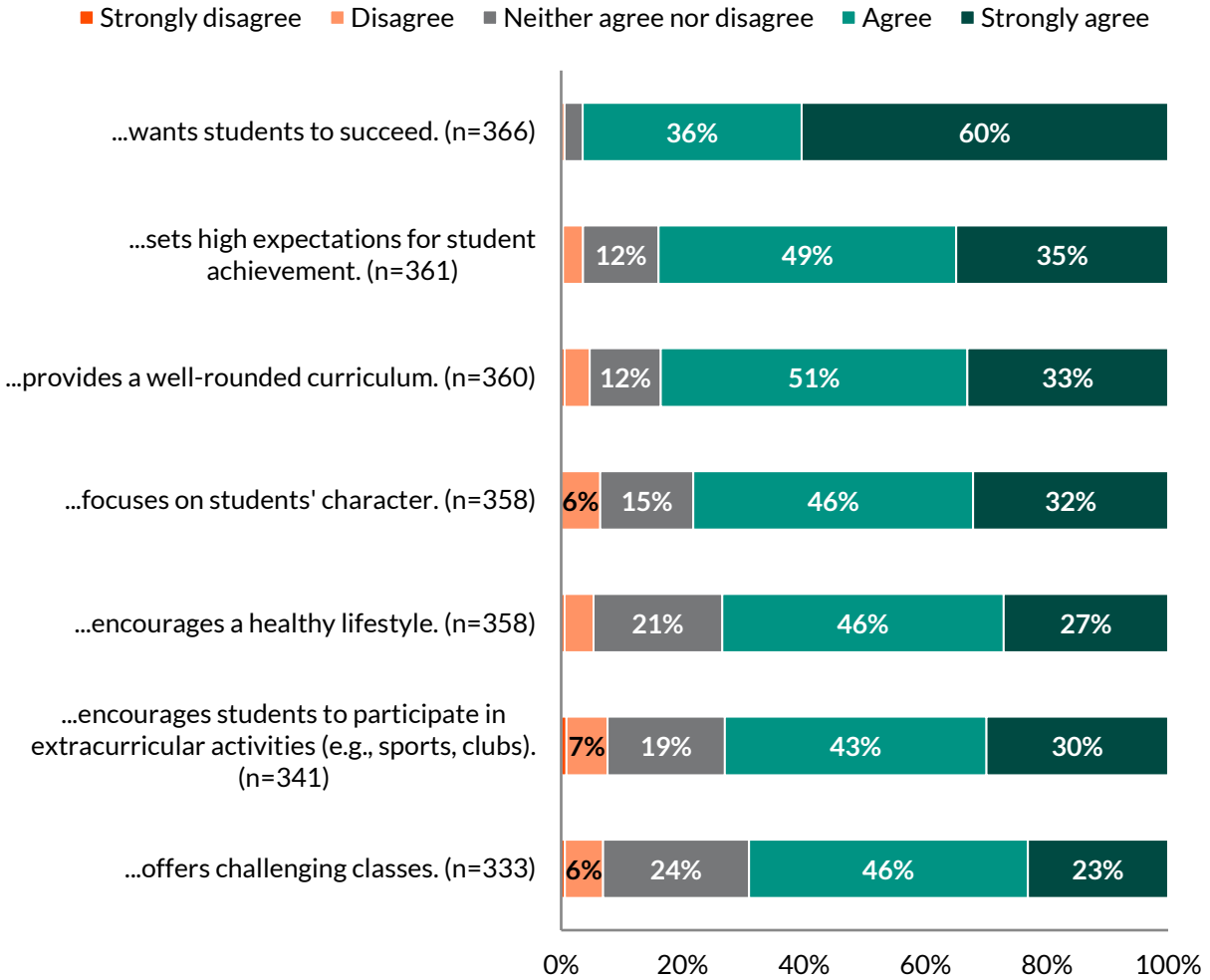
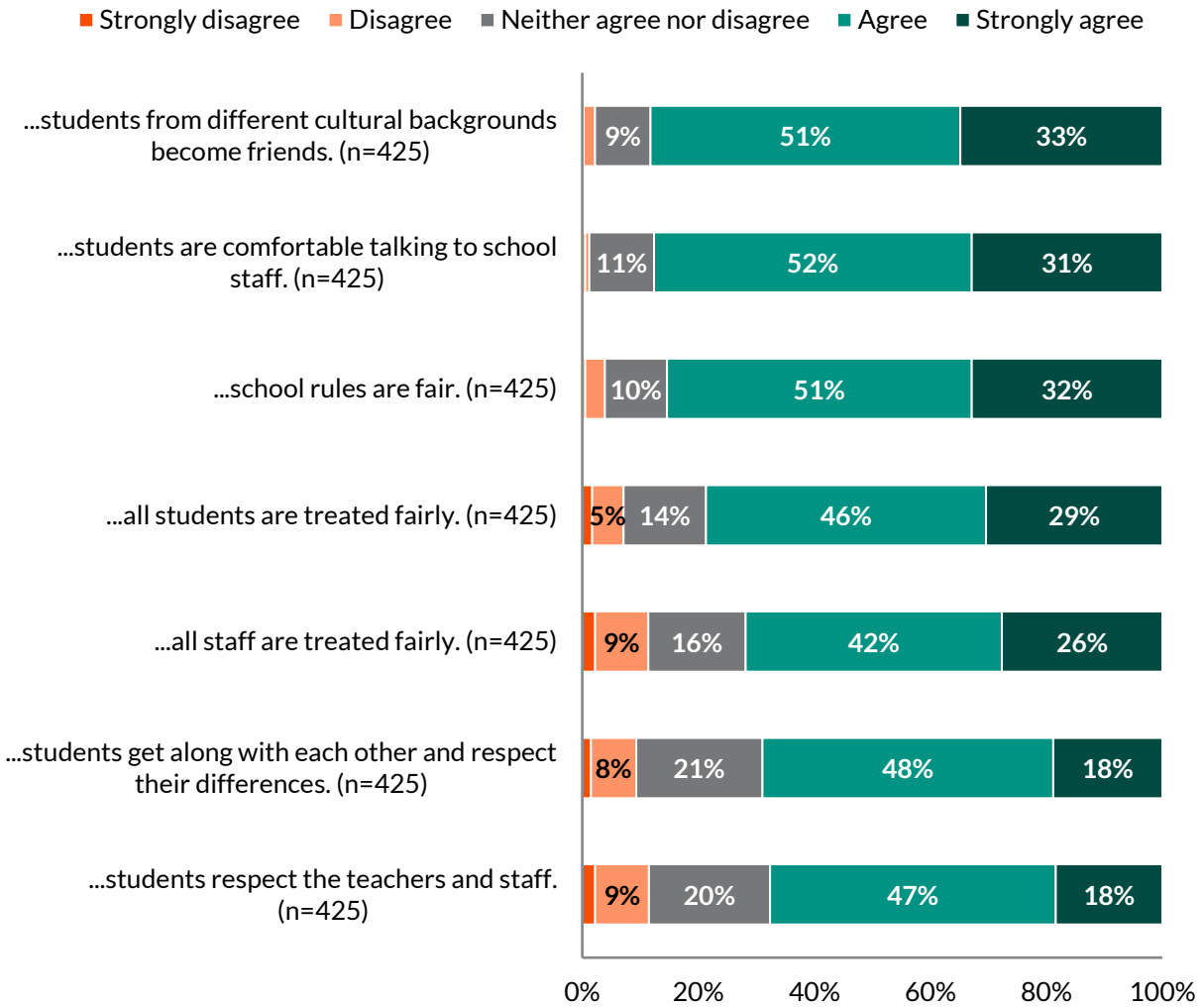


Figure 5.9

At my school/District schools...



SECTION VI: OVERALL SCHOOL ENGAGEMENT

This section of the report examines staff and parental engagement with their school, including parent satisfaction with events, parent preferences for communication, barriers to parental involvement, and staff perceptions of influence in school decisions.

PARENT RESULTS

Figure 6.1

Please indicate your agreement with the following statements regarding parent/guardian engagement:

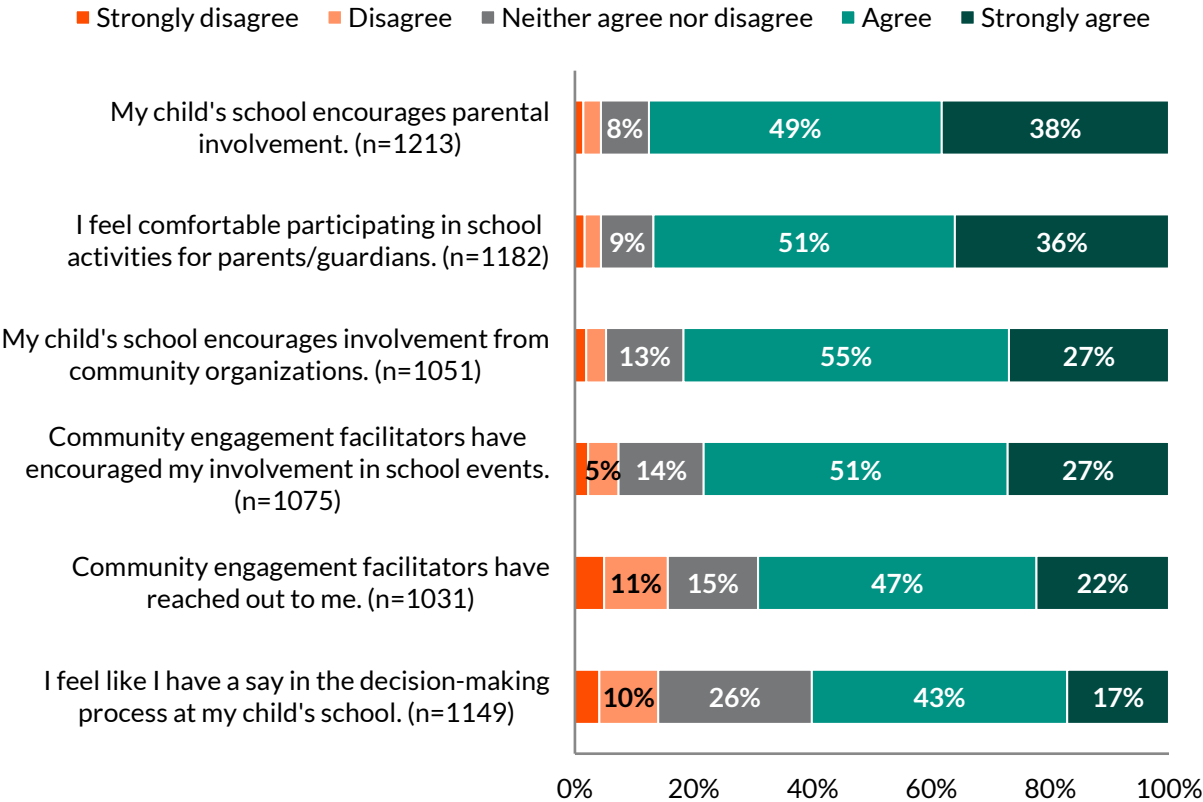
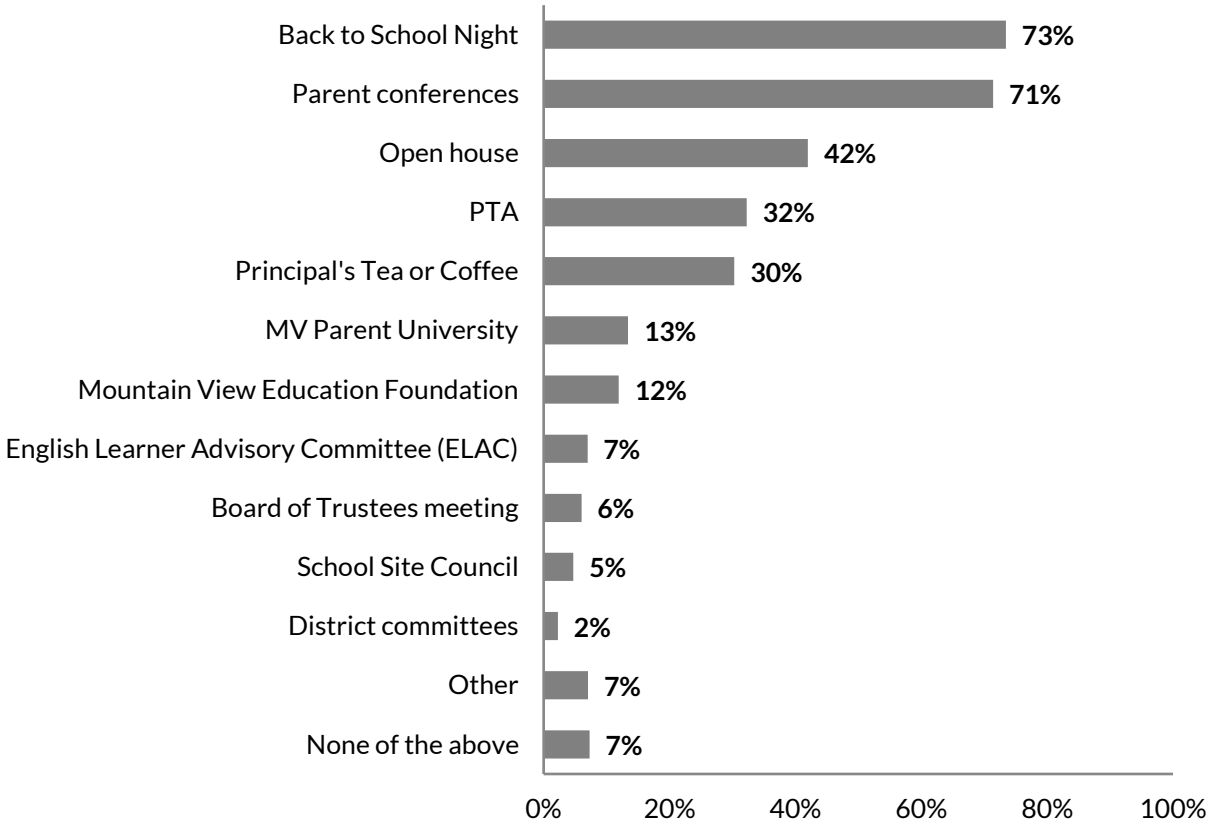


Figure 6.2

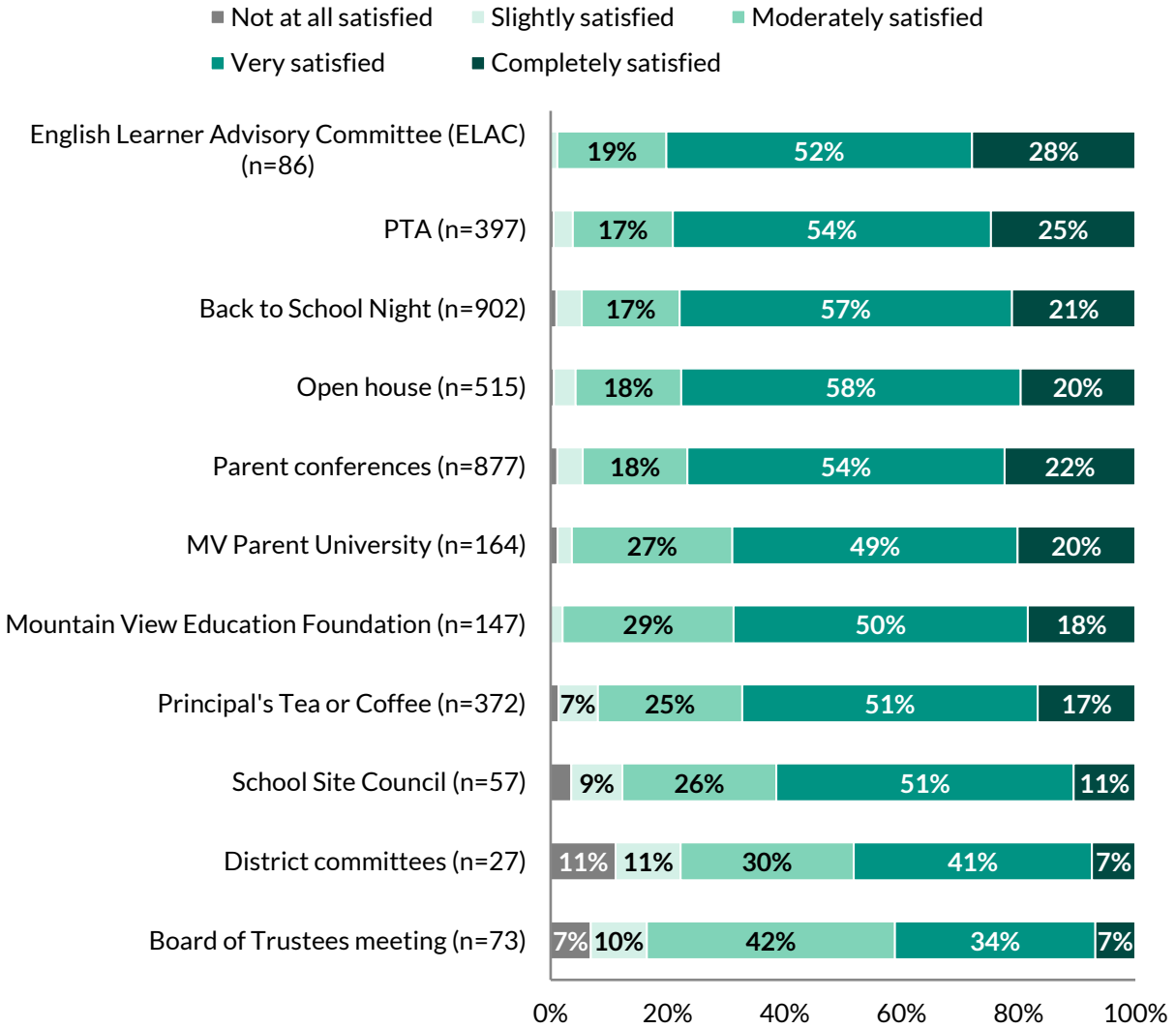
In which of the following events/organizations have you participated in the last 12 months? Please select all that apply. (n=1231)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.3

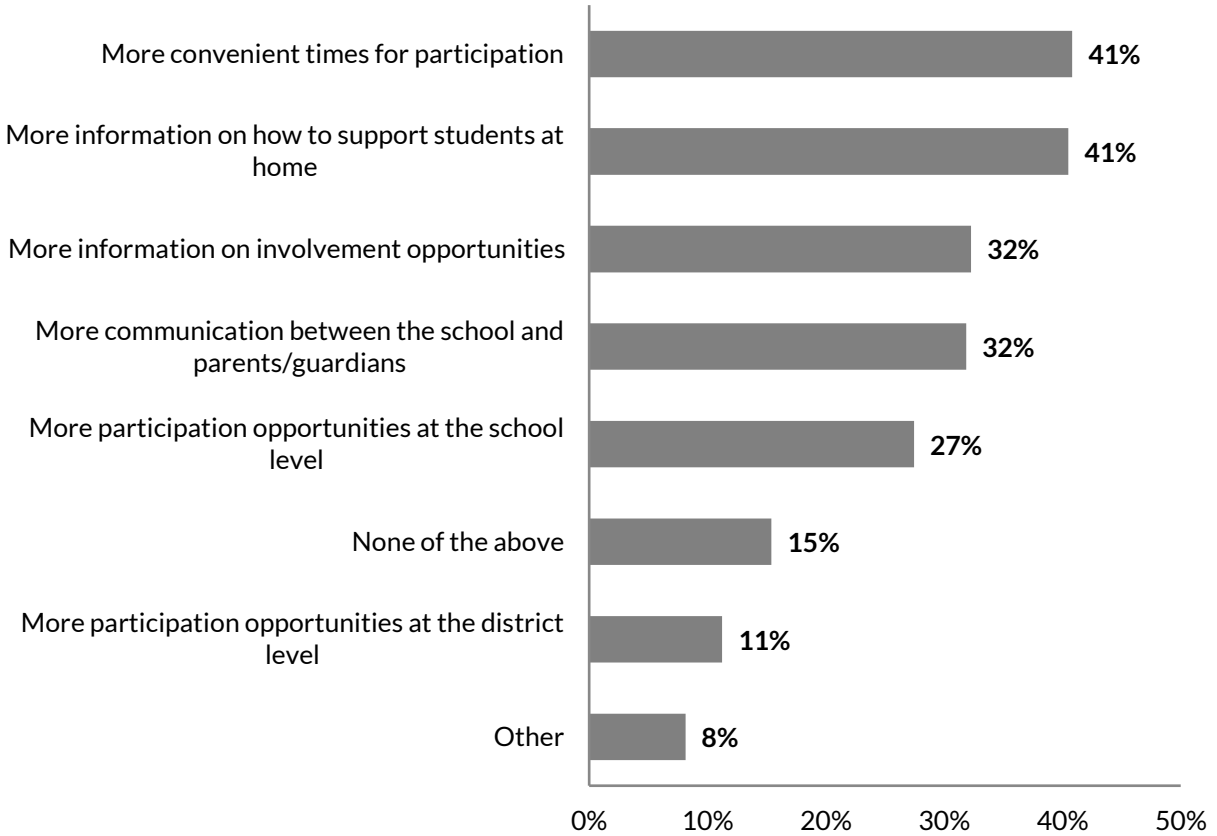
Please indicate your level of satisfaction with the following parent event(s):



Note: Satisfaction questions were asked of respondents who indicated participation in the corresponding events.

Figure 6.4

What would help parents/guardians become more involved at MVWSD? Select all that apply. (n=1227)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.5

What is the biggest obstacle to you getting the information you need about your child's school/MVWSD? (n=1225)

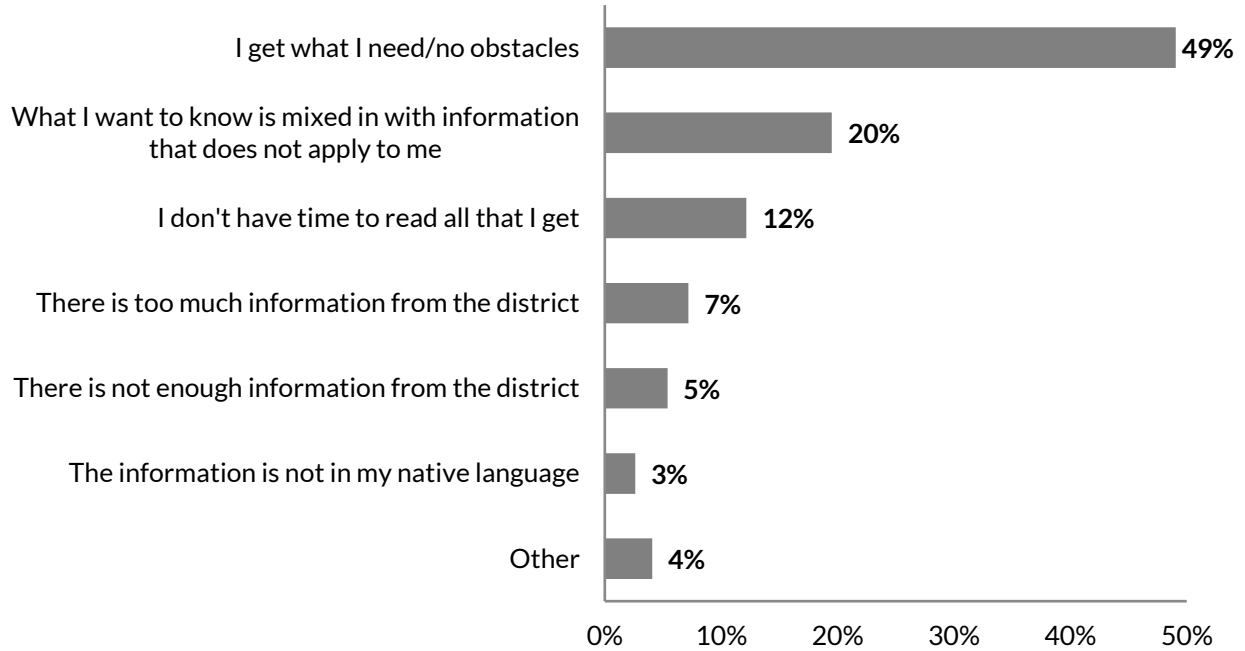


Figure 6.6

Please indicate how much you disagree or agree with the following statements. MVWSD... (Relationship Building)

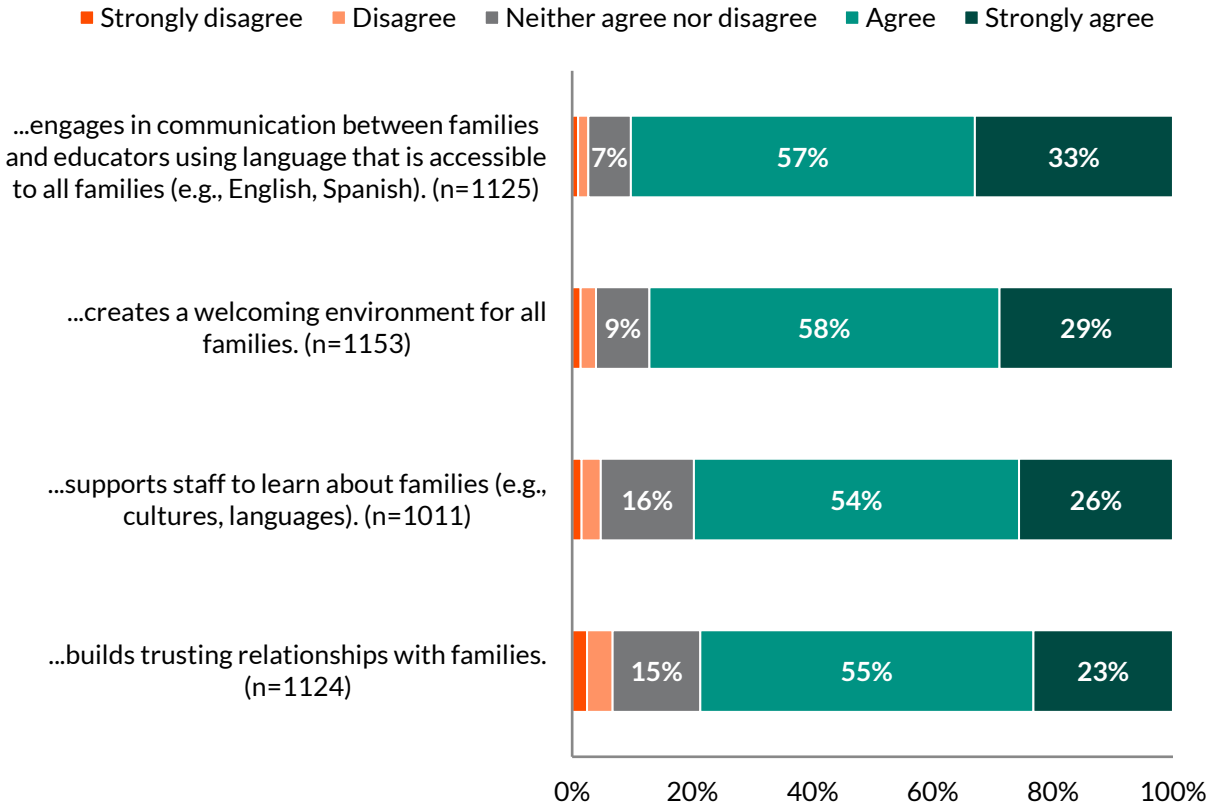


Figure 6.7

Please indicate how much you disagree or agree with the following statements.

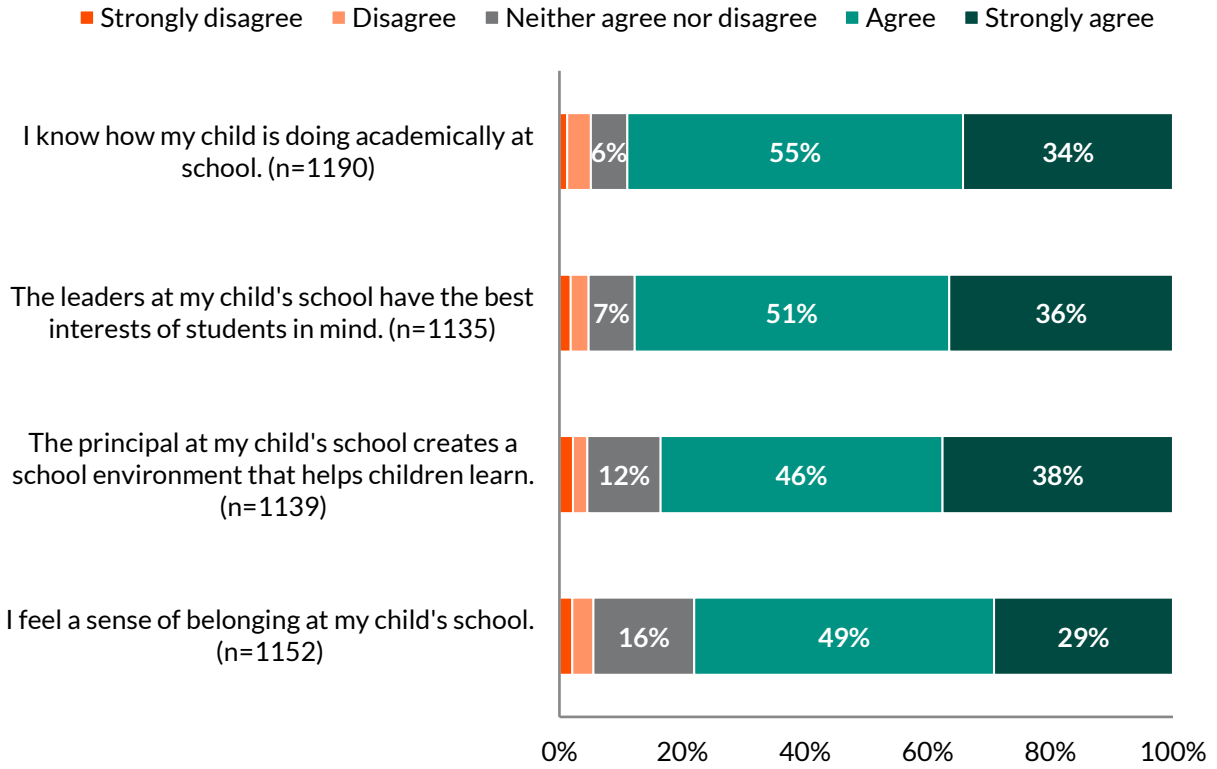


Figure 6.8

Please indicate how much you disagree or agree with the following statements. MVWSD... (School Involvement)

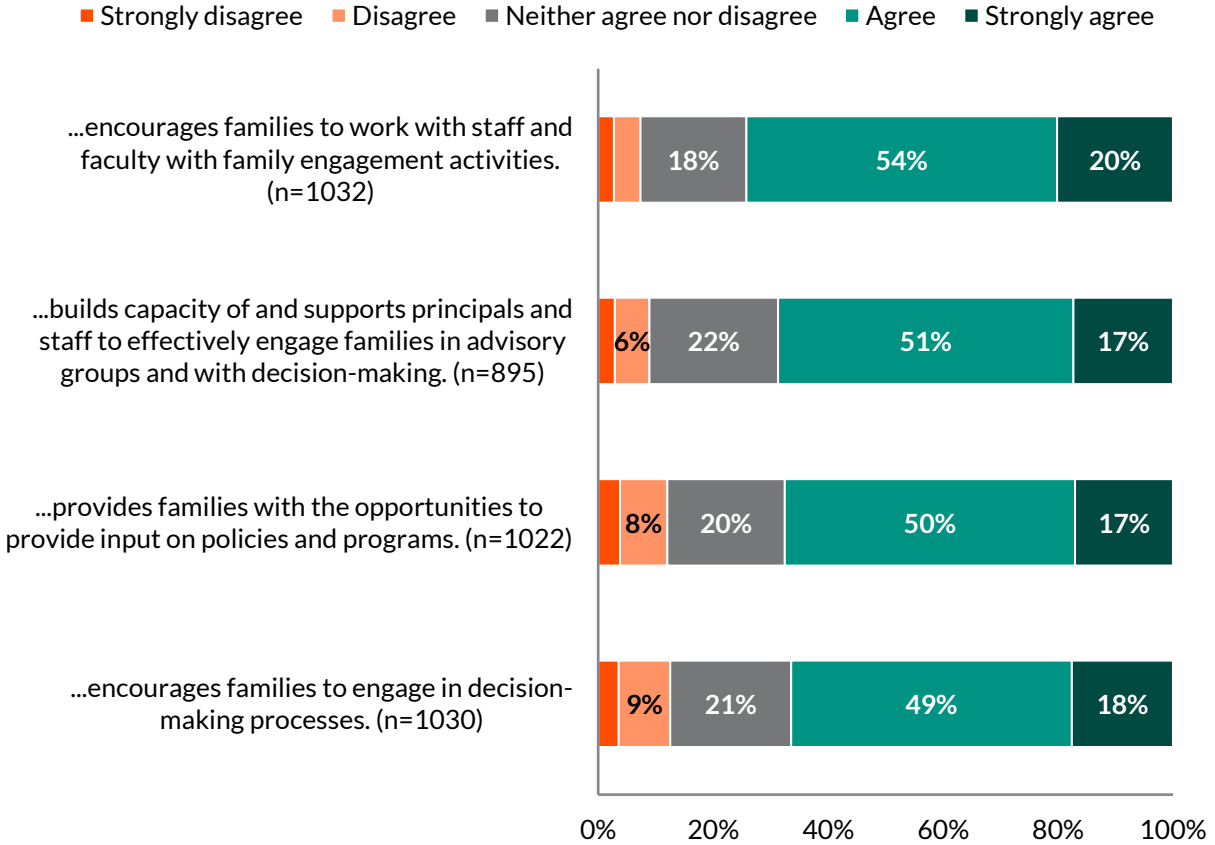
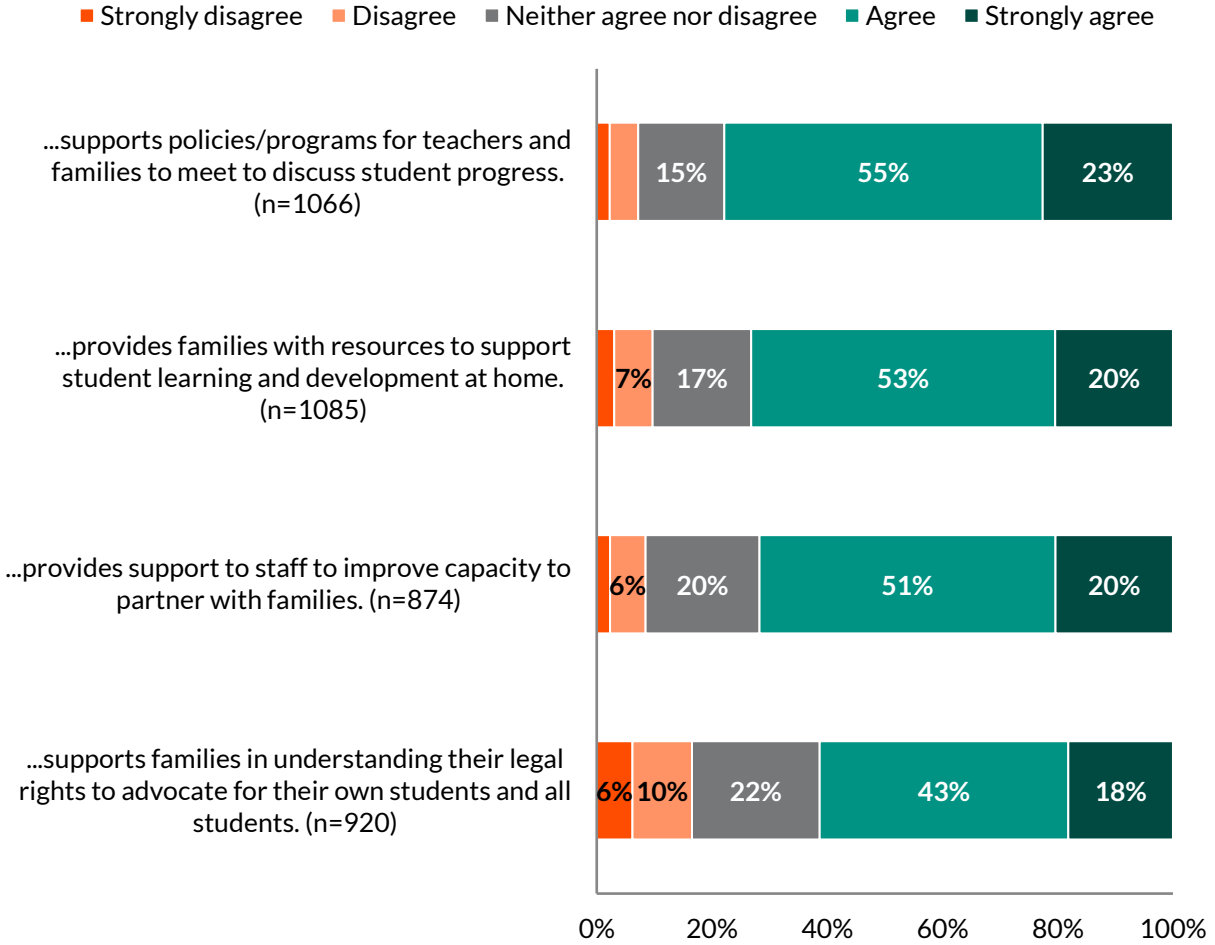


Figure 6.9

Please indicate how much you disagree or agree with the following statements. MVWSD... (Familial Support)



STAFF RESULTS

Figure 6.10

Please indicate your agreement with the following statements regarding school engagement.

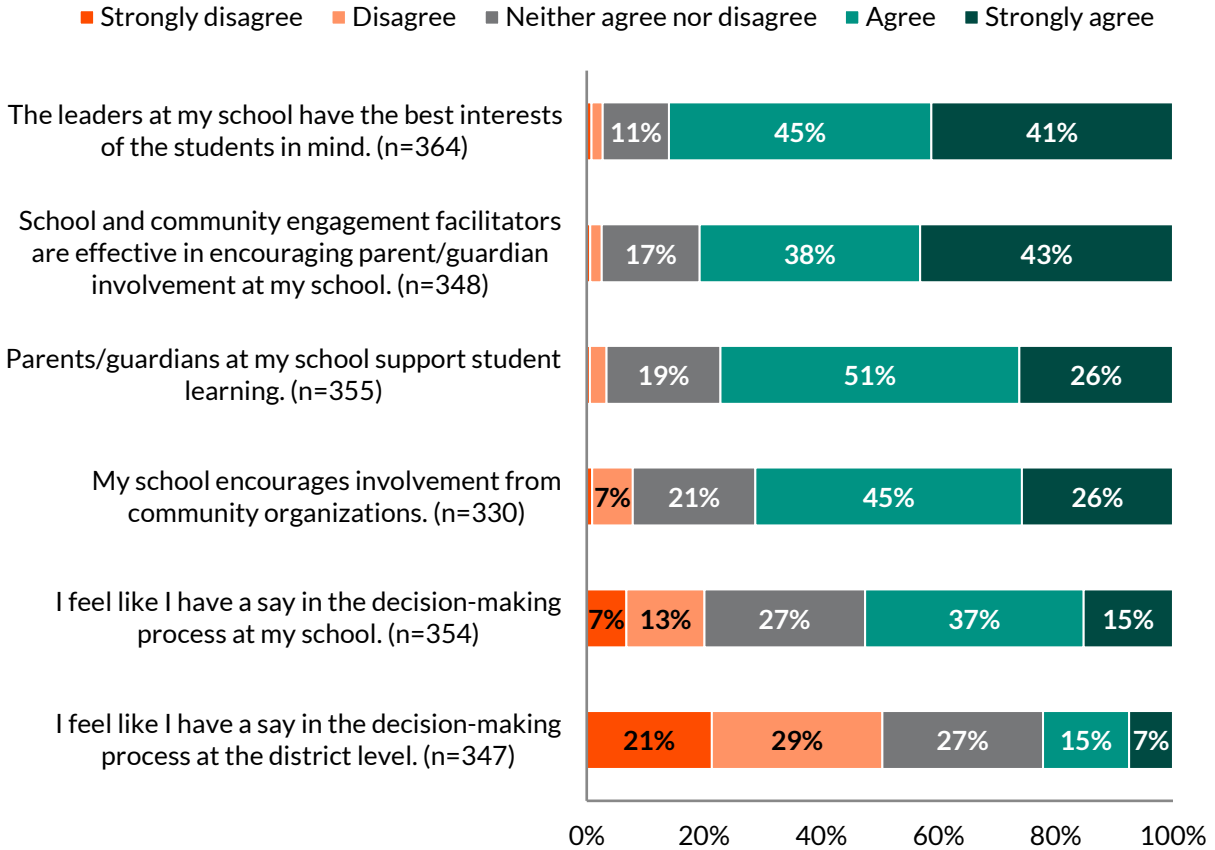
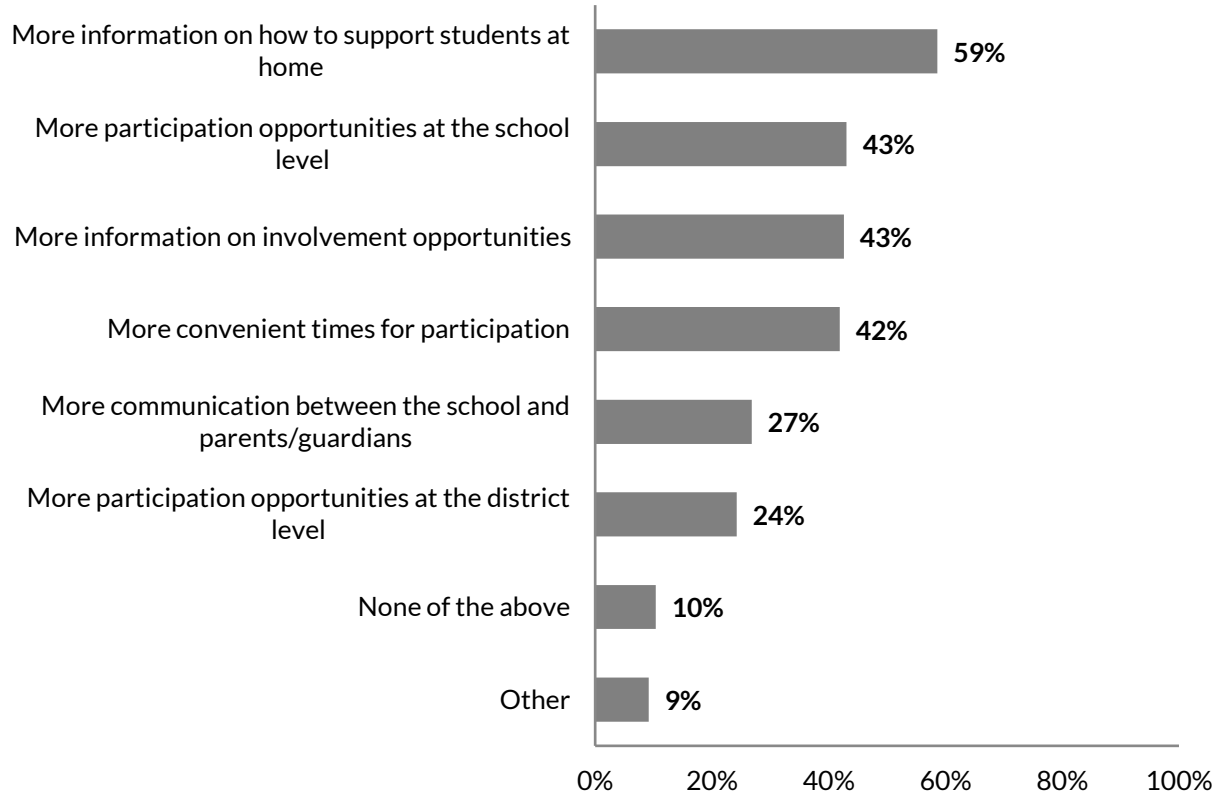


Figure 6.11

What would help parents/guardians become more involved at MVWSD? Select all that apply. (n=425)



Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.12

Please indicate how much you disagree or agree with the following statements. MVWSD... (School Involvement)

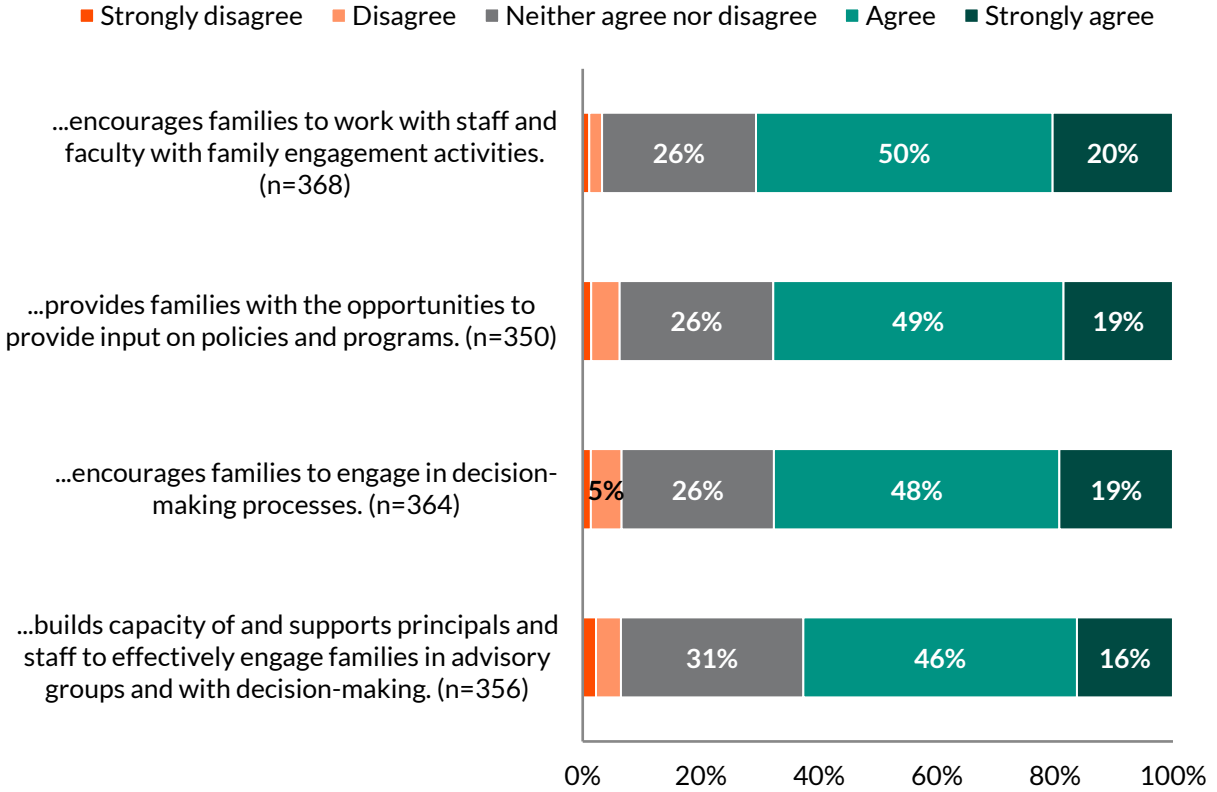


Figure 6.13

Please indicate how much you disagree or agree with the following statements. MVWSD... (Familial Support)

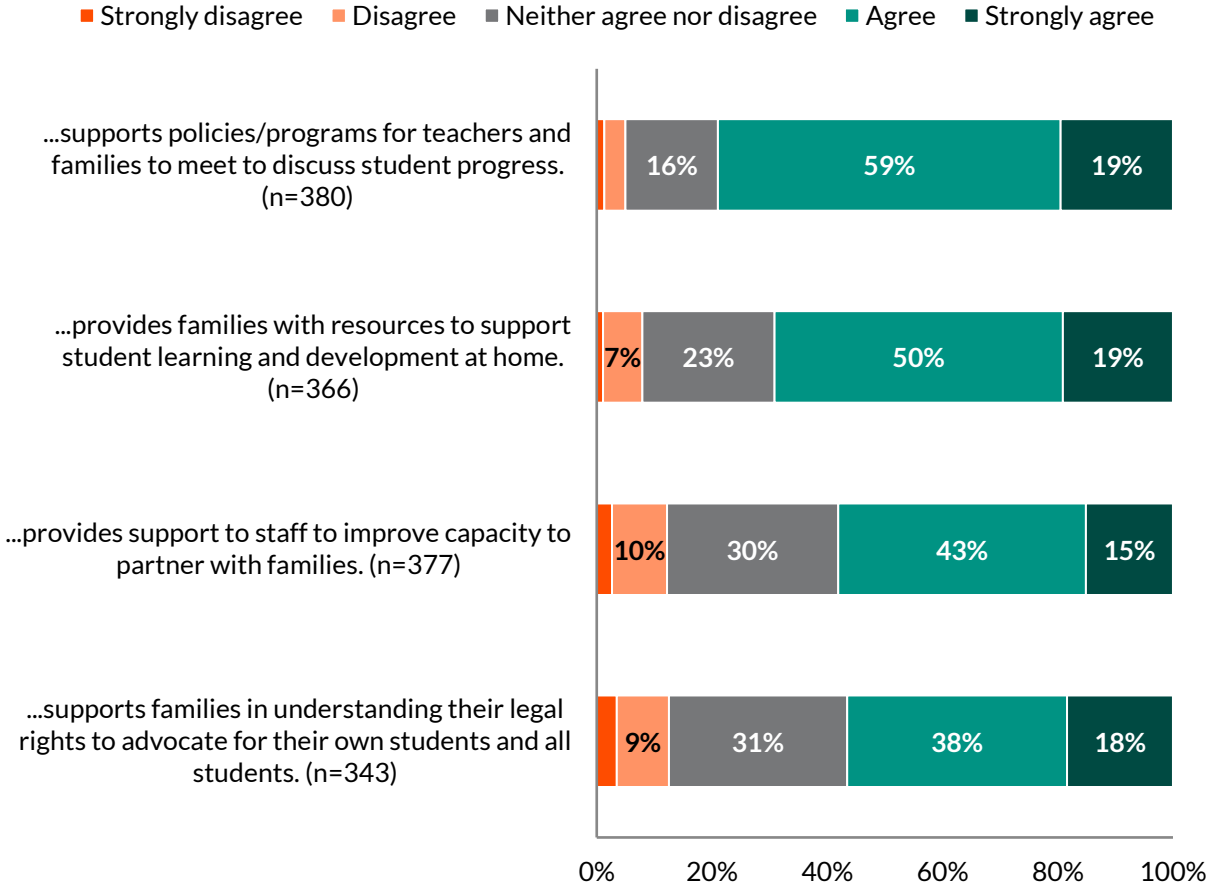
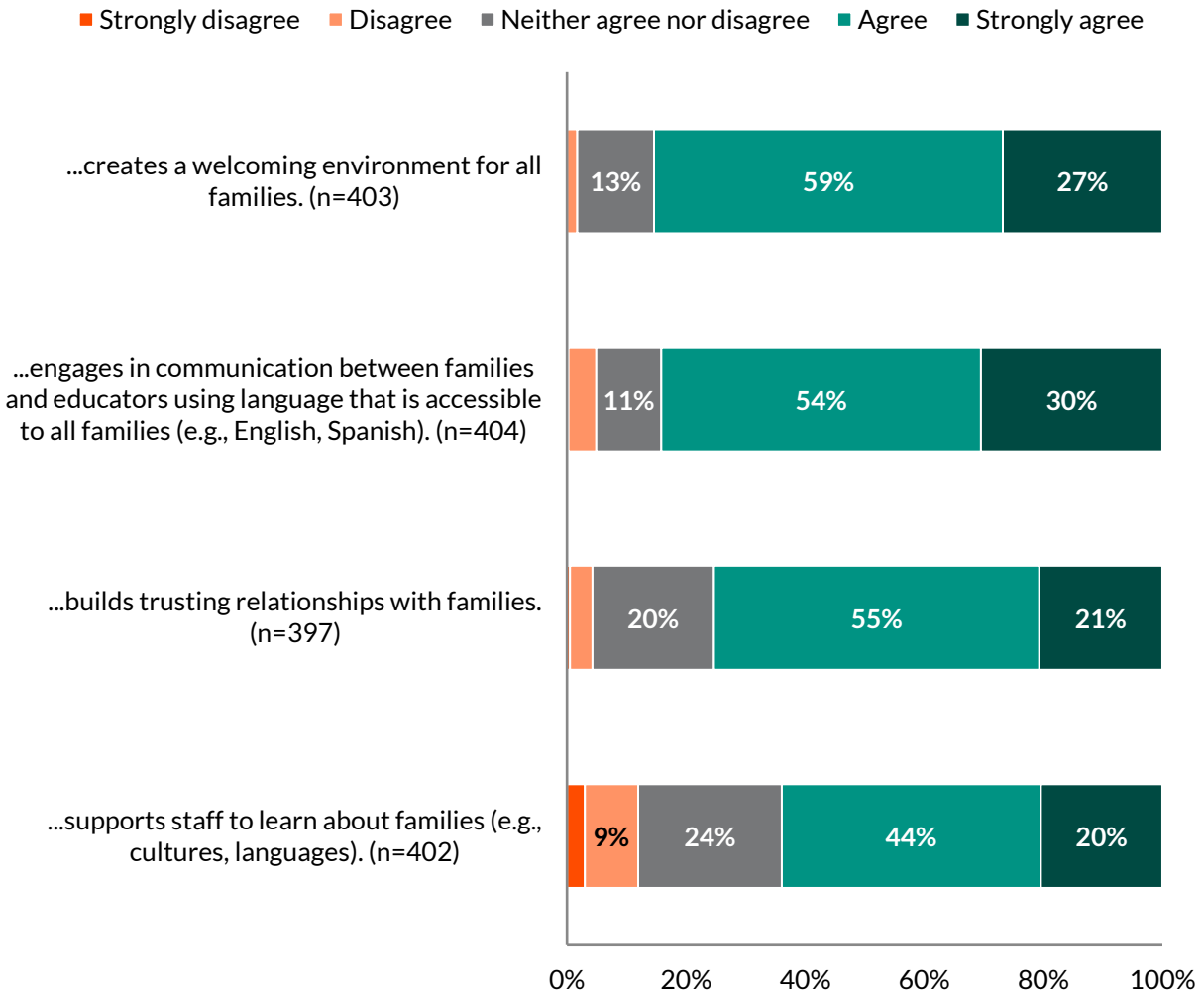


Figure 6.14

Please indicate how much you disagree or agree with the following statements. MVWSD... (Relationship Building)



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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.

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- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
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Build a high-performing administration that is the first choice for students, parents, and staff.

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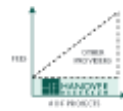
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DEDICATED

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