

LCAP/Climate Survey February 2024
Report to the Board of Trustees
May 16, 2024

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 29, 2024 through February 16, 2024. 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 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
- Staff and students continued to receive a generic link as they took the survey during the school day
- Parents with multiple children were asked to respond based on their experiences with their oldest child.

Spring 2024

- In addition to parents, students also received a unique link for the survey in February 2024 - one link per student. This allowed the District to monitor student response rates and support sites with knowing which students still needed to complete the survey. This also eliminated more demographic questions that were instead pre-populated with District data for students. Students took the survey during the school day and responses were confidential. In addition, parents with multiple children were asked to respond based on their experiences with their child

with their birthday earliest in the calendar year instead of responding based on their experiences with their older child.

The District received 3,752 total responses to the survey which is an increase from 3,639 from 2023. The breakdown is as follows:

- Parents: 1,288 in 2024 which was an increase from 1,059 in 2023
Staff: 449 staff in 2024 which was a decrease from 495 in 2023
Students grades 4 - 8: 2,015 in 2024 which was a decrease from 2,087 in 2023

The changes made increased the response rates by parents from 31% to 34% from spring 2023 to spring 2024. Students and staff were slightly lower than in 2023. One-hundred twenty-seven parents of students with Disabilities and 392 parent of students who qualified for Free or Reduced Price Lunch took the Survey in spring 2024 compared to 127 parents of students with Disabilities and 313 parents of students who qualified for Free or Reduced Price Lunch took the Survey in spring 2023.

Changes in survey distribution are helping the District begin to hear from a variety of parent respondents. Seventeen percent (14% in spring 2023) of responses were in Spanish. The majority of parent respondents had a student at Graham Middle School (16% in spring 2024 and 16% in spring 2023). Twenty-seven percent of parent respondents identified as Hispanic/Latino, an increase of 2 percentage points from 2023 and 30% of parent respondents identified as white, a decrease of 11 percentage points from 2023. Only 5% of respondents were from Monta Loma Elementary School and 7% from Castro Elementary School which are similar to 2023. Ten 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 2024-25 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, 202, 2022, 2023 and 2024) 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 have positive perceptions about MVWSD's learning conditions; however, there may be room for improvement for parents' understanding of non-academic support 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 environments 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.

District Analysis and Impact on 2024-25 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 2024-25 LCAP. In addition, members of cabinet reviewed the survey data in May. Analysis and 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 continues to develop and implement a Multi Tiered System of Support to ensure that students' needs are being met academically, socially-emotionally, and behaviorally (LCAP Goal 1) Over the course of the 2023-24 school year, a MTSS planning team fully implemented Universal Data Cycles (UDC) and Coordination of Services Team (COST) processes. The team gathered feedback on UDCs and COST processes and are working on refinements for the 2024-25 school year. In 2024-25 the team will expand and extensively train on the updated Assessment, Strategies, & Interventions Matrix, with the addition of universal assessments available to teachers to assess specific areas of student learning and matched to specific strategies and interventions as well as expanded supports for student behavior. The district MTSS team, along with the Director of Technology, will implement the first version of the district MTSS website, which will be used in lieu of PowerSchool, and will include data dashboards and protocols for UDC, COST, and SST to improve access and use of data to support the Whole Child. Leaders and staff will be trained on the MTSS website at the start of the year, and the district MTSS team will collect input and feedback throughout the year.

Additionally, the District will continue to utilize targeted reading curriculum and co-teaching to support students with Disabilities. The District will continue to have an instructional coaching team to support strong first instruction and implement Response to Instruction to provide needed interventions and extensions. All of these actions can be found in goal 1 of the District's 2024-25 LCAP.

Additionally, as mentioned above, the District is working to improve parent engagement and communication. Local Control Accountability Plan Goal 3 focuses on Parent Engagement and Communication. In the 2024-25 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 continued in 2023-24. Total attendance at all Parent University events will be at least 1,700 (data still to come in for end-of-year events), an increase of more than 40% from 2023-24. The District will continue to build upon this success in 2024-25 by Improving Parent University offerings based on feedback and topics suggested by staff and parents and improving methods by which feedback is gathered to increase the amount of input from parents.

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

- Continuing to implement the social-emotional measurement tool Sown to Grow at all elementary sites and expanding the use of the Sown to Grow survey to the middle schools to better understand student needs.
- The District will also begin to review Social Emotional Learning Curricula for use in 2025-26.

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-nine (+3 from 2023) percent of staff and 66% of parents (+2 from 2023) 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 expand the work of the Early Literacy Team (Goal 1). 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. In 2024-25 the District will expand to 5 sites (Vargas) and add one additional teacher.

School Cleanliness: The district will revise action steps in Goal 5 to continue to support school cleanliness. Only 33% of students agreed or strongly agreed that their campuses were clean (+2 from spring 2023). A new site inspection tool has been created and is being rolled out to the principals during meetings with the Director and Assistant Director of Maintenance. Additionally, a new survey is being designed to include facility maintenance, grounds, and site cleanliness. This new survey will begin in the 2024-25 school year.

In 2023-24, the District planned to add a Custodial Supervisor to continue to address issues around cleanliness. Unfortunately, a Custodial Supervisor was unable to be hired. The

District instead hired an Assistant Director of Maintenance who will monitor site cleanliness and provide training and support to custodians among other duties.

Professional Development:

Less than a third of staff are very or completely satisfied with the district's professional development (30%) which is an increase of 3 percentage points from 2023. Similarly, less than half report being satisfied with their school's professional development (37%) which is a decrease from 2023 of 3 percentage points. In the 2023-24 school year, as a part of Goal 4, staff assessed MVWSD's current approach to professional development, differentiation, and ongoing staff support. The results will be reviewed over the summer and used to make adjustments to approaches. The District also tried to convene professional development committees for both classified and certificated staff. Unfortunately, no staff was interested in joining despite recruitment efforts from the District and bargaining unit leadership. Moving forward results of the professional development assessment will be shared with bargaining unit leadership and next steps determined.

Supporting Student Behavior

The District has been working throughout the 2023-24 school year to understand student concerns around safety, behavior and connectedness and has begun to address them. In the 2023-24 school year, the District developed and implemented a process for responding to student behavior incidents that was used consistently across all sites and developed guidelines for all sites for responding to student behavior incidents. Results of the LCAP/Climate survey given in spring 2024 indicate that less than two-thirds of students feel safe at school (64%), think students are treated with respect (54%), and feel the consequences for breaking the rules are clear and fair (66%). While the percentages are all slightly increased from 2023, it is clear that work in this area continues to be a priority. Additionally, the District was identified for Differentiated Assistance for high levels of suspension for Students with Disabilities and Homeless students. Work in this area will continue in 2024-25 with additional training for staff on alternatives to suspension as well as the expansion of supports within the District's behavior Intervention matrix which is part of the MTSS in the District.

Addressing Chronic Absenteeism

Only 64% of staff agreed or strongly agreed that students' come to class prepared and ready to learn. In addition, MVWSD was identified for Differentiated Assistance due to high levels of chronic absenteeism and low levels of academic performance for Homeless students in 2022-23 and now is identified for high chronic absenteeism rates for Students

with Disabilities. The District continues to have a Differentiated Assistance team that works collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of these student groups (Goal 2). Specifically in the 2024-25 school year the District will: Expand the attendance monitoring and staff communication system created in 2023-24 for Homeless students to also include Students with Disabilities.

Additionally, based on work done in 2023-24, the District has hired a second McKinney-Vento Liaison. Together this team will continue actions developed in 2023-24 including conducting home visits, delivering attendance-related training to MckV families while on home visits, providing training to staff about Homeless (MckV) designation at the beginning of the school year at each school site, identifying for teachers their MckV students and providing general tips and supports on an ongoing basis and visiting schools on an ongoing basis to monitor the needs of MckV students.

Addressing Student Connectedness, Social Emotional Skills and Behavior and Chronic Absenteeism

Parents and staff generally feel positively about the student's school environment. Most parents agree that students respect teachers and staff (88%), that students from different cultural backgrounds become friends (91%), and that school rules are fair (86%) Most staff agree that students from different cultural backgrounds become friends (88%) and students are comfortable talking with school staff (88%) and that school rules are fair (85%). Student perceptions are lower in these areas. Only 56% of students agree that all students are treated fairly, 59% of students report feeling comfortable talking to school staff and only 56% of students agree that students respect the teachers and staff. Several items in the LCAP are designed to address these student concerns although one of the biggest changes the District is making for 2024-25 is the addition of counselors to every school. Currently only the middle schools have counselors. Counselors will work directly with students to address individual issues (including behavior and chronic absenteeism) as well as provide social emotional learning lessons and lessons to support the development of positive environments for students. This work is outlined in goal 2 of the LCAP.

Next Steps

District staff has drafted the 2024-35 Local Control Accountability Plan. Data from the survey has informed this work. The District will be soliciting input from Advisory Groups

and the public on the draft plan and will present the plan for public hearing at the May 30 meeting of the Board of Trustees.

Additionally, District staff will continue to disaggregate 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 2025-26 LCAP.