

LCAP/Climate Survey February 2025
Report to the Board of Trustees
May 29, 2025

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 27, 2025 through February 14, 2025. The Survey was sent out in English and Spanish. This year the District will continue to implement changes made in spring 2024 which resulted in higher response rates. Last year's changes included:

Spring 2024

Parents and students received a unique link for the survey. One link per family and one link per student. Students took the survey during the school day. This allowed the District to encourage families that had not taken the survey to do so during the administration window and support sites with knowing which students still needed to complete the survey although survey administration dates impact response rates. Responses were confidential. This also eliminated more 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.

The District received 3,192 total responses to the survey which is a decrease from 3,752 from 2024. The breakdown is as follows:

- Parents: 1,222 in 2025 which was a decrease from 1,288 in 2024
- Staff: 448 staff in 2025 which was a decrease of one respondent from 449 in 2024
- Students grades 4 - 8: 1,522 in 2025 which was a decrease from 2,015 in 2024

Parent and student response rates were lower than in 2024. Staff rates were the same. One-hundred thirty-three parents of students with Disabilities and 386 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2025 compared to 127 parents of students with Disabilities and 392 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2024. One-hundred forty-three parents of English Learners took the survey in spring 2025 as compared to 127 in spring 2024.

The majority of parent respondents had a student at Graham Middle School (15% in spring 2025 and 16% in spring 2024) and 62% reported only having one child in MVWSD.

Twenty-six percent of parent respondents identified as Hispanic/Latino, a decrease of 1 percentage point from 2024 and 30% of parent respondents identified as white, the same as 2024. Only 5% of respondents were from Castro Elementary School which was a decrease of 2 percentage points from 2024. Landels had the highest participation among elementary schools at 11%. Twelve percent of respondents were parents of English Learners (+2 percentage points from 2024) and 32% were parents (+2 percentage points from 2024) of students who are eligible for free or reduced lunch. Eleven percent were parents of students with disabilities (+1 percentage point from 2024).

The 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 (Parent University) and Action 4 - Parent Communication. In the 2025-26 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.

Fifty-six percent of staff respondents were certificated teachers and 13% were instructional Assistants. Similar to parents, 15% of staff respondents work at Graham. Nineteen percent of respondents indicated that they primarily work in Special Education. The majority of student respondents were from the middle schools. Graham had the largest percentage of student respondents although only 606/852 students completed the survey (71%). Crittenden had 26% of student respondents with 521/618 students completing the survey (84%). Student response rates were significantly lower than in 2024. Even though students had a unique link for the survey and took the survey during the school day, the date of survey administration impacts the District and schools ability to capture a majority of students. If a school gives the survey close to the end of the window this limits the time for identifying and providing time for students to complete the survey. Staff will work with schools to improve response rates in 2025-26 and limit the impact on instructional time.

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, 2024 and 2025) 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 a positive view of MVWSD's learning conditions, though there is room for improvement in understanding non-academic supports for students. Most parents report that their child has access to instructional materials (66%) and that school facilities are well-maintained (86%). However, fewer parents understand the types of non-academic support available to their child (63%). Satisfaction with teachers among parents reports the highest satisfaction rating (79%). In contrast, only 63% are satisfied with the non-academic support their children receive, the lowest satisfaction rating across all learning conditions.

Students generally view their school positively, but perceptions of school cleanliness are notably lower than other areas. More than three-quarters of students agree their schools provide a good education (82%) and that adults at their school care about their success (73%). However, less than half agree that schools are clean (35%).

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, but agreement levels are lower for high-performing students and students in Special Education. About three-quarters (74%) of parents agree that their student receives the resources and support they need, especially for ELL students (83%). Fewer than two-thirds agree that high-performing students (55%) and students in Special Education (62%) receive the necessary resources and support. Parents of ELL students perceive staff as more helpful compared to families in Special Education. For example, 85% of ELL parents find teachers very or extremely helpful, compared to 72% of Special Education parents. The discrepancy is larger for administrator helpfulness (80% for ELL parents versus 66% for Special Education parents).

Staff perceive professional development as less than satisfactory at both the school and district levels. Less than a third are very or completely satisfied with the district's professional development (32%), and less than half are satisfied with their school's professional development (44%). However, satisfaction with school-level professional development increased by 7 percentage points from last year.

Staff often receive feedback about their work. Over three-quarters of staff agree they receive an appropriate amount of feedback on their work (77%) and believe teachers at their school are committed to continuously improving opportunities for student learning

(93%). About half frequently receive feedback at least once a month (52%). For many, it covers all aspects of their role (76%).

21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

Parents report that their student's schools regularly incorporate technology into education. Most parents agree that their student uses technology regularly as part of school instruction (90%) and is on track for the next academic year (87%).

Students and staff perceive their schools to offer a variety of enriching courses and activities, though preparedness for academic success may need improvement. Most students (90%) agree that their school provides activities in music, art, or other languages, but fewer feel they often work with other students on assignments (67%). Staff echo this sentiment, with only 60% agreeing that students are on track for high school and 53% agreeing 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 (92%) and trusts their teacher and staff (91%). Additionally, most parents agree that their school wants students to succeed (93%) and provides a well-rounded curriculum (84%). 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 (89%)

Academic rigor may be a concern for parents. Only 61% agree that their child's school offers challenging classes, and 70% agree that their child's school sets high expectations for student achievement.

Students largely agree that their school wants them to succeed, but their overall perceptions of the school environment are less positive compared to those of parents and staff. Significantly fewer students agree that their school focuses on students' character (61%) or that all students are treated fairly (60%). Notably, only 65% of students feel comfortable talking to school staff, which is significantly lower than the percentage of parents (89%) and staff (89%) who feel the same. Additionally, only 59% of students agree that students respect teachers and staff.

Although 85% of students agree that those from different cultural backgrounds become friends, only 57% believe that students get along with each other and respect their differences.

The school environment is generally positive for staff. Nearly all staff members agree that

teachers and staff regularly encourage students (96%) and that their schools want students to succeed (98%). However, only 74% feel that their school offers challenging classes, making it one of the lowest-rated areas for staff.

ENGAGEMENT AND COMMUNICATION

Although schools encourage parental involvement (90%), fewer feel they have a say in the decision-making process (64%). Most parents have participated in school events in the last 12 months, with Back to School Night (72%) and parent conferences (65%) being the most attended. Of those who attended, 76% were very or completely satisfied with Back to School Night, and 76% were very or completely satisfied with parent conferences. Parents are least satisfied with Board of Trustees meetings (30%). Only 10% 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. Parents suggest more convenient times for participation (45%) and more guidance on how to support students at home (39%). Staff most commonly select that more information on how to support students at home (58%) would help encourage greater parental involvement, followed by sending more information on involvement opportunities (44%).

Staff indicate that schools could improve familial support and engagement. While most staff agree that MVWSD schools create a welcoming environment for families (83%), fewer believe that MVWSD provides adequate support to learn about families (68%) or offers sufficient support to staff to improve their capacity to partner with families (60%). Additionally, only 67% of parents agree that MVWSD encourages families to engage in decision-making processes, making it the lowest-rated area across all measures of parental school involvement.

District Analysis and Impact on 2025-26 LCAP

The District has done an initial review of the survey data. All sites will be 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 revisions and/or additions to the 2025-26 LCAP. The LCAP/Climate survey provides a large amount of information and not all areas of need can be addressed in a single year. Analysis and planning will continue throughout the remainder of this school year and into 2025-26.

Improvement Work

A lot of work is being done to address areas of concern raised in the survey through the actions outlined in Strategic Plan 2027 and the Local Control Accountability Plan.

Academic and Non-Academic Support for Students

For example, to address parent and staff concerns around non academic supports for students, the District continues to develop and implement a Multi Tiered System of Support to ensure that students' needs are being met. (Goal 1, Action 13). Over the course of the 2024-25 school year, staff continued to implement refined Universal Data Cycles (UDC) and Coordination of Services Team (COST) processes. Site COST meetings are focused on the specific needs of students and aim to ensure they receive appropriate and timely services. These meetings facilitate communication and collaboration among different **school based teams to ensure a coordinated approach to addressing student needs whether** academic, socially-emotional and/or behavioral. The district MTSS team, along with the Director of Technology, continues to work to develop 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.

Survey data indicates a need for the District to continue to focus on addressing the academic needs of all students. Only 60% of staff agree that students are on track for high school and 53% agree that students are on track for the next academic year. Additionally, only 61% of parents agree that their child's school offers challenging classes, 55% agree that high-performing students and 67% agree that underperforming students receive the necessary support and resources. The District has several actions that will work in tandem to address these concerns in 2025-26 although more research and work needs to be done.

The District will continue to have an instructional coaching team to support strong first instruction (Goal 1, Action 1). Strong first instruction ensures students grasp core concepts and skills the first time they are taught, reducing the need for later interventions and catch-up efforts. The role of the coach has been adjusted for 2025-26 to include up to 40% of time spent providing small group, research based literacy intervention. This will ensure that literacy intervention by trained teachers will be provided at all schools. The District will also continue to implement Response to Instruction to provide needed interventions and extensions (Goal 1, Action 5). District staff plan to review extension instruction during Response to Instruction in 2025-26 to see if adjustments need to be made to better meet the needs of higher performing students. The District implemented a new K-5 English Language Arts Curriculum in 2024-25 and will look to continue the process of adopting new K-8 math curriculum in 2025-26 (Goal 1, Action 17). A well-designed curriculum provides a clear roadmap for teachers, helping them deliver instruction that is both effective and engaging thus improving outcomes for students. The District will also continue to have an early literacy team (Goal 1, Action 14). 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, Mistral and Vargas.

Students with Disabilities

Only 62% of parents and 63% of staff agree that students in Special Education receive the resources and support they need. In 2025-26 the District is expanding programs for students with Disabilities (Goal 1, Action 12). The District will continue to provide a research based, intensive reading curriculum to all schools to better support the building of foundational reading skills for Students with Disabilities. This is in addition to support provided through the Early Literacy Team (Action 1.14). Teachers will use identified progress monitoring systems within the curriculum to make adjustments to instruction. The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools and will be piloting Learning Center models at several school sites to determine whether they are more effective than Co-Teaching. Learning Centers allow students to receive instruction alongside general education peers instead of in self contained classrooms. Social Resource Programs at two schools to better support students in general education with Autism and the District will add a 1.0 FTE Special Education Coach whose primary role will be to support new teachers in Special Education, work with teachers on instructional practices and support the development and implementation of Individualized Education Programs (IEPS). In Summer 2025, the District will be providing small group reading intervention for approximately 40 students. Students will receive research-based intervention in groups of three, five hours per week by trained teachers.

Parent Engagement and Communication

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 2025-26 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 (Goal 3, Action 4). Forty-five percent of parents and 58% of staff agree that more guidance needs to be provided on how to support students at home. The District's Parent University program has been refined over the past years and will continue in 2025-26 (Goal 3, Action 3). In 2024-25 there were six District wide sessions in English and Spanish which included the following:

- District Orientation
- Science of Reading Part 1 and Part 2
- Parenting in the Digital Age
- Accessing and Understanding Assessment Scores
- Preparing for Middle School
- Preparing for High School

Additionally, all schools offered at least two site specific Parent University sessions and will continue to do so in 2025-26. . Site specific offerings in 2024-25 included but were not limited to:

- Supporting Early Literacy
- Math Festival (math night)
- Mindfulness and Calming
- Neurodiversity
- Positive Parenting
- Managing Your Child's Emotions
- Summer engagement at home
- Navigating PowerSchool
- Vaping Prevention
- Developing Family Engagement and Partnerships
- Academics - School accountability and standards
- Latino Literacy Family Project

Addressing Student Connectedness, Social Emotional Skills, 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 (89%) Most staff agree that students from different cultural backgrounds become friends (87%) and students are comfortable talking with school staff (89%) and that school rules are fair (88%). Student perceptions are lower in these areas. Only 60% of students agree that all students are treated fairly, 65% of students report feeling comfortable talking to school staff and only 59% of students agree that students respect the teachers and staff.

Student Social Emotional Health

Work continues to be done to support the social emotional health of students, staff and families in Goal 2. The District plans to implement a new Social Emotional Learning Curriculum in 2025–26 (pending approval from the Board of Trustees) and expand services to support student's mental health needs (Goal 2, Actions 9 and 10). The District will continue to employ School Counselors at all school sites. Each site will have one counselor except for Graham (2) and Castro (1 and 0.5 in the Wellness Center). Counselors will play a critical role in addressing the varied needs of students at school sites and delivering the new curriculum. The District will add a Mental Health Specialist to support intensive student mental health needs primarily at the district's middle schools and is looking to increase mental health services through contracted services and interns pending identified needs in fall 2025.

Supporting Student Behavior

The District continued working in the 2024-25 school year to address student concerns around safety, behavior and connectedness. The District has been identified for Differentiated Assistance for high rates of suspension for Homeless students and Students with Disabilities. In the 2024-25 school year, The District continued to have At Risk Supervisors across all sites in the District (Action 2.1). Beginning of the year data led the District to increase the FTE allocation to allow for a 0.5 FTE at Bubb Elementary and for Vargas to have a 1.0 FTE instead of a 0.5. The District's Differentiated Team has been reviewing discipline data monthly with principals at Leadership Team meetings as well as at monthly meetings with School Community Engagement Facilitators and At-Risk Supervisors. Behavior trends have been analyzed and action steps implemented at sites shared in order to improve outcomes for students with a focus on suspension rates for Homeless students and Students and Disabilities. On-going training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool has happened over the course of the school year. In January, principals and teachers had initial training on supporting students to regulate their behavior and Two training sessions on alternatives to suspension and restorative practices were held. District suspension data as of April 30, 2025 shows that rates of suspension have decreased at many sites across the District. Currently, the District's suspension rate is 2.4 percent which would be a decrease of 0.8 percentage points from 2025. Castro, which had a very high suspension rate of 6.4% in 2023-24, currently has a suspension rate of 1.6%.

Results of the LCAP/Climate survey given in spring 2025 indicate that 69% of students feel safe at school (+5 from 20224), 60% think students are treated fairly (+4 from 2024) and 71% feel the consequences for breaking the rules are clear and fair (+5 from 2024). While the percentages are all increased from 2024, work in this area continues to be a priority. In 2025-26, the District staff will continue actions from 2024-25 and develop a plan for adopting a comprehensive Restorative Practices approach districtwide (Goal 2, Action 4). Staff will also continue to provide Professional development to site leaders and staff on utilizing the Coordination of Services Team (COST) process (part of the District's Multi-Tiered System of Support - MTSS) to develop plans to support individual student behavior and align behavior intervention strategies with tiered whole-child supports using our Multi-Tiered System of Support-MTSS) framework, helping sites to avoid a punitive approach to behavior intervention (Goal 2, Action 5).

Addressing Chronic Absenteeism

Only 66% of staff (+2 from 2024) 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 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 implement plans to address the needs of these student groups (Goal 2, Action 3). Specifically in the 2025-26 school year the District will continue the attendance monitoring and staff communication system developed in

2023-23. This process resulted in a decrease of 10.7% in chronic absenteeism for homeless students between 2021-22 and 2022-23 and an additional decrease of 7.2% from 2022-23 to 2023-24. This process also resulted in a decrease of 8.7% in chronic absenteeism for Students with Disabilities between 2022-23 to 2023-24. Final chronic absenteeism rates are unavailable for 2024-25 although District data as of April 30 indicates that chronic absenteeism rates for students with disabilities are flat and those for homeless students is 17.2% which would be another 7% decrease over 2024-25. The District will also participate in the Attendance Collaborative through the Santa Clara County Office of Education. The Student Services team will utilize systems and strategies presented through this collaborative process to support sites with interventions for students in order to reduce chronic absenteeism and increase school engagement. These systems and strategies will be shared at Leadership Team meetings, secretary trainings, meetings with School Community Engagement Facilitators and the Special Education Department.

School Cleanliness

The district will revise action step 1 in Goal 5 to continue to support school cleanliness. Only 35% of students agree that their campuses were clean (+2 from spring 2024). District staff will implement bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along with a rotating sample of classrooms to ensure every room is inspected at least twice per year. These inspections will help proactively identify areas needing attention ahead of the annual FIT evaluations, ensuring our campuses remain safe, clean, and fully functional for students, staff, and the community.

The District will also conduct focus groups with students across all sites in the District in order to better understand their concerns regarding cleanliness and address them (Goal 5, Action 1).

Professional Development:

Less than a third of staff are very or completely satisfied with the district's professional development (32%) which is an increase of 2 percentage points from 2024. Similarly, less than half report being satisfied with their school's professional development (44%) which is an increase of 7 percentage points from 2024. In the 2025-26 school year, staff will continue to administer the Professional Development Survey each year, share results with union leadership and utilize results to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression

Next Steps

District staff has drafted the 2025-26 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 29 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 2026-27 LCAP.