



Board Agenda Item #	III C (Stakeholder Committee), III B (Board)
Date:	May 7 <sup>th</sup> , 2019 (Stakeholder), May 9 <sup>th</sup> , 2019 (Board)
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP

### Proposed Board Recommendation

Information/Discussion Item

### Background

#### ***Annual Stakeholder Surveys***

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

**School climate:** pupil suspension rates, pupil expulsion rates, **other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.** (Priority 6)

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in eight topics for students (Topics 1-8) and four topics for parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

In addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders' overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

### ***School Leaders' Reflections***

School leadership teams and the Home Office read all free-responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The c-team reviews the findings with each school leadership team based on a protocol (see attachment). School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team has been asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and are ready to present it to the stakeholders committee/board as part of the LCAP development process.

### **Budget Implications**

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Stakeholder Survey Reflection Protocol
- MPS Stakeholder Survey Reflections – 2018-19 (one for each MPS)

**MPS STAKEHOLDER SURVEY REFLECTION PROTOCOL**

**Survey Operations:**

	Annual Stakeholder Survey ( <i>Student, Family, Staff</i> )	Student SEL Survey - Fall	Student SEL Survey - Spring
Dates:	January 20 - February 14 (2020)	October 7 - October 25 (2019)	March 9 - March 27 (2020)
Duration:	4 weeks	3 weeks	3 weeks
Leads for Survey Operations:	Student: <b>Dr. Lopez</b> Family & Staff: <b>T. Velazquez</b> (shipment, roster updates, etc.) Data Upload: <b>I. Ozkay</b>	<b>Dr. Lopez</b> Data Upload: <b>I. Ozkay</b>	<b>Dr. Lopez</b> Data Upload: <b>I. Ozkay</b>
Leads for Survey Reflections	<b>D. Yilmaz</b>	<b>Dr. Lopez</b>	<b>Dr. Lopez</b>
Accountability Portal Updates	Participation Update during the survey window: <b>T. Velazquez</b> Approval Rates, Free Responses, Reflections, and other updates to the portal: <b>D. Yilmaz</b>	Approval Rates and other updates to the portal: <b>D. Yilmaz</b> Follow-up on SEL Survey Reflections: <b>Dr. Lopez</b>	Approval Rates and other updates to the portal: <b>D. Yilmaz</b> Follow-up on SEL Survey Reflections: <b>Dr. Lopez</b>

**Survey Reflections:**

Student SEL Surveys:

Dates:	Tasks:
October 28 - November 8 (2019)	<ul style="list-style-type: none"> <li>Schools will write their Fall Student SEL Survey Reflection (Led by <b>Dr. Lopez &amp; Deans of Students</b>) and present at a Deans of Students meeting.</li> <li>Deans of Students will share findings with school staff</li> </ul>
March 30 - April 17 (2020)	<ul style="list-style-type: none"> <li>Schools will write their Spring Student SEL</li> </ul>

	<p>Survey Reflection (Led by <b>Dr. Lopez &amp; Deans of Students</b>) and present at a Deans of Students meeting.</p> <ul style="list-style-type: none"> <li>• Deans of Students will share findings with school staff</li> </ul>
--	--

Annual Stakeholder Surveys (*Student, Family, Staff*):

Dates:	Tasks:
February 24 - March 6 (2020)	<ul style="list-style-type: none"> <li>• Survey approval rates will be posted on the accountability portal (<b>D. Yilmaz</b>)</li> <li>• Evaluation points will be posted and shared with schools (<b>D. Yilmaz</b>)</li> <li>• Report will be prepared for the stakeholders committee/board (<b>D. Yilmaz</b>)</li> <li>• Free responses will be copied from Panorama to the accountability portal (<b>D. Yilmaz</b>)</li> <li>• “Stakeholder Survey Highlights” and “Stakeholder Survey Reflections” templates will be created (<b>D. Yilmaz</b>)</li> </ul>
March 9 - March 27 (2020)	<ul style="list-style-type: none"> <li>• Home Office teams will read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates (<b>Team</b>)</li> <li>• Home Office will schedule meetings with the school leadership teams to review highlights and discuss glows, grows, and next steps -- <b>Survey Discussion Meeting. (Team)</b></li> </ul>
March 30 - April 30 (2020)	<ul style="list-style-type: none"> <li>• School leadership teams will complete their “Stakeholder Survey Reflections” templates</li> <li>• School leadership teams will present their reflection and next steps to the following groups: <ul style="list-style-type: none"> <li>○ Stakeholders committee/board to inform their LCAP</li> <li>○ PTF/SSC/ELAC</li> <li>○ Staff</li> </ul> </li> </ul>

### **Survey Discussion Meeting Protocol:**

1. **Scheduling:** B. Torres will schedule a meeting with each school leadership team for 45 minutes, preferably during c-team meeting hours.
2. **Participants:** School Leadership Team, C-team, Dr. Callahan, Dr. Lopez, PACE Team, HR Team
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates.
  - a. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
  - b. Family survey: PACE team (**I. Soto/B. Olandes**)
  - c. Staff survey: HR team (**D. Hajmeirza or Designee by S. Acar**)
4. **Agenda: (45 min)**
  - a. **5 min** Review survey results (rates, highest/lowest scored topics and questions, etc.) (**D. Yilmaz**)
  - b. **7 min** Review student survey highlights (**Dr. Lopez**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - c. **7 min** Review family survey highlights (**I. Soto**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - d. **7 min** Review staff survey highlights (**D. Hajmeirza**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - e. **5 min** In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. (**A. Rubalcava/E. Acar**)
  - f. **10 min** In collaboration with the school team, discuss Next Steps based on Grows and suggestions. (**A. Rubalcava/E. Acar**)
  - g. **4 min** Closure (**A. Rubalcava/E. Acar**)
    - i. Summarize possible Next Steps; and
    - ii. Remind school leadership teams that they need to complete their “Stakeholder Survey Reflections” templates and present their reflection and next steps to the following groups:
      1. Stakeholders committee/board to inform their LCAP
      2. PTF/SSC/ELAC
      3. Staff
    - iii. Thank!
5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school’s Next Steps.

## MAGNOLIA SCIENCE ACADEMY - 1

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;

- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the [annual stakeholder experience survey results](#). Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100.0%	72.0%	100.0%
Spring 2018 Survey Participation Rates:	93.2%	100.0%	97.6%
Change since Spring 2018: <i>(percentage points)</i>	+6.8	-28.0	+2.4
Next Year Survey Participation Targets:	≥83.0%	≥83.0%	≥83.0%
<p><b>Findings:</b></p> <p>This year’s survey reflect that while student and staff participation rates have increased by 6.8% and 2.4% respectively, the family participation rate has decreased by 28.0%. In 2018, surveys were given to students to take home and an incentive of free dress was offered to students who participated in the survey; this year, surveys were mailed home and admin did not offer an incentive for returning the surveys. Additionally, we relied heavily on the on-line survey link parents were given access to. Therefore, we attribute the decrease in family participation to our changing method for delivering and incentivizing the survey.</p>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
----------------------------	---------	--------	-------



Spring 2019 Overall Satisfaction Rates:	66.0%	95.0%	81.0%
Spring 2018 Overall Satisfaction Rates:	72.0%	95.0%	89.0%
Change since Spring 2018: <i>(percentage points)</i>	-6.0	+0.0	-8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥85.0%	≥85.0%

**Findings:**

Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students report wanting to improve our school site and expand our space to include a better place to eat and a sports field. Students also report a need for more elective offerings. Additionally, staff report wanting to improve classroom space.

While teachers express the need for bigger space, more student accountability regarding behavior, a need for a gym, an increase in pay, and improvement in school culture, they acknowledge the school is heading in a great direction with the construction of the new building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having “small class size” to “administration is open to ideas and suggestions,” and identified a “feeling of community.”

Parents are happy with MSA-1’s overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with “staff,” “quality of education,” and a “small and personal” school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared “I like how it’s safe for my kids and the teacher notify us [of] our kids’ grades and behavior.”

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
-------	-------------------	--	---

Climate of Support for Academic Learning	75%	20th-39th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+ 1
Safety	66%	20th-39th percentile	+ 6
Sense of Belonging (School Connectedness)	56%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	97%	20th-39th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+ 3
Safety	87%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	97%	40th-59th percentile	+ 5

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	92%	20th-39th percentile	- 5
Knowledge and Fairness of Discipline, Rules and Norms	80%	40th-59th percentile	+ 3

Norms			
Safety	80%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	71%	40th-59th percentile	+ 5

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	66.0%	95.0%	81.0%
Spring 2018 Average Approval Rates:	62.0%	91.0%	86.0%
Change since Spring 2018: <i>(percentage points)</i>	+ 4.0	+ 4.0	- 5.0
Next Year Average Approval Targets:	≥75.0%	≥83.0%	≥83.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

- GREATEST PROGRESS:

- Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

GREATEST NEEDS:

- Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

- OPTIONAL: What was most surprising?

- NOTE: This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

Similar to last year’s survey results, this year, our surveys reflect that students, parents, and staff feel the greatest area of need is the improvement and expansion of MSA-1’s physical campus. There is “no gym or soccer field,” lack of classroom space forces “teachers to share classrooms,” and the school has needs like a “better lunch area.” Additionally, parents, students, and staff expressed the need for “improving security at our school for better protection.” In order to address these areas of needs, the school is currently working on an expansion of the facilities to include a building next door to our current site. Our new building will include a new cafeteria, gym, additional classrooms, and a green area for students to play sports. We also hired two part time campus aides to help with security and overseeing our campus safety.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

- **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

○ Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

We are extremely proud of the fact that all stakeholders value the extra support we provide our students to ensure they are receiving the best education. Based on our survey results, it is evident that students feel supported in their path to a good education. Student comments ranged from, “I like the classroom sizes and the way the teachers take the time to help their students,” to “I like that this school has tutoring for every teacher and that they actually help,” to “there are many opportunities for kids.” Similarly, parents and staff shared, “The teachers care about students and their academics,” and how “Students get a lot of individualized attention.” We will continue to support our teachers, students, and their families through outreach, personal support, and professional development for staff.

### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

○ Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based on our survey results, all stakeholders felt that we need additional space. All stakeholders expressed a need for “lunch area,” a “bigger space” and “a gym.” In order to address these concerns, we are building a new high school. The new school will include a separate gym and a green area where students can play sports. Additionally, we will have an area designated for lunch. Finally, teachers will have their own classrooms and will not have to share space with other teachers.

### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

○ Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Currently, we have no gym, which makes it difficult for teachers who teach PE, and for students who don't have the space to practice sports. Additionally, parents and students complained about the quality/variety of food choices we offer our students, and feel concerned that students have no designated cafeteria space. The new facility will help solve these concerns.

### **NEXT STEPS**

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Facility-Our new building will allow for more classroom space. Teachers will have their own classrooms and will not have to share space with other teachers.
- Quality of Food- We will have a different food vendor for next year.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This will provide more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We are hiring an additional Security guard to monitor the hallways and the outside of the school.

## MAGNOLIA SCIENCE ACADEMY - 2

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	97.0%	100%	100%
Spring 2018 Survey Participation Rates:	88.9%	100%	94.7%
Change since Spring 2018: <i>(percentage points)</i>	+8.1	0.0	+5.3
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Our Participation rates got even higher among student and staff surveys and remained high for parent stakeholders. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at 100% which is a healthy indicator of parent involvement.</p>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates (Overall Score)	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	63.0%	94.0%	73.0%
Spring 2018 Overall Satisfaction Rates:	60.0%	91.0%	73.0%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	+3.0	0.0
Next Year Overall Satisfaction Targets:	≥65.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Our greatest area of need comes from our students. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results that did not improve will also be analyzed and addressed.</p> <p>Staff satisfaction remained constant from 2018 to 2019.</p> <p>Students: What do you like best about your school?</p>			



“Safe environment”, “Friends”, “Teachers who care and help”, “Being respected”, “P.E. class”

Staff: What do you like best about your school?

“Small community where you can get to know all students and families”, “Small class size”, “Friendly welcoming environment”, “Wide variety of AP classes offered”, “Collaboration among staff”, “Friday donuts”

Families (What do you like best about your school?)

“School Size”, “School Environment”, “Communication”, “Staff”, “School Safety”

### **Average Approval Rates:**

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

### **Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	70%	20th-39th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	58%	20th-39th percentile	+6
Safety	66%	40th-59th percentile	+1
Sense of Belonging (School Connectedness)	56%	20th-39th percentile	+6

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	95%	60th-79th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+5
Safety	96%	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+3

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	85%	0th-19th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	69%	0th-19th percentile	+3
Safety	62%	20th-39th percentile	+4
Sense of Belonging (School Connectedness)	74%	40th-59th percentile	-3

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates (Overall School Experience)	Student	Family	Staff
Spring 2019 Average Approval Rates:	75.0%	93.0%	77.0%
Spring 2018 Average Approval Rates:	72.0%	91.0%	83.0%
Change since Spring 2018: (percentage points)	+ 3.0	+ 2.0	-14.0
Next Year Average Approval Targets:	≥75.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including

our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Students Survey Results** on average approval rates had modest increases from last year with an average of 1 to 7 points and no decreases within averages in topics.

**Family Survey Results** showed modest increases in all topics with the greatest increase in Knowledge and Fairness of Discipline, Rules, and Norms which went up 5 points and no decreases within averages in topics.

**Staff Survey Results** showed modest increases in averages of 3 to 4 points in two of the topics, and saw decreases in two of the topics. The greatest decrease came under Climate of Support for Academic Learning which saw a 7 point decrease

**GREATEST PROGRESS:**

Student Survey averages showed a 7 point increase in Climate of Support for Academic Learning plus a 6 point increase in Knowledge and Fairness of Discipline, Rules, and Norms, as well as a 6 point increase in Sense of Belonging (School Connectedness). These are promising results with all of the social challenges students were exposed to over the past couple years which include a suicide of one of our 12th-grade students last year as well as a 12th-grade student being shot off campus this year, both of which have had an impact on school culture.

Family Survey Results showed that 95% of our families are satisfied with MSA-2 's Climate of Support for Academic Learning, 93% approval of Knowledge and Fairness of Discipline, 96% approval of School Safety and 94% felt a Sense of Belonging and Connectedness. Family survey results showed improvement of approval in all areas.

Staff Survey Results showed that staff had a highly favorable rating of 85% for the school's "Climate of Support for Academic Learning"

**GREATEST NEEDS:**

- **Students-** 56% approval for Sense of Belonging (School Connectedness). Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2018 survey results for students.
- **Families-** The lowest approval area by families is Knowledge and Fairness of Discipline. 93% is still a high percentage, and has a five percent increase from last year.
- **Staff-** The greatest area of need stems from the 62% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2018 survey results.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following

three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

- Safe, friendly, welcoming school environment (Student, family & staff surveys )
- Teacher & staff who care and welcome students (student & family survey)
- Discipline issues are addressed (Parents)
- Collaboration among staff (staff survey)
- Communication between school and families (family survey)
- Small class & school size (student & family surveys)

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

- Food Quality (Parents and Students)
- Facilities, dining area, sharing campus with a large school, limited room and space (Student, family & staff surveys )
- Addressing and handling bullying, discipline system geared towards correcting issues/behaviors (Student, family & staff surveys )
- Student activities (extracurricular, sports, athletics) (Student & family surveys)

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

- Improve the quality of food (Student and family surveys)
- More electives, field trips, sports, skill development courses
- Modify PBIS strategies and target attendance
- Improve facilities (Parents and Staff)
- More effective communication between staff

#### **NEXT STEPS**

- Training to parents/students about bullying & mutual altercation conflict resolution (May 2019 - first training; continue 2019-20); Camera installation in classrooms (June 2019)
- Compliance CIF paperwork is completed (CIF LA Commissioner's Office) - May 2019 Meeting; CIF Sports Classes during the 7th period as elective taught by sports coaches (submit for A-G approval / PE - prior to

UC /CSU deadlines for 2019-20 AY)

- Weekly WAG with Staff Feedback to share weekly goals, expectations, and suggestion link with all staff access related to events, activities, etc.
- Monthly Attendance Mtg w/ Dr. Lopez to address SART / student issues/follow-up (2019-20)
- Athletic Facilities - Review Facility Usage Agreement w/ HOST / Patrick Ontiveros to implement “Rounds” system for 2019-20 prior to July 1, 2019, w/ BCCHS
- PBIS Tier 2 (year 1) Training / Implementation for increased interventions to support discipline & misbehavior (6 trainings w/ LACOE in 2019-20 AY)
- Tasting days with students, parents, and staff to look for different food service providers
- Different elective options for middle school and high school
- Field trips during the first half of the first semester

**2018-19 STAKEHOLDER SURVEY REFLECTIONS**

**Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

**Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

**Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	96.8%	100%	100%
Spring 2018 Survey Participation Rates:	86.3%	95%	100%
Change since Spring 2018: <i>(percentage points)</i>	+10.5	+5	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
<b>MSA 3 improved in student and family participation rates by 5% or higher.</b>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	65%	90%	85%
Spring 2018 Overall Satisfaction Rates:	66%	87%	78%
Change since Spring 2018: <i>(percentage points)</i>	-1.0	+3.0	+7
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
<b>Student decline of 1% for overall satisfaction rate.</b>			
<b>Family overall satisfaction increased to by 3%.</b>			
<b>Staff overall satisfaction increased by 7%.</b>			

**Average Approval Rates:**Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	63%	0th-19th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	53%	0th-19th percentile	- 1
Safety	58%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	47%	40th-59th percentile	- 3

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	93%	40th-59th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	88%	20th-39th percentile	- 2
Safety	92%	20th-39th percentile	+ 3
Sense of Belonging (School Connectedness)	92%	40th-59th percentile	- 3

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	90%	20th-39th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	65%	0th-19th percentile	- 2
Safety	50%	0th-19th percentile	+ 12
Sense of Belonging (School Connectedness)	67%	20th-39th percentile	- 7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	56.0%	91.0%	69.0%
Spring 2018 Average Approval Rates:	59%	91%	72%
Change since Spring 2018: (percentage points)	- 3.0	0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.



### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

The average rates of survey topics and questions is not a true reflection of all the positivity we have at MSA 3. This is an unfair assessment and sends a message that our students and staff are not approving of our school and that is not true considering the overall school experience is higher. We declined in students and staff in relation to the average approval rating. This score is in effecting our overall score in our evaluations and it's disproportionate to the work everyone invests to ensure our students are learning and safe. This score enforces the message that MSA 3 is the second to last school in MPS with the lowest survey results and it's not a holistic reflection of the entire survey communicates to home office and stakeholders. The information will be reviewed and strategies will be created to increase the average approval ratings.

#### **GREATEST PROGRESS:**

Parents maintained their average approval rating.

#### **GREATEST NEEDS:**

Students greatest area of need is a sense of belonging. We will work on ways to build more school pride; it's difficult to increase that when we are co-located and the higher teacher turnover rate. Students do not feel connected to MPS without more collaborative events for students besides the Steam Expo. We will work with staff to ensure more activities are happening so more students feel connected.

Our staff and parents main concern is the knowledge and fairness of discipline, rules and norm. We have several meetings, town halls, and provide handbooks to all stakeholders; however taking the time to review the handbook is our main goal for next year.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

- Parents: Small size, school staff, information on different events.
- Students: Specific Teachers, Student Store, Sports
- Staff: Family Environment, Small school, Teamwork

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

- Parents: Classroom Management, Communication, Lack of control, respect for teachers, Teacher retention
- Staff: Student behavior, lack of respect, student side is taken, work system to benefit, inconsistent discipline policy,

lack of accountability

- Students: Yonder Pouches, Highly Qualified Teachers, Uniforms

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

- Decrease the turnover rate of staff.
- Students learn to be more respectful to adults.
- Finding our own building/school to not have to succumb to LAUSD's unethical practices.

**NEXT STEPS**

- Present to all stakeholders-week before spring break or after spring break
- Communication-5/7/19 -Discipline data, roles and duties, more clear discipline procedures
- Communication-Admin duties, events, important announcements-Hey Faculty-printed out
- Student engagement-Student Council to give recommendations to admin biweekly-rotate, visit advisory classes once a month.
- More focus on teacher training (especially new teachers) on classroom management -We have a Vice Principal but a lot of his time is supporting discipline and Principal when she is unable to run the school because of assisting home office with numerous compliance tasks- will focus on mentor programs, divide out new teachers for support between admin, have a stronger on-boarding process. Monthly meetings with new teachers only, and classroom visitation 30, 60, 90 days. Re-analyze department chair roles.
- Climate check-monthly with surveys
- Would like home office support for academic reporting, for hiring/on-boarding, for payroll/purchasing, for prop 39/facilities and LAUSD issues so Principal and admin team can run the school.
- Less meetings off site-this disrupts the culture of the campus.
- We will not have enough classrooms for the 500 students for the enrollment projection-need home office support to find a facility or adjust the budget so the students and teachers can focus on academics.

## MAGNOLIA SCIENCE ACADEMY - 4

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	80.7%	15.7%	78.9%
Spring 2018 Survey Participation Rates:	97.8%	37.7%	100%
Change since Spring 2018: <i>(percentage points)</i>	-17.1	-22	-21.1
Next Year Survey Participation Targets:	≥90.0%	≥40.0%	≥90.0%
<b>Findings:</b>			
Our participation rates declined overall.			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students/parents/educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	64%	100%	87%
Spring 2018 Overall Satisfaction Rates:	78%	98%	89%
Change since Spring 2018: <i>(percentage points)</i>	-14.0	+2.0	-2.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
Our students showed a decrease in our overall satisfaction rate. Many students are displeased with the level of disrespect shown and the consequences. Students also do not like our food and uniform. However, the students report that they are supported.			
While this is a small sampling, the satisfaction rate for families increased to 100%.			
There was a slight decline in teacher satisfaction rate. The common thread in what was liked least is our students’ behavior and lack of respect. However, they still like the family feel and they are committed to our students’ success.			

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	69%	20th-39th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	51%	0 - 19th percentile	-17
Safety	63%	20th-39th percentile	-4
Sense of Belonging (School Connectedness)	51%	0 - 19th percentile	-1 0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	94%	60-79th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	100%	80- 99th percentile	+8
Safety	94%	60th-79th percentile	+6
Sense of Belonging (School Connectedness)	93%	40th-59th percentile	+6

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	89%	20th-39th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	66%	0 - 19th percentile	-13
Safety	57%	20th-39th percentile	-1 0
Sense of Belonging (School Connectedness)	69%	0 - 19th percentile	- 9

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions

with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	58.0%	94.0%	71.0%
Spring 2018 Average Approval Rates:	65.0%	98.0%	80.0%
Change since Spring 2018: <i>(percentage points)</i>	-7.0	-4.0	- 9.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

MSA 4 has realized a decrease in the area of our overall approval rating with all of stakeholder groups.

**GREATEST PROGRESS:**

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases. According to Rita Pierson, “Children will not learn from you if they do not like you.”

**GREATEST NEEDS:**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to ensure that rules are followed and applied with equity.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilittate a better sense of belonging for all. When there are connections, learning increases.

According to Rita Pierson, “Children will not learn from you if they do not like you.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to assist with discipline and ensure that rules are followed and applied with equity.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?  
(SUGGESTIONS)**

The common thread is that each stakeholder group asks that we be more strict with the students.

**NEXT STEPS**

MSA 4 has recently added a dean and divided the roles between the DoS and the DoA. While our new dean is charged with student behaviors, our admin team works collaboratively to support our students as they grow in learning how to comport themselves appropriately.





## MAGNOLIA SCIENCE ACADEMY - 5

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the [annual stakeholder experience survey results](#). Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.6%	102.3%	100%
Spring 2018 Survey Participation Rates:	96.7%	96.2%	100%
Change since Spring 2018: <i>(percentage points)</i>	+2.9	+6.1	0
Next Year Survey Participation Targets:	≥97.0%	≥95.0%	≥100.0%

**Findings:**

We had a successful participation rate for the 2017-18 school year and were able to continue that trend with positive growth with stakeholder and student participating percents and maintained at 100% with staff. We implemented the same strategies as last year by creating many opportunities for everyone to participate.

For our students and staff, they all were able to participate by doing their surveys online. We arranged for students to take the surveys during SSR/Advisory and for those that were absent we created an individual time for them to take the survey in the main office during the survey window. We also allotted time during our Tuesday staff meeting for all staff to take the survey and for those that missed we followed up with them on an individual basis.

For our stakeholders, the paper was a much more successful way to get stakeholders to participate. We encouraged all students to get their parent/guardians to take the survey either online or by paper. Most chose to do them by paper form as we only had 9 online submissions and the rest were via paper.

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students/parents/educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	87.0%	97.0%	100.0%
Spring 2018 Overall Satisfaction Rates:	78.0%	98.0%	100.0%

Change since Spring 2018: <i>(percentage points)</i>	+9.0	-1.0	+0.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%
<p><b>Findings:</b></p> <p>In regards to our overall satisfaction, we are happy to see such positive growth with our students, going from 78% to 87%. Also, that family and staff maintained a high satisfaction rate with the families only decreasing by 1% from 98% to 97% and staff stayed at 100%</p>			

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	81%	80th-99th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	74%	80th-99th percentile	+6
Safety	65%	20th-39th percentile	+7
Sense of Belonging (School Connectedness)	66%	60th-79th percentile	+6

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	97%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-4
Safety	96%	80th-99th percentile	+ 3
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	- 2

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	-1
Safety	83%	40th-59th percentile	+ 13
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	- 8

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	72.0%	96.0%	93.0%
Spring 2018 Average Approval Rates:	64.0%	97.0%	93.0%
Change since Spring 2018: (percentage points)	+ 8.0	- 1.0	0.0
Next Year Average Approval Targets:	≥65.0%	≥90.0%	≥90.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

We were excited to see an 8% growth with our students and their average approval rate, going from 65% to 72%. For our families approval rate dropped 1% from 97% to 96%, we are still content with having a high approval rating. Finally, our staff maintained at 93% which we hope to grow on next year.

**GREATEST PROGRESS:**

For our students, there was promising growth across the board. Out of the four topics, two went up 7% and two went up 6%, which helped our overall approval. For the staff and families they both showed their greatest increase

in safety. For our staff's safety topic, it improved by 13% (70% to 83%) and our families went up 3% (93% to 96%).

We are most proud of our student's results. Their results are great to see such promising growth, which lets us know what we are doing is working and for the most part, they are happy. We plan on to continue to support all our stakeholders and use their feedback to move ahead to improve our site.

**GREATEST NEEDS:**

Even though the Safety topic had growth with all three groups, it is still an area that we need to continue to address and find better solutions. For instance, over 50% of students said they had been made fun of because of their looks or the way they talk or 49% had mean rumors or lies spread about them. Also, 41% of our students disagree that the teachers at MSA-5 treat them fairly.

The MSA-5 team plans on working with all our stakeholders to address not only these numbers but all the data by starting with dissecting the data and getting feedback from the stakeholders. From there, we will create a plan to implement with everyone to better support all of those involved with MSA-5

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

The Glows that showed in the free-response questions were very pleasant to read and rewarding to the MSA-5 staff. Seeing that our students identify the hard work the teachers put forth for the students and that the staff cares about them and their futures. Also, that many students are establishing friendships with their peers is a positive as it helps create a welcoming environment for the student and a place they enjoy spending time to learn.

For our families, their responses were just as rewarding as the students. Parents acknowledging the quality of education, the small class sizes, and respect and discipline of the staff let us know they are comfortable with their child being supported by the school site.

The staff was great to see as well as they shared that they feel supported and that we are listening to their ideas. The staff is an instrumental part of the makeup of the school and is who spend the most time with the students, so

it is important to see that they have positive feedback about the school.

We plan on continuing to find better ways to connect with all stakeholders to hear their feedback and have them continue to be involved with their school so that it will continue to improve.

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

The areas for improvement that emerged from the surveys were that all stakeholders commonly stated that they would like more space, extracurriculars, and classes. These areas are something that we will continue to develop and work on as we grow to a full 6th-12th grade school.

For individual groups and their areas of improvement that were not consistent with each other, the students like the least that they do not have lockers or the quality of their food. The families would like better quality of food as well and an earlier drop off time. Finally the staff, they would like an improvement with Co-location issues (i.e. parking) and limitations due to school size.

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

Again, space was a common response from all three groups, as well as courses being offered from two of the groups. Some individual responses from students for improvement were, improve the amount of disrespect from students towards staff and disrespect/sarcasm from the teachers. For the families, they would like to see an improvement of safety with the surrounding community and the staff would like to see better parking for staff.

#### **NEXT STEPS**

The school is planning on offering more electives that are STEAM related for both middle and high school that will engage the students. MSA-5 already has applied for a music program called, Jazz Empowers, to implement for middle school and is budgeting for a computer teacher to offer a variety of computer-based classes (i.e. Digital Arts/Computer Programming/Coding) . In addition, lessons and activities focusing on anti-bullying, respectfulness and sarcasm will be implemented.

In order to increase the sense of belonging, MSA5 will communicate the safety of community (park and co-located) actively with the co-locating school and law enforcement, organize more field Trips, establish the HOWL (Honesty, Ownership, Willingness , Leadership) culture, utilize more variety of school uniforms (LOBO Swag) and conduct assemblies for culture

Also, the school along with the home office is working on obtaining a fair share of facility space with its co-located site and the district.

## MAGNOLIA SCIENCE ACADEMY - 6

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100	86.8	100
Spring 2018 Survey Participation Rates:	99.4	84.2	100
Change since Spring 2018: <i>(percentage points)</i>	+1.6	+2.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Talk about your participation rates here: any change from last year, what helped to improve response rates, do you have a higher response rate through email or paper, etc.</p> <p>From last spring to this year, 2019, we have seen an increase in student participation rate in our survey. Our survey participation rate for families show that we increased by two points and that our staff survey is a 100 percent last year and this year. We are fortunate that we are a smaller school and that we can follow up with our staff, families, and students to complete the surveys.</p>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	78	100	93
Spring 2018 Overall Satisfaction Rates:	77	96	100
Change since Spring 2018: <i>(percentage points)</i>	+1	+4	-7.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-response that show how happy your stakeholders are?</p>			



From the student and family surveys, the responses that were positive and more frequent than others were;

It's small and everybody knows each other

Rewards for positive points

teachers are nice and helpful

Vending machines

Tasteful uniforms.

Rules and discipline

Family-like

Good communication

Caring teachers

Support from other staff and admin

The safe, small, positive learning environment

Respectable and cooperative staff members

One of the areas that we dropped in was the safety of the school from teachers and staff members. From teachers and staff members survey, the harassment, lack of respect by students, and disruptive students has increased from last year.

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	78	60-79th percentile	+ 8
Knowledge and Fairness of Discipline, Rules and Norms	66	40th-59th percentile	+6
Safety	71	60-79th percentile	5
Sense of Belonging (School Connectedness)	63%	60-79th percentile	- 10

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	99	80th - 99th percentile	+3
Safety	98	80th - 99th percentile	+2
Sense of Belonging (School Connectedness)	100	80-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	100	80th - 99th percentile	+4
Safety	79	40th-59th percentile	-6
Sense of Belonging (School Connectedness)	90	80-99th percentile	-7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	70.0%	99.0%	94.0%
Spring 2018 Average Approval Rates:	62.0%	97.0%	95.0%
Change since Spring 2018: (percentage points)	+ 8.0	+ 2.0	- 1.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

## **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

The approval rates for the family and students have increased by a few points. However, for our staff overall approval rate, it dropped by one percent. One of the reasons why we dropped may be from students who give teachers a difficult time. The teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the teacher did not feel that they felt that they belonged to our school.

#### **GREATEST PROGRESS:**

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

From the student surveys, the top two increases were in safety/sense of belonging. According to the survey, there was a 15% increase for feeling safe at our school and a 14% increase for feeling like they are a part of the school. We hope that we can create a safe, learning environment for our school and that we are able to get closer to 100%.

#### **GREATEST NEEDS:**

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all student" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

**OPTIONAL:** What was most surprising?

**NOTE:** This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

From the staff survey, the two areas that we dropped in was in the categories, sense of belonging and safety. As mentioned before, the teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the one staff member did not feel that they felt that they belonged to our

school. This dropped our overall school experience by 7%.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Small school and class size with a family atmosphere
- Caring and approachable teachers and admin
- Personalized instruction
- Welcoming and safe learning environment
- Consistency in administration and office staff
- We will do our best to hold onto good teachers and to create a stronger staff/bond with one another

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Facilities (bathrooms, remodeling, lockers, etc.)
- Extracurriculars (sports, art, music, etc.)
- Student discipline
- Extended after school option till 6 pm
- Food
- We will need to budget very carefully in order to make improvements on the grows.

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?**

## **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Our school may want to focus on building better relationships with our families by having more family type of events. This would help encourage parents to be a part of the school, which we are currently lacking. We would like for our parents to become more involved in all aspects of the school in order to become a complete school. Currently, our PTF participation is low and our parent involvement seems to be at an all-time low as well. We need to create programs to help motivate and incentive parents to come to our school and be a part of our school, making it “our” school.

## **NEXT STEPS**

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Utilizing Prop.39 funds and following up with Patrick and following up with the landlord to renovate the facilities
- Having more extracurricular clubs and activities (art contest, talent show, games with other schools)
- Training new teachers during summer in-service and following up with class observations
- We can apply for ASES grant and mention about our students with learning disabilities population.
- Having various companies as vendors for next year and having students decide for the company

## MAGNOLIA SCIENCE ACADEMY - 7

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Spring 2018 Survey Participation Rates:	98.7%	98.3%	90%
Change since Spring 2018: <i>(percentage points)</i>	+0.4	-15.3	+10
Next Year Survey Participation Targets:	≥95.0%	≥85.0%	≥95.0%

**Findings:**

Other than Family surveys there is a an increase in the survey participation. We believe that the technical issues caused higher participation rate in 2018. Still our goal is having participation rate more than 85% for the following years.

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Spring 2018 Overall Satisfaction Rates:	86%	99%	86%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-1.0	+9.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥90.0%

**Findings:**There is a slightly decrease in parent overall satisfaction and there are increases in all other areas. Some of the free responses as:

Students:

What I like best about this school is if you don't understand **stuff** , the **teachers** help you learn it and you get better at it. The **teachers** also are very caring to all of us.

Family:

(+) Being a **small school** , I like strong connection between, **staff** , **students** and **parents** .

(-) I don't like that there is **sand** in the school playgrounds

Staff:

(+) Parent involvement and support to the staff professionalizing.

The collaborative feel between teaching staff and admin

(-) Our facilities, because they are run down and we only have easy access to one adult bathroom.

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	82%	20th-39th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	77%	20th-39th percentile	+3
Safety	65%	60th-79th percentile	+3
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	+2

#### Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98 %	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98 %	80th-99th percentile	+1
Safety	98 %	80th-99th percentile	0
Sense of Belonging (School Connectedness)	98 %	80th-99th percentile	0



**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100%	80th-99th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+1
Safety	94%	80th-99th percentile	+8
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	-2

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	75%	98 %	95 %
Spring 2018 Average Approval Rates:	69%	98 %	92 %
Change since Spring 2018: (percentage points)	+ 6	0	+3.0
Next Year Average Approval Targets:	≥80 %	≥95.0 %	≥95 %

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p> <p>GREATEST PROGRESS:</p> <p>Student needs addressed more with additional support programs. Staff and Parent overall approval is within the high percentile. Art and STEM collaboration is built in 2018-2019 school year.</p> <p>GREATEST NEEDS:</p> <p>Facility improvement (sand, IT, etc.)</p> <p>Bathroom and cafeteria</p>
---

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Small community school and class size

Stakeholders feel welcomed and supported; there is collaboration among stakeholders

Strong, consistent teaching staff

High quality education

After school programs

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Facility improvement (sand, IT, etc.)

Bathroom and cafeteria

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

- 1) The principal will create a plan and work with the Home Office on improvement of the facilities by the end of June.
- 2) IT issues will be addressed during spring break.
- 3) Trainings for staff and assemblies for students on PBIS during summer in-service
- 4) Plan for a music program this summer; explore fundraising options in August
- 5) Work with the community to increase safety around the campus; communicate safety rules (driving, signs, etc.) with stakeholders

**NEXT STEPS**

All suggestions are taken into consideration. IT issues(2) have been addressed during the Spring Break 2019. All switches have been modernized, fiber cabling has been done between the buildings, all rooms have better wireless access points. The total cost was \$30K. There will be E-Rate reimbursement. With it we are planning to improve all teacher, office and admin computer desktops. The playground and restroom improvements will be done in June 2019. Site visits are continuing with the constructing companies. Number (3), (4),(5) are on the agenda.

Additionally, we are planning to have more and concentrated parent workshops to have adequate parental support for our students during the 2018-2019 school year.

## MAGNOLIA SCIENCE ACADEMY - BELL

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100%	95.4%	100%
Spring 2018 Survey Participation Rates:	100%	100%	100%
Change since Spring 2018: <i>(percentage points)</i>	0	-4.6	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

**Findings:**

The participation rate was very similar to the prior year. The difference comes in family participation. The high participation rate is sustained through student incentive and utilizing advisory courses to complete the survey. Family surveys can be a challenge for tracking due to paper-based surveys and online surveys. Although small chance, there is a possibility that families that have completed both paper and online. The online survey is a convenience for families, but only a small percentage are able to access online. As a school, we will need to continue using paper-based as it is most convenient for our families.

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	71%	94%	86%
Spring 2018 Overall Satisfaction Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥90.0%	≥85.0%

**Findings:**

The stakeholder survey has shown growth and continual high marks from all 3 stakeholders. Through a thorough review of the survey responses, a theme that will need further attention is student interaction with staff and one another. This will be a focus as we enter into the 2019-20 school year. Safety and learning experience is recognized

by all stakeholders as an area of strength. This is maintained by the staff through the constant attention and care that is afforded to every child. Safety continues to be a priority because it is important to maintain an environment that is conducive for learning.

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	79%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	69%	60th-79th percentile	-3
Safety	70%	60th-79th percentile	+7
Sense of Belonging (School Connectedness)	67%	60th-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-1
Safety	95%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	+6

Knowledge and Fairness of Discipline, Rules and Norms	86%	40th-59th percentile	+9
Safety	71%	20th-39th percentile	-1
Sense of Belonging (School Connectedness)	85%	60th-79th percentile	+13

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	71%	94%	86%
Spring 2018 Average Approval Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Average Approval Targets:	≥80.0%	≥90.0%	≥85.0%

### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

#### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

The following has been identified as strength from our students:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Safety is the greatest area of growth
3. All topics are higher in comparison to MPS

Most students do identify friendship as an important aspect of the learning community. Although, relationships are essential especially within the learning community in the middle school age group. This can diminish the academic priorities of our school mission and vision to prepare students to be college and career ready. Emphasizing education and the importance of developing the skills to be competitive in academia will be a continual focus for the 2019-20 school year.

The following has been identified as strength from our families:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Strong learning climate that welcomes students and families

3. Strong school structure (discipline)

As a school, our goal is to continually meet the target goals in this area. Safety is a major priority for our families. Safety through maintaining constant supervision and ensuring the socioemotional development our children has been essential for creating a welcoming environment and learning experience for all stakeholders.

The following has been identified as strength from our staff:

1. Overall School Experience at 95%, higher than the MPS average
2. Climate for learning and Sense of Belonging is within the 80th-99th percentile in comparison with CORE District datasets
3. The staff has a supportive climate that encourages creativity

MSA Bell has a difficult environment, the administration is aware of the challenges and dedicates time and effort to ensure that the staff is provided supports necessary to be successful in their duties. Collectively, work is being done on trauma-informed instruction and creation of more consistent instructional systems across grade levels to ensure the learning experience for all stakeholders continues to be a positive one.

**GREATEST PROGRESS:**

1. Students - Safety 7 percentile point increase and ranks in the 60th-79th percentile compared to others in the CORE District dataset
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

**GREATEST NEEDS:**

1. Students - Sense of Belonging/Connectedness is the least favorable at 67% ( 60th-79th percentile compared to others in the CORE District dataset)
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school?



What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Upon analysis of the stakeholder responses, the following was collected as 'glows' for our learning community:

1. Students - Friendships; Caring Teachers; Sports Teams and Facilities; Muffins
2. Families - Staff members attentive to the needs of students; High-quality academic education; School Discipline Structure and Culture of the school; and Communication through various forms
3. Teachers & Staff - Support from administration team; Academic freedom; and Welcoming environment that feels like home

Creating a safe environment that is essential for a positive learning experience to close the achievement gap and it is the main focus of all stakeholders. The main and continuous focus is centered on teacher development and empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready.

Although student friendships are essential in creating a welcoming environment and a sense of belongingness, it is essential to ensure that the friendships do not supersede the importance of creating a learning environment that will close the achievement gap and create a learning experience that increases college and career readiness.

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Upon analysis of the stakeholder responses, the following was collected as 'grows' for our learning community:

1. Students - Student disruption; Teacher quality; Summit Learning; Uniform
2. Families - Cafeteria food; Uniform; School traffic; Co-Location; Student behavior
3. Teachers & Staff - Student disruption and discipline; High turnover rate; School Activities; Substitutes

Disruption of student learning by other students is the main theme identified by all stakeholders. Creating a collective narrative of the mission and vision of the school is essential and provided. The challenge is not every stakeholder is accepting of the expectations. The future engagement and articulation of the mission and vision of our learning community will be an area of focus into the upcoming school year. Professional development in the area of high engaging lessons and creation of behavioral expectation matrices is anticipated to assist in the learning experience for all stakeholders.

Other items such as Summit Learning Platform, homework, and uniform are areas of accountability that often do not settle well with students. Some of the future initiatives are to empower families to understand the importance of these tools in the goal to make our student college and career ready. Other priorities include developing advance

pathways for students to expand the learning experience beyond Advance Math Pathway (AMP), as well as redefining the intervention courses and pathway to utilizing the access of information that is made readily available for all stakeholders.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS, NEXT STEPS)**

Suggestions and further development are listed within this document, below are quick highlights:

1. Redesigning advisory courses to best serve student groups
2. Continual development in utilizing data to inform instruction
3. Redesign lesson plans and curriculum maps to embrace areas of opportunities and project-based learning
4. Design of schoolwide and grade level behavior expectation matrices
5. Professional Development for families in personalized learning and the learning platform

## MAGNOLIA SCIENCE ACADEMY - SANTA ANA

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	93.0%	62.1%	96.3%
Spring 2018 Survey Participation Rates:	88.5%	74.5%	91.4%
Change since Spring 2018: <i>(percentage points)</i>	+4.5	-12.4	+4.9
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
<p><b>Findings:</b></p> <p>In the student and staff participation rates, we see an significant increase (4.5 and 4.9)</p>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	59%	89%	75%
Spring 2018 Overall Satisfaction Rates:	61%	88%	51%
Change since Spring 2018: <i>(percentage points)</i>	-2%	+1.0	+24
Next Year Overall Satisfaction Targets:	≥70.0%	≥80.0%	≥78%
<p><b>Findings:</b></p> <p>Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-responses that show how happy your stakeholders are?</p>			

**Average Approval Rates:**Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	66%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	56%	40th-59th percentile	- 2
Safety	60%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	52%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	57%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	58%	40th-59th percentile	- 2
Safety	69%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	67%	40th-59th percentile	- 3

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	86%	0-19th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	69%	0-19th percentile	+9
Safety	57%	0-19th percentile	+3
Sense of Belonging (School Connectedness)	75%	20th-39th percentile	+14

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	59%	97.0%	93.0%
Spring 2018 Average Approval Rates:	61%	95.0%	95.0%
Change since Spring 2018: <i>(percentage points)</i>	-2.0	+ 2.0	- 2.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

**GREATEST PROGRESS:**

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

Students: Students love the teachers the most. They also love the new gym and playground, and feel this is a safe environment for them to spend their day.

Family: The family surveys reflect they love the teachers the most. The safe environment, small class sizes, and communication home are very important to them too.

Staff: The staff feels the admin is more transparent this year, there are a lot more opportunities for dialogue and their feedback and the admin actually does what they say they are going to do. They are happier with the amount of communication, and they feel more supported this year.

**GREATEST NEEDS:**

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e.,

are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

**Students:** The students do not like the fact that we don't have sports and grass. The food is another area of need and the students are very unsatisfied.

**Family:** Parking and the lack of a street sign is the number one thing that parents are dissatisfied with. They hate the lack of parking spaces and the fact that it takes 40 minutes to pick up their children after school. Another thing they are unhappy with is the teacher turnover and the amount of subs that are in the classroom.

**Staff:** Lack of discipline and consequences is the greatest need to the teachers. They also feel that staying until 4:00pm every day is not necessary unless they have a club or tutoring.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

**Students:** Teachers, safe environment, friends, small classroom, gym, college opportunities, good education, ASB, paraprofessionals, playground, clubs, chromebooks, activities, field trips

**Family:** Teachers, staff, small class size, communication, activities, gym, parent training, K-12 school, summer school, after school programs, resources, clubs and tutoring,

**Staff:** Administrators, colleagues, students, teamwork, family, facility, gym, collaboration,

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student,

family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

**Students:** Food, no grass, no sports, uniforms, substitutes, disrespectful middle schoolers, lack of discipline, no sports equipment,

**Family:** Lack of parking, food, teacher turnover, communication, substitute teachers, supervision, lack of activities, dress code/uniform, afternoon pick up, discipline, no sports, no music electives, location,

**Staff:** Lack of discipline, lack of consequences, parking, lack of supplies, staying until 4:00, pay, no field,

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

**Students:**Grass field(soccer),Lunch,better substitute,Parking Spaces,Swing,more play equipments,More fun field trips,using phones at Lunch(HS),Sports,More electives,

**Family:**Parking,No block schedule,More volunteers/students for morning drop off,Sports,More Supervision,More Discipline,More HW and Projects,Better communication,Street school signs

**Staff:**Supervision & Discipline system,Enforce rules,Positive reinforcement,School Cultures,raise,Guest Speakers

**NEXT STEPS**

- By August teacher inservice, we will conduct PD on discipline policy and procedures with all supervision staff and teachers.
- Starting 2019-20 school year, veteran/mentor teachers will support first and second year teachers on a weekly basis.
- All admin, office, and staff members will be on the same page and communicate with all stakeholders using all platforms of communication.
- Pay raise, more roundtable discussions, and teacher involvement in school decisions & planning
- Dashboard placards and other measures to ease after school flow of traffic.



## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### **Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

### **Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-San Diego conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 **3** 4 5

**Health Education Content Standards**

1 2 **3** 4 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS and Personalized PD..



## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

---

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC meetings, coffee with the principal meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

4

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also based student specific feedback and resources given to parents during home visits, student lead conferences and parent conferences.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings MTSS meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review school's draft budget, MTSS plan, LCAP, WASC , Health and Wellness plan .safety plan and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

### Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-San Diego conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.



In 2018-19, 89.2 % of our students participated in the survey and their responses provided an average approval rating of 53% on the eight topics of the survey., with a rating of 54% on Topic 3 (Safety) and a rating of 47% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating and sense of belonging rate for students decreased compared to last year. Based on the free responses the main reason for the decrease is the temporary behavior point system .One of our goals for our students is to provide a learning environment where student learn skills to become independent learners. Based on student survey results the highest approval rates are “overall school experience ” and “Climate of Support for Academic Learning”. These results attest that we are on the right path.

MSA-San Diego also analyzes open-ended questions to further understand our students’ perceptions and strives to improve their perceptions of school safety and connectedness.Based on the student feedback we started piloting a new MTSS alligned positive behavior point system with rewards.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**            Not Met            Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-San Diego uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses.

MSA-San Diego uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### **Self-Reflection Tool for Priority 7: Access to a Broad Course of Study**

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### **Approach for Self-Reflection Tool to Use as Evidence**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We offer honors math classes in each grade level to meet the needs of high achieving students. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.

Text limit is 1500 characters

MSA-San Diego provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.