Board Agenda Item #	IV A- Discussion Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Proposed Board Recommendation

N/A

Background

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. As explained in detail in the reports, MPS uses the CORE Districts survey instrument with questions on four 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)

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?

Please see the attached reports on MPS' 2019-20 stakeholder survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys and school employee evaluation scores based on the surveys.

Responses to the open-ended questions are not included in this report due to confidentiality. However, school leadership teams and the Home Office teams (academics, accountability, HR) 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 Home Office teams review the findings with each school leadership team. 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 is also 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 are typically expected to complete their reflections in March, present it to the stakeholders committee around March/April, and eventually share it with the board in April. The feedback collection, reflection, and planning of next steps are all an integral part of our LCAP development process. Please find attached each school's stakeholder survey reflections page that will inform the LCAP.

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):

- Report on 2019-20 MPS Stakeholder Survey Results
- Panorama 2019-20 MPS Average Approval Rates by Question *(Student, Family, Staff)*
- Panorama 2019-20 MPS Detailed Survey Reports *(Student, Family, Staff)*
- MPS 2019-20 Stakeholder Survey Reflections *(one from each school)*

MAGNOLIA PUBLIC SCHOOLS

Report on Magnolia Public Schools' (MPS) 2019-20 Stakeholder Survey Results

April 2020

Prepared by the
MPS Home Office
Accountability Department

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Preface

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve stakeholders' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our stakeholders' school experience.

Magnolia Public Schools (MPS) 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 an online platform to provide students, parents, 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. MPS believes that students, parents, and staff have an essential role to play in informing school climate and effectiveness: this feedback instrument provides our employees with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Which Survey Tool Does MPS Use? What Do the Questions Look like?

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 four topics for students, 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?

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks students about the support they get.

How strongly do you agree or disagree with the following items?

- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
- This school promotes academic success for all students.
- This school is a supportive and inviting place for students to learn.
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- I feel safe in my school.
- Adults at this school treat all students with respect.

Overall School Experience:

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

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks parents about their experience.

How strongly do you agree or disagree with the following statements about your experience with this school this year?

- This school provides high quality instruction to my child.
- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.

Overall School Experience:

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

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the support they get from other adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks staff about their experience.

Please rate how strongly you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for students to learn.
- This school promotes academic success for all students.
- This school emphasizes helping students academically when they need it.
- …

Please respond to the following questions about the adults in this school.

- How many adults at this school have close professional relationships with one another?
- How many adults at this school support and treat each other with respect?
- How many adults at this school feel a responsibility to improve this school?

For the following questions, please indicate how much you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

Overall School Experience:

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

Is the Student Survey a Social Emotional Learning (SEL) Survey?

As described in the section above, the annual stakeholder survey includes questions about students' experience in four topics: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging (School Connectedness). While students' social-emotional competencies may impact student response to the questions in those topics, the primary intent of the survey is to learn about students' experience with different aspects of the school and the support they get from adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. 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:

Topic 5:	Growth Mindset
Topic 6:	Self-Efficacy
Topic 7:	Self-Management
Topic 8:	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 report is about the annual stakeholder experience survey results and our reflections on it. Schools write their reflections on the student SEL surveys at a separate time in fall and spring.

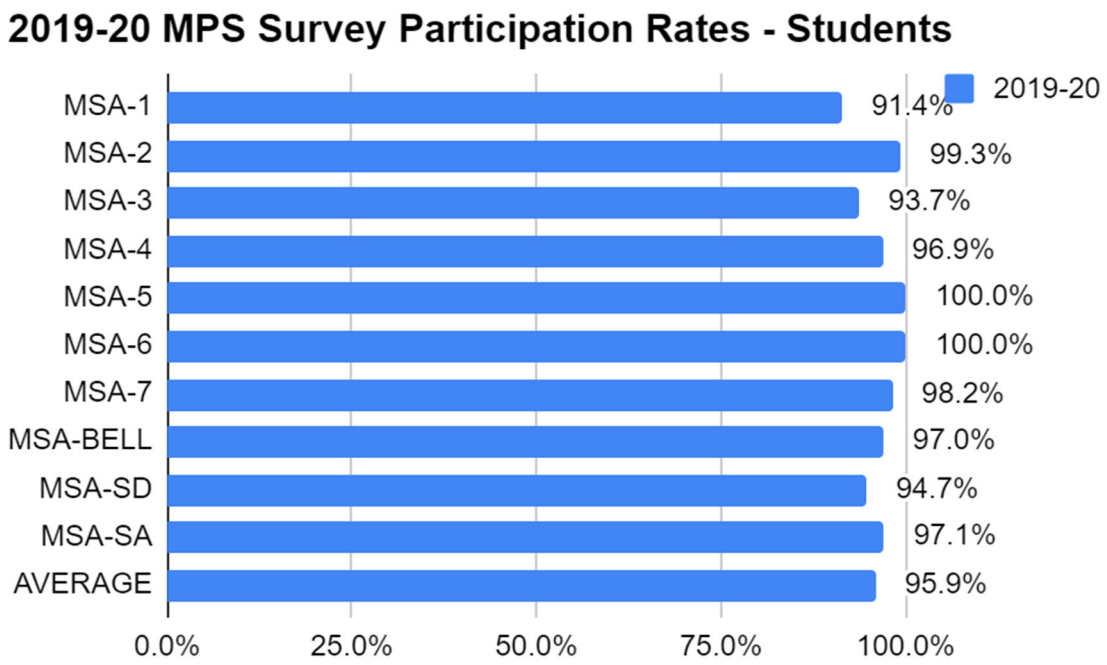
What Are the Participation Rates on the Surveys?

Current Year Survey Participation Rates

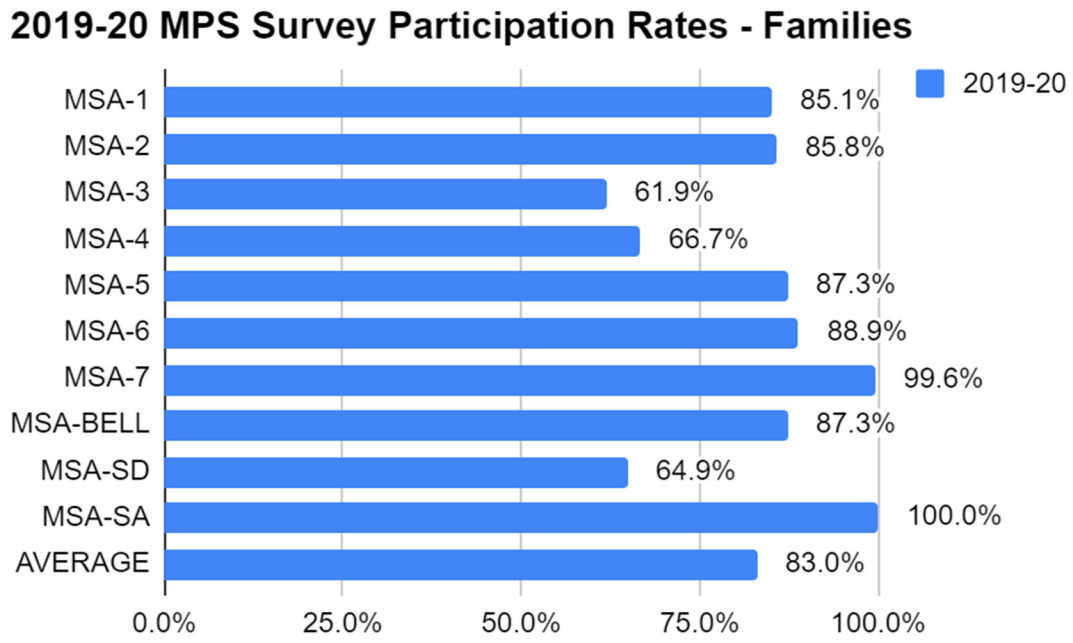
In 2019-20, MPS had an average stakeholder participation rate of **95.9%** for students, **83.0%** for families, and **98.1%** for staff. (Last year the participation rates were 96.1%, 80.3%, and 98.1% respectively.)

2019-20 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	91.4%	593	649	85.1%	513	603	98.1%	53	54
MSA-2	99.3%	426	429	85.8%	319	372	100.0%	**40**	**40**
MSA-3	93.7%	461	492	61.9%	247	399	97.8%	44	45
MSA-4	96.9%	126	130	66.7%	72	108	100.0%	**17**	**17**
MSA-5	100.0%	272	272	87.3%	206	236	100.0%	**24**	**24**
MSA-6	100.0%	132	132	88.9%	112	126	100.0%	**13**	**13**
MSA-7	98.2%	109	111	99.6%	238	239	90.3%	28	31
MSA-BELL	97.0%	456	470	87.3%	384	440	100.0%	**43**	**43**
MSA-SD	94.7%	413	436	64.9%	262	404	96.9%	31	32
MSA-SA	97.1%	409	421	100.0%	456	456	98.5%	64	65
AVERAGE	**95.9%**	3,397	3,542	**83.0%**	2,809	3,383	**98.1%**	357	364

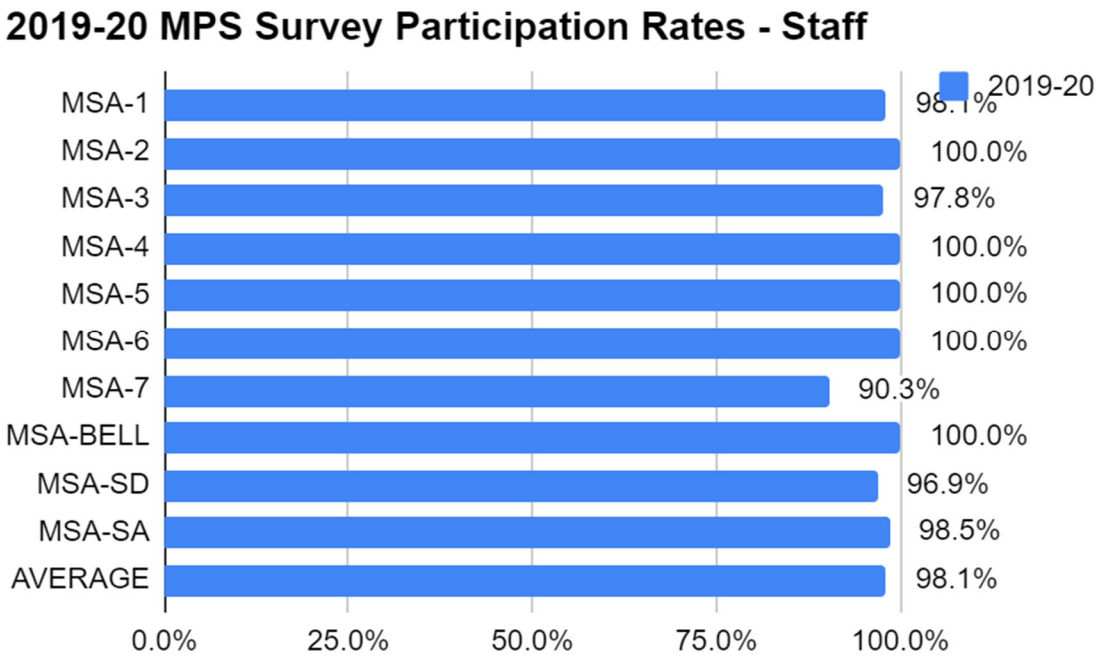
Students



Families



Staff



Changes in Survey Participation Rates From Prior Year

The following table shows a comparison of the current and prior year survey participation rates. Most schools experienced an increase in their survey participation rates. Each school sets an expected participation rate in their LCAP as a target. The table below also shows that the majority of our schools met their LCAP survey participation targets.

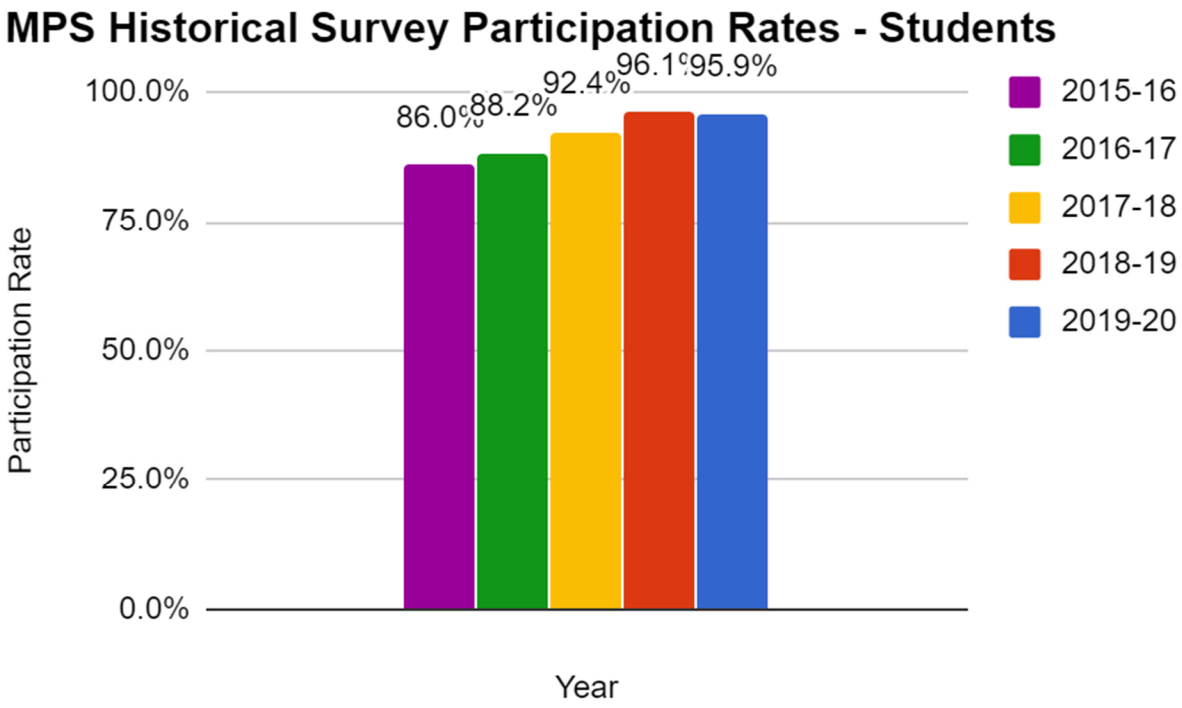
Survey Participation Rates: 2019-20 vs. 2018-19															
	Students					Families					Staff				
	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?
MSA-1	100.0%	**91.4%**	-8.6%	90.0%	Yes	72.3%	**85.1%**	12.8%	95.0%	No	100.0%	**98.1%**	-1.9%	85.0%	Yes
MSA-2	97.0%	**99.3%**	2.3%	85.0%	Yes	103.4%	**85.8%**	-17.7%	85.0%	Yes	100.0%	**100.0%**	0.0%	85.0%	Yes
MSA-3	96.8%	**93.7%**	-3.1%	85.0%	Yes	100.0%	**61.9%**	-38.1%	85.0%	No	100.0%	**97.8%**	-2.2%	85.0%	Yes
MSA-4	80.7%	**96.9%**	16.2%	81.0%	Yes	18.1%	**66.7%**	48.5%	20.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-5	99.6%	**100.0%**	0.4%	98.0%	Yes	102.3%	**87.3%**	-15.0%	97.0%	No	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-6	100.0%	**100.0%**	0.0%	98.0%	Yes	86.8%	**88.9%**	2.1%	70.0%	Yes	100.0%	**100.0%**	0.0%	95.0%	Yes
MSA-7	99.1%	**98.2%**	-0.9%	98.0%	Yes	83.3%	**99.6%**	16.3%	90.0%	Yes	100.0%	**90.3%**	-9.7%	90.0%	Yes
MSA-BELL	100.0%	**97.0%**	-3.0%	90.0%	Yes	95.4%	**87.3%**	-8.1%	90.0%	No	100.0%	**100.0%**	0.0%	90.0%	Yes
MSA-SD	89.2%	**94.7%**	5.5%	85.0%	Yes	55.4%	**64.9%**	9.4%	55.0%	Yes	88.2%	**96.9%**	8.6%	85.0%	Yes
MSA-SA	93.6%	**97.1%**	3.5%	93.6%	Yes	62.1%	**100.0%**	37.9%	62.1%	Yes	96.3%	**98.5%**	2.2%	96.3%	Yes
AVERAGE	96.1%	**95.9%**	**-0.2%**			80.3%	**83.0%**	**2.8%**			98.1%	**98.1%**	**0.0%**		

Historical Survey Participation Rates

Considering the last five years, MPS has an upward trend in survey participation. The following tables and figures show the survey participation rates by students, families, and staff over the years.

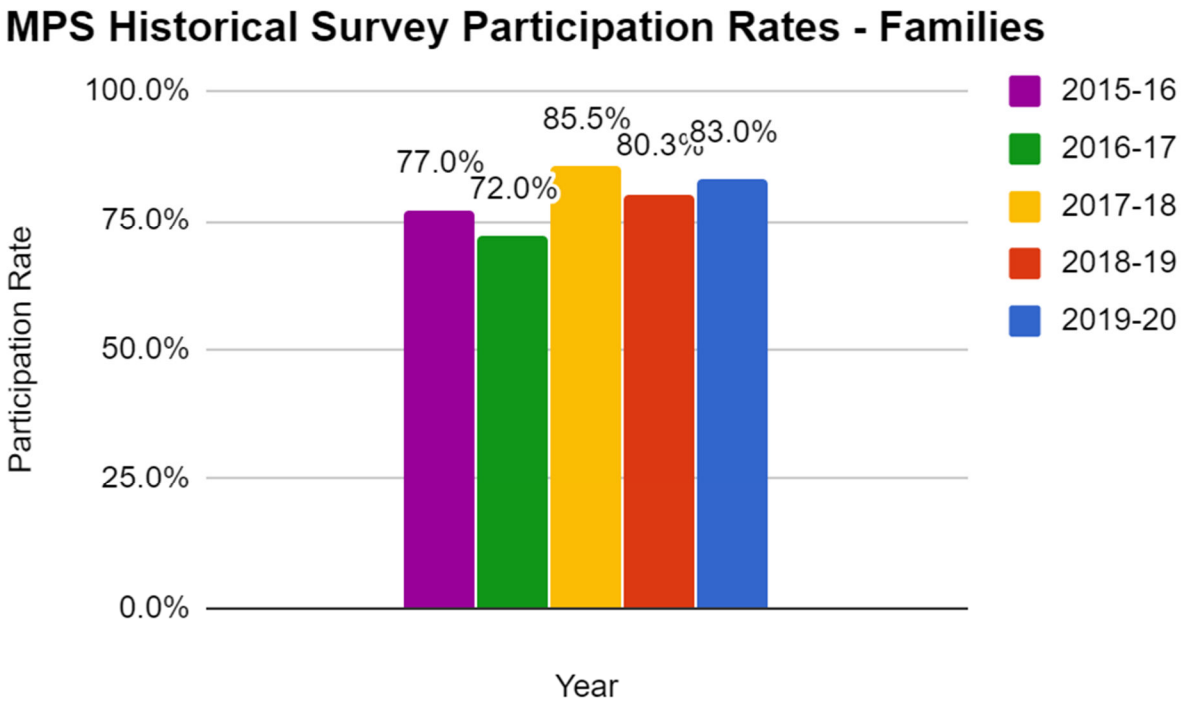
Students

MPS Historical Survey Participation Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	66.0%	83.0%	93.2%	100.0%	**91.4%**
MSA-2	89.8%	83.6%	88.9%	97.0%	**99.3%**
MSA-3	91.0%	76.4%	86.3%	96.8%	**93.7%**
MSA-4	68.1%	88.1%	97.8%	80.7%	**96.9%**
MSA-5	77.1%	89.4%	96.7%	99.6%	**100.0%**
MSA-6	93.7%	97.7%	99.4%	100.0%	**100.0%**
MSA-7	96.7%	98.9%	98.7%	99.1%	**98.2%**
MSA-BELL	93.9%	94.4%	100.0%	100.0%	**97.0%**
MSA-SD	94.0%	93.6%	88.7%	89.2%	**94.7%**
MSA-SA	98.1%	90.3%	88.5%	93.6%	**97.1%**
AVERAGE	86.0%	88.2%	92.4%	96.1%	**95.9%**



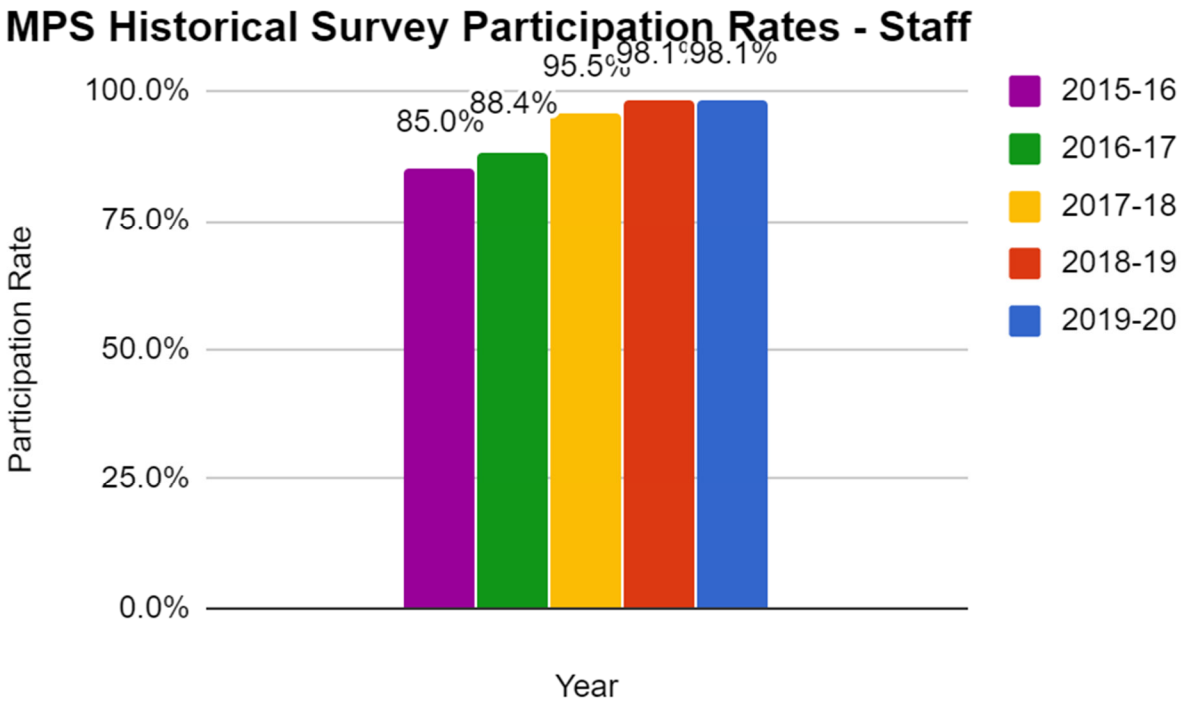
Families

MPS Historical Survey Participation Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	76.0%	91.3%	94.8%	72.3%	**85.1%**
MSA-2	87.0%	100.0%	100.0%	100.0%	**85.8%**
MSA-3	66.0%	48.3%	90.7%	100.0%	**61.9%**
MSA-4	35.0%	16.8%	28.4%	18.1%	**66.7%**
MSA-5	63.0%	63.1%	96.2%	100.0%	**87.3%**
MSA-6	54.0%	54.7%	84.2%	86.8%	**88.9%**
MSA-7	100.0%	67.1%	98.3%	83.3%	**99.6%**
MSA-BELL	100.0%	100.0%	100.0%	95.4%	**87.3%**
MSA-SD	61.0%	32.3%	51.9%	55.4%	**64.9%**
MSA-SA	98.0%	80.2%	70.7%	62.1%	**100.0%**
AVERAGE	77.0%	72.0%	85.5%	80.3%	**83.0%**



Staff

MPS Historical Survey Participation Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	89.4%	93.6%	97.6%	100.0%	**98.1%**
MSA-2	97.3%	89.7%	94.7%	100.0%	**100.0%**
MSA-3	89.7%	90.2%	100.0%	100.0%	**97.8%**
MSA-4	92.3%	77.8%	100.0%	100.0%	**100.0%**
MSA-5	92.3%	100.0%	100.0%	100.0%	**100.0%**
MSA-6	91.7%	93.3%	100.0%	100.0%	**100.0%**
MSA-7	100.0%	94.4%	90.0%	100.0%	**90.3%**
MSA-BELL	97.5%	100.0%	100.0%	100.0%	**100.0%**
MSA-SD	88.0%	83.8%	86.7%	88.2%	**96.9%**
MSA-SA	88.9%	73.6%	91.4%	96.3%	**98.5%**
AVERAGE	85.0%	88.4%	95.5%	98.1%	**98.1%**



What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2019-20, MPS had an average stakeholder approval rate of **66%** for students; **94%** for parents; **85%** for staff. (Last year the average approval rates were 63%, 94%, and 80% respectively.)

AVERAGE APPROVAL rates are based on our stakeholders' responses to all questions on the survey.

Students

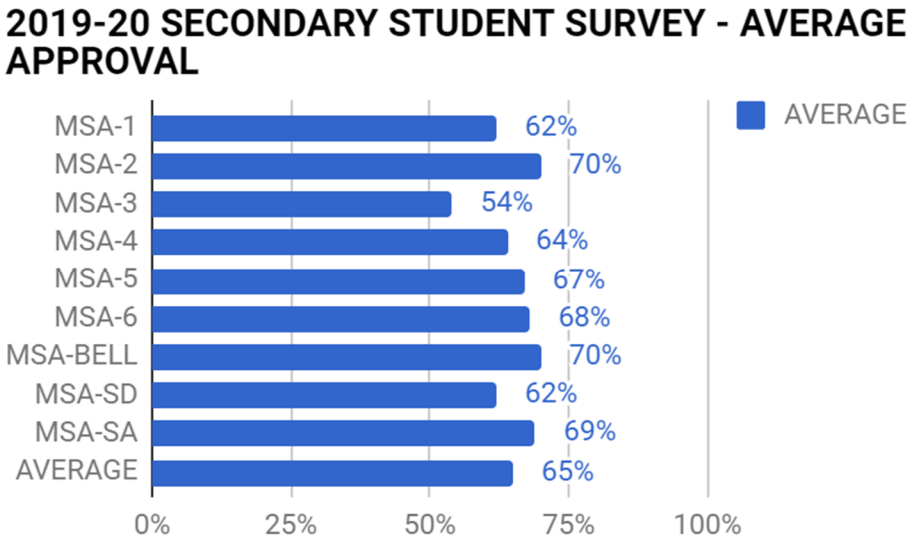
Students had an average approval rate of **66%** compared to 63% last year.

2019-20 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	62%	71%	56%	66%	51%	73%
MSA-2	70%	76%	66%	73%	63%	83%
MSA-3	54%	60%	51%	59%	44%	55%
MSA-4	64%	71%	60%	68%	51%	73%
MSA-5	67%	74%	68%	64%	58%	77%
MSA-6	68%	77%	66%	66%	63%	82%
MSA-BELL	70%	78%	66%	71%	63%	82%
MSA-SD	62%	71%	62%	56%	58%	80%
MSA-SA	69%	78%	65%	71%	62%	72%
AVERAGE	**65%**	**72%**	**61%**	**66%**	**57%**	**75%**

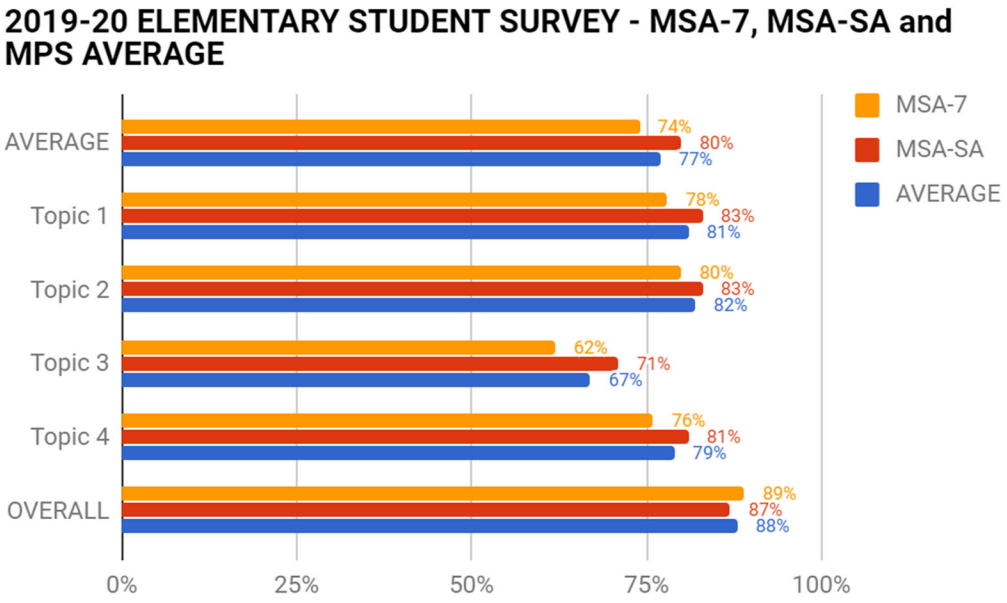
2019-20 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-7	74%	78%	80%	62%	76%	89%
MSA-SA	80%	83%	83%	71%	81%	87%
AVERAGE	**77%**	**81%**	**82%**	**67%**	**79%**	**88%**

2019-20 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-SA	72%	80%	71%	71%	68%	77%
MPS	**66%**	**73%**	**62%**	**66%**	**59%**	**76%**

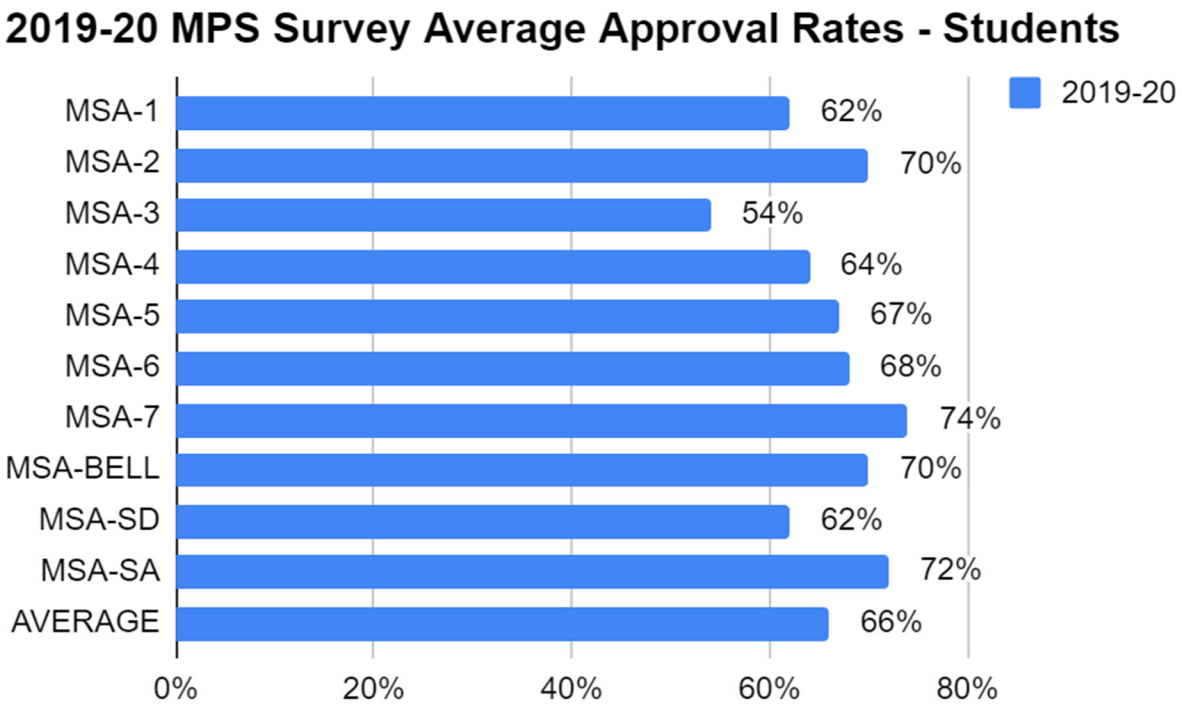
Students - Secondary



Students - Elementary



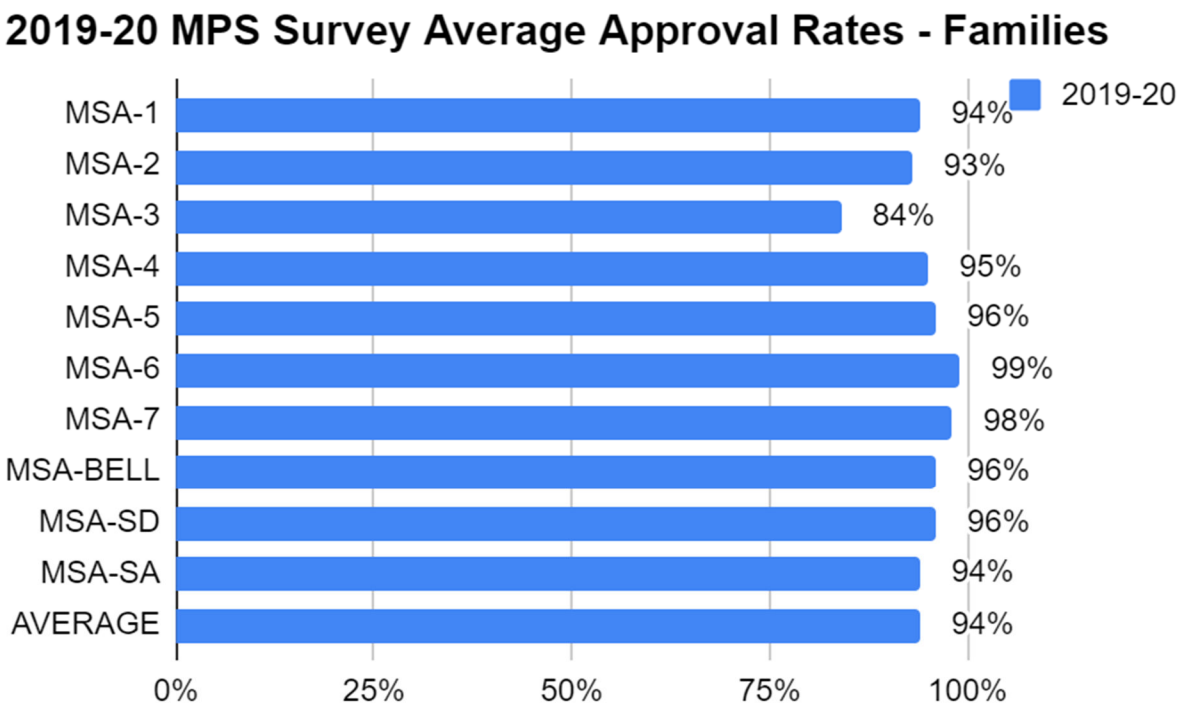
Students - Combined



Families

Families had an average approval rate of **94%** compared to 94% last year.

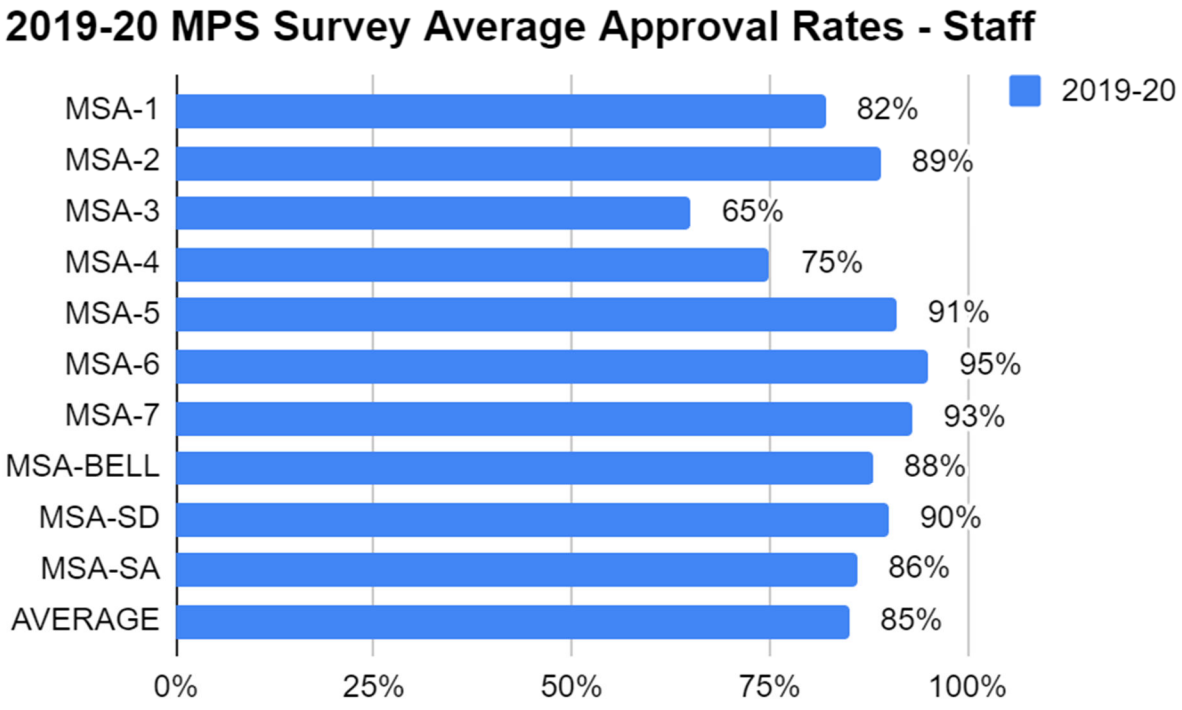
2019-20 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	94%	97%	93%	88%	95%	94%
MSA-2	93%	95%	92%	93%	93%	93%
MSA-3	84%	84%	79%	88%	85%	76%
MSA-4	95%	97%	92%	94%	95%	96%
MSA-5	96%	98%	95%	93%	97%	97%
MSA-6	99%	99%	99%	100%	98%	98%
MSA-7	98%	98%	97%	99%	98%	98%
MSA-BELL	96%	97%	96%	94%	96%	96%
MSA-SD	96%	97%	93%	96%	96%	95%
MSA-SA	94%	97%	93%	88%	95%	94%
AVERAGE	**94%**	**95%**	**92%**	**91%**	**94%**	**93%**



Staff

Staff had an average approval rate of **85%** compared to 80% last year.

2019-20 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	82%	92%	83%	82%	71%	89%
MSA-2	89%	97%	83%	81%	93%	98%
MSA-3	65%	86%	72%	39%	56%	69%
MSA-4	75%	85%	80%	65%	67%	82%
MSA-5	91%	98%	96%	82%	84%	96%
MSA-6	95%	100%	100%	78%	97%	100%
MSA-7	93%	100%	95%	89%	89%	93%
MSA-BELL	88%	97%	90%	74%	84%	95%
MSA-SD	90%	98%	86%	81%	92%	100%
MSA-SA	86%	94%	89%	74%	83%	84%
AVERAGE	**85%**	**94%**	**86%**	**74%**	**81%**	**89%**

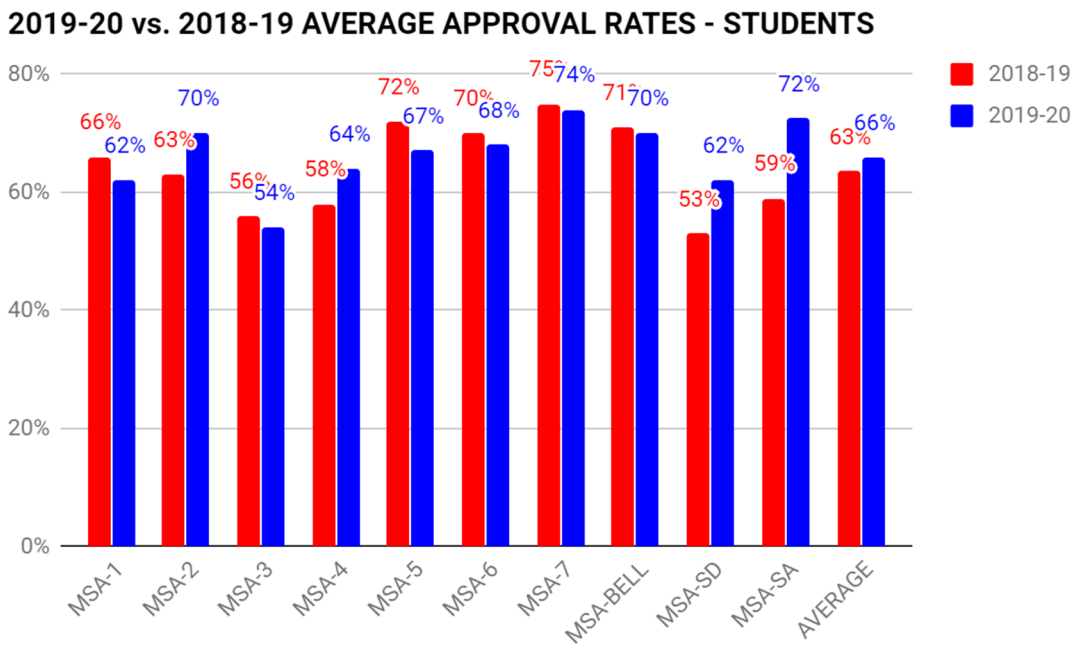


Changes in Survey Approval Rates From Prior Year

The following tables and figures show a comparison of the current and prior year survey approval rates. Most schools experienced an increase in their survey approval rates. Each school sets an expected approval rate in their LCAP as a target. The tables below also show that the majority of our schools met their LCAP survey approval targets.

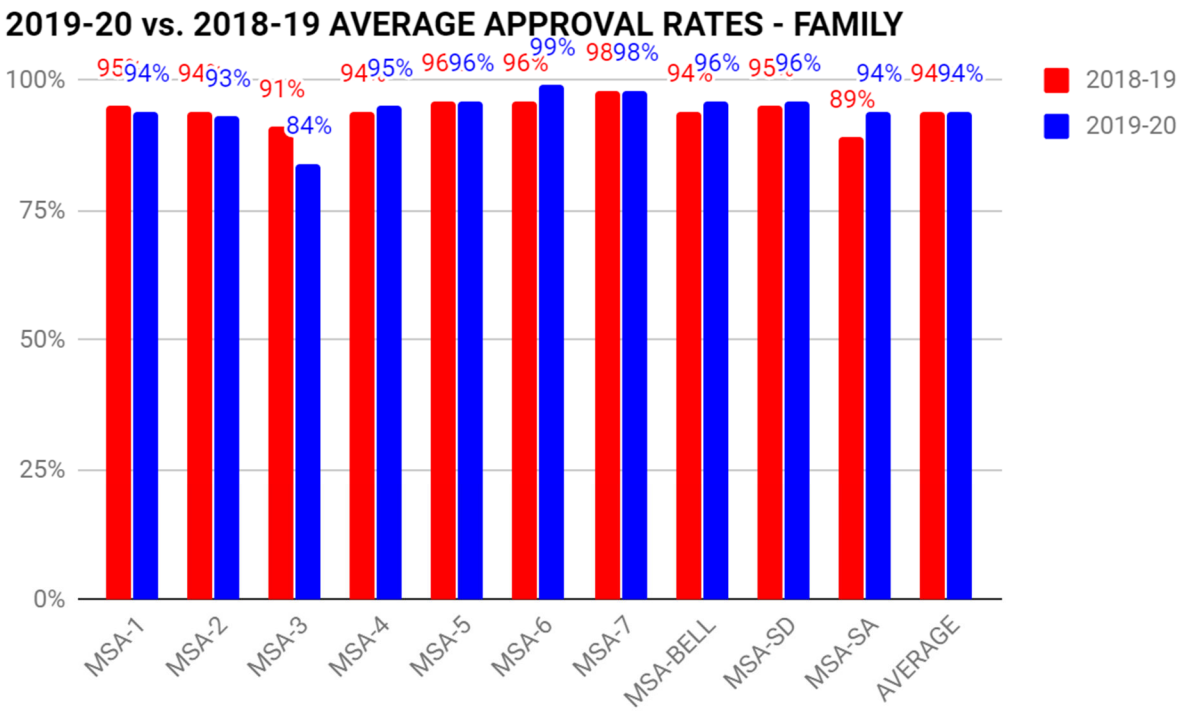
Students

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Students				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	66%	62%	-4%	70%	No
MSA-2	63%	70%	7%	85%	No
MSA-3	56%	54%	-2%	60%	No
MSA-4	58%	64%	6%	70%	No
MSA-5	72%	67%	-5%	65%	Yes
MSA-6	70%	68%	-2%	70%	No
MSA-7	75%	74%	-1%	76%	No
MSA-BELL	71%	70%	-1%	80%	No
MSA-SD	53%	62%	9%	60%	Yes
MSA-SA	59%	72%	14%	59%	Yes
AVERAGE	63%	**66%**	**2%**		



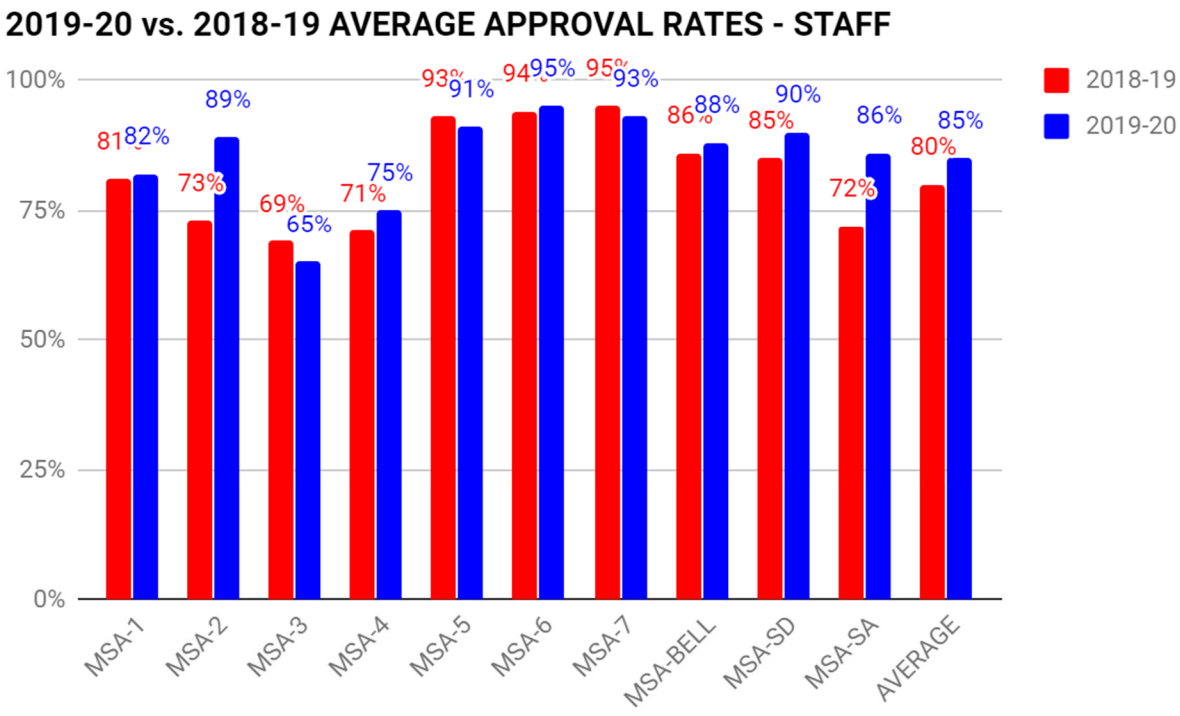
Families

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Family				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	95%	94%	-1%	95%	No
MSA-2	94%	93%	-1%	85%	Yes
MSA-3	91%	84%	-7%	90%	No
MSA-4	94%	95%	1%	100%	No
MSA-5	96%	96%	0%	90%	Yes
MSA-6	96%	99%	3%	95%	Yes
MSA-7	98%	98%	0%	99%	No
MSA-BELL	94%	96%	2%	90%	Yes
MSA-SD	95%	96%	1%	95%	Yes
MSA-SA	89%	94%	5%	89%	Yes
AVERAGE	94%	94%	0%		



Staff

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Staff				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	81%	82%	1%	85%	No
MSA-2	73%	89%	16%	85%	Yes
MSA-3	69%	65%	-4%	70%	No
MSA-4	71%	75%	4%	90%	No
MSA-5	93%	91%	-2%	90%	Yes
MSA-6	94%	95%	1%	90%	Yes
MSA-7	95%	93%	-2%	95%	No
MSA-BELL	86%	88%	2%	85%	Yes
MSA-SD	85%	90%	5%	85%	Yes
MSA-SA	72%	86%	14%	72%	Yes
AVERAGE	80%	85%	5%		

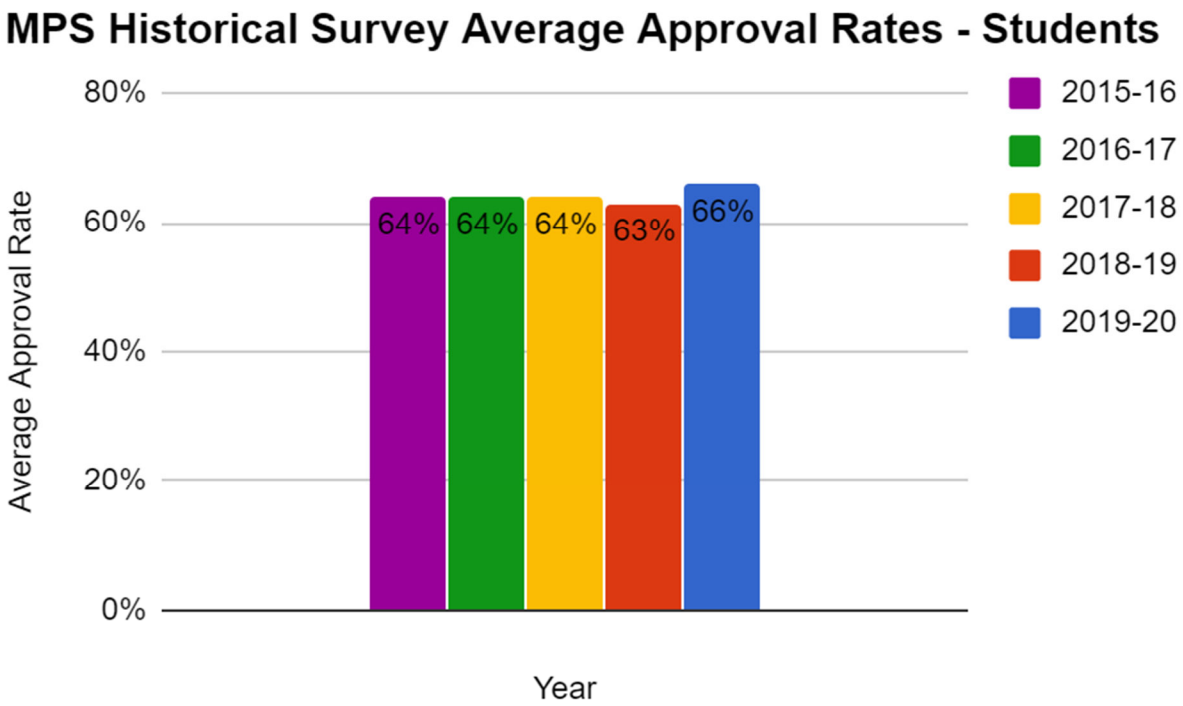


Historical Survey Approval Rates

Considering the last five years, MPS has an upward trend in survey approval rates. The following tables and figures show the survey approval rates by students, families, and staff over the years.

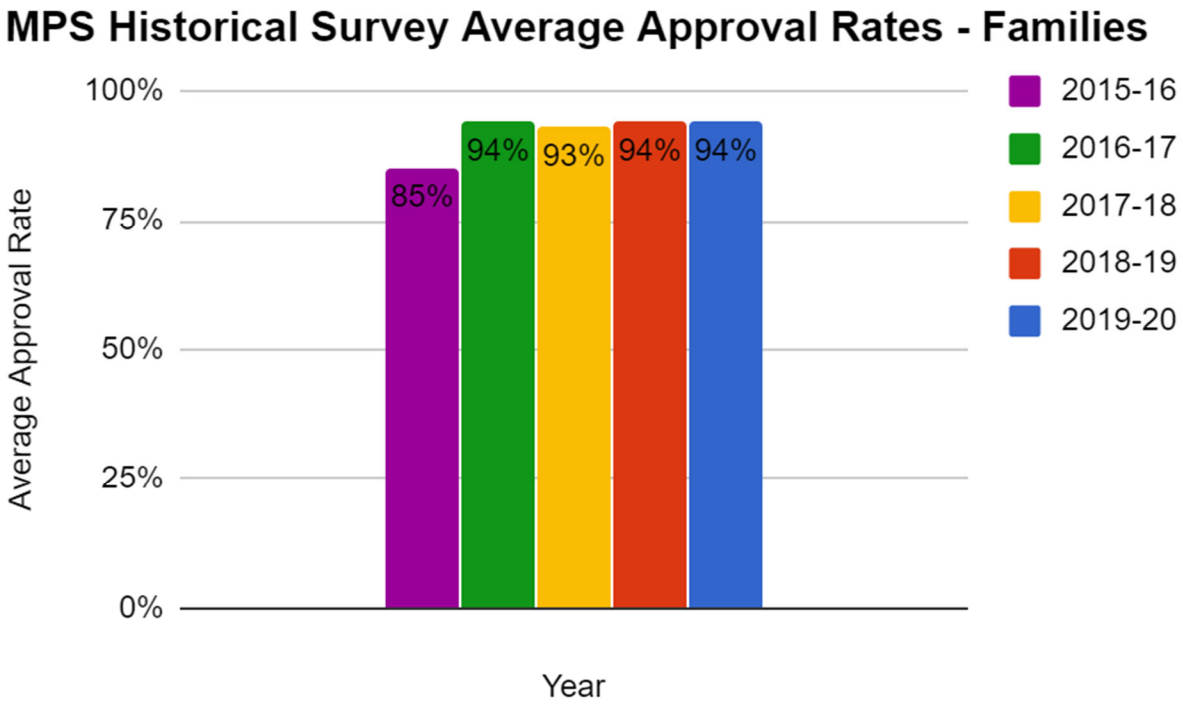
Students

MPS Historical Survey Average Approval Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	63%	63%	62%	66%	**62%**
MSA-2	54%	54%	60%	63%	**70%**
MSA-3	50%	50%	59%	56%	**54%**
MSA-4	61%	61%	65%	58%	**64%**
MSA-5	61%	61%	64%	72%	**67%**
MSA-6	75%	75%	62%	70%	**68%**
MSA-7	78%	78%	69%	75%	**74%**
MSA-BELL	76%	76%	68%	71%	**70%**
MSA-SD	66%	66%	66%	53%	**62%**
MSA-SA	61%	61%	61%	59%	**72%**
AVERAGE	64%	64%	64%	63%	**66%**



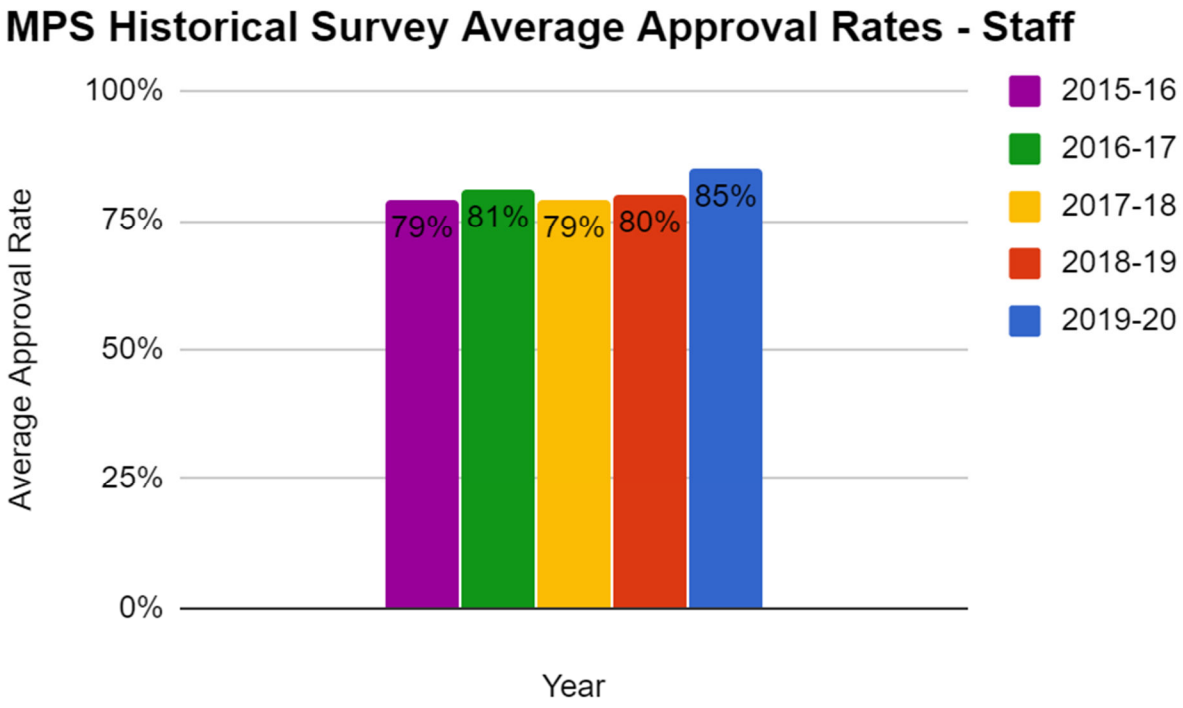
Families

MPS Historical Survey Average Approval Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	85%	94%	91%	95%	**94%**
MSA-2	77%	95%	91%	94%	**93%**
MSA-3	68%	87%	91%	91%	**84%**
MSA-4	68%	99%	98%	94%	**95%**
MSA-5	84%	94%	97%	96%	**96%**
MSA-6	92%	97%	97%	96%	**99%**
MSA-7	92%	99%	98%	98%	**98%**
MSA-BELL	87%	95%	96%	94%	**96%**
MSA-SD	81%	96%	92%	95%	**96%**
MSA-SA	75%	90%	88%	89%	**94%**
AVERAGE	85%	94%	93%	94%	**94%**



Staff

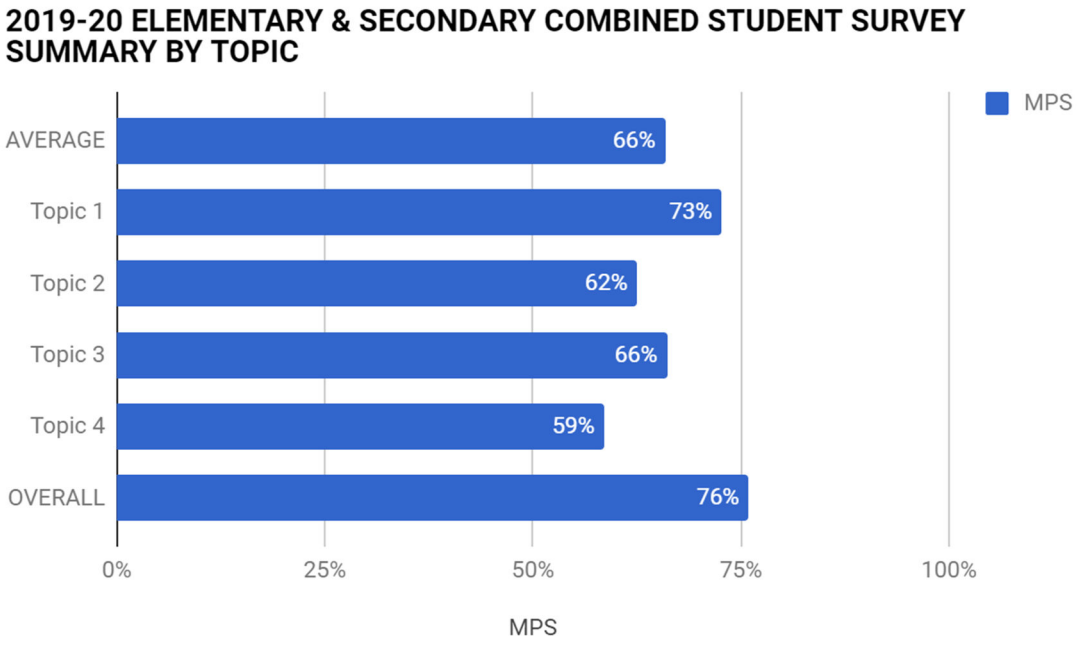
MPS Historical Survey Average Approval Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	81%	87%	86%	81%	**82%**
MSA-2	79%	83%	73%	73%	**89%**
MSA-3	67%	64%	72%	69%	**65%**
MSA-4	76%	92%	80%	71%	**75%**
MSA-5	91%	90%	93%	93%	**91%**
MSA-6	84%	88%	95%	94%	**95%**
MSA-7	82%	89%	92%	95%	**93%**
MSA-BELL	74%	84%	78%	86%	**88%**
MSA-SD	68%	72%	84%	85%	**90%**
MSA-SA	65%	79%	64%	72%	**86%**
AVERAGE	79%	81%	79%	80%	**85%**



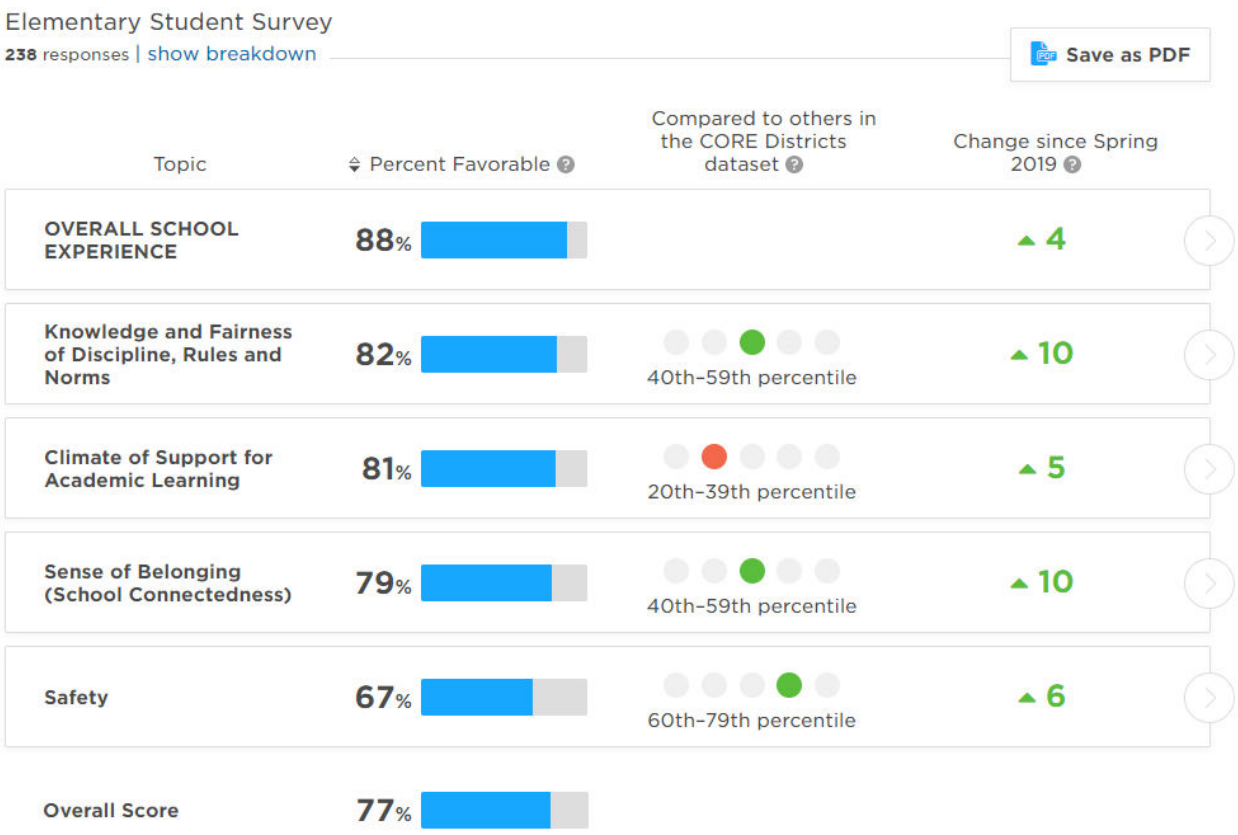
How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our stakeholders' responses to all questions on the survey. It provides an overall percentage for the whole survey instrument. However, it is important for us to analyze how stakeholders responded to each topic and question. The tables and figures below show average approval rates for each survey topic. The **attachment** titled, "**Panorama 2019-20 MPS Average Approval Rates by Question**" provides average approval rates by question.

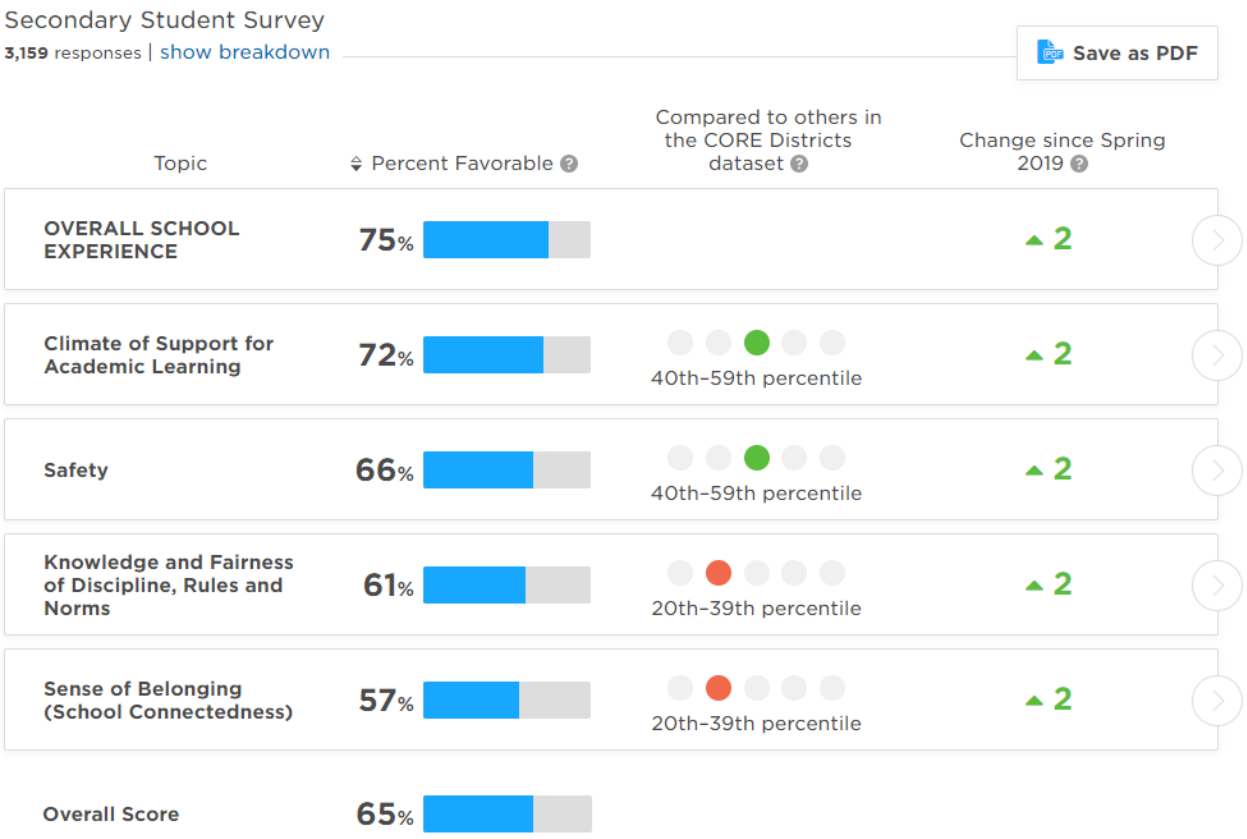
Students - Combined



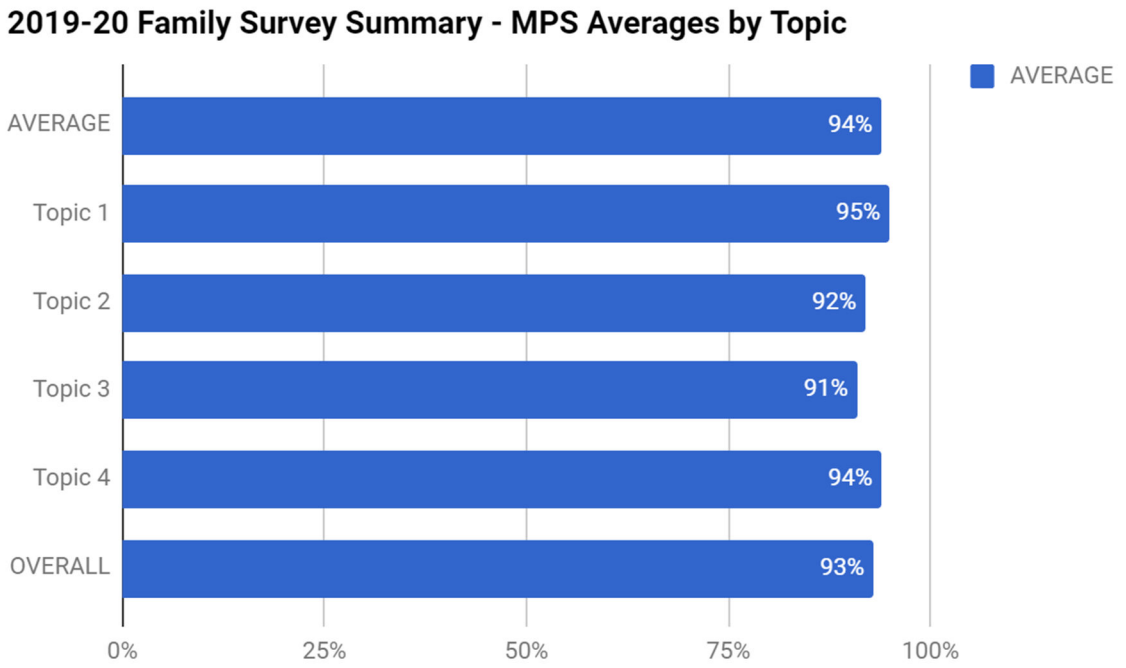
Students – Elementary



Students – Secondary



Families



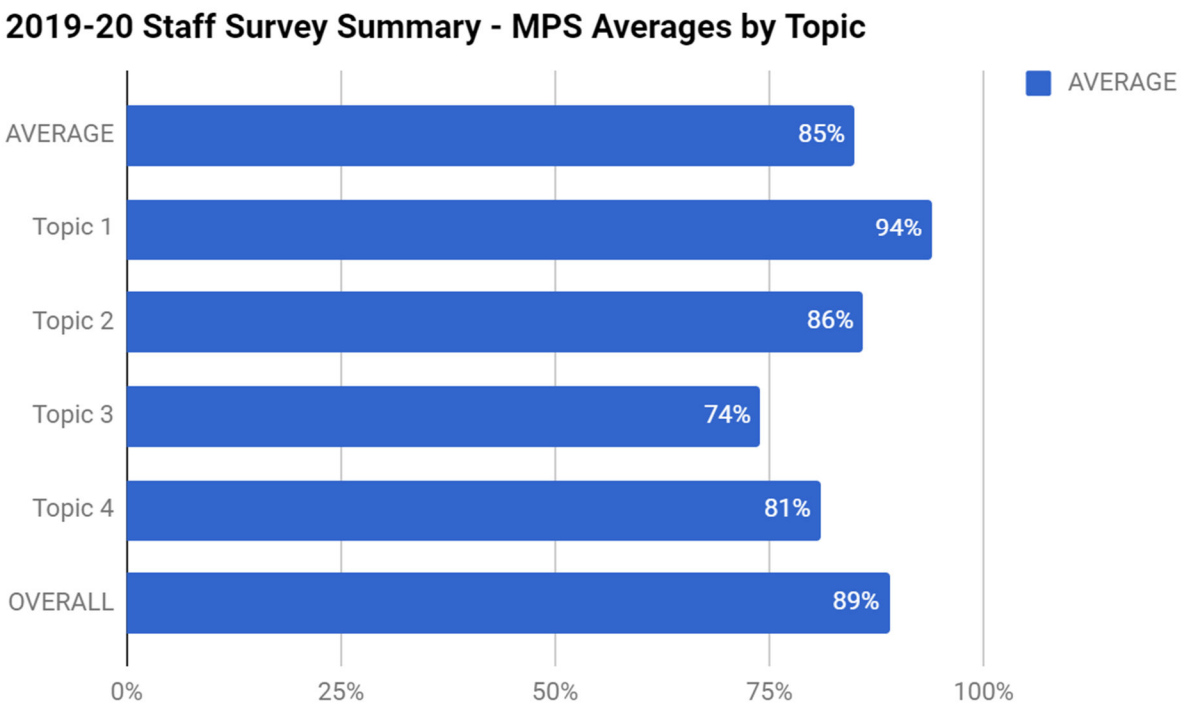
Family Survey

2,871 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019
Climate of Support for Academic Learning	95%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	▼ 1
OVERALL SCHOOL EXPERIENCE	93%		▼ 1
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	▼ 1
Safety	91%	40th-59th percentile	▼ 2
Overall Score	94%		

Staff



Staff Survey

357 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019
Climate of Support for Academic Learning	94%	40th–59th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	89%		▲ 4
Knowledge and Fairness of Discipline, Rules and Norms	86%	40th–59th percentile	▲ 8 Greatest increase
Sense of Belonging (School Connectedness)	81%	40th–59th percentile	▲ 3
Safety	74%	40th–59th percentile	▲ 5
Overall Score	85%		

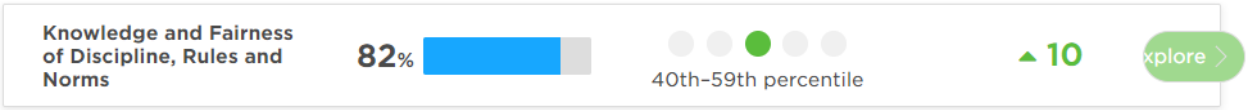
Which Topics and Questions Were Rated the Highest and Lowest?

Approval Ratings by Topic & Question

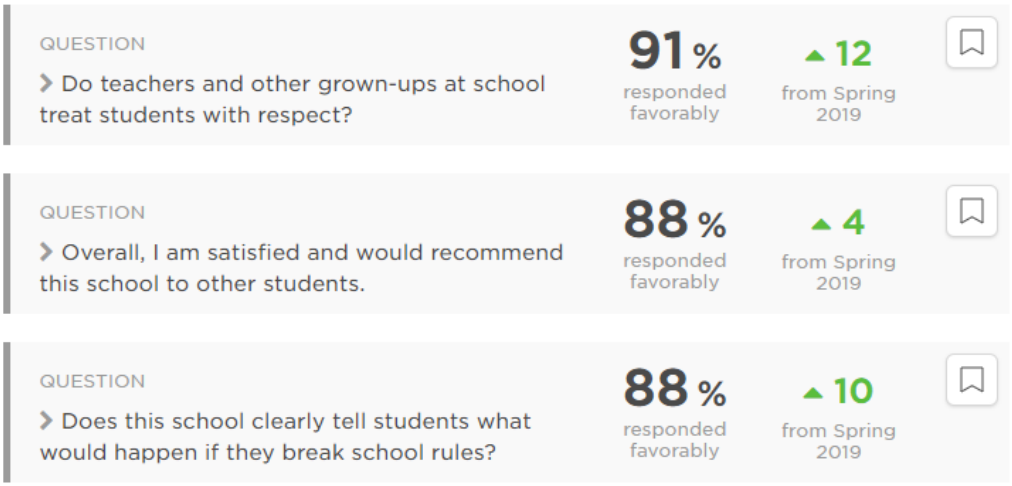
Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

Students - Elementary

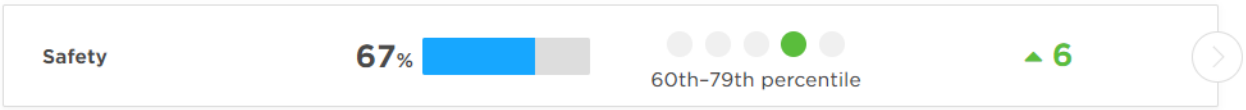
Highest Rated Topic:



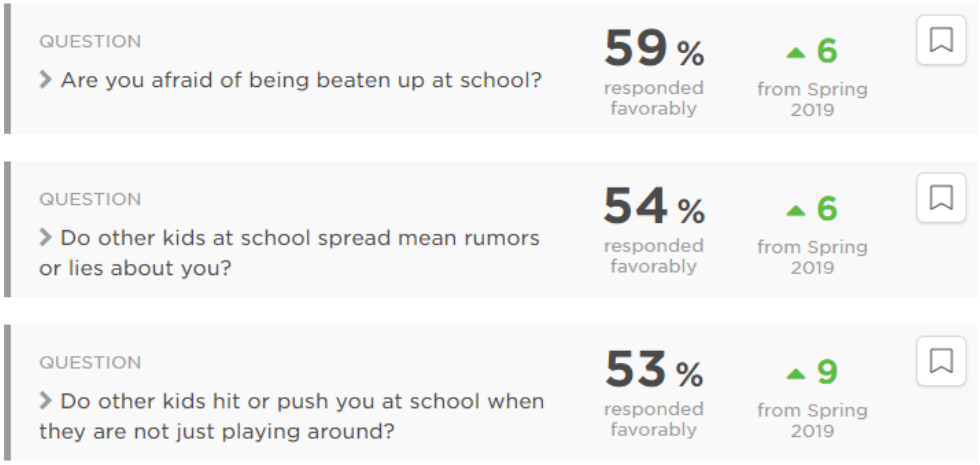
Highest Rated Questions:



Lowest Rated Topic:

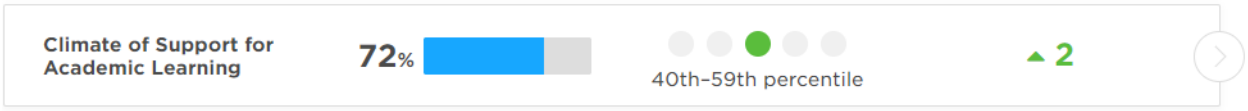


Lowest Rated Questions:

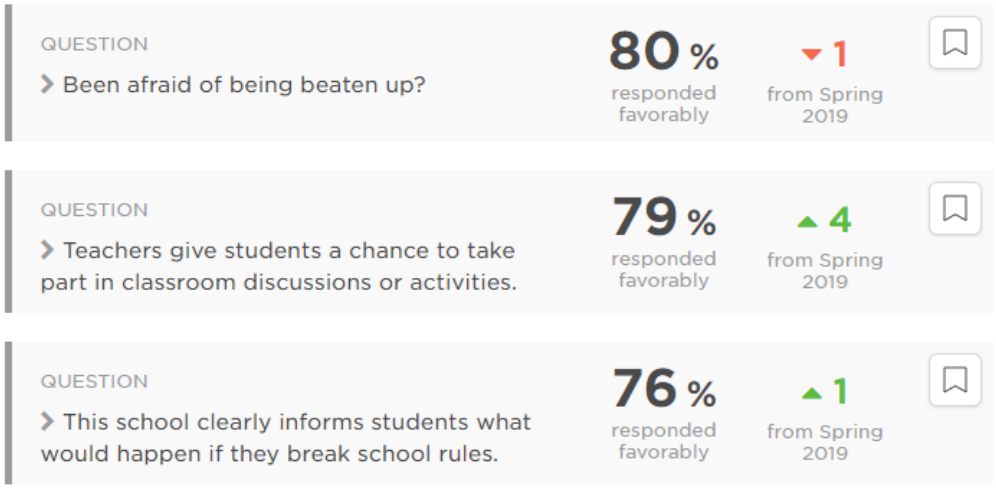


Students - Secondary

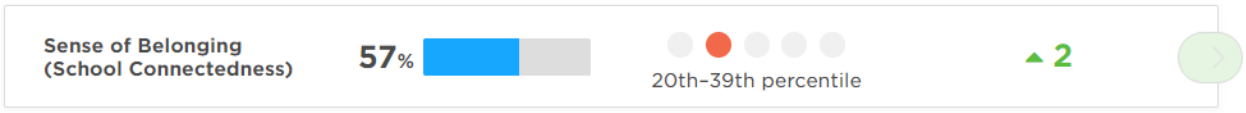
Highest Rated Topic:



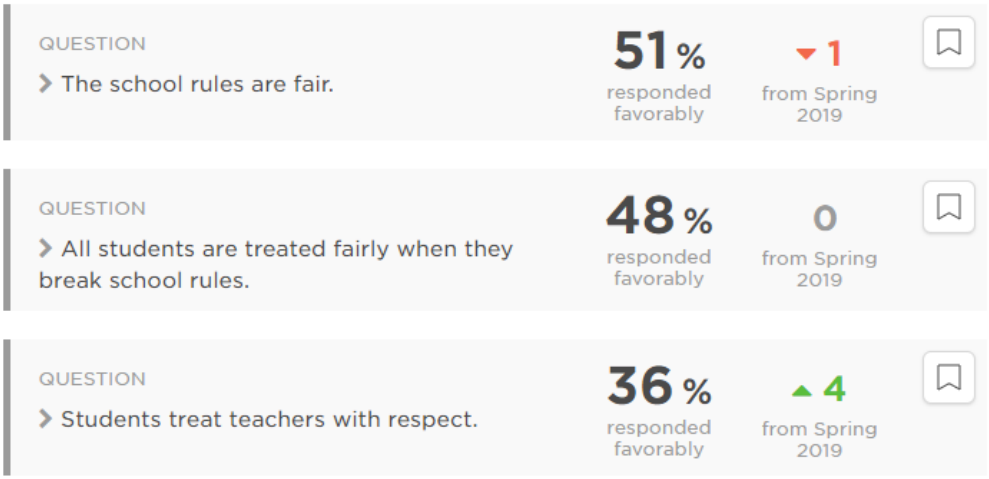
Highest Rated Questions:



Lowest Rated Topic:

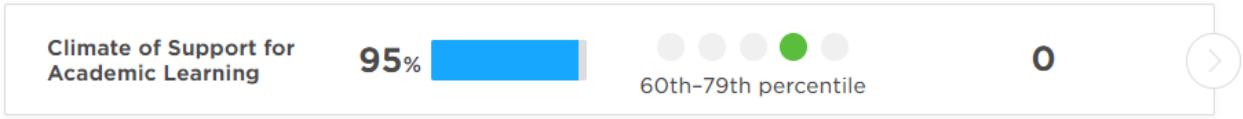


Lowest Rated Questions:

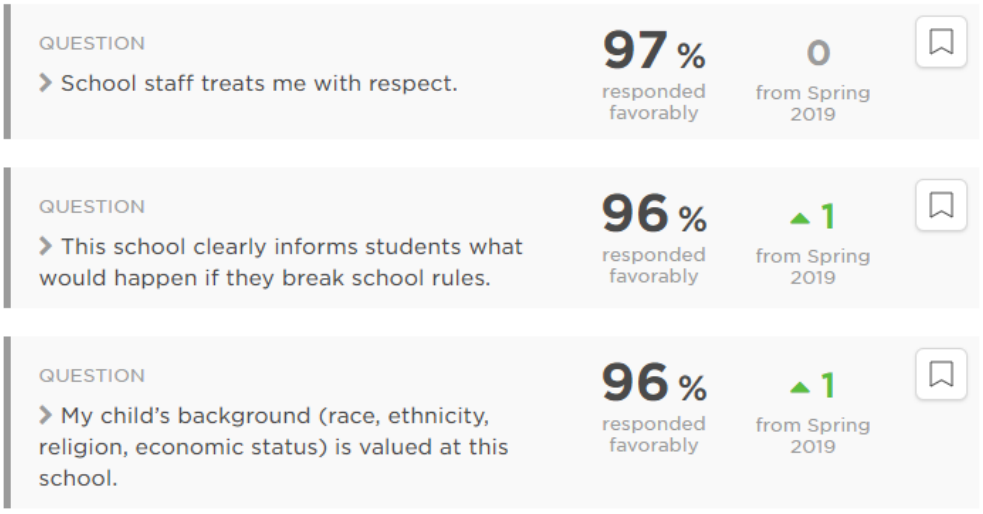


Families

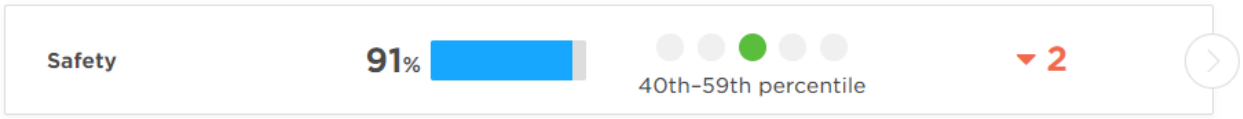
Highest Rated Topic:



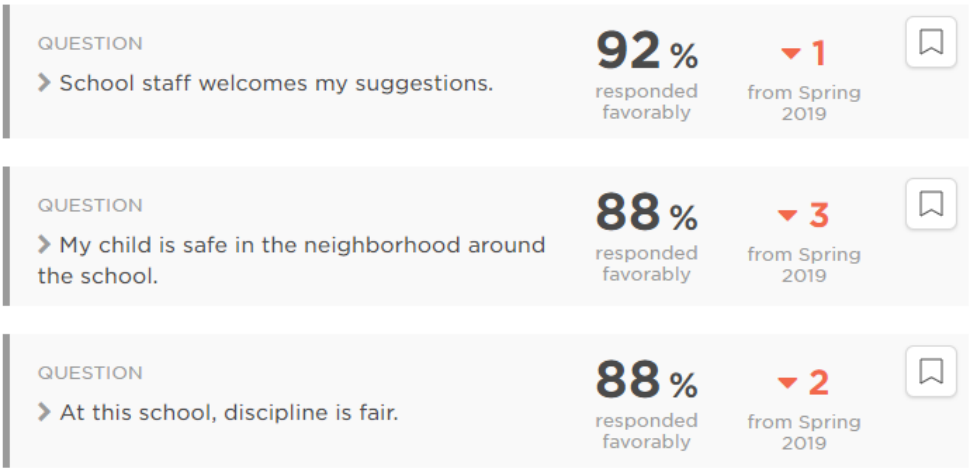
Highest Rated Questions:



Lowest Rated Topic:

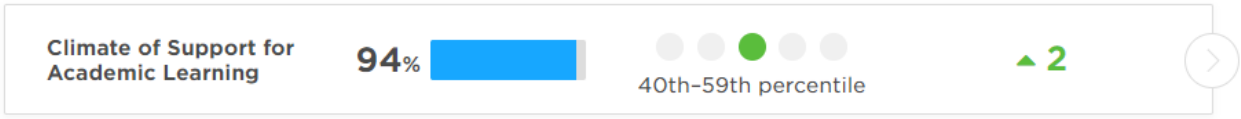


Lowest Rated Questions:

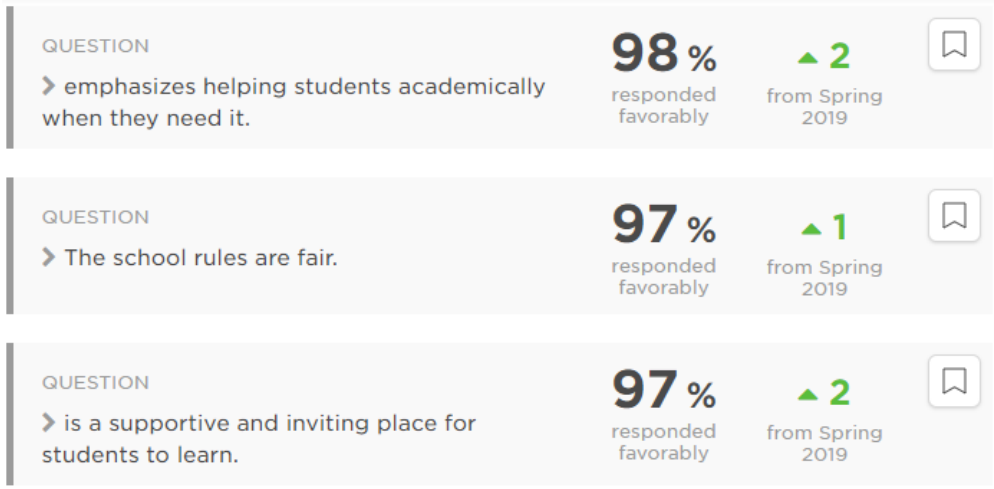


Staff

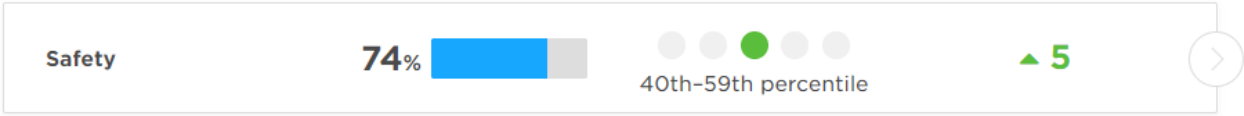
Highest Rated Topic:



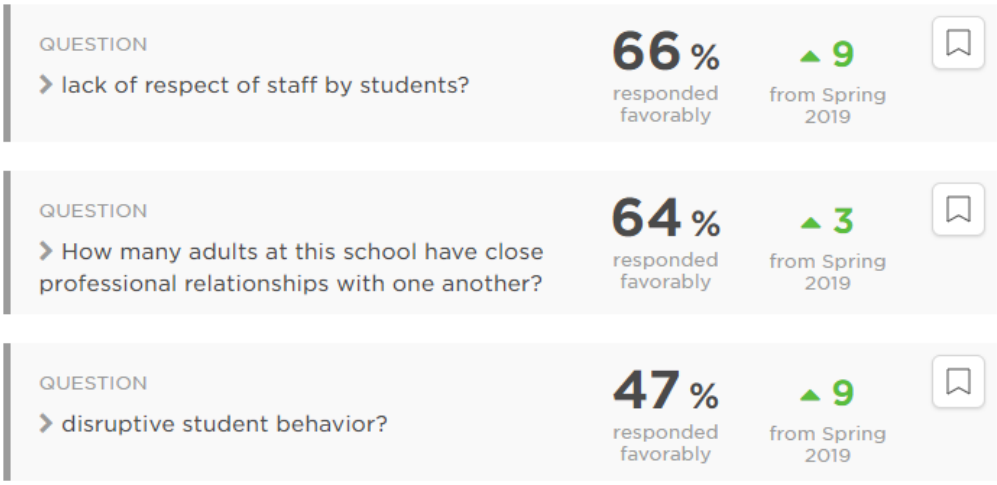
Highest Rated Questions:



Lowest Rated Topic:



Lowest Rated Questions:



Would Our Stakeholders Recommend MPS to Others?

Overall Satisfaction Rate

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

Overall School Experience:

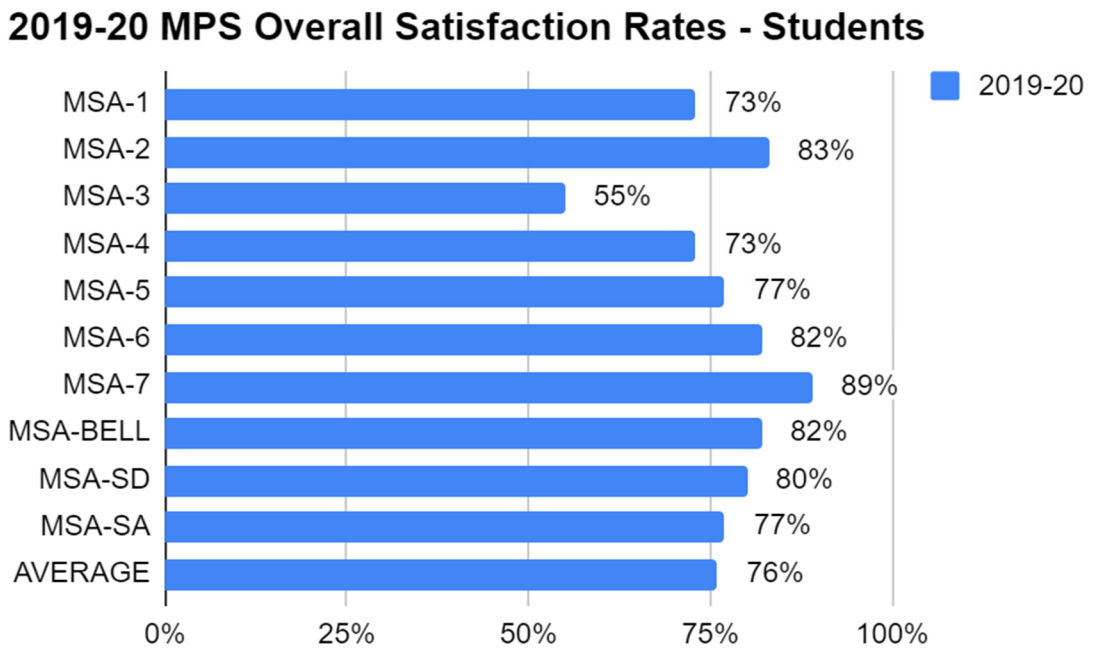
- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

Note: The **overall satisfaction rate** is based on our stakeholders' response to the single question stated above to get a measure of overall satisfaction. This rate is different than the **average approval rates** shown in the above sections. While the overall satisfaction rate is based on a **single** question, average approval rates are based on responses to **all** questions.

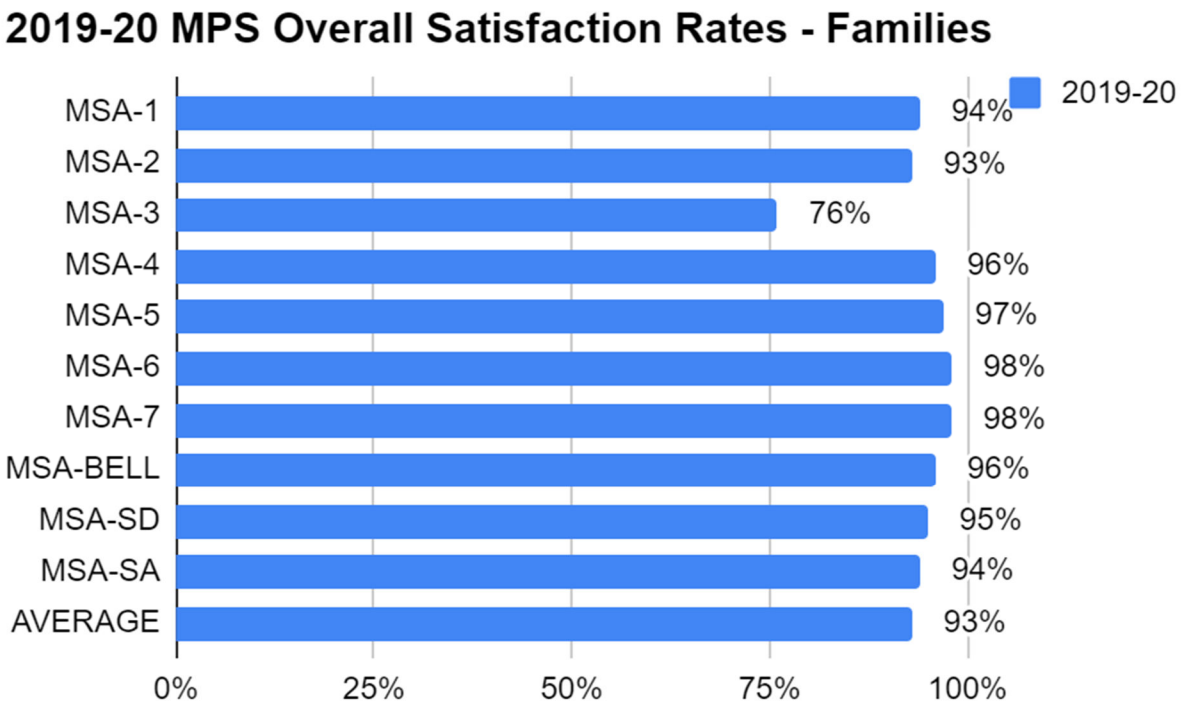
Current Year Overall Satisfaction Rate

In 2019-20, MPS had an average overall satisfaction rate of **76%** for students, **93%** for families, and **89%** for staff. (Last year the average overall satisfaction rates were 74%, 94%, and 85% respectively.)

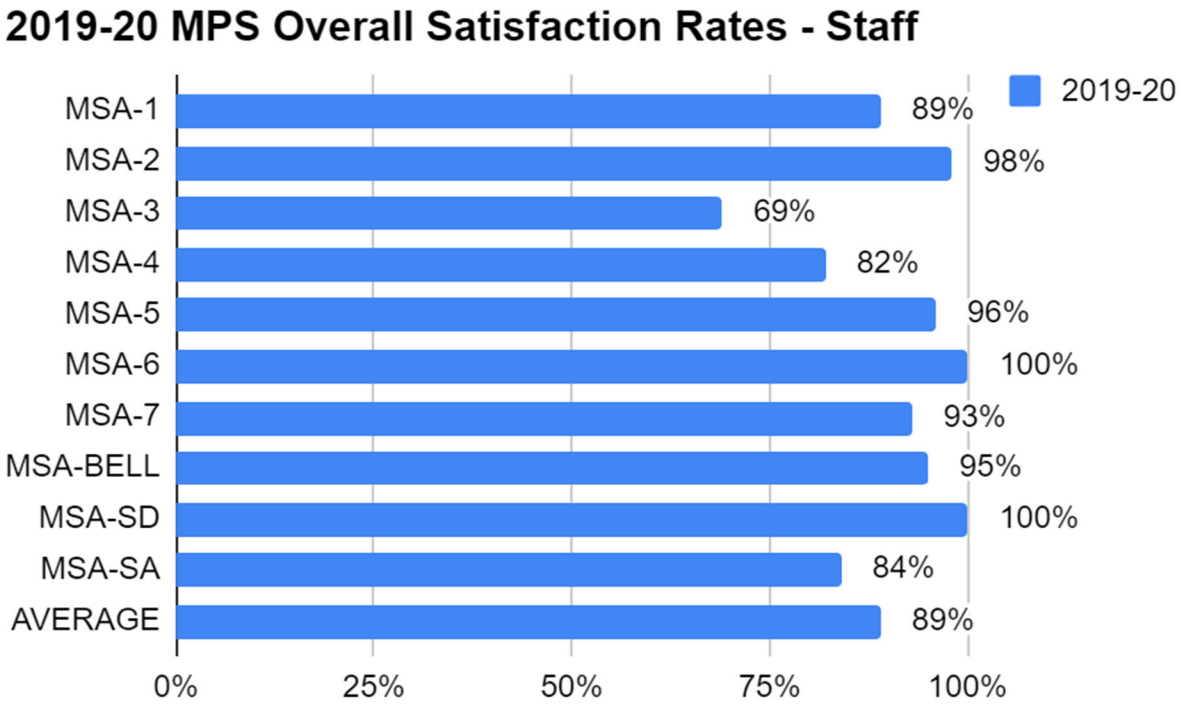
Students



Families



Staff

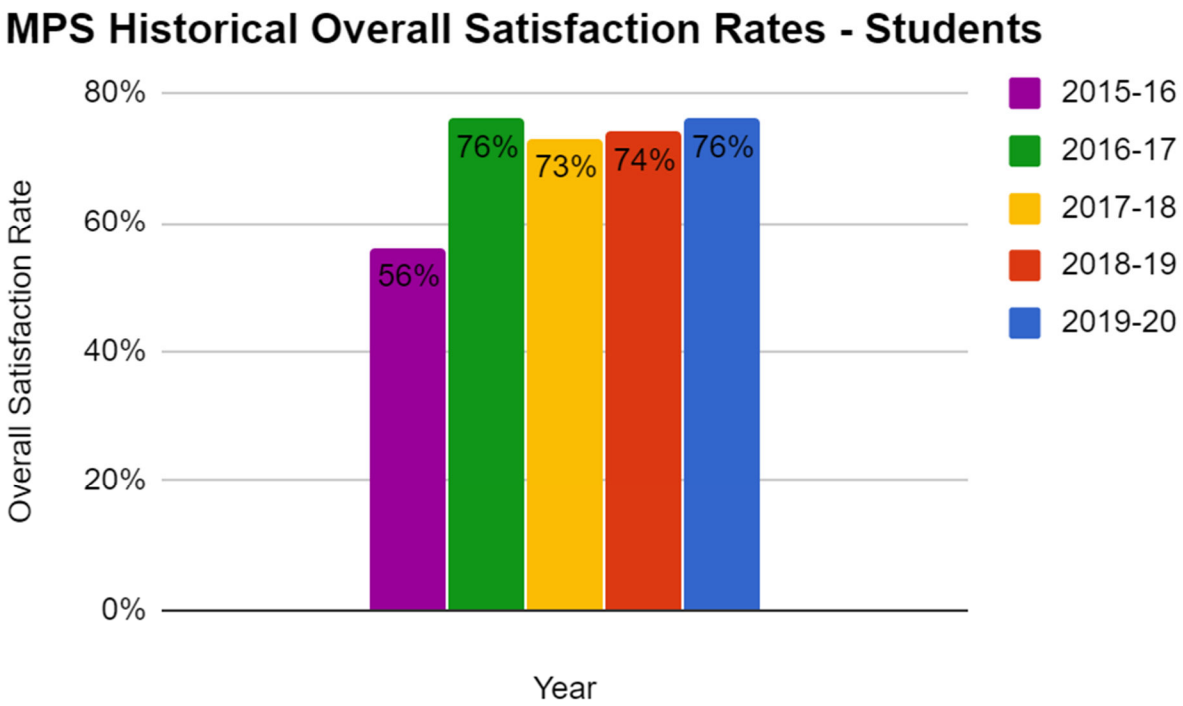


Historical Overall Satisfaction Rates

Considering the last five years, MPS has an upward trend in overall stakeholder satisfaction. The following tables and figures show the overall satisfaction rates by students, families, and staff over the years.

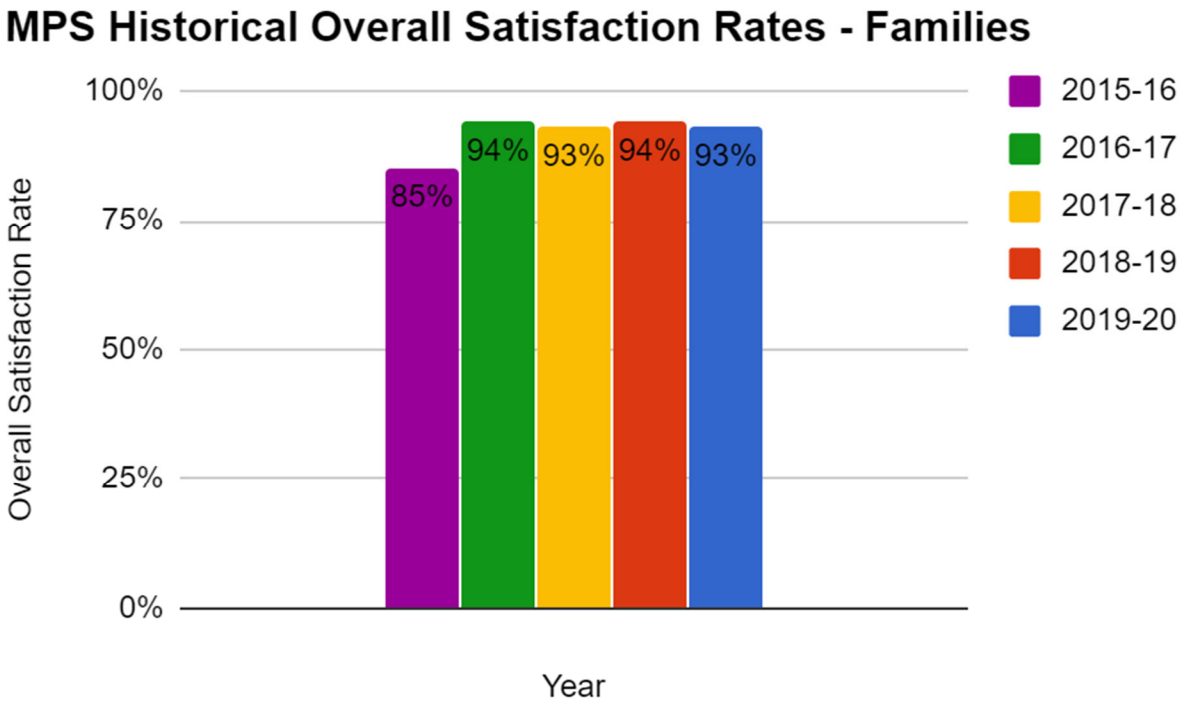
Students

MPS Historical Survey Overall Satisfaction Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	58%	77%	72%	75%	**73%**
MSA-2	43%	78%	72%	75%	**83%**
MSA-3	30%	63%	66%	65%	**55%**
MSA-4	43%	74%	78%	64%	**73%**
MSA-5	58%	74%	78%	87%	**77%**
MSA-6	74%	64%	77%	78%	**82%**
MSA-7	80%	89%	86%	89%	**89%**
MSA-BELL	83%	67%	80%	85%	**82%**
MSA-SD	66%	67%	76%	64%	**80%**
MSA-SA	44%	69%	64%	66%	**77%**
AVERAGE	56%	76%	73%	74%	**76%**



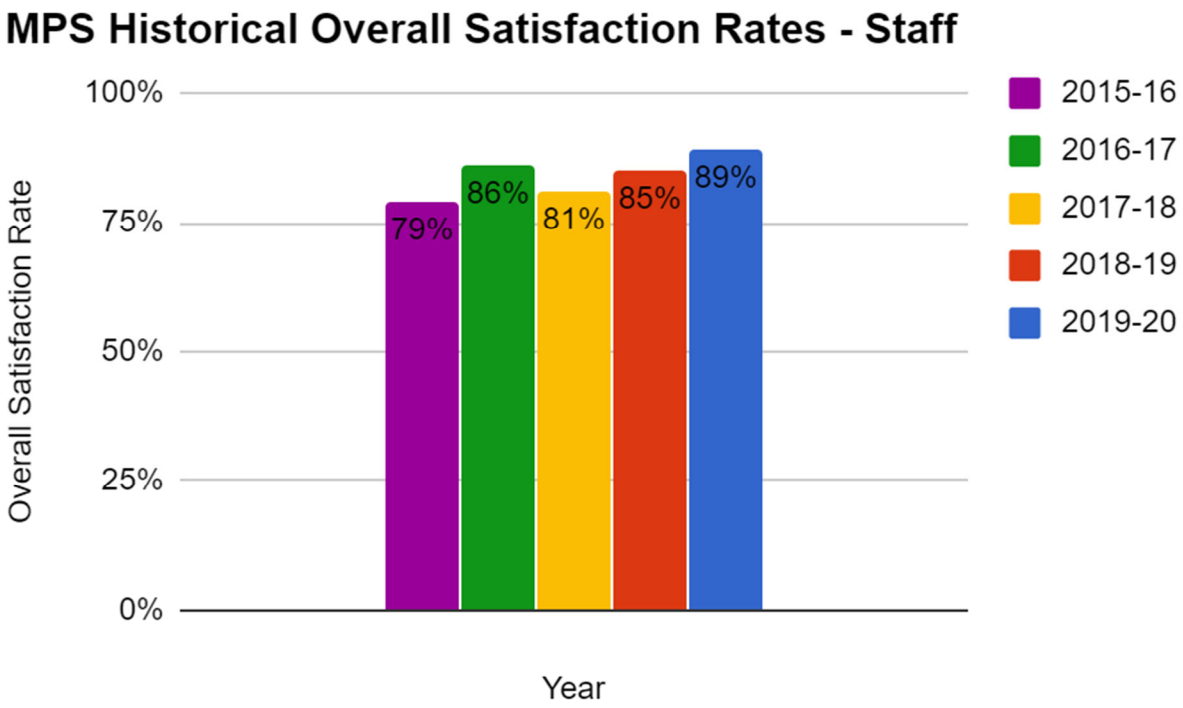
Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	91%	95%	95%	95%	**94%**
MSA-2	80%	95%	91%	93%	**93%**
MSA-3	60%	86%	87%	90%	**76%**
MSA-4	57%	100%	98%	93%	**96%**
MSA-5	92%	93%	98%	97%	**97%**
MSA-6	98%	98%	96%	97%	**98%**
MSA-7	98%	98%	99%	98%	**98%**
MSA-BELL	92%	96%	97%	94%	**96%**
MSA-SD	87%	98%	92%	92%	**95%**
MSA-SA	75%	90%	89%	90%	**94%**
AVERAGE	85%	94%	93%	94%	93%



Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	95%	89%	93%	84%	**89%**
MSA-2	79%	89%	83%	77%	**98%**
MSA-3	49%	76%	78%	83%	**69%**
MSA-4	67%	100%	89%	87%	**82%**
MSA-5	100%	93%	100%	100%	**96%**
MSA-6	100%	93%	100%	93%	**100%**
MSA-7	86%	88%	89%	95%	**93%**
MSA-BELL	82%	89%	75%	95%	**95%**
MSA-SD	83%	83%	88%	83%	**100%**
MSA-SA	69%	78%	51%	75%	**84%**
AVERAGE	79%	86%	81%	85%	**89%**



What Does MPS Do With Free Response Comments?

Free Response Questions

In addition to the CORE Districts survey questions and the overall satisfaction question, MPS asks all stakeholders 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?

Free response questions form a critical component of our survey instrument because it provides a medium for stakeholders to give their feedback on any school related issue in a convenient and confidential way. MPS takes open ended responses very seriously and makes sure school leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) read all free responses. After reading responses to free-response questions, the teams summarize major findings and recommendations by the stakeholders and consider all the feedback to create action steps for school improvement. The Home Office teams schedule a "survey discussion meeting" with each SLT to review and prioritize the findings with. SLTs 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 as part of their LCAP process. Please read the next section for details of this process.

Note: Responses to the open-ended questions are not included in this report due to confidentiality.

How Does MPS Make Use of Survey Results?

Reflection and LCAP Development

School leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) review the following data upon conclusion of the survey window:

- Survey participation rates
- Average approval rates
- Overall satisfaction rates
- Average approval rates for each topic
- Average approval rates for each question
- Free response comments
- Feedback collected during the year via other means such as stakeholder engagement meetings.

Using the data sources listed above, SLTs and the Home Office follow a protocol to hold a "Survey Discussion Meeting" in order to summarize feedback by each stakeholder group (students, families, staff) as bullet points. Typically, this would be 5-7 items for each group that we label as glows (successes), grows (identified needs) and suggestions (next steps). It is important to recognize successes so that school teams continue to maintain or improve them. School teams are encouraged to share and celebrate successes with their stakeholders. During our reflection meetings we focus more of our time on identified needs and next steps. Some examples to identified needs could be, "Improve school meal quality" or "Increase support in the classroom to better accommodate the needs of students with disabilities." SLTs and the Home Office prioritize the identified needs based on the frequency they have been mentioned, importance and impact of the need, and what is in MPS' circle of control. Some needs can be addressed relatively quickly, such as fixing a broken vending machine, and some require longer term planning (building a gym).

After identified needs are prioritized SLTs and the Home Office discuss possible solutions for the top 5-7 needs and formulate next steps that are realistic (within control and budget). SLTs are then held accountable for the following:

- Writing a reflection on the survey results and findings; the reflection should identify glows, grows, and next steps clearly.
- Sharing the reflection and next steps with school-level stakeholder groups and adjusting them as needed;
- Reflecting the actions in next year's LCAP and budget;
- Sharing the reflection and the next steps at the board level and seeking additional public feedback;
- Implementing and monitoring proposed action steps;
- Updating stakeholders on the progress and documenting it in the LCAP annual update.

The process described above is in essence similar to a Plan-Do-Check-Act cycle which repeats itself as the SLTs work toward continuous improvement. Please read the following for details about the survey discussion meeting protocol referenced in this section.

Survey Discussion Meeting Protocol

1. **Scheduling:** B. Torres will schedule a meeting with each school leadership team for 60 minutes, preferably during c-team meeting hours.
2. **Participants:** School Leadership Team (SLT), C-team, 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 or Designee by A. Rubalcava**)
    c. Staff survey: HR team **(D. Hajmeirza or Designee by S. Acar)**
4. **Agenda:** (45-60 min)

- 5-7 min Review purpose of the meeting and survey results (resources to use, participation and approval rates, highest/lowest rated topics and questions, etc.) **(D. Yilmaz)**
- 7 min Review student survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(Dr. Lopez)**
- 7 min Review family survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(I. Soto)**
- 7 min Review staff survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(D. Hajmeirza)**
- 7-10 min In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. **(A. Rubalcava/E. Acar)**
- 10-15 min In collaboration with the school team, discuss Next Steps based on Grows and suggestions. **(A. Rubalcava/E. Acar)**
- 5-7 min Closure
    - Summarize possible Next Steps; and **(A. Rubalcava/E. Acar)**
    - Remind SLTs that they need to complete their "Stakeholder Survey Reflections" templates and present their reflection and next steps to the following groups:
        - Stakeholders committee/board to inform LCAP (due April 14)
        - PAC/PTF/SSC/ELAC
        - Staff
    - Remind SLTs to update their 2020-21 LCAP Stakeholder Engagement section. SLTs will respond to three prompts:
        - Prompt 1: A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
            - Include **dates** for survey implementation, survey results discussion, reflection and presentation.

- Prompt 2: A summary of the feedback provided by specific stakeholder groups.
  - Include highlights **(glows/grows/suggestions)** from each survey separately (student, family, staff).
- Prompt 3: A description of the aspects of the LCAP that were influenced by specific stakeholder input.
  - Include **identified needs** you will address in the 2020-21 LCAP based on survey feedback as well as **next action steps**; write how the feedback influenced your LCAP goals, outcomes, actions, and budget.

- Thank participants!

5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school's Next Steps.

Using Student, Parent, and Staff Voices as a Measure of Employee Evaluation

Student, parent, and staff surveys provide valuable feedback to the employee about stakeholders' perceptions on employees' effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about a variety of topics, as well as stakeholders' overall school satisfaction. MPS uses both individualized and general feedback to provide constructive critical feedback to the employees. Employees can use this feedback to improve their effectiveness.

As Core Value Area 9 states, the employee "works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal" and "maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization." Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use the average approval rates on the student, parent, and staff surveys as a metric in employee evaluation.

MPS uses the survey average approval rates as a metric that represents stakeholder voices. MPS bases 15 percent of employee's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. The following table shows how average approval rates are converted to points on the end-of-year overall evaluation. MPS uses both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

AVERAGE APPROVAL RATE		CHANGE (FROM PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained Declined or improved by less than 5%	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	4	4	5	5	5
	High 70% to less than 85%	3	4	4	4	5
	Medium 60% to less than 70%	2	3	3	4	4
	Low 50% to less than 60%	2	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

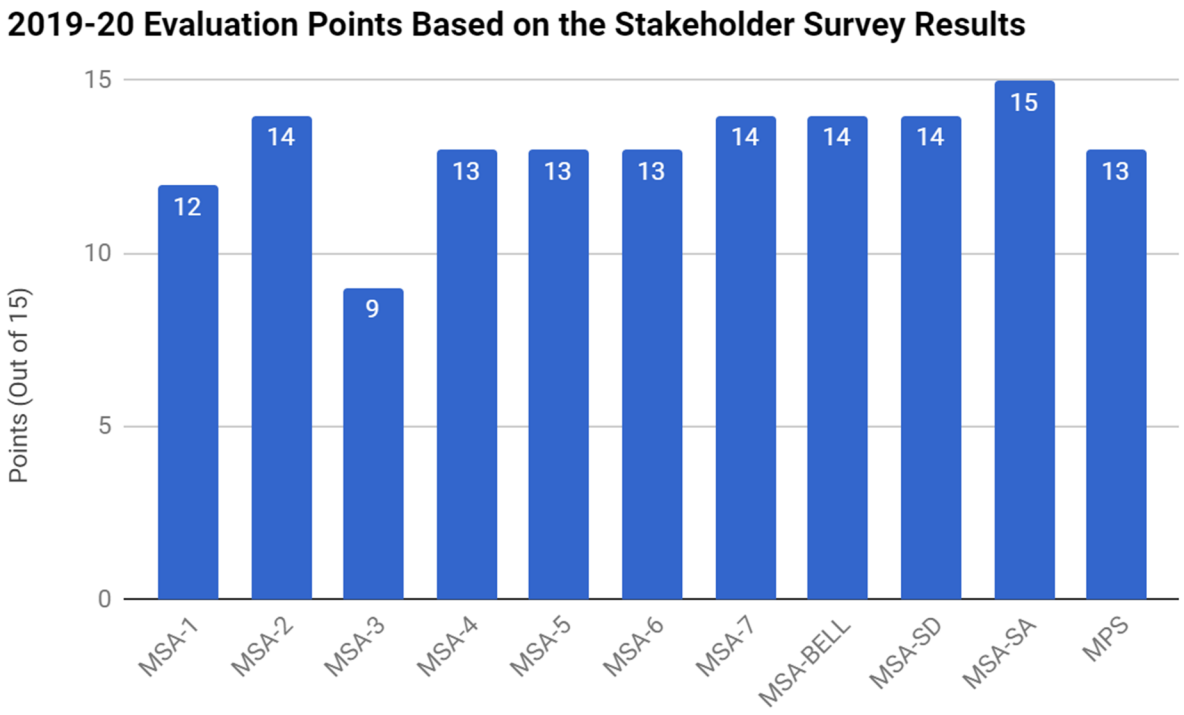
Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with student average approval rates of 68% in the current year and 60% in the prior year would earn its employees 4 points for student voice. If staff average approval rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices. *(For Home Office employees, overall MPS average approval rates are used.)*

Employees are expected to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

School Evaluation Scores for the Current Year

MPS has calculated the survey portion of employee evaluations as described in the policy above. The following are 2019-20 evaluation scores for MPS. Using the methodology described above, the following are the evaluation scores for each MPS in 2019-20. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19													
	Student				Family				Staff				
	2018-19	**2019-20**	Change	Points	2018-19	**2019-20**	Change	Points	2018-19	**2019-20**	Change	Points	TOTAL
MSA-1	66%	**62%**	-4%	3	95%	**94%**	-1%	5	81%	**82%**	1%	4	**12**
MSA-2	63%	**70%**	7%	4	94%	**93%**	-1%	5	73%	**89%**	16%	5	**14**
MSA-3	56%	**54%**	-2%	2	91%	**84%**	-7%	4	69%	**65%**	-4%	3	**9**
MSA-4	58%	**64%**	6%	4	94%	**95%**	1%	5	71%	**75%**	4%	4	**13**
MSA-5	72%	**67%**	-5%	3	96%	**96%**	0%	5	93%	**91%**	-2%	5	**13**
MSA-6	70%	**68%**	-2%	3	96%	**99%**	3%	5	94%	**95%**	1%	5	**13**
MSA-7	75%	**74%**	-1%	4	98%	**98%**	0%	5	95%	**93%**	-2%	5	**14**
MSA-BELL	71%	**70%**	-1%	4	94%	**96%**	2%	5	86%	**88%**	2%	5	**14**
MSA-SD	53%	**62%**	9%	4	95%	**96%**	1%	5	85%	**90%**	5%	5	**14**
MSA-SA	59%	**72%**	13%	5	89%	**94%**	5%	5	72%	**86%**	14%	5	**15**
MPS	63%	**66%**	3%	3	94%	**94%**	0%	5	80%	**85%**	5%	5	**13**


2019-20 Evaluation Points Based on the Stakeholder Survey Results
Points (Out of 15)
15
10
5
0
12
14
9
13
13
13
14
14
14
15
13
MSA-1
MSA-2
MSA-3
MSA-4
MSA-5
MSA-6
MSA-7
MSA-BELL
MSA-SD
MSA-SA
MPS

Exhibits (Attachments)

- Panorama 2019-20 MPS Average Approval Rates by Question *(Student, Family, Staff)*
- Panorama 2019-20 MPS Detailed Survey Reports *(Student, Family, Staff)*
- MPS 2019-20 Stakeholder Survey Reflections *(one from each school)*

Spring 2020
Secondary Student Survey

All questions

Based on **3,159** responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION › Been afraid of being beaten up?	**80%** responded favorably	▼ 1 from Spring 2019	
QUESTION › Teachers give students a chance to take part in classroom discussions or activities.	**79%** responded favorably	▲ 4 from Spring 2019	
QUESTION › This school clearly informs students what would happen if they break school rules.	**76%** responded favorably	▲ 1 from Spring 2019	
QUESTION › Overall, I am satisfied and would recommend this school to other students.	**75%** responded favorably	▲ 2 from Spring 2019	
QUESTION › My teachers work hard to help me with my schoolwork when I need it.	**75%** responded favorably	▲ 3 from Spring 2019	
QUESTION › This school promotes academic success for all students.	**74%** responded favorably	▲ 2 from Spring 2019	
QUESTION › This school makes it clear how students are expected to act.	**74%** responded favorably	▲ 3 from Spring 2019	
QUESTION	**73%**	▼ 1	

Need Help?

> Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	responded favorably	from Spring 2019
QUESTION > Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**72 %** responded favorably	▲ **4** from Spring 2019
QUESTION > Had sexual jokes, comments, or gestures made to you?	**71 %** responded favorably	▲ **4** from Spring 2019
QUESTION > Students know what the rules are.	**71 %** responded favorably	▲ **5** from Spring 2019
QUESTION > Rules in this school are made clear to students.	**71 %** responded favorably	▲ **3** from Spring 2019
QUESTION > This school is a supportive and inviting place for students to learn.	**69 %** responded favorably	▲ **1** from Spring 2019
QUESTION > Students know how they are expected to act.	**66 %** responded favorably	▲ **2** from Spring 2019
QUESTION > I feel close to people at this school.	**64 %** responded favorably	▲ **2** from Spring 2019
QUESTION > Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	**63 %** responded favorably	▲ **1** from Spring 2019
QUESTION > Teachers go out of their way to help students.	**63 %** responded favorably	▲ **3** from Spring 2019
QUESTION > How safe do you feel when you are at school?	**61 %** responded favorably	▲ **1** from Spring 2019
QUESTION	**60 %**	▲ **2**

› Been made fun of because of your looks or the way you talk?	responded favorably	from Spring 2019	
QUESTION › Had mean rumors or lies spread about you?	**60 %** responded favorably	▲ **4** from Spring 2019	
QUESTION › Adults at this school treat all students with respect.	**59 %** responded favorably	▲ **2** from Spring 2019	
QUESTION › I feel safe in my school.	**59 %** responded favorably	▲ **2** from Spring 2019	
QUESTION › I feel like I am part of this school.	**54 %** responded favorably	▲ **1** from Spring 2019	
QUESTION › The teachers at this school treat students fairly.	**53 %** responded favorably	▲ **3** from Spring 2019	
QUESTION › I am happy to be at this school.	**53 %** responded favorably	▲ **1** from Spring 2019	
QUESTION › The school rules are fair.	**51 %** responded favorably	▼ **1** from Spring 2019	
QUESTION › All students are treated fairly when they break school rules.	**48 %** responded favorably	**0** from Spring 2019	
QUESTION › Students treat teachers with respect.	**36 %** responded favorably	▲ **4** from Spring 2019	

PANORAMA
EDUCATION

Spring 2020
Elementary Student Survey

All questions

Based on **238** responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION › Do teachers and other grown-ups at school treat students with respect?	**91%** responded favorably	▲ **12** from Spring 2019
QUESTION › Overall, I am satisfied and would recommend this school to other students.	**88%** responded favorably	▲ **4** from Spring 2019
QUESTION › Does this school clearly tell students what would happen if they break school rules?	**88%** responded favorably	▲ **10** from Spring 2019
QUESTION › Do teachers treat students fairly at school?	**87%** responded favorably	▲ **13** from Spring 2019
QUESTION › Do students know what the rules are?	**87%** responded favorably	▲ **10** from Spring 2019
QUESTION › Are rules in this school made clear to students?	**86%** responded favorably	▲ **14** from Spring 2019
QUESTION › Does this school help all students be successful in school?	**85%** responded favorably	▲ **3** from Spring 2019
QUESTION	**85%**	▲ **4**

Need Help?

> Do your teachers work hard to help you with your schoolwork when you need it?	responded favorably	from Spring 2019
QUESTION > Do adults at school encourage you to work hard so you can be successful?	**82%** responded favorably	▲ **9** from Spring 2019
QUESTION > Do students know how they are expected to act?	**81%** responded favorably	▲ **14** from Spring 2019
QUESTION > Do you feel safe at school?	**80%** responded favorably	▲ **6** from Spring 2019
QUESTION > Are the school rules fair?	**80%** responded favorably	▲ **7** from Spring 2019
QUESTION > Do you feel like you are part of this school?	**79%** responded favorably	▲ **10** from Spring 2019
QUESTION > Do other kids at this school ever tease you about the way you talk?	**79%** responded favorably	▲ **3** from Spring 2019
QUESTION > Are you happy to be at this school?	**77%** responded favorably	▲ **6** from Spring 2019
QUESTION > Do teachers go out of their way to help students?	**77%** responded favorably	▲ **4** from Spring 2019
QUESTION > Do teachers give students a chance to take part in classroom discussions or activities?	**75%** responded favorably	▲ **6** from Spring 2019
QUESTION > Do students treat teachers with respect?	**75%** responded favorably	▲ **5** from Spring 2019
QUESTION	**73%**	▲ **5**

> Do other kids steal or damage your things, like your clothing or your books?	responded favorably	from Spring 2019
QUESTION > Do other kids at this school ever tease you about what your body looks like?	**72 %** responded favorably	▲ **7** from Spring 2019
QUESTION > Do you feel close to people at school?	**70 %** responded favorably	▲ **11** from Spring 2019
QUESTION > Are students treated fairly when they break school rules?	**66 %** responded favorably	▲ **9** from Spring 2019
QUESTION > Are you afraid of being beaten up at school?	**59 %** responded favorably	▲ **6** from Spring 2019
QUESTION > Do other kids at school spread mean rumors or lies about you?	**54 %** responded favorably	▲ **6** from Spring 2019
QUESTION > Do other kids hit or push you at school when they are not just playing around?	**53 %** responded favorably	▲ **9** from Spring 2019

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Spring 2020
Family Survey

All questions

Based on **2,871** responses

How did family members respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION
› I am a…
Unscored

QUESTION
› English Language Development (for children learning English)?
Unscored

QUESTION
› Special Education Program or has an Individual Education Plan (IEP)?
Unscored

QUESTION
› In what grade is your child?
Unscored

QUESTION
› What is your race or ethnicity?
Unscored

QUESTION
› Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?
Unscored

QUESTION
› How many years has your child been at this school?
Unscored

QUESTION
› School staff treats me with respect.
97% responded favorably
0 from Spring 2019

Need Help?

QUESTION		
This school clearly informs students what would happen if they break school rules.	96% responded favorably	▲ 1 from Spring 2019
My child's background (race, ethnicity, religion, economic status) is valued at this school.	96% responded favorably	▲ 1 from Spring 2019
School staff is helpful.	96% responded favorably	0 from Spring 2019
This school provides high quality instruction to my child.	96% responded favorably	▲ 1 from Spring 2019
I feel welcome to participate at this school.	95% responded favorably	0 from Spring 2019
My child is safe on school grounds.	94% responded favorably	0 from Spring 2019
This school has high expectations for all students.	94% responded favorably	▼ 1 from Spring 2019
Overall, I am satisfied and would recommend this school to other parents.	93% responded favorably	▼ 1 from Spring 2019
School staff takes my concerns seriously.	93% responded favorably	0 from Spring 2019
School staff responds to my needs in a timely manner.	92% responded favorably	▼ 1 from Spring 2019
School staff welcomes my suggestions.	92% responded favorably	▼ 1 from Spring 2019
QUESTION		

> My child is safe in the neighborhood around the school.

88% responded favorably

▼ **3** from Spring 2019

QUESTION

> At this school, discipline is fair.

88% responded favorably

▼ **2** from Spring 2019

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PANORAMA EDUCATION

Spring 2020
Staff Survey

All questions

Based on **357** responses

How did teachers & staff respond to each question?

Sorted by Question score () Highest to lowest ()

QUESTION
Are you a classroom teacher?
Unscored

QUESTION
What is your role at this school? (Mark all that apply).
Unscored

QUESTION
Migrant education students
Unscored

QUESTION
Special education students
Unscored

QUESTION
English language learners
Unscored

QUESTION
How many years have you worked, in any position, at this school?
Unscored

QUESTION
How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Unscored

QUESTION
What is your race or ethnicity?
Unscored

QUESTION

Need Help?

› emphasizes helping students academically when they need it.	**98%** responded favorably	▲ **2** from Spring 2019	
QUESTION › The school rules are fair.	**97%** responded favorably	▲ **1** from Spring 2019	
QUESTION › is a supportive and inviting place for students to learn.	**97%** responded favorably	▲ **2** from Spring 2019	
QUESTION › racial/ethnic conflict among students?	**94%** responded favorably	**0** from Spring 2019	
QUESTION › encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	**94%** responded favorably	**0** from Spring 2019	
QUESTION › emphasizes teaching lessons in ways relevant to students.	**94%** responded favorably	▲ **3** from Spring 2019	
QUESTION › promotes academic success for all students.	**93%** responded favorably	▲ **2** from Spring 2019	
QUESTION › Students know what the rules are.	**92%** responded favorably	▲ **8** from Spring 2019	
QUESTION › Students know how they are expected to act.	**91%** responded favorably	▲ **11** from Spring 2019	
QUESTION › This school makes it clear how students are expected to act.	**90%** responded favorably	▲ **9** from Spring 2019	
QUESTION › This school is a supportive and inviting place for staff to work.	**90%** responded favorably	▲ **2** from Spring 2019	

QUESTION › sets high standards for academic performance for all students.	**90%** responded favorably	▲ **6** from Spring 2019	
QUESTION › physical fighting between students?	**89%** responded favorably	**0** from Spring 2019	
QUESTION › Adults at this school treat all students with respect.	**89%** responded favorably	▲ **3** from Spring 2019	
QUESTION › Overall, I am satisfied and would recommend this school to other educators.	**89%** responded favorably	▲ **4** from Spring 2019	
QUESTION › This school promotes trust and collegiality among staff.	**88%** responded favorably	▲ **2** from Spring 2019	
QUESTION › Rules in this school are made clear to students.	**86%** responded favorably	▲ **9** from Spring 2019	
QUESTION › How many adults at this school support and treat each other with respect?	**86%** responded favorably	▲ **2** from Spring 2019	
QUESTION › This school promotes personnel participation in decision-making that affects school practices and policies.	**84%** responded favorably	▲ **4** from Spring 2019	
QUESTION › This school handles discipline problems fairly.	**79%** responded favorably	▲ **7** from Spring 2019	
QUESTION › This school clearly communicates to students the consequences of breaking school rules.	**78%** responded favorably	▲ **10** from Spring 2019	
QUESTION › harassment or bullying among students?	**74%** responded favorably	▲ **6** from Spring 2019	

QUESTION

> This school effectively handles student discipline and behavioral problems.

72% responded favorably

▲ **13** from Spring 2019

QUESTION

> How many adults at this school feel a responsibility to improve this school?

71% responded favorably

0 from Spring 2019

QUESTION

> lack of respect of staff by students?

66% responded favorably

▲ **9** from Spring 2019

QUESTION

> How many adults at this school have close professional relationships with one another?

64% responded favorably

▲ **3** from Spring 2019

QUESTION

> disruptive student behavior?

47% responded favorably

▲ **9** from Spring 2019

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MPS

Secondary Student Survey
Spring 2020

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**72%** ▲2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**61%** ▲2 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**75%** ▲2 since last survey	
Safety	**66%** ▲2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**57%** ▲2 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset

3,159 responses

Climate of Support for Academic Learning

Your average

72%

3,159 responses

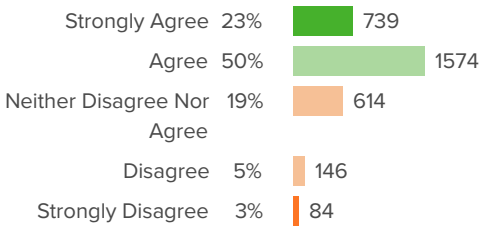
Change

▲ 2

since last survey

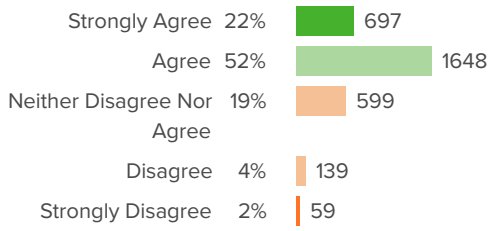
How did people respond?

Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



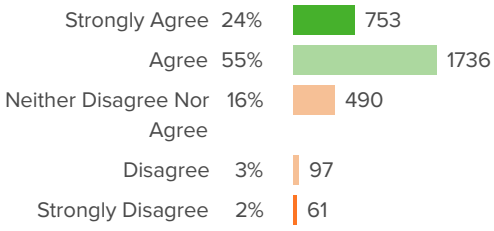
▼ 1 from last survey — Favorable: **73%**

Q.2: My teachers work hard to help me with my schoolwork when I need it.



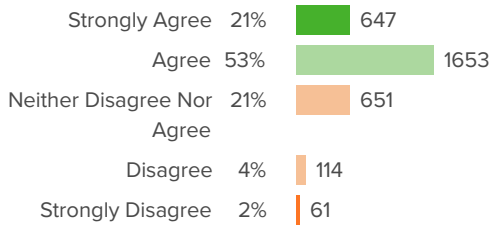
▲ 3 from last survey — Favorable: **75%**

Q.3: Teachers give students a chance to take part in classroom discussions or activities.



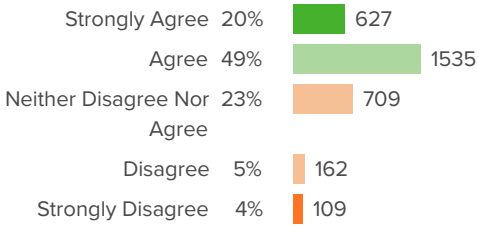
▲ 4 from last survey — Favorable: **79%**

Q.4: This school promotes academic success for all students.



▲ 2 from last survey — Favorable: **74%**

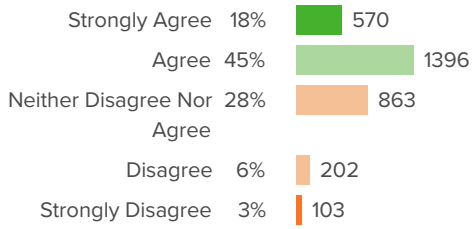
Q.5: This school is a supportive and inviting place for students to learn.



▲1 from last survey

Favorable: **69%**

Q.6: Teachers go out of their way to help students.



▲3 from last survey

Favorable: **63%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

61%

3,159 responses

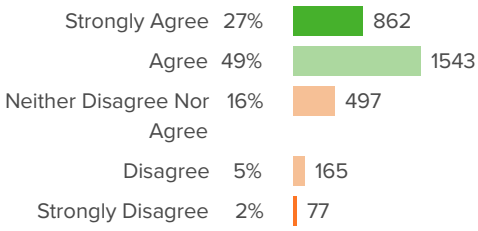
Change

▲ 2

since last survey

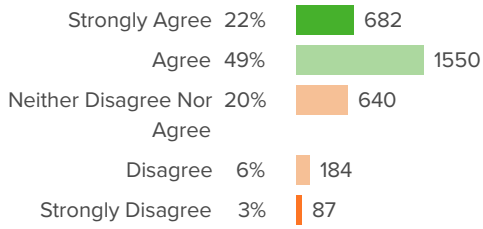
How did people respond?

Q.1: This school clearly informs students what would happen if they break school rules.



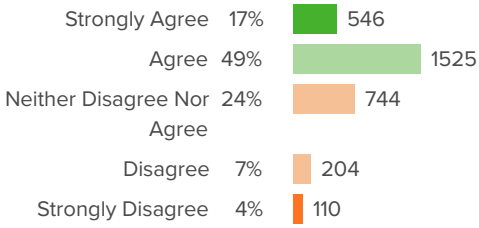
▲ 1 from last survey — Favorable: **76%**

Q.2: Rules in this school are made clear to students.



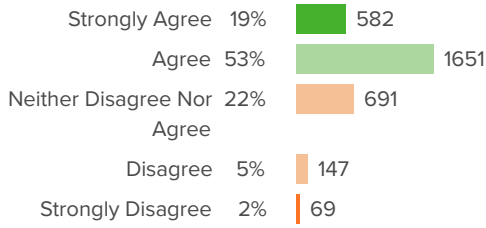
▲ 3 from last survey — Favorable: **71%**

Q.3: Students know how they are expected to act.



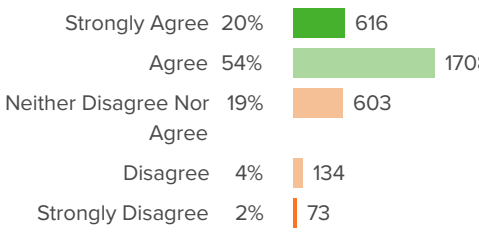
▲ 2 from last survey — Favorable: **66%**

Q.4: Students know what the rules are.



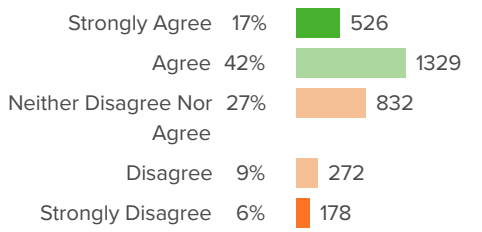
▲ 5 from last survey — Favorable: **71%**

Q.5: This school makes it clear how students are expected to act.



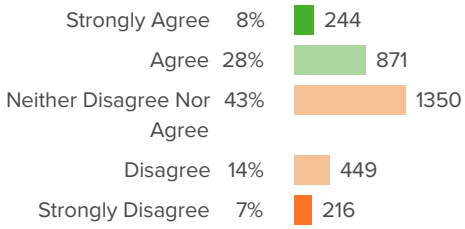
▲ 3 from last survey — Favorable: **74%**

Q.6: Adults at this school treat all students with respect.



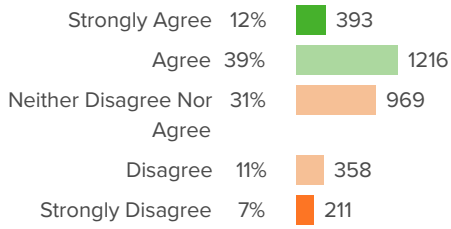
▲ 2 from last survey — Favorable: **59%**

Q.7: Students treat teachers with respect.



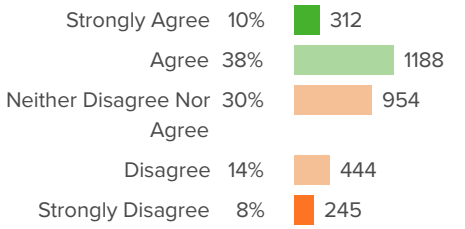
▲ 4 from last survey — Favorable: **36%**

Q.8: The school rules are fair.



▼ 1 from last survey — Favorable: **51%**

Q.9: All students are treated fairly when they break school rules.



▲ 0 from last survey — Favorable: **48%**

OVERALL SCHOOL EXPERIENCE

Your average

75%

3,159 responses

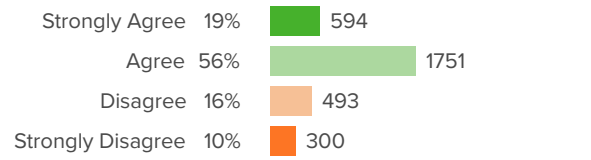
Change

▲ 2

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▲ 2 from last survey

Favorable: **75%**

Safety

Your average

66%

3,159 responses

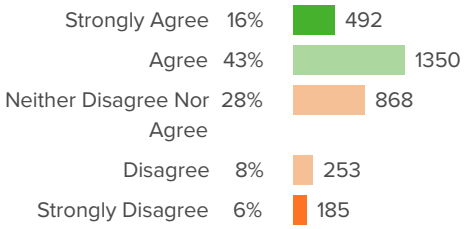
Change

▲ 2

since last survey

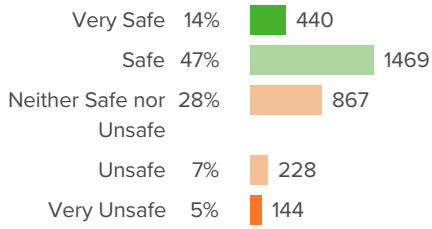
How did people respond?

Q.1: I feel safe in my school.



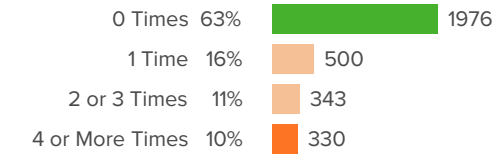
▲ 2 from last survey — Favorable: **59%**

Q.2: How safe do you feel when you are at school?



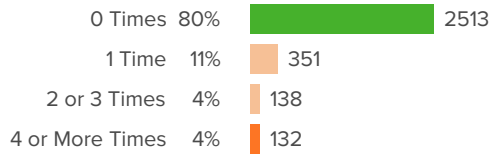
▲ 1 from last survey — Favorable: **61%**

Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



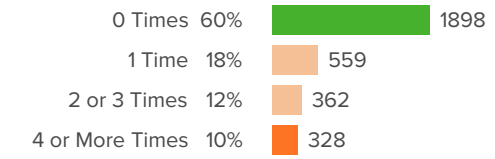
▲ 1 from last survey — Favorable: **63%**

Q.4: Been afraid of being beaten up?



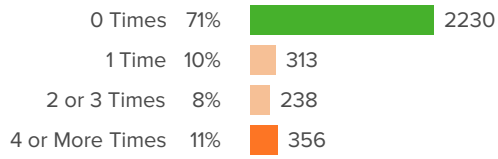
▼ 1 from last survey — Favorable: **80%**

Q.5: Had mean rumors or lies spread about you?



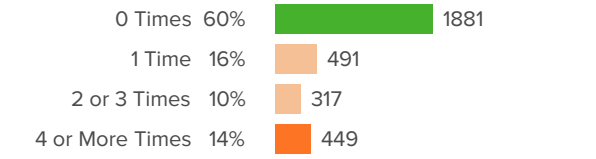
▲ 4 from last survey — Favorable: **60%**

Q.6: Had sexual jokes, comments, or gestures made to you?



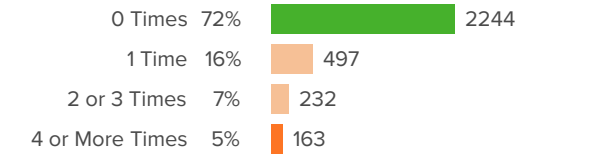
▲ 4 from last survey — Favorable: **71%**

Q.7: Been made fun of because of your looks or the way you talk?



▲ 2 from last survey Favorable: **60%**

Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



▲ 4 from last survey Favorable: **72%**

Sense of Belonging (School Connectedness)

Your average

57%

3,159 responses

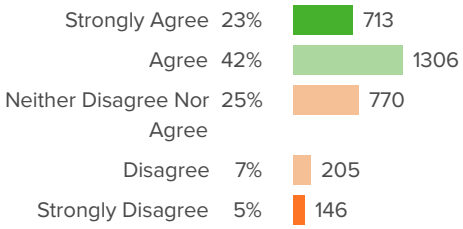
Change

▲ 2

since last survey

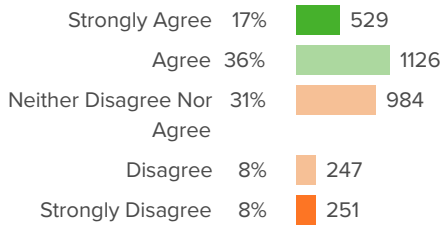
How did people respond?

Q.1: I feel close to people at this school.



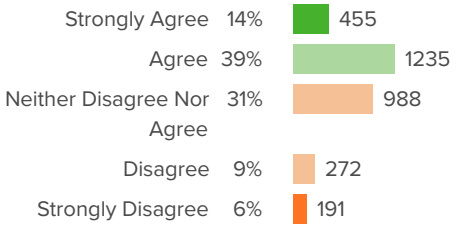
▲ 2 from last survey — Favorable: **64%**

Q.2: I am happy to be at this school.



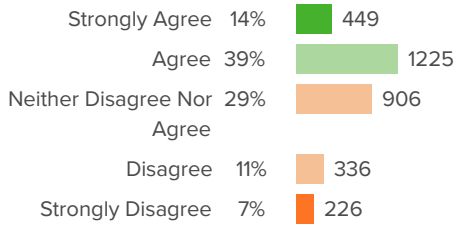
▲ 1 from last survey — Favorable: **53%**

Q.3: I feel like I am part of this school.



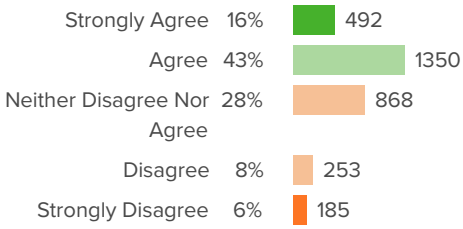
▲ 1 from last survey — Favorable: **54%**

Q.4: The teachers at this school treat students fairly.



▲ 3 from last survey — Favorable: **53%**

Q.5: I feel safe in my school.



▲ 2 from last survey — Favorable: **59%**

MPS

Elementary Student Survey
Spring 2020

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**81%** ▲ 5 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**82%** ▲ 10 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**88%** ▲ 4 since last survey	
Safety	**67%** ▲ 6 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**79%** ▲ 10 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

238 responses

Climate of Support for Academic Learning

Your average

81%

238 responses

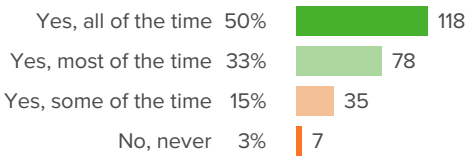
Change

▲ 5

since last survey

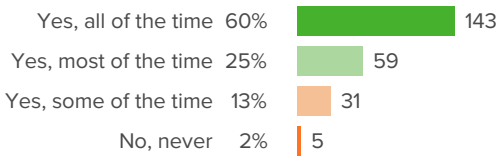
How did people respond?

Q.1: Do adults at school encourage you to work hard so you can be successful?



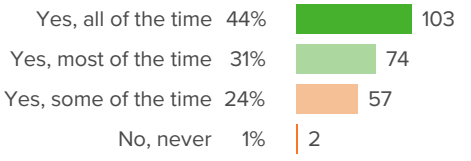
▲ 9 from last survey — Favorable: **82%**

Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



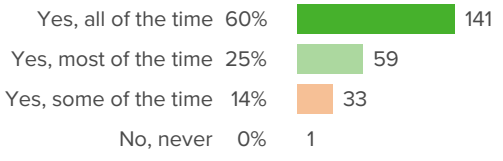
▲ 4 from last survey — Favorable: **85%**

Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



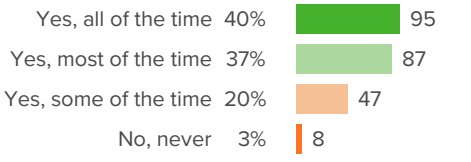
▲ 6 from last survey — Favorable: **75%**

Q.4: Does this school help all students be successful in school?



▲ 3 from last survey — Favorable: **85%**

Q.5: Do teachers go out of their way to help students?



▲ 4 from last survey — Favorable: **77%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

82%

238 responses

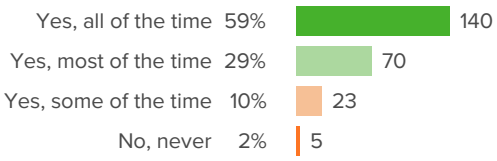
Change

▲ 10

since last survey

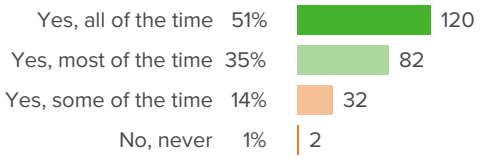
How did people respond?

Q.1: Does this school clearly tell students what would happen if they break school rules?



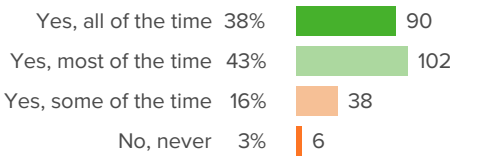
▲ 10 from last survey — Favorable: **88%**

Q.2: Are rules in this school made clear to students?



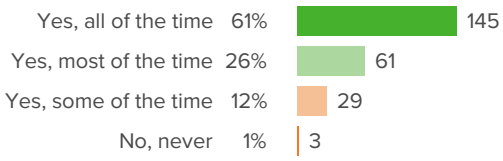
▲ 14 from last survey — Favorable: **86%**

Q.3: Do students know how they are expected to act?



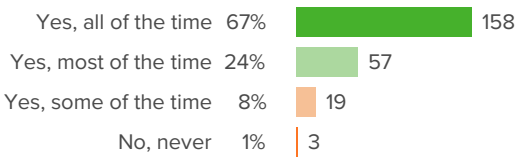
▲ 14 from last survey — Favorable: **81%**

Q.4: Do students know what the rules are?



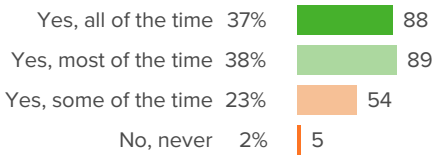
▲ 10 from last survey — Favorable: **87%**

Q.5: Do teachers and other grown-ups at school treat students with respect?



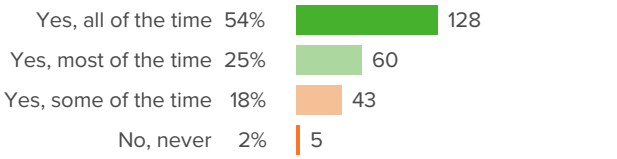
▲ 12 from last survey — Favorable: **91%**

Q.6: Do students treat teachers with respect?



▲ 5 from last survey — Favorable: **75%**

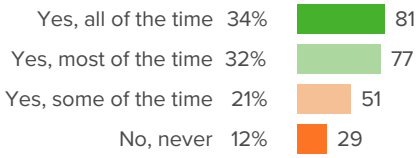
Q.7: Are the school rules fair?



▲ 7 from last survey

Favorable: **80%**

Q.8: Are students treated fairly when they break school rules?



▲ 9 from last survey

Favorable: **66%**

OVERALL SCHOOL EXPERIENCE

Your average

88%

238 responses

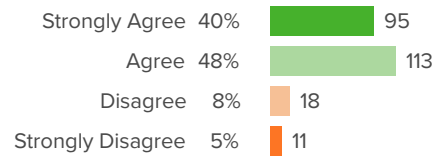
Change

▲ 4

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▲ 4 from last survey

Favorable: **88%**

Safety

Your average

67%

238 responses

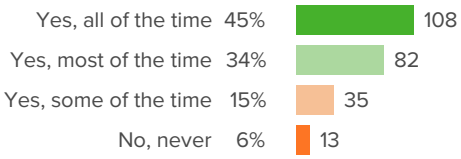
Change

▲ 6

since last survey

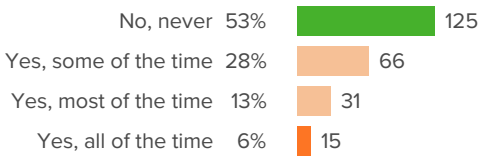
How did people respond?

Q.1: Do you feel safe at school?



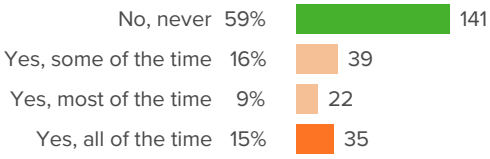
▲ 6 from last survey — Favorable: **80%**

Q.2: Do other kids hit or push you at school when they are not just playing around?



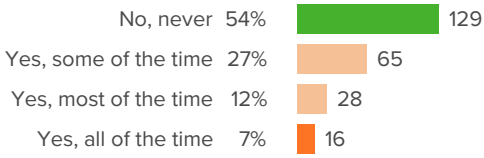
▲ 9 from last survey — Favorable: **53%**

Q.3: Are you afraid of being beaten up at school?



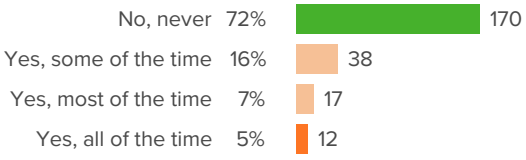
▲ 6 from last survey — Favorable: **59%**

Q.4: Do other kids at school spread mean rumors or lies about you?



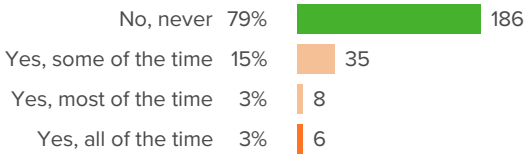
▲ 6 from last survey — Favorable: **54%**

Q.5: Do other kids at this school ever tease you about what your body looks like?



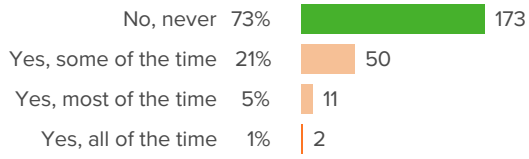
▲ 7 from last survey — Favorable: **72%**

Q.6: Do other kids at this school ever tease you about the way you talk?



▲ 3 from last survey — Favorable: **79%**

Q.7: Do other kids steal or damage your things, like your clothing or your books?



▲ 5 from last survey

Favorable: **73%**

Sense of Belonging (School Connectedness)

Your average

79%

238 responses

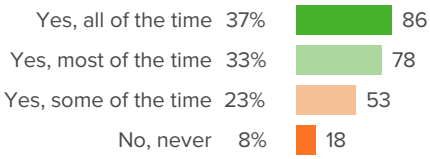
Change

▲ 10

since last survey

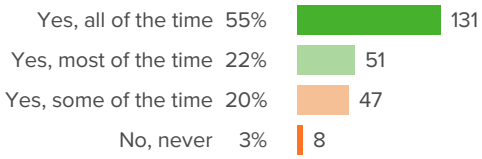
How did people respond?

Q.1: Do you feel close to people at school?



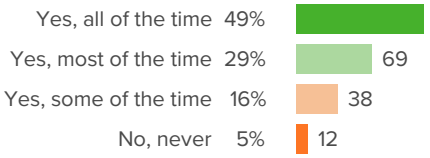
▲ 11 from last survey — Favorable: **70%**

Q.2: Are you happy to be at this school?



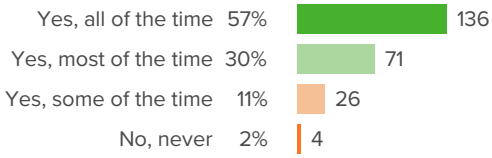
▲ 6 from last survey — Favorable: **77%**

Q.3: Do you feel like you are part of this school?



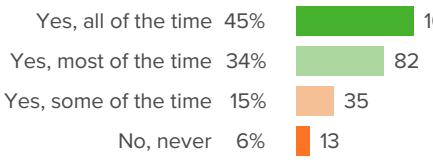
▲ 10 from last survey — Favorable: **79%**

Q.4: Do teachers treat students fairly at school?



▲ 13 from last survey — Favorable: **87%**

Q.5: Do you feel safe at school?



▲ 6 from last survey — Favorable: **80%**

MPS

Family Survey
Spring 2020

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**95%** 0 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**92%** ▼1 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**93%** ▼1 since last survey	
Safety	**91%** ▼2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**94%** ▼1 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset

2,871 responses

Climate of Support for Academic Learning

Your average

95%

2,871 responses

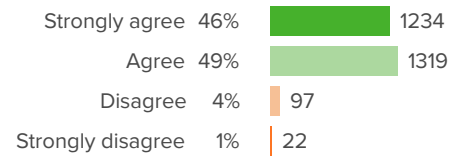
Change

0

since last survey

How did people respond?

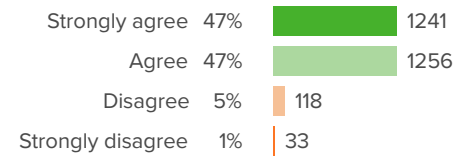
Q.1: This school provides high quality instruction to my child.



▲1 from last survey

Favorable: **96%**

Q.2: This school has high expectations for all students.



▼1 from last survey

Favorable: **94%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

92%

2,871 responses

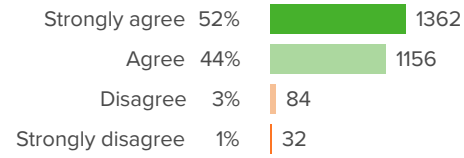
Change

▼ 1

since last survey

How did people respond?

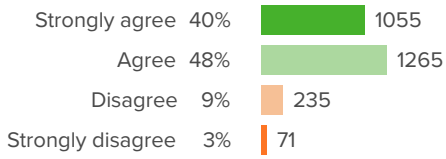
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 1 from last survey

Favorable: **96%**

Q.2: At this school, discipline is fair.



▼ 2 from last survey

Favorable: **88%**

OVERALL SCHOOL EXPERIENCE

Your average

93%

2,871 responses

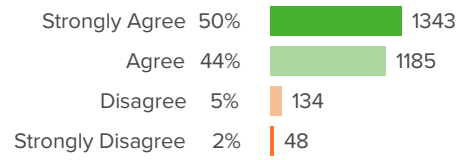
Change

▼ 1

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other parents.



▼ 1 from last survey

Favorable: **93%**

Safety

Your average

91%

2,871 responses

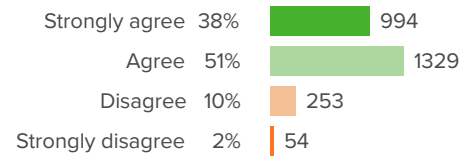
Change

▼ 2

since last survey

How did people respond?

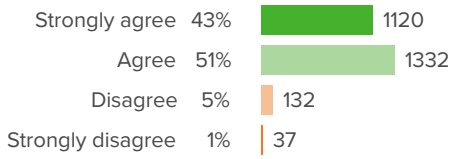
Q.1: My child is safe in the neighborhood around the school.



▼ 3 from last survey

Favorable: **88%**

Q.2: My child is safe on school grounds.



▲ 0 from last survey

Favorable: **94%**

Sense of Belonging (School Connectedness)

Your average

94%

2,871 responses

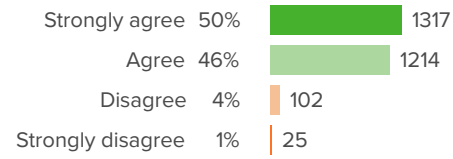
Change

▼ 1

since last survey

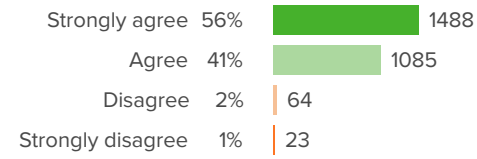
How did people respond?

Q.1: I feel welcome to participate at this school.



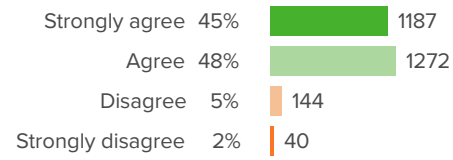
▲ 0 from last survey — Favorable: **95%**

Q.2: School staff treats me with respect.



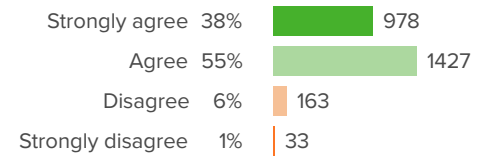
▲ 0 from last survey — Favorable: **97%**

Q.3: School staff takes my concerns seriously.



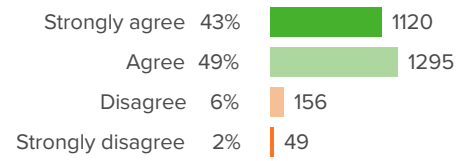
▲ 0 from last survey — Favorable: **93%**

Q.4: School staff welcomes my suggestions.



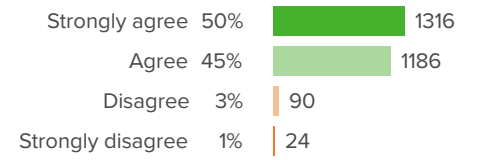
▼ 1 from last survey — Favorable: **92%**

Q.5: School staff responds to my needs in a timely manner.



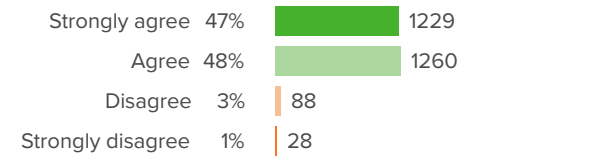
▼ 1 from last survey — Favorable: **92%**

Q.6: School staff is helpful.



▲ 0 from last survey — Favorable: **96%**

Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



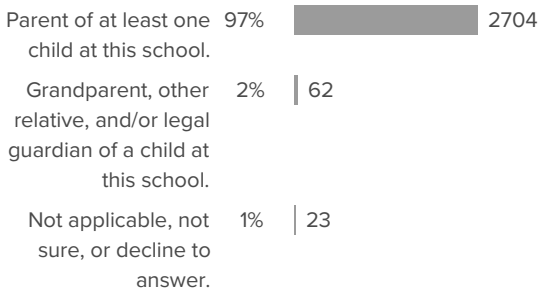
▲1 from last survey

Favorable: **96%**

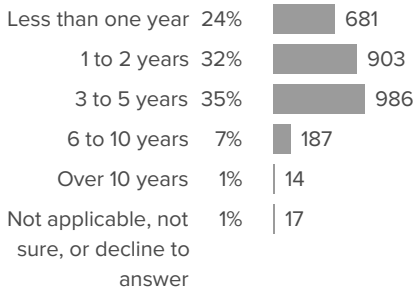
Background Questions

How did people respond?

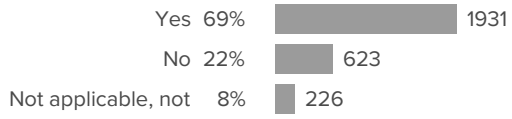
Q.1: I am a...



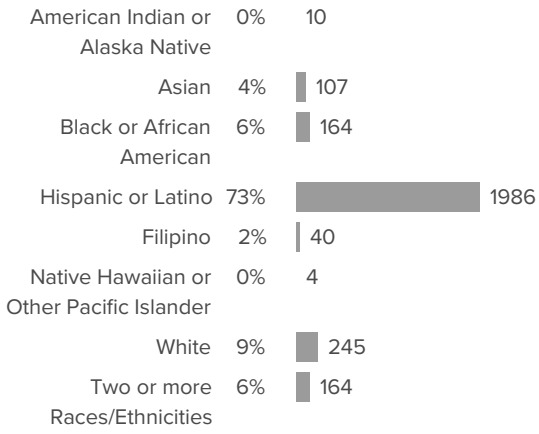
Q.2: How many years has your child been at this school?



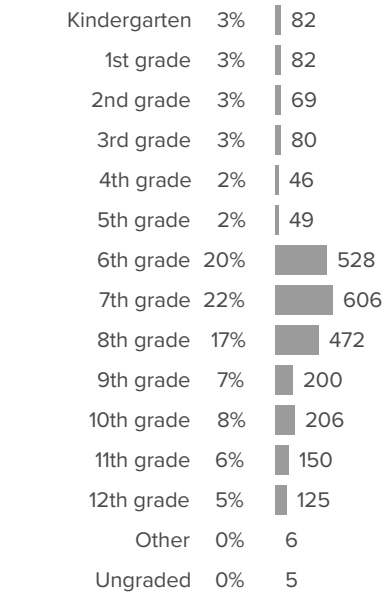
Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?



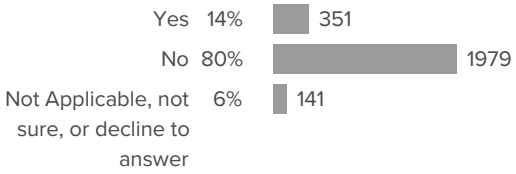
Q.4: What is your race or ethnicity?



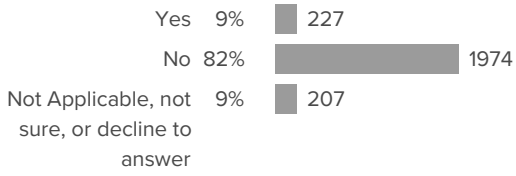
Q.5: In what grade is your child?



Q.6: Special Education Program or has an Individual Education Plan (IEP)?



Q.7: English Language Development (for children learning English)?



MPS

Staff Survey
Spring 2020

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**94%** ▲ 2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**86%** ▲ 8 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**89%** ▲ 4 since last survey	
Safety	**74%** ▲ 5 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**81%** ▲ 3 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

357 responses

Climate of Support for Academic Learning

Your average

94%

357 responses

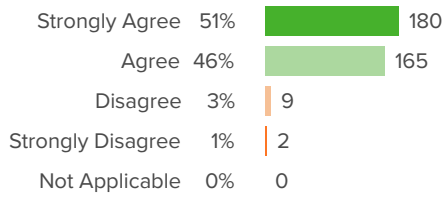
Change

▲ 2

since last survey

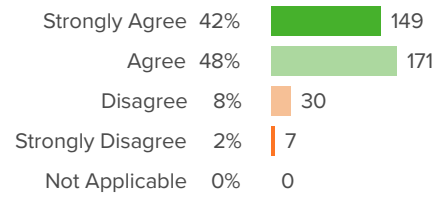
How did people respond?

Q.1: is a supportive and inviting place for students to learn.



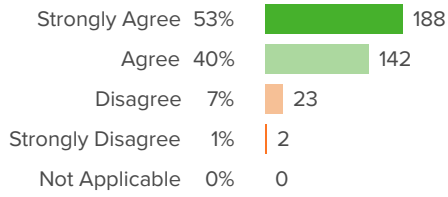
▲ 2 from last survey — Favorable: **97%**

Q.2: sets high standards for academic performance for all students.



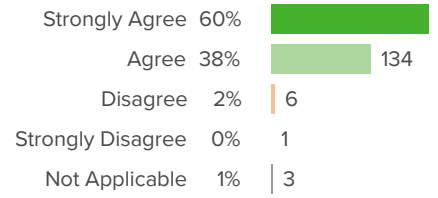
▲ 6 from last survey — Favorable: **90%**

Q.3: promotes academic success for all students.



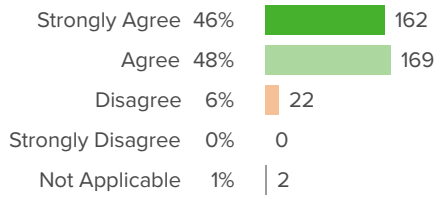
▲ 2 from last survey — Favorable: **93%**

Q.4: emphasizes helping students academically when they need it.



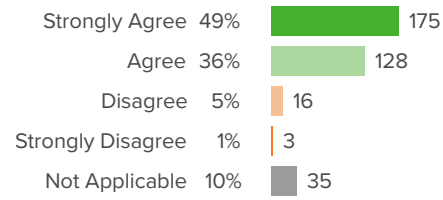
▲ 2 from last survey — Favorable: **98%**

Q.5: emphasizes teaching lessons in ways relevant to students.



▲ 3 from last survey — Favorable: **94%**

Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



▲ 0 from last survey — Favorable: **94%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

86%

357 responses

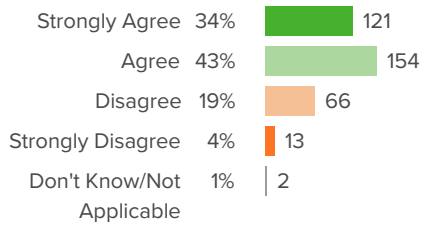
Change

▲ 8

since last survey

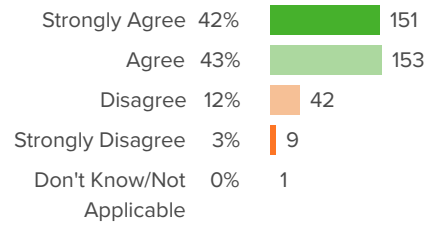
How did people respond?

Q.1: This school clearly communicates to students the consequences of breaking school rules.



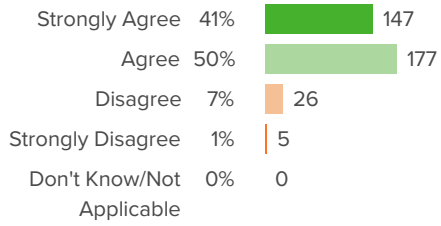
▲ 10 from last survey — Favorable: **78%**

Q.2: Rules in this school are made clear to students.



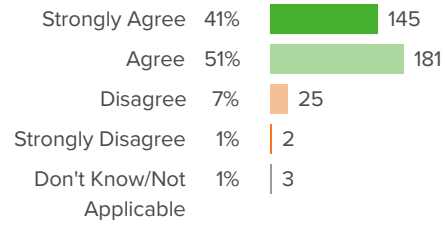
▲ 9 from last survey — Favorable: **86%**

Q.3: Students know how they are expected to act.



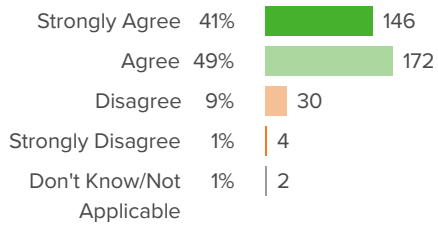
▲ 11 from last survey — Favorable: **91%**

Q.4: Students know what the rules are.



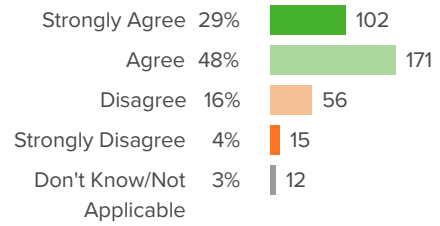
▲ 8 from last survey — Favorable: **92%**

Q.5: This school makes it clear how students are expected to act.



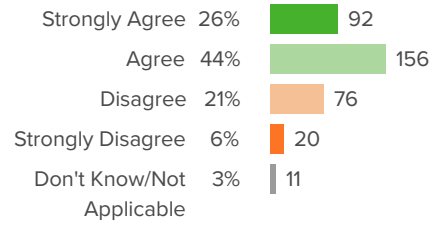
▲ 9 from last survey — Favorable: **90%**

Q.6: This school handles discipline problems fairly.



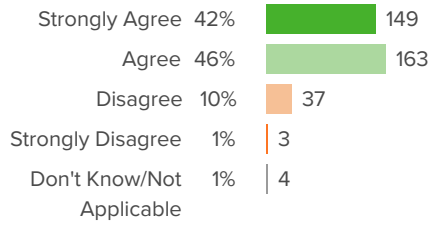
▲ 7 from last survey — Favorable: **79%**

Q.7: This school effectively handles student discipline and behavioral problems.



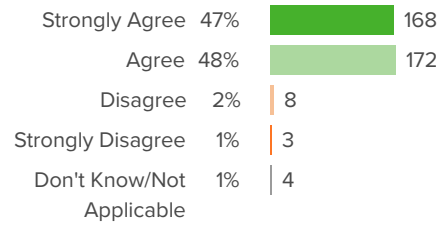
▲ 13 from last survey Favorable: **72%**

Q.8: Adults at this school treat all students with respect.



▲ 3 from last survey Favorable: **89%**

Q.9: The school rules are fair.



▲ 1 from last survey Favorable: **97%**

OVERALL SCHOOL EXPERIENCE

Your average

89%

357 responses

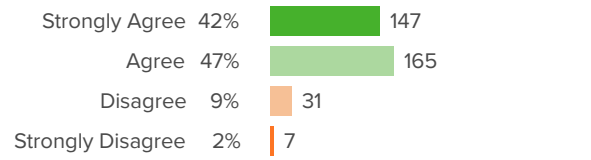
Change

▲ 4

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other educators.



▲ 4 from last survey

Favorable: **89%**

Safety

Your average

74%

357 responses

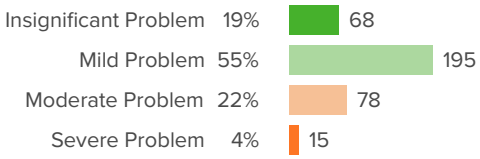
Change

▲ 5

since last survey

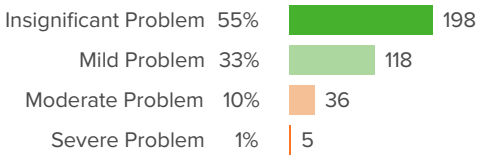
How did people respond?

Q.1: harassment or bullying among students?



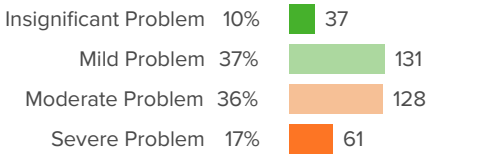
▲ 6 from last survey — Favorable: **74%**

Q.2: physical fighting between students?



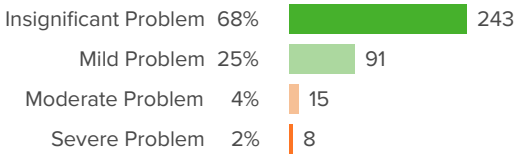
▲ 0 from last survey — Favorable: **89%**

Q.3: disruptive student behavior?



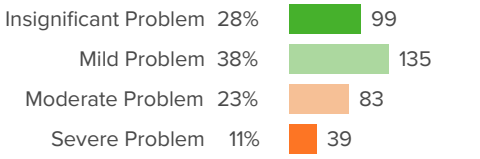
▲ 9 from last survey — Favorable: **47%**

Q.4: racial/ethnic conflict among students?



▲ 0 from last survey — Favorable: **94%**

Q.5: lack of respect of staff by students?



▲ 9 from last survey — Favorable: **66%**

Sense of Belonging (School Connectedness)

Your average

81%

357 responses

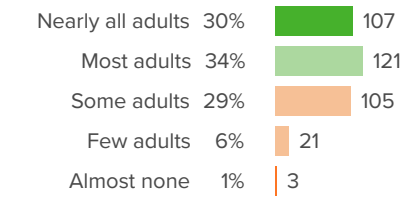
Change

▲ 3

since last survey

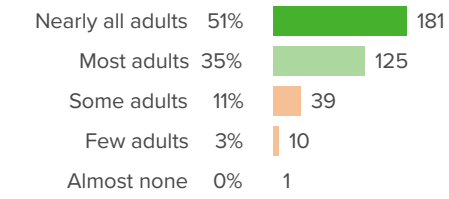
How did people respond?

Q.1: How many adults at this school have close professional relationships with one another?



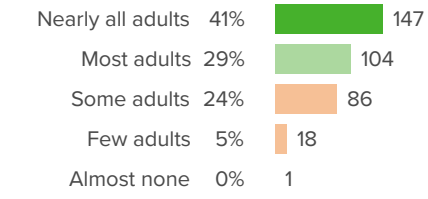
▲ 3 from last survey — Favorable: **64%**

Q.2: How many adults at this school support and treat each other with respect?



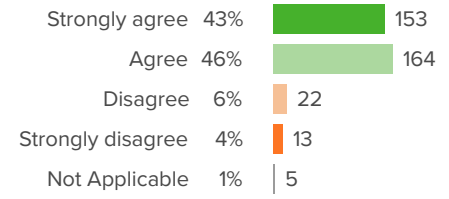
▲ 2 from last survey — Favorable: **86%**

Q.3: How many adults at this school feel a responsibility to improve this school?



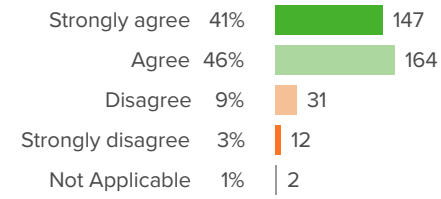
▲ 0 from last survey — Favorable: **71%**

Q.4: This school is a supportive and inviting place for staff to work.



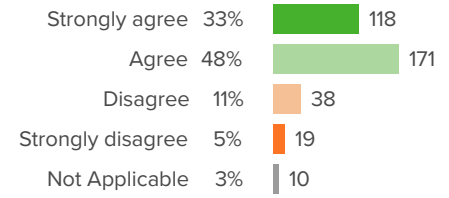
▲ 2 from last survey — Favorable: **90%**

Q.5: This school promotes trust and collegiality among staff.



▲ 2 from last survey — Favorable: **88%**

Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



▲ 4 from last survey — Favorable: **84%**

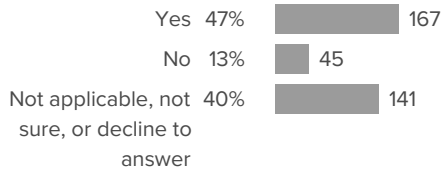
Background Questions

How did people respond?

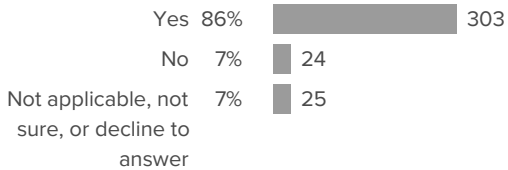
Q.1: What is your role at this school? (Mark all that apply).

Q.2: Are you a classroom teacher?

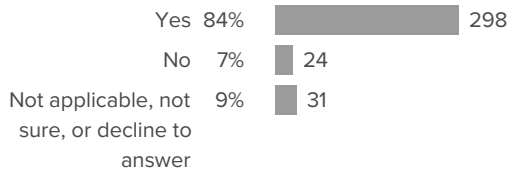
Q.3: Migrant education students



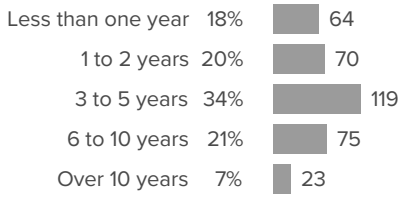
Q.4: Special education students



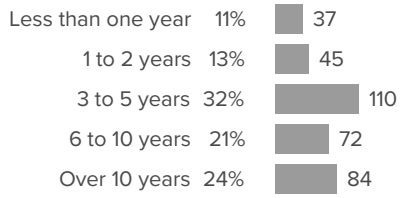
Q.5: English language learners



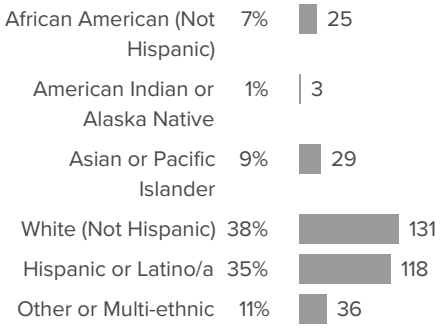
Q.6: How many years have you worked, in any position, at this school?



Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?



Q.8: What is your race or ethnicity?



MAGNOLIA SCIENCE ACADEMY - 1

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	91.4%	85.0%	100.0%
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 2019: *(percentage points)*	-8.6%	+12.8%	0%
Next Year Survey Participation Targets:	≥83.0%	≥83.0%	≥83.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

This year's survey reflects that while staff participation rates have remained the same, family participation rates have increased by 12.8%. However, student participation rates have decreased by 8.6%. We attribute the decrease in student participation rates to teachers being on leave. Two of our teachers were on FMLA leave at the time of the survey, and substitute teachers' struggled to administer the survey to all students.

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 2020 Overall Satisfaction Rates:	62%	94%	82%
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 2019: *(percentage points)*	-4.0%	-1.0%	+1.0%
Next Year Overall Satisfaction Targets:	≥80.0%	≥85.0%	≥85.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Our overall survey satisfaction rates reflect that compared to the 2018-2019 survey, student and family satisfaction rate has decreased by 4% and 1% respectively. Students report a need for better food, a bigger and better lunch area, a gym to do PE, and more elective offerings.

Families also expressed a need for better food. They do not seem to favor the school's uniform policy and think that students should be able to wear what they want. Additionally, parents are not happy with the neighborhood our school is located in and feel that it is unsafe. Finally, parents express a need for a gym, and more options for involvement in sports for their children.

Teachers are happy with the overall quality of education, inclusive learning environment, admin support, and family-like feeling. Overall, surveys reflect appreciation for admin being "clear, fair, and effective." Comments ranged from "We have a lot of dedicated teachers who care about student well being and success, and who are trying their best to give students a comfortable and safe place to learn" to "the school is small so it is easy to get to know the students." Additionally, staff surveys identified a "family like environment."

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	71%	20th-39th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	56%	0th-19th percentile	-6
Safety	66%	40th-59th percentile	0
Sense of Belonging (School Connectedness)	51%	0th-19th percentile	- 5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	0
Safety	88%	20th-39th percentile	+1
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	92%	40th-59th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	83%	40th-59th percentile	+ 3
Safety	82%	40th-59th percentile	+ 2
Sense of Belonging (School Connectedness)	71%	20th-39th percentile	+ 0

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 2020 Average Approval Rates:	62%	94%	82%
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 2019: *(percentage points)*	- 4.0	+-1.0	= 1.0
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
In examining our overall approval rating, our school has increased its staff overall approval by 1% from the 2018-19 school year. We were surprised to see a decrease in Student and Family approval ratings, and noticed that in the area of "Sense of Belonging (School Connectedness)" Family and Student approval had decreased. We felt surprised by this because our school has increased our outreach to parents (more PTF meetings, access to ParentSquare, and in our middle school, our Dean of Students has began to recognize student achievement through assemblies and awards). We think that the separation of middle and high school three months into the school year might have caused this drop, and disrupted our students' sense of belonging to a larger, family oriented campus.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)
Last year, parents, students, and staff expressed a need for improving security at our school site. We took their feedback and this year, we hired an additional security guard and part time campus aides to provide supervision during nutrition and lunch and oversee our campus safety. As a result, the approval ratings for Safety from families and Staff increased from last year, and we maintained our students' sense of safety rating at the school. We plan to maintain the success by utilizing our campus aides and security guard throughout the day.

Reflections: Identified Needs Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
Despite making significant improvements to our school site (increased security, a new building for high school, a rooftop recreation area, more sports in our CIF program, a soccer program for middle school, a change in meal companies, and added electives) parents, students, and staff all feel that we need an enclosed gym with bleachers for sports, better food options for students, and more elective options. These areas continue to need our close attention as our school grows. Our school will continue to conduct surveys in order to gather feedback regarding our choice of food. We gathered a team of students that meet as a committee to examine food menus from our company and provide student input on meal choices for our administration. We have also added pizza as a meal option to be served on Thursdays (thin sliced for healthier option). We are also considering plans for a gym in the future. Next year, we would like to expand our CIF sport options and provide sports at the middle school level (aside from soccer). Our academic team is also examining our schedule next year to see if we can offer additional language options for electives.

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 that it is a somewhat small school so that means teachers can pay more attention to the students," to "When students have good behavior and attendance, we're rewarded with awards and prizes which encourages others to do that too" to "I like how much the teachers care and their teaching methods."Similarly, staff shared, "The school is small so it is easy to get to know the students," to "I have a lot of control over my curriculum and the way I teach," and "My job description and what's expected of me as a teacher is fair." Finally, Family comments ranged from "Staff is always nice," to "I like the communication teachers have with us." 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 to continue to improve our facilities to use space effectively, and even, expand to new spaces (like building a gym). We continue to involve students in our meal choices, and meet regularly in our planning for next year to discuss satisfaction with our vendors and potential changes to our food suppliers. Regarding school security, we will continue to utilize our aides and security guards to ensure effective supervision of students. Additionally, our school psychologist has been presenting health and safety information to benefit our students. She has trained and presented in the S.O.S. program, given information on internet/social media safety, and provided education to our students about bullying and how to report and stop bullying in schools. We will continue to implement these programs to ensure that our student population is informed about social issues that might cause students to feel unsafe at school.

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.

NEXT STEPS

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

- Facility-we will plan next year around the efficient use of space to help meet student and parent needs. (ex. using the new MPR for indoor activities)
- Quality of Food- Select a student committee to provide feedback about meal options for the student body
- Sports- Expand our California interscholastic Federation (CIF) Sports League to include additional sports. Offer middle school sport options besides soccer (which we added this year).
- Sense of Connectedness- More assemblies recognizing students, continued parent communication via ParentSquare, and continued home visits.

MAGNOLIA SCIENCE ACADEMY - 2

2019-20 STAKEHOLDER SURVEY REFLECTIONS

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- 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 2020 Survey Participation Rates:	99.3%	85.8%	100%
Spring 2019 Survey Participation Rates:	97.0%	103.4%	100%
Change since Spring 2019: *(percentage points)*	+2.3	-17.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Findings: Our Participation rates got even higher among students and remained 100% for staff. Although the participation rate decreased for parent stakeholders, it still remained high at over 85%. 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 a high rate which is a healthy indicator of parent involvement.			

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 2020 Overall Satisfaction Rates:	70.0%	93.0%	89.0%
Spring 2019 Overall Satisfaction Rates:	63.0%	94.0%	73.0%
Change since Spring 2019: *(percentage points)*	+7.0	-1.0	+16.0
Next Year Overall Satisfaction Targets:	≥65.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If			

so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.
MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Although our greatest area of need comes from our students since they have the lowest satisfaction rate out of the three stakeholder groups surveyed, student satisfaction rates increased by 7% over the past year. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results which showed the greatest percentage improvement out of the three stakeholder groups surveyed by increasing 16% over the past year will also be analyzed and addressed to help replicate such progress. Family satisfaction rates were the only stakeholder group to decrease over the past year. However, family satisfaction rates remained relatively constant from 2019 to 2020 with a decrease of only 1% and still remains high at a rate of 93%. Students: What do you like best about your school? "Sports program", "Safe, Small School", "Good Teachers that treat everyone fairly", "Teachers are hard-working", "Handle bullying and fix problems", "Students are treated with respect" Staff: What do you like best about your school? "Small size classroom; small family environment", "Staff support each other; respecting another", "Friendly and welcoming environment for all stakeholders" Families (What do you like best about your school? "Staff", "Teachers", "Small class and school size", "Communication with families", "Discipline procedures"

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 2019 *(percentage points)*
Climate of Support for Academic Learning	76%	60th-79th percentile	+6
Knowledge and Fairness of Discipline, Rules and Norms	66%	60th-79th percentile	+8
Safety	73%	60th-79th percentile	+7
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	+7

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	95%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	-1
Safety	93%	60th-79th percentile	-3
Sense of Belonging (School Connectedness)	93%	60th-79th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	+12

Knowledge and Fairness of Discipline, Rules and Norms	83%	40th-59th percentile	+14
Safety	81%	40th-59th percentile	+19
Sense of Belonging (School Connectedness)	93%	80th-99th percentile	+19

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 2020 Average Approval Rates:	83.0%	93.0%	98.0%
Spring 2019 Average Approval Rates:	75.0%	93.0%	77.0%
Change since Spring 2019: *(percentage points)*	+ 8.0	0	+21.0
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students Survey Results on average approval rates increased by 8 percentage points from 2019 to 2020 with an average overall school experience rate of 83% in the most recent survey. **Family Survey Results** remained one of the highest of the three stakeholder groups surveyed for overall school experience rate at 93% with no change in overall average approval rating over the last year. **Staff Survey Results** showed the most significant increases of all of the surveyed stakeholder groups for overall average approval ratings, which increased by 21 percentage points over the past year for staff, with an ending approval rating of 98%.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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 Survey Results had increases across each of the four topics in this category from last year with an average of 6 to 8 percentage point increases and no decreases within averages in percentage favorable for all of the topics in this section. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase from the previous year for students, which was 8 percentage points. This demonstrates a success in the area for students. Student Survey averages also showed a 6 point increase in Climate of Support for Academic Learning plus a 7 point increase in Safety. These are promising results with all of the social challenges students were exposed to over the past few years which include a suicide of one of our 12th-grade students two years ago as well as a 12th-grade student being shot off campus last year, both of which have had an impact on school culture.

Family Survey Results over the last year were high for each of the surveyed topics, with each topic being 92% or higher. The topic with the highest percentage favorable rating for family stakeholders was Climate of Support for Academic Learning, which maintained a 95% favorable rating for families.

Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups in this area across each of the four topics, which included increases ranging from 12 to 19 points and saw no decreases in percentage favorable ratings for topics. The greatest increases for staff came under the topic of Safety, which showed an increase in 19 percentage points over the last year, as well as the topic of Sense of Belonging (School Connectedness), which also increased by 19 points. These significant increases are successes which have come from taking tremendous amounts of staff feedback into consideration when making decisions for school improvement.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

- **Students-** 63% 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 2019 survey results for students by still showing an increase of 7 percentage points over the last year.
- **Families-** The lowest approval area by families is Knowledge and Fairness of Discipline. 92% is still a high percentage, although it had a 1 percent decrease from last year. Further the topic which decreased the most for family stakeholders over the last year is Safety, which showed a decrease of 3%, yet which still remained a high percentage favorable rate of 93% for families.
- **Staff-** The greatest area of need stems from the 81% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2019 survey results, which included an increase of 19 percentage points over the last year for staff.

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?

- Teachers support students academically and emotionally (student & family surveys)
- Strong communication with families (family survey)
- Staff support each other; respecting another (staff & family surveys)
- Discipline procedures/Handle bullying and fix problems/PBIS (student & family surveys)
- Sports program/CIF (student survey)
- Safe, small school /small size classroom; small family environment (student, family & staff surveys)

There was a great deal of positive success which was highlighted in the stakeholder survey results for MSA2 across family, staff and student stakeholder groups. Amongst the patterns which we are particularly proud were the above mentioned areas, including teachers support of students' academic and emotional needs, which was

mentioned across student and family stakeholder groups. In addition, all stakeholder groups mentioned the safe, small school, small size classrooms, and small family environment, which emphasizes how students, parents and staff all are drawn to MSA2 due to the small size. We will continue to work collaboratively across all stakeholder groups to sustain the positive areas mentioned here by stakeholders, and to seek new areas which can be improved upon during the upcoming school year.

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?

- Lack of sports for girls (student survey)
- Lack of certain facilities, water fountain issue; library and sports facilities; restrooms are not enough (student & staff surveys)
- Teacher vacancies filled by substitutes (family surveys)
- Lunches; Vending machine taking money (student & family surveys)
- Discipline problems; Cell phone usage among students and bad language (staff surveys)

There are numerous patterns of aspects which stakeholders shared that they believe we can improve upon at MSA2. Amongst such areas are those mentioned above, including matters related to food, which was mentioned by students and families, as well as lack of facilities which was mentioned by students and staff. These areas of need create an opportunity to improve the school, and as such, are helpful tools to lead to continued school improvement.

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?

- Expand sports programs to middle school students and CIF sports to girls (student & family surveys)
- Improve access to facilities (field, school entrance, staff lounge) (staff & family surveys)
- Less substitutes (staff surveys)
- Offer more student-centered clubs (student & family surveys)
- Offer better student meals (family survey)
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc.) (student & family surveys)

NEXT STEPS

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

- Will partner up with Think Together to coordinate middle school sports, will survey high school students for sport interest (Girls Soccer, Girls Volleyball, etc)
- Propose a different drop off area for the morning, co-location shared use facility planning to include maximum usage of shared use facilities
- Continue to seek feedback from staff related to increasing morale in order to increase retention and attendance of teachers/staff
- Survey students, offer clubs based on student interest, monitor club attendance and make adjustments based on lack of student participation
- Look into alternative food options that are more satisfactory (check if Birmingham cafeteria can be used to prepare food, ask for food samples to be approved by families and students, have representatives from each grade level to select food for the upcoming month)
- Revisit PBIS system to create updated system for supporting with disciplinary issues

MAGNOLIA SCIENCE ACADEMY - 3

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	93.7%	61.9%	97.8%
Spring 2019 Survey Participation Rates:	96.8%	100%	100%
Change since Spring 2019: *(percentage points)*	-3.1%	-38.1%	-2.2%
Next Year Survey Participation Targets:	≥85.0%	≥85.0%	≥85.0%
Findings: (Wright) What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
MSA 3 declined in participation rates across all 3 stakeholder categories. The Students and Staff categories saw small slippages in participation rates at -3% and -2% respectively. The Parent surveys took a very large loss at -38%. This is due to a transition in our admin team that caused us to shuffle some duties around and that caused the parent surveys to be started too late this year. Next year we must start distributing the surveys earlier to ensure the 85% participation target is met next year.			

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 2020 Overall Satisfaction Rates:	55%	76%	69%
Spring 2019 Overall Satisfaction Rates:	65%	90%	83%
Change since Spring 2019: *(percentage points)*	-10	-14	-14%
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: (Thomas) What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			
In the overall satisfaction rates there was a decline of 10 % for overall satisfaction rate. The family overall satisfaction decreased by 38.1%.The staff overall satisfaction rate decreased 2.2%.			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	60%	0th-19th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	51%	0th-19th percentile	- 2
Safety	59%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	44%	0th-19th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	84%	0th-19th percentile	- 9
Knowledge and Fairness of Discipline, Rules and Norms	79%	0th-19th percentile	- 9
Safety	88%	20th-39th percentile	- 4
Sense of Belonging (School Connectedness)	85%	20th-39th percentile	- 7

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	86%	0th-19th percentile	- 4
Knowledge and Fairness of Discipline, Rules and Norms	72%	20th-39th percentile	+ 7
Safety	39%	0th-19th percentile	-11
Sense of Belonging (School Connectedness)	56%	0th-19th percentile	- 11

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 2020 Average Approval Rates:	54.0%	84.0%	65.0%
Spring 2019 Average Approval Rates:	56%	91%	69%
Change since Spring 2019: *(percentage points)*	- 2.0	-7.0	- 4.0
Next Year Average Approval Targets:	≥60.0%	≥90.0%	≥70.0%

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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our approval rates went down 2-6 points in categories. Parents approval rates declined significantly from 91% to 84%. Our parents had mixed concerns about the practices at our school. While some parents pinpointed specific issues in regards to discipline, other parents did not see it as pressing. Our student behavior data indicated that there is decline in discipline referrals. Parents need to be informed with data points about behavior and academics. In addition, parents were not as informed as expected in regards to California Dashboard. MSA-3 administrators need to invest in spending time with parents to explain the accountability process.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)
Based on the approval rates for each topic the strengths for the students approval rates were the Fun Friday's PBIS and student store. The family approved the small learning community and the communication to families. The staff approved of the school size and the pay and benefits.

Reflections: Identified Needs
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
Students' greatest area of need is a sense of belonging. We will work on ways to build more school pride; however this might be difficult to increase because we are co-located and because we have historically had a high teacher turnover rate. Students do not feel connected to MPS therefore we will incorporate more collaborative events for students in conjunction with 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 norms. We have several meetings, town halls, and provide handbooks to all stakeholders; however incorporating more PBIS instruction and providing more positive reinforcement activities as well as 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 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?
• Students: Fun Friday, Student store, PBIS program, Like teachers and supportive • Parents: Small learning community, Excellent teachers, Communication to families • Staff: The size of the school, staff and students are able to form closer relationships, The pay and benefits, The dedication of staff to students

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?

- Parents: Classroom Management, Communiciation, 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
- Patterns: The patterns are a lack of respect for teachers and classroom management.
- Gaps: The gaps that need to be improved are a lack of respect and classroom management.

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?

- Improve rapport with Teachers and staff by increasing staff development opportunities.
- Increase Positive Behavior Support Programs for students.
- Create a more unified way to communicate with all parents.

NEXT STEPS

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

- Present to all stakeholders in May.
- 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 -with new teachers only, and classroom visitation 30, 60, 90 days. Re-analyze department chair roles.
- Climate check-monthly with surveys- 1) Feedback once/month, 2) check-in with staff once a month (meeting schedule) 3) visibility of admin in classes.
- More in depth analysis for Academic and Behavior is needed. (teachers' not entering the grades on time? some students not being held to the same standards?) Academic Accountability- Intervention, Lesson Plans Check/Academic Improvement Plan for teachers and students. Shifting one position to Title 1 coordinator to focus on Academic Intervention/Failing students.
- Training and protocol(take a message, statement etc.) how to welcome parents and respond.

MAGNOLIA SCIENCE ACADEMY - 4

2019-20 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 areas for improvement are 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 feels 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:

- The 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 2020 Survey Participation Rates:	96.9%	66.7%	100%
Spring 2019 Survey Participation Rates:	80.7%	18.1%	100%
Change since Spring 2019: *(percentage points)*	16.2	48.5	0
Next Year Survey Participation Targets:	≥90.0%	≥70.0%	≥90.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Our participation rates increased overall in all stakeholder categories.

Historically, MSA 4 always had low parent survey participation. As a team, we have effectively and consistently communicated with the parents to make sure parents have completed their survey. So as a result, we have improved the parent participation rate by 48.5 percent points. We also consistently follow up with teachers and students to make sure all of our students complete their surveys. We also improved our student survey participation rate by 16.2 percent points.

All of the students and staff surveys were completed online. On the other hand, 50% of parent surveys were completed on 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 2020 Overall Satisfaction Rates:	73%	96%	82%
Spring 2019 Overall Satisfaction Rates:	64%	93%	87%
Change since Spring 2019: *(percentage points)*	+9.0	+3.0	-5.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.
Our students showed an increase in our overall satisfaction rate. Many students are happy with the support that they received from teachers and the admin team. The student survey data also has shown that most of the students were satisfied with small school and classroom sizes. On the other hand, students raised concerns about poor quality instruction and classroom management. Students expect the school to organize more field trips and after school activities. The parent satisfaction rate slightly increased by 3 percentage points. In general, parents are happy with the support that their children receive from MSA 4. Most of the parents commented positively about the effective communication made by the teachers and administration. The parents are also satisfied with the healthy and positive school environment. Some parents suggested modifying the parent activity times in order to increase participation in parent related organizations. There was a 5 percent decline in teacher satisfaction rate. The common thread in what was liked least is our students' behavior and administrative process with poor student behavior. However, they still like the family feel and they are committed to our students' success. The teachers commented positively about the support they receive from the admin team. Some teachers stated that their voice is being heard in the decision-making process.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	71%	66-72nd percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	60%	0 -61st percentile	+9
Safety	68%	66-72nd percentile	+5
Sense of Belonging (School Connectedness)	51%	0 -61st percentile	+0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	97%	96-100th percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	92%	92-93rd percentile	-4
Safety	94%	94-95th percentile	+3
Sense of Belonging (School Connectedness)	95%	94-95th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	85%	83-87th percentile	-4
Knowledge and Fairness of Discipline, Rules, and Norms	80%	75 - 82nd percentile	+14
Safety	65%	0-74th percentile	+8
Sense of Belonging (School Connectedness)	67%	0 - 74th percentile	-2

The 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 2020 Average Approval Rates:	64.0%	95.0%	75.0%
Spring 2019 Average Approval Rates:	58.0%	94.0%	71.0%
Change since Spring 2019: *(percentage points)*	+8.0	+1.0	+4.0
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups. MSA -4 started the 2019-2020 school year with a significant change in its administration and teacher staff. This new team collectively implemented new school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically assessed our current practices during parent, admin and staff meetings. MSA-4 Team diligently modified the practices depending on the criticism and suggestions that were gathered during these meetings. We also worked collaboratively with the home office support team to adjust our academic and discipline policies to support our students academically and behaviorally. We follow the current developments in MTSS and implement new strategies that are suitable for our school environment.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)
Successes: ● MSA 4 improved its approval rate in all survey categories. ● The highest jump observed in student approval rate with + 8 percent points which followed by a 4 percent points increase in staff approval rate. ● We improved the parent participation +48.5 percent points. ● In the 2019-20 school year, MSA 4 accomplished its highest parent participation rate as compared with the past four years. ● Students' approval rate increased for Knowledge and Fairness of Discipline, Rules, and Norms by +9 percent points.

- MSA 4 maintained its parent approval rates in all survey categories with the 95% average approval rate.
- Staff approval rate increased for Knowledge and Fairness of Discipline, Rules, and Norms by +14 percent points.

Highest Approval Rates:

- Climate of Support for Academic Learning in all stakeholder survey categories.
    - Student survey: 71%
    - Parent survey: 97%
    - Staff Survey: 85%

Highest Increase in Approval Rate by Questions:

- Student survey: This school clearly informs what would happen if they break school rules by +19 percent points.
- Parent survey: My child is safe in the neighborhood around the school by +9 percent point.
- Staff Survey: This school handles student discipline and behavioral problems by +32 percent points.

We are most proud that we increased our overall approval rate in all stakeholder survey categories. We are also proud that there is a significant increase in Knowledge and Fairness of Discipline, Rules, and Norms and Safety in student and staff surveys. The survey results helped us notice that communication is very important to build positive and safe learning environments for all stakeholders. We will further analyze our survey results to continue building upon the strategies that are working.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Needs:

Sense of belonging is the category with the lowest approval rate. The sense of belonging to school can be described as the perception of students as individuals, respecting their existence, and supporting them in the social environment of the school.

As we analyzed the free student free responses, we encountered similar results. Students are not proud to be part of the MSA 4 community. We observed a similar result in the staff survey as well. Sense of belonging has been the biggest issue at MSA4 for several years now.

Low sense of belonging to the school, unfortunately, translates as low attendance, low preparation for school and low levels of obedience to school and classroom rules. From this viewpoint, the sense of belonging to school is the single most important topic that we will address as the greatest need for improvement for the next school year as it directly affects the other survey topic.

Next Steps:

1. Involving all stakeholders to create community norms.
2. Listening to students and teachers to share their experiences of feeling uncertain about their belonging to the school.
3. Emphasizing common purposes and ideals.
4. Organizing more professional development around culturally responsive teaching.
5. Organizing more community-building activities and involving students in the process.
6. Implementing more cooperative learning activities in which classrooms work together to achieve a common purpose.
7. Cultivating respectful, supportive relationships among students, teachers, and parents.

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?

Student Survey:

1. Friendly caring environment
2. Commitment to well being of students
3. Supports from the staff
4. CIF Basketball Team
5. Small school and classroom sizes

Family Survey:

1. Supports from the staff and their dedication and patience
2. Small school and classroom sizes which allows one on one attention
3. Family-like environment
4. Students enjoy the school
5. Communication

Staff Survey:

1. Small school and classroom sizes which allow everyone to support each other
2. Support from the admin team
3. Having a voice in adopting policies

Free responses showed that all stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers.

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?

Student Survey:

1. Restrooms
2. School Meal Program
3. Poor quality of instruction
4. Poor classroom management
5. Low sense of safety
6. Uniform policy
7. Facilities

Parent Survey:

1. Parent activities schedule (time, day)
2. After school program (sports, music)
3. School meal program
4. Facility
5. Discipline
6. Cultural representation (African American)

Staff Survey:

1. Facility
2. The administrative process regarding discipline
3. Lack of parent support
4. Number of prep and underpaid compared to LAUSD

Facility and discipline is a common concern by all of the stakeholders. Improvement of the facility, discipline policies and classroom management are the areas that will need our close attention for the next school year.

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?

Student Survey:

1. More after school activities and field trips
2. Facility improvement
3. Improvement of the meal program
4. More free dress (uniform policy)
5. Hiring quality teachers

Parent Survey:

1. Improvement of the meal program
2. More after school activities
3. More parent activities (English class)
4. Staff retention

Parent Survey:

1. Improvement of discipline policies and administrative processes regarding repeated poor behavior.

2. Implementation of more grade groups and department meetings.
3. More professional development around classroom management.
4. Facility improvement or moving to another location.
5. Payscale improvement to attract highly qualified teachers.

All of our stakeholders made suggestions regarding facility and discipline policy improvement. Many students made suggestions regarding hiring quality teachers. Teachers suggested more professional development around classroom management. In addition, some parents raised interest in attending parent activities, if we can adjust the times for the parent activities.

NEXT STEPS

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

1. Hiring a full-time dean of discipline.
2. Reevaluating and adjusting the discipline policies collaboratively with the teachers.
3. Organizing ongoing professional development for teachers to establish effective classroom management strategies.
4. Organizing meaningful field trips for students to access tools and environments that are not available at school.
5. Improving the implementation of the PBIS with the involvement of the teachers.
6. Replacing ineffective teachers while considering the teacher retention rate at the same time.
7. Improving the after school program to increase participation.
8. Getting parents' input to determine parent activities.

MAGNOLIA SCIENCE ACADEMY - 5

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	100%	87.3%	100%
Spring 2019 Survey Participation Rates:	99.6%	100%	100%
Change since Spring 2019: *(percentage points)*	+.4	-12.7	0
Next Year Survey Participation Targets:	≥97.0%	≥85.0%	≥100.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

We had a consistent participation rate for the 2019-20 school year for students and staff, yet we had a decline with our families. We implemented the same strategies as last year by creating many opportunities for everyone to participate.

For our students and staff, they were all 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 encourage all students to get their parents`/guardians to take the survey either online or by paper. Most chose to do them by paper form instead of the online submissions, which was a struggle this year as we did not have enough extras for those that misplaced the paper surveys. This led to the decline in our participation with the 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 2020 Overall Satisfaction Rates:	77%	97%	96%
Spring 2019 Overall Satisfaction Rates:	87.0%	97.0%	100.0%

Change since Spring 2019: *(percentage points)*	-10	0	-4
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Our overall satisfaction rate for our staff and parents continue to be above 95% approval rate. Unfortunately, our student satisfaction rate declined from 87% to 77%. When analyzing the student approval rate data, we noticed that we dropped the most when it comes to "Sense of belonging". In the free-responses students dislike uniform, the lack of a sports program and lockers. They also seem to voice that certain teachers have favorites and don't follow our consequence protocols. Parents have voiced concern over safety such as the lack of a security guard and how dangerous our location is getting.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	74%	40th-59th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	68%	60th-79th percentile	-6
Safety	64%	20th-39th percentile	-1
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	-8

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+1

Safety	93%	60th-79th percentile	-3
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	-2
Safety	82%	40th-59th percentile	-1
Sense of Belonging (School Connectedness)	84%	80th-99th 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 2020 Average Approval Rates:	67.0%	96.0%	93.0%
Spring 2019 Average Approval Rates:	72.0%	96.0%	91.0%
Change since Spring 2019: *(percentage points)*	-5.0	0	-2
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Our average approval rates have declined with our students, yet stayed mostly the same with our parents and staff. We declined the most with student "sense of belonging" and student "climate of support". We also declined in "sense of belonging" for our staff. There are many factors that come into consideration when it comes to climate and sense of belonging. We don't have our own campus, we are unable to assign lockers to students, we don't have CIF sports, etc. When we looked into the questions that did not score favorably, it seems that grades 9-11 seem to score less than other grades. As we continue to add highschool grade levels, the schools wants and needs continue to change and as always, MSA-5 continues to evolve for the better.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)

In our student surveys, we improved greatly when it comes to students being bullied specifically physically or verbally. We also had a high score and continued our progress for students' knowledge of school rules. Despite decreasing favorably by 5 points, we still scored 87% in favorability when it comes to knowing consequences for breaking school rules. Our parent survey satisfaction increased in almost every category. Our staff surveys remains at a high approval rate 96% despite dropping slightly in certain categories.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Parents mentioned safety as a concern. We need to hire or add more security presence. Students dislike uniforms and the lack of sports and lockers. We need to add more ways where students can get creative with their uniforms and seek their approval. We also are looking into adding CIF sports next year. Students are concerned over certain teachers being unfair. We need to have more admin presence in the classrooms, more opportunities for coaching and PD for our teachers. Staff shared the concern that we don't have enough time to bond with each other. We need to swap PD days with culture building time.

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?

The Glows that showed in the free-response questions were rewarding to the MSA-5 staff. Seeing that our students appreciate the hard work and welcoming environment that the teachers put forth for them. Also, that many students continue to establish friendships with their peers and have opportunities to work with them..

For our families, their responses were just as rewarding as the students. Parents acknowledging accessibility to teachers, the small school environment, and educational model 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. Also, that they feel that their colleagues care. The staff is an instrumental part of the makeup of the school and is who spends 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)** 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?
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 uniforms and fairness on discipline. The families would like better more activities for parents and better drop off and pick up . Finally the staff would like an improvement with space and parking.
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?
Again, space/facilities and more electives was a common response from all three groups. Some individual responses from students for improvement were to improve bias that teachers have towards certain students. For the families, they would like to see an improvement of safety with the surrounding community and the staff would like to see fewer PDs.
NEXT STEPS Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?
The school is planning on offering more electives related for both middle and high school that will engage the students (i.e. Ethnic Studies). MSA-5 will continue their music program called, Jazz Empowers and our dance class, Hip Hop 101, to implement for middle school . In addition, we will continue to implement PBIS and our model of H.O.W.L. and are adding CIF sports for high school to improve our school culture and connectedness. Also, we will continue to strengthen our supports for our EL and immigrant students by adding more training to our staff on strategies that support these students.

MAGNOLIA SCIENCE ACADEMY - 6

2019-20 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 areas for improvement are 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:

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- 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 2020 Survey Participation Rates:	100	88.9	100
Spring 2019 Survey Participation Rates:	100	86.8	100
Change since Spring 2019: *(percentage points)*	+0	+2.1	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
From last spring to this year, 2020, we have had 100 percent participation rates from students and staff (no change). We have seen an increase from 86.8 to 88.9 percent for family participation. We noticed that Spanish speaking parents prefer filling out paper surveys and we received more paper surveys than last year. We used our communication tool (ParentSquare) more often and sent multiple reminders as text messages, voicemails and emails. We also provided free dress passes to students once their parents submitted the surveys.			

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 2020 Overall Satisfaction Rates:	68	99	95
Spring 2019 Overall Satisfaction Rates:	70	96	94
Change since Spring 2019: *(percentage points)*	-2	+3	+1
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			

Students:

Students' satisfaction went down 2 points from 70 to 68. This may be because of the older students being disrespectful, rude, the school not being as clean as it should be, the food, or not having enough events.

Students did like the fact that the school was small and that they felt like they had teachers that cared for them. Students also like the PE class and having close friends to socialize.

Families:

Families were happy and overall satisfied with the school. They mentioned that they liked the teachers and that the staff was respectful. They also liked that the school and class sizes are small.

Staff:

Staff showed an increase of 1 percent from 94 to 95 percent satisfied. They liked the fact that their co-workers mostly got along with one another. They did mention that they want to utilize the staff meeting time to meet with their colleagues more, without the administration present. We have been implementing this as of second semester after our first semester wrap meeting.

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 2019 *(percentage points)*
Climate of Support for Academic Learning	77	60-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	66	60th-79th percentile	0
Safety	66	40-59th percentile	-5
Sense of Belonging (School Connectedness)	63	60-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	99	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	99	80th-99th percentile	0
Safety	100	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	98	80th-99th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(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	0
Safety	78	40th-59th percentile	-1

Sense of Belonging (School Connectedness)	97	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 2020 Average Approval Rates:	68	99.0%	95.0%
Spring 2019 Average Approval Rates:	70	96%	94
Change since Spring 2019: *(percentage points)*	-2	+3	+1.0
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The overall approval rates from the students, staff, and families had a range of -2 to +1. Students: The biggest change for the students approval rate was under safety. It fell 5 points. This drop may be because of the increase in petty theft items and/or break-ins that we encountered. Families: Ironically, the parents biggest change was safety as well, with it increasing by 2 points. Parents may feel that we are doing our best to mitigate problems and have a good sense of security because of the private location and because our school is smaller. Also, per School Site Council decision, we installed an intercom system for the front door and had better control for visitors. Staff: The biggest change for the staff was the sense of belonging category. This increased by 7 points. We believe that there is a great team spirit among staff members and they collaborate well. They have been working well with one another for a few years now and are able to understand and help each other when needed.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)

Some of MSA-6's successes is that the school is supportive and an inviting place for students to learn and that teachers go out of their way to help students. Our goal to educate students is one of our primary goals and therefore the high mark from students is something that we should be proud of. The students know that the teachers care for them, that they are there for them, and that the school is small. PE was mentioned a multitude of times. Our PE teacher has really inspired a lot of our students' lives as well as our other teachers in their respective grades.

Families seem to be liking our school as well. They gave our school high marks for all categories. They really like the teachers; how they are helpful, caring and how they are outside when the kids play. They like the uniforms that the school implements, they also like the discipline as well.

The staff mainly focused on their relationship with one another. They wrote things like; co-workers, respect for one another, supportive team...etc. They also mentioned that the class sizes were a plus and the admin response time to inquiries as well.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: From the survey the category that dropped the most was safety. As mentioned before, the amount of petty theft has increased this year from last year and break-in of the school property has also made us re-evaluate our safety protocols, securing our facilities better and informing our staff and students about the improvement to our security.

Other mentions were about the bathroom facility and the uniform policy.

Families: The families overall seem to be happy with the school. Some areas that dropped from last year were: School staff takes my concern seriously (-3) and School staff responds to my needs in a timely manner (-2).

Staff: From the staff survey, the main concern was about safety. The three sections that showed the most decline was in physical fighting, disruptives student behavior, and racial/ethnic conflict among students. From these three categories, the disruptive student behavior has the lowest overall percentage of 46%.

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?

- Welcoming and safe-positive learning environment
- Small school and class size with a family atmosphere
- Caring, highly motivated, and supportive teachers/administration
- Personalized and quality instruction
- Strong communication from and within the school

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?

- Campus and bathroom cleanliness need to be improved.
- Improving PBIS and social emotional support (Older students being rude and misbehaving)
- Increasing campus security
- Increasing enrichment classes/programs such as art, music, robotics
- Improving after-school program and care programs
- Focusing on marketing regarding enrollment

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: Students would like changes regarding the uniform policy, the bathroom facility, and better food. We will work on the upkeep of the bathroom facility with a new hire. We will also revisit the uniform policy to see what we can do to find a middle ground between students and staff. For the food, we work with an outside vendor that provides the food. They have been improving their food quality but students still complain.

Families: The security of the facility, food, and the phone systems are the areas of improvement that they mentioned in the free response section. The security will be addressed with more supervision and possibly more wifi cameras. The food will need to be addressed to the vendor. The phone system is a big concern for our school. We will continue to work with our IT, Rasul, to make sure our systems are working, however, it seems to always go down randomly.

Staff: The staff has mentioned that they would like to have another TA in the classes to help assist with students

who have IEP and other students as well. We will do our best to hire another TA for next school year.

They mentioned that they want to have more collaboration time with each other. We have already implemented this towards the latter part of the school year, before DL.

NEXT STEPS

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

- Continue to develop and implement PBIS strategies such as monthly recognition assemblies. Continue to find ways to reward students, free dress and certificates are great, but we need more. We want to possibly develop a healthy competition between grade groups/grades...etc.
- Working with the new custodial company/the new custodian in order to keep the campus clean, with the focus being the classrooms and bathrooms. Students will need to become accountable for the campus through PBIS. Improving the bathroom (renovation) will need to be through the landlord
- This year, we have made improvements on security by adding two more additional cameras and fixing our intercom system for the front door. They are working well. We can add more cameras to the schools' blind spots. In addition, we are planning to hire more staff members in order to help out with supervision anytime students are outside.
- To improve enrichment classes/elective classes/music classes/art classes. We will need to depend on the enrollment for hiring and providing these classes. We will continue to work on providing a well-rounded education via our after-school program.
- Focusing on our enrollment will become an all-year round campaign. We will continue to send out postcards, update our website, have community events (Multicultural Food Festival and career fair), and to continue our outreach to any other programs that may help increase our enrollment. We know that high enrollment will provide us more resources and services.

MAGNOLIA SCIENCE ACADEMY - 7

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	98.2%	99.6%	90.3%
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Change since Spring 2019: *(percentage points)*	-0.9%	+16.3%	-9.7
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
We dropped in our participation rate for our students and staff. Our family showed a significant increase of 16.3% in the survey participation rate. We believe that the amount of students and staff being sick and missing school and work have contributed to a lower participation rate in 2020. We also have one staff member who doesn't speak English so accessing and completing the survey is difficult due to the language barrier. Overall, more families participated via the paper survey compared to the email survey. Some did both which was difficult to monitor.			

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 2020 Overall Satisfaction Rates:	89%	98%	93%
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Change since Spring 2019: *(percentage points)*	0%	0%	-2%
Next Year Overall Satisfaction Targets:	≥90.0%	≥90.0%	≥90.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 1%. Comparing Spring 2019 and Spring 2020, there was no change with student or family overall satisfaction rates and a 2% decrease in staff overall satisfaction. There were many changes for our staff this year, the biggest being a new administration team. This leadership change brought the implementation of two new instructional programs, policy changes and/or reinforcements, and more accountability for the entire team. Change is difficult, especially so many at once so I attribute the 2% decrease to this.

Students:

- The staff cares for and helps students
- The cafeteria food needs to be better
- Stop taking playtime away

Parents:

- Opportunities for families to be involved
- Parking lot issues/traffic are a problem
- Playground/facility improvements needed

Staff:

- Small, supportive community that works as a team
- Lack of professionalism/cohesiveness of staff & administration
- More planning & prep time

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	78%	0th-19th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	80%	40th-59th percentile	+3
Safety	62%	40th-59th percentile	-3
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98 %	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	97 %	80th-99th percentile	-1
Safety	99 %	80th-99th percentile	+1
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 2019 *(percentage points)*
Climate of Support for Academic Learning	100%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	95%	80th-99th percentile	-1
Safety	89%	60th-79th percentile	-5
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	0

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 2020 Average Approval Rates:	74%	98 %	93 %
Spring 2019 Average Approval Rates:	75%	98 %	95 %
Change since Spring 2019: *(percentage points)*	-1	0	-2
Next Year Average Approval Targets:	≥76.0 %	≥99.0 %	≥94 %

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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The changes in average approval rates from Spring 2019 to Spring 2020 were minimal. The student average approval rate dropped by 1%, the family's stayed the same, with no change, and the staff average approval rate declined 2%. With a change in leadership comes changes to policies and procedures, or a more consistent implementation of existing ones, so the slight decline in approval rates for students and staff could be attributed to this. We also had a lower staff participation rate which could have influenced the approval rate. We also had a challenging year with student discipline for 2nd-5th grade classes which I believe contributed to so many comments from all stakeholders regarding fair and consistent discipline and a lack or respect by students.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)
Strengths/Successes: -Students approval rating for Knowledge and Fairness of Discipline, Rules and Norms increased 3 points since last year -Family approval rating for Safety increased 1 point since last year -Staff maintained an approval rating of 100% for the topic Climate of Support for Academic Learning **Highest Approval Rates:** The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community,

however the approval rating for Sense of Belonging (School Connectedness) was rather low for students and staff.

Most Proud:

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard this year to implement even more programs to provide this support, such as, ELD groups, Guided Math, and an almost completely push-in model for SPED and ELD services.

Maintain or Build Upon:

We will continue to build upon this climate of support by having meaningful reflection conversations with staff in order to get a clear and true understanding of how these new programs and changes helped or didn't and what can we do to adjust for next year. We would also like an opportunity to speak to the students directly about what helped them the most this year, it's often easier for them to verbalize these things, rather than answering a survey.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

-Climate of Support for Academic Learning:

The student approval rating for this topic dropped by 4 points and was the lowest of the three stakeholder groups (78%). We honestly believe that many of the students did not fully understand what the questions under this topic were asking. For example, during the survey, several students asked about the question, "Do teachers go out of their way to help students?" They had a hard time understanding what "go out of their way" means and how this term is connected to support. This misunderstanding can affect the responses.

-Knowledge and Fairness of Discipline, Rules and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all stakeholder groups for this topic. There was even a 3 point increase for students this year. There was a 5 point increase for students agreeing that students know the rules and a 9 point increase agreeing that they know how they're expected to act. There was a slight decrease by parents (3 points) and staff (3 points) in the question regarding discipline being fair

-Safety:

The low ratings for Safety by students and staff was alarming for us and something that we will look further into in order to address. We work hard to ensure our students, staff, and families feel safe at our school so we plan to discover more information about this and address accordingly. This was also the area where we saw the biggest drop, with a 5 point decrease in staff approval rating. And an alarming 18 point decrease for students stating they're afraid of being beaten up at school. We had no incidents of physical violence among students this year so we're not sure why this is such a fear among the students.

-Sense of Belonging (School Connectedness):

This topic was our second lowest approval rating area with students, 76%, families, 98% and staff, 89%. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community, however the approval rating for this area was rather low for students and staff. The most concerning item was the staff survey question, "This school is a supportive and inviting place for staff to work" dropped 6 points. We have worked hard this year to make our staff feel they are supported and valued so this drop is concerning.

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?
▪ The staff cares for and helps students (students & families) ▪ Opportunities for families to be involved (families) ▪ Small, supportive community that works as a team (families & staff) ▪ Inclusion of all students (families & staff)

- Quality education my child receives (families)

Patterns:

All stakeholders mentioned how the school feels like a family and is small and supportive. An inclusive and quality education was also discussed multiple times.

Most Proud:

We are most proud of the high number of free responses that highlighted our staff members and team. Repeatedly stakeholders talked about our hard working staff, supportive community, and family-feel environment.

Maintain or Build Upon:

Continue giving our stakeholders opportunities to be involved and heard all throughout the school year, not just on a survey once a year. Continue holding events for all to participate in and valuing all ideas and suggestions that are heard.

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?

- Facility need repairs and more space (families & staff)
- School meal program (students & families)
- Issues with parking lot (families)
- Students not following rules/discipline not fair (students, families, & staff)
- Not enough support - prep time, copies, etc. (staff)

Patterns:

All stakeholders mentioned how the facility needs improvements and growth, although some also highlighted the changes that have already occurred. All stated that discipline needs to be improved and more consistent and that the students need to respect each other and staff more.

Areas Needing Close Attention:

Student discipline and respect need to be looked at and addressed more closely. Also ensuring that all staff members feel valued, heard, and have the time and support they need.

Gaps:

Ensuring that all students feel safe, respected, and included, especially in the upper grade level classes.

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?

- Facility need repairs and more space (families & staff)
- School meal program (students & families)
- Issues with parking lot (families)
- Students not following rules/discipline not fair (students, families, & staff)
- Not enough support - prep time, copies, etc. (staff)

Patterns:

All stakeholders mentioned how the facility needs improvements and growth, although some also highlighted the changes that have already occurred. All stated that discipline needs to be improved and more consistent and that the students need to respect each other and staff more.

NEXT STEPS

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

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change. For example, a parent requested that we build a school library but we already have one so this would not be something we choose to focus on. Or the student who requested pizza be served everyday, we know that is not a possibility. Below are the five we have selected and the steps we will take to address them:

- **Facility Improvements and Growth** - Continue working with home office staff to complete existing facility improvement projects, such as, painting the playground equipment, painting the school cafeteria,replacing broken windows, painting classrooms, etc. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
- **School Meal Improvements** - the quality of our current school meals was brought up multiple times by students and parents. We're aware that students always want better cafeteria food but it is a concern for us too as we witness firsthand how many meals are thrown away daily because students don't like them. We'd

like to discuss the opportunity to improve the meals and the choices/options students have. For example bringing back pizza Fridays, more variety in meal choices, etc.

- **Parking Lot/Traffic/Valet Program Improvement** - We have worked hard this year to further improve our drop off and pick up procedures, but there is still more improvement needed which all stakeholders can agree on. We need to develop a more structured plan for staff directing traffic during pick-up, more parent training for the valet program, recruitment for parent volunteers, and continue to work with local law enforcement to help reinforce traffic safety laws
- **Fair & Consistent Discipline** - One step in addressing this will be to review behavior referrals from 2019-20 in order to identify the highest needs and school expectations that are most frequently not met. We will develop a plan to address these and reinforce staff and student training. Clearer procedures for recess & lunch need to be implemented and consistently followed beginning from the first day of school. Next year, we will also be adding a Discipline Coordinator to support administration with discipline related matters
- **Teachers Concerns** (prep/planning time and copy limits) - Administration will discuss these concerns with the staff and then discuss with each other to review current prep/planning time schedule & copy limits to see if any adjustments can be made. These concerns have been stated yearly on the staff surveys so they need to be addressed

MAGNOLIA SCIENCE ACADEMY - BELL

2019-20 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 areas for improvement are 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 feels 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 from 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 2020 Survey Participation Rates:	97%	87.3%	100%
Spring 2019 Survey Participation Rates:	100%	95.4%	100%
Change since Spring 2019: *(percentage points)*	-3	-8.1	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Across Magnolia Public Schools, MSA Bell maintains a higher participation rate. This year multiple factors impacted the participation rate.

1. Addressing an alleged bomb threat rumor that delayed the roll-out of the survey
2. The inability to appropriately measure family participation with the paper survey vs. electronic survey
3. Based on the Response Rate report from Panorama Education and Illuminate we were able to observe that 1 student was chronically absent as of January 17th and 3 students that were accounted for on this survey checked out of MSA-Bell prior to the implementation of the survey.
4. We struggle to complete 100% due to absences and lack of follow-up. A plan will be put in place to make sure that all absent students receive multiple opportunities to complete the survey.

We will continue to look at multiple avenues to address the technology gap within 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 2020 Overall Satisfaction Rates:	82%	96%	95%
Spring 2019 Overall Satisfaction Rates:	85%	94%	95%

Change since Spring 2019: *(percentage points)*	-3	+2	0
Next Year Overall Satisfaction Targets:	≥80.0%	≥90.0%	≥85.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Per the stakeholder survey, the data is within the ranges that have been determined as appropriate per the goals identified in the LCAP. Furthermore, satisfaction rates have historically maintained or outperformed the Magnolia Public School average among all stakeholders. We are proud of the historic commitment to creating a learning and work environment that provides an opportunity to grow and develop for all within the learning community.

Per the data

- Strength: The AMBIENCE continues to be the hallmark of success within our learning community. Everyone has enjoyed the friendships and the comradery among all stakeholders
- Improvement: ACCOUNTABILITY and COMMUNICATION is essential for a high-quality program and purposeful articulation of expectations through ongoing dialogue and monitoring across all stakeholders is key to continued success and growth.

MSA Bell will continue to refine its established MTSS systems and provide professional development among all stakeholders. Consistent monitoring and discussion with all stakeholders will be essential to monitor and improve the schoolwide program to enhance the learning and safety experience of all within the learning community.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	78%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	66%	60th-79th percentile	-3
Safety	71%	60th-79th percentile	+1
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	-4

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+2
Safety	94%	60th-79th percentile	-1
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 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	90%	60th-79th percentile	+4
Safety	74%	40th-59th percentile	+3
Sense of Belonging (School Connectedness)	84%	60th-79th percentile	-1

The 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 2020 Average Approval Rates:	70%	96%	88%
Spring 2019 Average Approval Rates:	71%	94%	86%
Change since Spring 2019: *(percentage points)*	-1	+2	+2
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:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

The following has been identified as strengths from our students:

1. Compared to the CORE Districts, MSA Bell is within the 60th-79th percentile in the 4 categories related to school climates. The percentiles on average surpass all of MPS
2. The ambiance of the school has been a historic hallmark. Students enjoy the friendships that are established at the school, along with the relationships built with the staff at MSA Bell

The following has been identified as strength from our families:

1. Compared to the CORE Districts, MSA Bell is within the 80th-99th percentile in 3 of the 4 categories related to school climate. The percentiles on average surpass all of MPS on all categories
2. The ambiance of the school is a strength for families. Families appreciate the environment that is to support the academics and socio-emotional of every child

The following has been identified as strength from our staff:

1. Compared to the CORE Districts, MSA Bell is within the 60th-79th percentile in 3 of the 4 categories related to school climates.
2. Ambiance and Comradery are strong for all staff. They are appreciative of the colleagues and collaborative effort to establish high expectations for all students.

The ambiance and comradery continue to be a hallmark at MSA Bell. Relationship and sense of community are evident through the interactions with students, adults, and the community. The relationship, growth, and love for one another create a unique middle school experience for all stakeholders that runs strong in the community.

We are continually reviewing opportunities to engage all stakeholders to develop and refine the connectedness of our campus. We started evaluating our program and identifying areas of improvement in order to develop a robust and refined schoolwide Positive Behavioral Interventions and Supports (PBIS) program. Some of the work includes: streamlining schoolwide expectations and reward systems through Advisory courses and supporting programs through student core courses, evaluating and monitoring the success of PBIS program through a constant survey of stakeholders, development of schoolwide roles for students to support learning community goals.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)

Per the 4 categories related to school climate, students identified the following as a highly rated strength

1. The Climate of Support for Academic Learning ranks in the 60th-79th percentile compared to CORE district datasets
2. Safety ranks in the 60th-79th percentile compared to CORE district datasets

Per the 4 categories related to school climate, families identified the following as a highly rated strength

1. The Climate of Support for Academic Learning ranks in the 80th-99th percentile compared to CORE district datasets
2. Knowledge and Fairness of Discipline, Rules and Norms; Sense of Belonging (SchoolConnectedness) ranks in the 80th-99th percentile compared to CORE district datasets

Per the 4 categories related to school climate, staff identified the following as a highly rated strength

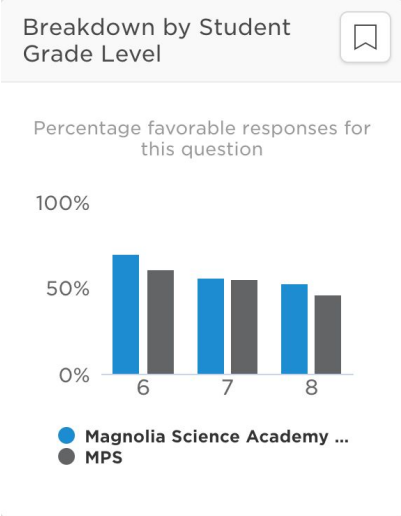
1. The Climate of Support for Academic Learning ranks in the 60th-79th percentile compared to CORE district datasets
2. Knowledge and Fairness of Discipline, Rules and Norms ranks in the 60th-79th percentile compared to CORE district datasets

MSA Bell is proud of the continual service to the community to close the achievement gap in order to increase opportunities, and commitment to create a work environment that allows adults to grow and develop through a positive comradery. Student safety grew this year, there was an assertive effort to communicate with students their responsibility and role to ensure a safe environment. Secondly, the staff demonstrated growth in the area of discipline and safety. An effort was made to systemize the differences between classroom managed behavior and academic managed behavior, alongside with protocols and expectations in the classroom to ensure the environment is conducive for learning. Lastly, families appreciate the sense of community that is created by all individuals on campus. Per the stakeholder feedback, it is evident that the adults on campus have a commitment to ensure their well-being and maintain high academic standards for all students. MSA Bell is proud of the successes and continues to find opportunities to improve the learning experience for all engaged.

Reflections: Identified Needs

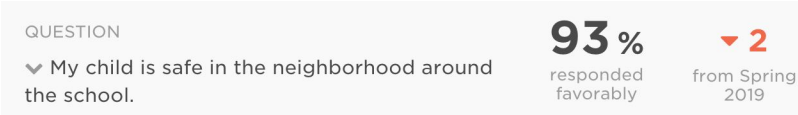
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval 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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

1. Students - Sense of Belonging (School Connectedness) is the least favorable at 63%, but ranks 60th-79th percentile compared to others in the CORE District dataset
2. Families - Safety is the least favorable at 94% and ranks in the 60th-79th percentile when compared to the CORE District dataset.
3. Staff - Safety is the least favorable at 74%, but it increased 3 points from the prior year. This category ranks in the 40th-59th percentile compared to the CORE District dataset.



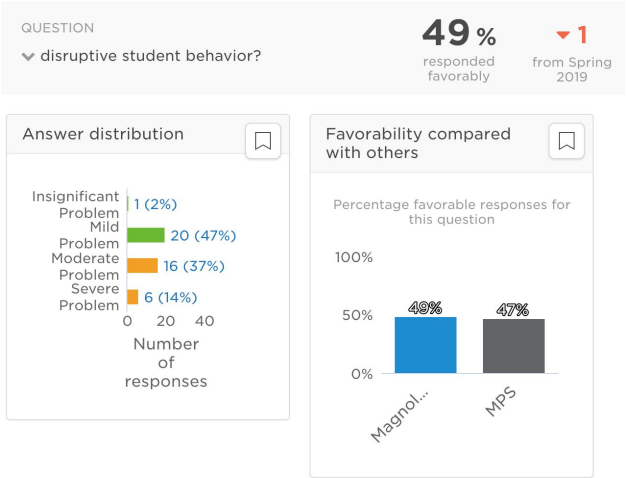
For students the sense of belonging ranks the lowest among all the categories related to school climate. The score of 63% and percentile of 60th-79th percentile, still demonstrates higher percentages compared to MPS and CORE Districts. There is a drop between 6th grade and 8th grade. Much of these differences relate to some turnover in the grade level and the complexities of the age group as students get older. Further study to developing opportunities and training for staff will be instrumental to ensure a high level of connectedness and understanding the complexities of the age group, especially among the older students.

The family group identified safety as an area of improvement, although among the comparison of different data sets this is still very favorable. The question of most attention relates to safety within the neighborhood, per the survey responses. The current community situation presents challenges with an increase of neighborhood rival gangs, graffiti, and usage of drugs especially vaping. Furthermore, families often mention the co-location site as unfavorable feedback. MSA Bell will continue to work with the local community to identify issues and bring stakeholders together to resolve these challenges.



Some of the strategies have included engagement of the school community with local city events such as the Bell 5K and community meetings. Furthermore, the administration works collaboratively with administration from other schools to ensure proactive measures are taken. The administration leadership within Orchard Academies has collaborated to ensure campus-wide consistency in approach to student behavior and safety. This has fostered a more collaborative relationship that looks to improve opportunities for all students within the community. This relationship has started to review promising practices in relation to academics and will continue to improve. The next element will be to include families in this collaboration in order to create a narrative and help the community understand the motives behind the campus-wide plans.

Lastly, among the indicators of school climate, staff identify safety as an area for improvement. It should be noted that it increased from the previous year by 3 points but falls below the average for MPS and CORE District. Upon further analysis, the survey question with the most attention was student distribution. The question is distributed within 4 categories from an insignificant problem to a severe problem. Several measures have been instituted this school year such as schoolwide expectations, grade-level expectations, PBIS, regular review of academic and behavior data by teacher leaders. Further development of schoolwide the PBIS program has been fostered through the professional development and relationship with the Los Angeles County Office of Education. However, it is unidentifiable whether the years of teaching experience or experience within the school site has a significant outcome in the responses. Based on other questions on the survey, teaching experience and training within the learning community with high-level trauma is a major area of focus in order to ensure staff has the tools and resources necessary to handle the changing landscape and needs of the learning community.



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?
Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of strength: 1. The ambiance, students make reference to the relationships that are fostered among each other and the staff at the school. It is evident that students enjoy the environment, which is further highlighted through the high ADA rate and low chronic absenteeism. 2. The ambiance, families feel that the environment is welcoming and dedicated to meet the needs of all students. This is evident based on the responses to the climate questions show favor within the mid- to high-90 percentile. 3. The ambiance, staff members identified the ambiance and comradery among one another and the supportive administration staff. Furthermore, staff identified that working with students and the focus to assist every student to succeed drives their passion at the school site. The ambiance at MSA Bell is a hallmark at the school. The relationships built are long-lasting and evident during the tenure of the school. Many families return with their other children and through 'word of mouth' the school continues to maintain a high interest in the community. This is further driven by the staff's commitment to providing quality education in a challenging environment so that students have the tools and resources to compete within the southeast community and beyond the boundaries. Below are opportunities that are being researched and further developed to continue providing a positive environment: - Refinement of the PBIS system to include multiple stakeholders - Universal Design for Learning development alongside with the technological resources to identify the

needs and meet the needs of all students

- Continually providing an environment that incorporates all stakeholders to utilize data to drive decisions
- Continue to identify teacher leaders in order to provide opportunities to shape the learning climate and identify a pool of up-and-coming leaders
- Expand the relationship with Orchard Academies to incorporate collaborative academic promising practices that will close the achievement gap within the community

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?

Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of opportunities:

1. Accountability, students make reference to several systematic structures that are in place for creating a positive learning environment that is conducive for learning. Plans are in plan to incorporate more student input in the establishment of culture and educate students on the importance of structures in place such as learning platforms, school uniforms, utilization and understanding of school resources, etc.
2. Communication, many families used this section to highlight enjoyable or favorable areas of the school. MSA Bell leadership and staff will work on developing ongoing conversations with families to understand various structures and receive feedback from the community to best identify the needs and develop plans that enrich these conversations. Further means or outlets for communication needs to be developed to maximize participation.
3. Communication, many staff members identified opportunities to develop ongoing grade-level conversations to meet the ever-growing needs and demands of the community. This will include further development of UDL strategies to the extraordinary needs of certain student situations such as behaviors, etc.

In summary, student behavior with one another and among staff members will continually be addressed. This requires an assertive effort from all stakeholders to recognize the mission and vision of the school, and identification of the needs along with a collective effort to meet the needs of every student, especially when there are challenging circumstances. Below are opportunities that are being researched and further developed to address these needs:

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement
2. Research and develop other means to increase parent engagement to maximize the mission and vision of

MSA Bell

3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
4. Refine and communicate the collective efforts that are conducted among the leadership of Orchard Academies to best understand how the needs of the community are being met
5. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders
6. Refine a more comprehensive plan to prepare new staff members to understand and meet the needs of the community with an emphasis on creating systems and building relationships

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?

Upon analysis of the free-responses, single individuals phrases were created from stakeholder to identify changes:

1. System Refinement, students emphasize the consistency of classroom management and the quality of relationships among one another (includes students and staff).
2. Communication, families mention inconsistency with systems across the campus. This includes the usage of the Summit Learning Platform, consistent staff relationship with understanding the age group, and the focus of socio-emotional development.
3. System Refinement, staff mentions increasing meaningful meetings and consistent implementation of school rules.

In summary, school-wide systems increase effectiveness when multiple stakeholders are aligned with the mission and vision of the school, and ongoing dialogue is developed to receiving feedback for continual improvement. Below are opportunities that are being researched and further developed to address these needs mentioned:

- Communicate the schoolwide expectations to all stakeholders and monitor for ongoing calibration and feedback
- Continue to refine a robust preparation for incoming new teachers to the learning community
- Calibrate usage of schoolwide platforms to ensure consistent messaging and expectations among all stakeholders
- Provide multiple opportunities for families to become familiar with the usage and benefits of the platforms used schoolwide
- Provide opportunities to engage families in the variety of resources available to families, such as counseling and assistance with school materials
- Research and provide opportunities to align the academic program with the after-school program, especially in the area of expanding opportunities to enhance STEAM (robotics)
- Review the schedule to create opportunities to collaborate as a staff, such as dedicated time to meet as a

grade team and utilization of common prep for content alignment

NEXT STEPS

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

Below are potential suggestions for implementation, but the course of action might change given the circumstances surrounding COVID-19

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement.
    a. Administration and MTSS progress report to the learning community
    b. Orchard Academies leadership areas of focus and conducting a regular progress report to multiple stakeholders
2. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders through ongoing monitoring and progress reports
3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
    a. School Platforms: ParentSquare, Illuminate, Summit, and Google Classroom
    b. Restorative Justice Practices, alongside with progress reports on school climate goals
4. Teacher recruitment and training to adapt to the needs of the learning community
    a. Universal Design for Learning
    b. PBIS schoolwide program and monitoring to ensure calibration throughout the year

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	94.7%	64.9%	96.9%
Spring 2019 Survey Participation Rates:	89.2%	55.4%	88.2%
Change since Spring 2019: *(percentage points)*	+5.5	+9.4	+8.6
Next Year Survey Participation Targets:	≥80.0%	≥60..0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
We had a significant increase in student, family, and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, reminders at parent meetings, and PTF support. The staff was given time during a staff meeting to ensure even more staff members completing the survey. Students were given the survey during History class to provide enough time for completion. Students who were present on their history class on survey day were able to complete the survey during that class period.			

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 2020 Overall Satisfaction Rates:	80%	95%	100
Spring 2019 Overall Satisfaction Rates:	64%	92%	83%
Change since Spring 2019: *(percentage points)*	+16	+3	+17
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses			

that would attest to stakeholders' overall satisfaction.
We had a significant increase in student, family, and staff satisfaction rates this school year. Although we know that there are more improvements we need to make to support our staff , students and parents, the survey results confirm that we are moving in the right direction. We believe that after the facility move, temporary church site transition, budget struggles and ongoing facility needs, finally we are setting our culture and creating systems in place to better serve our community. To create a more positive school culture we had our staff attend multiple MTSS trainings through a grant. During the process we created a plan to use our system more efficiently and evaluated our program to address the needs. We are a small school where many of us wear multiple hats. With the feedback from SDCOE MTSS team and our local leadership team, we created the MTSS coordinator position and purchased KickBoard positive behavior point system. As a result of the new systems and capacity we were able to have more student involvement , more student centered activities and also many rewards to highlight the student academic and SEL achievements. One of the areas that we still need improvement is the facilities. To address last year's concerns we created temporary solutions but still the pending facility improvements is a concern. There are issues that are ongoing despite being promised that improvements and additions would be made. Things like not having sinks in the Science rooms and art room and old student restrooms that need improvements. With the school closures we are providing distance learning but based on our interaction with the stakeholders we see that the closures will cause more achievement gap and the transition to regular school days will come with challenges.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	71%	20th-39th percentile	+11
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+11
Safety	56%	0th-19th percentile	+2
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	-11

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	-1
Safety	96%	80th-99th percentile	-1
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 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+3
Knowledge and Fairness of Discipline, Rules and Norms	86%	40th-59th percentile	+5
Safety	81%	40th-59th percentile	+3
Sense of Belonging (School Connectedness)	92%	80th-99th 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 2020 Average Approval Rates:	62%	96%	90%
Spring 2019 Average Approval Rates:	53.0 %	95%	85%
Change since Spring 2019: *(percentage points)*	+9.0	+ 1.0	+5.0
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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our student approval rates increased 9% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. The family approval rate indicated a 1% increase for a solid 96% average. Our family approval rate is consistently high from year to year, and a 1%increase from last school year is significant. We work closely with our families to ensure they are valued stakeholders in decision making, and we've created a quality program because of this collaboration. Our staff approval rate increased by 5% from last school year bringing our average up to 90%. The increase can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, valuing our colleagues input, and providing varied opportunities for staff members to participate in shared leadership.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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?)

Strengths/Successes:

-Students approval rating for climate of support for academic learning and knowledge and fairness of discipline, rules, and norms increased by 11 percentage points from last school year

-Sense of belonging increased 2 points since last year in our Family Survey

-Staff increased the average approval rating of knowledge and fairness of discipline, rules, and norms as well as the sense of belonging (school connectedness) from last school year.

Highest Approval Rates:

The topic with the highest approval rate was Climate of Support for Academic Learning with 71% being favorable as reported by students, 97% favorable as reported by families, and 98% favorable as reported by staff

Most Proud:

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard this year to implement even more programs to provide this support

Maintain or Build Upon:

We will continue to build upon this climate of support by having ongoing meaningful reflective conversations with staff, families, and students. By offering multiple opportunities including meetings with administration and Google surveys for our stakeholders to reflect and contribute ideas for improvement, we are always prepared to make changes as needs arise.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

-Sense of Belonging (School Connectedness):

This topic marked the greatest decline in all of our student approval ratings with an 11 point drop from last school year. Families rated sense of belonging at 96% favorable, and staff rated the sense of belonging at 92% favorable. The discrepancy between how students view their feeling of belonging at our school from how families and staff view this same thing is an area of concern. Despite a variety of ongoing connection building activities including celebrations, Kickboard rewards, and school-wide character incentives for students to promote a strong school culture, we will need to analyze where we missed the mark. Perhaps a starting point would be to ensure the initiatives we are implementing to help students feel connected to the school and each other are things students value.

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?
The small campus atmosphere, elective class options, our after school activities, hard working teachers and the opportunity to grow and learn were valued most by our students as part of our annual survey. We pride ourselves on our after school program as it is a great opportunity to learn and grow outside the classroom. Our families' responses mirrored the students in that they appreciate the after school clubs and activities, the dedication of our teachers and the focus on academics. Our teachers go above and beyond to support students in their learning and to prepare them for high school and beyond! We have a strong, positive, encouraging and inclusive school climate.

Students:

- Opportunities to learn and grow
- Elective options and activities
- Small Campus
- Wizard Store
- Some hard working respectful teachers

“I like that all the teachers are nice to the students and push them and motivate them to learn and try their best.” Student

“I love the fact that there is a lot of variety in clubs, and that almost everyday of the week, there is tutoring available.” Student

Families:

- Small school size
- Caring Staff
- Strong academics
- Principal
- Love teachers
- Welcoming environment
- Afterschool Clubs
- Uniforms

“They have high expectations. Principal and the dean are available and helpful. Also we like the variety of the after programs and availability of summer school. All staff and teachers care about kids. ” Parent

“Value and emphasis is placed on academics, helping the students try to do well in classes.” Parent

“The school is very welcoming to parents and students. Front staff is always amazing.” Parent

Staff:

- Staff family/ camaraderie
- Great personal and professional support- staff/staff and staff/admin
- Caring staff towards students
- Freedom
- Academic Rigor/ quality teachers

“The strong sense of teamwork and commitment to students, and everyone is passionate about what they do here.” Staff

"Family like environment that has high expectations both from staff and students." 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?

Students:

- Increase students' feeling of safety and security: students' protecting themselves, resolving conflicts, etc.

Families:

- Improve facilities (bathroom, shade structure, green areas, etc.) (family)
- Communicating discipline with families

"The lunch area doesn't have proper shade." Parent

"The bathrooms are not acceptable. There are too few and filthy." Parent

Staff:

- Getting more resources for staff, increase capacity.
- Understaffed; staff wears a lot of hats and gets overwhelmed
- Facility Improvements
- Region-based PD to accommodate issues with the distance from LA

"Facility related items- lunch shade, draining issues, landscaping, fire alarm going off on its own, designs of the ramp.etc " Staff

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:

- Improve discipline system
- Allow flexible seating
- Build storage areas for P.E. classes, students need a safe place to store property
- Restructure SSR

- Teacher/ students relationship - how to respect one another

Families:

- Anti-bullying campaigns
- Traffic congestion (drop off & pick up)
- Stop light (Zion and Estrella)
- More outdoor shaded areas

“Cleaner and fresher smelling bathrooms and more shade.” Parent

“Possibly more janitorial staff to keep restrooms, etc clean” Parent

Staff:

- Additional office support
- Additional SPED support
- Additional custodian
- Progressive discipline process for classroom disruptions
- More quality PD
- Dedicated prep and increase department time
- Facility improvement

NEXT STEPS

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

We will continue to make adjustments based on feedback from our stakeholders.

- Increase enrollment to add more support staff , custodial staff and office staff.
- Implement year 3 of Multi-Tiered System of Support
- Provide activities that support social-emotional learning (SEL)
- Create SEL lessons and assemblies to increase awareness and ownership of The Wizard Way.
- Continue to use Kickboard on-line PBIS system to recognize and reward our students
- Continue to implement interventions that meets students academic and social emotional needs
- Continue our uniform policy and make necessary and reasonable adjustments to address stake holder concerns.
- Complete pending facility phase 3 improvements
- Repair and improve student restroom facilities.

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2019-20 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 areas for improvement are 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 2020 Survey Participation Rates:	97.1%	100%	98.5%
Spring 2019 Survey Participation Rates:	93.6%	62.1%	96.3%
Change since Spring 2019: *(percentage points)*	+3.5	+37.9	+2.2
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
In all stakeholder participations we do see a significant increase: the student participation increased by +3.5 the parent participation increased by +37.9 the staff participation increased by +2.2 Participation rates have increased from previous year to this current school year at +3.5, +37.9, and +2.2 respectively. Family participation has increased to 100%, students at 97%, and 98.5%. We have increased our stakeholder feedback by having a more open door policy with all stakeholders. Holding a weekly Second Cup of Coffee with our families. We are surveying our stakeholders more often as well to promote more collaboration and by in. We had our parents complete the survey by paper this year and received 100% participation.			

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 2020 Overall Satisfaction Rates:	72%	94%	86%
Spring 2019 Overall Satisfaction Rates:	59%	89%	75%

Change since Spring 2019: *(percentage points)*	+13	+5	+11
Next Year Overall Satisfaction Targets:	≥70.0%	≥75.0%	≥75%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Spring 2020 Overall Satisfaction Rates: Students 72% (+13), Family 94% (+5), Staff 86% (+11)

What are your observations on the overall satisfaction rates? Initial observations for our overall satisfaction rates reflect the majority of Students 72% (+13), Family 94% (+5), Staff 86% (+11) are satisfied, showing growth from the previous year. This shows us that we have supported our students, staff, and families with the majority of their needs.

Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates?

Yes, we did see changes from the previous year; we see an increase in all Stakeholder satisfaction. This data shows us that by fostering a positive school culture with emphasis on "Connection" with our students, staff, and families, the needs of most can be met. In the Survey free responses, there were many comments speaking positively about how the adults on campus "care" about the students and families; and this "Culture of Care" that the MSA-SA community fosters, supports the social emotional needs for all of our stakeholders. The MSA-SA community made it a priority to incorporate PBIS into every classroom on campus this school year. This made students feel excited to do well with their academics and behavior, and the PBIS structures involved all stakeholders in the process. Teachers had the autonomy to utilize the Pirate Dollars in ways that support students' Social Emotional needs, and the students were able to save their Pirate Dollars till the Pirate Store was open during lunch time on select Fun Friday's (Free Dress for 2 week Perfect Attendance). The Pirate Store was supported by Parent Donations, and also supported by a team of Parents that would ensure all students enjoyed their experience redeeming their hard work, in the form of Pirate Dollars.

CIF Sports created a lot of excitement on campus with the growth it will bring to the entire MSA-SA community. Students were excited to go to their tryouts and compete with their fellow students against other CIF Schools.

We also made it a priority to stay connected with our families by communicating at least once per week on Parent Square, as well as Coffee with the Admin every Friday morning. Families also appreciated the PBIS Free Dress wristbands their students received for completing the panorama survey (100% Family participation).

The Admin Team maintained an open line of communication with ALL Staff Members; and the Teacher's expressed appreciation for the support, teamwork, and genuine collaboration which took place on a weekly basis.

Average Approval Rates:

Student Survey (Elementary):

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	83%	20th-39th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	83%	60th-79th percentile	+15
Safety	71%	80th-99th percentile	+12
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+16 (greatest increase)

Student Survey (Secondary):

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	79%	60th-79th percentile	+16
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	+16
Safety	71%	60th-79th percentile	+10
Sense of Belonging (School Connectedness)	62%	40th-59th percentile	+17 (greatest increase)

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	93%	40th-59th percentile	+2
Knowledge and Fairness of Discipline, Rules and Norms	91%	40th-59th percentile	+4
Safety	81%	0th-19th percentile	-4
Sense of Belonging (School Connectedness)	93%	60th-79th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	94%	40-59th percentile	+8
Knowledge and Fairness of Discipline, Rules and Norms	89%	40-59th percentile	+20 (greatest increase)
Safety	74%	40-59th percentile	+17
Sense of Belonging (School Connectedness)	83%	60th-79th 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 2020 Average Approval Rates:	77%	94.0%	84.0%
Spring 2019 Average Approval Rates:	66%	90.0%	75.0%
Change since Spring 2019: *(percentage points)*	+11.0	+ 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:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students: There has been an increase from last year to this current year at an 11% increase. Students are happier with their teachers. Students enjoy more individualized attention as our class sizes are smaller. Students have enjoyed attending more field trips this year compared to last year.

Staff

The staff from previous year to this year was a 9% increase. The staff has expressed how valued they feel. They have expressed that your voice has been heard more so than last year. The staff and admin are more collaborative.

Families

Families increase by 4% from previous year to this year. Families have expressed the strength of our school as our teachers and admin. From last year to this year we have made more effort to have multiple forms of communication and transparency (ie., parent square, second cup of coffee, and overall visibility of admin and teachers).

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (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 - Average satisfaction rate is 77%, up 11% from last year. Students thought the major strength of the school is definitely the teachers. Other strengths include the school events, small school and class sizes, school is protective of the students, they feel comfortable and safe in school, friends, college classes, AP classes, PE and the gym, and clubs and tutoring.

Staff - Average satisfaction rate is 84%, up 9% from last year. Staff thinks that their colleagues and the admin are the biggest strengths of our school. Other strengths include small school and class sizes, collaboration, open and inviting school, paraprofessionals, positive environment, communication, PBIS structures, and school community.

Families - Average satisfaction rate is 94%, up 4% from last year. Families think teachers are the major strength of the school. Other strengths include staff and admin, the afterschool program and staff, clubs and tutoring, small school and class sizes, communication between school and home, uniforms, academics, high standards, motivation, relationships, and individualized attention.

Students and families thought the biggest strength is our teachers - we need to continue to support and value our teachers so that they will want to stay with us.

Our communication and transparency has improved this year and this has made our scores in all areas improve. We need to continue to be open with all stakeholders. We need to communicate with teachers about announcements, change of bell schedules, assemblies, etc.

Reflections: Identified Needs
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (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 students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
All stakeholder groups expressed concerns about safety. Students: Approval rate for safety is 71% , but still went up 10 pts in secondary level and 12 pts in elementary level, safety rank is in the 80th-99th percentile in compared to others in the core district data set. Families: Approval rate for safety is 81% and went down 4 pts compared to last year. Staff: Safety is the least favorable at 74%, rank in the 40th-59th percentile compared to core district data, set and went up 17 points compared to last year. Schoolwide safety has improved significantly compared to last year based on the student and staff surveys. Families have concerns regarding being an open campus. We have started closing the main gate to the campus during school hours. The gate is controlled and monitored by our office, visitors can enter the campus after being admitted by our staff. Families also mentioned that we had security guards previous years, and not this 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 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?

Students: Teachers, friends, small school and class sizes where they feel protected, comfortable and safe, playground, PE and the gym, school events, college classes, academics, AP classes, clubs, field trips

Family: Teachers, admin and staff, small school and class sizes, communication between school and home, the after school program and staff, clubs and tutoring, uniforms, academics, high standards, individualized attention

Staff: Administrators, students, colleagues, staff, collaboration, small school and class sizes, positive environment, PBIS structures, school community

We are very proud of the fact that we went up in all areas this year - student happiness went up 11%, staff happiness went up 9%, and family happiness went up 4%. - that is definitely a GROW. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is the communication this year between the admin and the teachers, and between the teachers/admin and home. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students. We would like to build on the positive environment that we have nurtured this year by collaborating with the teachers more and showing them that they are being heard, and focusing on PBIS structures.

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: Rules, food, no grass, gym, lunch, playground, kids,highschool, people, Math, no sports, uniforms

Family: Trash, Lack of parking, security, administration, food,neighborhood, no sports, staff

Staff: Lack of discipline, surveys, emails, meetings, lack of consequences, resources,,surveys

A growth that stood out the most was a -4% decrease from last year to this year is the lack of feeling of sense for safety among all stakeholder categories. Patterns noticed lack of outside space whether it be limited parking, or (room for playground) space. Secondary PE and elementary recess being too crowded. Lack of safe play space.... everything being concrete and no grass... A lot of injuries due to lack of safe turf and limited space to accommodate PE and recess/ nutrition/lunch times. An additional growth noted by stakeholders is a lack of discipline support. Though we experienced a 0% suspension/expulsion rate.... stakeholders felt there being a lack of rules, consequences, and security. Areas for improvement with students/staff/families to have a set of clear expectations/rules and consequences posted, labeled, and shared. Another area of improvement is the teacher retainment - families, staff, and students all would like this to improve. Finally an additional area of growth that we will strive to improve is more communication via surveys/ emails with staff and families.

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), water fountain outside, better food, sports, better playground, anti bullying activities, more activities, more equipment, more field trips, no uniform, more free dress days

Family: Music classes, sports, more enforcement of the rules, parking, better playground supervision, security, better food, grass/turf, traffic light on street

Staff: Teacher retainment, Character Counts program, STEAM programs, clear student expectations and consequences, more discipline, parking, security, D policy

One clear pattern is the wish for better food and grass/turf for the students to play on with more equipment to play with. Another pattern is to have clear behavioral expectations, consequences, and rules.

NEXT STEPS

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

- Fixing the gate at the entrance to increase safety
- A separation/divide with cones for a better flow of traffic in and out of campus.
- On days that teachers don't have a club or tutoring, they can leave at the end of the school day
- More communication via surveys and emails to all stakeholders.
- Division of outside space and better PE/ recess/ nutrition/ lunch accommodations.
- Safer play space.
- More adult supervision/monitoring supports during recess and lunch times.
- More secure check in and out system of the main office and parents/visitors....
- Visual Performing arts integrated into elementary/ secondary.
- Clear expectations, consequences, and rules for all stakeholders to be enforced/ posted and shared.