



Board Agenda Item #	IV A: Discussion/Information Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2020-21 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’ 2020-21 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, CEO) 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 (if applicable), 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?

Stakeholder survey reflection is a necessary and required step of the LCAP development and school improvement cycle.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Report on 2020-21 MPS Stakeholder Survey Results
- Panorama 2020-21 MPS Average Approval Rates by Question (*Student, Family, Staff*)
- Panorama 2020-21 MPS Detailed Survey Reports (*Student, Family, Staff*)
- MPS 2020-21 Stakeholder Survey Reflections (*one from each school*)



Report on Magnolia Public Schools' (MPS) 2020-21 Stakeholder Survey Results



April 2021

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?

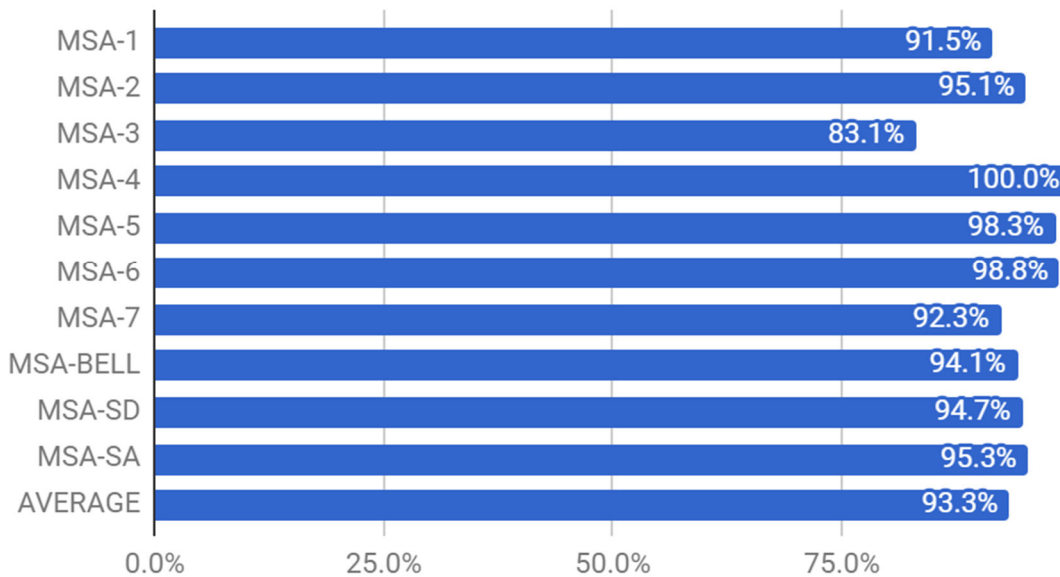
Current Year Survey Participation Rates

In 2020-21, MPS had an average stakeholder participation rate of **93.3%** for students, **79.6%** for families, and **100.0%** for staff. (Last year the participation rates were 95.9%, 83.0%, and 98.1% respectively.)

2020-21 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	91.5%	654	715	100.0%	636	636	100.0%	63	63
MSA-2	95.1%	443	466	91.8%	356	388	100.0%	41	41
MSA-3	83.1%	348	419	87.1%	298	342	100.0%	39	39
MSA-4	100.0%	99	99	83.3%	75	90	100.0%	15	15
MSA-5	98.3%	286	291	96.8%	240	248	100.0%	24	24
MSA-6	98.8%	159	161	88.7%	133	150	100.0%	12	12
MSA-7	92.3%	120	130	65.4%	159	243	100.0%	32	32
MSA-BELL	94.1%	416	442	41.5%	171	412	100.0%	42	42
MSA-SD	94.7%	407	430	67.9%	266	392	100.0%	29	29
MSA-SA	95.3%	407	427	72.8%	260	357	100.0%	53	53
AVERAGE	93.3%	3,339	3,580	79.6%	2,594	3,258	100.0%	350	350

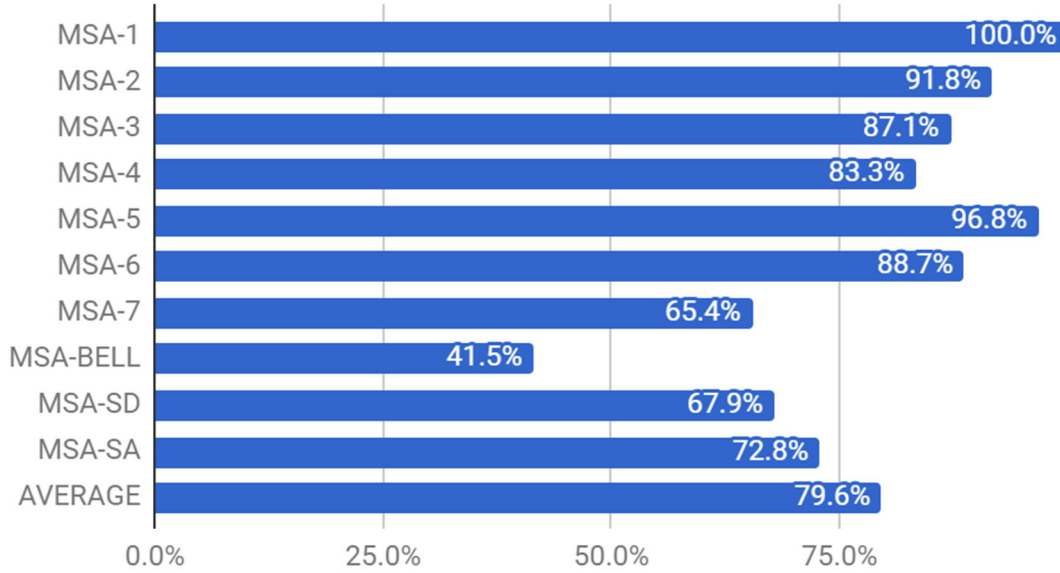
Students

2020-21 Survey Participation Rates - Students



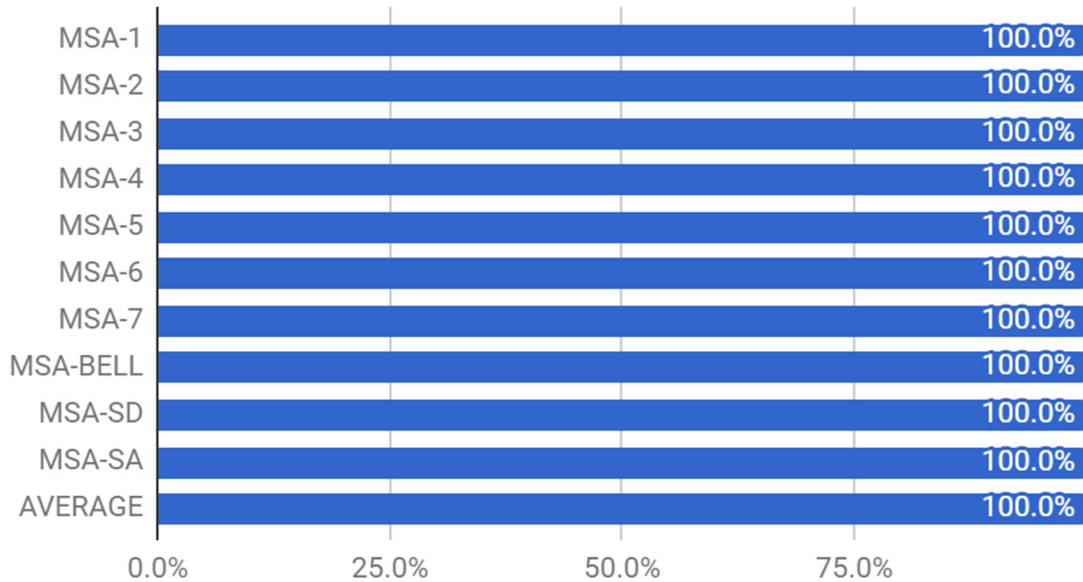
Families

2020-21 Survey Participation Rates - Families



Staff

2020-21 Survey Participation Rates - 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: 2020-21 vs. 2019-20															
	Students					Families					Staff				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?	2019-20	2020-21	Change	2020-21 LCAP Target	Met?	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	91.4%	91.5%	0.1%	95.0%	No	85.1%	100.0%	14.9%	90.0%	Yes	98.1%	100.0%	1.9%	100.0%	Yes
MSA-2	99.3%	95.1%	-4.2%	95.0%	Yes	85.8%	91.8%	6.0%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-3	93.7%	83.1%	-10.6%	95.0%	No	61.9%	87.1%	25.2%	65.0%	Yes	97.8%	100.0%	2.2%	100.0%	Yes
MSA-4	96.9%	100.0%	3.1%	95.0%	Yes	66.7%	83.3%	16.7%	70.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-5	100.0%	98.3%	-1.7%	95.0%	Yes	87.3%	96.8%	9.5%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-6	100.0%	98.8%	-1.2%	95.0%	Yes	88.9%	88.7%	-0.2%	90.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-7	98.2%	92.3%	-5.9%	95.0%	No	99.6%	65.4%	-34.1%	90.0%	No	90.3%	100.0%	9.7%	100.0%	Yes
MSA-BELL	97.0%	94.1%	-2.9%	95.0%	No	87.3%	41.5%	-45.8%	90.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-SD	94.7%	94.7%	-0.1%	95.0%	No	64.9%	67.9%	3.0%	70.0%	No	96.9%	100.0%	3.1%	100.0%	Yes
MSA-SA	97.1%	95.3%	-1.8%	95.0%	Yes	100.0%	72.8%	-27.2%	90.0%	No	98.5%	100.0%	1.5%	100.0%	Yes
AVERAGE	95.9%	93.3%	-2.6%	95.0%		83.0%	79.6%	-3.4%	85.0%		98.1%	100.0%	1.9%	100.0%	

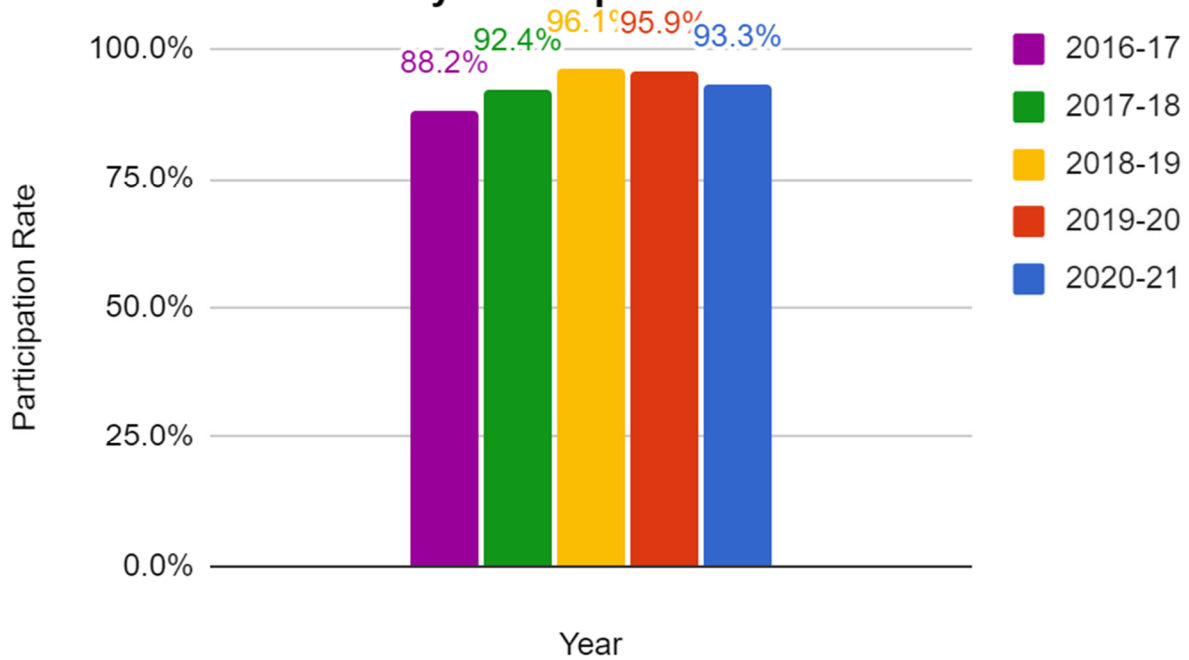
Historical Survey Participation Rates

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					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	83.0%	93.2%	100.0%	91.4%	91.5%
MSA-2	83.6%	88.9%	97.0%	99.3%	95.1%
MSA-3	76.4%	86.3%	96.8%	93.7%	83.1%
MSA-4	88.1%	97.8%	80.7%	96.9%	100.0%
MSA-5	89.4%	96.7%	99.6%	100.0%	98.3%
MSA-6	97.7%	99.4%	100.0%	100.0%	98.8%
MSA-7	98.9%	98.7%	99.1%	98.2%	92.3%
MSA-BELL	94.4%	100.0%	100.0%	97.0%	94.1%
MSA-SD	93.6%	88.7%	89.2%	94.7%	94.7%
MSA-SA	90.3%	88.5%	93.6%	97.1%	95.3%
AVERAGE	88.2%	92.4%	96.1%	95.9%	93.3%

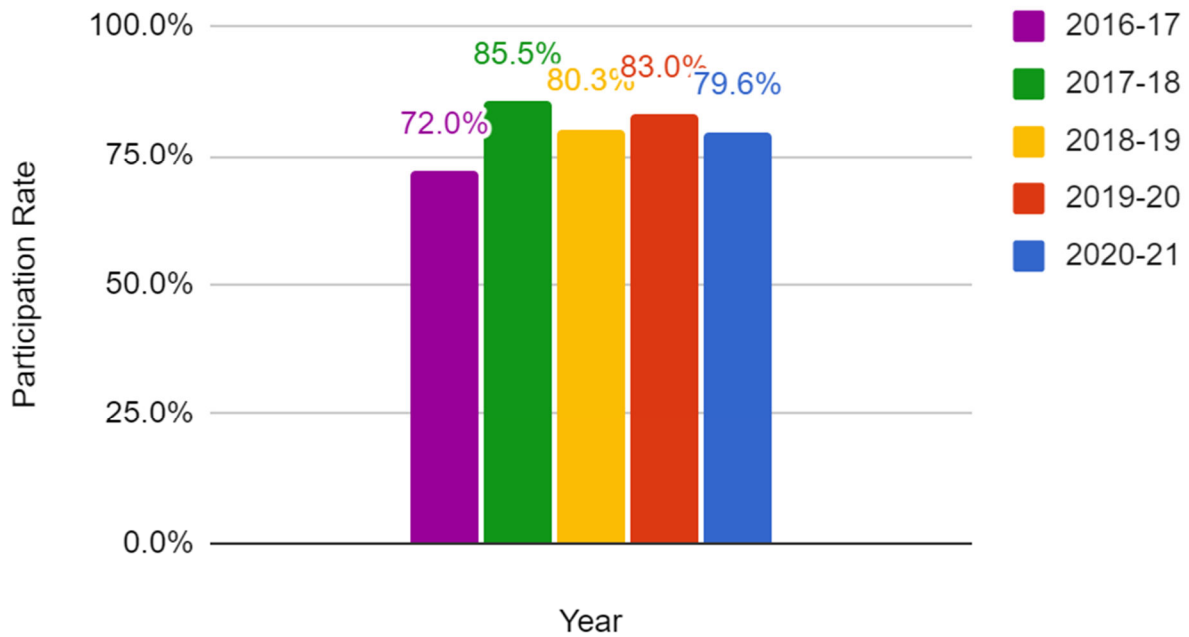
MPS Historical Survey Participation Rates - Students



Families

MPS Historical Survey Participation Rates - Families					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	91.3%	94.8%	72.3%	85.1%	100.0%
MSA-2	100.0%	100.0%	100.0%	85.8%	91.8%
MSA-3	48.3%	90.7%	100.0%	61.9%	87.1%
MSA-4	16.8%	28.4%	18.1%	66.7%	83.3%
MSA-5	63.1%	96.2%	100.0%	87.3%	96.8%
MSA-6	54.7%	84.2%	86.8%	88.9%	88.7%
MSA-7	67.1%	98.3%	83.3%	99.6%	65.4%
MSA-BELL	100.0%	100.0%	95.4%	87.3%	41.5%
MSA-SD	32.3%	51.9%	55.4%	64.9%	67.9%
MSA-SA	80.2%	70.7%	62.1%	100.0%	72.8%
AVERAGE	72.0%	85.5%	80.3%	83.0%	79.6%

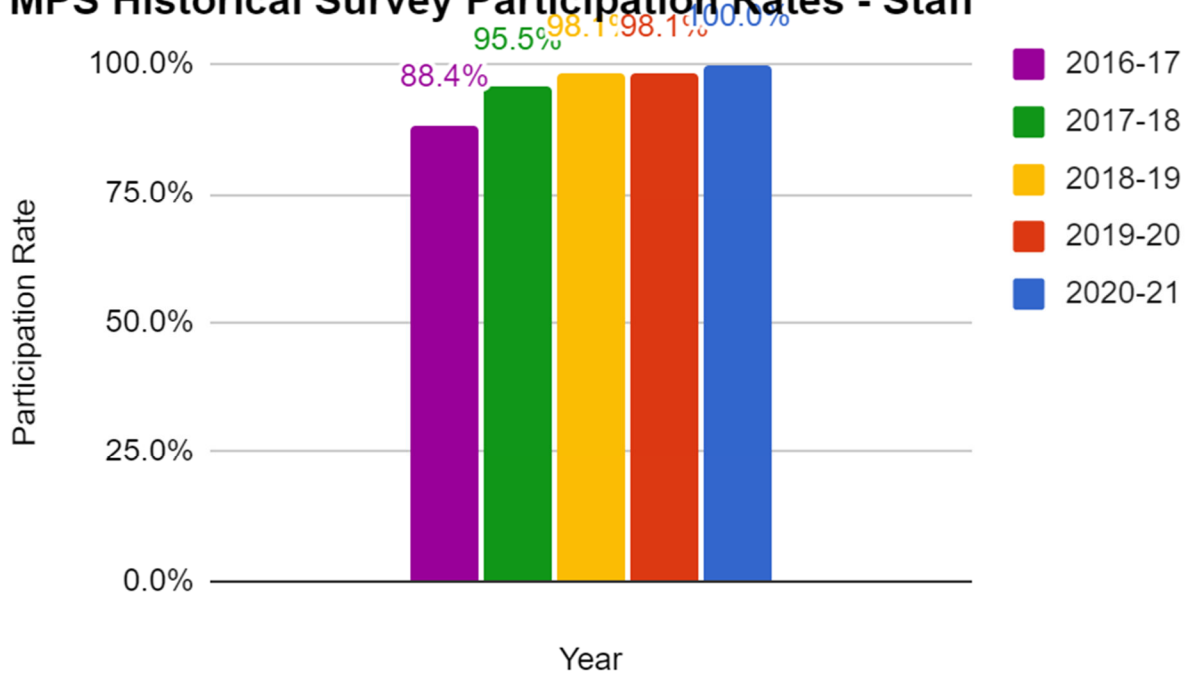
MPS Historical Survey Participation Rates - Families



Staff

MPS Historical Survey Participation Rates - Staff					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	93.6%	97.6%	100.0%	98.1%	100.0%
MSA-2	89.7%	94.7%	100.0%	100.0%	100.0%
MSA-3	90.2%	100.0%	100.0%	97.8%	100.0%
MSA-4	77.8%	100.0%	100.0%	100.0%	100.0%
MSA-5	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-6	93.3%	100.0%	100.0%	100.0%	100.0%
MSA-7	94.4%	90.0%	100.0%	90.3%	100.0%
MSA-BELL	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-SD	83.8%	86.7%	88.2%	96.9%	100.0%
MSA-SA	73.6%	91.4%	96.3%	98.5%	100.0%
AVERAGE	88.4%	95.5%	98.1%	98.1%	100.0%

MPS Historical Survey Participation Rates - Staff



What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2020-21, MPS had an average stakeholder approval rate of **75%** for students; **97%** for parents; **91%** for staff. (Last year the average approval rates were 66%, 94%, and 85% respectively.)

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

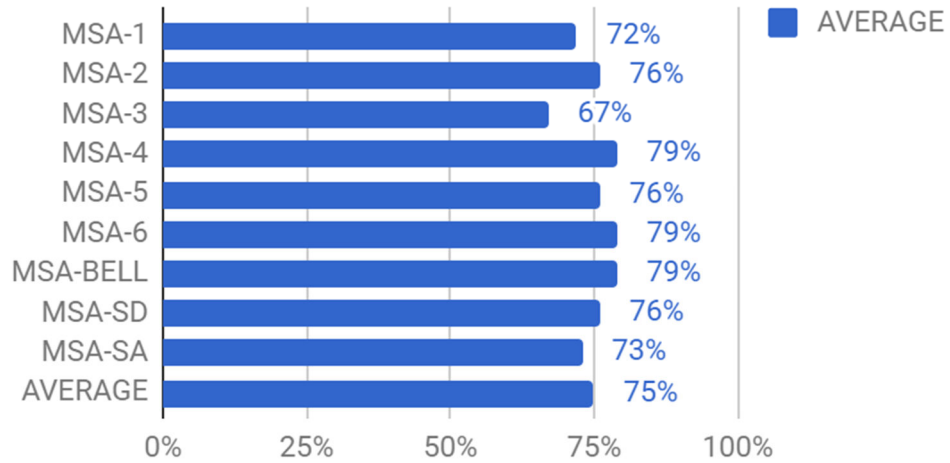
Students

Students had an average approval rate of **75%** compared to 66% last year.

2020-21 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-1	72%	80%	73%	70%	60%	84%
MSA-2	76%	82%	76%	74%	68%	88%
MSA-3	67%	77%	70%	63%	53%	77%
MSA-4	79%	88%	82%	76%	63%	91%
MSA-5	76%	86%	78%	68%	67%	90%
MSA-6	79%	87%	81%	69%	71%	90%
MSA-BELL	79%	88%	82%	73%	68%	88%
MSA-SD	76%	82%	76%	75%	65%	89%
MSA-SA	73%	79%	73%	72%	63%	79%
AVERAGE	75%	82%	76%	71%	64%	86%
2020-21 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-7	81%	80%	84%	74%	77%	87%
MSA-SA	84%	85%	87%	71%	83%	95%
AVERAGE	82%	83%	86%	73%	80%	91%
2020-21 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-SA	76%	81%	77%	72%	69%	84%
MPS	75%	82%	77%	71%	65%	86%

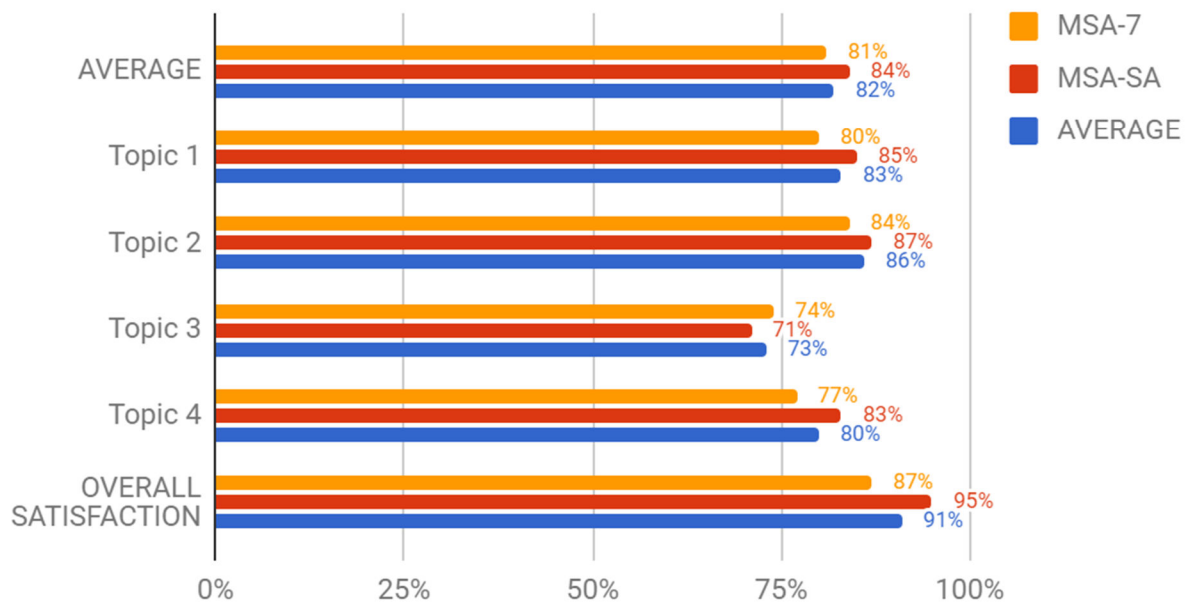
Students - Secondary

2020-21 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL



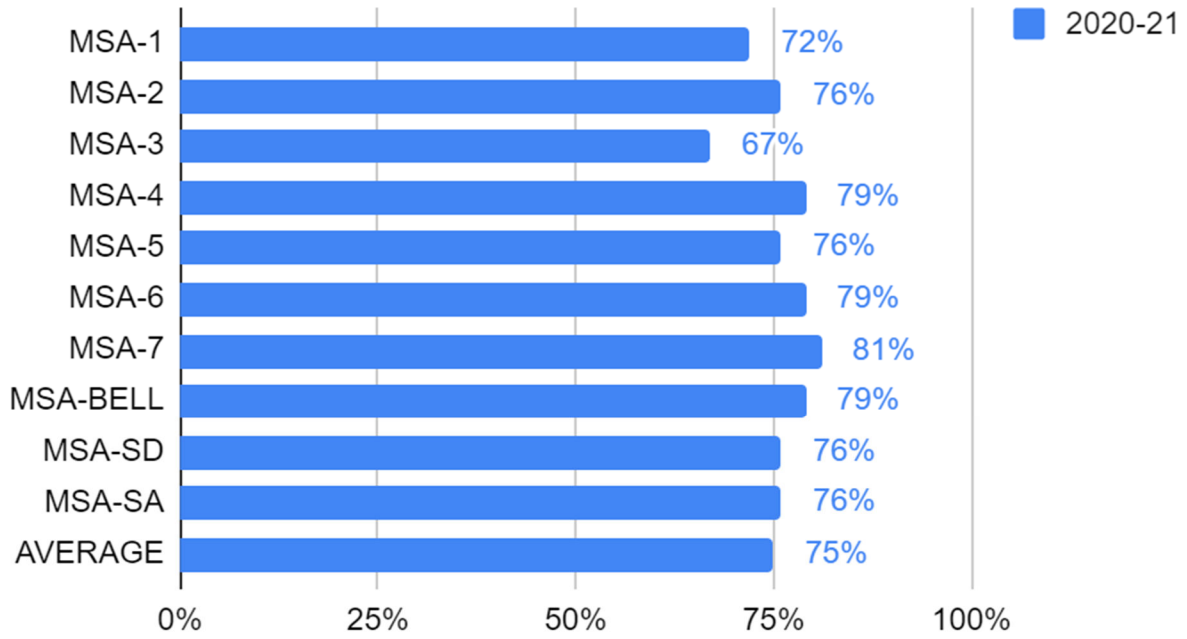
Students - Elementary

2020-21 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE



Students - Combined

2020-21 MPS Survey Average Approval Rates - Students

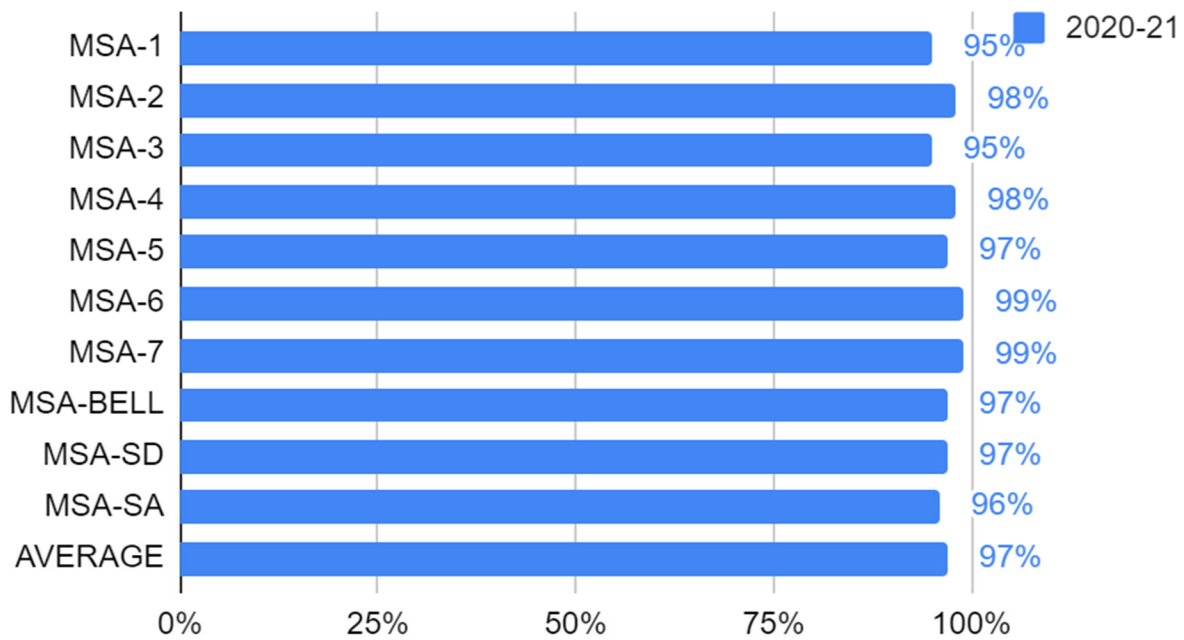


Families

Families had an average approval rate of 97% compared to 94% last year.

2020-21 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-1	95%	97%	95%	88%	96%	97%
MSA-2	98%	99%	98%	97%	98%	99%
MSA-3	95%	94%	95%	96%	95%	95%
MSA-4	98%	98%	99%	97%	99%	99%
MSA-5	97%	98%	99%	93%	97%	99%
MSA-6	99%	99%	99%	99%	99%	100%
MSA-7	99%	100%	98%	97%	99%	100%
MSA-BELL	97%	99%	97%	98%	97%	99%
MSA-SD	97%	96%	97%	99%	97%	97%
MSA-SA	96%	96%	95%	89%	97%	98%
AVERAGE	97%	97%	97%	94%	97%	98%

2020-21 MPS Survey Average Approval Rates - Families

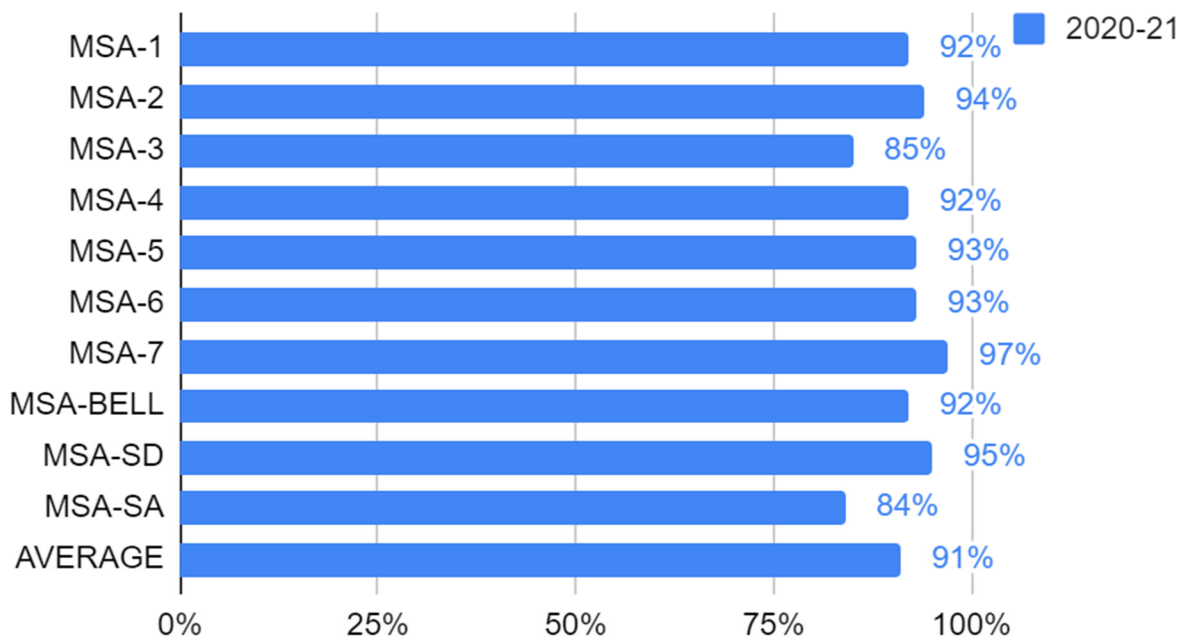


Staff

Staff had an average approval rate of **91%** compared to 85% last year.

2020-21 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF
MSA-1	92%	96%	95%	96%	81%	98%
MSA-2	94%	99%	93%	94%	91%	98%
MSA-3	85%	92%	91%	67%	81%	95%
MSA-4	92%	99%	93%	87%	90%	93%
MSA-5	93%	99%	99%	91%	81%	96%
MSA-6	93%	96%	92%	93%	90%	92%
MSA-7	97%	99%	97%	96%	96%	97%
MSA-BELL	92%	97%	93%	92%	83%	98%
MSA-SD	95%	97%	93%	94%	94%	100%
MSA-SA	84%	91%	85%	83%	78%	78%
AVERAGE	91%	96%	93%	89%	85%	94%

2020-21 MPS Survey Average Approval Rates - Staff



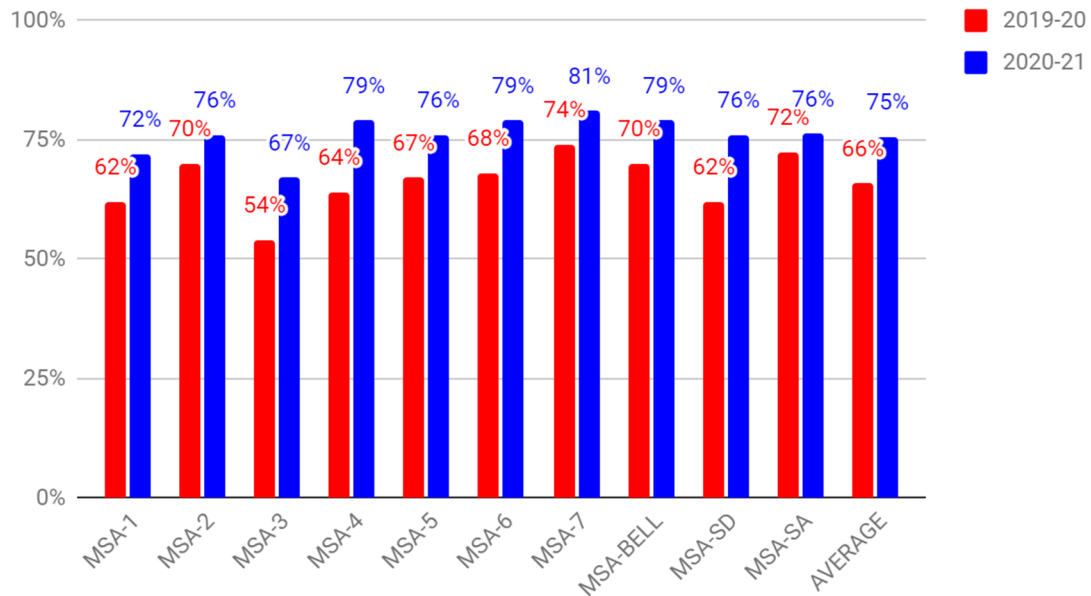
Changes in Survey Approval Rates From Prior Year

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: 2020-21 vs. 2019-20					
	Students				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	62%	72%	10%	64%	Yes
MSA-2	70%	76%	6%	71%	Yes
MSA-3	54%	67%	13%	56%	Yes
MSA-4	64%	79%	15%	66%	Yes
MSA-5	67%	76%	9%	68%	Yes
MSA-6	68%	79%	11%	69%	Yes
MSA-7	74%	81%	7%	76%	Yes
MSA-BELL	70%	79%	9%	71%	Yes
MSA-SD	62%	76%	14%	64%	Yes
MSA-SA	72%	76%	4%	73%	Yes
AVERAGE	66%	75%	10%	70%	

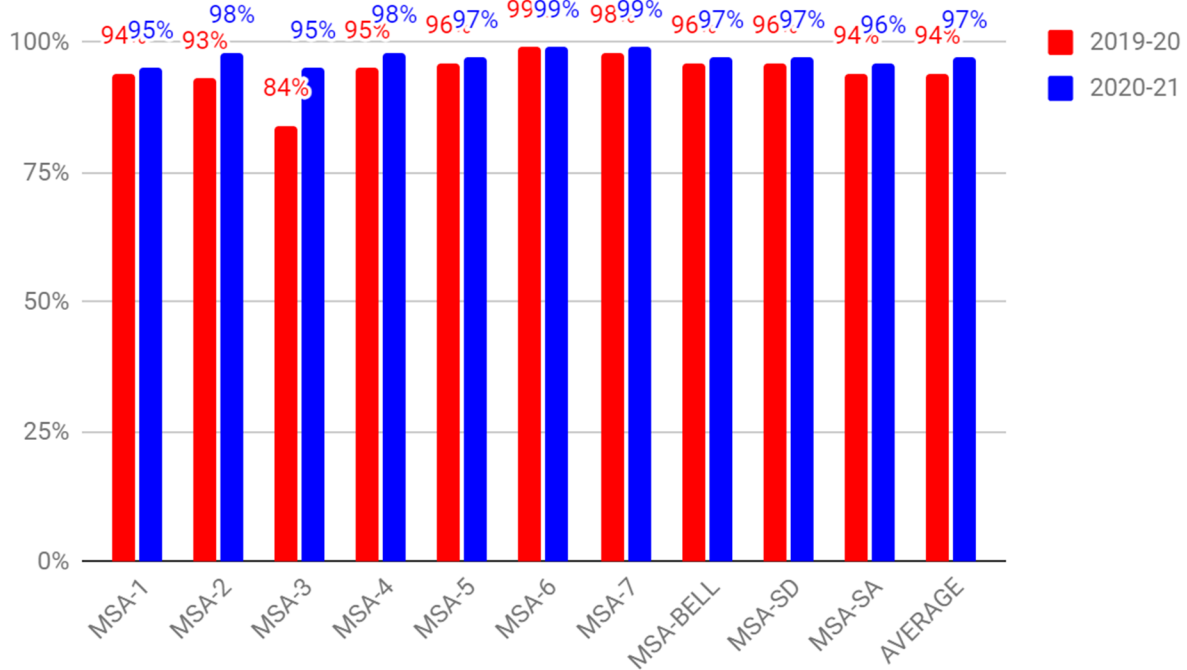
2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - STUDENTS



Families

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20					
	Family				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	94%	95%	1%	95%	Yes
MSA-2	93%	98%	5%	95%	Yes
MSA-3	84%	95%	11%	95%	Yes
MSA-4	95%	98%	3%	95%	Yes
MSA-5	96%	97%	1%	95%	Yes
MSA-6	99%	99%	0%	95%	Yes
MSA-7	98%	99%	1%	95%	Yes
MSA-BELL	96%	97%	1%	95%	Yes
MSA-SD	96%	97%	1%	95%	Yes
MSA-SA	94%	96%	2%	95%	Yes
AVERAGE	94%	97%	3%	95%	

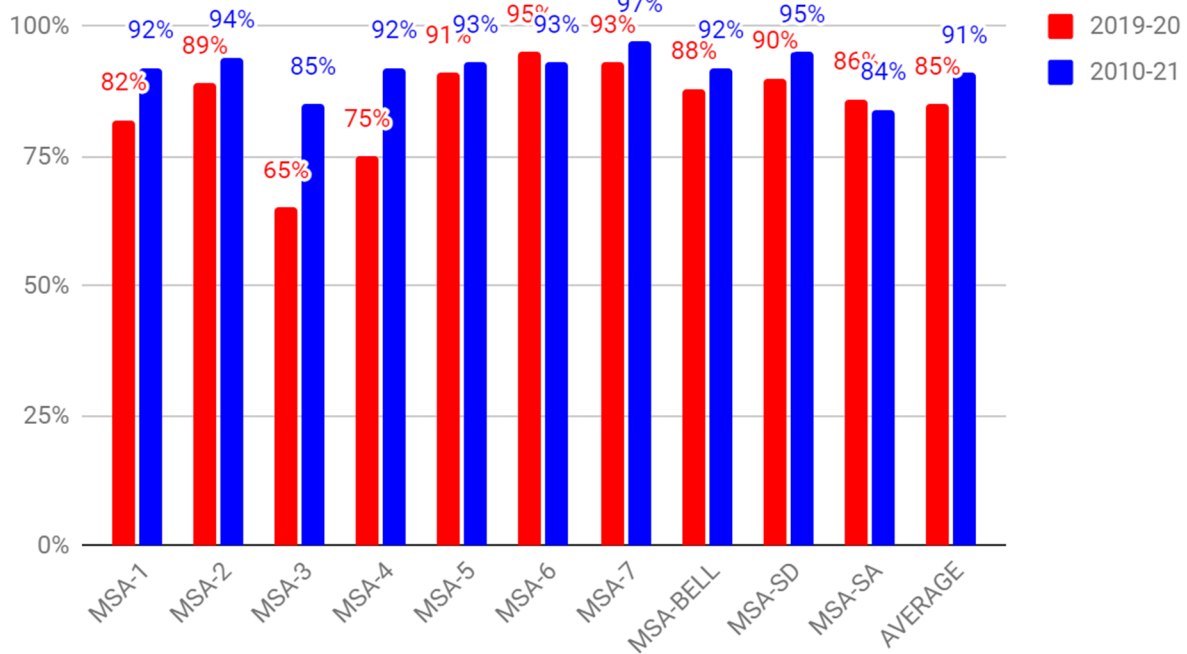
2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - FAMILY



Staff

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20					
	Staff				
	2019-20	2010-21	Change	2020-21 LCAP Target	Met?
MSA-1	82%	92%	10%	85%	Yes
MSA-2	89%	94%	5%	85%	Yes
MSA-3	65%	85%	20%	75%	Yes
MSA-4	75%	92%	17%	80%	Yes
MSA-5	91%	93%	2%	90%	Yes
MSA-6	95%	93%	-2%	90%	Yes
MSA-7	93%	97%	4%	94%	Yes
MSA-BELL	88%	92%	4%	85%	Yes
MSA-SD	90%	95%	5%	85%	Yes
MSA-SA	86%	84%	-2%	85%	No
AVERAGE	85%	91%	6%	85%	

2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - STAFF



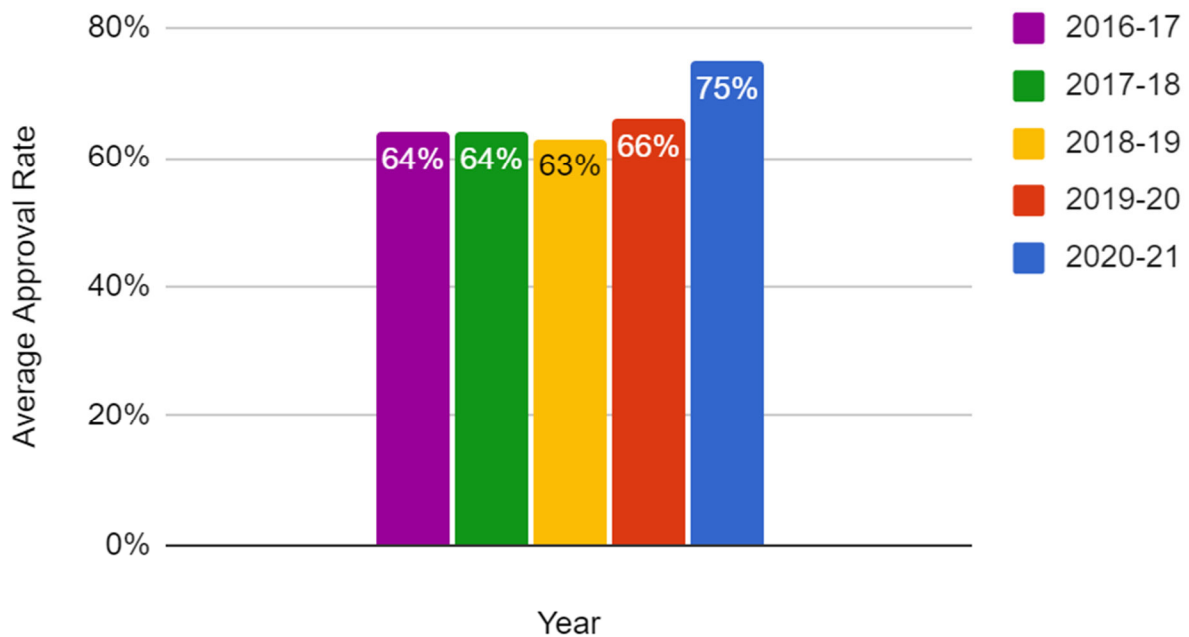
Historical Survey Approval Rates

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					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	63%	62%	66%	62%	72%
MSA-2	54%	60%	63%	70%	76%
MSA-3	50%	59%	56%	54%	67%
MSA-4	61%	65%	58%	64%	79%
MSA-5	61%	64%	72%	67%	76%
MSA-6	75%	62%	70%	68%	79%
MSA-7	78%	69%	75%	74%	81%
MSA-BELL	76%	68%	71%	70%	79%
MSA-SD	66%	66%	53%	62%	76%
MSA-SA	61%	61%	59%	72%	76%
AVERAGE	64%	64%	63%	66%	75%

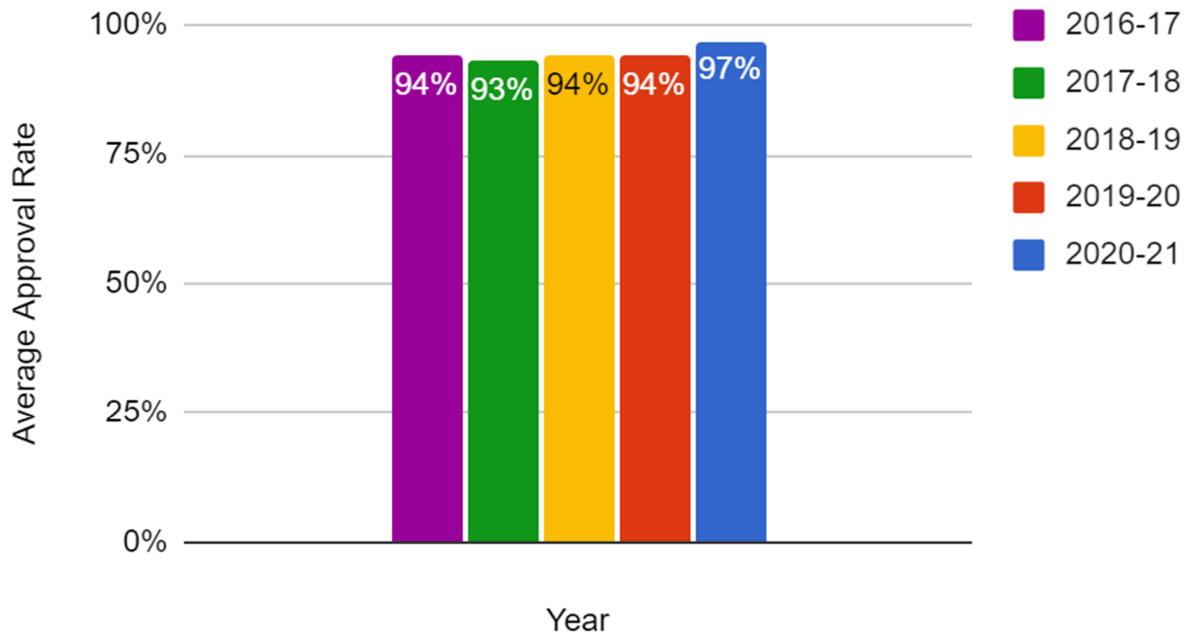
MPS Historical Survey Average Approval Rates - Students



Families

MPS Historical Survey Average Approval Rates - Families					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	94%	91%	95%	94%	95%
MSA-2	95%	91%	94%	93%	98%
MSA-3	87%	91%	91%	84%	95%
MSA-4	99%	98%	94%	95%	98%
MSA-5	94%	97%	96%	96%	97%
MSA-6	97%	97%	96%	99%	99%
MSA-7	99%	98%	98%	98%	99%
MSA-BELL	95%	96%	94%	96%	97%
MSA-SD	96%	92%	95%	96%	97%
MSA-SA	90%	88%	89%	94%	96%
AVERAGE	94%	93%	94%	94%	97%

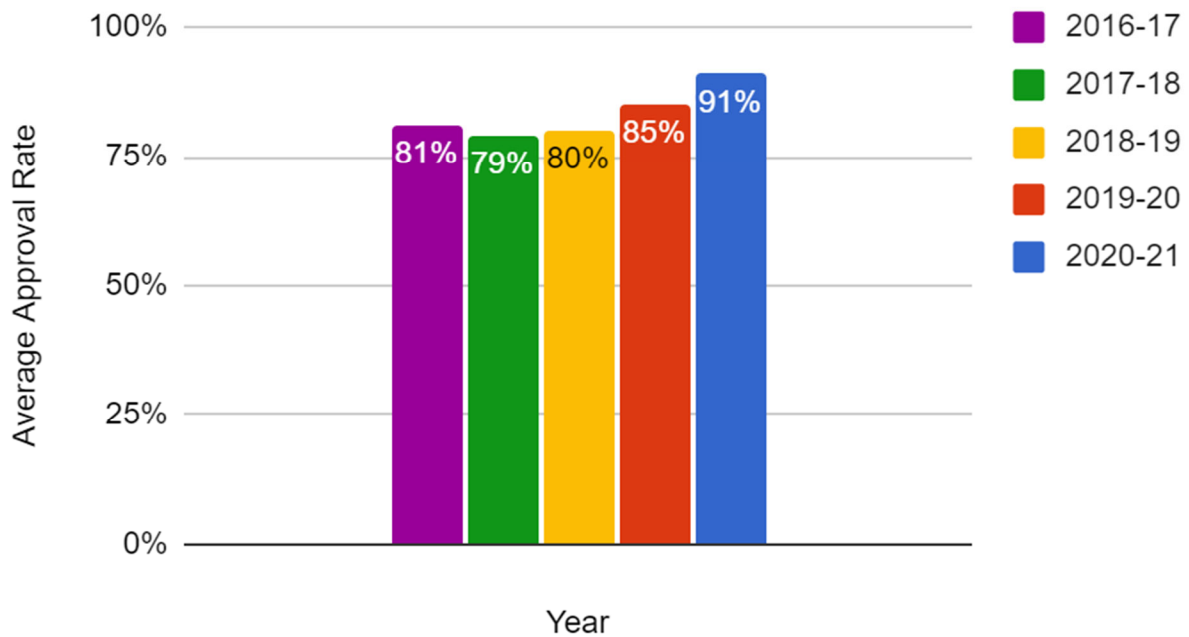
MPS Historical Survey Average Approval Rates - Families



Staff

MPS Historical Survey Average Approval Rates - Staff					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	87%	86%	81%	82%	92%
MSA-2	83%	73%	73%	89%	94%
MSA-3	64%	72%	69%	65%	85%
MSA-4	92%	80%	71%	75%	92%
MSA-5	90%	93%	93%	91%	93%
MSA-6	88%	95%	94%	95%	93%
MSA-7	89%	92%	95%	93%	97%
MSA-BELL	84%	78%	86%	88%	92%
MSA-SD	72%	84%	85%	90%	95%
MSA-SA	79%	64%	72%	86%	84%
AVERAGE	81%	79%	80%	85%	91%

MPS Historical Survey Average Approval Rates - Staff

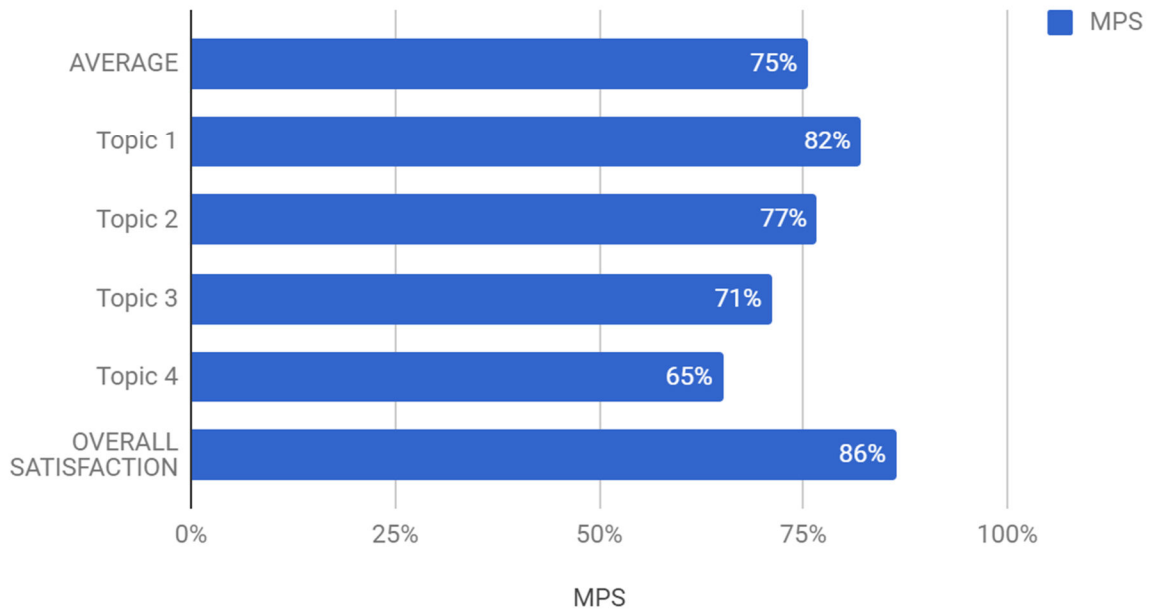


How About Approval Rates for Each Topic?

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 2020-21 MPS Average Approval Rates by Question**" provides average approval rates by question.

Students - Combined

2020-21 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC



Students – Elementary

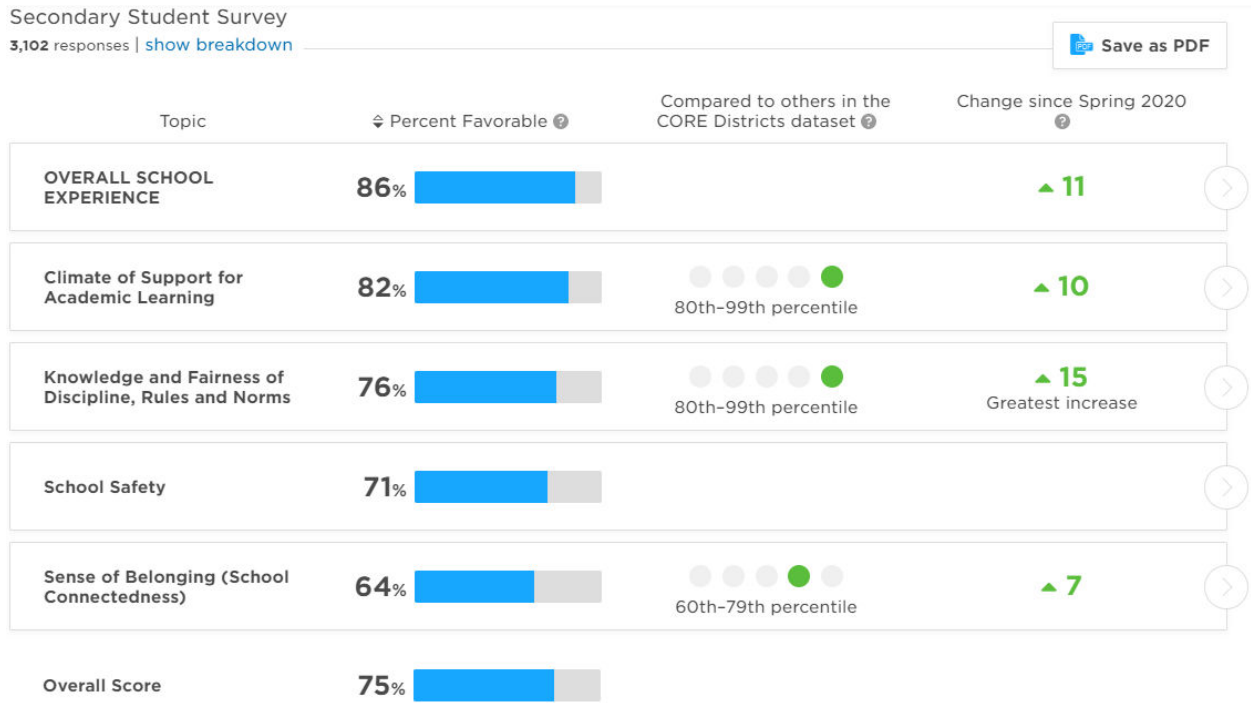
Elementary Student Survey

237 responses | [show breakdown](#)

Save as PDF

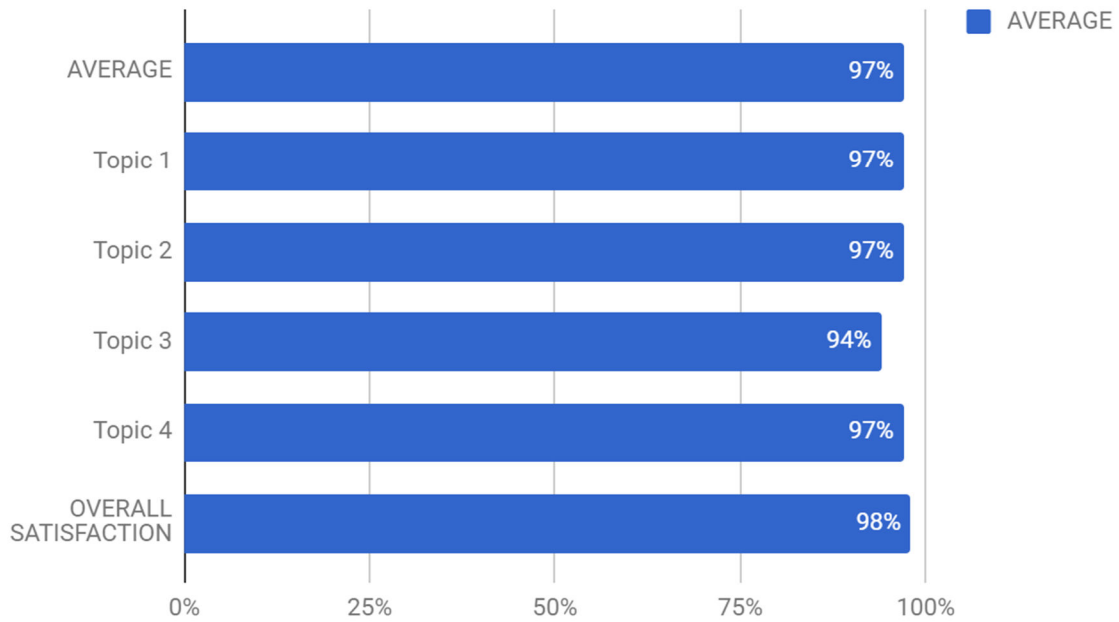
Topic	⇅ Percent Favorable ⓘ	Compared to others in the CORE Districts dataset ⓘ	Change since Spring 2020 ⓘ
OVERALL SCHOOL EXPERIENCE	91%		▲ 3
Knowledge and Fairness of Discipline, Rules and Norms	86%	 80th-99th percentile	▲ 4 Greatest increase
Climate of Support for Academic Learning	83%	 20th-39th percentile	▲ 2
Sense of Belonging (School Connectedness)	80%	 40th-59th percentile	▲ 1
School Safety	73%		
Overall Score	82%		

Students – Secondary



Families

2020-21 Family Survey Summary - MPS Averages by Topic



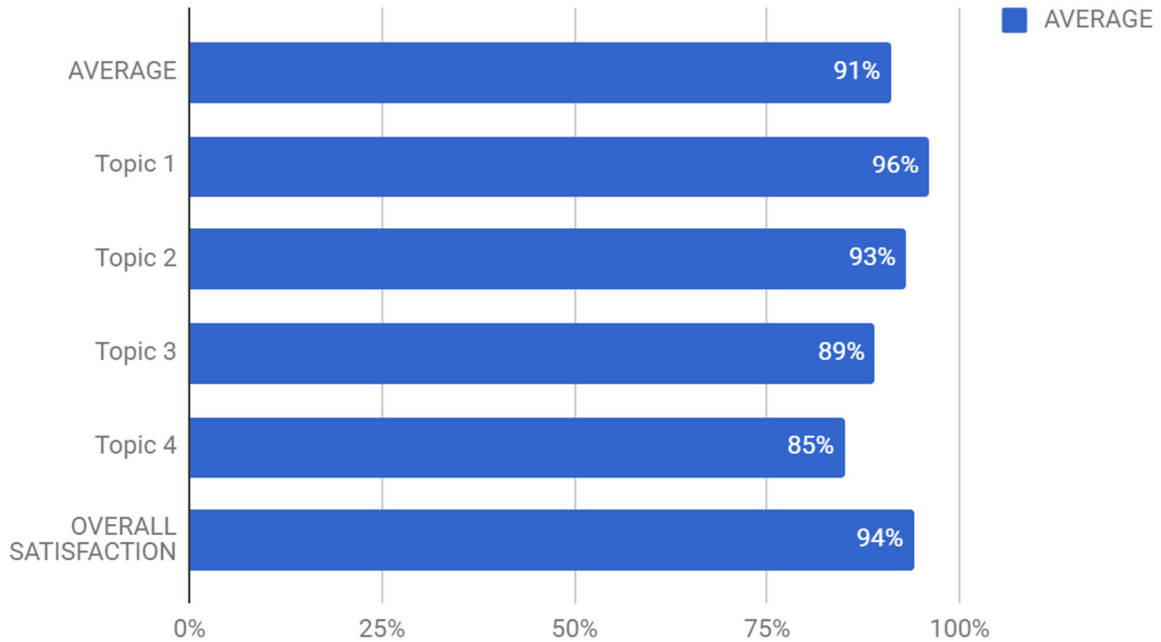
Family Survey
2,859 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020
OVERALL SCHOOL EXPERIENCE	98%		▲ 5
Climate of Support for Academic Learning	97%	80th-99th percentile	▲ 2
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	▲ 5
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	▲ 3
Safety	94%	60th-79th percentile	▲ 3
Overall Score	97%		

Staff

2020-21 Staff Survey Summary - MPS Averages by Topic



Staff Survey

350 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020
Climate of Support for Academic Learning	96%	60th-79th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	94%		▲ 5
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	▲ 7
Safety	89%	60th-79th percentile	▲ 15 Greatest increase
Sense of Belonging (School Connectedness)	85%	60th-79th percentile	▲ 4
Overall Score	91%		

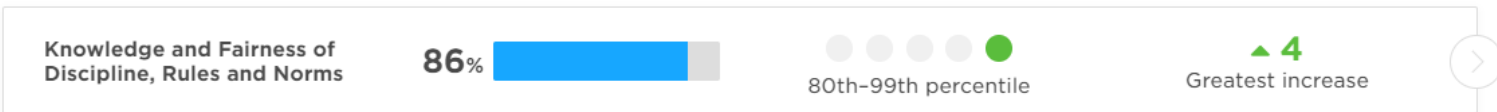
Which Topics and Questions Were Rated the Highest and Lowest?

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

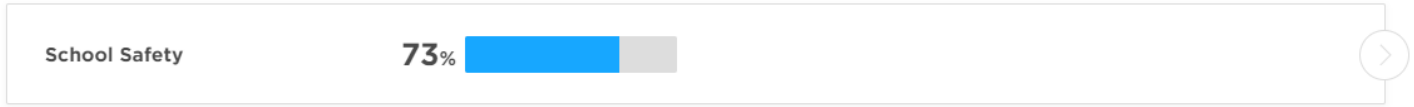
Highest Rated Topic:



Highest Rated Questions:

<p style="margin: 0;">QUESTION</p> <p style="margin: 0;">➤ Do teachers and other grown-ups at school treat students with respect?</p>	<p style="margin: 0;">95%</p> <p style="margin: 0; font-size: small;">responded favorably</p>	<p style="margin: 0; color: green;">▲ 4</p> <p style="margin: 0; font-size: small;">from Spring 2020</p>	
<p style="margin: 0;">QUESTION</p> <p style="margin: 0;">➤ Do teachers treat students fairly at school?</p>	<p style="margin: 0;">93%</p> <p style="margin: 0; font-size: small;">responded favorably</p>	<p style="margin: 0; color: green;">▲ 6</p> <p style="margin: 0; font-size: small;">from Spring 2020</p>	
<p style="margin: 0;">QUESTION</p> <p style="margin: 0;">➤ Does this school help all students be successful in school?</p>	<p style="margin: 0;">91%</p> <p style="margin: 0; font-size: small;">responded favorably</p>	<p style="margin: 0; color: green;">▲ 6</p> <p style="margin: 0; font-size: small;">from Spring 2020</p>	

Lowest Rated Topic:



Lowest Rated Questions:

QUESTION ➤ Are students treated fairly when they break school rules?	64% responded favorably	▼ 2 from Spring 2020	
QUESTION ➤ How often are people disrespectful to others at your school?	64% responded favorably		
QUESTION ➤ Do you feel close to people at school?	55% responded favorably	▼ 15 from Spring 2020	

Students - Secondary

Highest Rated Topic:



Highest Rated Questions:

- QUESTION

► Teachers give students a chance to take part in classroom discussions or activities.

89% responded favorably

▲ 10 from Spring 2020
- QUESTION

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

86% responded favorably

▲ 11 from Spring 2020
- QUESTION

► My teachers work hard to help me with my schoolwork when I need it.

85% responded favorably

▲ 10 from Spring 2020

Lowest Rated Topic:



Lowest Rated Questions:

- QUESTION

► Students treat teachers with respect.

59% responded favorably

▲ 23 from Spring 2020
- QUESTION

► How often are people disrespectful to others at your school?

54% responded favorably
- QUESTION

► I feel close to people at this school.

45% responded favorably

▼ 19 from Spring 2020

Families

Highest Rated Topic:



Highest Rated Questions:

- QUESTION**
➤ This school clearly informs students what would happen if they break school rules. **98%** responded favorably **▲ 2** from Spring 2020
- QUESTION**
➤ My child's background (race, ethnicity, religion, economic status) is valued at this school. **98%** responded favorably **▲ 2** from Spring 2020
- QUESTION**
➤ School staff is helpful. **98%** responded favorably **▲ 2** from Spring 2020

Lowest Rated Topic:

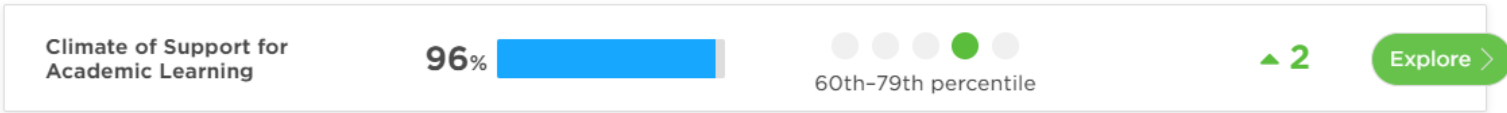


Lowest Rated Questions:

- QUESTION**
➤ School staff takes my concerns seriously. **96%** responded favorably **▲ 3** from Spring 2020
- QUESTION**
➤ At this school, discipline is fair. **95%** responded favorably **▲ 7** from Spring 2020
- QUESTION**
➤ My child is safe in the neighborhood around the school. **91%** responded favorably **▲ 3** from Spring 2020

Staff

Highest Rated Topic:



Highest Rated Questions:

QUESTION ▶ The school rules are fair.	99% responded favorably	▲ 2 from Spring 2020	
QUESTION ▶ emphasizes helping students academically when they need it.	99% responded favorably	▲ 1 from Spring 2020	
QUESTION ▶ Adults at this school treat all students with respect.	98% responded favorably	▲ 9 from Spring 2020	

Lowest Rated Topic:



Lowest Rated Questions:

QUESTION ▶ How many adults at this school feel a responsibility to improve this school?	81% responded favorably	▲ 10 from Spring 2020	
QUESTION ▶ disruptive student behavior?	78% responded favorably	▲ 31 from Spring 2020	
QUESTION ▶ How many adults at this school have close professional relationships with one another?	67% responded favorably	▲ 3 from Spring 2020	

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.**

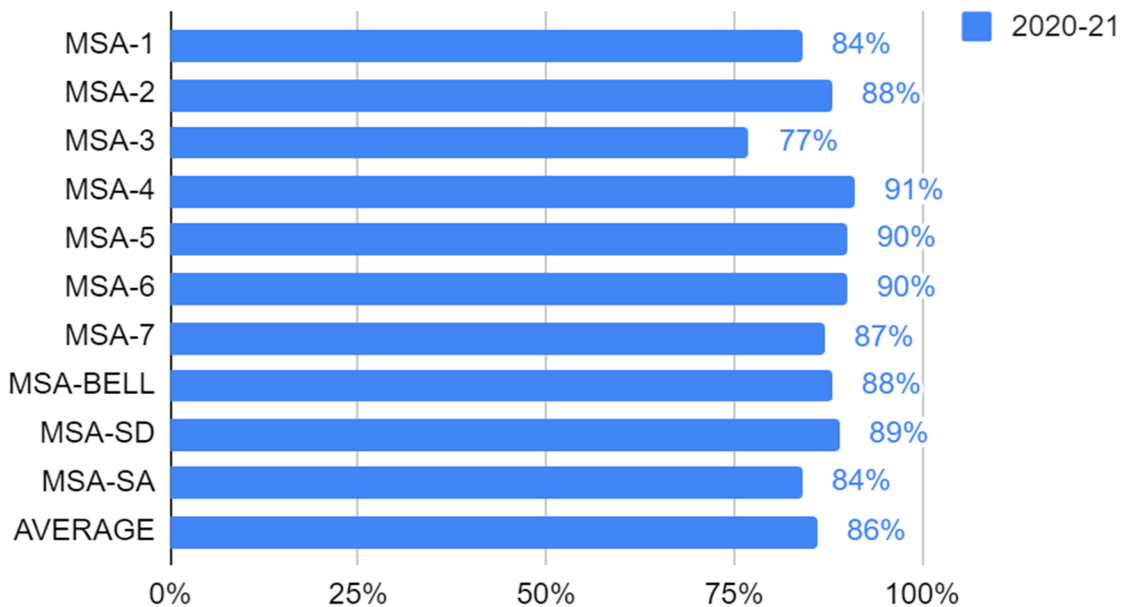
Note: The **overall satisfaction rate** is based on our stakeholders’ response to the single question stated above to get a measure of overall satisfaction. This rate is different than the **average approval rates** shown in the above sections. **While the overall satisfaction rate is based on a single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

Current Year Overall Satisfaction Rate

In 2020-21, MPS had an average overall satisfaction rate of **86%** for students, **98%** for families, and **94%** for staff. (Last year the average overall satisfaction rates were 76%, 93%, and 89% respectively.)

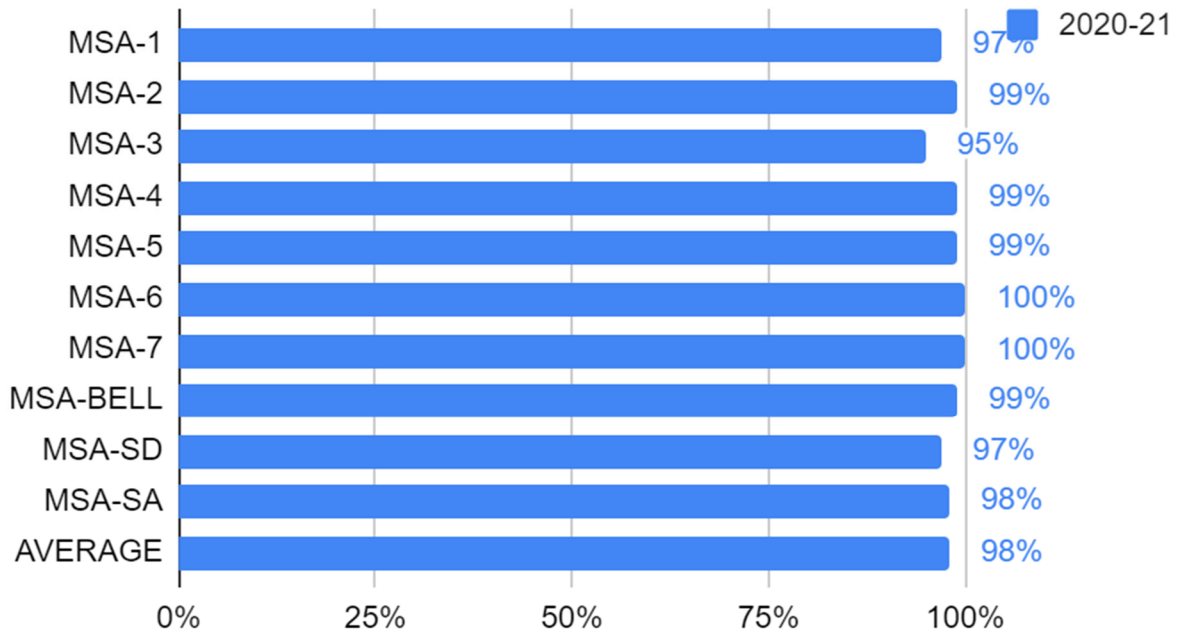
Students

2020-21 MPS Overall Satisfaction Rates - Students



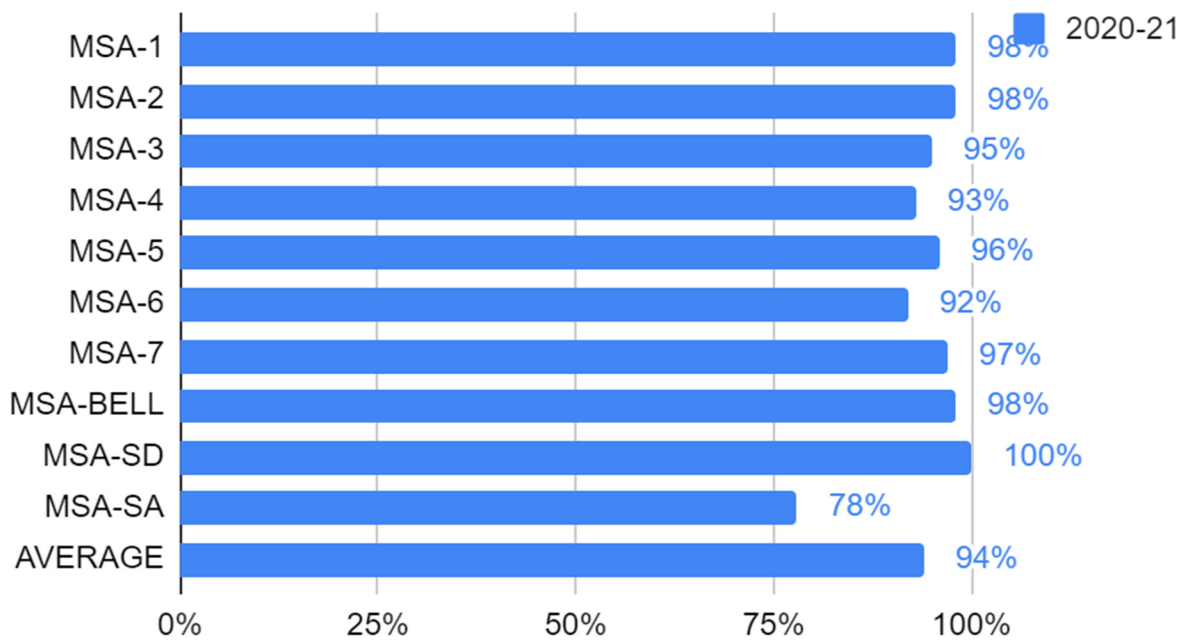
Families

2020-21 MPS Overall Satisfaction Rates - Families



Staff

2020-21 MPS Overall Satisfaction Rates - Staff



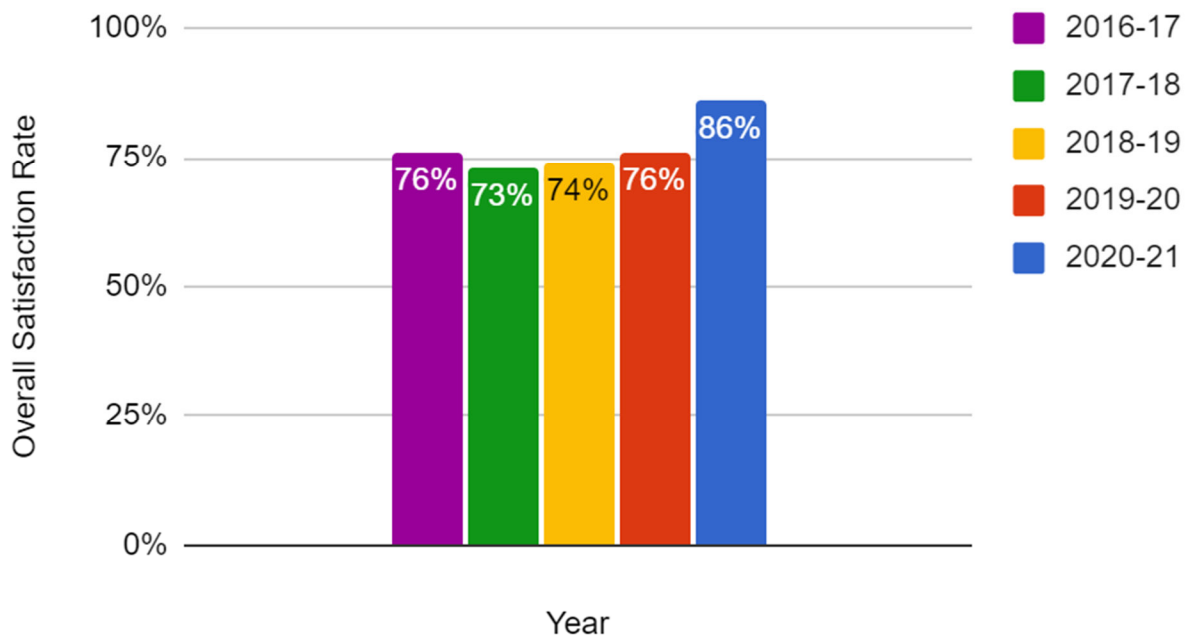
Historical Overall Satisfaction Rates

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					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	77%	72%	75%	73%	84%
MSA-2	78%	72%	75%	83%	88%
MSA-3	63%	66%	65%	55%	77%
MSA-4	74%	78%	64%	73%	91%
MSA-5	74%	78%	87%	77%	90%
MSA-6	64%	77%	78%	82%	90%
MSA-7	89%	86%	89%	89%	87%
MSA-BELL	67%	80%	85%	82%	88%
MSA-SD	67%	76%	64%	80%	89%
MSA-SA	69%	64%	66%	77%	84%
AVERAGE	76%	73%	74%	76%	86%

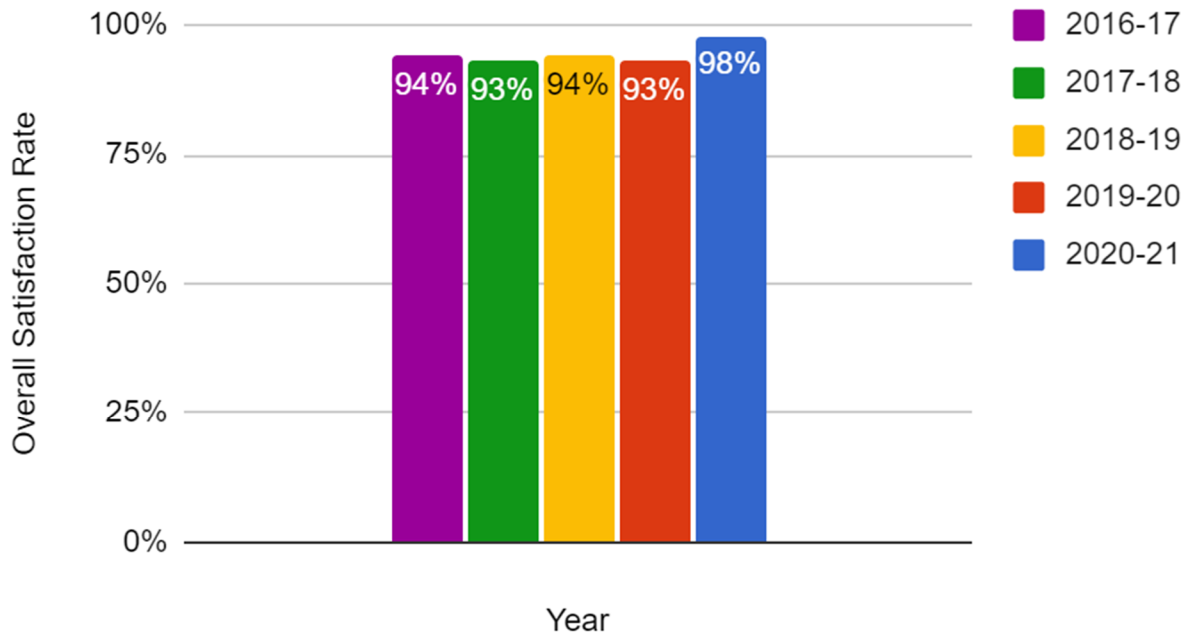
MPS Historical Overall Satisfaction Rates - Students



Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	95%	95%	95%	94%	97%
MSA-2	95%	91%	93%	93%	99%
MSA-3	86%	87%	90%	76%	95%
MSA-4	100%	98%	93%	96%	99%
MSA-5	93%	98%	97%	97%	99%
MSA-6	98%	96%	97%	98%	100%
MSA-7	98%	99%	98%	98%	100%
MSA-BELL	96%	97%	94%	96%	99%
MSA-SD	98%	92%	92%	95%	97%
MSA-SA	90%	89%	90%	94%	98%
AVERAGE	94%	93%	94%	93%	98%

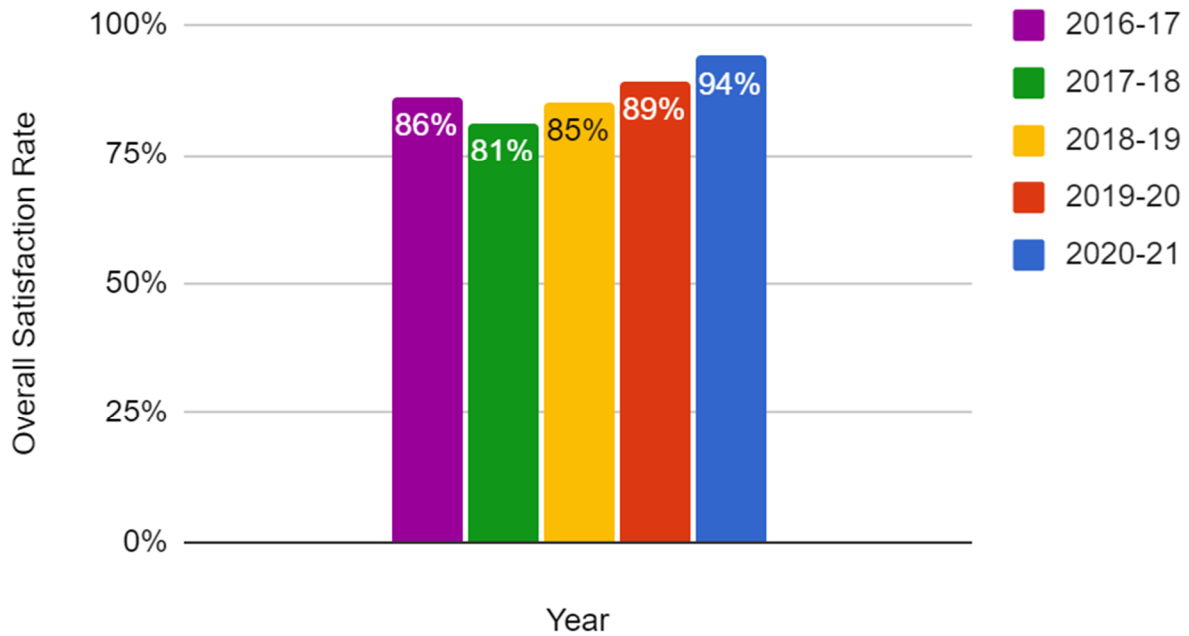
MPS Historical Overall Satisfaction Rates - Families



Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	89%	93%	84%	89%	98%
MSA-2	89%	83%	77%	98%	98%
MSA-3	76%	78%	83%	69%	95%
MSA-4	100%	89%	87%	82%	93%
MSA-5	93%	100%	100%	96%	96%
MSA-6	93%	100%	93%	100%	92%
MSA-7	88%	89%	95%	93%	97%
MSA-BELL	89%	75%	95%	95%	98%
MSA-SD	83%	88%	83%	100%	100%
MSA-SA	78%	51%	75%	84%	78%
AVERAGE	86%	81%	85%	89%	94%

MPS Historical Overall Satisfaction Rates - Staff



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:** J. Lara will schedule a meeting with each school leadership team for 60 minutes.
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.
 1. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
 2. Family survey: PACE team (**I. Soto or Designee by A. Rubalcava**)
 3. 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 5**)
 - PAC/PTF/SSC/ELAC
 - Staff
 - Remind SLTs to update their 2021-22 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 2021-22 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!

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.)*

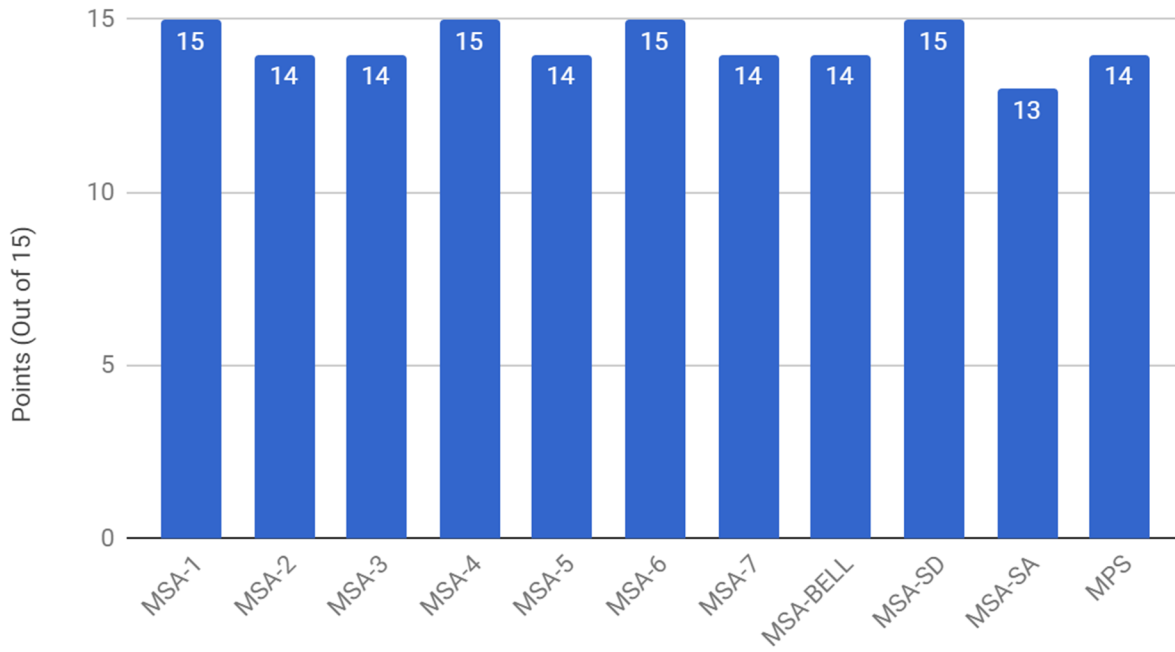
Employees are expected to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

School Evaluation Scores for the Current Year

MPS has calculated the survey portion of employee evaluations using the methodology as described in the policy above. The following are the evaluation scores for each MPS in 2020-21. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20													
	Student				Family				Staff				TOTAL
	2019-20	2020-21	Change	Points	2019-20	2020-21	Change	Points	2019-20	2020-21	Change	Points	
MSA-1	62%	72%	10%	5	94%	95%	1%	5	82%	92%	10%	5	15
MSA-2	70%	76%	6%	4	93%	98%	5%	5	89%	94%	5%	5	14
MSA-3	54%	67%	13%	4	84%	95%	11%	5	65%	85%	20%	5	14
MSA-4	64%	79%	15%	5	95%	98%	3%	5	75%	92%	17%	5	15
MSA-5	67%	76%	9%	4	96%	97%	1%	5	91%	93%	2%	5	14
MSA-6	68%	79%	11%	5	99%	99%	0%	5	95%	93%	-2%	5	15
MSA-7	74%	81%	7%	4	98%	99%	1%	5	93%	97%	4%	5	14
MSA-BELL	70%	79%	9%	4	96%	97%	1%	5	88%	92%	4%	5	14
MSA-SD	62%	76%	14%	5	96%	97%	1%	5	90%	95%	5%	5	15
MSA-SA	72%	76%	4%	4	94%	96%	2%	5	86%	84%	-2%	4	13
MPS	66%	75%	9%	4	94%	97%	3%	5	85%	91%	6%	5	14

2020-21 Evaluation Points Based on the Stakeholder Survey Results



Exhibits (Attachments)

- Panorama 2020-21 MPS Average Approval Rates by Question (*Student, Family, Staff*)
- Panorama 2020-21 MPS Detailed Survey Reports (*Student, Family, Staff*)
- MPS 2020-21 Stakeholder Survey Reflections (*one from each school*)

< Summary (/magnolia/understand/1290139/summary?project_id=13351#topic-scores-student)



Spring 2021

Student Survey (Spring 2021) - Secondary Student Survey












All questions







Based on 3,102 responses

How did students respond to each question?

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

QUESTION ➤ Teachers give students a chance to take part in classroom discussions or activities.	89% responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other students.	86% responded favorably	▲ 11 from Spring 2020	
QUESTION ➤ My teachers work hard to help me with my schoolwork when I need it.	85% responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ How likely is it that someone from your school will bully you online?	85% responded favorably		
QUESTION ➤ This school makes it clear how students are expected to act.	84% responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ Rules in this school are made clear to students.	82% responded favorably	▲ 11 from Spring 2020	
QUESTION ➤ This school promotes academic success for all students.	81% responded favorably	▲ 7 from Spring 2020	
QUESTION	81%	▲ 5	

<p>› This school clearly informs students what would happen if they break school rules.</p>	<p>responded favorably</p>	<p>from Spring 2020</p>	
<p>QUESTION › Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</p>	<p>80% responded favorably</p>	<p>▲ 7 from Spring 2020</p>	
<p>QUESTION › This school is a supportive and inviting place for students to learn.</p>	<p>80% responded favorably</p>	<p>▲ 11 from Spring 2020</p>	
<p>QUESTION › Students know how they are expected to act.</p>	<p>80% responded favorably</p>	<p>▲ 14 from Spring 2020</p>	
<p>QUESTION › Students know what the rules are.</p>	<p>80% responded favorably</p>	<p>▲ 9 from Spring 2020</p>	
<p>QUESTION › At your school, how unfairly do the adults treat the students?</p>		<p>80% responded favorably</p>	
<p>QUESTION › Teachers go out of their way to help students.</p>	<p>79% responded favorably</p>	<p>▲ 16 from Spring 2020</p>	
<p>QUESTION › Adults at this school treat all students with respect.</p>	<p>79% responded favorably</p>	<p>▲ 20 from Spring 2020</p>	
<p>QUESTION › The teachers at this school treat students fairly.</p>	<p>77% responded favorably</p>	<p>▲ 24 from Spring 2020</p>	
<p>QUESTION › I feel safe in my school.</p>	<p>73% responded favorably</p>	<p>▲ 14 from Spring 2020</p>	
<p>QUESTION › The school rules are fair.</p>	<p>71% responded favorably</p>	<p>▲ 20 from Spring 2020</p>	
<p>QUESTION › I am happy to be at this school.</p>	<p>65%</p>	<p>▲ 12</p>	

		responded favorably	from Spring 2020	
QUESTION		65%	▲ 17	
	➤ All students are treated fairly when they break school rules.	responded favorably	from Spring 2020	
QUESTION		64%		
	➤ If a student is bullied in school, how difficult is it for him/her to get help from an adult?	responded favorably		
QUESTION		59%	▲ 5	
	➤ I feel like I am part of this school.	responded favorably	from Spring 2020	
QUESTION		59%	▲ 23	
	➤ Students treat teachers with respect.	responded favorably	from Spring 2020	
QUESTION		54%		
	➤ How often are people disrespectful to others at your school?	responded favorably		
QUESTION		45%	▼ 19	
	➤ I feel close to people at this school.	responded favorably	from Spring 2020	

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Spring 2021

Student Survey (Spring 2021) - Elementary Student Survey












All questions

Based on 237 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?	95% responded favorably	▲ 4 from Spring 2020	
QUESTION Do teachers treat students fairly at school?	93% responded favorably	▲ 6 from Spring 2020	
QUESTION Does this school help all students be successful in school?	91% responded favorably	▲ 6 from Spring 2020	
QUESTION Overall, I am satisfied and would recommend this school to other students.	91% responded favorably	▲ 3 from Spring 2020	
QUESTION Are rules in this school made clear to students?	90% responded favorably	▲ 4 from Spring 2020	
QUESTION Do students know what the rules are?	89% responded favorably	▲ 2 from Spring 2020	
QUESTION Are the school rules fair?	89% responded favorably	▲ 9 from Spring 2020	
QUESTION Do students treat teachers with respect?	88%	▲ 13	

	responded favorably	from Spring 2020	
QUESTION ➤ Are you happy to be at this school?	87% responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ Does this school clearly tell students what would happen if they break school rules?	87% responded favorably	▼ 1 from Spring 2020	
QUESTION ➤ How likely is it that someone from your school will bully you online?	87% responded favorably		
QUESTION ➤ Do you feel safe at school?	86% responded favorably	▲ 6 from Spring 2020	
QUESTION ➤ Do students know how they are expected to act?	84% responded favorably	▲ 3 from Spring 2020	
QUESTION ➤ Do your teachers work hard to help you with your schoolwork when you need it?	83% responded favorably	▼ 2 from Spring 2020	
QUESTION ➤ Do teachers go out of their way to help students?	82% responded favorably	▲ 5 from Spring 2020	
QUESTION ➤ Do adults at school encourage you to work hard so you can be successful?	80% responded favorably	▼ 2 from Spring 2020	
QUESTION ➤ Do you feel like you are part of this school?	80% responded favorably	▲ 1 from Spring 2020	
QUESTION ➤ Do teachers give students a chance to take part in classroom discussions or activities?	78% responded favorably	▲ 3 from Spring 2020	
QUESTION	67% responded favorably		

➤ If a student is bullied in school, how difficult is it for him/her to get help from an adult?

QUESTION

➤ Are students treated fairly when they break school rules?

64%
responded favorably

▼ **2**
from Spring 2020



QUESTION

➤ How often are people disrespectful to others at your school?

64%
responded favorably



QUESTION

➤ Do you feel close to people at school?

55%
responded favorably

▼ **15**
from Spring 2020



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< Summary (/magnolia/understand/1290139/summary?project_id=13351#topic-scores-guardian)



Spring 2021
Family Survey

All questions













Based on 2,859 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 ▶ This school clearly informs students what would happen if they break school rules.	98% responded favorably	▲ 2 from Spring 2020

Need Help?

QUESTION ➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.	98% responded favorably	▲ 2 from Spring 2020	
QUESTION ➤ School staff is helpful.	98% responded favorably	▲ 2 from Spring 2020	
QUESTION ➤ School staff treats me with respect.	98% responded favorably	▲ 1 from Spring 2020	
QUESTION ➤ I feel welcome to participate at this school.	98% responded favorably	▲ 3 from Spring 2020	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other parents.	98% responded favorably	▲ 5 from Spring 2020	
QUESTION ➤ This school has high expectations for all students.	97% responded favorably	▲ 3 from Spring 2020	
QUESTION ➤ This school provides high quality instruction to my child.	97% responded favorably	▲ 1 from Spring 2020	
QUESTION ➤ School staff welcomes my suggestions.	97% responded favorably	▲ 5 from Spring 2020	
QUESTION ➤ My child is safe on school grounds.	96% responded favorably	▲ 2 from Spring 2020	
QUESTION ➤ School staff responds to my needs in a timely manner.	96% responded favorably	▲ 4 from Spring 2020	
QUESTION ➤ School staff takes my concerns seriously.	96% responded favorably	▲ 3 from Spring 2020	
QUESTION			

➤ At this school, discipline is fair.

95%
responded
favorably

▲ **7**
from Spring
2020

QUESTION

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

91%
responded
favorably

▲ **3**
from Spring
2020



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Spring 2021
Staff Survey

All questions












Based on 350 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?

<p>QUESTION</p> <p>➤ The school rules are fair.</p>	<p>99% responded favorably</p>	<p>▲ 2 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ emphasizes helping students academically when they need it.</p>	<p>99% responded favorably</p>	<p>▲ 1 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Adults at this school treat all students with respect.</p>	<p>98% responded favorably</p>	<p>▲ 9 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ is a supportive and inviting place for students to learn.</p>	<p>98% responded favorably</p>	<p>▲ 1 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ racial/ethnic conflict among students?</p>	<p>97% responded favorably</p>	<p>▲ 3 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Students know how they are expected to act.</p>	<p>97% responded favorably</p>	<p>▲ 6 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ emphasizes teaching lessons in ways relevant to students.</p>	<p>97% responded favorably</p>	<p>▲ 3 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ promotes academic success for all students.</p>	<p>96% responded favorably</p>	<p>▲ 3 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ physical fighting between students?</p>	<p>95% responded favorably</p>	<p>▲ 6 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ This school makes it clear how students are expected to act.</p>	<p>95% responded favorably</p>	<p>▲ 5 from Spring 2020</p>	
<p>QUESTION</p> <p>➤ encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.</p>	<p>95% responded favorably</p>	<p>▲ 1 from Spring 2020</p>	

QUESTION › Students know what the rules are.	94% responded favorably	▲ 2 from Spring 2020	
QUESTION › This school promotes trust and collegiality among staff.	94% responded favorably	▲ 6 from Spring 2020	
QUESTION › Overall, I am satisfied and would recommend this school to other educators.	94% responded favorably	▲ 5 from Spring 2020	
QUESTION › This school is a supportive and inviting place for staff to work.	93% responded favorably	▲ 3 from Spring 2020	
QUESTION › Rules in this school are made clear to students.	92% responded favorably	▲ 6 from Spring 2020	
QUESTION › This school handles discipline problems fairly.	90% responded favorably	▲ 11 from Spring 2020	
QUESTION › How many adults at this school support and treat each other with respect?	90% responded favorably	▲ 4 from Spring 2020	
QUESTION › sets high standards for academic performance for all students.	90% responded favorably	0 from Spring 2020	
QUESTION › harassment or bullying among students?	88% responded favorably	▲ 14 from Spring 2020	
QUESTION › lack of respect of staff by students?	87% responded favorably	▲ 21 from Spring 2020	
QUESTION › This school promotes personnel participation in decision-making that affects school practices and policies.	86% responded favorably	▲ 2 from Spring 2020	

QUESTION ➤ This school effectively handles student discipline and behavioral problems.	85% responded favorably	▲ 13 from Spring 2020	
QUESTION ➤ This school clearly communicates to students the consequences of breaking school rules.	85% responded favorably	▲ 7 from Spring 2020	
QUESTION ➤ How many adults at this school feel a responsibility to improve this school?	81% responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ disruptive student behavior?	78% responded favorably	▲ 31 from Spring 2020	
QUESTION ➤ How many adults at this school have close professional relationships with one another?	67% responded favorably	▲ 3 from Spring 2020	

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MPS




Secondary Student Survey
Spring 2021



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>82%</p> <p>▲ 10</p> <p>since last survey</p>	 <p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>76%</p> <p>▲ 15</p> <p>since last survey</p>	 <p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>86%</p> <p>▲ 11</p> <p>since last survey</p>	
School Safety	<p>71%</p>	
Sense of Belonging (School Connectedness)	<p>64%</p> <p>▲ 7</p> <p>since last survey</p>	 <p>60th - 79th percentile compared to others in the CORE Districts dataset</p>

3,102 responses



Climate of Support for Academic Learning

Your average

82%

3,102 responses

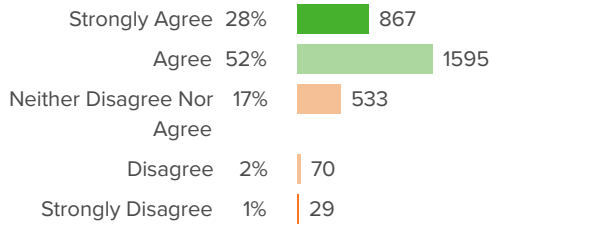
Change

▲ 10

since last survey

How did people respond?

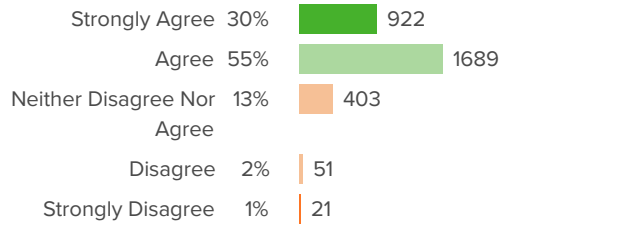
Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



▲ 7 from last survey

Favorable: **80%**

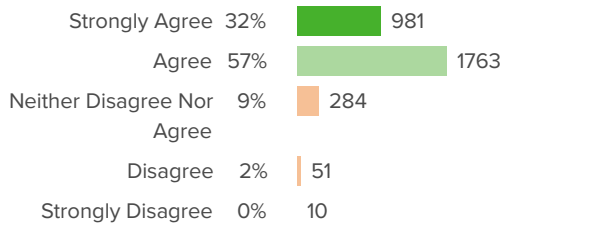
Q.2: My teachers work hard to help me with my schoolwork when I need it.



▲ 10 from last survey

Favorable: **85%**

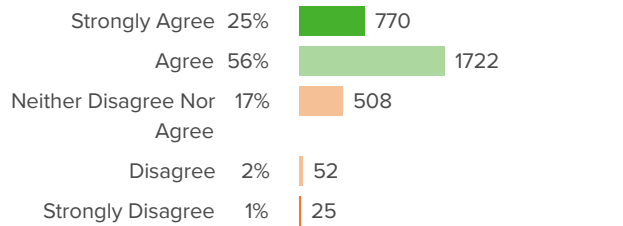
Q.3: Teachers give students a chance to take part in classroom discussions or activities.



▲ 10 from last survey

Favorable: **89%**

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

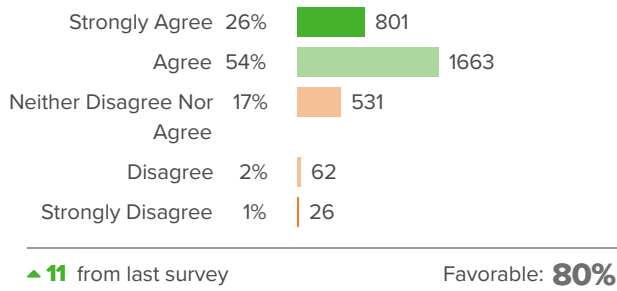


▲ 7 from last survey

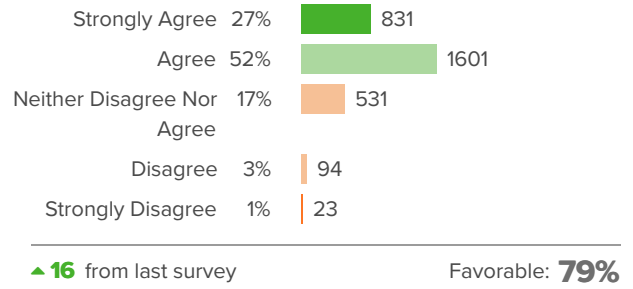
Favorable: **81%**



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



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





Knowledge and Fairness of Discipline, Rules and Norms

Your average

76%

3,102 responses

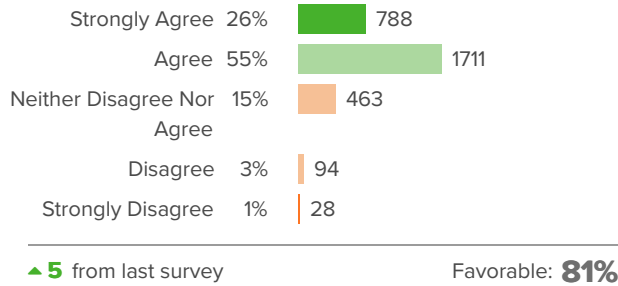
Change

▲ 15

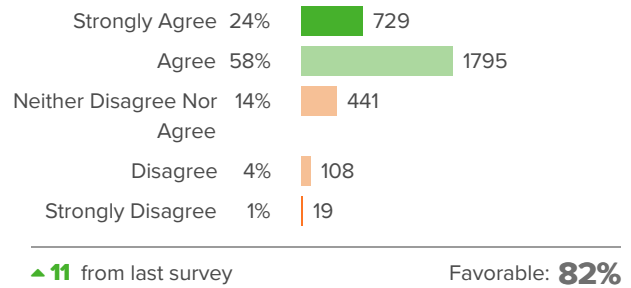
since last survey

How did people respond?

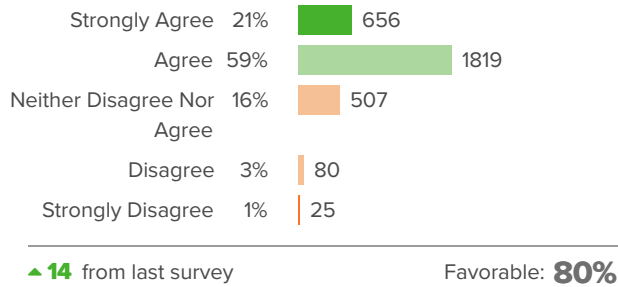
Q.1: This school clearly informs students what would happen if they break school rules.



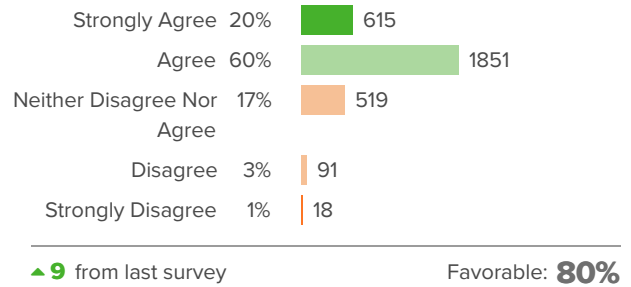
Q.2: Rules in this school are made clear to students.



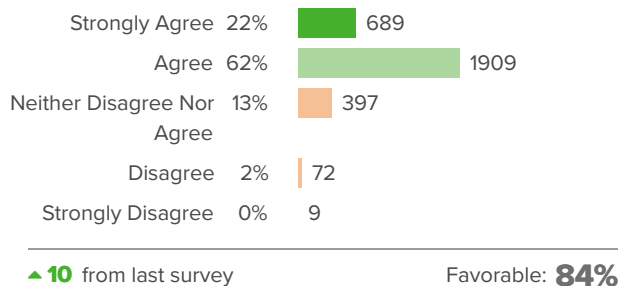
Q.3: Students know how they are expected to act.



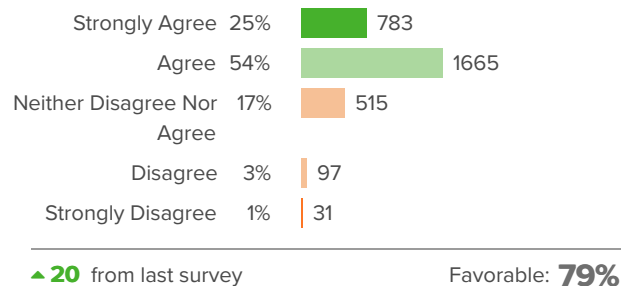
Q.4: Students know what the rules are.



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

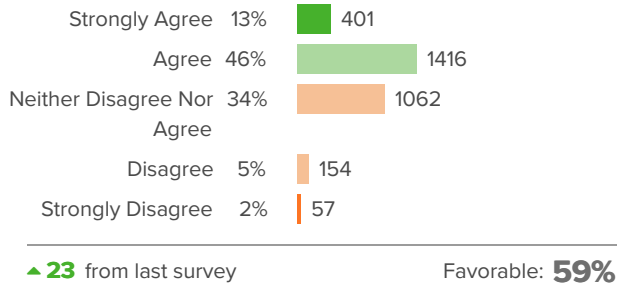


Q.6: Adults at this school treat all students with respect.

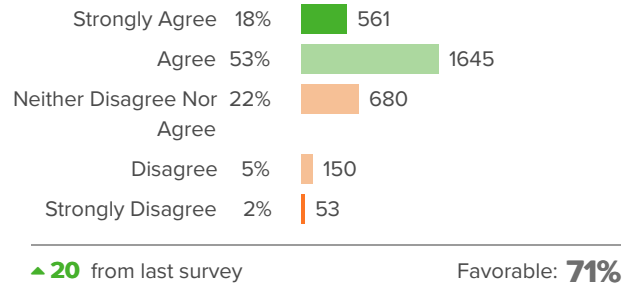




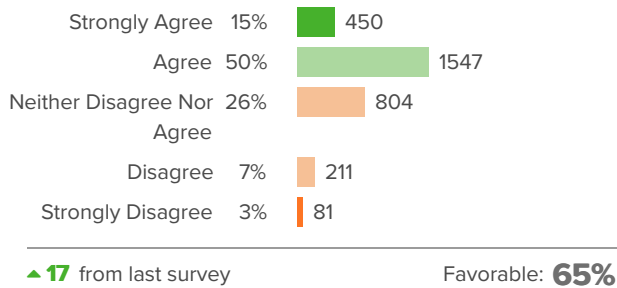
Q.7: Students treat teachers with respect.



Q.8: The school rules are fair.



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





OVERALL SCHOOL EXPERIENCE

Your average

86%

3,102 responses

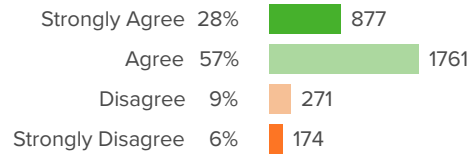
Change

▲ 11

since last survey

How did people respond?

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



▲ 11 from last survey

Favorable: **86%**



School Safety

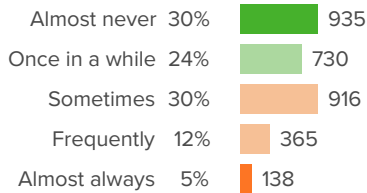
Your average

71%

3,102 responses

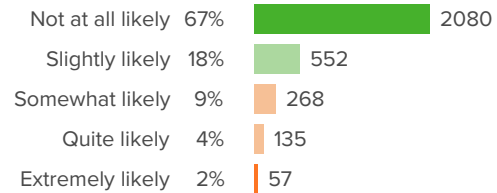
How did people respond?

Q.1: How often are people disrespectful to others at your school?



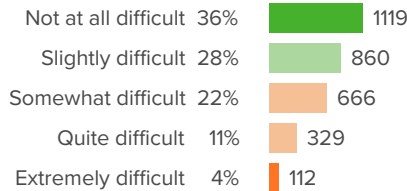
Favorable: **54%**

Q.2: How likely is it that someone from your school will bully you online?



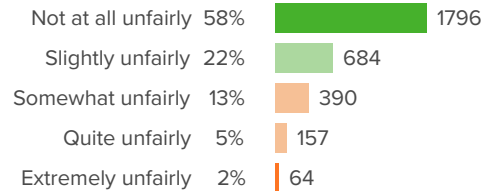
Favorable: **85%**

Q.3: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **64%**

Q.4: At your school, how unfairly do the adults treat the students?



Favorable: **80%**



Sense of Belonging (School Connectedness)

Your average

64%

3,102 responses

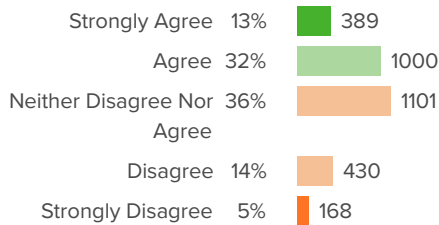
Change

▲ 7

since last survey

How did people respond?

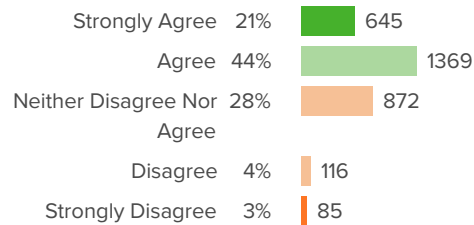
Q.1: I feel close to people at this school.



▼ 19 from last survey

Favorable: **45%**

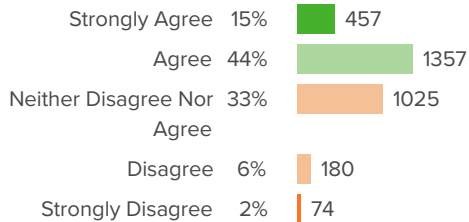
Q.2: I am happy to be at this school.



▲ 12 from last survey

Favorable: **65%**

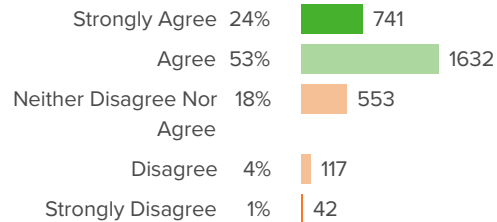
Q.3: I feel like I am part of this school.



▲ 5 from last survey

Favorable: **59%**

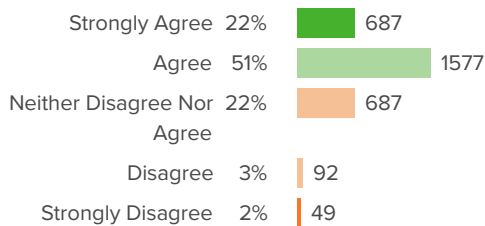
Q.4: The teachers at this school treat students fairly.



▲ 24 from last survey

Favorable: **77%**

Q.5: I feel safe in my school.



▲ 14 from last survey

Favorable: **73%**



MPS




Elementary Student Survey
Spring 2021



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>83%</p> <p>▲2 since last survey</p>	 <p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>86%</p> <p>▲4 since last survey</p>	 <p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE		
School Safety	<p>73%</p>	
Sense of Belonging (School Connectedness)	<p>80%</p> <p>▲1 since last survey</p>	 <p>40th - 59th percentile compared to others in the CORE Districts dataset</p>

237 responses



Climate of Support for Academic Learning

Your average

83%

237 responses

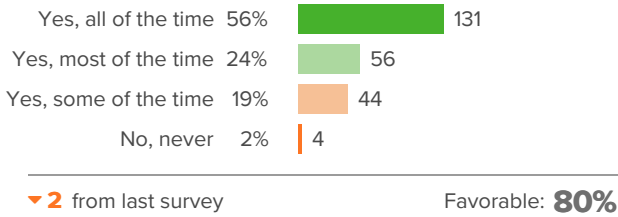
Change

▲ 2

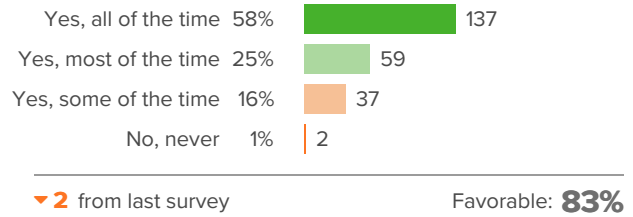
since last survey

How did people respond?

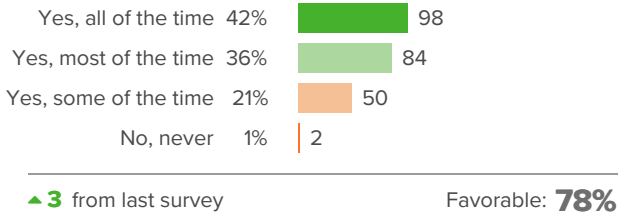
Q.1: Do adults at school encourage you to work hard so you can be successful?



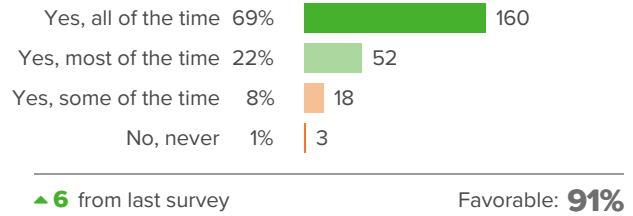
Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



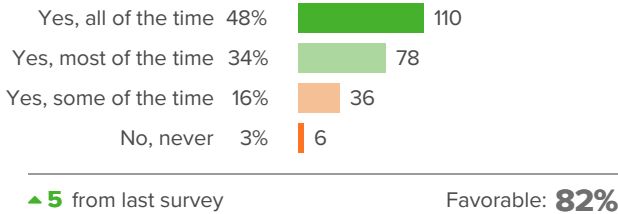
Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



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



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





Knowledge and Fairness of Discipline, Rules and Norms

Your average

86%

237 responses

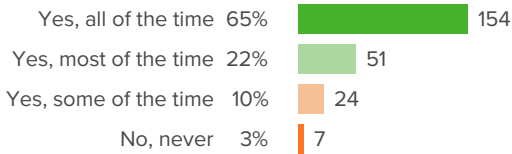
Change

▲ 4

since last survey

How did people respond?

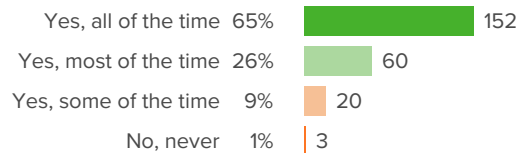
Q.1: Does this school clearly tell students what would happen if they break school rules?



▼ 1 from last survey

Favorable: **87%**

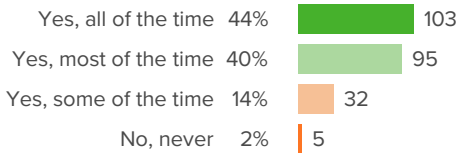
Q.2: Are rules in this school made clear to students?



▲ 4 from last survey

Favorable: **90%**

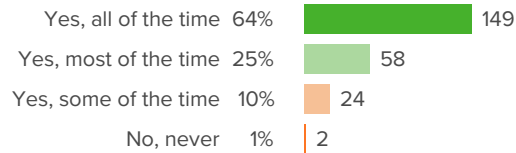
Q.3: Do students know how they are expected to act?



▲ 3 from last survey

Favorable: **84%**

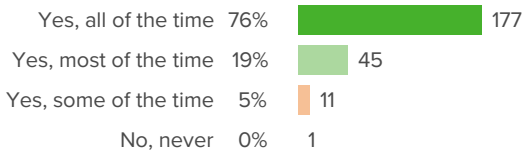
Q.4: Do students know what the rules are?



▲ 2 from last survey

Favorable: **89%**

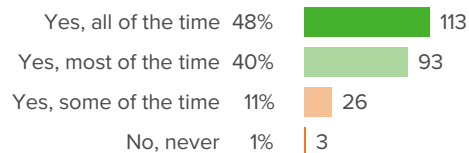
Q.5: Do teachers and other grown-ups at school treat students with respect?



▲ 4 from last survey

Favorable: **95%**

Q.6: Do students treat teachers with respect?

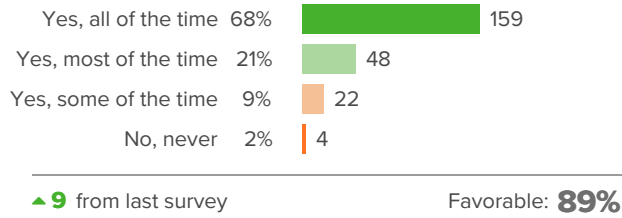


▲ 13 from last survey

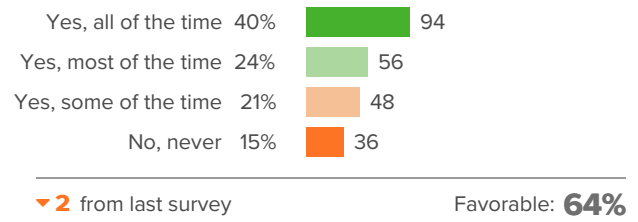
Favorable: **88%**



Q.7: Are the school rules fair?



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





OVERALL SCHOOL EXPERIENCE

Your average

91%

237 responses

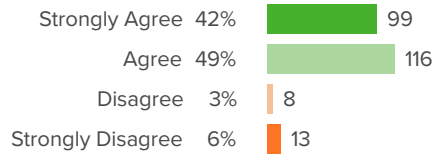
Change

▲ 3

since last survey

How did people respond?

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



▲ 3 from last survey

Favorable: **91%**



School Safety

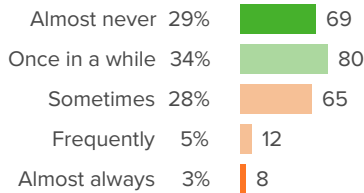
Your average

73%

237 responses

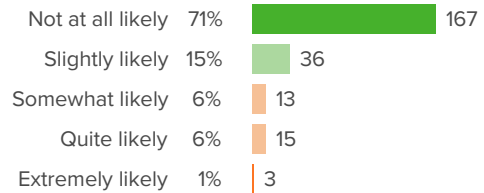
How did people respond?

Q.1: How often are people disrespectful to others at your school?



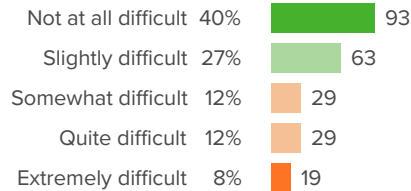
Favorable: **64%**

Q.2: How likely is it that someone from your school will bully you online?



Favorable: **87%**

Q.3: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **67%**



Sense of Belonging (School Connectedness)

Your average

80%

237 responses

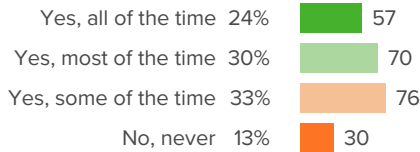
Change

▲ 1

since last survey

How did people respond?

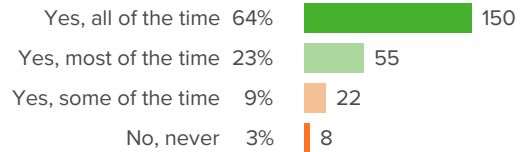
Q.1: Do you feel close to people at school?



▼ 15 from last survey

Favorable: **55%**

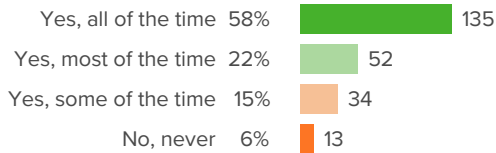
Q.2: Are you happy to be at this school?



▲ 10 from last survey

Favorable: **87%**

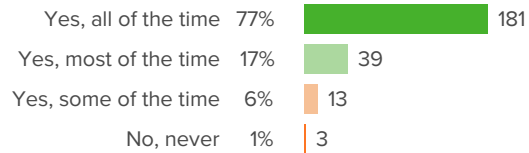
Q.3: Do you feel like you are part of this school?



▲ 1 from last survey

Favorable: **80%**

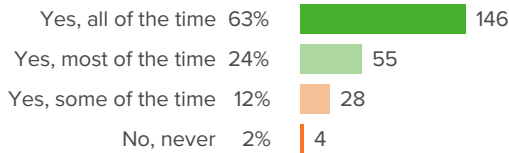
Q.4: Do teachers treat students fairly at school?



▲ 6 from last survey

Favorable: **93%**

Q.5: Do you feel safe at school?



▲ 6 from last survey

Favorable: **86%**



MPS

Family Survey
Spring 2021



Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>97%</p> <p>▲2 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>97%</p> <p>▲5 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>98%</p> <p>▲5 since last survey</p>	
Safety	<p>94%</p> <p>▲3 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	<p>97%</p> <p>▲3 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>

2,859 responses

Climate of Support for Academic Learning

Your average

97%

2,859 responses

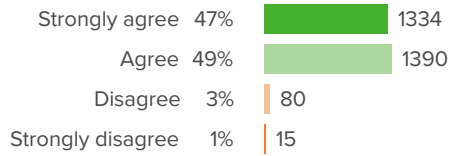
Change

▲ 2

since last survey

How did people respond?

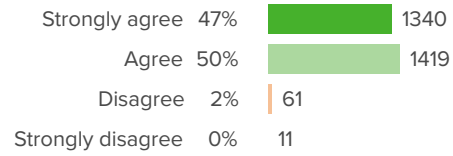
Q.1: This school provides high quality instruction to my child.



▲ **1** from last survey

Favorable: **97%**

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



▲ **3** from last survey

Favorable: **97%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

97%

2,859 responses

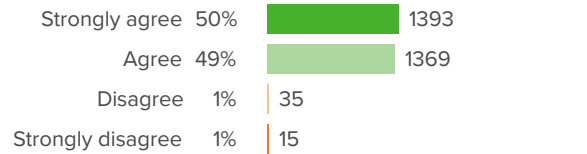
Change

▲ 5

since last survey

How did people respond?

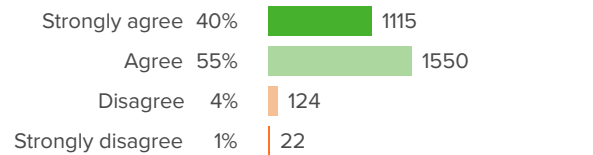
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 2 from last survey

Favorable: **98%**

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



▲ 7 from last survey

Favorable: **95%**

OVERALL SCHOOL EXPERIENCE

Your average

98%

2,859 responses

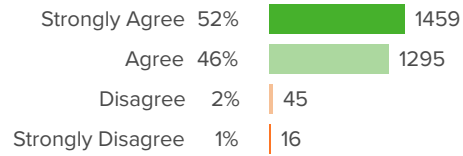
Change

▲ 5

since last survey

How did people respond?

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



▲ 5 from last survey

Favorable: **98%**

Safety

Your average

94%

2,859 responses

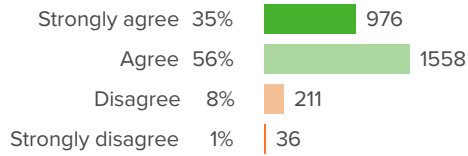
Change

▲ 3

since last survey

How did people respond?

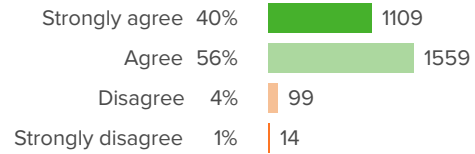
Q.1: My child is safe in the neighborhood around the school.



▲ 3 from last survey

Favorable: **91%**

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



▲ 2 from last survey

Favorable: **96%**

Sense of Belonging (School Connectedness)

Your average

97%

2,859 responses

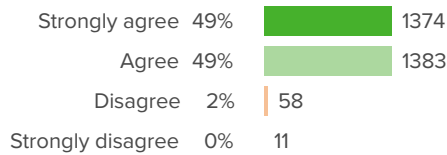
Change

▲ 3

since last survey

How did people respond?

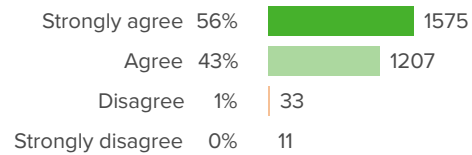
Q.1: I feel welcome to participate at this school.



▲ 3 from last survey

Favorable: **98%**

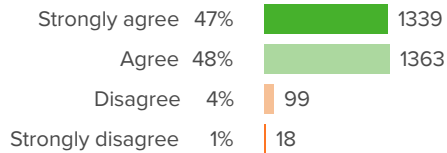
Q.2: School staff treats me with respect.



▲ 1 from last survey

Favorable: **98%**

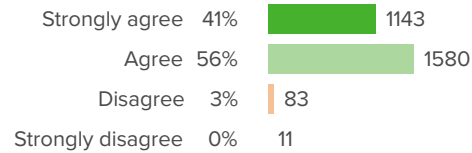
Q.3: School staff takes my concerns seriously.



▲ 3 from last survey

Favorable: **96%**

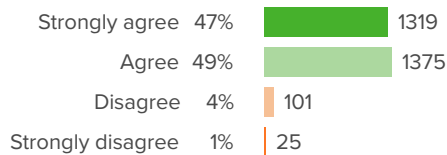
Q.4: School staff welcomes my suggestions.



▲ 5 from last survey

Favorable: **97%**

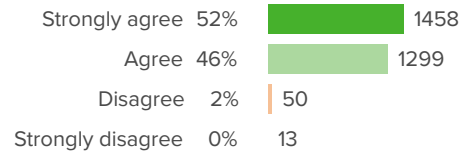
Q.5: School staff responds to my needs in a timely manner.



▲ 4 from last survey

Favorable: **96%**

Q.6: School staff is helpful.

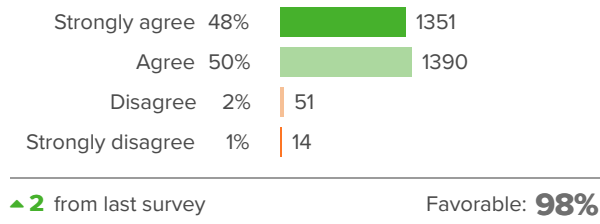


▲ 2 from last survey

Favorable: **98%**



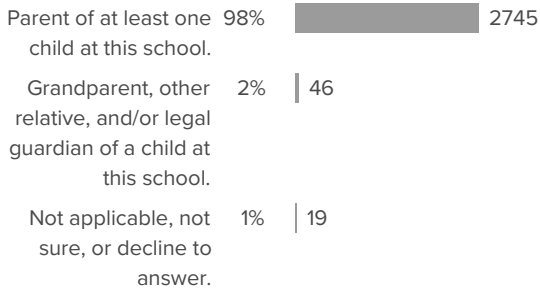
Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



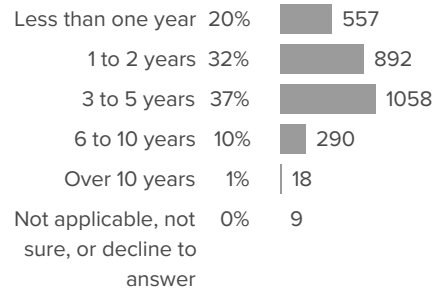
Background Questions

How did people respond?

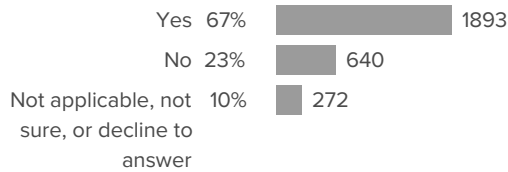
Q.1: I am a...



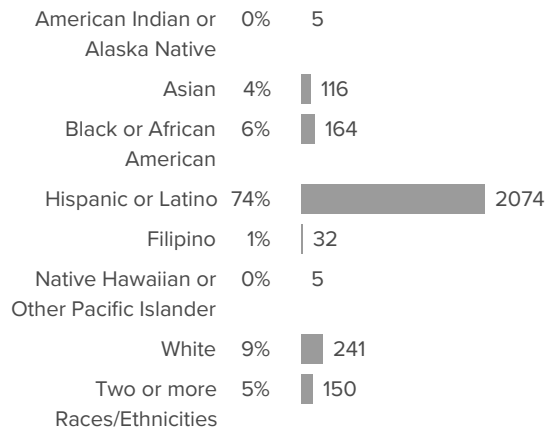
Q.2: How many years has your child been at this school?



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

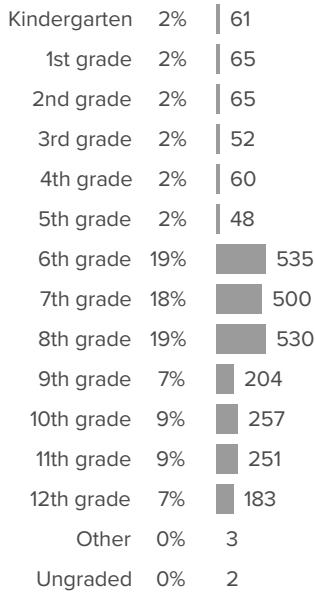


Q.4: What is your race or ethnicity?

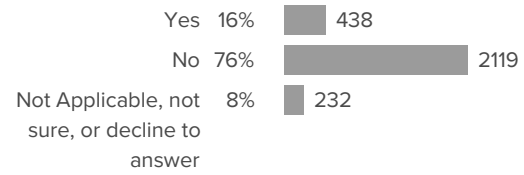




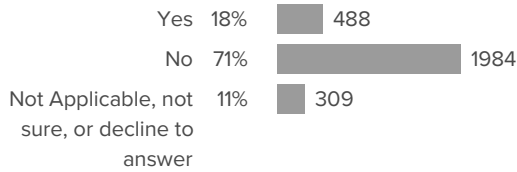
Q.5: In what grade is your child?



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 2021



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>96%</p> <p>▲2 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>93%</p> <p>▲7 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>94%</p> <p>▲5 since last survey</p>	
Safety	<p>89%</p> <p>▲15 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	<p>85%</p> <p>▲4 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>

350 responses

Climate of Support for Academic Learning

Your average

96%

350 responses

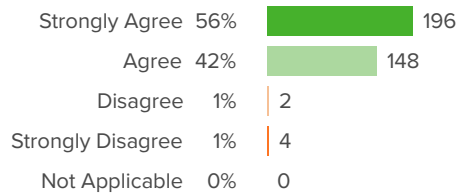
Change

▲ 2

since last survey

How did people respond?

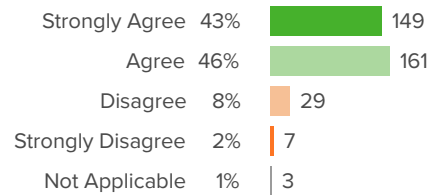
Q.1: is a supportive and inviting place for students to learn.



▲ 1 from last survey

Favorable: **98%**

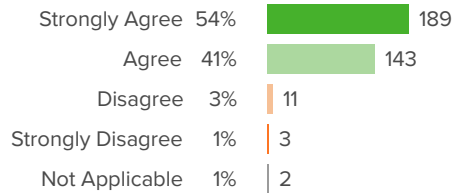
Q.2: sets high standards for academic performance for all students.



▲ 0 from last survey

Favorable: **90%**

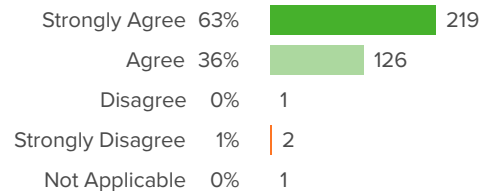
Q.3: promotes academic success for all students.



▲ 3 from last survey

Favorable: **96%**

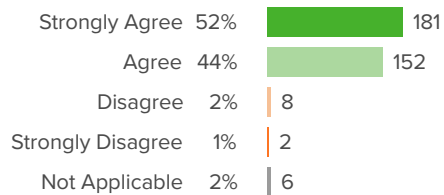
Q.4: emphasizes helping students academically when they need it.



▲ 1 from last survey

Favorable: **99%**

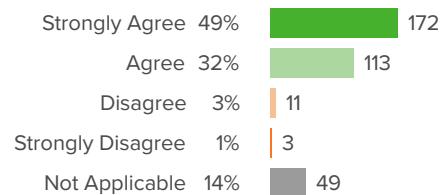
Q.5: emphasizes teaching lessons in ways relevant to students.



▲ 3 from last survey

Favorable: **97%**

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



▲ 1 from last survey

Favorable: **95%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

93%

350 responses

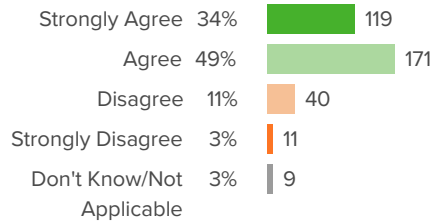
Change

▲ 7

since last survey

How did people respond?

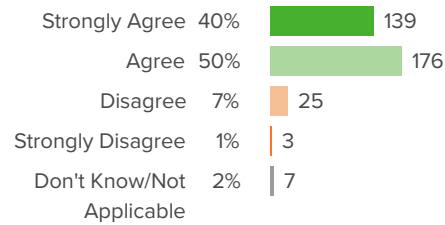
Q.1: This school clearly communicates to students the consequences of breaking school rules.



▲ 7 from last survey

Favorable: **85%**

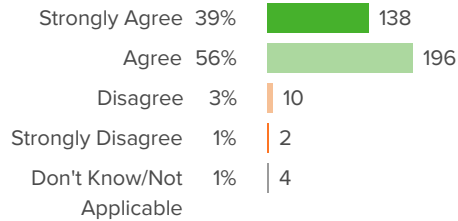
Q.2: Rules in this school are made clear to students.



▲ 6 from last survey

Favorable: **92%**

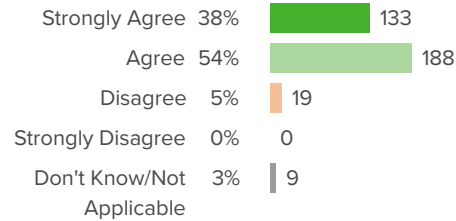
Q.3: Students know how they are expected to act.



▲ 6 from last survey

Favorable: **97%**

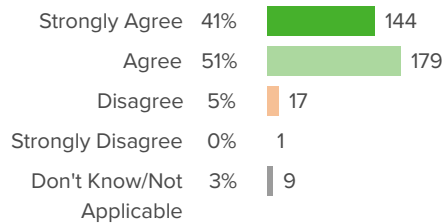
Q.4: Students know what the rules are.



▲ 2 from last survey

Favorable: **94%**

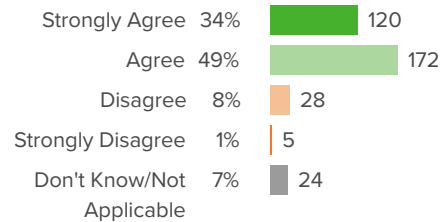
Q.5: This school makes it clear how students are expected to act.



▲ 5 from last survey

Favorable: **95%**

Q.6: This school handles discipline problems fairly.

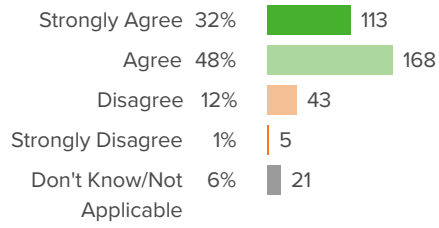


▲ 11 from last survey

Favorable: **90%**

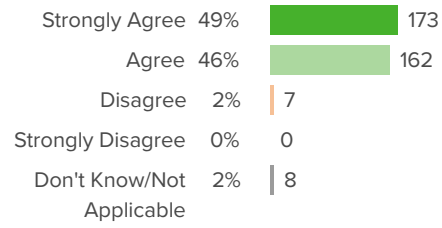


Q.7: This school effectively handles student discipline and behavioral problems.



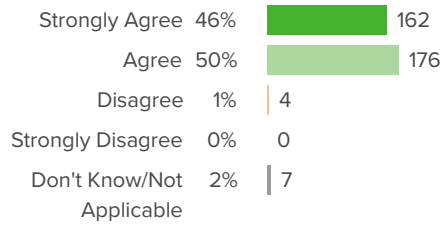
▲ **13** from last survey Favorable: **85%**

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



▲ **9** from last survey Favorable: **98%**

Q.9: The school rules are fair.



▲ **2** from last survey Favorable: **99%**



OVERALL SCHOOL EXPERIENCE

Your average

94%

350 responses

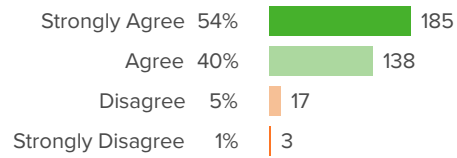
Change

▲ 5

since last survey

How did people respond?

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



▲ 5 from last survey

Favorable: **94%**

Safety

Your average

89%

350 responses

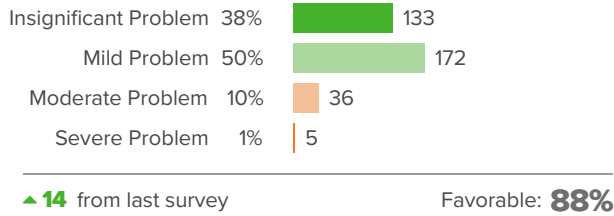
Change

▲ 15

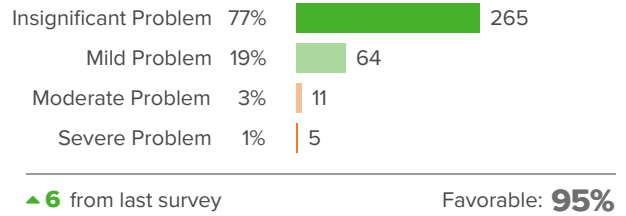
since last survey

How did people respond?

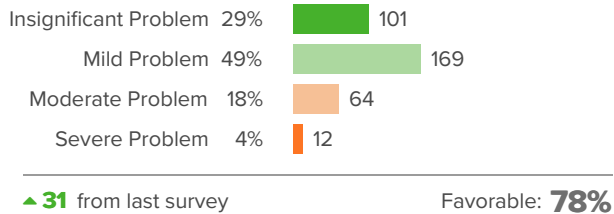
Q.1: harassment or bullying among students?



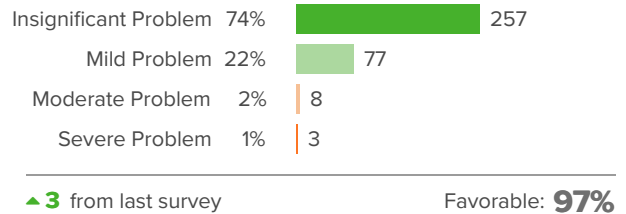
Q.2: physical fighting between students?



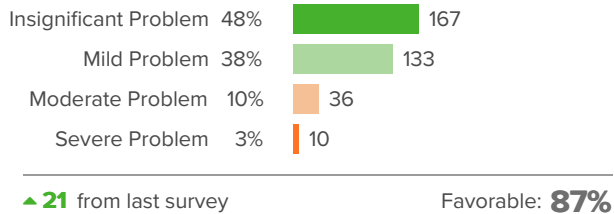
Q.3: disruptive student behavior?



Q.4: racial/ethnic conflict among students?



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



Sense of Belonging (School Connectedness)

Your average

85%

350 responses

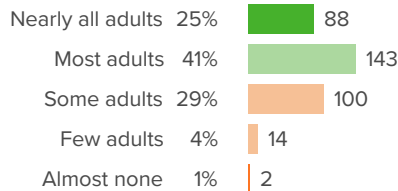
Change

▲ 4

since last survey

How did people respond?

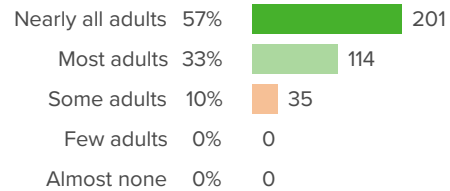
Q.1: How many adults at this school have close professional relationships with one another?



▲ 3 from last survey

Favorable: **67%**

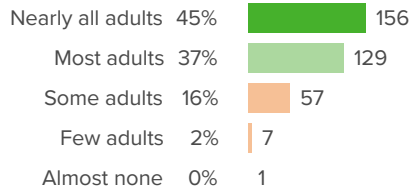
Q.2: How many adults at this school support and treat each other with respect?



▲ 4 from last survey

Favorable: **90%**

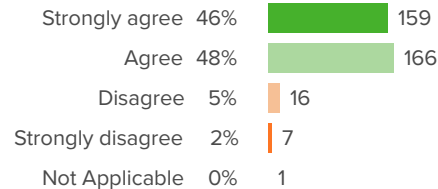
Q.3: How many adults at this school feel a responsibility to improve this school?



▲ 10 from last survey

Favorable: **81%**

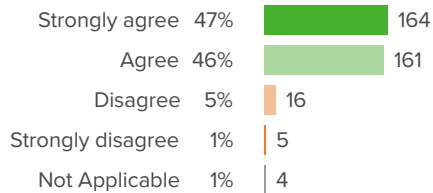
Q.4: This school is a supportive and inviting place for staff to work.



▲ 3 from last survey

Favorable: **93%**

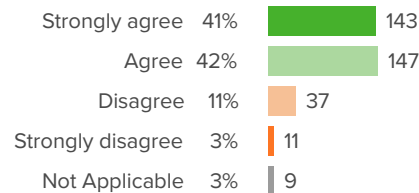
Q.5: This school promotes trust and collegiality among staff.



▲ 6 from last survey

Favorable: **94%**

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



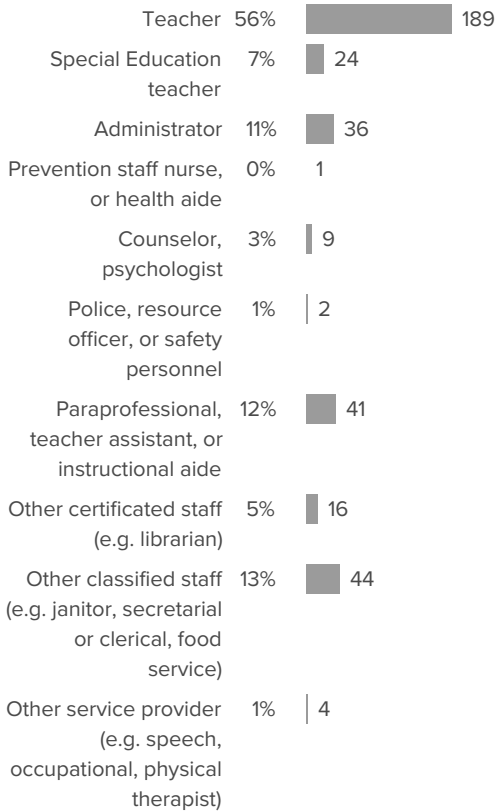
▲ 2 from last survey

Favorable: **86%**

Background Questions

How did people respond?

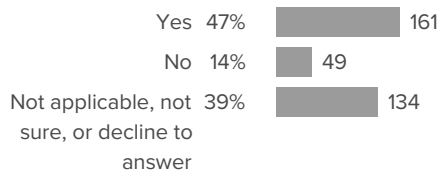
Q.1: What is your role at this school? (Mark all that apply).



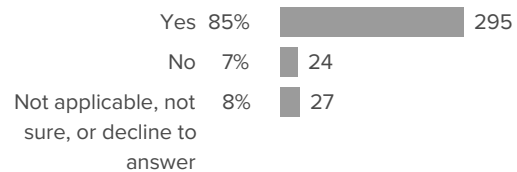
Q.2: Are you a classroom teacher?



Q.3: Migrant education students

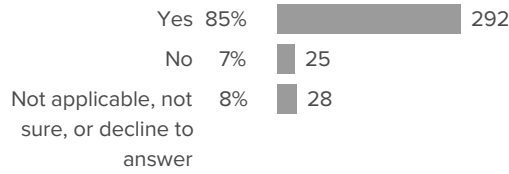


Q.4: Special education students

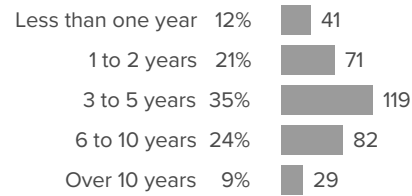




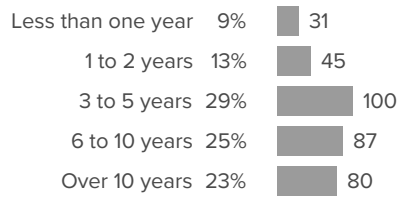
Q.5: English language learners



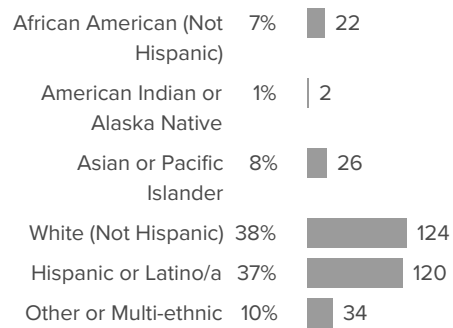
Q.6: How many years have you worked, in any position, at this school?



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

2020-21 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 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 2021 Survey Participation Rates:	91.5%	100.0%	100.0%
Spring 2020 Survey Participation Rates:	91.4%	85.1%	98.1%
Change since Spring 2020: <i>(percentage points)</i>	+0.1	+14.9	+1.9
Next Year Survey Participation Targets:	≥85.0%	≥85.0%	≥85.0%

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 student, family, and staff participation rates have increased. We attribute this increase to our guardian and student outreach through Google classroom, ParentSquare messages, Parent Information Nights, and to opportunities to gather feedback (i.e., parent survey, school site meetings, PTF meetings, Town Hall meetings, and Coffee with the Principal) because we provide a variety of ways for stakeholders to provide feedback. Additionally, when we administered the survey to students, they were assigned to specific teachers, who provided space and time to complete the surveys. Parents were given a general access code to complete the survey, which made participating in the survey easier for families. Finally, email reminders were sent to staff to complete the survey by a specific time. We even dedicated one of our staff meetings for staff to complete the survey.

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 2021 Overall Satisfaction Rates:	84.0%	97.0%	98.0%
Spring 2020 Overall Satisfaction Rates:	73.0%	94.0%	89.0%
Change since Spring 2020: <i>(percentage points)</i>	+11.0	+3.0	+9.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥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.

Our overall satisfaction rates reflect that compared to the 2019-2020 survey, students, family, and staff satisfaction rate has increased. Students report appreciation for teachers' willingness to provide extra support by offering extra credit and tutoring opportunities during distance learning. Comments ranged from "I like how you can get help as fast as you can" to "I like how the school has tutoring hours and that way everyone can go if they need help." Additionally, students like the small ratio of students to teachers as they appreciate the one-on-one support they receive from their teachers.

Families also expressed their appreciation for our teachers and their dedication to supporting the needs of our students. Families are happy with the overall quality of education, the communication between teachers and parents, and the smaller class size. Overall, family surveys reflect appreciation for both staff and admin. Comments ranged from "Everyone is like a family since it's a small school" to "Staff and administrators are courteous and helpful." Similar to students, families appreciate how teachers provide various resources to students that always prove to be helpful. Staff report appreciation for admin support and their willingness to be open to

feedback. They like the family like feeling the school has to offer. Comments ranged from, “School feels like a family” to “Students and staff are welcoming” to how teachers “Enjoy the freedom to present and plan [their] curriculum as [they] see fit for [their] specific students.” Additionally, staff likes the small campus because they feel “it’s much easier to enforce the code of conduct.” Finally, staff enjoys the collaboration between staff members and being able to “express ideas and concerns.”

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	80%	60th-79th percentile	+ 9
Knowledge and Fairness of Discipline, Rules and Norms	73%	80th-99th percentile	+ 17
Safety	70%		
Sense of Belonging (School Connectedness)	60%	40th-59th percentile	+ 9

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	97%	80th-99th percentile	+ 0

Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+ 2
Safety	88%	20th-39th percentile	+ 0
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+ 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	95%	80th-99th percentile	+ 12
Safety	96%	80th-99th percentile	+ 14
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+ 10

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 2021 Average Approval Rates:	84.0%	97.0%	98.0%
Spring 2020 Average Approval Rates:	73.0%	94.0%	89.0%
Change since Spring 2020: (percentage points)	+ 11.0	+ 3.0	+ 9.0

Next Year Average Approval Targets:	≥85.0%	≥90.0%	≥90.0%
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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 average approval rating, our school has increased its staff and students overall approval rate by 10% and family overall approval rate by 1% from the 2019-2020 school year in all four areas. We were happy to see an increase in Student and Staff approval ratings, and noticed that in the area of “Sense of Belonging (School Connectedness)” Student approval had increased. We contribute this increase to recognizing student achievement through assemblies and awards, offering extra support/tutoring to students, and having a school-site psychologist who supports students emotionally as well through SEL curriculum.
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?)
We were most proud of our student approval rate in the area of Sense of Belonging (School Connectedness), which increased from 51% in 2019-2020 to 60% in 2020-2021. We attribute this increase to our school’s efforts to offer extra tutoring/support to students. Students expressed feeling grateful for their teachers and the support they have received during distance learning. Comments ranged from “I like how most teachers go out of their way to help students at times when they need it” to “I like how

most students care about each other” to “I like how the school has tutoring hours and that way everyone can go if they need help.” Finally, students stated that they appreciate the mental health support and check in from teachers. We have supported students emotionally as well through the SEL curriculum in a Wednesday homeroom which, we think, has helped to foster a greater sense of belonging during distance learning.

We were also very happy to see that both families and Students rated high in the area of Climate of Support for Academic Learning. When asked, “My teachers work hard to help me with my schoolwork when I need it,” 82% of our students responded favorably. When asked, “This school is [a] supporting and inviting place for staff to work,” 92% of teachers responded favorably. Families gave 97% approval rating for the same category. This proves that our school is setting high expectations for learning, while also providing support for students who are struggling.

Finally, we increased in the area of Knowledge and Fairness of Discipline, Rules and Norms from 2019-2020 school year by all stakeholders. When we asked families “This school clearly informs students what would happen if they break school rules,” 97% responded favorably to this statement. Additionally, when we asked students “Students know how they are expected to act,” 75% responded favorably (18 points jump from last year). We maintain this success through clear communication of expectations to stakeholders, and through consistency in our PBIS practices.

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?)

The topic with the lowest approval rate is still the topic of Sense of Belonging. Students expressed a need for in person instruction. Comments ranged from “not many extracurricular activities in which we can get involved in” to “Distance Learning has been 10 times harder than face to face school.” This topic has been a tough one to address as we must follow state and local guidelines for in person instruction; we have attempted to address these lower rates through in class supports during distance learning such as: engaging platforms for instruction like EdPuzzle, use of Classroom Aides to assist students in smaller break out rooms, and digital assemblies for awards/games/social activities.

When asked “How many adults at this school have a close professional relationship with one another?” 60% of our staff responded favorably. Although we went up by 11 points from last year, this was still a low number compared to the rest. During this period of distance learning, we have started to hold social hour over zoom for teachers to talk and build better connections with each other.

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?

Our overall satisfaction rates for staff, families, and students increased from 2019-2020

to 2020-2021 school year. We are extremely proud of the fact that all stakeholders value the support they are receiving during distance learning. Students, staff, and families expressed appreciation for the family like environment, supportive admin and staff, and the collaboration between staff members. Student comments ranged from, “I like the small number of students” to “I like the fact that most students care about each other.” Similarly, staff shared, “School feels like a family. Students and staff are welcoming” to “I like that it’s a small campus” and “I like the collaboration between staff.” Finally, family comments ranged from “Everyone is like a family since it’s a small school” to “Communication between teachers and the parents.” We will continue to support our teachers, students, and their families through our open door policy (where students, staff, and parents can communicate with admin easily and openly), continued parent outreach and communication, and school-wide events that foster a sense of family between staff and students. Additionally, we will continue to build the relationship between staff and admin, and between staff members and their peers, through continued peer observation, fair feedback and evaluation, and time for departments to collaborate, which we feel fosters a strong professional environment where team members feel respected and valued.

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?

Each year, the survey results mention that facilities need to be improved. Last year, we opened a brand new school building with a multi-purpose room for assemblies and events. This year, a recurring trend in stakeholder responses focused on our outdoor facilities and P.E. area. Families stated that the “lunch area” needs improvement and “the school does not have a field for P.E., while staff and students contributed comments like “not having P.E. facilities” and “there is not an adequate campus for all school purposes such as lunch area, recreation area, and gym etc.” as areas to improve. We strive to make improvements to the facilities in the way our budget allows, and progress toward a campus that has a facility for all activities in ongoing.

We try our best to supplement areas of concern by furnishing P.E. teachers with equipment they need to effectively teach their classes while improvements to the campus are being made.

Additionally, another concern that came up in our stakeholder survey was the “homeless in the neighborhood.” Because our campus shares parking space with other businesses, sometimes there is a presence of people who are homeless setting up encampments nearby. While we cannot account for all environmental factors that contribute to the issue of homelessness in the area, we take steps to ensure the safety of our students such as: outdoor supervision, a fenced area that ensures students can be outside safely, a plant manager that helps to clean and maintain areas of the school, outdoor supervision by staff when students move from the main building to the fenced areas before, during, and after school. We also employ a security guard and have a security system to attempt to mitigate any risk of unregistered visitors on school grounds.

A final trend in surveys reveals that stakeholders would like more elective offerings. Families suggested “other language classes,” while students mentioned that there are “not enough electives.” With the addition of our music program in the last academic year and its successful expansion (even in our year of distance learning), we look forward to being able to offer other electives for students to take. As we start our hybrid model of instruction, and examine our offerings for next year, we will consider as an admin team in our summer planning meetings expanding our course offerings so that our students have opportunities for enrichment.

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?

Many of the suggestions we received from stakeholders echoed the areas of improvement suggested by the survey. Staff, families, and students shared similar suggestions for improvements such as a need for a cafeteria, athletic facilities (i.e. a gym), and more electives or course offerings (i.e. “honors classes for middle school

students”) and after school programs. Additionally, families, staff, and students expressed a concern for safety as a result of homelessness around school. The largest pattern we saw was that the areas the staff survey reflected as “least satisfying” were also the areas where we received suggestions like, “honors classes for middle school students,” “more clubs,” “not having athletic facilities” and “more security around and in the school.”

NEXT STEPS

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

To implement stakeholders’ suggestions, our school will try to address each suggestion. For instance, to address the concern for student safety due to the homeless population in the area, our school is considering the hire of an additional security guard. We have also reached out to the City of Reseda and they are following up on the issue of nearby homeless encampments. In order to strengthen the curriculum, we are looking at offering Speech and Debate, and another world language class (i.e., French). We have started sending our middle school staff to trainings for honors curriculum in the hopes that we can offer honors differentiation next year. We are receiving bids and plans to design a lunch area (assuming we are back in session full time next year). Finally, we have 6 teams for CIF; however, due to the pandemic, we were not able to start the program. We are hoping that in the next school year we will be able to offer CIF sports programs to our students if we are allowed by state and local health agencies.

MAGNOLIA SCIENCE ACADEMY - 2

2020-21 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.

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- 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 2021 Survey Participation Rates:	95.1%	91.8%	100%
Spring 2020 Survey Participation Rates:	99.3%	85.8%	100%
Change since Spring 2020: <i>(percentage points)</i>	-4.2	+6.0	0.0
Next Year Survey Participation Targets:	95%	90%	100%
<p>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.</p> <p>During the 2020-21 academic year, the participation rate of families increased by 6.0% over the last year (from 85.8% to 91.8%) and the staff participation rates maintained 100% over the past year. These two positive aspects of stakeholder participation took place despite the shift this year toward online surveys during distance learning. The improvement in family participation rates means that MSA2 will consider using electronic surveys in the future rather than paper surveys for all families, while using grade level coordinators to follow up with each family. While the student participation rate decreased by 4.2% over the past year during the 2020-21 academic year (from 99.3% to 95.1%), MSA2 still met our target student participation rate of 95%. The decrease in student participation rate this year took place due to the additional challenges faced during distance learning to complete student surveys.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2021 Overall Satisfaction Rates:	88%	99%	98%
Spring 2020 Overall Satisfaction Rates:	83%	93%	98%
Change since Spring 2020: <i>(percentage points)</i>	+5.0	+5.0	0.0
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.

The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	82%	80th-99th percentile	+6
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	+10
Safety	74%		
Sense of Belonging (School Connectedness)	68%	80th-99th percentile	+5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	+6
Safety	97%	80th-99th percentile	+4
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	+5

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+10
Safety	94%	80th-99th percentile	+13
Sense of Belonging (School Connectedness)	91%	80th-99th percentile	-2

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

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76%	98.0%	94.0%
Spring 2020 Average Approval Rates:	70%	93.0%	89%
Change since Spring 2020: (percentage points)	+ 6.0	+ 5.0	+5.0
Next Year Average Approval Targets:	≥72.0%	≥95.0%	≥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:
<p>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?</p>
<p>Over the 2020-21 academic year, students showed an improvement in average approval rating by 6% over the past year (from 70% to 76%). These improvements took place as a result of MSA2 investing time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Students also observed that although we were in full distance learning over the past year, MSA2 continued to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.</p>
<p>Over the 2020-21 academic year, families showed an improvement in average approval rating by 5% over the past year (from 93% to 98%). These improvements took place as a result of MSA2 investing time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also maintained a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.</p>
<p>Over the 2020-21 academic year, staff showed an improvement in average approval rating by 5% over the past year (from 89% to 94%). The improvements in the first three areas took place as a result of MSA2 investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, social events still took place via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.</p>

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?)

Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counselings sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a

decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

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?)

MSA2 approval rates are already high across survey topics and questions amongst students, families, and staff. However, we will continue to strive to maintain our high rates across each stakeholder group as well as across all topics included in this survey by implementing and monitoring our contemporary programs and services, as discussed in a previous response above. In addition, we will continue to seek improvement in areas of student stakeholders, since they are the lowest scoring group typically at MSA2 historically. Even though this is the case, they continue to score high in their comparison to other schools in the core district. As such, we will continue to seek feedback from students by means of ASB Student Government, PBIS house Ambassadors, PBIS coaches, and parent feedback. Specifically, student sense of belonging is the lowest topic amongst all stakeholders, but it also improved by 5% this year, and is also ranking in the top 80-99% percent when compared with all schools in the core district. For staff stakeholders, the lowest response was for sense of belonging which also was at 91% and was the top 80-99 percent when compared with all schools in the core district.

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?

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:

- 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

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF
- Safe, Small School /Small size classroom; small family environment

We are most proud of the students response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counselings sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

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 upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2020-21 academic year:

- Lack of certain facilities, water fountain issue
- No field
- No sports for girls
- Vending machine taking money

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2020-21 academic year:

- Teacher vacancies filled by substitutes
- Entrance location
- Lunches
- * Many parents stated no dislikes

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Lack of facilities such as library and sports facilities; restrooms are not enough
- Discipline problems; no consequences are given
- Cell phone usage among students and bad language

Based upon the free responses to this question, the below areas of growth are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

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

The areas which need our close attention are improving access to sports programs and facilities, improving quality of meals, and supporting clear consequences for student discipline issues. There are no gaps in student groups revealed by the feedback, although there is a perceived gap in girls sports opportunities which is due to the need to increase promotion of existing girls sports opportunities so that all stakeholders are aware about these.

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?

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2020-21 academic year:

- More choice in electives/clubs
- Sports option for girls
- Follow through with consequences
- Shade in lunch area
- More opportunity for engagement with school and others

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2020-21 academic year:

- Better food
- More sports (specifically for middle)
- Lockers for students
- Music class

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2020-21 academic year:

- New facility; move to a different location; more space
- Clear consequences for disruptive students
- Less substitute teachers
- Hiring process takes too long when a teacher leaves

Based upon the free responses to this question, the below suggestions are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- More sports
- Better food
- 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?

MSA2 will continue to build increased sports opportunities for middle and high school students by conducting a survey of the students to seek their interest in participating in various sports. In addition, MSA2 will continue to participate in CIF sports for high school, and will take steps to reserve facilities during the instructional day for PE coaches to use with their classes as an athletic conditioning time. This will increase the students' participation in sports as well as access to improved facilities to practice.

MSA2 will seek to improve the quality of menu options available to students on campus by utilizing feedback from staff, students and families. Our goal with this process is to ultimately increase the amount of students who consume food at school to gain important nutrients which are essential to remain focused in learning and maintaining physical, and social-emotional health.

MSA2 will form a facility committee with students, staff, and families as part of the committee with the goal of increasing our access to co-located facilities during the instructional day as part of PE, as well as during outside of school hours to support PBIS programs, assemblies, academic competitions, and other school culture building activities. MSA2 will meet with our co-located schools on a bi-weekly basis to plan for use of facilities.

MAGNOLIA SCIENCE ACADEMY - 3

2020-21 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 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 2021 Survey Participation Rates:	83.1%	87.1%	100%
Spring 2020 Survey Participation Rates:	93.7%	61.9%	97.8%
Change since Spring 2020: <i>(percentage points)</i>	-10.7.0	+25.2	+2.2
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥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.			
Student survey percentages decreased due to difficulties with completion of online tasks and no in person accountability/follow up.			
Family percentages increased with increased efforts of parent phone calls.			
Staff surveys were successfully completed by all as admin consistently followed-up with individual members.			

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 2021 Overall Satisfaction Rates:	77%	95%	95%
Spring 2020 Overall Satisfaction Rates:	55%	76%	69%
Change since Spring 2020: <i>(percentage points)</i>	+22.0	+19.0	+26
Next Year Overall Satisfaction Targets:	≥80.0%	≥97.0%	≥97.0%
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.			

Overall satisfaction rates increased across all stakeholders; there are significant percentage increases averaging about 22%.

Structured intervention programs were put in place with a new Title I Coach to identify targeted afternoon and Saturday interventions.

PBIS team coordinates monthly assemblies to recognize students for academic and attendance successes. Rewards are teacher-nominated.

Hiring process is based on a team decision to ensure high-quality, highly skilled, team focused educators.

MSA-3 admin had consistent parent meetings (Coffee/ "Zoom" with the Admin) to inform families about distance learning and academic expectation, student outcome and data points.

Admin and teachers held frequent virtual home visits to not only inform parents about student grades, but to agree on action plan goals for improvement. Open communication is highly encouraged and parents do not have to wait until scheduled Parent-Teacher conference times.

Daily attendance calls helped parents stay current on why a student has not attended the class. Problems resolved if it was a technical issue. Parents were contacted if the students needed Chromebooks or hotspot devices. This helped all families to have access to instruction.

Google form staff surveys were given quarterly to gauge internal staff satisfaction and to identify top teacher needs to address in staff meetings.

Each week, teachers receive relevant professional development which helps them support their students better.

Distributed Leadership increased the ownership and autonomy of our admin team.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	77%	60th-79th percentile	+ 17
Knowledge and Fairness of Discipline, Rules and Norms	70%	60th-79th percentile	+ 19
Safety	63%		+ 4
Sense of Belonging (School Connectedness)	53%	20th-39th percentile	+ 9

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	94%	40th-59th percentile	+ 10
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+ 16
Safety	96%	80th-99th percentile	+ 8
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	+ 10

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	92%	40th-59th percentile	+ 6
Knowledge and Fairness of Discipline, Rules and Norms	91%	60th-79th percentile	+ 19
Safety	67%	20th-39th percentile	+ 28
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+ 25

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 2021 Average Approval Rates:	67.0%	95.0%	85.0%
Spring 2020 Average Approval Rates:	54.0%	84.0%	65.0%
Change since Spring 2020: (percentage points)	+13.0	+ 9.0	+20.0
Next Year Average Approval Targets:	≥70.0%	≥97.0%	≥88.0%

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?
<p>Student approval rate went up 13 pts (54% to 67%) even amidst distance learning difficulties because high expectations were maintained and students were involved in brainstorming of online activities. Staff members checked in with students frequently regarding social-emotional needs and emphasized the importance of students' mental health especially during the pandemic.</p> <p>Parent approval rate went up 9 pts (84% to 95%) due to improved communication efforts to parents. Admin lead monthly meetings to share information including data, intervention programs, PBIS events, and especially reopening efforts to keep parents informed with up-to-date news.</p> <p>Staff approval rate increased by 20 pts (65% to 85%). Admin adjusted staff meetings based on stated needs from survey free-responses to ensure members feel heard and that feedback is taken into account. Newly hired teachers are positive, dedicated team-players who transitioned successfully to maintain a strong department even despite teacher turnover.</p> <p>Teacher social emotional needs met with social gatherings on Zoom and one-on-one check-ins with each staff member. Every staff meeting begins with staff shoutouts to recognize specific staff efforts and all staff's birthdays are recognized.</p> <p>Distributed Leadership tasks increased the ownership and autonomy of our admin team.</p>
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?)

There was a positive increase with students, staff and families with approval rates. The students' rates increased 13 points. The staff approval rates increased 20 points and the families approval rates increased 9 points. Areas that were addressed and were strengths were positive programs, conducting staff surveys and addressing academic concerns such as grading policies and academic concerns. These programs contributed to the success because the decisions were based on school data, statewide data and social emotional data. 98% of families believe that staff treats them with respect. 97% of the staff believe that personnel are involved in school wide decisions. 88% of students believe that teachers give them a chance to participate in class discussions.

Routines and expectations are clear in how to meet parents' needs and concerns. All staff is knowledgeable on how to provide help in all areas.

MSA-3 will maintain the success by engaging with the community and outside organization to bring improved programs.

Admin will continue to work collaboratively with the stakeholders (students, teachers, MPS Home office and Board) and seek input from the stakeholders to make informed decisions.

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?)

For students, the lowest rated topic was for the question "I feel close to people at the school." It can be inferred that this may be due to Distance Learning and students' inability to interact in person with their peers and teachers. In order to raise this area of student connection, the PBIS team will hold a Welcome Back Assembly to establish a positive school culture from the beginning. The team is also working more closely with ASB to allow students to more actively lead school activities based on their peer requests & preferences. This percentage may also be due to the lack of clubs and sports being offered in Distance Learning. As a next step, clubs as well as sports teams will be a greater focus of school culture in order for students to participate and feel greater pride & identity in the extra-curricular activities they are involved in.

37% of students responded that they do see disrespectful situations at school. In order to address this, assemblies will be held that focus on different PBIS topics, including respect. With this topic, school-wide strategies of how to resolve conflicts positively can be provided to be emphasized across campus by all.

The 47% of teachers who responded favorably to having close professional relationships with one another may be

lower than expected due to Distance Learning and teachers not feeling they were able to collaborate as much as they would usually be able to in person. With new teachers added this year, teachers may not feel as close to them because they have not yet had the chance to meet one another aside from zoom staff meetings. The team hopes to coordinate more team-building activities as well as consistently scheduled grade-level and department collaboration sessions.

Tier 1, 2, & 3 behaviors and staff-managed, office-managed steps will be refreshed school-wide. To increase transparency with discipline issues, clear communication will be provided to teachers outlining the steps taken for situations.

Parents gave a rating of 91% (lowest in all areas of approval rates) to staff responding to my needs. Admin will go over procedures with staff members to ensure emails are responded to within a timely manner (within 48 hrs). In order for teachers to be proactive and to establish communication with parents, teachers will be asked to reach out to parents of students who are at-risk of failing at least two weeks prior to progress report closing dates.

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?

- School assemblies & PBIS events
 - Allow for student awards recognition and nomination directly from teachers
- SEL implementation from teachers to check-in with students
- Sense of community
- Focus on establishing family community as staff team
 - Shout outs, staff bonding events

- Intentionally planned PDs
 - Guest speakers & teacher best practices that are aligned to teacher communicated needs

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?

Areas that need close attention:

- Facility improvements (especially bathrooms)
- Addressing teacher and staff attitude concerns
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
- Follow up and more support for Special Education students

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: Adding more elective & club options (ie. Business, Finance Literacy classes)

Families: Improving school communication with all parents

Both students and families mentioned increasing sports options.

Staff: Maintaining high academic and behavior standards for all students

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 improvements (esp bathrooms)
 - Admin will work with LAUSD maintenance team to establish a cleaning and disinfection schedule
 - School-wide expectations will communicate Restroom Expectations for Students
 - The team will work to improve more consistent communication with co-located campus
- Addressing teacher and staff attitude concerns
 - Admin will coordinate Professional Development aligned to Culturally-Sensitive training, implicit bias training for all staff

- o Multicultural Day
 - o Culturally Relevant Teaching Strategies
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
 - o Summer Professional Development - clear PBIS rollout with agreed upon behavior matrices and rewards system
 - o Clearly defined OMB (Office Managed Behavior) and SMB (Teaching Staff Managed Behavior) with flowcharts and listed procedures
- Follow up and more support for Special Education students
 - o Improved collaboration between gen ed teachers and special education team including co-teaching model.

MAGNOLIA SCIENCE ACADEMY - 4

2020-21 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 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 2021 Survey Participation Rates:	100%	83.3%	100%
Spring 2020 Survey Participation Rates:	96.9%	66.7%	100%
Change since Spring 2020: <i>(percentage points)</i>	+3.1	+16.6	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.

Our participation rates increased overall in parent and student stakeholder categories. We maintained a 100% participation rate in the staff stakeholder category. All of the MSA-4 students and staff have completed their survey.

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 surveys. So as a result, we have improved the parent participation rate by 16.6 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 3.1 percentage points.

All of the stakeholder surveys were completed online this school 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 2021 Overall Satisfaction Rates:	91%	99%	93%
Spring 2020 Overall Satisfaction Rates:	73%	96%	82%
Change since Spring 2020: <i>(percentage points)</i>	+18.0	+3.0	+11.0
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.

MSA-4 has significantly improved its satisfaction rates in all stakeholder categories.

The students' survey result showed an increase in the overall satisfaction rate by 18.0 percentage points. MSA-4 students are happy with the support that they have 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 instruction, checking for understanding, and extracurricular activities. They expect the school to offer more sports and after-school activities.

The parent satisfaction rate slightly increased by 3.0 percentage points. All parents are happy with the support that their children receive from MSA 4. 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 the school create more volunteering opportunities in order for parents to participate and support the school.

There was an 11.0 percentage points increase in teacher satisfaction rate. The staff enjoys working in a family-like environment. They are happy with the support they receive from the admin team and their colleagues. Some teachers stated that their voice is being heard in the decision-making process. MSA-4 staff raised concern about low-parent engagement and the location of the school.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	88%	80th-99th percentile	+17
Knowledge and Fairness of Discipline, Rules and Norms	82%	80th-99th percentile	+22
Safety	76%	N/A	+8
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	+12

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	+7
Safety	97%	80th-99th percentile	+3
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+4

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+14
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+13
Safety	87%	60th-79th percentile	+22
Sense of Belonging (School Connectedness)	90%	80th-99th percentile	+23

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 2021 Average Approval Rates:	91.0%	99.0%	93.0%
Spring 2020 Average Approval Rates:	73.0%	96.0%	82.0%
Change since Spring 2020: (percentage points)	+ 18.0	+ 3.0	+11.0
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?
<p>MSA-4 has observed increases in the area of our overall approval rating with all stakeholder groups.</p> <p>The MSA-4 team continued implementing and refining school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically receive feedback from all stakeholders on our current practices during the stakeholder meeting and adjust our practices accordingly for our students to succeed.</p> <p>MSA-4 Team diligently modify the practices depending on the criticism and suggestions that were gathered during these meetings. We work 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.</p> <p>We encourage our teachers to join PDs to learn about new educational developments for improving their instructional practices.</p>
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:
<ul style="list-style-type: none">• MSA 4 improved its approval rate in all survey categories.• MSA-4 has received the historically highest approval rate during the 2020-21 school year.• The highest jump observed in the student’s approval rate with + 18 percentage points which followed by 11 percentage points increase in staff approval rate.• We improved the parent participation by +16.6 percentage points.• In the 2020-21 school year, MSA 4 accomplished its highest parent participation rate as compared with

the past five years.

- Students' approval rate increased for the climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules, and Norms respectively by 31 and 24 percentage points.
- MSA 4 improved its parent approval rates in all survey categories with a 99% average approval rate.
- Staff approval rate increased for all survey categories.

Highest Approval Rates:

- Climate of Support for Academic Learning in all stakeholder survey categories.
 - Student survey: 88%
 - Parent survey: 98%
 - Staff Survey: 99%

Highest Increase in Approval Rate by Questions:

- Student survey: The school rules are fair by +33 percentage points.
- Parent survey: At this school discipline is fair by +8 percentage points.
- Staff Survey: Disruptive student behavior by +62 percentage 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 responses, we encountered similar results with the previous years. Students still

are not proud to be part of the MSA-4 community. Sense of belonging has been the most concerning issue at MSA-4 for several years now.

The 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?
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. <ol style="list-style-type: none">1. Family-like environment.2. Caring, supportive team members.3. Engagement of parents, students, and staff.4. Communication with parents.5. Individualized attention and flexibility.
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 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. <ol style="list-style-type: none">1. Parent involvement.2. Facilities.3. Bullying and racist remarks by some students.4. Limited classes and activities (sports and music).5. Improvement in instructional strategies to check for understanding

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?

All of our stakeholders made suggestions regarding facility improvement. Many students made suggestions regarding adding more extracurricular activities such as music and sports. Teachers suggested developing strategies to increase parent involvement.

Here are some suggestions for improvement emerged in each stakeholder survey category:

Student Survey:

1. Use assessments that students get excited about and want to complete
2. Add sports
3. Give students the opportunity to showcase their talents
4. Lighten workload
5. Clear lines of communication with everyone

Parent Survey:

1. Get parents involved
2. Better sports options
3. Address bullying and racism.
4. Music classes
5. Better food options

Staff Survey:

1. Engage in more events that include parents to really start to build a community
2. Move to a different campus

NEXT STEPS

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

- Parent involvement -> Provide parents with more volunteering opportunities
- Facilities -> Search for a new site; work with PCSC with a goal to find permanent facilities within 3 years
- Bullying and racist remarks by some students -> Improve PBIS implementation, have teachers address the issue of bullying during Advisory classes, continue implementing SEL lessons.
- Limited classes and activities (sports, music) -> Offer after school clubs and activities involving sports and music; partner with community resources/colleges
- Improvement in instructional strategies to check for understanding -> Provide ongoing professional development to teachers in the area of “checking for understanding” and make this a focus area in teacher observations and coaching.

MAGNOLIA SCIENCE ACADEMY - 5

2020-21 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.

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Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
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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 2021 Survey Participation Rates:	98.3%	96.8%	100%
Spring 2020 Survey Participation Rates:	100%	87.3%	100%
Change since Spring 2020: <i>(percentage points)</i>	-1.7	+9.5	Same
Next Year Survey Participation Targets:	≥95.0%	≥90.0%	≥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.			
<p>There is a small change in student participation rates. We urged students to take the survey, but unfortunately, a few students declined to take the survey. We spoke to the parents, but the parents stated that they did not want their children to participate in the survey. The DOS went to classes and put students in a breakout room who didn't take the survey. A couple of students still did not take the survey and did not respond in the breakout room. DOS contacted parents to share the importance of the survey to help encourage them to have their child complete the survey.</p> <p>As for families, the regular reminders through Parentsquare and via students helped with increasing parent participation.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2021 Overall Satisfaction Rates:	90.0%	99%	96%
Spring 2020 Overall Satisfaction Rates:	77%	97%	96%
Change since Spring 2020: <i>(percentage points)</i>	+13.0	+2.0	+0.0
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.

For student satisfaction rates, we had a large increase of 13%. Our teachers and staff have focused heavily on SEL curriculum and strategies which have helped improve our overall score. Students also acknowledged that they appreciate all the extra help and support they have been receiving throughout this pandemic. We have had little to no disciplinary issues with virtual learning, and our classes are using PBIS and MTSS strategies to engage students.

As for our parents, the greatest growth took place (+4) in the section of “Knowledge and Fairness of Discipline, Rules and Norms” because the parents believe that the school clearly informs the expectations for students on the school’s norms and culture.

As for our staff, the highest gain observed in the “safety” section by 9 points. Within this area, staff saw a 14% improvement with students being more respectful towards staff.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	86%	80th-99th percentile	+ 12

Knowledge and Fairness of Discipline, Rules and Norms	78%	80th-99th percentile	+ 10
Safety	68%		+ 4
Sense of Belonging (School Connectedness)	67%	60th-79th percentile	+ 9

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	4
Safety	93%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	97%	40th-59th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (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	+3
Safety	91%	80th-99th percentile	+ 9
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	- 3

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

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76%	97.0%	93.0%
Spring 2020 Average Approval Rates:	67%	96.0%	91.0%

Change since Spring 2020: <i>(percentage points)</i>	+ 9.0	+ 1.0	+ 2.0
Next Year Average Approval Targets:	≥69.0%	≥95.0%	≥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.

<p>Findings Based on Average Approval Rates of Survey Topics/Questions:</p>
<p>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?</p>
<p>Students have shown their appreciation for our staff’s hard work and leniency during this time. Teachers have also accommodated students greatly by giving them the opportunity to turn in work late, reaching out to students to make sure they have access to the curriculum, and checking in with students’ mental health. Quite a few of our free responses mentioned that teachers and staff go “out of their way” to help students. We have implemented many PD’s on student engagement, SEL, and how to promote relationships in the classroom. This has all helped increase our average approval rates for students.</p> <p>Parents’ overall school experience has gone by 2% from last year, it shows satisfaction in MSA-5’s distance learning academic program, support systems, and communication. It is pleasing to see the increase (+4 pts) in norms and discipline. In addition, 99% of parents indicated that they are satisfied and would recommend this school to other parents.</p>
<p>Reflections: Successes</p> <p>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?)</p>

For our student surveys, we believe our overall climate and academic support helped increase our rates in these categories. Teachers have been meeting students after-school, emailing, texting, to make sure students are doing well mentally, physically, emotionally, and academically. We have implemented mentorships, virtual home visits, monthly grade-level meetings, all of which help promote student success. Students are aware of how much we have been working to make sure they have access to school. Our virtual assemblies were changed to structure around different grade levels. We had a large increase in questions that discussed how teachers treat students with respect and treat students fairly.

Families are well-versed in the area of “Knowledge and Fairness of Discipline, Rules, and Norms” since there has been constant communication via parentsquare and orientation/town-hall meetings.

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?)

As for the student survey, we had a 7 point increase when it comes to students feeling connected to the school. We have tried many things such as student council events, weekly motivating emails and newsletters, monthly assemblies, and such, but students still miss going to school in a physical setting. We also dropped significantly at “I feel close with people at this school.” Many of our students have told us that they don’t speak to or see other students from our school and this makes them feel disconnected. We hope when we have the opportunity to have students in person that we can address this with suitable activities that bring the closeness that students need back up.

From the parent perspective, the pandemic has resulted in multiple difficulties such as interaction with their children and supporting them academically. We realized that the school plays a critical role in developing social capital that promoting academic success as well as building character through SEL. The pandemic changed this and adaptations due to virtual interactions, however, MSA-5 will provide a more inclusive and interactive environment.

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?
<ul style="list-style-type: none">▪ Teachers who care about the well-being of students. The majority of our students talked about our teachers and how they have supported them during this school year. The word respect and teachers came up a lot. Despite the size of the school, MSA-5 has managed to offer a variety of electives at both middle and high schools and promote dual enrollment classes. The AP passage rates are high in comparison to similar schools.▪ Discipline procedures▪ Quite a few students mentioned ‘safe environment’ as well appreciating our small community connection/environment▪ Students mentioned that they have easy access to teachers and that they are always there to help them as being supportive and understanding admin team; teachers support one another
WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS) Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
<ul style="list-style-type: none">• The majority of our students mentioned that they don’t like uniforms. A lot of questions from our town hall meeting mentioned uniforms and if they had to wear one. A few mentioned campus size, and how they currently aren’t allowed to go to the physical campus, play sports, and see their friends. A few mentioned the amount of work they have to do.• Devising a plan to review school-wide behavior expectations, especially as students transition to hybrid learning. This includes professional development for staff to support students in this transition, especially

with pre-pandemic middle school challenges.

- More frequent parent meetings will result in parent Engagement such as workshops, events and volunteering
- We did a few responses that said more college opportunities and stronger support for the senior class.

**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?

- Many students mentioned sports as a suggestion. It seems like they want more opportunities to play in sports and different types of sports. They also said more clubs that are 'interesting'. PE classes need to be revisited to increase student engagement lowering the student enrollment and yield into more athletic events and competitions.
- We have communicated a 2 pm deadline to turn in work for attendance purposes (doesn't need to be complete) however, a few students think that it needs to be completed and mentioned that they should have more time. This tells us that we need to clarify this with our students.
- Staff connection has to be reinforced considering the pandemic aftermath and build trust and rapport among the faculty through well-defined roles and collaborative meetings where everyone's voice is heard avoiding dominance.
- Uniforms, please see the next section.

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 admin team will seek input from students on ways to improve uniforms. As for sports and uniforms, we are going to discuss this for future reference

- Adding CIF for HS will be a great contribution to the program, it is a necessity to compete with the surrounding schools and build a strong school spirit.
- The teacher will implement UDL Strategies for students that fall behind in order to support them to catch up and lower the rate of failing students.
- MSA-5 and the home office will work on getting a permanent home for the Lobos.
- Based on the student responses, we are going to create ways where students can connect with each other socially, there is a great need to create more group activities
- Parent involvement needs to be fortified, the team will be working on providing more opportunities for

parents to be involved.

- We are going to meet more frequently with the seniors and clarify with the staff and students the 2 pm deadline rule. We are limited on the amount of contact we can implement.

MAGNOLIA SCIENCE ACADEMY - 6

2020-21 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 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 2021 Survey Participation Rates:	98.8 159/161	88.7 133/150	100 12/12
Spring 2020 Survey Participation Rates:	100	88.9	100
Change since Spring 2020: <i>(percentage points)</i>	-1.2	-0.2	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.			
<p>The percentages for the student, family, staff survey participation this year, 2021, was very comparable to the previous year's survey participation rate.</p> <p>For students, there was a drop of 1.2%. Families, a drop of .2%. For staff, we were able to maintain the 100% participation rate.</p> <p>With very little drops in percentages for participation, we might want to save money on paper surveys from next year and on due the high cost and logistics of having paper surveys.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	90%	100%	92%

Spring 2020 Overall Satisfaction Rates:	82	98	100
Change since Spring 2020: <i>(percentage points)</i>	+8.0	+2.0	-8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<p>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.</p> <p>Students: We saw a significant increase with student overall satisfaction. The overall satisfaction of the school went up by 8 points. The subcategories of Climate, knowledge and fairness, sense of belonging, all showed positive increase with the greatest increase in Knowledge and Fairness of Discipline, Rules and Norms.</p> <p>Family: We saw a significant increase with family overall satisfaction. The overall satisfaction of the school went up by 2 points. The subcategories of Climate, knowledge and fairness, sense of belonging, no change or a positive change of 1 (Sense of belonging). The sub-category Safety, dropped by 1 point.</p> <p>Staff: We saw a decrease with staff overall satisfaction. The overall satisfaction of the school went down by 8 points. The subcategories of Climate, knowledge and fairness, sense of belonging, all showed decreases with the greatest decreases in sense of belonging and knowledge and fairness of discipline, rules and norms, being -7 and -8 respectively.</p>			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	87	80th - 99th	+10
Knowledge and Fairness of Discipline, Rules and Norms	81	80th - 99th	+15
Safety	69	-	0

Sense of Belonging (School Connectedness)	71	80th - 99th	+8
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Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99	80th - 99th	0
Knowledge and Fairness of Discipline, Rules and Norms	99	80th - 99th	0
Safety	99	80th - 99th	-1
Sense of Belonging (School Connectedness)	99	80th - 99th	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96	60th - 79th	-4
Knowledge and Fairness of Discipline, Rules and Norms	92	60th - 79th	-8
Safety	93	80th - 99th	+15
Sense of Belonging (School Connectedness)	90	80th - 99th	-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 2021 Average Approval Rates:	79	99	93
Spring 2020 Average Approval Rates:	68	99	95
Change since Spring 2020: (percentage points)	+11	0	-2
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?
<p>The most significant change was from the student's approval rates. The average approval rate went up from 68 to 79 this year. This was an 11 point increase. The approval rate might have gone up since because the teachers may have made some positive changes in their classes despite the pandemic. The incorporation of SEL activities, less modified amount of homework, modified times for classes, may have helped with the approval rates.</p> <p>The families and the staff had a change of zero and -2, respectively.</p>
Reflections: Successes
<p>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?)</p>
<p>The successes that we had seen this year from students, families, and staff were the following:</p> <ul style="list-style-type: none">▪ Dedicated teachers and staff members. Our retention rate is 85%. Our teachers take ownership of the school and provide high quality instruction. Our teachers work very closely with one another and support each other when it comes to the benefit of the students.▪ Small community setting and positive relationship with the stakeholders. Since we are a small school, we have a family feeling and our relationships with the students and families are very positive.▪ Personal attention to students and attending to their needs. We know our students well and we do our best to meet their needs.▪ Great communication. We utilize parentsquare, emails, texts, voicemails, and home visits to create communication lines to our families. Some of our families even feel comfortable coming to our office to ask questions.▪ SEL and connection opportunities. This year we implemented the Zones of Regulation. This was an

opportunity for our school to administer some SEL activities to our kids during the pandemic. We have seen our school/teachers grow in the area of SEL and our students have also benefited from these lessons. Mr. Theis has been leading the charge for the SEL support and has also adjusted his PE to Health and Wellness where he focuses on the whole child, which includes the physical well being of the student as well as the emotional and mental well being of the student. On Saturdays, we have Saturday school, which usually focuses on academics. But this year, we have also incorporated SEL lessons at the end of Saturday school. Mr. Terzi has been leading this on Saturdays. During the year, we have been administering surveys and throughout the year we have been offering counseling and have been using a new program to assist students called CareSolace. This connects students with a live representative who gives the families guidance and support during their time of need.

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?)

From our survey here are the identified needs that we want to focus on:

- Cleanliness of the restroom (facilities) - this is from the previous years and we have already taken action about this and have contracted with a professional cleaning company. Two custodians will be regularly cleaning the campus, daily.
- Facility improvement - We have budgeted some funds and have already started the improvements. We will have to negotiate with the landlord, the church administration, for bigger projects like the HVAC systems/filters.
- SPED/EL support - We were able to hire a full-time SpED teacher and two teacher aids. These aids will specifically focus on these two subgroups and we are looking to renew them for next year to strengthen our team and support for our students.
- Electives - Based on our enrollment and budget, we will look into some electives such as computer, foreign language...etc.
- More variety in our clubs - We will do our best to have our teachers run clubs that satisfy the needs of the

students. We will try to do a survey and meet the needs of the students. We are considering to have partnerships with organizations to bring art and music to our school.

- Equity and inclusion classes - This year we had pd's regarding culturally responsive teaching. This PD helps with our teachers to empathize with our students who are going through difficult times, who are from different cultures, who need coaching rather than disciplining...etc.

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?

There are a lot of successes that were mentioned in students /families/staff surveys.

From the students, they mentioned that the SEL/connection opportunities that Mr. Theis and the teachers provided helped with students to connect with other students. The change from PE to health and wellness was also a positive change for the students to focus more on our kids overall health which includes their mental health and their physical health.

The staff is happy with having a family atmosphere, the support from staff and for staff, teacher autonomy, and positive relationships with the staff/families.

Families are happy with the communication from the staff, the responsiveness, the small community setting, and the personal attention that the students receive.

We need to continue working with Mr. Theis and incorporating SEL in all of our lessons. Next year, we plan to bring back the Imagine Etiquette classes with Ms. Fernandez to help strengthen the SEL program even more. We want to retain as many staff members because they have been working well together/closely and are very passionate.

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?

From the section that asks what the stakeholders least like about our school...students/families mentioned that the lack of after-school programs, sports programs, cleanliness of the facility, insects, misalignment with discipline policy enforcement, bullying, and teachers who don't answer questions were the areas of concern.

We will continue to work on the cleanliness of the school by hiring custodial staff. We have already contracted with a company so we will do our best to keep the school area (including the bathrooms, clean). We will also let the students know about the feedback that students have regarding teacher's unresponsiveness through 1 on 1 meetings, emails, or informally whenever we receive the feedback.

**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?

- Include Physical Activity in ALL classes
- Modify workload
- Equity and inclusion lessons
- Addressing bullying
- Clean the bathrooms
- Add sports programs
- Add Performing Arts courses
- Add language courses
- More focus on marketing to increase enrollment
- More staff - additional dean, support staff, intervention support
- Better use of staff meetings
- More communication with families, more involvement opportunities for parents to assist with child's education
- Need better facilities

NEXT STEPS

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

Based on the health and safety guidelines, we want to provide physical and sports activities next year. We may even consider joining a league or some sort of competition with other schools to provide more physical activity. Students also said that they wanted more movement in their classes. If we have block schedules, like our current schedule, we will try to implement break times and stretch times, in order to give kids some movement in their classes.

For next year, we will also try to modify the student workload. We will do our best to understand our students' situation in the context of the pandemic, and modify the amount of work given. We will also give students opportunities with tutoring and Saturday school next year, as we have seen a good amount of students attending these programs this year.

Regarding foreign language, art, and music, we will continue to monitor our enrollment/budget to see if we can add these elective classes for next year.

We will try to budget more for student enrollment/recruitment. We will also ask Ms. Fernandez to plug our school as much as possible in her future campaigns, if we contract with her. The hiring of extra staff will all be dependent on the school's enrollment. If we do have high enough enrollment, more teacher aids, deans, and support staff could be added to our team.

Our facility is an older building, however, we have created a budget for improving the site. For bigger projects, like updating/installing a new HVAC system, we will need to negotiate with the landlord to see what we can do. We have already started working on some projects to maintain/upkeep the school in good working condition.

MAGNOLIA SCIENCE ACADEMY - 7

2020-21 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.

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- 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?”
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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;
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- 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 2021 Survey Participation Rates:	92.3%	65.4%	100%
Spring 2020 Survey Participation Rates:	98.2%	99.6%	90.3%
Change since Spring 2020: <i>(percentage points)</i>	-5.9	-34.2	+9.7
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.			
We dropped in our participation rate for our student and family surveys. Our staff showed a significant increase of 9.7%, resulting in 100% participation. We believe that the amount of students taking the survey at home and not in our computer lab with staff present guiding contributed to the 5.9% decline in participation. For the significant decrease, 34.2%, in participation of our families, we believe it is due to the fact that they are used to completing the paper survey and this year it was completely online and digital.			

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 2021 Overall Satisfaction Rates:	87.0%	100.0%	97.0%
Spring 2020 Overall Satisfaction Rates:	89.0%	98.0%	93.0%
Change since Spring 2020: <i>(percentage points)</i>	-2.0	+2.0	+4.0
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 3%. Comparing Spring 2020 and Spring 2021, there was a 2% decline for student’s satisfaction, a 2% increase for families, and a 4% increase for staff members. We understand the decrease for students in this unprecedented year knowing how much they are missing regular school. We are proud of the increase in satisfaction rates we received from families and staff, knowing how hard everyone worked this school year.

Students:

- The teachers and staff are nice and help us
- There are lots of fun activities
- I want to return to in-person school

Parents:

- Everyone is friendly
- Small school and class size
- Campus upgrades needed (Bathrooms and cafeteria)

Staff:

- Sense of community, support and collaboration among colleagues
- Supportive administration team
- Campus/Facilities are outdated, not enough space

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	80%	20th-39th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	84%	60th-79th percentile	+ 4
Safety	74%	Not Available	+ 12
Sense of Belonging (School Connectedness)	77%	20th-39th percentile	+ 1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	100%	80th-99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	+ 1
Safety	97%	80th-99th percentile	- 2
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+ 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	99%	80th-99th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	+ 2
Safety	96%	80th-99th percentile	+ 7
Sense of Belonging (School Connectedness)	96%	80th-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 2021 Average Approval Rates:	81.0%	99.0%	97.0%
Spring 2020 Average Approval Rates:	74.0%	98.0%	93.0%
Change since Spring 2020: <i>(percentage points)</i>	+ 7.0	+ 1.0	+4.0
Next Year Average Approval Targets:	≥80.0%	≥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?
<p>The changes in average approval rates from Spring 2020 to Spring 2021 were exciting for us to see. The student average approval rate improved by 7%, the family’s increased 1% from 98% to 99%, and the staff average approval rate increased by 4%.</p> <p>Although it’s great to see the jump in student approval rates, we were surprised knowing what a challenging year this was for our students. Our team did work hard to make student engagement and SEL a priority and we believe this has contributed to the increased approval rate.</p> <p>Similarly for staff, we know this has been the most difficult year of their careers, but our administration team tried to support our staff the best we could and that shows in the increased approval rate as well as the free responses. Everyone on the MSA-7 team did their best this year and worked tremendously hard and these rates testify to that.</p>
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:
<ul style="list-style-type: none">-Students approval rating for Safety increased 12 points since last year-Family approval rating for Climate of Support for Academic Learning is 100%, up 2 points since last year-Staff approval rating for both Safety and Sense of Belonging (School Connectedness) increased by 7 points
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 by all three stakeholder groups. We were proud to see this since we worked hard through our LACOE PBIS program to improve our Discipline systems based on lower approval ratings in this area from last year’s responses. We were also relieved to see that all stakeholders had high approval

ratings for Climate of Support, knowing what a challenging year this was for all. We are glad to see that they felt supported throughout the school year.

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 during this unprecedented year to transition our programs to an online setting. We were also very proud to see the large increase in approval ratings from students regarding Safety and from staff for School Connectedness.

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 we can best support our students with learning loss and their transition back to in person learning. We'd like to maintain the feeling of connectedness and belonging that all of our stakeholder groups feel.

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:

Although the student approval rating for this topic increased by 2 points, it was the lowest of the three stakeholder groups (80%). We were pleased to see an increase but feel the rating would have been higher if we had been in person this year and able to provide the full level of support our students are used to. We also feel they struggled with understanding what some of the questions were asking.

-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 an increase for all stakeholder groups this year. There was a 4 point increase for students , a 1 point increase for families, and a 2 point increase for staff. We are also aware

that this area looked very different this year in the Distance Learning setting.

-Safety:

Last year, the low ratings for Safety by students and staff was alarming for us and something we wanted to prioritize this school year. With the school closures due to COVID-19, it became even more of a priority to ensure all health and safety guidelines were in place for all stakeholders. We were appreciative of the increase we saw in approval ratings for Safety by all except families, which decreased by 2 points. We do think that once they return and see the protocols that have been put into place, this will change. Students increased their approval rating for Safety by 12 points and staff by 7 points.

-Sense of Belonging (School Connectedness):

Although we saw a rather large increase in approval ratings for this topic this year, it was still our second lowest area with students, 77% and staff, 96%. We were very grateful to see a 7 point increase in this area from our staff as we were worried they may feel even more disconnected in this Distance Learning setting. Our team worked hard all year to engage and connect with one another, our students, families, and each other and I believe these rates attest to that. We're not surprised that the students were the lowest of the three groups since they have been apart from their school community for over a 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?

- Diversity
- Support from administration

- Community/family feel within school environment
- Communication
- Supportive and caring teachers and staff members

Patterns:

All stakeholders mentioned how the school feels like a family and is small and supportive, especially during the past year of Distance Learning. An inclusive, diverse and quality educational and work environment 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?

- Bullying
- Playground and facility upgrades
- Lack of resources for non-IEP students
- Drop-off procedures
- More enrichment programs needed (art, science, sports)

Patterns:

All stakeholders mentioned how the facility needs improvements and growth. Two of the three groups mentioned that a return to in person school was needed, and both parents and staff shared that enrichment activities and resources were lacking.

Areas Needing Close Attention:

Facility improvements and incorporating more opportunities for enrichment and support for all students, no

matter their level or needs.

Gaps:

Ensuring that all students are provided opportunities to receive support and enrichment.

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?

- Make people be nicer / stop bullying
- Return to in-person school
- More enrichment classes (including science, art, and sports programs/clubs)
- More space - space for small group instruction, SPED, storage, larger cafeteria
- Drop-off procedures needs to be revised

Patterns:

All stakeholders mentioned how the facility needs improvements and growth. Two of the three groups mentioned that a return to in person school was needed, and both parents and staff shared that enrichment activities and resources were lacking.

NEXT STEPS

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

- Bullying
- Playground and facility upgrades
- Lack of resources for non-IEP students
- Drop-off procedures
- More enrichment programs needed (art, science, sports)

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 student requested we make the playground floor into a large trampoline, we know this is not a possibility. Below are the five we have selected and the steps we will take to address them:

- **Bullying** - work with PBIS team, LACOE, and Dr. Lopez to continue to develop systems and programs for reporting bullying and helping students identify acts of bullying vs. peer conflict
- **Playground and facility upgrades** - a lot of progress has already been made in this area this school year such as painting and repairing the playground equipment and benches, painting the school cafeteria , and replacing the office and computer lab doors. Next is to gather quotes and start work for replacing classroom doors and windows as needed, working with parents to raise funds for playground shading and upgrade the internet system. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
- **Lack of resources for non-IEP students** - we will look into the possibility of hiring more staff to focus on intervention and enrichment for general education students including plans for hiring an instructional coach
- **Drop-off procedures** - we have revised our procedures for reopening and return to campus and will work with Valet Committee to revise long term plans based on feedback of these temporary changes
- **More enrichment programs needed (art, science, sports)** - continue to build enrichment programs and create opportunities for students to participate in (math/science olympiads, spelling bees, etc.); we will work with the PE teacher to create sports focused clubs, and work with art coordinator to develop more VAPA clubs/activities

MAGNOLIA SCIENCE ACADEMY - BELL

2020-21 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 the greatest progress and needs 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 2021 Survey Participation Rates:	94.1%	41.5%	100%
Spring 2020 Survey Participation Rates:	97.0%	87.3%	100%
Change since Spring 2020: <i>(percentage points)</i>	-2.9	-45.8	0
Next Year Survey Participation Targets:	≥95.0%	≥90.0%	≥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.			
<p>Staff rates continue to run high, time is dedicated to allowing staff members to complete the survey during the faculty meeting.</p> <p>Student survey participation is a challenge in the remote setting, due to the inability of holding accountable. Rates are close to the threshold targets and using incentives helped to maintain the rates.</p> <p>Parent survey participation had a drastic drop. The remote setting forced all responses to virtual making it a challenge for families to complete. Furthermore, the follow-up was a challenge as well, making it difficult to track completion response. Plans include the usage of paper and developing protocols to measure online completion with follow-ups to assist families or encourage them to complete the survey.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	88.0%	99.0%	98.0%
Spring 2020 Overall Satisfaction Rates:	82.0%	96.0%	95.0%
Change since Spring 2020: <i>(percentage points)</i>	+6.0	+3.0	+3.0
Next Year Overall Satisfaction Targets:	≥70.0%	≥95.0%	≥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.

All stakeholders figures have improved in the area of satisfaction. There is a consensus that the pandemic has been a challenge for everyone, and that as a community everyone has worked hard to ensure the academics and other needs of the students are prioritized. Student and family comments are cognizant of the supports and dedication of the staff. MSA Bell will continue to outreach to educate families of the available resources and will adjust as needed to ensure the needs of students are met as the situation changes from remote to in-person instruction.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	88.0%	80th-99th percentile	+10
Knowledge and Fairness of Discipline, Rules, and Norms	82.0%	80th-99th percentile	+6
Safety	73.0%	N/A	
Sense of Belonging (School Connectedness)	68.0%	60th-79th percentile	+5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99.0%	80th-99th percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	97.0%	80th-99th percentile	+1
Safety	98.0%	80th-99th percentile	+4

Sense of Belonging (School Connectedness)	97.0%	80th-99th percentile	+1
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Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	97.0%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules, and Norms	93.0%	70th-79th percentile	+3
Safety	92.0%	80th-99th percentile	+18
Sense of Belonging (School Connectedness)	83%	40th-59th 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 2021 Average Approval Rates:	79.0%	97.0%	92.0%
Spring 2020 Average Approval Rates:	70.0%	96.0%	88.0%
Change since Spring 2020: (percentage points)	+9.0	+1.0	+4.0
Next Year Average Approval Targets:	≥70.0%	≥95.0%	≥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?

Average approval ratings and target goals have been met for all stakeholders. This is a concerted effort by all to make the necessary adjustments to the needs of all stakeholders given the circumstances of the pandemic. This is evident through the analysis of survey quantitative and qualitative data.

Approval rates have shown growth but upon the disaggregation of data, a sense of belonging was a component that gathered the most attention upon analysis. All of the 6th and 2/5th of 7th graders have not been on campus nor have the students had the opportunity to interact with their peers as they normally do. This includes our staff members, the social capital for teachers is vital in the delivery of instruction. Students learn best when connected with the staff members on campus. This is an area of concern and strategies will be developed to increase interaction and develop an SEL plan for transition to in-person instruction.

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?)

The following are strengths as identified by each stakeholder group:

- Students: School rule fairness; Respectful environment between teachers and students; Staff members going above and beyond for students
- Families: Safety around the neighborhood and school; Satisfaction with the school program; Providing a high-quality instruction
- Staff: Disruptive students to the environment have decreased; Students demonstrating respectfulness towards staff; School-wide effective measures for handling student discipline

Creating systemic schoolwide approaches to various aspects of the educational experience has been instrumental in creating a positive learning environment. Professional development and teacher leader empowerment will continue to develop to support our staff and learning community. The partnership with the Los Angeles County Office of Education has been of great assistance and the partnership will continue for the following school year. The professional development has solidified our PBIS program and schoolwide expectations.

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 the 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?)

The following are needs as identified by each stakeholder group:

- Students: Difficult to feel close and part of the school
- Families: Challenging to identify approval rating due to figures being very favorable and participation rate low.
- Staff: Professional relationships with one another; Personnel participation in decision-making; School environment that treats everyone respectfully

The pandemic has created several challenges. Personal interaction with students to students, staff to students, and staff to staff are crucial in developing social capital that promotes and supports a positive learning environment.

The pandemic changed this and adaptations are ongoing to provide a more inclusive and interactive environment.

Here are some of the upcoming strategies:

- For students, creating more interactive points in the classroom to engage with students.
- Continue professional development in the strategies learned through Kagan for remote learning.
- Continue professional development in the area of SEL for staff and students, especially as students and staff transition to in-person.
- Creating opportunities for staff culture building and creating meeting norms (such as: sharing the air space) for remote and hybrid settings to ensure meetings are inclusive for everyone involved.
- Investigate communication to further understand issues. For example, Google Classroom is a major method of student/teacher communication. The drawback is that teacher inboxes might be flooded with emails from Google Classroom and important messaging might be overlooked.

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 following are strengths as identified by each stakeholder group:

- Students: Supportive staff with many resources available; Fair and Respectful treatment of everyone; School facilities
- Families: Staff is supportive of family needs; Rigorous instruction; Communication through ParentSquare
- Staff: Welcoming environment and supportive; Collaborative spirit among staff; Availability of resources to support learning

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to hybrid.

MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training to all stakeholders to fully utilize the resources available.

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 following are needs as identified by each stakeholder group:

- Students: Remote learning and the pace of instruction; Amount of student work; Pre-pandemic issues related to middle school such as uniform, bullying, etc.
- Families: Accessibility and availability of office hours and staff; Pre-pandemic issues such as traffic, outside environment
- Staff: Additional workload due to Distance Learning; Lack of physical interaction with students that diminishes accountability; Need for culture building across all stakeholders

There are a couple of pre-pandemic issues that resonate with middle school experience, although it has been more than a year since students and teachers have set foot on campus. Some of these issues include traffic and bullying (social media and COVID), these will need to be monitored closely, especially as the school returns to a hybrid

format.

The ability to access staff through office hours or hours of operation has been a challenge. The pandemic has shifted the office of operation to ensure COVID mitigating factors are in place such as schedule through appointments, health screening, and limiting operation hours. As Los Angeles county transitions to less restrictive tiers, so do the operating hours and support for families.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated taskforce members to highlight and solicit information about reopening, to be part of the decision-making process.

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?

Here is a list of topics that will be a focus for improving the school community experience for all stakeholders:

- Increase student-to-student interaction
- Inform all of the various resources to support learning
- Review and adjust schoolwide expectation matrix
- Explore communication inhibiting factors

NEXT STEPS

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

Here is a list of strategies that will be a focus for improving the school community experience for all stakeholders:

- Professional development to create opportunities to increase student-to-student interaction. As well as

highlighting promising instructional practices during faculty meetings.

- Includes leadership modeling of Kagan strategies during faculty meetings and collaborative opportunities
- Continue touch-up professional development through Kagan with a focus on collaborative student learning
- Educate families on the various resources available to assist in the area of student learning such as online resources as Paper, MyOn, etc., and the professional development opportunities available from school leadership.
 - Continue to create 'how-to' videos of school features and highlight them through social media and the school website
 - Monitor usage of available resources and continually bring awareness of data to all stakeholders
- Create a plan to review school-wide behavior expectations, especially as students transition to hybrid learning. This includes professional development for staff to support students in this transition, especially with pre-pandemic middle school challenges.
 - Create and adjust schoolwide expectations due to the pandemic circumstances
 - Continue to empower teacher leaders to be part of the decision making by identify highlights and areas of concerns to investigate follow-up steps
- Investigate opportunities to increase communication and collaboration, as well as investigate how communication is being bottlenecked.
 - Explore potential communication bottlenecks, such as Google Classroom
 - Create a plan on how teachers provide feedback on academic work, and how students respond to feedback
 - Explore professional development for managing the various duties associated with the complexities of school during the pandemic and post-pandemic.

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2020-21 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.

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- 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;
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- 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 2021 Survey Participation Rates:	94.7%	67.9%	100%
Spring 2020 Survey Participation Rates:	94.7%	64.9%	96.9%
Change since Spring 2020: <i>(percentage points)</i>	0.0	+3.0	+3.1
Next Year Survey Participation Targets:	≥85.0%	≥63.0%	≥85.0%
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.			
<p>We had some increase in 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 classes to provide enough time for completion. Students who were present in their history class on the survey day were able to complete the survey during that class period.</p> <p>We exceeded our LCAP survey completion rate for all the stakeholders.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	89.0%	97.0%	100%
Spring 2020 Overall Satisfaction Rates:	80.0%	95.0%	100%
Change since Spring 2020: <i>(percentage points)</i>	+9.0	+2.0	0.0
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.

89% of our students indicated that “Overall, I am satisfied and would recommend this school to other students.” Given that we were in distance learning for nearly a year, the overall satisfaction rate is a testament to the dedication of our teachers who were determined to provide an engaging distance learning program for our student body. Moreover, it is a reflection of MSASD leadership’s guidance, coaching and efforts to adjust to the educational landscape that had many changes. The result was nearly a 10 point jump in overall satisfaction from the student population. (Connection piece- SSR, SEAN, Office hours)

Our families recorded an overall satisfaction rate of 97%. We had a 2 point jump for our families.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	82%	80th-99th percentile	+11
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	+14
Safety	75%		+19
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	+7

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	+4
Safety	99%	80th-99th 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 2020 (percentage points)
Climate of Support for Academic Learning	97%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+7
Safety	94%	80th-99th percentile	+13
Sense of Belonging (School Connectedness)	94%	80th-99th percentile	+2

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

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76.0%	97.0%	95.0%
Spring 2020 Average Approval Rates:	62.0%	96.0%	90.0%
Change since Spring 2020: (percentage points)	+ 14.0	+ 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 Zones Of Regulation lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One question that was asked to students, "Teachers give students a chance to take part in classroom discussions or activities," indicated a 93% favorable rate for this question. This appears to demonstrate the social emotional learning experiences that our teachers and students have engaged in. During Distance Learning our staff has used a variety of methods in Educational Technology to engage and connect with students at home as well. The family approval rate indicated a 2% increase for a solid 97% average. Our family approval rate is consistently high from year to year, and a 2% 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. During Distance Learning we have included monthly "Coffee with Principal" meetings, Fundraiser events, and our PTF to inform and connect with parents. Our staff approval rate has been maintained at 100% from last school year. Our maintenance can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, birthday and special celebrations, staff meeting shout-outs and recognitions, 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

-Knowledge and fairness of discipline, rules, and norms increased by 14 points since last year also in our Student Survey

-Staff significantly increased the average approval rating of safety as well as our safety rating from last school year.

Highest Approval Rates:

The topic with the highest approval rate was Climate of Support for Academic Learning with 82% being favorable as reported by students, 96% favorable as reported by families, and 97% 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,

with a notable increase of 11% in our student group. 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. Also, we have seen a dramatic increase in our Knowledge and fairness of discipline, rules, and norms, especially with our students that we would like to continue through our live morning announcements that we enhanced this year for Distance Learning. **We have questions about our results during Distance Learning. We believe the significant increases might be due to the environment change. As a result, we want to monitor our progress next year and compare to 2019-20 results.**

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?)

While our Sense of belonging area for students actually increased by 7 points this year among students, our rating is low at 65%. Distance Learning has been hard on our students and we would like to strive to improve. 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. As stated in the previous reflection, we have questions in the Safety rating increase as well.

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?

When asked, “What do you like best about your school”, the top three student responses in order were friends, teachers and clubs. In addition, students reported that they experienced some form of kindness, either with friends or with their teachers. Lastly, students noted that they like the small learning community that our school has to offer.

Our staff described our school as a welcoming and caring environment where there is a feeling of camaraderie with all. Staff liked the support, which includes social-emotional support, that they receive from both their colleagues and administration. They like the positive relationships that they have formed with one another. Staff reported that their voices are heard and they like the autonomy of being creative with their curriculum design and delivery. Lastly, they indicated that the current discipline practices are effective.

The top answer that our families indicated as liking best is our teachers. They described our teachers as being “Great Teachers”. Specifically, they have described our teachers as being: friendly, welcoming, inclusive, positive, value students, skilled, fair, nurturing, team driven, amazing and have high academic standards. The other top likes were the enrichment opportunities that their children experience in our electives and after school clubs.

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?

When asked, “What do you like least about your school,” our students’ top response was being in distance learning and online, followed by our uniform requirement and homework assignments. It appears that students miss engaging with their peers in person. The other least liked is the conflicts that occur with their peers.

The top response from our staff is the limited space with our facility. One staff reported wanting more PD during our Wednesday staff meeting, another staff would like an increase in pay. Others did not like teaching remotely via distance learning. Lastly, three staff members would like communication to improve.

Few of our families did not like the impact of COVID 19. They indicated that they did not like distance learning and would like to return to in-person teaching. It is important to note that this came from 5 different families, each writing a large narrative about their displeasure of distance learning.

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?

When asked, “What is one suggestion you would like to offer to improve your school,” our students’ top response was that they did not have any suggestions, followed by camera use during distance learning. In regards to camera use, students noted for cameras being on and for cameras being off.

A few staff members suggested accessing nearby school facilities and improving our facilities. A staff member suggested professional development. Lastly, one individual wants better pay, another suggested team building opportunities, and one staff member suggested improving communication.

Some of our families suggested more support during distance learning. Some examples to support their children during distance learning are with academic support and opportunities for their children to connect virtually after school. Another group of our families suggested having their children back to in-person teaching.

NEXT STEPS

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

- Plan for in-person teaching
 - Parents/students will have a choice to participate in our hybrid in-person program or remain in distance learning
- Maintain our enrollment
- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Address our facility improvement needs
- Bring more outside resources for our site professional development

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2020-21 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 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 2021 Survey Participation Rates:	95.3%	72.8%	100.0%
Spring 2020 Survey Participation Rates:	97.1%	100.0%	98.5%
Change since Spring 2020: <i>(percentage points)</i>	+1.8	-27.2	+1.5
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.			
<p>Participation rates have fluctuated from previous year to this current school year at -1.8, -27.2, and +1.5 respectively. Family participation has decreased at 72.8%, students at 95.3%, and staff increased to 100% . Family participation had decreased due to not have hard copies of our survey available to them. As we have been in DL we were only able to offer our surveys electronically. This caused a decrease in family participation. 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 have also held nine TownHall meetings including allowing our stakeholders voice and choice. 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.</p>			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	84%	98%	78%
Spring 2020 Overall Satisfaction Rates:	77%	94%	84%
Change since Spring 2020: <i>(percentage points)</i>	+7.0	+4.0	-6.0

Next Year Overall Satisfaction Targets:	≥ 80.0%	≥ 80.0%	≥ 80.0%
<p>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.</p>			
<p>Spring 2021 Overall Satisfaction Rates: Students 84% (+7.0), Family 98% (+4), Staff 78% (-6.0)</p> <p>What are your observations on the overall satisfaction rates? Initial observations for our overall satisfaction rates reflect the majority of Students 84% (+7.0), Family 98% (+4), Staff 78% (-6.0) are satisfied, showing growth from the previous year.</p> <p>Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates?</p> <p>Yes, we did see changes from the previous year; we see an increase in Student and Family 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. In this time of Distance Learning, staff responses fell in overall satisfaction rates -6.0, but they were still happy with the sense of community and inclusivity. They were appreciative of the autonomy they feel with running their classes, creating lessons, and being able to deliver content in a manner that engages students.</p> <p>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, and numerous Town Hall Meetings in both English and Spanish. We believe that our PACE Coordinator played a significant role in this.</p>			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	E:85% / S:79% 81%	40th-59th percentile 60th-79 percentile	+ 2 +1
Knowledge and Fairness of Discipline, Rules and Norms	E:87% /S: 73% 77%	80th-99th percentile 80th-99th percentile	+ 4 +8

Safety	E:71% / S:72% 72%	N/A	N/A
Sense of Belonging (School Connectedness)	E:83% / S:63% 69%	60th-79th percentile 60th-79 percentile	+ 2 +1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	+3
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+4
Safety	89%	40th-59th percentile	+8
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+4

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	94% -> 91%	20th-39th percentile	-3
Knowledge and Fairness of Discipline, Rules and Norms	89% -> 85%	40th-59th percentile	-4
Safety	74% -> 83%	40th-59th percentile	+9
Sense of Belonging (School Connectedness)	83% -> 78%	40th-59th percentile	-5

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

Average Approval Rates	Student	Family	Staff
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Spring 2021 Average Approval Rates:	76%	96%	84%
Spring 2020 Average Approval Rates:	72%	94%	86%
Change since Spring 2020: <i>(percentage points)</i>	+ 4.0	+ 2.0	- 2.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
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?
<p><u>Students:</u></p> <p>There has been an increase from last year to this current year at a 4% increase. Students are happier with their teachers. Students enjoy more individualized attention as our class sizes are smaller.</p> <p><u>Staff</u></p> <p>The staff from previous year to this year was a 2% decrease. The staff has expressed how they need to feel valued. They have expressed that your voice has been heard more so than last year. The staff and admin are more collaborative.</p> <p><u>Families</u></p> <p>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).</p>

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 84%, up 7% from last year. Students thought the major strength of the school is definitely the teachers, teachers are supportive, friendly and helpful. 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 78%, down 6% from last year. Staff believes 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 98%, up 4% from last year. Families believe 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 76% , but still went up 4 pts. Safety rank is in the 80th-99th percentile 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. The staff expressed the need for Team building with staff and admin to celebrate “wins” and staff recognition. We have kicked off Mindfulness Wednesdays and Staff shout outs weekly. Staff and families are concerned that teachers leave/change too quickly in the middle of the year. Looking into a Mindful Calm room for Staff to boost morale provides a sense of belonging and care. Students and Families expressed the need for sports on campus and extra curricular activities. We have started CIF E-Sports and will start offering soccer and basketball as we move there tiers and more guidance from CDC and OCPHA. Include more team-building opportunities. Per our survey our stakeholders expressed the need to include performance arts integration with elementary/ middle school. Families suggested to train our teachers to be fair with all students across the board so as to not show favoritism. Our staff expressed more Tk-12 integration not only academic but social-emotional/ behavioral. Our students expressed the need for sporting equipment and better sports programs. Our staff and families expressed the need for more school wide events/ school culture. Teachers expressed burnout during our distance learning and turnover concerns. Staff expressed the need to continue to provide teacher support.

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, academics, AP classes, clubs

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

Staff: Administrators, students, families, colleagues, staff, collaboration, small school and class sizes, positive environment, school community, autonomy in creating lessons

We are very proud of the fact that we went up in two areas this year - student happiness went up 7% 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, and the love of students and families by the teachers. Students, families, and staff are all happy with the small class sizes, communication between school and home, and the sense of school community.

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.

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: Elementary The students expressed their dislike for pushing and shoving when playing outside. No grass field to play, equipment goes over the fence. Some people are mean bullies and the lack of sports opportunities **Secondary** The students expressed their dislike for Perception of favoritism- Some students get preferential treatment possibly connected to leadership or specific staff members (inequitable treatment). Lack of parking and lay out of the school. Mean people, bullies, administration not holding students accountable. Lack of or inconsistent communication from school leadership, announcements should be clear. Lack of Healthy fruit options for food and water. Inconsistency of staff and retention (lots of turnover). No quality Sports program

Family: The families stressed their dislike for parking. Lack of sports programs. Late communications. Not sufficient security. Poor organization and the Front Office Staff.

Staff: The staff expressed their dislike for parking. Extensive work hours, workload, and interruption during

class time.

A growth that stood out was the need to improve safety, our staff and families expressed the need to close our gates, and provide protective coverings to our windows to avoid people from looking inside rooms. Our staff and families want to include performance arts integration with elementary/ middle school. Our students and families would like for more training for our teachers to be fair with all students. Our Staff would like TK-12 integration not only academic but social-emotional/ behavioral. Our students expressed to have more Sporting equipment/programs. Our staff expressed the need for more school wide events/ school culture. Staff expressed Teachers burnout and turnover as well as continue to provide teacher support.

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 Elementary: Soccer field, astro turf or real grass, better food, more activities during lunch and recess, add more sports for all grade levels. **Secondary:** Increase sports/extracurriculars/clubs, improve lunches, offer more fun activities, reducing workload and homework.

Staff: Better discipline consistency, celebrate “wins” and staff recognition, more team-building activities, solicit staff input/feedback, honest communication and transparency, raise academic and behavioral expectations for students, and make salaries the same as surrounding districts.

Family: Improve security, retain teachers, address parking/drop off issues, afterschool program needs to offer more academics.

Patterns: We see a pattern with students and families wanting more sports and better food for lunch. and a need for more activities during lunch and recess. Security is another pattern among all three stakeholders.

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. Team building with staff and admin.
 - a. During staff meetings to have more shout out opportunities and celebrations for staff.
 - b. Elementary and Secondary combined team building activities to ensure a supportive environment.
 - c. Offering SEL supportive mindfulness activities seeking more PD opportunities within our local community.
2. The teachers leave/change too often and in the middle of the year. Not enough teachers/New

teachers/Constant long term subs.

- a. Listening to what teachers have to say and having more opportunities for teachers to be heard.
 - b. Have more teachers be involved in Decision making, school events- similar to the task force meetings.
 - c. More school wide events/ school culture.
3. Not enough sports or activities, or extra curricular programs
- a. We are working on improving our CIF Sports Program
 - b. Planning to have some coaches at the school site.
 - c. Drama and performance based activities for next year.
4. Safety/Security at the front door
- a. Our CNA station is outside front as well as a new fence on the elementary side.
 - b. Create a Safety Community Committee on campus with staff members, parents, and students.
 - c. Work on improving the Security Company.