Board Agenda Item #	III A: Information/Discussion Item
Date:	April 7, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2021-22 MPS Educational Partners 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 educational partners' school experience. Conducting such 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 educational partners 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' 2021-22 educational partners 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 <u>not</u> included in this report due to confidentiality. However, school leadership teams and the Home Office teams (academics, accountability, HR, OC, and CEO) read all free responses, summarize major findings and recommendations by our educational partners, 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 educational partners 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 educational partners 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 educational partners survey reflections page that will inform the LCAP.

<u>Budget Implications</u>

N/A

<u>How Does This Action Relate/Affect/Benefit All MSAs?</u>

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

<u>Name of Staff Originator:</u>

David Yilmaz, Chief Accountability Officer

<u>Exhibits (Attachments):</u>

- Report on 2021-22 MPS Educational Partners Survey Results………Pg.3

- Panorama 2021-22 MPS Average Approval Rates by Question *(Student, Family, Staff)…..Pg. 50*

- Panorama 2021-22 MPS Detailed Survey Reports *(Student, Family, Staff)……..Pg. 64*

- MPS 2021-22 Educational Partners Survey Reflections *(one from each school)……..pg. 103*

Report on
Magnolia Public Schools' (MPS)
2021-22
Educational Partners Survey Results

April 2022

Prepared by the

MPS Home Office

Accountability Department

Table of Contents

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 educational partners' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our educational partners' school experience.

Magnolia Public Schools (MPS) annually conducts student, parent, and staff surveys to improve our educational partners' school experience. Conducting such 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 educational partners surveys and analyze results. Our students, parents, 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 educational partners 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 educational partners an overall school experience question to measure their 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 educational partners 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.

<u>Student Survey Sample Questions:</u>

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.**

<u>Parent Survey Sample Questions:</u>

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 educational partners 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 educational partners 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 educational partners 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.

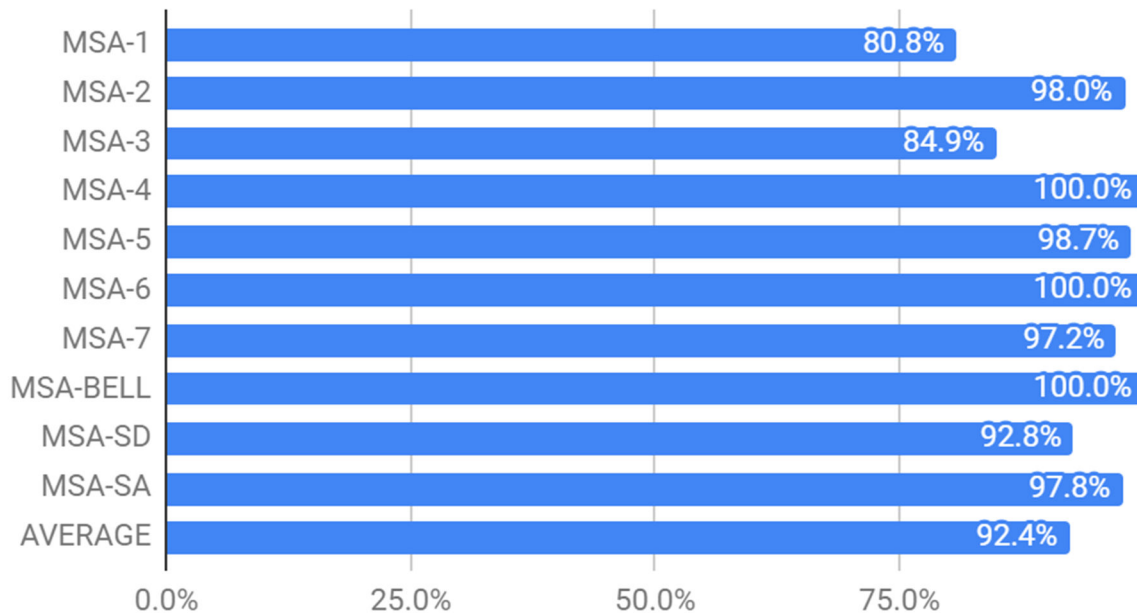# What Are the Participation Rates on the Surveys?

Current Year Survey Participation Rates

In 2021-22, MPS had an average educational partners participation rate of **92.4%** for students, **57.1%** for families, and **97.8%** for staff. (Last year the participation rates were 93.3%, 79.6%, and 100.0% respectively.)

2021-22 Survey Participation Rates								
	Students			Families			Staff	
MSA-1	80.8%	597	739	13.8%	86	622	86.6%	58	67
MSA-2	98.0%	489	499	86.3%	366	424	100.0%	42	42
MSA-3	84.9%	342	403	37.3%	122	327	97.5%	39	40
MSA-4	100.0%	109	109	95.8%	91	95	100.0%	18	18
MSA-5	98.7%	236	239	70.8%	138	195	100.0%	23	23
MSA-6	100.0%	87	87	100.0%	75	75	100.0%	12	12
MSA-7	97.2%	139	143	51.7%	107	207	90.9%	30	33
MSA-BELL	100.0%	384	384	54.3%	194	357	100.0%	43	43
MSA-SD	92.8%	386	416	71.1%	271	381	100.0%	34	34
MSA-SA	97.8%	401	410	81.8%	269	329	100.0%	57	57
AVERAGE	92.4%	3,170	3,429	57.1%	1,719	3,012	97.8%	356	364

Students

2021-22 Survey Participation Rates - Students

MSA-1	80.8%
MSA-2	98.0%
MSA-3	84.9%
MSA-4	100.0%
MSA-5	98.7%
MSA-6	100.0%
MSA-7	97.2%
MSA-BELL	100.0%
MSA-SD	92.8%
MSA-SA	97.8%
AVERAGE	92.4%

Families

2021-22 Survey Participation Rates - Families

MSA-1	13.8%
MSA-2	86.3%
MSA-3	37.3%
MSA-4	95.8%
MSA-5	70.8%
MSA-6	100.0%
MSA-7	51.7%
MSA-BELL	54.3%
MSA-SD	71.1%
MSA-SA	81.8%
AVERAGE	57.1%

Staff

2021-22 Survey Participation Rates - Staff

MSA-1	86.6%
MSA-2	100.0%
MSA-3	97.5%
MSA-4	100.0%
MSA-5	100.0%
MSA-6	100.0%
MSA-7	90.9%
MSA-BELL	100.0%
MSA-SD	100.0%
MSA-SA	100.0%
AVERAGE	97.8%
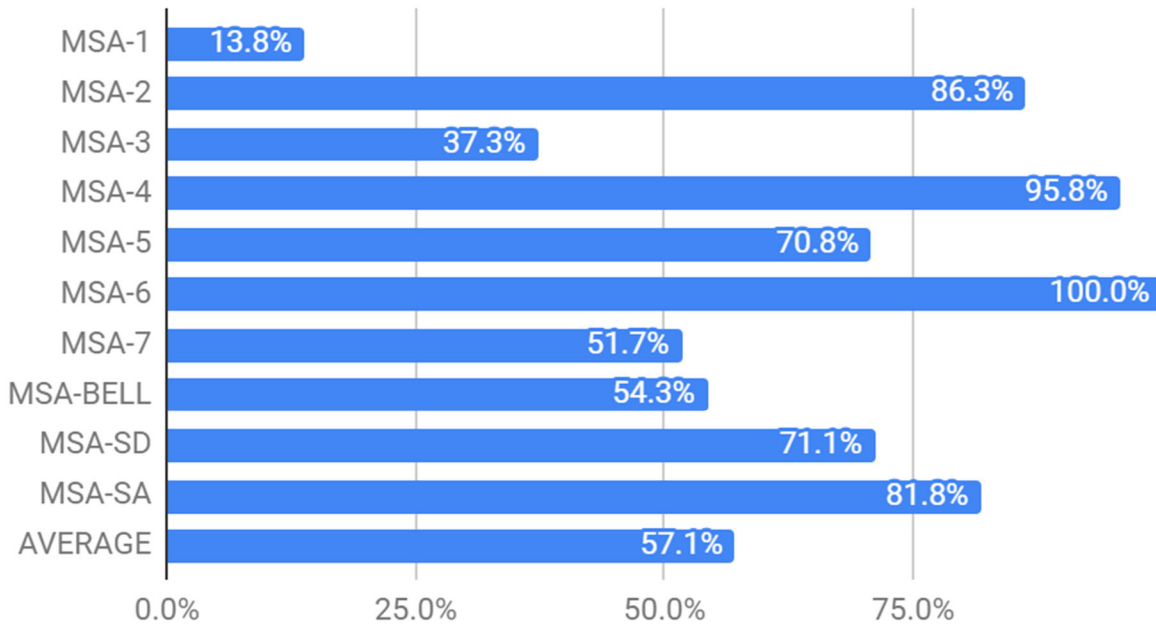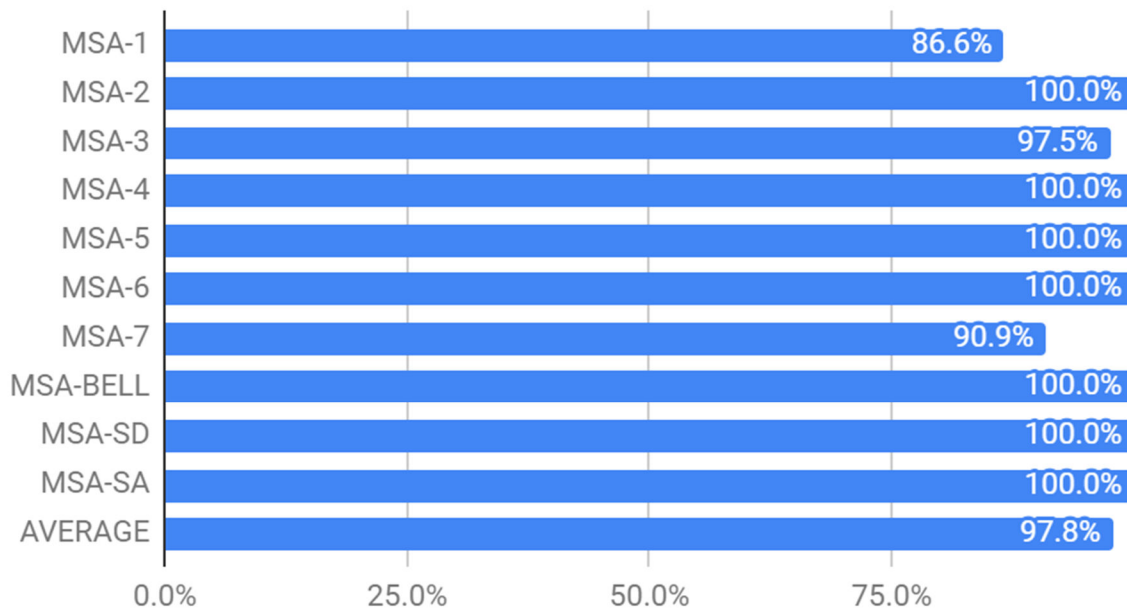
Changes in Survey Participation Rates From Prior Year

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.

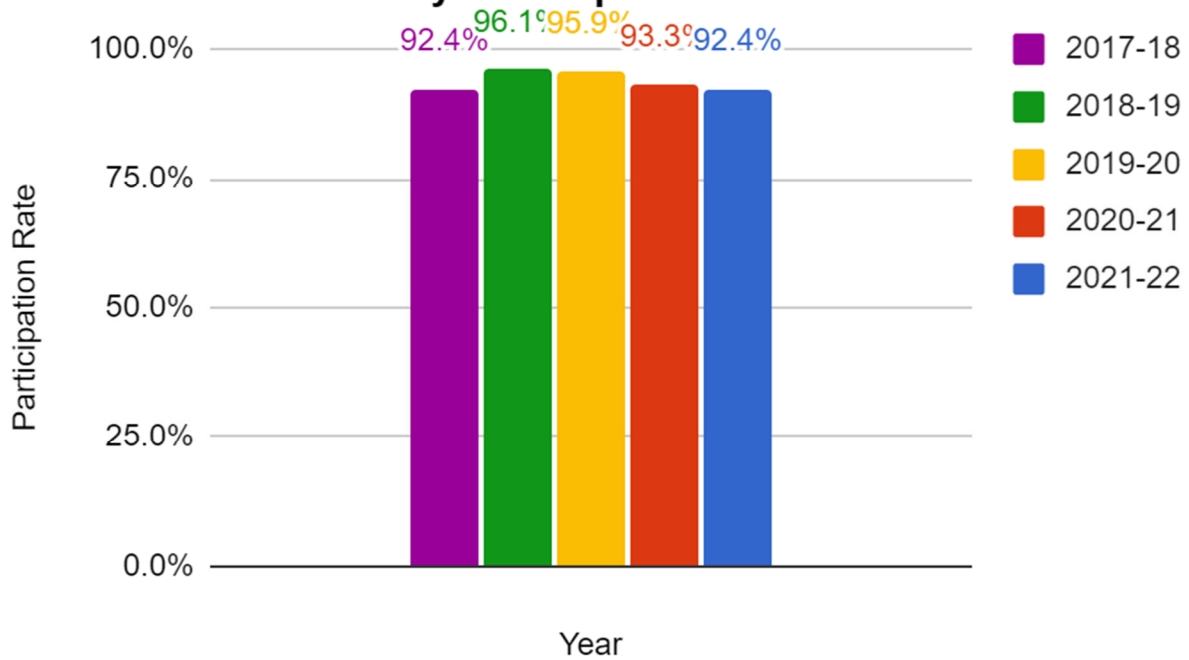| Survey Participation Rates: 2021-22 vs. 2020-21 | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Students | | | | | Families | | | | | Staff | | | | |
| | 2020-21 | 2021-22 | Change | 2021-22 LCAP Target | Met? | 2020-21 | 2021-22 | Change | 2021-22 LCAP Target | Met? | 2020-21 | 2021-22 | Change | 2021-22 LCAP Target | Met? |
| MSA-1 | 91.5% | 80.8% | -10.7% | 95.0% | No | 100.0% | 13.8% | -86.2% | 90.0% | No | 100.0% | 86.6% | -13.4% | 100.0% | No |
| MSA-2 | 95.1% | 98.0% | 2.9% | 95.0% | Yes | 91.8% | 86.3% | -5.5% | 90.0% | No | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| MSA-3 | 83.1% | 84.9% | 1.8% | 95.0% | No | 87.1% | 37.3% | -49.8% | 90.0% | No | 100.0% | 97.5% | -2.5% | 100.0% | No |
| MSA-4 | 100.0% | 100.0% | 0.0% | 95.0% | Yes | 83.3% | 95.8% | 12.5% | 80.0% | Yes | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| MSA-5 | 98.3% | 98.7% | 0.4% | 95.0% | Yes | 96.8% | 70.8% | -26.0% | 90.0% | No | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| MSA-6 | 99.4% | 100.0% | 0.6% | 95.0% | Yes | 88.7% | 100.0% | 11.3% | 90.0% | Yes | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| MSA-7 | 92.3% | 97.2% | 4.9% | 95.0% | Yes | 65.4% | 51.7% | -13.7% | 80.0% | No | 100.0% | 90.9% | -9.1% | 100.0% | No |
| MSA-BELL | 94.1% | 100.0% | 5.9% | 95.0% | Yes | 41.5% | 54.3% | 12.8% | 80.0% | No | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| MSA-SD | 94.7% | 92.8% | -1.9% | 85.0% | Yes | 67.9% | 71.1% | 3.2% | 63.0% | Yes | 100.0% | 100.0% | 0.0% | 85.0% | Yes |
| MSA-SA | 95.3% | 97.8% | 2.5% | 95.0% | Yes | 72.8% | 81.8% | 9.0% | 75.0% | Yes | 100.0% | 100.0% | 0.0% | 100.0% | Yes |
| AVERAGE | 93.3% | 92.4% | -0.9% | 95.0% | | 79.6% | 57.1% | -22.5% | 85.0% | | 100.0% | 97.8% | -2.2% | 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

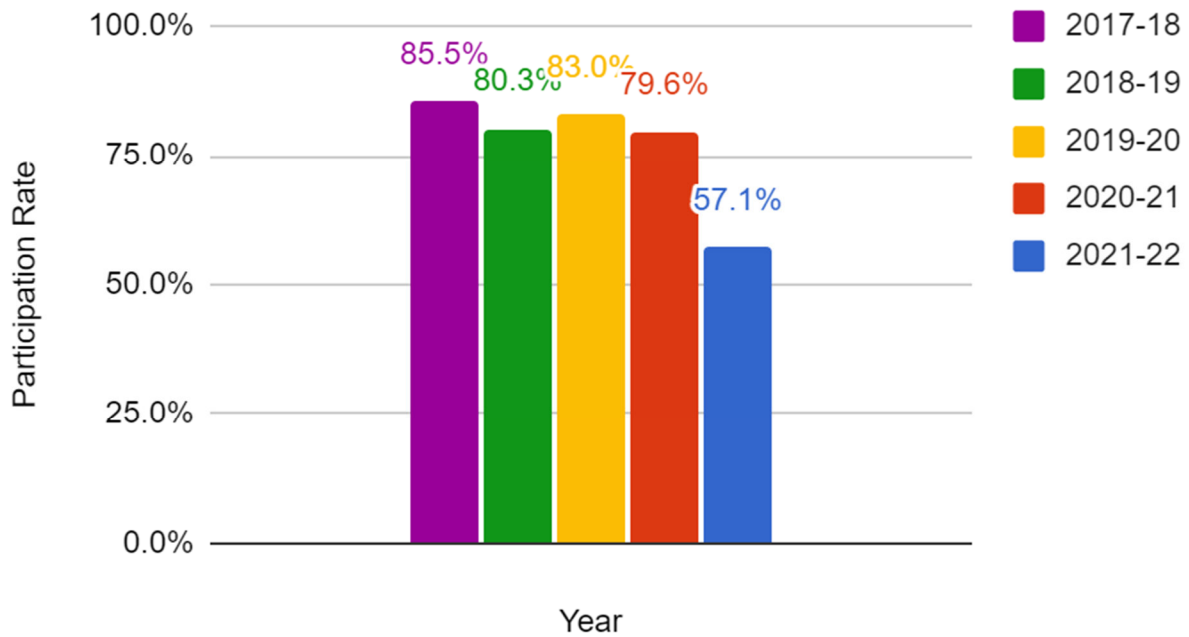| MPS Historical Survey Participation Rates - Students					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	93.2%	100.0%	91.4%	91.5%	**80.8%**
MSA-2	88.9%	97.0%	99.3%	95.1%	**98.0%**
MSA-3	86.3%	96.8%	93.7%	83.1%	**84.9%**
MSA-4	97.8%	80.7%	96.9%	100.0%	**100.0%**
MSA-5	96.7%	99.6%	100.0%	98.3%	**98.7%**
MSA-6	99.4%	100.0%	100.0%	99.4%	**100.0%**
MSA-7	98.7%	99.1%	98.2%	92.3%	**97.2%**
MSA-BELL	100.0%	100.0%	97.0%	94.1%	**100.0%**
MSA-SD	88.7%	89.2%	94.7%	94.7%	**92.8%**
MSA-SA	88.5%	93.6%	97.1%	95.3%	**97.8%**
AVERAGE	92.4%	96.1%	95.9%	93.3%	**92.4%**

MPS Historical Survey Participation Rates - Students

Families

MPS Historical Survey Participation Rates - Families					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	94.8%	72.3%	85.1%	100.0%	**13.8%**
MSA-2	100.0%	100.0%	85.8%	91.8%	**86.3%**
MSA-3	90.7%	100.0%	61.9%	87.1%	**37.3%**
MSA-4	28.4%	18.1%	66.7%	83.3%	**95.8%**
MSA-5	96.2%	100.0%	87.3%	96.8%	**70.8%**
MSA-6	84.2%	86.8%	88.9%	88.7%	**100.0%**
MSA-7	98.3%	83.3%	99.6%	65.4%	**51.7%**
MSA-BELL	100.0%	95.4%	87.3%	41.5%	**54.3%**
MSA-SD	51.9%	55.4%	64.9%	67.9%	**71.1%**
MSA-SA	70.7%	62.1%	100.0%	72.8%	**81.8%**
AVERAGE	85.5%	80.3%	83.0%	79.6%	**57.1%**

MPS Historical Survey Participation Rates - Families

Staff

MPS Historical Survey Participation Rates - Staff					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	97.6%	100.0%	98.1%	100.0%	**86.6%**
MSA-2	94.7%	100.0%	100.0%	100.0%	**100.0%**
MSA-3	100.0%	100.0%	97.8%	100.0%	**97.5%**
MSA-4	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-5	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-6	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-7	90.0%	100.0%	90.3%	100.0%	**90.9%**
MSA-BELL	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-SD	86.7%	88.2%	96.9%	100.0%	**100.0%**
MSA-SA	91.4%	96.3%	98.5%	100.0%	**100.0%**
AVERAGE	95.5%	98.1%	98.1%	100.0%	**97.8%**

MPS Historical Survey Participation Rates - Staff
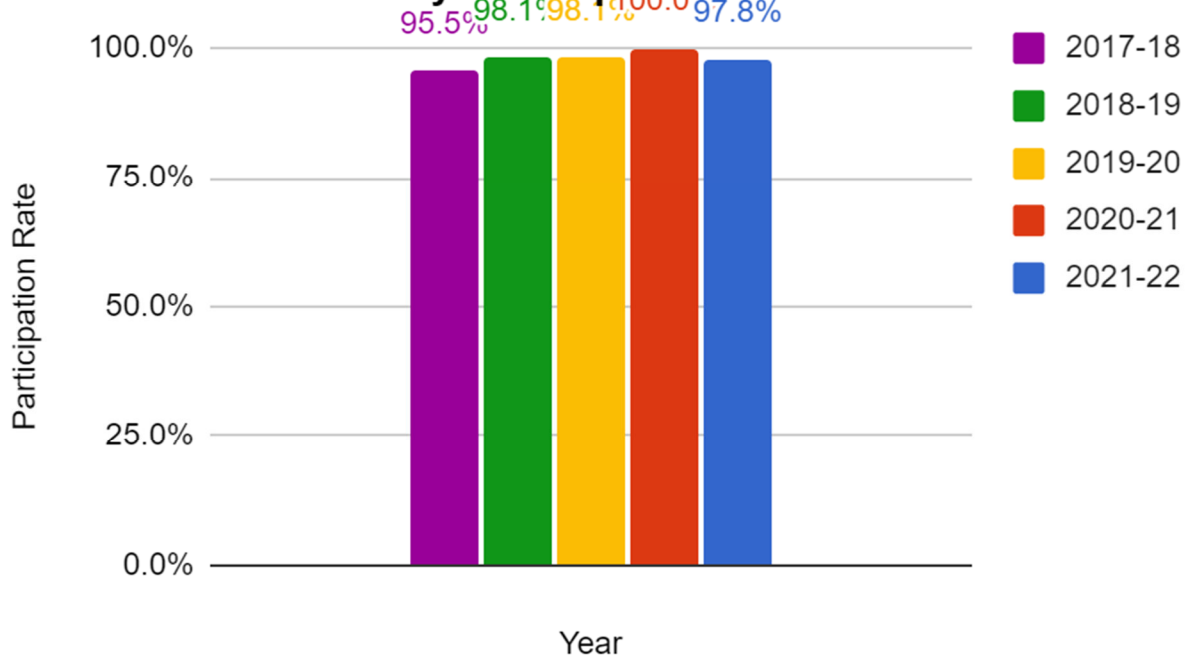
What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2021-22, MPS had an average educational partners approval rate of **68%** for students; **96%** for parents; **85%** for staff. (Last year the average approval rates were 75%, 97%, and 91% respectively.)

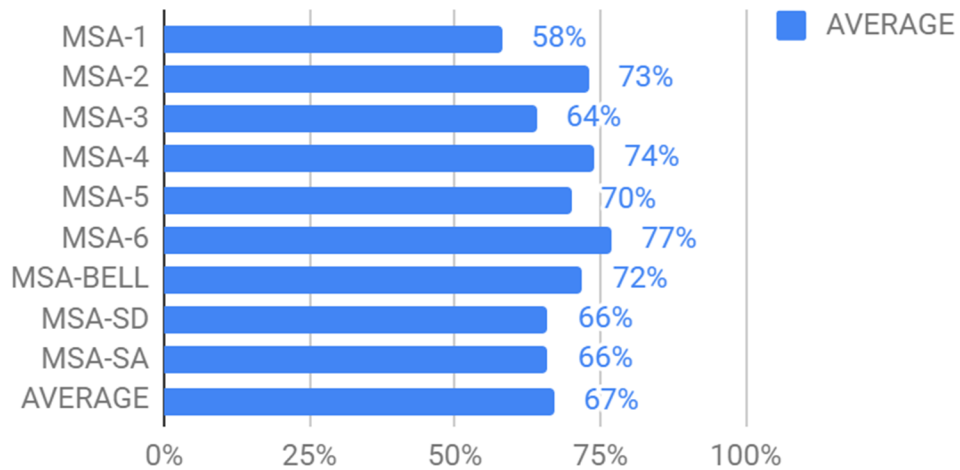AVERAGE APPROVAL rates are based on our educational partners' responses to all questions on the survey.

Students

Students had an average approval rate of **68%** compared to 75% last year.

2021-22 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF.
MSA-1	58%	65%	54%	62%	47%	66%
MSA-2	73%	80%	67%	76%	65%	88%
MSA-3	64%	70%	60%	70%	54%	76%
MSA-4	74%	81%	70%	80%	58%	82%
MSA-5	70%	79%	70%	70%	56%	81%
MSA-6	77%	85%	77%	75%	65%	91%
MSA-BELL	72%	83%	72%	69%	62%	86%
MSA-SD	66%	77%	65%	61%	63%	78%
MSA-SA	66%	75%	60%	71%	58%	69%
AVERAGE	67%	75%	64%	69%	58%	78%

2021-22 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF.
MSA-7	77%	80%	78%	71%	79%	88%
MSA-SA	79%	84%	85%	70%	79%	89%
AVERAGE	78%	82%	81%	70%	79%	88%

2021-22 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF.
MSA-SA	70%	78%	67%	71%	64%	75%
MPS	68%	76%	65%	69%	60%	79%

Students - Secondary

2021-22 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL

Category	AVERAGE
MSA-1	58%
MSA-2	73%
MSA-3	64%
MSA-4	74%
MSA-5	70%
MSA-6	77%
MSA-BELL	72%
MSA-SD	66%
MSA-SA	66%
AVERAGE	67%

Students - Elementary

2021-22 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE

Category	MSA-7	MSA-SA	AVERAGE
AVERAGE	77%	79%	78%
Topic 1	80%	84%	82%
Topic 2	78%	85%	81%
Topic 3	71%	70%	70%
Topic 4	79%	79%	79%
OVERALL SATISFACTION	88%	89%	88%
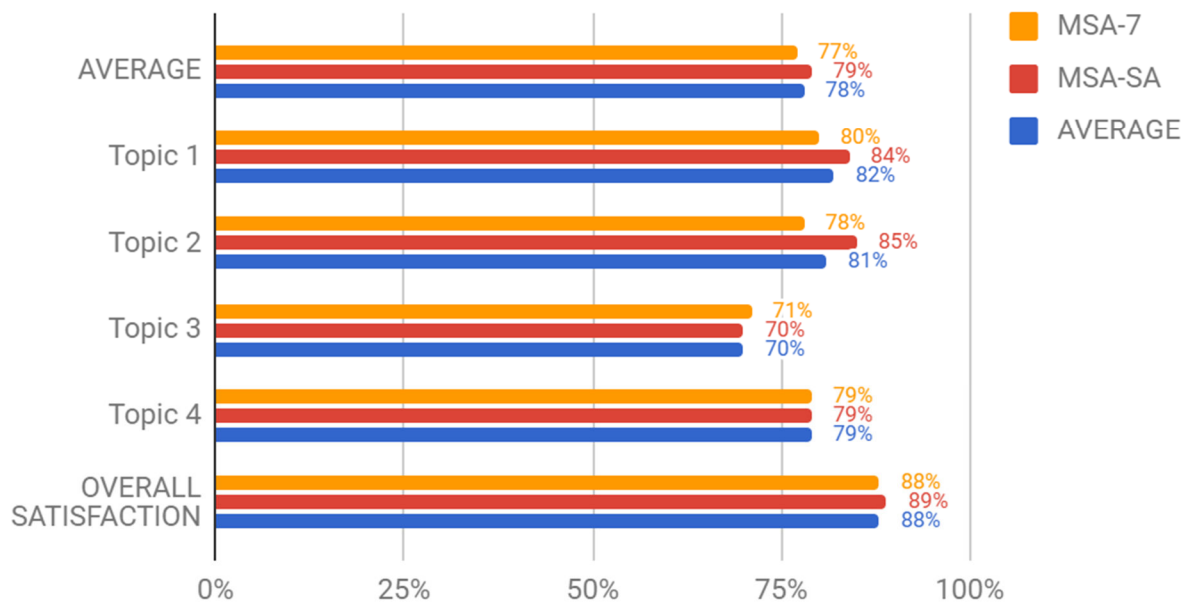
Students - Combined

2021-22 MPS Survey Average Approval Rates - Students

Category	2021-22
MSA-1	58%
MSA-2	73%
MSA-3	64%
MSA-4	74%
MSA-5	70%
MSA-6	77%
MSA-7	77%
MSA-BELL	72%
MSA-SD	66%
MSA-SA	70%
AVERAGE	68%
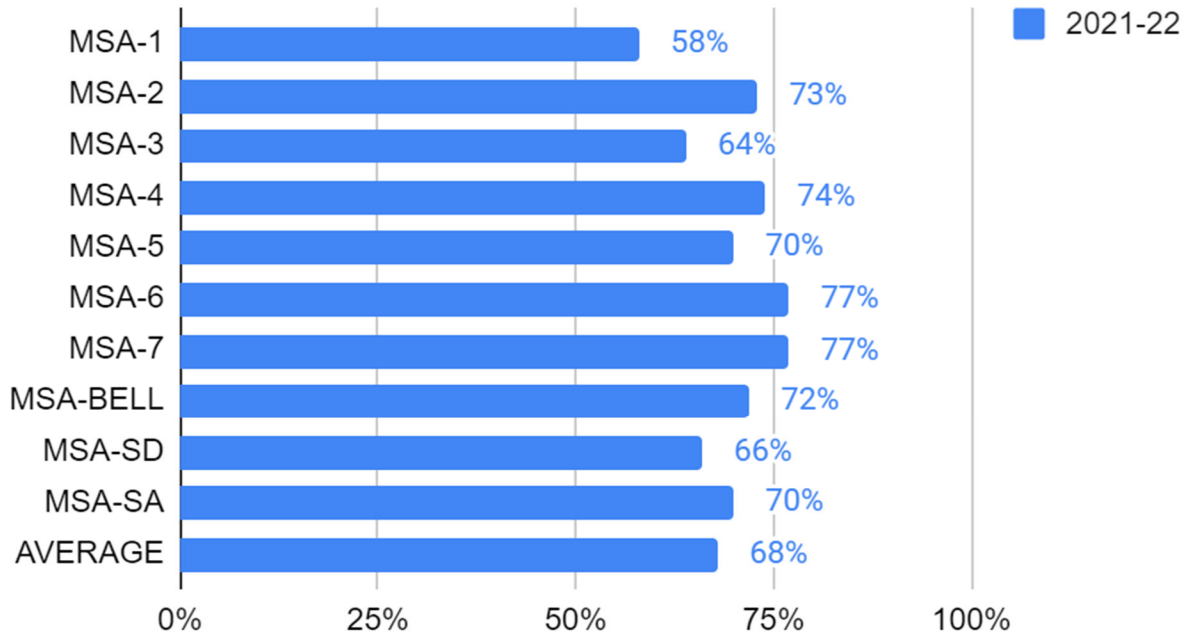
Families

<mark>Families had an average approval rate of **96%** compared to 97% last year.</mark>

2021-22 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF
MSA-1	91%	97%	90%	76%	94%	95%
MSA-2	97%	98%	97%	96%	97%	97%
MSA-3	96%	97%	95%	94%	97%	96%
MSA-4	98%	98%	98%	97%	98%	97%
MSA-5	96%	98%	97%	90%	96%	97%
MSA-6	99%	100%	98%	96%	100%	100%
MSA-7	98%	97%	97%	99%	98%	98%
MSA-BELL	96%	98%	93%	95%	96%	96%
MSA-SD	96%	97%	93%	97%	96%	96%
MSA-SA	94%	96%	92%	88%	95%	94%
AVERAGE	96%	98%	95%	93%	96%	96%

2021-22 MPS Survey Participation Rates - Families

	2021-22
MSA-1	13.8%
MSA-2	86.3%
MSA-3	37.3%
MSA-4	95.8%
MSA-5	70.8%
MSA-6	100.0%
MSA-7	51.7%
MSA-BELL	54.3%
MSA-SD	71.1%
MSA-SA	81.8%
AVERAGE	57.1%
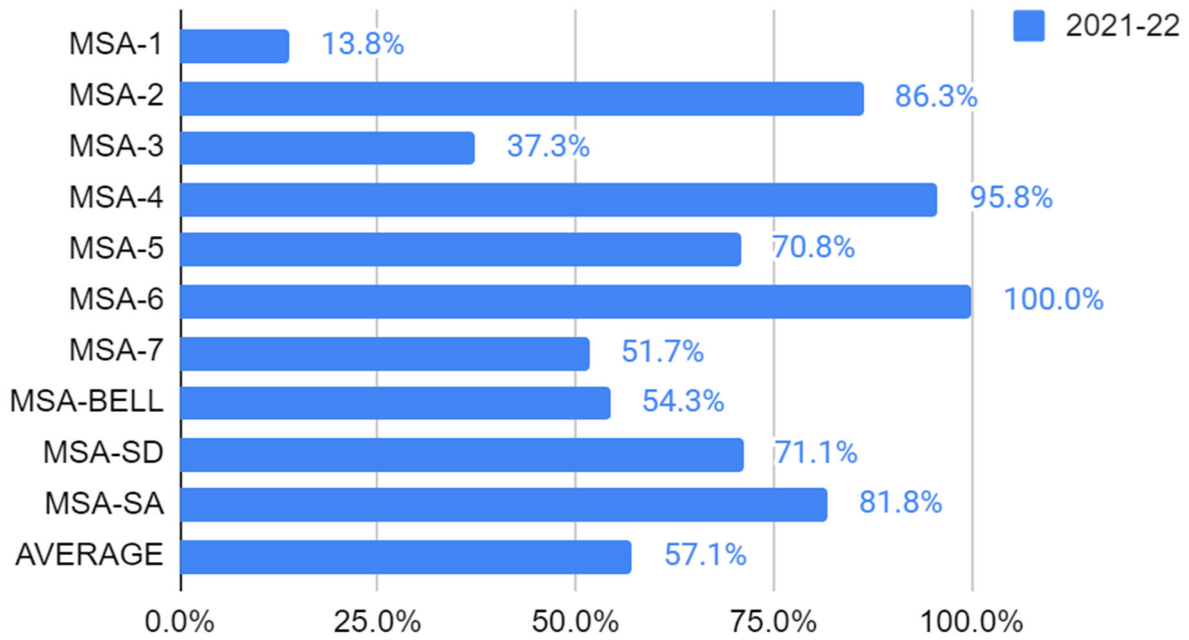
Staff

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

2021-22 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-1	73%	92%	74%	61%	66%	74%
MSA-2	85%	95%	77%	76%	92%	98%
MSA-3	80%	90%	85%	63%	76%	87%
MSA-4	89%	97%	89%	74%	91%	100%
MSA-5	92%	96%	98%	89%	83%	96%
MSA-6	97%	96%	99%	93%	97%	92%
MSA-7	93%	98%	97%	92%	83%	90%
MSA-BELL	84%	96%	82%	78%	81%	93%
MSA-SD	92%	100%	90%	80%	96%	100%
MSA-SA	88%	95%	89%	80%	86%	91%
AVERAGE	85%	95%	85%	76%	83%	90%

2021-22 MPS Survey Participation Rates - Staff

	2021-22
MSA-1	86.6%
MSA-2	100.0%
MSA-3	97.5%
MSA-4	100.0%
MSA-5	100.0%
MSA-6	100.0%
MSA-7	90.9%
MSA-BELL	100.0%
MSA-SD	100.0%
MSA-SA	100.0%
AVERAGE	97.8%
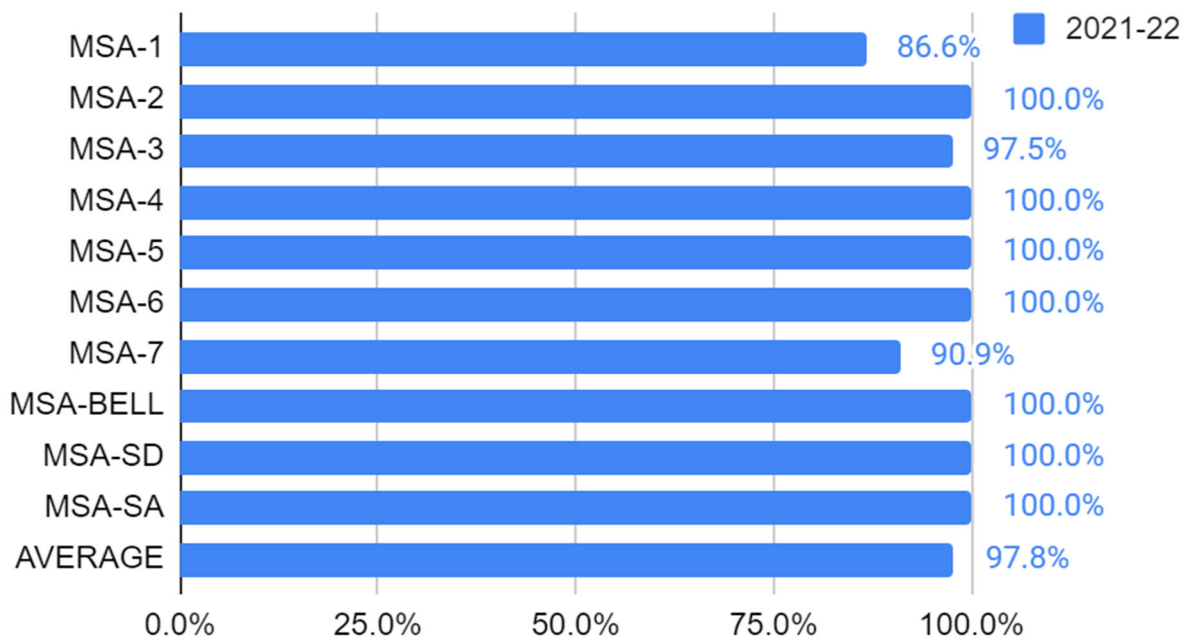
Changes in Survey Approval Rates From Prior Year

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: 2021-22 vs. 2020-21					
		Students			
	2020-21	2021-22	Change	2021-22 LCAP Target	Met?
MSA-1	72%	58%	-14%	73%	No
MSA-2	76%	73%	-3%	75%	No
MSA-3	67%	64%	-3%	68%	No
MSA-4	79%	74%	-5%	80%	No
MSA-5	76%	70%	-6%	75%	No
MSA-6	79%	77%	-2%	80%	No
MSA-7	81%	77%	-4%	80%	No
MSA-BELL	79%	72%	-7%	80%	No
MSA-SD	76%	66%	-10%	70%	No
MSA-SA	76%	70%	-6%	75%	No
AVERAGE	75%	68%	-7%	75%	

2021-22 vs. 2020-21 AVERAGE APPROVAL RATES - STUDENTS
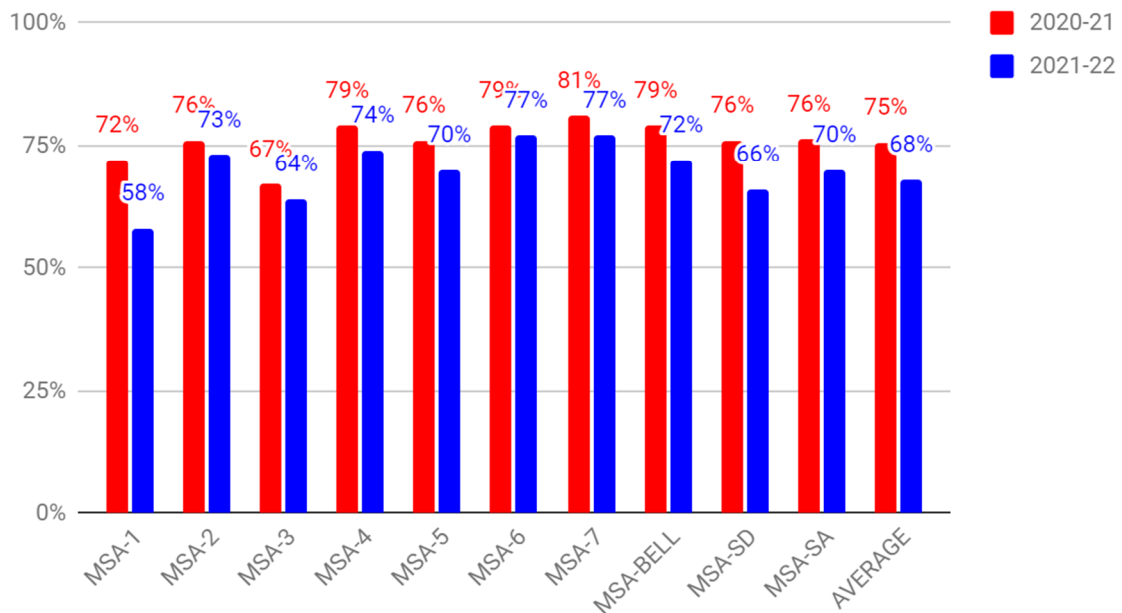
Families

AVERAGE APPROVAL Rates: 2021-22 vs. 2020-21					
		Family			
	2020-21	2021-22	Change	2021-22 LCAP Target	Met?
MSA-1	95%	91%	-4%	95%	No
MSA-2	98%	97%	-1%	95%	Yes
MSA-3	95%	96%	1%	95%	Yes
MSA-4	98%	98%	0%	95%	Yes
MSA-5	97%	96%	-1%	95%	Yes
MSA-6	99%	99%	0%	95%	Yes
MSA-7	99%	98%	-1%	99%	No
MSA-BELL	97%	96%	-1%	95%	Yes
MSA-SD	97%	96%	-1%	80%	Yes
MSA-SA	96%	94%	-2%	95%	No
AVERAGE	97%	96%	-1%	95%	
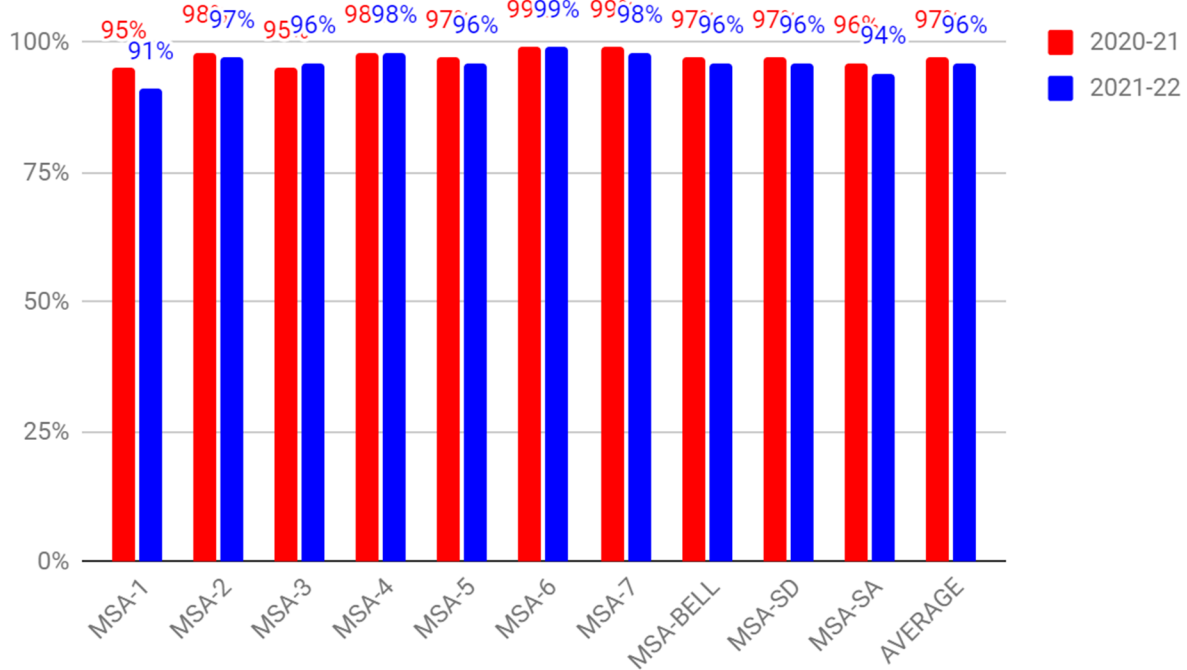
Staff

AVERAGE APPROVAL Rates: 2021-22 vs. 2020-21					
		Staff			
	2020-21	2021-22	Change	2021-22 LCAP Target	Met?
MSA-1	92%	73%	-19%	90%	No
MSA-2	94%	85%	-9%	90%	No
MSA-3	85%	80%	-5%	85%	No
MSA-4	92%	89%	-3%	90%	No
MSA-5	93%	92%	-1%	90%	Yes
MSA-6	93%	97%	4%	90%	Yes
MSA-7	97%	93%	-4%	95%	No
MSA-BELL	92%	84%	-8%	90%	No
MSA-SD	95%	92%	-3%	80%	Yes
MSA-SA	84%	88%	4%	85%	Yes
AVERAGE	91%	85%	-6%	85%	

2021-22 vs. 2020-21 AVERAGE APPROVAL RATES - STAFF
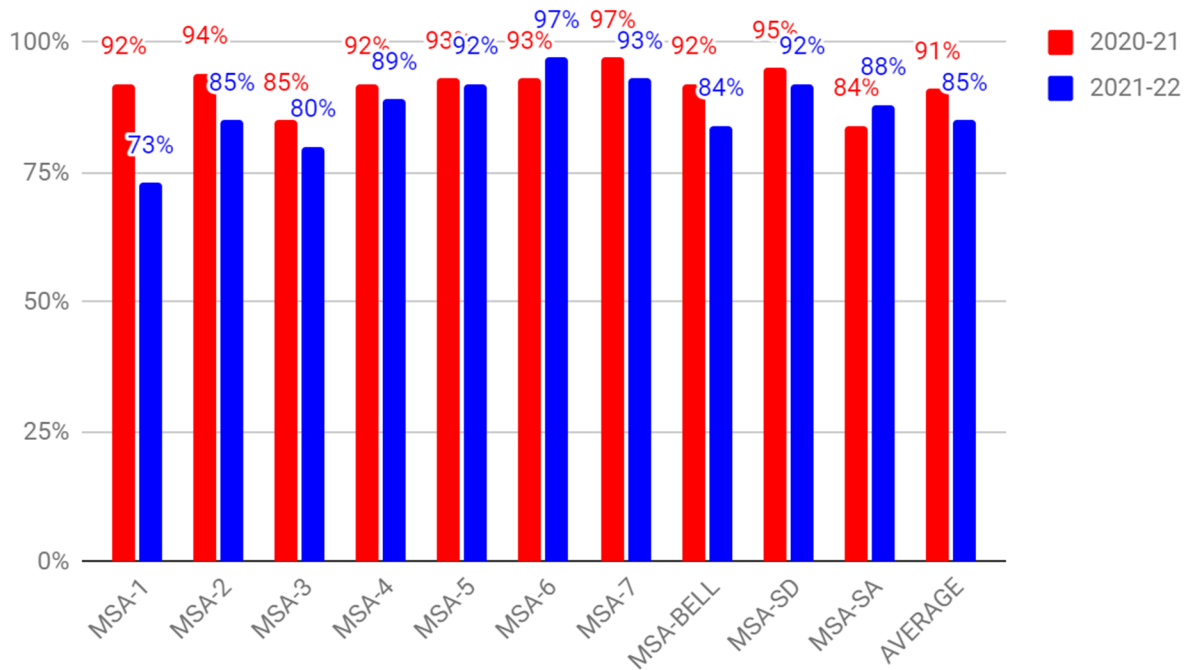
Historical Survey Approval Rates

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					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	62%	66%	62%	72%	58%
MSA-2	60%	63%	70%	76%	73%
MSA-3	59%	56%	54%	67%	64%
MSA-4	65%	58%	64%	79%	74%
MSA-5	64%	72%	67%	76%	70%
MSA-6	62%	70%	68%	79%	77%
MSA-7	69%	75%	74%	81%	77%
MSA-BELL	68%	71%	70%	79%	72%
MSA-SD	66%	53%	62%	76%	66%
MSA-SA	61%	59%	72%	76%	70%
AVERAGE	64%	63%	66%	75%	68%
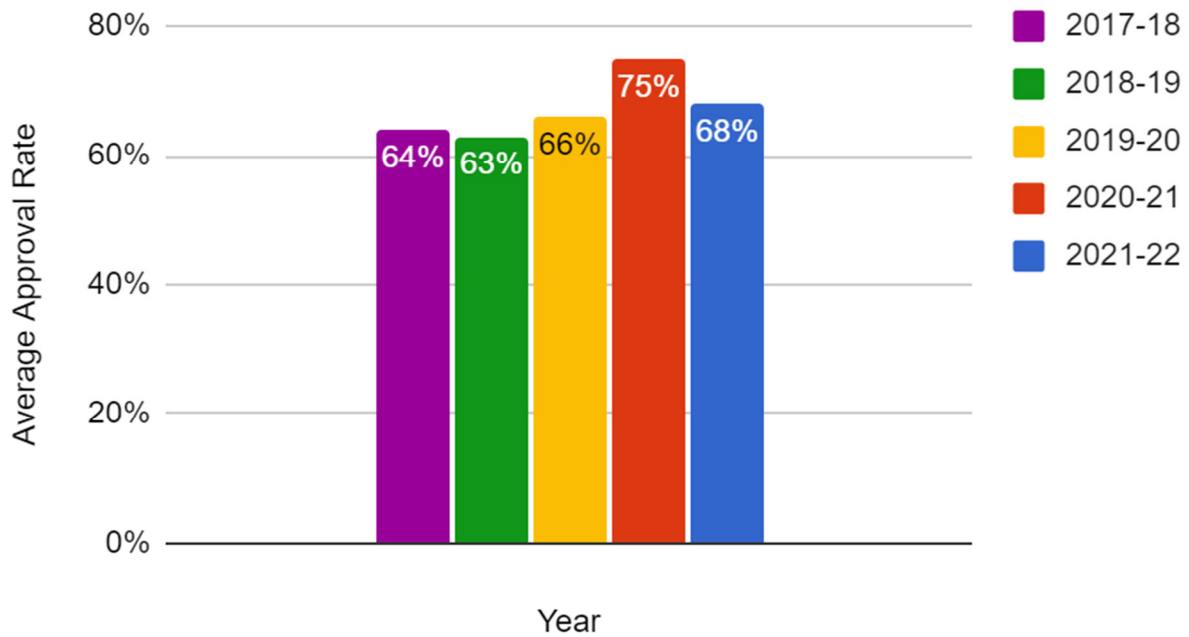
Families

MPS Historical Survey Average Approval Rates - Families					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	91%	95%	94%	95%	**91%**
MSA-2	91%	94%	93%	98%	**97%**
MSA-3	91%	91%	84%	95%	**96%**
MSA-4	98%	94%	95%	98%	**98%**
MSA-5	97%	96%	96%	97%	**96%**
MSA-6	97%	96%	99%	99%	**99%**
MSA-7	98%	98%	98%	99%	**98%**
MSA-BELL	96%	94%	96%	97%	**96%**
MSA-SD	92%	95%	96%	97%	**96%**
MSA-SA	88%	89%	94%	96%	**94%**
AVERAGE	93%	94%	94%	97%	96%

MPS Historical Survey Average Approval Rates - Families
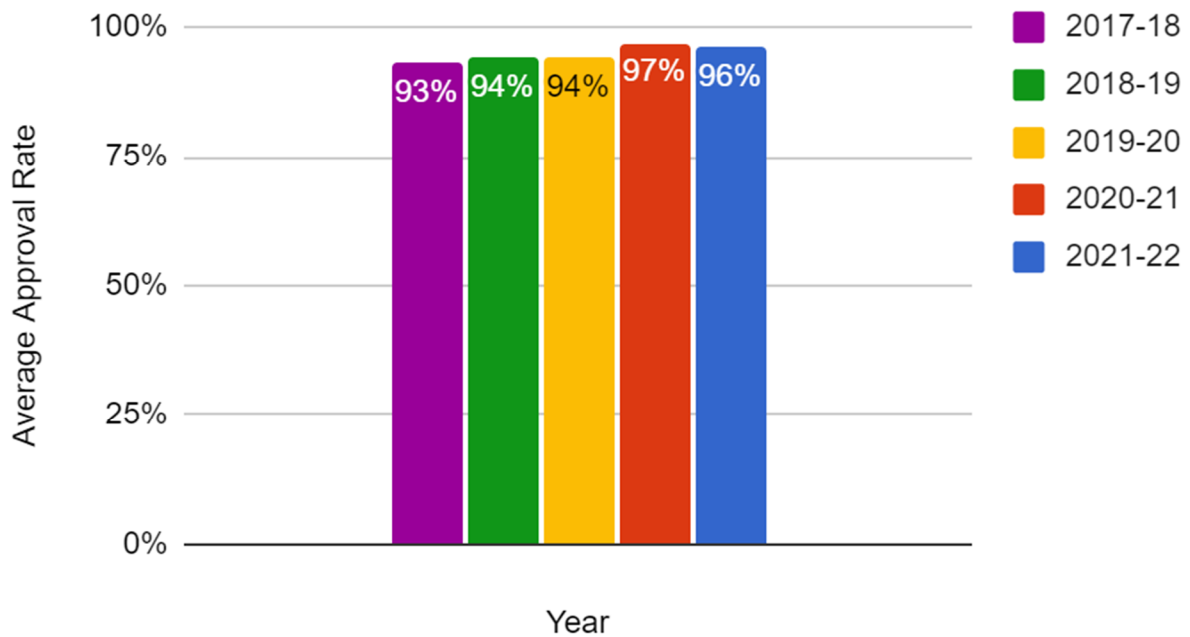
Staff

MPS Historical Survey Average Approval Rates - Staff					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	86%	81%	82%	92%	73%
MSA-2	73%	73%	89%	94%	85%
MSA-3	72%	69%	65%	85%	80%
MSA-4	80%	71%	75%	92%	89%
MSA-5	93%	93%	91%	93%	92%
MSA-6	95%	94%	95%	93%	97%
MSA-7	92%	95%	93%	97%	93%
MSA-BELL	78%	86%	88%	92%	84%
MSA-SD	84%	85%	90%	95%	92%
MSA-SA	64%	72%	86%	84%	88%
AVERAGE	79%	80%	85%	91%	85%

MPS Historical Survey Average Approval Rates - Staff
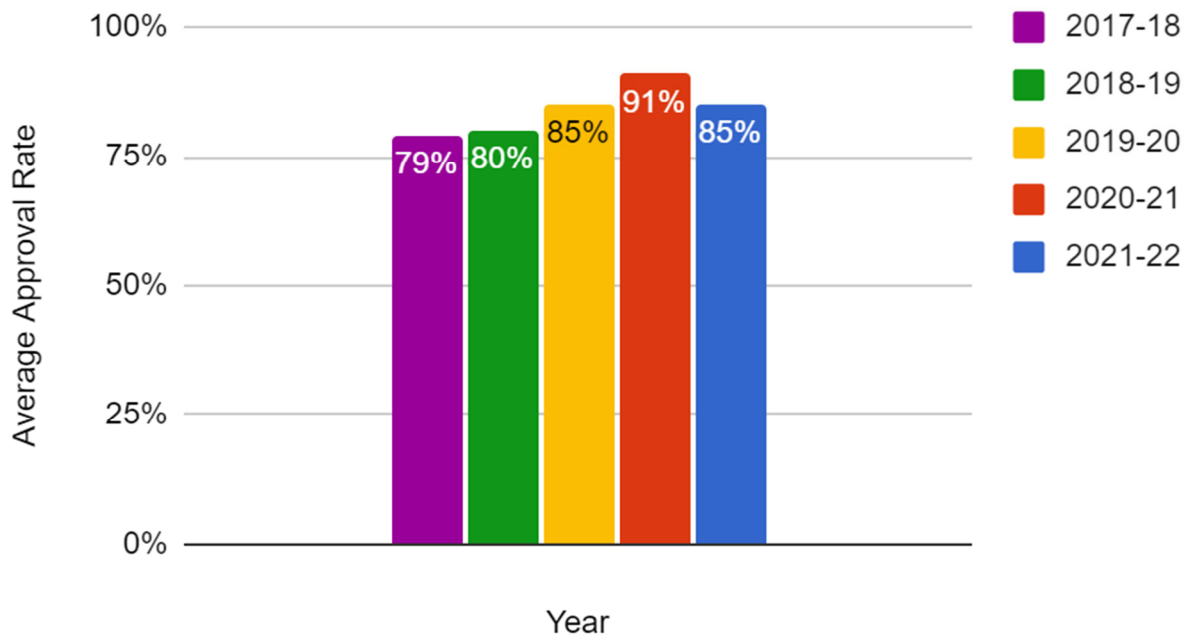
How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our educational partners' responses to <u>all</u> questions on the survey. It provides an overall percentage for the whole survey instrument. However, it is important for us to analyze how educational partners responded to each topic and question. The tables and figures below show average approval rates for each survey topic. The **attachment** titled, "**Panorama 2021-22 MPS Average Approval Rates by Question**" provides average approval rates by question.

Students - Combined

2021-22 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC

Topic	MPS
AVERAGE	68%
Topic 1	76%
Topic 2	65%
Topic 3	69%
Topic 4	60%
OVERALL SATISFACTION	79%

MPS
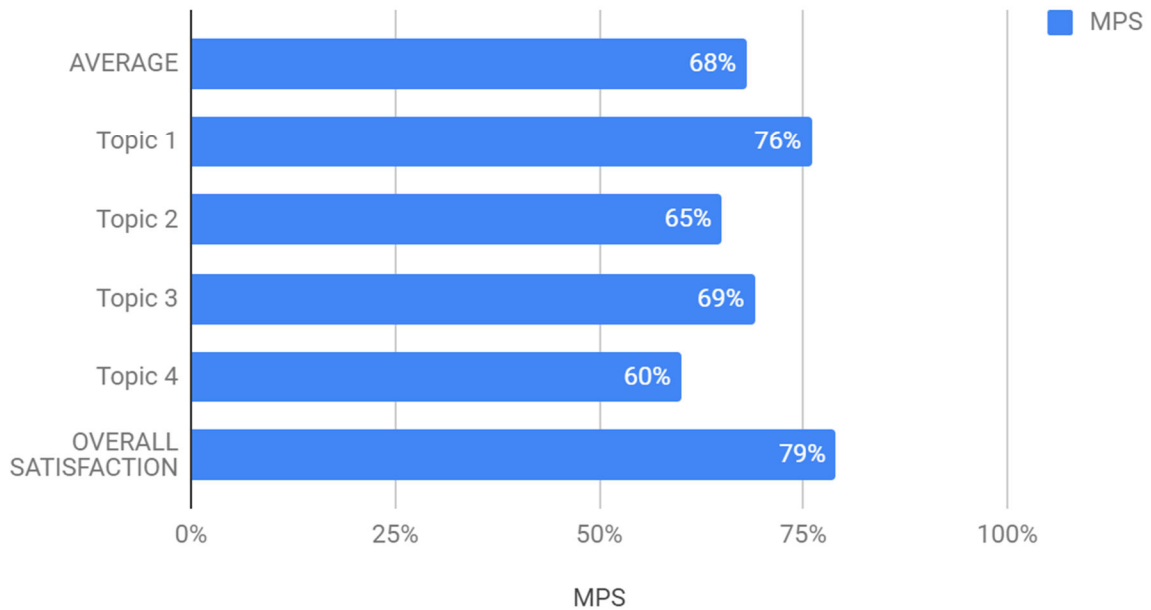
Students – Elementary

Elementary Student Survey

252 responses | show breakdown

Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓
OVERALL SCHOOL EXPERIENCE	88%	
Climate of Support for Academic Learning	82%	🔴 20th–39th percentile
Knowledge and Fairness of Discipline, Rules and Norms	81%	🟢 40th–59th percentile
Sense of Belonging (School Connectedness)	79%	🟢 40th–59th percentile
Safety	70%	🟢 80th–99th percentile

Overall Score	78%	
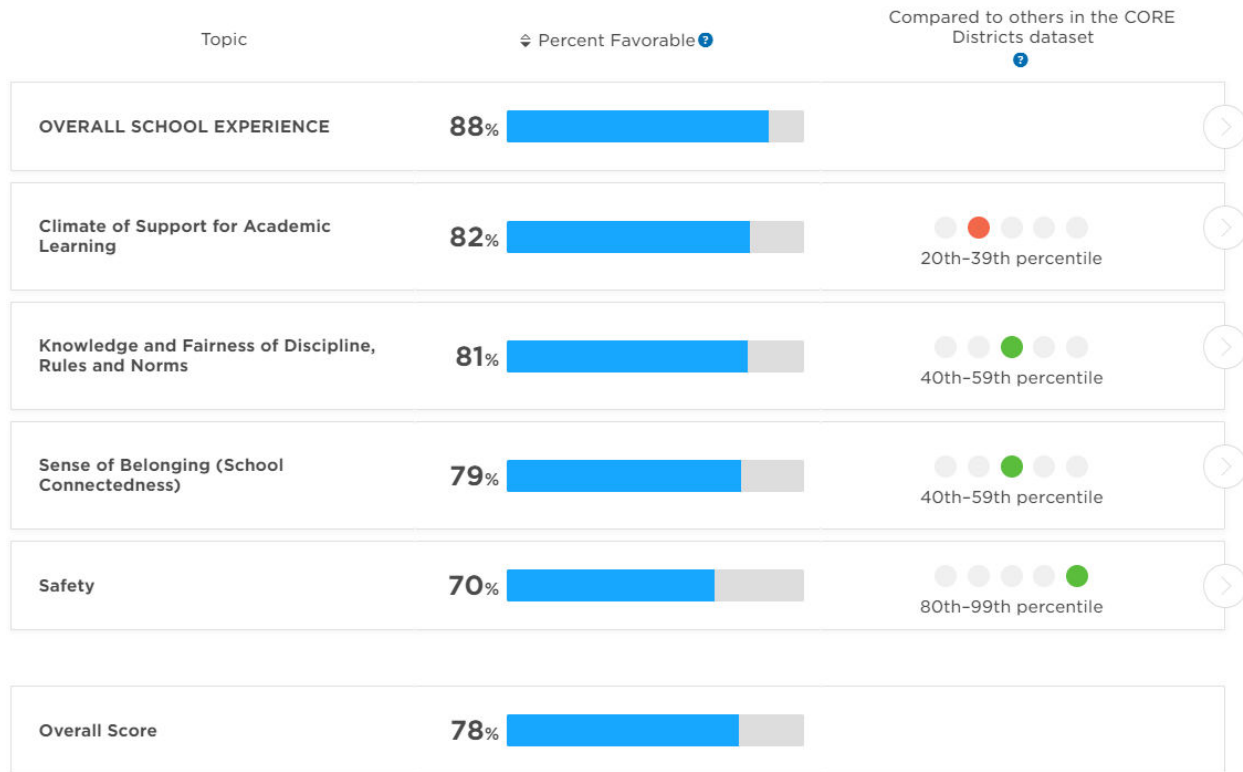
Students – Secondary

Secondary Student Survey
2,918 responses | show breakdown

Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓
OVERALL SCHOOL EXPERIENCE	**78**%	
Climate of Support for Academic Learning	**75**%	40th–59th percentile
Safety	**69**%	40th–59th percentile
Knowledge and Fairness of Discipline, Rules and Norms	**64**%	40th–59th percentile
Sense of Belonging (School Connectedness)	**58**%	40th–59th percentile
Overall Score	**67**%	
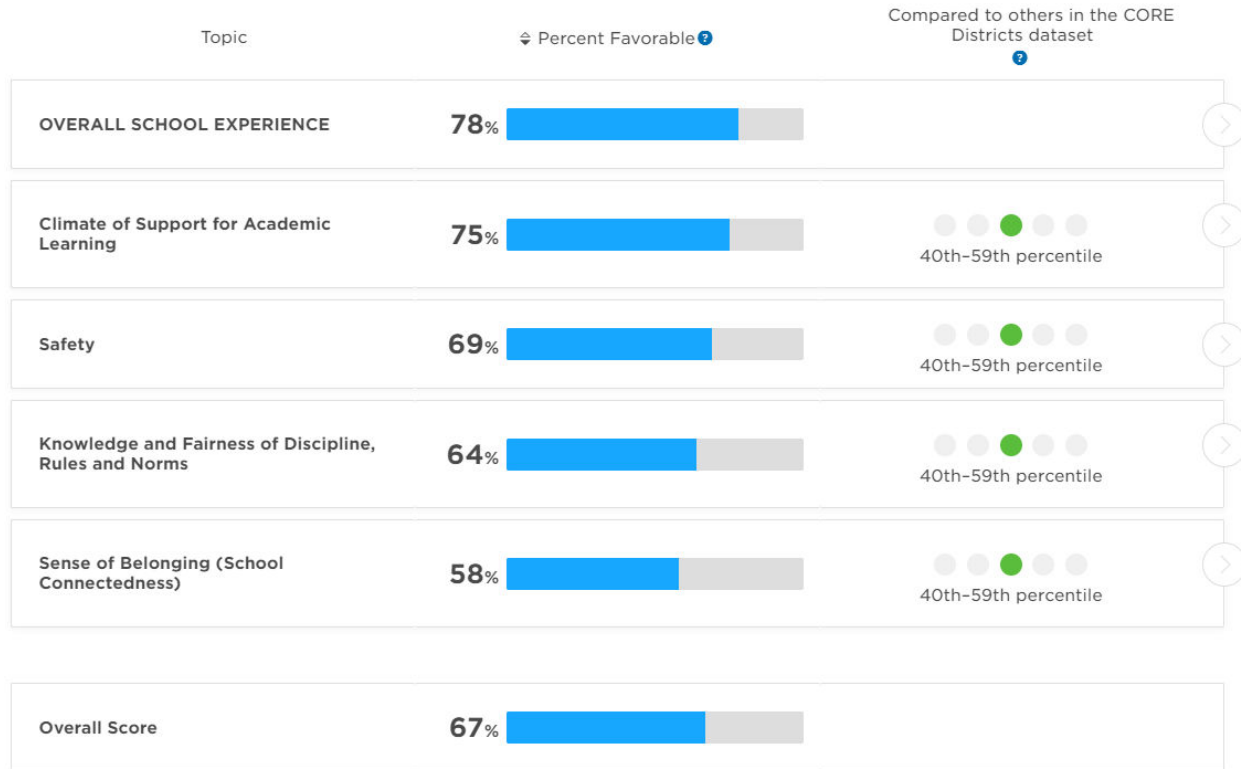
Families

2021-22 Family Survey Summary - MPS Averages by Topic

Topic	Average
AVERAGE	96%
Topic 1	98%
Topic 2	95%
Topic 3	93%
Topic 4	96%
OVERALL SATISFACTION	96%
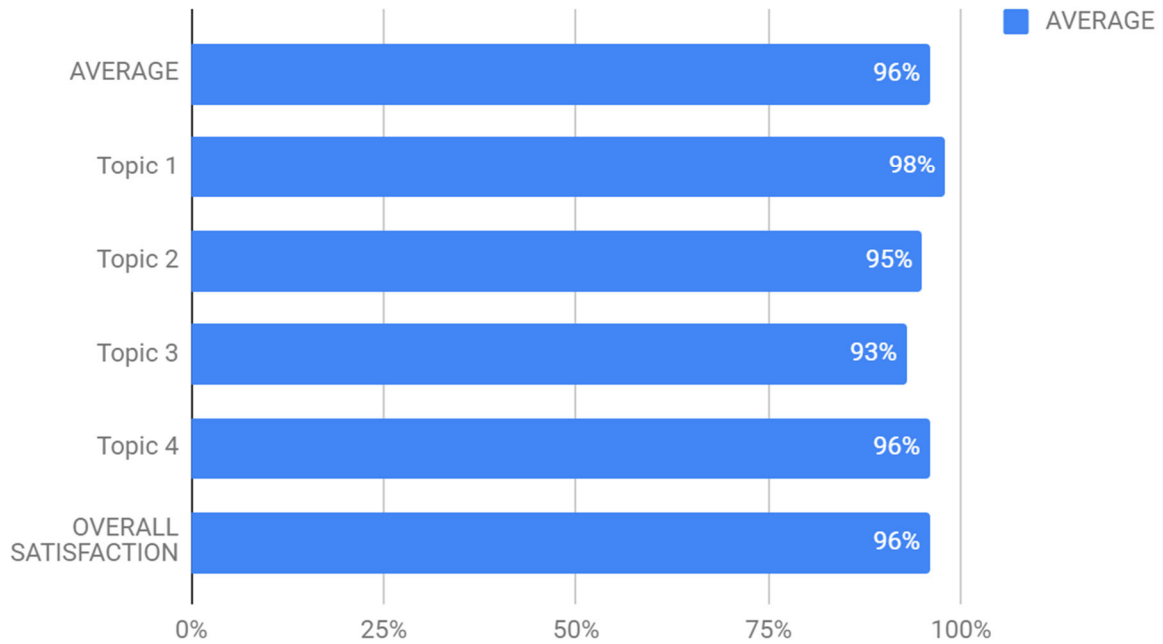
Family Survey

1,934 responses | show breakdown   Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021
Climate of Support for Academic Learning	98%	80th-99th percentile	▲ 1 Greatest increase
OVERALL SCHOOL EXPERIENCE	96%		▼ 2
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	▼ 1
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	▼ 2
Safety	93%	60th-79th percentile	▼ 1
Overall Score	96%		

Staff

2021-22 Staff Survey Summary - MPS Averages by Topic

Legend	
■	AVERAGE
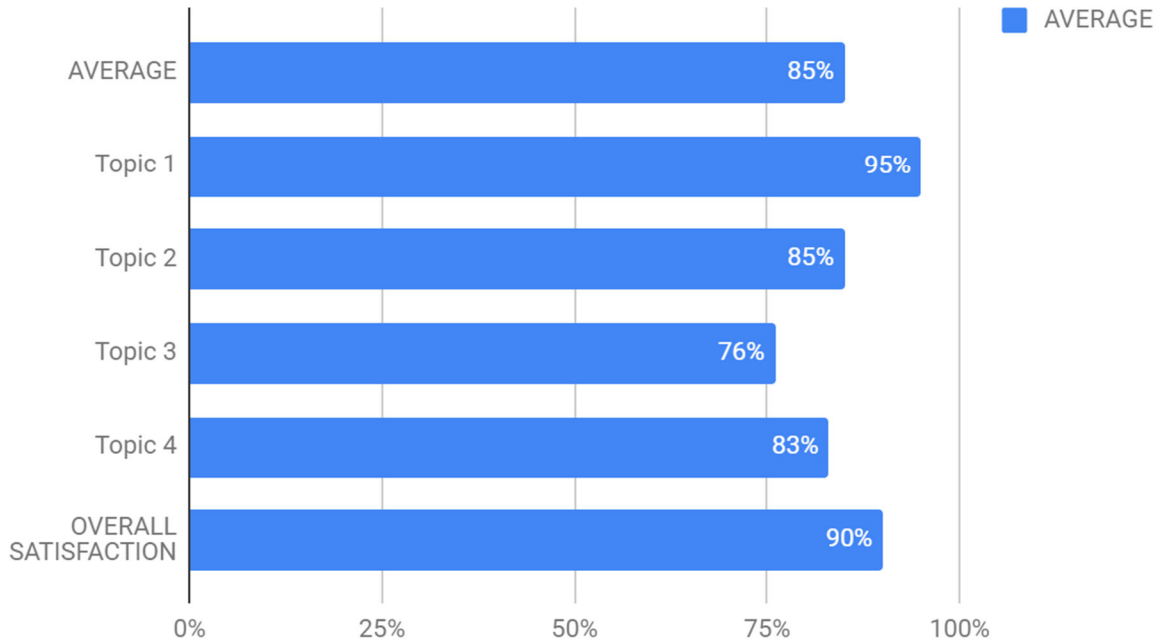
Staff Survey
356 responses | show breakdown   📄 Save as PDF

Topic	⇅ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2021 ❓
Climate of Support for Academic Learning	95%	○○●○○ 40th–59th percentile	▼ 1 ›
OVERALL SCHOOL EXPERIENCE	90%		▼ 4 ›
Knowledge and Fairness of Discipline, Rules and Norms	85%	○○●○○ 40th–59th percentile	▼ 8 ›
Sense of Belonging (School Connectedness)	83%	○○●○○ 40th–59th percentile	▼ 2 ›
Safety	76%	○○●○○ 40th–59th percentile	▼ 13 ›
Overall Score	85%		

Which Topics and Questions Were Rated the Highest and Lowest?

Approval Ratings by Topic & Question

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

Students - Elementary

Highest Rated Topic:

Climate of Support for Academic Learning	82%	●●●●● 20th–39th percentile

Highest Rated Questions:

QUESTION		
Does this school help all students be successful in school?	92%	responded favorably
Do teachers and other grown-ups at school treat students with respect?	90%	responded favorably
Are the school rules fair?	89%	responded favorably

Lowest Rated Topic:

| Safety | 70% | ●●●●● 80th–99th percentile | > |
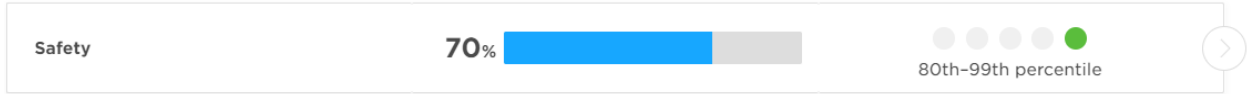
Lowest Rated Questions:

QUESTION

> Do other kids at school spread mean rumors or lies about you?

63% ⓘ
responded favorably

QUESTION

> Do other kids hit or push you at school when they are not just playing around?

61% ⓘ
responded favorably

QUESTION

> Are you afraid of being beaten up at school?

58% ⓘ
responded favorably

Students - Secondary

Highest Rated Topic:

Climate of Support for Academic Learning	75%	40th–59th percentile
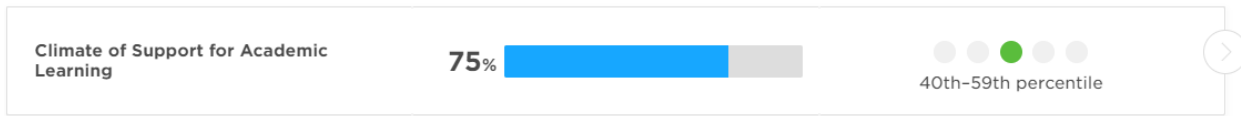
Highest Rated Questions:

QUESTION		
Teachers give students a chance to take part in classroom discussions or activities.	83%	responded favorably
Been afraid of being beaten up?	82%	responded favorably
This school clearly informs students what would happen if they break school rules.	79%	responded favorably

Lowest Rated Topic:

Sense of Belonging (School Connectedness)	58%	40th–59th percentile
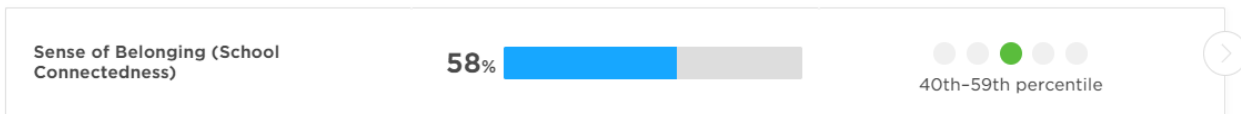
Lowest Rated Questions:

QUESTION		
All students are treated fairly when they break school rules.	52%	responded favorably
I feel like I am part of this school.	52%	responded favorably
Students treat teachers with respect.	39%	responded favorably

Families

Highest Rated Topic:

Climate of Support for Academic Learning	98%	●●●●● 80th-99th percentile	▲ 1 Greatest increase	>

Highest Rated Questions:

QUESTION	98%ⓘ responded favorably	0 from Spring 2021	🔖
School staff is helpful.			

QUESTION	98%ⓘ responded favorably	0 from Spring 2021	🔖
School staff treats me with respect.			

QUESTION	98%ⓘ responded favorably	▲ 1 from Spring 2021	🔖
This school provides high quality instruction to my child.			

Lowest Rated Topic:

Safety	93%	●●●●● 60th-79th percentile	▼ 1	>

Lowest Rated Questions:

QUESTION	95%ⓘ responded favorably	▼ 2 from Spring 2021	🔖
School staff welcomes my suggestions.			

QUESTION	93%ⓘ responded favorably	▼ 2 from Spring 2021	🔖
At this school, discipline is fair.			

QUESTION	91%ⓘ responded favorably	0 from Spring 2021	🔖
My child is safe in the neighborhood around the school.			

Staff

Highest Rated Topic:

Climate of Support for Academic Learning	95%		40th–59th percentile	▼ 1

Highest Rated Questions:

QUESTION			
emphasizes helping students academically when they need it.	99%	0 from Spring 2021	
The school rules are fair.	97% responded favorably	▼ 2 from Spring 2021	
is a supportive and inviting place for students to learn.	97% responded favorably	▼ 1 from Spring 2021	

Lowest Rated Topic:

Safety	76%		40th–59th percentile	▼ 13

Lowest Rated Questions:

QUESTION			
lack of respect of staff by students?	70% responded favorably	▼ 17 from Spring 2021	
How many adults at this school have close professional relationships with one another?	65% responded favorably	▼ 2 from Spring 2021	
disruptive student behavior?	53% responded favorably	▼ 25 from Spring 2021	

Would Our Educational Partners Recommend MPS to Others?

Overall Satisfaction Rate

In addition to the CORE Districts survey questions, MPS also asks our educational partners a single "overall school experience" question to measure their 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 educational partners' 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 2021-22, MPS had an average overall satisfaction rate of **79%** for students, **96%** for families, and **90%** for staff. (Last year the average overall satisfaction rates were 86%, 98%, and 94% respectively.)

Students

2021-22 MPS Overall Satisfaction Rates - Students

School	2021-22
MSA-1	66%
MSA-2	88%
MSA-3	76%
MSA-4	82%
MSA-5	81%
MSA-6	91%
MSA-7	88%
MSA-BELL	86%
MSA-SD	78%
MSA-SA	75%
AVERAGE	79%
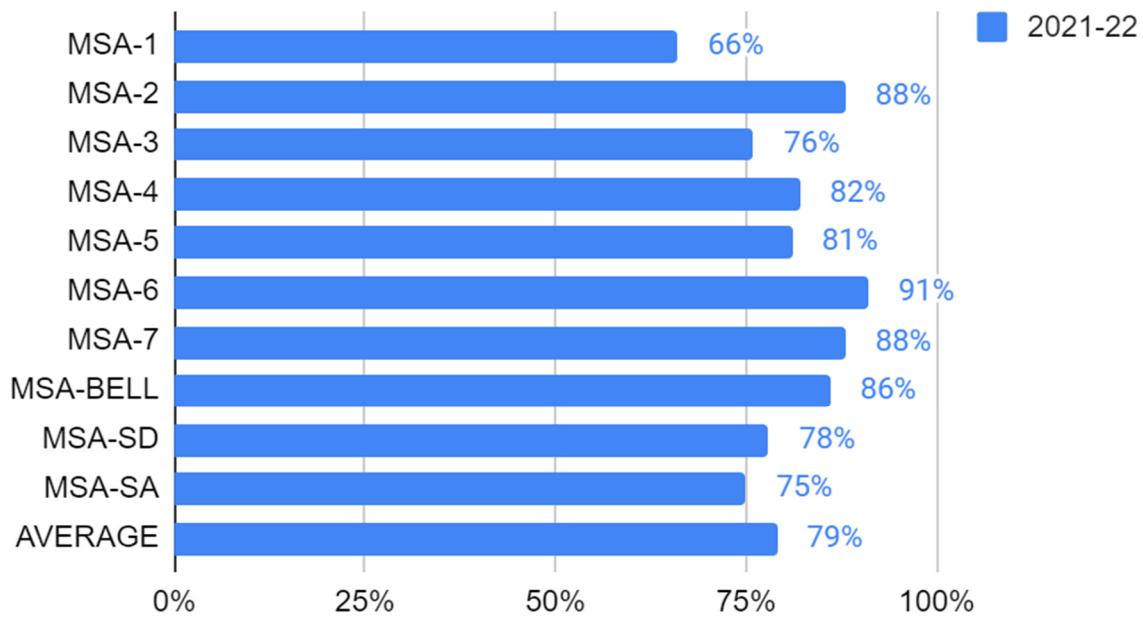
Families

2021-22 MPS Overall Satisfaction Rates - Families
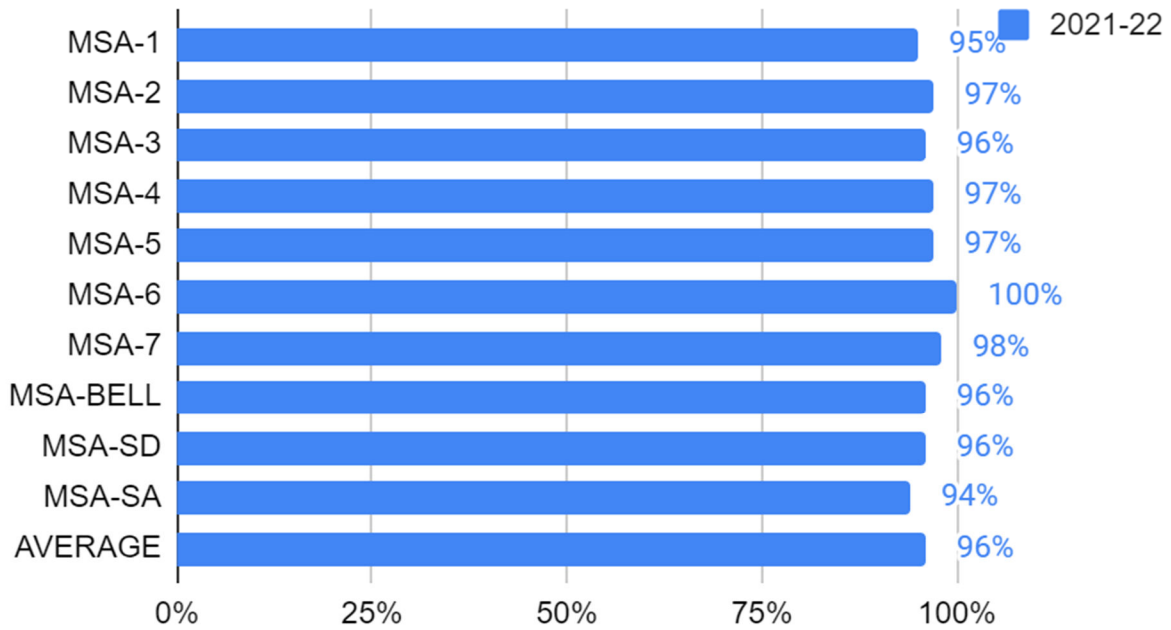
	2021-22
MSA-1	95%
MSA-2	97%
MSA-3	96%
MSA-4	97%
MSA-5	97%
MSA-6	100%
MSA-7	98%
MSA-BELL	96%
MSA-SD	96%
MSA-SA	94%
AVERAGE	96%

Staff

2021-22 MPS Overall Satisfaction Rates - Staff

	2021-22
MSA-1	74%
MSA-2	98%
MSA-3	87%
MSA-4	100%
MSA-5	96%
MSA-6	92%
MSA-7	90%
MSA-BELL	93%
MSA-SD	100%
MSA-SA	91%
AVERAGE	90%
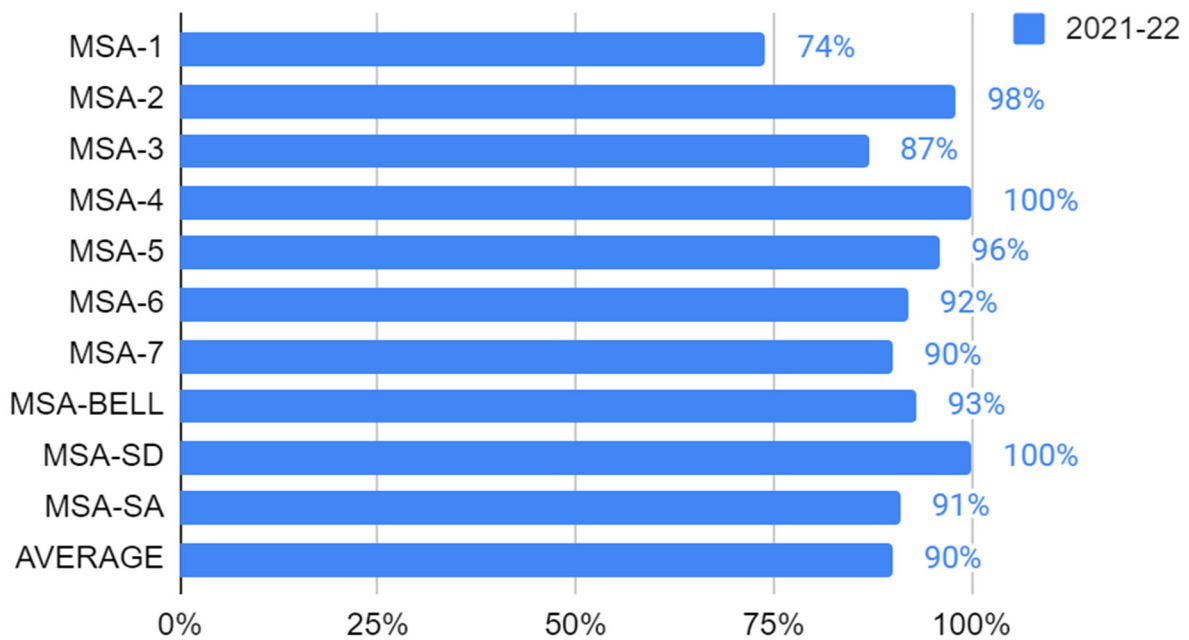
Historical Overall Satisfaction Rates

Considering the last five years, MPS has an upward trend in overall educational partners 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					
	2017-18	2018-19	2019-20	2020-21	2021-22
MSA-1	72%	75%	73%	84%	66%
MSA-2	72%	75%	83%	88%	88%
MSA-3	66%	65%	55%	77%	76%
MSA-4	78%	64%	73%	91%	82%
MSA-5	78%	87%	77%	90%	81%
MSA-6	77%	78%	82%	90%	91%
MSA-7	86%	89%	89%	87%	88%
MSA-BELL	80%	85%	82%	88%	86%
MSA-SD	76%	64%	80%	89%	78%
MSA-SA	64%	66%	77%	84%	75%
AVERAGE	73%	74%	76%	86%	79%

MPS Historical Overall Satisfaction Rates - Students
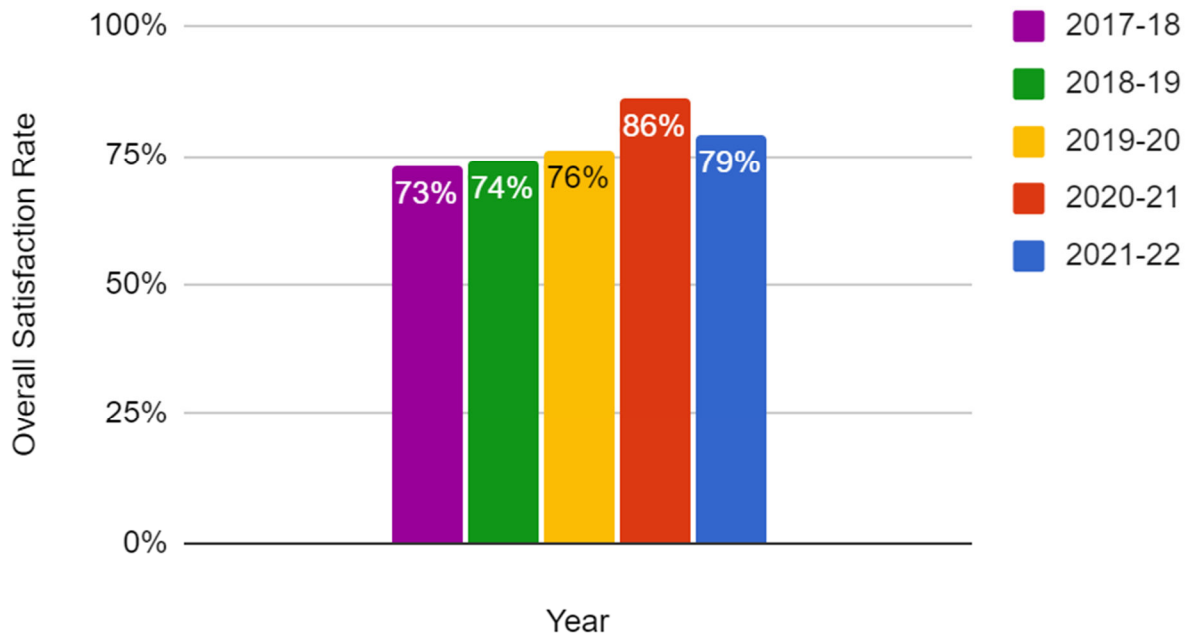
Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	95%	95%	94%	97%	95%
MSA-2	91%	93%	93%	99%	97%
MSA-3	87%	90%	76%	95%	96%
MSA-4	98%	93%	96%	99%	97%
MSA-5	98%	97%	97%	99%	97%
MSA-6	96%	97%	98%	100%	100%
MSA-7	99%	98%	98%	100%	98%
MSA-BELL	97%	94%	96%	99%	96%
MSA-SD	92%	92%	95%	97%	96%
MSA-SA	89%	90%	94%	98%	94%
AVERAGE	93%	94%	93%	98%	96%

MPS Historical Overall Satisfaction Rates - Families
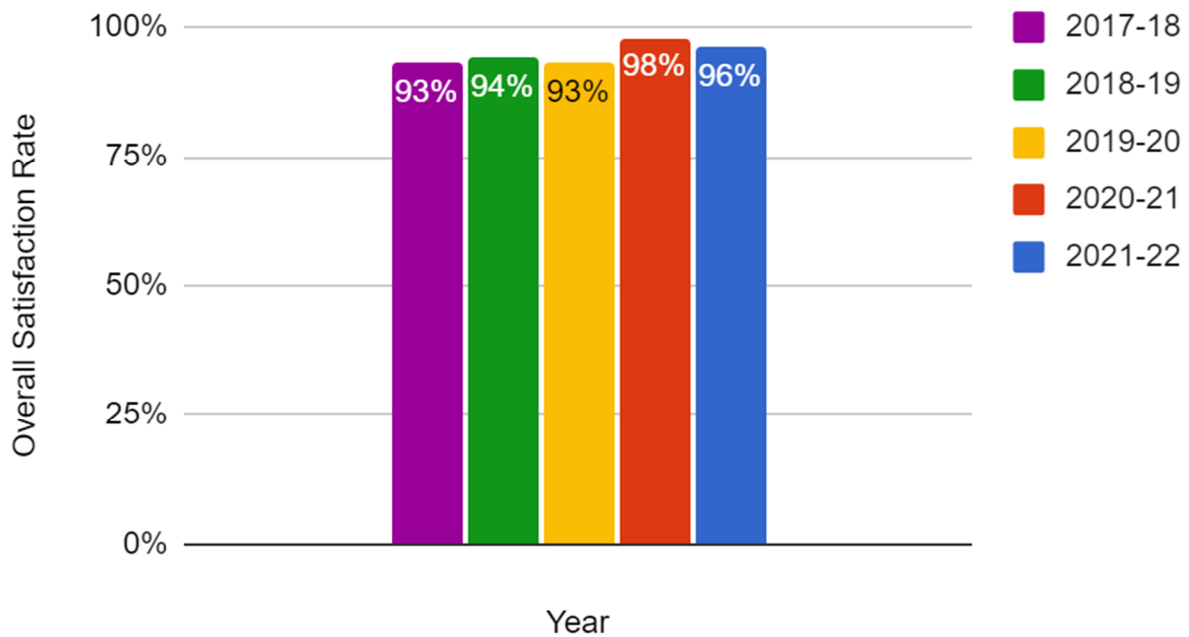
Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2017-18	2018-19	2019-20	2020-21	**2021-22**
MSA-1	93%	84%	89%	98%	74%
MSA-2	83%	77%	98%	98%	98%
MSA-3	78%	83%	69%	95%	87%
MSA-4	89%	87%	82%	93%	100%
MSA-5	100%	100%	96%	96%	96%
MSA-6	100%	93%	100%	92%	92%
MSA-7	89%	95%	93%	97%	90%
MSA-BELL	75%	95%	95%	98%	93%
MSA-SD	88%	83%	100%	100%	100%
MSA-SA	51%	75%	84%	78%	91%
AVERAGE	81%	85%	89%	94%	90%

MPS Historical Overall Satisfaction Rates - Staff
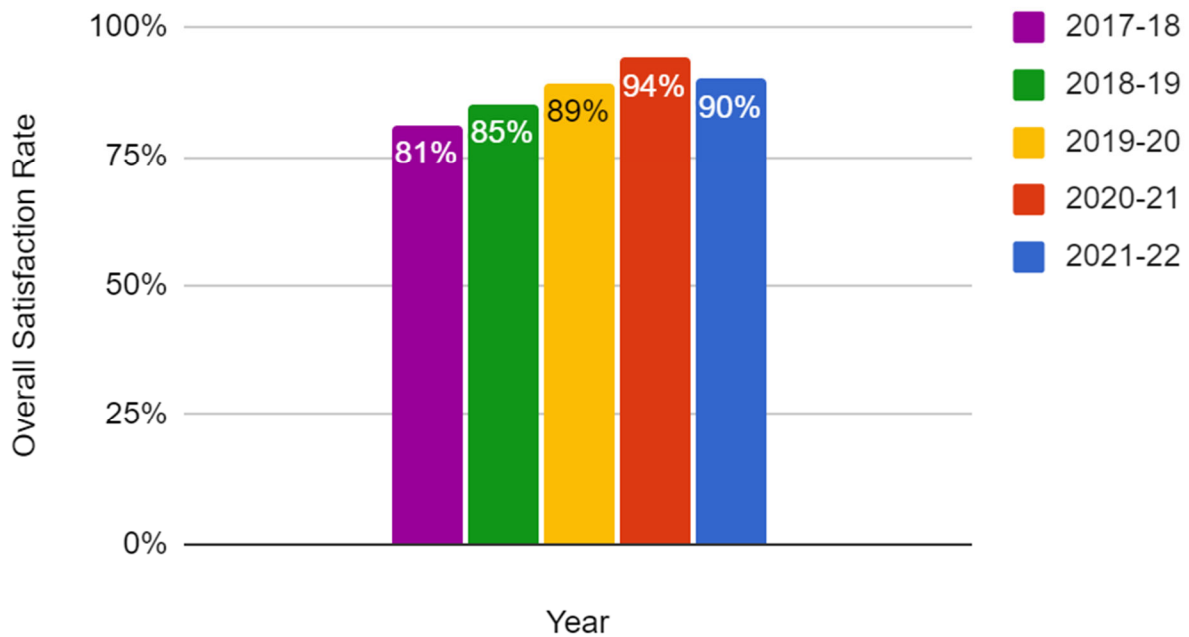
What Does MPS Do With Free Response Comments?

Free Response Questions

In addition to the CORE Districts survey questions and the overall satisfaction question, MPS asks all educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners. 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 educational partners 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 educational partners 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, OC Dept., Academic Dept., HR Dept.
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 "Educational Partners Survey Highlights" templates.
   a. Student survey: Academic team **(J. Hernandez)**
   b. Family survey: PACE team **(Dr. Lopez)**
   c. Staff survey: HR team **(D. Hajmeirza)**
4. **Agenda:** (45-60 min)
   a. 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/O. Polat)**
   b. 7 min Review student survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(J. Hernandez)**
   c. 7 min Review family survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(Dr. Lopez)**
   d. 7 min Review staff survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(D. Hajmeirza)**
   e. 7-10 min In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. **(A. Rubalcava/E. Acar)**
   f. 10-15 min In collaboration with the school team, discuss Next Steps based on Grows and suggestions. **(A. Rubalcava/E. Acar)**
   g. 5-7 min Closure
      1. Summarize possible Next Steps; and **(A. Rubalcava/E. Acar)**
      2. Remind SLTs that they need to complete their "Educational Partners Survey Reflections" templates and present their reflection and next steps to the following groups:
         i. Educational Partners Committee/Board to inform LCAP (due April 1)
         ii. PAC/PTF/SSC/ELAC
         iii. Staff
      3. Remind SLTs to update their 2022-23 LCAP Educational Partners Engagement section. SLTs will respond to three prompts:

1. <u>Prompt 1:</u> A summary of the educational partners engagement process and how the educational partners engagement was considered before finalizing the LCAP.
   a. Include **dates** for survey implementation, survey results discussion, reflection and presentation.
2. <u>Prompt 2:</u> A summary of the feedback provided by specific educational partner groups.
   a. Include highlights **(glows/grows/suggestions)** from each survey separately (student, family, staff).
3. <u>Prompt 3:</u> A description of the aspects of the LCAP that were influenced by specific educational partner input.
   a. Include **identified needs** you will address in the 2022-23 LCAP based on survey feedback as well as **next action steps**;
   b. Write how the feedback influenced your LCAP goals, outcomes, actions, and budget.
4. Thank the participants!
5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school's Next Steps.

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

Student, parent, and staff surveys provide valuable feedback to the employee about educational partners' 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 educational partners' 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 leads 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 educational partners' 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 2021-22. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2021-22 vs. 2020-21														
	Student				Family				Staff					
	2020-21	2021-22	Change	Points	2020-21	2021-22	Change	Points	2020-21	2021-22	Change	Points		TOTAL
MSA-1	72%	58%	-14%	2	95%	91%	-4%	5	92%	73%	-19%	3		10
MSA-2	76%	73%	-3%	4	98%	97%	-1%	5	94%	85%	-9%	4		13
MSA-3	67%	64%	-3%	3	95%	96%	1%	5	85%	80%	-5%	4		12
MSA-4	79%	74%	-5%	4	98%	98%	0%	5	92%	89%	-3%	5		14
MSA-5	76%	70%	-6%	4	97%	96%	-1%	5	93%	92%	-1%	5		14
MSA-6	79%	77%	-2%	4	99%	99%	0%	5	93%	97%	4%	5		14
MSA-7	81%	77%	-4%	4	99%	98%	-1%	5	97%	93%	-4%	5		14
MSA-BELL	79%	72%	-7%	4	97%	96%	-1%	5	92%	84%	-8%	4		13
MSA-SD	76%	66%	-10%	2	97%	96%	-1%	5	95%	92%	-3%	5		12
MSA-SA	76%	70%	-6%	4	96%	94%	-2%	5	84%	88%	4%	5		14
MPS	75%	68%	-7%	3	97%	96%	-1%	5	91%	85%	-6%	4		12

2021-22 Evaluation Points Based on the Educational Partners Survey Results
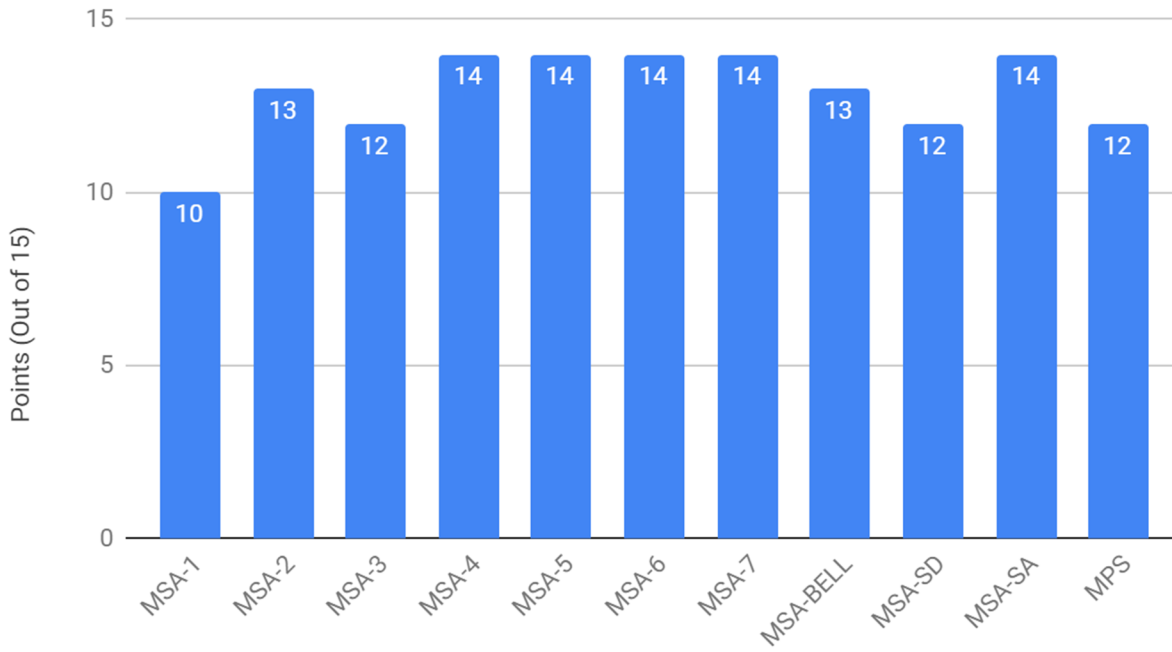
Exhibits (Attachments)

- Panorama 2021-22 MPS Average Approval Rates by Question *(Student, Family, Staff)*

- Panorama 2021-22 MPS Detailed Survey Reports *(Student, Family, Staff)*

- MPS 2021-22 Educational Partners Survey Reflections *(one from each school)*

‹ Summary

Spring 2022
Secondary Student Survey

All questions

Based on **2,918** responses

How did students respond to each question?

Sorted by Question score ⌄   Highest to lowest ⌄

QUESTION	
QUESTION	
Teachers give students a chance to take part in classroom discussions or activities.	**83** % ⓘ responded favorably
QUESTION	
Been afraid of being beaten up?	**82** % ⓘ responded favorably
QUESTION	
This school clearly informs students what would happen if they break school rules.	**79** % ⓘ responded favorably
QUESTION	
My teachers work hard to help me with my schoolwork when I need it.	**79** % ⓘ responded favorably
QUESTION	
Overall, I am satisfied and would recommend this school to other students.	**78** % ⓘ responded favorably
QUESTION	
Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**77** % ⓘ responded favorably
QUESTION	
This school makes it clear how students are expected to act.	**75** % ⓘ responded favorably

QUESTION

Need Help?

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

75 % ⓘ
responded favorably

QUESTION

> This school promotes academic success for all students.

74 % ⓘ
responded favorably

QUESTION

> Had sexual jokes, comments, or gestures made to you?

73 % ⓘ
responded favorably

QUESTION

> Rules in this school are made clear to students.

73 % ⓘ
responded favorably

QUESTION

> Students know what the rules are.

71 % ⓘ
responded favorably

QUESTION

> This school is a supportive and inviting place for students to learn.

71 % ⓘ
responded favorably

QUESTION

> Teachers go out of their way to help students.

70 % ⓘ
responded favorably

QUESTION

> Students know how they are expected to act.

68 % ⓘ
responded favorably

QUESTION

> Had mean rumors or lies spread about you?

66 % ⓘ
responded favorably

QUESTION

> Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?

66 % ⓘ
responded favorably

QUESTION

> Been made fun of because of your looks or the way you talk?

64 % ⓘ
responded favorably

Need Help?

QUESTION

QUESTION

Adults at this school treat all students with respect.

63 % ⓘ
responded
favorably

QUESTION

I feel close to people at this school.

63 % ⓘ
responded
favorably

QUESTION

How safe do you feel when you are at school?

62 % ⓘ
responded
favorably

QUESTION

The teachers at this school treat students fairly.

60 % ⓘ
responded
favorably

QUESTION

I feel safe in my school.

58 % ⓘ
responded
favorably

QUESTION

I am happy to be at this school.

55 % ⓘ
responded
favorably

QUESTION

The school rules are fair.

54 % ⓘ
responded
favorably

QUESTION

All students are treated fairly when they break school rules.

52 % ⓘ
responded
favorably

QUESTION

I feel like I am part of this school.

52 % ⓘ
responded
favorably

QUESTION

Students treat teachers with respect.

39 % ⓘ
responded
favorably

Need Help?

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Need Help?

‹ Summary

Spring 2022
Elementary Student Survey

All questions

Based on **252** responses

How did students respond to each question?

Sorted by Question score ⌄   Highest to lowest ⌄

QUESTION		
❯ Does this school help all students be successful in school?	**92** % ⓘ responded favorably	🔖
❯ Do teachers and other grown-ups at school treat students with respect?	**90** % ⓘ responded favorably	🔖
❯ Are the school rules fair?	**89** % ⓘ responded favorably	🔖
❯ Overall, I am satisfied and would recommend this school to other students.	**88** % ⓘ responded favorably	🔖
❯ Do teachers treat students fairly at school?	**88** % ⓘ responded favorably	🔖
❯ Does this school clearly tell students what would happen if they break school rules?	**86** % ⓘ responded favorably	🔖
❯ Do students know what the rules are?	**84** % ⓘ responded favorably	🔖

QUESTION
❯

Need Help?

❯ Are rules in this school made clear to students?

84 % ⓘ
responded
favorably

QUESTION
❯ Do teachers go out of their way to help students?

83 % ⓘ
responded
favorably

QUESTION
❯ Do your teachers work hard to help you with your schoolwork when you need it?

82 % ⓘ
responded
favorably

QUESTION
❯ Are you happy to be at this school?

81 % ⓘ
responded
favorably

QUESTION
❯ Do you feel like you are part of this school?

81 % ⓘ
responded
favorably

QUESTION
❯ Do other kids at this school ever tease you about the way you talk?

81 % ⓘ
responded
favorably

QUESTION
❯ Do you feel safe at school?

80 % ⓘ
responded
favorably

QUESTION
❯ Do teachers give students a chance to take part in classroom discussions or activities?

78 % ⓘ
responded
favorably

QUESTION
❯ Do students treat teachers with respect?

76 % ⓘ
responded
favorably

QUESTION
❯ Do other kids at this school ever tease you about what your body looks like?

75 % ⓘ
responded
favorably

QUESTION
❯ Do other kids steal or damage your things, like your clothing or your books?

75 % ⓘ
responded
favorably

Need Help?

QUESTION

> Do adults at school encourage you to work hard so you can be successful?

73 % ⓘ
responded favorably

QUESTION

> Do students know how they are expected to act?

71 % ⓘ
responded favorably

QUESTION

> Are students treated fairly when they break school rules?

68 % ⓘ
responded favorably

QUESTION

> Do you feel close to people at school?

64 % ⓘ
responded favorably

QUESTION

> Do other kids at school spread mean rumors or lies about you?

63 % ⓘ
responded favorably

QUESTION

> Do other kids hit or push you at school when they are not just playing around?

61 % ⓘ
responded favorably

QUESTION

> Are you afraid of being beaten up at school?

58 % ⓘ
responded favorably

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Need Help?

‹ Summary

🏠 **Spring 2022**
Family Survey

All questions

Based on **1,934** 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		

Need Help?

❯ School staff is helpful.

98% ⓘ
responded
favorably

0
from Spring
2021

QUESTION

❯ School staff treats me with respect.

98% ⓘ
responded
favorably

0
from Spring
2021

QUESTION

❯ This school provides high quality instruction to my child.

98% ⓘ
responded
favorably

▲ **1**
from Spring
2021

QUESTION

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

97% ⓘ
responded
favorably

▼ **1**
from Spring
2021

QUESTION

❯ This school has high expectations for all students.

97% ⓘ
responded
favorably

0
from Spring
2021

QUESTION

❯ This school clearly informs students what would happen if they break school rules.

96% ⓘ
responded
favorably

▼ **2**
from Spring
2021

QUESTION

❯ I feel welcome to participate at this school.

96% ⓘ
responded
favorably

▼ **2**
from Spring
2021

QUESTION

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

96% ⓘ
responded
favorably

▼ **2**
from Spring
2021

QUESTION

❯ My child is safe on school grounds.

95% ⓘ
responded
favorably

▼ **1**
from Spring
2021

QUESTION

❯ School staff responds to my needs in a timely manner.

95% ⓘ
responded
favorably

▼ **1**
from Spring
2021

QUESTION

❯ School staff takes my concerns seriously.

95% ⓘ
responded
favorably

▼ **1**
from Spring
2021

QUESTION

Need Help?

> **QUESTION**
> School staff welcomes my suggestions.

95 % ⓘ
responded
favorably

▼ **2**
from Spring
2021

> **QUESTION**
> At this school, discipline is fair.

93 % ⓘ
responded
favorably

▼ **2**
from Spring
2021

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

91 % ⓘ
responded
favorably

0
from Spring
2021

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Need Help?

‹ Summary

Spring 2022
Staff Survey

All questions

Based on **356** responses

How did teachers & staff respond to each question?

Sorted by   Question score ⌄   Highest to lowest ⌄

QUESTION	Unscored
❯ Are you a classroom teacher?	

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

QUESTION	Unscored
❯ Migrant education students	

QUESTION	Unscored
❯ Special education students	

QUESTION	Unscored
❯ English language learners	

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

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

Need Help?

QUESTION   Unscored

❯ What is your race or ethnicity?

QUESTION

❯ emphasizes helping students academically when they need it.

99 % ⓘ
responded favorably

0
from Spring 2021

QUESTION

❯ The school rules are fair.

97 % ⓘ
responded favorably

▼ **2**
from Spring 2021

QUESTION

❯ is a supportive and inviting place for students to learn.

97 % ⓘ
responded favorably

▼ **1**
from Spring 2021

QUESTION

❯ promotes academic success for all students.

96 % ⓘ
responded favorably

0
from Spring 2021

QUESTION

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

95 % ⓘ
responded favorably

0
from Spring 2021

QUESTION

❯ Adults at this school treat all students with respect.

94 % ⓘ
responded favorably

▼ **4**
from Spring 2021

QUESTION

❯ emphasizes teaching lessons in ways relevant to students.

94 % ⓘ
responded favorably

▼ **3**
from Spring 2021

QUESTION

❯ racial/ethnic conflict among students?

92 % ⓘ
responded favorably

▼ **5**
from Spring 2021

QUESTION

❯ This school promotes trust and collegiality among staff.

91 % ⓘ
responded favorably

▼ **3**
from Spring 2021

QUESTION

❯ This school is a supportive and inviting place for staff to work.

91 % ⓘ
responded favorably

▼ **2**
from Spring 2021

Need Help?

QUESTION

physical fighting between students?

90 % ⓘ
responded favorably

▼ **5**
from Spring 2021

QUESTION

How many adults at this school support and treat each other with respect?

90 % ⓘ
responded favorably

0
from Spring 2021

QUESTION

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

90 % ⓘ
responded favorably

▼ **4**
from Spring 2021

QUESTION

sets high standards for academic performance for all students.

89 % ⓘ
responded favorably

▼ **1**
from Spring 2021

QUESTION

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

86 % ⓘ
responded favorably

▼ **9**
from Spring 2021

QUESTION

Students know how they are expected to act.

86 % ⓘ
responded favorably

▼ **11**
from Spring 2021

QUESTION

Students know what the rules are.

85 % ⓘ
responded favorably

▼ **9**
from Spring 2021

QUESTION

Rules in this school are made clear to students.

85 % ⓘ
responded favorably

▼ **7**
from Spring 2021

QUESTION

This school handles discipline problems fairly.

84 % ⓘ
responded favorably

▼ **6**
from Spring 2021

QUESTION

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

83 % ⓘ
responded favorably

▼ **3**
from Spring 2021

QUESTION

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

79 % ⓘ
responded favorably

▼ **6**
from Spring 2021

Need Help?

QUESTION

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

76% ⓘ
responded favorably

▼ **5**
from Spring 2021

QUESTION

> harassment or bullying among students?

75% ⓘ
responded favorably

▼ **13**
from Spring 2021

QUESTION

> This school effectively handles student discipline and behavioral problems.

72% ⓘ
responded favorably

▼ **13**
from Spring 2021

QUESTION

> lack of respect of staff by students?

70% ⓘ
responded favorably

▼ **17**
from Spring 2021

QUESTION

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

65% ⓘ
responded favorably

▼ **2**
from Spring 2021

QUESTION

> disruptive student behavior?

53% ⓘ
responded favorably

▼ **25**
from Spring 2021

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Need Help?

MPS

Secondary Student Survey
Spring 2022

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**75%**	⚪ ⚪ 🟢 ⚪ ⚪ 40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**64%**	⚪ ⚪ 🟢 ⚪ ⚪ 40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**78%**	
Safety	**69%**	⚪ ⚪ 🟢 ⚪ ⚪ 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**58%**	⚪ ⚪ 🟢 ⚪ ⚪ 40th - 59th percentile compared to others in the CORE Districts dataset

2,918 responses

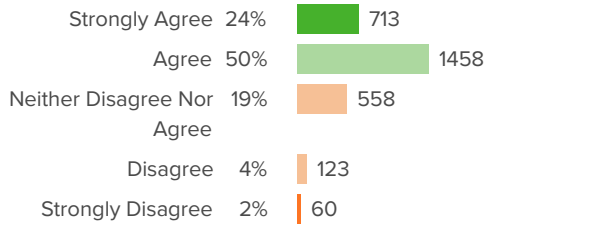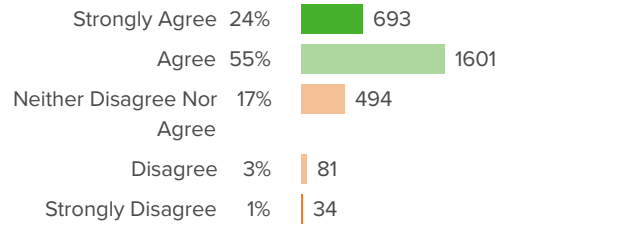# Climate of Support for Academic Learning

Your average

75%

2,918 responses

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.

Strongly Agree	24%	713
Agree	50%	1458
Neither Disagree Nor Agree	19%	558
Disagree	4%	123
Strongly Disagree	2%	60

Favorable: **75%**

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

Strongly Agree	24%	693
Agree	55%	1601
Neither Disagree Nor Agree	17%	494
Disagree	3%	81
Strongly Disagree	1%	34

Favorable: **79%**

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

Strongly Agree	24%	703
Agree	59%	1700
Neither Disagree Nor Agree	14%	407
Disagree	2%	65
Strongly Disagree	1%	30
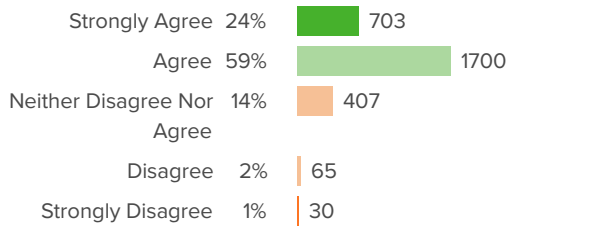
Favorable: **83%**

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

Strongly Agree	22%	629
Agree	53%	1520
Neither Disagree Nor Agree	21%	602
Disagree	4%	104
Strongly Disagree	1%	35
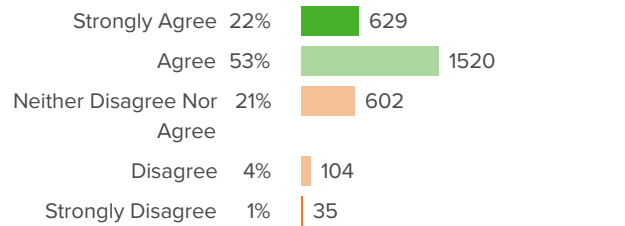
Favorable: **74%**

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

Strongly Agree	20%	589
Agree	51%	1477
Neither Disagree Nor Agree	22%	641
Disagree	4%	127
Strongly Disagree	2%	64
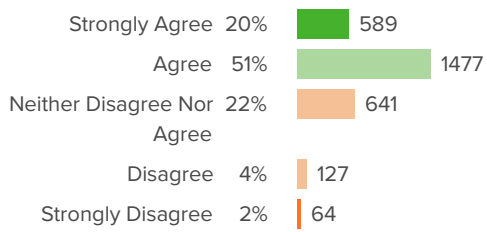
Favorable: **71%**

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

Strongly Agree	18%	526
Agree	52%	1499
Neither Disagree Nor Agree	24%	706
Disagree	5%	130
Strongly Disagree	1%	42
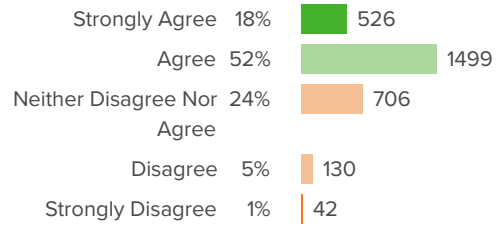
Favorable: **70%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

64%

2,918 responses

How did people respond?

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

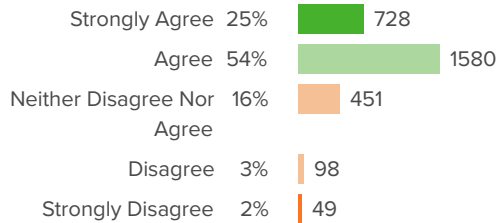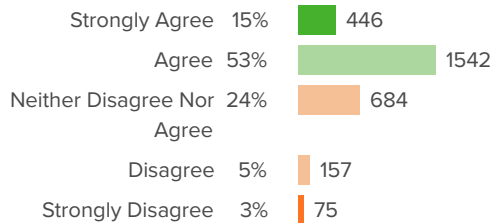|		
Strongly Agree	25%	728
Agree	54%	1580
Neither Disagree Nor Agree	16%	451
Disagree	3%	98
Strongly Disagree	2%	49

Favorable: **79%**

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

Strongly Agree	20%	580
Agree	53%	1548
Neither Disagree Nor Agree	20%	591
Disagree	5%	131
Strongly Disagree	2%	59
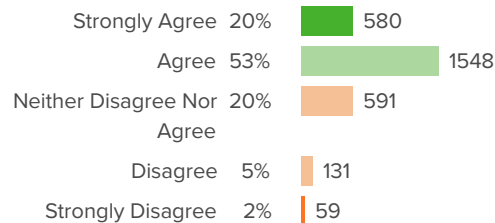
Favorable: **73%**

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

Strongly Agree	15%	446
Agree	53%	1542
Neither Disagree Nor Agree	24%	684
Disagree	5%	157
Strongly Disagree	3%	75

Favorable: **68%**

Q.4: Students know what the rules are.

Strongly Agree	16%	466
Agree	55%	1595
Neither Disagree Nor Agree	23%	653
Disagree	4%	127
Strongly Disagree	2%	56
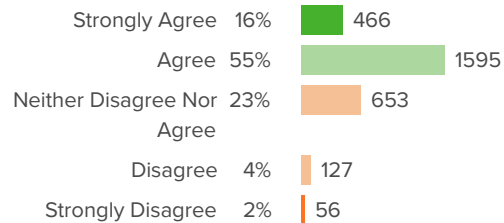
Favorable: **71%**

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

Strongly Agree	19%	561
Agree	56%	1624
Neither Disagree Nor Agree	21%	602
Disagree	3%	72
Strongly Disagree	2%	43
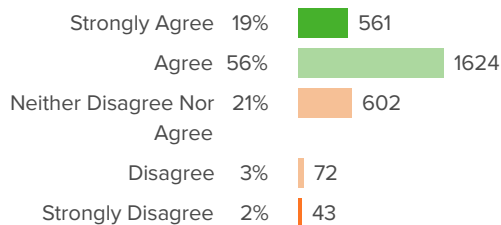
Favorable: **75%**

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

Strongly Agree	17%	507
Agree	45%	1318
Neither Disagree Nor Agree	26%	754
Disagree	8%	229
Strongly Disagree	3%	95
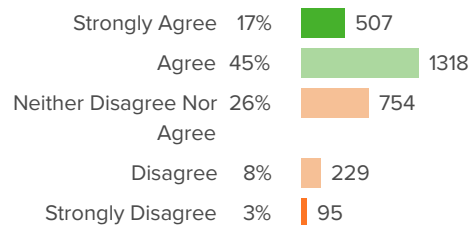
Favorable: **63%**

Q.7: Students treat teachers with respect.

Strongly Agree	8%	234
Agree	31%	887
Neither Disagree Nor Agree	43%	1241
Disagree	13%	372
Strongly Disagree	6%	161
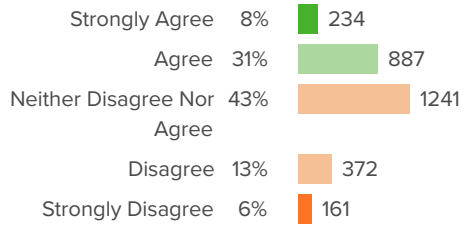
Favorable: **39%**

Q.8: The school rules are fair.

Strongly Agree	11%	322
Agree	43%	1244
Neither Disagree Nor Agree	31%	913
Disagree	10%	277
Strongly Disagree	5%	150
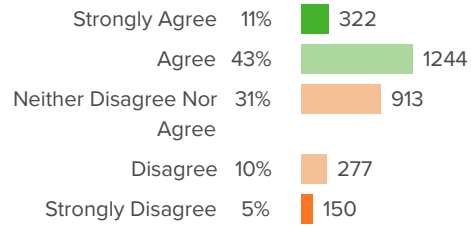
Favorable: **54%**

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

Strongly Agree	11%	312
Agree	42%	1207
Neither Disagree Nor Agree	32%	923
Disagree	11%	332
Strongly Disagree	5%	134
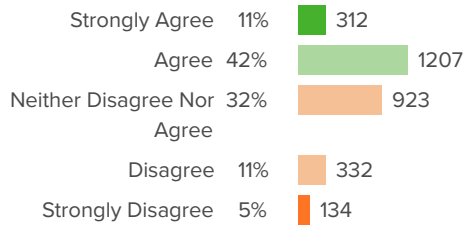
Favorable: **52%**

OVERALL SCHOOL EXPERIENCE

Your average

78%

2,918 responses

How did people respond?

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

Strongly Agree	20%	573
Agree	58%	1689
Disagree	15%	446
Strongly Disagree	7%	194

Favorable: **78%**

Safety
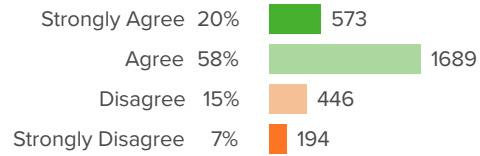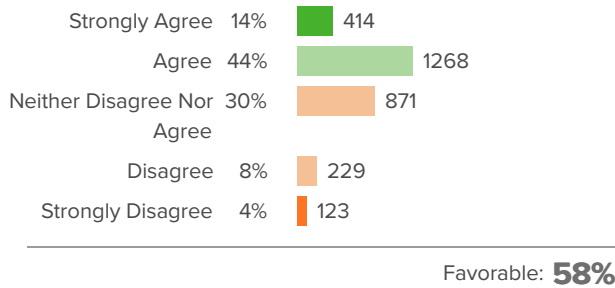
Your average

69%

2,918 responses

How did people respond?

Q.1: I feel safe in my school.
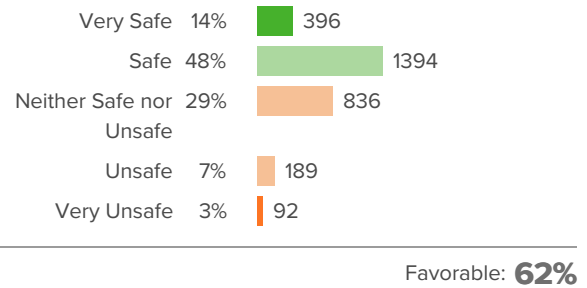
Strongly Agree	14%	414
Agree	44%	1268
Neither Disagree Nor Agree	30%	871
Disagree	8%	229
Strongly Disagree	4%	123

Favorable: **58%**

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

Very Safe	14%	396
Safe	48%	1394
Neither Safe nor Unsafe	29%	836
Unsafe	7%	189
Very Unsafe	3%	92

Favorable: **62%**

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

0 Times	66%	1920
1 Time	15%	423
2 or 3 Times	11%	306
4 or More Times	9%	258

Favorable: **66%**

Q.4: Been afraid of being beaten up?

0 Times	82%	2367
1 Time	10%	298
2 or 3 Times	5%	129
4 or More Times	4%	104

Favorable: **82%**

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

0 Times	66%	1904
1 Time	17%	480
2 or 3 Times	9%	271
4 or More Times	8%	243

Favorable: **66%**

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

0 Times	73%	2128
1 Time	10%	278
2 or 3 Times	7%	203
4 or More Times	10%	289

Favorable: **73%**

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

0 Times	64%	1868
1 Time	15%	433
2 or 3 Times	9%	260
4 or More Times	12%	336
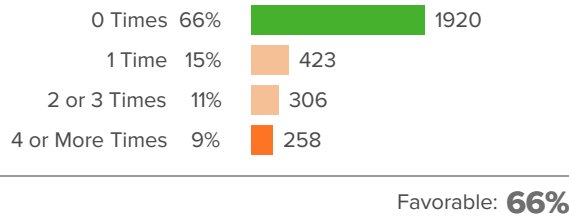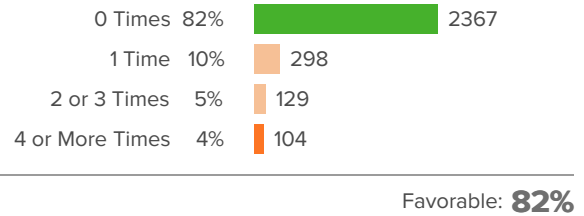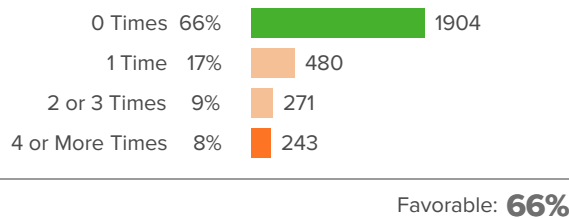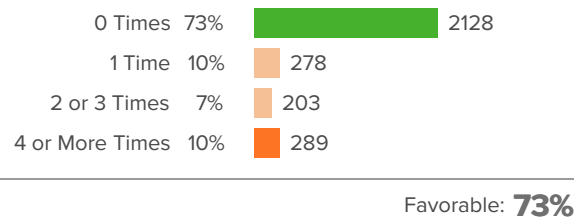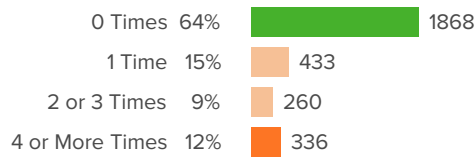
Favorable: **64%**

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

0 Times	77%	2240
1 Time	14%	405
2 or 3 Times	6%	173
4 or More Times	3%	81
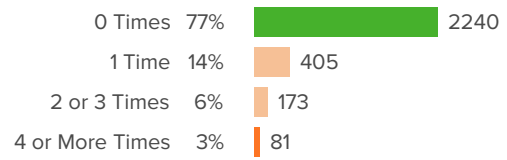
Favorable: **77%**

Sense of Belonging (School Connectedness)

Your average

58%

2,918 responses

How did people respond?

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

Strongly Agree	22%	640
Agree	41%	1180
Neither Disagree Nor Agree	26%	765
Disagree	7%	202
Strongly Disagree	4%	115
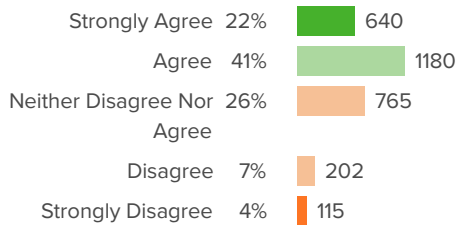
Favorable: **63%**

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

Strongly Agree	19%	541
Agree	36%	1049
Neither Disagree Nor Agree	31%	911
Disagree	8%	224
Strongly Disagree	6%	169
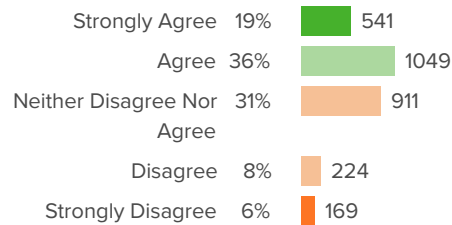
Favorable: **55%**

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

Strongly Agree	13%	382
Agree	39%	1140
Neither Disagree Nor Agree	34%	992
Disagree	9%	266
Strongly Disagree	4%	129
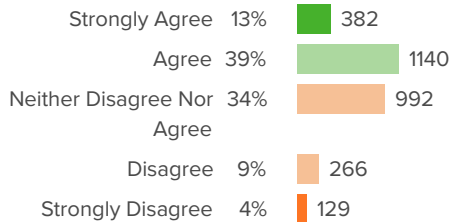
Favorable: **52%**

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

Strongly Agree	15%	444
Agree	44%	1289
Neither Disagree Nor Agree	27%	794
Disagree	9%	260
Strongly Disagree	4%	118
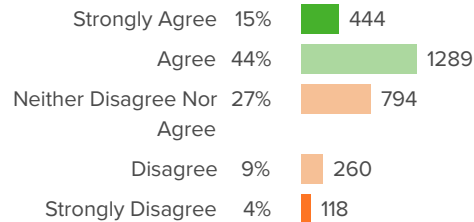
Favorable: **60%**

Q.5: I feel safe in my school.

Strongly Agree	14%	414
Agree	44%	1268
Neither Disagree Nor Agree	30%	871
Disagree	8%	229
Strongly Disagree	4%	123
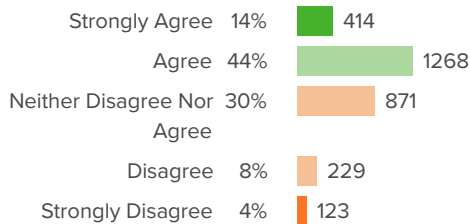
Favorable: **58%**

MPS

Elementary Student Survey
Spring 2022

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**82%**	🔘 🟠 🔘 🔘 🔘 20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**81%**	🔘 🔘 🟢 🔘 🔘 40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**88%**	
Safety	**70%**	🔘 🔘 🔘 🔘 🟢 80th - 99th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**79%**	🔘 🔘 🟢 🔘 🔘 40th - 59th percentile compared to others in the CORE Districts dataset

252 responses

Climate of Support for Academic Learning

Your average

82%

252 responses

How did people respond?

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

Yes, all of the time	52%	132
Yes, most of the time	21%	53
Yes, some of the time	22%	55
No, never	5%	12
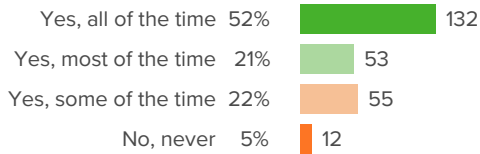
Favorable: **73%**

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

Yes, all of the time	57%	142
Yes, most of the time	25%	64
Yes, some of the time	16%	41
No, never	2%	4
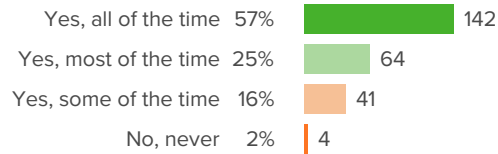
Favorable: **82%**

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

Yes, all of the time	44%	110
Yes, most of the time	35%	87
Yes, some of the time	18%	46
No, never	4%	9
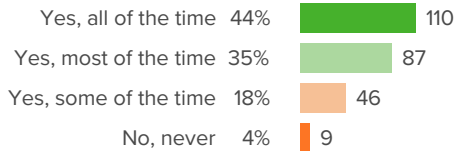
Favorable: **78%**

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

Yes, all of the time	67%	166
Yes, most of the time	25%	63
Yes, some of the time	7%	18
No, never	1%	2
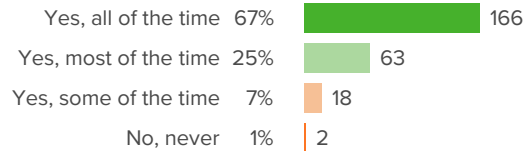
Favorable: **92%**

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

Yes, all of the time	53%	131
Yes, most of the time	31%	76
Yes, some of the time	15%	37
No, never	2%	4
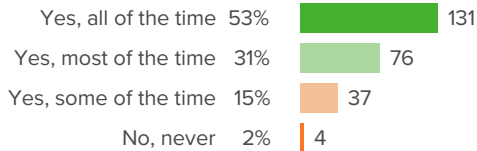
Favorable: **83%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

81%

252 responses

How did people respond?

Q.1: Does this school clearly tell students what would happen if they break school rules?
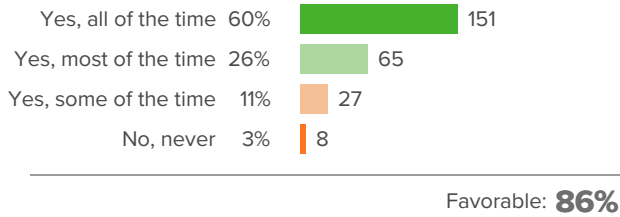
Yes, all of the time	60%	151
Yes, most of the time	26%	65
Yes, some of the time	11%	27
No, never	3%	8

Favorable: **86%**

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

Yes, all of the time	58%	144
Yes, most of the time	26%	64
Yes, some of the time	15%	37
No, never	2%	4

Favorable: **84%**

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

Yes, all of the time	29%	73
Yes, most of the time	42%	104
Yes, some of the time	25%	63
No, never	4%	9

Favorable: **71%**

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

Yes, all of the time	53%	132
Yes, most of the time	31%	78
Yes, some of the time	14%	36
No, never	2%	4

Favorable: **84%**

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

Yes, all of the time	71%	177
Yes, most of the time	18%	46
Yes, some of the time	7%	18
No, never	3%	8

Favorable: **90%**

Q.6: Do students treat teachers with respect?

Yes, all of the time	33%	84
Yes, most of the time	43%	107
Yes, some of the time	22%	55
No, never	2%	5

Favorable: **76%**

Q.7: Are the school rules fair?

Yes, all of the time	65%	164
Yes, most of the time	24%	60
Yes, some of the time	8%	19
No, never	3%	8

Favorable: **89%**

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

Yes, all of the time	40%	99
Yes, most of the time	28%	71
Yes, some of the time	20%	51
No, never	12%	29

Favorable: **68%**
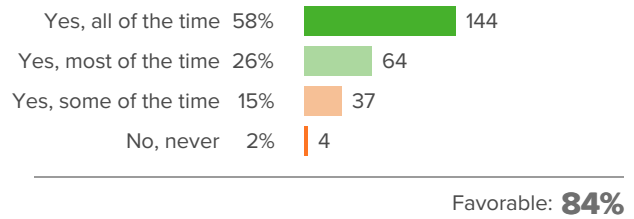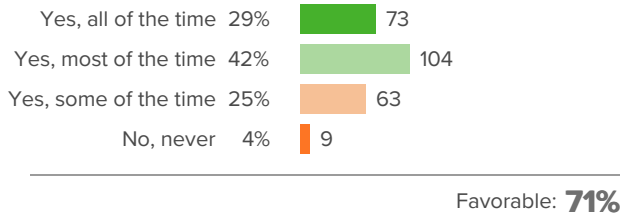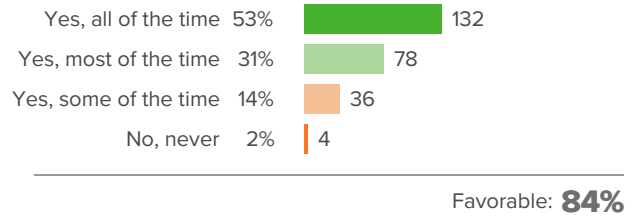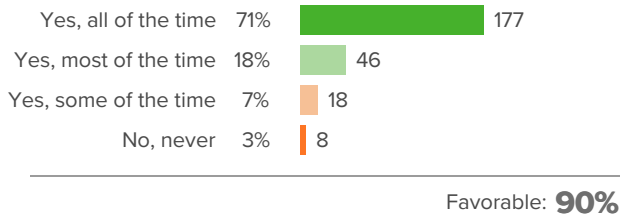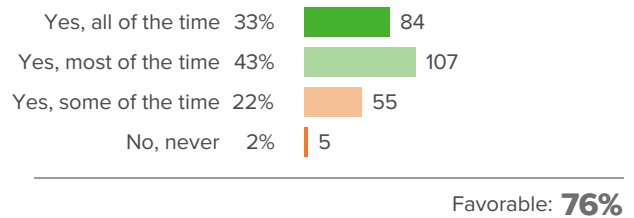
OVERALL SCHOOL EXPERIENCE

Your average

88%

252 responses

How did people respond?

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

Strongly Agree	40%		101
Agree	48%		120
Disagree	6%		16
Strongly Disagree	5%		13
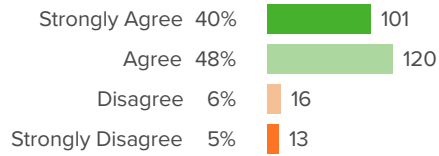
Favorable: **88%**

Safety

Your average

70%

252 responses

How did people respond?

Q.1: Do you feel safe at school?

Yes, all of the time	54%	133
Yes, most of the time	26%	64
Yes, some of the time	15%	38
No, never	5%	12
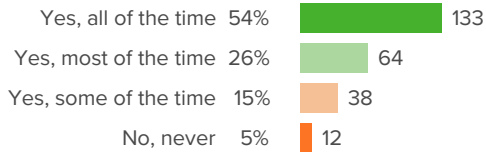
Favorable: **80%**

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

No, never	61%	154
Yes, some of the time	23%	59
Yes, most of the time	12%	29
Yes, all of the time	4%	10
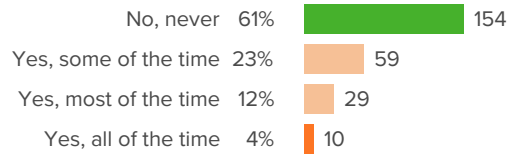
Favorable: **61%**

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

No, never	58%	146
Yes, some of the time	20%	51
Yes, most of the time	7%	18
Yes, all of the time	14%	36
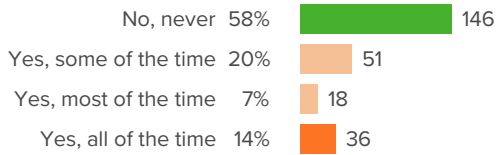
Favorable: **58%**

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

|		
No, never	63%	157
Yes, some of the time	21%	53
Yes, most of the time	8%	19
Yes, all of the time	9%	22
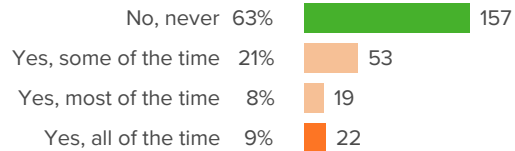
Favorable: **63%**

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

No, never	75%	189
Yes, some of the time	16%	41
Yes, most of the time	5%	13
Yes, all of the time	3%	8
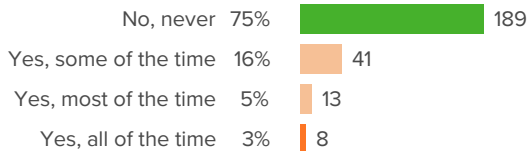
Favorable: **75%**

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

No, never	81%	204
Yes, some of the time	12%	30
Yes, most of the time	4%	10
Yes, all of the time	3%	8
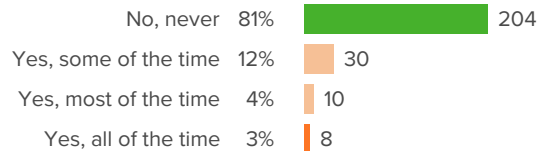
Favorable: **81%**

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

No, never	75%	190
Yes, some of the time	17%	42
Yes, most of the time	4%	9
Yes, all of the time	4%	11
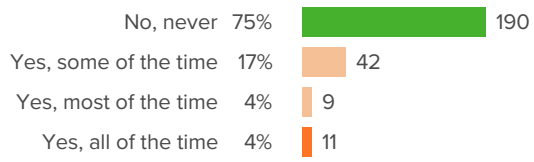
Favorable: **75%**

Sense of Belonging (School Connectedness)

Your average

79%

252 responses

How did people respond?

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

Yes, all of the time	33%	81
Yes, most of the time	31%	78
Yes, some of the time	28%	69
No, never	8%	21
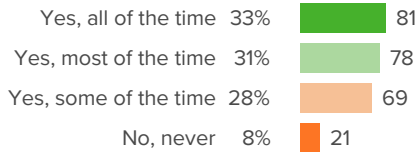
Favorable: **64%**

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

Yes, all of the time	53%	134
Yes, most of the time	28%	70
Yes, some of the time	15%	39
No, never	4%	9
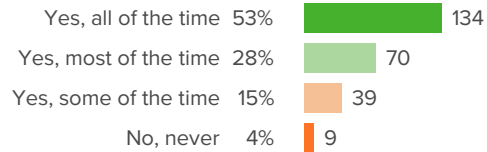
Favorable: **81%**

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

Yes, all of the time	52%	129
Yes, most of the time	29%	73
Yes, some of the time	16%	39
No, never	4%	9
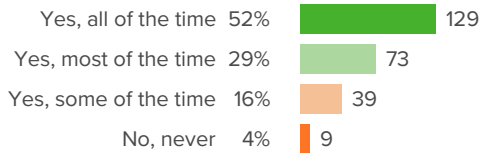
Favorable: **81%**

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

Yes, all of the time	59%	147
Yes, most of the time	29%	72
Yes, some of the time	9%	23
No, never	2%	6
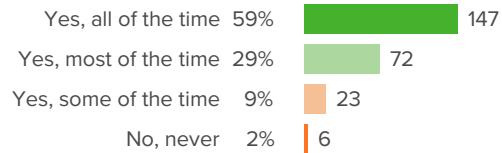
Favorable: **88%**

Q.5: Do you feel safe at school?

Yes, all of the time	54%	133
Yes, most of the time	26%	64
Yes, some of the time	15%	38
No, never	5%	12
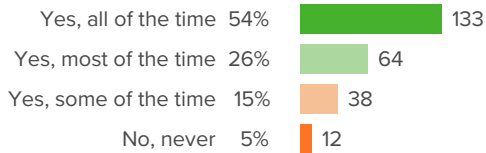
Favorable: **80%**

MPS

Family Survey
Spring 2022

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**98%** ▲ 1 since last survey	⚪ ⚪ ⚪ ⚪ 🟢 80th - 99th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**95%** ▼ 2 since last survey	⚪ ⚪ ⚪ 🟢 ⚪ 60th - 79th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**96%** ▼ 2 since last survey	
Safety	**93%** ▼ 1 since last survey	⚪ ⚪ ⚪ 🟢 ⚪ 60th - 79th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**96%** ▼ 1 since last survey	⚪ ⚪ ⚪ ⚪ 🟢 80th - 99th percentile compared to others in the CORE Districts dataset

1,934 responses

Climate of Support for Academic Learning

Your average

98%

1,934 responses

Change

▲ 1

since last survey

How did people respond?

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

Strongly agree	53%		1015
Agree	44%		843
Disagree	2%		36
Strongly disagree	0%		8
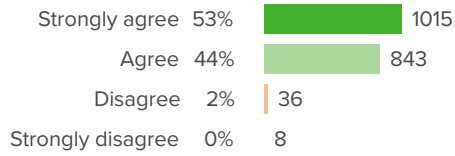
▲ 1 from last survey   Favorable: **98%**

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

Strongly agree	53%		1017
Agree	43%		819
Disagree	3%		55
Strongly disagree	1%		10
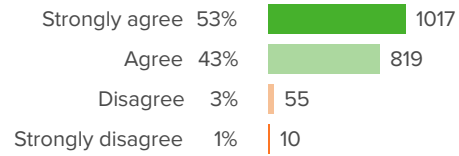
▲ 0 from last survey   Favorable: **97%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

95%

1,934 responses

Change

▼ **2**

since last survey

How did people respond?

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

Strongly agree	55%	1032
Agree	42%	784
Disagree	3%	56
Strongly disagree	1%	15
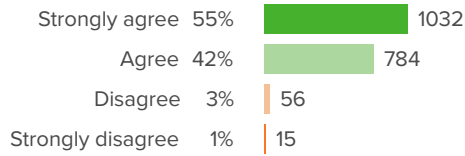
▼ **2** from last survey   Favorable: **96%**

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

Strongly agree	45%	836
Agree	48%	897
Disagree	6%	110
Strongly disagree	2%	30
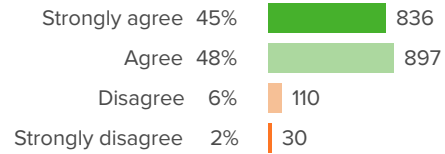
▼ **2** from last survey   Favorable: **93%**

OVERALL SCHOOL EXPERIENCE

Your average

96%

1,934 responses

Change

▼ **2**

since last survey

How did people respond?

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

Strongly Agree	57%	1076
Agree	39%	733
Disagree	3%	59
Strongly Disagree	1%	14
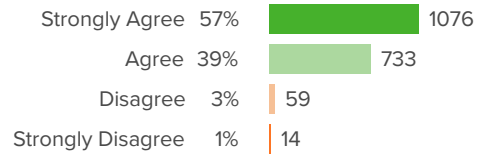
▼ **2** from last survey   Favorable: **96%**

Safety

Your average

93%

1,934 responses

Change

▼ **1**

since last survey

How did people respond?

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

Strongly agree	42%	789
Agree	49%	923
Disagree	7%	126
Strongly disagree	2%	37
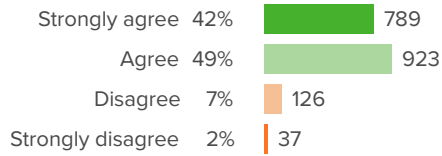
▲ **0** from last survey   Favorable: **91%**

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

Strongly agree	46%	863
Agree	49%	919
Disagree	4%	73
Strongly disagree	1%	17
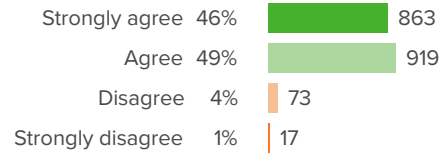
▼ **1** from last survey   Favorable: **95%**

Sense of Belonging (School Connectedness)

Your average

96%

1,934 responses

Change

▼ 1

since last survey

How did people respond?

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

Strongly agree	54%	1014
Agree	43%	805
Disagree	3%	54
Strongly disagree	1%	12
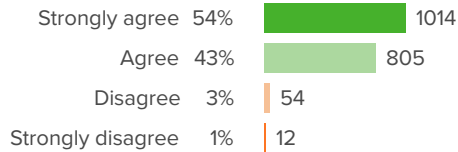
▼ **2** from last survey   Favorable: **96%**

Q.2: School staff treats me with respect.

Strongly agree	62%	1180
Agree	36%	682
Disagree	1%	21
Strongly disagree	0%	8
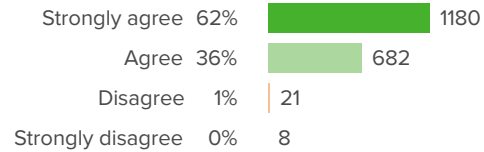
▲ **0** from last survey   Favorable: **98%**

Q.3: School staff takes my concerns seriously.

Strongly agree	54%	1016
Agree	41%	782
Disagree	4%	72
Strongly disagree	1%	15
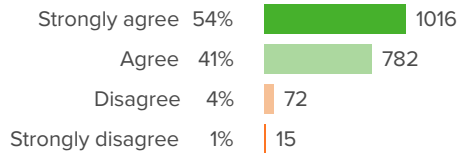
▼ **1** from last survey   Favorable: **95%**

Q.4: School staff welcomes my suggestions.

Strongly agree	44%	826
Agree	51%	967
Disagree	4%	71
Strongly disagree	1%	15
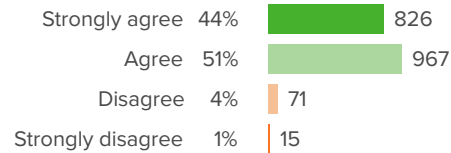
▼ **2** from last survey   Favorable: **95%**

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

Strongly agree	50%	948
Agree	45%	839
Disagree	4%	68
Strongly disagree	1%	24
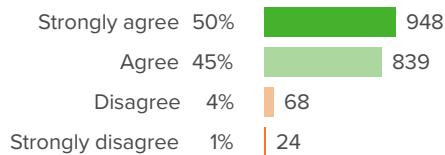
▼ **1** from last survey   Favorable: **95%**

Q.6: School staff is helpful.

Strongly agree	57%	1065
Agree	41%	771
Disagree	2%	32
Strongly disagree	1%	13
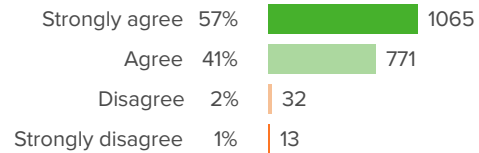
▲ **0** from last survey   Favorable: **98%**

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

Strongly agree	51%		965
Agree	45%		853
Disagree	3%		46
Strongly disagree	1%		11

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

Background Questions

How did people respond?

Q.1: I am a...

Parent of at least one child at this school.	98%	1824
Grandparent, other relative, and/or legal guardian of a child at this school.	1%	24
Not applicable, not sure, or decline to answer.	1%	13

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

Less than one year	18%	345
1 to 2 years	31%	578
3 to 5 years	39%	742
6 to 10 years	10%	193
Over 10 years	1%	10
Not applicable, not sure, or decline to answer	1%	22

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

Yes	72%	1364
No	15%	283
Not applicable, not sure, or decline to answer	13%	236

Q.4: What is your race or ethnicity?

American Indian or Alaska Native	0%	2
Asian	5%	96
Black or African American	6%	106
Hispanic or Latino	70%	1309
Filipino	1%	21
Native Hawaiian or Other Pacific Islander	0%	0
White	12%	223
Two or more Races/Ethnicities	7%	126

Q.5: In what grade is your child?

Kindergarten	1%	27
1st grade	3%	47
2nd grade	3%	50
3rd grade	3%	55
4th grade	2%	41
5th grade	2%	45
6th grade	17%	330
7th grade	20%	374
8th grade	19%	364
9th grade	9%	169
10th grade	7%	131
11th grade	6%	120
12th grade	7%	133
Other	0%	6
Ungraded	0%	0

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

Yes	18%	331
No	72%	1362
Not Applicable, not sure, or decline to answer	10%	194

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

Yes	17%	323
No	69%	1294
Not Applicable, not sure, or decline to answer	14%	265

MPS

Staff Survey
Spring 2022

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**95%** ▼ 1 since last survey	● ● 🟢 ● ● 40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**85%** ▼ 8 since last survey	● ● 🟢 ● ● 40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**90%** ▼ 4 since last survey	
Safety	**76%** ▼ 13 since last survey	● ● 🟢 ● ● 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**83%** ▼ 2 since last survey	● ● 🟢 ● ● 40th - 59th percentile compared to others in the CORE Districts dataset

356 responses

Climate of Support for Academic Learning

Your average

95%

356 responses

Change

▼ 1

since last survey

How did people respond?

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

Strongly Agree	54%	191
Agree	43%	153
Disagree	2%	7
Strongly Disagree	1%	2
Not Applicable	1%	2
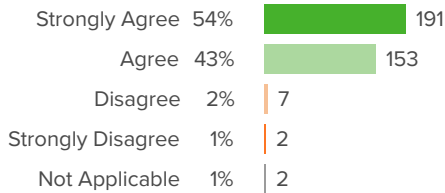
▼ 1 from last survey   Favorable: **97%**

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

Strongly Agree	42%	149
Agree	46%	163
Disagree	9%	32
Strongly Disagree	2%	7
Not Applicable	1%	5
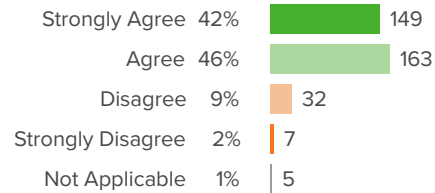
▼ 1 from last survey   Favorable: **89%**

Q.3: promotes academic success for all students.

Strongly Agree	52%	184
Agree	44%	156
Disagree	3%	12
Strongly Disagree	1%	2
Not Applicable	1%	2
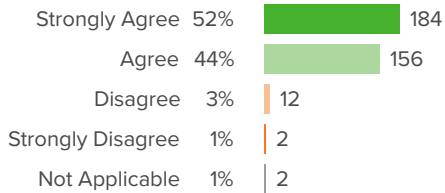
▲ 0 from last survey   Favorable: **96%**

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

Strongly Agree	64%	228
Agree	34%	121
Disagree	1%	3
Strongly Disagree	0%	0
Not Applicable	1%	2
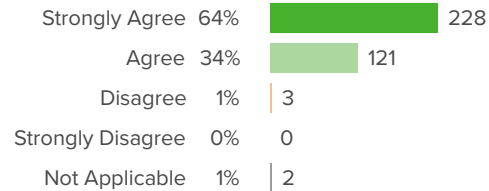
▲ 0 from last survey   Favorable: **99%**

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

Strongly Agree	48%	169
Agree	43%	153
Disagree	6%	20
Strongly Disagree	1%	2
Not Applicable	3%	10
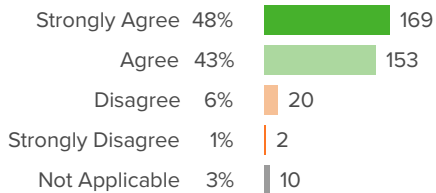
▼ 3 from last survey   Favorable: **94%**

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

Strongly Agree	52%	186
Agree	30%	108
Disagree	4%	14
Strongly Disagree	1%	2
Not Applicable	13%	46
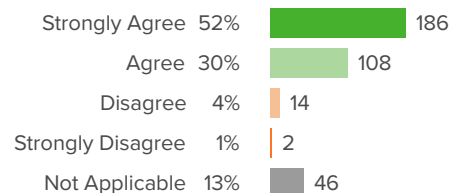
▲ 0 from last survey   Favorable: **95%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

85%

356 responses

Change

▼ 8

since last survey

How did people respond?

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

Strongly Agree	37%	130
Agree	41%	145
Disagree	15%	53
Strongly Disagree	5%	19
Don't Know/Not Applicable	2%	7

▼ 6 from last survey   Favorable: **79%**

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

Strongly Agree	39%	138
Agree	44%	158
Disagree	11%	39
Strongly Disagree	4%	14
Don't Know/Not Applicable	2%	7
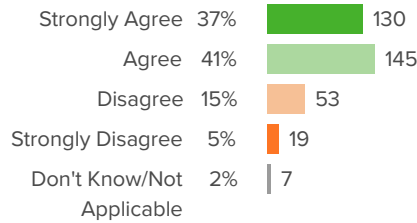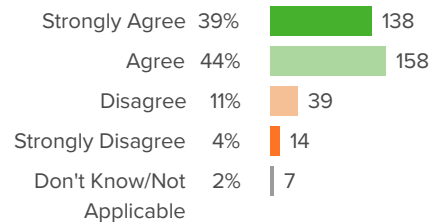
▼ 7 from last survey   Favorable: **85%**

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

Strongly Agree	38%	135
Agree	47%	166
Disagree	12%	41
Strongly Disagree	2%	6
Don't Know/Not Applicable	2%	6
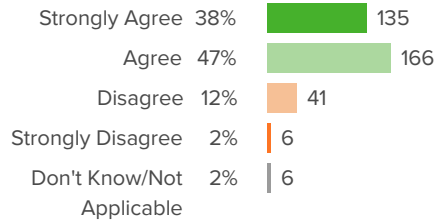
▼ 11 from last survey   Favorable: **86%**

Q.4: Students know what the rules are.

Strongly Agree	39%	138
Agree	45%	160
Disagree	13%	45
Strongly Disagree	2%	6
Don't Know/Not Applicable	1%	5
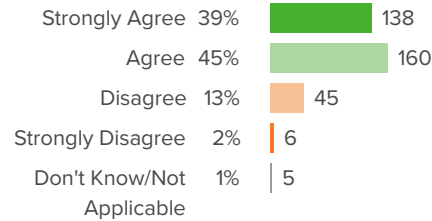
▼ 9 from last survey   Favorable: **85%**

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

Strongly Agree	42%	147
Agree	44%	154
Disagree	12%	42
Strongly Disagree	1%	5
Don't Know/Not Applicable	2%	6
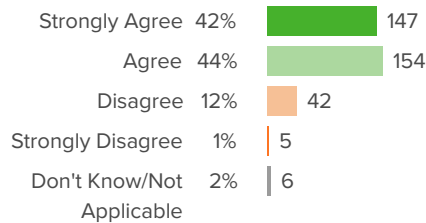
▼ 9 from last survey   Favorable: **86%**

Q.6: This school handles discipline problems fairly.

Strongly Agree	35%	124
Agree	46%	164
Disagree	11%	40
Strongly Disagree	5%	16
Don't Know/Not Applicable	3%	11
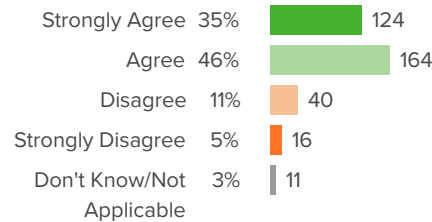
▼ 6 from last survey   Favorable: **84%**

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

Strongly Agree	31%		108
Agree	40%		140
Disagree	21%		76
Strongly Disagree	6%		20
Don't Know/Not Applicable	3%		10
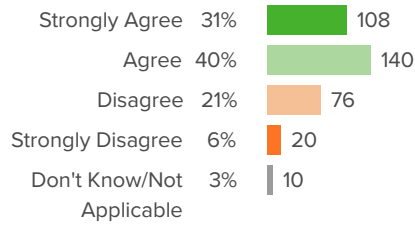
▼ **13** from last survey   Favorable: **72%**

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

Strongly Agree	45%		160
Agree	48%		170
Disagree	5%		19
Strongly Disagree	1%		2
Don't Know/Not Applicable	1%		4
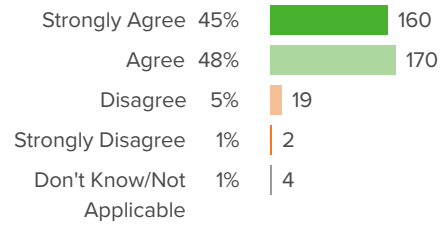
▼ **4** from last survey   Favorable: **94%**

Q.9: The school rules are fair.

Strongly Agree	50%		178
Agree	45%		158
Disagree	3%		10
Strongly Disagree	0%		1
Don't Know/Not Applicable	2%		8
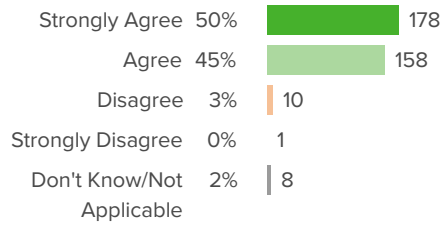
▼ **2** from last survey   Favorable: **97%**

OVERALL SCHOOL EXPERIENCE

Your average

90%

356 responses

Change

▼ **4**

since last survey

How did people respond?

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

Strongly Agree	46%		162
Agree	44%		156
Disagree	9%		31
Strongly Disagree	1%		3
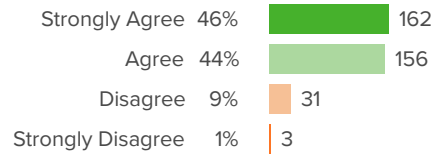
▼ **4** from last survey   Favorable: **90%**

Safety

Your average

76%

356 responses

Change

▼ **13**

since last survey

How did people respond?

Q.1: harassment or bullying among students?

Insignificant Problem	24%	85
Mild Problem	51%	183
Moderate Problem	21%	73
Severe Problem	4%	15

▼ **13** from last survey   Favorable: **75%**

Q.2: physical fighting between students?

Insignificant Problem	49%	175
Mild Problem	41%	145
Moderate Problem	9%	31
Severe Problem	1%	4

▼ **5** from last survey   Favorable: **90%**

Q.3: disruptive student behavior?

Insignificant Problem	12%	44
Mild Problem	41%	144
Moderate Problem	33%	118
Severe Problem	14%	49

▼ **25** from last survey   Favorable: **53%**

Q.4: racial/ethnic conflict among students?

Insignificant Problem	65%	231
Mild Problem	27%	95
Moderate Problem	6%	22
Severe Problem	2%	6

▼ **5** from last survey   Favorable: **92%**

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

Insignificant Problem	29%	103
Mild Problem	41%	145
Moderate Problem	22%	77
Severe Problem	8%	29

▼ **17** from last survey   Favorable: **70%**

Sense of Belonging (School Connectedness)

Your average

83%

356 responses

Change

▼ **2**

since last survey

How did people respond?

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

Nearly all adults	27%	97
Most adults	38%	135
Some adults	30%	106
Few adults	5%	18
Almost none	0%	0
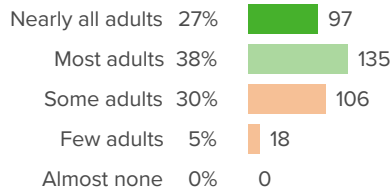
▼ 2 from last survey   Favorable: **65%**

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

Nearly all adults	56%	197
Most adults	35%	123
Some adults	8%	28
Few adults	2%	6
Almost none	0%	0
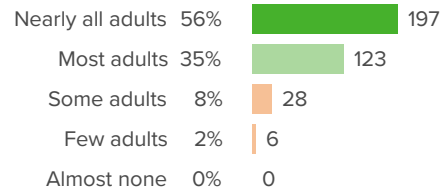
▲ 0 from last survey   Favorable: **90%**

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

Nearly all adults	39%	138
Most adults	37%	132
Some adults	17%	61
Few adults	7%	24
Almost none	0%	0
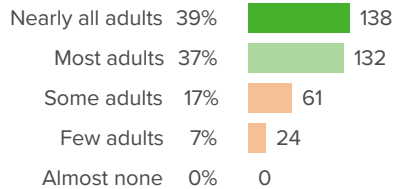
▼ 5 from last survey   Favorable: **76%**

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

Strongly agree	47%	169
Agree	44%	155
Disagree	8%	29
Strongly disagree	1%	2
Not Applicable	0%	1
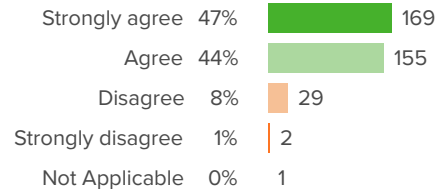
▼ 2 from last survey   Favorable: **91%**

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

Strongly agree	45%	159
Agree	46%	162
Disagree	7%	26
Strongly disagree	1%	5
Not Applicable	1%	4
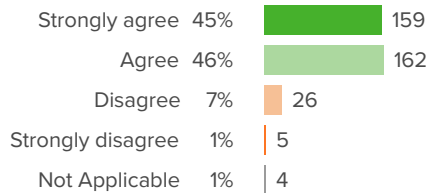
▼ 3 from last survey   Favorable: **91%**

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

Strongly agree	40%	142
Agree	42%	148
Disagree	12%	42
Strongly disagree	5%	19
Not Applicable	1%	5
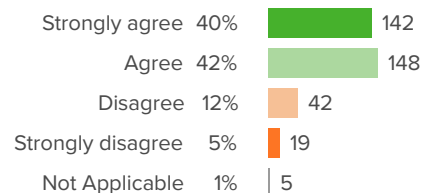
▼ 3 from last survey   Favorable: **83%**

Background Questions

How did people respond?

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

Role	%	Count
Teacher	53%	180
Special Education teacher	8%	26
Administrator	12%	40
Prevention staff nurse, or health aide	2%	5
Counselor, psychologist	5%	17
Police, resource officer, or safety personnel	2%	6
Paraprofessional, teacher assistant, or instructional aide	13%	46
Other certificated staff (e.g. librarian)	4%	14
Other classified staff (e.g. janitor, secretarial or clerical, food service)	12%	40
Other service provider (e.g. speech, occupational, physical therapist)	2%	5

Q.2: Are you a classroom teacher?

	%	Count
Yes	52%	180
No	48%	166

Q.3: Migrant education students

	%	Count
Yes	47%	163
No	15%	52
Not applicable, not sure, or decline to answer	38%	131

Q.4: Special education students

	%	Count
Yes	83%	289
No	7%	25
Not applicable, not sure, or decline to answer	10%	34

Q.5: English language learners

Yes	83%	285
No	7%	24
Not applicable, not sure, or decline to answer	10%	36

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

Less than one year	22%	75
1 to 2 years	15%	52
3 to 5 years	28%	98
6 to 10 years	26%	89
Over 10 years	9%	32

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

Less than one year	14%	49
1 to 2 years	11%	37
3 to 5 years	25%	86
6 to 10 years	27%	95
Over 10 years	23%	79

Q.8: What is your race or ethnicity?

African American (Not Hispanic)	7%	23
American Indian or Alaska Native	0%	1
Asian or Pacific Islander	9%	30
White (Not Hispanic)	33%	110
Hispanic or Latino/a	39%	132
Other or Multi-ethnic	12%	42

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	80.8%	13.8%	86.6%
Spring 2021 Survey Participation Rates:	91.5%	100%	100%
Change since Spring 2021: *(percentage points)*	-10.7	-86.2	-13.4
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.			

Student Survey: Student survey percentages decreased due to challenges with having our short-term and long-term independent study (IS) students complete the survey. We had short-term IS due to positive Covid-19 cases and long-term IS students who never attended school for in-person instruction.

Next year, we will follow up with the IS students and have them come to school at least for the survey.

Family Survey: When the response rate was less than 10%, the MSA-1 team called families directly. Families had difficulty with the link provided not working. An MSA-1 staff member whose sibling attends our school had the same difficulty with the link. We had the link on our website.

 Next year we will continue to utilize Parent Square messages reminding the parents of the importance of the survey. Additionally, we will have more in-person parent meetings and provide access to technology for them to complete the survey on campus.

Staff Survey: There were nine staff members out of 67 that did not take the survey. Seven of the staff that did not take the survey were non-classroom based positions that did not participate in the Wednesday staff PDs where staff members were provided time to complete the survey.

Next year, we will allot all MSA-1 team members' time to complete their survey during the working day.   We will also give in-person reminders to those that may have missed the allotted time to do so on a separate occasion during the working day.

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	66.0%	95.0%	74.0%
Spring 2021 Overall Satisfaction Rates:	84.0%	97.0%	98%
Change since Spring 2021: *(percentage points)*	-18.0	-2.0	-24.0
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 educational partners' overall satisfaction.			

Overall, our satisfaction rates declined for students, families, and staff. Returning to in-person learning while still in the pandemic, our school had to deal with major changes. One of these challenges was less space due to our sister campus, MSA-5 needing to move to our site sharing the campus. This affected operations with a few teachers leaving during the year, which contributed to the lack of consistency of teachers and showed an uptick in behavior incidents. Another challenge was finding qualified teachers to replace the ones who left or needed for growth in the school enrollment. This also contributed to the lack of consistency for the students and families.

The student satisfaction rate was 66%, one of the lowest in recent years. A substantial amount of school culture was lost due to the students being at home during virtual learning. This negatively impacted student satisfaction when they returned, and their daily expectations had changed.

Furthermore, reducing space was more challenging to have robust assemblies and other activities that create a positive culture.   Also, the lack of field trips, in-person social, and extracurricular events was affected.

There was a 24% decline in the satisfaction rate for the staff. Many of their concerns were issues with space, lack of discipline for students and the overall attitude of students towards the staff, staff shortages, high turn-over rate, and the grading policy. The P.E. area was a concern as it relates to safety and function. There are many cracks in the asphalt and other areas of concern that could affect safety and not being suitable for a comprehensive P.E. program. Further, the staff communicated that it is difficult to find reliable space to conduct meetings, especially for the psychologists and special ed teachers to assess students.

The MSA-1 team utilizes these findings to plan and prepare for the next school year to help create a more

satisfactory climate. Some of those plans will be to pave the PE areas, bring bungalows in for additional classrooms, have more in-person events for students as long as COVID guidelines remain the way they are, and finally, with the acquisition of Jam, we will have more office space.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	65%	0th-19th percentile	-15
Knowledge and Fairness of Discipline, Rules and Norms	54%	0th-19th percentile	-19
Safety	62%	0th-19th percentile	-8
Sense of Belonging (School Connectedness)	47%	0th-19th percentile	-13

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	90%	20th-39th percentile	-5
Safety	76%	0th-19th percentile	-12
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts	Change since Spring 2021 *(percentage*

		dataset	*points)*
Climate of Support for Academic Learning	92%	40th-59th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	74%	20th-39th percentile	-21
Safety	61%	0th-19th percentile	-35
Sense of Belonging (School Connectedness)	66%	0th-9th percentile	-15

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	58.0%	91.0%	73.0%
Spring 2021 Average Approval Rates:	72.0%	95.0%	92.0%
Change since Spring 2021: *(percentage points)*	-14.0	- 4.0	- 19.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students: Our student approval rate decreased by 14%. When we analyzed the survey, we noticed that some students had difficulty transitioning to in-person school after the pandemic. They shared concerns about the food, uniform, cell phone policy, rules/discipline, lack of space, PE facility, and crossing the alley. They also shared some concerns about specific staff members. Families: Our family's approval rate decreased by 4%. Overall, our families like our school and support. Their concerns were about staff turnover, safety (open campus and homeless around the school), and quality of the PE programs.

Staff:

Our staff approval rate decreased by 19%. After virtual learning, the first-year in-person school experience has been difficult for all staff. They shared concerns about sharing the campus with another school, lack of space, staff turnover/morale, disrespectful student behaviors, the Home Office's decisions without having enough staff feedback.

We understand that sharing the campus with MSA-5 caused conflicts and affected some programs. We couldn't continue to offer some STEAM programs like VEX Robotics and Music, and the SPED Department had difficulties doing 1-on-1 assessments. We are working with the Facility Department to resolve the space issues for next year and working on a weekly Social-Emotional -Learning (SEL) curriculum to support our student's better behaviors.

We also know that daily health screening and weekly Covid testing caused interruptions in the classes and tardiness. Due to health and safety reasons, we had to postpone educational field trips. Since Covid cases have gone down and some requirements are lifted, there are no more class interruptions, and teachers have started to schedule field trips.

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 are encouraged to see that many stakeholders like the climate of support for academic learning. Although we had many challenges this school year, we could still provide a rigorous curriculum and intervention programs (after-school tutoring, Saturday school, and Power math/ELA classes) for our students. We have great teachers who have a fantastic rapport with students. Students and parents appreciate teachers' support and see the school as a family. Also, our internal assessment (MAP, IAB) results are promising. For the Fall MAP Testing, 45.4% of students met their growth targets from Fall 2020 to Fall 2021 for math, and 57% met their growth targets from Fall 2020 to Fall 2021 for ELA.

Furthermore, we plan to build upon our successes by utilizing those strategies that have worked and applying them to areas of weakness. This will include using feedback from our community and providing training and support to all who need additional help.

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 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 the lack of space and safety. Our team is working closely with the Facility Dept to bring portable classrooms and acquire the building next store to our campus to provide more space for MSA-1 and MSA-5. We communicate with our local city council member and the LAPD about safety concerns surrounding our campus. We have recently hired two deans of students to help with school culture and safety. One of the two deans was hired to replace a dean who left during the school year, and the other was to help provide additional support to our current challenges.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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, **family feeling** school and **small class sizes**, academics.

Families: Teachers, admin and staff, strong academic program, **small school and class sizes**, communication between school and home, the after school program, clubs and tutoring,

Staff: Family feeling-school community, collaboration, and respect among teachers, **small school and class sizes**, flexibility, positive environment, autonomy in creating lessons/curriculum.

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: We are aware of the concerns regarding the facility and working with the Home Office Facility Dept to buy/lease additional space. We are in escrow for the JAM building, which will be used as a gym, multi-purpose room, and offices. We are also checking a portable classroom option that would help resolve the classroom space and have fewer traveling teachers.

Lack of discipline: Our MS dean of students left in early February, and we hired a new dean of students that started in mid-March. We recently hired another dean of students for MS to help with school culture. Both deans of students have PBIS experience from their previous employment, and they will start implementing PBIS for a positive school climate.

Safety- Open Campus and lack of supervision: We currently have two security guards and three campus aides to provide more supervision and better security. We plan to add one more campus aide to join our team to help with supervising students and watching traffic in the alley. Moreover, we communicate with our local city council member and the LAPD about safety concerns surrounding our campus. The City has removed homeless tents and cleaned the area several times throughout this academic year.

With the addition of two deans of students, we will turn our focus on positive school culture to help alleviate the negative consequences that students are receiving. All admin will focus on implementing PBIS and continue to train teachers.

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

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

Students:

Outdoor Space (Field/PE Area/Lunch Area): We recently moved PE and the lunch area, and students now have more space. The new lunch area needs some improvement and paving. We are in the process of having damaged paved areas and are in discussion to have artificial grass added so that it is not all asphalt. We also set up basketball hoops, volleyball courts, and soccer goals. We will order extra PE equipment so students will have more activities to participate in during their PE classes and during their free time throughout the day. Next year, we will continue having CIF sports and add more sports programs for middle and high school.

Families:

Hiring high-quality teachers: We had staff turnover throughout the beginning of the year. We worked diligently to fill the vacant positions with the best-qualified candidates. Several were new to the education field, and they will need more training and professional development activities to improve their classroom performance. We provided a Kagan student engagement workshop, and next year continue providing PDs for the current and new staff. We still have vacant positions and have already started having interviews for the next academic year. We partner with the CSUN credentialing department and will work with them to find candidates for our vacant positions. We understand there is a teacher shortage issue nationwide, and we will continue to find innovative ways to hire the best staff for our students.

Staff:

Creating a school decision-making committee with admin and competent teachers, office staff, aides, and janitorial staff to help discuss changes for next year: We value our staff's feedback and will seek their input via committees, staff surveys, and staff meetings. Staff have a voice and will have opportunities to share their suggestions during the staff meeting, wrap-up meeting, and summer in-service.

NEXT STEPS

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

The school plans to continue to work with the home office to provide more space for both schools (MSA-1 & MSA-5) and alleviate the constraints that both schools feel operationally. Also, we have begun planning and interviewing teachers for the 2022-23 school year to fill any potential voids over the summer and the beginning of the school year. This will help reduce the inconsistency of students having subs or multiple teachers throughout the school year. We will also create a calendar of events for more in-person events for students, families, and staff. These events will include dances, field trips, BBQs, parent training, staff team building, etc. Finally, we will have professional development planned for teacher in-service and throughout the academic year to support our teachers and students.

MAGNOLIA SCIENCE ACADEMY - 2

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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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MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	98.0%	86.3%	100%
Spring 2021 Survey Participation Rates:	95.1%	91.8.%	100%
Change since Spring 2021: *(percentage points)*	+2.9	-5.51	0.0
Next Year Survey Participation Targets:	95%	85%	100%
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.			
During the 2021-22 academic year, the participation rate of families decreased by 5.5% over the last year (from 91.8% to 86.3%) and the staff participation rates maintained 100% over the past year. MSA2 did not meet our LCAP target parents participation rate of 90%. MSA2 will consider using both electronic and paper surveys in the future rather than exclusively electronic surveys for all families to help families who have challenges with technology to still have the paper option, while using PACE Coordinator to follow up with each family. While the student participation rate increased by 2.9% over the past year during the 2021-22 academic year (from 95.1% to 98.0 %).			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	88%	97%	98%
Spring 2021 Overall Satisfaction Rates:	88%	99%	98%
Change since Spring 2021: *(percentage points)*	0.0	-2.0	0.0
Next Year Overall Satisfaction Targets:	80%	95%	95%
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 educational partners' overall satisfaction.			

The overall satisfaction rates for students during the 2021-22 academic year was maintained at 88%. Overall satisfaction rates for families decreased by 2% during the same period of time (from (99% to 97%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in educational partner satisfaction over the past year are due to all educational partners observing that despite the challenges faced after the return to in-person learning following the previous year of distance learning, MSA2 continues to offer improved access to high quality instructional programs 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 2021 *(percentage points)*
Climate of Support for Academic Learning	80%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	67%	60th-79th percentile	-9
Safety	76%	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	+3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	-1
Safety	96%	80th-99th percentile	-1
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 2021 *(percentage points)*
Climate of Support for Academic Learning	95%	40th-59th percentile	-4

Knowledge and Fairness of Discipline, Rules and Norms	77%	40th-59th percentile	-16
Safety	76%	20th-39th percentile	-18
Sense of Belonging (School Connectedness)	92%	40th-59th percentile	+1

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	73%	97.0%	85.0%
Spring 2021 Average Approval Rates:	76%	98.0%	94%
Change since Spring 2021: *(percentage points)*	- 3	-1	- 9
Next Year Average Approval Targets:	75%	95%	90%

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?
Over the 2021-22 academic year, students showed a decrease in average approval rating by 3% over the past year (from 76% to 73%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counselings sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources. Over the 2021-22 academic year, families approval rates were nearly maintained over the past year with a decrease of 1% from the previous year (from 98% to 97%).   We maintained a high percentage of parent meetings and

conferences via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2021-22 academic year, staff showed some decrease in average approval rating by 9% over the past year (from 94% to 85%). Some of the reasons behind this change may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

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?)

For the topic of Climate of Support for Academic Learning, MSA2's students favorable rating is 80% during the 2021-22 academic year. This was a 2 percent decrease since the last academic year. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 95% for the same topic, which is down by 4 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms, MSA2's students favorable rating is 67%

during the 2021-22 academic year. This was a 9 percent decrease since the last academic year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 77% for the same topic, which is down by 16 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic..

In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counselings sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

For the topic of Safety, MSA2's students favorable rating is 76% during the 2021-22 academic year. This was a 2 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel safer having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which is down by 18 percent since the last academic year.

Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased

challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 65% during the 2021-22 academic year. This was a 3 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. This area is the greatest area of growth for the students for the topics when compared to the last school year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 92% for the same topic, which is an increase by 1 percent since the last academic year. This is a tremendous success for MSA2 to see that staff actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did working remotely during distance learning via Zoom last school year at their homes.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic..

In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house

competitions, in-person counselings sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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 2021-22 academic year:

➔ Friends/peer relationships
➔ Teachers and staff (nice/kind/supportive) (several teachers mentioned by name)
➔ Small school environment (safe/chill)
➔ Activities/celebrations/festivals (pizza/ice cream)
➔ Can go to many staff members for help

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2021-21 academic year:

➔ Hard work and dedication from all the employees
➔ Security is always on duty even after school
➔ The communication tools between school and families
➔ Friendly staff
➔ The Unity and expectations of the school
➔ Life skills class

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2021-22- academic year:

▪ Welcoming for all Educational Partner
▪ Teachers are hard-working and collaborating
▪ Supportive staff and Admin
▪ Activities
▪ School Culture

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:

➔ Staff are friendly, dedicated, approachable, and supportive
➔ Effective structures to enhance ongoing communication between school and home
➔ Positive school culture and union with clear expectations
➔ School leadership team is encouraging and provides comprehensible expectations
➔ Robust after school program which integrates increased opportunities for competitive CIF sports

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 2021-22 academic year:

❖ Lack of certain facilities, bathrooms
❖ Food
❖ Assignments
❖ Student's Behavior
❖ Uniform Policy

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2021-22 academic year:

❖ Minor tweaking, drop off and pick up
❖ More proactive to reach out to parents from teachers
❖ No Robotics
❖ Student grouping
❖ Teacher turn over

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2021-22 academic year:

❖ Students behavior
❖ Pay
❖ Facility issues; not enough space for storage/classes
❖ Lack of discipline; lack of student consequences

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:

- ❖ Improve access to facilities (field, school entrance,)
- ❖ Strong After school programs- Robotics
- ❖ Offer better student meals
- ❖ Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc

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 2021-21 academic year:

- ➢ Gymnasium and Soccer Field
- ➢ Strong After School programs
- ➢ Better food and lunch area
- ➢ Dual Enrolment Class
- ➢ No uniform Policy
- ➢ Improve Internet
- ➢ Restrooms (soap, remodeling, cleanliness

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:

- ➢ Add Electives
- ➢ Facilities /Plant a huge tree in the middle of the entrance
- ➢ Robotics is needed
- ➢ Better communication between teachers and parents

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
- ➢ STEAM Focus
- ➢ Sports, more advanced programs

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 2021-22 academic year:

➢ Clear consequences for disruptive students
➢ STEAM Focus- Strong After School
➢ Better food
➢ Facility improvement
➢ Sports, more advanced programs

NEXT STEPS

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

▪ By July 2024, MSA 2 will acquire a new facility. This will be accomplished through weekly meetings with facility team will continue to take place in order to search for a new location to purchase for MSA2

▪ Additional school spirit opportunities will be provided to students to continue improving school culture and climate (maybe student taskforce to create a monthly calendar?)
   o Monthly stakeholder survey to rate the past month's activities -
   o Maintain or increase student satisfaction for 80 % of the months

▪ Continue to increase collaboration between teachers within science and math departments to increased kinesthetic and tactile experiments supporting student learning
   o Survey students regarding the number of activities they have done in their math and science classes - experiment based and kinesthetic.
   o Improved or at least maintained activity rates - monthly
   o School Wellness Committee to provide PD to staff at least once per month to increase kinesthetic activities in the classroom
   o Teachers share their kinesthetic activities done in the classroom - report once per month

▪ Continue to build a nurturing environment with friendly, dedicated approachable and supportive staff by having ongoing professional development related to SEL support of students
   o Monthly PD to build capacity of staff - trauma sensitive practices, classroom management strategies, and SEL
   o Survey students monthly related to how the students perceive teachers interactive with them in terms of positive affirmations and support, kindness, and patience. Increase or maintain rates (Panorama has check-in feature - check with Jason regarding this feature)

▪ Increase school-wide fun activities to build better relationships among students and keep them motivated by holding at least 1 school-wide fun activity per month.

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	84.9%	37.3%	97.5%
Spring 2021 Survey Participation Rates:	83.1%	87.1%	100.0%
Change since Spring 2021: *(percentage points)*	+1.8	-49.8	-2.5
Next Year Survey Participation Targets:	≥86.0%	≥60.0%	≥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.			
The participation rates for the Spring 2022 survey have increased in the students survey by 1.8 percentage points. The family participation rates have decreased by 49.8 percentage points. The staff survey percentage was actually 100% due to one staff member being on leave and could not take the survey. The most significant change in the survey was the family percentage points due to the online access and overall covid situation that affected our families.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	76%	96%	87%
Spring 2021 Overall Satisfaction Rates:	77%	95%	95%

Change since Spring 2021: *(percentage points)*	-1.0	+1.0	-8.0
Next Year Overall Satisfaction Targets:	≥78.0%	≥97%	≥89.0%

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 educational partners' overall satisfaction.

MSA-3 satisfaction rates remained similar to 2021 survey data in student and parent groups.

-8% decline in saff satisfaction rates is related to facility issues and the challenges of teaching after in-person school post pandemic.

Facility is a constant issue for MSA-3. Being on Prop-39 facility limits the school's ability to assign a classroom to all teachers. Due to decline of MSA'3's enrollment at LAUSD vicinity, the number of classrooms/offices/special ed rooms MSA-3 received decreased from 20 to 17. This created a challenge for five teachers to travel from class to class. It was also a challenge to the host teacher. Host teacher had to welcome another class/teacher during his/her prep time.

In-person school during the pandemic created additional challenges to teaching. Teachers and support staff had to teach with masks and enforce mask mandates in the classroom. Weekly Covid testing and morning health check were additional tasks that staff had to carry on.

However, MSA-3 received the highest rating in all areas excluding the 2021-22 Pandemic era distance learning ratings. Before the pandemic, satisfaction rates for students were around 60%. Family satisfaction survey was around 85% and the staff satisfaction rate was around 75%.

Three years average for in-person data for student satisfaction: 62%   This year's data: 76

Three years average for in-person data for families: 84%   This year's data: 96

Three years average for in-person data for staff: 77%   This year's data: 87

When compared with similar in-person teaching settings, MSA-3 is well improved in all these three areas.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage*

			points)
Climate of Support for Academic Learning	70%	20th-39th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	60%	40th-59th percentile	-10
Safety	70%	20th-39th percentile	-7
Sense of Belonging (School Connectedness)	54%	20th-39th percentile	+1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+ 2
Safety	94%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+ 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	90%	20th-39th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	85%	40th-59th percentile	- 6
Safety	63%	20th-39th percentile	- 4
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	- 5

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	64%	96%	80%
Spring 2021 Average Approval Rates:	67%	95%	85%

Change since Spring 2021: *(percentage points)*	- 3.0	+ 1.0	- 5.0
Next Year Average Approval Targets:	≥66.0%	≥97.0%	≥82.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA-3's approval rates slightly went down for students and staff around 3% and 5% respectively. We attributed the decline due to challenges of in-person education compared to distance learning rating last year. However, historically, MSA-3 got the highest rating for all groups. Our in-person learning data for the last three years and this year's data is below. Three years in-person data for students: 56%   This year's data: 64 Three years in-person data for families: 89%   This year's data: 96 Three years in-person data for staff: 69%   This year's data: 80 MSA-3 takes pride in improving in all these areas. We attribute the success to having more student oriented learning environments. Our intervention is geared towards students' needs in Math and English. For decline in staff, we attribute the issue with the challenges of in-person learning during the pandemic. Teaching with masks, weekly Covid testing impacted our staff's tasks. In addition, challenges around Prop-39 added more responsibility on our traveling teachers as well as receiving teachers. This year, we have had five teachers rotate classrooms. This is an issue to have set classroom procedures, prepare materials and equipment for the traveling teachers. Student approval rate increase is due to student center activities like assemblies, student leadership events, spirit week activities, field trips.

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?)

Topic 1: Climate of support for academic learning, was found to have the highest approval rate for students, families, and staff. This aligns to the questions with the high approval rates that the teachers emphasize helping students academically when they need it and give students a chance to take part in classroom discussions or activities. In order to maintain this success, teachers will continue to provide academic interventions to students in the form of clear late-work policies, after school tutoring, and Saturday School sessions. Teachers will also continue to reach out to families for students with a high number of fails at each progress report and provide virtual home visit conferences to plan goals & action steps for improvement.

The students feel the campus is a safe place (topic 3: safety) and would overall recommend the school to other students. Families appreciate that the school treats them with respect and that the school staff is helpful (aligns to topic 4: sense of belonging.) And the staff rated that the school is a supportive and inviting place for students to learn with fair rules (topic 2: knowledge and fairness of discipline.)

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?)

We have found the following items as identified needs:

- Add sports teams (football, **soccer**, baseball)- A middle school flag football team has been added. For the 2022-2023 year assistant coaches will be added to each team.
- Student bathrooms (dirty, vandalism)- A restroom schedule will be created and student expectations for the restrooms will be added.
- Facilities; not having enough rooms for every teacher
- More activities/electives for students
- Limited staff that speak Spanish (we hired 2 bilingual employees after this survey has been taken: one front office staff and one PACE coordinator)
- Student discipline, student consequences need to improve- More discipline training has been added to the PD's. A data system has been added to track infractions.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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?

- We see a general trend why our educational partners choose us: small school/classes, community/family feeling.
- Survey reveal that MSA-3 was able to focus on all student's needs, no student gets neglected
- Parents mention that it is easy to get help (tutoring, Saturday school, mentors)
- Staff and school overall culture are positive.

- Also, communication between staff, students and families is productive.

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?

Educational partners mention that we need to add sports teams (football, **soccer**, baseball), more activities/electives for students

Our parents and students point out to the conditions of student bathrooms (dirty, vandalism)

Our staff has concern about the facilities; not having enough rooms for every teacher

Our parents and staff had a concern on limited staff that speak Spanish

Staff pointed out that student discipline, student consequences need to improve.

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?

These areas emerged as areas of improvement.

Students: 1) Improve the school food, 2) Add sports teams, 3) Keep bathrooms clean

Family: 1) Increase Arts, Music and Robotics programs, 2) Offer coffee with the principal in the morning and evening, 3) Check-in with students on independent study.

Staff: 1) Student discipline, student consequences need to improve, 2) Solid uniform plan, 3) More activities/electives for 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?

Action steps for student suggestions:

1. We are planning to address the school food concerns by providing students a survey to voice specifics on which meals they like and do not like. This feedback will be communicated to our vendor to increase food options that the students will actually consume. 2. In addition to our current CIF sports teams, we are also planning to add a girl's basketball and soccer team next year. 3. To address restroom cleanliness, a bathroom supervision schedule will be implemented to ensure organization of bathroom usage and frequent checks.

Action steps for family suggestions:

1. Digital art classes will be offered to more grade-levels. For additional art or music classes, high school students will be encouraged to look into dual enrollment course opportunities. Coffee with the principal meetings will be recorded and shared out to increase accessibility of information shared to all families. 3. An additional staff member will be hired next school year to provide support with independent study SEL, attendance, and grade check-ins.

Action steps for staff suggestions:

1. DOS team will create clear flowcharts that define teacher managed vs. office managed behaviors as well as consequences for tier 1, 2, & 3 infractions. 2. A solid uniform plan will be established that will be shared with teachers in summer PD to bolster the system of morning uniform checks 3. Teacher stipends will include after school clubs to provide more activities for students; elective options will also be increased to add a speech/debate elective.

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	100.0%	95.8%	100.0%
Spring 2021 Survey Participation Rates:	100.0%	83.3%	100.0%
Change since Spring 2021: *(percentage points)*	0.0	+12.5	0.0
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 the parent educational partner category. We maintained a 100% participation rate in the staff and student 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 12.5 percent points. We also consistently follow up with teachers and students to make sure all of our students complete their surveys. All of the educational partner surveys were completed online this school year.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	82.0%	97.0%	100%
Spring 2021 Overall Satisfaction Rates:	91.0%	99.0%	93%
Change since Spring 2021: *(percentage points)*	-9.0	-2.0	+7.0
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 educational partners' overall satisfaction.			

MSA-4 has high satisfaction rates in all stakeholder categories, although there is a decline in student and parent survey categories.

The students' survey result showed a decrease in the overall satisfaction rate by 9.0 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 and the support they receive from teachers and staff. On the other hand, students raised concerns about restrooms being locked, uniform policy, and school meals. They expect the school to offer more sports and after-school activities.

The parent satisfaction rate slightly decreased by 2.0 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 implementing more extra curricular fun activities to keep students socially engaged.

There was a 7.0 percentage point increase in teacher satisfaction rate. The staff enjoys working in a family-like and small school environment. They are happy with the supportive and collegial school environment. Some teachers stated that their voice is being heard in the decision-making process. MSA-4 staff raised concern about having limited space, consistency in the follow through of discipline. The staff suggested integrating a music program into our course offerings.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	81%	80th-99th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	70%	60th-79th percentile	-12
Safety	80%	80th-99th percentile	+4
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	-5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	-1
Safety	97%	80th-99th percentile	-2
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	89%	40th-59th percentile	-4
Safety	74%	20th-39th percentile	-13
Sense of Belonging (School Connectedness)	91%	80th-99th percentile	+1

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	74.0%	98.0%	89.0%
Spring 2021 Average Approval Rates:	79.0%	98.0%	92.0%
Change since Spring 2021: *(percentage points)*	- 5.0	0.0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA-4 has observed decreases in the area of our overall approval rating with student and staff surveys. Students and staff had a hard time transitioning from distance learning to in-person learning. Additionally, students struggle adapting to in-person classroom settings which causes an increase in misbehavior.   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 educational partners on our current practices during the stakeholder meeting and adjust our practices accordingly for our students to succeed.   MSA-4 Team diligently modified 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.   We encourage our teachers to join PDs to learn about new educational developments for improving their instructional practices.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Successes:

- MSA-4 approval rate was above the MPS average in all categories.

- We maintained a high approval rating for all categories.

- We improved the parent participation by +12.5 percentage points.

- In the 2021-22 school year, MSA 4 accomplished its highest parent participation rate as compared with the past five years.

- Students' approval rate increased for safety by 4 points.

- MSA 4 maintained high approval rates in all educational partner categories.

Highest Approval Rates:

- Climate of Support for Academic Learning in the student category with 81%.
- The climate of Support for Academic Learning, knowledge and fairness of discipline and rules and norms, and a sense of belonging in the parent survey category with 98%.
- The climate of Support for Academic Learning in the staff category with 97%.

We are most proud that we have high approval rates in all categories as compared to other Magnolia Schools. We are also proud that 80 % of our students feel safe at our school while returning for distance learning. Although there is a brief decline, we are proud of maintaining a high approval rate for Knowledge and Fairness of Discipline, Rules, and Norms, and Safety in our student and staff surveys based on the rest of MPS. The survey results helped us notice that communication is very important to build positive and safe learning environments for all educational partners. We will further analyze our survey results to continue building upon the strategies that are working.

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 educational partners 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.
8. Organizing more school events to provide opportunity for students to get to know teacher other
9. Implementing team sports where our school community can support and improve school spirit.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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 educational partners are happy to be part of a small family-like environment. Many students and parents emphasize the support that students receive from teachers. The following are the glows identified based on the survey free responses.   1. Small and family-like school environment.   2. Loving, caring, supportive and dedicated teachers and staff.   3. Students are happy with the block schedule.   4. Students are happy to return to in-person learning.   5. Teachers and staff are doing their best to keep the students' motivation high.
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?
Food and uniform policy are common concerns by all of the educational partners. Improvement of the facility, discipline policies and classroom management are the areas that will need our close attention for the next school year. The following are the growth areas identified based on the survey free responses.   1. The meals need to be improved.   2. Students and parents want the school to organize more extracurricular activities to keep the students socially involved.

3. All educational partners request the school to implement a visual and performing arts program.
4. Uniform policy improvement
5. More feedback on rules and consequences.

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

(SUGGESTIONS)

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

Our educational partners made suggestions regarding facility improvement and moving to a new campus. Many students made suggestions regarding adding more extracurricular activities such as music and sports. Teachers suggested developing strategies to increase parent involvement. The parents and students suggested improving the food quality.

Student Survey:
1. Improve the school food, add vending machines
2. Get a bigger campus
3. Unlock the bathrooms, don't make students go to the office to get the key (wastes class time), stock soap and toilet paper in restrooms
4. Eliminate uniforms
5. Add more engaging activities, and sports for students

Parent Survey:

1. Add more sports teams
2. More engagement for students in Independent studies
3. Teach students finance and skills to help them with budget management.
4. After-school program for seniors dedicated to FAFSA and applying for scholarships

Staff Survey:

1. Music program
2. More feedback on rules and consequences
3. Promote work-life balance more

NEXT STEPS

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

- By August 2022, we will plan and implement a visual art program by using our A-G Grant and/or creating a partnership with community colleges.
- By July 2022, we will collaborate with Schools in Action to identify a new vendor or course of action to increase the food quality
- By September 2022, we will work with the home office and create at least two sports teams to participate in the 2022-23 CIF sports league.
- By October 2022, we will work with our educational partners to design a more appealing uniform to increase student buy-in.
- By the beginning of the 2022-23 school year, we will implement a PLC with our teachers and staff during summer in-service to analyze and improve our school norms to ensure a collective understanding of behavioral expectations from our students.

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Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2022 Survey Participation Rates:	98.7%	70.8%	100%
Spring 2021 Survey Participation Rates:	98.3%	96.8%	100%
Change since Spring 2021: *(percentage points)*	+0.4	-16.0	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.			
Student participation rates went up from spring 2021 to spring 2022. Survey participation may have increased with the free dress incentives and field trips. Veteran staff and new hires were more engaged than last year on filling out the survey by the deadline. Family survey rates went down and this could be attributed to technological limitations of families having wi fi access, adapting to life changes which took place during the pandemic and for new families not being accustomed to Parent Square which is where the survey was communicated mostly. Paper based forms have been discussed as a way to work around any technological issues.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	81%	97%	96%

Spring 2021 Overall Satisfaction Rates:	90%	99%	96%
Change since Spring 2021: *(percentage points)*	-9	-2	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 educational partners' overall satisfaction.

Our observations regarding students dealing with a new location, integrating back from online to in person learning and adapting to protocol changes may alter students' view of their educational setting. We also have new teachers so students are adapting to new classrooms and new staff. Regarding family surveys, the two major areas of concern safety and parking lot issues are being re-evaluated. We will be looking at creating a safety committee. The lunch and nutrition area have recently been moved to a covered tent area east of where they previously were located. Families have often commented on the area not being desirable. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan into action will alleviate a lot of these concerns and create a more open platform for troubleshooting any new challenges. When folks feel safe and are already invested in the MSA community, our enrollment numbers will most likely increase.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	79%	60th-79th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	70%	60th-79th percentile	-8
Safety	70%	40th-59th percentile	+2
Sense of Belonging (School Connectedness)	56%	20th-39th percentile	-11

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-90th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-90th percentile	-2
Safety	90%	40th-50th percentile	-3
Sense of Belonging (School Connectedness)	96%	80th-90thpercentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	96%	20th-39th percentile	-3
Knowledge and Fairness of Discipline, Rules and Norms	98%	40th-59th percentile	-1
Safety	89%	20th-39th percentile	-2
Sense of Belonging (School Connectedness)	83%	40th-59th percentile	+2

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	70%	96%	92%
Spring 2021 Average Approval Rates:	76%	97%	96%
Change since Spring 2021: *(percentage points)*	-6	-1	0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥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?
There has been a decrease in approval rates in each of our categories.Sense of Belonging was the biggest drop at 56%, which will be caused by the location change as we establish our presence on the new campus. Knowledge and Fairness of Discipline, Rules and Norms is an area where we need to work on averaging at 70% compared to past, there is a decline. For this category, there needs to be a collaborative effort to communicate the rules and policies school-wide.   We do have two new teachers who just joined our team in February, one of which is struggling greatly especially with school/class discipline. Other than this one person, everyone seems to be happy as they find most categories as agreeable. I am pleased to see that more staff feel a sense of belonging as we have implemented new ways to connect the staff to the school. We will continue to support those who may be struggling with their overall happiness at MSA5. There are a few statements that went from strongly agreeing to agreeing which also dropped down our score. There are a few reasons that could be affecting this change, one being that we move sites from Reseda HS to MSA-1, another being that we changed our grading policy due to the pandemic to close the achievement gap. Lastly, our staff are curious about our school's future location and whether getting our own site is a fact or a dream.
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?)
Parents showed their satisfaction through the survey averaging +95% in most of the categories, that's why MSA-5 thrives on word of mouth type of student enrollment more.   Teachers feel that adults at MSA-5 treat each other with respect and that MSA-5 promotes inclusion. We increased greatly in the section that states that the school allows for participation in decision-making. 100% of the staff feel that the school is a supportive and inviting place for them to work. 100% of the staff also feel that staff help

students academically when needed. In regards to discipline, bullying has decreased, and fighting is an insignificant problem. Treatment of peers such as racial disparities is not a significant problem. Staff also feel that the school rules are fair and that the school handles disciplinary problems fairly. 100% of the staff feel that students know the school rules and 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 approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students feel that more extracurricular programs and sport activities are needed, which will be resolved with a new facility. In the meantime, the admin team will use the available human capital to offer more variety of programs utilizing most recent grants.

Teachers feel that disruptive behavior has increased from the previous year (-1%). This may be partly due to the fact that instruction was done through zoom which left little room for disruptive behavior. Setting high expectations for student learning decreased slightly from last school year. A few staff members are not happy about the fact that if our students don't turn anything in, they still get a 50. I believe this is why we decreased in this category. A few staff members also mentioned issues with our disciplinary actions and how they are now being handled in comparison to previous years. We plan on addressing these issues in our staff PDs and having teachers come up with ways that the admin team can further support the team. In addition, we plan on continuing to check in with our teachers and gain their feedback in these categories.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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 appreciate that school hosts fun/enjoyable activities such as games during lunch, hot chocolate day, plenty of field trips, so students see that teachers are helpful and caring of students. In addition school rules, health and safety guidelines and expectations are enforced fairly and equitably , for which parents feel that the school communicates effectively.The faculty believes that the admin team supports the staff for various projects and personal matters. Therefore, our focus is to support teachers to develop stronger collaborative culture among colleagues and students, that's why we adopted "train the trainer" model and sharing the "promising practices" for "Adaptive School" PD series and other instructional programs such as GIMKIT, myON, NWEA etc, which really establish a small family environment. Lastly, staff outing activities (Thanksgiving potluck at Balboa park, End-of-year luncheon at a local restaurant and staff bowling) are appreciated

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, parents and staff showed their request to secure a permanent location, which is under the way. Sharing a campus with uncertain future affected the survey results and is a struggle to build a strong school culture.Nonetheless, facility limitation is a challenge to achieve our mission and fulfill the school mission as a true science academy.

MSA-5 team recognizes the support of the home office and MSA-1's hospitality in regards to being co-located and facility research.

 There seems to be a pattern in students not being happy with dress code/uniform. We can improve by having more variety for uniforms and explaining the reason why the uniform policy is conducive.

Parents' concerns with homeless people and illegal activity in the area. To make the school feel more safe we have to strengthen communication with LAPD about the homeless population and mobilize the security guards more effectively .

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,parents and staff all suggest that we need our own facility. Having our own facility will help with fulfilling our promise to the parents in terms of being a high achieving school with a strong school culture emphasizing STEAM. In the meantime, the MSA-5 team will work with the host school for the bathroom situation, parking, PE area, and bell schedule in order to have the best outcome for both communities.

NEXT STEPS

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

Los Lobos will continuously work with the MPS Facility Department to finalize the plans for the future home of MSA-5, then have transition and student recruitment plans working with the MPS Outreach & Communications Department involving all our educational partners and incorporate student testimonials to secure a facility by July 2024. MSA-5 and MSA-1 teams will discuss a plan to organize the parking structure and PE area arrangements by April 2022. Moreover, DOS will meet with MSA-1 DOS to discuss communication with LAPD for Homeless population by April 29,2022

The Student Council and Restorative Justice committees will work with students to design new uniform styles to have more variety minimizing hoodies. It will help with branding within the school community. We'll offer an educational piece to demonstrate the why, and create more free dress opportunities such as college days, etc.) by October 2022

MSA-5 team will continue to offer social activities and recognition for staff by June 2022

Lastly, Los Lobos will be given more opportunities to expand the programs such as more Advanced Placement, dual enrollment, accelerated math courses.

MAGNOLIA SCIENCE ACADEMY - 6

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- "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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	100%	100%	100%
Spring 2021 Survey Participation Rates:	100%	100%	100%
Change since Spring 2021: *(percentage points)*	0	0	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
The participation rate for this year, 2021-2022, is the same as last year. We were able to reach 100% of our families, students, and staff members to fill out the survey. This year, like last year, we mainly pushed the digital survey to our families. After the first push, we were able to get most of our students and staff members to finish their surveys. However, for the families, we started at a low percentage, in the 20s', and therefore other steps were necessary to increase our family participation survey rate. Mostly, we had to give phone calls to parents to remind parents to do their survey and during this time, we had to re-send the survey link or give their access codes to do their survey. In the end, we were able to reach all families and receive 100% participation from all of our families.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	91%	100%	92%
Spring 2021 Overall Satisfaction Rates:	90%	100%	92%
Change since Spring 2021: *(percentage points)*	+1	0	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 educational partners' overall satisfaction.

The overall satisfaction rate from last year to this year was very minimal or non-existent. We show that we have had an increase of satisfaction from the student by 1%. The other two categories, families and staff, showed no change.

From students some keywords that described what they liked about our school were: Friends, staff, events, and teachers.

From families some keywords that described what they liked about our school were: Teachers, small school, and staff.

From staff some keywords that described what they liked about our school were: Small school, staff, and that it is family oriented.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	85%	80th-99th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	77%	80th-99th percentile	-4
Safety	75%	60th-79th percentile	+6
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	-6

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	100%	80th-99th percentile	+1

Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	-1
Safety	96%	80th-99th percentile	-3
Sense of Belonging (School Connectedness)	100%	80th-99th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	96%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	+7
Safety	93%	80th-99th percentile	0
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+7

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	77%	99%	97%
Spring 2021 Average Approval Rates:	79%	99%	93%
Change since Spring 2021: *(percentage points)*	-2	0	+4
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Students: For each category, there was a drop in a few points. However, in safety, we increased by 6 points. I thought that was interesting because it shows that the school is a safer place than when we were doing distance learning, when they were home. The other categories may have had a drop

Families: On the other hand, for families, safety dropped a few points, while the other categories remained + or - 1 point from the previous year.

Staff: For our staff, we have seen an increase of 7 points for sense of belonging and knowledge of rules, discipline...etc. The other two categories remain the same from last year to this year.

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: This year, the survey revealed that students have a much greater sense of safety within the school. The data showed an increase in 7 percentile points from the previous year in this category, one of our greatest improvements within the entire survey data set.

Families: One of our more proud moments within the survey came from the family responses with regard to two topics: Climate of support and sense of belonging. Each of these topics was rated at 100% favorable responses, and both saw a 1 point increase from the last year. This is notable success for us after having moved to a new location this year. Our staff has shown a drive and passion to reach the families within the school community. We attribute much of this to our office staff and especially the PACE coordinator position that we brought on. We have also done well to include families in the decision making at the school and will continue to do so with SSC meetings, Coffee with the Principal, surveys, and conferences.

Staff: Another notable success within the survey data was how well the staff responded to two topics: knowledge and fairness of rules, discipline, and norms as well as sense of belonging. The favorable response rate for these are at 99% and 97%, respectively. Our staff is heavily involved in the operations of the school and remains very cohesive and collaborative about its operation. We will continue to empower staff with coordinator positions when applicable, offer collaboration and professional development time regularly, Have one on one meetings to offer feedback and hear feedback, and accommodate their classroom needs as much as possible. We are extremely proud of our small school staff and how each one of them contribute to the success of each other and the students.

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 and Academic Learning: This topic saw a small discrepancy among the three partner groups. Where the students answered their survey items 85% favorably, which was a small drop from the previous year. Families answered 100% favorably and staff were at 96%. After looking deeper into the survey data, we saw that within this topic, nearly 20% of students selected the neutral responses that were available, choosing to neither agree or disagree.ni any case, this is a growing point for us to focus on. As we discuss survey data in the near future, we will use these topics and questions to collaborate on ways to improve.

Knowledge and Fairness of Rules and Discipline: While staff members favorably answered these questions, students saw a 4 percent drop in approval ratings and families a 1% drop. The discrepancy here, we believe, is that while parents and staff tend to agree on the policies in place, the students may not. Within the survey question, the least favorable answered question by students was with regard to student treatment of teachers, meaning that students identified a problem with other students, not with the rules or policies in place. Beyond that, student answered least favorably when it came to the fairness of rules and fair treatment should a rule be broken. This data leads us to believe that there should be an emphasis on a) communicating procedures, rules, and consequences more clearly to the student on a regular basis and making sure that when implemented, consequences follow exactly what had already been communicated and prescribed.

Safety: The discrepancy in safety related items is that students answered the most favorably, and the families answered the least favorably. When we look at the free responses, we find that many families were concerned about a homeless encampment near the school entrance, and we believe this is why families had a less favorable response rate. Ironically, this encampment was cleared the day that the survey window closed. Being that students did only answer 75% favorable in this category, we believe that additional focus needs to be made on SEL related curriculum to teach the skill necessary for students to communicate and gather with less chance for emotional damage.

Sense of Belonging: Our largest discrepancy in the data set comes from within this category. While staff and

families answered quite favorably and saw an increase in favorable responses, students saw a 6 point reduction from last year's data. As we dove further, we found that again, many students were choosing a neutral response in the questions for this category. The least favorably answered question here was "I am happy to be at this school." I believe that as we continue to develop our SEL activities, incentives for good behavior, student recognition, and extracurriculars, we will see an increase in favorable responses.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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 most notable positive aspect of the survey results came within the free responses about what stakeholders like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school. Many parents that come to enroll a student will cite that they have heard about how caring and family-oriented we are at MSA 6. Continuing to collaborate and meet with stakeholders on a regular basis communicating with them in a timely manner will help further solidify what we are doing well here.

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: The most common responses in the student population involve a dislike for the school uniform and a dislike for one of the teaching staff. The uniform remains a consistent dislike for years. We have done well to incentivise the proper uniform in the beginning of the year and will now have to refocus some PBIS effort into this again. We are considering banning hoodies in general and coming up with a way to give students hoodless sweaters. With regard to the teacher in question, we will continue to meet and discuss areas of growth. We will evaluate this teacher and provide professional development and coaching if necessary. We would like to also increase the number of clubs/sports teams as our student enrollment increases and our staff size increases. Having a music program was also mentioned in the free reponses. This could be done through our after school clubs as long as we have the capacity or a staff member who has the skill set for this club.   In addition to this, this specific teacher has been helping our school by covering the vacant position from the first day of the 2nd semester and that this additional assignment/coverage has been stretching her thin regarding her assignment(s).

Staff: Staff patterns indicated a common dislike for two items: the co-location with Pio Pico middle school and the logistical troubles involved, as well as a struggle with the SPED coordinator. Our relationship with Pio Pico continues to grow and remain positive, however, we need to continue to work out internet access issues that come with the LAUSD firewall and work on mutual planning of drills and school events so that there are no surprises. Regarding our SPED coordinator we would like to continue to meet and collaborate between the SPED department and school staff to determine how best they can serve each other. Initially, the SPED coordinator position was unclear and caused confusion in the school. But recently (after the survey window) this position changed in a positive direction because the SPED coordinator will not be on site each day. Prior to this, we only had this staff on site 3x per week and shared with MSA 4. Lastly, the uncertainty of MSA-6's future has also been recognized as one area of growth. Since the move from last year to this year, which impacted our enrollment by half, since finding out that Pio Pico will shudder their doors in a few years, our staff has shown concern for the school.

Families: The two common dislikes for the school were a) the commute that former Palms students have to make to the Pio Pico location and b) the homeless encampment outside of the school. We offer a bus service from a pick-up location very near the old school site, and many students are able to use it. However, should a student want to stay at school for clubs and activities, their parents have to commute to pick them up, and this is not doable for most. We are gaining more and more students to be enrolled next year, and since they are much closer, hopefully we do not see this complaint come up as much. The homeless encampment that was making families uncomfortable has been cleared away (the week after the survey closed) and the city is monitoring the area to see if there is a resurgence.

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: What the students would like to suggest are very similar to what they had said about what they least liked about the school. That being the hoodies/uniforms, the math teacher, and food. Students have expressed that they would like to be able to wear their hoodies whenever they want, outside of class and inside classes as well, although we have told them that this was a safety issue and that it is a part of the school rules. The other suggestion was about the math teacher. Again, this was expressed in the least liked things about our school, but we want to thank this teacher for stepping up for helping out with the vacant position that we have had since the 2nd semester. We have been actively trying to find applicants who can fill our vacant positions (Linkedin, Paycom, Edjoin, events that Barbara has created...etc), but we have yet to find a candidate. Our last suggestion was to improve our food. We currently work with Better4You meals. But since the beginning, we have always tried to improve our food services. We have gone from Royal Dining, Revolution Foods, Lunch Master, to our current food provider, Better 4 You meals. Throughout the food vendor changes, we have asked our students to come and taste which food they like better. From student input, teachers, and families, we will make the decision to either change food providers or not.

Staff: The staff did not have a single most common suggestion for improvement. Among the suggestions we saw, there was a request for a new RSP teacher that can better accommodate the student in the classroom, a suggestion that we occupy a campus of our own, and sharper policies for behavior and consequences. Our SPED coordinator continues to evolve and meet the needs of the students and teachers on the campus. Recently, this staff member transitioned from a shared residence between MSA 4 and 6 to a full residency at MSA 6. We believe that as time goes on, this position will further evolve to fit the unique culture of our school and that it is indeed beneficial that this position will remain on site more often. We understand that a stand alone site is not necessarily a choice we get to make, but we look forward to a time when we can occupy a space of our own. Home office is working with LAUSD to modify our Prop 39 agreement to best suit our needs until a stand-alone site is developed.

Families: The families of MSA 6 felt first that MSA 6 should offer more extracurricular activity. Be it sports, clubs, or STEAM based activity, parents see the gap that we have when it comes to offering these things. The crossroads we are at is with staffing these things, and so we will have to make a greater push for parent team volunteers to spearhead these programs and find funding for transportation for kids that have to take the bus back to the Palms side of town.

Families have expressed that the meetings that we have are a little on the lengthy side. This is due to the translation that is being done from slide to slide. Families have suggested that separate meetings be done in order to cut the time of these meetings. What sometimes goes long is the "question and answers" that is done at the end of the meetings which may or may not pertain to all of our parents. We are currently discussing ways to make our meetings shorter, concise, and to the point.

NEXT STEPS

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

MSA 6 will first and foremost continue to seek enrollment for school growth, because an increase in student population will open up more funding and opportunities for extracurricular activities. We have a very small staff that is quite heavily occupied with their standard duties, coordinator roles, professional development, and school operations. As we develop a stronger presence in the Mid City community, we will begin to have parent volunteers that can lead extracurricular activities. We will need more space for these things as well, so we will rely on the Home office to find an open door to more.

Next, we will continue to work alongside our SPED coordinator through the rest of the year as they transition to a full residency at MSA 6. The ability to collaborate with staff and faculty can be improved as the SPED coordinator is more present throughout each day, especially in the classroom. We will facilitate more meetings between the SPED department and the staff to encourage a more cohesive environment for both. Beginning of next school year, we would like to also sit down with our SPED department and make sure that we have a list of items that we would like for our SPED team to work on throughout the school year.

For next year, the uniform issue will be addressed by giving away crew neck sweaters, instead of the usual sweaters with hoodies. This should cut down on the amount of hoodies that are worn on campus, which should lead to less issues with hoodies being on in classes and out of classes. Crew neck sweaters are being placed as of April 2022 for the following year, along with other uniform clothes such as the PE shorts, and PE shirt.

Regarding the math teacher suggestion, we will continuously look for a candidate through all of our hiring channels, LinkedIn, Edjoin, Paycom...etc. We will also monitor the classes by having check-ins with the covering teacher to assist in any way possible. Lastly, although there were lots of thoughts and suggestions about the math teacher, we are confident that the teacher is teaching the standards/content to the kids and getting them ready for their next grade level and for the state test.

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	97.2%	51.7%	90.9%
Spring 2021 Survey Participation Rates:	92.3%	65.4%	100%
Change since Spring 2021: *(percentage points)*	+4.9	-13.7	-9.1
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 increased our participation rate for our students from 92.3% to 97.2%. The teachers did a good job administering the survey in class and supporting students with the process. The students who ended up not completing the survey were our 5th grade Independent Study students and the teacher reached out multiple times to the parents and students to complete it but they didn't. We dropped our participation rate for our staff and family surveys. Our staff showed a decrease of 9.7%, resulting in 90.9% participation. This decrease was a result of a couple things. First, two of the staff members who didn't complete it are two of our three custodians. They were both reminded multiple times to complete it but are not comfortable with using computers and didn't want to take time from their busy days to complete it. We offered support but they declined. The third staff member is new to our school this semester and said he didn't feel like he had been here long enough to complete a survey fairly. For the 13.7% decrease in participation of our families, we believe it is due to a few factors. One being that they still prefer the paper survey over the online one. Another reason is we discovered that families with multiple students enrolled were having to complete a survey per child rather than one per family which resulted in several just choosing to opt out or only complete one leaving them with an incomplete status. Lastly, we have worked hard the past couple of years to get our parents used to using Parent Square to communicate with us as well as access important school documents. The fact that this survey goes out via personal email caused a lot of confusion and left many parents unaware of the survey because they don't check their email regularly. We did send multiple reminders via Parent Square with directions for accessing the survey, ran a raffle for prizes for parents and their children, and had a station set up daily during morning drop off with ipads and staff support to help parents complete the survey. This helped increase our rate from about 12% to the 51% we ended up with.

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	88%	98%	90%
Spring 2021 Overall Satisfaction Rates:	87%	100%	97%
Change since Spring 2021: *(percentage points)*	+1.0	-2.0	-7.0
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 educational partners' overall satisfaction.

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 2%. Comparing Spring 2021 and Spring 2022, there was a 1% increase for student's satisfaction, a 2% decrease for families, and a 7% decrease for staff members. We believe the slight increase for the students is due to them being back at school but school still looked very different for them this year so that's probably why it wasn't higher. The parent overall satisfaction rate is average and has fluctuated between 98% and 100% over the years. I know many of them felt disconnected this year since COVID protocols made it difficult for in-person gatherings. Although we are disappointed in the 7% decrease in the overall satisfaction rate from staff, we are not surprised, especially after reading the free response comments. This has been an extremely difficult and challenging year for educators and as hard as everyone is working, important things were ignored or neglected in order to address other things.

Students:
- What I like best about the school is that the teachers are amazing and they help you when you need them their nice and caring to all the children
- Everything MSA7 is the best school in my opinion
- The food and the cafeteria too loud

Parents:
- Teachers and all staff are exceptional, there is parent involvement, they have build a positive school culture, they acknowledge personal achievement and good behavior of the students . WE LOVE MSA7!!!
- I'm so pleased with my choice in enrolling my child into this school. He use to struggle with reading and writing and ever since being apart of Magnolia Science Academy 7 he is now thriving. This school has helped my child in so many ways and I'm beyond grateful for each and every staff member. Team work has paid off! Thanks to our school for helping my second grader enthusiastically ready for school every morning! Magnolia

has kept learning fun all while being challenging enough to meet every one of his curricular needs met. I love this school!

▪ No before school program at 7am for working parents to leave their kids

Staff:

▪ I love the community that has been formed by MSA 7. My coworkers and admin are supportive, helpful, and genuinely care about one another. I also love the medical insurance we have, it has been extremely helpful for my medical needs.

▪ The diversity and support from all staff.

▪ Limited space for support staff to work and provide services to students.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	80%	20th-39th percentile	no change
Knowledge and Fairness of Discipline, Rules and Norms	78%	20th-39th percentile	- 6
Safety	71%	80th-99th percentile	- 3
Sense of Belonging (School Connectedness)	79%	40th-59th percentile	- 2

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	- 6
Safety	99%	80th-99th percentile	- 1
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	- 2

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	no change
Safety	92%	80th-99th percentile	- 4
Sense of Belonging (School Connectedness)	83%	40th-59th percentile	- 13

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	77.0%	98.0%	93.0%
Spring 2021 Average Approval Rates:	81.0%	99.0%	97.0%
Change since Spring 2021: *(percentage points)*	- 4.0	-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?

The changes in average approval rates from Spring 2021 to Spring 2022 were disappointing for us to see, especially after a year of increases and growth in 2020-21. The average approval rating was down this year in all categories for all educational partner groups except:

- Students - Climate of Support for Academic Learning - stayed the same at 80%
- Staff - Climate of Support for Academic Learning - up 1 point from 97% to 98%
- Staff - Knowledge and Fairness of Discipline, Rules and Norms - stayed the same at 97%

The biggest change that occurred from last school year to this year was a decline of 13 points for staff's approval rating in the area of Sense of Belonging (School Connectedness) from 96% in 2020-21 to 83% in 2021-22. This has been a difficult year for all and many of the things we used to do as a school staff were either canceled or looked different this year due to COVID protocols, time restraints, and lack of motivation and energy. Although we were back in person this year, we felt more disconnected in many ways than when we were in distance learning last year.

We also saw a decline in the overall average approval rate for all educational partners. The student average approval rate declined by 4 points from 81% to 77%, the family's decreased 1 point from 99% to 98%, and the staff average approval rate decreased by 4 points from 97% to 93%.

Although it was great to be back in person this year, that came with its own set of challenges and brought an unprecedented school year. Behavior, SEL, and mental health needs are on the rise for all educational partners and although everyone is truly doing their best to support one another, needs still present themselves daily. We are optimistic that as we transition out of the pandemic we will be able to improve school culture and morale in order to see our numbers rise again.

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 remained at 80%, same as last year

-Staff approval rating for Climate of Support for Academic Learning increased by 1 point from 97% to 98%

-Staff approval rating for Knowledge and Fairness of Discipline, Rules and Norms stayed the same at 97%

Highest Approval Rates:

The topic with the highest approval rates for all three educational partner groups was Climate of Support for Academic Learning. We were grateful to see that all educational partners had high approval ratings for this category knowing what a challenging year this was for all and that we worked hard as a community to support one

another and promote student learning as we transitioned back to an in person setting.

Most Proud:

We are most proud that all our educational partners 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 meet the needs of our community during a pandemic and as we begin to transition out of a pandemic. We were also very proud to see that the parent approval rating of Safety was 99%. Although this was a 1 point decline from last year, it is still very high. Considering how much had to be done and focused on in regard to health and safety this year and the fact that only six families chose to keep their students in Independent Study, we are relieved to see that our families felt safe sending their children to school with us during this stressful and unsure year.

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 not only learning loss but behavior, SEL, and mental health as we continue to transition out of a pandemic.

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 stayed the same, it was the lowest of the three stakeholder groups (80%). We were pleased to see there wasn't a decline but feel the rating would have been higher if we had been able to bring our students back to the in person learning they were used to prior to the pandemic. There were still multiple health and safety protocols in place that made it difficult to fully support our students this year. 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 educational partner groups for this topic despite a 6 point decrease by students and families. We are also aware that this is an area of need as we have seen an increase in the amount and type of behaviors from our

students this year.

-Safety:

There was a decline in approval ratings this year for all three educational groups. They weren't significant, 3 points for students, 1 point for families, and 4 points for staff, but still something we need to be aware of and address. We know that coming back to in person learning in the middle of a worldwide pandemic made many people feel anxious about their health and safety. We also are aware that there have been a few unusual incidents this school year that could affect the members of our community feeling safe while at school. We are working to address these and hope to avoid further incidents in the future.

-Sense of Belonging (School Connectedness):

We saw a decrease in approval rates in this area by all three educational partner groups. Students and families decreased by 2 points and staff more significantly by 13 points. We saw quite a big increase in this area last year despite being apart in distance learning so it was quite hard for us to see a decline upon our return to in person instruction. Although difficult to see, it's not surprising. During distance learning our team worked hard to engage and connect with one another, our students, families, and each other and I believe the rates attested to that. This year, we worked hard to stay healthy, stay open and address the many needs of our students. SEL and connectedness was a priority for the students but not as much for our staff. We also weren;t able to have many if the events and gatherings we're used to having which attributed to this decline.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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?

- Teachers and staff are helpful, respectful, and caring
- Communication and support
- Families witness safety and well being of students
- Tight-knit school community for staff
- Administrative support and responsiveness
- Diversity of staff

Patterns:

All educational partners mentioned how the school feels like a tight-knit community and family and how teachers and staff are helpful and caring. 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 educational partners talked about our hard working staff, supportive community, and family-feel environment.

Maintain or Build Upon:

Continue to focus on and build school culture for all educational partners as we transition out of the pandemic and back into a more normal setting where we can host events, have in-person meetings, and focus on things other than health and safety compliance.

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?

- Food Quality
- Recess and Lunch (cafeteria) Procedures
- Strengthen PBIS implementation, strategies, and structures
- Lack of before school program
- Limited space for support providers to use
- Increase parent involvement at school
- Improve school culture and community cohesiveness

Patterns:

All educational partners mentioned how the facility needs more space for staff and students as well as upgrades. All three groups mentioned that recess and lunch procedures need to be revised as well as the need for better food

quality in the cafeteria.

Areas Needing Close Attention:

The two areas needing close attention are strengthening PBIS implementation, strategies, and structures and improving school culture and community cohesiveness

Gaps:

Providing a morning care program before school so parents can drop students off earlier.

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

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

▪ Improve the quality of the cafeteria food
▪ Before school program for working parents
▪ Less PD and more prep time in the classroom.
▪ More space - space for small group instruction, SPED, storage, etc.
▪ Staff wellness activities

Patterns:

All stakeholders mentioned how the facility needs improvements and growth. Two of the three groups mentioned a need to improve food quality. Staff asked for more time and wellness activities. Parents asked for a before school program.

NEXT STEPS

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

▪ By July 2022, MSA 7 will implement a before-school program with educational partners. We will look into running our own program or outsourcing to arc using the ELOP funds.
▪ Collaborate with Schools in Action to identify a new vendor or course of action to increase the food quality by June 30, 2022. SIA is putting a corrective action plan in place to address concerns.
▪ Recess and lunch procedures will be revisited to implement post-pandemic protocols - this is currently happening and will be finalized by the start of 2022-23 school year.
▪ Collaborate with the PBIS team to reflect glows and grows for this school year. Focus on future implementation of promising practices per survey responses. We need to assign a new PBIS Coach as ours is

leaving to accept a new position. This will be addressed April 2022.
- Continue working on expansion plans for more space by end of 2021-22 school year
- Increase parent involvement. Work with the PACE Coordinator to create an action plan to re-engage families to acceptable levels per educational partner survey. This will be ready to launch in August 2022.

Although it is important to acknowledge and take all suggestions into consideration, we have chosen six that we would like to put the most focus and attention into. These six 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.

MAGNOLIA SCIENCE ACADEMY - BELL

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	100%	54.3%	100%
Spring 2021 Survey Participation Rates:	94%	41.5%	100%
Change since Spring 2021: *(percentage points)*	+6.0	+12.8	0
Next Year Survey Participation Targets:	≥95.0%	≥60.0%	= 100%
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.			
All staff took the survey and we achieved 100%. All students took the survey and reached 100%. The family survey was a lot more challenging to get completed because our families are used to paper copies and in the past they were not required to complete the survey only and with a unique code. However, making individual calls and personalized emails was most helpful.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	86%	96%	93%
Spring 2021 Overall Satisfaction Rates:	88%	99%	98%
Change since Spring 2021: *(percentage points)*	-2.0	-3.0	-5.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥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 educational partners' overall satisfaction.			
The overall satisfaction rate from last year to this year decreased overall by -2% for students, -3% for Families, and			

-5% for staff. We show that we have had a decrease of satisfaction from all three stakeholders. However, the lowest rate of satisfaction is 88% followed by 98%, so in all reality it is not that bad. In addition, our satisfaction rate is above or equal to MPS.

From students some keywords that described what they liked about our school were: Friends, supportive staff, after school clubs, campus, and helpful teachers.

From families some keywords that described what they liked about our school were: Teachers, Admin support/expectations, high quality of instruction, staff, and counseling.

From staff some keywords that described what they liked about our school were: Support among staff and Friendly admin.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	83%	80th-99th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	72%	60th-79th percentile	-10
Safety	69%	40th-59th percentile	-4
Sense of Belonging (School Connectedness)	62%	40th-59th percentile	-6

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	-4
Safety	95%	60th-79th percentile	-3
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	-1

<u>Staff Survey:</u>

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	96%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	82%	20th-39th percentile	-11
Safety	78%	40th-59th percentile	-2
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	-2

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	72%	96%	84.0%
Spring 2021 Average Approval Rates:	79%	97%	92.0%
Change since Spring 2021: *(percentage points)*	-7.0	- 1.0	- 8.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

<u>Survey Findings:</u>

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Students: For each category, there was a drop in a few points. However, it is possible that due to the pandemic the points dropped coming back to school after being at home since March 2021. However, safety and knowledge of fairness and norms were the two highest declines. This data is evidence that the pandemic has increased a gap in confusion about school norms and we have a responsibility to over communicate and reinforce our students' knowledge of the school systems. Furthermore, our focus on PBIS will allow us to also acknowledge the correct behaviors and to reward growth and improvement. Sense of belonging was also low for students and it dropped 6 points from the previous survey.

Families: All of the sub categories dropped for families too. However, safety and knowledge of discipline and rules had declined from previous surveys. Social media has made one or two incidents appear as if a school is unsafe and being co-located with two other schools has exponentially affected this perception.

Staff: Just like students and families, there were declines in all topics for staff. Knowledge and Fairness of Discipline, Rules and Norms was the lowest score with a decline of 11 points from the previous survey. This shows that the leadership needs to improve this area for all stakeholders.

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?)

Although we saw a decline in approval rate the rates for students and staff continue to be higher or similar to the MPS average. Historically our lowest score for students has been 68% and our highest 79%. The students want to feel like they have a voice and this is a priority for us moving forward. The approval rate for families remained the same, and this is probably because they like our strict rules and feel that students are being supported by their teachers and staff alike. In addition, parents feel that our school's standards are high and it's a welcoming environment. Historically, the staff approval rate has been under 90%, as low as 78% and as high as 92%. However, this year shows a decline to 84% and we understand that a lot of this has to do with the additional tasks that have accompanied reopening a school after a pandemic.

▪ School community, feeling of safety, welcoming environment
▪ High quality of standards (Spanish)
▪ Support among staff
▪ After School clubs, tutoring and support, Saturday school

- Friendly admin/staff

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: The most common responses in the student population involve a dislike for the school uniform and a dislike for one of the teaching staff. The uniform remains a consistent dislike for years along with too much homework.

- Perception of inconsistent treatment and enforcement of rules by each teacher, whole class consequences instead of consequences for the students who are not following rules
- Too much homework (described as excessive amounts) *
- Some bullying/ racist comments*
- Uniform policy is too strict*
- Quality of school lunches

*Similar to other years

Staff: The staff seems to really dislike the discipline process and need clarity about the different roles and their assigned tasks. Furthermore, the staff also would like to see an improvement in communication.

- Lack of follow through on discipline
- Role confusion- unclear which responsibilities belong to which person; more work keeps being added to teacher's plate
- Leadership instability and communication

Families: Families would like to see a high school option for their students beyond our 8th grade! Families are concerned about the safety of the neighborhood and would like to see more curriculum that teaches and aligns with their students' heritage.

- Only offers up to grade 8 would like a Magnolia High School Option

- Teacher turn over
- Do not teach about "my child's" heritage
- Receiving English messages on parent square only (Spanish)
- Some staff are unfriendly with families and students
- Unsafe neighborhood
- Supervision

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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 most notable positive aspect of the survey results came within the free responses about what stakeholders like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school.
WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**   Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
The school needs to improve communication across all stakeholders so that there is a better understanding of the

roles and expectations at all levels. Furthermore, there needs to be a greater emphasis on student leadership, so that students' voices are heard and they have a stronger sense of belonging at MSA Bell. For families, we need to share all the wonderful activities happening everyday and give them an insight as to how safe our school is, so that social media is not their main source. After a Principal transition, there are some areas that need some adjustments to improve and continue to build on the trust and collaboration amongst staff.

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

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

Students
- Fair and consistent treatment of students, enforcement of rules equally across the school
- Reduce amount of homework
- Later start time for school- 8:30 am
- Relax the dress code, allow more options for pants and shoes
- Provide a student store like the other schools on campus/ vending machines

Families
- Updated information IEP/ 504
- More strict with rules and safety
- Stop closing the restrooms and limiting access for students
- Make the street a one way street for traffic
- Hire more staff for supervision, consistent
- Participation in social activities, giving back to the community

Staff
- Clearly define roles and responsibilities for all positions
- Have security
- Admin team needs to be more unified and have clearer communication. Everyone seems to be confused on a lot of things

NEXT STEPS

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

- Teach our students why uniforms are important. The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community.
- Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans.
- Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs.
- Teacher turnover: Continue to improve teacher relationships and work with HR to make the working conditions at MSA Bell competitive while making teachers' SEL a priority.
- Revisit organization chart with the entire staff, some changes have been made that are different from that of the start of the school year, perhaps they need a review

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	97.8%	81.8%	100%
Spring 2021 Survey Participation Rates:	95.3%	72.8%	100%
Change since Spring 2021: *(percentage points)*	+2.5	+9.0	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.			

MSASA's observation on participation rates for our students is that there is a 2.5% increase from the 2020-2021 school year. Though we are pleased with this increase and exceeding the MPS targeted goal of greater than 80%, our students' absenteeism is still a concern post pandemic as we have a growing number of short term independent studies due to illness.

For our families, MPS targets are set at 80% and at MSASA we are proud of our family participation rate at 81.8%. Last year our participation rate was 72.8% and we are extremely proud of this 9% increase. We attribute the success of our PACE coordinator, Ms. Maricruz, in attaining such a high participation rate. This year our focus has been on communication with all our educational partners, more specifically highlighting our weekly Coffee With the Principals so that families' voices are heard and valued.

For our Staff we are pleased that for the past two years, we have a 100% survey participation rate. We are pleased to note that all staff at MSASA, regardless of classified or certified staff - all voices are heard.

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	75.0%	94.0%	91.0%
Spring 2021 Overall Satisfaction Rates:	84.0%	98.0%	78.0%
Change since Spring 2021: *(percentage points)*	-11.0	-4.0	+13.0
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 educational partners' overall satisfaction.

For our students, it is noted that our satisfaction rates have had a decrease as they are currently at 75%, thus a decrease of 11% from our previous year. What we have noted is that our students are satisfied and pleased with our teachers, playground/ gym, sports programs, and our STEAM integration across TK-12 grades. Students have noted their distaste for our food service and are concerned with the lack of field space and no grass. In addition, our students are concerned with bullying.

Our families at MSASA are at 94% satisfaction rate. This is a decline of 4%, as last year was noted at 98%. Our families have pointed out that rules are not consistent across TK-12 grades. There is a lack of music integration across MSASA. They have noted that there is a lack of supervision during the recesses and lunches. They have expressed concern with our front office that phone calls are not often answered. Our families are extremely satisfied with our teacher and academics. They are pleased with communication, support staff, and the personal attention to our students.

For our Staff at MSASA, we are pleased to highlight a gain of 14% for the satisfaction rates. This year the teachers are pleased with the overall welcoming culture, support from admin, and academic freedoms in classrooms. Our staff has noted that they would like more parent participation and more consistent discipline with consequences. A major area to support noted by staff is our SPED department and the lack of SPED support in the classrooms.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	78%	==20th-39th percentile==	-3
Knowledge and Fairness of Discipline, Rules and Norms	67%	==40th-59th percentile==	-10
Safety	71%	==20th-39th percentile==	-1
Sense of Belonging (School Connectedness)	64%	==40th-59th percentile==	-5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	96%	==20th-39th percentile==	0
Knowledge and Fairness of Discipline, Rules and Norms	92%	==40th-59th percentile==	-3
Safety	88%	==20th-39th percentile==	-1
Sense of Belonging (School Connectedness)	95%	==40th-59th percentile==	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	95%	==20th-39th percentile==	+4
Knowledge and Fairness of Discipline, Rules and Norms	89%	==40th-59th percentile==	+4
Safety	80%	==20th-39th percentile==	-3
Sense of Belonging (School Connectedness)	86%	==40th-59th percentile==	+8

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	70.0%	94.0%	88.0%
Spring 2021 Average Approval Rates:	76.0%	96.0%	84.0%
Change since Spring 2021: *(percentage points)*	-6.0	-2.0	+4.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students: MSASA students' approval rating has declined 6% from last year. In regards to "Climate of Support in Academic Learning" for our students, MSASA has provided after school tutoring and intervention groups.   We are experiencing a sub shortage, thus students may not feel comfortable in seeking support for their core academics. In secondary we have two long term subs and it is difficult for them to commit to longer hours. For topic two: "Knowledge and Fairness of Discipline," we have declined 10%. We attribute this to our transition back to in school learning and many students have found it challenging to transition from online learning, hybrid to fully in school. For topic 4: "Sense of Belonging," our students have a decrease of 5%. This is due to the fact that our students need more SEL support as many have been experiencing school anxiety. This being said, we have a part time social worker on campus and have partnered with the Chicago School of Psychology to support our students individually and in group settings. Families: MSASA families responses to "Knowledge and Fairness of Discipline" has declined 3% from the previous year. Our families are seeing many students struggling with adult-like addictions stemming from the pandemic. We have installed vape detectors in all secondary bathrooms and the secondary level is using e-hall passes to monitor and combat certain behaviors. It has been noted that families feel certain grade/student groups are not being treated

equally.

Staff:

MSASA staff's " Sense of Belonging" has increased 8% from the previous year. This year we have made great effort in our communication with staff and open door policy. It is apparent that staff feel a part of our Magnolia Pirate family. There is a school-wide accessible calendar, we have a weekly "Hook" newsletter, as well as celebrating and highlighting our staff during our weekly meetings. We will note that Safety has declined by 3%. This is possibly due to Covid related concerns as well as a need for proper fencing to ensure a closed and safe campus.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students: At MSASA the student approval rate is 70%. Our highest topic is Climate of Support for academic learning at 78%. Our students are taking advantage of tutoring at the secondary level. At the elementary level students have specialty pullouts like science, theater arts, arts, and PE to support a robust academic learning.   We are most proud of this approval of 78% as our students are supported even after the school day is over with our after school ASES, sports, and academic support. We are looking to build our climate of academic support as we speak. We are in the process of hiring a music teacher for our ASES program and next year we aim to incorporate music during the learning day as a speciality pullout.

Family: Our highest approval for families is the "Climate of Support for Academic Learning" at 96%. Parents feel that we at MSASA are providing their children with a robust academic extra curricular program. Another area of strength is the topic: "Sense of Belonging" as our families have a score of 95% approval. Our families feel we are communicating, and providing them with a weekly Coffee with the Principal in both Spanish and English. Parents have noted that our after school sports program has increased the student morale and increased grades throughout TK-12. Next year, our high schoolers will be able to participate in CIF sports and our families will be able to be more visible and present around campus as the covid restrictions are lifted.

Staff: Our highest staff approval rate is the "Climate of Support for Academic Learning" at 95%. Our staff is more involved with sports, after school clubs, and tutoring. Staff have many supplemental programs to assist and reinforce student mastery of learning. As we plan for next school year we will ensure that the teachers' voices are heard and valued as they are the master teachers and know their students' needs best. We aim to ensure an open and honest dialog with our stuff, so that they are supported academically.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: Sense of Belonging 64% -5/ Knowledge and fairness of discipline rules and norms: 67% -10

MSASA students are having a difficult time adjusting back to full time daily instruction. Students have developed adult-like addictions from distance learning/hybrid settings from the previous year. Many students are dealing with social-emotional issues that require our school psychologist and now a part time special worker to support them. Many students are experiencing school anxiety and a lack of school structured environment, thus causing a decline for a sense of belonging.

Students' understanding of "Knowledge/Fairness of Discipline and Rules/Norms" declined 10%. We attribute this to the addition of a new Dean of Students and the culture that has been established for the positive. Students are adjusting slowly due to school being back in person and going full steam ahead. Students are finding it challenging to get back to school mode.

Families: Safety at 88% decline of -1.

MSA families lowest rating was Safety. After reviewing, families find the parking still a concern and are concerned with our school not being fully enclosed.

Staff: Safety at 80% -3

MSASA Staff are concerned with covid compliance in the sense that they are being exposed and are vulnerable to contracting covid. Staff would agree with the lack of parking situation. Staff also feel they need more support dealing with student misbehavior and discipline.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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

All students are so pleased with our teachers, playground, gym/sports, STEAM integration, and friends. We are pleased to have established a great environment of learning and extra curricular activities for our Pirate scholars.

STAFF

All are pleased with our welcoming culture, friendly staff, small class sizes and support from admin.

Families

Families are happy with our staff, all staff's dedication to our students, and communication regarding grades and well-being of children. Families are comforted that all staff recognize students by name and need.

Across all educational partners our TEACHERS are valued, respected, and appreciated. We are so pleased to have such a great staff this year. In order to maintain and build on the success of our teachers we need to ensure the best salaries and support for them.

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

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

STUDENTS

FOOD across all grade levels has been a major concern. Students have expressed bullying and having to wear uniforms as what they like least.

STAFF

Staff have expressed a lack of parent participation, lack of proper discipline, and not enough SPED support.

FAMILIES

Families have expressed the need to have a more approachable/friendly office staff, and they would like to have a

music/art program. They are concerned that rules are not being followed by all students, and the lack of supervision during recess and lunch times.

Across all our educational partners, the least liked is the food served, bullying/supporting our students, school-wide expectations, supervision, grass area/parking, and ensuring our SPED team is being supported. MSASA needs to pay close attention to our food as it has been a constant concern on a yearly basis. We need to support our SPED team with more paras in classrooms as well as retaining our SPED team.

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

At MSASA students would greatly like to see improvement with our food served. Students would appreciate maintaining our facilities as well as gym and play spaces. Students would like more variety of play equipment. Students would greatly appreciate transparency regarding rules and hold all students equally accountable.

STAFF

Staff suggestions include setting specific discipline consequences, salary improvement, better SPED support, and resources. Staff would like to have our facilities maintained.

FAMILIES

Families would like a stoplight or a" keep clear" signage on First St. They would also like a large sign to advertise the school as well as a marquee to display what is happening on campus. They would like more arts and music integration as well as an in person library. Families would also appreciate more staff that are bilingual.

NEXT STEPS

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

For MSASA our next steps will be to set up a food meeting with Better for You and Schools in Action in addition to involving students to choose vendors. We need to focus more and revisit Zones of Regulation and partnering with Dr. Jones with the Chicago School of Psychology/ internships and hosting small groups/ including Community Circles to ensure our students' voices and concerns are being addressed and that all feel part of our Magnolia Pirate family. We will prioritize our SPED, so that there is more focused time in hiring, training, and greater presence in the classrooms. We will also work on getting more training and support for our ASES supervision, radio supports/ restorative justice practices and community circles.

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2021-22 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner 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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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 educational partner 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 educational partner 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 2022 Survey Participation Rates:	92.86%	71.1%	100%
Spring 2021 Survey Participation Rates:	94.7%	67.9%	100%
Change since Spring 2021: *(percentage points)*	-1.84	+3.2	0
Next Year Survey Participation Targets:	≥85.0%	≥65.0%	≥95%
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.			
Students: The survey was administered in our history classes. We dropped nearly 2%, but we made our student participation target goal. One of the main reasons for this was students being absent due to COVID related circumstances. Families: We had a 3.2% increase in family participation rate this year. We think the reason for the increase in family participation was due to the text messages, weekly newsletter, and reminders at parent meetings. Staff: The staff was once again given time during two staff meetings to complete the survey. We feel like this strategy has helped us maintain the 100% participation rate.			

Overall Satisfaction Rates:

This rate measures our educational partners' 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 2022 Overall Satisfaction Rates:	78.0%	96.0%	100%
Spring 2021 Overall Satisfaction Rates:	89.0%	97.0%	100%
Change since Spring 2021: *(percentage points)*	-11.0	-1.0	0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Students: Our students indicated a 78% favorable rate for an overall school experience. This percent is comparable to the overall MPS favorable score of 78%. Last year, we had questions about our results during Distance Learning. We believe the significant increases might have been due to the environment change. As a result, we wanted to monitor our progress this year and compare it to 2019-20 results. When we compare the results for 2019-20 results, this year we have 78% compared to 80%.

Families: Our families recorded an overall satisfaction rate of 96% which is a 1 point increase from two years ago. Considering transitioning from almost a full year of distance learning to in-person education, our school receiving 96% overall satisfaction rate from our parents this year is quite remarkable.

Staff: Our staff continued to record an overall satisfaction rate of 100% this year which is equal to our score last year. We continue to hold weekly staff meetings and leadership meetings to hear staff feedback and help make decisions collaboratively.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	77%	60th-79th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	-11
Safety	61%	20th-39th percentile	-14
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	-2

Family Survey:

Topic	Percent	Compared to others	Change

	Favorable	in the CORE Districts dataset	since Spring 2021 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	- 4
Safety	97%	80th-99th percentile	- 2
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 2021 *(percentage points)*
Climate of Support for Academic Learning	100%	80-99th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	90%	60-799th percentile	- 3
Safety	80%	40-59th percentile	- 14
Sense of Belonging (School Connectedness)	96%	80-99th percentile	- 3

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

Average Approval Rates	Student	Family	Staff
Spring 2022 Average Approval Rates:	66.0%	96.0%	100%
Spring 2021 Average Approval Rates:	76.0%	97.0%	100%
Change since Spring 2021: *(percentage points)*	- 10.0%	- 1.0	0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

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

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

Students: In general, our student favorable rates have decreased from 2020-21. Our foundational Tier I systems of support from the past 3 years have carried over to this school year. However, two thirds of our student population (6th & 7th graders) have just been exposed to our school culture for the first time this school year due to the COVID landscape. This appears to have had an impact on our overall culture. This is evidenced by comparing our approval rates from two years ago. This data reveals a 6% increase in approval rating when two thirds of our student population has prior exposure to our school culture versus one third. We have continued to support our students' social-emotional well-being through weekly common SSR Zones Of Regulation lessons, as well as explicitly teaching students the values of our character education program- The WIZARD Way. In addition, we have had targeted assemblies to reinforce our school-wide behavior expectations both in the fall and spring, such as Internet Safety and Cyber Bullying through the San Diego Police Foundation and a partnership with the Sandy Hook Promise Organization to schedule their "Say Something" Assembly for all our students.

Families: The family approval rate indicated a solid 96% which is the same as two years ago. Our family approval rate is consistently high from year to year, and a 1% decrease from last school year is very insignificant given the fact that we returned to in person learning after almost a full year of distance learning. We have continued to engage our families through different school events throughout the year, ensuring they are valued educational partners in decision making through different outlets such as weekly Coffee with the Principal and bi-monthly Parent Task Force, SSC and ELAC meetings. This level of parent engagement and collaboration have yielded a high quality program that earned us a California Distinguished School title.

Staff: Our approval rate continued to remain at 100% this year with zero change from last year. We attribute this to our frequent staff meetings to collect feedback from our teachers and staff members as well as our Leadership meetings where we collaborate with teachers and include them in the decision making process. We also create camaraderie amongst our staff by celebrating birthdays, baby showers, staff lunches, etc..

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: (Safety) Compared to other MPS schools, our favorable rate is +4 points when we ask students- "I am happy to be at this school". Compared to other MPS schools, our favorable rate is +5 points when we ask students- "I feel like I am part of this school". Compared to other MPS schools, our favorable rate is +10 points when we ask students- "The teachers at this school treat students fairly" (three quarters of our students indicated a favorable rating). Compared to other MPS schools, our favorable rate is +6 when we ask students- "I feel safe in my school".

(Knowledge and Fairness of Discipline, Rules and Norms) With the exception of one area, the majority of our students indicated that our school-wide expectations, rules and norms are clear and they have an understanding of them.

(Climate of Support for Academic Learning) 92% of our students agreed that our teachers allow them to have opportunities to take part in classroom discussions or activities.

Families: The topic with the highest approval rate was the Climate of Support for Academic Learning with a solid 97% favorable rating as reported by our families. We take great pride in the amount of academic and SEL support that we provide to all of our students. Free after school tutoring and a wide variety of clubs, competitive teams, Saturday School, Fall and Spring Student-led Conferences are all part of our strong academic program that our families appreciate. We will continue to support our students' academic and emotional growth.

Staff: Our staff rates their satisfaction with the school favorably compared to other MPS schools at 100% to their 90% satisfaction rate. Our staff's sense of belonging, climate of support and knowledge and fairness of discipline, rules and norm all rate about 90%. Specifically when asked "how many adults at this school support each other and treat each other with respect", our staff responded 100% favorably. 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: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: Only 32% of our students indicated that our students treat teachers with respect. This is an area that will need to be addressed in our SSR classes through SEL lessons and other activities that focus on CASEL's SEL Framework of: Self Management, Self Awareness, Social Awareness, Responsible Decision Making and Relationship Skills.

Families: Knowledge and Fairness of Discipline Rules and Norms recorded the lowest rating among all topics with a 93%. This is the same rating we received 2 years ago. We will continue to hold assemblies for each grade level at the beginning of each school year so that students have a clear understanding of our discipline policy. An area of improvement would be to create opportunities for our parents to learn and understand our discipline policy, giving them the opportunity to ask questions. This could be done at monthly or bi-monthly workshops with a team from our admin and staff.

Staff: One area that dropped 14 points in our safety rating from the previous year during distance learning. While this score is equal to 2020 and higher than in the past, it is an area to focus on. Our staff rated disruptive student behavior as an area of concern (65% favorable). Due to the pandemic, we are seeing an increase in disruptive behavior and conflicts among students as they return to campus this year. We have added extra support this year to target these behaviors with our MTSS program, PEACE student group, Wizard Way Character Education program and restorative practices.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners 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: There are 79 responses about friends at our school. A student best described Magnolia Science Academy San Diego as "It is genuinely a nice place for people to get friends". Friendship at MSA San Diego is an important part of our student's life on campus. 106 responses complimented our staff and teachers. Also, there are 34 responses that praised the "people" at our site.

Families: The top answer that our families indicated as liking best about our school is our teachers! They described them as "Great Teachers." Specifically, they have described our teachers as being: friendly, caring, helpful, communicative, welcoming, inclusive, positive, skilled, fair, nurturing, team driven, amazing and having high academic standards. Families also like the enrichment opportunities that their children experience through their elective classes and by attending our after school clubs.

Staff: 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 our wide variety of clubs, athletics and tutoring is a great way to connect with students.

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

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

Students: The top least liked response from our students is our school uniform policy. Another least liked is how some students interact with each other and with teachers, and how some teachers interact with students.

Families: Most of the competitive sports we offer to our students have been cancelled due to COVID this year. These types of extra curricular activities we offer are what draw families to our school and play a vital role in our students' social emotional learning and their connectedness to the school. A few of our families did not like these opportunities being unavailable to our students. This feedback came from 5 different families.

Staff: The top response from our staff is the limited space for some of our classes and PE. Lastly, staff members would like communication to improve, specifically in the area of discipline procedures. Also they would like to have access to more local stores for purchasing supplies.

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: 45 students suggested that we do away with our school uniforms and/or make adjustments to our dress code and uniform policy. 10 students suggested allowing them to use their phones.

Families: Due to COVID, we had to cancel some of our school events, especially the ones scheduled for the beginning of 2022 and even the events we hosted the first semester always had limited seating capacity plus the mask requirement and health screening.

We have a strong parent engagement program, the off-site and on-site school events are a big part of our school culture. Our parents really look forward to attending these events and connecting with our teachers, staff and administrators every year. An area of improvement for the rest of this year and next year is to bring back the school events that were postponed due to COVID.

Staff: Our staff would like to suggest clearer rules and consequences for our students as well as communication of the follow up from these behaviors. Some staff reported that they would like to see more campus events, while others requested having less. Another area to note was the recommendation for hiring additional staff to provide more support for students in the classroom and a full-time counselor.

NEXT STEPS

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

- Address our facility improvement needs
- Address our staffing needs
- Streamline our rules, consequences and discipline process