

|                |   |
|----------------|---|
| Agenda Item:   | III A: Information/Discussion Item  |
| Date:          | April 13, 2023  |
| To:            | Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”) |
| From:          | Alfredo Rubalcava, CEO & Superintendent   |
| Staff Lead(s): | David Yilmaz, Chief Accountability Officer  |
| RE:            | 2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP                |

**1. Action Proposed:**

N/A

**2. Purpose:**

To review and reflect on the educational partner survey results and findings so that we can maintain and improve educational quality of our schools on an ongoing basis. Educational partners survey reflection is a necessary and required step of the LCAP development and school improvement cycle.

**3. 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?

Responses to the open-ended questions are not included in this report due to confidentiality. However, school leadership teams and the Home Office teams (academics, accountability, HR, O&C, 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.

**4. Analysis:**

Please see the attached reports on MPS' 2022-23 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.

5. **Impact:**

Each school leadership team is 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.

6. **Budget Implications:**

N/A

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

- Report on 2022-23 MPS Educational Partners Survey Results .....Pg. 3
- Panorama 2022-23 MPS Average Approval Rates by Question (*Student, Family, Staff*) .....Pg. 50
- Panorama 2022-23 MPS Detailed Survey Reports (*Student, Family, Staff*) .....Pg. 64
- MPS 2022-23 Educational Partners Survey Reflections (*one from each school*) .....Pg. 103



# Report on Magnolia Public Schools' (MPS) 2022-23 Educational Partners Survey Results



April 2023

Prepared by the  
MPS Home Office  
Accountability Department

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## Preface

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve 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.

Student Survey Sample Questions:

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

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

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

Overall School Experience:

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

Parent Survey Sample Questions:

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

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

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

Overall School Experience:

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

Staff Survey Sample Questions:

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

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

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

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

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

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

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

Overall School Experience:

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



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

As described in the section above, the annual 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?

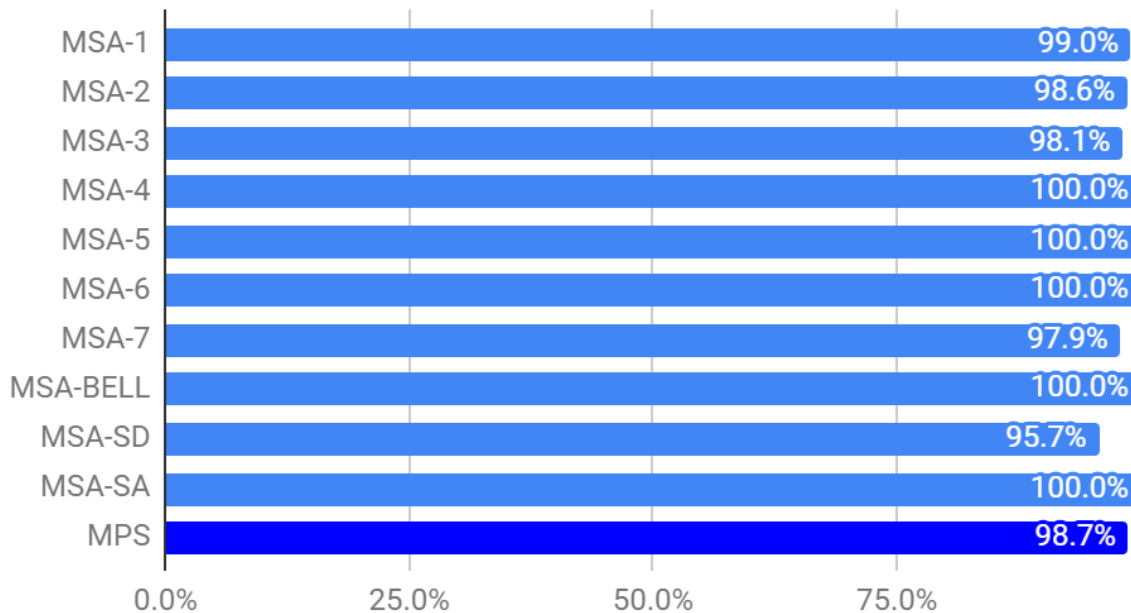
### Current Year Survey Participation Rates

In 2022-23, MPS had an average educational partners participation rate of **98.7%** for students, **80.8%** for families, and **99.7%** for staff. (Last year the participation rates were 92.4%, 57.1%, and 97.8% respectively.)

| 2022-23 Survey Participation Rates |              |              |              |              |              |              |              |            |            |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|
|                                    | Students     |              |              | Families     |              |              | Staff        |            |            |
| MSA-1                              | 99.0%        | 693          | 700          | 73.7%        | 417          | 566          | 100.0%       | 71         | 71         |
| MSA-2                              | 98.6%        | 501          | 508          | 99.3%        | 413          | 416          | 100.0%       | 46         | 46         |
| MSA-3                              | 98.1%        | 366          | 373          | 78.7%        | 237          | 301          | 100.0%       | 42         | 42         |
| MSA-4                              | 100.0%       | 105          | 105          | 100.0%       | 93           | 93           | 100.0%       | 17         | 17         |
| MSA-5                              | 100.0%       | 230          | 230          | 87.6%        | 162          | 185          | 100.0%       | 28         | 28         |
| MSA-6                              | 100.0%       | 92           | 92           | 96.4%        | 81           | 84           | 100.0%       | 14         | 14         |
| MSA-7                              | 97.9%        | 137          | 140          | 89.3%        | 183          | 205          | 100.0%       | 36         | 36         |
| MSA-BELL                           | 100.0%       | 384          | 384          | 74.9%        | 274          | 366          | 100.0%       | 48         | 48         |
| MSA-SD                             | 95.7%        | 400          | 418          | 66.6%        | 261          | 392          | 96.9%        | 31         | 32         |
| MSA-SA                             | 100.0%       | 403          | 403          | 76.6%        | 246          | 321          | 100.0%       | 61         | 61         |
| <b>AVERAGE</b>                     | <b>98.7%</b> | <b>3,311</b> | <b>3,353</b> | <b>80.8%</b> | <b>2,367</b> | <b>2,929</b> | <b>99.7%</b> | <b>394</b> | <b>395</b> |

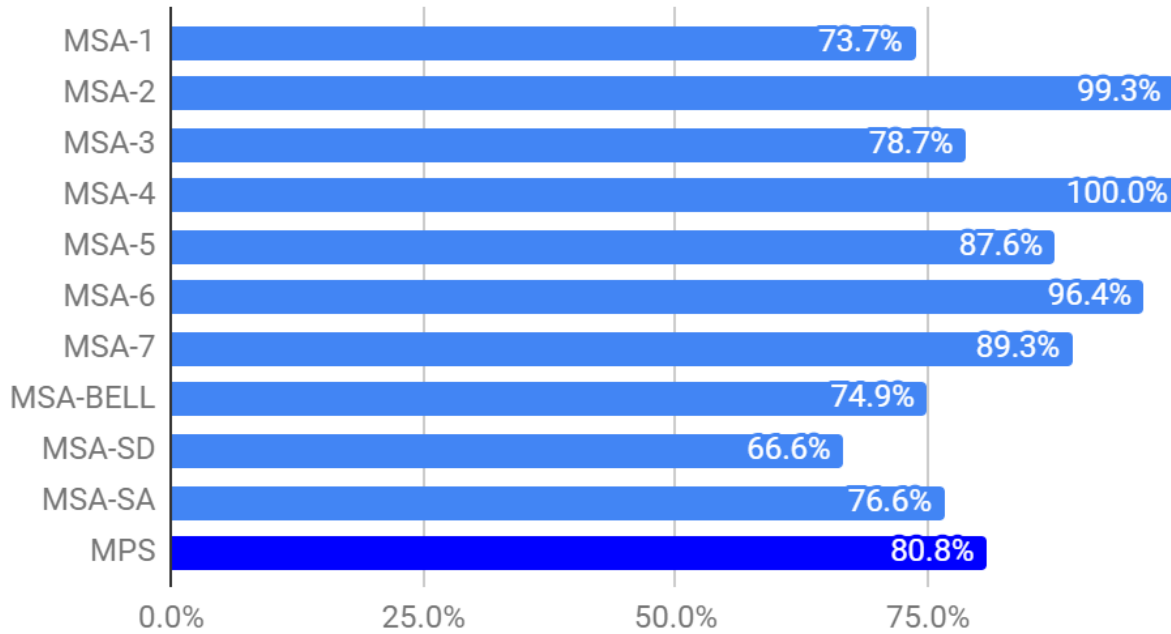
### Students

### 2022-23 Survey Participation Rates - Students



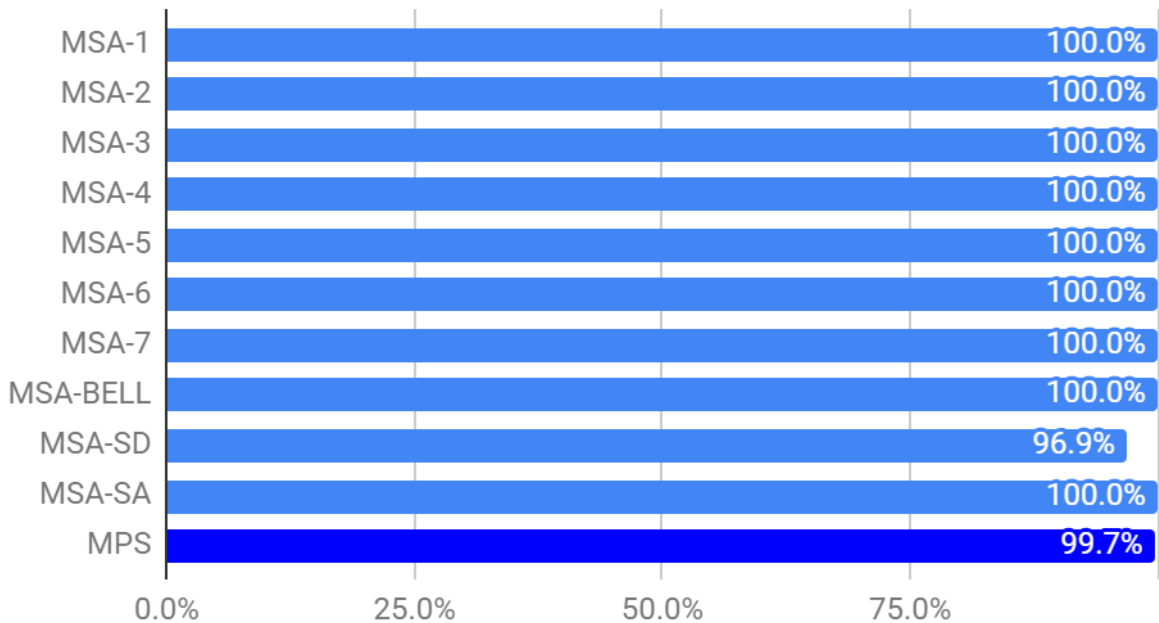
**Families**

**2022-23 Survey Participation Rates - Families**



**Staff**

**2022-23 Survey Participation Rates - Staff**



**Changes in Survey Participation Rates From Prior Year**

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

| <b>Survey Participation Rates: 2022-23 vs. 2021-22</b> |          |               |             |                     |      |          |               |              |                     |      |         |               |             |                     |      |
|--|----------|---------------|-------------|---------------------|------|----------|---------------|--------------|---------------------|------|---------|---------------|-------------|---------------------|------|
|  | Students |               |             |                     |      | Families |               |              |                     |      | Staff   |               |             |                     |      |
|  | 2021-22  | 2022-23       | Change      | 2022-23 LCAP Target | Met? | 2021-22  | 2022-23       | Change       | 2022-23 LCAP Target | Met? | 2021-22 | 2022-23       | Change      | 2022-23 LCAP Target | Met? |
| MSA-1  | 80.8%    | <b>99.0%</b>  | 18.2%       | 95.0%               | Yes  | 13.8%    | <b>73.7%</b>  | 59.9%        | 90.0%               | No   | 86.6%   | <b>100.0%</b> | 13.4%       | 100.0%              | Yes  |
| MSA-2  | 98.0%    | <b>98.6%</b>  | 0.6%        | 95.0%               | Yes  | 86.3%    | <b>99.3%</b>  | 13.0%        | 90.0%               | Yes  | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MSA-3  | 84.9%    | <b>98.1%</b>  | 13.2%       | 95.0%               | Yes  | 37.3%    | <b>78.7%</b>  | 41.4%        | 90.0%               | No   | 97.5%   | <b>100.0%</b> | 2.5%        | 100.0%              | Yes  |
| MSA-4  | 100.0%   | <b>100.0%</b> | 0.0%        | 95.0%               | Yes  | 95.8%    | <b>100.0%</b> | 4.2%         | 80.0%               | Yes  | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MSA-5  | 98.7%    | <b>100.0%</b> | 1.3%        | 95.0%               | Yes  | 70.8%    | <b>87.6%</b>  | 16.8%        | 90.0%               | No   | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MSA-6  | 100.0%   | <b>100.0%</b> | 0.0%        | 95.0%               | Yes  | 100.0%   | <b>96.4%</b>  | -3.6%        | 90.0%               | Yes  | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MSA-7  | 97.2%    | <b>97.9%</b>  | 0.7%        | 95.0%               | Yes  | 51.7%    | <b>89.3%</b>  | 37.6%        | 85.0%               | Yes  | 90.9%   | <b>100.0%</b> | 9.1%        | 100.0%              | Yes  |
| MSA-BELL   | 100.0%   | <b>100.0%</b> | 0.0%        | 95.0%               | Yes  | 54.3%    | <b>74.9%</b>  | 20.6%        | 85.0%               | No   | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MSA-SD   | 92.8%    | <b>95.7%</b>  | 2.9%        | 87.0%               | Yes  | 71.1%    | <b>66.6%</b>  | -4.5%        | 65.0%               | Yes  | 100.0%  | <b>96.9%</b>  | -3.1%       | 85.0%               | Yes  |
| MSA-SA   | 97.8%    | <b>100.0%</b> | 2.2%        | 95.0%               | Yes  | 81.8%    | <b>76.6%</b>  | -5.2%        | 75.0%               | Yes  | 100.0%  | <b>100.0%</b> | 0.0%        | 100.0%              | Yes  |
| MPS  | 92.4%    | <b>98.7%</b>  | <b>6.3%</b> | 95.0%               |      | 57.1%    | <b>80.8%</b>  | <b>23.7%</b> | 85.0%               |      | 97.8%   | <b>99.7%</b>  | <b>1.9%</b> | 95.0%               |      |

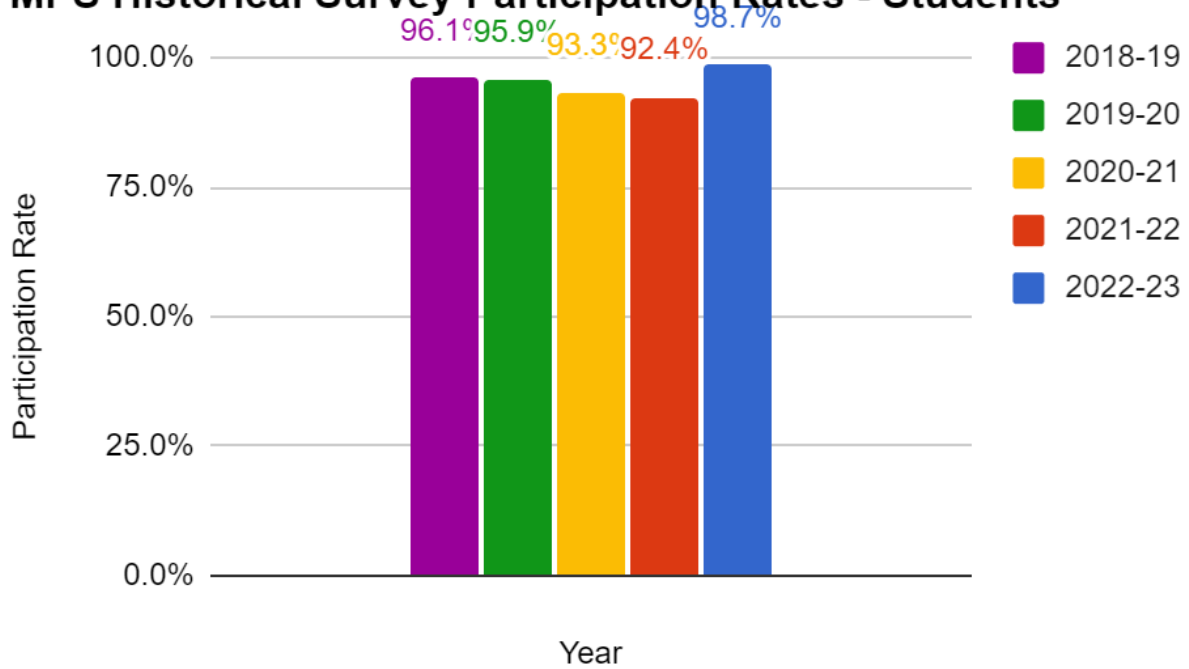
**Historical Survey Participation Rates**

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**

| <b>MPS Historical Survey Participation Rates - Students</b> |         |         |         |         |                |
|---|---------|---------|---------|---------|----------------|
|   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | <b>2022-23</b> |
| MSA-1   | 100.0%  | 91.4%   | 91.5%   | 80.8%   | <b>99.0%</b>   |
| MSA-2   | 97.0%   | 99.3%   | 95.1%   | 98.0%   | <b>98.6%</b>   |
| MSA-3   | 96.8%   | 93.7%   | 83.1%   | 84.9%   | <b>98.1%</b>   |
| MSA-4   | 80.7%   | 96.9%   | 100.0%  | 100.0%  | <b>100.0%</b>  |
| MSA-5   | 99.6%   | 100.0%  | 98.3%   | 98.7%   | <b>100.0%</b>  |
| MSA-6   | 100.0%  | 100.0%  | 99.4%   | 100.0%  | <b>100.0%</b>  |
| MSA-7   | 99.1%   | 98.2%   | 92.3%   | 97.2%   | <b>97.9%</b>   |
| MSA-BELL  | 100.0%  | 97.0%   | 94.1%   | 100.0%  | <b>100.0%</b>  |
| MSA-SD  | 89.2%   | 94.7%   | 94.7%   | 92.8%   | <b>95.7%</b>   |
| MSA-SA  | 93.6%   | 97.1%   | 95.3%   | 97.8%   | <b>100.0%</b>  |
| MPS   | 96.1%   | 95.9%   | 93.3%   | 92.4%   | <b>98.7%</b>   |

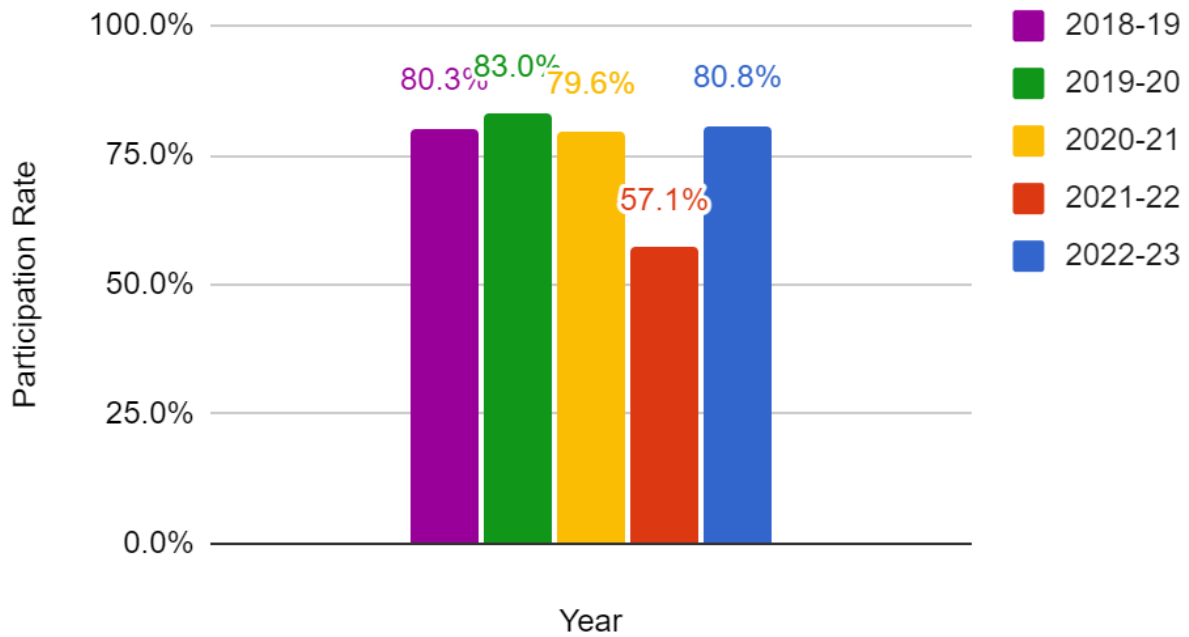
**MPS Historical Survey Participation Rates - Students**



**Families**

| <b>MPS Historical Survey Participation Rates - Families</b> |              |              |              |              |                |
|---|--------------|--------------|--------------|--------------|----------------|
|   | 2018-19      | 2019-20      | 2020-21      | 2021-22      | <b>2022-23</b> |
| MSA-1   | 72.3%        | 85.1%        | 100.0%       | 13.8%        | <b>73.7%</b>   |
| MSA-2   | 100.0%       | 85.8%        | 91.8%        | 86.3%        | <b>99.3%</b>   |
| MSA-3   | 100.0%       | 61.9%        | 87.1%        | 37.3%        | <b>78.7%</b>   |
| MSA-4   | 18.1%        | 66.7%        | 83.3%        | 95.8%        | <b>100.0%</b>  |
| MSA-5   | 100.0%       | 87.3%        | 96.8%        | 70.8%        | <b>87.6%</b>   |
| MSA-6   | 86.8%        | 88.9%        | 88.7%        | 100.0%       | <b>96.4%</b>   |
| MSA-7   | 83.3%        | 99.6%        | 65.4%        | 51.7%        | <b>89.3%</b>   |
| MSA-BELL  | 95.4%        | 87.3%        | 41.5%        | 54.3%        | <b>74.9%</b>   |
| MSA-SD  | 55.4%        | 64.9%        | 67.9%        | 71.1%        | <b>66.6%</b>   |
| MSA-SA  | 62.1%        | 100.0%       | 72.8%        | 81.8%        | <b>76.6%</b>   |
| <b>MPS</b>  | <b>80.3%</b> | <b>83.0%</b> | <b>79.6%</b> | <b>57.1%</b> | <b>80.8%</b>   |

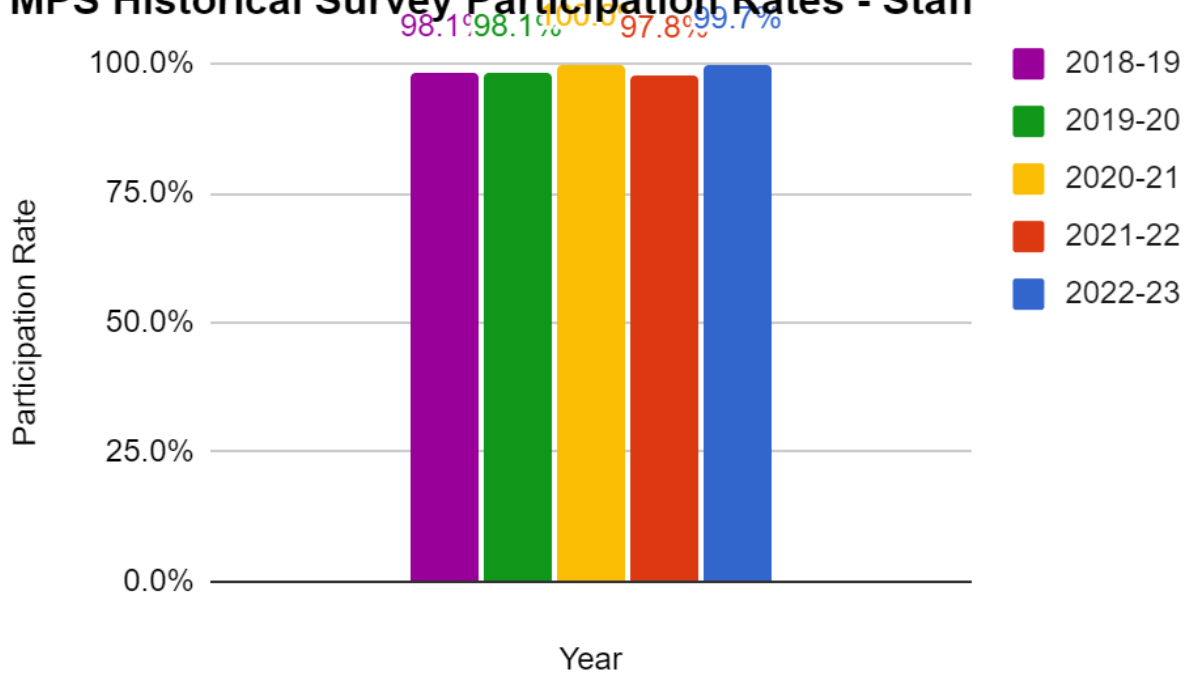
**MPS Historical Survey Participation Rates - Families**



**Staff**

| MPS Historical Survey Participation Rates - Staff |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
|   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| MSA-1   | 100.0%  | 98.1%   | 100.0%  | 86.6%   | 100.0%  |
| MSA-2   | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  |
| MSA-3   | 100.0%  | 97.8%   | 100.0%  | 97.5%   | 100.0%  |
| 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   | 100.0%  | 90.3%   | 100.0%  | 90.9%   | 100.0%  |
| MSA-BELL  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  |
| MSA-SD  | 88.2%   | 96.9%   | 100.0%  | 100.0%  | 96.9%   |
| MSA-SA  | 96.3%   | 98.5%   | 100.0%  | 100.0%  | 100.0%  |
| MPS   | 98.1%   | 98.1%   | 100.0%  | 97.8%   | 99.7%   |

**MPS Historical Survey Participation Rates - Staff**



## What Are the Approval Rates on the Surveys?

### Current Year Survey Approval Rates

In 2022-23, MPS had an average educational partners approval rate of **65%** for students; **95%** for parents; **83%** for staff. (Last year the average approval rates were 68%, 96%, and 85% respectively.)

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

### Students

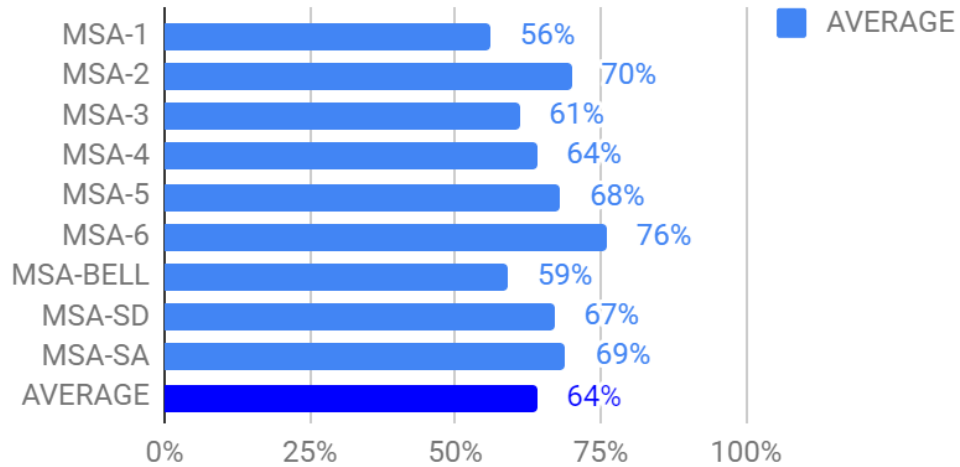
Students had an average approval rate of **65%** compared to 68% last year.

| 2022-23 Secondary Student Survey Summary - Percent Favorable  |         |         |         |         |         |             |
|---|---------|---------|---------|---------|---------|-------------|
|   | AVERAGE | Topic 1 | Topic 2 | Topic 3 | Topic 4 | OVERALL SAT |
| MSA-1   | 56%     | 61%     | 53%     | 61%     | 42%     | 60%         |
| MSA-2   | 70%     | 75%     | 66%     | 74%     | 62%     | 83%         |
| MSA-3   | 61%     | 68%     | 56%     | 67%     | 47%     | 73%         |
| MSA-4   | 64%     | 66%     | 61%     | 78%     | 46%     | 71%         |
| MSA-5   | 68%     | 74%     | 69%     | 69%     | 55%     | 81%         |
| MSA-6   | 76%     | 85%     | 78%     | 71%     | 67%     | 80%         |
| MSA-BELL  | 59%     | 66%     | 55%     | 61%     | 50%     | 77%         |
| MSA-SD  | 67%     | 76%     | 65%     | 62%     | 63%     | 80%         |
| MSA-SA  | 69%     | 74%     | 65%     | 73%     | 59%     | 77%         |
| AVERAGE   | 64%     | 70%     | 61%     | 67%     | 53%     | 74%         |
| 2022-23 Elementary Student Survey Summary - Percent Favorable |         |         |         |         |         |             |
|   | AVERAGE | Topic 1 | Topic 2 | Topic 3 | Topic 4 | OVERALL SAT |
| MSA-7   | 73%     | 74%     | 77%     | 66%     | 74%     | 90%         |
| MSA-SA  | 83%     | 85%     | 87%     | 74%     | 85%     | 93%         |
| AVERAGE   | 78%     | 79%     | 82%     | 70%     | 79%     | 91%         |
| 2022-23 Combined Student Survey Summary - Percent Favorable   |         |         |         |         |         |             |
|   | AVERAGE | Topic 1 | Topic 2 | Topic 3 | Topic 4 | OVERALL SAT |
| MSA-SA  | 73%     | 77%     | 71%     | 73%     | 66%     | 82%         |
| MPS   | 65%     | 71%     | 63%     | 67%     | 55%     | 75%         |



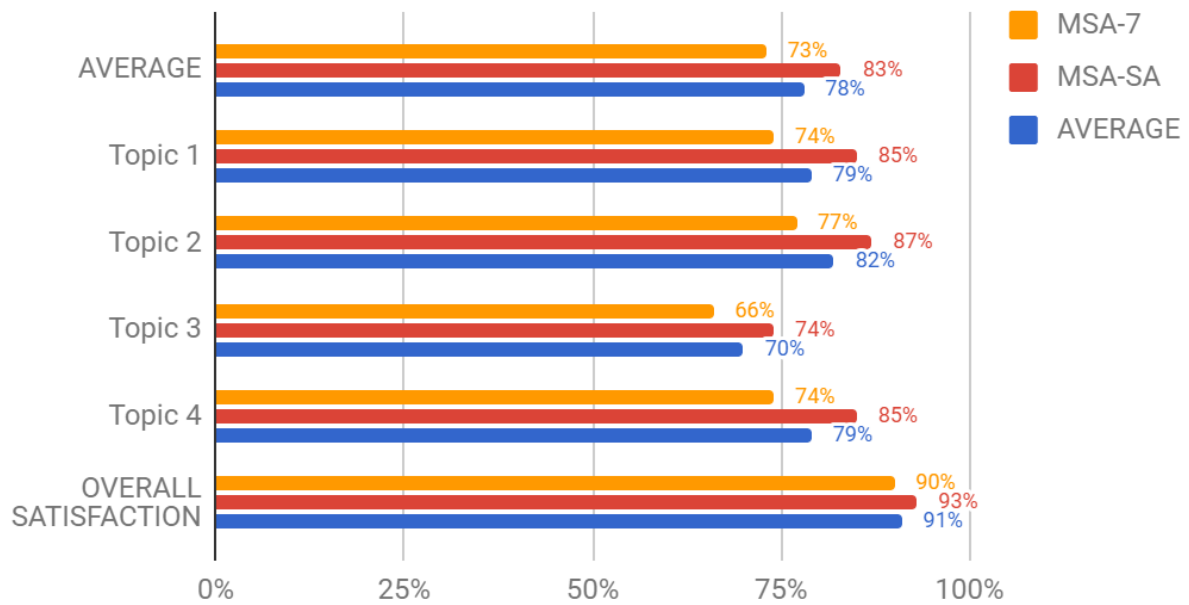
**Students - Secondary**

**2022-23 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL**



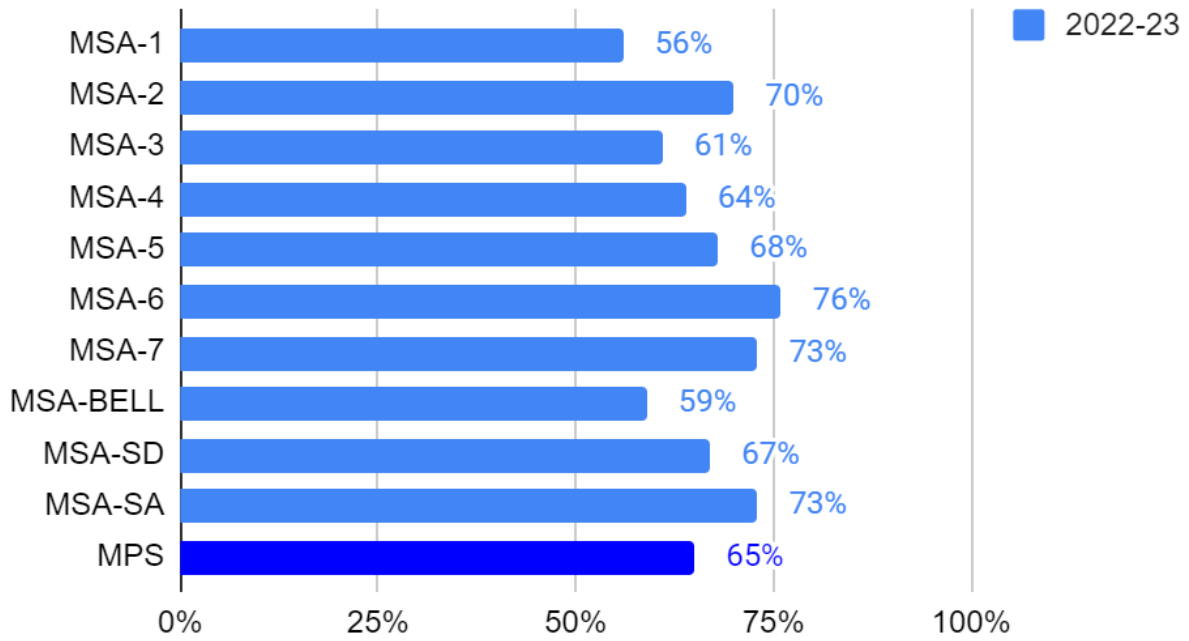
**Students - Elementary**

**2022-23 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE**



*Students - Combined*

### 2022-23 MPS Survey Average Approval Rates - Students

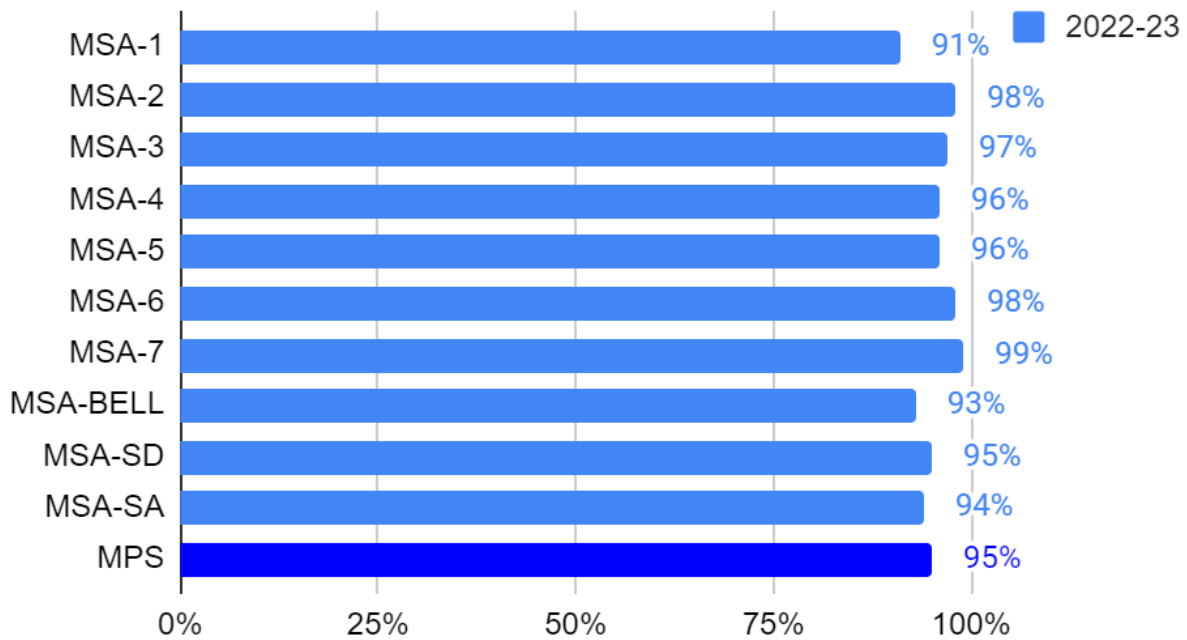


**Families**

Families had an average approval rate of **95%** compared to 96% last year.

| 2022-23 Family Survey Summary - Percent Favorable |         |         |         |         |         |             |
|---|---------|---------|---------|---------|---------|-------------|
|   | AVERAGE | Topic 1 | Topic 2 | Topic 3 | Topic 4 | OVERALL SAT |
| MSA-1   | 91%     | 95%     | 92%     | 78%     | 94%     | 90%         |
| MSA-2   | 98%     | 98%     | 96%     | 98%     | 98%     | 97%         |
| MSA-3   | 97%     | 97%     | 96%     | 94%     | 98%     | 96%         |
| MSA-4   | 96%     | 96%     | 95%     | 96%     | 97%     | 94%         |
| MSA-5   | 96%     | 98%     | 97%     | 92%     | 97%     | 96%         |
| MSA-6   | 98%     | 99%     | 98%     | 96%     | 99%     | 95%         |
| MSA-7   | 99%     | 99%     | 98%     | 97%     | 99%     | 100%        |
| MSA-BELL  | 93%     | 95%     | 91%     | 88%     | 95%     | 92%         |
| MSA-SD  | 95%     | 96%     | 93%     | 98%     | 94%     | 94%         |
| MSA-SA  | 94%     | 96%     | 93%     | 86%     | 95%     | 96%         |
| MPS   | 95%     | 97%     | 94%     | 91%     | 96%     | 95%         |

**2022-23 MPS Survey Average Approval Rates - Families**

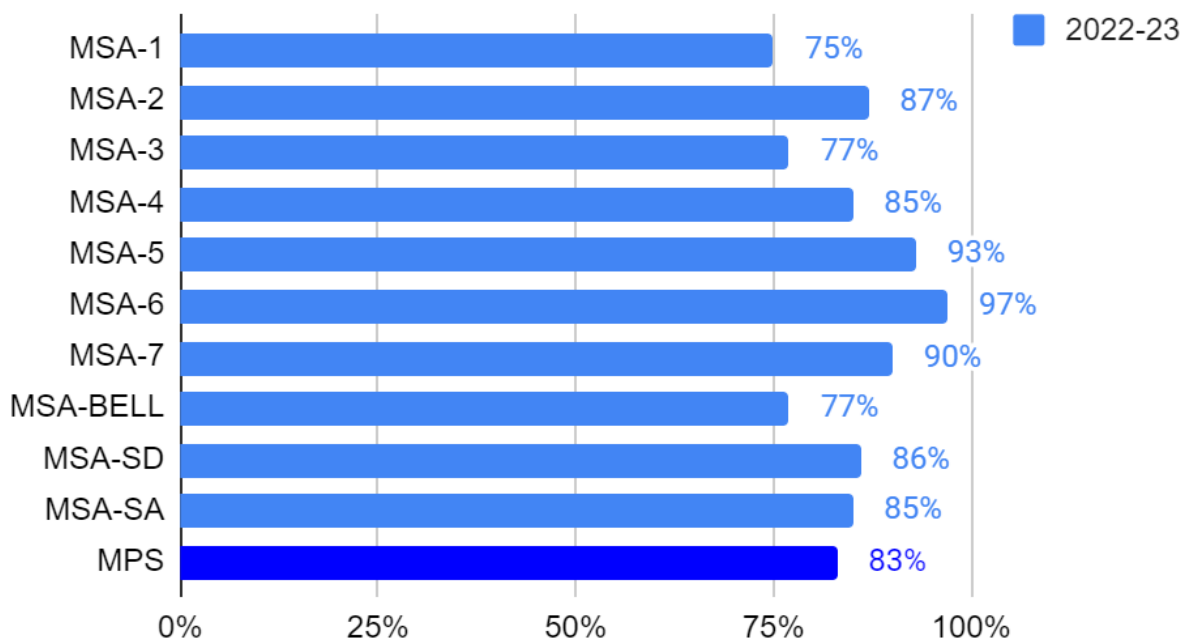


**Staff**

Staff had an average approval rate of **83%** compared to 85% last year.

| 2022-23 Staff Survey Summary - Percent Favorable |         |         |         |         |         |             |
|--|---------|---------|---------|---------|---------|-------------|
|  | AVERAGE | Topic 1 | Topic 2 | Topic 3 | Topic 4 | OVERALL SAT |
| MSA-1  | 75%     | 90%     | 78%     | 62%     | 67%     | 79%         |
| MSA-2  | 87%     | 96%     | 92%     | 76%     | 80%     | 93%         |
| MSA-3  | 77%     | 92%     | 81%     | 51%     | 78%     | 86%         |
| MSA-4  | 85%     | 95%     | 87%     | 69%     | 86%     | 88%         |
| MSA-5  | 93%     | 98%     | 100%    | 89%     | 83%     | 93%         |
| MSA-6  | 97%     | 100%    | 98%     | 96%     | 95%     | 93%         |
| MSA-7  | 90%     | 96%     | 93%     | 86%     | 83%     | 92%         |
| MSA-BELL   | 77%     | 94%     | 75%     | 60%     | 75%     | 87%         |
| MSA-SD   | 86%     | 97%     | 84%     | 74%     | 86%     | 90%         |
| MSA-SA   | 85%     | 94%     | 81%     | 84%     | 82%     | 85%         |
| MPS  | 83%     | 94%     | 84%     | 72%     | 79%     | 87%         |

**2022-23 MPS Survey Average Approval Rates - Staff**



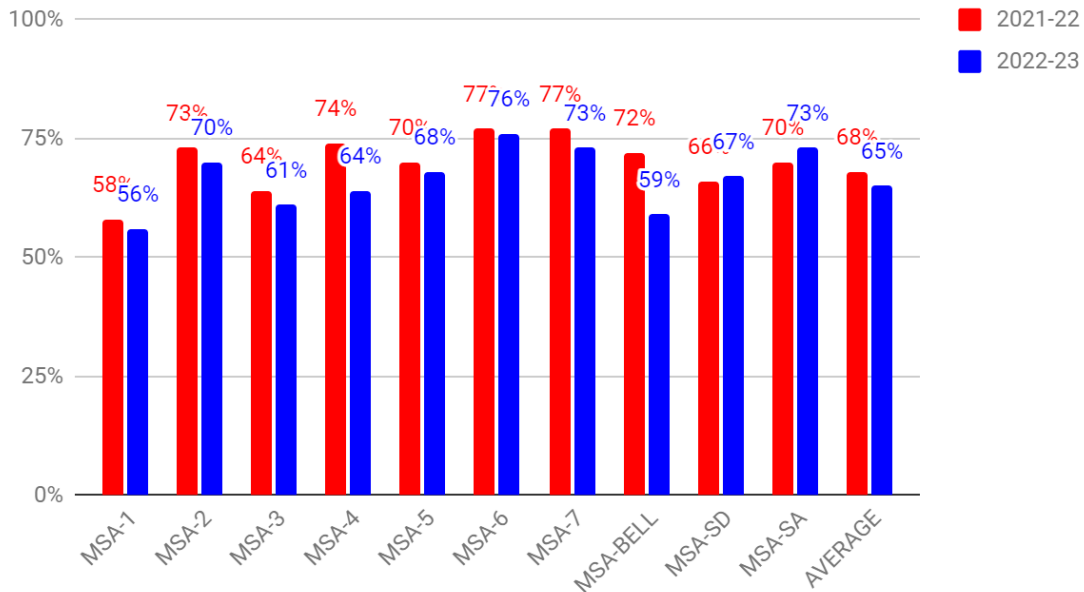
**Changes in Survey Approval Rates From Prior Year**

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

**Students**

| AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22 |          |         |        |                     |      |
|---|----------|---------|--------|---------------------|------|
|   | Students |         |        |                     |      |
|   | 2021-22  | 2022-23 | Change | 2022-23 LCAP Target | Met? |
| MSA-1                                       | 58%      | 56%     | -2%    | 74%                 | No   |
| MSA-2                                       | 73%      | 70%     | -3%    | 75%                 | No   |
| MSA-3                                       | 64%      | 61%     | -3%    | 69%                 | No   |
| MSA-4                                       | 74%      | 64%     | -10%   | 80%                 | No   |
| MSA-5                                       | 70%      | 68%     | -2%    | 75%                 | No   |
| MSA-6                                       | 77%      | 76%     | -1%    | 80%                 | No   |
| MSA-7                                       | 77%      | 73%     | -4%    | 80%                 | No   |
| MSA-BELL                                    | 72%      | 59%     | -13%   | 80%                 | No   |
| MSA-SD                                      | 66%      | 67%     | 1%     | 72%                 | No   |
| MSA-SA                                      | 70%      | 73%     | 3%     | 75%                 | No   |
| AVERAGE                                     | 68%      | 65%     | -3%    | 70%                 |      |

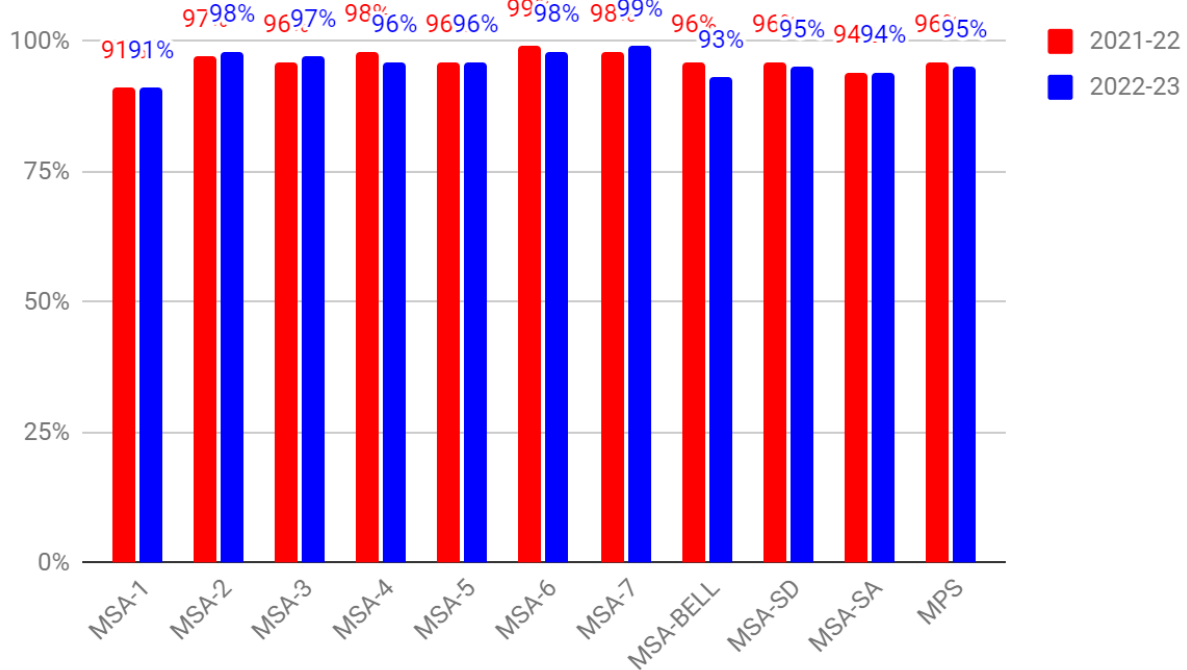
**2022-23 vs. 2021-22 AVERAGE APPROVAL RATES - STUDENTS**



**Families**

| AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22 |         |         |        |                     |      |
|---|---------|---------|--------|---------------------|------|
|   | Family  |         |        |                     |      |
|   | 2021-22 | 2022-23 | Change | 2022-23 LCAP Target | Met? |
| MSA-1                                       | 91%     | 91%     | 0%     | 95%                 | No   |
| MSA-2                                       | 97%     | 98%     | 1%     | 95%                 | Yes  |
| MSA-3                                       | 96%     | 97%     | 1%     | 95%                 | Yes  |
| MSA-4                                       | 98%     | 96%     | -2%    | 95%                 | Yes  |
| MSA-5                                       | 96%     | 96%     | 0%     | 95%                 | Yes  |
| MSA-6                                       | 99%     | 98%     | -1%    | 95%                 | Yes  |
| MSA-7                                       | 98%     | 99%     | 1%     | 100%                | No   |
| MSA-BELL                                    | 96%     | 93%     | -3%    | 95%                 | No   |
| MSA-SD                                      | 96%     | 95%     | -1%    | 82%                 | Yes  |
| MSA-SA                                      | 94%     | 94%     | 0%     | 95%                 | No   |
| MPS   | 96%     | 95%     | -1%    | 95%                 |      |

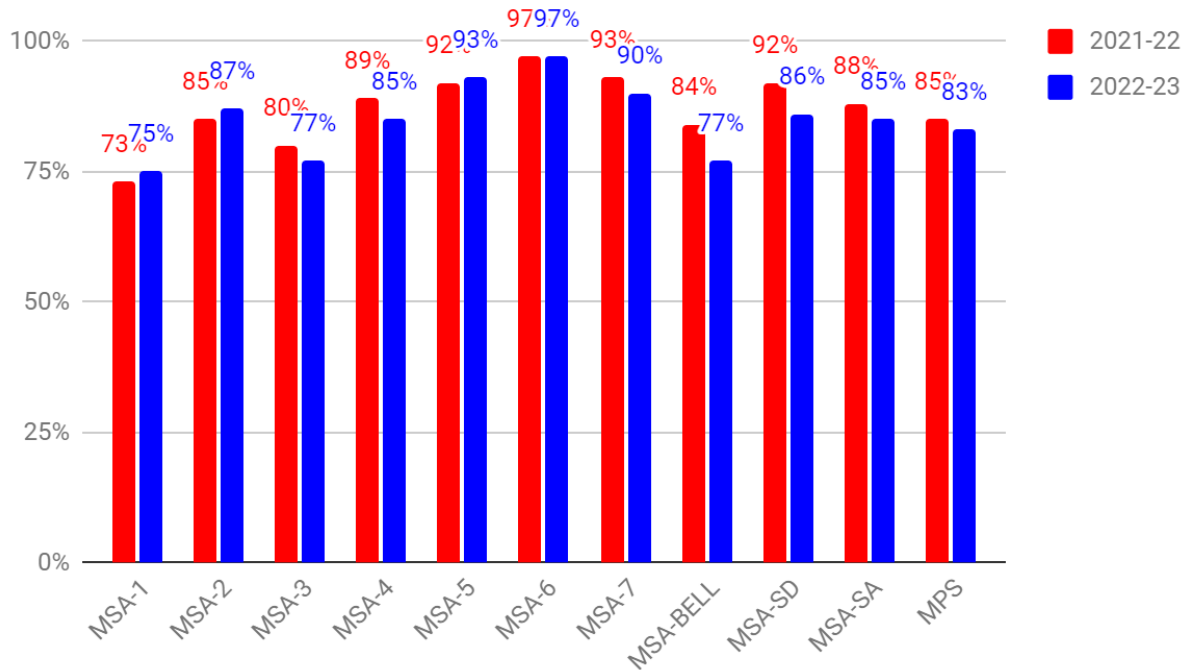
**2022-23 vs. 2021-22 AVERAGE APPROVAL RATES - FAMILY**



**Staff**

| AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22 |         |         |        |                     |      |
|---|---------|---------|--------|---------------------|------|
|   | Staff   |         |        |                     |      |
|   | 2021-22 | 2022-23 | Change | 2022-23 LCAP Target | Met? |
| MSA-1                                       | 73%     | 75%     | 2%     | 90%                 | No   |
| MSA-2                                       | 85%     | 87%     | 2%     | 90%                 | No   |
| MSA-3                                       | 80%     | 77%     | -3%    | 86%                 | No   |
| MSA-4                                       | 89%     | 85%     | -4%    | 90%                 | No   |
| MSA-5                                       | 92%     | 93%     | 1%     | 90%                 | Yes  |
| MSA-6                                       | 97%     | 97%     | 0%     | 90%                 | Yes  |
| MSA-7                                       | 93%     | 90%     | -3%    | 95%                 | No   |
| MSA-BELL                                    | 84%     | 77%     | -7%    | 90%                 | No   |
| MSA-SD                                      | 92%     | 86%     | -6%    | 82%                 | Yes  |
| MSA-SA                                      | 88%     | 85%     | -3%    | 85%                 | Yes  |
| MPS   | 85%     | 83%     | -2%    | 85%                 |      |

**2022-23 vs. 2021-22 AVERAGE APPROVAL RATES - STAFF**



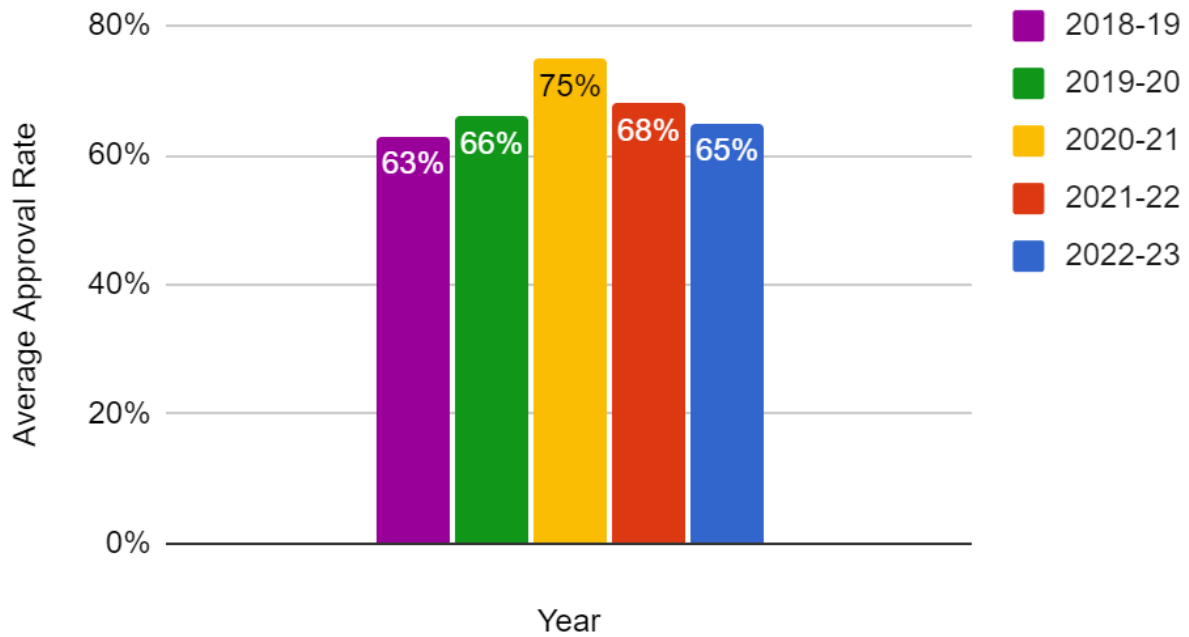
### Historical Survey Approval Rates

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 |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
|   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| MSA-1   | 66%     | 62%     | 72%     | 58%     | 56%     |
| MSA-2   | 63%     | 70%     | 76%     | 73%     | 70%     |
| MSA-3   | 56%     | 54%     | 67%     | 64%     | 61%     |
| MSA-4   | 58%     | 64%     | 79%     | 74%     | 64%     |
| MSA-5   | 72%     | 67%     | 76%     | 70%     | 68%     |
| MSA-6   | 70%     | 68%     | 79%     | 77%     | 76%     |
| MSA-7   | 75%     | 74%     | 81%     | 77%     | 73%     |
| MSA-BELL  | 71%     | 70%     | 79%     | 72%     | 59%     |
| MSA-SD  | 53%     | 62%     | 76%     | 66%     | 67%     |
| MSA-SA  | 59%     | 72%     | 76%     | 70%     | 73%     |
| MPS   | 63%     | 66%     | 75%     | 68%     | 65%     |

### MPS Historical Survey Average Approval Rates - Students

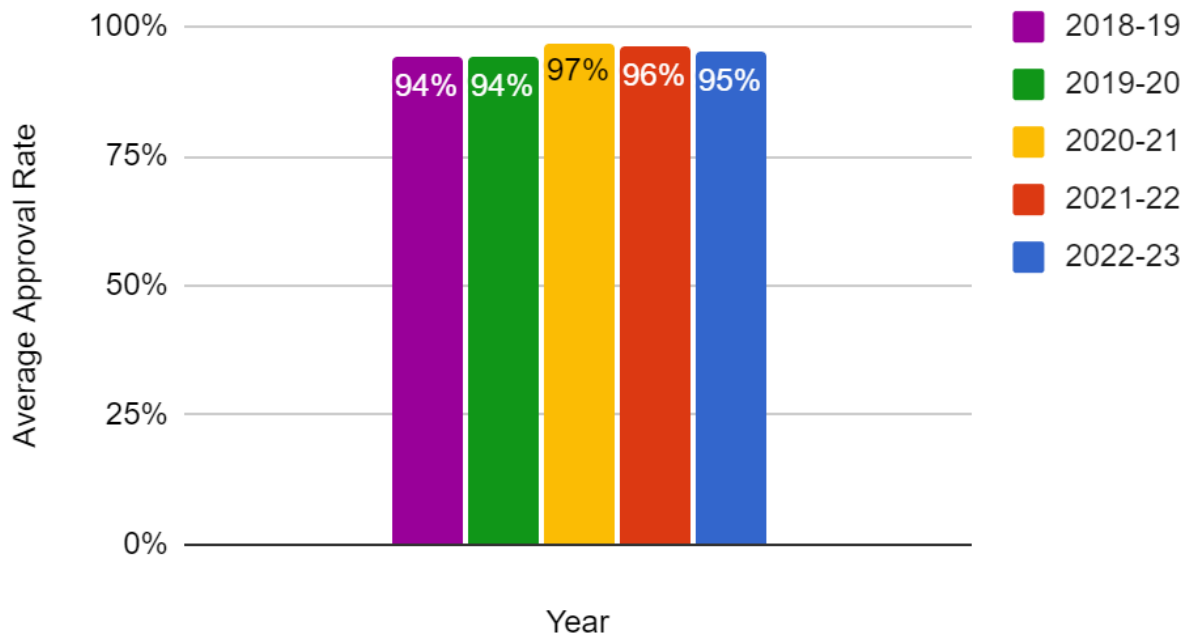




**Families**

| <b>MPS Historical Survey Average Approval Rates - Families</b> |            |            |            |            |                |
|--|------------|------------|------------|------------|----------------|
|  | 2018-19    | 2019-20    | 2020-21    | 2021-22    | <b>2022-23</b> |
| MSA-1  | 95%        | 94%        | 95%        | 91%        | <b>91%</b>     |
| MSA-2  | 94%        | 93%        | 98%        | 97%        | <b>98%</b>     |
| MSA-3  | 91%        | 84%        | 95%        | 96%        | <b>97%</b>     |
| MSA-4  | 94%        | 95%        | 98%        | 98%        | <b>96%</b>     |
| MSA-5  | 96%        | 96%        | 97%        | 96%        | <b>96%</b>     |
| MSA-6  | 96%        | 99%        | 99%        | 99%        | <b>98%</b>     |
| MSA-7  | 98%        | 98%        | 99%        | 98%        | <b>99%</b>     |
| MSA-BELL   | 94%        | 96%        | 97%        | 96%        | <b>93%</b>     |
| MSA-SD   | 95%        | 96%        | 97%        | 96%        | <b>95%</b>     |
| MSA-SA   | 89%        | 94%        | 96%        | 94%        | <b>94%</b>     |
| <b>MPS</b>   | <b>94%</b> | <b>94%</b> | <b>97%</b> | <b>96%</b> | <b>95%</b>     |

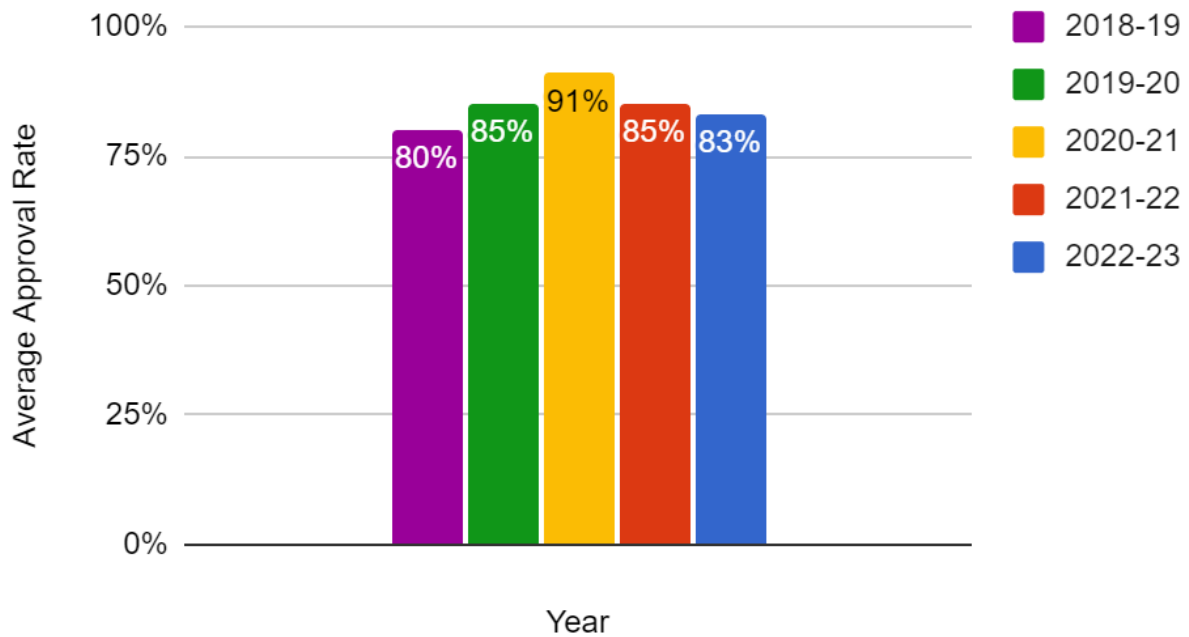
**MPS Historical Survey Average Approval Rates - Families**



**Staff**

| <b>MPS Historical Survey Average Approval Rates - Staff</b> |            |            |            |            |                |
|---|------------|------------|------------|------------|----------------|
|   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | <b>2022-23</b> |
| MSA-1   | 81%        | 82%        | 92%        | 73%        | <b>75%</b>     |
| MSA-2   | 73%        | 89%        | 94%        | 85%        | <b>87%</b>     |
| MSA-3   | 69%        | 65%        | 85%        | 80%        | <b>77%</b>     |
| MSA-4   | 71%        | 75%        | 92%        | 89%        | <b>85%</b>     |
| MSA-5   | 93%        | 91%        | 93%        | 92%        | <b>93%</b>     |
| MSA-6   | 94%        | 95%        | 93%        | 97%        | <b>97%</b>     |
| MSA-7   | 95%        | 93%        | 97%        | 93%        | <b>90%</b>     |
| MSA-BELL  | 86%        | 88%        | 92%        | 84%        | <b>77%</b>     |
| MSA-SD  | 85%        | 90%        | 95%        | 92%        | <b>86%</b>     |
| MSA-SA  | 72%        | 86%        | 84%        | 88%        | <b>85%</b>     |
| <b>MPS</b>  | <b>80%</b> | <b>85%</b> | <b>91%</b> | <b>85%</b> | <b>83%</b>     |

**MPS Historical Survey Average Approval Rates - Staff**

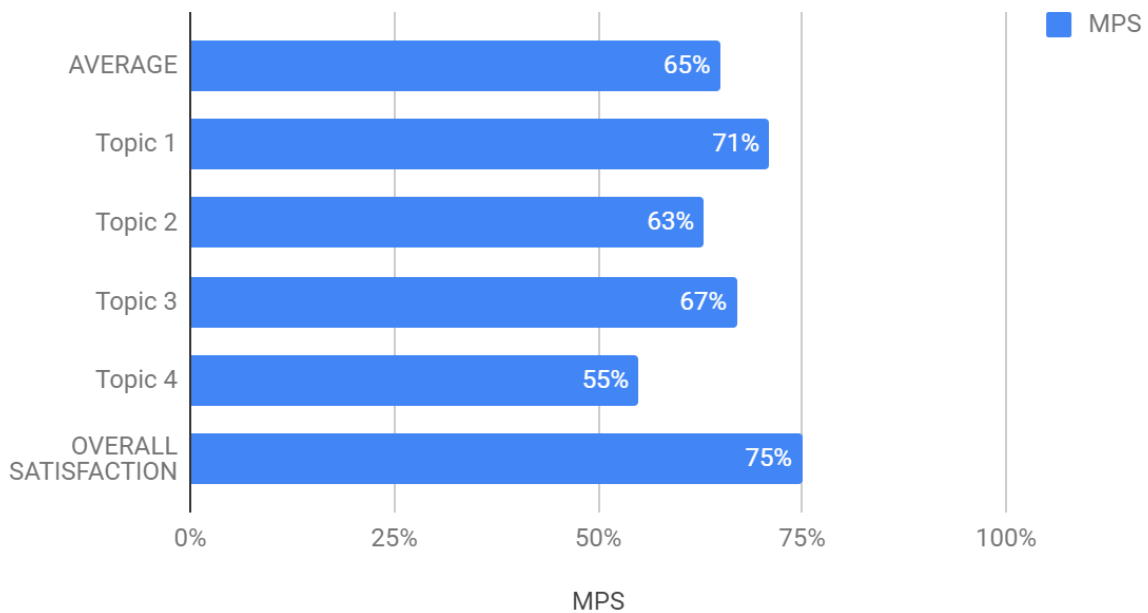


## How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our educational partners' responses to all 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 2022-23 MPS Average Approval Rates by Question**" provides average approval rates by question.

***Students - Combined***

### 2022-23 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC



**Students – Elementary**

Elementary Student Survey

252 responses | [show breakdown](#)

Save as PDF

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 |
|---|-------------------|--|--------------------------|
| OVERALL SCHOOL EXPERIENCE                             | 91%               |  | 3<br>Greatest increase   |
| Knowledge and Fairness of Discipline, Rules and Norms | 82%               | <br>40th-59th percentile                         | 1                        |
| Climate of Support for Academic Learning              | 79%               | <br>0th-19th percentile                          | 3                        |
| Sense of Belonging (School Connectedness)             | 79%               | <br>40th-59th percentile                         | 0                        |
| Safety  | 70%               | <br>80th-99th percentile                         | 0                        |
| Overall Score   | 78%               |  |                          |

**Students – Secondary**

Secondary Student Survey

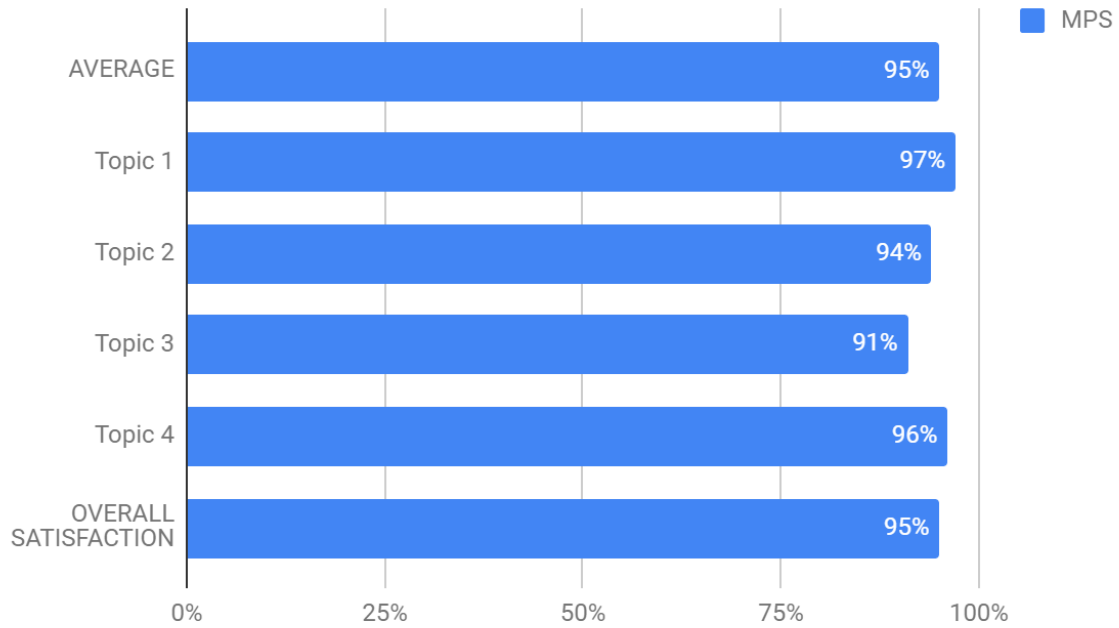
3,059 responses | [show breakdown](#)

Save as PDF

| Topic   | ⇅ Percent Favorable <sup>?</sup> | Compared to others in the CORE Districts dataset <sup>?</sup> | Change since Spring 2022 <sup>?</sup> |
|---|----------------------------------|---|---------------------------------------|
| OVERALL SCHOOL EXPERIENCE                             | 74%                              |   | ▼ 4                                   |
| Climate of Support for Academic Learning              | 70%                              | <br>20th-39th percentile                                      | ▼ 5                                   |
| Safety  | 67%                              | <br>40th-59th percentile                                      | ▼ 2                                   |
| Knowledge and Fairness of Discipline, Rules and Norms | 61%                              | <br>20th-39th percentile                                      | ▼ 3                                   |
| Sense of Belonging (School Connectedness)             | 53%                              | <br>20th-39th percentile                                      | ▼ 5                                   |
| Overall Score   | 64%                              |   |                                       |

**Families**

**2022-23 Family Survey Summary - MPS Averages by Topic**



Family Survey

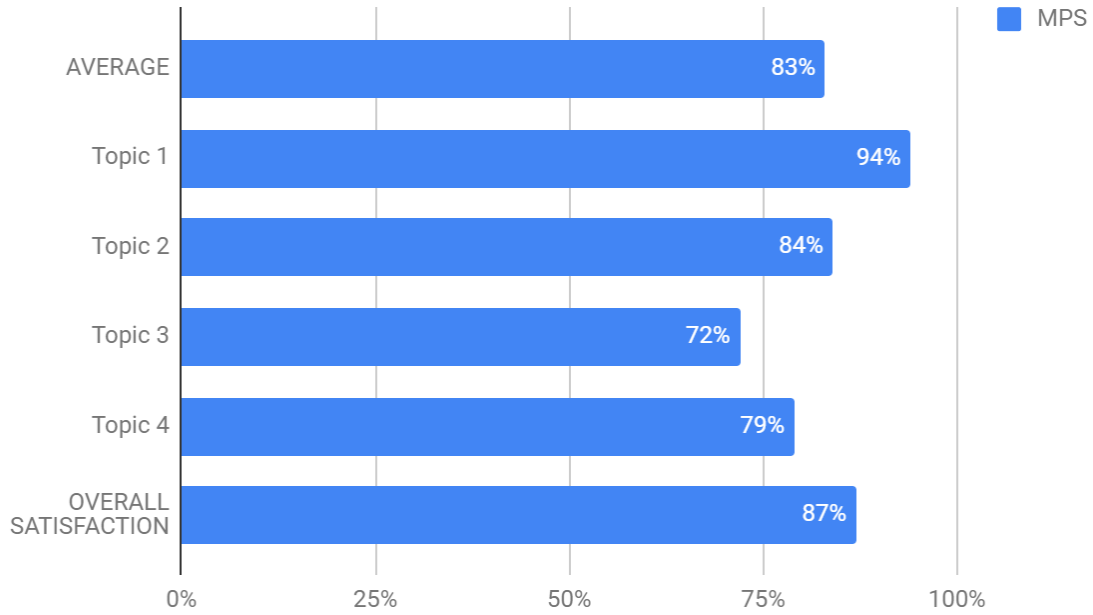
2,819 responses | [show breakdown](#)

[Save as PDF](#)

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 |
|---|-------------------|--|--------------------------|
| Climate of Support for Academic Learning              | 97%               | 80th-99th percentile                             | -1                       |
| Sense of Belonging (School Connectedness)             | 96%               | 80th-99th percentile                             | 0                        |
| OVERALL SCHOOL EXPERIENCE                             | 95%               |  | -1                       |
| Knowledge and Fairness of Discipline, Rules and Norms | 94%               | 60th-79th percentile                             | -1                       |
| Safety  | 91%               | 40th-59th percentile                             | -2                       |
| Overall Score   | 95%               |  |                          |

**Staff**

**2022-23 Staff Survey Summary - MPS Averages by Topic**



Staff Survey

394 responses | [show breakdown](#)

[Save as PDF](#)

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 |
|---|-------------------|--|--------------------------|
| Climate of Support for Academic Learning              | 94%               | 40th-59th percentile                             | ▼ 1                      |
| OVERALL SCHOOL EXPERIENCE                             | 87%               |  | ▼ 3                      |
| Knowledge and Fairness of Discipline, Rules and Norms | 84%               | 40th-59th percentile                             | ▼ 1                      |
| Sense of Belonging (School Connectedness)             | 79%               | 40th-59th percentile                             | ▼ 4                      |
| Safety  | 72%               | 20th-39th percentile                             | ▼ 4                      |
| Overall Score   | 83%               |  |                          |

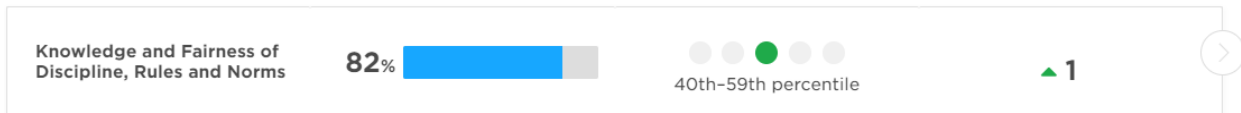
## Which Topics and Questions Were Rated the Highest and Lowest?

### Approval Ratings by Topic & Question

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

#### *Students - Elementary*

Highest Rated Topic:

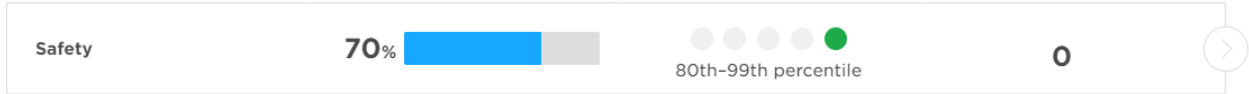


Highest Rated Questions:

|  |                     |                  |
|--|---------------------|------------------|
| QUESTION   | 91%                 | ▲ 3              |
| Overall, I am satisfied and would recommend this school to other students. | responded favorably | from Spring 2022 |
| QUESTION   | 88%                 | ▼ 4              |
| Does this school help all students be successful in school?                | responded favorably | from Spring 2022 |
| QUESTION   | 88%                 | ▼ 2              |
| Do teachers and other grown-ups at school treat students with respect?     | responded favorably | from Spring 2022 |



Lowest Rated Topic:

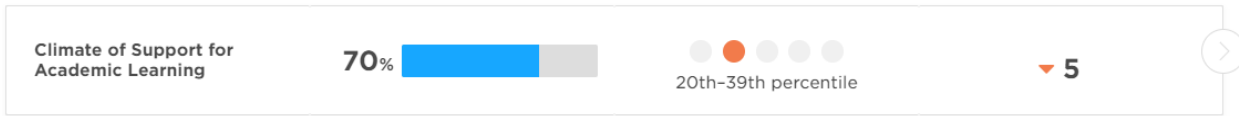


Lowest Rated Questions:

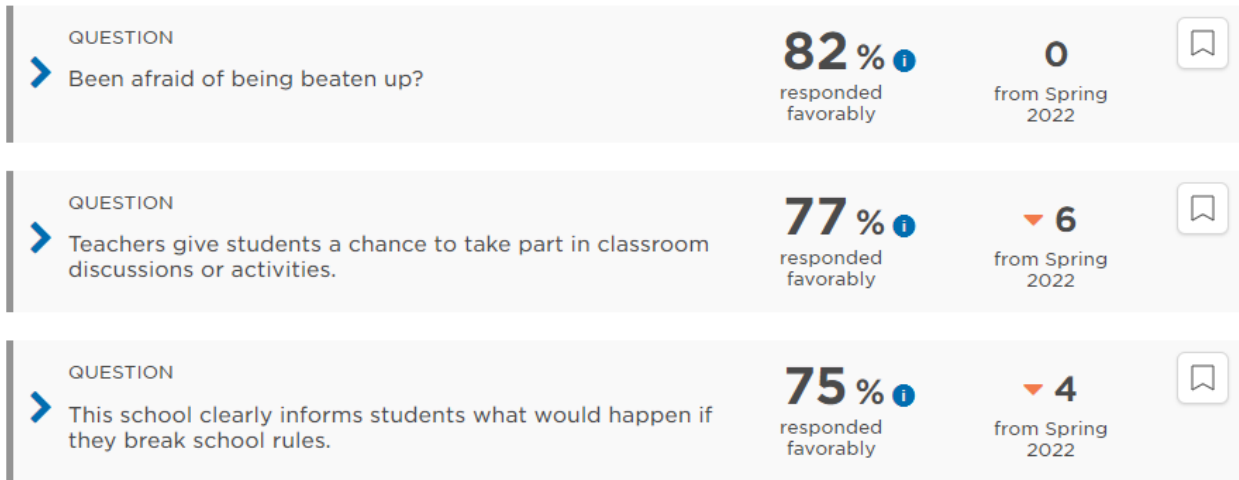
|  |   |   |  |
|--|---|---|--|
| <p>QUESTION</p> <p>&gt; Do other kids at school spread mean rumors or lies about you?</p>                  | <p><b>64%</b> <small>i</small></p> <p>responded favorably</p> | <p><b>▲ 1</b></p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>&gt; Are you afraid of being beaten up at school?</p>                                   | <p><b>60%</b> <small>i</small></p> <p>responded favorably</p> | <p><b>▲ 2</b></p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>&gt; Do other kids hit or push you at school when they are not just playing around?</p> | <p><b>55%</b> <small>i</small></p> <p>responded favorably</p> | <p><b>▼ 6</b></p> <p>from Spring 2022</p> |  |

**Students - Secondary**

Highest Rated Topic:



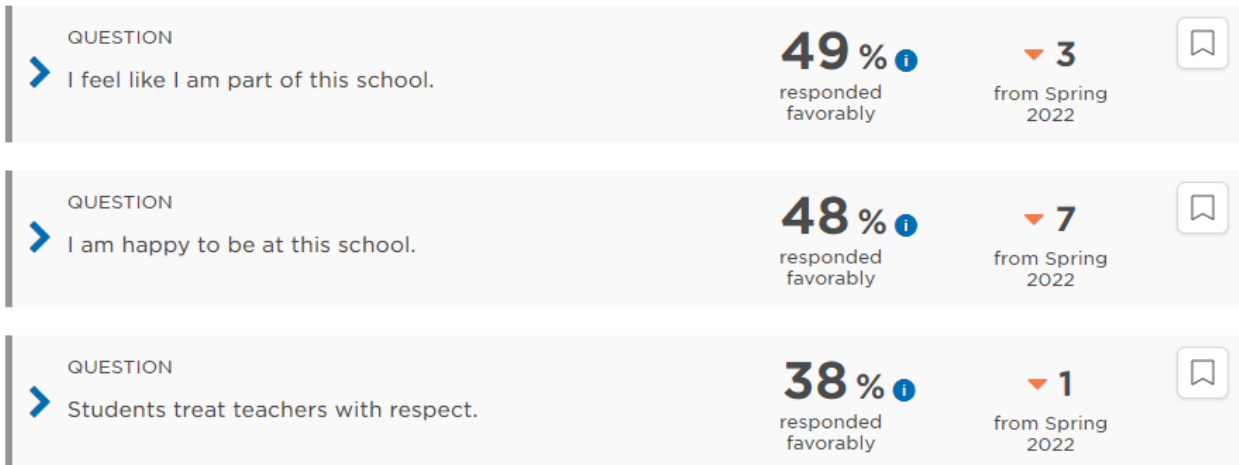
Highest Rated Questions:



Lowest Rated Topic:



Lowest Rated Questions:



**Families**

Highest Rated Topic:



Highest Rated Questions:

|  |     |                     |   |                  |
|--|-----|---------------------|---|------------------|
| QUESTION   | 98% | responded favorably | 0 | from Spring 2022 |
| School staff treats me with respect.   |     |                     |   |                  |
| QUESTION   | 97% | responded favorably | 1 | from Spring 2022 |
| This school clearly informs students what would happen if they break school rules.           |     |                     |   |                  |
| QUESTION   | 97% | responded favorably | 0 | from Spring 2022 |
| My child's background (race, ethnicity, religion, economic status) is valued at this school. |     |                     |   |                  |

Lowest Rated Topic:

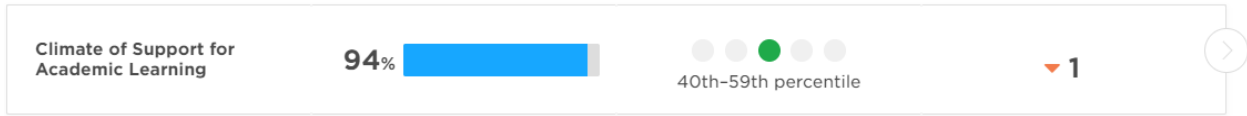


Lowest Rated Questions:

|   |     |                     |   |                  |
|---|-----|---------------------|---|------------------|
| QUESTION  | 93% | responded favorably | 2 | from Spring 2022 |
| My child is safe on school grounds.                     |     |                     |   |                  |
| QUESTION  | 91% | responded favorably | 2 | from Spring 2022 |
| At this school, discipline is fair.                     |     |                     |   |                  |
| QUESTION  | 88% | responded favorably | 3 | from Spring 2022 |
| My child is safe in the neighborhood around the school. |     |                     |   |                  |

**Staff**

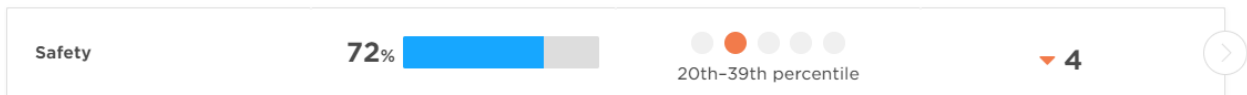
Highest Rated Topic:



Highest Rated Questions:

- QUESTION emphasizes helping students academically when they need it. 97% responded favorably -2 from Spring 2022
- QUESTION is a supportive and inviting place for students to learn. 97% responded favorably 0 from Spring 2022
- QUESTION promotes academic success for all students. 95% responded favorably -1 from Spring 2022

Lowest Rated Topic:



Lowest Rated Questions:

- QUESTION lack of respect of staff by students? 64% responded favorably -6 from Spring 2022
- QUESTION How many adults at this school have close professional relationships with one another? 63% responded favorably -2 from Spring 2022
- QUESTION disruptive student behavior? 46% responded favorably -7 from Spring 2022

## 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.**

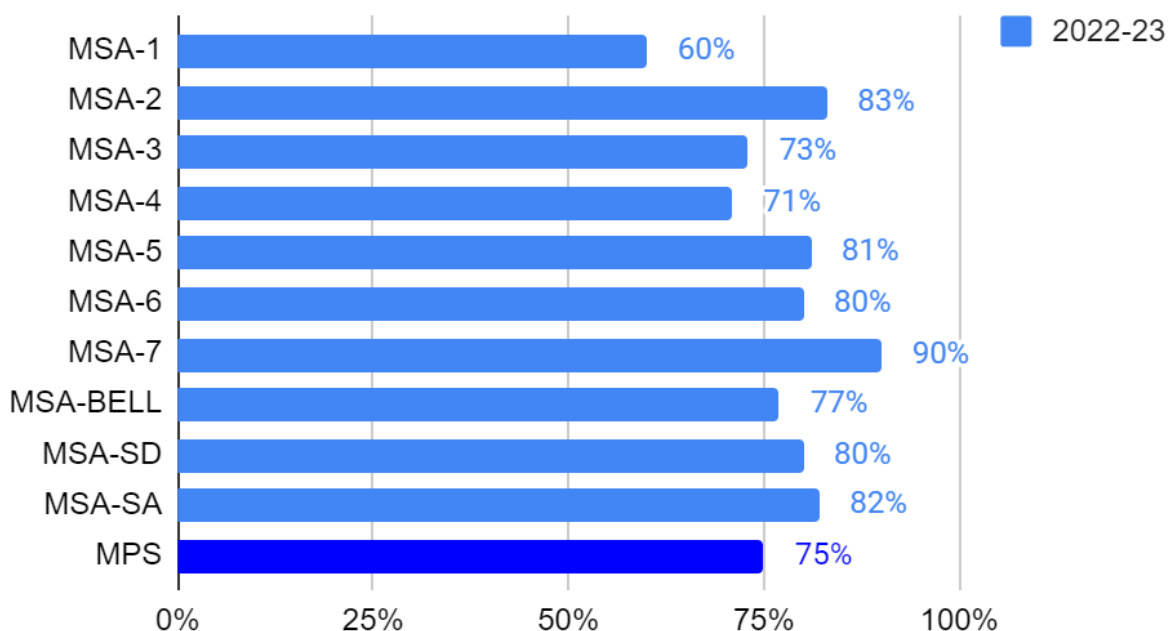
Note: The **overall satisfaction rate** is based on our educational partners’ response to the single question stated above to get a measure of overall satisfaction. This rate is different than the **average approval rates** shown in the above sections. **While the overall satisfaction rate is based on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

### Current Year Overall Satisfaction Rate

In 2022-23, MPS had an average overall satisfaction rate of **75%** for students, **95%** for families, and **87%** for staff. (Last year the average overall satisfaction rates were 79%, 96%, and 90% respectively.)

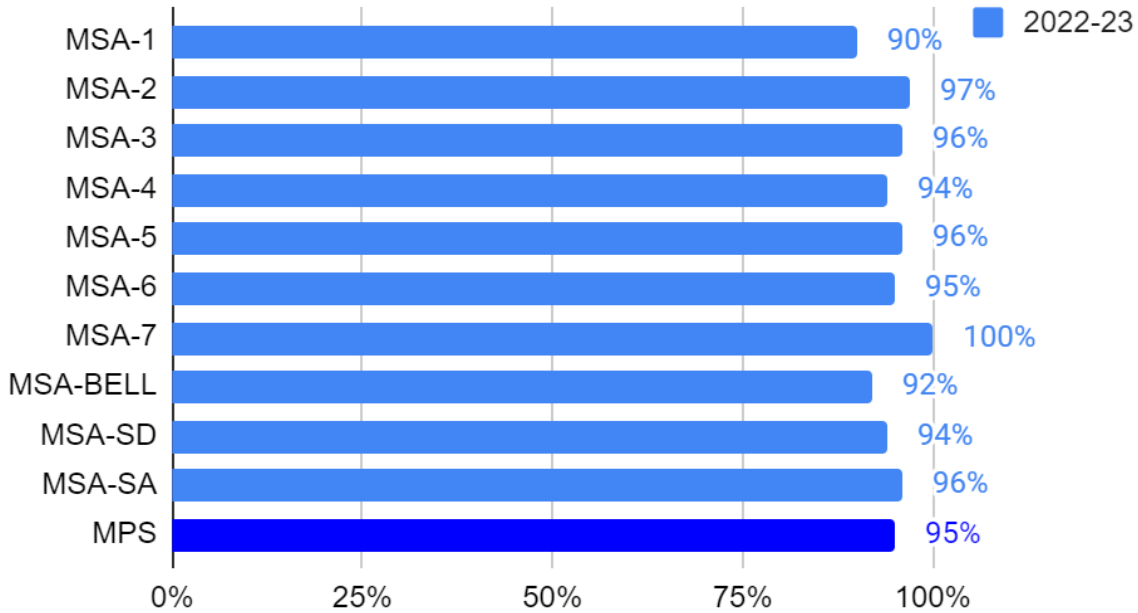
### Students

#### 2022-23 MPS Overall Satisfaction Rates - Students



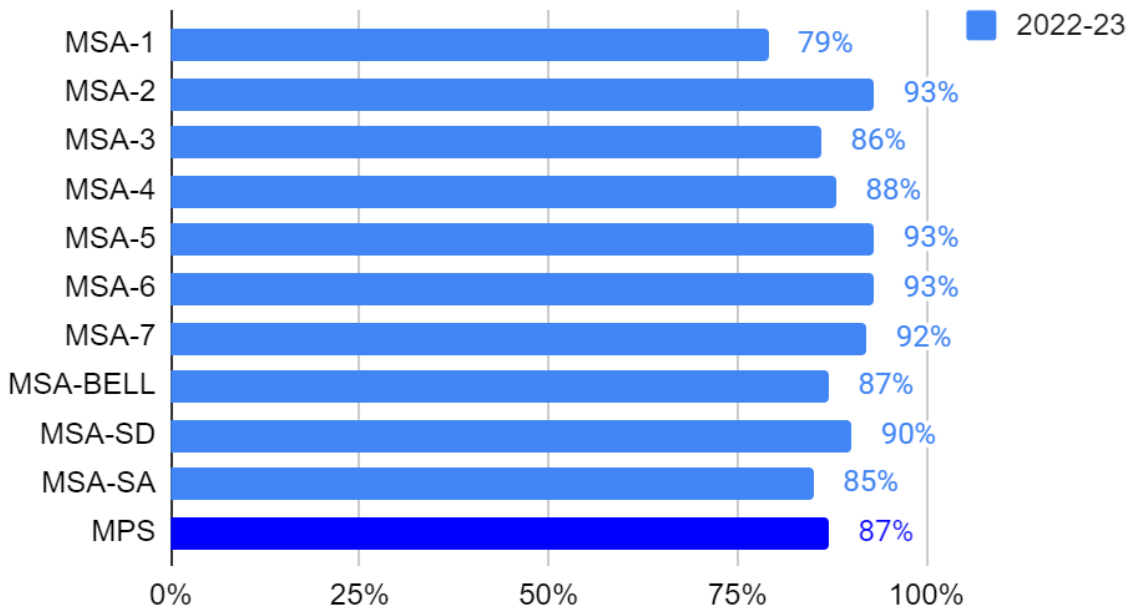
**Families**

**2022-23 MPS Overall Satisfaction Rates - Families**



**Staff**

**2022-23 MPS Overall Satisfaction Rates - Staff**



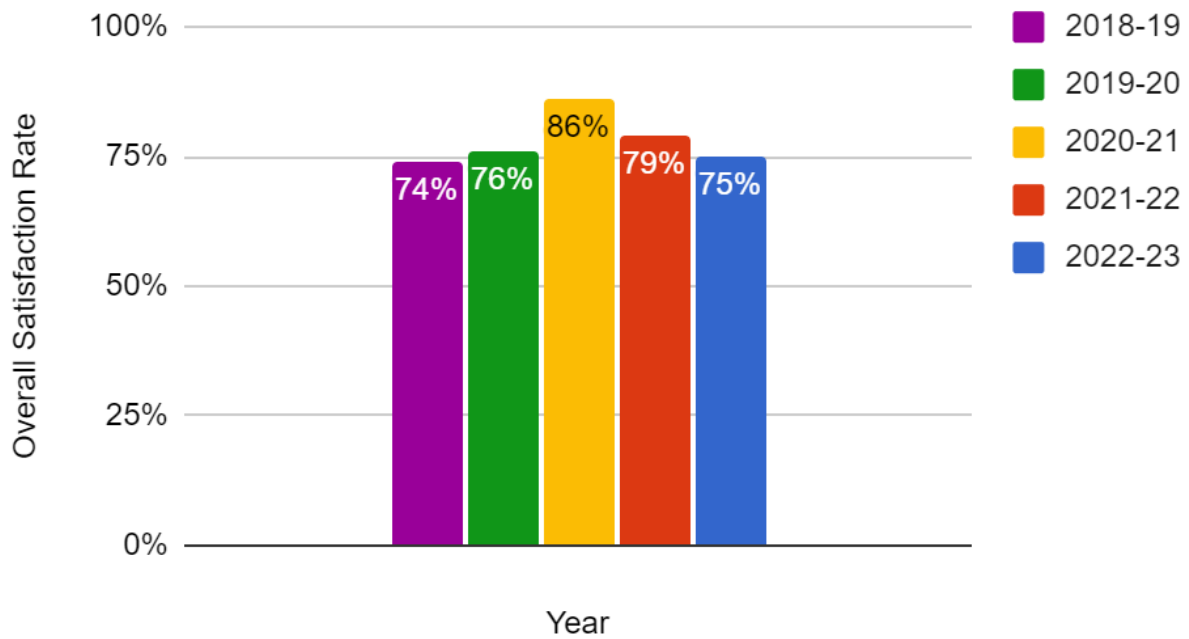
**Historical Overall Satisfaction Rates**

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 |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
|   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| MSA-1   | 75%     | 73%     | 84%     | 66%     | 60%     |
| MSA-2   | 75%     | 83%     | 88%     | 88%     | 83%     |
| MSA-3   | 65%     | 55%     | 77%     | 76%     | 73%     |
| MSA-4   | 64%     | 73%     | 91%     | 82%     | 71%     |
| MSA-5   | 87%     | 77%     | 90%     | 81%     | 81%     |
| MSA-6   | 78%     | 82%     | 90%     | 91%     | 80%     |
| MSA-7   | 89%     | 89%     | 87%     | 88%     | 90%     |
| MSA-BELL  | 85%     | 82%     | 88%     | 86%     | 77%     |
| MSA-SD  | 64%     | 80%     | 89%     | 78%     | 80%     |
| MSA-SA  | 66%     | 77%     | 84%     | 75%     | 82%     |
| MPS   | 74%     | 76%     | 86%     | 79%     | 75%     |

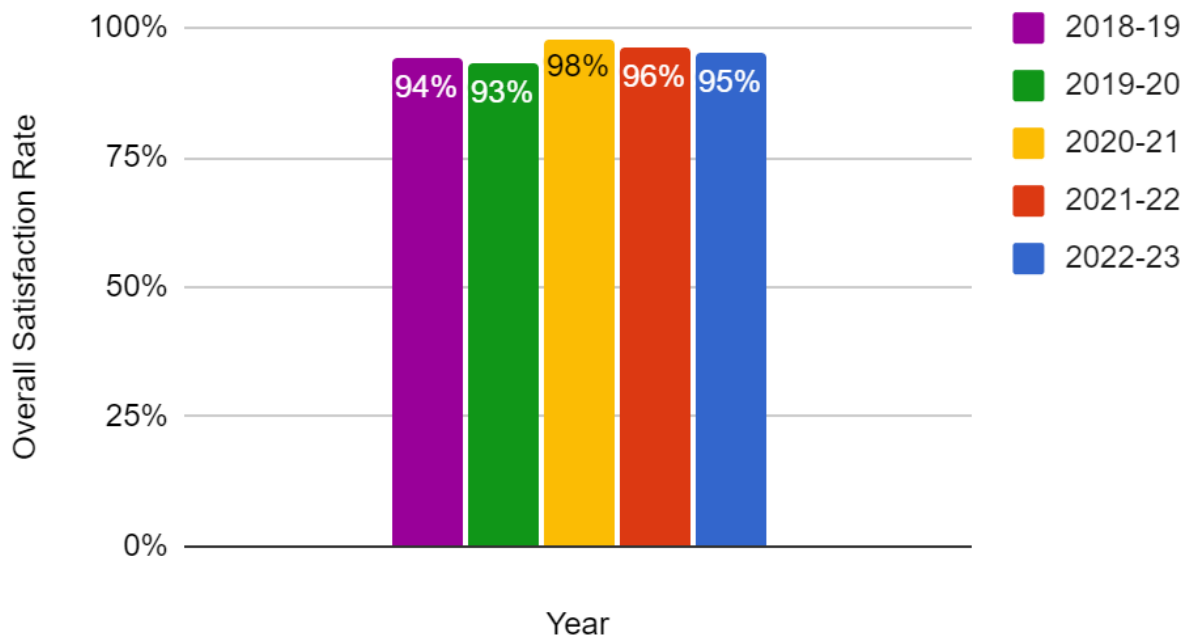
**MPS Historical Overall Satisfaction Rates - Students**



**Families**

| <b>MPS Historical Survey Overall Satisfaction Rates - Families</b> |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| MSA-1  | 95%     | 94%     | 97%     | 95%     | 90%     |
| MSA-2  | 93%     | 93%     | 99%     | 97%     | 97%     |
| MSA-3  | 90%     | 76%     | 95%     | 96%     | 96%     |
| MSA-4  | 93%     | 96%     | 99%     | 97%     | 94%     |
| MSA-5  | 97%     | 97%     | 99%     | 97%     | 96%     |
| MSA-6  | 97%     | 98%     | 100%    | 100%    | 95%     |
| MSA-7  | 98%     | 98%     | 100%    | 98%     | 100%    |
| MSA-BELL   | 94%     | 96%     | 99%     | 96%     | 92%     |
| MSA-SD   | 92%     | 95%     | 97%     | 96%     | 94%     |
| MSA-SA   | 90%     | 94%     | 98%     | 94%     | 96%     |
| MPS  | 94%     | 93%     | 98%     | 96%     | 95%     |

**MPS Historical Overall Satisfaction Rates - Families**

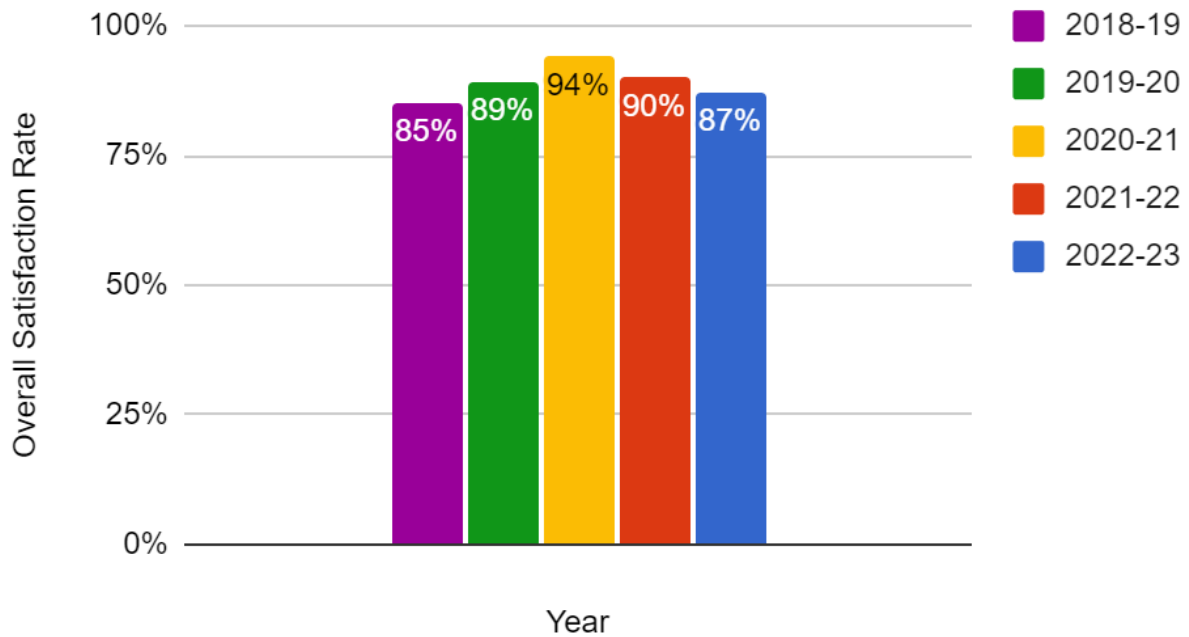




**Staff**

| <b>MPS Historical Survey Overall Satisfaction Rates - Staff</b> |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
|   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| MSA-1   | 84%     | 89%     | 98%     | 74%     | 79%     |
| MSA-2   | 77%     | 98%     | 98%     | 98%     | 93%     |
| MSA-3   | 83%     | 69%     | 95%     | 87%     | 86%     |
| MSA-4   | 87%     | 82%     | 93%     | 100%    | 88%     |
| MSA-5   | 100%    | 96%     | 96%     | 96%     | 93%     |
| MSA-6   | 93%     | 100%    | 92%     | 92%     | 93%     |
| MSA-7   | 95%     | 93%     | 97%     | 90%     | 92%     |
| MSA-BELL  | 95%     | 95%     | 98%     | 93%     | 87%     |
| MSA-SD  | 83%     | 100%    | 100%    | 100%    | 90%     |
| MSA-SA  | 75%     | 84%     | 78%     | 91%     | 85%     |
| MPS   | 85%     | 89%     | 94%     | 90%     | 87%     |

**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/ELAC
      - iii. Staff
    3. Remind SLTs to update their 2023-24 LCAP Educational Partners Engagement section. SLTs will respond to three prompts:

1. Prompt 1: 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. Prompt 2: 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. Prompt 3: 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 2023-24 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<br>by 10% or more | Declined<br>by 5% to less than 10% | Maintained<br>(Declined or improved by less than 5%) | Increased<br>by 5% to less than 10% | Increased Significantly<br>by 10% or more |
| STATUS (CURRENT YEAR) | Very High<br>85% or greater    | 4  | 4                                  | 5  | 5                                   | 5   |
|                       | High<br>70% to less than 85%   | 3  | 4                                  | 4  | 4                                   | 5   |
|                       | Medium<br>60% to less than 70% | 2  | 3                                  | 3  | 4                                   | 4   |
|                       | Low<br>50% to less than 60%    | 2  | 2                                  | 2  | 3                                   | 3   |
|                       | Very Low<br>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.)*

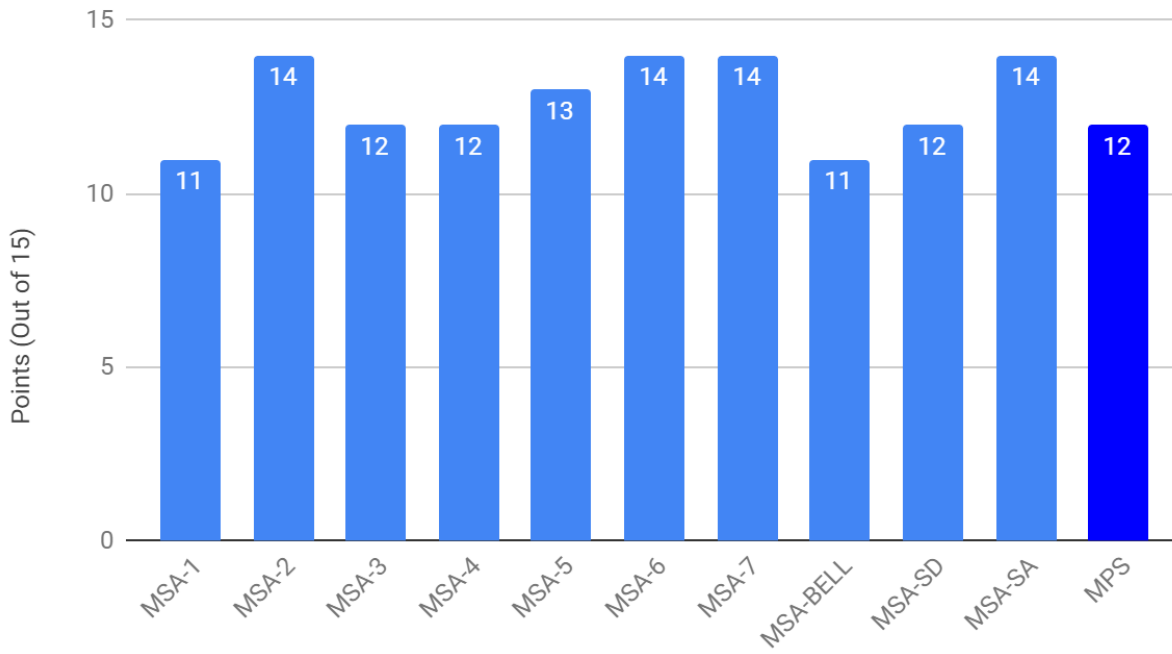
Employees are expected to check their school’s targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

**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 2022-23. **(Total points are out of 15.)**

| AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22 |         |         |        |        |         |         |        |        |         |         |        |        |       |
|---|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|-------|
|   | Student |         |        |        | Family  |         |        |        | Staff   |         |        |        | TOTAL |
|   | 2021-22 | 2022-23 | Change | Points | 2021-22 | 2022-23 | Change | Points | 2021-22 | 2022-23 | Change | Points |       |
| MSA-1                                       | 58%     | 56%     | -2%    | 2      | 91%     | 91%     | 0%     | 5      | 73%     | 75%     | 2%     | 4      | 11    |
| MSA-2                                       | 73%     | 70%     | -3%    | 4      | 97%     | 98%     | 1%     | 5      | 85%     | 87%     | 2%     | 5      | 14    |
| MSA-3                                       | 64%     | 61%     | -3%    | 3      | 96%     | 97%     | 1%     | 5      | 80%     | 77%     | -3%    | 4      | 12    |
| MSA-4                                       | 74%     | 64%     | -10%   | 2      | 98%     | 96%     | -2%    | 5      | 89%     | 85%     | -4%    | 5      | 12    |
| MSA-5                                       | 70%     | 68%     | -2%    | 3      | 96%     | 96%     | 0%     | 5      | 92%     | 93%     | 1%     | 5      | 13    |
| MSA-6                                       | 77%     | 76%     | -1%    | 4      | 99%     | 98%     | -1%    | 5      | 97%     | 97%     | 0%     | 5      | 14    |
| MSA-7                                       | 77%     | 73%     | -4%    | 4      | 98%     | 99%     | 1%     | 5      | 93%     | 90%     | -3%    | 5      | 14    |
| MSA-BELL                                    | 72%     | 59%     | -13%   | 2      | 96%     | 93%     | -3%    | 5      | 84%     | 77%     | -7%    | 4      | 11    |
| MSA-SD                                      | 66%     | 67%     | 1%     | 3      | 96%     | 95%     | -1%    | 5      | 92%     | 86%     | -6%    | 4      | 12    |
| MSA-SA                                      | 70%     | 73%     | 3%     | 4      | 94%     | 94%     | 0%     | 5      | 88%     | 85%     | -3%    | 5      | 14    |
| MPS   | 68%     | 65%     | -3%    | 3      | 96%     | 95%     | -1%    | 5      | 85%     | 83%     | -2%    | 4      | 12    |

### 2022-23 Evaluation Points Based on the Educational Partners Survey Results





## Exhibits (Attachments)

- Panorama 2022-23 MPS Average Approval Rates by Question (*Student, Family, Staff*)
- Panorama 2022-23 MPS Detailed Survey Reports (*Student, Family, Staff*)
- MPS 2022-23 Educational Partners Survey Reflections (*one from each school*)

< Summary



Spring 2023  
Secondary Student Survey

### All questions

Based on 3,059 responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

|  |                            |                         |  |
|--|----------------------------|-------------------------|--|
| QUESTION<br>➤ Been afraid of being beaten up?  | 82%<br>responded favorably | 0<br>from Spring 2022   |  |
| QUESTION<br>➤ Teachers give students a chance to take part in classroom discussions or activities.     | 77%<br>responded favorably | ▼ 6<br>from Spring 2022 |  |
| QUESTION<br>➤ This school clearly informs students what would happen if they break school rules.       | 75%<br>responded favorably | ▼ 4<br>from Spring 2022 |  |
| QUESTION<br>➤ Had sexual jokes, comments, or gestures made to you?                                     | 75%<br>responded favorably | ▲ 2<br>from Spring 2022 |  |
| QUESTION<br>➤ Overall, I am satisfied and would recommend this school to other students.               | 74%<br>responded favorably | ▼ 4<br>from Spring 2022 |  |
| QUESTION<br>➤ Had your property stolen, or deliberately damaged, such as your car, clothing, or books? | 73%<br>responded favorably | ▼ 4<br>from Spring 2022 |  |
| QUESTION<br>➤ This school makes it clear how students are expected to act.                             | 72%<br>responded favorably | ▼ 3<br>from Spring 2022 |  |

Need Help?

|   |                     |                  |  |
|---|---------------------|------------------|--|
| QUESTION  | 72%                 | ▼ 7              |  |
| ➤ My teachers work hard to help me with my schoolwork when I need it.                                       | responded favorably | from Spring 2022 |  |
| QUESTION  | 71%                 | ▼ 3              |  |
| ➤ This school promotes academic success for all students.   | responded favorably | from Spring 2022 |  |
| QUESTION  | 70%                 | ▼ 3              |  |
| ➤ Rules in this school are made clear to students.  | responded favorably | from Spring 2022 |  |
| QUESTION  | 70%                 | ▼ 5              |  |
| ➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. | responded favorably | from Spring 2022 |  |
| QUESTION  | 69%                 | ▼ 2              |  |
| ➤ Students know what the rules are.   | responded favorably | from Spring 2022 |  |
| QUESTION  | 66%                 | ▼ 5              |  |
| ➤ This school is a supportive and inviting place for students to learn.                                     | responded favorably | from Spring 2022 |  |
| QUESTION  | 64%                 | ▼ 2              |  |
| ➤ Had mean rumors or lies spread about you?   | responded favorably | from Spring 2022 |  |
| QUESTION  | 64%                 | ▼ 2              |  |
| ➤ Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?                    | responded favorably | from Spring 2022 |  |
| QUESTION  | 64%                 | ▼ 4              |  |
| ➤ Students know how they are expected to act.   | responded favorably | from Spring 2022 |  |
| QUESTION  | 64%                 | ▼ 6              |  |
| ➤ Teachers go out of their way to help students.  | responded favorably | from Spring 2022 |  |
| QUESTION  | 62%                 | ▼ 2              |  |
| ➤ Been made fun of because of your looks or the way you talk?   | responded favorably | from Spring 2022 |  |

|   |                     |                  |  |
|---|---------------------|------------------|--|
| QUESTION  | 59%                 | ▼ 4              |  |
| ➤ Adults at this school treat all students with respect.        | responded favorably | from Spring 2022 |  |
| QUESTION  | 58%                 | ▼ 5              |  |
| ➤ I feel close to people at this school.                        | responded favorably | from Spring 2022 |  |
| QUESTION  | 57%                 | ▼ 5              |  |
| ➤ How safe do you feel when you are at school?                  | responded favorably | from Spring 2022 |  |
| QUESTION  | 55%                 | ▼ 3              |  |
| ➤ I feel safe in my school.                                     | responded favorably | from Spring 2022 |  |
| QUESTION  | 54%                 | ▼ 6              |  |
| ➤ The teachers at this school treat students fairly.            | responded favorably | from Spring 2022 |  |
| QUESTION  | 50%                 | ▼ 2              |  |
| ➤ All students are treated fairly when they break school rules. | responded favorably | from Spring 2022 |  |
| QUESTION  | 49%                 | ▼ 5              |  |
| ➤ The school rules are fair.                                    | responded favorably | from Spring 2022 |  |
| QUESTION  | 49%                 | ▼ 3              |  |
| ➤ I feel like I am part of this school.                         | responded favorably | from Spring 2022 |  |
| QUESTION  | 48%                 | ▼ 7              |  |
| ➤ I am happy to be at this school.                              | responded favorably | from Spring 2022 |  |
| QUESTION  | 38%                 | ▼ 1              |  |
| ➤ Students treat teachers with respect.                         | responded favorably | from Spring 2022 |  |



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< Summary



Spring 2023  
Elementary Student Survey

### All questions












Based on 252 responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

|  |                                   |                         |  |
|--|-----------------------------------|-------------------------|--|
| QUESTION<br>➤ Overall, I am satisfied and would recommend this school to other students.           | <b>91%</b><br>responded favorably | ▲ 3<br>from Spring 2022 |  |
| QUESTION<br>➤ Does this school help all students be successful in school?                          | <b>88%</b><br>responded favorably | ▼ 4<br>from Spring 2022 |  |
| QUESTION<br>➤ Do teachers and other grown-ups at school treat students with respect?               | <b>88%</b><br>responded favorably | ▼ 2<br>from Spring 2022 |  |
| QUESTION<br>➤ Do students know what the rules are?   | <b>86%</b><br>responded favorably | ▲ 2<br>from Spring 2022 |  |
| QUESTION<br>➤ Do teachers treat students fairly at school?   | <b>85%</b><br>responded favorably | ▼ 3<br>from Spring 2022 |  |
| QUESTION<br>➤ Does this school clearly tell students what would happen if they break school rules? | <b>85%</b><br>responded favorably | ▼ 1<br>from Spring 2022 |  |
| QUESTION<br>➤ Are the school rules fair?   | <b>85%</b><br>responded favorably | ▼ 4<br>from Spring 2022 |  |

Need Help?

|   |                     |                  |   |
|---|---------------------|------------------|---|
| QUESTION  | 84%                 | ▲ 2              |    |
| Do your teachers work hard to help you with your schoolwork when you need it?           | responded favorably | from Spring 2022 |   |
| QUESTION  | 84%                 | 0                |    |
| Are rules in this school made clear to students?  | responded favorably | from Spring 2022 |   |
| QUESTION  | 83%                 | ▲ 2              |    |
| Are you happy to be at this school?   | responded favorably | from Spring 2022 |   |
| QUESTION  | 83%                 | ▲ 7              |    |
| Do students treat teachers with respect?  | responded favorably | from Spring 2022 |   |
| QUESTION  | 83%                 | ▲ 2              |    |
| Do other kids at this school ever tease you about the way you talk?                     | responded favorably | from Spring 2022 |   |
| QUESTION  | 82%                 | ▲ 1              |   |
| Do you feel like you are part of this school?   | responded favorably | from Spring 2022 |   |
| QUESTION  | 78%                 | ▼ 2              |  |
| Do you feel safe at school?   | responded favorably | from Spring 2022 |   |
| QUESTION  | 76%                 | ▼ 2              |  |
| Do teachers give students a chance to take part in classroom discussions or activities? | responded favorably | from Spring 2022 |   |
| QUESTION  | 76%                 | ▲ 5              |  |
| Do students know how they are expected to act?  | responded favorably | from Spring 2022 |   |
| QUESTION  | 74%                 | ▼ 1              |  |
| Do other kids steal or damage your things, like your clothing or your books?            | responded favorably | from Spring 2022 |   |
| QUESTION  | 74%                 | ▼ 1              |  |
| Do other kids at this school ever tease you about what your body looks like?            | responded favorably | from Spring 2022 |   |

|  |                     |                  |  |
|--|---------------------|------------------|--|
| QUESTION   | 73%                 | 0                |  |
| > Do adults at school encourage you to work hard so you can be successful?       | responded favorably | from Spring 2022 |  |
| QUESTION   | 73%                 | ▼ 10             |  |
| > Do teachers go out of their way to help students?                              | responded favorably | from Spring 2022 |  |
| QUESTION   | 66%                 | ▼ 2              |  |
| > Are students treated fairly when they break school rules?                      | responded favorably | from Spring 2022 |  |
| QUESTION   | 65%                 | ▲ 1              |  |
| > Do you feel close to people at school?   | responded favorably | from Spring 2022 |  |
| QUESTION   | 64%                 | ▲ 1              |  |
| > Do other kids at school spread mean rumors or lies about you?                  | responded favorably | from Spring 2022 |  |
| QUESTION   | 60%                 | ▲ 2              |  |
| > Are you afraid of being beaten up at school?                                   | responded favorably | from Spring 2022 |  |
| QUESTION   | 55%                 | ▼ 6              |  |
| > Do other kids hit or push you at school when they are not just playing around? | responded favorably | from Spring 2022 |  |



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< Summary



Spring 2023  
Family Survey

### All questions

Based on 2,819 responses







How did family members respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

|  |          |  |
|--|----------|--|
| QUESTION<br>➤ What is your race or ethnicity?  | Unscored |  |
| QUESTION<br>➤ Does one or more of your children receive a free or reduced-price breakfast or lunch at this school? | Unscored |  |
| QUESTION<br>➤ How many years has your child been at this school?   | Unscored |  |
| QUESTION<br>➤ I am a...  | Unscored |  |
| QUESTION<br>➤ English Language Development (for children learning English)?  | Unscored |  |
| QUESTION<br>➤ Special Education Program or has an Individual Education Plan (IEP)?                                 | Unscored |  |
| QUESTION<br>➤ In what grade is your child?   | Unscored |  |

Need Help?

|  |                                   |                                |  |
|--|-----------------------------------|--------------------------------|--|
| QUESTION<br>➤ School staff treats me with respect.   | <b>98%</b><br>responded favorably | <b>0</b><br>from Spring 2022   |  |
| QUESTION<br>➤ This school clearly informs students what would happen if they break school rules.           | <b>97%</b><br>responded favorably | <b>▲ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ My child's background (race, ethnicity, religion, economic status) is valued at this school. | <b>97%</b><br>responded favorably | <b>0</b><br>from Spring 2022   |  |
| QUESTION<br>➤ School staff is helpful.   | <b>97%</b><br>responded favorably | <b>▼ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ I feel welcome to participate at this school.  | <b>97%</b><br>responded favorably | <b>▲ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ This school provides high quality instruction to my child.                                   | <b>97%</b><br>responded favorably | <b>▼ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ School staff welcomes my suggestions.  | <b>96%</b><br>responded favorably | <b>▲ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ This school has high expectations for all students.  | <b>96%</b><br>responded favorably | <b>▼ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ School staff responds to my needs in a timely manner.  | <b>95%</b><br>responded favorably | <b>0</b><br>from Spring 2022   |  |
| QUESTION<br>➤ Overall, I am satisfied and would recommend this school to other parents.                    | <b>95%</b><br>responded favorably | <b>▼ 1</b><br>from Spring 2022 |  |
| QUESTION<br>➤ School staff takes my concerns seriously.  | <b>95%</b><br>responded favorably | <b>0</b><br>from Spring 2022   |  |

|          |   |  |                  |   |
|----------|---|--|------------------|---|
| QUESTION |   |  |                  |   |
| >        | My child is safe on school grounds.                     | <b>93%</b>  | ▼ <b>2</b>       |  |
|          |   | responded favorably  | from Spring 2022 |   |
| QUESTION |   |  |                  |   |
| >        | At this school, discipline is fair.                     | <b>91%</b>  | ▼ <b>2</b>       |  |
|          |   | responded favorably  | from Spring 2022 |   |
| QUESTION |   |  |                  |   |
| >        | My child is safe in the neighborhood around the school. | <b>88%</b>  | ▼ <b>3</b>       |  |
|          |   | responded favorably  | from Spring 2022 |   |



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< Summary



Spring 2023  
Staff Survey

## All questions

Based on 394 responses

How did teachers & staff respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

|  |          |  |
|--|----------|--|
| QUESTION<br>➤ Are you a classroom teacher?   | Unscored |  |
| QUESTION<br>➤ What is your role at this school? (Mark all that apply).   | Unscored |  |
| QUESTION<br>➤ Migrant education students   | Unscored |  |
| QUESTION<br>➤ Special education students   | Unscored |  |
| QUESTION<br>➤ English language learners  | Unscored |  |
| QUESTION<br>➤ How many years have you worked, in any position, at this school?   | Unscored |  |
| QUESTION<br>➤ How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)? | Unscored |  |

Need Help?

| QUESTION   | Unscored                                      |                                    |  |
|--|---|------------------------------------|--|
| <p>QUESTION</p> <p>➤ What is your race or ethnicity?</p>   |   |                                    |  |
| <p>QUESTION</p> <p>➤ emphasizes helping students academically when they need it.</p>   | <p><b>97%</b> </p> <p>responded favorably</p> | <p>▼ 2</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ is a supportive and inviting place for students to learn.</p>   | <p><b>97%</b> </p> <p>responded favorably</p> | <p>0</p> <p>from Spring 2022</p>   |  |
| <p>QUESTION</p> <p>➤ promotes academic success for all students.</p>   | <p><b>95%</b> </p> <p>responded favorably</p> | <p>▼ 1</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ The school rules are fair.</p>  | <p><b>94%</b> </p> <p>responded favorably</p> | <p>▼ 3</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.</p> | <p><b>94%</b> </p> <p>responded favorably</p> | <p>▼ 1</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ emphasizes teaching lessons in ways relevant to students.</p>   | <p><b>94%</b> </p> <p>responded favorably</p> | <p>0</p> <p>from Spring 2022</p>   |  |
| <p>QUESTION</p> <p>➤ Adults at this school treat all students with respect.</p>  | <p><b>92%</b> </p> <p>responded favorably</p> | <p>▼ 2</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ racial/ethnic conflict among students?</p>  | <p><b>90%</b> </p> <p>responded favorably</p> | <p>▼ 2</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ Students know what the rules are.</p>   | <p><b>89%</b> </p> <p>responded favorably</p> | <p>▲ 4</p> <p>from Spring 2022</p> |  |
| <p>QUESTION</p> <p>➤ Students know how they are expected to act.</p>   | <p><b>89%</b> </p> <p>responded favorably</p> | <p>▲ 3</p> <p>from Spring 2022</p> |  |

|   |   |                  |   |
|---|---|------------------|---|
| QUESTION  | 88%    | ▼ 2              |    |
| ➤ physical fighting between students?   | responded favorably   | from Spring 2022 |   |
| QUESTION  | 88%    | ▲ 2              |    |
| ➤ This school makes it clear how students are expected to act.  | responded favorably   | from Spring 2022 |   |
| QUESTION  | 88%    | ▼ 3              |    |
| ➤ This school is a supportive and inviting place for staff to work.   | responded favorably   | from Spring 2022 |   |
| QUESTION  | 88%    | ▼ 1              |    |
| ➤ sets high standards for academic performance for all students.  | responded favorably   | from Spring 2022 |   |
| QUESTION  | 87%    | ▼ 3              |    |
| ➤ Overall, I am satisfied and would recommend this school to other educators.                                 | responded favorably   | from Spring 2022 |   |
| QUESTION  | 86%   | ▼ 5              |   |
| ➤ This school promotes trust and collegiality among staff.  | responded favorably   | from Spring 2022 |   |
| QUESTION  | 85%  | 0                |  |
| ➤ Rules in this school are made clear to students.  | responded favorably   | from Spring 2022 |   |
| QUESTION  | 83%  | ▼ 7              |  |
| ➤ How many adults at this school support and treat each other with respect?                                   | responded favorably   | from Spring 2022 |   |
| QUESTION  | 82%  | ▼ 1              |  |
| ➤ This school promotes personnel participation in decision-making that affects school practices and policies. | responded favorably   | from Spring 2022 |   |
| QUESTION  | 77%  | ▼ 2              |  |
| ➤ This school clearly communicates to students the consequences of breaking school rules.                     | responded favorably   | from Spring 2022 |   |
| QUESTION  | 76%  | ▼ 8              |  |
| ➤ This school handles discipline problems fairly.   | responded favorably   | from Spring 2022 |   |

|          |  |                     |                  |  |
|----------|--|---------------------|------------------|--|
| QUESTION |  |                     |                  |  |
| >        | harassment or bullying among students?   | <b>73%</b>          | ▼ 2              |  |
|          |  | responded favorably | from Spring 2022 |  |
| QUESTION |  |                     |                  |  |
| >        | How many adults at this school feel a responsibility to improve this school?           | <b>72%</b>          | ▼ 4              |  |
|          |  | responded favorably | from Spring 2022 |  |
| QUESTION |  |                     |                  |  |
| >        | This school effectively handles student discipline and behavioral problems.            | <b>70%</b>          | ▼ 2              |  |
|          |  | responded favorably | from Spring 2022 |  |
| QUESTION |  |                     |                  |  |
| >        | lack of respect of staff by students?  | <b>64%</b>          | ▼ 6              |  |
|          |  | responded favorably | from Spring 2022 |  |
| QUESTION |  |                     |                  |  |
| >        | How many adults at this school have close professional relationships with one another? | <b>63%</b>          | ▼ 2              |  |
|          |  | responded favorably | from Spring 2022 |  |
| QUESTION |  |                     |                  |  |
| >        | disruptive student behavior?   | <b>46%</b>          | ▼ 7              |  |
|          |  | responded favorably | from Spring 2022 |  |



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# MPS

Secondary Student Survey  
Spring 2023



Report created by  
Panorama Education





# Summary

| Topic Description  | Results  | Benchmark  |
|--|--|--|
| <b>Climate of Support for Academic Learning</b>              | <p><b>70%</b></p> <p>▼ 5<br/>since last survey</p> | <p>20th - 39th percentile compared to others in the CORE Districts dataset</p> |
| <b>Knowledge and Fairness of Discipline, Rules and Norms</b> | <p><b>61%</b></p> <p>▼ 3<br/>since last survey</p> | <p>20th - 39th percentile compared to others in the CORE Districts dataset</p> |
| <b>OVERALL SCHOOL EXPERIENCE</b>                             | <p><b>74%</b></p> <p>▼ 4<br/>since last survey</p> |  |
| <b>Safety</b>  | <p><b>67%</b></p> <p>▼ 2<br/>since last survey</p> | <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |
| <b>Sense of Belonging (School Connectedness)</b>             | <p><b>53%</b></p> <p>▼ 5<br/>since last survey</p> | <p>20th - 39th percentile compared to others in the CORE Districts dataset</p> |

3,059 responses

# Climate of Support for Academic Learning

Your average

**70%**

3,059 responses

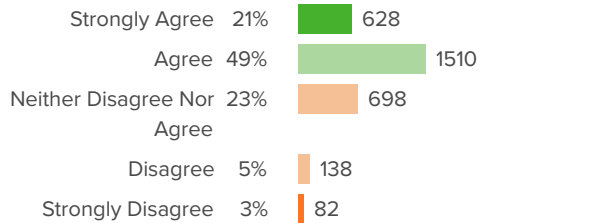
Change

▼ **5**

since last survey

## How did people respond?

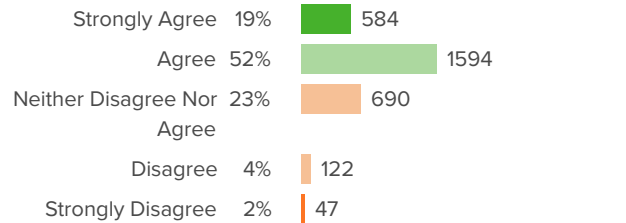
**Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.**



▼ **5** from last survey

Favorable: **70%**

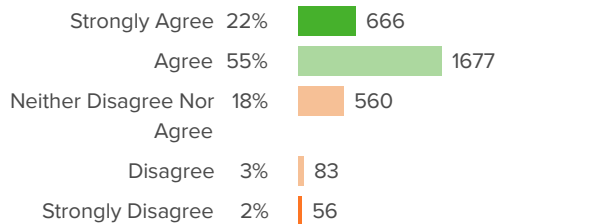
**Q.2: My teachers work hard to help me with my schoolwork when I need it.**



▼ **7** from last survey

Favorable: **72%**

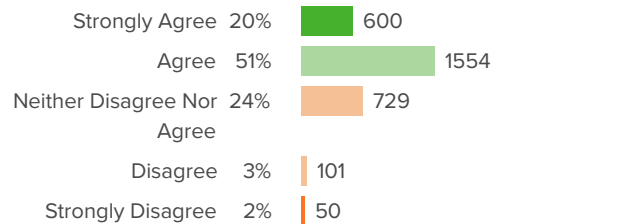
**Q.3: Teachers give students a chance to take part in classroom discussions or activities.**



▼ **6** from last survey

Favorable: **77%**

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

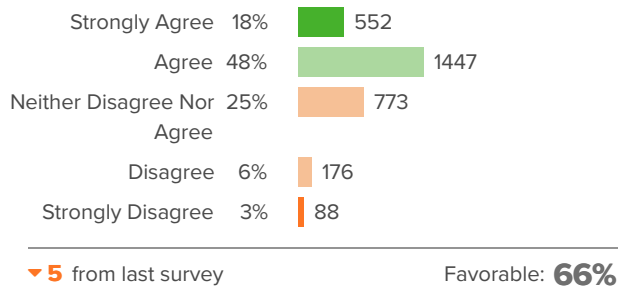


▼ **3** from last survey

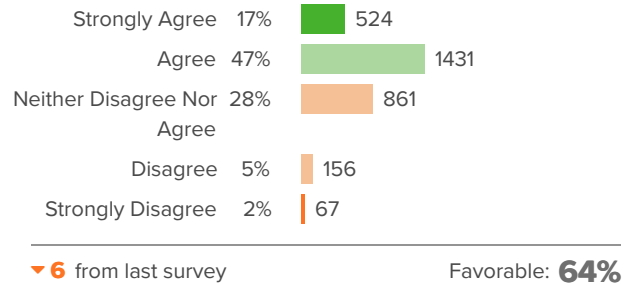
Favorable: **71%**



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



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



# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**61%**

3,059 responses

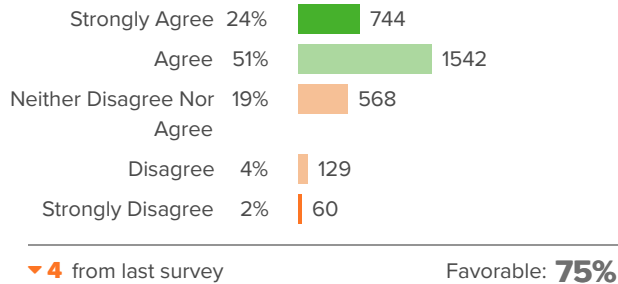
Change

▼ **3**

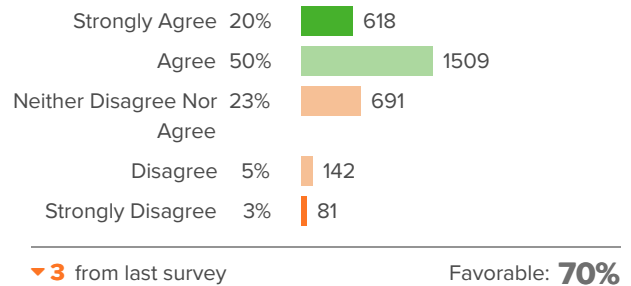
since last survey

## How did people respond?

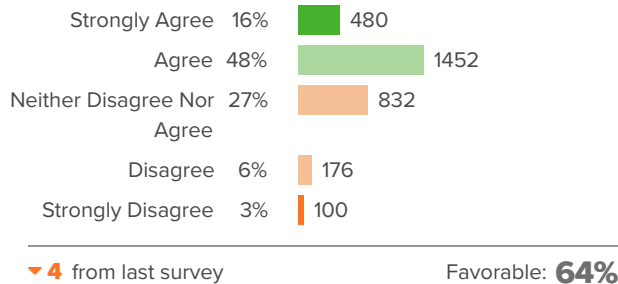
### Q.1: This school clearly informs students what would happen if they break school rules.



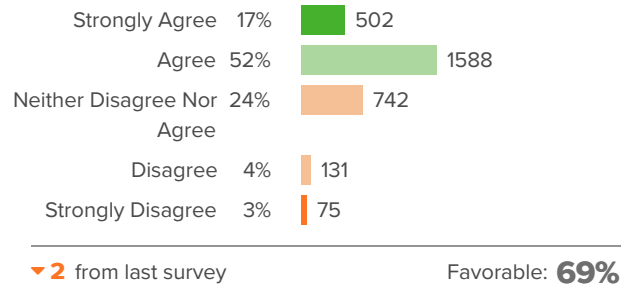
### Q.2: Rules in this school are made clear to students.



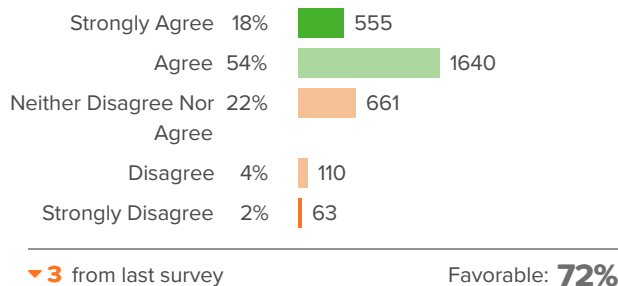
### Q.3: Students know how they are expected to act.



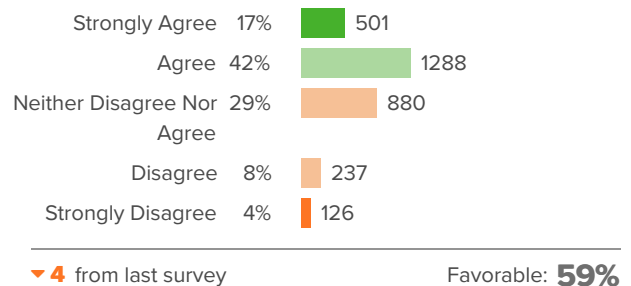
### Q.4: Students know what the rules are.



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

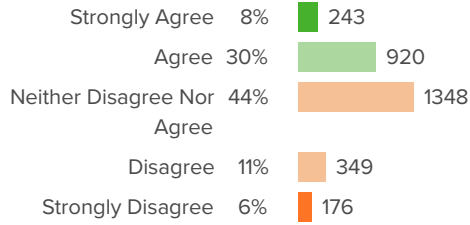


### Q.6: Adults at this school treat all students with respect.





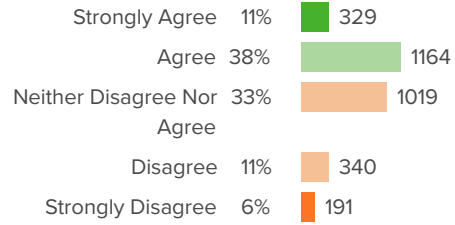
**Q.7: Students treat teachers with respect.**



▼ **1** from last survey

Favorable: **38%**

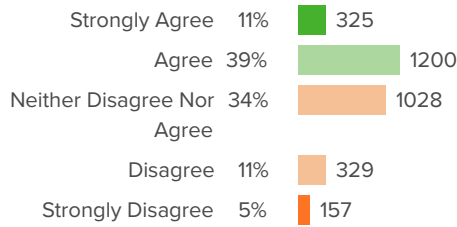
**Q.8: The school rules are fair.**



▼ **5** from last survey

Favorable: **49%**

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



▼ **2** from last survey

Favorable: **50%**



# OVERALL SCHOOL EXPERIENCE

Your average

**74%**

3,059 responses

Change

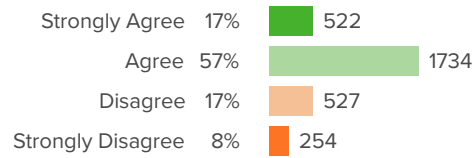
▼ **4**

since last survey

## How did people respond?

---

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



▼ **4** from last survey

Favorable: **74%**

# Safety

Your average

**67%**

3,059 responses

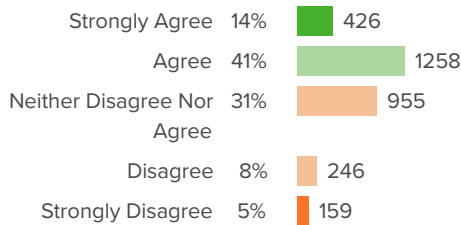
Change

▼ **2**

since last survey

## How did people respond?

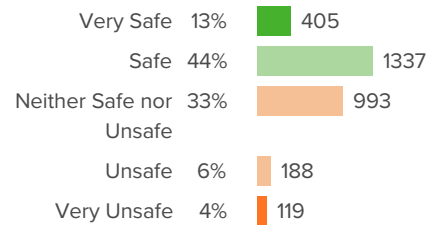
### Q.1: I feel safe in my school.



▼ **3** from last survey

Favorable: **55%**

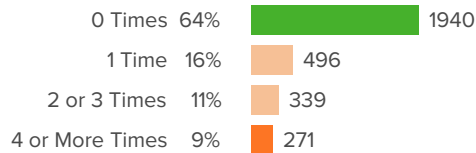
### Q.2: How safe do you feel when you are at school?



▼ **5** from last survey

Favorable: **57%**

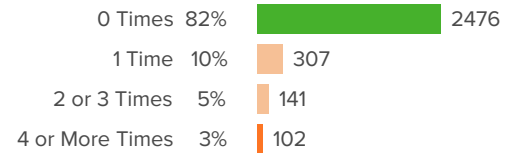
### Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



▼ **2** from last survey

Favorable: **64%**

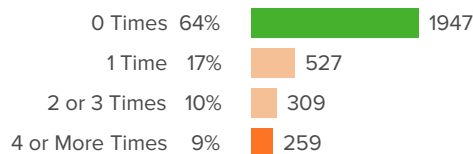
### Q.4: Been afraid of being beaten up?



▲ **0** from last survey

Favorable: **82%**

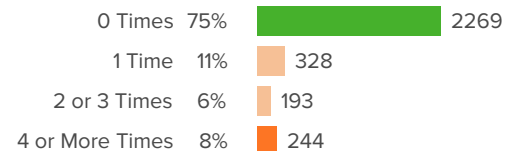
### Q.5: Had mean rumors or lies spread about you?



▼ **2** from last survey

Favorable: **64%**

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

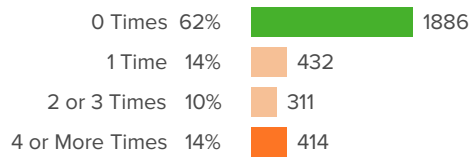


▲ **2** from last survey

Favorable: **75%**



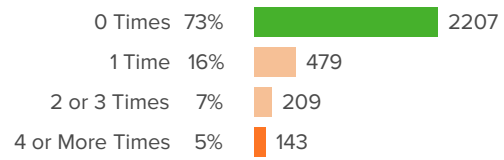
**Q.7: Been made fun of because of your looks or the way you talk?**



▼ **2** from last survey

Favorable: **62%**

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



▼ **4** from last survey

Favorable: **73%**



## Sense of Belonging (School Connectedness)

Your average

**53%**

3,059 responses

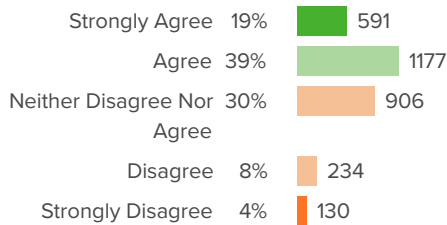
Change

▼ **5**

since last survey

### How did people respond?

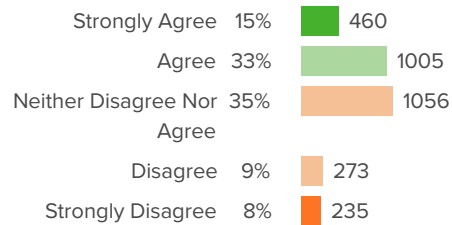
#### Q.1: I feel close to people at this school.



▼ **5** from last survey

Favorable: **58%**

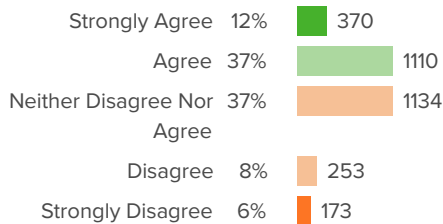
#### Q.2: I am happy to be at this school.



▼ **7** from last survey

Favorable: **48%**

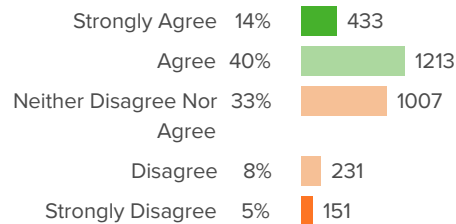
#### Q.3: I feel like I am part of this school.



▼ **3** from last survey

Favorable: **49%**

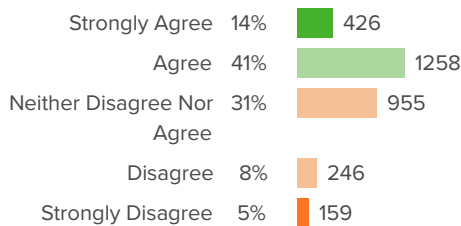
#### Q.4: The teachers at this school treat students fairly.



▼ **6** from last survey

Favorable: **54%**

#### Q.5: I feel safe in my school.



▼ **3** from last survey

Favorable: **55%**







# MPS

Elementary Student Survey  
Spring 2023



Report created by  
Panorama Education

# Summary

| Topic Description  | Results  | Benchmark  |
|--|--|--|
| <b>Climate of Support for Academic Learning</b>              | <p><b>79%</b></p> <p>▼ 3<br/>since last survey</p> |  <p>0th - 19th percentile compared to others in the CORE Districts dataset</p>    |
| <b>Knowledge and Fairness of Discipline, Rules and Norms</b> | <p><b>82%</b></p> <p>▲ 1<br/>since last survey</p> |  <p>40th - 59th percentile compared to others in the CORE Districts dataset</p>   |
| <b>OVERALL SCHOOL EXPERIENCE</b>                             | <p><b>91%</b></p> <p>▲ 3<br/>since last survey</p> |  |
| <b>Safety</b>  | <p><b>70%</b></p> <p>0<br/>since last survey</p>   |  <p>80th - 99th percentile compared to others in the CORE Districts dataset</p> |
| <b>Sense of Belonging (School Connectedness)</b>             | <p><b>79%</b></p> <p>0<br/>since last survey</p>   |  <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |

252 responses

# Climate of Support for Academic Learning

Your average

**79%**

252 responses

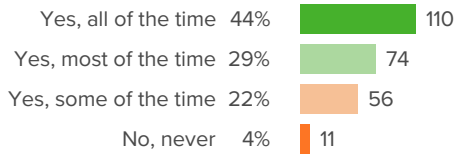
Change

▼ **3**

since last survey

## How did people respond?

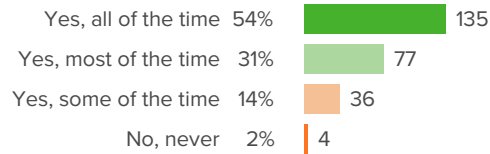
### Q.1: Do adults at school encourage you to work hard so you can be successful?



▲ **0** from last survey

Favorable: **73%**

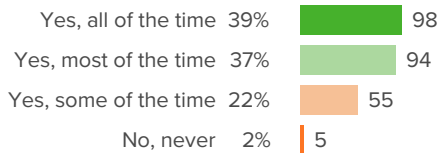
### Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



▲ **2** from last survey

Favorable: **84%**

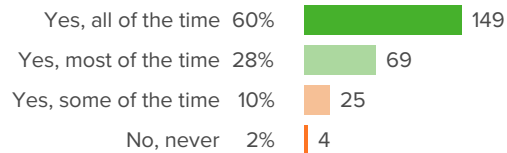
### Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



▼ **2** from last survey

Favorable: **76%**

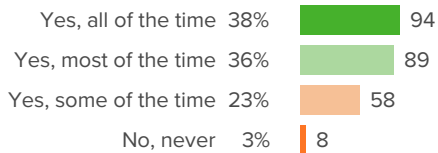
### Q.4: Does this school help all students be successful in school?



▼ **4** from last survey

Favorable: **88%**

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



▼ **10** from last survey

Favorable: **73%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**82%**

252 responses

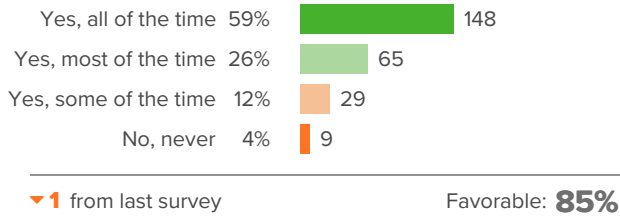
Change

**▲ 1**

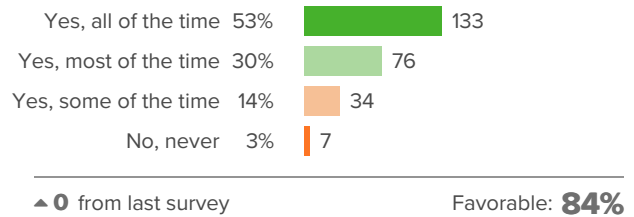
since last survey

## How did people respond?

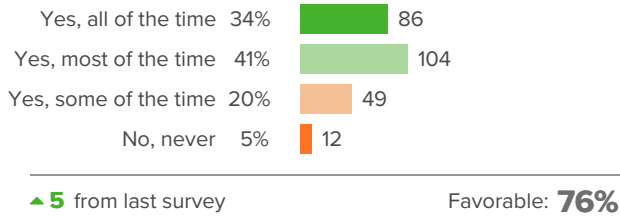
### Q.1: Does this school clearly tell students what would happen if they break school rules?



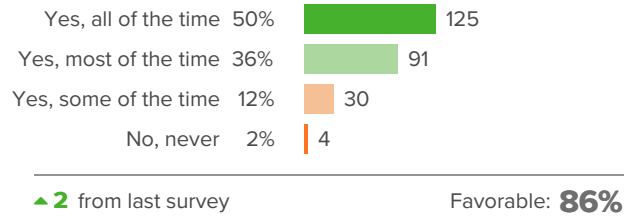
### Q.2: Are rules in this school made clear to students?



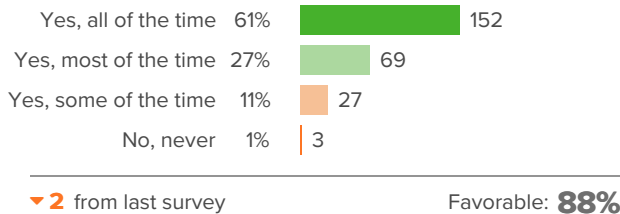
### Q.3: Do students know how they are expected to act?



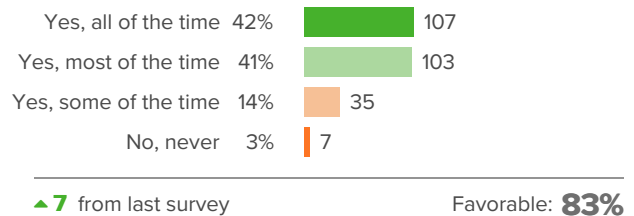
### Q.4: Do students know what the rules are?



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

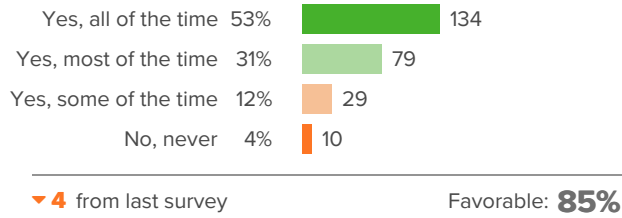


### Q.6: Do students treat teachers with respect?

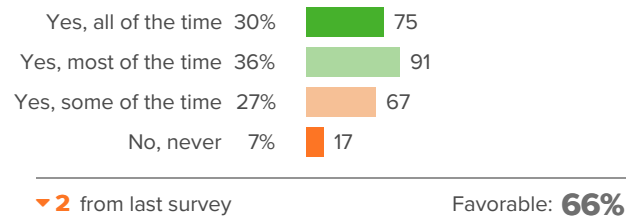




**Q.7: Are the school rules fair?**



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





# OVERALL SCHOOL EXPERIENCE

Your average

**91%**

252 responses

Change

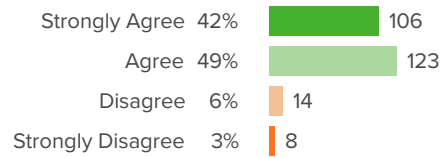
**▲ 3**

since last survey

## How did people respond?

---

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



▲ **3** from last survey

Favorable: **91%**

# Safety

Your average

**70%**

252 responses

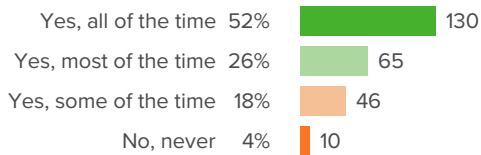
Change

**0**

since last survey

## How did people respond?

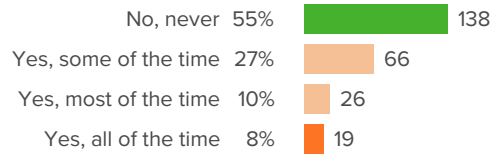
### Q.1: Do you feel safe at school?



▼ 2 from last survey

Favorable: **78%**

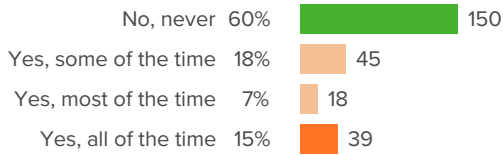
### Q.2: Do other kids hit or push you at school when they are not just playing around?



▼ 6 from last survey

Favorable: **55%**

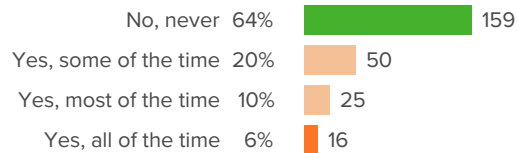
### Q.3: Are you afraid of being beaten up at school?



▲ 2 from last survey

Favorable: **60%**

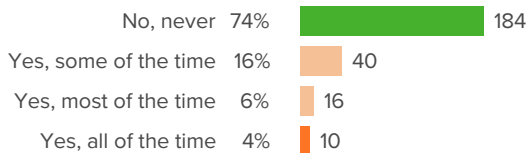
### Q.4: Do other kids at school spread mean rumors or lies about you?



▲ 1 from last survey

Favorable: **64%**

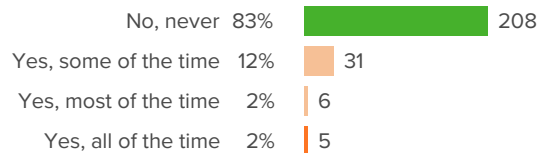
### Q.5: Do other kids at this school ever tease you about what your body looks like?



▼ 1 from last survey

Favorable: **74%**

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



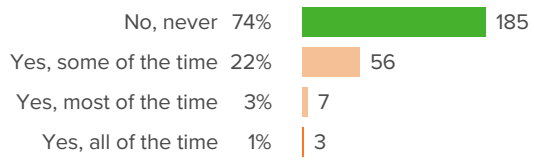
▲ 2 from last survey

Favorable: **83%**





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



▼ 1 from last survey

Favorable: **74%**

## Sense of Belonging (School Connectedness)

Your average

**79%**

252 responses

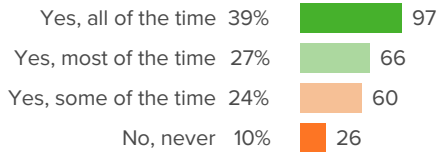
Change

**0**

since last survey

### How did people respond?

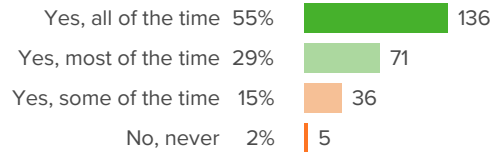
#### Q.1: Do you feel close to people at school?



▲ **1** from last survey

Favorable: **65%**

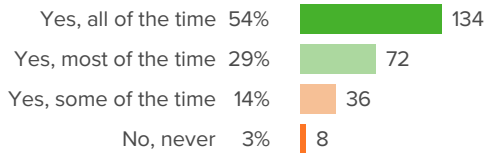
#### Q.2: Are you happy to be at this school?



▲ **2** from last survey

Favorable: **83%**

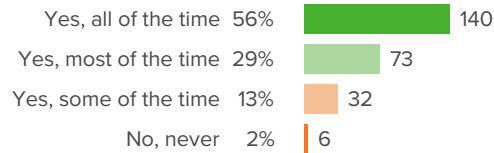
#### Q.3: Do you feel like you are part of this school?



▲ **1** from last survey

Favorable: **82%**

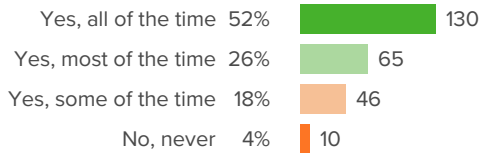
#### Q.4: Do teachers treat students fairly at school?



▼ **3** from last survey

Favorable: **85%**

#### Q.5: Do you feel safe at school?



▼ **2** from last survey

Favorable: **78%**







# MPS

Family Survey  
Spring 2023



Report created by  
Panorama Education

# Summary

| Topic Description  | Results   | Benchmark  |
|--|---|--|
| <b>Climate of Support for Academic Learning</b>              | <p><b>97%</b></p> <p>▼1<br/>since last survey</p> |  <p>80th - 99th percentile compared to others in the CORE Districts dataset</p>   |
| <b>Knowledge and Fairness of Discipline, Rules and Norms</b> | <p><b>94%</b></p> <p>▼1<br/>since last survey</p> |  <p>60th - 79th percentile compared to others in the CORE Districts dataset</p>   |
| <b>OVERALL SCHOOL EXPERIENCE</b>                             | <p><b>95%</b></p> <p>▼1<br/>since last survey</p> |  |
| <b>Safety</b>  | <p><b>91%</b></p> <p>▼2<br/>since last survey</p> |  <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |
| <b>Sense of Belonging (School Connectedness)</b>             | <p><b>96%</b></p> <p>0<br/>since last survey</p>  |  <p>80th - 99th percentile compared to others in the CORE Districts dataset</p> |

2,819 responses

# Climate of Support for Academic Learning

Your average

**97%**

2,819 responses

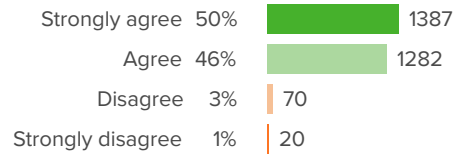
Change

▼ **1**

since last survey

## How did people respond?

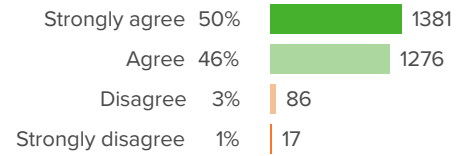
### Q.1: This school provides high quality instruction to my child.



▼ **1** from last survey

Favorable: **97%**

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



▼ **1** from last survey

Favorable: **96%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**94%**

2,819 responses

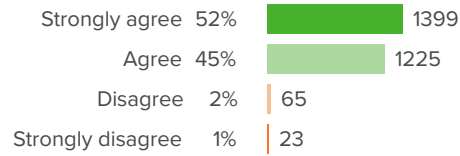
Change

▼ **1**

since last survey

## How did people respond?

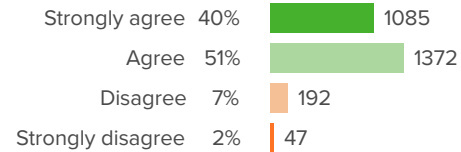
### Q.1: This school clearly informs students what would happen if they break school rules.



▲ **1** from last survey

Favorable: **97%**

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



▼ **2** from last survey

Favorable: **91%**

# OVERALL SCHOOL EXPERIENCE

Your average

95%

2,819 responses

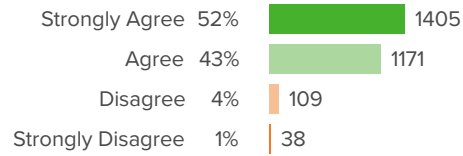
Change

▼ 1

since last survey

How did people respond?

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



▼ 1 from last survey

Favorable: **95%**

# Safety

Your average

**91%**

2,819 responses

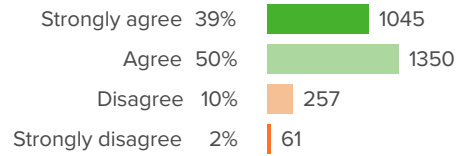
Change

▼ **2**

since last survey

## How did people respond?

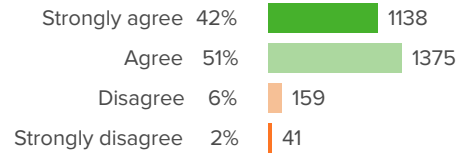
### Q.1: My child is safe in the neighborhood around the school.



▼ **3** from last survey

Favorable: **88%**

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



▼ **2** from last survey

Favorable: **93%**



## Sense of Belonging (School Connectedness)

Your average

**96%**

2,819 responses

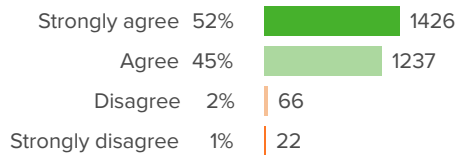
Change

**0**

since last survey

### How did people respond?

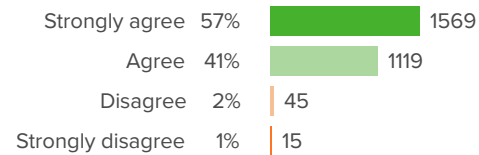
#### Q.1: I feel welcome to participate at this school.



▲ **1** from last survey

Favorable: **97%**

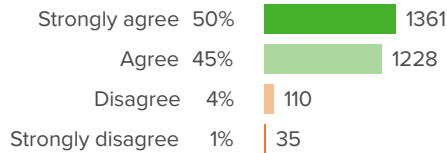
#### Q.2: School staff treats me with respect.



▲ **0** from last survey

Favorable: **98%**

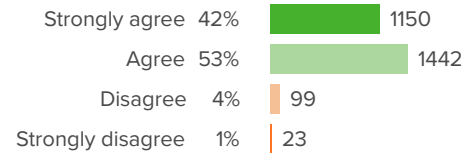
#### Q.3: School staff takes my concerns seriously.



▲ **0** from last survey

Favorable: **95%**

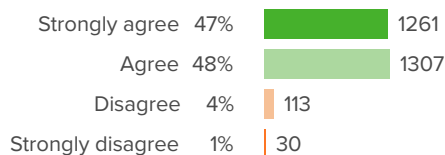
#### Q.4: School staff welcomes my suggestions.



▲ **1** from last survey

Favorable: **96%**

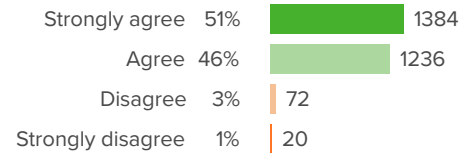
#### Q.5: School staff responds to my needs in a timely manner.



▲ **0** from last survey

Favorable: **95%**

#### Q.6: School staff is helpful.

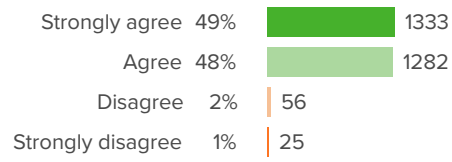


▼ **1** from last survey

Favorable: **97%**



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



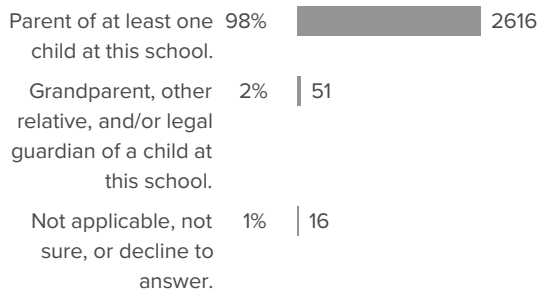
▲ 0 from last survey

Favorable: **97%**

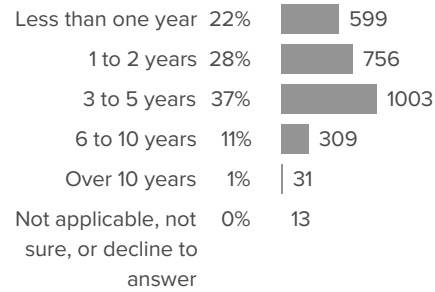
# Background Questions

## How did people respond?

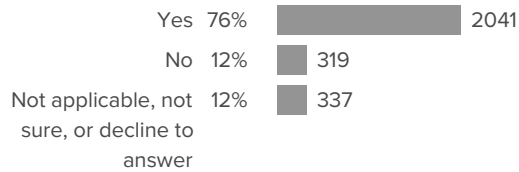
### Q.1: I am a...



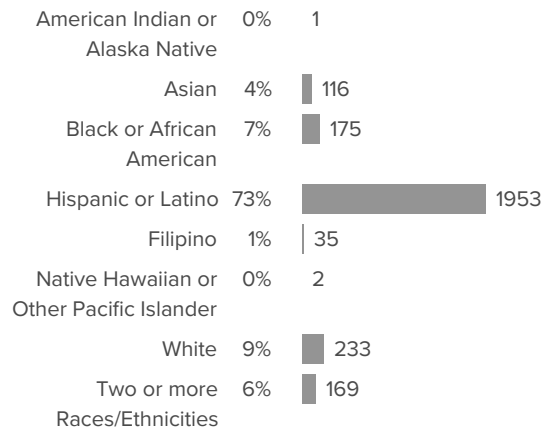
### Q.2: How many years has your child been at this school?



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

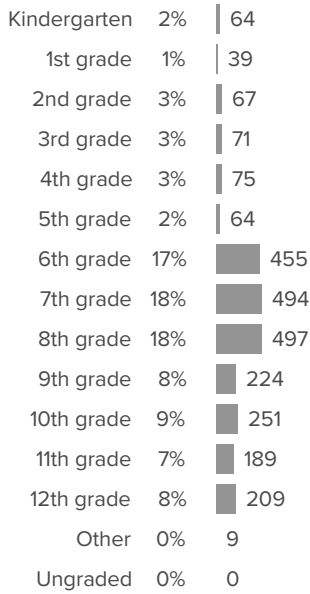


### Q.4: What is your race or ethnicity?

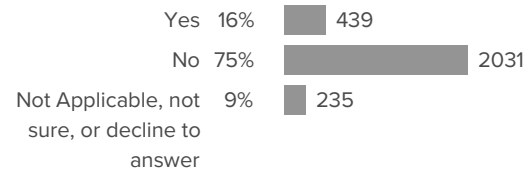




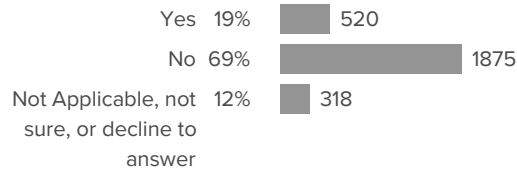
**Q.5: In what grade is your child?**



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



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





# MPS

Staff Survey  
Spring 2023



Report created by  
Panorama Education



# Summary

| Topic Description  | Results   | Benchmark  |
|--|---|--|
| <b>Climate of Support for Academic Learning</b>              | <p><b>94%</b></p> <p>▼1<br/>since last survey</p> | <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |
| <b>Knowledge and Fairness of Discipline, Rules and Norms</b> | <p><b>84%</b></p> <p>▼1<br/>since last survey</p> | <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |
| <b>OVERALL SCHOOL EXPERIENCE</b>                             | <p><b>87%</b></p> <p>▼3<br/>since last survey</p> |  |
| <b>Safety</b>  | <p><b>72%</b></p> <p>▼4<br/>since last survey</p> | <p>20th - 39th percentile compared to others in the CORE Districts dataset</p> |
| <b>Sense of Belonging (School Connectedness)</b>             | <p><b>79%</b></p> <p>▼4<br/>since last survey</p> | <p>40th - 59th percentile compared to others in the CORE Districts dataset</p> |

394 responses

# Climate of Support for Academic Learning

Your average

**94%**

394 responses

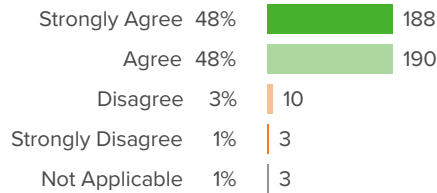
Change

▼ **1**

since last survey

## How did people respond?

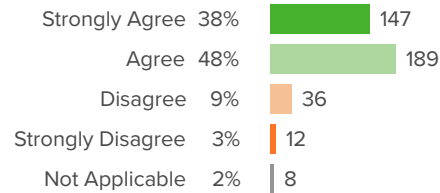
### Q.1: is a supportive and inviting place for students to learn.



▲ **0** from last survey

Favorable: **97%**

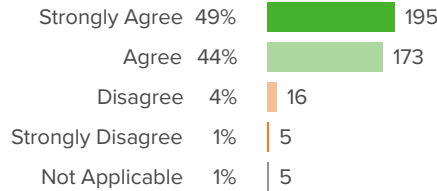
### Q.2: sets high standards for academic performance for all students.



▼ **1** from last survey

Favorable: **88%**

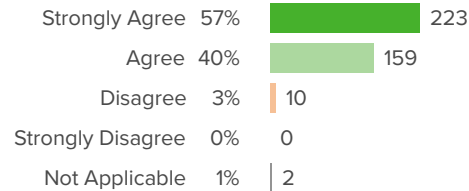
### Q.3: promotes academic success for all students.



▼ **1** from last survey

Favorable: **95%**

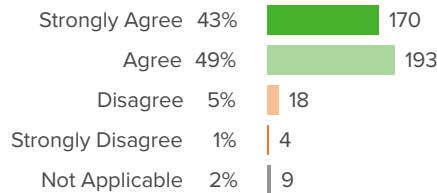
### Q.4: emphasizes helping students academically when they need it.



▼ **2** from last survey

Favorable: **97%**

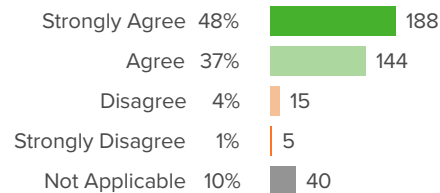
### Q.5: emphasizes teaching lessons in ways relevant to students.



▲ **0** 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.



▼ **1** from last survey

Favorable: **94%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**84%**

394 responses

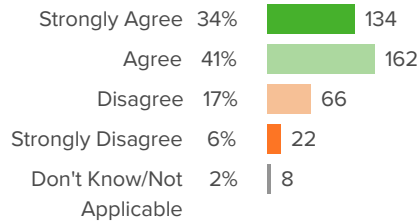
Change

▼ **1**

since last survey

## How did people respond?

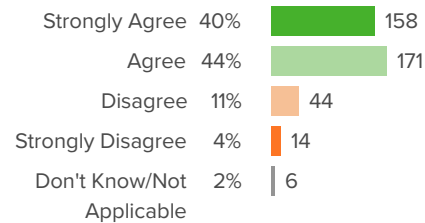
### Q.1: This school clearly communicates to students the consequences of breaking school rules.



▼ **2** from last survey

Favorable: **77%**

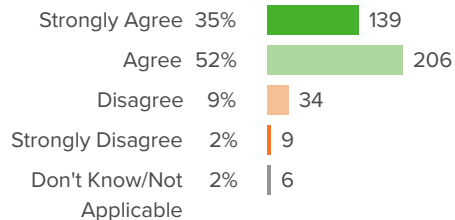
### Q.2: Rules in this school are made clear to students.



▲ **0** from last survey

Favorable: **85%**

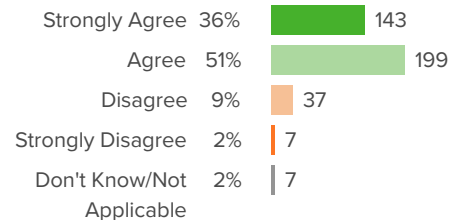
### Q.3: Students know how they are expected to act.



▲ **3** from last survey

Favorable: **89%**

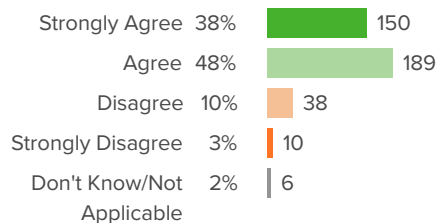
### Q.4: Students know what the rules are.



▲ **4** from last survey

Favorable: **89%**

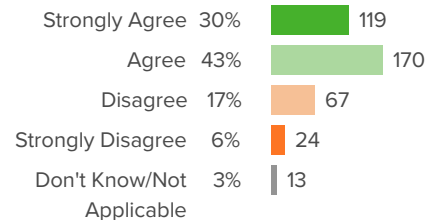
### Q.5: This school makes it clear how students are expected to act.



▲ **2** from last survey

Favorable: **88%**

### Q.6: This school handles discipline problems fairly.



▼ **8** from last survey

Favorable: **76%**







# OVERALL SCHOOL EXPERIENCE

Your average

**87%**

394 responses

Change

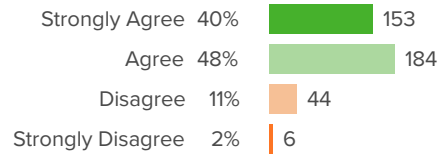
▼ **3**

since last survey

## How did people respond?

---

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



▼ **3** from last survey

Favorable: **87%**

# Safety

Your average

**72%**

394 responses

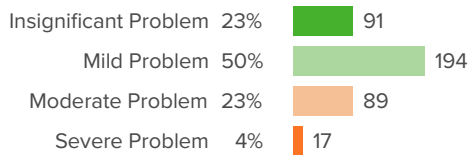
Change

▼ **4**

since last survey

## How did people respond?

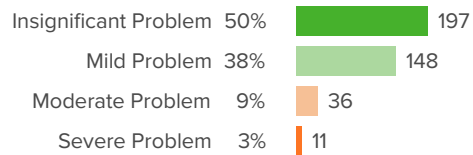
### Q.1: harassment or bullying among students?



▼ 2 from last survey

Favorable: **73%**

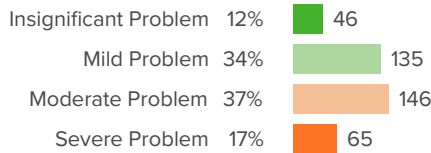
### Q.2: physical fighting between students?



▼ 2 from last survey

Favorable: **88%**

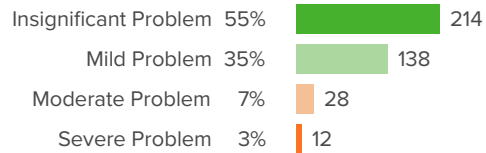
### Q.3: disruptive student behavior?



▼ 7 from last survey

Favorable: **46%**

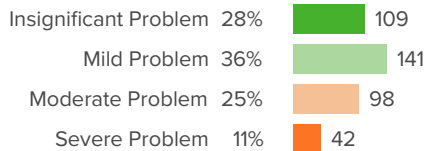
### Q.4: racial/ethnic conflict among students?



▼ 2 from last survey

Favorable: **90%**

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



▼ 6 from last survey

Favorable: **64%**

## Sense of Belonging (School Connectedness)

Your average

**79%**

394 responses

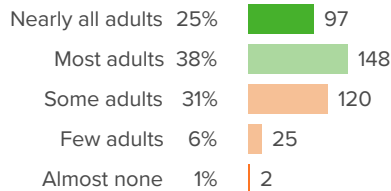
Change

▼ **4**

since last survey

### How did people respond?

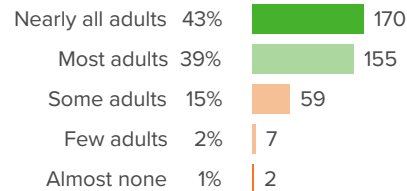
#### Q.1: How many adults at this school have close professional relationships with one another?



▼ 2 from last survey

Favorable: **63%**

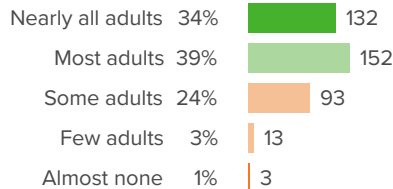
#### Q.2: How many adults at this school support and treat each other with respect?



▼ 7 from last survey

Favorable: **83%**

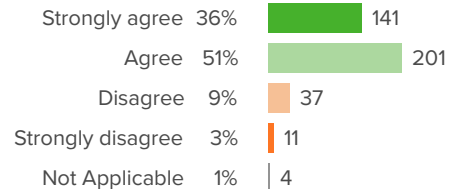
#### Q.3: How many adults at this school feel a responsibility to improve this school?



▼ 4 from last survey

Favorable: **72%**

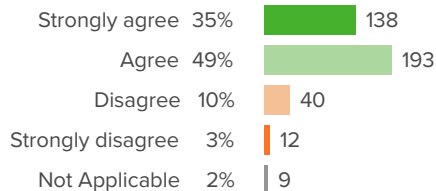
#### Q.4: This school is a supportive and inviting place for staff to work.



▼ 3 from last survey

Favorable: **88%**

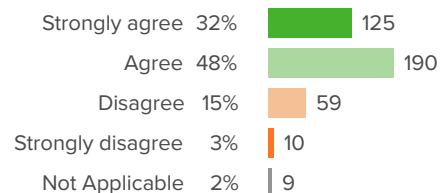
#### Q.5: This school promotes trust and collegiality among staff.



▼ 5 from last survey

Favorable: **86%**

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



▼ 1 from last survey

Favorable: **82%**

# Background Questions

## How did people respond?

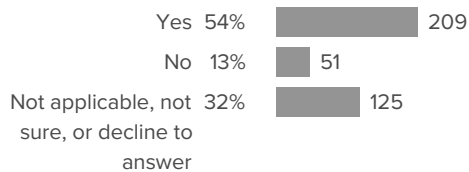
### Q.1: What is your role at this school? (Mark all that apply).



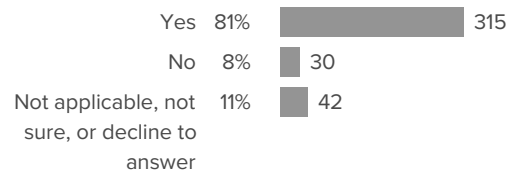
### Q.2: Are you a classroom teacher?



### Q.3: Migrant education students

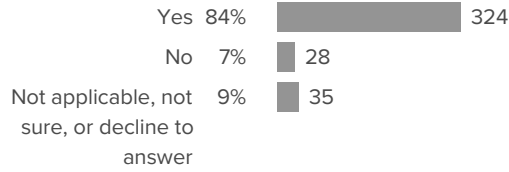


### Q.4: Special education students





**Q.5: English language learners**



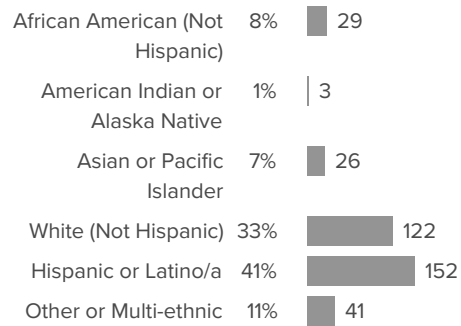
**Q.6: How many years have you worked, in any position, at this school?**



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



**Q.8: What is your race or ethnicity?**



## MAGNOLIA SCIENCE ACADEMY - 1

### 2022-23 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 2023 Survey Participation Rates:   | 99.0%   | 73.7%  | 100.0%  |
| Spring 2022 Survey Participation Rates:   | 80.8%   | 13.8%  | 86.6%   |
| Change since Spring 2022: <i>(percentage points)</i>  | +18.2   | +59.9  | +13.8   |
| Next Year Survey Participation Targets:   | ≥100.0% | ≥90.0% | ≥100.0% |
| <b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.  |         |        |         |
| <p>We were able to approve in all three areas for participation rates. What changed was that we offered incentives for students such as free dress and pancake breakfast if a family member completed the survey. We utilized several of parentsquare’s modalities to reach out to families that did not complete the survey. For staff we provided them ample time to complete their survey during our Wednesday staff meeting. For students we had teachers administer the surveys during students SSR/Advisory time. The deans of students went into each SSR/Advisor class at least twice to remind the student to take the survey and provide assistance if needed. For students that missed that time, the Deans pulled them out of classes to complete the survey.</p> |         |        |         |

**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 2023 Overall Satisfaction Rates: | 60.0%   | 90.0%  | 79.0% |
| Spring 2022 Overall Satisfaction Rates: | 66.0%   | 95.0%  | 74.0% |



|  |        |        |        |
|--|--------|--------|--------|
| Change since Spring 2022: <i>(percentage points)</i> | -6.0   | -5.0   | +5.0   |
| Next Year Overall Satisfaction Targets:              | ≥70.0% | ≥95.0% | ≥85.0% |

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

Write your response here

Some of the feedback we received is tied to our shared facilities with our sister school. Functioning modular units ready to be occupied will provide us with more space; hence, addressing some of the issues related to facilities that were brought up in the survey. Safety issues associated with homeless occupants in the area and the constant utilization of the alley by neighboring vehicles remain to be major concerns for our students and families. We are planning school activities to continue building a positive school culture, provide an inviting and safe space for all stakeholders, and grow our academic and sports programs. We will continue to actively engage our staff in iterating our current discipline policy and reporting system to perfect it and customize it to meet the needs of our student population. We will continue utilizing PBIS best practices which have shown to be effective in motivating students and staff. We will also be scheduling PDs around pedagogical and classroom management strategies.

**Families:**

Best

- “I appreciate that the staff is helpful and approachable.”
- “Good and friendly learning environment.”
- “Safety and high education .”
- “I like all the extra resources such as tutoring before school starts and Saturday school to catch up on late assignments.”

Least:

- “The school building is being rented. They should have their own building .”
- “Homeless people around the school.”
- “What I like least is that there is not an indoor area for students to eat, exercise, and wait in the mornings.”

**Staff:**

Best

“-the ability for **staff** to try out new curriculum and ideas. -How some **staff** are willing to help out others even outside of their **departments** . -The **student /teacher relationships** that are fostered which make the school feel like a **family** .”

“academic assistance, extracurricular activities.”

“The **culture** and activities that we can provide!”

Least:

“Unfortunately **space** has been an **issue** these past few years, we have limited **space** for both **classes** and **teachers' prep periods** . Also limited **space** for **sports** , some of our **student** athletes have brought their concerns about not having a **place** to call home games their own. They feel like when they play at **home game** , they really don't have an advantage of their fellow **students** and **staff** cheering them on compared to what they see **other schools** when they play at their schools.”

“Sometimes, I wish we had more **space** to create bigger events for **students** . I know this is out of the **hands** of the administration team.”

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 61%               | oth-19th percentile                              | - 4  |
| Knowledge and Fairness of Discipline, Rules and Norms | 53%               | oth-19th percentile                              | - 1  |

|   |     |                     |     |
|---|-----|---------------------|-----|
| Safety                                    | 61% | 0th-19th percentile | - 1 |
| Sense of Belonging (School Connectedness) | 42% | 0th-19th percentile | - 5 |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 95%               | 60th-79th percentile                             | - 1  |
| Knowledge and Fairness of Discipline, Rules and Norms | 92%               | 40th-59th percentile                             | + 2  |
| Safety  | 78%               | 0th-19th percentile                              | + 2  |
| Sense of Belonging (School Connectedness)             | 94%               | 60th-79th percentile                             | + 0  |

Staff Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 90%               | 20th-39th percentile                             | - 2  |
| Knowledge and Fairness of Discipline, Rules and Norms | 78%               | 20th-39th percentile                             | + 4  |
| Safety  | 62%               | 20th-39th percentile                             | + 1  |
| Sense of Belonging (School Connectedness)             | 67%               | 0th-19th 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 2023 Average Approval Rates:           | 56.0%   | 91.0%  | 75.0%  |
| Spring 2022 Average Approval Rates:           | 58.0%   | 91.0%  | 73.0%  |
| Change since Spring 2022: (percentage points) | -2.0    | +0.0   | +2.0   |
| Next Year Average Approval Targets:           | ≥70.0%  | ≥95.0% | ≥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.

|   |
|---|
| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>   |
| <b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?   |
| <p>There has been a decrease in the student approval rating of 2%. The new construction added to an already confined space with MSA-5 . Students are forced to walk further to have nutrition, which cuts down on the amount of time speaking to their friends and eating. Some students do not even want to go to nutrition and will opt out and go to a classroom where a teacher will let them stay since this allows them to have more time overall.</p> <p>The Family approval rate has stated the same (951.0%).</p> <p>The staff approval rate was the only one that increased by 2%. The slight increase may be due to the fact that admin has an open door policy and we have made it even more so over the years. Also there is a strong inner circle of teachers that support each other and speak on each other's behalf.</p> |
| <b>Reflections: Successes</b>   |
| Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)  |

Some of the following were highlights of favorable responses: Been afraid of being beaten up (81%), The school clearly informs students what would happen if they break school rules (70%). This one was down 5 percent since the spring survey but it was still considered more highly favorable. We will make sure to continue to have students recite school rules during assemblies, make bigger posters with the school wide expectation matrixes, continue to have teachers engage the students in constructing classroom rules, review them throughout the semester, and randomly ask students what the rules are while rewarding them with positive points for their correct answers.

### **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?)

Some of the needs based on the students that responded favorably were “I feel like I am a part of this school” 36 percent of the students responded favorably and it was down 5 points from last survey. The sense of belonging was at 42% and is down 5% from last year. Only 38% of the students feel safe at the school, which is down 1% from last survey. There was a large decrease (9%) in the percentage of students not feeling close to other people at the school and only 35% feel happy at the school, which is also down by 9% from the last survey.

### **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 like the small school setting, the new soccer field, teachers check up on students and go out of their way to help the students on a regular basis. The dual enrollment has been a growing glow at our school as well. The monthly assemblies were mentioned; students enjoyed the entertaining aspect of the assemblies, especially when we had the BMX company come and perform.

The teachers feel supported by other teachers and the admin. They also feel the student teacher relationship is a healthy one. They also appreciate the open communication between the staff. The small classes and campus help to make the teachers job more manageable.

The family liked the level of discipline that is implemented, the support system, more options for sports, morning tutoring and Saturday school that is offered, and that it is a small school setting.

#### 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?

For staff, some of the main grows are space issues, more consequences for certain behaviors and clear expectations for student behaviors. For the students, they always have issues with the food, uniform, and telephone policy. The only one out of the three that can be changed is possibly finding a different food vendor. There was a mention of students being cold during P.E. when it is raining and it is difficult to move through the hallways when going from class to class. In regards to safety, there was mention of holes in the fence and homeless people walking around, fear of getting run over by a car, and the dirt blowing from the construction area. In regards to bathrooms, they

dislike the portable bathrooms and that the other bathrooms are locked at times throughout the day.

The parents mentioned the homeless problem numerous times in the survey and with the restroom access. They find it inconvenient that they need to ask for a key to use the restroom and that staff does not open the restroom for their children at times. There is a lack of academic support for struggling students.

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

**(SUGGESTIONS)**

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

Improving our facilities will take care of many of the concerns related to lack of space, safety, and discipline.

In regards to facilities, lack of space has created a cramped up experience for our students and staff. The hallways are overpopulated during passing periods hence providing a less safe school environment for students and staff. Some of our staff are traveling teachers and don't like not having their own classroom to personalize. Our assemblies are conducted in the PE area under a tent which is not the best space for acoustics and seating arrangement. Also, the open alleyway remains a concern, especially for parents and students. They don't feel safe walking from the drop-off zone to the PE area in the morning and from one school building to another or PE area during the school day.

In regards to discipline there needs to be ongoing training for discipline protocols and when there are new teachers that are hired on during the year to make sure they are properly trained in behavior protocols. There needs to be an expansion and strengthening of our sports program, which will help with school culture and help curtail behavior problems.

**NEXT STEPS**

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

implement those suggestions?

We will work with the Home Office to have the modular units habitable so that our sister school can utilize them providing us with more space. This will allow us to have all of our middle school students in one building where it will be less challenging for the dean of students to manage behavior and discipline. This will also free up our multi-purpose room which will provide us with a large indoor space which will be utilized for large group presentations. Having more space will also mean more effective assemblies and large activities to build a positive school culture. We also foresee our newly purchased building to be converted to an indoor gym and more office/classroom space.

We will also work with the Home Office to request that the city gives us permission to shut down the alleyway during busy school hours to ensure student safety when utilizing the alley.

We will plan an ongoing pedagogical and classroom management skills training for teachers to support them in their professional growth and provide them with tools necessary to support our student population. We will also provide continuous opportunities to review and train staff on behavior and incident reporting protocols.

We will plan at least two field trips per grade group per year in addition to at least one major PBIS field trip and grade group activities such as junior prom, prom, grad nite, picnics, and more.



## MAGNOLIA SCIENCE ACADEMY - 2

### **2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS**

#### **Introduction:**

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- Safety;
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Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
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#### **Student SEL survey:**

Separate from the annual 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 2023 Survey Participation Rates:              | 98.8%   | 99.3%  | 100%  |
| Spring 2022 Survey Participation Rates:              | 98.0%   | 86.3%  | 100%  |
| Change since Spring 2022: <i>(percentage points)</i> | +0.8    | +13.0  | 0.0%  |
| Next Year Survey Participation Targets:              | ≥95.0%  | ≥80.0% | ≥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.

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

**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 2023 Overall Satisfaction Rates:              | 83.0%   | 97%    | 93%    |
| Spring 2022 Overall Satisfaction Rates:              | 88%     | 97%    | 98%    |
| Change since Spring 2022: <i>(percentage points)</i> | -5.0    | 0      | -5.0   |
| Next Year Overall Satisfaction Targets:              | ≥80.0%  | ≥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 rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. 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 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 75%               | 40th-59th percentile                             | -5   |
| Knowledge and Fairness of Discipline, Rules and Norms | 66%               | 40th-59th percentile                             | -1   |
| Safety  | 74%               | 60th-79th percentile                             | -2   |
| Sense of Belonging (School Connectedness)             | 62%               | 40th-59th percentile                             | -3   |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 98%               | 80th-99th percentile                             | + 0  |
| Knowledge and Fairness of Discipline, Rules and Norms | 96%               | 80th-99th percentile                             | - 1  |
| Safety  | 98%               | 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 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 96%               | 60th-79th percentile                             | + 1  |
| Knowledge and Fairness of Discipline, Rules and Norms | 92%               | 60th-79th percentile                             | + 15   |
| Safety  | 76%               | 40th-59th percentile                             | + 0  |
| Sense of Belonging (School Connectedness)             | 80%               | 40th-59th percentile                             | - 12   |

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 2023 Average Approval Rates:                  | 70.0%   | 98.0%  | 87.0%  |
| Spring 2022 Average Approval Rates:                  | 73%     | 97.0%  | 85.0%  |
| Change since Spring 2022: <i>(percentage points)</i> | - 3.0   | +1.0   | +2.0   |
| Next Year Average Approval Targets:                  | ≥70.0%  | ≥90.0% | ≥85.0% |

**Survey Findings:**

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

| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>   |
|---|
| <p><b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>  |
| <p>Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the “honeymoon period” they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic’s distance learning program, the more they have experienced a 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.</p> <p>Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences,</p> |

PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. 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?)

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is 92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, 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.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

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 willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the "honeymoon" period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students' isolation 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 has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 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 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the "honeymoon" period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students' isolation from each other. 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 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are



led by students and staff members.

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 overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

MSA2's favorable rating for students for the topic of Knowledge and Fairness of Discipline, Rules and Norms is 66% during the current academic year. This was a 1 percent decrease since the last academic year. 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. Despite the slight decrease across the staff and student educational partners stakeholder groups in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

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 willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational

partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation 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 has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 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 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. 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 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

**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.

|   |
|---|
| <b>Findings Based on Free-Response Questions:</b>   |
| <b>WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)</b><br>Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?   |
| <ul style="list-style-type: none"><li>▪ Staff and Admin, are friendly, dedicated, humble, and supportive</li><li>▪ Providing positive and friendly, caring environment for the students and staff</li><li>▪ CIF Sports, Before School Programs, College Classes, school activities</li><li>▪ Family oriented, involvement,</li><li>▪ The Unity and expectations of the school</li></ul> |
| <b>WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)</b><br>Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?                       |
| <ul style="list-style-type: none"><li>▪ Small space, lack of access to necessary facilities to improve quality of sport</li><li>▪ Staff attendance</li><li>▪ Lack of availability of better food options</li><li>▪ Wifi issues</li><li>▪ Follow-up on having clear consequences for disruptive students</li></ul>   |

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?

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)
- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects

**NEXT STEPS**

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

- Increase school-wide fun activities to build better relationships among students and keep them motivated.
- Work on getting better with communication between staff, students and families. (CSC Implementation Grant: Left Brain Institute Certification - LA Institute for Restorative Practices)
- Multiple action plans developed by the team will be shared with the teachers and parents; from the teachers and parents feedback, each of the action plans will be weighed based upon the benefits and drawbacks of each action plan proposal for the 2023-2024 scholastic year, before it begins.
- Work with IT to see if we could put more hotspots into the classrooms since we will be moving out of the campus soon.
- Expand sports programs to include increased number of competitions per season, as well as increased access to sports facilities to practice and compete
- Offer more advanced math/science classes, start implementing better opportunities for GATE students (honors Eng and better electives)
- More enforced rules for student discipline; more consequences, increase incentives for positive behavior

## MAGNOLIA SCIENCE ACADEMY - 3

### 2022-23 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 2023 Survey Participation Rates:   | 98.1%   | 78.7%  | 100%   |
| Spring 2022 Survey Participation Rates:   | 84.9%   | 37.3%  | 97.5%  |
| Change since Spring 2022: <i>(percentage points)</i>  | +14.0   | +41.4  | +2.5.0 |
| Next Year Survey Participation Targets:   | ≥95.0%  | ≥80.0% | ≥95.0% |
| <b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.  |         |        |        |
| MSA-3 has had a big jump in participation rates compared to last year. Our student participation rate increased 14 % and staff participation rate is 100%. We have seen a big jump in participation rate with families over 41%. MSA-3 has had a big campaign to reach out to the families. This way we doubled our participation rates for 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 2023 Overall Satisfaction Rates:              | 76%     | 96%       | 87%    |
| Spring 2022 Overall Satisfaction Rates:              | 73%     | 96%       | 86%    |
| Change since Spring 2022: <i>(percentage points)</i> | -3.0    | no change | -1.0   |
| Next Year Overall Satisfaction Targets:              | ≥75.0%  | ≥97%      | ≥87.0% |

**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.

There is a 3 % decline with student satisfaction rates and 1 % decline with staff satisfaction rates. We attribute this decline due to students' inability to interact positively after Covid-19 restrictions were removed. In addition, students are facing challenging emotions which causes them to get distracted from learning.

Family satisfaction rate remained same due to PACE (Parent and Community Engagement) coordinator and CSC (Community School Coordinator) getting in touch with families quite often via PAC (Parent Advisory Committee), PTF (Parent Task Force) and Coffee with admin meetings

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 68%               | 20th-39th percentile                             | - 2  |
| Knowledge and Fairness of Discipline, Rules and Norms | 56%               | 0 - 19th percentile                              | - 4  |
| Safety  | 67%               | 40th-59th percentile                             | - 3  |
| Sense of Belonging (School Connectedness)             | 47%               | 0-19th percentile                                | - 7  |

Family Survey:

| Topic | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 |
|-------|-------------------|--|--------------------------|
|-------|-------------------|--|--------------------------|



|   |     |                      |                            |
|---|-----|----------------------|----------------------------|
|   |     |                      | <i>(percentage points)</i> |
| Climate of Support for Academic Learning              | 97% | 80th-99th percentile | 0                          |
| Knowledge and Fairness of Discipline, Rules and Norms | 96% | 80th-99th percentile | +1                         |
| Safety  | 94% | 60th-79th percentile | 0                          |
| 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 2022 <i>(percentage points)</i> |
|---|-------------------|--|---|
| Climate of Support for Academic Learning              | 92%               | 40th-59th percentile                             | -1  |
| Knowledge and Fairness of Discipline, Rules and Norms | 81%               | 40th-59th percentile                             | -4  |
| Safety  | 51%               | 20th-39th percentile                             | -12   |
| Sense of Belonging (School Connectedness)             | 78%               | 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 2023 Average Approval Rates:                  | 61.0%   | 97.0%  | 77.0%  |
| Spring 2022 Average Approval Rates:                  | 64.0%   | 96.0%  | 80.0%  |
| Change since Spring 2022: <i>(percentage points)</i> | -3      | + 1.0  | - 3.0  |
| Next Year Average Approval Targets:                  | ≥64.0%  | ≥97.0% | ≥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?

Both student and staff approval rate declined 3%

Students' sense of belongings (school connectedness) had a significant impact on this decline. There is a 7 point decline compared to last year. Students have had a little hard time adjusting to uniforms, no cell phone in the classroom policies.

Staff decline is due to safety concerns. There is a 12 points decline compared to last year. Student interactions after Covid-19 restrictions were not as respectful as expected.

**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 - One success for the students is that 69 % of the students are aware of the rules and expectations for the school. This is an increase in 2 points from last year. According to the survey students enjoy the freedom of being themselves and the staff at school. The highest approval rates for the students are the CLIMATE OF ACADEMIC SUPPORT AND LEARNING with 68% . We are proud of the college partnership with LAVC and college support. We plan to expand the college classes and support students through after school and Saturday School.

Family- A success that has improved in a year by two percent is that the school clearly informs students what will happen if they break the school rules. We see this rating because communication from school to families was a highlighted response in regards to what families like about the school. Parents are appreciative that at our schools staff and teachers are supportive. They feel welcomed to participate in school events as well as welcome their suggestions.

Staff- Climate of Support for Academic Learning and Sense of belonging (School Connectedness) got a two point increase in those areas. MSA-3 admin is doing more walkthroughs and getting in touch with teachers to address the issues. This year, we started offering more college classes. This is a contributing factor in the climate of support for academic learning.

### **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?)

Safety and School Connected are issues that need improvement for students. 53 % of students feel safe and 52% feel close and connected to someone at the school. These are both declines from last year over 5 pts. There should be improvement in the individual clubs and organizations on campus. This gives students a sense of identity. Fun Friday is something that should be revamped and brought back. Students have enjoyed this event over the years that brings back a sense of fun and connectedness.

We notice a decline in the area of safety to 51% compared to 63%, a 12 percent decline from the previous school year. This score is reflective of the growing concern in overall school safety around the country post- Pandemic. It is evident that we are in a mental health crisis in the educational arena therefore our teachers are being faced with more verbal disrespect, an addiction to phones ( social media), and unresolved family crises. This results in teachers having to spend more time correcting poor behaviors in students. In our efforts to improve safety on iur campus inside and outside of the classroom we have taken the following steps:

- Hired a full time supervision aide
- Installing Safety Cameras
- MPS established Safety Plan
- Usage of the SLACK Application ( to report/ support behaviors)
- School Psychologist ( on site)
- Social Worker and 2 interns ( on site)
- CrossRoads LLC

### **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:**

A lot of students mentioned their “Friends” as what they like best about their school. It shows how students are connected to school.

- We see that students mentioned the Teachers & Staff connection for caring and supportive school.

Students mentioned Activities (field trips) as a highlight. This year, we have had several STEAM related field trips like California Science Center, Catalina Island Marine Institute, Pali Institute outdoor events.

Some students mentioned Wednesday pizza as what they like about their school. We worked with the vendor to adjust what they offer for lunches as there was a concern about it the prior year. We will continue to work with the vendor to adjust what they provide for our students.

#### **Families:**

- Our families mentioned Supportive teachers/Staff, Small campus/Class sizes, Communication, and travel opportunities for students. Parents made a big emphasis on staff connectedness with them. We will continue this trend with home visit
- program, reach out campaigns after every three weeks for students who are failing.

#### **Staff:**

- Staff mentioned Small class sizes and Relationship with staff; supportive admin, and the fact that everyone works hard for the students mental health and social emotional learning. Our class sizes vary from 15 to 32. In addition, MSA-3 has advanced Math classes which average around 15 students per class. Our 6th grade classes are small, around 16 students in each of the grade groups.

## 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?

- Uniform/Dress Code- For this we include and plan more free dress days and tie it into actually wearing the uniform.
- Food- The food is tied to our district wide vendor so we can meet and communicate effectively with them about food options and alternate plans within the budget.
- Bullying (students rude, disrespectful, racial slurs)- Campus wide bullying campaigns as well as have an SEL curriculum.
- Restrooms (dirty, closed during passing period, wait)- Hold the district personnel accountable for cleaning restrooms, campus clean up day, communication with Curtis about restroom issues.
- Teachers & Staff (attitude, favoritism, math) - When issues arise address them immediately, staff training overall with language and communication.

### Staff

- Campus is dirty; the school doesn't have its own cleaning personnel- LAUSD handles the maintenance and cleaning due to Prop-39. MSA-3 hosted a campus cleaning day for campus beautification.
- Student behavior disruption; no consequences and follow ups. Students are facing challenging issues after Covid-19 restrictions were removed and the lack of social interaction.
- Lack of resources, systems for organization, and communication.

### Families

- Limited sports programs - MSA-3 opened one more CIF program (Girls basketball). However, MSA-3 admin needs to work on school spirit around sports programs.
- Bathrooms/Restroom Policies - We will revisit the restroom policy to give a consistent approach to the restroom.
- Campus cleanliness -filthy classrooms, bathroom- This same issue has been mentioned by staff as well. We will work with LAUSD to hold them more accountable.
- Not enough security on campus- MSA-3 is closed campus and we secure the doors and gates in the morning. We will install security cameras to monitor properly.
- Meal program-food provided - This is an item mentioned by students as well. We worked with the vendor to offer family menus. However, food concerns still continue.
- Misbehaving students are given too many chances before being disenrolled
- No Honors courses- MSA-3 will work on implementing honors classes next year.
- Teachers communicate quicker when students are not submitting assignments

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?

- Bringing back Fun Friday ( This is a Friday program that is centered around Friday events that can be tied to attendance, uniforms, and other incentive programs. )
- Work on improvement with clubs and organizations ( to increase a sense of belonging and connectedness) ( Robotics, Sports etc )
- Course offerings -Honor Courses (MS 8th grade, courses that can teach life skills,post secondary preparations courses
- Increase programs around SEL support, conflict resolution, healthy relationships, respectful behavior
- Revisit meal programs and vendors

**NEXT STEPS**

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

- Provide more SEL support by Bringing back Friday Fun, Conflict resolution, healthy relationships, respectful behavior) to decrease the unwanted behavior and channel our students to the positive behavior.
- Work on improvement with clubs and organizations that represent students, Sports, Academic Clubs like Science Olympiad, Academic Decathlon)
- We will work on the Bathroom policies to maintain cleanliness and accessibility.
- Work with Home office and food vendor to offer better food options
- Work with the Home office to find a private location to gain autonomy on safety and campus cleanliness.



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## MAGNOLIA SCIENCE ACADEMY - 4

### 2022-23 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



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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 2023 Survey Participation Rates:              | 100%    | 100%   | 100%   |
| Spring 2022 Survey Participation Rates:              | 100%    | 95.8%  | 100%   |
| Change since Spring 2022: <i>(percentage points)</i> | 0       | +4.2   | 0      |
| Next Year Survey Participation Targets:              | ≥80.0%  | ≥80.0% | ≥80.0% |

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

The Magnolia Science Academy 4 team observed full participation in our students and staff survey response rates from the 2022 and 2023 surveys, indicating maintaining a successful 100% participation rate in student staff categories. We improved family participation by a 4.2 increase to a full 100% percent in the Spring of 2023. These changes were contributed to our incredibly involved tactics to ensure our parents were responsive in this progress. Our team worked cohesively to ensure all parents were contacted and supported through the survey collection.

## 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 2023 Overall Satisfaction Rates:              | 71%     | 94%    | 88%    |
| Spring 2022 Overall Satisfaction Rates:              | 75%     | 95%    | 87%    |
| Change since Spring 2022: <i>(percentage points)</i> | -4.0    | -1.0   | +1.0   |
| Next Year Overall Satisfaction Targets:              | ≥75.0%  | ≥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 Magnolia Science Academy 4 team observed declining student and family satisfaction rates. This decline consisted of a 4 points decrease in students and a 1-point decrease in families. However, the team also noted a





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point increase in staff satisfaction rate to reach 88 percent. These changes can be attributed to some student responses related to school lunches, bathroom cleanliness, and being a small school. From our family's perspective, they would like to see an increase in the courses offered to our student population. We attribute these factors as key components of these small changes. Our staff survey responses indicated that the MSA-4 team needs to improve student behavior management practices to minimize behavioral incidences and increase the respect teachers receive from the students. Additionally, the following are some of the overlapping responses from all educational partner categories that may lead to these declines in our satisfaction rates:

- Facility (all ed. partners)
- Food (students)
- Lack of respect towards teacher (students and staff)
- Bathrooms (students and staff)

### **Average Approval Rates:**

#### Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 66%               | 0th-19th percentile                              | -15  |
| Knowledge and Fairness of Discipline, Rules and Norms | 61%               | 20th-39th percentile                             | -9   |
| Safety  | 78%               | 80th-99th percentile                             | -2   |
| Sense of Belonging (School Connectedness)             | 46%               | 0th-19th percentile                              | -12  |

#### Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 96%               | 80th-99th percentile                             | -2   |
| Knowledge and Fairness of Discipline, Rules and Norms | 95%               | 60th-79th percentile                             | -2   |
| Safety  | 96%               | 80th-99th percentile                             | -3   |
| Sense of Belonging (School Connectedness)             | 97%               | 60th-79th percentile                             | -1   |



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## Staff Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 95%               | 60th-79th percentile                             | -2   |
| Knowledge and Fairness of Discipline, Rules and Norms | 87%               | 40th-59th percentile                             | -2   |
| Safety  | 69%               | 20th-39th percentile                             | -5   |
| Sense of Belonging (School Connectedness)             | 86%               | 60th-79th 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 2023 Average Approval Rates:           | 64%     | 96%    | 85%    |
| Spring 2022 Average Approval Rates:           | 74%     | 98%    | 89%    |
| Change since Spring 2022: (percentage points) | - 10.0  | -2.0   | -3.0   |
| Next Year Average Approval Targets:           | ≥65.0%  | ≥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?



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The Magnolia Science Academy 4 team observed declining approval rates in all subgroups. These decline areas can be attributed to an observation in the following responses:

- Size of the school
- Lack of appealing food
- Facilities
- Commute/ Location
- Bell schedule
- Uniform
- Lack of respect from students towards staff
- Parental Involvement

The following are some of the questions in which we received the highest score:

## Students

|  |                                   |                                 |  |
|--|-----------------------------------|---------------------------------|--|
| QUESTION<br>➤ Students treat teachers with respect.  | <b>42%</b><br>responded favorably | ▼ <b>11</b><br>from Spring 2022 |  |
| QUESTION<br>➤ I feel close to people at this school. | <b>41%</b><br>responded favorably | ▼ <b>10</b><br>from Spring 2022 |  |
| QUESTION<br>➤ I am happy to be at this school.       | <b>33%</b><br>responded favorably | ▼ <b>17</b><br>from Spring 2022 |  |

## Families



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|   |                                   |                              |  |
|---|-----------------------------------|------------------------------|--|
| QUESTION<br>▶ This school provides high quality instruction to my child.                | <b>95%</b><br>responded favorably | <b>3</b><br>from Spring 2022 |  |
| QUESTION<br>▶ Overall, I am satisfied and would recommend this school to other parents. | <b>94%</b><br>responded favorably | <b>3</b><br>from Spring 2022 |  |
| QUESTION<br>▶ At this school, discipline is fair.                                       | <b>93%</b><br>responded favorably | <b>4</b><br>from Spring 2022 |  |

## Staff

|  |                                   |                               |  |
|--|-----------------------------------|-------------------------------|--|
| QUESTION<br>▶ sets high standards for academic performance for all students. | <b>75%</b><br>responded favorably | <b>19</b><br>from Spring 2022 |  |
| QUESTION<br>▶ lack of respect of staff by students?                          | <b>50%</b><br>responded favorably | <b>28</b><br>from Spring 2022 |  |
| QUESTION<br>▶ disruptive student behavior?                                   | <b>38%</b><br>responded favorably | <b>18</b><br>from Spring 2022 |  |

## 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?)



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The Magnolia Science Academy 4 team observed that our approval rates are closely aligned to the MPS average. Some of these highlights include responses in which our students had to explain what they would suggest changing in our school, and many of them stated they would change nothing and like the environment as it is. Additional highlights from the free responses in all of our educational partners include:

- Communication (parents)
- Supportive, friendly, and welcoming staff (parents, staff, and students)
- School environment allows one-on-one attention (parents and students)
- Highly recommended amongst their communities (parents)
- Safe school environment (parents)
- Welcoming office staff (parents and staff)
- Opportunities for students to grow (parents)
- Study Hour (students)
- Sports (students)
- Senior privileges (students)

The following are some of the questions in which we received the highest score:

## Students

|  |                            |                         |  |
|--|----------------------------|-------------------------|--|
| QUESTION<br>▶ Had sexual jokes, comments, or gestures made to you? | 90%<br>responded favorably | ▼ 1<br>from Spring 2022 |  |
| QUESTION<br>▶ Been afraid of being beaten up?                      | 90%<br>responded favorably | ▲ 4<br>from Spring 2022 |  |



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## Families

|  |  |                         |  |
|--|--|-------------------------|--|
| QUESTION<br>➤ School staff treats me with respect.   | <b>97%</b> <sup>i</sup><br>responded favorably | ▼ 2<br>from Spring 2022 |  |
| QUESTION<br>➤ This school clearly informs students what would happen if they break school rules.           | <b>97%</b> <sup>i</sup><br>responded favorably | ▼ 2<br>from Spring 2022 |  |
| QUESTION<br>➤ My child's background (race, ethnicity, religion, economic status) is valued at this school. | <b>97%</b> <sup>i</sup><br>responded favorably | ▼ 1<br>from Spring 2022 |  |
| QUESTION<br>➤ School staff is helpful.   | <b>97%</b> <sup>i</sup><br>responded favorably | ▼ 1<br>from Spring 2022 |  |
| QUESTION<br>➤ School staff takes my concerns seriously.  | <b>97%</b> <sup>i</sup><br>responded favorably | 0<br>from Spring 2022   |  |



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## Staff

|   |                                |                         |  |
|---|--------------------------------|-------------------------|--|
| QUESTION<br>▶ emphasizes teaching lessons in ways relevant to students.   | 100 %<br>1 responded favorably | 0<br>from Spring 2022   |  |
| QUESTION<br>▶ emphasizes helping students academically when they need it. | 100 %<br>1 responded favorably | 0<br>from Spring 2022   |  |
| QUESTION<br>▶ promotes academic success for all students.                 | 100 %<br>1 responded favorably | ▲ 6<br>from Spring 2022 |  |
| QUESTION<br>▶ is a supportive and inviting place for students to learn.   | 100 %<br>1 responded favorably | 0<br>from Spring 2022   |  |

## Reflections: Identified Needs

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

The Magnolia Science Academy 4 team observed that some areas requiring significant improvement include facilities, pupil relationships with their peers and teachers, sense of belonging amongst all stakeholders, and school lunch. The responses and data gathered from our rating scale questions and free responses allowed us to group these growth areas into these four main categories. These four components highlight gaps that require close attention through a series of intervention strategies. Among these approaches, the MSA-4 team plans to do so by:

1. Check-In/Check-Out (CICO) is a behavioral intervention to provide students with immediate feedback and promote positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4
2. 2x10 Relationship Building Support students by spending two minutes per day (for 10



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consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.

3. The Daily Behavior Report Card (DBRC) is a method used to document and give feedback to students on their behavior. DBRC includes clear target behaviors, the periodic judgment of the target behavior, a system of daily monitoring, and a communication component between school and home. This is done through what the MSA-4 team calls the pink/red slip in which students are able to reflect on their academic and behavioral progress upon teacher comments and feedback.
4. Collaborative Activities strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student. This was done through MSA-4's partnership with the +ME Project.
5. Behavior Specific Praise acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they are engaging in. The MSA-4 team is continuously improving this aspect by purchasing and implementing the PBIS Kickboard software program.
6. Restorative Inquiry involves the use of active listening and specific questions to prompt introspective thinking when talking with a student (or a group of students) about a situation. The MSA-4 team uses this strategy to conduct student statements and information collection as well as reflection expectations.
7. Community walk is to foster an assets-based understanding of the students in our school community and their unique identities and interests. This learning experience will build a sense of belonging and inform future collaboration between teachers, families, and students.
8. The MSA-4 team plans on improving facilities through constant communication without co-located schools to ensure student/staff are provided with all necessary items. The administration team will also improve on this area through daily facility checks before students are welcomed into the campus.
9. The MSA-4 team plans on improving in school lunches by exploring the options for different company partnerships and student surveys on what foods they would like to see more of.
10. Lastly, the MSA-4 team will continue to improve the development of student-teacher relationships through school-wide activities and relay races that allow our teachers and students to work together in a setting that is not always academic.





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## 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?

- Small, safe, caring, and family-like school environment.
- One-on-one academic and behavioral support
- Parents expressed feeling supported through our teacher and admin practices
- School provides opportunities for students to grow
- Parents are content with the school communication

#### **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?

- Improvement of facilities
- Improvement of school food offerings
- Improvement of behavioral policies and procedures
- Improvement of communication with the parents on school events (assemblies & fairs) and policies
- Expanding our sports offerings/ courses as well

#### **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?



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We listed the suggestions within the growth area portion as these components have overlapped among all educational partners.

## 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 MSA-4 team plans to do so by:

1. Check-In/Check-Out (CICO) is a behavioral intervention that provides students with immediate feedback and promotes positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4
2. 2x10 Relationship Building Support students by spending two minutes per day (for 10 consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.
3. The Daily Behavior Report Card (DBRC) is a method used to document and give feedback to students on their behavior. DBRC includes clear target behaviors, the periodic judgment of the target behavior, a system of daily monitoring, and a communication component between school and home. This is done through what the MSA-4 team calls the pink/red slip in which students are able to reflect on their academic and behavioral progress upon teacher comments and feedback.
4. Collaborative Activities strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student. This was done through MSA-4's partnership with the +ME Project.
5. Behavior Specific Praise acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they are engaging in. The MSA-4 team is continuously improving this aspect by purchasing and implementing the PBIS Kickboard software program.
6. Restorative Inquiry involves the use of active listening and specific questions to prompt introspective thinking when talking with a student (or a group of students) about a situation. The MSA-4 team uses this



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strategy to conduct student statements and information collection as well as reflection expectations.

7. Community walk is to foster an assets-based understanding of the students in our school community and their unique identities and interests. This learning experience will build a sense of belonging and inform future collaboration between teachers, families, and students.
8. The MSA-4 team plans on improving facilities through constant communication without co-located schools to ensure student/staff are provided with all necessary items. The administration team will also improve on this area through daily facility checks before students are welcomed into the campus.
9. The MSA-4 team plans on improving in school lunches by exploring the options for different company partnerships and student surveys on what foods they would like to see more of.
10. Lastly, the MSA-4 team will continue to improve the development of student-teacher relationships through school-wide activities and relay races that allow our teachers and students to work together in a setting that is not always academic.

## MAGNOLIA SCIENCE ACADEMY - 5

### 2022-23 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 2023 Survey Participation Rates:              | 100%    | 87.6%  | 100%  |
| Spring 2022 Survey Participation Rates:              | 98.7    | 70.8%  | 100%  |
| Change since Spring 2022: <i>(percentage points)</i> | +1.3    | +16.8  | 0     |
| Next Year Survey Participation Targets:              | ≥95%    | ≥80.0% | ≥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**

Easy accessibility played a major role in attaining 100% student participation. Similar to last year, the use of Clever has eliminated almost every obstacle that a student might have for completing the survey. Our students login through their Single Sign On, copy, then paste their I.D on Panaroma and they are ready to go. We also dedicated an entire class period for time to complete the survey. In the past, we had students take the survey in SSR/Advisory and not all students finished in that short amount of time.

**Family**

Like the students, we eliminated barriers parents might have with completing the survey. One of the difficulties that parents have is accessing the survey because their phone number is different to that on Infinite Campus. Our CSC and Pace coordinator called parents and sent messages through ParentsSquare informing families of the correct information needed to log in to Panorama. Without a doubt, their efforts impacted our increased family participation.

**Staff**

At this point the best practice for having 100% staff participation is providing protected time to complete the survey during one of our Wednesday meetings.

**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 2023 Overall Satisfaction Rates:              | 81.0%   | 96%    | 93%    |
| Spring 2022 Overall Satisfaction Rates:              | 81.0%   | 97.%   | 96%    |
| Change since Spring 2022: <i>(percentage points)</i> | 0       | -1.0   | -3.0   |
| 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.

**Students**

In regards to student overall satisfaction rates, there has been no change. The current academic year reflects the same percentage (81%) as the last. This may be due to consistency since there has not been significant changes that impact the students directly. Since teachers are a crucial component to the students’ day, satisfaction in this area reveals an overall emotional wellbeing while in school.

As for things that need to improve, the students still do not like attending school in uniforms or the food served at lunch. Campus size has remained the same at Reseda, whereas the students have to share bathrooms, water fountains, and school entrance.

**Family**

The 96% rate seems relatively high and maintains in the same range. Families have often commented on the area needing to be more desirable. The tentative plan for MSA5 is to secure our new location in August 2024.

Implementing this plan will alleviate many of these concerns and create a more open platform for troubleshooting any new challenges.

**Staff**

Our staff overall satisfaction rate slightly decreased though we still met our target of over 80%. Our staff has struggled moving from our previous location to now being co-located with our sister school MSA1. They have also voiced their frustration about the bungalows and room situations. This can be a contribution as to why we may have declined slightly in our overall satisfaction.

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 74%               | 40th-59th percentile                             | -5   |
| Knowledge and Fairness of Discipline, Rules and Norms | 69%               | 60th-79th percentile                             | -1   |
| Safety  | 69%               | 40th-59th percentile                             | -1   |
| Sense of Belonging (School Connectedness)             | 55%               | 20th-39th percentile                             | -1   |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 98%               | 80th-99th percentile                             | 0  |
| Knowledge and Fairness of Discipline, Rules and Norms | 97%               | 80th-99th percentile                             | 0  |
| Safety  | 92%               | 40th-59th percentile                             | + 2  |
| 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 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 98%               | 80th-99th percentile                             | +2   |
| Knowledge and Fairness of Discipline, Rules and Norms | 100%              | 80th-99th percentile                             | +2   |
| Safety  | 89%               | 60th-79th percentile                             | 0  |
| Sense of Belonging (School Connectedness)             | 83%               | 40th-59th percentile                             | 0  |

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 2023 Average Approval Rates:                  | 68.0%   | 96.0%  | 93.0%  |
| Spring 2022 Average Approval Rates:                  | 70.0%   | 96.0%  | 92.0%  |
| Change since Spring 2022: <i>(percentage points)</i> | - 2.0   | 0      | - 1.0  |
| Next Year Average Approval Targets:                  | ≥70.0%  | ≥80.0% | ≥80.0% |

**Survey Findings:**

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

| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>  |
|--|
| <p><b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>   |
| <p><b><u>Students</u></b></p> <p>We had a small 2 point drop in approval from students. The students still do not like attending school in uniforms or the food served at lunch. Campus size has remained the same at Reseda, whereas the students have to share bathrooms, water fountains, and school entrance.</p> <p><b><u>Family</u></b></p> <p>The approval rates seemed similar to last year's, well-above 90% in each category, having 2% increase in safety due to adding more supervision outside and inside the building. Our co-locating school also hired additional personnel to monitor the traffic and effectively collaborate with MSA-5 to conduct safety and security measures harmoniously.</p> <p><b><u>Staff</u></b></p> <p>Our staff approval rates increased on topics such as “Climate and Support for Academic Learning” and “Knowledge and Fairness of Discipline...” We have hired a full-time Dean of Students this year who has been implementing our MTSS/PBIS protocols and procedures. We also purchased Kickboard as a way to track student PBIS to promote a positive climate and track HOWL bucks (student positive incentive points).</p> |



**Reflections: Successes**

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

**Students**

Although we dropped in the Sense of Belonging category, it was only a one point decrease. We believe we offer our students many opportunities to feel a sense of ownership of the school. We have a Student Council, student led activities during our monthly assemblies, and multiple spirit weeks.

**Family**

Sense of belonging decreased by a point, which stems from sharing a campus and not being able to establish the Lobo identity at the level we desire. From the parent's perspective, the building belongs to another school and MSA-5 will relocate in a year, which are the mental and physical barriers. However, MSA-5 has done a great job having monthly parent events and visiting more than half of the parents this school year. These attempts prevented the sense of belonging rates from dropping lower.

**Staff**

Our overall support and approval shows in the topic of discipline. We increased 9 pts. in how well the school handles discipline and behavioral problems. We also increased 4 pts on "school handles discipline fairly". We also increased 9pts on how the school "encourages students to enroll in rigorous courses..." This year we implemented an honors pathway for 7th grade, advanced math for middle and high school, new AP courses such as AP environmental science, and college courses during the school day.

**Reflections: Identified Needs**

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

### **Students**

We decreased the most in the Climate of Support and Academic Learning. One of the reasons that we believe the students feel there is less support is because our tutoring time has moved to before school. When tutoring occurred after school all students that wanted to receive help were able to stay. Currently our students have to arrive at school early to receive help from our teachers, but the majority of our students walk or take public transportation to school.

### **Family**

Parents showed their satisfaction through the survey averaging +95% in most categories, which is why MSA-5 thrives on word-of-mouth type of student enrollment more. Parents identified that School safety/security (addressing the homeless population, traffic, and crosswalk) and school facilities and space need to be improved. The MSA-5 team assigned personnel to support the traffic queue in the mornings and afternoons, and the admin team will be more active supervising beyond the immediate school perimeter. Secondly, the new site project is in the works, and the school community is involved in communication in the architecture and design process to meet our future needs.

### **Staff**

MSA-5 staff showed concern for “racial/ethnic” problems with a decrease of 7 pts on whether they felt it was an insignificant problem. We’ve also decreased in favorability on physical fighting between students. We have seen a slight increase in fighting this school year which typically took place during PE class. We have been working with our new PE teacher to help him manage the classroom more effectively. We have also added an aid to the class to help with 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.

|  |
|--|
| <b>Findings Based on Free-Response Questions:</b>  |
| <b>WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)</b><br>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?  |
| <p>The Los Lobos community appreciates the educational and PBIS-related field trips, we'll continue with teachers supporting students academics and SEL. The parents and students like taking advantage of the Dual Enrollment courses.</p> <p>Parents recognize our systems for the academic and well-being of students as well as supportive and approachable staff. In addition, parents see the rules and discipline are fair, highlighting the PBIS implementation.</p> <p>The staff feels that the school effectively handles student discipline and does so fairly. They are happy with how the school handles bullying or harassment among students. They think that the staff trusts and supports each other and that they have close professional relationships with each other. They are also happy with the course offering for students and their freedom to implement culturally relevant teaching. We plan on continuing our PDs on culturally responsive teaching, PBIS, and MTSS. We also use adaptive schools to help build professional learning communities amongst our staff.</p> |
| <b>WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)</b><br>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 would like to see more consistent uniform policy enforcement and provide students who need uniforms through our free uniform program. The e-hall system is a new system for bathroom usage, which doesn't allow students to use the bathroom quickly since they need to request a pass online. The MSA-5 team will fine-tune some of the details of E-Hall pass implementation.

Students, parents, and staff showed their request to secure a permanent location, which is under the way. Sharing a campus with an 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 proper science academy. MSA-5 team recognizes the support of the home office and MSA-1's hospitality regarding being co-located and facility research. Staff and parents see that the capacity of the current building is not sufficient, hoping that the 7111 Winnetka site will be ready soon.

#### 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?

Although MSA-5 started offering multiple sports this year, the students and parents would like to see more sports, however the current facility has constraints. . Another suggestion is to improve the quality of the meals. Hence, we need to contact the lunch vendor to request meal quality improvement. MSA1 and 5 may consider changing the lunch vendor in collaboration with MSA-1 due to co-location status. Lastly, the staff desires less meeting time; more time for prep and grading.

##### **NEXT STEPS**

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

- Take into consideration the student *wants* for the new facility
- Add more variety to student uniform options and gain student in-put in the process
- Meet with MSA-1 to discuss lunch distribution options
- Bring up the bathroom policy in your community meetings to allow student in-put on the policy
- Monthly Friday meetings with the MSA-5 “community school steering committee” including parents, teachers, and community members.

## MAGNOLIA SCIENCE ACADEMY - 6

### 2022-23 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 2023 Survey Participation Rates:   | 100.0%  | 96.4%  | 100.0% |
| Spring 2022 Survey Participation Rates:   | 100.0%  | 100.0% | 100.0% |
| Change since Spring 2022: <i>(percentage points)</i>  | 0       | -3.6   | 0      |
| Next Year Survey Participation Targets:   | 100%    | 100%   | 100%   |
| <b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.  |         |        |        |
| <p>There was a slight decrease in the survey participation for parents. We had three parents that did not participate. One outright refused to do so, claiming she viewed the survey but did not like the available responses. The other two parents were not able to complete it due to difficulties in communication. All of the various attempts to engage the parent in to take the survey were not successful. Most of the parents responded via paper flyers sent home with individual codes and QR links to the survey. Personal phone calls home to walk parents through the process was also successful but very time consuming.</p> |         |        |        |

**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 2023 Overall Satisfaction Rates: | 80%     | 95%    | 93%   |
| Spring 2022 Overall Satisfaction Rates: | 91%     | 100%   | 92%   |

|  |        |        |        |
|--|--------|--------|--------|
| Change since Spring 2022: <i>(percentage points)</i> | -11    | -5     | +1     |
| Next Year Overall Satisfaction Targets:              | ≥90.0% | ≥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.

Two of the three categories dropped since last year. Student satisfaction is down by 11% and family satisfaction is down by 5%. Analyzing the data for family free responses show that while there is a strong satisfaction with the culture of the school and its communication efforts, there are two key thorns in the parents' side: the fact that the school has moved twice in two years, and the fact that we are unable to provide a strong extracurricular program of sports, language, and arts classes. On the positive side, parents are still extremely happy with the school culture at MSA 6 and the education that their students are receiving. They love engagement and communication. They also indicate that this year's community events have been very fun. Parents are happy to see the administration on the curb in the morning, and they are happy with the kind and informative front office staff. On the more critical side, the initial move to the mid-city area was difficult for returning families, and having to move again, and even further from the original location has made it even more difficult. Parents also commonly expressed the desire to have extracurricular programs like sports, arts, and language classes. We have done well to employ Think Together to provide some after school programs to the kids, but the daily schedule is still unable to accommodate those classes.

Student satisfaction is down on the student side as well and after analyzing the questions and free responses, data indicates that this could be due to the small size of the physical school. On the positive side, students feel well supported by staff and feel that their academics are of great concern here. They like the culture and the events. They like their friends. On the more critical side, the students say that the Wilton Elementary space that we are allocated was originally built as a TK-K program building, and the facilities are very small. Classrooms reach capacity for middle school bodies at 24. Any more than that, and it is very cramped. The bathrooms and toilets are very small. This also creates a psychological sense of tightness for the kids, and it can be difficult for them to feel they can find space to relax. Beyond this, there are the usual gripes about uniform rules and phone rules.

Staff satisfaction has gone up slightly and in examining free responses, they are happy with the connected and cohesive effort of the whole staff. They note that they like how quickly we are able to disseminate critical data to take action on, and that they feel supported in trying new ideas. Staff wishes for a larger and more supportive SPED department especially.

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 85                | 80-99  | 0  |
| Knowledge and Fairness of Discipline, Rules and Norms | 78                | 80-99  | +1   |
| Safety  | 71                | 60-79  | -4   |
| Sense of Belonging (School Connectedness)             | 67                | 60-79  | +2   |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 99                | 80-99  | -1   |
| Knowledge and Fairness of Discipline, Rules and Norms | 98                | 80-99  | -1   |
| Safety  | 96                | 80-99  | 0  |
| Sense of Belonging (School Connectedness)             | 99                | 80-99  | 0  |

Staff Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 100               | 80-99  | +4   |
| Knowledge and Fairness of Discipline, Rules and Norms | 98                | 80-99  | -1   |
| Safety  | 96                | 80-99  | +3   |



|   |    |       |    |
|---|----|-------|----|
| Sense of Belonging (School Connectedness) | 95 | 80-99 | -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 2023 Average Approval Rates:                  | 76      | 98     | 97    |
| Spring 2022 Average Approval Rates:                  | 77      | 99     | 97    |
| Change since Spring 2022: <i>(percentage points)</i> | -1      | -1     | 0     |
| Next Year Average Approval Targets:                  | >80     | >99    | >97   |

**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.

|  |
|--|
| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>  |
| <b>Findings:</b> 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 from last year to this year were marginal. A single point drop for students and families. We feel that overall, the move to the new site has again caused less approval overall. The staff approval is the same.   |
| <b>Reflections: Successes</b>  |
| 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?) |

Within the family survey answers, the survey reveals that the climate of support and sense of belonging are the greatest cause of successes. MSA 6 has continued to have a very strong system of intervention and outreach that families are seeing affect their kids in a positive way. We have also conducted many community events and used a lot of engagement strategies that draw in the families and help them to feel connected.

Within the student survey, the climate of support and the knowledge and fairness of discipline are the highest rated categories. Unpacking these sections reveals that students feel connected to the school and understand that we are looking out for their academic success, that we are visibly always trying to support them. They also see the discipline system as a good one, that is easy to understand and fair.

The highlights of the staff survey is also the knowledge and fairness of discipline, and the next highest rated category is the sense of belonging. We have done a lot more to make sure the discipline process is clear and fair, while respecting the teacher's individual classroom norms and rules. Our staff is cohesive and strong, and all staff have indicated they will return next year. Two of our newest staff in particular feel that this school has been a place they want to remain at because of the heavy amount of support.

### **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?)

Within the family survey, the greatest identified need was a sense of safety. A 6% drop on the question "My child is safe in the neighborhood around the school," is the most significant impact. The school is working with LAUSD to implement a privacy fence along the front of the campus to reduce student exposure to the public.

Within the staff survey, there are two specific questions in which there was a 7% decline over last year. Both questions center around staff relationships, and the promotion of respect and collegiality. The data indicates there is one staff member who reacts negatively to these questions. We will focus on goal setting, feedback, and progress monitoring through teachboost to capture the support and growth we promote in the staff.

Within the students' survey, the overall experience went down 11%. The greatest declines came from within the support students were feeling from teachers, and the 8th grade indicated this most. There was a decline in the

category of fairness and discipline, and those negative responses came most from the 7th and 8th grade. Almost all negative survey results grow in frequency as the grade levels increase. Safety category shows a sharp increase in negative responses around theft. The school is implementing a new SEL program for the 8th grade currently and will focus on spreading this to the 7th and 6th grade in the Fall of 2023. We have brought in LAUSD COP3 to train staff in behavior management and are improving our PBIS system around the Fall and Spring Olympic events.

### **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?

#### **Staff**

- Family-like environment
- Cohesiveness
- Safe and supportive
- Quick response time following data analysis
- STEAM identity is strong

#### **Family**

- Supportive and friendly staff
- Small School
- Extra help for the kids

## Students

- Teachers
- Welcoming school
- Safe
- Caring and supportive school

We notice the trend that stakeholders feel that MSA6 is a supportive place that cares for the school. We will continue to place a focus on this by celebrating the community through frequent positive interactions like assemblies, events, phone calls, and messages home. We take data seriously and “turn the ship on a dime” to keep moving in the best direction possible. We will continue to use MyON, MAP, IXL, SBAC, survey data, and Infinite Campus to guide our interventions and decision making process.

## 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?

For both the staff and the students, the facility is too small. We are now located on a facility originally designed for Early Education and we have to cap the class sizes at 24 in this space. Small bathrooms, a small campus, and small rooms make for a tight space for all. We are down to 5 classrooms that are all shared and we must be very creative on how to use it to get the most out.

Staff feel that there is still a lack of SPED guidance. We are bringing on a new SPED Coordinator in 2023 to assist.

Families seek a school that is safer and that the front fence and gate are not well equipped to handle security or privacy concerns. LAUSD claims that they are going to install a new fence and gate. They also seek a more stable location, which we have no real control over.

## 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?

A better design for our SPED coordination and tier 2 and 3 support is needed to better reach the SPED and low performing population. Students and staff want to see more targeted support.

**NEXT STEPS**

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

Write your response here

## MAGNOLIA SCIENCE ACADEMY - 7

### 2022-23 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 2023 Survey Participation Rates:              | 97.9%   | 89.3%  | 100%  |
| Spring 2022 Survey Participation Rates:              | 97.2%   | 51.7%  | 90.9% |
| Change since Spring 2022: <i>(percentage points)</i> | +0.7    | +37.6  | +9.1  |
| Next Year Survey Participation Targets:              | ≥90.0%  | ≥80.0% | ≥90%  |

**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 slightly for our students from 97.2% to 97.9%. The teachers did a good job administering the survey in class and supporting students with the process. The reason we weren't able to reach 100% participation for students is because two students are no longer enrolled in our school and one student is developmentally unable to take the survey. Our participation rate for staff and family surveys increased significantly. Our staff showed an increase of 9.1%, resulting in 100% participation. This increase was a result of a couple things. First, we offered dedicated time at one of our staff meetings for employees to complete their survey so they wouldn't have to use their own time to complete it. Second, we added an incentive of being entered for a chance to win a Target gift card if they completed the survey. Third, we set time aside and translation support for our custodians to feel more comfortable with doing the survey. These three things really made a difference in our staff participation rate. For the 37.6% increase in participation of our families, we believe it is due to a few factors. One being that we were able to really provide support to them through our Community School Coordinator. She made herself available before and after school with an I-pad to help families log-in to their surveys and she made multiple rounds of phone calls and Parent Square messages reminding families who hadn't completed the survey yet. She also had the great idea of generating a QR code to access the survey so parents were able to just scan it with their phones. Another reason is we added an incentive of being entered for a chance to win a grocery store gift card if they completed the survey. Lastly, we believe the hard work we have done school-wide this year to build parent relationships and connect with families made them more interested in completing the survey knowing that we really do value their input and feedback.

**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 2023 Overall Satisfaction Rates:              | 90.0%   | 100%   | 92.0%  |
| Spring 2022 Overall Satisfaction Rates:              | 88.0%   | 98.0%  | 90.0%  |
| Change since Spring 2022: <i>(percentage points)</i> | +2.0    | +2.0   | +2.0   |
| 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.

We met our overall satisfaction rate goal of 80% for students, 100% for families, and missed it by 3% for staff. Comparing Spring 2022 and Spring 2023, there was a 2% increase for all educational partners satisfaction rates. We believe the increase for the students is due to the school-wide positive behavior intervention support (PBIS) programs we have in place more consistently this year, being able to bring back things like field trips and events and just getting back to “normal” after a couple of years of uncertainty. The parent overall satisfaction rate is average and has fluctuated between 98% and 100% over the years. It was great to have it back at 100% knowing how hard we’ve worked this year to reconnect with families and get them back involved and on campus. We were relieved and pleased to see an increase in the staff overall satisfaction rates since there was a 7% decrease last year. We are not as high as we’ve been in the past but it’s understandable considering all that educators have endured over the past few years.

**Students:**

- My favorite thing about this school is the staff members . My teacher is really nice and treats all students equally. The principal cares about safety and tries her best to make us feel safe and she also makes sure that we are safe. All the staff members are really nice, kind and respectful.
- I like the way they manage it because this school has 3 of the important things that a school should have, responsibility, safety, and respect.
- Some of the kids at school are not kind here but the teachers and staff are
- working on it.

**Parents:**

- This school cares about the mental development of my child providing tools to help her grow with a strong mind and loving herself.
- I love that when your child is having a difficult time they take their time to address the issue and find a



solution. I enjoy all the activities they have for parents to be a part of as well.

- School grounds could use an update.

**Staff:**

- I like the community of our school, and the relationships that the students and staff make with each other. I also appreciate the hard work mindset most staff have at the school. This school also does a great job with collaboration between all staff. Everyone also has an open mind when it comes to learning and improving as a professional.
- Working with my grade partners, being allowed to think outside the box when presenting the curriculum, the support between colleagues about resources and way to handle "issues".
- The amount of space is very small, and specific indoor space for both students and adults. I also feel that the workload keeps increasing from both at the state level and district level due to repetitive work.

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 74%               | 0th-19th percentile                              | - 6  |
| Knowledge and Fairness of Discipline, Rules and Norms | 77%               | 20th-39th percentile                             | - 1  |
| Safety  | 66%               | 60th-79th percentile                             | - 1  |
| Sense of Belonging (School Connectedness)             | 74%               | 0th-19th percentile                              | - 5  |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 99%               | 80th-99th percentile                             | + 2  |
| Knowledge and Fairness of Discipline, Rules and Norms | 98%               | 80th-99th percentile                             | + 1  |
| Safety  | 97%               | 80th-99th percentile                             | - 2  |
| Sense of Belonging (School Connectedness)             | 99%               | 80th-99th percentile                             | + 1  |

Staff Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 96%               | 60th-79th percentile                             | - 2  |
| Knowledge and Fairness of Discipline, Rules and Norms | 93%               | 60th-79th percentile                             | - 4  |
| Safety  | 86%               | 60th-79th percentile                             | - 6  |
| Sense of Belonging (School Connectedness)             | 83%               | 40th-59th percentile                             | 0  |

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 2023 Average Approval Rates:           | 73.0%   | 99.0%  | 90.0%  |
| Spring 2022 Average Approval Rates:           | 77.0%   | 98.0%  | 93.0%  |
| Change since Spring 2022: (percentage points) | - 4.0   | + 1.0  | - 3.0  |
| Next Year Average Approval Targets:           | ≥70.0%  | ≥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.

| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>   |
|---|
| <b>Findings:</b> 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 decline in average approval rates from Spring 2022 to Spring 2023 for students and staff was disappointing for us to see since we also had a decline last year. We were pleased to see an increase of 1% for our families group though. The average approval rating was down this year in all categories for all educational partner groups except:

- Families - Climate of Support for Academic Learning - increased 2%
- Families - Sense of Belonging (School Connectedness) - increased 1%
- Families - Knowledge and Fairness of Discipline, Rules and Norms - increased 1%
- Staff - Sense of Belonging (School Connectedness) - stayed the same

The biggest changes that occurred from last school year to this year was a decline of 6 points for staff's approval rating in the area of Safety from 92% in 2021-22 to 86% in 2022-23 and a decline of 6 points for student's approval rating in the area of Climate of Support for Academic Learning from 80% in 2021-22 to 74% in 2022-23.

We also saw a decline in the overall average approval rate for the staff and student groups. The student average approval rate declined by 4 points from 77% to 74% and the staff average approval rate decreased by 3 points from 93% to 90%. The family's overall average approval rate increased by 1 point from 98% to 99%.

Although it has been great to finally have a school year without the restrictions we experienced during the pandemic, this year still came with its own set of challenges. We've seen less tier 1 behaviors and more tier 2 and 3 behaviors. SEL and mental health needs continue to rise for all educational partners and although everyone is truly doing their best to support one another, needs still present themselves daily, some within our control and some not.

### **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:**

- Staff approval rating for Sense of Belonging (School Connectedness) remained at 83%, same as last year
- Family approval rating for Climate of Support for Academic Learning - increased from 97% to 99%
- Family approval rating for Sense of Belonging (School Connectedness) - increased from 98% to 99%
- Family approval rating for Knowledge and Fairness of Discipline, Rules and Norms - increased from 97% to 98%

### **Highest Approval Rates:**

The topic with the highest approval rate for students was Knowledge and Fairness of Discipline, Rules and Norms with 77%. We were grateful to see this since we have worked very hard this year to consistently implement strong PBIS systems and support to ensure students are aware of the expectations we have for them as well as the

incentives for meeting those expectations. The topic with the highest approval rate for families was Climate of Support for Academic Learning and Sense of Belonging (School Connectedness), both with 99%. This was exciting to see since we have prioritized rebuilding family relationships and encouraging family participation and engagement this year. The topic with the highest approval rate for staff was Climate of Support for Academic Learning with 96%. This makes sense since our staff go above and beyond to provide support to our students to ensure their learning.

**Most Proud:**

We are most proud of the high approval ratings in all topic areas for families. All ratings were above 95% and this is encouraging to see since we understand that our families do have many options when it comes to choosing a school for their child(ren) and they have chosen MSA-7 and approve highly of it. We are also proud to see that all three educational partner groups rated the topic Knowledge and Fairness of Discipline, Rules and Norms fairly high (students - 77%, families - 98%, staff - 93%). As mentioned in the successes section, this was a priority this year and we're grateful to see our partners are noticing and acknowledging the effort.

**Maintain or Build Upon:**

We will continue to build upon Sense of Belonging (School Connectedness). This used to be a highly rated topic for us but it has decreased or stayed the same recently and we'd like to do more reflecting to determine why and brainstorm how to increase this.

**Reflections: Identified Needs**

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

**-Climate of Support for Academic Learning:**

The approval rating for this topic decreased for students by 6 points and staff by 2 points. It increased by 1 point for families. We are not sure of the contributing factor for the decrease in points since we have more supports in place than ever for our students so we will need to do some reflecting and follow up discussions with our educational partners to help us better understand.

**-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 4 point decrease by staff, they still had a 93% approval rating, parents were up a point with 98% and students decreased only 1 point to 77%. Last year we identified this as an area of need due to increases in the amount and type of behaviors from our students last year. We prioritized behavior and systems through our PBIS team and programs this year.

**-Safety:**

There was a decline in approval ratings this year for all three educational groups. They weren't significant, 1 point for students, 2 points for families, and 6 points for staff, but still something to continue to look at and improve upon. It was concerning to see a decline however, because we put additional safety precautions in place this year including higher fencing, an upgraded security gate system and added a security guard for the first time ever. There have been several conversations this year though from staff and parents and comments from students about school shootings so we do need to continue to prioritize safety and look for additional ways to make our community feel safe.

**-Sense of Belonging (School Connectedness):**

We saw a decrease in approval rates in this area from staff, down 5 points from last year. Families increased by 1 point and students remained the same at 83%. The staff decline was 13 points last year so at least that's an improvement. I am not surprised to see an increase from families since we have been able to bring them back on campus, have them volunteer and hold family events. For this topic, I think it is difficult for students to fully understand what school connectedness means so I would like to add the concept to their SEL lessons to help them better understand and recognize it.

**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?

- Small community, family feel, teachers and staff are supportive (students, families, staff)
- Program offerings, community resources, support from everyone (families, staff)
- Open mind to learning and growing professionally (staff)
- Friends and play time (students)
- School culture and environment (students, families, 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. The school culture and environment were also mentioned multiple times by all groups surveyed.

**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 upon program offerings to make sure we include choices for all students. The surveys mentioned a need for enrichment and sports multiple times.

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

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

- Facilities - lack of space, run down, cleanliness (staff, students, families)
- Rumors, mean and unkind things said by kids (students)
- Whole group consequences being given rather than focusing on student(s) who caused the problem; need to continue to build PBIS programs (students)
- Not enough time for planning and to complete responsibilities/tasks (staff)
- Favoritism from admin when choosing roles and positions (staff)
- Issues with the parking lot (families)

**Patterns:**

All educational partners mentioned how the facility needs more space for staff and students as well as upgrades

and improved cleanliness.

**Areas Needing Close Attention:**

The two areas needing close attention are continuing to strengthen PBIS implementation, strategies, and structures and improving school facilities, finding solutions for more space and ensuring quality control for cleaning the facility.

**Gaps:**

There is a need to figure out solutions for more planning time for staff, a better system for selecting additional duties, an SEL curriculum to help students with emotions and peer relations, and work toward facility improvements.

**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?

- Whole group consequences for students (students)
- More extracurricular activities and programs (families)
- Upgrades to school facilities (staff, families, students)
- More space - space for small group instruction, SPED, storage, etc. (staff)
- Summer saving program for hourly staff and pay for winter break. (staff)

**Patterns:**

All educational partner groups mentioned how the facility needs improvements, growth and cleaning. Staff asked for more time, space, and a summer savings program. Parents asked for more extracurricular activities.

**NEXT STEPS**

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

- By June 2023, MSA 7's PBIS Team will develop plans to continue to improve upon systems and programs and be ready to train staff during summer inservice days.
- School administration will continue to work with Home Office team members to devise plans and solutions for facility issues. This may include expansion, looking for a new site, reviewing and revising schedules, hiring new custodial staff, and providing professional training.
- Put together a task force led by the school psychologist to review and select an SEL curriculum to be used

school-wide beginning Fall 2023.

- School administration will work with Home Office team members to review guidelines for teacher planning/prep time and schedules as well as systems for selecting additional duties.
- School site will survey students and families to see which extracurricular programs and activities they would like to be provided and make plans to either have staff provide them or outsource to vendors.

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change.



## MAGNOLIA SCIENCE ACADEMY - BELL

### 2022-23 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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- 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 2023 Survey Participation Rates:  | 100.0%  | 74.9%  | 100.0% |
| Spring 2022 Survey Participation Rates:  | 94.1%   | 54.3%  | 100%   |
| Change since Spring 2022: <i>(percentage points)</i>   | +5.9    | +20.6  | 0      |
| Next Year Survey Participation Targets:  | 100.0%  | ≥80.0% | 100.0% |
| <b>Findings:</b> 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 had a meaningful increase. There was a positive increase of 5.9% in student completion rates. We are extremely proud of being able to meet our 100% student survey participation goal.   |         |        |        |

**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 2023 Overall Satisfaction Rates:   | 77.0%   | 92%    | 87%    |
| Spring 2022 Overall Satisfaction Rates:   | 86.0%   | 96.%   | 93%    |
| Change since Spring 2022: <i>(percentage points)</i>  | -9.0    | -4.0%  | -6     |
| Next Year Overall Satisfaction Targets:   | ≥85.0%  | ≥95.0% | ≥90.0% |
| <b>Findings:</b> 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 satisfaction results declined slightly in all three categories. While declining data is an indicator of   |         |        |        |

dissatisfaction among students, families, and staff, the root causes lie in social emotional support for our communities. The Pandemic created a series of issues and difficulties that were difficult to traverse, however, we have used this data to implement necessary changes in order to increase satisfaction among all educational partners.

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 66%               | 0-19th percentile                                | - 17   |
| Knowledge and Fairness of Discipline, Rules and Norms | 55%               | 0-19th percentile                                | - 17   |
| Safety  | 61%               | 0-19th percentile                                | - 8  |
| Sense of Belonging (School Connectedness)             | 50%               | 0-19th percentile                                | - 12   |

Family Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 (percentage points) |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 95%               | 60 to 70th percentile                            | - 3  |
| Knowledge and Fairness of Discipline, Rules and Norms | 91%               | 40th-59th percentile                             | - 2  |
| Safety  | 88%               | 20th-39th percentile                             | - 7  |
| Sense of Belonging (School Connectedness)             | 95%               | 60th-79th percentile                             | - 1  |

Staff Survey:

| Topic | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 |
|-------|-------------------|--|--------------------------|
|-------|-------------------|--|--------------------------|

|   |     |                      | (percentage points) |
|---|-----|----------------------|---------------------|
| Climate of Support for Academic Learning              | 94% | 40th-59th percentile | - 2                 |
| Knowledge and Fairness of Discipline, Rules and Norms | 75% | 20th-39th percentile | - 7                 |
| Safety  | 60% | 0-19th percentile    | - 18                |
| Sense of Belonging (School Connectedness)             | 75% | 20th-39th percentile | - 6                 |

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 2023 Average Approval Rates:           | 59.0%   | 93.0%  | 77.0%  |
| Spring 2022 Average Approval Rates:           | 72.0%   | 96.0%  | 84.0%  |
| Change since Spring 2022: (percentage points) | - 13.0  | - 3.0  | - 7.0  |
| Next Year Average Approval Targets:           | ≥70.0%  | ≥95.0% | ≥85.0% |

### **Survey Findings:**

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

| <b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>   |
|---|
| <b>Findings:</b> 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 Bell Average Approval Rates declined slightly for family and staff and more significantly for students when comparing our data from last year. Root causes for these declines include the survey administration policies and school wide goals for survey completion. In addition, students were most dissatisfied with the uniform policies and the food offered for the lunch programs. Additional domains for improvement include our discipline policies and support with difficult students. |

### **Reflections: Successes**

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

MSA Bell Average Approval Rates declined slightly for family and staff and more significantly for students when comparing our data from last year. Climate support and Social belonging is the subjective feeling of inclusion (or acceptance into a group of people). So we need to rebuild and increase the sense of community or connectedness in our school community.

At MSA -Bell we had a strong mental health support team, Girls build LA club, Student Ambassadors which is part of the decision making process to some extent, Parent College, Home visits, staff PD days and gatherings/dinners for Thanksgiving, Winter holiday season, Staff versus Students Games, Monthly PBIS Assemblies to increase all of our community members' (Families, Students and Staff), satisfaction for their identity, physical well-being, and mental health.

### **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: Our survey data shows a significant decrease in the following areas:**

#### **Climate of Support for Academic Learning 66%; -17%**

- My teachers work hard to help me with my school work when I need it; 69% approval; -18%
- Adults at this school encourage me to work hard so that I can be successful at college or the job I choose. 64% approval; -17%
- The school is a supportive and inviting place for students to learn. 64% approval; -17%
- Teachers go out of their way to help students. 63% approval; -17%

#### **Knowledge and Fairness of Discipline, Rules, and Norms 55%; -17%**

- Students treat teachers with respect. 31% approval; -22%
- Students know how they are expected to act. 53% approval; -21%

- Students know what the rules are. 61% approval; -19%
- The school rules are fair. 45% approval; -11%
- All students are treated fairly when they break the rules. 42% approval; -17%

**Sense of Belongings 50%; -12%**

- The teachers at this school treat students fairly. 49% approval; -20%
- I am happy at this school. 49% approval; -13%
- I feel like I am part of this school. 47% approval; -11%
- I feel safe in my school. 48% approval; -13%

Data will be shared with our staff to develop an action plan for each of these items. Creating a task force that includes students will reinforce the importance of their feedback. Our current 7th grade student President had the idea of leading town hall meetings throughout the school year to hear out student concerns.

**Families: Our survey data shows a significant decrease in the following areas:**

**Safety 88%, -7%**

- My child is safe on school grounds. 86%; -10%
- My child is safe in the neighborhood around the school. 89%; -5%

**Staff: Our survey data shows a significant decrease in the following areas:**

**Safety 60%; -18**

- Disruptive student behavior. 34%; -29%
- Harassment or bullying among students. 49%; -16%
- Lack of respect by students. 60%; -19%

The Dean of Students will develop a task force to support the safety of our school for families and staff, that will inform our next steps as a school to address these serious concerns.

**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**

Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.

#### **Families**

Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.

#### **Staff**

Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

#### **Overall**

The most notable positive aspect of the survey results came within the free responses about what our educational partners 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?

#### **Students**

Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get

more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

**Family**

Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

**Staff**

Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

**Overall**

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner’s concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

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**

- Make breaks longer
- Offer more Free Dress
- Allow for Phones usage
- Improve Lunches
- Student Discipline (respect between students, hallway)

**Families**

- Improve Campus supervision



- More sports/Activities
- Support staff

**Staff**

- More events for student and families;
- Support for new teachers
- Reinforcing the rules and hold students accountable; establish constant disciplinary system that does not vary much from year to year
- More effective communication among admin and staff; more advanced notice of events and deadlines more than a few days, so the staff is not unprepared.

**NEXT STEPS**

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

- Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners.
- At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately.
- 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.
- To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year.
- 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.
- Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

## MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

### 2022-23 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 2023 Survey Participation Rates:              | 96.0%   | 66.6%  | 96.9% |
| Spring 2022 Survey Participation Rates:              | 93.0%   | 71.1%  | 100%  |
| Change since Spring 2022: <i>(percentage points)</i> | +3.0    | -4.5   | -3.1  |
| Next Year Survey Participation Targets:              | ≥80.0%  | ≥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:** Our student participation rate went up 3 percentage points for the 2022-2023 school year. Our history department administered the student surveys in all their classes, as planned.

**Family:** Our family participation goal was 65% and we exceeded our target. We sent several text messages, emails and reminders through newsletters to encourage families to participate in the annual survey. We even offered Free Dress Passes as an incentive for participation. It dropped 4.5% from last year, however this year’s 66.6% family participation rate was achieved without sharing the multi use access code we have used the past several years that enabled us to achieve higher participation rates.

**Staff:** Our staff participation rate remained above our goal of 85% for the 2022-23 school year. It dropped 3.1% from last year due to a teacher on leave. In order to meet our goal, we set aside time during our staff meetings for teachers to take the survey and send several reminders through email.

**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 2023 Overall Satisfaction Rates: | 80.0%   | 94.0%  | 90%   |
| Spring 2022 Overall Satisfaction Rates: | 78.0%   | 96.0%  | 100%  |

|  |        |        |        |
|--|--------|--------|--------|
| Change since Spring 2022: <i>(percentage points)</i>   | +2.0   | -2.0   | -10    |
| Next Year Overall Satisfaction Targets:  | ≥80.0% | ≥80.0% | ≥80.0% |
| <p><b>Findings:</b> 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.</p>   |        |        |        |
| <p><b>Students:</b> When students were asked, “Overall, I am satisfied and would recommend this school to other students”, 80% of our students answered either Strongly Agree or Agree, while 20% of our students answered Disagree or Strongly Disagree. Compared to last year, we had a 2 percent increase. The MPS average is 74%.</p> <p><b>Families:</b> Our families recorded an overall satisfaction rate of 94% which is a 1 point decrease from pre-pandemic three years ago. It is 1 point less than the MPS average this year, however it is way above our target rate of 80%.</p> <p><b>Staff:</b> When compared to MPS at 87%, our staff rate their satisfaction at 90%. When looking at our data, most of the seasoned teachers and staff rated at 100% satisfaction, while our staff that has been here less than two years rated satisfaction from 60-88%. 27 out of 30 staff members said that overall, they are satisfied and would recommend this school to other educators (8 agreed, 19 strongly agreed). Only three staff members disagreed.</p> |        |        |        |

**Average Approval Rates:**

Student Survey:

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 <i>(percentage points)</i> |
|---|-------------------|--|---|
| Climate of Support for Academic Learning              | 76%               | 60th-79th percentile                             | - 1   |
| Knowledge and Fairness of Discipline, Rules and Norms | 65%               | 40th-59th percentile                             | 0   |
| Safety  | 62%               | 20th-39th percentile                             | +1  |
| Sense of Belonging (School Connectedness)             | 63%               | 60th-79th percentile                             | 0   |

Family Survey:

| Topic | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 <i>(percentage points)</i> |
|-------|-------------------|--|---|
|-------|-------------------|--|---|

|   |     |                      | <i>points</i> ) |
|---|-----|----------------------|-----------------|
| Climate of Support for Academic Learning              | 96% | 60th-79th percentile | - 1             |
| Knowledge and Fairness of Discipline, Rules and Norms | 93% | 40th-59th percentile | 0               |
| Safety  | 98% | 80th-99th percentile | + 1             |
| Sense of Belonging (School Connectedness)             | 94% | 60th-79th percentile | -2              |

**Staff Survey:**

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022 <i>(percentage points)</i> |
|---|-------------------|--|---|
| Climate of Support for Academic Learning              | 97%               | 60th-79th percentile                             | 3   |
| Knowledge and Fairness of Discipline, Rules and Norms | 84%               | 40th-59th percentile                             | 6   |
| Safety  | 74%               | 20th-39th percentile                             | -6  |
| Sense of Belonging (School Connectedness)             | 86%               | 60th-79th percentile                             | - 10  |

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 2023 Average Approval Rates:                  | 67.0%   | 95.0%  | 86%    |
| Spring 2022 Average Approval Rates:                  | 66.0%   | 96.0%  | 92%    |
| Change since Spring 2022: <i>(percentage points)</i> | + 1.0   | - 1.0  | - 6    |
| Next Year Average Approval Targets:                  | ≥80.0%  | ≥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:** The student approval rates appear to remain the same. However, our overall satisfaction rate went up 2 percentage points to 80%. Our lowest approval rate is in the area of safety with a 62% rating. Our next lowest rating at 63%, which remained the same compared to last year, is in the area of “Sense of Belonging” (School Connectedness). When looking closer at the question “I feel close to people at this school”, 36% of our students marked Strongly Agree or Agree, while 6% of our students indicated Strongly Disagree or Disagree. Moreover, 36% of our students marked Neither Disagree or Agree. If you leave out the students who answered neutrally of having no opinion of the statement, neither Disagree or Agree, our percentage rate significantly changes to a favorable rate of 92%. The MPS student average for this statement is 58%. Our highest approval rate is in the area of “Climate of Support for Academic Learning” with an approval rate of 76%, whereas the MPS average approval rate is 70%. When students were asked, “Teachers give students a chance to take part in classroom discussions or activities”, 1 student marked Strongly Disagree and one other student marked Disagree. This is a testament to our teachers’ commitment in building an inclusive classroom culture and a climate where all learners’ participation is valued. Also, it is a reflection of the effective lesson design and delivery of our teachers.

**Families:** The family approval rate indicated a solid 94%. This is consistently high from year to year, and a 1% decrease from last school year is very insignificant. This year, we have continued to engage our families through different school events such as our Annual Welcome Back Picnic, After School Club Fair, Back to School Night, Family Bingo Night, Thanksgiving Family Lunch, Khan Night, and our in-person Semester Awards Ceremony. We also provide several opportunities for families to be involved in school events such as the Fall Dance, Walk-a-Thon and College & Career Day. We started the school year with electing new officers for our Parent Task Force which met monthly to help support our school since the beginning of the school year. We have also continued to provide different outlets for our parents to be involved in decision making through monthly PTF and PAC meetings. There is a 2 point drop in Sense of Belonging (school connectedness) which affected our overall family approval rate. While this is not a significant drop, it is worthwhile to review all the parent involvement opportunities we offer each year and make necessary adjustments to help strengthen our families connectedness to our school.

**Staff:** Our staff approval rate this year for the 2022-23 school year was 86% compared to 92% last year. While our rating did decrease by 6%, our rating remains higher than the MPS average at 83%. Our lowest approval rate was in school safety, at 74%. Our rating peaked during the pandemic in distance learning while staff was working from home at 94%, but currently is close to the pre-pandemic rating of 78% in 2019. We also had drops in Sense of Belonging and Knowledge & Fairness of Discipline, Rules and Norms with 6-10% points. These numbers are consistent with or higher than pre-pandemic data. Lastly, our Climate of Support for Academic learning dropped the least, but remains high at 97%. The drops in percentage could be a result of a variety of reasons including facility and staffing issues as stated in the staff free responses. We do support our staff in a variety of ways including weekly staff and grade level meetings. We also have our biweekly Leadership meetings to discuss issues and make team decisions with teachers. Lastly, we try to boost staff camaraderie and morale by celebrating

birthdays, baby showers, staff lunches and outings including bowlings.

### **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:** Based on our students' feedback, our top 2 highest approval rates are the "Overall School Experience" (2 point growth) and the "Climate of Support for Academic Learning" (1 point down). When students were asked to respond to "Teachers give students a chance to take part in classroom discussions or activities", the data reveals that the work that our teachers do in the classroom is an area of strength. What is more is that based on anecdotal evidence, we believe our teachers strive to connect with our students. As mentioned above, If you leave out the students who answered neutrally of having no opinion of the following statement, "I feel close to people at this school", our percentage rate can be uncovered as a favorable rate of 92%.

**Families:** The topics with the highest approval rates were Safety with 98% and Climate of Support for Academic Learning with 96% favorable ratings as reported by our families. It's great to see through the free responses that our families really love the size of our school, the level of care and attention our teachers show towards the education of their kids, admin presence during drop off, pick up and at school events, school uniform, 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 and Fall and Spring Student-led Conferences. Our students are thriving and academically excelling and this is due to the safe campus and learning environment provided for them as emphasized by our parents.

**Staff:** Our school maintains success in our staff survey participation and approval rates. Our strengths would be in the areas of Climate of Support for Academic learning at 97% and our Overall School Experience at 90%. We feel like our strength in our staff is our strong and consistent administrators and teacher leaders as well as the teamwork and supportive environment for all of our staff as stated in our free responses "what do you like best about your school". We plan on maintaining and building upon this success by continuing our weekly staff and grade level meetings as well as our Leadership meetings where teachers help administrators make decisions. From our data, an area we can grow is support of our new teachers, as they had lower ratings than our seasoned 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:** Based on our students’ feedback, safety fell as the lowest approval rate at 62%. However, this topic did go up 1 point from last year. The lowest subcategory in this topic is from the statement, “Been pushed, shoved, slapped, hit or kicked by someone who wasn’t just kidding around”. The following groups of students reported experiencing the aforementioned statement: 297 (Two thirds) 0-1 time, 67 students 2 or 3 times, and 35 students 4 or more times. When evaluating this data, it is important to consider the ramps that are 6 feet wide. During passing period, over 400 students transition from one class to another using the 6 feet wide ramps to enter and exit classrooms. Although safety was the lowest approval rate, When given the statement, “I feel safe in my school”, only 24 students replied Strongly Disagree/Agree. When leaving out the students with no opinion, our approval rate regarding this statement jumps to 92%, indicating that the majority of our students feel safe on our campus.

In addressing safety concerns, we will continue to facilitate assemblies around school expectations and safety throughout the year. In addition, safety concerns will be addressed daily or as needed during our daily broadcast. Finally, these concerns will be addressed in our homerooms.

**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 last year. 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 and give them the opportunity to ask questions. This could be done at monthly or bi-monthly workshops with a team from our admin and staff. Sense of Belonging (school connectedness) recorded 94% which is a 2 point drop from last year. We host over 25 different events each year to engage our families, however it would be worthwhile to go through all our events and see if we can fit more events in our calendar similar to our Welcome Back Picnic and Bingo Night, as those really bring the community together and promote that school connectedness.

**Staff:** Based on approval rates, an area of review for our school would be in safety. While our rate is similar to pre-pandemic ratings, this is our lowest approval rating at 74%. In this category, our biggest decrease was in “lack of respect of staff by students” which dropped 27% from last year. On the other hand the same category increased by 3% points for students. 70% of our staff rating this as a mild to moderate problem on our campus. This could be a result of “disruptive student behavior” which was rated only 48% favorable and decreased 17% from last spring. 77% of staff reported that disruptive student behavior is a mild to moderate problem. Our next steps will



be meeting with our leadership team, going over the survey results and making a plan to address these staff concerns. This could include restructuring our classroom procedures and management, PD for staff, etc..

### **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:**

Like Best: Friends (91), Teachers (86), Kind - Teachers and Students(11)

91 students reported that they like their friends at Magnolia Science Academy San Diego. Students shared that our school is a place where they can hang out with their friends. This is a reflection of the school climate that we have built on our campus. When students were asked what they liked best about our school, students indicated their teachers! Students described their teachers as supportive, they make learning fun, how close teachers are with their students emotionally and are willing to listen, make things easy to understand, spend a lot of their time helping students, respectful and kind, cooperative, great, and cool.

**Families:** Families really like the size of the school, how teachers, staff and admin care about their kids' education and are also attentive to their needs, school uniform, extra curricular activities such as the clubs, tutoring and sports. They also like the community feel of the school and appreciate the communication and updates they receive on a regular basis to be kept informed about school in general, grades and assignments.

“The best school I have encountered. The relationship of teachers and students are amazing.”

“Starts from the top down with a fantastic principal , teachers are very good. My son is thriving here, I guess not your typical middle school experience for all. Excellent sports program, clubs and after school program. Great class sizes too”

“I like that it is small,organized, the rules, the use of uniforms and the communication with parents .”

**Staff:** From the staff free responses, some strengths that were frequently mentioned were the camaraderie between staff, small school size, and supportive administration. Staff community, teamwork, support and connection was mentioned several times in the comments. We are proud of our Wizard community and staff team at our school. We have weekly staff and grade level meetings, biweekly teacher leadership meetings, celebration of birthdays and baby showers, staff outings and team building activities to support our school culture and make teachers feel welcome on our campus. We plan to maintain this level of staff community by keeping up our meeting schedule and planning for more staff activities in the future.

#### 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:**

Like Least: Uniforms (24), Dress Code (9), Rules (13), Food (22)

As in previous years, the least liked about our school is our uniform/dress code policy. Another least liked are the rules. Students shared that they disagree with school rules and others reported that they disliked how some students do not follow rules. Lastly, students indicated that they dislike our school lunch.

**Families:** Some of our families do not like the quality and selection of food offered at our school. This feedback came from 8 different families. This feedback has been shared with us by our parents the past few years, however there is only one catering company that is available to work with and as a result, our hands are tied when it comes to taking this feedback into consideration to offer better food options to our students.

“I’ve heard from not just my child but others as well the food is not always amazing or healthiest choices”

**Staff:** A common pattern in the staff comments about what they like least about our school is “unclear discipline”. We are not sure if this is a perception or factual observation by our staff. Another area mentioned was the grading policy that was implemented during the pandemic. Our staff mentioned that the 50%/55% is not favorable and that we should go back to our previous grading scale. Lastly, another area mentioned as something that our staff likes least about our school is facilities and staffing issues. There were several comments about small campus size, not enough classrooms, sharing classrooms, some of our facilities are starting to wear out, and also not having enough staff (subs and staff shortages). We can address these areas with our leadership team, brainstorm possible solutions and look into securing more staff for the 2023-24 school year.

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

**(SUGGESTIONS)**

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

**Students:**

Suggestions: Uniforms/Dress Code- Wear jeans with polos; no uniforms on Friday, Restrooms ,Better Food, Phones

The highest suggestion by students was in regards to school uniforms/dress code. Students suggested to not have school uniforms or to be less strict. An interesting suggestion was to have no uniforms on Fridays. Will this suggestion improve our ADA? We will need to look at our absent rate for Fridays. Some students suggested adding more restrooms and making them better. An annual popular suggestion by students is to have better food for lunch. Lastly, some students suggested allowing students to use their phones during unstructured times like during lunch and/or nutrition break.

**Families:** There are a few areas that our parents would like to see us improve at our school such as food offered at lunch, more trees around our campus, improvement to the front of the school for the kids who wait to be picked up after school and how timely we inform parents of after school club cancellations. This feedback was just from a few parents but we do want to make note of it because they are worthwhile suggestions that we can definitely look into and/or take steps to implement improvements.

**Staff:** Many of the staff free responses for “suggestions you would like to offer to improve your school” referred to student discipline. Some helpful suggestions were utilizing parent volunteers to monitor hallways, courtyards, and bathrooms, more intensive or formal behavior interventions, and staff PD. Also another suggestion was to improve systems to help increase connection among staff and 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?

- Continue to streamline our rules, consequences and discipline process as prescribed in the handbook
- Create plans for crowd management during passing periods and dismissal.
- Discuss new staff PD options with teacher leadership to help new members transition to the school culture smoothly.

### **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?)

## **MAGNOLIA SCIENCE ACADEMY - SANTA ANA**

### **2022-23 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:

**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?)

- 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 2023 Survey Participation Rates:              | 100.0%  | 76.6%  | 100%   |
| Spring 2022 Survey Participation Rates:              | 97.8%   | 81.8%  | 100%   |
| Change since Spring 2022: <i>(percentage points)</i> | +2.2    | -5.2   | 0      |
| Next Year Survey Participation Targets:              | ≥95.0%  | ≥75.0% | ≥95.0% |

**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 100% this academic year, which we are extremely proud of.

For our families, the target is set at 75% or more, and we passed our target by 1.6%. Since our approach was to do the survey online only this year, we set a lower goal this year, and we reached it.

For our Staff, we are pleased that for the past three years, we have had 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:**

**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?)

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 2023 Overall Satisfaction Rates:              | <b>82%</b> (S:77% / E:93%)                     | 96%    | 85%                       |
| Spring 2022 Overall Satisfaction Rates:              | <b>75%</b> (S:69% / E:89%)                     | 94%    | 91%                       |
| Change since Spring 2022: <i>(percentage points)</i> | <b>+7.0</b> (S:+8 / E:+4)<br>Was -11 last year | +2.0   | -6.0<br>Was +13 last year |
| Next Year Overall Satisfaction Targets:              | ≥75.0%   | ≥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, our satisfaction rates have increased from last year with a 7.0% change (Elementary rose 4% and Secondary rose 8%) with a score of 82%. All sections in the overall school experience went up. What we have noted is that our students are satisfied and pleased with our teachers, sports, Robotics, friends, field trips, art, food, and music. Teachers are always at the top of the free responses for showing their satisfaction - students love their teachers. We are especially happy with the students' responses to our food this school year. Most of the free-responses show that the students are happy with this change. We have also noticed an overall happiness with the STEAM-related activities here at school - the addition of our music classes and Robotics have been a big hit. Students are also happy with the diversity of the field trips that they have been taken on.

Our families at MSASA have a 96% satisfaction rate, up 2% from last year. All sections of the overall school experience went up except for Safety. We have incorporated talks with every homeroom in elementary and every SSR/Advisory class in secondary about school safety and lockdown procedures. Teachers top the overall satisfaction rates with the families, as well as the small class sizes, academics, communication between school and home, and the fact that we have all grade levels and it is easy for them to have all their children in one school. Last year they noted that they want music classes, and we incorporated this into the daily schedule and they are noting they are happy about this. Families are also happy with the food options this year - this was one of our biggest changes.

**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 our Staff at MSASA, there was a decline from 91% to 85% (-6%) in the overall satisfaction rates, yet all sections are still over 80%. All sections in the Overall School Experience have declined except for Safety. Our largest drops were in the Knowledge and Fairness of Discipline, Rules, and Norms and Overall School Experience. This year the teachers are pleased with the students, diversity, independence of teaching, parents, camaraderie, fellow staff, colleagues, and relationships that they have here at school. Our staff has noted that they would like more parent participation and more consistent discipline with consequences.

**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?)

**Average Approval Rates:**

**Student Survey:**

| Topic   | Percent Favorable   | Compared to others in the CORE Districts dataset | Change since Spring 2022<br><i>(percentage points)</i> |
|---|---------------------|--|--|
| Climate of Support for Academic Learning              | 77% (E:85% / S:74%) | E:40th–59th percentile<br>S:60th–79th percentile | +1<br>-1   |
| Knowledge and Fairness of Discipline, Rules and Norms | 71% (E:87% / S:65%) | E:80th–99th percentile<br>S:40th–59th percentile | +2<br>+5   |
| Safety  | 73% (E:74% / S:73%) | E:80th–99th percentile<br>S:60th–79th percentile | +2<br>+2   |
| Sense of Belonging (School Connectedness)             | 66% (E:85% / S:59%) | E:60th–79th percentile<br>S:40th–59th percentile | +6<br>+1   |

**Family Survey:**

| Topic   | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022<br><i>(percentage points)</i> |
|---|-------------------|--|--|
| Climate of Support for Academic Learning              | 96%               | 60th–79th percentile                             | 0  |
| Knowledge and Fairness of Discipline, Rules and Norms | 93%               | 40th–59th percentile                             | +1   |
| Safety  | 86%               | 20th–39th percentile                             | -2   |
| Sense of Belonging (School Connectedness)             | 95%               | 60th–79th percentile                             | 0  |

**Staff Survey:**

| Topic | Percent Favorable | Compared to others in the CORE Districts dataset | Change since Spring 2022<br><i>(percentage points)</i> |
|-------|-------------------|--|--|
|-------|-------------------|--|--|



**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?)

|   |     |                      |    |
|---|-----|----------------------|----|
| Climate of Support for Academic Learning              | 94% | 40th–59th percentile | -1 |
| Knowledge and Fairness of Discipline, Rules and Norms | 81% | 20th–39th percentile | -8 |
| Safety  | 84% | 40th–59th percentile | +4 |
| Sense of Belonging (School Connectedness)             | 82% | 40th–59th percentile | -4 |

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 2023 Average Approval Rates:                  | 73%     | 94%    | 85%    |
| Spring 2022 Average Approval Rates:                  | 70%     | 94%    | 88%    |
| Change since Spring 2022: <i>(percentage points)</i> | + 3.0   | 0      | - 3.0  |
| Next Year Average Approval Targets:                  | ≥70.0%  | ≥80.0% | ≥80.0% |

**Survey Findings:** \_\_\_\_\_

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

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

**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?

### **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:**

Climate of Support for Academic Learning - E: 85% +1 S: 74% (-1). The climate of support slightly improved from last Spring for Elementary by one. However, it declined by one for Secondary. Overall, the Elementary percentage level is strengthening, but the Secondary percentage levels are still low. Areas of tutoring hours, in-class support, and more opportunities for students inside and outside the classroom need to be explored further.

Knowledge and Fairness of Discipline, Rules and Norms - E: 87% +2 S: 65% (+5). The response to Knowledge and Fairness regarding Disciplines, Rules, and Norms increased for both Elementary and Secondary. Elementary has increased by 2 and Secondary has increased by 5 since the Spring. Overall, the Elementary percentage level continues to strengthen, as does the Secondary percentage level, yet it still remains lower than we would like it to be. We are on the right path with all areas of this topic receiving a boost in percentage points for Secondary. Maintaining and amplifying the cause for the cause of the increase is a must.

Safety - E: 74% +2 S: 73% (+2). For Safety, both Elementary and Secondary increased which as a school we are happy to see. Elementary has increased by 2 and Secondary has increased by 2 as well since the Spring. Overall, the Elementary and Secondary percentage levels strengthened, but both percentages themselves remain low for such a critical area such as safety. Efforts such as cultural sensitivity assemblies and increasing the use of Restorative Justice Circles may help to create a greater sense of safety amongst the students.

Sense of Belonging (School Connectedness) - E: 85% +6 S: 59% (+1). For Sense of Belonging, our Elementary students had the biggest jump with 6. Whereas Secondary saw a jump of 1 since the Spring. Overall, the Elementary percentage level had a large increase and its percentile continues to head in the right direction. Although there was a slight increase in the Secondary percentage level, it still remains lower than we would like it to be. We will need to create more PBIS events and opportunities for students to participate in, along with more forums for informal communicating across cultures and identities.

#### **Families:**

Climate of Support for Academic Learning - 96% (0). The climate of support has remained the same from the Spring for the family survey. As a school we have been adding classes and opportunities directed at the families to help support them outside of school. Hopefully in the Fall we will see some returns from these efforts in the form of a percentile increase.

Knowledge and Fairness of Discipline, Rules and Norms - 93% (+1). It is a positive sign that we are seeing an increase in the right direction within this area. Naturally, there will always be a difference of opinion about a school's policies and rules, but at MSASA we seek to instill equality and compassion when dealing with behavioral concerns.

Safety - 86% (-2). It's always disheartening to see families' confidence in the safety around a community school to go down. The families made it known though that their confidence in the safety of their child on the campus itself, remained steady from the Spring, which remains at 94%. When addressing the safety of the surrounding area around our school, we at MSASA have made considerable effort to address any issues that the families may have, as our own. We have a great working relationship with the Santa Ana Police Department. The OC Sheriff's Department is quick to address our concerns. The City of Santa Ana has made efforts to work with our school, including making their presence felt during a Town Hall Meeting with our stakeholders. Regardless, we shall seek to increase safety around our community by working with the community and its agencies.

Sense of Belonging (School Connectedness) - 95% (0). For Sense of Belonging, school-wide MSASA has remained strong in this area by maintaining its diverse community engagements. PBIS events. Student and Parent involvement in shaping policy. And inviting the surrounding community into our campus. Although there was no

### **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?)

major shift upward this semester, we are looking to the future to increase the belief that the school is a home and source of positivity for all of our stakeholders.

#### **Staff:**

Climate of Support for Academic Learning - 94% (-1). The climate of support has remained relatively unchanged from the Spring staff survey. It has gone down by a single percentile point. The largest declines are found within the areas of helping students academically (-8) and relevant teaching to students (-4). These concerns can be assessed within future PD's to pinpoint how we can address these declines with the staff.

Knowledge and Fairness of Discipline, Rules and Norms - 81% (-8). Fairness and discipline were the hardest hit with multiple areas of concern. Consequences of breaking school rules were down by -10. So speaking with staff about PBIS and approaching discipline from an MTSS standpoint will be a good opportunity to reflect upon what we are learning with the MTSS training. Clarity of school rules was down by the largest percentile (-13). With this in mind as an admin team it will be necessary to observe the hallways and classrooms to see if the rules are clearly posted for students and staff to see. Also, retraining the staff on the rules school-wide during PD's would be beneficial as well. Rounding off the areas of concern, how the school handles discipline issues with students is down by -11. Getting feedback from the staff on the specifics of their concerns is needed to make the necessary adjustments to show the staff that their perspectives are heard and respected.

Safety - 84% (+4). We as an admin team are proud to see that survey results for safety are at an all-time high for our school amongst the staff. We have worked hard to increase the safety on campus as well as around our school. We still have work to do, but 84% is a display of some good progress. As for the glows and grows, the survey focuses on student behavior and interaction on campus with other students and staff. A lack of fighting between students (+11) and a drop in disruptive behavior (+7) were the best glows. As for the grows, racial / ethnic conflict amongst students (-1) and student disrespect towards staff (-2) were the only two.

Sense of Belonging (School Connectedness) - 82% (-4). For Sense of Belonging, school-wide MSASA has taken a dip. Several areas of concern stand out from the survey. Respect amongst school staff is the lowest with a drop of -16. A lack of responsibility by staff to improve the school was down by -7. A lack of trust amongst the school staff was also at a loss of -7. The school being an inviting place was the least lowest with a -2 drop. Putting this all together, it is clear that we need to do some community building and efforts to build trust amongst the staff. It is the admin team's responsibility to see this happen. First and foremost is to address the issue of a lack of respect amongst staff. Without the basic commonality of respect, it will be near impossible to improve trust amongst the staff, not to mention the other areas of concern. Once morale is improved upon for the area of respect, the rest of the concerns will be easier to address.

### **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 73%, This a welcomed positive change of +3% from the year before. . Our highest topic is Knowledge and Fairness of Discipline, Rules and Norms - E: 87% +2 S:65% (+5). The response to Knowledge and Fairness regarding Disciplines, Rules, and Norms increased for both Elementary and Secondary. Elementary has increased by 2 and Secondary has increased by 5 since the Spring. Overall, the Elementary percentage level continues to strengthen as it reflects 87%, as does the Secondary percentage level, yet it still remains lower at 65% . Our students are taking advantage of our full time social worker and school psychologist. At the elementary level students have access to our partnerships like Start Well and social emotional support inside each classroom. We are most proud of this approval of a sense of belonging as at the elementary level we have a positive increase of +6 at 85% from last year. We attribute that to an amazing school culture in which our students are loved, supported, and feel valued. We are looking to build our Safety as we speak. We are in the process of finalizing our gates throughout campus and holding more safety drills to ensure the safety and well being of our students.

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. 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%. However that is actually a decline of -1% from last year. 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: 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?)

**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?)

Elementary:

Students: Sense of Belonging: 85% +6, Knowledge and fairness of discipline rules and norms: 87% +2

Secondary:

Students: Sense of Belonging: 59% +1, , Knowledge and fairness of discipline rules and norms: 65% +2

Many students are dealing with social-emotional issues that require our school psychologist and school counselor to support them. Many students are experiencing school anxiety and discipline rules and norms not being clear to them, this is causing a relatively low rating in secondary level, but still there is an increase of 1 point in sense of belonging and increase of 2 points in knowledge and fairness of discipline rules and norms.

Students' understanding of “Knowledge/Fairness of Discipline and Rules/Norms” increased in both elementary and secondary. We attribute this to the improved communication between the admin team, staff, students and the parents.

Families: Safety at 86% decline of 2.

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, and some parents mentioned that having a traffic light at the entrance would be helpful.

Staff: Safety at 84% +4

Having a fence around the building is a good improvement from last year. Staff would agree with the lack of parking. Staff also feel they need more support dealing with student misbehavior and discipline.

**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?)

**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**

Students are so pleased with our teachers, friends, and school. They also are happy with the new food vendor and the provided lunch. Students also like how the teachers are helpful when they need help.

**Staff**

All are pleased with our students, friendly staff, the school community, small classroom sizes, and support from the admin.

**Families**

Families are happy with our staff, teachers, and all staff's dedication to our students. They also like the friendly school environment and the communication between school and home.

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

**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?)

**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**

Students have expressed that recess is not long enough. Food has still been a concern. Students are also unhappy with their peers who do not respect other students and teachers.

**STAFF**

Staff has expressed a lack of support for student discipline, insufficient SPED support, and a lack of admin communication.

**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 at the elementary level would greatly like to see improvement with our playground and add swings. . The Students would appreciate maintaining our facilities with cleaner restrooms, gym and play spaces.

**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 would like more variety of play equipment. At the secondary level students would like longer lunches, better food and uniforms compliance.

**STAFF**

Staff suggestions include setting more planning time. More support and man power for SPED.

**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 a traffic light and better flow of traffic for drop off and pick up.

**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 more meetings with the city and or a private company to support our traffic on First St. We need to focus more and revisit our traffic flow of drop off and pick up in the mornings and afternoons. 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.