2018-2019 STRATEGIC PLANNING AND LCAP SURVEY ANALYSIS

Prepared for Mountain View Whisman School District

April 2019

In the following report, Hanover Research presents the findings from a survey disseminated to parents, students, and staff of Mountain View Whisman School District, designed to gather feedback and inform district-wide strategic planning and the Local Control Accountability Plan (LCAP).

HANOVER RESEARCH

www.hanoverresearch.com

TABLE OF CONTENTS

EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research presents the findings from the Mountain View Whisman School District's (MVWSD) Local Control and Accountability Plan (LCAP) Survey. This survey, disseminated to parents, students, and staff, assessed stakeholders' perceptions of MVWSD with respect to conditions of learning, student achievement and educational effectiveness, 21st century skills/college and career readiness, school environment, and school engagement.

METHODOLOGY

Hanover Research analyzes 1,569 parent responses, 2,436 student responses, and 322 staff responses in this report.[1] The first section describes demographic and other characteristics of respondents for this survey.

In addition to presenting overall results for the 2019 LCAP Survey, Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, and 2019) and highlights statistically significant and meaningful differences across years. All results are included in the data supplement. Hanover denotes statistical significance between two or more groups with an asterisk (*) and calculates statistical significance in this report and the accompanying data supplement with a 95 percent confidence level.

Throughout this analysis, charts exclude "Not Applicable" or "I don't know/No opinion" responses, thereby focusing on respondent agreement, satisfaction, and other substantive results. Additionally, to facilitate interpretation of results, the charts display survey items in order of highest overall agreement or satisfaction to lowest. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., Grade 8 parents).

KEY FINDINGS

CONDITIONS OF LEARNING

- **Parents indicate that their child's school provides a positive learning environment for students.** Most parents agree that school facilities are clean and well maintained (90%), that they understand what the school expects from their child and believe these expectations are appropriate (84%), and that school testing and grading practices are fair (81%). Furthermore, parents indicate that they are satisfied with their child's teacher (86%) and the quality of education their child receives (76%).

- **While respondents indicate that students and staff have access to the academic resources and support they need, parents may not understand the non-academic supports available to their child.** Over 90 percent of students and staff agree that students at their school have access to necessary instructional materials, and 78 percent of parents state they are satisfied with their child's instructional materials.

---

[1] Hanover performed standard data cleaning to exclude incomplete or poor-quality responses from the data set.

However, fewer parents agree that they understand what types of non-academic supports are available to their child (64%).

- **Students feel supported by adults at their school.** Over 90 percent of students agree that their principal (91%) and adults at their school (92%) care about their success. Furthermore, 91 percent of students say they know where to go for help if they are having trouble with their school work, and 87% are comfortable asking their teacher questions.

- **Most staff agree that students are engaged at school, but slightly fewer staff agree that students are prepared.** Over 80 percent of staff agree that students at their school feel comfortable asking teachers questions and actively participate in class. Additionally, 76 percent agree that students seem engaged and interested in course material. However, slightly fewer staff agree that students come to class prepared and ready to learn (68%).

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

- **Respondents continue to perceive the ELL education in their school positively**. For example, 85 percent of ELL parent respondents indicate their child receives the resources and support they need as an ELL student. Further, about 90 percent of ELL student respondents agree that their teacher helps them learn English and that their school gives positive encouragement to English Learners. In addition, 78 percent of staff respondents agree that ELL students receive the resources and support they need, which is significantly higher than in 2017-18 (67%).

- **Respondents view the supports available to special education students more positively this year, compared to previous years.** Compared to 2017-18, parents and staff more frequently agree that special education students receive the resources and support they need (Parents: 68% vs. 50%, Staff: 67% vs. 53%). They are also more likely to indicate that classroom aides (80% vs. 71%), tutors (75% vs. 63%), and teachers (74% vs. 58%) are very or extremely helpful.

- **Staff responses indicate that teachers and administrators work together to improve student outcomes.** About 90 percent of staff agree that teachers at their school are committed to continuously improving opportunities for student learning and that their school uses student performance data for planning. Additionally, over 75 percent of staff agree that their school provides adequate support to teachers and that administrators listen to their suggestions and recommendations.

21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

- **Compared to students and parents, staff less frequently agree that students are prepared for the future.** While 86 percent of students and 72 percent of parents agree that they are (their child is) on track for high school success, only 58 percent of staff agree that students at their school are on track for high school success.

Additionally, only 57 percent of staff agree that students are on track for college and/or career success, compared to 79 percent of parents.

- **In general, respondents agree that students have access a range of enrichment activities at school.** Specifically, 79 percent of parents and 84 percent of staff agree that students have access to a wide range of enrichment activities. Further, 90 percent of staff and 97 percent of students agree that their school provides activities in art, music, and foreign languages.

SCHOOL ENVIRONMENT

- **All stakeholder groups generally hold positive views of their/their child's school environment.** About 90 percent of parent respondents agree that their child trusts teachers and staff, is safe at school, has friends at school, is respected at school, and is encouraged on a regular basis by teachers and staff. Between 87-96 percent of students respond similarly regarding their school environment. Further, 89 percent of staff agree that they feel safe at school and 95 percent agree that teachers and staff encourage students on a regular basis. Notably, significantly more staff agree that students receive the social-emotional support they need this year compared to last year (73% vs. 59%).

SCHOOL ENGAGEMENT

- **Parents indicate that parental involvement is encouraged at their child's.** Most parent respondents agree that their child's school encourages parental involvement (86%) and that they feel comfortable participating in school activities for parents/guardians (86%). However, slightly fewer parents agree that Community Engagement Facilitators have reached out to them (54%) or encouraged their involvement in school events (58%). In comparison, 83 percent of staff indicate that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at their school.

SECTION I: RESPONDENT DEMOGRAPHICS

PARENT RESULTS

Figure 1.1: Survey Language

■ English   ■ Spanish

17%

83%

n=1,569

Figure 1.2: Number of Children Currently Enrolled

	57%	37%	5%	0%
	1	2	3	4 or more

n=1,569

Figure 1.3: Child's School

School	Percentage
Graham Middle School	17%
Frank L. Huff Elementary School	17%
Crittenden Middle School	12%
Benjamin Bubb Elementary School	11%
Stevenson Elementary School	10%
Gabriela Mistral Elementary School	9%
Edith Landels Elementary School	9%
Monta Loma Elementary School	7%
Mariano Castro Elementary School	4%
Theuerkauf Elementary School	3%
Castro Preschool	1%
Theuerkauf Preschool	0%(n=7)
Independent Study	0%(n=5)
Slater Preschool	0% (n=4)

n=1,569

Figure 1.4: Race/Ethnicity

Race/Ethnicity	Percentage
White	37%
Hispanic/Latino	23%
Asian/Asian American	22%
Multiracial	3%
Filipino	2%
African American/Black	1%
Native Hawaiian/Pacific Islander	0%
American Indian/Alaska Native	0%
Other	1%
Prefer not to say	10%
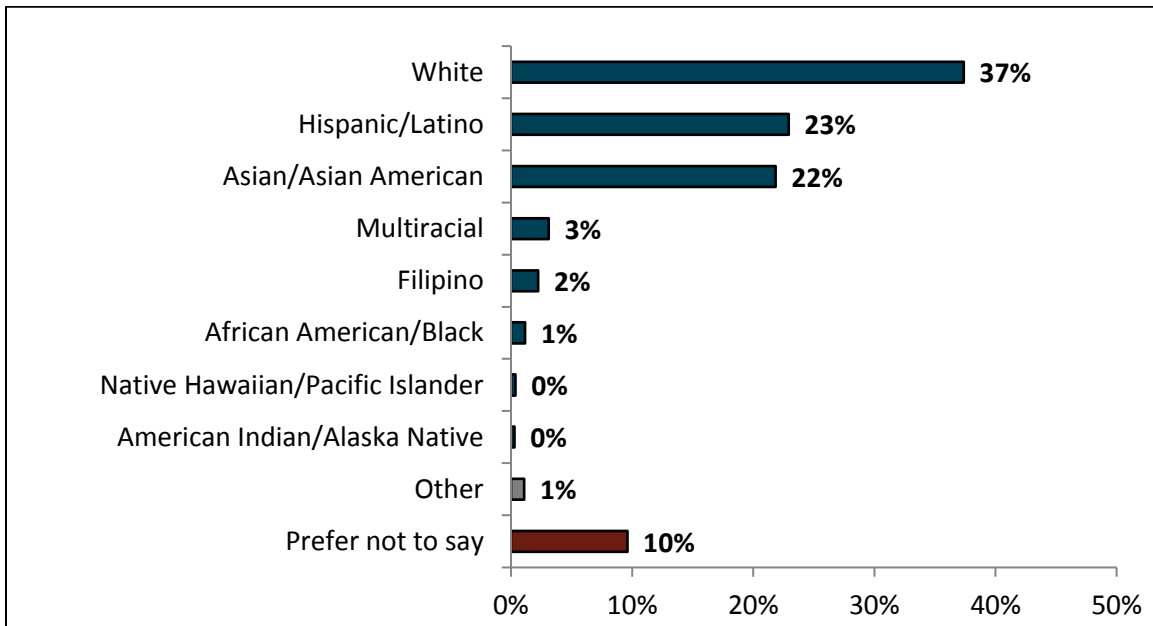
n=1,383

Figure 1.5: Language Spoken at Home

Language	Percentage
English	75%
Spanish	25%
Mandarin	6%
Russian	4%
French	2%
Vietnamese	1%
Cantonese	1%
Tagalog	1%
Portuguese	1%
German	1%
Arabic	1%
Korean	1%
Italian	1%
Other	12%
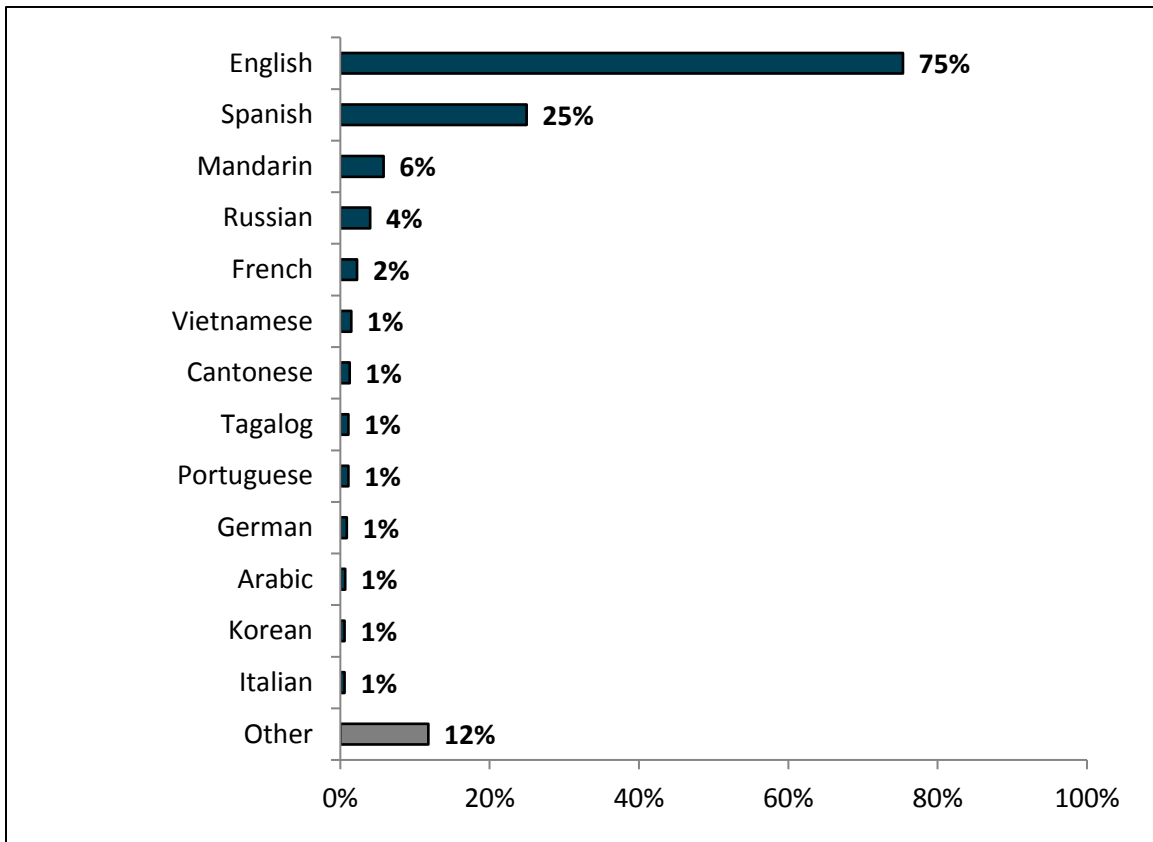
n=1,383

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 1.6: Highest Level of Completed Education

Education	Percentage
Some high school	7%
High school diploma/GED	5%
Some college or postsecondary technical…	6%
2-year degree (A.A., A.S.)	3%
4-year degree (B.A., B.S.)	26%
Some graduate school	4%
Advanced Degree (M.A., M.S.)	41%
Prefer not to answer	8%

n=1,383

STUDENT RESULTS

Figure 1.7: Grade Level

Grade 4	19%
Grade 5	21%
Grade 6	20%
Grade 7	20%
Grade 8	20%
None of the above	0% (n=3)

n=2,436

Figure 1.8: School Currently Attending

Graham Middle School	32%
Crittenden Middle School	27%
Frank L. Huff Elementary School	8%
Benjamin Bubb Elementary School	6%
Edith Landels Elementary School	6%
Gabriela Mistral Elementary School	5%
Stevenson Elementary School	4%
Mariano Castro Elementary School	4%
Monta Loma Elementary School	4%
Theuerkauf Elementary School	3%
Independent Study	0% (n=1)
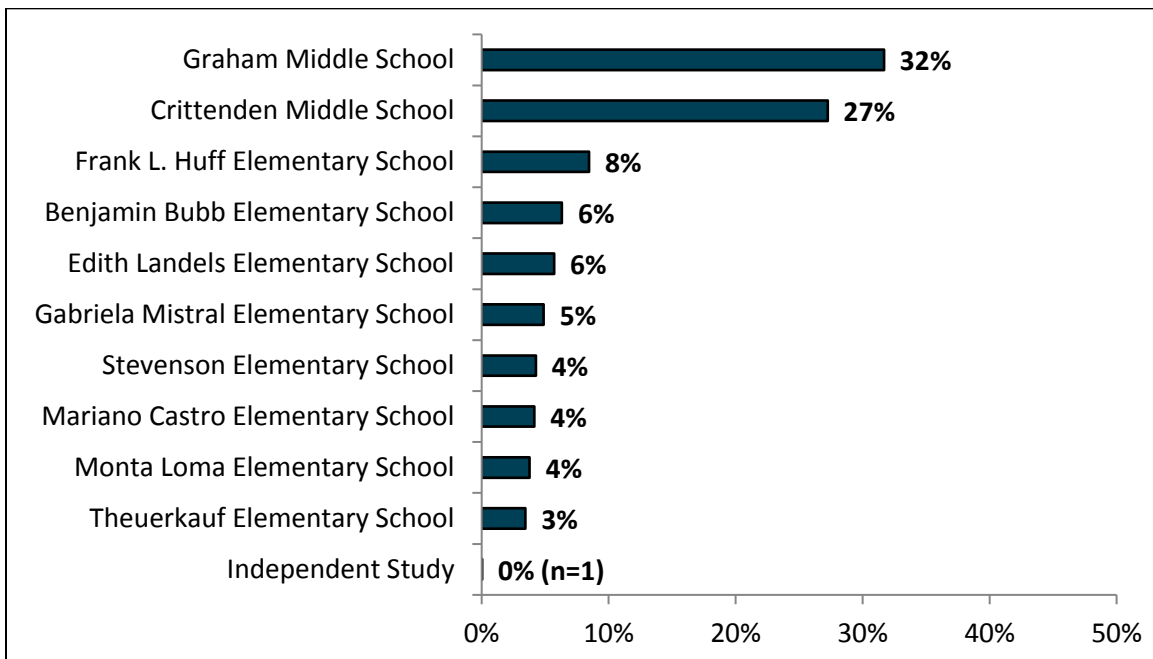
n=2,436

Figure 1.9: Race/Ethnicity

Category	Percentage
Hispanic/Latino	25%
White	21%
Asian/Asian American	13%
More than one race/ethnicity	11%
Filipino	3%
African American/Black	2%
American Indian/Alaska Native	1%
Native Hawaiian/Pacific Islander	0%
Other	8%
Prefer not to say	16%
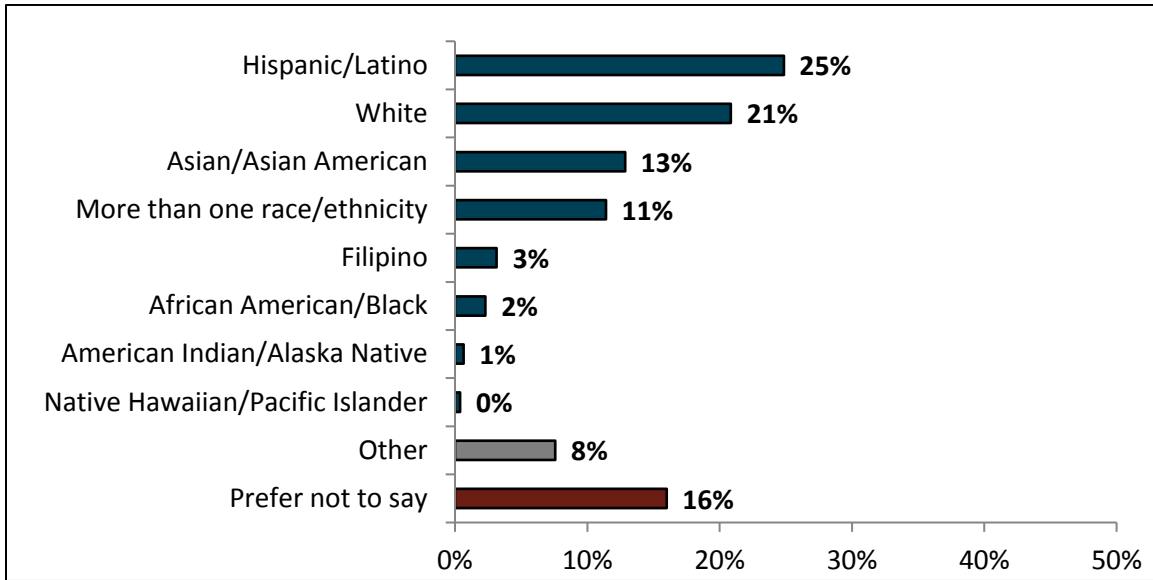
n=2,350

Figure 1.10: Language Spoken Most Often at Home

Language	Percentage
English	60%
Spanish	22%
Russian	2%
Mandarin	2%
Korean	1%
Tagalog	1%
Portuguese	1%
French	1%
Cantonese	0% (n=9)
Vietnamese	0% (n=8)
German	0% (n=8)
Arabic	0% (n=4)
Italian	0% (n=1)
Other	10%
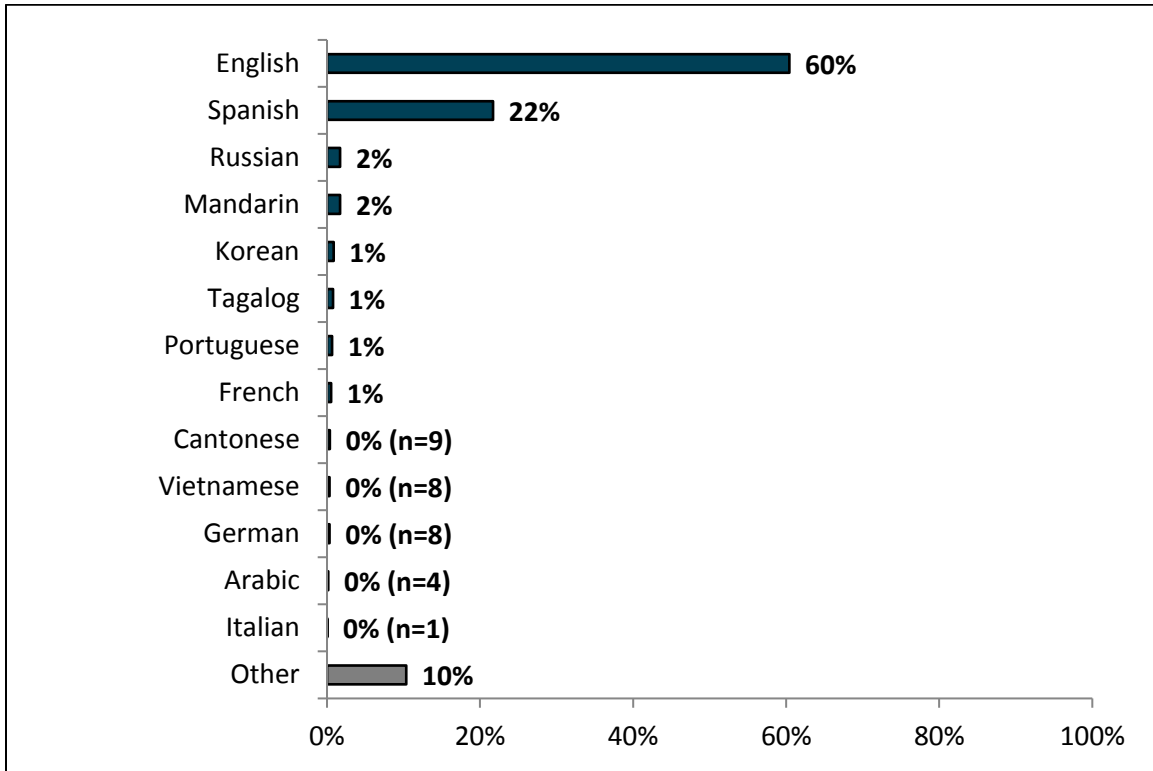
n=2,347

STAFF RESULTS

Figure 1.11: Role/Position at MVWSD
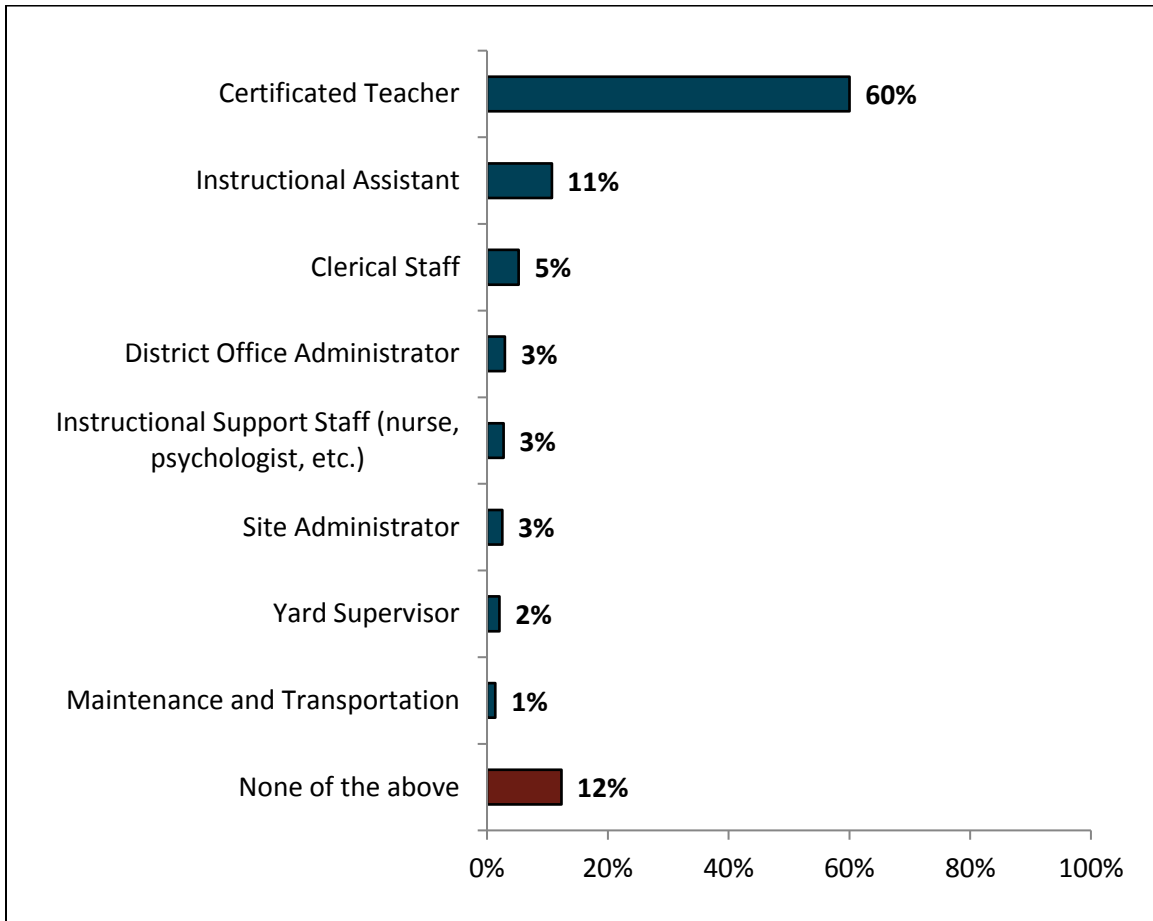
n=438

Figure 1.12: Primary Work Location

Location	Percentage
Graham Middle School	16%
Crittenden Middle School	14%
Frank L. Huff Elementary School	11%
Benjamin Bubb Elementary School	9%
Edith Landels Elementary School	9%
Theuerkauf Elementary School	8%
Monta Loma Elementary School	8%
District Office	7%
Stevenson Elementary School	6%
Mariano Castro Elementary School	5%
Gabriela Mistral Elementary School	4%
Castro Preschool	2%
Slater Preschool	1%
MOT Department	0% (n=2)
Child Nutrition Department	0% (n=2)
None of the above	0% (n=1)

n=438

Figure 1.13: Grade(s) Primarily Taught

Grade	Percentage
Preschool	2%
Transitional Kindergarten	2%
Kindergarten	20%
1st Grade	22%
2nd Grade	21%
3rd Grade	22%
4th Grade	20%
5th Grade	21%
6th Grade	21%
7th Grade	23%
8th Grade	23%
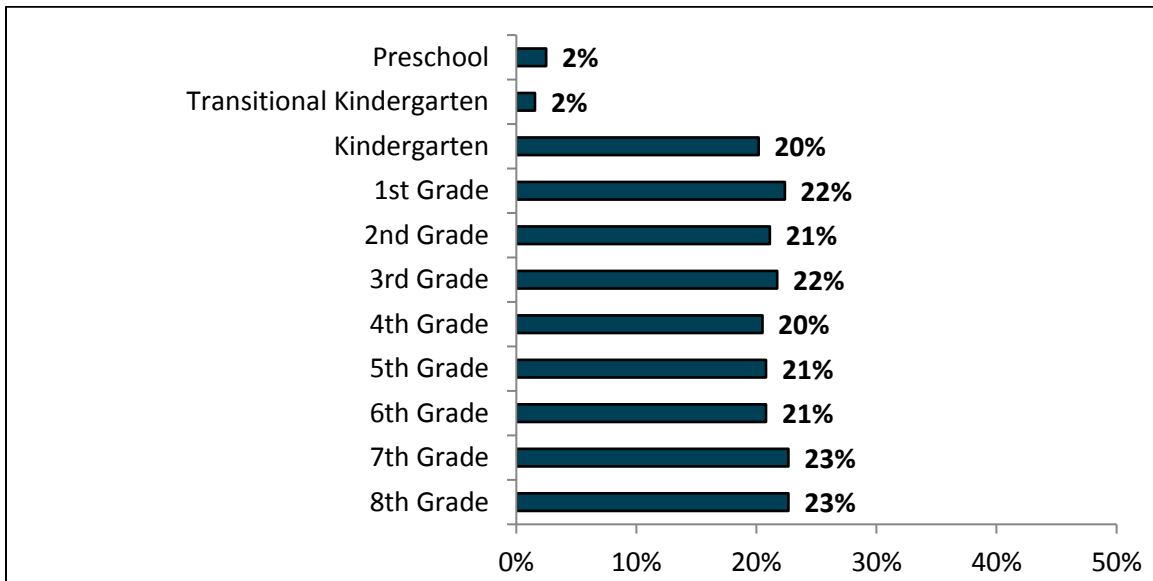
n=322

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 1.14: Subject(s) Primarily Taught

Subject	Percentage
Special Education	20%
Mathematics	19%
Social Studies	12%
English/Language Arts	11%
Science	10%
Arts (Visual Arts, Performing Arts, etc.)	6%
Physical Education	6%
Computer/Engineering Technology	4%
Music	4%
English Language Development (ELD)	3%
Multiple Subjects (Elementary)	1%
Response to Instruction	1%
World Languages	1%
Other	2%
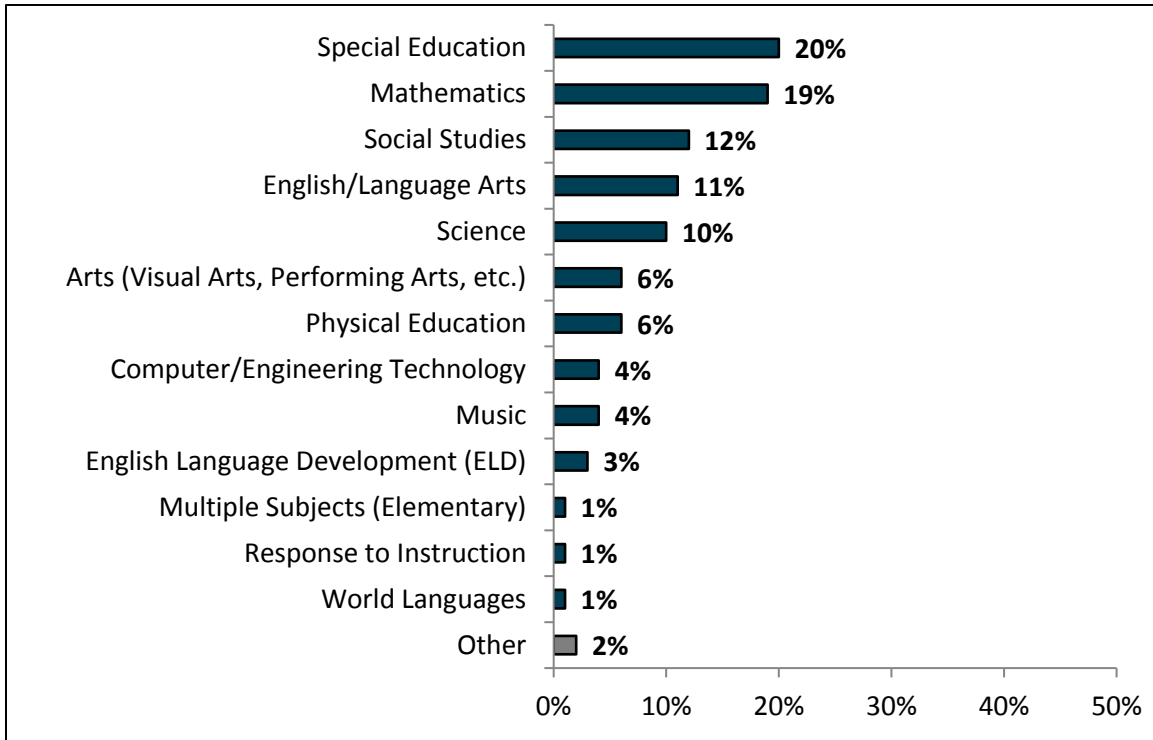
n=100

Note: Only 6th, 7th, and 8th Grade Certificated Teachers or Instructional Assistants responded to this question.

SECTION II: CONDITIONS OF LEARNING

The following section examines the responses of students, parents, and staff related to school facilities, student supports, teacher effectiveness, and instructional resources.

PARENT RESULTS

Figure 2.1: Quality of Child's Learning Environment

Legend: ■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

- School facilities are well maintained. (n=1,557): 46% Agree, 45% Strongly agree
- School facilities are clean. (n=1,552): 48% Agree, 42% Strongly agree
- Students are provided access to standards-aligned instructional materials. (n=1,476): 7% Neither, 50% Agree, 37% Strongly agree
- Teachers at my child's school have appropriate expectations for my child. (n=1,536): 8% Neither, 47% Agree, 37% Strongly agree
- I understand what the school expects from my child. (n=1,541): 10% Neither, 54% Agree, 30% Strongly agree
- The school's testing and grading practices are fair. (n=1,402): 13% Neither, 51% Agree, 29% Strongly agree
- I understand what types of academic supports are available to my child. (n=1,504): 11% Disagree, 14% Neither, 48% Agree, 24% Strongly agree
- I understand what types of non-academic supports are available to my child. (n=1,472): 14% Disagree, 20% Neither, 45% Agree, 18% Strongly agree

Figure 2.2: Quality of Child's Learning Environment (By Year)

% Strongly Agree + % Agree

■ 2016 (n=843-916)   ■ 2017 (n=1,660-1,778)
■ 2018 (n=1,027-1,112)   ■ 2019 (n=1,402-1,557)

School facilities are clean.*
- 85%
- 86%
- 86%
- 90%

Students are provided access to standards-aligned instructional materials.
- 85%
- 87%
- 86%
- 87%

School facilities are well maintained.*
- 80%
- 84%
- 82%
- 90%

I understand what the school expects from my child.
- 82%
- 84%
- 85%
- 84%

Teachers at my child's school have appropriate expectations for my child.*
- 80%
- 85%
- 83%
- 84%

The school's testing and grading practices are fair.*
- 77%
- 82%
- 80%
- 81%

I understand what types of academic supports are available to my child.*
- 63%
- 73%
- 69%
- 72%

I understand what types of non-academic supports are available to my child.*
- 55%
- 66%
- 60%
- 64%

0%   20%   40%   60%   80%   100%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Figure 2.3: Satisfaction with Child's Learning Environment

Legend: ■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied ■ Satisfied ■ Completely satisfied

My child's teacher (n=1,508): 9%, 38%, 48%

My child's instructional materials (n=1,482): 14%, 50%, 28%

The support my child receives in Response to Instruction (RTI) (n=953): 6%, 14%, 53%, 24%

The quality of education my child is currently receiving (n=1,513): 16%, 50%, 27%

The academic support my child receives (n=1,475): 6%, 16%, 47%, 27%

The non-academic support my child receives (n=1,336): 8%, 17%, 48%, 24%

Figure 2.4: Satisfaction with Child's Learning Environment (By Year)

% Completely Satisfied + % Satisfied

■ 2016 (n=778-911)   ■ 2017 (n=1,530-1,741)
■ 2018 (n=933-1,101)   ■ 2019 (n=1,336-1,513)

My child's teacher*
- 83%
- 84%
- 85%
- 86%

My child's instructional materials*
- 69%
- 76%
- 74%
- 78%

The quality of education my child is currently receiving*
- 71%
- 75%
- 76%
- 76%

The academic support my child receives*
- 68%
- 75%
- 73%
- 74%

The non-academic support my child receives*
- 65%
- 72%
- 69%
- 71%

The support my child receives in Response to Instruction (RTI)
- 77%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Question about RTI was added to 2018-19 Survey, so there are no results for previous years.

STUDENT RESULTS

Figure 2.5: Quality of Learning Environment

Legend: ■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

- My school provides enough textbooks and other materials to students. (n=2,229): 49%, 45%
- My school provides a good education to students. (n=2,280): 46%, 47%
- Adults at my school care about my success. (n=2,085): 6%, 50%, 42%
- My school has clear expectations for all students. (n=2,107): 6%, 55%, 36%
- I know where to go for help if I am having trouble with my school work. (n=2,272): 7%, 52%, 39%
- The principal at my school cares about my success. (n=2,035): 6%, 46%, 45%
- I feel comfortable asking my teacher questions. (n=2,241): 10%, 51%, 36%
- Grading at my school is fair. (n=2,114): 11%, 54%, 32%
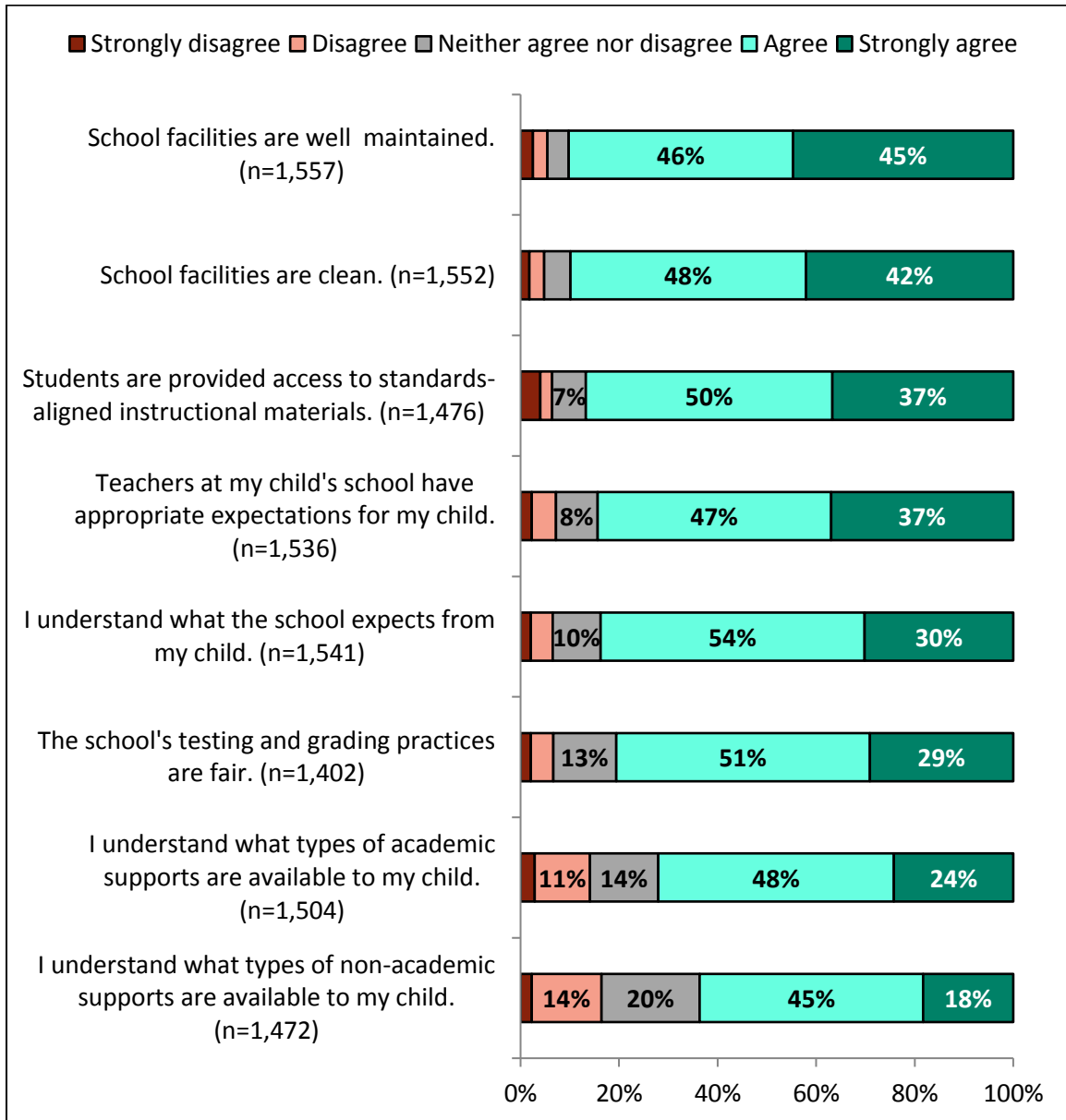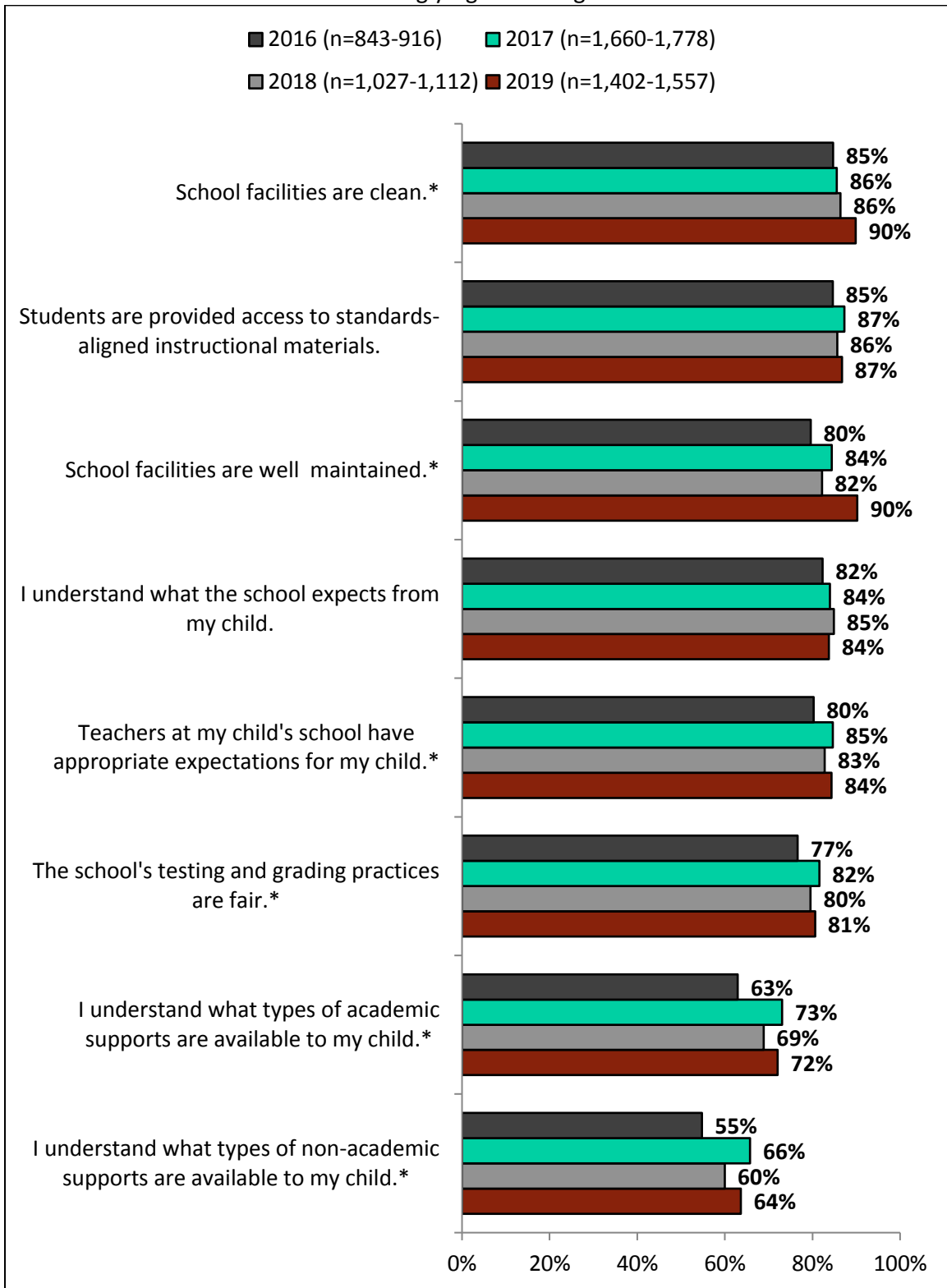- My school is clean. (n=2,100): 7%, 24%, 55%, 14%

Figure 2.6: Quality of Learning Environment (By Year)
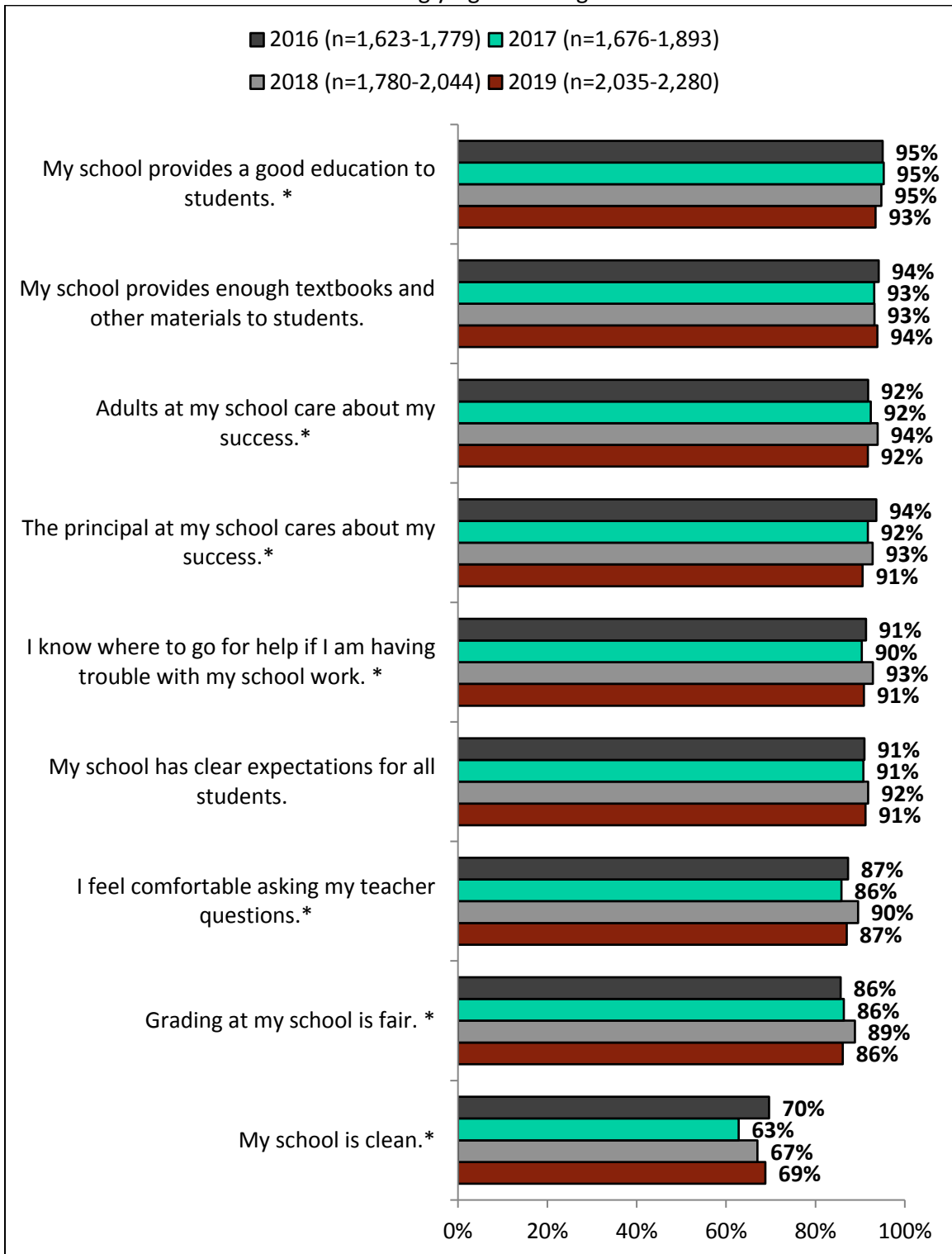
% Strongly Agree + % Agree

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

STAFF RESULTS

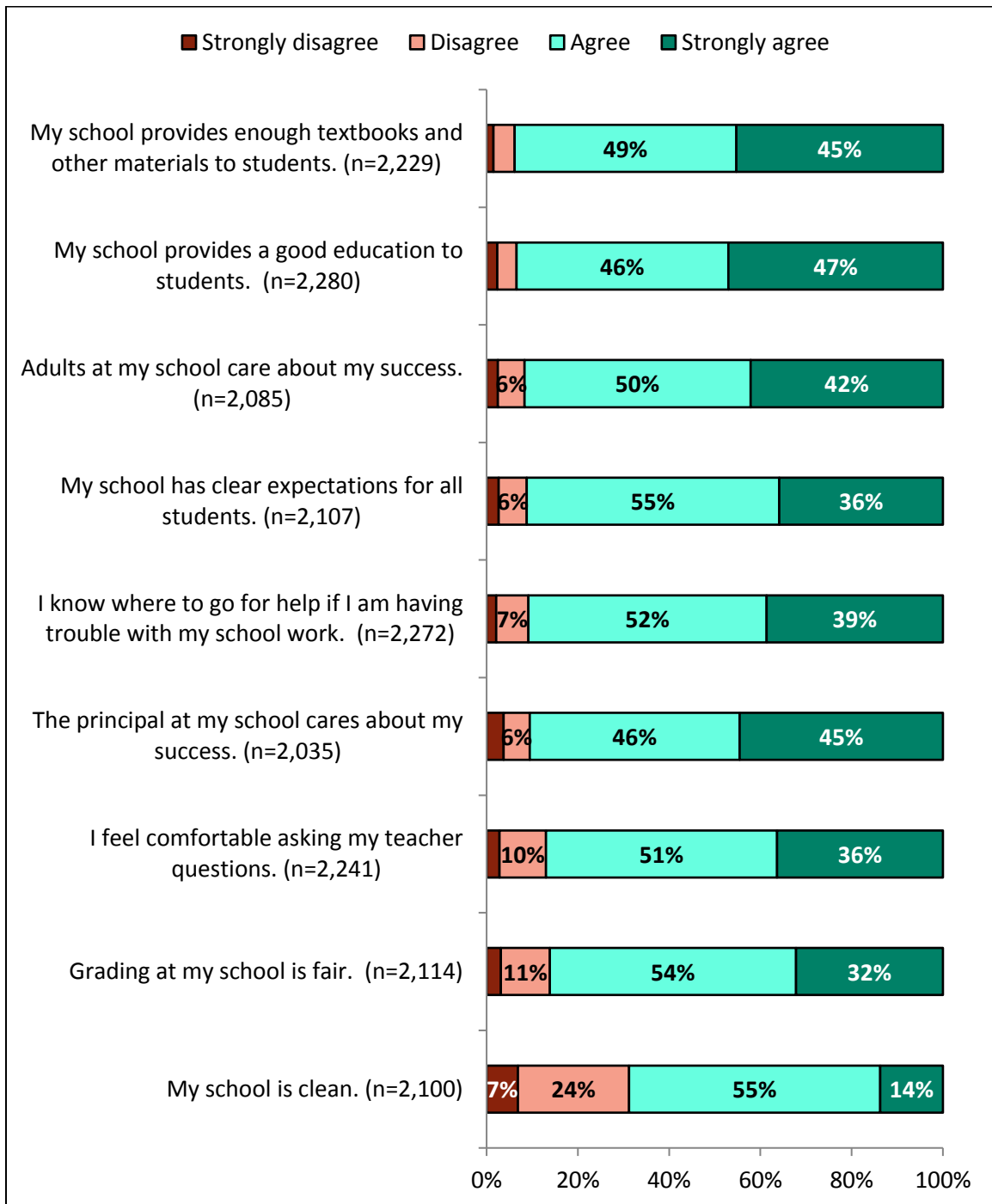**Figure 2.7: Quality of Learning Environment**

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree □ Agree ■ Strongly agree

Teachers at my school care about students' success. (n=409) — 24% | 72%

Students at my school have access to the necessary instructional materials (e.g., textbooks). (n=403) — 35% | 57%

Students at my school feel comfortable asking the teachers questions. (n=402) — 9% | 46% | 41%

Grading at my school is fair. (n=367) — 11% | 49% | 37%

Students at my school have access to non-academic counseling and guidance. (n=395) — 6% | 9% | 46% | 38%

I am provided with the necessary instructional materials. (n=317) — 10% | 39% | 43%

Students at my school actively participate in class. (n=389) — 14% | 53% | 28%

Students at my school seem engaged and interested in the course material. (n=395) — 18% | 49% | 27%

Students at my school come to class prepared and ready to learn. (n=394) — 7% | 23% | 48% | 20%

0% 20% 40% 60% 80% 100%

Figure 2.8: Quality of Learning Environment (By Year)

% Strongly Agree + % Agree

■ 2016 (n=174-196) ■ 2017 (n=257-302) ■ 2018 (n=279-316) ■ 2019 (n=317-409)

Teachers at my school care about students' success.
- 95%
- 96%
- 94%
- 96%

Students at my school have access to the necessary instructional materials (e.g., textbooks).*
- 85%
- 91%
- 92%
- 93%

Students at my school feel comfortable asking the teachers questions.*
- 85%
- 90%
- 84%
- 87%

Grading at my school is fair.*
- 70%
- 79%
- 77%
- 86%

Students at my school actively participate in class.
- 75%
- 81%
- 77%
- 81%

Students at my school have access to non-academic counseling and guidance.*
- 74%
- 78%
- 73%
- 84%

I am provided with the necessary instructional materials.*
- 65%
- 78%
- 78%
- 83%

Students at my school seem engaged and interested in the course material.
- 69%
- 77%
- 77%
- 76%

Students at my school come to class prepared and ready to learn.*
- 55%
- 66%
- 67%
- 68%

0%   20%   40%   60%   80%   100%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

SECTION III: STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

The following section examines feedback related to supports for specific student groups, such as ELL students, special education students, or underperforming students, as well as satisfaction with extracurricular programs for students and professional development opportunities for staff.
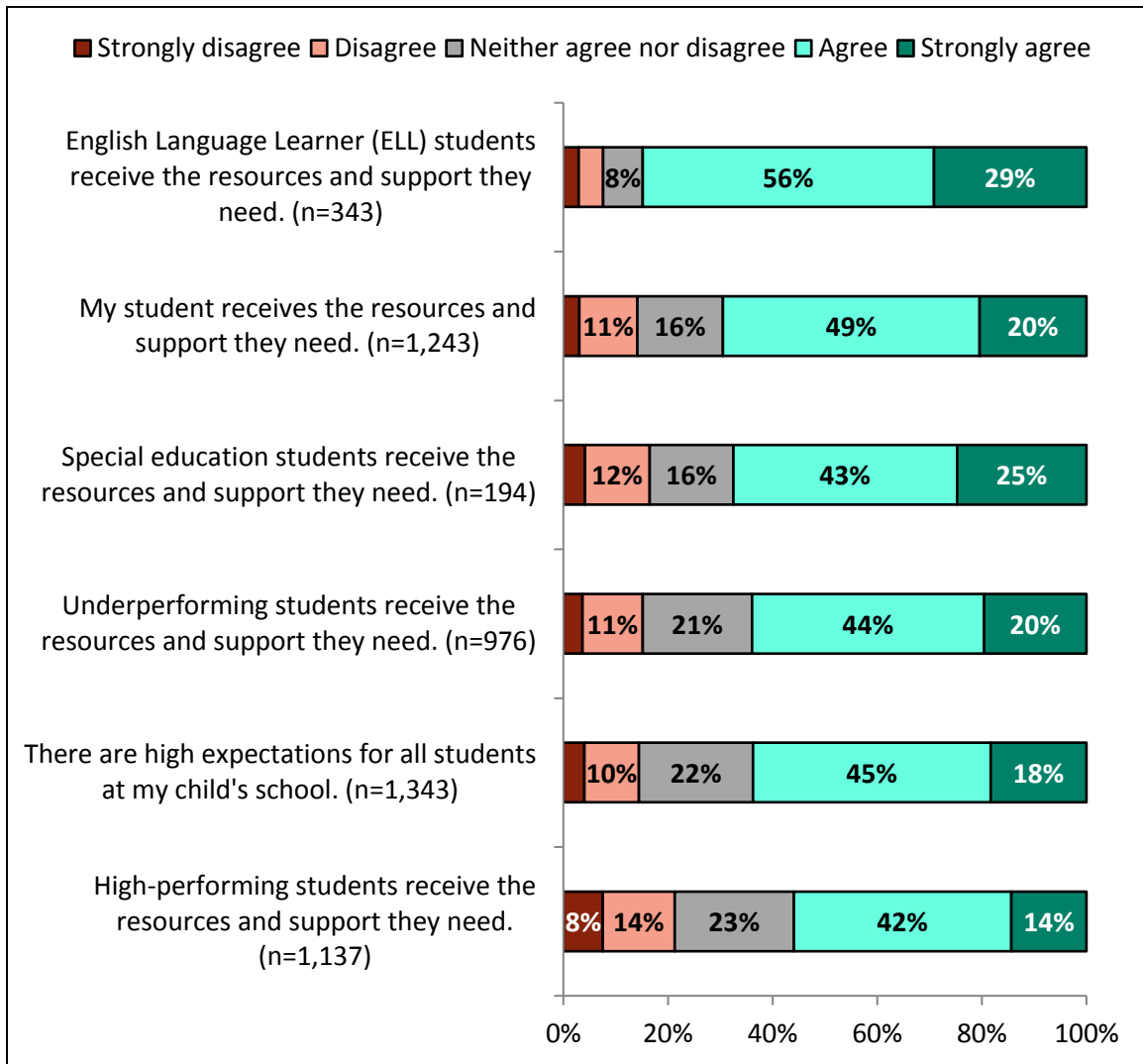
PARENT RESULTS

Figure 3.1: Child's Special Program Status
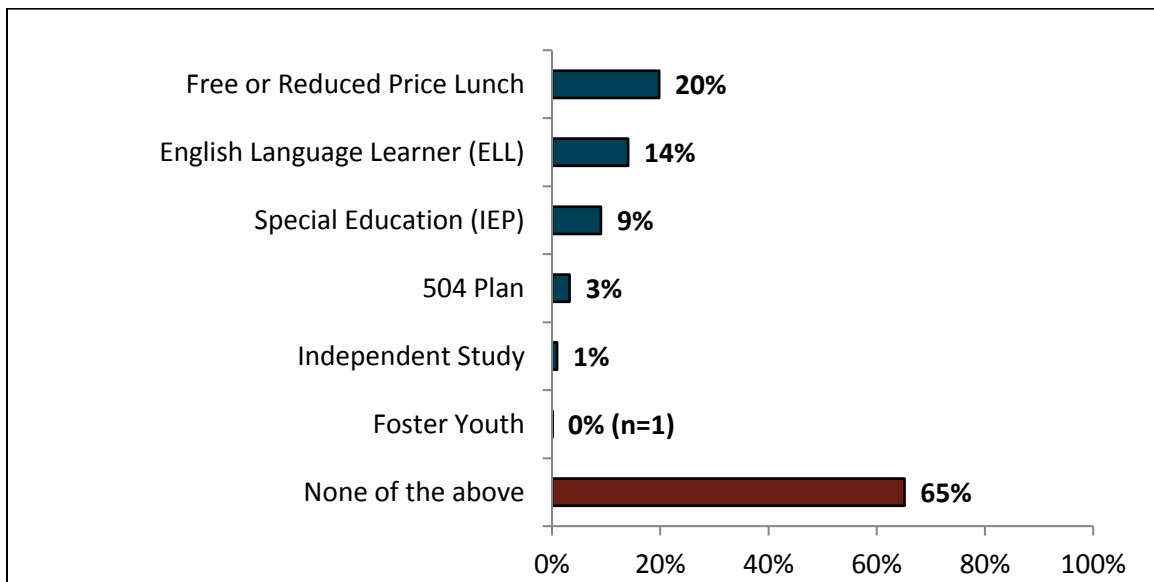
n=1,569

Note: Respondents could select more than one option; therefore, totals exceed 100%.
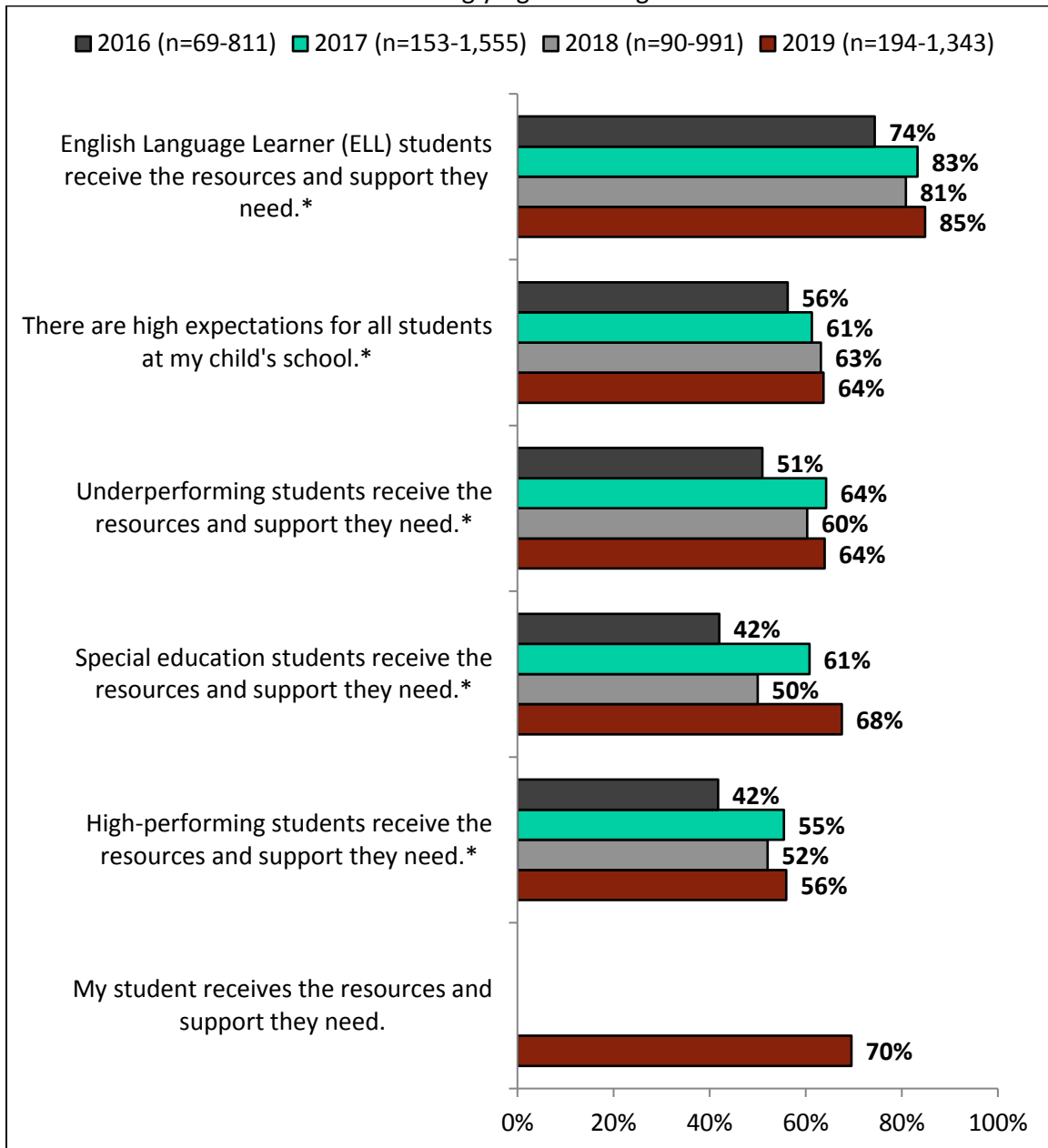
Figure 3.2: Quality of Student Support

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree □ Agree ■ Strongly agree

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
English Language Learner (ELL) students receive the resources and support they need. (n=343)			8%	56%	29%
My student receives the resources and support they need. (n=1,243)		11%	16%	49%	20%
Special education students receive the resources and support they need. (n=194)		12%	16%	43%	25%
Underperforming students receive the resources and support they need. (n=976)		11%	21%	44%	20%
There are high expectations for all students at my child's school. (n=1,343)		10%	22%	45%	18%
High-performing students receive the resources and support they need. (n=1,137)	8%	14%	23%	42%	14%

Note: Only respondents who indicated their child is an ELL and/or Special Education student were shown the corresponding questions.

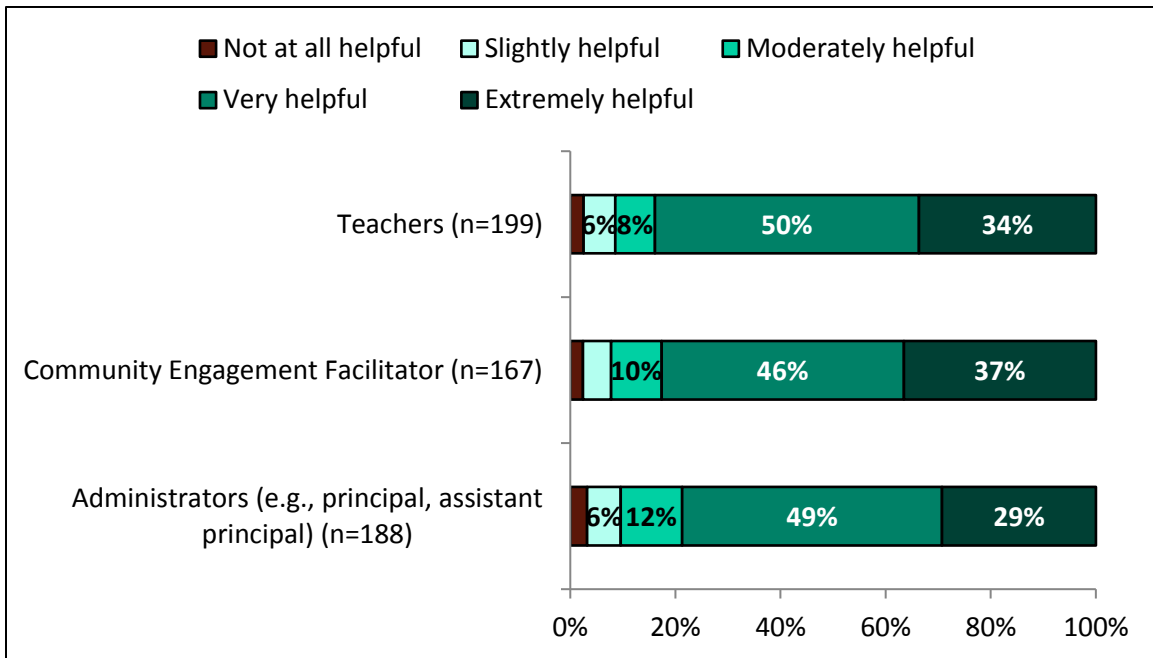**Figure 3.3: Quality of Student Support (By Year)**

% Strongly Agree + % Agree

■ 2016 (n=69-811) ■ 2017 (n=153-1,555) ■ 2018 (n=90-991) ■ 2019 (n=194-1,343)

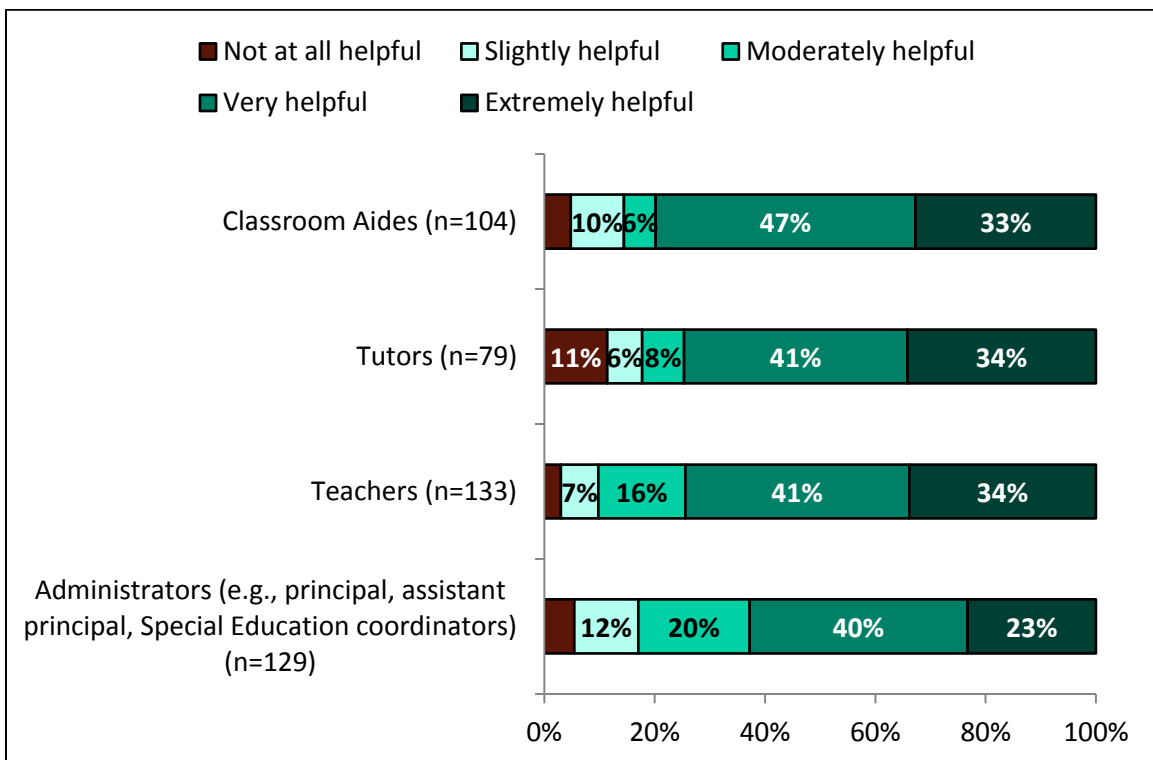| Statement	2016	2017	2018	2019
English Language Learner (ELL) students receive the resources and support they need.*	74%	83%	81%	85%
There are high expectations for all students at my child's school.*	56%	61%	63%	64%
Underperforming students receive the resources and support they need.*	51%	64%	60%	64%
Special education students receive the resources and support they need.*	42%	61%	50%	68%
High-performing students receive the resources and support they need.*	42%	55%	52%	56%
My student receives the resources and support they need.				70%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Question "My student receives the resources and support they need" was added to 2018-19 Survey, so there are no results for previous years.

Figure 3.4: Helpfulness of Staff for ELL Students

■ Not at all helpful □ Slightly helpful ■ Moderately helpful
■ Very helpful ■ Extremely helpful

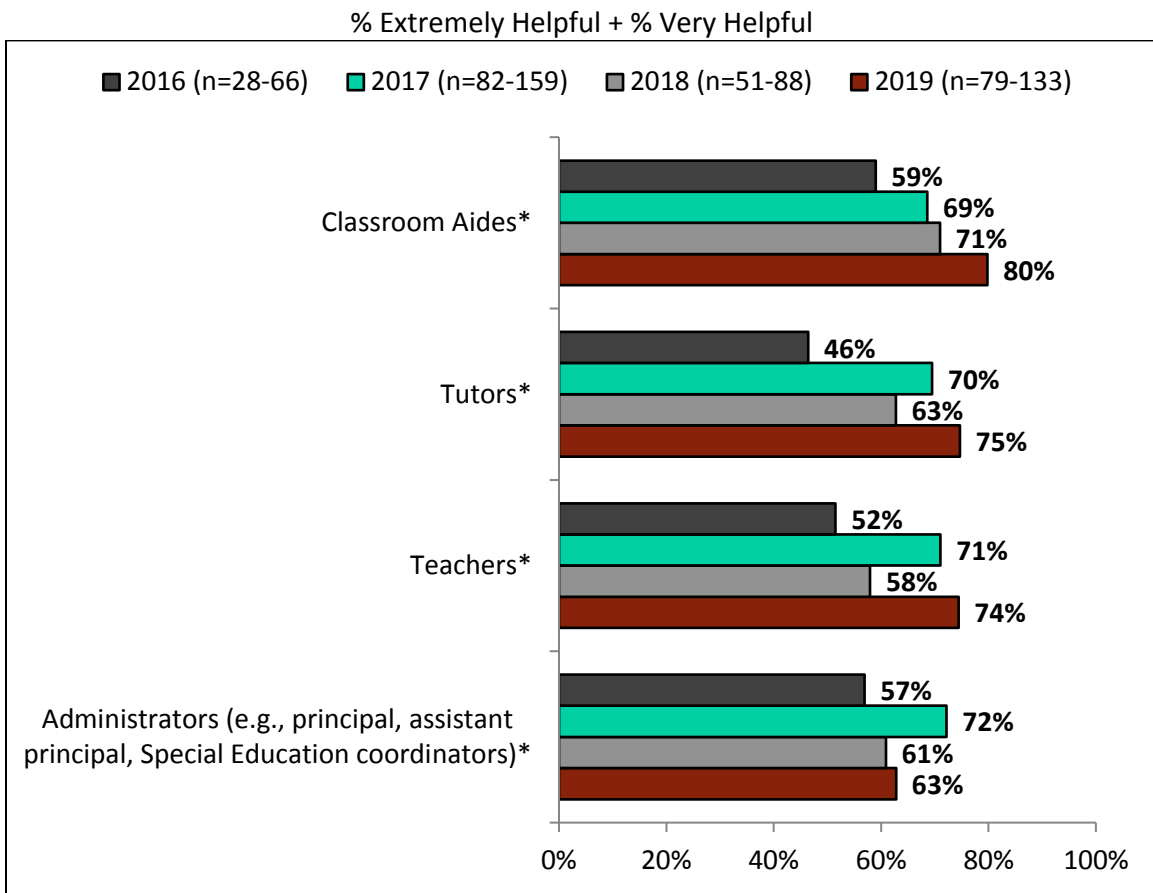| Staff		
Teachers (n=199)	6% 8%	50%	34%
Community Engagement Facilitator (n=167)	10%	46%	37%
Administrators (e.g., principal, assistant principal) (n=188)	6% 12%	49%	29%

Note: This question shown only to respondents who indicated their child is an ELL student.

Figure 3.5: Helpfulness of Staff for Special Education Students

■ Not at all helpful □ Slightly helpful ■ Moderately helpful
■ Very helpful ■ Extremely helpful

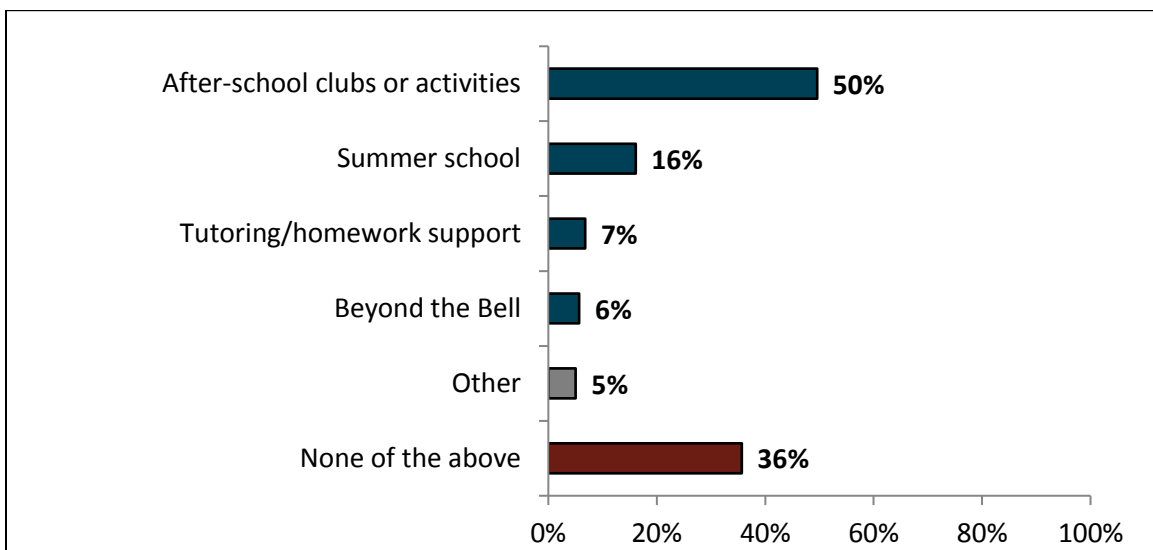| Staff		
Classroom Aides (n=104)	10% 6%	47%	33%
Tutors (n=79)	11% 6% 8%	41%	34%
Teachers (n=133)	7% 16%	41%	34%
Administrators (e.g., principal, assistant principal, Special Education coordinators) (n=129)	12% 20%	40%	23%

Note: This question shown only to respondents who indicated their child is a Special Education student.

Figure 3.6: Helpfulness of Staff for Special Education Students (By Year)

% Extremely Helpful + % Very Helpful

Legend: 2016 (n=28-66), 2017 (n=82-159), 2018 (n=51-88), 2019 (n=79-133)

Classroom Aides*
- 2016: 59%
- 2017: 69%
- 2018: 71%
- 2019: 80%

Tutors*
- 2016: 46%
- 2017: 70%
- 2018: 63%
- 2019: 75%

Teachers*
- 2016: 52%
- 2017: 71%
- 2018: 58%
- 2019: 74%

Administrators (e.g., principal, assistant principal, Special Education coordinators)*
- 2016: 57%
- 2017: 72%
- 2018: 61%
- 2019: 63%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Figure 3.7: Child's Participation in School-Sponsored Programs

- After-school clubs or activities: 50%
- Summer school: 16%
- Tutoring/homework support: 7%
- Beyond the Bell: 6%
- Other: 5%
- None of the above: 36%

n=1,491

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.8: Satisfaction with School-Sponsored Programs
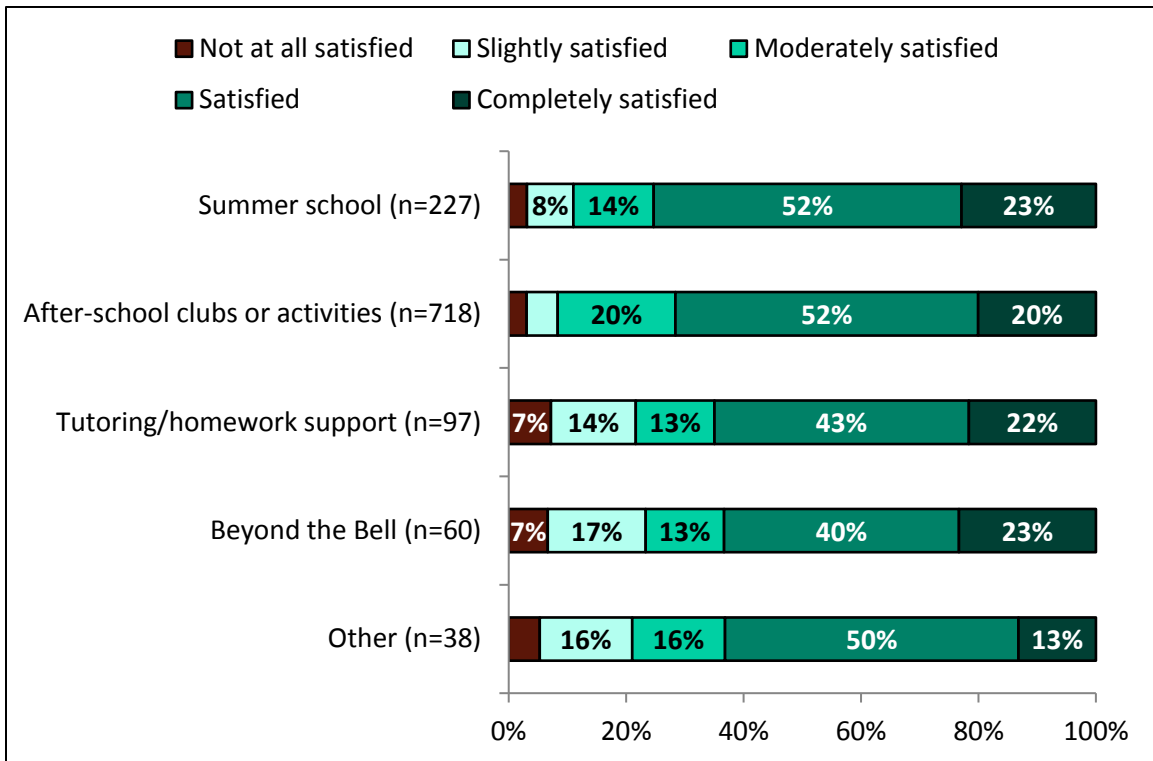
Legend: ■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied ■ Satisfied ■ Completely satisfied

Program	Moderately satisfied	Satisfied	Completely satisfied
Summer school (n=227)	8% / 14%	52%	23%
After-school clubs or activities (n=718)	20%	52%	20%
Tutoring/homework support (n=97)	7% / 14% / 13%	43%	22%
Beyond the Bell (n=60)	7% / 17% / 13%	40%	23%
Other (n=38)	16% / 16%	50%	13%

Note: Only respondents who indicated they participated in programs responded to the corresponding components of this question.

STUDENT RESULTS
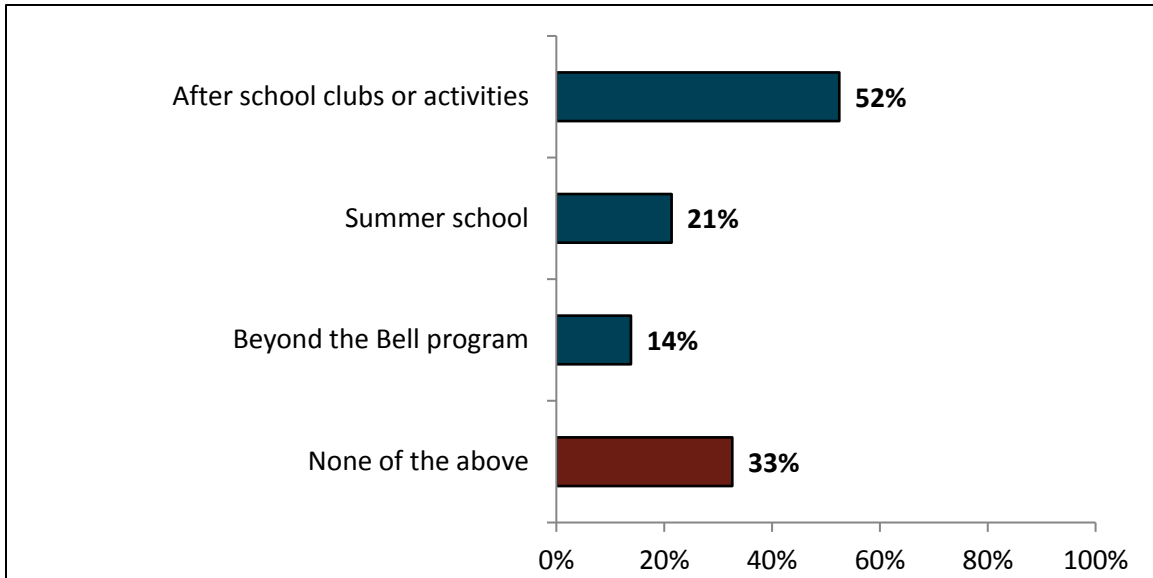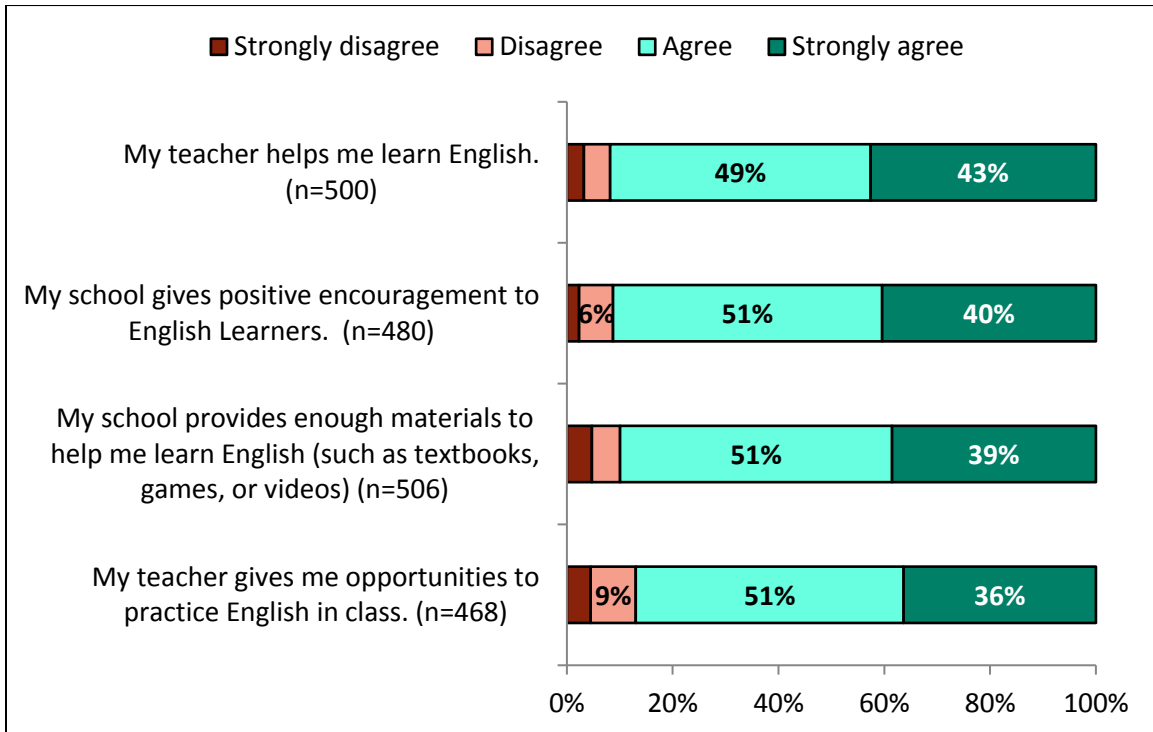
Figure 3.9: Special Student Groups

Legend: ■ I don't know □ No ■ Yes

Question	I don't know	No	Yes
Do you receive Free or Reduced Price Lunch?	31%	45%	24%
Are you learning how to speak and write English as a second language?	7%	71%	23%
Do you have an Individualized Education Plan (IEP)?	56%	38%	6%
Do you have a 504 Plan?	64%	34%	
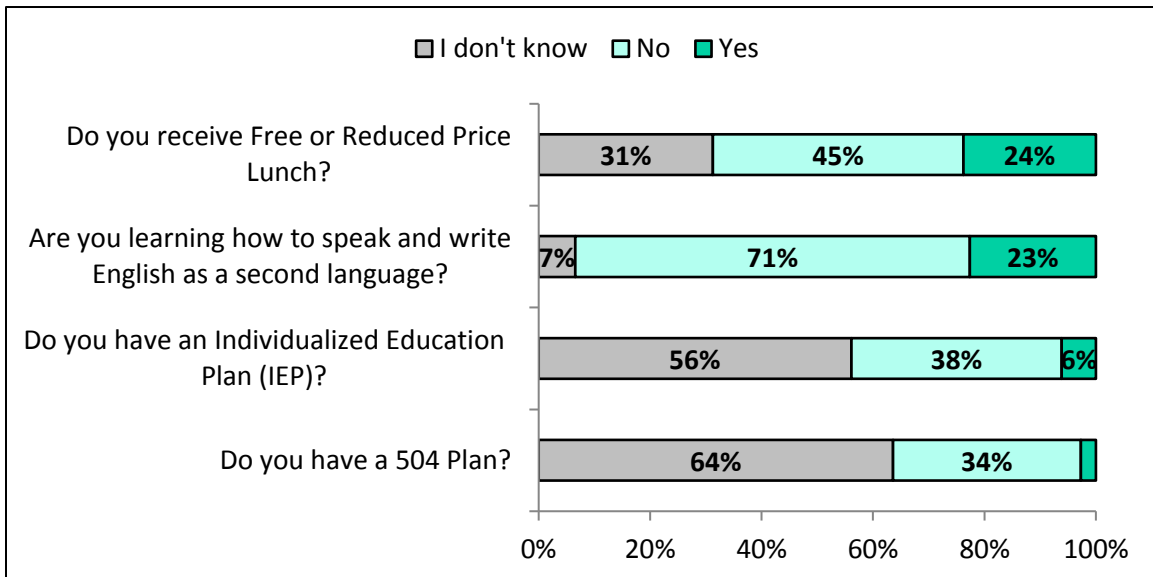
n=2,417

Figure 3.10: Out-of-School Program Participation

Program	Percentage
After school clubs or activities	52%
Summer school	21%
Beyond the Bell program	14%
None of the above	33%

n=2,412

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.11: Support for ELL Students *(Asked Only of ELL Students)*

Legend: ■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

Statement	Agree	Strongly agree
My teacher helps me learn English. (n=500)	49%	43%
My school gives positive encouragement to English Learners. (n=480)	51%	40%
My school provides enough materials to help me learn English (such as textbooks, games, or videos) (n=506)	51%	39%
My teacher gives me opportunities to practice English in class. (n=468)	51%	36%

(My school gives positive encouragement to English Learners: Disagree 6%)
(My teacher gives me opportunities to practice English in class: Disagree 9%)

STAFF RESULTS

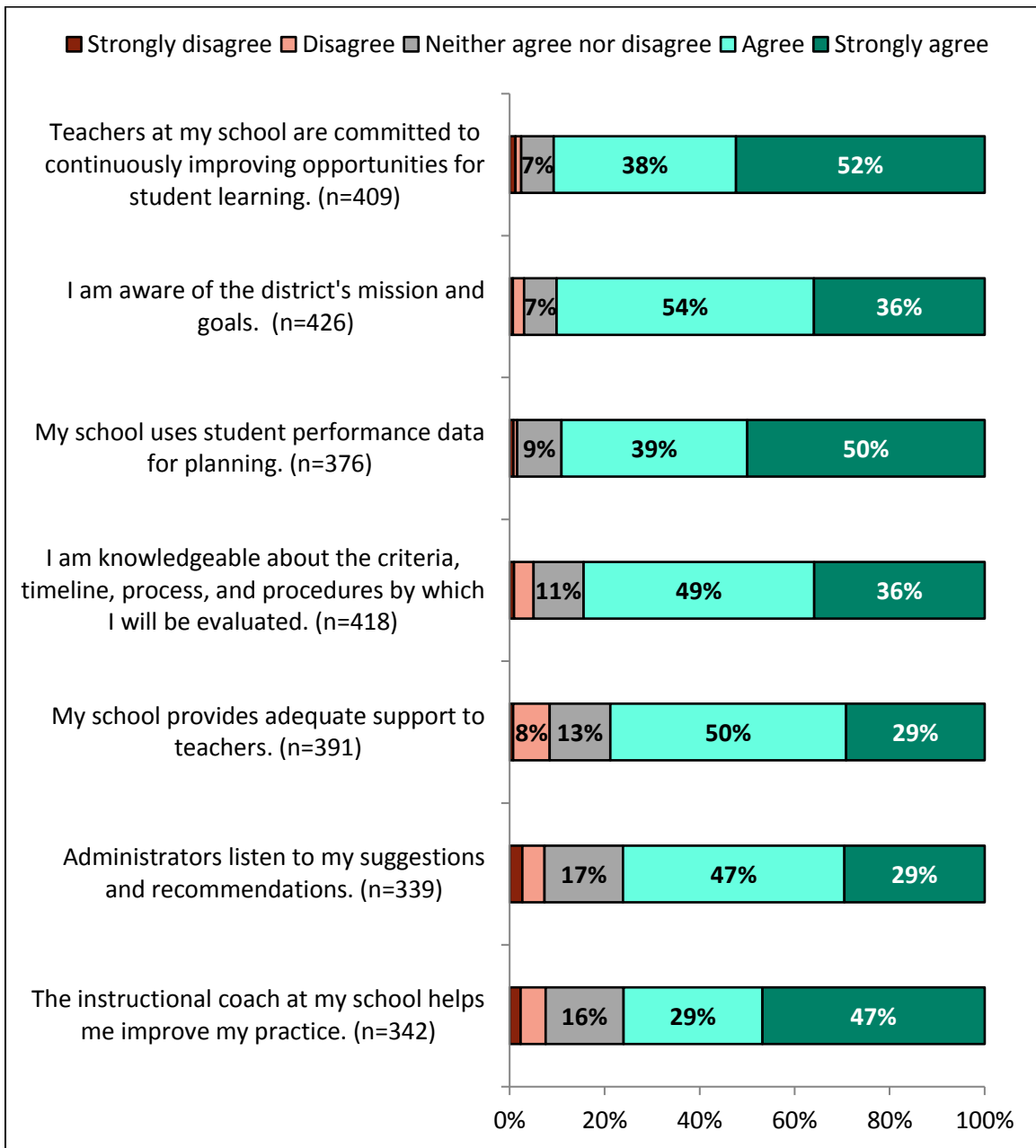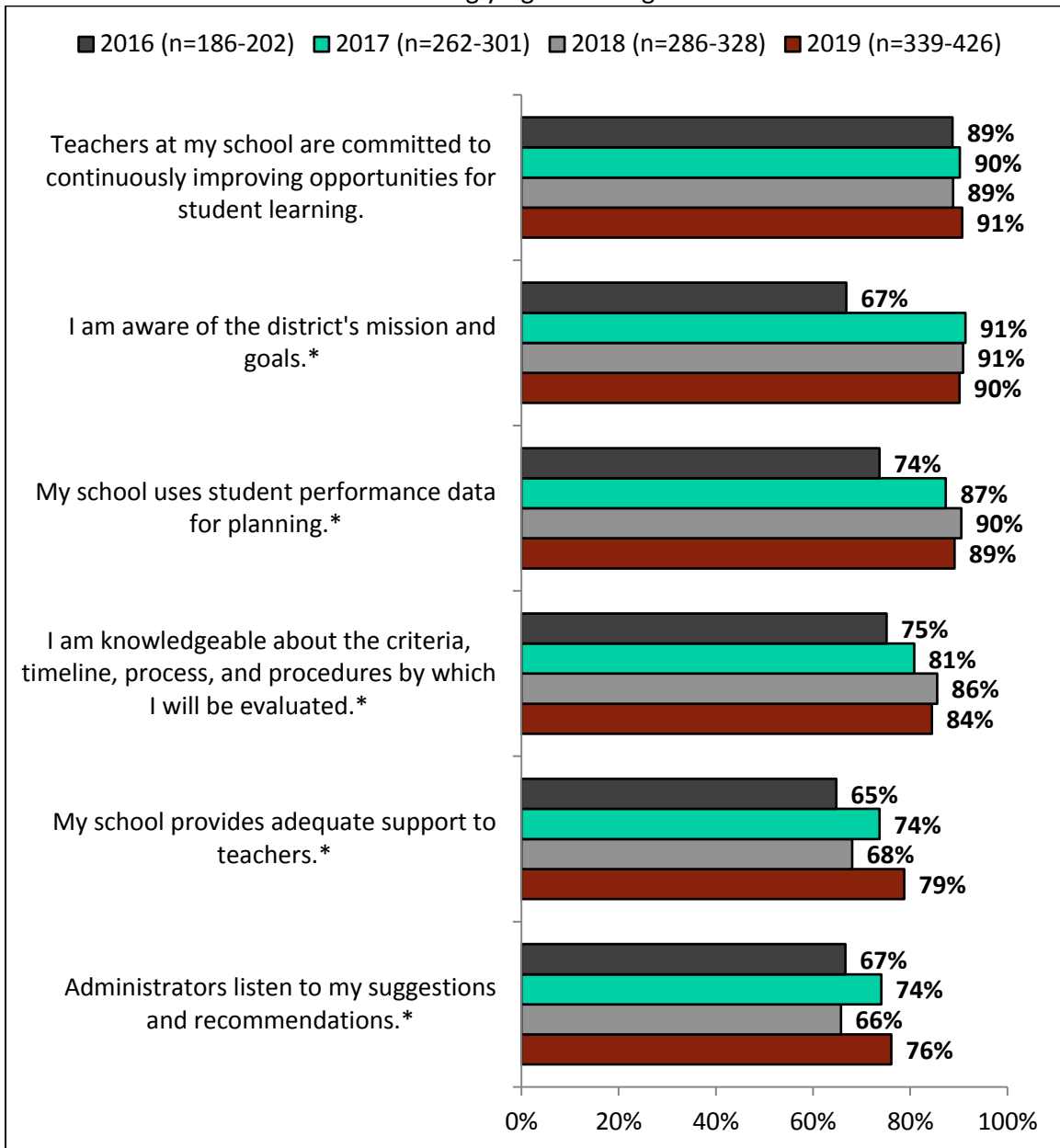**Figure 3.12: Educational Effectiveness**

Figure 3.13: Education al Effectiveness (By Year)

% Strongly Agree + % Agree

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

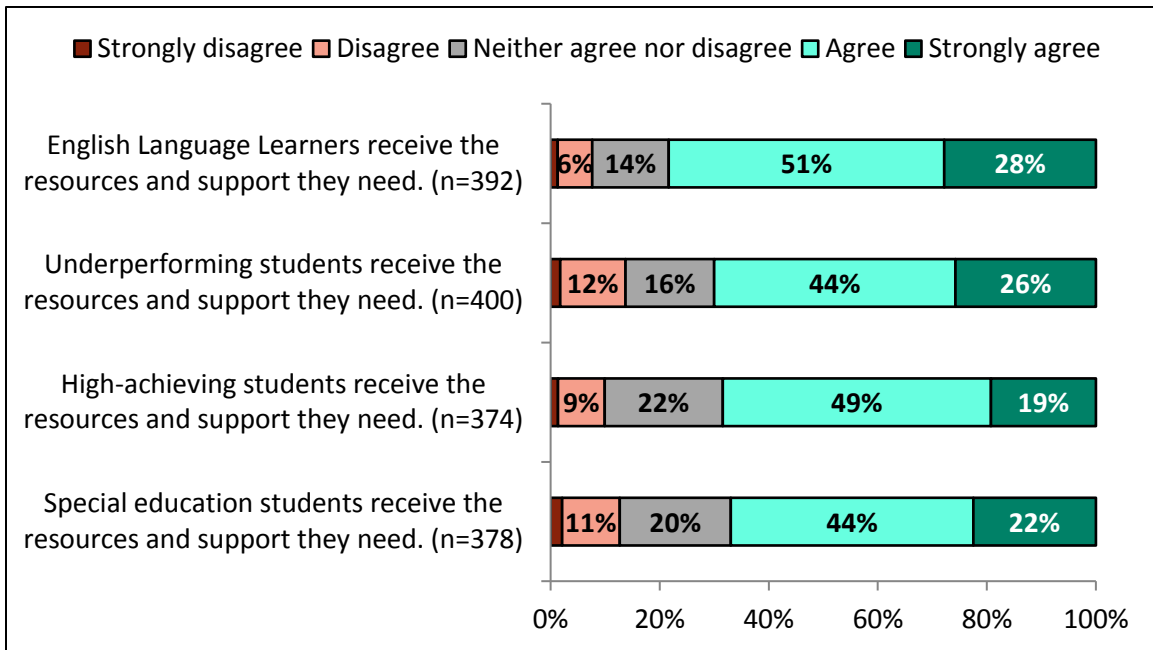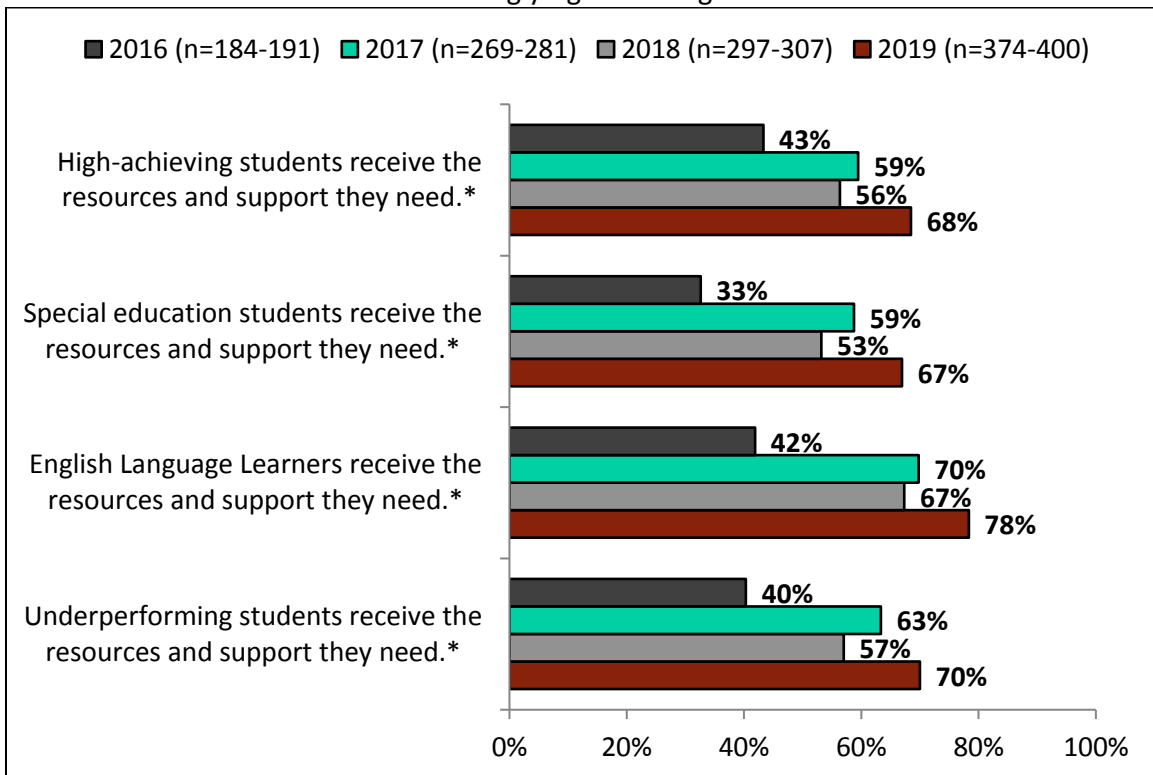**Figure 3.14: Quality of Student Support**

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

English Language Learners receive the resources and support they need. (n=392)
6% | 14% | 51% | 28%

Underperforming students receive the resources and support they need. (n=400)
12% | 16% | 44% | 26%

High-achieving students receive the resources and support they need. (n=374)
9% | 22% | 49% | 19%

Special education students receive the resources and support they need. (n=378)
11% | 20% | 44% | 22%

0%   20%   40%   60%   80%   100%

Figure 3.15: Quality of Student Support (By Year)

% Strongly Agree + % Agree

■ 2016 (n=184-191) ■ 2017 (n=269-281) ■ 2018 (n=297-307) ■ 2019 (n=374-400)

High-achieving students receive the resources and support they need.*
43%
59%
56%
68%

Special education students receive the resources and support they need.*
33%
59%
53%
67%

English Language Learners receive the resources and support they need.*
42%
70%
67%
78%

Underperforming students receive the resources and support they need.*
40%
63%
57%
70%

0%   20%   40%   60%   80%   100%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.
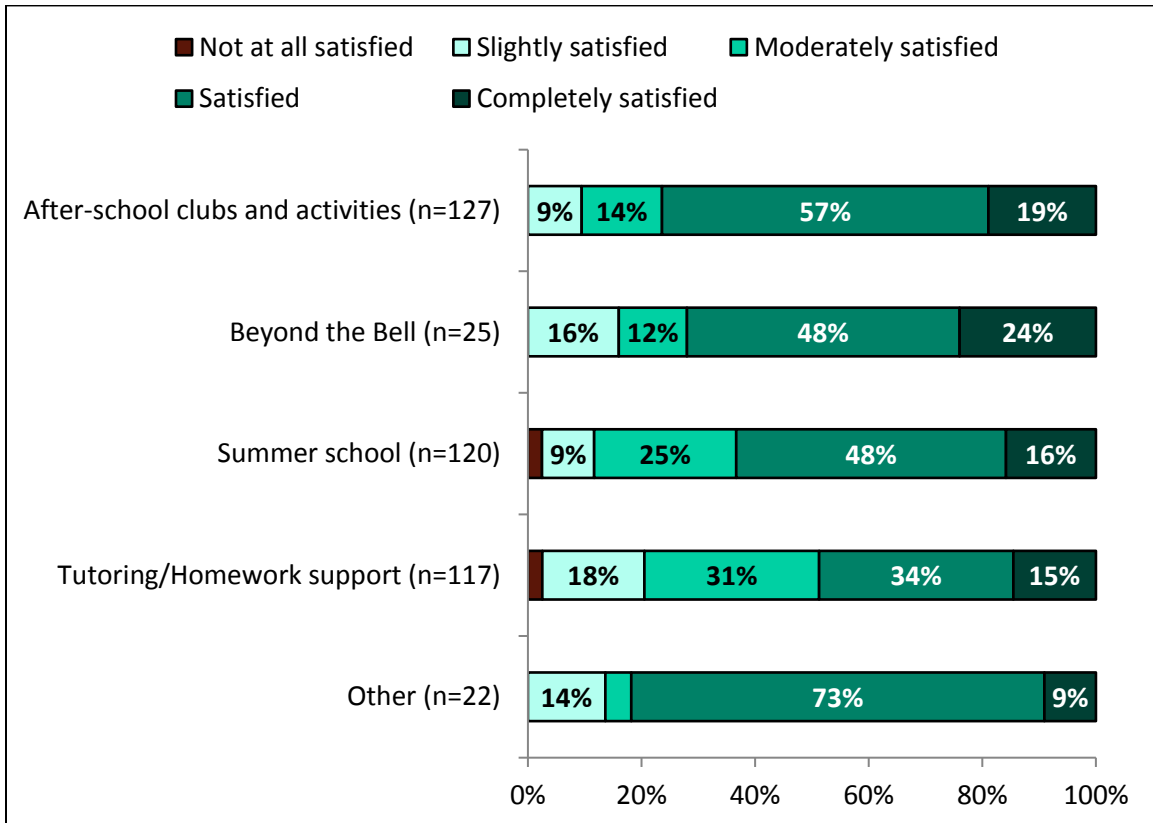
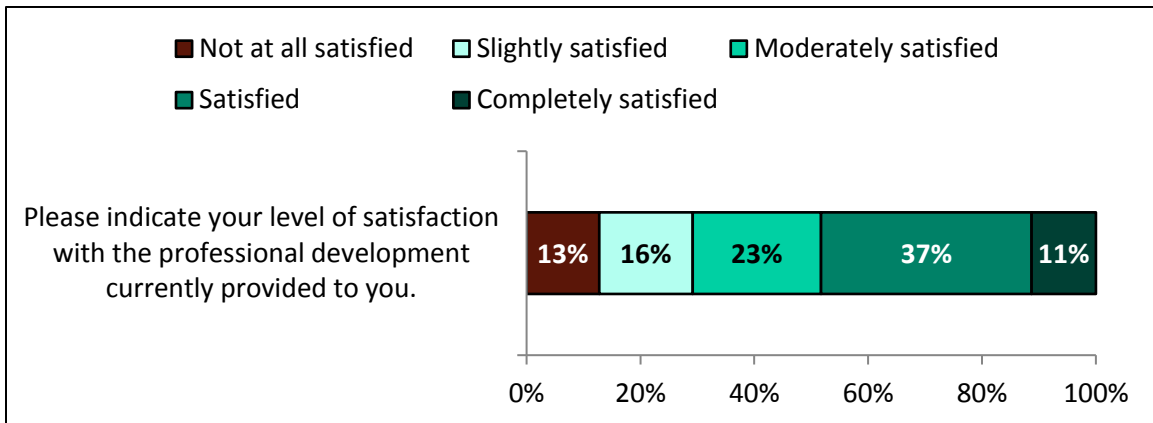**Figure 3.16: Out-of-School Program Facilitation/Participation**
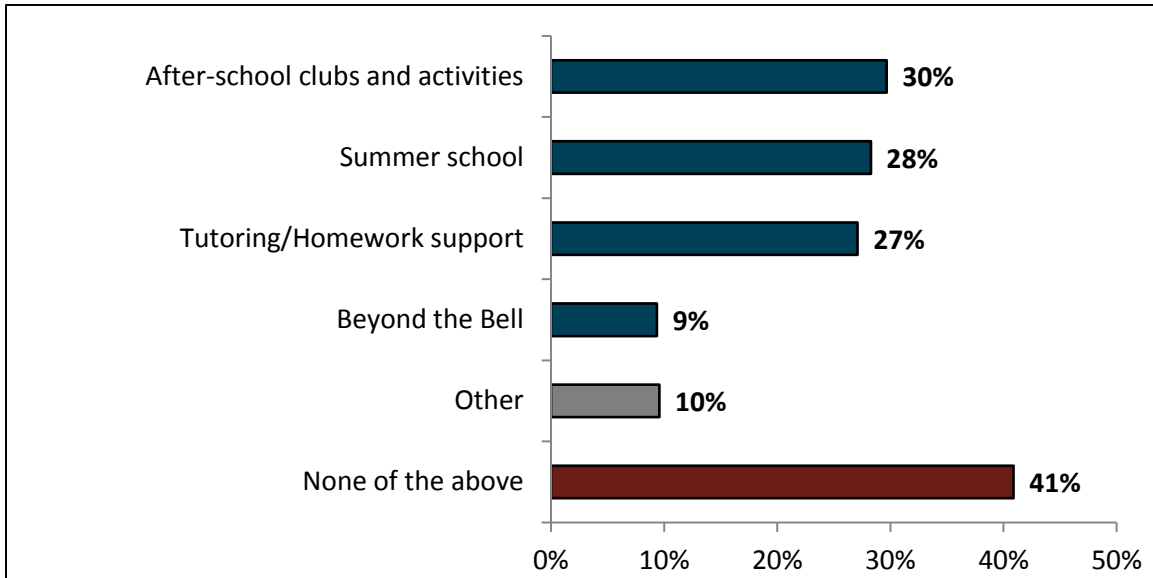
n=428

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 3.17: Satisfaction with Out-of-School Programs

Note: Only respondents who indicated they participated in programs responded to the corresponding components of this question.
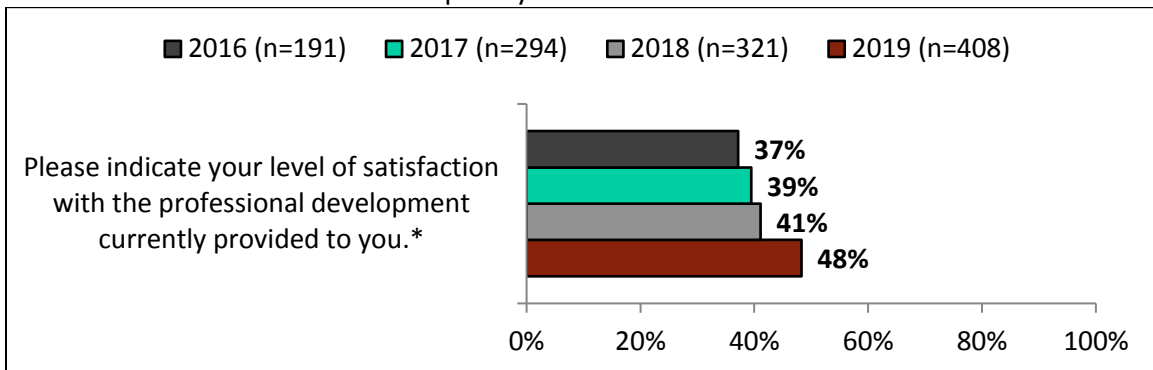
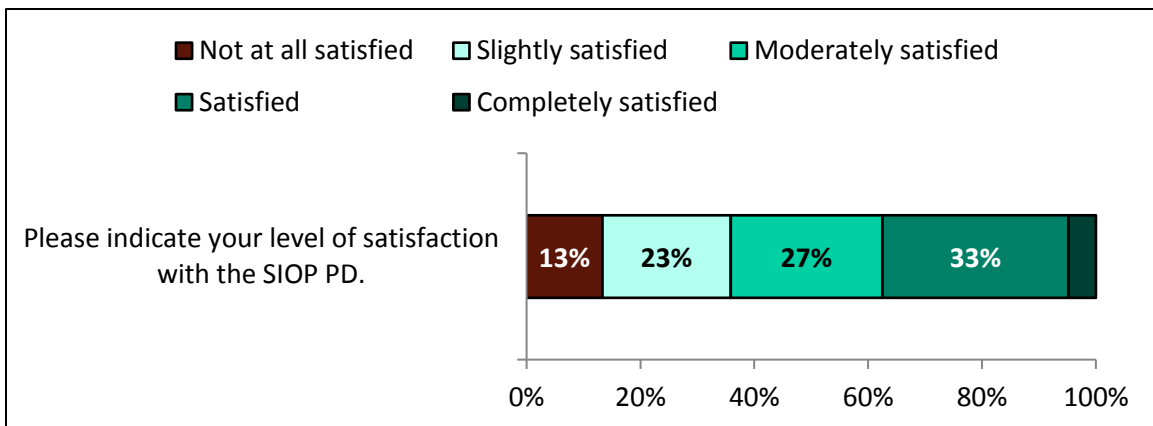**Figure 3.18: Satisfaction with Current Professional Development**

■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied
■ Satisfied ■ Completely satisfied

Please indicate your level of satisfaction with the professional development currently provided to you.

| 13% | 16% | 23% | 37% | 11% |

n=408

Figure 3.19: Satisfaction with Current Professional Development (By Year)

% Completely Satisfied + % Satisfied

■ 2016 (n=191) ■ 2017 (n=294) ■ 2018 (n=321) ■ 2019 (n=408)

Please indicate your level of satisfaction with the professional development currently provided to you.*
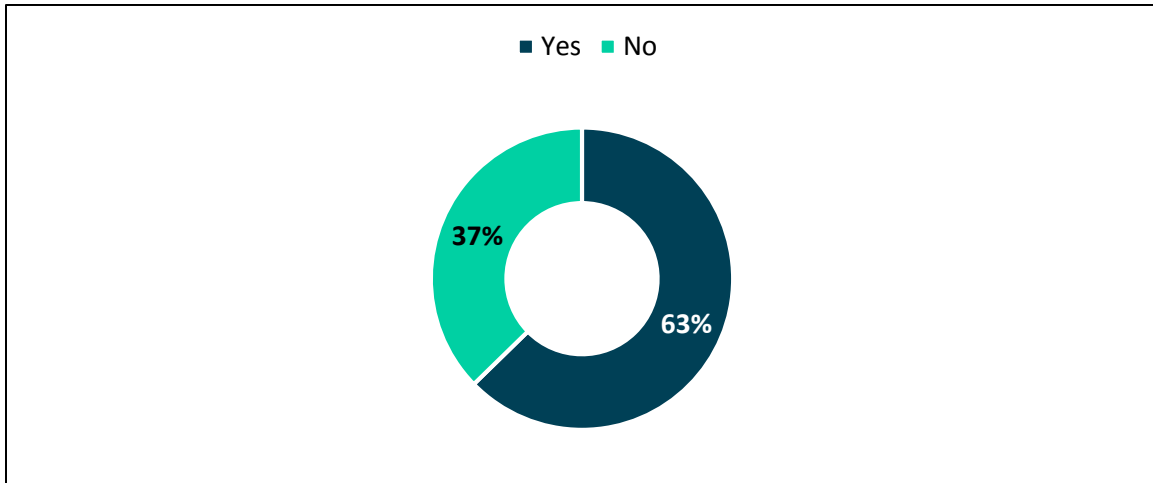
- 37%
- 39%
- 41%
- 48%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.
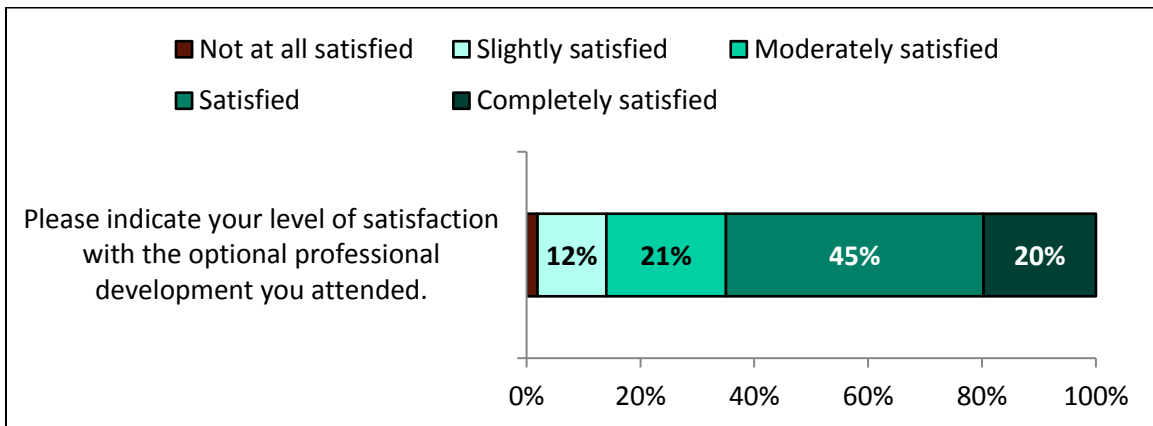
Figure 3.20: Satisfaction with SIOP PD

■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied
■ Satisfied ■ Completely satisfied

Please indicate your level of satisfaction with the SIOP PD.

| 13% | 23% | 27% | 33% | |

n=248

Figure 3.21: Participation in Optional Professional Development in 2018-19

■ Yes ■ No

37%

63%

n=248

Figure 3.22: Satisfaction with Optional Professional Development

■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied
■ Satisfied ■ Completely satisfied

Please indicate your level of satisfaction with the optional professional development you attended.

| 12% | 21% | 45% | 20% |

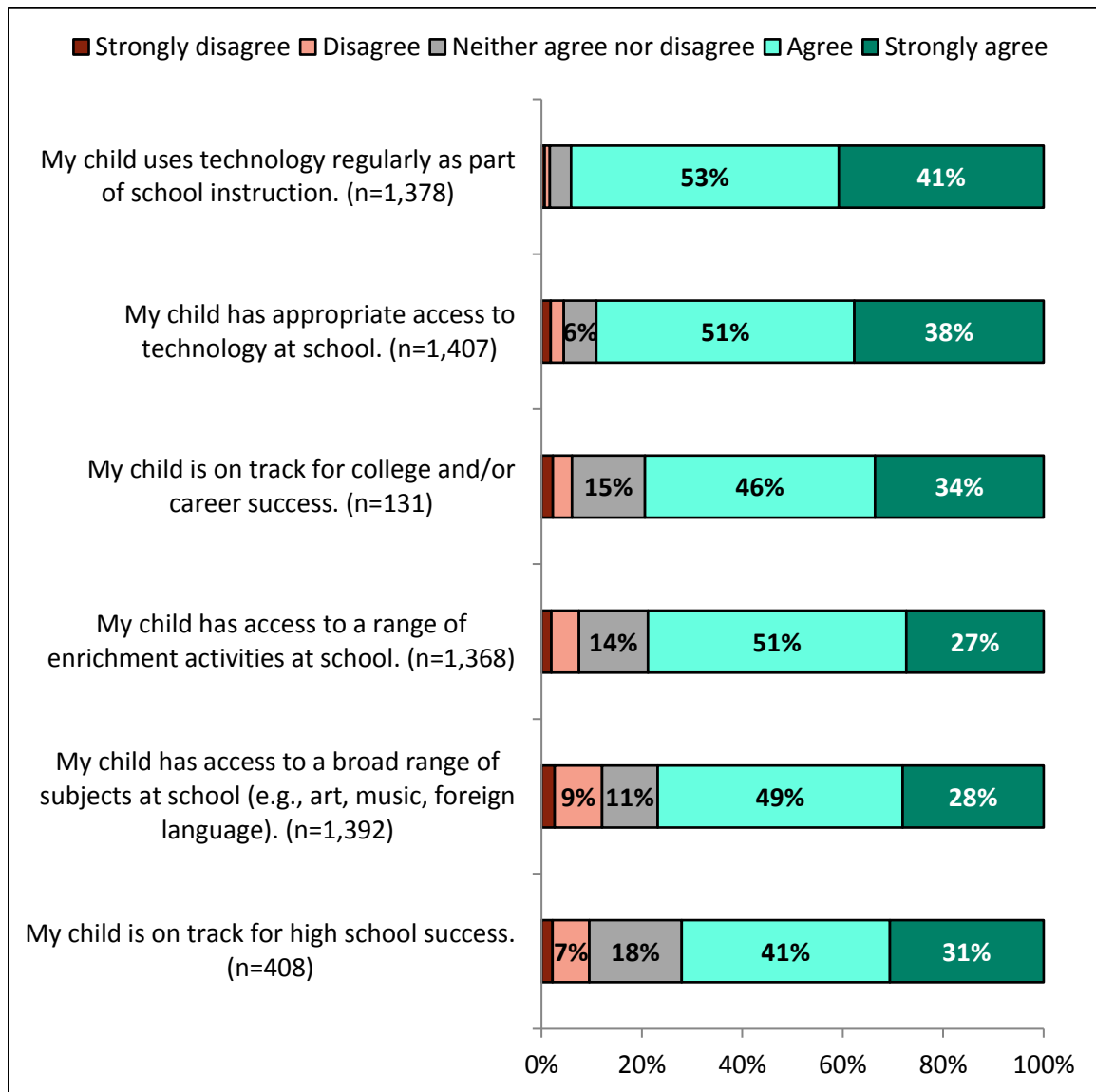0%   20%   40%   60%   80%   100%

n=157

SECTION IV: 21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

In this section, Hanover examines respondent feedback related to college and career readiness, access to instructional technology, and enrichment activities.
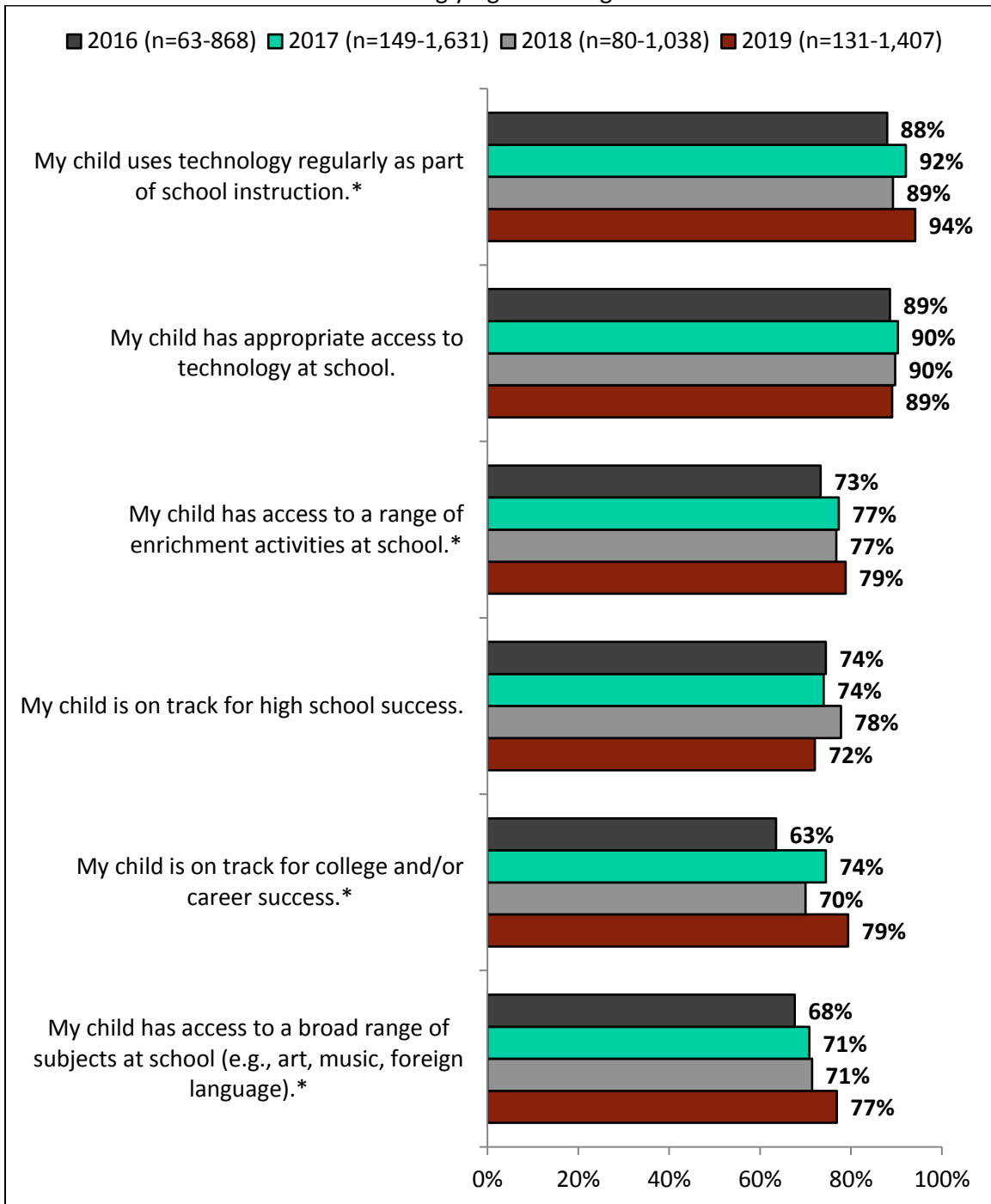
PARENT RESULTS

Figure 4.1: Child's Access to Electives, Technology, and 21st Century Learning

Note: Question regarding high school only asked of 6th, 7th, and 8th Grade parents; question regarding college and/or career success asked only of 8th Grade parents.

Figure 4.2: Child's Access to Electives, Technology, and 21st Century Learning (By Year)

% Strongly Agree + % Agree

■ 2016 (n=63-868) ■ 2017 (n=149-1,631) ■ 2018 (n=80-1,038) ■ 2019 (n=131-1,407)

	2016	2017	2018	2019
My child uses technology regularly as part of school instruction.*	88%	92%	89%	94%
My child has appropriate access to technology at school.	89%	90%	90%	89%
My child has access to a range of enrichment activities at school.*	73%	77%	77%	79%
My child is on track for high school success.	74%	74%	78%	72%
My child is on track for college and/or career success.*	63%	74%	70%	79%
My child has access to a broad range of subjects at school (e.g., art, music, foreign language).*	68%	71%	71%	77%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

STUDENT RESULTS

Figure 4.3: Use of Technology
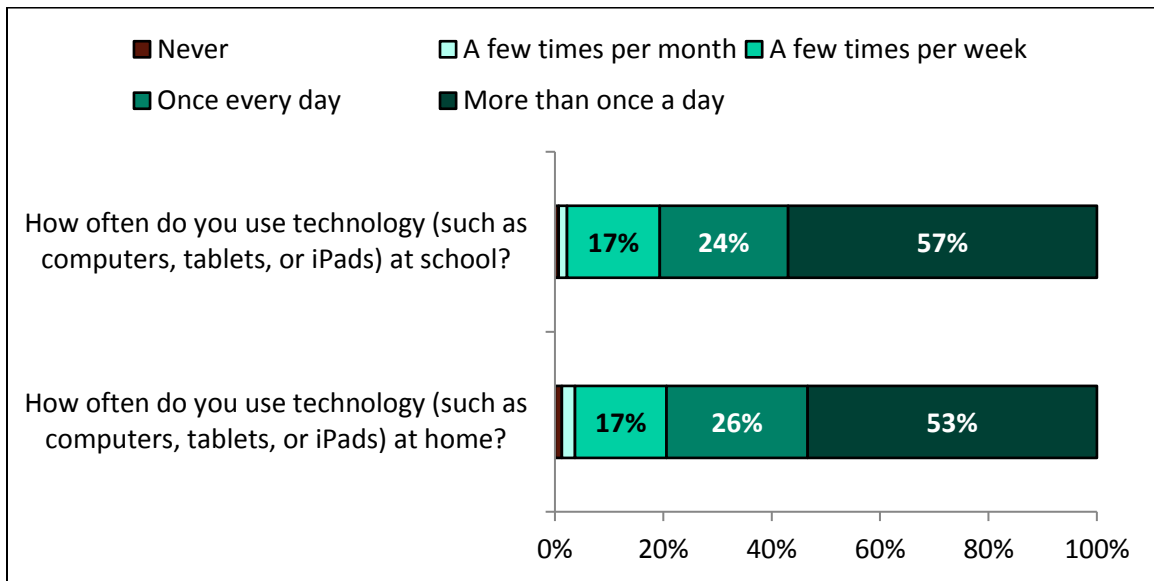
n=2,392

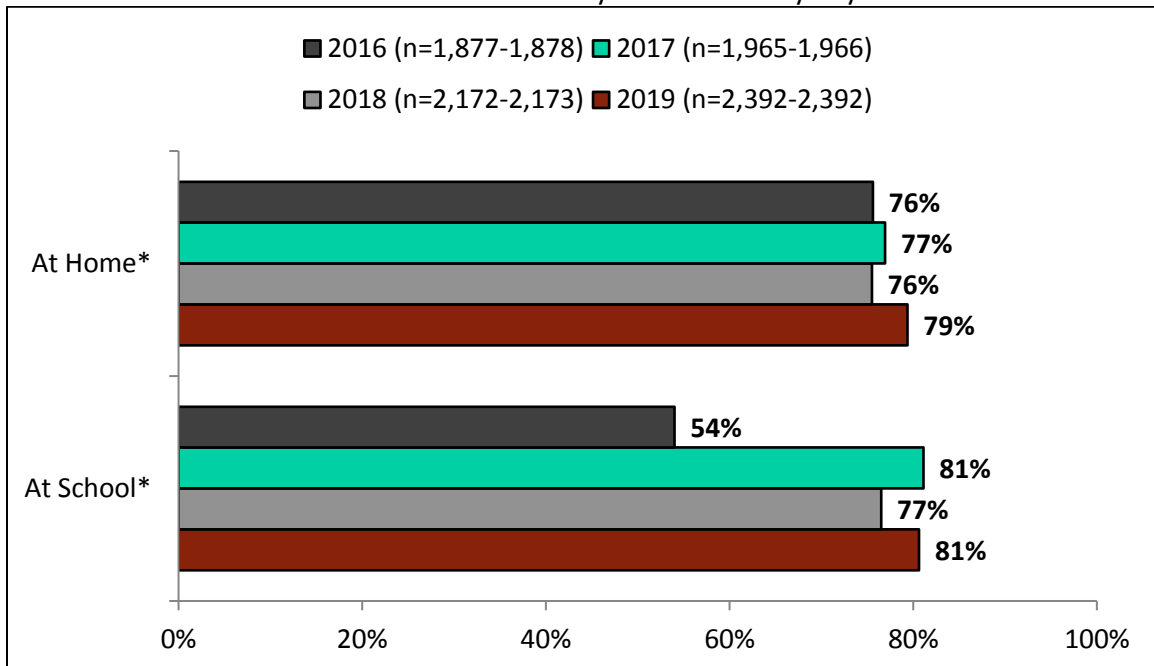**Figure 4.4: Use of Technology (By Year)**

% More than once a day + % Once every day

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Figure 4.5: 21ˢᵗ Century Learning

- My school provides activities in music, art, or other languages. (n=2,268): Agree 44%, Strongly agree 53%
- I have the opportunity to work on school projects that last for more than a week. (n=2,096): 11%, Agree 56%, Strongly agree 30%
- I feel I am on track for success in high school. (n=442): 10%, Agree 60%, Strongly agree 26%
- I often work with other students on assignments. (n=2,201): 14%, Agree 62%, Strongly agree 21%

Legend: Strongly disagree, Disagree, Agree, Strongly agree

Note: Question regarding high school preparedness asked only of 8ᵗʰ Grade students.

STAFF RESULTS

Figure 4.6: Student Access to Electives and 21st Century Learning
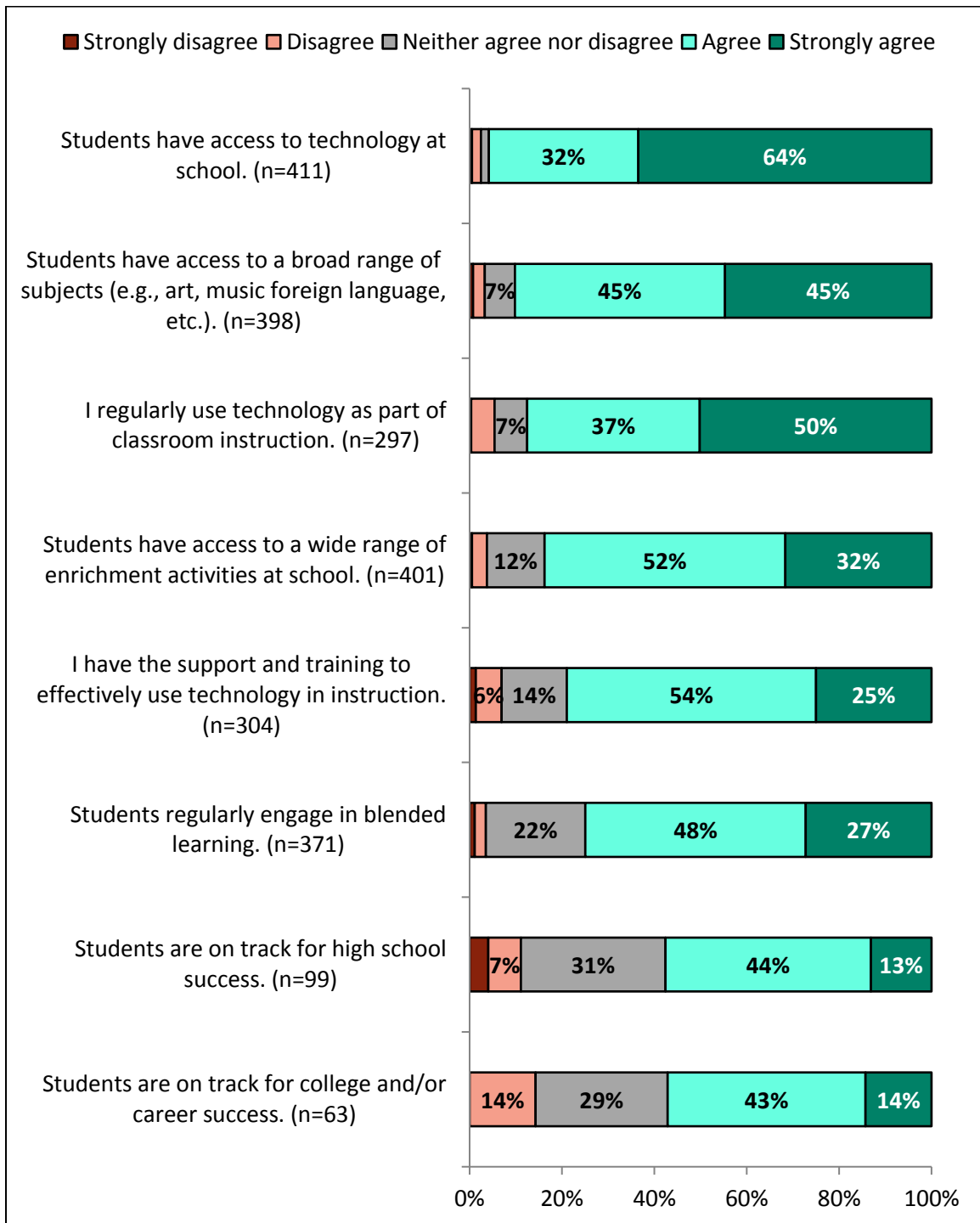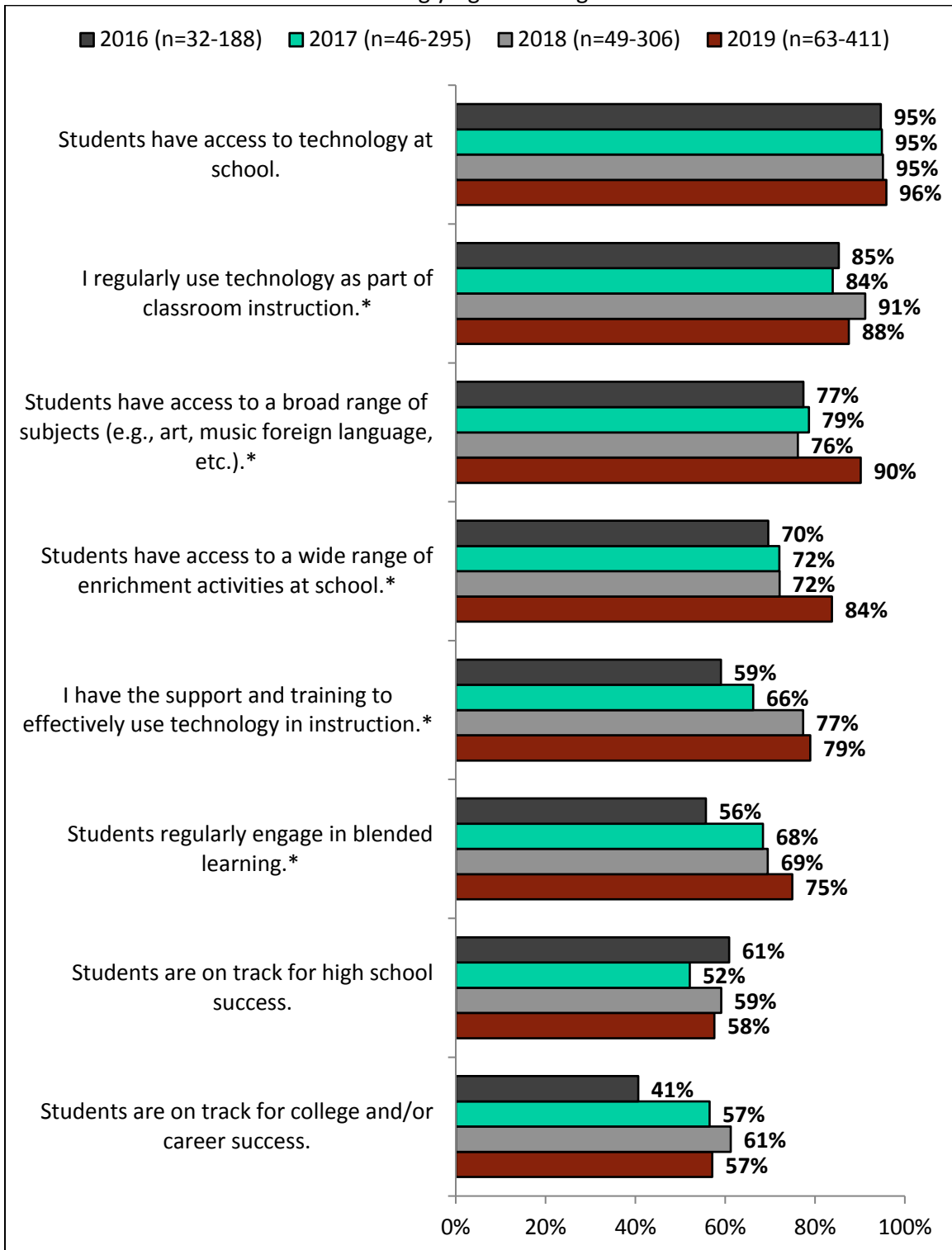

Note: Question regarding high school only asked of 6th, 7th, and 8th Grade staff; question regarding college and/or career success asked only of 8th Grade staff.

Figure 4.7: Student Access to Electives and 21ˢᵗ Century Learning (By Year)

% Strongly Agree + % Agree

- 2016 (n=32-188)
- 2017 (n=46-295)
- 2018 (n=49-306)
- 2019 (n=63-411)

Students have access to technology at school.
- 95%
- 95%
- 95%
- 96%

I regularly use technology as part of classroom instruction.*
- 85%
- 84%
- 91%
- 88%

Students have access to a broad range of subjects (e.g., art, music foreign language, etc.).*
- 77%
- 79%
- 76%
- 90%

Students have access to a wide range of enrichment activities at school.*
- 70%
- 72%
- 72%
- 84%

I have the support and training to effectively use technology in instruction.*
- 59%
- 66%
- 77%
- 79%

Students regularly engage in blended learning.*
- 56%
- 68%
- 69%
- 75%

Students are on track for high school success.
- 61%
- 52%
- 59%
- 58%

Students are on track for college and/or career success.
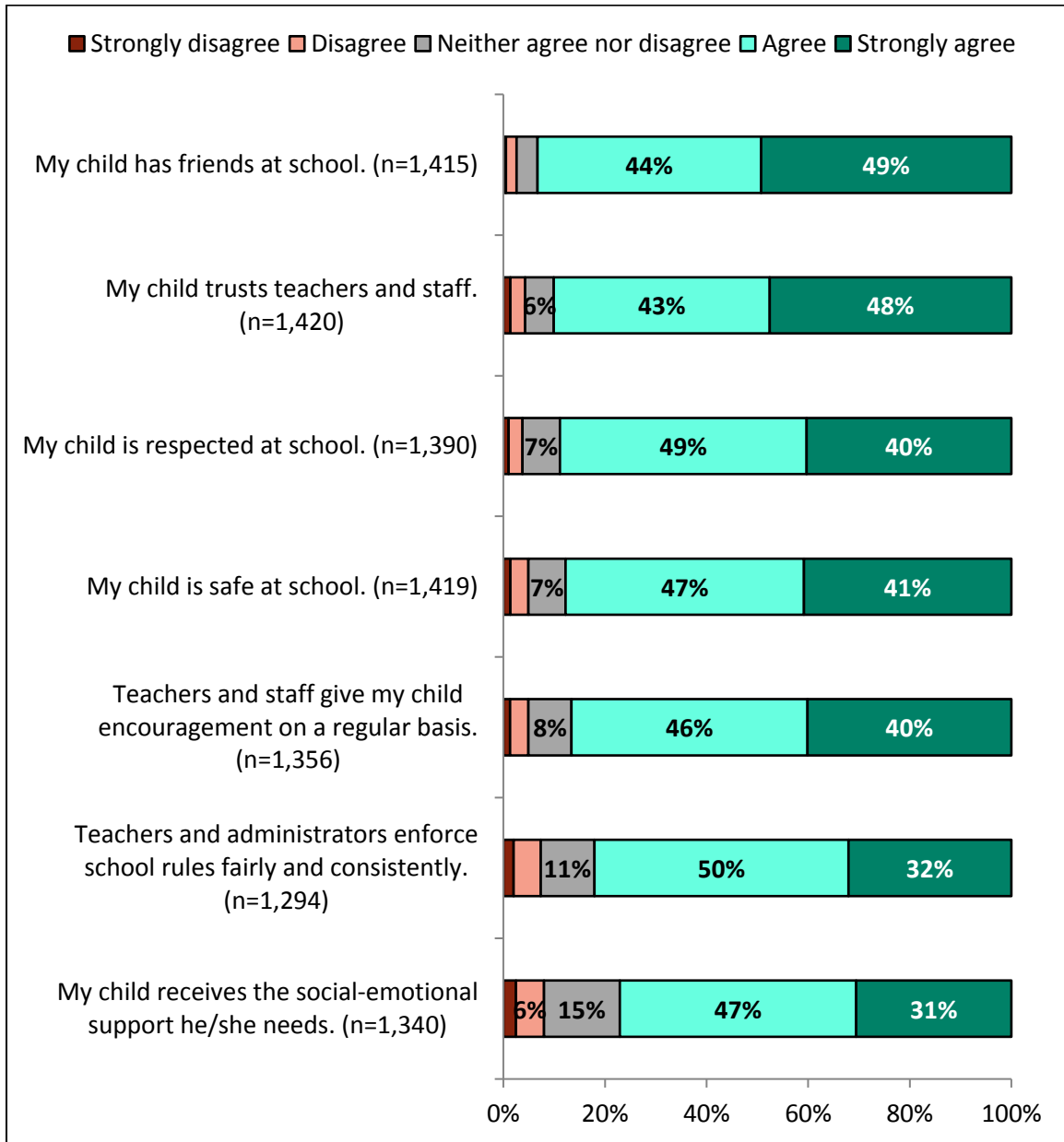- 41%
- 57%
- 61%
- 57%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

SECTION V: SCHOOL ENVIRONMENT

This section examines the responses from students, parents, and staff related to the school environment, including peer relationships, school safety, and support from school staff.

PARENT RESULTS

Figure 5.1: Child's School Environment

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

- My child has friends at school. (n=1,415): Agree 44%, Strongly agree 49%
- My child trusts teachers and staff. (n=1,420): 6%, Agree 43%, Strongly agree 48%
- My child is respected at school. (n=1,390): 7%, Agree 49%, Strongly agree 40%
- My child is safe at school. (n=1,419): 7%, Agree 47%, Strongly agree 41%
- Teachers and staff give my child encouragement on a regular basis. (n=1,356): 8%, Agree 46%, Strongly agree 40%
- Teachers and administrators enforce school rules fairly and consistently. (n=1,294): 11%, Agree 50%, Strongly agree 32%
- My child receives the social-emotional support he/she needs. (n=1,340): 6%, 15%, Agree 47%, Strongly agree 31%

STUDENT RESULTS

Figure 5.2: School Environment and Safety

Legend: Strongly disagree | Disagree | Agree | Strongly agree

Statement	Agree	Strongly agree
I have friends at school. (n=2,315)	30%	66%
I understand the rules at my school. (n=2,291)	49%	46%
I trust my teachers. (n=2,204)	48%	45%
I feel safe at school. (n=2,174)	8% / 52%	35%
My teachers encourage me on a regular basis. (n=2,058)	11% / 55%	32%
I trust my principal. (n=2,142)	9% / 46%	40%
There are clear and fair consequences for breaking rules at my school. (n=2,123)	12% / 48%	35%

STAFF RESULTS

Figure 5.3: School Environment
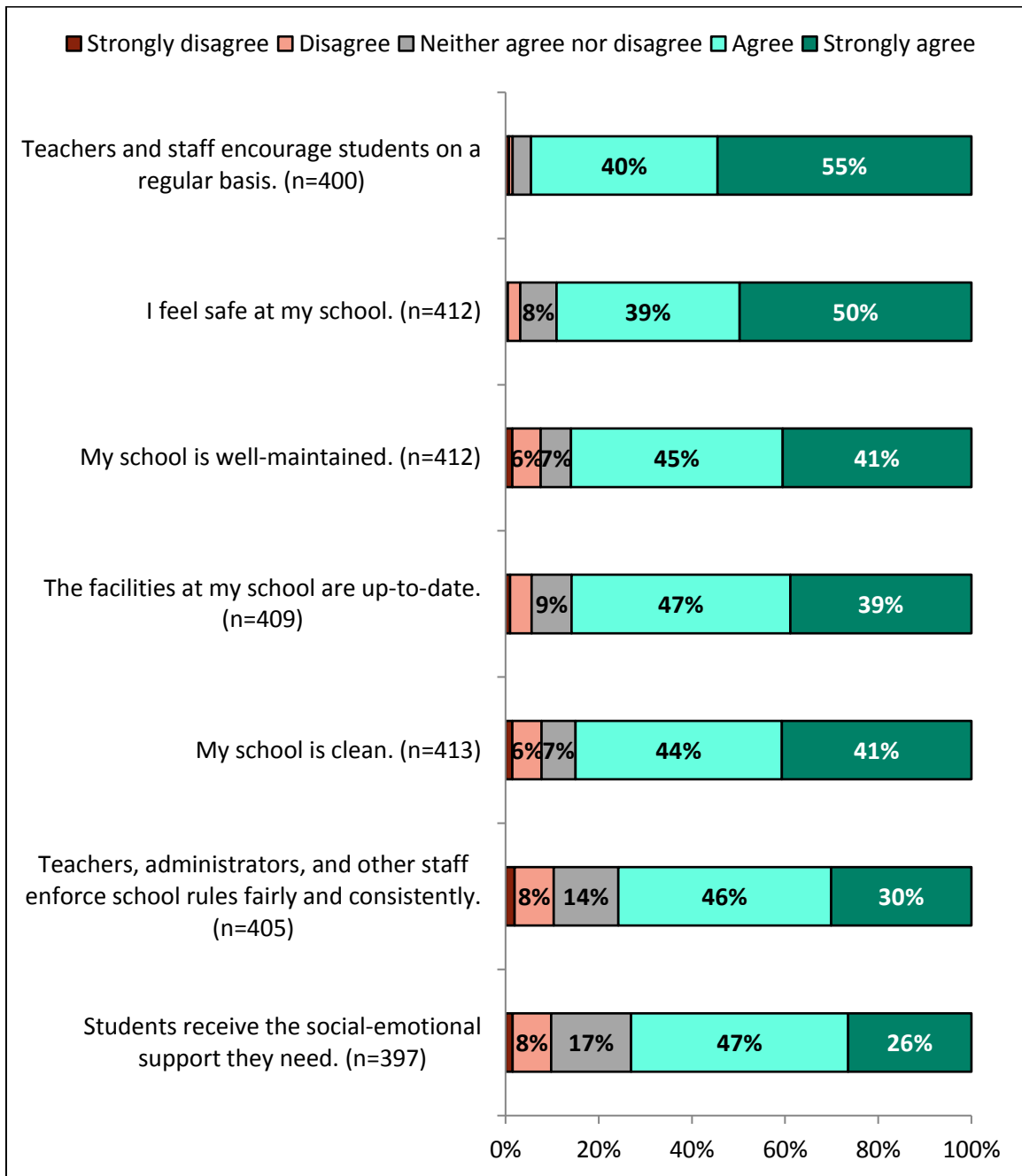
Figure 5.4: School Environment (By Year)
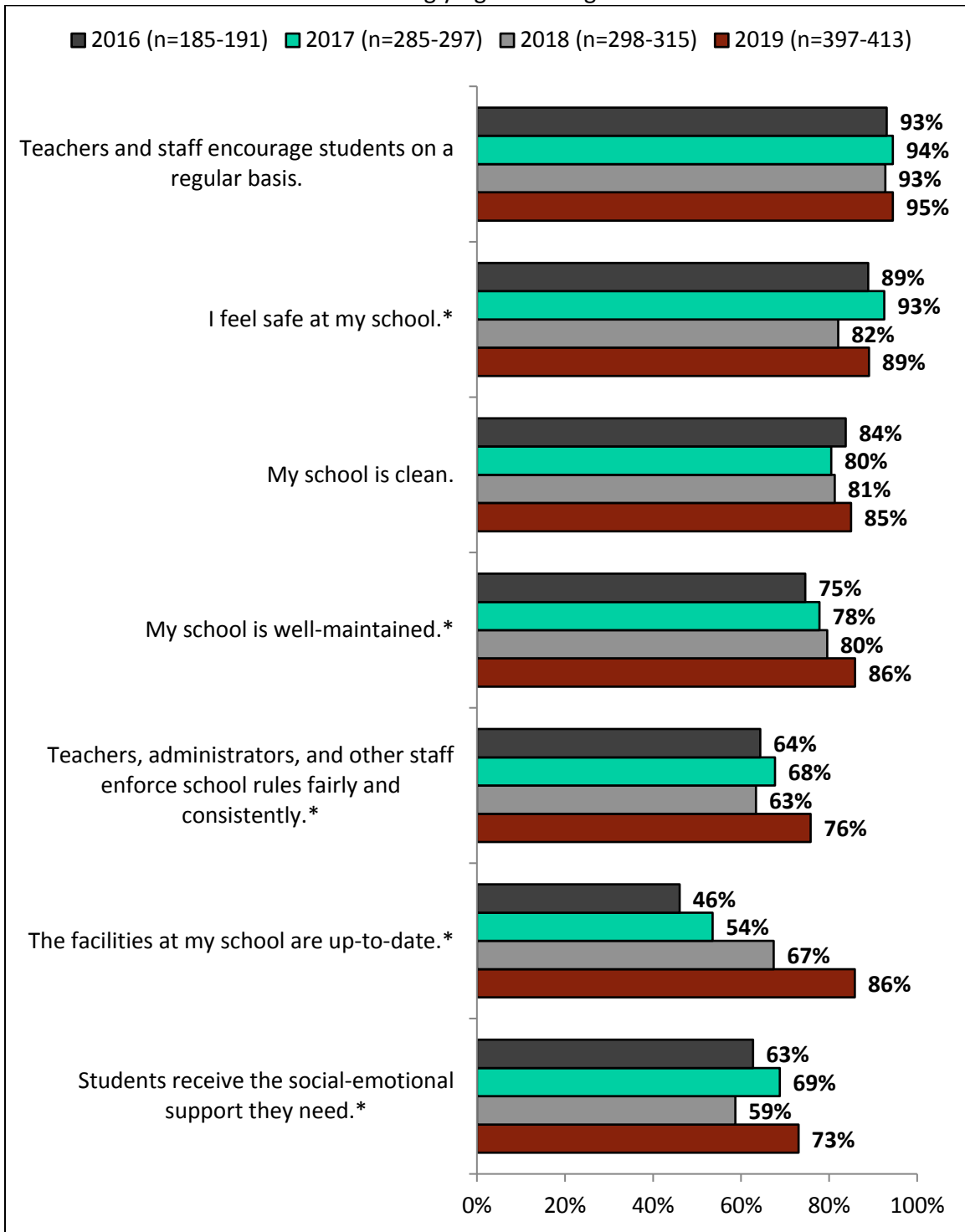
% Strongly Agree + % Agree

■ 2016 (n=185-191) ■ 2017 (n=285-297) ■ 2018 (n=298-315) ■ 2019 (n=397-413)

Teachers and staff encourage students on a regular basis.
- 93%
- 94%
- 93%
- 95%

I feel safe at my school.*
- 89%
- 93%
- 82%
- 89%

My school is clean.
- 84%
- 80%
- 81%
- 85%

My school is well-maintained.*
- 75%
- 78%
- 80%
- 86%

Teachers, administrators, and other staff enforce school rules fairly and consistently.*
- 64%
- 68%
- 63%
- 76%

The facilities at my school are up-to-date.*
- 46%
- 54%
- 67%
- 86%

Students receive the social-emotional support they need.*
- 63%
- 69%
- 59%
- 73%

Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

SECTION VI: SCHOOL ENGAGEMENT

This final section of the report examines staff and parental engagement with their school, including parent satisfaction with events, parent preferences for communication, barriers to parental involvement, and staff perceptions of influence in school decisions.

PARENT RESULTS

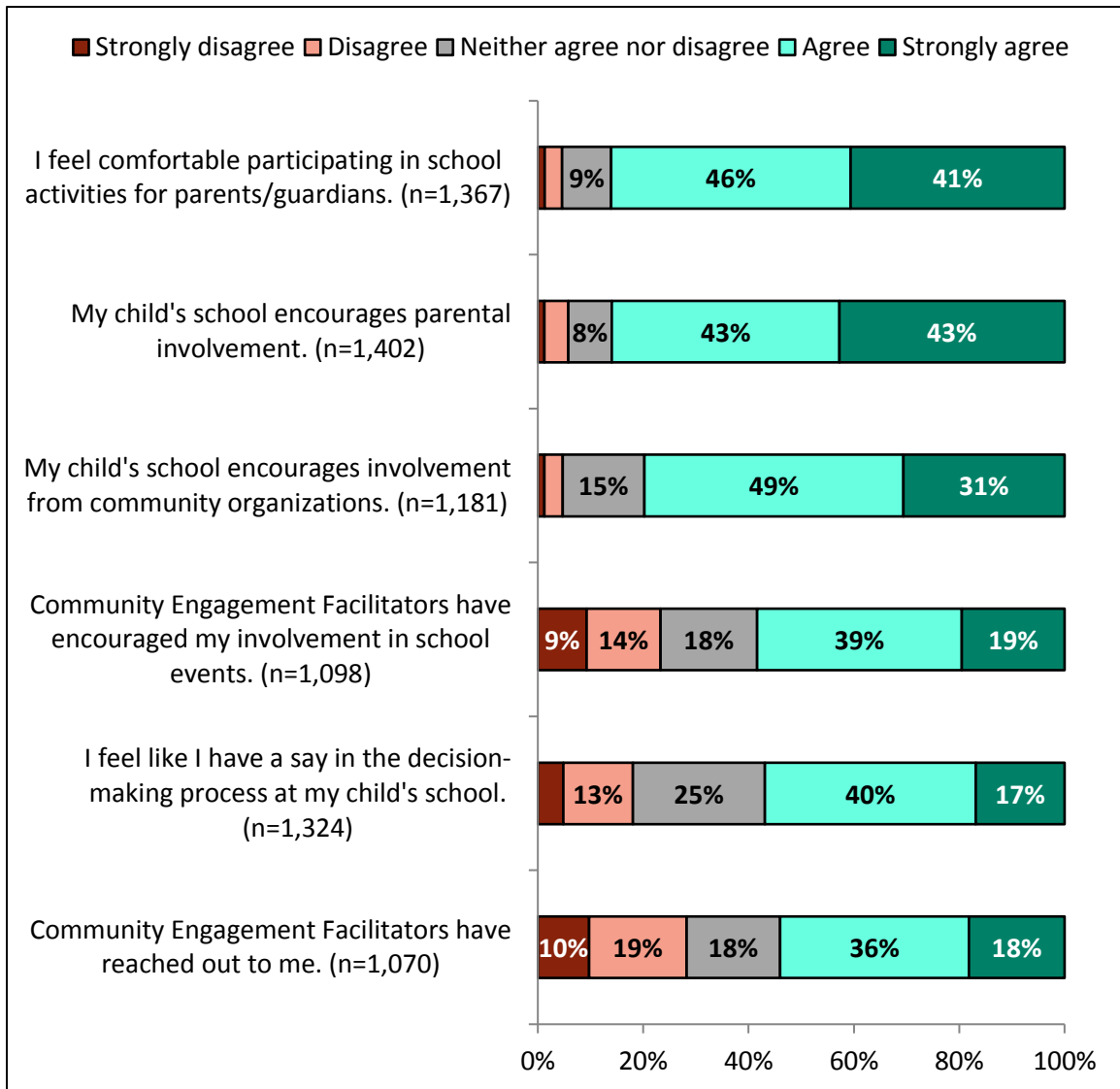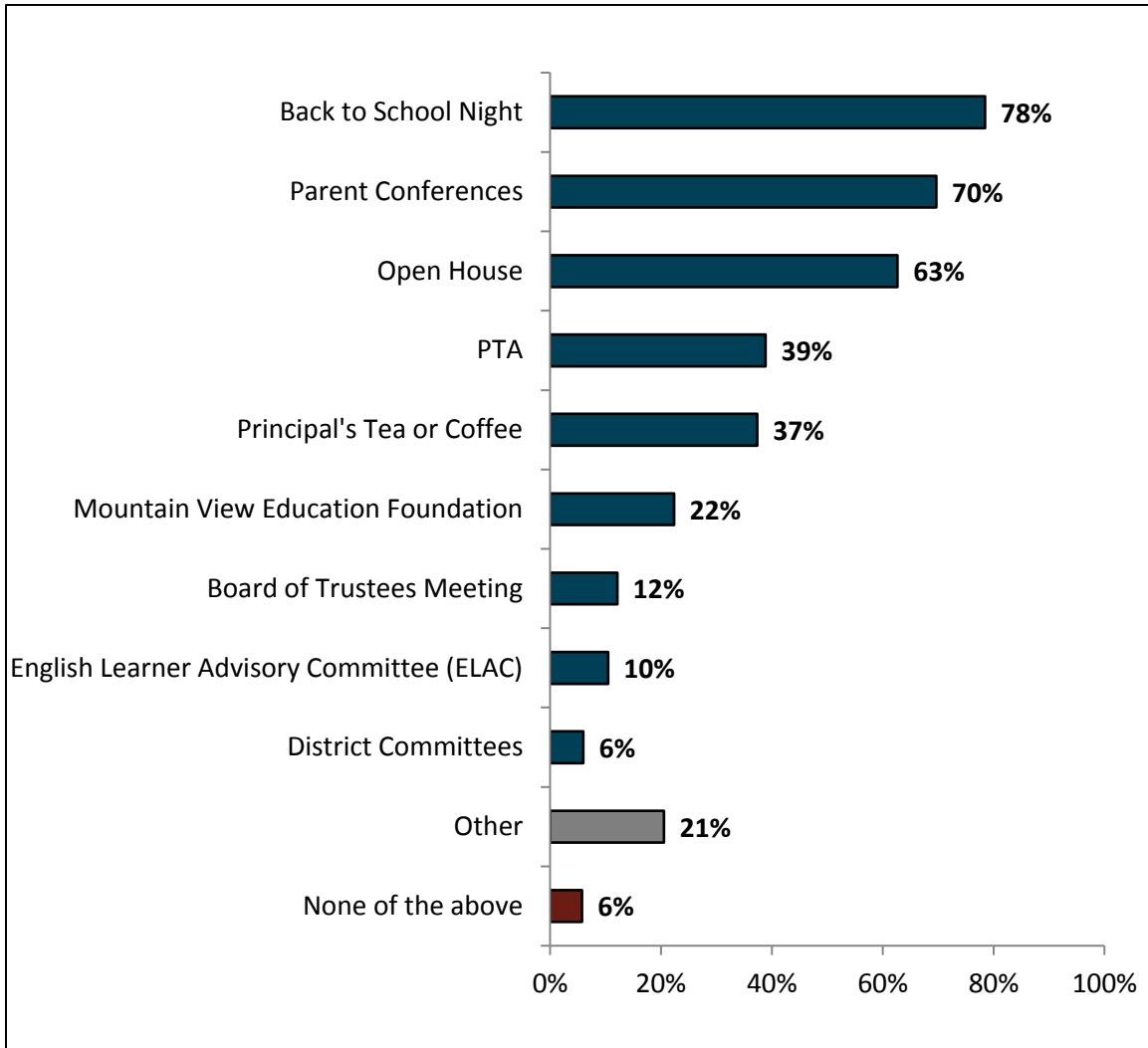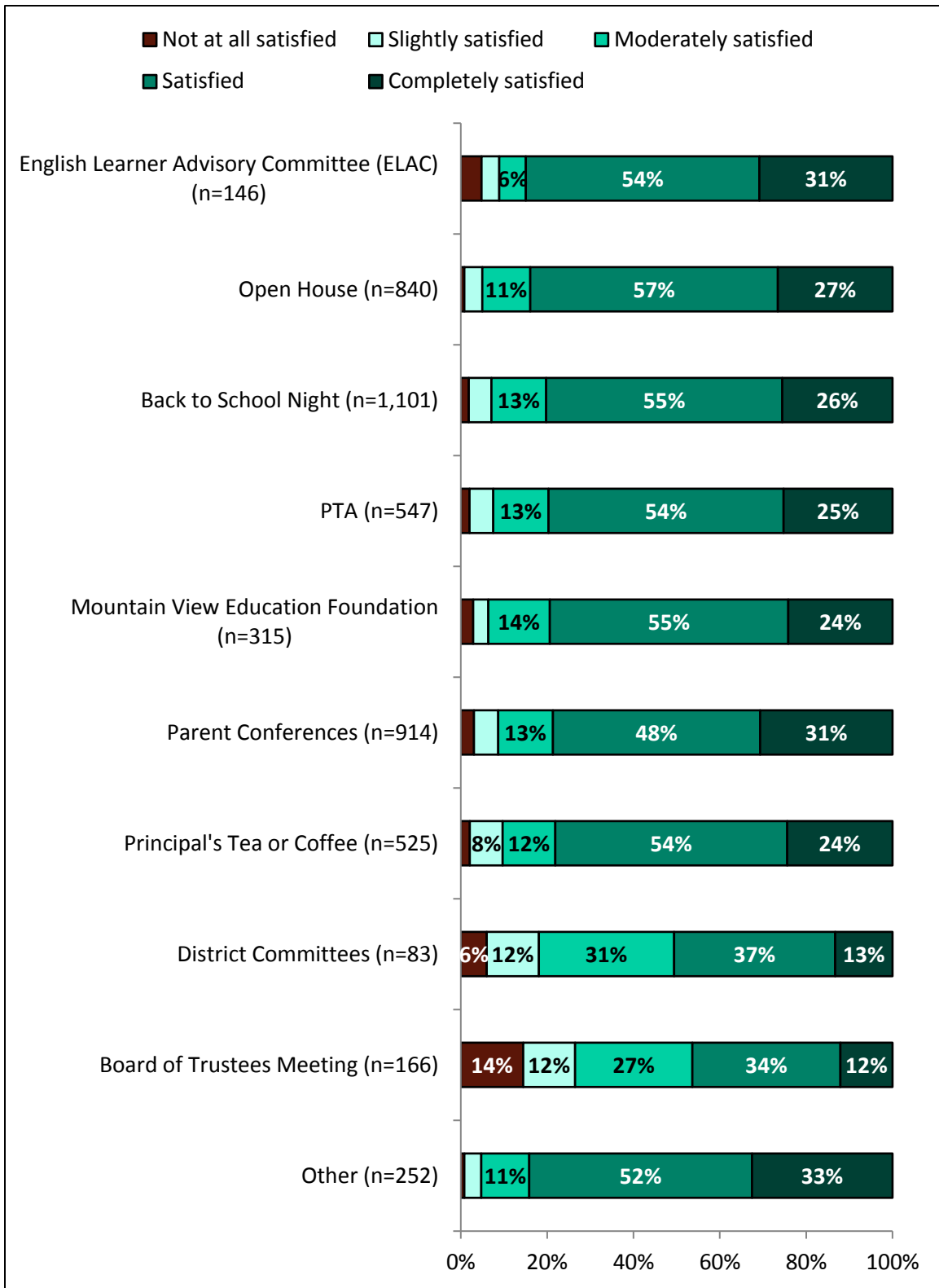**Figure 6.1: Involvement in Child's School**

Legend: ■ Strongly disagree ■ Disagree ■ Neither agree nor disagree □ Agree ■ Strongly agree

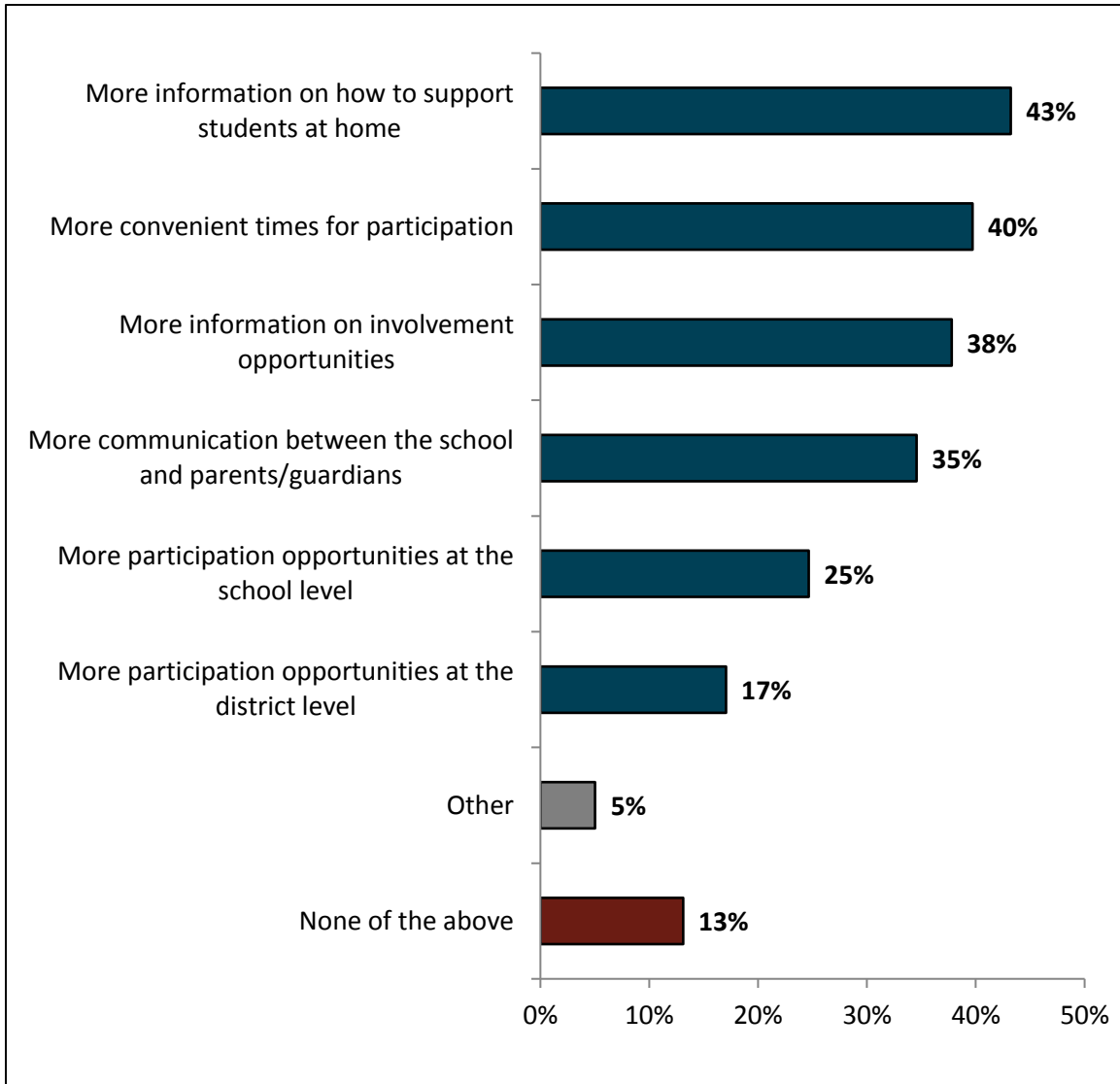| Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel comfortable participating in school activities for parents/guardians. (n=1,367)			9%	46%	41%
My child's school encourages parental involvement. (n=1,402)			8%	43%	43%
My child's school encourages involvement from community organizations. (n=1,181)			15%	49%	31%
Community Engagement Facilitators have encouraged my involvement in school events. (n=1,098)	9%	14%	18%	39%	19%
I feel like I have a say in the decision-making process at my child's school. (n=1,324)		13%	25%	40%	17%
Community Engagement Facilitators have reached out to me. (n=1,070)	10%	19%	18%	36%	18%

Figure 6.2: Parent Participation in Events/Organizations

Event/Organization	Percentage
Back to School Night	78%
Parent Conferences	70%
Open House	63%
PTA	39%
Principal's Tea or Coffee	37%
Mountain View Education Foundation	22%
Board of Trustees Meeting	12%
English Learner Advisory Committee (ELAC)	10%
District Committees	6%
Other	21%
None of the above	6%

n=1,407

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.3: Satisfaction with Parent Events/Organizations

Legend: ■ Not at all satisfied □ Slightly satisfied ■ Moderately satisfied ■ Satisfied ■ Completely satisfied

Event/Organization	Moderately satisfied	Satisfied	Completely satisfied
English Learner Advisory Committee (ELAC) (n=146)	6%	54%	31%
Open House (n=840)	11%	57%	27%
Back to School Night (n=1,101)	13%	55%	26%
PTA (n=547)	13%	54%	25%
Mountain View Education Foundation (n=315)	14%	55%	24%
Parent Conferences (n=914)	13%	48%	31%
Principal's Tea or Coffee (n=525)	8% / 12%	54%	24%
District Committees (n=83)	6% / 12% / 31%	37%	13%
Board of Trustees Meeting (n=166)	14% / 12% / 27%	34%	12%
Other (n=252)	11%	52%	33%

Note: Satisfaction questions were asked of respondents who indicated participation in the corresponding events.

Figure 6.4: How to Encourage More Parent Involvement
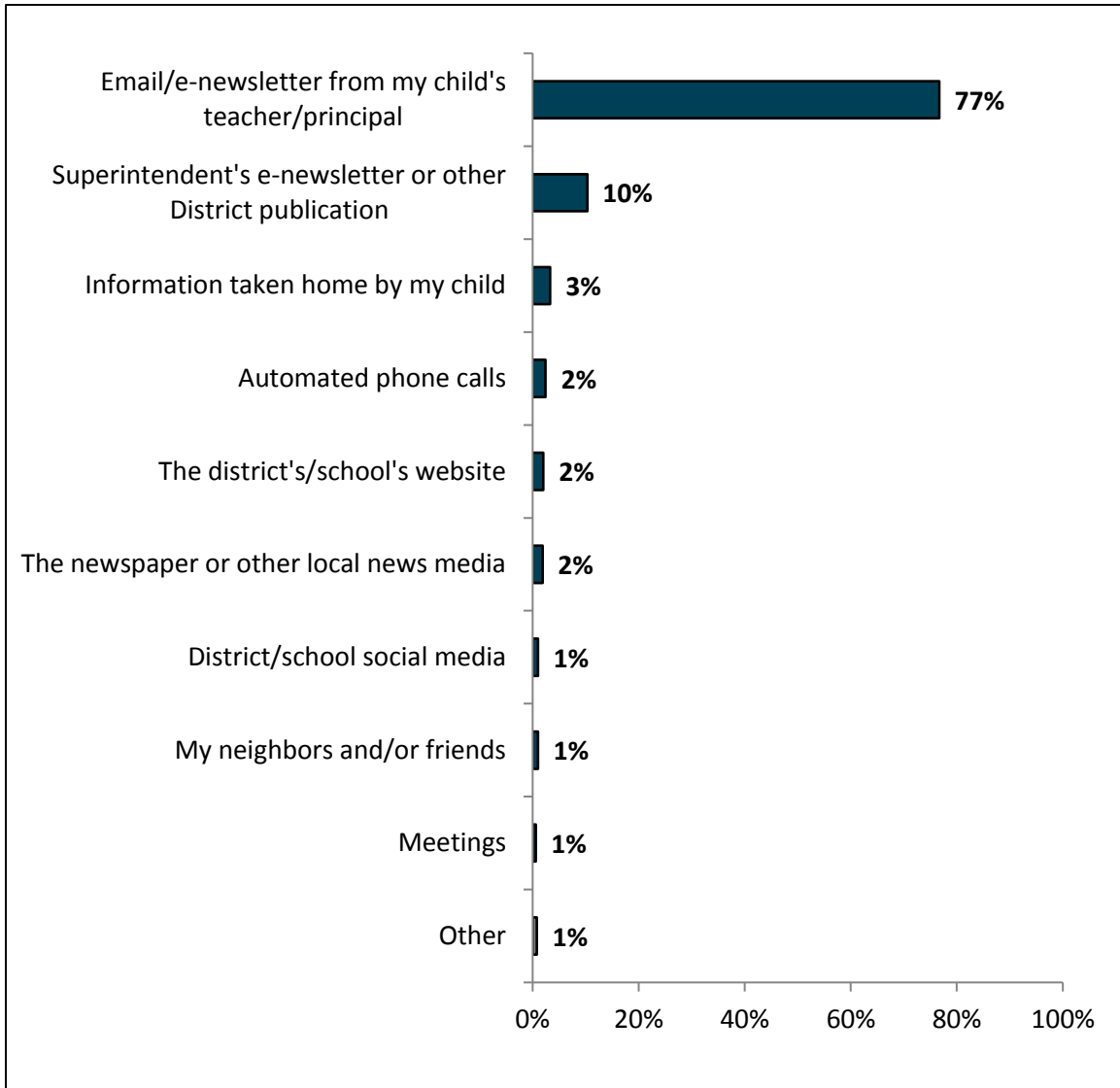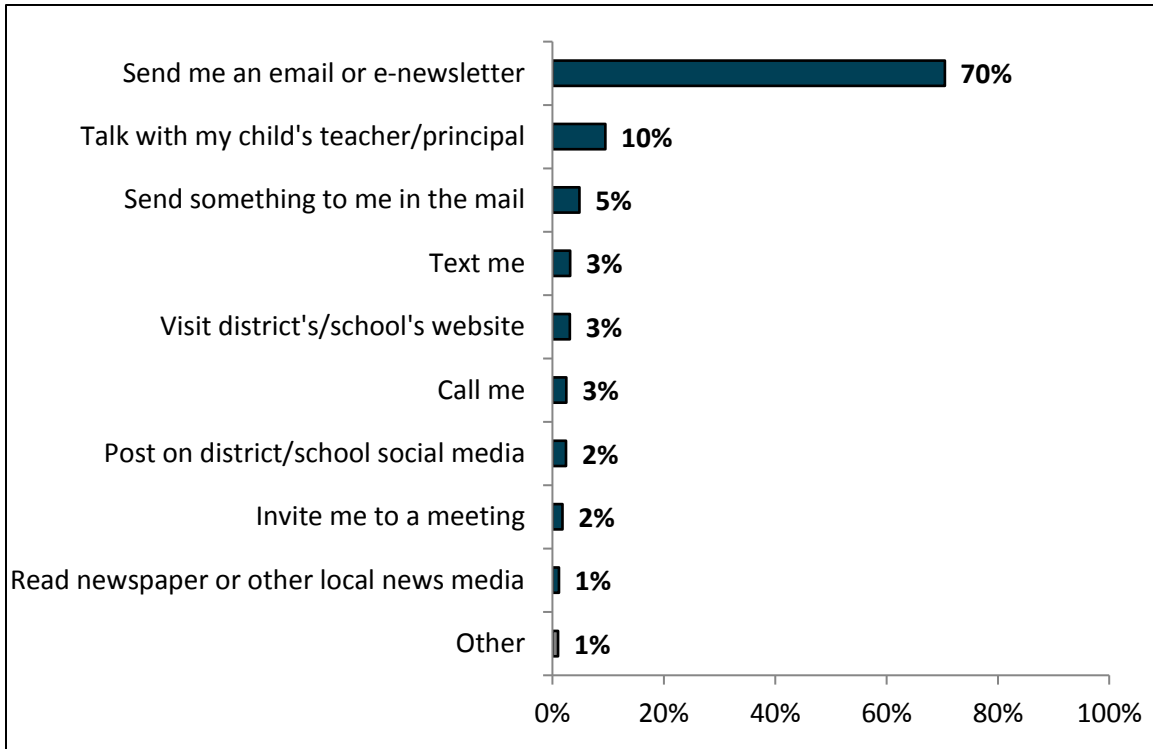

More information on how to support students at home — 43%

More convenient times for participation — 40%

More information on involvement opportunities — 38%

More communication between the school and parents/guardians — 35%

More participation opportunities at the school level — 25%

More participation opportunities at the district level — 17%

Other — 5%

None of the above — 13%

n=1,395

Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.5: Current Means of Receiving School Information

n=1,395

Figure 6.6: Preferred Method of School Communication

Send me an email or e-newsletter	70%
Talk with my child's teacher/principal	10%
Send something to me in the mail	5%
Text me	3%
Visit district's/school's website	3%
Call me	3%
Post on district/school social media	2%
Invite me to a meeting	2%
Read newspaper or other local news media	1%
Other	1%

n=1,388

Figure 6.7: Biggest Obstacles to Receiving Information

What I want to know is mixed in with information that does not apply to me	25%
I don't have time to read all that I get	14%
There is not enough information from the District	8%
There is too much information from the District	5%
The information is not in my native language	2%
Other	5%
I get what I need/no obstacles	41%
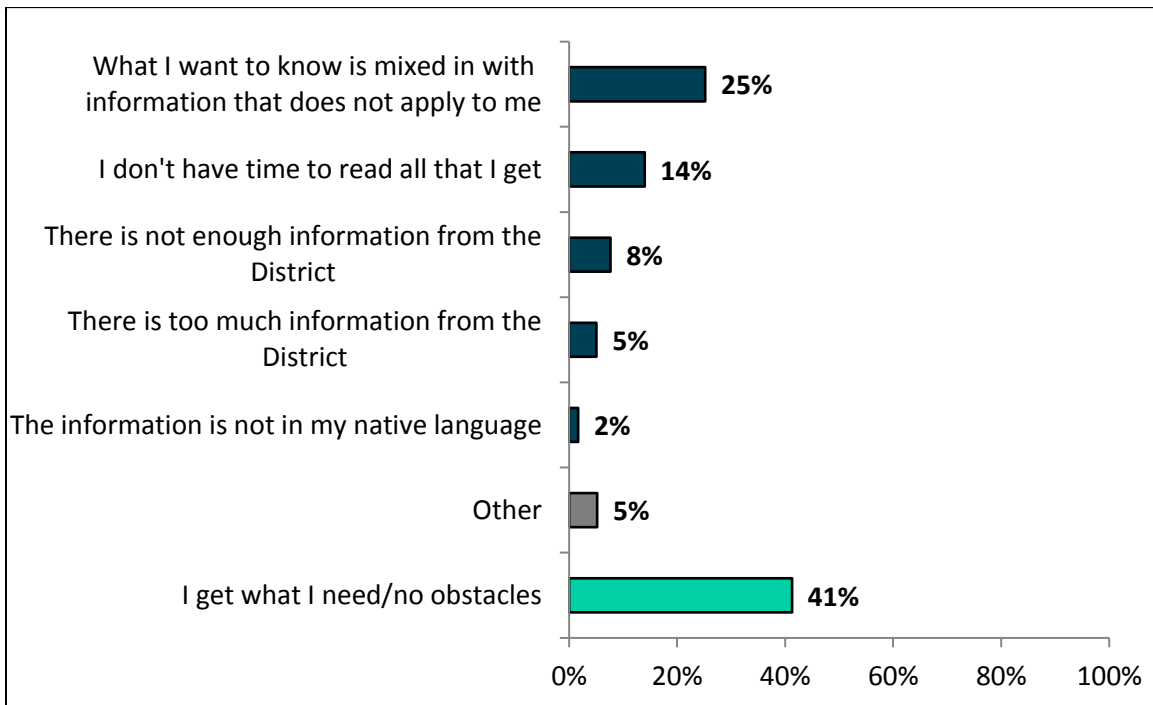
n=1,388

STAFF RESULTS

Figure 6.8: Staff Engagement
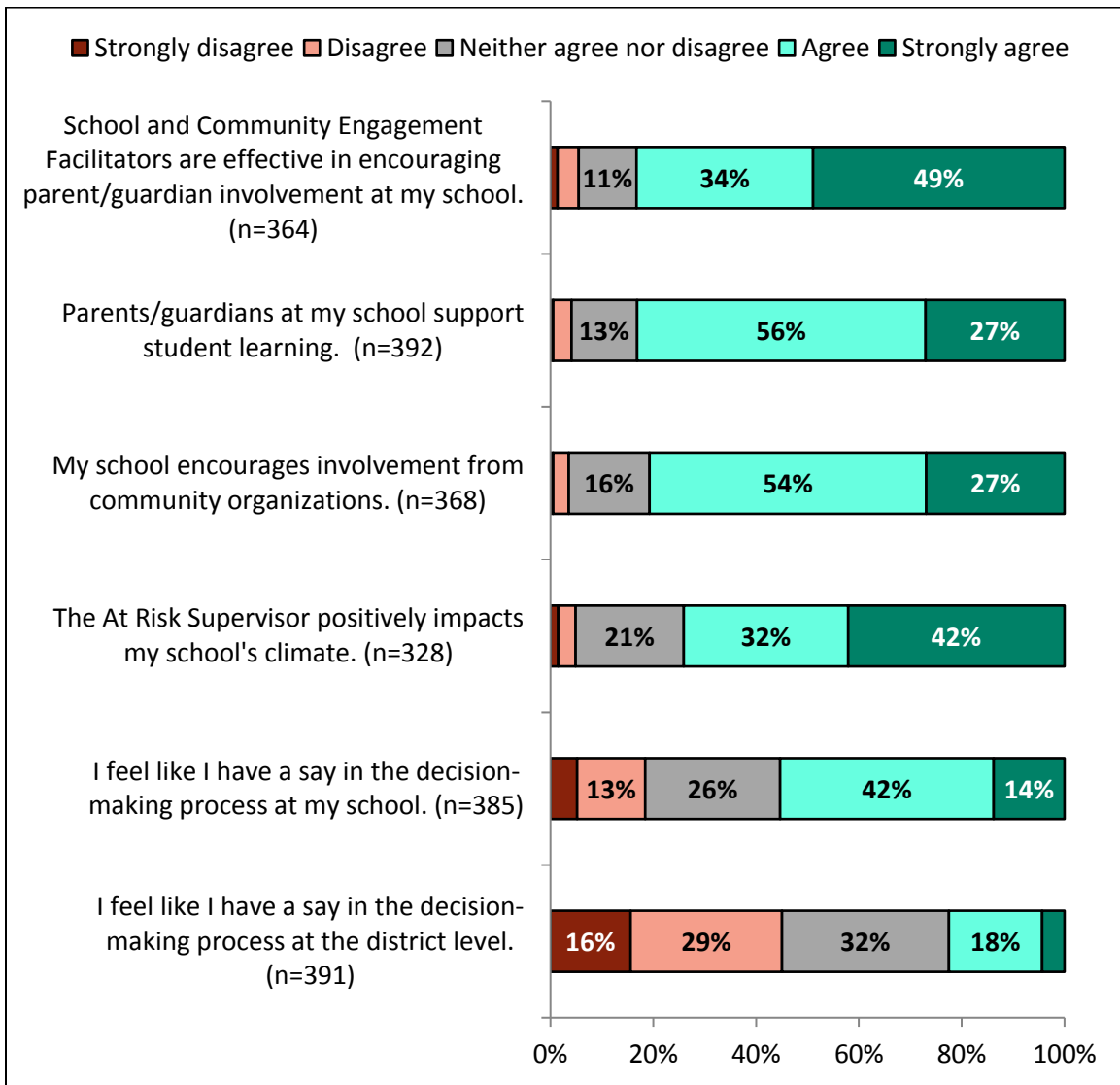
Figure 6.9: How to Encourage Increased Parent Involvement
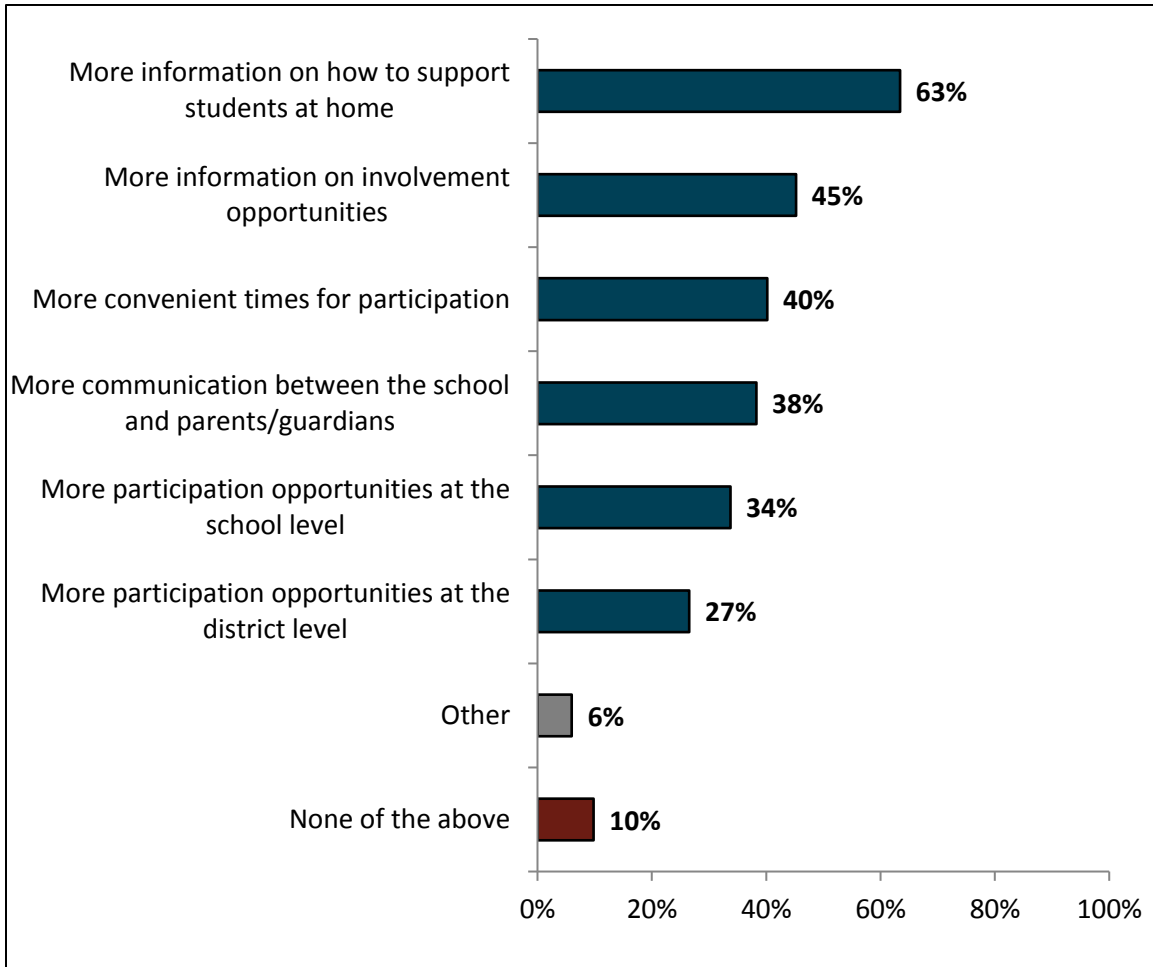
n=418

Note: Respondents could select more than one option; therefore, totals exceed 100%.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

http://www.hanoverresearch.com/evaluation/index.php

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.

4401 Wilson Boulevard, Suite 400
Arlington, VA 22203
P 202.559.0500 **F** 866.808.6585
www.hanoverresearch.com