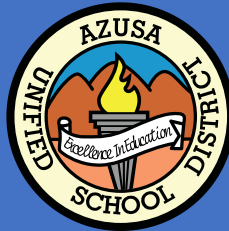


# 2019-2020 District Annual Survey Analysis

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Azusa Unified School District





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## Introduction

Azusa Unified School District (AUSD) surveys stakeholders annually to gather input and information to guide the development and refinement of the district's Local Control and Accountability Plan (LCAP). AUSD has five LCAP goals which include the following:

1. Azusa USD will increase student achievement on Common Core State Standards and narrow the achievement gaps between student groups.
2. Azusa USD will increase English learners' academic language development, achievement, and reclassification rates. AUSD will decrease the number of Long-Term English Learners (LTELs).
3. Azusa USD will increase all students' college and career readiness.
4. Azusa USD will increase parent and student leadership, engagement, and positive perceptions of the district.
5. Azusa USD will improve the learning environment and school climates through increased effectiveness and excellence of district maintenance, transportation, facilities, and nutrition.

In addition to being a critical tool in which the district engages all stakeholders around the LCAP, the survey also serves as a vehicle for parents, staff, and students to provide input on a broad range of district areas. The data are utilized at the site and district level to drive continual refinement and improvements systemwide.

Parents, students, and staff members were provided opportunities to give opinions on matters related to LCAP goals and district operations. While separate surveys were created for each stakeholder group, all surveys addressed the same themes and contained questions with matching variables.

Overall, survey results continue to be positive in areas aligned to the five LCAP goals and district operations.



## Methodology

A total of 5,762 responses were collected among all three stakeholder groups, which represents a 26% increase in total respondents from the 2018-2019 surveys. Surveys were provided to all three groups electronically and paper copies were made available as requested. Responses that were incomplete were removed so as to ensure data accuracy. Overall, there was an increase in the number of respondents who are parents and students. There were 93 fewer staff responses in 2019-2020. Sample sizes for 2019-2020 are almost double that needed for a 99% confidence level and 5% margin of error. It is expected that as enrollment and staffing numbers decrease total number of respondents will also decrease. The district seeks to ensure the number of responses continues to meet a 99% confidence level and 5% margin of error (confidence interval) as population sizes change. Figure 1 displays the sample size of the three stakeholder groups.

Figure 1: Sample Size

	Final Sample Size
Parents	1367
Students	3626
Staff	769



## Respondents

Respondents were asked to select several identifying descriptors. Figures 2 through 8 display the responses for each stakeholder group and provide insight into those who responded to the survey. Figures 2 through Figure 4 describe parent/family respondents, Figures 5 and 6 describe student respondents, and Figures 7 and 8 describe staff respondents.

### Parents

Figure 2: Parent School Site

School site	Responses*	Percentage of total responses received
ELLINGTON SCHOOL	40	3%
DALTON ELEMENTARY	90	7%
HODGE ELEMENTARY	92	7%
LEE ELEMENTARY	31	2%
LONGFELLOW EARLY LEARNING	32	2%
MAGNOLIA ELEMENTARY	72	5%
MURRAY ELEMENTARY	32	2%
PARAMOUNT ELEMENTARY	68	5%
POWELL ELEMENTARY	68	5%
VALLEYDALE ELEMENTARY	140	10%
CENTER MIDDLE SCHOOL	42	3%
FOOTHILL MIDDLE SCHOOL	55	4%
SLAUSON MIDDLE SCHOOL	68	5%
AZUSA HIGH SCHOOL	314	23%
GLADSTONE HIGH SCHOOL	141	11%
SIERRA HIGH SCHOOL	55	5%

\*Does not include those who declined to state



Figure 3: Grade Level of Child/Children

Grade	Responses*	Percentage
PRESCHOOL	50	4%
TRANSITIONAL KINDERGARTEN/EARLY TK	65	5%
KINDERGARTEN	80	6%
1 <sup>ST</sup>	94	7%
2 <sup>ND</sup>	98	7%
3 <sup>RD</sup>	93	7%
4 <sup>TH</sup>	95	7%
5 <sup>TH</sup>	89	7%
6 <sup>TH</sup>	66	5%
7 <sup>TH</sup>	57	4%
8 <sup>TH</sup>	56	4%
9 <sup>TH</sup>	117	9%
10 <sup>TH</sup>	126	9%
11 <sup>TH</sup>	138	10%
12 <sup>TH</sup>	143	10%

\*Does not include those who declined to state

Figure 4: Student Program

Program	Responses*	Percentage
ADVANCED PLACEMENT (AP)	139	11%
DUAL IMMERSION	147	12%
EARLY COLLEGE PROGRAM	54	4%
ENGINEERING PATHWAY	29	2%
GIFTED & TALENTED EDUCATION (GATE)	69	6%
INTERNATIONAL BACCALAUREATE (IB)	23	2%
MEDICAL PATHWAY	30	2%
SPECIAL EDUCATION	93	7%
ATTENDED SUMMER SCHOOL	199	16%
NONE OF THE ABOVE	645	52%

\*Does not include those who declined to state



## Students

Students in grades six through 12 were provided opportunities to respond to the student survey. All district middle schools and high schools participated in collecting student responses.

Figure 5: Student Grade Level

Student Grade Level	Responses*	Percentage of total responses received
6 <sup>TH</sup> GRADE	566	16%
7 <sup>TH</sup> GRADE	522	15%
8 <sup>TH</sup> GRADE	512	14%
9 <sup>TH</sup> GRADE	489	14%
10 <sup>TH</sup> GRADE	489	14%
11 <sup>TH</sup> GRADE	442	12%
12 <sup>TH</sup> GRADE	564	16%

\*Does not include those who declined to state

Figure 6: Student Program Participation

Program	Responses*	Percentage
ADVANCED PLACEMENT (AP)	536	15%
AVID	560	16%
EARLY COLLEGE PROGRAM	185	5%
ENGINEERING PATHWAY	130	4%
MEDICAL PATHWAY	188	5%
MIDDLE SCHOOL STEM PROGRAM	287	8%
INTERNATIONAL BACCALAUREATE (IB)	42	1%
GIFTED & TALENTED EDUCATION (GATE)	172	5%
ATTENDED SUMMER SCHOOL	762	22%
NONE OF THE ABOVE	1585	45%

\*Does not include those who declined to state



## Staff

All AUSD staff were provided opportunity to respond to the district staff survey. The staff survey applied advanced logic so that questions targeted specific employee roles.

Figure 7: Staff Role

Role	Responses*	Percentage
TEACHER	371	50%
TEACHER ON SPECIAL ASSIGNMENT	14	2%
SITE INSTRUCTIONAL SUPPORT STAFF/RESOURCE TEACHER	69	9%
COUNSELOR	14	2%
SITE BASED ADMINISTRATOR	18	2%
SITE BASED CLASSIFIED STAFF	172	23%
DISTRICT ADMINISTRATOR	16	2%
DISTRICT BASED CLASSIFIED/CONFIDENTIAL STAFF	37	5%
DISTRICT INSTRUCTIONAL SUPPORT STAFF	31	4%

\*Does not include those who declined to state

Figure 8: Teaching Staff Grade Level

Grade Level	Responses*	Percentage
PRESCHOOL	15	4%
TRANSITIONAL KINDERGARTEN (TK) & EARLY TK	16	5%
KINDERGARTEN	39	11%
1 <sup>ST</sup>	48	14%
2 <sup>ND</sup>	40	11%
3 <sup>RD</sup>	50	14%
4 <sup>TH</sup>	36	10%
5 <sup>TH</sup>	45	13%
6 <sup>TH</sup>	64	18%
7 <sup>TH</sup>	70	20%
8 <sup>TH</sup>	71	20%
9 <sup>TH</sup>	71	20%
10 <sup>TH</sup>	89	25%
11 <sup>TH</sup>	97	28%
12 <sup>TH</sup>	90	26%
ADULT TRANSITION	5	1%

\*Does not include those who declined to state. Includes those who teach multiple levels.





## Goal 1

Survey questions aligned to Goal 1 asked stakeholders to indicate their level of agreement and satisfaction with statements that addressed student achievement factors. The graphs in this section reflect perceptions on instruction, resources, technology, and programs that serve to increase and improve student achievement for all student groups.

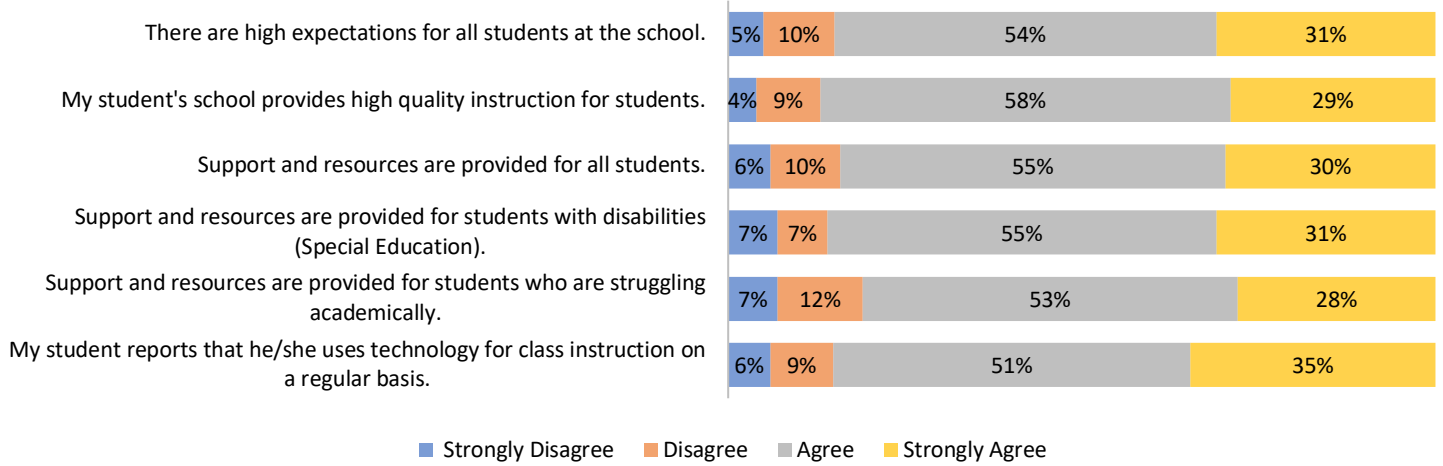
### Key Findings Goal 1

- ◆ Over 84% of parents, students, and staff agree there are high expectations for students in Azusa schools.
- ◆ Over 81% of parents agree that supports and resources are available for all students as well as those who need additional help (struggling students, students with disabilities).
- ◆ 93% of students agree there are opportunities for collaboration and academic dialogue in their classes, reflecting the impact of the professional learning and instructional coaching focused on collaborative practices.
- ◆ Teachers overwhelmingly agree (90%) they have opportunities for professional learning to support student achievement, close to 76% state the professional learning opportunities are valuable.
- ◆ 67% of teachers and site administrators feel prepared to support students with disabilities.
- ◆ 65% of staff indicate the need for further academic intervention for students who struggle.
- ◆ 85% of teachers state they have the materials and supplies needed to implement standards-based curriculum and instruction. Furthermore, over 90% of students agree they have the materials and supplies they need to learn.
- ◆ Students and staff agree that technology is used regularly for instruction (91% and 93% agreement respectively).
- ◆ Agreement levels for parents, students and staff are aligned in the area of expectations, support, and resources; the largest difference being a seven-percentage point difference between students and staff regarding schools providing high-quality instruction and having high expectations for students. Student rates of agreement are lower in both areas.

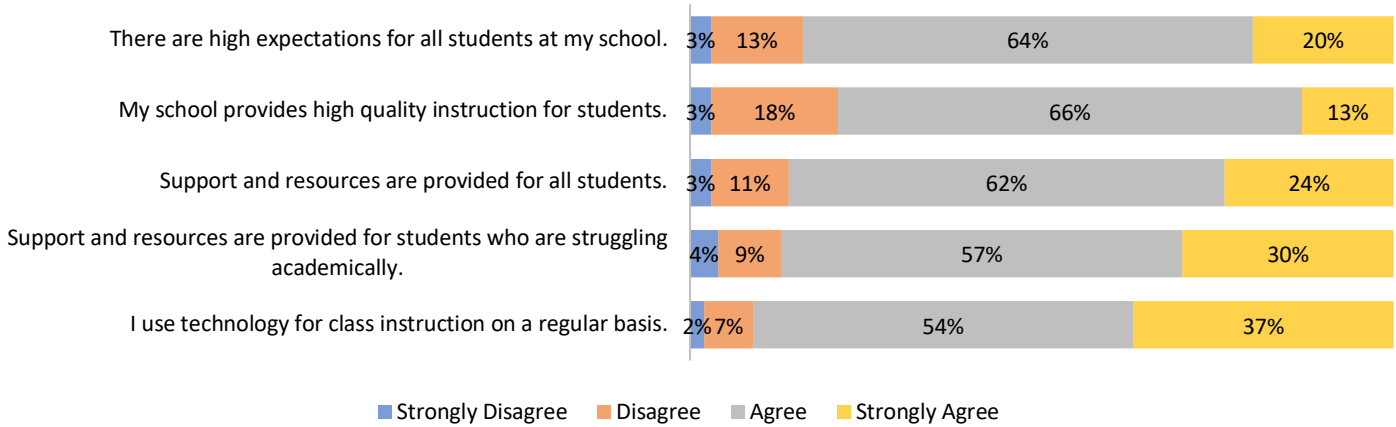


*Expectations, Support, Resources*

**PARENTS**



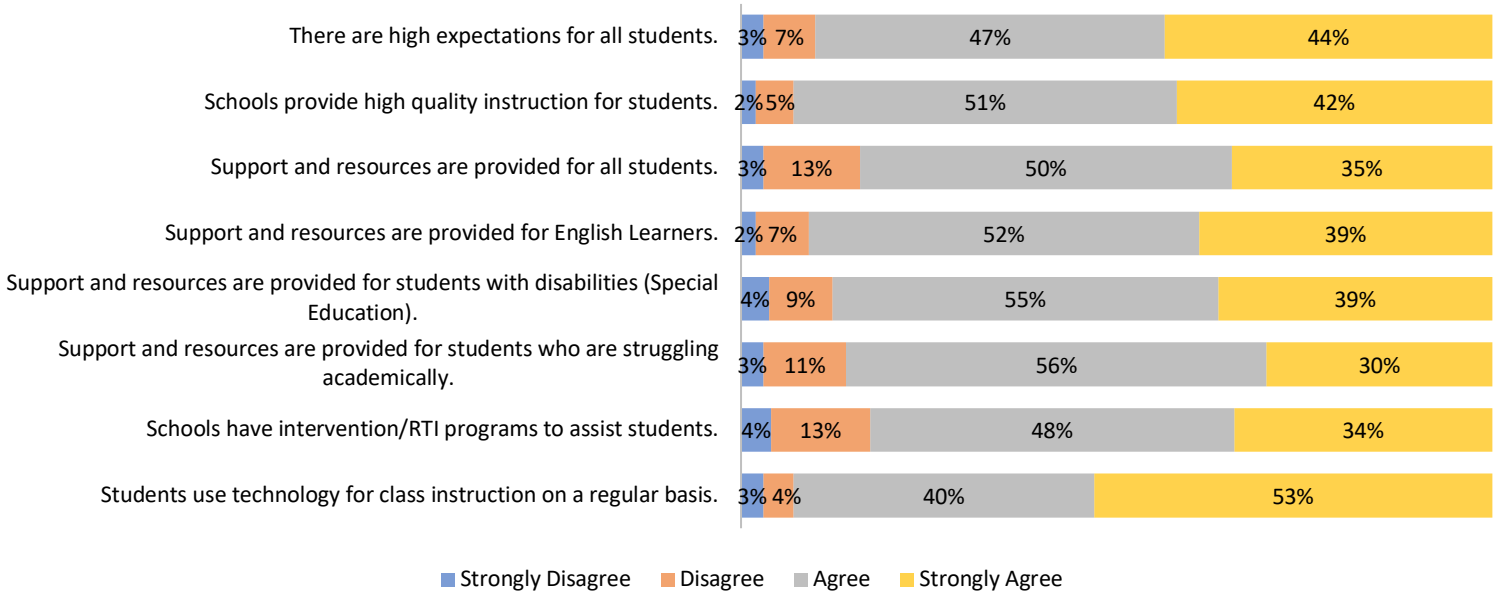
**STUDENTS**



## 2019-2020 District Annual Survey Analysis

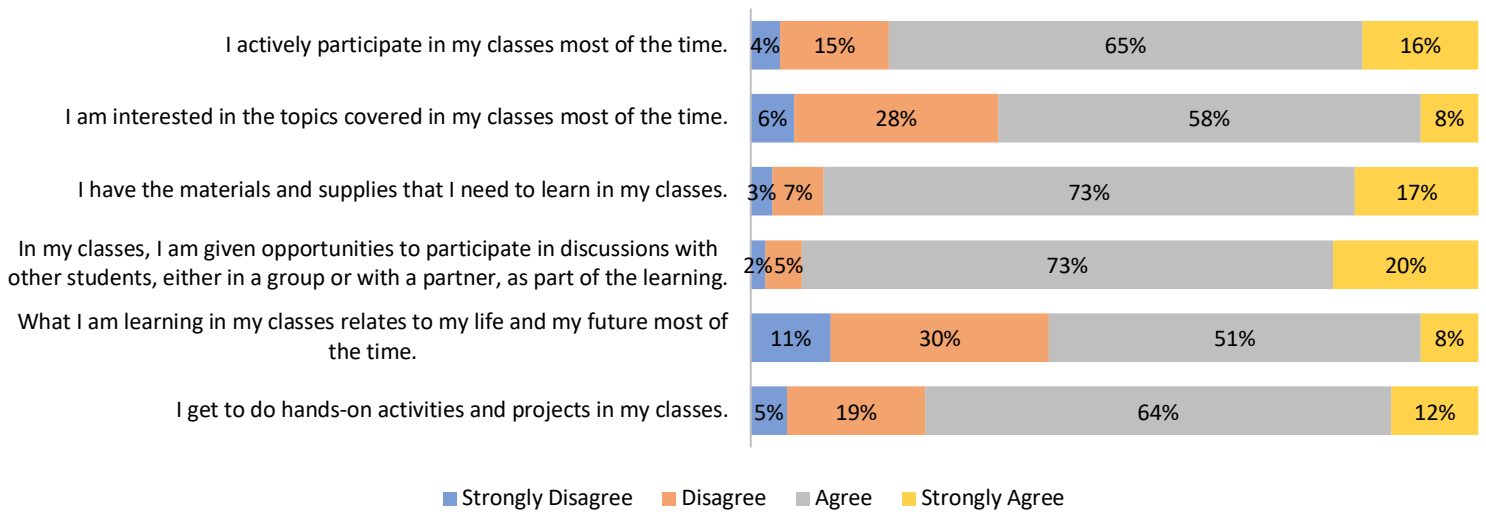


### STAFF



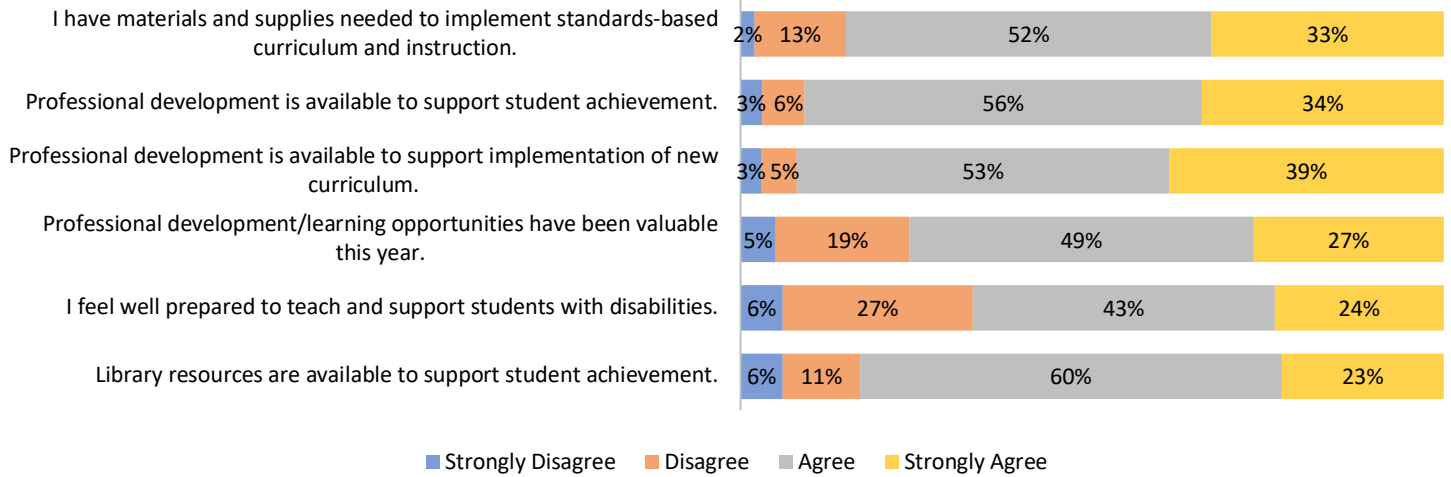
## Instruction, Curriculum, Professional Learning

### STUDENTS

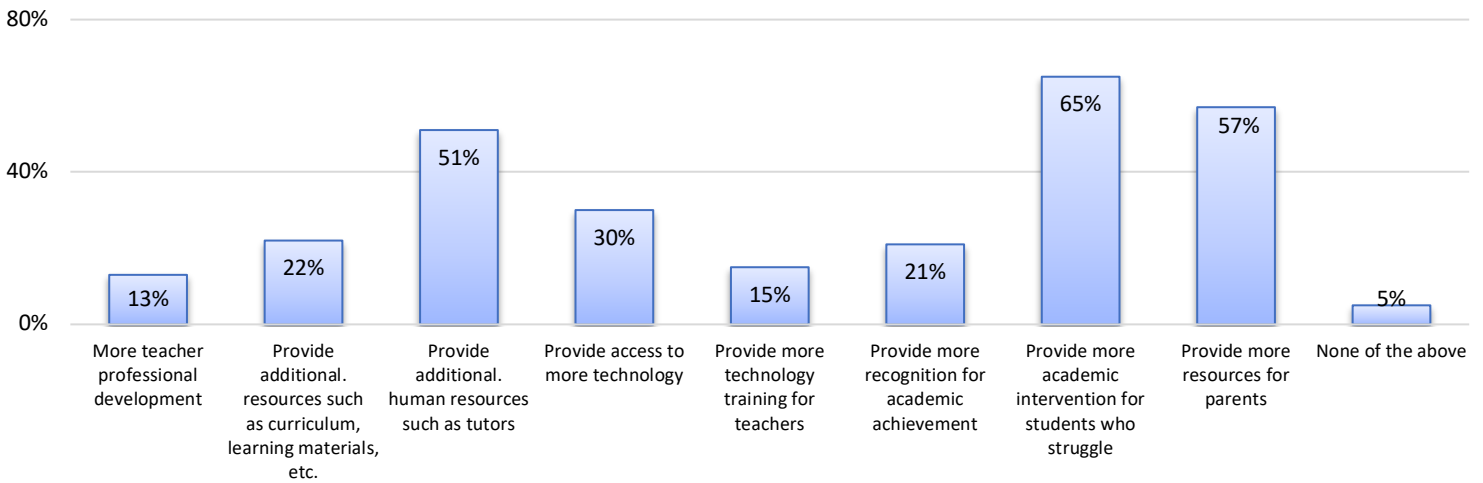




**TEACHING STAFF / SITE ADMINISTRATORS**

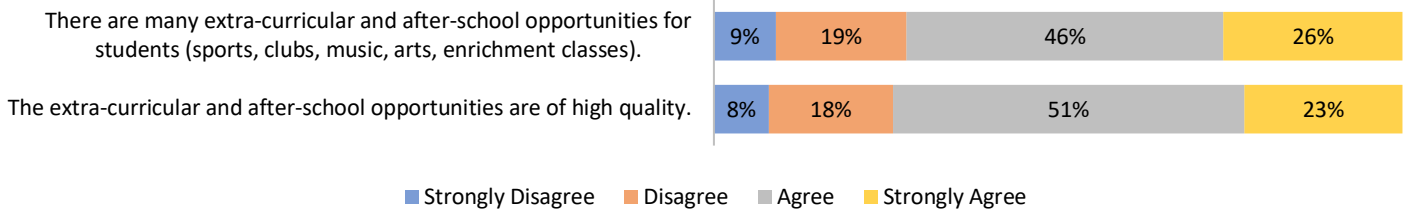


**Staff perceptions on improving support for low income students  
(Select as many as apply)**

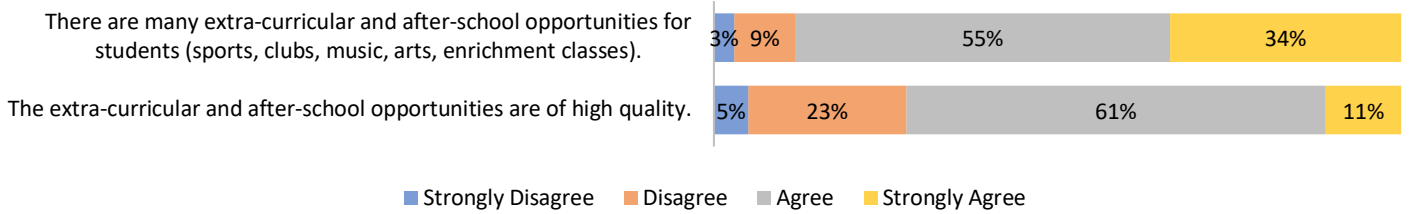




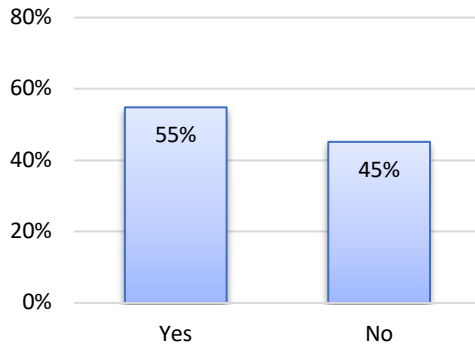
**PARENTS**



**STUDENTS**



**HAVE YOU PARTICIPATED OR WILL YOU PARTICIPATE IN ANY EXTRA-CURRICULAR SCHOOL ACTIVITIES THIS YEAR?**

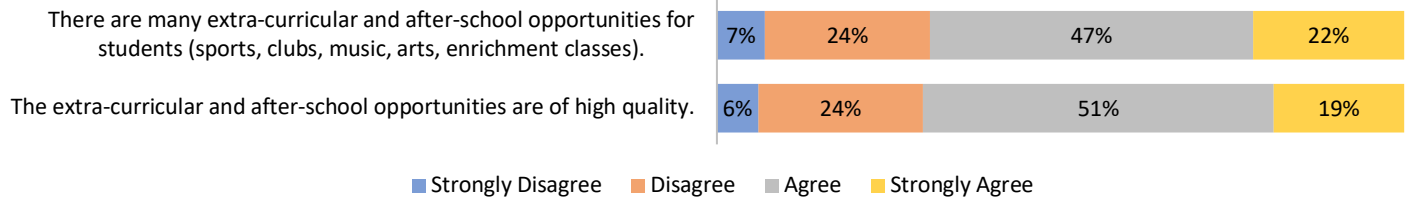


## 2019-2020 District Annual Survey Analysis



### STAFF

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## Goal 2

Survey questions aligned to Goal 2 asked stakeholders to indicate their level of agreement and satisfaction with statements that addressed English learner achievement, language acquisition, and reclassification. The graphs below reflect perceptions on instruction, resources, technology, and support that serve to increase and improve English learner progress. In addition, results are displayed which address perceptions of how to improve services for English learners and how English learner parents are supported.

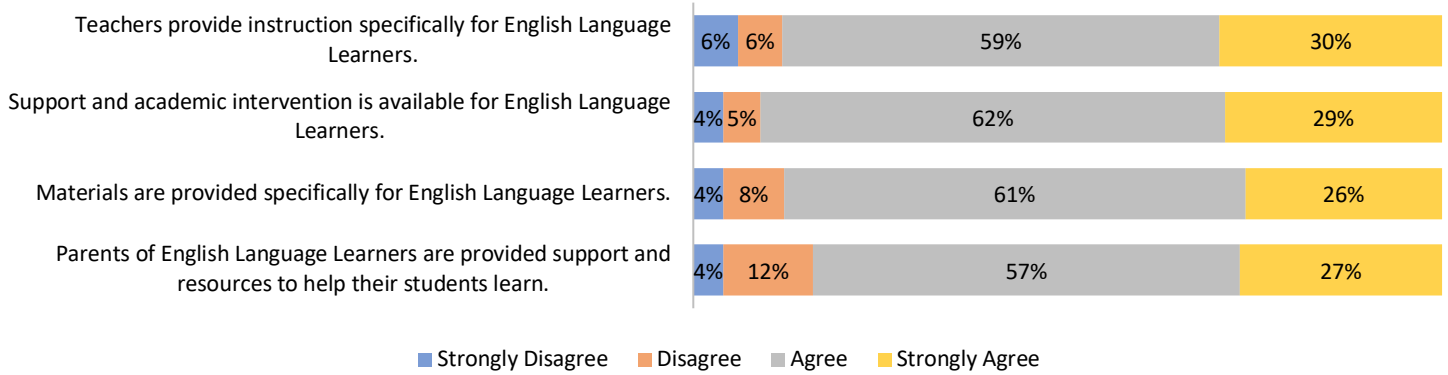
### Key Findings Goal 2

- ◆ Over 84% of parents of English learners express satisfaction with EL instruction, materials, encouragement, and parent support.
- ◆ Over 81% of English learners express satisfaction with EL instruction, materials, and support their parents receive.
- ◆ Over 82% of staff express satisfaction with EL instruction, intervention, ELD professional learning, EL materials, and their site's encouragement of EL students.
- ◆ Over 50% of parents of English learners and staff identify additional human resources such as tutors and translators as a way to improve support for English learners. In contrast, 33% percent of students identified human resources as a way to improve support.
- ◆ Students identified three prominent areas of improvement to support English learners: access to additional technology and translation devices (36%), additional English learner instruction professional development for teachers (33%), and additional human resources such as tutors and translators (33%).
- ◆ Parents identified two prominent areas of improvement to support English learners: additional English learner instruction professional development for teachers (50%) and additional resources for parents of English learners (40%).
- ◆ Staff identified two prominent areas of improvement to support English learners: provide additional human resources such as tutors and translators (56%) and additional resources for parents of English learners (50%).
- ◆ English learners express significantly higher rates of dissatisfaction (23%) with the encouragement they receive when compared to dissatisfaction levels reported by parents (9%) and staff (7%).

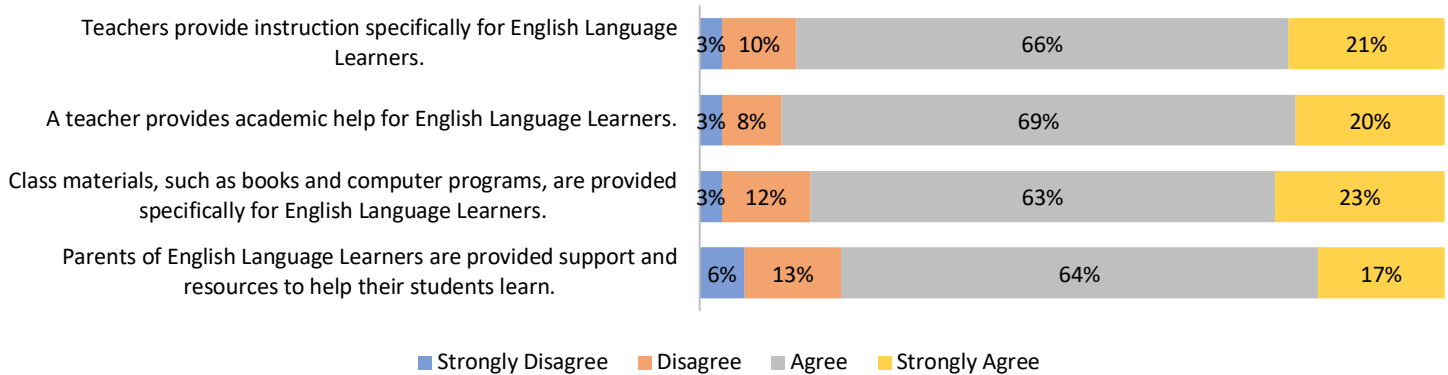


*Instruction, Materials, and Support for English Learners*

**PARENTS OF ENGLISH LEARNERS**



**EL STUDENTS**

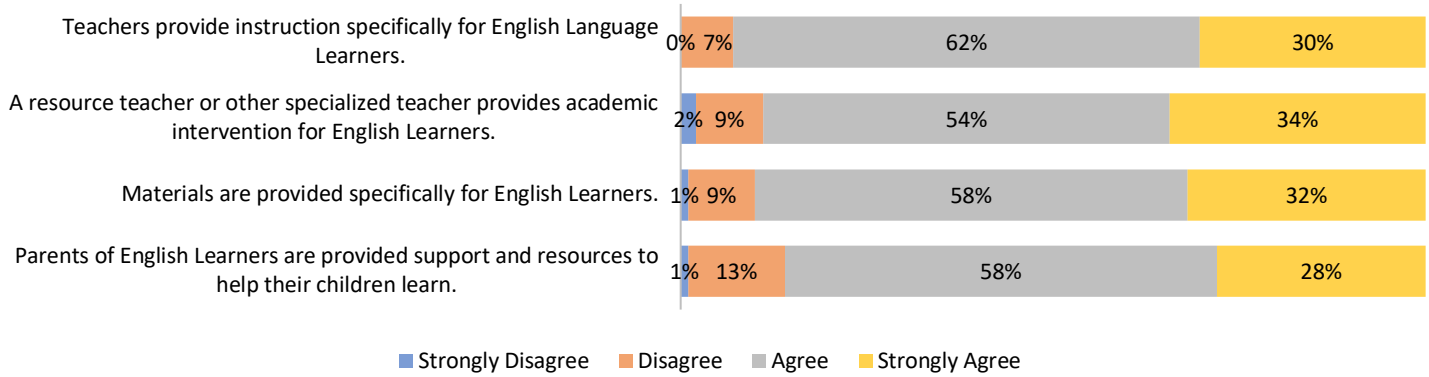




## 2019-2020 District Annual Survey Analysis

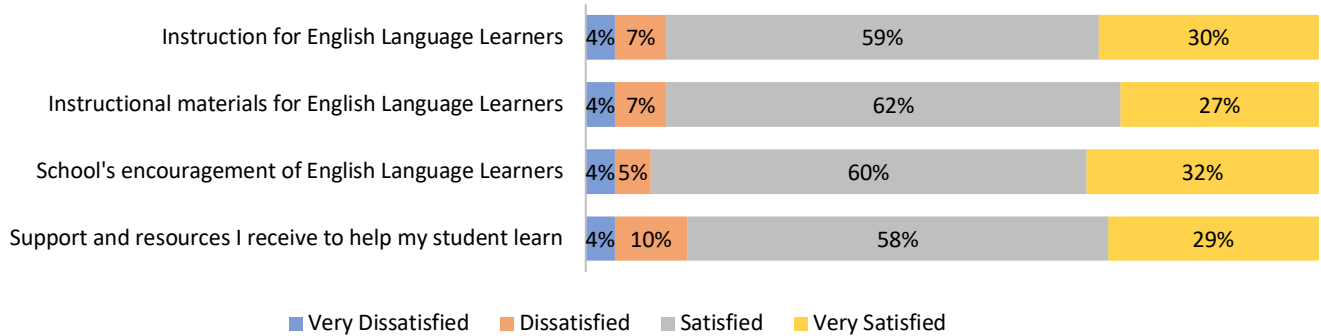


### STAFF



## Satisfaction with Services for English Learners

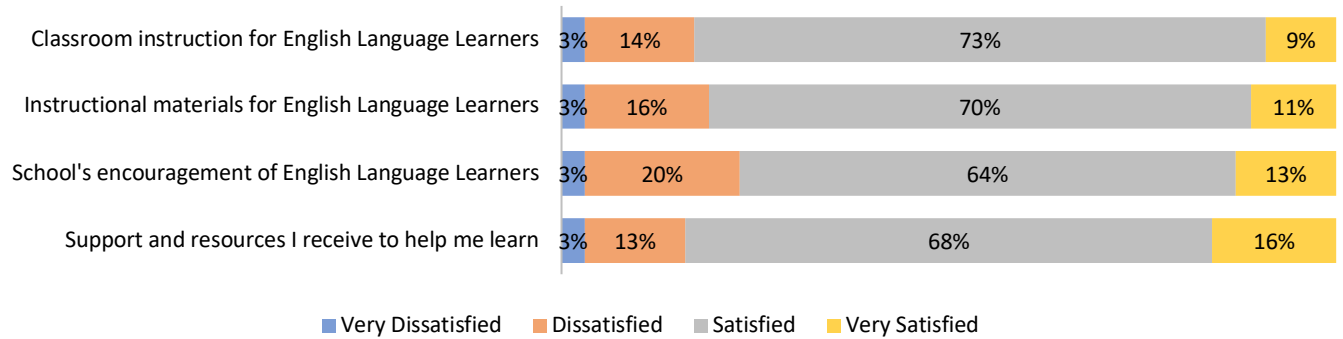
### PARENTS OF ENGLISH LEARNERS



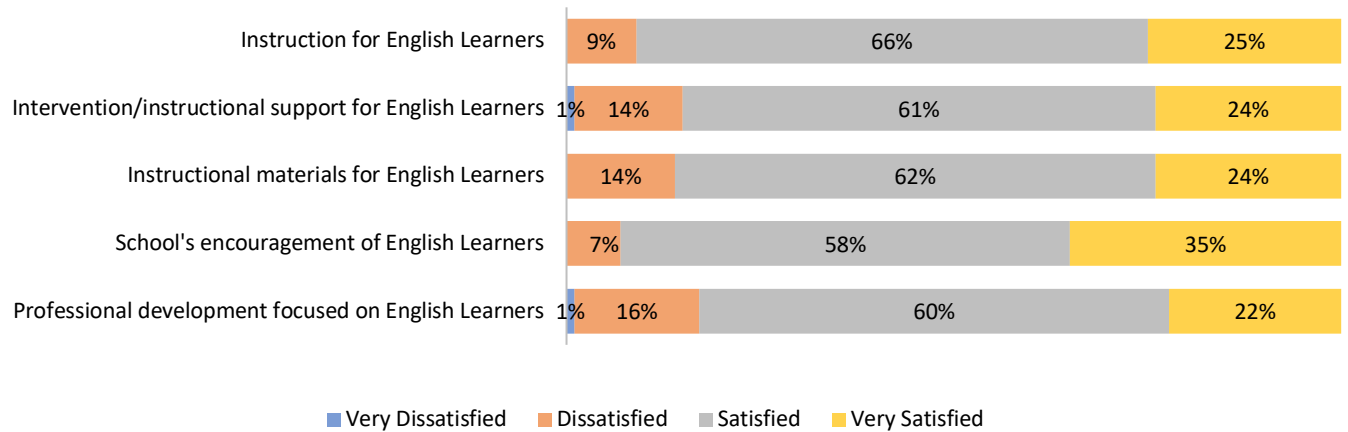
## 2019-2020 District Annual Survey Analysis



### EL STUDENTS



### STAFF

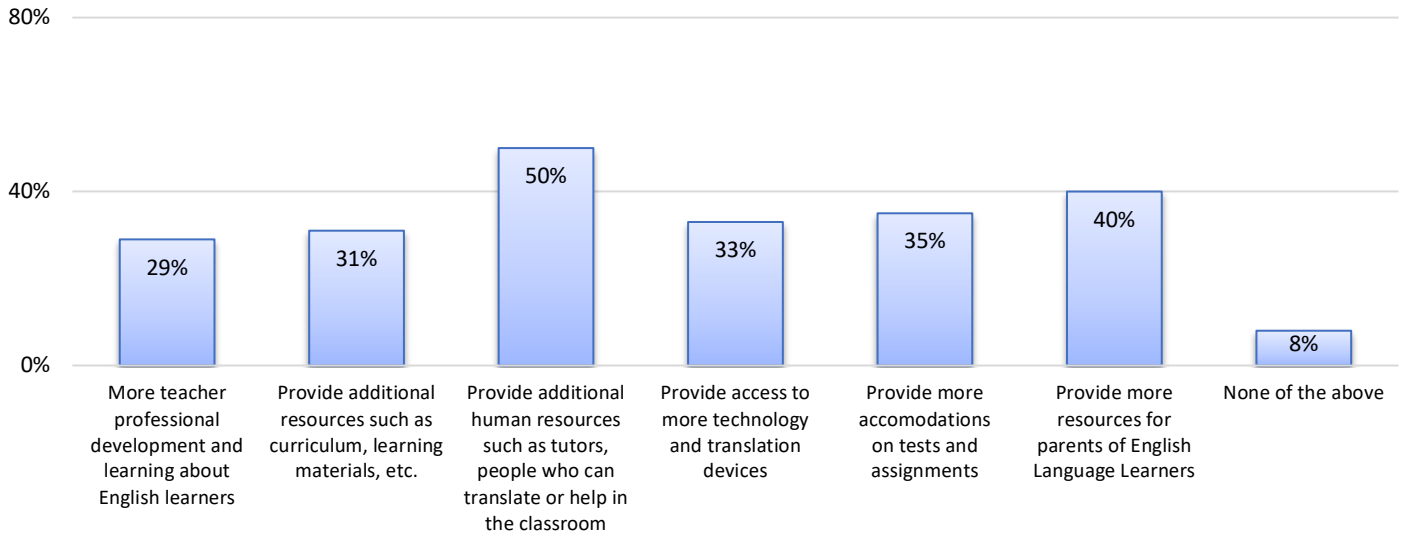




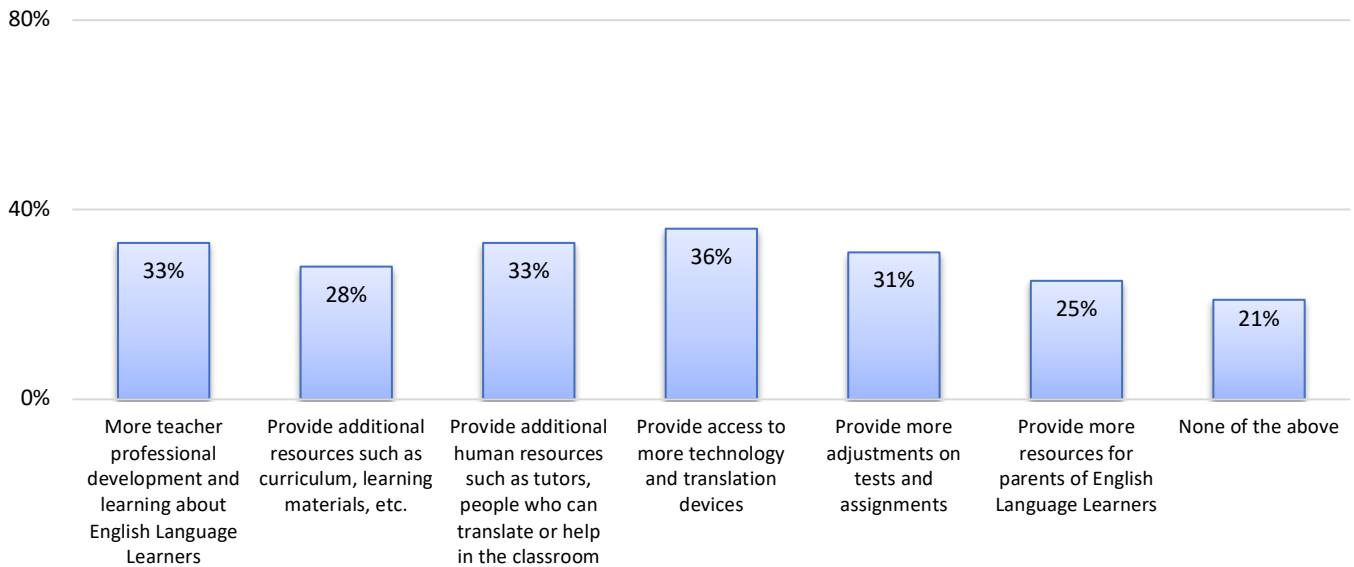
## Perceptions of Improved Support for English Learners

### How can Azusa Unified School District improve support for English Language Learners?

#### PARENTS OF ENGLISH LEARNERS



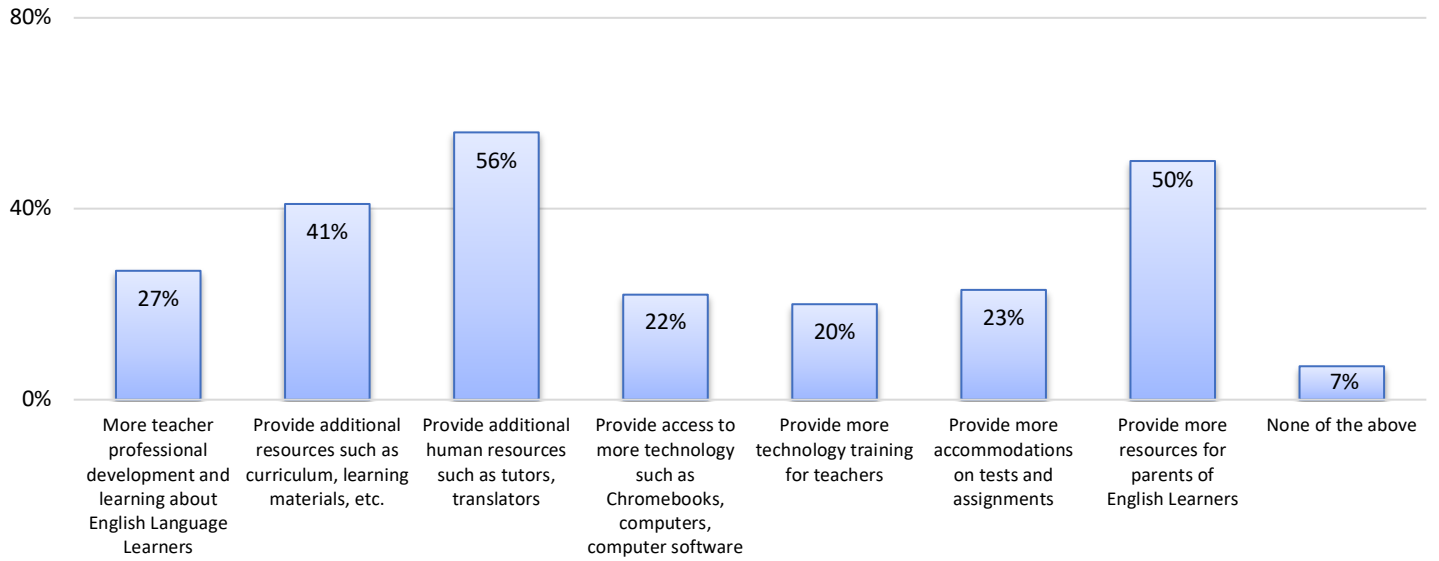
#### EL STUDENTS



# 2019-2020 District Annual Survey Analysis



## STAFF





## Goal 3

Survey questions aligned to Goal 3 asked stakeholders to indicate their level of agreement and satisfaction with statements that addressed college and career preparation and readiness. The graphs below reflect perceptions on courses, college/career advisement and support, and school college-going culture.

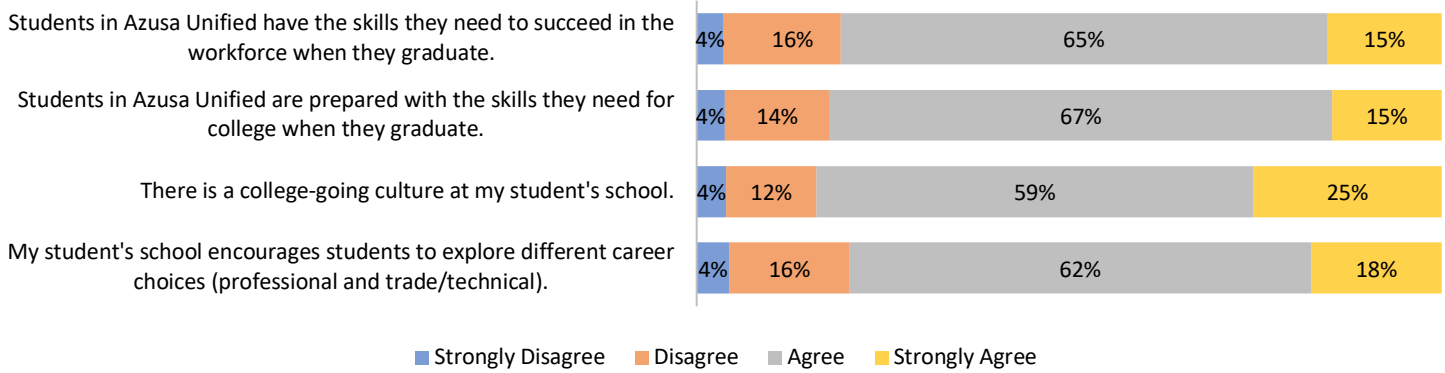
### Key Findings Goal 3

- ◆ Over 79% of students, 82% of parents, and 75% of staff agree AUSD students are prepared for college when they graduate.
- ◆ Over 79% of students, 80% of parents, and 77% of staff agree AUSD students will have the skills they need for the workforce when then graduate.
- ◆ Over 84% of all three stakeholder groups agreed AUSD schools have a college-going culture.
- ◆ Over 83% of high school students agree their schools provide information about classes that will help them get into a college or university.
- ◆ 84% of high school students agree AUSD schools provide information about taking college entrance exams.
- ◆ 80% or more of parents, students, and staff agree there are opportunities to explore career choices at district schools.
- ◆ Close to 75% of high school students indicated they have met with their counselor one or more times.

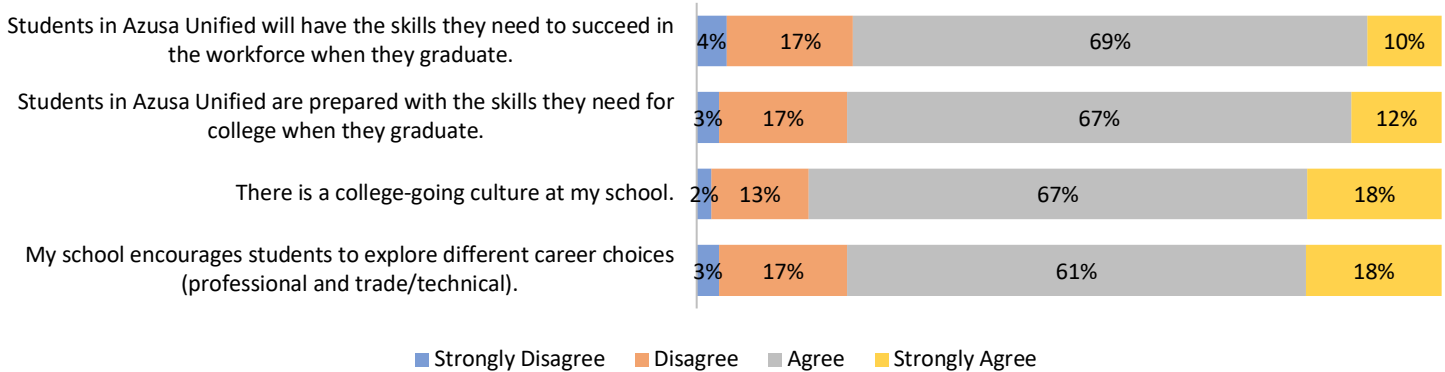


*College and Career Preparation and Resources*

**PARENTS**



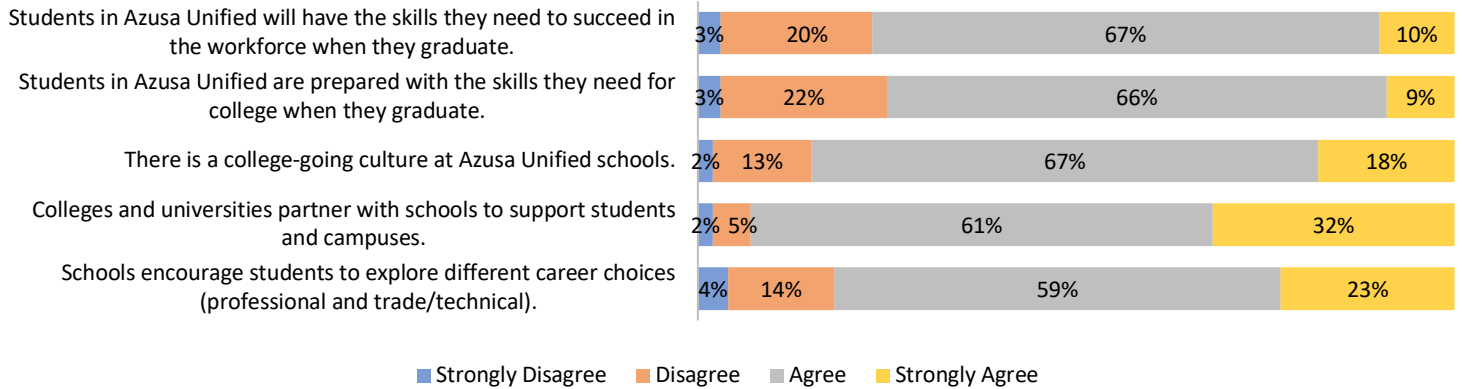
**STUDENTS**



## 2019-2020 District Annual Survey Analysis

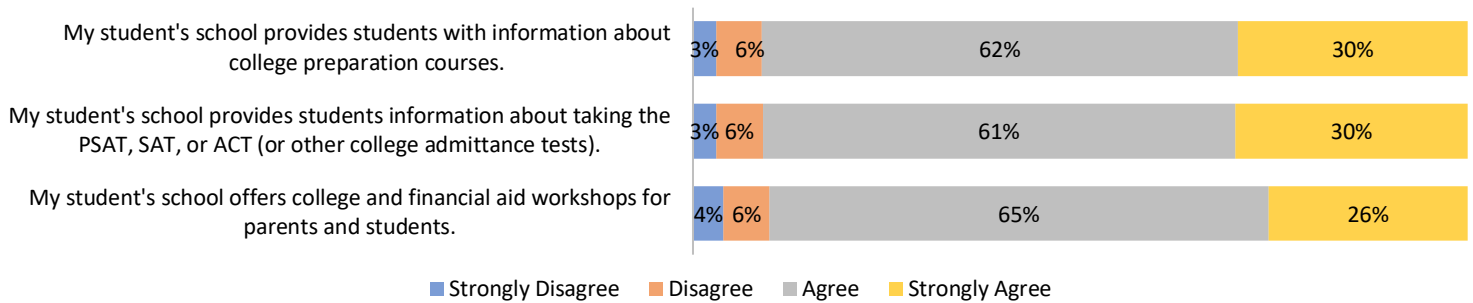


### STAFF



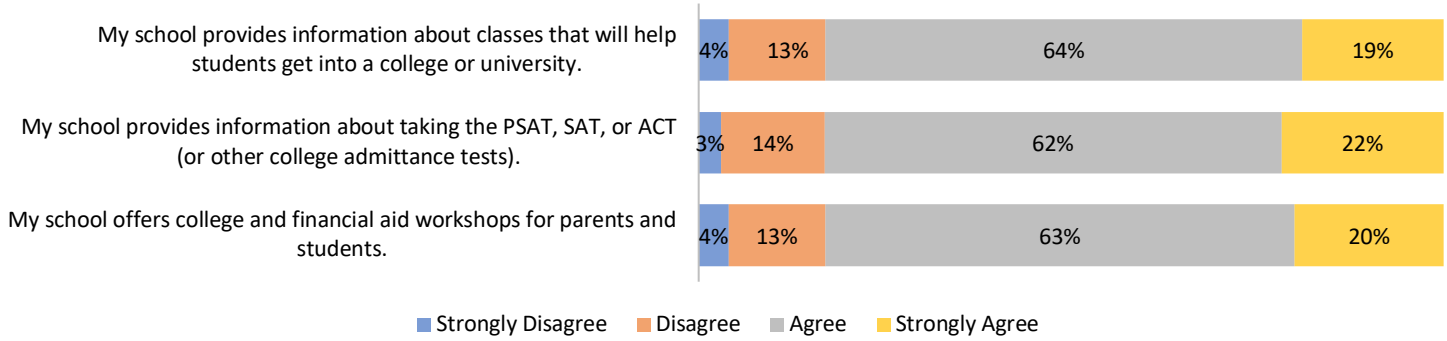
## Support for College and Career Preparedness

### PARENTS



### HIGH SCHOOL STUDENTS

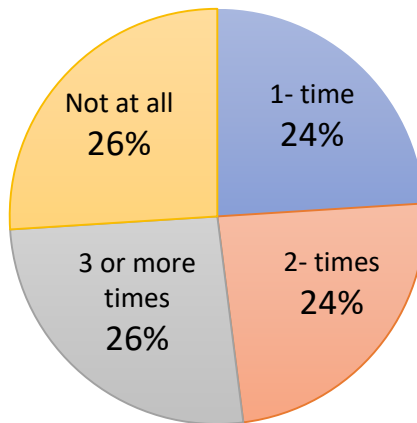
## 2019-2020 District Annual Survey Analysis



### HIGH SCHOOL STUDENTS

***How often do you meet with or talk to your school counselor about taking classes that will help you go to college or get a specific type of job after high school? (Meeting could have been one-on-one or in a group or class)?***

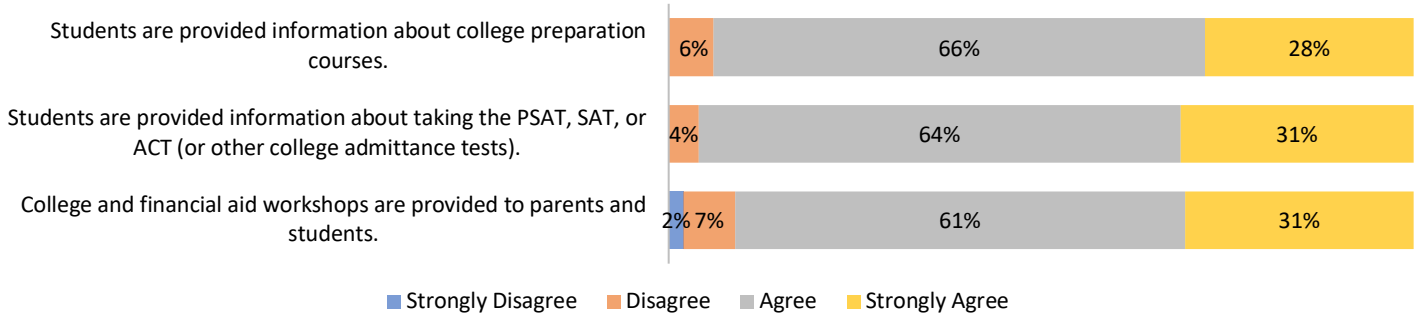
75% of high school students indicate they meet with a counselor 1 or more times a year.



### STAFF



## 2019-2020 District Annual Survey Analysis





## Goal 4

Survey questions aligned to Goal 4 asked stakeholders to indicate their level of agreement and satisfaction with statements that addressed student safety, connectivity, and positive perceptions of schools and the district as a whole. The graphs below reflect respondents' perceptions on student physical and emotional safety, student encouragement, and recognition. Further questions addressed engagement opportunities for parents, students, and staff. Finally, responses included stakeholder satisfaction with leadership and district and site communication.

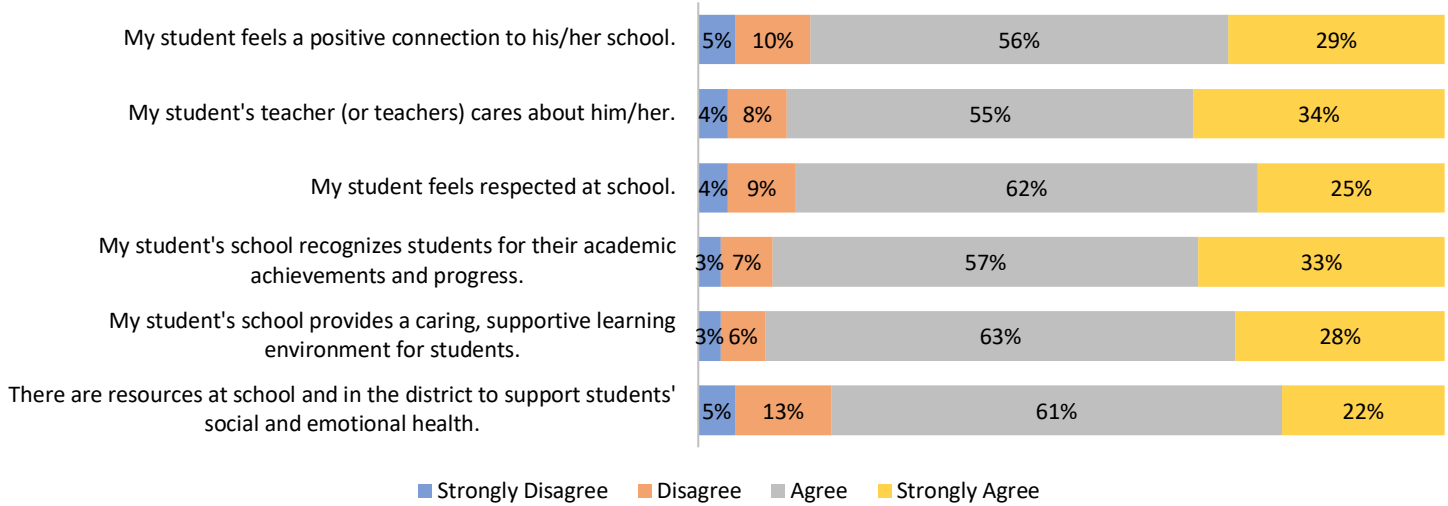
### Key Findings Goal 4

- ◆ 80% of students agree they feel physically safe at school, 72% state they feel emotionally safe at school.
- ◆ Nearly 85% percent of parents and 93% of staff agree students feel connected to schools, while student agreement reflects significantly lower levels, with 68% of students agreeing they feel a positive connection to their school.
- ◆ There are high rates of agreement for all three stakeholder groups when asked whether schools provide a caring, supportive learning environment. Parent agreement exceeds 90%, student agreement exceeds 80%, and staff agreement exceeds 96%.
- ◆ 86% of parents agree they are listened to by school administration and staff.
- ◆ Over 90% of parents agree they are encouraged to participate in school and district activities. And 82% state they are aware of opportunities to be involved.
- ◆ The most common reported parent involvement/engagement activity was volunteering in classrooms, 25% of parents indicate they have done so. Further, 58% of parents reported they have not been engaged/involved in any way.
- ◆ For parents who have not participated in schools, 53% indicate scheduling conflicts as the reason for their lack of participation; 64% of parents indicating other reasons specified that work interfered with their involvement/engagement.
- ◆ 81% of students are satisfied with their education in AUSD thus far.
- ◆ Over 65% of parents indicated they prefer a phone call or email when receiving communication.
- ◆ Parents identified four top motivators for parent and family involvement/engagement, they are:
  - a) increased communication
  - b) more information on opportunities
  - c) information on how to support students at home
  - d) more convenient times

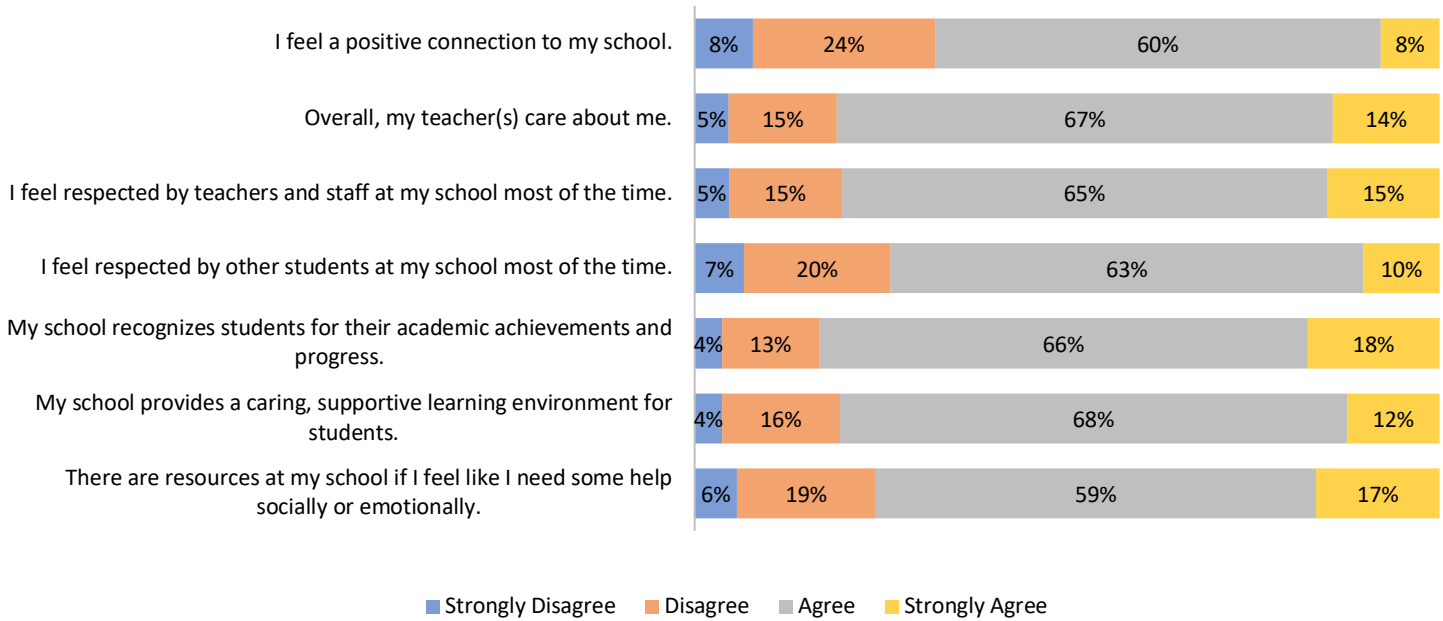


*Student School Connectedness*

**PARENTS**



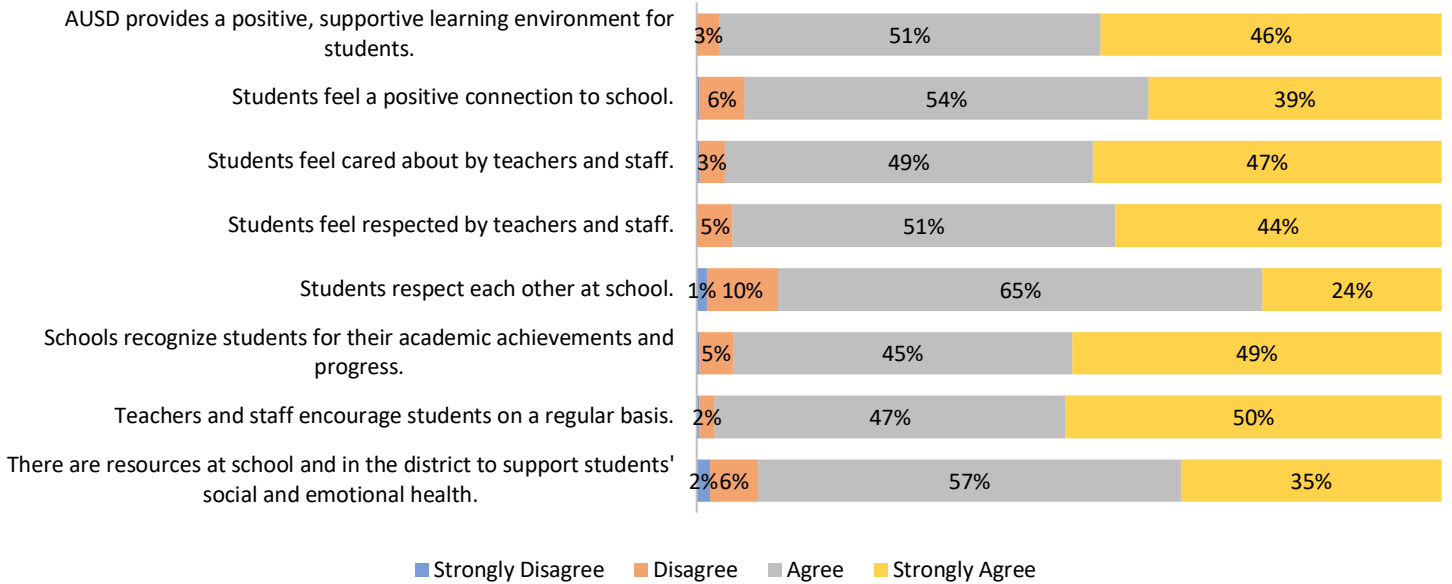
**STUDENTS**



## 2019-2020 District Annual Survey Analysis

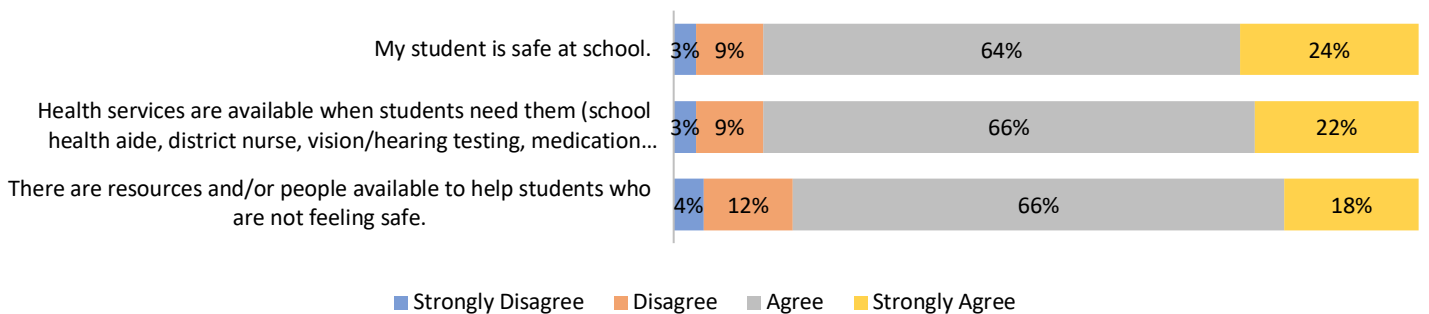


### STAFF



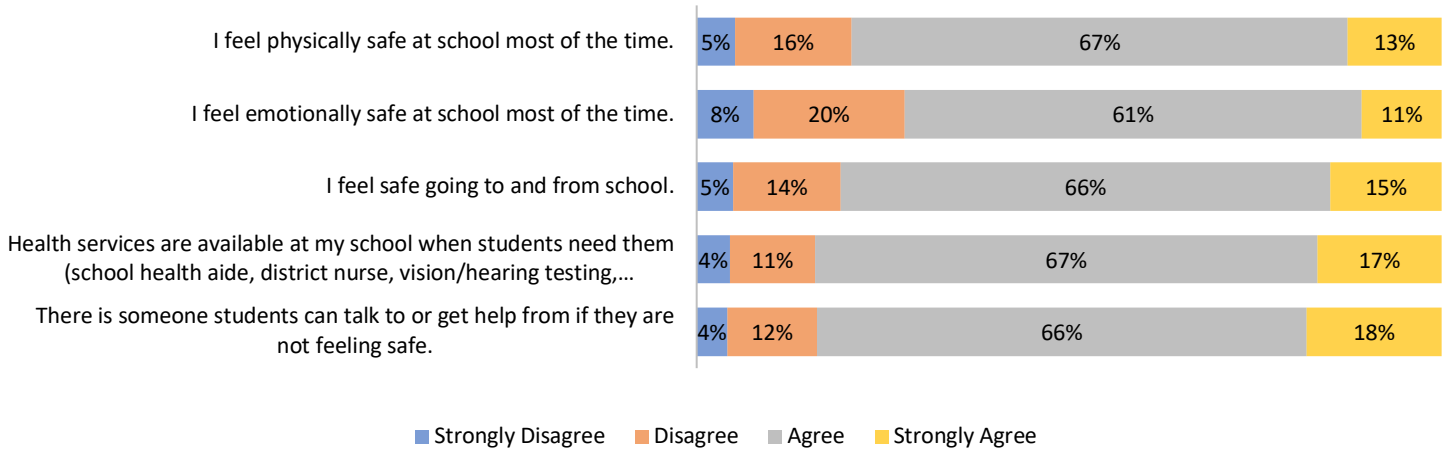
## Student Safety

### PARENTS

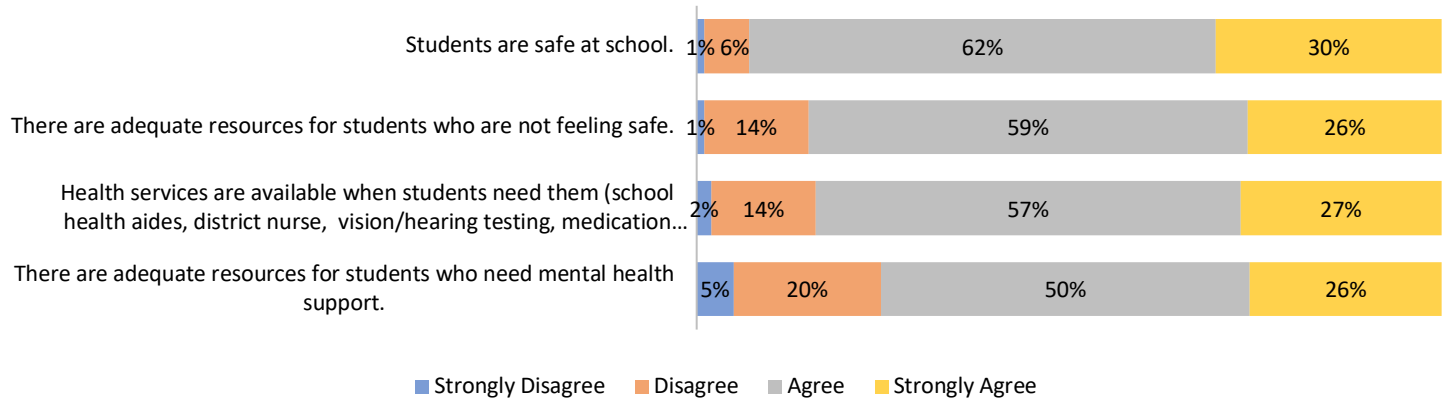




**STUDENTS**



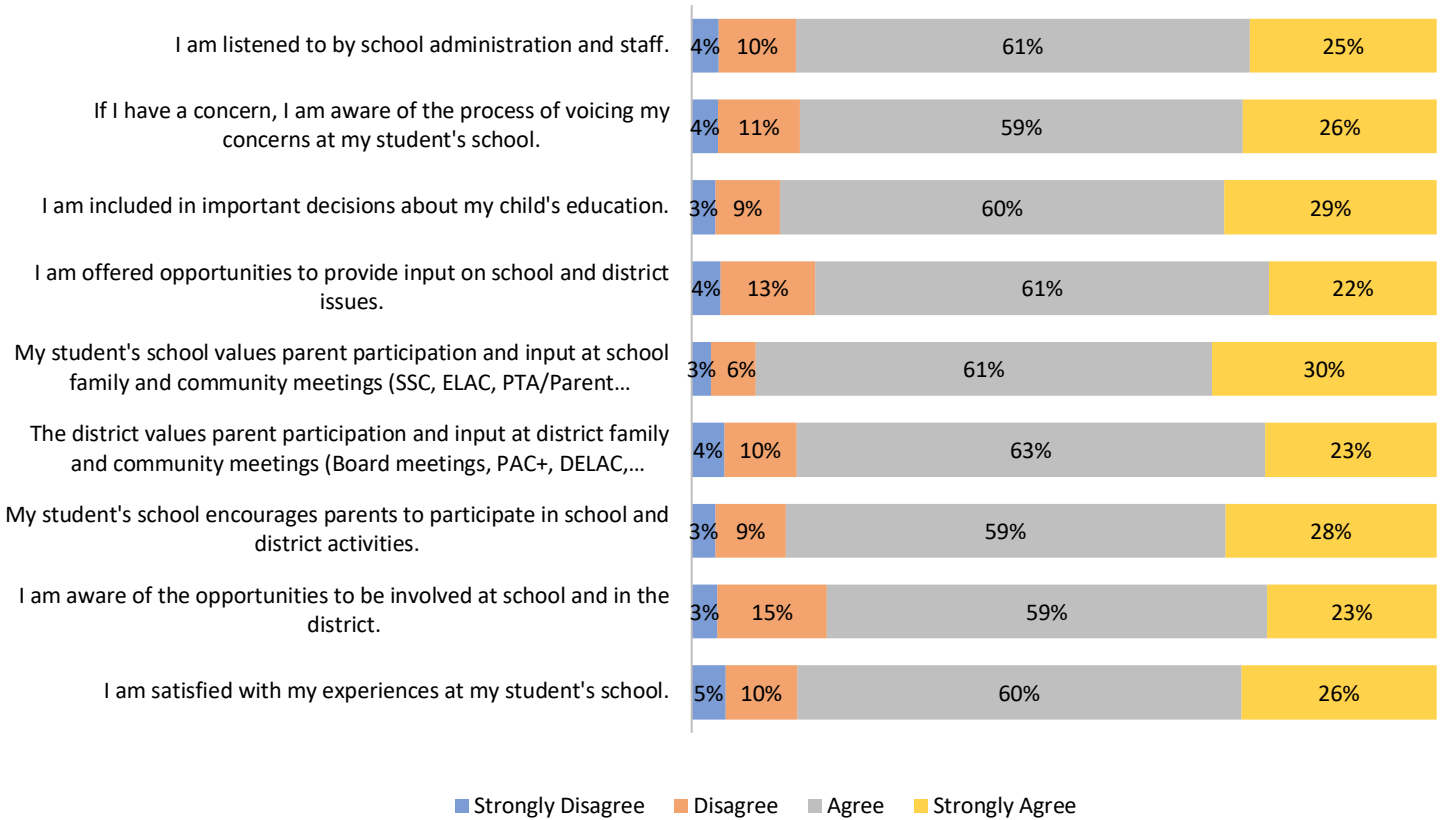
**STAFF**





*Inclusion and Satisfaction*

**PARENTS**

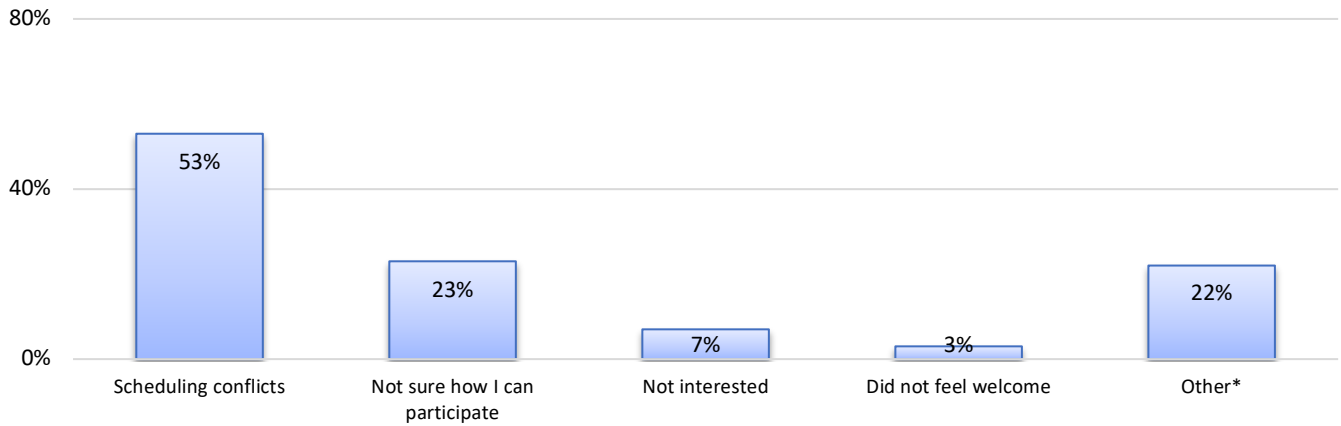




**RATES OF PARENT INVOLVEMENT/ENGAGEMENT**

PROGRAM	Responses	Percentage
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)	67	5%
SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE	104	8%
FAMILIES IN SCHOOLS PRESENTER TRAINING	81	7%
FAMILIES IN SCHOOLS TRAINING	129	10%
PARENT ADVISORY COMMITTEE (PAC+)	61	5%
PTA OR PTO	191	16%
SCHOOL SITE COUNCIL (SSC)	85	7%
SUPERINTENDENT’S ROUND TABLE	49	4%
VOLUNTEERED AT STUDENT’S SCHOOL AND/OR IN CLASSROOM	313	25%
NONE OF THE ABOVE	708	58%

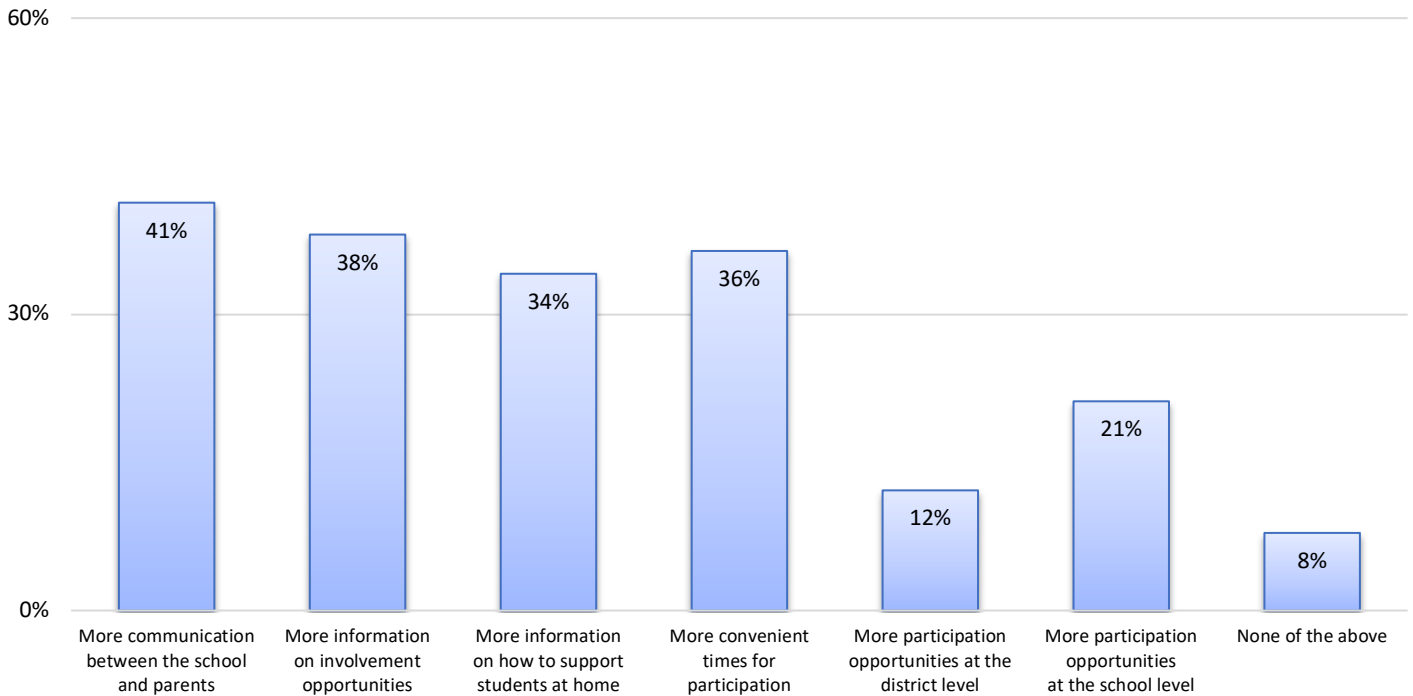
**IF YOU DID NOT PARTICIPATE, WHAT KEPT YOU FROM PARTICIPATING?**



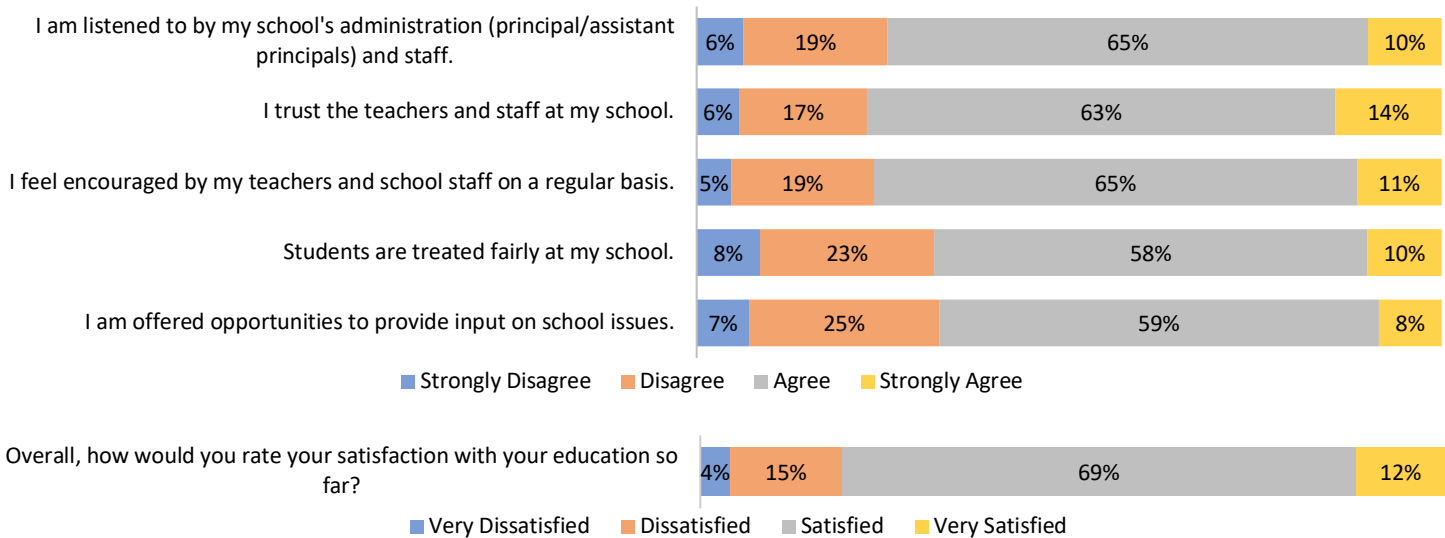
*\*Of the 22% who selected **Other**, over 75% indicated that work and other commitments kept them from participating, and 14% indicated they had childcare conflicts or health reasons that kept them from participating.*



**IN YOUR OPINION, WHAT WOULD HELP PARENTS BECOME MORE INVOLVED IN THEIR STUDENT'S SCHOOL AND THE DISTRICT?**



**STUDENTS**

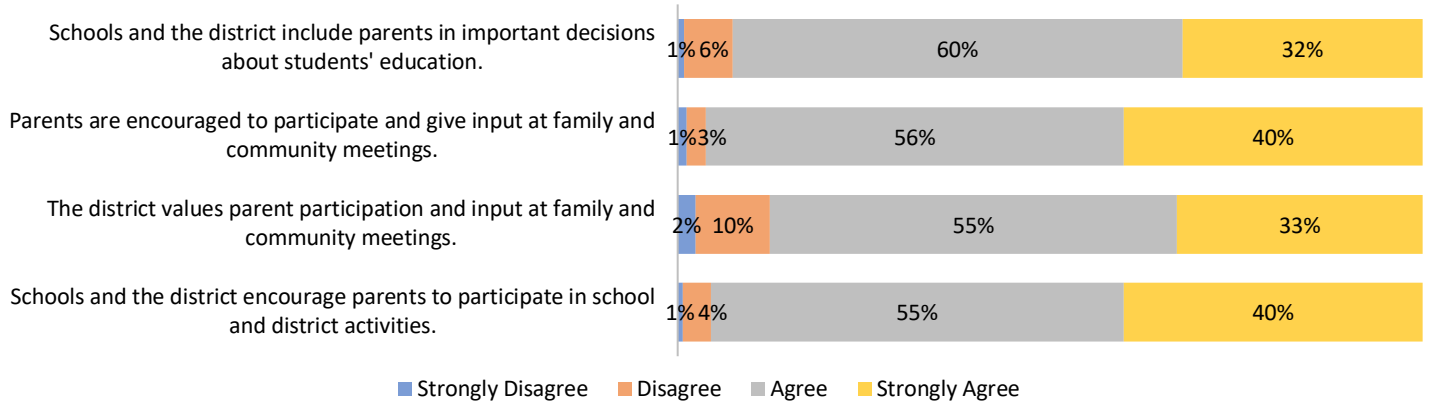




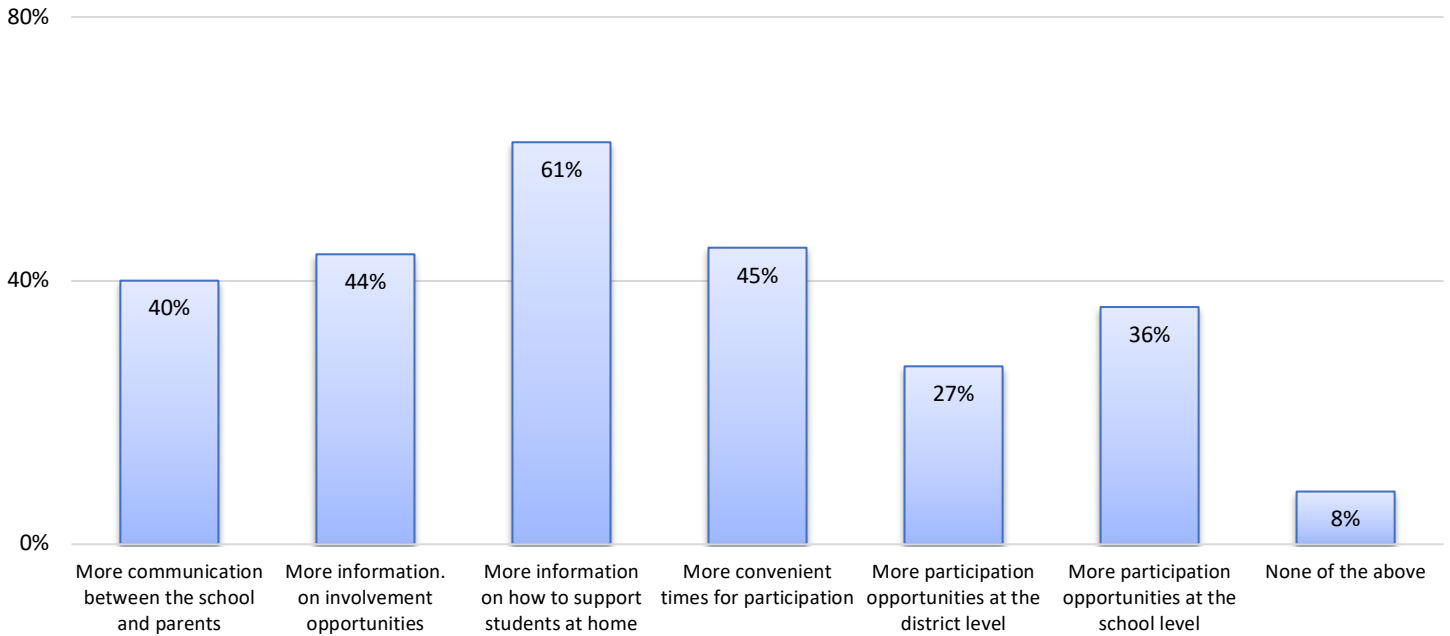
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STAFF



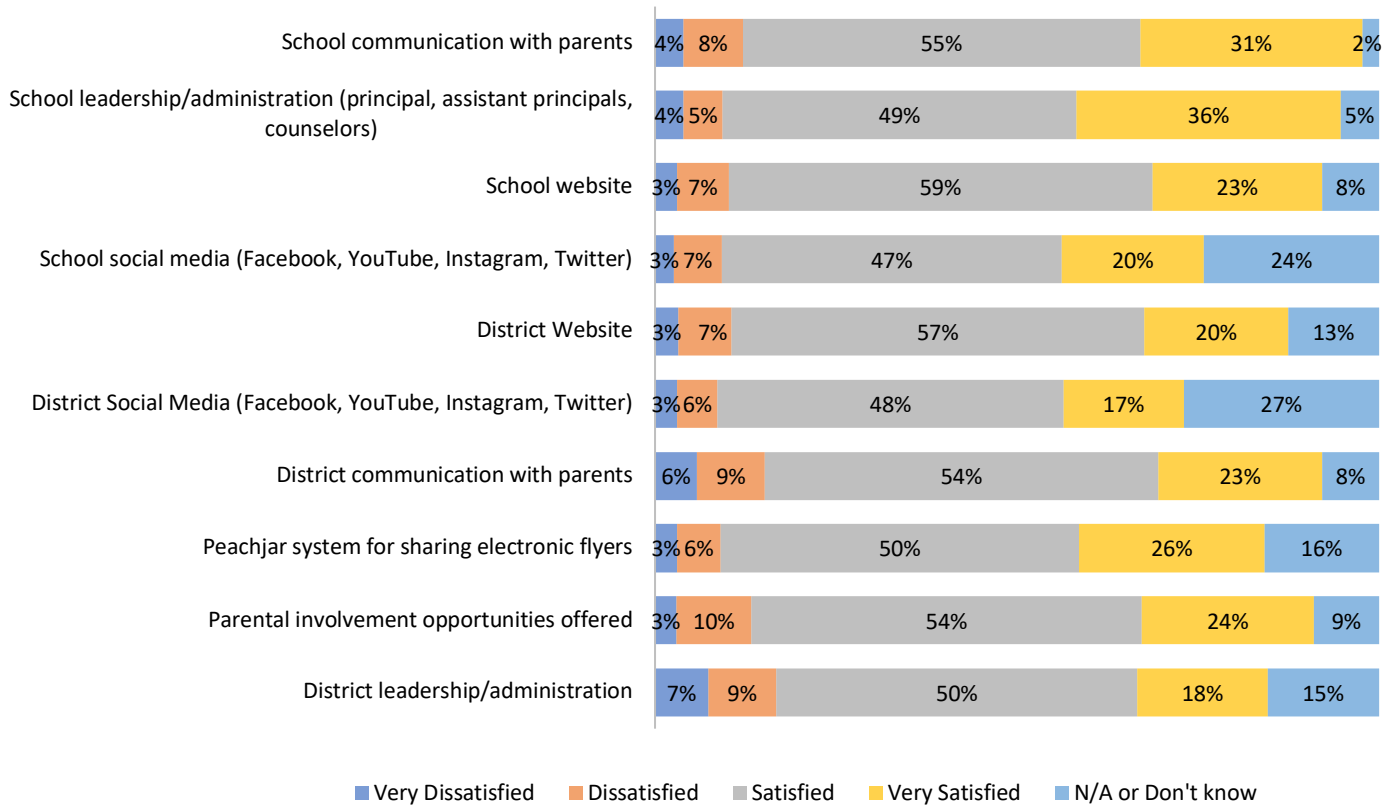
**IN YOUR OPINION, WHAT WOULD HELP PARENTS BECOME MORE INVOLVED IN THEIR STUDENT'S SCHOOL AND THE DISTRICT?**





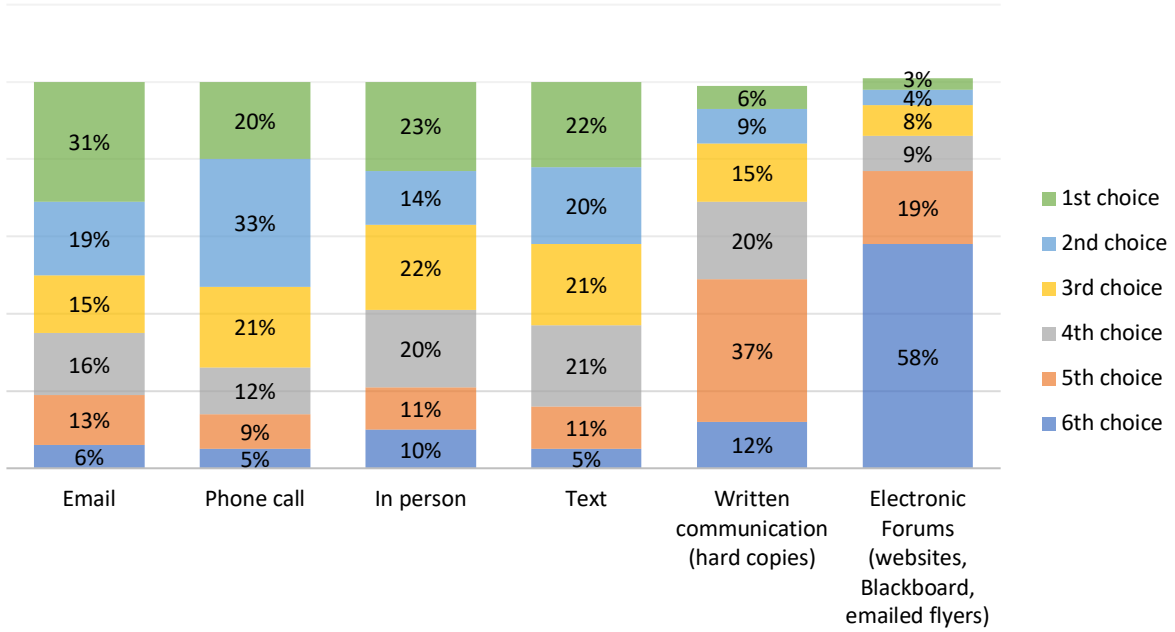
Communication and Leadership

PARENTS

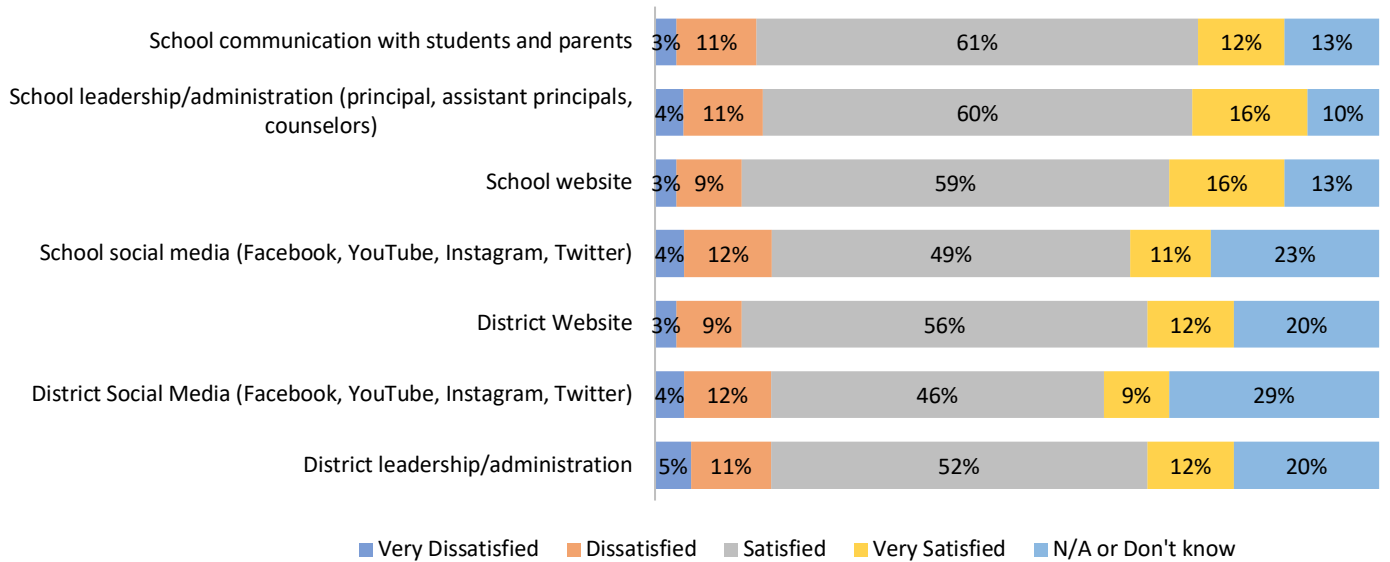




**Parents' most preferred form of communication**



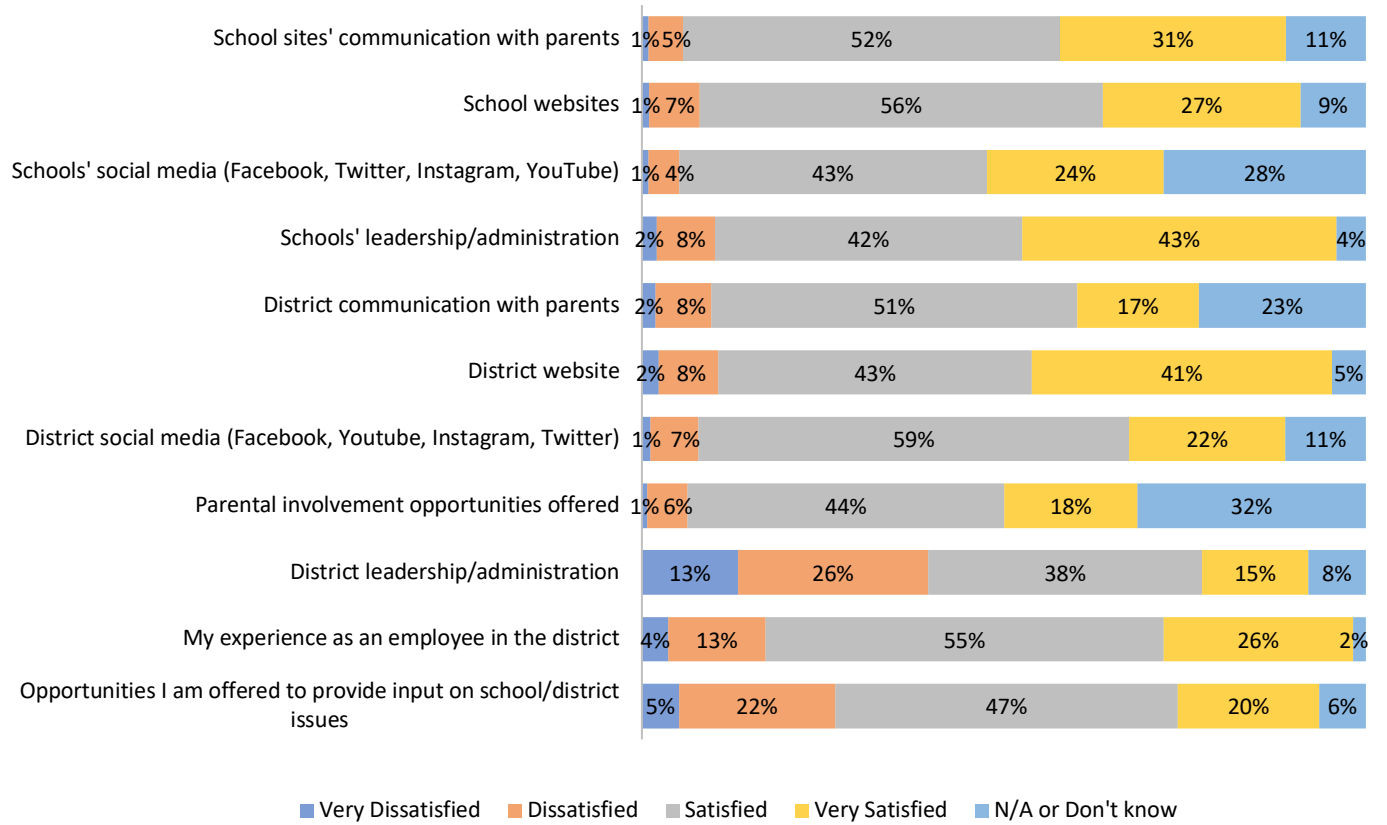
**STUDENTS**



## 2019-2020 District Annual Survey Analysis



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## Goal 5

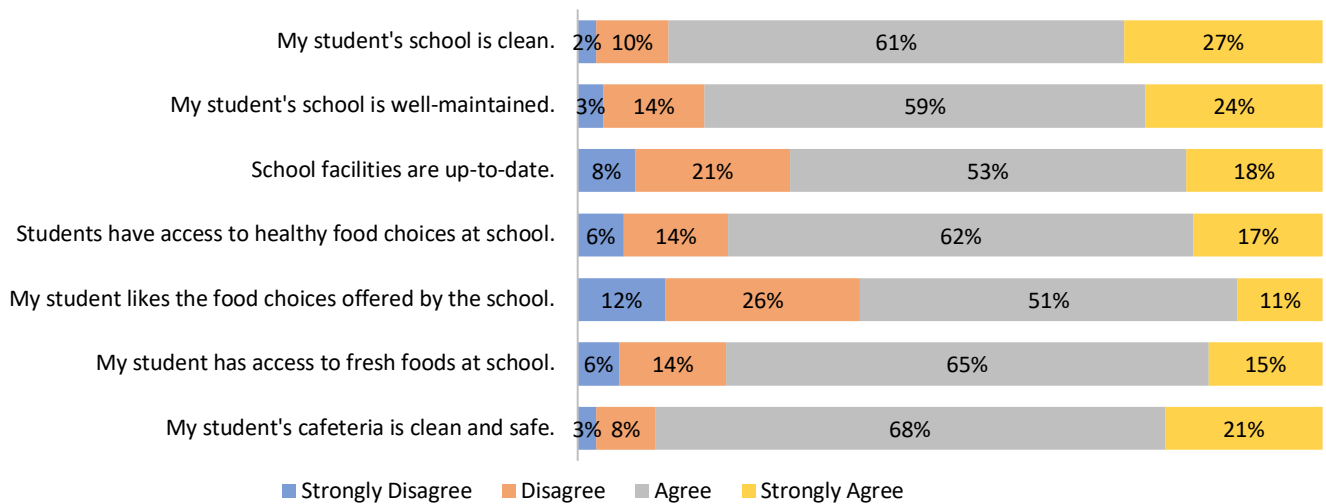
Survey questions aligned to Goal 5 asked stakeholders to indicate their level of agreement and satisfaction with statements that addressed the learning environments and school climates. The graphs below reflect respondents' perceptions on facility cleanliness, maintenance, and nutrition.

### Key Findings Goal 5

- ◆ 88% of parents, 79% of staff, and 55% of students agree that schools and work sites are clean.
- ◆ More than 77% of parents and students agree that there are healthy food choices at schools. Staff levels of agreement are 82%.
- ◆ 55% percent of staff indicate that repairs and maintenance are taken care of in a timely manner.

### School Environment, Maintenance, and Nutrition

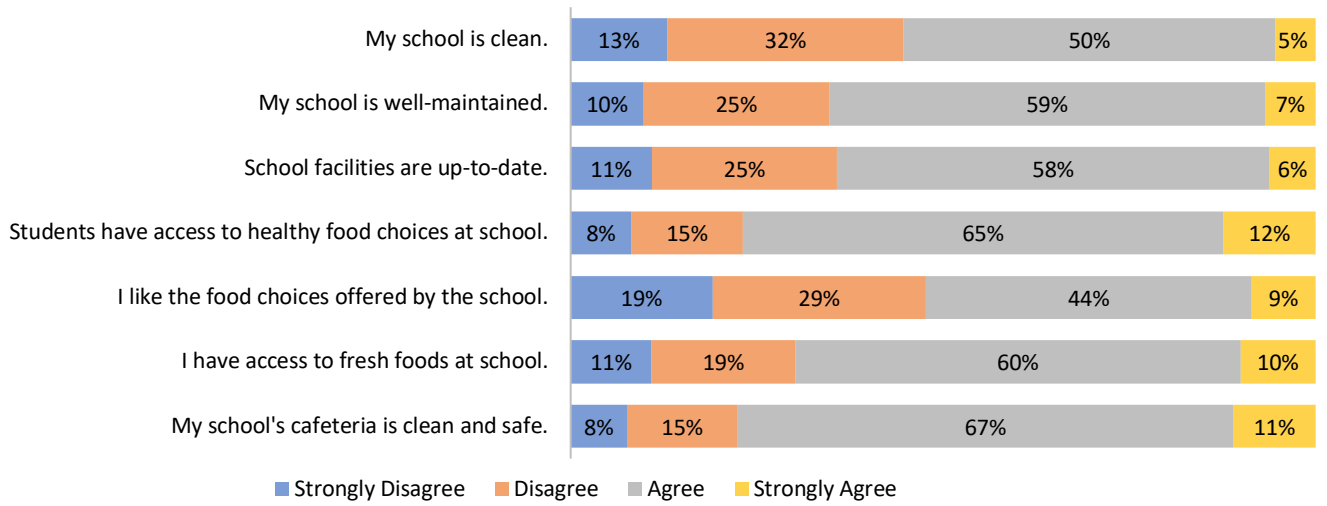
#### PARENTS



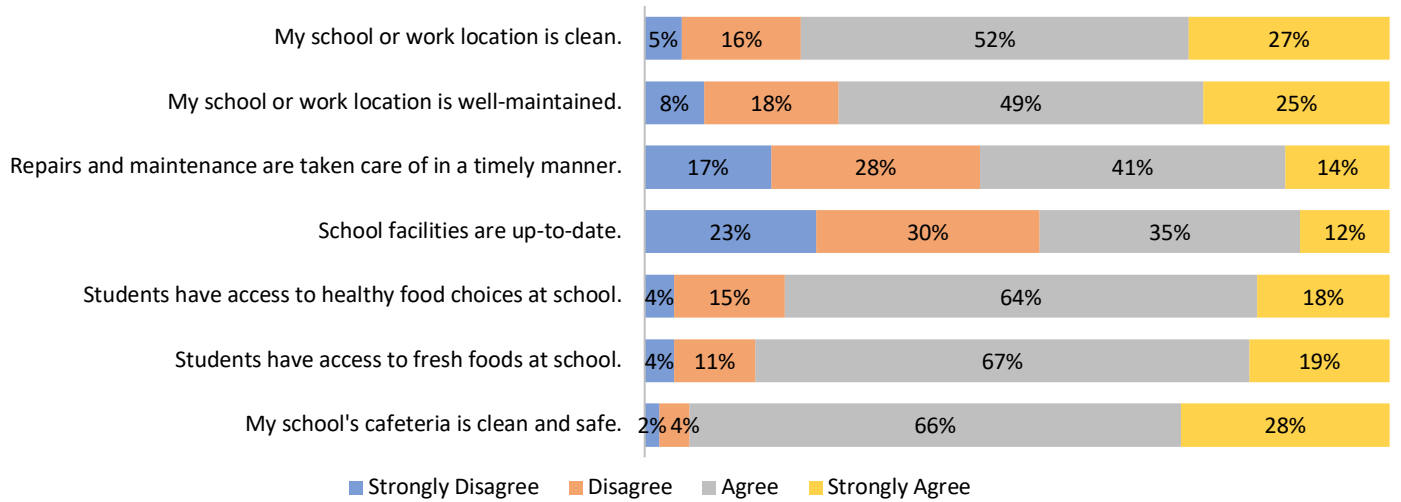
## 2019-2020 District Annual Survey Analysis



### STUDENTS



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## Year-to-Year Comparison of Results

The following sections contain year-to-year comparison of some of the survey results by each LCAP goal. Focus is on differences equal to or greater than a 3% change emerging from 2018-2019 to 2019-2020. Overall, differences in responses between the two years' results are minimal and stakeholders continue to indicate very high rates of agreement and satisfaction with all areas.

### *Goal 1*

When comparing 18-19 to 19-20, overall results focused on student expectations, support, and resources reflected similar levels. More prominent response differences were found in two areas. First, both students and teachers reported increased use of technology for class instruction on a regular basis (students 5% increase, teachers 3%). Second, when asked if schools provide high-quality instruction, parent agreement increased 5%, while student and teacher responses remained the same.

In the area of instruction, curriculum, and professional learning, student responses in two areas decreased. Students' agreement that course topics interest them and that they find relevancy in their coursework declined 3%. Five percent more teachers and administrators indicated they have materials and supplies necessary to implement state standards. Additionally, 90% of teachers and administrators agreed professional learning was available to support student achievement, an increase of 3% from 18-19. Furthermore, 93% of teachers and administrators agreed professional learning was available to support curriculum implementation, an increase of 5% from 18-19.

No further significant year-to-year differences emerged with regard to supports for low-income students, evaluation of and participation in extra-curricular activities.

### *Goal 2*

Staff, parents of English learners, and students who are learning English continued to indicate high levels of agreement when asked about EL materials, support, and instruction. EL students' positive responses increased 3% when indicating access to class materials specifically directed toward English learners and 7% when indicating teachers provided academic help to English learners. 5% fewer EL students agreed that parents of English learners are provided with support and resources.

Satisfaction with services for English learners showed mixed results when compared to 18-19. Three percent fewer parents of English learners and 5% fewer EL students were satisfied with instruction for EL students. Furthermore, 5% fewer EL students were satisfied with their schools' encouragement of English learners. There was a significant gap between teachers' satisfaction with the schools' encouragement of English learners (93% satisfied) and EL students' satisfaction (77%).

Suggestions for improvements in supporting English learners indicated an increased desire on the part of staff (3% increase) and parents (4% increase) to have more resources available for parents of English learners. Seven percent fewer EL students indicated providing additional resources, such as curriculum and learning materials, would improve support for English learners.



### *Goal 3*

While many responses addressing Goal 3 were similar to responses from 18-19, there were some pointed differences in results for a small number of questions. First, parent positive responses increased 4% when asked if schools provide students with information on college and career courses and increased 9% when indicating that schools provide college and financial aid workshops for parents and students. In aligning with parent responses, student levels of agreement also increased 9% when indicating schools provide college and financial aid workshops for parents and students. Students also indicated they were meeting with their counselor more frequently, 8% more indicated they had met with their counselor one or more times in 19-20 compared to 18-19.

### *Goal 4*

Perceptions of student connectedness to schools remained consistent with the exception of the following four questions. First, 3% more parents agreed schools provide a caring, supportive learning environment for students. Students had 3% less agreement when indicating they felt respected by teachers and staff at school. Seven percent more staff members agreed students respected each other at school. And there was a 4% increase in staff agreeing there are resources available to support students' social and emotional health.

Parent and staff perceptions of student safety on campuses remained the same as in 18-19, while students' sense of physical safety increased. Five percent more students agreed they are safe at school most of the time. These student results reflect a concerted effort to address student perceptions of campus safety over the last two years.

Parent responses to questions around inclusion and satisfaction had insignificant differences from the previous year. Additional questions addressing parent motivation for engagement were developed and refined for the 19-20 survey. For example, 82% of parents stated they are aware of opportunities to be involved in their student's school or the district, 42% of respondents indicated they had been involved/engaged at their student's school or the district in some manner and 58% of parents reported not being involved/engaged in any way. Five percent more parents indicated that scheduling conflicts, especially work-related, kept them from participating.

Teachers' level of agreement decreased when asked if the district values parent participation and input at family and community meetings, agreement fell to 88% from 94%, 19-20 teacher responses are now more closely aligned to parent responses (86% in agreement).

When compared to 18-19, parents, students, and staff indicated similar familiarity with the district's social media platforms and websites. The levels of satisfaction with them remain high. Parents had a 7% increase in satisfaction with the district's social media platforms.

### *Goal 5*

In 19-20, students and staff reported similar levels of agreement on questions focused on school environments, maintenance, and nutrition when compared to 18-19 responses. Parents showed a 4% decrease in agreement with questions addressing access to healthy and fresh food, cleanliness of cafeterias, and desirability of food choices.