

Ohlone 2017 Site Council Survey Findings

Goal: identify areas of concern and address them.

Survey: April 2017
Presentation: February 2018

Survey Overview

- Site Council Survey is a bi-annual survey of Ohlone parents
- Completely anonymous for the parents
- No identifiable information of children, teachers or classrooms is shared
- The most recent version was conducted online in April 2017
- Last survey before that was conducted in April 2015
- The survey measures parent perception of:
 - Safety
 - Inclusion
 - Ohlone Core Values
 - Academic Instruction
 - Social Emotional Development
 - Communication
 - Community Activities and Parent Involvement
 - The Farm

Ohlone's Philosophy

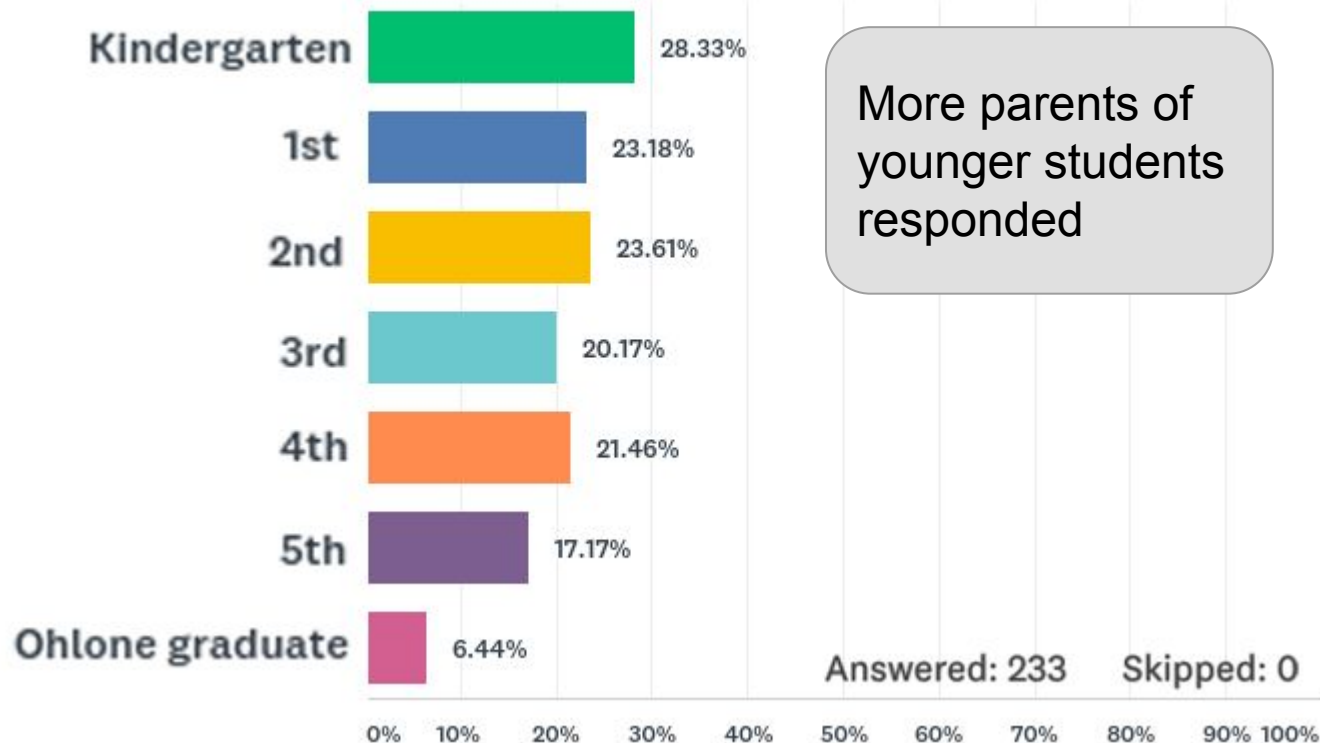
Ohlone's educational philosophy builds on several tenets including:

- Whole child development including integrated social-emotional education
- Atmosphere of trust and respect throughout the community
- Multi-age classrooms
- Project-based learning
- No homework and no grades

The objective of the survey is to identify how well we're supporting our educational philosophy and then develop an action plan to continue to improve how we serve our students, families, teachers and staff.

Roughly ½ of the families participated in the survey ...

I have a student in the following grade (check all that apply):



Participation included:

- MI (Mandarin Immersion)
- ELL (English Language Learner)
- Tinsley voluntary transfer program
- IEP (Individual Education Plan) students.

Parents are, overall, happy with Ohlone ...

- “The community is predominantly welcoming.”
- “I feel a great sense of inclusion and helpfulness.”
- “My son loves his teachers so much” ... “Our teacher is AMAZING!”
- “Warm atmosphere, flexibility, caring staff and faculty.”
- “Love no emphasis on grades, no homework, no stress.”
- “I have been blown away by how awesome the simulations are.”
- “What DON’T we value about Ohlone?!?! We love it! Community building, social-emotional development, becoming fluent in another language, project-based learning, THE FARM!, activities, parent involvement, simulations - we love it all!!”

... as reflected in strong agreement on many questions

- 89% felt their children were **emotionally safe** at Ohlone
- 96% felt their children were **physically safe** at Ohlone
- 90% felt **welcome and included** by other parents, teachers/staff, volunteers
- 87% felt that trust and respect was upheld in their child's classroom
- 86% felt their child's teacher **understood their child's academic needs**
- 85% felt their **child's social-emotional development is supported**
- 90% felt that their **child was valued and respected by their teacher**
- 86% felt **well-informed by their classroom teacher**
- 92% felt that **conferences helped them understand** social-emotional and academic progress of their children

6 areas that want attention

While the survey covered other topics as well, this presentation will focus on the 6 key areas that stood out as areas of concern, based on both the qualitative and quantitative data.

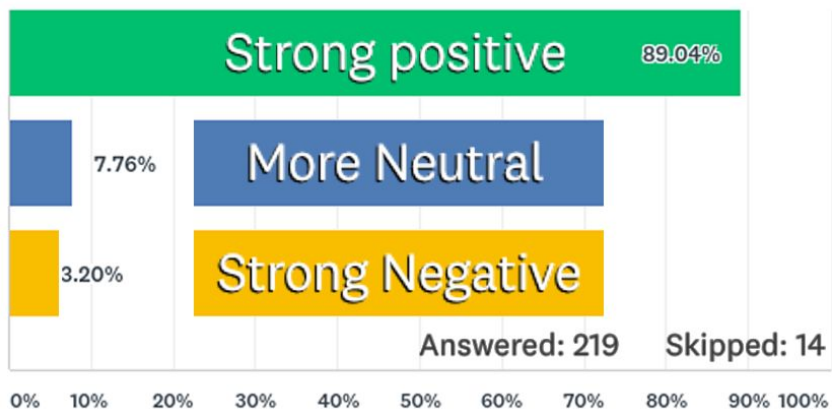
- Safety
- Kids comfortable reaching out to adults
- Communication and parent-teacher relationships
- Differentiated learning
- Middle school readiness
- Variability between classrooms

1)

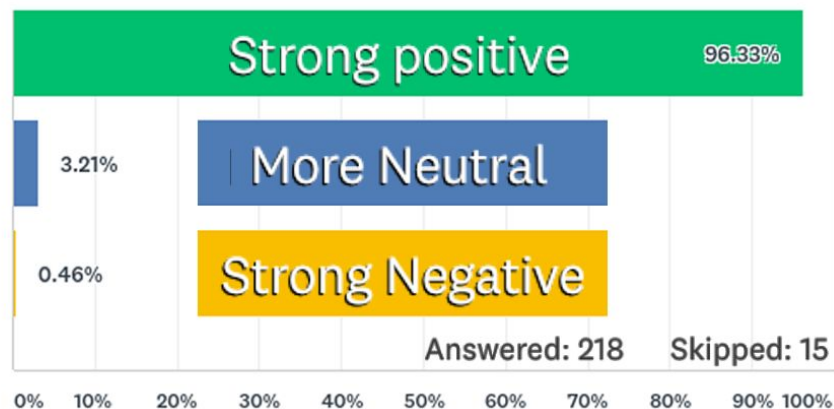


Most parents believe that our kids are feeling emotionally and physically safe ...

My (oldest) child feels
EMOTIONALLY safe
at Ohlone.



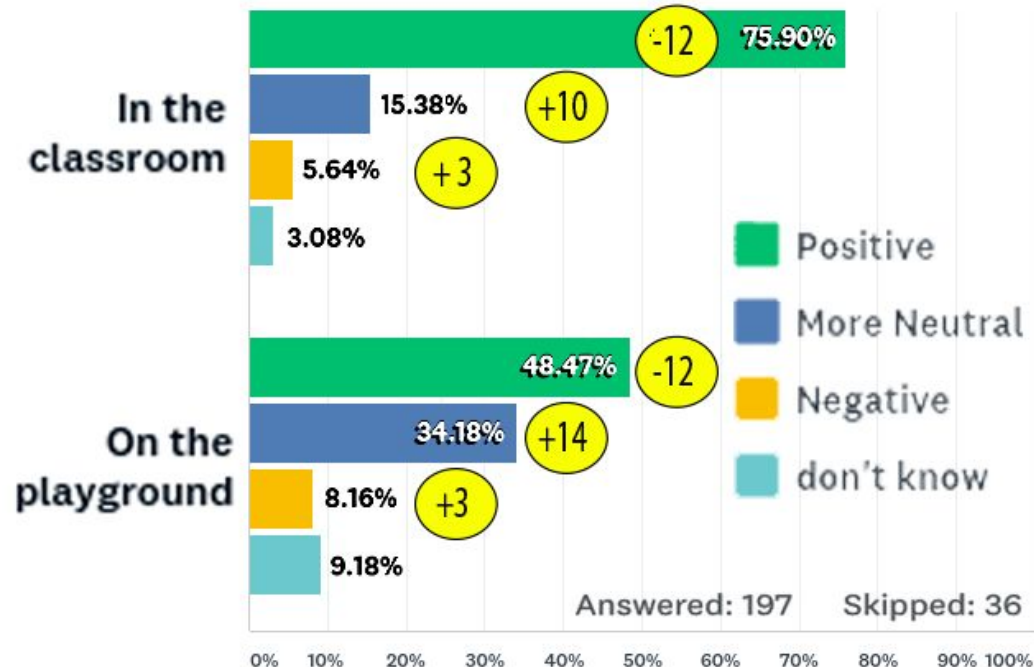
My (oldest) child feels
PHYSICALLY safe
at Ohlone.



... Playground issues remain a concern

Comments Show Concern about supervision & intervention:

Relationship issues and conflicts between students are addressed effectively.



“... my child is hassled physically ... at recess and lunch when no adults are present.

“... the response has been ‘Go work out the issue on your own with that individual. If my children could work out the situation on their own, they wouldn’t be seeking help...”

And traffic concerns...

“The traffic patterns of our community are appalling.”

Car 11 was able to enter the reserved slot for car 10 because it is making a right turn.

- vehicle direction
- ▬ tail distance slot
- ▬ stop distance slot
- ① car ID

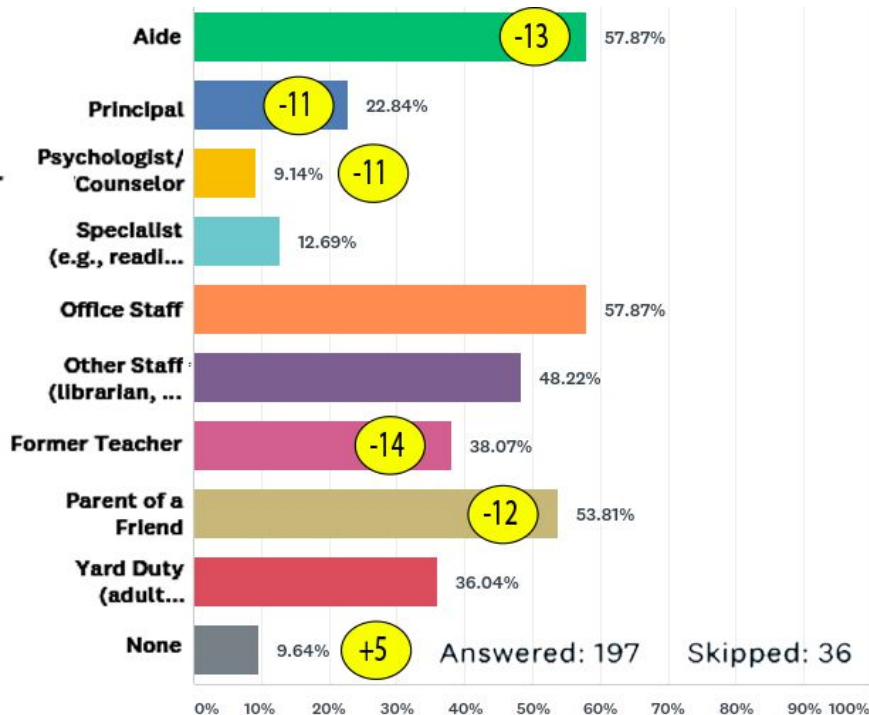
This slot is reserved for car 1 and 2, but access is allowed for cars that will do a right turn.



2) Kids Reaching Out

Parents believe that their children have many adults they can ask for help, but seem less confident (since the last survey) that their children will seek help from adults at Ohlone (e.g., principal, aides, staff, etc.)

My (oldest) child would go to these adults in the Ohlone community for help (other than the classroom teacher or his/her own parent or guardian).
Check all that apply.



Many children are reaching out to Yard Duty which may be overwhelmed and unable to help

“[My child] tried to get yard duty to help ... and was told to ‘work it out’ on their own”

“[My child] has mentioned that she has gone to Yard Duty when feeling unsafe in conflict with classmates during recess, but hasn't gotten much support. Although this is somewhat understandable - many kids and few adults on duty, it still leaves her wondering who she can go to for help in these situations.”

“There is not nearly enough yard duty supervision... Should have twice the number of bodies out there supervising recess and lunchtime.”

3) Communication

Trust-respect between parent teachers remains strong but could be eroding.

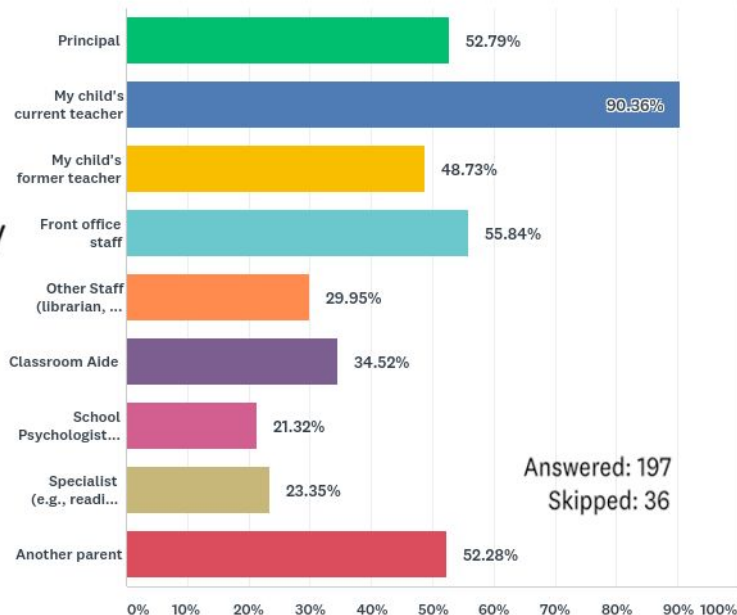
There's a desire for greater communication between teachers and parents.

Parents are comfortable going to current teachers to raise questions/concerns.



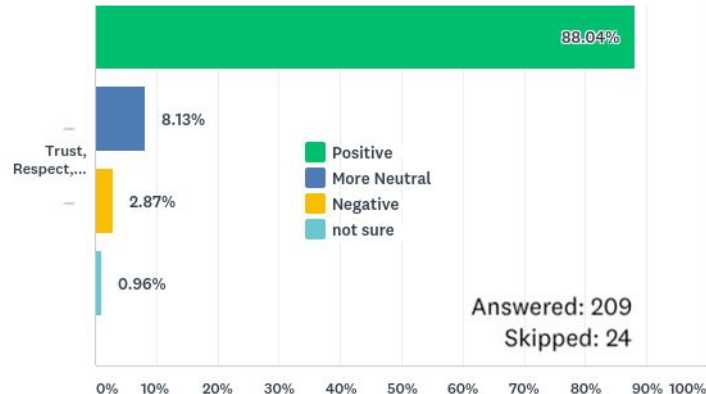
90% of Parents feel comfortable going to current teachers with concerns and questions

As a parent, I feel comfortable going to the following people with concerns and questions about my (oldest) child. Please mark all that apply.



.. and there is strong trust and respect between parents and teachers

These relevant Ohlone Core Values are upheld BETWEEN PARENTS AND TEACHERS.



Yet there is a desire for more curriculum and child-specific information from current teachers

1) More Curriculum Information

- “It would be great if we could use Parents Education nights to learn more about the academics at Ohlone.”
- “I don’t know how to reach other staff (music teachers, librarians, etc.). It would be very helpful to receive feedback of some kind from the PE, Music teacher, etc.”
- “I think teacher newsletter should be required of all teachers... they should come regularly, like every two weeks or at least once per month.”

2) More Child-specific Information

- “The parents aren’t getting enough info about their child’s work and progress.”
- “I simply don’t know enough about what happens academically. I don’t think the children are getting teacher feedback/correction from their work to learn from.”
- “Two meetings of 40 minutes without any written report are not adequate to understand the academic progress [during the course of the school year].”

4) Differentiated Learning

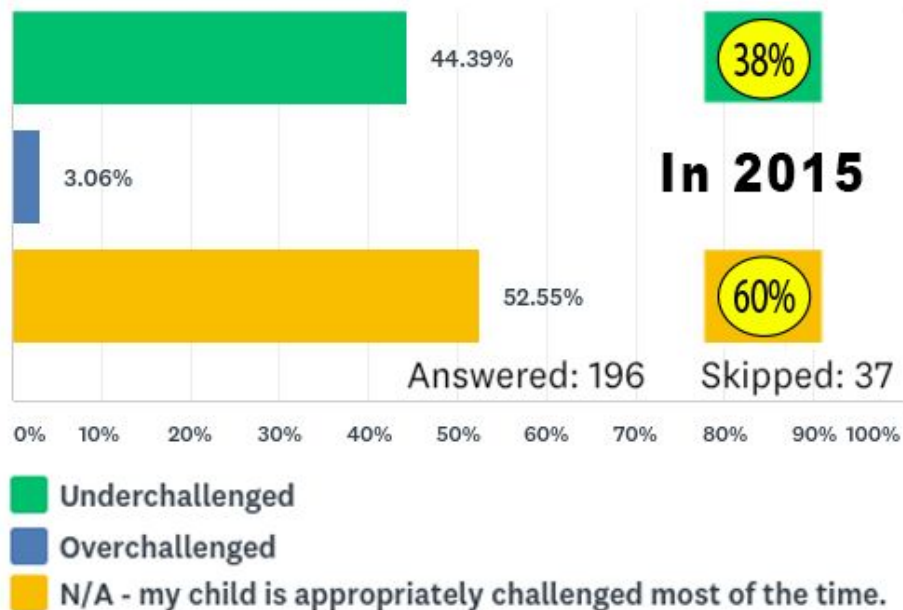


25% of parents surveyed did not feel that differentiated learning was happening in the class

- “Ohlone needs to directly address the lack of meaningful differentiation in most classrooms. My child, and others I know, are not challenged past grade level ... they aren’t encouraged to push themselves academically. My child is developing a “That’s good enough” attitude towards work.”
- “I’d like to see more emphasis on personal excellence. Sometimes project-based and group-based work with no grades means some students kind of ‘phone it in’, including my eldest. She needs to see that her results are not the best she can be.”
- “Too many parents are turning to outside programs to challenge their kids.”

45% of parents thought their kids were under challenged academically

When not appropriately challenged,
my (oldest) child is:



- “Most kids seem to be bored (not challenged) by the material... Especially when they are the older. The level is too low. If the child is ready for harder work, it is not offered.”
- “Teachers need professional development on above grade level curriculum to help students advance their knowledge when appropriate to the student’s needs.”

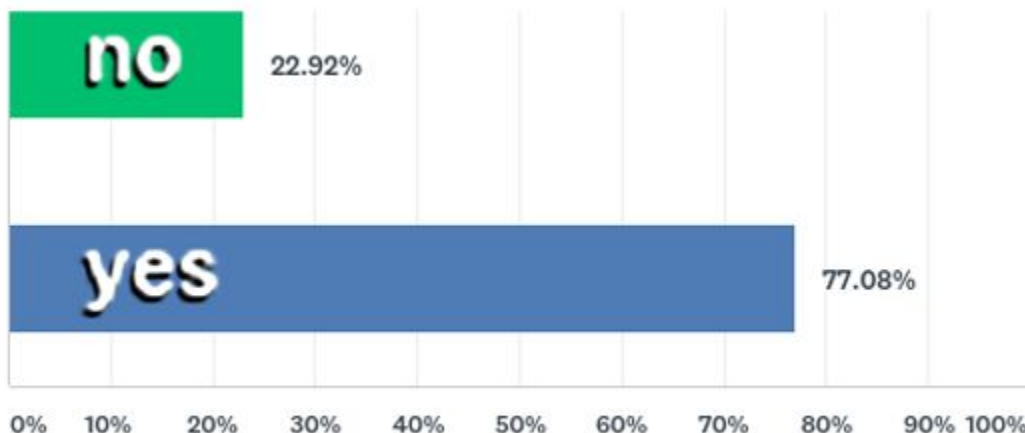
5) Middle school readiness

ello
sixth
GRADE



77% of parents did think their children were ready for middle school ...

If you have a child who graduated from Ohlone in the last two years, were they well prepared for middle school?



... but 23% of parents who had a child graduate from Ohlone did not think their child was well prepared for middle school

- “Definitely not prepared in math ... Prepared in [most other subjects.]”
- “More time management strategies... No study habits outside of school.”
- “Need practice with homework, time management, and test taking.”

6) Variability between Classrooms

Theme in comments is variability in Ohlone experience between classrooms: academically, social-emotionally, communication, etc.

- “There’s ... wide variation from classroom to classroom in terms of teacher’s style and atmosphere.
- Upholding Ohlone Core Values: “depends on the classroom teacher ... There’s a lot of inconsistency in how various teachers ... address [SEL] issues they see.”
- “One of my children’s teachers is very open and communicative... the other is not ... rarely reaching out to parents.”
- “The [difference in] project-based learning experiences between classrooms is tremendous.”
- “There needs to be a “best practices” protocol for the way teachers handle classroom management.”
- “Some teachers seem better at differentiated teaching than others.”

Additional Areas of Concern

- Increasing parent inclusion
 - Working parents: scheduling (more on weekends), greater support, direct outreach to them. “There’s is a huge divide between working parents and stay at home mothers. Ohlone doesn’t offer a community for parents who work.”
 - Cliques among volunteer parents: “The community is predominantly welcoming, but for new parents, it can at times be intimidating to break into the circles of ‘superparents’ who volunteer for everything and know everybody already.”
- Additional academic opportunities
 - Note: this is already happening with the Robotics club, Math Club (MOEMs), and STEM catapult challenge. All three are parent led and supported.
- Classroom assignment:
 - Desire for more communication and flexibility, two year commitment is too much for a teacher-student mismatch, taking parent input and friendships into consideration.

Which set of topics do you want to discuss?

- **Group 1 - Safety and well-being**
 - Physical safety
 - Kids reaching out to adults
 - Communication and parent-teacher relationships
- **Group 2 - Academic Focus**
 - Differentiated learning
 - Middle school readiness
 - Variability between classrooms

Let's brainstorm solutions!

- Once in your groups, grab a post-it and a sharpie pen
- Capture each idea on a post-it and share it with your group (and if you are excited to support/volunteer write your name in the corner)
- Let's try to capture a broad range of ideas -- both ones that do and do not require additional resources from Ohlone/School District
- At the end of the session -- let's take 5 minutes to vote for the 3 ideas that you are most excited about it
- We will discuss/share these ideas at the next Site Council meeting