



# Miraloma Survey 2009-2010 Results Overview

**Date: April 12, 2010**



# Survey Methodology

- Survey field dates: February 19 - March 11, 2010
- Survey type: Online with hard copy upon request
- Languages supported: English, Spanish, Chinese
- Aligned parent, teacher and student surveys on key themes
- 1 survey per family, 1 per teacher, 1 per student
- Strong Response Rate:

**Parent/guardian:** 218 responses (universe of 320 families); 68% response rate  
margin of error  $\pm 3.75\%$  with a 95% confidence interval

parent/guardian response by grade

K	1	2	3	4	5
97%	85%	92%	77%	57%	62%

**Teacher and support staff:** 24 responses

**Student:** **New! 3rd - 5th grade only this year** - 172 responses (universe of 184 students): 93% response rate

# Overall satisfaction with Miraloma is high!



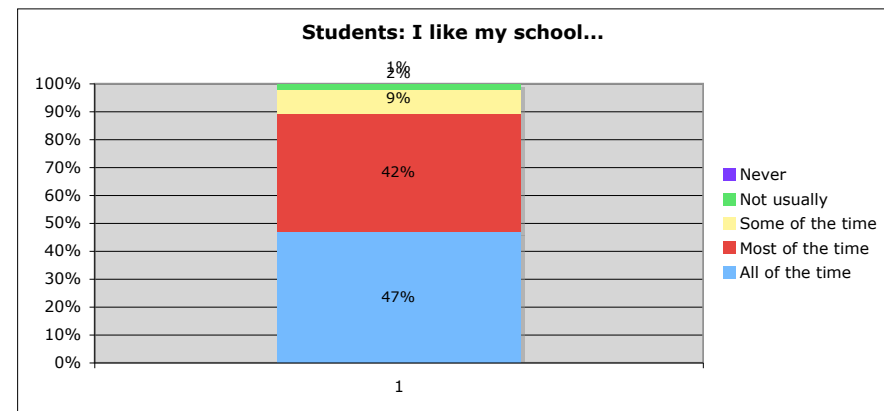
- Miraloma parents and teachers are satisfied with Miraloma and likely to recommend the school to prospective parents
  - 97% of parents are very satisfied/satisfied; 96% of teachers are very satisfied/satisfied
  - 98% of parents are very likely/likely to recommend Miraloma; 96% of teachers are very likely/likely to recommend
- 89% of Miraloma students like school all or most of the time
- Over the past three years, since we aligned the parent/teacher survey, satisfaction on our two key measures has been high

## Overall Satisfaction (very satisfied + satisfied)

	Parents	Teachers
2007/2008	97%	100%
2008/2009	96%	100%
2009/2010	97%	96%

## Likely to Recommend (very likely + likely)

	Parents	Teachers
2007/2008	96%	94%
2008/2009	97%	100%
2009/2010	98%	96%



# Why parents and teachers are satisfied and what they like best...



- The following factors were the most mentioned when parents and teachers were asked 'why they feel that way about a positive satisfaction score' or why they would be likely to recommend

- Many people referenced that it is the combination of the above characteristics which makes Miraloma special
- Quality of the teachers
- Principal
- Overall community
- Parent involvement
- Safe/happy environment

## ➤ In their own words

- I have been a parent at Miraloma for many years and have seen the many wonderful changes that have transpired over the last 8 years. My children have/are happy and receive(d) a great education from caring and passionate teachers.. (parent)
- I love everything about Miraloma- the friendly, approachable, patient & competent teachers, the garden, the fact that my son comes home excited about having learned something about his body & balancing in a class I didn't even know he had called Perceptual Motor! How exciting! (parent)
- I feel that during these hard times, the school is doing a great job doing its part to continue with all kinds of enrichment and teacher training (specifically with writing). I am impressed with the leadership from the principal, teachers, and parents who are dedicated to our students. (teacher)
- The teachers at Miraloma are so nice!!!!!!!!!!!!!! (multiple students expressed that the teachers were what they liked most about Miraloma)



# Key challenges facing Miraloma

- Concerns around potential impact of funding cuts/budget dominated both parents and teachers responses.
- Both parents and teachers had increased concern (vs previous years) as to maintaining parent involvement

## Parents (196 comments)

1. Funding/budget concerns (89% of comments mentioned)
2. Parent involvement (10% of comments mentioned) concerns around how to maintain involvement; prioritize involvement to avoid burnout; how to best get folks involved
3. Maintaining improving racial and socio-economic diversity (4% of comments)
4. Academic achievement concerns (2% of comments) - includes bridging achievement gap; ensuring differentiated teaching

## Teachers (20 comments)

1. Funding/budget concerns (75% of comments mentioned)
2. Maintaining improving racial and socio-economic diversity (25% of comments)
3. Parent involvement (15% of comments)

Note: Some people listed more than one concern which is why the % total greater than 100

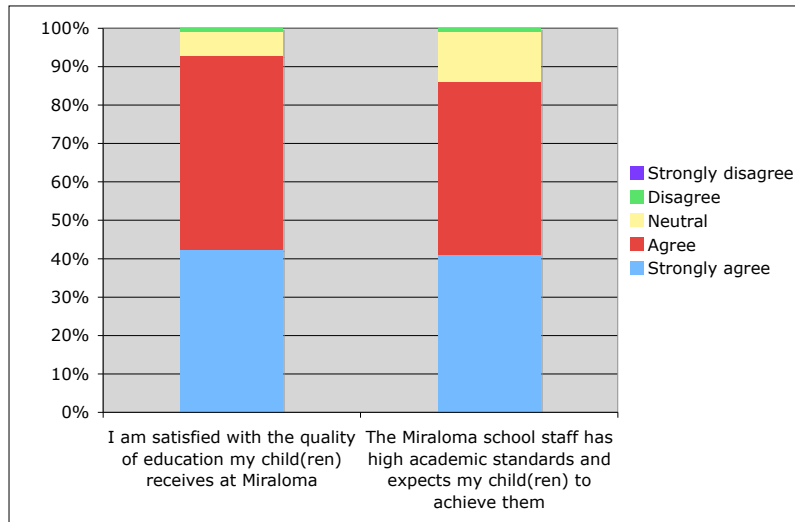


# Student concerns (response when asked what do you **least** like about Miraloma)

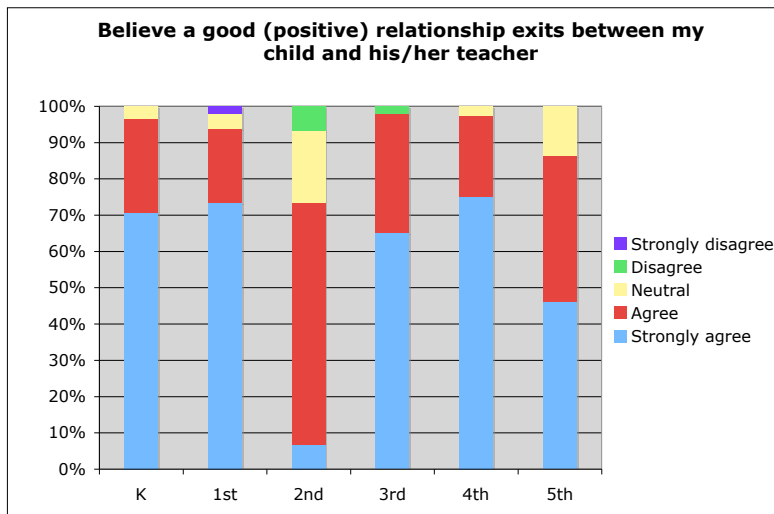
- 29% expressed dislike of particular academic subject (math, writing etc.) and/or homework
- Next most mentioned:
  - 12% Kids don't follow TRIBES (bullying; mean kids; teasing etc.)
  - 10% indicated there was nothing they didn't like about Miraloma
  - 6% Lunch menu
  - 5% Bathrooms not clean (toilet paper on ceiling, dirty)
  - 4% P.E.



# Academics



- Similar to last year - most parents agreed/strongly agreed that their child was receiving a quality education at Miraloma
- Most parents agreed/strongly agreed that “Miraloma school staff has high academic standards and expects my child/ren to achieve them”.



- Similar to last year - parents agree/strongly agree that a good (positive) relationship exists between their child and teacher.
- 98% of students report that most/all of the time ‘my teacher believes I can learn’, 92% of students state that most/all of the time ‘my best work is expected of me’



## Overall Academic Concerns

- Academic achievement concerns fall primarily into the following areas:
  - Concern over balancing needs of high/low achievers
  - Concern students are not sufficiently challenged
- In addition, parents would like:
  - More regular communication about what is happening in the classroom, areas of focus and how to help (monthly newsletter was suggested). Would be particularly helpful for families that cannot be at school regularly due to work schedules. Some families in older grades in particular feel they don't have visibility into what is happening in the classroom.

# Special Education program viewed positively

NOTE: The following are based on very small sample sizes



- For those in the Special Education program 100% reported they are very satisfied/satisfied.
  
- In parents' own words:
  - Overall my child receives good support -- but some of the system issues and limited amount of time provided especially the inclusion teacher and para are a challenge.
  - I feel like the special ed staff both care about and "get" my son and they really keep an eye out for him. This part is even more important to me that the specific academic interventions they do. In a world with better funding I could imagine lots of things that would be very helpful (remediation after school rather than during pull outs, more intensive 1:1 tutoring, tutoring over the summer, ...etc) but I really think the sped team is pretty creative and they do a lot with the small staff they have.



# Mixed views on G.A.T.E.

- Similar to last year, parents have mixed views on their satisfaction with G.A.T.E. Note: The following are based on very small sample sizes:
  - Third grade parents (25% sat/very sat; 35% dissat/very dissat; 40% neutral) - concerns that there is no 'real program', lack of understanding as to what program is, concern 'extra' work in the form of worksheets isn't motivating.
  - Fourth grade parents (30% sat/very sat; 20% dissat/very dissat; 50% neutral) - concerns that no real G.A.T.E program and unclear what G.A.T.E. really means.
  - Fifth grade parents (33% very satisfied/satisfied; 17% dissat/very dissat; 50% neutral).
- In the **parents'** own words:
  - Other than GATE identification, we've seen no evidence of GATE in action.
  - Not sure if she is in the program or just "identified" as a potential. Not really sure how this (GATE) works. I've attended the orientation but I'm still not sure about how GATE translates into the daily realities of the classroom. I think my daughter receives good classroom instruction but I can't tell from the work that comes home if there is something "GATE" in there or not. And I'm not sure it matters, but this is why my response is "neutral" -- GATE has been fairly undetectable from my POV.
  - Honestly, what IS the program? I see resources and energy spent on identifying kids, but what really is different? It helps 'track' kids (good and bad) for honors classes in middle school, but I see no real GATE program in elementary school. Throwing a bone to these kids in the way of extra projects, etc. would go a long way. A GIANT pet peeve of mine is how GATE and non-GATE kids manage this label. I avoided telling my kids that they'd been GATE ID, but other kids are well aware of their 'label' and start to make other kids feel bad. Of course, those that aren't GATE ID start thinking of themselves as not as 'smart.' Miraloma and SFUSD really need to do more to communicate how to manage this with parents (who, really, are at the root of the problem.) We don't need our non-GATE kids to feel less-than.

# The Miraloma Climate Is Generally Viewed Very Positively Along a Number of Key Indicators



Statement	% top two box (strongly agree + agree)
The building and grounds of Miraloma are clean and well maintained	Parents: 85% Teachers: 88% Students: 78% (all/most of time)
I feel welcome and comfortable at school events	Parents: 92% Students: 86%
Miraloma helps all students to understand and respect similarities and differences in people and families (cultural, ethnic, racial, physical, sexual orientation etc.)	Parents: 93% Teachers: 96%
The TRIBES program helps to create a positive school climate	Parents: 80% Teachers: 80%
Bullying (teasing, name calling, hitting etc.) is a problem at Miraloma	Parents: 19% Teachers: 25%
In general, I feel safe at Miraloma	Students: 92%



## Climate Concerns:

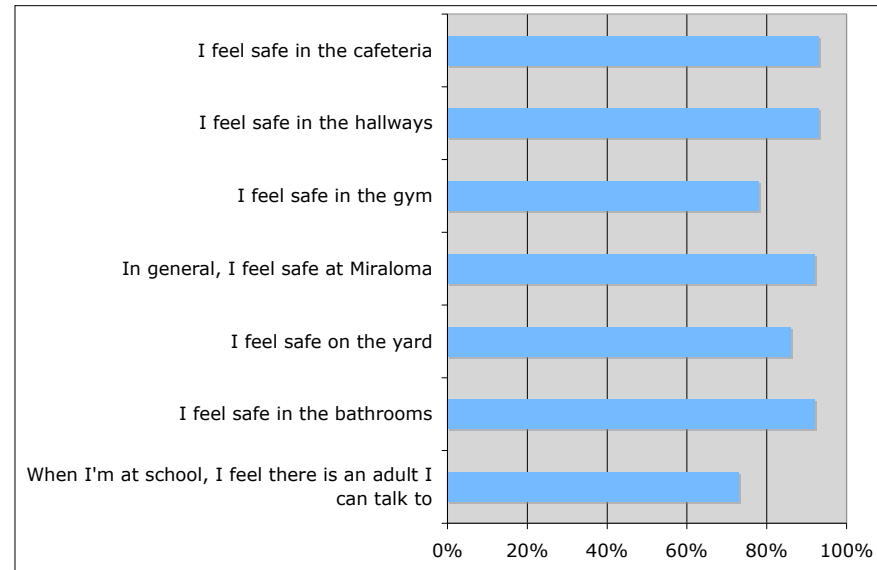
- Parents like the TRIBES program but feel that it is not emphasized enough. A few longer term parents feel that year over year it has been less reinforced and that the program needs to be re-emphasized to all grades.
- Parents and students are concerned about the uncleanly state of the bathrooms



# Safety, Bullying and Discipline

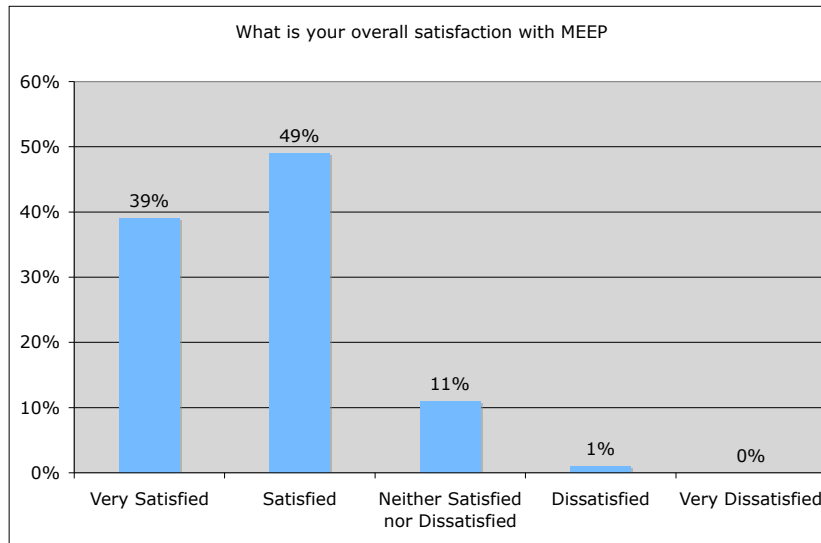
## Student view of safety

- 19% of parents and 25% of teachers strongly agree/agree that bullying is problem at Miraloma; however, many noted that teachers/staff handle bullying incidents quickly and well.
- Students overall report a high degree of feeling safe.
- Students feel least safe in the bathrooms (10% reported not usually/never) and on the yard (5% reported not usually/never) feeling safe in these locations
- Concerns mentioned include:
  - Bathrooms - references to bullying, kids peeking over/under stalls
  - Bullying during recess
  - References to problems on tetherball court
- In general, parents would like to see more consistency and stronger adherence to TRIBES.



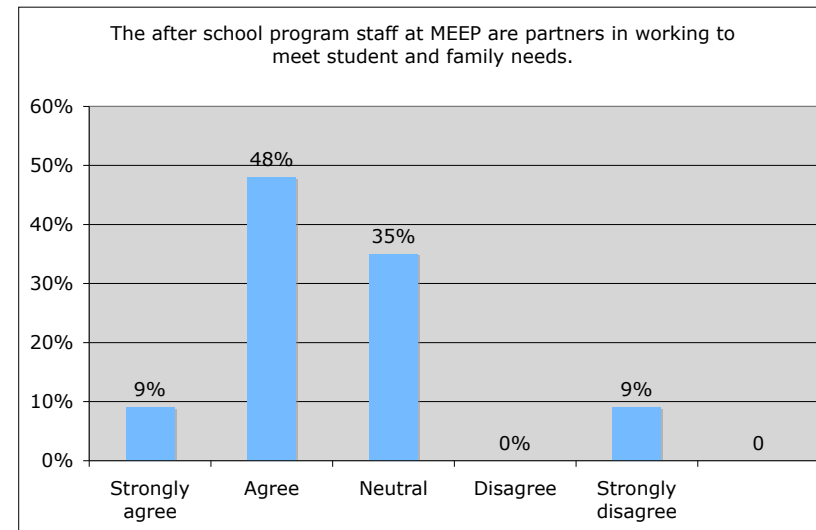


# Satisfaction with MEEP



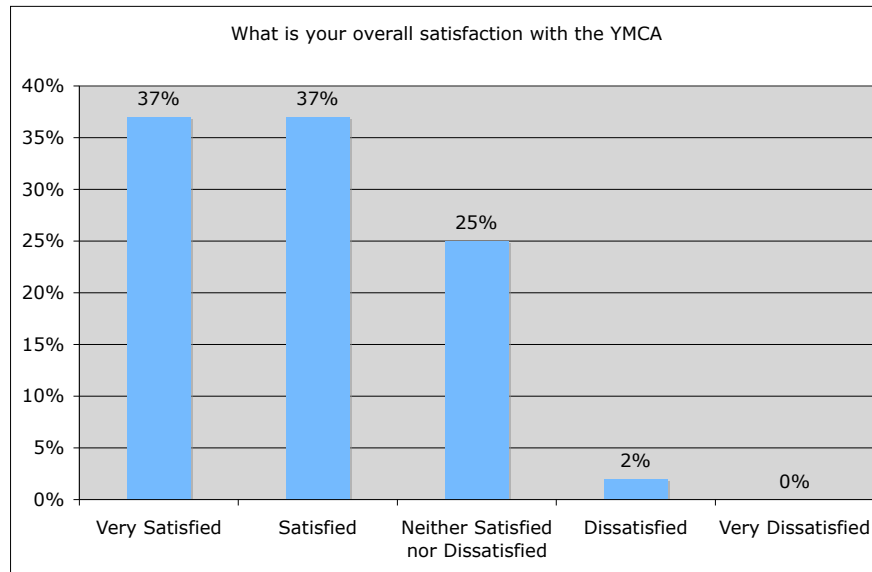
Parent view when asked their overall satisfaction with the program

Teacher view on “The after school program staff at MEEP are partners with working to meet student and family needs.”



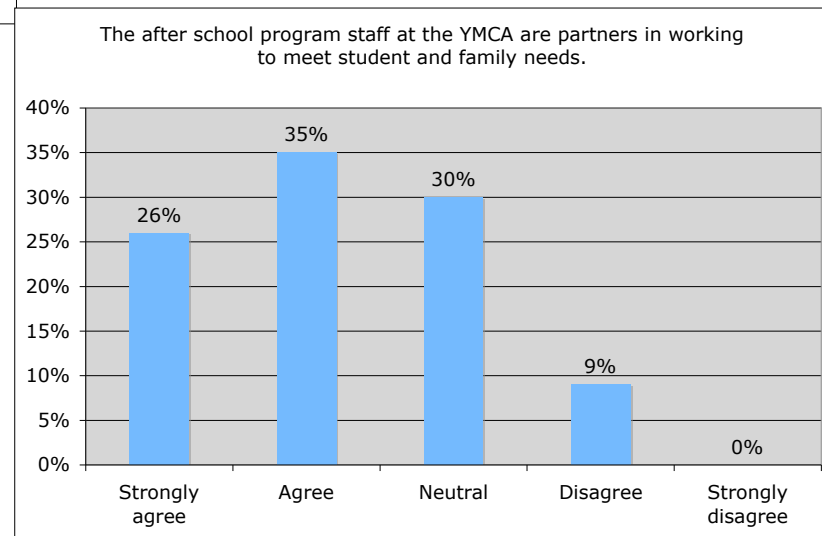


# Satisfaction with YMCA



Parent view when asked their satisfaction

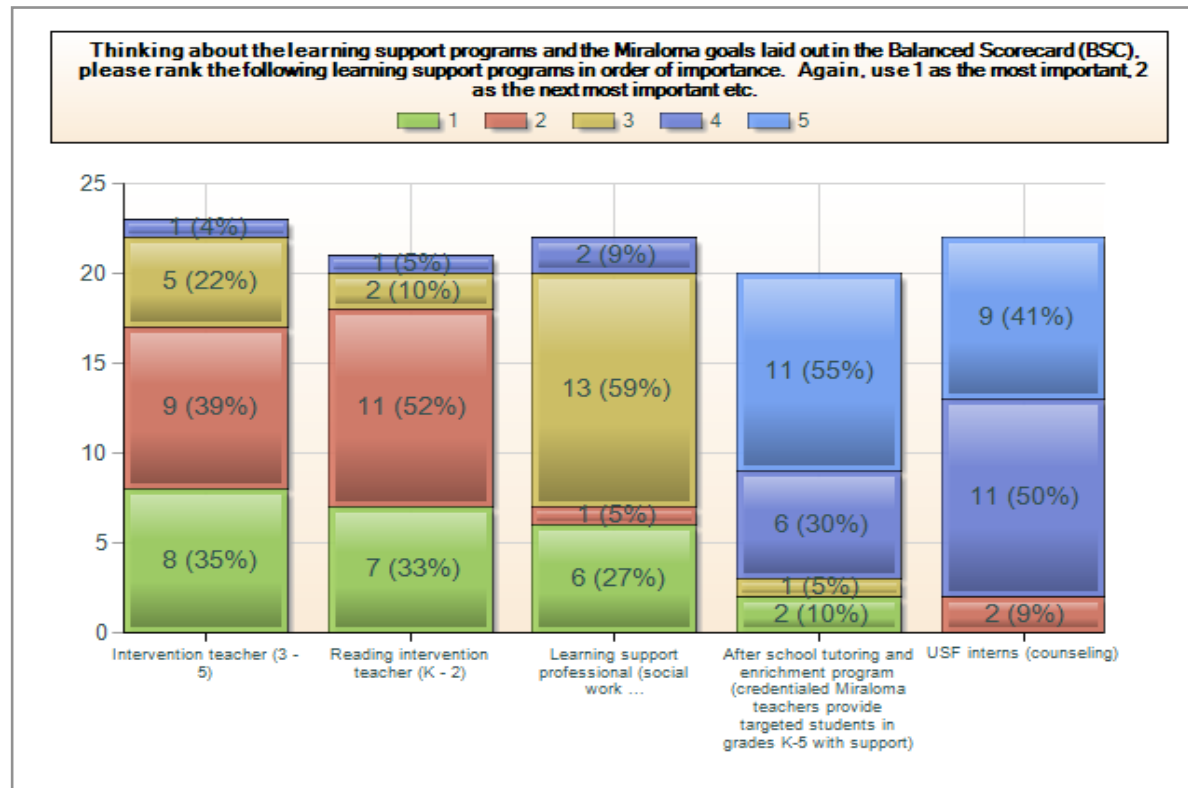
Teacher view on “The after school program staff at YMCA are partners in working to meet student and family needs.”



# Program Funding Priorities: Learning support programs



- Teachers and support staff only question: This is how teachers/support staff ranked the various learning support programs in order of importance



- 1&2 Intervention teachers (both K-2; 3-5) ranked highest
- 3 Learning support professional (social worker)
- 4 After school tutoring and enrichment programs
- 5 USF interns



# Program Funding: Enrichment Programs

Order of importance combines rank of 1, 2 and 3 (most important)

Parents	Teachers
PE	PE
Sing-A-Long	Dance
Dance	Poetry
Poetry	Sing-A-Long
Environmental ED	Chorus
Assemblies	Ceramics
Ceramics	Environmental ED
Chorus	Assemblies
Theater	Theater
Rhythms	Rhythms

PE, Dance, Sing-a-long and Poetry top 4 for both parents and teachers

Order of importance combines rank of 8, 9 and 10 (least important)

Parents	Teachers
Chorus	Assemblies
Theater	Rhythms
Rhythms	Chorus
Assemblies	Theater
Poetry	Environmental ED
Ceramics	Ceramics
Sing-a-long	Sing-a-long
Environmental ED	Poetry
Dance	Dance
PE	PE

Chorus, Assemblies, Theater, Rhythms in bottom 4 for both parents and teachers



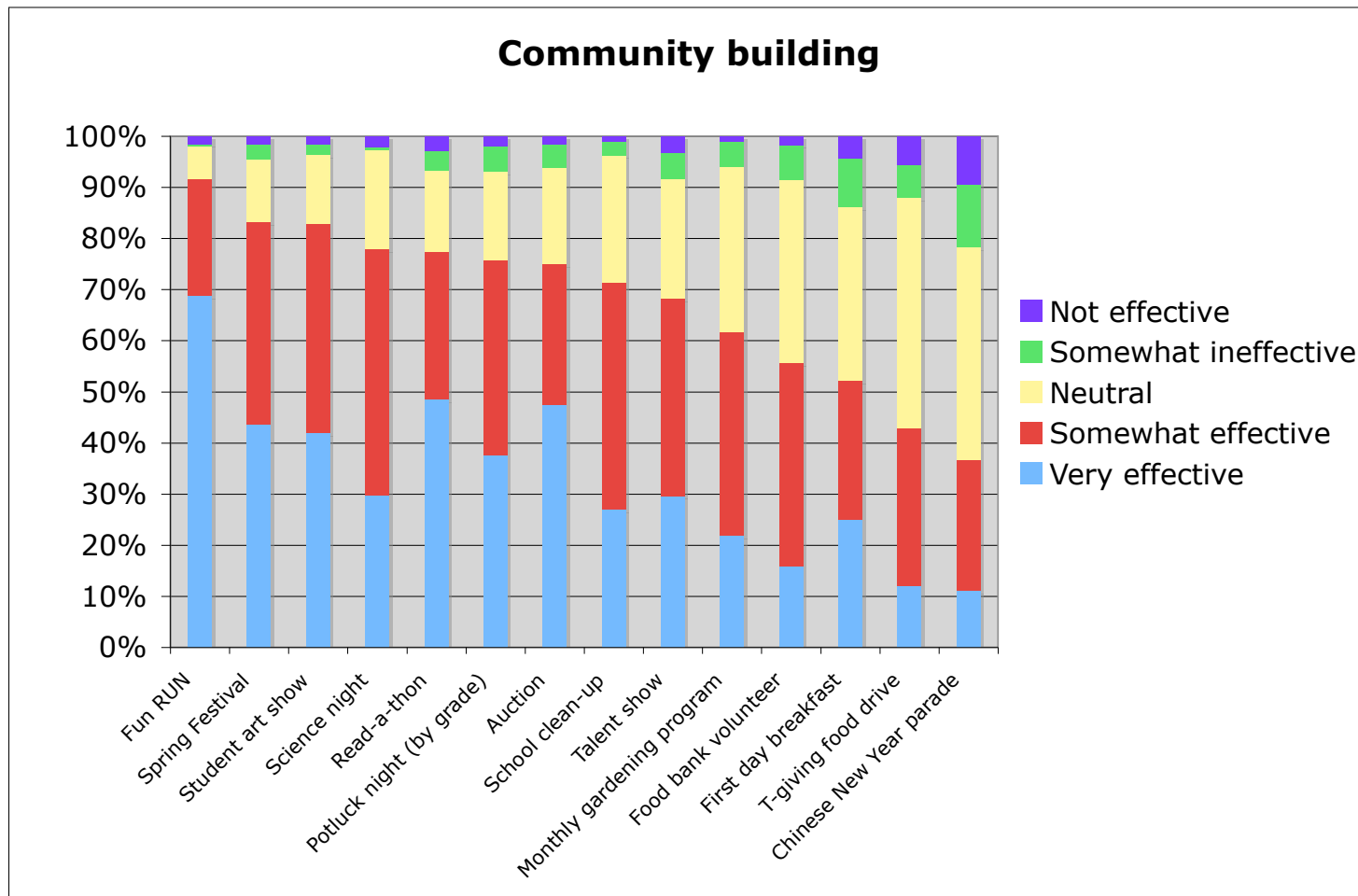
## Parent Engagement is high

- 94% say they have attended or plan to volunteer or participate in a community building or fundraising event this year
- 71% of respondents belong to the PTA
- 97% agree or strongly agree that parent involvement is encouraged at Miraloma

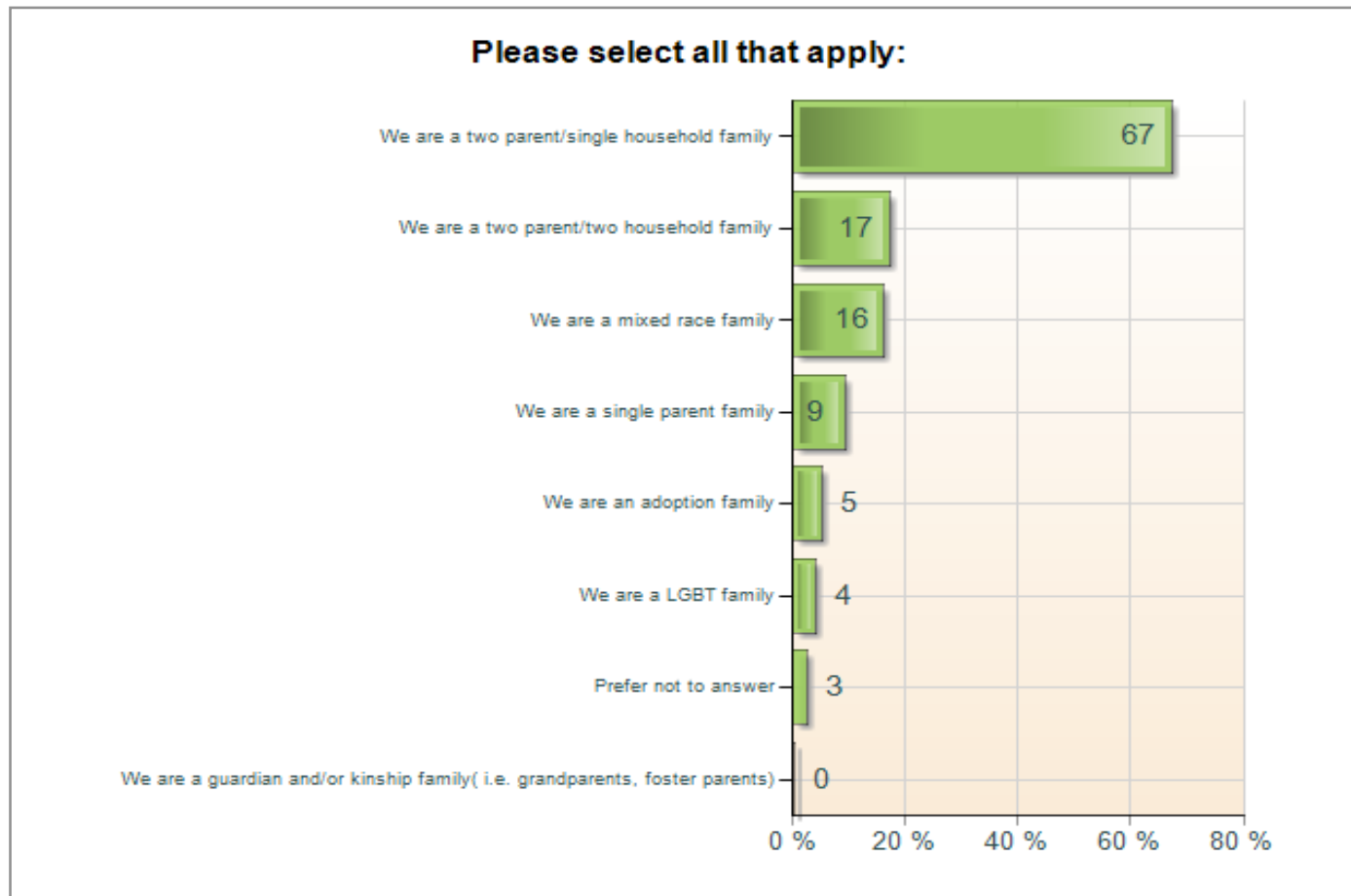


# Parent Survey: Community Building

➤ Top community builders include: Fun RUN, School Festival and the student art show



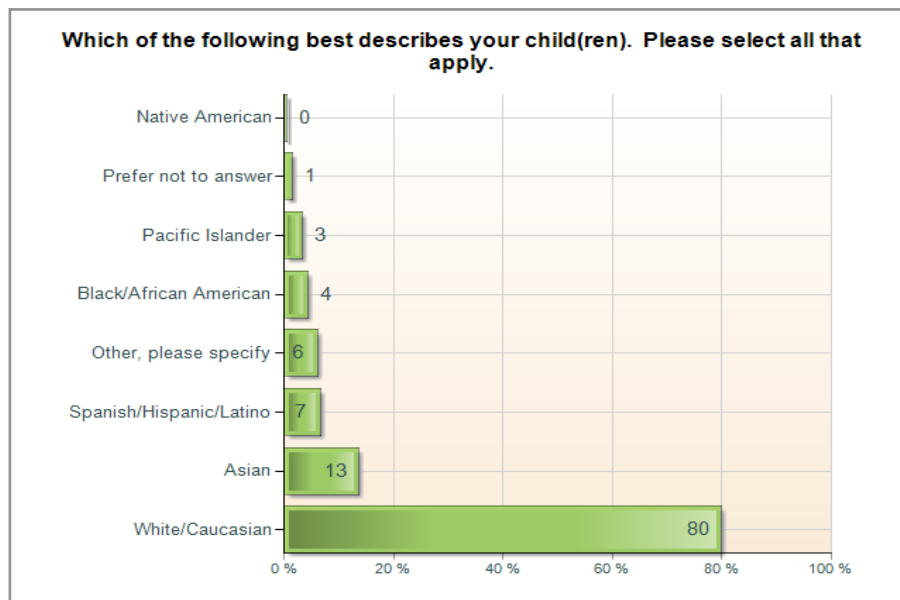
# Miraloma Demographic Snapshot





# Miraloma Demographic Snapshot

- Response when asked “which of the following describes your children (select all that apply)”



- 17 different languages are spoken regularly in Miraloma households

Algerian	Greek	Polish
Cantonese	Hebrew	Russian
Dutch	Italian	Spanish
English	Korean	Tagalog
Farsi	Mandarin	Yiddish
German	Maya-K'iche	



**Thanks to....**

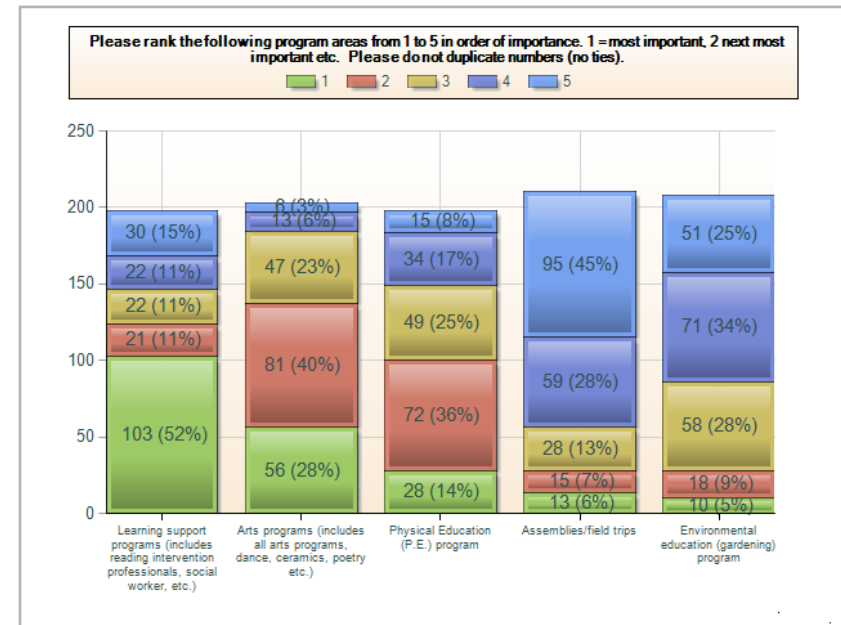
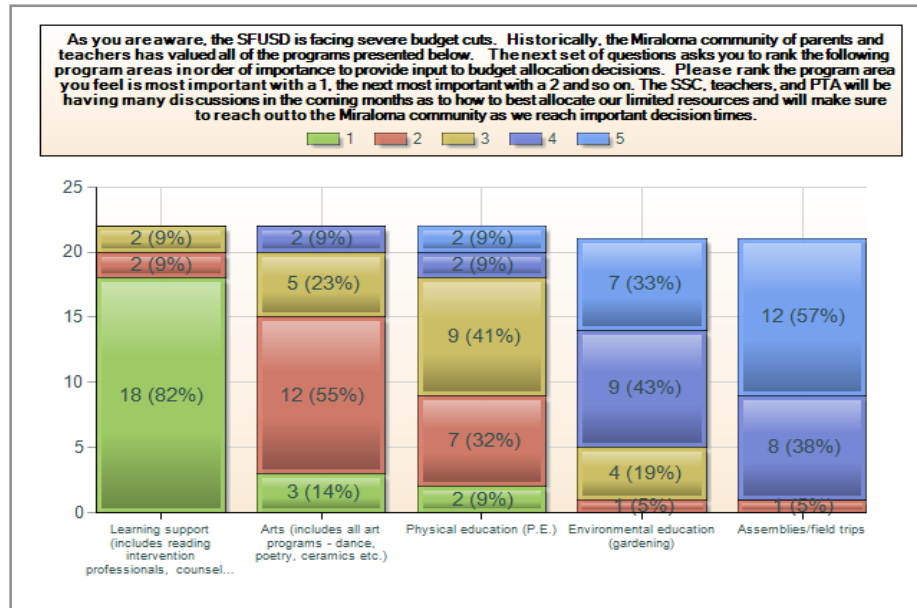
**...the 414, parents, teachers  
and students who completed  
the survey! Thanks for your  
input!**

# Appendix





## When asked about general program areas, Teachers and Parents are aligned



### Teachers

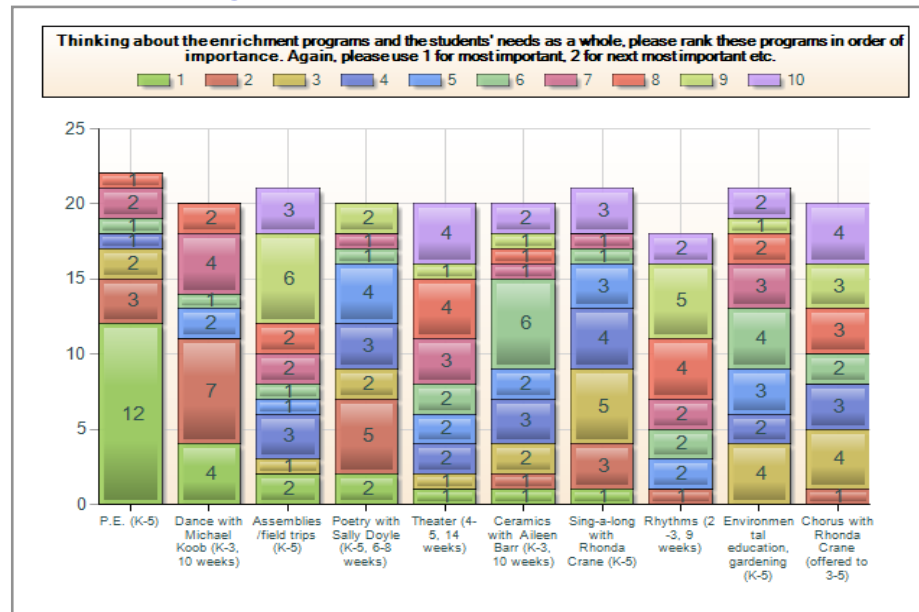
1. Learning support programs
2. Arts programs
3. PE
4. Environmental ed
5. Assemblies/field trips

### Parents

1. Learning support programs
2. Arts programs
3. PE
4. Environmental ed
5. Assemblies/field trips



## Teacher/support staff response when asked to rank specific enrichment programs



- Order of importance (most to least):  
combines ranks of 1, 2
1. PE
  2. Dance
  3. Poetry
  4. Sing along
  5. Ceramics
  6. Assemblies
  7. Theater
  8. Chorus
  9. Rhythm
  10. Environmental ED

- Order of importance (most to least):  
combines ranks of 1, 2, 3
1. PE
  2. Dance
  3. Poetry
  4. Sing along
  5. Chorus
  6. Ceramics
  7. Environmental ED
  8. Assemblies
  9. Theater
  10. Rhythm

- Order of importance (least to most):  
combines ranks of 8,9,10
1. Assemblies
  2. Rhythm
  3. Chorus
  4. Theater
  5. Environmental Ed
  6. Ceramics
  7. Sing along
  8. Poetry
  9. Dance
  10. PE

Interestingly, when asked about specific programs those programs with physical activity PE/Dance rank first. When asked in general buckets - arts programs overall rank higher than PE.



## Parent response when asked to rank specific enrichment programs

Order of importance (most to least) Combines ranks of: 1&2		Order of importance (most to least) Combines ranks of: 1&2&3		Least important: combines ranks of 8, 9, 10	
PE	126	PE	153	Chorus	106
Sing a long	79	Sing a long	104	Theater	90
Dance	57	Dance	89	Rhythms	90
Poetry	41	Poetry	59	Assemblies	59
Environment	37	Environment	71	Poetry	47
Assemblies	33	Assemblies	51	Ceramics	45
Ceramics	22	Ceramics	44	Sing a long	33
Chorus	15	Chorus	23	Environment	33
Theater	14	Theater	25	Dance	19
Rhythms	10	Rhythms	21	PE	14

Whether combining rankings 1&2 or  
1&2&3 parents program ranking order  
stays the same