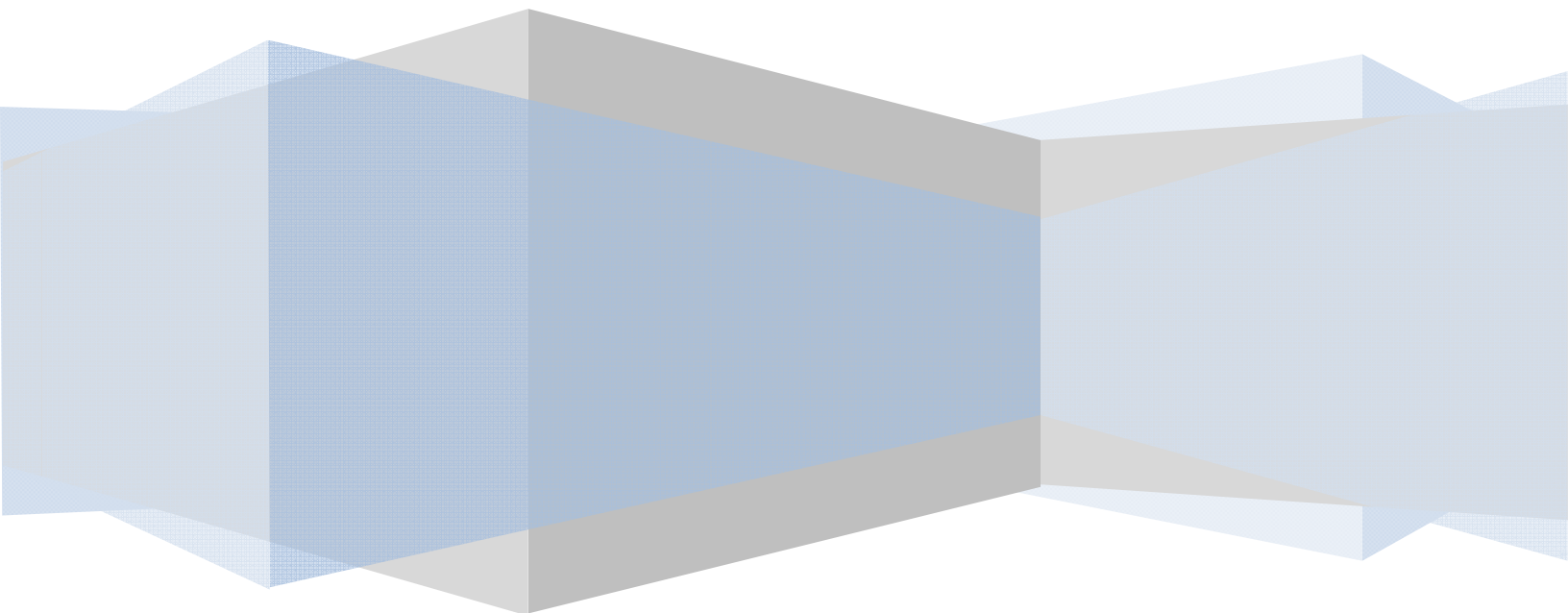


# Woodside Elementary School District Annual Survey, 2010

## Parent Results

Presented to: WESD

By: Social Science Research Laboratory, SDSU



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# Executive Summary

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It is apparent from the survey data collected that, overall, parents are satisfied with their experiences at WESD.

## Overall WESD Strengths Noted by Parent Respondents

Some of WESD strengths mentioned many times by parents included:

- A beautiful campus
- Small class sizes
- Dedicated and caring teachers
- The small, involved community
- Its diverse programs
- Strong parent support
- A hard-working Administration, Foundation and PTA

## Areas for Improvement Noted by Parent Respondents

This survey was an attempt to solicit feedback not only about what WESD is doing right, but about areas that should be considered for improvement.

### Communication Between Stakeholders

Data seem to indicate that communication between parents and Administration and between teachers and parents could benefit from improvement. All of these groups share the same goal: the education and welfare of WESD students. We recommend that all parties review the survey results, and attempt to come up with strategies to improve communication and build trust, keeping their shared goals in mind.

In addressing improved communication between Administration/the Board and parents, Woodside might consider:

- The Board and the Administration making an effort to respond to all emails received
- Offering a rotating schedule where some Board meetings are set at a different times/days that might make it easier for working parents to attend
- Brainstorming some alternative methods for soliciting parent input

In addressing improved communication between teachers and parents, WESD might consider an efficient way to update parents regarding:

- Curriculum being taught in their student's class
- Performance issues, before they are seen on a student's report card
- Discipline problems as soon as they arise

## **Parent Feedback Regarding Curriculum and School Environment**

Several key issues appeared among the WESD parent responses to the survey:

### ***A desire to move to more 'project-based learning'***

Throughout their comments, many parents indicated that they would like to see WESD adopt a 'project-based learning' approach in both the classroom and student homework.

### ***No/less homework; less 'busywork' homework***

Many parents mentioned that they feel their children have either too much homework, and/or that the homework their children have seems to be just 'busywork.' Some parents feel that homework is inappropriate at some grade levels. Parents might be more supportive of homework if it were backed by research indicating its merits – many parents cited research indicating that homework was not effective or appropriate in lower grade levels.

### ***Inclusion of Spanish or another language in grades K-4***

Many parents expressed the desire for Spanish or another language program for the younger students.

### ***Replacement of Everyday Math with another math curriculum***

Many parents expressed dissatisfaction with the current math curriculum at WESD. Parents seem to want a 'stronger' math curriculum, and many indicated that they do not like 'Everyday Math.'

### ***Improved character education program***

Parents also seem to be interested in a stronger character or social education program. Some parents are concerned about bullying, and feel that WESD could do more to teach students about emotions and behaviors and how to treat others. Many parents also mentioned a desire to see more consistent enforcement of discipline policies at WESD.

# Project Background

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Woodside Elementary School District (WESD) is a unique one-school district providing students from preschool to 8<sup>th</sup> grade a nurturing yet challenging school environment consistent with Woodside's cohesive, small town character. The Site Council at WESD is a state-mandated group of school administrators, teachers, staff and parents whose purpose is to assist the School Board, review school plans, provide WESD information to the community at hand, and provide recommendations regarding WESD curriculum. One mechanism used by the Site Council to reach these goals is the annual WESD survey. The annual WESD survey is sent to all WESD parents, teachers, and staff members to assess their perception of and satisfaction with current WESD programs, areas of the WESD needing improvement, and overall opinions regarding the strengths and challenges at WESD.

The previous WESD annual survey was administered in the fall of 2009. The survey was distributed using Survey Monkey, and provided valuable data. However, the Site Council faced several challenges administering the survey:

- Data collected was not as informative as it was hoped
- Some respondents issued complaints about the content of survey questions
- Presentation of results proved to be difficult

Given these challenges, WESD decided to seek out a professional, neutral provider to help design, administer, and compile data for the 2010 survey. They contracted with San Diego State University's Social Science Research Laboratory for these services.

The goal of this year's survey was to solicit input from WESD parents, teachers, and administration, to improve and align the school's programs and strategies with the needs and desires of its constituents and to help set future goals of the organization. Survey questions were designed to assess WESD parents, teachers, and staff members' opinions regarding the following areas:

- Overall satisfaction with WESD
- Satisfaction with specific programs and curriculum at WESD
- Perceptions of WESD teachers, administration, PTA and Board
- Reasons for and potential resolutions to any concerns

# Method

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## Survey Instrument

The overall goals of the survey were to assess parent, teacher, and staff perceptions of and satisfaction with WESD programs, curriculum and community, and to solicit feedback for any areas of improvement.

The survey instrument was adapted, in part, from the previous WESD annual survey, completed in 2009. SSRL staff worked in conjunction with WESD staff and Board members to adapt and improve the original survey. The survey contained three versions: a version for parents of current students, a version for certificated staff, and a version for classified staff. The specific topics provided in each of the versions are described below. A copy of the final survey document is available in **Appendix A**.

## Parent Questions

Parents were asked a set of questions for each child attending WESD for a total of up to 4 possible children. Parents were instructed to indicate their opinions for each of the following categories based on their experiences with each individual child:

- Overall Program
- Curriculum
- Study and Life Skills
- Field Trips
- Homework and Tutoring
- Special Services

In addition to these questions, parents were also asked to provide their opinions on the following categories based on their total experience with WESD, taking into account all of their children attending WESD:

- Overall School Environment
- Administration/Organization
- PTA
- School Board/Foundation
- Priorities for Additional Resources

## Teacher and Certificated Staff Questions

Teachers and Certificated Staff members were asked to provide their opinions on the following WESD areas:

- Overall Teaching Environment
- Overall School Environment
- Administration/Organization
- Parent Involvement
- School Board
- PTA

## Classified Staff Questions

Classified staff members were asked to provide their opinions on the following WESD areas:

- Overall School Environment
- Administration/Organization

At the end of the survey, all respondents (Parents, Teachers/Certificated Staff, and Classified Staff) were asked to provide additional comments on the strengths and challenges at WESD.

## Data Collection

### Programming

The survey was programmed for online administration using the Snap 10 online survey management software package. Programming included data locations for responses, checks for acceptable responses, interviewer instructions and all necessary skip patterns. Programming and data conversion were checked during pilot testing.

### Pilot Testing

Prior to launch, all SSRL staff were sent an email invitation to participate in the survey. Sample surveys were developed in order to test each question and skip pattern included in the survey. All SSRL staff reviewed the survey for question consistency, presentation, and skip patterns. Staff members provided feedback on the overall presentation of the survey, skip patterns, and any deviations from the client-approved survey instrument to the program manager. The program manager checked conversion of pilot test data to ensure all data was being accurately recorded. The final link to the online survey and survey invitation were sent to WESD and approved on October 6, 2010.

### Sampling

All WESD parents, teachers, administrators, and staff were included in the participant sample. If email contact information was available for multiple parents of a specific student, all available contacts were included in the sample. The list of emails available included 575 parents, 42 teachers and certificated staff members, and 26 classified staff members, for a total of 643 potential participants.

### Survey Distribution

The first email invitation was sent on October 7, 2010. Up to five survey reminders were sent out to contacts who had not previously responded. Reminder emails were sent out on October 11, October 13, October 15, October 19, and October 21. The survey link was deactivated on October 29, 2010. A total of 361 participants completed the online survey.

### Limitations

All survey research has some limitations. Some of the limitations associated specifically with online survey research include lack of survey sample representativeness, low response rates, and response submission errors (Schmidt, 1997; Cook, Heath, Thompson, 2000).

- **Response rates:** While response rates for online surveys tend to be low, there have been some findings that show that multiple email reminders and personalized email invitations will increase the response rate for online surveys (Cook, Heath, Thompson, 2000).

- **Response submission:** Another common limitation to online surveys is that often respondents do not properly answer questions, or do not properly submit their survey. This can impact the overall response rate and frequency distributions of individual questions. In this survey, a contact name and email were provided for respondents who needed assistance with the survey. Additionally, the software used to implement the survey is fully 508b compliant.

In the case of this study, representativeness was not an issue, since most, if not all, of the population of interest was included in the sample.

## Data Analysis

Frequency distributions and open-ended responses were generated for all survey items. Open-ended responses were reviewed and edited to correct typographical and grammatical errors. These responses were summarized and included in the report where appropriate.

Crosstabs were run on parent data for all key items by grade level. Significant differences are discussed in the section of the report titled **Parent Opinions: Differences by Grade Level**.

## Response Rate

A total of 361 WESD community members (parents and staff) responded to the survey, for a response rate of 56%, see Table 1.

**Table 1**

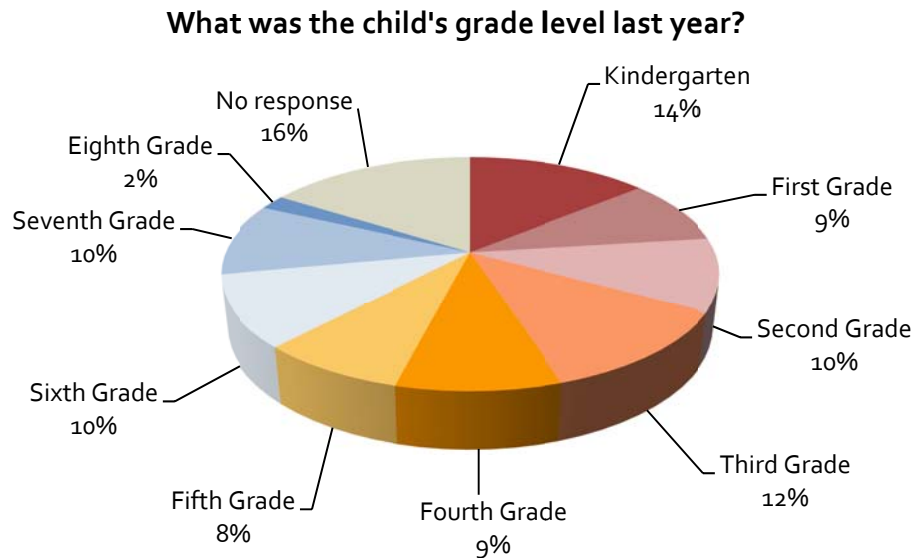
| Disposition   | N          | %             |
|---|------------|---------------|
| <b>Completed and Partial Questionnaires</b>                                   | <b>361</b> | <b>56.1%</b>  |
| Completed questionnaires  | 305        | 47.4%         |
| Partials (incomplete, partially filled-in questionnaires)                     | 56         | 8.7%          |
| <b>Eligible, No Returned Questionnaire</b>                                    | <b>266</b> | <b>41.4%</b>  |
| Refusals  | 5          | 0.8%          |
| Non-respondents (respondent determined eligible, but did not complete survey) | 261        | 40.6%         |
| <b>Unknown Eligibility, No Returned Questionnaire</b>                         | <b>16</b>  | <b>2.5%</b>   |
| Invitation to participate was not delivered/Email invitation 'bounced'        | 16         | 2.5%          |
| <b>TOTAL</b>  | <b>643</b> | <b>100.0%</b> |

## Parent Results

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The parent version of the survey contained 2 sections: one section asked parents to respond to questions based on each individual student they had attending WESD. These questions were analyzed using the total number of students as the denominator. A second section of the parent survey version asked parents to respond based on their overall experience with WESD. These questions were analyzed using the total number of parents as the denominator.

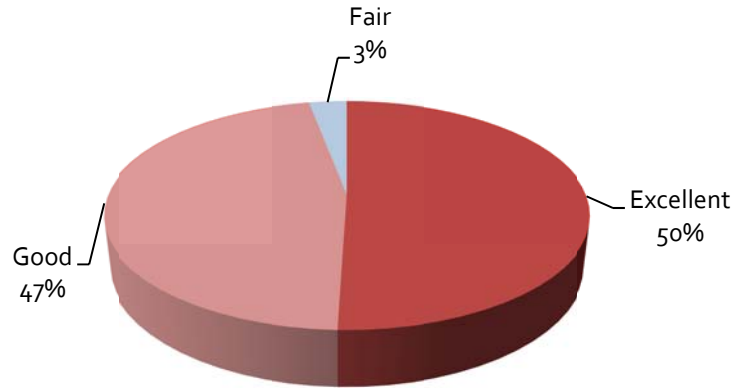
A total of 324 parents completed the survey. The 324 parents who responded to the survey accounted for 516 of the students attending Woodside Elementary School. On average, parents reported having approximately 2 students currently attending WESD. The grade distribution of the 516 students accounted for by responding parents can be seen in below.



### Parents' Overall Satisfaction with WESD

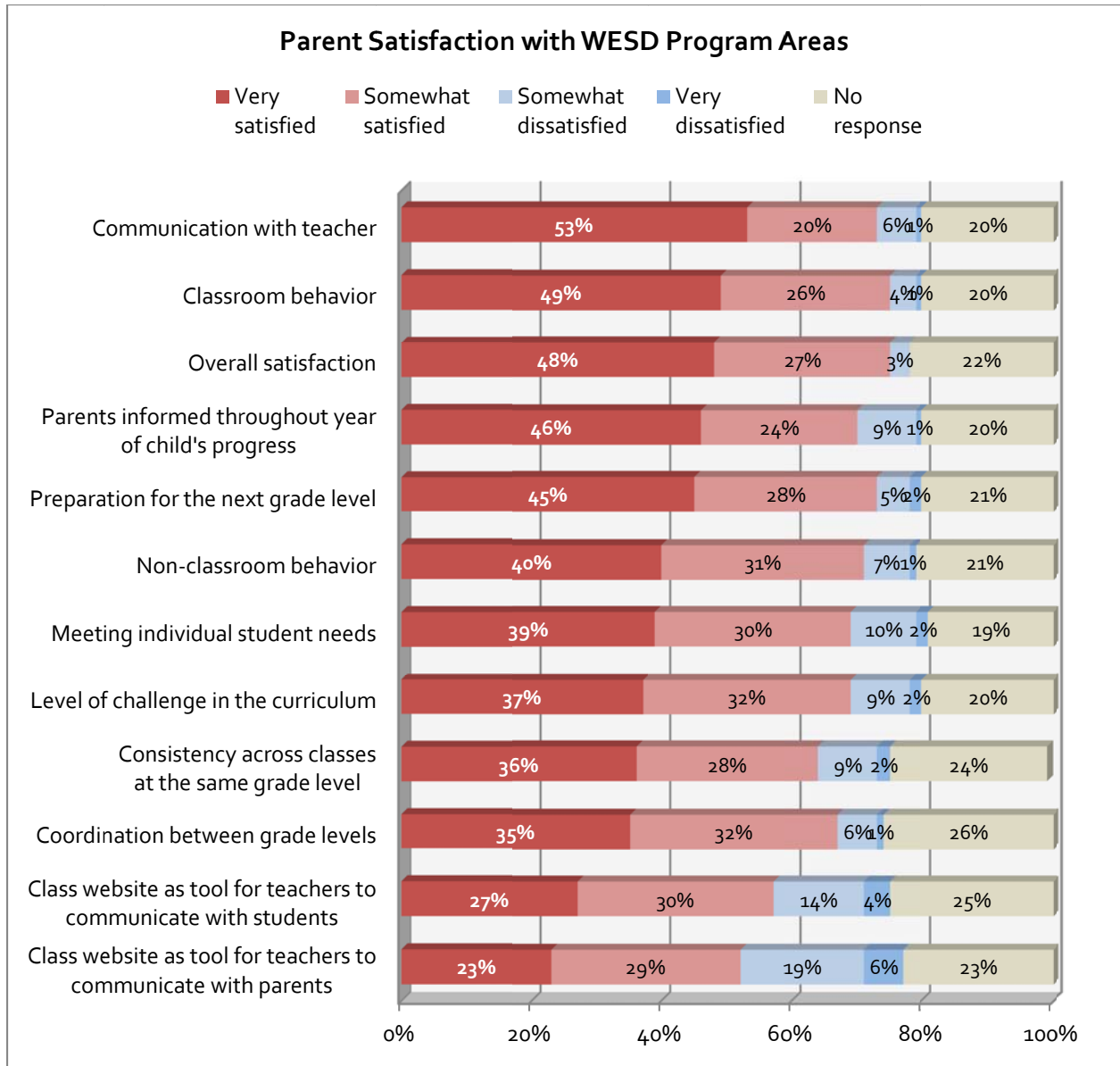
Parents were asked to rate the job WESD is doing in teaching the California State Standards and providing a good education to its students. Approximately 97% of all parents indicated that WESD was doing a good or excellent job overall.

Overall, how would you rate the job WESD is doing teaching the California State Standards and providing a good education to its students?



### Parent Satisfaction with WESD Program Areas

The majority of parents were very or somewhat satisfied with all program areas at WESD. Of all the program areas asked about, parents expressed the most satisfaction with communication with the teacher, classroom behavior, and keeping parents informed throughout the term of their child's progress. Parents were somewhat less likely to be very satisfied with the class websites.



In their open-ended comments regarding the WESD program, **many parents indicated that they were extremely happy with WESD, that they very much appreciated the hard work, dedication, and caring of WESD teachers, staff, and administration.** Some parents noted that WESD has been undergoing some changes, and that they see progress in what they perceive as the right direction.

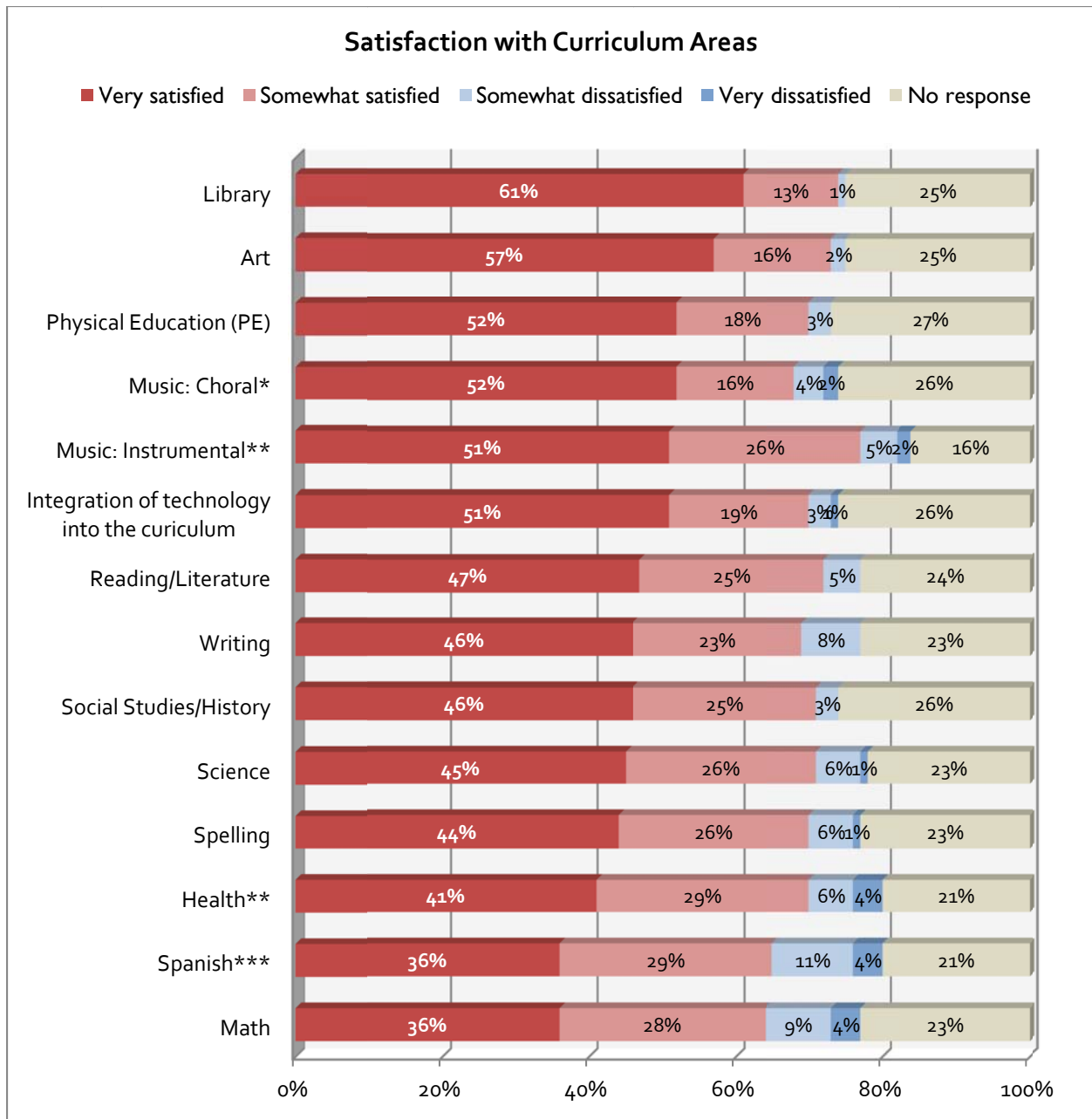
Parents who expressed dissatisfaction with any of these items were asked to provide additional comments letting WESD know how it could improve in these areas. The primary issue brought up by many parents was the need for **more and earlier communication from teachers** regarding student progress and student discipline problems. Parents mentioned the challenge of finding out late in the semester that their students were not performing as expected. Parents would like more email communication with teachers, and earlier notice of falling grades or disciplinary issues.

Other concerns and suggestions voiced by parents included:

- The need for better class websites: better use of class websites, up-to-date class websites, and better publicity of class websites
- Having homework and curriculum available online for parents and students
- More advance notice for field trips
- More parent-teacher conferences
- Sending home more papers and tests for parent review
- More differentiation to meet the needs/interests of students, especially for gifted students or students who need more challenge
- Greater coordination and communication among teachers to help transition students from one grade to the next and to help spread out homework time across the week
- Improved math curriculum
- Increased monitoring of students at lunch and recess to prevent/address bullying
- Greater consistency in amounts of homework between grade levels: many parents mentioned large changes in amounts of homework from one grade to the next, especially for students entering first grade and fifth grade.

### **Parent Satisfaction with WESD Curriculum**

Overall, parents were very satisfied with the curriculum at WESD. The curriculum areas parents indicated the greatest satisfaction with included the library, art, physical education, choral and instrumental music, and the integration of technology into the curriculum. Parents were somewhat less likely to be very satisfied with the math or Spanish curricula.



\* This question was only asked of parents with students in grades K through 4

\*\* This question was only asked of parents with students in grades 5 through 8

\*\*\* This question was only asked of parents with students in grades 4 through 8.

Parents who expressed dissatisfaction with any of these items were asked to provide additional comments letting WESD know how it could improve in these areas. One of the main concerns voiced by parents was a strong dissatisfaction with the Everyday Math curriculum. **Many parents expressed dissatisfaction with Everyday Math**, both in their comments about WESD curricula and in other areas of the survey. Other comments on WESD curricula provided by parents included the following concerns or suggestions:

- More focus and work on building students' writing skills
- More focus on science in the classroom

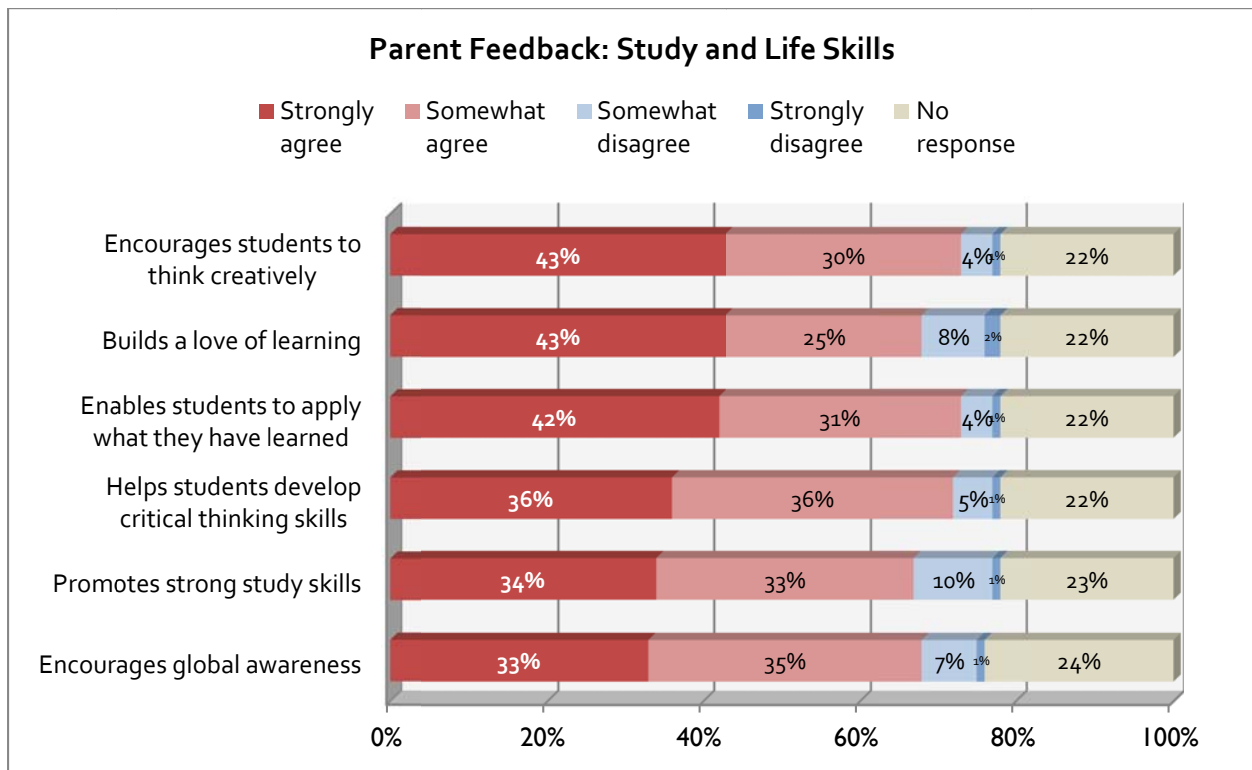
- Some parents voiced concerns regarding the music program.
- Increased/improved Spanish language curriculum, which focuses on conversational ability

Parents were also asked to provide any general comments regarding the WESD curriculum. Several themes emerged from these comments, as well as in other parent comments:

- Many parents do not like Everyday Math and would like to see it replaced
- Many parents expressed a desire for a stronger Spanish curriculum and for Spanish to be offered in grades K-3.
- Many parents mentioned that they'd like to see more project-based learning at WESD

### Parent Feedback: Study and Life Skills

Most parents seemed satisfied with the study and life skills provided by the WESD program. The majority of parents strongly or somewhat agreed with all of the statements regarding WESD's Study and Life Skills program.

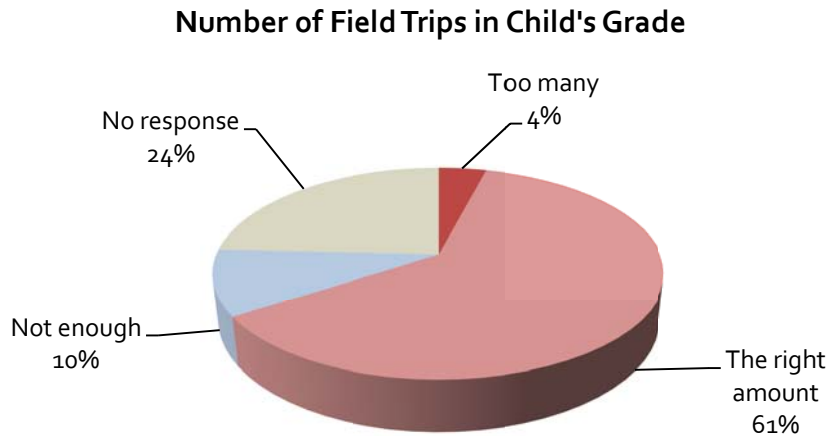


Some of the concerns and suggestions raised by parents with regard to Study and Life skills included:

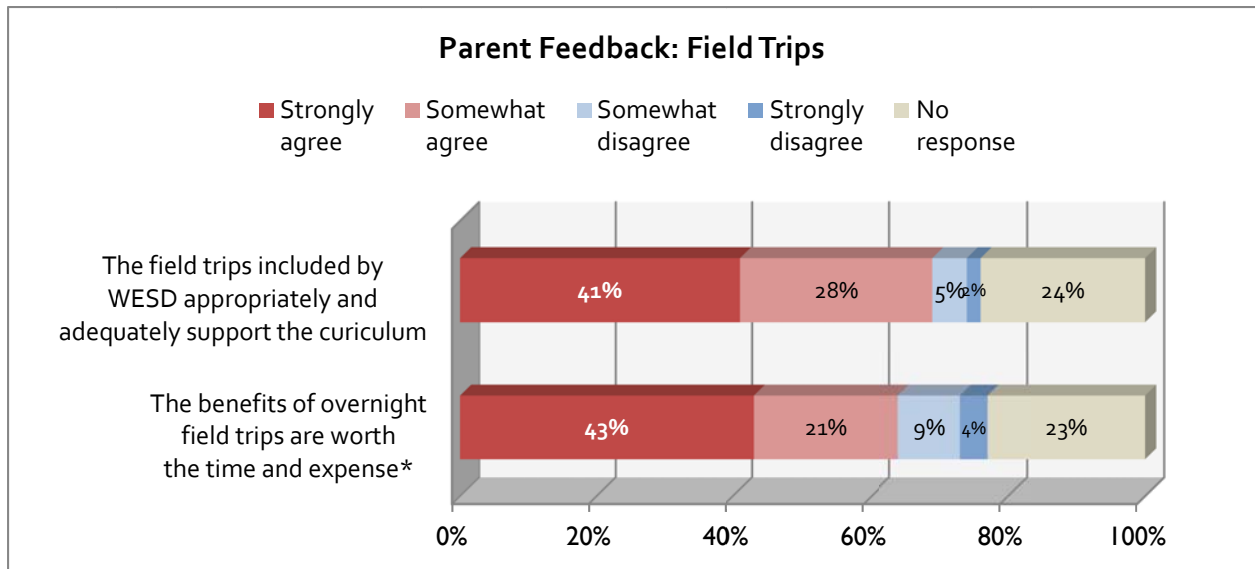
- More problem-based learning
- More hands-on projects
- Less homework and less 'busy work' homework
- More emphasis on teaching students study skills and organizational skills
- More emphasis on social/emotional skills

## Parent Feedback: Field Trips

Most parents believed that the current number of field trips was just the right amount.



The majority of parents also agreed that field trips appropriately and adequately support the curriculum and are worth the time and expense.

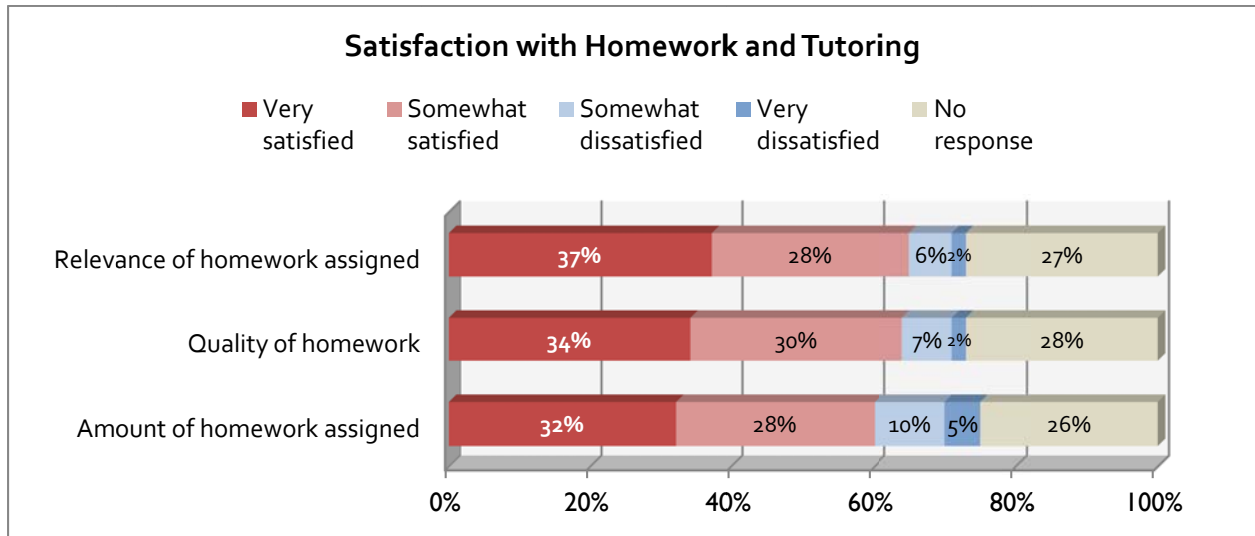


\* This question only asked of parents with students in grades 4 through 8

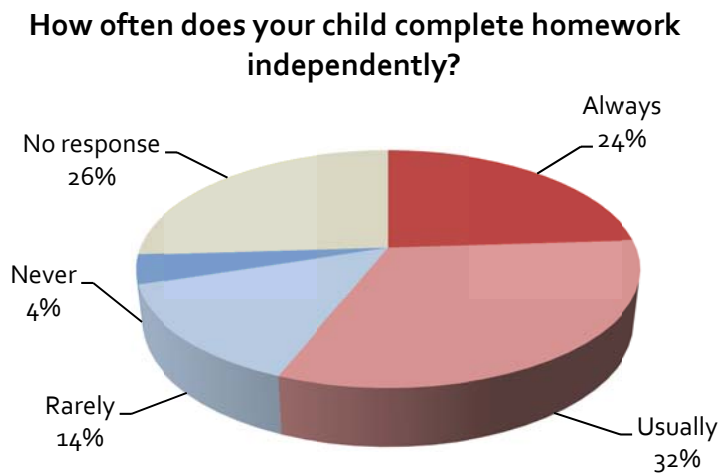
Many parents offered comments about WESD field trips. These comments were quite varied – some parents believed the field trips to be valuable, others felt that time could be better spent in the classroom. Many parents said that they did not like the scheduling of all field trips in one week, and felt that this was tiring for the students and that students got less out of the field trips due to this schedule. Parents were somewhat divided in their opinions about overnight field trips: some like the overnight trips, while others do not feel they are appropriate or necessary. Several parents also mentioned that they would prefer students be bused to field trips, and not have to be driven by other parents.

## Parent Feedback: Homework and Tutoring

The majority of parents were either very or somewhat satisfied with the relevance, quality, and amount of homework assigned to their children.



Parents were also asked to indicate how often their child completes homework independently. Nearly one fourth of parents indicated that their child always completed homework independently, 32% said usually, 14% said rarely and 4% of parents indicated that their child never completes homework independently.



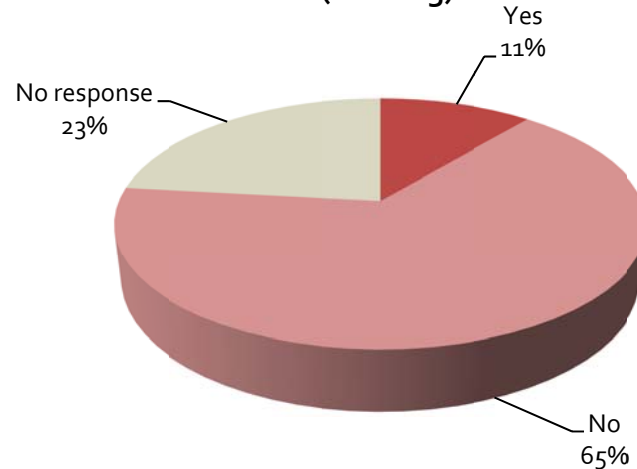
In their open-ended comments, many parents indicated that they felt that their students were receiving too much homework, and that much of it was 'busywork' or simply too easy for students, and parents felt this type of homework did not merit taking time away from other activities. Many parents do not believe that homework is appropriate at all, especially for students in the lower grades. In general, **parents would like to see less homework, and when homework is assigned, that it be very relevant**

to materials being covered in class, and not simply 'busywork' or 'worksheets.' Some parents suggested that it would be good if homework assignments built problem-solving and/or creative skills or was more project-based.

### Parent Feedback: Private Learning Assistance

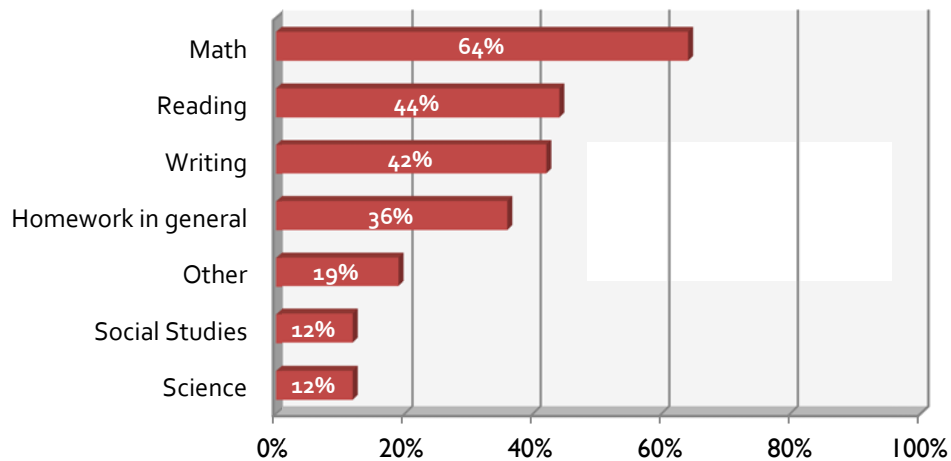
Eleven percent of parents indicated that their child receives private, paid learning assistance or tutoring.

Does your child receive private, paid learning assistance (tutoring)?



Among parents who indicated that their child did receive private, paid learning assistance (tutoring), the most common subjects children received help in were math (64%), reading (44%), and writing (42%).

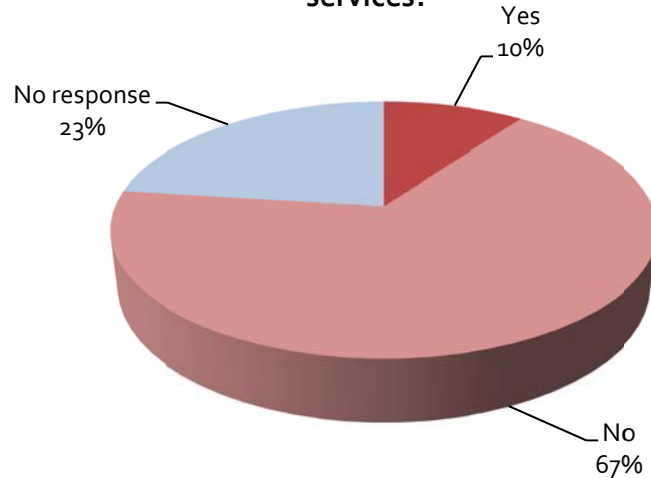
Paid Learning Assistance Child Receives



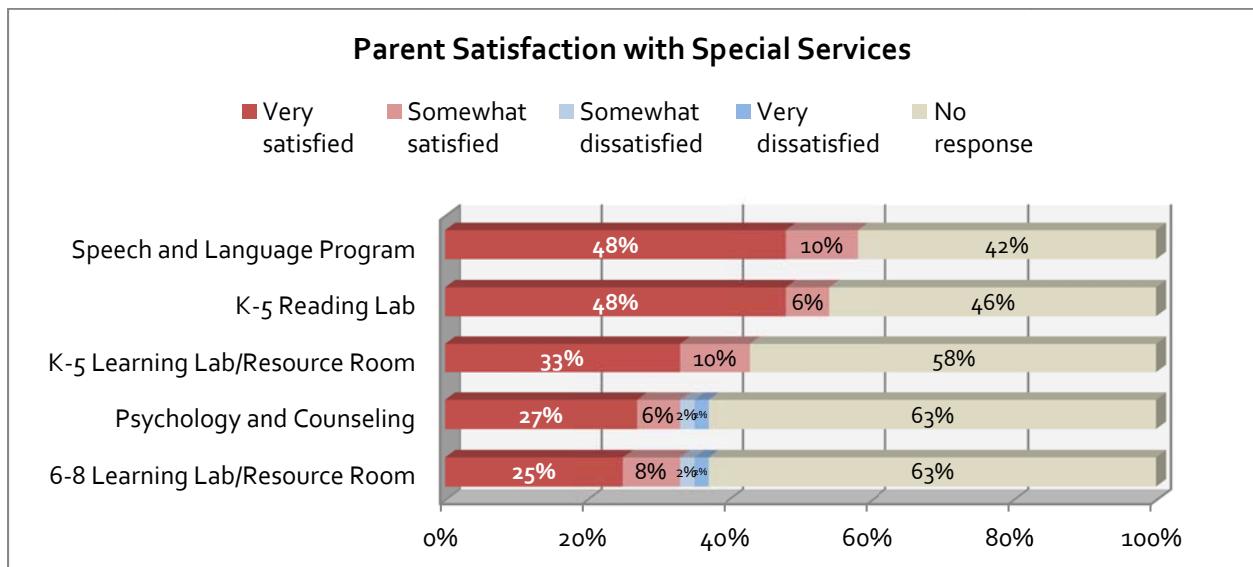
### Parent Feedback: Special Services

Ten percent of parents indicated that their child was currently receiving special education services and/or counseling at WESD.

**Does your child currently receive special education services?**



Among parents who indicated their child was receiving special education services and/or counseling, the majority were very or somewhat satisfied with the Speech and Language Program, and the K-5 Reading Lab. Parents of these students expressed less satisfaction with the Psychology and Counseling services and 6-8 Learning Lab/Resource Room. However, given that the vast majority of parents who indicated that their child is receiving special education services and/or counseling did not provide responses to these questions, these results should be interpreted with some caution.



## Parent Opinions: Differences by Grade Level

WESD was interested in how parent opinions on some of these questions might vary as a function of their child’s grade level. In order to analyze possible differences, three grade categories were created: Kindergarten through 2<sup>nd</sup> grade, 3<sup>rd</sup> through 5<sup>th</sup> grade, and 6<sup>th</sup> through 8<sup>th</sup> grade. Crosstabulations were run on all of the above questions to determine if there were any differences in parent opinions based on the child’s grade level. Of all of the questions, significant differences between responses by grade level category were only found for six question items. These questions covered the following topics: class websites, the math curriculum, the Spanish curriculum, and homework.

### Class Website at WESD

Parents were asked to provide their opinion on the class website as a tool for teacher communication with parents and, separately, with students. In both cases, there were significant differences in responses between the different grade levels (communication with parents:  $\chi^2 = 14.605, p = 0.024$ ; communication with students:  $\chi^2 = 14.605, p < 0.001$ ). Specifically, **parents answering these questions for children in higher grade levels were significantly more likely to indicate they were satisfied with the class website as a tool for teacher communication with parents and students than parents responding for students in lower grade levels** (see Table 1 and Table 2).

Table 1

|           |            | P1_4 Class website as tool for teachers to communicate with parents |                      |                         |                     | Total  |
|-----------|------------|---|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied  | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade K-2 | Count      | 32  | 53                   | 41                      | 19                  | 145    |
|           | Percent    | 22.1%   | 36.6%                | 28.3%                   | 13.1%               | 100.0% |
|           | % of Total | 8.3%  | 13.8%                | 10.6%                   | 4.9%                | 37.7%  |
| Grade 3-5 | Count      | 41  | 49                   | 33                      | 10                  | 133    |
|           | Percent    | 30.8%   | 36.8%                | 24.8%                   | 7.5%                | 100.0% |
|           | % of Total | 10.6%   | 12.7%                | 8.6%                    | 2.6%                | 34.5%  |
| Grade 6-8 | Count      | 38  | 45                   | 21                      | 3                   | 107    |
|           | Percent    | 35.5%   | 42.1%                | 19.6%                   | 2.8%                | 100.0% |
|           | % of Total | 9.9%  | 11.7%                | 5.5%                    | .8%                 | 27.8%  |
| Total     | Count      | 111   | 147                  | 95                      | 32                  | 385    |
|           | % of Total | 28.8%   | 38.2%                | 24.7%                   | 8.3%                | 100.0% |

Table 2

|           |            | P1_5 Class website as a tool for teachers to communicate with students |                      |                         |                     | Total  |
|-----------|------------|--|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied   | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade K-2 | Count      | 35   | 57                   | 36                      | 12                  | 140    |
|           | Percent    | 25.0%  | 40.7%                | 25.7%                   | 8.6%                | 100.0% |
|           | % of Total | 9.3%   | 15.1%                | 9.5%                    | 3.2%                | 37.0%  |
| Grade 3-5 | Count      | 42   | 58                   | 22                      | 9                   | 131    |
|           | Percent    | 32.1%  | 44.3%                | 16.8%                   | 6.9%                | 100.0% |
|           | % of Total | 11.1%  | 15.3%                | 5.8%                    | 2.4%                | 34.7%  |
| Grade 6-8 | Count      | 55   | 40                   | 11                      | 1                   | 107    |
|           | Percent    | 51.4%  | 37.4%                | 10.3%                   | .9%                 | 100.0% |
|           | % of Total | 14.6%  | 10.6%                | 2.9%                    | .3%                 | 28.3%  |
| Total     | Count      | 132  | 155                  | 69                      | 22                  | 378    |
|           | % of Total | 34.9%  | 41.0%                | 18.3%                   | 5.8%                | 100.0% |

### Math Curriculum at WESD

Parent satisfaction with the math curriculum at WESD varied significantly between the grade levels ( $\chi^2 = 17.257, p = 0.008$ , see Table 3)..

Table 3

|           |            | P2_4 Math        |                      |                         |                     | Total  |
|-----------|------------|------------------|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade K-2 | Count      | 63               | 66                   | 12                      | 8                   | 149    |
|           | Percent    | 42.3%            | 44.3%                | 8.1%                    | 5.4%                | 100.0% |
|           | % of Total | 16.2%            | 17.0%                | 3.1%                    | 2.1%                | 38.3%  |
| Grade 3-5 | Count      | 66               | 50                   | 20                      | 3                   | 139    |
|           | Percent    | 47.5%            | 36.0%                | 14.4%                   | 2.2%                | 100.0% |
|           | % of Total | 17.0%            | 12.9%                | 5.1%                    | .8%                 | 35.7%  |
| Grade 6-8 | Count      | 51               | 26                   | 13                      | 11                  | 101    |
|           | Percent    | 50.5%            | 25.7%                | 12.9%                   | 10.9%               | 100.0% |
|           | % of Total | 13.1%            | 6.7%                 | 3.3%                    | 2.8%                | 26.0%  |
| Total     | Count      | 180              | 142                  | 45                      | 22                  | 389    |
|           | % of Total | 46.3%            | 36.5%                | 11.6%                   | 5.7%                | 100.0% |

### Spanish Curriculum at WESD

Parent satisfaction with the Spanish curriculum at WESD also varied significantly between student grade levels ( $\chi^2 = 22.305, p < 0.001$ , see Table 4). The Spanish curriculum is currently only offered for students between grades 4 and 8, so the crosstabulation compared parents with students in grades 4 and 5 to parents with students in grades 6 through 8. **Parents responding on behalf of students in**

grades 6 through 8 were significantly more likely to report being satisfied with the Spanish curriculum at WESD than parents responding on behalf of students in grades 4 and 5.

Table 4

|           |            | P2_10 Spanish [GRADE 4-8 ONLY] |                      |                         |                     | Total  |
|-----------|------------|--------------------------------|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied               | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade 4-5 | Count      | 19                             | 32                   | 15                      | 7                   | 73     |
|           | Percent    | 26.0%                          | 43.8%                | 20.5%                   | 9.6%                | 100.0% |
|           | % of Total | 11.7%                          | 19.6%                | 9.2%                    | 4.3%                | 44.8%  |
| Grade 6-8 | Count      | 54                             | 27                   | 8                       | 1                   | 90     |
|           | Percent    | 60.0%                          | 30.0%                | 8.9%                    | 1.1%                | 100.0% |
|           | % of Total | 33.1%                          | 16.6%                | 4.9%                    | .6%                 | 55.2%  |
| Total     | Count      | 73                             | 59                   | 23                      | 8                   | 163    |
|           | % of Total | 44.8%                          | 36.2%                | 14.1%                   | 4.9%                | 100.0% |

### Homework at WESD

Parents were asked for their opinion on the quality and relevance of the homework assigned to their children at WESD. In both cases, there were significant differences in responses across the different grade levels (quality of homework:  $\chi^2 = 16.566, p = 0.011$ ; relevance of homework:  $\chi^2 = 14.631, p = 0.023$ ). Parents responding for children at higher grade levels were more likely to express satisfaction with the quality and relevance of the homework assigned at WESD than those responding for children at lower grade levels (see Tables 5 and 6).

Table 5

|           |            | P8_1 Quality of homework |                      |                         |                     | Total  |
|-----------|------------|--------------------------|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied         | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade K-2 | Count      | 54                       | 55                   | 14                      | 10                  | 133    |
|           | Percent    | 40.6%                    | 41.4%                | 10.5%                   | 7.5%                | 100.0% |
|           | % of Total | 14.7%                    | 15.0%                | 3.8%                    | 2.7%                | 36.2%  |
| Grade 3-5 | Count      | 68                       | 54                   | 12                      | 1                   | 135    |
|           | Percent    | 50.4%                    | 40.0%                | 8.9%                    | .7%                 | 100.0% |
|           | % of Total | 18.5%                    | 14.7%                | 3.3%                    | .3%                 | 36.8%  |
| Grade 6-8 | Count      | 46                       | 45                   | 8                       | 0                   | 99     |
|           | Percent    | 46.5%                    | 45.5%                | 8.1%                    | .0%                 | 100.0% |
|           | % of Total | 12.5%                    | 12.3%                | 2.2%                    | .0%                 | 27.0%  |
| Total     | Count      | 168                      | 154                  | 34                      | 11                  | 367    |
|           | % of Total | 45.8%                    | 42.0%                | 9.3%                    | 3.0%                | 100.0% |

Table 6

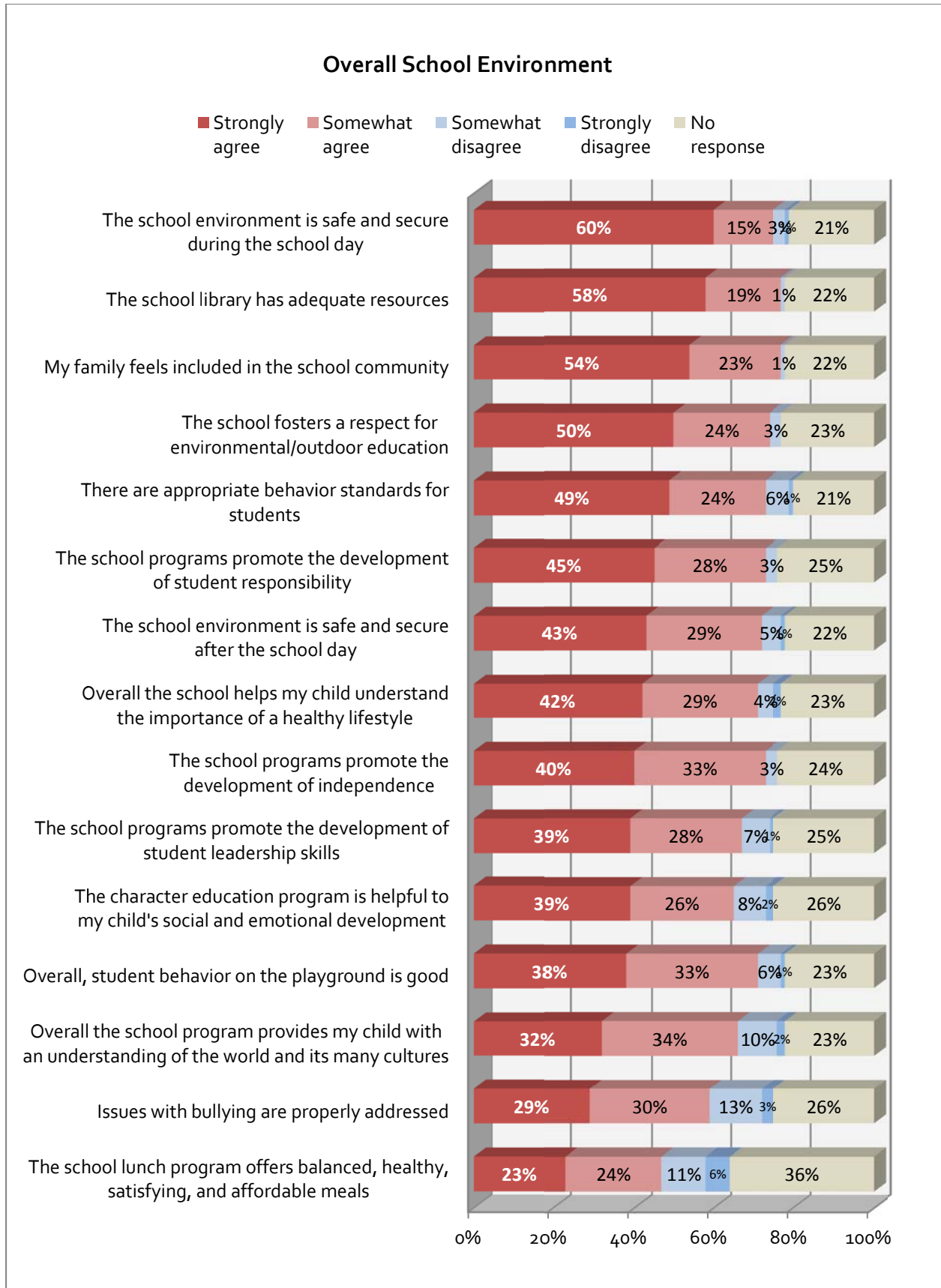
|           |            | P8_2 Relevance of homework assigned |                      |                         |                     | Total  |
|-----------|------------|-------------------------------------|----------------------|-------------------------|---------------------|--------|
|           |            | 1 Very Satisfied                    | 2 Somewhat Satisfied | 3 Somewhat Dissatisfied | 4 Very Dissatisfied |        |
| Grade K-2 | Count      | 60                                  | 51                   | 15                      | 7                   | 133    |
|           | Percent    | 45.1%                               | 38.3%                | 11.3%                   | 5.3%                | 100.0% |
|           | % of Total | 16.3%                               | 13.8%                | 4.1%                    | 1.9%                | 36.0%  |
| Grade 3-5 | Count      | 72                                  | 53                   | 10                      | 1                   | 136    |
|           | Percent    | 52.9%                               | 39.0%                | 7.4%                    | .7%                 | 100.0% |
|           | % of Total | 19.5%                               | 14.4%                | 2.7%                    | .3%                 | 36.9%  |
| Grade 6-8 | Count      | 54                                  | 42                   | 4                       | 0                   | 100    |
|           | Percent    | 54.0%                               | 42.0%                | 4.0%                    | .0%                 | 100.0% |
|           | % of Total | 14.6%                               | 11.4%                | 1.1%                    | .0%                 | 27.1%  |
| Total     | Count      | 186                                 | 146                  | 29                      | 8                   | 369    |
|           | % of Total | 50.4%                               | 39.6%                | 7.9%                    | 2.2%                | 100.0% |

## Parents: Overall Experience at WESD

Parents were asked to provide their opinions in the following questions on their overall experiences with WESD. The following information is based on the 324 parents who responded to the survey.

### Parent Feedback: Overall School Environment

For the most part, parents were generally happy with the overall school environment at WESD. Parents expressed high levels of agreement that the school is safe and secure during the school day, the school library has adequate resources, that their family feels included in the school community, and that the school fosters a respect for the environment and outdoor education. Parents indicated less agreement that bullying was being properly addressed and that the school lunch program offers balanced, healthy, satisfying, and affordable meals.

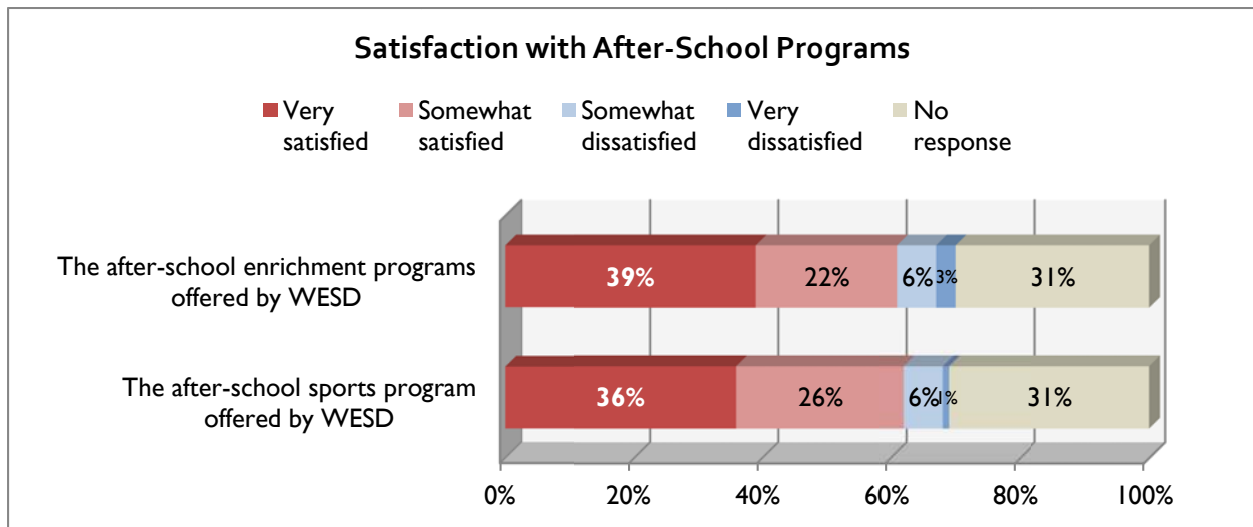


In their overall comments about the school environment, many parents indicated that in general they are quite happy with the environment at WESD. Many parents commented on the beautiful campus and the warm, welcoming environment. Parents who expressed dissatisfaction on any of these survey items were asked to provide additional comments. Some of the concerns and suggestions raised by parents regarding these issues were as follows:

- Many parents indicated a concern regarding WESD campus security, and felt that the school needed to improve security measures. Parents suggested controlling access points, installing video cameras, installing appropriate signage, and some method of supervising campus grounds when school is not in session.
- Many parents feel that bullying is still a serious and prevalent issue which needs greater attention at WESD. Suggestions for addressing this problem included more adult supervision of students at lunch and recess, greater accountability for students participating in bullying behaviors, and a stronger social and emotional curriculum.
- Many parents also expressed dissatisfaction with the current lunch program. Students report that the food is unappetizing and parents feel that it is less than healthy.
- Some parents suggested that the school have a 'no candy' or 'no junk food' policy.

### Parent Satisfaction with After School Programs

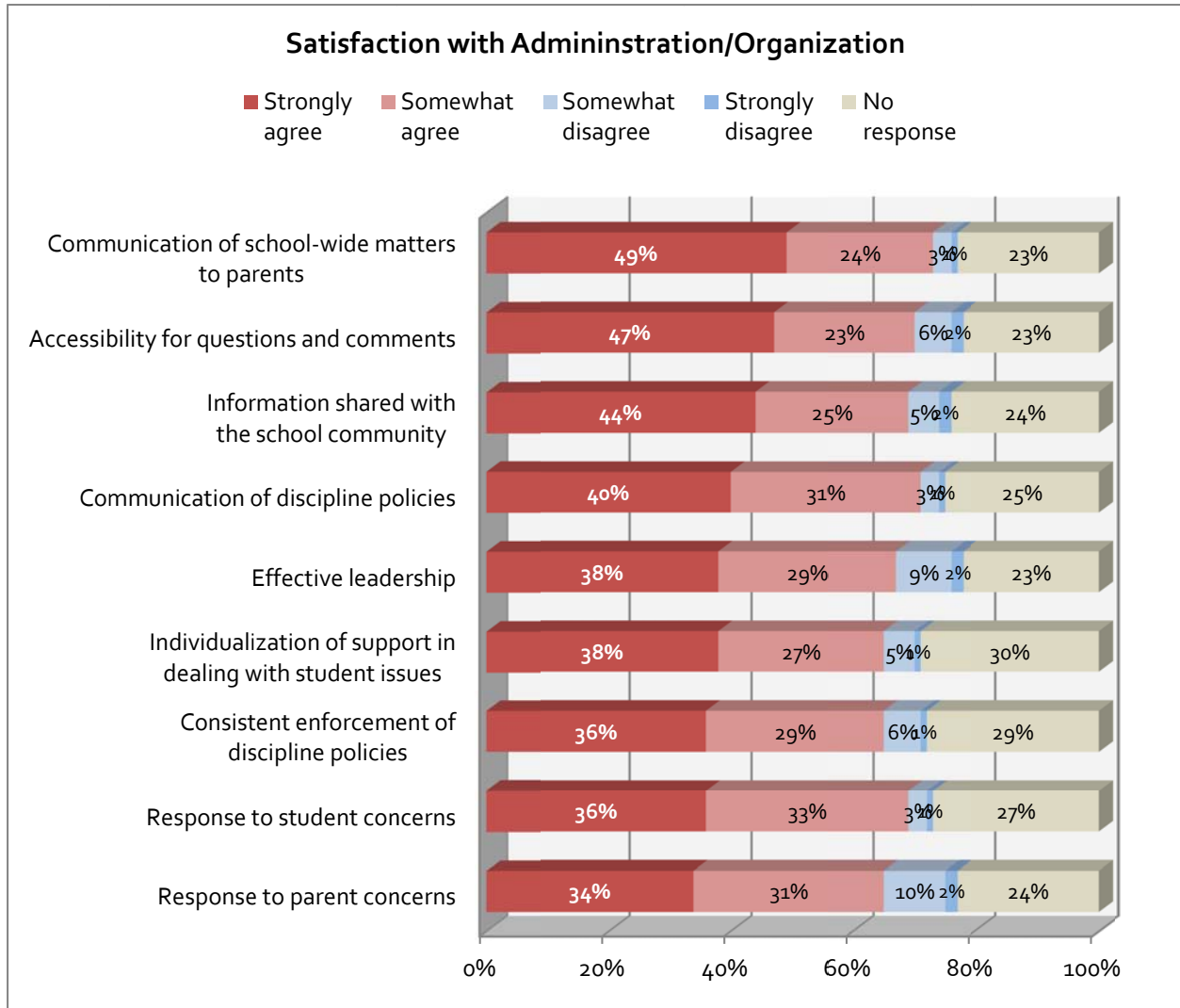
Parents were asked to indicate their satisfaction with the after-school enrichment and sports programs offered by WESD. Approximately 60% of parents were very or somewhat satisfied with both the after-school enrichment program and the after-school sports programs.



Parents who expressed dissatisfaction on any of these survey items were asked to provide additional comments. Some parents wished that there were **more/different after-school activities available**. Several parents mentioned the **need for after-school care** for children of working parents. Several parents commented on how much they **appreciate the contributions the school sports department has made** to the WESD after-school program.

## Parent Satisfaction with Administration/Organization

The majority of parents were very or somewhat satisfied with the administration and organization at WESD. Parents were most satisfied with communication of school-wide matters to parents and accessibility for questions and comments.

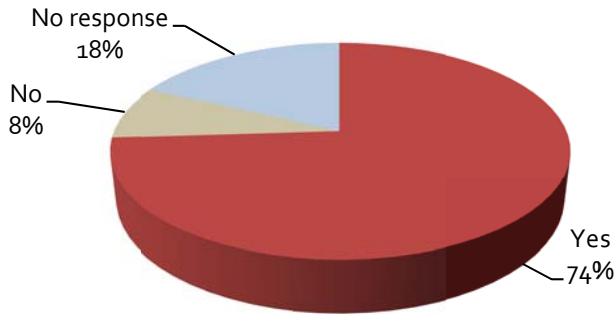


Parents who expressed dissatisfaction on any of these survey items were asked to provide additional comments. Parent comments indicated that parents feel communication between the administration and WESD parents needs to be improved. Parents suggested that they don't always feel that their input is solicited, or if it is, that it is not factored into decisions about WESD. **Parents would like administration to be more available, approachable, and responsive to their concerns.** Some parents simply said that they would like their emails to be answered. Parents also indicated that they'd like **stronger, more consistent enforcement of discipline policies.**

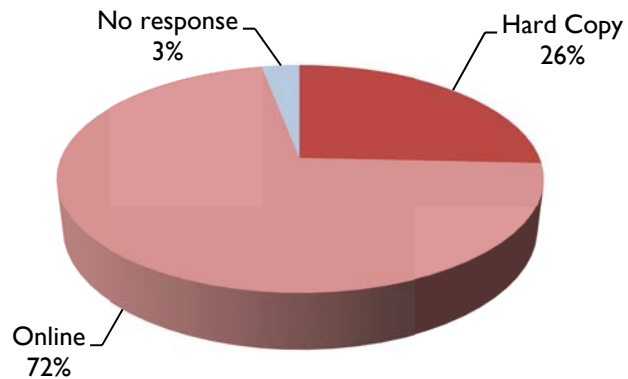
### Monday Bulletin

The vast majority of parents (74%) indicated that they read the Monday Bulletin. Among parents who do read the Bulletin, the majority of them prefer to receive it online.

Do you regularly read the Monday Bulletin?

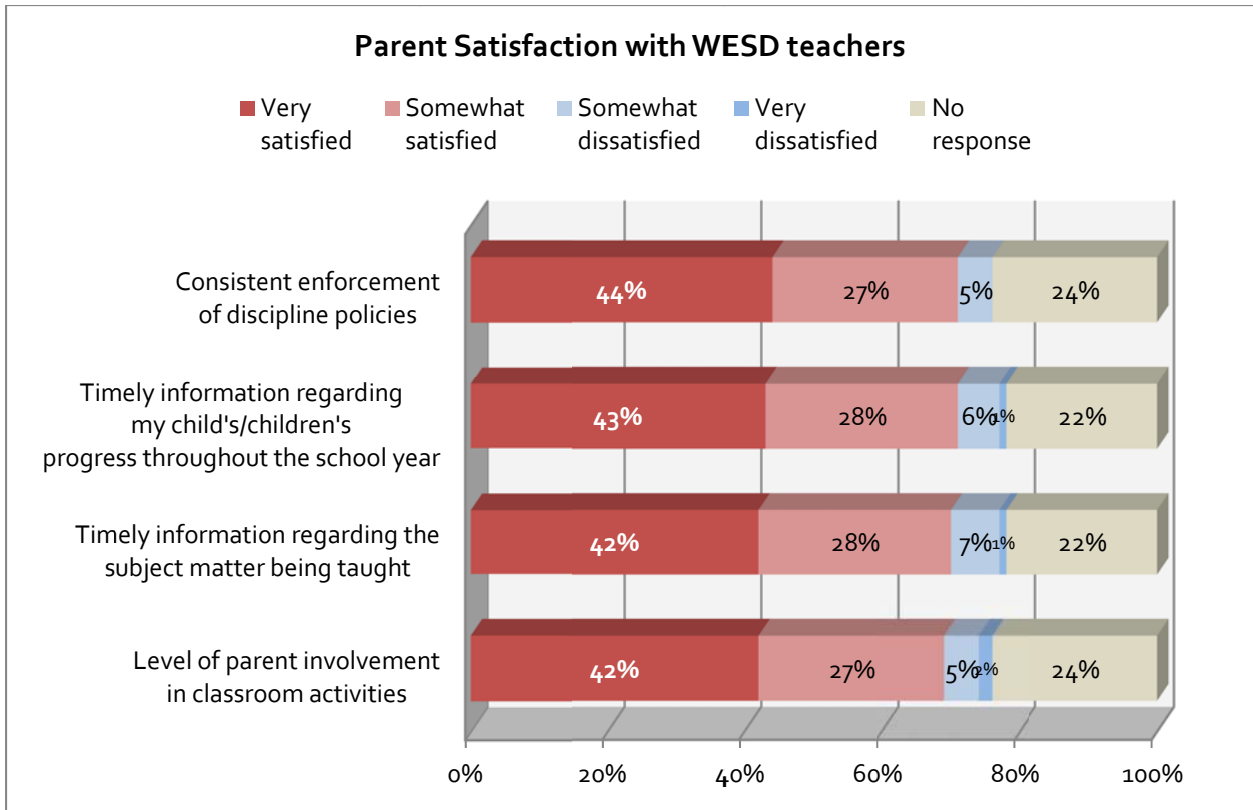


How do you prefer to receive your Monday Bulletin?



### Parent Satisfaction with WESD Teachers

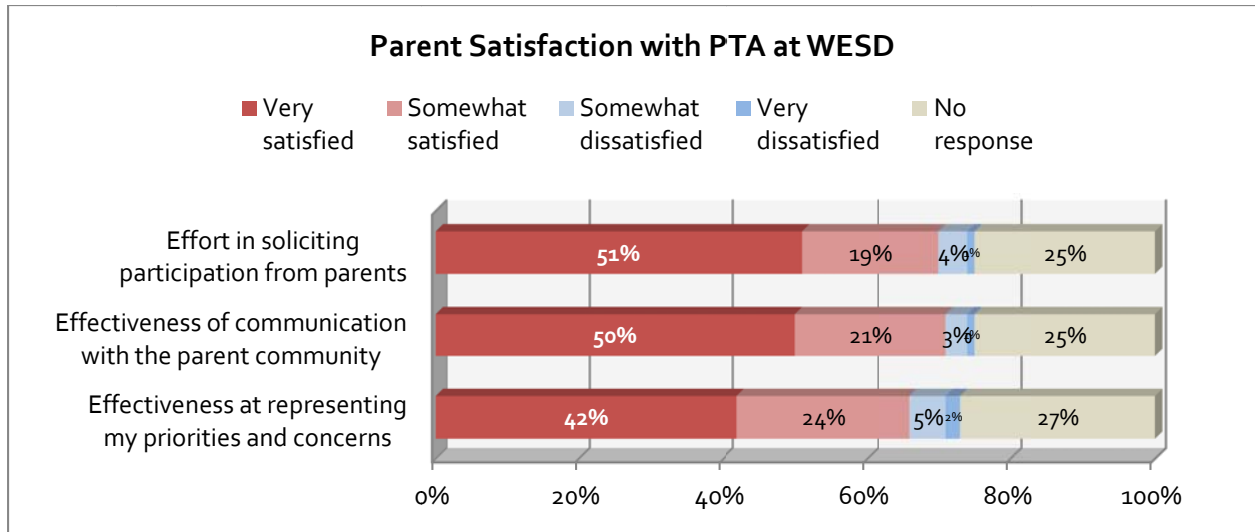
In general, most parents were very or somewhat satisfied with the teachers at WESD. Parents indicated consistent levels of satisfaction in all of the questions regarding teachers: responses on each item varied very slightly if at all.



Parents who expressed dissatisfaction on any of these survey items were asked to provide additional comments. Several parents mentioned that they **would like more frequent communication with teachers about their students** and about the curriculum being taught. Many parents said that they wanted very much to assist in the elementary classrooms.

### Parent Satisfaction with PTA

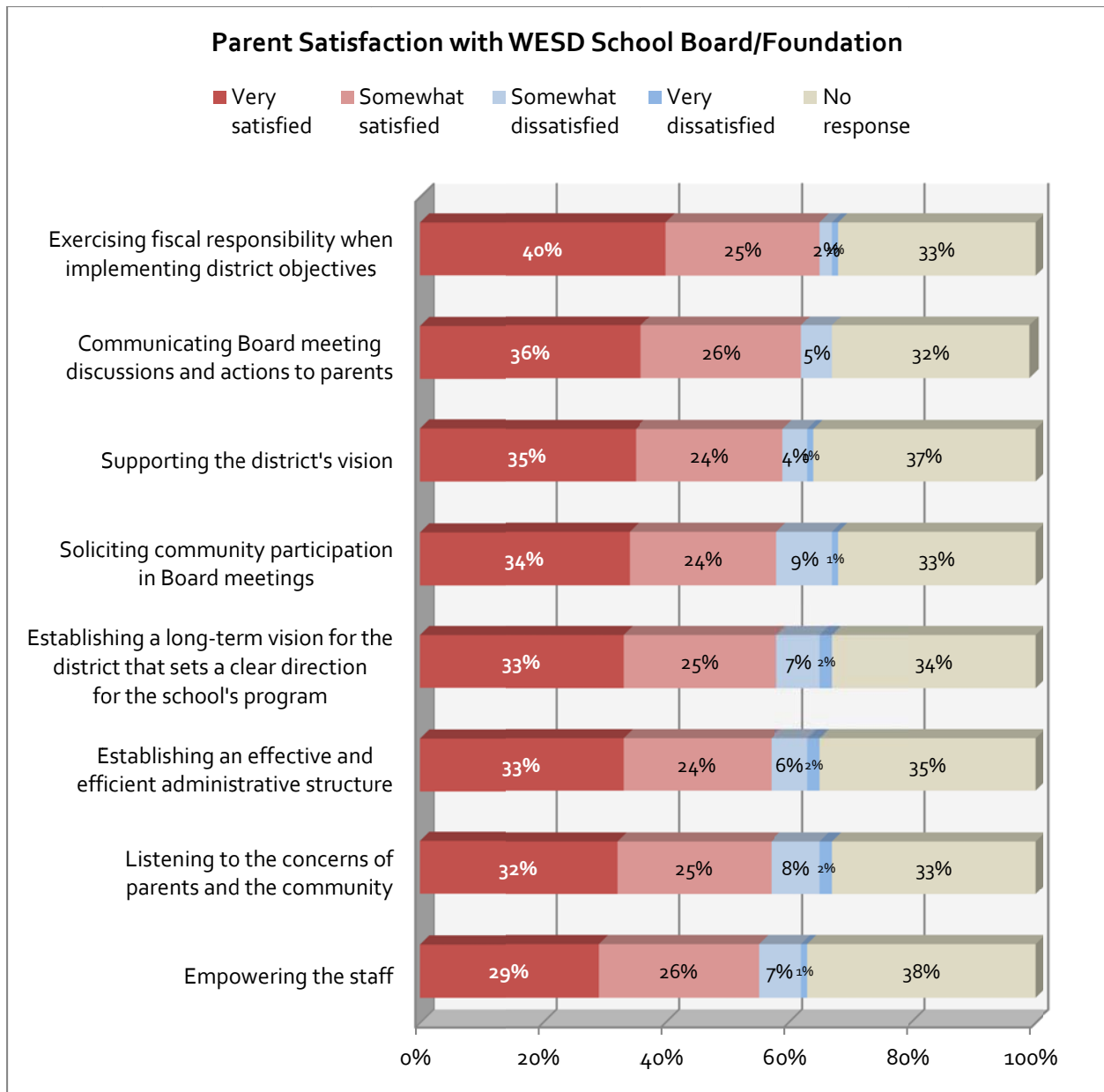
Parents also tended to express overall satisfaction with the PTA at WESD. However, parents were more likely to express satisfaction with the PTA's effort in soliciting participation and the PTA's effectiveness at communication than they were to express satisfaction with the PTA's effectiveness at representing parent priorities and concerns.



In their open-ended comments about the PTA, **many parents expressed gratitude for the work and dedication of the WESD PTA.** Some of the concerns and suggestions about the PTA raised by parents indicated that the PTA’s schedule of meetings and activities makes it very difficult if not impossible for working parents to participate.

### Parent Satisfaction with School Board/Foundation

Parents also expressed generally positive opinions about the WESD School Board. Parents were most likely to be very satisfied with the School Board’s exercising of fiscal responsibility when implementing district objectives. Parents were least likely to be very satisfied with the School Board empowering staff.

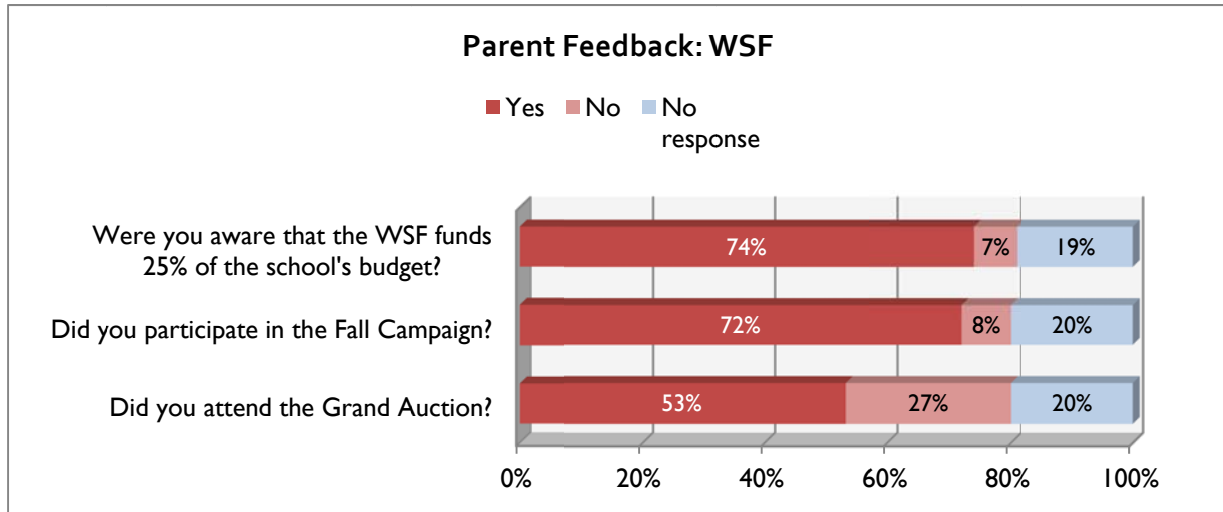


Parents who expressed dissatisfaction on any of these survey items were asked to provide additional comments. Some of the concerns and suggestions raised by parents regarding these issues included:

- School Board meetings are scheduled at a time which make it difficult for many parents to attend
- Many parents feel that the Board is not open to parent feedback.
- Parents also indicated that they would like the Board to set a real direction and vision for the school, to base goals on that vision, and to publicize those goals.
- Some parents feel that the school is somewhat 'administration heavy.

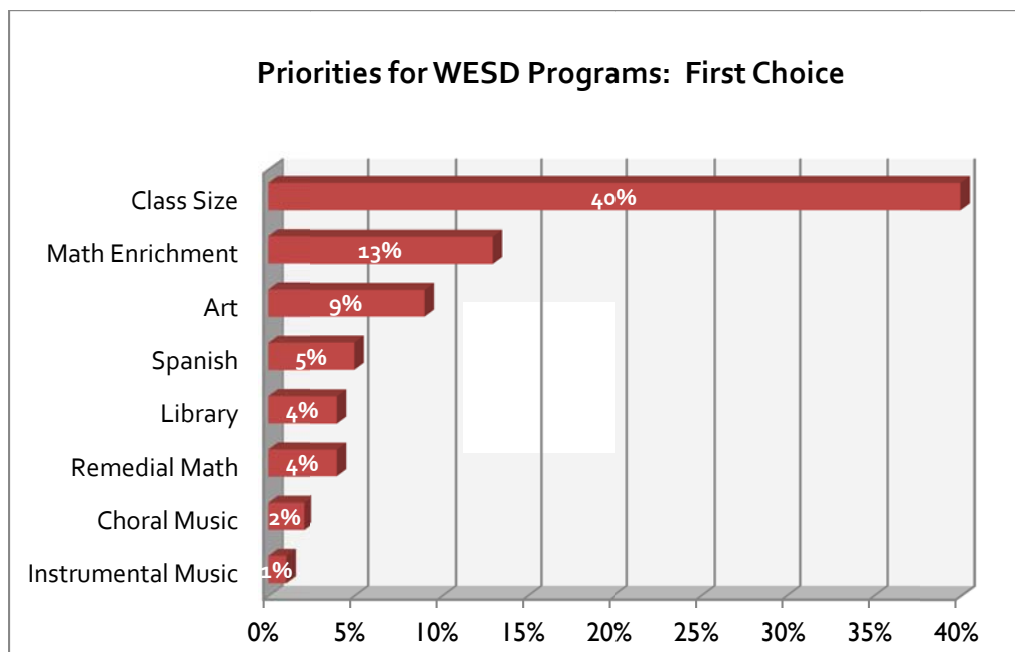
### Parent Feedback: Woodside School Foundation

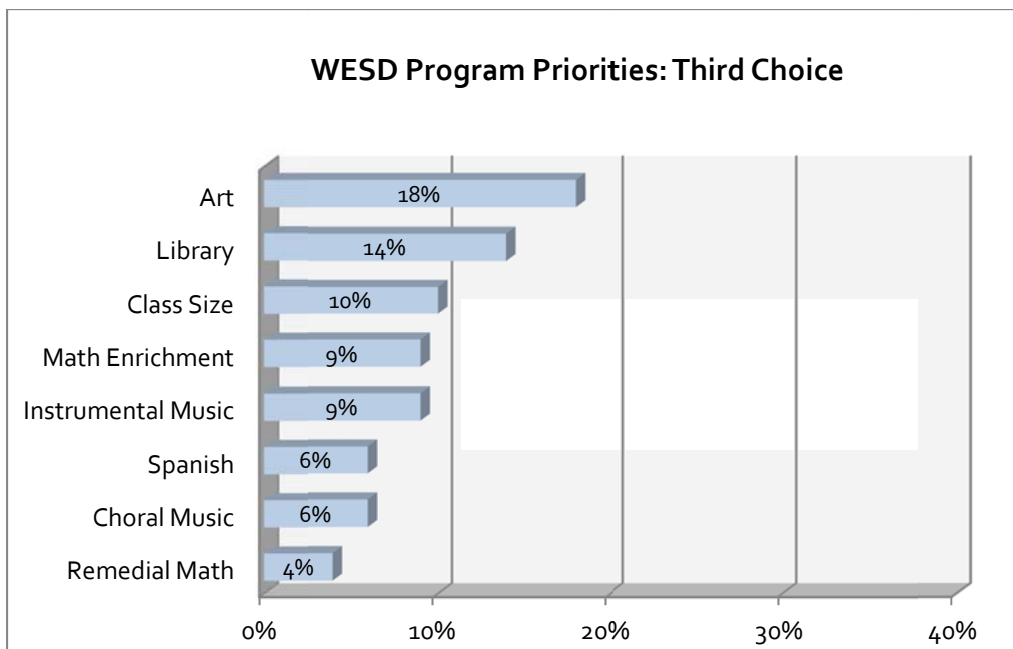
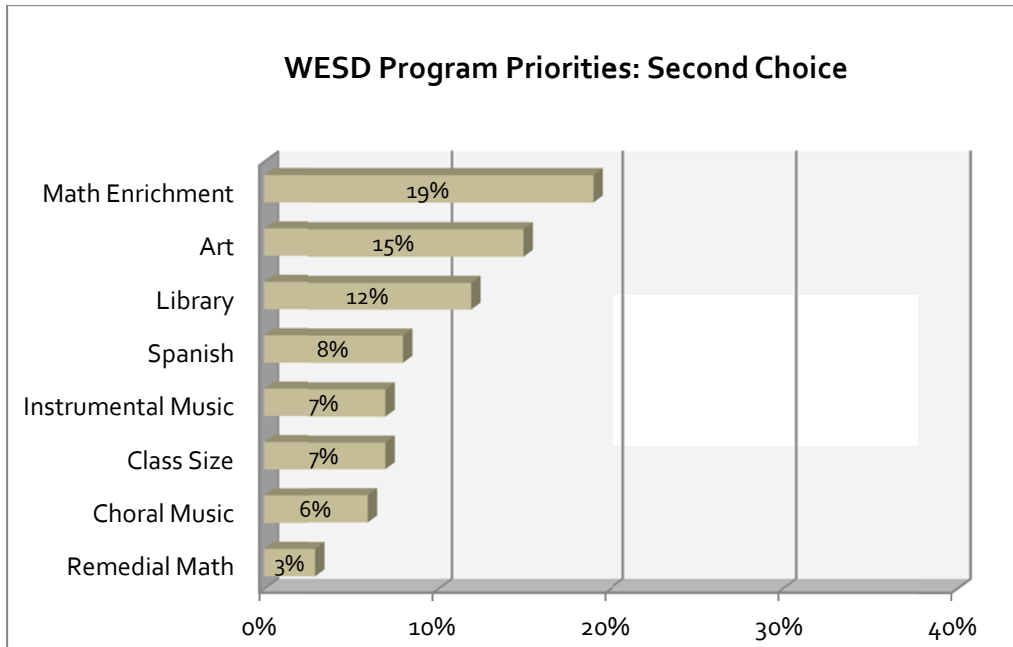
The majority of parents indicated that they were aware that the WSF funds 25% of the school budget. The majority of parents also indicated that they participated in the Fall Campaign. Parent participation in the Grand Auction was somewhat lower than participation in the Fall Campaign.



### Parent Feedback Regarding Priorities for Resources

Given the current economic situation, many schools are facing reduced funding. Parents were asked to consider the possibility of such a budget shortfall occurring at WESD, and to prioritize programs they felt would be most important to continue providing WESD in the event of a shortfall. Parents were allowed to provide their top three choices. **Class size was, by far, the highest priority for parents,** followed by math enrichment and art. Remedial math was one of the lowest ranked programs, receiving less than 5% in all three choice options.





## Parent Feedback: WESD Strengths

Parents were asked to provide open-ended comments regarding the strengths of WESD, or things they felt WESD was doing well. Some of the strengths mentioned by many parents included:

- Small class size
- Excellent and caring teachers
- Having a strong, involved community
- Music, art and PE programs

*WES has kept the class sizes small...THANK YOU!*

*Teachers seem to truly want to stimulate students and care about them individually.*

*..robust curriculum, positive environment...*

*Foundation facilitating programs makes it more like a private school without the hefty tuition...*

*The music and art programs are very impressive.*

*I am truly happy with this school, administration, and staff.*

*Motivated teachers, students, and parents.*

## Parent Feedback: Areas of Improvement for WESD

Parents were also asked to provide open-ended comments related to the areas WESD could improve on, or should consider in the future. Some of the areas for improvement mentioned by parents included:

- More language classes
- Starting Spanish in lower grades
- Character education/social learning
- Addressing bullying
- Creating a stronger core curriculum, especially in Math

*Bring back Spanish in lower classes...*

*I want to see more emphasis on character education.*

*I worry about Everyday Math...*

*Many times the assignments are repetitive for students that get the concept quickly. Perhaps introducing more project-based learning into the classroom would help.*

*Math program needs improvement, especially in middle school.*

*Type of homework needs to be re-assessed in light of what types have been shown to be truly beneficial and useful.*

*More direct communication with parents from administration...the rationale behind choices...the school's vision and strategy.*

*The school could do better in promoting self-control and kindness.*

*Foreign language should be taught on a daily basis to all grade levels.*

## References

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Cook, C., Heath, F., Thompson, R. L. (2000). A meta-analysis of response rates in web- or internet-based surveys. *Educational and Psychological Measurement*, 6, 821 – 836.

Schmidt, W. C. (1997). World wide web survey research: benefits, potential problems, and solutions. *Research Methods, Instruments, and Computers*, 29(2), 274-279.