

DELTA ELEMENTARY CHARTER SCHOOL
Staff, Parent and Student
Satisfaction
Survey Results

May 20, 2019

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Introduction

Delta Elementary Charter School is located in Clarksburg, California. The school opened in August of 2007 and is a public elementary charter school in the River Charter School network serving transitional kindergarteners to sixth graders. Delta Elementary focuses on providing a family-oriented, community-based, intimate learning environment that is devoted to the academic, social, linguistic and personal success of each child. This is the fourth year Delta Elementary has collaborated with the Survey Research Initiative at Teachers College, Columbia University on parent and staff surveys and the third year for student surveys. This report compares the results of 2017, 2018, and 2019 staff, student, and parent surveys to this year's survey results. Evaluations of individual teachers are provided under separate cover.

Design of the Survey

In collaboration with Delta Elementary, the Survey Research Initiative created surveys for staff, parents, and students to gather information on the school's performance. Survey questions sought information about satisfaction with the academic program, the school environment, working conditions, and the effectiveness of the school's teachers and administrators. Parents provided additional insights into project-based learning as well as the art and music program, the bus schedule, and after-school programs. The surveys were created online through Qualtrics in English and Spanish.

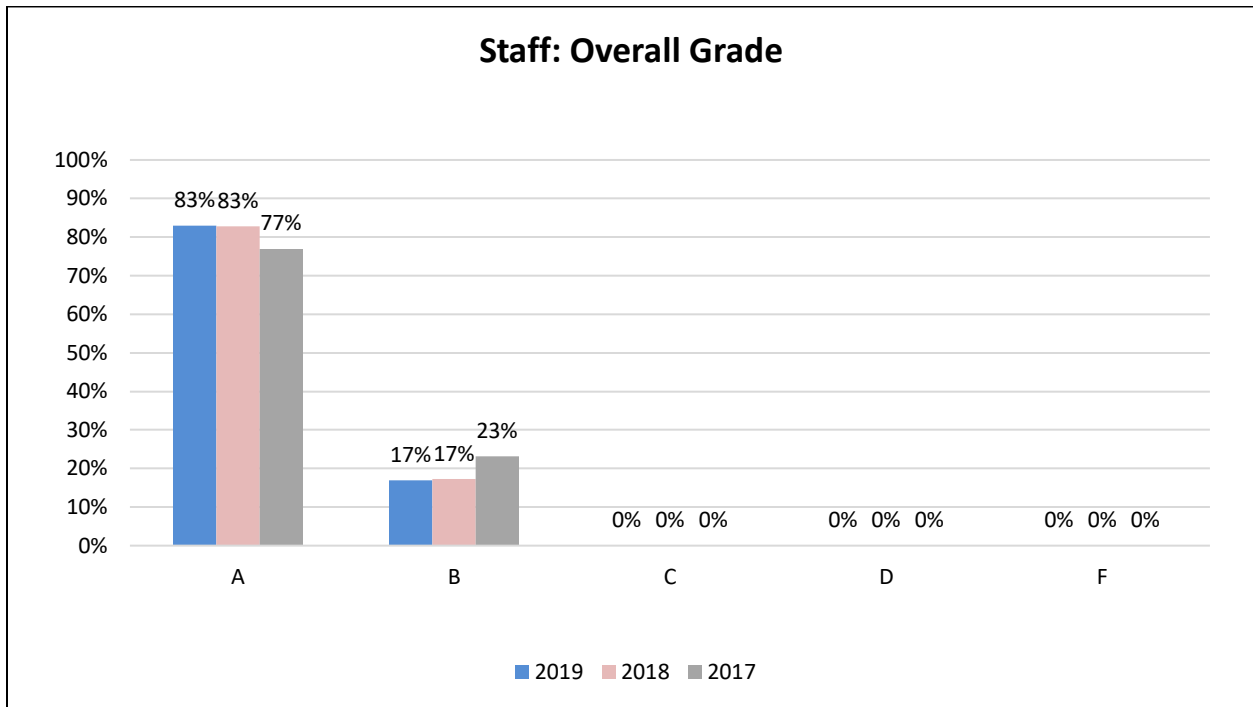
The staff survey contained 39 survey items and two open-ended questions; the parent survey had 51 survey items and two open-ended questions; the K-2 student survey was comprised of 21 survey items and two open-ended questions; and the 3rd-6th grade student survey included 41 survey items and two open-ended questions. Surveys were available online to all staff, parents, and students for four weeks. A total of 37 staff, 166 parents, 157 K-2 students, and 223 3rd-6th grade students took the survey in 2019. With these high response rates among all stakeholders, the survey results are generalizable to all three populations.

As requested by Delta, we have analyzed the data by teacher and organized the report in this way. Three-year survey trends are displayed when possible. Questions that have been modified for clarity are noted with an asterisk and displayed with historic data. Questions that have been altered resulting in a change in connotation or meaning are noted with an asterisk and displayed without historic data. Historic data is not displayed for teachers that have moved to a different grade level.

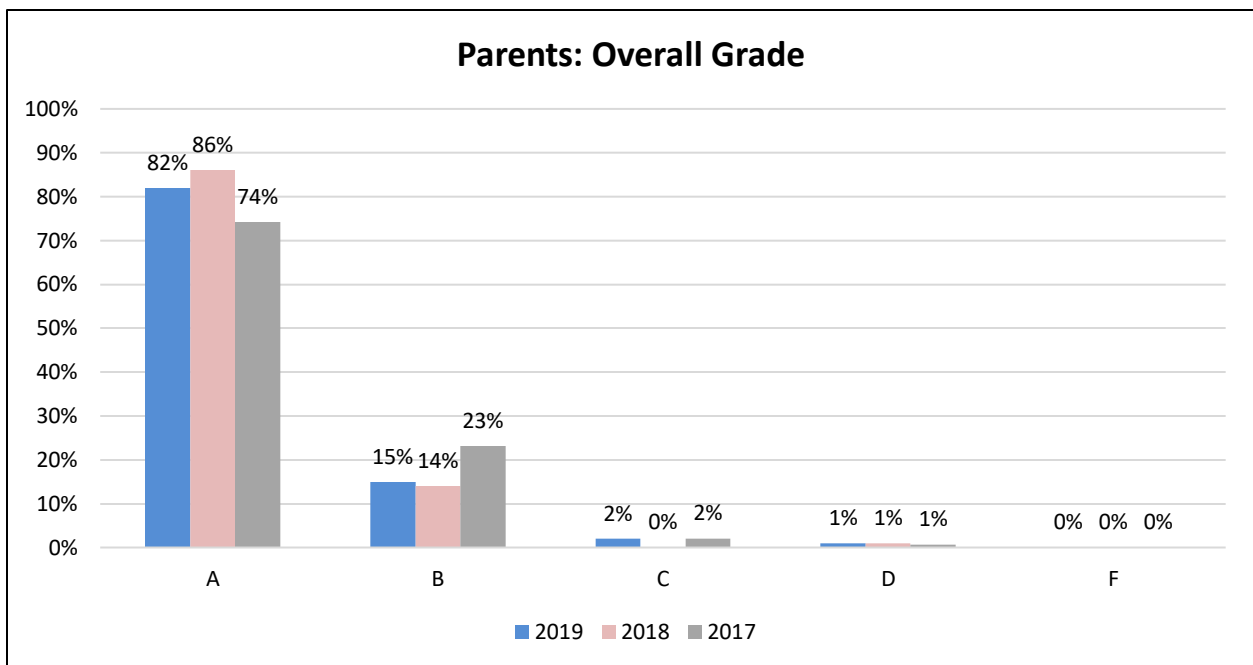
Organization of the Report

We have organized this report into eight different sections. The Likert Scale items, along with the open-ended responses from staff, parents, and students are summarized in the eight sections. Open-ended questions offered participants an opportunity to comment on Delta Elementary Charter's areas of strengths and opportunities for improvement. As noted, the teacher evaluation results are analyzed and included under a separate report. In the conclusion, we present overall trends in the results. The appendix presents demographic characteristics of the respondents.

Overall School Ratings



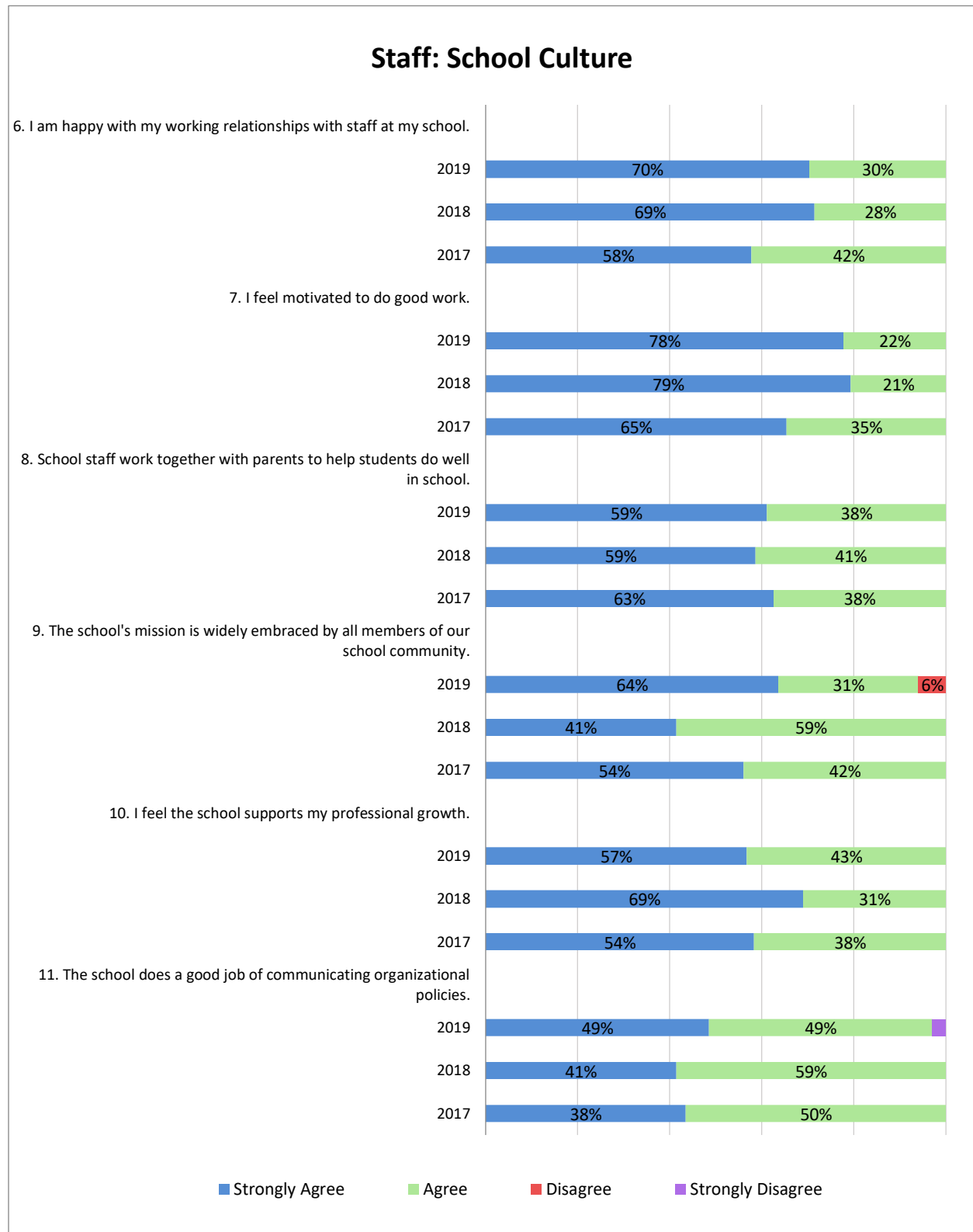
As in previous years, staff held very positive views of Delta Elementary. Eighty-three percent of staff (35 responses) gave the school an “A” rating. Seventeen percent of staff gave Delta Elementary a B rating, which is consistent with 2018 data.

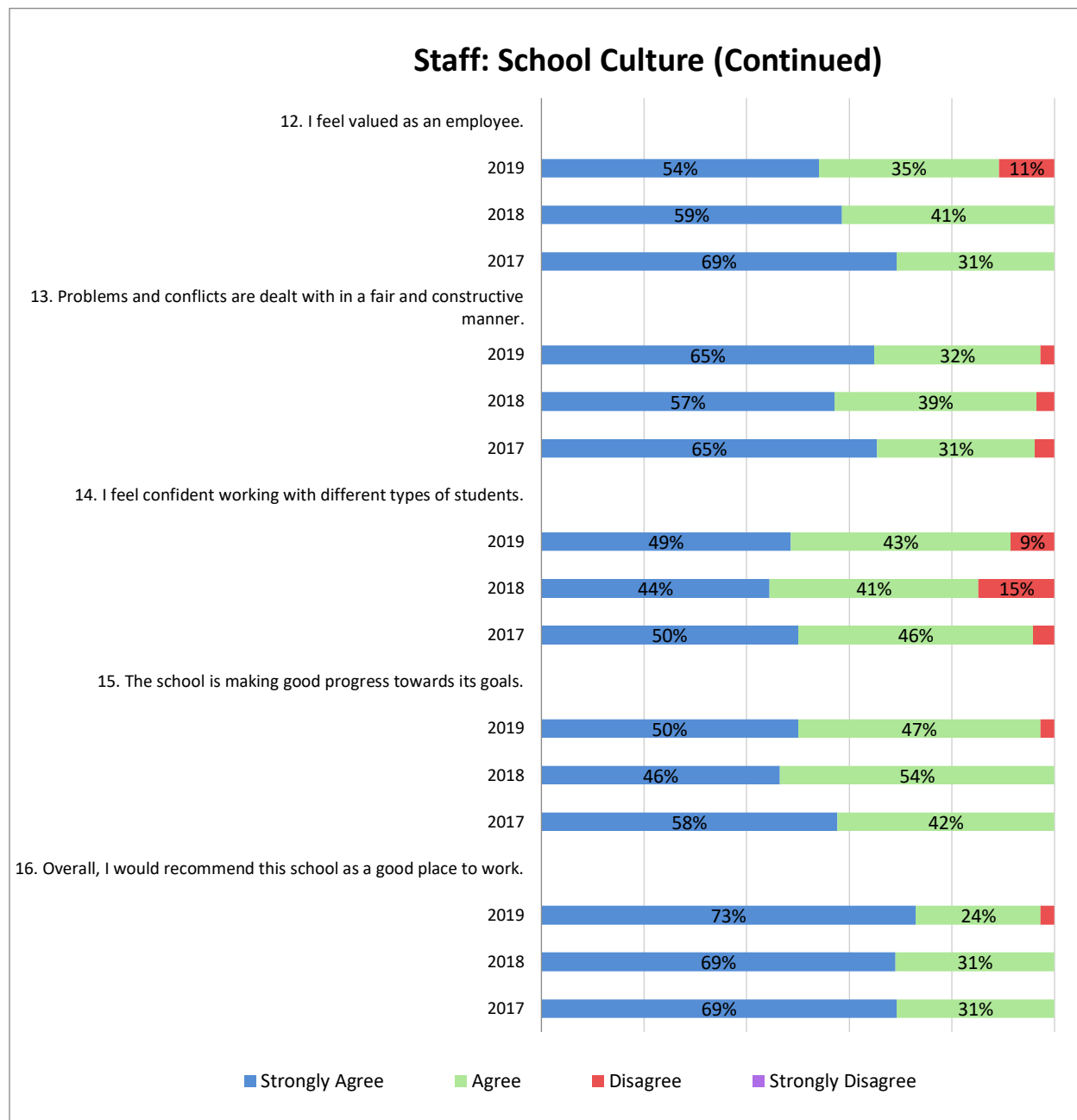


Parents also held overwhelmingly positive views of Delta Elementary Charter School as consistent with prior years. Eighty-two percent (121 parents) gave the school an “A” rating and 15% (24 parents) gave the school a “B” rating.

Staff

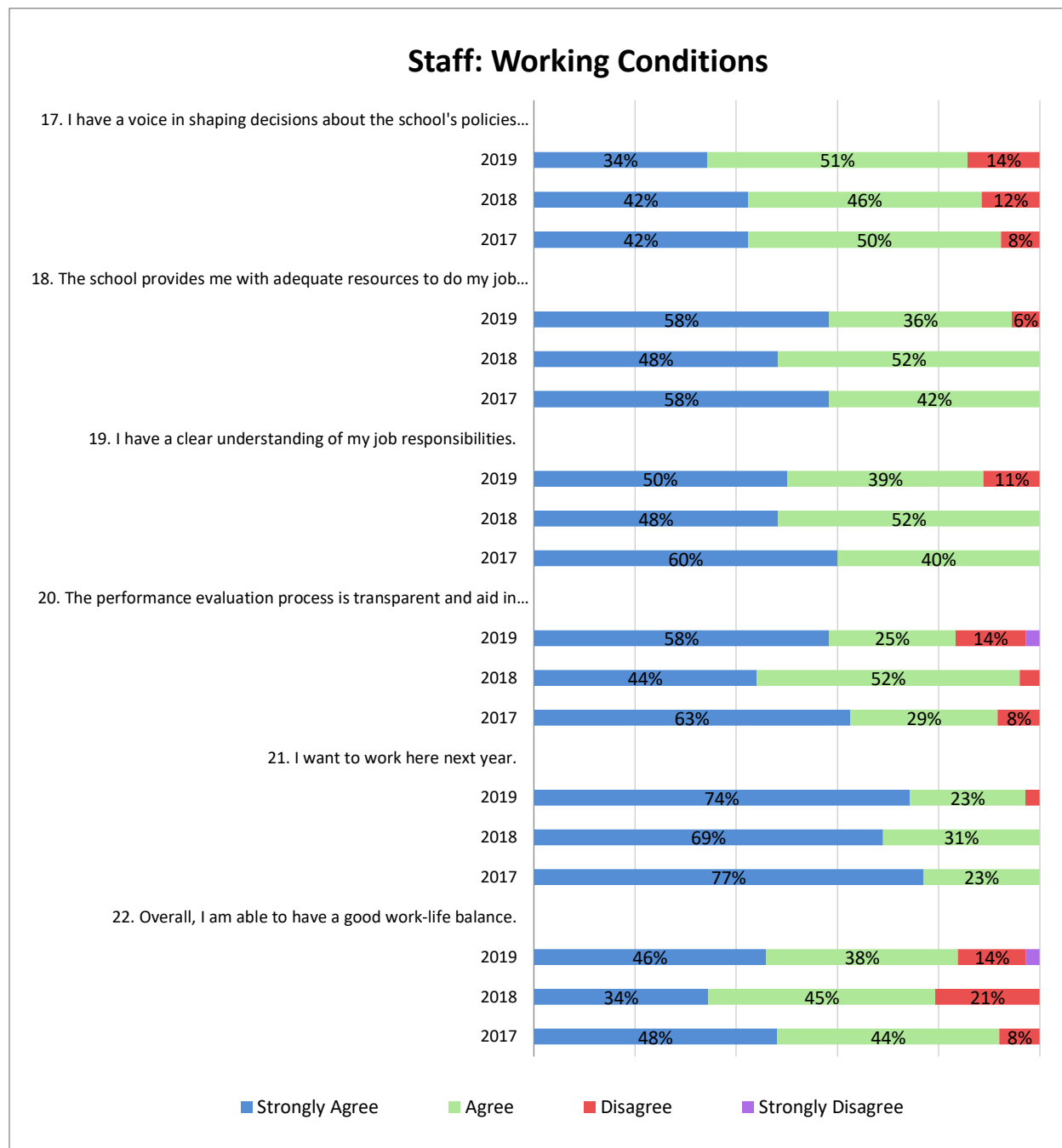
School Culture





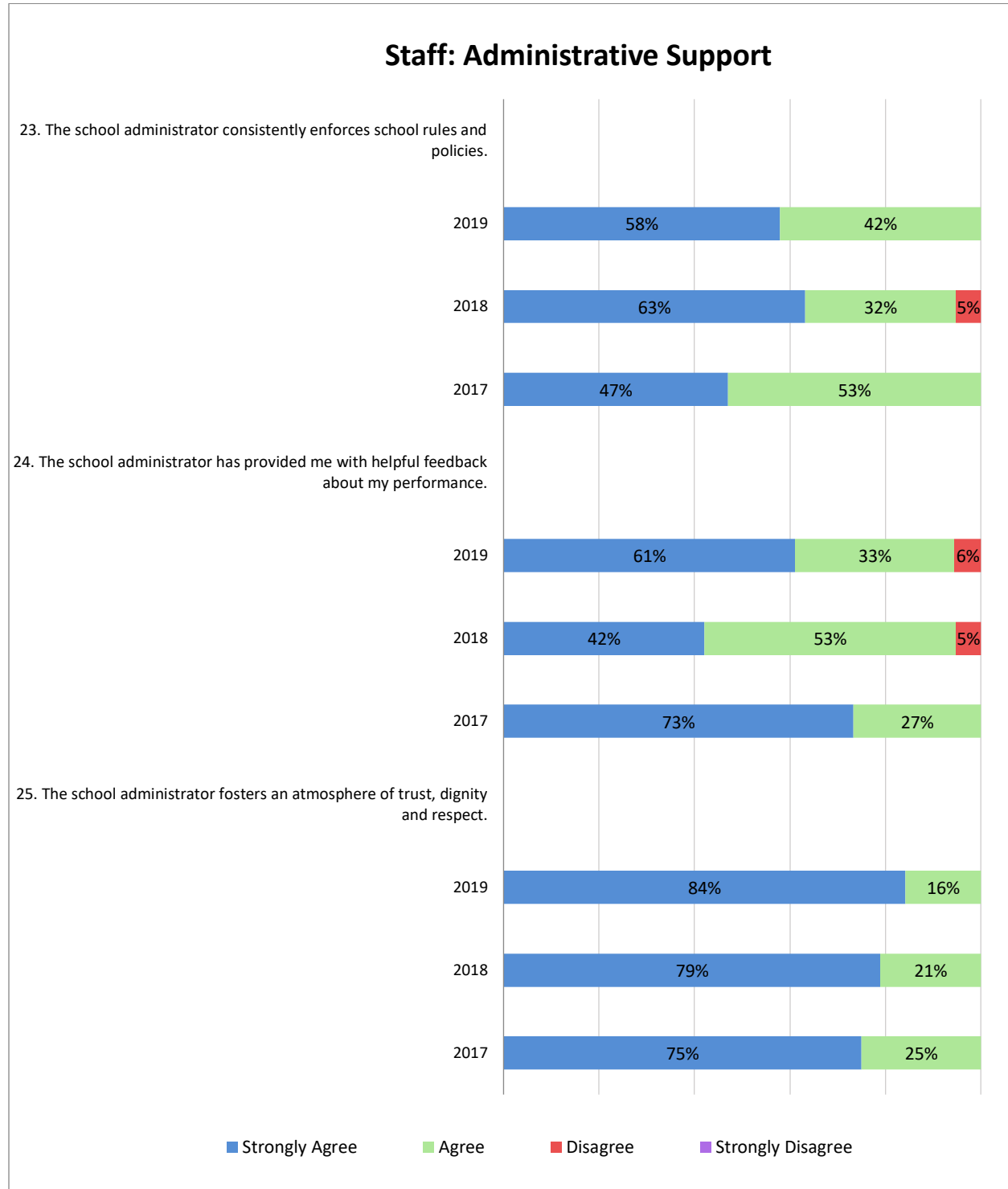
As in 2018, staff evaluations of Delta’s school culture were overwhelmingly positive in 2019. Every staff respondent agreed they felt motivated to do good work and thought school staff worked together with parents to help students do well in school (36 responses). Also similar to results from the 2018 survey, nearly every staff member was happy with their working relationships with staff at the school (97% / 28 responses). All Delta staff felt the school supported their professional growth and almost all agreed the school did a good job of communicating organizational policies (98%). Interestingly, 9% of staff respondents did *not* feel confident working with different types of students, compared to only 4% the year before. Overall, in 2019, 97% of staff agreed they would recommend the school as a good place to work.

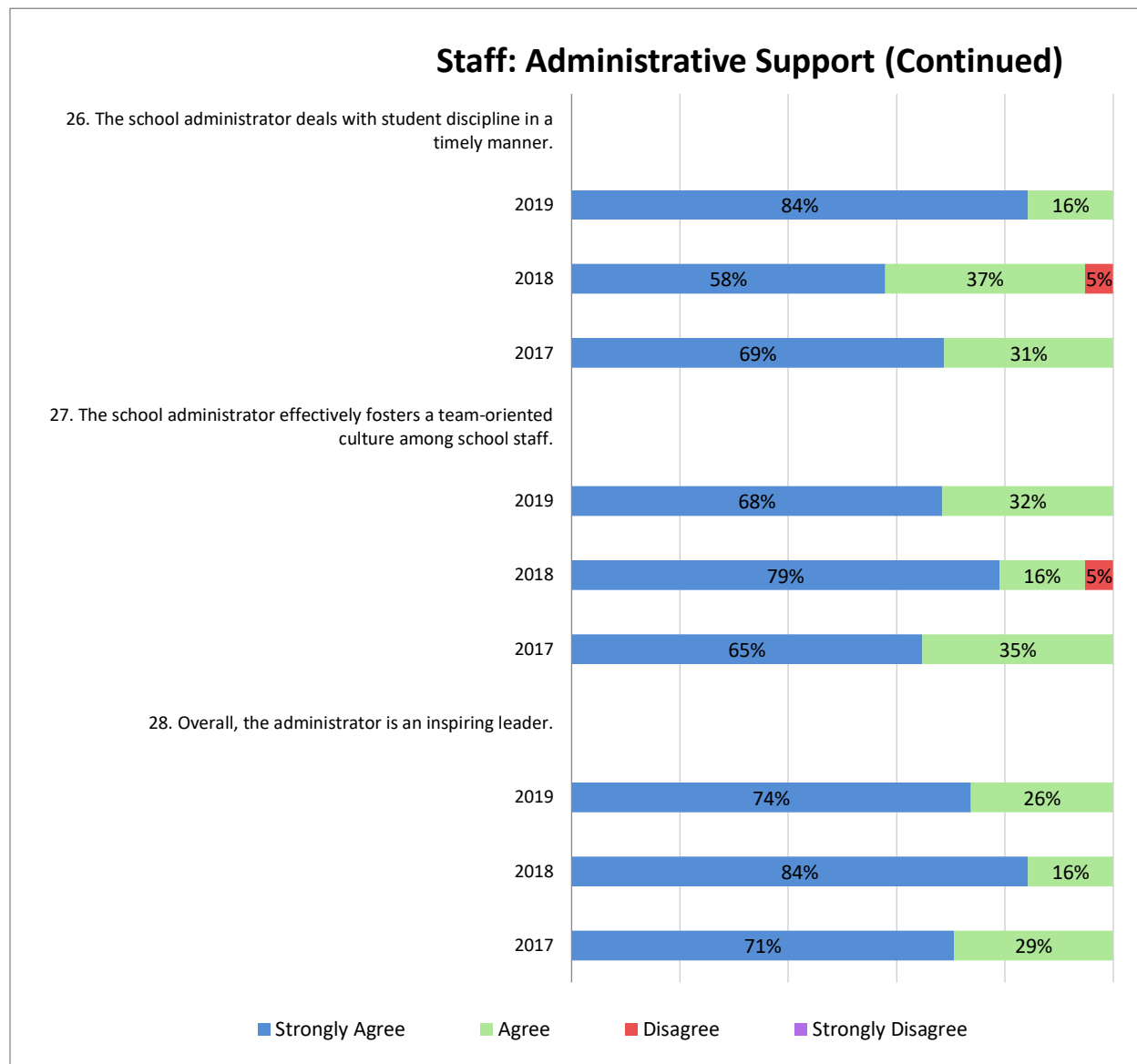
Working Conditions



Staff reviews of the working conditions at Delta Elementary were slightly less positive when compared to 2018. This year, fewer staff respondents felt the school provided them with adequate resources (94% / 33 responses) and that they had a clear understanding of their job responsibilities (89% / 32 responses). Additionally, almost all staff respondents felt they had a voice in shaping decisions about the school's policies and practices (86% / 30 responses). This year, 83% of staff (30 responses) felt the performance evaluation process was transparent and aided in improving their practice, down from 96% in 2018. Notably, however, 17% of staff did *not* feel they were able to have a good work-life balance, down from 21% the previous year.

Administrative Support

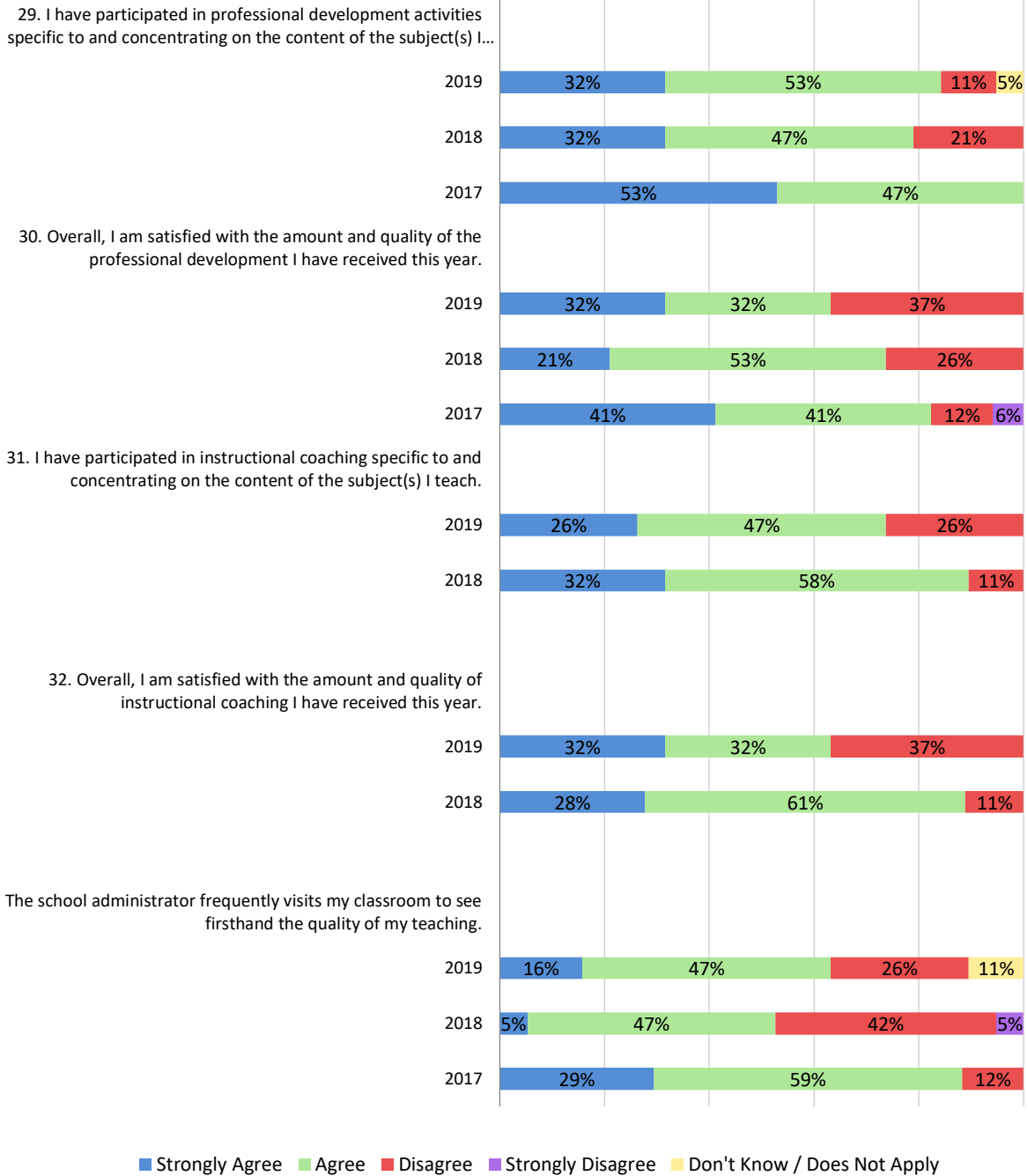


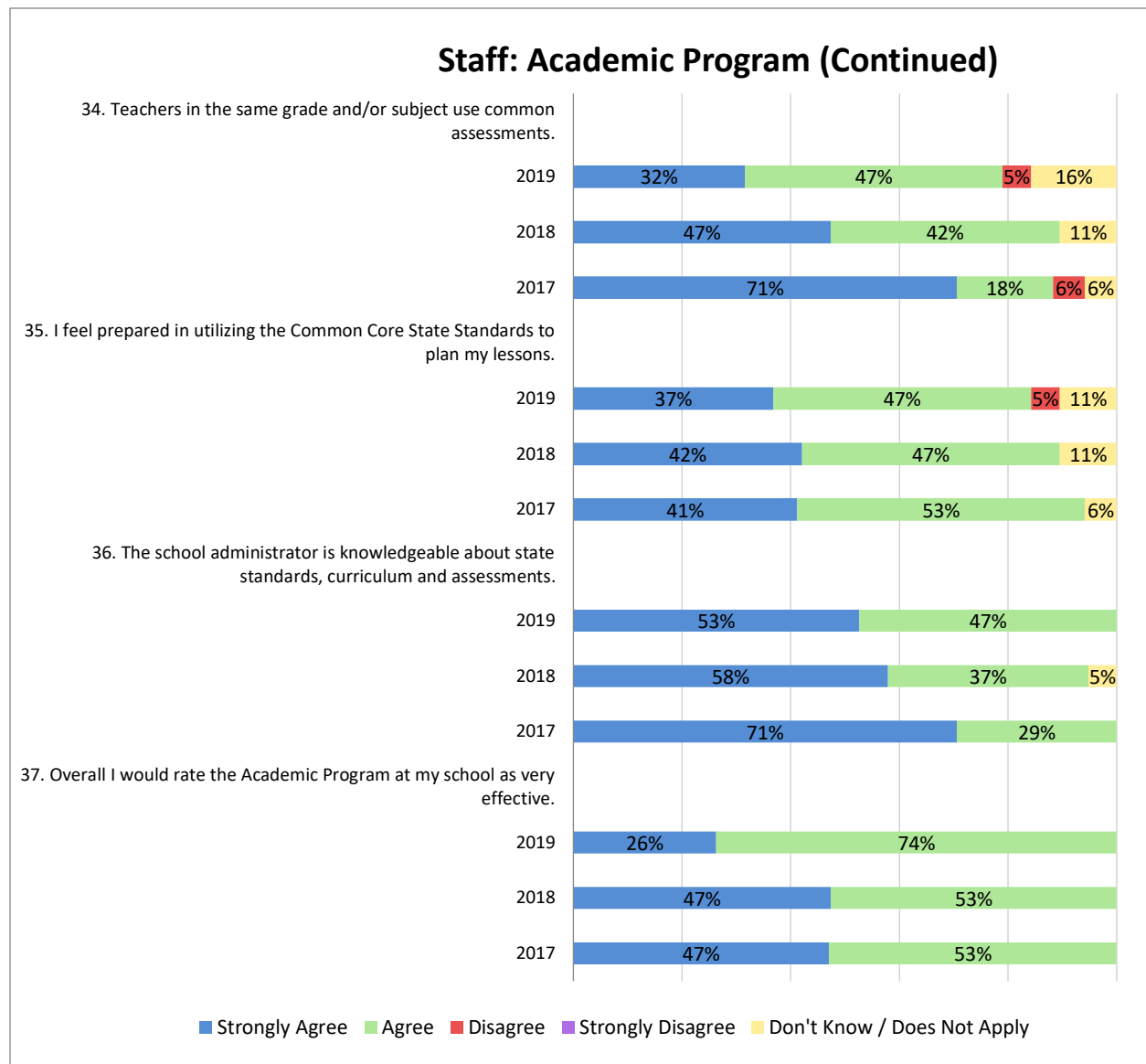


Similar to the 2018 survey, staff expressed near-unanimous satisfaction with all six statements regarding administrator effectiveness. Every staff respondent felt the administrator fostered an atmosphere of trust, dignity, and respect, and thought the administrator was an inspiring leader (19 responses). Additionally, nearly every respondent felt the administrator effectively fostered a team-oriented culture among staff (100% / 19 responses), up from 95% in 2018. Finally, staff felt that the administrator provided them with helpful feedback about their performance (94% / 17 responses).

Academic Program

Staff: Academic Program

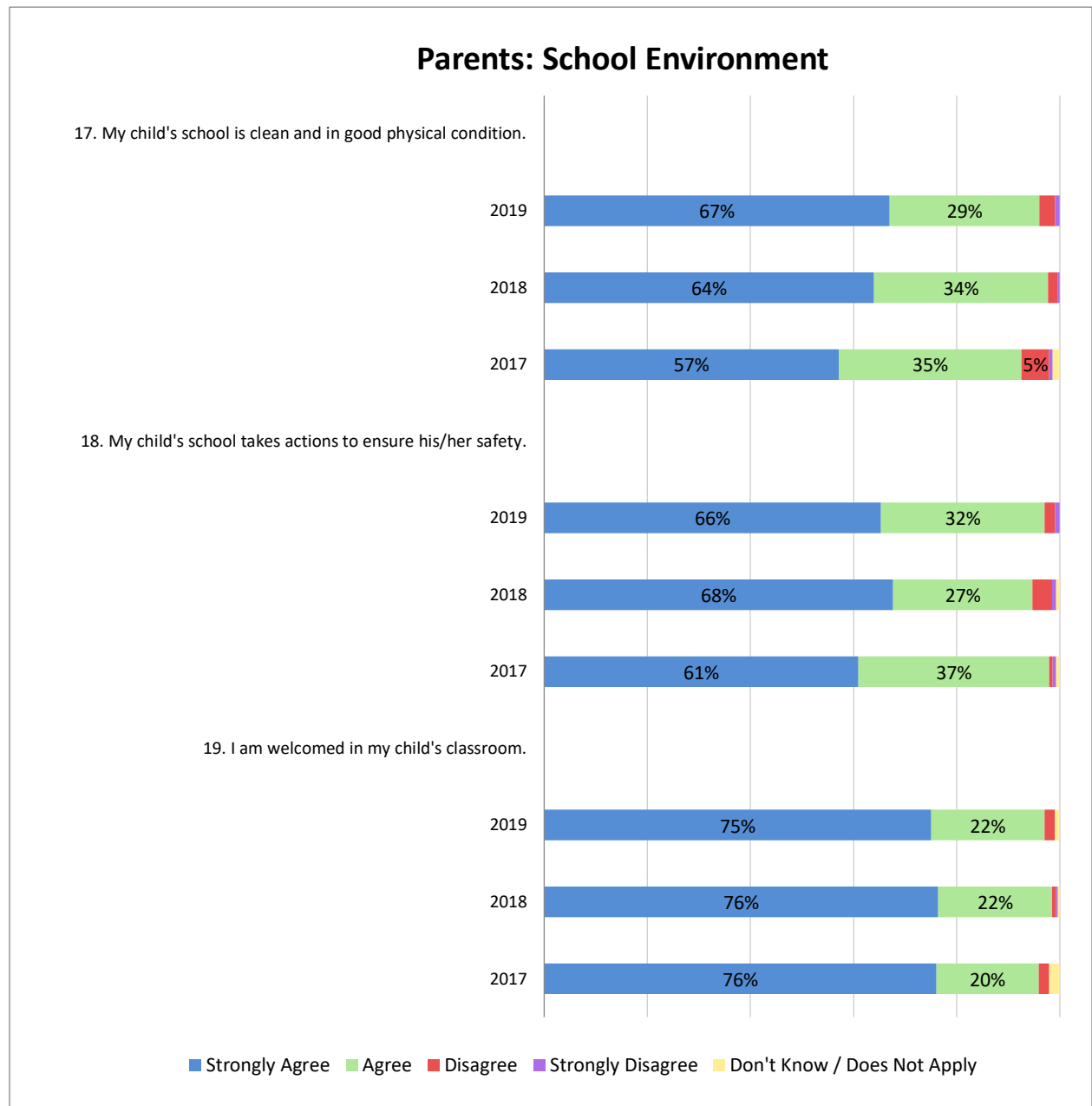




Compared to staff responses from 2018, staff members feelings about the academic program at DECS were mixed yet somewhat less positive. In 2019, 73% of staff respondents agreed they participated in subject-specific instructional coaching and 64% felt satisfied with the amount and quality of instructional coaching they received. DECS saw an increase in the proportion of staff who agreed they had participated in subject-specific professional development activities between 2018 and 2019 (85% compared to 79%). Additionally, 37% were *not* satisfied with the amount and quality of professional development they received (7 responses). Notably, 26% of staff did *not* agree the administrator frequently visited their classrooms to see firsthand the quality of their teaching (5 responses), which improved from 47% the previous year. On the positive side, staff were similarly unanimous in their agreement about other facets of the academic program as they were in 2018. Nearly every staff respondent felt prepared to use the Common Core State Standards to plan their lessons (84% / 15 responses) and felt the school administrator was knowledgeable about state standards, curriculum and assessments (100% / 19 responses). Finally, in 2017, 2018 and 2019, every staff respondent rated the academic program at DECS as very effective (19 responses).

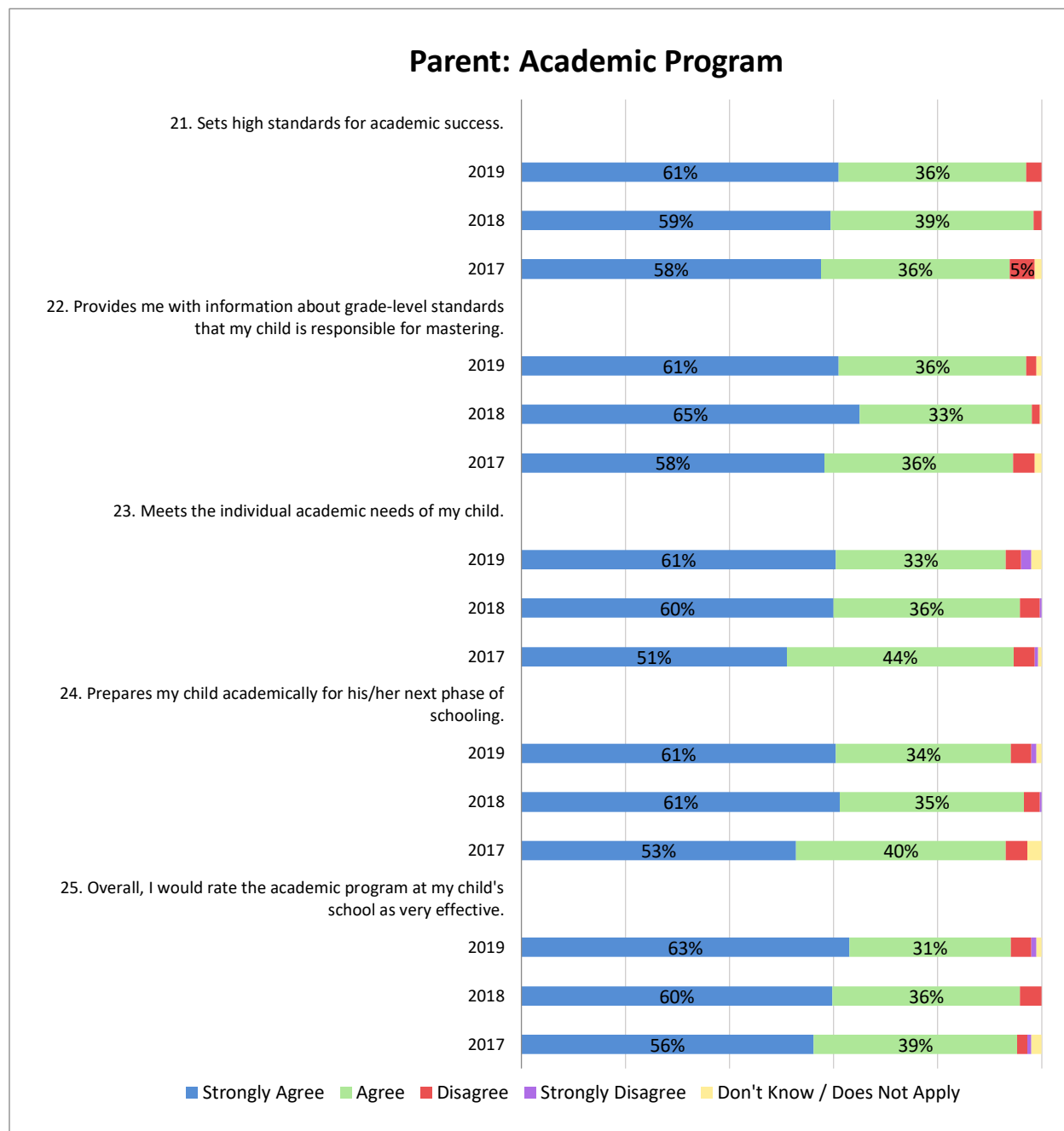
Parents

School Environment



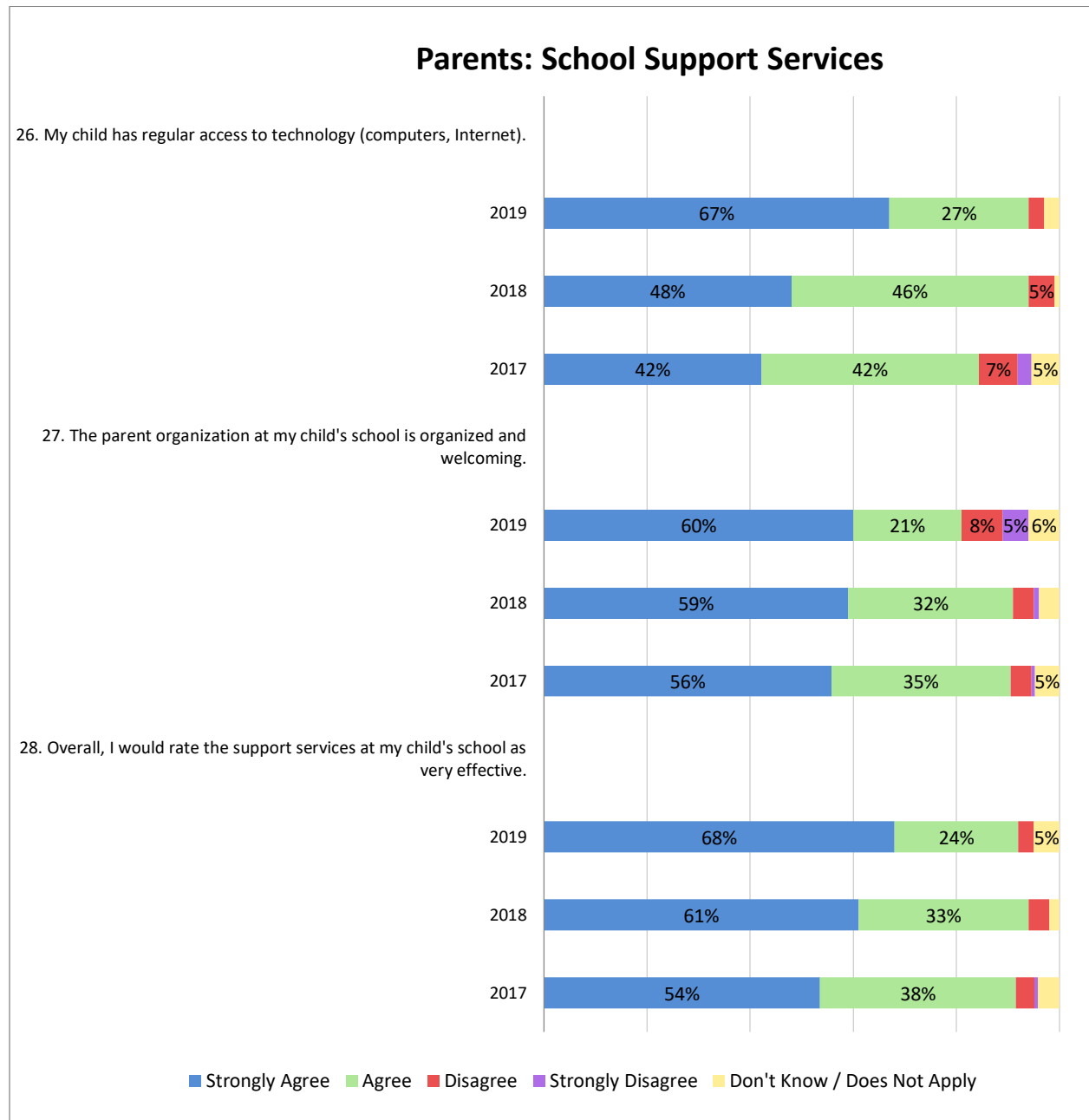
Similar to the 2018 surveys, parent evaluations of Delta’s school environment were overwhelmingly positive in 2019. Ninety-six percent of parents felt the school was clean and in good physical condition, a slight increase from the 2018 survey (92%). Nearly all parents were happy with the actions taken by the school to ensure their child’s safety (98%). Ninety-seven percent of parents felt welcomed in their child’s classroom.

Academic Program



Overall, parents were very satisfied with the academic program at Delta. Ninety-seven percent of parents (156 responses) felt the school set high standards for academic success and provided information about grade-level standards students were responsible for mastering. In 2019, slightly fewer parents agreed the school met the individual academic needs of their child (94% / 153 responses) compared to 96% of parents in 2018. Ninety-five percent of respondents felt the school prepared children academically for their next phase of schooling. Finally, 94% rated the academic program at Delta as very effective.

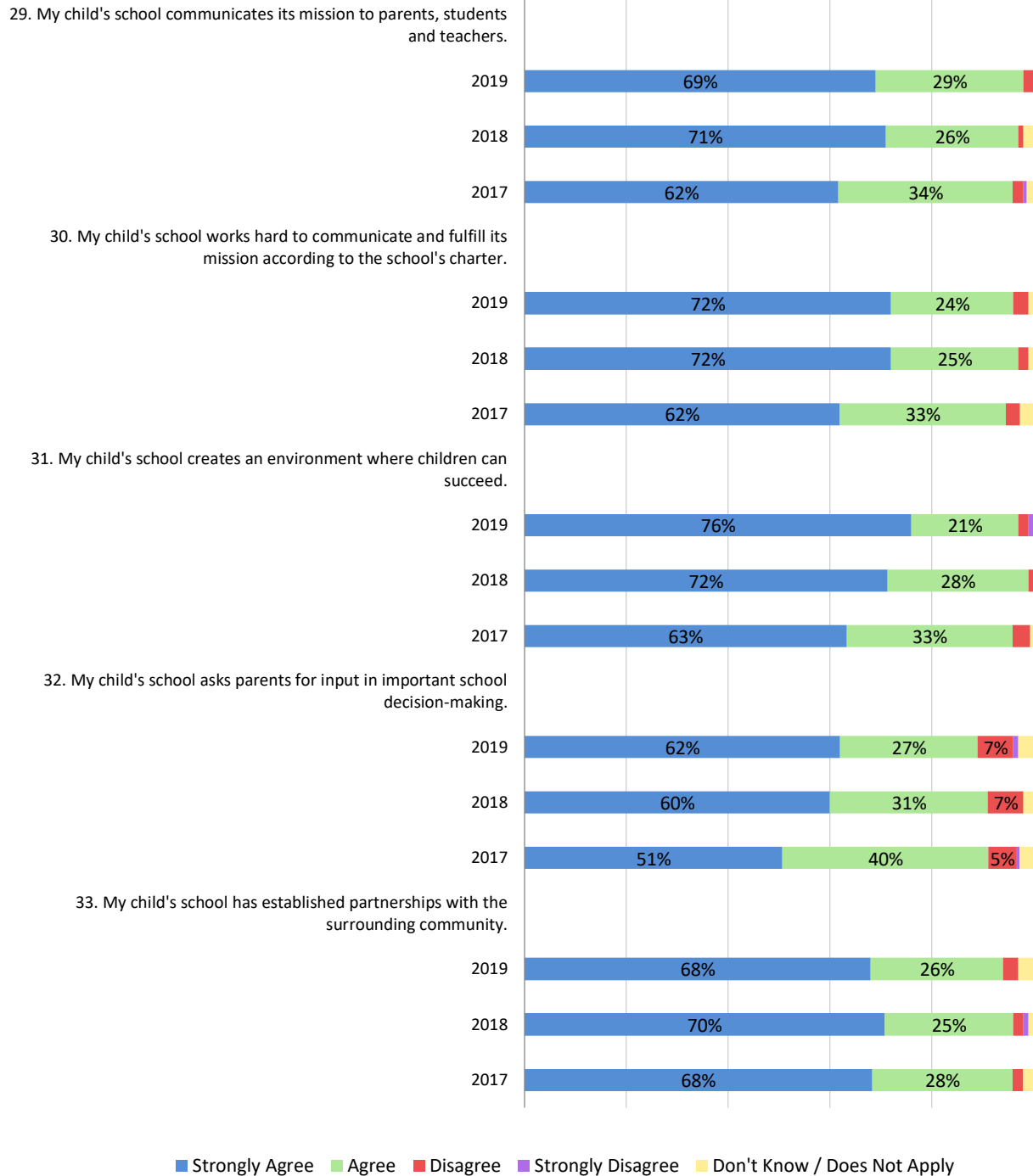
School Support Services

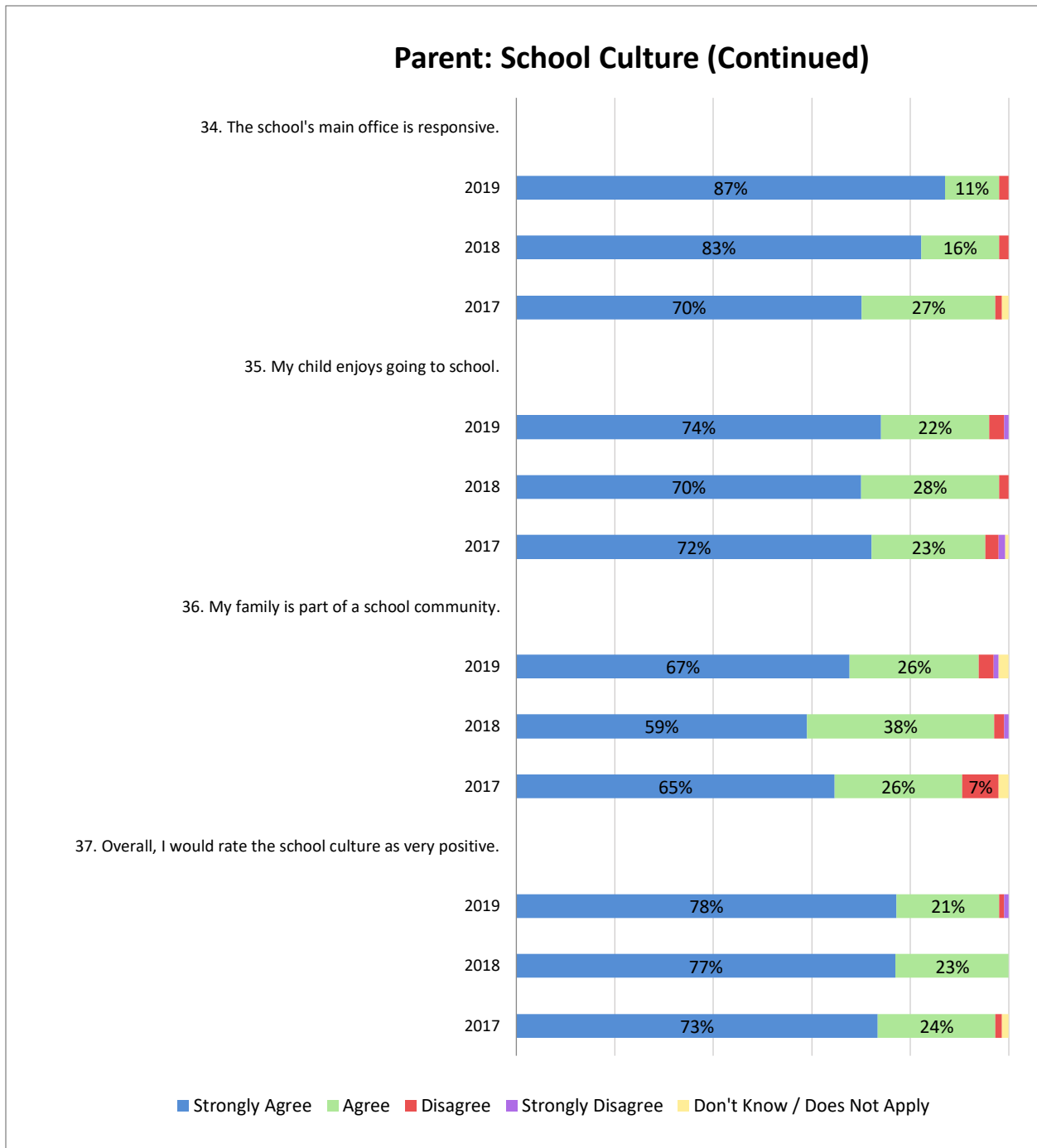


Parent evaluations of Delta’s school support services were positive in 2019. Eighty-one percent of parents (120 responses) felt the parent organization was organized and welcoming, which dropped from 91% in 2018. Ninety-two percent of parents surveyed found the support services at Delta very effective. Similar to 2018, ninety-four percent of parents (140 responses) agreed their child had regular access to technology in 2019.

School Culture

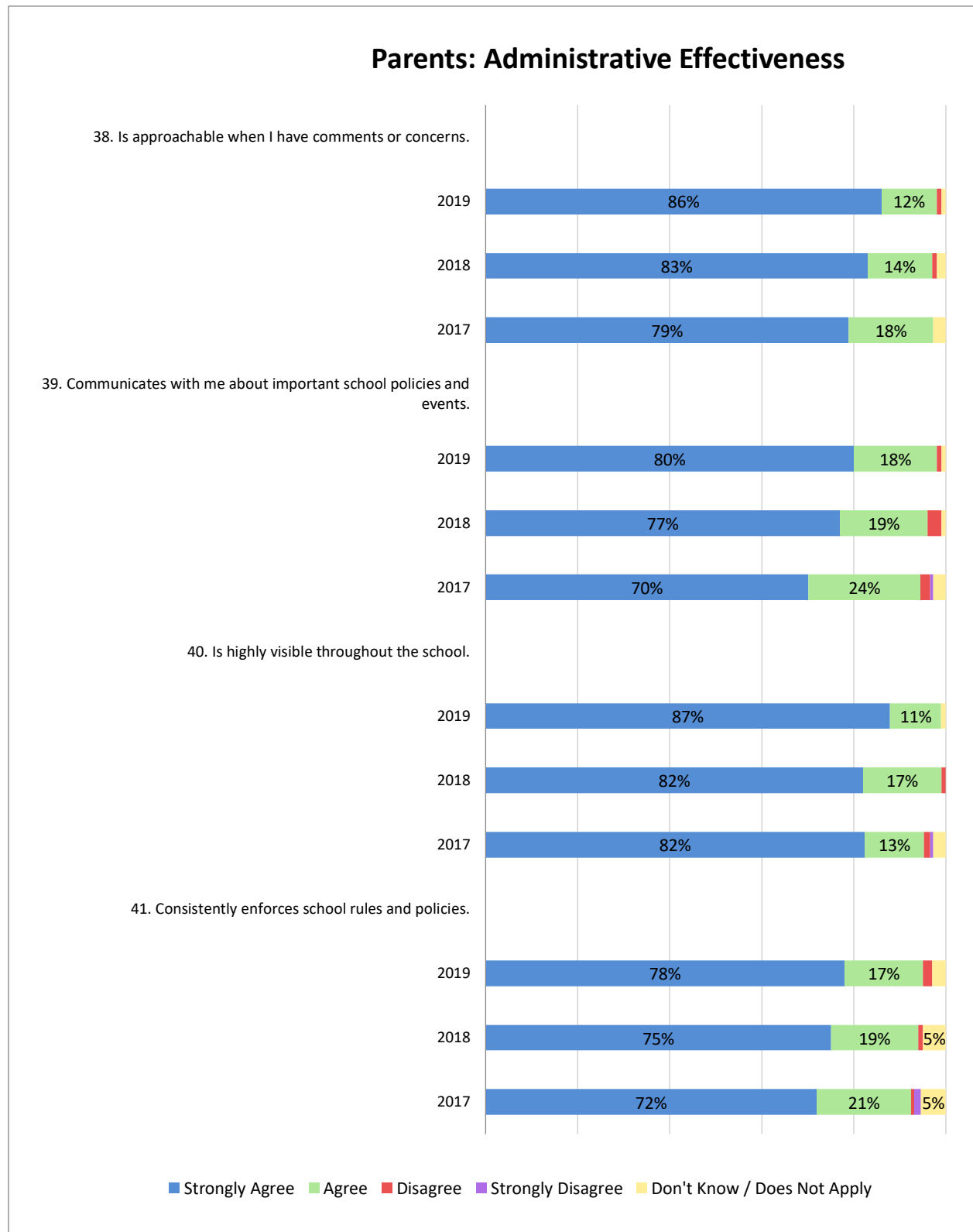
Parents: School Culture



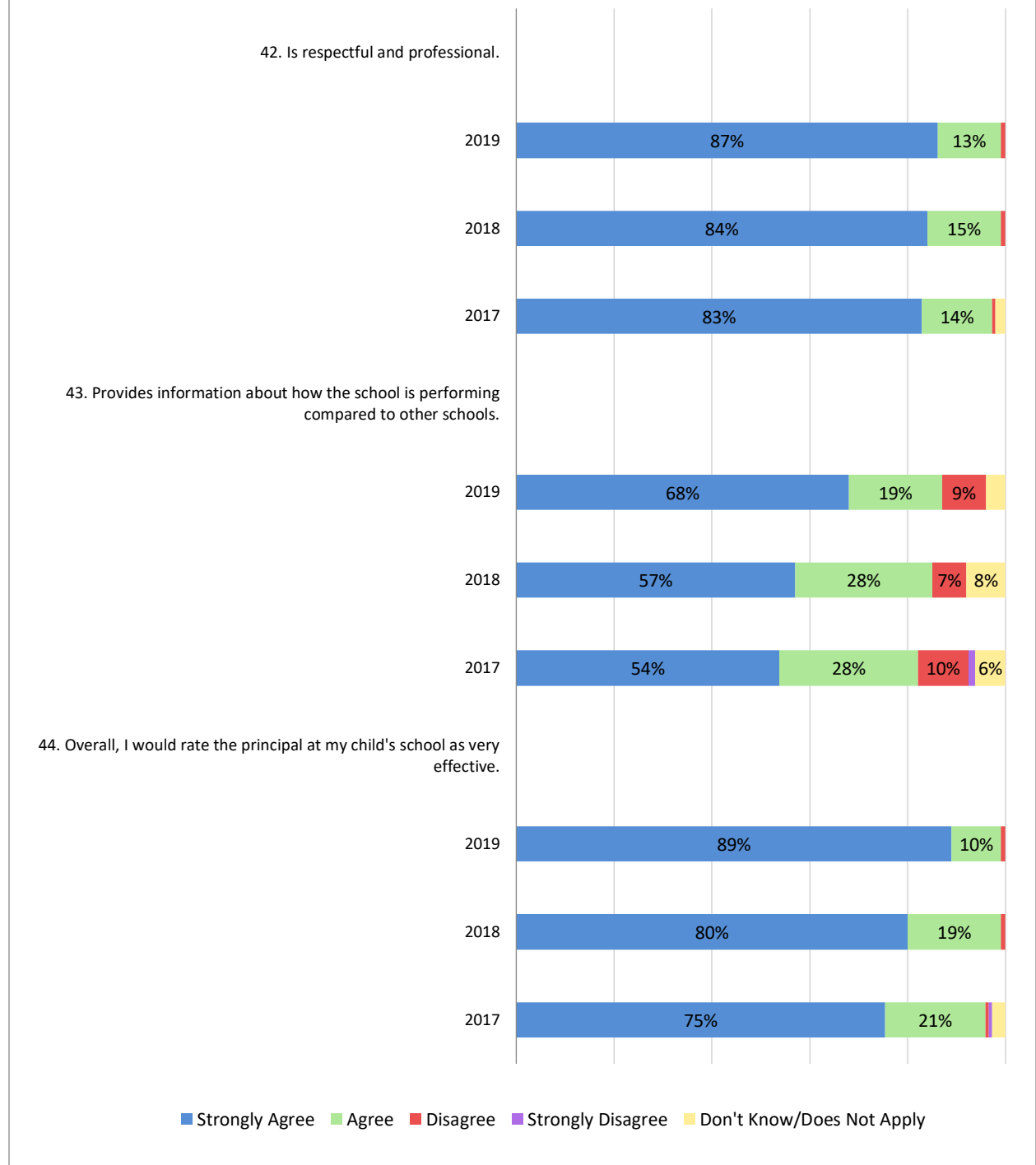


Consistent with prior survey years, parent evaluations of Delta’s school culture were overwhelmingly positive in 2019. Over ninety percent of parents were satisfied with each indicator of school culture. Moreover, 99% of parents agreed that the school creates a positive school culture.

Administrative Effectiveness

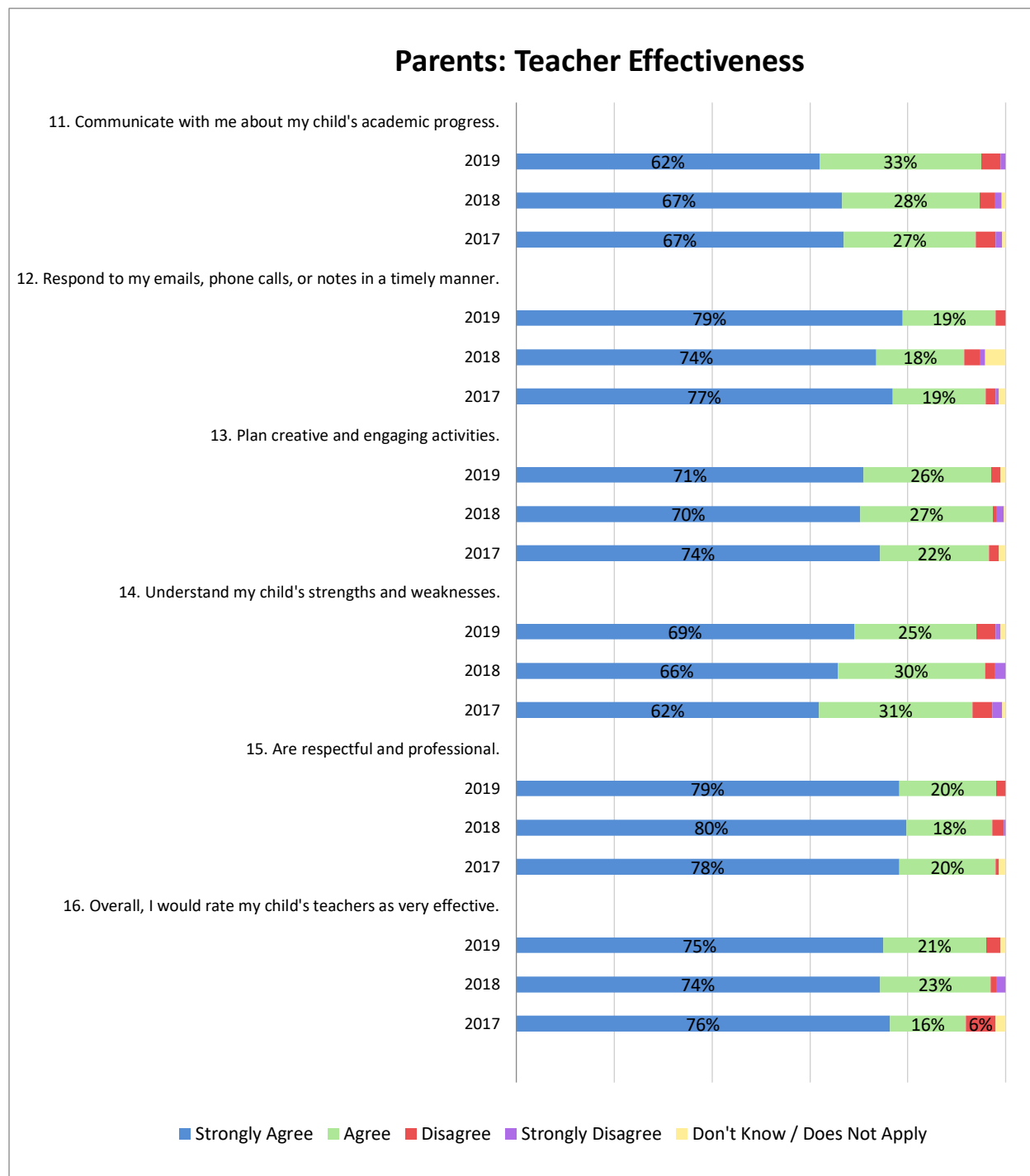


Parents: Administrative Effectiveness (Continued)



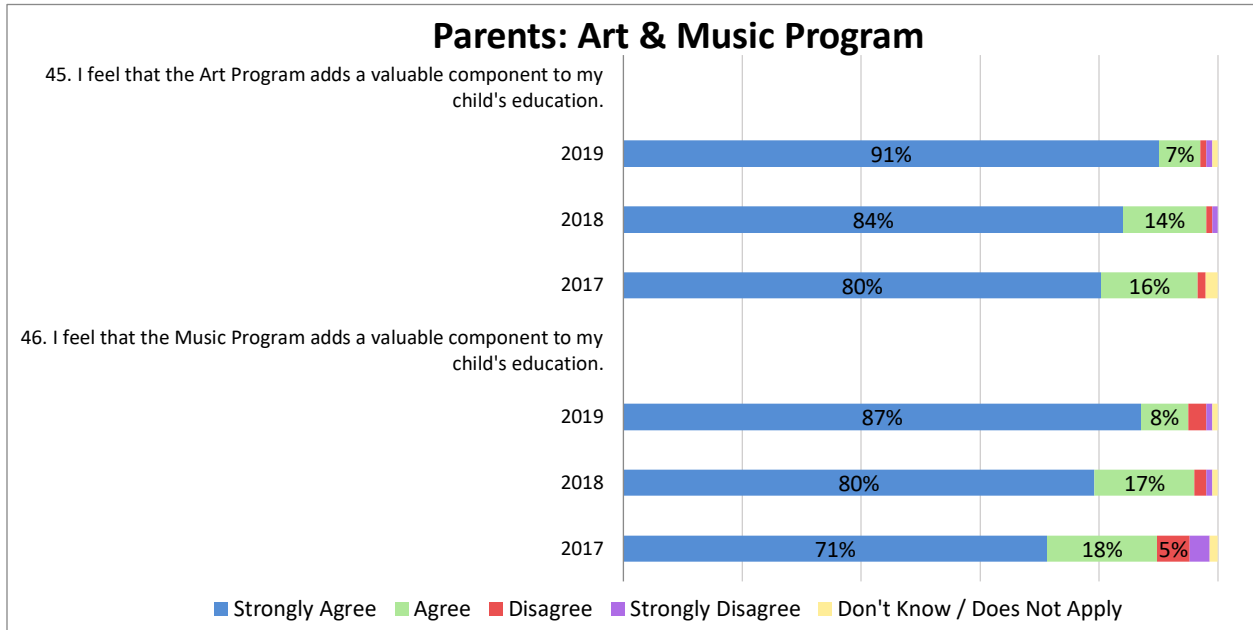
Parents' satisfaction with the principal remained very positive. In 2019, more parents agreed that the principal provided information about how the school is performing compared to other schools (87% in 2019 compared to 85% in 2018).

Teacher Effectiveness



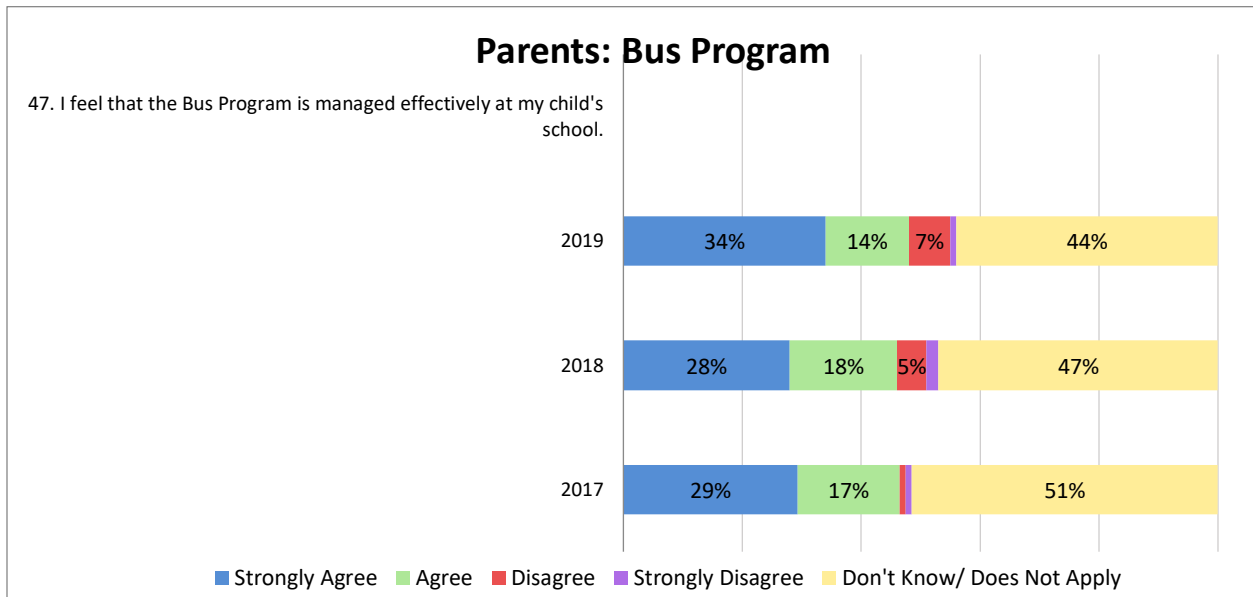
In 2019, parents were overwhelmingly satisfied with teachers at Delta. Parents continued to agree that teachers communicated with them about their child’s academic progress (95% / 154 responses). Parents also agreed that teachers responded to emails, phone calls or notes in a timely manner (98% / 157 responses). Additionally, parents felt teachers planned creative and engaging activities (97% / 154 responses). Finally, 89% of parents agreed teachers were respectful and professional and a similar percentage of parents rated teachers as very effective.

Art & Music Program



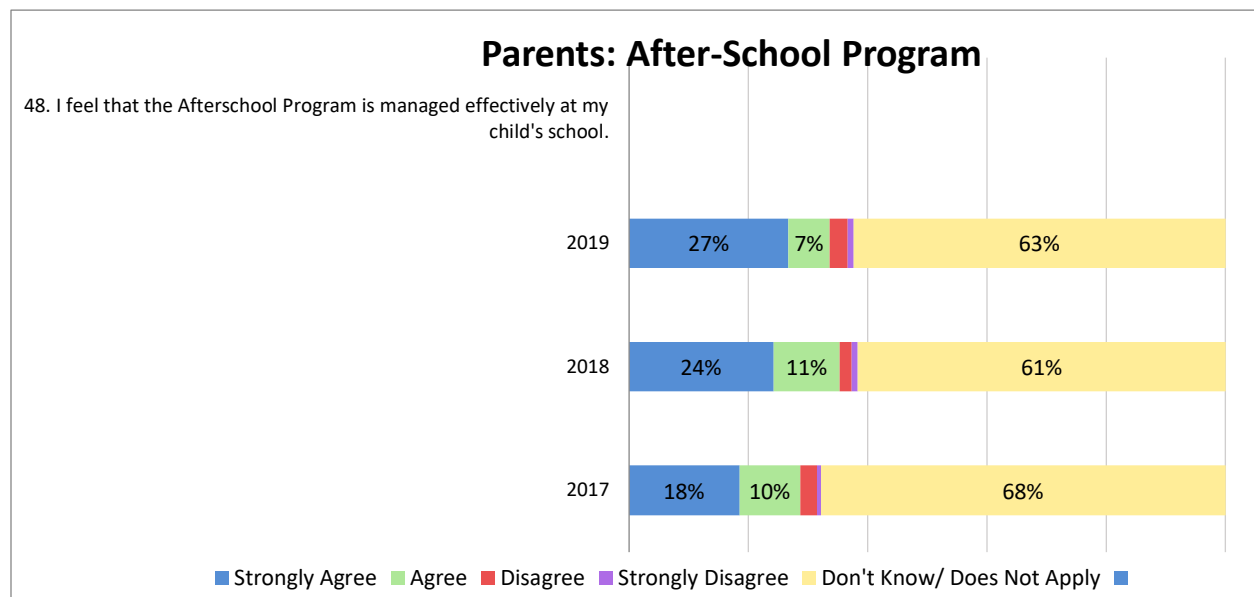
Parent responses to questions about Delta’s art and music programs were again very positive. There was a slight decrease in the belief among parents that the music program added a valuable component to their child’s education (95% in 2019 compared to 97% in 2018). Meanwhile the proportion of parents who felt that the art program added a valuable component to their child’s education remained unchanged.

Bus Program



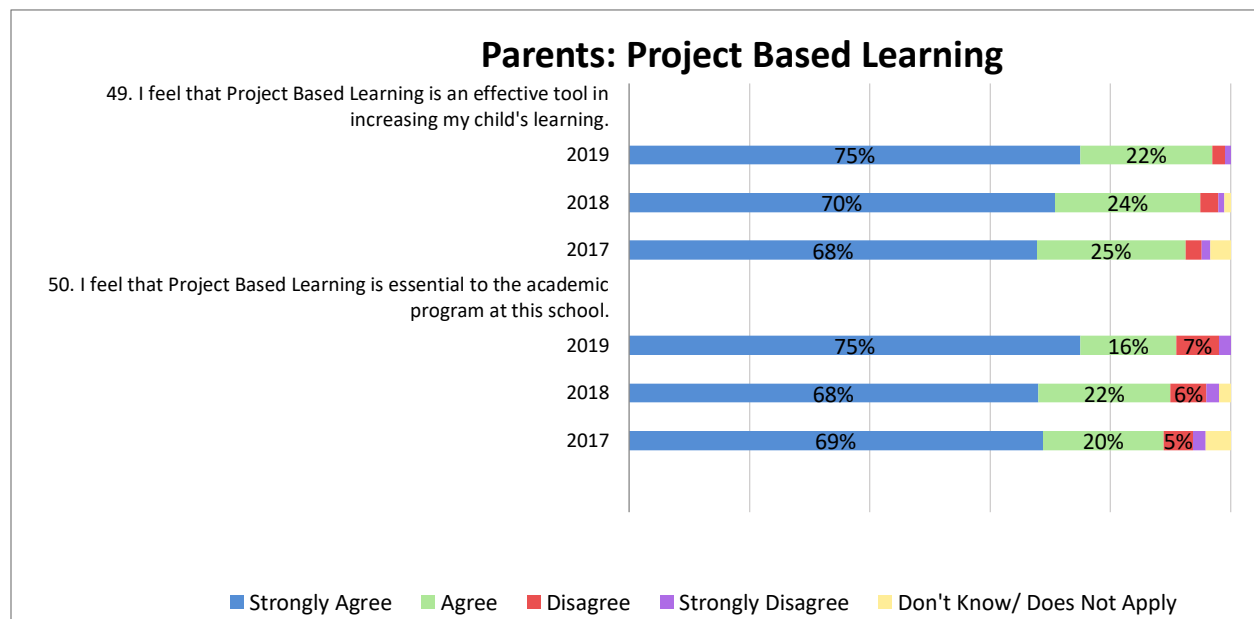
When asked questions about the bus program, the majority of parents remained unsure how to respond or found the question did not apply to them. The percent of parents agreeing that the program is effectively managed changed from 46% to 48% from 2018, while the percent of parents disagreeing increased slightly between 2018 and 2019.

After-School Program



Parent evaluations of Delta's after-school program were consistent with the 2018 survey results. A majority (63% / 93 responses) did not know about the effective management of the after-school program or it did not apply to them. That said, compared to 2018, this indicates a slight increase in the number of parents who are either opting out of the program or are unaware of how it is managed.

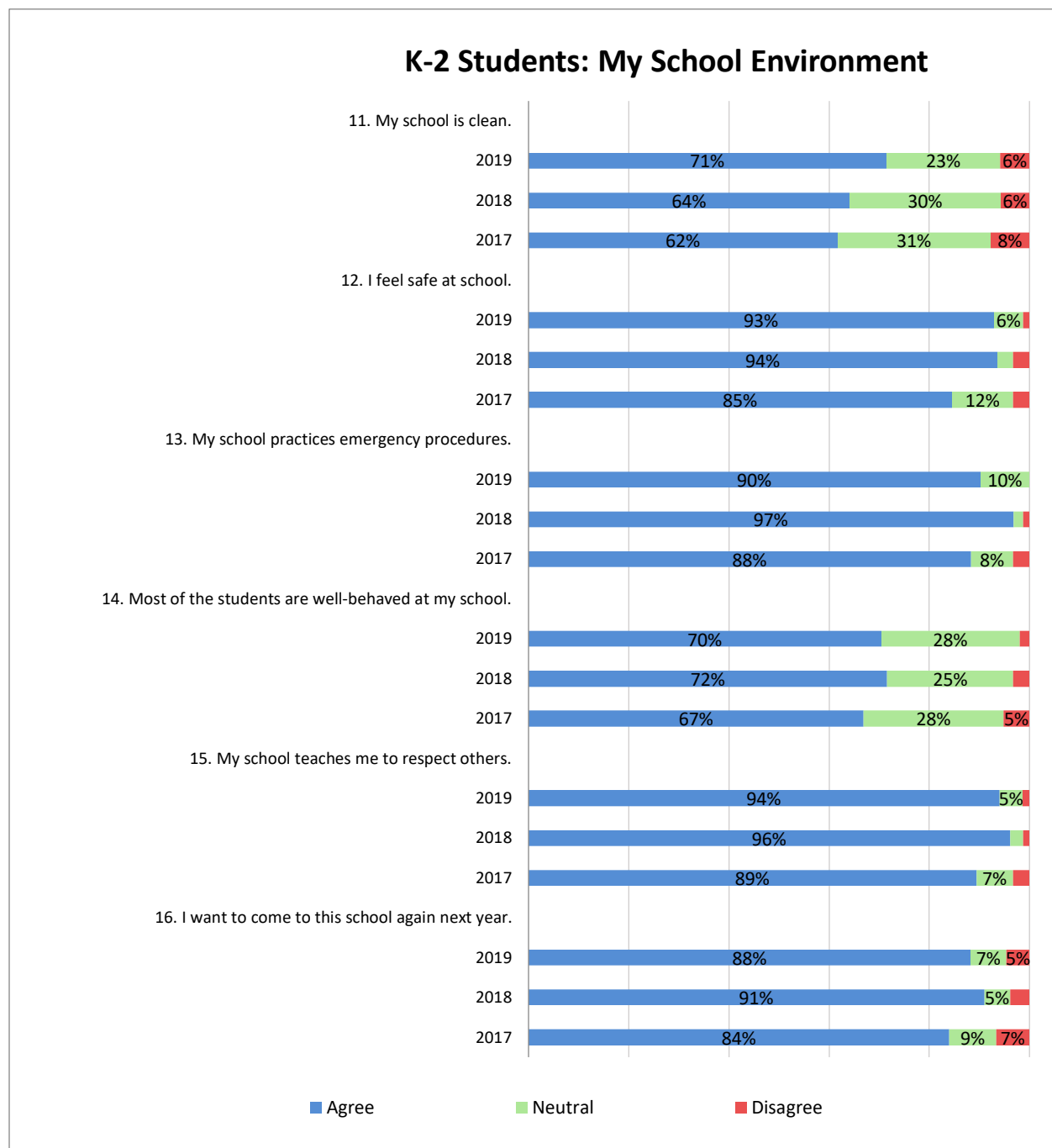
Project-Based Learning



Similar to the 2018 responses, parents expressed overwhelmingly positive views of project-based learning at Delta in 2019: 97% agreed or strongly agreed that project-based learning was an effective tool for increasing their child's learning. Parents also felt that project-based learning was essential to the academic program at Delta (91% / 134 responses).

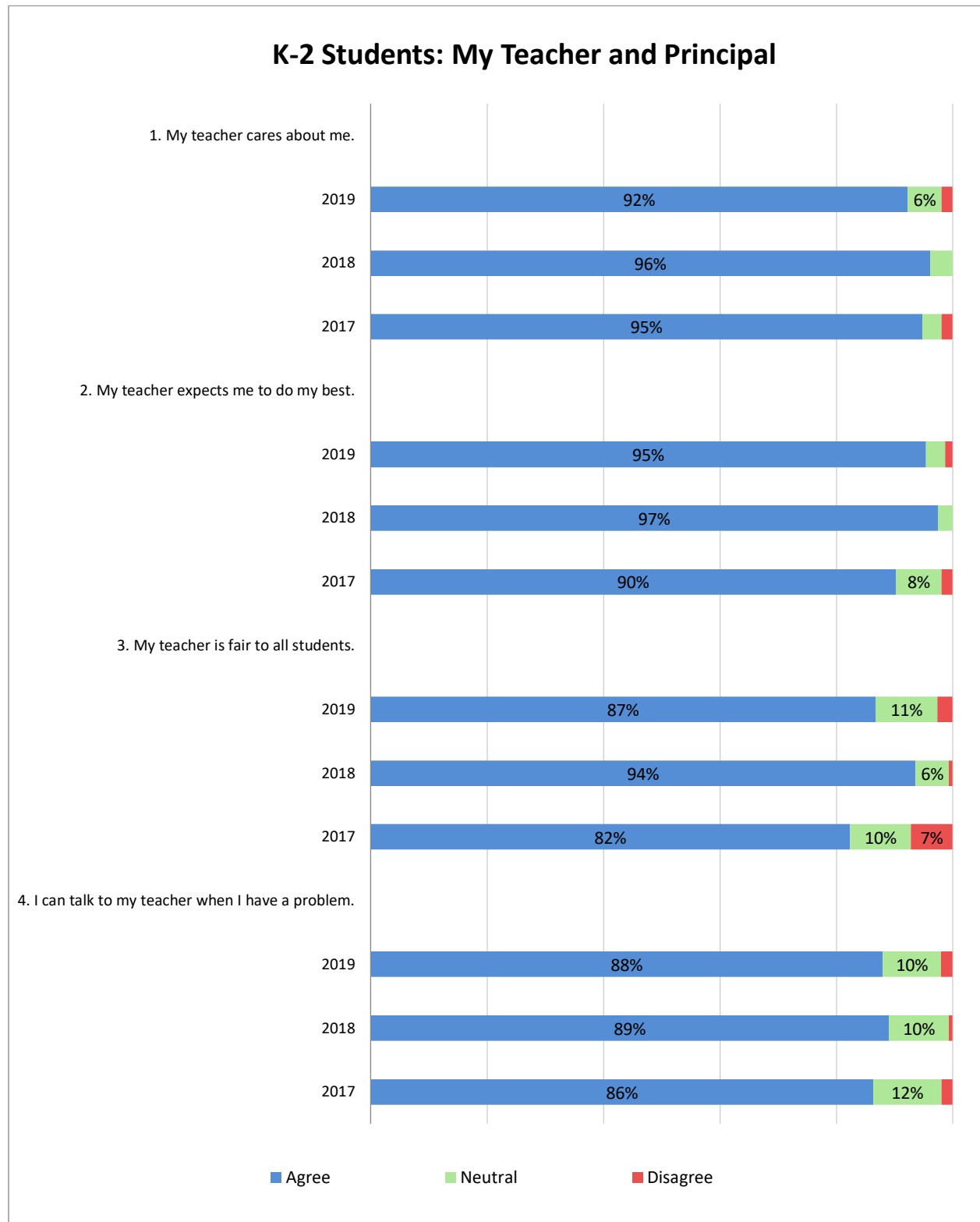
Students: K-2

My School Environment



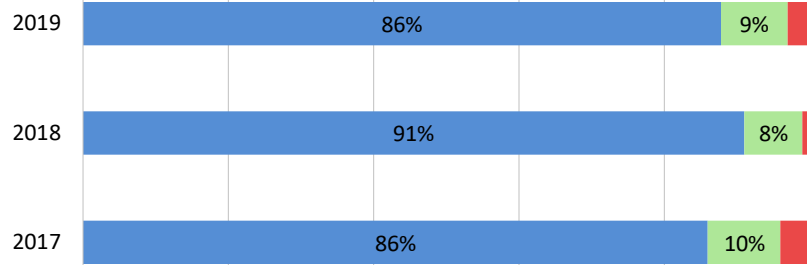
This year, kindergarten through second grade students' responses were similar to those from 2018. An overwhelming majority of students felt safe at school (93% / 143 responses). Additionally, students agreed the school taught them to respect others (94% / 144 responses). However, only 71% of students agreed that the school is clean while 6% *did not* agree (9 responses). On the other hand, nearly two-thirds of students felt that their peers were well behaved at school than did in 2017 (70% / 107 responses) Similar to last year, a vast majority of students wanted to come back next year (88% / 135 responses).

My Teacher and Principal

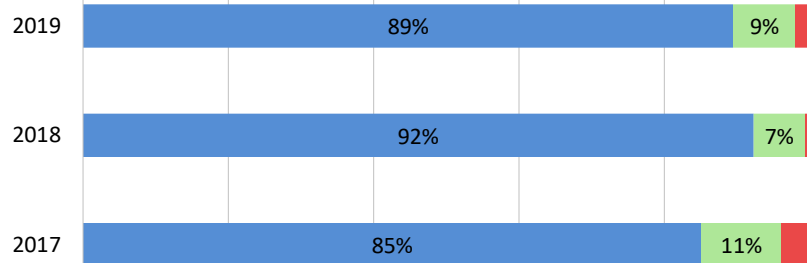


K-2 Students: My Teacher and Principal (Continued)

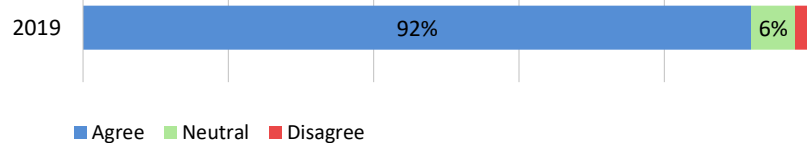
5. I know what I am supposed to learn in class.



6. I am learning a lot in class.

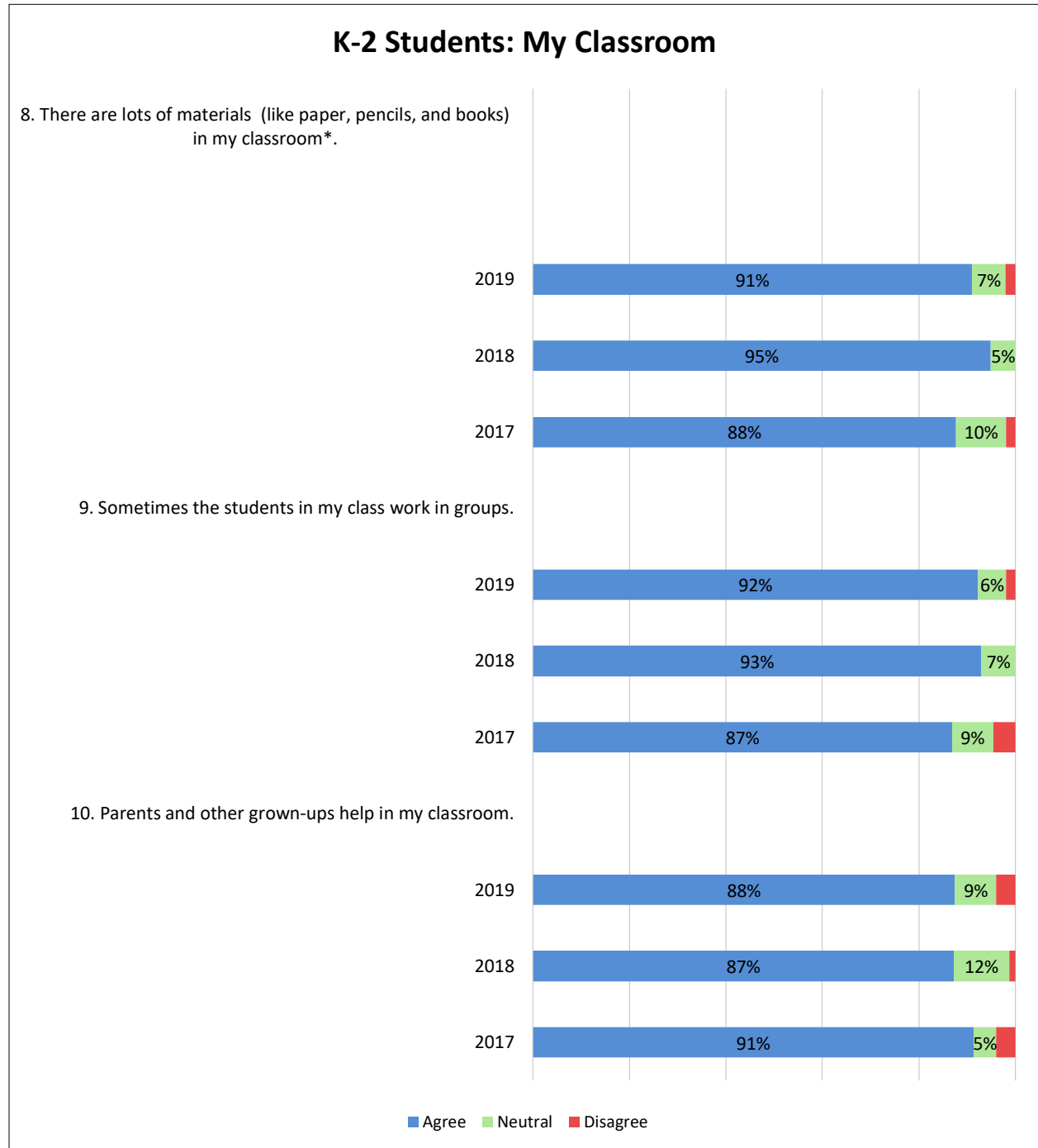


7. My principal cares about me.*



As they did last year, students in kindergarten through second grade overwhelmingly felt positively about their teachers and the principal. Nearly every student felt their teacher cared about them, and teachers expected them to do their best (95% / 148 respondents). Fewer students this year agreed their teacher was fair to all students compared to 2018 (87% compared to 94%). A similar percentage of students agreed that they can talk to the teacher when they have a problem (88% / 135 respondents.) Notably, a smaller percentage of students agreed that they know what they are supposed to learn in class (87% / 132 respondents) and agreed that they learned a lot in class (89% compared to 92%).

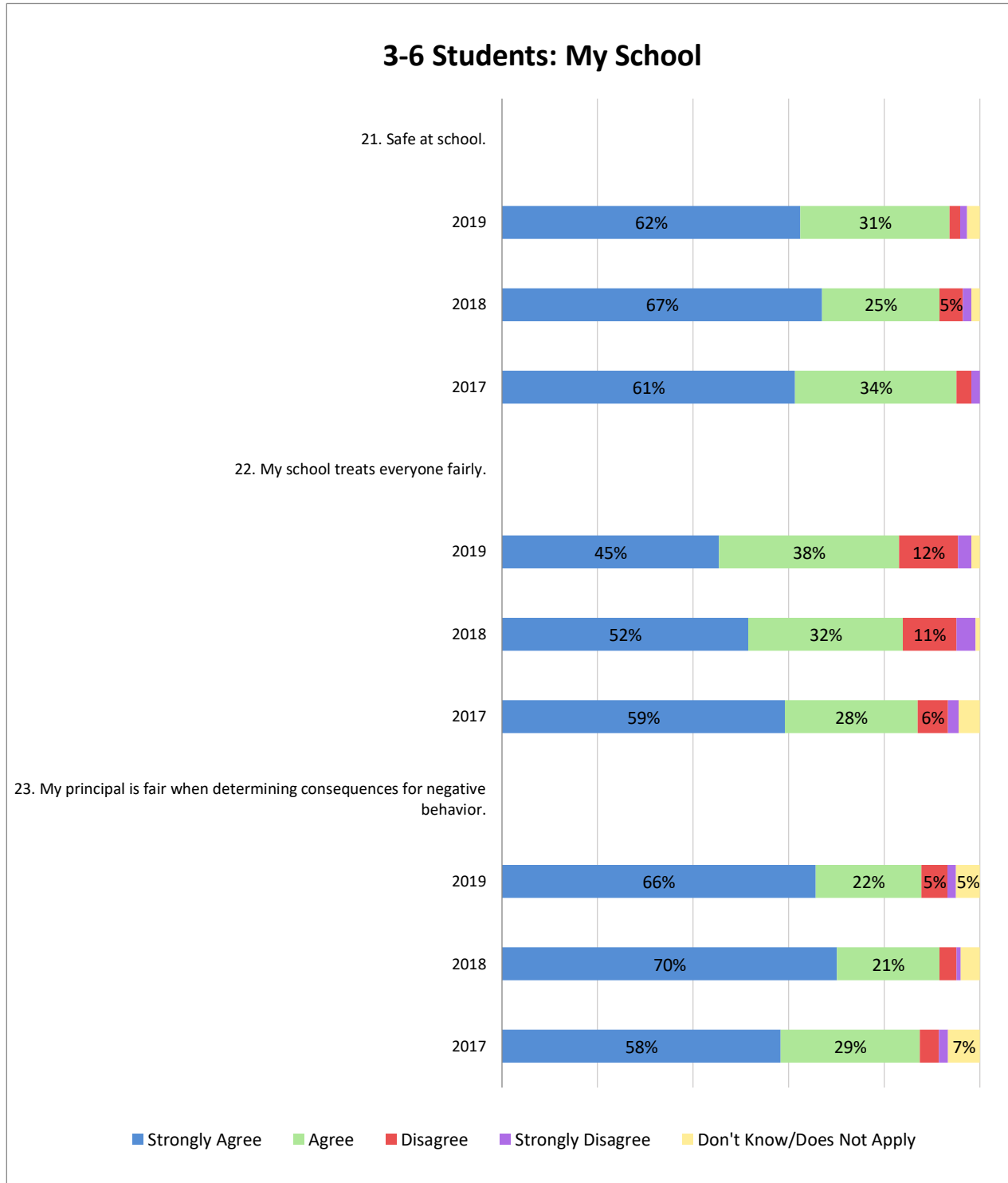
My Classroom

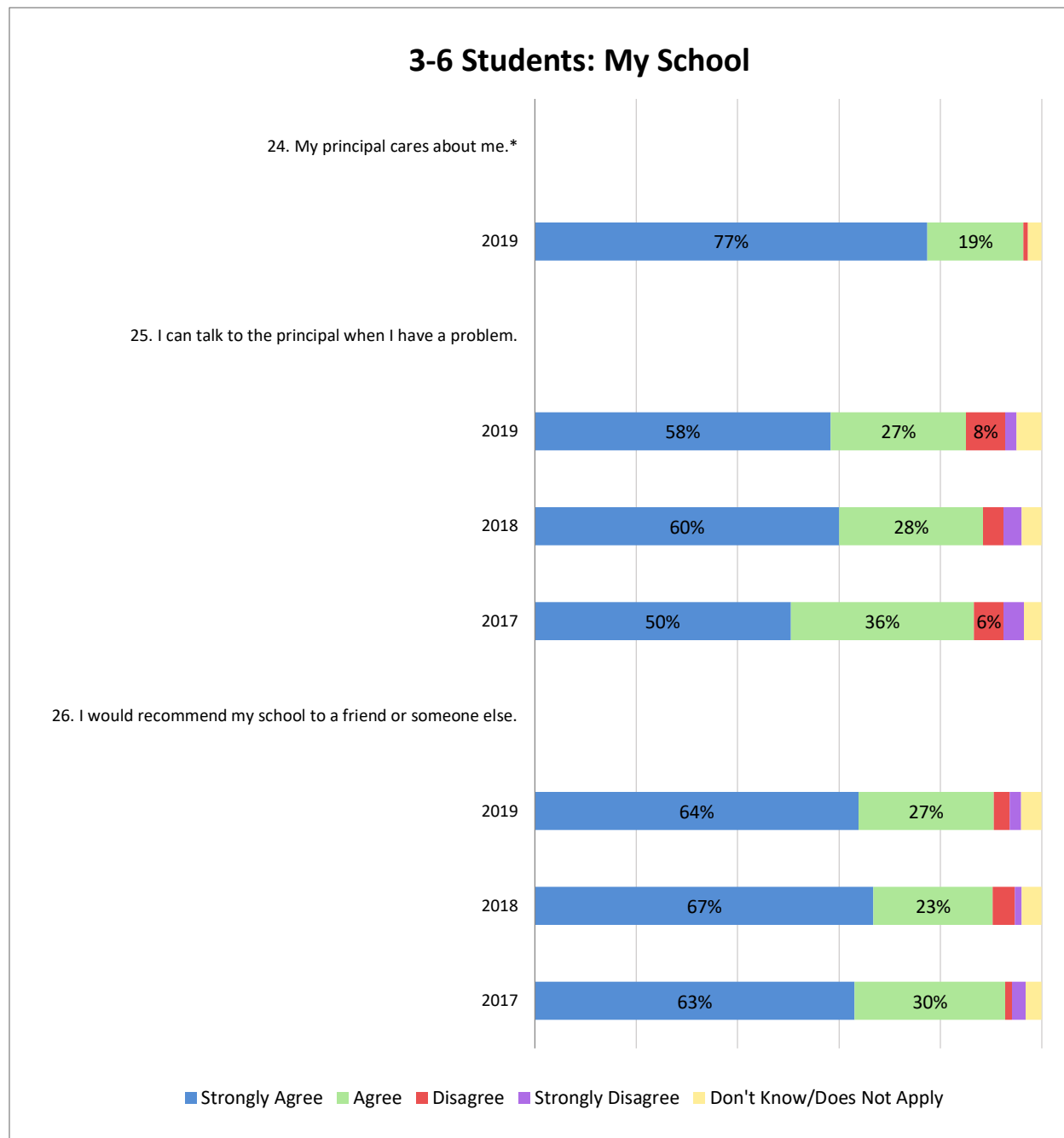


In 2019, K-2 students' responses to questions about student classrooms were very similar to 2018. A similar percentage of students noted that parents and other grown-ups helped in the classroom than did in 2018 (88% compared to 87%). Students overwhelmingly agreed that classrooms had adequate materials (91% / 141 responses).

Students: Grades 3-6

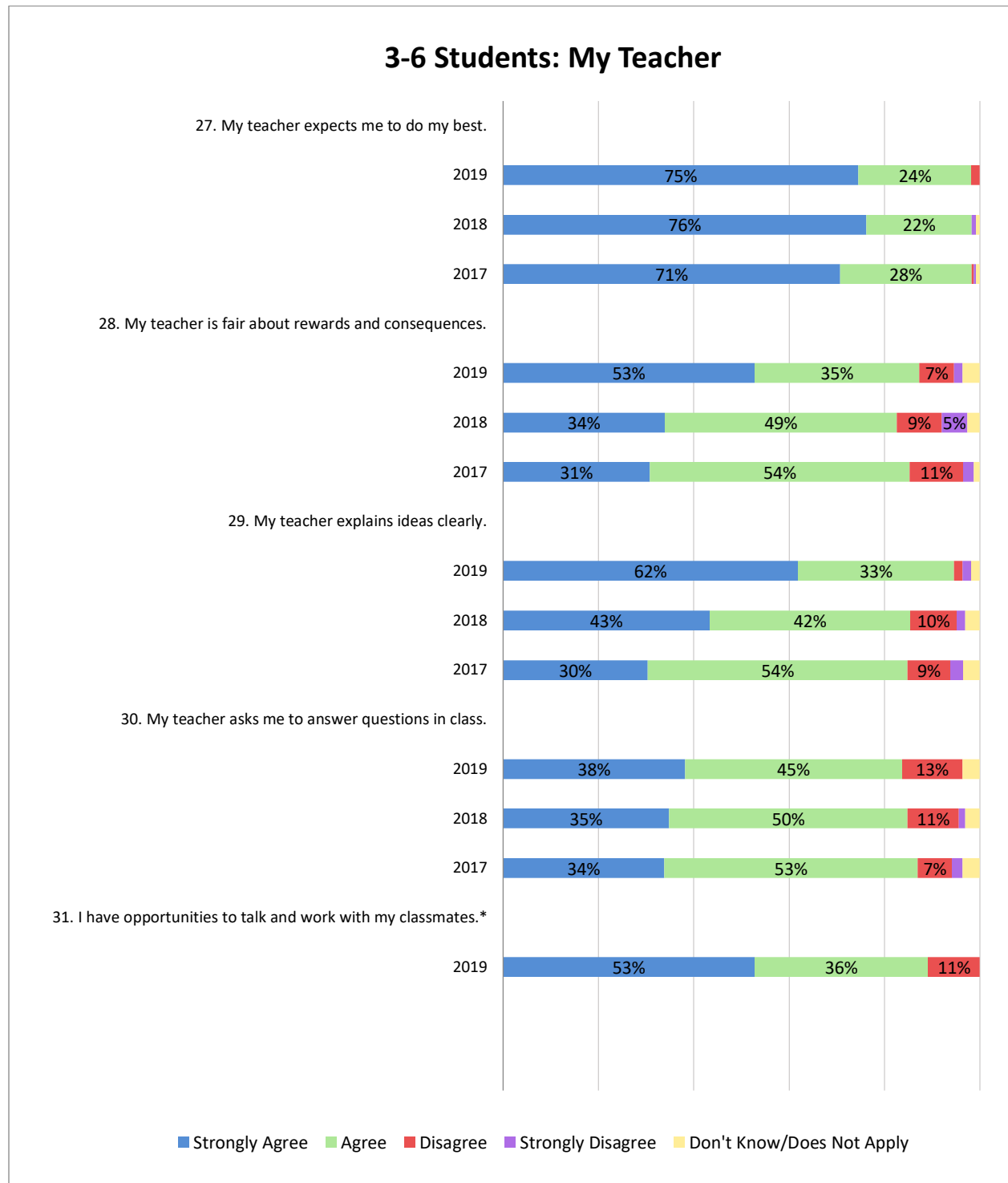
My School

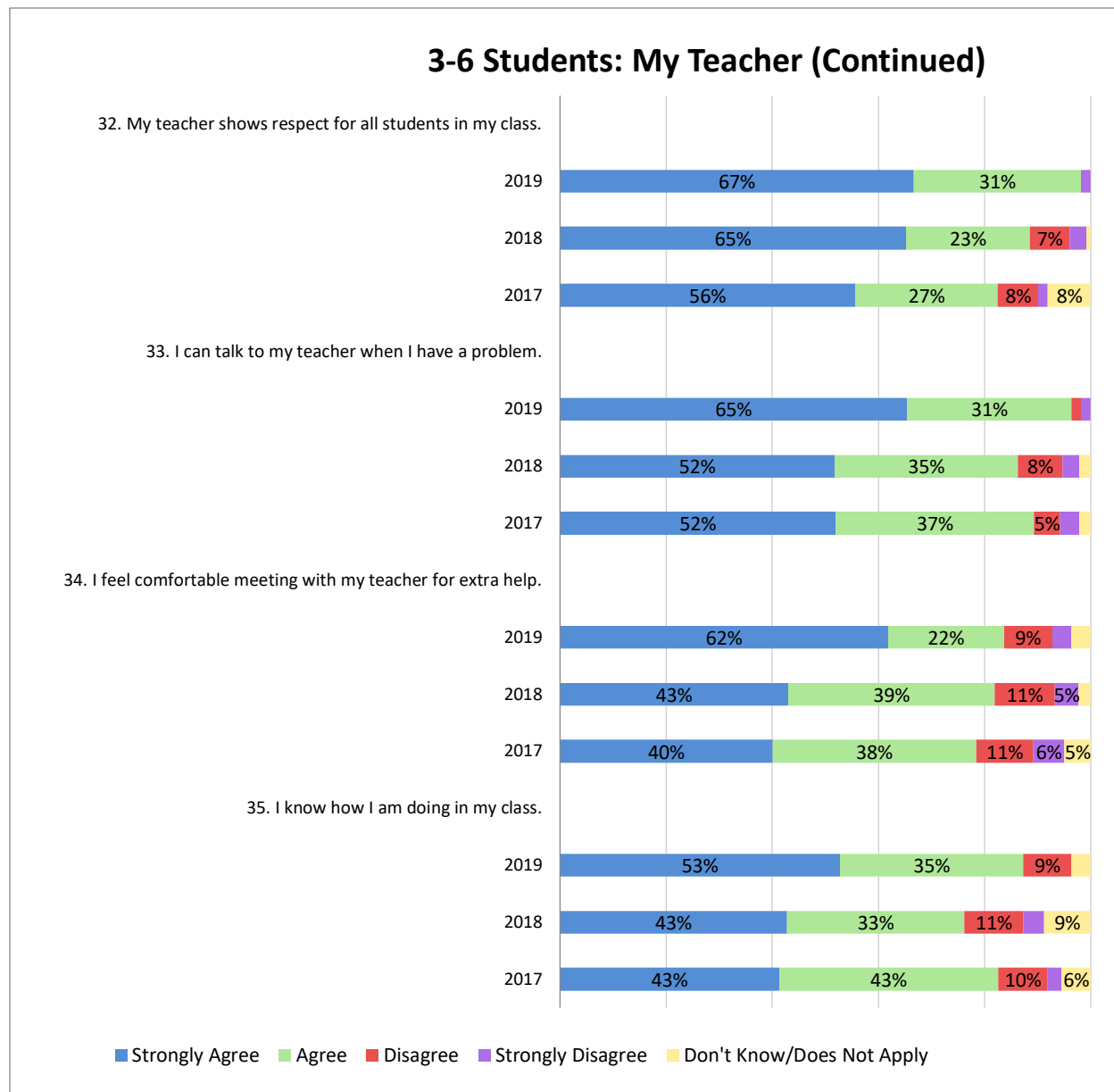




Students in grades three through six had similar responses about their school in 2018 and 2019. In both years, the majority of students agreed or strongly agreed that they felt safe at school (94%). A slightly lower proportion of students felt that the school treated everyone fairly (83% down from 84% in 2018). Additionally, a smaller proportion of students in 2019 agreed that the principal was fair in determining consequences for negative behavior (88% down from 91% in 2018). New this year, students were asked about whether they felt that the principal cares about them. Ninety-six percent of students (212 responses) agreed that the principal cares about them. In 2019, a lower proportion of students agreed or strongly agreed that they can talk to the principal when they have a problem (85% / 187 responses). Finally, the majority of students agreed that they would recommend the school to a friend or someone else (91% / 201 responses).

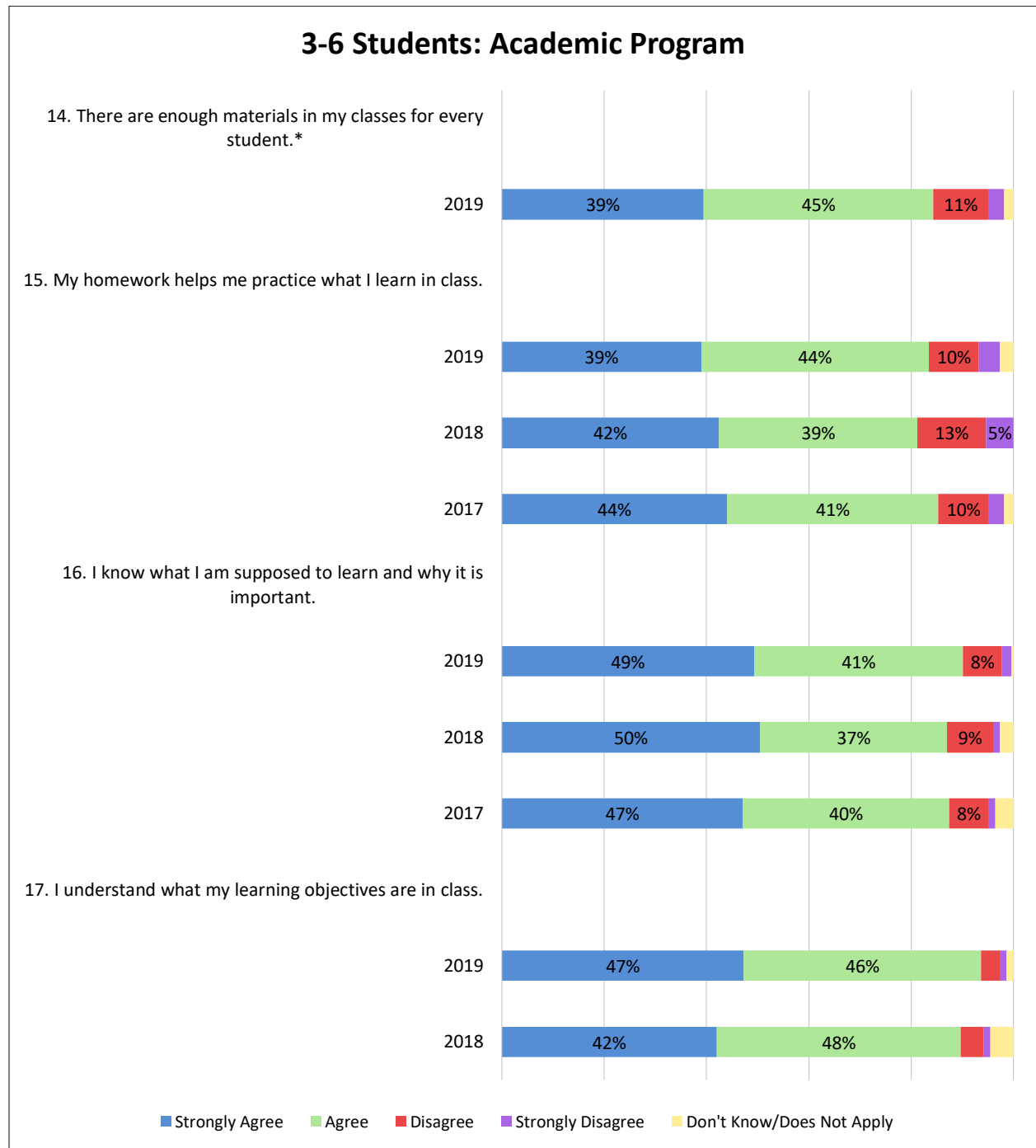
My Teacher

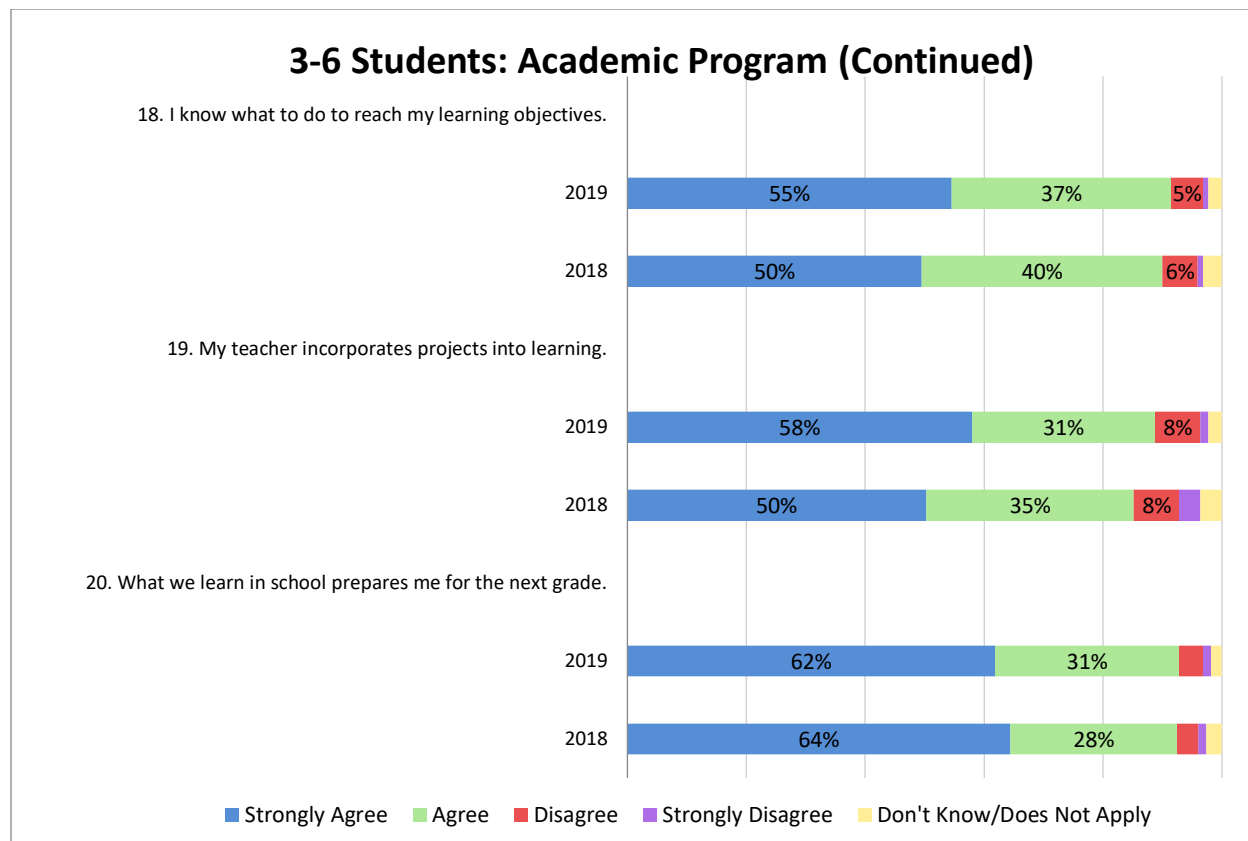




Similarly, students in grades three through six felt positively about their teachers in 2019, comparable to 2018 results. In both years, students felt their teachers expected them to do their best (99% / 54 responses). They also felt teachers were fair about rewards and consequences (88% / 48 responses). Students agreed that their teacher asked them questions in class (83% / 45 responses), explains ideas clearly (95% / 52 responses), and showed respect to all students in the class (98% / 53 responses). Additionally, students felt comfortable meeting with teachers for extra help (84% / 46 responses) and that they could talk to the teacher when they had a problem (96% / 52 responses). There was a moderate increase in the percentage of students reporting that they knew how they were doing in their class (88% in 2019 compared to 76% in 2018).

Academic Program





Overall, the responses from students about the academic program at Delta were similar to those from 2018. Additionally, 89% of respondents knew what they were supposed to learn and why it was important, up from 87% in 2018. In 2018, slightly more students than in 2018 agreed that their homework helped them practice what they learned in class (81% compared to 83%). Ninety-three percent (208 responses) agreed that they understood what their learning objectives are in class and ninety-two percent (201 responses) agreed that they knew what to do to reach them. Eighty-nine percent (196 responses) agreed their teacher incorporates projects into learning, up from 85% in 2018. Finally, 93% agreed that what they learned in school prepared them for the next grade.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders who took the survey expressed very positive views of Delta Elementary Charter School. All groups had favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how Delta could improve. Staff expressed their interest in more individualized, grade-specific collaboration; substitute teachers; support for PBL as well as support for hiring a Vice Principal. Parents and students, on the other hand, voiced concerns about yard duties, the bus program, and increased communication between teachers and parents. Additionally, students and parents felt that the academic program could be more challenging for advanced students. It is useful to explore the questions and categories in which the school received less enthusiastic responses, in order to identify potential areas for growth and improvement.

Academic Program

Across the board in 2019, the academic program at Delta received positive reviews. All three stakeholder groups agreed it was very effective.

All staff agreed they participated in professional development that was specific to the subjects they were teaching. Staff did all agree that they participated in instructional coaching specific to their content areas and that they were satisfied with the amount of coaching they received. Teachers enjoyed the flexibility of choosing their own PD's, while others suggested that professional development demands were too time consuming. The school may also consider increasing time for grade-level collaboration when possible, as some teachers saw this as an area for improvement. In addition to continuing the instructional coaching, Delta may want to devote more time for administrators to support more in planning and implementation of PBL.

Parents were very pleased with the academic program at DECS. Similar to 2018 parents highlighted the excellence of project-based learning and differentiated instruction. On the other hand, parents and students were less satisfied with the academic rigor available for the more advanced students, especially in math. Some parents voiced concerns with larger class sizes and a lack of small group instruction. A few parents expressed concerns that not all teachers can successfully implement project-based learning (PBL). Delta might consider targeting some teachers for support in PBL, either in professional development or one-to-one coaching. Some parents expressed concern for class size and teachers' ability to challenge students who are advancing academically. Finally, parents expressed concern that some teachers did not communicate with them enough about their students' progress and areas where they were struggling.

Students at Delta Elementary felt generally positive about the academic program in 2019. Students generally agreed that their courses prepared them for the next grade. Some students expressed concerns that Math and ELA lessons were too long and perhaps not engaging enough, while others felt that these classes were too easy and felt in need of more challenging content. To remedy this, Delta may consider sharing best practices among teachers for incorporating engaging activities or movements throughout longer lessons. Many students expressed that they enjoyed project-based learning.

School Environment & Working Conditions

While statements by parents about the school environment garnered positive responses, many teachers remarked that the current substitute system was not functioning well. Insufficient substitute support was also mentioned by three staff members as an area for improvement, suggesting some improvement on a trend from 2018. Additionally, some teachers suggested improving the hosting of bus riders in classrooms, and identifying more flexible spaces and classroom storage. Multiple teachers also noted the facilities were now too small to accommodate the school's needs. Additional storage space was cited as needing improvement.

Parents and students voiced concerns over the yard attendants, expressing concerns that they were unnecessarily strict and targeted certain children for punishment. Both parents and students may benefit from restructuring and clarification of recess procedures. Furthermore, a system of communication between teachers, parents, and yard attendants could help improve accountability at recess. Additionally, Delta could hold professional development sessions for the yard attendants on more positive methods for enforcing school rules.

Younger students voiced concerns about the cleanliness of the school, a trend which continues from 2017 and 2018. To address this issue, Delta staff might consider implementing initiatives to encourage k-2 and 3-6 students to work together on cleaning up the school.

Teacher Effectiveness

Staff, parents, and students gave overwhelmingly positive reviews of the teachers at Delta. Staff praised the teachers for willingness to collaborate and build relationships with children. Parents also commented on teacher creativity in designing great lesson plans. Parents noted that many teachers create welcoming, inclusive classroom environments in which all students can learn. A small minority of staff felt that some teachers were held to different standards and expectations than others, including not showing up to yard duty or meetings on time. Some teachers suggested that more staff should prominently display examples of student work within the school.

Both younger and older students expressed positive views of the teachers at Delta Elementary. Older students especially emphasized the warmth and generosity their teachers showed them. Students clearly felt comfortable talking with their teachers about problems. Major areas of concern for students were related to student desires for teachers to be less strict and more kind. Given that most responses were positive, some Delta students may benefit from increased individualized attention from their teachers such as student-teacher conferencing.

Administrator Effectiveness

Staff gave overwhelming support to the administration in the 2019 survey, noting that the principal was very supportive and built a positive work culture. However, teachers and some parents felt that the school administrator did not visit their classrooms enough to see firsthand the quality of their teaching. The staff felt strongly that the school leader was

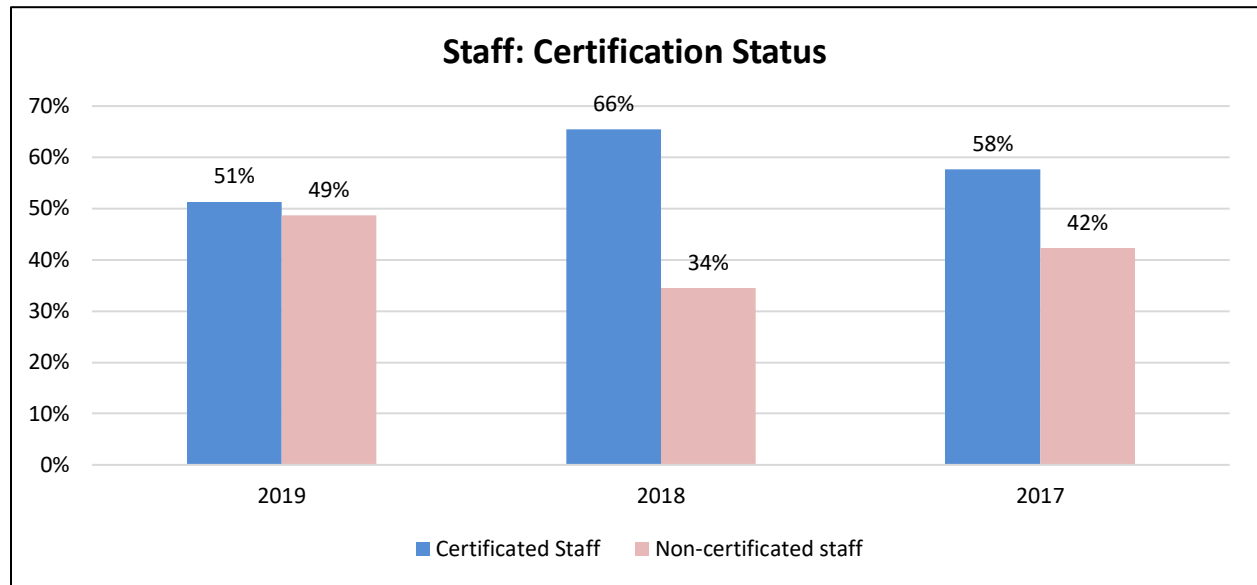
over-extended; instead of serving as the instructional coach the teachers need, they felt the school leader was forced to focus on other tasks. The staff recommended that another administrator be hired, potentially a Vice Principal.

Parents were overall very pleased with the principal, finding her to great at developing relationships with the entire school community. Parents also noted that they felt the administrator did a great job of keeping in touch with them. Parents also suggested that the principal could use additional support in the form of a vice principal.

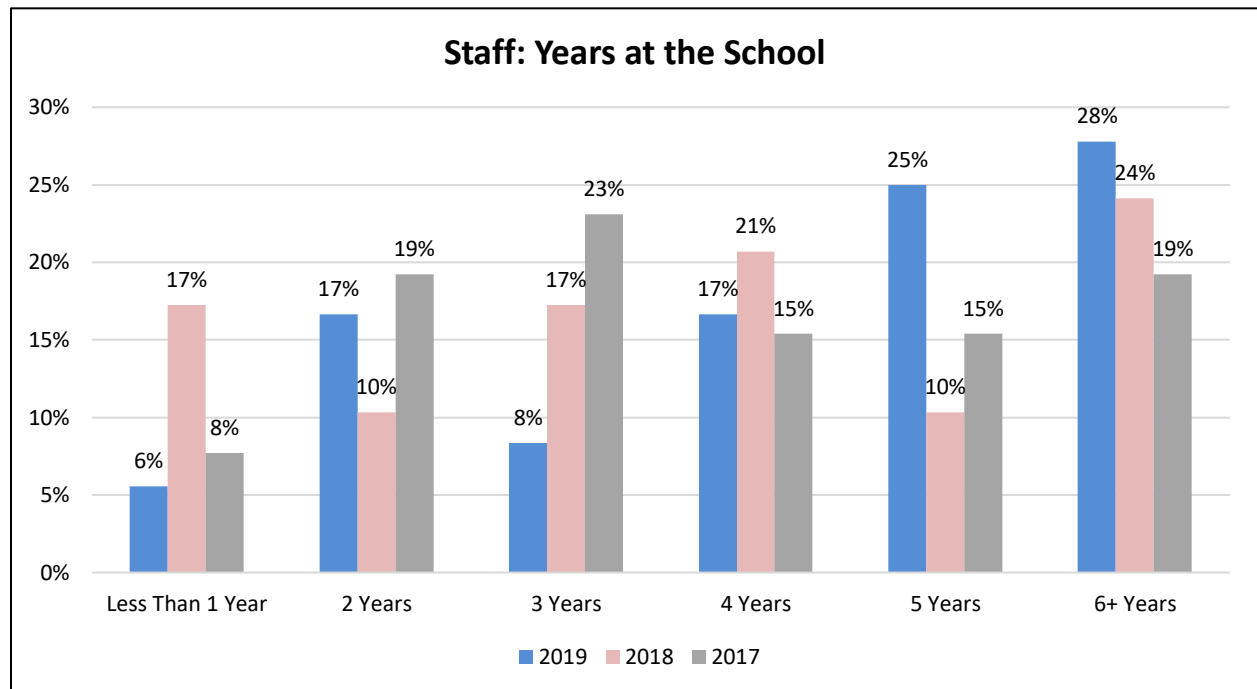
Older students felt cared for by the principal and responded positively to survey questions concerning effectiveness. They reported feeling like the principal cares about them, is there when they have problems, and is overall approachable. Nearly all students in K-2 grades indicated they felt the principal cares about them. However, some older students felt that they would like more opportunities to interact with the principal on a regular basis- both in and outside of the classroom. Delta should consider implementing a student ambassador program, in which students have more opportunities to interface with the principal about issues they are experiencing in school.

Appendix: Respondent Demographics

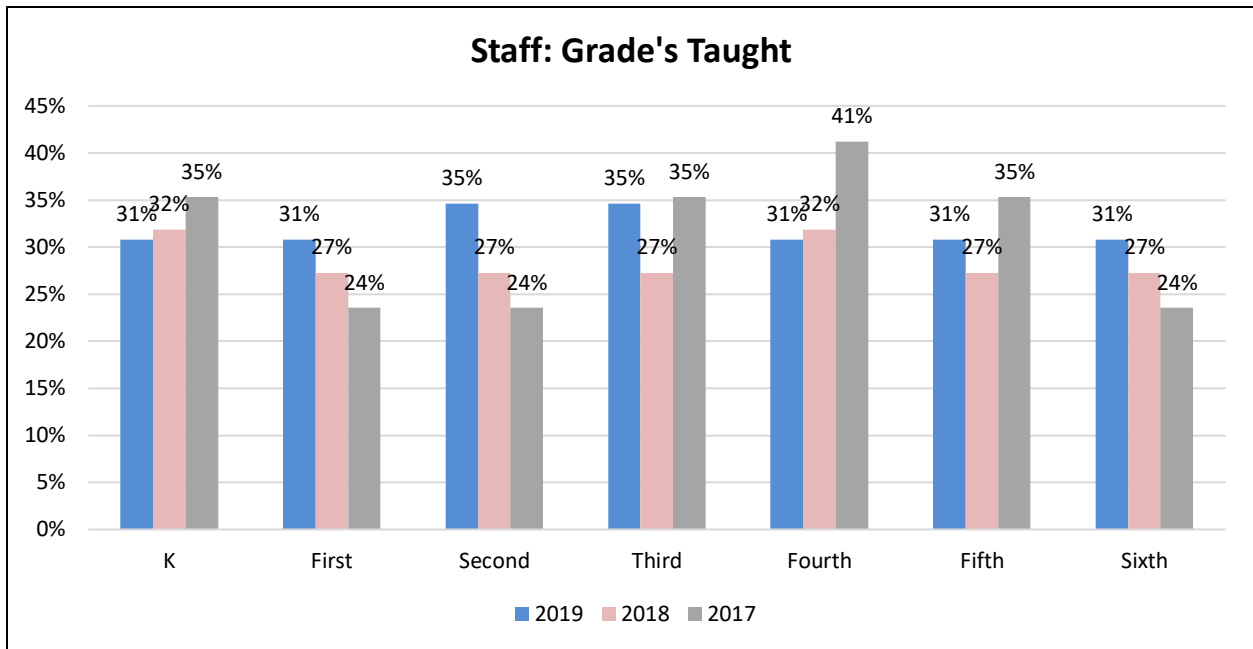
Staff



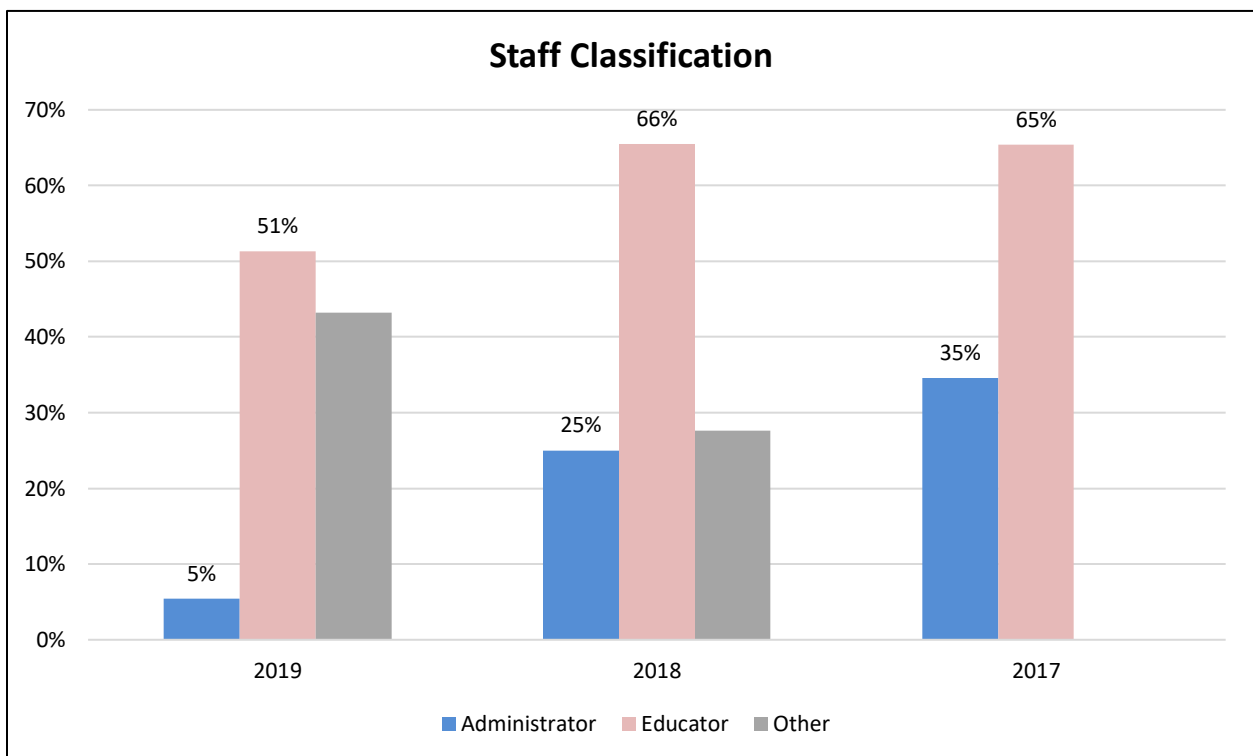
Compared to 2018, a lower proportion of certificated staff responded to the survey in 2019 (51% compared to 66%). Accordingly, a larger proportion of non-certificated staff responded (49% compared to 34%).



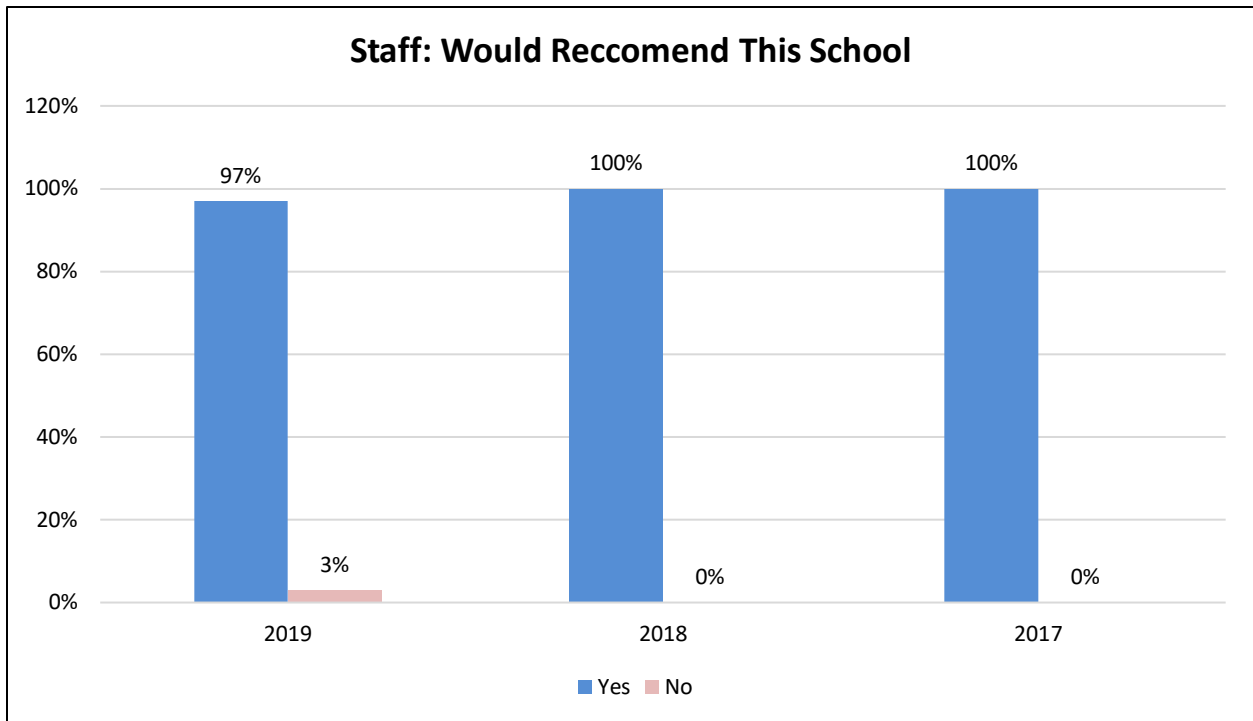
Ten staff members (28%) indicated that they have been at Delta for six or more years. Additionally, 25% (9 responses) indicated that they have been at Delta for 5 years, while eight (23%) indicated they have been at Delta for less than three years.



Most staff members indicated they taught kindergarten (31% / 8 responses) or second grade (35% / 9 responses). Eight staff members responded that they taught fourth, fifth, and sixth grades.

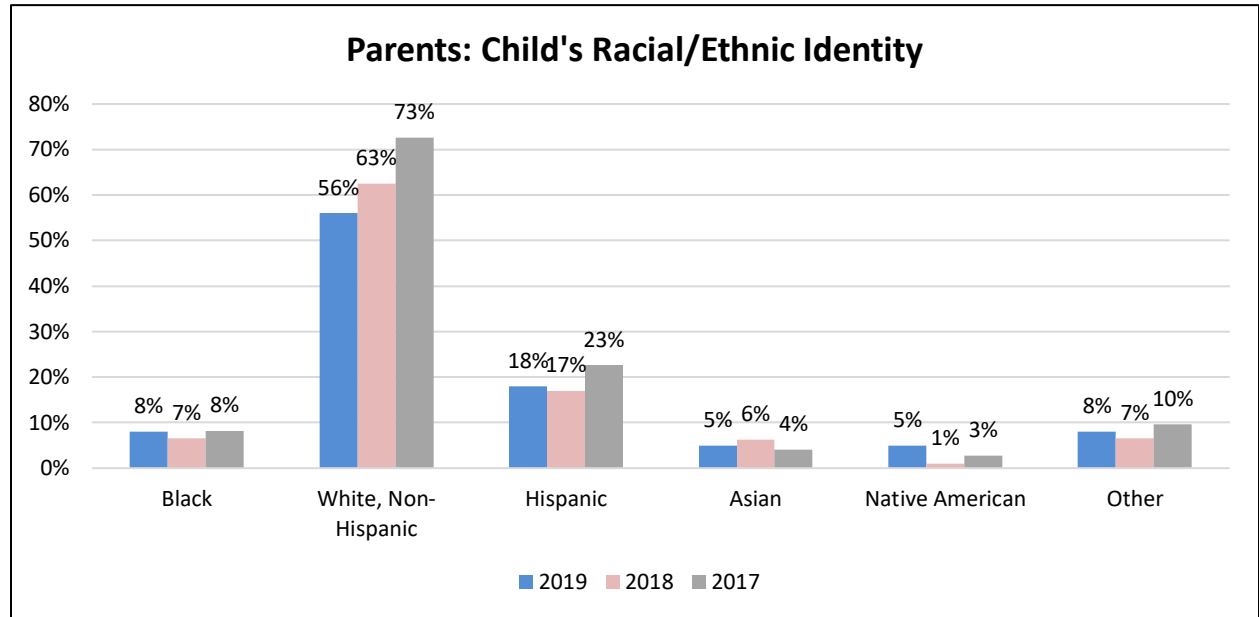


A majority of staff member survey respondents (66% / 19 responses) indicated that they were educators.

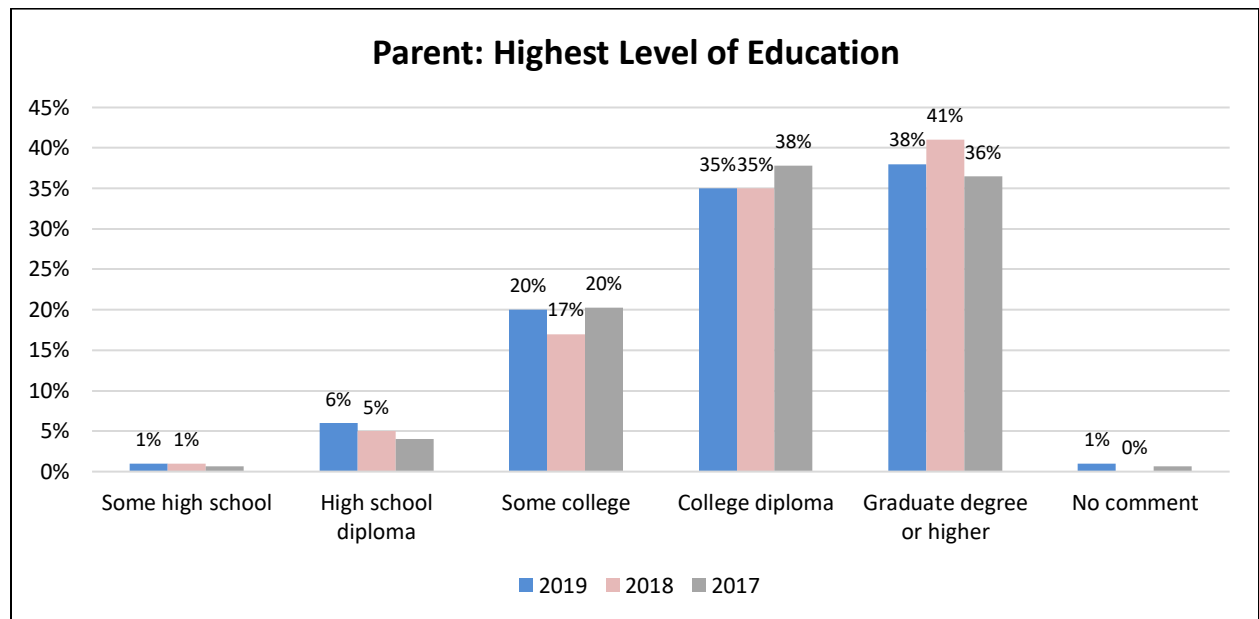


As in 2017 and 2018, a majority of staff members who responded to the 2019 survey that they would recommend DECS to a friend or family member (97% / 34 responses).

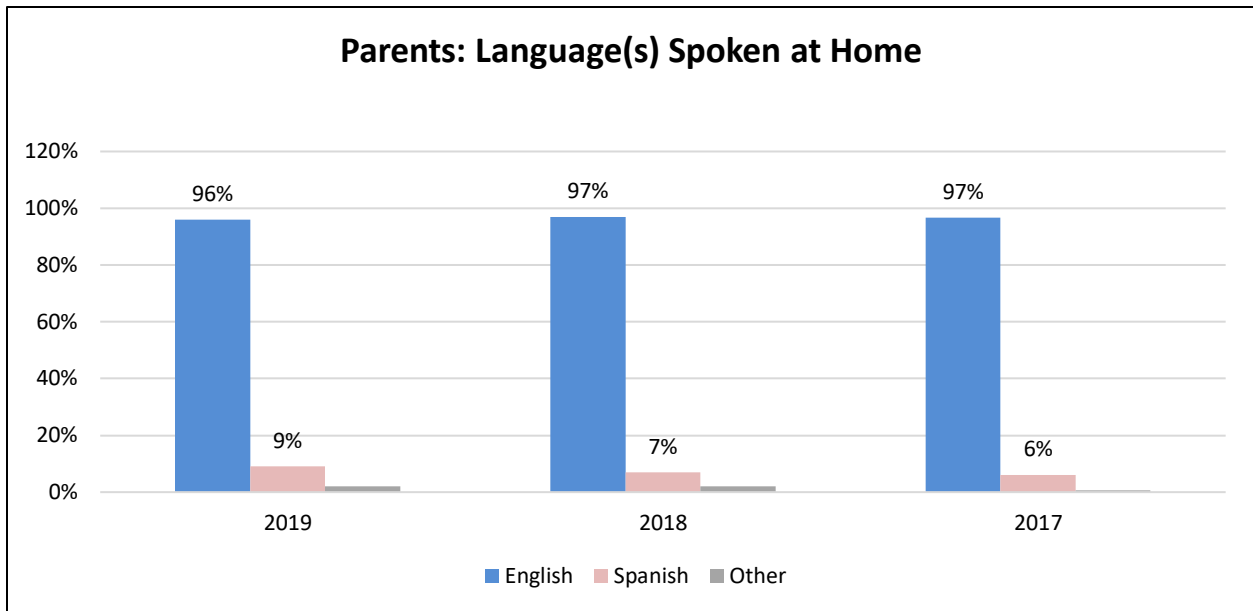
Parents



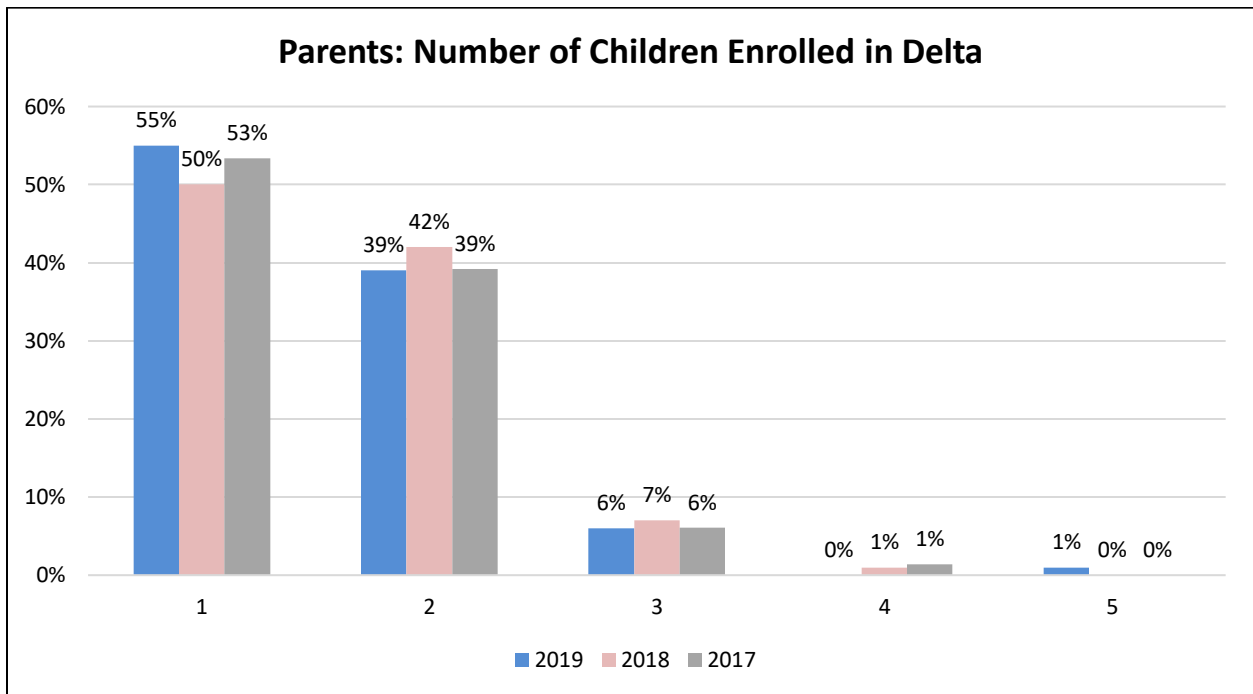
The majority of parent respondents identified their child’s race/ethnicity as White/Non-Hispanic (56% / 47 responses), followed by Hispanic/Latino (18% / 15 responses). Six parents identified their child as Black (8%), four identified as Asian (5%) and four identified as Native American (5%). Six parents identified their child’s race/ethnicity as “Other” (8%).



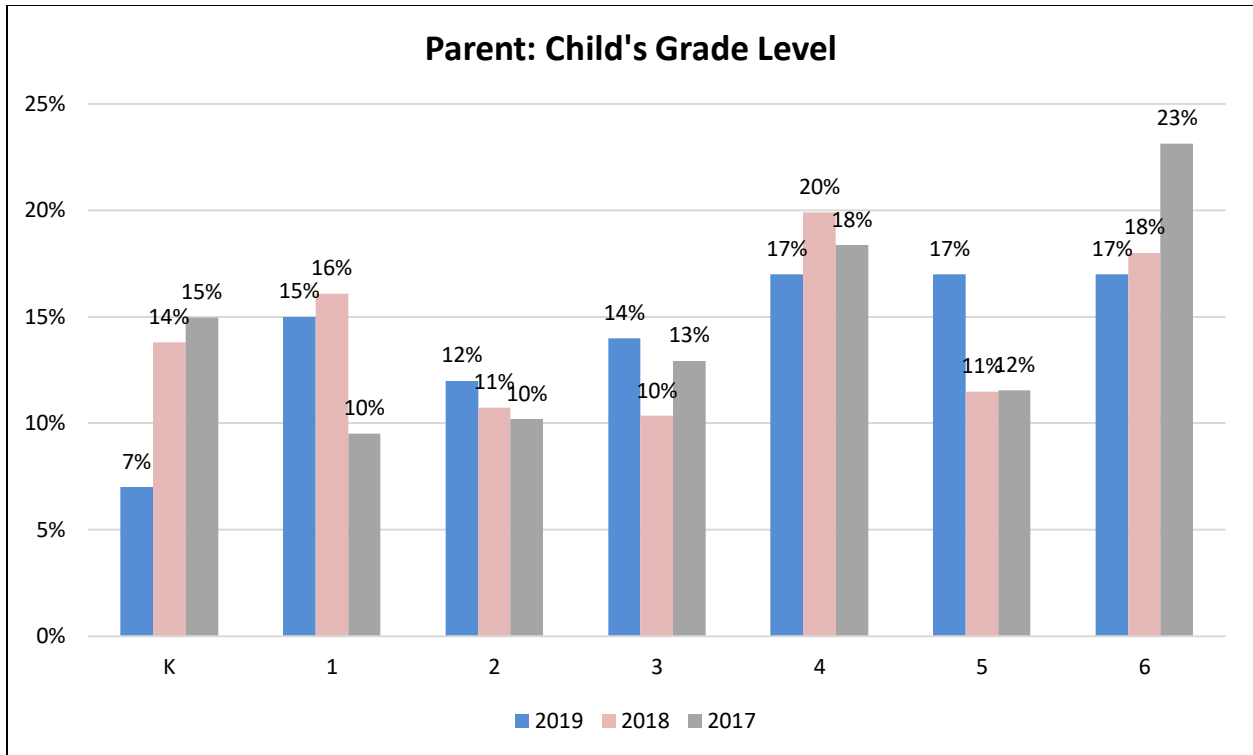
The majority of parents had at least a college diploma: 38% (61 parents) had a bachelor’s degree and 38% had a graduate degree or higher. Twenty percent of parents (32 responses) received some college education, 6% of parents had a high school diploma (10 responses).



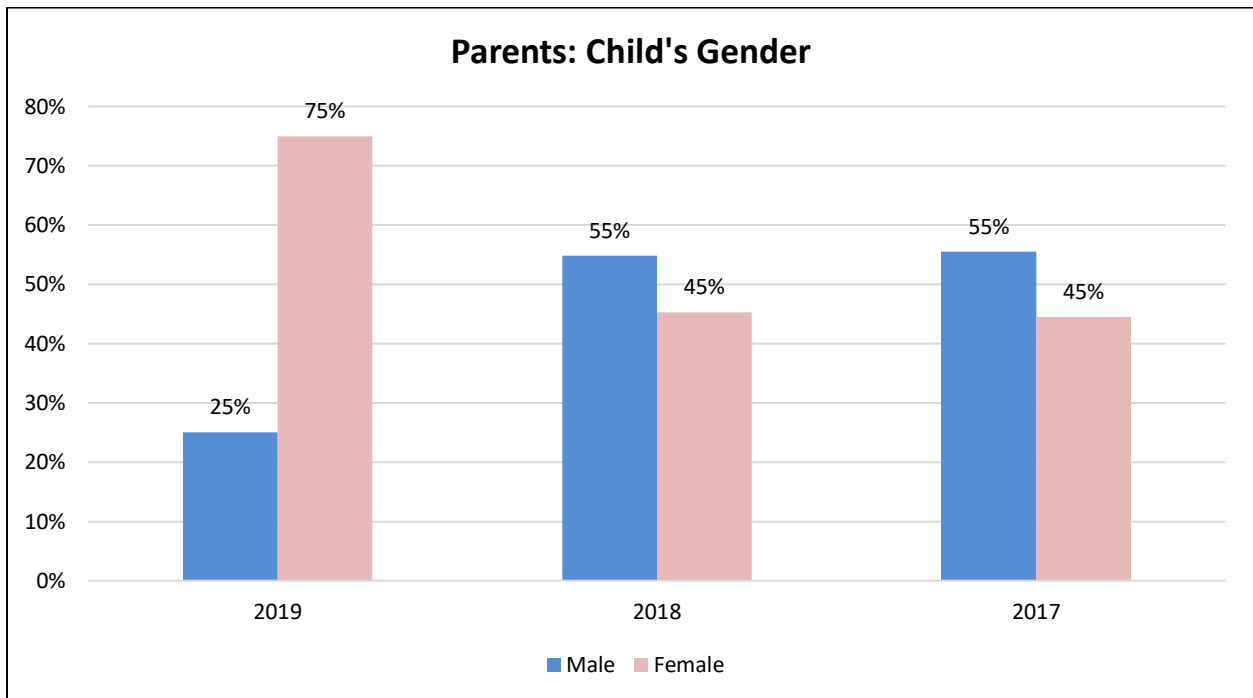
The vast majority of parents identified English as their primary home language (96% / 154 responses). Fourteen parents also identified their home language as Spanish. Three families indicated they spoke another language not listed, including Hindi, Arabic, and American Sign Language.



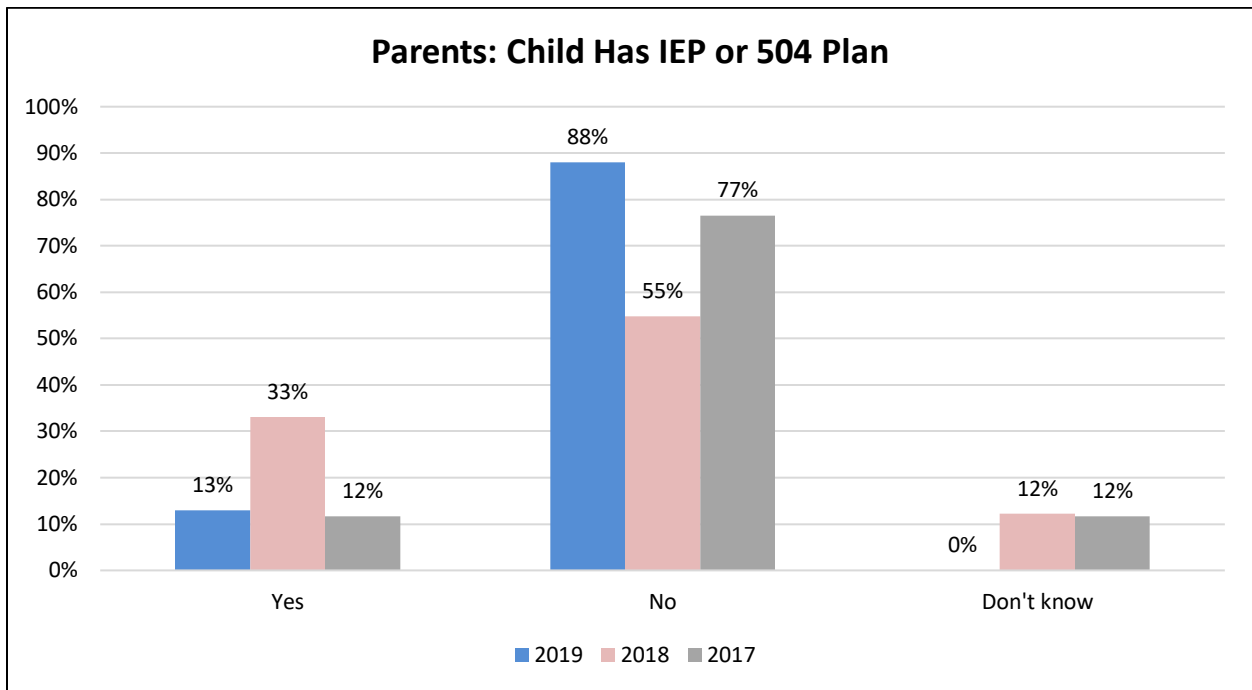
The majority of parents had one child who attended Delta (55% / 89 parents), followed by 39% of parents (63) who had two children at the school. Only eleven families had more than two children who attended the school.



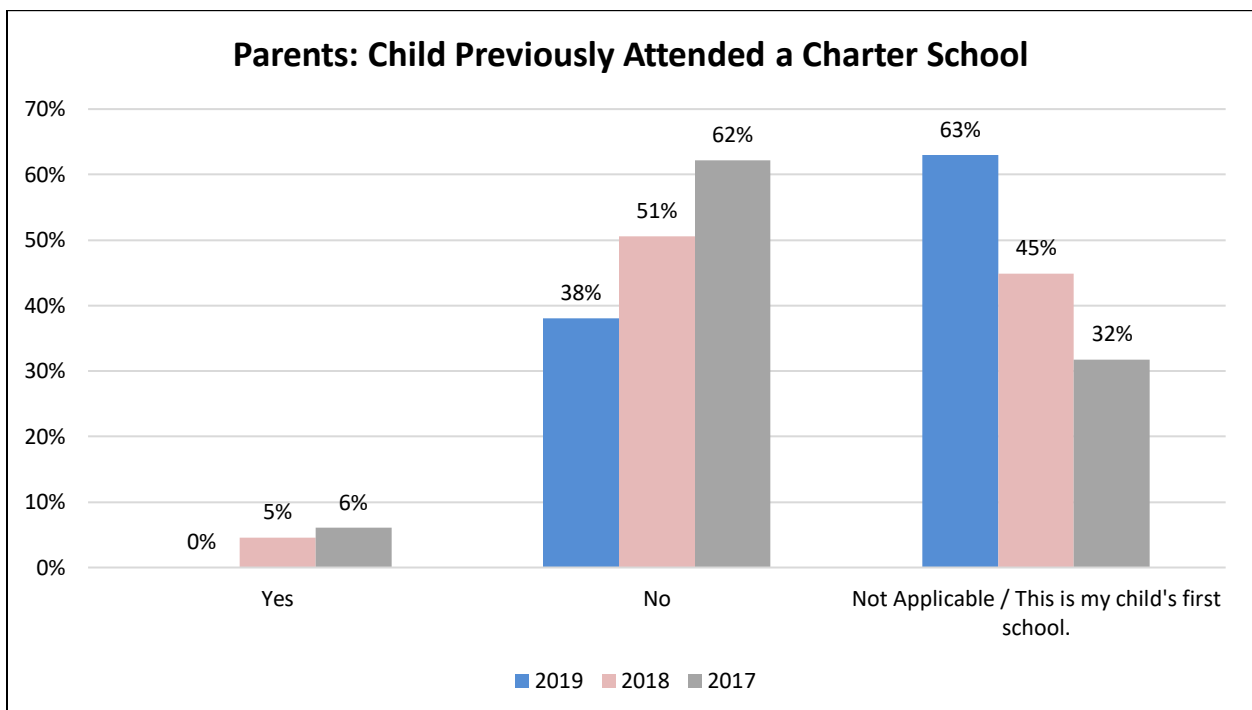
In 2019, the majority of parent respondents had children in fourth grade (17% / 11 parents), fifth (17% / 11 parents) and sixth grade (17% / 11 parents), and first grade (15% / 10 parents).



This year, seventy five percent of parents identified their child as female (6 responses). In 2018, the majority of parents identified their child's gender as male (55% / 143 parents).

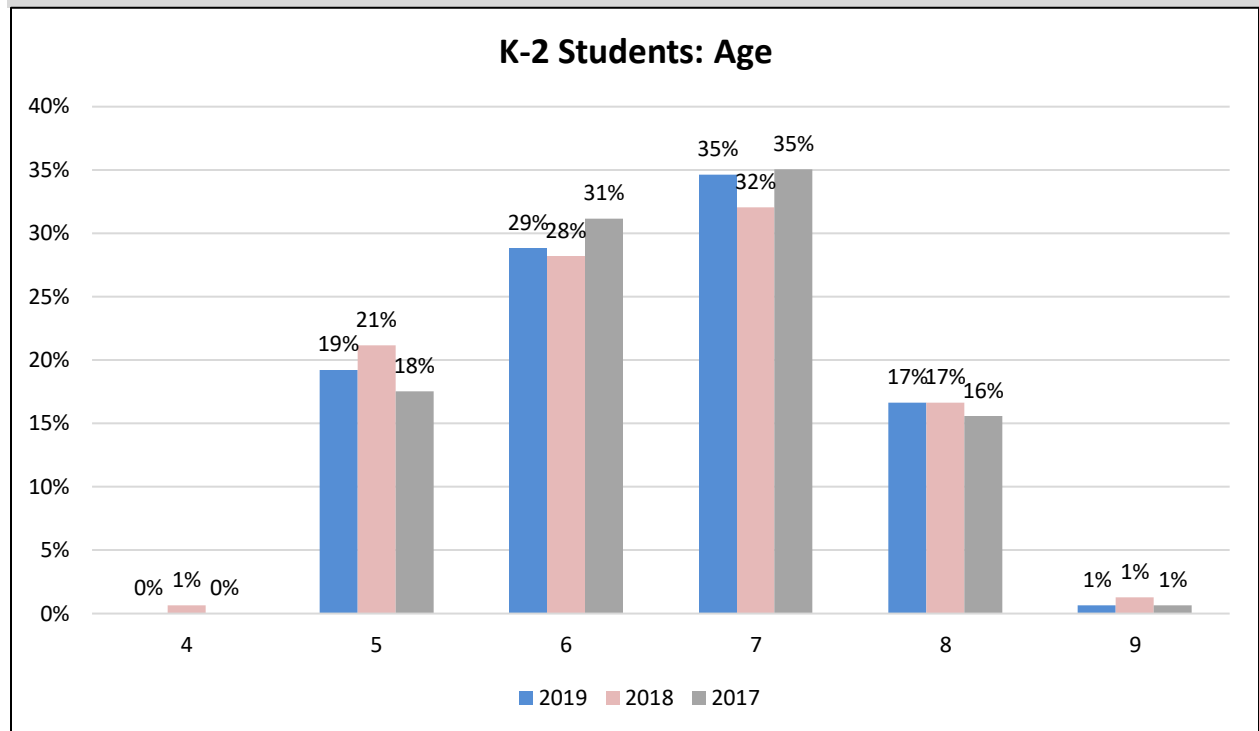


A majority of parents shared that their child did not have an IEP or 504 Plan (88% / 7 responses).

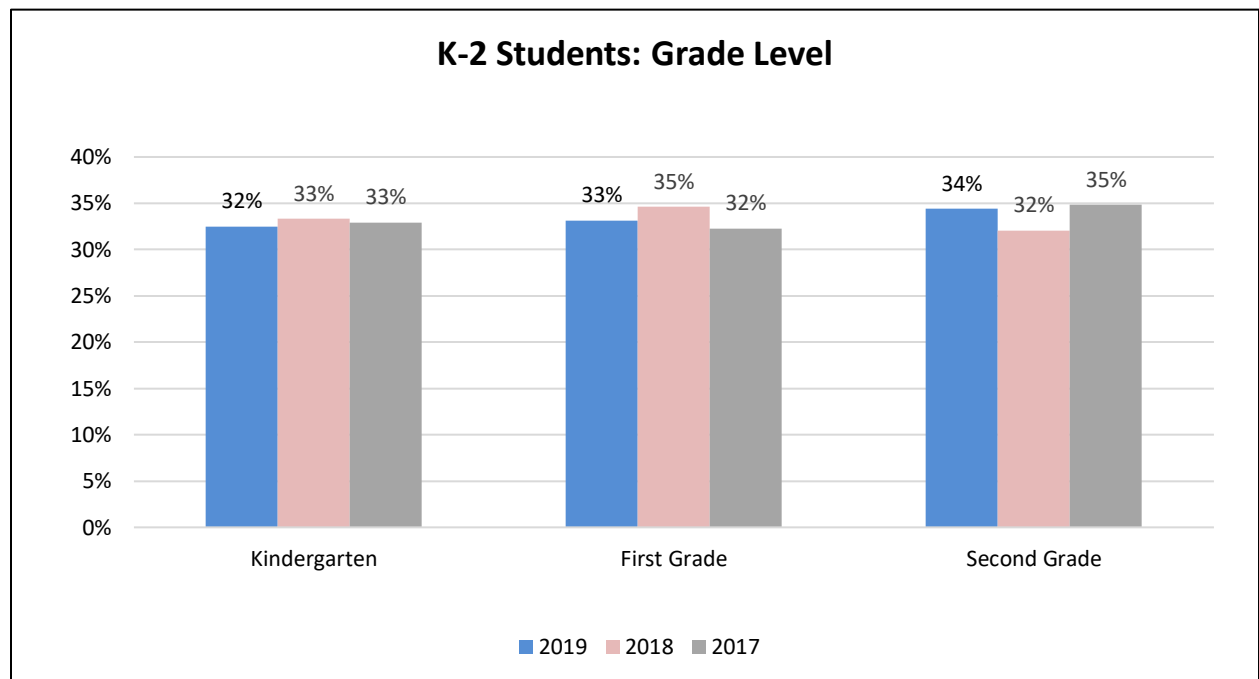


In 2019, thirty eight percent of parents shared that DECS was the first charter school their child attended (3 responses). Sixty three percent of parents (5 responses) said that the question was not applicable to them/that this was their child's first school.

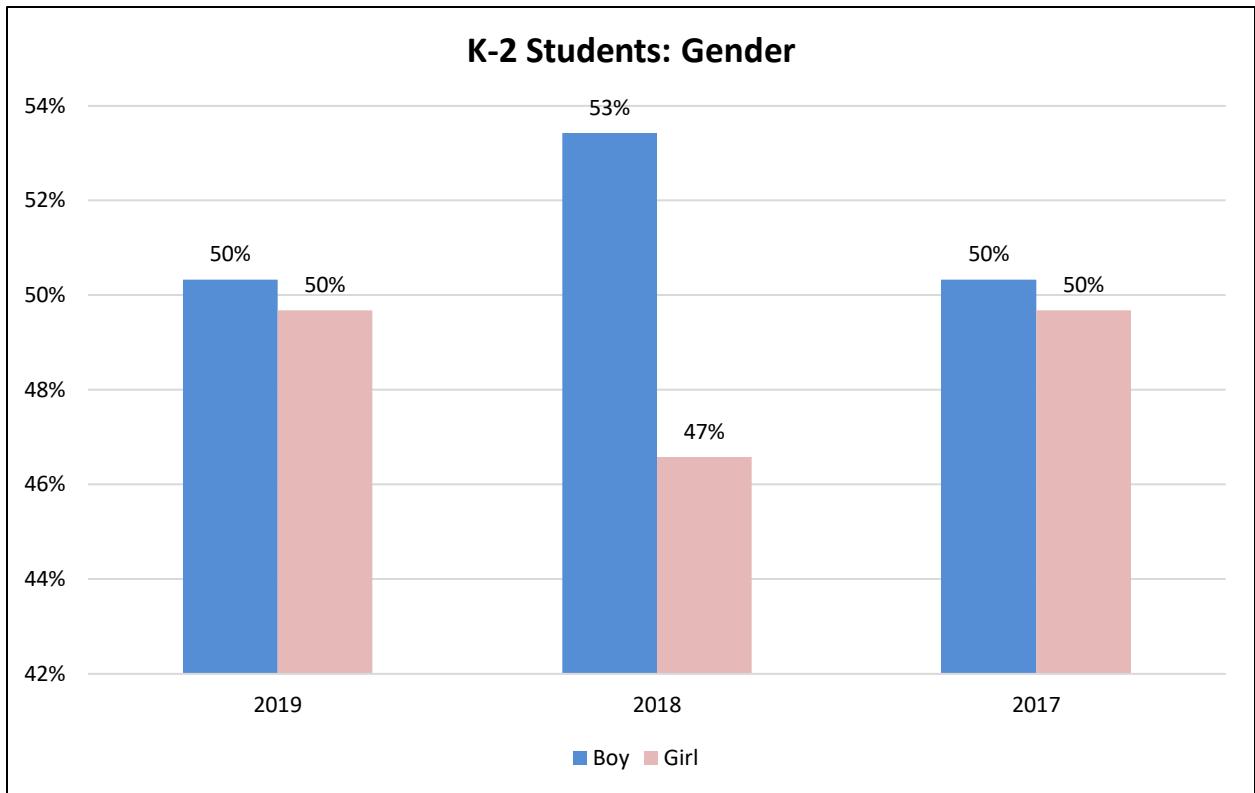
Students: K-2



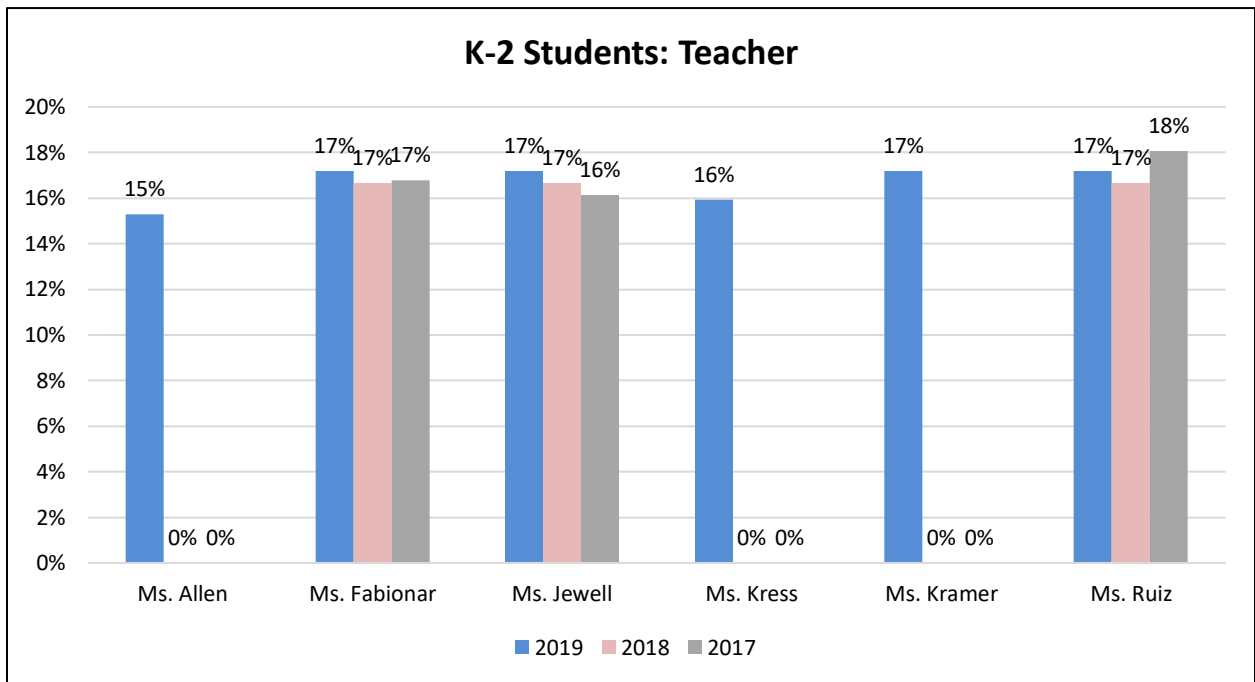
Among student respondents, the most represented age group were seven-year-olds (35% / 54 responses). The least represented group were nine-year-olds (1% / 1 response).



Student respondents were split nearly evenly across the three grades with 32% of students attending kindergarten (51 responses), 33% attending first grade (52 responses), and 34% attending second grade (54 responses).

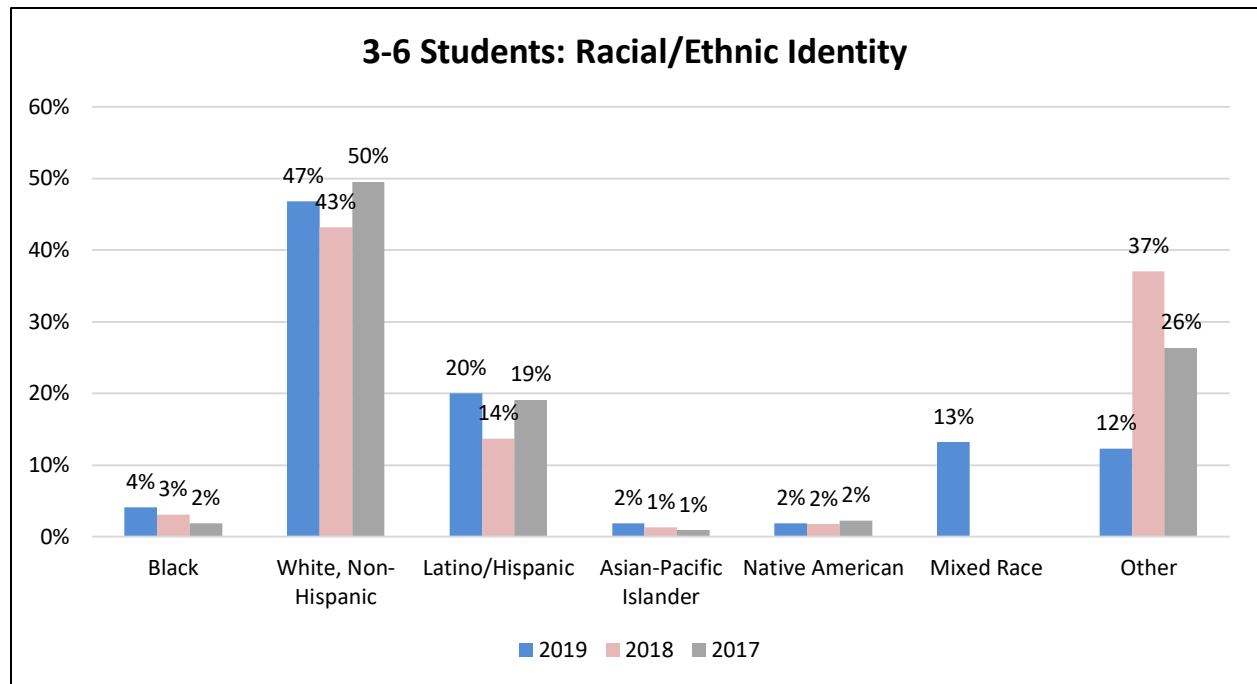


K-2 students' gender identities were split nearly even, with 50% of respondents identifying as male (78 responses), and 50% identifying as female (77 responses).

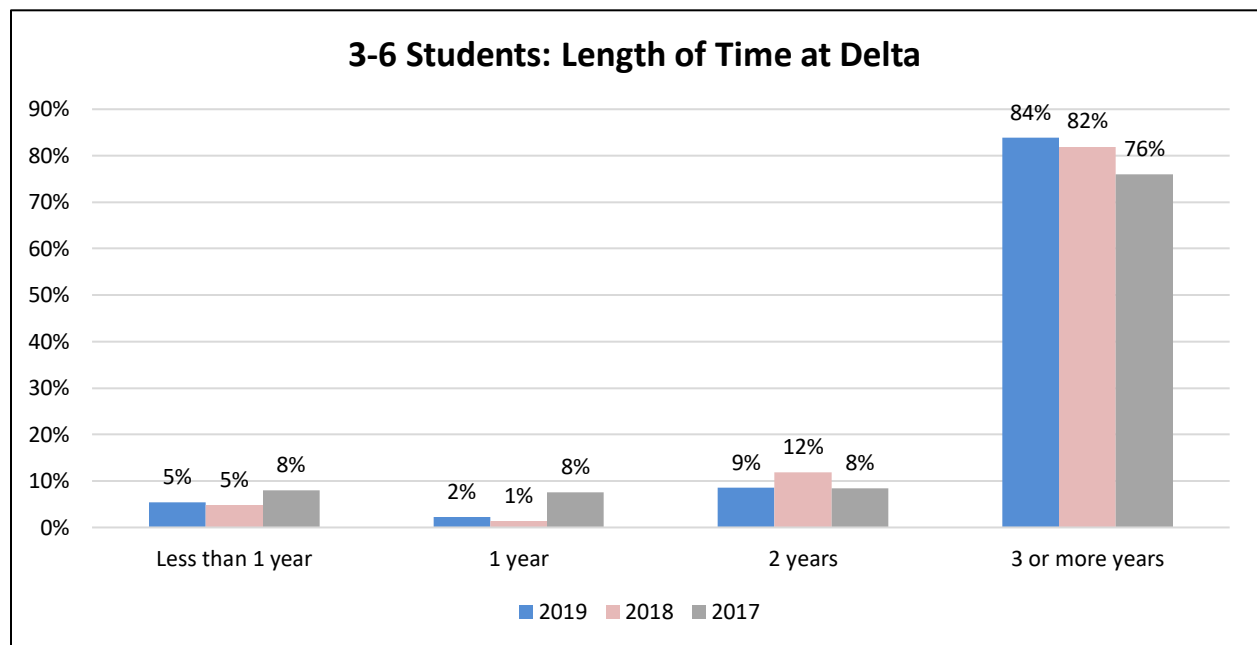


The teacher whose class was most strongly represented in the total number of student respondents was Ms. Fabionar, Ms. Jewell, Ms. Kramer, and Ms. Ruiz (all: 17% / 27 respondents). Twenty-five students from Ms. Kress (17%) and twenty-four students from Ms. Allen (15%) responded to the survey.

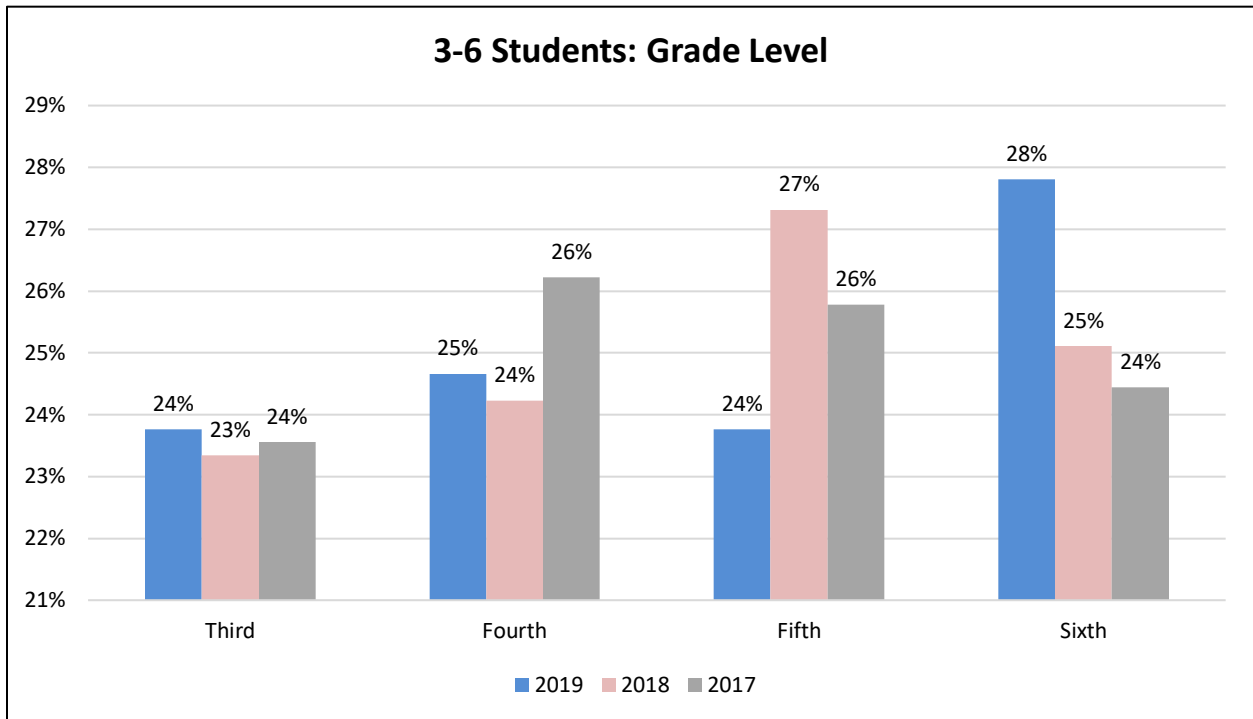
Students: G3-6



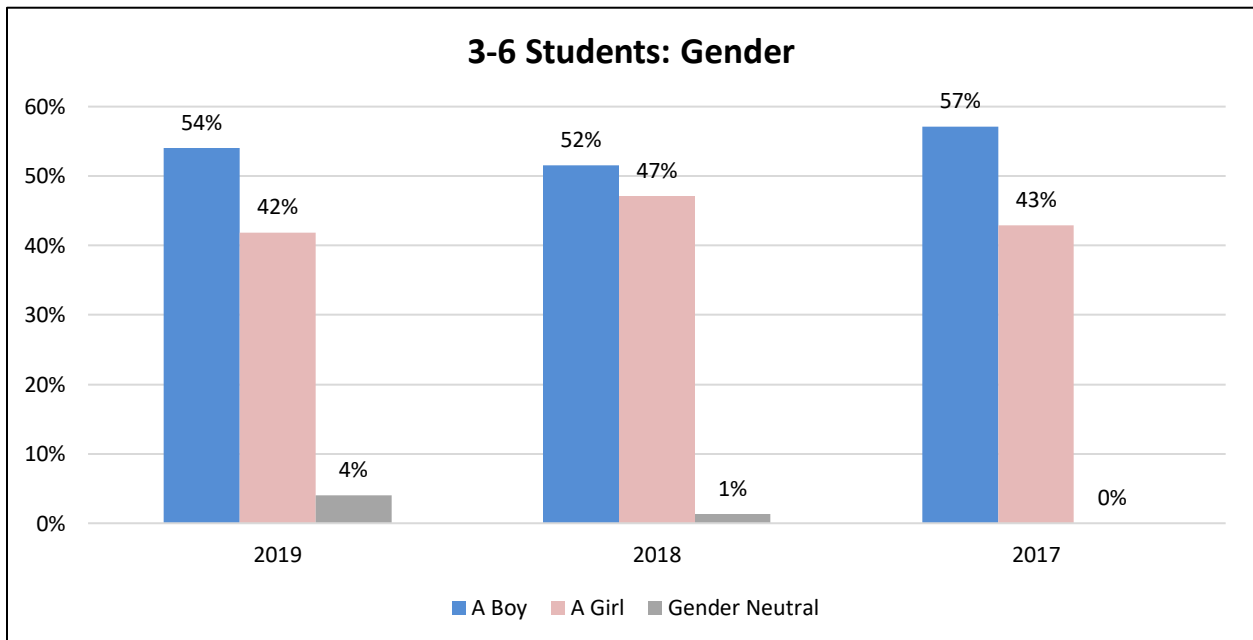
Forty-seven percent of student respondents in grades three to six identified as White (103 responses). The group second most represented in the sample identified as Latino/Hispanic (20% / 34 responses). The third most identified group was Mixed Race students (13% / 31 responses).



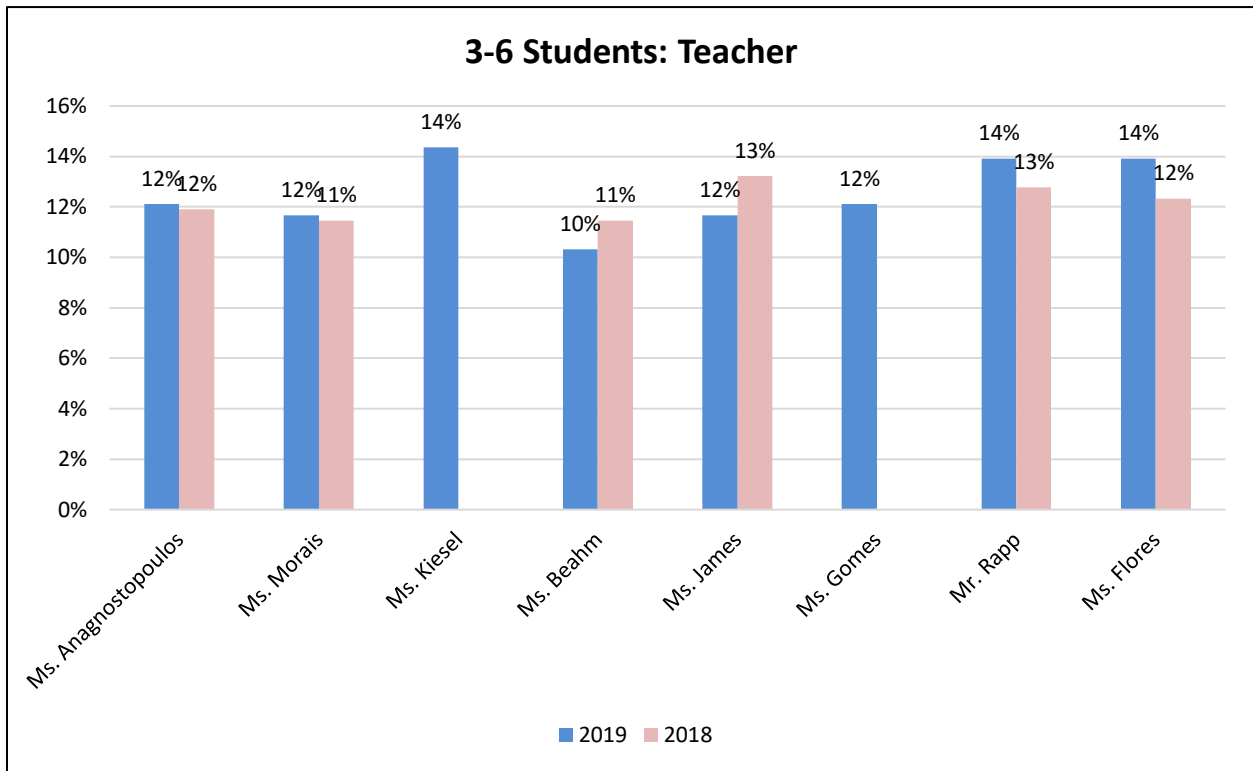
Over 80% of students in grades three through six had attended Delta Elementary Charter School for three or more years (84% / 187 responses).



Respondents' grades were distributed nearly equally across the four grades. Twenty-four percent of students were in third grade (53 responses), 25% were in fourth grade (55 responses), 24% were in fifth grade (53 responses), and 28% were in sixth grade (62 responses).



The majority of student respondents identified as male (54% / 120 responses). Compared to 2018, the number of students identifying as gender neutral increased by 3% (9 responses).



Teachers were roughly equally represented amongst respondents in the survey.