

CALIFORNIA SCHOOL PARENT SURVEY



Statewide Results 2021-2023 Main Report

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results, presented in tables organized by topic, for questions from the 2021-22 and 2022-23 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. The 2021-23 CSPS also asks about concerns about their children as a result of the pandemic. More information about the survey is available on the CalSCHLS website (calschls.org).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (CalSCHLS) System*. CalSCHLS is the largest, most comprehensive state effort in the nation to assess students, staff, and parents on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see calschls.org) to guide school improvement efforts.

THE IMPORTANCE OF PARENT INVOLVEMENT

Parent involvement in the school and their own child’s education is one of the important characteristics of a positive school climate and quality education. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful—all variables assessed by the CSPS.

Involving family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement at school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children’s learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves three primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child’s education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. Third, the CSPS assesses students' readiness to continue to learn from home. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children’s education;
- Student risk behaviors (how much of a problem at the school);
- Experiences and perceptions about students not being able to attend school in person; and
- Feedback on district's remote learning program.

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

SURVEY ADMINISTRATION AND SAMPLING

Surveys are administered using detailed instructions provided by CalSCHLS Regional Centers. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents, districts can administer the survey using an online format, paper forms, or a mix of the two.

Parent participation is completely voluntary, anonymous, and confidential. The survey’s target sample (those asked to take the survey) are generally all parents and guardians of students in all the schools, regardless of grade. Minimally, the survey’s target sample should include the parents who have children in the grades in which students completed the CHKS. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty of accurately identifying the number of parents at any given school that could have completed the survey, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question’s response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

The CHKS and CalSCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data, *What Works Briefs* that provide guidance on strategies to implement, and access to the *California Safe and Supportive Schools Newsletter*, which provides announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following next steps will help in fostering effective use of the results to support school and program improvement efforts.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual parent survey reports for each school.

Request Disaggregated Report or Analyses

The staff of the CalSCHLS Regional Centers can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Staff Survey. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website (calschls.org/resources/#resources_and_tools). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓‡		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓‡		✓†		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓‡		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓‡		✓†		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓‡		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓‡		✓	✓
Relationships among staff				✓	
Relationships among students		✓‡	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓‡		✓	✓
Teacher and other supports for learning	✓†	✓‡		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓†	✓‡		✓	✓
Discipline and order (policies, enforcement)	✓†	✓‡		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓†	✓‡		✓	✓
Staff supports				✓	

Notes: †Elementary student survey.

‡Secondary student survey.

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	316	269	174	182	93
Number of schools	2,479	1,534	386	458	101
Number of respondents	295,976	170,561	49,945	74,121	1,349

Notes: ^ANT includes continuation high schools. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	289,880	166,899	49,630	72,083	1,268
Remote model only	6,082	3,654	314	2,033	81

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of Parental Involvement, School Climate, and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	36	44	26	25	47	A6.1
Parental involvement in school [§]	46	48	41	44	24	A6.3
School encourages me to be an active partner [†]	37	44	27	26	44	A6.1
School actively seeks the input of parents [†]	28	34	21	20	41	A6.1
Parents feel welcome to participate at this school [†]	34	44	22	21	39	A6.1
School Supports for Students						
Student learning environment [†]	36	43	27	27	49	A7.1
School is a safe place for my child [†]	39	47	28	28	50	A7.1
School motivates students to learn [†]	37	45	27	25	51	A7.1
School has adults who really care about students [†]	40	48	29	28	53	A7.1
Opportunities for meaningful student participation [†]	36	42	27	29	50	A7.1
Communication with parents about school [#]	45	52	35	35	50	A6.2
Teachers responsive to child's social and emotional needs ^Γ	80	89	71	67	81	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	70	74	65	64	77	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	35	42	27	25	48	A7.1
School treats all students with respect [†]	43	51	33	33	60	A7.1
School promotes respect of cultural beliefs/practices [†]	37	44	29	29	45	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	24	10	33	50	34	A8.1
Student alcohol and drug use ^{‡ψ}	11	8	10	18	16	A8.1
Student vaping or e-cigarette use ^{‡ψ}	14	8	14	26	19	A8.1
School disorder ^{¶ψ}	28	21	38	37	24	A8.2
Harassment or bullying of students ^{‡ψ}	15	12	20	16	12	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	35	42	26	25	48	A9.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Average percent of respondents reporting "Strongly agree."

[§]Average percent of respondents reporting "Yes."

^ψIn-School only.

[#]Average percent of respondents reporting "Strongly agree" or "Very well."

^ΓAverage percent of respondents reporting "Agree" or "Strongly agree."

[¶]Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."

[‡]Percent of respondents reporting "Large problem."

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation High

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	98	97	99	97	94
Remote Learning Model	2	3	1	3	6

Question A.1: Which of the following best describes your child's school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "My child participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	97	98	98	97	91
Foster parent of the child enrolled at this school	0	0	0	0	1
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	2	2	2	2	5
Not applicable, not sure, or decline to answer	0	0	0	0	2

Question A.2: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	1	1	1	1	2
Asian or Asian American	12	13	12	10	2
Black or African American (Not Hispanic or Latinx)	3	3	3	3	5
Filipino	3	3	3	3	1
Hispanic or Latinx	35	38	31	31	52
Native Hawaiian or Pacific Islander	1	1	1	1	1
White (Not Hispanic/Latinx)	30	26	33	35	24
Two or more races/ethnicities	10	10	10	9	9
Not applicable, not sure, or decline to answer	7	6	7	8	4

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4
Grade Level

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	2	4	0	0	0
Kindergarten	7	11	0	0	0
1st grade	7	13	0	0	0
2nd grade	8	13	0	0	0
3rd grade	8	14	0	0	0
4th grade	9	15	0	0	0
5th grade	9	16	1	0	0
6th grade	8	6	23	0	0
7th grade	9	3	39	1	0
8th grade	7	2	34	1	0
9th grade	7	0	1	27	3
10th grade	7	0	1	25	7
11th grade	7	0	0	26	42
12th grade	5	0	0	19	43
Other	0	0	0	0	2
Ungraded	0	0	0	0	0

Question A.5: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.5***Special Program Participation***

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	14	14	13	13	25
English Language Development (for children learning English)	8	11	6	4	7
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	13	4	20	28	2
Not applicable, not sure, or decline to answer	66	72	63	57	68

Question A.3: Is your child in any of these programs? (Mark all that apply.)

Notes: Cells are empty if there are less than 5 respondents.

Total percentages may exceed 100% for “mark all that apply” items.

Table A3.6***Afterschool Program Participation (In-School Only)***

	All %	ES %	MS %	HS %	NT %
No	78	73	82	84	90
Yes - 1 day a week	3	3	4	3	2
Yes - 2 days a week	3	3	4	3	2
Yes - 3 days a week	2	2	2	2	1
Yes - 4 days a week	2	1	2	2	1
Yes - 5 days a week	13	17	7	7	3

Question A.6: Does one or more of your children participate in this school’s afterschool program? (Respond for your child that most frequently participates in the afterschool program.)

Note: Cells are empty if there are less than 5 respondents.

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %	ES %	MS %	HS %	NT %
Number of weekdays my child participated in school from home					
0 days	6	5	17	7	21
1 day	2	1	1	3	5
2 days	2	1	4	5	5
3 days	5	3	6	8	8
4 days	9	6	7	14	12
5 days	73	81	57	59	38
Not sure	3	2	9	4	12

Question A.56: Last week, how many weekdays did your child participate in school from home?

Notes: Cells are empty if there are less than 5 respondents.

^{||}*Last week.*

Table A4.2

Perceptions of Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Our school/district has done a good job keeping me informed about remote learning.					
Strongly agree	47	51	29	41	30
Agree	34	33	35	37	44
Disagree	8	6	16	9	10
Strongly disagree	4	3	10	5	8
Not sure/NA	7	6	9	8	8

Question A.64: As you answer these questions, please think about you and your child's experience right now...

Our school/district has done a good job keeping me informed about remote learning.

Note: Cells are empty if there are less than 5 respondents.

Table A4.3**Rating of School Remote Learning Program (Remote Only)**

	All %	ES %	MS %	HS %	NT %
0 - Extremely unsuccessful	3	2	6	4	2
1	1	1	2	1	0
2	2	1	2	2	7
3	2	2	7	2	8
4	2	2	3	2	5
5	6	5	12	7	8
6	4	4	7	5	4
7	8	7	7	8	16
8	17	17	14	16	13
9	15	15	10	15	12
10 - Extremely successful	40	44	30	36	25

Question A.65: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2022-23 school year?

Note: Cells are empty if there are less than 5 respondents.

Table A4.4**Opportunities for Student Connection (Remote Only)**

	All %	ES %	MS %	HS %	NT %
My child has opportunities to connect and interact with classmates during remote learning.					
Strongly agree	39	44	21	31	25
Agree	31	32	30	30	29
Disagree	10	8	16	14	10
Strongly disagree	5	4	11	5	3
Not sure/NA	15	12	22	20	33

Question A.60: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child has opportunities to connect and interact with classmates during remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. Student Motivation and Optimism

Table A5.1

Student is Motivated to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	48	34	31	41
Agree	43	40	47	46	41
Disagree	10	8	12	14	8
Strongly disagree	3	2	5	5	4
Not sure/NA	3	2	3	3	6

Question A.61: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is motivated to complete the schoolwork she/he is assigned.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	52	36	33	41
Agree	43	39	49	49	42
Disagree	6	4	7	10	8
Strongly disagree	2	1	2	3	3
Not sure/NA	5	4	6	6	7

Question A.62: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child feels hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	36	44	26	25	47
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	41	49	31	28	52
Agree	45	42	50	49	38
Disagree	7	5	8	10	3
Strongly disagree	3	2	3	4	2
Don’t know/NA	5	2	7	8	5
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	37	44	27	26	44
Agree	48	45	52	52	42
Disagree	8	5	11	11	4
Strongly disagree	2	1	3	3	1
Don’t know/NA	5	4	7	7	7
School actively seeks the input of parents before making important decisions.					
Strongly agree	28	34	21	20	41
Agree	42	41	42	42	38
Disagree	13	10	16	16	6
Strongly disagree	4	3	5	6	2
Don’t know/NA	13	11	17	15	13

Question A.18-20: This school... promptly responds to my phone calls, messages, or e-mails... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A6.1***Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	34	44	22	21	39
Agree	45	42	48	49	42
Disagree	10	7	14	14	4
Strongly disagree	3	2	4	4	2
Don't know/NA	8	5	12	12	13
School staff treat parents with respect.					
Strongly agree	42	50	32	29	54
Agree	49	44	56	57	39
Disagree	4	3	4	5	2
Strongly disagree	2	1	2	2	1
Don't know/NA	4	2	6	7	4
School staff take parent concerns seriously.					
Strongly agree	36	43	27	24	51
Agree	44	42	48	47	38
Disagree	8	6	9	11	3
Strongly disagree	3	2	4	4	1
Don't know/NA	9	6	13	14	7

Question A.30-32: How strongly do you agree or disagree with the following statements about this school?... Parents feel welcome to participate at this school... School staff treat parents with respect... School staff take parent concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2**Communication with Parents about School Questions**

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	45	52	35	35	50
School keeps me well-informed about school activities.					
Strongly agree	47	52	39	39	51
Agree	44	41	49	49	40
Disagree	6	5	8	8	5
Strongly disagree	2	1	2	3	2
Don’t know/NA	1	1	1	1	2
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	35	46	23	19	36
Agree	46	43	50	49	41
Disagree	13	7	19	21	12
Strongly disagree	3	2	5	6	4
Don’t know/NA	3	2	4	5	8
Letting you know how your child is doing in school between report cards.					
Very well	57	61	52	50	61
Just okay	29	28	31	30	27
Not very well	8	6	10	11	5
Does not do it at all	5	3	6	8	3
Don’t know/NA	2	1	1	2	3

Question A.10, 29, 51: How strongly do you agree or disagree with the following statements about this school?... This school keeps me well-informed about school activities... Teachers communicate with parents about what students are expected to learn in class... How well has this child’s school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2**Communication with Parents about School Questions – Continued**

	All %	ES %	MS %	HS %	NT %
Providing information about why your child is placed in particular groups or classes.					
Very well	39	45	28	30	51
Just okay	25	24	26	25	24
Not very well	11	9	14	13	6
Does not do it at all	10	7	16	14	5
Don't know/NA	15	14	16	17	14
Providing information on your expected role at your child's school.					
Very well	46	54	34	34	53
Just okay	31	29	33	33	25
Not very well	9	7	13	13	6
Does not do it at all	6	4	10	9	5
Don't know/NA	8	7	10	10	12
Providing information about how to help your child with homework.^Ø					
Very well	49	55	31	46	36
Just okay	30	29	33	31	25
Not very well	10	8	17	12	13
Does not do it at all	6	4	13	6	17
Don't know/NA	5	4	7	5	9
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	32	31	21	39	51
Just okay	28	23	23	31	25
Not very well	14	11	15	14	8
Does not do it at all	12	13	20	7	5
Don't know/NA	14	22	21	8	11

Question A. 52-55: How well has this child's school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... Providing information about why your child is placed in particular groups or classes... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school. [MIDDLE/HIGH SCHOOL ONLY]

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation High

Table A6.3***Parental Involvement in School Questions***

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
<i>Average reporting “Yes”</i>	46	48	41	44	24
Attended a school or class event					
No	47	50	52	37	76
Yes	53	50	48	63	24
Attended a general school meeting					
No	27	25	27	31	53
Yes	73	75	73	69	47
Participated in a meeting of the parent-teacher organization or association					
No	62	56	70	69	71
Yes	38	44	30	31	29
Participated in fundraising for the school					
No	48	43	56	53	88
Yes	52	57	44	47	12
Served on a school committee					
No	88	87	92	89	93
Yes	12	13	8	11	7
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø					
No	73	69	82	80	84
Yes	27	31	18	20	16

Question A.43-46, 48, 49: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child’s classroom or elsewhere in the school. [ELEMENTARY/MIDDLE ONLY] ... Attended a general school meeting, for example, an open house, or a back-to-school night... Participated in a meeting of the parent-teacher organization or association... Participated in fundraising for the school... Served on a school committee.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Table A6.3***Parental Involvement in School Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child’s teacher.^ø					
No	24	14	54	39	49
Yes	76	86	46	61	51
Met with a school counselor in person or remotely.^ø					
No	71	79	70	53	39
Yes	29	21	30	47	61

Question A.47, 50: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Participated in a regularly scheduled parent-teacher conference with the child’s teacher. [ELEMENTARY/MIDDLE ONLY]... Met with a school counselor in person or remotely.

Notes: Cells are empty if there are less than 5 respondents.

^øItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	36	43	27	27	49
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	41	47	33	33	59
Agree	47	45	52	50	35
Disagree	5	4	7	7	2
Strongly disagree	2	1	2	3	1
Don’t know/NA	5	3	6	6	3
treats all students with respect.					
Strongly agree	43	51	33	33	60
Agree	46	42	52	51	34
Disagree	5	3	7	8	1
Strongly disagree	2	1	2	2	1
Don’t know/NA	4	3	6	6	3
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	36	42	27	29	50
Agree	45	43	47	48	36
Disagree	6	5	8	7	3
Strongly disagree	1	1	2	2	1
Don’t know/NA	11	9	16	14	11
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	31	35	26	26	49
Agree	38	36	40	41	35
Disagree	8	7	9	11	4
Strongly disagree	3	2	3	4	2
Don’t know/NA	20	21	22	18	9

Question A.7-9, 11: This school... promotes academic success for all students... treats all students with respect... gives all students opportunities to “make a difference” by helping other people, the school, or the community... provides quality counseling or other ways to help students with social or emotional needs.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation High

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a supportive and inviting place for students to learn.					
Strongly agree	39	47	30	28	55
Agree	49	46	54	54	37
Disagree	6	3	8	9	3
Strongly disagree	2	1	3	3	1
Don't know/NA	4	2	5	6	5
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	37	44	29	29	45
Agree	44	42	47	47	39
Disagree	5	4	6	7	2
Strongly disagree	2	1	2	2	1
Don't know/NA	12	10	15	15	12
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	29	34	21	20	34
Agree	39	39	40	39	35
Disagree	9	8	11	11	4
Strongly disagree	2	2	3	3	2
Don't know/NA	20	16	25	26	24
enforces school rules equally for my child and all students.					
Strongly agree	35	42	27	25	48
Agree	45	43	47	46	39
Disagree	7	5	9	9	3
Strongly disagree	3	2	4	4	2
Don't know/NA	10	8	13	15	9

Question A.12-15: This school... is a supportive and inviting place for students to learn... communicates the importance of respecting different cultural beliefs and practices... provides instructional materials that reflect my child's culture, ethnicity, and identity... enforces school rules equally for my child and all students.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has quality programs for my child’s talents, gifts, or special needs.					
Strongly agree	28	30	23	25	38
Agree	41	38	45	47	35
Disagree	10	10	12	9	5
Strongly disagree	3	3	4	3	1
Don’t know/NA	18	19	18	15	21
is a safe place for my child.					
Strongly agree	39	47	28	28	50
Agree	51	47	55	56	42
Disagree	6	3	9	8	2
Strongly disagree	2	1	3	3	2
Don’t know/NA	3	2	4	5	5
provides high quality instruction to my child.					
Strongly agree	35	42	26	25	45
Agree	51	48	56	55	43
Disagree	7	5	10	11	4
Strongly disagree	2	1	3	3	1
Don’t know/NA	5	4	6	6	7
motivates students to learn.					
Strongly agree	37	45	27	25	51
Agree	49	47	54	52	40
Disagree	7	4	10	12	4
Strongly disagree	2	1	3	3	1
Don’t know/NA	5	3	7	8	5

Question A.16, 17, 22, 23: This school... has quality programs for my child’s talents, gifts, or special needs... is a safe place for my child.... provides high quality instruction to my child... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	41	51	30	28	52
Agree	42	39	47	47	35
Disagree	7	4	9	11	3
Strongly disagree	2	1	3	3	1
Don't know/NA	8	5	11	11	8
has adults who really care about students.					
Strongly agree	40	48	29	28	53
Agree	47	43	52	51	38
Disagree	4	3	5	6	2
Strongly disagree	1	1	2	2	1
Don't know/NA	8	5	11	12	7
has high expectations for all students.					
Strongly agree	35	41	27	26	46
Agree	47	45	49	48	43
Disagree	7	5	9	10	3
Strongly disagree	2	1	2	3	1
Don't know/NA	10	8	12	12	7
encourages students to care about how others feel.					
Strongly agree	36	44	25	23	43
Agree	46	44	49	47	38
Disagree	5	3	7	8	2
Strongly disagree	2	1	3	2	0
Don't know/NA	12	7	16	20	16

Question A.24-27: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2***Social and Emotional Supports***

	All %	ES %	MS %	HS %	NT %
My child’s teachers are responsive to my child’s social and emotional needs.					
Strongly agree	40	53	25	22	47
Agree	40	36	47	45	34
Disagree	7	4	10	11	5
Strongly disagree	2	2	3	4	2
Not sure/NA	10	5	15	18	13
Support staff are available to my child if he/she needs them.					
Strongly agree	36	41	30	29	52
Agree	38	33	45	46	36
Disagree	5	4	5	6	2
Strongly disagree	2	2	2	3	1
Not sure/NA	19	21	19	16	9
Our school provides parents with advice and resources to support my child’s social and emotional needs.					
Strongly agree	32	39	23	22	41
Agree	38	36	41	42	37
Disagree	9	8	11	11	6
Strongly disagree	3	3	4	4	2
Not sure/NA	18	16	20	20	15

Question A.57, 58, 63: As you answer these questions, please think about you and your child’s experience right now. How strongly do you agree or disagree with the following statements?... My child’s teachers are responsive to my child’s social and emotional needs... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them... Our school provides parents with advice and resources to support my child’s social and emotional needs.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3***Instructional Supports***

	All %	ES %	MS %	HS %	NT %
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	40	51	28	25	48
Agree	45	39	53	52	39
Disagree	7	4	10	12	3
Strongly disagree	2	1	3	4	1
Not sure/NA	6	4	7	7	8

Question A.59: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is receiving adequate instruction from teachers to support assigned work.

Note: Cells are empty if there are less than 5 respondents.

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	24	10	33	50	34
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	46	64	29	16	29
Small problem	6	2	11	12	8
Somewhat a problem	7	1	10	17	9
Large problem	11	7	11	18	15
Don't know/NA	31	25	39	37	38
student vaping or e-cigarette use?					
Not a problem	44	64	26	12	26
Small problem	6	2	12	11	9
Somewhat a problem	8	1	12	19	10
Large problem	14	8	14	26	19
Don't know/NA	29	25	36	32	36
student alcohol and drug use?					
Not a problem	46	66	30	14	29
Small problem	5	1	9	11	8
Somewhat a problem	6	1	8	18	8
Large problem	11	8	10	18	16
Don't know/NA	31	25	43	39	39

Question A.33-35: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student vaping or e-cigarette use?... student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2
School Disorder Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	28	21	38	37	24
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	25	32	15	15	36
Small problem	20	22	21	18	10
Somewhat a problem	16	13	22	20	8
Large problem	15	12	20	16	12
Don't know/NA	24	21	22	31	34
physical fights?					
Not a problem	36	47	19	21	38
Small problem	15	12	21	18	11
Somewhat a problem	10	6	18	16	7
Large problem	12	9	19	15	12
Don't know/NA	27	26	23	30	33
racial/ethnic conflict among students?					
Not a problem	41	52	28	25	43
Small problem	10	7	13	14	6
Somewhat a problem	7	3	10	11	4
Large problem	9	8	11	10	11
Don't know/NA	34	30	38	40	37
students not respecting staff?					
Not a problem	37	49	23	21	35
Small problem	13	10	17	16	12
Somewhat a problem	9	5	14	14	7
Large problem	10	9	14	13	13
Don't know/NA	31	28	33	36	34

Question A.36-39: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?... racial/ethnic conflict among students?... students not respecting staff?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Disorder Scale Questions – Continued (In-School Only)

	All %	ES %	MS %	HS %	NT %
<i>Based on your experience, how much of a problem at this school is...</i>					
gang-related activity?					
Not a problem	53	66	39	33	40
Small problem	4	1	6	8	6
Somewhat a problem	3	1	4	6	5
Large problem	8	7	8	9	12
Don't know/NA	33	25	43	44	37
weapons possession?					
Not a problem	54	67	42	35	44
Small problem	3	1	5	7	2
Somewhat a problem	2	0	3	4	2
Large problem	8	8	8	7	11
Don't know/NA	33	24	43	47	40
vandalism (including graffiti)?					
Not a problem	46	61	28	24	42
Small problem	10	6	15	16	6
Somewhat a problem	6	2	10	12	4
Large problem	9	7	10	10	10
Don't know/NA	29	24	36	38	38

Question A.40-42: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A8.3***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	4	4	4	5	5
Yes	78	78	82	77	78
Don't know	17	18	14	18	18

Question A.28: Does this school ban tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

9. Facilities

Table A9.1

School Has Clean and Well-Maintained Facilities and Properties (In-School Only)

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	42	26	25	48
Agree	48	45	52	52	40
Disagree	7	5	8	10	2
Strongly disagree	2	2	3	4	1
Don't know/NA	8	6	11	10	9

Question A.21: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school has clean and well-maintained facilities and properties.

Note: Cells are empty if there are less than 5 respondents.