CALIFORNIA SCHOOL PARENT SURVEY

Tennyson High

2019-2020

Main Report

Recommended citation:

Tennyson High School. *California School Parent Survey, 2019-2020: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 10 Jun 2020
CDS code: 01611920138339

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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 each question from the 2019-20 *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. More information about the survey is available on the CalSCHLS website (calschls.org).

THE CALSCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

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 effort in the nation to assess students, staff, and parents at the local level 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 and meet LCAP requirements and goals.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to meet the LCAP parent involvement priority, the CalSCHLS system, including the CSPS, is especially valuable for supporting LCAP efforts in other respects:

- Providing data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement;

- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups by enabling Local Education Agencies (LEAs) to determine how survey factors that affect achievement vary across population subgroups; and

- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf).

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 two 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 in a 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. 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; and
- Student risk behaviors (how much of a problem at the school).

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 surveys using paper forms, an on-line format, 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 (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

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 and the LCAP process.

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 Center 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.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results, obtaining their input into how the school might better meet the identified needs, and developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in

itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

To assist in this process, on request, CalSCHLS staff can conduct three workshops:

- A structured group *Student Listening Circle* in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;

- A *Family Forum*, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and

- A *Data Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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 (888.841.7536) 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 Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓‡		
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓‡		
Self-efficacy			✓		
Sleep duration	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓‡		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓‡		✓	✓
Family support			✓‡		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of 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.

ACKNOWLEDGMENTS

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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 (All Parents)

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	478

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	Table
Parental Involvement		
School allows input and welcomes parents' contributions[†]	27	A4.1
School encourages me to be an active partner with the school in educating my child[†]	22	A4.1
School actively seeks the input of parents before making important decisions[†]	23	A4.1
Parents feel welcome to participate at this school[†]	27	A4.1
School Supports for Students		
School promotes academic success for all students[†]	32	A5.1
School is a safe place for my child[†]	21	A6.4
School motivates students to learn[†]	27	A5.4
School has adults who really care about students[†]	24	A6.2
School provides opportunities for meaningful student participation[†]	33	A6.6
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally[†]	31	A9.2
School clearly communicates consequences of breaking rules[†]	39	A9.1
School treats all students with respect[†]	32	A7.1
School promotes respect of all cultural beliefs and practices[†]	30	A7.3
Substance Use and Bullying		
Student alcohol and drug use[‡]	45	A8.1
Student tobacco use[‡]	41	A8.1
Student vaping or e-cigarette use[‡]	44	A8.1
Harassment or bullying of students[‡]	41	A8.3
Facilities		
School has clean and well-maintained facilities/properties[†]	18	A10.1

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

[†]*Percent responding "Strongly Agree."*

[‡]*Percent responding "Large Problem."*

3. Parent and Student Characteristics

Table A3.1

Role at Home

	All %
Parent of the child at this school	93
Foster parent of the child at this school	1
Grandparent, other relative, and/or legal guardian of the child at this school	5
Not applicable, not sure, or decline to answer	0

Question A.1: I am a...
Note: Cells are empty if there are less than 5 respondents.

Table A3.2

Race/Ethnicity of Respondents

	All %
American Indian or Alaska Native	0
Asian or Asian American	4
Black or African American (Not Hispanic)	4
Filipino	7
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	3
White (Not Hispanic)	2
Two or more races/ethnicities	2
Not applicable, not sure, or decline to answer	2

Question A.4: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

Table A3.3

Free or Reduced Price Meals Eligibility

	All %
No	22
Yes	74
Not applicable, not sure, or decline to answer	4

Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

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

Table A3.4

Number of Years at This School

	All %
Less than one year	25
1 to 2 years	35
3 to 5 years	34
6 to 10 years	1
Over 10 years	4
Not applicable, not sure, or decline to answer	0

Question A.3: How many years has your child been at this school?

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

Table A3.5

Grade Level

	All %
Pre-/Transitional Kindergarten	0
Kindergarten	0
1st grade	1
2nd grade	1
3rd grade	1
4th grade	2
5th grade	0
6th grade	0
7th grade	1
8th grade	1
9th grade	28
10th grade	22
11th grade	22
12th grade	22
Other	0
Ungraded	0

Question A.6: In what grade is your child?

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

Table A3.6

Special Program Participation

	All %
Migrant Education Program	11
Special Education Program or has had an Individual Education Plan (IEP)	16
English Language Development (for children learning English)	22
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	7
Not applicable, not sure, or decline to answer	53

Question A.2: 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 A3.7

Afterschool Program Participation

	All %
No	74
Yes - 1 day a week	5
Yes - 2 days a week	6
Yes - 3 days a week	4
Yes - 4 days a week	3
Yes - 5 days a week	8

Question A.7: 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. Parental Involvement

Table A4.1

School Encourages Parental Involvement

	All %
School allows input and welcomes parents' contributions.	
Strongly agree	27
Agree	58
Disagree	6
Strongly disagree	1
Don't know/NA	8
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	22
Agree	59
Disagree	8
Strongly disagree	2
Don't know/NA	8
School actively seeks the input of parents before making important decisions.	
Strongly agree	23
Agree	51
Disagree	10
Strongly disagree	3
Don't know/NA	13

Question A.16, 26, 27: This school... allows input and welcomes parents' contributions... 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 A4.1

School Encourages Parental Involvement – Continued

	All %
Parents feel welcome to participate at this school.	
Strongly agree	27
Agree	57
Disagree	8
Strongly disagree	1
Don't know/NA	7
School staff treat parents with respect.	
Strongly agree	31
Agree	62
Disagree	4
Strongly disagree	1
Don't know/NA	3
School staff take parent concerns seriously.	
Strongly agree	26
Agree	55
Disagree	8
Strongly disagree	2
Don't know/NA	9
School staff are helpful to parents.	
Strongly agree	27
Agree	60
Disagree	6
Strongly disagree	1
Don't know/NA	6

Question A.38-41: 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... School staff are helpful to parents.

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

Table A4.2

Parental Involvement at School

	All %
Attended a school or class event	
No	46
Yes	54
Served as a volunteer in this child's classroom or elsewhere in the school	
No	73
Yes	27
Attended a general school meeting	
No	29
Yes	71
Attended a meeting of the parent-teacher organization or association	
No	50
Yes	50
Gone to a regularly scheduled parent-teacher conference with the child's teacher	
No	36
Yes	64

Question A.52-56: 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... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child's teacher.

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

Table A4.2

Parental Involvement at School – Continued

	All %
Participated in fundraising for the school	
No	61
Yes	39
Served on a school committee	
No	88
Yes	12
Met with a guidance counselor in person	
No	42
Yes	58

Question A.57-59: 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 fundraising for the school... Served on a school committee... Met with a guidance counselor in person.

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

Table A4.3

School Keeps Parents Well Informed

	All %
School keeps me well informed about school activities.	
Strongly agree	36
Agree	55
Disagree	5
Strongly disagree	2
Don't know/NA	2
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	20
Agree	50
Disagree	16
Strongly disagree	5
Don't know/NA	9
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	23
Agree	52
Disagree	16
Strongly disagree	5
Don't know/NA	4

Question A.13, 25, 37: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... How strongly do you agree or disagree with the following statements about this school?... Teachers communicate with parents about what students are expected to learn in class.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Information Dissemination to Parents

	All %
Letting you know how your child is doing in school between report cards	
Very well	39
Just okay	44
Not very well	13
Does not do it at all	2
Don't know/NA	3
Providing information about how to help your child with homework	
Very well	30
Just okay	39
Not very well	15
Does not do it at all	8
Don't know/NA	8
Providing information about why your child is placed in particular groups or classes	
Very well	24
Just okay	32
Not very well	12
Does not do it at all	12
Don't know/NA	21

Question A.60-62: 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... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.

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

Table A4.4

Information Dissemination to Parents – Continued

	All %
Providing information on your expected role at your child's school	
Very well	28
Just okay	37
Not very well	14
Does not do it at all	5
Don't know/NA	15
Providing information on how to help your child plan for college or vocational school	
Very well	37
Just okay	38
Not very well	13
Does not do it at all	5
Don't know/NA	8

Question A.63, 64: How well has this child's school been doing the following things during the school year?... 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.

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

5. Student Learning Environment

Table A5.1

School Promotes Academic Success for All Students

	All %
Strongly agree	32
Agree	54
Disagree	6
Strongly disagree	3
Don't know/NA	5

Question A.8: This school... promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A5.2

Learning Environment is Supportive and Inviting

	All %
Strongly agree	29
Agree	54
Disagree	8
Strongly disagree	4
Don't know/NA	6

Question A.15: This school... is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A5.3

School Provides High Quality Instruction

	All %
Strongly agree	21
Agree	57
Disagree	12
Strongly disagree	3
Don't know/NA	8

Question A.29: This school... provides high quality instruction to my child.
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

School Motivates Students to Learn

	All %
Strongly agree	27
Agree	57
Disagree	8
Strongly disagree	3
Don't know/NA	5

Question A.30: This school... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A5.5

School Encourages Students of All Races to Enroll in Challenging Courses

	All %
Strongly agree	31
Agree	50
Disagree	6
Strongly disagree	2
Don't know/NA	11

Question A.11: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

6. Student Developmental Supports and Opportunities

Table A6.1

School Has Teachers Who Go Out of Their Way to Help Students

	All %
Strongly agree	27
Agree	52
Disagree	8
Strongly disagree	4
Don't know/NA	10

Question A.31: This school... has teachers who go out of their way to help students.
Note: Cells are empty if there are less than 5 respondents.

Table A6.2

School Has Adults Who Really Care About Students

	All %
Strongly agree	24
Agree	59
Disagree	4
Strongly disagree	3
Don't know/NA	10

Question A.32: This school... has adults who really care about students.
Note: Cells are empty if there are less than 5 respondents.

Table A6.3

School Has High Expectations for All Students

	All %
Strongly agree	24
Agree	55
Disagree	8
Strongly disagree	4
Don't know/NA	9

Question A.33: This school... has high expectations for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A6.4

School is a Safe Place for Students

	All %
Strongly agree	21
Agree	54
Disagree	13
Strongly disagree	4
Don't know/NA	7

Question A.24: This school... is a safe place for my child.
Note: Cells are empty if there are less than 5 respondents.

Table A6.5

School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs

	All %
Strongly agree	26
Agree	48
Disagree	6
Strongly disagree	3
Don't know/NA	17

Question A.23: This school... has quality programs for my child's talents, gifts, or special needs.
Note: Cells are empty if there are less than 5 respondents.

Table A6.6

School Provides Opportunities for Meaningful Student Participation

	All %
Strongly agree	33
Agree	53
Disagree	6
Strongly disagree	1
Don't know/NA	7

Question A.12: This school... gives all students opportunities to "make a difference" by helping other people, the school, or the community.
Note: Cells are empty if there are less than 5 respondents.

Table A6.7

School Provides Opportunities for Classroom Participation

	All %
Strongly agree	32
Agree	55
Disagree	6
Strongly disagree	1
Don't know/NA	6

Question A.19: This school... gives my child opportunities to participate in classroom activities.
Note: Cells are empty if there are less than 5 respondents.

Table A6.8

School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs

	All %
Strongly agree	29
Agree	57
Disagree	5
Strongly disagree	3
Don't know/NA	5

Question A.22: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
Note: Cells are empty if there are less than 5 respondents.

7. Respect and Cultural Sensitivity

Table A7.1

School Treats All Students with Respect

	All %
Strongly agree	32
Agree	55
Disagree	6
Strongly disagree	2
Don't know/NA	5

Question A.9: This school... treats all students with respect.
Note: Cells are empty if there are less than 5 respondents.

Table A7.2

School Encourages Students to Care About How Others Feel

	All %
Strongly agree	20
Agree	56
Disagree	7
Strongly disagree	2
Don't know/NA	15

Question A.34: This school... encourages students to care about how others feel.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School Promotes Respect of All Cultural Beliefs and Practices

	All %
Strongly agree	30
Agree	57
Disagree	5
Strongly disagree	1
Don't know/NA	7

Question A.18: This school... communicates the importance of respecting all cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.4

School Provides Culturally Appropriate Materials

	All %
Strongly agree	27
Agree	52
Disagree	7
Strongly disagree	1
Don't know/NA	13

Question A.20: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.
Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Racial/Ethnic Conflict

	All %
Not a problem	13
Small problem	6
Somewhat a problem	11
Large problem	37
Don't know/NA	32

Question A.47: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Table A7.6

School Helps Students Resolve Conflict

	All %
Strongly agree	20
Agree	52
Disagree	8
Strongly disagree	3
Don't know/NA	18

Question A.35: This school... helps students resolve conflicts with one another.
Note: Cells are empty if there are less than 5 respondents.

8. Student Risk Behavior and Prevention

Table A8.1

ATOD Use

	All %
Tobacco use	
Not a problem	10
Small problem	4
Somewhat a problem	10
Large problem	41
Don't know/NA	35
Student vaping or e-cigarette use	
Not a problem	10
Small problem	4
Somewhat a problem	10
Large problem	44
Don't know/NA	33
Alcohol and drug use	
Not a problem	10
Small problem	2
Somewhat a problem	12
Large problem	45
Don't know/NA	31

Question A.42-44: 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 Bans Tobacco Use and Vaping

	All %
No	6
Yes	66
Don't know	28

Question A.36: 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.

Table A8.3

Bullying and Fighting

	All %
Harassment or bullying	
Not a problem	13
Small problem	5
Somewhat a problem	14
Large problem	41
Don't know/NA	27
Physical fights	
Not a problem	7
Small problem	10
Somewhat a problem	16
Large problem	47
Don't know/NA	21

Question A.45, 46: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Students Disrespecting Staff

	All %
Not a problem	12
Small problem	8
Somewhat a problem	13
Large problem	38
Don't know/NA	29

Question A.48: Based on your experience, how much of a problem at this school is... students not respecting staff?
Note: Cells are empty if there are less than 5 respondents.

Table A8.5

Delinquency

	All %
Gang-related activity	
Not a problem	14
Small problem	3
Somewhat a problem	7
Large problem	40
Don't know/NA	36
Weapons possession	
Not a problem	16
Small problem	4
Somewhat a problem	3
Large problem	36
Don't know/NA	41
Vandalism	
Not a problem	13
Small problem	7
Somewhat a problem	10
Large problem	37
Don't know/NA	33

Question A.49-51: 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.

9. Discipline and Counseling

Table A9.1

School Clearly Communicates Consequences of Breaking Rules

	All %
Strongly agree	39
Agree	52
Disagree	4
Strongly disagree	2
Don't know/NA	2

Question A.10: This school... clearly tells students in advance what will happen if they break school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A9.2

School Enforces Rules Equally

	All %
Strongly agree	31
Agree	52
Disagree	8
Strongly disagree	3
Don't know/NA	6

Question A.21: This school... enforces school rules equally for my child and all students.
Note: Cells are empty if there are less than 5 respondents.

Table A9.3

School Provides Quality Counseling and Supports for Students with Social or Emotional Needs

	All %
Strongly agree	28
Agree	50
Disagree	9
Strongly disagree	2
Don't know/NA	11

Question A.14: This school... 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.

10. Facilities

Table A10.1

School Has Clean and Well-Maintained Facilities and Properties

	All %
Strongly agree	18
Agree	53
Disagree	17
Strongly disagree	6
Don't know/NA	7

Question A.28: This school... has clean and well-maintained facilities and properties.
Note: Cells are empty if there are less than 5 respondents.

11. Nutrition

Table A11.1

School Provides Healthy Food Choices

	All %
Strongly agree	23
Agree	47
Disagree	14
Strongly disagree	5
Don't know/NA	11

Question A.17: This school... provides students with healthy food choices.

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