CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL PARENT SURVEY

Treeview Elementary

2020-2021

Main Report

California Department of EDUCATION

WestEd
WestEd.org

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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 2020-21 *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. In response to the pandemic, the 2020-21 CSPS asks about experiences, perceptions, and concerns about students not being able to attend school in person and the district's remote learning program. 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 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.

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

In 2020-21 the CSPS was expanded to assess topics of particular concern due to the pandemic and the associated reduction in face-to-face learning in school buildings. Three sets of surveys are available to gather data among parents with students in different instructional models, In-School Learning, Remote Learning, and Hybrid Learning. Each survey directs parents to questions relevant to the instructional model used in their child's school based on skip logic. For example, questions asking about experiences in the school building are only available for parents who respond that their child participates in the In-School and Hybrid Learning models.

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; and
- Student risk behaviors (how much of a problem at the school);
- Experiences, perceptions, and concerns 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 2020-21, the survey was only administered online.

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 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 (bedtime and waketime)	✓				
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

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	143

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	3
Remote model only	114
Hybrid model only	24

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	Table
Parental Involvement		
Promotion of parental involvement[†]	31	A6.1
Parental involvement in school[§]	24	A6.3
School encourages me to be an active partner[†]	28	A6.1
School actively seeks the input of parents[†]	26	A6.1
Parents feel welcome to participate at this school[†]	32	A6.1
School Supports for Students		
Student learning environment[†]	27	A7.1
School promotes academic success for all students[†]	32	A7.1
School is a safe place for my child[†Φ]	35	A7.1
School motivates students to learn[†]	31	A7.1
School has adults who really care about students[†]	30	A7.1
School provides opportunities for meaningful student participation[†Φ]	46	A7.1
Communication with parents about school[#]	41	A6.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally[†Φ]	46	A7.1
School treats all students with respect[†]	35	A7.1
School promotes respect of cultural beliefs/practices[†]	28	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems[¶ψ]		A8.1
Student alcohol and drug use[‡ψ]		A8.1
Student tobacco use[‡ψ]		A8.1
Student vaping or e-cigarette use[‡ψ]		A8.1
School disorder[¶ψ]		A8.2
Harassment or bullying of students[‡ψ]		A8.2
Facilities		
School has clean and well-maintained facilities/properties[†Φ]	52	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."*
[Φ]*In-School and Hybrid Models only.*
[#]*Average percent of respondents reporting "Strongly agree" or "Very well."*
[¶]*Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."*
[ψ]*In-School Models only.*
[‡]*Percent of respondents reporting "Large problem."*

Table A2.2

Key Indicators of Pandemic-Specific Measures

	All %	Table
School Instructional Model Implementation		
Pandemic-related teacher instruction$^{\Gamma}$	75	A5.1
Satisfied with how learning is structured†	26	A4.4
Learning from Home		
Average days worked on schoolwork (≥ 5)$^{\delta\parallel}$	85	A4.1
Synchronous instruction (4 days or more)$^{\delta\parallel}$	87	A4.1
Barriers to remote learning (3 or more)$^{\delta}$	9	A4.2
Remote learning is requiring too much of parents$^{\dagger\delta}$	18	A4.3
Remote learning is requiring too much of students$^{\dagger\delta}$	12	A4.3
Peer Relationships		
Virtual peer interactions (a few times a week or more)	56	A4.5
Opportunities for student connection$^{\dagger\delta}$	21	A4.5
Student Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork†	24	A5.4
Pandemic-related school-parent communication$^{\Gamma}$	70	A5.2
Areas of Parent Concerns		
Child's safety at school for in-person learning$^{\lambda}$	68	A5.6
Child not being able to interact with other students$^{\lambda}$	43	A5.6
Child falling behind academically$^{\lambda}$	54	A5.6
Child feeling bored or understimulated$^{\lambda\delta}$	51	A5.6
Child getting enough physical exercise$^{\lambda}$	49	A5.6

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

$^{\Gamma}$*Average percent of respondents reporting "Agree" or "Strongly agree."*

†*Average percent of respondents reporting "Strongly agree."*

$^{\delta}$*Remote and Hybrid Models only.*

$^{\parallel}$*Last week.*

$^{\lambda}$*Percent of respondents reporting "Somewhat concerned," "Quite concerned," or "Extremely concerned."*

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	2
Remote Learning Model	80
Hybrid Model (in school on alternate days)	4
Hybrid Model (in school half days)	14

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."
Hybrid Model (in school on alternate days) - Respondents selecting "My child went to school in person at her/his school building for the entire day on some weekdays and participated in school from home on other weekdays."
Hybrid Model (in school half days) - Respondents selecting "My child went to school in person at his/her school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."

Table A3.2

Role at Home

	All %
Parent of the child at this school	99
Foster parent of the child at this school	0
Grandparent, other relative, and/or legal guardian of the child at this school	1
Not applicable, not sure, or decline to answer	0

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 %
American Indian or Alaska Native	0
Asian or Asian American	9
Black or African American (Not Hispanic or Latinx)	13
Filipino	13
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	2
White (Not Hispanic/Latinx)	11
Two or more races/ethnicities	4
Not applicable, not sure, or decline to answer	8

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

Table A3.4

Free or Reduced Price Meals Eligibility

	All %
No	41
Yes	53
Not applicable, not sure, or decline to answer	6

Question A.5, 6: Does your child receive a free or reduced-price breakfast or lunch at this school? [In-school and Hybrid only]... Did your child receive a free or reduced-price breakfast or lunch at school last year? [Remote only]
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Grade Level

	All %
Pre-/Transitional Kindergarten	0
Kindergarten	12
1st grade	6
2nd grade	11
3rd grade	16
4th grade	17
5th grade	20
6th grade	16
7th grade	1
8th grade	0
9th grade	0
10th grade	1
11th grade	0
12th grade	0
Other	0
Ungraded	0

Question A.7: In what grade is your child?

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

Table A3.6

Special Program Participation

	All %
Special Education Program or has had an Individual Education Plan (IEP)	12
English Language Development (for children learning English)	19
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	1
Not applicable, not sure, or decline to answer	70

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 A3.7

Afterschool Program Participation (In-School and Hybrid Only)

	All %
No	67
Yes - 1 day a week	4
Yes - 2 days a week	19
Yes - 3 days a week	0
Yes - 4 days a week	4
Yes - 5 days a week	7

Question A.8: 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. Routines and Learning from Home

Table A4.1

Remote Learning Schedule and Instructional Time *(Remote and Hybrid Only)*

	All %
Number of days my child attended school in-person[‖]	
0 days	70
1 day	4
2 days	6
3 days	1
4 days	2
5 days	16
Not sure	1
Number of weekdays my child participated in school from home[‖]	
0 days	7
1 day	0
2 days	2
3 days	3
4 days	4
5 days	85
Not sure	0
Time my child spent on learning and completing schoolwork on the average weekday	
Less than 1 hour	4
Between 1 and 2 hours	24
Between 2 and 3 hours	35
Between 3 and 4 hours	24
Between 4 and 5 hours	10
More than 5 hours	3

Question A.69, 70, 72: Last week, how many days did your child attend school in-person?... Last week, how many weekdays did your child participate in school from home?... On days that your child participates in school from home, how much of the day does he/she spend learning and completing schoolwork on the average day?

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

[‖]*Last week.*

Table A4.1

Remote Learning Schedule and Instructional Time – Continued *(Remote and Hybrid Only)*

	All %
My child participated in at least one class using video conferencing that allows the teacher to talk to students	
0 days	1
1 day	2
2 days	1
3 days	3
4 days	3
5 days	84
Not sure	6
The school/district does not use video conferencing for instruction	1

Question A.71: On days that your child participates in school from home, how often does he/she participate in at least one class using video conferencing that allows the teacher to talk to students?

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

Table A4.2

Barriers to Remote Learning *(Remote and Hybrid Only)*

	All %
Not applicable to me or my child	94
We don't have a computer or tablet or have enough devices at home	3
We don't have internet access at home	0
Our internet access is sometimes too slow or doesn't always work	34
Sometimes we don't know how to use the remote/distance learning software	15
Materials are often not provided in our first/native language	1
My child doesn't always have a quiet, undisturbed space to do schoolwork	15
My child is too young to participate in remote learning on his/her own without adult supervision	12
My child has responsibilities at home that prevent him/her from participating	1
My child has a disability or needs accommodations	5
Three or more barriers	9

Question A.59-68: Below are things that can make remote learning difficult. Please select any that make remote learning more difficult for you and/or your child. (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 A4.3

Perceptions of Remote Learning *(Remote and Hybrid Only)*

	All %
The school remote learning program is...	
requiring too much of parents.	
Strongly agree	18
Agree	25
Disagree	35
Strongly disagree	10
Don't know/NA	11
requiring too much of students.	
Strongly agree	12
Agree	25
Disagree	49
Strongly disagree	10
Don't know/NA	4
requiring too little of students.	
Strongly agree	12
Agree	23
Disagree	47
Strongly disagree	8
Don't know/NA	9
Our school/district has done a good job keeping me informed about remote learning	
Strongly agree	28
Agree	53
Disagree	9
Strongly disagree	5
Don't know/NA	6

Question A.73-75, 86: 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?... The school remote learning program is requiring too much of parents... The school remote learning program is requiring too much of students... The school remote learning program is requiring too little of students... 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 A4.4

Satisfaction with School Instructional Models

	All %
I am satisfied with the way learning is structured at my child's school right now	
Strongly agree	26
Agree	41
Disagree	17
Strongly disagree	10
Don't know/NA	5
Rating of school remote learning program *(Remote and Hybrid Only)*	
0 - Extremely unsuccessful	4
1	2
2	7
3	7
4	2
5	8
6	7
7	15
8	19
9	14
10 - Extremely successful	17
I think my child should spend more time learning in-person at school right now. *(Remote and Hybrid Only)*	
Strongly agree	27
Agree	28
Disagree	16
Strongly disagree	17
Don't know/NA	12

Question A.88, 89, 106: 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?... I am satisfied with the way learning is structured at my child's school right now (in-school, hybrid, remote learning)... I think my child should spend more time learning in-person at school right now... 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 2020-21 school year?

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

Table A4.5

Peer Interactions (Virtual)

	All %
How often does your child talk with friends using a phone, tablet, laptop, or computer?	
Daily	24
A few times a week	32
About once a week	11
Less than once a week	10
Not at all	19
Not sure/NA	4
My child has opportunities to connect and interact with classmates during remote learning. *(Remote and Hybrid Only)*	
Strongly agree	21
Agree	48
Disagree	14
Strongly disagree	5
Don't know/NA	12

Question A.58, 81: How often does your child talk with friends using a phone, tablet, laptop, or computer?... 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. Pandemic-Specific Measures

Table A5.1

Pandemic-Related Teacher Instruction Scale Questions

	All %
Pandemic-related teacher instruction	
Average reporting "Agree" or "Strongly agree"	75
My child's teachers have checked in with her/him personally at least once a month.	
Strongly agree	25
Agree	34
Disagree	15
Strongly disagree	9
Don't know/NA	16
My child's teachers are responsive to my child's social and emotional needs.	
Strongly agree	29
Agree	44
Disagree	17
Strongly disagree	4
Don't know/NA	6
My child is receiving adequate instruction from teachers to support assigned work.	
Strongly agree	23
Agree	57
Disagree	10
Strongly disagree	6
Don't know/NA	4

Question A.76, 77, 79: 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 have checked in with her/him personally at least once a month... My child's teachers are responsive to my child's social and emotional needs... My child is receiving adequate instruction from teachers to support assigned work.
Note: Cells are empty if there are less than 5 respondents.

Table A5.1

Pandemic-Related Teacher Instruction Scale Questions – Continued

	All %
My child is receiving regular feedback on the schoolwork she/he submits.	
Strongly agree	25
Agree	49
Disagree	14
Strongly disagree	5
Don't know/NA	7
My child knows what schoolwork is expected to be completed each day.	
Strongly agree	32
Agree	55
Disagree	9
Strongly disagree	2
Don't know/NA	2

Question A.80, 82: 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 regular feedback on the schoolwork she/he submits... My child knows what schoolwork is expected to be completed each day.

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

Table A5.2

Pandemic-Related School-Parent Communication Scale Questions

	All %
Pandemic-related school-parent communication	
Average reporting "Agree" or "Strongly agree"	70
Our school provides parents with advice and resources to support my child's social and emotional needs.	
Strongly agree	20
Agree	50
Disagree	15
Strongly disagree	3
Don't know/NA	13
My child's school provides parents with advice and resources to support my child's learning.	
Strongly agree	22
Agree	49
Disagree	16
Strongly disagree	4
Don't know/NA	10

Question A.85, 87: 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?... Our school provides parents with advice and resources to support my child's social and emotional needs... My child's school provides parents with advice and resources to support my child's learning.

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

Table A5.3

Access to Support Staff

	All %
Support staff are available to my child if he/she needs them.	
Strongly agree	15
Agree	35
Disagree	8
Strongly disagree	12
Don't know/NA	30

Question A.78: 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?... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Student is Motivated to Complete Schoolwork

	All %
Strongly agree	24
Agree	45
Disagree	18
Strongly disagree	11
Don't know/NA	2

Question A.83: 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 A5.5

Student Feeling Hopeful About the Future

	All %
Strongly agree	29
Agree	47
Disagree	12
Strongly disagree	4
Don't know/NA	9

Question A.84: 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.

Table A5.6
Pandemic-Related Concerns

	All %
How concerned are you about...	
your child's safety while he/she is at home?	
Not at all concerned	72
Slightly concerned	15
Somewhat concerned	4
Quite concerned	2
Extremely concerned	7
your child's safety when he/she is at school or returns to school for in-person learning?	
Not at all concerned	9
Slightly concerned	23
Somewhat concerned	18
Quite concerned	15
Extremely concerned	35
your child falling behind academically?	
Not at all concerned	26
Slightly concerned	20
Somewhat concerned	15
Quite concerned	12
Extremely concerned	28
providing financially for your child?	
Not at all concerned	57
Slightly concerned	21
Somewhat concerned	7
Quite concerned	6
Extremely concerned	8

Question A.90-93: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child's safety while he/she is at home?... your child's safety when he/she is at school or returns to school for in-person learning?... your child falling behind academically?... providing financially for your child?
Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
running out of food because of a lack of money or other resources?	
Not at all concerned	69
Slightly concerned	14
Somewhat concerned	4
Quite concerned	9
Extremely concerned	5
your child's mental well-being?	
Not at all concerned	32
Slightly concerned	28
Somewhat concerned	12
Quite concerned	17
Extremely concerned	12
your child not being able to interact with teachers?	
Not at all concerned	31
Slightly concerned	29
Somewhat concerned	15
Quite concerned	12
Extremely concerned	13
your child not being able to interact with other students?	
Not at all concerned	28
Slightly concerned	29
Somewhat concerned	23
Quite concerned	11
Extremely concerned	9

Question A.94-97: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... running out of food because of a lack of money or other resources?... your child's mental well-being?... your child not being able to interact with teachers?... your child not being able to interact with other students?

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

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
childcare or supervision for your child while you are at work or working from home?	
Not at all concerned	54
Slightly concerned	21
Somewhat concerned	10
Quite concerned	5
Extremely concerned	10
your child having a regular schedule for schoolwork, play, and sleep? *(Remote and Hybrid Only)*	
Not at all concerned	48
Slightly concerned	23
Somewhat concerned	9
Quite concerned	8
Extremely concerned	12
your child feeling bored or understimulated? *(Remote and Hybrid Only)*	
Not at all concerned	19
Slightly concerned	30
Somewhat concerned	16
Quite concerned	13
Extremely concerned	22
your child getting enough physical exercise?	
Not at all concerned	25
Slightly concerned	27
Somewhat concerned	13
Quite concerned	15
Extremely concerned	21

Question A.98-101: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... childcare or supervision for your child while you are at work or working from home?... your child having a regular schedule for schoolwork, play, and sleep?... your child feeling bored or understimulated?... your child getting enough physical exercise?

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

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
your child getting enough sleep?	
Not at all concerned	59
Slightly concerned	15
Somewhat concerned	8
Quite concerned	7
Extremely concerned	11
your child feeling secure during this period of uncertainty?	
Not at all concerned	27
Slightly concerned	34
Somewhat concerned	16
Quite concerned	15
Extremely concerned	8
your child being on track to graduate from high school?	
Not at all concerned	59
Slightly concerned	13
Somewhat concerned	9
Quite concerned	8
Extremely concerned	10
your child staying on track to go to college?	
Not at all concerned	57
Slightly concerned	16
Somewhat concerned	11
Quite concerned	4
Extremely concerned	13

Question A.102-105: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child getting enough sleep?... your child feeling secure during this period of uncertainty?... your child being on track to graduate from high school?... your child staying on track to go to college?

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
Average reporting "Strongly agree"	31
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	31
Agree	55
Disagree	6
Strongly disagree	4
Don't know/NA	4
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	28
Agree	58
Disagree	4
Strongly disagree	2
Don't know/NA	8
School actively seeks the input of parents before making important decisions.	
Strongly agree	26
Agree	51
Disagree	9
Strongly disagree	4
Don't know/NA	10

Question A.20-22: 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 *%*
Parents feel welcome to participate at this school.	
Strongly agree	32
Agree	50
Disagree	10
Strongly disagree	2
Don't know/NA	7
School staff treat parents with respect.	
Strongly agree	36
Agree	62
Disagree	2
Strongly disagree	0
Don't know/NA	1
School staff take parent concerns seriously.	
Strongly agree	34
Agree	48
Disagree	7
Strongly disagree	2
Don't know/NA	9

Question A.32-34: 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 %
Communication with parents about school	
Average reporting "Strongly agree" or "Very well"	41
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	34
Agree	49
Disagree	12
Strongly disagree	2
Don't know/NA	3
Letting you know how your child is doing in school between report cards.	
Very well	50
Just okay	35
Not very well	7
Does not do it at all	4
Don't know/NA	3
Providing information about why your child is placed in particular groups or classes.	
Very well	40
Just okay	30
Not very well	10
Does not do it at all	7
Don't know/NA	14

Question A.31, 53, 55: 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... 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 why your child is placed in particular groups or classes.

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %
Providing information on your expected role at your child's school.	
Very well	41
Just okay	32
Not very well	12
Does not do it at all	4
Don't know/NA	11
Providing information about how to help your child with homework.Ø	
Very well	48
Just okay	30
Not very well	16
Does not do it at all	4
Don't know/NA	3
Providing information on how to help your child plan for college or vocational school.Ø	
Very well	17
Just okay	50
Not very well	17
Does not do it at all	6
Don't know/NA	11
School keeps me well-informed about school activities.Ø *(In-School and Hybrid Only)*	
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0
Don't know/NA	0

Question A.12, 54, 56, 57: This school keeps me well-informed about school activities.... 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 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.

Table A6.3

Parental Involvement in School Questions

	All %
Parental involvement in school	
Average reporting "Yes"	24
Participated in a meeting of the parent-teacher organization or association	
No	60
Yes	40
Participated in fundraising for the school	
No	82
Yes	18
Served on a school committee	
No	85
Yes	15
Attended a school or class event[Ø] *(In-School Only)*	
No	
Yes	
Attended a general school meeting[Ø] *(In-School Only)*	
No	
Yes	
Served as a volunteer in this child's classroom or elsewhere in the school.[Ø] *(In-School Only)*	
No	
Yes	

Question A.45-48, 50, 51: 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.

[Ø]Item not included in the scale.

Table A6.3

Parental Involvement in School Questions – Continued

	All %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.$^{\emptyset}$	
No	22
Yes	78
Met with a guidance counselor in person or remotely.$^{\emptyset}$	
No	90
Yes	10

Question A.49, 52: 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 guidance counselor in person or remotely.

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

$^{\emptyset}$Item not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	27
This school...	
promotes academic success for all students.	
Strongly agree	32
Agree	54
Disagree	4
Strongly disagree	5
Don't know/NA	4
treats all students with respect.	
Strongly agree	35
Agree	58
Disagree	4
Strongly disagree	2
Don't know/NA	2
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	21
Agree	49
Disagree	10
Strongly disagree	2
Don't know/NA	18
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	28
Agree	62
Disagree	5
Strongly disagree	0
Don't know/NA	6

Question A.9, 10, 13, 15: This school... promotes academic success for all students... treats all students with respect... provides quality counseling or other ways to help students with social or emotional needs... communicates the importance of respecting different cultural beliefs and practices.

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

Table A7.1

Student Learning Environment Questions – Continued

	All %
This school...	
provides instructional materials that reflect my child's culture, ethnicity, and identity.	
Strongly agree	20
Agree	54
Disagree	8
Strongly disagree	2
Don't know/NA	16
has quality programs for my child's talents, gifts, or special needs.	
Strongly agree	12
Agree	44
Disagree	14
Strongly disagree	6
Don't know/NA	24
provides high quality instruction to my child.	
Strongly agree	24
Agree	53
Disagree	10
Strongly disagree	5
Don't know/NA	8
motivates students to learn.	
Strongly agree	31
Agree	56
Disagree	7
Strongly disagree	3
Don't know/NA	4

Question A.16, 18, 24, 25: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity... has quality programs for my child's talents, gifts, or special needs... 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 Questions – Continued

	All %
This school...	
has teachers who go out of their way to help students.	
Strongly agree	36
Agree	50
Disagree	3
Strongly disagree	1
Don't know/NA	10
has adults who really care about students.	
Strongly agree	30
Agree	57
Disagree	3
Strongly disagree	1
Don't know/NA	9
has high expectations for all students.	
Strongly agree	27
Agree	50
Disagree	10
Strongly disagree	0
Don't know/NA	14
encourages students to care about how others feel.	
Strongly agree	32
Agree	54
Disagree	4
Strongly disagree	2
Don't know/NA	8

Question A.26-29: 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 A7.1

Student Learning Environment Questions – Continued

	All %
This school...	
gives all students opportunities to "make a difference" by helping other people, the school, or the community.^Ø *(In-School and Hybrid Only)*	
Strongly agree	46
Agree	46
Disagree	4
Strongly disagree	0
Don't know/NA	4
is a supportive and inviting place for students to learn.^Ø *(In-School and Hybrid Only)*	
Strongly agree	48
Agree	48
Disagree	4
Strongly disagree	0
Don't know/NA	0
enforces school rules equally for my child and all students.^Ø *(In-School and Hybrid Only)*	
Strongly agree	46
Agree	46
Disagree	0
Strongly disagree	4
Don't know/NA	4
is a safe place for my child.^Ø *(In-School and Hybrid Only)*	
Strongly agree	35
Agree	54
Disagree	4
Strongly disagree	0
Don't know/NA	8

Question A.11, 14, 17, 19: This school... gives all students opportunities to "make a difference" by helping other people, the school, or the community... is a supportive and inviting place for students to learn... enforces school rules equally for my child and all students... is a safe place for my child.

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

^ØItem not included in the scale.

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions *(In-School Only)*

	All *%*
Substance use problems	
Average reporting any problems	
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student vaping or e-cigarette use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student alcohol and drug use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.35-37: 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 %
School disorder	
Average reporting any problems	
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
physical fights?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
racial/ethnic conflict among students?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
students not respecting staff?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.38-41: 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 %
Based on your experience, how much of a problem at this school is...	
gang-related activity?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
weapons possession?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
vandalism?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.42-44: 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 *(In-School and Hybrid Only)*

	All %
No	15
Yes	65
Don't know	19

Question A.30: 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 and Hybrid Only)

	All %
Strongly agree	52
Agree	40
Disagree	0
Strongly disagree	0
Don't know/NA	8

Question A.23: This school... has clean and well-maintained facilities and properties.
Note: Cells are empty if there are less than 5 respondents.