

CALIFORNIA SCHOOL PARENT SURVEY



Hayward Unified 2020-2021 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

Hayward Unified School District. *California School Parent Survey, 2020-2021: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 28 Jun 2021
CDS code: 01611920000000

Contents

	Page
List of Tables	II
PREFACE	IV
Survey Module Administration	1
Section A. Core Module	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Parent and Student Demographic Characteristics	5
4. Routines and Learning from Home	9
5. Pandemic-Specific Measures	15
6. Parental Involvement	24
7. Student Learning Environment	30
8. Student Risk Behavior and Prevention	34
9. Facilities	38
Appendix	39

List of Tables

	Page
Survey Module Administration	1
1 CSPS Survey Modules Administered	1
Section A. Core Module	2
1. Survey Sample	2
A1.1 Core Module Sample	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of Parental Involvement, School Climate, and Student Behavior . . .	3
A2.2 Key Indicators of Pandemic-Specific Measures	4
3. Parent and Student Demographic Characteristics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Role at Home	5
A3.3 Race/Ethnicity of Respondents	6
A3.4 Free or Reduced Price Meals Eligibility	6
A3.5 Grade Level	7
A3.6 Special Program Participation	8
A3.7 Afterschool Program Participation	8
4. Routines and Learning from Home	9
A4.1 Remote Learning Schedule and Instructional Time	9
A4.1 Remote Learning Schedule and Instructional Time – Continued	10
A4.2 Barriers to Remote Learning	11
A4.3 Perceptions of Remote Learning	12
A4.4 Satisfaction with School Instructional Models	13
A4.5 Peer Interactions (Virtual)	14
5. Pandemic-Specific Measures	15
A5.1 Pandemic-Related Teacher Instruction Scale Questions	15
A5.1 Pandemic-Related Teacher Instruction Scale Questions – Continued	16
A5.2 Pandemic-Related School-Parent Communication Scale Questions	17
A5.3 Access to Support Staff	18
A5.4 Student is Motivated to Complete Schoolwork	18
A5.5 Student Feeling Hopeful About the Future	19
A5.6 Pandemic-Related Concerns	20
A5.6 Pandemic-Related Concerns – Continued	21
A5.6 Pandemic-Related Concerns – Continued	22
A5.6 Pandemic-Related Concerns – Continued	23
6. Parental Involvement	24
A6.1 Promotion of Parental Involvement Scale Questions	24

A6.1	Promotion of Parental Involvement Scale Questions – Continued	25
A6.2	Communication with Parents about School Questions	26
A6.2	Communication with Parents about School Questions – Continued	27
A6.3	Parental Involvement in School Questions	28
A6.3	Parental Involvement in School Questions – Continued	29
7.	Student Learning Environment	30
A7.1	Student Learning Environment Questions	30
A7.1	Student Learning Environment Questions – Continued	31
A7.1	Student Learning Environment Questions – Continued	32
A7.1	Student Learning Environment Questions – Continued	33
8.	Student Risk Behavior and Prevention	34
A8.1	Substance Use Problems Scale Questions	34
A8.2	School Disorder Scale Questions	35
A8.2	School Disorder Scale Questions – Continued	36
A8.3	School Bans Tobacco Use and Vaping	37
9.	Facilities	38
A9.1	School Has Clean and Well-Maintained Facilities and Properties	38
Appendix	39

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 CSPA. 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

The CSPA and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health & Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality.

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

Tom Herman
Administrator, School Health & Safety Office
California Department of Education

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 respondents	4,704	3,149	664	866	25

Notes: ^ANT includes continuation, community day, and other alternative school types. 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	71	49	12	10	0
Remote model only	4,136	2,721	600	790	25
Hybrid model only	393	319	31	43	0

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 [†]	33	37	32	22	35	A6.1
Parental involvement in school [§]	24	28	17	18	24	A6.3
School encourages me to be an active partner [†]	32	34	30	22	43	A6.1
School actively seeks the input of parents [†]	30	32	28	22	35	A6.1
Parents feel welcome to participate at this school [†]	33	37	27	21	18	A6.1
School Supports for Students						
Student learning environment [†]	32	34	32	23	43	A7.1
School promotes academic success for all students [†]	35	37	37	24	56	A7.1
School is a safe place for my child ^{†Φ}	39	43	33	22		A7.1
School motivates students to learn [†]	34	36	34	23	48	A7.1
School has adults who really care about students [†]	32	35	31	23	43	A7.1
School provides opportunities for meaningful student participation ^{†Φ}	39	41	41	22		A7.1
Communication with parents about school [#]	40	45	34	28	33	A6.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally ^{†Φ}	39	41	40	26		A7.1
School treats all students with respect [†]	39	42	40	25	50	A7.1
School promotes respect of cultural beliefs/practices [†]	36	38	36	27	43	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	46	35	53	81		A8.1
Student alcohol and drug use ^{‡ψ}	35	30	40	44		A8.1
Student tobacco use ^{‡ψ}	32	25	30	67		A8.1
Student vaping or e-cigarette use ^{‡ψ}	33	26	40	50		A8.1
School disorder ^{¶ψ}	49	43	46	73		A8.2
Harassment or bullying of students ^{‡ψ}	35	36	33	33		A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†Φ}	39	42	42	20		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.”

^ΦIn-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.”

^ψIn-School Models only.

[‡]Percent of respondents reporting “Large problem.”

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
Hayward Unified

Table A2.2**Key Indicators of Pandemic-Specific Measures**

	All %	ES %	MS %	HS %	NT %	Table
School Instructional Model Implementation						
Pandemic-related teacher instruction ^Γ	73	76	72	65	77	A5.1
Satisfied with how learning is structured [†]	23	24	25	17	22	A4.4
Learning from Home						
Average days worked on schoolwork (≥ 5) ^δ	88	89	90	86	83	A4.1
Synchronous instruction (4 days or more) ^δ	81	86	71	72	64	A4.1
Barriers to remote learning (3 or more) ^δ	9	10	8	8	0	A4.2
Remote learning is requiring too much of parents ^{†δ}	18	22	11	10	10	A4.3
Remote learning is requiring too much of students ^{†δ}	16	16	16	17	6	A4.3
Peer Relationships						
Virtual peer interactions (a few times a week or more)	57	50	66	76	92	A4.5
Opportunities for student connection ^{†δ}	21	24	16	14	6	A4.5
Student Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork [†]	25	27	26	18	17	A5.4
Pandemic-related school-parent communication ^Γ	71	71	73	66	83	A5.2
Areas of Parent Concerns						
Child's safety at school for in-person learning ^λ	63	64	63	60	59	A5.6
Child not being able to interact with other students ^λ	49	52	46	43	24	A5.6
Child falling behind academically ^λ	57	57	57	58	56	A5.6
Child feeling bored or understimulated ^{λδ}	49	51	48	46	24	A5.6
Child getting enough physical exercise ^λ	50	49	51	51	24	A5.6

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

^Γ Average percent of respondents reporting "Agree" or "Strongly agree."

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

^δ Remote and Hybrid Models only.

^{||} Last week.

^λ 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 %	ES %	MS %	HS %	NT %
In-School Model	2	2	2	1	0
Remote Learning Model	90	88	93	94	100
Hybrid Model (in school on alternate days)	2	2	1	1	0
Hybrid Model (in school half days)	7	9	3	4	0

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 %	ES %	MS %	HS %	NT %
Parent of the child at this school	97	98	97	96	100
Foster parent of the child at this school	0	0	1	0	0
Grandparent, other relative, and/or legal guardian of the child at this school	2	1	2	3	0
Not applicable, not sure, or decline to answer	0	0	0	0	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 %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	0	0
Asian or Asian American	12	15	6	7	0
Black or African American (Not Hispanic or Latinx)	9	8	8	10	4
Filipino	9	9	10	11	0
Hispanic or Latinx	45	41	58	50	72
Native Hawaiian or Pacific Islander	4	4	4	4	4
White (Not Hispanic/Latinx)	7	8	4	5	0
Two or more races/ethnicities	8	9	6	7	16
Not applicable, not sure, or decline to answer	5	6	4	5	4

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 %	ES %	MS %	HS %	NT %
No	39	43	26	36	16
Yes	50	46	64	53	76
Not applicable, not sure, or decline to answer	11	11	11	11	8

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 %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	1	2	0	0	0
Kindergarten	8	12	0	0	0
1st grade	8	12	0	0	0
2nd grade	9	13	0	0	0
3rd grade	11	16	0	0	0
4th grade	10	15	0	0	0
5th grade	10	15	0	0	0
6th grade	9	13	0	0	4
7th grade	8	1	54	0	0
8th grade	7	1	43	1	0
9th grade	5	0	1	27	0
10th grade	5	0	0	28	0
11th grade	5	0	0	23	28
12th grade	4	0	0	20	68
Other	0	0	0	0	0
Ungraded	0	0	0	0	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 %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	14	13	12	16	23
English Language Development (for children learning English)	16	19	15	8	9
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	6	4	8	13	0
Not applicable, not sure, or decline to answer	67	67	68	65	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 A3.7***Afterschool Program Participation (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
No	80	79	71	89	
Yes - 1 day a week	1	0	5	2	
Yes - 2 days a week	10	11	10	4	
Yes - 3 days a week	2	2	5	0	
Yes - 4 days a week	0	0	0	0	
Yes - 5 days a week	7	7	10	6	

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 %	ES %	MS %	HS %	NT %
Number of days my child attended school in-person					
0 days	70	68	75	73	75
1 day	1	1	0	1	0
2 days	6	8	3	3	4
3 days	0	0	0	0	0
4 days	1	1	1	1	0
5 days	21	21	19	20	21
Not sure	1	0	2	1	0
Number of weekdays my child participated in school from home					
0 days	4	3	3	5	0
1 day	0	0	0	0	9
2 days	1	1	1	2	4
3 days	2	2	1	1	0
4 days	3	4	3	3	4
5 days	88	89	90	86	83
Not sure	2	1	2	3	0
Time my child spent on learning and completing schoolwork on the average weekday					
Less than 1 hour	7	7	6	7	10
Between 1 and 2 hours	22	23	24	16	24
Between 2 and 3 hours	24	26	21	23	29
Between 3 and 4 hours	21	20	21	23	29
Between 4 and 5 hours	16	16	18	17	10
More than 5 hours	10	9	10	15	0

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 %	ES %	MS %	HS %	NT %
My child participated in at least one class using video conferencing that allows the teacher to talk to students					
0 days	2	2	2	3	0
1 day	2	1	2	2	9
2 days	2	2	2	3	5
3 days	3	2	6	4	0
4 days	2	2	3	3	5
5 days	79	84	69	69	59
Not sure	9	6	15	15	23
The school/district does not use video conferencing for instruction	1	1	0	0	0

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 %	ES %	MS %	HS %	NT %
Not applicable to me or my child	94	97	87	92	100
We don't have a computer or tablet or have enough devices at home	4	4	4	5	0
We don't have internet access at home	2	1	2	2	7
Our internet access is sometimes too slow or doesn't always work	34	30	41	42	21
Sometimes we don't know how to use the remote/distance learning software	10	11	12	9	14
Materials are often not provided in our first/native language	4	4	6	4	0
My child doesn't always have a quiet, undisturbed space to do schoolwork	19	20	17	18	14
My child is too young to participate in remote learning on his/her own without adult supervision	14	19	3	1	0
My child has responsibilities at home that prevent him/her from participating	2	1	3	3	0
My child has a disability or needs accommodations	6	7	3	6	7
Three or more barriers	9	10	8	8	0

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 %	ES %	MS %	HS %	NT %
<i>The school remote learning program is...</i>					
requiring too much of parents.					
Strongly agree	18	22	11	10	10
Agree	28	29	25	23	35
Disagree	34	31	40	40	15
Strongly disagree	10	10	10	13	20
Don't know/NA	10	8	13	14	20
requiring too much of students.					
Strongly agree	16	16	16	17	6
Agree	27	26	26	30	33
Disagree	39	41	38	32	39
Strongly disagree	10	10	8	10	6
Don't know/NA	8	7	12	11	17
requiring too little of students.					
Strongly agree	8	9	7	8	6
Agree	21	22	16	19	22
Disagree	45	45	49	43	56
Strongly disagree	14	14	13	17	0
Don't know/NA	11	10	15	13	17
Our school/district has done a good job keeping me informed about remote learning					
Strongly agree	28	30	28	22	28
Agree	54	53	56	55	61
Disagree	9	8	7	11	0
Strongly disagree	4	4	3	4	6
Don't know/NA	6	5	6	7	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 %	ES %	MS %	HS %	NT %
I am satisfied with the way learning is structured at my child's school right now					
Strongly agree	23	24	25	17	22
Agree	43	42	46	45	61
Disagree	16	15	14	19	6
Strongly disagree	10	11	6	9	0
Don't know/NA	8	7	9	9	11
Rating of school remote learning program (<i>Remote and Hybrid Only</i>)					
0 - Extremely unsuccessful	6	5	6	9	0
1	2	2	2	3	5
2	3	3	3	4	5
3	5	5	3	5	11
4	6	5	6	7	5
5	15	15	13	16	5
6	8	8	9	9	5
7	14	15	13	12	21
8	18	19	17	15	26
9	9	9	10	9	5
10 - Extremely successful	14	13	17	13	11
I think my child should spend more time learning in-person at school right now. (<i>Remote and Hybrid Only</i>)					
Strongly agree	31	32	27	29	22
Agree	24	23	27	24	33
Disagree	19	20	18	19	17
Strongly disagree	13	13	13	14	11
Don't know/NA	13	12	14	14	17

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.

Legend: All--All District; ES--Elementary; MS--Middle; HS--High; NT--Continuation/Community Day/Other Type

Table A4.5***Peer Interactions (Virtual)***

	All %	ES %	MS %	HS %	NT %
How often does your child talk with friends using a phone, tablet, laptop, or computer?					
Daily	29	23	35	46	46
A few times a week	28	27	32	30	46
About once a week	9	10	9	6	0
Less than once a week	10	11	9	5	0
Not at all	19	24	12	7	4
Not sure/NA	5	5	4	5	4
My child has opportunities to connect and interact with classmates during remote learning. (<i>Remote and Hybrid Only</i>)					
Strongly agree	21	24	16	14	6
Agree	48	48	51	46	50
Disagree	13	13	13	13	17
Strongly disagree	5	6	5	5	0
Don't know/NA	12	9	15	21	28

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 %	ES %	MS %	HS %	NT %
Pandemic-related teacher instruction					
<i>Average reporting “Agree” or “Strongly agree”</i>	73	76	72	65	77
My child’s teachers have checked in with her/him personally at least once a month.					
Strongly agree	22	26	16	14	28
Agree	36	37	34	35	33
Disagree	18	17	22	19	0
Strongly disagree	8	7	7	9	0
Don’t know/NA	16	13	21	23	39
My child’s teachers are responsive to my child’s social and emotional needs.					
Strongly agree	26	31	18	12	33
Agree	40	41	42	36	28
Disagree	13	11	15	19	11
Strongly disagree	5	5	4	9	0
Don’t know/NA	16	12	21	25	28
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	26	30	24	15	33
Agree	52	51	54	55	56
Disagree	11	10	11	14	6
Strongly disagree	4	4	3	5	0
Don’t know/NA	7	6	8	11	6

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 %	ES %	MS %	HS %	NT %
My child is receiving regular feedback on the schoolwork she/he submits.					
Strongly agree	26	29	24	16	28
Agree	48	46	54	53	56
Disagree	12	13	10	12	0
Strongly disagree	4	5	3	5	0
Don't know/NA	9	8	9	14	17
My child knows what schoolwork is expected to be completed each day.					
Strongly agree	35	38	35	26	22
Agree	54	51	57	64	67
Disagree	6	6	4	4	0
Strongly disagree	2	2	0	1	0
Don't know/NA	4	3	4	5	11

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 %	ES %	MS %	HS %	NT %
Pandemic-related school-parent communication					
<i>Average reporting “Agree” or “Strongly agree”</i>	71	71	73	66	83
Our school provides parents with advice and resources to support my child’s social and emotional needs.					
Strongly agree	21	22	23	16	22
Agree	46	45	47	47	61
Disagree	10	10	10	13	6
Strongly disagree	3	3	2	3	0
Don’t know/NA	20	20	18	21	11
My child’s school provides parents with advice and resources to support my child’s learning.					
Strongly agree	24	26	25	19	28
Agree	50	50	51	50	56
Disagree	11	10	10	15	0
Strongly disagree	4	4	3	4	6
Don’t know/NA	11	11	12	12	11

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 %	ES %	MS %	HS %	NT %
Support staff are available to my child if he/she needs them.					
Strongly agree	18	17	20	20	39
Agree	35	31	45	41	44
Disagree	8	8	7	8	0
Strongly disagree	5	5	4	5	6
Don't know/NA	34	39	24	25	11

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 %	ES %	MS %	HS %	NT %
Strongly agree	25	27	26	18	17
Agree	44	42	45	49	44
Disagree	18	19	17	19	11
Strongly disagree	9	9	7	9	6
Don't know/NA	4	3	5	5	22

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 %	ES %	MS %	HS %	NT %
Strongly agree	27	28	28	23	17
Agree	48	48	48	49	67
Disagree	10	10	10	13	11
Strongly disagree	4	3	4	5	0
Don't know/NA	11	11	11	10	6

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 %	ES %	MS %	HS %	NT %
<i>How concerned are you about...</i>					
your child's safety while he/she is at home?					
Not at all concerned	72	76	63	66	68
Slightly concerned	11	9	14	14	11
Somewhat concerned	8	7	12	10	5
Quite concerned	4	4	6	4	11
Extremely concerned	5	5	5	6	5
your child's safety when he/she is at school or returns to school for in-person learning?					
Not at all concerned	16	15	17	17	18
Slightly concerned	21	21	20	23	24
Somewhat concerned	22	23	23	18	18
Quite concerned	16	16	15	18	18
Extremely concerned	25	25	24	24	24
your child falling behind academically?					
Not at all concerned	25	25	27	23	25
Slightly concerned	18	18	16	19	19
Somewhat concerned	16	17	15	13	38
Quite concerned	19	18	22	21	19
Extremely concerned	22	22	20	24	0
providing financially for your child?					
Not at all concerned	52	55	45	46	35
Slightly concerned	19	18	21	22	24
Somewhat concerned	15	15	18	16	24
Quite concerned	8	7	9	9	6
Extremely concerned	6	6	7	7	12

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 %	ES %	MS %	HS %	NT %
<i>How concerned are you about...</i>					
running out of food because of a lack of money or other resources?					
Not at all concerned	65	68	58	60	35
Slightly concerned	16	14	16	20	35
Somewhat concerned	10	9	13	10	12
Quite concerned	6	5	8	5	0
Extremely concerned	4	4	5	5	18
your child's mental well-being?					
Not at all concerned	36	37	36	32	53
Slightly concerned	22	22	23	23	12
Somewhat concerned	18	17	18	19	12
Quite concerned	12	12	11	13	12
Extremely concerned	12	12	11	13	12
your child not being able to interact with teachers?					
Not at all concerned	31	30	30	33	53
Slightly concerned	25	25	25	26	24
Somewhat concerned	19	19	22	18	12
Quite concerned	14	14	16	12	6
Extremely concerned	11	12	7	11	6
your child not being able to interact with other students?					
Not at all concerned	26	24	29	32	53
Slightly concerned	25	24	26	26	24
Somewhat concerned	20	20	21	19	12
Quite concerned	15	16	16	13	6
Extremely concerned	14	16	9	11	6

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 %	ES %	MS %	HS %	NT %
<i>How concerned are you about...</i>					
childcare or supervision for your child while you are at work or working from home?					
Not at all concerned	57	52	63	69	65
Slightly concerned	17	18	13	14	24
Somewhat concerned	12	13	12	8	6
Quite concerned	7	8	8	4	0
Extremely concerned	8	9	5	6	6
your child having a regular schedule for schoolwork, play, and sleep? (<i>Remote and Hybrid Only</i>)					
Not at all concerned	45	45	47	46	71
Slightly concerned	22	21	23	23	12
Somewhat concerned	15	15	15	16	12
Quite concerned	9	10	8	7	0
Extremely concerned	9	9	7	9	6
your child feeling bored or understimulated? (<i>Remote and Hybrid Only</i>)					
Not at all concerned	24	22	27	29	47
Slightly concerned	26	27	26	25	29
Somewhat concerned	19	19	21	19	6
Quite concerned	17	18	17	14	6
Extremely concerned	14	15	10	13	12
your child getting enough physical exercise?					
Not at all concerned	27	27	26	27	59
Slightly concerned	23	23	23	22	18
Somewhat concerned	19	18	23	19	12
Quite concerned	17	17	15	18	12
Extremely concerned	14	15	14	13	0

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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
Hayward Unified

Table A5.6

Pandemic-Related Concerns – Continued

	All %	ES %	MS %	HS %	NT %
<i>How concerned are you about...</i>					
<i>your child getting enough sleep?</i>					
Not at all concerned	55	61	47	40	53
Slightly concerned	18	16	21	24	18
Somewhat concerned	12	10	16	14	18
Quite concerned	8	6	9	12	0
Extremely concerned	7	6	7	9	12
<i>your child feeling secure during this period of uncertainty?</i>					
Not at all concerned	39	41	38	34	53
Slightly concerned	26	26	22	30	29
Somewhat concerned	17	16	20	18	6
Quite concerned	9	8	10	10	6
Extremely concerned	8	8	9	8	6
<i>your child being on track to graduate from high school?</i>					
Not at all concerned	53	59	42	40	6
Slightly concerned	16	15	20	18	53
Somewhat concerned	12	11	14	12	24
Quite concerned	8	6	11	13	12
Extremely concerned	11	9	12	18	6
<i>your child staying on track to go to college?</i>					
Not at all concerned	50	58	37	35	29
Slightly concerned	18	16	23	21	24
Somewhat concerned	12	11	16	14	35
Quite concerned	8	6	12	13	12
Extremely concerned	11	9	12	17	0

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 %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	33	37	32	22	35
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	34	38	33	20	52
Agree	51	50	52	56	48
Disagree	7	6	6	12	0
Strongly disagree	3	2	3	5	0
Don’t know/NA	5	4	6	8	0
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	32	34	30	22	43
Agree	54	53	56	58	52
Disagree	6	6	6	8	0
Strongly disagree	2	2	2	3	0
Don’t know/NA	7	6	7	9	4
School actively seeks the input of parents before making important decisions.					
Strongly agree	30	32	28	22	35
Agree	50	49	50	53	52
Disagree	8	8	9	10	0
Strongly disagree	3	3	2	3	0
Don’t know/NA	9	8	10	12	13

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 %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	33	37	27	21	18
Agree	51	49	54	56	59
Disagree	7	5	7	10	0
Strongly disagree	2	2	2	3	5
Don't know/NA	8	6	10	10	18
School staff treat parents with respect.					
Strongly agree	38	41	37	26	36
Agree	53	51	52	58	55
Disagree	4	4	3	6	0
Strongly disagree	1	1	1	1	0
Don't know/NA	5	3	7	8	9
School staff take parent concerns seriously.					
Strongly agree	34	36	35	22	32
Agree	48	47	47	55	64
Disagree	7	7	5	8	0
Strongly disagree	3	2	2	4	0
Don't know/NA	8	7	11	11	5

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 %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	40	45	34	28	33
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	34	41	23	19	29
Agree	47	46	51	49	54
Disagree	12	9	16	21	4
Strongly disagree	3	3	4	5	4
Don’t know/NA	4	2	7	6	8
Letting you know how your child is doing in school between report cards.					
Very well	49	51	49	40	42
Just okay	35	34	34	39	29
Not very well	11	9	11	15	21
Does not do it at all	4	4	4	5	4
Don’t know/NA	2	2	2	1	4
Providing information about why your child is placed in particular groups or classes.					
Very well	38	43	29	25	32
Just okay	32	31	33	36	32
Not very well	10	8	13	13	14
Does not do it at all	6	5	7	9	9
Don’t know/NA	14	12	17	17	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 %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child's school.					
Very well	40	44	34	27	32
Just okay	37	35	40	42	41
Not very well	10	9	10	12	14
Does not do it at all	5	4	5	6	5
Don't know/NA	9	7	12	12	9
Providing information about how to help your child with homework.^Ø					
Very well	46	48	35	29	
Just okay	35	34	38	57	
Not very well	12	11	15	14	
Does not do it at all	4	4	6	0	
Don't know/NA	3	2	6	0	
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	30	22	34	32	29
Just okay	37	33	33	42	57
Not very well	12	14	11	11	5
Does not do it at all	9	14	7	7	5
Don't know/NA	12	17	14	8	5
School keeps me well-informed about school activities.^Ø <i>(In-School and Hybrid Only)</i>					
Strongly agree	42	46	37	25	
Agree	49	48	50	52	
Disagree	5	4	7	15	
Strongly disagree	2	2	3	0	
Don't know/NA	2	1	3	8	

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 %	ES %	MS %	HS %	NT %
Parental involvement in school					
<i>Average reporting “Yes”</i>	24	28	17	18	24
Participated in a meeting of the parent-teacher organization or association					
No	61	58	66	68	58
Yes	39	42	34	32	42
Participated in fundraising for the school					
No	75	69	88	87	86
Yes	25	31	12	13	14
Served on a school committee					
No	91	91	94	91	90
Yes	9	9	6	9	10
Attended a school or class event^Ø (<i>In-School Only</i>)					
No	61	57	70	67	
Yes	39	43	30	33	
Attended a general school meeting^Ø (<i>In-School Only</i>)					
No	45	44	60	33	
Yes	55	56	40	67	
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø (<i>In-School Only</i>)					
No	70	70	70		
Yes	30	30	30		

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.

^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	16	59	71	
Yes	76	84	41	29	
Met with a guidance counselor in person or remotely.^ø					
No	80	86	76	62	52
Yes	20	14	24	38	48

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.

^øItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	32	34	32	23	43
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	35	37	37	24	56
Agree	52	51	53	56	36
Disagree	5	5	5	7	8
Strongly disagree	2	2	1	3	0
Don’t know/NA	6	5	4	10	0
treats all students with respect.					
Strongly agree	39	42	40	25	50
Agree	52	51	51	58	50
Disagree	3	3	3	5	0
Strongly disagree	1	1	2	2	0
Don’t know/NA	4	3	4	9	0
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	28	29	30	24	48
Agree	44	42	49	48	52
Disagree	7	7	5	9	0
Strongly disagree	3	2	2	4	0
Don’t know/NA	17	19	13	15	0
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	36	38	36	27	43
Agree	51	50	49	54	52
Disagree	4	4	4	5	0
Strongly disagree	1	1	1	2	0
Don’t know/NA	8	7	9	12	4

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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Table A7.1

Student Learning Environment Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	29	31	29	20	35
Agree	47	46	48	48	43
Disagree	9	9	7	11	0
Strongly disagree	3	2	2	4	0
Don't know/NA	13	12	14	18	22
has quality programs for my child's talents, gifts, or special needs.					
Strongly agree	23	23	26	20	26
Agree	43	41	47	49	35
Disagree	10	10	6	9	9
Strongly disagree	3	3	1	3	0
Don't know/NA	21	22	19	20	30
provides high quality instruction to my child.					
Strongly agree	29	31	27	20	43
Agree	53	52	55	57	52
Disagree	10	9	9	12	0
Strongly disagree	3	3	2	3	0
Don't know/NA	6	5	7	8	4
motivates students to learn.					
Strongly agree	34	36	34	23	48
Agree	52	52	51	53	48
Disagree	9	7	9	12	0
Strongly disagree	2	2	1	4	0
Don't know/NA	4	3	5	7	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 %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	37	42	33	23	43
Agree	46	45	48	49	52
Disagree	8	6	8	13	0
Strongly disagree	2	2	2	4	0
Don't know/NA	7	5	8	12	4
has adults who really care about students.					
Strongly agree	32	35	31	23	43
Agree	52	51	55	55	48
Disagree	5	4	4	7	0
Strongly disagree	2	1	1	3	0
Don't know/NA	9	8	9	12	9
has high expectations for all students.					
Strongly agree	30	33	30	21	52
Agree	52	50	54	57	43
Disagree	8	8	6	8	0
Strongly disagree	2	2	2	3	0
Don't know/NA	9	8	8	11	4
encourages students to care about how others feel.					
Strongly agree	32	36	30	21	35
Agree	52	51	54	51	61
Disagree	5	4	5	8	0
Strongly disagree	1	1	1	2	0
Don't know/NA	10	8	10	19	4

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 %	ES %	MS %	HS %	NT %
<i>This school...</i>					
gives all students opportunities to “make a difference” by helping other people, the school, or the community.^Ø <i>(In-School and Hybrid Only)</i>					
Strongly agree	39	41	41	22	
Agree	45	46	47	40	
Disagree	5	5	9	6	
Strongly disagree	1	1	0	2	
Don’t know/NA	10	8	3	30	
is a supportive and inviting place for students to learn.^Ø <i>(In-School and Hybrid Only)</i>					
Strongly agree	40	43	40	20	
Agree	49	50	50	43	
Disagree	6	4	3	16	
Strongly disagree	1	1	3	0	
Don’t know/NA	5	2	3	20	
enforces school rules equally for my child and all students.^Ø <i>(In-School and Hybrid Only)</i>					
Strongly agree	39	41	40	26	
Agree	49	49	53	47	
Disagree	3	3	3	6	
Strongly disagree	1	1	0	0	
Don’t know/NA	8	6	3	21	
is a safe place for my child.^Ø <i>(In-School and Hybrid Only)</i>					
Strongly agree	39	43	33	22	
Agree	53	52	60	52	
Disagree	2	1	3	6	
Strongly disagree	1	1	0	2	
Don’t know/NA	5	3	3	18	

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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Hayward Unified

Page 33

2020-21

CSPS Report - Section A: Core

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>	46	35	53	81	
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	29	35	20	11	
Small problem	7	8	0	11	
Somewhat a problem	5	0	20	11	
Large problem	32	25	30	67	
Don't know/NA	27	33	30	0	
student vaping or e-cigarette use?					
Not a problem	27	32	30	0	
Small problem	8	6	10	13	
Somewhat a problem	4	0	10	13	
Large problem	33	26	40	50	
Don't know/NA	29	35	10	25	
student alcohol and drug use?					
Not a problem	27	30	40	0	
Small problem	10	6	10	22	
Somewhat a problem	2	0	0	11	
Large problem	35	30	40	44	
Don't know/NA	27	33	10	22	

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 %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	49	43	46	73	
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	24	27	11	22	
Small problem	16	12	22	22	
Somewhat a problem	4	0	11	11	
Large problem	35	36	33	33	
Don't know/NA	22	24	22	11	
physical fights?					
Not a problem	20	25	20	0	
Small problem	12	13	10	11	
Somewhat a problem	10	6	10	22	
Large problem	39	34	40	56	
Don't know/NA	20	22	20	11	
racial/ethnic conflict among students?					
Not a problem	38	45	50	0	
Small problem	8	3	0	33	
Somewhat a problem	2	3	0	0	
Large problem	33	27	40	44	
Don't know/NA	19	21	10	22	
students not respecting staff?					
Not a problem	37	42	40	11	
Small problem	12	6	10	33	
Somewhat a problem	6	6	0	11	
Large problem	35	36	30	33	
Don't know/NA	12	9	20	11	

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 %	ES %	MS %	HS %	NT %
Based on your experience, how much of a problem at this school is...					
gang-related activity?					
Not a problem	37	39	50	11	
Small problem	10	6	0	33	
Somewhat a problem	0	0	0	0	
Large problem	33	30	30	44	
Don't know/NA	21	24	20	11	
weapons possession?					
Not a problem	38	42	50	11	
Small problem	8	3	0	33	
Somewhat a problem	0	0	0	0	
Large problem	33	36	30	22	
Don't know/NA	21	18	20	33	
vandalism?					
Not a problem	34	34	44	22	
Small problem	10	9	0	22	
Somewhat a problem	10	3	22	22	
Large problem	26	25	33	22	
Don't know/NA	20	28	0	11	

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 %	ES %	MS %	HS %	NT %
No	6	6	12	2	
Yes	63	66	56	52	
Don't know	30	28	32	46	

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 %	ES %	MS %	HS %	NT %
Strongly agree	39	42	42	20	
Agree	44	47	35	35	
Disagree	5	4	10	8	
Strongly disagree	1	1	0	0	
Don't know/NA	11	6	13	37	

Question A.23: This school... has clean and well-maintained facilities and properties.

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

Appendix

2020-21 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Bowman Elementary	X
Burbank Elementary	X
Cherryland Elementary	X
East Avenue Elementary	X
Eden Gardens Elementary	X
Eldridge Elementary	X
Fairview Elementary	X
Faith Ringgold School of Arts and Science	X
Glassbrook Elementary	X
Harder Elementary	X
Longwood Elementary	X
Lorin A. Eden Elementary	X
Palma Ceia Elementary	X
Park Elementary	X
Ruus Elementary	X
Schafer Park Elementary	X
Southgate Elementary	X
Stonebrae Elementary	X
Strobridge Elementary	X
Treeview Elementary	X
Tyrrell Elementary	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2020-21 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Anthony W. Ochoa Middle	X
Bret Harte Middle	X
Cesar Chavez Middle	X
Martin Luther King, Jr. Middle	X
Winton Middle	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2020-21 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Hayward High	X
Mt. Eden High	X
Tennyson High	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2020-21 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Brenkwitz High	X
Highland	

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.