CALIFORNIA SCHOOL PARENT SURVEY

Sunnyvale

2015-2016
Main Report

Health&Human
Development Program
AT WestEd

Recommended citation:
Sunnyvale School District. *California School Parent Survey, 2015-16: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 31 Mar 2016
CDS code: 43696900000000

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PREFACE

This report provides the detailed results for each question from this school/districts 2015-16 *California School Parent Survey* (CSPS), presented in tables organized by topic.

The CSPS is specifically designed to provide data to help foster better parent involvement, one of the required priorities of Local Control and Accountability Plans (LCAP). (Henceforth, the word "parent" is used to refer to any adult in a household with parental or guardianship responsibilities.) It also provides data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement. It 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 it should address. It provides a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on its website: csps.wested.org.

THE CAL-SCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Climate Survey* (CSCS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement; as well as overall youth development, health, and well-being (see cal-schls.wested.org). The surveys provide a wealth of information to guide school improvement efforts and meet Local Control and Accountability Plan (LCAP) requirements and goals.

The CDE funds the Cal-SCHLS system to provide schools and communities with local data that will assist them in: (1) fostering positive school climates and stakeholder engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to guide *improving academic achievement, school climate, pupil engagement*, and *parent involvement*, the CSPS, and Cal-SCHLS overall, are especially valuable for supporting LCAP efforts in three other respects:

- Providing data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: the Common Cores State Standards.

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- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups, by enabling LEAs to determine how survey results that affect achievement vary across these subgroups.

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

For more information, see Helpful Resources for Local Control and Accountability Plans and School Safety Plans, available at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

THE IMPORTANCE OF PARENTAL INVOLVEMENT

Parental involvement in the school and their childs education is one of the important characteristics of a positive school climate and quality schooling. 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 caring adults and family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Social relationships or ties among students, parents, teachers, and administrators are a key component of school improvement efforts and are a common characteristic of effective schools. When parents are involved at school, children perform better in terms of both behavior and academic achievement, they stay in school longer, and they learn better.

Positive relationships or ties among students, parents, teachers, and administrators, and the fostering of parental support for education are key components of effective schools. Many studies show that parent and other family involvement in childrens learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own childs education. Second, it provides feedback on how parents view school climate conditions, their perspective on the degree to which positive factors exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content, as organized in this report, covers several key content areas:

1. Characteristics of Parent Respondents and their Children

2. Student Support (learning environment and supports, school discipline, cultural sensitivity, opportunities for meaningful student participation)

3. Parental Support and Involvement

4. Perceptions of Student Risk Behaviors (how much of a problem at the school)

New for 2015-16, questions were added to further enhance the survey as a resource for guiding LCAP parental involvement efforts and to better align the survey's content with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

New questions include: the biological relationship of the parental respondent to the child; participation in afterschool programs; the degree to which teachers communicate with parents, and parents feel welcome to participate in the school and that their concerns are taken seriously; and the specific activities that a parental respondent may have been involved in and specific type of information the school may have provided.

SURVEY ADMINISTRATION AND SAMPLING

Surveys were administered by school staff using detailed instructions provided by the Cal-SCHLS Regional Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms or in an on-line format, or a mix of the two.

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

THE REPORT

The tables in the report, organized by topic, provide the percentages responding to each question response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, the percentages are rounded off 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 CSCS, as discussed below. Nevertheless, parent perceptions reflect *a reality* in themselves 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, 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). A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook* (download chks.wested.org/using-results).

Among the most important factors affecting the quality of survey results is the level and type of target population participation. The higher the number of parents that completed the survey out of the total number you contacted, the more confidence you can have in the validity and representativeness of the

results. Even if the response rate is low, the results provide an indication of what those parents who did respond felt about the school and their experiences and behavior. Another indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment.

Strategies for improving parent participation are contained in the *Guidebook to the California School Climate, Health, & Learning Surveys: Administration Instructions* (download from surveydata.wested.org/resources/calschls-integratedguidebook-admin-1415.pdf). The most important 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).

The California Safe and Supportive Schools website provides a wealth of information and resources helpful in implementing effective strategies to improve school climate and social-emotional learning.

The Cal-SCHLS Technical Assistance Centers offer workshops to help in identifying local needs and developing action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see Next Steps below).

NEXT STEPS

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

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Request Disaggregated Report or Analyses

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

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 Climate Survey of school staff members. 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. A crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the Cal-SCHLS website. 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 and obtain their input into how the school might better meet the needs identified and the development of 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 will also promote higher rates of survey participation the next time it is administered, as parents will see how the data has been used for positive purposes.

To assist in this process, on request, Cal-SCHLS staff offer 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 Use Action Planning 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.

For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops/.

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.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement			✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module (All Parents)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	1,094	840	254	–	–

Note: [A]*NT includes continuation, community day, and other alternative school types.*

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	ES %	MS %	HS %	NT %	Table
Academic Orientation and Participation						
School promotes academic success for all students†	43	48	24	–	–	A6.1
School is a safe place for my child†	48	54	29	–	–	A7.3
School motivates students to learn†	47	53	26	–	–	A6.3
School has adults that really care about students†	53	59	32	–	–	A7.2
School provides opportunities for meaningful student participation†	40	45	23	–	–	A8.1
Respect and Cultural Sensitivity						
School treats all students with respect†	48	54	28	–	–	A9.1
School promotes respect of all cultural beliefs and practices†	41	47	23	–	–	A9.2
Student Risk Behavior						
Student alcohol and drug use‡	7	8	7	–	–	A10.1
Harassment or bullying of students‡	9	9	11	–	–	A10.2
Discipline						
School clearly communicates consequences of breaking rules†	44	48	32	–	–	A11.1
School enforces school rules equally†	43	47	27	–	–	A11.2
Parental Involvement						
School allows input and welcomes parents' contributions†	43	48	23	–	–	A12.1
School encourages me to be an active partner with the school in educating my child†	48	55	25	–	–	A12.1
School actively seeks the input of parents before making important decisions†	28	33	14	–	–	A12.1
Parents feel welcome to participate at this school†	52	62	18	–	–	A12.1
Facilities						
School has clean and well-maintained facilities/properties†	43	49	23	–	–	A13.1

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

†Percent responding "Strongly Agree;" ‡Percent responding "Large Problem."

3. Parental Characteristics

Table A3.1

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of at least one child at this school	99	99	99	–	–
Grandparent, other relative, and/or legal guardian of a child at this school	1	1	1	–	–
Not applicable, not sure, or decline to answer	0	0	0	–	–

Question A.1: I am a...

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

Table A3.2

Relationship to Child

	All %	ES %	MS %	HS %	NT %
Biological parent	97	97	96	–	–
Adoptive parent	2	1	3	–	–
Stepparent	0	0	0	–	–
Foster parent	0	0	0	–	–
Grandparent	0	0	0	–	–
Other guardian	1	1	0	–	–

Question A.6: How are you related to your child?

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	–	–
Asian or Asian American	33	31	40	–	–
Black or African American (Not Hispanic)	1	1	1	–	–
Filipino	4	5	1	–	–
Hispanic or Latino	19	23	6	–	–
Native Hawaiian or Pacific Islander	1	1	0	–	–
White (Not Hispanic)	29	26	39	–	–
Two or more races/ethnicities	9	9	10	–	–
Not applicable, not sure, or decline to answer	4	5	3	–	–

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

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

4. Student Characteristics

Table A4.1

Number of Years at This School

	All %	ES %	MS %	HS %	NT %
Less than one year	28	25	41	–	–
1 to 2 years	27	22	42	–	–
3 to 5 years	40	48	16	–	–
6 to 10 years	4	5	0	–	–
Over 10 years	0	0	0	–	–
Not applicable, not sure, or decline to answer	1	1	1	–	–

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

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

Table A4.2

Free or Reduced Price Meals Eligibility

	All %	ES %	MS %	HS %	NT %
No	78	74	92	–	–
Yes	19	23	6	–	–
Not applicable, not sure, or decline to answer	3	3	2	–	–

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

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

Table A4.3

__Grade Level__

	All %	ES %	MS %	HS %	NT %
Kindergarten	12	16	0	–	–
1st grade	10	13	0	–	–
2nd grade	11	14	0	–	–
3rd grade	11	14	0	–	–
4th grade	18	23	0	–	–
5th grade	13	17	0	–	–
6th grade	9	0	36	–	–
7th grade	9	0	37	–	–
8th grade	6	0	26	–	–
9th grade	0	0	0	–	–
10th grade	0	0	0	–	–
11th grade	0	0	0	–	–
12th grade	0	0	0	–	–
Other	1	2	0	–	–
Ungraded	0	0	0	–	–

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

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

5. Program Participation

Table A5.1

Special Programs

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	0	0	0	–	–
Special Education Program or has had an Individual Education Plan (IEP)	8	8	9	–	–
English Language Development (for children learning English)	15	18	3	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	4	0	17	–	–
Not applicable, not sure, or decline to answer	75	75	74	–	–

Question A.2: Is your child in any of these programs? (Mark all that apply)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A5.2

Afterschool Programs

	All %	ES %	MS %	HS %	NT %
No	67	63	80	–	–
Yes - 1 day a week	10	12	4	–	–
Yes - 2 days a week	5	5	4	–	–
Yes - 3 days a week	3	4	2	–	–
Yes - 4 days a week	2	1	4	–	–
Yes - 5 days a week	13	15	5	–	–

Question A.8: Does one or more of your children participate in this school's afterschool program? (Report for your child that most frequently participates in the afterschool program.)
Note: Cells are empty if there are less than 5 respondents.

6. Academic Orientation

Table A6.1

School Promotes Academic Success

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	48	24	–	–
Agree	49	45	63	–	–
Disagree	4	3	6	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	3	3	5	–	–

Question A.9: This school... promotes academic success for all students.

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

Table A6.2

Learning Environment is Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	51	21	–	–
Agree	49	44	68	–	–
Disagree	3	2	6	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	2	2	3	–	–

Question A.16: This school... is an inviting place for students to learn.

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

Table A6.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	53	26	–	–
Agree	47	43	62	–	–
Disagree	3	2	7	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	1	1	3	–	–

Question A.40: This school... motivates students to learn.

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

Table A6.4

School Encourages Students of All Races to Enroll in Challenging Courses

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	37	22	–	–
Agree	35	32	44	–	–
Disagree	7	6	10	–	–
Strongly disagree	2	1	4	–	–
Don't know/NA	23	23	21	–	–

Question A.12: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

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

7. Learning Supports

Table A7.1

School Has Supportive Learning Environment

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	55	29	–	–
Agree	45	41	56	–	–
Disagree	4	2	11	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	1	1	3	–	–

Question A.41: This school... has a supportive learning environment for my child.
Note: Cells are empty if there are less than 5 respondents.

Table A7.2

School Has Adults That Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	59	32	–	–
Agree	41	38	53	–	–
Disagree	3	2	6	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	3	1	8	–	–

Question A.42: This school... has adults that really care about students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School is a Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	54	29	–	–
Agree	46	42	60	–	–
Disagree	3	2	5	–	–
Strongly disagree	1	0	3	–	–
Don't know/NA	1	1	3	–	–

Question A.25: This school... is a safe place for my child.
Note: Cells are empty if there are less than 5 respondents.

Table A7.4

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	32	17	–	–
Agree	37	36	42	–	–
Disagree	13	11	17	–	–
Strongly disagree	5	4	6	–	–
Don't know/NA	17	16	18	–	–

Question A.24: This school... has quality programs for my child's talents, gifts, or special needs.

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

Table A7.5

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	30	17	–	–
Agree	31	32	28	–	–
Disagree	7	7	7	–	–
Strongly disagree	2	1	6	–	–
Don't know/NA	32	29	42	–	–

Question A.15: This school... provides quality counseling or other ways to help students with social or emotional needs.

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

8. Opportunities for Participation

Table A8.1

School Provides Opportunities for Meaningful Student Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	23	–	–
Agree	44	42	52	–	–
Disagree	5	4	9	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	10	8	15	–	–

Question A.13: This school... gives all students opportunities to "make a difference" by helping other people, the school, or the community.
Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Provides Opportunities for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	59	34	–	–
Agree	42	38	56	–	–
Disagree	1	1	4	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	2	1	5	–	–

Question A.20: This school... gives my child opportunities to participate in classroom activities.
Note: Cells are empty if there are less than 5 respondents.

Table A8.3

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	40	26	–	–
Agree	47	43	59	–	–
Disagree	9	9	10	–	–
Strongly disagree	2	2	3	–	–
Don't know/NA	5	6	3	–	–

Question A.23: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
Note: Cells are empty if there are less than 5 respondents.

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

9. Respect and Cultural Sensitivity

Table A9.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	54	28	–	–
Agree	45	40	61	–	–
Disagree	4	3	5	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	3	2	5	–	–

Question A.10: This school... treats all students with respect.
Note: Cells are empty if there are less than 5 respondents.

Table A9.2

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	47	23	–	–
Agree	45	43	55	–	–
Disagree	2	2	3	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	10	8	18	–	–

Question A.19: This school... communicates the importance of respecting all cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A9.3

School Provides Culturally Appropriate Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	34	16	–	–
Agree	41	40	43	–	–
Disagree	9	9	9	–	–
Strongly disagree	2	2	4	–	–
Don't know/NA	18	15	28	–	–

Question A.21: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.

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

Table A9.4

Racial/Ethnic Conflict

	All %	ES %	MS %	HS %	NT %
Not a problem	60	66	39	–	–
Small problem	9	8	13	–	–
Somewhat a problem	3	2	5	–	–
Large problem	7	8	7	–	–
Don't know/NA	21	17	35	–	–

Question A.33: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?

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

10. Student Risk Behavior

Table A10.1

ATOD Use

	All %	ES %	MS %	HS %	NT %
Tobacco Use					
Not a problem	70	77	44	–	–
Small problem	3	1	11	–	–
Somewhat a problem	1	0	3	–	–
Large problem	7	8	5	–	–
Don't know/NA	19	14	37	–	–
Electronic Cigarette Use					
Not a problem	69	77	43	–	–
Small problem	3	1	8	–	–
Somewhat a problem	1	0	4	–	–
Large problem	7	8	6	–	–
Don't know/NA	20	15	39	–	–
Alcohol and Drug Use					
Not a problem	69	77	41	–	–
Small problem	3	0	11	–	–
Somewhat a problem	1	0	2	–	–
Large problem	7	8	7	–	–
Don't know/NA	20	15	39	–	–

Question A.28-30: 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 use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?... student alcohol and drug use?

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

Table A10.2
Bullying and Fighting

	All %	ES %	MS %	HS %	NT %
Harassment or Bullying					
Not a problem	37	41	26	–	–
Small problem	26	25	29	–	–
Somewhat a problem	11	10	14	–	–
Large problem	9	9	11	–	–
Don't know/NA	16	15	20	–	–
Physical Fights					
Not a problem	54	58	38	–	–
Small problem	15	13	19	–	–
Somewhat a problem	4	3	6	–	–
Large problem	7	8	5	–	–
Don't know/NA	20	17	30	–	–

Question A.31, 32: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?

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

Table A10.3
Students Disrespecting Staff

	All %	ES %	MS %	HS %	NT %
Not a problem	61	67	40	–	–
Small problem	11	9	17	–	–
Somewhat a problem	3	2	6	–	–
Large problem	8	8	6	–	–
Don't know/NA	18	14	31	–	–

Question A.34: Based on your experience, how much of a problem at this school is... students not respecting staff?
Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Delinquency

	All %	ES %	MS %	HS %	NT %
Gang-Related Activity					
Not a problem	69	76	45	–	–
Small problem	3	1	8	–	–
Somewhat a problem	1	1	2	–	–
Large problem	7	7	5	–	–
Don't know/NA	21	15	39	–	–
Weapons Possession					
Not a problem	72	77	53	–	–
Small problem	1	0	5	–	–
Somewhat a problem	0	0	0	–	–
Large problem	7	8	5	–	–
Don't know/NA	20	15	37	–	–
Vandalism					
Not a problem	60	65	43	–	–
Small problem	12	11	17	–	–
Somewhat a problem	3	4	2	–	–
Large problem	7	7	6	–	–
Don't know/NA	18	13	32	–	–

Question A.35-37: 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.

11. Discipline

Table A11.1

School Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	48	32	–	–
Agree	45	41	56	–	–
Disagree	3	3	5	–	–
Strongly disagree	0	0	0	–	–
Don't know/NA	7	8	6	–	–

Question A.11: This school... clearly tells students in advance what will happen if they break school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A11.2

School Enforces Rules Equally

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	47	27	–	–
Agree	45	43	52	–	–
Disagree	4	3	7	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	8	6	13	–	–

Question A.22: This school... enforces school rules equally for my child and all students.
Note: Cells are empty if there are less than 5 respondents.

12. Parental Involvement

Table A12.1

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
School allows input and welcomes parents' contributions.					
Strongly agree	43	48	23	–	–
Agree	44	43	49	–	–
Disagree	7	5	15	–	–
Strongly disagree	2	2	3	–	–
Don't know/NA	4	2	10	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	48	55	25	–	–
Agree	42	40	49	–	–
Disagree	6	3	16	–	–
Strongly disagree	2	1	5	–	–
Don't know/NA	2	1	5	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	28	33	14	–	–
Agree	44	45	40	–	–
Disagree	12	9	21	–	–
Strongly disagree	3	3	5	–	–
Don't know/NA	13	10	20	–	–

Question A.17, 27, 38: This school... allows input and welcomes parents' contributions... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

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

Table A12.1

School Encourages Parental Involvement – Continued

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	52	62	18	–	–
Agree	40	36	53	–	–
Disagree	5	2	17	–	–
Strongly disagree	1	0	5	–	–
Don't know/NA	3	1	8	–	–
School staff take parent concerns seriously.					
Strongly agree	45	51	23	–	–
Agree	41	38	51	–	–
Disagree	7	6	14	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	6	4	11	–	–

Question A.44, 45: How strongly do you agree or disagree with the following statements?... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A12.2

__Parental Involvement at School__

	All %	ES %	MS %	HS %	NT %
Attended a school or class event					
No	20	16	33	–	–
Yes	80	84	67	–	–
Served as a volunteer in this child's classroom or elsewhere in the school					
No	44	36	68	–	–
Yes	56	64	32	–	–
Attended a general school meeting					
No	7	7	8	–	–
Yes	93	93	92	–	–
Attended a meeting of the parent-teacher organization or association					
No	49	43	67	–	–
Yes	51	57	33	–	–
Gone to a regularly scheduled parent-teacher conference with the child's teacher					
No	22	10	63	–	–
Yes	78	90	37	–	–

Question A.46-50: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child's classroom or elsewhere in the school... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child's teacher.

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

Table A12.2

Parental Involvement at School – Continued

	All %	ES %	MS %	HS %	NT %
Participated in fundraising for the school					
No	23	17	44	–	–
Yes	77	83	56	–	–
Served on a school committee					
No	81	78	89	–	–
Yes	19	22	11	–	–
Met with a guidance counselor in person					
No	86	85	88	–	–
Yes	14	15	12	–	–

Question A.51-53: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Participated in fundraising for the school... Served on a school committee... Met with a guidance counselor in person.

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

Table A12.3

School Keeps Parent Well-Informed

	All %	ES %	MS %	HS %	NT %
School keeps me well-informed about school activities.					
Strongly agree	51	57	31	–	–
Agree	42	39	53	–	–
Disagree	4	3	9	–	–
Strongly disagree	2	1	5	–	–
Don't know/NA	1	0	2	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.					
Strongly agree	47	56	17	–	–
Agree	43	39	53	–	–
Disagree	7	3	21	–	–
Strongly disagree	2	1	5	–	–
Don't know/NA	1	0	3	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	46	51	31	–	–
Agree	43	41	51	–	–
Disagree	5	4	6	–	–
Strongly disagree	1	1	2	–	–
Don't know/NA	5	3	10	–	–

Question A.14, 26, 43: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... Teachers at this school communicate with parents about what students are expected to learn in class.

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

Table A12.4

Information Dissemination to Parents

	All %	ES %	MS %	HS %	NT %
Letting you know how your child is doing in school between report cards					
Very well	56	62	36	–	–
Just okay	29	27	36	–	–
Not very well	9	7	15	–	–
Does not do it at all	5	3	13	–	–
Don't know/NA	1	1	1	–	–
Providing information about how to help your child with homework					
Very well	51	61	15	–	–
Just okay	29	27	36	–	–
Not very well	10	7	21	–	–
Does not do it at all	5	2	18	–	–
Don't know/NA	4	3	10	–	–
Providing information about why your child is placed in particular groups or classes					
Very well	41	47	20	–	–
Just okay	25	24	26	–	–
Not very well	13	11	20	–	–
Does not do it at all	9	7	17	–	–
Don't know/NA	13	12	16	–	–

Question A.54-56: How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.

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

Table A12.4

Information Dissemination to Parents – Continued

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child's school					
Very well	51	59	25	–	–
Just okay	31	30	37	–	–
Not very well	8	6	17	–	–
Does not do it at all	5	3	11	–	–
Don't know/NA	5	3	10	–	–
Providing information on how to help your child plan for college or vocational school					
Very well	22	25	11	–	–
Just okay	20	19	23	–	–
Not very well	12	10	20	–	–
Does not do it at all	15	12	25	–	–
Don't know/NA	32	34	22	–	–

Question A.57, 58: How well has this child's school been doing the following things during the school year?...
Providing information on your expected role at your child's school... Providing information on how to help
your child plan for college or vocational school.

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

13. Facilities

Table A13.1

School Has Clean and Well-Maintained Facilities and Properties

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	49	23	–	–
Agree	50	45	66	–	–
Disagree	5	5	8	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	1	0	3	–	–

Question A.39: This school... has clean and well-maintained facilities and properties.

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

14. Nutrition

Table A14.1

School Provides Healthy Food Choices

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	30	13	–	–
Agree	38	39	37	–	–
Disagree	11	11	11	–	–
Strongly disagree	5	6	5	–	–
Don't know/NA	19	14	34	–	–

Question A.18: This school... provides students with healthy food choices.

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