

CALIFORNIA SCHOOL PARENT SURVEY



Galt Joint Union Elementary 2021-2022 Main Report

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PREFACE

HYPERLINK FEATURE

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

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

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. The 2021-22 CSPS also asks about concerns about their children as a result of the pandemic. More information about the survey is available on the CalSCHLS website (calschls.org).

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

THE IMPORTANCE OF PARENT INVOLVEMENT

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

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

SURVEY CONTENT OVERVIEW

Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CSPS still contains skip logic to direct parents to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. 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 and perceptions about students not being able to attend school in person; and
- Feedback on district's remote learning program.

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question's response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to

the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

***New in 2021!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, parent role at home, English language development program participation, special education program, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

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 CSPA 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 school and student needs and into developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

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

- A structured group *Student Listening Circle* in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- A *Family Forum*, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and
- A *Data Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

Add Questions to Your Next Survey

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey.

‡Secondary student survey.

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	402	327	75	–	–

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	384	309	75	–	–
Remote model only	9	9	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 [†]	32	35	23	–	–	A6.1
Parental involvement in school [§]	28	31	18	–	–	A6.3
School encourages me to be an active partner [†]	32	33	27	–	–	A6.1
School actively seeks the input of parents [†]	24	25	20	–	–	A6.1
Parents feel welcome to participate at this school [†]	28	31	16	–	–	A6.1
School Supports for Students						
Student learning environment [†]	30	31	23	–	–	A7.1
School is a safe place for my child ^{†ψ}	36	40	23	–	–	A7.1
School motivates students to learn [†]	32	33	24	–	–	A7.1
School has adults who really care about students [†]	36	40	21	–	–	A7.1
Opportunities for meaningful student participation ^{†ψ}	29	30	24	–	–	A7.1
Communication with parents about school [#]	43	48	27	–	–	A6.2
Teachers responsive to child’s social and emotional needs ^Γ	81	86	62	–	–	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs ^Γ	63	64	60	–	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally ^{†ψ}	30	32	22	–	–	A7.1
School treats all students with respect [†]	38	40	28	–	–	A7.1
School promotes respect of cultural beliefs/practices [†]	25	26	23	–	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	10	6	24	–	–	A8.1
Student alcohol and drug use ^{‡ψ}	4	4	7	–	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	5	3	14	–	–	A8.1
School disorder ^{¶ψ}	23	18	42	–	–	A8.2
Harassment or bullying of students ^{‡ψ}	11	8	23	–	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	33	35	24	–	–	A9.1

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

[†]Average percent of respondents reporting “Strongly agree.”

[§]Average percent of respondents reporting “Yes.”

^ψIn-school only.

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

^ΓAverage percent of respondents reporting “Agree” or “Strongly agree.”

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

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

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

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

	All %	ES %	MS %	HS %	NT %	Table
Learning from Home and Student Connection						
Average days worked on schoolwork (≥ 5) ^{δ}	100	100		–	–	A4.1
Opportunities for student connection ^{†δ}	43	43		–	–	A4.4
Areas of Parent Concerns						
Child’s mental well-being ^{λ}	35	32	43	–	–	A5.1
Child’s safety at school for in-person learning ^{λ}	19	19	19	–	–	A5.1
Child falling behind academically ^{λ}	35	36	29	–	–	A5.1
Providing financially for your child ^{λ}	13	12	15	–	–	A5.1

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

^{||}Last week.

^{δ} Remote only.

[†]Average percent of respondents reporting “Strongly agree.”

^{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	98	97	100	–	–
Remote Learning Model	2	3	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."

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	98	98	99	–	–
Foster parent of the child enrolled at this school	0	0	0	–	–
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	2	2	1	–	–
Not applicable, not sure, or decline to answer	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	1	–	–
Asian or Asian American	2	2	3	–	–
Black or African American (Not Hispanic or Latinx)	1	1	0	–	–
Filipino	1	1	1	–	–
Hispanic or Latinx	28	30	23	–	–
Native Hawaiian or Pacific Islander	0	0	0	–	–
White (Not Hispanic/Latinx)	46	46	49	–	–
Two or more races/ethnicities	10	10	12	–	–
Not applicable, not sure, or decline to answer	11	10	11	–	–

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

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

Table A3.4
Grade Level

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	3	3	0	–	–
Kindergarten	5	7	0	–	–
1st grade	10	12	0	–	–
2nd grade	9	11	0	–	–
3rd grade	13	16	0	–	–
4th grade	12	14	0	–	–
5th grade	19	23	0	–	–
6th grade	11	14	0	–	–
7th grade	9	0	47	–	–
8th grade	10	0	53	–	–
9th grade	0	0	0	–	–
10th grade	0	0	0	–	–
11th grade	0	0	0	–	–
12th grade	0	0	0	–	–
Other	0	0	0	–	–
Ungraded	0	0	0	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	20	21	16	–	–
English Language Development (for children learning English)	7	9	0	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	8	4	21	–	–
Not applicable, not sure, or decline to answer	68	69	66	–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
No	80	78	87	–	–
Yes - 1 day a week	4	5	0	–	–
Yes - 2 days a week	3	4	1	–	–
Yes - 3 days a week	1	1	1	–	–
Yes - 4 days a week	1	1	1	–	–
Yes - 5 days a week	12	12	9	–	–

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

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

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %	ES %	MS %	HS %	NT %
Number of weekdays my child participated in school from home					
0 days	0	0		–	–
1 day	0	0		–	–
2 days	0	0		–	–
3 days	0	0		–	–
4 days	0	0		–	–
5 days	100	100		–	–
Not sure	0	0		–	–

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

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

^{||}*Last week.*

Table A4.2

Perceptions of Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Our school/district has done a good job keeping me informed about remote learning.					
Strongly agree	57	57		–	–
Agree	14	14		–	–
Disagree	29	29		–	–
Strongly disagree	0	0		–	–
Don't know/NA	0	0		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
0 - Extremely unsuccessful	0	0		–	–
1	0	0		–	–
2	0	0		–	–
3	0	0		–	–
4	0	0		–	–
5	0	0		–	–
6	14	14		–	–
7	14	14		–	–
8	29	29		–	–
9	0	0		–	–
10 - Extremely successful	43	43		–	–

Question A.70: 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 2021-22 school year?

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

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

	All %	ES %	MS %	HS %	NT %
My child has opportunities to connect and interact with classmates during remote learning.					
Strongly agree	43	43		–	–
Agree	29	29		–	–
Disagree	29	29		–	–
Strongly disagree	0	0		–	–
Don't know/NA	0	0		–	–

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

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

5. COVID-Specific Measures

Table A5.1

COVID-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	87	88	82	–	–
Slightly concerned	8	7	10	–	–
Somewhat concerned	2	2	3	–	–
Quite concerned	1	1	1	–	–
Extremely concerned	2	2	3	–	–
your child's safety when he/she is at school or returns to school for in-person learning?					
Not at all concerned	57	59	51	–	–
Slightly concerned	23	22	29	–	–
Somewhat concerned	11	10	16	–	–
Quite concerned	4	5	1	–	–
Extremely concerned	4	4	1	–	–
your child falling behind academically?					
Not at all concerned	40	39	43	–	–
Slightly concerned	25	25	28	–	–
Somewhat concerned	14	13	15	–	–
Quite concerned	11	12	7	–	–
Extremely concerned	10	11	7	–	–
providing financially for your child?					
Not at all concerned	75	75	75	–	–
Slightly concerned	12	13	10	–	–
Somewhat concerned	8	8	6	–	–
Quite concerned	2	1	3	–	–
Extremely concerned	4	3	6	–	–

Question A.65-68: 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 A5.1***COVID-Related Concerns – Continued***

	All %	ES %	MS %	HS %	NT %
your child’s mental well-being?					
Not at all concerned	38	42	26	–	–
Slightly concerned	27	26	31	–	–
Somewhat concerned	16	15	22	–	–
Quite concerned	9	10	7	–	–
Extremely concerned	9	8	13	–	–

Question A.69: 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 mental well-being?

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

Table A5.2***Student is Motivated to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	39	37	–	–
Agree	40	42	32	–	–
Disagree	15	12	24	–	–
Strongly disagree	4	4	4	–	–
Don’t know/NA	2	2	3	–	–

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

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

Table A5.3***Student Feeling Hopeful About the Future***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	48	35	–	–
Agree	41	40	49	–	–
Disagree	5	5	4	–	–
Strongly disagree	3	2	4	–	–
Don't know/NA	6	5	7	–	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	32	35	23	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	43	45	34	–	–
Agree	45	44	49	–	–
Disagree	5	5	6	–	–
Strongly disagree	3	2	6	–	–
Don’t know/NA	4	3	6	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	32	33	27	–	–
Agree	51	52	50	–	–
Disagree	8	8	9	–	–
Strongly disagree	3	2	6	–	–
Don’t know/NA	6	5	9	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	24	25	20	–	–
Agree	45	45	46	–	–
Disagree	14	14	14	–	–
Strongly disagree	4	3	7	–	–
Don’t know/NA	13	13	13	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	28	31	16	–	–
Agree	44	44	43	–	–
Disagree	14	11	24	–	–
Strongly disagree	5	5	6	–	–
Don't know/NA	9	8	11	–	–
School staff treat parents with respect.					
Strongly agree	36	39	26	–	–
Agree	52	51	60	–	–
Disagree	5	6	3	–	–
Strongly disagree	3	3	4	–	–
Don't know/NA	3	1	7	–	–
School staff take parent concerns seriously.					
Strongly agree	31	35	16	–	–
Agree	49	45	66	–	–
Disagree	6	7	6	–	–
Strongly disagree	4	4	4	–	–
Don't know/NA	9	10	9	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	43	48	27	–	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	33	37	17	–	–
Agree	47	47	47	–	–
Disagree	15	12	26	–	–
Strongly disagree	3	1	7	–	–
Don’t know/NA	2	2	3	–	–
Letting you know how your child is doing in school between report cards.					
Very well	58	61	46	–	–
Just okay	27	25	32	–	–
Not very well	10	10	13	–	–
Does not do it at all	4	3	9	–	–
Don’t know/NA	1	1	0	–	–
Providing information about why your child is placed in particular groups or classes.					
Very well	39	44	19	–	–
Just okay	24	25	22	–	–
Not very well	11	10	16	–	–
Does not do it at all	13	11	22	–	–
Don’t know/NA	13	10	22	–	–

Question A.29, 51, 53: 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	43	47	28	–	–
Just okay	30	30	29	–	–
Not very well	10	9	14	–	–
Does not do it at all	10	7	19	–	–
Don’t know/NA	8	7	10	–	–
Providing information about how to help your child with homework.^Ø					
Very well	44	51	20	–	–
Just okay	27	26	30	–	–
Not very well	15	14	20	–	–
Does not do it at all	9	7	19	–	–
Don’t know/NA	4	3	10	–	–
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	22		22	–	–
Just okay	19		19	–	–
Not very well	20		20	–	–
Does not do it at all	32		32	–	–
Don’t know/NA	7		7	–	–
School keeps me well-informed about school activities.^Ø <i>(In-School Only)</i>					
Strongly agree	37	37	33	–	–
Agree	48	49	43	–	–
Disagree	12	10	19	–	–
Strongly disagree	3	3	3	–	–
Don’t know/NA	1	1	1	–	–

Question A.10, 52, 54, 55: 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>	28	31	18	–	–
Participated in a meeting of the parent-teacher organization or association					
No	67	65	77	–	–
Yes	33	35	23	–	–
Participated in fundraising for the school					
No	53	48	71	–	–
Yes	47	52	29	–	–
Served on a school committee					
No	95	95	97	–	–
Yes	5	5	3	–	–
Attended a school or class event^Ø (<i>In-School Only</i>)					
No	64	64	67	–	–
Yes	36	36	33	–	–
Attended a general school meeting^Ø (<i>In-School Only</i>)					
No	28	26	37	–	–
Yes	72	74	63	–	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø (<i>In-School Only</i>)					
No	82	78	97	–	–
Yes	18	22	3	–	–

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

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

ØItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child’s teacher.^Ø					
No	20	9	64	–	–
Yes	80	91	36	–	–
Met with a school counselor in person or remotely.^Ø					
No	75	77	69	–	–
Yes	25	23	31	–	–

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

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

^ØItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	30	31	23	–	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	36	37	32	–	–
Agree	53	52	55	–	–
Disagree	6	5	7	–	–
Strongly disagree	2	3	0	–	–
Don’t know/NA	4	3	6	–	–
treats all students with respect.					
Strongly agree	38	40	28	–	–
Agree	52	50	61	–	–
Disagree	6	6	6	–	–
Strongly disagree	1	1	1	–	–
Don’t know/NA	3	3	4	–	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	25	23	30	–	–
Agree	36	35	40	–	–
Disagree	9	9	6	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	28	30	20	–	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	25	26	23	–	–
Agree	43	42	50	–	–
Disagree	7	7	9	–	–
Strongly disagree	2	3	0	–	–
Don’t know/NA	22	23	19	–	–

Question A.7, 8, 11, 13: 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	19	20	14	–	–
Agree	38	37	41	–	–
Disagree	10	10	11	–	–
Strongly disagree	4	4	3	–	–
Don’t know/NA	30	29	30	–	–
has quality programs for my child’s talents, gifts, or special needs.					
Strongly agree	19	20	17	–	–
Agree	41	39	51	–	–
Disagree	13	13	13	–	–
Strongly disagree	4	3	4	–	–
Don’t know/NA	23	25	14	–	–
provides high quality instruction to my child.					
Strongly agree	29	31	23	–	–
Agree	57	56	59	–	–
Disagree	6	6	9	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	5	5	4	–	–
motivates students to learn.					
Strongly agree	32	33	24	–	–
Agree	59	58	60	–	–
Disagree	4	3	7	–	–
Strongly disagree	3	3	3	–	–
Don’t know/NA	3	3	6	–	–

Question A.14, 16, 22, 23: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... 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	40	45	20	–	–
Agree	46	44	54	–	–
Disagree	5	4	7	–	–
Strongly disagree	1	1	3	–	–
Don't know/NA	8	6	16	–	–
has adults who really care about students.					
Strongly agree	36	40	21	–	–
Agree	52	49	67	–	–
Disagree	4	3	4	–	–
Strongly disagree	2	3	1	–	–
Don't know/NA	5	5	6	–	–
has high expectations for all students.					
Strongly agree	31	33	21	–	–
Agree	52	50	59	–	–
Disagree	6	5	9	–	–
Strongly disagree	2	2	3	–	–
Don't know/NA	9	9	9	–	–
encourages students to care about how others feel.					
Strongly agree	29	31	21	–	–
Agree	52	53	50	–	–
Disagree	4	4	4	–	–
Strongly disagree	2	1	4	–	–
Don't know/NA	12	10	20	–	–

Question A.24-27: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... 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.⁰ (<i>In-School Only</i>)					
Strongly agree	29	30	24	–	–
Agree	47	46	52	–	–
Disagree	5	4	11	–	–
Strongly disagree	2	3	0	–	–
Don’t know/NA	16	17	13	–	–
is a supportive and inviting place for students to learn.⁰ (<i>In-School Only</i>)					
Strongly agree	33	36	21	–	–
Agree	55	53	62	–	–
Disagree	6	5	11	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	3	3	1	–	–
enforces school rules equally for my child and all students.⁰ (<i>In-School Only</i>)					
Strongly agree	30	32	22	–	–
Agree	48	47	51	–	–
Disagree	10	9	12	–	–
Strongly disagree	3	3	3	–	–
Don’t know/NA	9	8	13	–	–
is a safe place for my child.⁰ (<i>In-School Only</i>)					
Strongly agree	36	40	23	–	–
Agree	55	54	57	–	–
Disagree	4	2	10	–	–
Strongly disagree	2	1	3	–	–
Don’t know/NA	3	2	7	–	–

Question A.9, 12, 15, 17: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... 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.

⁰*Item not included in the scale.*

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

	All %	ES %	MS %	HS %	NT %
My child's teachers are responsive to my child's social and emotional needs.					
Strongly agree	43	48	22	–	–
Agree	38	38	40	–	–
Disagree	7	6	13	–	–
Strongly disagree	2	1	6	–	–
Don't know/NA	9	7	19	–	–
Support staff are available to my child if he/she needs them.					
Strongly agree	39	38	40	–	–
Agree	34	33	37	–	–
Disagree	4	4	1	–	–
Strongly disagree	2	1	3	–	–
Don't know/NA	22	23	19	–	–
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	30	31	27	–	–
Agree	33	33	33	–	–
Disagree	9	8	12	–	–
Strongly disagree	4	4	6	–	–
Don't know/NA	23	24	22	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	41	45	25	–	–
Agree	44	41	54	–	–
Disagree	9	8	15	–	–
Strongly disagree	2	2	3	–	–
Don't know/NA	4	5	3	–	–

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

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

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	10	6	24	–	–
Based on your experience, how much of a problem at this school is...					
student tobacco use?					
Not a problem	57	64	27	–	–
Small problem	3	1	7	–	–
Somewhat a problem	3	2	9	–	–
Large problem	5	3	11	–	–
Don't know/NA	32	29	46	–	–
student vaping or e-cigarette use?					
Not a problem	55	63	24	–	–
Small problem	3	2	6	–	–
Somewhat a problem	3	3	7	–	–
Large problem	5	3	14	–	–
Don't know/NA	33	29	49	–	–
student alcohol and drug use?					
Not a problem	57	64	30	–	–
Small problem	1	0	3	–	–
Somewhat a problem	2	1	7	–	–
Large problem	4	4	7	–	–
Don't know/NA	35	31	53	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	23	18	42	–	–
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	22	26	9	–	–
Small problem	26	30	13	–	–
Somewhat a problem	18	15	30	–	–
Large problem	11	8	23	–	–
Don't know/NA	23	22	26	–	–
physical fights?					
Not a problem	38	46	7	–	–
Small problem	12	10	21	–	–
Somewhat a problem	8	4	27	–	–
Large problem	9	4	31	–	–
Don't know/NA	32	37	13	–	–
racial/ethnic conflict among students?					
Not a problem	42	49	16	–	–
Small problem	5	3	10	–	–
Somewhat a problem	6	4	13	–	–
Large problem	6	4	14	–	–
Don't know/NA	41	39	47	–	–
students not respecting staff?					
Not a problem	36	42	14	–	–
Small problem	14	14	16	–	–
Somewhat a problem	10	6	27	–	–
Large problem	4	4	7	–	–
Don't know/NA	35	35	36	–	–

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

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

Table A8.2

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

	All %	ES %	MS %	HS %	NT %
<i>Based on your experience, how much of a problem at this school is...</i>					
gang-related activity?					
Not a problem	54	61	24	–	–
Small problem	2	1	9	–	–
Somewhat a problem	2	1	6	–	–
Large problem	3	3	3	–	–
Don't know/NA	39	34	59	–	–
weapons possession?					
Not a problem	57	63	31	–	–
Small problem	1	1	1	–	–
Somewhat a problem	0	0	1	–	–
Large problem	3	4	1	–	–
Don't know/NA	39	32	64	–	–
vandalism (including graffiti)?					
Not a problem	49	56	20	–	–
Small problem	9	7	17	–	–
Somewhat a problem	3	1	11	–	–
Large problem	5	4	9	–	–
Don't know/NA	34	32	43	–	–

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

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

Table A8.3***School Bans Tobacco Use and Vaping (In-School Only)***

	All %	ES %	MS %	HS %	NT %
No	4	4	3	–	–
Yes	81	81	80	–	–
Don't know	16	15	17	–	–

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

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

9. Facilities

Table A9.1

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	35	24	–	–
Agree	52	52	53	–	–
Disagree	4	3	9	–	–
Strongly disagree	2	1	3	–	–
Don't know/NA	8	8	11	–	–

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

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

Z. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	327	259	68	–	–

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.

2. Custom Questions

Table Z2.1

This school personalizes learning to meet my child's academic needs.

	School Type		Total %
	ES %	MS %	
Strongly agree	34	18	30
Agree	33	25	31
Neither agree nor disagree	24	43	28
Disagree	7	10	8
Strongly disagree	3	4	3

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

This school personalizes learning to meet my child's talents, interests and emotional needs.

	School Type		Total %
	ES %	MS %	
Strongly agree	30	16	27
Agree	29	22	28
Neither agree nor disagree	28	41	31
Disagree	9	12	9
Strongly disagree	4	9	5

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Appendix

2021-22 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Fairsite Preschool	X
Lake Canyon Elementary	X
Marengo Ranch Elementary	X
River Oaks Elementary	X
Valley Oaks Elementary	X
Vernon E. Greer Elementary	X

Notes: Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.

2021-22 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Robert L. McCaffrey Middle	X

Notes: Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.