

CALIFORNIA SCHOOL PARENT SURVEY



Travis Unified 2016-2017 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 for each question from this school/districts 2016-17 *California School Parent Survey* (CSPS), presented in tables organized by topic. 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 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.) 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 is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on 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 and safety, learning supports and barriers, and stakeholder engagement; as well as 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 LCAP requirements and goals.

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

In addition to providing data to 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 two other respects:

- 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* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

THE IMPORTANCE OF PARENTAL INVOLVEMENT

Parental involvement in the school and their children's 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 CSPA.

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. 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. Many studies show that parent and other family involvement in children's learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPA serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's 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)

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 were administered by school staff using detailed instructions provided by the Cal-SCHLS Regional Center. A local survey coordinator plans, schedules, and monitors the CSPA. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms, using 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 surveys 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 this 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 CSPA results to those in the CHKS and CSEA, 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 (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). A more detailed discussion of these topics can be found in the CHKS Guidebook to Data Use and Dissemination (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

IMPROVING SURVEY PARTICIPATION

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, 2016-17 Edition* (download from chks.wested.org/wp-content/uploads/CalSCHLS_AdminGuideBook_201617.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).

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for

how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website ([CaliforniaS3.wested.org](https://californias3.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf).

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

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 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 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, 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 CSPA. 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

The CSPS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at csp.wested.org.

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	X
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	131	69	28	33	1

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. 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 [†]	40	46	33	34		A6.1
School is a safe place for my child [†]	38	49	22	31		A7.4
School motivates students to learn [†]	38	45	37	26		A6.4
School has adults that really care about students [†]	45	52	33	42		A7.2
School provides opportunities for meaningful student participation [†]	30	35	19	31		A8.1
Respect and Cultural Sensitivity						
School treats all students with respect [†]	39	44	30	38		A9.1
School promotes respect of all cultural beliefs and practices [†]	24	30	15	22		A9.2
Student Risk Behavior						
Student alcohol and drug use [‡]	4	2	4	9		A10.1
Harassment or bullying of students [‡]	11	8	22	6		A10.2
Discipline						
School clearly communicates consequences of breaking rules [†]	40	40	41	38		A11.1
School enforces school rules equally [†]	32	37	22	31		A11.2
Parental Involvement						
School allows input and welcomes parents' contributions [†]	40	45	37	34		A12.1
School encourages me to be an active partner with the school in educating my child [†]	46	54	33	41		A12.1
School actively seeks the input of parents before making important decisions [†]	12	11	15	10		A12.1
Parents feel welcome to participate at this school [†]	39	52	31	20		A12.1
Facilities						
School has clean and well-maintained facilities/properties [†]	31	34	26	29		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	100	100	97	
Grandparent, other relative, and/or legal guardian of a child at this school	1	0	0	3	
Not applicable, not sure, or decline to answer	0	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	95	99	96	88	
Adoptive parent	1	0	0	3	
Stepparent	2	1	0	3	
Foster parent	0	0	0	0	
Grandparent	1	0	0	3	
Other guardian	2	0	4	3	

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	1	0	0	3	
Asian or Asian American	7	4	7	12	
Black or African American (Not Hispanic)	4	3	7	3	
Filipino	11	14	4	9	
Hispanic or Latino	19	19	25	15	
Native Hawaiian or Pacific Islander	1	1	0	0	
White (Not Hispanic)	34	32	36	39	
Two or more races/ethnicities	21	23	14	18	
Not applicable, not sure, or decline to answer	3	3	7	0	

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	18	14	21	21	
1 to 2 years	42	25	79	48	
3 to 5 years	26	36	0	27	
6 to 10 years	14	25	0	3	
Over 10 years	0	0	0	0	
Not applicable, not sure, or decline to answer	0	0	0	0	

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

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

Table A4.2

Free or Reduced Price Meals Eligibility

	All %	ES %	MS %	HS %	NT %
No	82	81	86	85	
Yes	16	16	14	15	
Not applicable, not sure, or decline to answer	2	3	0	0	

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	2	4	0	0	
1st grade	3	6	0	0	
2nd grade	7	13	0	0	
3rd grade	4	7	0	0	
4th grade	9	17	0	0	
5th grade	15	28	0	0	
6th grade	11	20	0	0	
7th grade	13	1	57	0	
8th grade	9	0	43	0	
9th grade	10	0	0	39	
10th grade	5	0	0	21	
11th grade	8	0	0	30	
12th grade	2	0	0	9	
Other	1	1	0	0	
Ungraded	1	1	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	0	
Special Education Program or has had an Individual Education Plan (IEP)	19	15	33	16	
English Language Development (for children learning English)	1	2	0	0	
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	13	5	11	32	
Not applicable, not sure, or decline to answer	67	79	56	52	

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	77	71	89	79	
Yes - 1 day a week	5	9	4	0	
Yes - 2 days a week	11	15	7	6	
Yes - 3 days a week	3	0	0	12	
Yes - 4 days a week	2	1	0	3	
Yes - 5 days a week	2	4	0	0	

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 for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	46	33	34	
Agree	51	41	63	59	
Disagree	4	6	0	3	
Strongly disagree	3	3	4	3	
Don't know/NA	2	3	0	0	

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	36	44	26	31	
Agree	52	47	56	59	
Disagree	9	8	11	9	
Strongly disagree	1	0	4	0	
Don't know/NA	2	2	4	0	

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 Provides High Quality Instruction

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	35	30	32	
Agree	57	53	63	58	
Disagree	5	6	4	3	
Strongly disagree	2	3	0	3	
Don't know/NA	2	2	4	3	

Question A.40: This school... provides high quality instruction to my child.

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

Table A6.4
School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	45	37	26	
Agree	53	48	44	68	
Disagree	3	2	11	0	
Strongly disagree	2	2	0	3	
Don't know/NA	4	3	7	3	

Question A.41: This school... motivates students to learn.

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

Table A6.5
School Encourages Students of All Races to Enroll in Challenging Courses

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	24	30	38	
Agree	34	30	37	38	
Disagree	6	5	7	6	
Strongly disagree	4	3	4	6	
Don't know/NA	28	38	22	13	

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	35	42	30	26	
Agree	56	50	56	68	
Disagree	4	3	7	3	
Strongly disagree	1	0	0	3	
Don't know/NA	4	5	7	0	

Question A.42: 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 Really Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	52	33	42	
Agree	45	44	41	48	
Disagree	6	3	19	0	
Strongly disagree	1	0	0	3	
Don't know/NA	4	2	7	6	

Question A.43: This school... has adults that really care about students.

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

Table A7.3

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	34	33	39	
Agree	51	52	44	55	
Disagree	7	8	11	0	
Strongly disagree	1	2	0	0	
Don't know/NA	7	5	11	6	

Question A.44: This school... has high expectations for all students.

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

Table A7.4***School is a Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	49	22	31	
Agree	52	44	56	63	
Disagree	7	6	7	6	
Strongly disagree	2	0	7	0	
Don't know/NA	2	0	7	0	

Question A.25: This school... is a safe place for my child.

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

Table A7.5***School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	14	22	34	
Agree	41	43	41	41	
Disagree	12	14	11	9	
Strongly disagree	4	5	7	0	
Don't know/NA	21	24	19	16	

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 A7.6***School Provides Quality Counseling and Supports for Students with Social or Emotional Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	19	30	31	
Agree	34	37	33	28	
Disagree	7	6	7	9	
Strongly disagree	2	0	7	3	
Don't know/NA	32	38	22	28	

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	30	35	19	31	
Agree	52	52	56	50	
Disagree	4	6	0	3	
Strongly disagree	2	0	7	3	
Don't know/NA	11	6	19	13	

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	42	56	30	28	
Agree	54	41	63	69	
Disagree	0	0	0	0	
Strongly disagree	0	0	0	0	
Don't know/NA	4	3	7	3	

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	25	19	22	41	
Agree	47	43	48	56	
Disagree	11	17	7	3	
Strongly disagree	6	6	11	0	
Don't know/NA	11	14	11	0	

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.

9. Respect and Cultural Sensitivity

Table A9.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	44	30	38	
Agree	48	48	44	50	
Disagree	7	3	15	9	
Strongly disagree	0	0	0	0	
Don't know/NA	6	5	11	3	

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	24	30	15	22	
Agree	45	44	33	53	
Disagree	6	0	19	6	
Strongly disagree	0	0	0	0	
Don't know/NA	25	25	33	19	

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	18	19	15	19	
Agree	33	37	15	44	
Disagree	15	11	26	16	
Strongly disagree	2	3	4	0	
Don't know/NA	31	30	41	22	

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	52	66	41	38	
Small problem	14	6	15	28	
Somewhat a problem	6	2	15	6	
Large problem	4	2	7	6	
Don't know/NA	24	24	22	22	

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	61	81	52	31	
Small problem	11	0	19	25	
Somewhat a problem	2	0	4	6	
Large problem	1	0	0	3	
Don't know/NA	25	19	26	34	
Electronic Cigarette Use					
Not a problem	56	81	41	22	
Small problem	9	0	19	19	
Somewhat a problem	3	0	7	6	
Large problem	2	0	4	6	
Don't know/NA	30	19	30	47	
Alcohol and Drug Use					
Not a problem	55	81	37	22	
Small problem	10	0	22	19	
Somewhat a problem	7	0	7	19	
Large problem	4	2	4	9	
Don't know/NA	24	18	30	31	

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	20	27	11	16	
Small problem	38	48	26	28	
Somewhat a problem	17	10	26	25	
Large problem	11	8	22	6	
Don't know/NA	14	6	15	25	
Physical Fights					
Not a problem	42	60	26	22	
Small problem	27	16	33	41	
Somewhat a problem	13	6	19	22	
Large problem	7	3	15	6	
Don't know/NA	11	15	7	9	

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	36	50	26	19	
Small problem	25	19	19	44	
Somewhat a problem	16	13	30	9	
Large problem	7	6	7	6	
Don't know/NA	16	11	19	22	

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	62	73	56	50	
Small problem	6	0	11	13	
Somewhat a problem	0	0	0	0	
Large problem	1	2	0	0	
Don't know/NA	31	26	33	38	
Weapons Possession					
Not a problem	61	73	56	44	
Small problem	9	3	4	25	
Somewhat a problem	2	2	4	3	
Large problem	0	0	0	0	
Don't know/NA	28	23	37	28	
Vandalism					
Not a problem	57	65	56	41	
Small problem	16	13	11	25	
Somewhat a problem	3	3	4	3	
Large problem	1	2	0	0	
Don't know/NA	24	18	30	31	

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	40	40	41	38	
Agree	54	52	56	59	
Disagree	2	2	4	3	
Strongly disagree	0	0	0	0	
Don't know/NA	3	6	0	0	

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	32	37	22	31	
Agree	46	44	48	47	
Disagree	10	11	15	3	
Strongly disagree	2	0	4	3	
Don't know/NA	11	8	11	16	

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	40	45	37	34	
Agree	44	40	41	53	
Disagree	5	5	7	3	
Strongly disagree	3	2	7	3	
Don't know/NA	7	8	7	6	
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	46	54	33	41	
Agree	47	43	56	47	
Disagree	4	3	4	6	
Strongly disagree	2	0	4	3	
Don't know/NA	2	0	4	3	
School actively seeks the input of parents before making important decisions.					
Strongly agree	12	11	15	10	
Agree	60	61	56	58	
Disagree	11	6	11	19	
Strongly disagree	4	2	11	3	
Don't know/NA	14	19	7	10	

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	39	52	31	20	
Agree	48	44	38	63	
Disagree	6	2	8	13	
Strongly disagree	3	2	8	0	
Don't know/NA	5	2	15	3	
School staff treat me with respect.					
Strongly agree	48	55	42	40	
Agree	45	40	38	60	
Disagree	5	3	15	0	
Strongly disagree	2	2	4	0	
Don't know/NA	0	0	0	0	
School staff take parent concerns seriously.					
Strongly agree	40	52	27	30	
Agree	45	32	50	63	
Disagree	6	8	8	0	
Strongly disagree	3	2	8	3	
Don't know/NA	6	6	8	3	
School staff are helpful.					
Strongly agree	42	50	31	37	
Agree	51	44	58	60	
Disagree	4	6	4	0	
Strongly disagree	3	0	8	3	
Don't know/NA	0	0	0	0	

Question A.46-49: How strongly do you agree or disagree with the following statements?... Parents feel welcome to participate at this school... School staff treat me with respect... School staff take parent concerns seriously... School staff are helpful.

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	25	18	38	27	
Yes	75	82	62	73	
Served as a volunteer in this child's classroom or elsewhere in the school					
No	50	34	73	63	
Yes	50	66	27	37	
Attended a general school meeting					
No	10	3	19	13	
Yes	90	97	81	87	
Attended a meeting of the parent-teacher organization or association					
No	66	58	73	77	
Yes	34	42	27	23	
Gone to a regularly scheduled parent-teacher conference with the child's teacher					
No	20	2	31	50	
Yes	80	98	69	50	

Question A.50-54: 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	34	23	50	43	
Yes	66	77	50	57	
Served on a school committee					
No	87	89	88	83	
Yes	13	11	12	17	
Met with a guidance counselor in person					
No	74	82	73	60	
Yes	26	18	27	40	

Question A.55-57: 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 Parents Well-Informed

	All %	ES %	MS %	HS %	NT %
School keeps me well-informed about school activities.					
Strongly agree	55	57	56	53	
Agree	38	37	33	44	
Disagree	4	3	7	3	
Strongly disagree	2	3	4	0	
Don't know/NA	0	0	0	0	
Teachers at this school communicate with parents about what students are expected to learn in class.					
Strongly agree	34	40	27	27	
Agree	50	52	54	43	
Disagree	11	5	12	23	
Strongly disagree	3	3	4	3	
Don't know/NA	2	0	4	3	
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	39	44	30	38	
Agree	56	54	56	59	
Disagree	2	0	7	0	
Strongly disagree	2	0	4	3	
Don't know/NA	2	2	4	0	

Question A.14, 26, 45: 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	69	73	68	63	
Just okay	21	21	20	20	
Not very well	7	3	8	13	
Does not do it at all	3	3	4	3	
Don't know/NA	0	0	0	0	
Providing information about how to help your child with homework					
Very well	45	56	32	33	
Just okay	25	23	40	17	
Not very well	17	15	12	27	
Does not do it at all	6	2	4	17	
Don't know/NA	8	5	12	7	
Providing information about why your child is placed in particular groups or classes					
Very well	36	42	36	27	
Just okay	31	27	40	30	
Not very well	16	15	12	23	
Does not do it at all	5	2	8	10	
Don't know/NA	12	15	4	10	

Question A.58-60: 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	52	61	52	33	
Just okay	31	26	40	37	
Not very well	7	5	8	10	
Does not do it at all	3	2	0	7	
Don't know/NA	8	6	0	13	
Providing information on how to help your child plan for college or vocational school					
Very well	19	11	20	33	
Just okay	18	5	24	40	
Not very well	9	6	12	13	
Does not do it at all	19	26	24	3	
Don't know/NA	35	52	20	10	

Question A.61, 62: 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	31	34	26	29	
Agree	53	61	48	42	
Disagree	11	5	15	19	
Strongly disagree	2	0	0	10	
Don't know/NA	3	0	11	0	

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	15	21	11	9	
Agree	36	41	26	34	
Disagree	15	11	22	16	
Strongly disagree	3	3	7	0	
Don't know/NA	31	24	33	41	

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

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

B. Military-Connected Schools Module

1. Module Sample

Table B1.1

Parent Sample for Military-Connected Schools Module

	All	ES	MS	HS	NT ^A
Number of respondents	118	62	25	30	1

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. Family Military Connections

Table B2.1

Parent Military Connections

	All %	ES %	MS %	HS %	NT %
Are you in the military? (Please mark all that apply.)					
On active duty	8	3	12	13	
Reserve	1	2	0	0	
National Guard	1	0	0	3	
Other	11	8	16	13	
No	83	89	80	73	
If you are in the military...					
For how many years?[†]					
1-2	0	0	0	0	
3-5	5	0	0	13	
6-10	5	17	0	0	
11 or more	89	83	100	88	
What rank?[†]					
Enlisted	68	83	80	50	
Warrant	5	17	0	0	
Non-Commissioned Officer	11	0	20	13	
Commissioned Officer	16	0	0	38	
How many times have you been deployed?[†]					
None	11	17	0	13	
Once	16	0	0	38	
Twice	16	17	20	13	
Three or more times	58	67	80	38	

Question B.1-4: Are you in the military? (Please mark all that apply.)... If you are in the military... For how many years?... What rank?... How many times have you been deployed?

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

[†]Only respondents who selected a response other than “No” to question “Are you in the military?” were asked to answer this question.

Table B2.1***Parent Military Connections - Continued***

	All %	ES %	MS %	HS %	NT %
Is your spouse in the military? (Please mark all that apply.)					
No	87	90	80	87	
On active duty	4	5	8	0	
Reserve	1	0	0	3	
National Guard	0	0	0	0	
Other	9	6	16	10	
If your spouse is in the military...					
For how many years?[‡]					
1-2	14	20	0		
3-5	0	0	0		
6-10	21	20	20		
11 or more	64	60	80		
What rank?[‡]					
Enlisted	71	60	100		
Warrant	7	20	0		
Non-Commissioned Officer	14	20	0		
Commissioned Officer	7	0	0		
How many times has your spouse been deployed?[‡]					
None	29	20	40		
Once	14	20	0		
Twice	29	40	40		
Three or more times	29	20	20		

Question B.5-8: Is your spouse in the military? (Please mark all that apply.)... If your spouse is in the military... For how many years?... What rank?... How many times has your spouse been deployed?

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

[‡]Only respondents who selected a response other than “No” to question “Is your spouse in the military?” were asked to answer this question.

Table B2.2***Current Military Affiliation***

	All %	ES %	MS %	HS %	NT %
Are you or your spouse in the military?					
Yes	15	11	20	20	
No	85	89	80	80	

Question: Are you or your spouse in the military?

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

3. Living Situation, Deployment, and Family Relocation

Table B3.1

Living Situation Among Military Families

	All %	ES %	MS %	HS %	NT %
Do you live...					
On base	33	43	40	17	
Off base military housing	0	0	0	0	
Off base non-military housing	67	57	60	83	

Question B.30: Do you live...

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered “Yes” to question “Are you or your spouse in the military?” were asked to answer this question.

Table B3.2***Deployment of Military Family Members Outside of the State of California***

	All %	ES %	MS %	HS %	NT %
Do you have a family member (spouse, child, brother, sister, parent) who is currently serving or deployed outside of the State of California?					
No	83	71	100	83	
Yes	17	29	0	17	
Don't know	0	0	0	0	
If "Yes," where? (Please mark all that apply.)					
Iraq					
Afghanistan					
Other places outside the US					
Other states in the US					
Don't know					
Do you have a family member (spouse, child, brother, sister, parent) who served or was deployed outside of the State of California any time in the past?					
No	17	14	20	17	
Yes	83	86	80	83	
Don't know	0	0	0	0	
If "Yes," where? (Please mark all that apply.)					
Iraq	27	17		40	
Afghanistan	53	50		80	
Other places outside the US	73	100		60	
Other states in the US	47	67		20	
Don't know	7	0		0	

Question B.31-34: Do you have a family member (spouse, child, brother, sister, parent) who is currently serving or deployed outside of the State of California?... If "Yes," where? (Please mark all that apply.)... Do you have a family member (spouse, child, brother, sister, parent) who served or was deployed outside of the State of California any time in the past?... If "Yes," where? (Please mark all that apply.)

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered "Yes" to question "Are you or your spouse in the military?" were asked to answer these questions. Total percentages may exceed 100% for "mark all that apply" items.

Table B3.3***Family Relocation Among Military Families, Past 5 Years***

	All %	ES %	MS %	HS %	NT %
In the last five years how many times did your family move?					
We did not move	28	43	20	17	
Once	28	14	40	33	
Twice	28	29	0	50	
Three times	11	14	20	0	
Four times	0	0	0	0	
Five or more times	6	0	20	0	
Don't know	0	0	0	0	

Question B.35: In the last five years how many times did your family move?

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered “Yes” to question “Are you or your spouse in the military?” were asked to answer this question.

4. Parent Preferences on Child Schooling

Table B4.1

Parental Decisions on Child's School of Attendance

	All %	ES %	MS %	HS %	NT %
Did you select the school that your child attends?					
No	40	42	48	30	
Yes	60	58	52	70	
Please select why you picked your child's school and not other schools in the area. (Please mark all that apply.)[#]					
The school is on the base and I live on the base	1	3	0	0	
The school is near military housing off base	9	3	15	14	
Did not have time to select another school due to logistics and timing of a move	4	6	0	5	
Did not have enough information about other schools to choose	3	3	8	0	
This school is near affordable housing	3	0	0	10	
Other military families recommended this school or have their children attend it	16	9	0	38	
Other	76	83	85	57	

Question B.9, 10: Did you select the school that your child attends?... Please select why you picked your child's school and not other schools in the area. (Please 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.

[#]Only respondents who answered "Yes" to question "Did you select the school that your child attends?" were asked to answer this question.

Table B4.2***Factors to be Considered About Child's School***

	All %	ES %	MS %	HS %	NT %
<i>How important are these factors for you when thinking of your child's school?...</i>					
Academic reputation					
Not at all important	80	84	76	80	
Slightly important	18	16	20	17	
Important	2	0	4	3	
Very important	0	0	0	0	
Convenience (e.g., close to home and/or work)					
Not at all important	42	48	44	30	
Slightly important	35	31	24	50	
Important	20	19	32	13	
Very important	3	2	0	7	
School's attitudes toward military students and families					
Not at all important	32	29	25	43	
Slightly important	26	26	38	20	
Important	15	16	21	10	
Very important	26	29	17	27	
Additional educational supports for military students					
Not at all important	23	23	25	23	
Slightly important	29	26	29	37	
Important	14	13	21	10	
Very important	34	39	25	30	

Question B.13-16: How important are these factors for you when thinking of your child's school?... Academic reputation... Convenience (e.g., close to home and/or work)... School's attitudes toward military students and families... Additional educational supports for military students.

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

Table B4.2***Factors to be Considered About Child's School - Continued***

	All %	ES %	MS %	HS %	NT %
<i>How important are these factors for you when thinking of your child's school?...</i>					
Housing costs in the district					
Not at all important	21	27	8	20	
Slightly important	34	27	38	47	
Important	21	23	25	17	
Very important	23	23	29	17	
Presence of other military families					
Not at all important	13	13	16	10	
Slightly important	19	13	20	33	
Important	15	18	12	13	
Very important	53	56	52	43	
Special programs or focus of the school (magnet)					
Not at all important	25	29	13	27	
Slightly important	39	31	50	50	
Important	19	23	21	10	
Very important	17	18	17	13	
School safety					
Not at all important	92	95	84	90	
Slightly important	8	3	16	10	
Important	1	2	0	0	
Very important	0	0	0	0	

Question B.17-20: How important are these factors for you when thinking of your child's school?... Housing costs in the district... Presence of other military families... Special programs or focus of the school (magnet)... School safety.

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

Table B4.3***Homeschooling and Preschool Experiences***

	All %	ES %	MS %	HS %	NT %
Did your child receive homeschooling?					
No	92	95	88	90	
Yes	8	5	12	10	
Did your child attend preschool?					
No	19	19	20	17	
Yes	81	81	80	83	

Question B.11, 12: Did your child attend preschool?... Did your child receive homeschooling?

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

5. Student and Parent Needs

Table B5.1

Educational, Social, and Emotional Needs for Students

	All %	ES %	MS %	HS %	NT %
<i>How much of a need do you think there is for each of the following services in your child's school?</i>					
Additional tutoring for your child					
Not a need	27	26	36	23	
A little need	17	23	8	13	
A need	27	20	28	40	
A major need	26	28	28	20	
Don't know	3	3	0	3	
After school activities for your child					
Not a need	19	12	17	37	
A little need	21	27	25	7	
A need	32	32	29	33	
A major need	26	28	29	20	
Don't know	2	2	0	3	
Summer camp for your child					
Not a need	33	28	33	41	
A little need	16	17	17	14	
A need	26	27	25	28	
A major need	20	25	21	10	
Don't know	4	3	4	7	

Question B.21-23: How much of a need do you think there is for each of the following services in your child's school?... Additional tutoring for your child... After school activities for your child... Summer camp for your child.

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

Table B5.1***Educational, Social, and Emotional Needs for Students - Continued***

	All %	ES %	MS %	HS %	NT %
<i>How much of a need do you think there is for each of the following services in your child's school?</i>					
Scholarships and grants to help participate in after school activities					
Not a need	24	23	17	33	
A little need	12	18	0	10	
A need	27	17	50	27	
A major need	23	23	21	23	
Don't know	14	18	13	7	
Emotional supports for your child to help deal with deployments, transitions, and other challenges that military children face					
Not a need	30	37	21	23	
A little need	10	10	8	13	
A need	23	13	21	43	
A major need	13	12	29	3	
Don't know	23	28	21	17	

Question B.24, 25: How much of a need do you think there is for each of the following services in your child's school?... Scholarships and grants to help participate in after school activities... Emotional supports for your child to help deal with deployments, transitions, and other challenges that military children face.

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

Table B5.2***Needs for Military Parents***

	All %	ES %	MS %	HS %	NT %
<i>How much of a need do you think there is for each of the following services in your child's school?</i>					
Parenting supports to help you deal with the effects of deployments, transitions and other challenges your family faces on your child's school behavior and achievements					
Not a need	31	35	29	23	
A little need	16	17	13	17	
A need	22	10	21	47	
A major need	8	10	13	0	
Don't know	23	28	25	13	
Supports to help military parents to be involved with the school					
Not a need	29	30	25	27	
A little need	11	10	13	13	
A need	23	20	17	33	
A major need	6	5	17	0	
Don't know	31	35	29	27	
Supports to help military parents communicate with other military parents in the school					
Not a need	30	30	29	27	
A little need	15	13	13	20	
A need	17	17	8	27	
A major need	6	3	21	0	
Don't know	32	37	29	27	

Question B.26-28: How much of a need do you think there is for each of the following services in your child's school?... Parenting supports to help you deal with the effects of deployments, transitions and other challenges your family faces on your child's school behavior and achievements... Supports to help military parents to be involved with the school... Supports to help military parents communicate with other military parents in the school.

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

Table B5.3***Needs for Military Families***

	All %	ES %	MS %	HS %	NT %
<i>How much of a need do you think there is for each of the following services in your child's school?</i>					
Information on educational resources for military families					
Not a need	30	30	29	27	
A little need	15	12	13	23	
A need	19	18	13	27	
A major need	7	5	21	0	
Don't know	30	35	25	23	

Question B.29: How much of a need do you think there is for each of the following services in your child's school?... Information on educational resources for military families.

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

6. Satisfaction Reported by Military Parents

Table B6.1

Perceived Satisfaction Among Military Parents

	All %	ES %	MS %	HS %	NT %
<i>As a military parent, how satisfied are you with...</i>					
The respect school staff show to military families.					
Not at all satisfied	0	0	0	0	
Somewhat satisfied	6	0	0	17	
Satisfied	44	57	60	17	
Very satisfied	44	29	40	67	
Don't know	6	14	0	0	
The educational supports the military has provided your child's school.					
Not at all satisfied	0	0	0	0	
Somewhat satisfied	17	0	20	33	
Satisfied	28	43	40	0	
Very satisfied	33	14	20	67	
Don't know	22	43	20	0	
The sense of connection you feel to other parents in this school.					
Not at all satisfied	33	14	40	50	
Somewhat satisfied	17	14	40	0	
Satisfied	22	43	0	17	
Very satisfied	17	14	0	33	
Don't know	11	14	20	0	

Question B.36-38: As a military parent, how satisfied are you with... The respect school staff show to military families... The educational supports the military has provided your child's school... The sense of connection you feel to other parents in this school.

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered "Yes" to question "Are you or your spouse in the military?" were asked to answer this question.

Table B6.1***Perceived Satisfaction Among Military Parents - Continued***

	All %	ES %	MS %	HS %	NT %
<i>As a military parent, how satisfied are you with...</i>					
The understanding teachers show you as a military parent.					
Not at all satisfied	12	0	20	17	
Somewhat satisfied	24	0	60	17	
Satisfied	24	33	20	17	
Very satisfied	35	50	0	50	
Don't know	6	17	0	0	
The responsiveness of the school administration to your concerns as a military parent.					
Not at all satisfied	11	0	20	17	
Somewhat satisfied	11	14	20	0	
Satisfied	28	29	20	33	
Very satisfied	22	14	20	33	
Don't know	28	43	20	17	
How the transition to this school was handled by the school or district.					
Not at all satisfied	0	0	0	0	
Somewhat satisfied	22	14	40	17	
Satisfied	33	29	40	33	
Very satisfied	28	29	0	50	
Don't know	17	29	20	0	

Question B.39-41: As a military parent, how satisfied are you with... The understanding teachers show you as a military parent.... The responsiveness of the school administration to your concerns as a military parent... How the transition to this school was handled by the school or district.

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered "Yes" to question "Are you or your spouse in the military?" were asked to answer this question.

Table B6.1***Perceived Satisfaction Among Military Parents - Continued***

	All %	ES %	MS %	HS %	NT %
<i>As a military parent, how satisfied are you with...</i>					
How teachers treat your child in this school.					
Not at all satisfied	6	0	20	0	
Somewhat satisfied	6	0	0	17	
Satisfied	44	43	40	50	
Very satisfied	39	43	40	33	
Don't know	6	14	0	0	
The general quality of education your child is receiving in this school.					
Not at all satisfied	0	0	0	0	
Somewhat satisfied	6	0	20	0	
Satisfied	61	71	40	67	
Very satisfied	28	14	40	33	
Don't know	6	14	0	0	

Question B.42, 43: As a military parent, how satisfied are you with... How teachers treat your child in this school... The general quality of education your child is receiving in this school.

Notes: Cells are empty if there are less than 5 respondents. Only respondents who answered "Yes" to question "Are you or your spouse in the military?" were asked to answer this question.

Appendix

2016-17 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Cambridge Elementary	X
Center Elementary	X
Foxboro Elementary	X
Scandia Elementary	X
Travis Elementary	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Golden West Middle	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Travis Independent Study	
Vanden High	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Travis Community Day	X
Travis Education Center	

Notes: Eligible schools listed are based on CBEDS 2016-17 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.