

CALIFORNIA SCHOOL PARENT SURVEY



Travis Unified 2017-2018 Main Report

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Contents

	Page
List of Tables	ii
PREFACE	v
Survey Module Administration	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Parent and Student Characteristics	4
4. Parental Involvement	8
5. Academic Orientation	15
6. Learning Supports	17
7. Opportunities for Student Participation	19
8. Respect and Cultural Sensitivity	20
9. Student Risk Behavior	22
10. Discipline	25
11. Facilities	26
12. Nutrition	27
B. Military-Connected Schools Module	28
1. Module Sample	28
2. Family Military Connections	29
3. Living Situation, Deployment, and Family Relocation	32
4. Parent Preferences on Child Schooling	35
5. Student and Parent Needs	39
6. Satisfaction Reported by Military Parents	43
7. Disaggregated Results by Military-Connected Family Status	46
Appendix	54

List of Tables

	Page
Survey Module Administration	1
1 CSPS Survey Modules Administered	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
A1.1 Core Module Sample	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate, Student Behavior, and Parental Involvement	3
3. Parent and Student Characteristics	4
A3.1 Role at Home	4
A3.2 Relationship to Child	4
A3.3 Race/Ethnicity of Respondents	5
A3.4 Free or Reduced Price Meals Eligibility	5
A3.5 Number of Years at This School	6
A3.6 Grade Level	6
A3.7 Special Program Participation	7
A3.8 After School Program Participation	7
4. Parental Involvement	8
A4.1 School Encourages Parental Involvement	8
A4.1 School Encourages Parental Involvement – Continued	9
A4.2 Parental Involvement at School	10
A4.2 Parental Involvement at School – Continued	11
A4.3 School Keeps Parents Well-Informed	12
A4.4 Information Dissemination to Parents	13
A4.4 Information Dissemination to Parents – Continued	14
5. Academic Orientation	15
A5.1 School Promotes Academic Success for All Students	15
A5.2 Learning Environment is Supportive and Inviting	15
A5.3 School Provides High Quality Instruction	16
A5.4 School Motivates Students to Learn	16
A5.5 School Encourages Students of All Races to Enroll in Challenging Courses	16
6. Learning Supports	17
A6.1 School Has Teachers That Go Out of Their Way to Help Students	17
A6.2 School Has Adults That Really Care About Students	17
A6.3 School Has High Expectations for All Students	17
A6.4 School is a Safe Place for Students	18
A6.5 School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs . .	18
A6.6 School Provides Quality Counseling and Supports	18

7. Opportunities for Student Participation	19
A7.1 School Provides Opportunities for Meaningful Student Participation	19
A7.2 School Provides Opportunities for Classroom Participation	19
A7.3 School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs	19
8. Respect and Cultural Sensitivity	20
A8.1 School Treats All Students with Respect	20
A8.2 School Encourages Students to Care About How Others Feel	20
A8.3 School Promotes Respect of All Cultural Beliefs and Practices	20
A8.4 School Provides Culturally Appropriate Materials	21
A8.5 Racial/Ethnic Conflict	21
A8.6 School Helps Students Resolve Conflict	21
9. Student Risk Behavior	22
A9.1 ATOD Use	22
A9.2 Bullying and Fighting	23
A9.3 Students Disrespecting Staff	23
A9.4 Delinquency	24
10. Discipline	25
A10.1 School Clearly Communicates Consequences of Breaking Rules	25
A10.2 School Enforces Rules Equally	25
11. Facilities	26
A11.1 School Has Clean and Well-Maintained Facilities and Properties	26
14. Nutrition	27
A12.1 School Provides Healthy Food Choices	27
B. Military-Connected Schools Module	28
1. Module Sample	28
B1.1 Parent Sample for Military-Connected Schools Module	28
2. Family Military Connections	29
B2.1 Parent Military Connections	29
B2.1 Parent Military Connections - Continued	30
B2.2 Current Military Affiliation	31
3. Living Situation, Deployment, and Family Relocation	32
B3.1 Living Situation Among Military Families	32
B3.2 Deployment of Military Family Members Outside of the State of California	33
B3.3 Family Relocation Among Military Families, Past 5 Years	34
4. Parent Preferences on Child Schooling	35
B4.1 Parental Decisions on Child's School of Attendance	35
B4.2 Factors to be Considered About Child's School	36
B4.2 Factors to be Considered About Child's School - Continued	37
B4.3 Homeschooling and Preschool Experiences	38

5. Student and Parent Needs	39
B5.1 Educational, Social, and Emotional Needs for Students	39
B5.1 Educational, Social, and Emotional Needs for Students - Continued	40
B5.2 Student Educational, Social, and Emotional Needs Reported by Military Parents . . .	40
B5.3 Needs for Military Parents	41
B5.4 Needs for Military Families	42
6. Satisfaction Reported by Military Parents	43
B6.1 Perceived Satisfaction Among Military Parents	43
B6.1 Perceived Satisfaction Among Military Parents - Continued	44
B6.1 Perceived Satisfaction Among Military Parents - Continued	45
7. Disaggregated Results by Military–Connected Family Status	46
B7.1 Parent Sample by Military-Connected Family Status	46
B7.2 Parental Decisions on Child’s School by Military-Connected Family Status	47
B7.3 Factors About Child’s School by Military-Connected Family Status	48
B7.3 Factors About Child’s School by Military-Connected Family Status - Continued . . .	49
B7.3 Factors About Child’s School by Military-Connected Family Status - Continued . . .	50
B7.4 Student Needs by Military-Connected Family Status	51
B7.4 Student Needs by Military-Connected Family Status - Continued	52
B7.4 Student Needs by Military-Connected Family Status - Continued	53
Appendix	54

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 2017-18 *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 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 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 CALSCHLS 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 Staff Survey* (CSSS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis 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 meet the LCAP parent involvement priority, the CSPS, and CalSCHLS overall, are especially valuable for supporting LCAP efforts in other respects:

- Providing data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement;
- 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 factors that affect achievement vary across population subgroups; and
- 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 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

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate, their perspective on the degree to which positive conditions and supports 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 covers several key content 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 parental involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parental involvement in their children's education; and
- Parental 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 CalSCHLS Technical Assistance Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms, 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 the schools that administer it, regardless of grade. Minimally, the survey's target sample should include the parents who have children in the grades in which students were surveyed. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty in external identification of the number of parents at any school, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentages 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, the percentages are rounded off to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSPS, 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 of parent 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 the school-related feelings and experiences of those parents who did respond.

Strategies for improving parent participation are contained in the *Guidebook to the California School Climate, Health, & Learning Surveys* (download from chks.wested.org/wp-content/uploads/CalSCHLS_AdminGuideBook_201617.pdf). The most important strategy 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 ([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 CalSCHLS 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 CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_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 parent survey reports for each school.

Request Disaggregated Report or Analyses

The staff of the CalSCHLS TA 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. A crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS 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, 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 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 CalSCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org).

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 CalSCHLS Surveys

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

Notes: †Elementary student survey. ‡Secondary student survey

ACKNOWLEDGMENTS

The 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 csps.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	208	153	26	29	–

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
Parental Involvement						
School allows input and welcomes parents' contributions [†]	49	53	46	33	–	A4.1
School encourages me to be an active partner with the school in educating my child [†]	55	60	48	33	–	A4.1
School actively seeks the input of parents before making important decisions [†]	26	28	18	16	–	A4.1
Parents feel welcome to participate at this school [†]	54	60	36	32	–	A4.1
Academic Orientation and Participation						
School promotes academic success for all students [†]	54	54	54	52	–	A5.1
School is a safe place for my child [†]	51	57	30	41	–	A6.4
School motivates students to learn [†]	48	52	45	28	–	A5.4
School has adults that really care about students [†]	54	60	41	36	–	A6.2
School provides opportunities for meaningful student participation [†]	46	48	42	41	–	A7.1
Respect and Cultural Sensitivity						
School treats all students with respect [†]	55	57	42	56	–	A8.1
School promotes respect of all cultural beliefs and practices [†]	36	36	39	33	–	A8.3
Student Risk Behavior						
Student alcohol and drug use [‡]	1	0	5	4	–	A9.1
Harassment or bullying of students [‡]	5	3	27	0	–	A9.2
Discipline						
School clearly communicates consequences of breaking rules [†]	52	52	46	56	–	A10.1
School enforces school rules equally [†]	40	41	45	30	–	A10.2
Facilities						
School has clean and well-maintained facilities/properties [†]	41	46	32	20	–	A11.1

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

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

3. Parent and Student Characteristics

Table A3.1

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of at least one child at this school	98	98	96	96	–
Grandparent, other relative, and/or legal guardian of a child at this school	1	1	0	4	–
Not applicable, not sure, or decline to answer	1	1	4	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	96	97	96	93	–
Adoptive parent	0	0	0	3	–
Stepparent	1	1	0	0	–
Foster parent	0	1	0	0	–
Grandparent	1	1	0	3	–
Other guardian	0	0	4	0	–

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

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

Table A3.3***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	1	1	0	0	–
Asian or Asian American	2	2	8	0	–
Black or African American (Not Hispanic)	9	6	13	21	–
Filipino	5	3	8	10	–
Hispanic or Latino	16	14	21	21	–
Native Hawaiian or Pacific Islander	1	1	0	0	–
White (Not Hispanic)	42	47	29	24	–
Two or more races/ethnicities	18	19	17	14	–
Not applicable, not sure, or decline to answer	6	6	4	10	–

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

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

Table A3.4***Free or Reduced Price Meals Eligibility***

	All %	ES %	MS %	HS %	NT %
No	81	84	75	68	–
Yes	16	13	13	32	–
Not applicable, not sure, or decline to answer	3	3	13	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 A3.5***Number of Years at This School***

	All %	ES %	MS %	HS %	NT %
Less than one year	27	21	68	24	–
1 to 2 years	24	21	28	34	–
3 to 5 years	35	39	0	41	–
6 to 10 years	13	17	0	0	–
Over 10 years	0	1	0	0	–
Not applicable, not sure, or decline to answer	1	1	4	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 A3.6***Grade Level***

	All %	ES %	MS %	HS %	NT %
Kindergarten	9	12	0	0	–
1st grade	12	16	0	0	–
2nd grade	9	13	0	0	–
3rd grade	11	15	0	0	–
4th grade	11	15	0	0	–
5th grade	12	16	0	0	–
6th grade	9	13	0	0	–
7th grade	8	0	71	0	–
8th grade	3	0	25	0	–
9th grade	3	0	0	21	–
10th grade	4	0	0	31	–
11th grade	3	0	0	24	–
12th grade	3	0	0	24	–
Other	1	1	4	0	–
Ungraded	0	0	0	0	–

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

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

Table A3.7***Special Program Participation***

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	0	0	0	0	–
Special Education Program or has had an Individual Education Plan (IEP)	7	8	0	7	–
English Language Development (for children learning English)	3	3	6	4	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	14	8	17	41	–
Not applicable, not sure, or decline to answer	76	81	78	48	–

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 A3.8***After School Program Participation***

	All %	ES %	MS %	HS %	NT %
No	77	80	71	69	–
Yes - 1 day a week	2	1	8	0	–
Yes - 2 days a week	15	16	21	3	–
Yes - 3 days a week	2	1	0	10	–
Yes - 4 days a week	1	0	0	10	–
Yes - 5 days a week	2	2	0	7	–

Question A.8: Does one or more of your children participate in this school’s after school program? (Respond for your child that most frequently participates in the after school program.)

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

4. Parental Involvement

Table A4.1

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
School allows input and welcomes parents' contributions.					
Strongly agree	49	53	46	33	—
Agree	37	37	29	41	—
Disagree	5	5	4	4	—
Strongly disagree	3	2	13	0	—
Don't know/NA	7	3	8	22	—
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	55	60	48	33	—
Agree	39	38	30	48	—
Disagree	2	1	13	0	—
Strongly disagree	3	1	9	4	—
Don't know/NA	2	0	0	15	—
School actively seeks the input of parents before making important decisions.					
Strongly agree	26	28	18	16	—
Agree	38	42	27	24	—
Disagree	12	12	9	12	—
Strongly disagree	3	1	14	4	—
Don't know/NA	22	16	32	44	—

Question A.17, 27, 28: 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 A4.1***School Encourages Parental Involvement – Continued***

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	54	60	36	32	–
Agree	36	35	32	48	–
Disagree	3	1	5	8	–
Strongly disagree	4	2	14	4	–
Don't know/NA	4	1	14	8	–
School staff treat parents with respect.					
Strongly agree	55	60	45	36	–
Agree	38	35	36	52	–
Disagree	2	2	5	0	–
Strongly disagree	4	2	9	8	–
Don't know/NA	2	1	5	4	–
School staff take parent concerns seriously.					
Strongly agree	51	54	41	40	–
Agree	33	35	23	32	–
Disagree	5	4	9	8	–
Strongly disagree	5	3	14	8	–
Don't know/NA	6	4	14	12	–
School staff are helpful to parents.					
Strongly agree	53	58	41	36	–
Agree	41	40	36	52	–
Disagree	1	0	9	0	–
Strongly disagree	3	1	9	8	–
Don't know/NA	2	1	5	4	–

Question A.38-41: 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... School staff are helpful to parents.

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

Table A4.2***Parental Involvement at School***

	All %	ES %	MS %	HS %	NT %
Attended a school or class event					
No	28	23	55	32	–
Yes	72	77	45	68	–
Served as a volunteer in this child's classroom or elsewhere in the school					
No	49	40	86	68	–
Yes	51	60	14	32	–
Attended a general school meeting					
No	8	7	5	16	–
Yes	92	93	95	84	–
Attended a meeting of the parent-teacher organization or association					
No	62	59	64	76	–
Yes	38	41	36	24	–
Gone to a regularly scheduled parent-teacher conference with the child's teacher					
No	18	5	50	64	–
Yes	82	95	50	36	–

Question A.52-56: 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 A4.2***Parental Involvement at School – Continued***

	All %	ES %	MS %	HS %	NT %
Participated in fundraising for the school					
No	87	88	86	84	–
Yes	13	12	14	16	–
Served on a school committee					
No	30	23	52	48	–
Yes	70	77	48	52	–
Met with a guidance counselor in person					
No	83	90	77	52	–
Yes	17	10	23	48	–

Question A.57-59: 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 A4.3
School Keeps Parents Well-Informed

	All %	ES %	MS %	HS %	NT %
School keeps me well-informed about school activities.					
Strongly agree	56	58	46	59	—
Agree	34	35	42	22	—
Disagree	7	5	4	15	—
Strongly disagree	3	1	8	4	—
Don't know/NA	1	1	0	0	—
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	50	56	41	24	—
Agree	40	39	36	48	—
Disagree	6	4	9	20	—
Strongly disagree	3	1	9	8	—
Don't know/NA	1	0	5	0	—
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	52	59	26	33	—
Agree	35	36	39	30	—
Disagree	5	2	4	22	—
Strongly disagree	3	1	17	0	—
Don't know/NA	5	2	13	15	—

Question A.14, 26, 37: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... 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.

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

Table A4.4
Information Dissemination to Parents

	All %	ES %	MS %	HS %	NT %
Letting you know how your child is doing in school between report cards					
Very well	64	67	73	40	–
Just okay	25	27	14	28	–
Not very well	6	4	5	20	–
Does not do it at all	4	2	9	12	–
Don't know/NA	1	1	0	0	–
Providing information about how to help your child with homework					
Very well	57	64	55	20	–
Just okay	22	21	14	36	–
Not very well	9	8	9	16	–
Does not do it at all	8	4	14	24	–
Don't know/NA	4	4	9	4	–
Providing information about why your child is placed in particular groups or classes					
Very well	43	45	55	20	–
Just okay	23	26	5	20	–
Not very well	9	9	5	8	–
Does not do it at all	11	7	23	24	–
Don't know/NA	15	12	14	28	–

Question A.60-62: 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 A4.4
Information Dissemination to Parents – Continued

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child's school					
Very well	62	68	55	40	–
Just okay	23	23	23	24	–
Not very well	4	4	5	8	–
Does not do it at all	6	4	14	16	–
Don't know/NA	4	2	5	12	–
Providing information on how to help your child plan for college or vocational school					
Very well	31	29	27	40	–
Just okay	13	13	5	24	–
Not very well	9	9	5	8	–
Does not do it at all	18	17	36	12	–
Don't know/NA	29	32	27	16	–

Question A.63, 64: 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.

5. Academic Orientation

Table A5.1

School Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	54	54	54	52	–
Agree	39	40	29	41	–
Disagree	3	3	4	4	–
Strongly disagree	4	2	13	4	–
Don't know/NA	1	1	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 A5.2

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	54	56	50	44	–
Agree	39	39	33	41	–
Disagree	3	2	4	4	–
Strongly disagree	4	2	13	4	–
Don't know/NA	2	1	0	7	–

Question A.16: This school... is a supportive and inviting place for students to learn.

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

Table A5.3***School Provides High Quality Instruction***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	46	41	28	–
Agree	47	45	41	60	–
Disagree	4	2	14	4	–
Strongly disagree	3	3	5	4	–
Don't know/NA	3	4	0	4	–

Question A.30: This school... provides high quality instruction to my child.

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

Table A5.4***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	52	45	28	–
Agree	42	40	41	56	–
Disagree	2	2	5	0	–
Strongly disagree	3	2	9	4	–
Don't know/NA	4	4	0	12	–

Question A.31: This school... motivates students to learn.

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

Table A5.5***School Encourages Students of All Races to Enroll in Challenging Courses***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	39	33	41	–
Agree	29	28	33	33	–
Disagree	4	4	0	7	–
Strongly disagree	2	1	13	0	–
Don't know/NA	26	29	21	19	–

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.

6. Learning Supports

Table A6.1

School Has Teachers That Go Out of Their Way to Help Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	55	59	45	40	–
Agree	30	30	36	28	–
Disagree	6	5	0	20	–
Strongly disagree	3	2	14	0	–
Don't know/NA	5	4	5	12	–

Question A.32: This school... has teachers that go out of their way to help students.

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

Table A6.2

School Has Adults That Really Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	54	60	41	36	–
Agree	37	36	36	40	–
Disagree	3	1	5	8	–
Strongly disagree	2	1	9	0	–
Don't know/NA	4	1	9	16	–

Question A.33: This school... has adults that really care about students.

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

Table A6.3

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	53	36	48	–
Agree	37	37	36	36	–
Disagree	5	4	18	0	–
Strongly disagree	2	1	5	4	–
Don't know/NA	6	5	5	12	–

Question A.34: This school... has high expectations for all students.

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

Table A6.4***School is a Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	57	30	41	–
Agree	44	42	48	52	–
Disagree	2	1	13	0	–
Strongly disagree	2	1	9	4	–
Don't know/NA	1	0	0	4	–

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

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

Table A6.5***School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	26	39	33	–
Agree	37	38	26	41	–
Disagree	8	8	4	11	–
Strongly disagree	4	3	13	4	–
Don't know/NA	22	25	17	11	–

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 A6.6***School Provides Quality Counseling and Supports for Students with Social or Emotional Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	32	38	26	–
Agree	23	22	29	26	–
Disagree	7	7	0	15	–
Strongly disagree	3	2	8	4	–
Don't know/NA	35	38	25	30	–

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.

7. Opportunities for Student Participation

Table A7.1

School Provides Opportunities for Meaningful Student Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	48	42	41	–
Agree	38	39	33	37	–
Disagree	3	2	4	7	–
Strongly disagree	2	1	13	0	–
Don't know/NA	11	11	8	15	–

Question A.13: This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community.

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

Table A7.2

School Provides Opportunities for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	53	52	48	–
Agree	41	42	26	44	–
Disagree	2	1	9	0	–
Strongly disagree	1	1	4	0	–
Don't know/NA	5	3	9	7	–

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 A7.3

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	31	39	48	–
Agree	40	41	39	33	–
Disagree	12	12	13	15	–
Strongly disagree	4	3	9	0	–
Don't know/NA	10	13	0	4	–

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.

8. Respect and Cultural Sensitivity

Table A8.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	55	57	42	56	–
Agree	36	37	38	30	–
Disagree	5	5	4	7	–
Strongly disagree	3	1	13	4	–
Don't know/NA	2	1	4	4	–

Question A.10: This school... treats all students with respect.

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

Table A8.2

School Encourages Students to Care About How Others Feel

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	49	36	20	–
Agree	42	44	27	48	–
Disagree	3	1	18	4	–
Strongly disagree	2	1	9	0	–
Don't know/NA	9	6	9	28	–

Question A.35: This school... encourages students to care about how others feel.

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

Table A8.3

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	36	39	33	–
Agree	40	41	30	41	–
Disagree	2	3	0	0	–
Strongly disagree	2	1	9	4	–
Don't know/NA	20	20	22	22	–

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 A8.4***School Provides Culturally Appropriate Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	29	26	26	–
Agree	31	32	30	26	–
Disagree	12	11	13	15	–
Strongly disagree	2	2	4	0	–
Don't know/NA	28	27	26	33	–

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 A8.5***Racial/Ethnic Conflict***

	All %	ES %	MS %	HS %	NT %
Not a problem	53	62	27	28	–
Small problem	6	5	5	12	–
Somewhat a problem	2	1	9	4	–
Large problem	2	1	5	4	–
Don't know/NA	37	31	55	52	–

Question A.47: 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.

Table A8.6***School Helps Students Resolve Conflict***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	41	32	20	–
Agree	37	40	23	32	–
Disagree	5	5	14	0	–
Strongly disagree	3	1	14	0	–
Don't know/NA	18	13	18	48	–

Question A.36: This school... helps students resolve conflicts with one another.

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

9. Student Risk Behavior

Table A9.1

ATOD Use

	All %	ES %	MS %	HS %	NT %
Tobacco use					
Not a problem	69	84	36	16	–
Small problem	3	1	9	8	–
Somewhat a problem	2	0	5	12	–
Large problem	1	0	5	0	–
Don't know/NA	26	16	45	64	–
Electronic cigarette use					
Not a problem	68	83	45	8	–
Small problem	1	1	0	4	–
Somewhat a problem	3	1	5	12	–
Large problem	2	0	5	8	–
Don't know/NA	26	16	45	68	–
Alcohol and drug use					
Not a problem	66	82	32	8	–
Small problem	4	0	18	16	–
Somewhat a problem	3	0	9	12	–
Large problem	1	0	5	4	–
Don't know/NA	26	18	36	60	–

Question A.42-44: 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 A9.2
Bullying and Fighting

	All %	ES %	MS %	HS %	NT %
Harassment or bullying					
Not a problem	30	36	5	16	–
Small problem	28	28	27	32	–
Somewhat a problem	13	12	27	8	–
Large problem	5	3	27	0	–
Don't know/NA	24	22	14	44	–
Physical fights					
Not a problem	45	55	18	16	–
Small problem	11	9	14	20	–
Somewhat a problem	7	4	32	4	–
Large problem	2	1	5	4	–
Don't know/NA	35	32	32	56	–

Question A.45, 46: 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 A9.3
Students Disrespecting Staff

	All %	ES %	MS %	HS %	NT %
Not a problem	50	56	41	28	–
Small problem	10	11	9	4	–
Somewhat a problem	5	4	9	12	–
Large problem	2	1	9	0	–
Don't know/NA	32	28	32	56	–

Question A.48: 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 A9.4
Delinquency

	All %	ES %	MS %	HS %	NT %
Gang-related activity					
Not a problem	71	81	41	40	–
Small problem	0	0	0	0	–
Somewhat a problem	1	0	5	0	–
Large problem	1	0	5	0	–
Don't know/NA	28	19	50	60	–
Weapons possession					
Not a problem	68	77	45	36	–
Small problem	4	2	0	16	–
Somewhat a problem	0	0	0	0	–
Large problem	1	0	5	0	–
Don't know/NA	28	21	50	48	–
Vandalism					
Not a problem	66	76	36	36	–
Small problem	3	3	9	0	–
Somewhat a problem	3	1	5	8	–
Large problem	1	1	5	0	–
Don't know/NA	27	19	45	56	–

Question A.49-51: 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.

10. Discipline

Table A10.1

School Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	52	46	56	–
Agree	38	38	38	37	–
Disagree	4	3	13	4	–
Strongly disagree	2	1	4	0	–
Don't know/NA	5	6	0	4	–

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 A10.2

School Enforces Rules Equally

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	41	45	30	–
Agree	39	42	23	37	–
Disagree	6	5	5	7	–
Strongly disagree	3	2	14	0	–
Don't know/NA	12	9	14	26	–

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.

11. Facilities

Table A11.1

School Has Clean and Well-Maintained Facilities and Properties

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	46	32	20	–
Agree	47	44	41	64	–
Disagree	8	6	14	12	–
Strongly disagree	3	2	5	4	–
Don't know/NA	2	1	9	0	–

Question A.29: This school... has clean and well-maintained facilities and properties.

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

12. Nutrition

Table A12.1

School Provides Healthy Food Choices

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	28	30	22	–
Agree	38	42	22	26	–
Disagree	6	3	13	15	–
Strongly disagree	3	2	4	7	–
Don't know/NA	26	24	30	30	–

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	186	139	22	25	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

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	10	8	14	20	–
Reserve	3	3	5	0	–
National Guard	1	0	0	8	–
Other	4	4	5	8	–
No	83	86	77	72	–
If you are in the military...					
For how many years?[†]					
1-2	0	0	0	0	–
3-5	7	12	0	0	–
6-10	17	24	0	14	–
11 or more	76	65	100	86	–
What rank?[†]					
Enlisted	48	53	80	14	–
Warrant	0	0	0	0	–
Non-Commissioned Officer	38	35	20	57	–
Commissioned Officer	14	12	0	29	–
How many times have you been deployed?[†]					
None	17	24	0	14	–
Once	17	12	20	29	–
Twice	14	12	0	29	–
Three or more times	52	53	80	29	–

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	89	88	95	92	—
On active duty	6	7	0	4	—
Reserve	1	1	0	0	—
National Guard	0	0	0	0	—
Other	4	4	5	4	—
If your spouse is in the military...					
For how many years?[‡]					
1-2	6	6			—
3-5	11	13			—
6-10	0	0			—
11 or more	83	81			—
What rank?[‡]					
Enlisted	72	75			—
Warrant	0	0			—
Non-Commissioned Officer	11	6			—
Commissioned Officer	17	19			—
How many times has your spouse been deployed?[‡]					
None	6	6			—
Once	11	13			—
Twice	17	19			—
Three or more times	67	63			—

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	19	20	15	21	–
No	81	80	85	79	–

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	34	26		80	—
Off base military housing	0	0		0	—
Off base non-military housing	66	74		20	—

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	80	85		60	—
Yes	17	11		40	—
Don't know	3	4		0	—
If "Yes," where? (Please mark all that apply.)					
Iraq	0	0			—
Afghanistan	0	0			—
Other places outside the US	63	40			—
Other states in the US	38	40			—
Don't know	25	40			—
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	20	26		0	—
Yes	80	74		100	—
Don't know	0	0		0	—
If "Yes," where? (Please mark all that apply.)					
Iraq	45	33		80	—
Afghanistan	52	48		80	—
Other places outside the US	69	71		60	—
Other states in the US	41	38		80	—
Don't know	7	10		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	26	30		20	—
Once	14	15		0	—
Twice	29	22		40	—
Three times	26	26		40	—
Four times	6	7		0	—
Five or more times	0	0		0	—
Don't know	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	36	36	32	44	—
Yes	64	64	68	56	—
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	7	9	0	0	—
The school is near military housing off base	6	2	13	21	—
Did not have time to select another school due to logistics and timing of a move	1	1	0	0	—
Did not have enough information about other schools to choose	0	0	0	0	—
This school is near affordable housing	6	6	13	0	—
Other military families recommended this school or have their children attend it	10	6	0	43	—
Other	79	84	73	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	84	82	85	92	—
Slightly important	14	15	15	8	—
Important	1	1	0	0	—
Very important	1	1	0	0	—
Convenience (e.g., close to home and/or work)					
Not at all important	48	49	55	38	—
Slightly important	29	30	20	29	—
Important	19	17	20	29	—
Very important	4	4	5	4	—
School's attitudes toward military students and families					
Not at all important	38	33	50	52	—
Slightly important	33	38	25	16	—
Important	12	11	20	12	—
Very important	17	18	5	20	—
Additional educational supports for military students					
Not at all important	27	22	45	40	—
Slightly important	29	31	20	24	—
Important	15	18	5	8	—
Very important	30	30	30	28	—

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	31	28	35	40	—
Slightly important	33	33	40	28	—
Important	17	20	5	12	—
Very important	19	19	20	20	—
Presence of other military families					
Not at all important	17	13	25	32	—
Slightly important	21	24	10	12	—
Important	18	16	20	24	—
Very important	45	47	45	32	—
Special programs or focus of the school (magnet)					
Not at all important	32	30	45	36	—
Slightly important	35	39	15	28	—
Important	22	20	30	24	—
Very important	11	11	10	12	—
School safety					
Not at all important	93	91	100	96	—
Slightly important	6	7	0	4	—
Important	0	0	0	0	—
Very important	1	1	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	97	96	100	100	–
Yes	3	4	0	0	–
Did your child attend preschool?					
No	15	15	18	8	–
Yes	85	85	82	92	–

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	31	16	17	–
A little need	18	17	16	25	–
A need	29	27	42	29	–
A major need	15	14	11	25	–
Don't know	10	10	16	4	–
After school activities for your child					
Not a need	20	19	16	29	–
A little need	21	23	11	17	–
A need	31	31	37	21	–
A major need	22	20	26	29	–
Don't know	7	7	11	4	–
Summer camp for your child					
Not a need	35	32	32	50	–
A little need	16	17	11	21	–
A need	24	25	26	17	–
A major need	17	19	21	4	–
Don't know	8	8	11	8	–

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	28	30	21	25	–
A little need	15	13	21	17	–
A need	21	16	26	42	–
A major need	20	21	21	17	–
Don't know	16	19	11	0	–

Question B.24: 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.

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

Table B5.2***Student Educational, Social, and Emotional Needs Reported by 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>					
Emotional supports for your child to help deal with deployments, transitions, and other challenges that military children face					
Not a need	22	20		20	–
A little need	37	40		40	–
A need	33	30		40	–
A major need	7	10		0	–
Don't know	0	0		0	–

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

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

Only survey responses from parents who are on active military duty are reported.

Table B5.3***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	33	35		20	—
A little need	33	35		40	—
A need	26	25		40	—
A major need	7	5		0	—
Don't know	0	0		0	—
Supports to help military parents to be involved with the school					
Not a need	37	45		0	—
A little need	15	10		40	—
A need	33	30		60	—
A major need	15	15		0	—
Don't know	0	0		0	—
Supports to help military parents communicate with other military parents in the school					
Not a need	52	60		20	—
A little need	15	10		40	—
A need	19	15		40	—
A major need	11	10		0	—
Don't know	4	5		0	—

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.

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

Only survey responses from parents who are on active military duty are reported.

Table B5.4***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	19	25		0	–
A little need	44	45		40	–
A need	22	20		40	–
A major need	15	10		20	–
Don't know	0	0		0	–

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.

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

Only survey responses from parents who are on active military duty are reported.

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	6	7		0	—
Somewhat satisfied	9	7		20	—
Satisfied	29	22		60	—
Very satisfied	51	59		20	—
Don't know	6	4		0	—
The educational supports the military has provided your child's school.					
Not at all satisfied	6	7		0	—
Somewhat satisfied	20	15		60	—
Satisfied	34	33		40	—
Very satisfied	29	33		0	—
Don't know	11	11		0	—
The sense of connection you feel to other parents in this school.					
Not at all satisfied	20	15		60	—
Somewhat satisfied	29	30		20	—
Satisfied	26	30		20	—
Very satisfied	20	22		0	—
Don't know	6	4		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	14	11		40	—
Somewhat satisfied	14	11		40	—
Satisfied	26	30		0	—
Very satisfied	31	37		0	—
Don't know	14	11		20	—
The responsiveness of the school administration to your concerns as a military parent.					
Not at all satisfied	11	7		40	—
Somewhat satisfied	11	11		20	—
Satisfied	29	30		20	—
Very satisfied	34	41		0	—
Don't know	14	11		20	—
How the transition to this school was handled by the school or district.					
Not at all satisfied	9	7		20	—
Somewhat satisfied	9	4		40	—
Satisfied	37	41		20	—
Very satisfied	31	37		0	—
Don't know	14	11		20	—

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	4		20	—
Somewhat satisfied	20	19		40	—
Satisfied	26	22		40	—
Very satisfied	46	56		0	—
Don't know	3	0		0	—
The general quality of education your child is receiving in this school.					
Not at all satisfied	9	7		20	—
Somewhat satisfied	23	19		40	—
Satisfied	29	30		0	—
Very satisfied	40	44		40	—
Don't know	0	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.

7. Disaggregated Results by Military-Connected Family Status

Table B7.1

Parent Sample by Military-Connected Family Status

	All	ES	MS	HS	NT ^A
Parent Sample					
Military-connected family	29	20	3	6	–
Non-military-connected family (other)	157	119	19	19	–

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 B7.2

Parental Decisions on Child’s School of Attendance by Military-Connected Family Status

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
Did you select the school that your child attends?										
No	34	37	30	37		26	33	47	–	–
Yes	66	63	70	63		74	67	53	–	–
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	26	3	36	4		0		0	–	–
The school is near military housing off base	16	4	7	1		7		20	–	–
Did not have time to select another school due to logistics and timing of a move	0	1	0	1		0		0	–	–
Did not have enough information about other schools to choose	0	0	0	0		0		0	–	–
This school is near affordable housing	5	6	7	6		14		0	–	–
Other military families recommended this school or have their children attend it	37	4	29	1		0		30	–	–
Other	42	86	57	89		79		80	–	–

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.

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

Table B7.3

Factors to be Considered About Child’s School by Military-Connected Family Status

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
<i>How important are these factors for you when thinking of your child’s school?...</i>										
Academic reputation										
Not at all important	82	84	85	81		89	83	95	–	–
Slightly important	14	14	10	16		11	17	5	–	–
Important	4	1	5	1		0	0	0	–	–
Very important	0	1	0	2		0	0	0	–	–
Convenience (e.g., close to home and/or work)										
Not at all important	54	47	60	47		56	33	39	–	–
Slightly important	21	30	20	32		17	17	33	–	–
Important	18	19	15	17		22	33	28	–	–
Very important	7	4	5	4		6	17	0	–	–
School’s attitudes toward military students and families										
Not at all important	68	32	70	27		50	67	47	–	–
Slightly important	29	34	25	40		22	33	11	–	–
Important	0	14	0	13		22	0	16	–	–
Very important	4	19	5	20		6	0	26	–	–

Question B.13-15: 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.

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

Table B7.3

Factors to be Considered About Child's School by Military-Connected Family Status – Continued

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
<i>How important are these factors for you when thinking of your child's school?...</i>										
Additional educational supports for military students										
Not at all important	54	22	55	16		44	50	37	–	–
Slightly important	29	29	25	32		17	33	21	–	–
Important	14	15	15	18		6	17	5	–	–
Very important	4	34	5	34		33	0	37	–	–
Housing costs in the district										
Not at all important	50	27	45	25		28	50	37	–	–
Slightly important	29	34	35	32		44	17	32	–	–
Important	7	19	0	24		6	33	5	–	–
Very important	14	20	20	18		22	0	26	–	–
Presence of other military families										
Not at all important	29	14	25	10		22	33	32	–	–
Slightly important	29	20	25	24		6	33	5	–	–
Important	21	17	20	16		22	33	21	–	–
Very important	21	49	30	50		50	0	42	–	–

Question B.16-18: How important are these factors for you when thinking of your child's school?... Additional educational supports for military students... Housing costs in the district... Presence of other military families.

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

Table B7.3

Factors to be Considered About Child's School by Military-Connected Family Status – Continued

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
<i>How important are these factors for you when thinking of your child's school?...</i>										
Special programs or focus of the school (magnet)										
Not at all important	43	30	45	27		44	33	37	–	–
Slightly important	29	36	35	40		17	17	32	–	–
Important	29	20	20	20		28	50	16	–	–
Very important	0	13	0	13		11	0	16	–	–
School safety										
Not at all important	100	92	100	90		100	100	95	–	–
Slightly important	0	7	0	9		0	0	5	–	–
Important	0	0	0	0		0	0	0	–	–
Very important	0	1	0	2		0	0	0	–	–

Question B.19, 20: How important are these factors for you when thinking of your child's school?... Special programs or focus of the school (magnet)... School safety.

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

Table B7.4
Educational, Social, and Emotional Needs for Students by Military-Connected Family Status

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
Did your child receive homeschooling?										
No	86	99	80	99		100	100	100	–	–
Yes	14	1	20	1		0	0	0	–	–
Did your child attend preschool?										
No	28	12	35	12		16	0	11	–	–
Yes	72	88	65	88		84	100	89	–	–

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

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

Table B7.4

Educational, Social, and Emotional Needs for Students by Military-Connected Family Status – Continued

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
<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	37	26	40	29		12	20	16	–	–
A little need	15	19	10	19		18	40	21	–	–
A need	33	28	35	26		41	20	32	–	–
A major need	11	16	10	15		12	20	26	–	–
Don't know	4	11	5	11		18	0	5	–	–
After school activities for your child										
Not a need	19	20	20	18		18	20	32	–	–
A little need	19	21	20	24		12	20	16	–	–
A need	33	30	35	31		35	20	21	–	–
A major need	30	21	25	19		24	40	26	–	–
Don't know	0	8	0	8		12	0	5	–	–

Question B.21, 22: 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.

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

Table B7.4

Educational, Social, and Emotional Needs for Students by Military-Connected Family Status – Continued

	All		ES		MS		HS		NT	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%	%	%
<i>How much of a need do you think there is for each of the following services in your child's school?...</i>										
Summer camp for your child										
Not a need	41	34	45	30		35	40	53	–	–
A little need	11	17	10	18		12	20	21	–	–
A need	30	23	25	25		24	40	11	–	–
A major need	15	17	15	19		18	0	5	–	–
Don't know	4	9	5	8		12	0	11	–	–
Scholarships and grants to help participate in after school activities										
Not a need	33	27	40	28		24	20	26	–	–
A little need	22	13	20	12		24	40	11	–	–
A need	22	21	15	17		24	40	42	–	–
A major need	11	22	10	23		18	0	21	–	–
Don't know	11	17	15	20		12	0	0	–	–

Question B.23, 24: How much of a need do you think there is for each of the following services in your child's school?... Summer camp for your child... Scholarships and grants to help participate in after school activities.

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

Appendix

2017-18 CSPA Parent Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2017-18 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 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2017-18 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Travis Independent Study	
Vanden High	X

Notes: Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2017-18 CSPA Parent Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2017-18 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.