



School Re-entry Parents Survey: June 2020 Survey Findings

June 27, 2020

TABLE OF CONTENTS

INTRODUCTION	4
METHODOLOGY	5
KEY FINDINGS	6
SAMPLE PROFILE	12
Children’s gender, race/ethnicity, free or reduced priced lunch, English language learner, homeless assistance	12
IEP plan, Special Ed program attended, 504 plan	14
Grade level	15
SURVEY FINDINGS AND DISCUSSION	16
School re-entry options for upcoming 2020-21 school year	16
Confidence in keeping your family safe from exposure to COVID-19	17
Confidence in delivering a quality education	27
Hybrid plan preference	37
Students’ distance learning experiences during the state-mandated school closure of Spring 2020	39
Child’s engagement	40
Quality of instruction	44
Too much or too little school work	53
Most beneficial aspects of distance learning experience	55
Obstacles to children’s learning with distance learning experience	61

TABLE OF CONTENTS {continued}

Planning for the upcoming 2020-21 school year	67
Childcare a problem if school is not 100% in-person	68
Children’s access to internet to support learning at home	71
Technology devices available for children to support learning at home	73
Concern about children falling behind academically	76
Learning options wanted to prevent children falling behind academically	79
Concern about children’s overall wellbeing due to Spring 2020 school closure	85
Services and supports wanted for children’s overall wellbeing	88
Support for parents if distance or hybrid learning is required	93
Learning expectations	98
Open-ended feedback	102
Verbatim responses in a separate appendix	102
APPENDIX: QUESTIONNAIRE	103

INTRODUCTION

Student safety is the No. 1 priority for the superintendents and school districts in the greater Grand Rapids area, the surrounding suburbs, cities and townships. All are served by Kent ISD, an educational service agency, and are represented in the Kent Intermediate Superintendents' Association (KISA).

The COVID-19 pandemic that prompted the closure of schools in March presents a new challenge for districts and the families they serve. Years of successful bond issues have brought new security measures for virtually all buildings in the region, but there is no sure playbook for battling and containing the virus as districts plan for reopening in the fall.

The KISA Future Learning Committee consulted with health department experts, leading health industry professionals and educators from around the state, the nation and the world to learn what is being done elsewhere to return children to the classroom.

One thing was clear to the superintendents who led this work: We must hear the voice of our parents to understand their priorities, their concerns, and their learning goals for their children to chart a path forward for continued learning when most schools reopen August 24, 2020.

Consequently, the superintendents of KISA asked marketing research consultants Gartner & Associates and Kent ISD to develop and conduct a survey and comprehensive analysis to:

1. Identify and appraise the safety concerns of parents from each local district's about resuming school in the Fall;
2. Learn parents' experience with the "distance learning" delivered by each local district during the school closure and shelter-in-place orders from Michigan Gov. Gretchen Whitmer to learn students' level of engagement, parent perception of student learning, and the supports districts must consider if distance learning is to continue on a large scale;
3. Communicate the options now available to school districts for the return to school – traditional in-person instruction, continued distance learning or a hybrid of the two, with a combination of face-to-face and online instruction that would allow smaller class sizes and greater social distancing within school buildings;
4. Learn parents' concerns about the safety and educational outcomes for each potential method of teaching and learning under consideration and; finally
5. Use parental input to help guide districts to inform safe instructional practices and the development of teaching and learning options that will meet the educational and safety needs of the greatest possible number of students and families.

METHODOLOGY

This study employs a common online survey for all local districts (and the Kent ISD’s own programs), with each district having its own English language and Spanish language survey links to facilitate data collection and reporting. The survey questionnaire was developed together by the KISA Future Learning Committee, the Kent ISD, and Gartner. The Spanish language version of the questionnaire was created by Craig Hoekstra’s Wyoming Public Schools team.

The survey links were embedded directly in emailed invitations from each district’s superintendent, with parents asked to click on the survey link and then taken directly to the questionnaire transparently hosted by Survey Monkey. After submitting their answers, respondents were then returned to each district’s home page.

A total **2,784** completed surveys were submitted by Caledonia parents during May 29 – June 10, all English language responses with zero Spanish language responses.

Sampling error associated with a completed sample of 2,784 current parents ranges from 0.4% to 1.9% at the 95% confidence level.

In addition to the total Caledonia parents, cross-tabs percentage findings are provided for parents from grades PreK - 2nd, 3rd – 5th, 6th – 8th, and 9th – 12th. Cross-tab percentage findings are also provided for parents with children with an IEP plan, parents with children who qualify for free or reduced price lunch, and parents with children who are Hispanic/Latino.

Caledonia parents, similar to most of the other suburban districts within the Kent ISD, misinterpreted the English Language Learner question ... 29% replied they have ELL children, much more than the 2% reported by the Kent ISD.

Too few parents replied with children who are African American (19), so their data is not included in this report, but were included in the companion Excel database worksheet crosstabs.

Sampling error for these subgroups are larger than for the total sample of 2,784 parents, and substantially larger for those subgroups with fewer than 100 respondents. Moreover, any subgroup cells with fewer than 50 respondents (such as all the findings for parents with Hispanic/Latino children) for any question should especially be interpreted with caution.

Cross-tab percentages are also provided for the Kent ISD random sample of 800 parents, including 42 randomly selected Caledonia parents according to the Caledonia proportionate 5.2% of the entire Kent County 20 local districts’ enrollment.

Unaided verbatim comments to specific “Other (please specify)” responses and the closing open-ended question are published in a separate appendix.

KEY FINDINGS

Comparing in-person, distance and hybrid instructional options for safety and quality of education

As expected, Caledonia parents have the most confidence with 100% distance learning at keeping their children safe from exposure to COVID-19, while they have the most confidence that 100% in-person learning will deliver a quality education.

However, there is neither strong confidence with a hybrid plan in either keeping their children safe or in delivering a quality education.

- **49% of Caledonia parents feel “extremely or very confident” that 100% in-person learning will keep their children safe from exposure to COVID-19, while 93% are “extremely or very confident” that it will deliver a quality education.**
- **70% of Caledonia parents feel “extremely or very confident” that 100% distance learning will keep their children safe from exposure to COVID-19, while only 9% are “extremely or very confident” that it will deliver a quality education.**
- **43% of Caledonia parents feel “extremely or very confident” that a hybrid learning will keep their children safe from exposure to COVID-19, while only 25% are “extremely or very confident” that it will deliver a quality education.**

Hybrid option preference

A split week hybrid option is preferred by 50% of Caledonia parents, much more than for a split day (17%) or a split month (just 8%).

15% of Caledonia parents have no hybrid plan preference as long as their children are safe.

Engagement during school closure⁷

41% of Caledonia parents say their children were engaged in their distance learning during the school-mandated school closure, while 53% say they were not engaged.

More Caledonia parents with children in grades PreK-2 (60%) and with children with an IEP (59%) say their children were not engaged.

Quality of instruction during school closure

49% of Caledonia parents say the quality of their children's instruction was "excellent or good" during the school-mandated school closure, while only 17% say it was "poor or very poor."

Amount of work during school closure

48% feel their child had a "just about right" amount of school work during the state-mandated school closure.

40% of Caledonia parents say there was "too little" school work, while only 12% reply "too much."

Beneficial aspects of distance learning during school closure

60% of Caledonia parents say flexibility around scheduling was beneficial to their child's distance learning experience during the state-mandated school closure.

Ability to move at my child's own pace (37%) is the next most mentioned benefit.

Obstacles to distance learning experience during school closure

66% of Caledonia parents say the lack of interaction or isolation from classmates was an obstacle to their child's distance learning experience during the state-mandated school closure.

Distance learning is too boring or unengaging for my child (47%) is the next most cited as an obstacle.

Parents own perceived lack of skills or knowledge to aid in instruction (34%) and no consequences for student work (30%) are also more frequently mentioned.

Childcare a problem if not 100% in-person instruction

28% of Caledonia parents say childcare is a problem if there is not 100% in-person instruction, while 63% say it is NOT a problem.

More parents with children in grades PreK-2 (48%) and grades 3-5 (40%), and with Hispanic/Latino children (44%) have a childcare problem.

Internet access available to support children's learning at home

94% of Caledonia parents say their children have access to the internet to support learning at home.

Slightly fewer parents with children who qualify for free/reduced price lunch (92%), as well as 84% of the parents with Hispanic/Latino children reply “yes.”

Technology devices available to support children's learning at home

68% of Caledonia parents say technology devices are available “always or often” to support their children's learning at home, while only 12% reply “rarely or never.”

Significantly fewer parents with children who qualify for free/reduced price lunch (50%) reply “always or often.”

Concern about falling behind academically due to school closure

37% of Caledonia parents say they are “extremely or very concerned” about their children falling behind academically due to the state-mandated school closure, while 17% are “not at all concerned.”

Noticeably more Caledonia parents with children with an IEP (48%) are “extremely or very concerned.”

Learning options to address falling behind academically

Most frequently cited by Caledonia parents to address their concerns about their children falling behind academically:

- **33% A balanced school calendar for the upcoming school year**
- **28% Tutoring opportunities for the upcoming school year**
- **23% Continuous learning options in the summer of 2020**

Concern about children's overall wellbeing due to school closure

28% of Caledonia parents say they are “extremely or very concerned” about their children’s overall wellbeing due to the state-mandated school closure, while 17% are “not at all concerned.”

More parents with children who qualify for free/reduced lunch (34%) reply “extremely or very concerned.”

Learning options to address children's overall wellbeing

Most frequently cited by Caledonia parents to address their concerns about their children overall wellbeing:

- **39% Intentional opportunities to interact with classmates, including distance options**
- **15% Training for teachers to better support students’ wellbeing**

Supports for parents if not 100% in-person

Most frequently cited by Caledonia parents if distance or a hybrid learning option is required for the 2020-21 school year:

- **55% Pre-recorded videos explaining what the students should be working on each week**
- **52% Routine directions and explanations emailed to parents and caregivers**
- **50% Instructional materials and guidance to support learning at home**
- **39% Open office hours with teachers**
- **39% Email support to get answers to distance learning activities**

Learning expectations for new 2020-21 school year

38% of Caledonia parents prefer reasonable learning expectations due to limitations of distance learning as to what they expect for the 2020-21 school year.

47% select similar learning expectations to the 2019-20 school year prior to the state-mandated school closure.

12% prefer accelerated learning expectations due to lost instructional time.

SAMPLE PROFILE

	Percent of total Caledonia parents
(n)	(2,784)
Child's gender	
Female	47%
Male	52%
Other	<1%
Prefer not to answer	1%
Child's race/ethnicity	
American Indian or Alaska Native	<1%
African American	<1%
Asian	1%
Hispanic/Latino	2%
Native Hawaiian or Other Pacific Islander	<1%
Two or More Races	4%
White	88%
Prefer not to answer	4%
Child English language learner	
Yes	29%
No	69%
Prefer not to answer	3%

SAMPLE PROFILE

	Percent of total Caledonia parents
(n)	(2,784)
Child qualifies for free or reduced priced lunch	
Yes	12%
No	86%
Prefer not to answer	2%
Child eligible for homeless assistance	
Yes	0%
No	99%
Prefer not to answer	1%

SAMPLE PROFILE

	Percent of total Caledonia parents
(n)	(2,784)
Child has IEP plan	
Yes	12%
No	86%
Prefer not to answer	2%
Special ed program most recently attended	
District-program	60%
Regional-program	1%
Center-program	3%
Prefer not to answer	36%
Child has 504 plan	
Yes	5%
No	92%
Prefer not to answer	3%

SAMPLE PROFILE

	Percent of total Caledonia parents
(n)	(2,784)
Child's grade level	
Pre-K	2%
Kindergarten	9%
Grade 1	9%
Grade 2	8%
Grade 3	6%
Grade 4	9%
Grade 5	7%
Grade 6	7%
Grade 7	8%
Grade 8	8%
Grade 9	7%
Grade 10	8%
Grade 11	8%
Grade 12	3%
Other	1%
PreK – 2nd grade	28%
3rd – 5th grades	22%
6th – 8th grades	23%
9th – 12th grades	26%

SURVEY FINDINGS AND DISCUSSION

School re-entry options for the upcoming 2020-21 school year

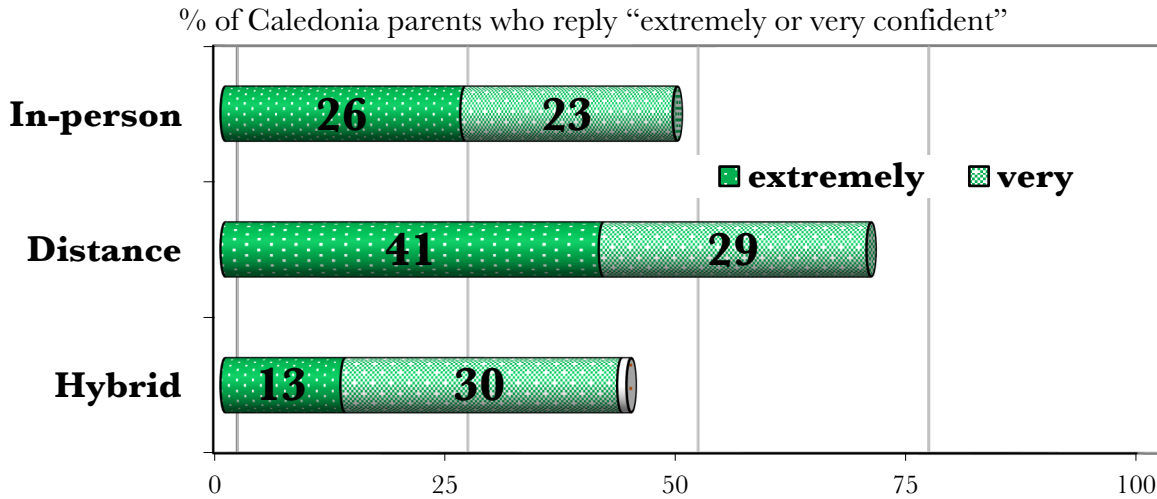
Confidence in keeping your family safe from exposure to COVID-19

Confidence in delivering a quality education

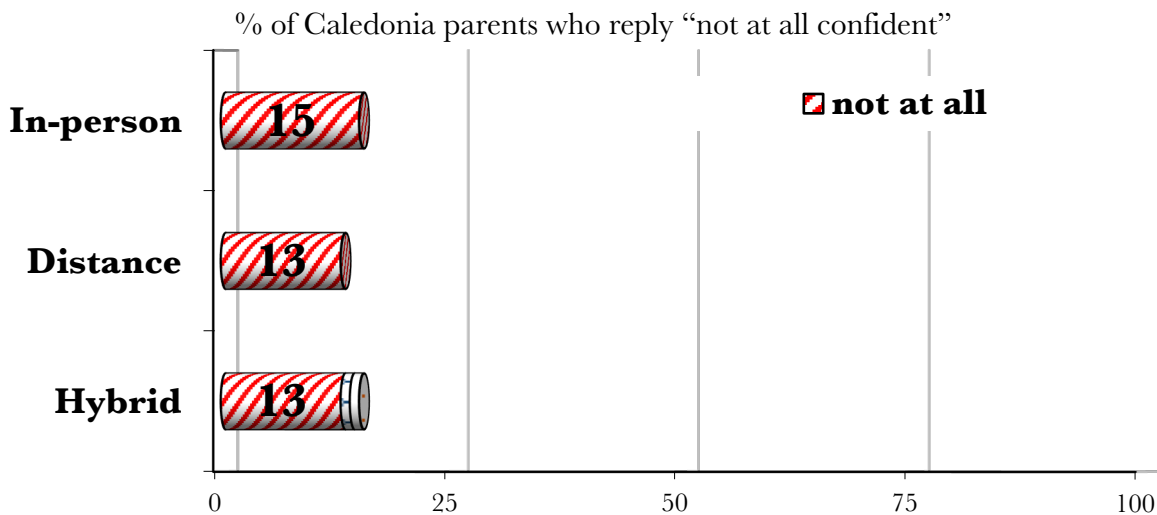
Hybrid plan preference

Confidence in keeping your family safe from exposure to COVID-19

- ❖ **70% of all Caledonia parents “extremely or very confident” that 100% distance learning will keep their family SAFE from exposure to COVID-19**



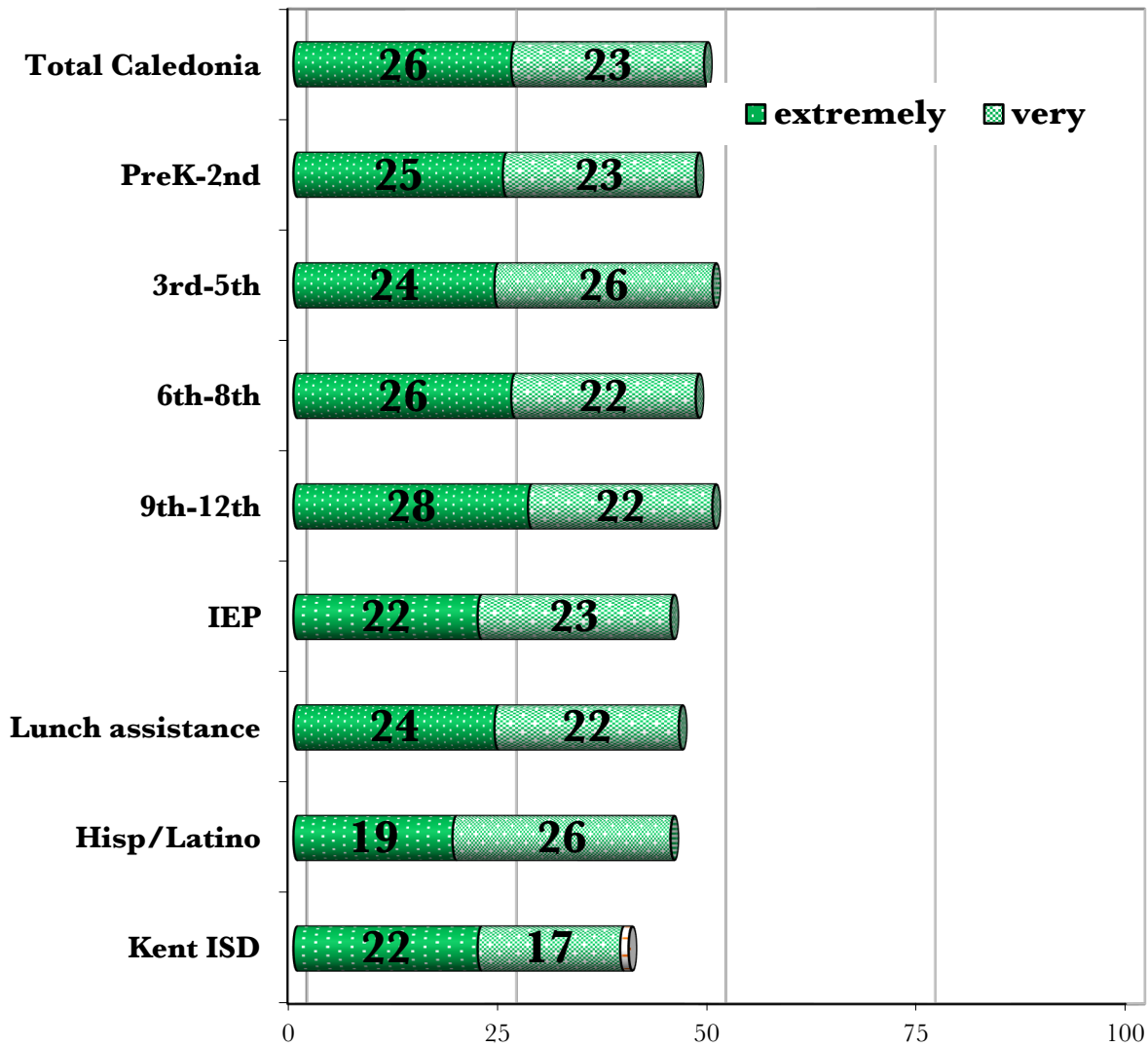
- ❖ **13% to 15% of all Caledonia parents “not at all confident” that each of the three school re-entry plans will keep their family SAFE from exposure to COVID-19**



In-person 100%

Considerably more Caledonia parents (49%), but including 45% of parents with children with an IEP, are “extremely or very confident” that a 100% in-person plan will be **safe** from exposure to COVID-19 than the Kent ISD random sample (39%).

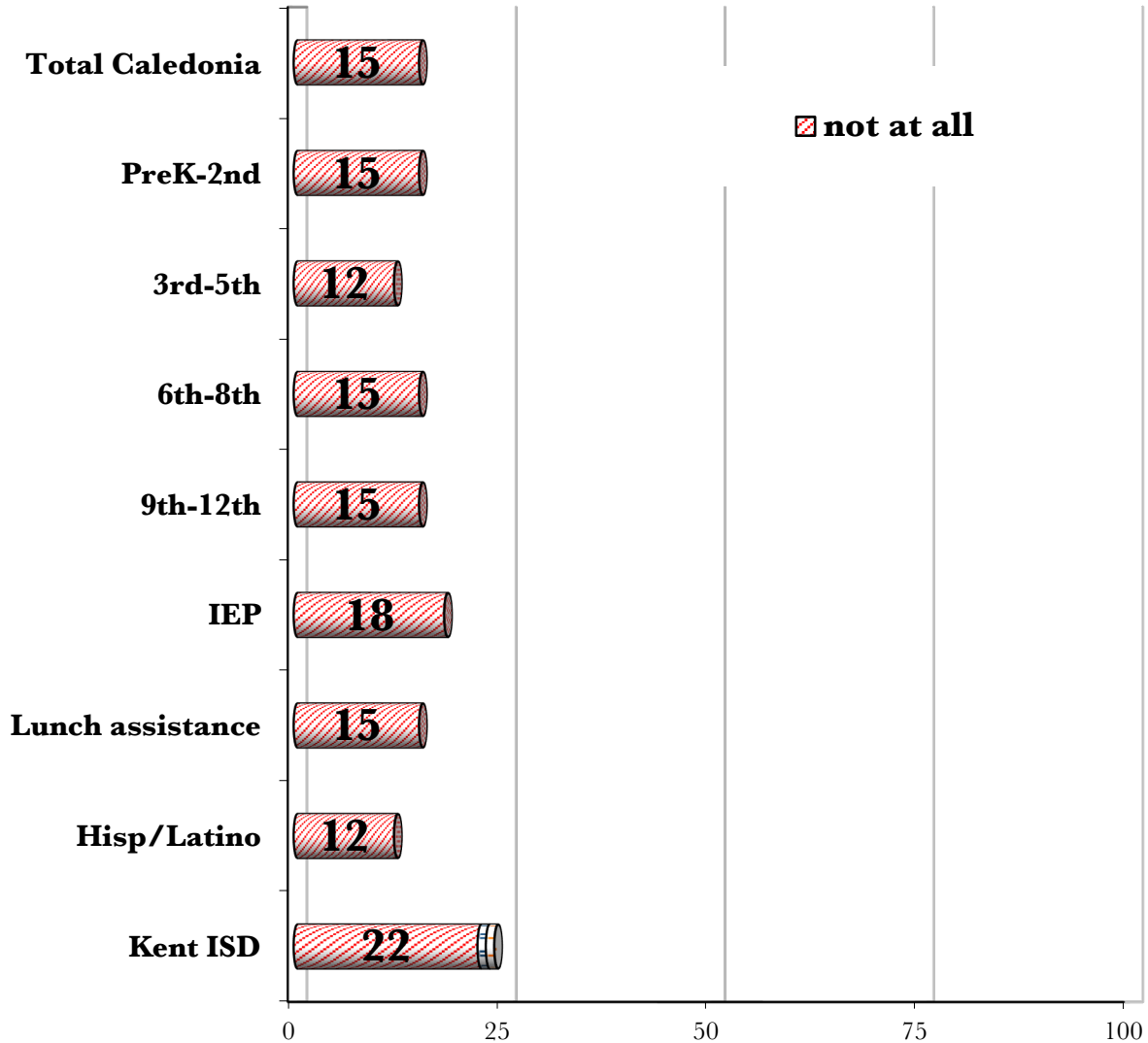
% of Caledonia parents who reply “extremely or very confident” for 100% In-person



In-person 100%

Noticeably fewer Caledonia parents (15%), but including 18% of parents with children with an IEP, are “not at all confident” that a 100% in-person plan will be **safe** from exposure to COVID-19 than the Kent ISD random sample (22%).

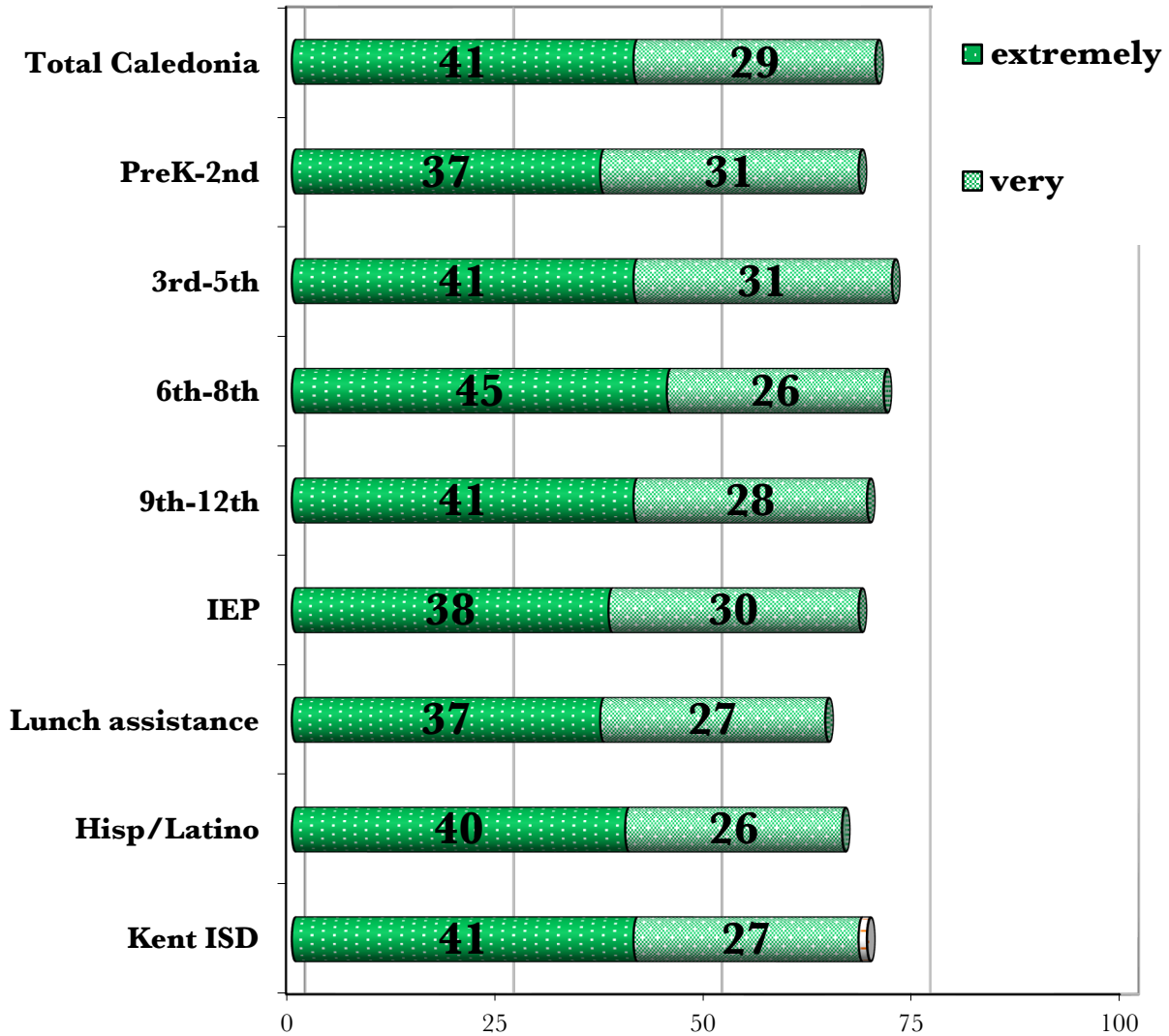
% of Caledonia parents who reply “not at all confident” for 100% In-person



Distance 100%

70% of Caledonia parents, but including 64% of parents with children qualifying for free/reduced price lunch, are “extremely or very confident” that a 100% distance learning plan will be **safe** from exposure to COVID-19.

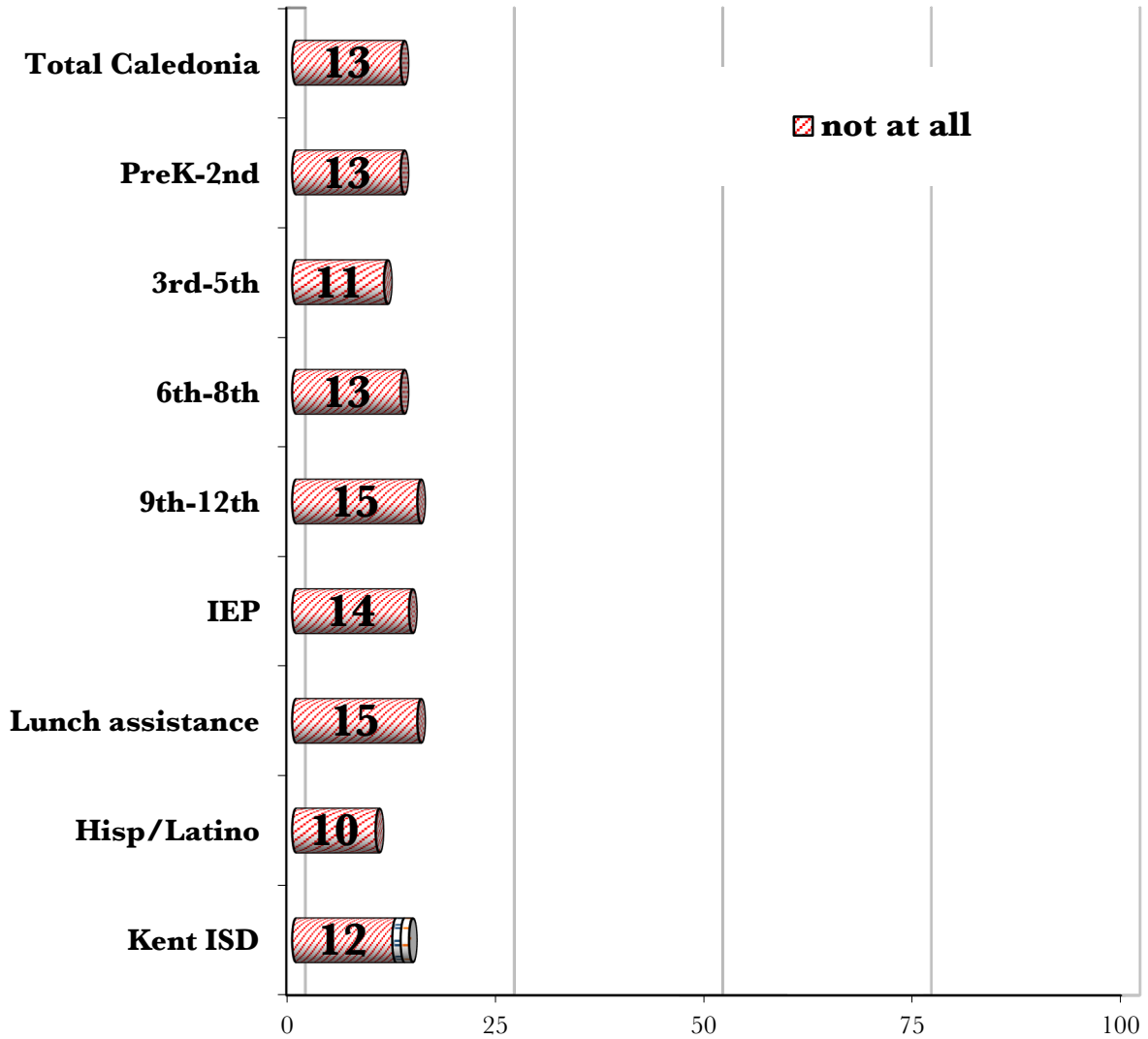
% of Caledonia parents who reply “extremely or very confident” for 100% Distance learning



Distance 100%

13% of Caledonia parents are “not at all confident” that a 100% distance learning plan will be **safe** from exposure to COVID-19.

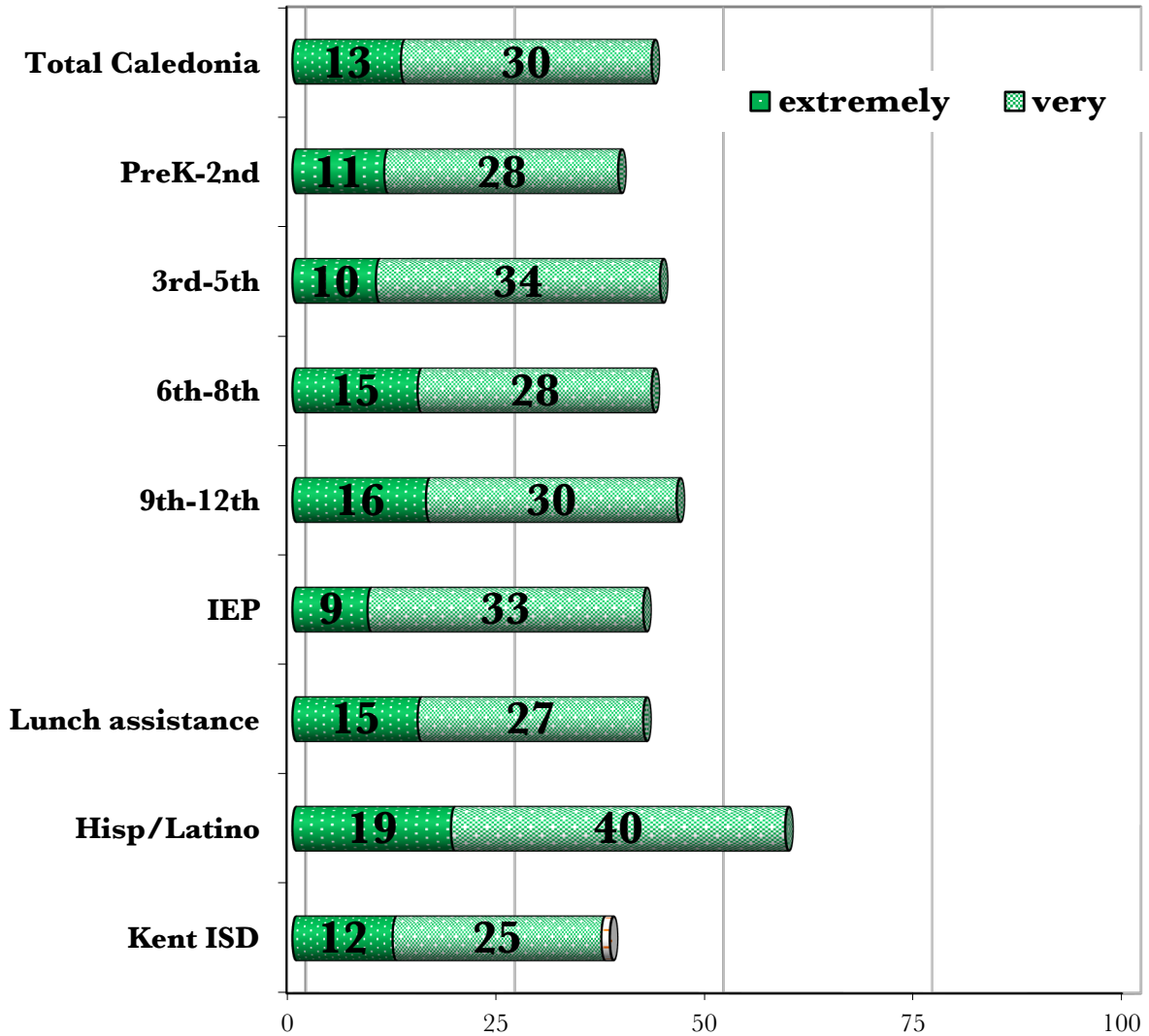
% of Caledonia parents who reply “not at all confident” for 100% Distance learning



Hybrid

More Caledonia parents (43%), including 46% of parents with high school children, are “extremely or very confident” that a hybrid plan will be **safe** from exposure to COVID-19 than the Kent ISD random sample (37%).

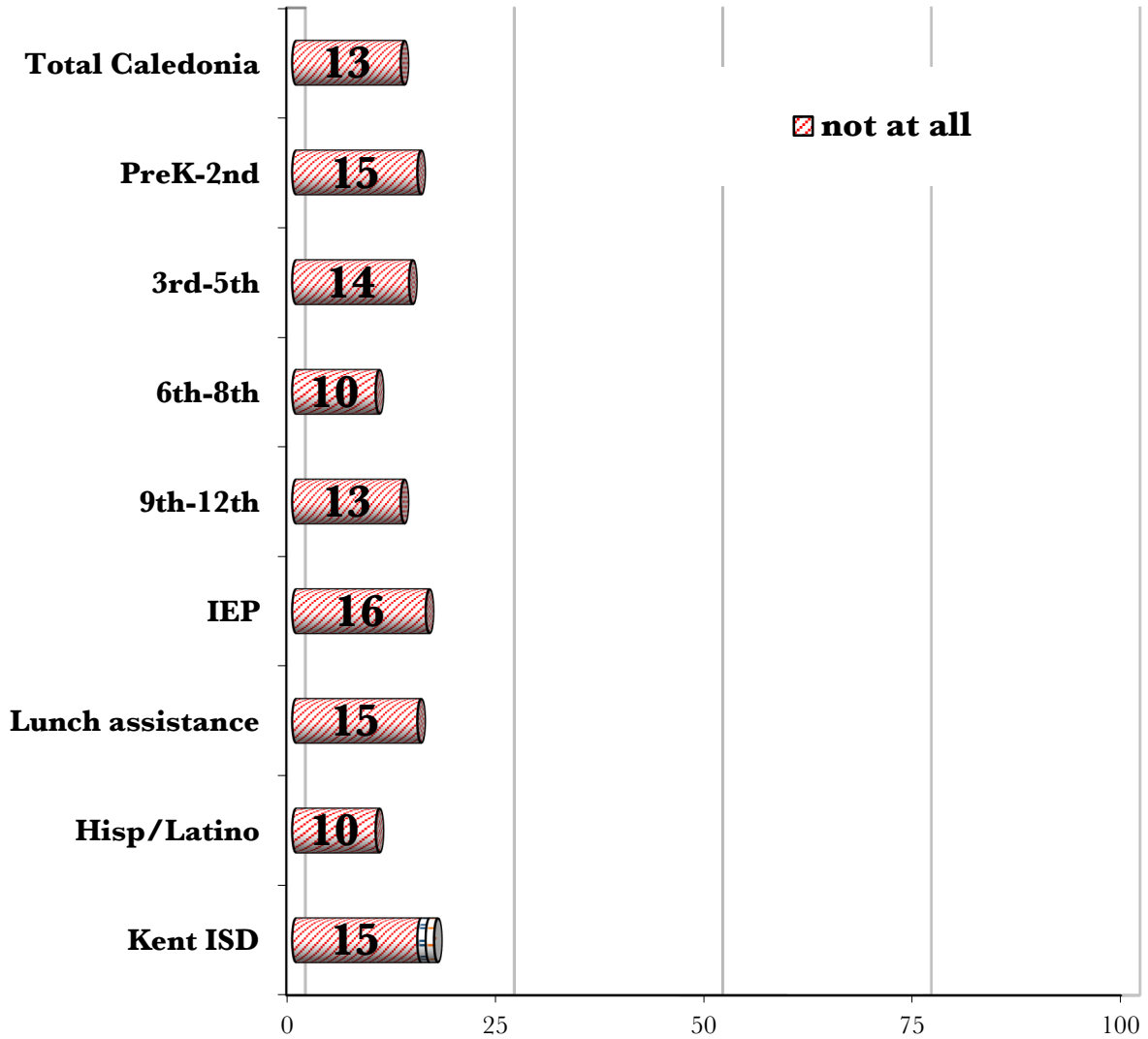
% of Caledonia parents who reply “extremely or very confident” for Hybrid plan



Hybrid

Slightly fewer Caledonia parents (11%) are “not at all confident” that a hybrid plan will be **safe** from exposure to COVID-19 than the Kent ISD random sample (15%).

% of Caledonia parents who reply “not at all confident” for Hybrid plan



Confidence in keeping your family safe from exposure to COVID-19

Approximately half of all Caledonia parents responding are “extremely or very confident” (49%) that school 100% in-person will keep their family **safe** from exposure to COVID-19. While 15% are “not at all confident,” another 14% are only “slightly confident.”

Comparatively, 70% of all Caledonia parents are “extremely or very confident” that school 100% distance learning will keep their family **safe** from exposure to COVID-19, while much fewer are “not at all confident” (13%).

Forty-three percent of all Caledonia parents are “extremely or very confident” that a hybrid plan will keep their family **safe** from exposure to COVID-19. While 13% are “not at all confident,” another 10% are only “slightly confident.”

Compared to the KISD random sample, more Caledonia parents are “extremely or very confident” that the 100% in-person plan and a hybrid plan will keep their family **safe** from exposure to COVID-19. Moreover, fewer Caledonia parents are “not at all confident” that a 100% in-person plan will keep their family **safe**.

Total Caledonia parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	26%	23%	23%	14%	15%	(2,510)
Distance	41%	29%	13%	4%	13%	(2,448)
Hybrid	13%	30%	34%	10%	13%	(2,446)

Total Kent ISD parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	22%	17%	23%	16%	22%	(798)
Distance	41%	27%	13%	6%	12%	(794)
Hybrid	12%	25%	35%	13%	15%	(793)

Caledonia PreK – 2nd grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	25%	23%	25%	12%	15%	(689)
Distance	37%	31%	16%	3%	13%	(671)
Hybrid	11%	28%	36%	10%	15%	(673)

Caledonia 3rd – 5th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	24%	26%	22%	16%	12%	(543)
Distance	41%	31%	13%	4%	11%	(534)
Hybrid	10%	34%	34%	8%	14%	(530)

Caledonia 6th – 8th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	26%	22%	22%	14%	15%	(584)
Distance	45%	26%	12%	4%	13%	(573)
Hybrid	15%	28%	36%	10%	10%	(573)

Caledonia 9th – 12th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	28%	22%	21%	14%	15%	(661)
Distance	41%	28%	12%	4%	15%	(640)
Hybrid	16%	30%	31%	9%	13%	(639)

Caledonia parents with children with IEP plan

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	22%	23%	24%	13%	18%	(290)
Distance	38%	30%	13%	4%	14%	(276)
Hybrid	9%	33%	32%	10%	16%	(275)

Caledonia parents with children qualifying for free or reduced priced lunch

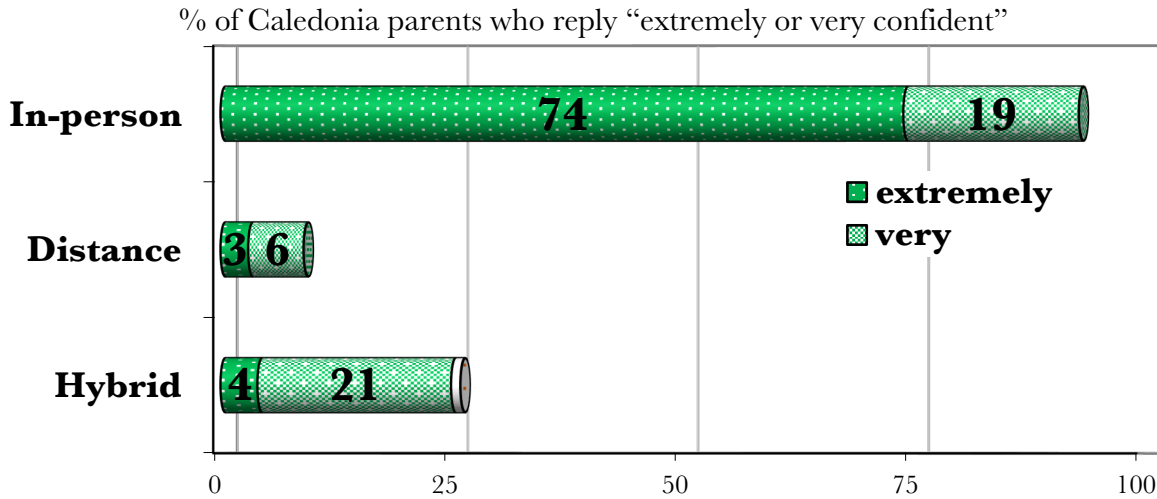
	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	24%	22%	24%	15%	15%	(279)
Distance	37%	27%	16%	5%	15%	(273)
Hybrid	15%	27%	34%	9%	15%	(273)

Caledonia parents with Hispanic/Latino children

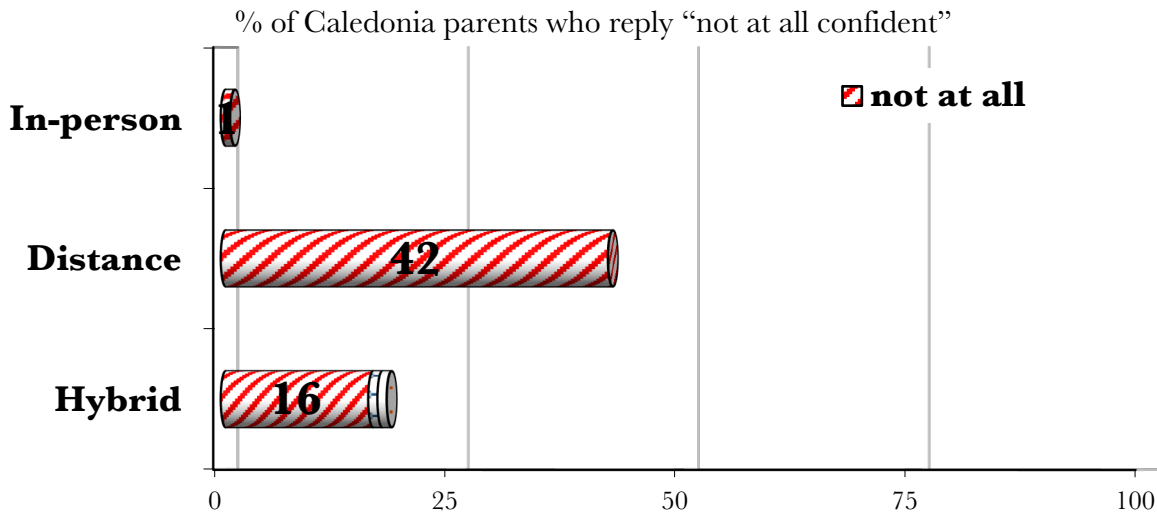
	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	19%	26%	37%	7%	12%	(43)
Distance	40%	26%	17%	7%	10%	(42)
Hybrid	19%	40%	31%	0%	10%	(42)

Confidence in delivering a quality education

- ❖ **93% of all Caledonia parents “extremely or very confident” that 100% In-person learning will deliver a quality education**



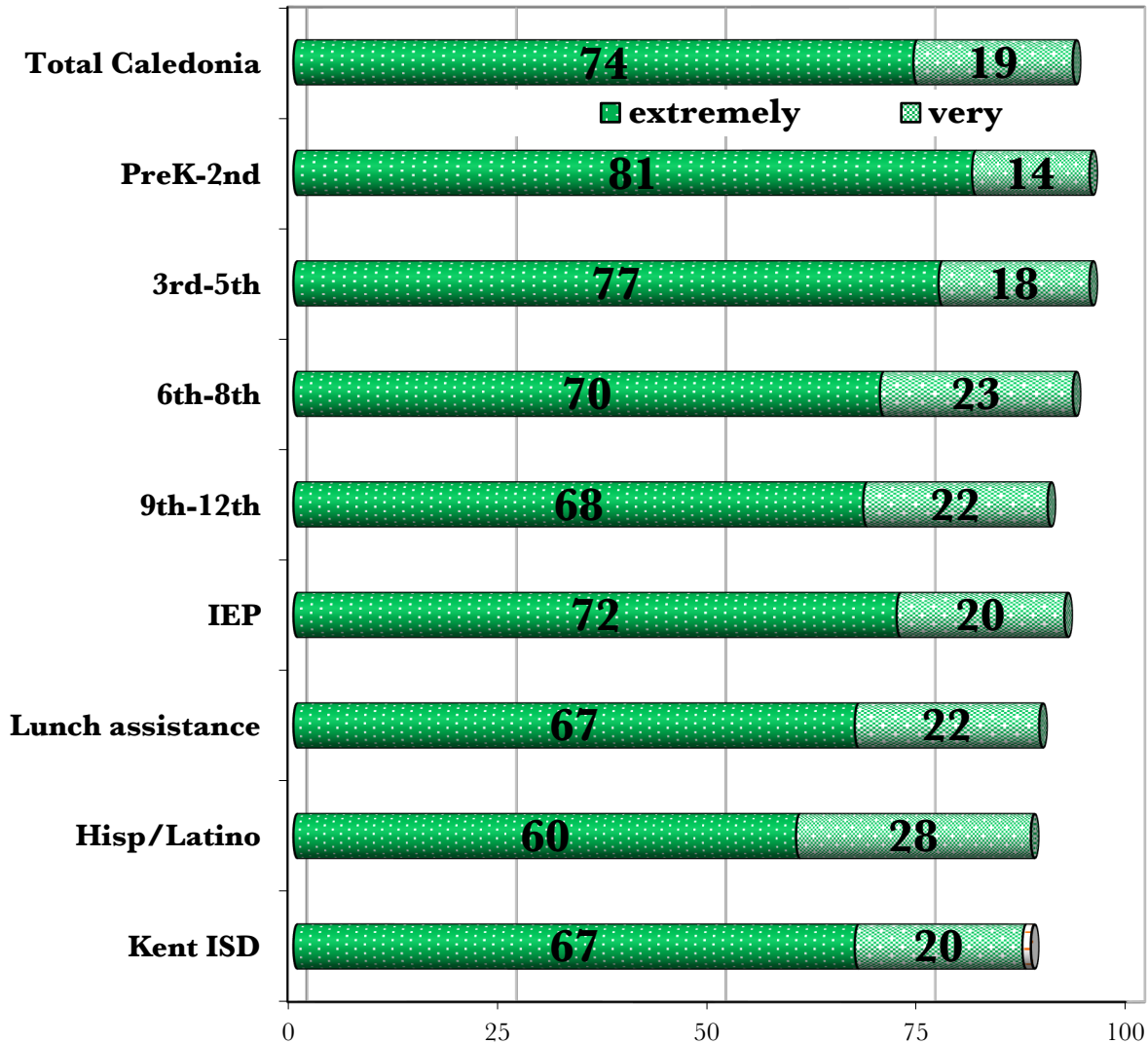
- ❖ **42% of Caledonia parents “not at all confident” that 100% Distance learning will deliver a quality education**



In-person 100%

More Caledonia parents (93%) are “extremely or very confident” that a 100% in-person plan will deliver a **quality education** than the Kent ISD random sample (87%).

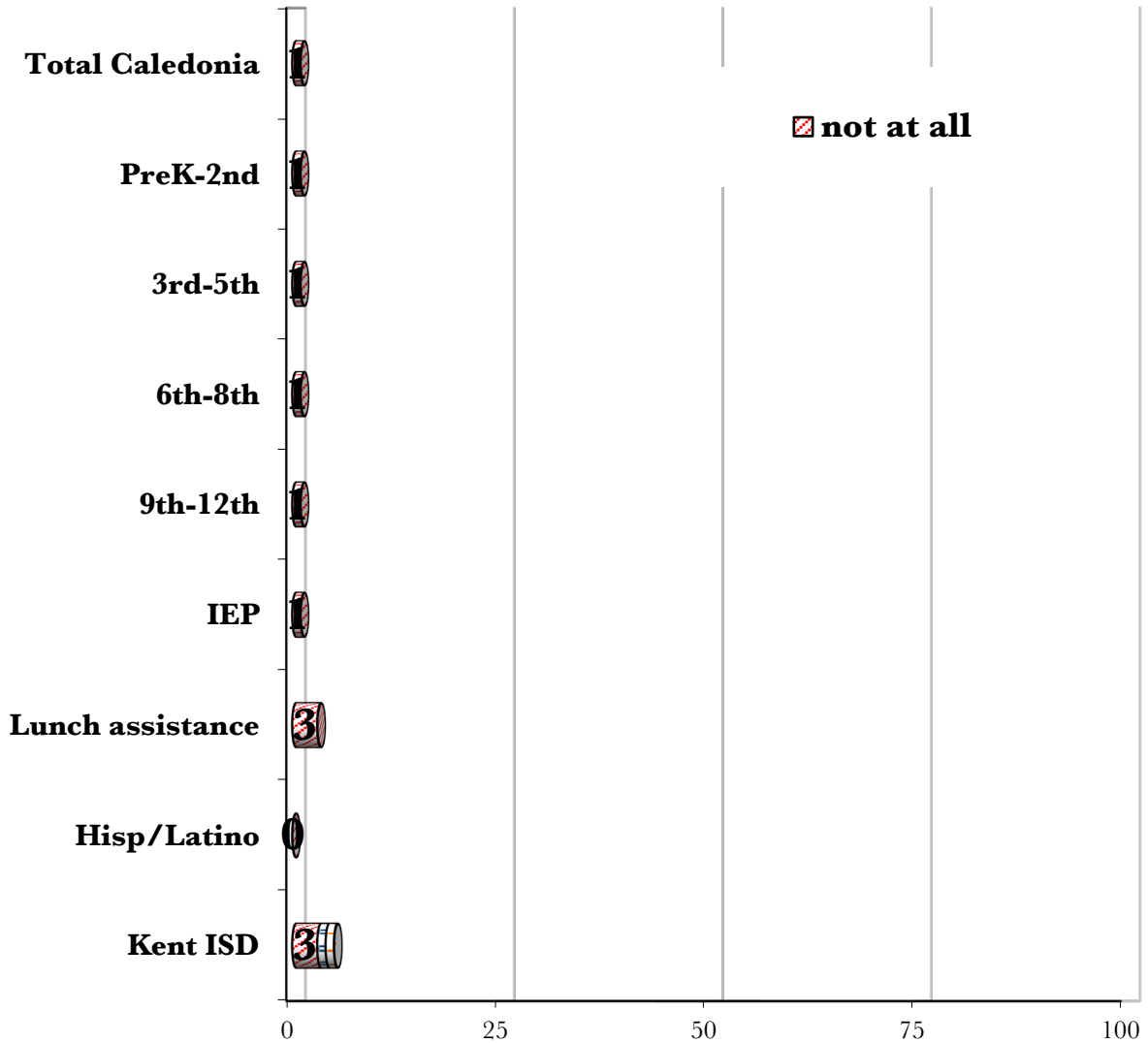
% of Caledonia parents who reply “extremely or very confident” for 100% In-person



In-person 100%

A scant 1% of Caledonia parents, including 6% of parents with Hispanic/Latino children, are “not at all confident” that a 100% in-person plan will deliver a **quality education**.

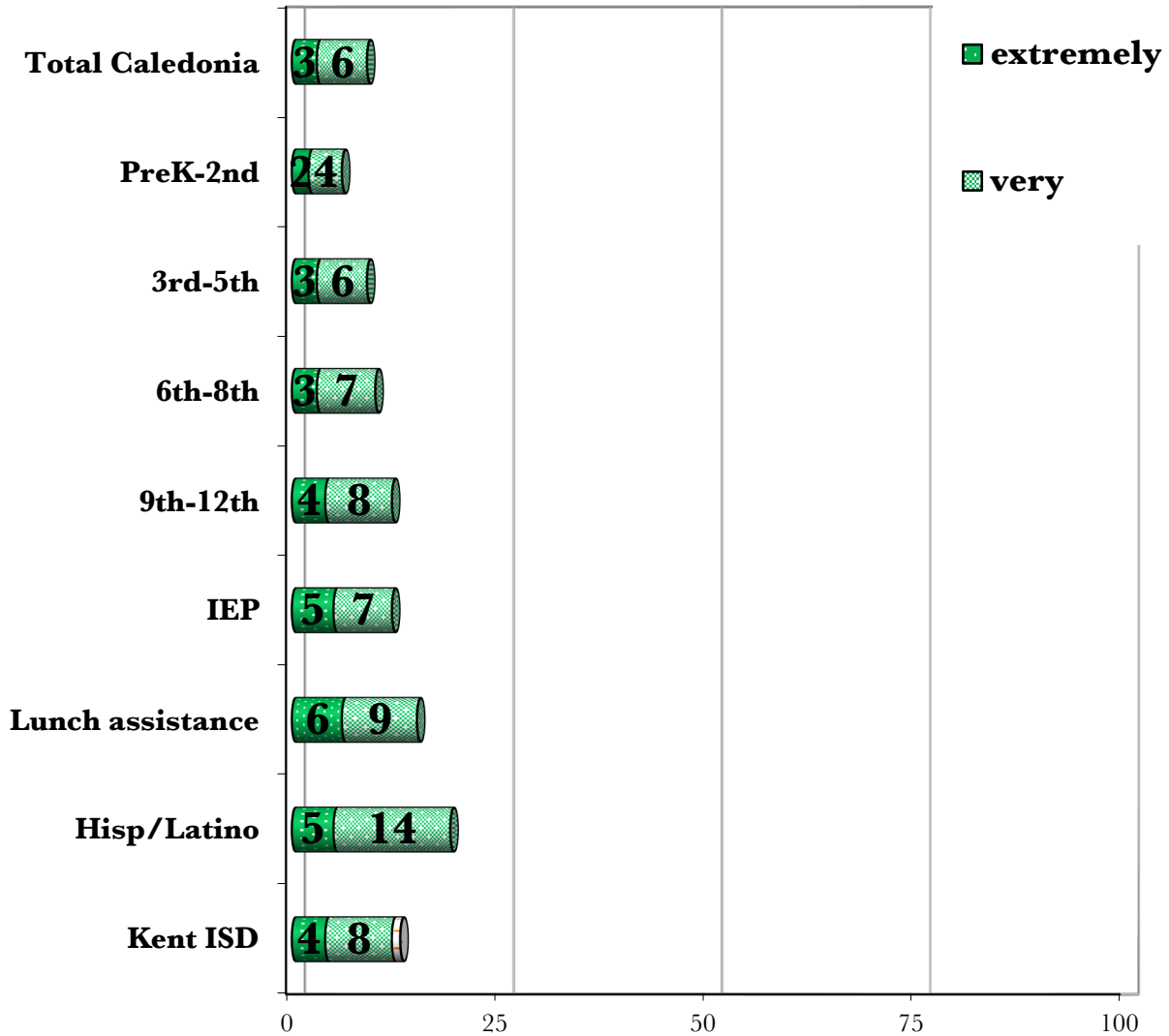
% of Caledonia parents who reply “not at all confident” for 100% In-person



Distance 100%

Slightly fewer Caledonia parents (9%), including only 6% of parents with young children in grades PreK-2, are “extremely or very confident” that a 100% distance learning plan will deliver a **quality education** than the Kent ISD random sample (12%).

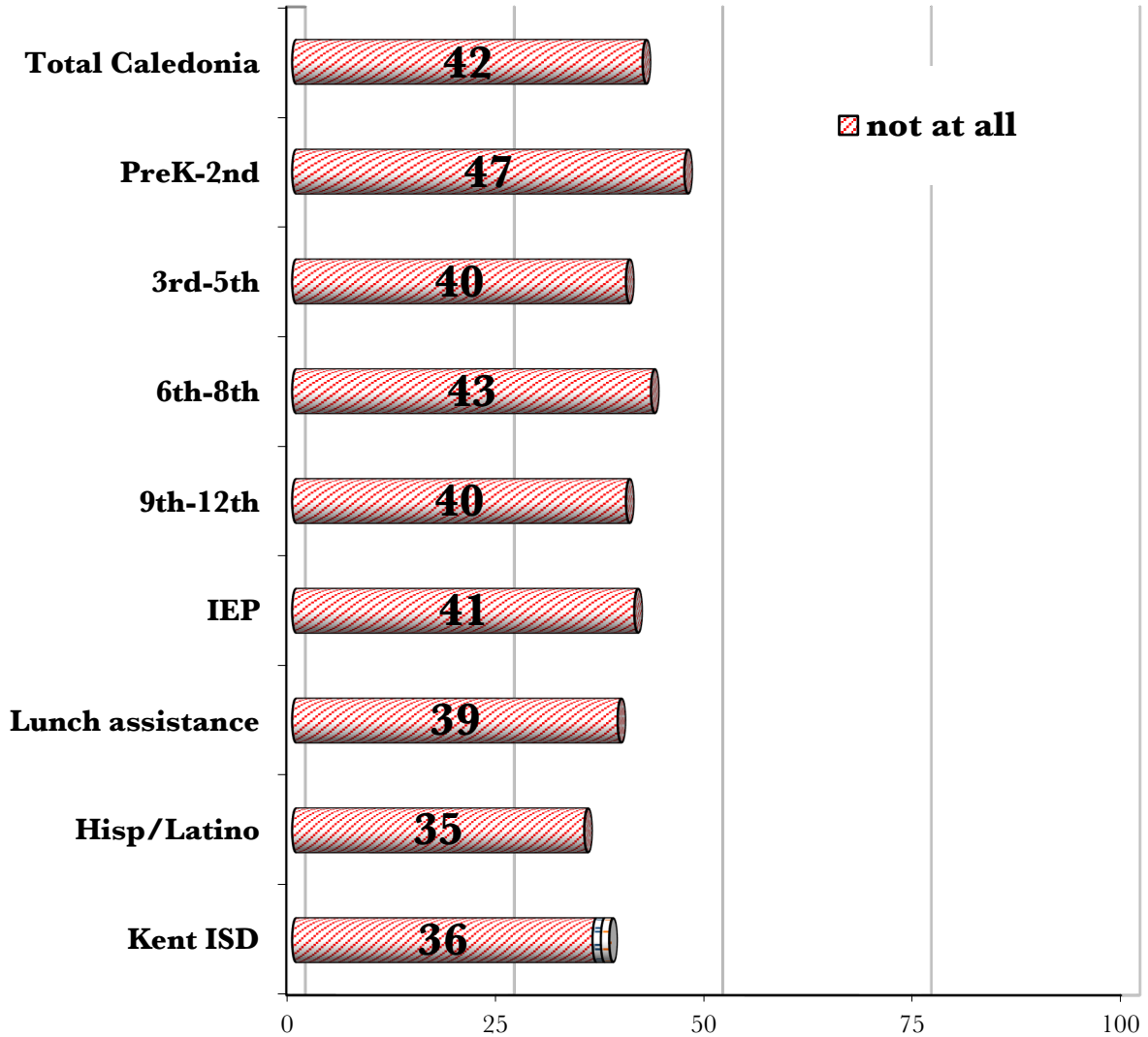
% of Caledonia parents who reply “extremely or very confident” for 100% Distance learning



Distance 100%

More Caledonia parents (42%), and especially parents with young children in grades PreK-2 (47%), are “not at all confident” that a 100% distance learning plan will deliver a **quality education** than the Kent ISD random sample (36%).

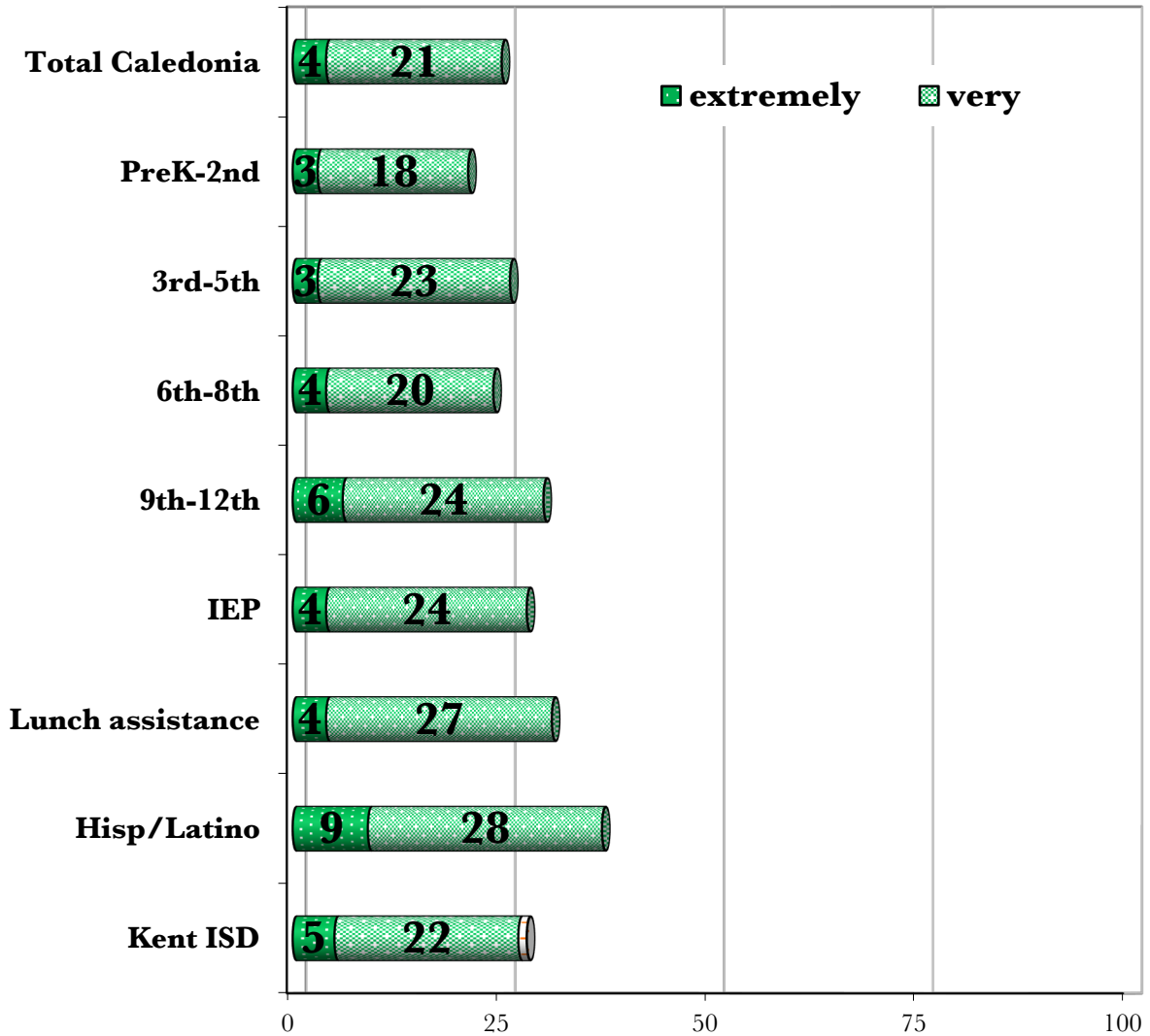
% of Caledonia parents who reply “not at all confident” for 100% Distance learning



Hybrid

25% of Caledonia parents, including 30% of parents with high school children and 31% with children qualifying for free/reduced price lunch, are “extremely or very confident” that a hybrid plan will deliver a **quality education**.

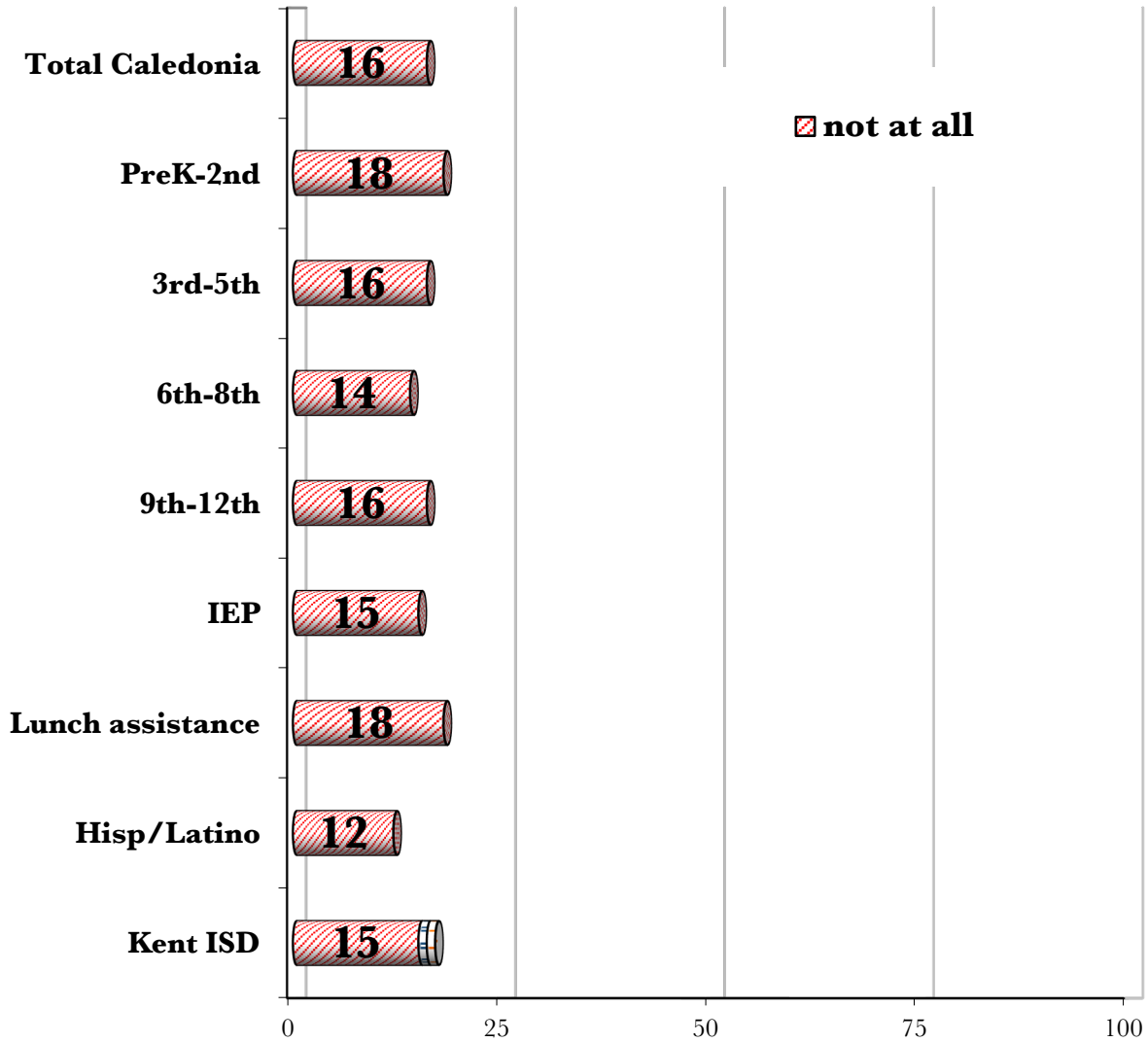
% of Caledonia parents who reply “extremely or very confident” for Hybrid plan



Hybrid

16% of Caledonia parents are “not at all confident” that a hybrid learning plan will deliver a **quality education**.

% of Caledonia parents who reply “not at all confident” for Hybrid plan



Confidence in delivering a quality education

Ninety-three percent of all Caledonia parents responding are “extremely or very confident” that school 100% in-person will deliver a **quality education** to their children, while very few are “not at all confident” (a scant 1%).

Comparatively, only 9% of all Caledonia parents are “extremely or very confident” that school 100% distance learning will deliver a **quality education** to their children, while 42% are “not at all confident.”

Only 25% of all Caledonia parents are “extremely or very confident” that a hybrid plan will deliver a **quality education** to their children. While 16% are “not at all confident,” another 18% are only “slightly confident.”

Compared to the KISD random sample (87%), more Caledonia parents are “extremely or very confident” that a 100% in-person plan will deliver a **quality education** to their children, reflecting their satisfaction with the quality of education delivered by Caledonia Community Schools.

Total Caledonia parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	74%	19%	4%	2%	1%	(2,517)
Distance	3%	6%	22%	26%	42%	(2,494)
Hybrid	4%	21%	41%	18%	16%	(2,486)

Total Kent ISD Random Sample parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	67%	20%	8%	3%	3%	(795)
Distance	4%	8%	25%	26%	36%	(794)
Hybrid	5%	22%	40%	17%	15%	(793)

Caledonia PreK – 2nd grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	81%	14%	3%	1%	1%	(689)
Distance	2%	4%	18%	28%	47%	(671)
Hybrid	3%	18%	40%	21%	18%	(673)

Caledonia 3rd – 5th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	77%	18%	3%	1%	1%	(547)
Distance	3%	6%	24%	28%	40%	(545)
Hybrid	3%	23%	42%	17%	16%	(542)

Caledonia 6th – 8th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	70%	23%	4%	2%	1%	(585)
Distance	3%	7%	23%	24%	43%	(577)
Hybrid	4%	20%	44%	18%	14%	(576)

Caledonia 9th – 12th grade parents

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	68%	22%	6%	3%	1%	(661)
Distance	4%	8%	23%	25%	40%	(652)
Hybrid	6%	24%	38%	16%	16%	(649)

Caledonia parents with children with IEP plan

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	72%	20%	5%	2%	1%	(290)
Distance	5%	7%	23%	23%	41%	(285)
Hybrid	4%	24%	41%	16%	15%	(283)

Caledonia parents with children qualifying for free or reduced priced lunch

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	67%	22%	7%	2%	1%	(281)
Distance	6%	9%	23%	23%	39%	(278)
Hybrid	4%	27%	36%	15%	18%	(275)

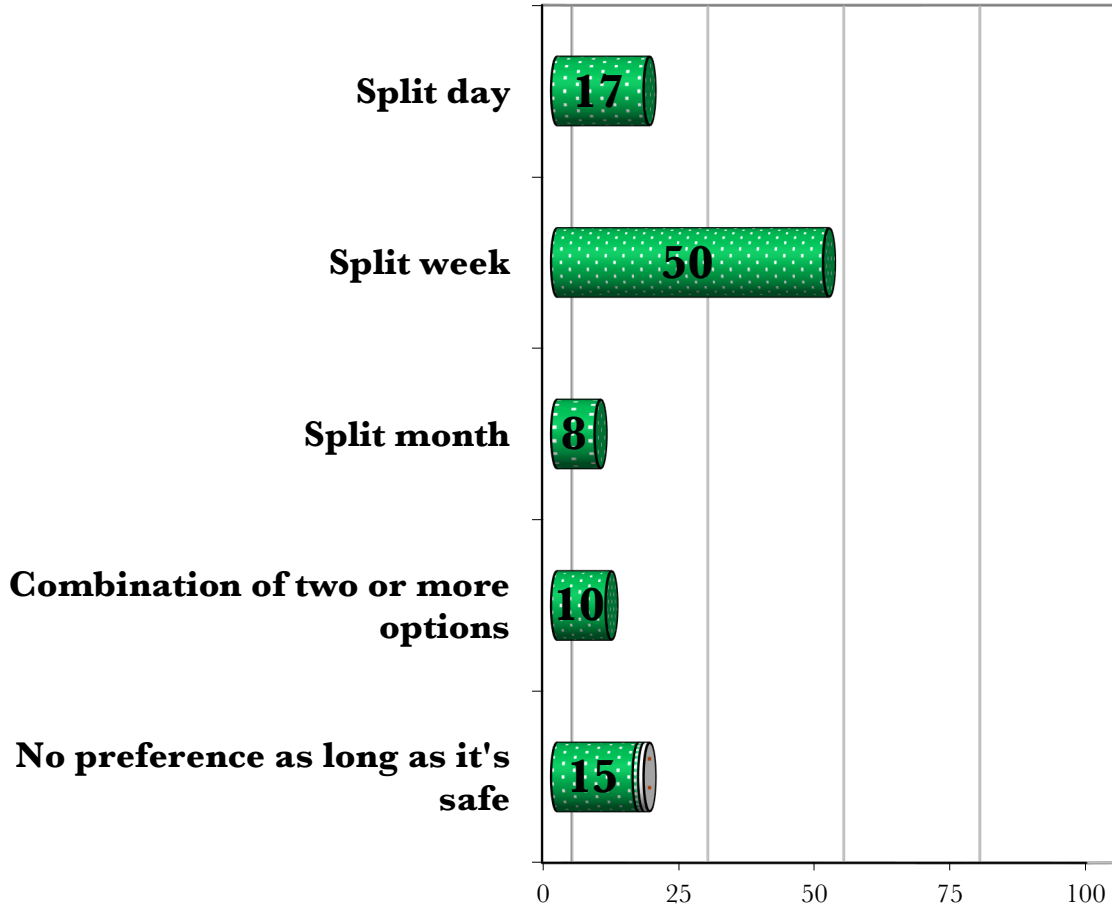
Caledonia parents with Hispanic/Latino children

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident	(n)
In-person	60%	28%	12%	0%	0%	(43)
Distance	5%	14%	23%	23%	35%	(43)
Hybrid	9%	28%	47%	5%	12%	(43)

Preferred hybrid option

❖ **50% of all Caledonia parents prefer a split week hybrid plan**

% of Caledonia parents



Half of Caledonia parents (50%) prefer a **split week** hybrid plan (such as in-person instruction on Monday, Tuesday and Wednesday, distance on Thursday and Friday or a similar schedule).

Only 17% prefer a **split day** hybrid plan (such as in-person instructional blocs in the morning, distance in the afternoon and evening or a similar schedule).

Just 8% prefer a **split month** hybrid plan (such as in-person instruction one week, distance in the second week or a similar schedule).

Fifteen percent of all Caledonia parents have **no preference as long as their children are safe**, while another 10% prefer a **combination** of the hybrid plans described.

More Caledonia parents prefer a split week hybrid plan than does the Kent ISD random sample (42%).

	Split day	Split week	Split month	Combo	No preference	(n)
Total Caledonia parents	17%	50%	8%	10%	15%	(2,446)
PreK – 2nd	16%	53%	8%	9%	14%	(669)
3rd - 5th	16%	52%	9%	9%	13%	(534)
6th - 8th	18%	47%	9%	11%	14%	(567)
9th - 12th	19%	48%	8%	9%	16%	(643)
IEP plan	21%	38%	9%	14%	18%	(282)
Free/reduced priced lunch	18%	38%	10%	13%	21%	(272)
Hispanic/Latino	24%	52%	2%	10%	12%	(42)
Total KISD random sample	18%	42%	6%	13%	21%	(786)

SURVEY FINDINGS AND DISCUSSION

Students' distance learning experiences during the state-mandated school closure of Spring 2020

Child's engagement

Quality of instruction

Too much or too little school work

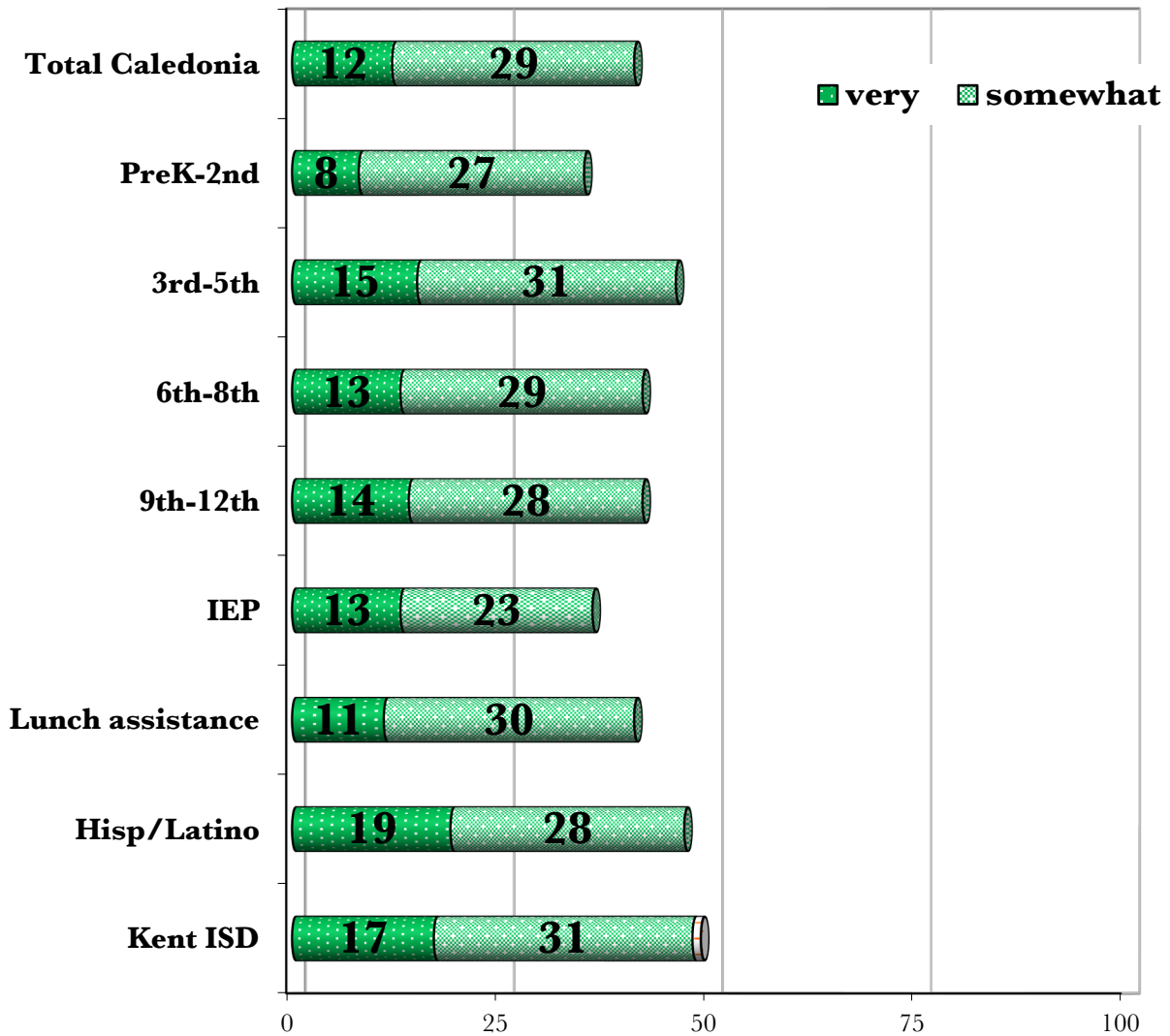
Most beneficial aspects of distance learning experience

Obstacles to children's learning with distance learning experience

Child’s engagement in distance learning during Spring 2020 state-mandated school closure

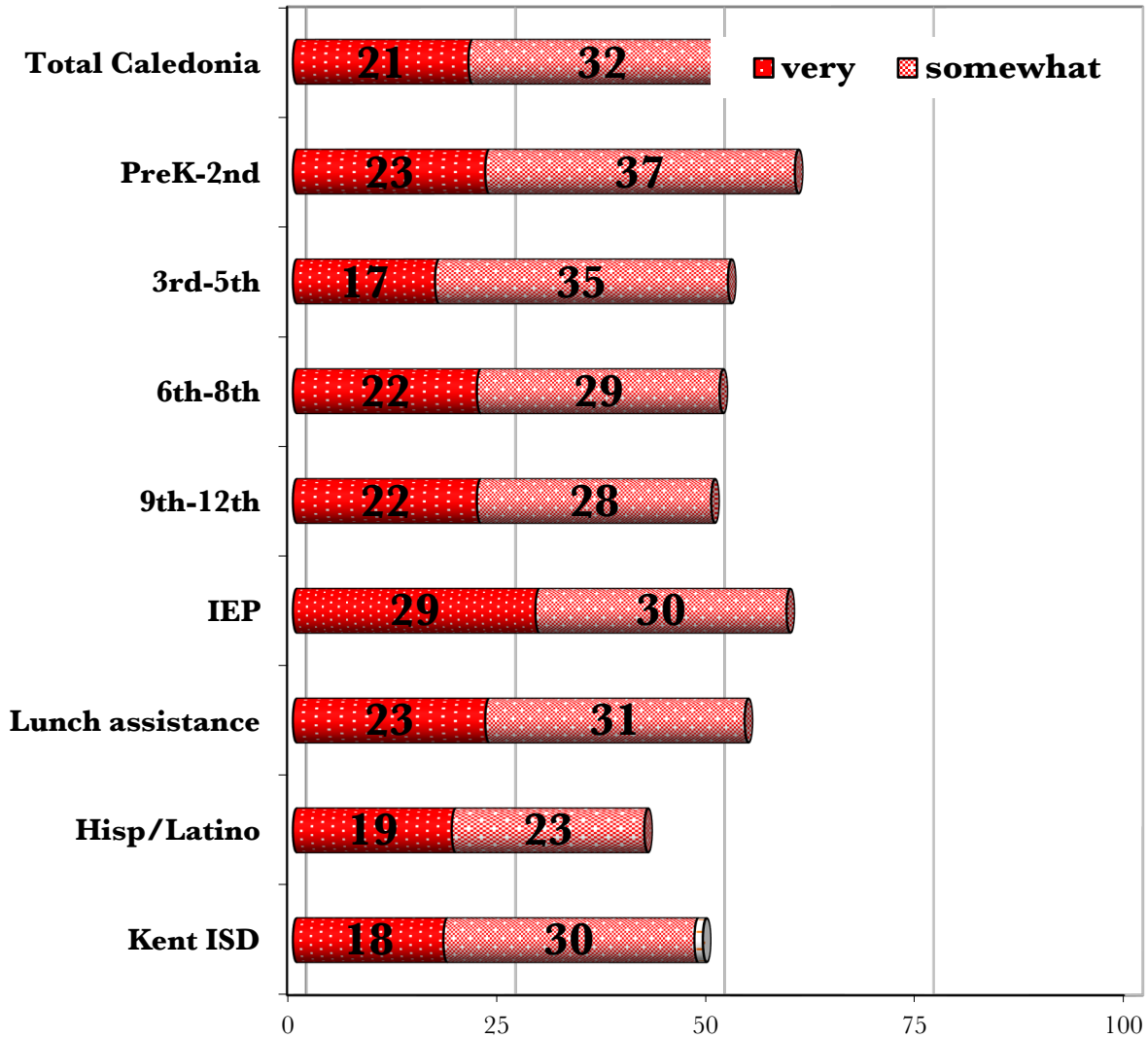
- ❖ Fewer Caledonia parents (41%), including only 35% of parents with children in grades PreK-2 and 36% with children with an IEP, say their children were engaged in their distance learning during the school-mandated school closure than the Kent ISD random sample (48%).

% of Caledonia parents who reply “very or somewhat engaged”



- ❖ **Slightly more Caledonia parents (53%), including 60% of parents with children in grades PreK-2 and 59% of parents with children with an IEP, say their children were disengaged in their distance learning during the school-mandated school closure than the Kent ISD random sample (48%).**

% of Caledonia parents who reply “very or somewhat disengaged”



Child’s engagement in distance learning during Spring 2020 state-mandated school closure

Forty-one percent of all Caledonia parents responding say their child was “very or somewhat engaged” during the Spring 2020 state-mandated school closure, including 12% who reply “very engaged.”

Noticeably more Caledonia parents (53%) say their child was “very or somewhat disengaged,” including 21% who reply “very disengaged.”

Six percent say their child’s engagement was no different than before the closure.

Lesser proportions of parents with children in grades PreK-2 (35%) and with an IEP (36%) reply “very or somewhat engaged” than do other Caledonia parent subgroups.

And conversely, greater proportions of parents with children in grades PreK-2 (60%) and with an IEP (59%) reply “very or somewhat disengaged” than do other Caledonia parent subgroups.

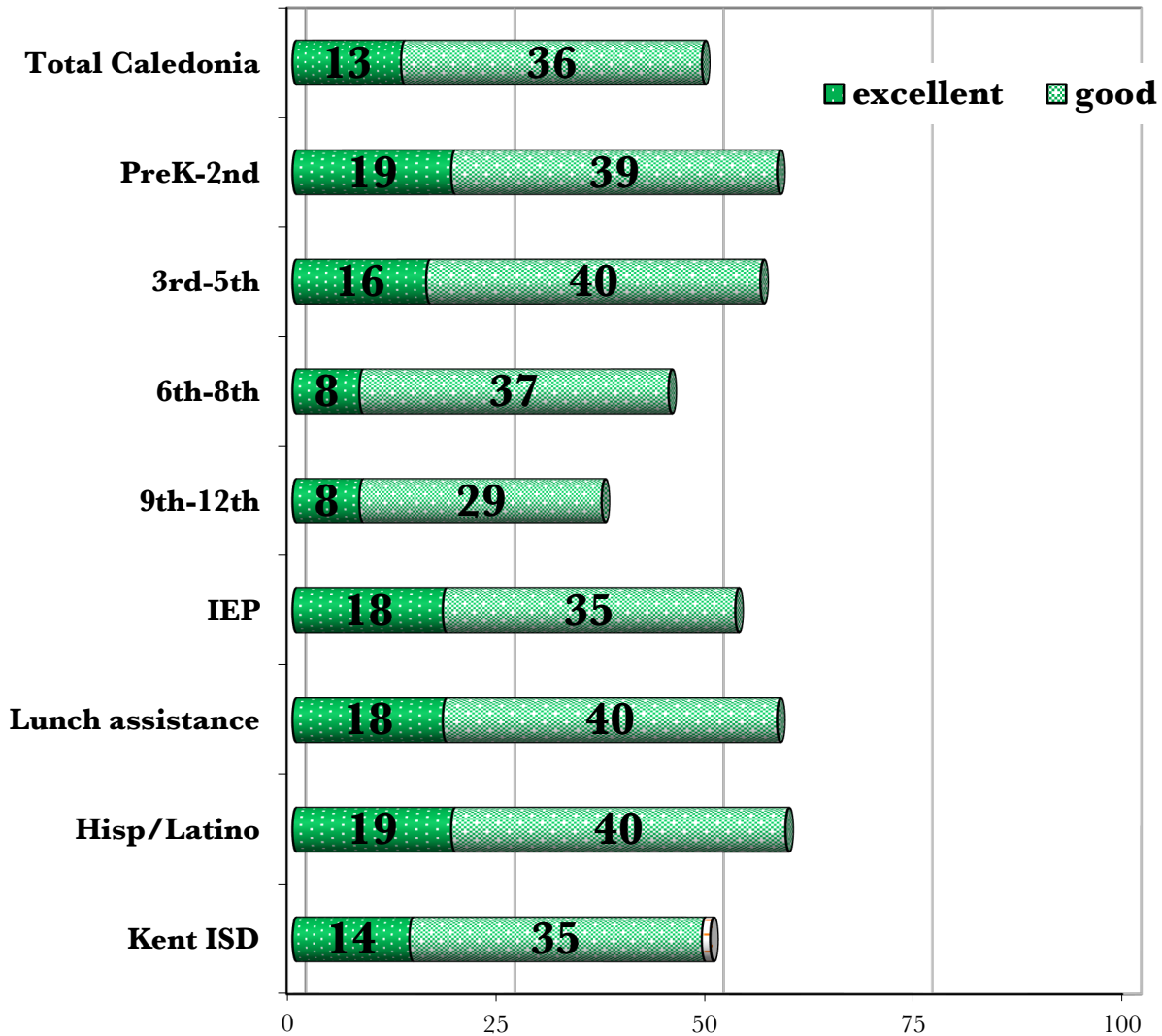
Fewer Caledonia parents say their children were engaged during the school closure the Kent ISD random sample (48%), while slightly more Caledonia parents reply their children were disengaged compared to the Kent ISD random sample (48%).

	Very engaged	Somewhat engaged	No different	Somewhat disengaged	Very disengaged	(n)
Total Cal parents	12%	29%	6%	32%	21%	(2,456)
PreK – 2nd	8%	27%	5%	37%	23%	(678)
3rd - 5th	13%	31%	4%	35%	17%	(540)
6th - 8th	13%	29%	7%	29%	22%	(566)
9th - 12th	14%	28%	7%	28%	22%	(641)
IEP plan	13%	23%	5%	30%	29%	(291)
Free/reduced priced lunch	11%	30%	5%	31%	23%	(284)
Hispanic or Latino	19%	28%	12%	23%	19%	(43)
Total KISD random sample	17%	31%	4%	30%	18%	(779)

Quality of child’s instruction during Spring 2020 state-mandated school closure

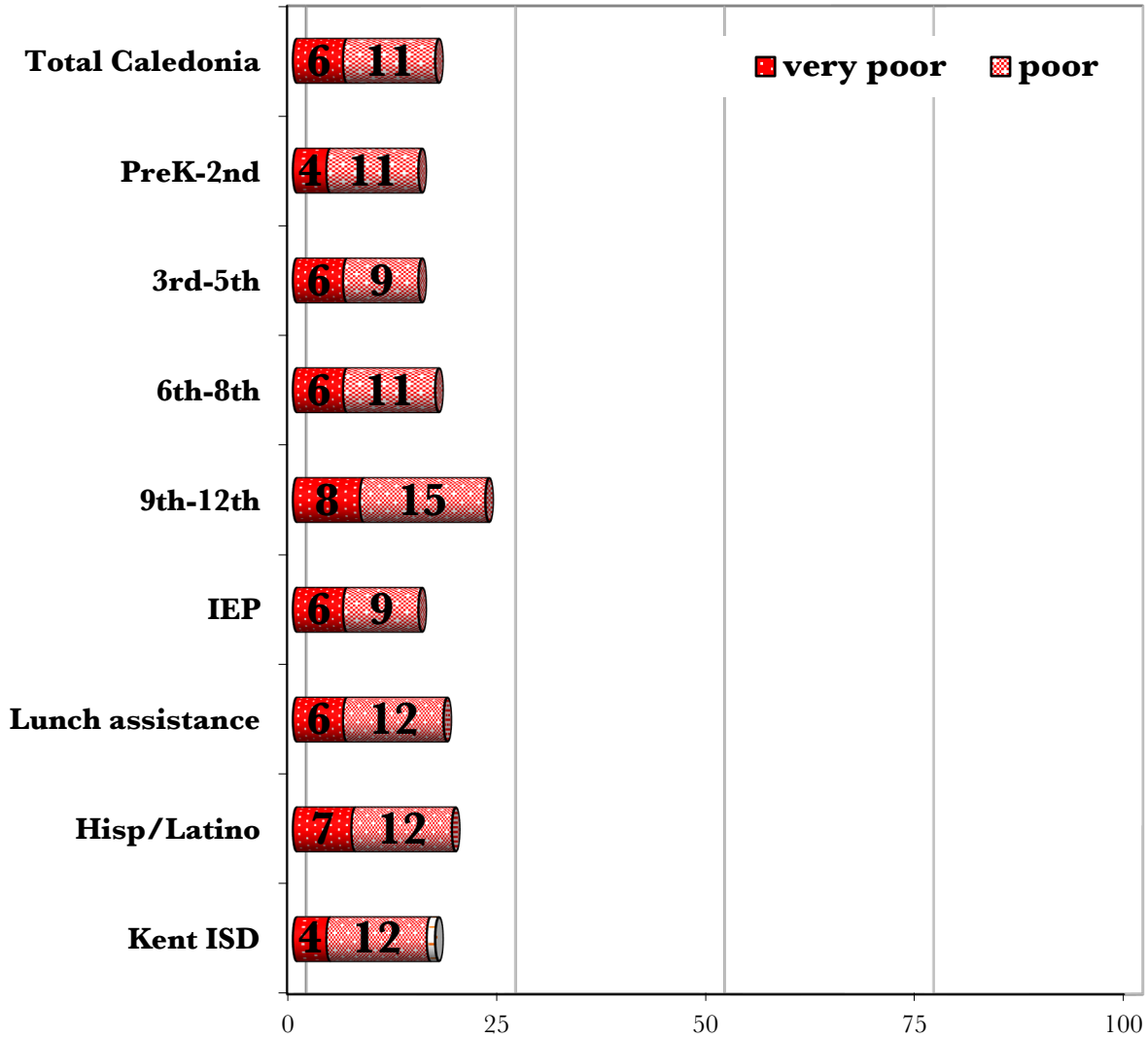
- ❖ 49% of Caledonia parents, but including only 37% of parents with high school children, say the quality of their children’s instruction was “excellent or good” during the school-mandated school closure

% of Caledonia parents who reply “very or somewhat engaged”



- ❖ **Only 17% of Caledonia parents, including 23% of high school parents, say the quality of their children’s instruction was “poor or very poor” during the school-mandated school closure.**

% of Caledonia parents who reply “poor or very poor”



Approximately half of all Caledonia parents responding say their child’s quality of instruction was “excellent or good” (49%) during the Spring 2020 state-mandated school closure, including 13% who reply “excellent.”

Only 17% of all Caledonia parents say their child’s quality of instruction was “poor or very poor,” including just 6% who reply “very poor.”

One-third reply “fair” (34%).

These findings are very similar to the Kent ISD random sample.

Fewer high school parents (37%) reply “excellent or good” than other Caledonia parent subgroups. Conversely, more parents with high school children (23%) answer “poor or very poor” than other Caledonia parent subgroups.

	Excellent	Good	Fair	Poor	Very poor	(n)
Total Cal parents	13%	36%	34%	11%	6%	(2,442)
PreK – 2nd	19%	39%	28%	11%	4%	(672)
3rd - 5th	16%	40%	29%	9%	6%	(537)
6th - 8th	8%	37%	38%	11%	6%	(565)
9th - 12th	8%	29%	40%	15%	8%	(637)
IEP plan	18%	35%	32%	9%	6%	(288)
Free/reduced priced lunch	18%	40%	25%	12%	6%	(280)
Hispanic/Latino	19%	40%	23%	12%	7%	(43)
Total KISD random sample	14%	35%	34%	12%	4%	(776)

Quality of child’s instruction during Spring 2020 state-mandated school closure ... Summary by subject

More Caledonia parents responding rate their child’s quality of **Mathematics** (3%), **English Language Arts** (53%), **Social Studies** (51%), and **Science** (50%) instruction as “excellent or good” during the Spring 2020 state-mandated school closure among the seven subject areas evaluated in this survey.

The percentage of all Caledonia parents who reply “excellent” is highest for **Mathematics** (15%) instruction.

Health or Physical Education (41%) and **Arts** (also 41%) receive the lowest percentage of “excellent or good” ratings, while **Health or Physical Education** (11%) and **Electives** (also 11%) have the lowest percentage for “excellent.”

Thirty-one percent of all Caledonia parents say their child’s quality of **Health or Physical Education** instruction was “poor or very poor,” more than for any other subject.

Moreover, the percentage of all Caledonia parents who reply “very poor” is highest also for **Health or Physical Education** instruction at 14%.

Total Caledonia parents

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	13%	28%	32%	15%	12%	(1,043)
Health or Physical Education	11%	30%	28%	17%	14%	(1,057)
Social Studies, Civics or History	12%	39%	33%	10%	7%	(1,224)
Science	12%	38%	31%	12%	7%	(1,241)
English Language Arts or Writing	14%	39%	31%	10%	6%	(1,249)
Mathematics	15%	38%	30%	10%	7%	(1,239)
Electives or other courses	11%	32%	33%	14%	11%	(1,143)

Total KISD random sample parents

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	14%	33%	31%	13%	9%	(365)
Health or Physical Education	11%	30%	32%	17%	11%	(352)
Social Studies, Civics or History	16%	42%	28%	10%	4%	(409)
Science	16%	40%	26%	13%	5%	(411)
English Language Arts or Writing	19%	39%	30%	9%	3%	(181)
Mathematics	22%	40%	23%	10%	5%	(419)
Electives or other courses	12%	38%	29%	13%	9%	(380)

Caledonia parents with children in grades PreK-2

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	12%	14%	20%	22%	31%	(49)
Health or Physical Education	16%	14%	24%	16%	31%	(51)
Social Studies, Civics or History	14%	24%	27%	8%	27%	(49)
Science	14%	20%	22%	14%	29%	(49)
English Language Arts or Writing	23%	27%	27%	12%	12%	(52)
Mathematics	22%	30%	19%	19%	11%	(54)
Electives or other courses	8%	19%	27%	19%	27%	(48)

Caledonia parents with children in grades 3-5

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	9%	21%	27%	24%	19%	(70)
Health or Physical Education	14%	20%	20%	24%	23%	(71)
Social Studies, Civics or History	8%	36%	30%	14%	12%	(73)
Science	8%	33%	30%	15%	14%	(73)
English Language Arts or Writing	12%	40%	30%	8%	10%	(73)
Mathematics	15%	41%	26%	8%	10%	(73)
Electives or other courses	6%	23%	26%	23%	22%	(69)

Caledonia parents with children in grades 6-8

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	13%	27%	34%	14%	11%	(430)
Health or Physical Education	12%	31%	28%	16%	12%	(457)
Social Studies, Civics or History	14%	41%	31%	9%	5%	(528)
Science	13%	39%	33%	9%	5%	(529)
English Language Arts or Writing	16%	40%	31%	8%	5%	(529)
Mathematics	18%	40%	29%	7%	6%	(529)
Electives or other courses	13%	32%	32%	13%	10%	(464)

Caledonia parents with children in grades 9-12

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	14%	32%	31%	14%	9%	(467)
Health or Physical Education	9%	33%	30%	16%	12%	(460)
Social Studies, Civics or History	11%	38%	36%	9%	6%	(553)
Science	11%	38%	31%	14%	5%	(569)
English Language Arts or Writing	12%	38%	32%	12%	5%	(574)
Mathematics	12%	37%	32%	13%	7%	(562)
Electives or other courses	10%	34%	35%	12%	8%	(543)

Caledonia parents with children with an IEP

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	14%	22%	35%	9%	20%	(97)
Health or Physical Education	15%	30%	21%	18%	17%	(101)
Social Studies, Civics or History	13%	37%	31%	10%	9%	(115)
Science	11%	39%	31%	10%	8%	(115)
English Language Arts or Writing	14%	36%	35%	7%	8%	(118)
Mathematics	14%	39%	30%	9%	8%	(118)
Electives or other courses	14%	26%	28%	17%	16%	(101)

Caledonia parents with children who qualify for free or reduced price lunch

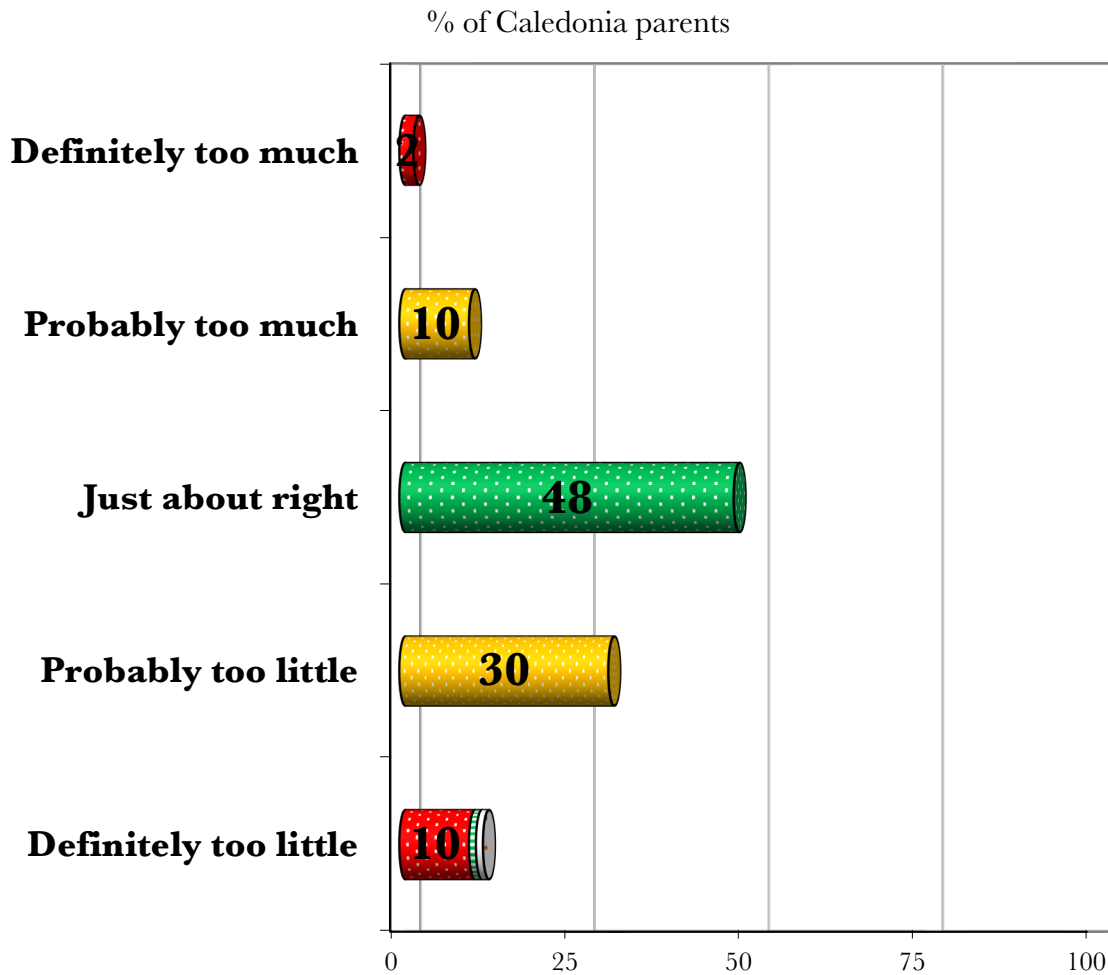
	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	12%	31%	26%	16%	15%	(123)
Health or Physical Education	15%	28%	21%	18%	18%	(121)
Social Studies, Civics or History	10%	40%	28%	13%	9%	(134)
Science	12%	36%	27%	15%	10%	(138)
English Language Arts or Writing	12%	42%	26%	12%	9%	(137)
Mathematics	13%	36%	26%	14%	10%	(141)
Electives or other courses	11%	31%	25%	20%	12%	(123)

Caledonia parents with Hispanic/Latino children

	Excellent	Good	Fair	Poor	Very poor	(n)
Arts	10%	24%	24%	29%	14%	(21)
Health or Physical Education	10%	33%	24%	19%	14%	(21)
Social Studies, Civics or History	5%	55%	14%	18%	9%	(22)
Science	5%	50%	23%	23%	0%	(22)
English Language Arts or Writing	13%	39%	22%	26%	0%	(23)
Mathematics	13%	48%	22%	17%	0%	(23)
Electives or other courses	11%	32%	32%	16%	11%	(19)

Too much or too little school work during Spring 2020 state-mandated school closure

- ❖ 48% of all Caledonia parents say there was “just about the right amount” of school work, while 40% feel there was “too little”



Almost half all Caledonia parents responding say their child had a **“just about right”** (48%) amount of school work during the Spring 2020 state-mandated school closure.

Forty percent of all Caledonia parents feel there was **“too little”** school work, including 10% who reply “definitely too little.”

Only 12% of all Caledonia parents feel there was **“too much”** school work, including just 2% who reply “definitely too much.”

Slightly more Caledonia parents reply **“too little”** than the Kent ISD random sample (36%).

More parents with high school children (46%) reply **“too little”** compared to other Caledonia parent subgroups.

	Definitely too much	Probably too much	Just about right	Probably too little	Definitely too little	(n)
Total Cal parents	2%	10%	48%	30%	10%	(3,588)
PreK – 2nd	2%	8%	51%	31%	8%	(658)
3rd - 5th	2%	10%	51%	28%	9%	(531)
6th - 8th	4%	12%	46%	27%	11%	(561)
9th - 12th	2%	9%	43%	34%	12%	(634)
IEP plan	4%	13%	55%	23%	6%	(282)
Free/reduced priced lunch	5%	16%	57%	18%	4%	(276)
Hispanic/Latino	5%	17%	52%	21%	5%	(42)
Total KISD random sample	2%	11%	51%	27%	9%	(760)

Beneficial aspect of children’s distance learning experience during Spring 2020 state-mandated school closure

Sixty percent of all Caledonia parents responding say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace (37%) is the next most cited as beneficial.

Technology for learning was new, fun and exciting (just 8%) receives the fewest beneficial mentions.

Statistically as many Caledonia parents select **ability to move at my child’s own pace** as does the Kent ISD random sample (39%), while slightly fewer Caledonia parents cite **flexibility around scheduling** than does the Kent ISD random sample (64%).

	Total Caledonia parents	Kent ISD random sample parents
Ability to move at my child’s own pace	37%	39%
Flexibility around scheduling	60%	64%
Less anxiety around grades, exams or homework	23%	24%
Fewer distractions from classmates	15%	21%
Technology for learning was new, fun and exciting	8%	12%
Greater involvement for parents and caregivers in learning	14%	18%
Opportunities to interact remotely with teacher and classmates	16%	21%
None	17%	15%
Other	4%	4%
(n)	(2,784)	(800)

Fifty-seven percent of Caledonia parents with children in grades PreK-2 and 64% in grades 3-5 say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace is the next most cited as beneficial by parents both in grades PreK-2 (36%) and grades 3-5 (38%).

Fewer distractions from classmates (10%) receives the fewest beneficial mentions among parents in grades PreK-2.

Technology for learning was new, fun and exciting (8%) receives the fewest beneficial mentions among parents in grades 3-5.

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Ability to move at my child’s own pace	36%	38%
Flexibility around scheduling	57%	64%
Less anxiety around grades, exams or homework	12%	19%
Fewer distractions from classmates	10%	15%
Technology for learning was new, fun and exciting	13%	8%
Greater involvement for parents and caregivers in learning	19%	18%
Opportunities to interact remotely with teacher and classmates	23%	20%
None	18%	14%
Other	4%	3%
(n)	(757)	(611)

Sixty-one percent of Caledonia middle school parents and 61% of high school parents say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace (39%) is the next most cited as beneficial by the middle school parents.

Ability to move at my child’s own pace (35%) and **less anxiety around grades, exams or homework** (32%) are the next most cited as beneficial by the high school parents.

Technology for learning was new, fun and exciting receives the fewest beneficial mentions among both the middle school parents (just 5%) and the high school parents (also 5%).

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Ability to move at my child’s own pace	39%	35%
Flexibility around scheduling	61%	61%
Less anxiety around grades, exams or homework	27%	32%
Fewer distractions from classmates	20%	16%
Technology for learning was new, fun and exciting	5%	5%
Greater involvement for parents and caregivers in learning	11%	7%
Opportunities to interact remotely with teacher and classmates	12%	8%
None	18%	17%
Other	4%	4%
(n)	(645)	(732)

Sixty-four percent of Caledonia parents with a child who has an IEP say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace (53%) is the next most cited as beneficial by parents with a child with an IEP.

Technology for learning was new, fun and exciting receives the fewest beneficial mentions among parents with a child with an IEP (9%).

More parents with children with an IEP select all seven of these benefits than do total Caledonia parents, reflecting their greater needs.

Caledonia parents

	Children with an IEP
Ability to move at my child’s own pace	53%
Flexibility around scheduling	64%
Less anxiety around grades, exams or homework	32%
Fewer distractions from classmates	22%
Technology for learning was new, fun and exciting	9%
Greater involvement for parents and caregivers in learning	23%
Opportunities to interact remotely with teacher and classmates	25%
None	19%
Other	4%
(n)	(292)

Sixty-eight percent of Caledonia parents with a child who qualifies for free or reduced price lunch say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace (46%) is the next most cited as beneficial by parents who qualify for free/reduced price lunch.

Technology for learning was new, fun and exciting (14%) receives the fewest beneficial mentions among parents with a child who qualifies for free or reduced price lunch.

More parents with children qualifying for free/reduced price lunch select all seven of these benefits than do total Caledonia parents, reflecting their greater needs.

Caledonia parents

	Child qualifies for free or reduced price lunch
Ability to move at my child’s own pace	46%
Flexibility around scheduling	68%
Less anxiety around grades, exams or homework	29%
Fewer distractions from classmates	21%
Technology for learning was new, fun and exciting	14%
Greater involvement for parents and caregivers in learning	26%
Opportunities to interact remotely with teacher and classmates	22%
None	19%
Other	4%
(n)	(284)

Seventy-two percent of Caledonia parents with Hispanic/Latino children say **flexibility around scheduling** was beneficial to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the seven beneficial features evaluated in this survey.

Ability to move at my child’s own pace (30%) is the next most cited as beneficial by approximately half of the parents with Hispanic/Latino children.

Less anxiety around grades, exams or homework (26%), **greater involvement for parents and caregivers in learning** (also 26%), and **opportunities to interact remotely with teacher and classmates** (also 26%) also receive more beneficial mentions among parents with Hispanic/Latino children.

Caledonia parents

	Hispanic/Latino children
Ability to move at my child’s own pace	30%
Flexibility around scheduling	72%
Less anxiety around grades, exams or homework	26%
Fewer distractions from classmates	19%
Technology for learning was new, fun and exciting	19%
Greater involvement for parents and caregivers in learning	26%
Opportunities to interact remotely with teacher and classmates	26%
None	19%
Other	2%
(n)	(43)

Obstacles to children’s distance learning experience during Spring 2020 state-mandated school closure

Two-thirds of all Caledonia parents say the **lack of interaction or isolation from classmates** (66%) was an obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the eleven obstacles evaluated.

Distance learning is too boring or unengaging for my child (47%) is the next most mentioned as an obstacle.

Parents own perceived lack of skills or knowledge to aid in instruction (34%) and **no consequences for student work** (30%) are also more frequently cited.

My child’s teacher had difficulties in navigating technology (just 6%) receives the fewest obstacle mentions.

	Total Cal parents	Kent ISD random sample parents
Lack of adequate technological resources	11%	13%
Difficulty in using technology	12%	18%
Not having a quiet place for distance learning	18%	17%
Quality of distance learning instruction provided wasn’t up to par	26%	26%
My child’s teacher had difficulties in navigating technology	6%	8%
Distance learning is too boring or unengaging for my child	47%	45%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	34%	36%
Distance learning resources don’t support my child’s needs	10%	13%
No consequences for student work	30%	30%
Lack of interaction or isolation from classmates	66%	67%
General anxiety or stress due to the pandemic	22%	28%
None	4%	5%
Other	16%	17%
(n)	(2,784)	(800)

Seventy percent of Caledonia parents with children in grades PreK-2 and 68% of parents in grades 3-5 say the **lack of interaction or isolation from classmates** was an obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the eleven obstacles evaluated.

Distance learning is too boring or unengaging for my child is the next most cited as obstacles by the parents both in grades PreK-2 (54%) and grades 3-5 (47%).

Parents own perceived lack of skills or knowledge to aid in instruction is also frequently mentioned by parents with children in grades PreK-2 (35%) and grades 3-5 (35%).

My child’s teacher had difficulties in navigating technology receives the fewest obstacle mentions by parents both in grades PreK-2 (just 6%) and grades 3-5 (only 4%).

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Lack of adequate technological resources	12%	13%
Difficulty in using technology	16%	16%
Not having a quiet place for distance learning	29%	23%
Quality of distance learning instruction provided wasn’t up to par	15%	23%
My child’s teacher had difficulties in navigating technology	6%	4%
Distance learning is too boring or unengaging for my child	54%	47%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	35%	35%
Distance learning resources don’t support my child’s needs	14%	10%
No consequences for student work	23%	31%
Lack of interaction or isolation from classmates	70%	68%
General anxiety or stress due to the pandemic	24%	26%
None	3%	3%
Other	19%	18%
(n)	(757)	(611)

Almost two-thirds of Caledonia middle school parents (64%) and high school parents (63%) say **lack of interaction or isolation from classmates** was an obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the eleven obstacles evaluated.

Distance learning is too boring or unengaging for my child is the next most cited obstacles by both the middle school parents (44%) and high school parents (44%).

Parents own perceived lack of skills or knowledge (35%) and **no consequences for student work** (34%) are also more frequently cited by the middle school parents, while **no consequences for student work** (35%) and **quality of distance learning instruction provided wasn’t up to par** (34%) are also frequently cited by the high school parents.

My child’s teacher had difficulties in navigating technology receives the fewest obstacle mentions by both the middle school parents (just 7%) and high school parents (also only 7%).

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Lack of adequate technological resources	10%	8%
Difficulty in using technology	13%	6%
Not having a quiet place for distance learning	12%	9%
Quality of distance learning instruction provided wasn’t up to par	32%	34%
My child’s teacher had difficulties in navigating technology	7%	7%
Distance learning is too boring or unengaging for my child	44%	44%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	35%	30%
Distance learning resources don’t support my child’s needs	8%	8%
No consequences for student work	34%	35%
Lack of interaction or isolation from classmates	64%	63%
General anxiety or stress due to the pandemic	21%	19%
None	3%	5%
Other	13%	12%
(n)	(645)	(732)

Two-thirds of Caledonia parents with a child with an IEP (66%) select the **lack of interaction or isolation from classmates** as their most mentioned obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure.

Parents own perceived lack of skills or knowledge to aid in instruction (46%), **distance learning is too boring or unengaging for my child** (44%), and **distance learning resources don’t support my child’s needs** (also 44%) are the next most cited by parents with a child with an IEP.

My child’s teacher had difficulties in navigating technology is the least cited obstacle by parents with children with an IEP (just 6%).

Caledonia parents

	Children with an IEP
Lack of adequate technological resources	15%
Difficulty in using technology	19%
Not having a quiet place for distance learning	23%
Quality of distance learning instruction provided wasn’t up to par	22%
My child’s teacher had difficulties in navigating technology	6%
Distance learning is too boring or unengaging for my child	44%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	46%
Distance learning resources don’t support my child’s needs	44%
No consequences for student work	27%
Lack of interaction or isolation from classmates	66%
General anxiety or stress due to the pandemic	29%
None	4%
Other	14%
(n)	(292)

Almost two-thirds of Caledonia parents with a child who qualifies for free or reduced price school lunch say the **lack of interaction or isolation from classmates** (65%) was an obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the eleven obstacles evaluated.

Distance learning is too boring or unengaging for my child (50%) and **parents own perceived lack of skills or knowledge to aid in instruction** (48%) are the next most cited obstacle by parents with a child qualifying for free or reduced price school lunch.

My child’s teacher had difficulties in navigating technology (just 6%) receives the fewest obstacle mentions by parents with a child who qualifies for free or reduced price school lunch.

Caledonia parents

	Child qualifies for free or reduced price lunch
Lack of adequate technological resources	19%
Difficulty in using technology	23%
Not having a quiet place for distance learning	34%
Quality of distance learning instruction provided wasn’t up to par	27%
My child’s teacher had difficulties in navigating technology	6%
Distance learning is too boring or unengaging for my child	50%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	48%
Distance learning resources don’t support my child’s needs	19%
No consequences for student work	26%
Lack of interaction or isolation from classmates	65%
General anxiety or stress due to the pandemic	30%
None	5%
Other	13%
(n)	(284)

Two-thirds of Caledonia parents with Hispanic/Latino children cite the **lack of interaction or isolation from classmates** (67%) as an obstacle to their child’s distance learning experience during the Spring 2020 state-mandated school closure, the most of the eleven obstacles evaluated.

Distance learning is too boring or unengaging for my child (47%) is the next most cited obstacles by the parents with Hispanic/Latino children.

Parents own perceived lack of skills or knowledge (37%) and **quality of distance learning instruction provided wasn’t up to par** (35%) are also frequently cited by the parents with Hispanic/Latino children.

My child’s teacher had difficulties in navigating technology (just 6%) receives the fewest obstacle mentions by the parents with Hispanic/Latino children.

Caledonia parents

	Hispanic/Latino children
Lack of adequate technological resources	14%
Difficulty in using technology	16%
Not having a quiet place for distance learning	23%
Quality of distance learning instruction provided wasn’t up to par	35%
My child’s teacher had difficulties in navigating technology	5%
Distance learning is too boring or unengaging for my child	47%
As a parent or caregiver, I lack skills or knowledge to aid in instruction	37%
Distance learning resources don’t support my child’s needs	14%
No consequences for student work	30%
Lack of interaction or isolation from classmates	67%
General anxiety or stress due to the pandemic	33%
None	9%
Other	7%
(n)	(43)

SURVEY FINDINGS AND DISCUSSION

Planning for the upcoming 2020-21 school year

Childcare a problem if school is not 100% in-person

Children's access to internet to support learning at home

Technology devices available for children to support learning at home

Concern about children falling behind academically

Learning options wanted to prevent children falling behind academically

Impact on children's overall wellbeing due to Spring 2020 school closure

Services and supports wanted for children's overall wellbeing

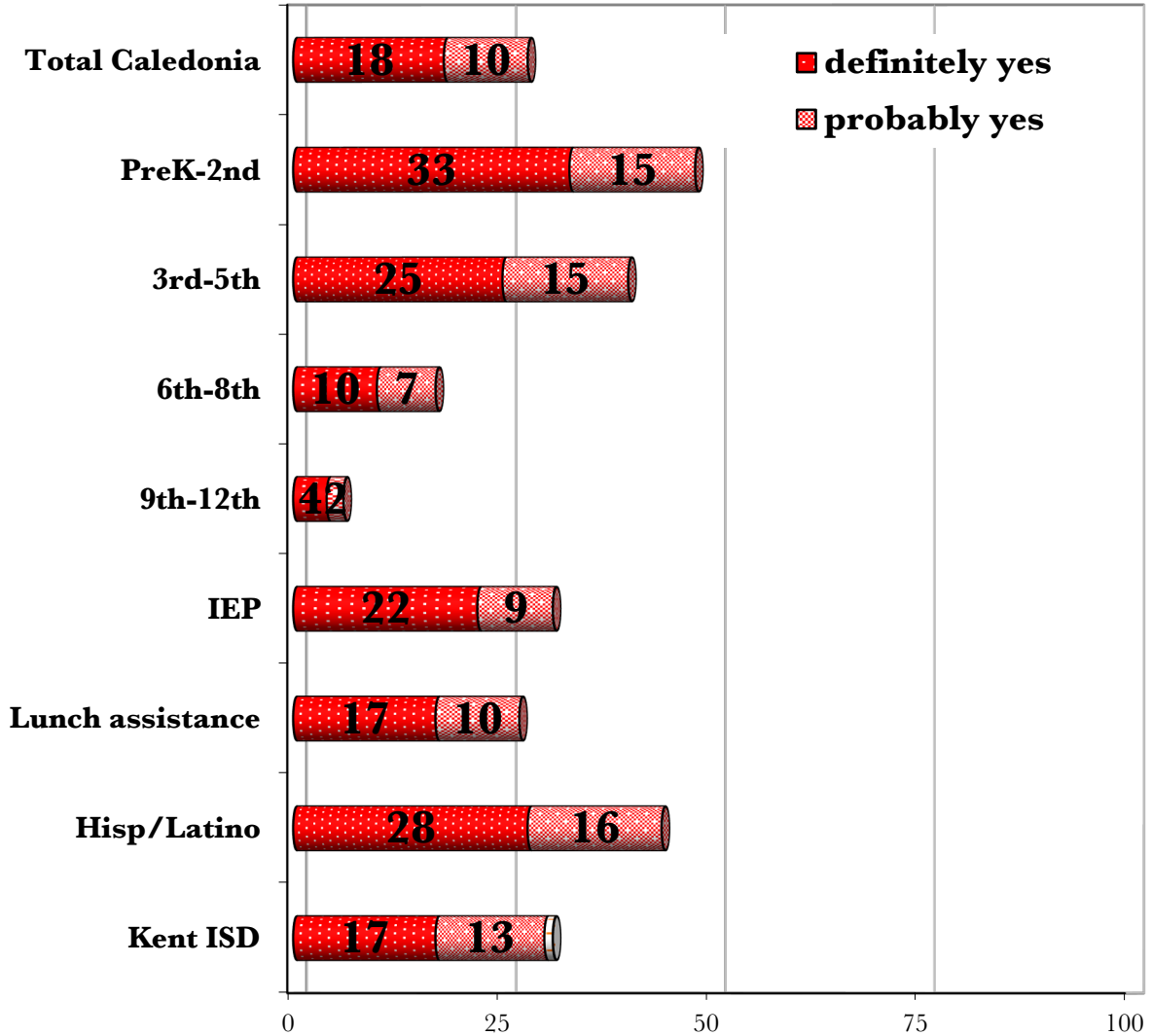
Support for parents if distance or hybrid learning is required

Learning expectations

Childcare a problem if not 100% in-person instruction

- ❖ **28% of all Caledonia parents, including 48% of parents with children in grades PreK-2 and 40% in grades 3-5 and 44% with Hispanic/Latino children, say childcare is a problem if there is not 100% in-person instruction**

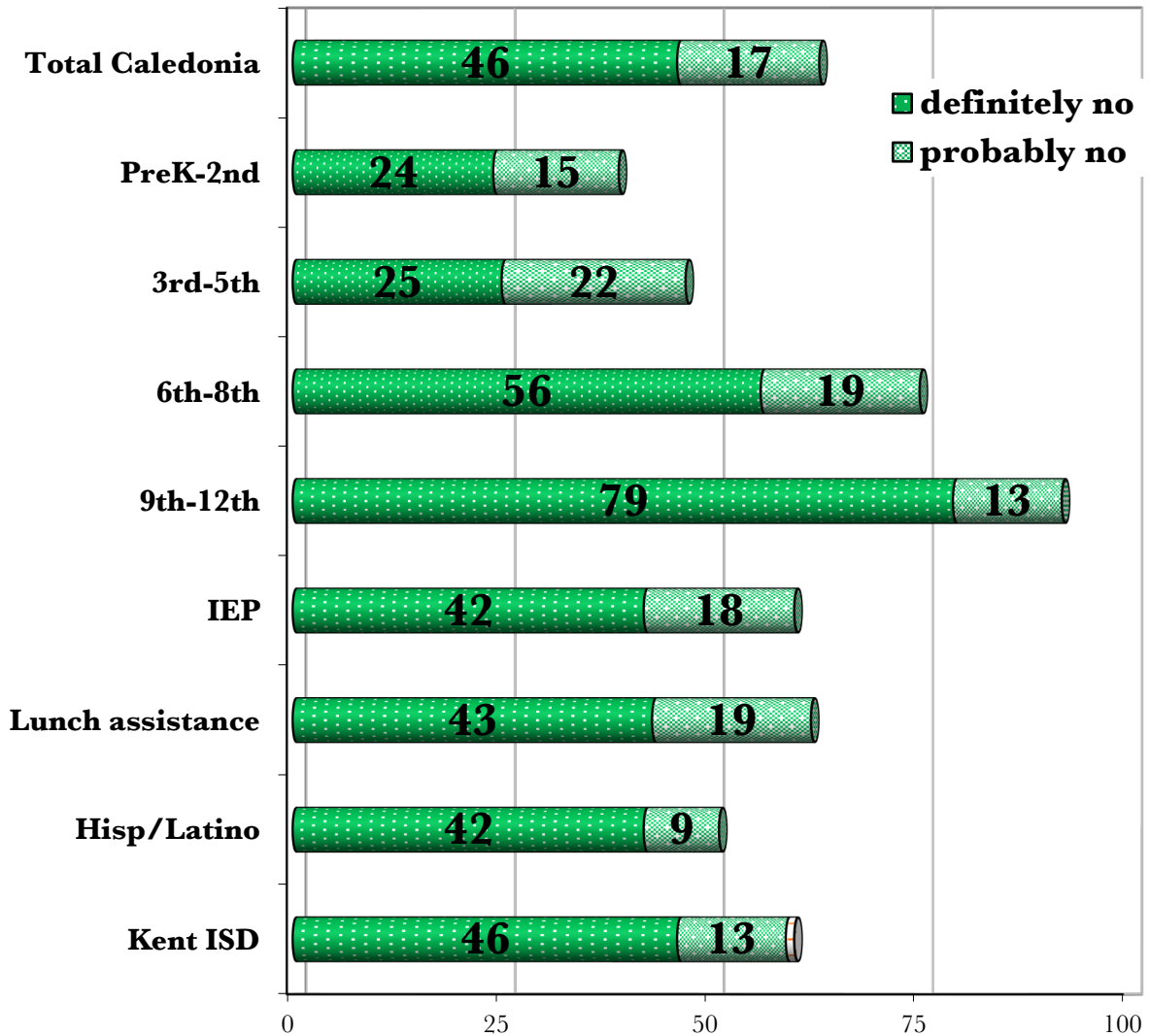
% of Caledonia parents who reply “definitely or probably yes”



Childcare a problem if not 100% in-person instruction

- ❖ **63% of all Caledonia parents, but including only 39% of parents with children in grades PreK-2 and 47% in grades 3-5 and 51% with Hispanic/Latino children, say childcare is NOT a problem if there is not 100% in-person instruction**

% of Caledonia parents who reply “definitely or probably no”



Childcare a problem if not 100% in-person instruction

Sixty-three percent of all Caledonia parents responding say childcare will not be a problem if school does not resume in Fall 2020 with 100% in-person instruction, including 46% who reply “definitely no.”

Twenty-eight percent of all Caledonia parents will have a problem with childcare, including 18% who reply “definitely yes.”

Another 9% of all Caledonia parents are “not sure.”

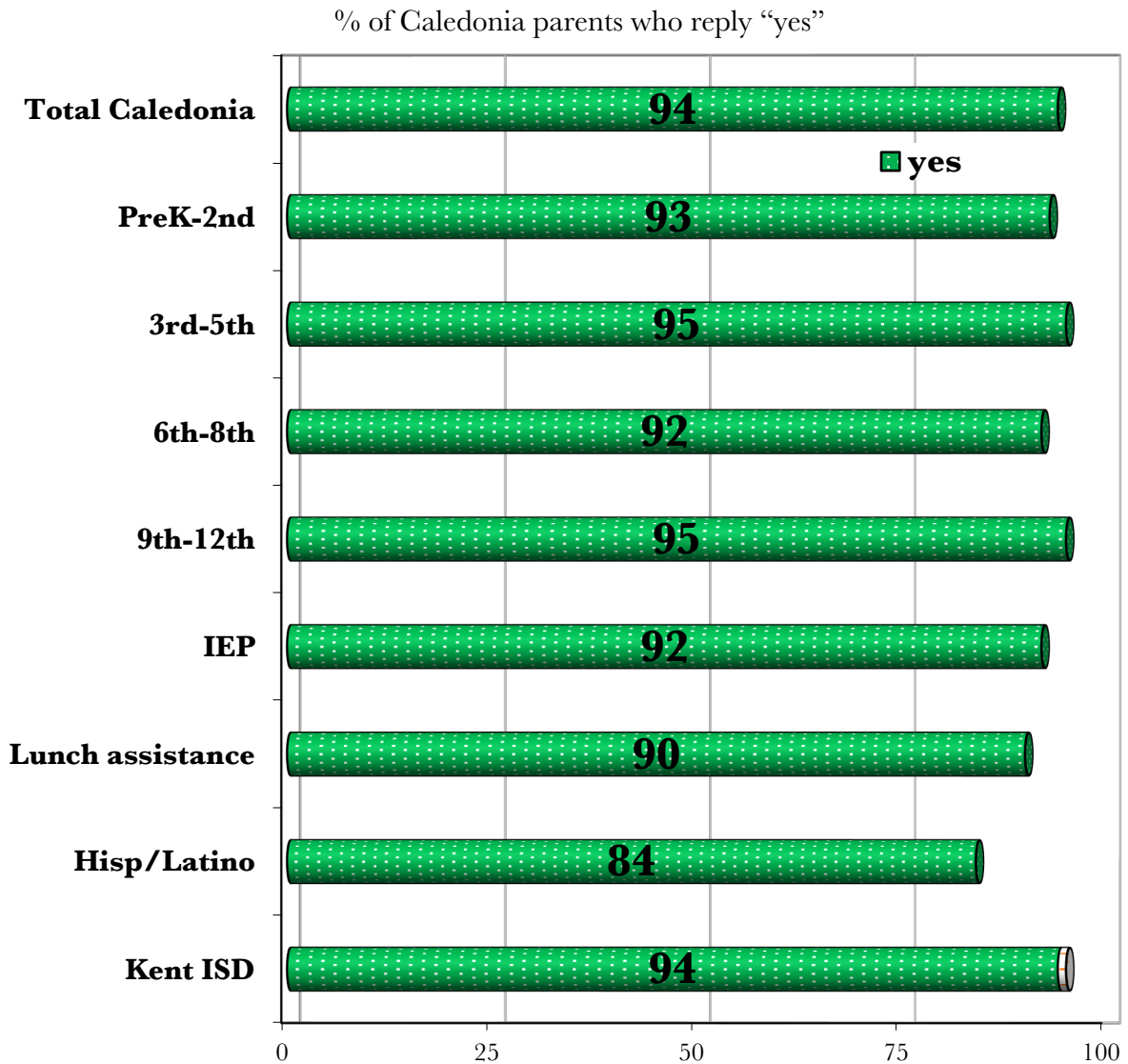
Slightly more Caledonia parent findings say they do not have a child care problem compared to the Kent ISD random sample.

More parents with children in grades PreK-2 (48%) and grades 3-5 (40%), and with Hispanic/Latino children (44%) have a childcare problem.

	Definitely yes	Probably yes	Not sure	Probably no	Definitely no	(n)
Total Cal parents	18%	10%	9%	17%	46%	(2,419)
PreK – 2nd	33%	15%	12%	15%	24%	(662)
3rd - 5th	25%	15%	13%	22%	25%	(536)
6th - 8th	10%	7%	8%	19%	56%	(562)
9th - 12th	4%	2%	3%	13%	79%	(629)
IEP plan	22%	9%	9%	18%	42%	(290)
Free/reduced priced lunch	17%	10%	11%	19%	43%	(282)
Hispanic/Latino	28%	16%	5%	9%	42%	(43)
Total KISD random sample	17%	13%	11%	13%	46%	(761)

Children’s access to internet to support learning at home

- ❖ **94% of Caledonia parents, but slightly fewer parents with children who qualify for free/reduced price lunch (90%), as well as 84% of the parents with Hispanic/Latino children, say their children have access to the internet to support learning at home**



Children’s access to internet to support learning at home

Almost all Caledonia parents responding say their children have access to the internet to support learning at home (95%).

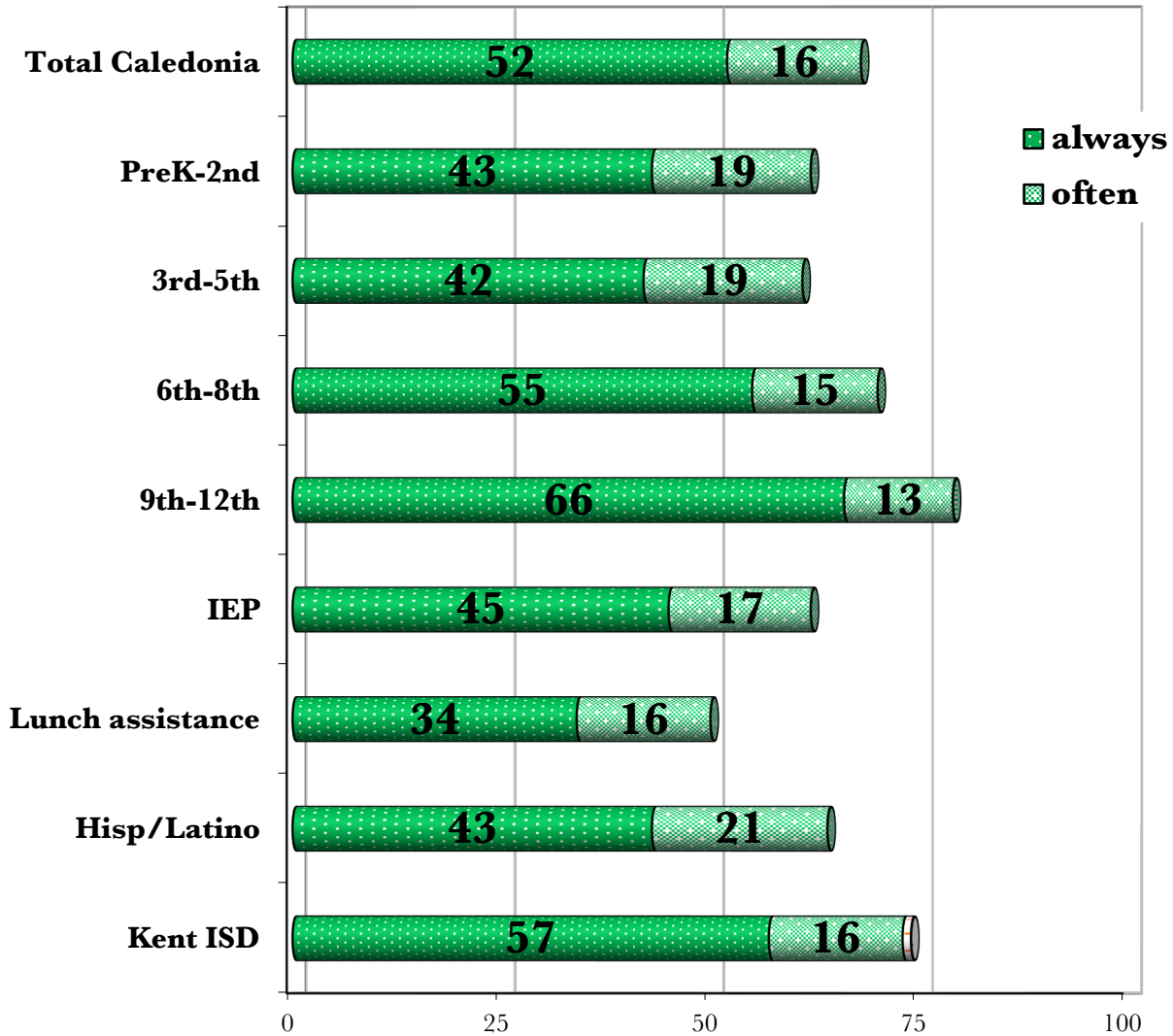
Slightly fewer parents with children who qualify for free/reduced price lunch (90%), as well as 84% of the parents with Hispanic/Latino children reply “yes.”

	Yes	No	Other	(n)
Total Caledonia parents	94%	2%	4%	(2,420)
PreK – 2nd	93%	3%	4%	(660)
3rd - 5th	95%	2%	3%	(535)
6th - 8th	92%	3%	3%	(562)
9th - 12th	95%	1%	4%	(632)
IEP plan	92%	3%	5%	(291)
Free/reduced priced lunch	90%	6%	4%	(282)
Hispanic/Latino	84%	12%	5%	(43)
Total KISD random sample	94%	2%	3%	(763)

Technology devices available to support child’s learning at home

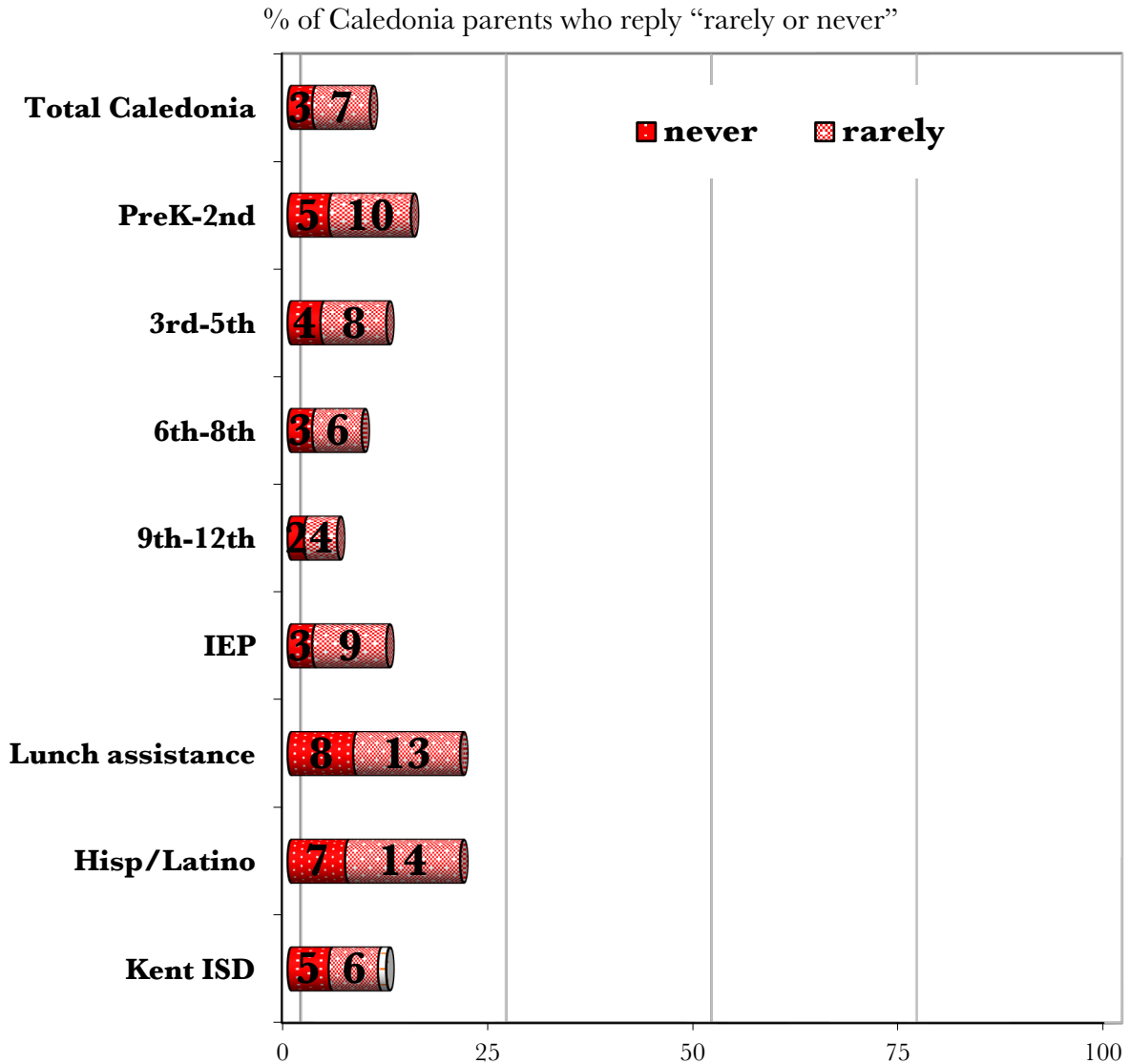
- ❖ **68% of all Caledonia parents, but including only 50% of parents with children who qualify for free/reduced price lunch, say technology devices are available “always or often” to support their children’s learning at home**

% of Caledonia parents who reply “always or often”



Technology devices available to support child’s learning at home

- ❖ Just 10% of all Caledonia parents, but including 21% of parents with children who qualify for free/reduced price lunch and 21% with Hispanic/Latino children, say technology devices are available “rarely or never” to support their children’s learning at home



Technology devices available to support child’s learning at home

Two-thirds of all Caledonia parents responding say technology devices are available “always or often” (68%) to support their children’s learning at home, including 52% who reply “always.”

Only 10% of all Caledonia parents reply “rarely or never,” including just 3% who answer “never.”

Fewer Caledonia parents reply “always” than the Kent ISD random sample (57%).

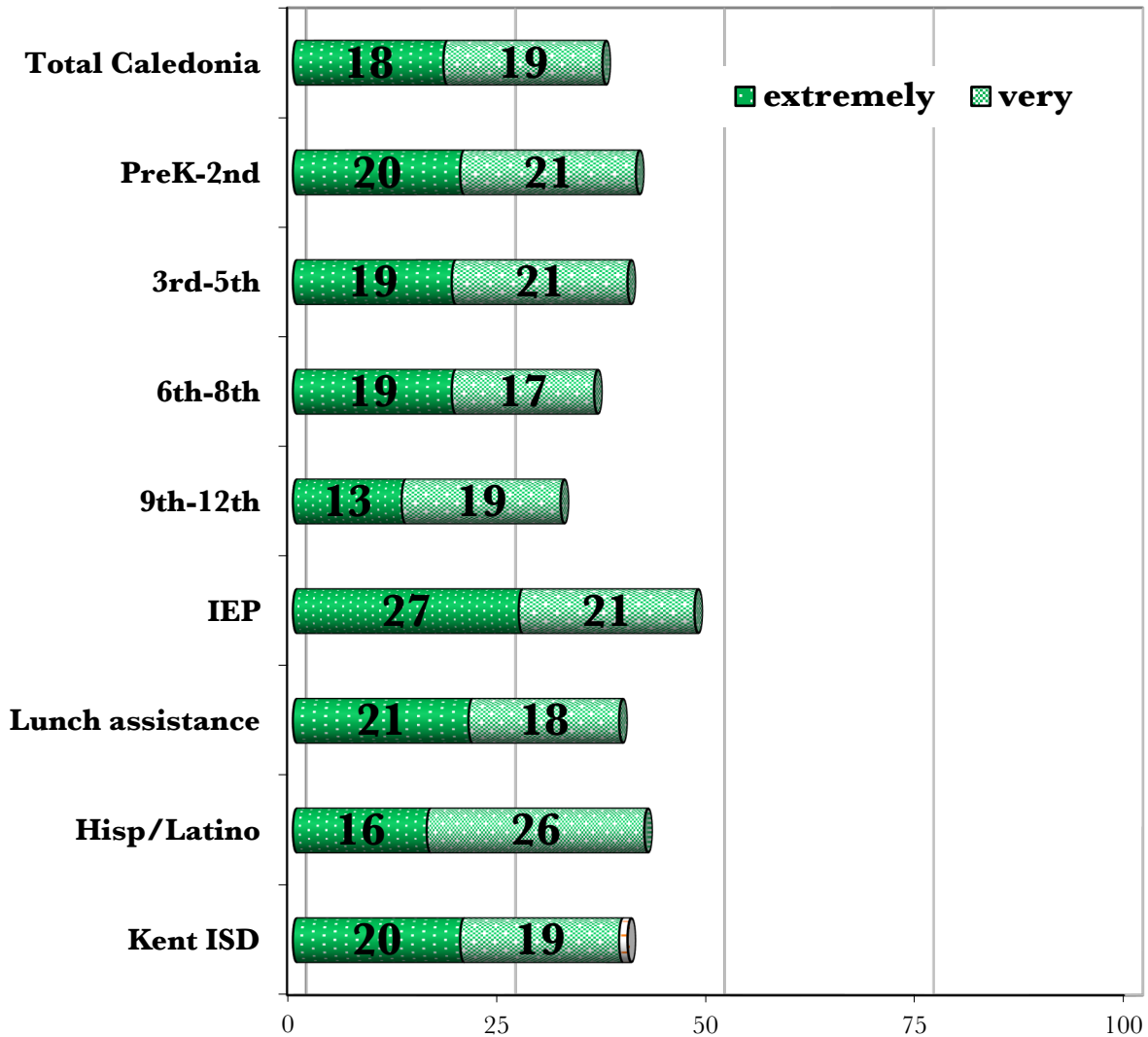
Fewer parents with children in grades PreK-2 (62%) and grades 3-5 (61%), with children with an IEP (62%), and especially with children who qualify for free/reduced price lunch (50%) reply “always or often” than other Caledonia parent subgroups.

	Always	Often	Sometimes	Rarely	Never	(n)
Total Cal parents	52%	16%	22%	7%	3%	(2,419)
PreK – 2nd	43%	19%	23%	10%	5%	(662)
3rd - 5th	42%	19%	27%	8%	4%	(535)
6th - 8th	55%	15%	21%	6%	3%	(559)
9th - 12th	66%	13%	16%	4%	2%	(632)
IEP plan	45%	17%	26%	9%	3%	(292)
Free/reduced priced lunch	34%	16%	29%	13%	8%	(282)
Hispanic/Latino	43%	21%	14%	14%	7%	(42)
Total KISD random sample	57%	16%	16%	6%	5%	(759)

Concern about their children falling behind academically due to the Spring 2020 state-mandated school closure

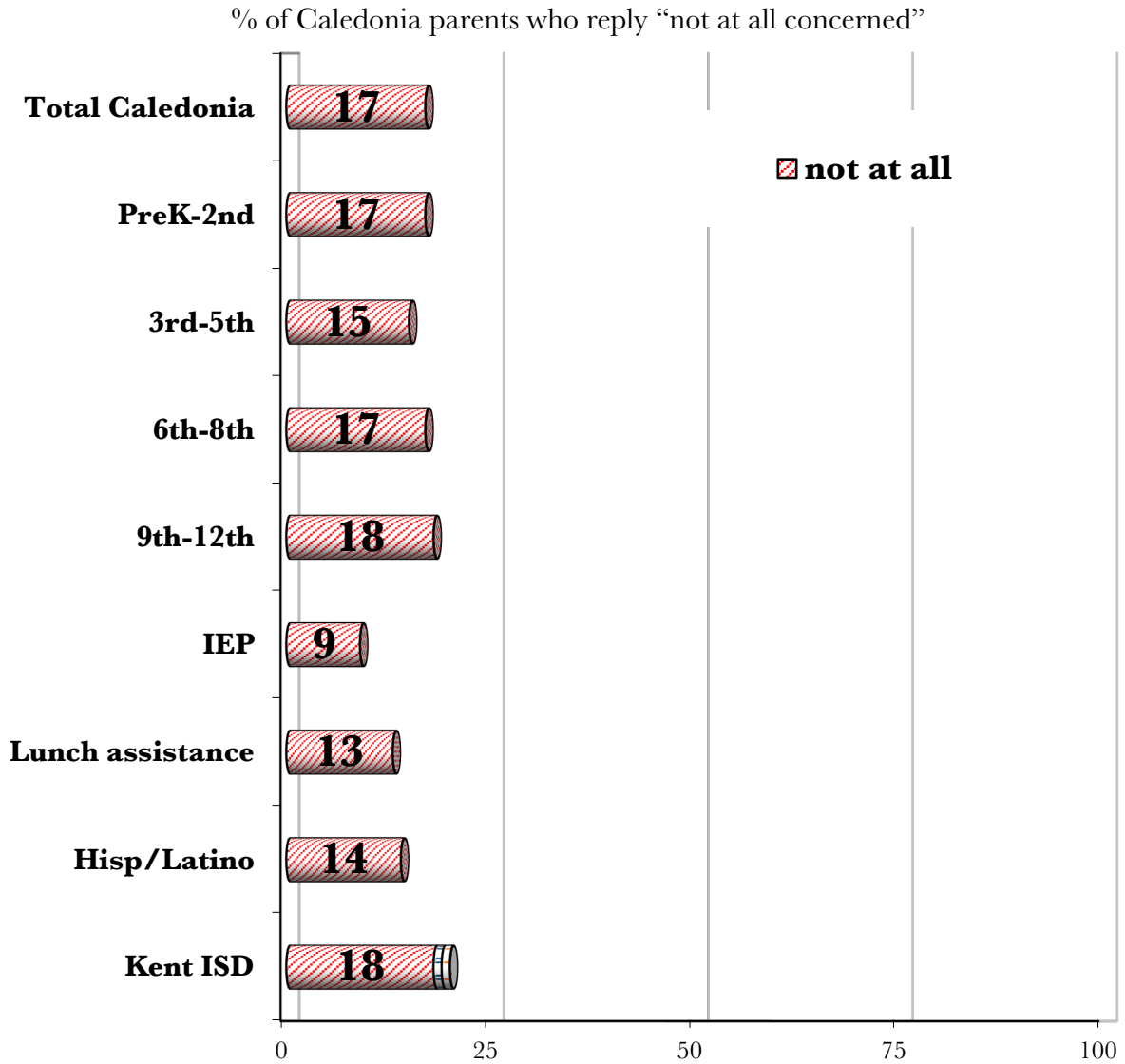
- ❖ 37% of all Caledonia parents, including 48% of parents with children with an IEP are “extremely or very concerned” about their children falling behind academically due to the state-mandated school closure

% of Caledonia parents who reply “extremely or very concerned”



Concern about their children falling behind academically due to the Spring 2020 state-mandated school closure

- ❖ 17% of all Caledonia parents, but including only 9% of parents with children with an IEP, are “not at all concerned” about their children falling behind academically due to the state-mandated school closure



Concern about their children falling behind academically due to the Spring 2020 state-mandated school closure

Thirty-seven percent of all Caledonia parents responding say they are “extremely or very concerned” about their **children falling behind academically** due to the Spring 2020 state-mandated school closure, including 18% who are “extremely concerned.”

Seventeen percent of all Caledonia parents are “not at all concerned.”

These Caledonia parents findings are statistically similar to the Kent ISD random sample.

More Caledonia parents with children with an IEP (48%) are “extremely or very concerned” than other parent subgroups.

Concerned	Extremely	Very	Somewhat	Slightly	Not at all	(n)
Total Cal parents	18%	19%	30%	17%	17%	(2,424)
PreK – 2nd	20%	21%	24%	19%	17%	(663)
3rd - 5th	19%	21%	31%	15%	15%	(536)
6th - 8th	19%	17%	31%	17%	17%	(562)
9th - 12th	13%	19%	33%	17%	18%	(632)
IEP plan	27%	21%	30%	13%	9%	(292)
Free/reduced priced lunch	21%	18%	33%	15%	13%	(284)
Hispanic/Latino	16%	26%	35%	9%	14%	(43)
Total KISD random sample	20%	19%	27%	16%	18%	(761)

Learning options to address concerns about children falling behind academically due to the state-mandated school closure

A balanced school calendar for the upcoming school year (33%), **tutoring opportunities for the upcoming school year** (28%), and **continuous learning options in the summer of 2020** (23%) are the most frequently cited learning options that would help address Caledonia parents' concerns about their children falling behind academically due to the Spring 2020 state-mandated school closure.

Extending the school day for the upcoming school year (10%), **shorter vacations or holiday breaks for the upcoming school year** (12%), and **extending the school year for 2020-21 school year** (15%) receive fewer mentions.

More parents with children with an IEP (33%) select **continuous learning options in the summer of 2020** than do other Caledonia parent subgroups.

More parents with children with an IEP (40%) cite **tutoring opportunities for the upcoming school year** than do other parent subgroups.

Additionally, slightly more parents with children with an IEP (41%) choose **a balanced school calendar for the upcoming school year** than do other Caledonia parent subgroups.

Compared to the Kent ISD random sample, **continuous learning options in the summer of 2020**, **tutoring opportunities for the upcoming school year** and **a balanced school calendar for the upcoming school year** are all selected by fewer Caledonia parents.

	Total Caledonia parents	Kent ISD random sample parents
Continuous learning options in the summer of 2020	23%	29%
Tutoring opportunities for 2020-21 school year	28%	33%
Extended school day for 2020-21 school year	10%	9%
Extended school year for 2020-21 school year	15%	13%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	12%	13%
A balanced school calendar for the upcoming 2020-21 school year	33%	35%
Other	9%	10%
(n)	(1,613)	(504)

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Continuous learning options in the summer of 2020	29%	27%
Tutoring opportunities for 2020-21 school year	32%	30%
Extended school day for 2020-21 school year	13%	10%
Extended school year for 2020-21 school year	19%	17%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	13%	11%
A balanced school calendar for the upcoming 2020-21 school year	36%	33%
Other	8%	7%
(n)	(430)	(376)

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Continuous learning options in the summer of 2020	23%	14%
Tutoring opportunities for 2020-21 school year	33%	19%
Extended school day for 2020-21 school year	11%	9%
Extended school year for 2020-21 school year	15%	9%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	16%	9%
A balanced school calendar for the upcoming 2020-21 school year	34%	29%
Other	10%	12%
(n)	(371)	(412)

Among Caledonia parents with children with an IEP, **a balanced school calendar for the upcoming school year** (41%), **tutoring opportunities for the upcoming school year** (40%), and **continuous learning options in the summer of 2020** (33%) are the most frequently mentioned learning options that would help address their concerns about their children falling behind academically due to the Spring 2020 state-mandated school closure.

Caledonia parents

	Child with an IEP
Continuous learning options in the summer of 2020	33%
Tutoring opportunities for 2020-21 school year	40%
Extended school day for 2020-21 school year	10%
Extended school year for 2020-21 school year	18%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	14%
A balanced school calendar for the upcoming 2020-21 school year	41%
Other	7%
(n)	(230)

Among Caledonia parents with children who qualify for free or reduced price lunch, **a balanced school calendar for the upcoming school year** (39%), **tutoring opportunities for the upcoming school year** (35%), and **continuous learning options in the summer of 2020** (30%) are the most frequently cited learning options that would help address their concerns of about their children falling behind academically.

Caledonia parents

	Child qualifies for free or reduced price lunch
Continuous learning options in the summer of 2020	30%
Tutoring opportunities for 2020-21 school year	35%
Extended school day for 2020-21 school year	11%
Extended school year for 2020-21 school year	12%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	14%
A balanced school calendar for the upcoming 2020-21 school year	39%
Other	5%
(n)	(205)

Among Caledonia parents with Hispanic/Latino children, **a balanced school calendar for the upcoming school year** (33%) and **tutoring opportunities for the upcoming school year** (24%) are the most frequently mentioned learning options that would help address their concerns of about their children falling behind academically due to the Spring 2020 state-mandated school closure.

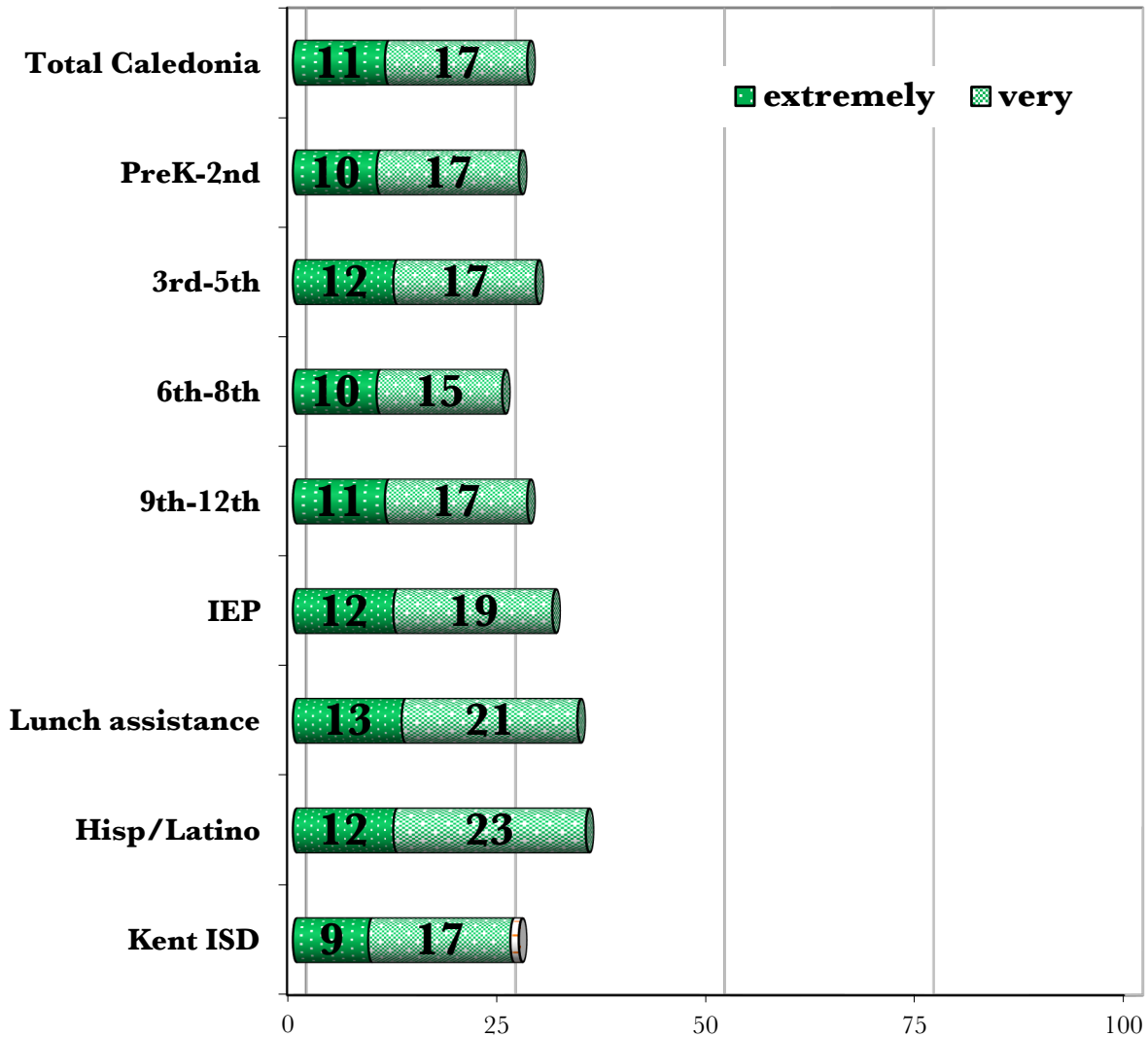
Caledonia parents

	Hispanic/Latino children
Continuous learning options in the summer of 2020	12%
Tutoring opportunities for 2020-21 school year	24%
Extended school day for 2020-21 school year	6%
Extended school year for 2020-21 school year	0%
Shorter vacations or holiday breaks for the upcoming 2020-21 school year	3%
A balanced school calendar for the upcoming 2020-21 school year	33%
Other	18%
(n)	(33)

Concern about their children’s overall wellbeing due to the Spring 2020 state-mandated school closure

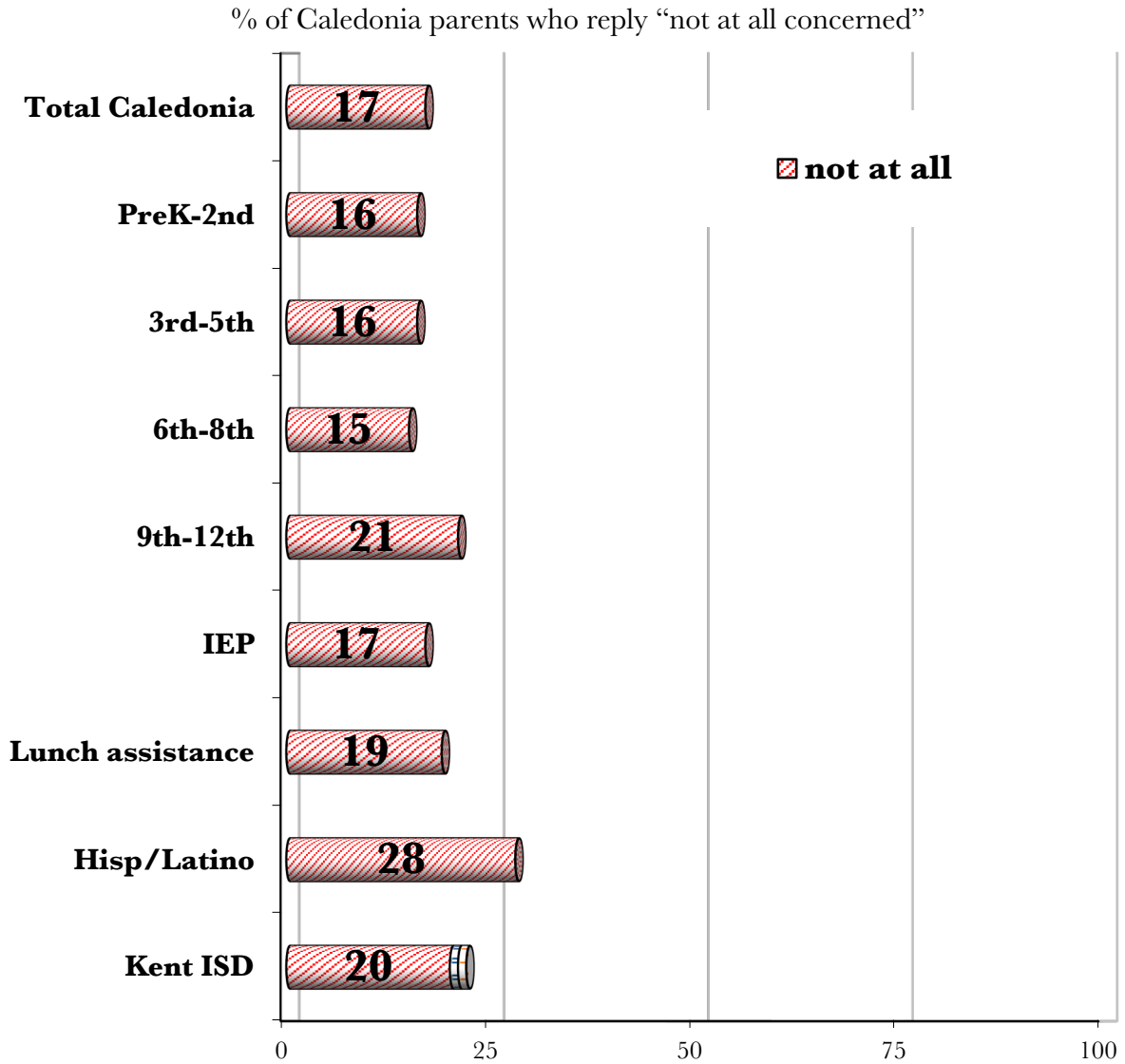
- ❖ **28% of all Caledonia parents, including 34% of parents with children who qualify for free/reduced lunch, are “extremely or very concerned” about their children’s overall wellbeing due to the state-mandated school closure**

% of Caledonia parents who reply “extremely or very concerned”



Concern about their children’s overall wellbeing due to the Spring 2020 state-mandated school closure

- ❖ **17% of all Caledonia parents, including 21% of parents with high school children, are “not at all concerned” about their children’s overall wellbeing due to the state-mandated school closure**



Concern about their children’s overall wellbeing due to the Spring 2020 state-mandated school closure

Twenty-eight percent of all Caledonia parents responding say they are “extremely or very concerned” about their **children’s overall wellbeing** due to the Spring 2020 state-mandated school closure, including 11% who are “extremely concerned.”

Seventeen percent of all Caledonia parents are “not at all concerned.”

These Caledonia parents findings are statistically similar to the Kent ISD random sample.

More parents with children who qualify for free/reduced price lunch (34%) reply “extremely or very concerned” than do other Caledonia parent subgroups.

Concerned	Extremely	Very	Somewhat	Slightly	Not at all	(n)
Total Cal parents	11%	17%	34%	22%	17%	(2,419)
PreK – 2nd	10%	17%	35%	21%	16%	(662)
3rd - 5th	12%	17%	35%	20%	16%	(536)
6th - 8th	10%	15%	35%	25%	15%	(560)
9th - 12th	11%	17%	29%	22%	21%	(630)
IEP plan	12%	19%	29%	22%	17%	(290)
Free/reduced priced lunch	13%	21%	27%	20%	19%	(284)
Hispanic/Latino	12%	23%	26%	12%	28%	(43)
Total KISD random sample	9%	17%	32%	22%	20%	(760)

Services and supports to address concerns about children’s overall wellbeing due to the state-mandated school closure

Thirty-nine percent of all Caledonia parents who are concerned say **intentional opportunities to interact with classmates (including distance options)** could address their concerns about their children’s overall wellbeing due to the Spring 2020 state-mandated school closure, clearly the most of the five services and supports evaluated in this survey.

Training for teachers to better support students’ wellbeing (15%) is the next most cited service or support.

Coordination with mental health or community agencies (just 7%) and **group therapy sessions** (also only 7%) receive the fewest mentions.

Fewer Caledonia parents select four of the five identified supports than do the Kent ISD random sample.

	Total Caledonia parents	Kent ISD random sample parents
Individualized therapy or counseling	10%	15%
Group therapy sessions	7%	10%
Coordination with mental health or community agencies	7%	7%
Training for teachers to better support students’ wellbeing	15%	25%
Intentional opportunities to interact with classmates, including distance options	39%	43%
Other	9%	8%
(n)	(1,475)	(440)

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Individualized therapy or counseling	11%	13%
Group therapy sessions	6%	12%
Coordination with mental health or community agencies	6%	6%
Training for teachers to better support students' wellbeing	12%	16%
Intentional opportunities to interact with classmates, including distance options	36%	42%
Other	8%	7%
(n)	(412)	(342)

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Individualized therapy or counseling	9%	9%
Group therapy sessions	5%	6%
Coordination with mental health or community agencies	7%	7%
Training for teachers to better support students' wellbeing	17%	15%
Intentional opportunities to interact with classmates, including distance options	41%	37%
Other	9%	12%
(n)	(336)	(361)

Intentional opportunities to interact with classmates (including distance options) (42%) is the most mentioned services or supports by parents with children with an IEP.

Individualized therapy or counseling (18%) and **training for teachers to better support students’ wellbeing** (16%) are the next most cited services or supports by parents with children with an IEP.

Caledonia parents

	Child with an IEP
Individualized therapy or counseling	18%
Group therapy sessions	12%
Coordination with mental health or community agencies	9%
Training for teachers to better support students’ wellbeing	16%
Intentional opportunities to interact with classmates, including distance options	42%
Other	9%
(n)	(176)

Fifty-three percent of Caledonia parents with children who qualify for free or reduced price lunch say **intentional opportunities to interact with classmates (including distance options)** could address their concerns about their children’s overall wellbeing due to the state-mandated school closure.

Training for teachers to better support students’ wellbeing (20%) and **individualized therapy or counseling** (also 20%) are the next most cited services or supports.

Caledonia parents

	Child qualifies for free or reduced price lunch
Individualized therapy or counseling	20%
Group therapy sessions	16%
Coordination with mental health or community agencies	14%
Training for teachers to better support students’ wellbeing	20%
Intentional opportunities to interact with classmates, including distance options	53%
Other	3%
(n)	(172)

Forty-six percent of Caledonia parents with Hispanic/Latino children say **intentional opportunities to interact with classmates (including distance options)** could address their concerns about their children’s overall wellbeing due to the Spring 2020 state-mandated school closure, clearly the most of the five services and supports evaluated in this survey.

Caledonia parents

	Hispanic/Latino children
Individualized therapy or counseling	12%
Group therapy sessions	12%
Coordination with mental health or community agencies	0%
Training for teachers to better support students’ wellbeing	12%
Intentional opportunities to interact with classmates, including distance options	46%
Other	12%
(n)	(26)

How districts can best support parents if distance or a hybrid learning option is required for the 2020-21 school year

Pre-recorded videos explaining what the students should be working on each week (55%), **routine directions and explanations emailed to parents and caregivers** (52%), and **instructional materials and guidance to support learning at home** (50%) are the most frequently cited best supports for all Caledonia parents responding if distance or a hybrid learning option is required for the 2020-21 school year.

Open office hours with teachers (39%) and **email support to get answers to distance learning activities** (also 39%) are the next most mentioned supports.

Technical assistance around using technology (15%) receives the fewest support mentions.

Fewer Caledonia parents selected six of the eight supports identified than did the Kent ISD random sample.

	Total Caledonia parents	Kent ISD random sample parents
Technical assistance around using technology	15%	18%
Instructional materials and guidance to support learning at home	50%	59%
Open office hours with teachers	39%	44%
Email support to get answers to distance learning activities	39%	47%
Phone or text support to get answers to distance learning activities	34%	42%
Pre-recorded videos explaining what the students should be working on each week	55%	62%
Routine directions and explanations emailed to parents and caregivers	52%	59%
Periodic virtual meetings with district and school staff	31%	39%
Other	12%	12%
(n)	(2,784)	(800)

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Technical assistance around using technology	15%	17%
Instructional materials and guidance to support learning at home	52%	55%
Open office hours with teachers	32%	37%
Email support to get answers to distance learning activities	33%	37%
Phone or text support to get answers to distance learning activities	27%	33%
Pre-recorded videos explaining what the students should be working on each week	54%	59%
Routine directions and explanations emailed to parents and caregivers	53%	54%
Periodic virtual meetings with district and school staff	33%	32%
Other	15%	12%
(n)	(757)	(611)

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Technical assistance around using technology	16%	11%
Instructional materials and guidance to support learning at home	53%	40%
Open office hours with teachers	43%	44%
Email support to get answers to distance learning activities	44%	42%
Phone or text support to get answers to distance learning activities	40%	36%
Pre-recorded videos explaining what the students should be working on each week	58%	50%
Routine directions and explanations emailed to parents and caregivers	58%	44%
Periodic virtual meetings with district and school staff	33%	29%
Other	12%	10%
(n)	(645)	(732)

Among Caledonia parents with children with an IEP, **pre-recorded videos explaining what the students should be working on each week** (67%), **routine directions and explanations emailed to parents and caregivers** (59%), and **instructional materials and guidance to support learning at home** (55%) are the most frequently cited best supports if distance or a hybrid learning option is required for the 2020-21 school year.

Open office hours with teachers (42%), **phone or text support to get answers to distance learning activities** (41%), **periodic virtual meetings with district and school staff** (39%), and **email support to get answers to distance learning activities** (38%), are also more frequently mentioned supports by parents with children with an IEP.

For all of these supports evaluated, there are greater percentages cited by parents with children with an IEP than among all Caledonia parents, reflecting their greater need.

Caledonia parents

	Child with an IEP
Technical assistance around using technology	18%
Instructional materials and guidance to support learning at home	55%
Open office hours with teachers	42%
Email support to get answers to distance learning activities	38%
Phone or text support to get answers to distance learning activities	41%
Pre-recorded videos explaining what the students should be working on each week	67%
Routine directions and explanations emailed to parents and caregivers	59%
Periodic virtual meetings with district and school staff	39%
Other	13%
(n)	(292)

Among Caledonia parents with children who qualify for free or reduced price lunch, **instructional materials and guidance to support learning at home** (65%), **pre-recorded videos explaining what the students should be working on each week** (63%), and **routine directions and explanations emailed to parents and caregivers** (62%) are the most frequently cited best supports if distance or a hybrid learning option is required for the 2020-21 school year.

Email support to get answers to distance learning activities (49%), **phone or text support to get answers to distance learning activities** (46%), **open office hours with teachers** (41%), and **periodic virtual meetings with district and school staff** (40%) are also more frequently mentioned supports by parents with children who qualify for free/reduced price lunch.

For all of these supports evaluated, there are greater percentages cited by parents with children who qualify for free or reduced price lunch than among all Caledonia parents, reflecting their greater need.

Caledonia parents

	Child qualifies for free or reduced price lunch
Technical assistance around using technology	28%
Instructional materials and guidance to support learning at home	65%
Open office hours with teachers	41%
Email support to get answers to distance learning activities	49%
Phone or text support to get answers to distance learning activities	46%
Pre-recorded videos explaining what the students should be working on each week	63%
Routine directions and explanations emailed to parents and caregivers	62%
Periodic virtual meetings with district and school staff	40%
Other	7%
(n)	(284)

Among Caledonia parents with Hispanic/Latino children, **routine directions and explanations emailed to parents and caregiver** (63%) and **pre-recorded videos explaining what the students should be working on each week** (also 63%) are the most frequently cited best supports if distance or a hybrid learning option is required for the 2020-21 school year.

Instructional materials and guidance to support learning at home (40%), **open office hours with teachers** (37%), **phone or text support to get answers to distance learning activities** (also 37%), **periodic virtual meetings with district and school staff** (35%), and **email support to get answers to distance learning activities** (30%) are also more frequently cited best supports by Caledonia parents with Hispanic/Latino children.

Caledonia parents

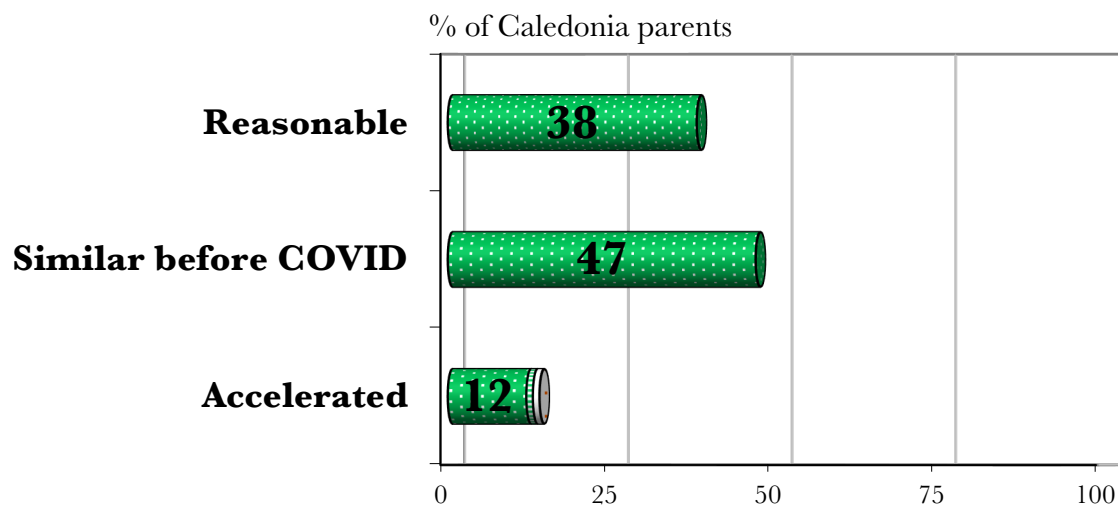
	Hispanic/Latino children
Technical assistance around using technology	9%
Instructional materials and guidance to support learning at home	40%
Open office hours with teachers	37%
Email support to get answers to distance learning activities	30%
Phone or text support to get answers to distance learning activities	37%
Pre-recorded videos explaining what the students should be working on each week	63%
Routine directions and explanations emailed to parents and caregivers	63%
Periodic virtual meetings with district and school staff	35%
Other	14%
(n)	(43)

Learning expectations for the upcoming 2020-2021 school year

Thirty-eight percent of all Caledonia parents responding prefer **reasonable learning expectations due to limitations of distance learning** as to what they expect for the 2020-21 school year.

Similar learning expectations to the 2019-20 school year prior to the state-mandated school closure is selected by almost half of all Caledonia parents (47%).

Accelerated learning expectations due to lost instructional time resulting from the state-mandated school closure is preferred by only 12% of all Caledonia parents.



	Total Caledonia parents	Kent ISD random sample parents
Reasonable learning expectations for 2020-21, due to limitations of distance learning	38%	42%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	47%	43%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	12%	11%
Other	4%	3%
(n)	(2,370)	(748)

Elementary school Caledonia parents

	PreK - 2nd	3rd - 5th
Reasonable learning expectations for 2020-21, due to limitations of distance learning	38%	40%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	48%	46%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	10%	11%
Other	4%	3%
(n)	(649)	(521)

Middle and high school Caledonia parents

	6th - 8th	9th - 12th
Reasonable learning expectations for 2020-21, due to limitations of distance learning	36%	36%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	46%	48%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	14%	12%
Other	3%	4%
(n)	(554)	(617)

Caledonia parents

	Child with an IEP
Reasonable learning expectations for 2020-21, due to limitations of distance learning	46%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	45%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	6%
Other	3%
(n)	(283)

Caledonia parents

	Child qualifies for free or reduced price lunch
Reasonable learning expectations for 2020-21, due to limitations of distance learning	48%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	41%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	9%
Other	1%
(n)	(270)

Caledonia parents

	Hispanic/Latino children
Reasonable learning expectations for 2020-21, due to limitations of distance learning	43%
Similar learning expectations to the 2019-20 school year, prior to the Spring 2020 state-mandated school closure	48%
Accelerated learning expectations, due to lost instructional time resulting from the Spring 2020 state-mandated school closure	7%
Other	2%
(n)	(42)

SURVEY FINDINGS AND DISCUSSION

Open-ended Feedback

Verbatim comments in separate appendix



School Re-entry Survey June 2020

Introduction

The COVID-19 pandemic is an unprecedented moment in our history, including for students and schools. Almost overnight, schools have had to revamp their entire instructional delivery model. The purpose of this county-wide survey is to not only understand the impact the pandemic has had on students' experiences, but also how to best serve students moving forward.

Please fill out the survey for only one child attending the district. If you would like to complete the survey for any of your other children, you may do so by completing the survey again. To note, the information collected is anonymous. You may skip any question you do not wish to answer.

The survey should take no more than 5-10 minutes to complete. Thank you for your time.

1. Please select your child's grade level in the current 2019-20 school year:
 - a. Pre-Kindergarten
 - b. Kindergarten (including Development Kindergarten or Young 5s)
 - c. Grade 1
 - d. Grade 2
 - e. Grade 3
 - f. Grade 4
 - g. Grade 5
 - h. Grade 6
 - i. Grade 7
 - j. Grade 8
 - k. Grade 9
 - l. Grade 10
 - m. Grade 11
 - n. Grade 12
 - o. Other

School re-entry options for the upcoming 2020-21 school year

Given the uncertainty surrounding the COVID-19 pandemic, we are evaluating three alternatives for how school resumes this Fall 2020:

In-person: 100% back in our school buildings every day

Distance: 100% distance learning at home every day

Hybrid: In our school buildings for part of the week blended with distance learning at home for part of the week.

2. For the upcoming 2020-21 school year, how confident are you that this option will keep your family **safe** from exposure to COVID-19 (coronavirus)?

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident
In-person					
Distance					
Hybrid					

3. For the upcoming 2020-21 school year, how confident are you that this option will deliver a **quality education** to your child?

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident
In-person					
Distance					
Hybrid					

4. If there is a hybrid option (i.e. a blend of in-person and distance learning) for the upcoming 2020-21 school year, which scheduling option would you prefer?

- a. In-person/distance schedule during the day (e.g. in-person instructional blocs in the morning, distance in the afternoon and evening or a similar schedule)
- b. In-person/distance schedule during the week (e.g. in-person instruction on Monday, Tuesday and Wednesday, distance on Thursday and Friday or a similar schedule)
- c. In-person/distance schedule during the month (e.g. in-person instruction one week, distance in the second week or a similar schedule)
- d. A combination of two or more of the above options
- e. I have no preference, as long as it is a safe option

Students’ distance learning experiences during the state-mandated school closure of Spring 2020

5. How would you rate your child’s engagement in distance learning during the state-mandated school closure of Spring 2020?

- a. Very engaged
- b. Somewhat engaged
- c. No different than before closure
- d. Somewhat disengaged
- e. Very disengaged

6. Please rate the quality of your child’s instruction during the state-mandated school closure of Spring 2020:

- a. Excellent
- b. Good
- c. Fair
- d. Poor
- e. Very poor

7. Please rate the quality of your child’s instruction in the following subjects during the state-mandated school closure of Spring 2020, as applicable:

	Excellent	Good	Fair	Poor	Very poor
Arts					
Health or Physical Education					
Social Studies, Civics or History					
Science					
English Language Arts or Writing					
Mathematics					
Electives or other courses					

8. Was there too much or too little school work during the state-mandated school closure of Spring 2020?

- a. Definitely too much
- b. Probably too much
- c. Just about right
- d. Probably too little
- e. Definitely too little

9. What aspects of the distance learning experience during the state-mandated school closure of Spring 2020 did you find most beneficial to your child's learning, if any? (check all that apply)

- a. Ability to move at my child's own pace
- b. Flexibility around scheduling (e.g. not waking up as early, less travel time to school, etc.)
- c. Less anxiety around grades, exams or homework
- d. Fewer distractions from classmates
- e. Technology for learning was new, fun and exciting
- f. Greater involvement for parents and caregivers in learning
- g. Opportunities to interact remotely with teacher and classmates
- h. None
- i. Other (please specify) _____

10. What aspects of the distance learning experience during the state-mandated school closure of Spring 2020 did you find as obstacles to your child's learning, if any? (check all that apply)

- a. Lack of adequate technological resources (e.g. devices, internet access)
- b. Difficulty in using technology
- c. Not having a quiet place for distance learning
- d. Quality of distance learning instruction provided wasn't up to par
- e. My child's teacher had difficulties in navigating technology
- f. Distance learning is too boring or unengaging for my child
- g. As a parent or caregiver, I lack skills or knowledge to aid in instruction (i.e. I am not a teacher)
- h. Distance learning resources don't support my child's needs (e.g. barriers in language or disability)
- i. No consequences for student work (e.g. exams, homework, projects, etc.)
- j. Lack of interaction or isolation from classmates
- k. General anxiety or stress due to the pandemic
- l. None
- m. Other (please specify) _____

Planning for the upcoming 2020-21 school year

11. If your child's school does not resume 100 percent of in-person instruction for the upcoming 2020-21 school year, will childcare be a problem?

- a. Definitely yes
- b. Probably yes
- c. Not sure
- d. Probably no
- e. Definitely no

12. For the upcoming 2020-21 school year, will your child have access to the internet to support learning at home?

- a. Yes
- b. No
- c. Other (please specify) _____

13. For the upcoming 2020-21 school year, are technology devices (e.g. laptops, chromebooks, tablets) available to support your child's learning at home?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

14. How concerned are you about your child falling behind academically as a result of the state-mandated school closure in Spring 2020?

- a. Extremely concerned
- b. Very concerned
- c. Somewhat concerned
- d. Slightly concerned
- e. Not at all concerned

15. {If "extremely or very concerned" from the previous question} What learning options would you like for your child? (check all that apply)

- a. Continuous learning options in the summer of 2020
- b. Tutoring opportunities for 2020-21 school year
- c. Extended school day for 2020-21 school year
- d. Extended school year for 2020-21 school year
- e. Shorter vacations or holiday breaks for the upcoming 2020-21 school year
- f. A balanced school calendar for the upcoming 2020-21 school year. A balanced calendar has a similar number of days as a traditional school year, but with breaks spread throughout the year.
- g. Other (please specify) _____

16. How concerned are you about the impact on your students' overall wellbeing (physical, social, emotional) due to the state-mandated school closure of Spring 2020?

- a. Extremely concerned
- b. Very concerned
- c. Somewhat concerned
- d. Slightly concerned
- e. Not at all concerned

17. {If “extremely or very concerned” from the previous question} What services or supports would you like for your child? (check all that apply)

- a. Individualized therapy or counseling
- b. Group therapy sessions
- c. Coordination with mental health or community agencies
- d. Training for teachers to better support students' wellbeing
- e. Intentional opportunities to interact with classmates, including distance options
- f. Other (please specify) _____

18. If a distance or hybrid option (i.e. a blend of in-person and distance learning) is required for the upcoming 2020-21 school year, how can the district best support parents and caregivers? (check all that apply)

- a. Technical assistance around using technology
- b. Instructional materials and guidance to support learning at home
- c. Open office hours with teachers
- d. Email support to get answers to distance learning activities
- e. Phone or text support to get answers to distance learning activities
- f. Pre-recorded videos explaining what the students should be working on each week
- g. Routine directions and explanations emailed to parents and caregivers
- h. Periodic virtual meetings with district and school staff
- i. Other (please specify) _____

19. What do you believe should be the learning expectations for the upcoming 2020-21 school year?

- a. Reasonable learning expectations for 2020-21, due to the limitations of distance learning
- b. Similar learning expectations to the 2019-20 school year, prior to the state-mandated school closure of Spring 2020
- c. Accelerated learning expectations, due to lost instructional time resulting from the state-mandated school closure of Spring 2020
- d. Other (please specify) _____

Demographics of your child

As noted, this survey is completely anonymous and will not track individual responses. The following questions are OPTIONAL, but may be useful for district planning.

20. What is your child's gender?

- a. Female
- b. Male
- c. Other (prefer to self-describe)
- d. Prefer not to answer

21. What is your child's race/ethnicity?

- a. American Indian or Alaska Native
- b. African American
- c. Asian
- d. Hispanic/Latino
- e. Native Hawaiian or Other Pacific Islander
- f. Two or More Races
- g. White
- h. Prefer not to answer

22. Does your child currently qualify for free or reduced priced lunch?

- a. Yes
- b. No
- c. Prefer not to answer

23. Is your child currently an English language learner?

- a. Yes
- b. No
- c. Prefer not to answer

24. Does your child currently have an Individualized Education Plan (IEP)?

- a. Yes
- b. No
- c. Prefer not to answer

25. {If "yes" from the previous question} Which program did your child most recently attend?

- a. District-program
- b. Regional-program
- c. Center-program
- d. Prefer not to answer

26. Does your child currently have a 504 Plan?

- a. Yes
- b. No
- c. Prefer not to answer

27. Is your child currently eligible for homeless assistance, as defined by the McKinney-Vento Act? (select one)

- a. Yes
- b. No
- c. Prefer not to answer

Open-ended Feedback:

28. What other feedback would you like to share?

Thank you for sharing your thoughts and opinions with us. We appreciate it!



Encuesta para reingresar a la escuela

Introducción:

La pandemia de COVID-19 es un momento sin precedentes en nuestra historia, incluso para estudiantes y escuelas. Casi de la noche a la mañana, las escuelas han tenido que renovar todo su modelo de entregar instrucción. El propósito de esta encuesta en todo el condado no es solo comprender el impacto que ha tenido la pandemia en las experiencias de los estudiantes, sino también la mejor manera de servir en el futuro.

Complete la encuesta para solo un estudiante que asiste al distrito. Si desea completar la encuesta para cualquier otro de sus hijos, puede hacerlo completando la encuesta repetidas veces. Tenga en cuenta, la información recopilada es anónima. Puede omitir cualquier pregunta que no desee responder.

La encuesta no debe demorar más de 5 a 10 minutos en completarse. Gracias por tu tiempo.

1. Seleccione el nivel de grado de su hijo en el año escolar actual 2019-20: (seleccione uno; **esta es la única pregunta obligatoria** en la encuesta)

- a. Pre-Kínder
- b. Kínder (incluyendo Desarrollo de Kínder o Young 5s)
- c. Grado 1
- d. Grado 2
- e. Grado 3
- f. Grado 4
- g. Grado 5
- h. Grado 6
- i. Grado 7
- j. Grado 8
- k. Grado 9
- l. Grado 10
- m. Grado 11
- n. Grado 12
- o. Otro (por favor especifica)

Opciones de reingreso escolar para el próximo año escolar 2020-21

Dada la incertidumbre que rodea la pandemia de COVID-19, estamos evaluando tres alternativas sobre cómo se reanuda la escuela este otoño de 2020.

En persona: 100% de vuelta en los edificios de nuestra escuela todos los días

Distancia: 100% de aprendizaje a distancia en casa todos los días

Híbrida: En los edificios de nuestra escuela durante parte de la semana combinada con el aprendizaje a distancia en el hogar durante parte de la semana

2. Para el próximo año escolar 2020-21, ¿qué tan seguro está de que esta opción mantendrá a su familia segura de recibir o transmitir COVID-19 (coronavirus)?

	Extremadamente confiado	Muy confiado	Algo confiado	Ligeramente confiado	Nada confiado
En persona					
Distancia					
Híbrida					

3. Para el próximo año escolar 2020-21, ¿qué tan seguro está de que esta opción brindará una educación de calidad a su hijo/a?

	Extremadamente confiado	Muy confiado	Algo confiado	Ligeramente confiado	Nada confiado
En persona					
Distancia					
Híbrida					

4. Si hay una opción híbrida (es decir, una combinación de aprendizaje en persona y por internet) para el próximo año escolar 2020-21, ¿qué opción de programación preferiría?

- Horario en persona / internet durante el **día** (por ejemplo, bloques de instrucción en persona en la mañana, remoto en la tarde y noche o un horario similar)
- Horario en persona / internet durante la **semana** (por ejemplo, instrucción en persona los lunes, martes y miércoles, por internet los jueves y viernes o un horario similar)
- Programa en persona / por internet durante el **mes** (por ejemplo, instrucción en persona una semana, internet en la segunda semana o un horario similar)
- Una combinación de una o más de las opciones anteriores
- No tengo preferencia, siempre que sea una opción segura

Experiencias de aprendizaje por internet de los estudiantes durante el cierre escolar obligatorio de la primavera de 2020

5. ¿Cómo calificaría la participación de su hijo en el aprendizaje por internet durante el cierre escolar obligatorio de la primavera de 2020? (Seleccione uno)

- a. Muy entregado
- b. Algo comprometido
- c. Igual que antes
- d. Algo desconectado
- e. Muy desconectado

6. Califique la calidad de la instrucción de su hijo/a durante el cierre de la escuela ordenado por el estado en la primavera de 2020: (seleccione una)

- a. Excelente
- b. Bueno
- c. Regular
- d. Malo
- e. Muy malo

7. [Si es de 6° grado y superior a la pregunta #1] Califique la calidad de la instrucción de su hijo/a en las siguientes materias durante el cierre escolar obligatorio de la primavera de 2020, según corresponda:

	Excelente	Bueno	Regular	Malo	Muy malo
Artes					
Salud o educación física					
Estudios sociales, civismo o historia					
Ciencia					
Artes lingüísticas o escritura					
Matemática					
Optativas u otros cursos					

8. ¿Hubo demasiado o muy poco trabajo escolar durante el cierre escolar obligatorio de la primavera de 2020?

- a. Mucho, demasiado
- b. Un poco de mas
- c. Casi cantidad correcta
- d. Algo poco
- d. Demasiado poco

9. ¿Qué aspectos de la experiencia remota/por internet durante el cierre de la escuela ordenado por el estado de la primavera de 2020 le resultaron más **beneficiosos** para el aprendizaje de su hijo, si los hubo? (marque todo lo que corresponda)

- a. Capacidad para moverse al ritmo de mi hijo
- b. Flexibilidad en torno a la programación (por ejemplo, no levantarse tan temprano, menos tiempo de viaje a la escuela, etc.)
- c. Menos ansiedad por las calificaciones, los exámenes o la tarea.
- d. Menos distracciones de los compañeros de clase.
- e. La tecnología para aprender era nueva, divertida y emocionante.
- f. Mayor participación de los padres y cuidadores en el aprendizaje.
- g. Oportunidades para interactuar remotamente con el maestro y los compañeros de clase.
- h. Ninguna
- i. Otro (por favor especifica)

10. ¿Qué aspectos de la experiencia remota/por internet durante el cierre escolar obligatorio de la primavera de 2020 encontró como **obstáculos** para el aprendizaje de su hijo, si los hubiera? (marque todo lo que corresponda)

- a. Falta de recursos tecnológicos adecuados (por ejemplo, dispositivos, acceso a internet)
- b. Dificultad en el uso de la tecnología.
- c. No tener un lugar tranquilo para el aprendizaje remoto.
- d. La calidad de la instrucción remota proporcionada no estuvo a la altura
- e. La maestra de mi hijo tuvo dificultades para en navegar la tecnología
- f. El aprendizaje remoto/por internet es demasiado aburrido o poco atractivo para mi hijo/a
- g. Como padre o cuidador, me faltan habilidades o conocimientos para ayudar en la instrucción (es decir, no soy maestro)
- h. Los recursos de aprendizaje remoto no satisfacen las necesidades de mi hijo (por ejemplo, barreras en el idioma o discapacidad)
- i. No hay consecuencias para el trabajo del alumno (por ejemplo, exámenes, tareas, proyectos, etc.)
- j. Falta de interacción o aislamiento de los compañeros de clase.
- k. Ansiedad o estrés general debido a la pandemia
- l. Ninguna
- m. Otro (por favor especifica)

Planificación para el próximo año escolar 2020-21

11. Si la escuela de su hijo/a no reanuda el 100 por ciento de la instrucción en persona para el próximo año escolar 2020-21, ¿será un problema el cuidado de niños? (Seleccione uno)

- a. Definitivamente si
- Probablemente si
- No estoy seguro
- Probablemente no
- Definitivamente no

12. Para el próximo año escolar 2020-21, ¿tiene su hijo acceso a Internet para apoyar el aprendizaje en el hogar?

- a. Si
- b. No
- c. Otro

13. Para el próximo año escolar 2020-21, ¿hay dispositivos tecnológicos (por ejemplo, computadoras portátiles, Chromebook, tabletas) disponibles para apoyar el aprendizaje de su hijo/a en casa?

- a. Siempre
- b. Seguido
- c. Algunas veces
- d. Raramente
- f. Nunca

14. ¿Qué tan preocupado/a está usted de que su hijo/a se quede atrás académicamente como resultado del cierre escolar obligatorio en la primavera de 2020?

- a. Extremadamente preocupado
- b. Muy preocupado
- c. Algo preocupado
- d. Ligeramente preocupado
- e. No estoy preocupado

15. [Si está "extremadamente o muy preocupado" de la pregunta anterior] ¿Qué opciones de aprendizaje le gustaría para su hijo/a? (marque todo lo que corresponda)

- a. Opciones de aprendizaje continuo en el verano de 2020
- b. Oportunidades de tutoría para el año escolar 2020-21
- c. Día escolar extendido para el año escolar 2020-21
- d. Año escolar extendido para el año escolar 2020-21
- e. Vacaciones más cortas o vacaciones para el próximo año escolar 2020-21
- f. Un calendario escolar equilibrado para el próximo año escolar 2020-21. Un calendario equilibrado tiene un número similar de días que un año escolar tradicional, pero con descansos repartidos durante todo el año.
- g. Otro (por favor especifica)

16. ¿Qué tan preocupado está por el impacto en el bienestar general de sus estudiantes (físico, social, emocional) debido al cierre escolar obligatorio de la primavera de 2020?

- a. Extremadamente preocupado
- b. Muy preocupado
- c. Algo preocupado
- d. Ligeramente preocupado
- e. Nada preocupado

17. [Si está "extremadamente o muy preocupado" de la pregunta anterior] ¿Qué servicios o apoyos le gustaría para su hijo/a? (marque todo lo que corresponda)

- a. Terapia individualizada o asesoramiento
- b. Sesiones de terapia grupal
- c. Coordinación con salud mental o agencias comunitarias.
- d. Capacitación para maestros para apoyar mejor el bienestar de los estudiantes.
- e. Oportunidades intencionales para interactuar con los compañeros de clase, incluidas las opciones remotas/internet
- f. Otro (por favor especifica)

18. Si se requiere una opción remota o híbrida (es decir, una combinación de aprendizaje en persona y remoto) para el próximo año escolar 2020-21, ¿cómo puede el distrito apoyar mejor a los padres y cuidadores? (marque todo lo que corresponda)

- a. Asistencia técnica sobre el uso de la tecnología.
- b. Materiales de instrucción y orientación para apoyar el aprendizaje en el hogar.
- c. Horario de oficina abierto con profesores
- d. Apoyo por correo electrónico para obtener respuestas a actividades de aprendizaje remoto/por internet
- e. Soporte telefónico o de texto para obtener respuestas a actividades de aprendizaje remoto
- f. Vídeos pregrabados que explican en qué deberían trabajar los estudiantes cada semana
- g. Instrucciones y explicaciones de rutina enviadas por correo electrónico a los padres y cuidadores
- h. reuniones virtuales periódicas con el personal del distrito y la escuela.
- i. Otro (por favor especifica)

19. ¿Cuáles cree que deberían ser las expectativas de aprendizaje para el próximo año escolar 2020-21?

- a. Expectativas pragmáticas de aprendizaje para 2020-21, debido a las limitaciones del aprendizaje remoto
- b. Expectativas de aprendizaje similares al año escolar 2019-20, antes de la escuela ordenada por el estado cierre de la primavera de 2020
- c. Expectativas de aprendizaje aceleradas, debido a la pérdida de tiempo de instrucción resultante del cierre escolar ordenado por el estado de la primavera de 2020
- d. Otro (por favor especifica)

Datos demográficos de su hijo

Como se señaló, esta encuesta es completamente anónima y no hará un seguimiento de las respuestas individuales. Las siguientes preguntas son opcionales, pero pueden ser útiles para la planificación del distrito.

20. ¿Cuál es el género de su hijo?
- a. Hembra
 - b. Masculino
 - d. Otro (prefiere auto describirse)
 - e. Prefiero no responder
21. ¿Cuál es la raza / etnia de su hijo?
- a. Indio Americano o Nativo de Alaska
 - b. Afroamericano
 - c. Asiático d. Hispano / latino
 - d. Nativos de Hawái u otras islas del Pacífico
 - f. Dos o más razas
 - g. Blanco
 - h. Prefiero no responder
22. ¿Su hijo actualmente califica para almuerzo gratis o a precio reducido?
- a. Si
 - b. No
 - c. Prefiero no responder
23. ¿Es su hijo/a un estudiante del lenguaje de ingles?
- a. Si
 - b. No
 - c. Prefiero no responder
24. ¿Tiene su hijo/a actualmente un Plan de Educación Individualizado (IEP)?
- a. Si
 - b. No
 - c. Prefiero no responder
25. [En caso afirmativo de la pregunta anterior] ¿A qué programa asistió su hijo más recientemente?
- d. Programa del distrito
 - e. Programa regional
 - f. Programa Central
 - g. Prefiero no responder

26. ¿Tiene su hijo actualmente un plan 504?

- a. Si
- b. No
- c. Prefiero no responder

27. ¿Es su hijo/a actualmente elegible para asistencia para personas sin hogar, según lo define la Ley McKinney-Vento?

- a. Si
- b. No
- c. Prefiero no responder

Comentarios abiertos

28. ¿Qué otro comentario te gustaría compartir

Gracias por compartir sus pensamientos y opiniones con nosotros. ¡Lo apreciamos!