

CALIFORNIA SCHOOL PARENT SURVEY



Palo Alto Unified 2021-2022 Main Report

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PREFACE

HYPERLINK FEATURE

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

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

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

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

THE IMPORTANCE OF PARENT INVOLVEMENT

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

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

SURVEY CONTENT OVERVIEW

Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CSPS still contains skip logic to direct parents to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. The CSPS serves three primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. Third, the CSPS assesses students' readiness to continue to learn from home. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children's education; and
- Student risk behaviors (how much of a problem at the school);
- Experiences and perceptions about students not being able to attend school in person; and
- Feedback on district's remote learning program.

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

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

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

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

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

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

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

The CHKS and CalSCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data, *What Works Briefs* that provide guidance on strategies to implement, and access to the *California Safe and Supportive Schools Newsletter*, which provides announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

NEXT STEPS

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

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual parent survey reports for each school.

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Staff Survey. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website (calschls.org/resources/#resources_and_tools). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results, obtaining their input into how the school might better meet the identified school and student needs and into developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

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

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

Add Questions to Your Next Survey

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

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

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: [†]Elementary student survey.

[‡]Secondary student survey.

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	2,855	1,240	634	981	–

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	2,761	1,186	616	959	–
Remote model only	41	31	4	6	–
Hybrid model only	9	4	0	5	–

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	31	43	22	21	–	A6.1
Parental involvement in school [§]	36	39	32	36	–	A6.3
School encourages me to be an active partner [†]	33	45	24	24	–	A6.1
School actively seeks the input of parents [†]	22	29	17	16	–	A6.1
Parents feel welcome to participate at this school [†]	28	41	17	18	–	A6.1
School Supports for Students						
Student learning environment [†]	32	42	24	26	–	A7.1
School is a safe place for my child ^{†ψ}	43	55	34	34	–	A7.1
School motivates students to learn [†]	32	43	23	22	–	A7.1
School has adults who really care about students [†]	38	50	31	27	–	A7.1
Opportunities for meaningful student participation ^{†ψ}	30	40	18	26	–	A7.1
Communication with parents about school [#]	30	37	25	25	–	A6.2
Teachers responsive to child's social and emotional needs ^Γ	76	86	73	66	–	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	73	76	67	72	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally ^{†ψ}	31	41	24	24	–	A7.1
School treats all students with respect [†]	42	55	33	31	–	A7.1
School promotes respect of cultural beliefs/practices [†]	38	49	26	30	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	22	3	14	50	–	A8.1
Student alcohol and drug use ^{‡ψ}	6	3	5	11	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	8	3	5	17	–	A8.1
School disorder ^{¶ψ}	18	12	18	24	–	A8.2
Harassment or bullying of students ^{‡ψ}	6	4	6	8	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	34	44	25	27	–	A9.1

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

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

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

^ψIn-school only.

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

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %	Table
Learning from Home and Student Connection						
Average days worked on schoolwork (≥ 5) ^δ	77	83		50	–	A4.1
Opportunities for student connection [†] ^δ	16	9		33	–	A4.4
Areas of Parent Concerns						
Child's mental well-being ^λ	32	28	28	39	–	A5.1
Child's safety at school for in-person learning ^λ	20	23	18	19	–	A5.1
Child falling behind academically ^λ	27	25	27	29	–	A5.1
Providing financially for your child ^λ	9	9	7	10	–	A5.1

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

^{||}Last week.

^δRemote only.

[†]Average percent of respondents reporting "Strongly agree."

^λPercent of respondents reporting "Somewhat concerned," "Quite concerned," or "Extremely concerned."

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	98	97	99	99	–
Remote Learning Model	1	3	1	1	–
Hybrid Model (in school on alternate days)	0	0	0	0	–
Hybrid Model (in school half days)	0	0	0	0	–

Question A.1: Which of the following best describes your child's school schedule during the past 30 days?

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

In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "My child participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Hybrid Model (in school on alternate days) - Respondents selecting "My child went to school in person at her/his school building for the entire day on some weekdays and participated in school from home on other weekdays."

Hybrid Model (in school half days) - Respondents selecting "My child went to school in person at his/her school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	99	100	99	100	–
Foster parent of the child enrolled at this school	0	0	0	0	–
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0	0	1	0	–
Not applicable, not sure, or decline to answer	0	0	0	0	–

Question A.2: I am a...

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	0	–
Asian or Asian American	33	34	31	34	–
Black or African American (Not Hispanic or Latinx)	1	1	2	1	–
Filipino	1	1	0	1	–
Hispanic or Latinx	8	10	7	6	–
Native Hawaiian or Pacific Islander	0	0	0	0	–
White (Not Hispanic/Latinx)	37	34	38	40	–
Two or more races/ethnicities	9	9	11	8	–
Not applicable, not sure, or decline to answer	10	10	10	11	–

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

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

Table A3.4***Grade Level***

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	1	3	0	0	–
Kindergarten	5	12	0	0	–
1st grade	6	14	0	0	–
2nd grade	6	14	0	0	–
3rd grade	7	17	0	0	–
4th grade	8	19	0	0	–
5th grade	8	19	0	0	–
6th grade	7	0	29	0	–
7th grade	8	1	33	0	–
8th grade	8	0	35	0	–
9th grade	7	0	0	19	–
10th grade	8	0	0	23	–
11th grade	10	0	0	29	–
12th grade	10	0	1	27	–
Other	0	0	0	0	–
Ungraded	0	0	0	0	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	14	14	15	14	–
English Language Development (for children learning English)	5	9	3	1	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	13	0	6	32	–
Not applicable, not sure, or decline to answer	69	78	77	54	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
No	76	69	79	83	–
Yes - 1 day a week	5	8	4	2	–
Yes - 2 days a week	4	4	5	3	–
Yes - 3 days a week	2	3	1	2	–
Yes - 4 days a week	2	1	5	2	–
Yes - 5 days a week	10	15	6	8	–

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

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

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %	ES %	MS %	HS %	NT %
Number of weekdays my child participated in school from home					
0 days	13	13		17	–
1 day	0	0		0	–
2 days	3	0		17	–
3 days	6	4		17	–
4 days	0	0		0	–
5 days	77	83		50	–
Not sure	0	0		0	–

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

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

^{||} Last week.

Table A4.2

Perceptions of Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Our school/district has done a good job keeping me informed about remote learning.					
Strongly agree	23	17		33	–
Agree	39	43		33	–
Disagree	13	13		0	–
Strongly disagree	23	22		33	–
Don't know/NA	3	4		0	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
0 - Extremely unsuccessful	17	14		33	–
1	0	0		0	–
2	7	9		0	–
3	3	0		17	–
4	3	5		0	–
5	13	9		17	–
6	3	5		0	–
7	7	9		0	–
8	20	23		0	–
9	13	14		17	–
10 - Extremely successful	13	14		17	–

Question A.70: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2021-22 school year?

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

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

	All %	ES %	MS %	HS %	NT %
My child has opportunities to connect and interact with classmates during remote learning.					
Strongly agree	16	9		33	–
Agree	13	17		0	–
Disagree	29	35		0	–
Strongly disagree	29	30		33	–
Don't know/NA	13	9		33	–

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

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

5. COVID-Specific Measures

Table A5.1

COVID-Related Concerns

	All %	ES %	MS %	HS %	NT %
<i>How concerned are you about...</i>					
your child's safety while he/she is at home?					
Not at all concerned	85	87	86	83	–
Slightly concerned	10	8	9	12	–
Somewhat concerned	3	2	3	3	–
Quite concerned	1	1	2	1	–
Extremely concerned	1	1	1	1	–
your child's safety when he/she is at school or returns to school for in-person learning?					
Not at all concerned	42	43	40	42	–
Slightly concerned	37	34	42	39	–
Somewhat concerned	13	13	12	12	–
Quite concerned	5	5	3	5	–
Extremely concerned	3	4	3	2	–
your child falling behind academically?					
Not at all concerned	45	49	43	43	–
Slightly concerned	28	26	31	28	–
Somewhat concerned	12	12	10	13	–
Quite concerned	8	6	9	9	–
Extremely concerned	7	7	7	7	–
providing financially for your child?					
Not at all concerned	78	80	79	76	–
Slightly concerned	13	12	14	14	–
Somewhat concerned	5	5	4	5	–
Quite concerned	2	2	3	2	–
Extremely concerned	1	1	1	2	–

Question A.65-68: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child's safety while he/she is at home?... your child's safety when he/she is at school or returns to school for in-person learning?... your child falling behind academically?... providing financially for your child?

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

Table A5.1***COVID-Related Concerns – Continued***

	All %	ES %	MS %	HS %	NT %
your child's mental well-being?					
Not at all concerned	35	44	34	26	–
Slightly concerned	33	28	38	35	–
Somewhat concerned	18	17	17	20	–
Quite concerned	8	7	6	11	–
Extremely concerned	6	5	5	8	–

Question A.69: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child's mental well-being?

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	46	33	33	–
Agree	46	42	52	48	–
Disagree	9	6	12	12	–
Strongly disagree	3	2	2	4	–
Don't know/NA	3	4	1	3	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	49	31	28	–
Agree	47	42	52	51	–
Disagree	7	3	5	12	–
Strongly disagree	2	1	2	3	–
Don't know/NA	6	5	10	6	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	31	43	22	21	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	37	51	28	24	–
Agree	45	37	54	48	–
Disagree	8	5	8	12	–
Strongly disagree	3	1	2	6	–
Don’t know/NA	8	5	8	11	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	33	45	24	24	–
Agree	50	45	56	52	–
Disagree	10	6	11	14	–
Strongly disagree	2	2	2	4	–
Don’t know/NA	4	2	6	5	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	22	29	17	16	–
Agree	40	37	43	41	–
Disagree	17	14	19	21	–
Strongly disagree	6	5	5	8	–
Don’t know/NA	15	15	16	14	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	28	41	17	18	–
Agree	48	43	54	52	–
Disagree	12	8	15	15	–
Strongly disagree	3	2	3	5	–
Don't know/NA	8	6	11	10	–
School staff treat parents with respect.					
Strongly agree	37	50	27	25	–
Agree	53	44	63	58	–
Disagree	4	3	2	5	–
Strongly disagree	2	1	1	4	–
Don't know/NA	5	2	6	9	–
School staff take parent concerns seriously.					
Strongly agree	29	42	20	17	–
Agree	46	42	53	47	–
Disagree	9	6	7	14	–
Strongly disagree	3	2	3	5	–
Don't know/NA	13	8	17	17	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	30	37	25	25	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	27	42	17	15	–
Agree	50	45	57	52	–
Disagree	15	8	20	22	–
Strongly disagree	4	3	3	7	–
Don’t know/NA	3	2	3	5	–
Letting you know how your child is doing in school between report cards.					
Very well	36	39	37	32	–
Just okay	35	33	37	35	–
Not very well	14	11	14	17	–
Does not do it at all	10	8	9	13	–
Don’t know/NA	5	9	3	3	–
Providing information about why your child is placed in particular groups or classes.					
Very well	23	25	18	23	–
Just okay	25	23	28	24	–
Not very well	14	11	20	15	–
Does not do it at all	17	15	17	19	–
Don’t know/NA	21	26	16	19	–

Question A.29, 51, 53: How strongly do you agree or disagree with the following statements about this school?... Teachers communicate with parents about what students are expected to learn in class... How well has this child’s school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about why your child is placed in particular groups or classes.

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child's school.					
Very well	35	44	27	28	–
Just okay	34	30	38	35	–
Not very well	12	9	15	14	–
Does not do it at all	9	6	10	12	–
Don't know/NA	10	11	10	10	–
Providing information about how to help your child with homework.^ø					
Very well	35	41	21	60	–
Just okay	32	30	35	40	–
Not very well	14	11	20	0	–
Does not do it at all	10	7	16	0	–
Don't know/NA	10	11	8	0	–
Providing information on how to help your child plan for college or vocational school.^ø					
Very well	23		7	32	–
Just okay	27		15	35	–
Not very well	13		11	14	–
Does not do it at all	16		30	8	–
Don't know/NA	21		37	11	–
School keeps me well-informed about school activities.^ø <i>(In-School Only)</i>					
Strongly agree	45	53	37	39	–
Agree	47	40	54	53	–
Disagree	6	5	6	7	–
Strongly disagree	1	2	1	1	–
Don't know/NA	1	0	1	1	–

Question A.10, 52, 54, 55: This school keeps me well-informed about school activities.... How well has this child's school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school. [MIDDLE/HIGH SCHOOL ONLY]

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

^øItem not included in the scale.

Table A6.3

Parental Involvement in School Questions

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
<i>Average reporting “Yes”</i>	36	39	32	36	–
Participated in a meeting of the parent-teacher organization or association					
No	55	53	60	54	–
Yes	45	47	40	46	–
Participated in fundraising for the school					
No	50	46	54	52	–
Yes	50	54	46	48	–
Served on a school committee					
No	86	82	90	87	–
Yes	14	18	10	13	–
Attended a school or class event^Ø (<i>In-School Only</i>)					
No	67	79	71	50	–
Yes	33	21	29	50	–
Attended a general school meeting^Ø (<i>In-School Only</i>)					
No	16	16	14	18	–
Yes	84	84	86	82	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø (<i>In-School Only</i>)					
No	67	62	76	60	–
Yes	33	38	24	40	–

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

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

^ØItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.^ø					
No	54	43	75	60	–
Yes	46	57	25	40	–
Met with a school counselor in person or remotely.^ø					
No	77	87	76	67	–
Yes	23	13	24	33	–

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

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

^øItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	32	42	24	26	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	32	41	24	26	–
Agree	49	43	57	51	–
Disagree	8	5	9	12	–
Strongly disagree	3	3	3	4	–
Don’t know/NA	7	7	7	7	–
treats all students with respect.					
Strongly agree	42	55	33	31	–
Agree	46	38	56	52	–
Disagree	4	2	4	7	–
Strongly disagree	2	1	1	3	–
Don’t know/NA	5	4	6	7	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	26	30	18	27	–
Agree	39	33	45	41	–
Disagree	8	5	10	11	–
Strongly disagree	3	2	2	4	–
Don’t know/NA	24	29	24	17	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	38	49	26	30	–
Agree	45	39	52	50	–
Disagree	4	3	6	5	–
Strongly disagree	2	2	1	2	–
Don’t know/NA	11	8	15	13	–

Question A.7, 8, 11, 13: This school... promotes academic success for all students... treats all students with respect... provides quality counseling or other ways to help students with social or emotional needs... communicates the importance of respecting different cultural beliefs and practices.

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

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

Table A7.1***Student Learning Environment Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	22	29	14	17	–
Agree	37	35	41	37	–
Disagree	13	13	14	12	–
Strongly disagree	3	3	2	4	–
Don't know/NA	25	21	28	29	–
has quality programs for my child's talents, gifts, or special needs.					
Strongly agree	23	26	16	24	–
Agree	40	32	44	48	–
Disagree	14	13	18	11	–
Strongly disagree	5	5	5	3	–
Don't know/NA	19	24	16	14	–
provides high quality instruction to my child.					
Strongly agree	34	42	27	29	–
Agree	51	46	57	53	–
Disagree	8	5	10	11	–
Strongly disagree	2	2	1	3	–
Don't know/NA	5	5	5	4	–
motivates students to learn.					
Strongly agree	32	43	23	22	–
Agree	51	46	59	53	–
Disagree	9	4	10	15	–
Strongly disagree	2	2	2	4	–
Don't know/NA	6	5	7	6	–

Question A.14, 16, 22, 23: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school... provides instructional materials that reflect my child's culture, ethnicity, and identity... has quality programs for my child's talents, gifts, or special needs... provides high quality instruction to my child... motivates students to learn.

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

Table A7.1***Student Learning Environment Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	36	48	26	26	–
Agree	44	37	52	47	–
Disagree	9	6	9	13	–
Strongly disagree	2	1	2	4	–
Don't know/NA	10	8	11	11	–
has adults who really care about students.					
Strongly agree	38	50	31	27	–
Agree	49	41	54	54	–
Disagree	4	2	3	6	–
Strongly disagree	1	1	1	2	–
Don't know/NA	9	6	11	10	–
has high expectations for all students.					
Strongly agree	30	34	23	30	–
Agree	46	42	51	47	–
Disagree	9	9	9	9	–
Strongly disagree	2	2	2	3	–
Don't know/NA	13	12	15	12	–
encourages students to care about how others feel.					
Strongly agree	35	50	24	23	–
Agree	47	42	54	50	–
Disagree	4	1	6	7	–
Strongly disagree	2	1	1	3	–
Don't know/NA	12	6	16	17	–

Question A.24-27: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.

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

Table A7.1

Student Learning Environment Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
gives all students opportunities to “make a difference” by helping other people, the school, or the community.^Ø (<i>In-School Only</i>)					
Strongly agree	30	40	18	26	–
Agree	45	41	49	49	–
Disagree	8	5	11	8	–
Strongly disagree	1	1	1	2	–
Don’t know/NA	16	13	21	15	–
is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>)					
Strongly agree	38	51	29	26	–
Agree	49	42	59	53	–
Disagree	6	3	7	11	–
Strongly disagree	2	1	2	4	–
Don’t know/NA	4	3	4	6	–
enforces school rules equally for my child and all students.^Ø (<i>In-School Only</i>)					
Strongly agree	31	41	24	24	–
Agree	44	41	52	44	–
Disagree	5	4	4	7	–
Strongly disagree	2	2	2	3	–
Don’t know/NA	17	13	18	22	–
is a safe place for my child.^Ø (<i>In-School Only</i>)					
Strongly agree	43	55	34	34	–
Agree	50	40	59	56	–
Disagree	3	2	3	4	–
Strongly disagree	1	1	1	2	–
Don’t know/NA	3	2	3	3	–

Question A.9, 12, 15, 17: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community... is a supportive and inviting place for students to learn... enforces school rules equally for my child and all students... is a safe place for my child.

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

^ØItem not included in the scale.

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

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

	All %	ES %	MS %	HS %	NT %
My child's teachers are responsive to my child's social and emotional needs.					
Strongly agree	33	49	23	18	–
Agree	44	37	50	48	–
Disagree	8	5	8	13	–
Strongly disagree	2	1	2	2	–
Don't know/NA	14	8	16	19	–
Support staff are available to my child if he/she needs them.					
Strongly agree	33	36	30	33	–
Agree	39	30	47	45	–
Disagree	5	4	3	7	–
Strongly disagree	2	2	2	2	–
Don't know/NA	21	29	18	13	–
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	29	38	20	23	–
Agree	44	38	47	49	–
Disagree	11	9	12	12	–
Strongly disagree	3	2	3	4	–
Don't know/NA	14	13	18	12	–

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

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

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

	All %	ES %	MS %	HS %	NT %
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	33	47	24	22	–
Agree	48	40	58	53	–
Disagree	9	4	10	13	–
Strongly disagree	2	2	1	4	–
Don't know/NA	8	7	7	9	–

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

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

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	22	3	14	50	–
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	46	72	39	17	–
Small problem	7	1	6	17	–
Somewhat a problem	7	0	3	18	–
Large problem	5	3	4	7	–
Don't know/NA	36	25	48	41	–
student vaping or e-cigarette use?					
Not a problem	42	72	34	9	–
Small problem	7	0	7	16	–
Somewhat a problem	9	0	5	24	–
Large problem	8	3	5	17	–
Don't know/NA	33	25	49	34	–
student alcohol and drug use?					
Not a problem	43	72	38	10	–
Small problem	7	0	6	15	–
Somewhat a problem	9	0	2	24	–
Large problem	6	3	5	11	–
Don't know/NA	36	25	50	40	–

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

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

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

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	18	12	18	24	–
<i>Based on your experience, how much of a problem at this school is...</i>					
harassment or bullying?					
Not a problem	27	36	25	18	–
Small problem	23	23	23	22	–
Somewhat a problem	12	9	12	16	–
Large problem	6	4	6	8	–
Don't know/NA	32	28	34	36	–
physical fights?					
Not a problem	47	55	43	40	–
Small problem	11	9	9	14	–
Somewhat a problem	4	3	4	4	–
Large problem	3	3	4	3	–
Don't know/NA	35	29	40	39	–
racial/ethnic conflict among students?					
Not a problem	43	55	38	31	–
Small problem	10	6	9	15	–
Somewhat a problem	5	2	7	7	–
Large problem	4	3	5	5	–
Don't know/NA	38	34	41	42	–
students not respecting staff?					
Not a problem	46	59	42	33	–
Small problem	12	7	11	18	–
Somewhat a problem	4	2	4	6	–
Large problem	3	3	4	3	–
Don't know/NA	35	30	40	39	–

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

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

Table A8.2

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

	All %	ES %	MS %	HS %	NT %
Based on your experience, how much of a problem at this school is...					
gang-related activity?					
Not a problem	63	74	56	53	–
Small problem	2	0	2	4	–
Somewhat a problem	1	0	1	1	–
Large problem	3	3	4	3	–
Don't know/NA	32	23	38	40	–
weapons possession?					
Not a problem	64	76	58	53	–
Small problem	1	0	0	3	–
Somewhat a problem	0	0	0	1	–
Large problem	3	3	4	3	–
Don't know/NA	32	21	38	41	–
vandalism (including graffiti)?					
Not a problem	53	73	44	34	–
Small problem	9	2	11	16	–
Somewhat a problem	5	1	4	11	–
Large problem	3	3	4	3	–
Don't know/NA	30	22	37	36	–

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

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

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

	All %	ES %	MS %	HS %	NT %
No	3	3	1	4	–
Yes	70	66	75	72	–
Don't know	27	31	23	25	–

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

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

9. Facilities

Table A9.1

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	44	25	27	—
Agree	51	44	59	56	—
Disagree	5	4	5	6	—
Strongly disagree	1	1	2	1	—
Don't know/NA	8	8	8	9	—

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

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

Appendix

2021-22 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Addison Elementary	X
Barron Park Elementary	X
District Personnel	
Duveneck Elementary	X
El Carmelo Elementary	X
Escondido Elementary	X
Fairmeadow Elementary	X
Greendell	X
Herbert Hoover Elementary	X
Juana Briones Elementary	X
Lucille M. Nixon Elementary	X
Ohlone Elementary	X
Palo Verde Elementary	X
Walter Hays Elementary	X

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

2021-22 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Ellen Fletcher Middle	X
Frank S. Greene Jr. Middle	X
Jane Lathrop Stanford Middle	X
Packard Children's Hospital/Stanford	

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

2021-22 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Henry M. Gunn High	X
Palo Alto High	X

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