

# CALIFORNIA SCHOOL PARENT SURVEY



## Piedmont City Unified 2022-2023 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health and Safety Office. For contract information, contact:

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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 2022-23 *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 2022-23 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](https://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](https://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**

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;
- 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.

## ONLINE 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](https://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/](https://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 Centers can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

### Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School 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](https://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

- To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email [calschls@wested.org](mailto:calschls@wested.org).

## **Add Questions to Your Next Survey**

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

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 (562.799.5164) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓ <sup>‡</sup>		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓ <sup>‡</sup>		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓ <sup>‡</sup>		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓ <sup>‡</sup>		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate Conditions</b>					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓ <sup>‡</sup>		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓ <sup>‡</sup>		✓	✓
Relationships among staff				✓	
Relationships among students		✓ <sup>‡</sup>	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ <sup>‡</sup>		✓	✓
Teacher and other supports for learning	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Discipline and order (policies, enforcement)	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Staff supports				✓	

Notes: <sup>†</sup>Elementary student survey.

<sup>‡</sup>Secondary student survey.

## **ACKNOWLEDGMENTS**

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# Survey Module Administration

**Table 1**

***CSPS Survey Modules Administered***

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	412	14	132	247	19

*Notes: <sup>A</sup>NT 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	402	14	130	240	18
Remote model only	1	0	0	0	1

## 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
<b>Parental Involvement</b>						
Promotion of parental involvement <sup>†</sup>	26	49	25	21	69	A6.1
Parental involvement in school <sup>§</sup>	65	69	67	64	67	A6.3
School encourages me to be an active partner <sup>†</sup>	25	50	26	18	76	A6.1
School actively seeks the input of parents <sup>†</sup>	18	21	18	15	59	A6.1
Parents feel welcome to participate at this school <sup>†</sup>	19	36	17	17	47	A6.1
<b>School Supports for Students</b>						
Student learning environment <sup>†</sup>	27	40	25	25	67	A7.1
School is a safe place for my child <sup>†</sup>	34	86	35	28	71	A7.1
School motivates students to learn <sup>†</sup>	20	36	18	18	59	A7.1
School has adults who really care about students <sup>†</sup>	37	50	35	34	88	A7.1
Opportunities for meaningful student participation <sup>†</sup>	27	36	21	26	65	A7.1
Communication with parents about school <sup>#</sup>	28	49	25	26	54	A6.2
Teachers responsive to child's social and emotional needs <sup>Γ</sup>	76	93	79	71	100	A7.2
School provides parents with advice and resources to support my child's social and emotional needs <sup>Γ</sup>	75	86	79	71	100	A7.2
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
School enforces school rules equally <sup>†</sup>	22	50	18	20	53	A7.1
School treats all students with respect <sup>†</sup>	33	43	32	30	82	A7.1
School promotes respect of cultural beliefs/practices <sup>†</sup>	31	50	33	26	71	A7.1
<b>Substance Use, School Disorder, and Bullying</b>						
Substance use problems <sup>¶ψ</sup>	54	0	28	71	54	A8.1
Student alcohol and drug use <sup>‡ψ</sup>	21	0	3	32	13	A8.1
Student vaping or e-cigarette use <sup>‡ψ</sup>	18	0	3	27	25	A8.1
School disorder <sup>¶ψ</sup>	38	24	39	39	21	A8.2
Harassment or bullying of students <sup>‡ψ</sup>	8	0	6	11	0	A8.2
<b>Facilities</b>						
School has clean and well-maintained facilities/properties <sup>†ψ</sup>	38	71	28	39	63	A9.1

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

<sup>†</sup>Average percent of respondents reporting "Strongly agree."

<sup>§</sup>Average percent of respondents reporting "Yes."

<sup>ψ</sup>In-School only.

<sup>#</sup>Average percent of respondents reporting "Strongly agree" or "Very well."

<sup>Γ</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>¶</sup>Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."

<sup>‡</sup>Percent of respondents reporting "Large problem."

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

### 3. Parent and Student Demographic Characteristics

**Table A3.1**

***School Schedule, Past 30 Days***

	All %	ES %	MS %	HS %	NT %
In-School Model	100	100	100	100	95
Remote Learning Model	0	0	0	0	5

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

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

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

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

**Table A3.2**

***Role at Home***

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	99	100	98	100	100
Foster parent of the child enrolled at this school	0	0	0	0	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0	0	2	0	0
Not applicable, not sure, or decline to answer	0	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	0
Asian or Asian American	16	7	16	17	6
Black or African American (Not Hispanic or Latinx)	2	0	2	1	11
Filipino	1	0	0	0	11
Hispanic or Latinx	4	14	5	3	6
Native Hawaiian or Pacific Islander	0	0	0	0	0
White (Not Hispanic/Latinx)	57	57	52	60	50
Two or more races/ethnicities	11	14	13	9	17
Not applicable, not sure, or decline to answer	10	7	12	10	0

*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	0	0	0	0	0
Kindergarten	0	7	0	0	0
1st grade	0	7	0	0	0
2nd grade	1	14	0	0	0
3rd grade	1	14	1	0	0
4th grade	0	7	0	0	0
5th grade	2	43	0	1	0
6th grade	17	0	47	0	0
7th grade	10	7	26	1	0
8th grade	9	0	23	0	0
9th grade	0	0	0	0	0
10th grade	19	0	3	30	27
11th grade	19	0	0	32	40
12th grade	21	0	0	36	33
Other	0	0	0	0	0
Ungraded	0	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	18	11	12	53
English Language Development (for children learning English)	0	0	0	0	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	32	18	19	41	12
Not applicable, not sure, or decline to answer	55	64	70	48	41

*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	85	36	87	86	100
Yes - 1 day a week	2	14	2	1	0
Yes - 2 days a week	2	0	3	1	0
Yes - 3 days a week	3	21	2	3	0
Yes - 4 days a week	3	14	4	2	0
Yes - 5 days a week	5	14	2	7	0

*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 %
<b>Number of weekdays my child participated in school from home<sup>  </sup></b>					
0 days					
1 day					
2 days					
3 days					
4 days					
5 days					
Not sure					

*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.*

<sup>||</sup>*Last week.*

**Table A4.2**

**Perceptions of Remote Learning (Remote Only)**

	All %	ES %	MS %	HS %	NT %
<b>Our school/district has done a good job keeping me informed about remote learning.</b>					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Not sure/NA					

*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					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10 - Extremely successful					

*Question A.65: 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 2022-23 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 %
<b>My child has opportunities to connect and interact with classmates during remote learning.</b>					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Not sure/NA					

*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. Student Motivation and Optimism

**Table A5.1**

***Student is Motivated to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	43	37	34	53
Agree	45	36	41	49	41
Disagree	15	21	20	12	0
Strongly disagree	3	0	2	3	0
Not sure/NA	1	0	0	1	6

*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 A5.2**

***Student Feeling Hopeful About the Future***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	64	31	33	59
Agree	50	14	55	51	35
Disagree	8	7	7	9	6
Strongly disagree	1	0	1	1	0
Not sure/NA	6	14	6	6	0

*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 %
<b>Promotion of parental involvement</b>					
<i>Average reporting “Strongly agree”</i>	26	49	25	21	69
<b>School promptly responds to my phone calls, messages, or e-mails.</b>					
Strongly agree	34	79	38	25	88
Agree	44	14	49	46	6
Disagree	12	7	6	17	0
Strongly disagree	4	0	2	5	0
Don’t know/NA	6	0	5	7	6
<b>School encourages me to be an active partner with the school in educating my child.</b>					
Strongly agree	25	50	26	18	76
Agree	48	36	44	53	12
Disagree	19	7	20	20	6
Strongly disagree	2	0	3	2	0
Don’t know/NA	7	7	7	7	6
<b>School actively seeks the input of parents before making important decisions.</b>					
Strongly agree	18	21	18	15	59
Agree	42	57	36	47	12
Disagree	24	14	26	25	18
Strongly disagree	5	0	9	5	0
Don’t know/NA	10	7	12	9	12

*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 %
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	19	36	17	17	47
Agree	54	57	55	54	53
Disagree	17	7	19	18	0
Strongly disagree	3	0	3	3	0
Don't know/NA	7	0	7	7	0
<b>School staff treat parents with respect.</b>					
Strongly agree	33	71	28	30	75
Agree	59	14	66	61	25
Disagree	3	14	2	4	0
Strongly disagree	1	0	1	1	0
Don't know/NA	4	0	3	5	0
<b>School staff take parent concerns seriously.</b>					
Strongly agree	25	36	23	23	69
Agree	50	50	53	51	25
Disagree	12	14	9	13	6
Strongly disagree	3	0	3	3	0
Don't know/NA	10	0	12	10	0

*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 %
<b>Communication with parents about school</b>					
<i>Average reporting “Strongly agree” or “Very well”</i>	28	49	25	26	54
<b>School keeps me well-informed about school activities.</b>					
Strongly agree	36	64	27	36	76
Agree	54	36	59	55	24
Disagree	7	0	9	6	0
Strongly disagree	1	0	3	0	0
Don’t know/NA	2	0	1	2	0
<b>Teachers communicate with parents about what students are expected to learn in class.</b>					
Strongly agree	14	57	12	13	18
Agree	47	29	48	47	65
Disagree	32	14	34	34	18
Strongly disagree	3	0	3	3	0
Don’t know/NA	3	0	3	3	0
<b>Letting you know how your child is doing in school between report cards.</b>					
Very well	37	36	38	36	53
Just okay	36	50	37	33	41
Not very well	14	7	12	17	0
Does not do it at all	9	7	10	9	6
Don’t know/NA	3	0	2	5	0

*Question A.10, 29, 51: How strongly do you agree or disagree with the following statements about this school?... This school keeps me well-informed about school activities... 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.*

*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 %
<b>Providing information about why your child is placed in particular groups or classes.</b>					
Very well	24	36	21	22	59
Just okay	23	36	23	23	18
Not very well	16	14	21	15	0
Does not do it at all	17	0	18	18	6
Don't know/NA	20	14	17	22	18
<b>Providing information on your expected role at your child's school.</b>					
Very well	26	50	26	22	65
Just okay	33	36	28	36	24
Not very well	16	7	18	16	0
Does not do it at all	13	0	17	12	12
Don't know/NA	12	7	11	13	0
<b>Providing information about how to help your child with homework.<sup>ø</sup></b>					
Very well	26	50	23		
Just okay	31	36	31		
Not very well	20	7	23		
Does not do it at all	15	0	17		
Don't know/NA	7	7	6		
<b>Providing information on how to help your child plan for college or vocational school.<sup>ø</sup></b>					
Very well	24		11	27	76
Just okay	26		12	35	12
Not very well	18		13	22	12
Does not do it at all	14		27	7	0
Don't know/NA	18		37	9	0

Question A. 52-55: 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 about why your child is placed in particular groups or classes... 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.

<sup>ø</sup>Item not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
<b>Parental involvement in school</b>					
<i>Average reporting “Yes”</i>	65	69	67	64	67
<b>Attended a school or class event</b>					
No	14	21	12	14	18
Yes	86	79	88	86	82
<b>Attended a general school meeting</b>					
No	6	0	3	7	6
Yes	94	100	97	93	94
<b>Participated in a meeting of the parent-teacher organization or association</b>					
No	51	36	49	56	24
Yes	49	64	51	44	76
<b>Participated in fundraising for the school</b>					
No	25	29	25	24	47
Yes	75	71	75	76	53
<b>Served on a school committee</b>					
No	77	71	78	77	71
Yes	23	29	22	23	29
<b>Served as a volunteer in this child’s classroom or elsewhere in the school.<sup>ø</sup></b>					
No	45	14	49		
Yes	55	86	51		

*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.*

*<sup>ø</sup>Item not included in the scale.*

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

	All %	ES %	MS %	HS %	NT %
<b>Participated in a regularly scheduled parent-teacher conference with the child's teacher.<sup>ø</sup></b>					
No	50	0	58		
Yes	50	100	42		
<b>Met with a school counselor in person or remotely.<sup>ø</sup></b>					
No	45	71	54	41	18
Yes	55	29	46	59	82

*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.*

*<sup>ø</sup>Item not included in the scale.*

## 7. Student Learning Environment

Table A7.1

*Student Learning Environment Scale Questions*

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	27	40	25	25	67
<b><i>This school...</i></b>					
<b>promotes academic success for all students.</b>					
Strongly agree	29	29	25	27	88
Agree	55	43	58	57	12
Disagree	8	14	7	10	0
Strongly disagree	3	0	3	3	0
Don’t know/NA	5	14	7	4	0
<b>treats all students with respect.</b>					
Strongly agree	33	43	32	30	82
Agree	57	57	59	60	12
Disagree	4	0	2	5	6
Strongly disagree	1	0	1	0	0
Don’t know/NA	5	0	6	5	0
<b>gives all students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	27	36	21	26	65
Agree	53	50	52	56	24
Disagree	9	7	13	7	6
Strongly disagree	1	0	1	0	0
Don’t know/NA	11	7	13	10	6
<b>provides quality counseling or other ways to help students with social or emotional needs.</b>					
Strongly agree	32	14	30	31	71
Agree	43	57	49	41	18
Disagree	10	0	5	15	0
Strongly disagree	2	0	1	2	0
Don’t know/NA	13	29	15	11	12

*Question A.7-9, 11: This school... promotes academic success for all students... treats all students with respect... gives all students opportunities to “make a difference” by helping other people, the school, or the community... provides quality counseling or other ways to help students with social or emotional needs.*

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

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

**Table A7.1**

***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>is a supportive and inviting place for students to learn.</b>					
Strongly agree	28	50	29	22	82
Agree	61	36	63	65	18
Disagree	7	7	2	10	0
Strongly disagree	1	0	2	1	0
Don't know/NA	3	7	4	2	0
<b>communicates the importance of respecting different cultural beliefs and practices.</b>					
Strongly agree	31	50	33	26	71
Agree	56	36	50	62	29
Disagree	7	14	8	6	0
Strongly disagree	1	0	1	2	0
Don't know/NA	5	0	8	4	0
<b>provides instructional materials that reflect my child's culture, ethnicity, and identity.</b>					
Strongly agree	18	21	17	16	35
Agree	39	43	32	43	24
Disagree	18	14	21	17	12
Strongly disagree	3	0	4	3	0
Don't know/NA	23	21	26	21	29
<b>enforces school rules equally for my child and all students.</b>					
Strongly agree	22	50	18	20	53
Agree	43	36	44	45	18
Disagree	12	0	11	13	12
Strongly disagree	5	0	6	4	6
Don't know/NA	19	14	21	19	12

*Question A.12-15: This school... is a supportive and inviting place for students to learn... communicates the importance of respecting different cultural beliefs and practices... provides instructional materials that reflect my child's culture, ethnicity, and identity... enforces school rules equally for my child and all students.*

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has quality programs for my child’s talents, gifts, or special needs.</b>					
Strongly agree	18	14	15	18	53
Agree	55	43	52	60	24
Disagree	11	21	11	10	6
Strongly disagree	5	7	9	4	0
Don’t know/NA	11	14	14	9	18
<b>is a safe place for my child.</b>					
Strongly agree	34	86	35	28	71
Agree	59	14	57	65	24
Disagree	4	0	3	5	0
Strongly disagree	1	0	1	1	0
Don’t know/NA	3	0	4	2	6
<b>provides high quality instruction to my child.</b>					
Strongly agree	24	36	21	23	53
Agree	63	50	68	62	47
Disagree	10	14	9	12	0
Strongly disagree	1	0	0	1	0
Don’t know/NA	2	0	3	2	0
<b>motivates students to learn.</b>					
Strongly agree	20	36	18	18	59
Agree	64	57	70	63	41
Disagree	10	7	5	14	0
Strongly disagree	2	0	2	2	0
Don’t know/NA	4	0	5	4	0

*Question A.16, 17, 22, 23: This school... has quality programs for my child’s talents, gifts, or special needs... is a safe place for my child.... 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 Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has teachers who go out of their way to help students.</b>					
Strongly agree	31	43	31	26	88
Agree	48	43	49	51	13
Disagree	11	7	9	14	0
Strongly disagree	1	0	1	1	0
Don't know/NA	9	7	10	9	0
<b>has adults who really care about students.</b>					
Strongly agree	37	50	35	34	88
Agree	52	50	50	56	6
Disagree	3	0	3	3	6
Strongly disagree	1	0	1	0	0
Don't know/NA	7	0	10	6	0
<b>has high expectations for all students.</b>					
Strongly agree	26	36	21	27	53
Agree	50	36	52	52	29
Disagree	10	14	11	10	6
Strongly disagree	3	7	4	2	0
Don't know/NA	11	7	12	10	12
<b>encourages students to care about how others feel.</b>					
Strongly agree	25	50	26	20	71
Agree	55	43	57	58	18
Disagree	8	0	7	10	6
Strongly disagree	1	0	0	2	0
Don't know/NA	10	7	9	11	6

*Question A.24-27: 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 A7.2*****Social and Emotional Supports***

	All %	ES %	MS %	HS %	NT %
<b>My child's teachers are responsive to my child's social and emotional needs.</b>					
Strongly agree	23	50	22	17	82
Agree	53	43	57	54	18
Disagree	12	0	9	15	0
Strongly disagree	2	0	1	2	0
Not sure/NA	11	7	12	11	0
<b>Support staff are available to my child if he/she needs them.</b>					
Strongly agree	41	50	37	39	82
Agree	49	50	54	49	18
Disagree	4	0	3	5	0
Strongly disagree	2	0	2	2	0
Not sure/NA	4	0	4	5	0
<b>Our school provides parents with advice and resources to support my child's social and emotional needs.</b>					
Strongly agree	23	36	23	19	71
Agree	52	50	56	52	29
Disagree	12	0	10	15	0
Strongly disagree	1	0	1	2	0
Not sure/NA	11	14	10	12	0

*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 %
<b>My child is receiving adequate instruction from teachers to support assigned work.</b>					
Strongly agree	24	36	27	18	59
Agree	53	43	58	53	29
Disagree	17	14	10	22	0
Strongly disagree	2	0	1	2	0
Not sure/NA	5	7	5	4	12

*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 %
<b>Substance use problems</b>					
<i>Average reporting any problems</i>	54	0	28	71	54
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>student tobacco use?</b>					
Not a problem	26	86	43	13	31
Small problem	21	0	15	24	31
Somewhat a problem	16	0	5	24	13
Large problem	6	0	1	9	6
Don't know/NA	31	14	37	29	19
<b>student vaping or e-cigarette use?</b>					
Not a problem	16	86	28	6	13
Small problem	16	0	19	14	31
Somewhat a problem	23	0	11	32	19
Large problem	18	0	3	27	25
Don't know/NA	26	14	38	21	13
<b>student alcohol and drug use?</b>					
Not a problem	18	86	33	5	19
Small problem	11	0	15	10	19
Somewhat a problem	28	0	12	40	6
Large problem	21	0	3	32	13
Don't know/NA	23	14	37	14	44

*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 %
<b>School disorder</b>					
<i>Average reporting any problems</i>	38	24	39	39	21
<b>Based on your experience, how much of a problem at this school is...</b>					
<b>harassment or bullying?</b>					
Not a problem	16	14	14	15	38
Small problem	28	50	31	25	31
Somewhat a problem	28	14	32	28	13
Large problem	8	0	6	11	0
Don't know/NA	20	21	18	21	19
<b>physical fights?</b>					
Not a problem	51	50	48	53	56
Small problem	13	21	16	12	0
Somewhat a problem	1	0	2	1	0
Large problem	1	0	1	1	0
Don't know/NA	33	29	33	32	44
<b>racial/ethnic conflict among students?</b>					
Not a problem	23	43	25	18	50
Small problem	26	29	25	29	0
Somewhat a problem	25	7	30	24	19
Large problem	6	0	3	8	0
Don't know/NA	21	21	17	22	31
<b>students not respecting staff?</b>					
Not a problem	26	50	31	22	31
Small problem	24	21	21	25	19
Somewhat a problem	16	0	17	18	13
Large problem	7	0	3	8	19
Don't know/NA	27	29	27	27	19

*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 %
<b>Based on your experience, how much of a problem at this school is...</b>					
<b>gang-related activity?</b>					
Not a problem	75	86	74	76	63
Small problem	1	0	3	1	0
Somewhat a problem	0	0	0	0	0
Large problem	1	0	0	2	0
Don't know/NA	22	14	23	21	38
<b>weapons possession?</b>					
Not a problem	69	86	72	67	69
Small problem	4	0	3	6	0
Somewhat a problem	1	0	1	0	6
Large problem	1	0	0	1	0
Don't know/NA	25	14	25	25	25
<b>vandalism (including graffiti)?</b>					
Not a problem	19	57	13	17	63
Small problem	39	29	39	41	13
Somewhat a problem	28	0	38	25	13
Large problem	6	0	4	8	0
Don't know/NA	8	14	5	9	13

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***

	All %	ES %	MS %	HS %	NT %
No	2	0	2	2	0
Yes	89	86	85	90	100
Don't know	9	14	14	7	0

*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	38	71	28	39	63
Agree	57	29	64	57	31
Disagree	3	0	5	2	6
Strongly disagree	0	0	1	0	0
Don't know/NA	2	0	2	2	0

*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

## 2022-23 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Beach Elementary	X
Havens Elementary	X
Wildwood Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.*



## 2022-23 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Piedmont Middle	X

*Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2022-23 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Piedmont High	X

*Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2022-23 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools <sup>A</sup>	Data Received
Millennium High Alternative	X

*Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list. <sup>A</sup>Non-traditional schools include continuation, community day, and other alternative school types.*