

CALIFORNIA SCHOOL PARENT SURVEY



Hayward Unified 2018-2019 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/districts 2018-19 *California School Parent Survey* (CSPS), presented in tables organized by topic. The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

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

THE CALSCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

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

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

In addition to providing data to meet the LCAP parent involvement priority, the CSPS, and CalSCHLS overall, are especially valuable for supporting LCAP efforts in other respects:

- Providing data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement;
- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups, by enabling LEAs to determine how survey factors that affect achievement vary across population subgroups; and
- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf).

THE IMPORTANCE OF PARENTAL INVOLVEMENT

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

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

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate, their perspective on the degree to which positive conditions and supports exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content covers several key content areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parental involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parental involvement in their children's education; and
- Parental perceptions of student risk behaviors (how much of a problem at the school).

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

SURVEY ADMINISTRATION AND SAMPLING

Surveys were administered using detailed instructions provided by the CalSCHLS Technical Assistance Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms, using an on-line format, or a mix of the two.

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

THE REPORT

The tables in this report, organized by topic, provide the percentages responding to each question's response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, the percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

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

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year). A more detailed discussion of these topics can be found in the CHKS Guidebook to Data Use and Dissemination (download data.calschls.org/resources/chks_guidebook_3_datause.pdf).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number you contacted, the more confidence you can have in the validity and representativeness of the results. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

Strategies for improving parent participation are contained in the survey Administration Guide (calschls.org/survey-administration/guidebook/). The most important strategy over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

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

- CDE's California Safe and Supportive Schools website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

NEXT STEPS

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

Request School Reports

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

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

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

Exhibit 1 below summarizes the variables assessed across the surveys. 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/#survey_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 and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in

itself, helps enhance parent involvement. It will also promote higher rates of survey participation, as parents will see how the data has been used for positive purposes.

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

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

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 CSPS. 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 Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓ [‡]		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓ [‡]		
Collaboration			✓		
Emotional self-regulation			✓ [‡]		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓ [‡]		
Self-efficacy			✓		
Sleep duration	✓				
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓ [‡]		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓ [‡]		✓	✓
Family support			✓ [‡]		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓ [‡]	✓ [‡]		✓	✓
Relationships among staff				✓	
Relationships among students		✓ [‡]	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ [‡]		✓	✓
Teacher and other supports for learning	✓ [†]	✓ [‡]		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓ [†]	✓ [‡]		✓	✓
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 (All Parents)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	1,805	1,403	263	129	10

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

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
School allows input and welcomes parents' contributions [†]	39	38	51	26	44	A4.1
School encourages me to be an active partner with the school in educating my child [†]	41	41	47	30	0	A4.1
School actively seeks the input of parents before making important decisions [†]	27	27	32	21	0	A4.1
Parents feel welcome to participate at this school [†]	44	43	55	33	13	A4.1
Academic Orientation and Participation						
School promotes academic success for all students [†]	40	38	51	30	44	A5.1
School is a safe place for my child [†]	39	39	47	23	22	A6.4
School motivates students to learn [†]	40	39	48	23	25	A5.4
School has adults that really care about students [†]	39	38	50	28	38	A6.2
School provides opportunities for meaningful student participation [†]	36	36	44	24	22	A7.1
Respect and Cultural Sensitivity						
School treats all students with respect [†]	42	41	51	26	33	A8.1
School promotes respect of all cultural beliefs and practices [†]	39	38	46	27	56	A8.3
Student Risk Behavior						
Student alcohol and drug use [‡]	14	11	24	30	25	A9.1
Harassment or bullying of students [‡]	22	20	29	24	13	A9.2
Discipline						
School clearly communicates consequences of breaking rules [†]	45	43	60	35	22	A10.1
School enforces school rules equally [†]	38	39	44	24	33	A10.2
Facilities						
School has clean and well-maintained facilities/properties [†]	29	29	34	13	13	A11.1

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

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

3. Parent and Student Characteristics

Table A3.1

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of at least one child at this school	95	96	96	92	70
Grandparent, other relative, and/or legal guardian of a child at this school	4	4	3	5	10
Not applicable, not sure, or decline to answer	1	1	1	2	20

Question A.1: I am a...

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

Table A3.2

Relationship to Child

	All %	ES %	MS %	HS %	NT %
Biological parent	94	94	95	90	90
Adoptive parent	1	1	0	1	0
Stepparent	1	1	2	1	0
Foster parent	0	0	0	1	0
Grandparent	3	3	2	3	0
Other guardian	2	2	1	5	10

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	1	0	0
Asian or Asian American	8	9	4	6	0
Black or African American (Not Hispanic)	7	7	6	14	0
Filipino	7	7	5	8	10
Hispanic or Latino	50	48	63	43	60
Native Hawaiian or Pacific Islander	3	4	1	5	10
White (Not Hispanic)	8	8	9	10	10
Two or more races/ethnicities	10	11	6	8	10
Not applicable, not sure, or decline to answer	6	6	4	6	0

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

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

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

	All %	ES %	MS %	HS %	NT %
No	36	37	20	48	50
Yes	58	56	77	46	40
Not applicable, not sure, or decline to answer	6	7	3	6	10

Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

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

Table A3.5
Number of Years at This School

	All %	ES %	MS %	HS %	NT %
Less than one year	21	18	35	28	70
1 to 2 years	33	28	62	31	20
3 to 5 years	35	41	1	38	10
6 to 10 years	9	12	1	2	0
Over 10 years	1	1	1	0	0
Not applicable, not sure, or decline to answer	1	1	0	2	0

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

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

Table A3.6
Grade Level

	All %	ES %	MS %	HS %	NT %
Kindergarten	13	16	0	0	0
1st grade	11	14	0	0	0
2nd grade	12	15	0	0	0
3rd grade	12	15	0	0	0
4th grade	12	16	0	0	0
5th grade	10	13	0	0	0
6th grade	6	8	0	0	0
7th grade	9	0	57	1	0
8th grade	6	0	43	0	0
9th grade	2	0	0	29	0
10th grade	2	0	0	27	0
11th grade	1	0	0	19	20
12th grade	2	0	0	24	70
Other	1	2	0	0	0
Ungraded	0	0	0	1	10

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

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

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

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	4	4	7	3	0
Special Education Program or has had an Individual Education Plan (IEP)	11	10	10	14	38
English Language Development (for children learning English)	22	25	16	5	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	9	7	15	26	0
Not applicable, not sure, or decline to answer	60	60	56	59	63

Question A.2: Is your child in any of these programs? (Mark all that apply)

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

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

	All %	ES %	MS %	HS %	NT %
No	63	66	46	64	100
Yes - 1 day a week	4	3	9	8	0
Yes - 2 days a week	4	3	7	2	0
Yes - 3 days a week	3	1	11	7	0
Yes - 4 days a week	2	2	5	4	0
Yes - 5 days a week	23	25	20	15	0

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

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

4. Parental Involvement

Table A4.1

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
School allows input and welcomes parents' contributions.					
Strongly agree	39	38	51	26	44
Agree	45	46	37	49	44
Disagree	7	7	5	11	0
Strongly disagree	3	3	2	6	0
Don't know/NA	6	6	4	9	11
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	41	41	47	30	0
Agree	45	46	38	48	78
Disagree	8	7	8	11	11
Strongly disagree	3	3	1	7	0
Don't know/NA	4	3	6	4	11
School actively seeks the input of parents before making important decisions.					
Strongly agree	27	27	32	21	0
Agree	42	43	41	32	75
Disagree	13	13	13	15	13
Strongly disagree	5	5	3	8	0
Don't know/NA	12	11	11	23	13

Question A.17, 27, 28: This school... allows input and welcomes parents' contributions... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

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

Table A4.1***School Encourages Parental Involvement – Continued***

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	44	43	55	33	13
Agree	42	44	33	39	75
Disagree	7	7	4	13	13
Strongly disagree	3	4	2	5	0
Don't know/NA	4	3	6	10	0
School staff treat parents with respect.					
Strongly agree	46	44	59	34	25
Agree	43	45	35	48	63
Disagree	5	6	2	7	0
Strongly disagree	3	4	1	4	0
Don't know/NA	2	2	3	8	13
School staff take parent concerns seriously.					
Strongly agree	39	37	54	25	25
Agree	40	41	30	50	63
Disagree	10	11	8	10	0
Strongly disagree	4	5	2	6	0
Don't know/NA	6	6	6	8	13
School staff are helpful to parents.					
Strongly agree	42	40	55	30	25
Agree	45	46	37	48	63
Disagree	6	6	4	10	13
Strongly disagree	4	4	2	6	0
Don't know/NA	3	4	2	6	0

Question A.38-41: How strongly do you agree or disagree with the following statements about this school?... Parents feel welcome to participate at this school... School staff treat parents with respect... School staff take parent concerns seriously... School staff are helpful to parents.

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

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

	All %	ES %	MS %	HS %	NT %
Attended a school or class event					
No	23	20	35	29	71
Yes	77	80	65	71	29
Served as a volunteer in this child's classroom or elsewhere in the school					
No	49	44	59	75	71
Yes	51	56	41	25	29
Attended a general school meeting					
No	12	10	23	17	29
Yes	88	90	77	83	71
Attended a meeting of the parent-teacher organization or association					
No	43	39	56	54	71
Yes	57	61	44	46	29
Gone to a regularly scheduled parent-teacher conference with the child's teacher					
No	16	9	43	30	43
Yes	84	91	57	70	57

Question A.52-56: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child's classroom or elsewhere in the school... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child's teacher.

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

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

	All %	ES %	MS %	HS %	NT %
Participated in fundraising for the school					
No	36	30	55	52	100
Yes	64	70	45	48	0
Served on a school committee					
No	78	78	75	91	100
Yes	22	22	25	9	0
Met with a guidance counselor in person					
No	70	77	52	33	29
Yes	30	23	48	67	71

Question A.57-59: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Participated in fundraising for the school... Served on a school committee... Met with a guidance counselor in person.

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

Table A4.3
School Keeps Parents Well-Informed

	All %	ES %	MS %	HS %	NT %
School keeps me well-informed about school activities.					
Strongly agree	44	43	50	37	22
Agree	42	43	37	44	56
Disagree	10	9	10	13	11
Strongly disagree	4	4	1	4	0
Don't know/NA	1	1	1	2	11
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	40	42	41	19	13
Agree	45	46	40	43	88
Disagree	9	7	10	28	0
Strongly disagree	4	3	4	8	0
Don't know/NA	2	2	5	2	0
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	38	38	43	26	11
Agree	45	45	41	42	78
Disagree	8	7	10	17	0
Strongly disagree	4	4	2	9	0
Don't know/NA	6	6	4	6	11

Question A.14, 26, 37: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... How strongly do you agree or disagree with the following statements about this school?... Teachers communicate with parents about what students are expected to learn in class.

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

Table A4.4**Information Dissemination to Parents**

	All %	ES %	MS %	HS %	NT %
Letting you know how your child is doing in school between report cards					
Very well	60	61	59	41	57
Just okay	28	28	29	30	29
Not very well	7	6	7	16	14
Does not do it at all	4	4	3	12	0
Don't know/NA	1	1	2	1	0
Providing information about how to help your child with homework					
Very well	50	52	47	26	43
Just okay	30	31	28	29	29
Not very well	10	8	14	17	0
Does not do it at all	7	5	5	24	14
Don't know/NA	4	4	7	4	14
Providing information about why your child is placed in particular groups or classes					
Very well	43	44	43	30	43
Just okay	25	25	24	25	29
Not very well	10	9	11	12	0
Does not do it at all	8	7	7	23	14
Don't know/NA	15	15	15	11	14

Question A.60-62: How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.

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

Table A4.4
Information Dissemination to Parents – Continued

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child's school					
Very well	50	51	51	35	57
Just okay	30	30	29	32	14
Not very well	8	8	7	13	0
Does not do it at all	6	5	4	17	0
Don't know/NA	6	6	9	3	29
Providing information on how to help your child plan for college or vocational school					
Very well	33	29	53	37	71
Just okay	21	19	25	28	14
Not very well	10	10	10	17	0
Does not do it at all	12	14	5	14	14
Don't know/NA	24	29	8	5	0

Question A.63, 64: How well has this child's school been doing the following things during the school year?... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school.

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

5. Academic Orientation

Table A5.1

School Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	38	51	30	44
Agree	48	48	41	51	56
Disagree	7	7	3	10	0
Strongly disagree	3	3	3	3	0
Don't know/NA	3	3	2	6	0

Question A.9: This school... promotes academic success for all students.

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

Table A5.2

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	36	46	21	22
Agree	49	51	41	49	67
Disagree	8	8	7	15	11
Strongly disagree	3	3	3	3	0
Don't know/NA	3	2	3	12	0

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	33	40	25	0
Agree	48	49	42	42	88
Disagree	11	11	10	20	0
Strongly disagree	4	3	4	6	0
Don't know/NA	4	4	4	8	13

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	39	48	23	25
Agree	47	48	40	48	50
Disagree	7	6	9	18	0
Strongly disagree	3	3	2	7	0
Don't know/NA	3	4	1	5	25

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	32	45	25	0
Agree	36	35	38	42	89
Disagree	9	10	4	14	11
Strongly disagree	3	4	2	5	0
Don't know/NA	18	20	10	14	0

Question A.12: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

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

6. Learning Supports

Table A6.1

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	43	40	33	63
Agree	42	41	44	40	38
Disagree	8	7	7	17	0
Strongly disagree	3	3	2	6	0
Don't know/NA	5	5	7	5	0

*Question A.32: This school... has teachers that go out of their way to help students.
Note: Cells are empty if there are less than 5 respondents.*

Table A6.2

School Has Adults That Really Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	38	50	28	38
Agree	46	47	39	48	63
Disagree	6	5	5	13	0
Strongly disagree	3	4	2	2	0
Don't know/NA	6	6	4	9	0

*Question A.33: This school... has adults that really care about students.
Note: Cells are empty if there are less than 5 respondents.*

Table A6.3

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	36	50	25	25
Agree	43	44	35	43	63
Disagree	9	9	6	13	13
Strongly disagree	4	3	3	8	0
Don't know/NA	7	7	6	10	0

*Question A.34: This school... has high expectations for all students.
Note: Cells are empty if there are less than 5 respondents.*

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	39	47	23	22
Agree	46	48	40	44	67
Disagree	9	8	9	19	0
Strongly disagree	4	4	2	7	0
Don't know/NA	3	2	1	8	11

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	25	42	24	0
Agree	37	36	38	44	56
Disagree	14	15	6	10	22
Strongly disagree	4	4	3	8	11
Don't know/NA	17	19	10	14	11

Question A.24: This school... has quality programs for my child's talents, gifts, or special needs.

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	27	42	24	44
Agree	37	36	38	41	56
Disagree	9	10	5	12	0
Strongly disagree	5	5	4	6	0
Don't know/NA	20	22	11	17	0

Question A.15: This school... provides quality counseling or other ways to help students with social or emotional needs.

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

7. Opportunities for Student Participation

Table A7.1

School Provides Opportunities for Meaningful Student Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	36	44	24	22
Agree	44	45	39	38	67
Disagree	7	7	6	12	11
Strongly disagree	3	3	4	4	0
Don't know/NA	10	9	8	21	0

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

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

Table A7.2

School Provides Opportunities for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	43	53	26	22
Agree	48	49	38	53	56
Disagree	3	2	3	6	11
Strongly disagree	2	2	2	3	0
Don't know/NA	4	3	4	12	11

Question A.20: This school... gives my child opportunities to participate in classroom activities.

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

Table A7.3

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	30	52	33	33
Agree	41	42	34	51	22
Disagree	12	14	7	7	22
Strongly disagree	4	4	4	4	11
Don't know/NA	8	10	3	6	11

Question A.23: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.

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

8. Respect and Cultural Sensitivity

Table A8.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	41	51	26	33
Agree	45	46	37	50	67
Disagree	7	7	6	11	0
Strongly disagree	4	4	3	6	0
Don't know/NA	3	2	3	7	0

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

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

Table A8.2

School Encourages Students to Care About How Others Feel

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	38	47	21	13
Agree	45	46	36	48	88
Disagree	8	8	5	11	0
Strongly disagree	3	2	4	3	0
Don't know/NA	7	6	8	17	0

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

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

Table A8.3

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	38	46	27	56
Agree	45	44	44	49	33
Disagree	6	5	4	11	0
Strongly disagree	3	3	1	3	11
Don't know/NA	8	9	5	10	0

Question A.19: This school... communicates the importance of respecting all cultural beliefs and practices.

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	31	38	16	22
Agree	41	42	39	35	44
Disagree	10	10	8	18	11
Strongly disagree	4	4	4	7	0
Don't know/NA	14	13	11	25	22

Question A.21: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.

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

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

	All %	ES %	MS %	HS %	NT %
Not a problem	40	42	41	15	75
Small problem	11	11	14	14	0
Somewhat a problem	6	5	5	17	0
Large problem	14	13	21	12	25
Don't know/NA	28	29	18	41	0

Question A.47: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	33	41	18	13
Agree	43	43	38	42	63
Disagree	10	9	9	15	0
Strongly disagree	4	4	2	3	0
Don't know/NA	11	10	10	22	25

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

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

9. Student Risk Behavior

Table A9.1

ATOD Use

	All %	ES %	MS %	HS %	NT %
Tobacco use					
Not a problem	50	57	31	7	13
Small problem	6	3	16	14	25
Somewhat a problem	4	2	9	23	13
Large problem	14	11	23	27	13
Don't know/NA	27	28	21	29	38
Electronic cigarette use					
Not a problem	49	57	30	7	13
Small problem	5	2	15	8	25
Somewhat a problem	5	2	11	26	13
Large problem	14	11	26	28	25
Don't know/NA	27	28	18	30	25
Alcohol and drug use					
Not a problem	51	58	35	8	25
Small problem	4	2	10	11	25
Somewhat a problem	4	1	10	20	13
Large problem	14	11	24	30	25
Don't know/NA	26	27	21	31	13

Question A.42-44: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?... student alcohol and drug use?

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

Table A9.2
Bullying and Fighting

	All %	ES %	MS %	HS %	NT %
Harassment or bullying					
Not a problem	22	23	23	6	50
Small problem	22	21	25	22	0
Somewhat a problem	16	16	9	23	13
Large problem	22	20	29	24	13
Don't know/NA	19	20	13	26	25
Physical fights					
Not a problem	30	33	28	3	63
Small problem	19	18	22	21	0
Somewhat a problem	11	9	15	24	0
Large problem	17	15	24	33	13
Don't know/NA	22	25	11	19	25

Question A.45, 46: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?

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

Table A9.3
Students Disrespecting Staff

	All %	ES %	MS %	HS %	NT %
Not a problem	37	40	30	11	38
Small problem	14	12	21	17	25
Somewhat a problem	9	7	12	25	0
Large problem	15	13	23	18	13
Don't know/NA	26	28	15	29	25

Question A.48: Based on your experience, how much of a problem at this school is... students not respecting staff?

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

Table A9.4
Delinquency

	All %	ES %	MS %	HS %	NT %
Gang-related activity					
Not a problem	50	54	44	15	38
Small problem	4	3	9	11	13
Somewhat a problem	3	1	7	11	0
Large problem	12	11	18	17	13
Don't know/NA	31	31	23	47	38
Weapons possession					
Not a problem	51	55	49	15	38
Small problem	4	3	6	13	13
Somewhat a problem	2	1	4	11	0
Large problem	12	11	18	15	13
Don't know/NA	30	30	22	47	38
Vandalism					
Not a problem	49	54	42	12	38
Small problem	7	5	12	21	0
Somewhat a problem	3	2	8	10	0
Large problem	12	10	17	19	13
Don't know/NA	28	29	21	39	50

Question A.49-51: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?

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

10. Discipline

Table A10.1

School Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	43	60	35	22
Agree	43	44	33	50	56
Disagree	5	5	3	8	0
Strongly disagree	2	2	2	1	0
Don't know/NA	5	5	2	6	22

Question A.11: This school... clearly tells students in advance what will happen if they break school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A10.2

School Enforces Rules Equally

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	39	44	24	33
Agree	42	43	42	42	44
Disagree	8	8	7	11	11
Strongly disagree	5	5	2	7	0
Don't know/NA	6	6	5	17	11

Question A.22: This school... enforces school rules equally for my child and all students.
Note: Cells are empty if there are less than 5 respondents.

11. Facilities

Table A11.1

School Has Clean and Well-Maintained Facilities and Properties

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	29	34	13	13
Agree	44	46	33	44	63
Disagree	17	15	18	26	13
Strongly disagree	8	7	10	10	13
Don't know/NA	3	3	4	6	0

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

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

12. Nutrition

Table A12.1

School Provides Healthy Food Choices

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	27	26	11	0
Agree	36	36	39	30	56
Disagree	16	15	17	25	33
Strongly disagree	7	7	6	7	11
Don't know/NA	14	14	12	26	0

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

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

Appendix

2018-19 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Bowman Elementary	X
Burbank Elementary	X
Cherryland Elementary	X
East Avenue Elementary	X
Eden Gardens Elementary	X
Eldridge Elementary	X
Fairview Elementary	X
Faith Ringgold School of Arts and Science	X
Glassbrook Elementary	X
Harder Elementary	X
Longwood Elementary	X
Lorin A. Eden Elementary	X
Palma Ceia Elementary	X
Park Elementary	X
Ruus Elementary	X
Schafer Park Elementary	X
Southgate Elementary	X
Stonebrae Elementary	X
Strobridge Elementary	X
Treeview Elementary	X
Tyrrell Elementary	X

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Anthony W. Ochoa Middle	X
Bret Harte Middle	X
Cesar Chavez Middle	X
Martin Luther King, Jr. Middle	X
Winton Middle	X

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Hayward High	X
Mt. Eden High	X
Tennyson High	X

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Brenkwitz High	X
Highland	

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.