CALIFORNIA SCHOOL PARENT SURVEY

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

Hayward Unified

2022-2023

Main Report

California Department of
EDUCATION

WestEd
WestEd.org

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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)](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

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) 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 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). 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.

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 (562.799.5164) 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 boredom	✓				
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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ACKNOWLEDGMENTS

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

Tom Herman
Administrator, School Health & Safety Office
California Department of Education

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	6,184	4,096	958	1,093	37

Notes: [A]*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	5,861	3,884	902	1,039	36
Remote model only	2	0	1	1	0

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[†]	39	43	37	26	39	A6.1
Parental involvement in school[§]	48	53	40	36	23	A6.3
School encourages me to be an active partner[†]	38	42	34	25	36	A6.1
School actively seeks the input of parents[†]	32	35	31	19	35	A6.1
Parents feel welcome to participate at this school[†]	40	44	39	26	38	A6.1
School Supports for Students						
Student learning environment[†]	38	41	36	25	37	A7.1
School is a safe place for my child[†]	37	42	33	20	41	A7.1
School motivates students to learn[†]	39	43	37	24	39	A7.1
School has adults who really care about students[†]	40	45	37	25	31	A7.1
Opportunities for meaningful student participation[†]	39	42	37	28	48	A7.1
Communication with parents about school[#]	49	53	46	36	43	A6.2
Teachers responsive to child's social and emotional needs[Γ]	82	87	77	69	73	A7.2
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	76	77	76	72	76	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally[†]	39	42	38	26	44	A7.1
School treats all students with respect[†]	44	48	41	30	50	A7.1
School promotes respect of cultural beliefs/practices[†]	42	45	40	30	47	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems[¶ψ]	26	15	43	52	29	A8.1
Student alcohol and drug use[‡ψ]	16	12	21	24	19	A8.1
Student vaping or e-cigarette use[‡ψ]	17	12	25	28	19	A8.1
School disorder[¶ψ]	32	26	42	46	26	A8.2
Harassment or bullying of students[‡ψ]	20	18	25	23	16	A8.2
Facilities						
School has clean and well-maintained facilities/properties[†ψ]	35	40	33	19	31	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."*

[ψ]*In-School only.*

[#]*Average percent of respondents reporting "Strongly agree" or "Very well."*

[Γ]*Average 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

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	100
Remote Learning Model	0	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."

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	96	96	95	95	92
Foster parent of the child enrolled at this school	1	1	1	1	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	3	3	3	3	8
Not applicable, not sure, or decline to answer	1	0	1	1	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	11	13	6	8	0
Black or African American (Not Hispanic or Latinx)	7	6	7	8	14
Filipino	9	9	8	13	0
Hispanic or Latinx	51	48	58	52	78
Native Hawaiian or Pacific Islander	4	4	4	4	3
White (Not Hispanic/Latinx)	5	5	5	5	6
Two or more races/ethnicities	7	8	7	5	0
Not applicable, not sure, or decline to answer	5	5	5	5	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	2	3	0	0	0
Kindergarten	8	11	0	0	0
1st grade	9	13	0	0	0
2nd grade	9	13	0	0	0
3rd grade	10	15	0	0	0
4th grade	10	15	0	0	0
5th grade	11	15	0	0	0
6th grade	10	14	1	0	0
7th grade	8	0	47	0	0
8th grade	8	0	50	1	0
9th grade	0	0	0	0	0
10th grade	5	0	0	38	0
11th grade	5	0	0	36	17
12th grade	4	0	0	24	81
Other	0	0	0	0	3
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)	15	15	12	17	15
English Language Development (for children learning English)	22	25	17	13	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	5	3	6	12	0
Not applicable, not sure, or decline to answer	62	61	66	60	85

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	76	69	84	94
Yes - 1 day a week	3	2	5	3	0
Yes - 2 days a week	3	2	7	4	6
Yes - 3 days a week	1	1	3	2	0
Yes - 4 days a week	2	1	2	1	0
Yes - 5 days a week	15	18	14	6	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 %
Number of weekdays my child participated in school from home[‖]					
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.
[‖]*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					
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 %
My child has opportunities to connect and interact with classmates during remote learning.					
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	41	47	39	25	28
Agree	43	41	46	48	52
Disagree	9	7	8	15	3
Strongly disagree	4	3	4	7	3
Not sure/NA	3	3	3	5	14

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	44	49	40	30	31
Agree	44	41	49	50	48
Disagree	4	3	4	8	3
Strongly disagree	2	1	2	4	3
Not sure/NA	6	5	5	8	14

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					
Average reporting "Strongly agree"	39	43	37	26	39
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	39	43	38	26	41
Agree	46	45	46	51	56
Disagree	7	7	7	11	3
Strongly disagree	4	3	4	6	0
Don't know/NA	3	2	4	6	0
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	38	42	34	25	36
Agree	48	45	49	54	55
Disagree	6	5	6	11	3
Strongly disagree	2	2	2	3	0
Don't know/NA	6	5	8	7	6
School actively seeks the input of parents before making important decisions.					
Strongly agree	32	35	31	19	35
Agree	44	43	45	48	50
Disagree	9	8	8	12	6
Strongly disagree	4	4	3	5	0
Don't know/NA	12	10	13	16	9

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	40	44	39	26	38
Agree	46	44	47	53	59
Disagree	5	5	5	6	0
Strongly disagree	3	3	2	3	0
Don't know/NA	6	4	7	12	3
School staff treat parents with respect.					
Strongly agree	44	48	42	31	44
Agree	47	44	50	55	56
Disagree	4	4	3	4	0
Strongly disagree	2	2	1	3	0
Don't know/NA	3	2	4	7	0
School staff take parent concerns seriously.					
Strongly agree	39	43	38	26	44
Agree	43	41	45	48	53
Disagree	7	7	6	8	0
Strongly disagree	4	4	4	5	0
Don't know/NA	7	5	8	12	3

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					
Average reporting "Strongly agree" or "Very well"	49	53	46	36	43
School keeps me well-informed about school activities.					
Strongly agree	46	50	46	33	39
Agree	44	42	45	50	55
Disagree	6	5	5	11	6
Strongly disagree	3	3	3	3	0
Don't know/NA	1	1	1	2	0
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	35	46	14	0	
Agree	36	34	43	43	
Disagree	19	13	36	33	
Strongly disagree	5	4	0	14	
Don't know/NA	5	3	7	10	
Letting you know how your child is doing in school between report cards.					
Very well	59	62	58	49	47
Just okay	29	28	27	33	33
Not very well	8	6	8	12	10
Does not do it at all	4	3	5	5	7
Don't know/NA	1	1	2	1	3

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 %
Providing information about why your child is placed in particular groups or classes.					
Very well	43	48	38	30	40
Just okay	28	27	27	31	33
Not very well	9	8	10	13	10
Does not do it at all	7	6	9	11	7
Don't know/NA	13	11	16	15	10
Providing information on your expected role at your child's school.					
Very well	47	52	42	32	43
Just okay	33	31	31	40	30
Not very well	7	6	9	10	13
Does not do it at all	6	4	8	8	3
Don't know/NA	8	7	10	9	10
Providing information about how to help your child with homework.^Ø					
Very well	52	54	42	9	
Just okay	30	30	31	45	
Not very well	9	8	14	36	
Does not do it at all	6	5	9	0	
Don't know/NA	3	2	5	9	
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	39	0	40	39	48
Just okay	33	36	30	36	34
Not very well	12	18	11	12	10
Does not do it at all	8	36	10	6	3
Don't know/NA	8	9	10	7	3

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.

ØItem not included in the scale.

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

Table A6.3

Parental Involvement in School Questions

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
Average reporting "Yes"	48	53	40	36	23
Attended a school or class event					
No	39	35	41	48	77
Yes	61	65	59	52	23
Attended a general school meeting					
No	26	20	33	41	47
Yes	74	80	67	59	53
Participated in a meeting of the parent-teacher organization or association					
No	57	51	68	67	66
Yes	43	49	32	33	34
Participated in fundraising for the school					
No	50	39	68	71	97
Yes	50	61	32	29	3
Served on a school committee					
No	90	88	93	93	100
Yes	10	12	7	7	0
Served as a volunteer in this child's classroom or elsewhere in the school.$^{\emptyset}$					
No	73	71	80	70	
Yes	27	29	20	30	

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.

$^{\emptyset}$*Item 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	22	16	49	44	
Yes	78	84	51	56	
Met with a school counselor in person or remotely.[Ø]					
No	67	73	71	44	25
Yes	33	27	29	56	75

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.

[Ø]Item not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	38	41	36	25	37
This school...					
promotes academic success for all students.					
Strongly agree	42	45	43	29	44
Agree	46	44	46	55	44
Disagree	5	4	4	7	0
Strongly disagree	3	3	2	4	3
Don't know/NA	4	4	5	5	9
treats all students with respect.					
Strongly agree	44	48	41	30	50
Agree	45	43	47	53	47
Disagree	5	4	4	8	0
Strongly disagree	2	2	2	3	0
Don't know/NA	4	3	5	6	3
gives all students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	39	42	37	28	48
Agree	46	44	47	51	45
Disagree	5	4	4	7	0
Strongly disagree	2	1	2	2	0
Don't know/NA	9	8	10	12	6
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	35	36	35	28	38
Agree	40	38	42	47	53
Disagree	7	7	7	10	6
Strongly disagree	3	3	3	4	0
Don't know/NA	15	16	12	11	3

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

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	40	43	38	26	42
Agree	49	48	50	55	48
Disagree	5	4	4	8	0
Strongly disagree	3	2	3	4	3
Don't know/NA	3	2	4	6	6
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	42	45	40	30	47
Agree	46	44	45	54	44
Disagree	4	4	3	5	0
Strongly disagree	2	2	3	2	3
Don't know/NA	7	6	9	9	6
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	34	38	33	23	42
Agree	44	43	43	46	48
Disagree	7	7	7	10	0
Strongly disagree	3	3	2	3	3
Don't know/NA	12	10	15	17	6
enforces school rules equally for my child and all students.					
Strongly agree	39	42	38	26	44
Agree	46	44	46	50	50
Disagree	6	5	7	10	0
Strongly disagree	3	3	2	4	3
Don't know/NA	7	6	7	10	3

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 %
This school...					
has quality programs for my child's talents, gifts, or special needs.					
Strongly agree	31	32	34	25	36
Agree	41	39	43	48	48
Disagree	8	9	5	9	0
Strongly disagree	3	3	2	3	0
Don't know/NA	17	17	16	15	15
is a safe place for my child.					
Strongly agree	37	42	33	20	41
Agree	50	48	51	56	44
Disagree	6	4	6	11	0
Strongly disagree	3	2	4	5	6
Don't know/NA	4	3	5	7	9
provides high quality instruction to my child.					
Strongly agree	34	38	32	21	31
Agree	51	49	51	55	56
Disagree	7	6	9	11	3
Strongly disagree	3	2	2	5	3
Don't know/NA	5	4	6	8	6
motivates students to learn.					
Strongly agree	39	43	37	24	39
Agree	48	47	48	54	48
Disagree	6	4	7	9	6
Strongly disagree	3	2	2	5	3
Don't know/NA	4	3	5	7	3

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 %
This school...					
has teachers who go out of their way to help students.					
Strongly agree	44	54	21	10	
Agree	36	30	57	50	
Disagree	11	8	7	25	
Strongly disagree	4	2	7	10	
Don't know/NA	6	6	7	5	
has adults who really care about students.					
Strongly agree	40	45	37	25	31
Agree	47	45	49	54	59
Disagree	5	4	5	7	3
Strongly disagree	2	2	2	4	3
Don't know/NA	6	5	7	11	3
has high expectations for all students.					
Strongly agree	36	39	36	24	35
Agree	47	45	49	51	55
Disagree	6	6	5	10	3
Strongly disagree	2	2	2	3	3
Don't know/NA	8	8	7	12	3
encourages students to care about how others feel.					
Strongly agree	37	41	34	22	32
Agree	47	46	49	49	58
Disagree	5	4	5	7	0
Strongly disagree	2	2	2	3	3
Don't know/NA	9	7	10	19	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 %
My child's teachers are responsive to my child's social and emotional needs.					
Strongly agree	43	51	34	21	33
Agree	39	36	43	47	40
Disagree	7	5	9	13	3
Strongly disagree	3	2	2	4	3
Not sure/NA	8	6	11	14	20
Support staff are available to my child if he/she needs them.					
Strongly agree	36	39	36	27	33
Agree	38	34	42	48	53
Disagree	4	4	4	6	3
Strongly disagree	3	3	2	4	0
Not sure/NA	19	21	15	15	10
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	36	40	34	24	31
Agree	40	37	42	49	45
Disagree	6	5	6	8	3
Strongly disagree	4	3	3	4	3
Not sure/NA	14	14	14	15	17

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	41	47	35	22	31
Agree	43	40	47	53	48
Disagree	7	5	9	11	0
Strongly disagree	3	3	2	5	3
Not sure/NA	6	5	7	10	17

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					
Average reporting any problems	26	15	43	52	29
Based on your experience, how much of a problem at this school is...					
student tobacco use?					
Not a problem	39	51	23	12	29
Small problem	6	3	12	9	10
Somewhat a problem	7	2	11	20	6
Large problem	15	11	22	24	19
Don't know/NA	34	34	32	34	35
student vaping or e-cigarette use?					
Not a problem	38	50	21	10	26
Small problem	5	2	11	9	6
Somewhat a problem	6	2	11	20	3
Large problem	17	12	25	28	19
Don't know/NA	34	34	32	34	45
student alcohol and drug use?					
Not a problem	41	52	25	12	29
Small problem	3	1	8	8	3
Somewhat a problem	4	1	7	15	0
Large problem	16	12	21	24	19
Don't know/NA	36	33	39	41	48

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					
Average reporting any problems	32	26	42	46	26
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	24	29	18	13	26
Small problem	16	16	16	13	10
Somewhat a problem	14	12	15	20	6
Large problem	20	18	25	23	16
Don't know/NA	26	25	25	32	42
physical fights?					
Not a problem	27	35	15	9	31
Small problem	14	13	20	15	14
Somewhat a problem	12	8	18	21	0
Large problem	20	15	27	30	14
Don't know/NA	27	30	20	24	41
racial/ethnic conflict among students?					
Not a problem	35	42	26	19	31
Small problem	10	8	13	14	7
Somewhat a problem	7	5	9	12	3
Large problem	15	14	19	17	10
Don't know/NA	33	32	33	37	48
students not respecting staff?					
Not a problem	34	42	25	16	31
Small problem	10	9	12	15	7
Somewhat a problem	7	4	12	15	0
Large problem	16	14	21	20	17
Don't know/NA	32	31	31	35	45

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	42	52	30	17	31
Small problem	4	2	6	10	7
Somewhat a problem	4	1	5	12	7
Large problem	14	12	18	17	14
Don't know/NA	36	33	41	44	41
weapons possession?					
Not a problem	45	53	35	22	34
Small problem	3	1	4	6	0
Somewhat a problem	2	1	4	7	7
Large problem	14	13	17	16	14
Don't know/NA	36	32	40	48	45
vandalism (including graffiti)?					
Not a problem	42	51	29	19	34
Small problem	6	4	8	12	10
Somewhat a problem	4	2	6	10	3
Large problem	14	12	18	17	14
Don't know/NA	35	31	38	43	38

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	6	6	6	6	6
Yes	71	72	75	63	59
Don't know	23	22	18	31	35

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	35	40	33	19	31
Agree	46	46	45	48	56
Disagree	8	6	10	14	3
Strongly disagree	3	2	4	6	3
Don't know/NA	7	5	9	12	6

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 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
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
Treeview Elementary	X
Tyrrell 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 CSPS 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 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSPS 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 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSPS Parent Survey Data Status

Eligible Non-Traditional Schools[A]	Data Received
Brenkwitz 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. [A]Non-traditional schools include continuation, community day, and other alternative school types.