CALIFORNIA SCHOOL PARENT SURVEY

Folsom-Cordova Unified
2023-2024
Main Report

Date prepared: 12 Dec 2023
CDS code: 34673300000000

Contents

List of Tables

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 2023-24 *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. More information about the survey is available on the CalSCHLS website (calschls.org).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS)—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 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 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. 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).

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 technical advisors. 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 11 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

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

- 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 and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

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 CalSCHLS team 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 technical advisor 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 technical advisor (calschls.org/contact) 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.

IX

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	2,818	1,752	739	321	6

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	2,789	1,731	737	315	6
Remote model only	29	21	2	6	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[†]	42	53	24	25	31	A6.1
Parental involvement in school[§]	55	61	45	45	40	A6.3
School encourages me to be an active partner[†]	45	55	26	29	17	A6.1
School actively seeks the input of parents[†]	31	38	19	19	33	A6.1
Parents feel welcome to participate at this school[†]	43	56	21	20	17	A6.1
School Supports for Students						
Student learning environment[†]	40	48	24	30	24	A7.1
School is a safe place for my child[†]	44	54	24	32	0	A7.1
School motivates students to learn[†]	41	51	21	28	17	A7.1
School has adults who really care about students[†]	45	55	27	31	67	A7.1
Opportunities for meaningful student participation[†]	40	48	23	33	17	A7.1
Communication with parents about school[#]	48	55	34	36	28	A6.2
Teachers responsive to child's social and emotional needs[Γ]	82	90	68	68	60	A7.2
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	70	74	60	67	40	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally[†]	40	48	25	27	17	A7.1
School treats all students with respect[†]	49	58	30	37	20	A7.1
School promotes respect of cultural beliefs/practices[†]	38	46	24	29	50	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems[¶ψ]	20	4	38	62	61	A8.1
Student alcohol and drug use[‡ψ]	7	4	9	22	33	A8.1
Student vaping or e-cigarette use[‡ψ]	10	4	17	33	50	A8.1
School disorder[¶ψ]	23	15	36	33	43	A8.2
Harassment or bullying of students[‡ψ]	10	6	19	15	50	A8.2
Facilities						
School has clean and well-maintained facilities/properties[†ψ]	46	56	25	36	0	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	99	99	100	98	100
Remote Learning Model	1	1	0	2	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	98	98	98	98	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	1	1	2	1	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	1	1	0	1	0
Asian or Asian American	25	25	24	22	0
Black or African American (Not Hispanic or Latinx)	2	1	2	1	17
Filipino	3	3	2	3	0
Hispanic or Latinx	8	9	7	6	17
Native Hawaiian or Pacific Islander	0	0	0	0	0
White (Not Hispanic/Latinx)	43	42	46	46	33
Two or more races/ethnicities	10	11	7	13	17
Not applicable, not sure, or decline to answer	8	7	11	9	17

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	3	4	0	0	0
Kindergarten	8	12	0	0	0
1st grade	10	16	0	0	0
2nd grade	10	16	0	0	0
3rd grade	11	18	0	0	0
4th grade	10	16	0	0	0
5th grade	12	18	0	0	0
6th grade	9	0	32	0	0
7th grade	11	1	38	0	0
8th grade	8	0	29	0	17
9th grade	0	0	0	0	0
10th grade	3	0	0	35	0
11th grade	3	0	0	38	50
12th grade	2	0	0	25	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)	13	16	9	9	33
English Language Development (for children learning English)	4	6	3	1	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	15	6	30	27	0
Not applicable, not sure, or decline to answer	69	74	60	63	67

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	81	80	81	87	100
Yes - 1 day a week	5	5	6	4	0
Yes - 2 days a week	2	2	4	2	0
Yes - 3 days a week	2	1	2	2	0
Yes - 4 days a week	2	1	2	2	0
Yes - 5 days a week	8	10	4	4	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	8	5		0	
1 day	0	0		0	
2 days	0	0		0	
3 days	8	0		40	
4 days	8	0		40	
5 days	76	95		20	
Not sure	0	0		0	

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

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

[‖]*Last week.*

Table A4.2

Perceptions of Remote Learning *(Remote Only)*

	All %	ES %	MS %	HS %	NT %
Our school/district has done a good job keeping me informed about remote learning.					
Strongly agree	52	53		40	
Agree	28	21		60	
Disagree	0	0		0	
Strongly disagree	0	0		0	
Not sure/NA	20	26		0	

Question A.64: As you answer these questions, please think about you and your child's experience right now...
Our school/district has done a good job keeping me informed about remote learning.

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

Table A4.3

Rating of School Remote Learning Program (Remote Only)

	All %	ES %	MS %	HS %	NT %
0 - Extremely unsuccessful	0	0			
1	0	0			
2	7	0			
3	0	0			
4	0	0			
5	7	0			
6	0	0			
7	7	10			
8	40	60			
9	40	30			
10 - Extremely successful	0	0			

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 2023-24 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	48	42		60	
Agree	28	37		0	
Disagree	4	0		20	
Strongly disagree	0	0		0	
Not sure/NA	20	21		20	

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	44	51	34	34	0
Agree	41	38	47	48	20
Disagree	9	7	13	11	0
Strongly disagree	3	2	3	4	40
Not sure/NA	2	2	2	3	40

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	49	57	36	36	0
Agree	40	35	49	49	40
Disagree	5	3	7	7	20
Strongly disagree	1	1	2	2	0
Not sure/NA	5	4	6	5	40

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"	42	53	24	25	31
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	47	58	28	31	50
Agree	42	35	53	51	50
Disagree	4	3	7	5	0
Strongly disagree	1	1	2	1	0
Don't know/NA	5	2	11	10	0
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	45	55	26	29	17
Agree	45	38	58	53	67
Disagree	6	3	10	8	17
Strongly disagree	1	1	0	3	0
Don't know/NA	4	3	6	7	0
School actively seeks the input of parents before making important decisions.					
Strongly agree	31	38	19	19	33
Agree	39	38	42	41	50
Disagree	10	8	15	12	17
Strongly disagree	3	2	4	5	0
Don't know/NA	17	15	20	23	0

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	43	56	21	20	17
Agree	44	38	56	53	33
Disagree	6	4	10	10	0
Strongly disagree	1	1	1	2	17
Don't know/NA	6	2	12	15	33
School staff treat parents with respect.					
Strongly agree	47	58	29	27	33
Agree	46	38	61	60	67
Disagree	3	2	4	3	0
Strongly disagree	1	0	1	1	0
Don't know/NA	3	1	5	9	0
School staff take parent concerns seriously.					
Strongly agree	40	50	23	23	33
Agree	42	38	49	48	67
Disagree	5	4	7	8	0
Strongly disagree	1	1	3	2	0
Don't know/NA	11	7	19	19	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 %
Communication with parents about school					
Average reporting "Strongly agree" or "Very well"	48	55	34	36	28
School keeps me well-informed about school activities.					
Strongly agree	54	63	36	44	50
Agree	41	34	53	50	33
Disagree	4	2	7	4	17
Strongly disagree	1	1	2	1	0
Don't know/NA	1	0	2	2	0
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	38	48	22	21	0
Agree	48	42	59	60	50
Disagree	9	7	13	14	0
Strongly disagree	2	1	2	1	17
Don't know/NA	2	1	3	3	33
Letting you know how your child is doing in school between report cards.					
Very well	58	62	50	50	40
Just okay	27	25	32	29	40
Not very well	7	6	9	9	20
Does not do it at all	5	3	7	8	0
Don't know/NA	3	3	2	3	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 %
Providing information about why your child is placed in particular groups or classes.					
Very well	37	43	27	26	20
Just okay	23	22	27	22	20
Not very well	13	12	15	12	0
Does not do it at all	10	8	14	14	40
Don't know/NA	16	14	16	26	20
Providing information on your expected role at your child's school.					
Very well	51	60	36	38	40
Just okay	29	26	35	32	40
Not very well	9	7	12	12	0
Does not do it at all	5	3	9	7	20
Don't know/NA	7	5	9	11	0
Providing information about how to help your child with homework.Ø					
Very well	49	56	31		
Just okay	31	29	36		
Not very well	11	8	17		
Does not do it at all	6	4	9		
Don't know/NA	4	3	7		
Providing information on how to help your child plan for college or vocational school.Ø					
Very well	20	64	11	40	20
Just okay	22	9	17	34	0
Not very well	14	0	16	11	40
Does not do it at all	19	0	25	7	0
Don't know/NA	25	27	32	9	40

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.

Ø Item not included in the scale.

Table A6.3

Parental Involvement in School Questions

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
Average reporting "Yes"	55	61	45	45	40
Attended a school or class event					
No	30	23	46	34	67
Yes	70	77	54	66	33
Attended a general school meeting					
No	13	10	15	20	0
Yes	87	90	85	80	100
Participated in a meeting of the parent-teacher organization or association					
No	63	55	75	82	67
Yes	37	45	25	18	33
Participated in fundraising for the school					
No	31	22	43	48	83
Yes	69	78	57	52	17
Served on a school committee					
No	88	86	93	91	83
Yes	12	14	7	9	17
Served as a volunteer in this child's classroom or elsewhere in the school.$^{\emptyset}$					
No	63	54	83		
Yes	37	46	17		

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. [ELEMEN-TARY/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	37	23	69		
Yes	63	77	31		
Met with a school counselor in person or remotely.[Ø]					
No	81	85	75	70	17
Yes	19	15	25	30	83

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"	40	48	24	30	24
This school...					
promotes academic success for all students.					
Strongly agree	46	54	29	38	33
Agree	45	39	56	52	67
Disagree	4	3	6	4	0
Strongly disagree	1	1	1	2	0
Don't know/NA	4	3	7	4	0
treats all students with respect.					
Strongly agree	49	58	30	37	20
Agree	43	37	55	50	80
Disagree	4	2	7	8	0
Strongly disagree	1	1	2	2	0
Don't know/NA	3	2	6	3	0
gives all students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	40	48	23	33	17
Agree	44	40	52	48	67
Disagree	5	3	9	5	17
Strongly disagree	1	1	1	1	0
Don't know/NA	11	8	16	13	0
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	29	33	19	24	50
Agree	33	30	37	39	33
Disagree	7	5	9	11	17
Strongly disagree	2	1	4	3	0
Don't know/NA	30	30	31	23	0

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	45	55	26	34	50
Agree	46	41	57	52	33
Disagree	4	2	9	8	17
Strongly disagree	1	1	2	3	0
Don't know/NA	3	2	6	4	0
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	38	46	24	29	50
Agree	42	38	47	50	0
Disagree	4	3	6	5	0
Strongly disagree	1	1	2	3	17
Don't know/NA	15	12	21	13	33
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	29	35	19	18	17
Agree	37	35	41	38	17
Disagree	9	8	11	9	17
Strongly disagree	2	2	3	3	17
Don't know/NA	24	21	28	32	33
enforces school rules equally for my child and all students.					
Strongly agree	40	48	25	27	17
Agree	42	39	49	45	67
Disagree	6	4	9	7	0
Strongly disagree	2	1	4	3	0
Don't know/NA	10	8	14	17	17

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	30	35	20	31	0
Agree	40	36	47	44	33
Disagree	8	7	10	8	33
Strongly disagree	1	1	2	1	0
Don't know/NA	20	20	22	17	33
is a safe place for my child.					
Strongly agree	44	54	24	32	0
Agree	48	42	60	56	50
Disagree	4	2	8	5	17
Strongly disagree	2	1	3	3	17
Don't know/NA	3	2	4	4	17
provides high quality instruction to my child.					
Strongly agree	41	50	23	30	0
Agree	49	43	60	57	50
Disagree	5	3	10	7	17
Strongly disagree	1	1	1	2	0
Don't know/NA	4	3	6	4	33
motivates students to learn.					
Strongly agree	41	51	21	28	17
Agree	49	43	62	57	67
Disagree	5	3	10	8	17
Strongly disagree	1	0	2	1	0
Don't know/NA	4	3	6	7	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 %
This school...					
has teachers who go out of their way to help students.					
Strongly agree	45	56	28	30	33
Agree	40	34	49	50	50
Disagree	6	4	11	8	0
Strongly disagree	1	1	1	2	17
Don't know/NA	7	6	11	9	0
has adults who really care about students.					
Strongly agree	45	55	27	31	67
Agree	44	39	55	53	17
Disagree	3	1	6	5	17
Strongly disagree	1	1	1	1	0
Don't know/NA	7	4	12	10	0
has high expectations for all students.					
Strongly agree	39	48	21	30	17
Agree	45	40	55	53	67
Disagree	6	4	10	6	17
Strongly disagree	1	1	2	2	0
Don't know/NA	9	8	12	8	0
encourages students to care about how others feel.					
Strongly agree	40	52	20	25	0
Agree	44	40	52	48	67
Disagree	4	2	8	3	17
Strongly disagree	2	1	3	3	0
Don't know/NA	10	6	17	20	17

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	41	54	20	17	20
Agree	40	36	48	51	40
Disagree	6	4	9	8	0
Strongly disagree	1	1	2	2	20
Not sure/NA	12	6	21	22	20
Support staff are available to my child if he/she needs them.					
Strongly agree	34	39	27	25	40
Agree	35	29	44	46	60
Disagree	4	3	6	4	0
Strongly disagree	2	1	2	2	0
Not sure/NA	26	28	22	23	0
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	33	40	20	20	20
Agree	37	34	39	47	20
Disagree	8	6	10	9	0
Strongly disagree	3	2	4	4	20
Not sure/NA	20	18	25	20	40

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	44	54	27	25	40
Agree	43	36	55	56	40
Disagree	6	4	10	10	20
Strongly disagree	2	1	2	4	0
Not sure/NA	5	5	6	6	0

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	20	4	38	62	61
Based on your experience, how much of a problem at this school is...					
student tobacco use?					
Not a problem	53	72	24	10	0
Small problem	4	0	10	14	0
Somewhat a problem	7	1	15	22	0
Large problem	7	3	11	18	60
Don't know/NA	29	24	40	36	40
student vaping or e-cigarette use?					
Not a problem	51	73	17	4	17
Small problem	4	1	11	10	0
Somewhat a problem	8	0	17	28	17
Large problem	10	4	17	33	50
Don't know/NA	27	23	38	25	17
student alcohol and drug use?					
Not a problem	52	73	21	6	17
Small problem	5	0	12	15	17
Somewhat a problem	6	0	12	25	17
Large problem	7	4	9	22	33
Don't know/NA	30	22	47	32	17

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	23	15	36	33	43
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	28	37	13	9	0
Small problem	22	22	20	25	0
Somewhat a problem	16	11	27	21	17
Large problem	10	6	19	15	50
Don't know/NA	24	25	21	30	33
physical fights?					
Not a problem	41	53	18	25	0
Small problem	16	12	22	20	0
Somewhat a problem	8	3	17	10	33
Large problem	7	5	11	7	17
Don't know/NA	30	27	32	38	50
racial/ethnic conflict among students?					
Not a problem	44	56	24	23	0
Small problem	9	6	13	18	17
Somewhat a problem	6	2	12	11	0
Large problem	5	4	9	7	17
Don't know/NA	36	32	42	42	67
students not respecting staff?					
Not a problem	41	54	20	20	0
Small problem	14	11	20	18	33
Somewhat a problem	8	3	18	15	0
Large problem	6	4	10	6	33
Don't know/NA	30	28	33	40	33

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	61	73	40	47	0
Small problem	2	0	4	4	0
Somewhat a problem	1	0	2	4	17
Large problem	4	4	5	2	17
Don't know/NA	32	23	50	43	67
weapons possession?					
Not a problem	60	73	38	41	17
Small problem	2	0	5	7	17
Somewhat a problem	1	0	2	3	0
Large problem	4	4	5	2	17
Don't know/NA	32	23	49	46	50
vandalism (including graffiti)?					
Not a problem	52	67	27	26	17
Small problem	10	6	17	22	17
Somewhat a problem	4	1	9	10	0
Large problem	5	4	7	6	0
Don't know/NA	29	23	41	36	67

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	3	3	3	4	0
Yes	82	82	83	81	100
Don't know	15	16	14	15	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	46	56	25	36	0
Agree	45	39	58	51	83
Disagree	4	3	7	4	0
Strongly disagree	1	0	2	0	0
Don't know/NA	4	2	8	8	17

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.

10. Race/Ethnicity Breakdowns

Table A10.1

Parental Involvement by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
American Indian or Alaska Native	24	27			
Asian or Asian American	44	53	26	32	
Black or African American (Not Hispanic/Latinx)	39	49	26		
Filipino	47	56	36	18	
Hispanic or Latinx	51	62	28	16	
Native Hawaiian or Pacific Islander	50	58			
White (Not Hispanic/Latinx)	41	53	23	25	
Two or more races/ethnicities	42	51	23	24	
Parental involvement in school[§]					
American Indian or Alaska Native	50	50			
Asian or Asian American	56	61	50	42	
Black or African American (Not Hispanic/Latinx)	49	48	51		
Filipino	58	63	47	52	
Hispanic or Latinx	53	56	48	45	
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	55	63	43	46	
Two or more races/ethnicities	54	60	40	47	
School encourages me to be an active partner[†]					
American Indian or Alaska Native	17	18			
Asian or Asian American	45	53	26	34	
Black or African American (Not Hispanic/Latinx)	39	48	27		
Filipino	49	58	33	20	
Hispanic or Latinx	55	65	38	18	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	45	57	25	32	
Two or more races/ethnicities	43	53	21	24	

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

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

[§]*Average percent of respondents reporting "Yes."*

Table A10.1

Parental Involvement by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School actively seeks the input of parents[†]					
American Indian or Alaska Native	8	9			
Asian or Asian American	35	40	22	29	
Black or African American (Not Hispanic/Latinx)	31	35	25		
Filipino	34	42	25	10	
Hispanic or Latinx	39	48	21	12	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	29	36	19	18	
Two or more races/ethnicities	29	34	19	21	
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native	17	18			
Asian or Asian American	45	55	27	24	
Black or African American (Not Hispanic/Latinx)	38	52	19		
Filipino	55	65	42	20	
Hispanic or Latinx	49	62	21	12	
Native Hawaiian or Pacific Islander	43	50			
White (Not Hispanic/Latinx)	42	58	19	18	
Two or more races/ethnicities	45	56	19	27	

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

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

Table A10.2

School Supports for Students by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
American Indian or Alaska Native	19	21			
Asian or Asian American	42	49	25	36	
Black or African American (Not Hispanic/Latinx)	31	39	22		
Filipino	46	52	35	25	
Hispanic or Latinx	49	60	26	20	
Native Hawaiian or Pacific Islander	40	45			
White (Not Hispanic/Latinx)	39	48	24	31	
Two or more races/ethnicities	39	47	22	25	
School is a safe place for my child[†]					
American Indian or Alaska Native	17	18			
Asian or Asian American	47	57	27	40	
Black or African American (Not Hispanic/Latinx)	38	48	31		
Filipino	49	54	42	30	
Hispanic or Latinx	52	64	27	24	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	42	52	25	34	
Two or more races/ethnicities	44	55	17	26	
School motivates students to learn[†]					
American Indian or Alaska Native	18	20			
Asian or Asian American	42	50	23	41	
Black or African American (Not Hispanic/Latinx)	29	39	19		
Filipino	47	58	25	20	
Hispanic or Latinx	52	65	24	18	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	40	51	21	26	
Two or more races/ethnicities	41	50	21	26	

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

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

Table A10.2

School Supports for Students by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School has adults who really care about students[†]					
American Indian or Alaska Native	42	45			
Asian or Asian American	42	50	23	33	
Black or African American (Not Hispanic/Latinx)	40	48	31		
Filipino	44	50	33	30	
Hispanic or Latinx	56	67	33	18	
Native Hawaiian or Pacific Islander	50	57			
White (Not Hispanic/Latinx)	49	60	30	35	
Two or more races/ethnicities	45	54	19	31	
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native	25	27			
Asian or Asian American	44	53	25	40	
Black or African American (Not Hispanic/Latinx)	33	43	25		
Filipino	52	57	42	40	
Hispanic or Latinx	47	56	24	24	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	38	46	23	32	
Two or more races/ethnicities	36	43	19	24	
Communication with parents about school[#]					
American Indian or Alaska Native	50	50			
Asian or Asian American	48	55	36	37	
Black or African American (Not Hispanic/Latinx)	49	50	51		
Filipino	61	69	47	45	
Hispanic or Latinx	56	66	34	31	
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	47	55	35	38	
Two or more races/ethnicities	47	54	30	31	

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

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

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

Table A10.2

School Supports for Students by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
Teachers responsive to child's social and emotional needs[Γ]					
American Indian or Alaska Native	78	78			
Asian or Asian American	83	89	69	73	
Black or African American (Not Hispanic/Latinx)	73	84	67		
Filipino	86	93	75	70	
Hispanic or Latinx	85	94	67	63	
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	84	91	72	75	
Two or more races/ethnicities	80	89	60	57	
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
American Indian or Alaska Native	67	67			
Asian or Asian American	78	81	73	75	
Black or African American (Not Hispanic/Latinx)	65	63	60		
Filipino	71	73	67	70	
Hispanic or Latinx	75	82	56	73	
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	70	74	61	68	
Two or more races/ethnicities	64	68	49	64	

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

[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A10.3

Fairness, Rule Clarity, and Respect for Diversity by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
American Indian or Alaska Native	17	18			
Asian or Asian American	46	53	31	36	
Black or African American (Not Hispanic/Latinx)	30	38	25		
Filipino	50	58	33	30	
Hispanic or Latinx	46	57	23	12	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	36	45	23	26	
Two or more races/ethnicities	38	45	23	26	
School treats all students with respect[†]					
American Indian or Alaska Native	33	36			
Asian or Asian American	51	59	33	45	
Black or African American (Not Hispanic/Latinx)	42	58	25		
Filipino	56	61	58	30	
Hispanic or Latinx	56	68	30	24	
Native Hawaiian or Pacific Islander	43	50			
White (Not Hispanic/Latinx)	47	57	28	36	
Two or more races/ethnicities	51	59	36	34	
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native	8	9			
Asian or Asian American	43	50	28	36	
Black or African American (Not Hispanic/Latinx)	30	42	6		
Filipino	41	50	33	10	
Hispanic or Latinx	47	55	30	24	
Native Hawaiian or Pacific Islander	25	29			
White (Not Hispanic/Latinx)	36	43	22	31	
Two or more races/ethnicities	38	46	23	17	

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

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

Table A10.4

Substance Use, School Disorder, and Bullying by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶][ψ]					
American Indian or Alaska Native	0	0			
Asian or Asian American	22	11	32	61	
Black or African American (Not Hispanic/Latinx)	26	2	50		
Filipino	10	3	8	40	
Hispanic or Latinx	18	4	42	75	
Native Hawaiian or Pacific Islander	33	20			
White (Not Hispanic/Latinx)	20	2	40	64	
Two or more races/ethnicities	15	2	32	56	
Student alcohol and drug use[‡][ψ]					
American Indian or Alaska Native	0	0			
Asian or Asian American	13	11	17	20	
Black or African American (Not Hispanic/Latinx)	8	0	13		
Filipino	6	4	0	20	
Hispanic or Latinx	7	4	15	13	
Native Hawaiian or Pacific Islander	33	20			
White (Not Hispanic/Latinx)	5	1	5	26	
Two or more races/ethnicities	4	1	2	22	
Student vaping or e-cigarette use[‡][ψ]					
American Indian or Alaska Native	0	0			
Asian or Asian American	13	10	17	23	
Black or African American (Not Hispanic/Latinx)	18	0	31		
Filipino	6	2	0	30	
Hispanic or Latinx	10	4	22	31	
Native Hawaiian or Pacific Islander	33	20			
White (Not Hispanic/Latinx)	9	1	16	33	
Two or more races/ethnicities	9	1	15	41	

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

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

[ψ]*In-School only.*

[‡]*Percent of respondents reporting "Large problem."*

Table A10.4

Substance Use, School Disorder, and Bullying by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School disorder[¶][ψ]					
American Indian or Alaska Native	9	9			
Asian or Asian American	23	18	34	31	
Black or African American (Not Hispanic/Latinx)	33	21	45		
Filipino	14	10	13	34	
Hispanic or Latinx	22	13	41	43	
Native Hawaiian or Pacific Islander	38	34			
White (Not Hispanic/Latinx)	23	15	36	37	
Two or more races/ethnicities	21	16	32	28	
Harassment or bullying of students[‡][ψ]					
American Indian or Alaska Native	0	0			
Asian or Asian American	14	11	22	12	
Black or African American (Not Hispanic/Latinx)	23	5	38		
Filipino	6	4	8	10	
Hispanic or Latinx	10	6	17	19	
Native Hawaiian or Pacific Islander	50	40			
White (Not Hispanic/Latinx)	8	3	16	11	
Two or more races/ethnicities	10	5	21	20	

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

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

[ψ]*In-School only.*

[‡]*Percent of respondents reporting "Large problem."*

Table A10.5

Facilities by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties†ψ					
American Indian or Alaska Native	25	27			
Asian or Asian American	45	52	28	43	
Black or African American (Not Hispanic/Latinx)	48	52	38		
Filipino	53	60	42	30	
Hispanic or Latinx	53	63	31	29	
Native Hawaiian or Pacific Islander	38	43			
White (Not Hispanic/Latinx)	46	59	23	39	
Two or more races/ethnicities	43	53	25	23	

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

†*Average percent of respondents reporting "Strongly agree."*

ψ*In-School only.*

11. English Learner Breakdowns

Table A11.1

Parental Involvement by English Learner Status

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Not English learner	41	52	23	25	31
English learner	56	61	39		
Parental involvement in school[§]					
Not English learner	55	62	46	45	40
English learner	49	53	38		
School encourages me to be an active partner[†]					
Not English learner	44	55	25	29	17
English learner	54	59	35		
School actively seeks the input of parents[†]					
Not English learner	30	38	19	19	33
English learner	39	41	29		
Parents feel welcome to participate at this school[†]					
Not English learner	42	55	20	20	17
English learner	53	59	31		

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

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

[§]*Average percent of respondents reporting "Yes."*

Table A11.2

School Supports for Students by English Learner Status

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Not English learner	39	48	23	30	24
English learner	49	54	29		
School is a safe place for my child[†]					
Not English learner	43	53	23	33	0
English learner	51	57	31		
School motivates students to learn[†]					
Not English learner	39	50	20	28	17
English learner	48	53	29		
School has adults who really care about students[†]					
Not English learner	44	55	26	32	67
English learner	50	56	24		
Opportunities for meaningful student participation[†]					
Not English learner	39	48	22	33	17
English learner	50	54	29		
Communication with parents about school[#]					
Not English learner	47	55	33	34	28
English learner	54	58	38		
Teachers responsive to child's social and emotional needs[Γ]					
Not English learner	81	90	67	66	60
English learner	86	88	82		
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
Not English learner	69	74	59	67	40
English learner	79	80	76		

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

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

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

[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A11.3

Fairness, Rule Clarity, and Respect for Diversity by English Learner Status

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
Not English learner	39	48	24	28	17
English learner	51	54	38		
School treats all students with respect[†]					
Not English learner	47	57	30	37	20
English learner	60	66	31		
School promotes respect of cultural beliefs/practices[†]					
Not English learner	37	45	23	28	50
English learner	45	48	29		

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

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

Table A11.4

Substance Use, School Disorder, and Bullying by English Learner Status

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶ψ]					
Not English learner	20	4	38	64	61
English learner	20	16	35		
Student alcohol and drug use[‡ψ]					
Not English learner	7	4	9	23	33
English learner	20	17	31		
Student vaping or e-cigarette use[‡ψ]					
Not English learner	11	3	17	35	50
English learner	17	16	25		
School disorder[¶ψ]					
Not English learner	23	15	36	34	43
English learner	31	26	49		
Harassment or bullying of students[‡ψ]					
Not English learner	10	6	18	17	50
English learner	21	17	35		

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

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

[ψ]*In-School only.*

[‡]*Percent of respondents reporting "Large problem."*

Table A11.5

Facilities by English Learner Status

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties[†ψ]					
Not English learner	45	55	24	36	0
English learner	59	63	41		

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

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

[ψ]*In-School only.*

12. Special Education Breakdowns

Table A12.1

Parental Involvement by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
No IEP	41	52	24	24	
IEP	47	54	23	36	
Parental involvement in school[§]					
No IEP	55	62	46	45	
IEP	54	59	40	46	
School encourages me to be an active partner[†]					
No IEP	43	55	26	28	
IEP	49	56	23	43	
School actively seeks the input of parents[†]					
No IEP	30	37	19	19	
IEP	35	40	17	26	
Parents feel welcome to participate at this school[†]					
No IEP	41	55	21	19	
IEP	48	57	20	22	

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

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

[§]*Average percent of respondents reporting "Yes."*

Table A12.2

School Supports for Students by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	39	48	24	29	
IEP	42	48	20	39	
School is a safe place for my child[†]					
No IEP	42	54	24	31	
IEP	47	54	23	43	
School motivates students to learn[†]					
No IEP	39	51	21	26	
IEP	41	46	20	39	
School has adults who really care about students[†]					
No IEP	44	54	26	32	
IEP	50	57	23	39	
Opportunities for meaningful student participation[†]					
No IEP	39	48	23	33	
IEP	41	47	14	35	
Communication with parents about school[#]					
No IEP	47	55	33	34	
IEP	52	56	36	43	
Teachers responsive to child's social and emotional needs[Γ]					
No IEP	81	90	68	64	
IEP	84	88	66	86	
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
No IEP	69	75	60	66	
IEP	70	72	58	76	

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

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

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

[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A12.3

Fairness, Rule Clarity, and Respect for Diversity by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
No IEP	40	48	26	27	
IEP	40	47	15	30	
School treats all students with respect[†]					
No IEP	47	57	30	36	
IEP	52	59	25	45	
School promotes respect of cultural beliefs/practices[†]					
No IEP	38	46	24	28	
IEP	39	44	21	35	

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

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

Table A12.4

Substance Use, School Disorder, and Bullying by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶][ψ]					
No IEP	22	5	39	63	
IEP	11	2	27	65	
Student alcohol and drug use[‡][ψ]					
No IEP	8	5	10	24	
IEP	4	2	6	19	
Student vaping or e-cigarette use[‡][ψ]					
No IEP	12	4	17	36	
IEP	6	2	16	27	
School disorder[¶][ψ]					
No IEP	24	16	36	34	
IEP	20	14	37	41	
Harassment or bullying of students[‡][ψ]					
No IEP	11	6	18	16	
IEP	12	8	24	27	

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

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

[ψ]*In-School only.*

[‡]*Percent of respondents reporting "Large problem."*

Table A12.5

Facilities by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties[†][ψ]					
No IEP	44	54	25	35	
IEP	53	62	21	43	

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

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

[ψ]*In-School only.*

13. Parent Role Breakdowns

Table A13.1

Parental Involvement by Parent Role

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Parent of the child	42	52	24	25	31
Foster parent					
Other relatives and/or legal guardian	56	63	53		
Parental involvement in school[§]					
Parent of the child	55	61	46	45	40
Foster parent					
Other relatives and/or legal guardian	51	57	39		
School encourages me to be an active partner[†]					
Parent of the child	45	55	25	30	17
Foster parent					
Other relatives and/or legal guardian	58	62	64		
School actively seeks the input of parents[†]					
Parent of the child	31	38	19	20	33
Foster parent					
Other relatives and/or legal guardian	33	38	36		
Parents feel welcome to participate at this school[†]					
Parent of the child	42	55	20	20	17
Foster parent					
Other relatives and/or legal guardian	60	71	55		

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

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

[§]*Average percent of respondents reporting "Yes."*

Table A13.2

School Supports for Students by Parent Role

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Parent of the child	40	48	23	30	24
Foster parent					
Other relatives and/or legal guardian	46	51	42		
School is a safe place for my child[†]					
Parent of the child	44	54	24	33	0
Foster parent					
Other relatives and/or legal guardian	51	57	50		
School motivates students to learn[†]					
Parent of the child	40	51	21	28	17
Foster parent					
Other relatives and/or legal guardian	47	55	42		
School has adults who really care about students[†]					
Parent of the child	45	55	27	31	67
Foster parent					
Other relatives and/or legal guardian	54	75	27		
Opportunities for meaningful student participation[†]					
Parent of the child	40	48	22	33	17
Foster parent					
Other relatives and/or legal guardian	36	33	45		
Communication with parents about school[#]					
Parent of the child	48	55	34	36	28
Foster parent					
Other relatives and/or legal guardian	58	68	52		
Teachers responsive to child's social and emotional needs[Γ]					
Parent of the child	82	89	69	68	60
Foster parent					
Other relatives and/or legal guardian	83	100	58		

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

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

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

[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

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

Table A13.2

School Supports for Students by Parent Role – Continued

	All %	ES %	MS %	HS %	NT %
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
Parent of the child	70	74	60	68	40
Foster parent					
Other relatives and/or legal guardian	63	75	50		

Notes: Cells are empty if there are less than 5 respondents.
[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A13.3

Fairness, Rule Clarity, and Respect for Diversity by Parent Role

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
Parent of the child	40	48	24	27	17
Foster parent					
Other relatives and/or legal guardian	43	43	42		
School treats all students with respect[†]					
Parent of the child	49	58	30	37	20
Foster parent					
Other relatives and/or legal guardian	60	65	58		
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	38	46	24	29	50
Foster parent					
Other relatives and/or legal guardian	44	48	36		

Notes: Cells are empty if there are less than 5 respondents.
[†]*Average percent of respondents reporting "Strongly agree."*

Table A13.4

Substance Use, School Disorder, and Bullying by Parent Role

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶][ψ]					
Parent of the child	20	4	38	63	61
Foster parent					
Other relatives and/or legal guardian	6	0	17		
Student alcohol and drug use[‡][ψ]					
Parent of the child	8	4	9	23	33
Foster parent					
Other relatives and/or legal guardian	0	0	0		
Student vaping or e-cigarette use[‡][ψ]					
Parent of the child	11	4	17	33	50
Foster parent					
Other relatives and/or legal guardian	3	0	8		
School disorder[¶][ψ]					
Parent of the child	23	15	36	34	43
Foster parent					
Other relatives and/or legal guardian	16	15	17		
Harassment or bullying of students[‡][ψ]					
Parent of the child	10	6	19	15	50
Foster parent					
Other relatives and/or legal guardian	6	0	8		

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

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

[ψ]*In-School only.*

[‡]*Percent of respondents reporting "Large problem."*

Table A13.5

Facilities by Parent Role

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties[†][ψ]					
Parent of the child	45	56	25	36	0
Foster parent					
Other relatives and/or legal guardian	58	70	42		

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

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

[ψ]*In-School only.*

Appendix

2023-24 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Blanche Sprentz Elementary	X
Carl H. Sundahl Elementary	X
Cordova Gardens Elementary	X
Cordova Meadows Elementary	X
Cordova Villa Elementary	X
Empire Oaks Elementary	X
Folsom Cordova K-8 Community Charter	X
Folsom Hills Elementary	X
Gold Ridge Elementary	X
Innovations Academy	X
Mangini Ranch Elementary	X
Mather Heights Elementary	X
Natoma Station Elementary	X
Navigator Elementary	X
Oak Chan Elementary	X
Peter J. Shields Elementary	X
Rancho Cordova Elementary	X
Riverview STEM Elementary	X
Russell Ranch Elementary	X
Sandra J. Gallardo Elementary	X
Theodore Judah Elementary	X
White Rock Elementary	X
Williamson Elementary	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPS Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Folsom Middle	X
Mills Middle	X
Sutter Middle	X
W. E. Mitchell Middle	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPS Parent Survey Data Status

Eligible High Schools	Data Received
Cordova High	X
Folsom High	X
Vista del Lago High	X
Walnutwood High (Independent Study)	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPS Parent Survey Data Status

Eligible Non-Traditional Schools[A]	Data Received
Folsom Lake High	
Kinney High (Continuation)	X
Prospect Community Day	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 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.*