

CALIFORNIA SCHOOL PARENT SURVEY



Palo Alto Unified 2023-2024 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 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 CSPA 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 CSPA. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

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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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	396	253	68	75	–

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	396	253	68	75	–
Remote model only	0	0	0	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 [†]	36	41	33	22	–	A6.1
Parental involvement in school [§]	65	69	60	59	–	A6.3
School encourages me to be an active partner [†]	37	43	29	24	–	A6.1
School actively seeks the input of parents [†]	18	20	16	14	–	A6.1
Parents feel welcome to participate at this school [†]	42	53	35	16	–	A6.1
School Supports for Students						
Student learning environment [†]	33	36	34	22	–	A7.1
School is a safe place for my child [†]	38	41	40	26	–	A7.1
School motivates students to learn [†]	34	38	33	23	–	A7.1
School has adults who really care about students [†]	39	43	41	25	–	A7.1
Opportunities for meaningful student participation [†]	32	36	31	20	–	A7.1
Communication with parents about school [#]	38	42	36	26	–	A6.2
Teachers responsive to child's social and emotional needs ^Γ	83	89	77	65	–	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	74	73	79	75	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	26	29	29	14	–	A7.1
School treats all students with respect [†]	40	46	39	20	–	A7.1
School promotes respect of cultural beliefs/practices [†]	40	47	35	23	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	13	4	14	45	–	A8.1
Student alcohol and drug use ^{‡ψ}	4	3	2	9	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	3	2	2	9	–	A8.1
School disorder ^{¶ψ}	22	21	20	24	–	A8.2
Harassment or bullying of students ^{‡ψ}	7	8	3	7	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	39	44	35	24	–	A9.1

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

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

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

^ψIn-School only.

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

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

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

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

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

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	–
Remote Learning Model	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	100	100	99	100	–
Foster parent of the child enrolled at this school	0	0	1	0	–
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0	0	0	0	–
Not applicable, not sure, or decline to answer	0	0	0	0	–

Question A.2: I am a...

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	1	1	0	0	–
Asian or Asian American	26	25	30	25	–
Black or African American (Not Hispanic or Latinx)	2	1	1	3	–
Filipino	1	0	1	1	–
Hispanic or Latinx	9	8	10	13	–
Native Hawaiian or Pacific Islander	1	0	1	0	–
White (Not Hispanic/Latinx)	42	42	39	44	–
Two or more races/ethnicities	10	10	13	7	–
Not applicable, not sure, or decline to answer	10	12	3	7	–

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	–
Kindergarten	8	13	0	0	–
1st grade	8	12	0	0	–
2nd grade	10	16	0	0	–
3rd grade	10	15	0	0	–
4th grade	11	18	0	0	–
5th grade	12	19	0	0	–
6th grade	6	0	32	0	–
7th grade	6	0	34	0	–
8th grade	5	0	29	0	–
9th grade	3	0	1	16	–
10th grade	7	0	1	33	–
11th grade	6	0	0	29	–
12th grade	4	0	1	21	–
Other	1	1	0	0	–
Ungraded	1	1	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)	18	18	22	15	–
English Language Development (for children learning English)	6	8	4	3	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	10	0	4	43	–
Not applicable, not sure, or decline to answer	68	75	71	46	–

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	70	60	85	87	–
Yes - 1 day a week	6	7	3	4	–
Yes - 2 days a week	4	4	8	4	–
Yes - 3 days a week	3	4	0	3	–
Yes - 4 days a week	2	2	2	0	–
Yes - 5 days a week	15	22	3	3	–

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 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					—
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	40	37	47	42	–
Agree	43	44	40	42	–
Disagree	12	13	11	9	–
Strongly disagree	2	2	2	5	–
Not sure/NA	3	4	0	3	–

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

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

Table A5.2

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	45	41	25	–
Agree	43	39	48	54	–
Disagree	8	9	2	11	–
Strongly disagree	3	2	2	6	–
Not sure/NA	5	5	8	5	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	36	41	33	22	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	42	48	38	27	–
Agree	46	45	49	47	–
Disagree	7	5	6	14	–
Strongly disagree	1	1	3	1	–
Don’t know/NA	4	2	3	10	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	37	43	29	24	–
Agree	48	47	51	50	–
Disagree	8	5	14	11	–
Strongly disagree	3	2	2	9	–
Don’t know/NA	4	3	5	6	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	18	20	16	14	–
Agree	38	38	44	33	–
Disagree	20	20	14	24	–
Strongly disagree	7	5	6	11	–
Don’t know/NA	17	16	19	17	–

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	42	53	35	16	–
Agree	46	42	51	53	–
Disagree	7	3	8	20	–
Strongly disagree	2	2	2	3	–
Don't know/NA	3	0	5	9	–
School staff treat parents with respect.					
Strongly agree	44	49	43	29	–
Agree	49	45	49	61	–
Disagree	5	5	3	7	–
Strongly disagree	2	1	3	3	–
Don't know/NA	1	1	2	0	–
School staff take parent concerns seriously.					
Strongly agree	31	34	35	20	–
Agree	43	42	38	53	–
Disagree	14	15	13	11	–
Strongly disagree	3	2	5	7	–
Don't know/NA	8	8	10	9	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	38	42	36	26	–
School keeps me well-informed about school activities.					
Strongly agree	43	44	44	39	–
Agree	48	48	49	49	–
Disagree	7	6	5	11	–
Strongly disagree	1	1	0	1	–
Don’t know/NA	1	1	2	0	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	33	40	25	14	–
Agree	47	47	48	46	–
Disagree	15	10	17	27	–
Strongly disagree	3	2	3	9	–
Don’t know/NA	3	1	6	4	–
Letting you know how your child is doing in school between report cards.					
Very well	41	43	40	34	–
Just okay	35	38	29	29	–
Not very well	12	8	19	21	–
Does not do it at all	10	10	10	13	–
Don’t know/NA	1	1	2	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	29	33	29	19	–
Just okay	20	18	23	21	–
Not very well	14	12	16	16	–
Does not do it at all	16	13	19	22	–
Don't know/NA	22	24	13	22	–
Providing information on your expected role at your child's school.					
Very well	43	51	40	21	–
Just okay	30	30	27	34	–
Not very well	11	8	18	15	–
Does not do it at all	8	6	10	15	–
Don't know/NA	7	6	5	16	–
Providing information about how to help your child with homework.^ø					
Very well	44	47	35		–
Just okay	28	30	20		–
Not very well	12	10	18		–
Does not do it at all	9	6	18		–
Don't know/NA	7	7	8		–
Providing information on how to help your child plan for college or vocational school.^ø					
Very well	29		16	40	–
Just okay	21		8	32	–
Not very well	13		13	13	–
Does not do it at all	15		25	6	–
Don't know/NA	22		38	9	–

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.

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

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
<i>Average reporting “Yes”</i>	65	69	60	59	–
Attended a school or class event					
No	11	7	13	21	–
Yes	89	93	87	79	–
Attended a general school meeting					
No	6	5	6	10	–
Yes	94	95	94	90	–
Participated in a meeting of the parent-teacher organization or association					
No	46	44	50	47	–
Yes	54	56	50	53	–
Participated in fundraising for the school					
No	32	27	44	37	–
Yes	68	73	56	63	–
Served on a school committee					
No	79	74	85	90	–
Yes	21	26	15	10	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^ø					
No	18	10	43		–
Yes	82	90	57		–

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

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

^øItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.^ø					
No	9	1	33		–
Yes	91	99	67		–
Met with a school counselor in person or remotely.^ø					
No	59	68	52	38	–
Yes	41	32	48	62	–

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

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

^øItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	33	36	34	22	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	31	34	29	20	–
Agree	48	47	46	56	–
Disagree	11	9	16	13	–
Strongly disagree	3	3	3	4	–
Don’t know/NA	7	7	6	7	–
treats all students with respect.					
Strongly agree	40	46	39	20	–
Agree	48	42	55	63	–
Disagree	7	8	6	7	–
Strongly disagree	2	2	0	1	–
Don’t know/NA	3	3	0	9	–
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	32	36	31	20	–
Agree	46	43	48	54	–
Disagree	8	7	10	11	–
Strongly disagree	2	2	2	1	–
Don’t know/NA	12	12	10	13	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	23	22	34	17	–
Agree	39	36	40	46	–
Disagree	15	14	13	19	–
Strongly disagree	5	5	0	9	–
Don’t know/NA	19	24	13	9	–

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 %
<i>This school...</i>					
is a supportive and inviting place for students to learn.					
Strongly agree	34	39	32	20	–
Agree	50	48	59	49	–
Disagree	11	10	8	17	–
Strongly disagree	3	2	0	7	–
Don't know/NA	2	0	2	7	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	40	47	35	23	–
Agree	48	43	54	57	–
Disagree	4	3	5	6	–
Strongly disagree	2	3	0	1	–
Don't know/NA	6	4	6	13	–
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	25	29	22	14	–
Agree	38	40	40	31	–
Disagree	15	13	17	19	–
Strongly disagree	3	4	3	3	–
Don't know/NA	19	15	17	33	–
enforces school rules equally for my child and all students.					
Strongly agree	26	29	29	14	–
Agree	48	46	60	41	–
Disagree	9	9	2	17	–
Strongly disagree	4	6	2	3	–
Don't know/NA	12	10	8	24	–

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 %
<i>This school...</i>					
has quality programs for my child’s talents, gifts, or special needs.					
Strongly agree	23	22	24	23	–
Agree	34	29	35	49	–
Disagree	22	25	21	14	–
Strongly disagree	7	9	6	1	–
Don’t know/NA	14	15	14	13	–
is a safe place for my child.					
Strongly agree	38	41	40	26	–
Agree	51	47	56	59	–
Disagree	6	7	3	4	–
Strongly disagree	3	3	0	6	–
Don’t know/NA	2	1	2	4	–
provides high quality instruction to my child.					
Strongly agree	36	37	35	32	–
Agree	51	49	49	59	–
Disagree	8	7	14	6	–
Strongly disagree	2	3	0	1	–
Don’t know/NA	3	4	2	1	–
motivates students to learn.					
Strongly agree	34	38	33	23	–
Agree	49	48	49	54	–
Disagree	11	9	13	17	–
Strongly disagree	2	2	2	3	–
Don’t know/NA	3	4	3	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 %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	46	50	45	32	–
Agree	38	35	47	41	–
Disagree	9	9	3	16	–
Strongly disagree	1	0	3	1	–
Don't know/NA	6	6	2	10	–
has adults who really care about students.					
Strongly agree	39	43	41	25	–
Agree	51	47	56	59	–
Disagree	4	4	2	4	–
Strongly disagree	1	1	0	1	–
Don't know/NA	5	4	2	10	–
has high expectations for all students.					
Strongly agree	27	26	32	29	–
Agree	49	50	49	46	–
Disagree	11	12	14	9	–
Strongly disagree	3	4	3	3	–
Don't know/NA	9	10	2	13	–
encourages students to care about how others feel.					
Strongly agree	37	43	38	17	–
Agree	47	45	49	52	–
Disagree	6	4	5	13	–
Strongly disagree	3	3	0	3	–
Don't know/NA	7	4	8	14	–

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	44	54	35	17	–
Agree	39	35	42	48	–
Disagree	7	5	5	14	–
Strongly disagree	3	3	3	2	–
Not sure/NA	8	3	15	20	–
Support staff are available to my child if he/she needs them.					
Strongly agree	34	29	47	35	–
Agree	35	32	34	49	–
Disagree	6	7	3	8	–
Strongly disagree	4	5	2	5	–
Not sure/NA	20	27	15	3	–
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	35	33	44	31	–
Agree	40	40	34	45	–
Disagree	12	13	8	12	–
Strongly disagree	4	5	3	3	–
Not sure/NA	9	9	10	9	–

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	46	37	26	–
Agree	43	42	48	45	–
Disagree	10	8	8	18	–
Strongly disagree	1	1	2	2	–
Not sure/NA	4	3	5	9	–

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

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

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	13	4	14	45	—
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	60	75	53	18	—
Small problem	7	1	13	24	—
Somewhat a problem	2	0	0	12	—
Large problem	3	2	2	6	—
Don't know/NA	28	22	32	41	—
student vaping or e-cigarette use?					
Not a problem	58	73	52	16	—
Small problem	8	2	10	25	—
Somewhat a problem	4	0	5	15	—
Large problem	3	2	2	9	—
Don't know/NA	27	22	32	35	—
student alcohol and drug use?					
Not a problem	61	75	61	15	—
Small problem	6	0	8	21	—
Somewhat a problem	3	0	2	15	—
Large problem	4	3	2	9	—
Don't know/NA	26	21	27	41	—

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

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

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

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	22	21	20	24	–
<i>Based on your experience, how much of a problem at this school is...</i>					
harassment or bullying?					
Not a problem	26	28	29	19	–
Small problem	28	31	27	19	–
Somewhat a problem	18	17	16	24	–
Large problem	7	8	3	7	–
Don't know/NA	21	17	24	31	–
physical fights?					
Not a problem	45	48	44	37	–
Small problem	18	19	16	19	–
Somewhat a problem	6	7	8	1	–
Large problem	4	4	3	3	–
Don't know/NA	26	21	29	39	–
racial/ethnic conflict among students?					
Not a problem	46	49	52	34	–
Small problem	13	13	10	16	–
Somewhat a problem	7	5	6	13	–
Large problem	4	6	2	1	–
Don't know/NA	30	28	31	35	–
students not respecting staff?					
Not a problem	45	49	42	32	–
Small problem	17	15	21	19	–
Somewhat a problem	6	7	2	7	–
Large problem	3	3	3	3	–
Don't know/NA	30	26	32	38	–

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	73	78	74	57	–
Small problem	2	1	3	4	–
Somewhat a problem	0	0	0	0	–
Large problem	3	3	2	3	–
Don't know/NA	22	19	21	35	–
weapons possession?					
Not a problem	75	78	79	60	–
Small problem	1	1	0	0	–
Somewhat a problem	1	0	0	3	–
Large problem	2	3	2	1	–
Don't know/NA	22	19	20	35	–
vandalism (including graffiti)?					
Not a problem	67	74	61	47	–
Small problem	8	4	11	18	–
Somewhat a problem	2	1	5	1	–
Large problem	2	2	2	1	–
Don't know/NA	22	19	21	32	–

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

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

Table A8.3***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	2	1	2	4	–
Yes	73	70	79	77	–
Don't know	25	29	19	19	–

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	39	44	35	24	—
Agree	50	46	56	62	—
Disagree	7	7	8	6	—
Strongly disagree	1	1	0	0	—
Don't know/NA	3	2	2	9	—

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

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

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					—
Asian or Asian American	36	39	30	30	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	30	33	45	13	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	43	53	31	24	—
Two or more races/ethnicities	36	36	45	20	—
Parental involvement in school[§]					
American Indian or Alaska Native					—
Asian or Asian American	66	68	63	62	—
Black or African American (Not Hispanic/Latinx)	76				—
Filipino					—
Hispanic or Latinx	61	69	43	60	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	66	70	64	56	—
Two or more races/ethnicities	70	77	60	60	—
School encourages me to be an active partner[†]					
American Indian or Alaska Native					—
Asian or Asian American	37	41	25	39	—
Black or African American (Not Hispanic/Latinx)	0				—
Filipino					—
Hispanic or Latinx	31	37	43	10	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	45	54	29	27	—
Two or more races/ethnicities	42	47	43	20	—

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					–
Asian or Asian American	19	20	10	28	–
Black or African American (Not Hispanic/Latinx)	17				–
Filipino					–
Hispanic or Latinx	17	21	29	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	20	24	13	13	–
Two or more races/ethnicities	23	22	29	20	–
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native					–
Asian or Asian American	46	58	30	22	–
Black or African American (Not Hispanic/Latinx)	17				–
Filipino					–
Hispanic or Latinx	36	47	43	10	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	47	61	33	17	–
Two or more races/ethnicities	43	44	57	20	–

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					—
Asian or Asian American	30	29	33	32	—
Black or African American (Not Hispanic/Latinx)	25				—
Filipino					—
Hispanic or Latinx	30	36	44	6	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	42	49	30	27	—
Two or more races/ethnicities	33	32	49	16	—
School is a safe place for my child[†]					
American Indian or Alaska Native					—
Asian or Asian American	36	36	40	33	—
Black or African American (Not Hispanic/Latinx)	33				—
Filipino					—
Hispanic or Latinx	28	37	43	0	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	46	52	38	37	—
Two or more races/ethnicities	37	37	57		—
School motivates students to learn[†]					
American Indian or Alaska Native					—
Asian or Asian American	27	26	30	28	—
Black or African American (Not Hispanic/Latinx)	33				—
Filipino					—
Hispanic or Latinx	37	37	57	22	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	45	55	29	27	—
Two or more races/ethnicities	29	26	43	20	—

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					–
Asian or Asian American	30	28	40	28	–
Black or African American (Not Hispanic/Latinx)	33				–
Filipino					–
Hispanic or Latinx	31	37	57	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	52	61	38	37	–
Two or more races/ethnicities	43	44	57	20	–
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native					–
Asian or Asian American	28	30	25	28	–
Black or African American (Not Hispanic/Latinx)	17				–
Filipino					–
Hispanic or Latinx	20	26	33	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	41	47	30	30	–
Two or more races/ethnicities	35	37	57	0	–
Communication with parents about school[#]					
American Indian or Alaska Native					–
Asian or Asian American	34	36	30	33	–
Black or African American (Not Hispanic/Latinx)	27				–
Filipino					–
Hispanic or Latinx	38	50	43	12	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	45	52	35	32	–
Two or more races/ethnicities	37	37	51	16	–

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					–
Asian or Asian American	82	87	80	71	–
Black or African American (Not Hispanic/Latinx)	80				–
Filipino					–
Hispanic or Latinx	79	89	71	67	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	83	91	71	68	–
Two or more races/ethnicities	74	84	86	20	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native					–
Asian or Asian American	77	75	80	82	–
Black or African American (Not Hispanic/Latinx)	83				–
Filipino					–
Hispanic or Latinx	71	67	71	78	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	81	79	87	82	–
Two or more races/ethnicities	58	63	71	20	–

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					—
Asian or Asian American	25	26	20	28	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	28	37	43	0	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	31	36	33	13	—
Two or more races/ethnicities	27	28	29	20	—
School treats all students with respect[†]					
American Indian or Alaska Native					—
Asian or Asian American	40	41	45	33	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	29	42	33	0	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	48	61	29	23	—
Two or more races/ethnicities	45	42	71	20	—
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native					—
Asian or Asian American	37	38	35	39	—
Black or African American (Not Hispanic/Latinx)	33				—
Filipino					—
Hispanic or Latinx	36	53	43	0	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	51	63	33	27	—
Two or more races/ethnicities	39	42	43	20	—

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					—
Asian or Asian American	14	8	13	41	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	22	4	14	63	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	12	1	11	45	—
Two or more races/ethnicities	11	0	33	20	—
Student alcohol and drug use^{‡ψ}					
American Indian or Alaska Native					—
Asian or Asian American	6	8	0	6	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	11	0	14	30	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	1	0	0	3	—
Two or more races/ethnicities	0	0	0	0	—
Student vaping or e-cigarette use^{‡ψ}					
American Indian or Alaska Native					—
Asian or Asian American	5	6	0	6	—
Black or African American (Not Hispanic/Latinx)	17				—
Filipino					—
Hispanic or Latinx	11	0	14	30	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	1	0	0	3	—
Two or more races/ethnicities	0	0	0	0	—

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

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

^ψIn-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					–
Asian or Asian American	21	22	18	25	–
Black or African American (Not Hispanic/Latinx)	36				–
Filipino					–
Hispanic or Latinx	24	21	18	34	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	20	18	24	21	–
Two or more races/ethnicities	23	26	18	18	–
Harassment or bullying of students^{‡ψ}					
American Indian or Alaska Native					–
Asian or Asian American	7	8	5	6	–
Black or African American (Not Hispanic/Latinx)	33				–
Filipino					–
Hispanic or Latinx	14	11	14	20	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	6	8	0	7	–
Two or more races/ethnicities	0	0	0	0	–

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

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

^ψIn-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					—
Asian or Asian American	32	38	25	22	—
Black or African American (Not Hispanic/Latinx)	33				—
Filipino					—
Hispanic or Latinx	31	37	43	11	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	51	58	38	38	—
Two or more races/ethnicities	33	33	57	0	—

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	35	42	33	22	—
English learner	32	33			—
Parental involvement in school[§]					
Not English learner	65	69	60	59	—
English learner	63	69			—
School encourages me to be an active partner[†]					
Not English learner	38	47	28	23	—
English learner	30	31			—
School actively seeks the input of parents[†]					
Not English learner	19	22	18	15	—
English learner	10	13			—
Parents feel welcome to participate at this school[†]					
Not English learner	41	52	34	15	—
English learner	45	50			—

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	32	36	31	22	–
English learner	25	25			–
School is a safe place for my child[†]					
Not English learner	35	39	34	26	–
English learner	40	38			–
School motivates students to learn[†]					
Not English learner	33	37	32	25	–
English learner	25	25			–
School has adults who really care about students[†]					
Not English learner	39	43	40	26	–
English learner	25	25			–
Opportunities for meaningful student participation[†]					
Not English learner	31	35	31	19	–
English learner	30	31			–
Communication with parents about school[#]					
Not English learner	37	43	35	25	–
English learner	35	35			–
Teachers responsive to child's social and emotional needs^Γ					
Not English learner	82	90	76	64	–
English learner	79	75			–
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
Not English learner	73	71	76	76	–
English learner	74	75			–

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.”

^ΓAverage 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	25	28	26	15	–
English learner	26	27			–
School treats all students with respect[†]					
Not English learner	40	48	39	19	–
English learner	32	33			–
School promotes respect of cultural beliefs/practices[†]					
Not English learner	38	46	30	23	–
English learner	32	33			–

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	14	4	11	44	—
English learner	18	13			—
Student alcohol and drug use^{‡ψ}					
Not English learner	4	2	2	8	—
English learner	15	13			—
Student vaping or e-cigarette use^{‡ψ}					
Not English learner	3	2	2	8	—
English learner	15	13			—
School disorder^{¶ψ}					
Not English learner	22	21	24	24	—
English learner	29	31			—
Harassment or bullying of students^{‡ψ}					
Not English learner	8	8	4	8	—
English learner	15	19			—

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

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

^ψIn-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	39	45	36	25	—
English learner	20	19			—

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

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

^ψIn-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	35	41	36	20	–
IEP	35	40	25	28	–
Parental involvement in school[§]					
No IEP	64	68	58	57	–
IEP	71	74	70	64	–
School encourages me to be an active partner[†]					
No IEP	37	44	35	20	–
IEP	40	53	8	33	–
School actively seeks the input of parents[†]					
No IEP	18	20	20	13	–
IEP	20	24	8	22	–
Parents feel welcome to participate at this school[†]					
No IEP	41	53	35	13	–
IEP	41	48	33	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	31	34	35	21	–
IEP	33	38	24	30	–
School is a safe place for my child[†]					
No IEP	36	38	43	24	–
IEP	35	41	17	38	–
School motivates students to learn[†]					
No IEP	33	35	38	22	–
IEP	33	38	17	38	–
School has adults who really care about students[†]					
No IEP	37	40	40	25	–
IEP	43	47	42	25	–
Opportunities for meaningful student participation[†]					
No IEP	30	35	29	16	–
IEP	36	35	42	33	–
Communication with parents about school[#]					
No IEP	36	40	37	23	–
IEP	45	53	35	31	–
Teachers responsive to child's social and emotional needs^Γ					
No IEP	82	89	78	66	–
IEP	80	90	73	56	–
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
No IEP	73	71	75	78	–
IEP	73	74	82	56	–

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.”

^ΓAverage 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	26	29	33	13	–
IEP	20	24	8	22	–
School treats all students with respect[†]					
No IEP	40	47	46	18	–
IEP	35	44	17	22	–
School promotes respect of cultural beliefs/practices[†]					
No IEP	39	46	35	20	–
IEP	35	41	17	33	–

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	15	5	13	45	–
IEP	11	3	9	41	–
Student alcohol and drug use^{‡ψ}					
No IEP	5	3	3	9	–
IEP	4	3	0	11	–
Student vaping or e-cigarette use^{‡ψ}					
No IEP	4	3	3	9	–
IEP	4	3	0	11	–
School disorder^{¶ψ}					
No IEP	23	23	23	23	–
IEP	21	18	23	30	–
Harassment or bullying of students^{‡ψ}					
No IEP	8	9	3	8	–
IEP	10	9	9	11	–

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

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

^ψIn-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	36	39	40	24	–
IEP	45	58	25	25	–

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

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

^ψIn-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	36	41	33	22	—
Foster parent					—
Other relatives and/or legal guardian					—
Parental involvement in school[§]					
Parent of the child	66	69	60	59	—
Foster parent					—
Other relatives and/or legal guardian					—
School encourages me to be an active partner[†]					
Parent of the child	37	43	29	24	—
Foster parent					—
Other relatives and/or legal guardian					—
School actively seeks the input of parents[†]					
Parent of the child	18	20	16	14	—
Foster parent					—
Other relatives and/or legal guardian					—
Parents feel welcome to participate at this school[†]					
Parent of the child	42	53	35	16	—
Foster parent					—
Other relatives and/or legal guardian					—

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	33	36	34	22	—
Foster parent					—
Other relatives and/or legal guardian					—
School is a safe place for my child[†]					
Parent of the child	38	41	40	26	—
Foster parent					—
Other relatives and/or legal guardian					—
School motivates students to learn[†]					
Parent of the child	34	38	34	23	—
Foster parent					—
Other relatives and/or legal guardian					—
School has adults who really care about students[†]					
Parent of the child	39	43	42	25	—
Foster parent					—
Other relatives and/or legal guardian					—
Opportunities for meaningful student participation[†]					
Parent of the child	32	36	32	20	—
Foster parent					—
Other relatives and/or legal guardian					—
Communication with parents about school[#]					
Parent of the child	38	42	37	26	—
Foster parent					—
Other relatives and/or legal guardian					—
Teachers responsive to child's social and emotional needs^Γ					
Parent of the child	83	89	77	65	—
Foster parent					—
Other relatives and/or legal guardian					—

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.”

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation/Community Day/Other Type
Palo Alto Unified

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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[†]					
Parent of the child	74	73	78	75	–
Foster parent					–
Other relatives and/or legal guardian					–

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

[†]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	26	29	29	14	–
Foster parent					–
Other relatives and/or legal guardian					–
School treats all students with respect[†]					
Parent of the child	40	46	39	20	–
Foster parent					–
Other relatives and/or legal guardian					–
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	40	47	35	23	–
Foster parent					–
Other relatives and/or legal guardian					–

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	13	4	14	45	—
Foster parent					—
Other relatives and/or legal guardian					—
Student alcohol and drug use^{‡ψ}					
Parent of the child	4	3	2	9	—
Foster parent					—
Other relatives and/or legal guardian					—
Student vaping or e-cigarette use^{‡ψ}					
Parent of the child	3	2	2	9	—
Foster parent					—
Other relatives and/or legal guardian					—
School disorder^{¶ψ}					
Parent of the child	21	21	20	24	—
Foster parent					—
Other relatives and/or legal guardian					—
Harassment or bullying of students^{‡ψ}					
Parent of the child	7	8	3	7	—
Foster parent					—
Other relatives and/or legal guardian					—

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

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

^ψIn-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	39	44	35	24	—
Foster parent					—
Other relatives and/or legal guardian					—

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 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Addison Elementary	X
Barron Park Elementary	X
Duveneck Elementary	X
El Carmelo Elementary	X
Escondido Elementary	X
Fairmeadow Elementary	X
Greendell	X
Herbert Hoover Elementary	X
Juana Briones Elementary	X
Lucille M. Nixon Elementary	X
Ohlone Elementary	X
Packard Children's Hospital/Stanford	
Palo Verde Elementary	X
Walter Hays Elementary	X

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

2023-24 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Ellen Fletcher Middle	X
Frank S. Greene Jr. Middle	X
Jane Lathrop Stanford Middle	X
Jane Lathrop Stanford Middle - custom only	

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

2023-24 CSPA Parent Survey Data Status

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

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