

CALIFORNIA SCHOOL PARENT SURVEY



Hayward Unified 2023-2024 Main Report

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

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Recommended citation:

Hayward Unified School District. *California School Parent Survey, 2023-2024: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 7 Aug 2024
CDS code: 01611920000000

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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.

ACKNOWLEDGMENTS

The CSPA and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health & Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality.

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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	X

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	5,708	3,584	976	1,107	41

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	5,623	3,545	963	1,077	38
Remote model only	85	39	13	30	3

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 [†]	41	46	39	30	38	A6.1
Parental involvement in school [§]	52	58	44	40	21	A6.3
School encourages me to be an active partner [†]	41	46	36	29	38	A6.1
School actively seeks the input of parents [†]	35	38	32	24	38	A6.1
Parents feel welcome to participate at this school [†]	44	49	42	31	33	A6.1
School Supports for Students						
Student learning environment [†]	40	44	38	29	43	A7.1
School is a safe place for my child [†]	40	46	36	25	42	A7.1
School motivates students to learn [†]	41	46	38	29	41	A7.1
School has adults who really care about students [†]	42	46	39	30	44	A7.1
Opportunities for meaningful student participation [†]	41	44	40	31	52	A7.1
Communication with parents about school [#]	51	56	48	39	36	A6.2
Teachers responsive to child's social and emotional needs ^Γ	84	89	80	72	71	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	77	78	78	75	64	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	40	44	38	30	45	A7.1
School treats all students with respect [†]	45	49	44	34	52	A7.1
School promotes respect of cultural beliefs/practices [†]	44	48	42	33	42	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	29	17	45	55	31	A8.1
Student alcohol and drug use ^{‡ψ}	17	13	19	25	28	A8.1
Student vaping or e-cigarette use ^{‡ψ}	18	13	24	31	17	A8.1
School disorder ^{¶ψ}	34	28	42	47	22	A8.2
Harassment or bullying of students ^{‡ψ}	21	19	26	24	28	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	38	43	35	23	34	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	99	99	99	97	93
Remote Learning Model	1	1	1	3	7

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

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

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

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

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	96	96	93	96	93
Foster parent of the child enrolled at this school	1	1	1	1	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	3	2	5	3	7
Not applicable, not sure, or decline to answer	1	0	1	1	0

Question A.2: I am a...

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	1	0
Asian or Asian American	9	11	6	7	0
Black or African American (Not Hispanic or Latinx)	7	6	8	8	5
Filipino	8	7	9	10	2
Hispanic or Latinx	55	54	56	57	73
Native Hawaiian or Pacific Islander	4	4	4	4	2
White (Not Hispanic/Latinx)	5	5	5	5	5
Two or more races/ethnicities	7	8	8	5	5
Not applicable, not sure, or decline to answer	5	5	5	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	5	0	0	0
Kindergarten	8	12	0	0	0
1st grade	8	12	0	0	0
2nd grade	8	13	0	0	0
3rd grade	9	14	0	0	0
4th grade	9	15	0	0	0
5th grade	9	14	0	0	0
6th grade	8	13	1	1	0
7th grade	9	0	50	1	0
8th grade	8	0	46	1	0
9th grade	5	0	1	25	0
10th grade	5	0	0	25	0
11th grade	5	0	0	24	30
12th grade	5	0	0	22	68
Other	0	0	0	0	3
Ungraded	0	0	0	0	0

Question A.5: In what grade is your child?

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

Table A3.5***Special Program Participation***

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	17	17	15	18	18
English Language Development (for children learning English)	23	27	18	15	5
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	6	3	7	13	0
Not applicable, not sure, or decline to answer	59	58	64	58	77

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	67	66	80	97
Yes - 1 day a week	3	3	5	3	0
Yes - 2 days a week	5	4	7	5	0
Yes - 3 days a week	3	3	3	2	0
Yes - 4 days a week	2	2	2	3	3
Yes - 5 days a week	17	21	17	6	0

Question A.6: Does one or more of your children participate in this school’s afterschool program? (Respond for your child that most frequently participates in the afterschool program.)

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

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %	ES %	MS %	HS %	NT %
Number of weekdays my child participated in school from home					
0 days	18	28	9	13	
1 day	5	7	9	0	
2 days	12	14	0	17	
3 days	6	3	0	13	
4 days	3	3	0	4	
5 days	45	41	64	35	
Not sure	11	3	18	17	

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	34	27	50	37	
Agree	36	42	20	37	
Disagree	5	0	0	16	
Strongly disagree	12	12	20	5	
Not sure/NA	12	19	10	5	

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	4	4	0	5	
1	4	0	0	10	
2	5	4	11	5	
3	9	17	11	0	
4	0	0	0	0	
5	9	8	11	10	
6	9	4	0	19	
7	9	8	22	5	
8	18	21	11	14	
9	7	13	0	5	
10 - Extremely successful	28	21	33	29	

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	28	24	30	30	
Agree	36	36	30	35	
Disagree	7	8	10	5	
Strongly disagree	7	8	10	5	
Not sure/NA	22	24	20	25	

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	49	42	29	36
Agree	41	39	43	47	46
Disagree	8	6	8	14	4
Strongly disagree	3	3	3	6	7
Not sure/NA	3	3	3	5	7

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	48	53	47	36	46
Agree	41	39	43	48	39
Disagree	4	3	4	7	0
Strongly disagree	2	1	2	3	7
Not sure/NA	5	5	4	5	7

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>	41	46	39	30	38
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	42	46	40	29	38
Agree	45	42	46	54	47
Disagree	7	6	6	9	13
Strongly disagree	3	3	4	5	0
Don’t know/NA	3	3	4	3	3
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	41	46	36	29	38
Agree	47	44	52	53	41
Disagree	5	4	5	9	13
Strongly disagree	2	2	2	4	0
Don’t know/NA	5	4	6	6	9
School actively seeks the input of parents before making important decisions.					
Strongly agree	35	38	32	24	38
Agree	42	40	47	46	34
Disagree	9	8	7	12	6
Strongly disagree	4	3	3	5	9
Don’t know/NA	11	10	11	13	13

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	44	49	42	31	33
Agree	44	41	48	52	42
Disagree	4	4	4	6	6
Strongly disagree	2	2	2	2	3
Don't know/NA	5	4	6	8	15
School staff treat parents with respect.					
Strongly agree	47	51	44	35	44
Agree	45	42	48	53	47
Disagree	3	3	3	5	3
Strongly disagree	2	2	2	2	3
Don't know/NA	3	2	3	5	3
School staff take parent concerns seriously.					
Strongly agree	41	44	41	30	42
Agree	43	41	44	48	42
Disagree	7	6	6	10	6
Strongly disagree	3	3	3	3	3
Don't know/NA	6	6	6	8	6

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>	51	56	48	39	36
School keeps me well-informed about school activities.					
Strongly agree	50	54	48	38	48
Agree	41	39	43	48	36
Disagree	5	5	4	9	6
Strongly disagree	3	2	3	4	9
Don’t know/NA	1	1	2	2	0
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Don’t know/NA					
Letting you know how your child is doing in school between report cards.					
Very well	61	64	59	51	45
Just okay	27	25	30	33	31
Not very well	7	6	5	10	14
Does not do it at all	4	3	4	5	3
Don’t know/NA	1	2	1	1	7

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	46	51	41	33	24
Just okay	28	27	29	32	24
Not very well	8	7	7	9	14
Does not do it at all	6	5	6	10	17
Don't know/NA	12	10	16	15	21
Providing information on your expected role at your child's school.					
Very well	49	54	44	35	28
Just okay	32	30	34	38	28
Not very well	7	6	7	10	14
Does not do it at all	5	3	6	8	14
Don't know/NA	7	6	9	9	17
Providing information about how to help your child with homework.^Ø					
Very well	55	58	46	55	
Just okay	28	28	31	32	
Not very well	8	8	11	5	
Does not do it at all	5	5	6	0	
Don't know/NA	3	2	6	9	
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	45	14	48	43	29
Just okay	33	29	30	35	39
Not very well	10	43	9	11	4
Does not do it at all	6	14	6	6	11
Don't know/NA	7	0	7	6	18

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>	52	58	44	40	21
Attended a school or class event					
No	31	25	40	41	80
Yes	69	75	60	59	20
Attended a general school meeting					
No	22	16	28	34	70
Yes	78	84	72	66	30
Participated in a meeting of the parent-teacher organization or association					
No	55	48	66	68	63
Yes	45	52	34	32	37
Participated in fundraising for the school					
No	46	36	59	65	87
Yes	54	64	41	35	13
Served on a school committee					
No	87	85	90	91	97
Yes	13	15	10	9	3
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø					
No	65	62	76	67	
Yes	35	38	24	33	

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	21	14	44	48	
Yes	79	86	56	52	
Met with a school counselor in person or remotely.^Ø					
No	65	72	65	47	38
Yes	35	28	35	53	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>	40	44	38	29	43
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	45	47	47	35	52
Agree	45	43	45	51	33
Disagree	5	4	3	7	9
Strongly disagree	2	2	1	3	6
Don’t know/NA	4	3	4	4	0
treats all students with respect.					
Strongly agree	45	49	44	34	52
Agree	44	42	45	52	36
Disagree	5	4	6	7	9
Strongly disagree	2	2	2	2	3
Don’t know/NA	3	3	3	5	0
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	41	44	40	31	52
Agree	45	43	48	51	36
Disagree	5	4	4	6	12
Strongly disagree	2	2	1	2	0
Don’t know/NA	8	8	7	10	0
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	36	38	36	32	45
Agree	39	37	42	45	36
Disagree	7	7	5	10	3
Strongly disagree	3	3	3	4	6
Don’t know/NA	14	16	14	9	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	42	47	39	30	45
Agree	48	45	51	53	39
Disagree	5	4	5	9	9
Strongly disagree	2	2	2	3	6
Don't know/NA	3	2	4	6	0
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	44	48	42	33	42
Agree	46	43	49	53	33
Disagree	3	3	2	4	18
Strongly disagree	2	1	2	2	3
Don't know/NA	5	5	5	8	3
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	38	41	35	28	45
Agree	43	41	45	45	39
Disagree	6	6	5	9	9
Strongly disagree	2	2	1	2	3
Don't know/NA	12	10	13	15	3
enforces school rules equally for my child and all students.					
Strongly agree	40	44	38	30	45
Agree	44	42	48	48	33
Disagree	6	5	6	10	6
Strongly disagree	3	3	3	4	6
Don't know/NA	6	6	5	9	9

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	34	36	34	27	38
Agree	41	37	44	49	38
Disagree	8	8	6	7	6
Strongly disagree	3	3	2	3	3
Don’t know/NA	15	16	14	14	16
is a safe place for my child.					
Strongly agree	40	46	36	25	42
Agree	49	46	50	55	52
Disagree	5	4	7	9	0
Strongly disagree	3	2	2	4	6
Don’t know/NA	3	3	4	6	0
provides high quality instruction to my child.					
Strongly agree	37	41	35	25	38
Agree	50	47	53	53	53
Disagree	7	5	5	12	3
Strongly disagree	3	3	1	3	6
Don’t know/NA	5	4	4	7	0
motivates students to learn.					
Strongly agree	41	46	38	29	41
Agree	47	45	50	49	44
Disagree	6	4	6	12	6
Strongly disagree	2	2	1	3	6
Don’t know/NA	4	3	4	7	3

Question A.16, 17, 22, 23: This school... has quality programs for my child’s talents, gifts, or special needs... is a safe place for my child.... provides high quality instruction to my child... motivates students to learn.

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Don't know/NA					
has adults who really care about students.					
Strongly agree	42	46	39	30	44
Agree	46	44	50	50	41
Disagree	5	3	4	9	16
Strongly disagree	2	2	2	2	0
Don't know/NA	6	5	5	9	0
has high expectations for all students.					
Strongly agree	38	41	38	27	47
Agree	47	44	50	50	40
Disagree	6	5	5	10	10
Strongly disagree	2	2	1	4	3
Don't know/NA	7	7	6	10	0
encourages students to care about how others feel.					
Strongly agree	38	42	36	25	43
Agree	46	45	48	49	43
Disagree	5	4	4	9	4
Strongly disagree	2	2	2	2	7
Don't know/NA	9	7	9	15	4

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	46	55	36	26	46
Agree	38	34	45	46	25
Disagree	6	4	6	10	7
Strongly disagree	3	3	2	4	7
Not sure/NA	7	4	11	14	14
Support staff are available to my child if he/she needs them.					
Strongly agree	39	43	36	31	36
Agree	38	33	43	48	39
Disagree	5	4	4	7	4
Strongly disagree	3	2	2	3	7
Not sure/NA	16	17	16	11	14
Our school provides parents with advice and resources to support my child’s social and emotional needs.					
Strongly agree	38	41	39	29	32
Agree	39	37	39	46	32
Disagree	6	6	5	9	0
Strongly disagree	3	3	2	4	14
Not sure/NA	13	13	14	12	21

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	51	39	25	39
Agree	42	38	46	51	43
Disagree	6	4	6	13	4
Strongly disagree	3	3	2	4	7
Not sure/NA	5	5	7	7	7

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>	29	17	45	55	31
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	39	52	24	13	28
Small problem	6	3	12	11	0
Somewhat a problem	7	2	14	17	7
Large problem	16	12	20	28	24
Don't know/NA	31	32	30	31	41
student vaping or e-cigarette use?					
Not a problem	38	51	22	11	24
Small problem	6	3	11	10	7
Somewhat a problem	8	2	15	19	7
Large problem	18	13	24	31	17
Don't know/NA	30	31	27	29	45
student alcohol and drug use?					
Not a problem	41	54	26	15	28
Small problem	4	1	10	10	0
Somewhat a problem	5	1	10	14	3
Large problem	17	13	19	25	28
Don't know/NA	33	31	35	36	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>	34	28	42	47	22
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	25	29	20	15	34
Small problem	16	17	16	14	7
Somewhat a problem	14	11	17	19	0
Large problem	21	19	26	24	28
Don't know/NA	24	23	22	28	31
physical fights?					
Not a problem	28	36	17	11	34
Small problem	15	14	17	17	3
Somewhat a problem	12	7	21	21	7
Large problem	21	16	28	30	24
Don't know/NA	24	27	17	21	31
racial/ethnic conflict among students?					
Not a problem	36	43	29	20	41
Small problem	10	8	13	15	0
Somewhat a problem	7	5	11	12	3
Large problem	15	14	18	17	21
Don't know/NA	31	30	29	36	34
students not respecting staff?					
Not a problem	35	42	27	18	45
Small problem	12	10	13	16	0
Somewhat a problem	9	6	14	16	3
Large problem	17	14	20	21	21
Don't know/NA	28	28	27	29	31

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 %
<i>Based on your experience, how much of a problem at this school is...</i>					
gang-related activity?					
Not a problem	42	53	31	18	42
Small problem	5	2	7	11	4
Somewhat a problem	3	1	6	9	4
Large problem	15	13	18	20	15
Don't know/NA	35	31	39	43	35
weapons possession?					
Not a problem	45	54	37	23	41
Small problem	3	2	5	6	0
Somewhat a problem	2	1	2	6	0
Large problem	15	13	16	17	15
Don't know/NA	35	30	40	48	44
vandalism (including graffiti)?					
Not a problem	43	53	33	21	44
Small problem	7	4	9	12	0
Somewhat a problem	4	2	4	11	7
Large problem	14	13	16	17	15
Don't know/NA	32	28	38	40	33

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

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

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

	All %	ES %	MS %	HS %	NT %
No	6	5	6	8	6
Yes	74	75	78	65	41
Don't know	20	19	16	27	53

Question A.28: Does this school ban tobacco use and vaping on school property and at school sponsored events?

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

9. Facilities

Table A9.1

School Has Clean and Well-Maintained Facilities and Properties (In-School Only)

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	43	35	23	34
Agree	46	44	50	50	55
Disagree	8	7	6	13	3
Strongly disagree	3	2	3	5	0
Don't know/NA	6	4	6	10	7

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	36	39		30	
Asian or Asian American	42	45	41	24	
Black or African American (Not Hispanic/Latinx)	34	44	19	27	
Filipino	49	52	56	37	
Hispanic or Latinx	42	46	40	32	40
Native Hawaiian or Pacific Islander	44	53	30	29	
White (Not Hispanic/Latinx)	37	41	32	26	
Two or more races/ethnicities	40	43	41	23	
Parental involvement in school[§]					
American Indian or Alaska Native	51	49		53	
Asian or Asian American	58	62	51	43	
Black or African American (Not Hispanic/Latinx)	53	58	53	44	
Filipino	53	58	50	42	
Hispanic or Latinx	49	56	40	38	23
Native Hawaiian or Pacific Islander	55	65	40	41	
White (Not Hispanic/Latinx)	56	64	43	43	
Two or more races/ethnicities	56	62	43	43	
School encourages me to be an active partner[†]					
American Indian or Alaska Native	43	44		40	
Asian or Asian American	43	47	43	26	
Black or African American (Not Hispanic/Latinx)	39	49	18	32	
Filipino	46	49	55	33	
Hispanic or Latinx	41	45	35	30	41
Native Hawaiian or Pacific Islander	45	55	26	32	
White (Not Hispanic/Latinx)	38	44	33	24	
Two or more races/ethnicities	40	43	40	27	

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	14	11		20	
Asian or Asian American	34	37	43	17	
Black or African American (Not Hispanic/Latinx)	29	37	13	23	
Filipino	43	44	52	33	
Hispanic or Latinx	36	40	32	27	36
Native Hawaiian or Pacific Islander	43	51	29	26	
White (Not Hispanic/Latinx)	24	27	24	13	
Two or more races/ethnicities	30	30	34	17	
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native	27	33		17	
Asian or Asian American	45	51	40	20	
Black or African American (Not Hispanic/Latinx)	38	49	24	24	
Filipino	52	55	60	39	
Hispanic or Latinx	45	49	43	35	35
Native Hawaiian or Pacific Islander	44	49	39	31	
White (Not Hispanic/Latinx)	37	44	33	22	
Two or more races/ethnicities	43	47	44	21	

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	27	30		21	
Asian or Asian American	41	43	47	24	
Black or African American (Not Hispanic/Latinx)	31	39	19	25	
Filipino	46	47	57	34	
Hispanic or Latinx	41	45	37	31	46
Native Hawaiian or Pacific Islander	46	51	42	28	
White (Not Hispanic/Latinx)	33	36	31	25	
Two or more races/ethnicities	37	39	41	22	
School is a safe place for my child[†]					
American Indian or Alaska Native	29	33		20	
Asian or Asian American	42	45	45	21	
Black or African American (Not Hispanic/Latinx)	32	42	15	25	
Filipino	47	51	56	31	
Hispanic or Latinx	41	47	35	27	43
Native Hawaiian or Pacific Islander	44	53	29	29	
White (Not Hispanic/Latinx)	33	41	28	12	
Two or more races/ethnicities	37	39	42	23	
School motivates students to learn[†]					
American Indian or Alaska Native	14	11		20	
Asian or Asian American	42	44	47	29	
Black or African American (Not Hispanic/Latinx)	32	43	15	21	
Filipino	47	49	58	35	
Hispanic or Latinx	43	48	36	32	45
Native Hawaiian or Pacific Islander	52	61	50	26	
White (Not Hispanic/Latinx)	32	36	30	20	
Two or more races/ethnicities	37	37	43	21	

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	50	67		20	
Asian or Asian American	44	46	57	24	
Black or African American (Not Hispanic/Latinx)	34	42	21	27	
Filipino	49	53	57	32	
Hispanic or Latinx	41	45	37	31	45
Native Hawaiian or Pacific Islander	45	52	40	26	
White (Not Hispanic/Latinx)	42	48	30	36	
Two or more races/ethnicities	45	48	45	29	
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native	21	22		20	
Asian or Asian American	42	45	45	26	
Black or African American (Not Hispanic/Latinx)	34	41	22	29	
Filipino	47	48	58	37	
Hispanic or Latinx	43	47	40	33	52
Native Hawaiian or Pacific Islander	48	52	50	33	
White (Not Hispanic/Latinx)	30	32	33	22	
Two or more races/ethnicities	33	35	37	19	
Communication with parents about school[#]					
American Indian or Alaska Native	27	25		30	
Asian or Asian American	53	56	51	37	
Black or African American (Not Hispanic/Latinx)	51	62	36	40	
Filipino	60	63	67	45	
Hispanic or Latinx	51	56	46	40	33
Native Hawaiian or Pacific Islander	60	68	51	39	
White (Not Hispanic/Latinx)	43	47	43	30	
Two or more races/ethnicities	51	51	57	40	

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	60	67		50	
Asian or Asian American	86	90	89	67	
Black or African American (Not Hispanic/Latinx)	82	90	72	70	
Filipino	89	93	88	79	
Hispanic or Latinx	85	91	81	73	72
Native Hawaiian or Pacific Islander	82	87	86	62	
White (Not Hispanic/Latinx)	82	84	78	82	
Two or more races/ethnicities	82	87	81	62	
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native	57	63		50	
Asian or Asian American	75	76	81	63	
Black or African American (Not Hispanic/Latinx)	72	77	60	71	
Filipino	83	85	85	76	
Hispanic or Latinx	81	82	82	80	67
Native Hawaiian or Pacific Islander	84	82	89	87	
White (Not Hispanic/Latinx)	64	63	65	67	
Two or more races/ethnicities	73	75	70	66	

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	21	22		20	
Asian or Asian American	43	46	45	27	
Black or African American (Not Hispanic/Latinx)	31	38	21	22	
Filipino	49	50	58	37	
Hispanic or Latinx	42	46	37	32	48
Native Hawaiian or Pacific Islander	47	54	42	26	
White (Not Hispanic/Latinx)	32	35	28	27	
Two or more races/ethnicities	35	38	33	21	
School treats all students with respect[†]					
American Indian or Alaska Native	29	33		20	
Asian or Asian American	47	51	45	28	
Black or African American (Not Hispanic/Latinx)	34	41	24	27	
Filipino	49	51	59	37	
Hispanic or Latinx	47	52	45	36	57
Native Hawaiian or Pacific Islander	49	53	45	36	
White (Not Hispanic/Latinx)	38	42	36	27	
Two or more races/ethnicities	43	46	41	26	
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native	36	44		20	
Asian or Asian American	43	46	45	26	
Black or African American (Not Hispanic/Latinx)	35	41	23	32	
Filipino	50	50	60	43	
Hispanic or Latinx	45	50	41	35	48
Native Hawaiian or Pacific Islander	46	54	39	26	
White (Not Hispanic/Latinx)	43	46	41	33	
Two or more races/ethnicities	43	45	47	24	

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	38	25		56	
Asian or Asian American	29	22	54	45	
Black or African American (Not Hispanic/Latinx)	23	8	40	42	
Filipino	23	11	29	47	
Hispanic or Latinx	34	21	50	61	43
Native Hawaiian or Pacific Islander	25	11	51	46	
White (Not Hispanic/Latinx)	22	8	33	59	
Two or more races/ethnicities	18	5	40	50	
Student alcohol and drug use^{‡ψ}					
American Indian or Alaska Native	21	13		33	
Asian or Asian American	20	20	32	14	
Black or African American (Not Hispanic/Latinx)	7	4	7	15	
Filipino	13	8	19	22	
Hispanic or Latinx	21	17	22	32	38
Native Hawaiian or Pacific Islander	17	10	28	29	
White (Not Hispanic/Latinx)	6	4	7	11	
Two or more races/ethnicities	5	3	7	10	
Student vaping or e-cigarette use^{‡ψ}					
American Indian or Alaska Native	29	25		33	
Asian or Asian American	21	19	40	12	
Black or African American (Not Hispanic/Latinx)	10	4	15	22	
Filipino	14	8	21	22	
Hispanic or Latinx	22	16	26	37	24
Native Hawaiian or Pacific Islander	18	10	27	35	
White (Not Hispanic/Latinx)	10	4	20	22	
Two or more races/ethnicities	9	2	16	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.”

^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	53	46		62	
Asian or Asian American	33	30	51	38	
Black or African American (Not Hispanic/Latinx)	30	23	46	35	
Filipino	28	20	31	47	
Hispanic or Latinx	37	30	46	52	26
Native Hawaiian or Pacific Islander	30	24	51	32	
White (Not Hispanic/Latinx)	33	28	36	46	
Two or more races/ethnicities	26	21	31	42	
Harassment or bullying of students^{‡ψ}					
American Indian or Alaska Native	43	38		50	
Asian or Asian American	22	21	43	11	
Black or African American (Not Hispanic/Latinx)	13	12	18	11	
Filipino	17	11	27	22	
Hispanic or Latinx	25	23	27	28	38
Native Hawaiian or Pacific Islander	23	19	28	29	
White (Not Hispanic/Latinx)	12	10	22	9	
Two or more races/ethnicities	14	10	20	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.”

^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	23	25		20	
Asian or Asian American	37	39	42	18	
Black or African American (Not Hispanic/Latinx)	31	41	17	21	
Filipino	44	49	47	29	
Hispanic or Latinx	39	44	36	25	38
Native Hawaiian or Pacific Islander	43	48	45	24	
White (Not Hispanic/Latinx)	32	39	29	10	
Two or more races/ethnicities	34	39	27	18	

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	40	45	37	29	41
English learner	47	49	53	35	
Parental involvement in school[§]					
Not English learner	51	58	44	41	21
English learner	52	56	42	39	
School encourages me to be an active partner[†]					
Not English learner	40	45	35	29	40
English learner	45	47	45	34	
School actively seeks the input of parents[†]					
Not English learner	32	36	30	23	40
English learner	43	43	48	33	
Parents feel welcome to participate at this school[†]					
Not English learner	42	48	39	31	35
English learner	50	52	57	35	

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	38	42	37	28	46
English learner	47	48	50	38	
School is a safe place for my child[†]					
Not English learner	38	43	35	24	45
English learner	48	51	45	34	
School motivates students to learn[†]					
Not English learner	39	43	36	28	43
English learner	49	51	51	37	
School has adults who really care about students[†]					
Not English learner	40	45	37	29	47
English learner	46	47	51	37	
Opportunities for meaningful student participation[†]					
Not English learner	38	42	38	29	55
English learner	49	49	51	47	
Communication with parents about school[#]					
Not English learner	50	55	48	39	37
English learner	55	57	54	43	
Teachers responsive to child's social and emotional needs^Γ					
Not English learner	82	87	78	71	69
English learner	91	94	87	81	
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
Not English learner	75	76	75	75	62
English learner	86	86	90	83	

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	38	42	37	28	48
English learner	48	50	49	40	
School treats all students with respect[†]					
Not English learner	43	47	42	32	55
English learner	53	54	55	42	
School promotes respect of cultural beliefs/practices[†]					
Not English learner	42	47	40	32	45
English learner	51	52	52	44	

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	28	13	44	54	30
English learner	36	28	50	63	
Student alcohol and drug use^{‡ψ}					
Not English learner	14	10	15	23	26
English learner	27	23	35	39	
Student vaping or e-cigarette use^{‡ψ}					
Not English learner	16	9	21	28	19
English learner	27	22	39	43	
School disorder^{¶ψ}					
Not English learner	32	25	41	46	21
English learner	40	35	50	55	
Harassment or bullying of students^{‡ψ}					
Not English learner	19	16	24	21	26
English learner	30	27	36	36	

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	35	41	33	21	37
English learner	46	48	48	31	

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	41	45	37	29	39
IEP	47	49	51	35	40
Parental involvement in school[§]					
No IEP	52	59	43	42	21
IEP	49	54	48	37	24
School encourages me to be an active partner[†]					
No IEP	40	45	35	28	38
IEP	46	49	47	36	40
School actively seeks the input of parents[†]					
No IEP	34	37	32	24	38
IEP	40	43	42	28	40
Parents feel welcome to participate at this school[†]					
No IEP	43	48	40	31	31
IEP	48	50	55	36	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 A12.2***School Supports for Students by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	39	43	37	28	46
IEP	45	48	50	35	41
School is a safe place for my child[†]					
No IEP	39	44	34	24	42
IEP	46	50	50	32	50
School motivates students to learn[†]					
No IEP	40	44	37	28	42
IEP	47	50	51	36	40
School has adults who really care about students[†]					
No IEP	40	45	36	29	46
IEP	50	52	57	37	40
Opportunities for meaningful student participation[†]					
No IEP	40	43	39	30	50
IEP	45	47	46	36	67
Communication with parents about school[#]					
No IEP	51	56	47	40	36
IEP	53	56	62	39	45
Teachers responsive to child’s social and emotional needs^Γ					
No IEP	83	89	78	72	64
IEP	87	91	90	74	100
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
No IEP	77	78	77	76	59
IEP	79	80	82	73	80

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	39	43	37	28	46
IEP	45	46	50	36	50
School treats all students with respect[†]					
No IEP	44	48	43	33	54
IEP	49	52	53	38	50
School promotes respect of cultural beliefs/practices[†]					
No IEP	43	48	40	32	42
IEP	49	50	55	40	50

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	30	17	47	55	27
IEP	25	14	34	54	
Student alcohol and drug use^{‡ψ}					
No IEP	17	14	20	25	23
IEP	14	11	11	24	
Student vaping or e-cigarette use^{‡ψ}					
No IEP	19	13	26	32	19
IEP	15	11	18	26	
School disorder^{¶ψ}					
No IEP	34	28	43	47	17
IEP	32	25	40	49	
Harassment or bullying of students^{‡ψ}					
No IEP	21	19	27	22	23
IEP	22	20	20	28	

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	42	33	22	35
IEP	46	49	50	30	

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	41	46	39	30	40
Foster parent	41	46	33	26	
Other relatives and/or legal guardian	38	43	43	16	
Parental involvement in school[§]					
Parent of the child	52	58	44	40	21
Foster parent	49	56	43	26	
Other relatives and/or legal guardian	43	51	37	34	
School encourages me to be an active partner[†]					
Parent of the child	41	46	36	30	41
Foster parent	41	50	14	29	
Other relatives and/or legal guardian	38	45	37	22	
School actively seeks the input of parents[†]					
Parent of the child	35	38	32	25	38
Foster parent	40	43	38	29	
Other relatives and/or legal guardian	31	35	36	9	
Parents feel welcome to participate at this school[†]					
Parent of the child	44	49	41	31	37
Foster parent	46	48	50	33	
Other relatives and/or legal guardian	36	40	44	16	

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	44	38	29	46
Foster parent	41	46	29	26	
Other relatives and/or legal guardian	35	37	42	18	
School is a safe place for my child[†]					
Parent of the child	40	45	35	26	43
Foster parent	41	50	29	14	
Other relatives and/or legal guardian	37	41	45	9	
School motivates students to learn[†]					
Parent of the child	41	46	38	30	45
Foster parent	42	45	43	29	
Other relatives and/or legal guardian	37	40	45	17	
School has adults who really care about students[†]					
Parent of the child	42	46	39	30	45
Foster parent	39	40	38	33	
Other relatives and/or legal guardian	34	37	40	14	
Opportunities for meaningful student participation[†]					
Parent of the child	41	44	40	31	53
Foster parent	45	45	50	38	
Other relatives and/or legal guardian	36	37	40	25	
Communication with parents about school[#]					
Parent of the child	51	56	48	40	38
Foster parent	36	38	38	29	
Other relatives and/or legal guardian	46	48	55	28	
Teachers responsive to child's social and emotional needs^Γ					
Parent of the child	84	90	80	72	76
Foster parent	82	83	88	75	
Other relatives and/or legal guardian	75	75	83	65	

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 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	78	78	78	76	68
Foster parent	84	86	88	75	
Other relatives and/or legal guardian	71	72	81	57	

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	40	44	38	30	47
Foster parent	37	42	38	14	
Other relatives and/or legal guardian	32	33	40	17	
School treats all students with respect[†]					
Parent of the child	45	49	44	34	53
Foster parent	46	53	38	25	
Other relatives and/or legal guardian	36	37	40	29	
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	44	48	42	33	47
Foster parent	40	48	14	29	
Other relatives and/or legal guardian	39	41	44	29	

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	29	17	46	54	35
Foster parent	48	41	61	67	
Other relatives and/or legal guardian	25	12	28	65	
Student alcohol and drug use^{‡ψ}					
Parent of the child	17	13	19	25	31
Foster parent	43	44	33	43	
Other relatives and/or legal guardian	14	10	7	39	
Student vaping or e-cigarette use^{‡ψ}					
Parent of the child	18	13	24	30	19
Foster parent	38	37	50	29	
Other relatives and/or legal guardian	15	6	17	43	
School disorder^{¶ψ}					
Parent of the child	34	27	42	47	21
Foster parent	50	48	54	53	
Other relatives and/or legal guardian	38	28	43	60	
Harassment or bullying of students^{‡ψ}					
Parent of the child	21	19	25	23	31
Foster parent	41	44	40	29	
Other relatives and/or legal guardian	27	22	29	43	

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	38	43	36	23	38
Foster parent	35	40	33	14	
Other relatives and/or legal guardian	34	46	26	14	

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

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

^ψ*In-School only.*

Z. Hayward Unified Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	4,987	3,112	878	964	33

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

2. Custom Questions

Table Z2.1

How strongly do you agree or disagree with the following statements about this school?... This school has staff who go out of their way to help students.

	School Type				Total %
	ES %	MS %	HS %	NT %	
Strongly agree	44	38	28	45	40
Agree	41	46	45	39	43
Disagree	4	4	10	3	5
Strongly disagree	3	1	4	6	3
Don't know/NA	8	9	13	6	9

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

How strongly do you agree or disagree with the following statements about this school?... Staff communicate with parents about what students are expected to learn in class.

	School Type				Total %
	ES %	MS %	HS %	NT %	
Strongly agree	44	35	26	36	39
Agree	43	48	46	39	44
Disagree	7	9	17	6	10
Strongly disagree	3	3	5	12	3
Don't know/NA	3	4	5	6	4

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Appendix

2023-24 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Burbank Elementary	X
Cherryland Elementary	X
East Avenue Elementary	X
Eden Gardens Elementary	X
Eldridge Elementary	X
Fairview Elementary	X
Faith Ringgold School of Arts and Science	X
Glassbrook Elementary	X
Harder Elementary	X
Longwood Elementary	X
Lorin A. Eden Elementary	X
Palma Ceia Elementary	X
Park Elementary	X
Ruus Elementary	X
Schafer Park Elementary	X
Southgate Elementary	X
Special Education-Preschool-Laurel	X
Stonebrae Elementary	X
Treeview Elementary	X
Tyrrell 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
Anthony W. Ochoa Middle	X
Bret Harte Middle	X
Cesar Chavez Middle	X
Martin Luther King, Jr. Middle	X
Winton Middle	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 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
Hayward High	X
Mt. Eden High	X
Tennyson High	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 Non-Traditional Schools ^A	Data Received
Brenkwitz High	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. ^ANon-traditional schools include continuation, community day, and other alternative school types.