

CALIFORNIA SCHOOL PARENT SURVEY



Merced City Elementary 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 CSPS results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The **California Safe and Supportive Schools Newsletter** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE’s **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

Request School Reports

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

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

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

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website (calschls.org/resources/#resources_and_tools). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

- To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey

specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next 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

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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	1,141	913	228	–	–

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	1,138	910	228	–	–
Remote model only	3	3	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 [†]	38	42	26	–	–	A6.1
Parental involvement in school [§]	50	52	44	–	–	A6.3
School encourages me to be an active partner [†]	39	43	26	–	–	A6.1
School actively seeks the input of parents [†]	32	34	23	–	–	A6.1
Parents feel welcome to participate at this school [†]	38	41	26	–	–	A6.1
School Supports for Students						
Student learning environment [†]	38	41	25	–	–	A7.1
School is a safe place for my child [†]	35	39	22	–	–	A7.1
School motivates students to learn [†]	41	45	24	–	–	A7.1
School has adults who really care about students [†]	40	44	27	–	–	A7.1
Opportunities for meaningful student participation [†]	40	43	28	–	–	A7.1
Communication with parents about school [#]	52	55	41	–	–	A6.2
Teachers responsive to child’s social and emotional needs ^Γ	86	90	70	–	–	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs ^Γ	73	76	63	–	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	38	41	26	–	–	A7.1
School treats all students with respect [†]	44	49	28	–	–	A7.1
School promotes respect of cultural beliefs/practices [†]	37	41	24	–	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	18	13	36	–	–	A8.1
Student alcohol and drug use ^{‡ψ}	8	8	9	–	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	10	8	14	–	–	A8.1
School disorder ^{¶ψ}	30	27	38	–	–	A8.2
Harassment or bullying of students ^{‡ψ}	17	17	16	–	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	36	37	28	–	–	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	–	–
Remote Learning Model	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	95	95	96	–	–
Foster parent of the child enrolled at this school	1	1	0	–	–
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	3	3	4	–	–
Not applicable, not sure, or decline to answer	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	1	2	1	–	–
Asian or Asian American	11	11	8	–	–
Black or African American (Not Hispanic or Latinx)	4	3	5	–	–
Filipino	1	1	3	–	–
Hispanic or Latinx	48	48	48	–	–
Native Hawaiian or Pacific Islander	1	0	1	–	–
White (Not Hispanic/Latinx)	17	16	17	–	–
Two or more races/ethnicities	12	13	11	–	–
Not applicable, not sure, or decline to answer	6	6	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	4	5	0	–	–
Kindergarten	9	11	0	–	–
1st grade	12	15	0	–	–
2nd grade	10	12	0	–	–
3rd grade	10	12	0	–	–
4th grade	12	15	1	–	–
5th grade	12	15	0	–	–
6th grade	10	13	0	–	–
7th grade	11	0	54	–	–
8th grade	9	0	42	–	–
9th grade	0	0	0	–	–
10th grade	0	0	0	–	–
11th grade	0	0	1	–	–
12th grade	0	0	0	–	–
Other	1	1	0	–	–
Ungraded	0	0	0	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	13	14	9	–	–
English Language Development (for children learning English)	11	12	7	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	7	4	20	–	–
Not applicable, not sure, or decline to answer	70	72	63	–	–

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	83	82	89	–	–
Yes - 1 day a week	1	0	2	–	–
Yes - 2 days a week	3	3	3	–	–
Yes - 3 days a week	1	1	1	–	–
Yes - 4 days a week	1	1	1	–	–
Yes - 5 days a week	12	13	4	–	–

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	47	51	32	–	–
Agree	41	39	48	–	–
Disagree	7	6	12	–	–
Strongly disagree	3	2	4	–	–
Not sure/NA	2	2	4	–	–

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	50	54	34	–	–
Agree	40	36	55	–	–
Disagree	4	4	6	–	–
Strongly disagree	2	2	2	–	–
Not sure/NA	4	4	4	–	–

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>	38	42	26	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	42	45	30	–	–
Agree	45	43	52	–	–
Disagree	6	5	8	–	–
Strongly disagree	3	3	6	–	–
Don’t know/NA	4	4	5	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	39	43	26	–	–
Agree	49	46	59	–	–
Disagree	5	5	8	–	–
Strongly disagree	3	3	2	–	–
Don’t know/NA	4	4	4	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	32	34	23	–	–
Agree	43	42	47	–	–
Disagree	9	9	11	–	–
Strongly disagree	4	4	6	–	–
Don’t know/NA	11	11	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	38	41	26	–	–
Agree	48	46	52	–	–
Disagree	6	6	8	–	–
Strongly disagree	3	2	4	–	–
Don't know/NA	6	5	10	–	–
School staff treat parents with respect.					
Strongly agree	42	46	27	–	–
Agree	49	45	65	–	–
Disagree	5	4	5	–	–
Strongly disagree	2	2	1	–	–
Don't know/NA	2	3	1	–	–
School staff take parent concerns seriously.					
Strongly agree	37	40	25	–	–
Agree	44	42	52	–	–
Disagree	8	8	9	–	–
Strongly disagree	4	3	5	–	–
Don't know/NA	7	7	10	–	–

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>	52	55	41	–	–
School keeps me well-informed about school activities.					
Strongly agree	47	48	42	–	–
Agree	45	44	49	–	–
Disagree	4	4	5	–	–
Strongly disagree	2	2	2	–	–
Don’t know/NA	2	2	1	–	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	41	46	23	–	–
Agree	47	45	54	–	–
Disagree	7	5	16	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	2	2	3	–	–
Letting you know how your child is doing in school between report cards.					
Very well	65	64	67	–	–
Just okay	23	24	21	–	–
Not very well	7	7	9	–	–
Does not do it at all	4	4	3	–	–
Don’t know/NA	1	1	0	–	–

Question A.10, 29, 51: How strongly do you agree or disagree with the following statements about this school?... This school keeps me well-informed about school activities... Teachers communicate with parents about what students are expected to learn in class... How well has this child’s school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards.

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %	ES %	MS %	HS %	NT %
Providing information about why your child is placed in particular groups or classes.					
Very well	49	53	33	–	–
Just okay	26	25	26	–	–
Not very well	8	6	15	–	–
Does not do it at all	7	6	12	–	–
Don't know/NA	10	9	14	–	–
Providing information on your expected role at your child's school.					
Very well	56	59	43	–	–
Just okay	27	26	31	–	–
Not very well	6	4	11	–	–
Does not do it at all	5	5	6	–	–
Don't know/NA	6	6	9	–	–
Providing information about how to help your child with homework.^Ø					
Very well	54	59	36	–	–
Just okay	27	25	34	–	–
Not very well	9	7	15	–	–
Does not do it at all	6	5	9	–	–
Don't know/NA	4	4	6	–	–
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	31		31	–	–
Just okay	25		25	–	–
Not very well	13		13	–	–
Does not do it at all	17		17	–	–
Don't know/NA	15		15	–	–

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>	50	52	44	–	–
Attended a school or class event					
No	37	36	41	–	–
Yes	63	64	59	–	–
Attended a general school meeting					
No	11	10	15	–	–
Yes	89	90	85	–	–
Participated in a meeting of the parent-teacher organization or association					
No	61	59	65	–	–
Yes	39	41	35	–	–
Participated in fundraising for the school					
No	51	46	69	–	–
Yes	49	54	31	–	–
Served on a school committee					
No	89	89	91	–	–
Yes	11	11	9	–	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø					
No	74	71	85	–	–
Yes	26	29	15	–	–

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	11	8	24	–	–
Yes	89	92	76	–	–
Met with a school counselor in person or remotely.^Ø					
No	78	78	82	–	–
Yes	22	22	18	–	–

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>	38	41	25	–	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	43	46	29	–	–
Agree	46	44	54	–	–
Disagree	5	4	10	–	–
Strongly disagree	2	2	4	–	–
Don’t know/NA	4	4	4	–	–
treats all students with respect.					
Strongly agree	44	49	28	–	–
Agree	45	42	57	–	–
Disagree	5	5	8	–	–
Strongly disagree	2	2	3	–	–
Don’t know/NA	3	3	4	–	–
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	40	43	28	–	–
Agree	43	42	48	–	–
Disagree	6	5	7	–	–
Strongly disagree	2	2	3	–	–
Don’t know/NA	9	8	14	–	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	32	34	24	–	–
Agree	40	39	41	–	–
Disagree	7	6	11	–	–
Strongly disagree	3	4	2	–	–
Don’t know/NA	18	17	22	–	–

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	40	43	29	–	–
Agree	49	47	55	–	–
Disagree	6	5	11	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	3	3	3	–	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	37	41	24	–	–
Agree	44	43	49	–	–
Disagree	5	4	9	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	11	10	15	–	–
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	30	33	20	–	–
Agree	39	37	45	–	–
Disagree	9	8	14	–	–
Strongly disagree	3	3	1	–	–
Don't know/NA	19	19	19	–	–
enforces school rules equally for my child and all students.					
Strongly agree	38	41	26	–	–
Agree	45	43	55	–	–
Disagree	7	7	9	–	–
Strongly disagree	4	4	3	–	–
Don't know/NA	6	6	7	–	–

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	29	30	24	–	–
Agree	41	38	49	–	–
Disagree	8	8	8	–	–
Strongly disagree	4	4	4	–	–
Don’t know/NA	19	20	15	–	–
is a safe place for my child.					
Strongly agree	35	39	22	–	–
Agree	51	48	61	–	–
Disagree	7	6	10	–	–
Strongly disagree	3	3	3	–	–
Don’t know/NA	4	4	5	–	–
provides high quality instruction to my child.					
Strongly agree	38	41	27	–	–
Agree	48	47	53	–	–
Disagree	6	6	9	–	–
Strongly disagree	2	2	2	–	–
Don’t know/NA	5	5	8	–	–
motivates students to learn.					
Strongly agree	41	45	24	–	–
Agree	48	46	57	–	–
Disagree	4	2	11	–	–
Strongly disagree	2	2	2	–	–
Don’t know/NA	4	4	6	–	–

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	43	47	26	–	–
Agree	43	41	49	–	–
Disagree	6	5	11	–	–
Strongly disagree	2	2	4	–	–
Don't know/NA	6	6	10	–	–
has adults who really care about students.					
Strongly agree	40	44	27	–	–
Agree	46	44	51	–	–
Disagree	4	4	6	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	8	6	14	–	–
has high expectations for all students.					
Strongly agree	38	41	25	–	–
Agree	47	46	53	–	–
Disagree	6	4	11	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	7	6	8	–	–
encourages students to care about how others feel.					
Strongly agree	38	43	21	–	–
Agree	46	44	54	–	–
Disagree	5	4	8	–	–
Strongly disagree	2	2	0	–	–
Don't know/NA	9	7	18	–	–

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	50	56	26	–	–
Agree	36	34	44	–	–
Disagree	5	4	8	–	–
Strongly disagree	2	2	5	–	–
Not sure/NA	7	4	17	–	–
Support staff are available to my child if he/she needs them.					
Strongly agree	42	45	28	–	–
Agree	37	35	43	–	–
Disagree	3	3	5	–	–
Strongly disagree	2	2	3	–	–
Not sure/NA	16	15	22	–	–
Our school provides parents with advice and resources to support my child’s social and emotional needs.					
Strongly agree	35	38	23	–	–
Agree	39	38	40	–	–
Disagree	6	5	9	–	–
Strongly disagree	5	4	7	–	–
Not sure/NA	16	15	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	46	51	28	–	–
Agree	41	39	51	–	–
Disagree	4	4	8	–	–
Strongly disagree	2	2	6	–	–
Not sure/NA	5	5	8	–	–

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>	18	13	36	–	–
Based on your experience, how much of a problem at this school is...					
student tobacco use?					
Not a problem	46	53	20	–	–
Small problem	4	3	9	–	–
Somewhat a problem	5	2	15	–	–
Large problem	9	8	10	–	–
Don't know/NA	36	33	45	–	–
student vaping or e-cigarette use?					
Not a problem	45	52	18	–	–
Small problem	6	4	11	–	–
Somewhat a problem	6	3	18	–	–
Large problem	10	8	14	–	–
Don't know/NA	35	33	39	–	–
student alcohol and drug use?					
Not a problem	49	56	24	–	–
Small problem	4	2	10	–	–
Somewhat a problem	4	2	12	–	–
Large problem	8	8	9	–	–
Don't know/NA	35	32	46	–	–

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>	30	27	38	–	–
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	23	25	16	–	–
Small problem	21	22	17	–	–
Somewhat a problem	17	16	25	–	–
Large problem	17	17	16	–	–
Don't know/NA	22	21	25	–	–
physical fights?					
Not a problem	28	33	9	–	–
Small problem	19	17	27	–	–
Somewhat a problem	12	9	22	–	–
Large problem	13	12	17	–	–
Don't know/NA	28	29	24	–	–
racial/ethnic conflict among students?					
Not a problem	37	42	20	–	–
Small problem	10	9	15	–	–
Somewhat a problem	5	5	6	–	–
Large problem	10	10	9	–	–
Don't know/NA	38	35	50	–	–
students not respecting staff?					
Not a problem	33	36	18	–	–
Small problem	12	11	16	–	–
Somewhat a problem	9	7	17	–	–
Large problem	10	11	8	–	–
Don't know/NA	35	34	40	–	–

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	44	49	24	–	–
Small problem	5	3	13	–	–
Somewhat a problem	3	1	8	–	–
Large problem	7	8	5	–	–
Don't know/NA	41	38	50	–	–
weapons possession?					
Not a problem	46	50	30	–	–
Small problem	6	5	9	–	–
Somewhat a problem	3	2	6	–	–
Large problem	7	8	3	–	–
Don't know/NA	39	35	52	–	–
vandalism (including graffiti)?					
Not a problem	42	48	22	–	–
Small problem	8	7	13	–	–
Somewhat a problem	5	3	9	–	–
Large problem	7	8	4	–	–
Don't know/NA	38	34	52	–	–

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

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

Table A8.3

School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	3	3	4	–	–
Yes	81	81	80	–	–
Don't know	16	16	15	–	–

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	36	37	28	–	–
Agree	51	50	54	–	–
Disagree	6	6	9	–	–
Strongly disagree	2	2	0	–	–
Don't know/NA	6	6	8	–	–

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	35	37		–	–
Asian or Asian American	35	37	22	–	–
Black or African American (Not Hispanic/Latinx)	43	44	39	–	–
Filipino	71	76	63	–	–
Hispanic or Latinx	41	45	27	–	–
Native Hawaiian or Pacific Islander	39			–	–
White (Not Hispanic/Latinx)	36	37	31	–	–
Two or more races/ethnicities	33	37	14	–	–
Parental involvement in school[§]					
American Indian or Alaska Native	52	51		–	–
Asian or Asian American	53	55	44	–	–
Black or African American (Not Hispanic/Latinx)	55	48	71	–	–
Filipino	35	37	32	–	–
Hispanic or Latinx	49	52	38	–	–
Native Hawaiian or Pacific Islander	56			–	–
White (Not Hispanic/Latinx)	52	53	48	–	–
Two or more races/ethnicities	51	54	40	–	–
School encourages me to be an active partner[†]					
American Indian or Alaska Native	40	43		–	–
Asian or Asian American	32	34	18	–	–
Black or African American (Not Hispanic/Latinx)	54	54	55	–	–
Filipino	83	86	80	–	–
Hispanic or Latinx	39	43	25	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	39	42	28	–	–
Two or more races/ethnicities	37	40	26	–	–

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	33	36		–	–
Asian or Asian American	27	29	18	–	–
Black or African American (Not Hispanic/Latinx)	41	42	36	–	–
Filipino	83	86	80	–	–
Hispanic or Latinx	35	37	26	–	–
Native Hawaiian or Pacific Islander	33			–	–
White (Not Hispanic/Latinx)	28	29	26	–	–
Two or more races/ethnicities	27	33	0	–	–
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native	29	31		–	–
Asian or Asian American	39	42	25	–	–
Black or African American (Not Hispanic/Latinx)	41	42	36	–	–
Filipino	58	71	40	–	–
Hispanic or Latinx	41	44	29	–	–
Native Hawaiian or Pacific Islander	33			–	–
White (Not Hispanic/Latinx)	33	34	30	–	–
Two or more races/ethnicities	32	37	9	–	–

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	38	41		–	–
Asian or Asian American	35	38	22	–	–
Black or African American (Not Hispanic/Latinx)	39	42	31	–	–
Filipino	71	84	54	–	–
Hispanic or Latinx	41	44	27	–	–
Native Hawaiian or Pacific Islander	43			–	–
White (Not Hispanic/Latinx)	34	35	27	–	–
Two or more races/ethnicities	33	38	14	–	–
School is a safe place for my child[†]					
American Indian or Alaska Native	40	43		–	–
Asian or Asian American	31	34	18	–	–
Black or African American (Not Hispanic/Latinx)	34	37	27	–	–
Filipino	58	86	20	–	–
Hispanic or Latinx	39	44	22	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	31	31	29	–	–
Two or more races/ethnicities	30	34	13	–	–
School motivates students to learn[†]					
American Indian or Alaska Native	40	43		–	–
Asian or Asian American	38	42	18	–	–
Black or African American (Not Hispanic/Latinx)	38	42	27	–	–
Filipino	75	86	60	–	–
Hispanic or Latinx	44	48	30	–	–
Native Hawaiian or Pacific Islander	40			–	–
White (Not Hispanic/Latinx)	34	37	23	–	–
Two or more races/ethnicities	38	44	13	–	–

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	40	43		–	–
Asian or Asian American	35	37	24	–	–
Black or African American (Not Hispanic/Latinx)	38	38	36	–	–
Filipino	75	86	60	–	–
Hispanic or Latinx	42	45	29	–	–
Native Hawaiian or Pacific Islander	40			–	–
White (Not Hispanic/Latinx)	41	41	38	–	–
Two or more races/ethnicities	40	47	9	–	–
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native	47	50		–	–
Asian or Asian American	36	38	24	–	–
Black or African American (Not Hispanic/Latinx)	42	44	36	–	–
Filipino	75	100	40	–	–
Hispanic or Latinx	43	46	29	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	35	38	26	–	–
Two or more races/ethnicities	38	40	27	–	–
Communication with parents about school[#]					
American Indian or Alaska Native	45	49		–	–
Asian or Asian American	54	57	38	–	–
Black or African American (Not Hispanic/Latinx)	50	56	36	–	–
Filipino	75	83	64	–	–
Hispanic or Latinx	53	56	45	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	50	51	44	–	–
Two or more races/ethnicities	51	56	29	–	–

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	75	82		–	–
Asian or Asian American	86	87	81	–	–
Black or African American (Not Hispanic/Latinx)	78	84	64	–	–
Filipino	100	100		–	–
Hispanic or Latinx	88	91	75	–	–
Native Hawaiian or Pacific Islander	83			–	–
White (Not Hispanic/Latinx)	86	91	71	–	–
Two or more races/ethnicities	87	95	52	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native	67	73		–	–
Asian or Asian American	70	68	81	–	–
Black or African American (Not Hispanic/Latinx)	72	76	64	–	–
Filipino	82	71		–	–
Hispanic or Latinx	79	83	66	–	–
Native Hawaiian or Pacific Islander	67			–	–
White (Not Hispanic/Latinx)	66	69	56	–	–
Two or more races/ethnicities	69	73	52	–	–

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	40	43		–	–
Asian or Asian American	41	43	29	–	–
Black or African American (Not Hispanic/Latinx)	34	37	27	–	–
Filipino	83	100	60	–	–
Hispanic or Latinx	41	44	28	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	32	34	26	–	–
Two or more races/ethnicities	30	34	13	–	–
School treats all students with respect[†]					
American Indian or Alaska Native	53	57		–	–
Asian or Asian American	38	41	24	–	–
Black or African American (Not Hispanic/Latinx)	42	44	36	–	–
Filipino	75	100	40	–	–
Hispanic or Latinx	48	53	31	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	43	45	34	–	–
Two or more races/ethnicities	35	41	9	–	–
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native	33	36		–	–
Asian or Asian American	39	41	29	–	–
Black or African American (Not Hispanic/Latinx)	32	33	27	–	–
Filipino	83	100	60	–	–
Hispanic or Latinx	40	44	23	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	30	31	27	–	–
Two or more races/ethnicities	32	36	14	–	–

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	5	5		–	–
Asian or Asian American	20	20	23	–	–
Black or African American (Not Hispanic/Latinx)	14	0	45	–	–
Filipino	22	24	20	–	–
Hispanic or Latinx	20	15	38	–	–
Native Hawaiian or Pacific Islander	22			–	–
White (Not Hispanic/Latinx)	16	10	34	–	–
Two or more races/ethnicities	15	9	42	–	–
Student alcohol and drug use^{‡ψ}					
American Indian or Alaska Native	0	0		–	–
Asian or Asian American	14	16	0	–	–
Black or African American (Not Hispanic/Latinx)	6	0	18	–	–
Filipino	8	14	0	–	–
Hispanic or Latinx	10	11	8	–	–
Native Hawaiian or Pacific Islander	17			–	–
White (Not Hispanic/Latinx)	2	2	3	–	–
Two or more races/ethnicities	6	3	23	–	–
Student vaping or e-cigarette use^{‡ψ}					
American Indian or Alaska Native	7	8		–	–
Asian or Asian American	13	15	0	–	–
Black or African American (Not Hispanic/Latinx)	8	0	27	–	–
Filipino	8	14	0	–	–
Hispanic or Latinx	12	11	15	–	–
Native Hawaiian or Pacific Islander	17			–	–
White (Not Hispanic/Latinx)	4	2	11	–	–
Two or more races/ethnicities	6	4	18	–	–

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	29	24		–	–
Asian or Asian American	30	30	30	–	–
Black or African American (Not Hispanic/Latinx)	28	16	55	–	–
Filipino	21	16	29	–	–
Hispanic or Latinx	30	27	37	–	–
Native Hawaiian or Pacific Islander	31			–	–
White (Not Hispanic/Latinx)	31	28	42	–	–
Two or more races/ethnicities	29	27	38	–	–
Harassment or bullying of students^{‡ψ}					
American Indian or Alaska Native	14	8		–	–
Asian or Asian American	19	22	6	–	–
Black or African American (Not Hispanic/Latinx)	22	16	36	–	–
Filipino	8	14	0	–	–
Hispanic or Latinx	17	17	15	–	–
Native Hawaiian or Pacific Islander	17			–	–
White (Not Hispanic/Latinx)	12	12	11	–	–
Two or more races/ethnicities	18	15	32	–	–

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	40	43		–	–
Asian or Asian American	31	33	24	–	–
Black or African American (Not Hispanic/Latinx)	34	33	36	–	–
Filipino	75	100	40	–	–
Hispanic or Latinx	40	43	32	–	–
Native Hawaiian or Pacific Islander	50			–	–
White (Not Hispanic/Latinx)	30	30	31	–	–
Two or more races/ethnicities	26	30	9	–	–

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

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

^ψIn-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	38	41	28	–	–
English learner	45	48	27	–	–
Parental involvement in school[§]					
Not English learner	50	51	45	–	–
English learner	51	53	37	–	–
School encourages me to be an active partner[†]					
Not English learner	39	42	28	–	–
English learner	45	48	21	–	–
School actively seeks the input of parents[†]					
Not English learner	31	33	24	–	–
English learner	41	44	27	–	–
Parents feel welcome to participate at this school[†]					
Not English learner	38	41	27	–	–
English learner	44	45	33	–	–

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	37	41	25	–	–
English learner	47	49	36	–	–
School is a safe place for my child[†]					
Not English learner	35	38	23	–	–
English learner	45	48	27	–	–
School motivates students to learn[†]					
Not English learner	40	44	24	–	–
English learner	52	55	40	–	–
School has adults who really care about students[†]					
Not English learner	40	44	26	–	–
English learner	45	45	47	–	–
Opportunities for meaningful student participation[†]					
Not English learner	40	43	28	–	–
English learner	48	51	33	–	–
Communication with parents about school[#]					
Not English learner	52	55	41	–	–
English learner	53	54	46	–	–
Teachers responsive to child’s social and emotional needs^Γ					
Not English learner	86	90	69	–	–
English learner	90	92	79	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
Not English learner	72	75	60	–	–
English learner	84	83	86	–	–

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	37	40	26	–	–
English learner	49	53	27	–	–
School treats all students with respect[†]					
Not English learner	44	48	29	–	–
English learner	58	61	40	–	–
School promotes respect of cultural beliefs/practices[†]					
Not English learner	36	39	25	–	–
English learner	50	53	29	–	–

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

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

Table A11.4**Substance Use, School Disorder, and Bullying by English Learner Status**

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
Not English learner	17	12	36	–	–
English learner	33	30	51	–	–
Student alcohol and drug use^{‡ψ}					
Not English learner	7	6	8	–	–
English learner	23	25	13	–	–
Student vaping or e-cigarette use^{‡ψ}					
Not English learner	8	7	14	–	–
English learner	23	25	13	–	–
School disorder^{¶ψ}					
Not English learner	29	26	39	–	–
English learner	36	36	40	–	–
Harassment or bullying of students^{‡ψ}					
Not English learner	17	16	17	–	–
English learner	19	22	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 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	36	28	–	–
English learner	47	48	40	–	–

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	40	43	28	–	–
IEP	32	34	24	–	–
Parental involvement in school[§]					
No IEP	51	52	44	–	–
IEP	47	47	44	–	–
School encourages me to be an active partner[†]					
No IEP	40	43	27	–	–
IEP	37	37	37	–	–
School actively seeks the input of parents[†]					
No IEP	33	35	25	–	–
IEP	30	33	16	–	–
Parents feel welcome to participate at this school[†]					
No IEP	39	42	28	–	–
IEP	31	32	26	–	–

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	42	26	–	–
IEP	34	36	24	–	–
School is a safe place for my child[†]					
No IEP	36	40	23	–	–
IEP	33	34	26	–	–
School motivates students to learn[†]					
No IEP	42	47	26	–	–
IEP	36	39	16	–	–
School has adults who really care about students[†]					
No IEP	42	46	28	–	–
IEP	33	35	26	–	–
Opportunities for meaningful student participation[†]					
No IEP	41	45	27	–	–
IEP	38	38	37	–	–
Communication with parents about school[#]					
No IEP	52	55	42	–	–
IEP	50	52	41	–	–
Teachers responsive to child’s social and emotional needs^Γ					
No IEP	86	91	71	–	–
IEP	85	89	65	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
No IEP	73	76	63	–	–
IEP	74	76	59	–	–

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	27	–	–
IEP	31	33	21	–	–
School treats all students with respect[†]					
No IEP	46	50	30	–	–
IEP	41	44	26	–	–
School promotes respect of cultural beliefs/practices[†]					
No IEP	39	42	25	–	–
IEP	31	33	21	–	–

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	19	14	37	–	–
IEP	17	13	37	–	–
Student alcohol and drug use^{‡ψ}					
No IEP	9	8	9	–	–
IEP	8	9	6	–	–
Student vaping or e-cigarette use^{‡ψ}					
No IEP	10	9	14	–	–
IEP	12	11	17	–	–
School disorder^{¶ψ}					
No IEP	30	27	39	–	–
IEP	30	28	38	–	–
Harassment or bullying of students^{‡ψ}					
No IEP	17	17	15	–	–
IEP	16	14	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	37	39	30	–	–
IEP	31	31	26	–	–

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	39	42	26	–	–
Foster parent	29	28		–	–
Other relatives and/or legal guardian	24	22	29	–	–
Parental involvement in school[§]					
Parent of the child	51	52	44	–	–
Foster parent	41	45		–	–
Other relatives and/or legal guardian	45	47	40	–	–
School encourages me to be an active partner[†]					
Parent of the child	40	43	26	–	–
Foster parent	25	14		–	–
Other relatives and/or legal guardian	25	21	38	–	–
School actively seeks the input of parents[†]					
Parent of the child	33	35	23	–	–
Foster parent	0	0		–	–
Other relatives and/or legal guardian	13	8	25	–	–
Parents feel welcome to participate at this school[†]					
Parent of the child	38	41	27	–	–
Foster parent	29	33		–	–
Other relatives and/or legal guardian	13	13	13	–	–

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	38	42	24	–	–
Foster parent	31	31		–	–
Other relatives and/or legal guardian	23	19	34	–	–
School is a safe place for my child[†]					
Parent of the child	35	39	21	–	–
Foster parent	38	43		–	–
Other relatives and/or legal guardian	31	25	50	–	–
School motivates students to learn[†]					
Parent of the child	41	46	24	–	–
Foster parent	29	33		–	–
Other relatives and/or legal guardian	25	25	25	–	–
School has adults who really care about students[†]					
Parent of the child	41	44	27	–	–
Foster parent	38	43		–	–
Other relatives and/or legal guardian	25	25	25	–	–
Opportunities for meaningful student participation[†]					
Parent of the child	41	44	28	–	–
Foster parent	38	29		–	–
Other relatives and/or legal guardian	12	12	13	–	–
Communication with parents about school[#]					
Parent of the child	53	55	42	–	–
Foster parent	14	17		–	–
Other relatives and/or legal guardian	39	36	46	–	–
Teachers responsive to child’s social and emotional needs^Γ					
Parent of the child	86	91	69	–	–
Foster parent	71	67		–	–
Other relatives and/or legal guardian	93	90	100	–	–

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

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	77	62	–	–
Foster parent	29	33		–	–
Other relatives and/or legal guardian	70	65	86	–	–

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	38	41	25	–	–
Foster parent	50	43		–	–
Other relatives and/or legal guardian	28	21	50	–	–
School treats all students with respect[†]					
Parent of the child	45	49	28	–	–
Foster parent	38	29		–	–
Other relatives and/or legal guardian	28	25	38	–	–
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	38	41	25	–	–
Foster parent	38	43		–	–
Other relatives and/or legal guardian	9	8	13	–	–

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	18	13	36	–	–
Foster parent	38	44		–	–
Other relatives and/or legal guardian	17	10	38	–	–
Student alcohol and drug use^{‡ψ}					
Parent of the child	8	8	8	–	–
Foster parent	29	33		–	–
Other relatives and/or legal guardian	7	4	14	–	–
Student vaping or e-cigarette use^{‡ψ}					
Parent of the child	9	8	13	–	–
Foster parent	43	50		–	–
Other relatives and/or legal guardian	13	9	29	–	–
School disorder^{¶ψ}					
Parent of the child	29	27	37	–	–
Foster parent	39	45		–	–
Other relatives and/or legal guardian	33	24	62	–	–
Harassment or bullying of students^{‡ψ}					
Parent of the child	17	17	17	–	–
Foster parent	43	50		–	–
Other relatives and/or legal guardian	3	4	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 A13.5***Facilities by Parent Role***

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
Parent of the child	36	38	27	–	–
Foster parent	13	14		–	–
Other relatives and/or legal guardian	22	8	63	–	–

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

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

^ψ*In-School only.*

Appendix

2023-24 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Ada Givens Elementary	X
Alicia Reyes Elementary	X
Allan Peterson Elementary	X
Charles Wright Elementary	X
Don Stowell Elementary	X
Donn B. Chenoweth Elementary	X
Franklin Elementary	X
Joe Stefani	X
John C. Fremont Elementary	X
John Muir Elementary	X
Leontine Gracey Elementary	X
Luther Burbank Elementary	X
Margaret Sheehy Elementary	X
Rudolph Rivera Elementary	X

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

2023-24 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
District Personnel	
Herbert H. Cruickshank Middle	X
Herbert Hoover Middle	X
Rudolph Rivera Middle	X
Tenaya Middle	X

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

2023-24 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
<hr/> Merced City School District Community Day <hr/>	

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.