

CALIFORNIA SCHOOL PARENT SURVEY



Piedmont City Unified 2023-2024 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 2023-24 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on the CalSCHLS website (calschls.org).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to assess students, staff, and parents on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see calschls.org) to guide school improvement efforts.

THE IMPORTANCE OF PARENT INVOLVEMENT

Parent involvement in the school and their own child’s education is one of the important characteristics of a positive school climate and quality education. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful—all variables assessed by the CSPS.

Involving family members is essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement at school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children’s learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child’s education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children’s education;
- Student risk behaviors (how much of a problem at the school).

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

SURVEY ADMINISTRATION AND SAMPLING

Surveys are administered using detailed instructions provided by CalSCHLS technical advisors. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents, districts can administer the survey using an online format, paper forms, or a mix of the two.

Parent participation is completely voluntary, anonymous, and confidential. The survey’s target sample (those asked to take the survey) are generally all parents and guardians of students in all the schools, regardless of grade. Minimally, the survey’s target sample should include the parents who have children in the grades in which students completed the CHKS. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty of accurately identifying the number of parents at any given school that could have completed the survey, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question’s response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

ONLINE DATA DASHBOARD

Districts may purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole,

for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, parent role at home, English language development program participation, special education program, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPA results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

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

IMPROVING SURVEY PARTICIPATION

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

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

RESOURCES

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

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

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

NEXT STEPS

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

Request School Reports

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

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

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

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

Engage Parents in an Action Planning Process

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

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

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPA. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓ [‡]		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓ [‡]		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓ [‡]		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓ [‡]		✓ [†]		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓ [‡]		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓ [‡]		✓ [†]		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓ [‡]		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓ [‡]		✓	✓
Relationships among staff				✓	
Relationships among students		✓ [‡]	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ [‡]		✓	✓
Teacher and other supports for learning	✓ [†]	✓ [‡]		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓ [†]	✓ [‡]		✓	✓
Discipline and order (policies, enforcement)	✓ [†]	✓ [‡]		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓ [†]	✓ [‡]		✓	✓
Staff supports				✓	

Notes: [†]Elementary student survey.

[‡]Secondary student survey.

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	481	290	36	147	8

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	479	288	36	147	8
Remote model only	2	2	0	0	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of Parental Involvement, School Climate, and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	45	57	34	20	79	A6.1
Parental involvement in school [§]	74	75	75	72	80	A6.3
School encourages me to be an active partner [†]	46	59	35	20	75	A6.1
School actively seeks the input of parents [†]	27	35	23	9	75	A6.1
Parents feel welcome to participate at this school [†]	48	65	19	20	75	A6.1
School Supports for Students						
Student learning environment [†]	42	51	33	25	75	A7.1
School is a safe place for my child [†]	50	56	57	35	88	A7.1
School motivates students to learn [†]	41	51	23	22	63	A7.1
School has adults who really care about students [†]	58	71	55	33	88	A7.1
Opportunities for meaningful student participation [†]	37	42	29	25	75	A7.1
Communication with parents about school [#]	43	52	26	29	73	A6.2
Teachers responsive to child's social and emotional needs ^Γ	86	93	90	70	100	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	80	84	87	70	63	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	34	43	19	18	63	A7.1
School treats all students with respect [†]	49	59	42	27	88	A7.1
School promotes respect of cultural beliefs/practices [†]	46	55	32	29	75	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	20	1	16	60	42	A8.1
Student alcohol and drug use ^{‡ψ}	7	1	0	23	13	A8.1
Student vaping or e-cigarette use ^{‡ψ}	5	0	3	17	13	A8.1
School disorder ^{¶ψ}	28	21	42	39	16	A8.2
Harassment or bullying of students ^{‡ψ}	6	5	3	8	0	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	53	63	35	38	50	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	99	100	100	100
Remote Learning Model	0	1	0	0	0

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

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

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

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

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	100	100	100	100	100
Foster parent of the child enrolled at this school	0	0	0	0	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0	0	0	0	0
Not applicable, not sure, or decline to answer	0	0	0	0	0

Question A.2: I am a...

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	0	0
Asian or Asian American	15	16	17	13	25
Black or African American (Not Hispanic or Latinx)	1	2	0	1	0
Filipino	1	1	0	1	0
Hispanic or Latinx	5	6	11	1	13
Native Hawaiian or Pacific Islander	0	0	0	0	0
White (Not Hispanic/Latinx)	59	58	61	63	25
Two or more races/ethnicities	11	10	8	12	25
Not applicable, not sure, or decline to answer	9	9	3	10	13

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	1	2	0	0	0
Kindergarten	8	14	0	0	0
1st grade	9	15	0	0	0
2nd grade	9	14	0	0	0
3rd grade	8	13	0	0	0
4th grade	10	17	0	0	0
5th grade	14	23	0	0	0
6th grade	2	0	31	0	0
7th grade	4	0	50	0	0
8th grade	1	0	11	0	0
9th grade	7	0	0	22	13
10th grade	8	0	0	26	25
11th grade	10	0	8	28	50
12th grade	8	0	0	24	13
Other	0	0	0	0	0
Ungraded	0	0	0	0	0

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

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

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

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	17	19	7	16	50
English Language Development (for children learning English)	1	2	0	1	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	16	4	11	37	17
Not applicable, not sure, or decline to answer	66	76	81	47	33

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	53	31	92	85	100
Yes - 1 day a week	9	15	3	0	0
Yes - 2 days a week	7	11	0	1	0
Yes - 3 days a week	8	11	0	4	0
Yes - 4 days a week	7	9	6	2	0
Yes - 5 days a week	16	23	0	8	0

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

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

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %	ES %	MS %	HS %	NT %
Number of weekdays my child participated in school from home					
0 days					
1 day					
2 days					
3 days					
4 days					
5 days					
Not sure					

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

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

^{||}*Last week.*

Table A4.2

Perceptions of Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Our school/district has done a good job keeping me informed about remote learning.					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Not sure/NA					

Question A.64: As you answer these questions, please think about you and your child's experience right now...

Our school/district has done a good job keeping me informed about remote learning.

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

Table A4.3**Rating of School Remote Learning Program (Remote Only)**

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

Question A.65: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 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	38	41	30	32	75
Agree	47	45	50	52	13
Disagree	12	11	20	13	0
Strongly disagree	1	2	0	2	0
Not sure/NA	2	2	0	2	13

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	47	57	40	30	50
Agree	42	37	50	51	25
Disagree	6	3	7	11	0
Strongly disagree	1	2	0	2	0
Not sure/NA	4	2	3	7	25

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>	45	57	34	20	79
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	49	60	55	23	88
Agree	42	37	35	56	13
Disagree	5	2	0	12	0
Strongly disagree	1	0	6	2	0
Don’t know/NA	3	1	3	6	0
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	46	59	35	20	75
Agree	42	34	42	59	25
Disagree	7	4	10	13	0
Strongly disagree	0	0	0	0	0
Don’t know/NA	4	2	13	8	0
School actively seeks the input of parents before making important decisions.					
Strongly agree	27	35	23	9	75
Agree	46	44	45	52	13
Disagree	16	12	19	23	0
Strongly disagree	2	1	3	3	0
Don’t know/NA	9	8	10	12	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	48	65	19	20	75
Agree	42	32	61	60	13
Disagree	7	2	13	15	13
Strongly disagree	0	0	0	1	0
Don't know/NA	2	0	6	4	0
School staff treat parents with respect.					
Strongly agree	54	67	42	28	88
Agree	43	31	55	65	13
Disagree	2	1	3	3	0
Strongly disagree	0	0	0	1	0
Don't know/NA	1	0	0	3	0
School staff take parent concerns seriously.					
Strongly agree	43	55	29	21	75
Agree	45	38	58	57	25
Disagree	6	4	3	13	0
Strongly disagree	1	0	0	2	0
Don't know/NA	5	3	10	8	0

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

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

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

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	43	52	26	29	73
School keeps me well-informed about school activities.					
Strongly agree	51	63	32	31	75
Agree	44	36	61	58	25
Disagree	4	1	3	9	0
Strongly disagree	1	0	0	2	0
Don’t know/NA	0	0	3	0	0
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	38	52	13	14	50
Agree	47	41	61	58	25
Disagree	12	5	23	23	13
Strongly disagree	1	1	0	2	0
Don’t know/NA	2	1	3	2	13
Letting you know how your child is doing in school between report cards.					
Very well	48	52	37	39	100
Just okay	35	33	47	38	0
Not very well	10	8	10	15	0
Does not do it at all	6	6	7	6	0
Don’t know/NA	1	1	0	2	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	32	35	23	27	75
Just okay	22	24	10	24	0
Not very well	14	13	23	15	0
Does not do it at all	12	12	17	13	0
Don't know/NA	19	17	27	22	25
Providing information on your expected role at your child's school.					
Very well	46	55	27	31	63
Just okay	32	31	30	35	13
Not very well	11	8	13	18	0
Does not do it at all	5	2	13	8	0
Don't know/NA	6	4	17	8	25
Providing information about how to help your child with homework.^ø					
Very well	54	57	26		
Just okay	29	29	30		
Not very well	10	8	30		
Does not do it at all	1	1	7		
Don't know/NA	6	5	7		
Providing information on how to help your child plan for college or vocational school.^ø					
Very well	34		17	38	50
Just okay	31		7	38	25
Not very well	16		13	18	0
Does not do it at all	8		27	3	0
Don't know/NA	11		37	3	25

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>	74	75	75	72	80
Attended a school or class event					
No	15	18	10	9	25
Yes	85	82	90	91	75
Attended a general school meeting					
No	5	7	0	4	0
Yes	95	93	100	96	100
Participated in a meeting of the parent-teacher organization or association					
No	33	27	41	46	13
Yes	67	73	59	54	88
Participated in fundraising for the school					
No	12	11	10	15	0
Yes	88	89	90	85	100
Served on a school committee					
No	65	64	67	68	63
Yes	35	36	33	32	38
Served as a volunteer in this child’s classroom or elsewhere in the school.^ø					
No	16	15	26		
Yes	84	85	74		

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

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

^øItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.^ø					
No	9	3	67		
Yes	91	97	33		
Met with a school counselor in person or remotely.^ø					
No	55	66	57	34	0
Yes	45	34	43	66	100

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>	42	51	33	25	75
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	42	47	26	32	88
Agree	46	41	68	54	13
Disagree	7	7	3	6	0
Strongly disagree	2	2	0	3	0
Don’t know/NA	3	3	3	5	0
treats all students with respect.					
Strongly agree	49	59	42	27	88
Agree	44	38	55	57	13
Disagree	3	2	0	8	0
Strongly disagree	1	0	0	3	0
Don’t know/NA	3	2	3	5	0
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	37	42	29	25	75
Agree	46	41	55	56	13
Disagree	6	6	6	6	0
Strongly disagree	1	1	0	2	0
Don’t know/NA	11	10	10	11	13
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	36	41	29	26	75
Agree	41	36	48	48	25
Disagree	8	7	13	11	0
Strongly disagree	2	1	0	4	0
Don’t know/NA	13	15	10	11	0

Question A.7-9, 11: This school... promotes academic success for all students... treats all students with respect... gives all students opportunities to “make a difference” by helping other people, the school, or the community... provides quality counseling or other ways to help students with social or emotional needs.

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a supportive and inviting place for students to learn.					
Strongly agree	47	59	35	24	88
Agree	47	38	61	63	13
Disagree	4	3	0	9	0
Strongly disagree	1	0	0	2	0
Don't know/NA	1	0	3	2	0
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	46	55	32	29	75
Agree	43	38	48	53	13
Disagree	4	2	10	7	0
Strongly disagree	1	0	0	2	0
Don't know/NA	6	5	10	9	13
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	30	39	16	14	63
Agree	39	37	55	42	13
Disagree	8	6	10	13	0
Strongly disagree	2	2	0	4	0
Don't know/NA	20	17	19	27	25
enforces school rules equally for my child and all students.					
Strongly agree	34	43	19	18	63
Agree	41	37	61	45	38
Disagree	7	6	0	12	0
Strongly disagree	4	2	0	7	0
Don't know/NA	14	12	19	18	0

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	27	34	10	16	63
Agree	46	36	57	64	38
Disagree	12	13	17	9	0
Strongly disagree	3	3	7	2	0
Don’t know/NA	12	14	10	9	0
is a safe place for my child.					
Strongly agree	50	56	57	35	88
Agree	46	42	43	59	13
Disagree	3	2	0	5	0
Strongly disagree	0	0	0	1	0
Don’t know/NA	0	0	0	1	0
provides high quality instruction to my child.					
Strongly agree	45	56	32	23	75
Agree	48	37	58	70	25
Disagree	4	4	6	5	0
Strongly disagree	1	1	0	0	0
Don’t know/NA	2	2	3	2	0
motivates students to learn.					
Strongly agree	41	51	23	22	63
Agree	49	43	61	60	38
Disagree	5	3	10	9	0
Strongly disagree	1	2	0	1	0
Don’t know/NA	4	2	6	8	0

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	54	63	61	31	75
Agree	37	30	35	53	25
Disagree	5	4	0	8	0
Strongly disagree	0	0	0	1	0
Don't know/NA	4	2	3	7	0
has adults who really care about students.					
Strongly agree	58	71	55	33	88
Agree	37	28	39	57	13
Disagree	2	1	3	5	0
Strongly disagree	0	0	0	0	0
Don't know/NA	3	1	3	5	0
has high expectations for all students.					
Strongly agree	39	47	23	25	63
Agree	44	38	45	57	13
Disagree	9	7	19	9	13
Strongly disagree	1	2	3	0	0
Don't know/NA	7	6	10	9	13
encourages students to care about how others feel.					
Strongly agree	45	53	32	29	75
Agree	42	39	45	49	13
Disagree	5	3	6	9	0
Strongly disagree	1	0	0	3	0
Don't know/NA	7	5	16	10	13

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	47	61	33	20	63
Agree	39	32	57	50	38
Disagree	6	3	0	16	0
Strongly disagree	2	2	3	2	0
Not sure/NA	5	2	7	12	0
Support staff are available to my child if he/she needs them.					
Strongly agree	48	51	37	42	88
Agree	36	31	53	46	13
Disagree	4	3	3	6	0
Strongly disagree	2	2	0	3	0
Not sure/NA	10	14	7	4	0
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	38	47	27	19	63
Agree	42	37	60	51	0
Disagree	9	7	7	15	0
Strongly disagree	1	1	3	2	0
Not sure/NA	9	7	3	13	38

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	42	52	30	23	75
Agree	48	43	67	56	13
Disagree	6	3	3	14	0
Strongly disagree	1	0	0	3	0
Not sure/NA	3	2	0	4	13

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>	20	1	16	60	42
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	56	76	58	16	13
Small problem	8	1	3	21	38
Somewhat a problem	5	0	3	17	0
Large problem	3	0	0	8	13
Don't know/NA	28	23	35	38	38
student vaping or e-cigarette use?					
Not a problem	52	77	42	5	13
Small problem	9	1	19	23	25
Somewhat a problem	8	0	0	27	13
Large problem	5	0	3	17	13
Don't know/NA	25	22	35	29	38
student alcohol and drug use?					
Not a problem	50	75	35	4	38
Small problem	6	1	13	16	0
Somewhat a problem	10	0	6	29	13
Large problem	7	1	0	23	13
Don't know/NA	27	23	45	28	38

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>	28	21	42	39	16
<i>Based on your experience, how much of a problem at this school is...</i>					
harassment or bullying?					
Not a problem	22	25	13	17	38
Small problem	29	30	29	28	13
Somewhat a problem	21	17	29	28	13
Large problem	6	5	3	8	0
Don't know/NA	22	23	26	19	38
physical fights?					
Not a problem	49	48	42	50	88
Small problem	18	21	16	14	0
Somewhat a problem	5	6	3	3	0
Large problem	0	0	0	0	0
Don't know/NA	27	24	39	33	13
racial/ethnic conflict among students?					
Not a problem	39	50	16	21	38
Small problem	23	17	42	33	25
Somewhat a problem	8	4	13	15	0
Large problem	2	1	3	3	0
Don't know/NA	28	28	26	28	38
students not respecting staff?					
Not a problem	35	45	16	17	63
Small problem	25	20	35	33	25
Somewhat a problem	11	7	23	18	0
Large problem	3	2	3	7	0
Don't know/NA	26	27	23	26	13

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	82	85	77	78	75
Small problem	1	0	3	3	0
Somewhat a problem	0	0	0	0	0
Large problem	0	0	0	0	0
Don't know/NA	17	15	19	19	25
weapons possession?					
Not a problem	75	78	61	72	88
Small problem	4	3	16	4	0
Somewhat a problem	0	0	0	0	0
Large problem	0	0	0	0	0
Don't know/NA	20	18	23	24	13
vandalism (including graffiti)?					
Not a problem	50	73	13	12	38
Small problem	20	8	35	42	38
Somewhat a problem	11	1	32	27	0
Large problem	4	1	6	11	0
Don't know/NA	15	17	13	9	25

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

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

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

	All %	ES %	MS %	HS %	NT %
No	2	3	3	2	0
Yes	82	77	90	89	88
Don't know	16	20	6	9	13

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	53	63	35	38	50
Agree	42	36	52	53	50
Disagree	3	1	10	6	0
Strongly disagree	0	0	3	0	0
Don't know/NA	1	0	0	3	0

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

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

10. Race/Ethnicity Breakdowns

Table A10.1

Parental Involvement by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
American Indian or Alaska Native					
Asian or Asian American	40	50	11	13	
Black or African American (Not Hispanic/Latinx)	47	57			
Filipino					
Hispanic or Latinx	58	61			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	46	58	42	24	
Two or more races/ethnicities	43	60		17	
Parental involvement in school[§]					
American Indian or Alaska Native					
Asian or Asian American	76	77	67	74	
Black or African American (Not Hispanic/Latinx)	50	44			
Filipino					
Hispanic or Latinx	75	73			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	75	77	73	72	
Two or more races/ethnicities	70	68		71	
School encourages me to be an active partner[†]					
American Indian or Alaska Native					
Asian or Asian American	41	51	17	13	
Black or African American (Not Hispanic/Latinx)	50	60			
Filipino					
Hispanic or Latinx	55	57			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	47	61	41	24	
Two or more races/ethnicities	47	67		18	

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

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

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

Table A10.1***Parental Involvement by Race/Ethnicity – Continued***

	All %	ES %	MS %	HS %	NT %
School actively seeks the input of parents[†]					
American Indian or Alaska Native					
Asian or Asian American	23	28	0	7	
Black or African American (Not Hispanic/Latinx)	33	40			
Filipino					
Hispanic or Latinx	45	43			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	28	37	29	10	
Two or more races/ethnicities	29	41		12	
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native					
Asian or Asian American	45	58	0	14	
Black or African American (Not Hispanic/Latinx)	50	60			
Filipino					
Hispanic or Latinx	60	64			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	49	66	24	22	
Two or more races/ethnicities	42	59		19	

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

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

Table A10.2***School Supports for Students by Race/Ethnicity***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
American Indian or Alaska Native					
Asian or Asian American	37	43	15	22	
Black or African American (Not Hispanic/Latinx)	43	51			
Filipino					
Hispanic or Latinx	53	57			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	44	54	36	29	
Two or more races/ethnicities	42	54		22	
School is a safe place for my child[†]					
American Indian or Alaska Native					
Asian or Asian American	42	44	33	33	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	58	57			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	53	60	59	38	
Two or more races/ethnicities	55	67		29	
School motivates students to learn[†]					
American Indian or Alaska Native					
Asian or Asian American	36	47	0	13	
Black or African American (Not Hispanic/Latinx)	50	60			
Filipino					
Hispanic or Latinx	45	43			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	43	55	24	24	
Two or more races/ethnicities	45	59		24	

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

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

Table A10.2***School Supports for Students by Race/Ethnicity – Continued***

	All %	ES %	MS %	HS %	NT %
School has adults who really care about students[†]					
American Indian or Alaska Native					
Asian or Asian American	55	65	33	27	
Black or African American (Not Hispanic/Latinx)	67	80			
Filipino					
Hispanic or Latinx	70	79			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	60	72	71	37	
Two or more races/ethnicities	57	70		35	
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native					
Asian or Asian American	35	40	33	13	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	55	64			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	37	40	29	32	
Two or more races/ethnicities	39	52		12	
Communication with parents about school[#]					
American Indian or Alaska Native					
Asian or Asian American	36	40	20	20	
Black or African American (Not Hispanic/Latinx)	53	64			
Filipino					
Hispanic or Latinx	58	66			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	44	53	27	29	
Two or more races/ethnicities	44	52		37	

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

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

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

Table A10.2***School Supports for Students by Race/Ethnicity – Continued***

	All %	ES %	MS %	HS %	NT %
Teachers responsive to child’s social and emotional needs^Γ					
American Indian or Alaska Native					
Asian or Asian American	78	88	83	38	
Black or African American (Not Hispanic/Latinx)	83	100			
Filipino					
Hispanic or Latinx	95	100			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	89	94	88	78	
Two or more races/ethnicities	84	88		73	
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native					
Asian or Asian American	81	83	100	62	
Black or African American (Not Hispanic/Latinx)	67	80			
Filipino					
Hispanic or Latinx	84	86			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	80	84	82	73	
Two or more races/ethnicities	80	84		80	

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

^Γ*Average percent of respondents reporting “Agree” or “Strongly agree.”*

Table A10.3***Fairness, Rule Clarity, and Respect for Diversity by Race/Ethnicity***

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
American Indian or Alaska Native					
Asian or Asian American	32	35	0	27	
Black or African American (Not Hispanic/Latinx)	33	40			
Filipino					
Hispanic or Latinx	45	50			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	35	46	18	19	
Two or more races/ethnicities	31	41		12	
School treats all students with respect[†]					
American Indian or Alaska Native					
Asian or Asian American	43	50	17	27	
Black or African American (Not Hispanic/Latinx)	50	60			
Filipino					
Hispanic or Latinx	70	79			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	49	61	47	29	
Two or more races/ethnicities	45	56		24	
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native					
Asian or Asian American	42	51	17	20	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	55	64			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	49	58	41	35	
Two or more races/ethnicities	33	44		18	

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

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

Table A10.4***Substance Use, School Disorder, and Bullying by Race/Ethnicity***

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
American Indian or Alaska Native					
Asian or Asian American	18	1	28	62	
Black or African American (Not Hispanic/Latinx)	6	7			
Filipino					
Hispanic or Latinx	0	0			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	24	2	20	64	
Two or more races/ethnicities	18	1		51	
Student alcohol and drug use^{‡ψ}					
American Indian or Alaska Native					
Asian or Asian American	6	0	0	29	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	0	0			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	8	0	0	24	
Two or more races/ethnicities	6	4		13	
Student vaping or e-cigarette use^{‡ψ}					
American Indian or Alaska Native					
Asian or Asian American	0	0	0	0	
Black or African American (Not Hispanic/Latinx)	0	0			
Filipino					
Hispanic or Latinx	0	0			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	8	0	6	22	
Two or more races/ethnicities	6	0		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 A10.4***Substance Use, School Disorder, and Bullying by Race/Ethnicity – Continued***

	All %	ES %	MS %	HS %	NT %
School disorder^{¶ψ}					
American Indian or Alaska Native					
Asian or Asian American	29	25	40	42	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	19	21			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	29	21	51	40	
Two or more races/ethnicities	22	13		38	
Harassment or bullying of students^{‡ψ}					
American Indian or Alaska Native					
Asian or Asian American	5	5	0	7	
Black or African American (Not Hispanic/Latinx)	17	20			
Filipino					
Hispanic or Latinx	5	7			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	5	4	6	8	
Two or more races/ethnicities	6	4		13	

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

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

^ψIn-School only.

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

Table A10.5***Facilities by Race/Ethnicity***

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
American Indian or Alaska Native					
Asian or Asian American	43	45	17	47	
Black or African American (Not Hispanic/Latinx)	67	80			
Filipino					
Hispanic or Latinx	60	64			
Native Hawaiian or Pacific Islander					
White (Not Hispanic/Latinx)	56	68	41	39	
Two or more races/ethnicities	53	70		29	

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	43	56	33	20	89
English learner					
Parental involvement in school[§]					
Not English learner	73	74	73	72	77
English learner					
School encourages me to be an active partner[†]					
Not English learner	44	58	32	20	83
English learner					
School actively seeks the input of parents[†]					
Not English learner	26	34	27	8	83
English learner					
Parents feel welcome to participate at this school[†]					
Not English learner	48	65	18	19	83
English learner					

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	41	51	28	25	83
English learner					
School is a safe place for my child[†]					
Not English learner	49	55	55	35	100
English learner					
School motivates students to learn[†]					
Not English learner	39	50	18	21	67
English learner					
School has adults who really care about students[†]					
Not English learner	57	70	55	32	100
English learner					
Opportunities for meaningful student participation[†]					
Not English learner	35	42	23	24	83
English learner					
Communication with parents about school[#]					
Not English learner	43	52	20	28	77
English learner					
Teachers responsive to child's social and emotional needs^Γ					
Not English learner	84	92	86	70	100
English learner					
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
Not English learner	79	84	81	70	67
English learner					

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	33	43	14	19	67
English learner					
School treats all students with respect[†]					
Not English learner	47	57	32	28	100
English learner					
School promotes respect of cultural beliefs/practices[†]					
Not English learner	45	55	27	29	83
English learner					

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	22	1	18	59	28
English learner					
Student alcohol and drug use^{‡ψ}					
Not English learner	8	1	0	22	0
English learner					
Student vaping or e-cigarette use^{‡ψ}					
Not English learner	6	0	5	16	0
English learner					
School disorder^{¶ψ}					
Not English learner	28	21	45	39	12
English learner					
Harassment or bullying of students^{‡ψ}					
Not English learner	6	4	5	8	0
English learner					

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	52	63	27	38	50
English learner					

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	43	56	31	21	
IEP	44	55		15	
Parental involvement in school[§]					
No IEP	74	74	73	73	
IEP	71	73		68	
School encourages me to be an active partner[†]					
No IEP	44	58	30	20	
IEP	45	55		21	
School actively seeks the input of parents[†]					
No IEP	27	36	25	9	
IEP	25	30		5	
Parents feel welcome to participate at this school[†]					
No IEP	47	65	15	20	
IEP	49	64		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 A12.2***School Supports for Students by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	41	50	26	26	
IEP	44	53		20	
School is a safe place for my child[†]					
No IEP	49	54	55	38	
IEP	48	58		21	
School motivates students to learn[†]					
No IEP	40	51	15	23	
IEP	36	48		11	
School has adults who really care about students[†]					
No IEP	55	68	55	33	
IEP	66	80		32	
Opportunities for meaningful student participation[†]					
No IEP	36	42	20	25	
IEP	34	40		16	
Communication with parents about school[#]					
No IEP	42	51	18	28	
IEP	48	56		29	
Teachers responsive to child's social and emotional needs^Γ					
No IEP	84	92	84	70	
IEP	85	90		72	
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
No IEP	79	85	79	67	
IEP	79	79		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 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	33	43	10	19	
IEP	36	45		16	
School treats all students with respect[†]					
No IEP	46	58	30	29	
IEP	52	60		26	
School promotes respect of cultural beliefs/practices[†]					
No IEP	45	54	25	30	
IEP	47	58		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	22	1	20	59	
IEP	19	1		57	
Student alcohol and drug use^{‡ψ}					
No IEP	8	1	0	22	
IEP	5	0		17	
Student vaping or e-cigarette use^{‡ψ}					
No IEP	5	0	5	15	
IEP	7	0		22	
School disorder^{¶ψ}					
No IEP	28	20	46	38	
IEP	30	25		43	
Harassment or bullying of students^{‡ψ}					
No IEP	6	5	5	9	
IEP	5	5		6	

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	54	64	25	41	
IEP	45	61		21	

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	45	57	34	20	79
Foster parent					
Other relatives and/or legal guardian					
Parental involvement in school[§]					
Parent of the child	74	75	75	72	80
Foster parent					
Other relatives and/or legal guardian					
School encourages me to be an active partner[†]					
Parent of the child	46	59	35	20	75
Foster parent					
Other relatives and/or legal guardian					
School actively seeks the input of parents[†]					
Parent of the child	27	35	23	9	75
Foster parent					
Other relatives and/or legal guardian					
Parents feel welcome to participate at this school[†]					
Parent of the child	48	65	19	20	75
Foster parent					
Other relatives and/or legal guardian					

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

[†]Average percent of respondents reporting “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	42	51	33	25	75
Foster parent					
Other relatives and/or legal guardian					
School is a safe place for my child[†]					
Parent of the child	50	56	57	35	88
Foster parent					
Other relatives and/or legal guardian					
School motivates students to learn[†]					
Parent of the child	41	51	23	22	63
Foster parent					
Other relatives and/or legal guardian					
School has adults who really care about students[†]					
Parent of the child	58	71	55	33	88
Foster parent					
Other relatives and/or legal guardian					
Opportunities for meaningful student participation[†]					
Parent of the child	37	42	29	25	75
Foster parent					
Other relatives and/or legal guardian					
Communication with parents about school[#]					
Parent of the child	43	52	26	29	73
Foster parent					
Other relatives and/or legal guardian					
Teachers responsive to child's social and emotional needs^Γ					
Parent of the child	86	93	90	70	100
Foster parent					
Other relatives and/or legal guardian					

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

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

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

^ΓAverage percent of respondents reporting "Agree" or "Strongly agree."

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

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	80	84	87	70	63
Foster parent					
Other relatives and/or legal guardian					

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

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

Table A13.3***Fairness, Rule Clarity, and Respect for Diversity by Parent Role***

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
Parent of the child	34	43	19	18	63
Foster parent					
Other relatives and/or legal guardian					
School treats all students with respect[†]					
Parent of the child	49	59	42	27	88
Foster parent					
Other relatives and/or legal guardian					
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	46	55	32	29	75
Foster parent					
Other relatives and/or legal guardian					

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

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

Table A13.4
Substance Use, School Disorder, and Bullying by Parent Role

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
Parent of the child	20	1	16	60	42
Foster parent					
Other relatives and/or legal guardian					
Student alcohol and drug use^{‡ψ}					
Parent of the child	7	1	0	23	13
Foster parent					
Other relatives and/or legal guardian					
Student vaping or e-cigarette use^{‡ψ}					
Parent of the child	5	0	3	17	13
Foster parent					
Other relatives and/or legal guardian					
School disorder^{¶ψ}					
Parent of the child	28	21	42	39	16
Foster parent					
Other relatives and/or legal guardian					
Harassment or bullying of students^{‡ψ}					
Parent of the child	6	5	3	8	0
Foster parent					
Other relatives and/or legal guardian					

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

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

^ψ*In-School only.*

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

Table A13.5***Facilities by Parent Role***

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
Parent of the child	53	63	35	38	50
Foster parent					
Other relatives and/or legal guardian					

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

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

^ψ*In-School only.*

Appendix

2023-24 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Beach Elementary	X
Havens Elementary	X
Wildwood 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
Piedmont 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 High Schools	Data Received
Piedmont High	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
Millennium High Alternative	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. ^ANon-traditional schools include continuation, community day, and other alternative school types.