

CALIFORNIA SCHOOL PARENT SURVEY



Merced City Elementary 2024-2025 Main Report

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Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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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 2024-25 *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/) 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 (562.799.5460) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey.

‡Secondary student survey.

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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

Tom Herman
Administrator, School Health & Safety Office
California Department of Education

Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	576	423	153	–	–

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	576	423	153	–	–
Remote model only	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 [†]	33	36	27	–	–	A6.1
Parental involvement in school [§]	51	54	44	–	–	A6.3
School encourages me to be an active partner ^σ	33	34	29	–	–	A6.1
School actively seeks the input of parents ^σ	24	25	21	–	–	A6.1
Parents feel welcome to participate at this school ^σ	35	38	27	–	–	A6.1
School Supports for Students						
Student learning environment [†]	33	35	28	–	–	A7.1
School is a safe place for my child ^σ	31	33	24	–	–	A7.1
School motivates students to learn ^σ	35	39	26	–	–	A7.1
School has adults who really care about students ^σ	37	40	31	–	–	A7.1
Opportunities for meaningful student participation ^σ	31	33	25	–	–	A7.1
Communication with parents about school [#]	49	52	40	–	–	A6.2
Teachers responsive to child’s social and emotional needs ^Γ	85	89	74	–	–	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs ^Γ	69	73	58	–	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally ^σ	33	34	31	–	–	A7.1
School treats all students with respect ^σ	40	42	34	–	–	A7.1
School promotes respect of cultural beliefs/practices ^σ	30	32	25	–	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems [¶]	15	7	39	–	–	A8.1
Student alcohol and drug use [‡]	6	3	14	–	–	A8.1
Student vaping or e-cigarette use [‡]	7	4	16	–	–	A8.1
School disorder [¶]	29	24	44	–	–	A8.2
Harassment or bullying of students [‡]	16	15	20	–	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^σ	30	33	24	–	–	A9.1

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

[†] Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

[§] Average percent of respondents reporting “Yes” across survey questions that comprise the scale.

^σ Percent of respondents reporting “Strongly agree.”

[#] Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

^Γ Percent of respondents reporting “Agree” or “Strongly agree.”

[¶] Average percent of respondents reporting any problems across survey questions that comprise the scale.

[‡] 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	95	–	–
Foster parent of the child enrolled at this school	1	1	1	–	–
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	1	–	–

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	2	2	2	–	–
Asian or Asian American	7	8	3	–	–
Black or African American (Not Hispanic or Latino/a)	3	3	5	–	–
Filipino	2	2	3	–	–
Hispanic or Latino/a	49	47	54	–	–
Native Hawaiian or Pacific Islander	0	0	1	–	–
White (Not Hispanic/Latino/a)	19	18	20	–	–
Two or more races/ethnicities	13	14	8	–	–
Not applicable, not sure, or decline to answer	5	5	3	–	–

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	6	8	0	–	–
Kindergarten	13	17	0	–	–
1st grade	9	12	1	–	–
2nd grade	10	13	0	–	–
3rd grade	11	15	0	–	–
4th grade	7	10	0	–	–
5th grade	8	11	0	–	–
6th grade	10	13	1	–	–
7th grade	14	0	54	–	–
8th grade	12	0	44	–	–
9th grade	0	0	0	–	–
10th grade	0	0	0	–	–
11th grade	0	0	0	–	–
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	10	–	–
English Language Development (for children learning English)	7	7	5	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	9	6	19	–	–
Not applicable, not sure, or decline to answer	73	76	66	–	–

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***

	All %	ES %	MS %	HS %	NT %
No	80	80	80	–	–
Yes - 1 day a week	2	1	4	–	–
Yes - 2 days a week	2	1	5	–	–
Yes - 3 days a week	2	2	2	–	–
Yes - 4 days a week	1	0	1	–	–
Yes - 5 days a week	14	16	8	–	–

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. Remote Schooling

Results in this section apply to parents who indicate that their child has attended school remotely. Responses from parents whose child attended school in person are not included.

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	43	46	33	–	–
Agree	46	45	48	–	–
Disagree	7	5	10	–	–
Strongly disagree	3	2	5	–	–
Not sure/NA	2	1	3	–	–

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

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

Table A5.2

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	50	34	–	–
Agree	45	43	50	–	–
Disagree	3	2	7	–	–
Strongly disagree	1	1	2	–	–
Not sure/NA	5	5	7	–	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	33	36	27	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	37	39	31	–	–
Agree	51	51	52	–	–
Disagree	5	5	7	–	–
Strongly disagree	3	3	4	–	–
Don’t know/NA	3	2	7	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	33	34	29	–	–
Agree	56	55	58	–	–
Disagree	5	5	6	–	–
Strongly disagree	2	2	4	–	–
Don’t know/NA	4	4	4	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	24	25	21	–	–
Agree	46	46	47	–	–
Disagree	10	12	7	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	17	15	21	–	–

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	35	38	27	–	–
Agree	50	50	49	–	–
Disagree	6	6	7	–	–
Strongly disagree	3	2	5	–	–
Don't know/NA	6	4	12	–	–
School staff treat parents with respect.					
Strongly agree	38	42	27	–	–
Agree	54	52	61	–	–
Disagree	4	4	4	–	–
Strongly disagree	2	1	4	–	–
Don't know/NA	2	1	3	–	–
School staff take parent concerns seriously.					
Strongly agree	32	35	26	–	–
Agree	49	49	49	–	–
Disagree	6	7	4	–	–
Strongly disagree	4	4	4	–	–
Don't know/NA	9	6	16	–	–

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>	49	52	40	–	–
School keeps me well-informed about school activities.					
Strongly agree	45	47	41	–	–
Agree	46	45	49	–	–
Disagree	6	6	6	–	–
Strongly disagree	2	1	3	–	–
Don’t know/NA	1	1	1	–	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	37	41	27	–	–
Agree	49	49	49	–	–
Disagree	9	7	16	–	–
Strongly disagree	2	2	4	–	–
Don’t know/NA	2	1	4	–	–
Letting you know how your child is doing in school between report cards.					
Very well	62	63	60	–	–
Just okay	26	26	24	–	–
Not very well	7	6	9	–	–
Does not do it at all	4	4	4	–	–
Don’t know/NA	2	1	3	–	–

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

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %	ES %	MS %	HS %	NT %
Providing information about why your child is placed in particular groups or classes.					
Very well	45	51	30	–	–
Just okay	25	22	33	–	–
Not very well	6	4	10	–	–
Does not do it at all	9	8	12	–	–
Don't know/NA	15	15	15	–	–
Providing information on your expected role at your child's school.					
Very well	54	59	41	–	–
Just okay	28	25	38	–	–
Not very well	4	5	4	–	–
Does not do it at all	5	4	7	–	–
Don't know/NA	8	7	10	–	–
Providing information about how to help your child with homework.^Ø					
Very well	51	58	34	–	–
Just okay	28	25	34	–	–
Not very well	9	7	12	–	–
Does not do it at all	7	5	10	–	–
Don't know/NA	6	4	11	–	–
Providing information on how to help your child plan for college or vocational school.^Ø					
Very well	23	10	24	–	–
Just okay	30	30	30	–	–
Not very well	15	10	15	–	–
Does not do it at all	16	50	13	–	–
Don't know/NA	16	0	17	–	–

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>	51	54	44	–	–
Attended a school or class event					
No	32	31	37	–	–
Yes	68	69	63	–	–
Attended a general school meeting					
No	11	9	15	–	–
Yes	89	91	85	–	–
Participated in a meeting of the parent-teacher organization or association					
No	60	59	64	–	–
Yes	40	41	36	–	–
Participated in fundraising for the school					
No	51	42	73	–	–
Yes	49	58	27	–	–
Served on a school committee					
No	91	91	93	–	–
Yes	9	9	7	–	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø					
No	76	71	89	–	–
Yes	24	29	11	–	–

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	12	8	22	–	–
Yes	88	92	78	–	–
Met with a school counselor in person or remotely.^Ø					
No	79	80	77	–	–
Yes	21	20	23	–	–

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

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

^ØItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	33	35	28	–	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	38	40	35	–	–
Agree	53	54	51	–	–
Disagree	5	4	7	–	–
Strongly disagree	1	1	0	–	–
Don’t know/NA	3	1	7	–	–
treats all students with respect.					
Strongly agree	40	42	34	–	–
Agree	48	47	51	–	–
Disagree	6	6	6	–	–
Strongly disagree	2	3	0	–	–
Don’t know/NA	4	2	9	–	–
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	31	33	25	–	–
Agree	53	52	55	–	–
Disagree	5	5	6	–	–
Strongly disagree	1	2	1	–	–
Don’t know/NA	10	9	13	–	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	27	28	25	–	–
Agree	42	41	45	–	–
Disagree	6	7	6	–	–
Strongly disagree	2	2	2	–	–
Don’t know/NA	22	22	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	34	36	29	–	–
Agree	55	56	53	–	–
Disagree	4	1	10	–	–
Strongly disagree	3	3	2	–	–
Don't know/NA	4	3	7	–	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	30	32	25	–	–
Agree	47	47	47	–	–
Disagree	5	5	6	–	–
Strongly disagree	1	2	1	–	–
Don't know/NA	16	14	21	–	–
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	25	24	25	–	–
Agree	43	43	42	–	–
Disagree	9	10	7	–	–
Strongly disagree	3	2	4	–	–
Don't know/NA	21	20	23	–	–
enforces school rules equally for my child and all students.					
Strongly agree	33	34	31	–	–
Agree	48	49	46	–	–
Disagree	6	6	4	–	–
Strongly disagree	4	4	4	–	–
Don't know/NA	9	8	15	–	–

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	24	24	24	–	–
Agree	45	44	47	–	–
Disagree	9	8	10	–	–
Strongly disagree	2	3	1	–	–
Don’t know/NA	21	22	18	–	–
is a safe place for my child.					
Strongly agree	31	33	24	–	–
Agree	58	58	56	–	–
Disagree	6	4	10	–	–
Strongly disagree	3	2	4	–	–
Don’t know/NA	3	2	5	–	–
provides high quality instruction to my child.					
Strongly agree	30	33	24	–	–
Agree	58	57	62	–	–
Disagree	6	6	7	–	–
Strongly disagree	1	1	1	–	–
Don’t know/NA	4	4	7	–	–
motivates students to learn.					
Strongly agree	35	39	26	–	–
Agree	55	54	57	–	–
Disagree	5	4	10	–	–
Strongly disagree	2	2	2	–	–
Don’t know/NA	3	2	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	39	44	27	–	–
Agree	46	44	51	–	–
Disagree	4	4	4	–	–
Strongly disagree	2	1	2	–	–
Don't know/NA	9	7	15	–	–
has adults who really care about students.					
Strongly agree	37	40	31	–	–
Agree	50	49	53	–	–
Disagree	5	5	4	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	8	6	12	–	–
has high expectations for all students.					
Strongly agree	33	35	30	–	–
Agree	53	55	50	–	–
Disagree	5	4	7	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	7	5	12	–	–
encourages students to care about how others feel.					
Strongly agree	33	36	25	–	–
Agree	50	51	49	–	–
Disagree	6	5	7	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	9	6	17	–	–

Question A.24-27: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.

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

Table A7.2***Social and Emotional Supports***

	All %	ES %	MS %	HS %	NT %
My child’s teachers are responsive to my child’s social and emotional needs.					
Strongly agree	42	49	22	–	–
Agree	43	40	51	–	–
Disagree	6	4	12	–	–
Strongly disagree	2	2	2	–	–
Not sure/NA	7	5	13	–	–
Support staff are available to my child if he/she needs them.					
Strongly agree	37	40	30	–	–
Agree	43	39	53	–	–
Disagree	2	3	2	–	–
Strongly disagree	1	1	2	–	–
Not sure/NA	16	17	14	–	–
Our school provides parents with advice and resources to support my child’s social and emotional needs.					
Strongly agree	29	31	24	–	–
Agree	40	42	34	–	–
Disagree	7	7	9	–	–
Strongly disagree	3	3	5	–	–
Not sure/NA	20	17	28	–	–

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	40	45	28	–	–
Agree	47	43	57	–	–
Disagree	5	4	5	–	–
Strongly disagree	2	1	3	–	–
Not sure/NA	6	6	6	–	–

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

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	15	7	39	–	–
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	49	57	27	–	–
Small problem	4	3	8	–	–
Somewhat a problem	6	2	16	–	–
Large problem	5	3	13	–	–
Don't know/NA	35	35	36	–	–
student vaping or e-cigarette use?					
Not a problem	48	57	23	–	–
Small problem	5	2	13	–	–
Somewhat a problem	6	1	18	–	–
Large problem	7	4	16	–	–
Don't know/NA	34	36	29	–	–
student alcohol and drug use?					
Not a problem	52	60	30	–	–
Small problem	4	1	11	–	–
Somewhat a problem	2	0	8	–	–
Large problem	6	3	14	–	–
Don't know/NA	36	35	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***

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	29	24	44	–	–
<i>Based on your experience, how much of a problem at this school is...</i>					
harassment or bullying?					
Not a problem	19	22	10	–	–
Small problem	23	24	19	–	–
Somewhat a problem	21	19	26	–	–
Large problem	16	15	20	–	–
Don't know/NA	21	20	25	–	–
physical fights?					
Not a problem	30	35	14	–	–
Small problem	21	20	25	–	–
Somewhat a problem	12	8	22	–	–
Large problem	11	8	20	–	–
Don't know/NA	26	29	19	–	–
racial/ethnic conflict among students?					
Not a problem	37	42	24	–	–
Small problem	10	8	13	–	–
Somewhat a problem	8	7	10	–	–
Large problem	8	6	15	–	–
Don't know/NA	38	37	38	–	–
students not respecting staff?					
Not a problem	33	38	19	–	–
Small problem	14	13	17	–	–
Somewhat a problem	11	7	22	–	–
Large problem	8	6	13	–	–
Don't know/NA	35	37	29	–	–

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***

	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	43	52	19	–	–
Small problem	8	4	17	–	–
Somewhat a problem	3	1	8	–	–
Large problem	6	3	14	–	–
Don't know/NA	40	39	42	–	–
weapons possession?					
Not a problem	51	57	34	–	–
Small problem	4	2	7	–	–
Somewhat a problem	2	1	6	–	–
Large problem	4	3	7	–	–
Don't know/NA	39	37	45	–	–
vandalism (including graffiti)?					
Not a problem	47	52	32	–	–
Small problem	8	7	10	–	–
Somewhat a problem	4	2	8	–	–
Large problem	5	3	8	–	–
Don't know/NA	38	36	42	–	–

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	84	82	88	–	–
Don't know	13	14	8	–	–

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	33	24	–	–
Agree	56	54	61	–	–
Disagree	6	5	8	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	6	6	6	–	–

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	22	31		–	–
Asian or Asian American	32	29	47	–	–
Black or African American (Not Hispanic/Latino/a)	32	42	17	–	–
Filipino	61	69	50	–	–
Hispanic or Latino/a	35	37	29	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	28	34	14	–	–
Two or more races/ethnicities	36	36	36	–	–
Parental involvement in school[§]					
American Indian or Alaska Native	58	60		–	–
Asian or Asian American	53	56	40	–	–
Black or African American (Not Hispanic/Latino/a)	56	58	51	–	–
Filipino	47	47	48	–	–
Hispanic or Latino/a	51	55	42	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	50	54	41	–	–
Two or more races/ethnicities	49	50	45	–	–
School encourages me to be an active partner^σ					
American Indian or Alaska Native	10	14		–	–
Asian or Asian American	34	33	40	–	–
Black or African American (Not Hispanic/Latino/a)	32	42	14	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	33	33	33	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	30	35	17	–	–
Two or more races/ethnicities	40	40	38	–	–

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

[†] *Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

[§] *Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

^σ *Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
School actively seeks the input of parents^σ					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	20	20	20	–	–
Black or African American (Not Hispanic/Latino/a)	32	42	14	–	–
Filipino	55	67	40	–	–
Hispanic or Latino/a	27	26	29	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	17	21	7	–	–
Two or more races/ethnicities	25	27	15	–	–
Parents feel welcome to participate at this school^σ					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	31	29	40	–	–
Black or African American (Not Hispanic/Latino/a)	26	33	14	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	38	41	30	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	28	34	13	–	–
Two or more races/ethnicities	35	36	31	–	–

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

^σ 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	21	30		–	–
Asian or Asian American	26	25	36	–	–
Black or African American (Not Hispanic/Latino/a)	35	44	21	–	–
Filipino	58	59	56	–	–
Hispanic or Latino/a	35	37	31	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	31	36	18	–	–
Two or more races/ethnicities	32	34	25	–	–
School is a safe place for my child^σ					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	29	30	20	–	–
Black or African American (Not Hispanic/Latino/a)	37	50	14	–	–
Filipino	36	33	40	–	–
Hispanic or Latino/a	35	37	30	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	29	35	13	–	–
Two or more races/ethnicities	25	25	23	–	–
School motivates students to learn^σ					
American Indian or Alaska Native	20	29		–	–
Asian or Asian American	26	23	40	–	–
Black or African American (Not Hispanic/Latino/a)	42	50	29	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	38	41	28	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	31	39	13	–	–
Two or more races/ethnicities	38	42	23	–	–

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

[†]*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

^σ*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^σ					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	37	37	40	–	–
Black or African American (Not Hispanic/Latino/a)	37	42	29	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	37	40	32	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	37	41	27	–	–
Two or more races/ethnicities	38	42	23	–	–
Opportunities for meaningful student participation^σ					
American Indian or Alaska Native	20	29		–	–
Asian or Asian American	22	23	20	–	–
Black or African American (Not Hispanic/Latino/a)	28	36	14	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	32	34	28	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	30	34	20	–	–
Two or more races/ethnicities	37	40	23	–	–
Communication with parents about school[#]					
American Indian or Alaska Native	30	37		–	–
Asian or Asian American	52	51	57	–	–
Black or African American (Not Hispanic/Latino/a)	49	66	26	–	–
Filipino	69	70	68	–	–
Hispanic or Latino/a	51	55	41	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	43	46	36	–	–
Two or more races/ethnicities	50	52	45	–	–

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

^σPercent of respondents reporting “Strongly agree.”

[#]Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

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	89	86		–	–
Asian or Asian American	91	93	80	–	–
Black or African American (Not Hispanic/Latino/a)	87	100	71	–	–
Filipino	82	83	80	–	–
Hispanic or Latino/a	86	90	76	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	82	88	69	–	–
Two or more races/ethnicities	83	88	62	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native	56	43		–	–
Asian or Asian American	77	77	80	–	–
Black or African American (Not Hispanic/Latino/a)	53	63	43	–	–
Filipino	91	100	80	–	–
Hispanic or Latino/a	73	77	63	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	74	80	59	–	–
Two or more races/ethnicities	48	55	23	–	–

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

^Γ*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^σ					
American Indian or Alaska Native	20	29		–	–
Asian or Asian American	29	27	40	–	–
Black or African American (Not Hispanic/Latino/a)	32	33	29	–	–
Filipino	55	67	40	–	–
Hispanic or Latino/a	38	38	36	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	28	30	23	–	–
Two or more races/ethnicities	32	35	23	–	–
School treats all students with respect^σ					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	36	32	60	–	–
Black or African American (Not Hispanic/Latino/a)	32	42	14	–	–
Filipino	64	67	60	–	–
Hispanic or Latino/a	41	44	34	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	41	45	30	–	–
Two or more races/ethnicities	42	44	31	–	–
School promotes respect of cultural beliefs/practices^σ					
American Indian or Alaska Native	10	14		–	–
Asian or Asian American	28	26	40	–	–
Black or African American (Not Hispanic/Latino/a)	37	50	14	–	–
Filipino	55	50	60	–	–
Hispanic or Latino/a	35	36	32	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	24	30	10	–	–
Two or more races/ethnicities	31	33	23	–	–

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

^σ 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[¶]					
American Indian or Alaska Native	30	29		–	–
Asian or Asian American	9	10	0	–	–
Black or African American (Not Hispanic/Latino/a)	21	6	48	–	–
Filipino	0	0	0	–	–
Hispanic or Latino/a	18	8	42	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	17	4	46	–	–
Two or more races/ethnicities	9	3	36	–	–
Student alcohol and drug use[‡]					
American Indian or Alaska Native	10	14		–	–
Asian or Asian American	6	7	0	–	–
Black or African American (Not Hispanic/Latino/a)	0	0	0	–	–
Filipino	0	0	0	–	–
Hispanic or Latino/a	8	5	17	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	8	1	24	–	–
Two or more races/ethnicities	0	0	0	–	–
Student vaping or e-cigarette use[‡]					
American Indian or Alaska Native	20	29		–	–
Asian or Asian American	6	7	0	–	–
Black or African American (Not Hispanic/Latino/a)	5	0	14	–	–
Filipino	0	0	0	–	–
Hispanic or Latino/a	10	5	21	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	6	1	17	–	–
Two or more races/ethnicities	3	0	15	–	–

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

[¶]*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.*

[‡]*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[¶]					
American Indian or Alaska Native	31	39		–	–
Asian or Asian American	27	27	29	–	–
Black or African American (Not Hispanic/Latino/a)	48	36	69	–	–
Filipino	18	14	23	–	–
Hispanic or Latino/a	31	25	45	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	30	22	46	–	–
Two or more races/ethnicities	25	20	46	–	–
Harassment or bullying of students[‡]					
American Indian or Alaska Native	30	43		–	–
Asian or Asian American	9	10	0	–	–
Black or African American (Not Hispanic/Latino/a)	32	25	43	–	–
Filipino	0	0	0	–	–
Hispanic or Latino/a	19	19	20	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	12	6	27	–	–
Two or more races/ethnicities	15	13	23	–	–

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

[¶]*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.*

[‡]*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^σ					
American Indian or Alaska Native	20	29		–	–
Asian or Asian American	23	20	40	–	–
Black or African American (Not Hispanic/Latino/a)	21	25	14	–	–
Filipino	55	50	60	–	–
Hispanic or Latino/a	33	36	26	–	–
Native Hawaiian or Pacific Islander				–	–
White (Not Hispanic/Latino/a)	25	31	10	–	–
Two or more races/ethnicities	35	35	38	–	–

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

^σ Percent of respondents reporting “Strongly agree.”

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	33	35	26	–	–
English learner	51	54	36	–	–
Parental involvement in school[§]					
Not English learner	50	53	44	–	–
English learner	59	61	50	–	–
School encourages me to be an active partner^σ					
Not English learner	33	35	27	–	–
English learner	44	40	57	–	–
School actively seeks the input of parents^σ					
Not English learner	24	26	20	–	–
English learner	44	44	43	–	–
Parents feel welcome to participate at this school^σ					
Not English learner	34	37	26	–	–
English learner	55	60	33	–	–

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

[†]*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

[§]*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

^σ*Percent of respondents reporting “Strongly agree.”*

Table A11.2***School Supports for Students by English Learner Status***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Not English learner	32	35	26	–	–
English learner	46	46	45	–	–
School is a safe place for my child^σ					
Not English learner	31	34	23	–	–
English learner	44	44	43	–	–
School motivates students to learn^σ					
Not English learner	35	39	26	–	–
English learner	48	52	33	–	–
School has adults who really care about students^σ					
Not English learner	37	40	29	–	–
English learner	52	50	57	–	–
Opportunities for meaningful student participation^σ					
Not English learner	30	33	23	–	–
English learner	42	42	43	–	–
Communication with parents about school[#]					
Not English learner	49	53	40	–	–
English learner	55	58	42	–	–
Teachers responsive to child’s social and emotional needs^Γ					
Not English learner	84	89	74	–	–
English learner	97	100	83	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
Not English learner	68	73	58	–	–
English learner	81	88	50	–	–

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

[†] Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

^σ Percent of respondents reporting “Strongly agree.”

[#] Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

^Γ 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^σ					
Not English learner	32	33	31	–	–
English learner	44	44	43	–	–
School treats all students with respect^σ					
Not English learner	39	42	33	–	–
English learner	52	54	43	–	–
School promotes respect of cultural beliefs/practices^σ					
Not English learner	30	33	23	–	–
English learner	41	36	57	–	–

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

^σ 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[¶]					
Not English learner	16	6	40	–	–
English learner	17	10	44	–	–
Student alcohol and drug use[‡]					
Not English learner	6	3	14	–	–
English learner	7	4	17	–	–
Student vaping or e-cigarette use[‡]					
Not English learner	8	4	17	–	–
English learner	7	4	17	–	–
School disorder[¶]					
Not English learner	30	24	44	–	–
English learner	30	21	64	–	–
Harassment or bullying of students[‡]					
Not English learner	17	16	20	–	–
English learner	13	8	33	–	–

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

[¶]*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.*

[‡]*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^σ					
Not English learner	30	32	23	–	–
English learner	47	48	43	–	–

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

^σ*Percent of respondents reporting “Strongly agree.”*

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	34	37	28	–	–
IEP	29	34	14	–	–
Parental involvement in school[§]					
No IEP	51	53	43	–	–
IEP	53	54	50	–	–
School encourages me to be an active partner^σ					
No IEP	35	36	31	–	–
IEP	28	33	14	–	–
School actively seeks the input of parents^σ					
No IEP	25	27	22	–	–
IEP	25	28	14	–	–
Parents feel welcome to participate at this school^σ					
No IEP	35	39	28	–	–
IEP	33	38	14	–	–

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

[†]*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

[§]*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

^σ*Percent of respondents reporting “Strongly agree.”*

Table A12.2***School Supports for Students by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	33	35	29	–	–
IEP	32	37	15	–	–
School is a safe place for my child^σ					
No IEP	32	35	25	–	–
IEP	28	33	14	–	–
School motivates students to learn^σ					
No IEP	36	40	28	–	–
IEP	33	38	14	–	–
School has adults who really care about students^σ					
No IEP	37	39	32	–	–
IEP	45	54	14	–	–
Opportunities for meaningful student participation^σ					
No IEP	31	33	25	–	–
IEP	31	36	14	–	–
Communication with parents about school[#]					
No IEP	50	53	41	–	–
IEP	48	53	31	–	–
Teachers responsive to child’s social and emotional needs^Γ					
No IEP	86	90	76	–	–
IEP	80	86	62	–	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
No IEP	68	73	58	–	–
IEP	77	84	54	–	–

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

[†] Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

^σ Percent of respondents reporting “Strongly agree.”

[#] Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

^Γ 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^σ					
No IEP	33	33	33	–	–
IEP	32	37	14	–	–
School treats all students with respect^σ					
No IEP	40	42	36	–	–
IEP	38	45	14	–	–
School promotes respect of cultural beliefs/practices^σ					
No IEP	32	34	26	–	–
IEP	23	28	7	–	–

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

^σ 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[¶]					
No IEP	16	6	41	–	–
IEP	11	5	29	–	–
Student alcohol and drug use[‡]					
No IEP	7	3	16	–	–
IEP	3	5	0	–	–
Student vaping or e-cigarette use[‡]					
No IEP	8	4	17	–	–
IEP	7	4	14	–	–
School disorder[¶]					
No IEP	31	25	45	–	–
IEP	24	19	40	–	–
Harassment or bullying of students[‡]					
No IEP	17	16	21	–	–
IEP	17	16	21	–	–

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

[‡]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^σ					
No IEP	31	34	23	–	–
IEP	30	30	29	–	–

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

^σPercent of respondents reporting “Strongly agree.”

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	34	36	28	–	–
Foster parent				–	–
Other relatives and/or legal guardian	13	17		–	–
Parental involvement in school[§]					
Parent of the child	51	54	43	–	–
Foster parent				–	–
Other relatives and/or legal guardian	50	49		–	–
School encourages me to be an active partner^σ					
Parent of the child	33	35	30	–	–
Foster parent				–	–
Other relatives and/or legal guardian	11	14		–	–
School actively seeks the input of parents^σ					
Parent of the child	25	26	22	–	–
Foster parent				–	–
Other relatives and/or legal guardian	6	8		–	–
Parents feel welcome to participate at this school^σ					
Parent of the child	35	38	28	–	–
Foster parent				–	–
Other relatives and/or legal guardian	11	14		–	–

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

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

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

Table A13.2***School Supports for Students by Parent Role***

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Parent of the child	33	35	28	–	–
Foster parent				–	–
Other relatives and/or legal guardian	14	18		–	–
School is a safe place for my child^σ					
Parent of the child	31	33	24	–	–
Foster parent				–	–
Other relatives and/or legal guardian	22	29		–	–
School motivates students to learn^σ					
Parent of the child	36	39	27	–	–
Foster parent				–	–
Other relatives and/or legal guardian	22	29		–	–
School has adults who really care about students^σ					
Parent of the child	38	41	31	–	–
Foster parent				–	–
Other relatives and/or legal guardian	11	14		–	–
Opportunities for meaningful student participation^σ					
Parent of the child	32	34	26	–	–
Foster parent				–	–
Other relatives and/or legal guardian	11	14		–	–
Communication with parents about school[#]					
Parent of the child	50	53	41	–	–
Foster parent				–	–
Other relatives and/or legal guardian	31	35		–	–
Teachers responsive to child’s social and emotional needs^Γ					
Parent of the child	85	90	74	–	–
Foster parent				–	–
Other relatives and/or legal guardian	73	75		–	–

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

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

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

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

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	69	73	58	–	–
Foster parent				–	–
Other relatives and/or legal guardian	80	83		–	–

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^σ					
Parent of the child	33	34	32	–	–
Foster parent				–	–
Other relatives and/or legal guardian	17	21		–	–
School treats all students with respect^σ					
Parent of the child	41	43	35	–	–
Foster parent				–	–
Other relatives and/or legal guardian	17	21		–	–
School promotes respect of cultural beliefs/practices^σ					
Parent of the child	31	32	26	–	–
Foster parent				–	–
Other relatives and/or legal guardian	17	21		–	–

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[¶]					
Parent of the child	15	6	39	–	–
Foster parent				–	–
Other relatives and/or legal guardian	15	5		–	–
Student alcohol and drug use[‡]					
Parent of the child	6	3	13	–	–
Foster parent				–	–
Other relatives and/or legal guardian	6	0		–	–
Student vaping or e-cigarette use[‡]					
Parent of the child	7	4	17	–	–
Foster parent				–	–
Other relatives and/or legal guardian	0	0		–	–
School disorder[¶]					
Parent of the child	30	24	45	–	–
Foster parent				–	–
Other relatives and/or legal guardian	25	27		–	–
Harassment or bullying of students[‡]					
Parent of the child	16	15	21	–	–
Foster parent				–	–
Other relatives and/or legal guardian	17	21		–	–

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

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

[‡]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^σ					
Parent of the child	31	33	25	–	–
Foster parent				–	–
Other relatives and/or legal guardian	6	7		–	–

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

^σPercent of respondents reporting “Strongly agree.”

Appendix

2024-25 CSPA 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	
John C. Fremont Elementary	X
John Muir Elementary	X
Leontine Gracey Elementary	
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 enrollment data files. Directly funded charter schools have been excluded from the list.

2024-25 CSPA Parent Survey Data Status

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

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

2024-25 CSPS Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Merced City School District Community Day	

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