

# CALIFORNIA SCHOOL PARENT SURVEY



## Hayward Unified 2025–2026 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 2025–26 *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](https://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](https://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 data dashboard that displays up to 10 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](http://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](http://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](http://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/](https://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/](https://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE’s **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://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](https://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](https://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](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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, email CalSCHLS at [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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	✓†	✓‡		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention	✓†	✓‡		✓	✓
Discipline and order (policies, enforcement)	✓†	✓‡		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓†	✓‡		✓	✓
Staff supports				✓	

Notes: †Elementary student survey.

‡Secondary student survey.

## **ACKNOWLEDGMENTS**

The CSPS and this report were developed by WestEd, under contract from the California Department of Education School Health and Safety Office and the Department of Health Care Services. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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# Survey Module Administration

**Table 1**

*CSPS Survey Modules Administered*

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	5,254	3,160	822	1,247	25

*Notes: <sup>A</sup>NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

**Table A1.2**

***Number of Respondents by Instructional Model***

	All	ES	MS	HS	NT
In-school model only	5,193	3,128	818	1,226	21
Remote model only	61	32	4	21	4

## 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
<b>Parental Involvement</b>						
Promotion of parental involvement <sup>†</sup>	45	50	38	37	40	A6.1
Parental involvement in school <sup>§</sup>	51	58	45	39	26	A6.3
School encourages me to be an active partner <sup>σ</sup>	43	49	35	35	43	A6.1
School actively seeks the input of parents <sup>σ</sup>	39	43	33	32	43	A6.1
Parents feel welcome to participate at this school <sup>σ</sup>	48	54	39	39	33	A6.1
<b>School Supports for Students</b>						
Student learning environment <sup>†</sup>	44	49	39	37	41	A7.1
School is a safe place for my child <sup>σ</sup>	44	51	38	33	45	A7.1
School motivates students to learn <sup>σ</sup>	46	51	39	37	43	A7.1
School has adults who really care about students <sup>σ</sup>	47	52	39	38	40	A7.1
Opportunities for meaningful student participation <sup>σ</sup>	46	50	39	39	52	A7.1
Communication with parents about school <sup>#</sup>	55	60	48	45	47	A6.2
Teachers responsive to child’s social and emotional needs <sup>Γ</sup>	86	90	81	77	81	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs <sup>Γ</sup>	82	82	80	83	80	A7.2
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
School enforces school rules equally <sup>σ</sup>	45	49	39	37	43	A7.1
School treats all students with respect <sup>σ</sup>	50	54	43	42	43	A7.1
School promotes respect of cultural beliefs/practices <sup>σ</sup>	49	53	43	40	38	A7.1
<b>Substance Use, School Disorder, and Bullying</b>						
Substance use problems <sup>¶</sup>	29	18	42	51	15	A8.1
Student alcohol and drug use <sup>‡</sup>	18	14	24	24	6	A8.1
Student vaping or e-cigarette use <sup>‡</sup>	19	14	26	29	0	A8.1
School disorder <sup>¶</sup>	34	28	40	45	23	A8.2
Harassment or bullying of students <sup>‡</sup>	22	19	27	24	13	A8.2
<b>Facilities</b>						
School has clean and well-maintained facilities/properties <sup>σ</sup>	42	48	35	32	29	A9.1

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

<sup>†</sup> Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

<sup>§</sup> Average percent of respondents reporting “Yes” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

<sup>#</sup> Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

<sup>Γ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>¶</sup> Average percent of respondents reporting any problems across survey questions that comprise the scale.

<sup>‡</sup> Percent of respondents reporting “Large problem.”

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

### 3. Parent and Student Demographic Characteristics

**Table A3.1**

***School Schedule, Past 30 Days***

	All %	ES %	MS %	HS %	NT %
In-School Model	99	99	100	98	84
Remote Learning Model	1	1	0	2	16

*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	96	95	94	100
Foster parent of the child enrolled at this school	1	1	1	1	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	3	2	4	5	0
Not applicable, not sure, or decline to answer	1	1	0	1	0

*Question A.2: I am a...*

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	0	0
Asian or Asian American	11	13	8	8	0
Black or African American (Not Hispanic or Latino/a)	7	6	7	10	16
Filipino	8	7	11	9	4
Hispanic or Latino/a	54	52	53	59	64
Native Hawaiian or Pacific Islander	3	3	4	3	8
White (Not Hispanic/Latino/a)	5	5	3	4	4
Two or more races/ethnicities	7	9	7	4	0
Not applicable, not sure, or decline to answer	5	4	7	4	4

*Question A.4: What is your race or ethnicity?*

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

**Table A3.4**  
**Grade Level**

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	4	7	0	0	0
Kindergarten	8	13	0	0	0
1st grade	7	12	0	0	0
2nd grade	8	13	0	0	0
3rd grade	7	11	0	1	4
4th grade	9	15	0	1	0
5th grade	9	14	0	0	0
6th grade	8	13	1	1	0
7th grade	8	0	48	1	0
8th grade	8	0	51	2	0
9th grade	7	0	0	30	0
10th grade	6	0	0	24	0
11th grade	5	0	0	20	20
12th grade	5	0	0	19	72
Other	0	0	0	0	4
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)	18	19	17	16	8
English Language Development (for children learning English)	22	25	16	19	8
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	6	4	7	11	0
Not applicable, not sure, or decline to answer	58	55	64	58	83

*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	67	65	64	75	85
Yes - 1 day a week	4	3	6	4	10
Yes - 2 days a week	3	2	4	6	0
Yes - 3 days a week	2	1	5	3	0
Yes - 4 days a week	2	1	2	5	0
Yes - 5 days a week	22	28	21	8	5

*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 %
<b>Number of weekdays my child participated in school from home<sup>  </sup></b>					
0 days	18	14		15	
1 day	8	10		8	
2 days	8	5		15	
3 days	15	10		15	
4 days	3	5		0	
5 days	30	38		15	
Not sure	20	19		31	

*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.*

<sup>||</sup>*Last week.*

**Table A4.2**

***Perceptions of Remote Learning (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>Our school/district has done a good job keeping me informed about remote learning.</b>					
Strongly agree	36	50		17	
Agree	42	31		58	
Disagree	12	6		25	
Strongly disagree	0	0		0	
Not sure/NA	9	13		0	

*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	3	0		8	
1	0	0		0	
2	0	0		0	
3	0	0		0	
4	5	11		0	
5	11	5		23	
6	11	11		15	
7	5	0		15	
8	19	26		15	
9	22	32		15	
10 - Extremely successful	24	16		8	

*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 %
<b>My child has opportunities to connect and interact with classmates during remote learning.</b>					
Strongly agree	29	47		0	
Agree	43	35		64	
Disagree	9	6		14	
Strongly disagree	0	0		0	
Not sure/NA	20	12		21	

*Question A.60: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child has opportunities to connect and interact with classmates during remote learning.*

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

## 5. Student Motivation and Optimism

**Table A5.1**

***Student is Motivated to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	53	39	38	47
Agree	40	36	45	48	40
Disagree	7	6	9	8	13
Strongly disagree	3	2	3	3	0
Not sure/NA	3	3	5	4	0

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

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

**Table A5.2**

***Student Feeling Hopeful About the Future***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	55	42	42	53
Agree	40	37	45	45	40
Disagree	4	3	5	5	0
Strongly disagree	2	1	2	3	0
Not sure/NA	4	4	6	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 %
<b>Promotion of parental involvement</b>					
<i>Average reporting “Strongly agree”</i>	45	50	38	37	40
<b>School promptly responds to my phone calls, messages, or e-mails.</b>					
Strongly agree	44	49	38	35	29
Agree	44	42	48	49	48
Disagree	5	4	6	8	14
Strongly disagree	3	2	4	3	5
Don’t know/NA	3	3	5	5	5
<b>School encourages me to be an active partner with the school in educating my child.</b>					
Strongly agree	43	49	35	35	43
Agree	46	43	51	53	29
Disagree	4	4	5	6	10
Strongly disagree	1	1	2	1	0
Don’t know/NA	4	3	7	5	19
<b>School actively seeks the input of parents before making important decisions.</b>					
Strongly agree	39	43	33	32	43
Agree	43	40	47	48	33
Disagree	7	6	7	8	14
Strongly disagree	3	3	4	2	0
Don’t know/NA	9	8	9	10	10

*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 %
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	48	54	39	39	33
Agree	43	39	50	50	38
Disagree	3	3	3	3	5
Strongly disagree	2	1	2	2	0
Don't know/NA	4	3	5	6	24
<b>School staff treat parents with respect.</b>					
Strongly agree	50	55	44	43	40
Agree	44	40	48	51	45
Disagree	3	3	2	3	5
Strongly disagree	1	1	2	1	0
Don't know/NA	2	2	4	2	10
<b>School staff take parent concerns seriously.</b>					
Strongly agree	45	49	39	37	45
Agree	42	38	46	49	30
Disagree	5	6	4	5	5
Strongly disagree	2	2	4	2	5
Don't know/NA	6	5	8	7	15

*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 %
<b>Communication with parents about school</b>					
<i>Average reporting “Strongly agree” or “Very well”</i>	55	60	48	45	47
<b>School keeps me well-informed about school activities.</b>					
Strongly agree	53	58	46	45	43
Agree	40	36	44	46	43
Disagree	5	4	5	6	10
Strongly disagree	2	1	3	2	0
Don’t know/NA	1	1	1	2	5
<b>Teachers communicate with parents about what students are expected to learn in class.</b>					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Don’t know/NA					
<b>Letting you know how your child is doing in school between report cards.</b>					
Very well	63	67	60	55	50
Just okay	27	24	28	34	25
Not very well	6	5	6	8	13
Does not do it at all	3	2	4	3	0
Don’t know/NA	2	2	1	1	13

*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 %
<b>Providing information about why your child is placed in particular groups or classes.</b>					
Very well	50	57	41	39	38
Just okay	26	23	30	32	25
Not very well	7	6	7	9	6
Does not do it at all	6	5	8	6	6
Don't know/NA	11	9	14	14	25
<b>Providing information on your expected role at your child's school.</b>					
Very well	53	60	44	42	56
Just okay	31	27	35	38	25
Not very well	6	5	7	9	0
Does not do it at all	4	3	5	4	0
Don't know/NA	6	5	9	7	19
<b>Providing information about how to help your child with homework.<sup>Ø</sup></b>					
Very well	58	62	45	57	
Just okay	27	25	33	33	
Not very well	8	7	9	6	
Does not do it at all	5	4	8	0	
Don't know/NA	3	2	5	4	
<b>Providing information on how to help your child plan for college or vocational school.<sup>Ø</sup></b>					
Very well	45		43	47	67
Just okay	34		32	36	20
Not very well	9		9	9	0
Does not do it at all	5		7	3	0
Don't know/NA	7		9	5	13

*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.*

*<sup>Ø</sup>Item not included in the scale.*

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

	All %	ES %	MS %	HS %	NT %
<b>Parental involvement in school</b>					
<i>Average reporting “Yes”</i>	51	58	45	39	26
<b>Attended a school or class event</b>					
No	33	26	37	47	72
Yes	67	74	63	53	28
<b>Attended a general school meeting</b>					
No	24	17	26	40	44
Yes	76	83	74	60	56
<b>Participated in a meeting of the parent-teacher organization or association</b>					
No	54	48	63	64	61
Yes	46	52	37	36	39
<b>Participated in fundraising for the school</b>					
No	46	34	60	67	94
Yes	54	66	40	33	6
<b>Served on a school committee</b>					
No	88	86	91	90	100
Yes	12	14	9	10	0
<b>Served as a volunteer in this child’s classroom or elsewhere in the school.<sup>Ø</sup></b>					
No	68	64	80	76	
Yes	32	36	20	24	

*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.*

*<sup>Ø</sup>Item not included in the scale.*

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

	All %	ES %	MS %	HS %	NT %
<b>Participated in a regularly scheduled parent-teacher conference with the child’s teacher.<sup>Ø</sup></b>					
No	22	15	45	42	
Yes	78	85	55	58	
<b>Met with a school counselor in person or remotely.<sup>Ø</sup></b>					
No	65	71	64	53	50
Yes	35	29	36	47	50

*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.*

*<sup>Ø</sup>Item not included in the scale.*

## 7. Student Learning Environment

Table A7.1

*Student Learning Environment Scale Questions*

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	44	49	39	37	41
<b><i>This school...</i></b>					
<b>promotes academic success for all students.</b>					
Strongly agree	48	52	43	43	38
Agree	43	40	47	46	48
Disagree	3	3	3	4	0
Strongly disagree	2	2	3	3	0
Don’t know/NA	4	3	4	5	14
<b>treats all students with respect.</b>					
Strongly agree	50	54	43	42	43
Agree	42	39	44	48	38
Disagree	4	3	5	4	5
Strongly disagree	1	1	3	1	0
Don’t know/NA	3	2	4	5	14
<b>gives all students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	46	50	39	39	52
Agree	43	40	47	46	38
Disagree	3	3	3	4	0
Strongly disagree	1	1	2	1	0
Don’t know/NA	7	6	8	9	10
<b>provides quality counseling or other ways to help students with social or emotional needs.</b>					
Strongly agree	42	44	38	40	43
Agree	38	35	41	44	43
Disagree	5	5	5	6	0
Strongly disagree	2	2	3	2	0
Don’t know/NA	12	14	13	9	14

*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 %
<b><i>This school...</i></b>					
<b>is a supportive and inviting place for students to learn.</b>					
Strongly agree	46	51	39	39	43
Agree	46	42	51	52	43
Disagree	4	3	4	5	0
Strongly disagree	2	1	3	1	0
Don't know/NA	3	2	4	3	14
<b>communicates the importance of respecting different cultural beliefs and practices.</b>					
Strongly agree	49	53	43	40	38
Agree	43	39	47	50	48
Disagree	2	2	3	2	0
Strongly disagree	1	1	2	1	0
Don't know/NA	5	4	5	7	14
<b>provides instructional materials that reflect my child's culture, ethnicity, and identity.</b>					
Strongly agree	42	46	37	34	33
Agree	43	39	44	51	38
Disagree	5	5	6	4	0
Strongly disagree	2	2	2	1	0
Don't know/NA	9	9	11	10	29
<b>enforces school rules equally for my child and all students.</b>					
Strongly agree	45	49	39	37	43
Agree	43	40	46	48	43
Disagree	5	5	5	6	0
Strongly disagree	2	2	4	2	0
Don't know/NA	5	5	6	7	14

*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 %
<b><i>This school...</i></b>					
<b>has quality programs for my child’s talents, gifts, or special needs.</b>					
Strongly agree	38	39	35	34	43
Agree	40	36	45	48	29
Disagree	6	8	5	4	0
Strongly disagree	2	2	2	2	0
Don’t know/NA	14	15	13	12	29
<b>is a safe place for my child.</b>					
Strongly agree	44	51	38	33	45
Agree	47	43	52	54	40
Disagree	4	3	3	8	0
Strongly disagree	2	2	4	2	0
Don’t know/NA	2	2	4	3	15
<b>provides high quality instruction to my child.</b>					
Strongly agree	41	46	35	31	30
Agree	48	44	51	55	55
Disagree	5	5	6	7	0
Strongly disagree	2	2	2	2	0
Don’t know/NA	4	3	6	5	15
<b>motivates students to learn.</b>					
Strongly agree	46	51	39	37	43
Agree	45	42	50	50	33
Disagree	4	3	4	6	0
Strongly disagree	2	2	3	2	0
Don’t know/NA	3	2	4	5	24

*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 %
<b><i>This school...</i></b>					
<b>has teachers who go out of their way to help students.</b>					
Strongly agree					
Agree					
Disagree					
Strongly disagree					
Don't know/NA					
<b>has adults who really care about students.</b>					
Strongly agree	47	52	39	38	40
Agree	44	41	48	49	40
Disagree	4	3	5	6	5
Strongly disagree	2	2	2	1	0
Don't know/NA	4	3	5	6	15
<b>has high expectations for all students.</b>					
Strongly agree	43	47	36	35	43
Agree	44	40	50	49	38
Disagree	5	5	5	6	0
Strongly disagree	2	2	2	2	0
Don't know/NA	7	6	7	8	19
<b>encourages students to care about how others feel.</b>					
Strongly agree	42	48	35	32	45
Agree	45	42	49	50	25
Disagree	4	3	5	5	0
Strongly disagree	2	2	2	1	0
Don't know/NA	7	5	9	12	30

*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 %
<b>My child’s teachers are responsive to my child’s social and emotional needs.</b>					
Strongly agree	48	58	37	32	50
Agree	37	33	44	45	31
Disagree	6	4	6	10	13
Strongly disagree	2	2	2	3	0
Not sure/NA	6	4	10	11	6
<b>Support staff are available to my child if he/she needs them.</b>					
Strongly agree	43	46	38	38	47
Agree	36	31	43	46	33
Disagree	4	3	3	5	0
Strongly disagree	2	2	3	2	0
Not sure/NA	15	17	13	9	20
<b>Our school provides parents with advice and resources to support my child’s social and emotional needs.</b>					
Strongly agree	44	48	38	36	53
Agree	38	34	42	47	27
Disagree	5	5	4	5	0
Strongly disagree	2	2	4	2	0
Not sure/NA	11	11	11	10	20

*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 %
<b>My child is receiving adequate instruction from teachers to support assigned work.</b>					
Strongly agree	47	54	37	35	40
Agree	41	36	48	50	53
Disagree	5	4	5	8	0
Strongly disagree	2	2	3	3	0
Not sure/NA	4	4	6	5	7

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

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

## 8. Student Risk Behavior and Prevention

**Table A8.1**

***Substance Use Problems Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems</b>					
<i>Average reporting any problems</i>	29	18	42	51	15
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>student tobacco use?</b>					
Not a problem	42	55	27	19	25
Small problem	6	3	12	12	0
Somewhat a problem	6	2	9	14	6
Large problem	17	13	23	26	0
Don't know/NA	28	28	30	29	69
<b>student vaping or e-cigarette use?</b>					
Not a problem	41	54	24	17	25
Small problem	6	3	12	11	6
Somewhat a problem	7	2	11	16	13
Large problem	19	14	26	29	0
Don't know/NA	27	27	28	27	56
<b>student alcohol and drug use?</b>					
Not a problem	44	57	30	21	31
Small problem	4	1	6	8	0
Somewhat a problem	4	1	5	12	13
Large problem	18	14	24	24	6
Don't know/NA	30	27	35	35	50

*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 %
<b>School disorder</b>					
<i>Average reporting any problems</i>	34	28	40	45	23
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>harassment or bullying?</b>					
Not a problem	28	33	20	22	38
Small problem	16	17	13	15	6
Somewhat a problem	11	11	13	11	0
Large problem	22	19	27	24	13
Don't know/NA	23	20	27	28	44
<b>physical fights?</b>					
Not a problem	31	40	20	16	38
Small problem	16	13	20	20	13
Somewhat a problem	10	8	9	17	0
Large problem	20	15	26	26	13
Don't know/NA	24	24	25	21	38
<b>racial/ethnic conflict among students?</b>					
Not a problem	39	46	31	26	38
Small problem	10	9	10	13	13
Somewhat a problem	7	6	7	9	6
Large problem	17	15	22	20	6
Don't know/NA	27	25	30	32	38
<b>students not respecting staff?</b>					
Not a problem	37	45	26	25	38
Small problem	11	10	14	13	6
Somewhat a problem	7	5	8	13	6
Large problem	17	15	23	20	6
Don't know/NA	27	25	29	29	44

*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 %
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>gang-related activity?</b>					
Not a problem	46	57	32	25	31
Small problem	4	2	6	9	13
Somewhat a problem	3	1	5	9	0
Large problem	16	14	20	20	13
Don't know/NA	30	26	38	37	44
<b>weapons possession?</b>					
Not a problem	48	59	35	29	38
Small problem	3	1	4	8	13
Somewhat a problem	2	1	3	6	0
Large problem	17	14	20	21	13
Don't know/NA	29	24	39	35	38
<b>vandalism (including graffiti)?</b>					
Not a problem	46	57	32	27	38
Small problem	6	4	6	11	13
Somewhat a problem	4	2	4	10	0
Large problem	16	14	19	19	13
Don't know/NA	28	23	39	33	38

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

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

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

	All %	ES %	MS %	HS %	NT %
No	6	5	7	7	10
Yes	78	80	78	72	43
Don't know	16	15	15	21	48

*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	42	48	35	32	29
Agree	45	43	50	50	47
Disagree	6	5	5	10	6
Strongly disagree	2	2	4	3	0
Don't know/NA	4	3	6	5	18

*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 %
<b>Promotion of parental involvement<sup>†</sup></b>					
American Indian or Alaska Native	31	27			
Asian or Asian American	48	52	41	39	
Black or African American (Not Hispanic/Latino/a)	41	48	46	28	
Filipino	53	56	46	53	
Hispanic or Latino/a	44	50	37	36	50
Native Hawaiian or Pacific Islander	53	61	56	27	
White (Not Hispanic/Latino/a)	54	58	45	39	
Two or more races/ethnicities	40	46	21	27	
<b>Parental involvement in school<sup>§</sup></b>					
American Indian or Alaska Native	53	51			
Asian or Asian American	55	59	51	41	
Black or African American (Not Hispanic/Latino/a)	53	60	48	44	
Filipino	54	61	48	46	
Hispanic or Latino/a	48	55	43	36	31
Native Hawaiian or Pacific Islander	54	65	44	32	
White (Not Hispanic/Latino/a)	59	66	41	43	
Two or more races/ethnicities	56	63	46	37	
<b>School encourages me to be an active partner<sup>σ</sup></b>					
American Indian or Alaska Native	20	17			
Asian or Asian American	47	51	36	38	
Black or African American (Not Hispanic/Latino/a)	41	47	50	29	
Filipino	52	53	44	54	
Hispanic or Latino/a	42	48	33	33	54
Native Hawaiian or Pacific Islander	57	66	57	33	
White (Not Hispanic/Latino/a)	54	59	38	41	
Two or more races/ethnicities	40	46	24	27	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>School actively seeks the input of parents<sup>σ</sup></b>					
American Indian or Alaska Native	33	25			
Asian or Asian American	42	45	37	36	
Black or African American (Not Hispanic/Latino/a)	34	39	40	23	
Filipino	48	49	45	49	
Hispanic or Latino/a	40	44	32	32	54
Native Hawaiian or Pacific Islander	48	57	50	23	
White (Not Hispanic/Latino/a)	41	44	33	30	
Two or more races/ethnicities	30	36	14	20	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
American Indian or Alaska Native	47	42			
Asian or Asian American	51	55	44	36	
Black or African American (Not Hispanic/Latino/a)	45	53	47	32	
Filipino	55	60	45	54	
Hispanic or Latino/a	47	53	38	40	38
Native Hawaiian or Pacific Islander	53	61	55	32	
White (Not Hispanic/Latino/a)	58	64	45	38	
Two or more races/ethnicities	46	55	25	25	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
American Indian or Alaska Native	25	20			
Asian or Asian American	48	50	41	42	
Black or African American (Not Hispanic/Latino/a)	38	45	40	26	
Filipino	54	55	50	53	
Hispanic or Latino/a	44	49	38	36	50
Native Hawaiian or Pacific Islander	56	63	60	31	
White (Not Hispanic/Latino/a)	47	50	40	36	
Two or more races/ethnicities	40	46	21	31	
<b>School is a safe place for my child<sup>σ</sup></b>					
American Indian or Alaska Native	27	17			
Asian or Asian American	50	54	37	39	
Black or African American (Not Hispanic/Latino/a)	39	46	44	24	
Filipino	52	55	48	50	
Hispanic or Latino/a	44	52	37	31	54
Native Hawaiian or Pacific Islander	55	65	61	23	
White (Not Hispanic/Latino/a)	46	50	36	32	
Two or more races/ethnicities	42	47	24	35	
<b>School motivates students to learn<sup>σ</sup></b>					
American Indian or Alaska Native	33	25			
Asian or Asian American	50	52	47	45	
Black or African American (Not Hispanic/Latino/a)	39	46	35	32	
Filipino	55	57	48	55	
Hispanic or Latino/a	46	51	40	35	54
Native Hawaiian or Pacific Islander	60	72	56	28	
White (Not Hispanic/Latino/a)	45	50	29	38	
Two or more races/ethnicities	41	49	22	24	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>School has adults who really care about students<sup>σ</sup></b>					
American Indian or Alaska Native	40	33			
Asian or Asian American	49	52	46	36	
Black or African American (Not Hispanic/Latino/a)	42	50	41	31	
Filipino	54	58	48	53	
Hispanic or Latino/a	45	51	38	36	46
Native Hawaiian or Pacific Islander	58	67	61	33	
White (Not Hispanic/Latino/a)	58	63	52	43	
Two or more races/ethnicities	47	54	24	39	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
American Indian or Alaska Native	35	25			
Asian or Asian American	53	56	44	49	
Black or African American (Not Hispanic/Latino/a)	39	45	38	30	
Filipino	56	56	53	58	
Hispanic or Latino/a	46	50	40	38	62
Native Hawaiian or Pacific Islander	57	63	55	37	
White (Not Hispanic/Latino/a)	43	48	32	30	
Two or more races/ethnicities	39	46	16	26	
<b>Communication with parents about school<sup>#</sup></b>					
American Indian or Alaska Native	36	34			
Asian or Asian American	61	65	51	51	
Black or African American (Not Hispanic/Latino/a)	53	63	54	35	
Filipino	65	70	62	57	
Hispanic or Latino/a	53	59	44	45	40
Native Hawaiian or Pacific Islander	65	73	67	41	
White (Not Hispanic/Latino/a)	55	58	57	43	
Two or more races/ethnicities	53	60	35	41	

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

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

<sup>#</sup> 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 %
<b>Teachers responsive to child’s social and emotional needs<sup>Γ</sup></b>					
American Indian or Alaska Native	64	50			
Asian or Asian American	91	93	84	85	
Black or African American (Not Hispanic/Latino/a)	80	87	80	68	
Filipino	94	94	94	94	
Hispanic or Latino/a	86	90	82	78	80
Native Hawaiian or Pacific Islander	85	93	79	68	
White (Not Hispanic/Latino/a)	86	89	83	74	
Two or more races/ethnicities	83	91	69	56	
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>Γ</sup></b>					
American Indian or Alaska Native	50	50			
Asian or Asian American	84	83	88	83	
Black or African American (Not Hispanic/Latino/a)	80	86	77	69	
Filipino	88	84	91	92	
Hispanic or Latino/a	85	86	82	86	78
Native Hawaiian or Pacific Islander	85	91	83	70	
White (Not Hispanic/Latino/a)	75	74	78	79	
Two or more races/ethnicities	71	74	59	72	

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

<sup>Γ</sup>*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 %
<b>School enforces school rules equally<sup>σ</sup></b>					
American Indian or Alaska Native	13	8			
Asian or Asian American	48	51	39	42	
Black or African American (Not Hispanic/Latino/a)	36	43	40	22	
Filipino	54	54	50	56	
Hispanic or Latino/a	46	51	39	38	54
Native Hawaiian or Pacific Islander	56	63	62	33	
White (Not Hispanic/Latino/a)	43	48	36	28	
Two or more races/ethnicities	38	43	20	31	
<b>School treats all students with respect<sup>σ</sup></b>					
American Indian or Alaska Native	28	15			
Asian or Asian American	54	56	48	51	
Black or African American (Not Hispanic/Latino/a)	43	50	46	29	
Filipino	57	60	54	54	
Hispanic or Latino/a	50	55	42	41	54
Native Hawaiian or Pacific Islander	57	64	64	32	
White (Not Hispanic/Latino/a)	53	57	43	43	
Two or more races/ethnicities	48	51	31	46	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
American Indian or Alaska Native	25	17			
Asian or Asian American	49	50	45	48	
Black or African American (Not Hispanic/Latino/a)	41	50	44	26	
Filipino	59	62	52	58	
Hispanic or Latino/a	49	54	44	40	46
Native Hawaiian or Pacific Islander	56	63	62	30	
White (Not Hispanic/Latino/a)	55	61	41	40	
Two or more races/ethnicities	46	50	29	39	

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

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
American Indian or Alaska Native	22	11			
Asian or Asian American	30	23	41	49	
Black or African American (Not Hispanic/Latino/a)	23	12	22	43	
Filipino	24	11	35	44	
Hispanic or Latino/a	35	22	52	56	18
Native Hawaiian or Pacific Islander	30	18	26	65	
White (Not Hispanic/Latino/a)	17	7	20	48	
Two or more races/ethnicities	13	5	28	39	
<b>Student alcohol and drug use<sup>‡</sup></b>					
American Indian or Alaska Native	0	0			
Asian or Asian American	22	21	25	25	
Black or African American (Not Hispanic/Latino/a)	9	7	11	11	
Filipino	11	8	14	15	
Hispanic or Latino/a	23	18	31	31	0
Native Hawaiian or Pacific Islander	19	16	14	30	
White (Not Hispanic/Latino/a)	5	6	5	5	
Two or more races/ethnicities	3	1	8	9	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
American Indian or Alaska Native	0	0			
Asian or Asian American	23	21	25	29	
Black or African American (Not Hispanic/Latino/a)	12	5	13	23	
Filipino	12	10	15	16	
Hispanic or Latino/a	24	17	33	34	0
Native Hawaiian or Pacific Islander	24	15	24	48	
White (Not Hispanic/Latino/a)	7	6	5	13	
Two or more races/ethnicities	6	1	14	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” 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 %
<b>School disorder<sup>¶</sup></b>					
American Indian or Alaska Native	30	32			
Asian or Asian American	33	29	41	45	
Black or African American (Not Hispanic/Latino/a)	30	23	29	41	
Filipino	28	22	30	38	
Hispanic or Latino/a	39	32	47	50	25
Native Hawaiian or Pacific Islander	30	23	28	49	
White (Not Hispanic/Latino/a)	29	24	30	44	
Two or more races/ethnicities	20	19	20	27	
<b>Harassment or bullying of students<sup>‡</sup></b>					
American Indian or Alaska Native	25	33			
Asian or Asian American	25	23	34	29	
Black or African American (Not Hispanic/Latino/a)	16	13	19	21	
Filipino	15	12	19	19	
Hispanic or Latino/a	25	22	33	29	9
Native Hawaiian or Pacific Islander	23	21	21	27	
White (Not Hispanic/Latino/a)	12	12	15	13	
Two or more races/ethnicities	9	9	8	7	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

<sup>‡</sup>Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
American Indian or Alaska Native	38	30			
Asian or Asian American	44	47	35	35	
Black or African American (Not Hispanic/Latino/a)	35	43	36	20	
Filipino	51	53	49	47	
Hispanic or Latino/a	42	48	33	32	33
Native Hawaiian or Pacific Islander	52	64	50	24	
White (Not Hispanic/Latino/a)	47	53	29	31	
Two or more races/ethnicities	39	45	22	27	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

## 11. English Learner Breakdowns

**Table A11.1**

***Parental Involvement by English Learner Status***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
Not English learner	44	49	37	36	44
English learner	48	52	42	39	
<b>Parental involvement in school<sup>§</sup></b>					
Not English learner	51	58	46	39	29
English learner	50	56	43	36	
<b>School encourages me to be an active partner<sup>σ</sup></b>					
Not English learner	43	49	35	35	44
English learner	45	50	38	35	
<b>School actively seeks the input of parents<sup>σ</sup></b>					
Not English learner	38	42	32	32	44
English learner	44	47	43	34	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
Not English learner	47	54	39	38	39
English learner	52	56	42	46	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
Not English learner	43	47	37	36	43
English learner	49	53	44	40	
<b>School is a safe place for my child<sup>σ</sup></b>					
Not English learner	43	49	37	33	47
English learner	49	54	42	34	
<b>School motivates students to learn<sup>σ</sup></b>					
Not English learner	44	49	37	35	44
English learner	52	55	46	45	
<b>School has adults who really care about students<sup>σ</sup></b>					
Not English learner	46	51	38	36	41
English learner	50	53	43	43	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
Not English learner	44	48	38	38	50
English learner	53	56	48	45	
<b>Communication with parents about school<sup>#</sup></b>					
Not English learner	55	61	48	46	50
English learner	55	60	44	43	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>					
Not English learner	85	90	81	75	85
English learner	89	91	84	85	
<b>School provides parents with advice and resources to support my child's social and emotional needs<sup>Γ</sup></b>					
Not English learner	80	80	79	80	83
English learner	89	89	85	92	

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

<sup>†</sup> Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

<sup>#</sup> Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

<sup>Γ</sup> 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 %
<b>School enforces school rules equally<sup>σ</sup></b>					
Not English learner	43	47	37	36	44
English learner	50	54	46	42	
<b>School treats all students with respect<sup>σ</sup></b>					
Not English learner	48	53	42	41	44
English learner	55	59	49	43	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
Not English learner	47	52	42	40	39
English learner	53	57	48	42	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
Not English learner	27	15	38	49	18
English learner	37	27	57	62	
<b>Student alcohol and drug use<sup>‡</sup></b>					
Not English learner	15	12	19	20	8
English learner	28	22	44	40	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
Not English learner	17	12	22	27	0
English learner	28	21	42	43	
<b>School disorder<sup>¶</sup></b>					
Not English learner	31	26	36	42	23
English learner	43	36	58	56	
<b>Harassment or bullying of students<sup>‡</sup></b>					
Not English learner	19	17	23	21	15
English learner	30	26	45	37	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

<sup>‡</sup>Percent of respondents reporting “Large problem.”

**Table A11.5*****Facilities by English Learner Status***

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
Not English learner	41	47	33	31	36
English learner	46	50	41	35	

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

<sup>σ</sup>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 %
<b>Promotion of parental involvement<sup>†</sup></b>					
No IEP	44	49	38	36	44
IEP	49	55	39	39	
<b>Parental involvement in school<sup>§</sup></b>					
No IEP	51	58	45	39	28
IEP	49	54	44	37	
<b>School encourages me to be an active partner<sup>σ</sup></b>					
No IEP	43	48	35	34	50
IEP	47	53	34	37	
<b>School actively seeks the input of parents<sup>σ</sup></b>					
No IEP	38	41	33	32	50
IEP	45	51	35	34	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
No IEP	48	54	39	39	39
IEP	51	57	45	40	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
No IEP	44	48	39	37	47
IEP	47	53	36	38	
<b>School is a safe place for my child<sup>σ</sup></b>					
No IEP	44	49	38	33	53
IEP	48	55	36	35	
<b>School motivates students to learn<sup>σ</sup></b>					
No IEP	45	50	39	37	50
IEP	47	53	35	36	
<b>School has adults who really care about students<sup>σ</sup></b>					
No IEP	46	51	39	37	47
IEP	51	57	39	42	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
No IEP	45	49	40	39	56
IEP	49	54	38	41	
<b>Communication with parents about school<sup>#</sup></b>					
No IEP	55	60	47	45	54
IEP	57	62	49	47	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>					
No IEP	85	90	81	76	79
IEP	87	90	83	80	
<b>School provides parents with advice and resources to support my child's social and emotional needs<sup>Γ</sup></b>					
No IEP	82	82	80	82	79
IEP	83	83	80	82	

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

<sup>†</sup> Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

<sup>#</sup> Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.

<sup>Γ</sup> 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 %
<b>School enforces school rules equally<sup>σ</sup></b>					
No IEP	44	48	39	38	50
IEP	47	52	37	37	
<b>School treats all students with respect<sup>σ</sup></b>					
No IEP	49	54	43	41	50
IEP	53	57	45	47	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
No IEP	48	52	43	40	44
IEP	52	57	43	41	

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

*<sup>σ</sup> 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 %
<b>Substance use problems<sup>¶</sup></b>					
No IEP	31	19	43	52	14
IEP	23	13	35	45	
<b>Student alcohol and drug use<sup>‡</sup></b>					
No IEP	18	15	23	24	0
IEP	15	10	23	23	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
No IEP	20	15	25	30	0
IEP	16	11	25	28	
<b>School disorder<sup>¶</sup></b>					
No IEP	35	30	40	45	19
IEP	29	22	38	43	
<b>Harassment or bullying of students<sup>‡</sup></b>					
No IEP	22	20	26	24	7
IEP	21	17	30	27	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

<sup>‡</sup>Percent of respondents reporting “Large problem.”

**Table A12.5*****Facilities by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
No IEP	41	46	34	31	33
IEP	48	55	35	36	

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

<sup>σ</sup>Percent of respondents reporting “Strongly agree.”

## 13. Parent Role Breakdowns

**Table A13.1**

***Parental Involvement by Parent Role***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
Parent of the child	45	50	38	37	40
Foster parent	38	48	37	19	
Other relatives and/or legal guardian	41	58	33	25	
<b>Parental involvement in school<sup>§</sup></b>					
Parent of the child	51	58	45	39	26
Foster parent	39	41		36	
Other relatives and/or legal guardian	48	59	41	38	
<b>School encourages me to be an active partner<sup>σ</sup></b>					
Parent of the child	44	49	35	35	43
Foster parent	31	29	40	30	
Other relatives and/or legal guardian	40	56	35	24	
<b>School actively seeks the input of parents<sup>σ</sup></b>					
Parent of the child	39	43	33	33	43
Foster parent	38	59	40	0	
Other relatives and/or legal guardian	35	48	31	20	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
Parent of the child	49	54	40	40	33
Foster parent	39	45	50	20	
Other relatives and/or legal guardian	45	61	30	34	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

<sup>§</sup>*Average percent of respondents reporting “Yes.”*

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
Parent of the child	45	48	39	38	41
Foster parent	41	60	36	13	
Other relatives and/or legal guardian	41	58	30	26	
<b>School is a safe place for my child<sup>σ</sup></b>					
Parent of the child	45	50	38	34	45
Foster parent	41	65	20	10	
Other relatives and/or legal guardian	40	60	37	16	
<b>School motivates students to learn<sup>σ</sup></b>					
Parent of the child	46	51	39	37	43
Foster parent	44	59	40	20	
Other relatives and/or legal guardian	43	57	35	32	
<b>School has adults who really care about students<sup>σ</sup></b>					
Parent of the child	47	52	40	38	40
Foster parent	47	65	40	20	
Other relatives and/or legal guardian	44	56	36	33	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
Parent of the child	46	50	40	41	52
Foster parent	39	61	20	10	
Other relatives and/or legal guardian	38	56	22	24	
<b>Communication with parents about school<sup>#</sup></b>					
Parent of the child	55	61	48	46	47
Foster parent	37	48		19	
Other relatives and/or legal guardian	50	65	40	37	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>					
Parent of the child	86	90	81	78	81
Foster parent	82	80	100	75	
Other relatives and/or legal guardian	75	88	78	60	

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>#</sup>Average percent of respondents reporting “Strongly agree” or “Very well.”

<sup>Γ</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

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

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

	All %	ES %	MS %	HS %	NT %
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>†</sup></b>					
Parent of the child	82	82	80	83	80
Foster parent	83	85		75	
Other relatives and/or legal guardian	79	91	64	73	

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

<sup>†</sup>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 %
<b>School enforces school rules equally<sup>σ</sup></b>					
Parent of the child	45	49	39	38	43
Foster parent	44	65	40	10	
Other relatives and/or legal guardian	37	53	22	24	
<b>School treats all students with respect<sup>σ</sup></b>					
Parent of the child	50	54	44	43	43
Foster parent	38	58	20	10	
Other relatives and/or legal guardian	46	64	31	32	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
Parent of the child	49	53	44	41	38
Foster parent	38	59	40	0	
Other relatives and/or legal guardian	47	63	33	36	

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
Parent of the child	29	17	43	51	15
Foster parent	49	37	60	71	
Other relatives and/or legal guardian	32	18	28	50	
<b>Student alcohol and drug use<sup>‡</sup></b>					
Parent of the child	18	14	24	24	6
Foster parent	45	41		50	
Other relatives and/or legal guardian	17	17	8	21	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
Parent of the child	19	14	26	29	0
Foster parent	39	33	40	50	
Other relatives and/or legal guardian	22	15	8	38	
<b>School disorder<sup>¶</sup></b>					
Parent of the child	34	28	40	45	23
Foster parent	55	45		64	
Other relatives and/or legal guardian	35	30	26	45	
<b>Harassment or bullying of students<sup>‡</sup></b>					
Parent of the child	21	19	27	24	13
Foster parent	43	44		38	
Other relatives and/or legal guardian	20	17	13	28	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

<sup>‡</sup>Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
Parent of the child	42	47	35	33	29
Foster parent	31	53	20	0	
Other relatives and/or legal guardian	36	52	33	17	

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

*<sup>σ</sup>Percent of respondents reporting “Strongly agree.”*

# Z. Hayward Unified Custom Questions

## 1. Module Sample

**Table Z1.1**

***Parent Sample for Custom Questions***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	4,561	2,756	728	1,056	21

*Notes: <sup>A</sup>NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

## 2. Custom Questions

**Table Z2.1**

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

	School Type				Total %
	ES %	MS %	HS %	NT %	
Strongly agree	48	37	35	38	43
Agree	39	48	45	38	42
Disagree	5	3	6	0	5
Strongly disagree	1	3	2	5	2
Don't know/NA	6	10	11	19	8

*Question Z.1.*

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

**Table Z2.2**

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

	School Type				Total %
	ES %	MS %	HS %	NT %	
Strongly agree	49	35	32	40	43
Agree	41	44	46	45	43
Disagree	5	11	13	0	8
Strongly disagree	2	4	2	0	2
Don't know/NA	2	7	7	15	4

*Question Z.2.*

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

# Appendix

## 2025–26 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Burbank Elementary	X
Cherryland Elementary	X
East Avenue Elementary	X
Eden Gardens Elementary	X
Eldridge Elementary	X
Fairview Elementary	X
Faith Ringgold School of Arts and Science	X
Glassbrook Elementary	X
Harder Elementary	X
Longwood Elementary	X
Lorin A. Eden Elementary	X
Palma Ceia Elementary	X
Park Elementary	X
Ruus Elementary	X
Schafer Park Elementary	X
Southgate Elementary	X
Stonebrae Elementary	X
Treeview Elementary	X
Tyrrell Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2025–26 CSPS Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Anthony W. Ochoa Middle	X
Bret Harte Middle	X
Cesar Chavez Middle	X
Martin Luther King, Jr. Middle	X
Winton Middle	X

*Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2025–26 CSPA Parent Survey Data Status

<b>Eligible High Schools</b>	Data Received
Hayward High	X
Mt. Eden High	X
Tennyson High	X

*Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2025–26 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools <sup>A</sup>	Data Received
Brenkwitz High	X

*Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list. <sup>A</sup>Non-traditional schools include continuation, community day, and other alternative school types.*