CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL PARENT SURVEY

Henry M. Gunn High

2025–2026

Main Report

California Department of EDUCATION

WestEd
WestEd.org

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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).

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 school. 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 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 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 CSPS. 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.

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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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
Number of respondents	37

Table A1.2
Number of Respondents by Instructional Model

	All
In-school model only	37
Remote model only	0

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	Table
Parental Involvement		
Promotion of parental involvement†	20	A6.1
Parental involvement in school§	56	A6.3
School encourages me to be an active partner$^{\sigma}$	18	A6.1
School actively seeks the input of parents$^{\sigma}$	18	A6.1
Parents feel welcome to participate at this school$^{\sigma}$	18	A6.1
School Supports for Students		
Student learning environment†	25	A7.1
School is a safe place for my child$^{\sigma}$	29	A7.1
School motivates students to learn$^{\sigma}$	18	A7.1
School has adults who really care about students$^{\sigma}$	29	A7.1
Opportunities for meaningful student participation$^{\sigma}$	24	A7.1
Communication with parents about school#	29	A6.2
Teachers responsive to child's social and emotional needs$^{\Gamma}$	59	A7.2
School provides parents with advice and resources to support my child's social and emotional needs$^{\Gamma}$	75	A7.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally$^{\sigma}$	15	A7.1
School treats all students with respect$^{\sigma}$	21	A7.1
School promotes respect of cultural beliefs/practices$^{\sigma}$	26	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems¶	42	A8.1
Student alcohol and drug use‡	6	A8.1
Student vaping or e-cigarette use‡	6	A8.1
School disorder¶	17	A8.2
Harassment or bullying of students‡	3	A8.2
Facilities		
School has clean and well-maintained facilities/properties$^{\sigma}$	26	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.*

$^{\sigma}$*Percent of respondents reporting "Strongly agree."*

#*Average percent of respondents reporting "Strongly agree" or "Very well" across survey questions that comprise the scale.*

$^{\Gamma}$*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."*

3. Parent and Student Demographic Characteristics

Table A3.1
School Schedule, Past 30 Days

	All %
In-School Model	100
Remote Learning Model	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 %
Parent of the child enrolled at this school	100
Foster parent of the child enrolled at this school	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0
Not applicable, not sure, or decline to answer	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 %
American Indian or Alaska Native	0
Asian or Asian American	43
Black or African American (Not Hispanic or Latino/a)	3
Filipino	3
Hispanic or Latino/a	3
Native Hawaiian or Pacific Islander	0
White (Not Hispanic/Latino/a)	41
Two or more races/ethnicities	3
Not applicable, not sure, or decline to answer	5

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 %
Pre-/Transitional Kindergarten	0
Kindergarten	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0
6th grade	0
7th grade	0
8th grade	0
9th grade	17
10th grade	19
11th grade	31
12th grade	33
Other	0
Ungraded	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 %
Special Education Program or has had an Individual Education Plan (IEP)	12
English Language Development (for children learning English)	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	38
Not applicable, not sure, or decline to answer	50

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 %
No	94
Yes - 1 day a week	0
Yes - 2 days a week	0
Yes - 3 days a week	0
Yes - 4 days a week	0
Yes - 5 days a week	6

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 %
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 %
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 %
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 %
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 %
Strongly agree	41
Agree	41
Disagree	16
Strongly disagree	0
Not sure/NA	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 %
Strongly agree	31
Agree	44
Disagree	12
Strongly disagree	3
Not sure/NA	9

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 %
Promotion of parental involvement	
Average reporting "Strongly agree"	20
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	32
Agree	47
Disagree	3
Strongly disagree	6
Don't know/NA	12
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	18
Agree	62
Disagree	18
Strongly disagree	3
Don't know/NA	0
School actively seeks the input of parents before making important decisions.	
Strongly agree	18
Agree	32
Disagree	26
Strongly disagree	9
Don't know/NA	15

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 %
Parents feel welcome to participate at this school.	
Strongly agree	18
Agree	62
Disagree	15
Strongly disagree	3
Don't know/NA	3
School staff treat parents with respect.	
Strongly agree	18
Agree	65
Disagree	9
Strongly disagree	0
Don't know/NA	9
School staff take parent concerns seriously.	
Strongly agree	18
Agree	47
Disagree	12
Strongly disagree	3
Don't know/NA	21

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 %
Communication with parents about school	
Average reporting "Strongly agree" or "Very well"	29
School keeps me well-informed about school activities.	
Strongly agree	41
Agree	50
Disagree	6
Strongly disagree	0
Don't know/NA	3
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	21
Agree	38
Disagree	24
Strongly disagree	9
Don't know/NA	9
Letting you know how your child is doing in school between report cards.	
Very well	28
Just okay	31
Not very well	25
Does not do it at all	9
Don't know/NA	6

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 %
Providing information about why your child is placed in particular groups or classes.	
Very well	28
Just okay	16
Not very well	16
Does not do it at all	12
Don't know/NA	28
Providing information on your expected role at your child's school.	
Very well	31
Just okay	25
Not very well	16
Does not do it at all	6
Don't know/NA	22
Providing information about how to help your child with homework.[Ø]	
Very well	
Just okay	
Not very well	
Does not do it at all	
Don't know/NA	
Providing information on how to help your child plan for college or vocational school.[Ø]	
Very well	44
Just okay	28
Not very well	16
Does not do it at all	3
Don't know/NA	9

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.

[Ø]Item not included in the scale.

Table A6.3
Parental Involvement in School Questions

	All %
Parental involvement in school	
Average reporting "Yes"	56
Attended a school or class event	
No	18
Yes	82
Attended a general school meeting	
No	6
Yes	94
Participated in a meeting of the parent-teacher organization or association	
No	61
Yes	39
Participated in fundraising for the school	
No	61
Yes	39
Served on a school committee	
No	75
Yes	25
Served as a volunteer in this child's classroom or elsewhere in the school.[Ø]	
No	
Yes	

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.

[Ø]Item not included in the scale.

Table A6.3

Parental Involvement in School Questions – Continued

	All %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.[Ø]	
No	
Yes	
Met with a school counselor in person or remotely.[Ø]	
No	50
Yes	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.

[Ø]Item not included in the scale.

7. Student Learning Environment

Table A7.1
Student Learning Environment Scale Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	25
This school...	
promotes academic success for all students.	
Strongly agree	24
Agree	47
Disagree	21
Strongly disagree	3
Don't know/NA	6
treats all students with respect.	
Strongly agree	21
Agree	62
Disagree	12
Strongly disagree	0
Don't know/NA	6
gives all students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	24
Agree	62
Disagree	6
Strongly disagree	0
Don't know/NA	9
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	18
Agree	41
Disagree	9
Strongly disagree	9
Don't know/NA	24

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.

Table A7.1
Student Learning Environment Scale Questions – Continued

	All %
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	21
Agree	56
Disagree	9
Strongly disagree	6
Don't know/NA	9
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	26
Agree	53
Disagree	6
Strongly disagree	0
Don't know/NA	15
provides instructional materials that reflect my child's culture, ethnicity, and identity.	
Strongly agree	18
Agree	38
Disagree	24
Strongly disagree	0
Don't know/NA	21
enforces school rules equally for my child and all students.	
Strongly agree	15
Agree	44
Disagree	18
Strongly disagree	3
Don't know/NA	21

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 %
This school...	
has quality programs for my child's talents, gifts, or special needs.	
Strongly agree	38
Agree	47
Disagree	12
Strongly disagree	3
Don't know/NA	0
is a safe place for my child.	
Strongly agree	29
Agree	56
Disagree	6
Strongly disagree	3
Don't know/NA	6
provides high quality instruction to my child.	
Strongly agree	35
Agree	41
Disagree	18
Strongly disagree	0
Don't know/NA	6
motivates students to learn.	
Strongly agree	18
Agree	56
Disagree	21
Strongly disagree	0
Don't know/NA	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 %
This school...	
has teachers who go out of their way to help students.	
Strongly agree	35
Agree	44
Disagree	6
Strongly disagree	6
Don't know/NA	9
has adults who really care about students.	
Strongly agree	29
Agree	53
Disagree	9
Strongly disagree	0
Don't know/NA	9
has high expectations for all students.	
Strongly agree	32
Agree	50
Disagree	9
Strongly disagree	0
Don't know/NA	9
encourages students to care about how others feel.	
Strongly agree	15
Agree	58
Disagree	6
Strongly disagree	3
Don't know/NA	18

Question A.24-27: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.
Note: Cells are empty if there are less than 5 respondents.

Table A7.2
Social and Emotional Supports

	All %
My child's teachers are responsive to my child's social and emotional needs.	
Strongly agree	22
Agree	38
Disagree	9
Strongly disagree	9
Not sure/NA	22
Support staff are available to my child if he/she needs them.	
Strongly agree	22
Agree	66
Disagree	0
Strongly disagree	3
Not sure/NA	9
Our school provides parents with advice and resources to support my child's social and emotional needs.	
Strongly agree	25
Agree	50
Disagree	9
Strongly disagree	3
Not sure/NA	12

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 %
My child is receiving adequate instruction from teachers to support assigned work.	
Strongly agree	28
Agree	44
Disagree	22
Strongly disagree	3
Not sure/NA	3

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 %
Substance use problems	
Average reporting any problems	42
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	18
Small problem	18
Somewhat a problem	15
Large problem	3
Don't know/NA	45
student vaping or e-cigarette use?	
Not a problem	12
Small problem	15
Somewhat a problem	30
Large problem	6
Don't know/NA	36
student alcohol and drug use?	
Not a problem	18
Small problem	21
Somewhat a problem	12
Large problem	6
Don't know/NA	42

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 %
School disorder	
Average reporting any problems	17
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	21
Small problem	33
Somewhat a problem	21
Large problem	3
Don't know/NA	21
physical fights?	
Not a problem	36
Small problem	9
Somewhat a problem	0
Large problem	0
Don't know/NA	55
racial/ethnic conflict among students?	
Not a problem	24
Small problem	15
Somewhat a problem	15
Large problem	0
Don't know/NA	45
students not respecting staff?	
Not a problem	36
Small problem	9
Somewhat a problem	6
Large problem	3
Don't know/NA	45

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 %
Based on your experience, how much of a problem at this school is...	
gang-related activity?	
Not a problem	58
Small problem	0
Somewhat a problem	0
Large problem	0
Don't know/NA	42
weapons possession?	
Not a problem	61
Small problem	0
Somewhat a problem	0
Large problem	0
Don't know/NA	39
vandalism (including graffiti)?	
Not a problem	48
Small problem	3
Somewhat a problem	0
Large problem	0
Don't know/NA	48

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 %
No	6
Yes	79
Don't know	15

Question A.28: Does this school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 5 respondents.

9. Facilities

Table A9.1
School Has Clean and Well-Maintained Facilities and Properties

	All %
Strongly agree	26
Agree	62
Disagree	6
Strongly disagree	0
Don't know/NA	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 %
Promotion of parental involvement†	
American Indian or Alaska Native	
Asian or Asian American	27
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	20
Two or more races/ethnicities	
Parental involvement in school§	
American Indian or Alaska Native	
Asian or Asian American	59
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	53
Two or more races/ethnicities	
School encourages me to be an active partnerσ	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	14
Two or more races/ethnicities	

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 %
School actively seeks the input of parents[σ]	
American Indian or Alaska Native	
Asian or Asian American	36
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	7
Two or more races/ethnicities	
Parents feel welcome to participate at this school[σ]	
American Indian or Alaska Native	
Asian or Asian American	21
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	21
Two or more races/ethnicities	

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 %
Student learning environment[†]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	29
Two or more races/ethnicities	
School is a safe place for my child[σ]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	43
Two or more races/ethnicities	
School motivates students to learn[σ]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	14
Two or more races/ethnicities	

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 %
School has adults who really care about students[σ]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	43
Two or more races/ethnicities	
Opportunities for meaningful student participation[σ]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	29
Two or more races/ethnicities	
Communication with parents about school[#]	
American Indian or Alaska Native	
Asian or Asian American	35
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	34
Two or more races/ethnicities	

Notes: Cells are empty if there are less than 5 respondents.
[σ] *Percent 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 %
Teachers responsive to child's social and emotional needs[Γ]	
American Indian or Alaska Native	
Asian or Asian American	50
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	64
Two or more races/ethnicities	
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	
American Indian or Alaska Native	
Asian or Asian American	92
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	79
Two or more races/ethnicities	

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 %
School enforces school rules equally$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	21
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	14
Two or more races/ethnicities	
School treats all students with respect$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	21
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	29
Two or more races/ethnicities	
School promotes respect of cultural beliefs/practices$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	29
Two or more races/ethnicities	

Notes: Cells are empty if there are less than 5 respondents.
$^{\sigma}$*Percent of respondents reporting "Strongly agree."*

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

	All %
Substance use problems[¶]	
American Indian or Alaska Native	
Asian or Asian American	41
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	50
Two or more races/ethnicities	
Student alcohol and drug use[‡]	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	7
Two or more races/ethnicities	
Student vaping or e-cigarette use[‡]	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	7
Two or more races/ethnicities	

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 %
School disorder[¶]	
American Indian or Alaska Native	
Asian or Asian American	15
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	18
Two or more races/ethnicities	
Harassment or bullying of students[‡]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	7
Two or more races/ethnicities	

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 %
School has clean and well-maintained facilities/properties[σ]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	29
Two or more races/ethnicities	

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 %
Promotion of parental involvement[†]	
Not English learner	21
English learner	
Parental involvement in school[§]	
Not English learner	56
English learner	
School encourages me to be an active partner[σ]	
Not English learner	17
English learner	
School actively seeks the input of parents[σ]	
Not English learner	17
English learner	
Parents feel welcome to participate at this school[σ]	
Not English learner	21
English learner	

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 %
Student learning environment[†]	
Not English learner	23
English learner	
School is a safe place for my child[σ]	
Not English learner	24
English learner	
School motivates students to learn[σ]	
Not English learner	17
English learner	
School has adults who really care about students[σ]	
Not English learner	28
English learner	
Opportunities for meaningful student participation[σ]	
Not English learner	24
English learner	
Communication with parents about school[#]	
Not English learner	27
English learner	
Teachers responsive to child's social and emotional needs[Γ]	
Not English learner	56
English learner	
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	
Not English learner	74
English learner	

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 %
School enforces school rules equally[σ]	
Not English learner	14
English learner	
School treats all students with respect[σ]	
Not English learner	21
English learner	
School promotes respect of cultural beliefs/practices[σ]	
Not English learner	21
English learner	

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 %
Substance use problems[¶]	
Not English learner	37
English learner	
Student alcohol and drug use[‡]	
Not English learner	7
English learner	
Student vaping or e-cigarette use[‡]	
Not English learner	7
English learner	
School disorder[¶]	
Not English learner	17
English learner	
Harassment or bullying of students[‡]	
Not English learner	4
English learner	

Notes: Cells are empty if there are less than 5 respondents.
[¶]*Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem" across survey questions that comprise the scale.*
[‡]*Percent of respondents reporting "Large problem."*

Table A11.5
Facilities by English Learner Status

	All %
School has clean and well-maintained facilities/properties[σ]	
Not English learner	24
English learner	

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 %
Promotion of parental involvement[†]	
No IEP	23
IEP	
Parental involvement in school[§]	
No IEP	56
IEP	
School encourages me to be an active partner[σ]	
No IEP	19
IEP	
School actively seeks the input of parents[σ]	
No IEP	19
IEP	
Parents feel welcome to participate at this school[σ]	
No IEP	23
IEP	

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 %
Student learning environment[†]	
No IEP	26
IEP	
School is a safe place for my child[σ]	
No IEP	27
IEP	
School motivates students to learn[σ]	
No IEP	19
IEP	
School has adults who really care about students[σ]	
No IEP	31
IEP	
Opportunities for meaningful student participation[σ]	
No IEP	27
IEP	
Communication with parents about school[#]	
No IEP	30
IEP	
Teachers responsive to child's social and emotional needs[Γ]	
No IEP	54
IEP	
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	
No IEP	75
IEP	

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 %
School enforces school rules equally[σ]	
No IEP	15
IEP	
School treats all students with respect[σ]	
No IEP	23
IEP	
School promotes respect of cultural beliefs/practices[σ]	
No IEP	23
IEP	

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 %
Substance use problems[¶]	
No IEP	37
IEP	
Student alcohol and drug use[‡]	
No IEP	8
IEP	
Student vaping or e-cigarette use[‡]	
No IEP	8
IEP	
School disorder[¶]	
No IEP	18
IEP	
Harassment or bullying of students[‡]	
No IEP	0
IEP	

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 %
School has clean and well-maintained facilities/properties[σ]	
No IEP	23
IEP	

Notes: Cells are empty if there are less than 5 respondents.
[σ]*Percent of respondents reporting "Strongly agree."*

13. Parent Role Breakdowns

Table A13.1
Parental Involvement by Parent Role

	All %
Promotion of parental involvement[†]	
Parent of the child	20
Foster parent	
Other relatives and/or legal guardian	
Parental involvement in school[§]	
Parent of the child	56
Foster parent	
Other relatives and/or legal guardian	
School encourages me to be an active partner[σ]	
Parent of the child	18
Foster parent	
Other relatives and/or legal guardian	
School actively seeks the input of parents[σ]	
Parent of the child	18
Foster parent	
Other relatives and/or legal guardian	
Parents feel welcome to participate at this school[σ]	
Parent of the child	18
Foster parent	
Other relatives and/or legal guardian	

Notes: Cells are empty if there are less than 5 respondents.
[†]*Average percent of respondents reporting "Strongly agree."*
[§]*Average percent of respondents reporting "Yes."*

Table A13.2
School Supports for Students by Parent Role

	All %
Student learning environment[†]	
Parent of the child	25
Foster parent	
Other relatives and/or legal guardian	
School is a safe place for my child[σ]	
Parent of the child	29
Foster parent	
Other relatives and/or legal guardian	
School motivates students to learn[σ]	
Parent of the child	18
Foster parent	
Other relatives and/or legal guardian	
School has adults who really care about students[σ]	
Parent of the child	29
Foster parent	
Other relatives and/or legal guardian	
Opportunities for meaningful student participation[σ]	
Parent of the child	24
Foster parent	
Other relatives and/or legal guardian	
Communication with parents about school[#]	
Parent of the child	29
Foster parent	
Other relatives and/or legal guardian	
Teachers responsive to child's social and emotional needs[Γ]	
Parent of the child	59
Foster parent	
Other relatives and/or legal guardian	

Notes: Cells are empty if there are less than 5 respondents.
[†]*Average percent of respondents reporting "Strongly agree."*
[#]*Average percent of respondents reporting "Strongly agree" or "Very well."*
[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A13.2

School Supports for Students by Parent Role – Continued

	All %
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	
Parent of the child	75
Foster parent	
Other relatives and/or legal guardian	

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

[Γ]*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A13.3

Fairness, Rule Clarity, and Respect for Diversity by Parent Role

	All %
School enforces school rules equally[σ]	
Parent of the child	15
Foster parent	
Other relatives and/or legal guardian	
School treats all students with respect[σ]	
Parent of the child	21
Foster parent	
Other relatives and/or legal guardian	
School promotes respect of cultural beliefs/practices[σ]	
Parent of the child	26
Foster parent	
Other relatives and/or legal guardian	

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

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

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

	All %
Substance use problems[¶]	
Parent of the child	42
Foster parent	
Other relatives and/or legal guardian	
Student alcohol and drug use[‡]	
Parent of the child	6
Foster parent	
Other relatives and/or legal guardian	
Student vaping or e-cigarette use[‡]	
Parent of the child	6
Foster parent	
Other relatives and/or legal guardian	
School disorder[¶]	
Parent of the child	17
Foster parent	
Other relatives and/or legal guardian	
Harassment or bullying of students[‡]	
Parent of the child	3
Foster parent	
Other relatives and/or legal guardian	

Notes: Cells are empty if there are less than 5 respondents.
[¶]*Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."*
[‡]*Percent of respondents reporting "Large problem."*

Table A13.5
Facilities by Parent Role

	All %
School has clean and well-maintained facilities/properties[σ]	
Parent of the child	26
Foster parent	
Other relatives and/or legal guardian	

Notes: Cells are empty if there are less than 5 respondents.
[σ] *Percent of respondents reporting "Strongly agree."*

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1
Parent Sample for Custom Questions

	All
Number of respondents	26

2. Custom Questions

Table Z2.1
How often does your child, without direction from their teachers, use AI to help with their schoolwork?

	School Type	
	HS %	Total %
Almost every day	8	8
Once or twice a week	31	31
Once or twice a month	19	19
Never or hardly ever	42	42

Question Z.1.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2
How often do you use AI?

	School Type	
	HS %	Total %
Almost every day	35	35
Once or twice a week	23	23
Once or twice a month	12	12
Never or hardly ever	31	31

Question Z.2.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3
Overall, how knowledgeable is your child about AI?

	School Type	
	HS %	Total %
Very knowledgeable	8	8
Knowledgeable	31	31
Somewhat knowledgeable	54	54
Not knowledgeable	8	8

Question Z.3.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.4
Overall, how knowledgeable are you about AI?

	School Type	
	HS %	Total %
Very knowledgeable	15	15
Knowledgeable	42	42
Somewhat knowledgeable	27	27
Not knowledgeable	15	15

Question Z.4.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.5
How important is it for staff at your child's school to model proper AI usage for students?

	School Type	
	HS %	Total %
Very important	62	62
Important	19	19
Somewhat important	12	12
Not important	8	8

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