CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL PARENT SURVEY



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

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

IMPROVING SURVEY PARTICIPATION

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

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

RESOURCES

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

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

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

NEXT STEPS

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

Request School Reports

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

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

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

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

Engage Parents in an Action Planning Process

- To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results

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

Add Questions to Your Next Survey

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1
Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	662	315	210	137	–

Notes: [A]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	660	315	209	136	–
Remote model only	2	0	1	1	–

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement[†]	39	51	35	18	–	A6.1
Parental involvement in school[§]	63	67	58	59	–	A6.3
School encourages me to be an active partner[σ]	41	56	32	17	–	A6.1
School actively seeks the input of parents[σ]	22	28	21	12	–	A6.1
Parents feel welcome to participate at this school[σ]	42	59	31	17	–	A6.1
School Supports for Students						
Student learning environment[†]	37	44	37	24	–	A7.1
School is a safe place for my child[σ]	44	48	47	31	–	A7.1
School motivates students to learn[σ]	36	45	34	18	–	A7.1
School has adults who really care about students[σ]	45	53	42	29	–	A7.1
Opportunities for meaningful student participation[σ]	34	40	33	21	–	A7.1
Communication with parents about school[#]	40	48	37	24	–	A6.2
Teachers responsive to child's social and emotional needs[Γ]	79	88	74	63	–	A7.2
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	77	80	74	73	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally[σ]	37	43	41	19	–	A7.1
School treats all students with respect[σ]	44	54	43	25	–	A7.1
School promotes respect of cultural beliefs/practices[σ]	45	55	42	25	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems[¶]	17	3	26	39	–	A8.1
Student alcohol and drug use[‡]	5	2	7	8	–	A8.1
Student vaping or e-cigarette use[‡]	5	2	7	9	–	A8.1
School disorder[¶]	21	18	28	21	–	A8.2
Harassment or bullying of students[‡]	8	7	11	8	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties[σ]	44	51	39	33	–	A9.1

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

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

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

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

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

[‡]*Percent of respondents reporting "Large problem."*

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

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	100	100	100	99	–
Remote Learning Model	0	0	0	1	–

Question A.1: Which of the following best describes your child's school schedule during the past 30 days?
Notes: Cells are empty if there are less than 5 respondents.
In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "My child participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child enrolled at this school	100	100	100	99	–
Foster parent of the child enrolled at this school	0	0	0	0	–
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	0	0	0	0	–
Not applicable, not sure, or decline to answer	0	0	0	1	–

Question A.2: I am a...
Note: Cells are empty if there are less than 5 respondents.

Table A3.3

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	0	0	–
Asian or Asian American	39	39	42	31	–
Black or African American (Not Hispanic or Latino/a)	2	2	1	1	–
Filipino	1	1	0	1	–
Hispanic or Latino/a	8	9	10	5	–
Native Hawaiian or Pacific Islander	0	0	0	0	–
White (Not Hispanic/Latino/a)	32	29	30	42	–
Two or more races/ethnicities	10	12	8	9	–
Not applicable, not sure, or decline to answer	9	9	8	10	–

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	2	3	0	1	–
Kindergarten	7	15	0	0	–
1st grade	6	12	0	0	–
2nd grade	9	19	0	0	–
3rd grade	7	14	0	0	–
4th grade	8	17	0	0	–
5th grade	9	18	0	0	–
6th grade	9	0	30	0	–
7th grade	10	1	31	0	–
8th grade	11	0	36	0	–
9th grade	5	0	0	23	–
10th grade	5	0	0	24	–
11th grade	6	0	0	30	–
12th grade	4	0	0	21	–
Other	0	0	0	2	–
Ungraded	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)	13	12	14	14	–
English Language Development (for children learning English)	6	8	8	0	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	10	1	5	35	–
Not applicable, not sure, or decline to answer	73	82	74	52	–

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	71	54	84	87	–
Yes - 1 day a week	5	9	3	1	–
Yes - 2 days a week	4	4	6	2	–
Yes - 3 days a week	4	8	1	1	–
Yes - 4 days a week	2	2	2	2	–
Yes - 5 days a week	13	22	4	8	–

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

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

4. Remote Schooling

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

Table A4.1

Remote Learning Schedule (Remote Only)

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

Question A.56: Last week, how many weekdays did your child participate in school from home?
Notes: Cells are empty if there are less than 5 respondents.
‖*Last week.*

Table A4.2

Perceptions of Remote Learning (Remote Only)

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

Question A.64: As you answer these questions, please think about you and your child's experience right now... Our school/district has done a good job keeping me informed about remote learning.
Note: Cells are empty if there are less than 5 respondents.

Table A4.3

Rating of School Remote Learning Program ***(Remote Only)***

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

Question A.65: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2023-24 school year?

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

Table A4.4

Opportunities for Student Connection ***(Remote Only)***

	All %	ES %	MS %	HS %	NT %
My child has opportunities to connect and interact with classmates during remote learning.					
Strongly agree					–
Agree					–
Disagree					–
Strongly disagree					–
Not sure/NA					–

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

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

5. Student Motivation and Optimism

Table A5.1

Student is Motivated to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	50	35	36	–
Agree	45	40	52	46	–
Disagree	8	6	8	12	–
Strongly disagree	3	2	4	4	–
Not sure/NA	2	3	1	2	–

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	42	51	38	28	–
Agree	45	40	49	50	–
Disagree	6	3	7	11	–
Strongly disagree	3	4	1	5	–
Not sure/NA	4	2	5	5	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
Average reporting "Strongly agree"	39	51	35	18	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	47	56	44	27	–
Agree	40	37	43	43	–
Disagree	5	1	7	10	–
Strongly disagree	3	2	2	7	–
Don't know/NA	5	3	4	13	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	41	56	32	17	–
Agree	47	39	53	56	–
Disagree	8	3	10	17	–
Strongly disagree	3	1	4	7	–
Don't know/NA	1	0	1	2	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	22	28	21	12	–
Agree	35	36	34	37	–
Disagree	19	18	19	22	–
Strongly disagree	7	4	8	15	–
Don't know/NA	16	15	19	13	–

Question A.18-20: This school... promptly responds to my phone calls, messages, or e-mails... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

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

Table A6.1

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	42	59	31	17	–
Agree	44	38	51	49	–
Disagree	8	2	8	19	–
Strongly disagree	3	1	3	7	–
Don't know/NA	4	0	6	8	–
School staff treat parents with respect.					
Strongly agree	46	59	43	21	–
Agree	45	36	48	61	–
Disagree	3	2	3	7	–
Strongly disagree	2	1	3	3	–
Don't know/NA	3	1	3	8	–
School staff take parent concerns seriously.					
Strongly agree	36	44	36	18	–
Agree	39	39	37	44	–
Disagree	10	8	11	14	–
Strongly disagree	4	2	5	8	–
Don't know/NA	11	8	12	16	–

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

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

Table A6.2

Communication with Parents about School Questions

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
Average reporting "Strongly agree" or "Very well"	40	48	37	24	–
School keeps me well-informed about school activities.					
Strongly agree	46	52	45	34	–
Agree	45	43	45	50	–
Disagree	5	3	5	8	–
Strongly disagree	2	1	2	3	–
Don't know/NA	2	0	2	5	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	30	42	23	12	–
Agree	47	47	49	43	–
Disagree	14	7	17	28	–
Strongly disagree	6	2	8	13	–
Don't know/NA	3	2	3	4	–
Letting you know how your child is doing in school between report cards.					
Very well	45	52	46	26	–
Just okay	30	31	27	34	–
Not very well	13	9	14	20	–
Does not do it at all	8	6	10	13	–
Don't know/NA	4	3	3	8	–

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

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %	ES %	MS %	HS %	NT %
Providing information about why your child is placed in particular groups or classes.					
Very well	31	34	32	21	–
Just okay	19	20	20	16	–
Not very well	13	10	15	16	–
Does not do it at all	15	10	20	22	–
Don't know/NA	21	25	13	24	–
Providing information on your expected role at your child's school.					
Very well	48	60	38	32	–
Just okay	25	24	28	25	–
Not very well	10	6	15	10	–
Does not do it at all	7	3	9	13	–
Don't know/NA	11	7	9	20	–
Providing information about how to help your child with homework.[Ø]					
Very well	40	47	28		–
Just okay	27	24	31		–
Not very well	12	10	16		–
Does not do it at all	9	5	16		–
Don't know/NA	12	13	10		–
Providing information on how to help your child plan for college or vocational school.[Ø]					
Very well	28		14	48	–
Just okay	22		17	28	–
Not very well	14		14	13	–
Does not do it at all	14		21	4	–
Don't know/NA	22		33	6	–

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.

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

Table A6.3

Parental Involvement in School Questions

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
Average reporting "Yes"	63	67	58	59	–
Attended a school or class event					
No	16	9	21	23	–
Yes	84	91	79	77	–
Attended a general school meeting					
No	6	5	9	5	–
Yes	94	95	91	95	–
Participated in a meeting of the parent-teacher organization or association					
No	48	40	53	59	–
Yes	52	60	47	41	–
Participated in fundraising for the school					
No	36	31	40	42	–
Yes	64	69	60	58	–
Served on a school committee					
No	80	78	87	76	–
Yes	20	22	13	24	–
Served as a volunteer in this child's classroom or elsewhere in the school.[Ø]					
No	27	16	44		–
Yes	73	84	56		–

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 %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.[Ø]					
No	20	6	42		–
Yes	80	94	58		–
Met with a school counselor in person or remotely.[Ø]					
No	68	76	62	57	–
Yes	32	24	38	43	–

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 %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	37	44	37	24	–
This school...					
promotes academic success for all students.					
Strongly agree	33	38	32	22	–
Agree	46	47	43	49	–
Disagree	11	7	12	16	–
Strongly disagree	4	2	3	8	–
Don't know/NA	6	5	10	5	–
treats all students with respect.					
Strongly agree	44	54	43	25	–
Agree	44	40	44	55	–
Disagree	7	3	8	12	–
Strongly disagree	2	1	0	4	–
Don't know/NA	3	2	5	5	–
gives all students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	34	40	33	21	–
Agree	49	46	49	58	–
Disagree	6	6	7	4	–
Strongly disagree	2	1	3	2	–
Don't know/NA	9	7	8	14	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	30	33	35	17	–
Agree	38	36	34	46	–
Disagree	9	8	11	9	–
Strongly disagree	3	2	3	7	–
Don't know/NA	20	21	17	21	–

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 %
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	41	51	40	21	–
Agree	46	42	49	52	–
Disagree	7	4	6	16	–
Strongly disagree	2	1	1	7	–
Don't know/NA	3	2	3	5	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	45	55	42	25	–
Agree	45	39	48	53	–
Disagree	4	3	3	7	–
Strongly disagree	2	1	1	3	–
Don't know/NA	5	1	6	12	–
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	28	32	29	15	–
Agree	38	42	33	36	–
Disagree	13	13	10	16	–
Strongly disagree	4	2	5	5	–
Don't know/NA	18	11	23	28	–
enforces school rules equally for my child and all students.					
Strongly agree	37	43	41	19	–
Agree	44	48	40	41	–
Disagree	6	3	5	12	–
Strongly disagree	3	3	2	5	–
Don't know/NA	10	4	12	22	–

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 %
This school...					
has quality programs for my child's talents, gifts, or special needs.					
Strongly agree	27	24	28	31	–
Agree	40	39	40	41	–
Disagree	14	14	12	15	–
Strongly disagree	5	6	5	2	–
Don't know/NA	15	18	15	10	–
is a safe place for my child.					
Strongly agree	44	48	47	31	–
Agree	47	44	46	58	–
Disagree	5	5	4	5	–
Strongly disagree	2	1	2	3	–
Don't know/NA	2	1	2	3	–
provides high quality instruction to my child.					
Strongly agree	37	42	36	28	–
Agree	48	48	50	49	–
Disagree	9	7	9	17	–
Strongly disagree	2	2	2	2	–
Don't know/NA	3	2	3	5	–
motivates students to learn.					
Strongly agree	36	45	34	18	–
Agree	50	45	53	56	–
Disagree	9	6	8	18	–
Strongly disagree	2	1	3	3	–
Don't know/NA	3	2	3	6	–

Question A.16, 17, 22, 23: This school... has quality programs for my child's talents, gifts, or special needs... is a safe place for my child.... provides high quality instruction to my child... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
has teachers who go out of their way to help students.					
Strongly agree	44	57	35	28	–
Agree	38	32	43	47	–
Disagree	8	5	10	12	–
Strongly disagree	2	2	2	5	–
Don't know/NA	7	5	10	9	–
has adults who really care about students.					
Strongly agree	45	53	42	29	–
Agree	45	42	45	50	–
Disagree	4	4	3	7	–
Strongly disagree	2	1	2	4	–
Don't know/NA	5	1	7	10	–
has high expectations for all students.					
Strongly agree	34	36	33	30	–
Agree	44	44	41	49	–
Disagree	11	11	12	9	–
Strongly disagree	3	3	3	5	–
Don't know/NA	7	5	11	7	–
encourages students to care about how others feel.					
Strongly agree	39	52	34	17	–
Agree	47	42	49	54	–
Disagree	4	2	3	8	–
Strongly disagree	2	2	2	3	–
Don't know/NA	9	2	12	18	–

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

Table A7.2

Social and Emotional Supports

	All %	ES %	MS %	HS %	NT %
My child's teachers are responsive to my child's social and emotional needs.					
Strongly agree	40	56	26	20	–
Agree	39	32	48	43	–
Disagree	8	5	10	13	–
Strongly disagree	4	3	3	7	–
Not sure/NA	9	4	13	17	–
Support staff are available to my child if he/she needs them.					
Strongly agree	36	39	33	34	–
Agree	39	31	45	48	–
Disagree	4	5	4	4	–
Strongly disagree	3	2	2	4	–
Not sure/NA	18	22	16	10	–
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	37	45	34	25	–
Agree	40	36	40	47	–
Disagree	9	8	9	11	–
Strongly disagree	4	3	4	8	–
Not sure/NA	10	9	13	9	–

Question A.57, 58, 63: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child's teachers are responsive to my child's social and emotional needs... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them... Our school provides parents with advice and resources to support my child's social and emotional needs.

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

Table A7.3

Instructional Supports

	All %	ES %	MS %	HS %	NT %
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	37	47	29	25	–
Agree	46	40	54	48	–
Disagree	7	5	6	14	–
Strongly disagree	3	2	2	6	–
Not sure/NA	7	6	8	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 %
Substance use problems					
Average reporting any problems	17	3	26	39	–
Based on your experience, how much of a problem at this school is...					
student tobacco use?					
Not a problem	54	78	38	19	–
Small problem	8	0	14	19	–
Somewhat a problem	4	1	8	9	–
Large problem	4	2	5	7	–
Don't know/NA	29	19	35	47	–
student vaping or e-cigarette use?					
Not a problem	53	78	37	13	–
Small problem	7	0	13	18	–
Somewhat a problem	7	0	11	19	–
Large problem	5	2	7	9	–
Don't know/NA	27	19	32	41	–
student alcohol and drug use?					
Not a problem	55	79	43	16	–
Small problem	6	0	8	16	–
Somewhat a problem	4	1	4	14	–
Large problem	5	2	7	8	–
Don't know/NA	29	18	37	46	–

Question A.33-35: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student vaping or e-cigarette use?... student alcohol and drug use?

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

Table A8.2

School Disorder Scale Questions

	All %	ES %	MS %	HS %	NT %
School disorder					
Average reporting any problems	21	18	28	21	–
Based on your experience, how much of a problem at this school is...					
harassment or bullying?					
Not a problem	27	34	20	17	–
Small problem	25	27	23	23	–
Somewhat a problem	17	13	20	21	–
Large problem	8	7	11	8	–
Don't know/NA	24	19	26	32	–
physical fights?					
Not a problem	43	50	35	39	–
Small problem	19	21	20	12	–
Somewhat a problem	6	4	13	2	–
Large problem	4	4	5	1	–
Don't know/NA	28	22	27	46	–
racial/ethnic conflict among students?					
Not a problem	45	56	38	30	–
Small problem	14	11	17	16	–
Somewhat a problem	6	3	10	9	–
Large problem	4	3	6	3	–
Don't know/NA	31	28	29	42	–
students not respecting staff?					
Not a problem	45	56	38	30	–
Small problem	18	17	18	21	–
Somewhat a problem	6	3	10	9	–
Large problem	4	3	7	3	–
Don't know/NA	26	21	27	38	–

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 %
Based on your experience, how much of a problem at this school is...					
gang-related activity?					
Not a problem	66	76	55	57	–
Small problem	1	0	3	2	–
Somewhat a problem	1	0	4	1	–
Large problem	3	2	5	2	–
Don't know/NA	29	22	34	39	–
weapons possession?					
Not a problem	67	76	59	55	–
Small problem	1	1	2	3	–
Somewhat a problem	0	0	1	0	–
Large problem	4	2	8	2	–
Don't know/NA	28	21	31	41	–
vandalism (including graffiti)?					
Not a problem	64	75	56	47	–
Small problem	5	2	7	9	–
Somewhat a problem	1	0	3	1	–
Large problem	3	2	5	2	–
Don't know/NA	27	21	29	41	–

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	4	5	3	5	–
Yes	76	74	82	73	–
Don't know	19	21	15	22	–

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	44	51	39	33	–
Agree	46	41	48	54	–
Disagree	6	5	9	5	–
Strongly disagree	1	1	2	1	–
Don't know/NA	3	1	3	7	–

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

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

10. Race/Ethnicity Breakdowns

Table A10.1

Parental Involvement by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
American Indian or Alaska Native					–
Asian or Asian American	37	45	33	22	–
Black or African American (Not Hispanic/Latino/a)	50	70			–
Filipino	3				–
Hispanic or Latino/a	51	65	46	14	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	42	56	40	20	–
Two or more races/ethnicities	40	60	21	20	–
Parental involvement in school[§]					
American Indian or Alaska Native					–
Asian or Asian American	63	67	54	64	–
Black or African American (Not Hispanic/Latino/a)	79	84			–
Filipino					–
Hispanic or Latino/a	52	52	53	50	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	64	70	61	56	–
Two or more races/ethnicities	65	71	64	53	–
School encourages me to be an active partner[σ]					
American Indian or Alaska Native					–
Asian or Asian American	39	49	31	23	–
Black or African American (Not Hispanic/Latino/a)	56	60			–
Filipino	0				–
Hispanic or Latino/a	47	62	43	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	44	65	34	17	–
Two or more races/ethnicities	45	75	13	18	–

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

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

Table A10.1

Parental Involvement by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School actively seeks the input of parents$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	24	26	23	18	–
Black or African American (Not Hispanic/Latino/a)	22	40			–
Filipino	0				–
Hispanic or Latino/a	36	50	29	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	20	28	20	8	–
Two or more races/ethnicities	22	25	13	27	–
Parents feel welcome to participate at this school$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	41	53	33	21	–
Black or African American (Not Hispanic/Latino/a)	67	80			–
Filipino	0				–
Hispanic or Latino/a	54	71	45	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	46	67	34	19	–
Two or more races/ethnicities	36	62	6	9	–

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

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

Table A10.2

School Supports for Students by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
American Indian or Alaska Native					–
Asian or Asian American	35	38	36	23	–
Black or African American (Not Hispanic/Latino/a)	49	65			–
Filipino	0				–
Hispanic or Latino/a	49	61	43	19	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	43	52	41	29	–
Two or more races/ethnicities	35	43	29	22	–
School is a safe place for my child[σ]					
American Indian or Alaska Native					–
Asian or Asian American	41	45	40	31	–
Black or African American (Not Hispanic/Latino/a)	67	80			–
Filipino	0				–
Hispanic or Latino/a	52	60	52	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	53	55	57	44	–
Two or more races/ethnicities	36	41	38	18	–
School motivates students to learn[σ]					
American Indian or Alaska Native					–
Asian or Asian American	35	40	34	21	–
Black or African American (Not Hispanic/Latino/a)	44	60			–
Filipino	0				–
Hispanic or Latino/a	57	77	43	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	38	52	36	17	–
Two or more races/ethnicities	27	39	13	18	–

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

Table A10.2

School Supports for Students by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School has adults who really care about students[σ]					
American Indian or Alaska Native					–
Asian or Asian American	37	44	36	21	–
Black or African American (Not Hispanic/Latino/a)	44	60			–
Filipino	0				–
Hispanic or Latino/a	56	68	48	33	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	54	64	54	38	–
Two or more races/ethnicities	55	72	44	27	–
Opportunities for meaningful student participation[σ]					
American Indian or Alaska Native					–
Asian or Asian American	35	35	37	28	–
Black or African American (Not Hispanic/Latino/a)	22	40			–
Filipino	0				–
Hispanic or Latino/a	42	56	33	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	36	48	30	23	–
Two or more races/ethnicities	31	36	31	18	–
Communication with parents about school[#]					
American Indian or Alaska Native					–
Asian or Asian American	41	46	39	29	–
Black or African American (Not Hispanic/Latino/a)	56	64			–
Filipino					–
Hispanic or Latino/a	51	68	39	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	40	49	39	26	–
Two or more races/ethnicities	30	42	20	18	–

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 %	ES %	MS %	HS %	NT %
Teachers responsive to child's social and emotional needs[Γ]					
American Indian or Alaska Native					–
Asian or Asian American	75	86	69	53	–
Black or African American (Not Hispanic/Latino/a)	89	100			–
Filipino					–
Hispanic or Latino/a	85	88	78	100	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	82	91	83	66	–
Two or more races/ethnicities	74	83	73	55	–
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	75	81	65	75	–
Black or African American (Not Hispanic/Latino/a)	89	80			–
Filipino					–
Hispanic or Latino/a	74	75	71	80	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	85	90	85	74	–
Two or more races/ethnicities	69	70	73	64	–

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

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

Table A10.3

Fairness, Rule Clarity, and Respect for Diversity by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	35	37	41	21	–
Black or African American (Not Hispanic/Latino/a)	56	60			–
Filipino	0				–
Hispanic or Latino/a	53	62	52	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	40	49	43	21	–
Two or more races/ethnicities	34	45	25	18	–
School treats all students with respect$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	43	47	45	28	–
Black or African American (Not Hispanic/Latino/a)	38				–
Filipino	0				–
Hispanic or Latino/a	53	69	43	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	51	67	46	29	–
Two or more races/ethnicities	40	46	44	18	–
School promotes respect of cultural beliefs/practices$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	44	49	46	26	–
Black or African American (Not Hispanic/Latino/a)	56	80			–
Filipino	0				–
Hispanic or Latino/a	53	65	48	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	49	64	43	31	–
Two or more races/ethnicities	41	48	38	27	–

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 %	ES %	MS %	HS %	NT %
Substance use problems[¶]					
American Indian or Alaska Native					–
Asian or Asian American	20	4	32	45	–
Black or African American (Not Hispanic/Latino/a)	11	0			–
Filipino	27				–
Hispanic or Latino/a	16	13	15	33	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	16	0	19	39	–
Two or more races/ethnicities	14	0	31	21	–
Student alcohol and drug use[‡]					
American Indian or Alaska Native					–
Asian or Asian American	8	4	16	8	–
Black or African American (Not Hispanic/Latino/a)	0	0			–
Filipino	20				–
Hispanic or Latino/a	6	9	0	17	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	1	0	2	2	–
Two or more races/ethnicities	4	0	0	18	–
Student vaping or e-cigarette use[‡]					
American Indian or Alaska Native					–
Asian or Asian American	9	4	13	16	–
Black or African American (Not Hispanic/Latino/a)	0	0			–
Filipino	20				–
Hispanic or Latino/a	4	8	0	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	2	0	4	4	–
Two or more races/ethnicities	2	0	0	9	–

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

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

[‡]*Percent of respondents reporting "Large problem."*

Table A10.4

Substance Use, School Disorder, and Bullying by Race/Ethnicity – Continued

	All %	ES %	MS %	HS %	NT %
School disorder[¶]					
American Indian or Alaska Native					–
Asian or Asian American	23	18	32	19	–
Black or African American (Not Hispanic/Latino/a)	21	14			–
Filipino	20				–
Hispanic or Latino/a	23	18	30	21	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	19	17	24	19	–
Two or more races/ethnicities	19	14	29	18	–
Harassment or bullying of students[‡]					
American Indian or Alaska Native					–
Asian or Asian American	10	6	18	8	–
Black or African American (Not Hispanic/Latino/a)	11	20			–
Filipino	20				–
Hispanic or Latino/a	13	17	11	0	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	4	4	6	4	–
Two or more races/ethnicities	11	11	0	27	–

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

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

[‡]*Percent of respondents reporting "Large problem."*

Table A10.5

Facilities by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties$^{\sigma}$					
American Indian or Alaska Native					–
Asian or Asian American	36	44	32	23	–
Black or African American (Not Hispanic/Latino/a)	78	80			–
Filipino	0				–
Hispanic or Latino/a	54	72	33	50	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latino/a)	52	59	56	38	–
Two or more races/ethnicities	44	54	19	55	–

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

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

11. English Learner Breakdowns

Table A11.1

Parental Involvement by English Learner Status

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Not English learner	39	52	36	19	–
English learner	37	40	32		–
Parental involvement in school[§]					
Not English learner	63	67	58	59	–
English learner	57	59	55		–
School encourages me to be an active partner[σ]					
Not English learner	41	58	33	17	–
English learner	41	50	25		–
School actively seeks the input of parents[σ]					
Not English learner	22	28	21	12	–
English learner	19	25	8		–
Parents feel welcome to participate at this school[σ]					
Not English learner	43	62	32	18	–
English learner	37	35	40		–

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

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

Table A11.2

School Supports for Students by English Learner Status

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Not English learner	38	46	38	22	–
English learner	35	37	32		–
School is a safe place for my child[σ]					
Not English learner	43	48	47	28	–
English learner	41	35	50		–
School motivates students to learn[σ]					
Not English learner	36	47	36	17	–
English learner	41	45	33		–
School has adults who really care about students[σ]					
Not English learner	46	56	45	28	–
English learner	35	37	33		–
Opportunities for meaningful student participation[σ]					
Not English learner	34	41	33	21	–
English learner	31	30	33		–
Communication with parents about school[#]					
Not English learner	40	50	38	23	–
English learner	45	45	43		–
Teachers responsive to child's social and emotional needs[Γ]					
Not English learner	78	88	73	62	–
English learner	78	79	75		–
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
Not English learner	77	81	77	72	–
English learner	67	68	63		–

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

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

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

Table A11.3

Fairness, Rule Clarity, and Respect for Diversity by English Learner Status

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally$^{\sigma}$					
Not English learner	36	43	43	17	–
English learner	34	35	33		–
School treats all students with respect$^{\sigma}$					
Not English learner	45	56	43	25	–
English learner	50	55	42		–
School promotes respect of cultural beliefs/practices$^{\sigma}$					
Not English learner	43	56	42	21	–
English learner	41	40	42		–

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

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

Table A11.4

Substance Use, School Disorder, and Bullying by English Learner Status

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶]					
Not English learner	17	3	25	37	–
English learner	10	0	27		–
Student alcohol and drug use[‡]					
Not English learner	5	2	6	9	–
English learner	7	0	18		–
Student vaping or e-cigarette use[‡]					
Not English learner	4	2	3	10	–
English learner	7	0	18		–
School disorder[¶]					
Not English learner	21	17	27	21	–
English learner	24	15	39		–
Harassment or bullying of students[‡]					
Not English learner	8	7	8	9	–
English learner	10	5	18		–

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

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

[‡]Percent of respondents reporting "Large problem."

Table A11.5

Facilities by English Learner Status

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties[σ]					
Not English learner	44	54	39	31	–
English learner	38	40	33		–

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

[σ]Percent of respondents reporting "Strongly agree."

12. Special Education Breakdowns

Table A12.1

Parental Involvement by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
No IEP	38	49	34	18	–
IEP	51	69	44	26	–
Parental involvement in school[§]					
No IEP	63	68	59	59	–
IEP	55	57	50	57	–
School encourages me to be an active partner[σ]					
No IEP	39	55	31	16	–
IEP	53	80	38	29	–
School actively seeks the input of parents[σ]					
No IEP	20	25	19	12	–
IEP	37	56	29	14	–
Parents feel welcome to participate at this school[σ]					
No IEP	41	58	31	17	–
IEP	50	68	45	23	–

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

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

Table A12.2

School Supports for Students by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	37	43	37	23	–
IEP	43	61	40	17	–
School is a safe place for my child[σ]					
No IEP	42	45	47	29	–
IEP	46	63	48	14	–
School motivates students to learn[σ]					
No IEP	36	45	35	17	–
IEP	43	64	38	14	–
School has adults who really care about students[σ]					
No IEP	45	54	42	27	–
IEP	53	58	57	36	–
Opportunities for meaningful student participation[σ]					
No IEP	33	38	33	22	–
IEP	38	60	29	14	–
Communication with parents about school[#]					
No IEP	39	49	37	23	–
IEP	46	59	44	25	–
Teachers responsive to child's social and emotional needs[Γ]					
No IEP	78	88	73	62	–
IEP	77	88	74	62	–
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
No IEP	77	80	77	73	–
IEP	73	79	72	62	–

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

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

[σ]*Percent of respondents reporting "Strongly agree."*

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

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

Table A12.3

Fairness, Rule Clarity, and Respect for Diversity by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally$^{\sigma}$					
No IEP	35	40	41	17	–
IEP	45	60	48	14	–
School treats all students with respect$^{\sigma}$					
No IEP	45	55	44	24	–
IEP	47	67	38	29	–
School promotes respect of cultural beliefs/practices$^{\sigma}$					
No IEP	43	53	43	22	–
IEP	45	68	38	14	–

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

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

Table A12.4

Substance Use, School Disorder, and Bullying by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶]					
No IEP	17	3	25	37	–
IEP	15	0	25	33	–
Student alcohol and drug use[‡]					
No IEP	5	2	8	8	–
IEP	4	0	0	17	–
Student vaping or e-cigarette use[‡]					
No IEP	5	2	5	10	–
IEP	2	0	0	8	–
School disorder[¶]					
No IEP	21	16	28	20	–
IEP	22	18	26	25	–
Harassment or bullying of students[‡]					
No IEP	7	6	10	5	–
IEP	14	16	0	33	–

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

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

[‡]Percent of respondents reporting "Large problem."

Table A12.5

Facilities by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties[σ]					
No IEP	42	50	38	29	–
IEP	54	68	43	46	–

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 %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Parent of the child	39	51	35	19	–
Foster parent					–
Other relatives and/or legal guardian					–
Parental involvement in school[§]					
Parent of the child	63	67	58	59	–
Foster parent					–
Other relatives and/or legal guardian					–
School encourages me to be an active partner[σ]					
Parent of the child	41	56	32	18	–
Foster parent					–
Other relatives and/or legal guardian					–
School actively seeks the input of parents[σ]					
Parent of the child	23	28	21	13	–
Foster parent					–
Other relatives and/or legal guardian					–
Parents feel welcome to participate at this school[σ]					
Parent of the child	42	59	31	17	–
Foster parent					–
Other relatives and/or legal guardian					–

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

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

[§]*Average percent of respondents reporting "Yes."*

Table A13.2

School Supports for Students by Parent Role

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Parent of the child	37	44	37	24	–
Foster parent					–
Other relatives and/or legal guardian					–
School is a safe place for my child[σ]					
Parent of the child	44	48	47	31	–
Foster parent					–
Other relatives and/or legal guardian					–
School motivates students to learn[σ]					
Parent of the child	36	45	34	18	–
Foster parent					–
Other relatives and/or legal guardian					–
School has adults who really care about students[σ]					
Parent of the child	45	53	42	29	–
Foster parent					–
Other relatives and/or legal guardian					–
Opportunities for meaningful student participation[σ]					
Parent of the child	34	39	33	22	–
Foster parent					–
Other relatives and/or legal guardian					–
Communication with parents about school[#]					
Parent of the child	40	48	37	24	–
Foster parent					–
Other relatives and/or legal guardian					–
Teachers responsive to child's social and emotional needs[Γ]					
Parent of the child	79	88	74	64	–
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."*

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

Table A13.2

School Supports for Students by Parent Role – Continued

	All %	ES %	MS %	HS %	NT %
School provides parents with advice and resources to support my child's social and emotional needs[Γ]					
Parent of the child	77	80	74	73	–
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 %	ES %	MS %	HS %	NT %
School enforces school rules equally[σ]					
Parent of the child	37	43	41	19	–
Foster parent					–
Other relatives and/or legal guardian					–
School treats all students with respect[σ]					
Parent of the child	44	54	43	25	–
Foster parent					–
Other relatives and/or legal guardian					–
School promotes respect of cultural beliefs/practices[σ]					
Parent of the child	45	55	42	25	–
Foster parent					–
Other relatives and/or legal guardian					–

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

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

Table A13.4

Substance Use, School Disorder, and Bullying by Parent Role

	All %	ES %	MS %	HS %	NT %
Substance use problems[¶]					
Parent of the child	17	3	26	40	–
Foster parent					–
Other relatives and/or legal guardian					–
Student alcohol and drug use[‡]					
Parent of the child	5	2	7	8	–
Foster parent					–
Other relatives and/or legal guardian					–
Student vaping or e-cigarette use[‡]					
Parent of the child	5	2	7	9	–
Foster parent					–
Other relatives and/or legal guardian					–
School disorder[¶]					
Parent of the child	21	18	28	21	–
Foster parent					–
Other relatives and/or legal guardian					–
Harassment or bullying of students[‡]					
Parent of the child	8	7	11	8	–
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 %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties$^{\sigma}$					
Parent of the child	44	51	39	34	–
Foster parent					–
Other relatives and/or legal guardian					–

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

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

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All	ES	MS	HS	NT[A]
Number of respondents	497	246	160	91	–

Notes: [A]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 often does your child, without direction from their teachers, use AI to help with their schoolwork?

	School Type			
	ES %	MS %	HS %	Total %
Almost every day	2	4	13	5
Once or twice a week	6	18	24	13
Once or twice a month	4	14	14	9
Never or hardly ever	89	64	48	73

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			
	ES %	MS %	HS %	Total %
Almost every day	51	47	32	46
Once or twice a week	19	21	24	21
Once or twice a month	9	17	13	13
Never or hardly ever	21	15	31	21

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			
	ES %	MS %	HS %	Total %
Very knowledgeable	2	7	14	6
Knowledgeable	12	33	35	23
Somewhat knowledgeable	44	49	45	46
Not knowledgeable	42	11	5	25

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			
	ES %	MS %	HS %	Total %
Very knowledgeable	27	27	19	26
Knowledgeable	36	33	38	35
Somewhat knowledgeable	32	32	24	31
Not knowledgeable	5	8	19	8

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			
	ES %	MS %	HS %	Total %
Very important	50	59	55	54
Important	21	24	29	24
Somewhat important	19	13	14	16
Not important	9	4	2	6

Question Z.5.
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
Addison Elementary	X
Barron Park Elementary	X
Duveneck Elementary	
El Carmelo Elementary	X
Escondido Elementary	X
Fairmeadow Elementary	X
Greendell	X
Herbert Hoover Elementary	X
Juana Briones Elementary	X
Lucille M. Nixon Elementary	X
Ohlone Elementary	X
Packard Children's Hospital/Stanford	
Palo Verde Elementary	X
Walter Hays 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
Ellen Fletcher Middle	X
Frank S. Greene Jr. Middle	X
Jane Lathrop Stanford 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 CSPS Parent Survey Data Status

Eligible High Schools	Data Received
Cubberly	X
Henry M. Gunn High	X
Palo Alto High	X
Palo Alto Middle College 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.