

# CALIFORNIA SCHOOL PARENT SURVEY



## Wheatland 2024-2025 Main Report

This report was prepared by WestEd, a research, development, and service agency, under contract from the California Department of Education School Health and Safety Office. For contract information, contact:

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

Recommended citation:

Wheatland School District. *California School Parent Survey, 2024-2025: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 6 May 2025  
CDS code: 5872751000000

# Contents

	<b>Page</b>
<b>List of Tables</b> . . . . .	<b>II</b>
<b>PREFACE</b> . . . . .	<b>IV</b>
<b>Survey Module Administration</b> . . . . .	<b>1</b>
<b>Section A. Core Module</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Survey Indicators . . . . .	3
3. Parent and Student Demographic Characteristics . . . . .	4
4. Remote Schooling . . . . .	8
5. Student Motivation and Optimism . . . . .	10
6. Parental Involvement . . . . .	11
7. Student Learning Environment . . . . .	17
8. Student Risk Behavior and Prevention . . . . .	23
9. Facilities . . . . .	27
10. Race/Ethnicity Breakdowns . . . . .	28
11. English Learner Breakdowns . . . . .	37
12. Special Education Breakdowns . . . . .	41
13. Parent Role Breakdowns . . . . .	45
<b>Appendix</b> . . . . .	<b>50</b>

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1          CSPS Survey Modules Administered . . . . .	1
<b>Section A. Core Module</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	<b>2</b>
A1.1      Core Module Sample . . . . .	2
A1.2      Number of Respondents by Instructional Model . . . . .	2
2. Summary of Key Survey Indicators . . . . .	<b>3</b>
A2.1      Key Indicators of Parental Involvement, School Climate, and Student Behavior .	3
3. Parent and Student Demographic Characteristics . . . . .	<b>4</b>
A3.1      School Schedule, Past 30 Days . . . . .	4
A3.2      Role at Home . . . . .	4
A3.3      Race/Ethnicity of Respondents . . . . .	5
A3.4      Grade Level . . . . .	6
A3.5      Special Program Participation . . . . .	7
A3.6      Afterschool Program Participation . . . . .	7
4. Remote Schooling . . . . .	<b>8</b>
A4.1      Remote Learning Schedule . . . . .	8
A4.2      Perceptions of Remote Learning . . . . .	8
A4.3      Rating of School Remote Learning Program . . . . .	9
A4.4      Opportunities for Student Connection . . . . .	9
5. Student Motivation and Optimism . . . . .	<b>10</b>
A5.1      Student is Motivated to Complete Schoolwork . . . . .	10
A5.2      Student Feeling Hopeful About the Future . . . . .	10
6. Parental Involvement . . . . .	<b>11</b>
A6.1      Promotion of Parental Involvement Scale Questions . . . . .	11
A6.1      Promotion of Parental Involvement Scale Questions – Continued . . . . .	12
A6.2      Communication with Parents about School Questions . . . . .	13
A6.2      Communication with Parents about School Questions – Continued . . . . .	14
A6.3      Parental Involvement in School Questions . . . . .	15
A6.3      Parental Involvement in School Questions – Continued . . . . .	16
7. Student Learning Environment . . . . .	<b>17</b>
A7.1      Student Learning Environment Scale Questions . . . . .	17
A7.1      Student Learning Environment Scale Questions – Continued . . . . .	18
A7.1      Student Learning Environment Scale Questions – Continued . . . . .	19
A7.1      Student Learning Environment Scale Questions – Continued . . . . .	20
A7.2      Social and Emotional Supports . . . . .	21
A7.3      Instructional Supports . . . . .	22

8. Student Risk Behavior and Prevention . . . . .	<b>23</b>
A8.1 Substance Use Problems Scale Questions . . . . .	23
A8.2 School Disorder Scale Questions . . . . .	24
A8.2 School Disorder Scale Questions – Continued . . . . .	25
A8.3 School Bans Tobacco Use and Vaping . . . . .	26
9. Facilities . . . . .	<b>27</b>
A9.1 School Has Clean and Well-Maintained Facilities and Properties . . . . .	27
10. Race/Ethnicity Breakdowns . . . . .	<b>28</b>
A10.1 Parental Involvement by Race/Ethnicity . . . . .	28
A10.1 Parental Involvement by Race/Ethnicity – Continued . . . . .	29
A10.2 School Supports for Students by Race/Ethnicity . . . . .	30
A10.2 School Supports for Students by Race/Ethnicity – Continued . . . . .	31
A10.2 School Supports for Students by Race/Ethnicity – Continued . . . . .	32
A10.3 Fairness, Rule Clarity, and Respect for Diversity by Race/Ethnicity . . . . .	33
A10.4 Substance Use, School Disorder, and Bullying by Race/Ethnicity . . . . .	34
A10.4 Substance Use, School Disorder, and Bullying by Race/Ethnicity – Continued . . . . .	35
A10.5 Facilities by Race/Ethnicity . . . . .	36
11. English Learner Breakdowns . . . . .	<b>37</b>
A11.1 Parental Involvement by English Learner Status . . . . .	37
A11.2 School Supports for Students by English Learner Status . . . . .	38
A11.3 Fairness, Rule Clarity, and Respect for Diversity by English Learner Status . . . . .	39
A11.4 Substance Use, School Disorder, and Bullying by English Learner Status . . . . .	40
A11.5 Facilities by English Learner Status . . . . .	40
12. Special Education Breakdowns . . . . .	<b>41</b>
A12.1 Parental Involvement by Individualized Education Plan (IEP) Placement . . . . .	41
A12.2 School Supports for Students by Individualized Education Plan (IEP) Placement . . . . .	42
A12.3 Fairness, Rule Clarity, and Respect for Diversity by IEP Placement . . . . .	43
A12.4 Substance Use, School Disorder, and Bullying by IEP Placement . . . . .	44
A12.5 Facilities by Individualized Education Plan (IEP) Placement . . . . .	44
13. Parent Role Breakdowns . . . . .	<b>45</b>
A13.1 Parental Involvement by Parent Role . . . . .	45
A13.2 School Supports for Students by Parent Role . . . . .	46
A13.2 School Supports for Students by Parent Role – Continued . . . . .	47
A13.3 Fairness, Rule Clarity, and Respect for Diversity by Parent Role . . . . .	47
A13.4 Substance Use, School Disorder, and Bullying by Parent Role . . . . .	48
A13.5 Facilities by Parent Role . . . . .	49
<b>Appendix . . . . .</b>	<b>50</b>

# PREFACE

## HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 2024-25 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

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

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

## THE IMPORTANCE OF PARENT INVOLVEMENT

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

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

## **SURVEY CONTENT OVERVIEW**

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

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

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

## **SURVEY ADMINISTRATION AND SAMPLING**

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

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

## **THE REPORT**

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

## **ONLINE DATA DASHBOARD**

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

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

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

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

## UNDERSTANDING THE DATA

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

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

## IMPROVING SURVEY PARTICIPATION

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

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

## RESOURCES

[CalsCHLS.org](http://CalsCHLS.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](http://calschls.org/resources/factsheets)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate ([data.calschls.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).

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

## NEXT STEPS

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

### Request School Reports

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

### Request Disaggregated Report or Analyses

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

### Compare Results with Student and Staff Surveys

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

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

### Engage Parents in an Action Planning Process

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

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

### **Add Questions to Your Next Survey**

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email [calschls@wested.org](mailto:calschls@wested.org).

## Exhibit 1

### Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: <sup>†</sup>Elementary student survey.

<sup>‡</sup>Secondary student survey.

## **ACKNOWLEDGMENTS**

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

Thomas Hanson, Ph.D.  
CalSCHLS Director, WestEd

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

# Survey Module Administration

**Table 1**

***CSPS Survey Modules Administered***

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	31	–	31	–	–

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

**Table A1.2**

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

	All	ES	MS	HS	NT
In-school model only	31	–	31	–	–
Remote model only	0	–	0	–	–

## 2. Summary of Key Survey Indicators

**Table A2.1**

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Parental Involvement</b>						
Promotion of parental involvement <sup>†</sup>	42	–	42	–	–	A6.1
Parental involvement in school <sup>§</sup>	57	–	57	–	–	A6.3
School encourages me to be an active partner <sup>σ</sup>	38	–	38	–	–	A6.1
School actively seeks the input of parents <sup>σ</sup>	34	–	34	–	–	A6.1
Parents feel welcome to participate at this school <sup>σ</sup>	38	–	38	–	–	A6.1
<b>School Supports for Students</b>						
Student learning environment <sup>†</sup>	41	–	41	–	–	A7.1
School is a safe place for my child <sup>σ</sup>	45	–	45	–	–	A7.1
School motivates students to learn <sup>σ</sup>	45	–	45	–	–	A7.1
School has adults who really care about students <sup>σ</sup>	52	–	52	–	–	A7.1
Opportunities for meaningful student participation <sup>σ</sup>	45	–	45	–	–	A7.1
Communication with parents about school <sup>#</sup>	41	–	41	–	–	A6.2
Teachers responsive to child’s social and emotional needs <sup>Γ</sup>	86	–	86	–	–	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs <sup>Γ</sup>	61	–	61	–	–	A7.2
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
School enforces school rules equally <sup>σ</sup>	38	–	38	–	–	A7.1
School treats all students with respect <sup>σ</sup>	52	–	52	–	–	A7.1
School promotes respect of cultural beliefs/practices <sup>σ</sup>	28	–	28	–	–	A7.1
<b>Substance Use, School Disorder, and Bullying</b>						
Substance use problems <sup>¶</sup>	30	–	30	–	–	A8.1
Student alcohol and drug use <sup>‡</sup>	3	–	3	–	–	A8.1
Student vaping or e-cigarette use <sup>‡</sup>	10	–	10	–	–	A8.1
School disorder <sup>¶</sup>	32	–	32	–	–	A8.2
Harassment or bullying of students <sup>‡</sup>	14	–	14	–	–	A8.2
<b>Facilities</b>						
School has clean and well-maintained facilities/properties <sup>σ</sup>	52	–	52	–	–	A9.1

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

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

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

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

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

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

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

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

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

### 3. Parent and Student Demographic Characteristics

**Table A3.1**

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

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

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

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

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

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

**Table A3.2**

***Role at Home***

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

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	–	0	–	–
Asian or Asian American	6	–	6	–	–
Black or African American (Not Hispanic or Latino/a)	0	–	0	–	–
Filipino	0	–	0	–	–
Hispanic or Latino/a	16	–	16	–	–
Native Hawaiian or Pacific Islander	0	–	0	–	–
White (Not Hispanic/Latino/a)	58	–	58	–	–
Two or more races/ethnicities	6	–	6	–	–
Not applicable, not sure, or decline to answer	13	–	13	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	0	–	0	–	–
Kindergarten	0	–	0	–	–
1st grade	0	–	0	–	–
2nd grade	0	–	0	–	–
3rd grade	0	–	0	–	–
4th grade	0	–	0	–	–
5th grade	0	–	0	–	–
6th grade	0	–	0	–	–
7th grade	94	–	94	–	–
8th grade	6	–	6	–	–
9th grade	0	–	0	–	–
10th grade	0	–	0	–	–
11th grade	0	–	0	–	–
12th grade	0	–	0	–	–
Other	0	–	0	–	–
Ungraded	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)	15	–	15	–	–
English Language Development (for children learning English)	11	–	11	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	0	–	0	–	–
Not applicable, not sure, or decline to answer	78	–	78	–	–

*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	97	–	97	–	–
Yes - 1 day a week	3	–	3	–	–
Yes - 2 days a week	0	–	0	–	–
Yes - 3 days a week	0	–	0	–	–
Yes - 4 days a week	0	–	0	–	–
Yes - 5 days a week	0	–	0	–	–

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

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

## 4. Remote Schooling

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

**Table A4.1**

***Remote Learning Schedule (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>Number of weekdays my child participated in school from home<sup>  </sup></b>					
0 days		–		–	–
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.*

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

**Table A4.2**

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

	All %	ES %	MS %	HS %	NT %
<b>Our school/district has done a good job keeping me informed about remote learning.</b>					
Strongly agree		–		–	–
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 %
<b>My child has opportunities to connect and interact with classmates during remote learning.</b>					
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	50	–	50	–	–
Agree	32	–	32	–	–
Disagree	14	–	14	–	–
Strongly disagree	0	–	0	–	–
Not sure/NA	4	–	4	–	–

*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	61	–	61	–	–
Agree	29	–	29	–	–
Disagree	11	–	11	–	–
Strongly disagree	0	–	0	–	–
Not sure/NA	0	–	0	–	–

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

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

## 6. Parental Involvement

**Table A6.1**

***Promotion of Parental Involvement Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement</b>					
<i>Average reporting “Strongly agree”</i>	42	–	42	–	–
<b>School promptly responds to my phone calls, messages, or e-mails.</b>					
Strongly agree	52	–	52	–	–
Agree	38	–	38	–	–
Disagree	7	–	7	–	–
Strongly disagree	0	–	0	–	–
Don’t know/NA	3	–	3	–	–
<b>School encourages me to be an active partner with the school in educating my child.</b>					
Strongly agree	38	–	38	–	–
Agree	38	–	38	–	–
Disagree	17	–	17	–	–
Strongly disagree	7	–	7	–	–
Don’t know/NA	0	–	0	–	–
<b>School actively seeks the input of parents before making important decisions.</b>					
Strongly agree	34	–	34	–	–
Agree	21	–	21	–	–
Disagree	24	–	24	–	–
Strongly disagree	10	–	10	–	–
Don’t know/NA	10	–	10	–	–

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

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

**Table A6.1*****Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	38	–	38	–	–
Agree	34	–	34	–	–
Disagree	10	–	10	–	–
Strongly disagree	10	–	10	–	–
Don't know/NA	7	–	7	–	–
<b>School staff treat parents with respect.</b>					
Strongly agree	52	–	52	–	–
Agree	31	–	31	–	–
Disagree	7	–	7	–	–
Strongly disagree	7	–	7	–	–
Don't know/NA	3	–	3	–	–
<b>School staff take parent concerns seriously.</b>					
Strongly agree	38	–	38	–	–
Agree	34	–	34	–	–
Disagree	10	–	10	–	–
Strongly disagree	7	–	7	–	–
Don't know/NA	10	–	10	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Communication with parents about school</b>					
<i>Average reporting “Strongly agree” or “Very well”</i>	41	–	41	–	–
<b>School keeps me well-informed about school activities.</b>					
Strongly agree	45	–	45	–	–
Agree	45	–	45	–	–
Disagree	3	–	3	–	–
Strongly disagree	7	–	7	–	–
Don’t know/NA	0	–	0	–	–
<b>Teachers communicate with parents about what students are expected to learn in class.</b>					
Strongly agree	31	–	31	–	–
Agree	31	–	31	–	–
Disagree	31	–	31	–	–
Strongly disagree	7	–	7	–	–
Don’t know/NA	0	–	0	–	–
<b>Letting you know how your child is doing in school between report cards.</b>					
Very well	57	–	57	–	–
Just okay	32	–	32	–	–
Not very well	0	–	0	–	–
Does not do it at all	11	–	11	–	–
Don’t know/NA	0	–	0	–	–

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

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

**Table A6.2**

***Communication with Parents about School Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Providing information about why your child is placed in particular groups or classes.</b>					
Very well	39	–	39	–	–
Just okay	21	–	21	–	–
Not very well	4	–	4	–	–
Does not do it at all	11	–	11	–	–
Don't know/NA	25	–	25	–	–
<b>Providing information on your expected role at your child's school.</b>					
Very well	36	–	36	–	–
Just okay	29	–	29	–	–
Not very well	4	–	4	–	–
Does not do it at all	21	–	21	–	–
Don't know/NA	11	–	11	–	–
<b>Providing information about how to help your child with homework.<sup>Ø</sup></b>					
Very well	36	–	36	–	–
Just okay	25	–	25	–	–
Not very well	11	–	11	–	–
Does not do it at all	29	–	29	–	–
Don't know/NA	0	–	0	–	–
<b>Providing information on how to help your child plan for college or vocational school.<sup>Ø</sup></b>					
Very well		–		–	–
Just okay		–		–	–
Not very well		–		–	–
Does not do it at all		–		–	–
Don't know/NA		–		–	–

*Question A. 52-55: How well has this child's school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... Providing information about why your child is placed in particular groups or classes... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school. [MIDDLE/HIGH SCHOOL ONLY]*

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Parental involvement in school</b>					
<i>Average reporting “Yes”</i>	57	–	57	–	–
<b>Attended a school or class event</b>					
No	14	–	14	–	–
Yes	86	–	86	–	–
<b>Attended a general school meeting</b>					
No	28	–	28	–	–
Yes	72	–	72	–	–
<b>Participated in a meeting of the parent-teacher organization or association</b>					
No	69	–	69	–	–
Yes	31	–	31	–	–
<b>Participated in fundraising for the school</b>					
No	24	–	24	–	–
Yes	76	–	76	–	–
<b>Served on a school committee</b>					
No	82	–	82	–	–
Yes	18	–	18	–	–
<b>Served as a volunteer in this child’s classroom or elsewhere in the school.<sup>Ø</sup></b>					
No	64	–	64	–	–
Yes	36	–	36	–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Participated in a regularly scheduled parent-teacher conference with the child’s teacher.<sup>Ø</sup></b>					
No	52	–	52	–	–
Yes	48	–	48	–	–
<b>Met with a school counselor in person or remotely.<sup>Ø</sup></b>					
No	100	–	100	–	–
Yes	0	–	0	–	–

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

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

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

## 7. Student Learning Environment

Table A7.1

*Student Learning Environment Scale Questions*

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	41	–	41	–	–
<b><i>This school...</i></b>					
<b>promotes academic success for all students.</b>					
Strongly agree	45	–	45	–	–
Agree	38	–	38	–	–
Disagree	10	–	10	–	–
Strongly disagree	3	–	3	–	–
Don’t know/NA	3	–	3	–	–
<b>treats all students with respect.</b>					
Strongly agree	52	–	52	–	–
Agree	24	–	24	–	–
Disagree	21	–	21	–	–
Strongly disagree	0	–	0	–	–
Don’t know/NA	3	–	3	–	–
<b>gives all students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	45	–	45	–	–
Agree	48	–	48	–	–
Disagree	0	–	0	–	–
Strongly disagree	0	–	0	–	–
Don’t know/NA	7	–	7	–	–
<b>provides quality counseling or other ways to help students with social or emotional needs.</b>					
Strongly agree	24	–	24	–	–
Agree	34	–	34	–	–
Disagree	14	–	14	–	–
Strongly disagree	7	–	7	–	–
Don’t know/NA	21	–	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 %
<b><i>This school...</i></b>					
<b>is a supportive and inviting place for students to learn.</b>					
Strongly agree	41	–	41	–	–
Agree	45	–	45	–	–
Disagree	7	–	7	–	–
Strongly disagree	3	–	3	–	–
Don't know/NA	3	–	3	–	–
<b>communicates the importance of respecting different cultural beliefs and practices.</b>					
Strongly agree	28	–	28	–	–
Agree	41	–	41	–	–
Disagree	14	–	14	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	17	–	17	–	–
<b>provides instructional materials that reflect my child's culture, ethnicity, and identity.</b>					
Strongly agree	38	–	38	–	–
Agree	38	–	38	–	–
Disagree	7	–	7	–	–
Strongly disagree	3	–	3	–	–
Don't know/NA	14	–	14	–	–
<b>enforces school rules equally for my child and all students.</b>					
Strongly agree	38	–	38	–	–
Agree	34	–	34	–	–
Disagree	10	–	10	–	–
Strongly disagree	7	–	7	–	–
Don't know/NA	10	–	10	–	–

*Question A.12-15: This school... is a supportive and inviting place for students to learn... communicates the importance of respecting different cultural beliefs and practices... provides instructional materials that reflect my child's culture, ethnicity, and identity... enforces school rules equally for my child and all students.*

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has quality programs for my child’s talents, gifts, or special needs.</b>					
Strongly agree	34	–	34	–	–
Agree	38	–	38	–	–
Disagree	10	–	10	–	–
Strongly disagree	3	–	3	–	–
Don’t know/NA	14	–	14	–	–
<b>is a safe place for my child.</b>					
Strongly agree	45	–	45	–	–
Agree	48	–	48	–	–
Disagree	3	–	3	–	–
Strongly disagree	3	–	3	–	–
Don’t know/NA	0	–	0	–	–
<b>provides high quality instruction to my child.</b>					
Strongly agree	34	–	34	–	–
Agree	48	–	48	–	–
Disagree	10	–	10	–	–
Strongly disagree	7	–	7	–	–
Don’t know/NA	0	–	0	–	–
<b>motivates students to learn.</b>					
Strongly agree	45	–	45	–	–
Agree	41	–	41	–	–
Disagree	10	–	10	–	–
Strongly disagree	0	–	0	–	–
Don’t know/NA	3	–	3	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has teachers who go out of their way to help students.</b>					
Strongly agree	48	–	48	–	–
Agree	34	–	34	–	–
Disagree	7	–	7	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	10	–	10	–	–
<b>has adults who really care about students.</b>					
Strongly agree	52	–	52	–	–
Agree	34	–	34	–	–
Disagree	3	–	3	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	10	–	10	–	–
<b>has high expectations for all students.</b>					
Strongly agree	38	–	38	–	–
Agree	45	–	45	–	–
Disagree	7	–	7	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	10	–	10	–	–
<b>encourages students to care about how others feel.</b>					
Strongly agree	41	–	41	–	–
Agree	38	–	38	–	–
Disagree	10	–	10	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	10	–	10	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>My child’s teachers are responsive to my child’s social and emotional needs.</b>					
Strongly agree	36	–	36	–	–
Agree	50	–	50	–	–
Disagree	11	–	11	–	–
Strongly disagree	0	–	0	–	–
Not sure/NA	4	–	4	–	–
<b>Support staff are available to my child if he/she needs them.</b>					
Strongly agree	39	–	39	–	–
Agree	39	–	39	–	–
Disagree	7	–	7	–	–
Strongly disagree	0	–	0	–	–
Not sure/NA	14	–	14	–	–
<b>Our school provides parents with advice and resources to support my child’s social and emotional needs.</b>					
Strongly agree	32	–	32	–	–
Agree	29	–	29	–	–
Disagree	7	–	7	–	–
Strongly disagree	11	–	11	–	–
Not sure/NA	21	–	21	–	–

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

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

**Table A7.3*****Instructional Supports***

	All %	ES %	MS %	HS %	NT %
<b>My child is receiving adequate instruction from teachers to support assigned work.</b>					
Strongly agree	39	–	39	–	–
Agree	39	–	39	–	–
Disagree	14	–	14	–	–
Strongly disagree	4	–	4	–	–
Not sure/NA	4	–	4	–	–

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

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

## 8. Student Risk Behavior and Prevention

**Table A8.1**

***Substance Use Problems Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems</b>					
<i>Average reporting any problems</i>	30	–	30	–	–
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>student tobacco use?</b>					
Not a problem	41	–	41	–	–
Small problem	10	–	10	–	–
Somewhat a problem	7	–	7	–	–
Large problem	0	–	0	–	–
Don't know/NA	41	–	41	–	–
<b>student vaping or e-cigarette use?</b>					
Not a problem	28	–	28	–	–
Small problem	28	–	28	–	–
Somewhat a problem	14	–	14	–	–
Large problem	10	–	10	–	–
Don't know/NA	21	–	21	–	–
<b>student alcohol and drug use?</b>					
Not a problem	45	–	45	–	–
Small problem	7	–	7	–	–
Somewhat a problem	10	–	10	–	–
Large problem	3	–	3	–	–
Don't know/NA	34	–	34	–	–

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

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

**Table A8.2*****School Disorder Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>School disorder</b>					
<i>Average reporting any problems</i>	32	–	32	–	–
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>harassment or bullying?</b>					
Not a problem	10	–	10	–	–
Small problem	31	–	31	–	–
Somewhat a problem	28	–	28	–	–
Large problem	14	–	14	–	–
Don't know/NA	17	–	17	–	–
<b>physical fights?</b>					
Not a problem	34	–	34	–	–
Small problem	24	–	24	–	–
Somewhat a problem	3	–	3	–	–
Large problem	7	–	7	–	–
Don't know/NA	31	–	31	–	–
<b>racial/ethnic conflict among students?</b>					
Not a problem	34	–	34	–	–
Small problem	10	–	10	–	–
Somewhat a problem	17	–	17	–	–
Large problem	10	–	10	–	–
Don't know/NA	28	–	28	–	–
<b>students not respecting staff?</b>					
Not a problem	32	–	32	–	–
Small problem	21	–	21	–	–
Somewhat a problem	14	–	14	–	–
Large problem	4	–	4	–	–
Don't know/NA	29	–	29	–	–

*Question A.36-39: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?... racial/ethnic conflict among students?... students not respecting staff?*

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

**Table A8.2*****School Disorder Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>Based on your experience, how much of a problem at this school is...</i></b>					
<b>gang-related activity?</b>					
Not a problem	59	–	59	–	–
Small problem	3	–	3	–	–
Somewhat a problem	0	–	0	–	–
Large problem	3	–	3	–	–
Don't know/NA	34	–	34	–	–
<b>weapons possession?</b>					
Not a problem	59	–	59	–	–
Small problem	3	–	3	–	–
Somewhat a problem	0	–	0	–	–
Large problem	3	–	3	–	–
Don't know/NA	34	–	34	–	–
<b>vandalism (including graffiti)?</b>					
Not a problem	52	–	52	–	–
Small problem	14	–	14	–	–
Somewhat a problem	7	–	7	–	–
Large problem	7	–	7	–	–
Don't know/NA	21	–	21	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
No	3	–	3	–	–
Yes	86	–	86	–	–
Don't know	10	–	10	–	–

*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	52	–	52	–	–
Agree	41	–	41	–	–
Disagree	3	–	3	–	–
Strongly disagree	0	–	0	–	–
Don't know/NA	3	–	3	–	–

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

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

## 10. Race/Ethnicity Breakdowns

**Table A10.1**

***Parental Involvement by Race/Ethnicity***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	43	–	43	–	–
Two or more races/ethnicities		–		–	–
<b>Parental involvement in school<sup>§</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	52	–	52	–	–
Two or more races/ethnicities		–		–	–
<b>School encourages me to be an active partner<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	39	–	39	–	–
Two or more races/ethnicities		–		–	–

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School actively seeks the input of parents<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	39	–	39	–	–
Two or more races/ethnicities		–		–	–
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	33	–	33	–	–
Two or more races/ethnicities		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	63	–	63	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	44	–	44	–	–
Two or more races/ethnicities		–		–	–
<b>School is a safe place for my child<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	50	–	50	–	–
Two or more races/ethnicities		–		–	–
<b>School motivates students to learn<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	44	–	44	–	–
Two or more races/ethnicities		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School has adults who really care about students<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	61	–	61	–	–
Two or more races/ethnicities		–		–	–
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	80	–	80	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	50	–	50	–	–
Two or more races/ethnicities		–		–	–
<b>Communication with parents about school<sup>#</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	64	–	64	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	40	–	40	–	–
Two or more races/ethnicities		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Teachers responsive to child’s social and emotional needs<sup>†</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	100	–	100	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	82	–	82	–	–
Two or more races/ethnicities		–		–	–
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>†</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	80	–	80	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	65	–	65	–	–
Two or more races/ethnicities		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School enforces school rules equally<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	44	–	44	–	–
Two or more races/ethnicities		–		–	–
<b>School treats all students with respect<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	61	–	61	–	–
Two or more races/ethnicities		–		–	–
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	60	–	60	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	28	–	28	–	–
Two or more races/ethnicities		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	33	–	33	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	30	–	30	–	–
Two or more races/ethnicities		–		–	–
<b>Student alcohol and drug use<sup>‡</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	20	–	20	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	0	–	0	–	–
Two or more races/ethnicities		–		–	–
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	20	–	20	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	11	–	11	–	–
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 %	ES %	MS %	HS %	NT %
<b>School disorder<sup>¶</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	37	–	37	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	32	–	32	–	–
Two or more races/ethnicities		–		–	–
<b>Harassment or bullying of students<sup>‡</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	20	–	20	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	11	–	11	–	–
Two or more races/ethnicities		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
American Indian or Alaska Native		–		–	–
Asian or Asian American		–		–	–
Black or African American (Not Hispanic/Latino/a)		–		–	–
Filipino		–		–	–
Hispanic or Latino/a	80	–	80	–	–
Native Hawaiian or Pacific Islander		–		–	–
White (Not Hispanic/Latino/a)	56	–	56	–	–
Two or more races/ethnicities		–		–	–

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

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

## 11. English Learner Breakdowns

**Table A11.1**

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

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
Not English learner	40	–	40	–	–
English learner		–		–	–
<b>Parental involvement in school<sup>§</sup></b>					
Not English learner	59	–	59	–	–
English learner		–		–	–
<b>School encourages me to be an active partner<sup>σ</sup></b>					
Not English learner	36	–	36	–	–
English learner		–		–	–
<b>School actively seeks the input of parents<sup>σ</sup></b>					
Not English learner	32	–	32	–	–
English learner		–		–	–
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
Not English learner	36	–	36	–	–
English learner		–		–	–

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
Not English learner	39	–	39	–	–
English learner		–		–	–
<b>School is a safe place for my child<sup>σ</sup></b>					
Not English learner	41	–	41	–	–
English learner		–		–	–
<b>School motivates students to learn<sup>σ</sup></b>					
Not English learner	45	–	45	–	–
English learner		–		–	–
<b>School has adults who really care about students<sup>σ</sup></b>					
Not English learner	50	–	50	–	–
English learner		–		–	–
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
Not English learner	45	–	45	–	–
English learner		–		–	–
<b>Communication with parents about school<sup>#</sup></b>					
Not English learner	38	–	38	–	–
English learner		–		–	–
<b>Teachers responsive to child’s social and emotional needs<sup>Γ</sup></b>					
Not English learner	90	–	90	–	–
English learner		–		–	–
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>Γ</sup></b>					
Not English learner	57	–	57	–	–
English learner		–		–	–

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

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

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

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

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

**Table A11.3*****Fairness, Rule Clarity, and Respect for Diversity by English Learner Status***

	All %	ES %	MS %	HS %	NT %
<b>School enforces school rules equally<sup>σ</sup></b>					
Not English learner	32	–	32	–	–
English learner		–		–	–
<b>School treats all students with respect<sup>σ</sup></b>					
Not English learner	50	–	50	–	–
English learner		–		–	–
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
Not English learner	23	–	23	–	–
English learner		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
Not English learner	30	–	30	–	–
English learner		–		–	–
<b>Student alcohol and drug use<sup>‡</sup></b>					
Not English learner	0	–	0	–	–
English learner		–		–	–
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
Not English learner	9	–	9	–	–
English learner		–		–	–
<b>School disorder<sup>¶</sup></b>					
Not English learner	31	–	31	–	–
English learner		–		–	–
<b>Harassment or bullying of students<sup>‡</sup></b>					
Not English learner	14	–	14	–	–
English learner		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
Not English learner	50	–	50	–	–
English learner		–		–	–

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

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

## 12. Special Education Breakdowns

**Table A12.1**

***Parental Involvement by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
No IEP	40	–	40	–	–
IEP		–		–	–
<b>Parental involvement in school<sup>§</sup></b>					
No IEP	54	–	54	–	–
IEP		–		–	–
<b>School encourages me to be an active partner<sup>σ</sup></b>					
No IEP	36	–	36	–	–
IEP		–		–	–
<b>School actively seeks the input of parents<sup>σ</sup></b>					
No IEP	32	–	32	–	–
IEP		–		–	–
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
No IEP	36	–	36	–	–
IEP		–		–	–

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
No IEP	39	–	39	–	–
IEP		–		–	–
<b>School is a safe place for my child<sup>σ</sup></b>					
No IEP	41	–	41	–	–
IEP		–		–	–
<b>School motivates students to learn<sup>σ</sup></b>					
No IEP	45	–	45	–	–
IEP		–		–	–
<b>School has adults who really care about students<sup>σ</sup></b>					
No IEP	50	–	50	–	–
IEP		–		–	–
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
No IEP	41	–	41	–	–
IEP		–		–	–
<b>Communication with parents about school<sup>#</sup></b>					
No IEP	39	–	39	–	–
IEP		–		–	–
<b>Teachers responsive to child’s social and emotional needs<sup>Γ</sup></b>					
No IEP	86	–	86	–	–
IEP		–		–	–
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>Γ</sup></b>					
No IEP	57	–	57	–	–
IEP		–		–	–

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

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

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

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

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

**Table A12.3*****Fairness, Rule Clarity, and Respect for Diversity by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
<b>School enforces school rules equally<sup>σ</sup></b>					
No IEP	32	–	32	–	–
IEP		–		–	–
<b>School treats all students with respect<sup>σ</sup></b>					
No IEP	50	–	50	–	–
IEP		–		–	–
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
No IEP	27	–	27	–	–
IEP		–		–	–

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

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

**Table A12.4*****Substance Use, School Disorder, and Bullying by Individualized Education Plan (IEP) Placement***

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
No IEP	33	–	33	–	–
IEP		–		–	–
<b>Student alcohol and drug use<sup>‡</sup></b>					
No IEP	5	–	5	–	–
IEP		–		–	–
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
No IEP	14	–	14	–	–
IEP		–		–	–
<b>School disorder<sup>¶</sup></b>					
No IEP	34	–	34	–	–
IEP		–		–	–
<b>Harassment or bullying of students<sup>‡</sup></b>					
No IEP	18	–	18	–	–
IEP		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
No IEP	45	–	45	–	–
IEP		–		–	–

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

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

## 13. Parent Role Breakdowns

**Table A13.1**

***Parental Involvement by Parent Role***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement<sup>†</sup></b>					
Parent of the child	42	–	42	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Parental involvement in school<sup>§</sup></b>					
Parent of the child	57	–	57	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School encourages me to be an active partner<sup>σ</sup></b>					
Parent of the child	38	–	38	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School actively seeks the input of parents<sup>σ</sup></b>					
Parent of the child	34	–	34	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>					
Parent of the child	38	–	38	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment<sup>†</sup></b>					
Parent of the child	41	–	41	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School is a safe place for my child<sup>σ</sup></b>					
Parent of the child	45	–	45	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School motivates students to learn<sup>σ</sup></b>					
Parent of the child	45	–	45	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School has adults who really care about students<sup>σ</sup></b>					
Parent of the child	52	–	52	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Opportunities for meaningful student participation<sup>σ</sup></b>					
Parent of the child	45	–	45	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Communication with parents about school<sup>#</sup></b>					
Parent of the child	41	–	41	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Teachers responsive to child’s social and emotional needs<sup>Γ</sup></b>					
Parent of the child	86	–	86	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>†</sup></b>					
Parent of the child	61	–	61	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School enforces school rules equally<sup>σ</sup></b>					
Parent of the child	38	–	38	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School treats all students with respect<sup>σ</sup></b>					
Parent of the child	52	–	52	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>					
Parent of the child	28	–	28	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Substance use problems<sup>¶</sup></b>					
Parent of the child	30	–	30	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Student alcohol and drug use<sup>‡</sup></b>					
Parent of the child	3	–	3	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Student vaping or e-cigarette use<sup>‡</sup></b>					
Parent of the child	10	–	10	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>School disorder<sup>¶</sup></b>					
Parent of the child	32	–	32	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–
<b>Harassment or bullying of students<sup>‡</sup></b>					
Parent of the child	14	–	14	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>					
Parent of the child	52	–	52	–	–
Foster parent		–		–	–
Other relatives and/or legal guardian		–		–	–

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

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

# Appendix

## 2024-25 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Lone Tree Elementary	
Wheatland Charter Academy	
Wheatland Elementary	

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

## 2024-25 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Bear River	X

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