

# CALIFORNIA SCHOOL PARENT SURVEY



## Palo Alto Unified 2015-2016 Main Report

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

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# PREFACE

## NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/districts 2015-16 *California School Parent Survey* (CSPS), presented in tables organized by topic.

The CSPS is specifically designed to provide data to help foster better parent involvement, one of the required priorities of Local Control and Accountability Plans (LCAP). (Henceforth, the word "parent" is used to refer to any adult in a household with parental or guardianship responsibilities.) It also provides data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement. It 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 it should address. It provides 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 its website: [csp.s.wested.org](http://csp.s.wested.org).

## THE CAL-SCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Climate Survey* (CSCS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement; as well as overall youth development, health, and well-being (see [cal-schls.wested.org](http://cal-schls.wested.org)). The surveys provide a wealth of information to guide school improvement efforts and meet Local Control and Accountability Plan (LCAP) requirements and goals.

The CDE funds the Cal-SCHLS system to provide schools and communities with local data that will assist them in: (1) fostering positive school climates and stakeholder engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to guide *improving academic achievement, school climate, pupil engagement, and parent involvement*, the CSPS, and Cal-SCHLS overall, are especially valuable for supporting LCAP efforts in three other respects:

- Providing data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: the Common Cores State Standards.

- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups, by enabling LEAs to determine how survey results that affect achievement vary across these subgroups.
- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see Helpful Resources for Local Control and Accountability Plans and School Safety Plans, available at [surveydata.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf).

## **THE IMPORTANCE OF PARENTAL INVOLVEMENT**

Parental involvement in the school and their child's education is one of the important characteristics of a positive school climate and quality schooling. 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 caring adults and family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Social relationships or ties among students, parents, teachers, and administrators are a key component of school improvement efforts and are a common characteristic of effective schools. When parents are involved at school, children perform better in terms of both behavior and academic achievement, they stay in school longer, and they learn better.

Positive relationships or ties among students, parents, teachers, and administrators, and the fostering of parental support for education are key components of effective schools. 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 parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate conditions, their perspective on the degree to which positive factors exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content, as organized in this report, covers several key content areas:

1. Characteristics of Parent Respondents and their Children
2. Student Support (learning environment and supports, school discipline, cultural sensitivity, opportunities for meaningful student participation)
3. Parental Support and Involvement
4. Perceptions of Student Risk Behaviors (how much of a problem at the school)

New for 2015-16, questions were added to further enhance the survey as a resource for guiding LCAP parental involvement efforts and to better align the survey's content with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

New questions include: the biological relationship of the parental respondent to the child; participation in afterschool programs; the degree to which teachers communicate with parents, and parents feel welcome to participate in the school and that their concerns are taken seriously; and the specific activities that a parental respondent may have been involved in and specific type of information the school may have provided.

## **SURVEY ADMINISTRATION AND SAMPLING**

Surveys were administered by school staff using detailed instructions provided by the Cal-SCHLS Regional Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms or in an on-line format, 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 schools administering it, regardless of grade. Minimally, the survey's target sample should include the parents who have children in the grades in which students were surveyed. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty in external identification of the number of parents at any school, a participant response rate is not calculated, as it is with the student survey.

## **THE REPORT**

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

## **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 CSCS, as discussed below. Nevertheless, parent perceptions reflect *a reality* in themselves 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, 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). A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook* (download [chks.wested.org/using-results](https://chks.wested.org/using-results)).

Among the most important factors affecting the quality of survey results is the level and type of target population participation. The higher the number of parents that completed the survey out of the total number you contacted, the more confidence you can have in the validity and representativeness of the



results. Even if the response rate is low, the results provide an indication of what those parents who did respond felt about the school and their experiences and behavior. Another indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment.

Strategies for improving parent participation are contained in the *Guidebook to the California School Climate, Health, & Learning Surveys: Administration Instructions* (download from [surveydata.wested.org/resources/calschls-integratedguidebook-admin-1415.pdf](https://surveydata.wested.org/resources/calschls-integratedguidebook-admin-1415.pdf)). The most important 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).

The California Safe and Supportive Schools website provides a wealth of information and resources helpful in implementing effective strategies to improve school climate and social-emotional learning.

The Cal-SCHLS Technical Assistance Centers offer workshops to help in identifying local needs and developing action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see Next Steps below).

## **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 and the LCAP process.

### ***Request School Reports***

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

### ***Request Disaggregated Report or Analyses***

The staff of the Regional TA Centers can advise on and produce reports that look at how results vary by the demographics of parents and/or their children or by other characteristics, such as how they vary by the level of parent involvement in schools, or by whether they had positive experiences compared to those with negative.

### ***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 Climate Survey of school staff members. 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. A crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the Cal-SCHLS website. 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***

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This in itself helps enhance parent involvement. It will also promote higher rates of survey participation the next time it is administered, as parents will see how the data has been used for positive purposes.

To assist in this process, on request, Cal-SCHLS staff offer three workshops:

- a structured group Student Listening Circle in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- a Family Forum, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and
- a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/training-support/workshops/](http://californias3.wested.org/training-support/workshops/).

### ***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.

## Exhibit 1

### *Major School-related Domains and Constructs Assessed by Cal-SCHLS*

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement			✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

## ACKNOWLEDGMENTS

The CSPS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [cpsp.wested.org](http://cpsp.wested.org).

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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 (All Parents)

## 1. Survey Sample

**Table A1.1**

*Core Module Sample*

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	1,783	727	471	585	–

*Note:* <sup>A</sup>NT includes continuation, community day, and other alternative school types.

## 2. Summary of Key Survey Indicators

**Table A2.1**

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Academic Orientation and Participation</b>						
School promotes academic success for all students <sup>†</sup>	34	42	29	27	–	A6.1
School is a safe place for my child <sup>†</sup>	47	61	41	34	–	A7.3
School motivates students to learn <sup>†</sup>	38	52	33	26	–	A6.3
School has adults that really care about students <sup>†</sup>	46	64	40	29	–	A7.2
School provides opportunities for meaningful student participation <sup>†</sup>	36	46	32	28	–	A8.1
<b>Respect and Cultural Sensitivity</b>						
School treats all students with respect <sup>†</sup>	42	60	36	26	–	A9.1
School promotes respect of all cultural beliefs and practices <sup>†</sup>	39	52	34	26	–	A9.2
<b>Student Risk Behavior</b>						
Student alcohol and drug use <sup>‡</sup>	6	1	2	16	–	A10.1
Harassment or bullying of students <sup>‡</sup>	4	2	4	5	–	A10.2
<b>Discipline</b>						
School clearly communicates consequences of breaking rules <sup>†</sup>	33	37	35	26	–	A11.1
School enforces school rules equally <sup>†</sup>	34	47	28	21	–	A11.2
<b>Parental Involvement</b>						
School allows input and welcomes parents' contributions <sup>†</sup>	32	48	26	17	–	A12.1
School encourages me to be an active partner with the school in educating my child <sup>†</sup>	39	58	31	23	–	A12.1
School actively seeks the input of parents before making important decisions <sup>†</sup>	21	31	15	12	–	A12.1
Parents feel welcome to participate at this school <sup>†</sup>	39	63	29	17	–	A12.1
<b>Facilities</b>						
School has clean and well-maintained facilities/properties <sup>†</sup>	42	54	38	31	–	A13.1

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

<sup>†</sup>Percent responding “Strongly Agree;” <sup>‡</sup>Percent responding “Large Problem.”

### 3. Parental Characteristics

**Table A3.1**

***Role at Home***

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

*Question A.1: I am a...*

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

**Table A3.2**

***Relationship to Child***

	All %	ES %	MS %	HS %	NT %
Biological parent	97	98	97	95	–
Adoptive parent	3	2	3	4	–
Stepparent	1	0	0	1	–
Foster parent	0	0	0	0	–
Grandparent	0	0	0	0	–
Other guardian	0	0	0	0	–

*Question A.6: How are you related to your child?*

*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	29	31	29	27	–
Black or African American (Not Hispanic)	1	1	1	0	–
Filipino	1	0	0	1	–
Hispanic or Latino	4	4	3	4	–
Native Hawaiian or Pacific Islander	0	0	0	1	–
White (Not Hispanic)	49	47	48	52	–
Two or more races/ethnicities	9	10	10	7	–
Not applicable, not sure, or decline to answer	7	7	7	8	–

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

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



## 4. Student Characteristics

**Table A4.1**

***Number of Years at This School***

	All %	ES %	MS %	HS %	NT %
Less than one year	25	20	32	24	–
1 to 2 years	30	22	44	28	–
3 to 5 years	41	48	22	45	–
6 to 10 years	5	9	1	1	–
Over 10 years	0	0	0	1	–
Not applicable, not sure, or decline to answer	0	0	0	1	–

*Question A.3: How many years has your child been at this school?*

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

**Table A4.2**

***Free or Reduced Price Meals Eligibility***

	All %	ES %	MS %	HS %	NT %
No	96	95	97	96	–
Yes	2	3	2	2	–
Not applicable, not sure, or decline to answer	2	2	2	2	–

*Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?*

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

**Table A4.3**  
**Grade Level**

	All %	ES %	MS %	HS %	NT %
Kindergarten	4	11	0	0	–
1st grade	6	15	0	0	–
2nd grade	5	13	0	0	–
3rd grade	7	17	0	0	–
4th grade	8	20	0	0	–
5th grade	10	24	0	0	–
6th grade	8	0	30	0	–
7th grade	10	0	37	1	–
8th grade	8	0	31	0	–
9th grade	8	0	0	24	–
10th grade	8	0	0	24	–
11th grade	8	0	0	24	–
12th grade	9	0	0	27	–
Other	0	0	0	0	–
Ungraded	0	0	0	0	–

*Question A.7: In what grade is your child?*

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

## 5. Program Participation

**Table A5.1**

***Special Programs***

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	0	1	0	0	–
Special Education Program or has had an Individual Education Plan (IEP)	11	11	13	9	–
English Language Development (for children learning English)	4	8	3	1	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	17	1	10	40	–
Not applicable, not sure, or decline to answer	69	81	75	53	–

*Question A.2: 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 A5.2**

***Afterschool Programs***

	All %	ES %	MS %	HS %	NT %
No	74	66	76	83	–
Yes - 1 day a week	7	11	5	4	–
Yes - 2 days a week	6	7	7	3	–
Yes - 3 days a week	3	3	5	3	–
Yes - 4 days a week	2	2	3	2	–
Yes - 5 days a week	7	10	3	6	–

*Question A.8: Does one or more of your children participate in this school’s afterschool program? (Report for your child that most frequently participates in the afterschool program.)*

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

## 6. Academic Orientation

**Table A6.1**

***School Promotes Academic Success***

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	42	29	27	–
Agree	53	47	60	53	–
Disagree	8	6	7	12	–
Strongly disagree	2	1	1	4	–
Don't know/NA	3	3	3	3	–

*Question A.9: This school... promotes academic success for all students.*

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

**Table A6.2**

***Learning Environment is Inviting***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	56	32	21	–
Agree	48	39	57	53	–
Disagree	9	4	7	17	–
Strongly disagree	3	1	2	6	–
Don't know/NA	2	1	3	3	–

*Question A.16: This school... is an inviting place for students to learn.*

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

**Table A6.3*****School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	52	33	26	–
Agree	50	42	57	53	–
Disagree	7	3	6	13	–
Strongly disagree	2	1	2	4	–
Don't know/NA	2	1	2	4	–

*Question A.40: This school... motivates students to learn.*

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

**Table A6.4*****School Encourages Students of All Races to Enroll in Challenging Courses***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	28	26	21	–
Agree	32	25	34	39	–
Disagree	10	6	10	15	–
Strongly disagree	2	1	2	2	–
Don't know/NA	31	40	28	23	–

*Question A.12: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.*

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

## 7. Learning Supports

**Table A7.1**

***School Has Supportive Learning Environment***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	58	35	25	–
Agree	47	38	56	51	–
Disagree	8	3	5	16	–
Strongly disagree	3	1	1	6	–
Don't know/NA	2	0	2	3	–

*Question A.41: This school... has a supportive learning environment for my child.*

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

**Table A7.2**

***School Has Adults That Care About Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	64	40	29	–
Agree	45	33	52	54	–
Disagree	5	2	4	9	–
Strongly disagree	1	1	1	3	–
Don't know/NA	3	1	4	4	–

*Question A.42: This school... has adults that really care about students.*

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

**Table A7.3**

***School is a Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	61	41	34	–
Agree	47	35	54	56	–
Disagree	4	3	4	5	–
Strongly disagree	1	1	0	2	–
Don't know/NA	1	1	0	3	–

*Question A.25: This school... is a safe place for my child.*

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

**Table A7.4*****School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	27	27	28	–
Agree	38	31	43	42	–
Disagree	14	15	13	14	–
Strongly disagree	4	5	3	4	–
Don’t know/NA	16	21	14	12	–

*Question A.24: This school... has quality programs for my child’s talents, gifts, or special needs.*

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

**Table A7.5*****School Provides Quality Counseling and Supports for Students with Social or Emotional Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	31	26	18	–
Agree	35	27	42	40	–
Disagree	11	7	9	16	–
Strongly disagree	5	3	2	11	–
Don’t know/NA	24	32	22	15	–

*Question A.15: This school... 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.*

## 8. Opportunities for Participation

**Table A8.1**

***School Provides Opportunities for Meaningful Student Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	46	32	28	–
Agree	45	40	49	48	–
Disagree	7	5	6	11	–
Strongly disagree	1	1	0	2	–
Don't know/NA	10	9	12	11	–

*Question A.13: This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community.*

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

**Table A8.2**

***School Provides Opportunities for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	65	41	31	–
Agree	47	33	53	59	–
Disagree	2	1	1	3	–
Strongly disagree	1	0	1	1	–
Don't know/NA	4	1	4	6	–

*Question A.20: This school... gives my child opportunities to participate in classroom activities.*

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

**Table A8.3**

***School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	40	38	37	–
Agree	46	43	50	48	–
Disagree	9	9	8	9	–
Strongly disagree	3	3	2	3	–
Don't know/NA	4	5	3	3	–

*Question A.23: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.*

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



## 9. Respect and Cultural Sensitivity

**Table A9.1**

***School Treats All Students with Respect***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	60	36	26	–
Agree	47	35	56	53	–
Disagree	6	3	4	13	–
Strongly disagree	1	1	0	3	–
Don't know/NA	3	1	4	5	–

*Question A.10: This school... treats all students with respect.*

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

**Table A9.2**

***School Promotes Respect of All Cultural Beliefs and Practices***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	52	34	26	–
Agree	45	39	49	51	–
Disagree	5	2	5	8	–
Strongly disagree	1	1	0	3	–
Don't know/NA	10	6	12	13	–

*Question A.19: This school... communicates the importance of respecting all cultural beliefs and practices.*

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

**Table A9.3*****School Provides Culturally Appropriate Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	34	21	15	–
Agree	36	35	39	34	–
Disagree	11	9	11	13	–
Strongly disagree	3	3	3	3	–
Don't know/NA	26	18	26	35	–

*Question A.21: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.*

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

**Table A9.4*****Racial/Ethnic Conflict***

	All %	ES %	MS %	HS %	NT %
Not a problem	55	72	49	40	–
Small problem	12	7	14	17	–
Somewhat a problem	4	1	5	7	–
Large problem	2	1	2	2	–
Don't know/NA	27	18	31	34	–

*Question A.33: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?*

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

## 10. Student Risk Behavior

**Table A10.1**

***ATOD Use***

	All %	ES %	MS %	HS %	NT %
<b>Tobacco Use</b>					
Not a problem	63	86	64	34	–
Small problem	7	0	4	18	–
Somewhat a problem	3	0	1	10	–
Large problem	2	1	2	2	–
Don't know/NA	25	13	29	36	–
<b>Electronic Cigarette Use</b>					
Not a problem	62	86	64	29	–
Small problem	6	0	2	15	–
Somewhat a problem	3	0	1	9	–
Large problem	2	1	2	3	–
Don't know/NA	28	13	31	43	–
<b>Alcohol and Drug Use</b>					
Not a problem	56	86	56	17	–
Small problem	9	0	9	20	–
Somewhat a problem	7	0	2	21	–
Large problem	6	1	2	16	–
Don't know/NA	22	13	31	27	–

*Question A.28-30: 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 use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?... student alcohol and drug use?*

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

**Table A10.2**  
***Bullying and Fighting***

	All %	ES %	MS %	HS %	NT %
<b>Harassment or Bullying</b>					
Not a problem	35	46	33	24	–
Small problem	30	29	31	30	–
Somewhat a problem	13	10	15	16	–
Large problem	4	2	4	5	–
Don't know/NA	18	13	18	25	–
<b>Physical Fights</b>					
Not a problem	56	64	53	49	–
Small problem	15	17	14	12	–
Somewhat a problem	3	2	5	4	–
Large problem	1	1	1	1	–
Don't know/NA	24	15	26	34	–

*Question A.31, 32: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?*

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

**Table A10.3**  
***Students Disrespecting Staff***

	All %	ES %	MS %	HS %	NT %
Not a problem	56	73	49	42	–
Small problem	16	10	20	20	–
Somewhat a problem	5	3	6	5	–
Large problem	2	2	2	3	–
Don't know/NA	21	12	22	30	–

*Question A.34: Based on your experience, how much of a problem at this school is... students not respecting staff?*

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

**Table A10.4**  
**Delinquency**

	All %	ES %	MS %	HS %	NT %
<b>Gang-Related Activity</b>					
Not a problem	76	88	72	63	–
Small problem	2	1	2	4	–
Somewhat a problem	0	0	1	0	–
Large problem	1	1	2	1	–
Don't know/NA	20	10	24	32	–
<b>Weapons Possession</b>					
Not a problem	77	89	75	64	–
Small problem	1	0	1	2	–
Somewhat a problem	0	0	0	0	–
Large problem	1	1	2	1	–
Don't know/NA	21	10	22	33	–
<b>Vandalism</b>					
Not a problem	67	84	62	48	–
Small problem	10	4	12	18	–
Somewhat a problem	2	1	2	4	–
Large problem	1	1	2	1	–
Don't know/NA	20	11	22	29	–

*Question A.35-37: 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.*

## 11. Discipline

**Table A11.1**

***School Clearly Communicates Consequences of Breaking Rules***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	37	35	26	–
Agree	50	43	54	55	–
Disagree	4	4	2	6	–
Strongly disagree	1	1	0	1	–
Don't know/NA	12	14	9	11	–

*Question A.11: This school... clearly tells students in advance what will happen if they break school rules.*

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

**Table A11.2**

***School Enforces Rules Equally***

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	47	28	21	–
Agree	41	35	48	43	–
Disagree	6	5	6	8	–
Strongly disagree	2	2	1	3	–
Don't know/NA	17	11	16	25	–

*Question A.22: This school... enforces school rules equally for my child and all students.*

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

## 12. Parental Involvement

**Table A12.1**

***School Encourages Parental Involvement***

	All %	ES %	MS %	HS %	NT %
<b>School allows input and welcomes parents' contributions.</b>					
Strongly agree	32	48	26	17	–
Agree	46	42	50	49	–
Disagree	11	6	11	18	–
Strongly disagree	5	3	3	10	–
Don't know/NA	5	2	10	7	–
<b>School encourages me to be an active partner with the school in educating my child.</b>					
Strongly agree	39	58	31	23	–
Agree	44	35	54	49	–
Disagree	10	5	10	17	–
Strongly disagree	3	1	2	7	–
Don't know/NA	3	1	3	4	–
<b>School actively seeks the input of parents before making important decisions.</b>					
Strongly agree	21	31	15	12	–
Agree	45	43	44	46	–
Disagree	17	10	20	23	–
Strongly disagree	6	4	2	11	–
Don't know/NA	12	12	19	7	–

*Question A.17, 27, 38: This school... allows input and welcomes parents' contributions... 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 A12.1**  
***School Encourages Parental Involvement – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	39	63	29	17	–
Agree	45	33	57	52	–
Disagree	10	3	10	18	–
Strongly disagree	3	1	1	6	–
Don't know/NA	3	1	3	6	–
<b>School staff take parent concerns seriously.</b>					
Strongly agree	35	52	30	17	–
Agree	41	35	47	45	–
Disagree	10	5	10	18	–
Strongly disagree	5	3	2	9	–
Don't know/NA	9	6	11	11	–

*Question A.44, 45: How strongly do you agree or disagree with the following statements?... Parents feel welcome to participate at this school... School staff take parent concerns seriously.*

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



**Table A12.2*****Parental Involvement at School***

	All %	ES %	MS %	HS %	NT %
<b>Attended a school or class event</b>					
No	15	11	14	22	–
Yes	85	89	86	78	–
<b>Served as a volunteer in this child’s classroom or elsewhere in the school</b>					
No	33	15	46	43	–
Yes	67	85	54	57	–
<b>Attended a general school meeting</b>					
No	5	5	3	5	–
Yes	95	95	97	95	–
<b>Attended a meeting of the parent-teacher organization or association</b>					
No	53	49	58	55	–
Yes	47	51	42	45	–
<b>Gone to a regularly scheduled parent-teacher conference with the child’s teacher</b>					
No	35	7	40	65	–
Yes	65	93	60	35	–

*Question A.46-50: 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?... 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... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child’s teacher.*

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

**Table A12.2*****Parental Involvement at School – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Participated in fundraising for the school</b>					
No	29	22	34	34	–
Yes	71	78	66	66	–
<b>Served on a school committee</b>					
No	76	67	85	79	–
Yes	24	33	15	21	–
<b>Met with a guidance counselor in person</b>					
No	71	82	70	60	–
Yes	29	18	30	40	–

*Question A.51-53: 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 fundraising for the school... Served on a school committee... Met with a guidance counselor in person.*

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

**Table A12.3**  
***School Keeps Parent Well-Informed***

	All %	ES %	MS %	HS %	NT %
<b>School keeps me well-informed about school activities.</b>					
Strongly agree	47	61	40	35	–
Agree	46	36	51	54	–
Disagree	5	3	6	8	–
Strongly disagree	1	0	1	2	–
Don't know/NA	1	0	1	1	–
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>					
Strongly agree	32	51	26	14	–
Agree	49	42	55	52	–
Disagree	14	5	13	25	–
Strongly disagree	4	2	4	7	–
Don't know/NA	1	0	2	2	–
<b>School promptly responds to my phone calls, messages, or e-mails.</b>					
Strongly agree	40	57	33	24	–
Agree	41	33	53	42	–
Disagree	8	4	6	16	–
Strongly disagree	4	2	1	9	–
Don't know/NA	7	5	6	10	–

*Question A.14, 26, 43: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... Teachers at this school communicate with parents about what students are expected to learn in class.*

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

**Table A12.4****Information Dissemination to Parents**

	All %	ES %	MS %	HS %	NT %
<b>Letting you know how your child is doing in school between report cards</b>					
Very well	50	58	49	40	–
Just okay	32	27	35	35	–
Not very well	10	8	9	14	–
Does not do it at all	6	5	5	8	–
Don't know/NA	2	2	3	2	–
<b>Providing information about how to help your child with homework</b>					
Very well	35	54	28	17	–
Just okay	27	25	34	25	–
Not very well	15	7	20	21	–
Does not do it at all	13	4	11	27	–
Don't know/NA	10	10	7	11	–
<b>Providing information about why your child is placed in particular groups or classes</b>					
Very well	29	34	32	21	–
Just okay	23	22	28	22	–
Not very well	14	11	12	19	–
Does not do it at all	13	10	12	18	–
Don't know/NA	20	24	16	19	–

*Question A.54-56: 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... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.*

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

**Table A12.4*****Information Dissemination to Parents – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Providing information on your expected role at your child’s school</b>					
Very well	41	58	36	24	–
Just okay	29	27	34	28	–
Not very well	12	5	14	18	–
Does not do it at all	9	3	8	17	–
Don’t know/NA	9	6	7	12	–
<b>Providing information on how to help your child plan for college or vocational school</b>					
Very well	19	11	11	34	–
Just okay	14	4	13	28	–
Not very well	9	3	10	16	–
Does not do it at all	13	11	23	6	–
Don’t know/NA	45	71	43	16	–

*Question A.57, 58: How well has this child’s school been doing the following things during the school year?... 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.*

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

## 13. Facilities

**Table A13.1**

***School Has Clean and Well-Maintained Facilities and Properties***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	54	38	31	–
Agree	52	43	57	60	–
Disagree	4	3	4	6	–
Strongly disagree	1	0	0	2	–
Don't know/NA	1	0	1	2	–

*Question A.39: This school... has clean and well-maintained facilities and properties.*

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

## 14. Nutrition

**Table A14.1**

***School Provides Healthy Food Choices***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	21	11	7	–
Agree	34	37	33	30	–
Disagree	17	15	21	15	–
Strongly disagree	5	4	6	5	–
Don't know/NA	31	23	28	43	–

*Question A.18: This school... provides students with healthy food choices.*

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

# Z. Palo Alto Unified Custom Questions

## 1. Module Sample

**Table Z1.1**

*Parent Sample for Custom Questions*

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	1,608	658	421	529	–

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*



## 2. Custom Questions

**Table Z.2.1**

*I know where to go for information and support about mental health.*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	28	33	34	31
Agree	54	58	54	55
Disagree	16	8	10	12
Strongly disagree	2	1	2	2

*Question Z.1.*

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

**Table Z.2.2**

*Do you feel confident about being able to identify depression in your child?*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	24	27	24	25
Agree	61	62	63	62
Disagree	14	11	11	12
Strongly disagree	2	0	1	1

*Question Z.2.*

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

**Table Z.2.3**

*On an average school night, how many hours of sleep does your child get?*

	School Type			Total %
	ES %	MS %	HS %	
4 or less hours	1	0	1	0
5 hours	0	0	3	1
6 hours	0	1	10	4
7 hours	1	4	34	12
8 hours	12	32	38	25
9 hours	41	51	14	35
10 or more hours	45	12	2	22

*Question Z.3.*

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

**Table Z.2.4*****Do you think a teenager being treated for mental health problems is able to be as successful as anyone else?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	47	42	37	43
Agree	41	46	49	45
Disagree	12	10	12	11
Strongly disagree	1	1	2	1

*Question Z.4.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.5*****Do you think a teenager being treated for mental health problems is dealing with an illness?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	51	50	52	51
Agree	43	45	42	43
Disagree	6	4	4	5
Strongly disagree	1	1	1	1

*Question Z.5.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.6*****Do you think a teenager being treated for mental health problems is able to pull themselves together if they wanted to?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	8	9	8	8
Agree	25	26	24	25
Disagree	47	46	46	46
Strongly disagree	20	18	22	20

*Question Z.6.**Note: Columns are not displayed if there are less than 5 respondents.*

**Table Z.2.7*****Do you think a teenager being treated for mental health problems is taking care of themselves?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	36	30	30	33
Agree	42	47	42	43
Disagree	20	20	25	22
Strongly disagree	2	2	3	3

*Question Z.7.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.8*****Do you think a teenager being treated for mental health problems is strong?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	31	29	26	29
Agree	48	49	48	48
Disagree	19	21	24	21
Strongly disagree	1	2	2	2

*Question Z.8.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.9*****Do you think a teenager being treated for mental health problems is going to have a hard time being successful?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	4	5	4	4
Agree	26	25	26	26
Disagree	49	51	49	50
Strongly disagree	21	19	21	20

*Question Z.9.**Note: Columns are not displayed if there are less than 5 respondents.*

**Table Z.2.10*****Do you think a teenager being treated for mental health problems is weak?***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	2	2	1	2
Agree	10	10	9	10
Disagree	41	46	44	43
Strongly disagree	47	42	46	45

*Question Z.10.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.11*****If your teen had a mental health problem, you would feel comfortable reaching out to a mental health professional for help.***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	71	69	70	70
Agree	27	29	28	28
Disagree	2	2	2	2
Strongly disagree	0	0	1	1

*Question Z.11.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.12*****If your teen had a mental health problem, you would be comfortable if people outside of your family knew your teenager had a mental health problem.***

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	24	23	29	25
Agree	44	48	43	45
Disagree	28	25	23	26
Strongly disagree	4	3	5	4

*Question Z.12.**Note: Columns are not displayed if there are less than 5 respondents.*

**Table Z.2.13***I believe that almost any teenager can develop a mental health problem.*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	50	45	50	48
Agree	40	49	42	43
Disagree	9	6	7	8
Strongly disagree	1	0	1	1

*Question Z.13.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.14***I believe that mental health problems are best handled privately within the family.*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	2	3	2	2
Agree	14	16	16	15
Disagree	60	59	55	58
Strongly disagree	23	23	27	24

*Question Z.14.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z.2.15***I believe that mental health disorders are not real illnesses.*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	3	1	2	2
Agree	5	5	2	4
Disagree	36	39	32	36
Strongly disagree	57	54	63	58

*Question Z.15.**Note: Columns are not displayed if there are less than 5 respondents.*

**Table Z.2.16**

*I believe that most teenagers with serious mental health problems can, with treatment, get well and lead productive lives.*

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	49	47	48	48
Agree	47	49	48	48
Disagree	3	3	3	3
Strongly disagree	2	0	2	1

*Question Z.16.*

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