

# 2019 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) SURVEY ANALYSIS

Prepared for Modesto City Schools

May 2019



In the following document, Hanover Research presents an overview of the results from the Local Control and Accountability Plan (LCAP) Survey administered to students, parents, staff, and community members at Modesto City School District.

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# EXECUTIVE SUMMARY

## INTRODUCTION

In the following document, Hanover Research presents an overview of the results from the Local Control and Accountability Plan (LCAP) Survey administered to students, parents, staff, and community members at Modesto City Schools in the 2018-2019 school year. In total, the analysis includes 20,801 English and Spanish responses, of which 17,961 are students, 1,410 are parents, 1,353 are staff, and 77 are community members.

Hanover summarizes overall trends from the survey and presents figures for select fixed-response questions to illustrate the results. Whenever applicable, we present results by stakeholder group and only display the percentages of the top two most positive scales (e.g., “agree” and “strongly agree” together). For questions asked to all four respondent groups, the figures in this report display the different question wordings. Note that certain figures use a dagger (†) – this denotes responses that have shortened answer text. The full text for these items can be found in the data supplement.

An accompanying data supplement contains complete results, including comparisons across types of community respondents, parents of children who receive special services, survey version, and school site along with verbatim open-ended comments. As in the report, the data supplement also sums the two most positive results together and presents it along with the individual scales.

## RECOMMENDATIONS

Based on these survey findings, Hanover Research recommends that Modesto City Schools should...

- **Continue to promote college and career readiness throughout the district.** Results show that respondents – students, parents, staff, and community members alike – would like to see more support for career and college preparation in the district.
- **Integrate learning technology skills as a major part of the curriculum.** Generally, students, parents, and staff agree that Modesto City Schools provides a well-rounded curriculum. However, they would like to see additional support for technology skills in addition to courses involving technology and engineering
- **Promote parent engagement by clearly communicating information about ways for parents to be involved.** Parents and staff alike identified additional information about involvement opportunities as a prime way to promote parent engagement. To communicate these details, Modesto should use parents’ most preferred method - email or text messages.

## KEY FINDINGS

### LCAP GOAL 1: PROVIDE FACILITIES THAT ARE SAFE AND WELCOMING TO ENHANCE AND MAXIMIZE LEARNING OPPORTUNITIES

- **Respondents typically feel that their school is well-maintained, clean, and safe.** Specifically, over three-quarters of parent and staff respondents agree with each of these statements around their facilities, while 48 to 60 percent of student respondents agree (Figure 2.1).
  - Community members also share these sentiments – around 60 percent or more community members agree that the schools/campuses they visited were clean (59%), safe (66%), well-maintained (72%), and welcoming (73%) (Figure 2.2).
- **Respondents generally have positive opinions about the climate at their schools.** Notably, around two-thirds of students, parents, and staff agree that teachers listen to students, that students trust teachers and school staff, and that students are motivated to learn (Figure 2.3, Figure 2.4).
- **Most staff and parents believe that schools promote involvement at many levels.** Nearly 75 percent of parents and staff members agree that their schools promote parent involvement, and at least 60 percent of parents and staff also agree that the school encourages involvement from community organizations and that they have the opportunity to participate in decision making at their school (Figure 2.9).
- **Staff members and parents alike agree that the district can help parents become more involved through increased communication and sharing of information.** About one-third to one-half of parents and staff say that more information on involvement opportunities (46% parents, 45% staff), more information on how to support students at home (36% parents, 50% staff), and more communication between the school and parents (41% parents, 31% staff) can help parents become more involved (Figure 2.15).

### LCAP GOAL 2: INCREASE STUDENT ACHIEVEMENT TO ENSURE EACH STUDENT DEMONSTRATES SUCCESS WITH CA STATE STANDARDS AND BE COLLEGE AND CAREER READY

- **In general, respondents find that schools in the district support their students.** Over 80 percent of all respondents agree that schools want students to succeed, and over 70 percent also agree that schools set high expectations for student achievement. Finally, nearly two-thirds of all respondents agree that schools provide a well-rounded curriculum (Figure 3.1).
  - Moreover, nearly two-thirds of all staff members agree that special education students (75%), English Learner students (72%) and under-performing students (64%) receive the support they need (Figure 3.6).

- **Staff and students alike find that they use District Instructional Norms frequently.** Around two-thirds of students and at least 80 percent of staff say that they often or always cite evidence in reading/writing (69% students, 80% staff) and engage in discussion using complete sentences and academic language (64% students, 88% staff). Just over half of students say they demonstrate the standards for mathematical practice frequently, however (56%) (Figure 3.3).
- **Respondents want to see additional support for college and career preparation.** When asked which areas they would like to see more support available, around a third or more of all stakeholders cited career preparation and college preparation as the area they would like to see more support (Figure 3.7).
  - Moreover, career and technical-related courses topped students' and staff members' list of additional activities and supports they would like offered. Foreign Languages was the most frequently mentioned course (34% student, 17% staff), followed by Career and Technical Education (28% student, 39% staff) and Technology & Engineering (28% student, 33% staff) (Figure 3.8).

### **LCAP GOAL 3: SUPPORT STUDENTS' ACADEMIC AND SOCIAL SUCCESS BY PROVIDING ACCESS TO REMEDIATION AND ENRICHMENT OPPORTUNITIES AND PROMOTING POSITIVE WELL-BEING**

- **Respondents find that most students are improving in their academics.** About 70 percent of students, parents, and staff agree that students' reading and writing is improving. Around 57 to 80 percent agree that students are on track with their studies as well. However, respondents are slightly less likely to agree that students' physical fitness is improving (Figure 4.1).
- **Many students do not participate in enrichment activities.** Over half of students (63%) and parents (67%) report that they did not participate in any of the enrichment activities listed, including music instruction, visual and performing arts performances, or summer school enrichment this year (Figure 4.2).

### **OTHER QUESTIONS**

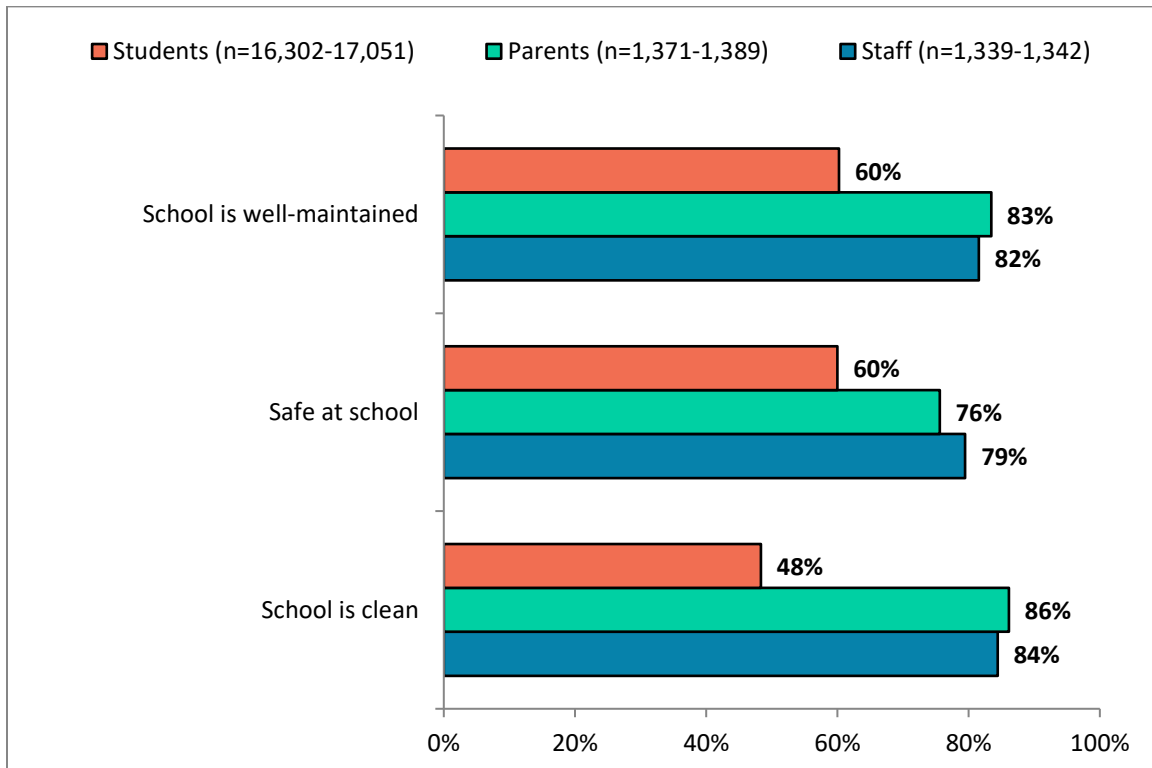
- **Music and technology motivates students to learn.** Nearly 40 percent of students cited music and songs (38%) as one of their motivators for learning, followed by using technology (31%) and hands-on lessons (30%) (Figure 5.1).
- **Community members agree with most statements about community involvement at Modesto City Schools.** At least half agree that Modesto City Schools demonstrate respect for the interests and perspectives of community members (62%) and inform community members about relevant school activities and events (59%). However, they are less likely to agree that Modesto City Schools values their input and ideas (45%) and involve community members in the decisions that impact the community (42%) (Figure 5.2).

## LCAP GOAL 1:

*PROVIDE FACILITIES THAT ARE SAFE AND WELCOMING TO ENHANCE AND MAXIMIZE LEARNING OPPORTUNITIES*

### **ACTION #1: IMPROVE FACILITIES FOR STUDENTS, PARENTS, AND STAFF**

**Figure 2.1: Please indicate how much you disagree or agree with the following statements  
% “Agree” or “Strongly Agree”**

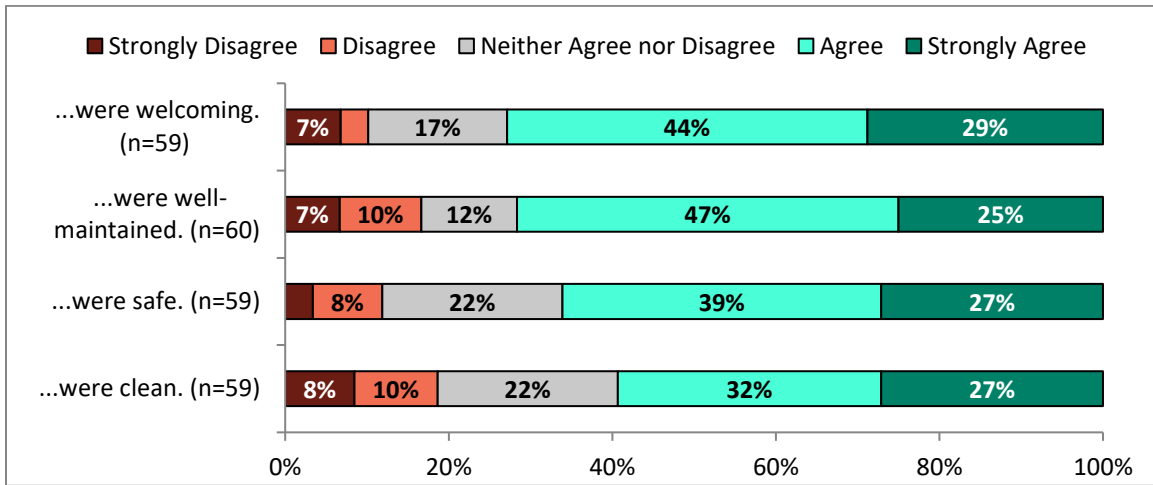


Note: Community members did not see this question. There are differences in wording for different stakeholder groups.

- Students: “My school is well-maintained,” “I feel safe at school,” and “My school is clean.”
- Parents: “My child’s school is well-maintained,” “My child feels safe at school,” and “My child’s school is clean.”
- Staff: “My school/site is well-maintained,” “I feel safe at my school/site,” and “My school/site is clean.”

**Figure 2.2: Please indicate how much you disagree or agree with the following statements.**

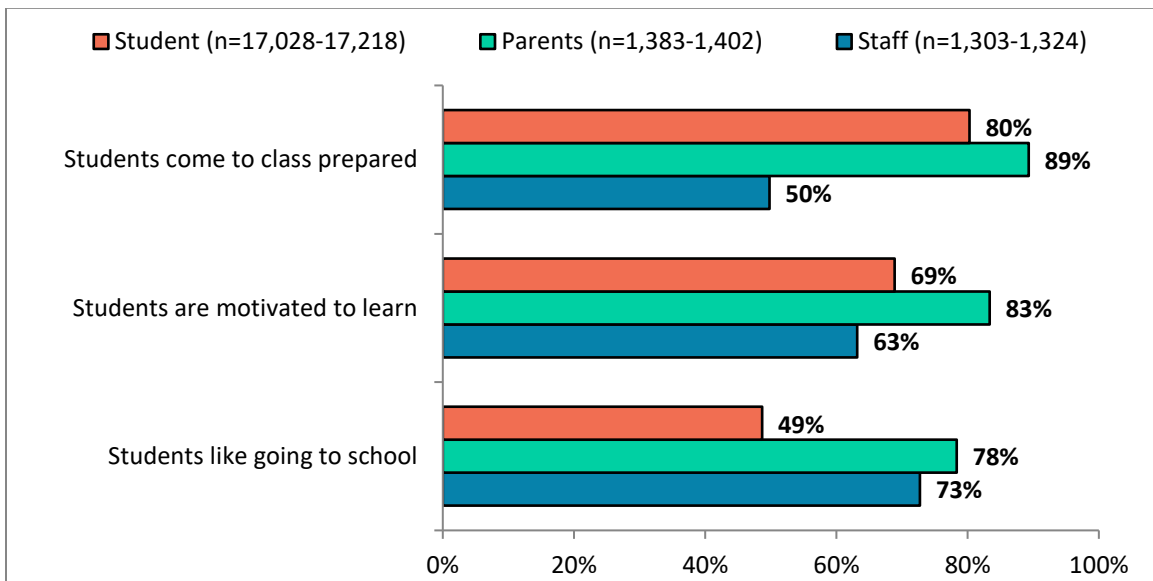
**The schools and/or campuses I visited...**



Note: Only community members answered this question.

**Figure 2.3: Please indicate how much you disagree or agree with the following statements.**

**% "Agree" or "Strongly Agree"**

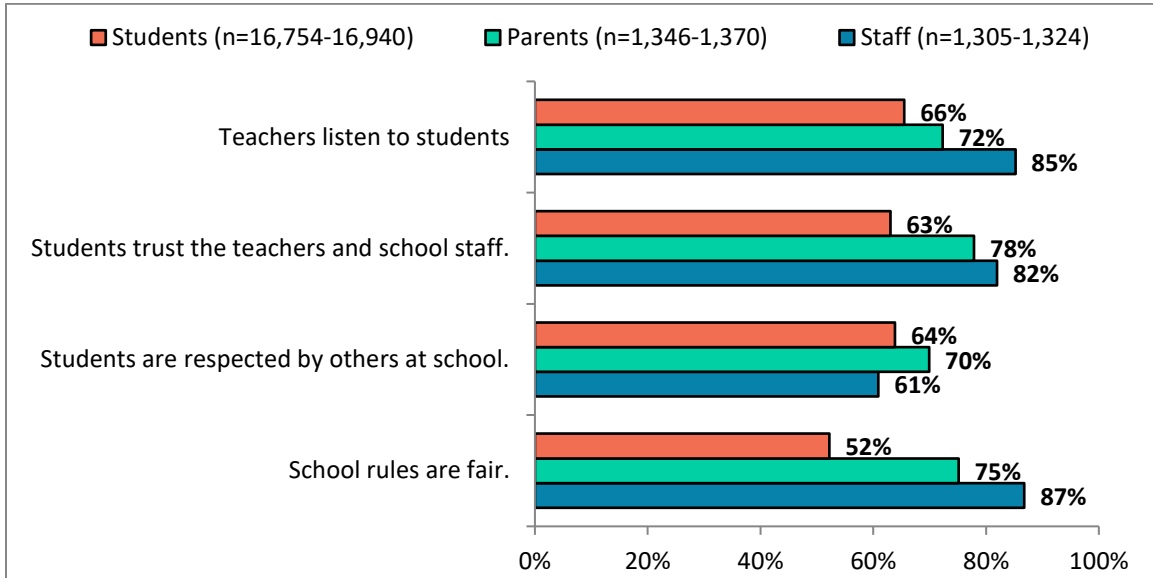


Note: There are differences in wording for different stakeholder groups.

- Students: "I come to class prepared," "I am motivated to learn," "and "I like going to school."
- Parents: "My child goes to class prepared," "My child is motivated to learn," and "My child likes going to school."
- Staff: "Students come prepared," "Students are motivated to learn," and "Students like going to school."

**Figure 2.4: Please indicate how much you disagree or agree with the following statements.**

*% "Agree" or "Strongly Agree"*

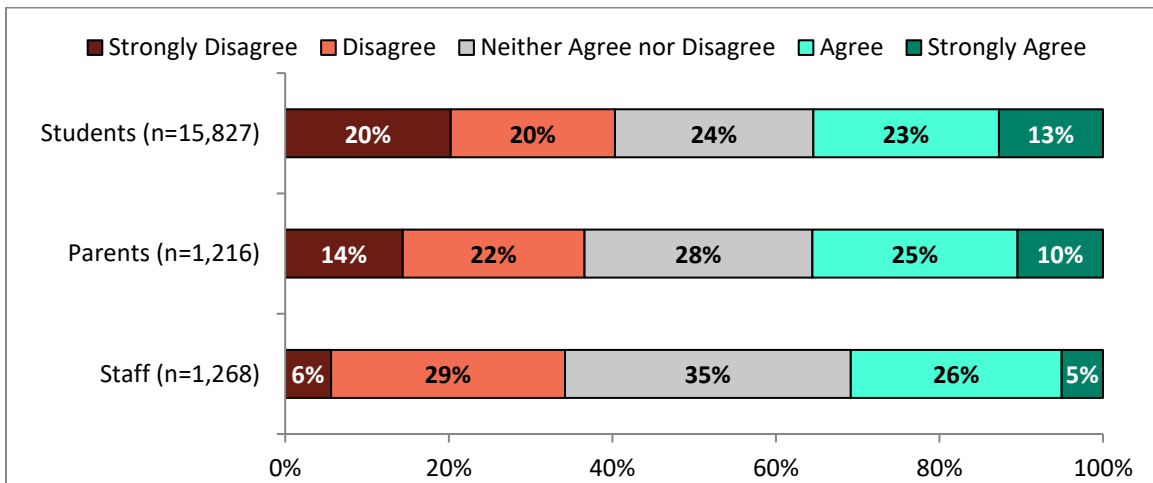


Note: Community members did not see this question. There are differences in wording for different stakeholder groups.

- Students: "My teachers listen to me," "I trust teachers and the school staff," and "I am respected by other students at school."
- Parents: "Teachers listen to my child," "My child trusts teachers and the school staff," and "My child is respected by other students at school."
- Staff: "Teachers listen to students," "Students trust teachers and the school staff," and "Students are respected by their peers at school."

### ACTION #4: DECREASE SUSPENSION RATE

**Figure 2.5: Bullying is not a problem at school**

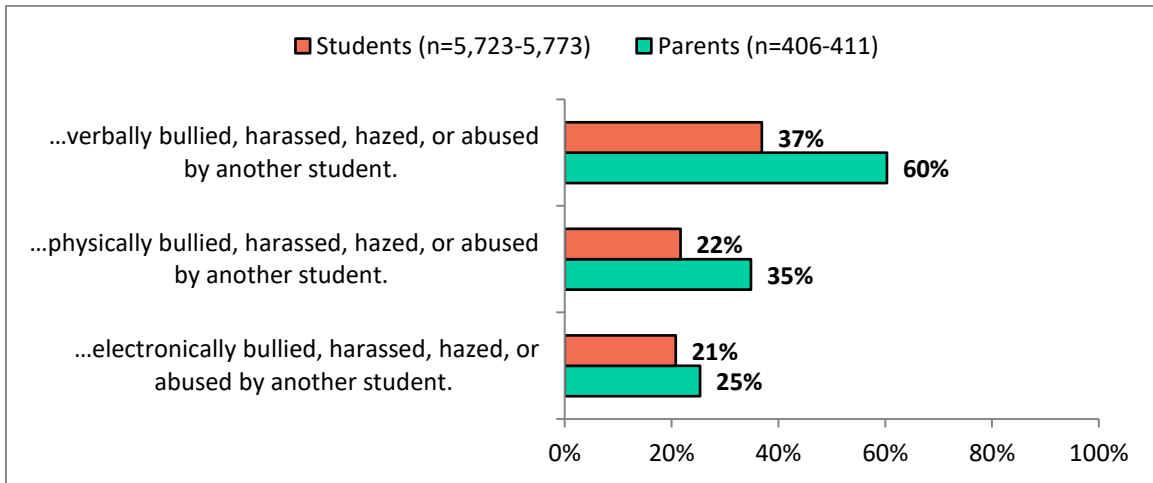


Note: Community members did not see this question. There are differences in wording for different stakeholder groups.

- Student and Staff: "Bullying is not a problem at my school."
- Parent: "Bullying is not a problem at my child's school."



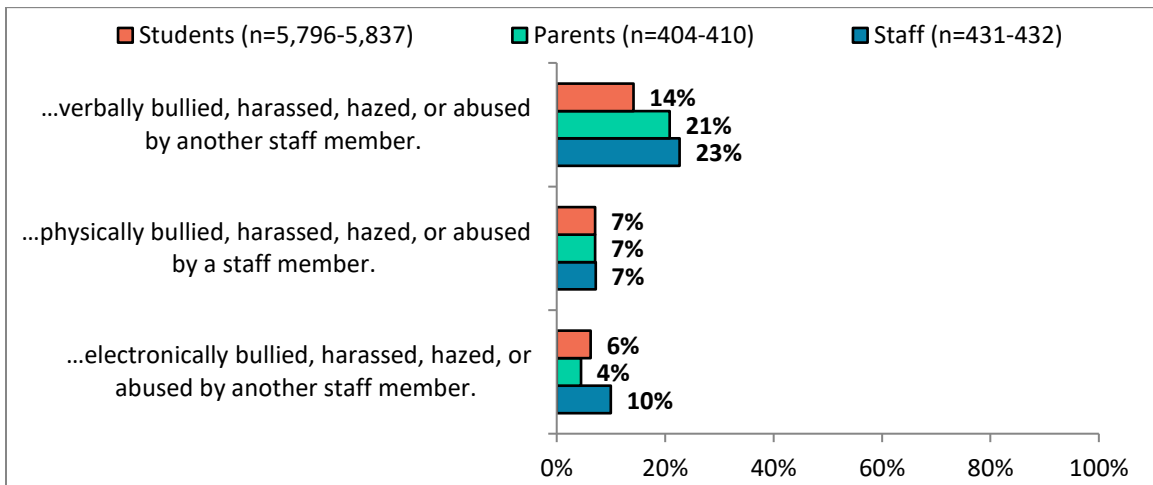
**Figure 2.6: Please indicate how much you disagree or agree with the following statements. My child has been/I have been...  
% "Agree" or "Strongly Agree"**



Note: Staff and community members did not see this question.

Note: Only those who disagreed that bullying is not a problem at their school answered this question.

**Figure 2.7: Please indicate how much you disagree or agree with the following statements. My child has been/I have been...  
% "Agree" or "Strongly Agree"**

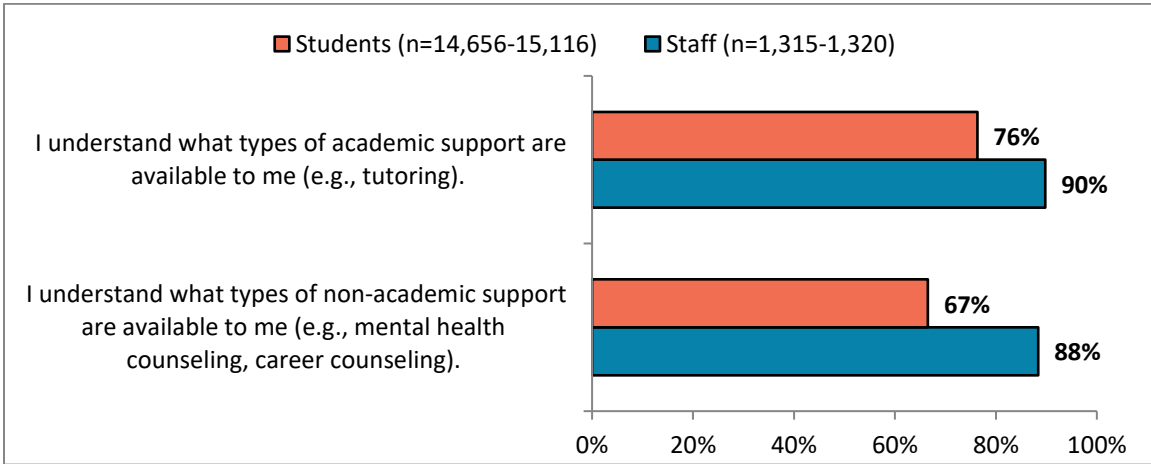


Note: Community members did not see this question.

Note: Only those who disagreed that bullying is not a problem at their school answered this question.

**Figure 2.8: Please indicate how much you disagree or agree with the following statements.**

*% "Agree" or "Strongly Agree"*



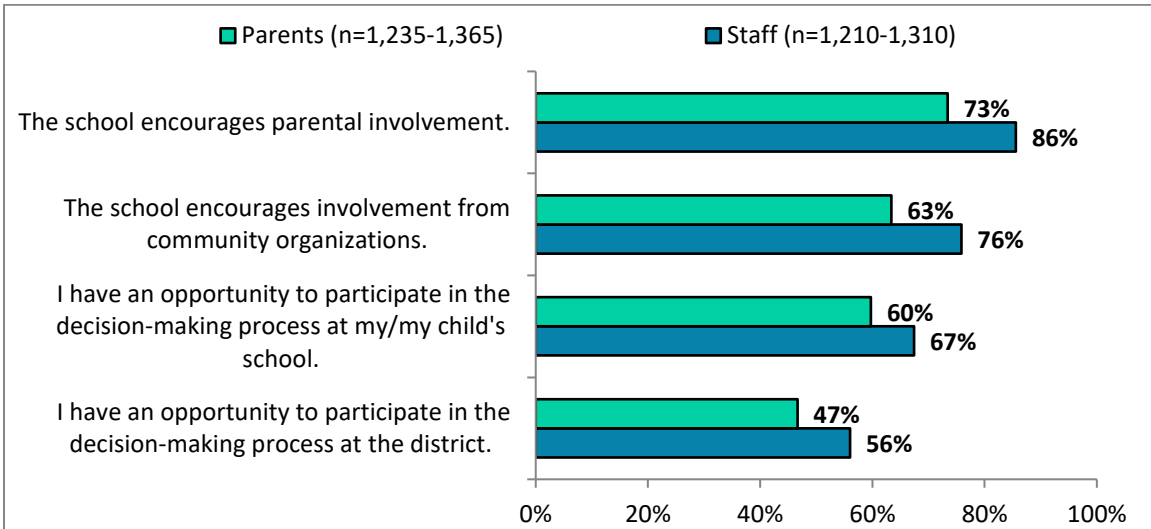
Note: This question was displayed to students and staff only. There are differences in wording for different stakeholder groups.

- Students: "I understand what types of academic support are available to me" and "I understand what types of non-academic support are available to me."
- Staff: "I understand what types of academic support are available to students" and "I understand what types of non-academic support are available to students."

**ACTION #5: INCREASE PARENT COMMUNICATION AND ENGAGEMENT**

**Figure 2.9: Please indicate how much you disagree or agree with the following statements.**

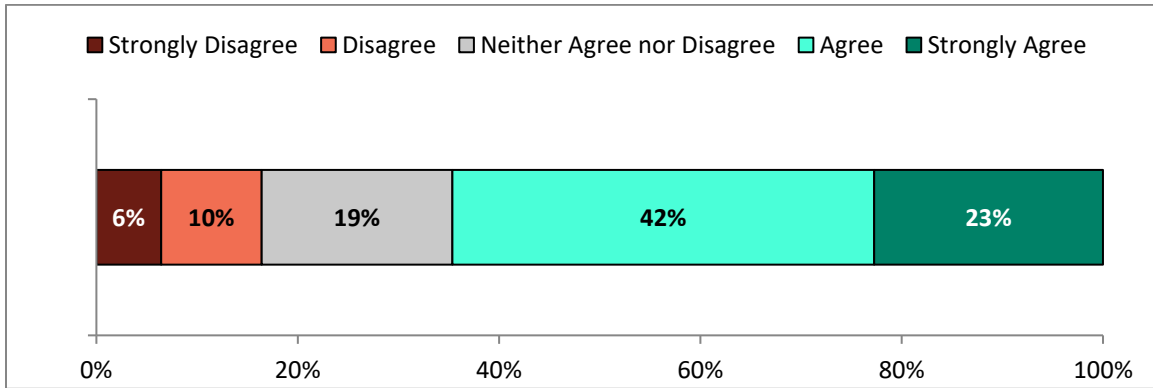
*% "Agree" or "Strongly Agree"*



Note: Students and community members did not see this question.

**Figure 2.10: Please indicate how much you disagree or agree with the following statement:**

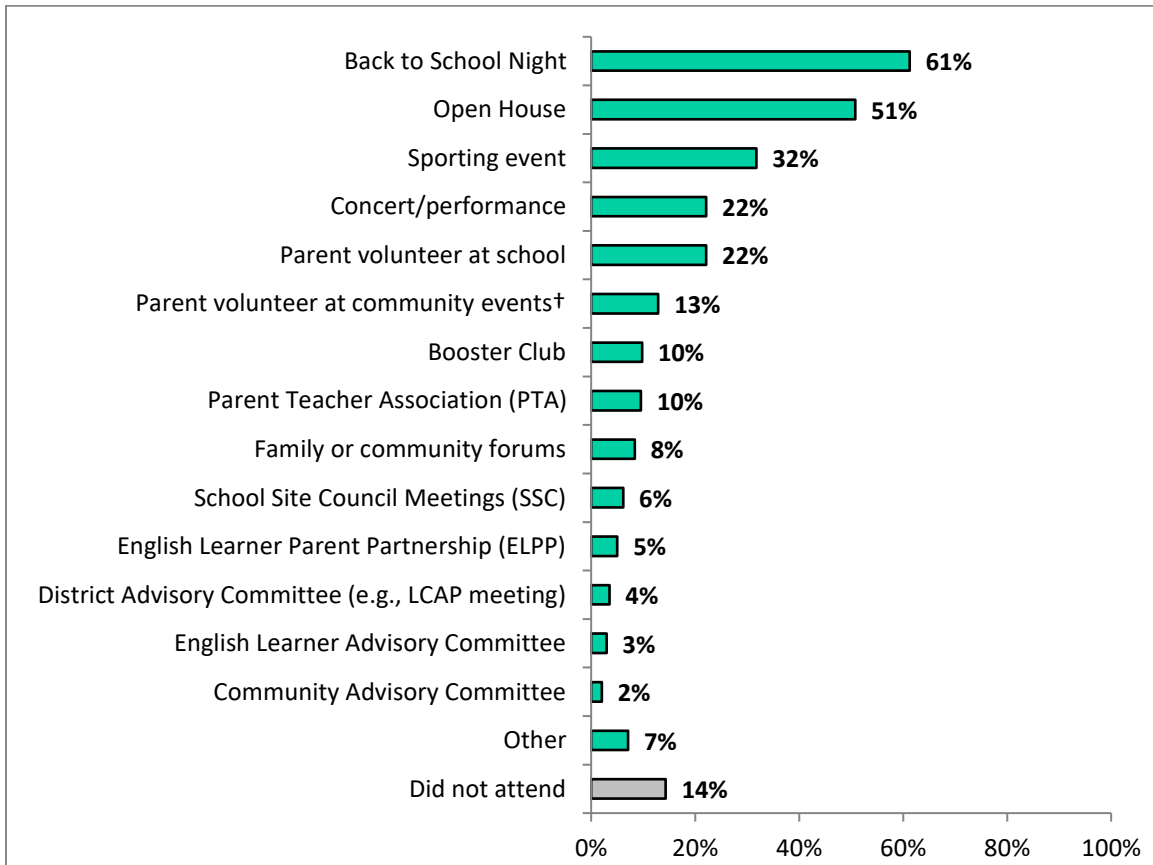
**My child's school provides ample opportunities for parents to be involved.**



n=1,351

Note: Only parents answered this question.

**Figure 2.11: Which parent or community activity(ies) have you participated in at your child's school this school year? Please select all that apply.**

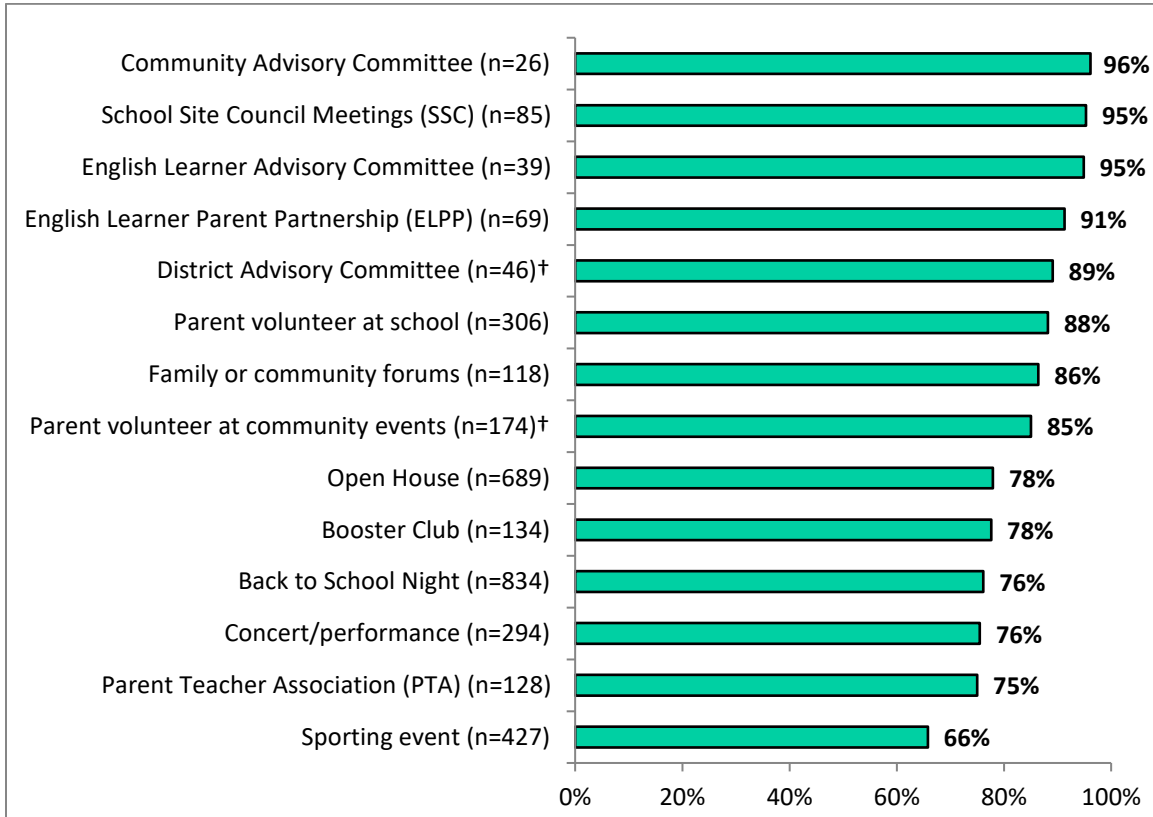


n=1,410

Note: Only parents answered this question.

Note: Percentages may not add to 100 percent, as respondents could select multiple options.

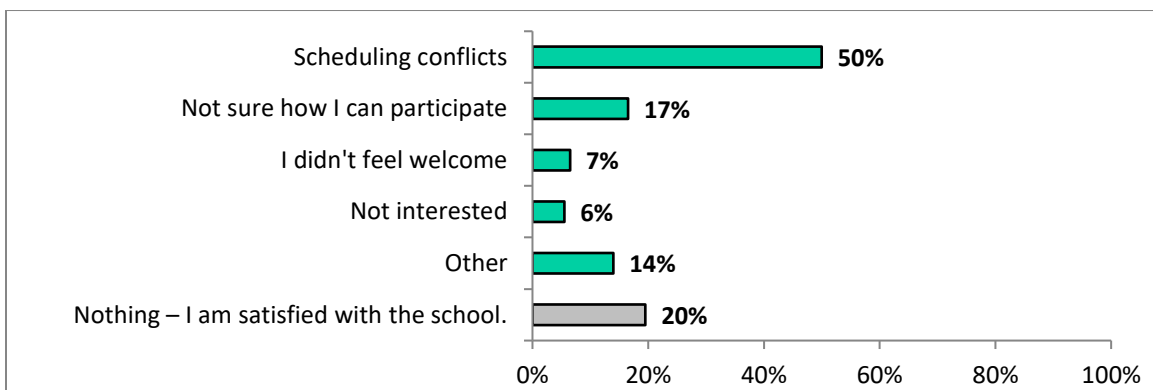
**Figure 2.12: Please indicate how much you disagree or agree with the following statements. I feel that my child’s school valued my participation or input in...  
% “Agree” and “Strongly Agree”**



Note: Only parents answered this question.

Note: Parents only responded for parent or community activities that they participated in at their child’s school this school year.

**Figure 2.13: What has prevented you from participating in parent activities so far at your child's school this year? Please select all that apply.**

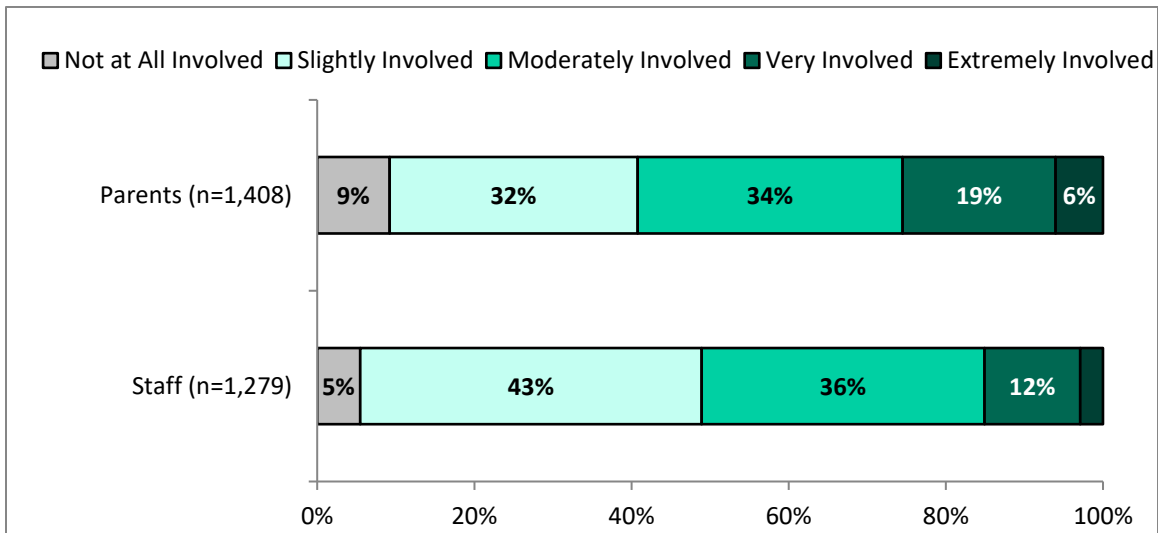


n=200

Note: Only parents who did not attend any parent/community activities at their child’s school this school year answered this question.

Note: Percentages may not add to 100 percent, as respondents could select multiple options.

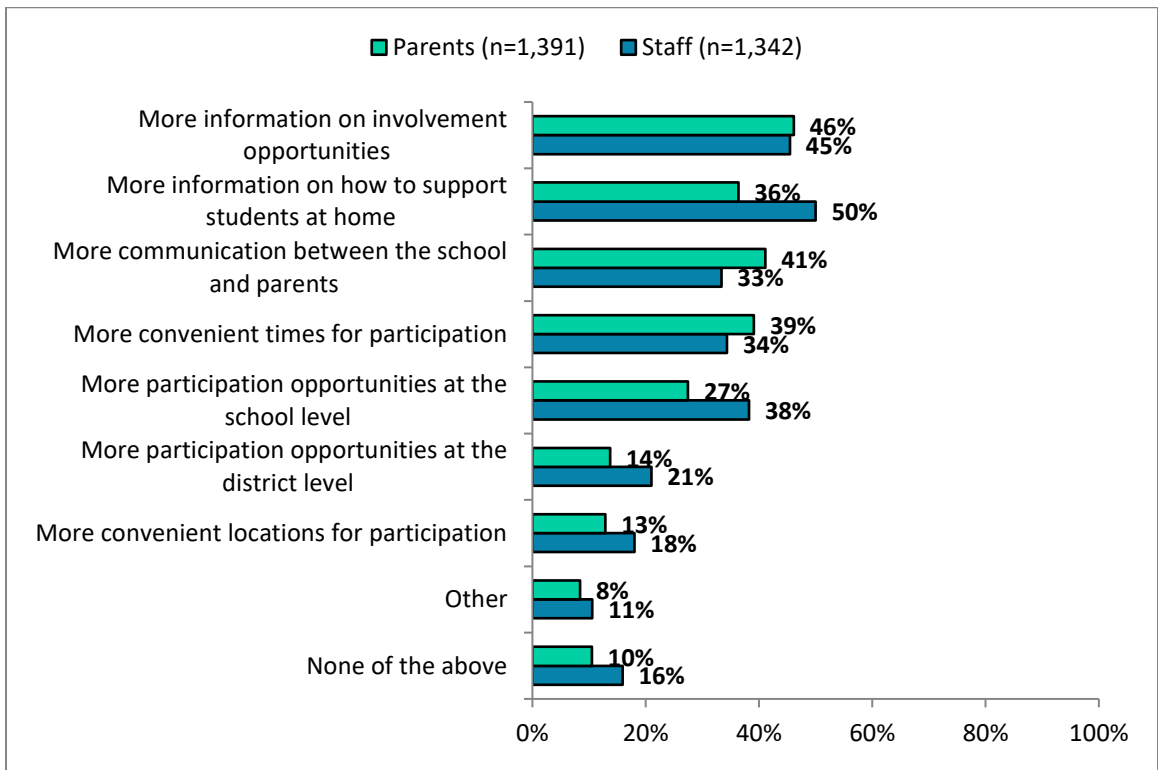
**Figure 2.14: How would you rate your overall level of parent involvement in your school?**



Note: There are differences in wording for different stakeholder groups.

- Parents: “How would you rate your overall level of involvement in your child’s school?”
- Staff: “How would you rate parents' overall level of involvement at your school/in the district?”

**Figure 2.15: What would help parents become more involved at your school?**

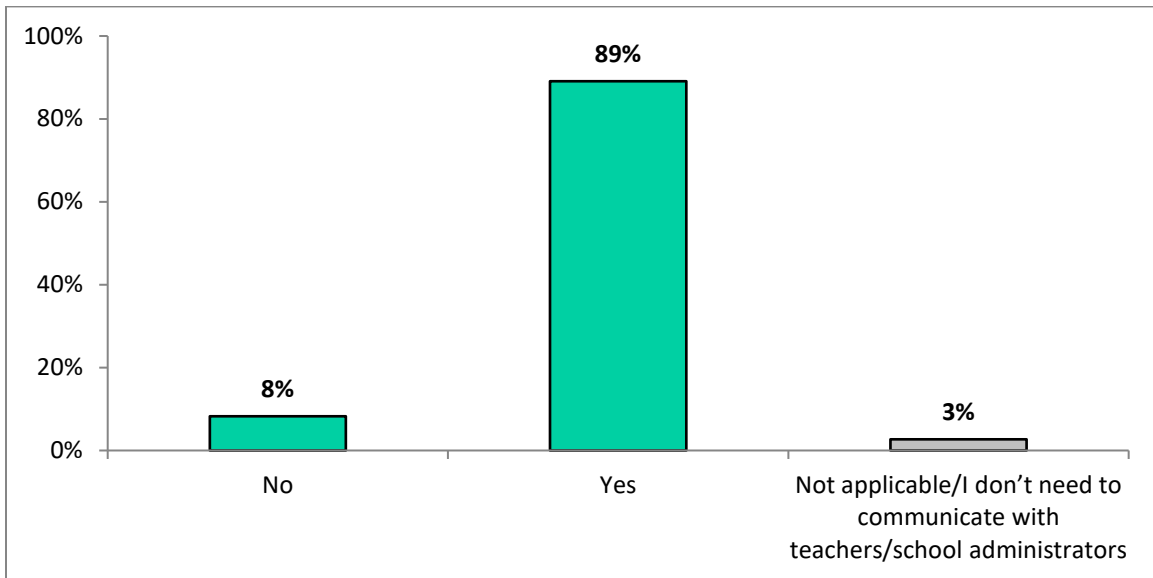


Note: There are differences in wording for different stakeholder groups.

- Parents: “What would help parents become more involved at your child's school?”
- Staff: “What would help parents become more involved at your school/in the district?”

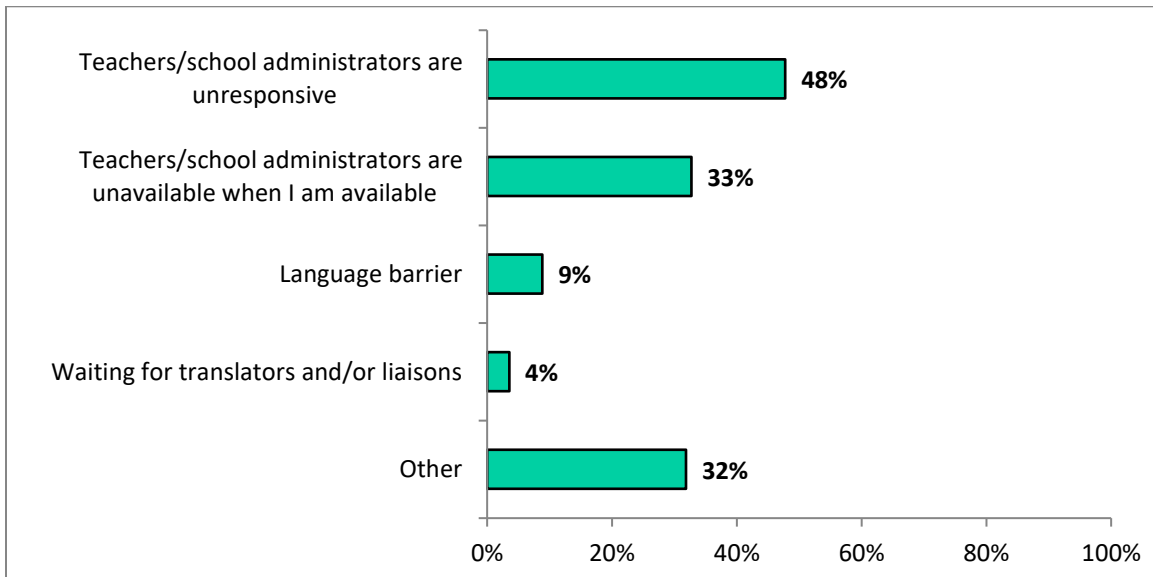
Note: Percentages may not add to 100 percent, as respondents could select multiple options.

**Figure 2.16: Are you able to communicate with teachers and school administrators at your child's school when you need to?**



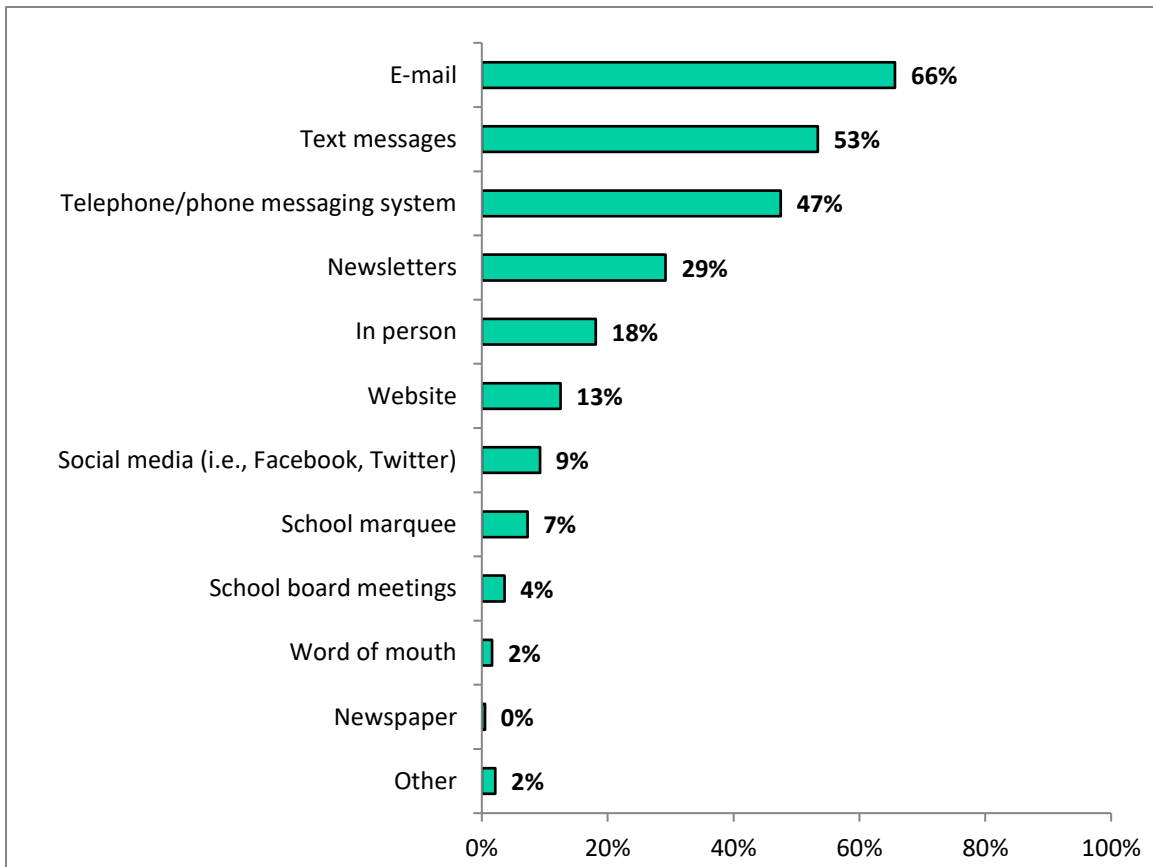
n=1,410  
Note: Only parents answered this question.

**Figure 2.17: Why were you unable to communicate with teachers and staff at your child's school when necessary?**



n=113  
Note: Only parents who say they are unable to communicate with teachers and school administrators at their child's school when they need to answered this question.  
Note: Percentages may not add to 100 percent, as respondents could select multiple options.

**Figure 2.18: How would you prefer to receive information about your schools?**

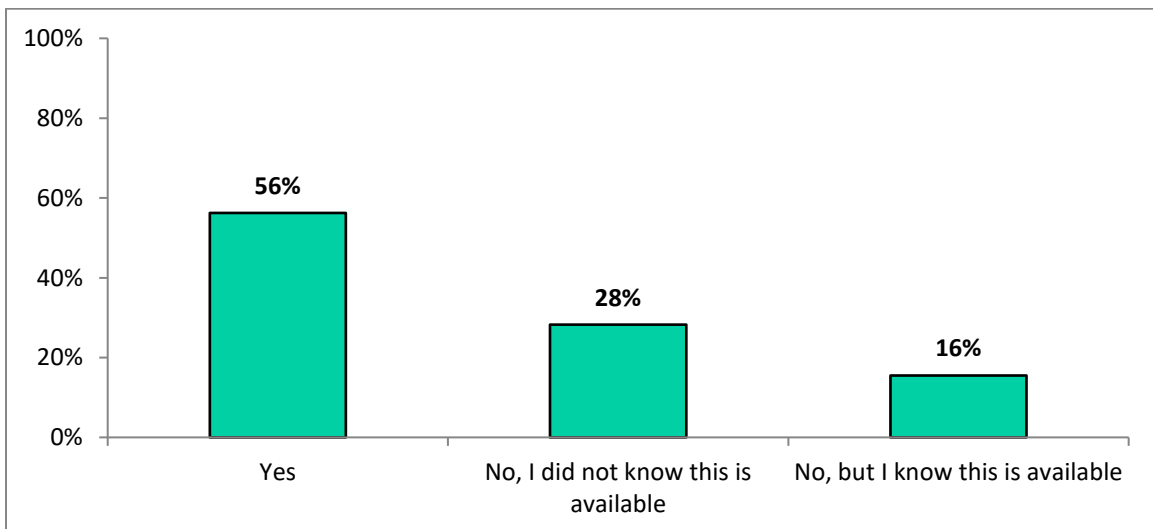


n=1,407

Note: Only parents answered this question.

Note: Percentages may not add to 100 percent, as respondents could select multiple options.

**Figure 2.19: Do you check your child's grades online?**



n=1,410

Note: Only parents answered this question.

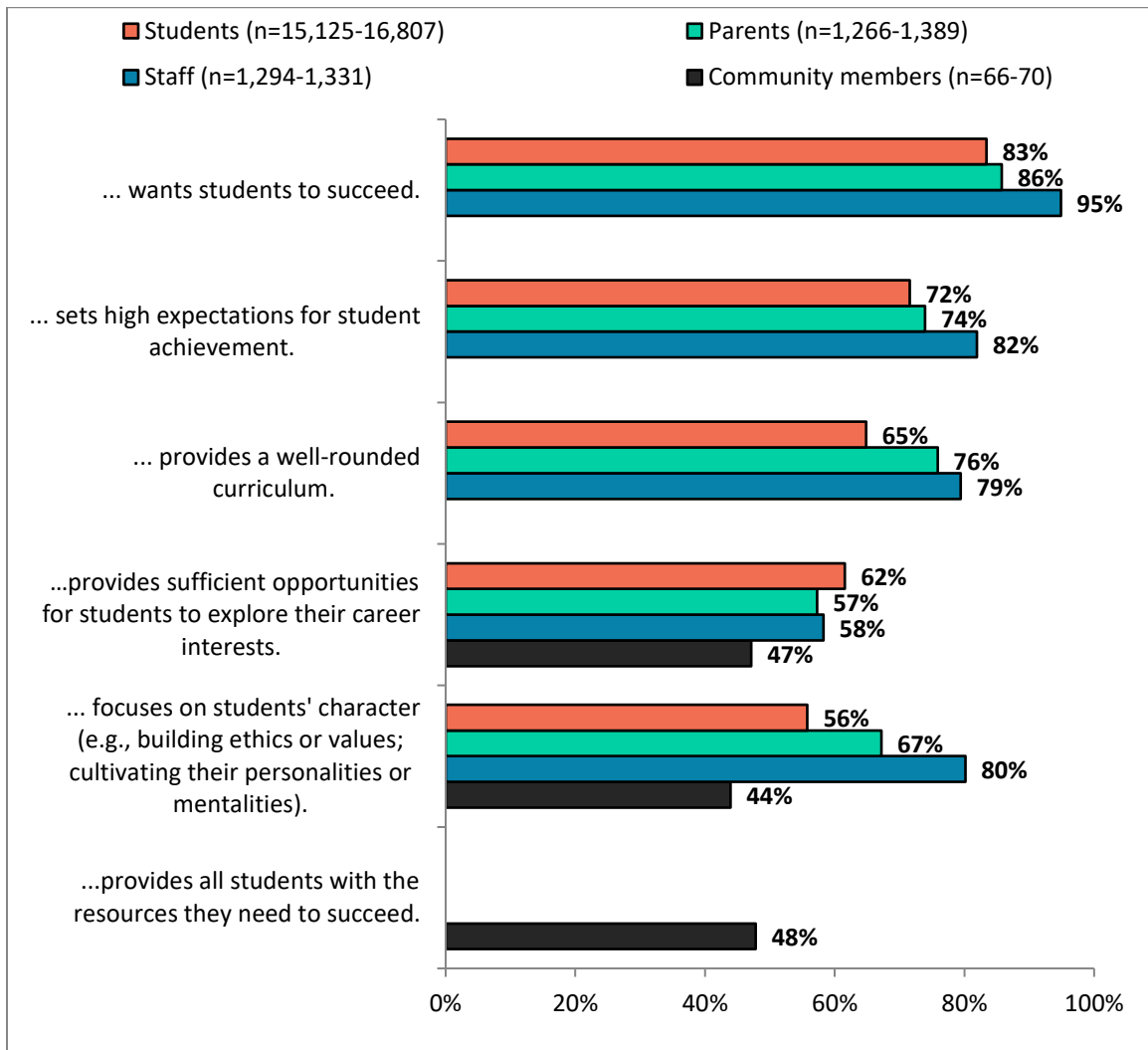
## LCAP GOAL 2:

*INCREASE STUDENT ACHIEVEMENT TO ENSURE EACH STUDENT DEMONSTRATES SUCCESS WITH CA STATE STANDARDS AND BE COLLEGE AND CAREER READY*

### ACTION #1: INCREASE ACHIEVEMENT TO ENSURE COLLEGE READINESS

**Figure 3.1: Please indicate how much you disagree or agree with the following statements:**

***My school/My child's school/Modesto City Schools***  
 % "Agree" or "Strongly Agree"

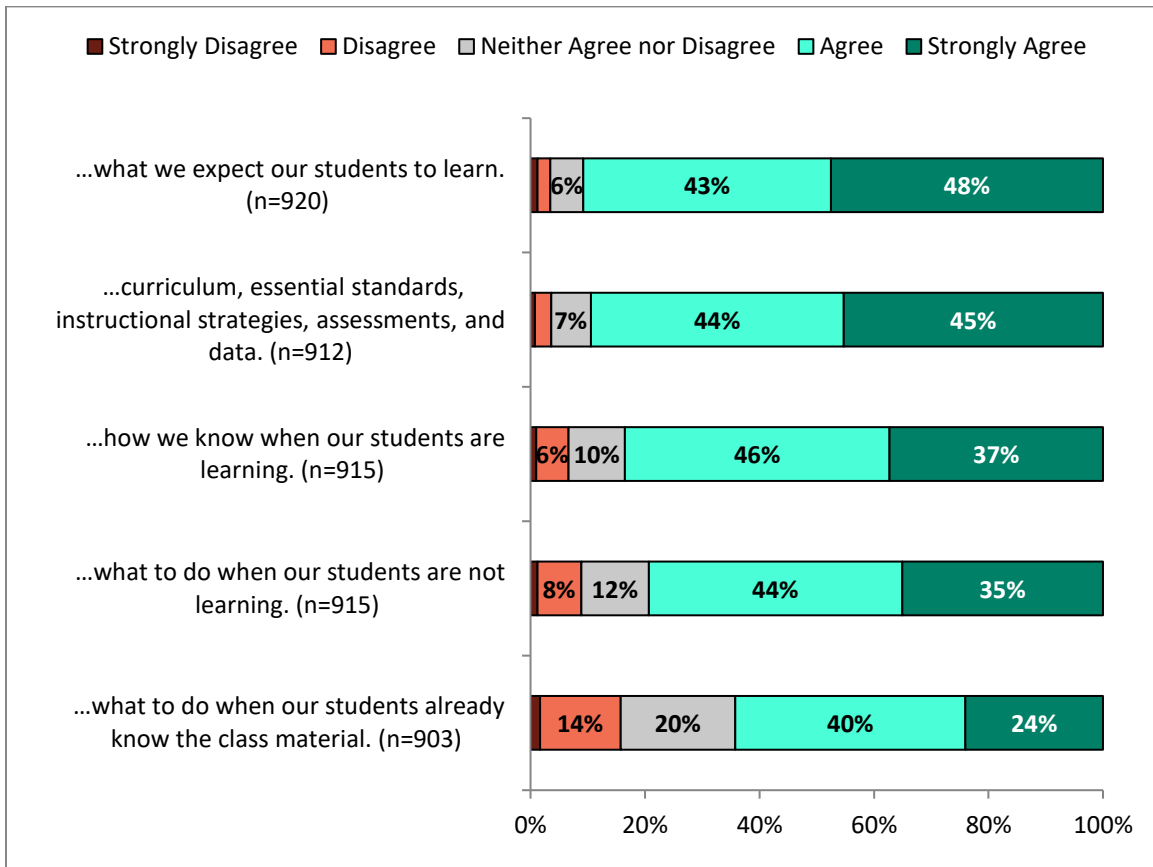


Note: There are differences in wording for different stakeholder groups. Additionally, not all stakeholder groups saw every question.

- Students and staff: "My school ..."
- Parents: "My child's school ..."
- Community members: "Modesto City Schools ..."

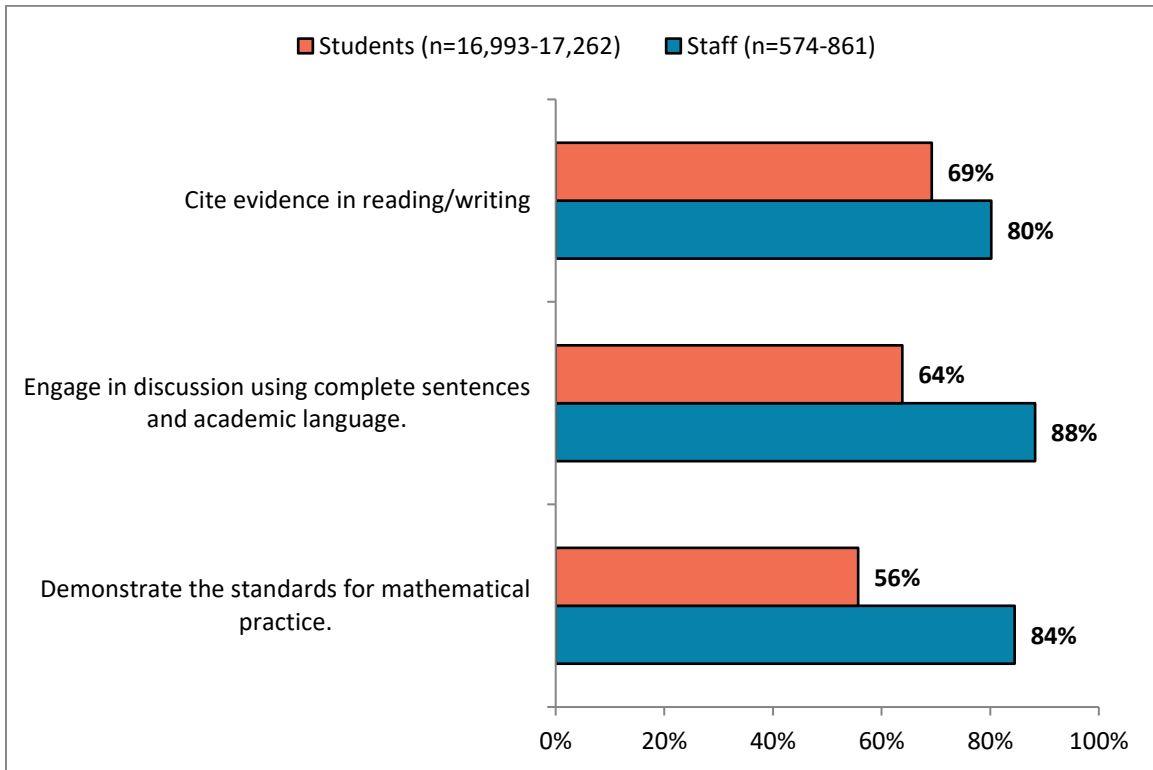


**Figure 3.2: To what extent do you agree or disagree with the following statements?  
Staff in my grade level/department regularly discuss...**



Note: Only staff members answered this question.

**Figure 3.3: How frequently do you use the following District Instructional Norms in your classroom?**  
 % “Often” + “Always”

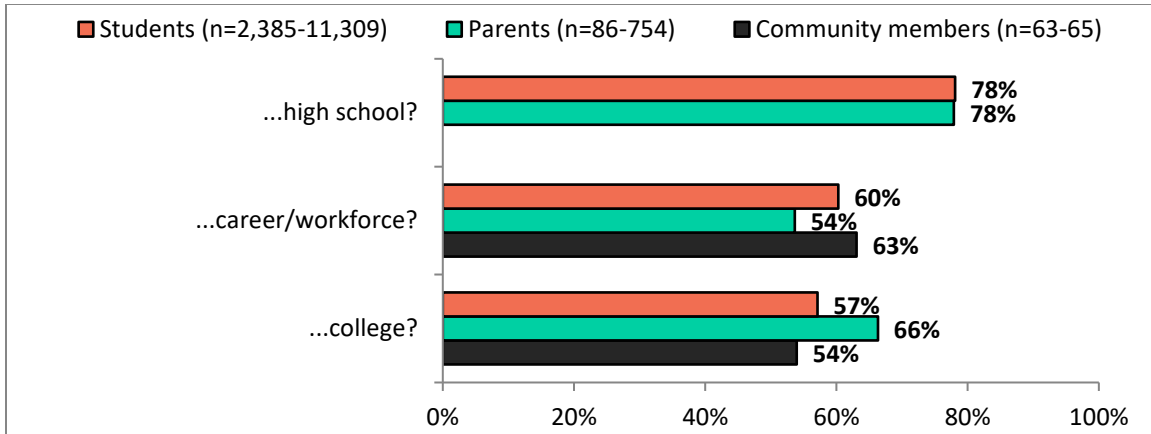


Note: This question was displayed to students and staff only. There are differences in wording for different stakeholder groups.

- Students:
  - “In my classes, I’m asked to cite evidence when I read and write.”
  - “I have the chance to talk to others using complete sentences and academic language.”
  - “During math class, I have the opportunity to demonstrate the standards for mathematical practice.”
- Staff:
  - “During reading, create predetermined questions that require students to cite textual evidence in their responses.”
  - “Provide students with opportunities to discuss using complete sentences and academic language.”
  - “During mathematics, provide opportunities for students to demonstrate the standards for mathematical practice.”

## ACTION #2: PROVIDE STUDENT SUPPORT TO MEET COLLEGE AND CAREER READINESS

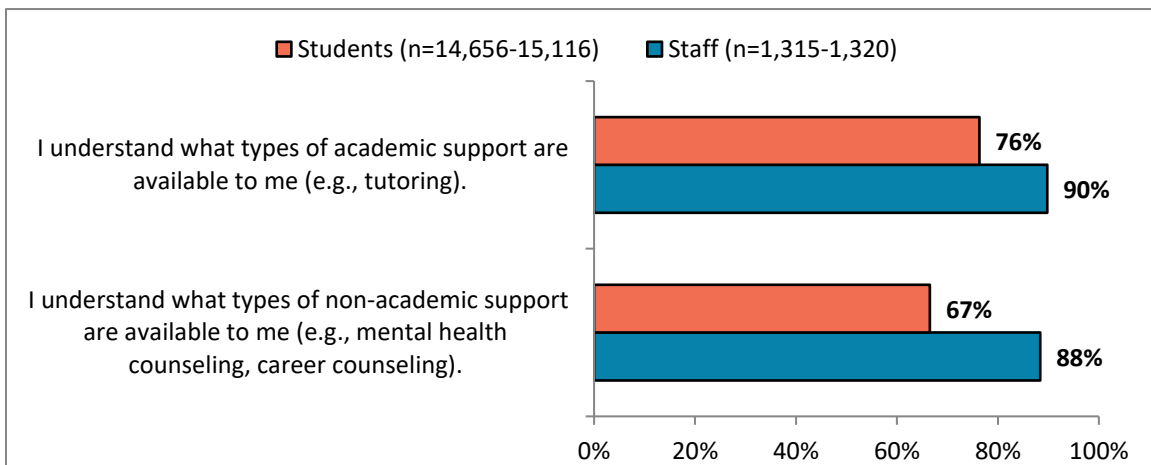
**Figure 3.4: How prepared do you/your child feel for ...**  
 % “Somewhat Prepared” or “Completely Prepared”



Note: This question was displayed to students and parents only. “...high school” is only displayed to junior high students or parents of junior high students. There are differences in wording for different stakeholder groups.

- Students: “How prepared do you feel for ...”
- Parents: “How prepared is your child feel for ...”
- Community members: “How prepared are Modesto City Schools students for...”

**Figure 3.5: Please indicate how much you disagree or agree with the following statements.**  
 % “Agree” or “Strongly Agree”



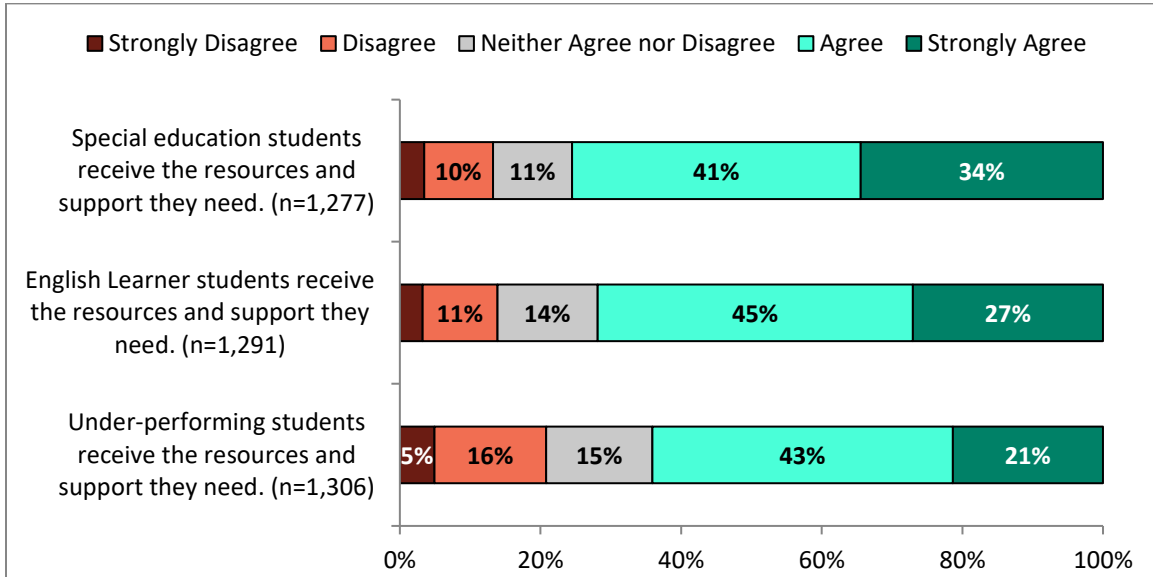
Note: This question was displayed to students and staff only. There are differences in wording for different stakeholder groups.

- Students: “I understand what types of academic support are available to me” and “I understand what types of non-academic support are available to me.”
- Staff: “I understand what types of academic support are available to students” and “I understand what types of non-academic support are available to students.”

### ACTION #4: ALTERNATIVE PROGRAMS TO MEET STUDENT NEEDS

**Figure 3.6: Please indicate how much you disagree or agree with the following statements.**

*% "Agree" or "Strongly Agree"*

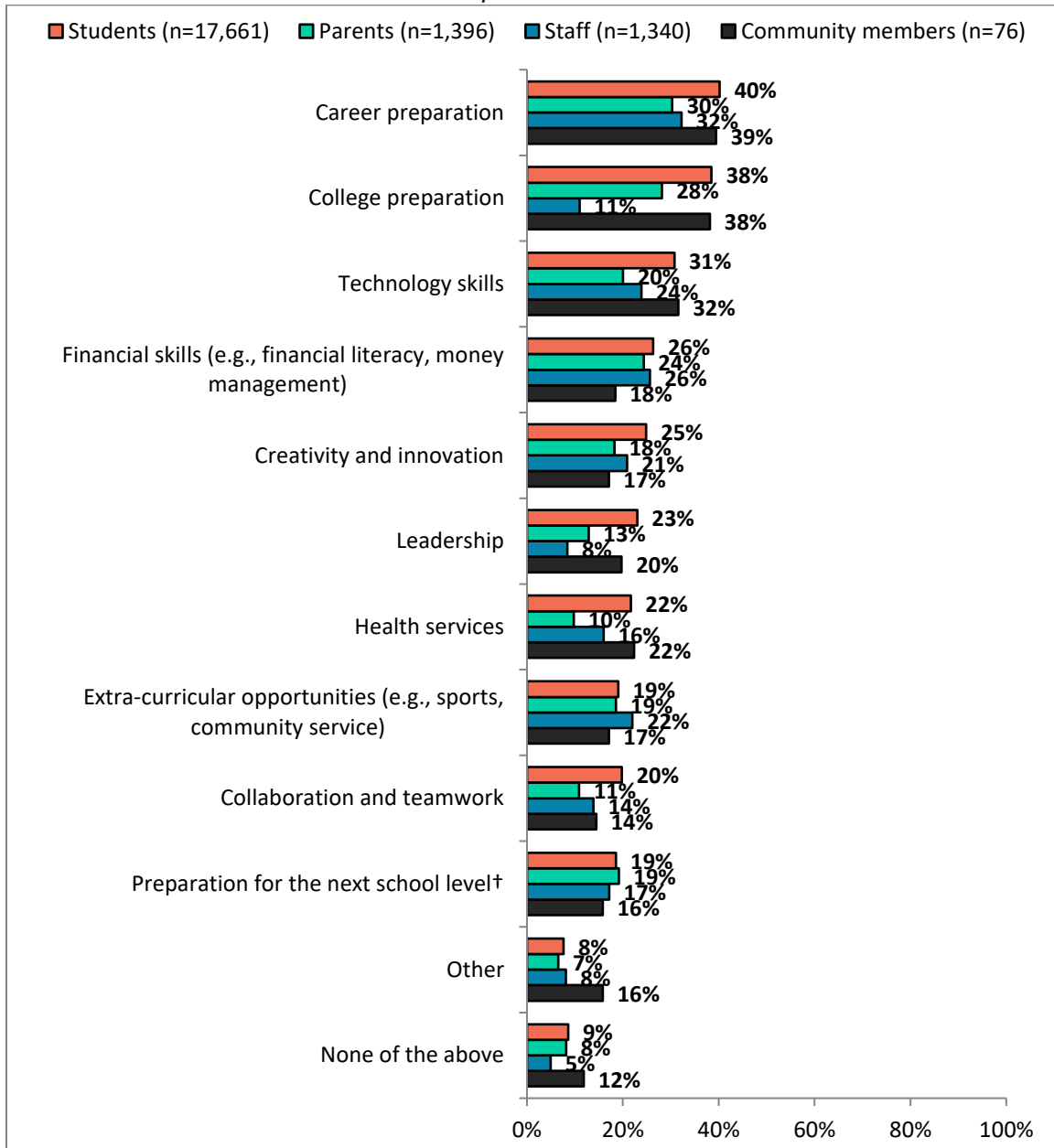


Note: This question was displayed to staff only.

### ACTION #5: INCREASE AWARENESS OF CAREERS AND LIFE SKILLS

**Figure 3.7: In what area(s) would you like to see more support available at your/your child's school?**

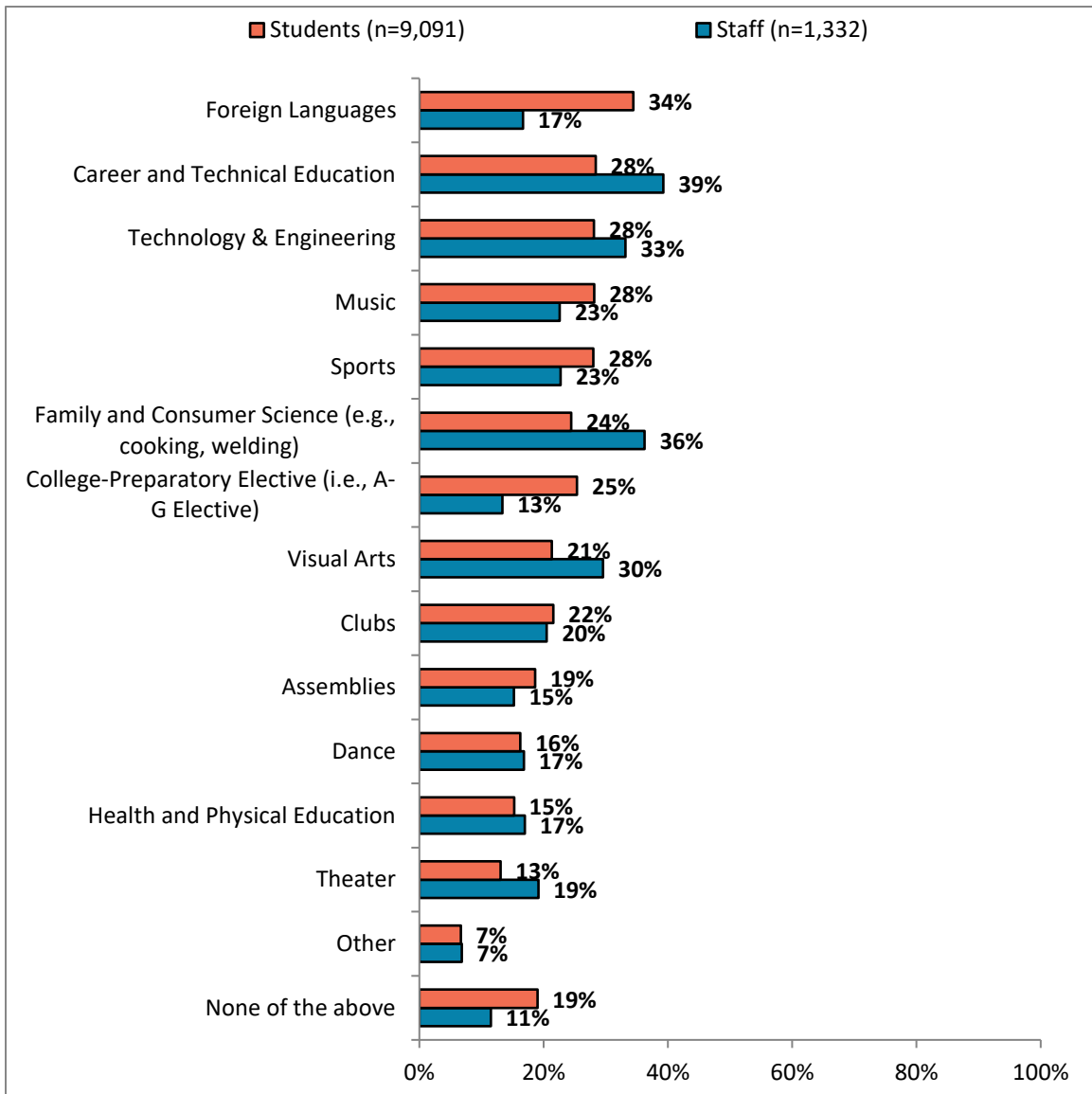
*Top 10 results*



Note: Participants can select up to five options so percentages may not sum to 100 percent. Community members did not see this question. There are differences in wording for different stakeholder groups.

- Students: “In what area(s) would you like to see more support available at your school?”
- Parents: In what area(s) would you like to see more support available to your child at their school?”
- Staff: In what area(s) would you like to see more support available at your school? If you do not work at a school site, please respond with the district in mind.”
- Community members: “What skills/services would you like to see Modesto City Schools teach/offer students?”

**Figure 3.8: What additional activities/courses would you like offered at your school?**

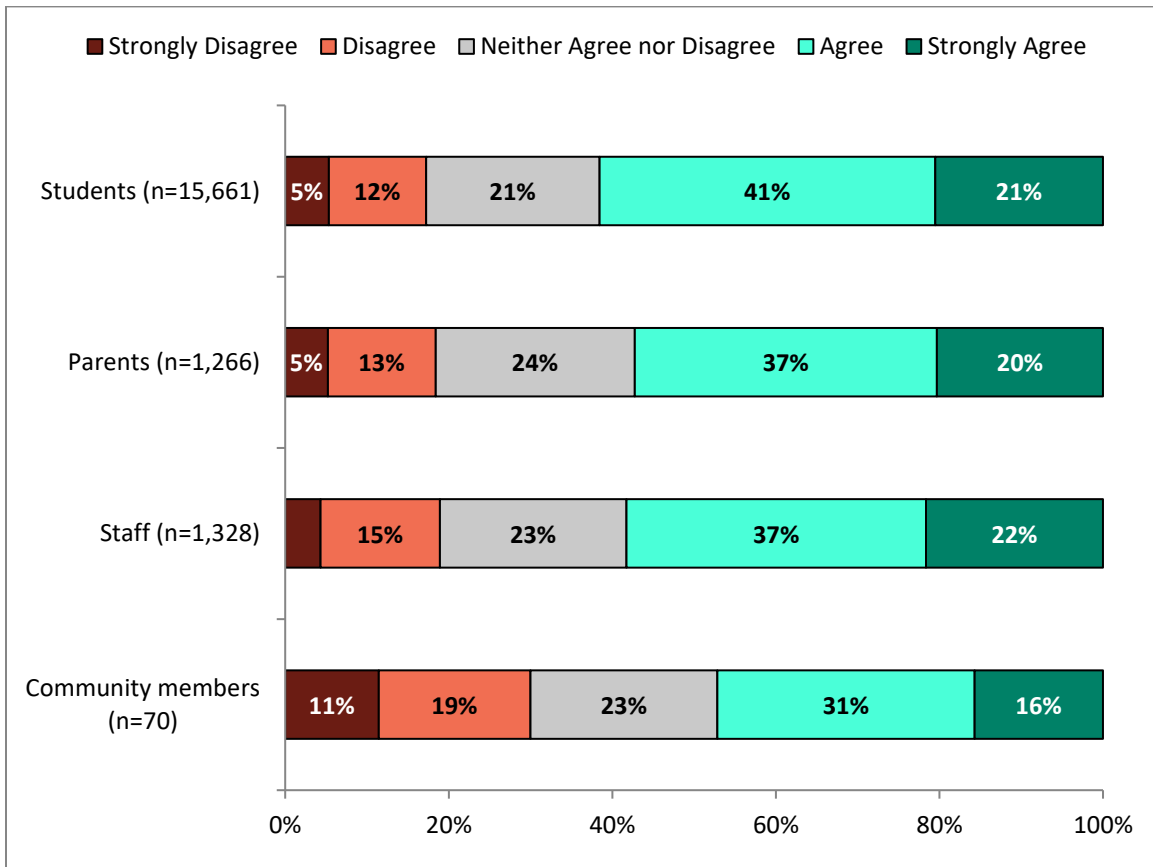


Note: Participants can select up to five options so percentages may not sum to 100 percent. This question was displayed only to students and staff. There are differences in wording for different stakeholder groups.

- Students: “What additional activities/courses would you like offered at your school? Please select up to five options.”
- Staff: “What additional activities/courses would you like offered at your school? If you do not work at a school site, please respond with the district in mind. Please select up to five options.”

**Figure 3.9: Please indicate how much you disagree or agree with the following statements.**

***My school/My child's school/Modesto City Schools provides sufficient opportunities for students to explore their career interests.***



Note: There are differences in wording for different stakeholder groups.

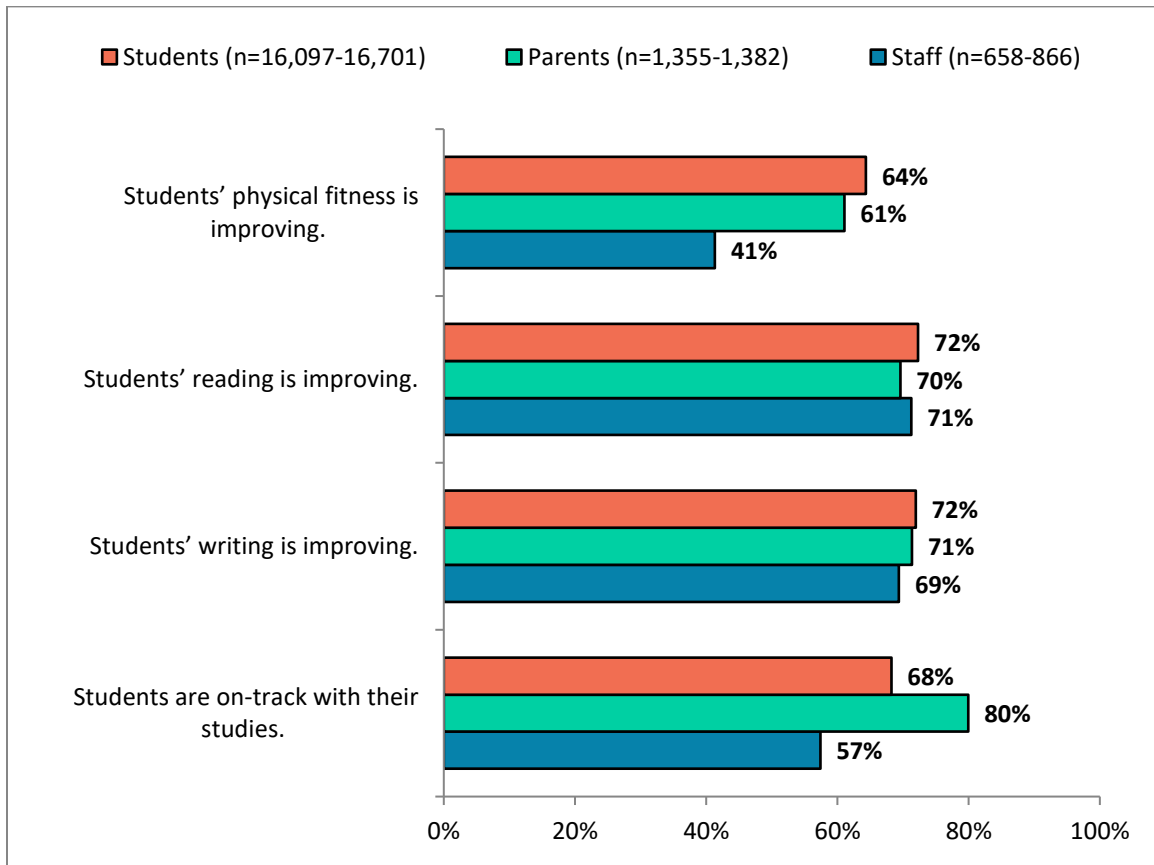
- Students and staff: “My school provides sufficient opportunities for students to explore their career interests.”
- Parents: “My child’s school provides sufficient opportunities for students to explore their career interests.”
- Community members: “Modesto City Schools provides sufficient opportunities for student to explore their career interests.”

## LCAP GOAL 3:

*SUPPORT STUDENTS' ACADEMIC AND SOCIAL SUCCESS BY PROVIDING ACCESS TO REMEDIATION AND ENRICHMENT OPPORTUNITIES AND PROMOTING POSITIVE WELL-BEING*

### **ACTION #2: SUPPORT ENRICHMENT/HEALTH AND WELLNESS PROGRAMS**

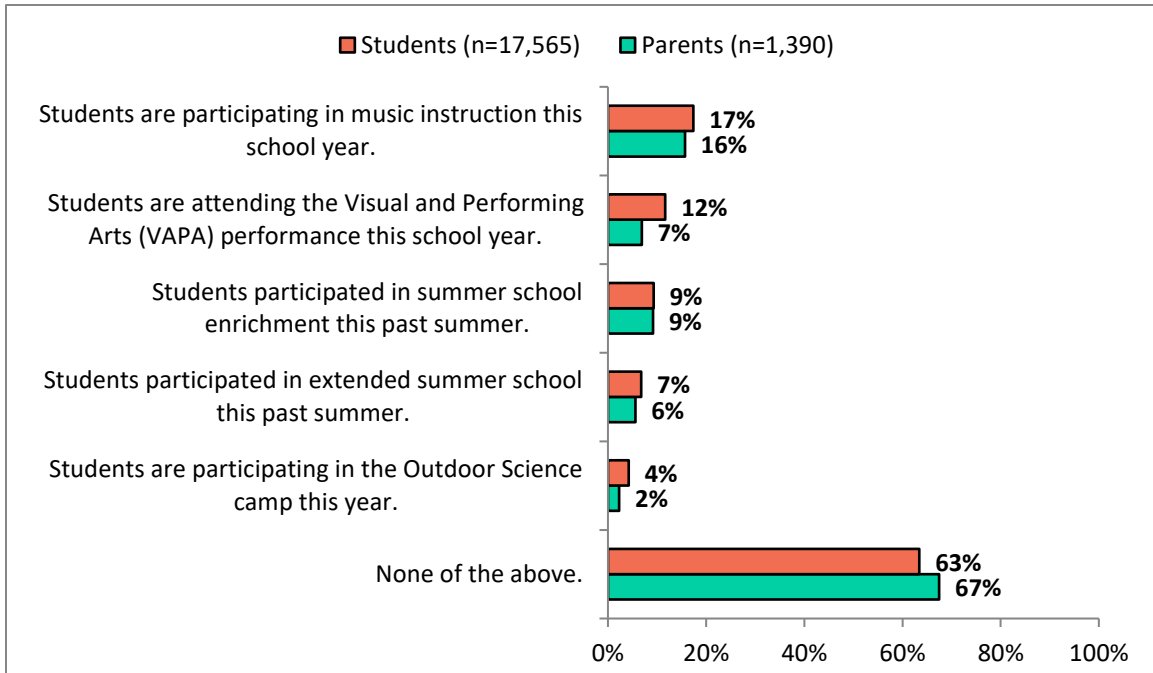
**Figure 4.1: Please indicate how much you disagree or agree with the following statements. Since the start of this school year...**



Note: Community members did not answer this question.



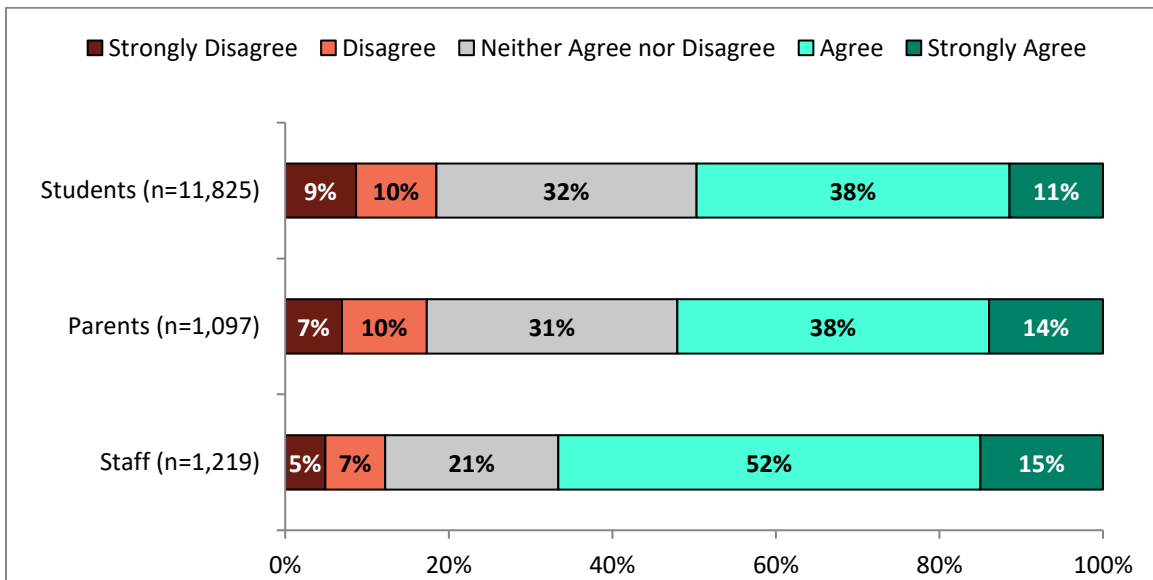
**Figure 4.2: Please check all that apply.**



Note: Only students and parents answered this question.

Note: Percentages may not add to 100 percent, as respondents could select multiple options.

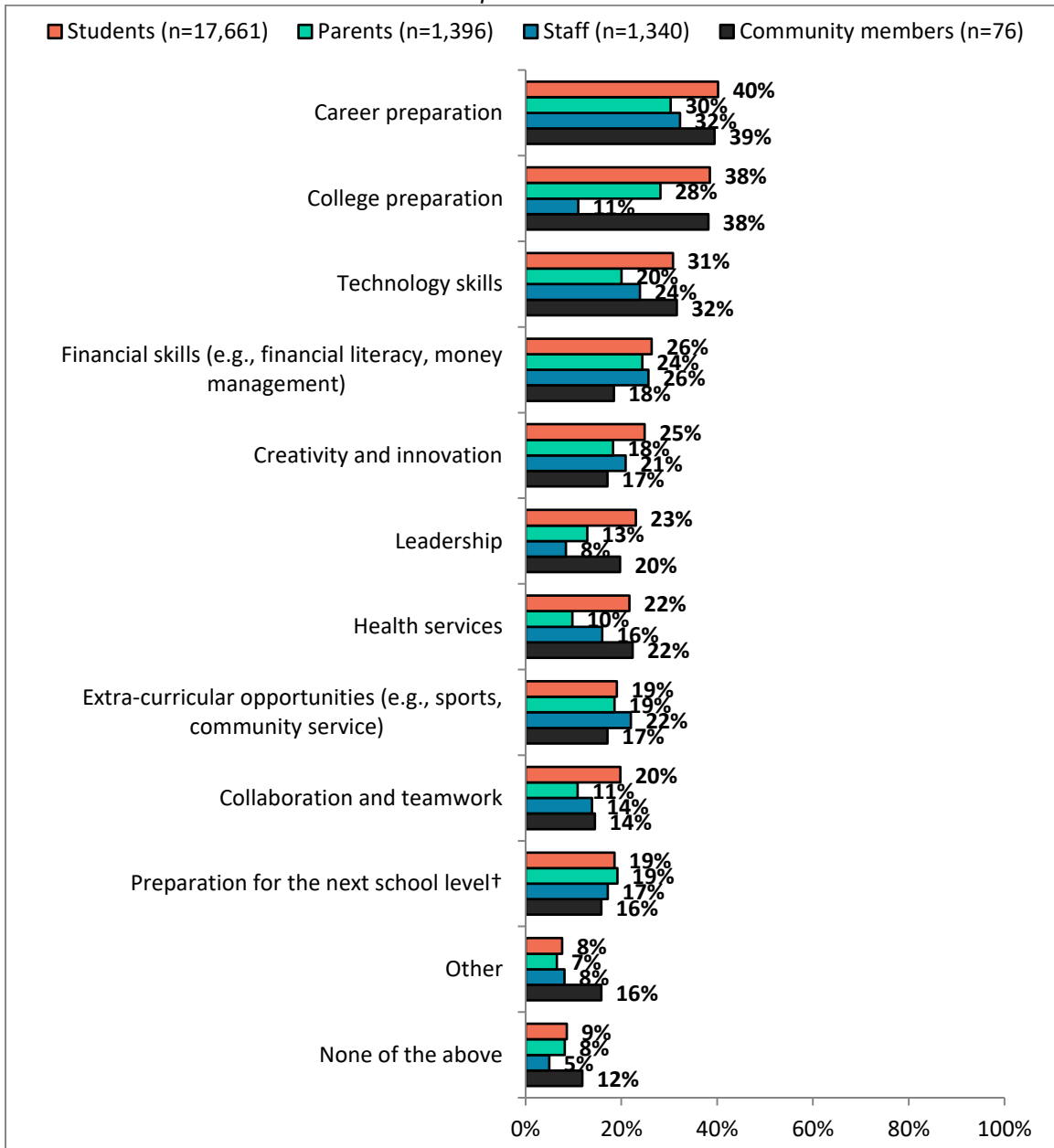
**Figure 4.3: Please indicate how much you disagree or agree with the following statement: Student support services (e.g., counseling, health services, athletic services, instructional support, administration, student mentorship program, transition classes) have been effective this year.**



Note: Community members did not answer this question.

**Figure 4.4: In what area(s) would you like to see more support available at your/your child's school?**

*Top 10 results*

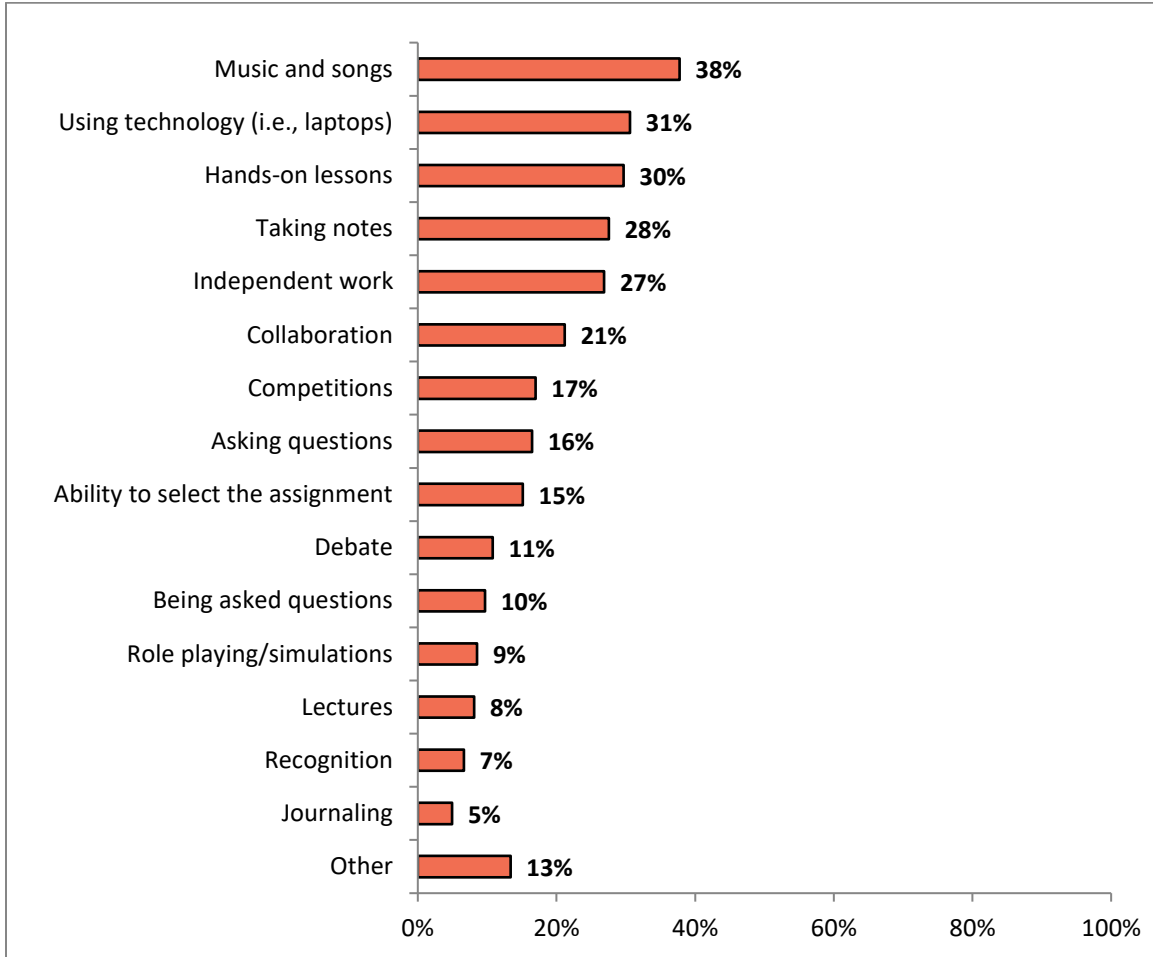


Note: Participants can select up to five options so percentages may not sum to 100 percent. Community members did not see this question. There are differences in wording for different stakeholder groups.

- Students: “In what area(s) would you like to see more support available at your school?”
- Parents: In what area(s) would you like to see more support available to your child at their school?”
- Staff: In what area(s) would you like to see more support available at your school? If you do not work at a school site, please respond with the district in mind.”
- Community members: “What skills/services would you like to see Modesto City Schools teach/offer students?”

## OTHER FIGURES

**Figure 5.1: What motivates you to learn? Please select up to three answer choices.**

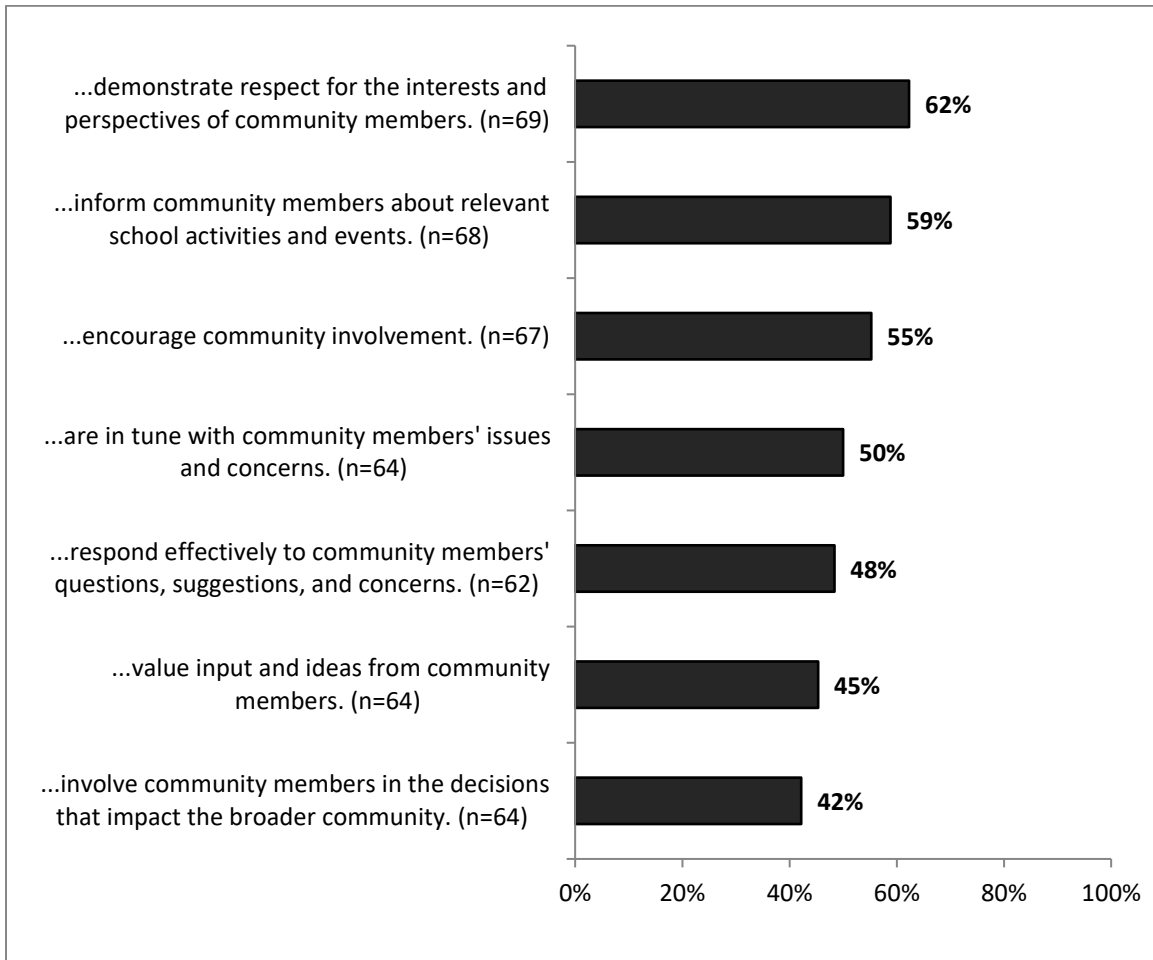


n=17,802

Note: Only students answered this question.

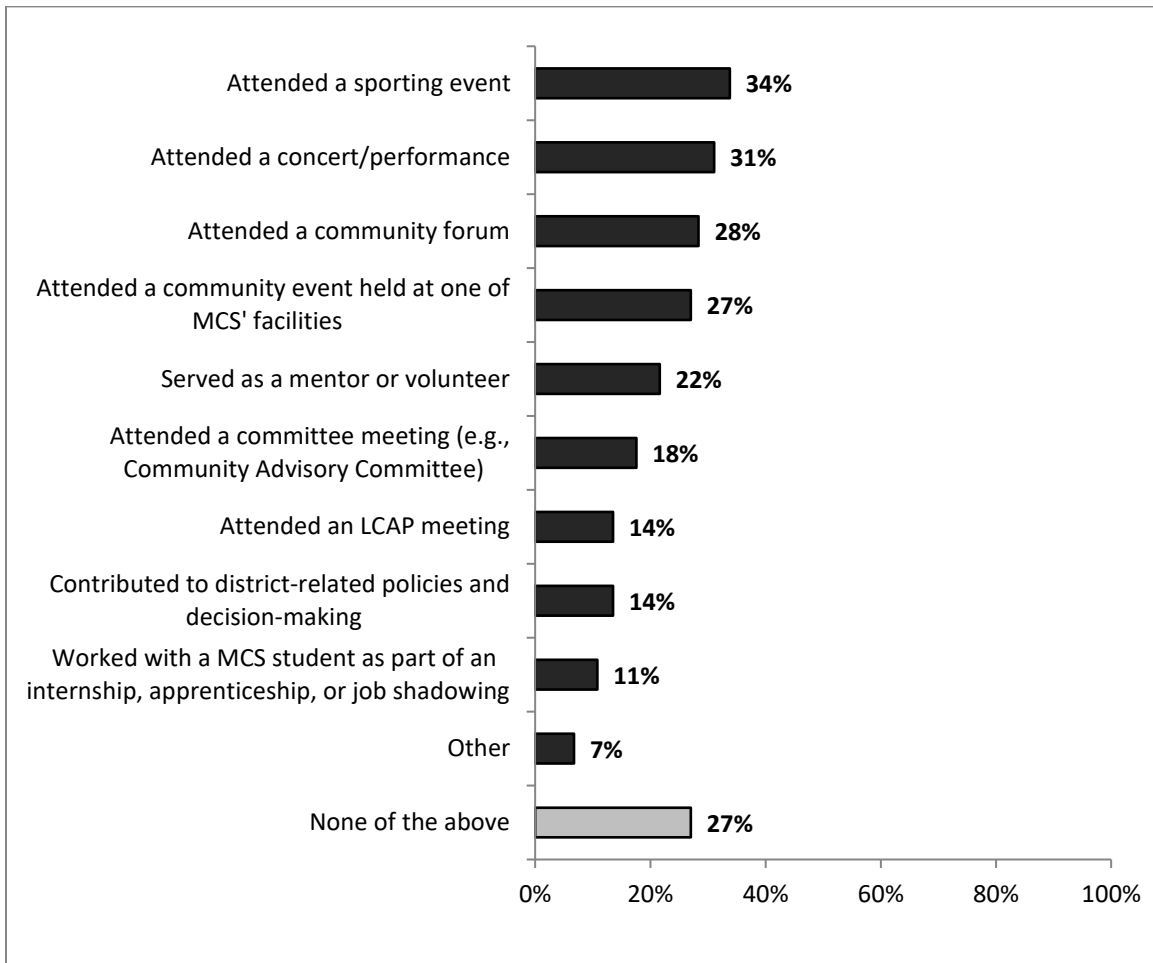
Note: Percentages may not add up to 100 percent, as respondents could select multiple options.

**Figure 5.2: Please indicate how much you disagree or agree with the following statements. Modesto City Schools...**  
*% "Agree" and "Strongly Agree"*



Note: Only community members answered this question.

**Figure 5.3: In the past year, have you or your organization done any of the following at Modesto City Schools (MCS)?**

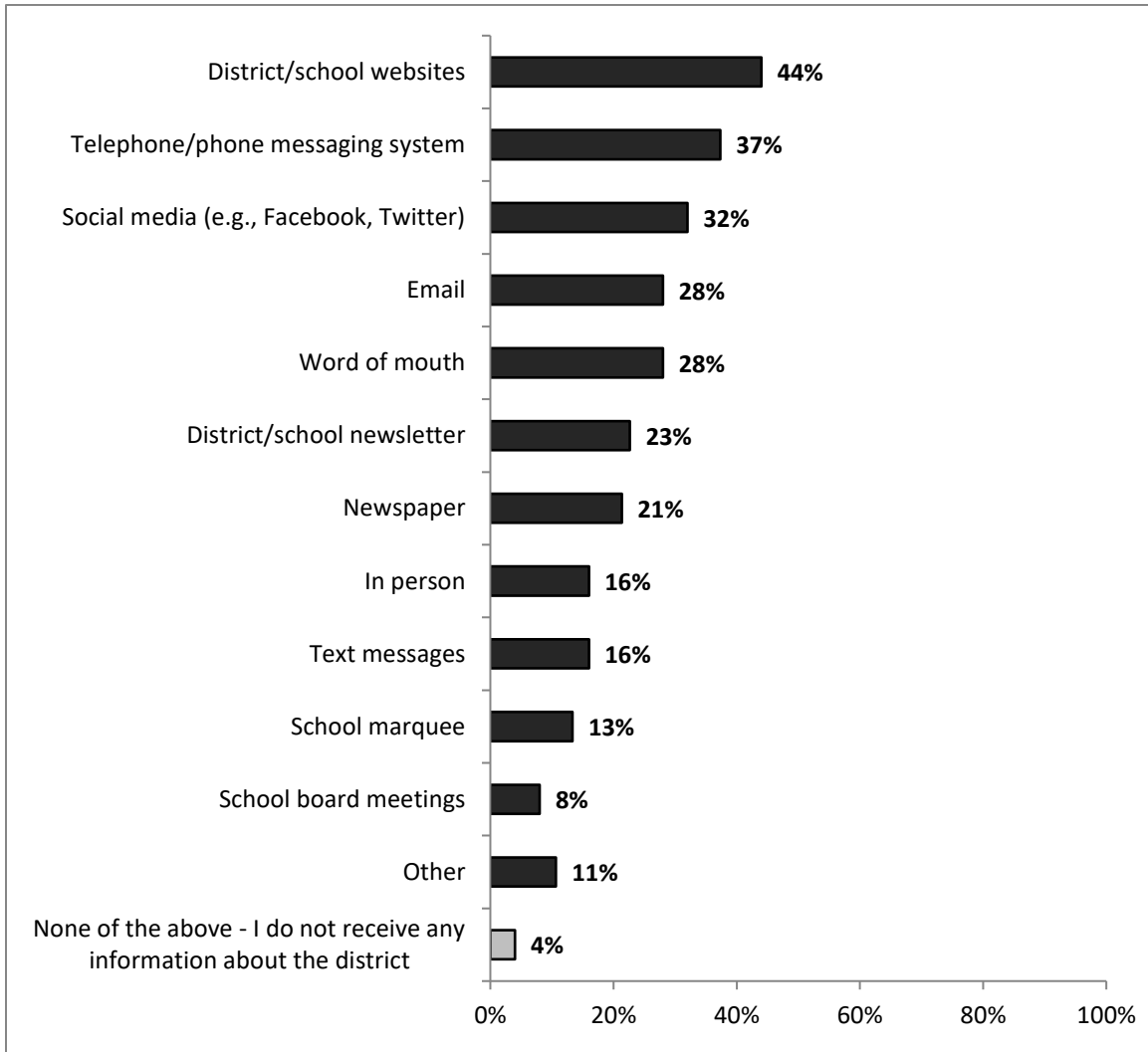


n=74

Note: Only community members answered this question.

Note: Percentages may not add up to 100 percent, as respondents could select multiple options.

**Figure 5.4: How do you currently receive information about Modesto City School?**

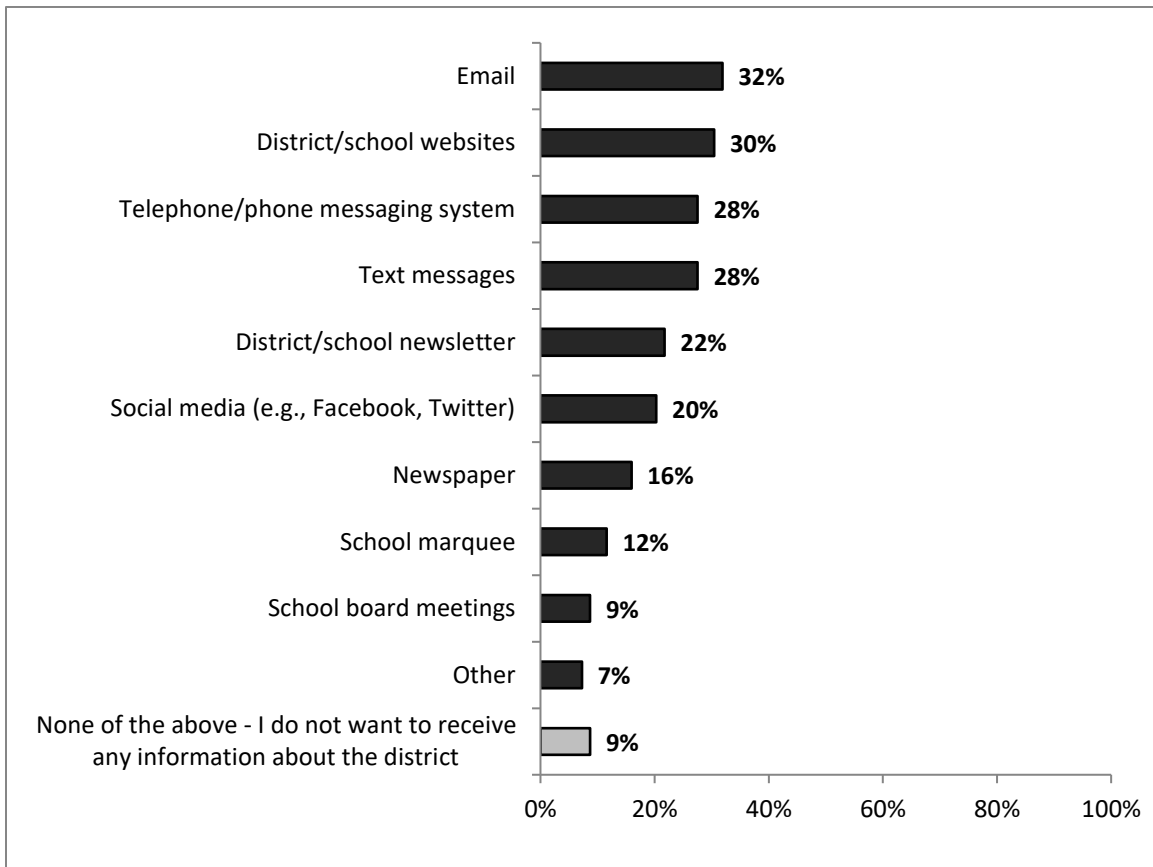


n=75

Note: Only community members answered this question.

Note: Percentages may not add up to 100 percent, as respondents could select multiple options.

**Figure 5.5: How would you prefer to receive information about Modesto City School?**

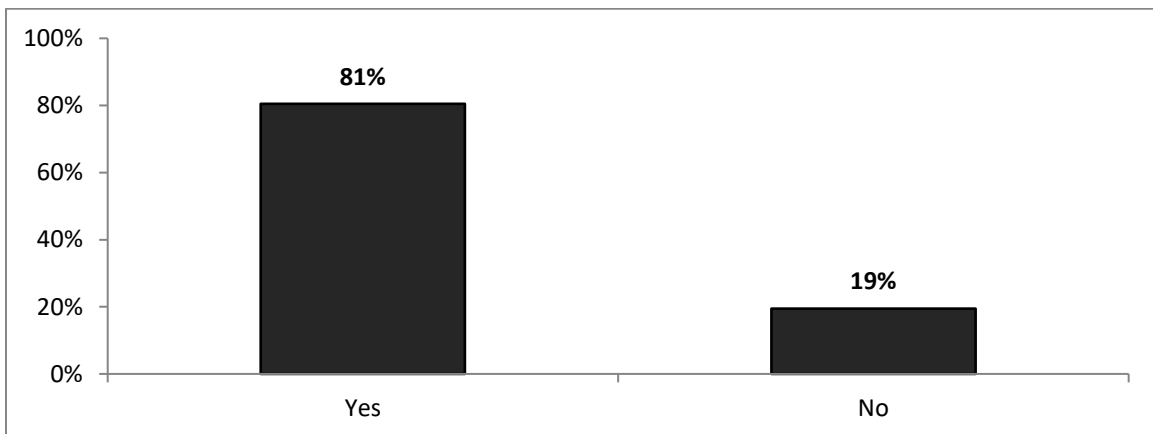


n=69

Note: Only community members answered this question.

Note: Percentages may not add up to 100 percent, as respondents could select multiple options.

**Figure 5.6: Have you ever visited a school or school campus within Modesto City Schools?**

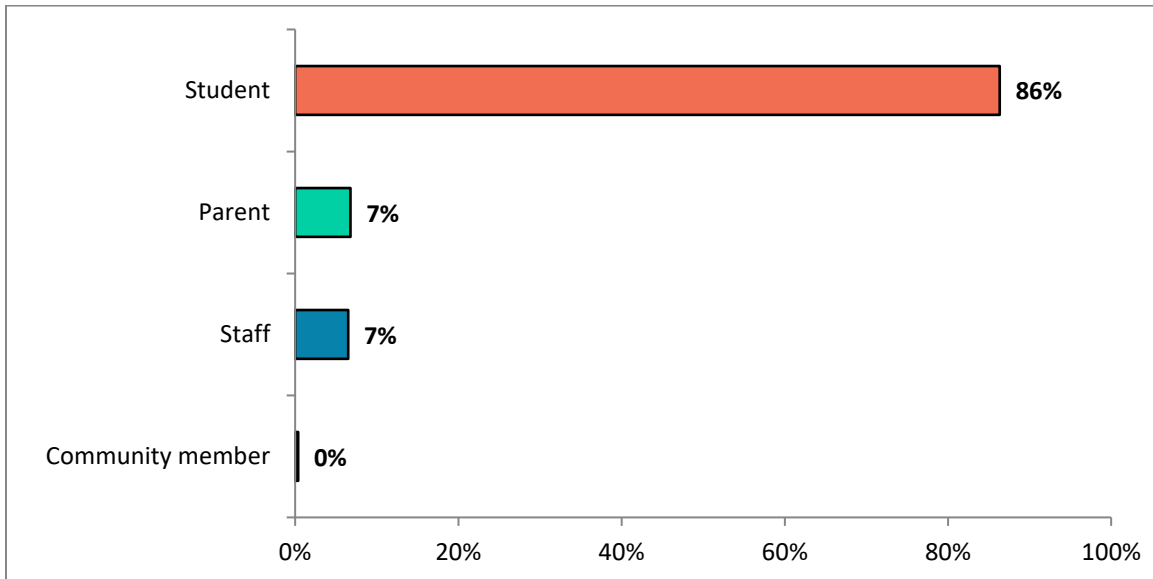


n=77

Note: Only community members answered this question.

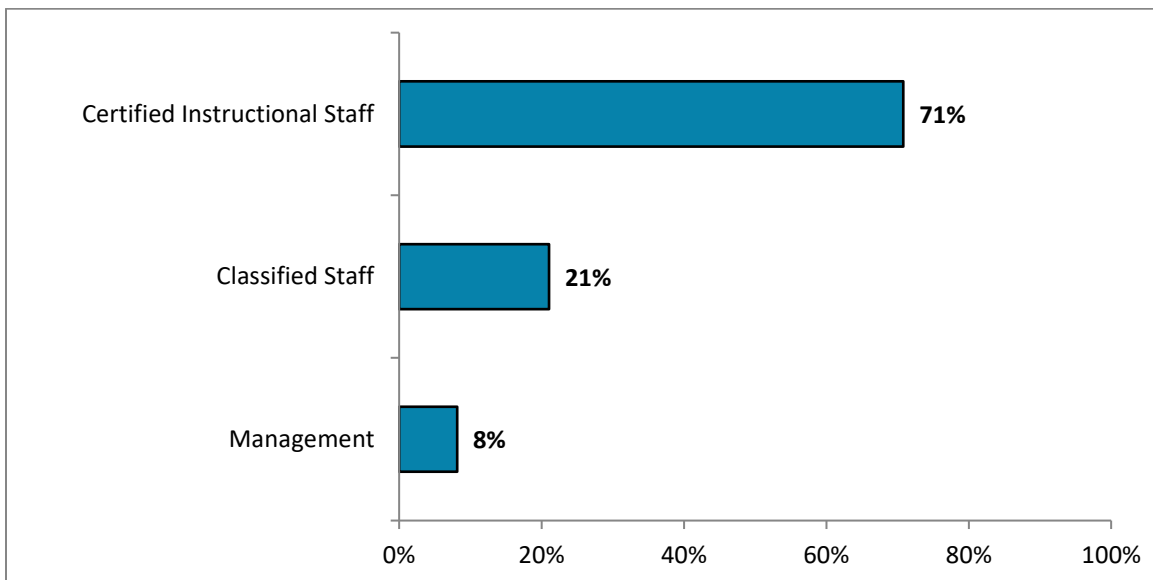
## DEMOGRAPHICS

**Figure 5.7: What is your affiliation with Modesto City Schools?**



n=20,801

**Figure 5.8: Which of the following best describes your role in Modesto City Schools?**

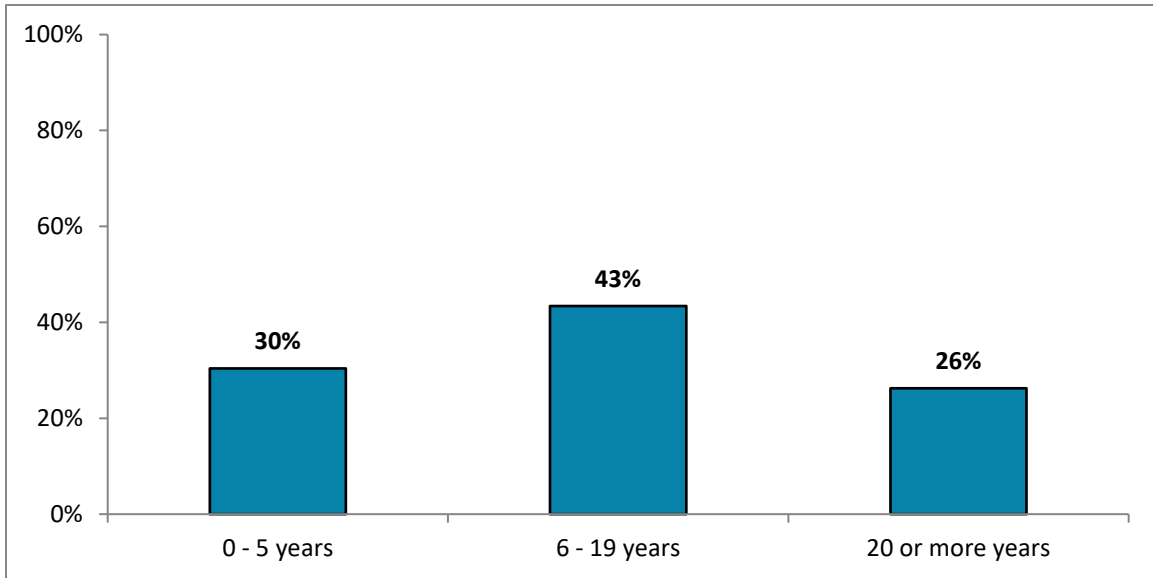


n=1,353

Note: Only staff members answered this question.



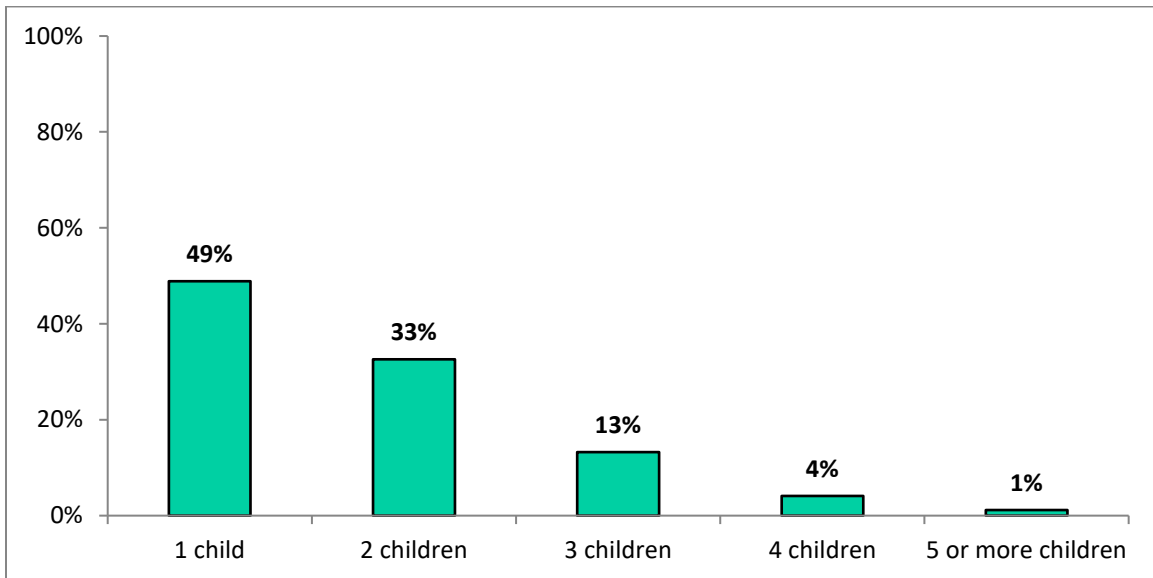
**Figure 5.9: How long have you been employed by Modesto City Schools?**



n=1,353

Note: Only staff members answered this question.

**Figure 5.10: How many children do you currently have in Modesto City Schools?**



n=1,410

Note: Only parents answered this question.

**Figure 5.11: What is your (child's) current school/site (2018-2019)?**

SCHOOL	STUDENTS (N=17,961)	PARENTS (N=1,410)	STAFF (N=1,353)
Alberta Martone Elementary	325	7	6
Bret Harte Elementary	442	11	17
Burbank Elementary	385	184	39
Catherine Everett Elementary	190	7	10
El Vista Elementary	206	10	21

SCHOOL	STUDENTS (N=17,961)	PARENTS (N=1,410)	STAFF (N=1,353)
Elihu Beard Elementary	177	10	3
Enslin Elementary	190	16	17
Evelyn Hanshaw Junior High	641	2	49
Fairview Elementary	338	3	18
Franklin Elementary	452	41	42
Fred C. Beyer High	1,054	168	84
G230	2	0	0
Grace M. Davis High	842	31	87
Harriett Kirschen Elementary	337	50	11
James C. Enochs High	1,516	68	31
James Marshall Elementary	328	21	15
John Fremont Elementary	301	44	26
John Muir Elementary	252	18	25
Joseph A. Gregori High	1,545	271	117
La Loma Junior High	518	20	55
Lakewood Elementary	182	19	11
Mark Twain Junior High	723	13	35
Modesto High	1,847	57	101
MVA	2	0	1
Orville Wright Elementary	218	45	29
Pearson Education Center	1	1	1
Peter Johansen High	1,053	53	94
Robert Elliott Alternative Ed Center	358	2	37
Robertson Road Elementary	179	5	21
Roosevelt Junior High	681	56	41
Rose Avenue Elementary	259	27	32
Shackelford Elementary	299	64	46
Sonoma Elementary	256	19	44
Thomas Downey High	1,335	44	95
Tuolumne Elementary	283	3	22
William Garrison Elementary	124	2	14
Wilson Elementary	120	18	7
District Central Office (display to staff only)	0	0	49

Note: This question was only displayed to students, parents, and staff. There are differences in wording for different stakeholder groups.

- Students: “What is your current school (2018-2019 school year)?”
- Parents: “What is your child’s current school (2018-2019 school year)?”
- Staff: “If you work across multiple school sites, please respond to school-level questions in this survey for the site where you spend the majority of your time. What is your current school/site (2018-2019 school year)?”

**Figure 5.12: What is your (child’s) current grade level (2017-2018 school year)?**

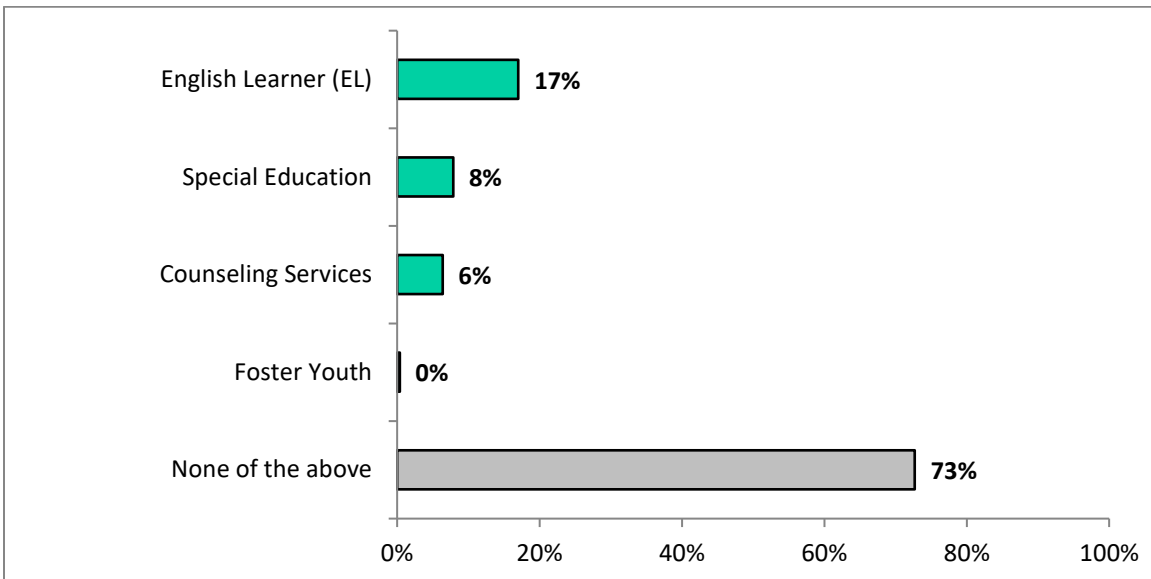
GRADE	STUDENTS (N=17,844)	PARENTS (N=1,365)
Transitional Kindergarten	0	20
Kindergarten	0	90
Grade 1	0	68
Grade 2	0	88
Grade 3	1,397	95
Grade 4	1,430	84

GRADE	STUDENTS (N=17,844)	PARENTS (N=1,365)
Grade 5	1,416	87
Grade 6	1,602	92
Grade 7	1,243	43
Grade 8	1,320	48
Grade 9	2,421	218
Grade 10	2,532	184
Grade 11	2,358	146
Grade 12	2,242	147

Note: This question was only displayed to students and parents. There are differences in wording for different stakeholder groups.

- Students: "What is your current grade level (2018-2019 school year)?"
- Parents: "What is your child's current grade level (2018-2019 school year)?"

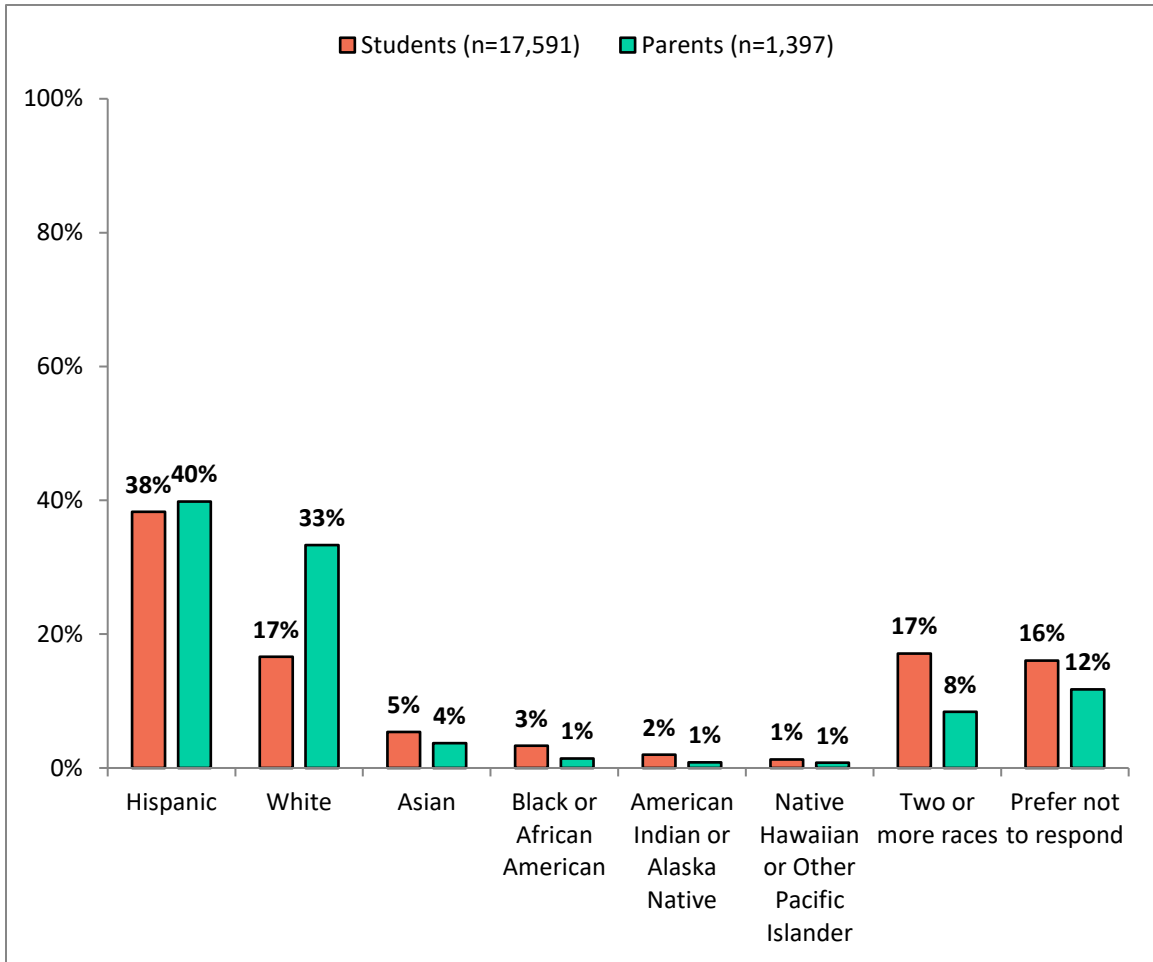
**Figure 5.13: Does your child qualify for any of the following services this school year?  
Please select all that apply.**



n=1,410

Note: This question was only displayed to parents. Since participants are allowed to select more than one item, the percentages may not sum to 100 percent.

**Figure 5.14: Please select your race/ethnicity.**



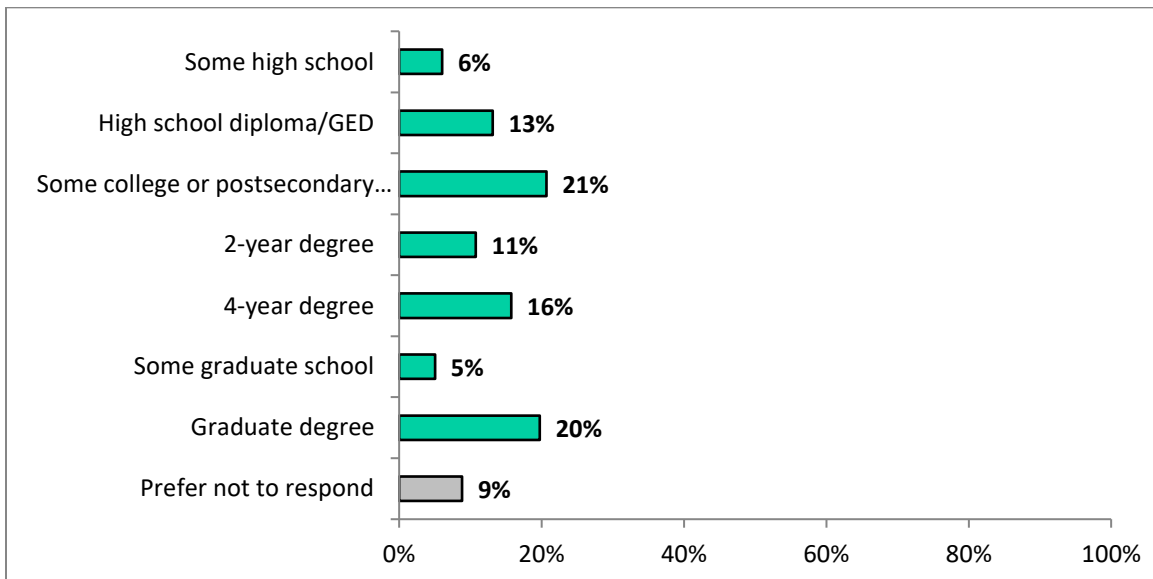
Note: This question was displayed to students and parents only.

**Figure 5.15: Which language(s) do you speak at home? Please select all that apply.**

LANGUAGE	STUDENTS (N=17,555)	PARENTS (N=1,361)
English	14,776	1,100
Spanish	8,442	486
French	481	5
Khmer/Cambodian	445	16
Arabic	402	3
German	383	8
Filipino/Tagalog	346	10
Assyrian	336	6
Italian	335	4
Portuguese	329	9
Hindi	302	13
Russian	286	2
Lao	273	3
Korean	256	0
Vietnamese	252	3
Farsi	242	9
Hmong	196	4
Cantonese	193	4
Mandarin	188	0
Other	1,061	27

Note: Display to students and parents only.

**Figure 5.16: Which of the following best identifies the highest level of education attained by any adult member of your household?**



n=1,344

Note: This question was displayed only to parents.

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