

AT THEIR BEST · A CALIFORNIA FAMILY AND STUDENT
LISTENING CAMPAIGN

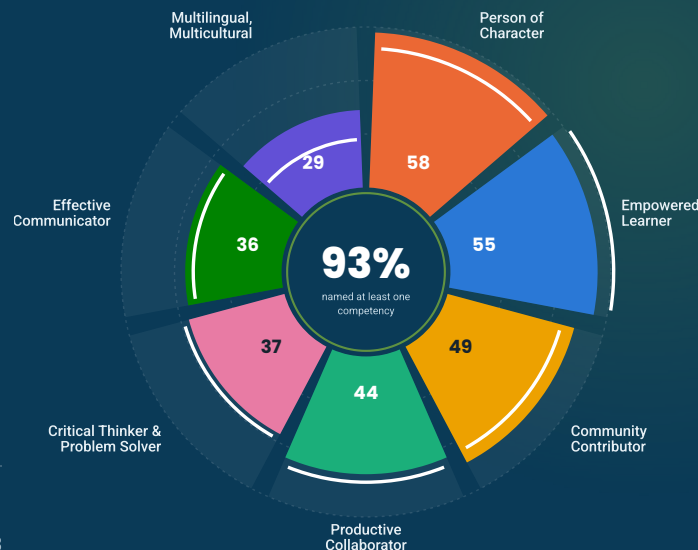
What We Heard

*Sierra Mesa Unified School District · Families
and students at their best*

PREPARED FOR THE PTA UNITS OF SIERRA MESA UNIFIED

■ Sierra Mesa High School PTSA	92 families · Feb 3
■ Canyon View Middle School PTA	68 families · Feb 5
■ Desert Willow Middle School PTSA	52 families · Feb 11

Listening window Feb 3–11, 2027	Report delivered Feb 24, 2027	County Riverside
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Share of Sierra Mesa family answers naming each State Board Portrait of a Learner competency. White tick marks the California campaign average.

212

families answered, in their own words

341

students described, TK–12; 118 spoke for themselves

41%

answered in Spanish (state: 31%)

7 of 7

Portrait competencies appeared

82%

named a strength school doesn't see

3.6

strengths named for every concern

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		Statewide: 29,817 families	1,186 chapters

This report belongs to the three PTA units above. It was built to be carried into Sierra Mesa Unified's Local Control and Accountability Plan process this spring: to the Parent Advisory Committee, the English Learner Parent Advisory Committee, written comments, and the public hearing. Nothing here names a child, and no group smaller than ten is reported.

“Traduce para toda la familia: el banco, la escuela de su hermano, la renta. Eso no sale en ninguna boleta.”

She translates for the whole family: the bank, her brother's school, the rent. That doesn't show up on any report card.

PARENT · SPANISH · QUESTION 2

Effective Communicator Multilingual

THE STATE HAS A VISION

In May 2026 the State Board of Education adopted a Portrait of a Learner with seven competencies, “a north star” for California schools.

EVERY DISTRICT MUST ASK

Each LCAP must reflect parent input. The superintendent answers the Parent Advisory Committee in writing.

YOUR FAMILIES ANSWERED

212 Sierra Mesa families put that portrait into their own words. This report carries them to the district.

02 EXECUTIVE SUMMARY · FOR PTA PRESIDENTS

Five Things Sierra Mesa Families Told Us

In February, 212 families at three Sierra Mesa campuses answered five questions about their children at their best. Nearly all of them (**93%**) described a competency in the State Board's Portrait of a Learner without being shown it. Here is what stood out, and what to do about it.

58%

state 52%

FINDING 1 · PAGE 4

Families lead with who their child is.

Person of Character was the competency Sierra Mesa families named most, six points above the state: calm under pressure, honest, the one who looks after everyone else.

76%

state 71%

FINDING 2 · PAGE 5

Most "at their best" moments happened outside the classroom.

Home and family (31%) and work or the family business (14%) both ran well above the state. These students learn on the job, at the swap meet, in the kitchen and on the field.

82%

state 78%

FINDING 3 · PAGE 6

Four in five named a strength the school doesn't see.

The most common: caring for family (41%), translating for family (29%) and working (24%). None of it shows up on a transcript; all of it is in the State Board's portrait.

36%

state 28%

FINDING 4 · PAGE 5

Grandparents and relatives are the first helpers families name.

Ahead of coaches (27%) and faith and community leaders (21%). Sierra Mesa's learning community is bigger than its staff list.

29%

state 18%

FINDING 5 · PAGE 4

Multilingual strength stood out more here than almost anywhere.

Eleven points above the state, the widest gap of any competency. Among Spanish-language answers it reached 48%.

AT A GLANCE

93%

named a Portrait competency (state 91%)

11%

mentioned a grade or score (state 14%)

47%

of parent and child pairs named the same strength (state 43%)

51%

credited a specific teacher with what works

86%

said their child needs a durable skill at 25

34%

said their child needs a degree at 25

READING THIS REPORT

Percentages are shares of family answers. One answer can name several competencies, so columns can add to more than 100%.

"State" means all 29,817 families in the 2026–27 California campaign.

Quotes are shared with permission, first name or role only, and lightly trimmed for length.

What To Do With This Report

Three asks your families' answers support. Full plan on page 11.

Name What Families Already See 1

Ask Sierra Mesa Unified to adopt a local portrait aligned to the State Board's, and to track it with a family-voice metric.

FITS LCAP goal and metric table · page 10

Protect What's Working 2

Keep funding the teachers, after-school programs and pathway classes families named, and start pathway work in middle school.

FITS Goal actions and expenditures

Bring the Helpers In 3

Invite grandparents, coaches, faith leaders and employers in as partners, and count what students do at home and at work.

FITS State Priority 3 · Community Schools

Timing

Sierra Mesa's Parent Advisory Committee meets **March 17**. Written comments close **April 30**. The board adopts by **July 1**. This report arrives with time to use all three.

03 WHO WE HEARD FROM

212 Families, 341 Students, Three Campuses

Families answered at their February PTA meetings or at home within the week, on their own phones, in the language they chose. Parents described every child in the house, including younger brothers and sisters in Sierra Mesa elementary schools. Students in grades 6–12 also answered for themselves, with a parent's consent.

PTA UNIT	MEETING	FAMILIES	STUDENTS DESCRIBED	STUDENT VOICES	ANSWERED IN SPANISH	SHARE OF DISTRICT TOTAL
Sierra Mesa High School PTSA	Tue, Feb 3	92	148	61	38%	43%
Canyon View Middle School PTA	Thu, Feb 5	68	109	31	44%	32%
Desert Willow Middle School PTSA	Wed, Feb 11	52	84	26	42%	25%
Sierra Mesa Unified, all three	Feb 3–11	212	341	118	41%	100%

Language Families Chose



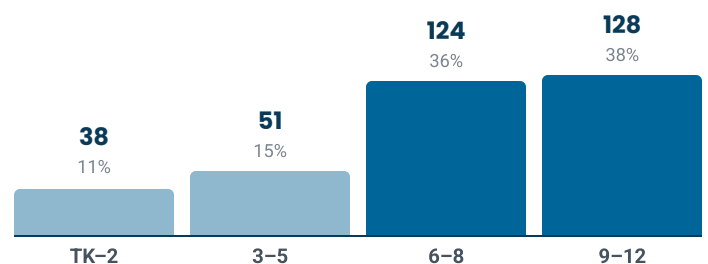
Other languages (5%, 11 families) included Tagalog, Vietnamese, Punjabi and Arabic. Each is under ten, so none is reported on its own.

How They Answered



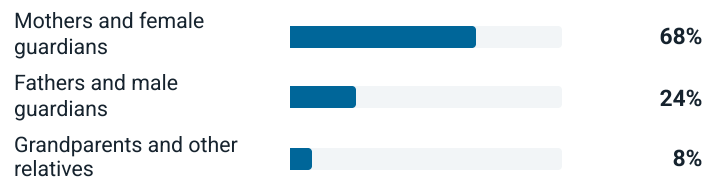
Spanish-language families chose voice 61% of the time. Median voice answer: 74 seconds. Median text answer: 58 words.

Students Described, by Grade Band



341 students across 212 families: 1.6 per family. Middle and high school students are 74% of the total because the three units serve grades 6–12; younger siblings came in through their families' answers.

Who Answered



SIERRA MESA IN THE STATEWIDE CAMPAIGN

29,817 families statewide
48,412 students statewide
1,186 PTA chapters and parent groups
52 / 58 California counties

Sierra Mesa's families answered in Spanish at a higher rate than the state, and chose voice more often. Its comparisons in this report are against the full statewide pool.

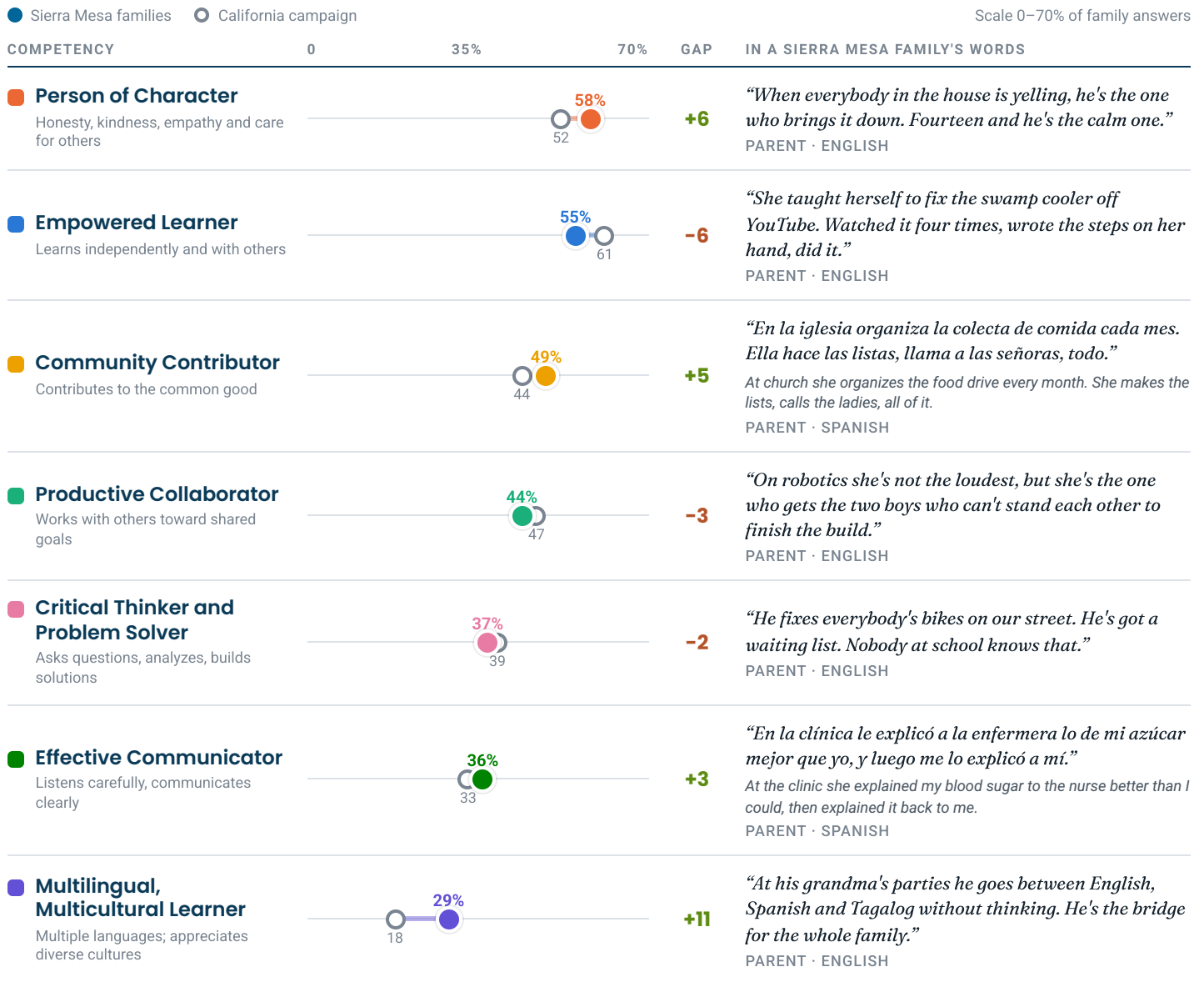
THE RULE OF TEN

No number in this report describes fewer than ten people. Where a group is smaller, such as a single language other than English or Spanish, or one grade at one campus, it is folded into a larger group or left out. That keeps every family's answer private, even in a small community.

04 YOUR PORTRAIT PROFILE · QUESTION 1

Your Families Described All Seven Portrait Competencies

We asked, “When have you seen your child at their best as a learner?” Machine-learning models then tagged each answer to the seven competencies in the State Board’s Portrait of a Learner, adopted in May 2026. Families were never shown the list. **Sierra Mesa ran above the state on four of seven**, led by multilingual strength and character.



93%

named at least one competency · state 91%

2.8

competencies per answer, on average · state 2.9

11%

mentioned a grade or test score · state 14%

48%

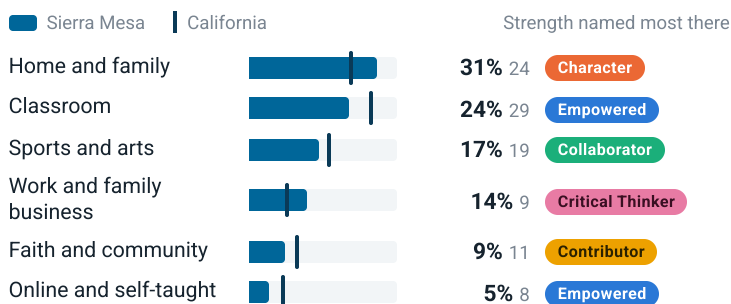
of Spanish-language answers named multilingual strength · English 15%

05 WHERE STRENGTHS SHOW UP AND WHO HELPS THEM GROW · QUESTIONS 1 AND 3

Three in Four Moments Happened Outside the Classroom

Sierra Mesa families placed their children's best moments at home and at work more often than families statewide. And when we asked who outside school helped their child grow, they named family first. **The people raising Sierra Mesa's students are a partner list the district already has.**

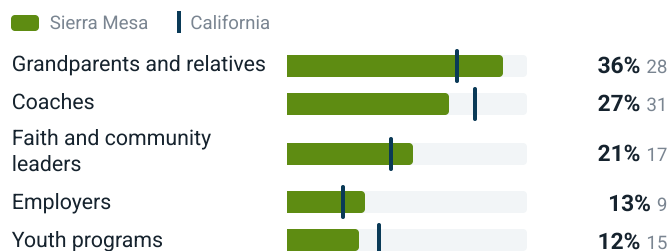
Where the Moment Happened



76%

of moments happened **outside the classroom** (state 71%). Spanish-language families placed 39% at home and in family work, compared with 27% of English-language families.

Who Helps Them Grow



HELPER	COMMUNITY SCHOOLS PILLAR IT FEEDS
Grandparents and relatives	Family and community engagement
Coaches, youth programs	Extended learning time and opportunities
Faith and community leaders	Family and community engagement
Employers	Extended learning; work-based learning in Golden State Pathways

“Mi suegro le enseñó a manejar el tractor en el rancho en Hemet. Paciencia, eso le enseñó. No hay prisa con una máquina así.”

My father-in-law taught him to drive the tractor on the ranch in Hemet. Patience, that's what he taught him. You don't rush a machine like that.

PARENT · SPANISH · Q3 **Person of Character**

“Her cross country coach runs with them at 5:30 before it gets hot. She shows up because he shows up. That's the whole thing.”

PARENT · ENGLISH · Q3 **Productive Collaborator**
Empowered Learner

“The manager at the grocery where she works part time. He trusts her to close. Sixteen and she has the keys.”

PARENT · ENGLISH · Q3 **Community Contributor**
Productive Collaborator

What This Means for Sierra Mesa

If a third of students' best moments happen at home and one in seven at work, the district's family engagement plan is also a learning plan. Grandparents, coaches and employers are already teaching patience, teamwork and responsibility. The LCAP can name them as educational partners, invite them to site councils, and count the learning they lead.

45%

of Spanish-language families named a grandparent or relative · English 30%

33%

of English-language families named a coach · Spanish 20%

19%

of high school families named an employer · middle school 8%

2.1

helpers named per family, on average · state 1.9

06 THE INVISIBLE TRANSCRIPT · QUESTION 2

82% Named a Strength the School Doesn't See

We asked, “What can your child do that grades and transcripts don't capture?” Four in five Sierra Mesa families had an answer ready, above the state's 78%. What they described is real, weekly, adult-sized responsibility, and the State Board's portrait has a name for every piece of it.

WHAT SCHOOL RECORDS

STUDENT RECORD · GRADE 10	
Cumulative GPA	3.12
Credits earned	110 / 220
A–G on track	Yes
Attendance	94.1%
CAASPP ELA	Standard Met
CAASPP Math	Nearly Met
ELPAC	Reclassified
Discipline	None
Activities	None listed

Illustrative record. Every line is useful. None of them describes the strengths at right.

WHAT FAMILIES NAMED



82%

GAP

86%

of Spanish-language families named one

79%

of English-language families named one

“Traduce para toda la familia: el banco, la escuela de su hermano, la renta.”

She translates for the whole family: the bank, her brother's school, the rent.

PARENT · SPANISH · Q2

Effective Communicator Multilingual

“Saturdays he's at the swap meet with his dad by six. He does the count and makes change in his head. That's a whole job.”

PARENT · ENGLISH · Q2

Community Contributor Critical Thinker

“She failed algebra once and signed herself up for summer school. Nobody made her. That's who she is.”

PARENT · ENGLISH · Q2

Person of Character Empowered Learner

What a Portrait Would Let Sierra Mesa See

A student who translates a lease is practicing what the State Board calls **Effective Communicator** and **Multilingual, Multicultural Learner**. A student who runs the count at a swap meet is a **Critical Thinker and Problem Solver**. A district portrait gives teachers and counselors the words to notice it, and gives students the words to put it on a college or job application.

Three Ways the District Could Start Seeing It

- Add a “strengths at home and work” prompt to student-led conferences and the grade 8 and grade 11 four-year plans.
- Recognize family translating and caregiving in the State Seal of Biliteracy pathway awards and in service-learning hours.
- Ask students the same question every spring and report the answers back to families, by campus.

THE GAP BY CAMPUS	NAMED A HIDDEN STRENGTH	CARING FOR FAMILY	TRANSLATING	WORKING	PERSISTENCE	LEADERSHIP
Sierra Mesa High School PTSA · 92 families	84%	38%	27%	33%	21%	22%
Canyon View Middle School PTA · 68 families	81%	44%	32%	18%	22%	15%
Desert Willow Middle School PTSA · 52 families	79%	42%	29%	15%	25%	15%

07 PARENT AND STUDENT, SIDE BY SIDE

Parents Saw Character. Students Saw How They Get Things Done.

In 64 Sierra Mesa families, a parent and their own child both answered. We compared what each named. They agreed on at least one strength **47% of the time**, above the state's 43%. Where they differed, each saw something real that the other missed.

64

matched parent and child pairs

47%

named the same strength · state 43%

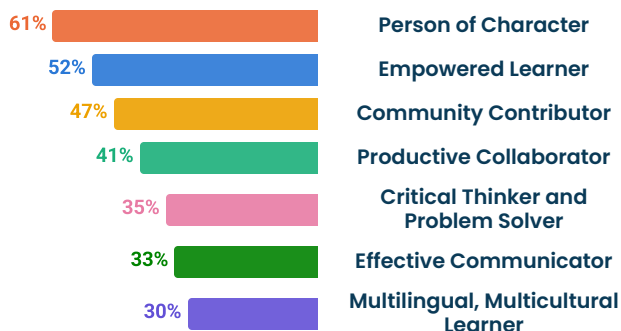
39%

parent named a strength the child didn't

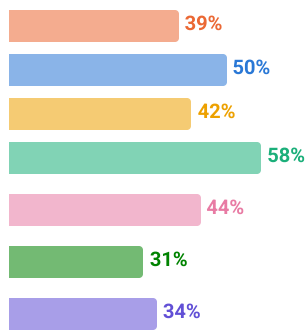
34%

child named a strength the parent didn't

WHAT PARENTS NAMED



WHAT STUDENTS NAMED



HOW TO READ THE MIRROR

Parents named **Person of Character** 22 points more often than their own children did. Students named **Productive Collaborator** 17 points more often than their parents.

Students also described themselves as problem solvers more than their parents did (44% vs 35%). They see the planning behind the responsibility; parents see the heart.

Neither view is complete. The third view, the school's, is the one this report asks the district to add.

Share of the 64 matched pairs. Bars are scaled to 70%.

Two Families, Two Views

DIFFERENT STRENGTHS NAMED

"Mi hija cuida a sus hermanitos cuando trabajo de noche. Les da de cenar, revisa la tarea, los acuesta."

My daughter looks after her little brothers when I work nights. She feeds them dinner, checks homework, puts them to bed.

PARENT · SPANISH **Person of Character** **Community Contributor**

"I'm good at keeping things running. If the plan falls apart I already have the next one."

HER DAUGHTER · STUDENT, GRADE 10 **Critical Thinker** **Empowered Learner**

SAME STRENGTH NAMED

"He's a leader on the soccer team, and not because he's the best player. Because he's the one who talks to the new guys."

PARENT · ENGLISH **Productive Collaborator** **Person of Character**

"I'm good at making the new players on the team feel like they belong. Somebody did that for me in sixth grade."

HIS SON · STUDENT, GRADE 8 **Productive Collaborator** **Person of Character**

Agreement Within the 64 Pairs

52%

Spanish-language pairs · n=27

43%

English-language pairs · n=37

49%

High school pairs · n=33

45%

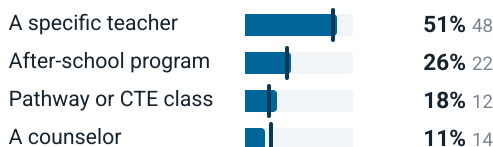
Middle school pairs · n=31

08 WHAT'S WORKING AT SCHOOL · QUESTION 4

Families Named People and Programs, Not Problems

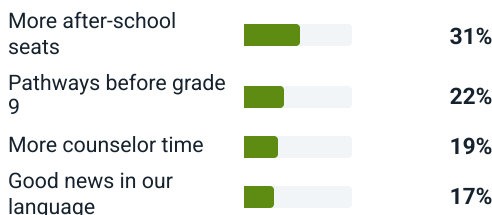
We asked, “What's one thing at school that really works for your child, and what would make it even better?” Sierra Mesa families named **3.6 strengths for every concern** (state 3.4). Half of them pointed to one specific teacher.

What Works



Small number is the California campaign. Pathway classes named most: welding, medical assisting, culinary.

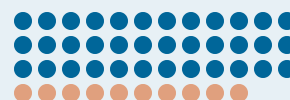
What Would Make It Better



Share of families who named an improvement. Families could name more than one.

ASSET RATIO

3.6:1



Strengths named for every concern, across all five questions. State: 3.4.

“Su maestra de inglés me llama cuando algo va bien, no solo cuando algo va mal. Eso lo cambió todo para nosotros.”

Her English teacher calls me when something goes well, not only when something goes wrong. That changed everything for us.

PARENT · SPANISH · Q4 **Empowered Learner**

“The welding class. He comes home and tells me about it at dinner. He never told me one thing about school before that class.”

PARENT · ENGLISH · Q4 **Critical Thinker** **Empowered Learner**

08 AT 25 · QUESTION 5

At 25, Families Want Durable Skills First, a Degree Fifth

Parents: “What Will Your Child Need to Thrive at 25?”



“Que sea buena persona, que tenga un trabajo estable, y que no se olvide de dónde viene.”

To be a good person, have a stable job, and not forget where she comes from.

PARENT · SPANISH · Q5 **Person of Character**

Students: “What Do You Want Your Life to Look Like at 25?”



Students in grades 6–12, n=118. “Help my family” ran 11 points above the state.

“Helping my mom so she doesn't have to work two jobs anymore.”

STUDENT, GRADE 9 · ENGLISH · Q5 **Community Contributor**

“A job I actually like and my own place. Close enough to come home for Sunday dinner.”

STUDENT, GRADE 11 · ENGLISH · Q5 **Empowered Learner**

For the LCAP

Families ranked a durable skill (86%) far ahead of a degree (34%), and students most often want to help their families. Both point to the same actions: protect the teachers and programs named here, start career pathways sooner, and describe graduates in Portrait terms, not only in credits.

09 IN THEIR OWN WORDS · SHARED WITH PERMISSION

Sierra Mesa, at Its Best

Ten answers, chosen because they are specific and because each family said yes to sharing them.

Spanish answers appear as spoken, with an English translation. Tags show the Portrait competencies the models found and a reviewer confirmed.

“Working at my uncle's taco truck I learned more math than in Algebra. You have to be fast and you can't mess up somebody's change.”

STUDENT, GRADE 10 · ENGLISH · Q1 **Critical Thinker**

Empowered Learner

“Bailo folklórico desde los seis años. Ahora les enseño a las niñas chiquitas los sábados.”

I've danced folklórico since I was six. Now I teach the little girls on Saturdays.

STUDENT, GRADE 8 · SPANISH · Q1 **Multilingual**

Community Contributor

“When the power went out in the heat wave he went door to door checking on the older neighbors. Nobody asked him to.”

PARENT · ENGLISH · Q1 **Community Contributor** **Person of Character**

“I want school to know I'm not lazy. I'm tired because I watch my sister until my mom gets home at eleven.”

STUDENT, GRADE 9 · ENGLISH · Q4 **Person of Character**

“La consejera que la llama por su nombre. Que haya más como ella.”

The counselor who calls her by her name. We need more like her.

PARENT · SPANISH · Q4 **Empowered Learner**

“She runs a little business selling stickers she designs. Spreadsheet and everything. She does her own taxes on it next year, she says.”

PARENT · ENGLISH · Q1 **Empowered Learner** **Critical Thinker**

“Mi tío. Trabajo con él en la construcción los sábados y me enseña a hacer las cosas bien la primera vez.”

My uncle. I work construction with him on Saturdays and he teaches me to do things right the first time.

STUDENT, GRADE 10 · SPANISH · Q3 **Person of Character**

Productive Collaborator

“I wish school knew I read like three books a week. Just not the ones on the list.”

STUDENT, GRADE 7 · ENGLISH · Q4 **Empowered Learner**

“Lo que va a necesitar a los 25 es saber hablar con gente que no piensa como él. Eso yo nunca lo pude aprender.”

What he'll need at 25 is to know how to talk with people who don't think like him. I never got to learn that.

PARENT · SPANISH · Q5 **Effective Communicator**

Productive Collaborator

“He's in the fire explorer program. He wants to be the guy who shows up when it's bad. He already is, at home.”

PARENT · ENGLISH · Q5 **Community Contributor** **Person of Character**

57

Sierra Mesa families (27%) gave permission for their words to be shared beyond this report, and 19 students did the same with a parent's consent. PTA leaders can request the full set of shareable quotes, in English and Spanish, for newsletters, slides and public comment.

Words Sierra Mesa Families Used Most

responsible · responsable helps · ayuda family · familia team

translates · traduce taught himself patient · paciencia figures it out explains church · iglesia coach

trabajador

Sized by how often the word or phrase appeared across all 212 family answers, English and Spanish combined.

10 READY FOR YOUR LCAP · DRAFTED FOR SIERRA MESA UNIFIED

Language the District Can Drop Into Its Plan

The California Department of Education's LCAP template asks every district to show who it heard from, how, and what changed because of it. Below, in the template's own format, is draft language Sierra Mesa Unified can adopt or adapt. Yellow cells are pre-filled from this report.

Engaging Educational Partners	
Educational Partner(s)	Process for Engagement
Parents and families , through Sierra Mesa High School PTSA, Canyon View Middle School PTA and Desert Willow Middle School PTSA	From February 3 to 11, 2027, 212 families answered five open-ended questions by voice, video or text, in English, Spanish and other home languages, during PTA meetings and at home (At Their Best listening campaign). Answers were tagged to the State Board's Portrait of a Learner and summarized in a chapter report delivered February 24, 2027.
Students , grades 6–12	118 students answered parallel questions with parent consent. In 64 families, parent and student answers were compared.
Parent Advisory Committee (PAC)	The chapter report was presented by PTA representatives at the March 17, 2027 PAC meeting and submitted as written comment. The superintendent responded in writing.
English Learner Parent Advisory Committee (ELPAC)	The Spanish-language report and findings for Spanish-speaking families (41% of respondents) were presented at the March 24, 2027 ELPAC meeting, with discussion in Spanish.

A summary of the feedback provided by specific educational partners.

Parents and families described their children's strengths in terms that match the State Board's Portrait of a Learner (93%), led by Person of Character (58%) and Empowered Learner (55%). Spanish-language families named multilingual strengths at a high rate (48%). Families asked the district to protect named teachers, after-school programs and career pathway classes, to start pathways before grade 9, and to recognize learning that happens at home and at work. Students most often hope to hold a job they like (63%) and to help their families (52%).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Families told us, in 212 answers across three PTA units, that their children's strengths most often show up at home, at work and in the community, and that 82% of those strengths are not captured in school records. In response, Goal 2 adds a family-voice metric tracking the percent of families who describe their child's strengths in Portrait of a Learner terms. Action 2.3 continues funding for after-school programs and career pathway classes that families named as working, and Action 2.6 begins pathway exploration in grades 7 and 8. Action 3.2 invites grandparents, coaches, faith leaders and employers to site advisory councils as community partners.

Goal 2 · Measuring and Reporting Results						
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Percent of families describing their child's strengths in Portrait of a Learner terms (At Their Best survey)	93% (2026–27)	[2027–28]	[2028–29]	95%	[To be reported]
2.5	Percent of families naming a strength school records do not capture (At Their Best survey, lower is better)	82% (2026–27)	[2027–28]	[2028–29]	70%	[To be reported]

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement. 3A: efforts to seek parent input in decisions for the district and each school site. 3B: parent participation in programs for low income, English learner and foster youth students.

Priority 6C School Climate. "Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness."

Format follows the CDE LCAP template (Engaging Educational Partners; Goals and Actions; Measuring and Reporting Results). Goal, metric and action numbers, meeting dates and targets are placeholders for the district to set. PTA units advise; the governing board adopts.

11 YOUR ACTION PLAN AND LCAP CALENDAR

From This Report to the Board Vote

California law gives families a door into every district plan: the superintendent must present the LCAP to the Parent Advisory Committee and answer its comments in writing, and the board must hold a public hearing before it adopts. Here is how Sierra Mesa's PTA units walk through it together.

Name What Families Already See 1

Ask: adopt a local portrait aligned to the State Board's, with metric 2.4 on page 10.

Evidence: 93% of families described a Portrait competency, unprompted.

WHERE IT FITS New or revised LCAP goal · Measuring and Reporting Results

Protect What's Working 2

Ask: keep after-school and pathway funding; start pathway exploration in grades 7 and 8.

Evidence: 51% named a teacher, 26% after-school, 18% a pathway class.

WHERE IT FITS Goal actions and expenditures · Golden State Pathways

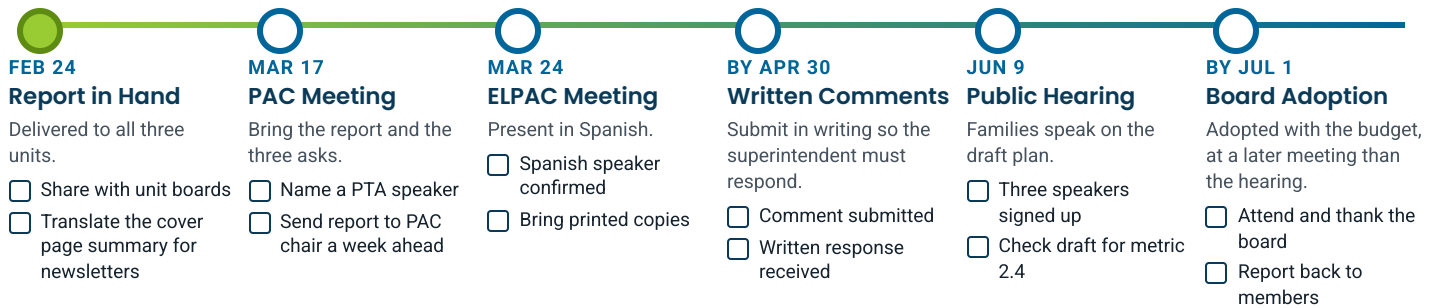
Bring the Helpers In 3

Ask: name relatives, coaches, faith leaders and employers as partners on site councils.

Evidence: 36% named grandparents and relatives, 8 points above the state.

WHERE IT FITS Priority 3 · Engaging Educational Partners · Community Schools

The Sierra Mesa LCAP Calendar



Meeting dates are illustrative. Confirm Sierra Mesa Unified's 2027 calendar with the district LCAP office.

A Sentence You Can Use

"My name is first name, and I'm a parent at school. In February, 212 Sierra Mesa families described their children at their best. 93% described a strength in the State Board's Portrait of a Learner, and 82% named one the school doesn't see. We ask the district to adopt a portrait / protect what's working / bring the helpers in, and to track it with a family-voice metric in the LCAP."

Works for public comment (usually 2 to 3 minutes), a PAC agenda item, or an email to your board member. A Spanish version is in the chapter kit.

Present It at Your Next PTA Meeting

- 1 Open with one quote.** Read a family's answer from page 9 aloud, in the language it was given. **2 MIN**
- 2 Show the cover wheel.** Seven competencies, and your families named every one. **3 MIN**
- 3 Walk the five findings** on page 2. Ask members which one surprised them. **4 MIN**
- 4 Choose your ask.** Vote on which of the three your unit will lead. **3 MIN**
- 5 Sign people up.** One speaker for the PAC, one for the public hearing, one to write the comment. **3 MIN**

What to Bring to Each Room

MEETING	BRING THESE PAGES	LEAD WITH	ASK FOR
Parent Advisory Committee	2, 4, 10	93% described a Portrait competency	Metric 2.4 in the draft LCAP, and a written response
English Learner PAC	4, 6, 9, in Spanish	48% of Spanish-language answers named multilingual strength	Recognition of translating and caregiving as learning
Public hearing	9, and the sentence above	One family's words, read aloud	Keep after-school and pathway funding in the adopted plan

12 METHOD, PRIVACY AND SOURCES

How We Listened, and How We Protected Families

The Five Questions

#	PARENT QUESTION	STUDENT QUESTION (GRADES 6–12)
1	When have you seen your child at their best as a learner?	When do you feel like you're learning something that matters?
2	What can your child do that grades and transcripts don't capture?	What's something you're good at that school doesn't notice?
3	Who outside of school has helped your child grow?	Who outside of school has helped you grow?
4	What's one thing at school that really works for your child, and what would make it even better?	What do you wish school understood about you?
5	What will your child need to thrive at 25?	What do you want your life to look like at 25?

Questions owned by Scaling Student Success.

MACHINE-LEARNING TAGGING

Answers are transcribed and translated, then tagged by machine-learning models for Portrait competencies, settings, helpers and visibility. Students are never scored; only themes are counted.

HUMAN REVIEW

Trained bilingual reviewers double-read a sample of every batch (15% for Sierra Mesa) and correct the tags. Reviewers and models agreed on 89% of competency tags in that sample.

WHO OWNS THE DATA

Scaling Student Success owns the questions, consent records and data. Impacter Pathway runs the platform as founding tech partner and does not sell or reuse family answers.

CONSENT

Two separate choices: take part, and, only if a family says yes, share words publicly. Students under 18 answered only with a parent's consent; under 13, a parent consented on a separate screen first.

DE-IDENTIFICATION

Names, schools, teachers and places that could identify a family are removed before analysis. Quotes use a first name, a role or a grade only.

NO GROUP UNDER TEN

No figure in this report describes fewer than ten people. Smaller groups are combined or left out.

SCALING STUDENT SUCCESS

Runs the campaign. Works to help “each and every California student” develop the skills and competencies for lifelong success.

CALIFORNIA STATE PTA CHAPTERS

Host the listening at their meetings and own their chapter's report, to bring to their district's LCAP.

IMPACTER PATHWAY

Founding tech partner. Runs capture, transcription, translation and machine-learning tagging.

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