

CALIFORNIA SCHOOL PARENT SURVEY



Santa Monica-Malibu Unified 2023-2024 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 School Health and Safety Office. For contract information, contact:

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Recommended citation:

Santa Monica-Malibu Unified School District. *California School Parent Survey, 2023-2024: Main Report*. San Francisco: WestEd for the California Department of Education.

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 2023-24 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

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

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

THE IMPORTANCE OF PARENT INVOLVEMENT

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

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

SURVEY CONTENT OVERVIEW

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

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

ONLINE DATA DASHBOARD

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

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

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

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

UNDERSTANDING THE DATA

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

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

IMPROVING SURVEY PARTICIPATION

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

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

RESOURCES

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

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

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

NEXT STEPS

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

Request School Reports

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

Request Disaggregated Report or Analyses

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

Compare Results with Student and Staff Surveys

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

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

Engage Parents in an Action Planning Process

- To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey

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

Add Questions to Your Next Survey

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: [†]Elementary student survey.

[‡]Secondary student survey.

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	1,492	797	184	511	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	1,488	797	184	507	–
Remote model only	4	0	0	4	–

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	38	50	24	24	–	A6.1
Parental involvement in school [§]	66	71	57	59	–	A6.3
School encourages me to be an active partner [†]	43	56	25	28	–	A6.1
School actively seeks the input of parents [†]	25	33	12	17	–	A6.1
Parents feel welcome to participate at this school [†]	40	57	21	20	–	A6.1
School Supports for Students						
Student learning environment [†]	38	48	25	27	–	A7.1
School is a safe place for my child [†]	42	54	23	29	–	A7.1
School motivates students to learn [†]	37	49	26	22	–	A7.1
School has adults who really care about students [†]	46	58	30	31	–	A7.1
Opportunities for meaningful student participation [†]	38	46	21	31	–	A7.1
Communication with parents about school [#]	44	53	34	34	–	A6.2
Teachers responsive to child's social and emotional needs ^Γ	82	92	70	71	–	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	78	82	73	74	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	34	44	22	23	–	A7.1
School treats all students with respect [†]	45	58	33	29	–	A7.1
School promotes respect of cultural beliefs/practices [†]	43	53	26	32	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	26	2	47	56	–	A8.1
Student alcohol and drug use ^{‡ψ}	7	2	9	16	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	12	2	17	25	–	A8.1
School disorder ^{¶ψ}	25	16	37	34	–	A8.2
Harassment or bullying of students ^{‡ψ}	9	5	21	9	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	34	42	25	26	–	A9.1

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

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

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

^ψIn-School only.

[#]Average percent of respondents reporting "Strongly agree" or "Very well."

^ΓAverage percent of respondents reporting "Agree" or "Strongly agree."

[¶]Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."

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

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

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Role at Home

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

Question A.2: I am a...

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	0	1	0	–
Asian or Asian American	7	7	4	7	–
Black or African American (Not Hispanic or Latinx)	3	3	2	4	–
Filipino	1	1	0	1	–
Hispanic or Latinx	14	13	17	14	–
Native Hawaiian or Pacific Islander	0	0	0	0	–
White (Not Hispanic/Latinx)	55	54	61	54	–
Two or more races/ethnicities	12	13	8	12	–
Not applicable, not sure, or decline to answer	8	9	8	7	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	3	4	0	0	–
Kindergarten	7	12	0	0	–
1st grade	7	13	0	0	–
2nd grade	7	13	0	0	–
3rd grade	10	17	0	0	–
4th grade	11	18	0	0	–
5th grade	12	20	0	0	–
6th grade	5	1	34	0	–
7th grade	5	1	34	1	–
8th grade	4	1	28	0	–
9th grade	0	0	0	0	–
10th grade	9	0	1	32	–
11th grade	10	0	1	35	–
12th grade	9	0	2	30	–
Other	1	0	0	1	–
Ungraded	0	0	1	0	–

Question A.5: In what grade is your child?

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

Table A3.5***Special Program Participation***

	All %	ES %	MS %	HS %	NT %
Special Education Program or has had an Individual Education Plan (IEP)	14	15	15	13	–
English Language Development (for children learning English)	3	4	2	3	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	15	0	17	36	–
Not applicable, not sure, or decline to answer	69	82	68	51	–

Question A.3: Is your child in any of these programs? (Mark all that apply.)

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

Total percentages may exceed 100% for “mark all that apply” items.

Table A3.6***Afterschool Program Participation (In-School Only)***

	All %	ES %	MS %	HS %	NT %
No	63	49	68	84	–
Yes - 1 day a week	5	6	6	3	–
Yes - 2 days a week	6	9	8	1	–
Yes - 3 days a week	4	5	3	2	–
Yes - 4 days a week	3	3	3	3	–
Yes - 5 days a week	18	27	12	7	–

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

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

4. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

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

Question A.56: Last week, how many weekdays did your child participate in school from home?

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

^{||} Last week.

Table A4.2

Perceptions of Remote Learning (Remote Only)

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

Question A.64: As you answer these questions, please think about you and your child's experience right now...

Our school/district has done a good job keeping me informed about remote learning.

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

Table A4.3**Rating of School Remote Learning Program (Remote Only)**

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

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

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

Table A4.4**Opportunities for Student Connection (Remote Only)**

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

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

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

5. Student Motivation and Optimism

Table A5.1

Student is Motivated to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	50	36	32	–
Agree	42	39	42	47	–
Disagree	10	7	13	14	–
Strongly disagree	3	1	5	4	–
Not sure/NA	3	3	4	2	–

Question A.61: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is motivated to complete the schoolwork she/he is assigned.

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

Table A5.2

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	57	40	32	–
Agree	42	36	46	52	–
Disagree	6	3	6	9	–
Strongly disagree	1	1	1	3	–
Not sure/NA	4	4	6	4	–

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

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

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	38	50	24	24	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	38	49	27	26	–
Agree	45	41	46	51	–
Disagree	9	6	12	11	–
Strongly disagree	3	2	5	4	–
Don’t know/NA	6	3	11	8	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	43	56	25	28	–
Agree	43	36	51	51	–
Disagree	8	4	16	10	–
Strongly disagree	3	2	3	4	–
Don’t know/NA	4	2	5	6	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	25	33	12	17	–
Agree	39	37	41	42	–
Disagree	14	10	20	18	–
Strongly disagree	6	4	7	9	–
Don’t know/NA	15	15	20	14	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	40	57	21	20	–
Agree	45	37	49	55	–
Disagree	8	3	11	14	–
Strongly disagree	3	1	5	4	–
Don't know/NA	5	1	14	7	–
School staff treat parents with respect.					
Strongly agree	44	56	33	29	–
Agree	47	38	55	58	–
Disagree	4	3	2	5	–
Strongly disagree	2	1	3	3	–
Don't know/NA	3	2	7	5	–
School staff take parent concerns seriously.					
Strongly agree	37	49	25	22	–
Agree	42	38	45	48	–
Disagree	9	6	12	12	–
Strongly disagree	3	2	4	5	–
Don't know/NA	9	5	15	13	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Communication with parents about school					
<i>Average reporting “Strongly agree” or “Very well”</i>	44	53	34	34	–
School keeps me well-informed about school activities.					
Strongly agree	51	61	36	40	–
Agree	41	35	51	47	–
Disagree	5	3	8	7	–
Strongly disagree	2	1	4	4	–
Don’t know/NA	1	0	1	2	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	36	49	23	20	–
Agree	48	42	50	56	–
Disagree	12	7	20	18	–
Strongly disagree	2	2	3	3	–
Don’t know/NA	2	1	4	3	–
Letting you know how your child is doing in school between report cards.					
Very well	52	55	53	49	–
Just okay	29	27	29	32	–
Not very well	9	9	8	11	–
Does not do it at all	6	6	7	6	–
Don’t know/NA	3	4	3	2	–

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

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %	ES %	MS %	HS %	NT %
Providing information about why your child is placed in particular groups or classes.					
Very well	34	40	20	29	–
Just okay	22	21	25	24	–
Not very well	13	10	17	16	–
Does not do it at all	13	10	21	15	–
Don't know/NA	18	19	17	16	–
Providing information on your expected role at your child's school.					
Very well	48	60	33	35	–
Just okay	29	25	36	33	–
Not very well	10	8	13	13	–
Does not do it at all	5	3	10	8	–
Don't know/NA	7	5	8	12	–
Providing information about how to help your child with homework.^ø					
Very well	45	50	25		–
Just okay	30	28	38		–
Not very well	11	9	19		–
Does not do it at all	7	5	13		–
Don't know/NA	7	7	5		–
Providing information on how to help your child plan for college or vocational school.^ø					
Very well	36	20	14	45	–
Just okay	26	15	18	29	–
Not very well	15	10	16	15	–
Does not do it at all	8	5	19	3	–
Don't know/NA	15	50	32	7	–

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

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

^øItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Parental involvement in school					
<i>Average reporting “Yes”</i>	66	71	57	59	–
Attended a school or class event					
No	14	10	23	18	–
Yes	86	90	77	82	–
Attended a general school meeting					
No	8	4	8	14	–
Yes	92	96	92	86	–
Participated in a meeting of the parent-teacher organization or association					
No	48	40	61	56	–
Yes	52	60	39	44	–
Participated in fundraising for the school					
No	27	18	36	38	–
Yes	73	82	64	62	–
Served on a school committee					
No	76	71	90	78	–
Yes	24	29	10	22	–
Served as a volunteer in this child’s classroom or elsewhere in the school.^ø					
No	37	29	72		–
Yes	63	71	28		–

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

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

^øItem not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.^ø					
No	20	11	59		–
Yes	80	89	41		–
Met with a school counselor in person or remotely.^ø					
No	64	75	61	46	–
Yes	36	25	39	54	–

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

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

^øItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	38	48	25	27	–
<i>This school...</i>					
promotes academic success for all students.					
Strongly agree	39	47	31	30	–
Agree	46	41	56	51	–
Disagree	7	6	7	8	–
Strongly disagree	3	3	2	5	–
Don’t know/NA	4	3	4	6	–
treats all students with respect.					
Strongly agree	45	58	33	29	–
Agree	44	36	55	53	–
Disagree	5	3	6	9	–
Strongly disagree	2	1	2	3	–
Don’t know/NA	4	2	4	5	–
gives all students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	38	46	21	31	–
Agree	43	39	50	47	–
Disagree	6	5	13	6	–
Strongly disagree	1	1	2	2	–
Don’t know/NA	11	9	14	14	–
provides quality counseling or other ways to help students with social or emotional needs.					
Strongly agree	31	34	26	29	–
Agree	37	32	45	43	–
Disagree	7	6	10	8	–
Strongly disagree	3	2	3	3	–
Don’t know/NA	22	26	17	17	–

Question A.7-9, 11: This school... promotes academic success for all students... treats all students with respect... gives all students opportunities to “make a difference” by helping other people, the school, or the community... provides quality counseling or other ways to help students with social or emotional needs.

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a supportive and inviting place for students to learn.					
Strongly agree	42	55	27	29	–
Agree	47	39	57	57	–
Disagree	6	4	9	7	–
Strongly disagree	2	2	2	3	–
Don't know/NA	3	1	5	4	–
communicates the importance of respecting different cultural beliefs and practices.					
Strongly agree	43	53	26	32	–
Agree	43	38	48	50	–
Disagree	5	3	10	6	–
Strongly disagree	1	1	4	2	–
Don't know/NA	8	5	12	11	–
provides instructional materials that reflect my child's culture, ethnicity, and identity.					
Strongly agree	30	37	22	21	–
Agree	37	34	40	41	–
Disagree	9	8	10	11	–
Strongly disagree	2	2	3	2	–
Don't know/NA	22	19	26	25	–
enforces school rules equally for my child and all students.					
Strongly agree	34	44	22	23	–
Agree	40	36	43	45	–
Disagree	9	7	11	10	–
Strongly disagree	3	2	6	3	–
Don't know/NA	14	10	18	20	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has quality programs for my child’s talents, gifts, or special needs.					
Strongly agree	29	32	19	27	–
Agree	39	34	41	47	–
Disagree	14	15	17	11	–
Strongly disagree	5	5	5	5	–
Don’t know/NA	13	13	18	10	–
is a safe place for my child.					
Strongly agree	42	54	23	29	–
Agree	49	41	60	58	–
Disagree	5	3	10	7	–
Strongly disagree	2	1	4	4	–
Don’t know/NA	2	1	2	3	–
provides high quality instruction to my child.					
Strongly agree	38	49	26	26	–
Agree	49	41	59	57	–
Disagree	7	5	7	10	–
Strongly disagree	3	3	2	3	–
Don’t know/NA	3	2	5	5	–
motivates students to learn.					
Strongly agree	37	49	26	22	–
Agree	47	41	55	54	–
Disagree	8	5	8	12	–
Strongly disagree	2	2	2	3	–
Don’t know/NA	6	4	9	9	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has teachers who go out of their way to help students.					
Strongly agree	44	57	28	28	–
Agree	43	35	53	51	–
Disagree	6	3	8	9	–
Strongly disagree	2	2	1	3	–
Don't know/NA	6	3	10	9	–
has adults who really care about students.					
Strongly agree	46	58	30	31	–
Agree	43	35	54	50	–
Disagree	4	3	4	6	–
Strongly disagree	1	1	4	2	–
Don't know/NA	6	3	9	10	–
has high expectations for all students.					
Strongly agree	34	43	21	25	–
Agree	43	38	50	47	–
Disagree	11	9	14	12	–
Strongly disagree	3	2	2	5	–
Don't know/NA	9	7	13	11	–
encourages students to care about how others feel.					
Strongly agree	39	55	19	23	–
Agree	43	39	51	47	–
Disagree	5	3	13	6	–
Strongly disagree	2	1	2	3	–
Don't know/NA	11	3	15	21	–

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

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

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

	All %	ES %	MS %	HS %	NT %
My child's teachers are responsive to my child's social and emotional needs.					
Strongly agree	43	60	25	23	–
Agree	39	32	45	48	–
Disagree	7	3	10	11	–
Strongly disagree	2	1	3	3	–
Not sure/NA	9	4	17	15	–
Support staff are available to my child if he/she needs them.					
Strongly agree	38	42	40	31	–
Agree	36	28	39	49	–
Disagree	4	3	5	4	–
Strongly disagree	2	2	3	1	–
Not sure/NA	20	25	14	14	–
Our school provides parents with advice and resources to support my child's social and emotional needs.					
Strongly agree	37	46	26	28	–
Agree	41	36	47	46	–
Disagree	6	4	9	8	–
Strongly disagree	3	1	3	4	–
Not sure/NA	13	12	14	14	–

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

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

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

	All %	ES %	MS %	HS %	NT %
My child is receiving adequate instruction from teachers to support assigned work.					
Strongly agree	39	53	24	24	–
Agree	44	36	55	53	–
Disagree	8	5	9	14	–
Strongly disagree	2	2	2	3	–
Not sure/NA	6	4	10	7	–

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

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

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %	ES %	MS %	HS %	NT %
Substance use problems					
<i>Average reporting any problems</i>	26	2	47	56	–
<i>Based on your experience, how much of a problem at this school is...</i>					
student tobacco use?					
Not a problem	51	80	28	15	–
Small problem	5	0	12	11	–
Somewhat a problem	11	0	22	23	–
Large problem	7	1	8	16	–
Don't know/NA	26	19	30	35	–
student vaping or e-cigarette use?					
Not a problem	47	79	15	8	–
Small problem	7	1	19	12	–
Somewhat a problem	12	0	20	27	–
Large problem	12	2	17	25	–
Don't know/NA	23	19	29	27	–
student alcohol and drug use?					
Not a problem	49	79	22	9	–
Small problem	7	0	17	14	–
Somewhat a problem	11	0	17	25	–
Large problem	7	2	9	16	–
Don't know/NA	26	18	36	36	–

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

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

Table A8.2***School Disorder Scale Questions (In-School Only)***

	All %	ES %	MS %	HS %	NT %
School disorder					
<i>Average reporting any problems</i>	25	16	37	34	–
<i>Based on your experience, how much of a problem at this school is...</i>					
harassment or bullying?					
Not a problem	26	37	13	14	–
Small problem	26	29	29	20	–
Somewhat a problem	17	11	23	23	–
Large problem	9	5	21	9	–
Don't know/NA	22	17	15	34	–
physical fights?					
Not a problem	40	55	22	23	–
Small problem	19	17	25	21	–
Somewhat a problem	13	5	18	23	–
Large problem	5	3	14	6	–
Don't know/NA	23	20	21	27	–
racial/ethnic conflict among students?					
Not a problem	45	60	33	26	–
Small problem	13	9	15	18	–
Somewhat a problem	6	2	12	12	–
Large problem	3	2	7	4	–
Don't know/NA	33	28	33	41	–
students not respecting staff?					
Not a problem	41	59	25	19	–
Small problem	17	13	24	21	–
Somewhat a problem	8	3	15	14	–
Large problem	4	3	7	5	–
Don't know/NA	29	22	30	41	–

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

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

Table A8.2

School Disorder Scale Questions – Continued (In-School Only)

	All %	ES %	MS %	HS %	NT %
Based on your experience, how much of a problem at this school is...					
gang-related activity?					
Not a problem	63	81	51	38	–
Small problem	4	0	7	8	–
Somewhat a problem	2	0	2	5	–
Large problem	2	1	3	4	–
Don't know/NA	30	17	36	46	–
weapons possession?					
Not a problem	62	81	52	36	–
Small problem	5	1	5	12	–
Somewhat a problem	3	0	2	6	–
Large problem	2	1	2	4	–
Don't know/NA	28	16	40	42	–
vandalism (including graffiti)?					
Not a problem	57	75	41	33	–
Small problem	9	3	15	15	–
Somewhat a problem	4	1	7	9	–
Large problem	3	2	4	4	–
Don't know/NA	27	19	34	39	–

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

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

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

	All %	ES %	MS %	HS %	NT %
No	4	2	3	8	–
Yes	81	83	84	77	–
Don't know	15	15	13	16	–

Question A.28: Does this school ban tobacco use and vaping on school property and at school sponsored events?

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

9. Facilities

Table A9.1

School Has Clean and Well-Maintained Facilities and Properties (In-School Only)

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	42	25	26	—
Agree	51	46	55	58	—
Disagree	9	8	12	8	—
Strongly disagree	2	2	2	2	—
Don't know/NA	3	2	6	5	—

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

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

10. Race/Ethnicity Breakdowns

Table A10.1

Parental Involvement by Race/Ethnicity

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
American Indian or Alaska Native					—
Asian or Asian American	37	52	14	18	—
Black or African American (Not Hispanic/Latinx)	40	51		32	—
Filipino	52				—
Hispanic or Latinx	40	54	37	21	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	39	54	22	24	—
Two or more races/ethnicities	35	42	28	25	—
Parental involvement in school[§]					
American Indian or Alaska Native					—
Asian or Asian American	68	72	60	61	—
Black or African American (Not Hispanic/Latinx)	55	59		52	—
Filipino	60				—
Hispanic or Latinx	63	71	58	53	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	66	72	59	60	—
Two or more races/ethnicities	65	68	49	65	—
School encourages me to be an active partner[†]					
American Indian or Alaska Native					—
Asian or Asian American	46	63	14	24	—
Black or African American (Not Hispanic/Latinx)	46	55		39	—
Filipino	43				—
Hispanic or Latinx	41	55	37	23	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	46	62	22	29	—
Two or more races/ethnicities	37	41	38	30	—

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

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

[§]*Average percent of respondents reporting “Yes.”*

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

	All %	ES %	MS %	HS %	NT %
School actively seeks the input of parents[†]					
American Indian or Alaska Native					–
Asian or Asian American	23	33	14	9	–
Black or African American (Not Hispanic/Latinx)	32	35		33	–
Filipino	43				–
Hispanic or Latinx	28	34	26	19	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	26	37	9	16	–
Two or more races/ethnicities	22	26	8	19	–
Parents feel welcome to participate at this school[†]					
American Indian or Alaska Native					–
Asian or Asian American	40	61	0	12	–
Black or African American (Not Hispanic/Latinx)	39	50		28	–
Filipino	57				–
Hispanic or Latinx	41	61	33	15	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	42	60	19	22	–
Two or more races/ethnicities	37	51	29	16	–

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
American Indian or Alaska Native					—
Asian or Asian American	36	47	13	23	—
Black or African American (Not Hispanic/Latinx)	36	46		31	—
Filipino	53				—
Hispanic or Latinx	42	50	46	28	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	40	53	23	27	—
Two or more races/ethnicities	34	40	28	24	—
School is a safe place for my child[†]					
American Indian or Alaska Native					—
Asian or Asian American	47	67	14	21	—
Black or African American (Not Hispanic/Latinx)	41	60		28	—
Filipino	67				—
Hispanic or Latinx	42	52	33	32	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	43	57	24	30	—
Two or more races/ethnicities	35	42	23	25	—
School motivates students to learn[†]					
American Indian or Alaska Native					—
Asian or Asian American	38	52	14	21	—
Black or African American (Not Hispanic/Latinx)	40	55		29	—
Filipino	57				—
Hispanic or Latinx	40	48	58	22	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	38	54	20	20	—
Two or more races/ethnicities	34	41	38	20	—

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
School has adults who really care about students[†]					
American Indian or Alaska Native					–
Asian or Asian American	45	63	0	24	–
Black or African American (Not Hispanic/Latinx)	40	55		29	–
Filipino	57				–
Hispanic or Latinx	42	55	42	22	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	50	65	31	33	–
Two or more races/ethnicities	41	48	43	28	–
Opportunities for meaningful student participation[†]					
American Indian or Alaska Native					–
Asian or Asian American	35	43	14	27	–
Black or African American (Not Hispanic/Latinx)	39	45		39	–
Filipino	57				–
Hispanic or Latinx	40	43	37	37	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	40	51	19	30	–
Two or more races/ethnicities	34	40	15	27	–
Communication with parents about school[#]					
American Indian or Alaska Native					–
Asian or Asian American	48	59	30	33	–
Black or African American (Not Hispanic/Latinx)	49	64		38	–
Filipino	63				–
Hispanic or Latinx	50	60	50	36	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	44	55	31	34	–
Two or more races/ethnicities	39	45	36	31	–

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

[†]Average percent of respondents reporting “Strongly agree.”

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

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

	All %	ES %	MS %	HS %	NT %
Teachers responsive to child’s social and emotional needs^Γ					
American Indian or Alaska Native					–
Asian or Asian American	90	100	50	81	–
Black or African American (Not Hispanic/Latinx)	86	100		76	–
Filipino	86				–
Hispanic or Latinx	86	92	88	75	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	81	92	67	68	–
Two or more races/ethnicities	84	90	100	70	–
School provides parents with advice and resources to support my child’s social and emotional needs^Γ					
American Indian or Alaska Native					–
Asian or Asian American	81	90	50	72	–
Black or African American (Not Hispanic/Latinx)	72	75		71	–
Filipino	71				–
Hispanic or Latinx	84	90	96	71	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	78	81	72	76	–
Two or more races/ethnicities	76	78	82	70	–

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

^Γ*Average percent of respondents reporting “Agree” or “Strongly agree.”*

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

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
American Indian or Alaska Native					—
Asian or Asian American	32	37	14	27	—
Black or African American (Not Hispanic/Latinx)	34	45		28	—
Filipino	43				—
Hispanic or Latinx	39	53	37	19	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	36	48	23	23	—
Two or more races/ethnicities	29	35	15	21	—
School treats all students with respect[†]					
American Indian or Alaska Native					—
Asian or Asian American	40	54	29	19	—
Black or African American (Not Hispanic/Latinx)	41	55		33	—
Filipino	71				—
Hispanic or Latinx	48	58	50	34	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	48	64	30	30	—
Two or more races/ethnicities	40	50	38	23	—
School promotes respect of cultural beliefs/practices[†]					
American Indian or Alaska Native					—
Asian or Asian American	44	54	14	33	—
Black or African American (Not Hispanic/Latinx)	40	50		35	—
Filipino	43				—
Hispanic or Latinx	45	55	41	31	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	45	59	24	33	—
Two or more races/ethnicities	36	42	31	28	—

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
American Indian or Alaska Native					—
Asian or Asian American	24	2	56	53	—
Black or African American (Not Hispanic/Latinx)	31	5		56	—
Filipino	62				—
Hispanic or Latinx	31	5	46	63	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	26	1	48	56	—
Two or more races/ethnicities	21	2	36	50	—
Student alcohol and drug use^{‡ψ}					
American Indian or Alaska Native					—
Asian or Asian American	7	2	17	13	—
Black or African American (Not Hispanic/Latinx)	15	5		28	—
Filipino	29				—
Hispanic or Latinx	13	5	12	25	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	5	1	7	12	—
Two or more races/ethnicities	6	0	8	17	—
Student vaping or e-cigarette use^{‡ψ}					
American Indian or Alaska Native					—
Asian or Asian American	8	2	17	15	—
Black or African American (Not Hispanic/Latinx)	15	5		28	—
Filipino	43				—
Hispanic or Latinx	16	5	23	30	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	10	0	13	25	—
Two or more races/ethnicities	12	1	23	27	—

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School only.

[‡]Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
School disorder^{¶ψ}					
American Indian or Alaska Native					–
Asian or Asian American	25	15	50	37	–
Black or African American (Not Hispanic/Latinx)	29	14		40	–
Filipino	49				–
Hispanic or Latinx	28	16	37	41	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	24	16	35	32	–
Two or more races/ethnicities	22	16	36	29	–
Harassment or bullying of students^{‡ψ}					
American Indian or Alaska Native					–
Asian or Asian American	11	7	33	13	–
Black or African American (Not Hispanic/Latinx)	12	0		17	–
Filipino	43				–
Hispanic or Latinx	13	10	23	14	–
Native Hawaiian or Pacific Islander					–
White (Not Hispanic/Latinx)	7	5	19	6	–
Two or more races/ethnicities	5	3	8	9	–

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School only.

[‡]Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
American Indian or Alaska Native					—
Asian or Asian American	31	40	0	24	—
Black or African American (Not Hispanic/Latinx)	38	40		41	—
Filipino	43				—
Hispanic or Latinx	43	52	38	30	—
Native Hawaiian or Pacific Islander					—
White (Not Hispanic/Latinx)	35	44	25	26	—
Two or more races/ethnicities	28	31	31	23	—

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

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

^ψ*In-School only.*

11. English Learner Breakdowns

Table A11.1

Parental Involvement by English Learner Status

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Not English learner	36	49	24	23	–
English learner	52	61		36	–
Parental involvement in school[§]					
Not English learner	65	71	56	60	–
English learner	65	72		47	–
School encourages me to be an active partner[†]					
Not English learner	41	55	25	27	–
English learner	50	57		36	–
School actively seeks the input of parents[†]					
Not English learner	24	32	10	17	–
English learner	44	48		27	–
Parents feel welcome to participate at this school[†]					
Not English learner	38	55	22	19	–
English learner	53	65		36	–

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

[†]Average percent of respondents reporting “Strongly agree.”

[§]Average percent of respondents reporting “Yes.”

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

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Not English learner	36	46	25	26	–
English learner	54	54		49	–
School is a safe place for my child[†]					
Not English learner	39	52	22	27	–
English learner	58	52		64	–
School motivates students to learn[†]					
Not English learner	35	47	28	21	–
English learner	58	57		55	–
School has adults who really care about students[†]					
Not English learner	43	56	28	31	–
English learner	50	57		36	–
Opportunities for meaningful student participation[†]					
Not English learner	36	44	20	30	–
English learner	56	48		64	–
Communication with parents about school[#]					
Not English learner	43	51	33	34	–
English learner	64	75		46	–
Teachers responsive to child's social and emotional needs^Γ					
Not English learner	81	91	70	72	–
English learner	90	100		70	–
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
Not English learner	77	80	72	75	–
English learner	93	100		80	–

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

[†]Average percent of respondents reporting “Strongly agree.”

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

^ΓAverage percent of respondents reporting “Agree” or “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
Not English learner	32	43	22	22	—
English learner	56	61		36	—
School treats all students with respect[†]					
Not English learner	43	55	35	28	—
English learner	67	65		64	—
School promotes respect of cultural beliefs/practices[†]					
Not English learner	40	51	26	30	—
English learner	64	61		64	—

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
Not English learner	28	2	46	57	—
English learner	29	14		45	—
Student alcohol and drug use^{‡ψ}					
Not English learner	8	1	10	16	—
English learner	23	14		36	—
Student vaping or e-cigarette use^{‡ψ}					
Not English learner	12	1	18	25	—
English learner	23	14		36	—
School disorder^{¶ψ}					
Not English learner	26	16	37	35	—
English learner	22	18		29	—
Harassment or bullying of students^{‡ψ}					
Not English learner	9	6	21	9	—
English learner	17	5		36	—

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School only.

[‡]Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
Not English learner	33	41	24	24	—
English learner	50	48		45	—

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

[†]Average percent of respondents reporting “Strongly agree.”

^ψIn-School only.

12. Special Education Breakdowns

Table A12.1

Parental Involvement by Individualized Education Plan (IEP) Placement

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
No IEP	36	49	23	23	–
IEP	39	49	31	25	–
Parental involvement in school[§]					
No IEP	65	70	58	60	–
IEP	65	77	47	53	–
School encourages me to be an active partner[†]					
No IEP	41	55	24	28	–
IEP	41	55	33	22	–
School actively seeks the input of parents[†]					
No IEP	24	34	11	16	–
IEP	25	29	17	22	–
Parents feel welcome to participate at this school[†]					
No IEP	37	55	21	18	–
IEP	45	60	21	28	–

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

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

[§]*Average percent of respondents reporting “Yes.”*

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

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
No IEP	37	47	26	26	–
IEP	37	44	28	30	–
School is a safe place for my child[†]					
No IEP	39	52	20	27	–
IEP	42	51	37	31	–
School motivates students to learn[†]					
No IEP	36	48	28	21	–
IEP	35	40	33	27	–
School has adults who really care about students[†]					
No IEP	43	56	30	31	–
IEP	44	59	21	29	–
Opportunities for meaningful student participation[†]					
No IEP	36	44	20	30	–
IEP	40	45	26	37	–
Communication with parents about school[#]					
No IEP	43	52	32	34	–
IEP	46	53	42	36	–
Teachers responsive to child's social and emotional needs^Γ					
No IEP	81	92	70	70	–
IEP	84	89	72	81	–
School provides parents with advice and resources to support my child's social and emotional needs^Γ					
No IEP	77	80	74	75	–
IEP	80	85	67	75	–

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

[†]Average percent of respondents reporting “Strongly agree.”

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

^ΓAverage percent of respondents reporting “Agree” or “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
No IEP	33	44	23	22	–
IEP	33	41	21	24	–
School treats all students with respect[†]					
No IEP	43	57	36	28	–
IEP	43	52	32	35	–
School promotes respect of cultural beliefs/practices[†]					
No IEP	41	51	28	30	–
IEP	42	51	21	36	–

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
No IEP	28	2	50	57	—
IEP	22	1	24	55	—
Student alcohol and drug use^{‡ψ}					
No IEP	8	2	10	16	—
IEP	8	1	11	19	—
Student vaping or e-cigarette use^{‡ψ}					
No IEP	12	2	18	24	—
IEP	12	1	17	28	—
School disorder^{¶ψ}					
No IEP	26	16	37	34	—
IEP	26	16	34	40	—
Harassment or bullying of students^{‡ψ}					
No IEP	9	6	21	8	—
IEP	12	6	28	15	—

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School only.

[‡]Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
No IEP	32	42	23	23	—
IEP	38	37	41	38	—

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

[†]Average percent of respondents reporting “Strongly agree.”

^ψIn-School only.

13. Parent Role Breakdowns

Table A13.1

Parental Involvement by Parent Role

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement[†]					
Parent of the child	38	50	23	24	—
Foster parent					—
Other relatives and/or legal guardian	28				—
Parental involvement in school[§]					
Parent of the child	66	71	57	60	—
Foster parent					—
Other relatives and/or legal guardian	43				—
School encourages me to be an active partner[†]					
Parent of the child	43	57	25	28	—
Foster parent					—
Other relatives and/or legal guardian	20	20			—
School actively seeks the input of parents[†]					
Parent of the child	25	33	11	17	—
Foster parent					—
Other relatives and/or legal guardian	30	20			—
Parents feel welcome to participate at this school[†]					
Parent of the child	40	57	20	20	—
Foster parent					—
Other relatives and/or legal guardian	33				—

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

[†]Average percent of respondents reporting “Strongly agree.”

[§]Average percent of respondents reporting “Yes.”

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

	All %	ES %	MS %	HS %	NT %
Student learning environment[†]					
Parent of the child	38	49	25	27	—
Foster parent					—
Other relatives and/or legal guardian	24	19			—
School is a safe place for my child[†]					
Parent of the child	42	54	23	29	—
Foster parent					—
Other relatives and/or legal guardian	40	40			—
School motivates students to learn[†]					
Parent of the child	37	49	27	22	—
Foster parent					—
Other relatives and/or legal guardian	20	20			—
School has adults who really care about students[†]					
Parent of the child	46	59	30	31	—
Foster parent					—
Other relatives and/or legal guardian	30	20			—
Opportunities for meaningful student participation[†]					
Parent of the child	38	47	21	31	—
Foster parent					—
Other relatives and/or legal guardian	10	0			—
Communication with parents about school[#]					
Parent of the child	44	53	33	35	—
Foster parent					—
Other relatives and/or legal guardian	31				—
Teachers responsive to child's social and emotional needs^Γ					
Parent of the child	82	93	71	71	—
Foster parent					—
Other relatives and/or legal guardian	57				—

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

[†]Average percent of respondents reporting “Strongly agree.”

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

^ΓAverage percent of respondents reporting “Agree” or “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
School provides parents with advice and resources to support my child’s social and emotional needs[†]					
Parent of the child	78	82	73	74	–
Foster parent					–
Other relatives and/or legal guardian	71				–

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
School enforces school rules equally[†]					
Parent of the child	34	45	22	23	–
Foster parent					–
Other relatives and/or legal guardian	30	20			–
School treats all students with respect[†]					
Parent of the child	45	58	33	29	–
Foster parent					–
Other relatives and/or legal guardian	20	20			–
School promotes respect of cultural beliefs/practices[†]					
Parent of the child	43	54	27	32	–
Foster parent					–
Other relatives and/or legal guardian	10	0			–

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

[†]Average percent of respondents reporting “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %
Substance use problems^{¶ψ}					
Parent of the child	26	2	47	56	—
Foster parent					—
Other relatives and/or legal guardian	29				—
Student alcohol and drug use^{‡ψ}					
Parent of the child	7	2	9	16	—
Foster parent					—
Other relatives and/or legal guardian	0				—
Student vaping or e-cigarette use^{‡ψ}					
Parent of the child	12	2	17	25	—
Foster parent					—
Other relatives and/or legal guardian	0				—
School disorder^{¶ψ}					
Parent of the child	25	16	37	34	—
Foster parent					—
Other relatives and/or legal guardian	16				—
Harassment or bullying of students^{‡ψ}					
Parent of the child	9	5	21	9	—
Foster parent					—
Other relatives and/or legal guardian	0				—

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

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School only.

[‡]Percent of respondents reporting “Large problem.”

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

	All %	ES %	MS %	HS %	NT %
School has clean and well-maintained facilities/properties^{†ψ}					
Parent of the child	35	42	25	26	–
Foster parent					–
Other relatives and/or legal guardian	20	20			–

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

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

^ψ*In-School only.*

Z. Santa Monica-Malibu Unified Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	1,216	633	154	429	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Custom Questions

Table Z2.1

This school allows input and welcomes parents' contribution.

	School Type			Total %
	ES %	MS %	HS %	
Strongly agree	52	23	24	39
Agree	37	45	48	42
Disagree	5	12	10	8
Strongly disagree	2	4	7	4
Don't know/NA	4	16	11	8

Question Z.1.

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

Appendix

2023-24 CSPA Parent Survey Data Status

Eligible Elementary Schools	Data Received
Edison Elementary	X
Franklin Elementary	X
Grant Elementary	X
ISP - Independent Study	
Malibu Elementary	X
McKinley Elementary	X
Roosevelt Elementary	X
Santa Monica Alternative (K-8)	X
Webster Elementary	X
Will Rogers Elementary	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
John Adams Middle	X
Lincoln Middle	X
Malibu Middle	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPA Parent Survey Data Status

Eligible High Schools	Data Received
Malibu High	X
PBL High	X
Santa Monica High	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSPA Parent Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Olympic High (Continuation)	

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.