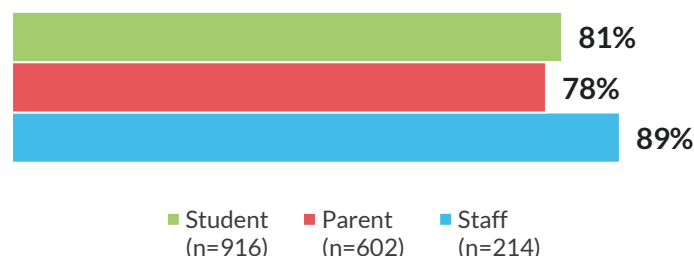
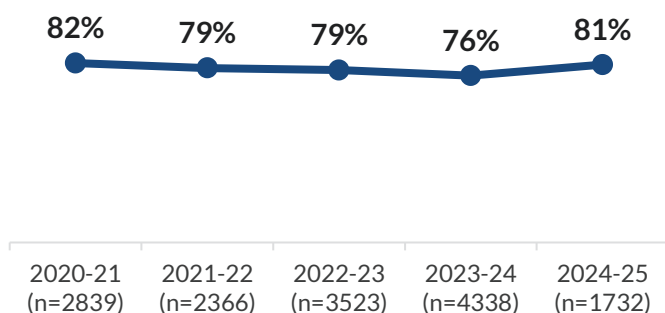


Santa Monica-Malibu Unified School District (SMMUSD) partners with Hanover Research to administer an annual Culture and Climate Survey to students (Grades 4-12 in 2020-2024; Grades 4, 6, 9, and 10 in 2025), staff, families, and community members. The survey was administered five times: in Spring of 2025, 2024, 2023, 2022, and 2021. SMMUSD uses this survey to gather perceptions and opinions and to identify areas of strength and weakness within the district. A total of 16,663 responses were collected across the five administration periods. This infographic provides a summary of key findings across the five survey administrations. *Note: An asterisk (*) indicates a statistically significant difference between groups or years. Question text and answer options marked with † are truncated for clarity and brevity.*

OVERALL QUALITY

Respondents continue to hold high perceptions of the overall quality of education, with most (81%) indicating the quality is good or excellent in the 2024-25 school year. A strong majority also agree or strongly agree that they like their school (81%).

How would you rate the overall quality of the education provided at [school location]?
% Good + % Excellent



INSTRUCTIONAL EXPECTATIONS BY YEAR

Most respondents express positive sentiments regarding the instructional climate the SMMUSD schools. A strong majority of respondents indicate that district schools provide a broad course of study (84%) and prepares students to be ready for the future (72%). Similar to previous school years, while the sentiment is still positive, a comparatively smaller percentage report that district schools adequately challenges advanced students (64%).



78%

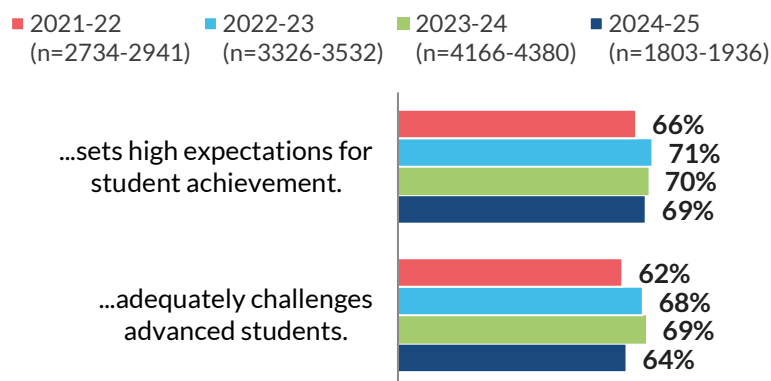
of 2025 respondents agree that teachers keep students updated on their academic progress.



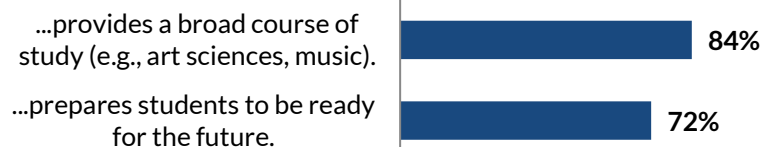
77%

of 2025 respondents agree that teachers provide extra help to students when they need it.

[My/My child's] school...
% Agree + % Strongly Agree



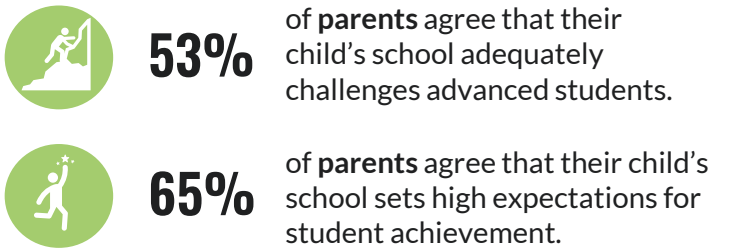
2024-25 Only
(n=1925-1936)



INSTRUCTIONAL EXPECTATIONS BY GROUP

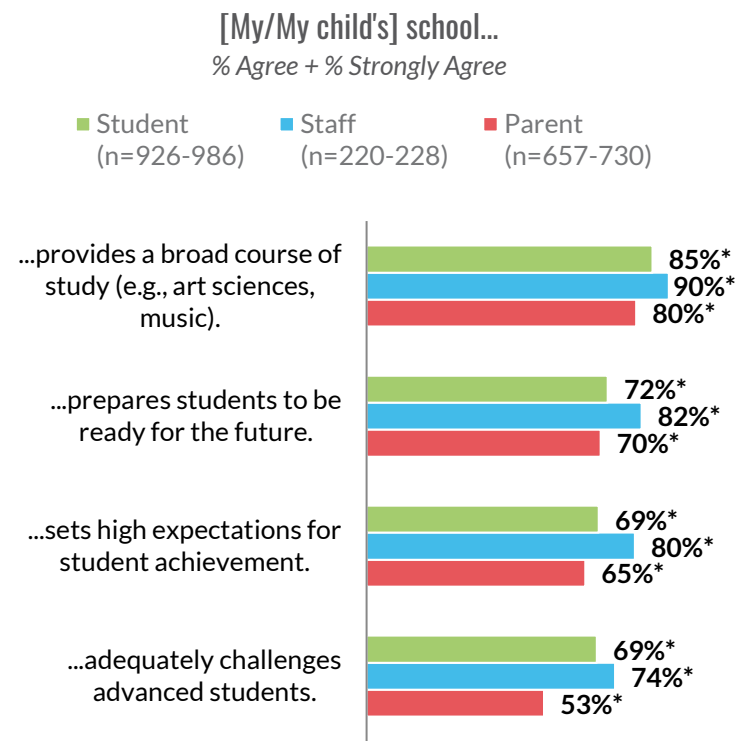
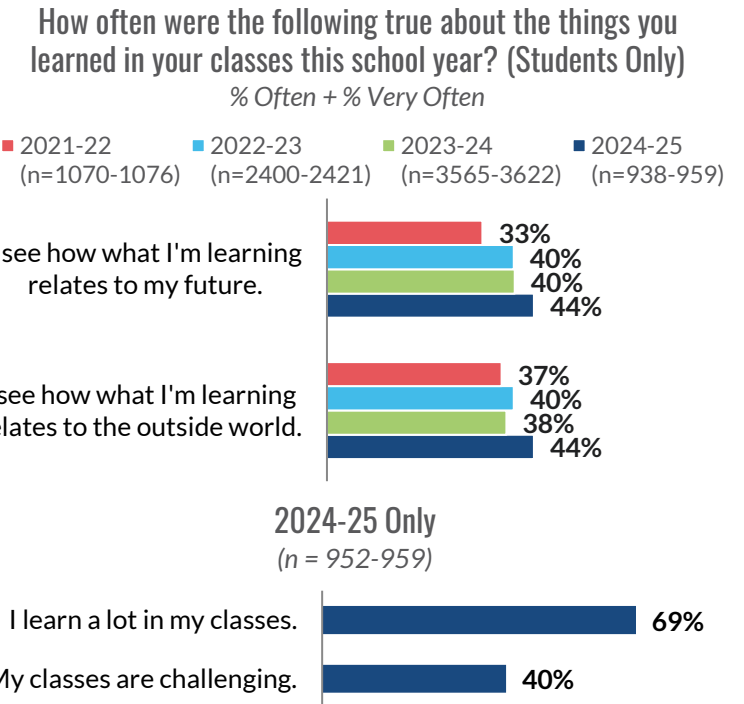
In general, staff respondents hold higher opinions about their schools’ instructional climate than student and parent respondents. For instance, staff respondents are more likely to report that teachers provide extra help to students when needed (staff: 93%, students: 78%, parents: 71%) and offer helpful feedback on students’ learning (staff: 96%, students: 72%, parents: 71%).

Notably, parent respondents continue to see opportunities to enhance the challenge level for advanced students and expectations for student achievement.



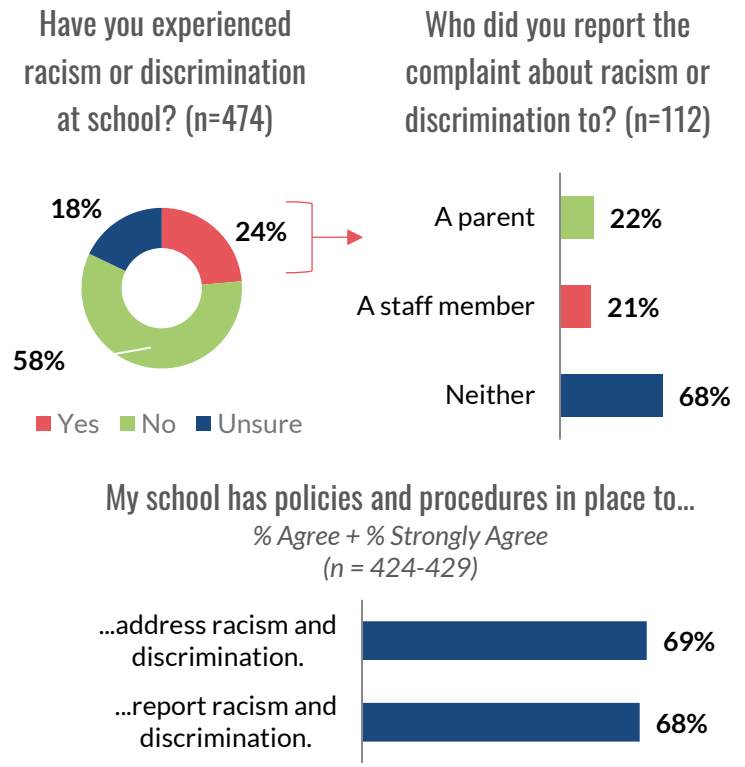
STUDENT PERCEPTIONS OF INSTRUCTION

While most students feel that they learn a lot in class, many see room for enhancing the challenge level and relevance of classroom content. Although over two-thirds of students (69%) indicate they constantly learn a lot in their classes, fewer report frequently seeing how their learning relates to their future (44%) and the outside world (44%) and finding their classes challenging (40%).



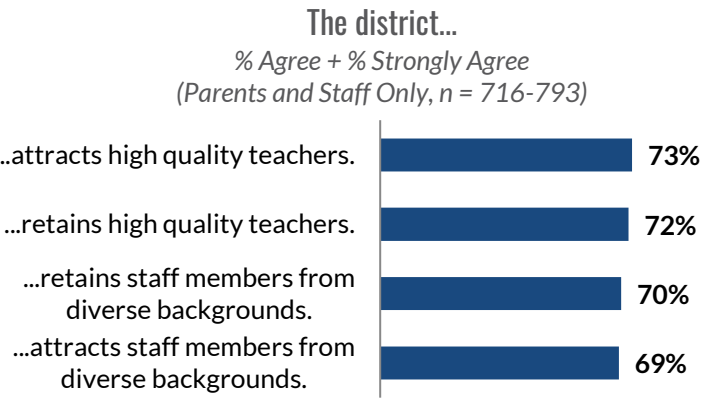
SOCIAL ENVIRONMENT

In 2024-25, a sizable portion of students (24%) experience racism or discrimination at school, yet most of them do not report to parents or staff (68%), although most agree that there are policies and procedures that address (69%) and report (68%) racism and discrimination.

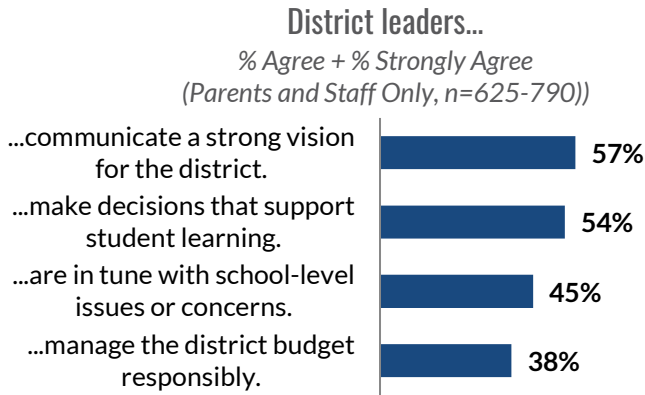


PERCEPTIONS OF DISTRICT SUPPORT

In 2024-25, parent and staff respondents express favorable opinions about district support on staffing. Notably, over 70% indicate that the district attracts (73%) and retains (72%) high-quality teachers.

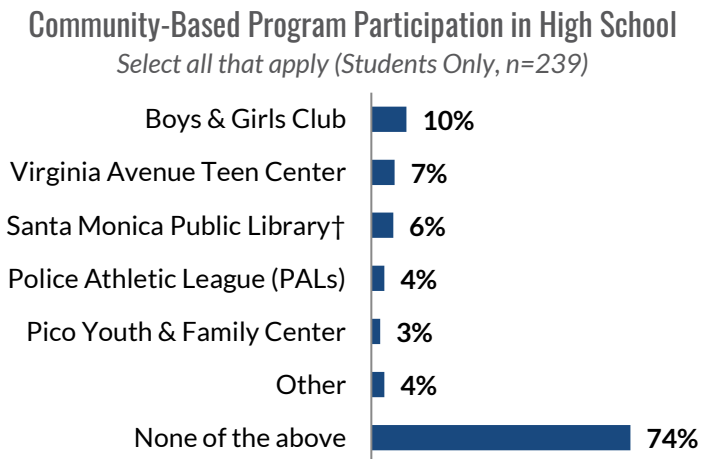


However, respondents see opportunities on supporting school-level issues and concerns and budget management.



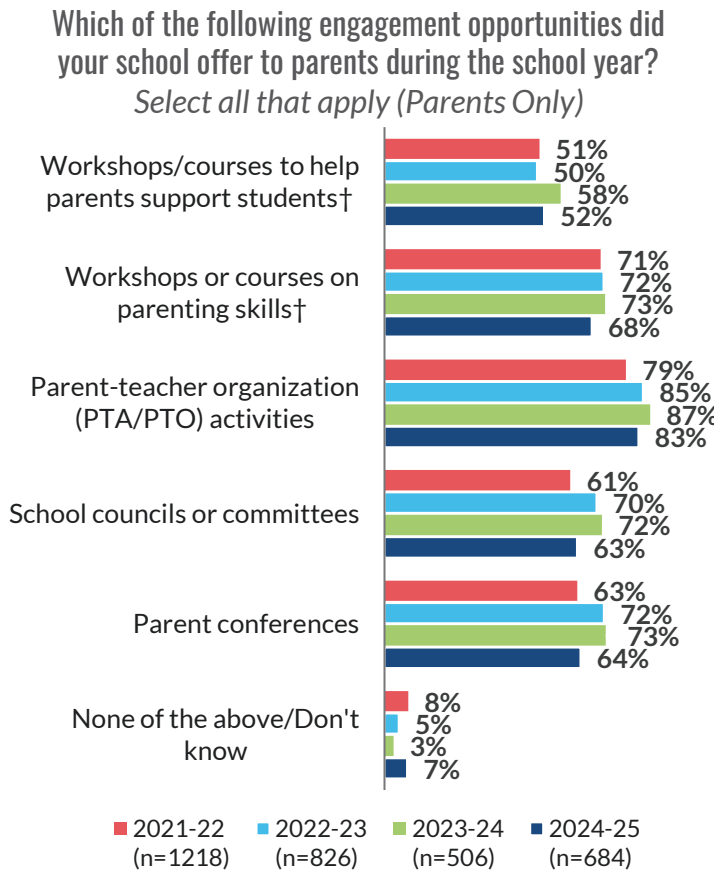
POST-HIGH SCHOOL PREPARATION

Student responses highlight opportunities for encouraging student participation in community-based programs, with most (74%) reporting not having participated in any of the listed programs.



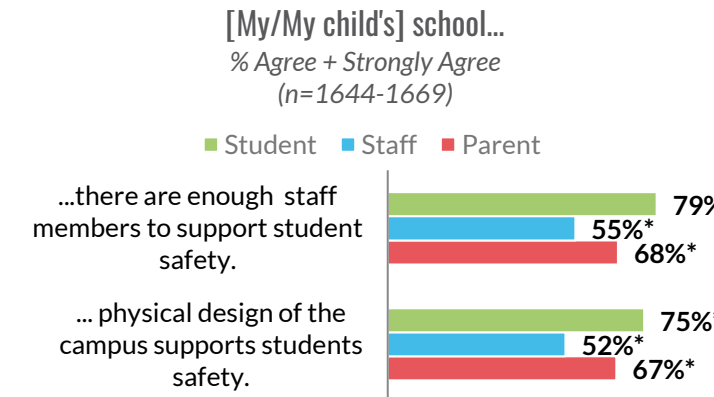
PARENT ENGAGEMENT

As in previous years, in 2025, parents most commonly report participating in parent-teacher organization activities (83%), followed by workshops or courses on parenting skills (68%), parent conferences (64%), and school councils or committees (63%).



CAMPUS SAFETY

While students and parents perceive campus safety measures positively, staff members hold lower opinions, with only about half report that there are sufficient staff members to support school safety (55%), and that the physical design of campus supports student safety (52%).



SURVEY PARTICIPANTS

