

# FAMILY INSIGHTS:

An Annual Poll of Los Angeles Families

2022



**GPSN**

CATALYZING EXCELLENCE  
IN PUBLIC EDUCATION



Loyola Marymount University  
Center for Equity for  
English Learners

## Dear Reader,

Last year, we published our first annual representative poll of Los Angeles public school families. We started with the simple aim of uplifting the voices of families and honoring the role they play as co-educators in Los Angeles schools. This year's poll was an opportunity to revisit the goal of strengthening their influence on the decisions our educational leaders make about the future of students and Los Angeles schools. We dove back into questions we asked the previous year to see how families' perspectives changed after returning for a full year of in-person learning during the ongoing pandemic. We also posed new questions to gather important insights from families about Superintendent Carvalho's new strategic plan and priorities for Los Angeles Unified.

Families were clear that now is the time to increase educational opportunities by prioritizing academic and social emotional enrichment activities. This was mirrored in what families wanted to see from their schools; families wanted to see more access to academic and social emotional enrichment programs, like tutoring and mental health supports. This was a clear call to action to tackle the deep learning loss facing students, particularly students from low-income households, students of color, and English Learner students across Los Angeles.

We hope this year's annual representative poll will inform the decisions that school and district leaders make as they work towards implementing the superintendent's new strategic plan and addressing historic inequities exacerbated by the pandemic. Families generally support the plan, feel more represented in school-based decision-making than they did last year, and are calling on schools to prioritize providing students with the support, knowledge, and skills to lead thriving adult lives.

We extend our deep gratitude to all the families who participated in the poll. Your commitment to the students of Los Angeles Unified is invaluable and your message is clear: the only way we will create a truly just and equitable school system is to continue incorporating the voices and perspectives of families.

In partnership,



**Dr. Ana Ponce**  
*Executive Director*  
GPSN



**Magaly Lavadenz, Ph.D.**  
*Executive Director, Center for Equity for English Learners*  
School of Education. Loyola Marymount University

# Table of Contents

04. METHODOLOGY

06. POLL SAMPLE

08. INTRODUCTION

10. OUR COMMITMENT

11. MAJOR FINDINGS AND TRENDS

23. QUESTIONS AND RESULTS

76. ABOUT THE PARTNERS

77. ACKNOWLEDGEMENTS



# Methodology

## Overview

The instrument was produced in collaboration with Loyola Marymount University's Center for Equity for English Learners (LMU-CEEL), GPSN, and written by the Estrada Darley Miller Group and Gotham Research Group, independent research firms. The poll was conducted by Gotham Research Group over the phone and online from August 15 through September 22, 2022, among a representative sample of families (parents and guardians) with school-aged children attending district and charter public schools within the Los Angeles Unified boundaries. The poll intentionally includes families (rather than just parents) recognizing that children have different types of parents and guardians whose opinions are reflective of the Los Angeles public school experience. All poll results are presented as percentages and, due to rounding, may not always equal 100%.

## Poll Sample

The sample of 500 parents/guardians of school-aged children is representative of the population of Los Angeles families with students attending district, magnet, pilot, and both affiliated and independent charter public schools, and aligns with key demographic variables of enrollment by grade level, race/ethnicity, school type, English Learner status, language spoken in the home, board district enrollment, and family income level.<sup>1</sup> Gotham Research Group independently administered the poll, randomly sampling from the Los Angeles community within Los Angeles Unified geographic boundaries.

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<sup>1</sup> **Data sources:** California Department of Education, 2020-21; Los Angeles Unified School District Open Data Platform, 2019-20; U.S. Census Bureau American Community Survey, 2019.

## Methodological Details

Potential respondents were invited via email or phone to participate in the survey, with around half of surveys and interviews conducted by phone (n=242)—with half reached on cell phones and half on landlines. Phone surveys were conducted with live English and Spanish-speaking interviewers<sup>2</sup>—81% (n=404) were conducted in English and 19% (n=96) in Spanish. Respondents were screened to ensure they self-identify as currently responsible for school-aged children in public or charter schools within the geographic boundary of Los Angeles Unified. The margin of error is  $\pm 4.4$  percentage points for the full survey sample of 500, and higher among subgroups and questions not asked of the full sample.

All questions and results are publicly available and disaggregated by school type, family income level, race, and English Learner status in this report. Results uplifted in the major findings were identified by GPSN in collaboration with LMU-CEEL. Responses from families who identified that their children are English Learners are generally similar to the overall findings of the poll, and there is little variation by school type.

## About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising non-profit organizations and corporations on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly*, *American Political Science Review*, and *American Journal of Political Science*.

## About the Estrada Darley Miller Group

EDMG is a policy and research consulting firm for change makers aiming to incorporate evidence-based research and analysis into their work. They work with foundations, non-profits, universities, advocates, and elected officials to co-produce and implement public policy research solutions to improve the quality of life for historically disenfranchised groups. EDMG is a multi-issue, mixed methods research group that specializes in the areas of inequality, social change and innovation, early and K-12 education, health, and mental health.

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<sup>2</sup> Live interviewers reached out in Spanish and English to ensure language inclusion for Spanish speakers and to increase the number of responses from households typically labeled as "hard-to-reach."

# Poll Sample

## About Respondents

The sample of 500 parents/guardians of school-aged children is representative of the population of Los Angeles families with students attending district, magnet, pilot, and both affiliated and independent charter public schools, and aligns with key demographic variables of enrollment by grade level, race/ethnicity, school type, English Learner status, language spoken in the home, board district enrollment, and family income level. Gotham Research Group independently administered the poll, randomly sampling from the Los Angeles community within Los Angeles Unified geographic boundaries.

### SCHOOL TYPE

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**77%**

District (includes magnet, pilot schools, and affiliated charter schools)

**31%**

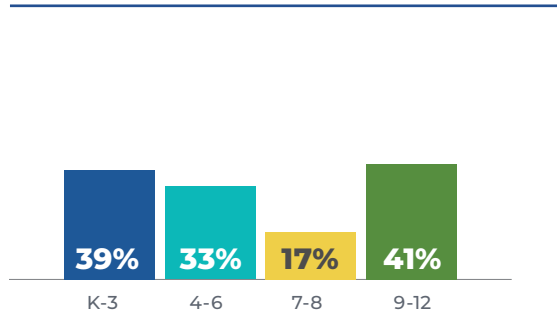
Independent Charter

**9%**

Students in Both District and Charter

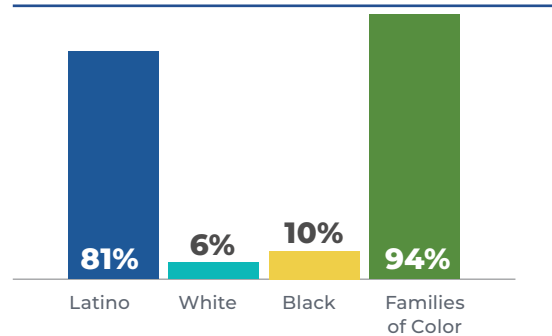
*Note: counts include families with "at least one" child in either a district or charter school so counts do not total to 100%.*

### REPORTED ENROLLMENT BY GRADE LEVEL



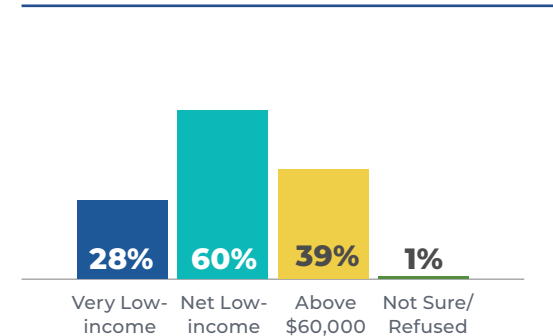
Percent of Los Angeles Unified and charter school students represented in the poll by grade span

### REPORTED RACE/ETHNICITY OF FAMILY



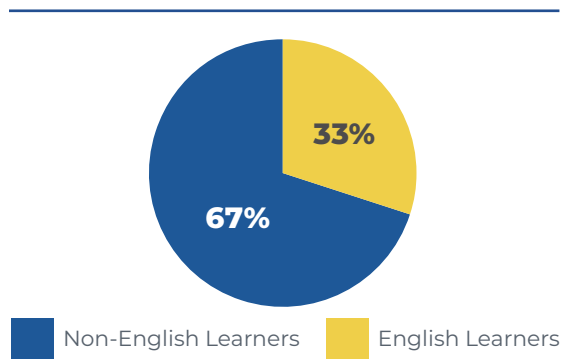
Low-income includes all families reporting income below \$59,000 for the household (80% or below of median household income in Los Angeles, 2019). Very low-income includes families reporting income below \$37,000 (50% of median household income).

### REPORTED FAMILY MEMBER INCOME LEVEL<sup>3</sup>



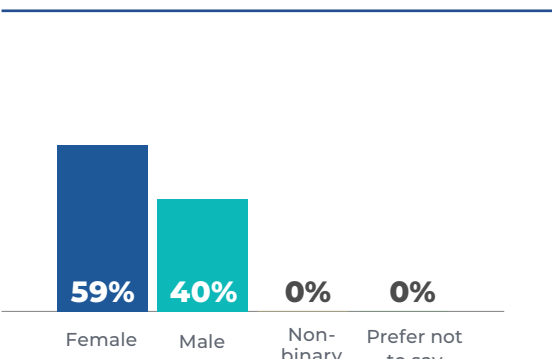
Low-income includes all families reporting income below \$59,000 for the household (80% or below of median household income in Los Angeles, 2019). Very low-income includes families reporting income below \$37,000 (50% of median household income).

### REPORTED SCHOOL POPULATION: ENGLISH LEARNERS



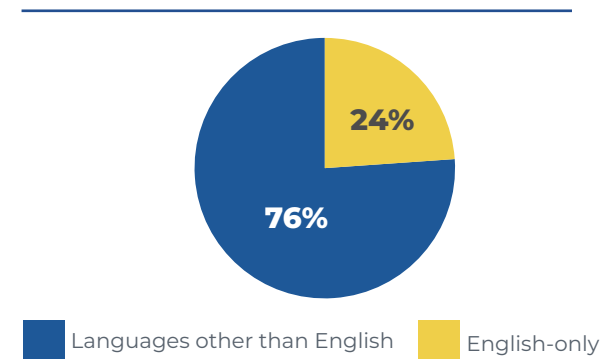
Percent of families reporting their child/children are English Learners

### REPORTED LANGUAGES SPOKEN IN THE HOME



Gender of family member taking the poll

### REPORTED LANGUAGES SPOKEN IN THE HOME



Percent of families reporting a language other than English or English only

<sup>3</sup> Throughout the poll, above \$60,000 is referred to as "higher-income." We recognize that "higher-income" may not fully represent the wealth level of this group given the large range in income levels included.



# Introduction

This August, students, families, and educators in Los Angeles entered their third year of pandemic era learning. The urgency of the early pandemic and sweeping calls to reimagine and rebuild schools have been replaced with the reality of the structural constraints facing the public education system. It is now abundantly clear that students and families face a steep road as they recover the social emotional and academic learning they lost over the last two years. Despite these real challenges ahead, we are inspired by the families, educators, and district leaders who continue to show up every day for students and work towards more equitable school systems. We ran this follow-up poll at the start of the 2022-23 school year to celebrate those perspectives and gain deeper insight into the most pressing issues facing students and families across Los Angeles Unified.

**Families identified a renewed emphasis on academics, enrichment opportunities, like high quality tutoring, and social emotional learning during and outside of school hours as top priorities for the district.** The fact that families are engaging and elevating these priorities is a valuable finding. They were clear that they wanted to see more information on academics, course access, and curriculum from their schools. There was also an increase from last year in the number of families that wanted to see information on their child's academic progress and access to grade-level, high quality curriculum. Their top priorities for the district were ensuring students had more access to academics, enrichment opportunities, and social emotional learning during and outside of school hours. One clear example of this was the call for additional tutoring support. Families that did not have access to tutoring at their school sites stressed their support for providing one-on-one academic support for students. This indicates that families are ready and eager to continue engaging with the district on academic recovery efforts. It reflects a call to action from families, on the tail of the new California Assessment of Student Performance and Progress (CAASPP) results, to tackle the substantial learning loss facing students, particularly students from low-income families, students of color, and English Learner students, across the district.



**As a whole, families felt more heard and represented in school-based decisions than they did last year and expressed support for the aims of the new Los Angeles Unified 2022-26 strategic plan.** This is an important finding on the heels of the first full year of in-person learning. It indicates that school leaders have continued to authentically engage families in student learning as learning has shifted back to school sites. It also reflects the concerted effort that district leaders have put forward over the last year to engage families in strategic planning and put forward a holistic, community-driven plan. The largest increases in engagement were also largest among the populations most adversely affected by the pandemic: families in low-income households, families of color, and English Learner families. This indicates that schools and district leaders embraced the findings of our first poll and are beginning to see families as co-educators and key decision-makers.

The following set of major trends and findings are a snapshot of Los Angeles family perspectives, district and charter public schools alike. We provide all findings in tables following the major trends.





# Our Commitment

This annual poll is a commitment to uplift the perspectives of families with the goal of strengthening their influence on the decisions our educational leaders make about the future of our children and Los Angeles schools. We hope this poll becomes a tool used by community organizations, school leaders, elected officials, researchers, and the general public to understand the experiences, opinions, and preferences of Los Angeles families.

# Major Findings and Trends

Families share their perspectives on the state of Los Angeles public education.

- 1 What *matters most* to families:** When asked where Los Angeles Unified should focus its resources, families prioritized academics, enrichment opportunities, and social emotional learning during and outside of school hours. Families identified high quality tutoring as one clear way that schools can support children across the district.
- 2 What families *want to see*:** Families are clear they wanted to see better information about their child's academic progress toward grade-level learning. Compared to last year, there was an overall increase in families who wanted to see information on access and progress on grade-level, high quality curriculum and what academic standards their child should be learning and what they are actually learning.
- 3 How families feel about *where the district is headed*:** Families expressed support for the aims of the new Los Angeles Unified 2022-26 strategic plan, especially providing students with the support, knowledge, and skills to reach their full academic potential and graduate college and be career ready, and felt it was important that the superintendent be evaluated on the plan. Similar to last year, there was strong support for a public evaluation of the superintendent.
- 4 How are families *represented in decision-making*:** After the first full academic year of in-person learning, families report even higher feelings of being heard and represented in school-based decisions than they did last year.
- 5 How *committed* are families to their current school system:** Many families are struggling with the decision about where to send their children to school long term. The majority of families plan to stay in public school options within Los Angeles Unified. Those that are not committed to staying in their Los Angeles Unified neighborhood school are mostly considering attending nearby districts within Los Angeles County.





# What matters most to families

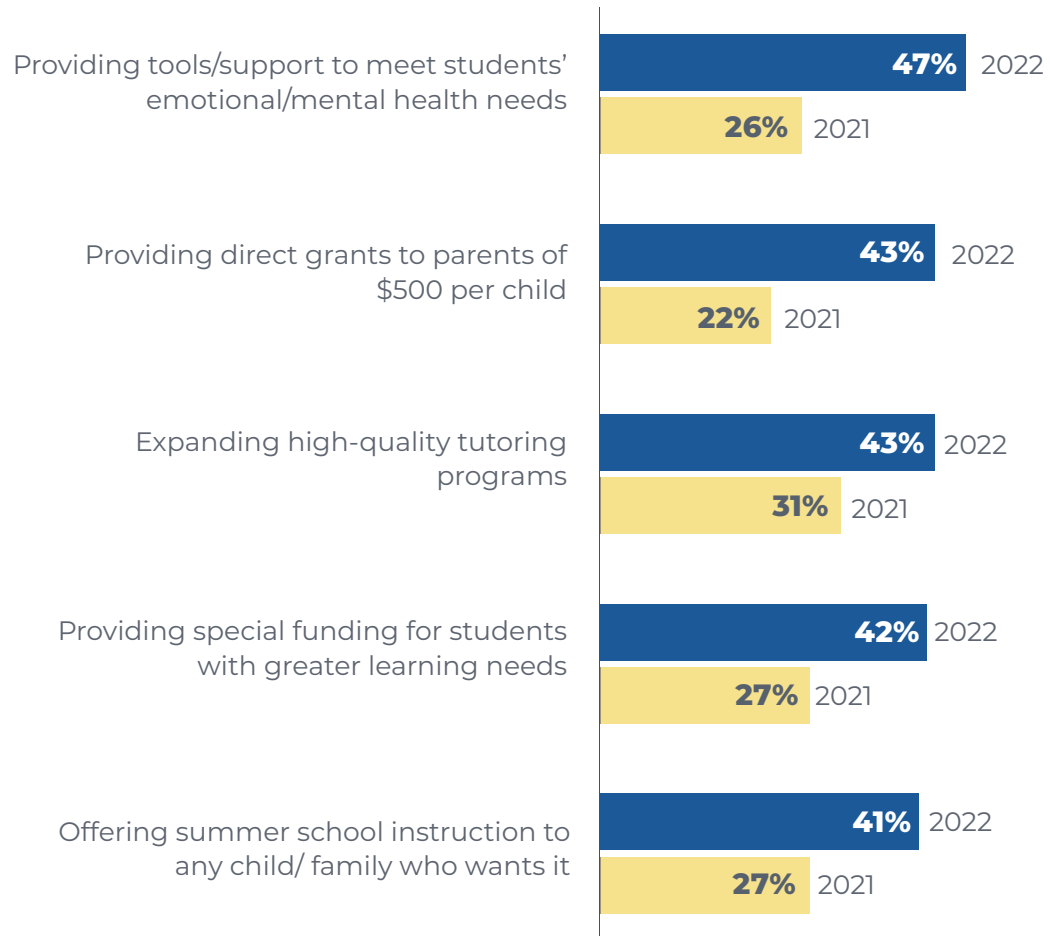
When asked where Los Angeles Unified should focus its resources, families prioritized academics, enrichment opportunities, and social emotional learning during and outside of school hours. Families identified high quality tutoring as one clear way that schools can support children across the district.

## Focus on academics and social emotional learning

Families named providing tools/support to meet students' emotional/mental health needs (47%), expanding high-quality tutoring programs (43%), and offering enrichment programs like summer instruction (41%) as top priorities for public education overall. Support for each of these priorities increased from the 2021 poll.

**There is stronger support for a focus on academic and enrichment opportunities and social emotional supports this year.**

### % TOP PRIORITY...



n=500



# 1 What matters most to families

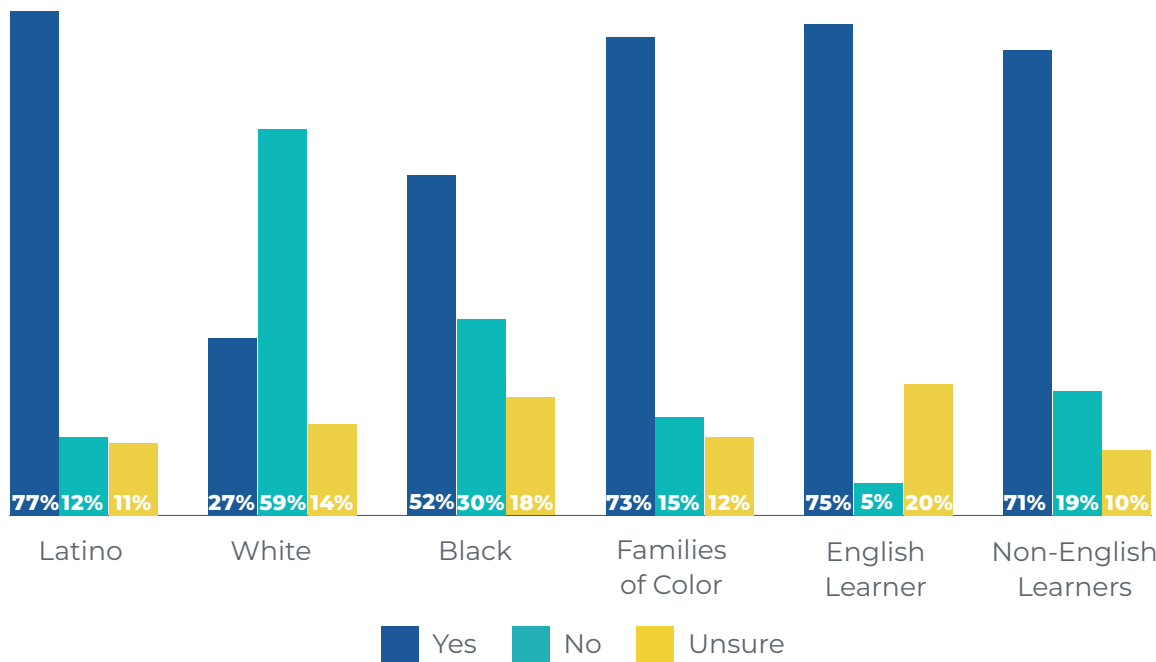
## Access to tutoring

The vast majority of families (72%) that didn't have access to one-on-one tutoring wanted to see it implemented at their school site. Families of color were less likely than white families (59% versus 77%) to report having access to one-on-one tutoring and more likely than white families (73% versus 27%) to report wanting to see it implemented at their school.<sup>4</sup>

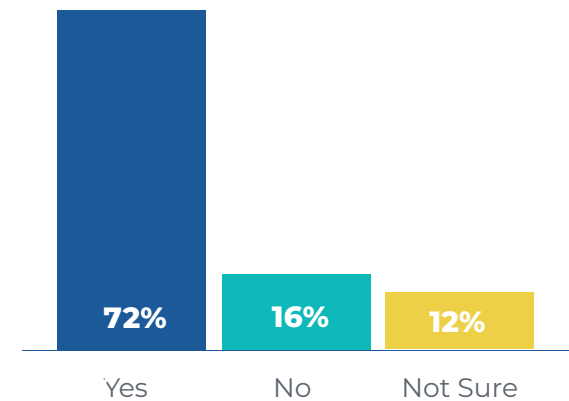
**Families of color were more likely to want access to one-on-one tutoring. There was equally high support from English Learner families and Non-English Learner families**

**Families that didn't have access to one-on-one tutoring wanted to see it provided by their school**

WANT ACCESS...



WANT ACCESS...



<sup>4</sup> These results reflect family perspectives before the announcement that LAUSD will offer free on-demand online tutoring to all students.



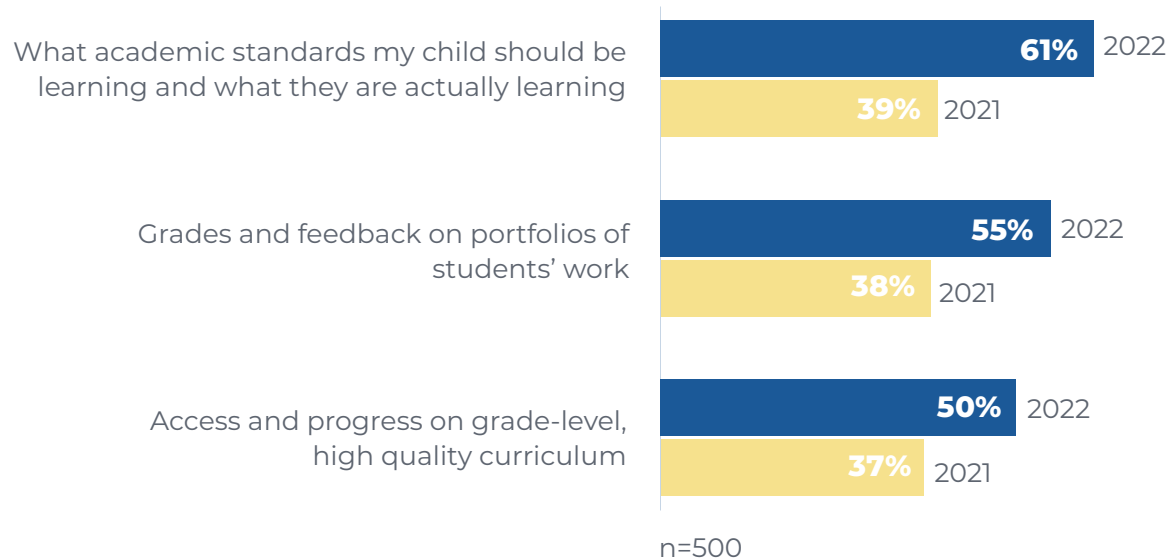
## What families want to see

Families are clear that they want to see better information about their child’s academic progress toward grade-level learning. Compared to last year, there was an overall increase in families who wanted to see information on access and progress on grade-level, high quality curriculum and what academic standards their child should be learning and what they are actually learning.

### Families want clearer information from schools

There was a notable increase (22 percentage points) in the number of families that want to see more access to information on what their child is learning. There was also an increase (13 percentage points) in the number of families that want to see information on their child’s access and progress on grade-level, high quality curriculum. This was true across families of different income levels and racial backgrounds.

#### THIS YEAR, MORE FAMILIES WANT TO SEE CLEARER INFORMATION ABOUT WHAT THEIR CHILD IS LEARNING

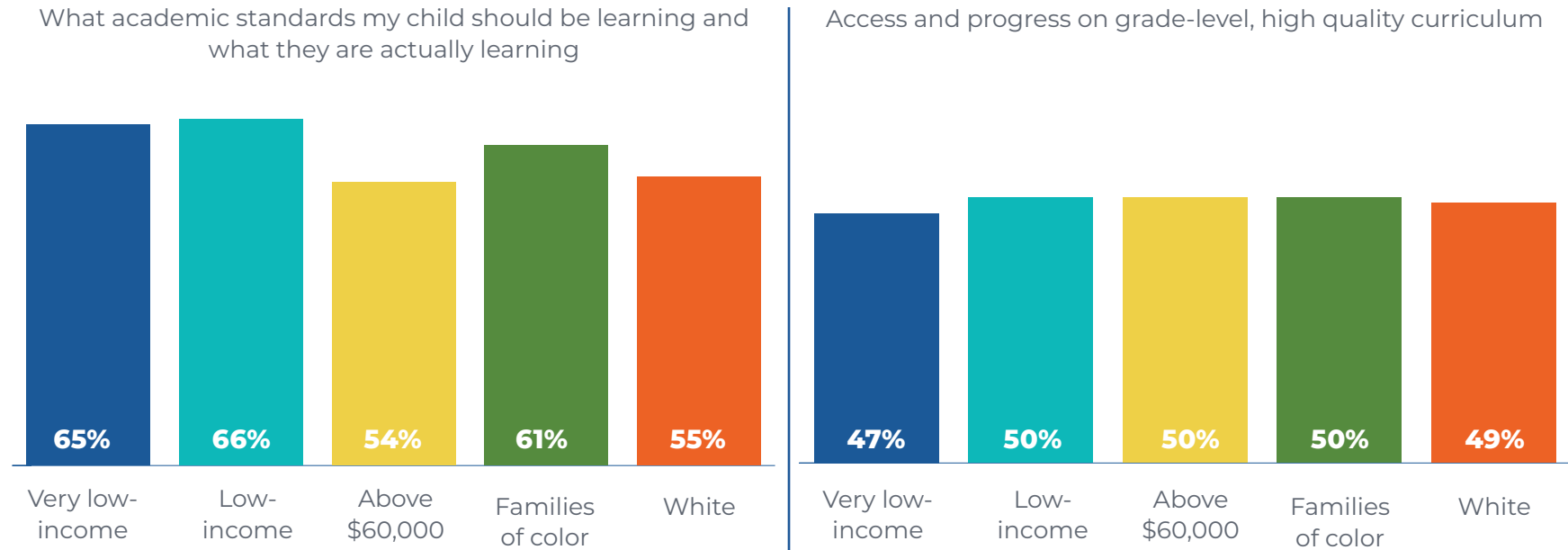




## 2 What families *want* to see

This was true across families of different income levels and racial backgrounds

### WANT TO SEE CLEARER INFORMATION



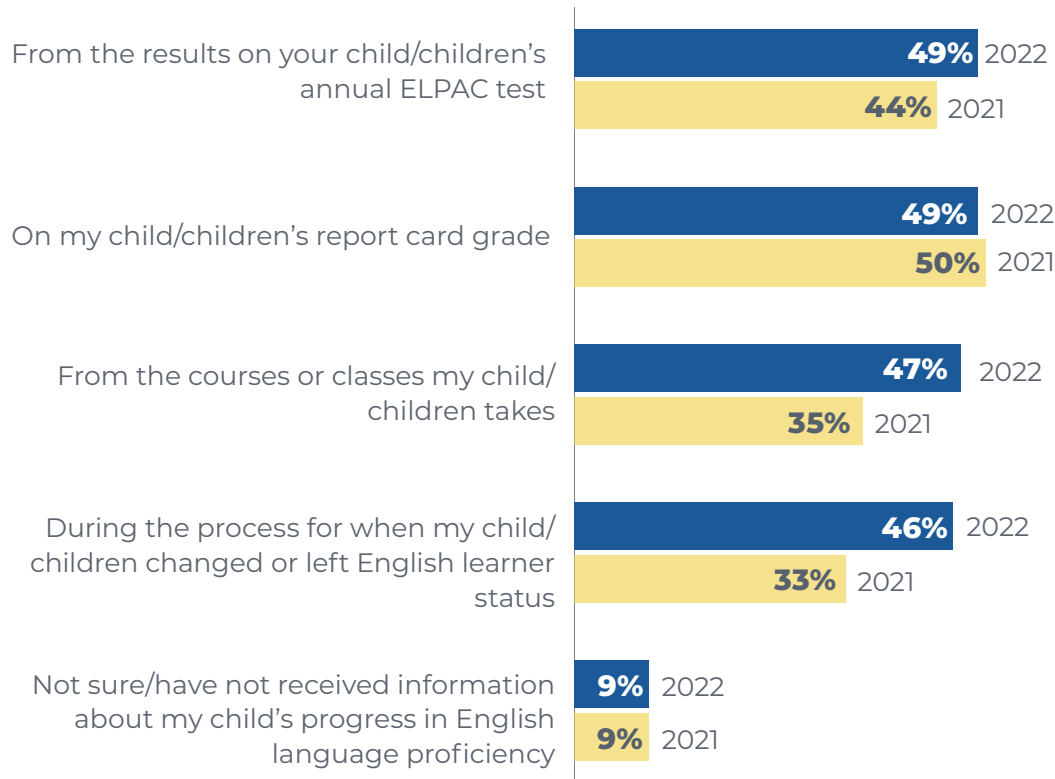


## 2 What families want to see

### English Learner families are receiving information

As a whole, families of English Learners received more information from their school this year versus last year on their child's progress towards language proficiency. The vast majority (90%) of families reported receiving information about their child's progress towards English language proficiency with an increase in information about ELPAC results, courses their child was taking, and the reclassification process.

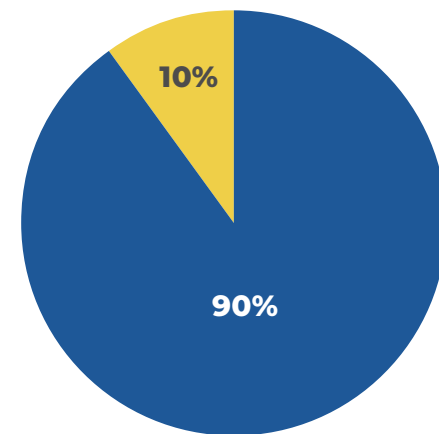
### Overall families of English Learners received more information from their school this year versus last year about their progress towards language proficiency



n=164 for 2022, n=147 for 2021

# 90%

of families reported receiving information about their child's progress towards English language proficiency with an increase in information about ELPAC results, courses their child was taking, and the reclassification process.





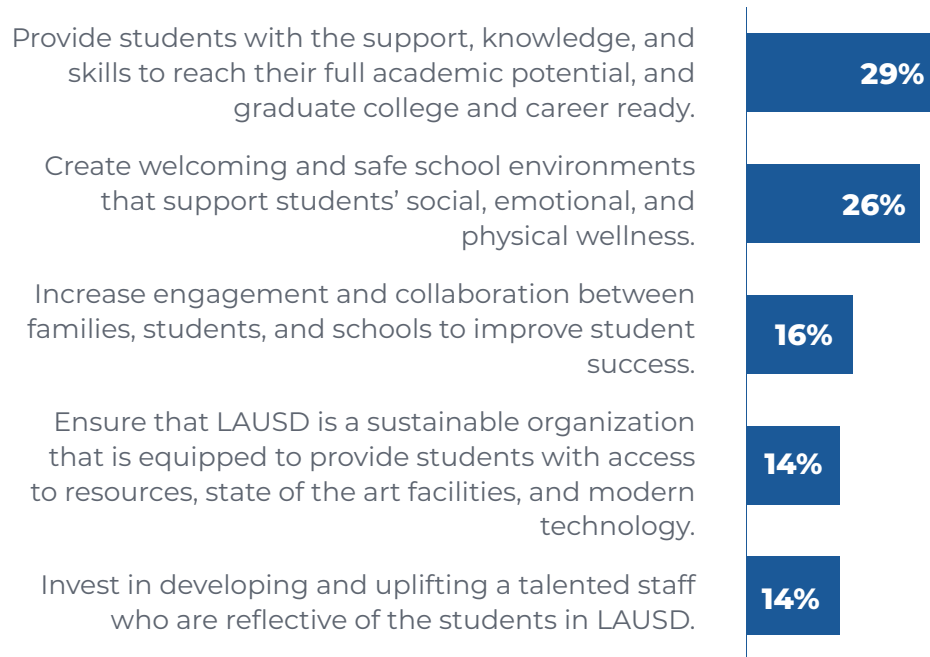


## How do families feel about *where* the district is headed

Families expressed support for the aims of the new Los Angeles Unified 2022-26 strategic plan, especially providing students with the support, knowledge, and skills to reach their full academic potential, graduate college and be career ready. Similar to last year, there was strong support for a public evaluation of the superintendent.

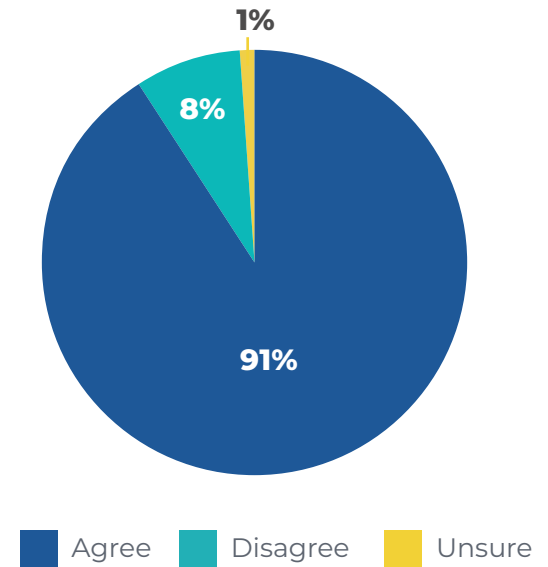
Nearly all (91%) families agree the superintendent should be evaluated on the new strategic plan. There was support for all the areas of focus outlined in the plan, but the same call to action to focus on academic and social emotional support were reflected in the top priorities. Families ranked providing students with the support, knowledge, and skills to reach their full academic potential, graduate college and be career ready (29%), and creating welcoming and safe school environments that support students' social, emotional, and physical wellness (26%) as the highest priorities of the plan.

### THE TOP PRIORITIES FOR FAMILIES OUTLINED IN THE PLAN WERE...



# 91%

of families agree with evaluating the Superintendent on the new strategic plan



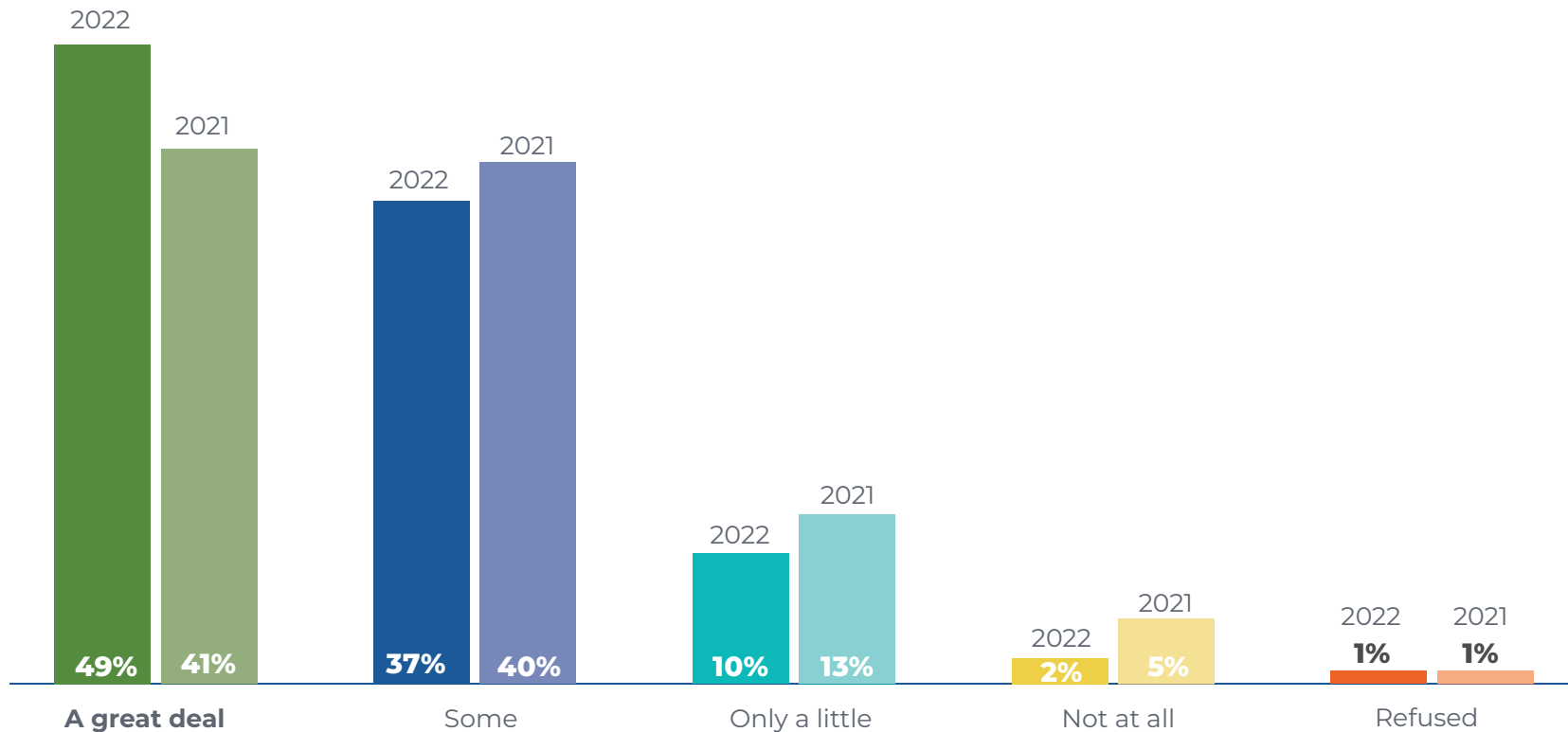


## How are families *represented* in decision-making

After the first full academic year of in-person learning, families report even higher feelings of being heard and represented in school-based decisions than they did last year.

Nearly half of families (49%) reported feeling highly represented in school-based decisions, up from 41% in 2021. Low-income families felt less represented than families making above \$60,000 (45% versus 54%). Sentiments around representation for families of color mirrored overall results, 49% felt heard and represented. Black families felt the least represented, only one third (33%) felt highly represented in decision-making. Perhaps because there are formal engagement structures in place, like ELAC, more than half of families of English Learners (58%) felt well represented; this was a 15 percentage point increase from last year's poll.

### OVERALL FAMILIES FEEL THEIR PERSPECTIVES ARE REPRESENTED

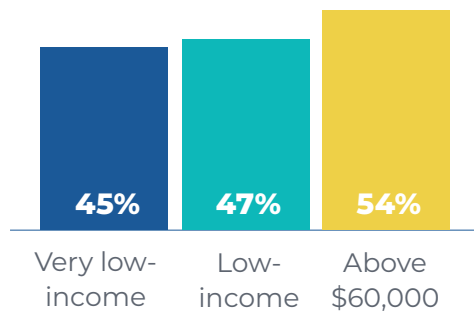




## How are families *represented* in decision-making

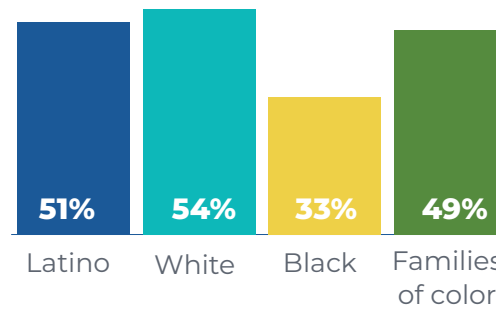
Overall, low-income families felt less represented

% THAT FEEL REPRESENTED A GREAT DEAL



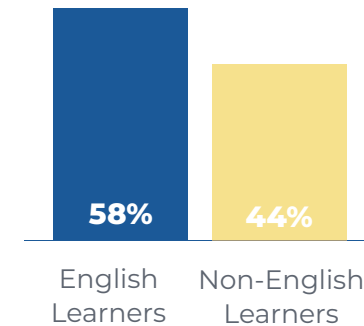
Results were consistent across families of different racial identities with the lowest feelings of representation among Black families

% THAT FEEL REPRESENTED A GREAT DEAL



Families of English Learners felt more represented than families of Non-English Learners

% THAT FEEL REPRESENTED A GREAT DEAL





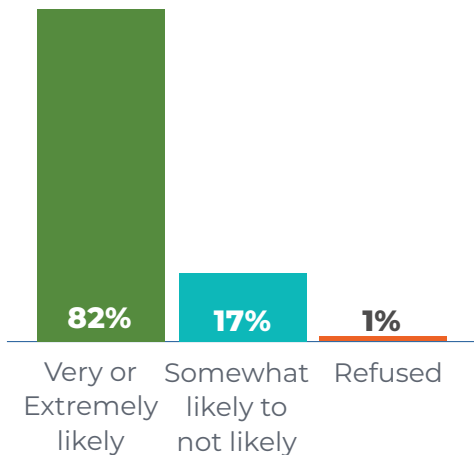
## 5 How committed are families to their current school system

Many families are struggling with the decision about where to send their children to school long term. The majority of families plan to stay in public school options within Los Angeles Unified. Those that are not committed to staying in their Los Angeles Unified neighborhood school are mostly considering nearby districts within Los Angeles County.

### Most families are likely to stay in the district

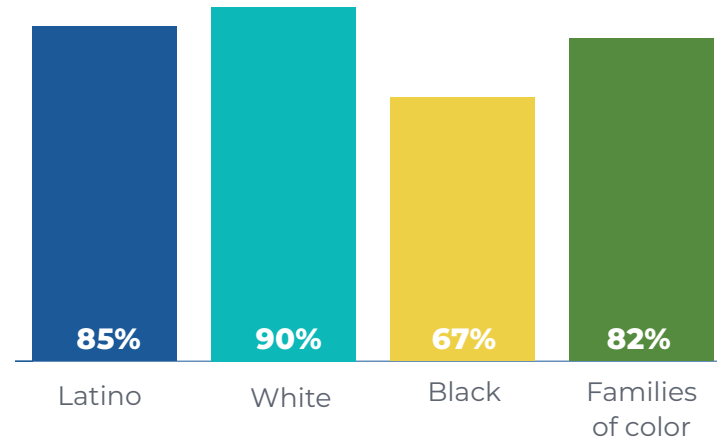
When asked whether they planned to keep their children in Los Angeles Unified schools longer term, the majority (82%) of families said they were very or extremely likely to stay in the district. Low-income families were more likely than families making over \$60,000 to say they were planning to stay (83% versus 78%). Families of color, particularly Black families, were more likely than White families to say they were considering leaving the district. Nearly all (90%) of White families indicated they would stay, versus 82% of families of color and 67% of Black families.

ALL RESPONDENTS



### Families of color, particularly Black families, were less likely to say they planned to stay

VERY OR EXTREMELY LIKELY

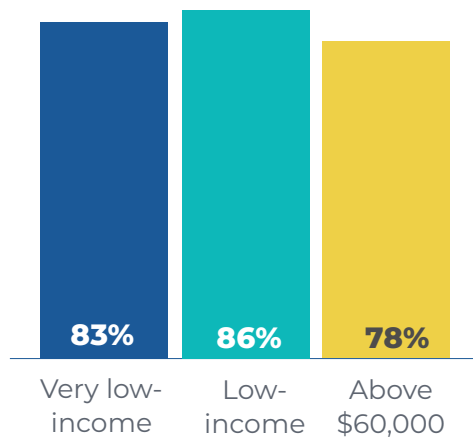




## How committed are families to their current school system

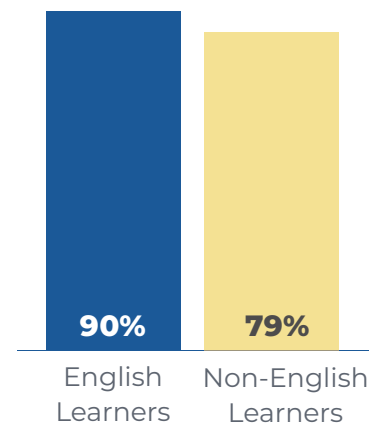
Low-income families were more likely to say they planned to stay

VERY OR EXTREMELY LIKELY



Families of English Learners were more likely to say they planned to stay

VERY OR EXTREMELY LIKELY





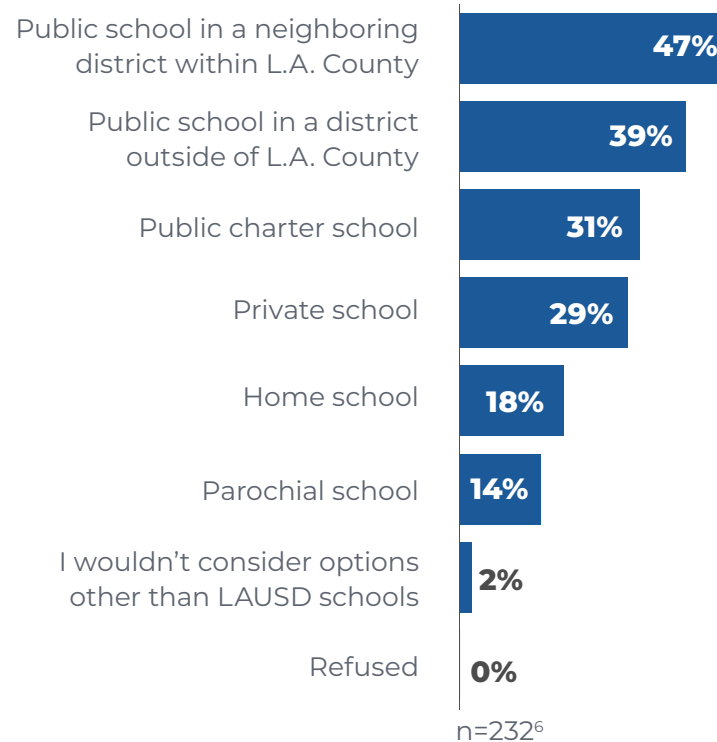
## 5 How committed are families to their current school system

### Families are committed to public school options

Around a quarter (28%) of families indicated they may consider moving their child to a school outside Los Angeles Unified.<sup>5</sup> The top alternative for families considering a move outside the district was a public school in a neighboring district (47%), followed by a public school in a district outside of Los Angeles County (39%). This illustrates that even families who are not committed to staying in their Los Angeles Unified neighborhood school are generally committed to other public school options.

### Most families considering options outside of Los Angeles Unified were considering another public school option

#### OTHER OPTIONS CONSIDERED



5 This includes families who were “somewhat/not very/not at all likely” to consider keeping their child in Los Angeles Unified schools.

6 This includes responses from families who said they were “very/somewhat/not very/not at all likely” to consider keeping their child in Los Angeles Unified Schools.

# Questions and Results

## Description of Results

All of the following are the topline results from the poll. The questions and results are grouped by themes and do not necessarily appear in the order they were asked.

## Contents

- 24.... LEADERSHIP AND POLICY PREFERENCES
- 31.... FAMILY ENGAGEMENT AND SCHOOL COMMUNICATION
- 37.... ACCESS TO SERVICES AND ENRICHMENT
- 41.... REPRESENTATION IN SCHOOL AND POLICY DECISIONS
- 45.... INSTRUCTION/ACADEMICS
- 43.... SCHOOL ENROLLMENT TRENDS
- 56.... STRATEGIC PLAN PERSPECTIVES
- 63.... CONTEXT AND ABOUT RESPONDENTS

### NOTES

- All numbers are percentages.
- Due to rounding, not all percentages add to 100%.
- For school type, district includes district, magnet, and affiliated charter schools.
- For grades enrolled, elementary indicates transitional kindergarten (TK) through fifth grade; middle indicates sixth through eighth grade; and high school indicates ninth through 12th grade.
- Asterisks (\*) indicate small base sizes (n<100) and results should be considered directional only.
- Dashes (-) indicate that less than 1% of respondents provided a particular response.

To view the entire data set, go to [gpsnla.org/familyinsights2022](https://gpsnla.org/familyinsights2022)

## Q14 - Leadership and Policy Preferences

Which of the following services, if any, do you most want your school to provide to you and your child/children moving forward?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$60,000	Latino	Black	White	Families of Color	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mental health programs, such as counseling or therapy	44%	43%	50%	58%	52%	50%	35%	46%	38%	44%	44%	44%	44%
Medical or dental programs	36%	35%	39%	34%	45%	36%	37%	37%	33%	25%	37%	33%	38%
On-site child care and early childhood development programs	34%	36%	30%	32%	29%	32%	39%	36%	31%	28%	35%	33%	35%
Food assistance programs outside of school hours, such as a food pantry	39%	42%	37%	57%	40%	42%	36%	39%	34%	46%	39%	45%	37%
Homework or other academic support outside of school hours	57%	58%	55%	52%	51%	57%	58%	60%	53%	36%	59%	58%	57%
Enrichment programs outside of school hours, such as arts, sports, arts, and coding	51%	53%	49%	60%	44%	49%	53%	53%	43%	38%	52%	49%	51%
Job training or search programs	31%	32%	30%	36%	24%	28%	36%	30%	30%	38%	30%	31%	31%
Legal support, such as immigration information or domestic support	22%	25%	13%	20%	7%	18%	27%	20%	34%	22%	22%	20%	22%
Other	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%
None of the above	3%	4%	1%	1%	5%	4%	2%	3%	3%	2%	3%	2%	4%
Refused	1%	0%	2%	0%	1%	1%	0%	0%	3%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



## Q27 - Leadership and Policy Preferences

How often does your child/children's school provide information on the courses and grades your child/children needs/need to take and pass to be eligible for a four-year university? Would you say ...

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Once a week</b>	30%	27%	35%	29%	19%	24%	39%	29%	41%	25%	30%	29%	30%
<b>More than once a week</b>	22%	23%	23%	35%	15%	20%	26%	21%	22%	46%	21%	23%	21%
<b>Once or twice a month</b>	18%	19%	19%	28%	13%	15%	23%	18%	18%	19%	18%	20%	17%
<b>Not sure</b>	10%	10%	6%	3%	15%	14%	2%	10%	10%	3%	10%	4%	12%
<b>A few times a year</b>	8%	8%	6%	5%	11%	9%	4%	8%	5%	5%	8%	9%	7%
<b>Once a year</b>	6%	5%	7%	1%	16%	9%	2%	8%	0%	0%	7%	9%	5%
<b>Never</b>	6%	7%	4%	0%	10%	8%	3%	6%	4%	2%	7%	5%	7%
<b>Refused</b>	1%	1%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q29 - Leadership and Policy Preferences

Which of the following do you believe schools, districts, and the state should prioritize in order to improve public education?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Providing tools/support to meet students' emotional/mental health needs	47%	47%	44%	42%	51%	53%	38%	48%	41%	44%	47%	39%	51%
Providing direct grants to parents of \$500 per child	43%	43%	43%	41%	50%	47%	37%	46%	36%	24%	45%	46%	42%
Expanding high-quality tutoring programs	43%	48%	28%	33%	49%	45%	40%	44%	35%	29%	43%	43%	42%
Providing special funding for students with greater learning needs	42%	45%	36%	53%	30%	39%	46%	41%	52%	38%	42%	41%	42%
Offering more college credit/work-based learning/apprenticeships	41%	42%	35%	32%	35%	40%	42%	40%	46%	38%	41%	43%	40%
Offering summer school instruction to any child/family who wants it	41%	39%	43%	36%	49%	42%	38%	42%	41%	22%	42%	38%	43%
Creating additional school options, such as learning pods or hybrid programs	36%	34%	46%	51%	34%	33%	43%	37%	29%	31%	37%	37%	36%
Expanding free pre-K and childcare options for all children	36%	37%	35%	39%	34%	38%	34%	36%	39%	37%	36%	39%	35%
Expanding broadband access to underserved areas	31%	31%	29%	22%	33%	34%	25%	32%	27%	15%	32%	23%	34%
Expanding learning time through longer school day/school year	26%	29%	19%	29%	24%	27%	24%	25%	26%	30%	25%	25%	26%
None of the above	2%	2%	1%	0%	2%	2%	0%	2%	0%	0%	2%	1%	2%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q30 - Leadership and Policy Preferences

The new Superintendent has established a 3-year plan, consisting of a range of priorities for LAUSD schools, to begin this year and be completed by 2026. The following five priorities are included in the 3-year LAUSD plan. Which of them do you think should be the top priority?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>First priority</b>	500	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Provide students with the support, knowledge, and skills to reach their full academic potential and graduate college and be career ready.</b>	29%	32%	24%	36%	26%	26%	32%	29%	25%	38%	29%	28%	29%
<b>Create welcoming and safe school environments that support students' social, emotional, and physical wellness.</b>	26%	26%	22%	9%	27%	27%	26%	26%	26%	28%	26%	24%	27%
<b>Increase engagement and collaboration between families, students, and schools to improve student success.</b>	16%	14%	21%	13%	20%	17%	16%	17%	16%	13%	17%	24%	13%
<b>Ensure that LAUSD is a sustainable organization that is equipped to provide students with access to resources, state of the art facilities, and modern technology.</b>	14%	14%	17%	24%	15%	14%	14%	15%	12%	9%	14%	8%	17%
<b>Invest in developing and uplifting a talented staff who are reflective of the students in LAUSD.</b>	14%	13%	16%	19%	13%	15%	11%	13%	22%	11%	14%	15%	13%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q30 - Leadership and Policy Preferences (Continued)

The new Superintendent has established a 3-year plan, consisting of a range of priorities for LAUSD schools, to begin this year and be completed by 2026. The following five priorities are included in the 3-year LAUSD plan. Which of them do you think should be the top priority?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
Second priority	500	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Provide students with the support, knowledge, and skills to reach their full academic potential and graduate college and be career ready.	17%	16%	20%	19%	12%	16%	19%	16%	14%	24%	17%	19%	17%
Create welcoming and safe school environments that support students' social, emotional, and physical wellness.	26%	25%	32%	33%	30%	26%	27%	27%	28%	24%	26%	22%	28%
Increase engagement and collaboration between families, students, and schools to improve student success.	18%	20%	11%	11%	17%	18%	18%	18%	14%	24%	18%	24%	15%
Ensure that LAUSD is a sustainable organization that is equipped to provide students with access to resources, state of the art facilities, and modern technology.	20%	21%	15%	11%	26%	24%	15%	20%	26%	13%	21%	23%	19%
Invest in developing and uplifting a talented staff who are reflective of the students in LAUSD.	18%	17%	22%	26%	12%	15%	21%	18%	17%	15%	18%	12%	20%
Refused	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q36 - Leadership and Policy Preferences

Now, please indicate the extent to which you agree or disagree with the following statement: The annual public evaluation of the new LAUSD Superintendent’s performance should be based on the results of the 3-year LAUSD plan.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	54%	54%	54%	54%	61%	60%	44%	57%	21%	69%	53%	58%	52%
<b>Somewhat agree</b>	37%	37%	35%	26%	31%	33%	44%	34%	68%	29%	38%	38%	37%
<b>Somewhat disagree</b>	7%	7%	11%	19%	3%	5%	11%	8%	8%	2%	8%	3%	9%
<b>Strongly disagree</b>	1%	1%	0%	0%	3%	1%	1%	1%	3%	0%	1%	1%	1%
<b>Positive (Strongly/somewhat agree)</b>	91%	90%	89%	81%	93%	93%	88%	91%	89%	98%	91%	96%	88%
<b>Less positive (Somewhat/strongly disagree)</b>	8%	9%	11%	19%	5%	6%	12%	8%	11%	2%	9%	4%	11%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q37 - Leadership and Policy Preferences

How likely are you to have your child/children attend LAUSD schools throughout their K-12 education û from elementary school through high school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely likely	53%	54%	47%	44%	69%	62%	39%	58%	20%	58%	53%	64%	48%
Very likely	29%	29%	33%	43%	14%	24%	39%	27%	47%	32%	29%	26%	31%
Somewhat likely	14%	13%	17%	12%	12%	11%	19%	12%	25%	10%	14%	8%	17%
Not very likely	2%	2%	1%	1%	3%	3%	1%	1%	7%	0%	2%	2%	2%
Not at all likely	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
<b>Positive (Extremely/very/somewhat likely)</b>	<b>97%</b>	<b>97%</b>	<b>97%</b>	<b>99%</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>	<b>97%</b>	<b>93%</b>	<b>100%</b>	<b>96%</b>	<b>98%</b>	<b>96%</b>
<b>Less positive (Not very/not at all likely)</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>2%</b>	<b>7%</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>
Refused	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

## Q10 - Family Engagement and School Communication

How often would you say that your school communicates with you about your child/children's academic progress?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
More than once a week	32%	31%	39%	47%	28%	31%	32%	33%	22%	47%	31%	31%	33%
Once a week	33%	32%	35%	34%	24%	28%	41%	32%	47%	24%	33%	38%	30%
Once or twice a month	19%	21%	14%	15%	12%	19%	20%	18%	28%	16%	19%	13%	22%
A few times a year	11%	12%	7%	3%	22%	14%	7%	12%	3%	12%	11%	10%	11%
Once a year	1%	2%	0%	0%	4%	2%	0%	1%	0%	0%	1%	3%	0%
Never	2%	0%	6%	1%	5%	3%	0%	2%	0%	0%	2%	1%	2%
Not sure	2%	3%	0%	0%	6%	3%	1%	2%	1%	1%	2%	3%	2%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q11 - Family Engagement and School Communication

Have you ever contacted your child/children's school with a question or concern?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	61%	64%	62%	94%	63%	61%	60%	60%	56%	73%	60%	72%	56%
<b>No</b>	39%	36%	37%	4%	36%	39%	40%	39%	44%	27%	40%	28%	44%
<b>Don't know/Refused</b>	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



## Q12 - Family Engagement and School Communication

How responsive would you say that the staff at your child/children's school have been in addressing your questions or concerns? Base: Contacted child/children's school

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Very responsive	65%	64%	66%	63%	66%	66%	60%	66%	35%	84%	63%	78%	56%
Somewhat responsive	29%	30%	27%	27%	29%	29%	32%	29%	53%	16%	30%	20%	35%
Not very responsive	4%	5%	5%	9%	3%	3%	6%	4%	12%	1%	5%	2%	6%
Not responsive at all	1%	1%	2%	1%	2%	1%	2%	1%	0%	0%	1%	0%	2%
Positive (Very/somewhat responsive)	94%	94%	92%	90%	95%	95%	92%	94%	88%	99%	94%	98%	91%
Less positive (Not very/Not responsive at all)	6%	6%	8%	10%	5%	4%	8%	5%	12%	1%	6%	2%	8%
Refused	0%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	1%

### Total

(n=304)

### School Type

District (n=248)  
Charter (n=98)  
Both (n=41)

### Family Income Level

Very Low-income (n=89)  
Net Low-income (n=184)  
Above \$60,000 (n=117)

### Race/Ethnicity

Latino (n=244)  
Black (n=27)  
White (n=20)  
Families of Color (n=284)

### English Learners

English Learners (n=118)  
Non-English Learners (n=185)

### Q13 - Family Engagement and School Communication

Which of the following are the best ways for you to get information from your child/children’s school about what is happening at your child/children’s school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Email	49%	48%	54%	53%	44%	52%	44%	51%	30%	44%	49%	40%	54%
Personal phone calls by a school staff member	47%	46%	56%	67%	46%	46%	50%	46%	58%	55%	47%	48%	47%
Text message	43%	45%	42%	53%	33%	41%	46%	43%	46%	36%	44%	44%	43%
Through a parent / school communication app on your phone	43%	44%	39%	37%	38%	46%	38%	44%	41%	33%	44%	37%	46%
Robocalls ù recorded phone messages sent to all families with children in the school	38%	43%	27%	44%	25%	33%	45%	36%	58%	45%	37%	35%	39%
In-person events, at drop-off or pickup	36%	35%	43%	49%	27%	29%	47%	33%	52%	39%	36%	41%	34%
Letters in the mail	30%	29%	30%	30%	28%	28%	32%	28%	37%	33%	29%	24%	32%
Home visits (virtual or in-person)	25%	26%	26%	41%	5%	17%	35%	22%	42%	34%	24%	26%	24%
Social media posts	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

## Q14 - Family Engagement and School Communication

Which of the following services, if any, do you most want your school to provide to you and your child/children moving forward?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mental health programs, such as counseling or therapy	44%	43%	50%	58%	52%	50%	35%	46%	38%	44%	44%	44%	44%
Medical or dental programs	36%	35%	39%	34%	45%	36%	37%	37%	33%	25%	37%	33%	38%
On-site child care and early childhood development programs	34%	36%	30%	32%	29%	32%	39%	36%	31%	28%	35%	33%	35%
Food assistance programs outside of school hours, such as a food pantry	39%	42%	37%	57%	40%	42%	36%	39%	34%	46%	39%	45%	37%
Homework or other academic support outside of school hours	57%	58%	55%	52%	51%	57%	58%	60%	53%	36%	59%	58%	57%
Enrichment programs outside of school hours, such as arts, sports, arts, and coding	51%	53%	49%	60%	44%	49%	53%	53%	43%	38%	52%	49%	51%
Job training or search programs	31%	32%	30%	36%	24%	28%	36%	30%	30%	38%	30%	31%	31%
Legal support, such as immigration information or domestic support	22%	25%	13%	20%	7%	18%	27%	20%	34%	22%	22%	20%	22%
Other	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%
None of the above	3%	4%	1%	1%	5%	4%	2%	3%	3%	2%	3%	2%	4%
Refused	1%	0%	2%	0%	1%	1%	0%	0%	3%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q15 - Family Engagement and School Communication

Which of the following activities do you participate in at least once a month at your child/children's school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Attending online or in-person school events for students and families, such as school celebrations	47%	48%	49%	58%	31%	41%	55%	46%	46%	52%	47%	48%	47%
Attending online or in-person school-wide informational meetings for parents/ caregivers	41%	38%	51%	49%	31%	37%	48%	38%	52%	47%	41%	33%	45%
Participating in online or -in-person workshops focused on my child's academic progress and needs	35%	33%	47%	57%	27%	32%	40%	35%	34%	40%	35%	41%	33%
Participating in school committees, such as the school site council or a PTA	35%	32%	43%	44%	21%	29%	43%	34%	41%	33%	35%	30%	36%
Participating in online or in-person workshops on personal needs for myself and my family, such as financial planning or mental health awareness	30%	32%	32%	61%	15%	24%	40%	30%	36%	30%	30%	32%	29%
Spending time with parent representatives on issues that matter to my school or my community	30%	29%	36%	46%	13%	25%	39%	28%	43%	37%	29%	31%	29%
None of the above / I do not participate in any programs at my child's school	14%	17%	5%	2%	28%	20%	6%	16%	8%	6%	15%	13%	15%
Not sure	5%	3%	10%	0%	11%	6%	5%	7%	0%	0%	6%	5%	5%
Other	1%	1%	0%	1%	0%	1%	0%	1%	0%	0%	1%	0%	1%
Refused	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q16 - Access to Services and Enrichment

How much do you think your perspective as a parent/caregiver/guardian is represented in major decisions and policy considerations at your child/children's school? Would you say ...

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	49%	47%	61%	74%	45%	47%	54%	51%	33%	54%	49%	58%	44%
<b>Some</b>	37%	38%	31%	22%	33%	38%	36%	34%	62%	34%	38%	28%	42%
<b>Only a little</b>	10%	11%	7%	5%	15%	11%	9%	11%	3%	10%	10%	10%	10%
<b>Not at all</b>	2%	2%	1%	0%	3%	3%	1%	2%	1%	1%	2%	1%	3%
<b>Refused</b>	1%	1%	0%	0%	3%	2%	0%	1%	0%	0%	1%	3%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q29 - Access to Services and Enrichment

Which of the following do you believe schools, districts, and the state should prioritize in order to improve public education?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Providing tools/support to meet students' emotional/mental health needs	47%	47%	44%	42%	51%	53%	38%	48%	41%	44%	47%	39%	51%
Providing direct grants to parents of \$500 per child	43%	43%	43%	41%	50%	47%	37%	46%	36%	24%	45%	46%	42%
Expanding high-quality tutoring programs	43%	48%	28%	33%	49%	45%	40%	44%	35%	29%	43%	43%	42%
Providing special funding for students with greater learning needs	42%	45%	36%	53%	30%	39%	46%	41%	52%	38%	42%	41%	42%
Offering more college credit/work-based learning/apprenticeships	41%	42%	35%	32%	35%	40%	42%	40%	46%	38%	41%	43%	40%
Offering summer school instruction to any child/family who wants it	41%	39%	43%	36%	49%	42%	38%	42%	41%	22%	42%	38%	43%
Creating additional school options, such as learning pods or hybrid programs	36%	34%	46%	51%	34%	33%	43%	37%	29%	31%	37%	37%	36%
Expanding free pre-K and childcare options for all children	36%	37%	35%	39%	34%	38%	34%	36%	39%	37%	36%	39%	35%
Expanding broadband access to underserved areas	31%	31%	29%	22%	33%	34%	25%	32%	27%	15%	32%	23%	34%
Expanding learning time through longer school day/school year	26%	29%	19%	29%	24%	27%	24%	25%	26%	30%	25%	25%	26%
None of the above	2%	2%	1%	0%	2%	2%	0%	2%	0%	0%	2%	1%	2%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q35 - Access to Services and Enrichment

Whether support or oppose specific action in the 3-year LAUSD plan: Provide more direct resources (e.g. funding, programs, staff) to school sites.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly support</b>	59%	61%	49%	38%	77%	69%	43%	62%	35%	56%	59%	64%	56%
<b>Somewhat support</b>	31%	29%	43%	49%	19%	27%	39%	30%	42%	33%	31%	31%	32%
<b>Somewhat oppose</b>	7%	7%	7%	12%	1%	2%	15%	5%	18%	9%	7%	5%	8%
<b>Strongly oppose</b>	2%	3%	1%	1%	0%	1%	4%	2%	5%	2%	2%	0%	3%
<b>Positive (Strongly/somewhat support)</b>	90%	89%	93%	87%	96%	96%	82%	93%	77%	89%	91%	95%	88%
<b>Less positive (Somewhat/strongly oppose)</b>	9%	10%	7%	13%	2%	3%	18%	7%	23%	11%	9%	5%	11%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

#### Total

(n=500)

#### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

#### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

#### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

#### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q16 - Access to Services and Enrichment

How much do you think your perspective as a parent/caregiver/guardian is represented in major decisions and policy considerations at your child/children's school? Would you say ...

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	49%	47%	61%	74%	45%	47%	54%	51%	33%	54%	49%	58%	44%
<b>Some</b>	37%	38%	31%	22%	33%	38%	36%	34%	62%	34%	38%	28%	42%
<b>Only a little</b>	10%	11%	7%	5%	15%	11%	9%	11%	3%	10%	10%	10%	10%
<b>Not at all</b>	2%	2%	1%	0%	3%	3%	1%	2%	1%	1%	2%	1%	3%
<b>Refused</b>	1%	1%	0%	0%	3%	2%	0%	1%	0%	0%	1%	3%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



## Q17 - Representation in School and Policy Decisions

Now, how much do you think your perspective as a parent/caregiver/guardian is represented in policy decisions in your school system?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	41%	40%	46%	48%	36%	41%	42%	42%	28%	63%	40%	50%	36%
<b>Some</b>	39%	40%	40%	49%	32%	35%	46%	39%	51%	26%	40%	33%	43%
<b>Only a little</b>	13%	12%	13%	4%	17%	14%	10%	13%	20%	8%	13%	11%	14%
<b>Not at all</b>	5%	7%	1%	0%	10%	8%	2%	5%	1%	3%	5%	3%	7%
<b>Refused</b>	1%	1%	0%	0%	3%	2%	0%	1%	0%	0%	1%	3%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q18 - Representation in School and Policy Decisions

How would you currently rate how your child/children's school is doing on: Quality of teaching and instruction

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent</b>	38%	37%	43%	47%	45%	38%	38%	38%	34%	48%	37%	49%	32%
<b>Good</b>	47%	48%	38%	28%	39%	49%	43%	47%	43%	42%	47%	42%	49%
<b>Only fair</b>	12%	11%	14%	8%	11%	11%	14%	11%	17%	7%	12%	7%	14%
<b>Poor</b>	3%	4%	5%	17%	3%	2%	5%	3%	5%	0%	3%	0%	4%
<b>Positive (Excellent/Good)</b>	85%	85%	80%	75%	85%	87%	81%	85%	77%	91%	84%	92%	81%
<b>Less positive (Only fair/Poor)</b>	15%	14%	19%	25%	15%	13%	18%	14%	22%	7%	15%	8%	19%
<b>Not applicable</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
<b>Don't know/Refused</b>	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q19 - Representation in School and Policy Decisions

How would you currently rate how your child/children's school is doing on:  
Providing additional resources and support to my child/children to learn

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent</b>	42%	41%	41%	37%	39%	45%	38%	43%	37%	47%	41%	44%	40%
<b>Good</b>	40%	41%	37%	41%	34%	36%	46%	40%	35%	44%	40%	37%	41%
<b>Only fair</b>	12%	11%	16%	18%	15%	11%	14%	10%	21%	6%	12%	12%	12%
<b>Poor</b>	5%	6%	2%	4%	9%	5%	3%	5%	3%	3%	5%	7%	4%
<b>Positive (Excellent/Good)</b>	81%	83%	77%	78%	73%	81%	83%	83%	72%	91%	81%	81%	81%
<b>Less positive (Only fair/Poor)</b>	16%	16%	18%	22%	24%	16%	17%	15%	24%	8%	17%	19%	15%
<b>Not applicable</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Don't know/Refused</b>	2%	1%	4%	0%	3%	3%	0%	2%	4%	0%	2%	0%	3%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q20 - Representation in School and Policy Decisions

How would you currently rate how your child/children's school is doing on: Providing resources to support my child/children's mental health and emotional wellbeing

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent</b>	34%	32%	36%	28%	33%	37%	29%	35%	19%	48%	33%	45%	28%
<b>Good</b>	39%	41%	36%	48%	21%	31%	51%	38%	49%	35%	39%	33%	42%
<b>Only fair</b>	17%	15%	23%	20%	25%	18%	15%	15%	28%	12%	17%	14%	18%
<b>Poor</b>	7%	8%	4%	5%	14%	9%	2%	7%	2%	3%	7%	7%	7%
<b>Positive (Excellent/Good)</b>	72%	73%	72%	75%	53%	68%	80%	73%	68%	83%	72%	78%	70%
<b>Less positive (Only fair/Poor)</b>	24%	23%	26%	25%	40%	27%	18%	23%	29%	15%	24%	21%	25%
<b>Not applicable</b>	3%	3%	0%	0%	4%	2%	2%	3%	1%	2%	3%	1%	3%
<b>Don't know/Refused</b>	1%	1%	2%	0%	3%	2%	0%	2%	1%	0%	1%	0%	2%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q21 - Instruction / Academics

Which of the following types of information about your child/children’s academic progress, if any, does your child/children’s school regularly provide you with?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Grades and feedback on portfolios of students' work	54%	55%	54%	68%	48%	51%	58%	56%	50%	46%	54%	42%	60%
Report cards	50%	49%	48%	33%	74%	62%	31%	53%	34%	25%	51%	53%	48%
Statewide tests results on whether students are on grade level in core academic subjects (e.g., reading, math, and science)	46%	49%	46%	71%	30%	42%	54%	46%	54%	46%	46%	54%	43%
School and district-created tests and quiz results	44%	43%	48%	51%	31%	42%	46%	44%	49%	44%	44%	39%	46%
What academic standards my child should be learning and what they are actually learning	43%	38%	54%	46%	35%	40%	48%	42%	44%	48%	42%	42%	43%
Access and progress on grade-level, high quality curriculum	42%	42%	45%	45%	24%	33%	58%	40%	53%	46%	42%	41%	43%
Not sure	2%	2%	1%	0%	4%	3%	0%	3%	0%	1%	2%	1%	2%
Refused	1%	1%	0%	1%	2%	1%	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
None of the above / I am not provided with any information	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%

*Total*  
(n=500)

*School Type*  
District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*  
Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*  
Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*  
English Learners (n=164)  
Non-English Learners (n=332)

## Q22- Instruction / Academics

Which of the following information, about your child/children’s academic progress if any, do you most want your school to provide you with moving forward?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
What academic standards my child should be learning and what they are actually learning	61%	60%	64%	68%	65%	66%	54%	63%	48%	55%	61%	61%	60%
Grades and feedback on portfolios of students' work	55%	58%	48%	58%	51%	57%	52%	55%	59%	49%	55%	55%	55%
Access and progress on grade-level, high quality curriculum	50%	52%	50%	70%	47%	50%	50%	50%	48%	49%	50%	55%	47%
Statewide tests results on whether students are on grade level in core academic subjects (e.g., reading, math, and science)	46%	45%	42%	30%	47%	48%	42%	45%	45%	44%	46%	50%	44%
School and district-created tests and quiz results	44%	45%	44%	57%	43%	46%	40%	44%	49%	46%	44%	50%	41%
Report cards	41%	40%	41%	30%	48%	45%	35%	43%	39%	16%	43%	29%	47%
None of the above	3%	2%	6%	0%	7%	4%	1%	4%	0%	1%	3%	5%	3%
Other	1%	1%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%	1%
Refused	1%	1%	0%	1%	2%	1%	0%	1%	0%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q23 - Instruction / Academics

In which of the following ways does your child's school inform you about your child/children's progress in developing English language proficiency? Base: children are English language learners

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%
From the results on your child/children's annual ELPAC test	49%	48%	73%	87%	27%	41%	63%	47%	63%	52%	49%	49%	0%
On my child/children's report card grade	49%	53%	28%	30%	49%	49%	49%	48%	55%	45%	49%	49%	0%
During the process for when my child/children changed or left English learner status	46%	49%	56%	83%	11%	35%	64%	46%	38%	47%	46%	46%	0%
From the courses or classes my child/children takes	47%	49%	48%	59%	26%	39%	60%	47%	48%	49%	47%	47%	0%
None of the above	3%	3%	1%	0%	8%	5%	0%	3%	7%	0%	3%	3%	0%
I have not received information about my child's progress in English language proficiency	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	1%	0%
Not sure	6%	1%	16%	0%	11%	9%	1%	7%	0%	0%	6%	6%	0%
Refused	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Refused													

### Total

(n=164)

### School Type

District (n=137)  
Charter (n=51)  
Both (n=24)

### Family Income Level

Very Low-income (n=55)  
Net Low-income (n=98)  
Above \$60,000 (n=66)

### Race/Ethnicity

Latino (n=133)  
Black (n=9)  
White (n=16)  
Families of Color (n=148)

### English Learners

English Learners (n=164)  
Non-English Learners (n=0)

## Q24 - Instruction / Academics

Does your child/children's school provide your child/children with access to one-on-one or group tutoring?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	60%	60%	67%	87%	61%	59%	61%	60%	45%	77%	59%	72%	54%
<b>No</b>	23%	22%	21%	9%	14%	18%	30%	21%	41%	19%	23%	17%	25%
<b>Not sure</b>	18%	18%	13%	4%	25%	23%	8%	19%	14%	4%	19%	11%	21%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



## Q25 - Instruction / Academics

Do you want your child/children's school to provide your child/children with access to one-on-one or group tutoring on a regular basis? Base: School does not provide tutoring/Not sure

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	72%	72%	69%	52%	76%	73%	68%	77%	52%	27%	73%	75%	71%
<b>No</b>	16%	17%	19%	48%	8%	9%	29%	12%	30%	59%	15%	5%	19%
<b>Not sure</b>	12%	11%	12%	0%	16%	17%	4%	11%	18%	14%	12%	20%	10%

### Total

(n=500)

### School Type

District (n=155)  
Charter (n=52)  
Both (n=5)

### Family Income Level

Very Low-income (n=56)  
Net Low-income (n=123)  
Above \$60,000 (n=75)

### Race/Ethnicity

Latino (n=162)  
Black (n=26)  
White (n=6)  
Families of Color (n=195)

### English Learners

English Learners (n=47)  
Non-English Learners (n=154)

## Q26 - Instruction / Academics

Which of the following additional learning opportunities, if any, do you most want your school to provide for your child,/children moving forward?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>One-on-one or small group tutoring on a regular basis</b>	60%	57%	61%	44%	73%	67%	47%	62%	52%	39%	61%	53%	62%
<b>Weekend, summer, or winter break individual support</b>	54%	55%	57%	75%	33%	44%	70%	52%	69%	64%	53%	55%	54%
<b>Afterschool programs (academic and non-academic support)</b>	59%	62%	59%	78%	47%	57%	62%	58%	61%	63%	59%	57%	60%
<b>Other</b>	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%
<b>None of the above</b>	3%	2%	3%	2%	3%	3%	3%	2%	0%	2%	3%	1%	3%
<b>Refused</b>	0%	1%	0%	0%	0%	1%	0%	1%	0%	1%	0%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q27 - Instruction / Academics

How often does your child/children's school provide information on the courses and grades your child/children needs/need to take and pass to be eligible for a four-year university? Would you say ...

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Once a week	30%	27%	35%	29%	19%	24%	39%	29%	41%	25%	30%	29%	30%
More than once a week	22%	23%	23%	35%	15%	20%	26%	21%	22%	46%	21%	23%	21%
Once or twice a month	18%	19%	19%	28%	13%	15%	23%	18%	18%	19%	18%	20%	17%
Not sure	10%	10%	6%	3%	15%	14%	2%	10%	10%	3%	10%	4%	12%
A few times a year	8%	8%	6%	5%	11%	9%	4%	8%	5%	5%	8%	9%	7%
Once a year	6%	5%	7%	1%	16%	9%	2%	8%	0%	0%	7%	9%	5%
Never	6%	7%	4%	0%	10%	8%	3%	6%	4%	2%	7%	5%	7%
Refused	1%	1%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q28 - Instruction / Academics

Now, which of the following has most affected your child/children's academic performance over the past year?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Your child/children's emotional health and safety	42%	43%	41%	43%	32%	35%	55%	41%	52%	45%	42%	42%	42%
Your child/children's academic progress and learning	42%	43%	42%	51%	25%	38%	49%	40%	54%	50%	42%	37%	45%
You and your family's financial wellbeing	36%	38%	42%	72%	33%	37%	35%	37%	35%	43%	36%	37%	36%
You and your family's emotional health and safety	36%	36%	39%	45%	24%	32%	43%	35%	51%	47%	36%	34%	38%
You and your family's physical health and safety	35%	36%	33%	41%	17%	26%	49%	32%	45%	37%	34%	34%	35%
None of the above	17%	17%	12%	1%	24%	22%	8%	20%	2%	6%	18%	16%	18%
Other	1%	0%	1%	0%	0%	1%	0%	0%	3%	0%	1%	0%	1%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q37 - School Enrollment Trends

How likely are you to have your child/children attend LAUSD schools throughout their K-12 education — from elementary school through high school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely likely</b>	53%	54%	47%	44%	69%	62%	39%	58%	20%	58%	53%	64%	48%
<b>Very likely</b>	29%	29%	33%	43%	14%	24%	39%	27%	47%	32%	29%	26%	31%
<b>Somewhat likely</b>	14%	13%	17%	12%	12%	11%	19%	12%	25%	10%	14%	8%	17%
<b>Not very likely</b>	2%	2%	1%	1%	3%	3%	1%	1%	7%	0%	2%	2%	2%
<b>Not at all likely</b>	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
<b>Positive (Extremely/very/somewhat likely)</b>	97%	97%	97%	99%	95%	96%	97%	97%	93%	100%	96%	98%	96%
<b>Less positive (Not very/not at all likely)</b>	3%	3%	3%	1%	3%	3%	3%	2%	7%	0%	3%	2%	3%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q38 - School Enrollment Trends

Which of the following options would you consider for your child/children other than LAUSD schools? Base: Very/somewhat/not very/not at all likely to have kids attend LAUSD schools

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Public school in a neighboring district within L.A. County</b>	47%	46%	52%	57%	25%	36%	57%	45%	51%	50%	47%	36%	51%
<b>Public school in a district outside of L.A. County</b>	39%	40%	30%	18%	26%	38%	40%	39%	41%	31%	39%	18%	46%
<b>Public charter school</b>	31%	29%	35%	35%	34%	37%	25%	34%	17%	40%	30%	44%	26%
<b>Private school</b>	29%	30%	28%	30%	30%	31%	27%	28%	32%	25%	29%	39%	25%
<b>Home school</b>	18%	18%	20%	31%	20%	15%	21%	20%	7%	11%	18%	31%	12%
<b>Parochial school</b>	14%	15%	20%	41%	1%	9%	19%	15%	11%	19%	14%	7%	17%
<b>I wouldn't consider options other than LAUSD schools</b>	2%	2%	3%	0%	3%	5%	0%	2%	8%	1%	3%	2%	3%
<b>Refused</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

*Total*

(n=232)

*School Type*

District (n=174)  
Charter (n=82)  
Both (n=24)

*Family Income Level*

Very Low-income (n=40)  
Net Low-income (n=113)  
Above \$60,000 (n=118)

*Race/Ethnicity*

Latino (n=167)  
Black (n=38)  
White (n=12)  
Families of Color (n=220)

*English Learners*

English Learners (n=59)  
Non-English Learners (n=171)

### Q30 - Strategic Plan Perspectives

The new Superintendent has established a 3-year plan, consisting of a range of priorities for LAUSD schools, to begin this year and be completed by 2026.

The following five priorities are included in the 3-year LAUSD plan. Which of them do you think should be the top priority?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>First priority</b>	500	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Provide students with the support, knowledge, and skills to reach their full academic potential and graduate college and be career ready.</b>	29%	32%	24%	36%	26%	26%	32%	29%	25%	38%	29%	28%	29%
<b>Create welcoming and safe school environments that support students' social, emotional, and physical wellness.</b>	26%	26%	22%	9%	27%	27%	26%	26%	26%	28%	26%	24%	27%
<b>Increase engagement and collaboration between families, students, and schools to improve student success.</b>	16%	14%	21%	13%	20%	17%	16%	17%	16%	13%	17%	24%	13%
<b>Ensure that LAUSD is a sustainable organization that is equipped to provide students with access to resources, state of the art facilities, and modern technology.</b>	14%	14%	17%	24%	15%	14%	14%	15%	12%	9%	14%	8%	17%
<b>Invest in developing and uplifting a talented staff who are reflective of the students in LAUSD.</b>	14%	13%	16%	19%	13%	15%	11%	13%	22%	11%	14%	15%	13%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q30 - Strategic Plan Perspectives (Continued)

The new Superintendent has established a 3-year plan, consisting of a range of priorities for LAUSD schools, to begin this year and be completed by 2026.

The following five priorities are included in the 3-year LAUSD plan. Which of them do you think should be the top priority?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>First priority</b>	500	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Provide students with the support, knowledge, and skills to reach their full academic potential and graduate college and be career ready.	17%	16%	20%	19%	12%	16%	19%	16%	14%	24%	17%	19%	17%
Create welcoming and safe school environments that support students' social, emotional, and physical wellness.	26%	25%	32%	33%	30%	26%	27%	27%	28%	24%	26%	22%	28%
Increase engagement and collaboration between families, students, and schools to improve student success.	18%	20%	11%	11%	17%	18%	18%	18%	14%	24%	18%	24%	15%
Ensure that LAUSD is a sustainable organization that is equipped to provide students with access to resources, state of the art facilities, and modern technology.	20%	21%	15%	11%	26%	24%	15%	20%	26%	13%	21%	23%	19%
Invest in developing and uplifting a talented staff who are reflective of the students in LAUSD.	18%	17%	22%	26%	12%	15%	21%	18%	17%	15%	18%	12%	20%
Refused	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

#### Total

(n=500)

#### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

#### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

#### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

#### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



### Q31 - Strategic Plan Perspectives

Whether support or oppose specific action in the 3-year LAUSD plan: Target mental health resources towards English Learner students.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly support</b>	53%	52%	52%	44%	71%	61%	40%	57%	22%	56%	53%	60%	50%
<b>Somewhat support</b>	32%	35%	29%	48%	18%	27%	42%	31%	49%	31%	32%	33%	32%
<b>Somewhat oppose</b>	12%	9%	18%	7%	8%	9%	16%	9%	26%	13%	12%	8%	15%
<b>Strongly oppose</b>	2%	2%	1%	1%	1%	1%	3%	2%	3%	0%	2%	0%	3%
<b>Positive (Strongly/somewhat support)</b>	85%	88%	81%	92%	89%	88%	82%	88%	71%	87%	85%	92%	82%
<b>Less positive (Somewhat/strongly oppose)</b>	14%	11%	19%	8%	9%	11%	18%	11%	29%	13%	14%	8%	17%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q32 - Strategic Plan Perspectives

Whether support or oppose specific action in the 3-year LAUSD plan: Provide more individualized academic support and services to students from low-income households.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly support	54%	54%	54%	51%	74%	61%	43%	57%	40%	50%	55%	63%	50%
Somewhat support	35%	35%	32%	26%	19%	32%	39%	33%	46%	44%	34%	28%	38%
Somewhat oppose	8%	9%	11%	22%	4%	4%	15%	8%	12%	4%	9%	8%	9%
Strongly oppose	2%	2%	3%	1%	1%	2%	2%	1%	2%	3%	2%	1%	3%
Positive (Strongly/somewhat support)	89%	89%	86%	77%	93%	93%	82%	90%	86%	93%	89%	92%	88%
Less positive (Somewhat/strongly oppose)	10%	10%	14%	23%	5%	6%	18%	9%	14%	7%	11%	8%	11%
Refused	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q33 - Strategic Plan Perspectives

Whether support or oppose specific action in the 3-year LAUSD plan: Focus high-impact learning programs - such as summer school, additional learning days, and tutoring — for students that need the most academic support.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly support</b>	51%	51%	47%	34%	73%	57%	41%	54%	27%	52%	51%	60%	47%
<b>Somewhat support</b>	37%	38%	36%	38%	22%	35%	41%	37%	38%	39%	37%	34%	38%
<b>Somewhat oppose</b>	8%	7%	12%	19%	1%	3%	15%	6%	26%	7%	8%	4%	10%
<b>Strongly oppose</b>	4%	4%	5%	9%	3%	4%	3%	3%	8%	2%	4%	2%	4%
<b>Positive (Strongly/somewhat support)</b>	88%	89%	82%	72%	94%	92%	82%	91%	66%	91%	88%	94%	85%
<b>Less positive (Somewhat/strongly oppose)</b>	11%	11%	18%	28%	4%	7%	18%	9%	34%	9%	11%	6%	14%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

#### Total

(n=500)

#### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

#### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

#### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

#### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q34 - Strategic Plan Perspectives

Whether support or oppose specific action in the 3-year LAUSD plan: Provide extra professional learning opportunities and coaching for newly hired teachers.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly support</b>	59%	58%	57%	46%	72%	65%	49%	62%	39%	52%	59%	64%	56%
<b>Somewhat support</b>	30%	30%	31%	28%	23%	30%	31%	29%	44%	26%	31%	27%	32%
<b>Somewhat oppose</b>	10%	11%	11%	25%	2%	4%	20%	8%	16%	19%	9%	9%	11%
<b>Strongly oppose</b>	0%	0%	1%	0%	0%	0%	1%	0%	2%	3%	0%	0%	1%
<b>Positive (Strongly/somewhat support)</b>	89%	88%	88%	74%	95%	95%	80%	91%	82%	78%	90%	91%	88%
<b>Less positive (Somewhat/strongly oppose)</b>	10%	11%	12%	26%	3%	4%	20%	8%	18%	22%	10%	9%	11%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q35 - Strategic Plan Perspectives

Whether support or oppose specific action in the 3-year LAUSD plan: Provide more direct resources (e.g. funding, programs, staff) to school sites.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly support</b>	59%	61%	49%	38%	77%	69%	43%	62%	35%	56%	59%	64%	56%
<b>Somewhat support</b>	31%	29%	43%	49%	19%	27%	39%	30%	42%	33%	31%	31%	32%
<b>Somewhat oppose</b>	7%	7%	7%	12%	1%	2%	15%	5%	18%	9%	7%	5%	8%
<b>Strongly oppose</b>	2%	3%	1%	1%	0%	1%	4%	2%	5%	2%	2%	0%	3%
<b>Positive (Strongly/somewhat support)</b>	90%	89%	93%	87%	96%	96%	82%	93%	77%	89%	91%	95%	88%
<b>Less positive (Somewhat/strongly oppose)</b>	9%	10%	7%	13%	2%	3%	18%	7%	23%	11%	9%	5%	11%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

### Q36 - Strategic Plan Perspectives

Now, please indicate the extent to which you agree or disagree with the following statement: The annual public evaluation of the new LAUSD Superintendent’s performance should be based on the results of the 3-year LAUSD plan.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	54%	54%	54%	54%	61%	60%	44%	57%	21%	69%	53%	58%	52%
<b>Somewhat agree</b>	37%	37%	35%	26%	31%	33%	44%	34%	68%	29%	38%	38%	37%
<b>Somewhat disagree</b>	7%	7%	11%	19%	3%	5%	11%	8%	8%	2%	8%	3%	9%
<b>Strongly disagree</b>	1%	1%	0%	0%	3%	1%	1%	1%	3%	0%	1%	1%	1%
<b>Positive (Strongly/somewhat agree)</b>	91%	90%	89%	81%	93%	93%	88%	91%	89%	98%	91%	96%	88%
<b>Less positive (Somewhat/strongly disagree)</b>	8%	9%	11%	19%	5%	6%	12%	8%	11%	2%	9%	4%	11%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

## Q1 - Context and About Respondents

Which of the following people are you currently responsible for taking care of on a regular basis?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
One child under the age of 18	56%	54%	52%	28%	55%	57%	54%	54%	69%	53%	56%	49%	59%
Two children under the age of 18	34%	34%	41%	60%	30%	31%	38%	34%	28%	37%	34%	37%	33%
Three or more children under the age of 18	10%	12%	7%	12%	16%	12%	8%	12%	3%	10%	10%	14%	9%
One or more children over the age of 18	4%	4%	3%	3%	8%	5%	1%	4%	0%	0%	4%	2%	4%
An aging/elderly parent	4%	4%	3%	5%	0%	4%	3%	4%	0%	0%	4%	5%	3%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q3/4/5 - Context and About Respondents

Which of the following best describes the school(s) the child/children you care for attends?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Los Angeles Unified school	79%	89%	58%	90%	70%	76%	84%	79%	90%	70%	80%	70%	83%
Public charter school	34%	24%	66%	64%	36%	33%	36%	33%	26%	46%	33%	37%	33%
LAUSD only	66%	76%	34%	36%	64%	67%	64%	67%	74%	54%	67%	63%	67%
Charter only	21%	11%	42%	10%	30%	24%	16%	21%	10%	30%	20%	30%	17%
Both LAUSD and Charter	13%	13%	24%	54%	6%	9%	20%	12%	16%	16%	13%	7%	16%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)



## Q6 - Context and About Respondents

Please tell me which grade level(s) the child/children you care for is currently in?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Nursery / Daycare	2%	2%	2%	3%	2%	2%	2%	2%	0%	1%	2%	2%	2%
Pre-Kindergarten	2%	2%	0%	2%	2%	1%	3%	2%	0%	5%	2%	1%	2%
KG/T-K - 3rd grade	39%	43%	32%	52%	42%	41%	34%	40%	27%	42%	38%	43%	36%
Kindergarten/T-K	8%	10%	4%	6%	7%	9%	6%	8%	6%	11%	8%	7%	9%
1st grade	8%	7%	9%	7%	13%	9%	5%	8%	1%	13%	7%	9%	7%
2nd grade	12%	14%	11%	20%	17%	14%	9%	13%	4%	17%	12%	7%	15%
3rd grade	17%	18%	15%	22%	15%	15%	19%	17%	17%	8%	18%	23%	14%
4th - 6th grade	33%	38%	22%	34%	26%	28%	43%	32%	39%	41%	33%	37%	31%
4th grade	12%	14%	8%	11%	7%	9%	18%	12%	21%	9%	12%	13%	12%
5th grade	15%	17%	11%	17%	13%	13%	18%	15%	9%	14%	15%	17%	14%
6th grade	8%	9%	4%	7%	9%	8%	7%	7%	9%	20%	7%	10%	7%
7th - 8th grade	17%	17%	23%	30%	13%	19%	15%	18%	13%	16%	18%	26%	13%
7th grade	10%	11%	12%	24%	12%	13%	7%	10%	12%	11%	10%	18%	6%
8th grade	8%	7%	11%	6%	3%	8%	9%	10%	2%	5%	9%	11%	7%
9th - 12th grade	41%	38%	53%	61%	44%	40%	43%	40%	49%	39%	41%	34%	45%
9th grade	13%	13%	19%	35%	6%	11%	17%	11%	26%	12%	13%	9%	15%
10th grade	12%	11%	14%	17%	14%	14%	9%	13%	9%	12%	12%	10%	13%
11th grade	11%	9%	16%	7%	14%	10%	14%	12%	10%	12%	11%	12%	11%
12th grade	8%	8%	8%	3%	18%	11%	4%	8%	6%	5%	8%	9%	8%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q7 - Context and About Respondents

Are any of the children you care for classified as an English language learner at school — meaning they receive instruction to help with learning the English language?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	33%	35%	33%	56%	39%	32%	34%	33%	19%	58%	31%	100%	0%
<b>No</b>	66%	64%	67%	43%	60%	67%	65%	67%	78%	41%	68%	0%	100%
<b>Not sure</b>	1%	1%	0%	1%	1%	1%	1%	0%	3%	1%	1%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q8 - Context and About Respondents

Do you speak a language other than English at home?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	76%	76%	76%	79%	85%	83%	64%	89%	13%	32%	79%	84%	73%
<b>No</b>	24%	24%	24%	21%	15%	17%	36%	11%	87%	68%	21%	16%	27%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q9 - Context and About Respondents

What language(s) other than English are spoken in your home? Base: Speak other than English at home

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spanish	94%	93%	94%	91%	95%	93%	95%	97%	44%	26%	95%	88%	96%
Korean	3%	1%	8%	5%	7%	5%	0%	3%	0%	5%	3%	2%	4%
Armenian	4%	4%	4%	6%	2%	3%	5%	2%	0%	56%	2%	6%	2%
Tagalog	1%	1%	2%	1%	1%	1%	1%	1%	0%	5%	1%	2%	1%
Chinese	2%	2%	4%	6%	1%	2%	3%	2%	0%	0%	2%	2%	2%
Russian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Vietnamese	1%	1%	1%	4%	0%	1%	1%	0%	0%	17%	0%	2%	0%
Farsi	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Other	3%	3%	2%	0%	5%	4%	2%	3%	12%	5%	3%	6%	1%
Not sure	1%	1%	0%	0%	2%	1%	1%	0%	45%	13%	1%	3%	0%

### Total

(n=380)

### School Type

District (n=295)  
Charter (n=119)  
Both (n=34)

### Family Income Level

Very Low-income (n=119)  
Net Low-income (n=251)  
Above \$60,000 (n=124)

### Race/Ethnicity

Latino (n=360)  
Black (n=6)  
White (n=9)  
Families of Color (n=371)

### English Learners

English Learners (n=138)  
Non-English Learners (n=241)

### Q37 - Context and About Respondents

How likely are you to have your child/children attend LAUSD schools throughout their K-12 education — from elementary school through high school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely likely</b>	53%	54%	47%	44%	69%	62%	39%	58%	20%	58%	53%	64%	48%
<b>Very likely</b>	29%	29%	33%	43%	14%	24%	39%	27%	47%	32%	29%	26%	31%
<b>Somewhat likely</b>	14%	13%	17%	12%	12%	11%	19%	12%	25%	10%	14%	8%	17%
<b>Not very likely</b>	2%	2%	1%	1%	3%	3%	1%	1%	7%	0%	2%	2%	2%
<b>Not at all likely</b>	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
<b>Positive (Extremely/very/somewhat likely)</b>	97%	97%	97%	99%	95%	96%	97%	97%	93%	100%	96%	98%	96%
<b>Less positive (Not very/not at all likely)</b>	3%	3%	3%	1%	3%	3%	3%	2%	7%	0%	3%	2%	3%
<b>Refused</b>	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%

#### Total

(n=500)

#### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

#### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

#### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

#### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q39 - Context and About Respondents

What is the highest degree or level of school you have completed?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>No college</b>	37%	37%	28%	8%	78%	53%	10%	40%	14%	32%	37%	37%	37%
No schooling completed	7%	3%	14%	0%	22%	11%	0%	9%	0%	0%	7%	7%	7%
Preschool through 12th grade — no diploma	9%	9%	7%	3%	23%	11%	3%	9%	0%	16%	8%	11%	8%
Regular high school diploma	15%	17%	6%	2%	28%	21%	6%	16%	14%	8%	15%	13%	15%
GED or alternative credential	6%	8%	1%	4%	5%	10%	0%	7%	0%	8%	6%	6%	6%
<b>Some college</b>	31%	32%	28%	26%	16%	27%	38%	32%	42%	14%	32%	20%	36%
Some college credit, no degree	17%	18%	14%	13%	12%	18%	17%	18%	17%	5%	18%	11%	20%
Associates degree (for example: AA, AS)	14%	14%	14%	13%	5%	10%	21%	14%	25%	9%	14%	9%	16%
<b>College graduate</b>	32%	31%	44%	65%	5%	19%	53%	28%	44%	54%	31%	44%	27%
Bachelor's degree (for example: BA, BS)	21%	20%	32%	47%	4%	14%	32%	19%	35%	15%	21%	24%	20%
Master's degree (for example: MA, MS, MEng, MSW, MBA)	10%	11%	11%	18%	1%	5%	19%	8%	8%	37%	8%	19%	6%
Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)	1%	1%	2%	0%	0%	0%	2%	0%	0%	2%	1%	0%	1%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

## Q40 - Context and About Respondents

For statistical purposes only, which of the following do you consider yourself?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
White / Caucasian	32%	33%	30%	32%	33%	34%	29%	33%	0%	100%	28%	37%	30%
African-American / Black	32%	34%	34%	58%	7%	18%	53%	27%	100%	0%	34%	27%	34%
Asian	5%	2%	11%	2%	1%	4%	7%	3%	0%	0%	5%	5%	5%
American Indian or Alaska Native	2%	2%	1%	1%	1%	1%	3%	2%	0%	0%	2%	0%	3%
Native Hawaiian or Pacific Islander	1%	1%	2%	3%	0%	1%	1%	1%	0%	0%	1%	1%	1%
Other	13%	15%	5%	1%	26%	18%	5%	16%	0%	0%	14%	16%	11%
Two or more races	6%	5%	8%	3%	8%	9%	1%	6%	0%	0%	6%	4%	7%
Not sure	9%	8%	9%	1%	23%	14%	1%	11%	0%	0%	9%	10%	8%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q41 - Context and About Respondents

Do you consider yourself to be of Hispanic, Spanish or Latino descent?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	81%	82%	75%	70%	93%	92%	62%	100%	0%	0%	86%	81%	81%
<b>No</b>	19%	18%	25%	30%	6%	7%	38%	0%	100%	100%	14%	19%	19%
<b>Not sure</b>	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)



## Q42 - Context and About Respondents

Just so we can analyze survey results by different types of households, which of the following categories best describes the total annual income of your household before taxes? household before taxes?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Less than \$40K</b>	28%	26%	26%	3%	100%	47%	0%	33%	9%	8%	29%	33%	25%
<b>\$59K or less</b>	60%	60%	51%	23%	100%	100%	0%	69%	23%	18%	63%	59%	61%
<b>Less than \$10,000 per year</b>	6%	4%	11%	2%	22%	10%	0%	7%	1%	0%	6%	7%	5%
<b>\$10,000 to \$14,999</b>	4%	5%	0%	0%	14%	7%	0%	4%	6%	0%	4%	2%	5%
<b>\$15,000 to \$24,999</b>	6%	5%	8%	0%	22%	10%	0%	7%	1%	0%	6%	6%	6%
<b>\$25,000 to \$34,999</b>	7%	8%	2%	1%	25%	12%	0%	8%	0%	0%	7%	11%	5%
<b>\$35,000 to \$39,999</b>	5%	5%	5%	1%	18%	8%	0%	5%	1%	8%	5%	8%	3%
<b>\$40,000 to \$44,999</b>	4%	3%	6%	2%	0%	7%	0%	4%	8%	3%	4%	3%	5%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

## Q42 - Context and About Respondents (Continued)

Just so we can analyze survey results by different types of households, which of the following categories best describes the total annual income of your household before taxes? household before taxes?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
\$45,000 to \$49,999	4%	4%	2%	0%	0%	7%	0%	4%	0%	1%	4%	2%	5%
\$50,000 to \$54,999	6%	7%	3%	8%	0%	10%	0%	6%	5%	6%	6%	8%	5%
\$55,000 to \$59,999	18%	19%	14%	10%	0%	30%	0%	22%	2%	0%	19%	14%	20%
60K or more	39%	39%	49%	77%	0%	0%	100%	30%	77%	82%	36%	40%	38%
\$60,000 to \$74,999	5%	5%	3%	0%	0%	0%	13%	5%	7%	3%	5%	7%	4%
\$75,000 to \$99,999	14%	14%	20%	42%	0%	0%	36%	13%	22%	16%	14%	11%	15%
\$100,000 to \$149,999	15%	15%	20%	33%	0%	0%	38%	9%	41%	47%	13%	12%	16%
\$150,000 to \$199,999	4%	3%	5%	2%	0%	0%	10%	2%	7%	9%	4%	7%	2%
\$200,000 or more	1%	1%	0%	0%	0%	0%	3%	1%	0%	7%	1%	2%	0%
Not sure	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	1%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Total

(n=500)

### School Type

District (n=387)  
Charter (n=156)  
Both (n=44)

### Family Income Level

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

### Race/Ethnicity

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

### English Learners

English Learners (n=164)  
Non-English Learners (n=332)

### Q43 - Context and About Respondents

Please indicate/choose the gender that you identify as:

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in both district and charter	Very Low-income (below \$37,000)	Net Low-income	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Female</b>	59%	56%	61%	29%	82%	72%	40%	63%	51%	31%	61%	47%	65%
<b>Male</b>	40%	44%	39%	71%	17%	27%	60%	37%	49%	69%	39%	52%	35%
<b>Prefer to self-describe</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Prefer not to say</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

*Total*

(n=500)

*School Type*

District (n=387)  
Charter (n=156)  
Both (n=44)

*Family Income Level*

Very Low-income (n=141)  
Net Low-income (n=301)  
Above \$60,000 (n=194)

*Race/Ethnicity*

Latino (n=404)  
Black (n=48)  
White (n=28)  
Families of Color (n=472)

*English Learners*

English Learners (n=164)  
Non-English Learners (n=332)

# About the Partners

## Center for Equity for English Learners at Loyola Marymount University



The Center for Equity for English Learners at Loyola Marymount University upholds equity and excellence for Multilingual/English Learner students by transforming educational systems and practices in California and throughout the nation. CEEL offers innovative, high quality programs that are research-based and co-constructed with our partners. CEEL's nationally recognized experts support the work of schools, school systems, educational/community organizations, and policy makers through an assets-based approach to serve the unique academic, social, and language needs of linguistically and culturally diverse students.

## GPSN

GPSN is a non-profit intermediary organization exclusively focused on improving Los Angeles public education. GPSN envisions a public school system in Los Angeles that prepares all students to succeed in school and to live thriving adult lives. Guided by this vision, our mission is to bring together the Los Angeles community to catalyze the transformation of the public education system so that students of color and students living in poverty gain the knowledge, skills, and experiences to lead thriving adult lives.



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<https://gpsnla.org/familyinsights2022>

# FAMILY INSIGHTS 2022 REPORT

An Annual Poll of Los Angeles Families

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