

FAMILY INSIGHTS:

An Annual Poll of Los Angeles Families

2023



GPSN
CATALYZING EXCELLENCE
IN PUBLIC EDUCATION

 **Loyola Marymount University**
Center for Equity for
English Learners

Dear Reader,

For three consecutive years, we've published our annual representative poll of Los Angeles public school families with the goal of uplifting their voices and honoring their contributions as co-educators in our schools. Last year's poll provided the opportunity to ask families their perspectives on the newly released four-year strategic plan for Los Angeles Unified School District – the development of which was led by Superintendent Alberto Carvalho during his first year on the job. The start of this school year marked the beginning of the second academic year of that strategic plan's implementation, which is an important time to learn how families are feeling regarding its execution.

To understand how families are experiencing changes made by current district leaders, we added a series of questions to the poll about the state of the district, on families' perceptions of their children's academic performance, and maintained important questions on communication preferences, engagement in schools, and feelings of representation that allow us to gauge their perspectives over time. With three years of representative polling with families in Los Angeles Unified, this poll now provides a multi-year, representative view of family perspectives about the most pressing education issues for Los Angeles families.

Families are clearly seeing changes. Ninety percent of families report noticing improvements in their schools over the last 12 months. Families report that information is accessible and timely, and a strong majority rated the quality of teaching and instruction at their schools as good or excellent. Nearly two-thirds of families rate Superintendent Carvalho positively, an approval rating on par with Governor Gavin Newsom and exceeding other local and state education leaders.

Despite seeing improvements in schools and confidence in the new leadership, only a quarter of families award Los Angeles Unified, as a whole, an 'A' grade; and only half believe Los Angeles Unified students are on the right level in reading and math. The number of families that report believing their child is on track drops precipitously when focusing just on low-income families – with less than a third of low-income families indicating their child is on track in reading and math. Fewer families believe their perspectives are included in major decisions or policy considerations at their school site or at the district level than in 2022. They are calling for more academic support, such as tutoring and summer enrichment, and a much higher number are calling for more socioemotional and mental health supports and services, such as food assistance in schools, than in both previous years of the poll.

We hope this representative poll of Los Angeles family perspectives informs the decisions school and district leaders make, especially as they continue to implement the strategic plan and pandemic recovery efforts. Families are seeing, listening to, and responding to the district's efforts to improve educational opportunities and experiences for students. This poll demonstrates a clear opportunity to continue to forge partnerships with families toward a more equitable and excellent school system in Los Angeles.

In partnership,



Dr. Ana Ponce
Executive Director
GPSN



Magaly Lavadenz, Ph.D.
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Methodology

Overview

The instrument was produced in collaboration between Loyola Marymount University's Center for Equity for English Learners (LMU-CEEL) and GPSN. It was written by the Estrada Darley Miller Group (EDMG) and Penta Group, independent research firms. The poll was conducted by Penta Group over the phone and online from August 22 through September 14, 2023 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 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.¹ Penta independently administered the poll, randomly sampling from the Los Angeles community within Los Angeles Unified geographic boundaries.

¹ Data sources: California Department of Education, 2021-22; Los Angeles Unified School District Open Data Platform, 2021-22; U.S. Census Bureau 2019; American Community Survey, 2019.

Methodological Details

Potential respondents were invited via email or phone to participate in the survey, with 40% of surveys and interviews conducted by phone (n=200).² Phone surveys were conducted with live English and Spanish-speaking interviewers.³ Eighty-one percent (n=407) of all interviews (phone and online) were conducted in English and 19% (n=94) 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 ± 4.4 percentage points for the full survey sample of 501, and higher among subgroups and questions not asked of the full sample. The data was weighted by socioeconomic status and race/ethnicity.

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 Penta

Penta Group combines research with communications expertise to deliver actionable insights for its clients. Serving a wide range of firms, from Fortune 500 corporations to nonprofit organizations, Penta'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. We 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. We are a multi-issue, mixed methods research group and we specialize in the areas of inequality, social change and innovation, early and K-12 education, health, and mental health.

² Over 95% of phone interviews/surveys were conducted on cell phones, and less than 5% on landlines.

³ 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

Sample

The sample of 501 parents/guardians of school-aged children is representative of the population of Los Angeles students from district, magnet, pilot, and affiliated and independent charter public schools. All numbers are percentages. Due to rounding, not all percentages add to 100%.

About Respondents

We use the term “families” throughout to refer to respondents with school-aged children in the home, including parents, relatives, foster parents, or other guardians. Respondents who have more than one child and children in multiple school systems (district, charter, and both) are included in the poll. Families whose children only attend private schools are not included. All respondents who reported belonging to a racial/ethnic group of color are represented in “Families of Color.” The survey did not include a question that identifies whether any children of respondents participate in special education programs (i.e., have active Individualized Education Plans).

SCHOOL TYPE

87%

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

17%

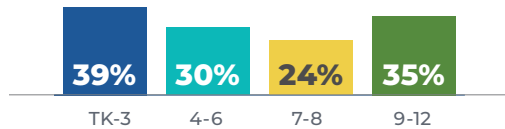
Independent Charter

4%

Students in Both District and Charter

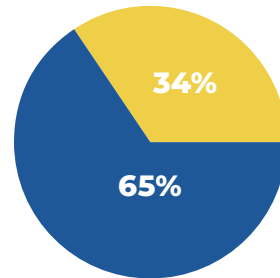
Note: counts include families with “at least one” child in either a district or charter school, so counts do not total 100%

REPORTED ENROLLMENT BY GRADE LEVEL



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

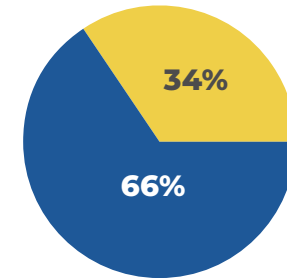
REPORTED SCHOOL POPULATION: ENGLISH LEARNERS



■ Non-English Learners ■ English Learners

Percent of families reporting their child/children are English Learners

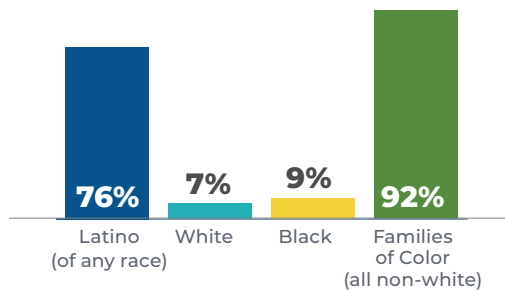
REPORTED LANGUAGES SPOKEN IN THE HOME



■ Languages other than English ■ English-only

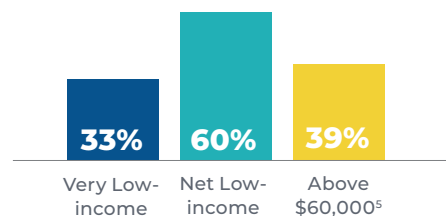
Percent of families reporting a language other than English or English only

REPORTED RACE/ETHNICITY OF FAMILY MEMBERS



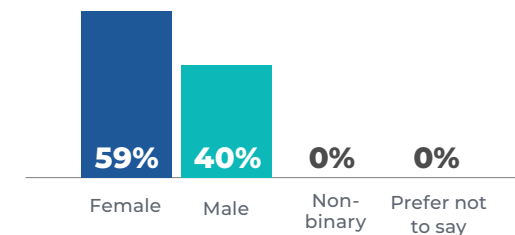
Race/ethnicity of family member taking the poll

REPORTED FAMILY MEMBER INCOME LEVEL



Net low-income includes all families reporting income below \$59,000 for the household (80% or below of median household income in Los Angeles, 2019).⁴ Very low-income includes families reporting income below \$40,000 (50% of median household income).

REPORTED GENDER OF FAMILY MEMBERS



Gender of family member taking the poll

⁴ Los Angeles 2019 median household income thresholds are maintained in this year's poll given minimal shifts in number and percentage of families in each net low-income and very low-income categories. Income thresholds may be updated in future years.

⁵ 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

The start of this 2023-24 school year marked the beginning of the second academic year of Los Angeles Unified's most recent four-year strategic plan under Superintendent Carvalho. As such, this is an important time to review the district's progress towards meeting its goals in the strategic plan. To understand whether families are truly experiencing the major changes made by current district leaders, we added a series of questions about the state of the district, on families' perceptions of their children's academic performance, and maintained important questions that allow us to see their perspectives over time. With three years of representative polling on education issues with families in Los Angeles Unified, this poll now provides a longer-term and representative view of family perspectives about the most pressing issues for Los Angeles families.

Almost two-thirds of families surveyed gave positive ratings to Superintendent Carvalho midway through his second year on the job. This was contrasted by families communicating less positive views about the state of the district and its performance. Less than a quarter give the district an 'A' and fewer families report feeling their perspectives are included in major decisions and policy considerations. Raising up family perspectives on the state of the district and its performance is key in this year when we may expect to see progress from the many investments made to address learning loss and other impacts of the pandemic on students. Families feel generally positive about the quality of teaching and instruction in their direct school and their own child's academic performance, but give mixed grades on the district's overall performance. Only a small majority indicate they believe students in Los Angeles Unified are performing at grade level in reading and math. The gaps between low-income and more affluent families are evident in the poll — with low-income families being much less likely to feel their child is performing at the right grade level.

In addition to concerns about academic performance, families also indicate challenges with understanding district communication. Though communication is timely and accessible, families report understanding district communication takes a lot of effort. The number of families reporting their perspectives are represented a great deal in school and district decisions dropped by nine percentage points from a near majority in 2022 to only 40% in 2023. This decline was much larger for low-income families.

Families doubled down on their demands for academic support and enrichment opportunities as top priorities for the school district, and communicated the persistent need to meet students' social-emotional and mental health, as well as other nonacademic needs. In the first two years of the poll, we found high demand from families for high quality academic support and enrichment hours after school and over summer. This year we've seen an even stronger majority reporting that academic support, including one-on-one tutoring and enrichment opportunities, are both wanted for their own child and are needed for improvement in our public schools. Though expanding academic support and enrichment are families' top priority, there is also very substantial support for addressing students' social-emotional and mental health needs. Three out of every four Los Angeles families report they still experience barriers to quality internet access, with cost being the number one barrier. Additionally, almost 40% of families report wanting food assistance, such as food pantries, to be available in public schools.

The following set of major trends and findings are a snapshot of Los Angeles family perspectives, for 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 students 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 How families *feel* about the district:** Only a quarter of families award Los Angeles Unified as a whole an 'A' grade, and just over half think Los Angeles Unified students are on track in reading and math. Almost two-thirds of families gave Superintendent Alberto Carvalho positive ratings.
- 2 What *matters most* to families:** Over half of families continue to want the district to provide academic resources, like homework support and tutoring, as well as enrichment opportunities outside of school hours.
- 3 What families *want to see*:** In addition to academic supports, families increasingly prioritize other supports, with over half prioritizing support services to meet students' emotional and mental health needs, and nearly 40 percent of families wanting to see food assistance programs outside of school hours.
- 4 How families are *represented in decision-making*:** Less than half of families felt their perspectives were represented a great deal in major decisions and policy considerations at their school.
- 5 How families want the district to *communicate*:** Over half of families believe it takes a lot of effort to understand communication from their schools, though most do indicate communication is accessible and timely. The largest gap between information families want and what they receive is around academic standards.
- 6 How much access families have to digital resources:** Almost three quarters of Los Angeles Unified families still report some barriers to quality internet access, most frequently because of cost. There was significant support for the provision of free home internet for students.
- 7 How *committed* families are to their current school system:** The majority of families report they intend to stay in Los Angeles Unified schools, despite a decrease in the percentage who said they are extremely likely to do so.

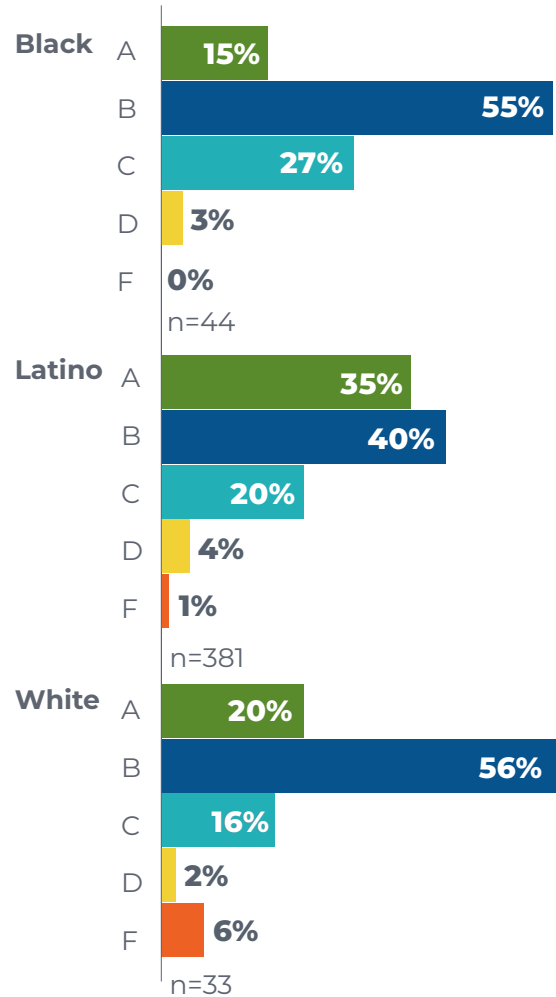


How families *feel* about the district

Only a quarter of families award Los Angeles Unified as a whole an 'A' grade, and just over half think Los Angeles Unified students are on track in reading and math. Almost two-thirds of families give Superintendent Alberto Carvalho positive ratings.

Families are most likely to award both Los Angeles Unified schools in general and their own school a 'B' grade (41% and 43%, respectively). Just under a quarter would give Los Angeles Unified public schools an 'A' grade (24%).

Black families are the least likely to award their school an 'A' grade





How families *feel* about the district

Academic Performance

The majority of families (82%) rate the quality of teaching and instruction at their school as good or excellent. However, just over half (54%) of families think most Los Angeles Unified students are performing at the right level when it comes to reading and math, while 34% do not think they are at the right level. When sharing their perspective on their own child's performance, families are much more optimistic. Three out of every four families believe their child is on grade level. Families making \$60,000 or more are much more likely to believe their child/children are performing above level in reading and math (47%), compared to low-income families (28%). Families of English Learners also report much lower levels of confidence in their child's academic performance, with only 27% reporting their child is above grade level.

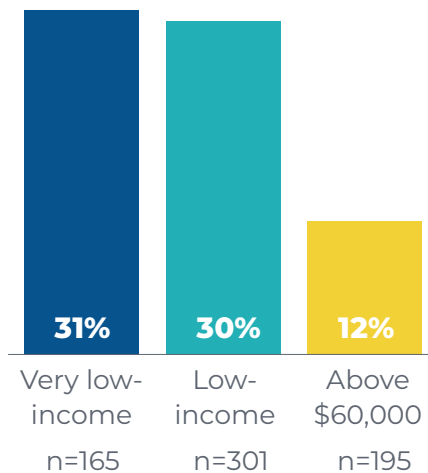
While most families believe their child/children are performing at the right or above grade level (40% and 35%, respectively), the number of children that are on track is far below that – surfacing a large gap between parents' perceptions of their child's performance and reality. Only 41% of students in Los Angeles Unified met state standards in literacy

in 2023 and just 31% met state standards in math. Low-income families and Black families are most likely to believe their children were performing below level, a belief that is reflected in state assessment results. Thirty-five percent of socioeconomically disadvantaged students in Los Angeles Unified met state literacy standards in 2023, and just

25% met math standards, compared to 68% and 56% of non-socioeconomically disadvantaged students. In literacy results, 30% of Black students met state standards compared to 35% of Latino students and 65% of white students. In math, 19% of Black students met standards, versus 24% of Latino students and 55% of white students.⁶

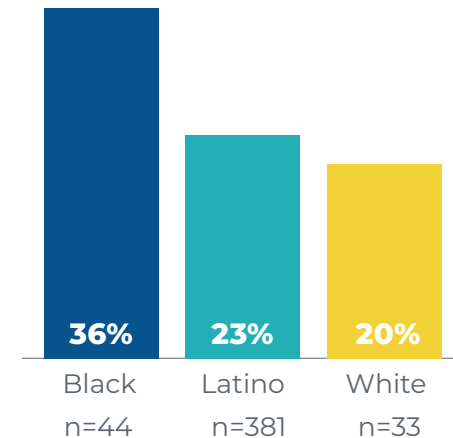
Low-income families are more likely to believe their child/children are performing below grade level in reading and math

% BELIEVE THEIR CHILDREN ARE PERFORMING BELOW LEVEL...



Black families are most likely to believe their child/children are performing below level

% BELIEVE THEIR CHILDREN ARE PERFORMING BELOW LEVEL...



⁶ California Department of Education. [2022-23 Smarter Balanced English Language Arts/Literacy and Mathematics Test Results](#).



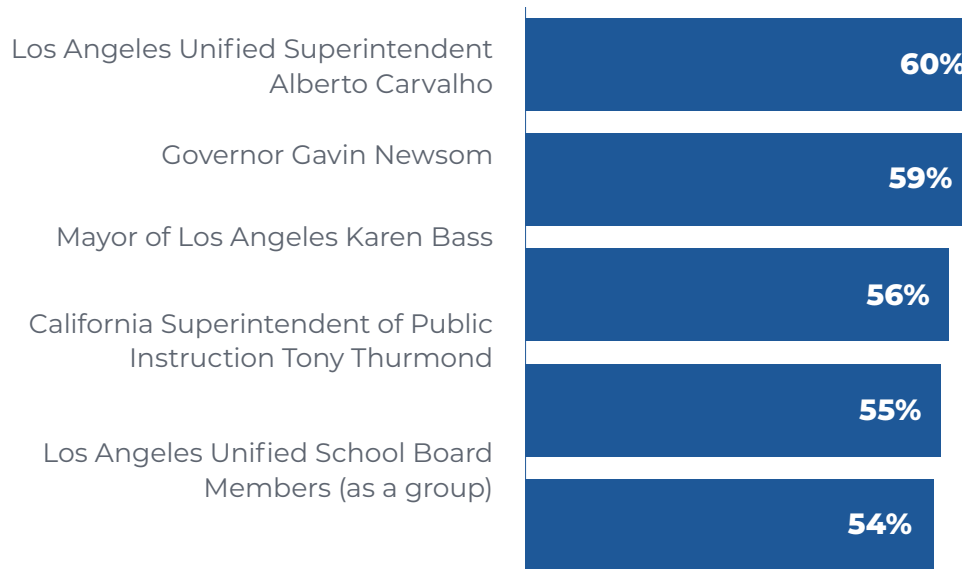
How families *feel* about the district

Leadership in the District

Families rate Superintendent Alberto Carvalho higher than other elected officials and district leaders who were asked about, with nearly two-thirds rating him positively (60%).

When asked about district and state leaders, at least half of families rate their performance positively overall, 2023

% OF FAMILIES THAT RATE PERFORMANCE POSITIVELY...



n=501

Across all officials asked about, district school families, families making \$60,000 or more and English Learners are more likely to rate their performance positively.



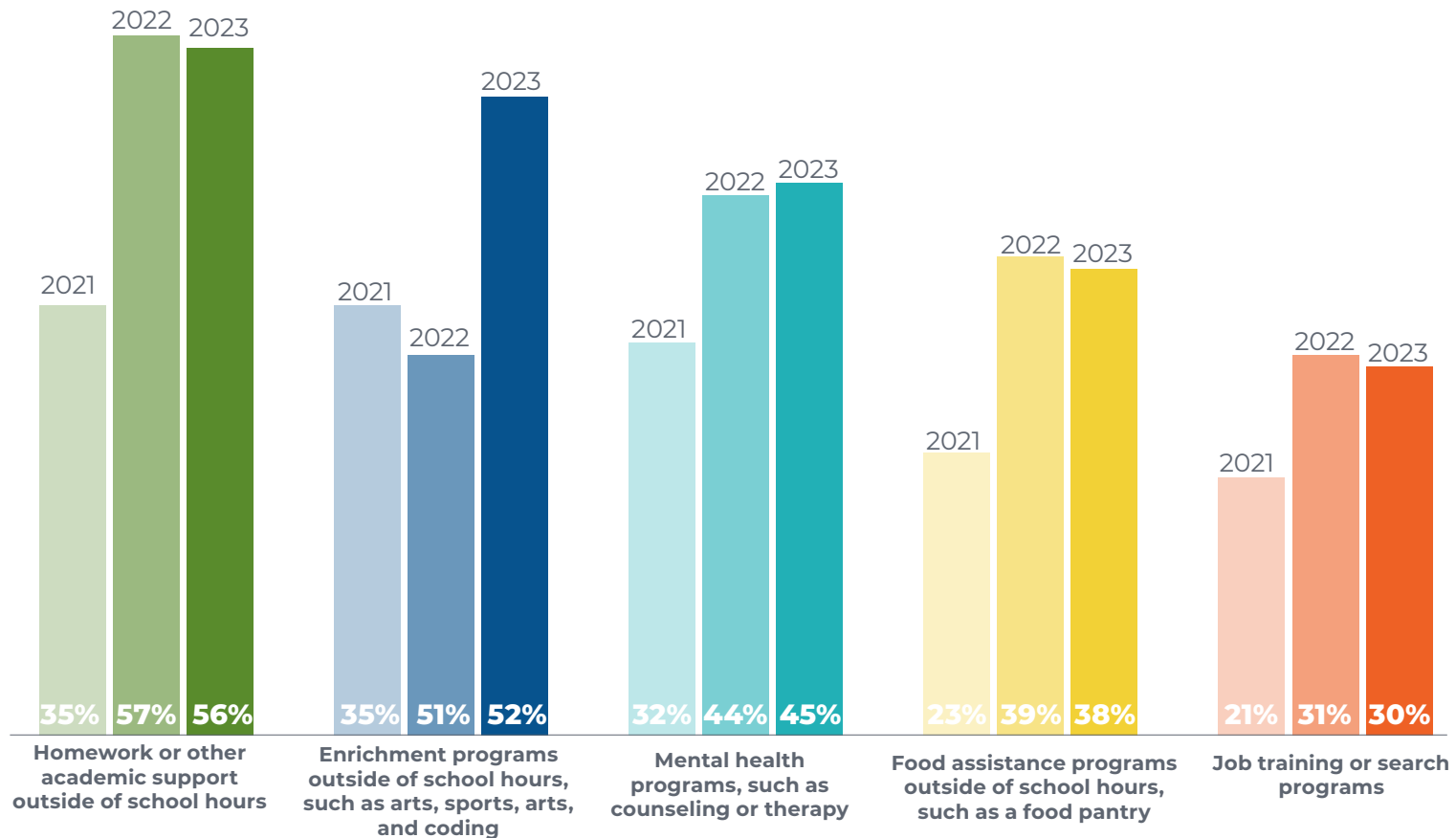
What matters most to families

Over half of families continue to want the district to provide academic resources, like homework support and tutoring, as well as enrichment opportunities outside of school hours.

When asked what services schools should provide, additional academic resources like homework or other academic support outside of school hours (56%) and enrichment programs outside of school hours (52%) are the top two priorities for families. This is consistent with top priorities over the last two years.

There is consistent support for a focus on academic resources and enrichment opportunities

% TOP PRIORITY



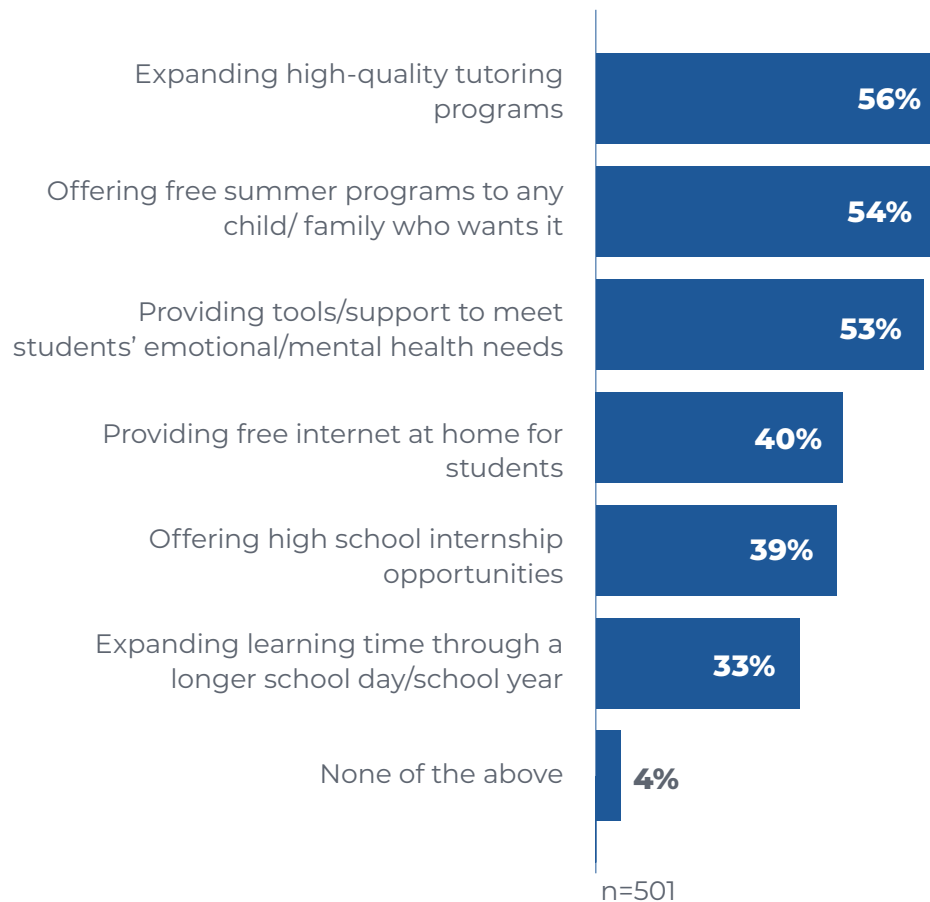


What matters most to families

Academic support

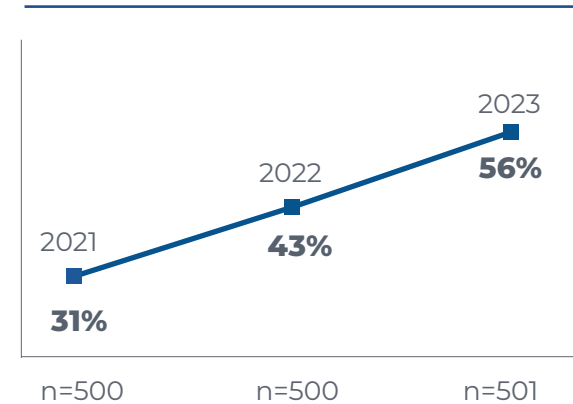
Families' priorities for public education overall mirror the support they want in schools. They named expanded high-quality tutoring as their top priority (56%), as well as free summer programs for any student who wants it (54%). There was a 25 percentage point increase in the share of families that identified high-quality tutoring programs as a priority over the last two years (from 31% in 2021 to 56% in 2023).

FAMILY PRIORITIES IN PUBLIC EDUCATION



Interest in expanding high-quality tutoring has grown rapidly over the last three years

% WANT TO SEE...





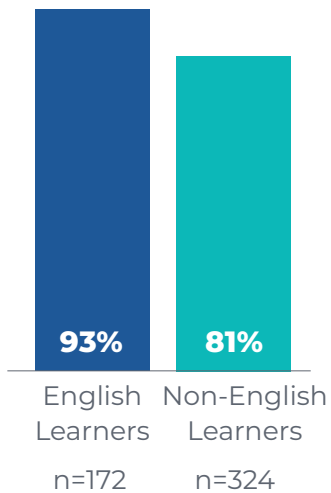
What matters most to families

The message could not be clearer: Families want the district and their schools to provide ongoing tutoring for their child, and this demand is only growing. The vast majority (85%) of families want to see access to regular one-on-one or group tutoring on their campus. High interest was consistent across families of different income levels and racial backgrounds, with 12% higher support from English learner families (at 93%).

85% Most families wanted to see regular one-on-one or group tutoring provided at their school

Families of English Learners were more likely to want to see regular tutoring on their campus

% WANT TO SEE...

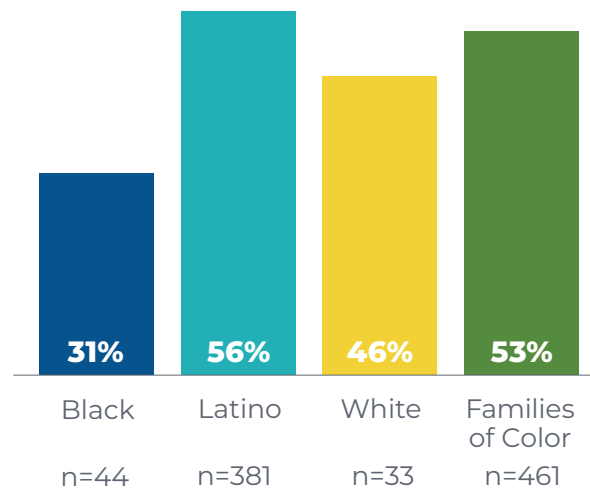


Enrichment

Over half of families (52%) want schools to provide enrichment programs outside school hours, such as arts, sports, and coding. This has been a consistently high priority over the last two years, after a 16 percentage point increase in interest in 2022 (up to 51%). Families making \$60,000 or more and families of color are more likely to prioritize enrichment programs.

Latino families are more likely to want after-school enrichment programs provided by their schools

% WANT TO SEE...





3 What families want to see

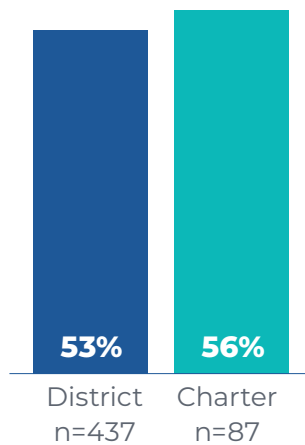
Families increasingly prioritize nonacademic supports, with over half prioritizing support services to meet students' emotional and mental health needs and nearly 40% of families wanting to see food assistance programs outside of school hours.

Families name the importance of mental health programs such as counseling or therapy (45%) as the third overall priority for services schools should provide. The overall level of interest jumped from 32% in 2021 to 44% in 2022 and has remained stable, at 45% in 2023.

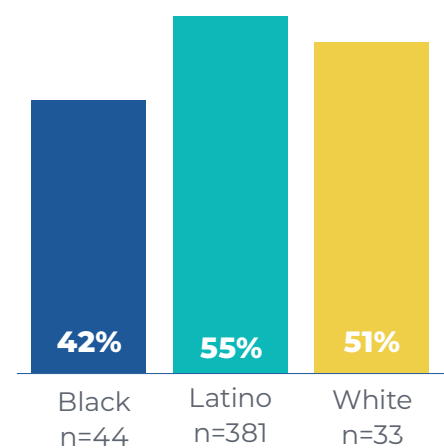
When asked about overall priorities in public education, families stayed consistent; over half (53%) named providing support to meet students' emotional/mental health needs, behind only tutoring and summer programs. The percentage of families that identified this as a priority has increased the past three years (a 27 percentage point increase over the last two years the survey was administered to Los Angeles families).

Support for meeting students' emotional/mental health needs is largely consistent across all families

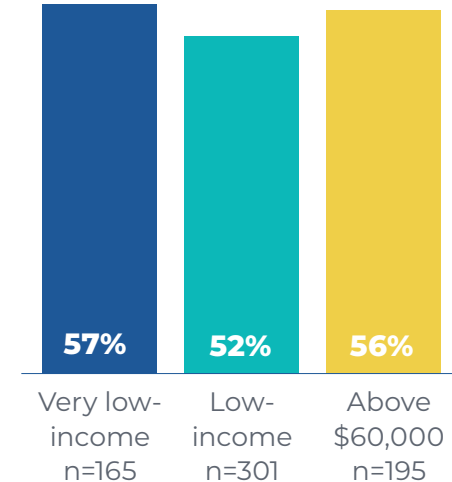
SCHOOL TYPE
% WANT TO SEE



RACE/ETHNICITY
% WANT TO SEE



INCOME
% WANT TO SEE





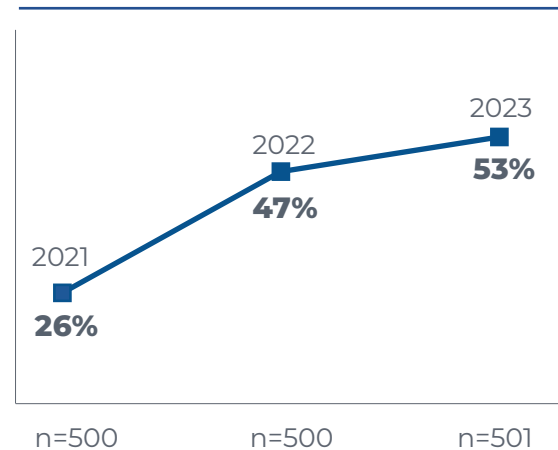
3 What families want to see

Food Assistance

The growing interest in non-academic supports is not limited to social-emotional and mental health. Over a third of families (38%) want their school to provide food assistance programs, such as a food pantry, outside of school hours. Prioritization of food assistance varies across families of different backgrounds, but consistently more than a third want to see it across income levels, racial backgrounds, and English learner status.

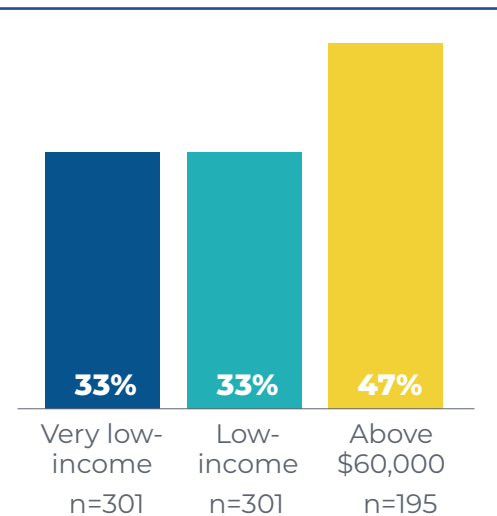
Families are increasingly asking for emotional/mental health support to be prioritized

% WANT TO SEE...



Families making \$60,000 or more are more likely to prioritize food assistance programs

% WANT TO SEE...





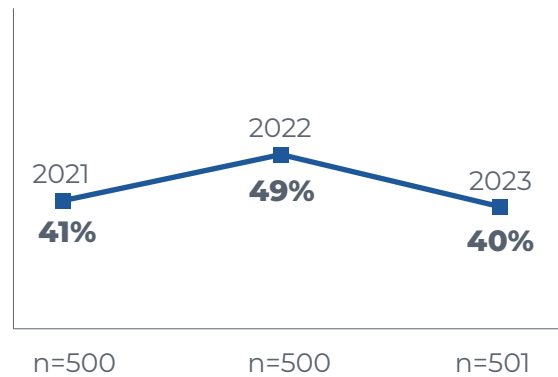
How families are *represented* in decision-making

Less than half of families feel their perspectives are represented a great deal in major decisions and policy considerations at their school.

One of our major findings last year was that in the second year of full return to in-person instruction, a large percentage (49%) of families reported that their perspectives were represented in major decisions and policy considerations at their school. This year has seen a remarkable drop—nine percentage points—in families reporting their perspectives are included. Only 40% of families feel their perspectives are represented a great deal in major decisions and policy considerations at their school. Low-income families are the least likely to report that their perspectives are included, with only 35% reporting they feel their perspectives are represented a great deal. Low income families' sense of representation dropped the most precipitously, with a 12 percentage point drop since last year (from 47% to 35%).

How well families feel their perspectives are represented

% WHO FEEL REPRESENTED A GREAT DEAL...



Low-income families and families of color are less likely to feel represented a great deal. Families of English Learners are more likely to feel well represented

% WHO FEEL REPRESENTED A GREAT DEAL...

40% Families of Color

49% English Learners

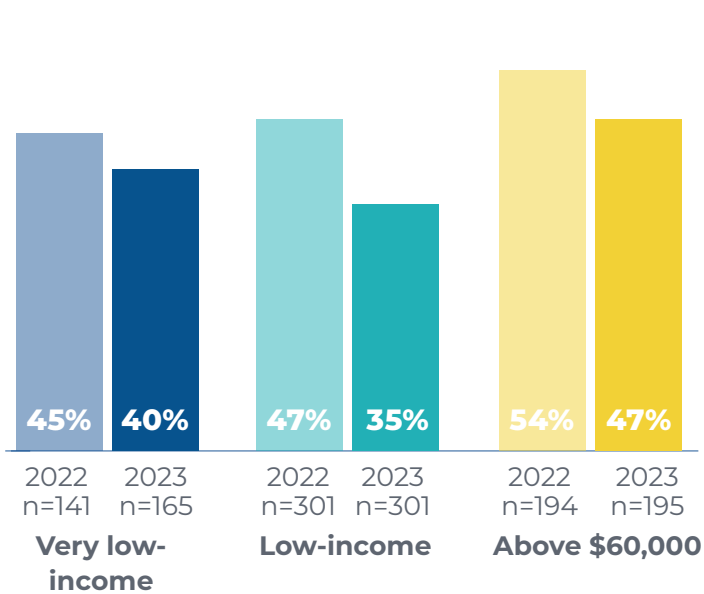
35% Low Income



How families are *represented* in decision-making

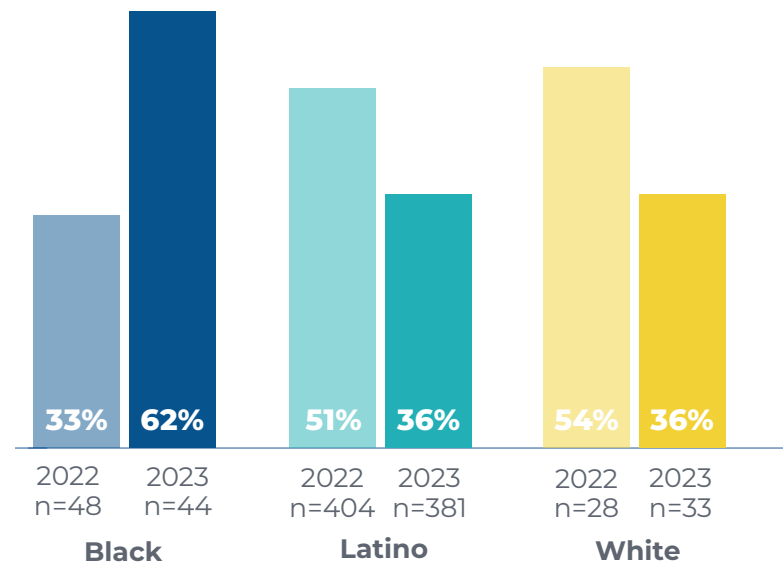
The decline was greater among low-income families

% WHO FEEL GREATLY REPRESENTED...



While white and Latino families feel much less represented, Black families are more likely to feel represented this year

% WHO FEEL GREATLY REPRESENTED...





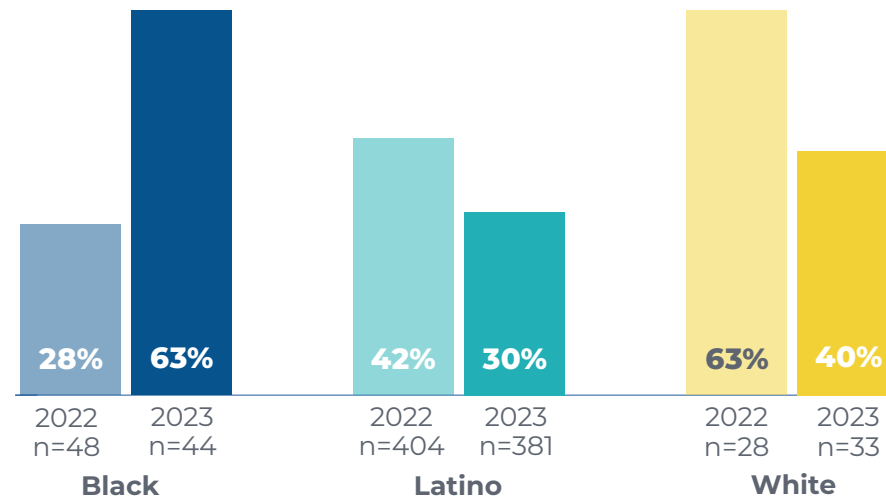
How families are *represented* in decision-making

District decisions

At the district level, the same trend emerged. Fewer families in 2023 feel their perspectives are represented in Los Angeles Unified decisions than in the prior two years (34% a great deal in 2023, compared to 41% in 2022 and 39% in 2021). The gap between families of color and white families who feel represented a great deal decreased in 2023, down to a six percentage point difference (34% versus 40%, respectively).

This change came from both directions; white and Latino families feel represented at a much lower rate, while Black families feel represented at a significantly higher rate

% WHO FEEL GREATLY REPRESENTED IN DISTRICT DECISIONS...



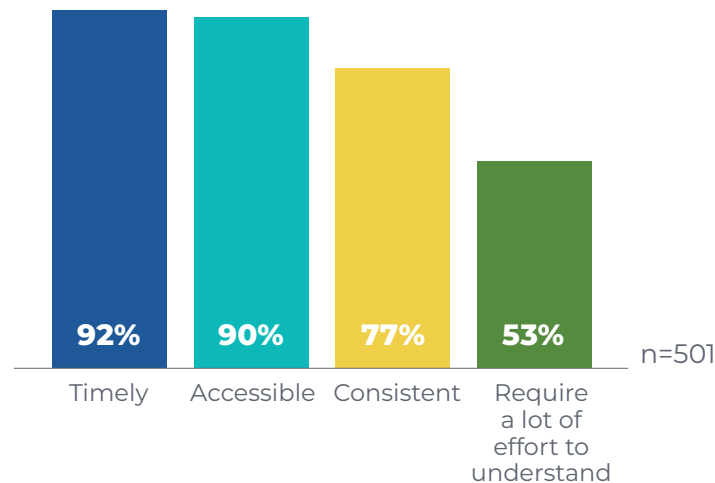


5 How families want the district to *communicate*

Over half of families believe it takes a lot of effort to understand communication from their schools, though most do indicate communication is accessible and timely. The largest gap between information families want and what they receive is around academic standards.

The majority of families agree that school communications are timely (92%) and accessible (90%). However, just over half (53%) also feel (strongly or somewhat) that it takes a lot of effort to understand communications from their school and district. This is an important finding because it indicates that simply *more* communication is not what they need. Rather, families need clearer ways of receiving information from their schools and the district. Most families (48%) report wanting to receive information via an application, followed by email (44%). The number of families preferring to receive communication via an application has increased from 25% in 2021 to 48% this year.

% OF FAMILIES THAT AGREE MOST SCHOOL COMMUNICATIONS ARE...

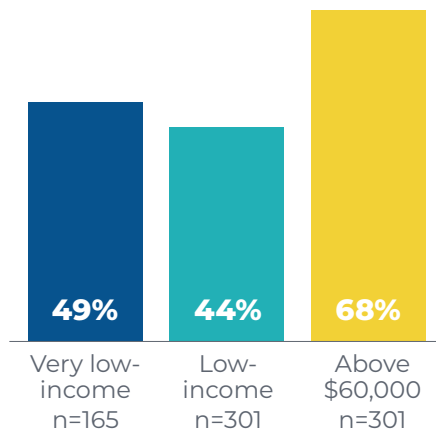




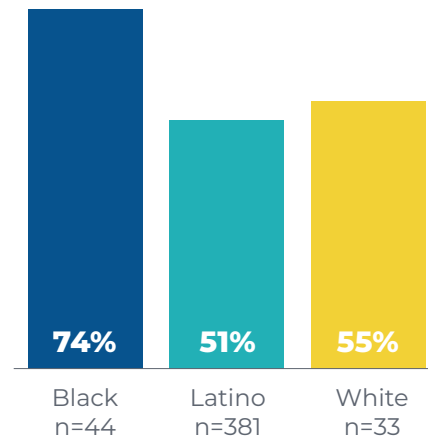
5 How families want the district to *communicate*

Black families, families of English Learners and families making \$60,000 or more are much more likely to agree (strongly or somewhat) that it takes a lot of effort to understand communications from their school and district.

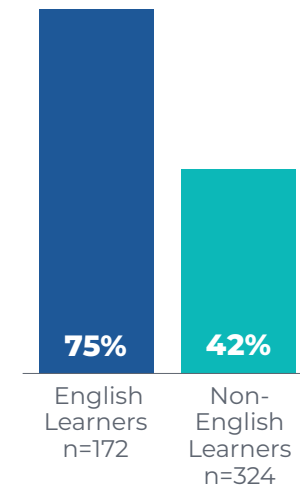
% THAT AGREE MOST SCHOOL COMMUNICATIONS REQUIRE EFFORT TO UNDERSTAND...



% THAT AGREE MOST SCHOOL COMMUNICATIONS REQUIRE EFFORT TO UNDERSTAND...



% THAT AGREE MOST SCHOOL COMMUNICATIONS REQUIRE EFFORT TO UNDERSTAND...



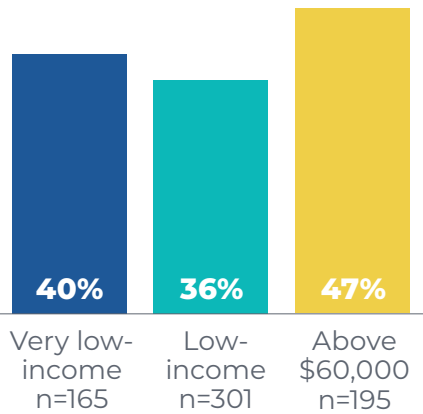


How families want the district to *communicate*

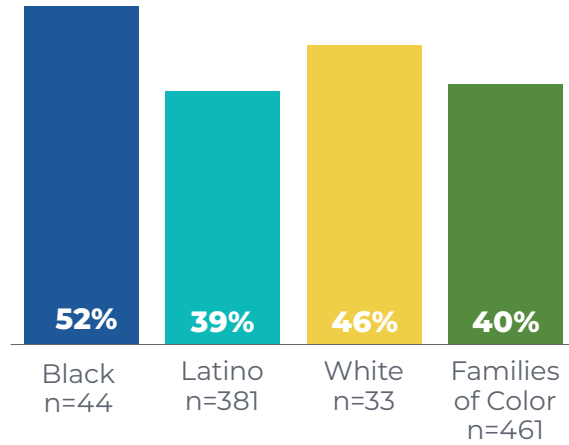
The vast majority of families prefer to receive communication from their school at about the same level as they currently do (57%) or more (40%). Their top preference for method of communication is via parent/school communication app (48%) or email (44%).

The desire for more frequent communication is not consistent across all families

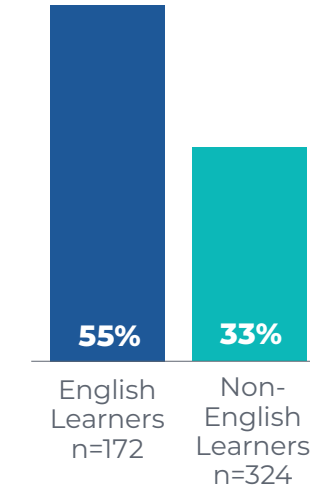
% WHO WANT MORE FREQUENT COMMUNICATION...



% WHO WANT MORE FREQUENT COMMUNICATION...



% WHO WANT MORE FREQUENT COMMUNICATION...





5 How families want the district to *communicate*

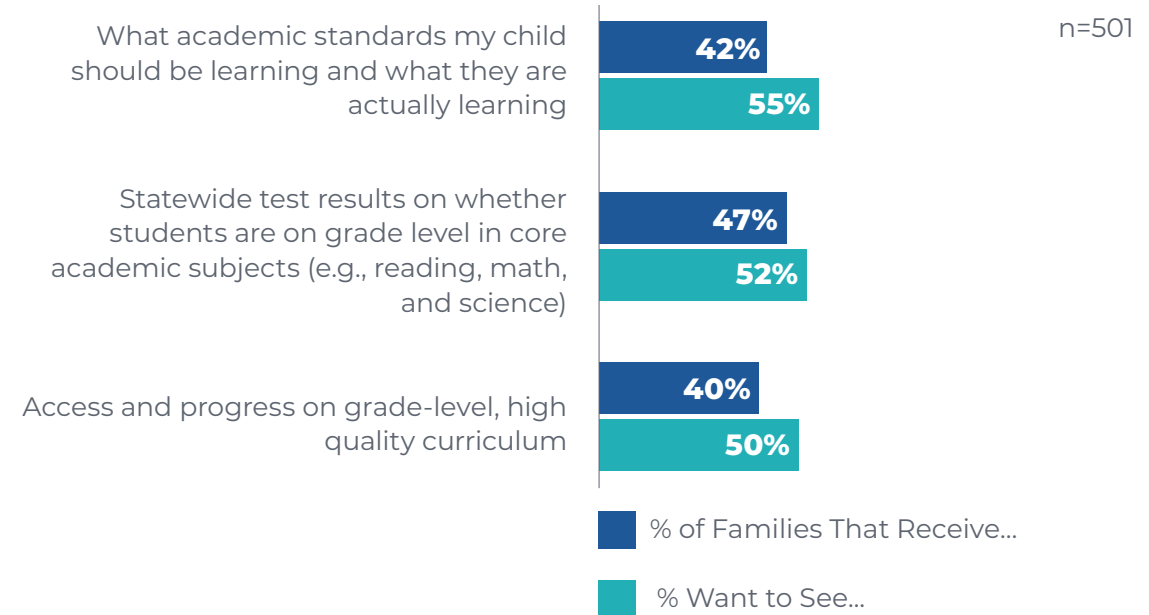
Type of information received

Families most want to be provided with information about what academic standards their child should be learning and what they are actually learning (55%), and statewide test results about whether students are on grade level in core academic subjects (e.g., reading, math, and science) (52%).

Academic standards were also the area families most wanted to receive more information about in 2022; and while the percentage of families who say they most want to receive more information decreased slightly from 2022 (from 61% to 55%), it continues to be the most requested topic. There has been improvement over time; families reported receiving more information on academic standards this year, up 11 percentage points from 31% in 2021 to 42% in 2023.

The largest gap between what information families want and what they receive is around academic standards

% OF FAMILIES THAT RECEIVE AND WANT TO SEE...





How much access do families have to digital resources

Almost three-quarters of Los Angeles Unified families still report some barriers to quality internet access, most frequently because of cost. There is significant support for the provision of free home internet for students.

Seventy-four percent of families reported some kind of barrier to consistent and quality internet access in their homes. This is a slight improvement over the past three years; in 2021, 84% of families reported access barriers.

The most frequent reason access to quality internet is still a barrier for families is cost (42%), followed by securing high enough quality internet (34%) and access based on their area (26%). The share of families reporting cost as their issue has increased since 2021 (up eight percentage points). Forty percent of families believe schools, districts, and the state should prioritize providing free internet at home for students.

The majority of families report some barrier to quality internet access

AT LEAST ONE BARRIER TO
QUALITY INTERNET...



3 in 4

INTERNET COSTS ARE TOO
EXPENSIVE...



2 in 5

POOR INTERNET QUALITY...



1 in 3

POOR ACCESS TO GOOD
INTERNET IN MY AREA...

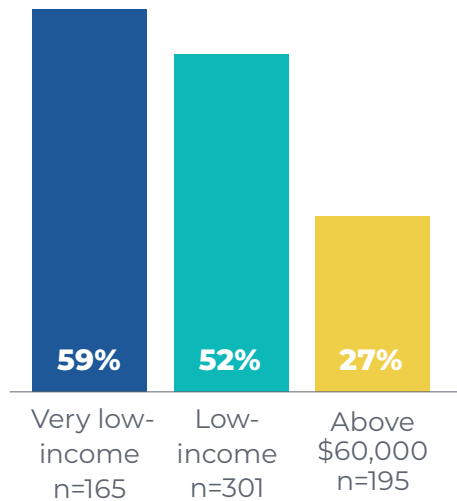


1 in 4

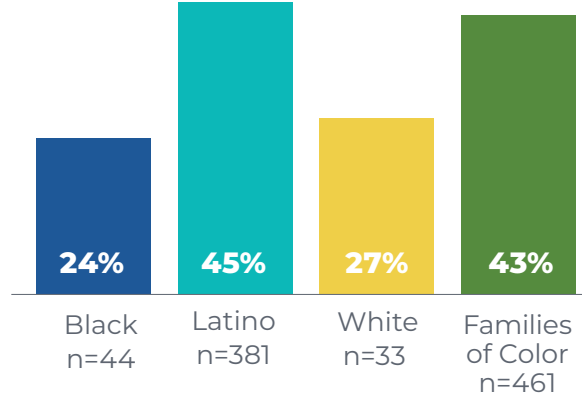


How much *access* do families have to digital resources

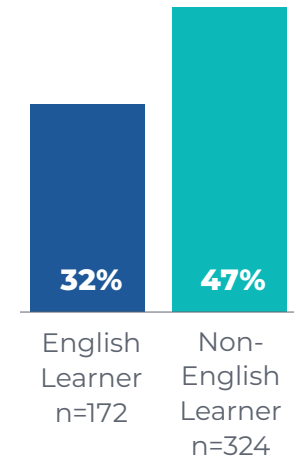
Low-income families are much more likely to report cost as their barrier



Latino families are more likely to report cost as their barrier



Families of English Learners are less likely to report cost as their issue, but more likely to struggle with company requirements





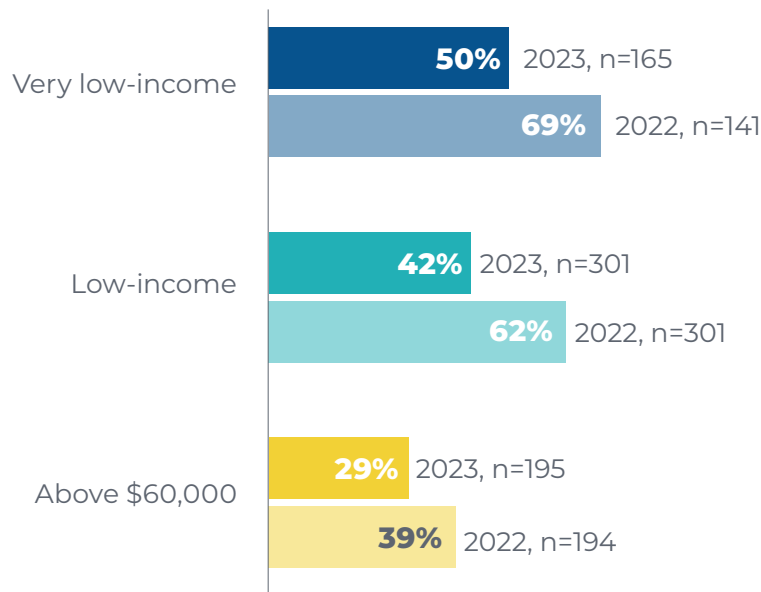
How committed families are to their current school system

The majority of families report they intend to stay in Los Angeles Unified schools, despite a decrease in the percentage who say they are extremely likely to do so.

The vast majority of families (90%) were likely (extremely, or very or somewhat) to have their child/children attend Los Angeles Unified schools throughout their K-12 education from elementary school through high school. However, the percentage that said they are extremely likely to do so declined 16 percentage points from last year (from 53% to 37%). Thirty-four percent said they are very likely to stay, and another 20% somewhat likely. More families this year than last say they are not very or not at all likely to stay (8%, up from 3% in 2022). The change was more significant among low-income families, families of English Learners and white families.

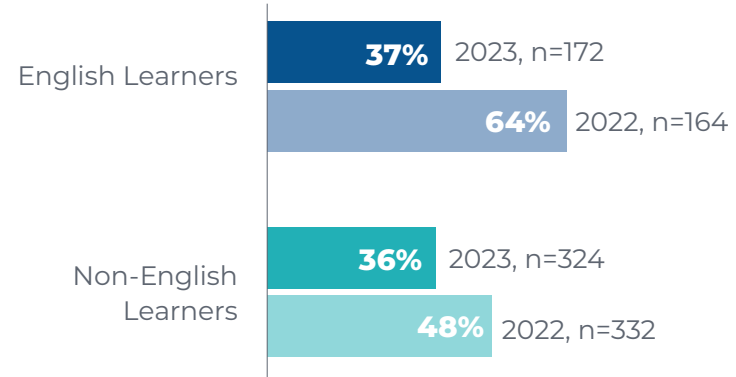
The share of low-income families saying they were extremely likely to have their children attend LAUSD for K-12 decreased more than families making \$60,000 or more

% EXTREMELY LIKELY...



The share of English learner families saying they are extremely likely to have their children attend LAUSD for K-12 decreased more than non-English learner families

% EXTREMELY LIKELY...



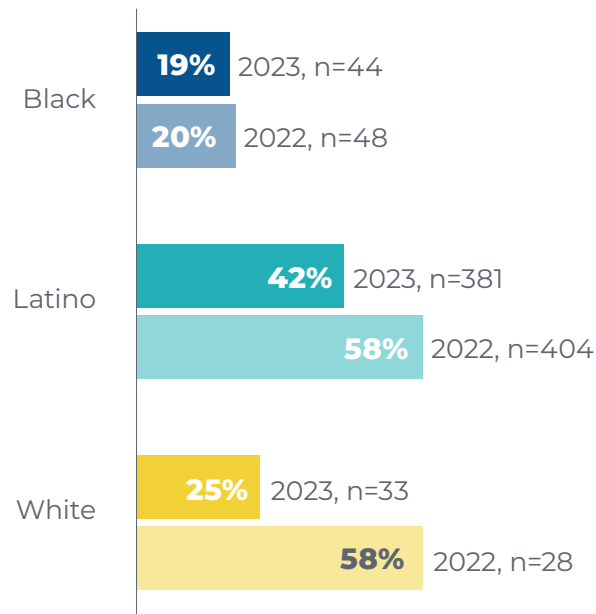


How committed families are to their current school system

Of the families that indicate they are not likely to keep their kids in Los Angeles Unified schools from elementary through high school, sending their child/children to a public charter school was the top choice overall (42%), followed by a private school (32%) or public school in a neighboring district within L.A. County (28%). Last year, the top preference among those not likely to stay was sending their child/children to a neighboring district within L.A. County (47%).

The share of white families who say they are extremely likely to have their children attend LAUSD for K-12 dropped the most

% EXTREMELY LIKELY...



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

- 32....** LEADERSHIP AND POLICY PREFERENCES
- 38....** FAMILY ENGAGEMENT AND SCHOOL COMMUNICATION
- 47....** ACCESS TO SERVICES AND ENRICHMENT
- 50....** REPRESENTATION IN SCHOOL AND POLICY DECISIONS
- 52....** INSTRUCTION/ACADEMICS
- 65....** SCHOOL ENROLLMENT TRENDS
- 67....** 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/familyinsights2023

Q35 - 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Offering high school internship opportunities	39%	39%	47%	86%	40%	41%	35%	41%	32%	31%	39%	32%	42%
Providing tools/support to meet students' emotional/mental health needs	53%	53%	56%	72%	57%	52%	56%	55%	42%	51%	53%	52%	54%
Providing free internet at home for students	40%	40%	44%	57%	45%	42%	38%	43%	37%	39%	40%	33%	43%
Expanding high-quality tutoring programs	56%	54%	68%	76%	51%	57%	55%	59%	38%	59%	55%	44%	62%
Offering free summer programs to any child/ family who wants it	54%	55%	55%	75%	66%	57%	52%	57%	50%	56%	55%	55%	55%
Expanding learning time through a longer school day/ school year	33%	35%	26%	44%	23%	25%	48%	34%	31%	38%	34%	34%	33%
None of the above	4%	3%	6%	0%	4%	4%	3%	2%	15%	0%	4%	5%	3%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q36 - Leadership and Policy Preferences

How would you rate the job each of the following is doing? Would you say she/he is doing an excellent job, a good job, only fair, or a poor job? Governor Gavin Newsom

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent job	27%	28%	25%	49%	30%	24%	32%	24%	39%	43%	26%	30%	25%
Good job	32%	33%	26%	25%	28%	27%	39%	32%	29%	42%	31%	35%	31%
Only fair job	23%	20%	36%	19%	16%	23%	22%	24%	16%	8%	23%	22%	23%
Poor job	12%	12%	10%	5%	9%	16%	6%	13%	0%	7%	12%	8%	14%
Positive (Excellent/Good)	59%	61%	51%	74%	58%	51%	71%	56%	68%	85%	57%	65%	56%
Less positive (Only fair/Poor)	35%	32%	46%	25%	25%	39%	28%	38%	16%	15%	35%	30%	37%
Don't know	7%	7%	3%	1%	17%	10%	1%	7%	15%	0%	7%	5%	7%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q37 - Leadership and Policy Preferences

How would you rate the job each of the following is doing? Would you say she/he is doing an excellent job, a good job, only fair, or a poor job? California Superintendent of Public Instruction Tony Thurmond

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent job	20%	22%	19%	44%	22%	16%	27%	18%	39%	20%	21%	28%	16%
Good job	35%	35%	32%	32%	33%	33%	38%	36%	32%	41%	35%	37%	34%
Only fair job	22%	20%	26%	15%	13%	20%	24%	22%	13%	21%	21%	21%	22%
Poor job	7%	7%	7%	5%	5%	9%	3%	8%	0%	2%	7%	4%	8%
Positive (Excellent/Good)	55%	57%	50%	76%	55%	49%	65%	54%	72%	61%	55%	65%	50%
Less positive (Only fair/Poor)	29%	27%	33%	20%	17%	30%	27%	30%	13%	23%	28%	25%	31%
Don't know	16%	16%	16%	4%	27%	20%	9%	15%	15%	16%	16%	10%	19%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q38 - Leadership and Policy Preferences

How would you rate the job each of the following is doing? Would you say she/he is doing an excellent job, a good job, only fair, or a poor job? Mayor of Los Angeles Karen Bass

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent job	26%	27%	23%	46%	30%	21%	33%	24%	36%	26%	26%	35%	21%
Good job	31%	32%	29%	39%	22%	25%	40%	31%	21%	49%	30%	34%	29%
Only fair job	19%	18%	20%	5%	15%	21%	17%	20%	23%	13%	20%	14%	21%
Poor job	12%	11%	20%	5%	9%	16%	7%	12%	0%	12%	12%	6%	16%
Positive (Excellent/Good)	56%	59%	52%	86%	52%	46%	73%	56%	57%	75%	56%	69%	50%
Less positive (Only fair/Poor)	31%	29%	39%	10%	24%	37%	24%	32%	23%	25%	31%	20%	37%
Don't know	12%	12%	9%	4%	23%	17%	3%	12%	20%	0%	13%	11%	12%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q39 - Leadership and Policy Preferences

How would you rate the job each of the following is doing? Would you say she/he is doing an excellent job, a good job, only fair, or a poor job? The Los Angeles Unified School Board Members as a group

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent job	24%	26%	21%	45%	28%	20%	30%	23%	35%	26%	24%	40%	16%
Good job	30%	29%	31%	31%	25%	26%	35%	32%	20%	36%	30%	28%	30%
Only fair job	27%	25%	32%	17%	19%	27%	27%	27%	24%	30%	27%	18%	31%
Poor job	11%	11%	9%	7%	12%	14%	6%	11%	5%	7%	11%	6%	13%
Positive (Excellent/Good)	54%	55%	52%	76%	54%	47%	65%	54%	55%	62%	54%	67%	46%
Less positive (Only fair/Poor)	37%	36%	40%	23%	30%	41%	33%	38%	29%	38%	37%	24%	44%
Don't know	9%	9%	8%	1%	16%	12%	2%	7%	15%	0%	9%	9%	9%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q40 - Leadership and Policy Preferences

How would you rate the job each of the following is doing? Would you say she/he is doing an excellent job, a good job, only fair, or a poor job? Los Angeles Unified Superintendent Alberto Carvalho

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent job	24%	27%	19%	45%	30%	21%	31%	24%	33%	23%	25%	39%	17%
Good job	36%	37%	30%	34%	32%	33%	40%	36%	36%	47%	35%	34%	37%
Only fair job	22%	21%	27%	13%	15%	21%	24%	21%	16%	24%	22%	17%	25%
Poor job	8%	8%	9%	7%	8%	11%	4%	10%	0%	0%	9%	3%	11%
Positive (Excellent/Good)	60%	63%	49%	79%	63%	54%	70%	61%	69%	70%	60%	73%	54%
Less positive (Only fair/Poor)	30%	28%	35%	19%	23%	32%	28%	31%	16%	24%	30%	20%	36%
Don't know	10%	8%	15%	2%	14%	13%	2%	8%	15%	6%	9%	8%	10%
Refused	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
More than once a week	32%	32%	36%	37%	37%	35%	27%	32%	56%	13%	34%	43%	27%
Once a week	29%	30%	22%	11%	25%	25%	38%	27%	35%	25%	29%	29%	30%
Once or twice a month	22%	21%	26%	38%	17%	18%	27%	22%	8%	40%	20%	20%	22%
A few times a year	10%	10%	13%	13%	8%	12%	7%	11%	0%	17%	9%	4%	13%
Once a year	2%	1%	3%	0%	1%	2%	1%	2%	0%	0%	2%	2%	1%
Never	2%	2%	0%	0%	3%	2%	1%	2%	0%	6%	1%	1%	2%
Not sure	4%	4%	0%	0%	9%	6%	0%	5%	0%	0%	4%	2%	4%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q11 - 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Robocalls	24%	24%	19%	13%	21%	20%	28%	24%	26%	33%	23%	24%	24%
Personal phone calls by a school staff member	38%	38%	38%	37%	34%	33%	45%	39%	33%	55%	37%	39%	37%
Email	44%	41%	61%	62%	43%	46%	40%	41%	43%	52%	42%	40%	46%
Text message	35%	32%	52%	43%	41%	43%	23%	37%	36%	24%	36%	38%	34%
Letters in the mail	25%	26%	22%	31%	28%	25%	23%	27%	21%	23%	25%	29%	23%
In-person events, at drop-off or pickup	34%	37%	29%	56%	34%	27%	45%	35%	33%	48%	34%	43%	30%
Through a parent / school communication app on your phone	48%	49%	50%	70%	47%	45%	53%	47%	57%	51%	48%	44%	51%
Home visits (virtual or in-person)	16%	16%	15%	23%	8%	7%	29%	16%	14%	17%	16%	24%	12%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
None of the above	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Refused	0%	0%	0%	0%	1%	1%	0%	0%	0%	6%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q12 - Family Engagement and School Communication

Thinking ahead, would you prefer to get more communication from your child/children’s school(s) about your child/children’s education than you do now, less communication, or about the same as you do now?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
More communication than you do now	40%	43%	28%	45%	40%	36%	47%	39%	52%	46%	40%	55%	33%
About the same as now	57%	55%	70%	55%	59%	62%	50%	59%	45%	46%	58%	42%	65%
Less communication than you do now	2%	2%	2%	0%	0%	2%	2%	2%	3%	2%	2%	2%	2%
Refused	1%	1%	0%	0%	1%	1%	0%	0%	0%	6%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q13 - Family Engagement and School Communication

Agree/Disagree: Most communication is timely, meaning it is sent with the right amount of time ahead of when I will need it.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	53%	51%	66%	75%	58%	55%	49%	52%	63%	52%	52%	57%	51%
Somewhat agree	39%	40%	30%	20%	38%	36%	44%	40%	34%	39%	40%	39%	39%
Somewhat disagree	4%	5%	2%	5%	1%	4%	5%	4%	3%	6%	4%	2%	6%
Strongly disagree	4%	4%	2%	0%	4%	6%	1%	4%	0%	3%	4%	2%	5%
Agree (Strongly/Somewhat)	92%	91%	96%	95%	95%	91%	93%	92%	97%	91%	92%	96%	89%
Disagree (Somewhat/Strongly)	8%	9%	4%	5%	5%	9%	6%	8%	3%	9%	8%	3%	11%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q14 - Family Engagement and School Communication

Agree/Disagree: Most communication is accessible, meaning it is simple, easy to find, and relays the necessary information.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	54%	56%	52%	67%	64%	59%	49%	56%	52%	32%	56%	61%	51%
Somewhat agree	36%	35%	41%	29%	28%	31%	44%	32%	46%	65%	34%	29%	39%
Somewhat disagree	6%	6%	5%	4%	5%	5%	6%	7%	2%	3%	6%	8%	5%
Strongly disagree	4%	4%	2%	0%	3%	6%	2%	5%	0%	0%	4%	2%	5%
Agree (Strongly/Somewhat)	90%	90%	93%	96%	92%	89%	92%	89%	98%	97%	90%	90%	90%
Disagree (Somewhat/Strongly)	10%	10%	7%	4%	8%	11%	8%	11%	2%	3%	10%	10%	10%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q15 - Family Engagement and School Communication

Agree/Disagree: Most communication is consistent, meaning I don't receive contradicting messages from school-based and/or district staff.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	46%	45%	52%	50%	57%	53%	36%	51%	25%	27%	48%	43%	48%
Somewhat agree	31%	31%	31%	45%	27%	30%	32%	25%	50%	48%	29%	38%	26%
Somewhat disagree	14%	13%	12%	0%	11%	11%	18%	14%	14%	20%	13%	14%	14%
Strongly disagree	9%	10%	4%	5%	5%	6%	15%	10%	11%	5%	10%	5%	11%
Agree (Strongly/Somewhat)	77%	77%	83%	95%	84%	83%	67%	76%	76%	75%	77%	81%	75%
Disagree (Somewhat/Strongly)	23%	23%	17%	5%	16%	17%	33%	24%	24%	25%	23%	19%	25%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q16 - Family Engagement and School Communication

Agree/Disagree: It takes a lot of effort to understand all the communication from the school and district staff.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	28%	29%	25%	50%	33%	27%	27%	26%	44%	20%	28%	37%	23%
Somewhat agree	26%	25%	31%	23%	17%	16%	41%	25%	30%	35%	26%	38%	20%
Somewhat disagree	18%	19%	14%	17%	15%	18%	20%	19%	13%	27%	18%	13%	21%
Strongly disagree	28%	27%	30%	10%	36%	39%	13%	30%	13%	18%	29%	12%	36%
Agree (Strongly/Somewhat)	53%	54%	56%	73%	49%	44%	68%	51%	74%	55%	53%	75%	42%
Disagree (Somewhat/Strongly)	47%	46%	44%	27%	51%	56%	32%	49%	26%	45%	47%	25%	58%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q17 - Family Engagement and School Communication

Agree/Disagree: LAUSD acts on the perspectives of students and the community it serves.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	41%	42%	37%	49%	51%	44%	36%	42%	44%	35%	42%	53%	35%
Somewhat agree	40%	38%	47%	42%	33%	37%	44%	39%	37%	47%	39%	35%	42%
Somewhat disagree	11%	12%	7%	2%	8%	7%	18%	10%	18%	13%	11%	9%	12%
Strongly disagree	7%	7%	4%	7%	7%	9%	2%	7%	1%	6%	6%	2%	9%
Agree (Strongly/Somewhat)	81%	81%	84%	91%	84%	81%	80%	82%	81%	81%	81%	88%	77%
Disagree (Somewhat/Strongly)	18%	19%	11%	9%	15%	17%	20%	16%	19%	19%	18%	10%	21%
Refused	1%	1%	5%	0%	1%	2%	0%	2%	0%	0%	1%	1%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q18 - Family Engagement and School Communication

Agree/Disagree: LAUSD honors the voices of families by listening and lifting up their perspectives.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	37%	39%	31%	46%	43%	36%	40%	37%	47%	26%	38%	47%	33%
Somewhat agree	43%	41%	51%	45%	42%	44%	41%	41%	47%	55%	42%	39%	45%
Somewhat disagree	11%	11%	7%	0%	5%	7%	15%	11%	6%	11%	11%	9%	10%
Strongly disagree	8%	8%	6%	9%	8%	10%	4%	8%	0%	7%	7%	2%	11%
Agree (Strongly/Somewhat)	80%	80%	82%	91%	84%	80%	80%	79%	94%	81%	80%	86%	78%
Disagree (Somewhat/Strongly)	18%	19%	13%	9%	13%	17%	19%	19%	6%	19%	18%	12%	21%
Refused	2%	1%	5%	0%	3%	3%	0%	2%	0%	0%	2%	3%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q19 - Access to Services and Enrichment

Which of the following services, if any, do you most want your school(s) 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 \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mental health programs, such as counseling or therapy	45%	46%	39%	49%	55%	49%	40%	47%	41%	63%	44%	47%	44%
Medical or dental programs	29%	31%	22%	32%	35%	29%	31%	29%	12%	43%	28%	29%	30%
On-site child care and early childhood development programs	29%	28%	27%	19%	24%	26%	33%	30%	14%	45%	27%	32%	27%
Food assistance programs outside of school hours, such as a food pantry	38%	41%	27%	35%	33%	33%	47%	39%	13%	47%	37%	31%	43%
Homework or other academic support outside of school hours	56%	56%	59%	67%	53%	57%	56%	56%	42%	73%	55%	43%	64%
Enrichment programs outside of school hours, such as arts, sports, arts, and coding	52%	51%	54%	44%	51%	48%	58%	56%	31%	46%	53%	49%	53%
Job training or search programs	30%	31%	29%	47%	36%	29%	31%	31%	21%	45%	29%	27%	31%
Legal support, such as immigration information or domestic support	20%	21%	12%	16%	24%	19%	22%	22%	7%	28%	20%	23%	18%
Other	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	1%	0%
None of the above	3%	3%	5%	12%	1%	3%	2%	3%	4%	2%	3%	3%	3%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q35 - 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Offering high school internship opportunities	39%	39%	47%	86%	40%	41%	35%	41%	32%	31%	39%	32%	42%
Providing tools/support to meet students' emotional/mental health needs	53%	53%	56%	72%	57%	52%	56%	55%	42%	51%	53%	52%	54%
Providing free internet at home for students	40%	40%	44%	57%	45%	42%	38%	43%	37%	39%	40%	33%	43%
Expanding high-quality tutoring programs	56%	54%	68%	76%	51%	57%	55%	59%	38%	59%	55%	44%	62%
Offering free summer programs to any child/ family who wants it	54%	55%	55%	75%	66%	57%	52%	57%	50%	56%	55%	55%	55%
Expanding learning time through a longer school day/school year	33%	35%	26%	44%	23%	25%	48%	34%	31%	38%	34%	34%	33%
None of the above	4%	3%	6%	0%	4%	4%	3%	2%	15%	0%	4%	5%	3%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q43 - Access to Services and Enrichment

Even if you currently have internet access, which of the following presents the biggest challenge to having consistent and quality internet access in your home?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
The cost of the internet	42%	43%	38%	50%	59%	52%	27%	45%	24%	27%	43%	32%	47%
The quality of the internet we can afford, such as not having strong internet for more than one user at a time	34%	34%	34%	33%	29%	32%	36%	35%	25%	44%	33%	39%	31%
Access to quality internet in my area (for example, few or no internet companies provide internet access in my home)	26%	26%	31%	35%	22%	22%	34%	26%	16%	41%	24%	32%	22%
Internet companies' requirements, such as signing a long-term contract or requiring government issued documentation	21%	21%	24%	34%	19%	18%	27%	20%	33%	32%	20%	30%	17%
I don't know how to set-up or use the internet	2%	2%	1%	0%	2%	2%	0%	2%	0%	0%	2%	3%	1%
I don't have any barriers to consistent and quality internet	26%	25%	31%	19%	19%	23%	31%	24%	31%	31%	26%	24%	28%
Refused	1%	0%	2%	0%	0%	0%	1%	1%	0%	0%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q20 - Representation in School and Policy Decisions

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(s)?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
A great deal	40%	41%	40%	71%	40%	35%	47%	36%	62%	36%	40%	49%	35%
Some	38%	38%	38%	20%	32%	36%	42%	39%	30%	50%	38%	32%	41%
Only a little	13%	13%	10%	2%	14%	16%	6%	14%	8%	11%	13%	11%	13%
Not at all	9%	8%	13%	8%	13%	11%	5%	10%	0%	3%	9%	7%	10%
Refused	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	1%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q21- 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 LAUSD?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
A great deal	34%	37%	22%	50%	41%	30%	39%	30%	63%	40%	34%	47%	27%
Some	35%	34%	39%	40%	30%	33%	38%	39%	30%	28%	36%	32%	36%
Only a little	20%	19%	23%	3%	17%	22%	18%	18%	5%	27%	19%	13%	24%
Not at all	10%	10%	11%	8%	12%	13%	5%	12%	3%	4%	11%	8%	11%
Refused	1%	1%	4%	0%	1%	2%	0%	2%	0%	0%	1%	1%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q22- Instruction / Academics

How would you currently rate how your child/children’s school(s) is doing on the quality of teaching and instruction?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Excellent	40%	39%	50%	56%	45%	40%	42%	44%	16%	34%	41%	48%	36%
Good	42%	42%	38%	37%	38%	39%	45%	37%	77%	40%	41%	40%	42%
Only fair	13%	13%	9%	7%	11%	14%	10%	12%	7%	23%	12%	8%	15%
Poor	4%	4%	3%	0%	3%	6%	3%	5%	0%	3%	5%	2%	6%
Positive (Excellent/Good)	82%	81%	87%	93%	83%	79%	87%	81%	93%	74%	83%	88%	79%
Less positive (Only fair/poor)	17%	17%	13%	7%	14%	20%	13%	18%	7%	26%	16%	10%	21%
Not applicable	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%
Don't know/Refused/Not sure	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	1%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q23- Instruction / Academics

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Access and progress on grade-level, high quality curriculum	40%	40%	41%	51%	36%	36%	46%	39%	35%	51%	39%	37%	42%
What academic standards my child should be learning and what they are actually learning	42%	41%	53%	71%	36%	35%	51%	44%	33%	52%	41%	40%	43%
Report cards	54%	53%	67%	84%	65%	64%	38%	57%	30%	53%	53%	32%	65%
Grades and feedback on portfolios of students' work	47%	46%	57%	66%	45%	45%	52%	50%	35%	50%	47%	41%	50%
School and district-created tests and quiz results	38%	38%	42%	60%	35%	36%	43%	40%	33%	34%	39%	30%	43%
Statewide tests results on whether students are on grade level in core academic subjects	47%	48%	44%	45%	41%	43%	53%	46%	52%	50%	47%	49%	46%
Other	1%	1%	0%	0%	2%	1%	0%	0%	0%	0%	1%	0%	1%
None of the above / I am not provided with any information	5%	5%	1%	0%	8%	7%	2%	4%	15%	0%	5%	9%	2%
Not sure	4%	4%	3%	0%	8%	5%	2%	4%	0%	2%	4%	7%	2%
Refused	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q24- Instruction / Academics

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Access and progress on grade-level, high quality curriculum	50%	50%	57%	77%	47%	45%	59%	52%	30%	59%	50%	48%	52%
What academic standards my child should be learning and what they are actually learning	55%	55%	53%	50%	56%	53%	59%	55%	66%	50%	56%	54%	56%
Report cards	47%	47%	52%	57%	59%	55%	36%	44%	65%	37%	48%	40%	51%
Grades and feedback on portfolios of students' work	50%	49%	59%	70%	50%	48%	54%	51%	33%	65%	49%	48%	51%
School and district-created tests and quiz results	39%	39%	48%	73%	34%	33%	50%	40%	36%	47%	39%	36%	41%
Statewide tests results on whether students are on grade level in core academic subjects	52%	53%	46%	57%	50%	50%	55%	52%	71%	52%	52%	62%	47%
All of the above	1%	1%	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	4%	0%	0%	1%
None of the above	2%	1%	5%	0%	1%	3%	0%	2%	0%	0%	2%	0%	3%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q25- Instruction / Academics

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%
From the results on your child/children's annual ELPAC test	41%	40%	64%	70%	22%	28%	54%	46%	7%	41%	41%	41%	0%
On my child/children's report card grade	60%	61%	62%	87%	57%	50%	70%	56%	82%	71%	59%	60%	0%
During the process for when my child/children changed or left English learner status	31%	31%	46%	79%	11%	15%	50%	30%	24%	54%	29%	31%	0%
From the courses or classes my child/children takes	40%	39%	68%	100%	18%	24%	59%	39%	12%	68%	37%	40%	0%
None of the above	8%	8%	8%	0%	16%	16%	0%	11%	0%	0%	9%	8%	0%
I have not received information about my child's progress in English language proficiency	1%	1%	0%	0%	3%	2%	0%	1%	0%	0%	1%	1%	0%
Not sure	1%	2%	0%	0%	4%	3%	0%	2%	0%	0%	2%	1%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q26- Instruction / Academics

Do you want your child/children’s school(s) to provide your child/children with access to one-on-one or group tutoring on a regular basis?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	85%	86%	78%	85%	82%	84%	89%	86%	88%	92%	85%	93%	81%
No	7%	6%	13%	9%	5%	7%	8%	7%	1%	8%	7%	3%	9%
Not sure	8%	8%	9%	5%	13%	10%	3%	8%	11%	0%	9%	4%	10%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q27- Instruction / Academics

Which of the following additional learning opportunities, if any, do you most want your school(s) to provide for 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 \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
One-on-one or small group tutoring on a regular basis	54%	54%	51%	56%	47%	53%	56%	58%	28%	40%	54%	65%	48%
Weekend, summer, or winter break individual support	50%	48%	57%	40%	51%	48%	53%	48%	60%	63%	49%	47%	51%
Afterschool programs (academic and non-academic support)	57%	57%	57%	55%	48%	48%	72%	57%	45%	73%	56%	55%	58%
None of the above	2%	3%	0%	0%	4%	3%	0%	1%	15%	0%	2%	5%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q28- Instruction / Academics

How confident are you that your child/children will take and pass courses they need to be eligible for a four-year university?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Very confident	55%	53%	62%	52%	56%	56%	52%	56%	39%	49%	54%	59%	52%
Somewhat confident	37%	39%	28%	25%	34%	34%	43%	36%	55%	49%	37%	38%	38%
Not very confident	4%	5%	8%	22%	6%	6%	2%	4%	5%	2%	4%	2%	6%
Not confident at all	4%	4%	3%	1%	4%	5%	2%	5%	0%	0%	4%	1%	5%
Confident (Very/Somewhat)	92%	92%	89%	77%	90%	89%	96%	91%	95%	98%	92%	97%	89%
Not confident (Not very/Not at all)	8%	8%	10%	23%	10%	10%	4%	8%	5%	2%	8%	3%	11%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q29- Instruction / Academics

As far as you know, do you think most students across LAUSD are performing at the right level when it comes to reading and math?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	54%	55%	48%	51%	53%	43%	73%	52%	74%	67%	54%	77%	42%
No	34%	33%	37%	37%	29%	41%	21%	36%	8%	16%	34%	15%	44%
Not sure	12%	11%	14%	12%	18%	16%	6%	12%	17%	17%	12%	8%	14%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q30- Instruction / Academics

As far as you know, do you believe your child/children is performing above, below, or at the right level when it comes to reading and math?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Above	35%	34%	35%	29%	26%	28%	47%	30%	42%	51%	34%	27%	39%
Below	23%	23%	19%	27%	31%	30%	12%	23%	36%	20%	23%	22%	23%
At the right level	40%	39%	41%	32%	38%	39%	41%	45%	18%	29%	40%	51%	35%
Not sure	3%	3%	5%	12%	6%	4%	0%	2%	3%	0%	3%	1%	3%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q31- Instruction / Academics

Students are often given the grades A, B, C, D and F to rate the quality of their work at school. Suppose public schools across LAUSD were graded in the same manner. What grade would you give the LAUSD'S schools generally?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
A	24%	25%	25%	37%	26%	18%	32%	23%	32%	24%	24%	34%	19%
B	41%	42%	40%	49%	38%	40%	44%	43%	26%	37%	41%	43%	40%
C	24%	24%	18%	7%	25%	28%	17%	22%	41%	25%	24%	18%	27%
D	6%	5%	10%	0%	5%	6%	5%	7%	1%	8%	6%	3%	8%
F	4%	4%	3%	7%	6%	6%	1%	4%	0%	6%	4%	1%	6%
Refused	1%	0%	4%	0%	0%	2%	0%	1%	0%	0%	1%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q32- Instruction / Academics

Students are often given the grades A, B, C, D and F to rate the quality of their work at school. Suppose your child's/children's school were graded in the same manner. What grade would you give your child's/children's school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
A	33%	31%	43%	49%	34%	29%	38%	35%	15%	20%	34%	37%	30%
B	43%	44%	43%	47%	38%	40%	48%	40%	55%	56%	42%	45%	42%
C	19%	20%	14%	4%	21%	26%	10%	20%	27%	16%	20%	13%	23%
D	3%	4%	1%	0%	2%	3%	4%	4%	3%	2%	3%	4%	3%
F	1%	1%	0%	0%	4%	2%	0%	1%	0%	6%	1%	1%	1%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q33- Instruction / Academics

Agree/Disagree: I have seen an improvement in my school's efforts to have my child/children meet their full academic potential in the last 12 months.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	50%	49%	57%	69%	58%	48%	52%	50%	59%	50%	50%	58%	46%
Somewhat agree	40%	40%	33%	20%	28%	38%	41%	38%	41%	39%	39%	38%	39%
Somewhat disagree	4%	4%	8%	11%	5%	5%	3%	5%	0%	5%	4%	2%	5%
Strongly disagree	6%	6%	1%	0%	6%	8%	3%	7%	0%	0%	6%	2%	8%
Agree (Strongly/Somewhat)	89%	89%	90%	89%	87%	86%	94%	88%	100%	89%	89%	96%	85%
Disagree(Somewhat/Strongly)	10%	10%	10%	11%	10%	12%	6%	12%	0%	5%	10%	4%	13%
Refused	1%	1%	0%	0%	3%	2%	0%	1%	0%	6%	1%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q34- Instruction / Academics

Agree/Disagree: I have seen an improvement in my school’s efforts to create a welcoming and safe school environment that supports my child’s/children’s social, emotional, and physical wellness in the last 12 months.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	51%	51%	57%	69%	54%	52%	49%	54%	42%	29%	53%	57%	49%
Somewhat agree	39%	41%	23%	26%	35%	34%	46%	35%	58%	60%	37%	39%	38%
Somewhat disagree	7%	5%	16%	2%	6%	10%	3%	8%	0%	3%	7%	3%	9%
Strongly disagree	3%	3%	4%	2%	3%	3%	2%	3%	0%	2%	3%	1%	4%
Agree (Strongly/Somewhat)	90%	92%	80%	96%	89%	86%	95%	89%	100%	89%	90%	96%	87%
Disagree(Somewhat/Strongly)	10%	8%	20%	4%	10%	13%	5%	11%	0%	5%	10%	4%	13%
Refused	0%	0%	0%	0%	1%	1%	0%	0%	0%	6%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q41- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely likely	37%	39%	35%	60%	50%	42%	29%	42%	19%	25%	38%	37%	36%
Very likely	34%	36%	16%	9%	26%	24%	49%	30%	54%	31%	33%	46%	27%
Somewhat likely	20%	18%	28%	21%	17%	23%	15%	19%	26%	31%	19%	15%	23%
Not very likely	4%	4%	5%	3%	1%	3%	5%	4%	0%	6%	4%	0%	6%
Not at all likely	4%	3%	10%	7%	4%	6%	1%	3%	1%	7%	3%	1%	5%
Positive (Extremely/very/somewhat likely)	90%	93%	79%	90%	93%	89%	93%	91%	99%	87%	91%	98%	86%
Less positive (Not very/not at all likely)	8%	6%	15%	10%	5%	9%	6%	7%	1%	13%	7%	1%	11%
Refused	2%	1%	6%	0%	2%	2%	1%	2%	0%	0%	2%	1%	2%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q42- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Private school	32%	32%	26%	6%	15%	32%	31%	30%	29%	49%	30%	20%	38%
Parochial school	10%	9%	13%	0%	12%	11%	8%	7%	35%	6%	10%	12%	8%
Public charter school	42%	41%	54%	54%	23%	37%	49%	46%	25%	36%	42%	37%	45%
Home school	16%	14%	26%	20%	15%	18%	12%	13%	16%	24%	14%	8%	20%
Public school in a neighboring district within L.A. County	28%	30%	15%	15%	25%	20%	39%	29%	40%	24%	29%	40%	22%
Public school in a district outside of L.A. County	19%	18%	25%	21%	21%	19%	19%	19%	21%	20%	19%	17%	20%
I wouldn't consider options other than LAUSD schools	11%	12%	11%	32%	10%	6%	18%	11%	7%	4%	12%	15%	9%

Total

(n=306)

School Type

District (n=264)
Charter (n=51)
Both (n=9)

Family Income Level

Very Low-income (n=80)
Net Low-income (n=167)
Above \$60,000 (n=137)

Race/Ethnicity

Latino (n=215)
Black (n=36)
White (n=25)
Families of Color (n=272)

English Learners

English Learners (n=107)
Non-English Learners (n=198)

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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
One child under the age of 18	51%	52%	38%	8%	40%	41%	69%	52%	64%	38%	53%	56%	49%
Two children under the age of 18	30%	29%	37%	53%	33%	37%	19%	28%	32%	44%	29%	28%	31%
Three or more children under the age of 18	19%	19%	25%	40%	28%	23%	12%	20%	4%	18%	18%	16%	20%
One or more children over the age of 18	3%	3%	1%	2%	0%	4%	1%	2%	4%	3%	3%	0%	4%
An aging/elderly parent	4%	4%	0%	2%	0%	1%	7%	4%	4%	1%	4%	4%	3%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q3- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Los Angeles Unified school	77%	86%	37%	94%	78%	78%	75%	75%	94%	73%	78%	83%	74%
Public charter school	30%	21%	76%	44%	26%	26%	37%	31%	21%	34%	29%	22%	34%
Private, Non-religious school	7%	7%	6%	13%	0%	3%	13%	6%	8%	18%	6%	6%	7%
Religious / Parochial school	3%	3%	7%	15%	0%	1%	6%	2%	4%	10%	2%	4%	3%
LAUSD only	70%	79%	24%	56%	74%	74%	63%	69%	79%	66%	71%	78%	66%
Charter only	23%	14%	63%	6%	22%	22%	25%	25%	6%	27%	22%	17%	26%
Both LAUSD and Charter	7%	7%	13%	38%	4%	4%	12%	6%	15%	7%	7%	5%	8%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

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
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Nursery / Daycare	2%	1%	3%	0%	1%	1%	3%	1%	2%	10%	1%	1%	2%
Pre-Kindergarten	7%	7%	12%	43%	9%	9%	3%	5%	23%	1%	6%	10%	5%
KG/T-K - 3rd grade	39%	40%	30%	25%	54%	44%	32%	36%	56%	46%	38%	41%	38%
Kindergarten/T-K	10%	11%	8%	17%	16%	13%	5%	9%	19%	11%	10%	14%	8%
1st grade	11%	12%	6%	5%	21%	15%	6%	12%	10%	3%	12%	6%	14%
2nd grade	10%	11%	9%	10%	14%	12%	8%	9%	21%	15%	9%	13%	9%
3rd grade	13%	13%	15%	23%	10%	10%	17%	12%	10%	27%	12%	11%	13%
4th - 6th grade	30%	31%	24%	28%	29%	30%	31%	30%	37%	40%	30%	31%	30%
4th grade	11%	12%	5%	9%	9%	9%	13%	9%	18%	18%	10%	13%	10%
5th grade	14%	14%	14%	12%	18%	16%	11%	14%	16%	18%	14%	9%	16%
6th grade	9%	9%	8%	11%	10%	10%	8%	11%	3%	4%	10%	13%	7%
7th - 8th grade	24%	25%	31%	58%	18%	21%	31%	27%	5%	17%	25%	21%	26%
7th grade	11%	11%	10%	15%	6%	9%	14%	12%	3%	12%	11%	13%	9%
8th grade	14%	14%	20%	43%	13%	13%	17%	15%	2%	5%	15%	9%	17%
9th - 12th grade	35%	33%	48%	50%	35%	39%	28%	37%	18%	26%	35%	30%	37%
9th grade	14%	13%	21%	24%	13%	13%	14%	14%	7%	12%	14%	12%	15%
10th grade	9%	9%	11%	20%	9%	9%	8%	9%	2%	9%	9%	9%	9%
11th grade	9%	8%	14%	9%	12%	12%	3%	9%	9%	3%	9%	6%	10%
12th grade	9%	8%	12%	9%	9%	10%	7%	9%	2%	11%	9%	7%	10%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	34%	37%	20%	32%	37%	30%	40%	35%	47%	36%	35%	100%	0%
No	65%	62%	80%	68%	61%	69%	59%	65%	52%	64%	64%	0%	100%
Not sure	1%	1%	0%	0%	1%	1%	1%	1%	1%	0%	1%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	66%	66%	67%	69%	67%	73%	55%	78%	21%	16%	70%	81%	58%
No	34%	34%	33%	31%	33%	27%	45%	22%	79%	84%	30%	19%	42%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spanish	93%	94%	93%	100%	96%	95%	90%	100%	100%	24%	95%	94%	92%
Korean	2%	2%	1%	2%	0%	0%	5%	1%	0%	6%	2%	4%	0%
Armenian	0%	0%	1%	2%	0%	1%	0%	0%	0%	12%	0%	1%	0%
Tagalog	3%	3%	3%	2%	1%	2%	4%	0%	0%	12%	3%	4%	2%
Chinese	2%	2%	0%	0%	0%	1%	3%	1%	0%	0%	2%	2%	1%
Russian	1%	1%	0%	0%	0%	0%	2%	1%	0%	0%	1%	2%	0%
Vietnamese	0%	0%	1%	2%	0%	0%	0%	0%	0%	6%	0%	0%	0%
Farsi	1%	0%	4%	0%	0%	0%	2%	0%	0%	29%	0%	1%	0%
Other	5%	6%	1%	0%	3%	5%	6%	3%	0%	35%	5%	0%	9%
Not sure	0%	0%	1%	0%	0%	0%	0%	0%	0%	7%	0%	0%	0%

Total

(n=331)

School Type

District (n=288)
Charter (n=58)
Both (n=15)

Family Income Level

Very Low-income (n=110)
Net Low-income (n=219)
Above \$60,000 (n=107)

Race/Ethnicity

Latino (n=296)
Black (n=9)
White (n=5)
Families of Color (n=324)

English Learners

English Learners (n=139)
Non-English Learners (n=189)

Q44- 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
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
No college	36%	36%	38%	35%	71%	58%	1%	41%	46%	7%	39%	41%	34%
No schooling completed	6%	6%	6%	12%	17%	10%	0%	8%	0%	0%	7%	14%	2%
Preschool through 12th grade — no diploma	8%	8%	8%	0%	12%	12%	0%	7%	34%	0%	9%	16%	4%
Regular high school diploma	14%	13%	22%	24%	24%	22%	1%	16%	12%	7%	15%	8%	17%
GED or alternative credential	8%	9%	3%	0%	17%	13%	0%	11%	0%	0%	9%	3%	11%
Some college	30%	31%	25%	23%	24%	26%	37%	30%	29%	28%	30%	26%	31%
Some college credit, no degree	16%	16%	17%	20%	13%	16%	17%	15%	24%	23%	16%	11%	18%
Associates degree (for example: AA, AS)	14%	15%	8%	3%	11%	10%	20%	15%	5%	6%	15%	14%	13%
College graduate	34%	34%	37%	41%	5%	16%	62%	28%	26%	65%	31%	33%	35%
Bachelor's degree (for example: BA, BS)	24%	23%	24%	13%	4%	8%	49%	22%	26%	30%	24%	27%	23%
Master's degree (for example: MA, MS, MEng, MSW, MBA)	8%	8%	10%	21%	2%	7%	9%	5%	0%	22%	6%	6%	9%
Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)	1%	1%	2%	7%	0%	1%	2%	0%	0%	11%	0%	0%	1%
Doctorate degree (for example: PhD, EdD)	1%	1%	1%	0%	0%	0%	3%	1%	0%	3%	1%	0%	2%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q45- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
White / Caucasian	42%	43%	40%	67%	28%	29%	61%	46%	0%	100%	38%	51%	37%
African-American / Black	11%	12%	5%	3%	18%	11%	12%	3%	100%	0%	12%	15%	9%
Asian	5%	5%	9%	5%	1%	3%	9%	0%	0%	0%	6%	4%	6%
American Indian or Alaska Native	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%	0%	1%	0%
Native Hawaiian or Pacific Islander	1%	1%	0%	0%	0%	1%	1%	1%	0%	0%	1%	1%	1%
Other	24%	23%	23%	8%	42%	34%	8%	30%	0%	0%	26%	20%	26%
Two or more races	8%	8%	9%	5%	2%	9%	8%	10%	0%	0%	9%	6%	10%
Not sure	6%	5%	12%	13%	6%	8%	1%	7%	0%	0%	6%	2%	8%
Refused	2%	2%	2%	0%	2%	4%	0%	2%	0%	0%	1%	1%	3%

Total

(n=331)

School Type

District (n=288)
Charter (n=58)
Both (n=15)

Family Income Level

Very Low-income (n=110)
Net Low-income (n=219)
Above \$60,000 (n=107)

Race/Ethnicity

Latino (n=296)
Black (n=9)
White (n=5)
Families of Color (n=324)

English Learners

English Learners (n=139)
Non-English Learners (n=189)

Q46- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	76%	76%	76%	70%	80%	83%	65%	100%	0%	0%	83%	77%	76%
No	24%	24%	22%	30%	20%	17%	35%	0%	100%	100%	17%	23%	24%
Refused	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q47- 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?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Less than \$40K	33%	33%	32%	35%	100%	55%	0%	35%	57%	13%	35%	36%	31%
\$59K or less	60%	58%	69%	64%	100%	100%	0%	65%	58%	21%	62%	52%	64%
Less than \$10,000 per year	7%	8%	8%	20%	22%	12%	0%	7%	20%	0%	8%	12%	4%
\$10,000 to \$14,999	5%	6%	6%	14%	16%	9%	0%	6%	4%	0%	6%	4%	6%
\$15,000 to \$24,999	8%	9%	5%	0%	25%	14%	0%	8%	24%	0%	9%	8%	8%
\$25,000 to \$34,999	8%	8%	9%	1%	25%	14%	0%	9%	8%	13%	8%	8%	8%
\$35,000 to \$39,999	4%	4%	4%	0%	12%	7%	0%	5%	0%	0%	4%	3%	5%
\$40,000 to \$44,999	5%	5%	10%	15%	0%	8%	0%	5%	0%	2%	4%	1%	7%
\$45,000 to \$49,999	4%	3%	7%	0%	0%	7%	0%	5%	0%	0%	4%	2%	5%
\$50,000 to \$54,999	5%	5%	2%	1%	0%	8%	0%	6%	0%	3%	5%	3%	6%
\$55,000 to \$59,999	13%	12%	19%	13%	0%	22%	0%	14%	0%	2%	13%	9%	15%
60K or more	39%	40%	31%	36%	0%	0%	100%	33%	42%	79%	37%	45%	35%
\$60,000 to \$74,999	4%	4%	5%	5%	0%	0%	10%	3%	4%	4%	4%	2%	4%
\$75,000 to \$99,999	13%	13%	8%	3%	0%	0%	33%	12%	18%	22%	13%	15%	12%
\$100,000 to \$149,999	15%	16%	8%	11%	0%	0%	38%	14%	14%	29%	14%	22%	12%
\$150,000 to \$199,999	5%	5%	8%	14%	0%	0%	13%	4%	6%	5%	5%	6%	5%
\$200,000 or more	2%	2%	2%	2%	0%	0%	5%	1%	0%	19%	1%	0%	3%
Not sure	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	2%	0%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

Q48- 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	Both	Very Low-income	Net Low-income	Above \$59,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Female	59%	58%	68%	75%	74%	63%	51%	57%	68%	52%	59%	58%	60%
Male	40%	41%	32%	25%	26%	36%	48%	43%	32%	48%	40%	42%	39%
Non-binary/ third gender	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%
Prefer not to say	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=501)

School Type

District (n=437)
Charter (n=87)
Both (n=22)

Family Income Level

Very Low-income (n=165)
Net Low-income (n=301)
Above \$60,000 (n=195)

Race/Ethnicity

Latino (n=381)
Black (n=44)
White (n=33)
Families of Color (n=461)

English Learners

English Learners (n=172)
Non-English Learners (n=324)

About the Partners

Center for Equity for English Learners at Loyola Marymount University



The Center for Equity for English Learners (CEEL) at Loyola Marymount University ensures equity and excellence in English Learner and Multilingual education 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/familyinsights2023>

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