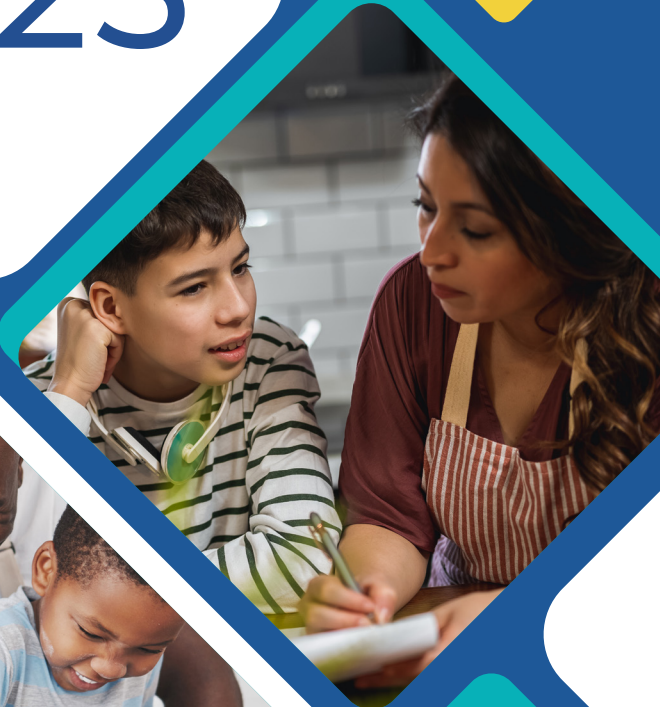


FAMILY INSIGHTS:

An Annual Poll of Los Angeles Families

2025



GPSN
CATALYZING EXCELLENCE
IN PUBLIC EDUCATION

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

Dear Reader,

Since 2021, we've conducted an annual poll of Los Angeles public school families each fall with the goal of elevating their voices as co-educators. As we analyzed the results of our 2024 poll, we recognized that the family sentiments captured between August and September 2024 may no longer fully reflect their current views today due to the rapidly evolving circumstances in Los Angeles. The November 2024 election and the January 2025 fires created new difficulties for Los Angeles families, especially when combined with federal policy changes and uncertainties.

Despite these challenges, our goal remains to ensure district and community leaders are informed of what families want and believe. To that end, we delayed publication of our 2024 poll to conduct interviews with families and explore how recent events may or may not have shifted their perspectives on the district and their priorities for their students.

The poll revisits key questions from previous years regarding school services and engagement, students' academic performance, and families' perspectives on district leaders. We introduced new questions about students' mental health, early learning, and what families want protected from funding cuts, given the upcoming expiration of COVID-19 relief funds and potential budget reductions. Our February 2025 interviews explored how recent changes have affected families' views across these topics.

It is clear the events of early 2025 impacted every Los Angeles family to varying degrees. Inspiringly, each family remains dedicated to a brighter future for all students and have deep care for each other. Angelenos recognize the vital role of great

schools in a thriving Los Angeles, understanding that when our students succeed, they lift all of Los Angeles with them.

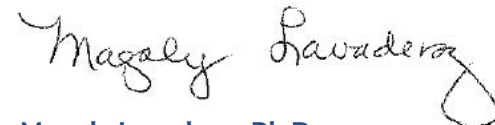
The poll reveals that over 90% of families report improvements in their schools over the past year. We believe this reflects their recognition and appreciation for the district's support, particularly amid recent challenges. Families have expressed a continued need for more support and resources. They also recognize that the school district cannot handle the full responsibility on its own, and suggest establishing stronger external partnerships to address these current needs. In interviews, families emphasized their desire for safety and personalized support systems to ensure their children are on track.

Now, more than ever, we must continue to create spaces that amplify family voices. We hope this poll and the follow-up interviews will help decision-makers understand and respond to the strengths and needs of families as they navigate the significant changes happening in Los Angeles. This report highlights their hopes and concerns for their students as we collectively navigate these new challenges.

In partnership,



Dr. Ana Ponce
CEO
GPSN



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

Table of Contents

04. METHODOLOGY

07. POLL SAMPLE

09. INTRODUCTION

11. OUR COMMITMENT

12. MAJOR TRENDS AND FINDINGS FROM POLL DATA

29. MAJOR TRENDS AND FINDINGS FROM INTERVIEWS

33. QUESTIONS AND RESULTS

77. ABOUT THE PARTNERS

78. ACKNOWLEDGEMENTS





Methodology

Overview

The instrument used in the first phase of this study 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 26 through September 20, 2024 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%. In response to the changing national landscape and local factors that occurred between the November 2024 election and the devastating fires of January 2025, a second phase that included a set of in-depth interviews was conducted by Penta Group from February 3 through February 12, 2025. This also included a sample representative of families with school-aged children attending district and charter public schools within the Los Angeles Unified boundaries.

Sample

The poll 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 and the interviews, randomly sampling from the Los Angeles community within Los Angeles Unified geographic boundaries.

The qualitative interview sample (phase two) reflects the original quantitative sampling criteria of the 2024 LA Family Insights Poll. The sample is representative of the population of Los Angeles families with students attending district and 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. Penta independently conducted the interviews, recruiting from the Los Angeles community within Los Angeles Unified geographic boundaries.

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=206) out of the full sample of 506.² Phone surveys were conducted with live English and Spanish-speaking interviewers.³ Eighty-four percent (n=427) of all interviews (phone and online) were conducted in English and 16% (n=79) 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 506, and higher among subgroups and questions not asked of the full sample. The data was weighted by socioeconomic status.

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.

¹ Data sources: California Department of Education, 2023-24; Los Angeles Unified School District Open Data Platform, 2023-24; U.S. Census Bureau, 2022; American Community Survey, 2022.

² Over 85% of phone interviews/surveys were conducted on cell phones, and less than 15% 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.”

The qualitative interviews, which took place from February 3 to February 12, 2025, were 30 minutes long and conducted virtually via Zoom. Participants were invited via email or phone to participate and then 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 and accurately reflect the demographic profile of Los Angeles Unified parent and student population. Of the 15 total interviews, 10 interviews were conducted in English and five in Spanish. With informed consent, the interviews were audio-recorded and transcribed for thematic analysis in relation to the original poll results. Questions were intended to: (1) provide deeper insight into the original survey questions, which were asked near the start of the 2024-25 school year, and (2) clarify themes in the parents' beliefs identified in the survey. This year, the qualitative component supplements the poll given the two major events that took place since the poll was conducted: the Los Angeles fires and changes in political leadership at the national level.

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



Poll Sample

Sample

The sample of 506 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

The term “families” is used 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

81%

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

27%

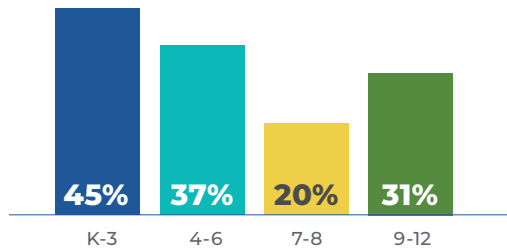
Independent Charter

8%

Students in both District and Charter

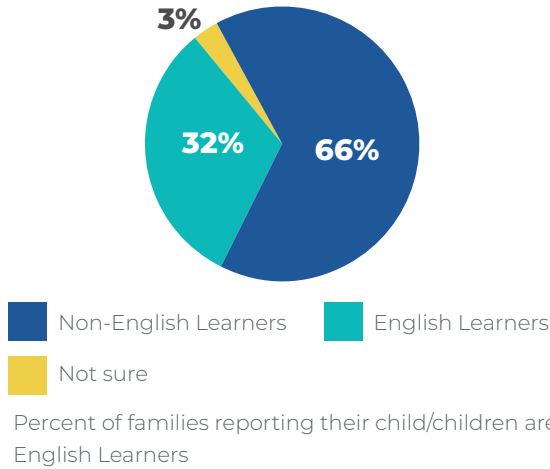
Note: counts include families with “at least one” child in either a district or charter school, so counts do not total 100%.

REPORTED ENROLLMENT BY GRADE LEVEL

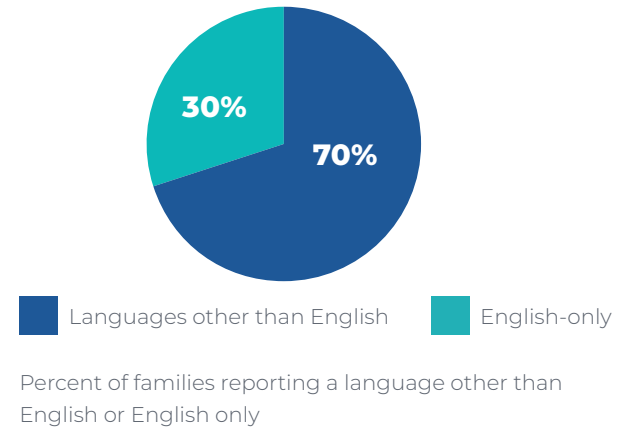


Percent of family respondents reporting at least one child in the given grade span.

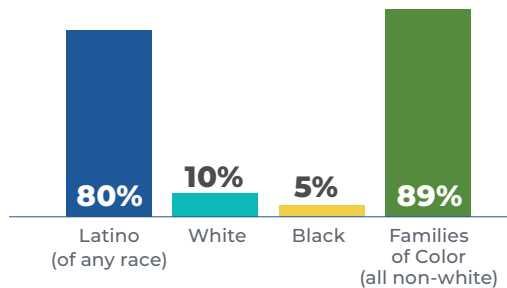
REPORTED SCHOOL POPULATION: ENGLISH LEARNERS



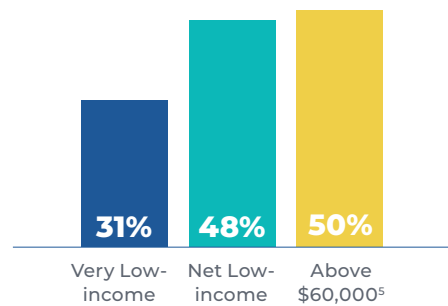
REPORTED LANGUAGES SPOKEN IN THE HOME



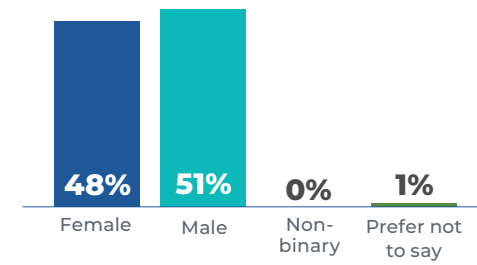
REPORTED RACE/ETHNICITY OF FAMILY MEMBERS



REPORTED FAMILY MEMBER INCOME LEVEL



REPORTED GENDER OF FAMILY MEMBERS



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 2024-25 school year marks the beginning of the third year of Los Angeles Unified School District's four-year strategic plan. In our prior poll, we introduced a slate of questions about families' initial perceptions of changes in the district under Superintendent Carvalho. We revisit those questions in this poll to see how families' opinions on the current district leadership have evolved just past the halfway point of the strategic plan. We continue to report on how families feel about the state of the district, their children's academic performance, what they most want to see from the district in the future, and where they most need support. This is the fourth year of representative polling on the state of Los Angeles Unified, allowing us to show how family perspectives have shifted over time as of November 2024, prior to changes in the national landscape and devastating Los Angeles fires.

Family opinions on Superintendent Carvalho and the Los Angeles Unified School Board as a group have improved substantially in the last year, with almost three quarters of families rating each positively. They also feel more positively about academic performances for both their students and LAUSD students in general, which is likely an indication they have seen the district's investments towards recovery from the pandemic. Their top priority in public education this year is meeting the emotional and mental health needs of students, an area that has seen increasing support from families since 2021. They continue to want the district to prioritize academic support and enrichment programs, high quality tutoring and free home internet. These have been the most prominent wishes from families throughout the last few years, and have not waned even as families increasingly rank mental and emotional health as another point of priority. Amid the ongoing effort to recapture learning loss from the pandemic and guide students and their families through rapidly changing times, these results point to families' interest in whole child well-being.

In early 2025, we completed the second phase by conducting interviews with a representative group of families to see whether their perspectives on the themes in the poll had changed following the November election and ensuing policy changes in the federal landscape, as well as wildfires that brought unprecedented devastation on Los Angeles communities in January of 2025. Our ongoing priority is to center family experiences and raise up their needs to help guide district and school decisions. These interviews are intended to shed light on how recent events might have changed family opinions.

The interviews clearly illustrated that many of the priorities families emphasize in the poll are driven by concern for their children’s social, emotional and mental safety and well-being. This concern has only strengthened since the original poll. The changing physical and political landscape also bolstered families’ desire for expanded and individually tailored high-quality tutoring and other forms of personalized support for their children. This includes free home internet, enrichment programs, and non-academic support options like food assistance.

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 from the poll in tables at the end of the report. The findings from the interviews follow the major trends and findings from the poll.





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. This poll continues to be a tool that can be 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 Trends and Findings from Poll Data

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

- 1 How families *feel* about the district:** Families are more likely to believe LAUSD students and their own children are performing at the right level or above and much more likely to rate both Superintendent Carvalho and the LAUSD School Board positively than in our prior poll. Almost 90% of families rate instruction at their child's school positively. Families are, again, most likely to award a 'B' grade to both their school and LAUSD schools, generally.
- 2 What *matters most* to families:** Meeting students' emotional and mental health needs is the top priority in public education. Families want their schools to provide mental health programs both during and outside the school day, and are particularly interested in schools offering counseling and helping identify students' challenges.
- 3 What families *want to see*:** Families continue to want the district to prioritize academic support programs above all. They also identify free home internet and high-quality tutoring in their top three priorities for public education, and most want the district to protect class sizes, teaching materials, and enrichment programs outside of school hours from budget cuts.
- 4 How much *access families have to digital resources*:** Providing free home internet for students was a top priority for almost half of families, which reflects an increasing majority of families who face barriers to quality internet access at home compared to our prior poll. Though the most frequent barrier was cost, a higher number of families report almost every challenge associated with accessing home internet.
- 5 How *committed families are to their current school system*:** Most families are likely to stay in LAUSD schools, as they have reported in previous years. There is an increase in the percentage who are extremely likely to do so, especially among those making \$60,000 or more.

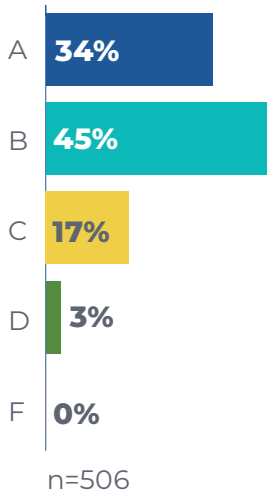


How families *feel* about the district

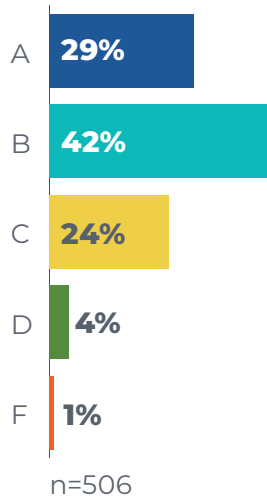
Families are more likely to believe LAUSD students and their own children are performing at the right level or above, compared to the prior poll; they are also much more likely to rate both Superintendent Carvalho and the LAUSD School Board positively. Almost 90% of families rate instruction at their child’s school positively. Families are, again, most likely to award a ‘B’ grade to both their school and LAUSD schools, generally.

Families are most likely to give both their school and LAUSD public schools a ‘B’ grade.

% WHO GRADED THEIR SCHOOL...



% WHO GRADED LAUSD...



“My biggest hope is that my son is safe, gets a good education, and learns everything he needs to succeed in life. I want him to go to college, become a professional, and feel proud of what he has achieved. **I just want the best for him.**” – Hispanic // Spanish // 5th

Family aspirations and perspectives. This report features quotes from a second phase of interviews conducted in February 2025; [click here](#) to jump to the full interview findings.



I think a ‘B’ is fair. The **individual schools do a decent job** and the individual teachers do a decent job. But, **there’s also room for improvement for sure.**” – Two or more races // English // 4th, 8th



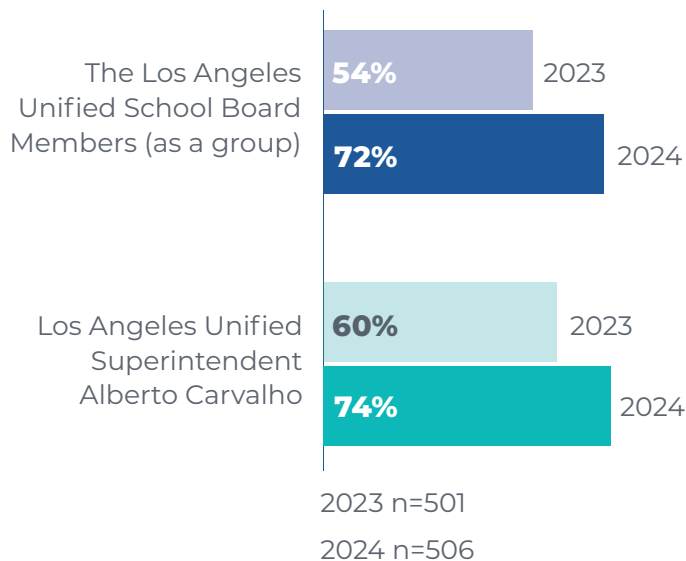
How families *feel* about the district

District and Leadership Performance

However, their approval of district leaders increased significantly in 2024, with almost three quarters of families rating both Superintendent Carvalho (74%) and the LAUSD School Board members as a group (72%) positively. The vast majority also report seeing improvements in their schools in the last year, across all groups.

More families rate district leaders' performance positively

% OF FAMILIES THAT RATE PERFORMANCE POSITIVELY...



92% of families saw improvement in schools' efforts to help their child meet their academic potential

93% of families saw improvement in schools' efforts to create a welcoming and safe school environment



How families *feel* about the district

Academic Performance

As in past years, a strong majority (87%) of LAUSD families rate the overall quality of teaching and instruction at their child/children's school as excellent or good. Almost two-thirds (63%) of families think most LAUSD students are performing at the right level when it comes to reading and math, an increase from last year (when 54% thought the same). The trend holds with families' perspectives on their own child's performance: 77% of respondents report that their child is at the right level or above in reading and math. Families with incomes below \$60,000 are less likely to believe their children are at or above the right performance level, at 67% compared to 87% of higher-income families. However, they are more positive than they were in the 2022-23 school year. In particular, fewer families making less than \$40,000 think their child is performing below level compared to the last school year (11 percentage points down from 31% to 20%).

Families of English learners, meanwhile, are more likely to believe their children are performing above level (at 46%) than non-English learners (at 35%) but had a similar positive trend, going from a quarter (27%) thinking their child was performing above level in 2022-23 to almost half in 2023-24 (46%).

87%

Most families rate the quality of teaching and instruction at their child/children's school as excellent or good.



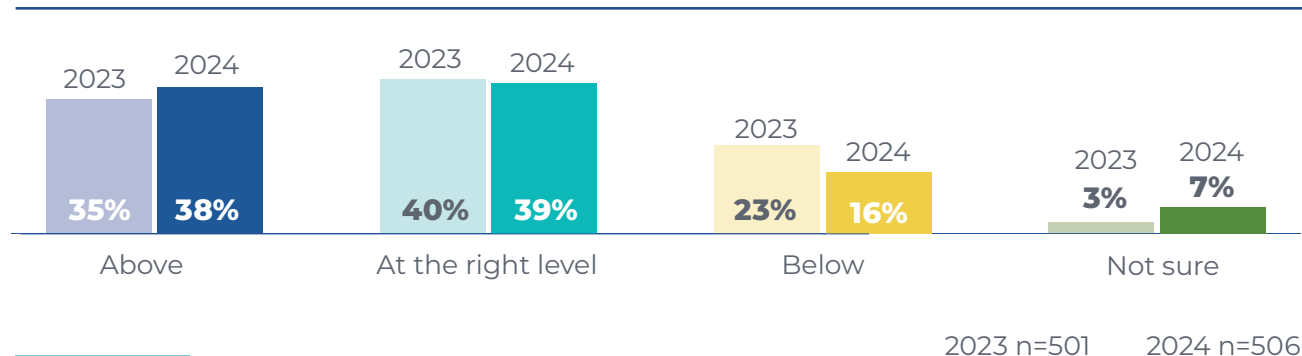
How families *feel* about the district

Unfortunately, families' positivity in this poll is not reflective of the percentage of children actually on track. Fewer than half (43%) of students in Los Angeles Unified met or exceeded state standards in literacy in 2024, and only a third (33%) met state standards in math.⁶ However, the trends in perspective do reflect some truth in assessment trends. The groups that stood out this year for increased positivity — families making less than \$40,000 and families of English learners — both improved since the last school year, but by just three to five percentage points compared to the drastic jumps in positivity. This improvement is not reflected in every assessment, however. The English Language Progress Indicator (ELPI) is another important metric when considering English learners' proficiency; it measures the percentage of English learners who are making progress towards proficiency based on the summative English Language Proficiency Assessment for California (ELPAC). The share of English learners in Los Angeles Unified who made progress stayed about the same in 2023 (48%) and 2024 (47%). Families making less than \$60,000 were the most likely to think their children were performing below level (22%), which is a more accurate perception of performance. In 2024, socioeconomically disadvantaged students performed lower in both literacy (38% met standards, compared to 67% of non-socioeconomically disadvantaged students) and math (28% met standards, compared to 56% of non-socioeconomically disadvantaged students).

In the same vein, while the vast majority of families (96%) are very or somewhat confident their child/children will take and pass the courses they need to be eligible for a four-year university, fewer students (65%) in the district actually achieved this in 2024 — though this number has improved over the last few years.

More families are positive about their own child's performance this year compared to last year

% WHO BELIEVE THEIR CHILD IS...



⁶ California Department of Education. [2023-24 Smarter Balanced English Language Arts/Literacy and Mathematics Test Results.](#)



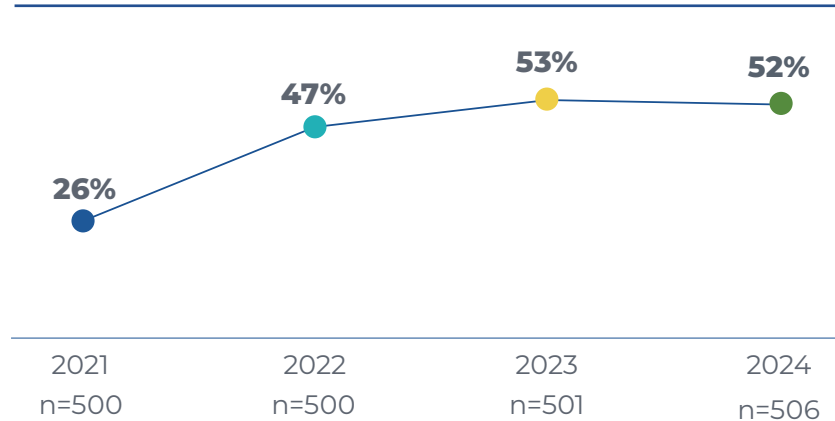
2 What matters most to families

Meeting students' emotional and mental health needs is the top priority in public education. Families want their schools to provide mental health programs both during and outside the school day, and are particularly interested in schools offering counseling and helping identify students' challenges.

In 2024, just over half of families (52%) believe support to meet students' emotional/mental health needs should be the top priority in public education, a significant increase in priority since 2021. Mental health programs such as counseling or therapy have been in the top three services families want from their schools since the survey began, and families rank counseling or therapy during school hours as the mental health service they would find most helpful.

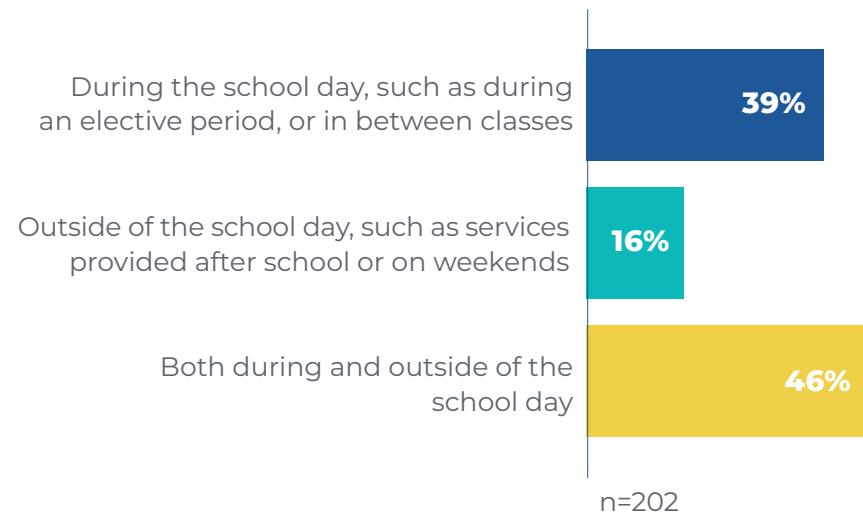
Interest in prioritizing tools and support for students' emotional/mental health needs has grown significantly since 2021

% TOP PRIORITY IN PUBLIC EDUCATION...



Families who want mental health services in schools would prefer both during and outside the school day

% WANT TO SEE...

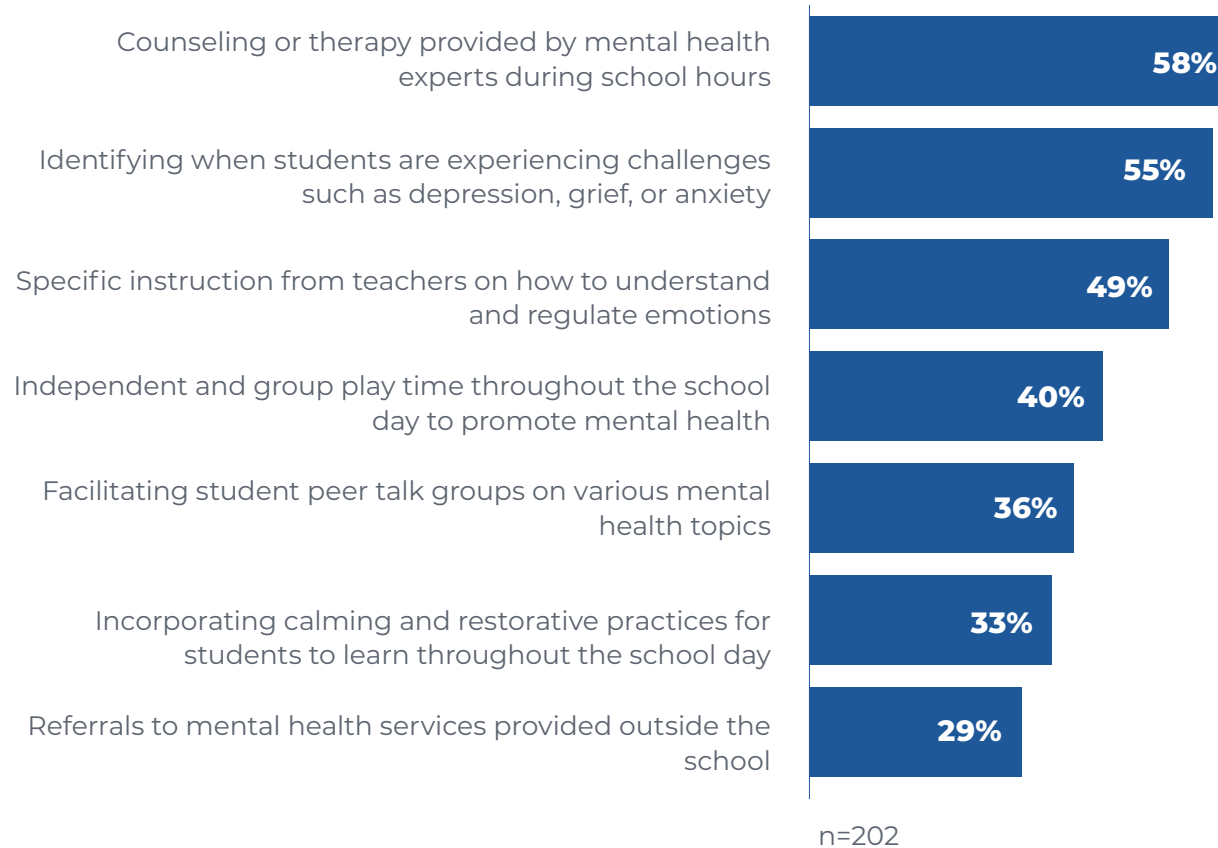




What matters most to families

Mental health services families would find most helpful

% INDICATED THIS RESPONSE AS ONE OF TOP THREE PRIORITIES...



There should be **more programs focused on emotional well-being, like therapy or counseling.** A child who is stressed, anxious, or emotionally overwhelmed **won't be able to learn properly.** – *Hispanic*
// Spanish // 7th, 11th



3 What families want to see

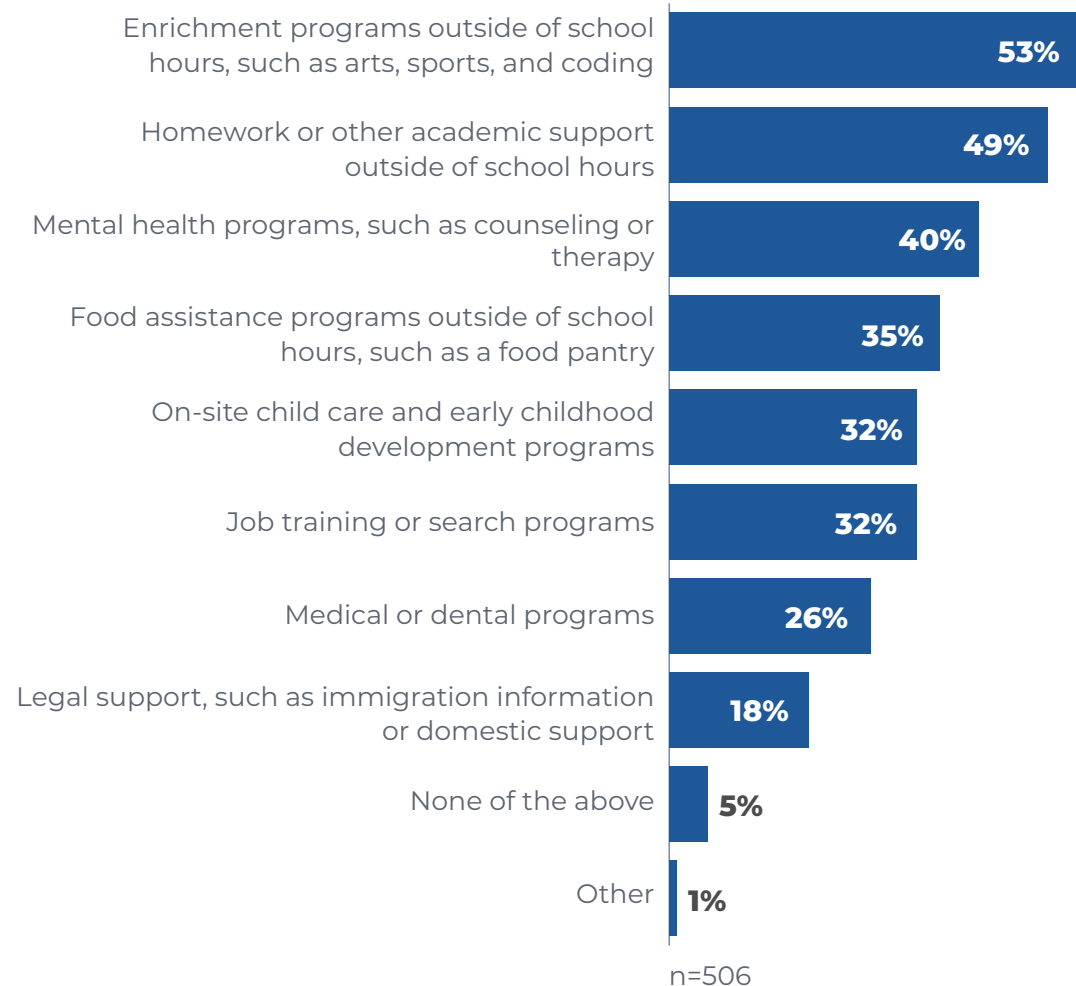
Families continue to prioritize academic support programs among school services

Families continue to want the district to prioritize academic support programs above all. They also identify free home internet and high-quality tutoring in their top three priorities for public education, and most want the district to protect class sizes, teaching materials, and enrichment programs outside of school hours from budget cuts.

When asked what services should be provided by schools, families continue to choose academic resources like enrichment programs outside of school hours (53%) and homework or other academic support outside of school hours (49%). This is consistent with priorities over the last three school years. However, there is also significant support for non-academic supports, especially mental health programs (40%) and food assistance (35%).

In general, higher-income families voiced a higher level of interest in support systems than families making less than \$60,000, including mental health programs (51% vs. 28%), on-site child care (43% vs. 22%), and legal support (14 percentage points more likely) in particular.

% WANT TO SEE ...



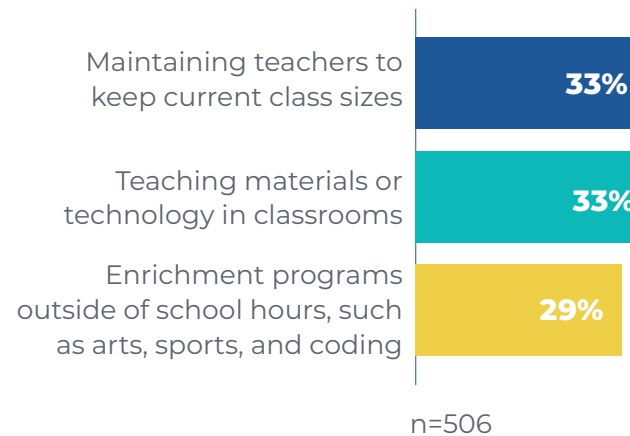


3 What families want to see

When asked what service schools should most protect from budget cuts as COVID-19 funds expire, the top three things they want protected are class sizes (33%), teaching materials and technology in classrooms (33%), and enrichment programs outside of school hours (29%). Although families' responses were extremely distributed across the numerous options they were given, most had at least a quarter of families in support. This suggests that, while families prioritize key academic and health-related supports above all, they still place value on the wider variety of supports and services the district provides.

As COVID-19 recovery funds expire and schools face potential budget cuts, families most want schools to protect...

% WANT TO PROTECT...

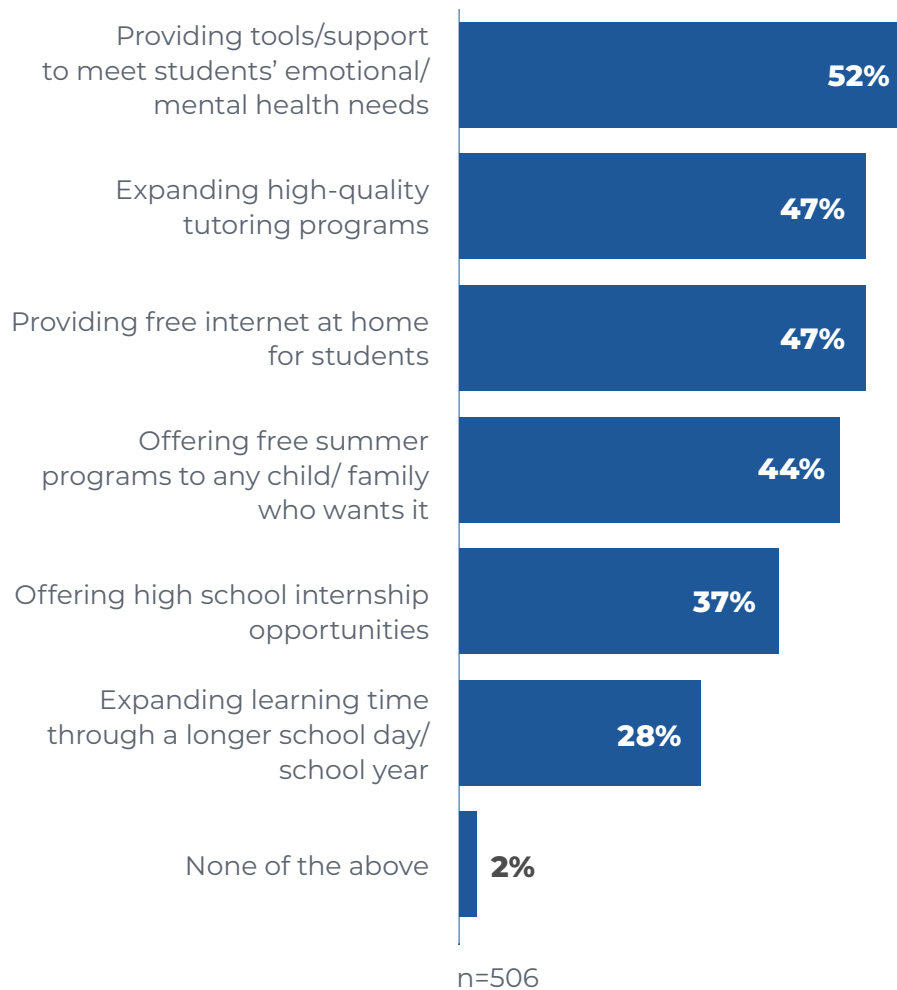


Students who struggle in certain subjects **need more one-on-one support**. In a classroom of 28 kids, **not everyone learns at the same pace**. Some need extra help, and there should be programs in place to provide that support. – *Hispanic || Spanish || 3rd, 9th*



3 What families want to see

Family Priorities in Public Education



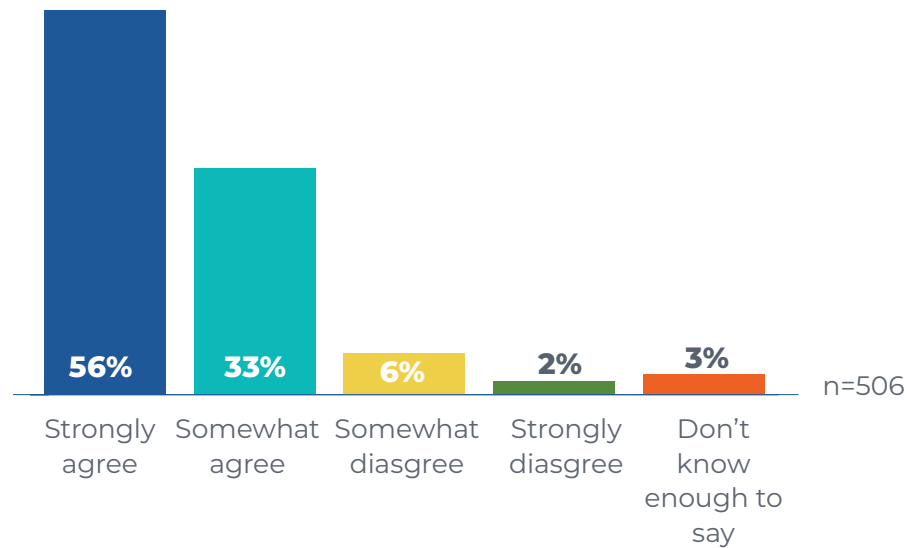
Public education priorities generally reflect the services families most want: they believe support to meet students' emotional/mental health needs (52%), free home internet (47%), and expanding high-quality tutoring programs (47%) should be top priorities. Two of these are consistent with the last school year, when the top priorities were expanding high-quality tutoring programs (56%), offering free summer programs (54%), and meeting students' emotional/mental health needs (53%). The increased interest in free home internet this year (up seven percentage points) shifted that into the top priorities.



3 What families want to see

A majority of families strongly agreed that the school board should allocate financial resources equitably so that schools with higher needs receive additional funding to better support students

% WHO ...





How much access families have to digital resources

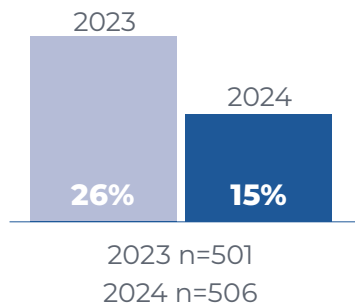
Providing free home internet for students was a top priority for almost half of families, which reflects an increasing majority of families who face barriers to quality internet access at home compared to our prior poll. Though the most frequent barrier was cost, higher numbers of families report experiencing challenges associated with accessing home internet across all categories.

Almost half of families (47%) believe schools, districts, and the state should prioritize providing free internet at home for students, an increase from 40% in our prior poll. This is tied for second among families' top priorities (after students' emotional/mental health needs and alongside tutoring programs). The increase in free home internet interest was especially pronounced among families of English learners, up 16 percentage points (to 49%).

This corresponds with a jump in the percentage of families who report problems accessing quality internet. Overall, the share of families who have no barrier to quality internet access dropped 11 percentage points this year (to just 15%, from 26%). This is a reversal of a prior trend towards improvement.

The share of families who have no issues accessing quality internet fell this year

% WHO REPORT NO BARRIERS TO CONSISTENT AND QUALITY INTERNET ACCESS...



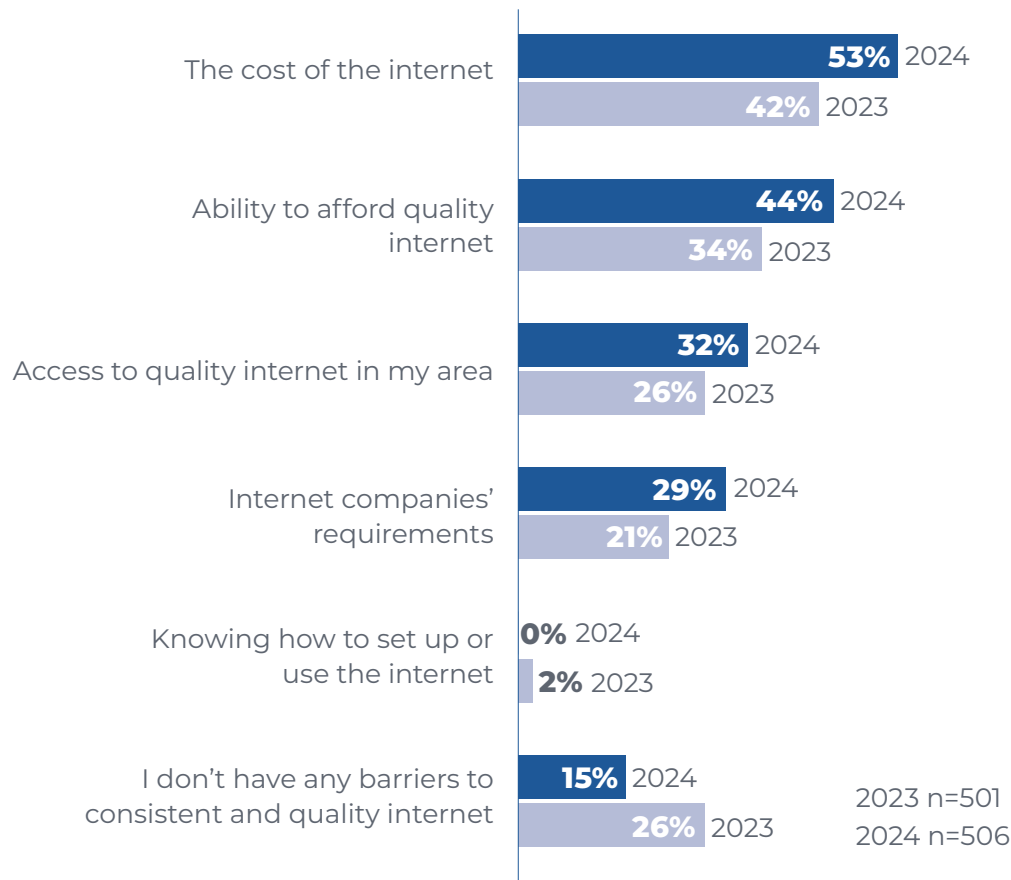
Each household has different financial responsibilities, and internet service can be expensive. Some families can only afford **basic plans, which don't always provide the best service.** If schools provided free internet access, **it would be a great help.** – *Hispanic || Spanish || 7th, 11th*



How much *access* families have to digital resources

Families report more issues with the cost of internet access this year, as well as with almost all other barriers

BARRIERS TO INTERNET ACCESS...



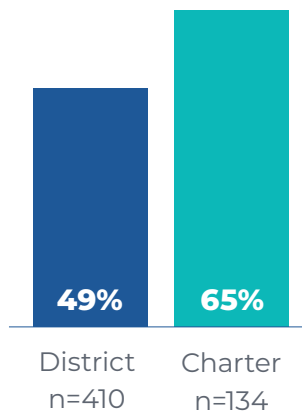


4 How much access families have to digital resources

There are significant differences in the barriers faced across key groups.

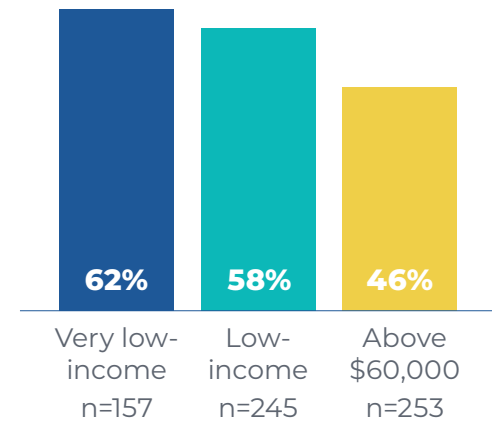
Charter school families are much more likely to report the cost of internet as their barrier

% WHO REPORT COST AS A BARRIER ...



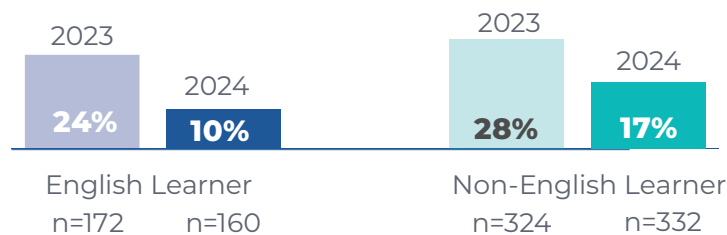
While the cost of internet is the biggest barrier for all income levels, low income families are most likely to report this as their biggest challenge

% WHO REPORT COST AS A BARRIER ...



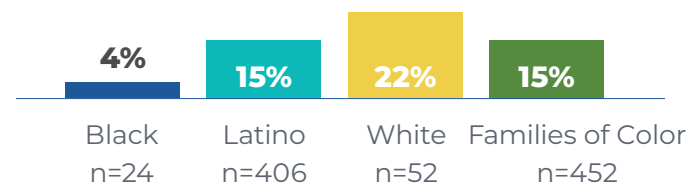
Families of English learners report a steeper increase in the share facing a barrier to internet access

% WHO REPORT NO BARRIERS TO CONSISTENT AND QUALITY INTERNET ACCESS...



Black families are more likely to report facing barriers to internet access overall

% WHO REPORT NO BARRIERS TO CONSISTENT AND QUALITY INTERNET ACCESS...





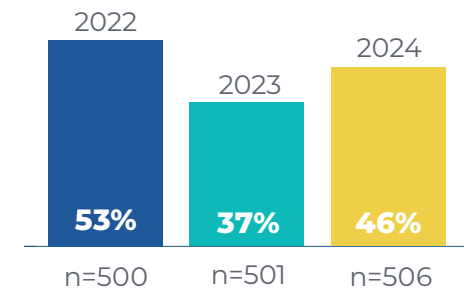
5 How committed families are to their current school system

Like in previous years, most families report being likely to stay in LAUSD schools. There is an increase in the percentage who are extremely likely to do so, especially among those making \$60,000 or more.

The vast majority of families (94%) are extremely, very or somewhat likely to have their child/children attend LAUSD schools throughout their K-12 education. The percentage that said they were extremely likely to do so increased by nine percentage points (from 37% to 46%), after dropping significantly from our prior poll. The level of positive response (extremely, very or somewhat likely) is consistent across school type, language learner status, and race/ethnicity. Differences across income levels remain; higher-income families are more likely to say extremely likely (51% vs. 41% of families making under \$60,000).

More families overall say they're extremely likely to stay in LAUSD schools

% EXTREMELY LIKELY...





5 How committed families are to their current school system

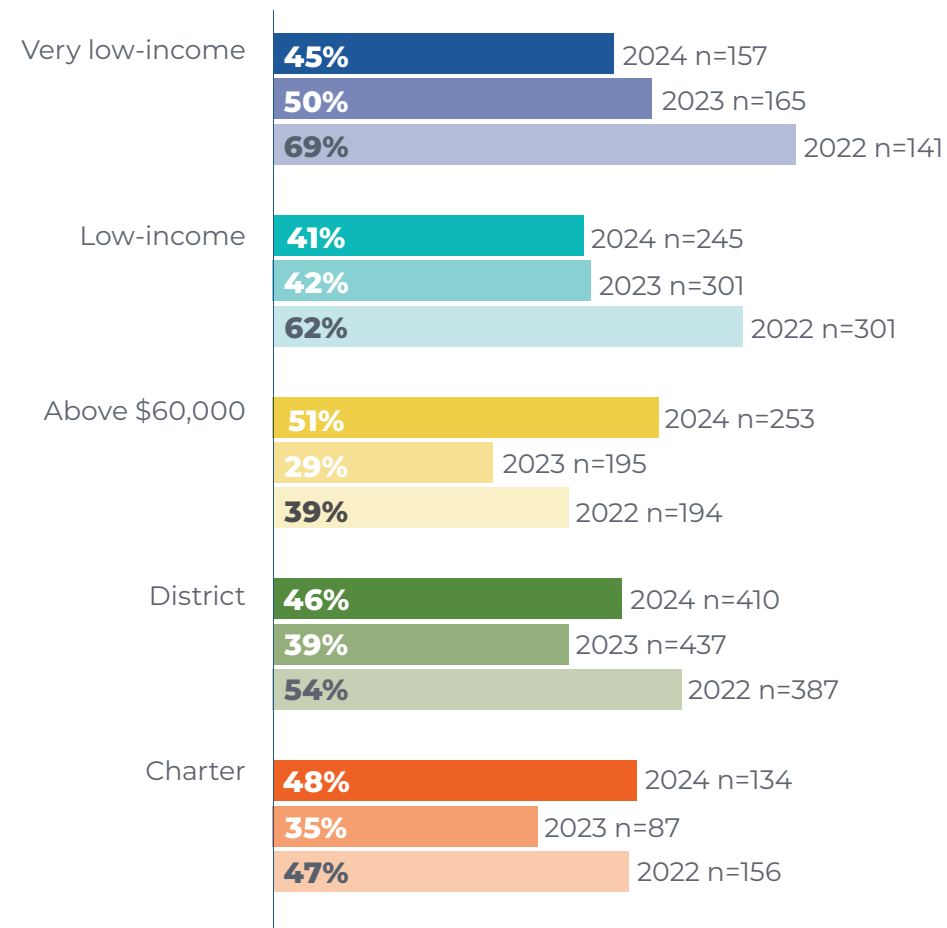
Among families who said they are not extremely likely to keep their kids in LAUSD schools from K-12, sending their child/children to a charter public school (42%) or a public school in a neighboring district within the county (39%) are the top alternate choices overall, followed by a public school in a district outside LA County (32%) or a private school (32%). The top preference last year was also a charter public school (42%).



From my own experience with my kids' schools, **from elementary through high school, I haven't noticed any major improvements.** I haven't seen anything added that makes me think, 'Wow, this is great for my kids.' – *Black // English // 9th, 11th*

The biggest increases in being extremely likely to stay in LAUSD are among high income families and charter school families

% EXTREMELY LIKELY...





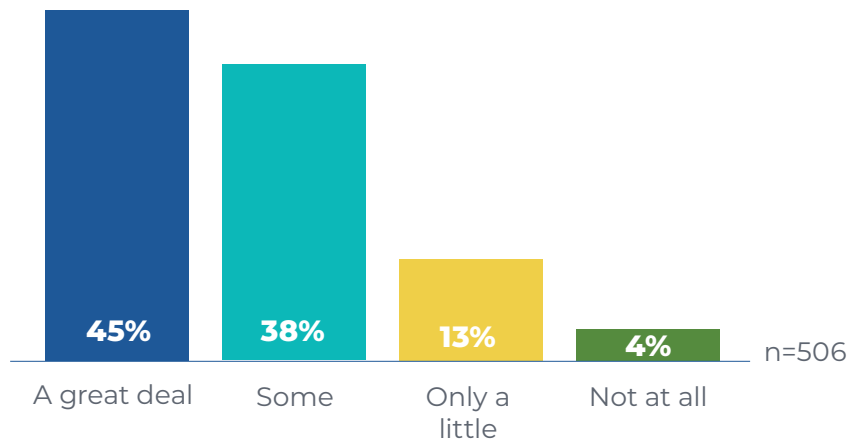
5 How committed families are to their current school system

Representation in the school system

Despite improvements, more than half of families (55%) still do not feel they are represented a great deal in district policy decisions. Overall, this sentiment improved compared to the prior poll, when just 34% felt represented a great deal in the district.

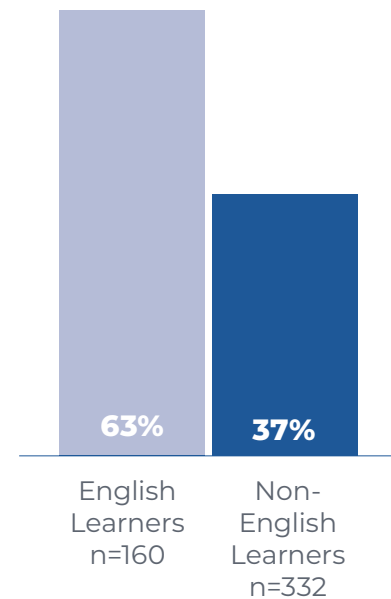
More than half of families do not feel greatly represented in district decisions

% WHO FEEL REPRESENTED ...



More families of English learners report they feel represented a great deal in decisions at the district level

% WHO FEEL REPRESENTED A GREAT DEAL...



Major Trends and Findings from Interviews

In light of the evolving national landscape between the November 2024 election and the catastrophic fires of January 2025, this report presents insights from a subsequent round of interviews conducted by Penta Group. The following section summarizes findings from these in-depth interviews capturing the current sentiments of LA families. These interviews were conducted between February 3 and February 12, 2025 among a representative sample of 15 family members of children enrolled in LAUSD schools.

Top Issues Facing LA Families Today

The economy is currently the most pressing concern for many families, which directly influences their livelihoods and the support they seek for their children. With perceptions of a poor economy, including rising costs of living and essential goods, families are increasingly worried about how these challenges will affect their children and their futures. As a result, the current economic climate plays a central role in what families want out of LAUSD programs and services, including non-academic support.

Alongside economic concerns, escalated efforts to enforce deportations have raised significant concerns, especially among Latino families. Families fear how these policies will affect the safety of their communities and the emotional and mental well-being of their children. This includes their children fearing for their family's safety (even if they are U.S. citizens), struggling with the loss of a deported family member, and emotional distress when friends or classmates suddenly leave school due to their families being impacted.

The top concern for families is their children's safety. In school settings, families are worried about their children's emotional safety as it relates to their mental well-being. They express



concerns over the mental toll children may be experiencing from economic stressors impacting their home and external threats, such as fears surrounding deportation efforts and recent environmental dangers. Overall, families want reassurance that LAUSD can help keep their children emotionally safe inside of their learning environments.

This broader context of economic stress, deportation policies, and safety concerns represent the most pressing issues for families today. In light of those issues, the interviews in this phase of the study sought to examine any shifts in families' perspectives on how they feel about the district's performance and their child's outcomes, what the district should prioritize, and their commitment to LAUSD schools.

How Families Feel About the District

Consistent with findings from the quantitative poll data, most families believe their children perform at the right levels in reading and math. Some families appreciate the support their children have received in school thus far, while noting that LAUSD could enhance support in these areas. Other families attribute their children being at or above grade level in reading and math to supplemental learning efforts they implement at home.

Few families would assign an 'A' grade to LAUSD schools' performance. Instead, families would generally assign either a 'B' or a 'C,' which aligns with the most commonly selected grade of a 'B' in the quantitative poll data. Families believe LAUSD schools are average in quality and in need of improvement. They remain hesitant to award LAUSD schools an 'A' until they feel their children are thriving in an environment with the necessary resources for individualized academic support and enriching experiences beyond the classroom.



What Matters and What Families Want to See

The current priorities of the families interviewed are closely aligned to the priorities identified in the quantitative poll data, reinforcing their overall importance to families. However, the interviews illuminated the heightened motivations behind these priorities that include evolving internal and external factors.

Families believe support for emotional and mental health programs should be a top priority for LAUSD schools, affirming the results of the quantitative poll data. Concerns for their children's safety and overall well-being are the key motivators behind families' support for emotional and mental health programs. They are most concerned with children's inability to effectively navigate their emotions and the impact it has on their ability to learn as well as children's treatment of other students. Families also highlight escalated deportation policies as an important issue that will negatively impact children's emotional well-being either directly or indirectly (i.e., their children's friends). Families want to feel confident that their children are protected when they are at school and view emotional and mental support as a vital pathway to achieving this.

Families continue to want to see personalized support for their children, particularly among those whose children require additional language support. Families believe inadequate staffing is increasing class sizes and restricting extracurricular opportunities, hindering LAUSD's ability to enhance academic support programs and enrichment programs. These sentiments align with the priorities families identified in the quantitative poll data as most important to protect from budget cuts. To see noticeable improvements in the expansion of high-quality tutoring programs, families would like to see more teachers available to provide individual support to their children and more flexibility in when these tutoring sessions occur.

Providing free home internet also continues to be a top priority among families. Currently, the economy is a top issue among families, which directly influences their desires for LAUSD programs and services. The internet is considered vital for student success; yet some families acknowledge how difficult it is to afford internet options beyond plans with unreliable service. Even if it is not applicable to their own household, families believe it is important that all households have the necessary internet access and digital resources for children to meet academic requirements.



Commitment to LAUSD Schools

Most families are likely to stay in LAUSD schools because they do not have an urgency to leave, reinforcing their sentiment that LAUSD schools are average rather than excellent or poor. Their commitment to LAUSD will strengthen if they see enhanced resources, enrichment opportunities, and greater attention to emotional safety. However, some families are considering alternative options in pursuit of learning environments that can provide their children with smaller classroom settings and richer opportunities.

For LAUSD schools to earn an 'A' grade or show significant progress in the right direction, families emphasize the need for the following improvements:

Tailored Academic Support

Stronger tutoring and academic support programs that are well-tailored to meet individual student needs will help assure families that their children are not receiving a one-size-fits-all approach, but instead have the individualized tools needed for academic success.

Expansion of Opportunities

Expanded enrichment and extracurricular opportunities, such as specialized academic interests (e.g., STEM), sports, arts, and field trips will make families feel that LAUSD is providing a well-rounded education to their children. Families want their children to have opportunities within LAUSD schools to explore and excel in their non-academic interests.

Families view the above improvements as meaningful enhancements that will increase their children's academic outcomes and drive families' motivation to continue supporting LAUSD schools.



Questions and Results

Description of Results

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

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 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/familyinsights2025

Contents

- 34.... LEADERSHIP AND POLICY PREFERENCES (Q34, Q39, Q40)
- 37.... FAMILY ENGAGEMENT AND SCHOOL COMMUNICATION (Q10, Q11, Q12, Q13)
- 41.... ACCESS TO SERVICES AND ENRICHMENT (Q16, Q17, Q18, Q41)
- 45.... REPRESENTATION IN SCHOOL AND POLICY DECISIONS (Q14, Q15, Q19, Q20)
- 49.... INSTRUCTION/ACADEMICS (Q21, Q22, Q23, Q24, Q25, Q26, Q27)
- 56.... SCHOOL ENROLLMENT TRENDS (Q37, Q38)
- 58.... STUDENT, SCHOOL, AND LEADERSHIP PERFORMANCE (Q28, Q29, Q30, Q31, Q32, Q33, Q35, Q36)
- 66.... CONTEXT AND ABOUT RESPONDENTS (Q1, Q3, Q6, Q7, Q8, Q9, Q42, Q43, Q44, Q45, Q46)

Q34 - Leadership and Policy Preferences

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Offering high school internship opportunities	37%	37%	41%	58%	31%	36%	36%	38%	47%	30%	37%	36%	37%
Providing tools/support to meet students' emotional/mental health needs	52%	54%	48%	64%	44%	46%	57%	52%	47%	56%	51%	50%	53%
Providing free internet at home for students	47%	46%	53%	54%	46%	44%	49%	47%	49%	52%	47%	49%	46%
Expanding high-quality tutoring programs	47%	48%	45%	58%	48%	50%	43%	47%	51%	41%	47%	40%	49%
Offering free summer programs to any child/ family who wants it	44%	46%	41%	57%	40%	41%	46%	43%	45%	45%	44%	40%	45%
Expanding learning time through a longer school day/school year	28%	30%	24%	35%	26%	25%	32%	28%	23%	27%	29%	31%	27%
None of the above	2%	2%	1%	0%	6%	4%	0%	2%	3%	0%	2%	3%	1%

Total

(n=506)

School Type

District (n=410)
Charter (n=134)
Both (n=38)*

Family Income Level

Very Low-income (n=157)
Net Low-income (n=245)
Above \$60,000 (n=253)

Race/Ethnicity

Latino (n=406)
Black (n=24)*
White (n=52)*
Families of Color (n=452)

English Learners

English Learners (n=160)
Non-English Learners (n=332)

Q39 - Leadership and Policy Preferences

Please select the TOP THREE things schools should most protect from budget cuts.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Maintaining teachers to keep current class sizes	33%	35%	28%	36%	32%	38%	27%	33%	27%	31%	33%	20%	38%
Homework or other academic support outside of school hours, such as tutoring	28%	28%	31%	34%	40%	33%	24%	28%	15%	36%	27%	35%	26%
Enrichment programs outside of school hours, such as arts, sports, and coding	29%	29%	26%	20%	25%	27%	32%	29%	29%	29%	29%	30%	29%
Maintaining support staff for the classroom, such as teachers' aides or coaches for teachers	27%	28%	21%	20%	29%	28%	26%	26%	35%	26%	27%	21%	28%
Teaching materials or technology in classrooms	33%	32%	39%	38%	29%	34%	31%	31%	39%	38%	33%	22%	39%
Professional development for teachers, administrators, and other staff	26%	26%	23%	27%	21%	22%	29%	25%	30%	34%	25%	31%	23%
Summer school or winter break programs	23%	23%	29%	36%	30%	26%	21%	24%	20%	19%	24%	23%	24%
Mental health programs, such as counseling or therapy	24%	23%	25%	26%	23%	21%	26%	23%	22%	32%	23%	25%	23%
Events focused on family participation in school	16%	15%	16%	16%	7%	13%	18%	16%	25%	12%	16%	23%	13%
Medical or dental programs	14%	14%	15%	11%	14%	13%	15%	16%	16%	7%	15%	19%	12%
On-site child care and early childhood development programs	20%	20%	18%	11%	17%	13%	27%	21%	5%	25%	19%	23%	19%
Food assistance programs outside of school hours, such as a food pantry	25%	24%	28%	23%	30%	28%	23%	27%	36%	10%	27%	29%	24%
Refused	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q40 - Leadership and Policy Preferences

The Los Angeles Unified elected school board makes decisions about how much public funding schools in the district receive. Do you agree or disagree with the following statement: The school board should allocate financial resources equitably so that schools with higher needs receive additional funding to better support students.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	56%	55%	61%	61%	57%	51%	61%	57%	50%	52%	57%	56%	57%
Somewhat agree	33%	35%	26%	24%	30%	35%	32%	33%	42%	32%	34%	34%	33%
Somewhat disagree	6%	5%	7%	7%	6%	7%	4%	5%	0%	8%	5%	5%	6%
Strongly disagree	2%	3%	4%	8%	4%	4%	1%	3%	0%	4%	2%	5%	1%
Don't know enough to say	3%	3%	2%	0%	4%	4%	1%	2%	8%	4%	3%	0%	3%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q10 - Family Engagement and School Communication

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
More than once a week	32%	33%	28%	30%	39%	35%	31%	33%	31%	31%	32%	40%	30%
Once a week	29%	27%	37%	28%	26%	25%	33%	28%	37%	29%	30%	25%	32%
Once or twice a month	21%	21%	20%	19%	13%	17%	25%	21%	13%	25%	21%	24%	20%
A few times a year	14%	15%	13%	15%	18%	18%	10%	15%	8%	9%	15%	10%	15%
Once a year	1%	1%	0%	0%	2%	2%	0%	1%	3%	2%	1%	1%	1%
Never	1%	1%	1%	5%	0%	0%	1%	1%	0%	0%	1%	0%	1%
Not sure	2%	2%	1%	3%	2%	3%	0%	1%	7%	4%	1%	1%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Robocalls	28%	29%	27%	33%	24%	23%	33%	30%	28%	25%	29%	26%	29%
Personal phone calls by a school staff member	37%	38%	37%	52%	43%	37%	37%	36%	46%	36%	37%	37%	37%
Email	46%	47%	49%	59%	36%	41%	53%	44%	66%	50%	46%	41%	50%
Text message	41%	41%	45%	56%	43%	42%	39%	40%	58%	43%	41%	36%	43%
Letters in the mail	28%	29%	27%	31%	28%	28%	28%	28%	24%	29%	28%	29%	27%
In-person events, at drop-off or pickup	31%	29%	36%	38%	28%	28%	33%	30%	22%	36%	30%	32%	29%
Through a parent / school communication app on your phone	41%	43%	39%	46%	40%	39%	43%	40%	62%	44%	41%	42%	41%
Home visits (virtual or in-person)	13%	12%	19%	18%	4%	5%	22%	14%	8%	14%	13%	19%	11%
Other	1%	1%	2%	4%	3%	2%	0%	2%	0%	1%	1%	0%	2%
None of the above	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	0%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q12 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	69%	68%	75%	78%	66%	67%	71%	68%	57%	80%	67%	68%	71%
Somewhat agree	27%	28%	22%	20%	29%	29%	24%	28%	36%	20%	28%	28%	25%
Somewhat disagree	3%	3%	2%	1%	3%	3%	3%	3%	7%	0%	4%	2%	3%
Strongly disagree	1%	1%	1%	0%	1%	1%	1%	1%	0%	0%	1%	1%	1%
Agree (Strongly/Somewhat)	96%	96%	97%	99%	96%	96%	96%	95%	93%	100%	95%	97%	96%
Disagree (Somewhat/Strongly)	4%	4%	3%	1%	4%	4%	4%	5%	7%	0%	5%	3%	4%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q13 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	49%	50%	47%	52%	52%	50%	48%	48%	59%	50%	49%	42%	54%
Somewhat agree	41%	40%	44%	40%	35%	40%	42%	42%	32%	44%	41%	47%	38%
Somewhat disagree	8%	8%	7%	6%	10%	8%	9%	8%	10%	5%	8%	9%	7%
Strongly disagree	2%	2%	2%	1%	3%	2%	1%	2%	0%	0%	2%	2%	1%
Agree (Strongly/Somewhat)	90%	90%	91%	92%	87%	90%	90%	90%	90%	95%	90%	89%	91%
Disagree (Somewhat/Strongly)	10%	10%	9%	8%	13%	10%	10%	10%	10%	5%	10%	11%	9%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q16 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Mental health programs, such as counseling or therapy	40%	42%	45%	77%	30%	28%	51%	41%	43%	38%	40%	46%	38%
Medical or dental programs	26%	26%	29%	38%	20%	21%	31%	25%	36%	27%	26%	27%	26%
On-site child care and early childhood development programs	32%	31%	40%	50%	21%	22%	43%	32%	28%	37%	31%	39%	29%
Food assistance programs outside of school hours, such as a food pantry	35%	35%	43%	56%	42%	35%	36%	36%	28%	43%	35%	38%	34%
Homework or other academic support outside of school hours	49%	51%	46%	57%	45%	48%	51%	46%	59%	64%	48%	48%	49%
Enrichment programs outside of school hours, such as arts, sports, and coding	53%	52%	55%	59%	46%	47%	58%	52%	51%	63%	52%	49%	54%
Job training or search programs	32%	31%	36%	44%	24%	27%	36%	31%	30%	38%	31%	34%	32%
Legal support, such as immigration information or domestic support	18%	17%	21%	21%	14%	11%	25%	19%	15%	19%	18%	24%	15%
Other	1%	1%	0%	0%	1%	2%	0%	1%	0%	0%	1%	0%	2%
None of the above	5%	5%	4%	0%	7%	6%	3%	5%	5%	0%	5%	2%	5%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q17 - Access to Services and Enrichment

You shared that you would like your child’s school to provide more mental health services. Where is the best time and place for these mental health supports to take place? Base: Wants school to provide Mental health programs.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
During the school day, such as during an elective period, or in between classes	39%	37%	39%	29%	52%	50%	33%	37%	32%	44%	38%	43%	35%
Outside of the school day, such as services provided after school or on weekends	16%	17%	9%	9%	14%	10%	19%	18%	0%	0%	17%	19%	14%
Both during and outside of the school day	46%	46%	52%	62%	34%	40%	48%	44%	68%	56%	45%	38%	51%

Total

(n=202)

School Type

District (n=171)
Charter (n=60)*
Both (n=29)*

Family Income Level

Very Low-income (n=48)*
Net Low-income (n=69)*
Above \$60,000 (n=129)

Race/Ethnicity

Latino (n=167)
Black (n=10)*
White (n=20)*
Families of Color (n=182)

English Learners

English Learners (n=73)*
Non-English Learners (n=125)

Q18 - Access to Services and Enrichment

Mental health services in schools can include a number of different activities to support students' emotional and mental wellbeing. Please indicate which of the following types of mental health services would be most helpful to your child. Select only your top THREE options. Base: Wants school to provide Mental health programs.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Specific instruction from teachers on how to understand and regulate emotions	49%	51%	42%	46%	40%	43%	52%	47%	47%	71%	46%	49%	47%
Counseling or therapy provided by mental health experts during school hours	58%	59%	52%	50%	56%	56%	59%	61%	34%	50%	59%	56%	59%
Referrals to mental health services provided outside the school	29%	28%	36%	38%	28%	29%	30%	29%	19%	19%	30%	27%	31%
Identifying when students are experiencing challenges such as depression, grief, or anxiety	55%	55%	61%	66%	65%	60%	52%	52%	60%	88%	52%	49%	58%
Facilitating student peer talk groups on various mental health topics	36%	34%	42%	38%	33%	29%	39%	37%	38%	22%	37%	48%	30%
Independent and group play time throughout the school day to promote mental health	40%	38%	42%	33%	40%	41%	40%	40%	60%	30%	41%	43%	39%
Incorporating calming and restorative practices for students to learn throughout the school day	33%	35%	26%	28%	38%	41%	28%	34%	43%	19%	35%	29%	35%

Total

(n=202)

School Type

District (n=171)
Charter (n=60)*
Both (n=29)*

Family Income Level

Very Low-income (n=48)*
Net Low-income (n=69)*
Above \$60,000 (n=129)

Race/Ethnicity

Latino (n=167)
Black (n=10)*
White (n=20)*
Families of Color (n=182)

English Learners

English Learners (n=73)*
Non-English Learners (n=125)

Q41 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
The cost of the internet	53%	49%	65%	58%	62%	58%	46%	53%	48%	44%	53%	47%	55%
The quality of the internet we can afford, such as not having strong internet for more than one user at a time	44%	45%	50%	71%	48%	49%	39%	43%	54%	52%	44%	52%	41%
Access to quality internet in my area (for example, few or no internet companies provide internet access in my home)	32%	34%	31%	52%	22%	29%	35%	33%	38%	31%	32%	39%	29%
Internet companies' requirements, such as signing a long-term contract or requiring government issued documentation	29%	29%	36%	59%	27%	25%	32%	26%	43%	38%	28%	40%	24%
I don't know how to set-up or use the internet	0%	0%	1%	0%	1%	0%	0%	1%	0%	0%	0%	1%	0%
I don't have any barriers to consistent and quality internet	15%	16%	9%	7%	10%	9%	22%	15%	4%	22%	15%	10%	17%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q14 - Representation in School and Policy Decisions

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	52%	54%	53%	68%	61%	56%	50%	52%	40%	61%	51%	54%	54%
Somewhat agree	39%	38%	38%	30%	29%	34%	43%	39%	50%	32%	40%	39%	37%
Somewhat disagree	8%	8%	8%	1%	10%	9%	8%	9%	10%	7%	9%	6%	9%
Strongly disagree	0%	0%	1%	0%	0%	1%	0%	1%	0%	0%	1%	1%	0%
Agree (Strongly/Somewhat)	91%	92%	91%	99%	90%	90%	92%	91%	90%	93%	91%	93%	91%
Disagree (Somewhat/Strongly)	9%	8%	9%	1%	10%	10%	8%	9%	10%	7%	9%	7%	9%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q15 - Representation in School and Policy Decisions

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	51%	52%	54%	68%	56%	50%	53%	51%	55%	49%	51%	58%	50%
Somewhat agree	39%	38%	37%	24%	32%	38%	40%	40%	38%	38%	39%	34%	40%
Somewhat disagree	8%	8%	5%	1%	10%	10%	5%	8%	6%	8%	8%	5%	9%
Strongly disagree	2%	2%	4%	7%	2%	2%	2%	2%	0%	5%	2%	3%	2%
Agree (Strongly/Somewhat)	90%	90%	91%	92%	88%	88%	93%	90%	94%	87%	90%	92%	90%
Disagree (Somewhat/Strongly)	10%	10%	9%	8%	12%	12%	7%	10%	6%	13%	10%	8%	10%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q19 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
A great deal	59%	58%	66%	71%	64%	54%	64%	60%	41%	64%	59%	75%	52%
Some	30%	30%	28%	18%	23%	32%	28%	30%	43%	26%	31%	19%	35%
Only a little	9%	10%	6%	9%	11%	11%	6%	8%	12%	9%	8%	5%	9%
Not at all	2%	3%	1%	1%	3%	2%	2%	2%	4%	2%	2%	1%	3%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q20 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
A great deal	45%	44%	49%	53%	50%	42%	48%	45%	48%	40%	45%	63%	37%
Some	38%	39%	33%	29%	27%	35%	41%	37%	37%	48%	37%	32%	42%
Only a little	13%	12%	15%	14%	18%	18%	7%	13%	15%	11%	13%	3%	16%
Not at all	4%	5%	3%	4%	5%	5%	3%	4%	0%	2%	4%	2%	5%
Refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q21 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$40,000 or less)	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%
Excellent	40%	40%	43%	56%	43%	37%	44%	40%	41%	47%	40%	46%	38%
Good	47%	46%	49%	40%	44%	52%	42%	47%	31%	48%	47%	45%	47%
Only fair	11%	12%	6%	4%	9%	9%	12%	10%	28%	6%	11%	8%	12%
Poor	1%	1%	2%	0%	3%	2%	1%	2%	0%	0%	1%	1%	2%
Positive (Excellent/Good)	87%	87%	92%	96%	87%	88%	86%	87%	72%	94%	86%	91%	86%
Less positive (Only Fair/Poor)	12%	13%	8%	4%	12%	11%	13%	12%	28%	6%	13%	9%	13%
Not applicable	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%
Don't know/Refused/Not sure	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q22 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Access and progress on grade-level, high quality curriculum	45%	45%	48%	63%	27%	30%	59%	44%	43%	54%	44%	46%	45%
What academic standards my child should be learning and what they are actually learning	45%	43%	53%	49%	47%	44%	45%	43%	48%	57%	43%	47%	44%
Report cards	58%	59%	51%	53%	64%	63%	53%	59%	54%	51%	59%	49%	61%
Grades and feedback on portfolios of students' work	49%	50%	44%	49%	42%	44%	53%	47%	59%	49%	48%	42%	53%
School and district-created tests and quiz results	38%	40%	39%	54%	28%	33%	44%	39%	25%	46%	38%	39%	38%
Statewide tests results on whether students are on grade level in core academic subjects	48%	48%	48%	55%	43%	47%	50%	47%	42%	50%	48%	45%	50%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
None of the above / I am not provided with any information	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not sure	1%	1%	0%	0%	2%	2%	0%	1%	0%	0%	1%	1%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q23 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Access and progress on grade-level, high quality curriculum	48%	49%	50%	58%	37%	41%	56%	49%	33%	49%	48%	41%	53%
What academic standards my child should be learning and what they are actually learning	52%	54%	49%	60%	48%	48%	56%	53%	59%	46%	53%	45%	55%
Report cards	42%	42%	48%	59%	44%	45%	39%	40%	50%	54%	41%	39%	43%
Grades and feedback on portfolios of students' work	52%	54%	44%	56%	44%	43%	61%	53%	40%	48%	52%	51%	52%
School and district-created tests and quiz results	39%	41%	34%	49%	29%	36%	42%	39%	53%	40%	39%	39%	39%
Statewide tests results on whether students are on grade level in core academic subjects	51%	50%	57%	67%	41%	42%	60%	50%	46%	58%	50%	51%	51%
Other	1%	1%	1%	0%	2%	2%	0%	1%	0%	0%	1%	1%	1%
None of the above	1%	1%	1%	0%	4%	3%	0%	1%	0%	4%	1%	1%	2%
Not sure	2%	2%	2%	4%	4%	4%	1%	2%	7%	2%	2%	1%	2%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q24 - 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? Base: Children are English language learners

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%	0%
From the results on your child/children's annual ELPAC test	41%	43%	45%	57%	25%	30%	51%	41%	40%	57%	39%	41%	0%
On my child/children's report card grade	56%	57%	61%	73%	60%	56%	56%	60%	66%	42%	59%	56%	0%
During the process for when my child/children changed or left English learner status	44%	43%	46%	44%	33%	34%	52%	43%	58%	51%	42%	44%	0%
From the courses or classes my child/children takes	52%	54%	50%	58%	39%	39%	63%	54%	47%	40%	55%	52%	0%
Other	1%	1%	0%	0%	2%	2%	0%	1%	0%	0%	1%	1%	0%
None of the above	1%	1%	0%	0%	2%	1%	0%	0%	0%	0%	1%	1%	0%
I have not received information about my child's progress in English language proficiency	2%	1%	4%	0%	3%	2%	2%	1%	0%	8%	1%	2%	0%
Not sure	2%	2%	0%	0%	5%	4%	0%	2%	0%	0%	2%	2%	0%

Total

(n=160)

School Type

District (n=136)
Charter (n=44)*
Both (n=20)*

Family Income Level

Very Low-income (n=54)*
Net Low-income (n=70)*
Above \$60,000 (n=87)*

Race/Ethnicity

Latino (n=126)
Black (n=5)*
White (n=22)*
Families of Color (n=137)

English Learners

English Learners (n=160)
Non-English Learners (n=0)*

Q25 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Very confident	56%	55%	65%	79%	50%	47%	64%	55%	65%	69%	54%	60%	54%
Somewhat confident	40%	40%	33%	21%	43%	45%	34%	41%	35%	27%	41%	36%	42%
Not very confident	3%	4%	2%	0%	5%	6%	1%	4%	0%	5%	3%	1%	4%
Not confident at all	1%	1%	0%	0%	3%	2%	0%	1%	0%	0%	1%	2%	1%
Confident (Very/Somewhat)	96%	95%	98%	100%	93%	93%	99%	95%	100%	95%	96%	96%	96%
Not confident (Not very/Not at all)	4%	5%	2%	0%	7%	7%	1%	5%	0%	5%	4%	4%	4%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q26 - Instruction / Academics

What activities have you done with your child to support their reading skills outside of school?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Visit libraries or bookstores	48%	49%	45%	47%	42%	44%	51%	47%	44%	58%	47%	47%	49%
Read books with or to my child	53%	57%	49%	73%	55%	52%	54%	53%	46%	55%	54%	47%	57%
Ensure that they attend after school tutoring provided by my child's school	37%	39%	33%	43%	30%	34%	40%	38%	33%	33%	37%	43%	34%
Private tutoring	23%	21%	29%	29%	13%	15%	30%	22%	31%	27%	22%	29%	20%
Online apps or tools focused on reading	41%	42%	39%	37%	38%	36%	45%	38%	55%	59%	39%	44%	41%
Audiobooks	21%	22%	18%	17%	12%	18%	25%	21%	31%	20%	22%	24%	21%
Other	1%	1%	0%	0%	0%	0%	1%	1%	4%	0%	1%	0%	1%
Refused	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q27 - Instruction / Academics

Do you agree or disagree with the following statement: My child's school provides the support they need to meet or exceed grade level standards in reading.

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	48%	49%	48%	58%	50%	44%	51%	48%	57%	44%	48%	49%	48%
Somewhat agree	42%	41%	43%	34%	37%	45%	40%	42%	34%	51%	41%	43%	42%
Somewhat disagree	6%	7%	6%	8%	9%	8%	5%	7%	9%	2%	7%	6%	6%
Strongly disagree	2%	1%	3%	0%	2%	2%	2%	1%	0%	3%	2%	2%	2%
Positive (Strongly/Somewhat agree)	90%	90%	91%	92%	87%	89%	91%	90%	91%	95%	90%	92%	90%
Less positive (Somewhat/Strongly disagree)	9%	8%	9%	8%	10%	9%	8%	8%	9%	5%	9%	8%	8%
Don't know enough to say	2%	2%	0%	0%	3%	2%	1%	2%	0%	0%	2%	0%	2%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q37 - School Enrollment Trends

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Extremely likely	46%	46%	48%	57%	45%	41%	51%	46%	42%	52%	45%	48%	46%
Very likely	36%	38%	30%	32%	35%	37%	35%	38%	25%	30%	37%	38%	35%
Somewhat likely	12%	11%	15%	8%	11%	13%	11%	11%	26%	13%	12%	9%	14%
Not very likely	4%	3%	3%	0%	5%	5%	2%	4%	3%	4%	4%	2%	4%
Not at all likely	2%	1%	3%	3%	3%	3%	1%	1%	3%	0%	2%	3%	1%
Positive (Extremely/very/somewhat likely)	94%	95%	93%	97%	91%	91%	97%	94%	94%	96%	94%	95%	94%
Less positive (Not very/not at all likely)	5%	5%	7%	3%	8%	8%	3%	5%	6%	4%	5%	5%	6%
Refused	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q38 - School Enrollment Trends

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Private school	32%	33%	30%	27%	18%	24%	41%	30%	44%	52%	31%	31%	34%
Parochial school	12%	12%	14%	18%	6%	7%	19%	12%	8%	19%	12%	20%	9%
Public charter school	42%	38%	57%	60%	45%	45%	37%	41%	38%	48%	41%	41%	42%
Home school	26%	25%	29%	28%	25%	21%	32%	26%	49%	16%	27%	31%	24%
Public school in a neighboring district within L.A. County	39%	39%	39%	44%	27%	33%	46%	37%	60%	43%	39%	48%	34%
Public school in a district outside of L.A. County	32%	32%	33%	33%	37%	30%	35%	32%	33%	27%	33%	40%	28%
I wouldn't consider options other than LAUSD schools	6%	7%	3%	7%	4%	4%	9%	7%	0%	5%	7%	4%	7%

Total

(n=272)

School Type

District (n = 218)
Charter (n = 70)*
Both (n = 16)*

Family Income Level

Very low-income (n = 84)*
Net low-income (n = 142)
Above \$60,000 (n = 125)

Race/Ethnicity

Latino (n = 216)
Black (n = 14)*
White (n = 25)*
Families of color (n = 245)

English Learners

English learners (n = 84)*
Non-English learner (n = 180)

Q28 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Yes	63%	62%	69%	70%	53%	51%	76%	64%	60%	63%	63%	80%	57%
No	25%	26%	19%	12%	28%	33%	18%	26%	26%	24%	26%	12%	32%
Not sure	11%	12%	12%	18%	19%	16%	7%	11%	14%	14%	11%	8%	11%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q29 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Above	38%	35%	50%	49%	31%	31%	46%	37%	44%	50%	37%	46%	35%
Below	16%	17%	13%	9%	20%	22%	10%	17%	12%	11%	17%	14%	17%
At the right level	39%	42%	30%	38%	35%	36%	41%	39%	41%	40%	39%	33%	42%
Not sure	7%	6%	7%	3%	14%	11%	3%	7%	3%	0%	8%	6%	6%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q30 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
A	29%	27%	39%	47%	28%	24%	33%	28%	18%	42%	27%	37%	25%
B	42%	42%	38%	30%	44%	47%	39%	43%	41%	41%	42%	40%	44%
C	24%	24%	21%	18%	21%	23%	24%	24%	41%	9%	26%	20%	26%
D	4%	5%	1%	5%	6%	4%	4%	4%	0%	8%	4%	2%	5%
F	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q31 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
A	34%	31%	43%	32%	32%	31%	38%	36%	21%	25%	35%	34%	34%
B	45%	46%	43%	47%	44%	46%	45%	44%	45%	64%	43%	49%	44%
C	17%	19%	12%	17%	16%	18%	15%	16%	32%	7%	18%	15%	18%
D	3%	4%	2%	4%	6%	5%	2%	3%	3%	4%	3%	2%	3%
F	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q32 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	57%	57%	59%	63%	54%	54%	60%	57%	54%	54%	57%	60%	57%
Somewhat agree	35%	36%	33%	33%	36%	36%	34%	34%	46%	42%	34%	33%	35%
Somewhat disagree	7%	7%	8%	4%	10%	9%	6%	8%	0%	4%	8%	6%	7%
Strongly disagree	1%	1%	0%	0%	1%	1%	0%	0%	0%	0%	1%	1%	0%
Agree (Strongly/Somewhat)	92%	92%	92%	96%	89%	90%	94%	91%	100%	96%	92%	93%	93%
Disagree(Somewhat/Strongly)	8%	8%	8%	4%	11%	10%	6%	9%	0%	4%	8%	7%	7%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q33 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Strongly agree	54%	55%	51%	59%	54%	47%	60%	55%	46%	46%	54%	59%	53%
Somewhat agree	39%	38%	44%	37%	36%	44%	35%	38%	49%	44%	39%	36%	40%
Somewhat disagree	6%	6%	5%	2%	8%	7%	5%	6%	5%	10%	6%	5%	6%
Strongly disagree	1%	1%	0%	1%	2%	1%	1%	1%	0%	0%	1%	0%	1%
Agree (Strongly/Somewhat)	93%	93%	95%	96%	90%	91%	95%	93%	95%	90%	93%	94%	93%
Disagree(Somewhat/Strongly)	7%	7%	5%	4%	10%	9%	5%	7%	5%	10%	7%	6%	7%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q35 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Excellent job	42%	41%	46%	46%	42%	43%	42%	43%	29%	39%	42%	49%	40%
Good job	31%	31%	32%	41%	28%	27%	34%	27%	47%	47%	29%	31%	30%
Only fair job	20%	21%	14%	12%	23%	22%	18%	22%	24%	11%	21%	18%	20%
Poor job	4%	4%	5%	1%	3%	4%	5%	5%	0%	2%	5%	2%	6%
Positive (Excellent/Good)	72%	72%	78%	87%	70%	70%	76%	71%	76%	87%	71%	80%	70%
Less positive (Only fair/Poor)	24%	25%	19%	13%	26%	26%	23%	26%	24%	12%	26%	20%	26%
Don't know	3%	3%	3%	0%	4%	5%	1%	3%	0%	1%	3%	0%	4%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q36 - Student, School and Leadership Performance

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Excellent job	37%	38%	42%	57%	39%	35%	41%	37%	40%	37%	37%	54%	31%
Good job	36%	37%	33%	35%	35%	39%	35%	36%	33%	47%	35%	32%	39%
Only fair job	19%	17%	20%	6%	19%	18%	18%	20%	19%	11%	20%	11%	22%
Poor job	3%	3%	1%	2%	3%	3%	3%	3%	0%	2%	3%	3%	3%
Positive (Excellent/Good)	74%	75%	75%	91%	74%	73%	75%	73%	74%	85%	72%	86%	69%
Less positive (Only fair/Poor)	22%	21%	21%	9%	22%	21%	22%	23%	19%	12%	23%	14%	24%
Don't know	4%	4%	4%	0%	4%	5%	3%	4%	7%	3%	5%	0%	6%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q1 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
One child under the age of 18	50%	50%	41%	15%	45%	48%	53%	52%	43%	36%	52%	52%	49%
Two children under the age of 18	36%	36%	40%	43%	37%	36%	36%	34%	48%	49%	35%	34%	38%
Three or more children under the age of 18	13%	14%	19%	42%	18%	17%	10%	13%	9%	15%	13%	14%	12%
One or more children over the age of 18	7%	7%	7%	5%	7%	8%	6%	7%	4%	5%	7%	2%	9%
An aging/elderly parent	4%	4%	7%	11%	3%	5%	4%	4%	4%	4%	4%	3%	5%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Los Angeles Unified school	85%	90%	69%	79%	85%	86%	85%	87%	91%	73%	87%	83%	86%
Public charter school	22%	18%	46%	66%	23%	23%	22%	21%	18%	34%	21%	22%	22%
Private, Non-religious school	3%	4%	6%	15%	0%	1%	6%	2%	4%	14%	2%	7%	2%
Religious / Parochial school	2%	2%	1%	5%	0%	0%	3%	1%	4%	2%	2%	1%	2%
Other	1%	1%	0%	0%	1%	1%	1%	1%	4%	0%	1%	0%	1%
LAUSD only	78%	82%	54%	34%	77%	77%	78%	79%	82%	66%	79%	78%	78%
Charter only	15%	10%	31%	21%	15%	14%	15%	13%	9%	27%	13%	17%	14%
Both LAUSD and Charter	7%	9%	14%	45%	8%	9%	6%	7%	8%	7%	7%	5%	8%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q6 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%	2%	1%	5%	5%	3%	0%	2%	2%	0%	2%	2%	2%
Pre-Kindergarten	2%	2%	3%	9%	2%	2%	3%	2%	2%	2%	2%	2%	2%
KG/T-K - 3rd grade	45%	45%	51%	59%	38%	40%	51%	46%	41%	43%	46%	52%	43%
Kindergarten/T-K	6%	7%	6%	11%	7%	7%	6%	6%	7%	6%	6%	5%	7%
1st grade	11%	12%	11%	19%	10%	12%	11%	11%	15%	12%	11%	15%	10%
2nd grade	19%	16%	25%	16%	14%	16%	22%	21%	11%	10%	20%	15%	21%
3rd grade	15%	17%	14%	27%	16%	14%	17%	14%	15%	22%	14%	23%	11%
4th - 6th grade	37%	41%	26%	42%	37%	38%	36%	37%	28%	39%	37%	37%	36%
4th grade	15%	17%	11%	15%	12%	14%	17%	15%	12%	19%	15%	13%	16%
5th grade	16%	18%	10%	15%	17%	16%	16%	16%	12%	17%	16%	16%	16%
6th grade	9%	10%	8%	19%	12%	11%	7%	9%	4%	7%	9%	10%	9%
7th - 8th grade	20%	19%	27%	33%	27%	25%	14%	20%	24%	21%	20%	21%	20%
7th grade	10%	10%	10%	18%	16%	14%	6%	10%	14%	10%	10%	7%	11%
8th grade	11%	9%	16%	15%	11%	12%	9%	11%	10%	11%	11%	15%	9%
9th - 12th grade	31%	31%	39%	55%	33%	33%	28%	29%	44%	38%	30%	28%	33%
9th grade	9%	9%	13%	20%	7%	10%	8%	8%	16%	10%	9%	10%	9%
10th grade	12%	12%	14%	22%	13%	13%	10%	12%	9%	9%	12%	9%	13%
11th grade	8%	7%	11%	7%	8%	8%	7%	9%	7%	4%	8%	5%	9%
12th grade	8%	8%	9%	14%	9%	8%	7%	6%	19%	21%	6%	7%	8%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q7 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Yes	32%	33%	33%	52%	34%	29%	35%	31%	21%	42%	30%	100%	0%
No	66%	63%	67%	48%	58%	65%	65%	67%	76%	50%	67%	0%	100%
Not sure	3%	4%	0%	0%	7%	6%	0%	2%	3%	7%	2%	0%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q8 - Context and About Respondents

Do you speak a language other than English at home?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Yes	70%	70%	67%	57%	76%	76%	65%	79%	27%	29%	75%	64%	73%
No	30%	30%	33%	43%	24%	24%	35%	21%	73%	71%	25%	36%	27%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q9 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Spanish	93%	92%	94%	91%	94%	93%	92%	98%	59%	69%	94%	88%	94%
Korean	1%	1%	2%	0%	0%	1%	2%	1%	0%	0%	1%	2%	1%
Armenian	2%	1%	1%	0%	3%	2%	1%	1%	0%	12%	1%	2%	1%
Tagalog	2%	2%	1%	0%	1%	2%	2%	0%	11%	0%	2%	1%	2%
Chinese	2%	2%	0%	0%	2%	2%	2%	1%	0%	0%	2%	4%	1%
Russian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Farsi	0%	1%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%
Other	2%	2%	3%	0%	1%	2%	3%	1%	14%	13%	2%	4%	2%
Not sure	1%	1%	2%	9%	0%	0%	1%	0%	16%	6%	0%	2%	0%

Total

(n=355)

School Type

District (n = 287)
Charter (n = 90)*
Both (n = 21)*

Family Income Level

Very low-income (n = 119)
Net low-income (n = 187)
Above \$60,000 (n = 165)

Race/Ethnicity

Latino (n = 321)
Black (n = 6)*
White (n = 15)*
Families of color (n = 339)

English Learners

English learners (n = 102)
Non-English learner (n = 241)

Q42 - 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 \$40,000)	Net Low-income (\$59,000 or less)	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	35%	37%	31%	31%	70%	58%	13%	37%	16%	32%	35%	34%	34%
No schooling completed	6%	4%	8%	0%	10%	7%	5%	6%	0%	8%	5%	5%	5%
Preschool through 12th grade — no diploma	8%	7%	9%	7%	13%	13%	2%	7%	0%	7%	8%	9%	6%
Regular high school diploma	15%	17%	7%	13%	29%	25%	5%	15%	16%	10%	15%	14%	14%
GED or alternative credential	8%	8%	6%	10%	17%	14%	1%	8%	0%	8%	7%	6%	8%
Some college	31%	30%	30%	24%	20%	29%	31%	33%	35%	14%	33%	25%	34%
Some college credit, no degree	16%	15%	20%	24%	15%	19%	12%	16%	21%	9%	16%	12%	18%
Associates degree (for example: AA, AS)	15%	15%	10%	0%	5%	10%	19%	17%	13%	5%	16%	13%	16%
College graduate	34%	33%	40%	45%	10%	13%	55%	30%	49%	54%	32%	41%	32%
Bachelor's degree (for example: BA, BS)	22%	21%	24%	24%	6%	10%	34%	20%	37%	27%	21%	24%	22%
Master's degree (for example: MA, MS, MEng, MSW, MBA)	8%	8%	9%	16%	1%	1%	15%	6%	12%	17%	7%	12%	6%
Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)	3%	2%	5%	5%	2%	2%	4%	3%	0%	7%	3%	4%	3%
Doctorate degree (for example: PhD, EdD)	1%	1%	1%	0%	0%	0%	2%	1%	0%	2%	1%	2%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q43 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
White / Caucasian	58%	56%	65%	65%	47%	47%	70%	60%	0%	100%	54%	60%	58%
African-American / Black	7%	8%	4%	7%	5%	7%	7%	2%	100%	0%	8%	7%	6%
Asian	3%	3%	3%	0%	4%	4%	3%	1%	0%	0%	4%	4%	3%
American Indian or Alaska Native	3%	3%	2%	7%	4%	4%	1%	3%	0%	0%	3%	3%	2%
Native Hawaiian or Pacific Islander	1%	1%	0%	0%	1%	1%	1%	1%	0%	0%	1%	1%	1%
Other	14%	13%	12%	5%	18%	17%	11%	17%	0%	0%	15%	11%	15%
Two or more races	7%	7%	7%	10%	8%	9%	3%	7%	0%	0%	7%	8%	6%
Not sure	8%	8%	7%	5%	12%	12%	3%	9%	0%	0%	8%	6%	8%
Refused	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q44 - Context and About Respondents

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

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Yes	80%	81%	73%	68%	80%	78%	82%	100%	0%	0%	90%	79%	81%
No	19%	17%	26%	29%	18%	19%	18%	0%	100%	96%	10%	20%	18%
Not sure	1%	2%	1%	3%	2%	3%	0%	0%	0%	4%	0%	1%	0%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q45 - 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	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Less than \$40K	31%	32%	26%	28%	100%	64%	0%	31%	30%	25%	32%	34%	28%
\$59K or less	48%	50%	41%	39%	100%	100%	0%	47%	59%	44%	49%	44%	48%
Less than \$10,000 per year	8%	8%	7%	4%	27%	17%	0%	8%	7%	4%	9%	7%	8%
\$10,000 to \$14,999	5%	5%	7%	4%	18%	11%	0%	5%	3%	11%	5%	10%	3%
\$15,000 to \$24,999	5%	6%	4%	11%	16%	10%	0%	5%	0%	0%	6%	9%	2%
\$25,000 to \$34,999	8%	8%	5%	0%	24%	16%	0%	8%	14%	2%	8%	4%	9%
\$35,000 to \$39,999	5%	6%	3%	8%	16%	10%	0%	4%	6%	7%	4%	3%	5%
\$40,000 to \$44,999	6%	6%	6%	0%	0%	13%	0%	7%	3%	8%	6%	4%	7%
\$45,000 to \$49,999	3%	3%	4%	2%	0%	7%	0%	3%	13%	3%	4%	3%	4%
\$50,000 to \$54,999	4%	5%	2%	8%	0%	9%	0%	4%	5%	6%	4%	3%	5%
\$55,000 to \$59,999	3%	3%	2%	1%	0%	6%	0%	2%	8%	3%	3%	1%	4%
\$60K or more	50%	48%	57%	58%	0%	0%	100%	51%	36%	56%	50%	55%	50%
\$60,000 to \$74,999	7%	7%	4%	0%	0%	0%	14%	7%	12%	0%	8%	7%	7%
\$75,000 to \$99,999	16%	17%	12%	10%	0%	0%	33%	19%	8%	6%	18%	16%	17%
\$100,000 to \$149,999	11%	11%	14%	20%	0%	0%	22%	11%	7%	19%	10%	11%	11%
\$150,000 to \$199,999	8%	8%	13%	21%	0%	0%	16%	8%	4%	17%	7%	11%	7%
\$200,000 or more	8%	5%	14%	6%	0%	0%	15%	7%	6%	14%	7%	10%	7%
Not sure	2%	2%	2%	3%	0%	0%	0%	2%	5%	0%	2%	1%	2%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

Q46- Context and About Respondents

Please indicate/choose the gender that you identify as:

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$40,000)	Net Low-income (\$59,000 or less)	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%
Female	48%	49%	46%	55%	67%	59%	36%	48%	60%	37%	49%	49%	46%
Male	51%	50%	52%	42%	31%	39%	63%	51%	40%	61%	50%	51%	52%
Non-binary/ third gender	0%	1%	1%	3%	1%	1%	0%	0%	0%	0%	0%	1%	0%
Prefer to self-describe	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Prefer not to say	1%	1%	1%	0%	0%	1%	1%	0%	0%	3%	1%	0%	1%

Total

(n=506)

School Type

District (n = 410)
Charter (n = 134)
Both (n = 38)*

Family Income Level

Very low-income (n = 157)
Net low-income (n = 245)
Above \$60,000 (n = 253)

Race/Ethnicity

Latino (n = 406)
Black (n = 24)*
White (n = 52)*
Families of color (n = 452)

English Learners

English learners (n = 160)
Non-English learner (n = 332)

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 to positively impact generations of students and communities. CEEL offers innovative, high quality programs that are research-based and co-constructed with their 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, the 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.



Acknowledgements

This fourth annual poll was designed by Jeimee Estrada-Miller and conducted by Jeffrey Levine and his team at Penta. The report was written by Jeimee Estrada-Miller and Kelsey Taeckens with research support from Melissa Arellanes at the Estrada Darley Miller Group and Penta Group. Dr. Elvira Armas co-developed this report on behalf of the Center for Equity for English Learners at Loyola Marymount University. The report development and publishing was managed by Ana Teresa Dahan on behalf of GPSN.



<https://gpsnla.org/familyinsights2025>

FAMILY INSIGHTS 2025 REPORT

An Annual Poll of Los Angeles Families

For further inquiries, please contact
Ana Teresa Dahan, Executive Vice
President at adah@gpsnla.org



GPSN
CATALYZING EXCELLENCE
IN PUBLIC EDUCATION