

# FAMILY INSIGHTS:

An Annual Poll of Los Angeles Families

2026



**GPSN**  
CATALYZING EXCELLENCE  
IN PUBLIC EDUCATION

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

## Dear Reader,

This month marks just over one full year of the new federal administration, and the landscape of Los Angeles has evolved significantly. Disastrous wildfires in the Los Angeles area devastated communities. Policy shifts created uncertainties with federal funding, which provide critical support to families. Immigration and Customs Enforcement (ICE) raids uprooted families, resulting in declining LAUSD enrollment and worsening chronic absenteeism. And, economic circumstances have significantly strained the households of many families.

Amid these events, 2025 also marked the beginning of the last year of LAUSD's four-year strategic plan. The strategic plan's implementation has led to important gains in academic achievement and student well-being. The district saw a 10+ point improvement in Distance from Standard (DSF) in both English Language Arts (ELA) and math in the past school year, and student proficiency in ELA and math has surpassed pre-pandemic levels. However, far too many students still lack proficiency. Only 46% of students are meeting or exceeding standards in ELA and only 37% are meeting or exceeding standards in math.

Families see the impact of the districts' efforts. Families report greater satisfaction with instructional quality and believe schools are supporting their children's academic progress. Board members and the superintendent continue to receive positive ratings, and the superintendent's contract renewal provides needed leadership stability at a time of great instability.

This poll began as a way to uplift and honor family voices in the midst of the COVID-19 pandemic. Five years into this poll, families—especially those earning under \$60,000, who make

up the district's majority—are signaling new priorities shaped by this year's instability. These families are calling for increased non-academic supports, particularly mental health services and job training or employment programs.

As the district prepares its next strategic plan, these findings highlight three key priorities for decision-makers:

- Sustain academic momentum while addressing persistent proficiency gaps.
- Target disproportionalities masked by aggregate data, ensuring resources reach the student groups most affected.
- Expand non-academic supports, especially mental health and economic stability services, for families with the greatest needs.

Now more than ever, the district's steadfast commitment to families is what will make the difference. This poll continues to capture the diverse voices of families and will point the district in the right direction during new strategic planning processes.

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

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# Methodology

## Overview

The instrument used in 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 Penta Group, an independent research firm. The poll was conducted by Penta Group over the phone and online from September 30 through October 26, 2025 among a representative sample of families (parents and guardians) with school-aged children who are 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%.

## Sample

The poll sample is representative of the population of Los Angeles families that have students attending district, magnet, pilot, and both affiliated and independent charter public schools. It also aligns with key demographic variables of enrollment by grade level, race/ethnicity, school type, English learner status, language spoken in the home, board district enrollment, and family income level.<sup>1</sup> Penta independently administered the poll, randomly sampling from the Los Angeles community within Los Angeles Unified geographic boundaries.

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<sup>1</sup> Data sources are California Department of Education, 2024–25; Los Angeles Unified School District Open Data Platform, 2024–25; U.S. Census Bureau, 2023; and American Community Survey, 2023.

## Methodological Details

Potential respondents were invited via email or phone to participate in the survey, and 46% of the surveys were conducted by phone (n=233)<sup>2</sup> with live English- and Spanish-speaking interviewers.<sup>3</sup> Among all of the interviews (phone and online), 85% (n=425) were conducted in English and 15% (n=77) in Spanish. Respondents were screened to ensure they self-identify as currently responsible for school-aged children in public or charter schools within the geographic boundary of Los Angeles Unified. The margin of error is  $\pm 4.4$  percentage points for the full survey sample of 502, and it is higher among subgroups and questions not asked of the full sample. The data were weighted by socioeconomic status.

All questions and results are publicly available and disaggregated by school type, family income level, race/ethnicity, and English learner status in this report. Results uplifted in the major findings were identified by GPSN in collaboration with LMU-CEEL.

## About Penta

Penta Group combines research with communications expertise to deliver actionable insights for its clients. Serving a wide range of firms, from Fortune 500 corporations to nonprofit organizations, Penta's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly*, *American Political Science Review*, and *American Journal of Political Science*.

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<sup>2</sup> Over 85% of phone interviews/surveys were conducted on cell phones, and less than 15% were done on landlines.

<sup>3</sup> Live interviewers reached out in Spanish and English to ensure language inclusion for Spanish speakers and to increase the number of responses from households typically labeled as "hard to reach."

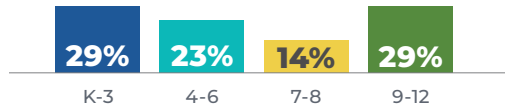




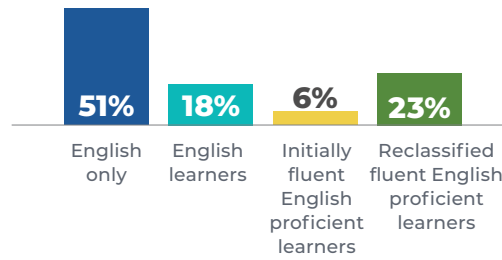
# Who Attends LAUSD Schools

LAUSD represents a highly diverse student population across race/ethnicity, languages spoken, economic status, and household income. Our poll sample mirrors this diversity, and our reporting elevates the experiences of key groups that reflect the diverse nature of LAUSD, including families from lower-income levels, families of English learners, and families of color. To strengthen the representativeness of our findings, the sample intentionally over-indexes families who may be underrepresented in traditional research, such as families of English learners and families of color, thus ensuring their voices and experiences are appropriately elevated.

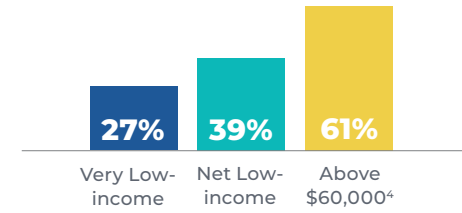
### GRADE LEVEL



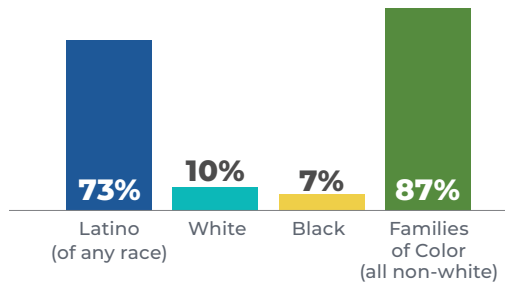
### ENGLISH LEARNER STATUS



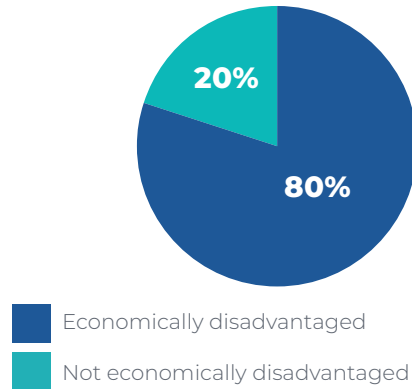
### HOUSEHOLD INCOME OF LAUSD AREA



### RACE/ETHNICITY



### ECONOMIC STATUS



<sup>4</sup> Throughout the poll, above \$60,000 is referred to as "higher income." We recognize that "higher income" may not fully represent the wealth level of this group, given the large range in income levels included.

# Poll Sample

## Sample

The sample of 502 parents and 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 up to 100%.

## About Respondents

The term “families” is used throughout this document to refer to the 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 the respondents participate in special education programs (i.e., have active Individualized Education Plans).

### SCHOOL TYPE

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**83%**

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

**23%**

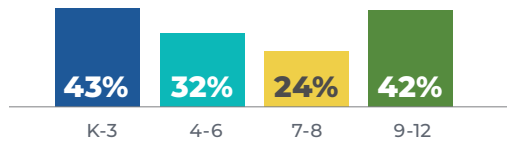
Independent Charter

**6%**

Students in both District and Charter

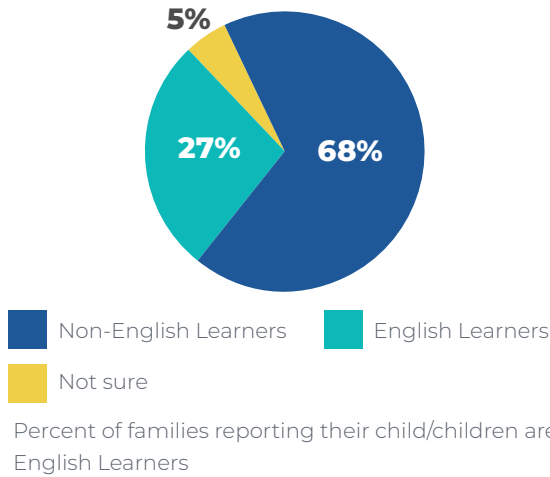
*Note: the counts include families with “at least one” child in either a district or charter school, so the counts do not total 100%.*

### REPORTED ENROLLMENT BY GRADE LEVEL

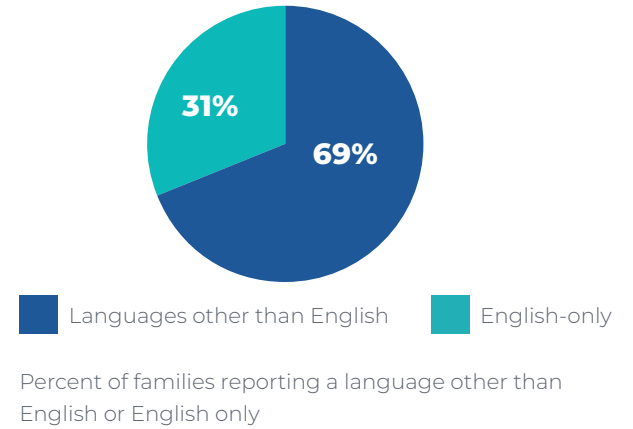


Percent of family respondents reporting at least one child in the given grade span.

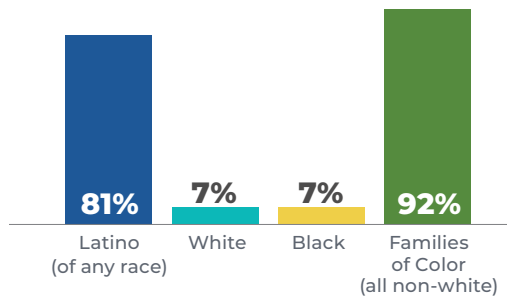
### REPORTED SCHOOL POPULATION: ENGLISH LEARNERS



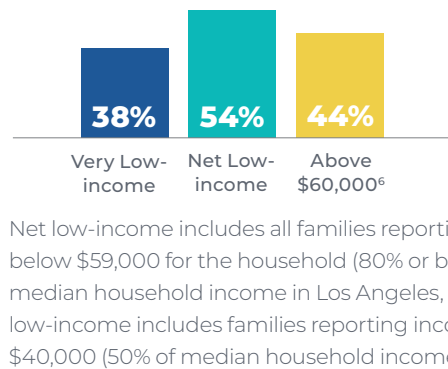
### REPORTED LANGUAGES SPOKEN IN THE HOME



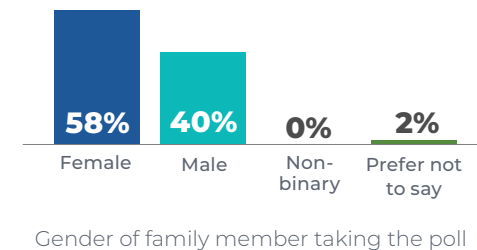
### REPORTED RACE/ETHNICITY OF FAMILY MEMBERS



### REPORTED FAMILY MEMBER INCOME LEVEL



### REPORTED GENDER OF FAMILY MEMBERS



<sup>5</sup> Los Angeles's 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.

<sup>6</sup> Throughout the poll, above \$60,000 is referred to as "higher income." We recognize that "higher income" may not fully represent the wealth level of this group given the large range in income levels included.



# Introduction

The 2025–26 school year marks the final year of the Los Angeles Unified School District's four-year strategic plan. To understand how this strategic plan has shaped families' experiences, we aligned existing survey questions to the pillars of the plan, particularly academic excellence, joy and wellness, and engagement and collaboration. We also added new questions to form a stronger assessment of how families rate the district's performance across the pillars.

As the current strategic plan concludes, we incorporated new questions to assess what families envision for LAUSD's next plan and maintained questions capturing the priorities that matter most to families. With a national landscape that has undergone significant changes and economic shifts in the past year, we examine closely where families' perspectives have shifted, particularly among lower-income families, families of color, and families of English learners. This is the fifth year of representative polling on the state of Los Angeles Unified, and the results illustrate where family experiences are broadly shared, where they diverge, and how their perspectives have shifted during these five years.

**Academic and mental health supports continue to be top priorities among families, but their desire for academic support is at an all-time high.** More than half of families want expanded high-quality tutoring programs and homework support that is accessible both during and outside of school hours. Tools to meet students' emotional/mental health needs and mental health programs remain top priorities for all families. However, significant changes in the economic landscape have occurred since the prior poll. The majority of LAUSD families make less than \$60,000, which means economic shifts are likely to have impacts on most LAUSD families. Amid this changing landscape, families making less than \$60,000 report a stronger desire this year for mental health services and other non-academic supports, such as job training or search programs, that may provide critical pathways to navigate today's landscape.

**Families increasingly view their child's school more positively than the district overall.** The majority of families believe the Los Angeles Unified School Board is doing a positive job overall, and they feel the superintendent is doing a positive job implementing the goals in the strategic plan. However, only 28% of families would assign all of LAUSD schools an 'A' grade and only a little more than half believe most students perform at the right level in reading, math, and overall academic performance—even less so for families making less than \$60,000.

In contrast, 41% of families would give their child's school an 'A' grade. The vast majority believe their child's school provides high-quality instruction (90%) and support for their child to meet or exceed academic standards in reading (88%) and math (91%). While 53% of families feel represented a great deal in major decisions at their child's school, only 35% feel represented a great deal in major decisions in LAUSD, and even fewer are familiar with important district communication mechanisms such as the Local Control Accountability Plan (LCAP).

**Families want the next strategic plan to center academics, student well-being, and classroom resources.** More than 90% of families feel it's important for LAUSD's next strategic plan to expand efforts to build students' reading and math skills, ensure there is investment in technology and materials for the classroom, and continue investing into students' mental and emotional well-being. As the district continues to engage families, communication needs to be accessible and mobile-friendly, preferably through email, parent/school communication apps on their phone, and text messages.

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





# Our Commitment

This annual poll is a commitment to uplift the perspectives of families with the goal of strengthening their influence on the decisions our educational leaders make about the future of our students and Los Angeles schools. 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

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

- 1 What *matters most to families*:** Academic and emotional/mental health supports are the top priorities for families. Support for expanding high-quality tutoring programs is the highest it has been across prior survey years, especially among families of English learners. Support for emotional/mental health needs and other non-academic services, such as job training or search programs, has increased among families making less than \$60,000 compared to the prior year.
- 2 How families *feel about the district*:** The majority of families rate the Los Angeles Unified School Board members and the superintendent positively. However, families making less than \$60,000, which are the majority of LAUSD families, and Black families rate LAUSD's leadership less positively. They're also less likely to believe most students across LAUSD are performing at the right levels in reading and math. While families are increasingly assigning their child's school an 'A' grade and rate the quality of instruction more positively than in previous years, LAUSD schools remain at an overall 'B' grade.
- 3 What families *envision for LAUSD's next strategic plan*:** When it comes to LAUSD's strategic planning and decision-making, expanding efforts to improve core skills like reading and math is important across all families, but investing in teaching materials and technology for the classroom and professional development for staff are most important for families making less than \$60,000 and Black families.
- 4 How families *view district communication and decision-making*:** As academic priorities rise to the top, more families this year report wanting information on the academic standards their child should be learning and what they're actually learning. Families generally feel well-represented at the school level, but fewer families feel represented in district-wide decision-making. Only one-third feel represented a great deal in the LCAP, even though families see their involvement in LAUSD's decisions as highly important.
- 5 How *committed families are to their current school system*:** The vast majority of families are likely to stay in LAUSD schools, but sentiments have shifted away from being extremely likely and more toward being only somewhat likely. Private schools have gained some traction as an alternative choice for families.



# What *matters* most to families

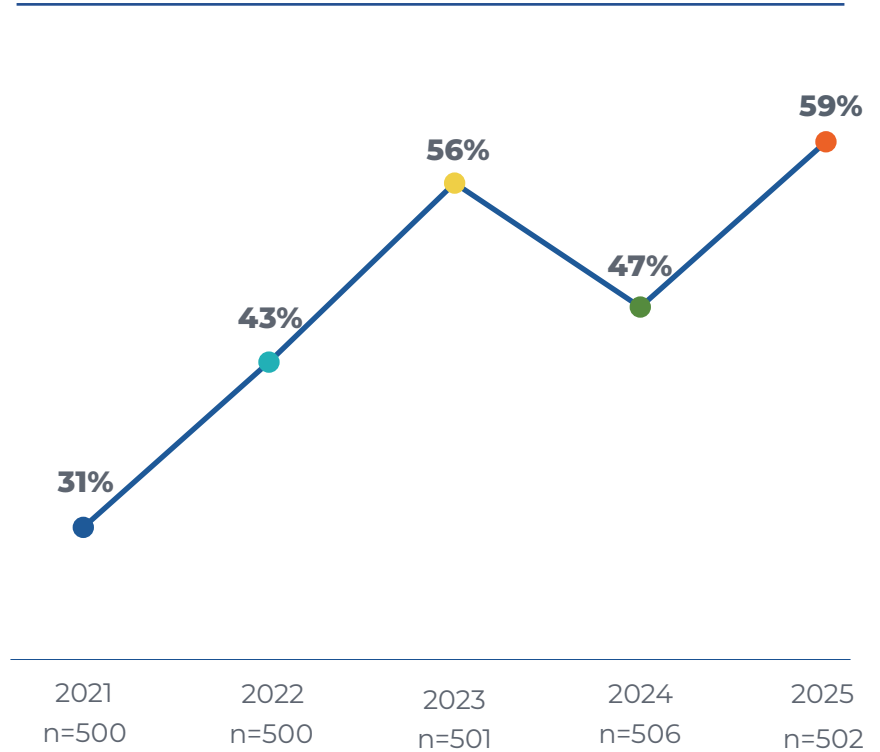
## Academic Support

Academic excellence is the leading pillar in LAUSD's strategic plan. As families weigh in on what they want the district to prioritize, their priorities are also centered on expanding academic support and their rating of student performance in reading and math indicates room for continued improvement.

In 2025, more than half (59%) of families believe schools, districts, and the state should prioritize expanding high-quality tutoring programs, and this is the top priority among families across nearly all demographic categories. Their support for expanding high-quality tutoring programs increased sharply from 47% in 2024, growing as a priority since 2021. Latino families (60%), families of English learners (64%), and families making above \$60,000 (61%) are even more supportive of expanding high-quality tutoring programs this year compared to other demographics, increasing by over 12 percentage points since 2024.

## Support for expanding high-quality tutoring programs is at its highest

% WANT TO SEE...

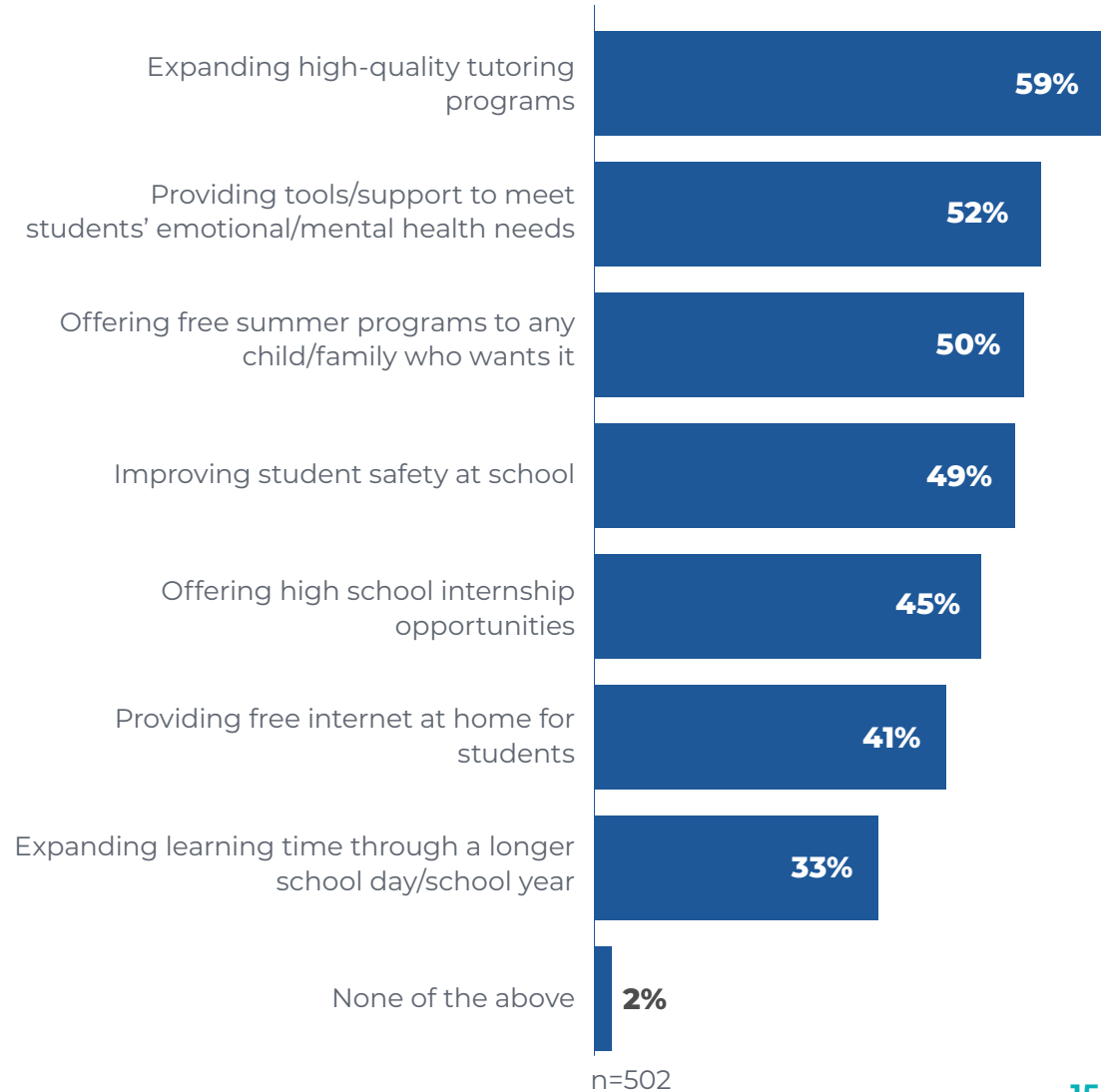




# 1 What *matters* most to families

## Family Priorities in Public Education

Families also want schools to provide homework or academic support outside of school hours (55%), which has increased since the prior year (49% in 2024), and this is especially high among Black families (64%). Offering free summer programs is the third-highest priority among families, having increased as a priority since 2024 (50%, up from 44%) though still lower than in 2023 (54%). Consistent with prior years, families of English learners are less likely to prioritize offering free summer programs (39%).



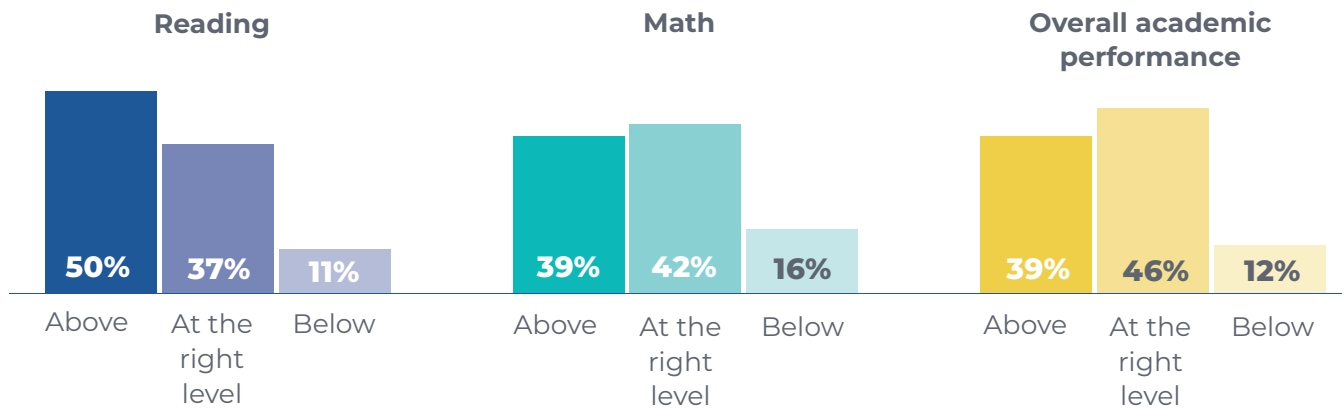


# What *matters* most to families

The majority of families rate their child's academic performance positively, either above or at the right level, but they tend to rate their child's performance in reading (50% above, 37% at the right level) higher than math (39% above, 42% at the right level). Consistent with previous years, families making less than \$60,000 are slightly less likely to rate their child's performance in reading and math as above grade level, and they are slightly more likely to rate their child's performance as below grade level.

## Families are more optimistic about their child's performance in reading compared to math

% WHO BELIEVE THEIR CHILD IS...



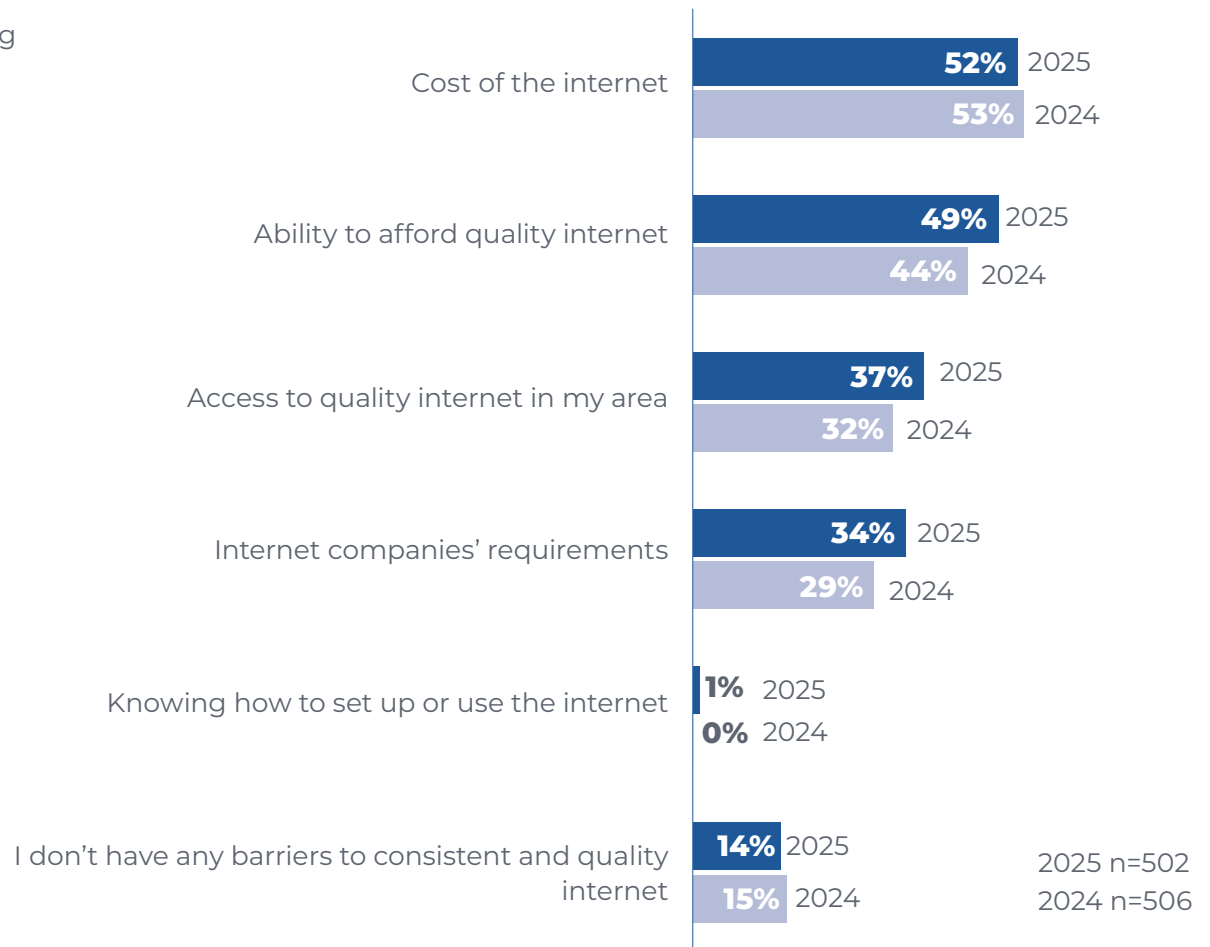


# What *matters* most to families

The internet is key to accessing academic support, and the desire for schools to provide free internet at home for students is higher among families making less than \$60,000 (44%). While the top barrier continues to be the cost of the internet (52%), families are growing more concerned with the quality of the internet that can be afforded (49%, up from 44% in 2024) and the quality of the internet that can be accessed in their area (37%, up from 32% in 2024).

## Families report more issues with the affordability and accessibility of quality internet this year

### BARRIERS TO INTERNET ACCESS...





# 1 What matters most to families

## Emotional and Mental Health Support

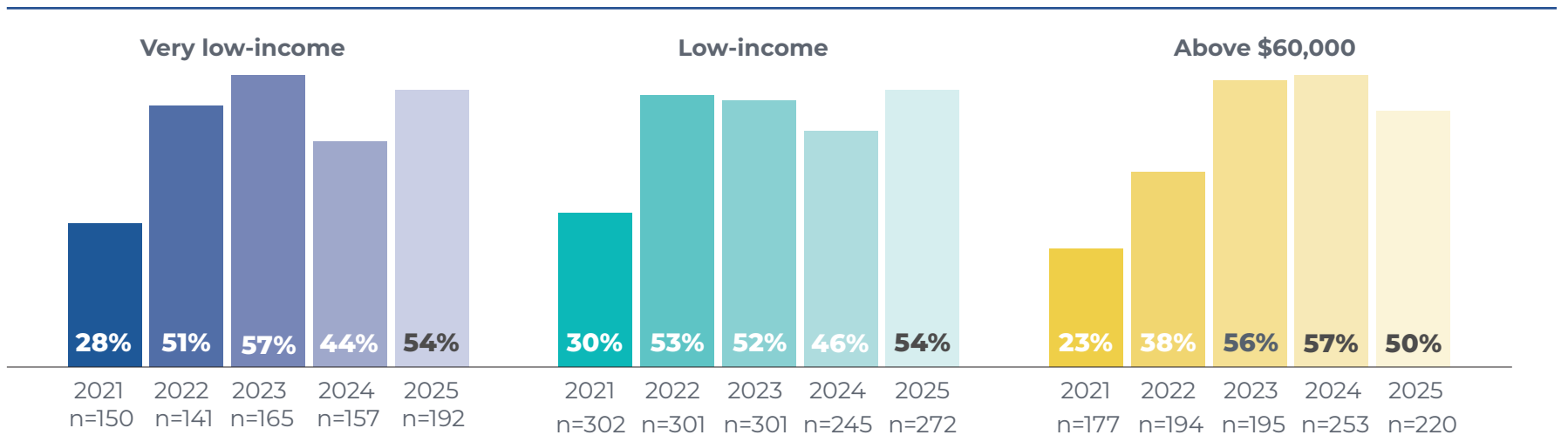
LAUSD's strategic pillar of joy and wellness outlines a comprehensive approach to student well-being, and families are aligned in wanting more tools to support the emotional, mental, and physical safety of their children.

Providing tools and support to meet students' emotional/mental health needs continues to be a top priority among families, remaining at 52% for the second year in a row. Families making less than \$60,000 (54%) are more likely to prioritize tools and support to meet students' emotional/mental health needs in 2025, increasing by 8 percentage points since 2024 (46%).

A little more than two in five families (43%) want schools to provide mental health programs, such as counseling or therapy, and this desire has shifted only slightly over the past few years. Importantly, more than one-third of families making less than \$60,000 (39%) want schools to provide mental health programs, such as counseling or therapy, in 2025—an increase from 28% in 2024. The most preferred forms of mental health support are consistent with the prior poll: identifying when students are experiencing challenges such as depression, grief, and anxiety (63%), and counseling or therapy during school hours (60%).

### Families making less than \$60,000 report increased support for tools to meet students' emotional/mental health needs

% WANT TO SEE...



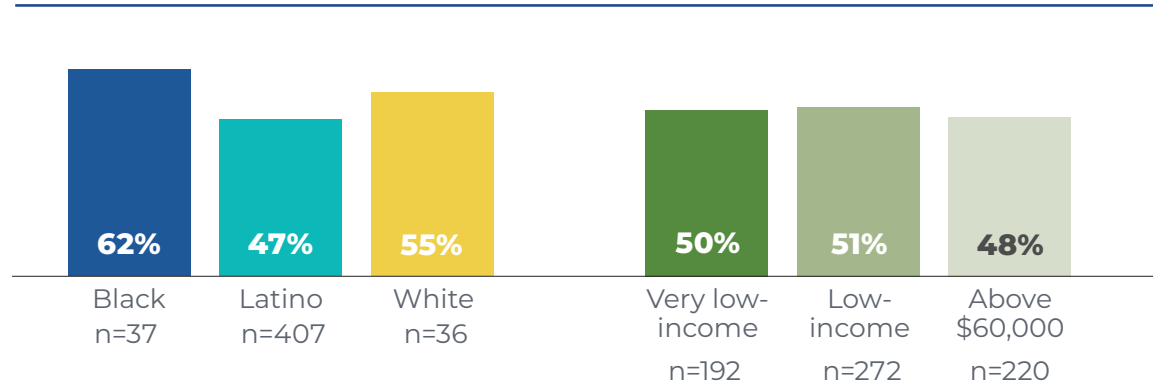


# What *matters* most to families

## Improving student safety is a top priority among Black families and families making less than \$60,000

Alongside emotional and mental health support, improving student safety at school is among the top four priorities of families, with a little less than half (49%) selecting it as a priority. Notably, improving student safety is the top priority among Black families (62%) and among the top three priorities for families making less than \$60,000 (51%), affirming the importance of overall student well-being to families.

**% WANT TO SEE...**





# What matters most to families

## Non-Academic Supports

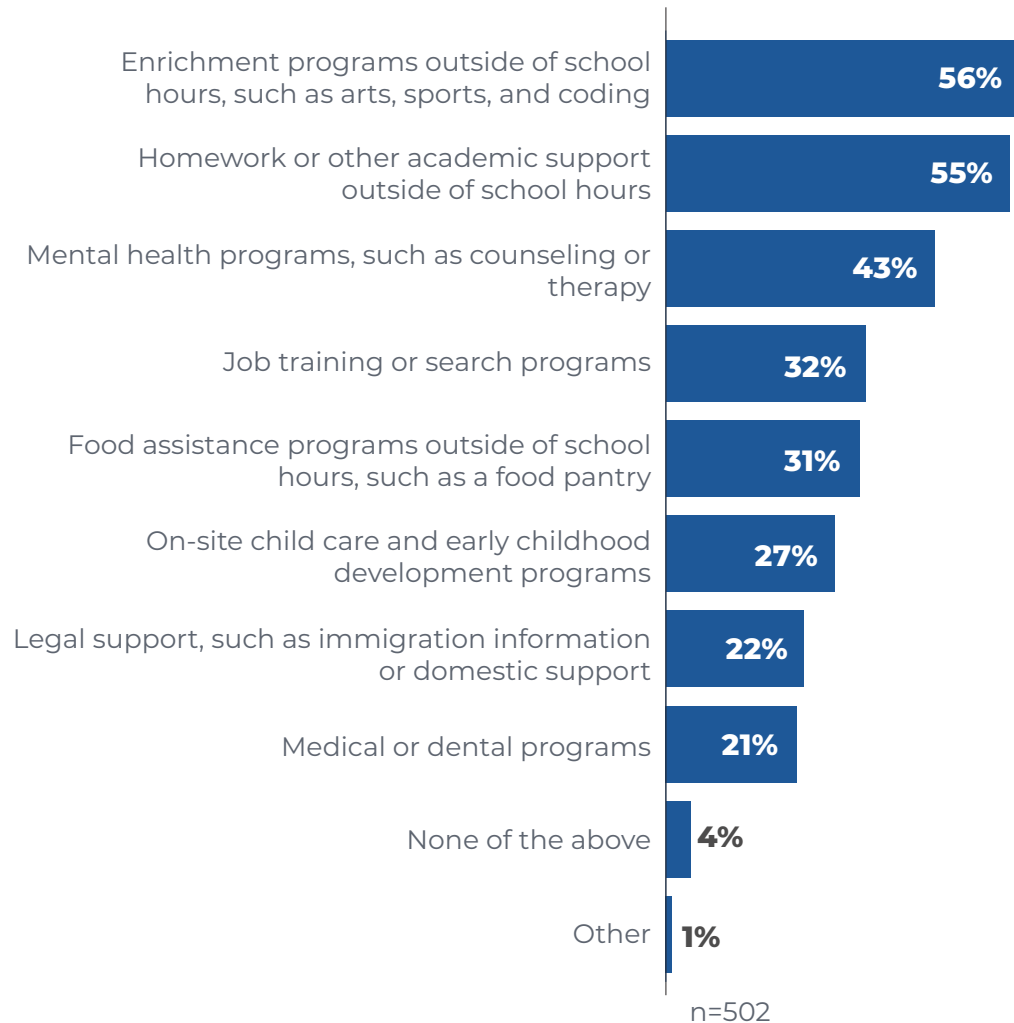
Families making less than \$60,000 are reporting a higher need for schools to provide other non-academic services, particularly job training or search programs, compared to the prior year.

About one-third of families (32%) want schools to provide job training or search programs, which remains mostly consistent with prior years. However, job training or search programs have grown sharply in support since 2024 among families making less than \$60,000 (35%, up from 27%), and especially among families making less than \$40,000 (37%, up from 24%). Black families (41%) are also more likely to want job training or search programs compared to the prior year (30%). Similarly, more families also prioritize offering high school internship opportunities in 2025 (45%) compared to all prior years (37% in 2024, 39% in 2023), which is consistent across nearly all demographics.

Programs supporting students' development outside of the classroom continue to be highly important to families. More than half of families (56%) want schools to provide enrichment programs outside of school hours, receiving the most support this year compared to all prior survey years (53% in 2024, 52% in 2023, 51% in 2022, and 35% in 2021). Enrichment programs outside of school hours are especially important to families making above \$60,000 (65%, up from 58%).

## Family Priorities for School Services

### % WANT TO SEE...

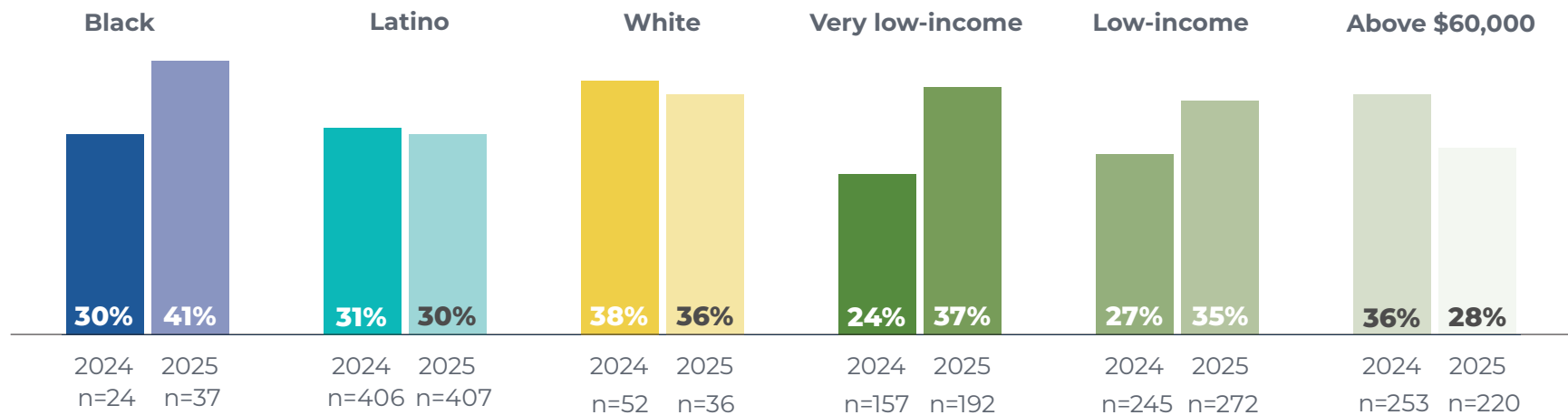




# 1 What matters most to families

Job training or search programs have gained traction for low-income families and Black families since last year

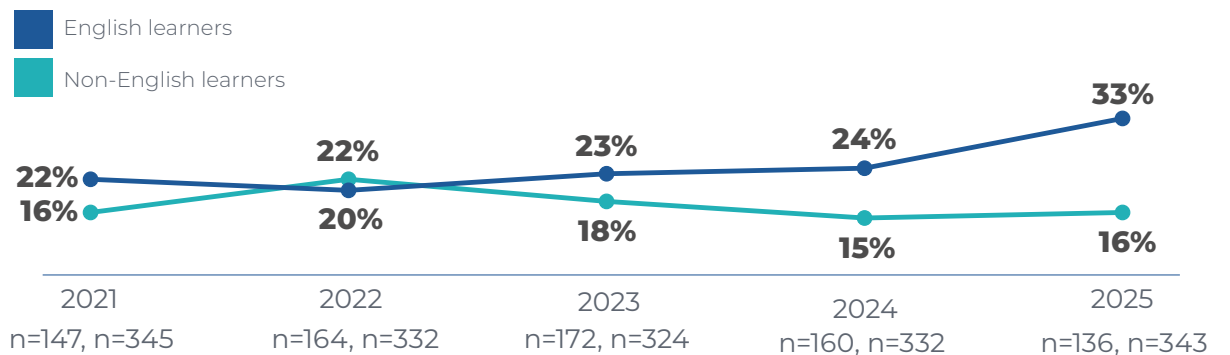
% WANT TO SEE...



In 2025, legal support, such as immigration information and domestic support, increased slightly for families overall (22%, up from 18%). Families of English learners are most likely to want schools to provide legal support at 33%, up from 24% in 2024. This support was the highest ever among families of English learners across all prior years.

## Families of English learners prioritize legal support more often in 2025 compared to prior years

% WANT SCHOOLS TO PROVIDE...



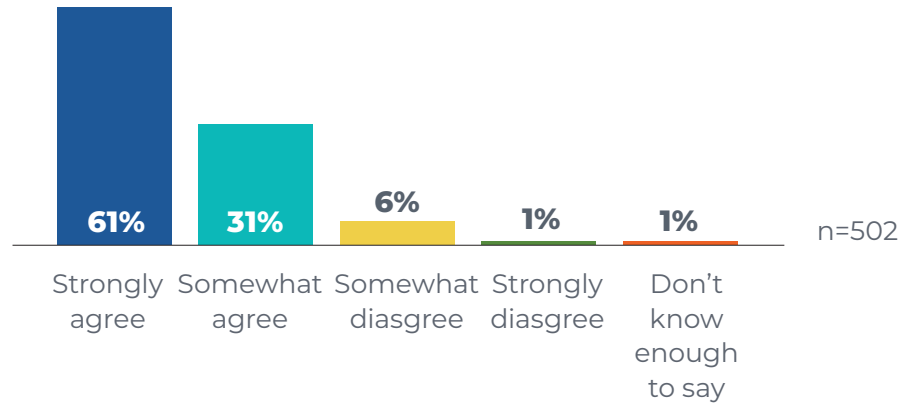


# What *matters* most to families

When asked how much they agree or disagree with the statement that the school board should allocate financial resources equitably, 61% of families strongly agreed and 1% strongly disagreed. A majority of families across income levels, race/ethnicity, and language learner status strongly agree with the statement.

## Families strongly agree that the school board should allocate financial resources equitably so that schools with higher needs receive additional funding to better support students

% WHO...





## How families *feel* about the district

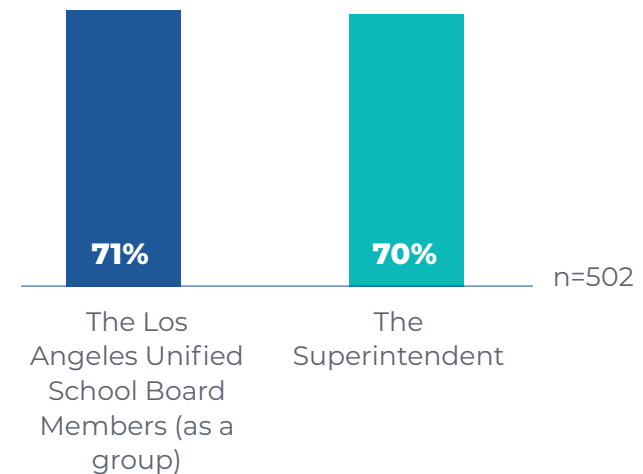
### District Performance

LAUSD's leadership is integral to the implementation of all pillars in the strategic plan. Understanding families' perceptions of district leaders provides valuable insights into how they evaluate the strategic plan's overall execution. Their evaluation of student performance serves as a critical indicator of its perceived success.

The majority of families (71%) believe the Los Angeles Unified School Board members are doing an excellent or good job. Similarly, 70% of families believe the superintendent is doing an excellent or good job implementing the goals in LAUSD's strategic plan. However, families making less than \$60,000 and Black families are less optimistic: only 65% of the former and 58% of the latter believe the Los Angeles Unified School Board members are doing an excellent or good job. In contrast, families of English learners (85%) and white families (89%) are much more likely to rate the Los Angeles Unified School Board members positively.

### Most families rate district leaders' performance positively

#### % WHO RATE PERFORMANCE POSITIVELY...

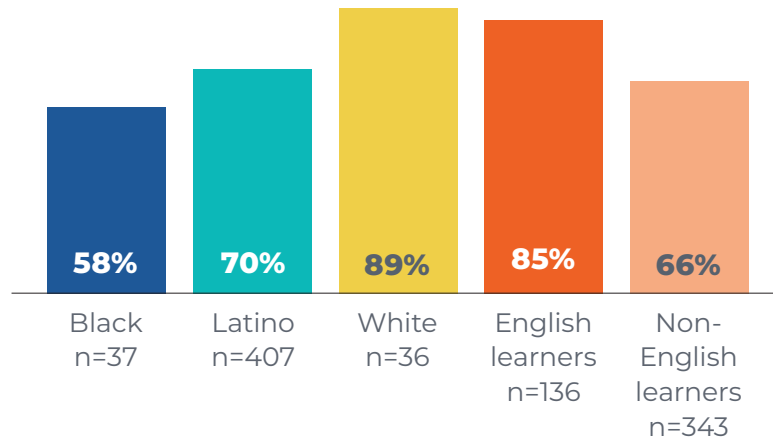




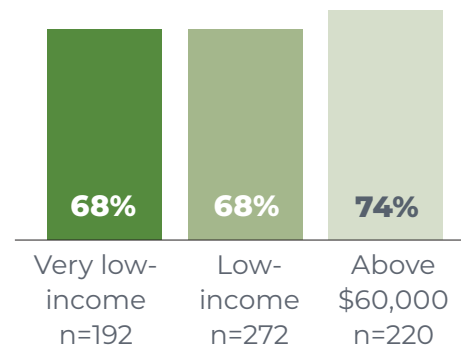
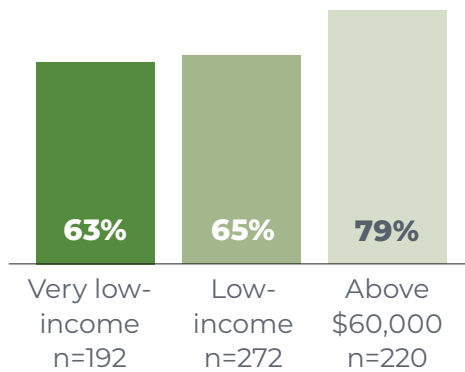
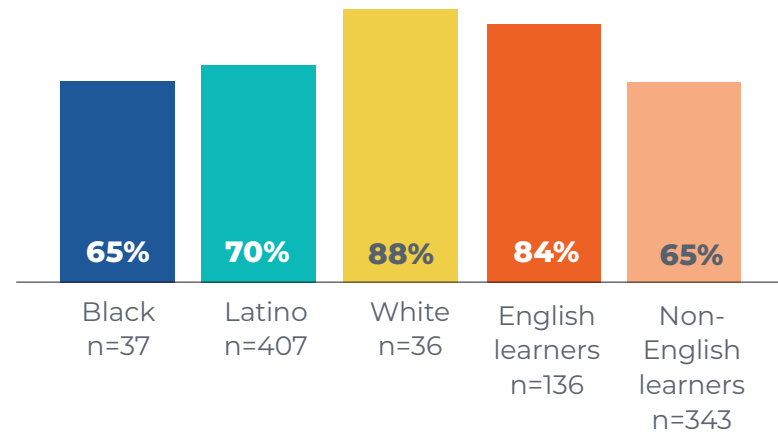
## How families *feel* about the district

### Lower-income families and Black families rate district leaders' performance less positively

% WHO RATE LAUSD BOARD MEMBERS POSITIVELY...



% WHO RATE THE SUPERINTENDENT POSITIVELY...



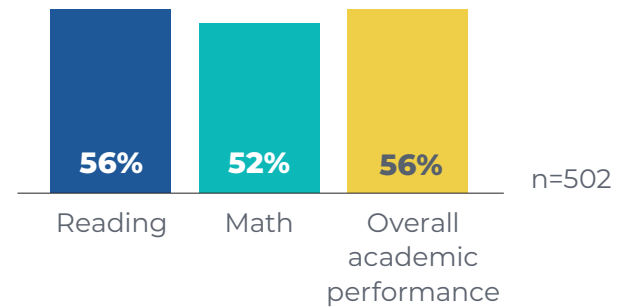


## How families *feel* about the district

Families are not as confident in the performance of other students across LAUSD, compared to their own child's performance. Only a little more than half of families believe most students across LAUSD are performing at the right level in reading (56%), math (52%), and overall academic performance (56%). Families making above \$60,000, white families, and families of English learners are more optimistic about most students' academic performance across LAUSD. In contrast, families making less than \$60,000 and Black families are less optimistic. About three in five (60%) families making above \$60,000 would say most LAUSD students are performing at the right level when it comes to math, compared to 45% of families making less than \$60,000.

**A little more than half of families believe students across LAUSD are performing at the right levels in reading, math, and overall academic performance**

**% WHO SAY STUDENTS ARE AT THE RIGHT LEVEL IN...**



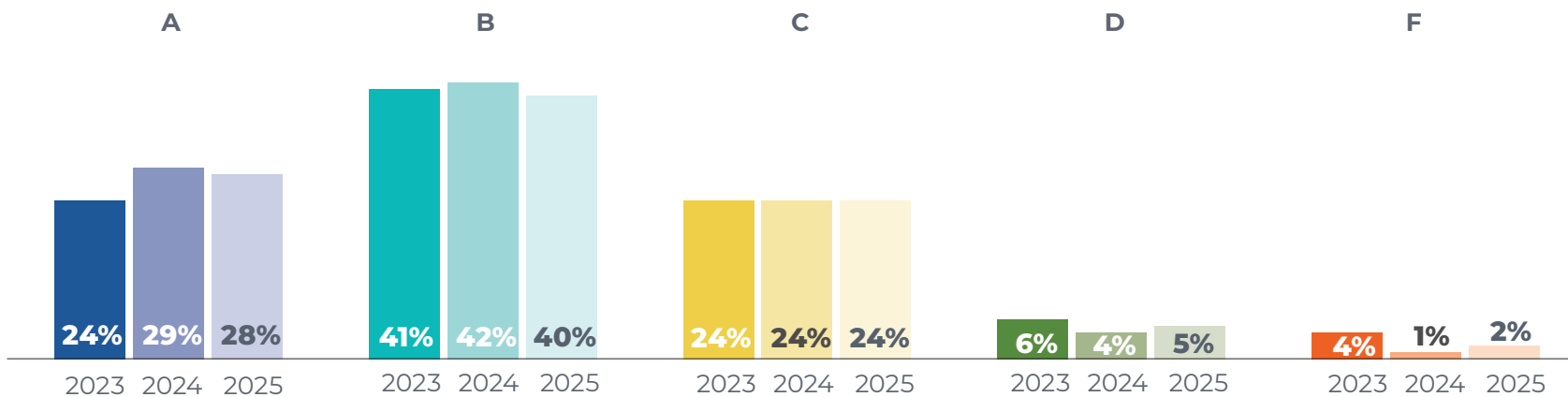


## How families *feel* about the district

Families are still most likely to award LAUSD schools a 'B' (40%), with minimal movement in the past year. Black families are more likely than other demographics to assign LAUSD schools a 'B' (51%), which has increased since 2024 (41%), but reflects a positive trend of fewer Black families assigning LAUSD schools a 'C' (29%, down from 41%). Consistent with prior years, families of English learners are more likely than other demographics to assign LAUSD schools an 'A' (38%).

### Families are most likely to give LAUSD public schools a 'B' and their child's school an 'A'

% WHO GRADED LAUSD...



2023 n=501, 2024 n=506, 2025 n=502

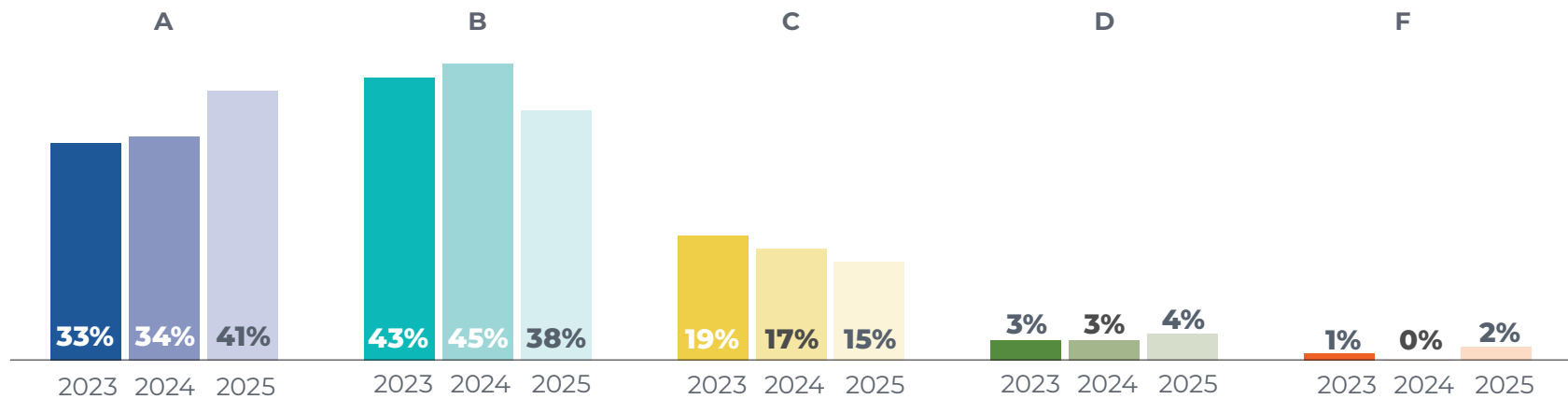


## How families *feel* about the district

Individual school performance is moving in a positive direction among families. In 2025, families are more likely to assign their child's school a grade of an 'A' (41%) than in prior years. This reflects an increase in 'A' grades from 34% of families in 2024 and 33% of families in 2023. There was an especially sharp increase among families of English learners, where 47% assign their child's school a grade of an 'A' compared to 34% in 2024. This is an encouraging trend that suggests support for English learners is moving in the right direction.

### Families are most likely to give their school an 'A' and LAUSD public schools a 'B'

% WHO GRADED THEIR SCHOOL...



2023 n=501, 2024 n=506, 2025 n=502



## How families *feel* about the district

### School Performance

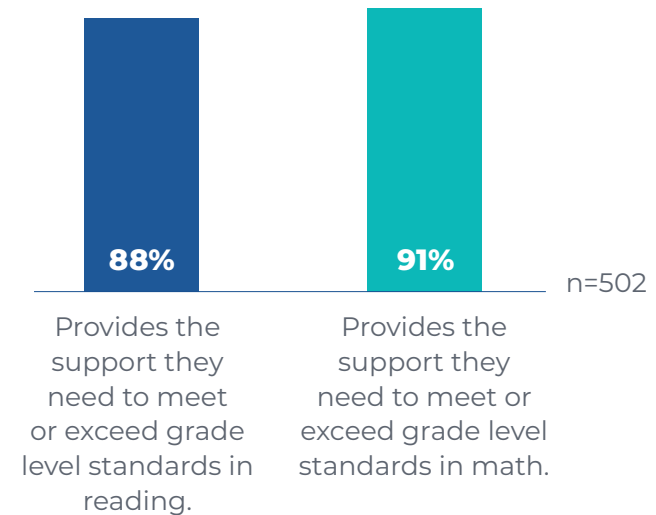
Overall, families are increasingly pleased with their child's school, suggesting a positive impact of efforts to prioritize academic excellence and high-quality instruction. The vast majority of families (92%) rate the quality of instruction at their child's school positively (excellent or good), the highest rating across all prior years (82% to 87%, previously). Families continue to agree that they've seen improvements in their school's efforts to have their child meet their full academic potential (92%, same as 2024).

The majority of families agree (strongly and somewhat) that their child's school provides them the support they need to meet or exceed grade level standards in reading (88%) and math (91%), and that it provides high-quality instruction (90%). Black families and, to some extent, families of English learners, are more likely to strongly agree their child's school provides support to meet or exceed standards in reading and math and provides high-quality instruction.

**90%** Families overwhelmingly agree their child's school provides high-quality instruction

### Families generally feel their child's school provides the support needed to meet or exceed standards in reading and math

#### % WHO AGREE THEIR CHILD'S SCHOOL...





## 3 What families *envision* for LAUSD's next strategic plan

When asked about priorities for upcoming LAUSD strategic planning and decision-making, an overwhelming majority of families (95%) feel that expanding efforts to improve reading and math skills is extremely or very important. This item is the most important priority among families for strategic planning, which aligns with families' previously expressed priorities surrounding high-quality tutoring programs and homework or academic support. Families making above \$60,000 (98%) and white families (98%) are most likely to say expanding efforts to improve reading and math skills is extremely or very important.

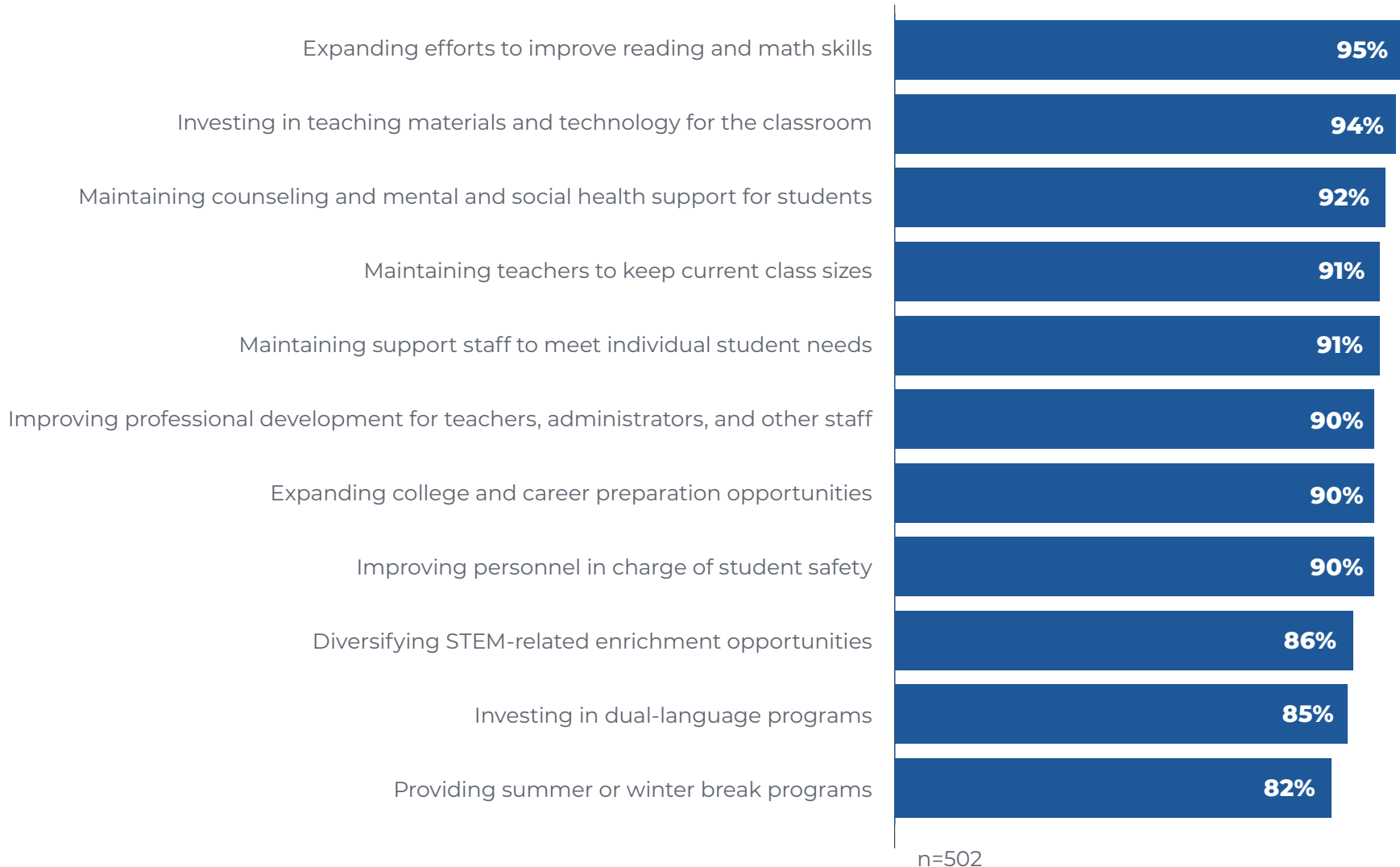
Consistent with earlier findings, sufficient resources for academic and emotional/mental health support are highly important. When examining the most important priorities by key demographics, investing in teaching materials and technology for the classroom is one of the most important priorities among families making less than \$60,000 (93%), families of English learners (93%), and Black families (96%). Among Black families, these resources are tied with improving professional development for teachers, administrators, and other staff (96%) as the single most important priority. Among families making less than \$60,000, these resources are tied with maintaining counseling and mental/social health support for students (93%) as the single most important priority.



## What families envision for LAUSD's next strategic plan

### Most Important Priorities for LAUSD's Strategic Planning and Decision-Making

% EXTREMELY OR VERY IMPORTANT..



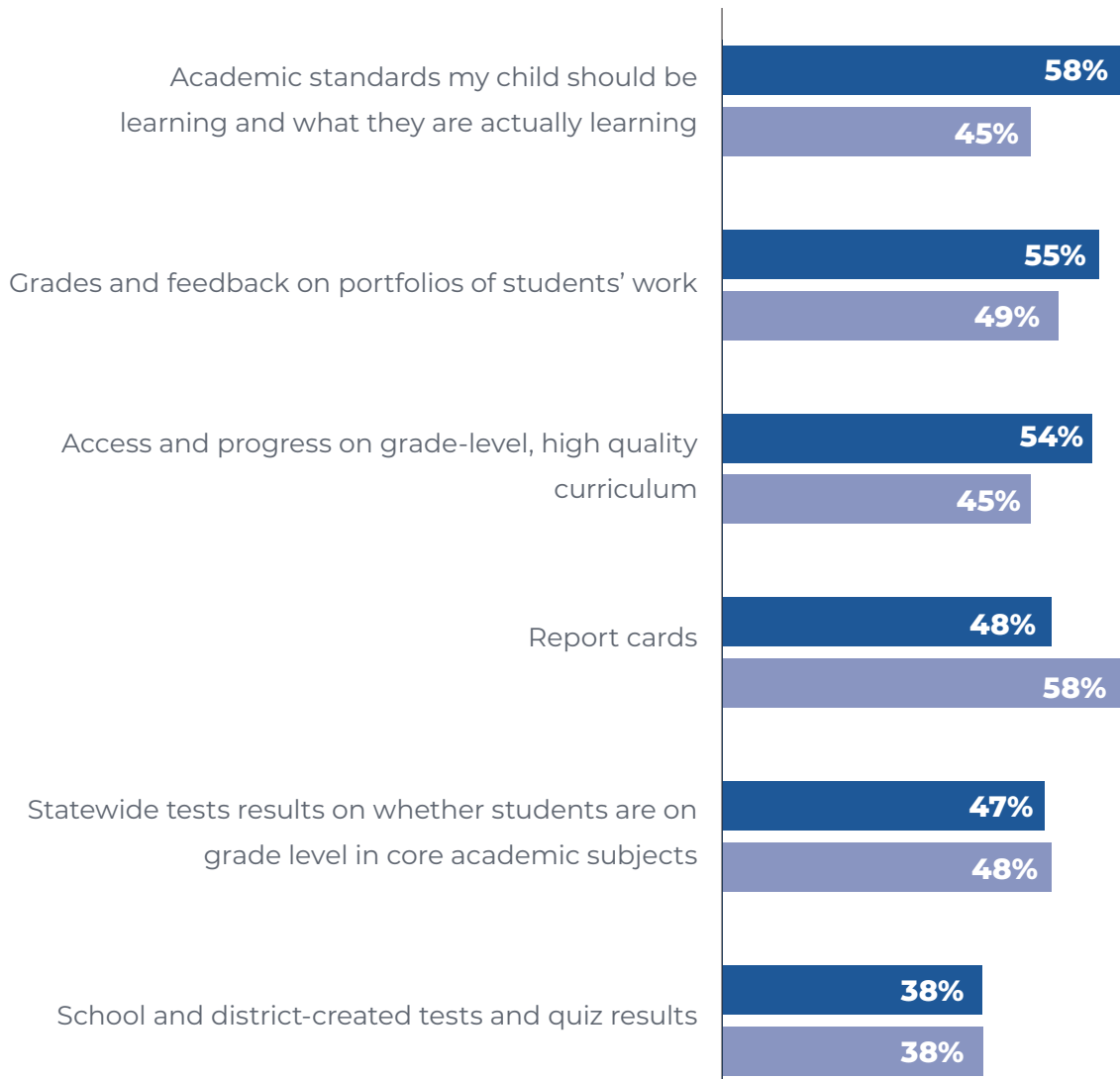


## How families view district communication and decision-making

The strategic plan's engagement and collaboration pillar outlines efforts to strengthen relationships with families and communities, as well as efforts to honor and act on their perspectives to improve student success. Families rate LAUSD's communication positively, but there's room for growth in how well families feel represented.

Families most want updates on their child's academic progress in the form of academic standards their child should be learning and what they are actually learning (58%, up from 45%) and grades and feedback on portfolios of students' work (55%, up from 49%). Families also report a stronger desire for access and progress on grade-level, high quality curriculum, increasing from 45% to 54% this year.

### Families Prefer to Receive Updates on Their Child's Progress Through...



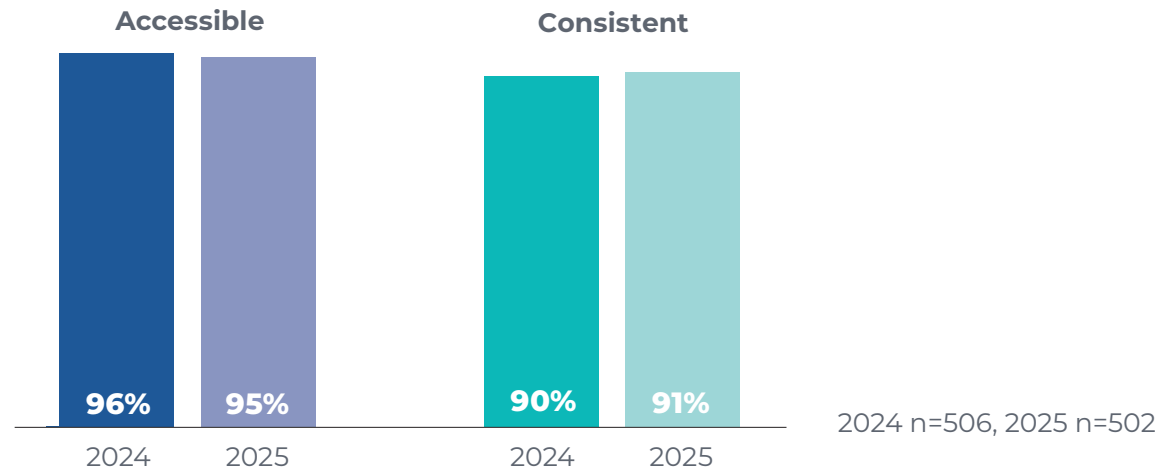
2025 n=502, 2024 n=506



## How families view district communication and decision-making

Families continue to agree that communication is accessible (95%) and consistent (91%) at similar levels compared to the prior poll. Roughly one-third (30%) of families continue to mention that they hear from their child's school more than once a week. However, the percentage of families that hear from their child's school only once or twice a month has increased (31%, up from 21%), especially among families making above \$60,000 (38%, up from 25%).

### Over 90% of families believe communication is accessible and consistent % WHO AGREE MOST SCHOOL COMMUNICATIONS ARE...



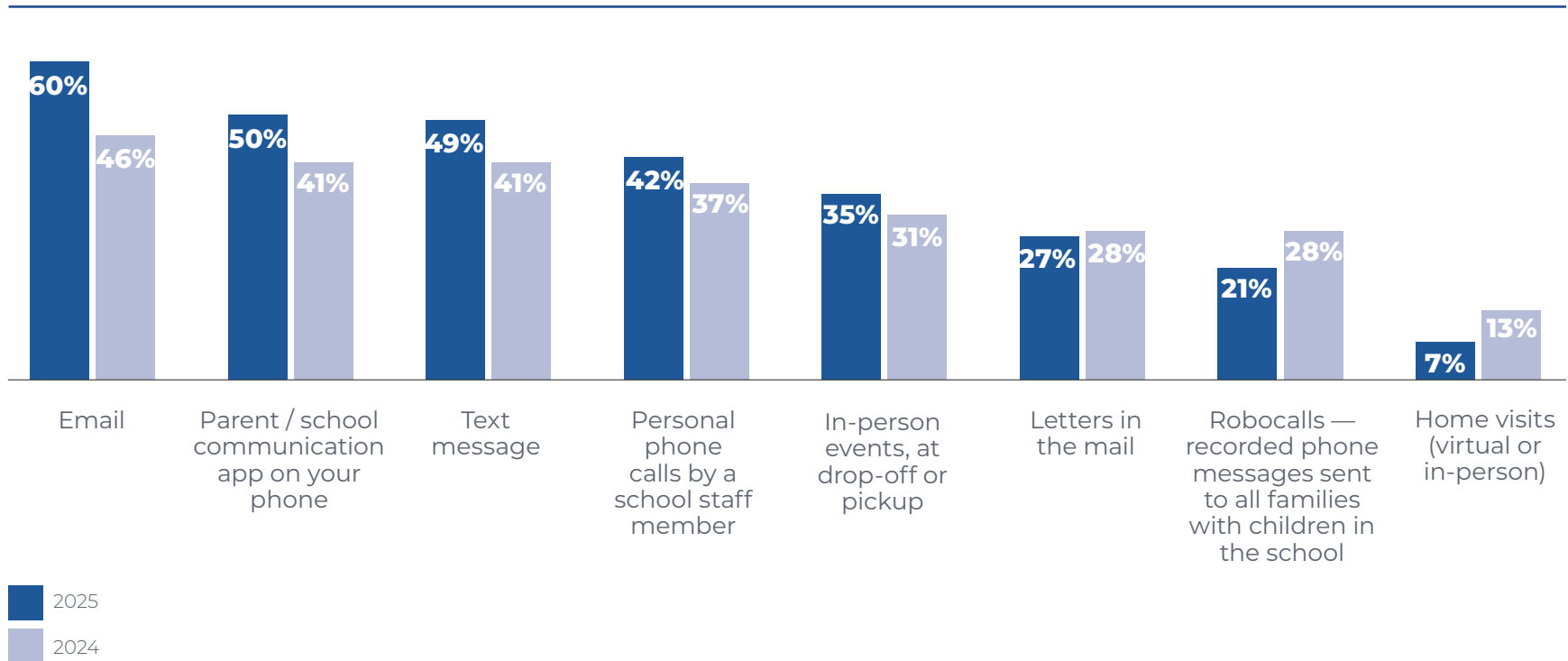


## How families view district communication and decision-making

Families most want direct, digital communication from the district. The top three choices for information about what is happening at their child's school are consistent with prior years, but with stronger support: email (60%, up from 46%), a parent/school communication app on their phone (50%, up from 41%), and text message (49%, up from 41%). Support for robocalls decreased (21%, down from 28%) as parents value more direct, personalized forms of communication.

### Families' Most Preferred Communication Methods

% WHO PREFER...



2025 n=502, 2024 n=506



## How families view district communication and decision-making

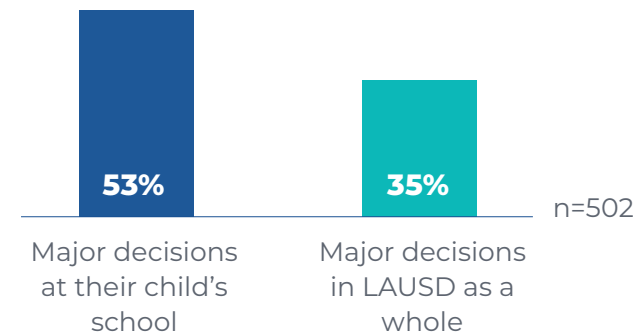
Families feel their perspectives are well-represented at the school level, but fewer families feel represented in district-wide decision-making.

More than half of families (53%) feel represented a great deal in major decisions made by their child's school, but only a little more than one-third of families (35%) feel their perspectives are represented a great deal in major decisions in LAUSD as a whole. Families of English learners continue to report higher levels of representation at the school and district levels, as 71% feel represented a great deal at their child's school and 47% feel represented a great deal in major decisions in LAUSD.

Despite being a key reporting structure on LAUSD's priorities and progress, families have limited awareness of the Local Control and Accountability Plan (LCAP). Only 35% of families feel represented a great deal in LAUSD's LCAP, and 10% of families don't know what the LCAP is.

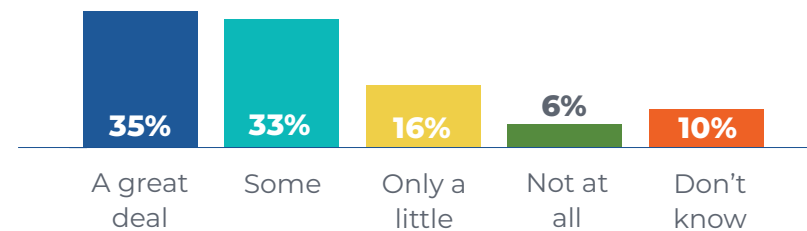
### More families feel greatly represented in decisions at their child's school, compared to major decisions in LAUSD

% WHO FEEL REPRESENTED A GREAT DEAL IN...



### Only a little more than one-third of families feel greatly represented in the LCAP

% WHO FEEL REPRESENTED...





## How families view district communication and decision-making

Ultimately, families want to be involved in LAUSD's budget decisions, and they want teachers to have a say in the decisions that will directly impact their children's classroom experiences. The vast majority (90%) of families believe it is extremely or very important for families to be involved in LAUSD's budget decisions, and a stronger majority (94%) believe it is extremely or very important for teachers to be involved.

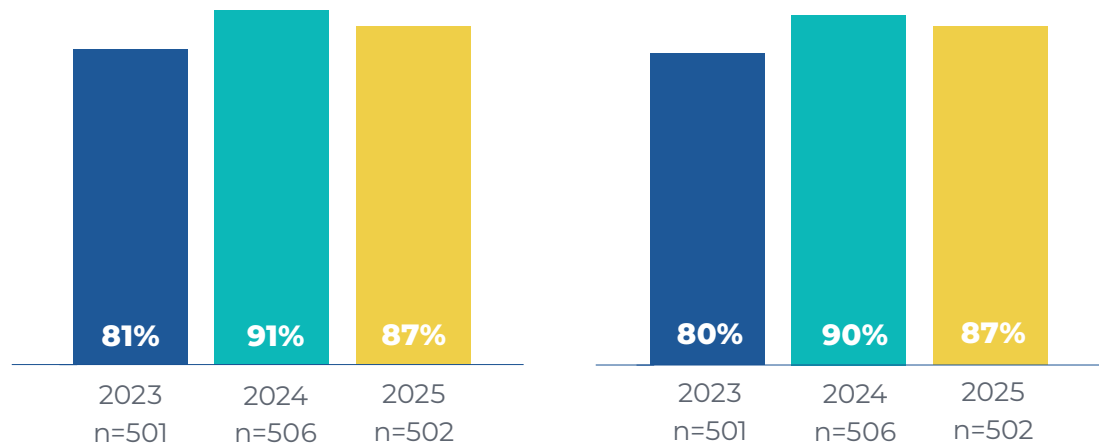
Perceptions of how LAUSD acts on and honors family voices have declined slightly in the past year, but they are still largely positive. The share of families who believe LAUSD acts through the perspective of its community has declined slightly (87%, down from 91%). The belief that LAUSD honors family voices by listening and lifting up their perspectives also decreased slightly (87%, down from 90%). Despite the slight decline, families are still more confident in how LAUSD honors and acts upon their voices now compared to 2023.

### Families continue to believe LAUSD acts on and honors family voices

% WHO AGREE LAUSD...

Acts on the perspectives of students and the community

Honors the voices of families by listening and lifting up their perspectives



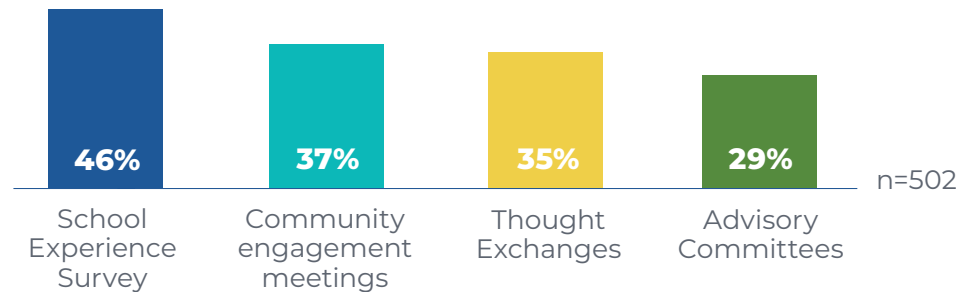


## How families view district communication and decision-making

When it comes to soliciting direct feedback on LAUSD, families are most likely to participate in the School Experience Survey, with 46% of families participating regularly and 36% participating occasionally. Only a little more than one-third of families participate regularly in Thought Exchanges (35%) or in community engagement meetings (37%). Advisory committees are the most infrequently used among families, with only 29% of families participating regularly and nearly one-third (31%) never having participated at all. Across the board, families of English learners are more likely to indicate they participate in mechanisms intended to capture their experiences, whereas families making less than \$60,000 are slightly less likely to participate.

### Families' Participation in LAUSD Feedback Mechanisms

% WHO PARTICIPATE REGULARLY...



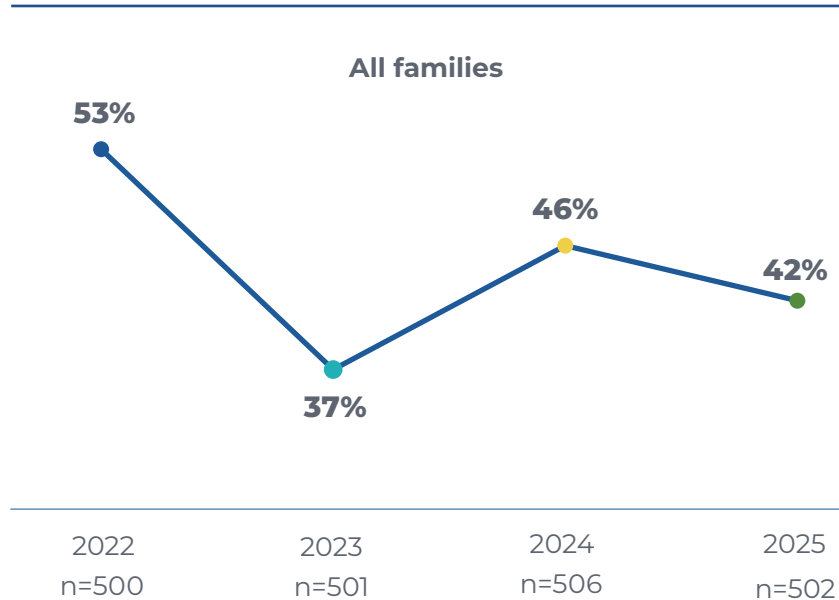


## 5 How committed families are to their current school system

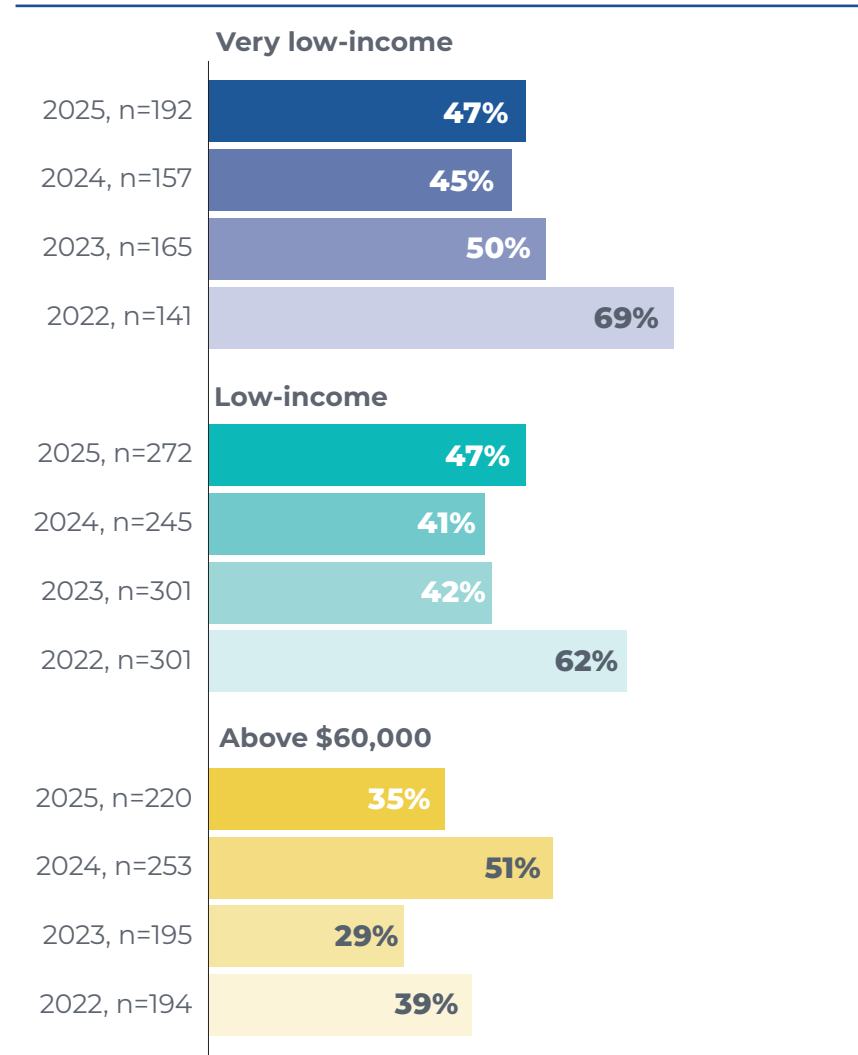
### Fewer families say they're extremely likely to stay in LAUSD schools this year

The vast majority (96%) of families are likely to have their child attend LAUSD schools throughout their K-12 education, which is mostly consistent with prior years. However, families making above \$60,000 are much less likely to say they're extremely likely (35%, down from 51%) to have their child or children attend LAUSD schools throughout their K-12 education this year. Black families are also less likely to say they're extremely likely to have their child or children attend an LAUSD school throughout their K-12 education compared to 2024 (19%, down from 42%), as are white families (34%, down from 52%).

#### % EXTREMELY LIKELY...



#### % EXTREMELY LIKELY...



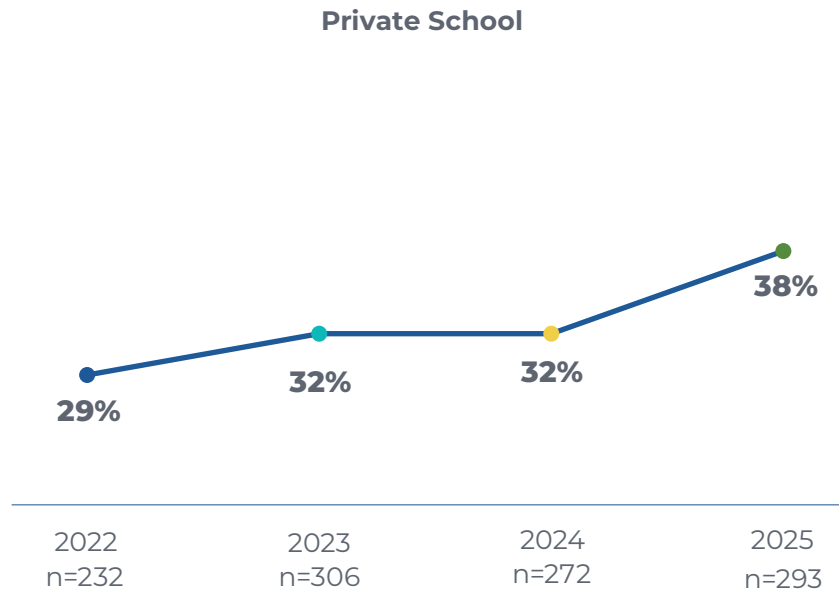


## 5 How committed families are to their current school system

Among families who say they are not extremely likely to keep their kids in LAUSD schools from K-12, public charter schools (43%) continue to be the number one alternative. However, private schools have gained some traction as an alternative, increasing from 32% in 2024 to 38% in 2025. As a result, a public school in a neighboring district within the county is now the third-highest alternative among families (32%, down from 39%).

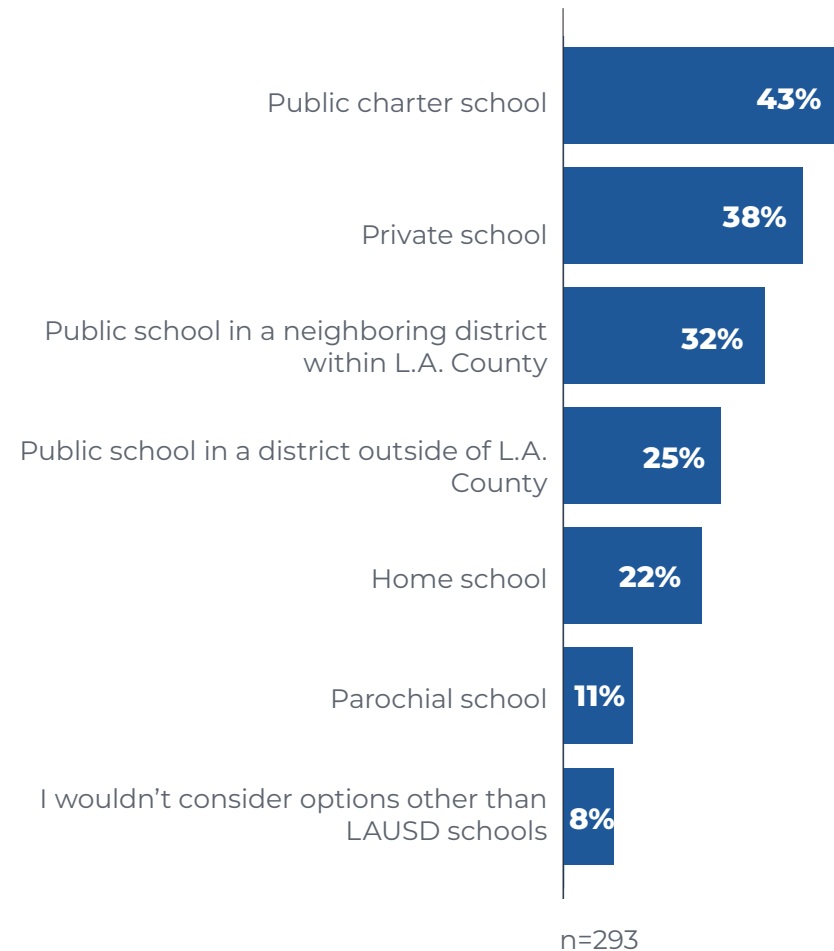
### Families showed more interest in private schools compared to prior years

% WHO WOULD CONSIDER...



### Public charter schools remain the top alternative

% WHO WOULD CONSIDER...



# 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/familyinsights2026](https://gpsnla.org/familyinsights2026)

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- 54.... FAMILY ENGAGEMENT AND SCHOOL COMMUNICATION (Q10, Q11, Q12-Q13)
- 57.... ACCESS TO SERVICES AND ENRICHMENT (Q16, Q17, Q46)
- 60.... REPRESENTATION IN SCHOOL AND POLICY DECISIONS (Q14, Q15, Q18-Q21, Q22-Q25, Q62-Q65)
- 74.... INSTRUCTION/ACADEMICS (Q26, Q27, Q28, Q29, Q30, Q34-Q37)
- 83.... SCHOOL ENROLLMENT TRENDS (Q49, Q50)
- 85.... STUDENT, SCHOOL, AND LEADERSHIP PERFORMANCE (Q31-33, Q38-40, Q41, Q42, Q43-Q44, Q47, Q48)
- 97.... CONTEXT AND ABOUT RESPONDENTS (Q1, Q3, Q6, Q7, Q8, Q9, Q67, Q68, Q69, Q70, Q71)

## Q45 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Offering high school internship opportunities	45%	46%	46%	70%	40%	46%	42%	45%	33%	40%	45%	35%	47%
Providing tools/support to meet students' emotional/mental health needs	52%	52%	57%	61%	54%	54%	50%	52%	45%	55%	52%	46%	54%
Providing free internet at home for students	41%	43%	34%	37%	45%	44%	36%	40%	37%	53%	40%	44%	39%
Expanding high-quality tutoring programs	59%	58%	65%	70%	57%	57%	61%	60%	42%	58%	59%	64%	58%
Offering free summer programs to any child/family who wants it	50%	50%	52%	56%	47%	47%	55%	50%	57%	47%	50%	39%	55%
Expanding learning time through a longer school day/school year	33%	34%	33%	44%	31%	32%	36%	33%	20%	41%	33%	40%	32%
Improving student safety at school	49%	49%	50%	52%	50%	51%	48%	47%	62%	55%	48%	48%	49%
None of the above	2%	2%	1%	0%	2%	2%	2%	2%	4%	0%	2%	0%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q51 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Maintaining teachers to keep current class sizes?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	59%	59%	57%	49%	58%	61%	54%	60%	46%	56%	59%	51%	61%
<b>Very important</b>	32%	34%	29%	42%	30%	29%	38%	32%	30%	38%	31%	40%	29%
<b>Somewhat important</b>	7%	7%	10%	9%	8%	7%	8%	7%	22%	6%	8%	7%	8%
<b>Not very important</b>	2%	1%	3%	0%	4%	3%	0%	2%	2%	0%	2%	2%	1%
<b>Not at all important</b>	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<b>Important (Extremely/Very)</b>	91%	92%	86%	91%	88%	90%	92%	91%	76%	94%	90%	91%	90%
<b>Not important (Not very/Not at all)</b>	2%	1%	4%	0%	4%	3%	1%	2%	2%	0%	2%	2%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q52 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Maintaining support staff to meet individual student needs?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely important	60%	63%	49%	52%	62%	63%	55%	60%	70%	54%	61%	62%	59%
Very important	31%	28%	43%	34%	29%	29%	35%	31%	25%	45%	30%	31%	32%
Somewhat important	8%	8%	8%	14%	7%	7%	9%	8%	5%	1%	8%	7%	8%
Not very important	1%	1%	0%	0%	2%	2%	0%	1%	0%	0%	1%	1%	1%
Not at all important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Important (Extremely/Very)	91%	91%	92%	86%	90%	92%	90%	91%	95%	99%	91%	92%	91%
Not important (Not very/Not at all)	1%	1%	0%	0%	2%	2%	0%	1%	0%	0%	1%	1%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

### Q53 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Improving professional development for teachers, administrators, and other 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	59%	60%	56%	61%	58%	60%	57%	58%	59%	57%	59%	62%	57%
<b>Very important</b>	31%	30%	32%	22%	29%	28%	34%	31%	37%	35%	31%	28%	33%
<b>Somewhat important</b>	9%	9%	8%	18%	10%	10%	7%	9%	4%	4%	9%	10%	8%
<b>Not very important</b>	2%	1%	4%	0%	3%	2%	1%	2%	0%	3%	1%	1%	2%
<b>Not at all important</b>	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%
<b>Important (Extremely/Very)</b>	90%	90%	88%	82%	87%	88%	92%	89%	96%	93%	89%	90%	90%
<b>Not important (Not very/Not at all)</b>	2%	1%	4%	0%	4%	3%	1%	2%	0%	3%	1%	1%	2%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q54 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Providing summer or winter break 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	48%	50%	46%	60%	50%	51%	44%	49%	31%	40%	49%	47%	48%
<b>Very important</b>	34%	34%	30%	25%	28%	30%	38%	32%	50%	46%	33%	38%	32%
<b>Somewhat important</b>	15%	13%	23%	14%	18%	15%	15%	16%	19%	10%	16%	15%	17%
<b>Not very important</b>	2%	2%	1%	2%	2%	2%	2%	2%	0%	4%	2%	1%	2%
<b>Not at all important</b>	1%	1%	0%	0%	1%	1%	1%	1%	0%	0%	1%	0%	1%
<b>Important (Extremely/Very)</b>	82%	84%	76%	85%	78%	82%	82%	81%	81%	86%	82%	85%	80%
<b>Not important (Not very/Not at all)</b>	3%	3%	1%	2%	3%	3%	3%	3%	0%	4%	3%	1%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q55 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Maintaining counseling and mental and social health support for 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	60%	61%	63%	72%	63%	62%	56%	62%	52%	57%	61%	63%	59%
<b>Very important</b>	31%	32%	27%	26%	30%	30%	35%	31%	33%	41%	31%	29%	32%
<b>Somewhat important</b>	7%	6%	9%	2%	7%	7%	7%	6%	15%	3%	7%	9%	7%
<b>Not very important</b>	1%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
<b>Not at all important</b>	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%
<b>Important (Extremely/Very)</b>	92%	93%	90%	98%	93%	93%	91%	93%	85%	97%	92%	91%	92%
<b>Not important (Not very/Not at all)</b>	1%	1%	1%	0%	0%	0%	2%	1%	0%	0%	1%	0%	2%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q56 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Investing in teaching materials and technology for the classroom?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely important	62%	63%	61%	66%	64%	63%	61%	63%	52%	55%	63%	61%	62%
Very important	32%	31%	34%	24%	29%	29%	35%	31%	44%	40%	31%	31%	32%
Somewhat important	4%	5%	5%	10%	5%	5%	3%	5%	4%	5%	4%	6%	4%
Not very important	1%	1%	1%	0%	2%	2%	1%	2%	0%	0%	2%	2%	1%
Not at all important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Important (Extremely/Very)	94%	94%	94%	90%	92%	93%	96%	93%	96%	95%	94%	93%	94%
Not important (Not very/Not at all)	1%	1%	1%	0%	2%	2%	1%	2%	0%	0%	2%	2%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q57 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Expanding efforts to improve reading and math skills?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	66%	66%	59%	38%	66%	66%	66%	69%	47%	55%	67%	63%	68%
<b>Very important</b>	28%	28%	36%	55%	26%	26%	32%	26%	41%	43%	27%	28%	29%
<b>Somewhat important</b>	4%	4%	4%	7%	5%	6%	2%	4%	13%	2%	4%	8%	2%
<b>Not very important</b>	1%	1%	1%	0%	3%	2%	0%	1%	0%	0%	1%	2%	1%
<b>Not at all important</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Important (Extremely/Very)</b>	95%	94%	95%	93%	92%	92%	98%	95%	87%	98%	94%	91%	96%
<b>Not important (Not very/Not at all)</b>	1%	1%	1%	0%	3%	2%	0%	1%	0%	0%	1%	2%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q58 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Diversifying STEM-related enrichment opportunities?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	53%	52%	51%	35%	55%	56%	47%	54%	44%	38%	54%	57%	50%
<b>Very important</b>	33%	33%	37%	45%	32%	31%	37%	34%	28%	43%	33%	30%	36%
<b>Somewhat important</b>	11%	12%	11%	20%	9%	10%	13%	10%	28%	16%	11%	12%	11%
<b>Not very important</b>	2%	2%	1%	0%	3%	2%	2%	2%	0%	0%	2%	0%	3%
<b>Not at all important</b>	1%	1%	0%	0%	1%	1%	1%	0%	0%	3%	1%	2%	0%
<b>Important (Extremely/Very)</b>	86%	85%	88%	80%	87%	87%	84%	88%	72%	81%	86%	87%	86%
<b>Not important (Not very/Not at all)</b>	3%	3%	1%	0%	4%	3%	3%	2%	0%	3%	3%	2%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q59 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Expanding college and career preparation opportunities?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	57%	60%	51%	61%	58%	61%	53%	57%	64%	52%	58%	52%	58%
<b>Very important</b>	33%	30%	44%	37%	30%	30%	37%	34%	25%	37%	32%	39%	31%
<b>Somewhat important</b>	7%	7%	5%	1%	6%	6%	8%	6%	12%	11%	7%	6%	8%
<b>Not very important</b>	2%	2%	0%	0%	4%	3%	1%	2%	0%	0%	2%	2%	2%
<b>Not at all important</b>	1%	1%	0%	0%	2%	1%	1%	1%	0%	0%	1%	1%	1%
<b>Important (Extremely/Very)</b>	90%	89%	95%	99%	88%	90%	90%	90%	88%	89%	90%	91%	89%
<b>Not important (Not very/Not at all)</b>	3%	3%	0%	0%	6%	4%	2%	3%	0%	0%	3%	3%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q60 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Improving personnel in charge of student safety?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	59%	60%	52%	55%	57%	59%	57%	60%	49%	53%	59%	60%	57%
<b>Very important</b>	31%	29%	38%	29%	29%	29%	36%	30%	40%	44%	31%	33%	31%
<b>Somewhat important</b>	7%	8%	7%	15%	8%	8%	6%	7%	12%	3%	8%	5%	9%
<b>Not very important</b>	2%	2%	1%	0%	3%	2%	1%	2%	0%	0%	2%	1%	2%
<b>Not at all important</b>	1%	1%	3%	0%	3%	2%	1%	1%	0%	0%	1%	2%	1%
<b>Important (Extremely/Very)</b>	90%	90%	90%	85%	86%	88%	93%	89%	88%	97%	89%	93%	88%
<b>Not important (Not very/Not at all)</b>	3%	3%	4%	0%	6%	4%	2%	3%	0%	0%	3%	3%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q61 - Leadership and Policy Preferences

How important is it that the following are prioritized in upcoming LAUSD strategic planning and decision-making: Investing in dual-language 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely important	53%	57%	41%	60%	57%	56%	48%	54%	40%	54%	53%	56%	50%
Very important	32%	30%	41%	31%	31%	31%	35%	32%	43%	29%	33%	34%	33%
Somewhat important	12%	12%	14%	10%	10%	10%	14%	12%	13%	15%	12%	10%	13%
Not very important	1%	1%	3%	0%	2%	2%	1%	1%	4%	3%	1%	0%	2%
Not at all important	1%	1%	1%	0%	0%	0%	2%	1%	0%	0%	1%	0%	1%
Important (Extremely/Very)	85%	86%	82%	90%	87%	87%	83%	86%	83%	83%	85%	90%	83%
Not important (Not very/Not at all)	2%	2%	4%	0%	2%	2%	3%	2%	4%	3%	2%	0%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q66 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	61%	61%	62%	72%	62%	64%	56%	64%	49%	57%	61%	66%	58%
<b>Somewhat agree</b>	31%	30%	34%	28%	30%	28%	35%	28%	40%	41%	30%	28%	32%
<b>Somewhat disagree</b>	6%	6%	3%	0%	5%	6%	6%	5%	8%	2%	6%	5%	6%
<b>Strongly disagree</b>	1%	1%	1%	0%	0%	0%	3%	2%	0%	0%	2%	0%	2%
<b>Don't know enough to say</b>	1%	2%	0%	0%	3%	2%	0%	1%	2%	0%	1%	1%	2%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q10 - Family Engagement and School Communication

How often would you say that your school(s) 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
More than once a week	30%	30%	31%	35%	35%	32%	28%	30%	25%	32%	29%	39%	28%
Once a week	24%	25%	21%	19%	24%	27%	21%	25%	23%	26%	24%	31%	22%
Once or twice a month	31%	31%	35%	40%	25%	26%	38%	29%	48%	38%	31%	24%	32%
A few times a year	12%	12%	10%	6%	13%	12%	13%	13%	4%	4%	13%	4%	16%
Once a year	1%	1%	2%	0%	3%	2%	0%	1%	0%	0%	1%	1%	1%
Never	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Not sure	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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(s) about what is happening 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Robocalls — recorded phone messages sent to all families with children in the school	21%	23%	11%	14%	23%	23%	16%	21%	16%	19%	21%	23%	18%
Personal phone calls by a school staff member	42%	43%	41%	59%	38%	36%	51%	44%	37%	43%	42%	49%	40%
Email	60%	57%	70%	52%	52%	54%	69%	59%	67%	59%	60%	49%	66%
Text message	49%	46%	56%	40%	50%	48%	50%	50%	37%	48%	49%	41%	52%
Letters in the mail	27%	29%	22%	38%	25%	27%	26%	28%	29%	20%	28%	25%	28%
In-person events, at drop-off or pickup	35%	34%	39%	41%	30%	30%	41%	34%	34%	40%	35%	47%	31%
Parent / school communication app on your phone	50%	49%	55%	52%	44%	45%	56%	49%	47%	58%	50%	53%	49%
Home visits (virtual or in-person)	7%	8%	7%	19%	6%	5%	10%	7%	6%	18%	6%	15%	4%
Social media posts	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	1%	1%	0%	0%	1%	0%	1%	1%	0%	0%	1%	0%	1%
None of the above	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	69%	68%	72%	68%	68%	70%	67%	69%	61%	72%	69%	79%	65%
Somewhat agree	26%	28%	22%	32%	27%	25%	28%	26%	35%	21%	27%	15%	30%
Somewhat disagree	3%	3%	3%	0%	3%	3%	4%	4%	5%	2%	4%	4%	3%
Strongly disagree	1%	1%	2%	0%	2%	2%	1%	1%	0%	6%	1%	2%	1%
Agree (Strongly/Somewhat)	95%	96%	95%	100%	95%	95%	95%	96%	95%	93%	96%	94%	95%
Disagree (Somewhat/Strongly)	5%	4%	5%	0%	5%	5%	5%	4%	5%	7%	4%	6%	5%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

### 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	51%	51%	50%	47%	52%	56%	45%	52%	53%	37%	52%	47%	51%
Somewhat agree	40%	40%	41%	46%	35%	34%	47%	39%	31%	52%	39%	41%	40%
Somewhat disagree	7%	7%	6%	7%	8%	7%	7%	7%	8%	9%	7%	9%	7%
Strongly disagree	2%	2%	3%	0%	5%	4%	1%	2%	8%	3%	2%	3%	2%
Agree (Strongly/Somewhat)	91%	91%	91%	93%	87%	90%	92%	91%	84%	89%	91%	88%	91%
Disagree (Somewhat/Strongly)	9%	9%	9%	7%	13%	10%	8%	9%	16%	11%	9%	12%	9%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mental health programs, such as counseling or therapy	43%	42%	50%	65%	35%	39%	46%	42%	39%	54%	42%	43%	41%
Medical or dental programs	21%	22%	19%	41%	21%	22%	20%	20%	18%	28%	20%	23%	20%
On-site child care and early childhood development programs	27%	27%	27%	30%	19%	21%	33%	25%	29%	32%	26%	34%	24%
Food assistance programs outside of school hours, such as a food pantry	31%	33%	24%	34%	32%	32%	31%	31%	35%	28%	31%	43%	27%
Homework or other academic support outside of school hours	55%	56%	54%	65%	51%	51%	59%	54%	64%	51%	55%	51%	55%
Enrichment programs outside of school hours, such as arts, sports, and coding	56%	55%	62%	64%	50%	48%	65%	57%	45%	53%	56%	56%	55%
Job training or search programs	32%	36%	21%	36%	37%	35%	28%	30%	41%	36%	32%	30%	32%
Legal support, such as immigration information or domestic support	22%	22%	21%	24%	20%	19%	24%	21%	16%	43%	20%	33%	16%
Other	1%	1%	2%	0%	1%	2%	1%	1%	0%	2%	1%	0%	1%
None of the above	4%	4%	4%	0%	5%	6%	1%	4%	4%	7%	4%	2%	5%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q17 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Receiving specific instruction from teachers on how to understand and regulate emotions	39%	38%	45%	51%	43%	37%	42%	40%	30%	33%	39%	42%	38%
Providing counseling or therapy by mental health experts during school hours	60%	58%	64%	58%	54%	56%	60%	60%	66%	55%	60%	48%	63%
Providing referrals to mental health services outside the school	39%	38%	50%	57%	53%	46%	35%	40%	40%	33%	40%	46%	38%
Identifying when students are experiencing challenges such as depression, grief, or anxiety	63%	61%	65%	53%	57%	62%	62%	66%	39%	51%	64%	47%	67%
Facilitating student peer talk groups on various mental health topics	22%	25%	12%	22%	22%	22%	23%	19%	27%	32%	21%	19%	23%
Scheduling independent and group play time throughout the school day to promote mental health	33%	36%	19%	19%	31%	29%	38%	30%	41%	53%	31%	60%	25%
Incorporating calming and restorative practices for students to learn throughout the school day	45%	44%	45%	41%	39%	47%	40%	44%	56%	43%	45%	37%	46%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Total

(n=213)

### School Type

District (n = 175)  
Charter (n = 58)\*  
Both (n = 20)\*

### Family Income Level

Very low-income (n = 67)\*  
Net low-income (n = 106)  
Above \$60,000 (n = 101)

### Race/Ethnicity

Latino (n = 171)  
Black (n = 14)\*  
White (n = 20)\*  
Families of color (n = 193)

### English Learners

English learners (n = 59)\*  
Non-English learner (n = 141)

## Q46 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Cost of the internet</b>	52%	51%	59%	70%	64%	63%	39%	55%	36%	48%	52%	54%	50%
<b>Quality of the internet we can afford, such as not having strong internet for more than one user at a time</b>	49%	48%	58%	64%	54%	52%	47%	50%	47%	50%	49%	51%	49%
<b>Access to quality internet in my area (for example, few or no internet companies provide internet access in my home)</b>	37%	37%	40%	46%	32%	33%	43%	35%	39%	54%	36%	46%	35%
<b>Internet companies' requirements, such as signing a long-term contract or requiring government issued documentation</b>	34%	34%	35%	44%	27%	30%	41%	34%	23%	55%	33%	46%	30%
<b>I don't know how to set-up or use the internet</b>	1%	1%	1%	0%	0%	0%	1%	0%	0%	0%	1%	0%	1%
<b>I don't have any barriers to consistent and quality internet</b>	14%	16%	7%	14%	7%	9%	19%	13%	23%	14%	14%	6%	17%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	55%	55%	52%	43%	58%	59%	49%	55%	65%	42%	56%	54%	54%
<b>Somewhat agree</b>	32%	32%	37%	47%	27%	28%	39%	31%	31%	45%	31%	32%	33%
<b>Somewhat disagree</b>	12%	13%	8%	10%	15%	13%	11%	14%	4%	10%	12%	14%	12%
<b>Strongly disagree</b>	1%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
<b>Agree (Strongly/Somewhat)</b>	87%	86%	90%	90%	85%	87%	88%	85%	96%	87%	87%	85%	87%
<b>Disagree (Somewhat/Strongly)</b>	13%	14%	9%	10%	15%	13%	12%	15%	4%	10%	13%	15%	12%
<b>Refused</b>	0%	0%	1%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	54%	54%	51%	49%	58%	56%	51%	54%	71%	54%	54%	62%	50%
<b>Somewhat agree</b>	33%	32%	40%	37%	29%	29%	39%	33%	22%	33%	33%	27%	36%
<b>Somewhat disagree</b>	10%	11%	7%	14%	10%	11%	8%	10%	7%	11%	10%	8%	11%
<b>Strongly disagree</b>	3%	3%	2%	0%	4%	4%	1%	3%	0%	3%	3%	3%	2%
<b>Agree (Strongly/Somewhat)</b>	87%	86%	91%	86%	86%	85%	90%	87%	93%	86%	87%	89%	86%
<b>Disagree (Somewhat/Strongly)</b>	13%	14%	9%	14%	14%	15%	10%	13%	7%	14%	13%	11%	14%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q18 - Representation in School and Policy Decisions

How much do you think your perspective as a parent/caregiver/guardian is represented in: Major decisions 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	53%	53%	54%	51%	49%	52%	54%	53%	57%	55%	53%	71%	47%
<b>Some</b>	31%	31%	34%	41%	30%	29%	33%	32%	29%	27%	31%	20%	34%
<b>Only a little</b>	10%	10%	8%	8%	11%	11%	8%	9%	14%	18%	9%	5%	12%
<b>Not at all</b>	3%	3%	3%	0%	5%	4%	3%	4%	0%	0%	3%	3%	4%
<b>Don't know</b>	3%	3%	1%	0%	5%	4%	1%	3%	0%	0%	3%	1%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q19 - Representation in School and Policy Decisions

How much do you think your perspective as a parent/caregiver/guardian is represented in: Major decisions (e.g., school calendar, budget cuts or investments) in LAUSD as a whole?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	35%	35%	32%	28%	32%	35%	37%	34%	36%	45%	34%	47%	31%
<b>Some</b>	36%	34%	44%	39%	36%	35%	38%	36%	40%	34%	36%	37%	36%
<b>Only a little</b>	16%	16%	17%	24%	14%	16%	16%	16%	14%	16%	16%	10%	19%
<b>Not at all</b>	9%	10%	8%	9%	11%	9%	9%	10%	8%	5%	9%	5%	11%
<b>Don't know</b>	4%	5%	0%	0%	6%	5%	1%	4%	2%	0%	4%	1%	4%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q20 - Representation in School and Policy Decisions

How much do you think your perspective as a parent/caregiver/guardian is represented in: LAUSD's Local Control Accountability Plan (LCAP)?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	35%	36%	32%	41%	41%	39%	31%	37%	30%	20%	36%	42%	32%
<b>Some</b>	33%	30%	44%	29%	23%	26%	42%	31%	41%	48%	32%	34%	32%
<b>Only a little</b>	16%	17%	11%	15%	15%	17%	15%	17%	16%	20%	16%	17%	16%
<b>Not at all</b>	6%	6%	7%	9%	9%	6%	6%	6%	7%	10%	6%	4%	7%
<b>Don't know</b>	10%	11%	5%	6%	12%	11%	6%	10%	6%	2%	10%	2%	12%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q21 - Representation in School and Policy Decisions

How much do you think your perspective as a parent/caregiver/guardian is represented in: LAUSD’s Family Academy courses, workshops, and webinars?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A great deal</b>	44%	44%	44%	53%	51%	48%	38%	45%	41%	33%	45%	52%	40%
<b>Some</b>	36%	34%	40%	25%	31%	32%	41%	37%	22%	45%	35%	29%	38%
<b>Only a little</b>	12%	13%	9%	20%	8%	11%	14%	10%	24%	19%	11%	11%	13%
<b>Not at all</b>	6%	6%	5%	1%	9%	7%	4%	7%	7%	0%	7%	8%	6%
<b>Don't know</b>	2%	3%	1%	0%	1%	2%	3%	2%	6%	2%	2%	0%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q22 - Representation in School and Policy Decisions

Please select the statement that best describes your engagement with each of the following: School Experience Survey.

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
I participate regularly	46%	48%	36%	43%	46%	48%	42%	44%	64%	42%	46%	50%	44%
I participate occasionally	36%	34%	46%	46%	28%	30%	46%	36%	31%	42%	36%	37%	36%
I have heard of this, but have not participated	16%	15%	16%	8%	22%	19%	11%	17%	3%	16%	15%	10%	17%
I am not sure what this is	3%	3%	2%	4%	4%	4%	2%	3%	3%	1%	3%	3%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

### Q23 - Representation in School and Policy Decisions

Please select the statement that best describes your engagement with each of the following: Thought Exchanges.

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>I participate regularly</b>	35%	34%	38%	41%	30%	32%	39%	35%	35%	36%	35%	46%	30%
<b>I participate occasionally</b>	30%	28%	38%	33%	30%	27%	33%	28%	30%	46%	29%	38%	27%
<b>I have heard of this, but have not participated</b>	22%	23%	19%	23%	24%	25%	18%	22%	29%	12%	22%	12%	26%
<b>I am not sure what this is</b>	14%	15%	6%	3%	16%	16%	10%	15%	6%	6%	14%	4%	17%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q24 - Representation in School and Policy Decisions

Please select the statement that best describes your engagement with each of the following: Advisory Committees.

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
I participate regularly	29%	29%	32%	38%	28%	27%	31%	30%	26%	33%	29%	39%	24%
I participate occasionally	32%	30%	33%	23%	25%	28%	37%	28%	52%	49%	30%	39%	30%
I have heard of this, but have not participated	31%	31%	31%	36%	35%	34%	28%	33%	21%	15%	32%	17%	36%
I am not sure what this is	8%	9%	4%	4%	12%	11%	5%	9%	1%	4%	8%	5%	10%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q25 - Representation in School and Policy Decisions

Please select the statement that best describes your engagement with each of the following: Community engagement meetings.

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
I participate regularly	37%	37%	44%	50%	32%	34%	40%	38%	34%	42%	37%	48%	33%
I participate occasionally	35%	35%	37%	34%	32%	31%	41%	31%	57%	51%	34%	37%	35%
I have heard of this, but have not participated	22%	23%	16%	16%	26%	27%	16%	24%	9%	5%	23%	13%	25%
I am not sure what this is	6%	6%	3%	0%	9%	8%	3%	6%	0%	2%	6%	2%	8%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q62 - Representation in School and Policy Decisions

How important is it that the following individuals are involved in LAUSD budget decisions: Families of LAUSD 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	58%	57%	54%	39%	60%	62%	55%	60%	39%	55%	58%	63%	57%
<b>Very important</b>	32%	34%	31%	48%	29%	29%	35%	30%	46%	39%	31%	32%	32%
<b>Somewhat important</b>	8%	8%	11%	13%	7%	8%	8%	8%	16%	6%	9%	5%	9%
<b>Not very important</b>	1%	1%	4%	0%	2%	1%	1%	2%	0%	0%	1%	0%	2%
<b>Not at all important</b>	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%
<b>Important (Extremely/Very)</b>	90%	91%	85%	87%	90%	90%	90%	90%	84%	94%	90%	95%	89%
<b>Not important (Not very/Not at all)</b>	1%	1%	4%	0%	3%	2%	1%	2%	0%	0%	1%	0%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

### Q63 - Representation in School and Policy Decisions

How important is it that the following individuals are involved in LAUSD budget decisions: Community members or community representatives?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	54%	55%	51%	53%	57%	56%	52%	56%	46%	45%	55%	59%	52%
<b>Very important</b>	35%	34%	34%	30%	28%	30%	41%	33%	39%	45%	34%	31%	36%
<b>Somewhat important</b>	10%	9%	13%	9%	13%	11%	7%	9%	14%	9%	10%	7%	11%
<b>Not very important</b>	1%	2%	2%	8%	3%	2%	1%	2%	0%	1%	1%	2%	1%
<b>Not at all important</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Important (Extremely/Very)</b>	89%	90%	85%	83%	85%	87%	92%	89%	86%	90%	89%	91%	88%
<b>Not important (Not very/Not at all)</b>	1%	2%	2%	8%	3%	2%	1%	2%	0%	1%	1%	2%	1%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q64 - Representation in School and Policy Decisions

How important is it that the following individuals are involved in LAUSD budget decisions: Teachers?

	All Respondents	School Type			Family Income Level			Race/Ethnicity				English Learners	
	Total	District	Charter	Students in Both District and Charter	Very Low-income (below \$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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	65%	67%	56%	52%	74%	74%	55%	67%	50%	55%	66%	63%	66%
<b>Very important</b>	29%	28%	37%	44%	16%	19%	41%	27%	39%	40%	28%	30%	28%
<b>Somewhat important</b>	5%	5%	6%	4%	9%	7%	3%	5%	10%	1%	5%	6%	5%
<b>Not very important</b>	1%	1%	0%	0%	1%	0%	1%	0%	0%	3%	1%	1%	1%
<b>Not at all important</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Important (Extremely/Very)</b>	94%	94%	94%	96%	91%	93%	96%	94%	90%	96%	94%	93%	94%
<b>Not important (Not very/Not at all)</b>	1%	1%	0%	0%	1%	0%	1%	0%	0%	3%	1%	1%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

**Q65 - Representation in School and Policy Decisions**

How important is it that the following individuals are involved in LAUSD budget decisions: Principals?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Extremely important</b>	57%	58%	52%	57%	64%	63%	53%	58%	45%	54%	57%	60%	57%
<b>Very important</b>	33%	32%	37%	33%	24%	27%	38%	33%	35%	31%	33%	35%	31%
<b>Somewhat important</b>	8%	8%	8%	4%	8%	8%	8%	6%	20%	15%	7%	5%	9%
<b>Not very important</b>	2%	2%	3%	6%	3%	2%	1%	2%	0%	0%	2%	0%	2%
<b>Not at all important</b>	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%
<b>Important (Extremely/Very)</b>	90%	90%	89%	90%	88%	90%	91%	91%	80%	85%	90%	95%	88%
<b>Not important (Not very/Not at all)</b>	3%	3%	3%	6%	4%	3%	1%	3%	0%	0%	3%	0%	3%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q26 - 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 (\$59,000 or less)	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent</b>	43%	43%	41%	30%	46%	43%	43%	42%	46%	53%	43%	51%	40%
<b>Good</b>	48%	49%	51%	64%	44%	47%	50%	49%	44%	41%	49%	37%	53%
<b>Only fair</b>	6%	6%	4%	6%	6%	6%	5%	5%	10%	3%	6%	9%	5%
<b>Poor</b>	2%	2%	4%	0%	3%	2%	2%	3%	0%	3%	2%	3%	2%
<b>Positive (Excellent/Good)</b>	92%	92%	92%	94%	90%	91%	93%	92%	90%	94%	92%	88%	93%
<b>Less positive (Only fair/Poor)</b>	8%	8%	8%	6%	9%	9%	7%	8%	10%	6%	8%	12%	7%
<b>Not applicable</b>	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q27 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Access and progress on grade-level, high quality curriculum	45%	43%	53%	44%	41%	43%	50%	45%	38%	58%	45%	49%	44%
Academic standards my child should be learning and what they are actually learning	47%	45%	56%	52%	37%	39%	60%	45%	48%	66%	46%	50%	47%
Report cards	62%	64%	56%	63%	56%	59%	66%	60%	74%	59%	63%	49%	67%
Grades and feedback on portfolios of students' work	57%	57%	58%	65%	59%	56%	59%	57%	47%	67%	56%	64%	55%
School and district-created tests and quiz results	38%	39%	39%	58%	29%	31%	46%	37%	31%	37%	38%	35%	39%
Statewide tests results on whether students are on grade level in core academic subjects (e.g., reading, math, and science)	49%	49%	54%	62%	44%	45%	57%	48%	54%	52%	49%	48%	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	1%	1%	2%	0%	0%	1%	1%	1%	0%	3%	1%	0%	1%
Not sure	2%	2%	0%	0%	3%	2%	1%	2%	0%	0%	2%	1%	2%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q28 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Access and progress on grade-level, high quality curriculum	54%	54%	54%	53%	46%	49%	61%	54%	45%	63%	54%	54%	55%
Academic standards my child should be learning and what they are actually learning	58%	57%	67%	75%	53%	54%	63%	57%	64%	68%	57%	54%	60%
Report cards	48%	50%	45%	59%	41%	46%	52%	46%	62%	51%	48%	42%	51%
Grades and feedback on portfolios of students' work	55%	56%	58%	70%	49%	53%	58%	56%	45%	56%	55%	53%	55%
School and district-created tests and quiz results	38%	40%	33%	40%	29%	33%	43%	36%	42%	43%	38%	34%	39%
Statewide tests results on whether students are on grade level in core academic subjects (e.g., reading, math, and science)	47%	46%	48%	32%	42%	40%	55%	47%	38%	57%	46%	46%	46%
Other	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%	0%	1%	0%
None of the above	1%	2%	0%	0%	0%	1%	2%	2%	0%	0%	2%	1%	1%
Not sure	3%	3%	2%	0%	5%	5%	0%	3%	0%	0%	3%	4%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q29 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%
From the results of your child/children's annual ELPAC test	43%	44%	38%	36%	32%	32%	56%	37%	54%	70%	40%	43%	0%
On my child/children's report card grade	51%	53%	54%	71%	50%	47%	56%	49%	70%	49%	52%	51%	0%
During the process for when my child/children changed or left English learner status	50%	50%	53%	59%	38%	41%	64%	49%	30%	72%	48%	50%	0%
From the courses or classes my child/children takes	53%	51%	67%	76%	47%	48%	59%	50%	80%	67%	51%	53%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
None of the above	2%	2%	0%	0%	3%	4%	0%	3%	0%	0%	2%	2%	0%
I have not received information about my child's progress in English language proficiency	3%	3%	0%	0%	1%	3%	3%	3%	7%	0%	3%	3%	0%
Not sure	2%	3%	0%	0%	5%	5%	0%	2%	0%	0%	2%	2%	0%

### Total

(n=136)

### School Type

District (n = 112)  
Charter (n = 35)\*  
Both (n = 12)\*

### Family Income Level

Very low-income (n = 51)\*  
Net low-income (n = 71)\*  
Above \$60,000 (n = 62)\*

### Race/Ethnicity

Latino (n = 107)  
Black (n = 7)\*  
White (n = 17)\*  
Families of color (n = 117)

### English Learners

English learners (n = 136)  
Non-English learner (n = 0)

### Q30 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Very confident	61%	59%	70%	65%	57%	58%	64%	59%	62%	71%	60%	72%	56%
Somewhat confident	34%	36%	30%	35%	36%	35%	33%	36%	34%	24%	35%	27%	38%
Not very confident	4%	4%	0%	0%	6%	5%	1%	4%	0%	2%	3%	2%	4%
Not confident at all	1%	1%	1%	0%	2%	1%	1%	1%	3%	3%	1%	0%	2%
<b>Confident (Very/Somewhat)</b>	<b>95%</b>	<b>94%</b>	<b>99%</b>	<b>100%</b>	<b>92%</b>	<b>94%</b>	<b>97%</b>	<b>95%</b>	<b>97%</b>	<b>95%</b>	<b>95%</b>	<b>98%</b>	<b>94%</b>
<b>Not confident (Not very/Not at all)</b>	<b>5%</b>	<b>5%</b>	<b>1%</b>	<b>0%</b>	<b>8%</b>	<b>6%</b>	<b>2%</b>	<b>5%</b>	<b>3%</b>	<b>5%</b>	<b>4%</b>	<b>2%</b>	<b>6%</b>

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

**Q34 - Instruction / Academics**

Agree/Disagree: 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	53%	50%	65%	63%	54%	53%	56%	50%	70%	60%	52%	60%	51%
Somewhat agree	36%	37%	28%	20%	35%	34%	36%	36%	30%	34%	35%	28%	37%
Somewhat disagree	8%	9%	4%	3%	7%	9%	8%	10%	0%	6%	9%	10%	8%
Strongly disagree	1%	2%	4%	14%	2%	2%	0%	2%	0%	0%	2%	1%	1%
Agree (Strongly/Somewhat)	88%	87%	92%	83%	89%	86%	92%	86%	100%	94%	88%	88%	88%
Disagree (Somewhat/Strongly)	10%	11%	8%	17%	9%	11%	8%	11%	0%	6%	10%	11%	9%
Don't know enough to say	2%	2%	0%	0%	2%	3%	0%	2%	0%	0%	2%	0%	2%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

**Q35 - Instruction / Academics**

Agree/Disagree: My child’s school provides the support they need to meet or exceed grade level standards in 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	49%	47%	59%	58%	51%	52%	46%	48%	59%	42%	49%	51%	49%
Somewhat agree	42%	42%	38%	28%	39%	37%	46%	42%	33%	50%	41%	41%	41%
Somewhat disagree	6%	7%	0%	0%	5%	6%	5%	5%	8%	6%	6%	5%	6%
Strongly disagree	3%	4%	4%	14%	4%	4%	2%	3%	0%	2%	3%	1%	3%
Agree (Strongly/Somewhat)	91%	89%	96%	86%	90%	89%	92%	90%	92%	92%	90%	92%	90%
Disagree (Somewhat/Strongly)	9%	11%	4%	14%	9%	10%	7%	9%	8%	8%	9%	7%	9%
Don't know enough to say	1%	1%	0%	0%	0%	1%	0%	1%	0%	0%	1%	1%	1%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

**Q36 - Instruction / Academics**

Agree/Disagree: My child’s school equips them with the skills they need to regulate their emotions, build positive relationships, and make responsible decisions.

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	49%	49%	49%	52%	51%	50%	46%	48%	48%	47%	49%	59%	44%
Somewhat agree	41%	39%	46%	33%	37%	36%	48%	40%	48%	49%	41%	33%	45%
Somewhat disagree	6%	7%	1%	1%	7%	8%	4%	7%	2%	1%	6%	6%	6%
Strongly disagree	3%	3%	4%	14%	3%	4%	1%	3%	0%	3%	2%	1%	3%
Agree (Strongly/Somewhat)	90%	88%	95%	85%	87%	86%	94%	88%	96%	96%	89%	92%	89%
Disagree (Somewhat/Strongly)	9%	10%	5%	15%	10%	11%	6%	10%	2%	4%	9%	8%	9%
Don't know enough to say	2%	2%	0%	0%	2%	3%	0%	2%	1%	0%	2%	0%	2%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

**Q37 - Instruction / Academics**

Agree/Disagree: My child's school provides high-quality 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 (\$59,000 or less)	Above \$60,000	Latino (of any race)	Black	White	Families of Color (all non-white)	English Learners	Non-English Learners
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Strongly agree	53%	52%	59%	50%	53%	53%	54%	54%	64%	52%	54%	61%	50%
Somewhat agree	36%	36%	38%	36%	35%	33%	40%	35%	33%	45%	36%	29%	39%
Somewhat disagree	8%	9%	0%	0%	9%	10%	4%	8%	3%	3%	8%	9%	7%
Strongly disagree	2%	2%	4%	14%	2%	3%	1%	2%	0%	0%	2%	1%	2%
Agree (Strongly/Somewhat)	90%	87%	96%	86%	88%	86%	94%	88%	97%	97%	89%	90%	90%
Disagree (Somewhat/Strongly)	9%	11%	4%	14%	11%	13%	5%	11%	3%	3%	10%	10%	9%
Don't know enough to say	1%	1%	0%	0%	1%	1%	1%	1%	0%	0%	1%	1%	1%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q49 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Extremely likely	42%	43%	36%	44%	47%	47%	35%	43%	19%	34%	42%	53%	36%
Very likely	36%	34%	48%	49%	34%	33%	42%	34%	59%	46%	35%	31%	39%
Somewhat likely	18%	19%	14%	7%	16%	17%	18%	18%	14%	17%	18%	12%	21%
Not very likely	3%	3%	1%	0%	2%	2%	3%	3%	2%	0%	3%	4%	2%
Not at all likely	1%	1%	1%	0%	0%	1%	3%	1%	6%	3%	1%	0%	2%
<b>Positive (Extremely/Very/Somewhat likely)</b>	96%	96%	98%	100%	97%	97%	95%	96%	92%	97%	96%	96%	96%
<b>Less positive (Not very/Not at all likely)</b>	4%	4%	2%	0%	3%	3%	5%	4%	8%	3%	4%	4%	4%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q50 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Private school	38%	36%	43%	39%	28%	30%	46%	39%	27%	44%	37%	43%	36%
Parochial school	11%	12%	5%	7%	8%	8%	13%	11%	0%	20%	10%	9%	11%
Public charter school	43%	35%	73%	71%	42%	39%	46%	42%	41%	51%	42%	46%	42%
Home school	22%	24%	17%	21%	33%	28%	17%	22%	33%	13%	23%	17%	23%
Public school in a neighboring district within L.A. County	32%	31%	40%	66%	16%	20%	43%	29%	43%	50%	30%	48%	27%
Public school in a district outside of L.A. County	25%	25%	25%	26%	17%	20%	31%	25%	25%	26%	25%	35%	22%
I wouldn't consider options other than LAUSD schools	8%	8%	5%	0%	13%	13%	4%	10%	0%	3%	9%	6%	9%

### Total

(n=293)

### School Type

District (n = 236)  
Charter (n = 74)\*  
Both (n = 17)\*

### Family Income Level

Very low-income (n = 102)  
Net low-income (n = 143)  
Above \$60,000 (n = 144)

### Race/Ethnicity

Latino (n = 230)  
Black (n = 29)\*  
White (n = 24)\*  
Families of color (n = 267)

### English Learners

English learners (n = 64)\*  
Non-English learner (n = 219)

### Q31 - Student, School and Leadership Performance

Do you believe your child/children is performing above, below, or at the right level when it comes to: 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Above</b>	50%	52%	42%	57%	45%	47%	56%	46%	55%	70%	48%	63%	48%
<b>Below</b>	11%	13%	6%	5%	16%	15%	7%	12%	15%	7%	12%	13%	10%
<b>At the right level</b>	37%	33%	48%	38%	36%	35%	37%	40%	20%	23%	38%	23%	39%
<b>Not sure</b>	2%	2%	4%	0%	4%	3%	1%	2%	10%	0%	2%	2%	3%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

### Q32 - Student, School and Leadership Performance

Do you believe your child/children is performing above, below, or at the right level when it comes to: 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Above</b>	39%	39%	39%	36%	36%	38%	43%	37%	63%	35%	39%	49%	38%
<b>Below</b>	16%	18%	10%	12%	20%	19%	14%	17%	4%	28%	15%	22%	14%
<b>At the right level</b>	42%	41%	49%	51%	41%	41%	42%	44%	31%	37%	43%	28%	46%
<b>Not sure</b>	2%	2%	2%	0%	3%	3%	2%	3%	2%	0%	2%	1%	3%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

### Q33 - Student, School and Leadership Performance

Do you believe your child/children is performing above, below, or at the right level when it comes to: Overall academic performance?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Above</b>	39%	41%	32%	36%	32%	34%	47%	34%	66%	53%	38%	47%	39%
<b>Below</b>	12%	14%	6%	10%	15%	15%	9%	14%	3%	11%	12%	13%	12%
<b>At the right level</b>	46%	43%	60%	54%	51%	49%	44%	50%	30%	36%	47%	38%	48%
<b>Not sure</b>	2%	3%	1%	0%	2%	2%	1%	3%	2%	0%	3%	3%	1%

#### Total

(n=502)

#### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

#### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

#### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

#### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

**Q38 - Student, School and Leadership Performance**

Do you think most students across LAUSD are performing at the right level when it comes to: 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	56%	55%	65%	83%	49%	50%	63%	56%	40%	69%	55%	75%	48%
<b>No</b>	25%	26%	19%	12%	27%	26%	24%	25%	25%	18%	26%	16%	28%
<b>Not sure</b>	19%	19%	16%	5%	24%	25%	13%	18%	35%	13%	20%	9%	24%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

### Q39 - Student, School and Leadership Performance

Do you think most students across LAUSD are performing at the right level when it comes to: 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	52%	49%	62%	59%	45%	45%	60%	52%	41%	66%	51%	64%	47%
<b>No</b>	29%	31%	21%	27%	34%	31%	26%	30%	24%	19%	29%	26%	30%
<b>Not sure</b>	20%	20%	17%	14%	21%	24%	14%	18%	35%	15%	20%	10%	23%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q40 - Student, School and Leadership Performance

Do you think most students across LAUSD are performing at the right level when it comes to: Overall academic performance?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	56%	54%	69%	76%	53%	53%	63%	57%	41%	72%	55%	70%	51%
<b>No</b>	20%	21%	16%	19%	21%	20%	18%	21%	7%	11%	20%	14%	22%
<b>Not sure</b>	24%	25%	15%	5%	26%	27%	19%	22%	52%	17%	25%	15%	27%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q41 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A</b>	28%	29%	28%	32%	28%	27%	29%	29%	16%	35%	28%	38%	22%
<b>B</b>	40%	38%	53%	60%	39%	41%	41%	39%	51%	42%	40%	40%	42%
<b>C</b>	24%	26%	14%	7%	28%	26%	22%	25%	29%	19%	25%	16%	28%
<b>D</b>	5%	6%	3%	0%	5%	5%	6%	6%	4%	2%	6%	3%	6%
<b>F</b>	2%	2%	2%	0%	1%	1%	3%	2%	0%	3%	2%	2%	2%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q42 - 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 school were graded in the same manner. What grade would you give your child’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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>A</b>	41%	40%	44%	37%	41%	41%	41%	40%	37%	49%	41%	47%	38%
<b>B</b>	38%	38%	42%	53%	35%	36%	41%	39%	32%	37%	38%	31%	40%
<b>C</b>	15%	15%	12%	3%	18%	17%	12%	15%	31%	9%	16%	14%	16%
<b>D</b>	4%	5%	2%	6%	5%	5%	3%	5%	0%	2%	4%	6%	3%
<b>F</b>	2%	2%	1%	0%	1%	1%	3%	2%	0%	3%	2%	1%	2%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

### Q43 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	56%	55%	63%	73%	56%	58%	56%	57%	47%	58%	56%	71%	52%
<b>Somewhat agree</b>	36%	36%	34%	21%	35%	34%	38%	36%	38%	34%	36%	23%	40%
<b>Somewhat disagree</b>	6%	7%	3%	6%	7%	6%	3%	5%	15%	5%	6%	4%	6%
<b>Strongly disagree</b>	2%	2%	1%	0%	2%	2%	2%	2%	0%	3%	2%	2%	2%
<b>Agree (Strongly/Somewhat)</b>	92%	91%	96%	94%	91%	92%	94%	93%	85%	92%	92%	94%	92%
<b>Disagree (Somewhat/Strongly)</b>	8%	9%	4%	6%	9%	8%	6%	7%	15%	8%	8%	6%	8%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

## Q44 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Strongly agree</b>	54%	51%	61%	40%	56%	57%	51%	56%	49%	38%	55%	51%	56%
<b>Somewhat agree</b>	40%	42%	37%	54%	35%	36%	44%	39%	43%	51%	39%	43%	38%
<b>Somewhat disagree</b>	5%	6%	3%	6%	7%	6%	4%	4%	8%	12%	4%	6%	5%
<b>Strongly disagree</b>	1%	1%	0%	0%	2%	1%	1%	1%	0%	0%	1%	0%	1%
<b>Agree (Strongly/Somewhat)</b>	94%	93%	97%	94%	91%	93%	95%	95%	92%	88%	95%	94%	94%
<b>Disagree (Somewhat/Strongly)</b>	6%	7%	3%	6%	9%	7%	5%	5%	8%	12%	5%	6%	6%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q47 - Student, School and Leadership Performance

How would you rate the job the Los Angeles Unified School Board Members, as a group, are doing? Would you say they are doing an excellent job, a good job, only fair, or a poor job?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent job</b>	30%	29%	36%	35%	35%	33%	26%	30%	27%	31%	30%	46%	23%
<b>Good job</b>	41%	42%	43%	54%	28%	33%	53%	41%	31%	58%	40%	39%	43%
<b>Only fair job</b>	20%	19%	18%	12%	25%	24%	14%	20%	39%	7%	21%	10%	23%
<b>Poor job</b>	6%	7%	2%	0%	7%	6%	6%	6%	3%	5%	6%	3%	7%
<b>Positive (Excellent/Good)</b>	71%	70%	80%	88%	63%	65%	79%	70%	58%	89%	70%	85%	66%
<b>Less positive (Only fair/Poor)</b>	26%	26%	20%	12%	31%	30%	20%	26%	42%	11%	27%	13%	30%
<b>Don't know</b>	3%	4%	0%	0%	6%	4%	1%	4%	0%	0%	3%	2%	4%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

**Q48 - Student, School and Leadership Performance**

How would you rate the job the Los Angeles Unified Superintendent is doing implementing the goals outlined in LAUSD’s strategic plan? Would you say they are doing an excellent job, a good job, only fair, or a poor job?

	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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Excellent job</b>	31%	31%	34%	38%	33%	32%	31%	30%	27%	50%	30%	45%	27%
<b>Good job</b>	39%	38%	44%	45%	34%	36%	42%	39%	38%	37%	39%	39%	39%
<b>Only fair job</b>	19%	19%	17%	11%	20%	21%	17%	19%	29%	4%	20%	11%	21%
<b>Poor job</b>	7%	7%	4%	6%	6%	7%	6%	7%	0%	6%	7%	3%	8%
<b>Positive (Excellent/Good)</b>	70%	69%	78%	83%	68%	68%	74%	70%	65%	88%	69%	84%	65%
<b>Less positive (Only fair/Poor)</b>	26%	26%	22%	17%	26%	27%	23%	26%	29%	10%	27%	14%	29%
<b>Don't know</b>	4%	5%	0%	0%	6%	5%	3%	4%	5%	2%	4%	2%	6%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

**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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
One child under the age of 18	42%	39%	43%	3%	49%	48%	33%	43%	50%	23%	43%	34%	44%
Two children under the age of 18	41%	45%	32%	62%	33%	36%	46%	38%	37%	60%	39%	53%	37%
Three or more children under the age of 18	18%	17%	25%	35%	18%	16%	20%	19%	13%	17%	18%	13%	19%
One or more children over the age of 18	7%	7%	10%	14%	9%	9%	5%	8%	0%	2%	7%	0%	10%
An aging/elderly parent	3%	3%	3%	3%	3%	3%	3%	4%	0%	2%	3%	1%	4%

*Total*

(n=502)

*School Type*

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

*Family Income Level*

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

*Race/Ethnicity*

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

*English Learners*

English learners (n = 136)  
Non-English learner (n = 343)

### 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Los Angeles Unified school (traditional public, magnet, pilot)</b>	79%	85%	58%	82%	72%	78%	80%	80%	70%	72%	80%	78%	79%
<b>Public charter school</b>	30%	22%	65%	55%	31%	27%	32%	29%	38%	37%	29%	28%	30%
<b>Private, Non-religious school</b>	8%	8%	15%	31%	4%	4%	14%	8%	0%	22%	7%	16%	5%
<b>Religious / Parochial school</b>	2%	2%	4%	8%	0%	1%	3%	2%	3%	6%	2%	2%	2%
<b>Other</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>LAUSD only</b>	70%	78%	35%	45%	69%	73%	68%	71%	62%	63%	71%	72%	70%
<b>Charter only</b>	21%	15%	42%	18%	28%	22%	20%	20%	30%	28%	20%	22%	21%
<b>Both LAUSD and Charter</b>	9%	7%	23%	37%	3%	5%	12%	9%	7%	10%	9%	7%	9%

#### Total

(n=502)

#### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

#### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

#### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

#### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Nursery / Daycare	4%	4%	5%	0%	5%	3%	5%	4%	8%	5%	4%	4%	5%
Pre-Kindergarten	3%	3%	4%	13%	3%	3%	2%	2%	6%	1%	3%	6%	1%
KG / T-K - 3rd grade	43%	43%	47%	57%	47%	42%	45%	44%	26%	41%	43%	43%	45%
Kindergarten / T-K	10%	10%	14%	23%	11%	10%	11%	11%	7%	4%	11%	10%	11%
1st grade	11%	11%	10%	17%	12%	11%	11%	10%	5%	12%	11%	13%	11%
2nd grade	10%	11%	7%	8%	8%	7%	14%	12%	2%	5%	11%	7%	11%
3rd grade	16%	16%	20%	28%	18%	16%	16%	15%	13%	26%	15%	21%	15%
4th - 6th grade	32%	35%	26%	49%	26%	30%	35%	30%	52%	47%	31%	45%	27%
4th grade	9%	10%	7%	13%	11%	9%	9%	9%	9%	18%	8%	11%	9%
5th grade	12%	13%	12%	22%	4%	8%	17%	12%	19%	16%	12%	17%	11%
6th grade	13%	15%	8%	17%	15%	16%	11%	12%	28%	18%	13%	19%	10%
7th - 8th grade	24%	23%	31%	27%	20%	21%	28%	24%	17%	33%	24%	22%	24%
7th grade	11%	8%	21%	9%	10%	10%	13%	11%	13%	7%	11%	13%	10%
8th grade	13%	15%	9%	18%	11%	11%	15%	13%	4%	26%	12%	9%	14%
9th - 12th grade	42%	41%	55%	79%	41%	43%	43%	43%	24%	44%	42%	30%	46%
9th grade	11%	10%	15%	17%	9%	10%	12%	12%	6%	12%	11%	6%	12%
10th grade	13%	12%	17%	16%	13%	14%	13%	13%	3%	17%	13%	8%	16%
11th grade	11%	10%	17%	26%	13%	14%	8%	11%	14%	3%	12%	6%	12%
12th grade	10%	11%	11%	21%	9%	9%	12%	10%	1%	18%	10%	11%	9%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	27%	27%	31%	40%	27%	26%	28%	26%	19%	47%	25%	100%	0%
<b>No</b>	68%	68%	64%	51%	68%	69%	69%	68%	80%	51%	70%	0%	100%
<b>Not sure</b>	5%	5%	5%	9%	5%	5%	2%	6%	1%	1%	5%	0%	0%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	69%	66%	76%	53%	76%	75%	61%	77%	30%	23%	73%	64%	70%
<b>No</b>	31%	33%	24%	47%	24%	25%	39%	23%	70%	77%	27%	36%	30%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Spanish</b>	91%	90%	95%	94%	97%	95%	84%	96%	90%	22%	93%	84%	93%
<b>Korean</b>	1%	1%	0%	0%	0%	0%	2%	1%	0%	0%	1%	1%	1%
<b>Armenian</b>	2%	3%	0%	0%	0%	1%	4%	1%	0%	38%	1%	5%	1%
<b>Tagalog</b>	2%	3%	1%	7%	1%	2%	3%	0%	0%	8%	2%	4%	2%
<b>Chinese</b>	1%	0%	1%	0%	0%	0%	2%	0%	0%	0%	1%	0%	1%
<b>Russian</b>	1%	1%	2%	3%	0%	0%	2%	0%	0%	13%	0%	2%	0%
<b>Vietnamese</b>	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<b>Farsi</b>	0%	1%	1%	3%	1%	1%	0%	0%	0%	19%	0%	1%	0%
<b>Other</b>	3%	3%	2%	0%	1%	1%	6%	2%	0%	10%	3%	4%	3%
<b>Not sure</b>	1%	1%	1%	0%	0%	1%	3%	1%	10%	4%	1%	2%	1%

### Total

(n=348)

### School Type

District (n = 277)  
Charter (n = 87)\*  
Both (n = 16)\*

### Family Income Level

Very low-income (n = 147)  
Net low-income (n = 205)  
Above \$60,000 (n = 134)

### Race/Ethnicity

Latino (n = 314)  
Black (n = 11)\*  
White (n = 8)\*  
Families of color (n = 339)

### English Learners

English learners (n = 87)\*  
Non-English learner (n = 239)

## Q67 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
No college	36%	37%	31%	22%	57%	50%	17%	41%	24%	0%	39%	35%	34%
No schooling completed	6%	6%	9%	22%	7%	7%	3%	7%	0%	0%	6%	9%	3%
Preschool through 12th grade -- no diploma	8%	7%	8%	0%	18%	13%	2%	8%	18%	0%	9%	3%	9%
Regular high school diploma	15%	15%	11%	0%	23%	20%	8%	17%	6%	0%	16%	15%	15%
GED or alternative credential	7%	8%	3%	0%	9%	9%	4%	9%	0%	0%	8%	9%	6%
Some college	29%	29%	28%	24%	34%	36%	21%	28%	47%	13%	30%	20%	33%
Some college credit, no degree	16%	17%	11%	9%	20%	20%	11%	16%	25%	4%	17%	10%	19%
Associates degree (for example: AA, AS)	13%	12%	17%	14%	14%	16%	10%	12%	23%	9%	13%	10%	14%
College graduate	35%	35%	42%	54%	9%	14%	61%	30%	28%	87%	31%	45%	33%
Bachelor's degree (for example: BA, BS)	22%	21%	29%	34%	7%	10%	37%	20%	23%	32%	21%	24%	22%
Master's degree (for example: MA, MS, MEng, MSW, MBA)	10%	10%	11%	18%	2%	3%	18%	8%	5%	40%	8%	15%	9%
Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)	2%	2%	0%	0%	0%	1%	4%	2%	0%	8%	2%	5%	1%
Doctorate degree (for example: PhD, EdD)	1%	1%	1%	2%	0%	0%	2%	1%	0%	7%	1%	2%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q68 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
White / Caucasian	56%	56%	65%	83%	50%	51%	65%	61%	0%	100%	53%	69%	53%
African-American / Black	9%	9%	7%	1%	9%	9%	10%	2%	100%	0%	10%	8%	10%
Asian	3%	4%	2%	5%	1%	2%	4%	0%	0%	0%	3%	3%	4%
American Indian or Alaska Native	2%	2%	2%	0%	2%	2%	2%	2%	0%	0%	2%	0%	3%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%
Other	12%	12%	9%	4%	15%	12%	12%	14%	0%	0%	13%	7%	14%
Two or more races	3%	4%	1%	0%	3%	3%	3%	4%	0%	0%	4%	4%	3%
Not sure	13%	12%	13%	7%	20%	19%	3%	15%	0%	0%	13%	7%	11%
Refused	1%	1%	1%	0%	1%	2%	1%	2%	0%	0%	1%	1%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q69 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Yes</b>	81%	81%	83%	84%	92%	89%	71%	100%	0%	0%	88%	79%	81%
<b>No</b>	18%	18%	17%	16%	8%	11%	29%	0%	100%	97%	12%	20%	18%
<b>Not sure</b>	1%	1%	0%	0%	1%	1%	1%	0%	0%	3%	0%	1%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q70 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Less than \$40K	38%	37%	39%	30%	100%	71%	0%	43%	34%	3%	41%	38%	38%
\$59K or less	54%	54%	52%	43%	100%	100%	0%	59%	53%	11%	57%	52%	54%
Less than \$10,000 per year	8%	8%	4%	0%	20%	14%	0%	8%	15%	0%	8%	9%	7%
\$10,000 to \$14,999	4%	3%	5%	0%	10%	7%	0%	4%	2%	0%	4%	5%	2%
\$15,000 to \$24,999	5%	4%	8%	0%	14%	10%	0%	6%	0%	3%	5%	2%	7%
\$25,000 to \$34,999	10%	12%	3%	13%	27%	19%	0%	12%	9%	0%	11%	10%	10%
\$35,000 to \$39,999	12%	10%	19%	17%	30%	21%	0%	14%	8%	0%	12%	11%	12%
\$40,000 to \$44,999	4%	4%	4%	7%	0%	8%	0%	4%	7%	0%	4%	2%	5%
\$45,000 to \$49,999	3%	4%	0%	2%	0%	6%	0%	3%	4%	0%	3%	2%	4%
\$50,000 to \$54,999	5%	5%	4%	3%	0%	9%	0%	5%	8%	4%	5%	8%	4%
\$55,000 to \$59,999	4%	4%	5%	1%	0%	7%	0%	4%	0%	4%	4%	3%	5%
\$60K or more	44%	44%	47%	57%	0%	0%	100%	38%	47%	89%	40%	46%	45%
\$60,000 to \$74,999	7%	8%	6%	11%	0%	0%	16%	7%	3%	4%	7%	4%	9%
\$75,000 to \$99,999	12%	13%	11%	12%	0%	0%	28%	11%	29%	13%	12%	11%	13%
\$100,000 to \$149,999	13%	13%	16%	28%	0%	0%	30%	11%	7%	45%	11%	21%	10%
\$150,000 to \$199,999	9%	8%	10%	4%	0%	0%	20%	8%	3%	17%	8%	9%	9%
\$200,000 or more	3%	2%	4%	1%	0%	0%	6%	2%	5%	9%	2%	1%	4%
Not sure	2%	2%	1%	0%	0%	0%	0%	2%	0%	0%	2%	2%	1%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

## Q71 - 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
<b>TOTAL</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Female</b>	58%	54%	69%	59%	71%	70%	40%	62%	36%	22%	60%	42%	62%
<b>Male</b>	40%	43%	27%	41%	26%	26%	58%	35%	55%	76%	37%	55%	35%
<b>Non-binary / third gender</b>	0%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	2%	0%
<b>Prefer to self-describe</b>	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%
<b>Prefer not to say</b>	2%	1%	3%	0%	3%	2%	2%	1%	8%	3%	2%	1%	3%

### Total

(n=502)

### School Type

District (n = 417)  
Charter (n = 115)  
Both (n = 30)\*

### Family Income Level

Very low-income (n = 192)  
Net low-income (n = 272)  
Above \$60,000 (n = 220)

### Race/Ethnicity

Latino (n = 407)  
Black (n = 37)\*  
White (n = 36)\*  
Families of color (n = 464)

### English Learners

English learners (n = 136)  
Non-English learner (n = 343)

# 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

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<https://gpsnla.org/familyinsights2026>

# FAMILY INSIGHTS 2026 REPORT

An Annual Poll of Los Angeles Families

For further inquiries, please contact  
**Ana Teresa Dahan**, Executive Vice  
President at [adah@gpsnla.org](mailto:adah@gpsnla.org)



**GPSN**  
CATALYZING EXCELLENCE  
IN PUBLIC EDUCATION