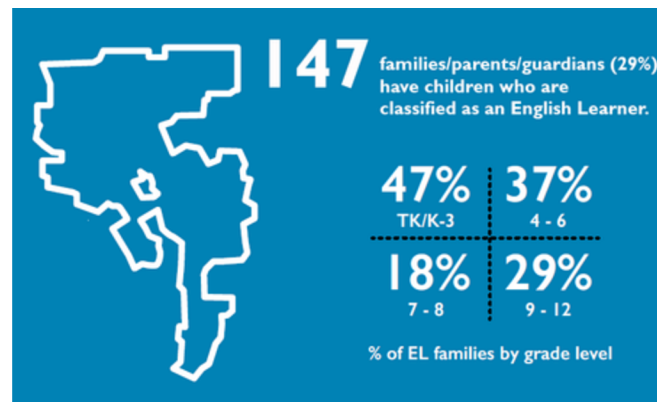


# Brief Insights | Uplifting the Perspectives and Preferences of the Families of English Learners in Los Angeles Unified School District and Charter Schools: Findings from a Representative Poll

The *Family Insights* survey – which was designed in collaboration with Great Public Schools Now, LMU-CEEL, and Families in Schools – provided Los Angeles school leaders with insights regarding the perspectives and preferences of EL families as key partners in the educational success of their children. The poll was conducted by Gotham Research Group over the phone and online in the fall of 2021 in English and Spanish, with a representative sample of 500 families (parents and caretakers) of school-aged children attending district public schools and charter public schools within the boundaries of the Los Angeles Unified School District. Almost a third of all respondents (147) self-identified as caring for a child classified as an English Learner (EL); the results presented here and in the associated policy brief focus on the responses of these EL caretakers.

## Key Findings:

- 1 A MAJORITY OF EL FAMILIES ARE ENGAGED AND REPORT THEY ATTEND SCHOOL ACTIVITIES.
- 2 EL FAMILIES FEEL GENERALLY HEARD AT THEIR SCHOOL SITES, AND THEY WANT EVEN MORE PERSONALIZED COMMUNICATION LIKE HOME VISITS AND PERSONAL CALLS FROM THEIR SCHOOL STAFF.
- 3 EL FAMILIES WANT MORE INFORMATION ABOUT THEIR CHILD'S ACADEMIC AND ENGLISH LANGUAGE DEVELOPMENT PROGRESS.
- 4 EL FAMILIES WANT SCHOOLS TO RETHINK HOW THEY EDUCATE STUDENTS, INCLUDING MORE ONE-ON-ONE ACADEMIC SUPPORT AND WRAP-AROUND SERVICES, MIRRORING THOSE OFFERED IN COMMUNITY SCHOOLS.



## Why Does This Matter?

- **System-wide Reform:** Changes to California policy, such as the implementation of the English Learner Roadmap, encourage further reflection regarding the experiences of English Learners and how we can better serve them.
- **Addressing Students' Needs:** "Ever-ELs" comprise over 45% of the district student body (2020-21) and holistically addressing their academic and language development needs requires whole-district and whole school approaches guided by best practices.
- **Promoting Student Success:** Parental involvement is positively associated with students' academic success. Educators and leaders can learn from and partner with families to better understand and encourage students' abilities in and out of schools



## Recommendations

Informed by the results of this survey, research regarding best practices for ELs and their families, EL perspectives in Superintendent Carvalho's 100-Day plan (2022), and the English Learner Roadmap (ELRM), we present the following recommendations:

**Build on the learnings from the *Family Insights* surveys to re-imagine education with families and create space for the unique perspectives of EL families.**

**Expand programmatic wraparound supports, such as the community schools approach.**

**Communicate with education partners frequently, utilizing multiple communication methods, and in linguistically appropriate and personalized ways.**

**Increase accountability, transparency, and targeted funding.**

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