

PPIC STATEWIDE SURVEY

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Californians & education



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in collaboration with

The Dirk and Charlene Kabcenell Foundation, The Silver Giving Foundation,
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PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

ABOUT THE SURVEY

The PPIC Statewide Survey provides policymakers, the media, and the public with objective, advocacy-free information on the perceptions, opinions, and public policy preferences of California residents. This is the 133rd PPIC Statewide Survey in a series that was inaugurated in April 1998 and has generated a database of responses from more than 280,000 Californians. Supported with funding from The Dirk and Charlene Kabcenell Foundation, The Silver Giving Foundation, and the Stuart Foundation, the current survey seeks to inform state policymakers, encourage discussion, and raise public awareness about K–12 public education issues. This is the ninth annual PPIC Statewide Survey since 2005 to focus on this topic.

California has the largest K–12 public education system in the nation. According to the California Department of Education and the Education Data Partnership (Ed-Data), the state served more than six million students and employed more than 280,000 teachers in 958 school districts and about 9,900 public schools during the 2011–12 school year. California also has a highly diverse student population: more than half (56%) are economically disadvantaged, nearly a quarter (22%) are English Learners, and about one in 10 (11%) require special education services. Latinos (52%) make up the largest racial/ethnic group of students, followed by whites (26%), Asians (12%, including Native Hawaiians, Pacific Islanders, and Filipinos), and blacks (7%).

For the first time in many years, the budget proposed for the 2013–14 fiscal year does not include spending cuts to the state’s K–12 public schools. This is due in large part to an improving economy and the passage of the Proposition 30 tax initiative last fall. Nevertheless, the proposed amount of K–12 funding is below the peak spending levels of 2007. Governor Brown has again called for a key finance reform that was unsuccessful last year. This reform is twofold: it will give local school districts greater flexibility over how to spend state funds by doing away with most categorical programs and it will direct most of the new state revenues to districts with more low-income and English Learner students. The governor will release his revised budget proposal in May and lawmakers must pass a budget in June.

In this context, this survey report presents the responses of 1,705 California adult residents on:

- Fiscal attitudes and policy preferences, including perceptions of resource equity, support for the governor’s targeted K–12 funding proposal, opinions about whether targeted funding will result in improved academic achievement, support in general for directing funds to low-income students and to English Learners, support for increased local flexibility over spending decisions, and confidence that local districts would use increased flexibility and targeted money wisely.
- Perceptions and attitudes, including approval ratings of the governor and legislature, overall and on K–12 education; assessments of and concerns about key challenges facing schools; programmatic priorities, ratings of local public schools, and attitudes toward student testing and teacher evaluation. It also examines public school parents’ experiences and perspectives.
- Time trends and the extent to which Californians may differ in their perceptions, attitudes, and preferences based on their political party affiliation, likelihood of voting, region of residence, race/ethnicity, whether they have children attending a California public school, and other demographics.

This report may be downloaded free of charge from our website (www.ppic.org). If you have questions about the survey, please contact survey@ppic.org. Try our PPIC Statewide Survey interactive tools online at <http://www.ppic.org/main/survAdvancedSearch.asp>.

NEWS RELEASE

EMBARGOED: Do not publish or broadcast until 9:00 p.m. PDT on Wednesday, April 17, 2013.

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PPIC STATEWIDE SURVEY: CALIFORNIANS AND EDUCATION

Public Supports Key Elements of Governor's School Funding Proposal

MOST FAVOR EXTRA FUNDS FOR NEEDIER STUDENTS, MORE FLEXIBILITY FOR DISTRICTS

SAN FRANCISCO, April 17, 2013—Majorities of Californians favor Governor Jerry Brown's proposal to give extra K–12 funding to school districts with more English Learners and lower-income students, according to a statewide survey released today by the Public Policy Institute of California (PPIC). Californians also favor another component of the governor's proposal: giving local school districts more flexibility over how state money is spent.

A strong majority of all adults (71%)—but fewer likely voters (60%)—support the governor's plan to direct more funding to English Learners and lower-income students. Most (74% all adults, 67% likely voters) say targeting money this way will improve these students' academic achievement. When asked more generally whether school districts with more low-income students should get any new state funding, 63 percent of adults and 52 percent of likely voters are in favor. Support is lower for the idea of giving districts with more English Learners extra funding: half of all adults (51%) are in favor and a majority of likely voters are opposed (40% favor, 55% oppose). What if giving new money to districts with more of these students means giving less money to other districts? Levels of support are largely the same.

Overwhelming majorities (78% adults, 79% likely voters) favor the idea of giving local districts more flexibility over how state money is spent. Most adults think local school districts (43%) or schools (36%)—rather than the state—should have the most control over spending state funds for K–12 education. Just 16 percent say the state should have the most control. Underscoring this faith in decisionmaking at the local level, 73 percent of adults are very confident (16%) or somewhat confident (57%) that local districts would use the money wisely if given more flexibility. Likely voters' views are similar (76% very/somewhat confident, 23% not too/not at all confident).

The debate over school funding comes at a time when most Californians (83%) say the quality of education is at least somewhat of a problem. Half (49%) consider it a big problem. This is an improvement since last April, when 58 percent called it a big problem. Most Californians (85%) also continue to consider the state budget situation at least somewhat of a problem for public schools. But here, too, the share saying it is a big problem—57 percent—is lower than last April (65%).

“The mood about the state of California's public schools has brightened somewhat with an improving economy and budget situation,” says Mark Baldassare, PPIC president and CEO. “But many Californians are still worried about how state funding will affect their local public schools.”

After years of budget cuts, most adults (63%) say the current level of state funding for their local public school is not enough (24% just enough, 9% more than enough). How do they feel about specific ways to raise money for local schools? If their local district had a bond measure on the ballot to pay for school

construction projects, 65 percent would vote yes. A majority of likely voters (56%) would also vote yes—just above the 55 percent vote required to pass school bonds in California. And 60 percent of Californians would vote yes on a measure to increase local parcel taxes to provide more money for local schools. However, likely voters are divided (51% yes, 47% no)—this level of support is well below the two-thirds vote required to pass a parcel tax.

Legislators are currently discussing changes to Proposition 13, including one that would make passage of local school parcel taxes easier by lowering the vote threshold to 55 percent. A slim majority of adults (51%) say this is a good idea, while 42 percent say it is a bad idea. Likely voters are divided: 47 percent say it is a good idea, and 48 percent say it is a bad one.

How can the state significantly improve the quality of K–12 public schools? Just 9 percent of adults say state funding needs to be increased, 39 percent say existing funds need to be used more wisely, and the largest share—50 percent—say both approaches are necessary.

Baldassare notes: “Many Californians believe that student achievement will improve if we allocate more state money to disadvantaged students. Still, most residents also say that we need to use existing funds more wisely to improve schools.”

As the governor seeks support for his school funding proposal, his approval rating stands at 46 percent (31% disapprove, 22% don’t know) among California adults. About half approved of his job performance in March (49%) and January (51%). When it comes to his handling of K–12 education, just 32 percent approve, while 42 percent disapprove and 26 percent are unsure. The legislature’s overall job approval rating and its approval rating for handling K–12 education are the same: 31 percent.

HIGH SCHOOL DROPOUT RATE SEEN AS BIG PROBLEM

The survey asked about three challenges facing the state’s K–12 system: the high school dropout rate, student achievement, and teacher quality. Of the three, Californians are most likely to see the dropout rate as a big problem (66%). Far fewer characterize student achievement (36%) or teacher quality (28%) as big problems. Californians today are less likely to see each of these three issues as big problems than they were two years ago (dropout rate 74%, student achievement 46%, teacher quality 44%).

As state leaders debate the governor’s proposal to provide extra money to districts with more disadvantaged students, 56 percent of Californians say they are very concerned that graduating students in lower-income areas are less likely than other students to be ready for college. Just over half of residents (52%) say they are very concerned that schools in lower-income areas have a shortage of good teachers compared to schools in wealthier areas. Less than half (47%) say they are very concerned that English language learners score lower on standardized tests than other students.

COLLEGE PREP SEEN AS PRIMARY GOAL OF SCHOOLS

The survey asked Californians to weigh the importance of four educational programs. The results:

- **Preparing students for college:** 76 percent say this is very important. Latinos (91%) and blacks (90%) are much more likely than Asians (76%) and whites (63%) to express this view. Those with incomes below \$40,000 are much more likely than others to say this is very important.
- **Including career technical, or vocational, education in the curriculum:** 74 percent say this is very important. Asians (62%) are less likely than Latinos (77%), blacks (76%), or whites (73%) to express this view.
- **Including civics in the curriculum:** 54 percent say this is very important. Latinos (64%) and blacks (60%) are more likely than whites (49%) or Asians (42%) to hold this view.

- **Reducing K–3 class sizes:** 53 percent say this is very important. Latinos (68%) are most likely to say this, followed by blacks (56%), whites (48%), and Asians (35%). Those earning less than \$40,000 are more likely than adults with higher incomes to concur.

What is the most important goal of the K–12 public education system? Californians are most likely to say that it is preparing students for college (35%), followed by preparing students for the workforce (16%), teaching students the basics (16%), teaching students life skills (15%), and preparing students to be good citizens (12%). Latinos (56%) and blacks (47%) are much more likely than whites (23%) or Asians (21%) to choose college preparation as the most important goal. Californians with high school diplomas or less (45%) are much more likely than those with some college (29%) or college degrees (27%) to choose this goal. Those earning less than \$40,000 (42%) are more likely than middle-income (31%) or upper-income (28%) residents to choose it.

LOCAL SCHOOLS GET GOOD GRADES

How well are schools doing in preparing students for college? A majority of adults say their local schools are doing an excellent (12%) or good (42%) job. Fewer say their schools are doing a not so good (28%) or poor job (11%)—a record low since PPIC first asked in April 2006. Most Latinos (59%), Asians (55%), and whites (51%) give their schools positive ratings for college preparation, while most blacks (54%) give negative ones. On preparing students for the workforce, 44 percent of adults give schools positive ratings and 49 percent give negative ones. Negative ratings are also at a record low on this question. Asked to grade their local public schools, more than half of Californians (55%) give As (16%) or Bs (39%), while 27 percent give Cs. Public school parents are somewhat more likely to give A or B grades (63%).

LESS CONFIDENCE IN STANDARDIZED TESTS AS ACCURATE INDICATORS

Two issues are the focus of state and national debate: standardized testing and teacher evaluation. When asked how confident they are that standardized tests accurately indicate a student's progress and abilities, about half of Californians say they are very (11%) or somewhat (42%) confident, while 44 percent are not too confident (27%) or not at all confident (17%). Californians were more confident about testing in April 2006 than they are today (63% vs. 53%). Californians are more likely to say that students in their communities get the right amount of testing in elementary and middle school schools (40%) and high school (39%) than they are to say that students get too much testing (24% elementary and middle school, 21% high school) or not enough (29% elementary and middle school, 31% high school).

The survey asked about three measures that could be used in teacher evaluation: the academic achievement of students as measured by standardized tests, the academic improvement of students as measured by standardized tests, and classroom observations made by school principals or other experts. Most Californians say all three should be included, with highest proportion of residents (84%) saying classroom observation should be used (63% academic achievement, 68% academic improvement). There is less agreement among Californians about whether a single framework for teacher evaluation should be used across all schools in the state or if each district should develop its own. About half (51%) say the same framework should be used statewide, and 45 percent say districts should develop their own.

MORE KEY FINDINGS

- **Many don't know how California schools stack up**—page 17

Asked where California ranks in spending per pupil, just 36 percent know the state is below average or near the bottom. More (47%) know that state test scores rank below average or near the bottom.

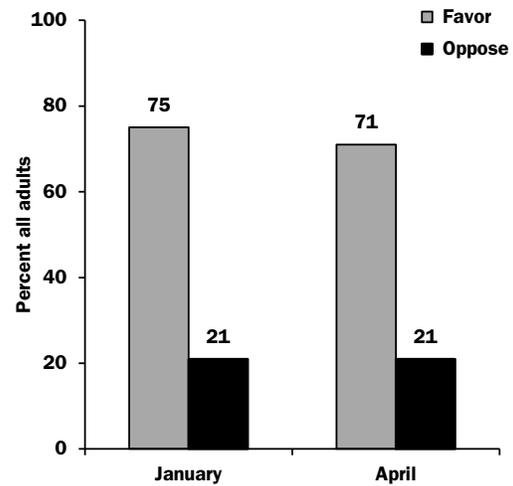
This PPIC survey is conducted with funding from The Dirk and Charlene Kabcenell Foundation, The Silver Giving Foundation, and the Stuart Foundation.

FISCAL ATTITUDES AND POLICY PREFERENCES

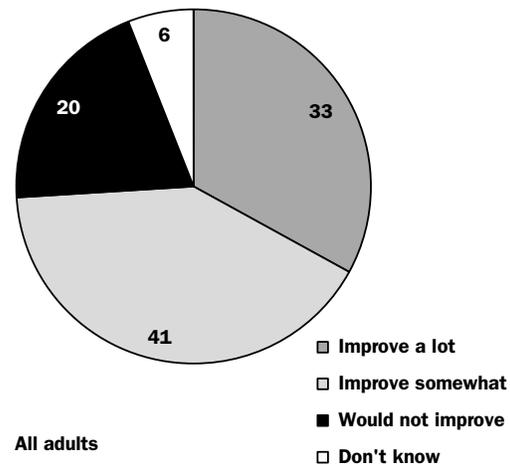
KEY FINDINGS

- Seven in 10 Californians favor Governor Brown’s targeted K–12 funding proposal, which would direct extra funding to school districts that have more lower-income students and English Learners. Support was similar in January. A considerable majority (74%) believe targeted funding will help these students academically at least somewhat. (pages 8, 9)
- Californians are more likely to support the general idea of extra funding for low-income students (63%) than for English Learners (51%). Latinos are the most likely among racial/ethnic groups to favor each idea; support declines as income rises. (page 9)
- The vast majority of Californians continue to support fiscal decisionmaking at the local level: 43 percent say local school districts and 36 percent say local schools should control how state funding is spent locally. An overwhelming majority continue to favor an increase in local flexibility, another component of Governor Brown’s school proposal. (page 10)
- If the state were to provide extra funding to districts with more disadvantaged students, more than half of Californians are confident (15% very, 41% somewhat) that the districts would use this money wisely. If the state were to give districts more flexibility over how state funding is spent, nearly three in four Californians are confident (16% very, 57% somewhat) districts would use this money wisely. (page 11)
- Californians are somewhat more likely to favor (51%) than oppose (42%) lowering the vote to 55 percent for voters to pass local parcel taxes for local schools; voters are deeply divided along party lines. (page 12)

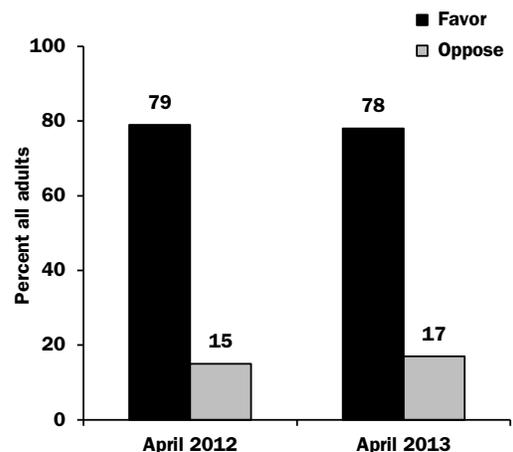
Governor’s Targeted K–12 Funding Proposal



How Much Would Targeted K–12 Funding Improve Academic Achievement



Giving Local School Districts More Flexibility over How State Funding Is Spent



EDUCATIONAL QUALITY AND STATE FUNDING

Most Californians (83%) consider the quality of education to be at least somewhat of a problem for California’s K–12 public schools, with about half of adults (49%) and a solid majority of likely voters (64%) saying it is a big problem. Since May 1998, between 46 and 58 percent of Californians have said educational quality is a big problem. Republicans (65%) and independents (60%) are more likely than Democrats (50%) to hold this view. This perception increases as education and income levels rise and is higher among those age 35 and older than among younger residents. Majorities of blacks (60%), whites (57%), and Asians (51%) say quality is a big problem; just 32 percent of Latinos agree.

Most Californians (85%) say the state budget situation is also at least somewhat of a problem for the state’s K–12 public schools, with 57 percent of adults and 65 percent of likely voters calling it a big problem. The share saying it is a big problem is slightly lower than it was last April (65%). Six in 10 or more across parties say the budget is a big problem for schools. Californians with a high school education or less and with household incomes under \$40,000 are more likely than others to hold this view. Whites (65%) and blacks (60%) are more likely than Asians (53%) and Latinos (47%) to hold this view.

“How much of a problem is ... for California’s K–12 public schools today?”

	All adults	Race/Ethnicity				Public school parents	
		Asians	Blacks	Latinos	Whites		
Quality of education	Big problem	49%	51%	60%	32%	57%	42%
	Somewhat of a problem	34	34	26	41	31	38
	Not much of a problem	13	10	12	24	8	18
	Don’t know	4	6	2	3	4	1
State budget situation	Big problem	57	53	60	47	65	57
	Somewhat of a problem	28	25	27	33	26	28
	Not much of a problem	10	12	9	18	4	13
	Don’t know	5	10	5	3	5	2

To significantly improve the quality of California’s K–12 public schools, 39 percent say existing funds should be used more wisely, 9 percent say the amount of state funding needs to be increased, and 50 percent say both of these approaches are needed. Today’s preference for both approaches is similar to our findings in April 2007. Between 2008 and 2012, opinion among Californians was closely divided between this dual approach and just using funds more wisely. Today, likely voters are divided. Democrats (58%) and independents (54%) favor a dual approach; Republicans (67%) prefer using existing funds more wisely. Those earning under \$80,000 prefer a dual approach; those with higher incomes are divided. Latinos (52%), Asians (57%), and blacks (66%) prefer a dual approach; whites (51%) prefer better use of funds.

“To significantly improve the quality of California’s K–12 public schools, which of the following statements do you agree with the most? We need to use existing state funds more wisely, we need to increase the amount of state funding, or we need to use existing state funds more wisely and increase the amount of state funding.”

	All adults	Party			Likely voters
		Dem	Rep	Ind	
Use existing funds more wisely	39%	31%	67%	41%	44%
Increase amount of funding	9	9	3	3	6
Do both	50	58	29	54	48
Don’t know	3	1	1	2	1

RESOURCE DISTRIBUTION

Three in four Californians believe that school districts in lower-income areas do not have the same resources—including good teachers and classroom materials—as school districts in wealthier areas. At least 75 percent have held this view since we first asked this question in April 2005. The belief that resources are unequal is widespread, with more than six in 10 across parties, regions, and demographic groups saying districts in lower-income areas lack the resources of their wealthier counterparts.

“Do you think that school districts in lower-income areas of the state have the same amount of resources—including good teachers and classroom materials—as school districts in wealthier areas, or not?”

	All adults	Party			Public school parents
		Dem	Rep	Ind	
Yes, have the same	19%	16%	23%	13%	22%
No, do not have the same	75	82	69	82	75
Don't know	6	3	8	5	4

Because of the achievement gap that persists between disadvantaged students and others, there has been ongoing discussion in recent years among policymakers, educators, and researchers about whether and how the state government should direct extra funding to needier students. In his January budget plan, Governor Brown proposed giving most of any new K–12 funding to school districts that have more English Learners and lower-income students. A strong majority of Californians (71%)—but fewer likely voters (60%)—favor this proposal. In January, support was similar among all adults (75%), but it was somewhat higher among likely voters (68%) than it is today. While 80 percent of Democrats (similar to January) and 62 percent of independents (down 13 points) favor the proposal, Republicans are divided (45% favor—down 7 points—and 42% oppose). Across racial/ethnic groups, strong majorities of Latinos, blacks, and Asians favor the governor’s plan; fewer whites (59%) favor it. Support declines with rising levels of household income and education; it is much higher among adults under 35 than among older adults.

“As you may know, Governor Brown’s proposed budget plan for the next fiscal year includes new K–12 school funding that will mostly go to local school districts that have more English language learners and lower-income students. Do you favor or oppose this proposal?”

		Favor	Oppose	Don't know
All adults		71%	21%	7%
Likely voters		60	31	9
Public school parents		72	23	5
Party	Democrats	80	15	5
	Republicans	45	42	12
	Independents	62	30	8
Race/Ethnicity	Asians	73	17	9
	Blacks	79	21	–
	Latinos	88	8	4
	Whites	59	32	9
Household income	Under \$40,000	83	11	6
	\$40,000 to \$80,000	68	25	7
	\$80,000 or more	58	34	7

RESOURCE DISTRIBUTION (CONTINUED)

Will targeting money in this way lead to improvements in academic achievement among English Learners and lower-income students? Three in four Californians say yes: 33 percent say achievement will improve a lot and 41 percent say somewhat. Twenty percent anticipate no improvement. Among those who favor the plan, 87 percent are optimistic (42% improve a lot, 45% somewhat). Among those who oppose it, 43 percent think it would help (10% a lot, 33% somewhat). Among partisans, Democrats (81%) are the most optimistic (70% independents, 50% Republicans). Optimism declines as income, education, and age increase. Majorities across racial/ethnic groups expect at least some improvement, but Latinos (54%) are the most likely to say achievement would improve a lot (42% blacks, 26% Asians, 16% whites).

When asked more generally about the idea of providing districts that have more low-income students with more of any new state funding, 63 percent of adults, 52 percent of likely voters, and 73 percent of public school parents express support. Last April, 68 percent of adults favored this idea. Partisans are divided (69% favor among Democrats; 62% oppose among Republicans), while a majority of independents (59%) express support. Support is much higher among those earning under \$40,000 (76%) than among those earning more (59% \$40,000 to \$80,000, 51% \$80,000 or more). Solid majorities of Latinos, blacks, and Asians favor targeted funding for districts with more low-income students, while whites are divided.

“Do you think school districts that have more low-income students should or should not get more of any new state funding than other school districts?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Should	63%	64%	69%	83%	48%	73%
Should not	32	33	28	15	45	25
Don't know	5	3	2	3	7	2

Support is lower for giving districts with more English Learners more new state funding. Half of Californians (51%) favor this idea, similar to findings last April (52%). A majority of likely voters oppose it (40% favor, 55% oppose). Republicans (72%) oppose this idea. A slim majority of Democrats favor it (54% favor, 40% oppose). Independents are slightly more opposed (45% favor, 52% oppose). Across racial/ethnic groups, only Latinos (75%) express majority support. Support declines as income and age increase. Looking at the two questions together, 46 percent of Californians favor extra funding for both low-income students and English Learners, while 28 percent oppose both ideas. Among those who favor the governor’s K–12 funding proposal, 77 percent favor directing money to low-income students and 62 percent favor directing it to English Learners.

“Do you think school districts that have more English language learners should or should not get more of any new state funding than other school districts?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Should	51%	48%	44%	75%	34%	63%
Should not	44	44	51	24	59	35
Don't know	5	9	5	1	7	2

A controversial element of giving extra funding to districts with more disadvantaged students is whether this will mean less funding for better-off districts. When asked the same two questions about giving extra funding to districts with more low-income students and English Learners, but in the context of less funding for other districts, support largely stays the same (66% for low-income, 54% for English Learners).

LOCAL FLEXIBILITY

The other component of Governor Brown’s K–12 funding proposal involves giving local school districts more flexibility over how they spend state funds by ending many of the programs that earmark money for particular goals.

About eight in 10 Californians prefer local spending decisions to be made locally, either by the school districts (43%) or by the schools themselves (36%). Relatively few—16 percent—prefer the state government to control how state funding is spent in local public schools. Since we first asked this question in April 2008, about eight in 10 or more Californians have consistently said decisionmaking should occur at the local level, with the plurality choosing local school districts. Among public school parents, three in four support local control. Strong majorities across parties, regions, and demographic groups prefer local control, either by local school districts or local schools. Across regions, preference for local control is lowest in Los Angeles (73%) and highest in Orange/San Diego (84%). Across racial/ethnic groups, Latinos (71%) are less likely than Asians (80%), blacks (82%), and whites (85%) to prefer local control.

“Who do you think should have the most control in deciding how the money from state government is spent in local public schools—the local schools, the local school districts, or the state government?”

	All adults	Region					Public school parents
		Central Valley	San Francisco Bay Area	Los Angeles	Orange/San Diego	Inland Empire	
Local schools	36%	28%	34%	36%	38%	51%	39%
Local school districts	43	50	47	37	46	31	38
State government	16	18	18	20	10	15	19
Other/Don’t know	4	6	1	7	6	3	4

Nearly eight in 10 Californians (78%), likely voters (79%), and public school parents (78%) favor the idea of giving local school districts more flexibility over how state funding is spent. Results among Californians were nearly identical last April. Support is overwhelming across parties, regions, and demographic groups, with more than 70 percent saying they favor increasing flexibility at the local level. Regardless of preferences regarding local spending decisions, solid majorities favor increasing local flexibility (83% among those who prefer local schools, 82% among those who prefer districts, and 61% among those who prefer state government). And among both those who favor and oppose Governor Brown’s K–12 funding proposal, nearly eight in 10 express support for giving local districts more flexibility.

“As you may know, some of the funding the state provides to K–12 public school districts is earmarked for specific programs and goals. Would you favor or oppose giving local school districts more flexibility over how state funding is spent?”

	All adults	Region					Public school parents
		Central Valley	San Francisco Bay Area	Los Angeles	Orange/San Diego	Inland Empire	
Favor	78%	79%	78%	74%	82%	81%	78%
Oppose	17	18	15	20	14	16	17
Don’t know	5	4	7	6	4	3	4

CONFIDENCE IN LOCAL SCHOOL DISTRICTS

After being asked about Governor Brown’s proposal to give most of the new state funding to districts that have more English Learners and lower-income students, respondents were asked how confident they are that local school districts would use this money wisely. Fifty-six percent are either very (15%) or somewhat (41%) confident, while 41 percent are not too (22%) or not at all (19%) confident. Likely voters are evenly divided (49% very/somewhat confident; 50% not too/not at all confident). Most public school parents (59%) express confidence. While Democrats are optimistic (66% very/somewhat confident), Republicans take a pessimistic view (61% not too/not at all confident). Independents are divided. Majorities of Latinos (68%), blacks (68%), and Asians (59%) are at least somewhat confident, while whites are divided (48% very/somewhat confident; 51% not too/at all confident). Among those who favor the governor’s plan, 69 percent are confident that local school districts would use the money wisely. Those who oppose the plan are not confident (73% not too/at all confident). Among those who are either very or somewhat confident, more than eight in 10 believe student achievement would improve at least somewhat if funds were directed this way.

“If the state were to give extra funding to local school districts that have more English language learners and lower-income students, how confident are you that local school districts would use this money wisely?”

	All adults	Party			Public school parents
		Dem	Rep	Ind	
Very confident	15%	20%	8%	10%	18%
Somewhat confident	41	46	29	37	41
Not too confident	22	18	28	26	22
Not at all confident	19	14	33	26	17
Don’t know	2	3	2	1	1

When asked about giving local school districts more flexibility over how state funding is spent, 73 percent of Californians say they are very (16%) or somewhat (57%) confident that local school districts would use this money wisely. Similarly large majorities in January (23% very, 48% somewhat confident) and last April (14% very, 54% somewhat confident) said they were confident local school districts would use increased flexibility wisely. Unlike attitudes toward districts’ ability to spend targeted funding wisely, there is unanimity across parties about districts using flexible funding wisely, with three in four saying they are at least somewhat confident about this. Across regions and demographic groups, at least two in three are very or somewhat confident districts will use flexible funding wisely.

“If the state were to give local school districts more flexibility over how state funding is spent, how confident are you that local school districts would use this money wisely? Are you very confident, somewhat confident, not too confident, or not at all confident?”

	All adults	Party			Public school parents
		Dem	Rep	Ind	
Very confident	16%	18%	14%	11%	16%
Somewhat confident	57	56	61	63	54
Not too confident	17	17	16	16	19
Not at all confident	7	8	8	10	8
Don’t know	2	1	1	–	3

WAYS TO RAISE REVENUES FOR LOCAL SCHOOLS

Sixty-five percent of adults would vote yes (32% no) if their local school districts had a bond measure on the ballot to pay for school construction projects. At least six in 10 have said they would vote yes in the 13 times that we have asked this question since 1999. A majority of likely voters (56%) would vote yes, just above the 55 percent vote required to pass school bonds in California. Democrats (74%) and independents (61%) would vote yes, while Republicans would vote no (56%). Republicans were divided last year (45% yes, 48% no). Today, majorities across regions would vote yes, with support highest in Los Angeles (72%) and lowest in Orange/San Diego (54%). The share saying they would support a bond declines as age, education, and income increase. Latinos (81%), blacks (79%), and Asians (68%) would vote yes; whites are divided (51% yes, 46% no). Three in four public school parents (75%) would vote yes.

Six in 10 Californians would vote yes to increase local parcel taxes to provide more funds for their public schools. We have found majority support for this idea since first asking about it in April 2009. Today, likely voters are divided (51% yes, 47% no) and support falls well below the two-thirds vote that would be required to pass a parcel tax. Majorities of Democrats (69%) and independents (54%) would vote yes, while most Republicans (65%) would vote no. Majorities across regions would vote yes: Inland Empire (64%), Los Angeles (63%), Central Valley (61%), San Francisco Bay Area (59%), and Orange/San Diego (54%). About seven in 10 Asians (69%), blacks (72%), and Latinos (73%) would vote yes; whites are divided (46% yes, 51% no). Support declines sharply as age increases (76% 18–34, 59% 35–54, 45% 55 and older). Those earning less than \$80,000 would vote yes, while those with higher incomes are divided (48% yes, 50% no). Renters (72%) are far more likely than homeowners (49%) to support a parcel tax.

“What if there was a measure on your local ballot to increase local parcel taxes to provide more funds for the local public schools? Would you vote yes or no?”

	All adults	Party			Likely voters
		Dem	Rep	Ind	
Yes	60%	69%	33%	54%	51%
No	37	29	65	43	47
Don't know	3	2	2	3	3

A reform to Proposition 13 that would make it easier to pass local school parcel tax measures has been a topic in legislative discussions lately. A slim majority of Californians (51%) say it is a good idea to replace the two-thirds vote requirement with a 55 percent vote requirement to pass local parcel taxes for local public schools; four in 10 (42%) say it is a bad idea. In January, 57 percent said it was a good idea; Californians were divided in April 2011 and 2009. Today, likely voters are divided. Six in 10 Democrats (61%) say it is a good idea, and a similar share of Republicans (62%) disagree. Independents are divided (46% good idea, 47% bad idea). Residents of the Inland Empire (57%) and Los Angeles (53%) say it is a good idea; those in other regions are divided. Latinos (63%), Asians (56%), and blacks (54%) say it is a good idea; whites say it is a bad idea (54%).

“Do you think it’s a good idea or a bad idea to replace the two-thirds vote requirement with a 55 percent majority vote for voters to pass local parcel taxes for the local public schools?”

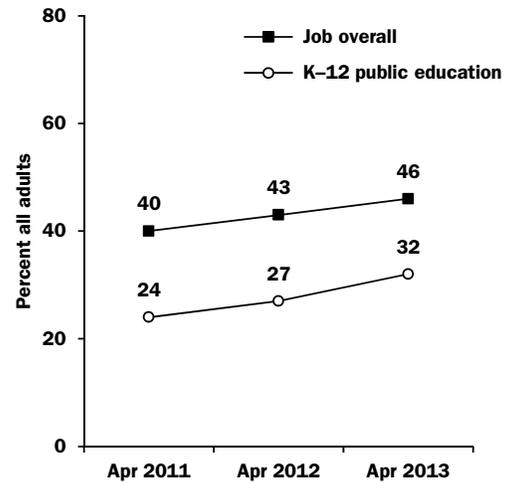
	All adults	Party			Likely voters
		Dem	Rep	Ind	
Good idea	51%	61%	34%	46%	47%
Bad idea	42	33	62	47	48
Don't know	7	6	4	6	5

PERCEPTIONS AND ATTITUDES

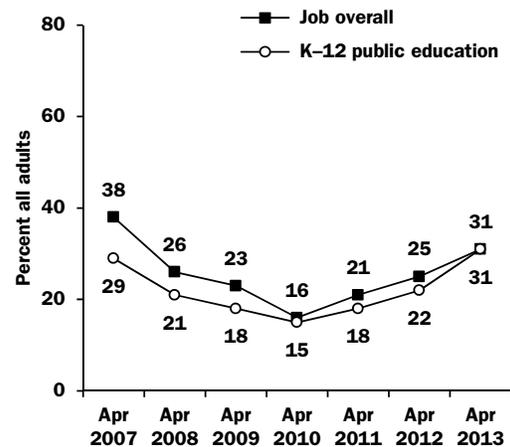
KEY FINDINGS

- Approval of both Governor Brown’s overall job performance and his handling of K–12 education has increased somewhat from April 2011. Approval of the state legislature has also increased in both areas. *(page 14)*
- More than half of Californians are very concerned that students in lower-income areas are less likely than others to be ready for college (56%) and that schools in these areas face a shortage of good teachers (52%). Just under half are very concerned that English Learners score lower than others on standardized tests. *(page 16)*
- Thirty-six percent of Californians are aware that the state’s per pupil spending is lower than in other states. *(page 17)*
- Three in four say it is very important for local schools to offer career technical education and to prepare students for college. Fewer—but still more than half—say it is very important to offer civics education and to reduce K–3 class sizes. *(page 18)*
- Consistent with findings from recent years, about six in 10 Californians say state funding for their local schools is not enough. *(page 20)*
- A slim majority of Californians are confident that standardized tests accurately reflect a student’s progress and abilities. *(page 21)*
- Three in four public school parents continue to say their child’s school has been affected a lot or somewhat by recent state budget cuts. Parents across demographic groups overwhelmingly say they want their child to at least graduate from college. Most are confident their local schools have the resources to help their child achieve these educational goals, but just one in four are very confident. *(page 23)*

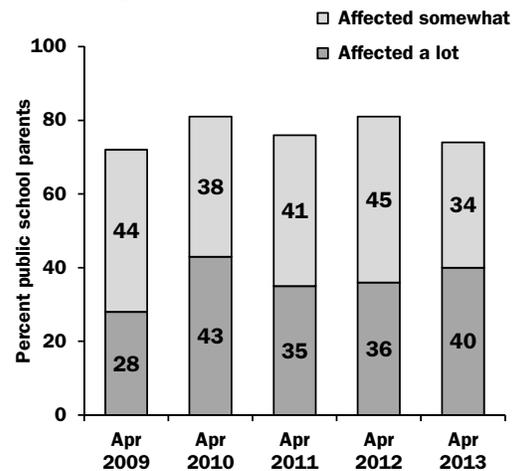
Approval Ratings of Governor Brown



Approval Ratings of the California Legislature



Child’s Public School Affected by State Budget Cuts



APPROVAL RATINGS OF STATE ELECTED OFFICIALS

As Governor Brown seeks support for his approach to school finance during this legislative session, his approval rating stands at 46 percent. About half approved in March (49%) and January (51%). Approval a year ago (43%) was similar to today. Half of likely voters approve. Democrats (64%) are much more likely than independents (45%) and Republicans (25%) to approve. San Francisco Bay Area residents (57%) are the most likely—and Orange/San Diego residents (37%) least likely—to approve. Blacks (69%), Latinos (53%), and Asians (50%) are more likely than whites (40%) to approve.

When it comes to Governor Brown’s handling of K–12 education, one in three Californians approve (32%), four in 10 disapprove (42%), and one in four (26%) are unsure. Likely voters are slightly more disapproving (31% approve, 49% disapprove, 21% don’t know). Democrats (45%) are more likely than independents (24%) and Republicans (14%) to approve. Fewer than four in 10 across regions and demographic groups approve of his handling of K–12 education. A third of public school parents (33%) approve.

“Overall, do you approve or disapprove of the way that Jerry Brown is handling...?”

		All adults	Party			Likely voters
			Dem	Rep	Ind	
<i>His job as governor of California</i>	Approve	46%	64%	25%	45%	49%
	Disapprove	31	20	64	35	41
	Don't know	22	16	11	20	10
<i>The state's kindergarten through 12th grade public education system</i>	Approve	32	45	14	24	31
	Disapprove	42	31	67	46	49
	Don't know	26	24	19	30	21

Three in 10 Californians approve of the legislature’s job performance while about half disapprove. Likely voters have higher disapproval ratings (64%). Approval ratings among all adults today are lower than in January (41%) but 6 points higher than a year ago (25%). Approval is higher among Democrats (38%) than independents (26%) and Republicans (14%). Approval declines with increasing education and income and is lower among those 35 and older (28% 35–54, 29% 55 and older) than among younger residents (38% 18–34). Whites (24%) are less approving than Asians (30%), blacks (35%), and Latinos (43%).

Fifty percent of adults and six in 10 likely voters disapprove of the legislature’s handling of K–12 education. Approval ratings among all adults (31%) are 9 points higher than last year (22%). Republicans are the most disapproving across parties. Latinos (44%) are the most likely to approve, followed by Asians (34%), blacks (26%), and whites (21%). Thirty-six percent of public school parents approve.

“Overall, do you approve or disapprove of the way that the California Legislature is handling...?”

		All adults	Party			Likely voters
			Dem	Rep	Ind	
<i>Its job</i>	Approve	31%	38%	14%	26%	29%
	Disapprove	53	47	79	61	64
	Don't know	15	15	7	13	7
<i>The state's kindergarten through 12th grade public education system</i>	Approve	31	34	16	23	23
	Disapprove	50	45	72	54	60
	Don't know	20	22	12	23	17

ASSESSING K–12 CHALLENGES

When asked to assess three challenges in the state’s K–12 education system, residents are most likely to view the high school dropout rate as a big problem (66%). Far fewer view student achievement (36%) and teacher quality (28%) as big problems. The proportion viewing the high school dropout rate as a big problem has declined from two years ago (74% 2011) and is now in a range similar to past surveys (65% 2006, 66% 2007, 69% 2008, 70% 2009, 69% 2010, 66% today). The percentage calling student achievement a big problem is lower this year than in previous surveys (43% 2009, 48% 2010, 46% 2011, 36% today). The share calling teacher quality a big problem has declined from high levels in 2011 (44%) and 2010 (36%) and is within a range of past surveys (27% 2006, 28% 2007, 28% 2008, 29% 2009, 28% today).

“I’m going to read you a list of issues people have mentioned when talking about California’s K–12 public schools today. For each one, please tell me if you think it is a big problem, somewhat of a problem, or not really a problem. How about...?”

	High school dropout rate	Student achievement	Teacher quality
Big problem	66%	36%	28%
Somewhat of a problem	23	41	43
Not really a problem	5	17	25
Don’t know	6	5	4

Strong majorities of public school parents (65%) and majorities of Californians across parties, regions, and demographic groups say the dropout rate is a big problem. Blacks (73%) and Latinos (76%) are much more likely than whites (59%) and Asians (51%) to say this is a big problem.

When it comes to student achievement, between 32 and 42 percent of residents across regions and parties say it is a big problem, and this perception increases with education. About three in 10 younger and lower-income residents say achievement is a big problem, compared with about four in 10 among others. Blacks (50%) are more likely than whites (38%), Latinos (33%), and Asians (31%) to agree this is a big problem. Among public school parents, 29 percent say student achievement is a big problem.

Twenty-six percent of public school parents say teacher quality is a big problem. The perception that teacher quality is a big problem is similar among Democrats (30%), Republicans (32%), and independents (35%). Across income groups, this perception is highest among those earning \$80,000 or more. Three in 10 or fewer across age, education, and gender groups hold this view. Asians (43%) and blacks (38%) are more likely than whites (26%) and Latinos (22%) to hold this view.

<i>Percent saying big problem</i>		High school dropout rate	Student achievement	Teacher quality
All adults		66%	36%	28%
Public school parents		65	29	26
Race/Ethnicity	Asians	51	31	43
	Blacks	73	50	38
	Latinos	76	33	22
	Whites	59	38	26
Household income	Under \$40,000	73	31	23
	\$40,000 to \$80,000	62	39	27
	\$80,000 or more	57	40	36

CONCERNS ABOUT INEQUITIES

As the governor and legislature debate a school finance proposal that would provide more state funding for local districts with more low-income students and English Learners, how concerned are residents about inequities in college readiness, good teachers, and student test scores?

“How concerned are you that...?”

	Students in lower-income areas are less likely than other students to be ready for college when they finish high school	Schools in lower-income areas have a shortage of good teachers compared to schools in wealthier areas	English language learners in California’s schools today score lower on standardized tests than other students
Very concerned	56%	52%	47%
Somewhat concerned	29	30	33
Not too concerned	9	9	11
Not at all concerned	5	7	8
Don’t know	1	3	2

Fifty-six percent of adults and 60 percent of public school parents are very concerned that students in lower-income areas are less likely than other students to be ready for college when they finish high school. Concern was similar in recent surveys. Democrats (66%) are much more likely than independents (50%) and Republicans (45%) to be very concerned. Three in four blacks (76%) are very concerned, compared with 64 percent of Latinos, 50 percent of whites, and 49 percent of Asians. Women (60%) are somewhat more likely than men (53%) to express this level of concern.

Fifty-two percent of adults and 54 percent of public school parents are very concerned that schools in lower-income areas have a shortage of good teachers compared to schools in wealthier areas. This level of concern is 12 points lower than a year ago (64%). Democrats (64%) are much more likely than independents (50%) and Republicans (36%) to be very concerned. Blacks (71%) are more likely than Latinos (60%), Asians (57%), and whites (41%) to be very concerned. Concern is higher among younger and less-affluent residents than among others.

Forty-seven percent of adults and 48 percent of public school parents are very concerned that English Learners in California’s schools today score lower on standardized tests than other students. The share saying they are very concerned has declined 9 points since last April (56%). Democrats (53%) are much more likely to be very concerned than independents and Republicans (40% each). Latinos (54%) and blacks (53%) are more likely than Asians (44%) and whites (42%) to be very concerned about English Learners scoring lower than other students on standardized tests.

<i>Percent saying very concerned</i>	Students in lower-income areas are less likely to be ready for college	Schools in lower-income areas have shortage of good teachers	English language learners score lower on standardized tests	
All adults	56%	52%	47%	
Public school parents	60	54	48	
Race/Ethnicity	Asians	49	57	44
	Blacks	76	71	53
	Latinos	64	60	54
	Whites	50	41	42
Household income	Under \$40,000	61	57	53
	\$40,000 to \$80,000	52	50	40
	\$80,000 or more	51	46	41

PERCEPTIONS OF CALIFORNIA’S RELATIVE RANKINGS

A plurality of Californians think that the state’s per pupil spending for K–12 public education is below average (21% below average, 15% near the bottom) compared to other states; 25 percent say it is near the top or above average and 29 percent say it is average. According to the National Education Association’s *Rankings and Estimates* reports, in recent years California has consistently ranked near the bottom among states. Perceptions among Californians about per pupil spending have been within a similar range in recent years, while views were more negative in the late 1990s (47% April 1998) and early 2000s (51% February 2000). Democrats (42%), independents (40%), and Republicans (38%) are similarly likely to say that per pupil spending is below average. Orange/San Diego residents (30%) are less likely to say funding is below average when compared with residents in Los Angeles (35%), the San Francisco Bay Area (38%), the Central Valley (38%), and the Inland Empire (38%). Blacks (44%) and whites (40%) are more likely to say per pupil spending is below average than Latinos (34%) and Asians (25%).

“Where do you think California currently ranks in per pupil spending for K–12 public schools? Compared to other states, is California’s spending near the top, above average, average, below average, or near the bottom?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Near the top/Above average	25%	26%	10%	25%	25%	21%
Average	29	35	37	32	23	30
Below average/Near the bottom	36	25	44	34	40	38
Don’t know	11	14	10	8	12	11

Nearly half of adults say California’s student test scores are below average (31% below average, 16% near the bottom) compared to other states; 34 percent say they are average, and only 12 percent say they are above average. According to test scores compiled by the U.S. Department of Education’s National Center for Education Statistics, in recent years California has consistently ranked near the bottom in both math and reading scores for grades 4 and 8. Perceptions of California’s student test scores have been fairly similar since we first asked this question in 1998. Democrats (49%) and independents (52%) are less likely than Republicans (62%) to say test scores are below average. Blacks and whites (54% each) are more likely than Asians (39%) and Latinos (37%) to hold this view. Negative perceptions of test scores increase with education and income. Between 44 and 49 percent across age groups say scores are below average.

About one in four adults (22%), likely voters (28%), and public school parents (22%) correctly state that both per pupil spending and test scores in California are below average.

“Where do you think California currently ranks in student test scores for K–12 public schools? Compared to other states, are California’s student test scores near the top, above average, average, below average, or near the bottom?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Near the top/Above average	12%	18%	14%	17%	8%	15%
Average	34	34	26	41	32	37
Below average/Near the bottom	47	39	54	37	54	44
Don’t know	6	10	6	5	6	5

IMPORTANCE OF EDUCATIONAL PROGRAMS

We asked about two programs in which funding assistance would be provided under the governor’s proposed school finance plan: reducing class sizes in kindergarten through third grade and making career technical education part of the curriculum. Fifty-three percent say it is very important to reduce K–3 class sizes (29% somewhat) and 74 percent say it is very important to offer career technical or vocational education (21% somewhat). Findings on career technical education were similar in April 2009 (71%) and 2007 (67%). Asked about two other broad goals, more than half (54%) say it is very important that civics be part of the curriculum (33% somewhat), and most Californians (76%) say it is very important that their local public schools prepare students for college (19% somewhat). Since 2007, more than three in four Californians have said college preparation is very important.

“Please tell me if each of the following is very important, somewhat important, or not too important to you. How important to you is it that your local public schools...?”

	Prepare students for college	Include career technical or vocational education as part of the curriculum	Include civics as part of the curriculum	Reduce kindergarten through third grade class sizes
Very important	76%	74%	54%	53%
Somewhat important	19	21	33	29
Not too important	4	5	10	16
Don’t know	–	–	3	1

Eighty-seven percent of public school parents say preparing students for college is very important. Solid majorities across parties and demographic groups say this is very important. Latinos (91%) and blacks (90%) are much more likely than Asians (76%) and whites (63%) to hold this view. Those with incomes under \$40,000 are more likely than others to say college preparation is very important.

Most public school parents (78%) say it is very important to provide career technical education. Asians (62%) are less likely than whites (73%), blacks (76%), and Latinos (77%) to express this view.

Sixty-one percent of public school parents say including civics in their local school curriculum is very important. Latinos (64%) and blacks (60%) are more likely than whites (49%) and Asians (42%) to say this. Adults under age 35 (43%) are much less likely than older residents (60% 35–54, 61% 55 and older) to consider this very important.

Sixty-three percent of public school parents say reducing K–3 class sizes is very important. Latinos (68%) are most likely to hold this view followed by blacks (56%), whites (48%), and Asians (35%). Those earning under \$40,000 are more likely than those with higher incomes to hold this view. Democrats (59%) are more likely than independents (49%) and Republicans (43%) to express this view.

<i>Percent saying very important</i>		Prepare students for college	Include career technical or vocational education	Include civics	Reduce K–3 class sizes
All adults		76%	74%	54%	53%
Public school parents		87	78	61	63
Race/Ethnicity	Asians	76	62	42	35
	Blacks	90	76	60	56
	Latinos	91	77	64	68
	Whites	63	73	49	48
Household income	Under \$40,000	84	76	55	58
	\$40,000 to \$80,000	70	72	52	50
	\$80,000 or more	70	71	57	47

PREPARING STUDENTS FOR THE FUTURE

Thirty-five percent of Californians consider college preparation the most important goal of the K–12 public education system. Fewer prioritize preparing students for the workforce (16%), teaching students the basics (16%), teaching students life skills (15%), or preparing students to be good citizens (12%). The share choosing college preparation is similar to April 2008 (35%) and 2007 (32%) and somewhat higher than in 2006 (26%). Nearly half of public school parents (47%) say college preparation is most important. Latinos (56%) and blacks (47%) are far more likely than whites (23%) and Asians (21%) to say this. Those with a high school education or less (45%) are much more likely than those with some college (29%) or college diplomas (27%) to choose college preparation and those earning less than \$40,000 (42%) are more likely than middle- (31%) and upper-income (28%) residents to prioritize college preparation. Higher income earners are as likely to prioritize workforce preparation (25%) as college preparation (28%).

“Please think about California’s K–12 public education system more generally. In your opinion, what is the most important goal of California’s K–12 public education system?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Preparing students for college	35%	21%	47%	56%	23%	47%
Preparing students for the workforce	16	26	10	8	21	9
Teaching students the basics	16	19	17	9	19	10
Teaching students life skills	15	16	10	9	19	15
Preparing students to be good citizens	12	13	12	15	9	16
Other/All of the above (volunteered)	5	6	3	3	7	3
Don’t know	2	–	–	–	3	1

Fifty-four percent say their local public schools are doing an excellent (12%) or good job (42%) in preparing students for college; 39 percent say they are doing a not so good or poor job. Negative ratings are at a record low since we first asked this question in April 2006. A majority of whites (51%), Asians (55%), and Latinos (59%) give positive ratings, while a majority of blacks (54%) give negative ratings. On preparing students for jobs and the workforce, 44 percent of adults give positive ratings, 49 percent offer negative ones. Negative ratings on job preparation are also at a record low. Latinos (55%) give positive ratings, Asians (54%) and blacks (69%) give negative ratings, and whites are divided (41% positive, 49% negative).

“Are your local public schools doing an excellent, good, not so good, or poor job in...?”

		All adults	Race/Ethnicity				Public school parents
			Asians	Blacks	Latinos	Whites	
Preparing students for college	Excellent	12%	22%	13%	12%	9%	17%
	Good	42	33	33	47	42	48
	Not so good	28	34	37	25	28	20
	Poor	11	6	17	11	11	12
	Don’t know	7	4	1	4	10	3
Preparing students for jobs and the workforce	Excellent	7	4	2	10	6	12
	Good	37	33	20	45	35	46
	Not so good	35	47	54	29	33	26
	Poor	14	7	15	11	16	13
	Don’t know	8	9	8	5	11	4

PERCEPTIONS OF LOCAL PUBLIC SCHOOLS

More than half of Californians give their local public schools positive ratings (16% A, 39% B); 27 percent give their local public schools a grade of C, while far fewer give negative ratings (9% D, 5% F). Adults nationwide gave similar ratings of their community schools in a June 2012 Phi Delta Kappa/Gallup poll (12% A, 36% B, 31% C, 13% D, 4% F). In our previous surveys, at least half of Californians have given the public schools in their neighborhoods grades of A or B since April 2005.

Public school parents offer somewhat more positive ratings of local public schools than all adults (63% to 55%). Across regions, at least half of residents give positive ratings with Orange/San Diego residents the most positive (57%). Latinos (58%), Asians (57%), and whites (54%) offer more positive ratings than blacks (43%). Across age, education, and income groups, at least 49 percent of adults give As or Bs.

“Overall, how would you rate the quality of public schools in your neighborhood today? If you had to give your local public schools a grade, would it be A, B, C, D, or F?”

	All adults	Region					Public school parents
		Central Valley	San Francisco Bay Area	Los Angeles	Orange/San Diego	Inland Empire	
A	16%	16%	17%	15%	16%	17%	20%
B	39	36	33	40	41	38	43
C	27	26	32	28	26	21	20
D	9	10	7	9	5	14	8
F	5	6	4	5	6	6	6
Don't know	5	6	6	2	6	4	2

After years of budgets that included cuts to K–12 education, what do Californians think about the current level of state funding for their local public schools? Six in 10 think funding is not enough (63%), while 24 percent say it is just enough and 9 percent say it is more than enough. The share saying not enough is identical to last April (63%) and at least half of adults have said funding was inadequate since April 2008.

Public school parents are somewhat more likely than all adults to think funding is not enough (70% to 63%). Fifty-eight percent of likely voters think funding is not enough. Democrats (73%) are more likely than independents (57%) and Republicans (49%) to say funding is inadequate. Majorities across regions and demographic groups say funding is not enough. Across regions, Inland Empire residents (71%) are the most likely—and Orange/San Diego residents (56%) the least likely—to think funding is not enough. Blacks (80%) and Latinos (72%) are much more likely than Asians (58%) and whites (55%) to say funding for their local public schools is not enough. The belief that funding is inadequate declines as household incomes rise. Among those who favor the governor’s school funding plan, 69 percent say funding is not enough; 47 percent of those who oppose his plan also say funding is not enough.

“Do you think the current level of state funding for your local public schools is more than enough, just enough, or not enough?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
More than enough	9%	6%	–	8%	12%	7%
Just enough	24	29	18%	19	26	21
Not enough	63	58	80	72	55	70
Don't know	5	7	2	2	7	2

STUDENT TESTING

About half of Californians (11% very, 42% somewhat) are confident that standardized tests are an accurate indicator of a student’s progress and abilities, while 44 percent (27% not too, 17% not at all) are not confident. Public school parents are more positive: about two in three say they are confident (16% very, 49% somewhat) and one in three say they are not (21% not too, 13% not at all). Californians were more confident in April 2006 than they are today (63% to 53%). Latinos (67%) are much more likely than Asians (54%), blacks (48%), and whites (45%) to express confidence in standardized testing. Across regions, Inland Empire residents (62%) are the most likely and San Francisco Bay Area residents (48%) are the least likely to express confidence.

“How confident are you that standardized tests are an accurate indicator of a student’s progress and abilities?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Very confident	11%	13%	9%	13%	9%	16%
Somewhat confident	42	41	39	54	36	49
Not too confident	27	26	28	20	33	21
Not at all confident	17	18	23	10	21	13
Don’t know	2	3	1	2	1	1

When asked about the amount of standardized testing in their community, pluralities of Californians say that the amount of testing of students in elementary and middle schools (40%) and high schools (39%) is right. Fewer say there is too much (24% K–8, 21% high school) or not enough (29% K–8, 31% high school) testing. In December 2001, fewer said there was the right amount of testing at both levels (K–8: 33% right amount, 22% too much, 33% not enough; high school: 32% right amount, 16% too much, 39% not enough). Nearly half of public school parents (48%) say the amount of testing in elementary and middle schools is right; 42 percent say the amount of high school testing is right. Pluralities of Asians and whites say there is the right amount of testing at both levels, while blacks are divided between the right amount and not enough at both levels. Most Latinos say students in elementary and middle schools are tested the right amount but are divided when it comes to high school testing. Most who have confidence in standardized testing say the amount of testing is right; pluralities of those who are not confident say there is too much testing.

“Do you think the amount of standardized testing of ... in your community is too much, the right amount, or not enough?”

		All adults	Race/Ethnicity				Public school parents
			Asians	Blacks	Latinos	Whites	
Elementary and middle school students	Too much	24%	19%	20%	17%	29%	24%
	Right amount	40	41	37	43	38	48
	Not enough	29	32	39	35	22	25
	Don’t know	8	7	4	5	10	3
High school students	Too much	21	18	25	13	26	22
	Right amount	39	41	37	41	38	42
	Not enough	31	30	36	41	24	28
	Don’t know	9	10	3	5	12	8

TEACHER EVALUATION

When asked about three measures that could be used to evaluate teachers, Californians and public school parents favor student achievement and improvement (as measured by standardized tests), as well as classroom observations by principals or other experts, with the highest share in both groups favoring classroom observations. Across racial/ethnic groups there is support for all three measures, with classroom observations receiving the highest support. A similar pattern emerges across regions, with majorities favoring achievement and improvement measures and more than eight in 10 supporting classroom observations. Majorities across age, education, and income groups favor all three measures. Once again, the highest shares favor observations, and majorities support student improvement and student achievement.

“Please tell me if you think each of the following factors should or should not be used in evaluating teacher performance. How about...? Should this be used to evaluate teachers, or not?”

		All adults	Race/Ethnicity				Public school parents
			Asians	Blacks	Latinos	Whites	
<i>The academic achievement of students as measured by standardized tests</i>	Should	63%	51%	66%	76%	56%	71%
	Should not	35	42	32	23	41	28
	Don't know	3	7	2	1	3	1
<i>The academic improvement of students as measured by standardized tests</i>	Should	68	60	67	78	63	77
	Should not	29	34	33	19	35	22
	Don't know	3	6	–	3	2	1
<i>Classroom observations made by school principals or other experts</i>	Should	84	76	80	87	84	86
	Should not	15	21	20	12	14	14
	Don't know	2	3	–	1	1	1

There is less agreement among Californians about whether a statewide framework should be used in all schools for evaluating teachers or if each local school district should develop its own process. Half of Californians (51%) think the same framework should be used statewide, while 45 percent think the local school districts should be in control. Public school parents are more likely to prefer a single framework used statewide (59% to 37%). Residents in the Inland Empire (58%) and Los Angeles (53%) think the same framework should be used statewide, while residents in other regions are divided. At least half of whites (50%), Latinos (54%), and blacks (55%) prefer a single statewide system, while 53 percent of Asians prefer that each school district develop its own system. More than half of those who think achievement, improvement, and classroom observations should be used for teacher evaluation say a single framework should be used statewide.

“Do you think that the state government should require all local public school districts to use the same framework for evaluating teachers or do you think each local public school district should develop its own process for evaluating teachers?”

	All adults	Race/Ethnicity				Public school parents
		Asians	Blacks	Latinos	Whites	
Same framework	51%	46%	55%	54%	50%	59%
Each district should develop its own	45	53	45	41	46	37
Don't know	4	1	–	5	4	4

PUBLIC SCHOOL PARENTS' PERSPECTIVES

Most public school parents say that their child's school has been affected a lot (40%) or somewhat (34%) by state budget cuts, while just 22 percent say their child's school has not been affected. Since April 2009, more than seven in 10 have said their child's school was affected a lot or somewhat. At least six in 10 across regions say their child's school has been affected at least somewhat. Latino parents are twice as likely as white parents (53% to 26%) to say their child's school has been affected a lot. This perception is more prevalent among parents with incomes under \$40,000 (47%) than among middle- (33%) and upper-income (29%) parents.

When asked what grade level they hope their youngest child will achieve, most public school parents say four-year degrees (39%) or graduate degrees (41%). Since we began asking this question in April 2005, at least eight in 10 public school parents have had hopes of their child earning a four-year or graduate degree. Aspirations for graduate degrees are far more widely held among whites than Latinos (59% to 21%) and among those with college degrees than those without (73% to 31%). Graduate-level aspirations increase sharply with rising income (25% under \$40,000, 48% \$40,000 to 80,000, 62% \$80,000 or more).

“What do you hope will be the highest grade level that your youngest child will achieve: some high school, high school graduate, two-year community college graduate or career technical training, four-year college graduate, or a graduate degree after college?”

<i>Public school parents only</i>	All public school parents	Household income			Race/Ethnicity	
		Under \$40,000	\$40,000 to \$80,000	\$80,000 or more	Latinos	Whites
High school or less	12%	18%	6%	7%	16%	7%
Two-year or career technical	6	8	5	4	9	4
Four-year graduate	39	46	41	28	50	30
Graduate degree	41	25	48	62	21	59
Don't know	2	3	–	–	3	–

The vast majority of public school parents are very (25%) or somewhat confident (53%) that their local schools have the resources and information needed to prepare their child for the grade level they hope they achieve. Confidence has increased somewhat since we first asked this question in 2009, during the worst of the economic downturn, but the percentage saying they are very confident is similar (2009: 24% very, 45% somewhat; 2010: 24% very, 46% somewhat; today: 25% very, 53% somewhat). The share saying very confident is somewhat higher among whites than Latinos (28% to 21%) and much higher among college graduates than others (36% to 21%); it increases with household income.

“How confident are you that your local K–12 schools have the resources and information needed to prepare this child for that grade level?”

<i>Public school parents only</i>	All public school parents	Household income			Race/Ethnicity	
		Under \$40,000	\$40,000 to \$80,000	\$80,000 or more	Latinos	Whites
Very confident	25%	20%	25%	33%	21%	28%
Somewhat confident	53	56	59	44	54	57
Not too confident	22	24	15	22	25	15

When asked about confidence in their own resources and information to prepare their child for their educational goals, eight in 10 public school parents are very (43%) or somewhat confident (36%). The share saying very confident is 10 points lower than in 2005 (53%). Whites (51%) and college graduates (61%) are much more likely than Latinos (37%) and those without college degrees (38%) to be very confident. Being very confident increases with income (33% under \$40,000, 47% \$40,000 to 80,000, 57% \$80,000 or more).

REGIONAL MAP



METHODOLOGY

The PPIC Statewide Survey is directed by Mark Baldassare, president and CEO and survey director at the Public Policy Institute of California, with assistance from Sonja Petek, project manager for this survey, and survey research associates Dean Bonner and Jui Shrestha. This survey on *Californians and Education* is supported with funding from The Dirk and Charlene Kabcenell Foundation, The Silver Giving Foundation, and the Stuart Foundation. The PPIC Statewide Survey invites input, comments, and suggestions from policy and public opinion experts and from its own advisory committee but survey methods, questions, and content are determined solely by PPIC's survey team.

Findings in this report are based on a survey of 1,705 California adult residents, including 1,194 interviewed on landline telephones and 511 interviewed on cell phones. Interviews took an average of 20 minutes to complete. Interviewing took place on weekend days and weekday nights from April 2–9, 2013.

Landline interviews were conducted using a computer-generated random sample of telephone numbers that ensured that both listed and unlisted numbers were called. All landline telephone exchanges in California were eligible for selection, and the sample telephone numbers were called as many as six times to increase the likelihood of reaching eligible households. Once a household was reached, an adult respondent (age 18 or older) was randomly chosen for interviewing using the “last birthday method” to avoid biases in age and gender.

Cell phones were included in this survey to account for the growing number of Californians who use them. These interviews were conducted using a computer-generated random sample of cell phone numbers. All cell phone numbers with California area codes were eligible for selection, and the sample telephone numbers were called as many as eight times to increase the likelihood of reaching an eligible respondent. Once a cell phone user was reached, it was verified that this person was age 18 or older, a resident of California, and in a safe place to continue the survey (e.g., not driving).

Cell phone respondents were offered a small reimbursement to help defray the cost of the call. Cell phone interviews were conducted with adults who have cell phone service only and with those who have both cell phone and landline service in the household.

Live landline and cell phone interviews were conducted by Abt SRBI, Inc., in English and Spanish, according to respondents' preferences. Accent on Languages, Inc., translated new survey questions into Spanish, with assistance from Renatta DeFever.

With assistance from Abt SRBI, we used data from the U.S. Census Bureau's 2009–2011 American Community Survey (ACS) through the University of Minnesota's Integrated Public Use Microdata Series for California to compare certain demographic characteristics of the survey sample—region, age, gender, race/ethnicity, and education—with the characteristics of California's adult population. The survey sample was closely comparable to the ACS figures. To estimate landline and cell phone service in California, Abt SRBI used 2011 state-level estimates released by the National Center for Health Statistics—which used data from the National Health Interview Survey (NHIS) and the ACS—and 2012 estimates for the West Census Region in the latest NHIS report. The estimates for California were then compared against landline and cell phone service reported in this survey. We also used voter registration data from the California Secretary of State to compare the party registration of registered voters in our sample to party registration statewide. The landline and cell phone samples were then integrated using a frame integration weight, while sample balancing adjusted for differences across regional, age, gender, race/ethnicity, education, telephone service, and party registration groups.

The sampling error, taking design effects from weighting into consideration, is ± 3.7 percent at the 95 percent confidence level for the total unweighted sample of 1,705 adults. This means that 95 times out of 100, the results will be within 3.7 percentage points of what they would be if all adults in California were interviewed. The sampling error for unweighted subgroups is larger: For the 1,423 registered voters, the sampling error is ± 4 percent; for the 1,134 likely voters, it is ± 4.4 percent; for the 416 public school parents, it is ± 7 percent. Sampling error is only one type of error to which surveys are subject. Results may also be affected by factors such as question wording, question order, and survey timing.

We present results for five geographic regions, accounting for approximately 90 percent of the state population. “Central Valley” includes Butte, Colusa, El Dorado, Fresno, Glenn, Kern, Kings, Madera, Merced, Placer, Sacramento, San Joaquin, Shasta, Stanislaus, Sutter, Tehama, Tulare, Yolo, and Yuba Counties. “San Francisco Bay Area” includes Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma Counties. “Los Angeles” refers to Los Angeles County, “Inland Empire” refers to Riverside and San Bernardino Counties, and “Orange/San Diego” refers to Orange and San Diego Counties. Residents of other geographic areas are included in the results reported for all adults, registered voters, likely voters, and public school parents, but sample sizes for these less populated areas are not large enough to report separately.

We present specific results for non-Hispanic whites and also for Latinos, who account for about a third of the state’s adult population and constitute one of the fastest-growing voter groups. We also present results for non-Hispanic Asians, who make up about 14 percent of the state’s adult population, and non-Hispanic blacks, who comprise about 6 percent. Results for other racial/ethnic groups—such as Native Americans—are included in the results reported for all adults, registered voters, likely voters, and public school parents, but sample sizes are not large enough for separate analysis. We compare the opinions of those who report they are registered Democrats, registered Republicans, and decline-to-state or independent voters; the results for those who say they are registered to vote in other parties are not large enough for separate analysis. We also analyze the responses of likely voters—so designated by their responses to voter registration survey questions, previous election participation, and current interest in politics.

The percentages presented in the report tables and in the questionnaire may not add to 100 due to rounding.

We compare current PPIC Statewide Survey results to those in our earlier surveys and to those in a national survey by Phi Delta Kappa/Gallup. Additional details about our methodology can be found at www.ppic.org/content/other/SurveyMethodology.pdf and are available upon request through surveys@ppic.org.

QUESTIONNAIRE AND RESULTS

CALIFORNIANS AND EDUCATION

April 2–9, 2013

**1,705 California Adult Residents:
English, Spanish**

MARGIN OF ERROR $\pm 3.7\%$ AT 95% CONFIDENCE LEVEL FOR TOTAL SAMPLE
PERCENTAGES MAY NOT ADD TO 100 DUE TO ROUNDING

1. First, overall, do you approve or disapprove of the way that Jerry Brown is handling his job as governor of California?

46% approve
31% disapprove
22% don't know
- 1a. Do you approve or disapprove of the way that Governor Brown is handling the state's kindergarten through 12th grade public education system?

32% approve
42% disapprove
26% don't know
2. Overall, do you approve or disapprove of the way that the California Legislature is handling its job?

31% approve
53% disapprove
15% don't know
- 2a. Do you approve or disapprove of the way that the California Legislature is handling the state's kindergarten through 12th grade public education system?

31% approve
50% disapprove
20% don't know
3. As you may know, Governor Brown's proposed budget plan for the next fiscal year includes new K–12 school funding that will mostly go to local school districts that have more *[rotate]* English language learners *[and]* lower-income students. Do you favor or oppose this proposal?

71% favor
21% oppose
7% don't know
4. If the state were to give extra funding to local school districts that have more *[rotate]* English language learners *[and]* lower-income students, how confident are you that local school districts would use this money wisely? Are you very confident, somewhat confident, not too confident, or not at all confident?

15% very confident
41% somewhat confident
22% not too confident
19% not at all confident
2% don't know

Next,

[rotate questions 5 and 6]

5. How much of a problem is the quality of education in California’s K–12 public schools today? Is it a big problem, somewhat of a problem, or not much of a problem?
 49% big problem
 34 somewhat of a problem
 13 not much of a problem
 4 don’t know

6. How much of a problem is the overall state budget situation for California’s K–12 public schools today? Is it a big problem, somewhat of a problem, or not much of a problem?
 57% big problem
 28 somewhat of a problem
 10 not much of a problem
 5 don’t know

7. To significantly improve the quality of California’s K–12 public schools, which of the following statements do you agree with the most? **[rotate responses 1 and 2]** (1) We need to use existing state funds more wisely, **[or]** (2) We need to increase the amount of state funding, **[or]** (3) We need to use existing state funds more wisely and increase the amount of state funding.
 39% use funds more wisely
 9 increase state funding
 50 use funds more wisely and increase funding
 3 don’t know

Next, I’m going to read you a list of issues people have mentioned when talking about California’s K–12 public schools today. For each one, please tell me if you think it is a big problem, somewhat of a problem, or not really a problem.

[rotate questions 8 to 10]

8. How about teacher quality?
 28% big problem
 43 somewhat of a problem
 25 not really a problem
 4 don’t know

9. How about the high school drop-out rate?
 66% big problem
 23 somewhat of a problem
 5 not really a problem
 6 don’t know

10. How about student achievement?
 36% big problem
 41 somewhat of a problem
 17 not really a problem
 5 don’t know

Next,

[rotate questions 11 to 13]

11. How concerned are you that schools in lower-income areas have a shortage of good teachers compared to schools in wealthier areas? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned about this issue?
 52% very concerned
 30 somewhat concerned
 9 not too concerned
 7 not at all concerned
 3 don’t know

12. How concerned are you that English language learners in California’s schools today score lower on standardized tests than other students? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned about this issue?
 47% very concerned
 33 somewhat concerned
 11 not too concerned
 8 not at all concerned
 2 don’t know

13. How concerned are you that students in lower-income areas are less likely than other students to be ready for college when they finish high school? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned about this issue?

- 56% very concerned
- 29 somewhat concerned
- 9 not too concerned
- 5 not at all concerned
- 1 don't know

On another topic,

[rotate questions 14 and 15]

14. Where do you think California currently ranks in per pupil spending for K–12 public schools? Compared to other states, is California's spending near the top, above average, average, below average, or near the bottom?

- 12% near the top
- 13 above average
- 29 average
- 21 below average
- 15 near the bottom
- 11 don't know

15. Where do you think California currently ranks in student test scores for K–12 public schools? Compared to other states, are California's student test scores near the top, above average, average, below average, or near the bottom?

- 3% near the top
- 9 above average
- 34 average
- 31 below average
- 16 near the bottom
- 6 don't know

15a. Next, please think about California's K–12 public education system more generally. In your opinion, what is the most important goal of California's K–12 public education system—**[rotate]** (1) preparing students for college, (2) preparing students for the workforce, (3) teaching students the basics, (4) teaching students life skills, **[or]** (5) preparing students to be good citizens?

- 35% preparing students for college
- 16 preparing students for the workforce
- 16 teaching students the basics
- 15 teaching students life skills
- 12 preparing students to be good citizens
- 3 all of the above (*volunteered*)
- 2 other (*volunteered*)
- 2 don't know

Please tell me if each of the following is very important, somewhat important, or not too important to you.

[rotate questions 16 to 18]

16. How important to you is it that your local public schools prepare students for college?

- 76% very important
- 19 somewhat important
- 4 not too important
- don't know

17. How important to you is it that your local public schools include career technical or vocational education as part of the curriculum?

- 74% very important
- 21 somewhat important
- 5 not too important
- don't know

17a. How important to you is it that your local public schools include civics as part of the curriculum?

- 54% very important
- 33 somewhat important
- 10 not too important
- 3 don't know

18. How important to you is it that your local public schools reduce kindergarten through third grade class sizes?

- 53% very important
- 29 somewhat important
- 16 not too important
- 1 don't know

[rotate questions 19 and 20]

19. Are your local public schools doing an excellent, good, not so good, or poor job in preparing students for college?

- 12% excellent
- 42 good
- 28 not so good
- 11 poor
- 7 don't know

20. Are your local public schools doing an excellent, good, not so good, or poor job in preparing students for jobs and the workforce?

- 7% excellent
- 37 good
- 35 not so good
- 14 poor
- 8 don't know

21. On another topic, how confident are you that standardized tests are an accurate indicator of a student's progress and abilities—very confident, somewhat confident, not too confident, or not at all confident?

- 11% very confident
- 42 somewhat confident
- 27 not too confident
- 17 not at all confident
- 2 don't know

[rotate questions 22 and 23]

22. Do you think the amount of standardized testing of elementary and middle school students in your community is too much, the right amount, or not enough?

- 24% too much
- 40 the right amount
- 29 not enough
- 8 don't know

23. Do you think the amount of standardized testing of high school students in your community is too much, the right amount, or not enough?

- 21% too much
- 39 the right amount
- 31 not enough
- 9 don't know

On another topic, please tell me if you think each of the following factors should or should not be used in evaluating teacher performance.

[rotate questions 24 to 26]

24. How about the academic achievement of students as measured by standardized tests? Should this be used to evaluate teachers, or not?

- 63% should
- 35 should not
- 3 don't know

25. How about the academic improvement of students as measured by standardized tests? Should this be used to evaluate teachers, or not?

- 68% should
- 29 should not
- 3 don't know

26. How about classroom observations made by school principals or other experts? Should these be used to evaluate teachers, or not?

- 84% should
- 15 should not
- 2 don't know

27. Do you think that the state government should require all local public school districts to use the same framework for evaluating teachers or do you think each local public school district should develop its own process for evaluating teachers?

- 51% state government should require districts to use same framework
- 45 school districts should develop their own process
- 4 don't know

28. Next, overall, how would you rate the quality of public schools in your neighborhood today? If you had to give your local public schools a grade, would it be A, B, C, D, or F?

- 16% A
- 39 B
- 27 C
- 9 D
- 5 F
- 5 don't know

29. Do you think the current level of state funding for your local public schools is more than enough, just enough, or not enough?

- 9% more than enough
- 24 just enough
- 63 not enough
- 5 don't know

[rotate questions 30 and 31]

30. If your local school district had a bond measure on the ballot to pay for school construction projects, would you vote yes or no?

- 65% yes
- 32 no
- 3 don't know

31. What if there was a measure on your local ballot to increase local parcel taxes to provide more funds for the local public schools? Would you vote yes or no?

- 60% yes
- 37 no
- 3 don't know

32. Do you think it's a good idea or a bad idea to replace the two-thirds vote requirement with a 55 percent majority vote for voters to pass local parcel taxes for the local public schools?

- 51% good idea
- 42 bad idea
- 7 don't know

33. Next, who do you think should have the most control in deciding how the money from state government is spent in local public schools—**[rotate order]** (1) the local schools, (2) the local school districts, **[or]** (3) the state government?

- 36% the local schools
- 43 the local school districts
- 16 the state government
- 1 other (*volunteered*)
- 3 don't know

34. As you may know, some of the funding the state provides to K–12 public school districts is earmarked for specific programs and goals. Would you favor or oppose giving local school districts more flexibility over how state funding is spent?

- 78% favor
- 17 oppose
- 5 don't know

35. If the state were to give local school districts more flexibility over how state funding is spent, how confident are you that local school districts would use this money wisely? Are you very confident, somewhat confident, not too confident, or not at all confident?

- 16% very confident
- 57 somewhat confident
- 17 not too confident
- 7 not at all confident
- 2 don't know

36. Next, do you think that school districts in lower-income areas of the state have the same amount of resources—including good teachers and classroom materials—as school districts in wealthier areas, or not?

- 19% yes, have the same amount of resources
- 75 no, do not have the same amount of resources
- 6 don't know

[rotate blocks: questions 37, 38 and 39, 40]

[rotate questions 37 and 38]

37. Do you think school districts that have more low-income students should or should not get more of any new state funding than other school districts?

63% should
32 should not
5 don't know

38. Do you think school districts that have more English language learners should or should not get more of any new state funding than other school districts?

51% should
44 should not
5 don't know

[rotate questions 39 and 40]

39. If it means less funding for other school districts, do you think school districts that have more low-income students should or should not get more funding from the state?

66% should
30 should not
5 don't know

40. If it means less funding for other school districts, do you think school districts that have more English language learners should or should not get more funding from the state?

54% should
41 should not
6 don't know

41. If the state were to give extra funding to local school districts that have more **[rotate]** English language learners **[and]** lower-income students, do you think the academic achievement of these students would or would not improve? (**If it would, ask:** Do you think it would improve a lot or somewhat?)

33% improve a lot
41 improve somewhat
20 would not improve
6 don't know

42. Next, some people are registered to vote and others are not. Are you absolutely certain that you are registered to vote in California?

69% yes *[ask q42a]*
31 no *[skip to q43b]*

42a. Are you registered as a Democrat, a Republican, another party, or are you registered as a decline-to-state or independent voter?

44% Democrat *[ask q43]*
29 Republican *[skip to q43a]*
6 another party *(specify) [skip to q44]*
21 independent *[skip to q43b]*

43. Would you call yourself a strong Democrat or not a very strong Democrat?

55% strong
43 not very strong
2 don't know

[skip to q44]

43a. Would you call yourself a strong Republican or not a very strong Republican?

48% strong
50 not very strong
2 don't know

[skip to q44]

43b. Do you think of yourself as closer to the Republican Party or Democratic Party?

21% Republican Party
45 Democratic Party
24 neither *(volunteered)*
10 don't know

44. Next, would you consider yourself to be politically: **[read list, rotate order top to bottom]**

12% very liberal
17 somewhat liberal
30 middle-of-the-road
24 somewhat conservative
13 very conservative
4 don't know

45. Generally speaking, how much interest would you say you have in politics—a great deal, a fair amount, only a little, or none?

- 24% great deal
- 36 fair amount
- 30 only a little
- 9 none
- 1 don't know

[d1 to d4a: demographic questions]

D4b. **[public school parents only]** Would you say your child's public school has or has not been affected by recent state budget cuts? **(if it has:** Has it been affected a lot or somewhat?)

- 40% affected a lot
- 34 affected somewhat
- 22 not affected
- 5 don't know

D4c. **[public school parents only]** How much, if anything, have you heard about the "Common Core State Standards," a new set of English and math standards that the state will roll out in 2014? Have you heard a lot, a little, or nothing at all?

- 9% a lot
- 36 a little
- 54 nothing at all
- 1 don't know

D4d. **[public school parents only]** What do you hope will be the highest grade level that your youngest child will achieve: some high school; high school graduate; two-year community college graduate or career technical training; four-year college graduate; or a graduate degree after college?

- 1% some high school
- 11 high school graduate
- 6 two-year community college graduate or career technical training
- 39 four-year college graduate
- 41 a graduate degree after college
- 2 don't know

D4e. **[public school parents only]** How confident are you that you have the resources and information needed for this child to reach that grade level—very confident, somewhat confident, or not too confident?

- 43% very confident
- 36 somewhat confident
- 20 not too confident
- don't know

D4f. **[public school parents only]** How confident are you that your local K–12 schools have the resources and information needed to prepare this child for that grade level—very confident, somewhat confident, or not too confident?

- 25% very confident
- 53 somewhat confident
- 22 not too confident
- don't know

[d5 to d16: demographic questions]

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The institute's research focuses on the underlying forces shaping California's future, cutting across a wide range of public policy concerns, including economic development, education, environment and resources, governance, population, public finance, and social and health policy.

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