

Californians and Public Education: Results from the Fourth PACE/USC Rossier Poll

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USC Rossier
School of Education





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California is in the middle of a nearly unprecedented period of change in the state's education system. Following voter approval of Proposition 30 in 2012, the Legislature adopted the Local Control Funding Formula (LCFF) in 2013. The LCFF upended the way California funds schools, redistributing revenues toward schools and school districts facing the greatest challenges and shifting control over the allocation of revenues from Sacramento to local educators and their communities. The decentralization of authority and responsibility brought about by the LCFF is reflected in the state's new accountability system. The centerpiece of the new system is the Local Control Accountability Plan (LCAP), which must be developed in consultation with parents, teachers, and the broader community. The LCAP ties decisions about the use of resources directly to local strategies for educational improvement, rather than focusing on student test scores as the sole or even primary criterion for educational performance.

Along with radically new school finance and accountability policies California is simultaneously moving forward with the most ambitious transformation of standards and assessments in a generation. The Common Core State Standards (CCSS) and the associated Smarter Balanced Assessment Consortium

(SBAC) assessments promise greatly improved instruction and deeper learning for all California students, but successful implementation of the new standards will require major changes in curricula, instructional materials, teacher training, and professional development, among many other things.

The courts have also weighed in on education policy issues in California. The recent decision in the *Vergara v. State of California* case would require the state to rethink state and local policies on several key elements of teacher employment policy including "teacher tenure" and the rules for teacher dismissal.

How much do California voters know about the policy changes that are transforming their education system, and what are their views about the direction in which the state is moving? In this report we present findings from the latest Policy Analysis for California Education (PACE) and University of Southern California (USC) Rossier School of Education poll. The poll was conducted by MFour Research/Tulchin Research in June 2014. It surveyed California voters' knowledge and opinions about the quality of the state education system, CCSS, the *Vergara* case and teacher employment policies, LCFF, and charter schools.

This is the fourth in a series of PACE/USC Rossier polls. Findings from our earlier polls were summarized in policy reports in 2013 (http://www.edpolicyinca.org/sites/default/files/PACE_USC_Poll_Dec_2013_FINAL.pdf) and 2012 (http://www.edpolicyinca.org/sites/default/files/PACE_USC_Poll_Aug_2012.pdf). Findings from all PACE/USC Rossier polls are available on the PACE website (<http://www.edpolicyinca.org/polls>).

Results Show Positive Trend in Attitudes toward California and its Schools

The poll finds that voter attitudes about the direction of the state and the performance of public schools are relatively low but growing more positive. When asked whether California is on the right or wrong track, 35 percent of respondents report that California is on the right track (see Figure 1). This is a 4 percentage point increase from the 2013 poll results and a 13 percentage point increase from 2012. However, there is a sharp partisan divide on this question – 50 percent of Democrats think the state is on the right track as compared to just 16 percent of Republicans.

Figure 1. Is California on the Right or Wrong Track?

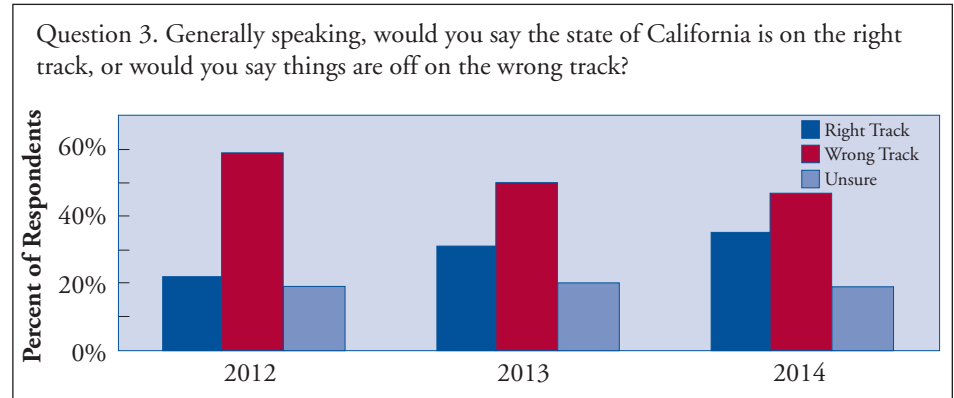
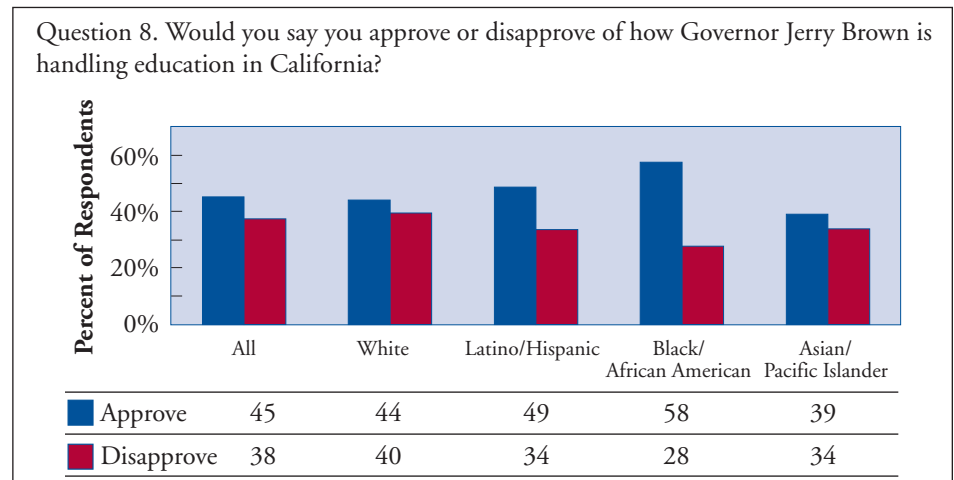


Figure 2. Governor Brown’s Education Approval Rating



Voters Report Higher Approval for the Governor, Lower for the President

Compared to previous polls, more California voters approve of Governor Jerry Brown’s handling of education issues. When asked specifically about Governor Brown’s handling of education, 45 percent of respondents approved, compared to 42 percent in the 2013 poll. Conversely, 38 percent of respondents disapproved of Brown’s handling of

education, an 8-point drop compared to 2013. Across racial/ethnic groups, black/African American respondents are the most positive about Governor Brown’s handling of education (see Figure 2). The positive trend in Governor Brown’s education approval ratings are not mirrored for President Obama. Approval of the President’s educational performance fell from 51 percent in 2013 to 45 percent this year.

Voters Convey More Positive Attitudes toward California’s Schools

Californians are also more positive than before about the quality of the state’s public schools. When asked to rate on a scale of 0-10 how California’s public schools are performing in a variety of areas, voters gave higher scores in all areas compared to the 2013 poll (see Table 1). Voters report that the state’s public schools are doing a better job at teaching students basic skills, offering extra-

curricular activities, holding schools accountable, and preparing students for a four-year university. Voters believe that the area in which schools are doing the best job is teaching students the basics of reading, writing, and math (6.2 on the 0-to-10 scale).

Poll results indicate that voters on average are more positive than before about the quality of public schools. Although the majority of voters continue to rate the state’s

public schools poorly, the poll finds that these negative attitudes are softening. The 2014 poll finds that 21 percent of voters believe that their local public schools have “gotten better” in the past few years, which is a 10 percentage point increase since our 2012 poll. Similarly, the percent of respondents indicating their local public schools have gotten worse decreased 11 percentage points in that time.

Table 1. California School Performance Ratings

	2012	2013	2014
Teaching students the basics of reading, writing and math	5.0	5.1	6.2
Preparing students for a four-year university	4.3	4.1	5.9
Offering career technical and vocational education to students who need an alternative to a four-year university	3.9	4.1	5.9
Providing parents with a choice of public schools to send their child	4.2	3.7	5.8
Ensuring every student has a quality teacher	4.1	4.1	5.4
Holding principals, teachers, and parents accountable for student performance	4.3	4.1	5.4
Preparing students for good paying jobs	4.0	4.0	5.3
Providing adequate funding for local schools, students and classrooms	4.2	3.7	5.3
Offering music, art, drama, sports and other extracurricular activities	4.1	3.7	5.2
Not spending too much money on bureaucracy	3.4	3.3	5.0

Voters Know More about the Common Core State Standards (CCSS) and Like Them Less

The Common Core State Standards detail what K-12 students should know and be able to do in English language arts and mathematics at the end of each grade. The standards seek to establish consistent expectations across states. The CCSS are expected to be fully implemented in more than 40 states in the 2014-15 school year.

Since our last poll in 2013, California voters have become more knowl-

edgeable about the CCSS. Currently, 53 percent of voters report not knowing much or not knowing anything about the new standards, compared to 71 percent of respondents in 2013 (see Figure 3). Parents with school-aged children are more likely to be informed about the new standards compared to voters who do not identify as parents of school-aged children.

Opposition to the Standards is Higher than Support

As their knowledge about the standards increases, California voters'

attitudes toward them have become increasingly negative. Forty-four percent of voters have somewhat (30 percent) or very (14 percent) negative feelings about CCSS, while 38 percent have somewhat (32 percent) or very (6 percent) positive feelings about the standards (see Figure 4). There is a sharp partisan split in attitudes toward CCSS, with a 47/34 positive/negative split among Democrats and a 30/56 split among Republicans. The poll also revealed a sharp split by respondent age, with a 36/51 positive/negative split among voters 65 and older and 44/40 split for voters 18-29 years old.

Figure 3. Familiarity with the Common Core, 2013-14

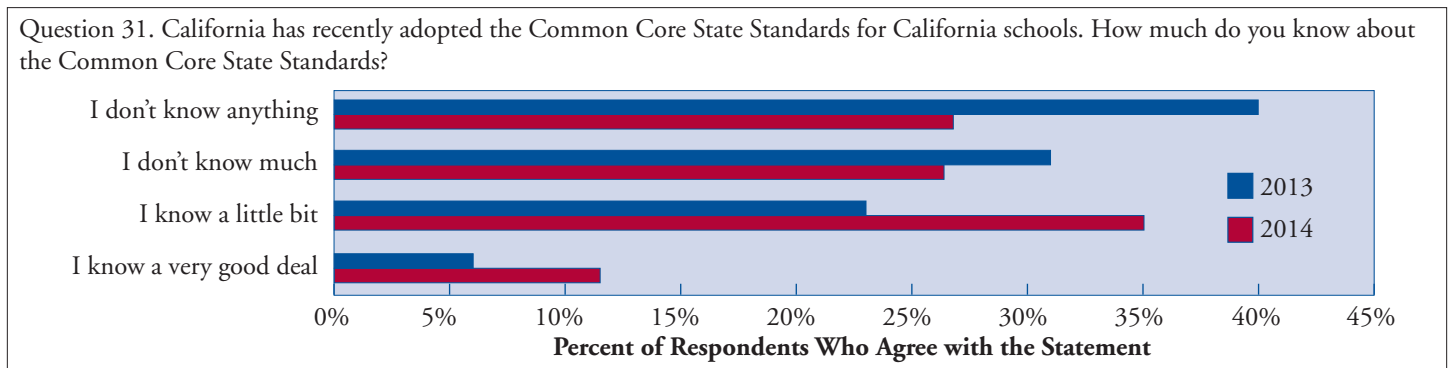
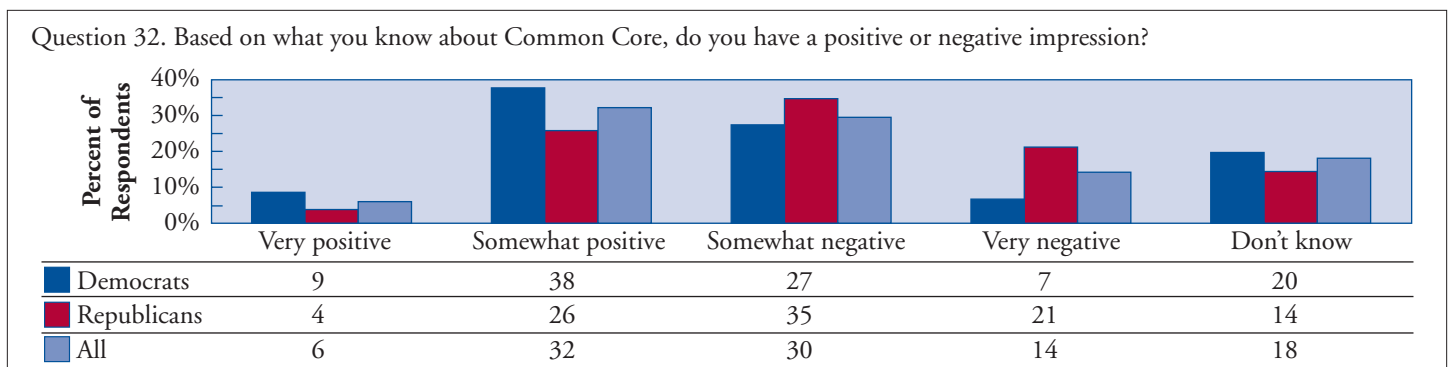


Figure 4. Impressions of the Common Core, 2014



After reading statements both in support of and in opposition to implementing CCSS (shown below in Table 2), our 2014 poll finds that 41 percent of voters indicate that the standards should not be implemented, while 32 percent of voters believe that they should be. In 2013, when provided similar statements about the *adoption* of CCSS, the response

was 36 percent in favor of and 25 percent opposed. Responses to the current poll also vary by race and age. Blacks/African Americans were the only racial/ethnic group with net support for the standards on this question. Interestingly, though the youngest age group in our poll had the most positive feelings towards CCSS, they were most strongly op-

posed to the implementation of the standards after reading the statements. While 48 percent of voters in the 18-29 age group opposed the implementation, just 36 percent of 30-39 year-olds opposed it.

Table 2. Support for “Arguments for and against” Common Core

Question 33. Here is a pair of statements about whether or not California should implement the Common Core State Standards. Please read the following and indicate which statement you agree with most:									
	All	White	Latino/ Hispanic	Black/ African American	Asian/ Pacific Islander	Age 18–29	Age 30–39	Age 40–49	
Sample Size (N)	1,005	675	172	64	84	107	132	218	
	Percent of Respondents (%)								
Arguments for and against CCSS	California is right to implement the CCSS because they provide a clear, consistent understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. These standards have been adopted by California and 45 other states.	32	29	35	46	33	27	37	34
	California should not implement the CCSS because they represent a Washington, D.C.-based, one-size-fits-all approach that increases our reliance on standardized testing and does not take account of regional and classroom realities. Many states that have adopted the CCSS are now re-evaluating their decision.	41	42	42	32	35	48	36	41
	Can't say/Don't know	27	29	23	22	31	25	27	25

Although these low levels of support may indicate trouble for CCSS implementation, the large numbers of voters unfamiliar with or uncertain about their views suggests that there is considerable room for public opinion on this issue to continue to change in the future. In 2014, 53 percent of respondents report knowing nothing or not much about the standards. Further, 27 percent of voters did not know whether or not they wanted to support the new standards after reading the statements for and against. Given that the plurality of voters appears to oppose the CCSS, the implementation of the CCSS may be met with opposition unless the public—particularly this large bloc of unfamiliar and uncertain voters—is convinced of the need for the new standards.

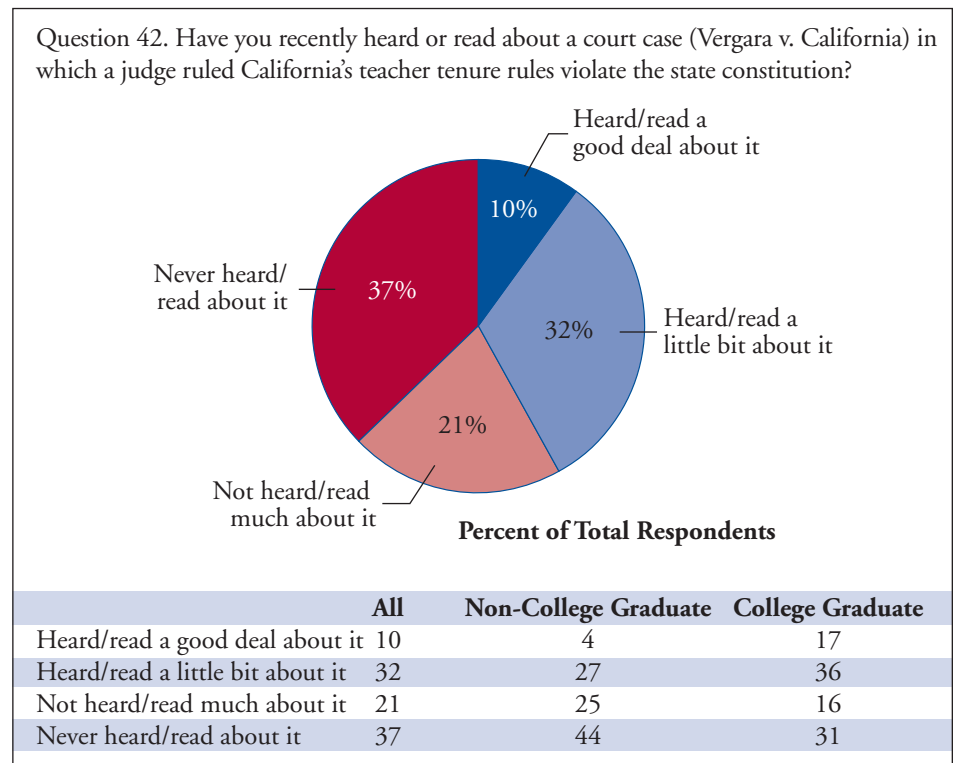
Voters Strongly Support the Vergara Decision

In May 2012, nine California students filed suit against the state of California (*Vergara v. State of California*) challenging “teacher tenure” and “last in, first out” policies. Tenure laws provide teachers with the right to contest any case brought against them for dismissal. In California, public school teachers with a positive recommendation from their supervisors are awarded tenure after 18 months in the classroom. California also operates under a “last in, first out” policy by which teacher lay-

offs rely on seniority; when districts are faced with budget cuts, teachers with the least seniority must be laid off first. The plaintiffs argued that “teacher tenure” and “last in, first out” policies in California disproportionately deprived low-income, minority students of quality teachers, thus violating their state constitutional right to equal educational opportunity. The two largest teacher unions in California, the California Teachers Association (CTA) and the California Federation of Teachers (CFT), voluntarily joined the defense. On June 10, 2014, presiding Judge Rolf M. Treu ruled these policies unconstitutional.

Poll results indicate that voters strongly support the *Vergara* decision. Sixty-three percent of respondents had at least heard of the *Vergara* case (see Figure 5), with more educated Californians more likely to be familiar with the case. Of the respondents who knew of the case, 62 percent agreed with the judge’s decision. Here again, there was a partisan split – 75 percent of Republicans agreed with the ruling as compared with 52 percent of Democrats.

Figure 5. Familiarity with the Vergara Lawsuit



Voters Oppose “Last in, First out” and Teacher Tenure

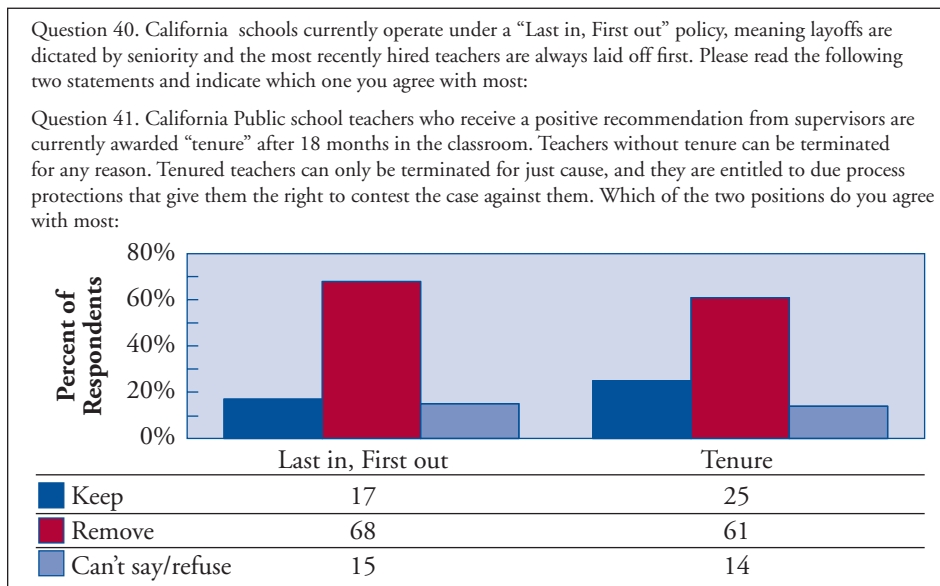
The poll also asked about specific elements of the policies challenged by the *Vergara* plaintiffs. When asked about the “last in, first out” policy using the wording shown in Figure 6, 68 percent agreed that the policy should be removed “because it hurts students by requiring school administrators to lay off talented young teachers before low-performing senior teachers,” while less than a quarter believed that the policy should remain because “the policy creates job stability that enables school districts to attract and retain quality teachers, despite low pay and difficult working conditions.” Support for ending “last in, first out” was strong across all political affiliations, age, and racial/ethnic groups.

The poll also asked two questions about teacher tenure. The first question described tenure using the wording shown in Figure 6 and asked whether teachers should receive it. Just 25 percent agreed that “We should keep tenure for public school teachers because it protects them from being fired based on personal or political reasons, prevents schools from firing more experienced teachers to hire younger, less expensive teachers, and allows teachers freedom to teach potentially controversial topics without fear of reprisal.” In contrast, 61 percent agreed that “Public school teachers should not receive tenure because the policy makes it extremely difficult to fire poorly performing teachers, so that many California school children, particularly those in economically challenged school districts get stuck with poor teachers year after year.”

Next, the poll asked specifically about the length of time to tenure. With more options, only 35 percent said teachers should not receive tenure, while 38 percent said two years is simply too soon for tenure to be awarded. On this question, just 21 percent indicated support for the status quo of tenure within two years. This finding suggests that public support for teacher tenure might be stronger if there were a longer probationary period.

In addition to strong overall support for removing tenure and seniority protections, respondents are wary of the impact of teacher unions on education. In fact, 49 percent of respondents report that they believe that teacher unions have a very (22 percent) or somewhat (27 percent) negative impact on education in California, as compared to 31 percent who think they have a very (6 percent) or somewhat (25 percent) positive impact.

Figure 6. Attitudes toward “Last in, First out” and Teacher Tenure



Although support for the *Vergara* decision is strong across all demographic groups included in this survey:

- Republicans are the strongest supporters of removing teacher tenure (72 percent) and “last in, first out” policies (83 percent).
- Younger voters (18-29) were more likely to support tenure (49 percent oppose, 30 percent support) than 65 and older voters (64 percent oppose, 23 percent support).

LCFF Does Not Guarantee Political Engagement

LCFF replaces California’s state-controlled school finance system with a system that provides more flexibility and local control and requires more community input. Under the old system, school districts received approximately two-thirds of their revenues as general-purpose funding based on complex historical formulas, and about one-third through regulated categorical programs. The LCFF awards districts a uniform base grant, determined by grade level. Districts are given additional funds for each student from a high-needs group (low income, English-learning, and foster youth), and even more funds if more than 55 percent of a district’s enrollment includes these high-needs students (see Figure 7). According to the law, local districts must decide how to spend LCFF funding with input from local stakeholders. They are also required to adopt and publicly share LCAPs that disclose how funds will be spent, assuring that they align with the state’s eight education priorities. These areas include student achievement, student engagement, parental involvement, school climate, basic services, implementing Common Core, course access, and other student outcomes.

Californians are Unaware of the LCFF

In an ongoing trend identified in 2013 by the PACE/USC Rossier poll, LCFF awareness continues to

be a challenge for the state and local districts. Despite the release of draft regulations by the Department of Education and the submission of 1,000 LCAPs, voters report being uninformed about the LCFF. Overall, just 24 percent of all registered voters and 28 percent of parents report having heard or read a little to a good deal about the new funding system. In contrast, a large majority of voters (approximately 76 per-

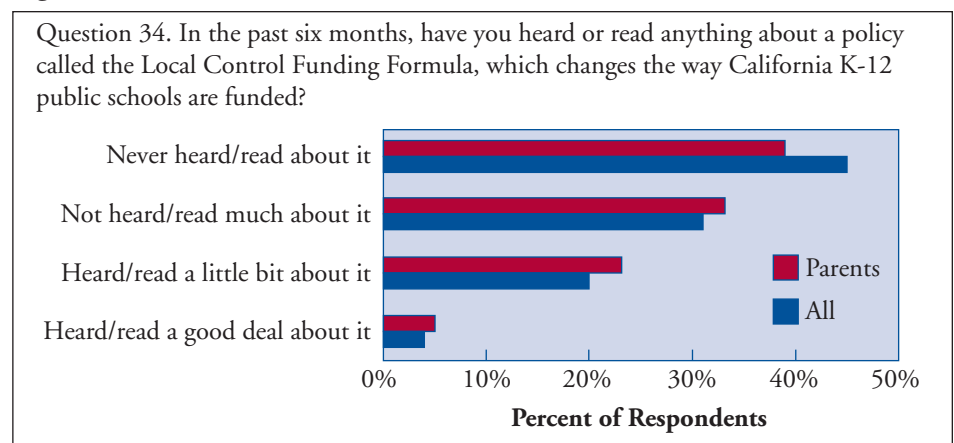
cent) have not heard or read much about LCFF or have never heard or read about LCFF (see Figure 8). While these results indicate a slight increase in public awareness since 2013 (note that the polling question was worded differently and cannot be directly compared), the trends show a need for more focus by state and local actors on educating and engaging stakeholders in the process.

Figure 7. Overview of Local Control Funding Formula^a

Formula Component	Rates/Rules
Target base rates (per ADA) ^b	<ul style="list-style-type: none"> • K–3: \$6,845 • 4–6: \$6,947 • 7–8: \$7,154 • 9–12: \$8,289
Base rate adjustments	<ul style="list-style-type: none"> • K–3: 10.4 percent of base rate. • 9–12: 2.6 percent of base rate.
Supplemental funding for certain student subgroups (per EL/LI student and foster youth)	20 percent of adjusted base rate.
Concentration funding	Each EL/LI student above 55 percent of enrollment generates an additional 50 percent of adjusted base rate.
Add-ons	Targeted Instructional Improvement Block Grant, Home-to-School Transportation, Economic Recovery Target.
^a Applies to school districts and charter schools.	
^b Reflects target rates as specified in statute. Does not include 1.57 percent cost-of-living adjustment provided in 2013–14.	
ADA = average daily attendance; EL = English learner; and LI = low-income (defined as a student receiving a free or reduced-price meal).	

Source: California Legislative Analyst’s Office

Figure 8. 2014 Voter Awareness of LCFF



Whereas the polls indicate a moderate increase in public awareness over the past year, the governor and state legislature have moved on to other policy priorities and left the LCFF implementation and public awareness campaign responsibilities to the California State Board of Education and local districts. In 2012, the governor stumped for Proposition 30, which provided for a temporary quarter-of-a-percent increase in sales tax for four years starting in January 2013 and increased income taxes on Californians who earned at least \$250,000 by up to three percentage points for seven years. On the heels of his victory with Proposition 30, the governor focused on the passage of the LCFF, dramatically revamping the way K–12 education is funded in California. Unfortunately, polls indicated that back in 2013 few Californians were aware of the new law’s passage, and since then awareness has lagged behind expectations. The polls suggest an uphill battle for local and state policy makers to increase community awareness of the LCFF, and stakeholder engagement as required by law.

Voter Impressions of the LCFF are More Positive than Negative

Despite the lack of awareness, the most recent poll points to increasingly favorable impressions of the LCFF among all California voters. Overall, 2014 voters across all demographics consistently report more positive than negative views

of LCFF: almost half (47 percent) reported a very (8 percent) or somewhat (39 percent) positive impression, while less than a third reported a negative impression of the LCFF; the rest were unsure (see Table 3). Results on a similar item also indicate favorable views. When provided with more details about the LCFF, a plurality of voters (40 percent) continued to report a positive impression of the new funding system,

with the remaining impressions being negative (31 percent) or unsure (30 percent). This year’s poll showed more voter support for LCFF compared to last year, when voters were asked a similarly worded question. In fact, last year voters were more evenly split on their impressions of LCFF (30 percent positive, 31 percent negative), indicating that public support for the policy may be increasing.

Table 3. Views on the LCFF, 2014 vs. 2013

2014		
Question 35. Based on what you know, do you have a positive or negative impression of the Local Control Funding Formula approach?		
	% Agree	
	All	Parents
Very positive	8	7
Somewhat positive	39	38
Somewhat negative	27	25
Very negative	3	3
Not sure/Don't know	23	26
Question 36. Here is a pair of statements about the “Local Control Funding Formula” plan, which sets standards for how school districts spend education dollars and prioritizes funding for school districts with more high-needs students, such as English language learners and low-income students. Please indicate which statement you agree with most:		
Local Control Funding Formula plan is a good idea because all California public schools will get more money than they received last year, parents will have more say in how school district money is spent and school districts with the highest concentration of high-needs students will get additional funds to spend as they need.	40	38
Local Control Funding Formula is a bad idea because it allows the state to take local tax money from local school districts and give it to a select few districts around the state. California education dollars should be shared equally and we shouldn't be raiding funding from some districts to disproportionately benefit others.	31	33
Can't say/Refuse	30	30
2013		
Question 30. Not everyone agrees with Governor Brown's Local Control Funding Formula approach. Please read the following statements and indicate which you agree with most:		
Mary says the Governor's Local Control Funding Formula plan is a good idea because all California public schools will get more money than they received last year, but school districts with the highest concentrations of high-needs students will get additional funds to spend as they need, because concentrating funds on these critical school districts will have the greatest impact.	30	30
Sally says the Governor's Local Control Funding Formula is a bad idea because only some school districts will benefit, while other districts, even if they have high-needs students and middle class communities that saw substantial cuts during the recession, won't get any of the additional funds. California education dollars should be shared equally among all school districts, not a select few.	31	37
Neither	18	16
I don't know	21	17

There is Strong Support for Parental Involvement Requirements of the LCFF

The LCFF policy grants school districts more authority than before to decide how to spend their state funding allocations and to create local accountability goals. The increased flexibility and local control, however, come with a requirement that districts engage local stakeholders, including parents and teachers, in the allocation of these funds and the development of LCAPs. The most recent poll indicates strong support for this provision: approximately two-thirds of voters report approving of this LCFF requirement (see Figure 9).

Few Voters are Aware of or Have Attended LCFF Meetings

While a majority of California voters and parents agree that parental engagement is a positive requirement of the LCFF, few have actually engaged. The ability of LCFF to deliver on its promise of increased stakeholder engagement and improved student outcomes will depend in part on the extent to which parents, teachers and community members participate in the process and encourage local school boards and superintendents to set ambitious goals and make judicious spending decisions. Thus, it is essential that Californians interested in improv-

ing education for the state’s children understand the new system and their responsibilities in contributing to its success. Though the polls indicate a slight increase in public awareness, few stakeholders report being engaged in LCFF activities. Only 12 percent of parents and 8 percent of voters report being aware of or attending an LCFF planning meet-

ing, while over two-thirds of both groups report being unaware of any LCFF meetings taking place in their districts (see Figure 10). This poses a challenge to local and state policy makers alike to ensure that the new policy fulfills the needs of the local community. It also indicates a need for more communication and outreach.

Figure 9. Support for the LCFF’s Parental Involvement Requirements

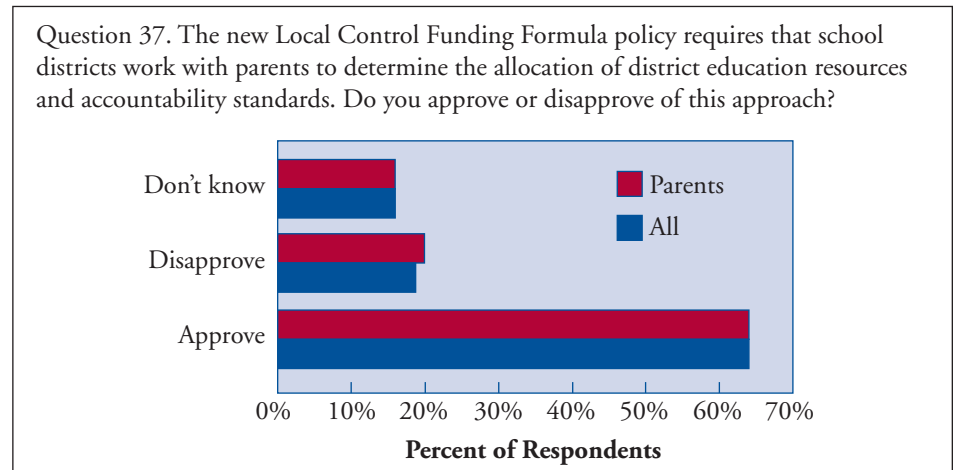
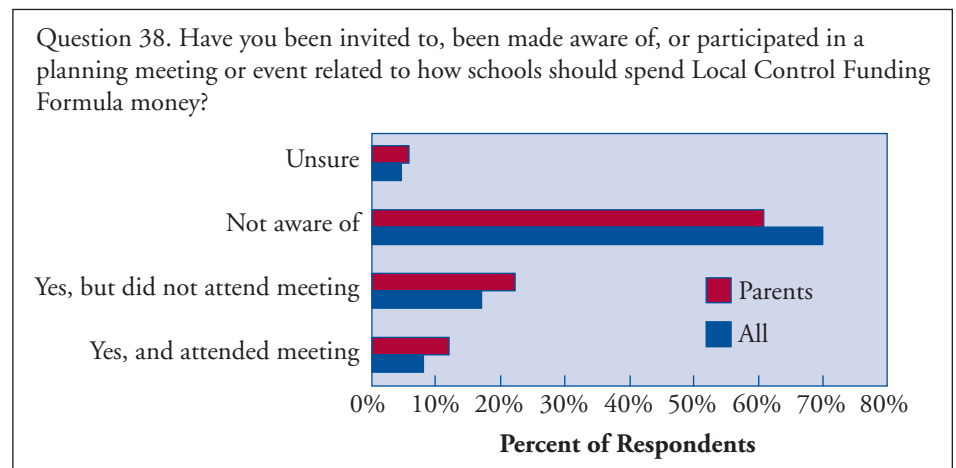


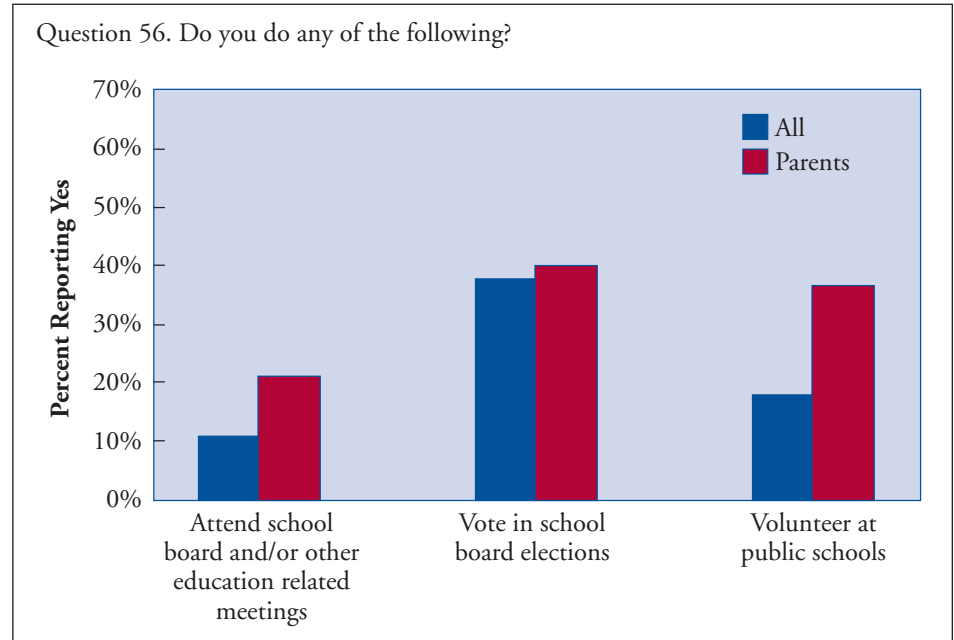
Figure 10. Voter Awareness of and Attendance at LCFF Planning Meetings



Voters Indicate Low Levels of Involvement in Education Overall

Beyond the requirement of parent involvement in LCAP development, the LCFF policy requires districts to focus resources on engaging parents in the process of setting education priorities. One of the eight state priority areas to which LCAPs must be aligned is parent involvement. The regulations require parental involvement, defined as “including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs” (Priority 3). The most recent poll results indicate that increasing parent involvement in educational activities may be challenging. While 38 percent of registered voters report voting in school board elections, 10 percent attend school board meetings, and less than 20 percent volunteer in their local public schools (see Figure 11). Significantly, only 40 percent of *parents* report voting in school board elections, 21 percent attend school board meetings, and less than 40 percent volunteer in their local public school. The historic lack of community involvement in education presents a tremendous challenge to local districts that are now required by law to not only seek but

Figure 11. Community Participation in Local School District Activities



include community input in their education policies moving forward.

While LCFF grants local districts substantially increased flexibility as to where they spend their resources, embedded in the law is a significant role for parents and other community members. These poll results indicate there is substantial room for improving public awareness of LCFF and engagement in LCFF-related activities. Questions about the stability of public support remain for this policy when so many Californians report their own lack of engagement. Involving parents and the broader community in the process of setting and achieving local district priorities is an important

key to LCFF success. How this lack of engagement will affect the ongoing policy implementation is not yet certain.

Voters Have Misconceptions about Charter Schools

Charter schools are independently operated public schools that are allowed more autonomy than traditional public schools. Since 1991, the number of charter schools has rapidly grown nationwide and now accounts for about 6 percent of all public schools in the U.S. According to the National Alliance for Public Charter Schools, California currently has over 1,000 charter schools, one-sixth of all public char-

ter schools in the nation. Poll results indicate that voters believe they generally have a good understanding of charter schools. Over two-thirds of the respondents report that their general knowledge of charter schools is a little to somewhat good, while only 20 percent report that they do not know much at all.

Despite claims of knowledge about charters, voters harbor a number of misconceptions about the charter sector. For example, although charter schools are prohibited from charging tuition, 21 percent of respondents believe that charter schools can charge tuition, and 42 percent replied that they did not know (see Figure 12). Similarly, when asked what charter schools do when they have more student applicants than available spaces, 20 percent responded that charter schools can select the students they prefer, even though this is not allowed by law (see Figure 13).

Another misconception about charter schools was surfaced by a question about charter school effectiveness. While recent, rigorous research shows that charter schools in California (CREDO, 2014) and across the nation (CREDO, 2013) perform no better or worse than traditional public schools, poll respondents believe charter schools are considerably more effective. Forty-five percent of respondents

Figure 12. Misconceptions about Charter School Tuition

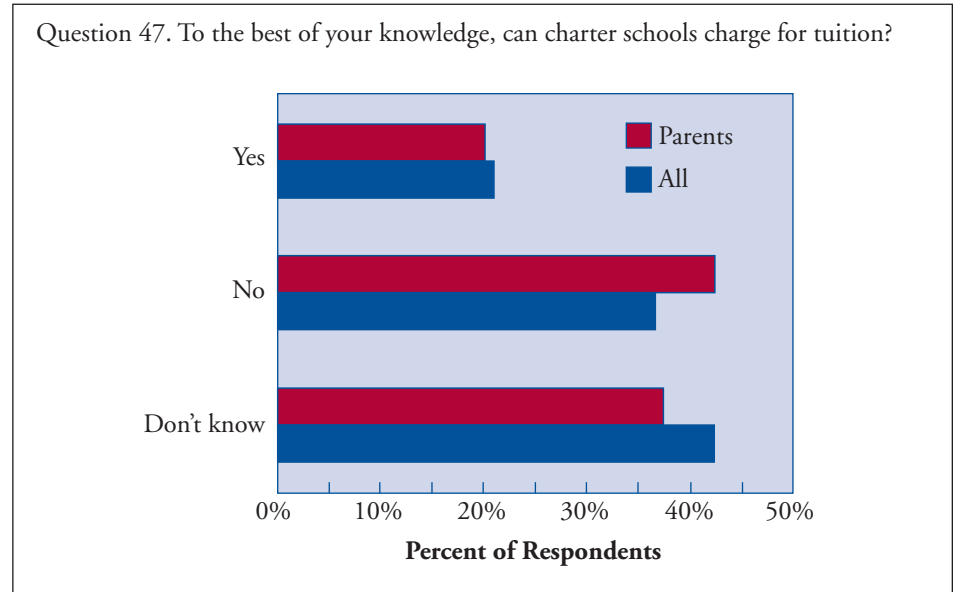


Figure 13. Misconceptions about Charter School Admissions Policies

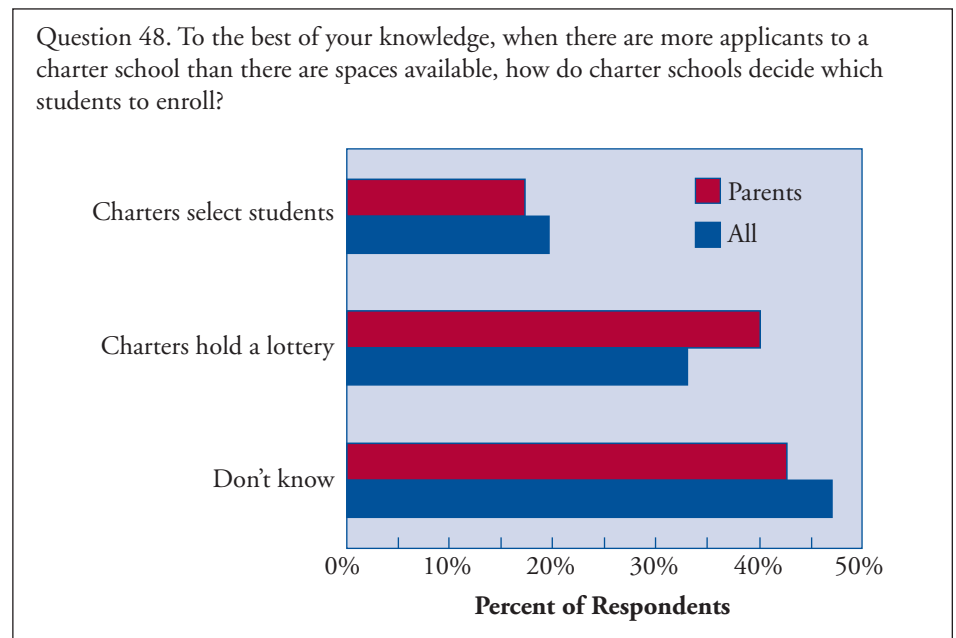
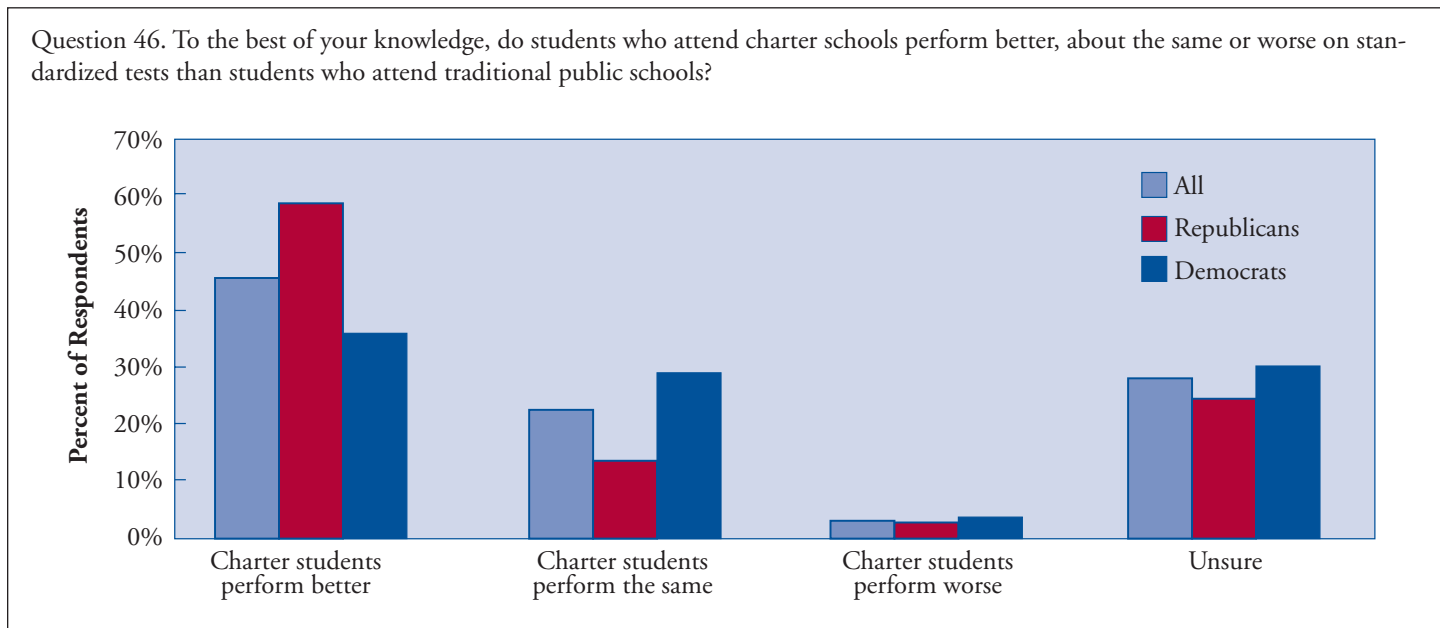


Figure 14. Misconceptions about Charter School Effectiveness



believe that charter school students do better on standardized tests than traditional public school students, compared to 21 percent who believe charter and traditional public school students perform the same and just 4 percent who believe that traditional public school students do better (see Figure 14). There is a partisan split in beliefs about the effectiveness of charter schools, with a 59/3 better/worse split among Republicans about the performance of charter school students compared to traditional public school students, and a 36/4 better/worse split among Democrats. In short, while voters believe that they have a good understanding of charter schools, they appear to hold significant misconceptions about the charter sector.

Conclusions

The state of public opinion on education issues revealed in the 2014 PACE/USC Rossier poll offers reasons for both optimism and concern. On the one hand, voters' perceptions of California's public school system are significantly more positive on a variety of dimensions than they have been in recent years. On the other hand, however, many voters are unfamiliar with the radical changes that are underway in the state's education system, and support for these changes among those who know something about them is lukewarm at best. This is especially true when it comes to the Common Core State Standards. Public awareness of the CCSS has

increased in the past year, but this increase in awareness has been accompanied by a deterioration in public support. Public support for the Local Control Funding Formula is somewhat stronger, but relatively few voters are familiar with the new finance system and even fewer have engaged in local LCFF deliberations or planning activities. Building and sustaining public support for these policy initiatives will require more aggressive efforts by state and local leaders to inform voters about the policies that are now in place and the benefits that they promise for California students. Otherwise the public may turn against these reforms, as has already begun to happen with the CCSS.

Survey Methodology

- MFour Research and Tulchin Research surveyed 1,005 registered California voters using an online format. Voters used a variety of preferred Internet-connected devices, including desktops, laptops, tablets and smartphones, to complete the survey. In the case of each device, the layout of question presentation was altered slightly to accommodate screen real estate.
- We controlled and weighted the data based on party, age, ethnicity, gender, geography, and education to obtain percentages for these demographics that matched the population of registered California voters and an estimated voter turnout for the 2014 General Election.
- The survey was completed in English and Spanish based on voter preference.
- The survey was administered from June 19 to June 22, 2014.
- We used an online panel provider to obtain our sample. Panelists were recruited from a reputable panel provider and invited to complete surveys typically by e-mail notification or “push notification” in exchange for minimal monetary compensation (i.e., \$0.50-\$0.75), in the form of redeemable points.
- The panel provider ensured panelist identity and that IP addresses were legitimate from people wishing to become panelists.
- Also, panelists were screened for completing a large number of surveys and showing undesirable behavior such as inconsistent responding or “speeding” through surveys.
- The margin of error for the entire survey is estimated to be +/- 3.5 percent at a 95 percent confidence interval.
- Some questions in the poll were administered to roughly equal halves of the samples, i.e., split samples, which produces larger margins of error.

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