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Views from the 2021 PACE/USC Rossier Poll

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July 2021

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## Executive Summary

Growing inequities and lessons learned during the pandemic together with billions of dollars in new funding present an opportunity to make substantial changes to K–12 education to better serve all students in California. In May 2021, PACE and the Rossier School of Education at the University of Southern California (USC) fielded our annual poll of California voters, which sought to gain clarity about voters' priorities on public education issues during this period in which Californians are beginning to look towards a postpandemic future. The following are 10 key findings from the poll:

1. Californians have been differentially affected by both the overall and the educational effects of the pandemic.
2. California voters are generally worried about the effects of the pandemic on the state's students.
3. Despite this challenging year, voters appreciated the work of educators.
4. However, partisan divisions shaped approval of education during the pandemic.
5. Californians have noticed increasing divisions on issues of politics and race.
6. These partisan differences translate into how voters prioritize educational issues generally and educational equity issues specifically.
7. Despite these political divisions, voters enthusiastically support a wide range of targeted supports for meeting students' diverse needs and accelerating learning in the wake of the pandemic.
8. Voters are in favor of requiring the COVID-19 vaccine for eligible students.
9. Voters support resuming in-person instruction in the fall but want schools to provide online learning options.
10. Voters are generally in favor of resuming standardized testing for students after the pandemic.

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## Introduction

COVID-19 induced a sea change in teaching and learning in California. Nearly all K–12 schools in California were physically closed in March 2020 in accordance with public health guidance and they remained closed for more than one full year, causing an unprecedented disruption to the state’s system of public education and the lives of the children and families it serves. When teaching shifted online, students lacked access to the attention, activities, and interactions that in-person schooling enables. COVID-19 introduced new challenges for all students, but its consequences were particularly severe for students who experienced inequitable access to distance learning opportunities as well as for those from communities that were disproportionately affected by the economic and public health impacts of the pandemic. Research has found that California’s students in general have learned less this year than would be expected typically, with students on average demonstrating a learning lag equivalent to approximately 2.5 months of learning in both English language arts and math as of winter 2021. Economically disadvantaged students, English learners, and Latinx students learned even less than students who were not in these groups ([Pier et al., 2021](#)). Throughout the pandemic, Latinx, multiracial, and Black students reported significantly more obstacles to virtual learning—such as feeling depressed, stressed, or anxious; distractions at home; or family responsibilities—than did either White or Asian American students ([YouthTruth, 2021](#)). Research has also found declines in student mental health and social-emotional well-being in California and nationally over the course of the pandemic ([Wang et al., 2021](#)).

The state of California and the federal government have offered financial support to K–12 schools and districts to equip them to rise to the challenge of increasing equity, learning, and student wellness when they open for in-person learning in the fall. The estimated combined total of one-time federal and state COVID-relief funding for K–12 schools in California is approximately \$36 billion ([Reimagine and Rebuild, n.d.](#)). Governor Gavin Newsom’s 2021–2022 budget proposal, if passed, would also significantly increase funds for schools in the upcoming school year (Newsom, 2021). Following years of underfunding ([Hahnel, 2020](#)), these resources can enable California schools to reimagine public schooling and rebuild a better system of education. In doing so, California can build schools that serve the whole child needs of students and place equity at the center so that all students, particularly those who have been most affected by the pandemic and systemic racism, can learn and receive the support they need to thrive ([Myung et al., 2021](#)).

The COVID-19 pandemic has revealed and exacerbated some of the fundamental failings of California’s education system, and a return to “normal” is unlikely to address the student needs that have emerged during this time. The lessons learned during the pandemic together with billions of dollars in new funding present an opportunity to make substantial and necessary changes in the organization and operation of K–12 education in the state to better serve all students.

A critical question is the degree to which the public shares this vision and is ready to support change in the state's approach to public schooling. In May 2021, as California was making strides towards recovery, we fielded our annual PACE/USC Rossier poll of California voters. The poll sought to gain clarity about California voters' priorities for public education issues during this period when educators, parents, and the public at large are beginning to look towards a postpandemic future. In this report, we present 10 findings from the poll. Details on methodology can be found in the Appendix, and [full results, including top lines and crosstabs, can be found on the PACE website](#).<sup>1</sup>

## Findings

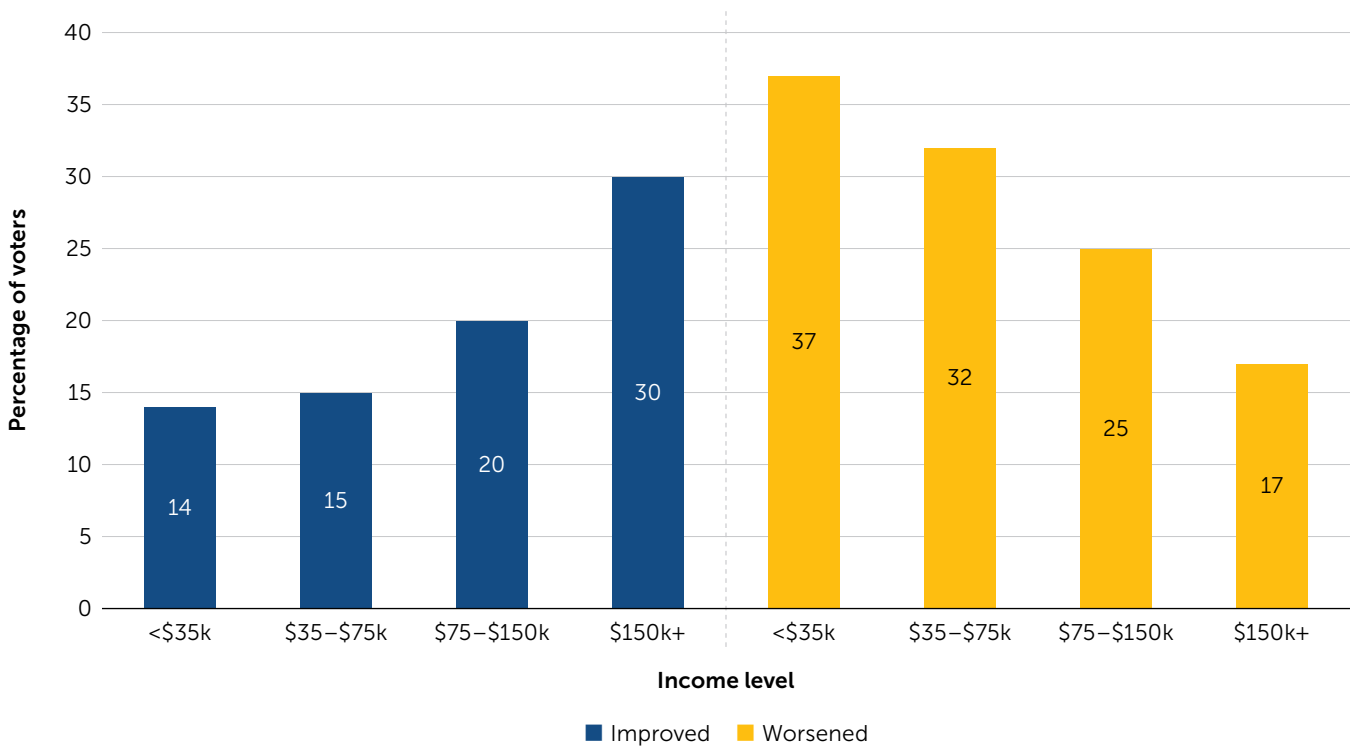
### 1. Californians Have Been Differentially Affected by Both the Overall and the Educational Effects of the Pandemic

Nationwide, it has been well documented that low-income, Black, Latinx, and Native American communities have been most affected by both the health and economic impacts of the pandemic, largely due to inequitable access to health care, income inequality, and disproportionate employment in high-risk "essential" jobs (Fortuna et al., 2020). Although the pandemic changed the lives of nearly every Californian, our poll finds that it has affected the finances and health of California's voters differently. The effects of the pandemic were harmful for some but not for all.

Overall, 28 percent of voters said their financial situation was worse during the pandemic, compared to 18 percent who reported it was better. Fifteen percent reported that their general health was worse; 15 percent reported that it was better. More than one third (36 percent) reported that their mental health was worse, compared to 12 percent who reported that it was better during the pandemic. Reports about the impact of the pandemic are relatively consistent across demographic groups, with a couple of notable exceptions. As shown in Figure 1, the financial impact of the pandemic varied substantially by income level. Among those making less than \$35,000, 37 percent reported that their household finances worsened during the pandemic. Comparatively, 30 percent of those making above \$150,000 indicated that their household's finances actually improved during the pandemic.

<sup>1</sup> See <https://edpolicyinca.org/initiatives/pace-usc-rossier-annual-voter-poll>

**Figure 1.** Voter Reports of Whether Their Finances Improved or Worsened, by Income Level



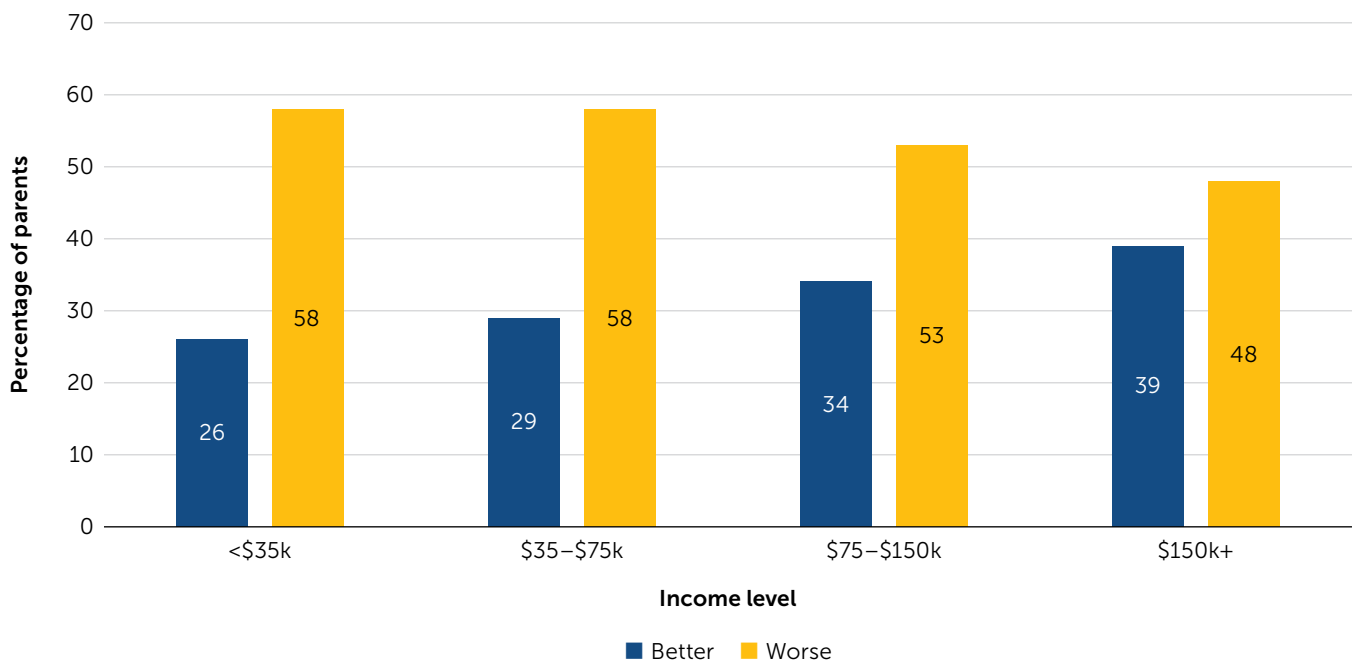
Note. For each item, voters were also given the option to report “stayed the same” or “don’t know.”

Although the reports of parents were generally the same as voters overall, there were some notable differences with regard to emotional and mental health. A larger proportion of parents than nonparents (21 percent vs. 10 percent) reported improvements in household emotional and mental health, but this difference seems largely driven by the type of school that their children attend. Forty-seven percent of parents with children enrolled in private schools reported improvements in the mental and emotional health of their families, whereas only 15 percent of parents of children in traditional public schools and 30 percent of parents of children in charter schools reported the same.

The educational impact of the pandemic reported by parents on their own children was similarly uneven. In the context of remote learning, sheltering in place, and social distancing, 53 percent of parents said that their child’s educational experience during the COVID-19 pandemic was “somewhat worse” or “much worse” than before the pandemic. However, 33 percent of parents said that their child’s educational experience was *better* than before the pandemic, with 15 percent indicating that schooling was much better during the pandemic than before.

Disaggregating these reports by income level (see Figure 2) shows that reports of children’s educational experiences during the pandemic are correlated with household income. Households making less than \$75,000 reported the highest rates of decline in educational experience, with 58 percent of parents reporting that their child’s education had worsened during the pandemic. At income levels above \$150,000, fewer than half (48 percent) of parents found that their child’s educational experience had worsened, with higher proportions of parents at these income levels instead reporting that their child’s education had improved during the pandemic—more than any other income group.

**Figure 2.** Parents’ Assessments of Whether Their Child’s Educational Experience During the Pandemic Was Better or Worse, by Income Level

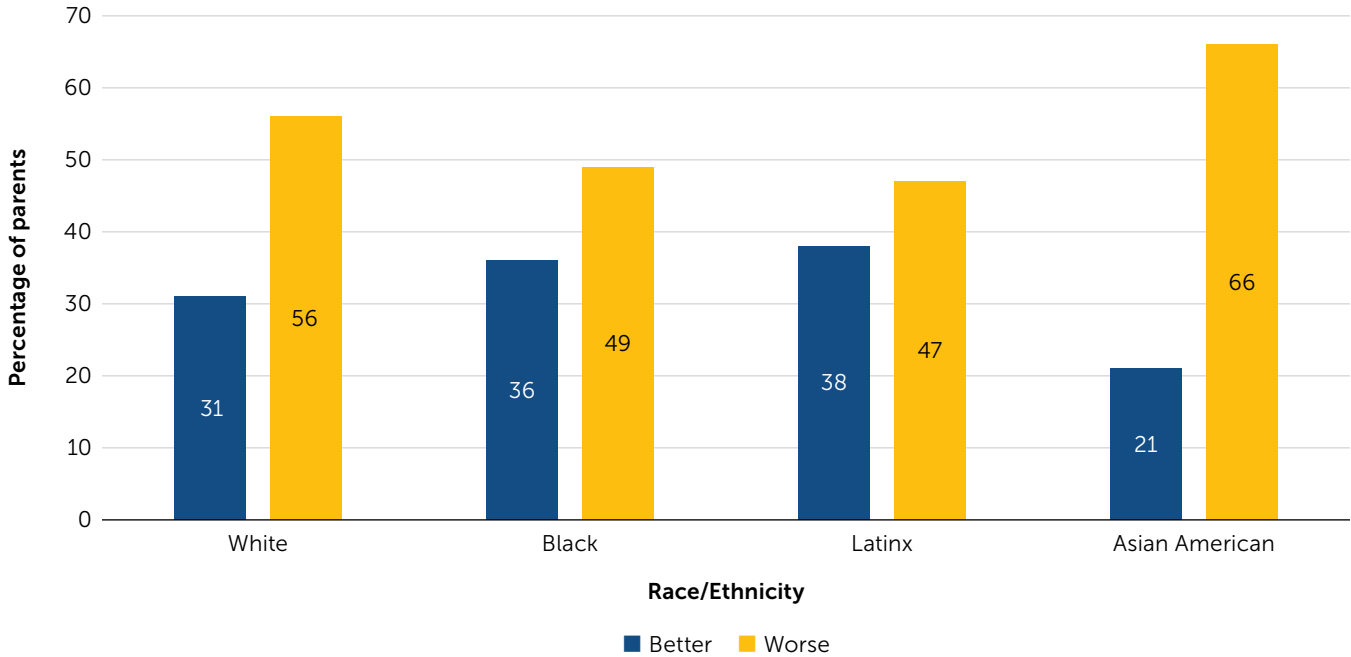


Note. Voters were also given the option to report “no difference” or “don’t know.”

When asked if they perceived their child’s educational experience to be better or worse during COVID-19 than prior to the pandemic, 38 percent of Latinx parents, 36 percent of Black parents, 31 percent of White parents, and 21 percent of Asian American parents considered their child’s educational experience during the pandemic to be much better or somewhat better. Conversely, 66 percent of Asian American parents, 56 percent of White parents, 49 percent of Black parents, and 47 percent of Latinx parents considered their child’s educational experience during the pandemic to be much worse or somewhat worse (see Figure 3).



**Figure 3.** Parents’ Assessment of Whether Their Child’s Educational Experience During the Pandemic Was Better or Worse, by Race/Ethnicity

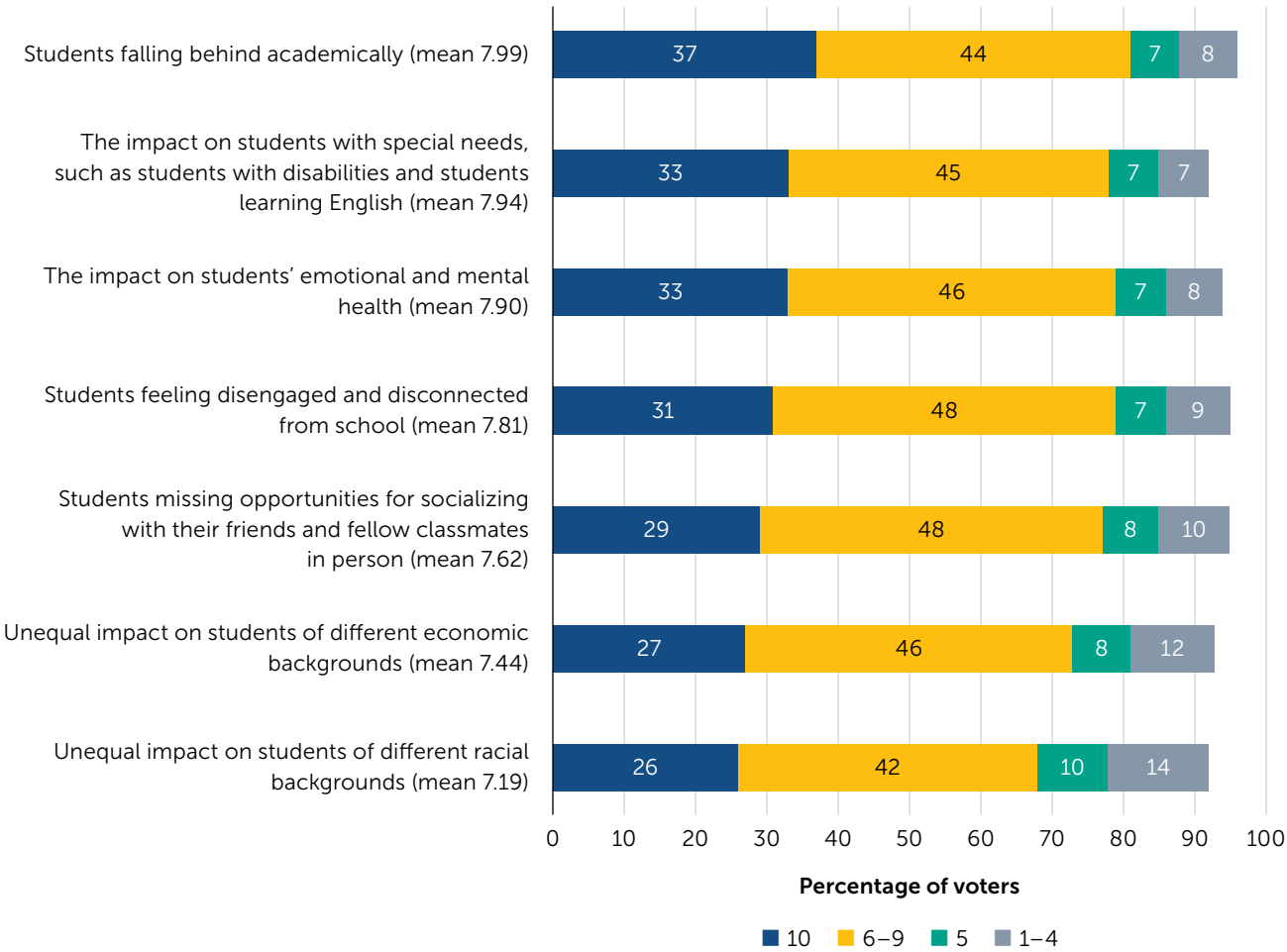


Note. Respondents were also given the option to report “no difference” or “don’t know.”

## 2. California Voters Are Generally Worried About the Effects of the Pandemic on the State’s Students

Respondents were presented with a list of potential areas of concern regarding the impact of the pandemic on students and were asked to rate their level of concern on a scale from 1 to 10, with “1” meaning not a concern at all and “10” meaning a very serious concern. As shown in Figure 4, of highest concern for voters was students falling behind academically, which had a mean of 7.99; 37 percent of respondents rated students falling behind academically a 10, indicating the highest level of concern. The area for which voters indicated their second highest rating of concern was the impact on students with special needs, such as those with disabilities and those learning English (7.94 mean, 33 percent rating a 10). The impact on students’ emotional and mental health (7.90 mean, 33 percent rating a 10) was third most concerning to voters.

**Figure 4.** Areas of Concern Regarding the Impact of the COVID-19 Pandemic on Students



Note. Respondents were also given the option to report “don’t know.”

Parents’ perspectives were very similar to voters overall, except that “the impact on students’ emotional and mental health” was their top concern (mean of 8.06, compared to mean of 8.01 for “students falling behind academically,” which was their second highest concern). In all areas, women indicated greater concern than men, and in nearly all areas, Republicans showed greater concern than Democrats, except for the unequal impact of the pandemic on students of different economic and racial backgrounds. Lower income voters generally expressed greater concern in all areas than higher income voters, and Black voters generally expressed greater concern in all areas than voters in other racial/ethnic groups.<sup>2</sup>

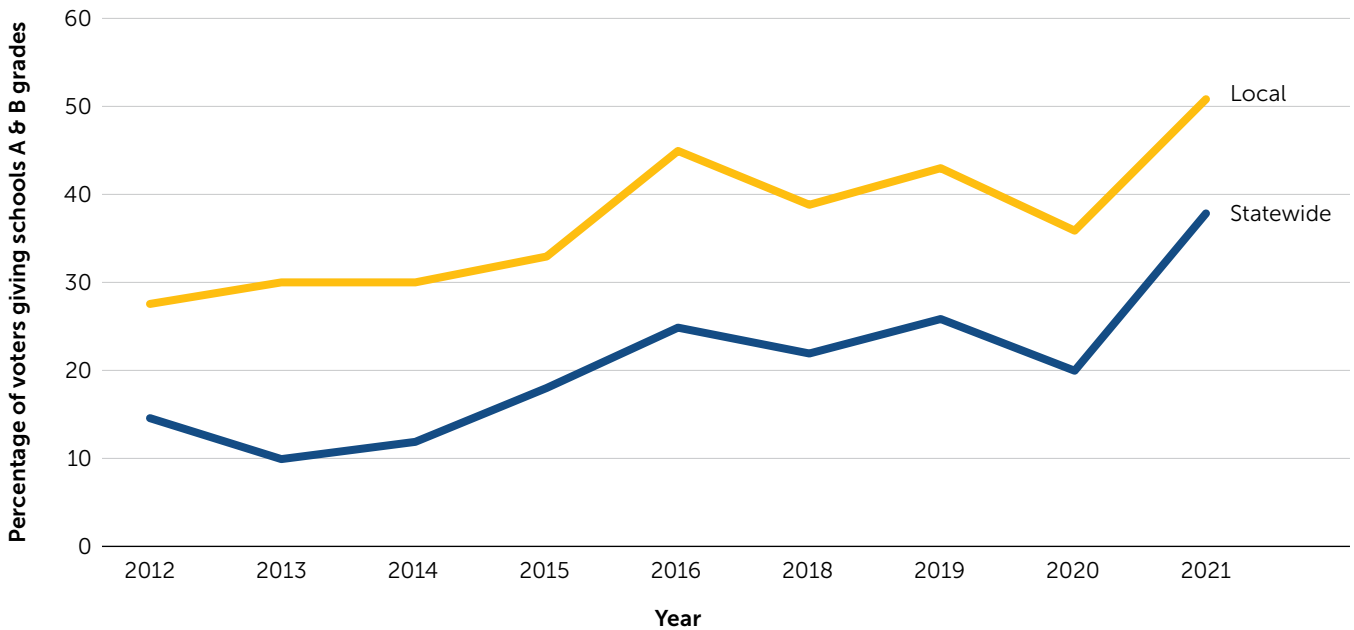
<sup>2</sup> Full crosstabs for 2021 can be found at <https://edpolicyinca.org/initiatives/pace-usc-rossier-annual-voter-poll/poll-archive/>; results by demographics for this question can be found on page 44 in the data file.

### 3. Despite This Challenging Year, Voters Appreciated the Work of Educators

Educating students, already a challenging job, was made more difficult during the pandemic. Teachers had to adjust to an abrupt transition to distance learning and continue to teach and support their students amid an ongoing crisis. Although it is unlikely that the public can understand the full extent of the hard work that educators put in to sustain student learning during the pandemic, poll results suggest that voters appreciated the work that educators have done.

Since 2012, the PACE/USC Rossier poll has asked voters to rate their public schools and public school teachers using A–F grades.<sup>3</sup> In 2021, voters rated California schools higher than ever before in the history of this poll, with 38 percent of voters giving A or B grades to California public schools statewide and 51 percent giving A or B grades to their local public schools (see Figure 5). The rankings parents gave to schools were substantially higher (53 percent gave As or Bs to California public schools statewide, and 61 percent gave As or Bs to their local public schools).

**Figure 5.** Perceptions of California Public Schools, Statewide Versus Local



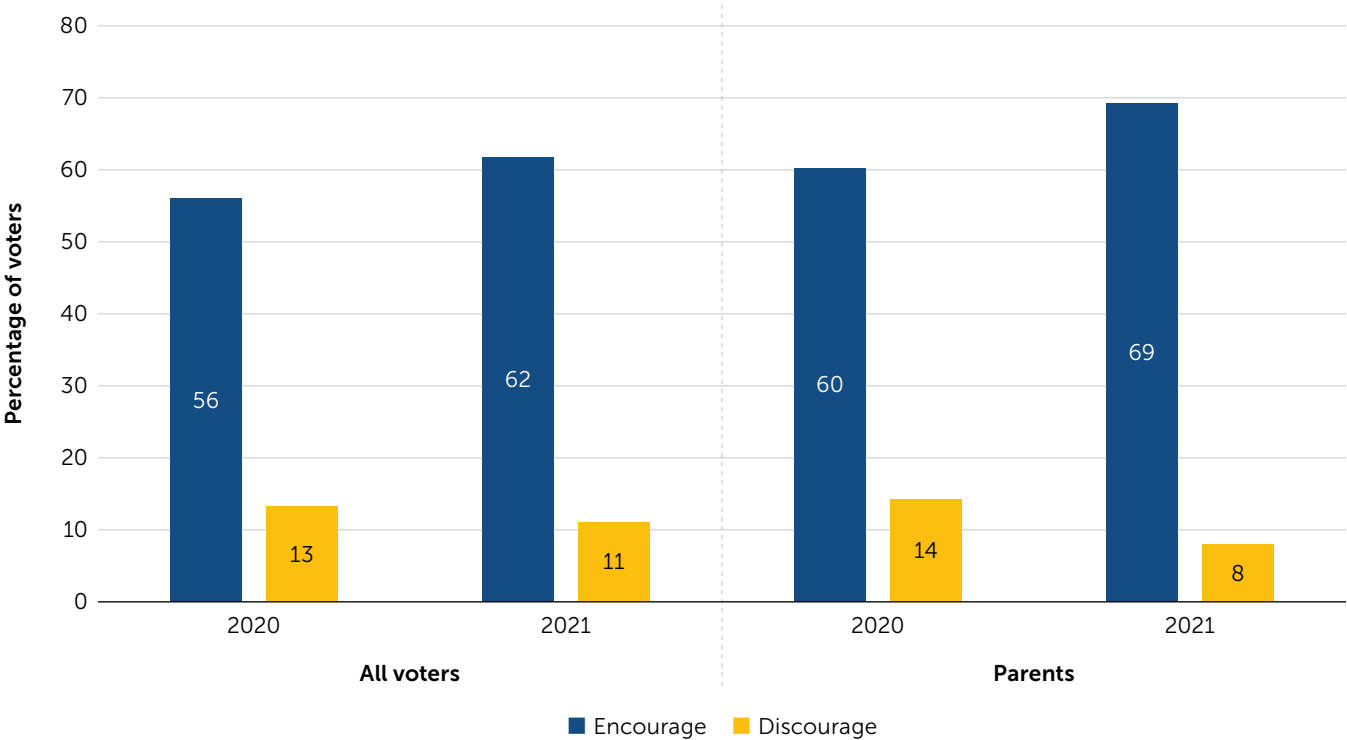
Note. Poll was not administered in 2017.

Ratings were even higher when voters were asked to grade teachers in particular. Fifty-five percent of voters gave teachers in California’s public schools A or B grades, and 61 percent gave their local teachers As or Bs. The rankings parents gave to teachers were higher (61 percent gave As or Bs to teachers statewide, and 67 percent gave As or Bs to their local public school teachers).

<sup>3</sup> The 2021 PACE/USC Rossier Annual Voter Poll was fielded in May 2021, whereas the poll has historically been fielded in January.

Another item inquired whether the respondent would encourage a young person to become a teacher, which is intended to capture the regard voters have for teaching as a profession (see Figure 6). A strong majority of voters (62 percent) would encourage a young person to become a teacher. Among voters who are parents, even more (69 percent) would do the same. This is up from 56 percent of voters in 2020 (60 percent for parents in 2020).

**Figure 6.** Percentage of Voters and Parents Who Would Encourage a Young Person to Become a Teacher, 2020 Versus 2021

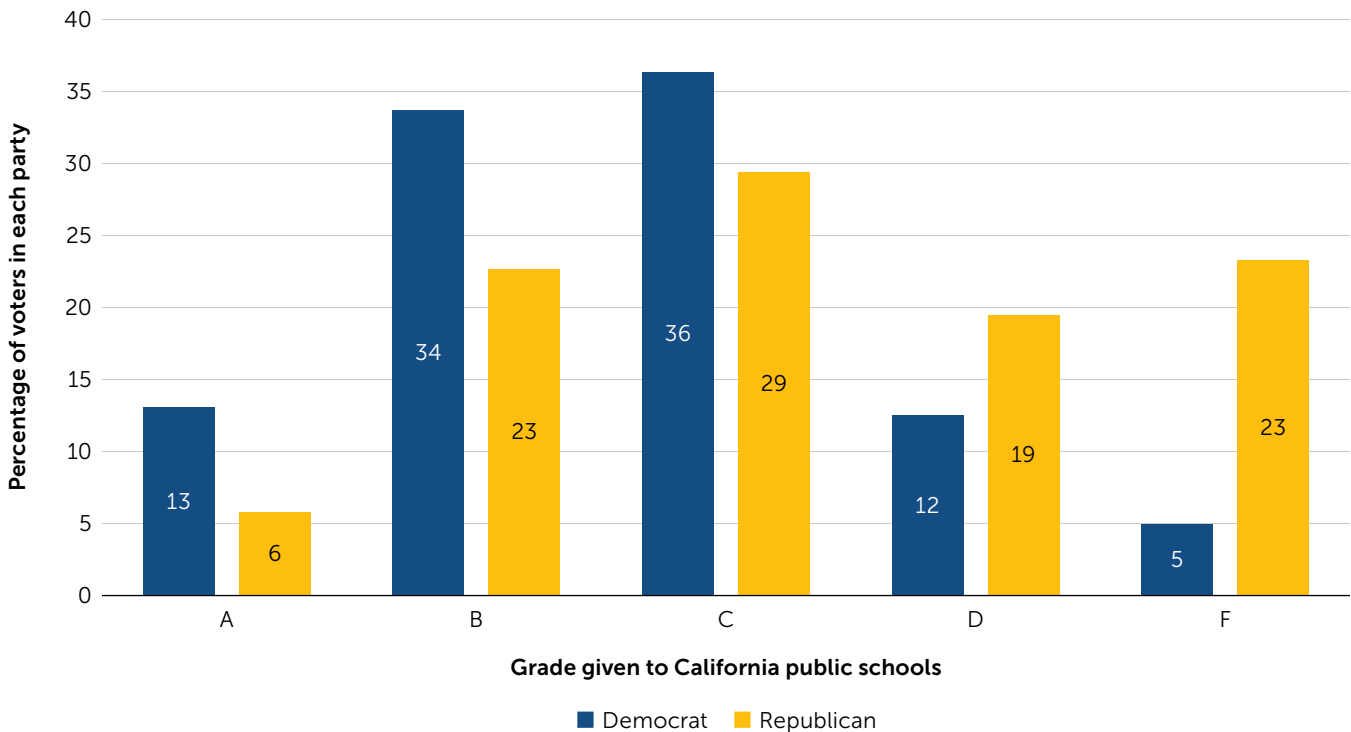


Note. Respondents were also given the response options of "neither" and "don't know."

#### 4. However, Partisan Divisions Shaped Approval of Education During the Pandemic

Although voters in California appreciate the work of schools and teachers on average, analysis by political party reveals substantial partisan differences between how Democrats and Republicans perceive the quality of schools and teachers. Democrats showed substantially more support for California public schools, with 47 percent of Democrats giving A or B grades to California public schools statewide and 58 percent giving A or B grades to their local public schools. In contrast, only 29 percent of Republicans gave A or B grades to California public schools, and 41 percent gave A or B grades to their local public schools. In fact, 42 percent of Republican voters gave California public schools a D or F grade (see Figure 7).

**Figure 7.** Grades Assigned to California Public Schools, by Party Affiliation



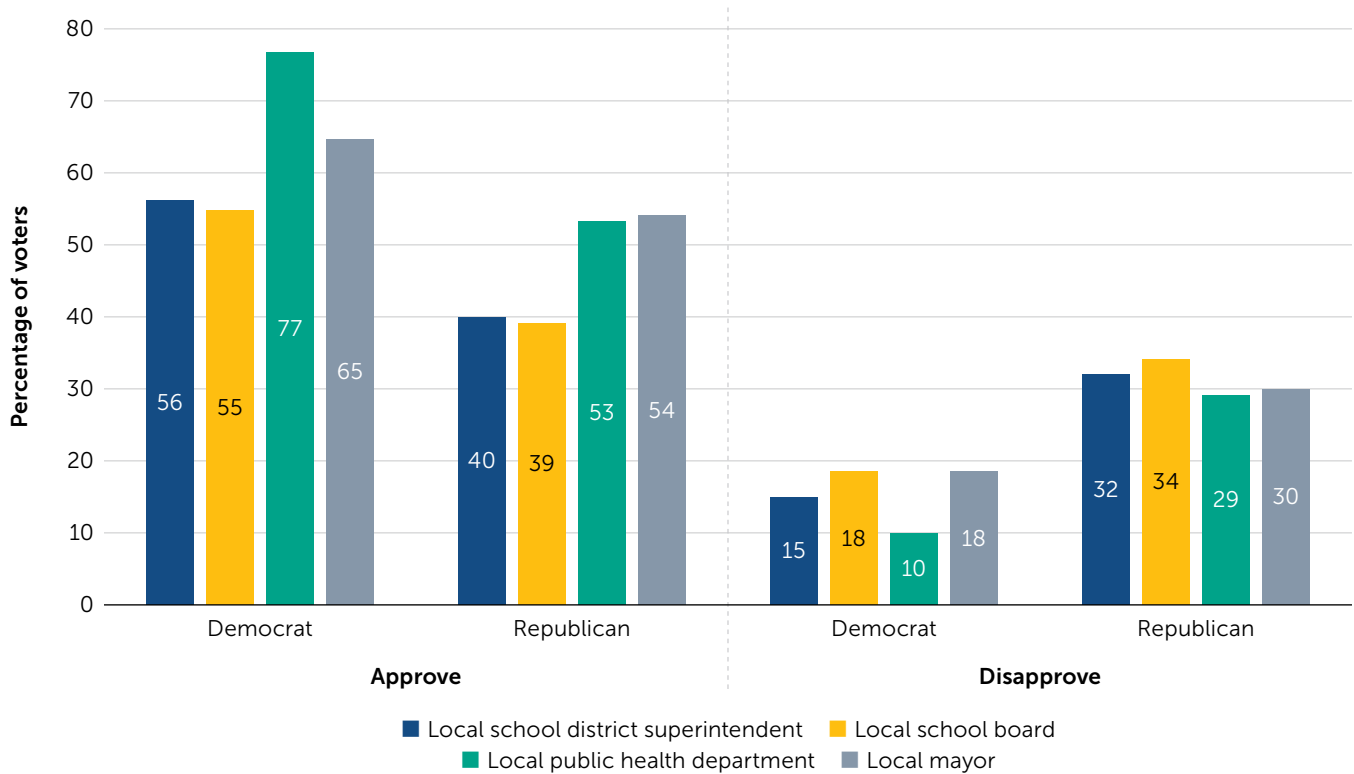
Note. Respondents were also given the option to identify as "Independent/no party preference" and "Other party member." We display only the results from the two main parties because their differences are the most stark.

Political affiliation strongly shapes voter opinions about how local leaders handled educational issues during the pandemic and voters' views on policy priorities for the year ahead. As shown in Figure 8, there are notable differences between those who identify as Democrat and Republican in their approval of how well local officials handled school reopening and educating students during the pandemic. The results show differences between Democrats and Republicans in their approval of how the local school district superintendent (56 vs. 40 percent), school board (55 vs. 39 percent), public health department (77 vs. 53 percent), and mayor (65 vs. 54 percent) handled public education during the pandemic. Approximately one third of Republicans in our poll reported disapproval of each of these elected officials, while the percentage of Democrats who disapproved was much lower.

### Political Affiliation of California Voters

In 2021, 46.2 percent of California voters are registered Democrats, 24.1 percent are registered Republicans, 23.7 percent have no party preference, and 6 percent are "other." There are large differences in party preferences by geography, with coastal regions leaning Democrat and interior regions leaning Republican ([California Secretary of State, 2021](#)).

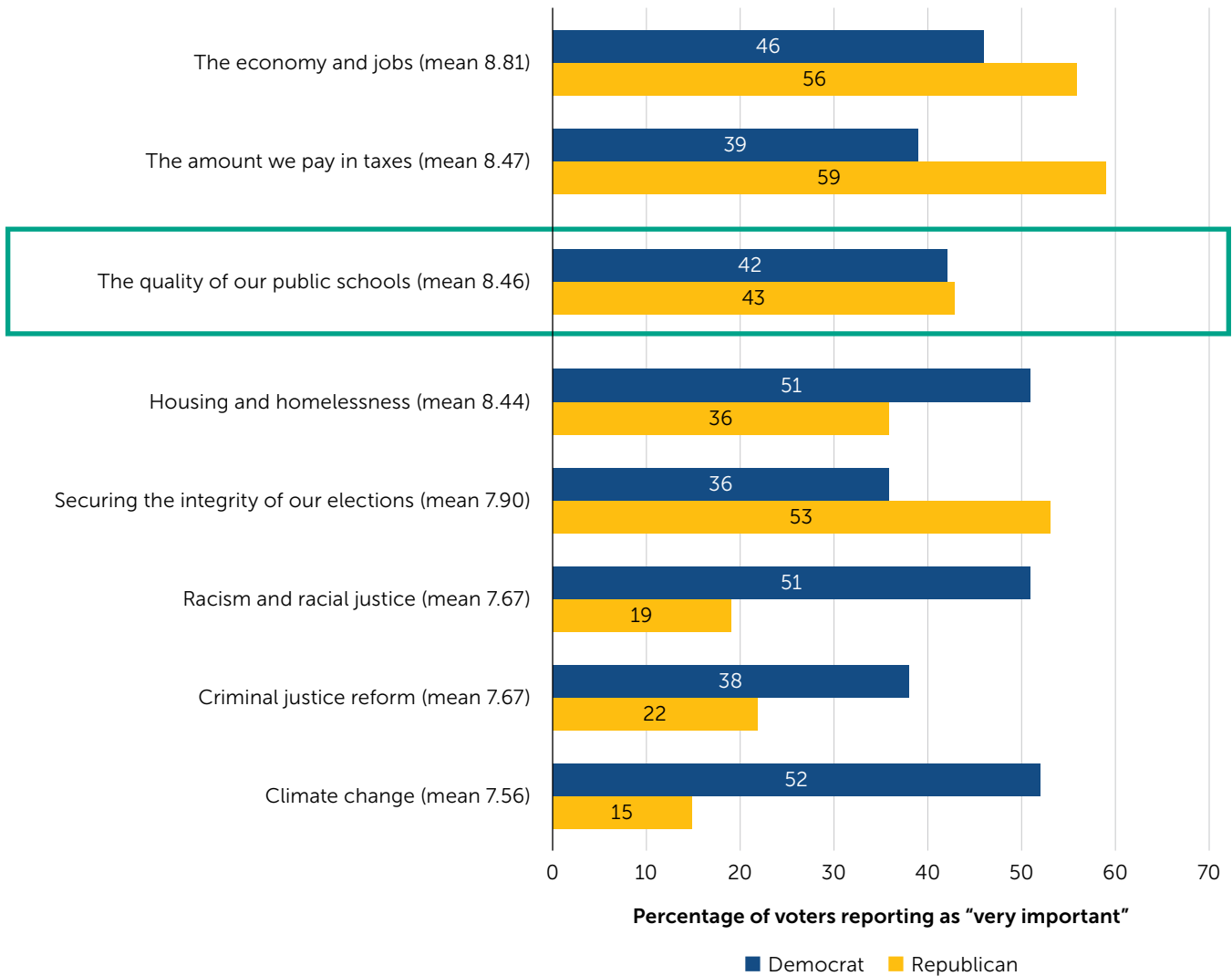
**Figure 8.** Approval of Local Officials’ Handling of School Reopening and Educating Students During the Pandemic



Note. Respondents were also given a response option of “don’t know.”

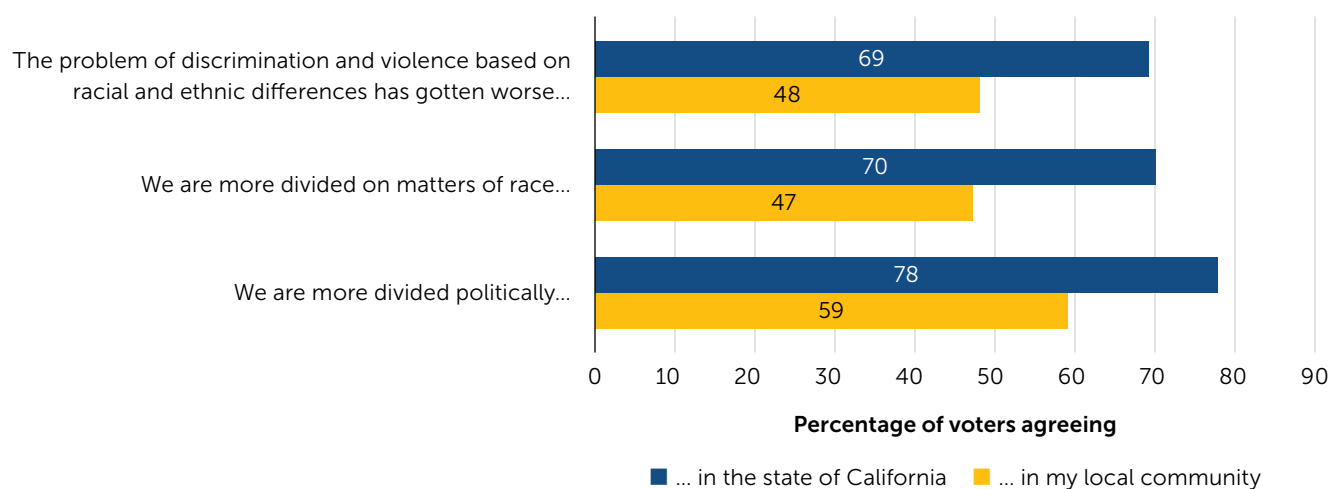
Perhaps not surprising given these differences in approval, opinions about the highest priority issues facing the state (and how education ranks among other priorities) were divided along political lines as well. Voters were asked to indicate the importance of various state priorities, with “1” meaning not at all important and “10” meaning very important. When it comes to dealing with the recovery from the pandemic, voters overall would like to see elected officials in California prioritize the economy and jobs (mean of 8.81), the amount we pay in taxes (8.47), the quality of public schools (8.46), housing and homelessness (8.44), and securing the integrity of our elections (7.90). But there are very large differences by party that have implications for public schools. As shown in Figure 9, for both Democrats and Republicans improving the quality of public schools is ranked in the middle of their priorities overall, but their top priorities differ. “Climate change” ranks first for Democrats; “the amount we pay in taxes” is the highest priority for Republicans. Particularly notable given current disparities in public education and the clear priority that has been placed on equity by the governor and other state leaders is the wide gap in how voters prioritize “racism and racial justice”: 51 percent of Democrats rate this as a top priority compared to only 19 percent of Republicans.

**Figure 9.** Top Overall Policy Priorities, by Party



### 5. Californians Have Noticed Increasing Divisions on Issues of Politics and Race

Voters are keenly aware of rising divisions in the state, with 78 percent saying they agree that California has become more divided politically, 70 percent saying they agree that the state has become more divided on matters of race, and 69 percent saying they agree that problems of discrimination and violence based on racial and ethnic differences in the state have gotten worse. As shown in Figure 10, voters perceived these problems to be worse statewide compared to locally, but near majorities reported increasing racial and political tensions even at the local level.

**Figure 10.** Opinions on Increasing Political and Racial Divisions, State and Local

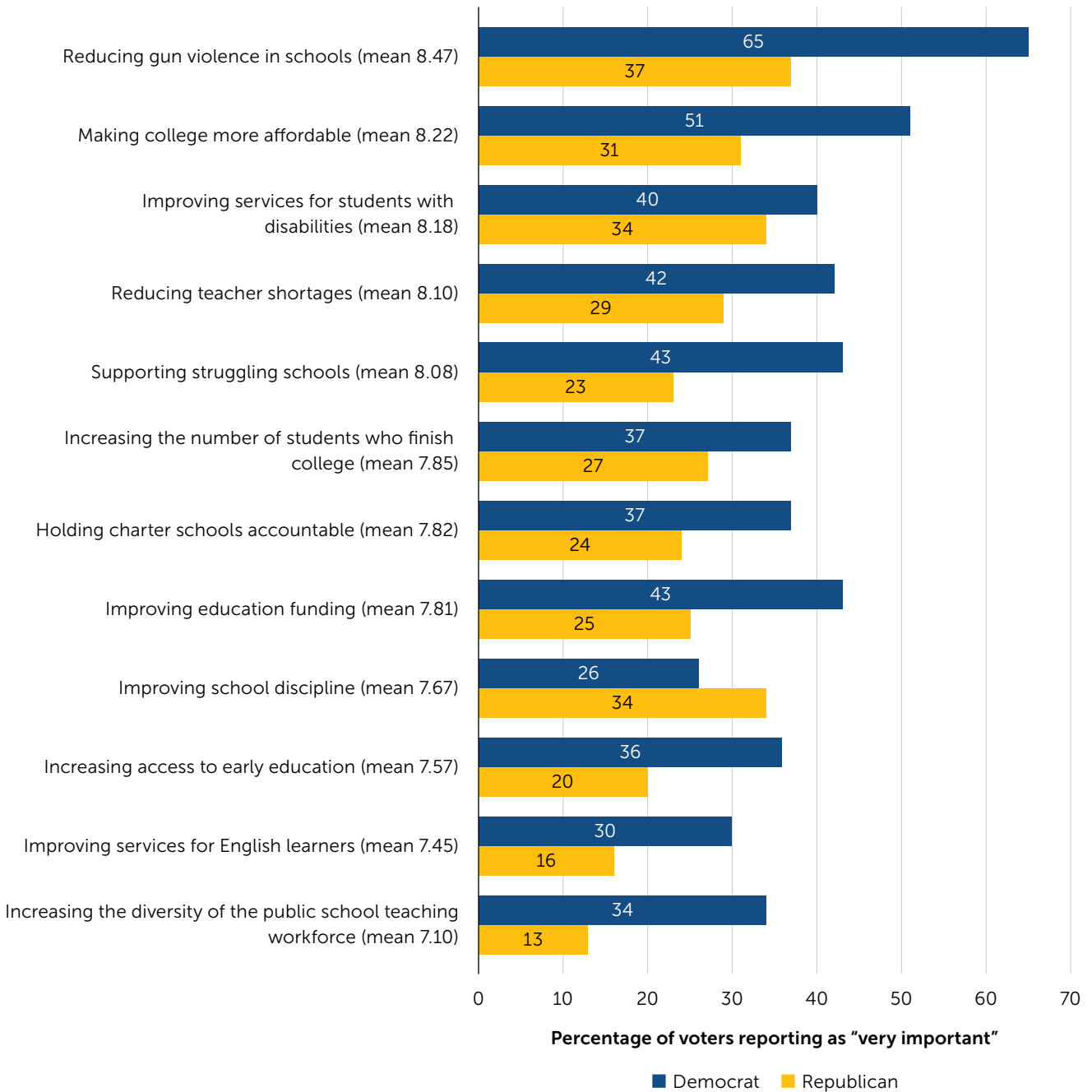
However, there are some notable differences in responses at the local level. Voters under the age of 50 were much more likely than voters over the age of 50 to report an increase in racial divisions (57 vs. 37 percent) and increasing discrimination and violence in their local community (58 vs. 37 percent). In addition, Black voters were much more likely than voters in other racial/ethnic groups to report increasing discrimination and violence based on race (64 percent compared to 46 percent of non-Black voters).

## 6. These Partisan Differences Translate Into How Voters Prioritize Educational Issues Generally and Educational Equity Issues Specifically

Voters were presented with various educational issues and were asked to indicate the importance of each, with “1” meaning not at all important and “10” meaning very important. As shown in Figure 11, Republicans consistently rated educational issues at a lower level of importance than did Democrats, across all the educational issues presented to voters in the poll (with the exception of “improving school discipline,” which Republicans rated higher than Democrats). For voters in both parties, “reducing gun violence in schools” was the highest priority, yet only 37 percent of Republicans rated it a 10 (highest priority) compared to 65 percent of Democrats. The differences between the parties are notable on some key equity issues facing the state: increasing teacher diversity (34 percent of Democrats vs. 13 percent of Republicans rated 10); improving education funding (43 percent of Democrats vs. 25 percent of Republicans rated 10); and improving access to early childhood education (36 percent of Democrats vs. 20 percent of Republicans rated 10).



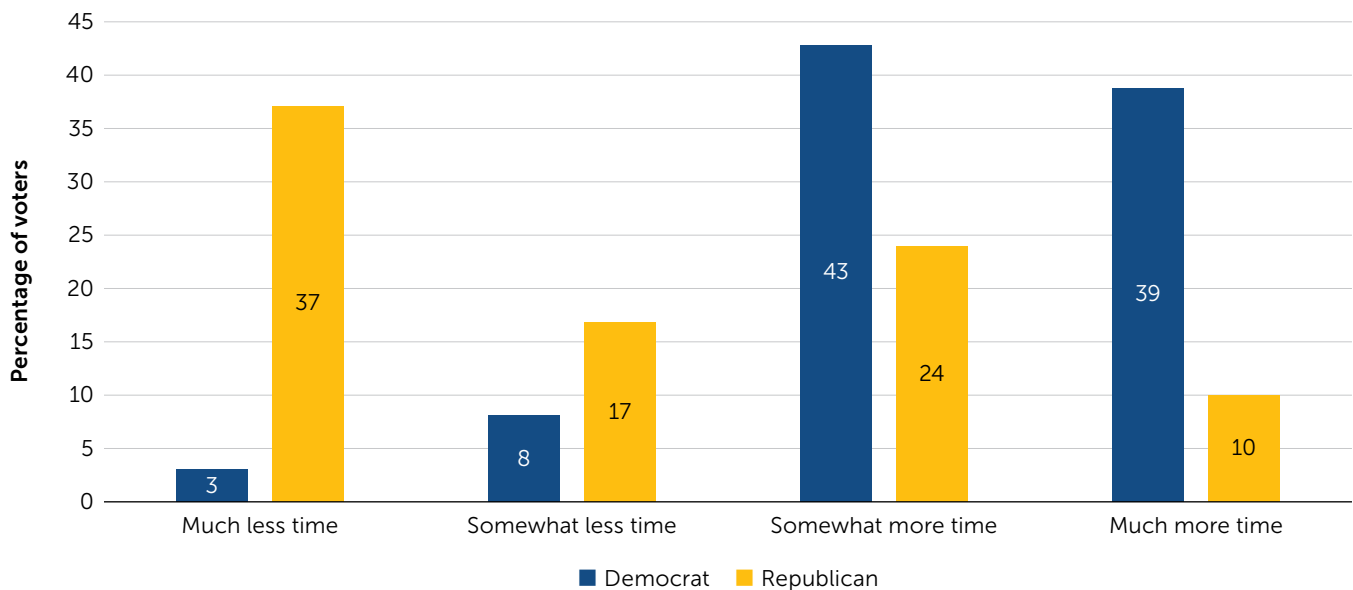
**Figure 11.** Most Important Educational Priorities, by Party



Partisan differences also mark opinions on another key equity initiative currently at the center of public debate: teaching racism and inequality in schools. Overall, 64 percent of the voters in our poll (and 72 percent of parents) believe that schools should spend more time “teaching grade-appropriate lessons about the causes and consequences of racism and inequality.” However, as shown in Figure 12, Democrats and Republicans have highly disparate views.

The vast majority (82 percent) of Democrats agreed that schools should spend more time teaching about the causes and consequences of racism and inequality (39 percent said “much more,” and 43 percent said “somewhat more”); however, the majority of Republicans (54 percent) said schools should spend less time teaching this content (37 percent said “much less,” and 17 percent said “somewhat less”).

**Figure 12.** Perspectives on Whether More or Less Time Should Be Spent on Grade-Appropriate Lessons on Racism and Inequality



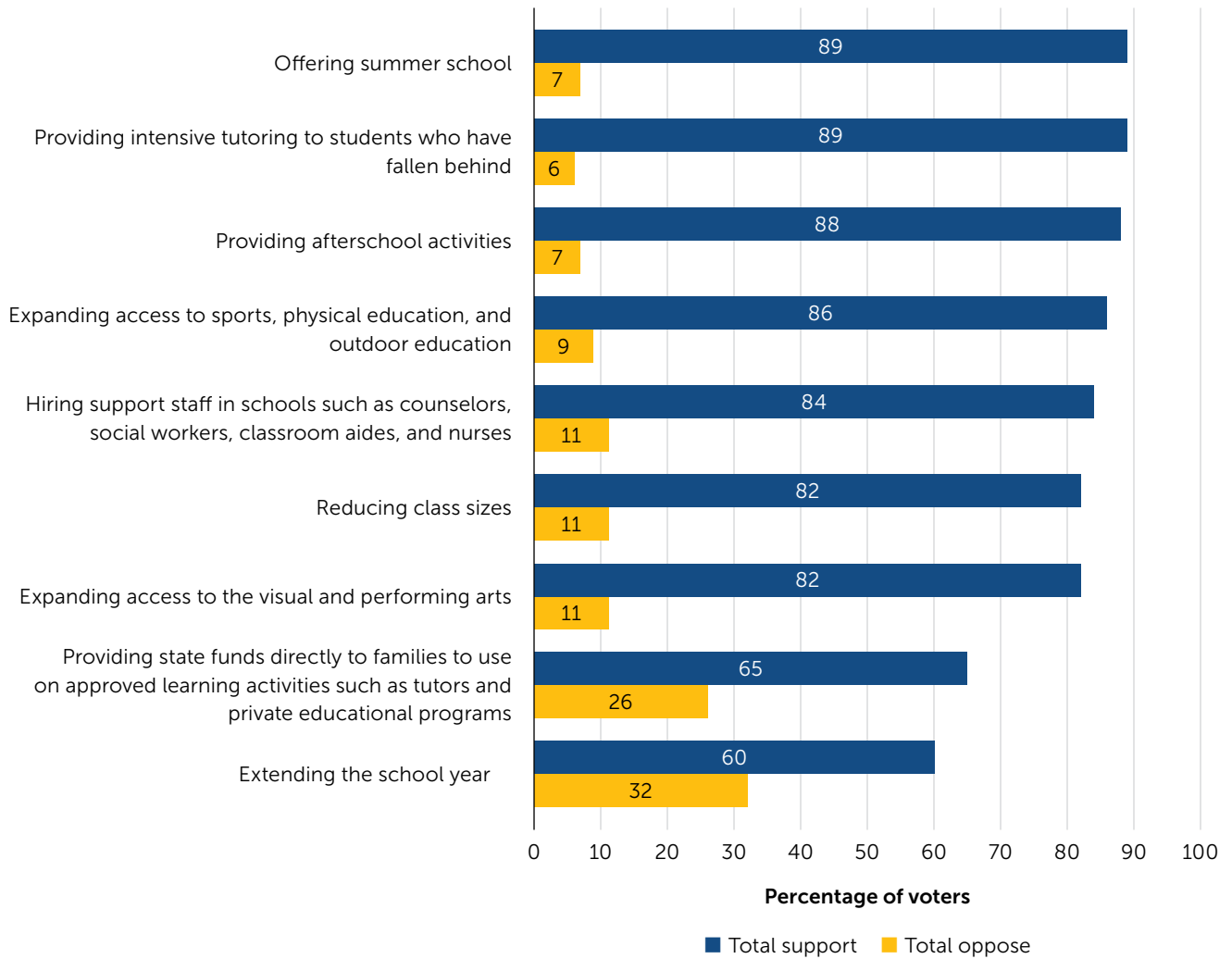
There are also notable differences by race/ethnicity and age. Seventy percent of voters under the age of 50 would like to see awareness of racism and inequality taught more, compared to only 57 percent of voters over the age of 50. The vast majority of Black, Latinx, and Asian American voters wanted to see more teaching about racism and inequality in school (77, 71, and 70 percent respectively) compared to 58 percent of White voters.

## 7. Despite These Political Divisions, Voters Enthusiastically Support a Wide Range of Targeted Supports for Meeting Students’ Diverse Needs and Accelerating Learning in the Wake of the Pandemic

Voters generally support a wide range of policies and practices for addressing student needs when schools reopen this fall (see Figure 13). The following were the five approaches with the highest levels of support: (a) offering summer school (89 percent in support); (b) providing intensive tutoring to students who have fallen behind (89 percent); (c) providing afterschool activities (88 percent); (d) expanding access to sports, physical education, and outdoor education (86 percent); and (e) hiring support staff in schools, such as counselors, social workers,

classroom aides, and nurses (84 percent). The approaches with the lowest level of support included (a) extending the school year (60 percent) and (b) providing state funds directly to families to use on approved learning activities, such as tutors and private educational programs (65 percent). There was wide agreement on these opinions among parents and voters in all demographic groups, with a couple of exceptions: 73 percent of Democrats favored direct funding for approved programs in contrast to 55 percent of Republicans.

**Figure 13.** Support for Various Approaches to Accelerate Student Learning in the Wake of the Pandemic<sup>4</sup>



Note. Respondents were also offered a “don’t know” option.

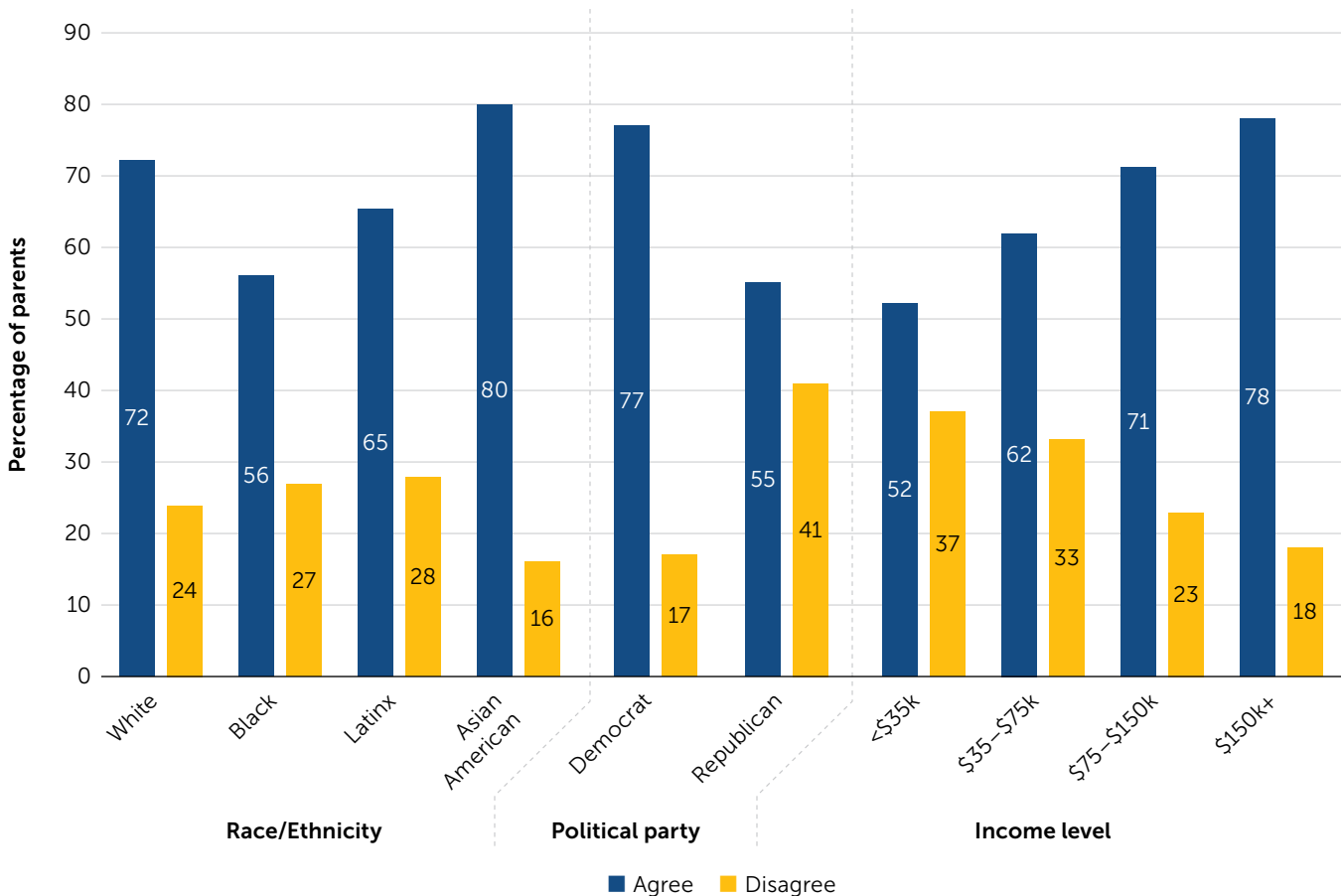
<sup>4</sup> This question was asked as a split with different framing to assess whether voters’ preferences on appropriate educational actions to support recovery vary if the problem was framed as “students have learned less this year” versus “inequality in learning outcomes has increased.” Responses were not substantively different across the two questions, so we combined them for reporting. Full results for each split can be found on the PACE website at <https://edpolicyinca.org/initiatives/pace-usc-rossier-annual-voter-poll/poll-archive>

Although our data show broad support for programs that support students and accelerate learning, the important issues are (a) whether districts will choose to invest in these programs and (b) the degree to which students and families will take advantage of opportunities offered. Our data do not address these issues.

### 8. Voters Are in Favor of Requiring the COVID-19 Vaccine for Eligible Students

A strong majority of voters agreed (69 percent total, 43 percent strongly) with the statement that, should a COVID-19 vaccine be approved by the Food and Drug Administration (FDA) for school-age children, then that vaccine should be required for all students in California schools, with allowable medical exceptions. Parents were generally in favor (68 percent total agreed, 37 percent strongly agreed) but with notable differences by race, party, and income level (see Figure 14). In general, higher income parents and Democrats were more supportive of requiring a vaccine; among racial/ethnic groups, Asian American parents were the most supportive (at 80 percent) and Black parents the least supportive (at 56 percent).

**Figure 14.** Parents' Views on Requiring COVID-19 Vaccines for School-Age Children Once Approved by the FDA, by Demographics and Party

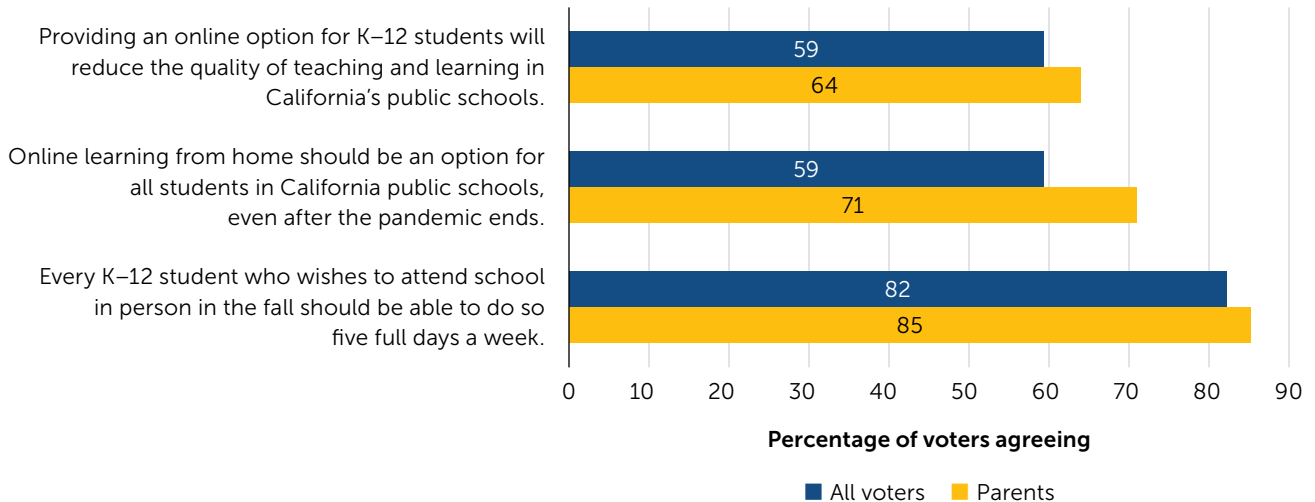


## 9. Voters Support Resuming In-Person Instruction in the Fall but Also Want Schools to Provide Online Learning Options

More than 8 in 10 voters (82 percent) agreed with the statement that “every K–12 student in the state who wishes to attend school in person in the fall should be able to do so five full days a week,” including 52 percent who strongly agreed with this statement. Nearly all voters in all demographic groups and of all political affiliations shared this agreement, including parents (85 percent of whom agreed).

Despite robust support for a return to full in-person schooling in the 2021–2022 school year, 59 percent of respondents said there should continue to be an online option for K–12 students next year. This sentiment was even higher for parents, 71 percent of whom said an online option should continue to be offered. Agreement was high among parents in all demographic groups, although Democrats slightly preferred an online option (75 vs. 64 percent of Republicans), as did White parents (74 vs. 70, 66, and 64 percent, respectively, of Latinx, Black, and Asian American parents).

**Figure 15.** Agreement With Statements About School Reopening and Online Learning for the 2021–2022 Academic Year



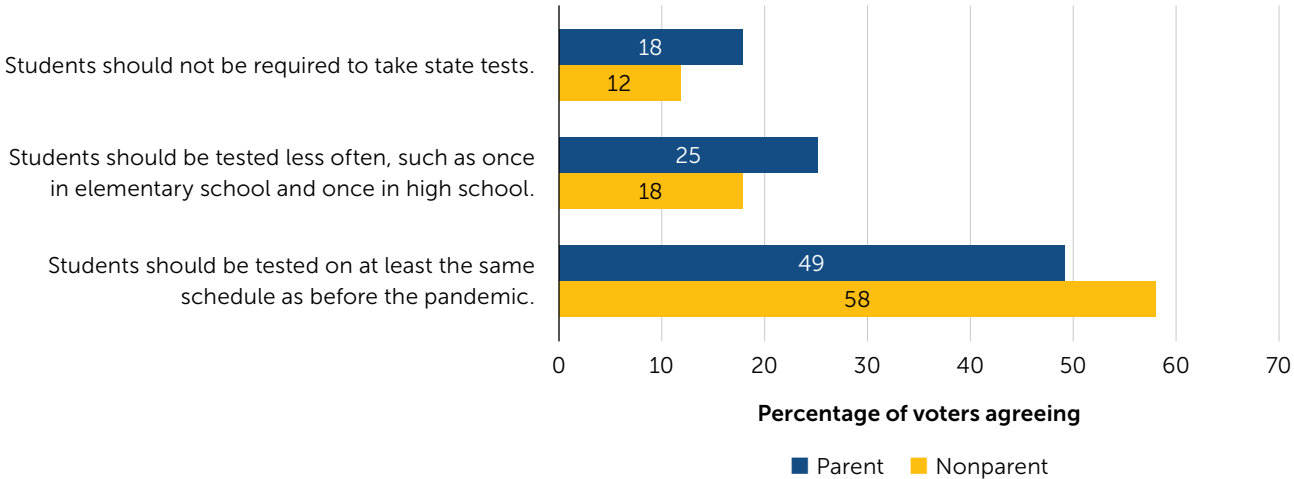
Despite the majority opinion that online education should be an option, 59 percent of voters overall (and 64 percent of parents) also said that providing this online option would reduce the quality of teaching and learning in California’s public schools. This feeling was particularly strong among Republican parents (73 vs. 63 percent of Democrats) and fathers (70 vs. 59 percent of mothers).

### 10. Voters Are Generally in Favor of Resuming Standardized Testing for Students After the Pandemic

During the pandemic, the state’s annual testing program was suspended for two years. In spring 2020, state tests were cancelled completely, and in spring 2021, districts were allowed to forego standardized testing (e.g., the California Assessment of Student Performance and Progress) if they had a locally administered test in English language arts and math in Grades 3–8 and 11 (Johnson, 2021). Given this long hiatus in standardized testing, we asked voters their opinions on testing in 2022 and beyond.

Overall, 56 percent of voters supported resuming testing on “at least the same schedule as before the pandemic,” but there were fairly notable differences for parents. As shown in Figure 16, parents had a different view than nonparents, with a higher proportion in favor of limiting standardized tests in the future. Twenty-five percent of parents (compared to 18 percent of nonparents) thought that students should be tested less often, and 18 percent of parents (compared to 12 percent of nonparents) thought that students should not be required to take state tests at all.

**Figure 16.** Agreement With Statements About Standardized Testing After the Pandemic



Majorities of all other groups largely supported the status quo on testing, with some differences by party (53 percent of Democrats vs. 64 percent of Republicans supported resuming the same testing schedule as before the pandemic), income (53 percent of voters making less than \$35,000 per year vs. 61 percent of voters making more than \$150,000 per year supported resuming the same testing schedule), and race/ethnicity (59 percent of Asian American voters vs. 58, 53, and 52 percent of White, Black, and Latinx voters, respectively, supported resuming the same testing schedule).

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## Conclusion

During a period of transition and uncertainty, as schools simultaneously recover from pandemic-disrupted schooling and prepare to reopen at scale amid an ongoing pandemic, the results of the 2021 PACE/USC Rossier poll offer valuable insights that can inform ongoing policy discussions. COVID-19 has affected households differently, with a substantial number of households finding that their situation improved during the pandemic; however, in general the least advantaged children suffered the greatest losses. The poll results reflect what sociologists have termed the “Matthew effect” ([Merton, 1968](#)), a phenomenon named after a verse in the Bible (Matt. 25:29) that can be summarized by the adage, “The rich get richer, and the poor get poorer.” Preexisting inequities in household income and educational opportunity in California have been exacerbated during the COVID-19 pandemic.

Despite general acknowledgement that COVID-19 has had a negative impact on students’ education, voters tend to stand in strong support of schools and teachers, with public schools statewide and locally being given the highest ratings this year since this poll’s administration began. Voters indicate readiness to invest in a variety of interventions to reverse some of the harm induced by the pandemic and extended school closures but show signs of wariness about dramatic departures from pre-pandemic “normal” (e.g., extended school year, reduced role for standardized tests). There is general public desire to return to full in-person schooling in the fall, and a majority of voters favor requiring COVID-19 vaccinations for eligible students. Alongside their support of in-person schooling, voters indicated that online schooling options should be available for students who prefer it. Many Californians support steps to acknowledge and address persistent inequities, in the curriculum and otherwise, but stark partisan differences portend ongoing conflict in the pursuit of these goals.

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## Appendix: Methodology for PACE/USC Rossier 2021 Annual Voter Poll

- Tulchin Research surveyed 2,000 registered California voters online, including an oversample of 500 parents with children under the age of 18 living at home.
- 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.
- Tulchin Research controlled and weighted the data based on party, age, ethnicity, gender, and geography to obtain percentages for these demographics that matched the population of registered California voters.
- The survey was completed in English and Spanish.
- The survey was administered May 21–30, 2021.
- Tulchin Research used an online panel provider to obtain the sample. Panelists were recruited from a reputable panel provider and invited typically by email notification to complete surveys 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 legitimately 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 +/-2.53 percent at a 95 percent confidence interval. Table A1 provides the margin of error for key comparisons highlighted in this report.
- Some questions in the poll were administered to roughly equal halves of the samples, (i.e., split samples), which produce larger margins of error.

**Table A1.** Margins of Error for Highlighted Demographic Groups

Demographic group	Margin of error (percent)
<b>Children at home</b>	
Parent	3.33
Nonparent	2.90
<b>Gender</b>	
Male	3.69
Female	3.49
<b>Race/ethnicity</b>	
White	3.58
Black	11.32
Latinx	4.70
Asian American	8.00
Mixed/Other	10.63
<b>Education level</b>	
College	3.52
Noncollege	3.65
<b>Geographic region</b>	
Los Angeles County	4.87
Los Angeles Area	5.52
Bay Area	5.52
San Diego	8.43
Sacramento/North	8.00
Central Valley	7.30

Demographic group	Margin of error (percent)
<b>Age</b>	
18–29	5.66
30–39	5.96
40–49	6.53
50–64	5.17
65+	5.28
<b>Party</b>	
Democrat	3.67
Republican	5.17
NPP/Other	4.74
<b>Income</b>	
Under \$35,000	6.27
\$35,000–\$75,000	4.67
\$75,000–\$150,000	4.52
\$150,000–\$500,000	6.35
<b>Kids education</b>	
Public schools (traditional and public charter)	4.15
Private/Parochial	8.43
<b>Children currently in K–12 school</b>	
Yes	3.67
No	7.95
<b>Language</b>	
English primary, yes	2.63
English primary, no	9.47

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# Policy Analysis for California Education (PACE)

*Improving education policy and practice and advancing equity through evidence*

PACE is an independent, non-partisan research center led by faculty directors at Stanford University, the University of Southern California, the University of California Davis, the University of California Los Angeles, and the University of California Berkeley. Founded in 1983, PACE bridges the gap between research, policy, and practice, working with scholars from California's leading universities and with state and local decision makers to achieve improvement in performance and more equitable outcomes at all levels of California's education system, from early childhood to postsecondary education and training. We do this through:

- 1 bringing evidence to bear on the most critical issues facing our state;
- 2 making research evidence accessible; and
- 3 leveraging partnership and collaboration to drive system improvement.



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