

REPORT ON THE STATUS OF
PUBLIC SCHOOL EDUCATION IN CALIFORNIA

2004

*With Special Emphasis on the Status of
Equality in Public School Education*

**A Survey of a Cross-Section of Classroom Teachers
In California Public Schools**

Prepared For

The William and Flora Hewlett Foundation

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May 2004

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
A. Dramatically Unfair Concentration of the Worst Conditions.....	2
B. Teachers Report Serious Problems with the Quality of California Education in General.....	4
C. There is Broad Support for Reform Proposal.....	6
D. A Closer Look at Inequities in School Conditions.....	9
E. Underrepresented Minorities.....	11
F. Conclusion.....	13
KEY FINDINGS	14
A. The Overall Conditions for Learning and Teachers in California Schools.....	14
B. Some Positive Changes but General Trend is Not Upward.....	14
C. Learning Opportunities for Low-Income Children are Dramatically Worse.....	15
D. California Teachers Support a Structural Reform Proposal.....	19
ANALYSIS OF OTHER KEY AREAS	22
A. RACIAL AND ETHNIC DISTRIBUTION	22
Teaching LEP Students: An Area in Need of Front and Center Attention.....	23
Credential or Authorization to Teach LEP Students.....	23
B. THE PROBLEM OF GETTING AND ASSIGNING FULLY CREDENTIALLED TEACHERS	24
The Critical Issue: Credentialed Teachers in Schools with High Percentages of At-Risk Students.....	24
Teacher Turnover and Teaching Vacancies.....	26
Finding Substitute Teachers.....	27
Length of Time Teaching and Expectations to Remain Teaching at Current School.....	27
Leaving Teaching: The Reasons for Leaving Early.....	28
Quality of Professional Development.....	29
Meeting with Colleagues.....	30
How Well Prepared Teachers Feel They Are to Teach Their Students to State Content Standards.....	30
C. SUFFICIENCY OF EQUIPMENT AND MATERIALS	30
Science.....	30
Math.....	31
Social Sciences.....	31
English.....	32
Availability of Technology.....	32
Usable Computers.....	32

D. TEXTBOOKS AND INSTRUCTIONAL MATERIALS	33
Textbooks and Instructional Materials.....	33
Student Access to Textbooks	33
E. PHYSICAL FACILITIES AND WORKING CONDITIONS	34
Adequacy of Physical Facilities	34
Working Conditions for Teachers.....	35
Overcrowding in Classroom.....	35
Using Spaces Not Designed as Classrooms.....	36
Rooms Too Noisy to Concentrate.....	36
Serious Space Problems	36
Climate Control Problems.....	36
Incidence of Roving Between Classrooms	37
Insects and Rodents	37
Student Bathrooms.....	37
F. OTHER SERIOUS PROBLEM AREAS	38
Quality and Appropriateness of Statewide Tests.....	38
Parental Involvement.....	38
Personal Job Satisfaction.....	39
Effect of School Schedule on Ability to Cover Curriculum in a Complete and Coherent Way	40
School Schedule.....	40
APPENDIX A: METHODOLOGY	41
APPENDIX B: POSTED RESULTS	43

EXECUTIVE SUMMARY

Deeply concerned about both the quality of California public schools and persisting questions of fairness and equality of opportunity for some groups of children, but nevertheless hopeful about efforts underway to remedy these problems, the William and Flora Hewlett Foundation commissioned Louis Harris to conduct a survey of a cross-section of California's public school teachers on the status of classroom conditions essential to learning.

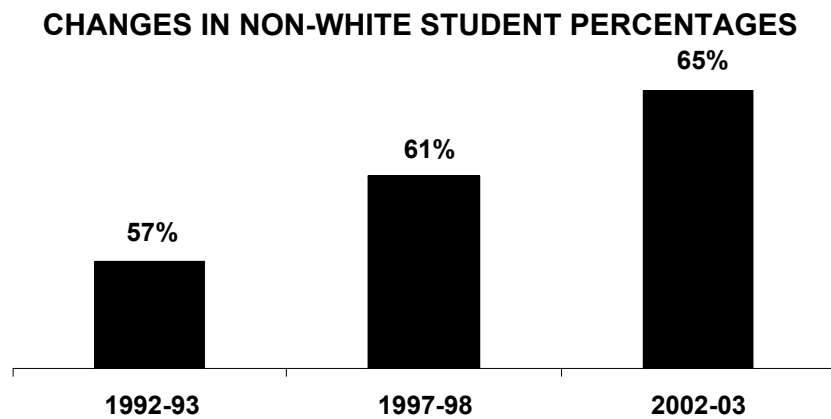
Between February 12 and March 7, 2004, the Peter Harris Research Group on behalf of Louis Harris conducted a total of 1056 telephone interviews with teachers in California. The margin of error for a survey of 1056 teachers is approximately ± 3 percentage points. This follows a similar survey conducted in 2002 by Louis Harris for the Rockefeller Foundation that measured gaps in the basic conditions for learning in schools with high numbers of at-risk students compared to the majority of schools with relatively low numbers of at-risk students.¹ In addition to updating the information from 2002, the 2004 survey asked teachers about a proposal developed by researchers and being considered in Sacramento. Both surveys used a new set of measures that document basic conditions for learning using teachers as *de facto* reporters. These surveys document the observations of more than 1000 witnesses to California education, as it is actually taking place in the classroom. The results are striking:

1. Fifty years ago, *Brown vs. the Board of Education* promised an equal education to all of America's children. This survey of California's teachers reveals that this promise is being broken every day: far too many California children are not getting a quality education and African-American and Latino students, in particular, are not given a fair and equal opportunity to learn.
2. Many California students are not getting a quality education. This poll documents in detail that huge numbers of schools fail to hire and keep qualified teachers, far too many students lack textbooks and other essential materials to use in school or at home, many classrooms are severely overcrowded, and large numbers of schools are infested with rats and cockroaches.
3. The survey shows for the *first* time that teachers overwhelmingly support a new proposal to improve public schools by setting budgets based on individual student needs and giving local schools both authority and accountability, not only for student achievement, but also for the opportunities the school provides for teaching and learning.

¹ Students classified as "at-risk" include students from low-income families and those still learning English. Research establishes that these students are most at risk of failing to succeed in deficient educational settings. The "at risk" index utilized in this report is based on statistics about percentages of students eligible for free or reduced price meals, English language learners, and/or those students whose families are enrolled in CalWorks.

A. There Is a Dramatically Unfair Concentration of the Worst Conditions in Schools Attended Primarily By Low Income Children, African American and Latino Children, and English Language Learners

Over the past several years, the California public school system has been undergoing a rapid change in the make-up of its student population. The shift in the general population from a majority of non-Latino whites to a majority of Latinos and racial minorities has had its greatest numerical impact on the student population. A substantial 65% of public school students are now Latinos, Asians, African Americans, and other former minorities. This trend has brought to light the growing challenge of educating increasing numbers of low-income, at-risk students.



Source: California Department of Education, Educational Demographics Unit - CBEDS

For a long period of time, it has been evident that disadvantaged students perform less well academically than students who are less at-risk. In the past few years, however, new data have documented that the conditions in the schools attended by high-risk children are so seriously inadequate that they do not provide an equal opportunity for a quality education. The 2002 survey found sharp and dramatic differences between schools with the highest percentages of at-risk students and the majority of schools with the fewest at-risk students.

Rather than blaming the children, the 2002 survey documented serious conditions that make an already difficult educational challenge virtually insurmountable at schools with the most at-risk students:

- ❖ Lack of qualified teachers
- ❖ High teacher turnover rates

- ❖ Poor working conditions for teachers
- ❖ Serious shortages of educational materials including textbooks and other instructional materials
- ❖ Rundown physical facilities
- ❖ Ineffective programs involving parents

These gaps, which persist in 2004, constitute major barriers in education that directly affect opportunities for at-risk children to learn and achieve at levels equal to those of the majority of children in California. We compared the responses of teachers at the 20% of schools with the most at-risk children to those who teach at the 51% of schools with the least at-risk children. *The disparities are striking.*

For example:

- ❖ Teachers at the schools with the most at-risk children are nearly twice as likely as teachers at schools with the fewest at-risk students to rate the working conditions for teachers as poor or only fair (40% versus 21%, respectively)
- ❖ Teachers in schools with the most at-risk children are nearly three times as likely as the teachers in the majority schools at the other end of the spectrum to rate the way the school involves parents as poor or only fair (43% versus 15%, respectively)
- ❖ Teachers at schools with the most at-risk students are 1.5 times more likely than the teachers at schools with the fewest at-risk students to rate the adequacy of their school's physical facilities as poor or only fair (50% versus 34%, respectively)
- ❖ Teachers at the 20% of schools with the most at-risk students are 1.5 times more likely than teachers at schools with the fewest at-risk students to report that they have seen evidence of cockroaches, rats, or mice in their school (39% versus 26%, respectively)

The unfair distribution of educational opportunities for African American and Latino children is especially striking, as we near the 50th anniversary of *Brown v. Board of Education*. We compared schools with the highest percentages of African American, Latino and Native American students (so-called "underrepresented minority" or "URM" students) with schools with the lowest percentages of students from these groups. Comparing the top and bottom 20% of schools based on the concentration of underrepresented minority students in each school, we found that teachers in the schools with most underrepresented minority students are:

- ❖ 11 times more likely to be in schools with a high percentage (more than 20%) of under-credentialed teachers
- ❖ Twice as likely to rate the working conditions in their school as poor
- ❖ 3.3 times more likely to report that teacher turnover is a serious problem.
- ❖ 70% more likely to report seeing evidence of cockroaches, rats or mice
- ❖ 40% more likely to be negative on textbooks and instructional materials

These findings offer an explanation of the low performance of students of color that is both more likely and potentially more hopeful than some previously offered explanations. Most important, these findings cast serious doubt on a whole school of thought that is based on the assumption that African American or Latino students are incapable of learning as well as their white counterparts. Statistical studies purported to “prove” the inferior capabilities of at-risk children. But the poor performance outcome data in these studies did not take into account that the schools attended by these same students were largely incapable of giving them any semblance of a quality education, as documented in this survey.

B. Teachers Report Serious Problems with the Quality of California Education in General

As has just been reported, the most at-risk children are also the students most deprived of the essential tools they need for learning. But this does not mean that the average child among the 6.2 million public school students in California is receiving educational opportunities of which the State should be proud. Too many teachers across California lack what they need to teach the state-mandated curriculum in an appropriate educational setting:

- ❖ 54% of teachers who teach Science report that they do not have enough equipment and materials necessary to do Science lab work, such as lab stations, lab tools and materials
- ❖ 50% of teachers who teach Social Sciences report that they do not have enough maps, atlases, and reference materials for their students to use or take home
- ❖ 32% of teachers who use textbooks report that there are not enough copies of textbooks for all students to take home

Statewide, too many teachers are also expected to teach (and students to learn) in facilities that are not conducive to learning:

- ❖ 36% of teachers report that, during the past year, their classroom was uncomfortably hot or cold

- ❖ 29% of teachers report that they have seen evidence of cockroaches, rats, or mice

Not surprisingly, then, many teachers are not happy about their working conditions: 29% rate their working conditions as “only fair” or “poor.”

There have been modest improvements in a few areas since 2002. For example:

- ❖ 5% more teachers in 2004 feel better prepared to teach the state-required curriculum
- ❖ 1% fewer teachers in 2004 report that their students do not have textbooks to take home for study

But there have been more significant declines in other areas since the 2002 survey:

- ❖ 20% more social science teachers report lacking enough maps and reference materials
- ❖ 10% more math teachers say they don't have the teaching tools they need
- ❖ 6% more teachers rate their working conditions as "only fair or poor"
- ❖ 7% more teachers rate the facilities at their schools as "only fair or poor"
- ❖ 5% more science teachers say they have lack the proper equipment to teach science

Overall, the quality of education and the conditions for teaching and learning in California public schools are seriously deficient for large numbers of students. **It is worth noting that even if only 16% of teachers report a problem for their students, that problem exists for approximately *one million* of California's 6.2 million K-12 students.** The system as a whole must restore levels of quality education. California once ranked close to the top nationwide.

Clearly, something must be done to address the state's failure to provide fair and equal access to a quality education for low income and racial minority students. As the proportion of low income and minority children in the overall student population continues to grow, it becomes imperative for the state to rectify the lack of equal educational opportunity or risk a more severe statewide decline in education quality for the overall school system.

The survey tested one proposal that would begin to level the playing field for all of California's children.

C. There Is Broad Support among Classroom Teachers For a Reform Proposal Developed By Researchers and Being Discussed in Policy Circles

California is now seeking ways to remedy its serious education problem. One proposal for reshaping how schools are managed, funded, and held accountable has recently emerged from the work of researchers and has been the subject of some attention in Sacramento. Compressed into the time available in a telephone survey, this proposal was described as follows:

“The School Improvement and Accountability proposal would change the way public funds for schools are allocated and controlled in the following ways. First, control over school budgets and school expenditures would be at the school level instead of the district level so that individual principals would set budgets in consultation with teachers at the school. Local schools would be able to spend funds on needs identified by the principal and teachers at the local level.

“Second, the way funding is allocated among schools would change, so that each school would receive an amount weighted to reflect the composition of students at the particular school. For example more money would be allocated to schools with more English language learners, and students with learning and other disabilities.

“Third, students would be able to enroll in any public school. If a higher need student moved to a new school, their new school would receive additional funding, reflecting that student's characteristics. Not a voucher program, students would not be able to use public funding to enroll in a private school. Principals would be held accountable for results, meaning not just test scores but also the opportunities the school provides for students to learn and teachers to teach, for example whether instructional materials and school facilities are adequate, as measured against specific benchmarks. The views of teachers, students and parents would be included in this new accountability system.”²

In the 2004 survey, teachers were asked if they supported or opposed the proposal and how they felt about four aspects of the plan:

1. School control over how to allocate and spend its own budget
2. Weighted student funding
3. Public school choice for parents and students
4. Each principal's accountability for opportunities in the school for students to learn and teachers to teach

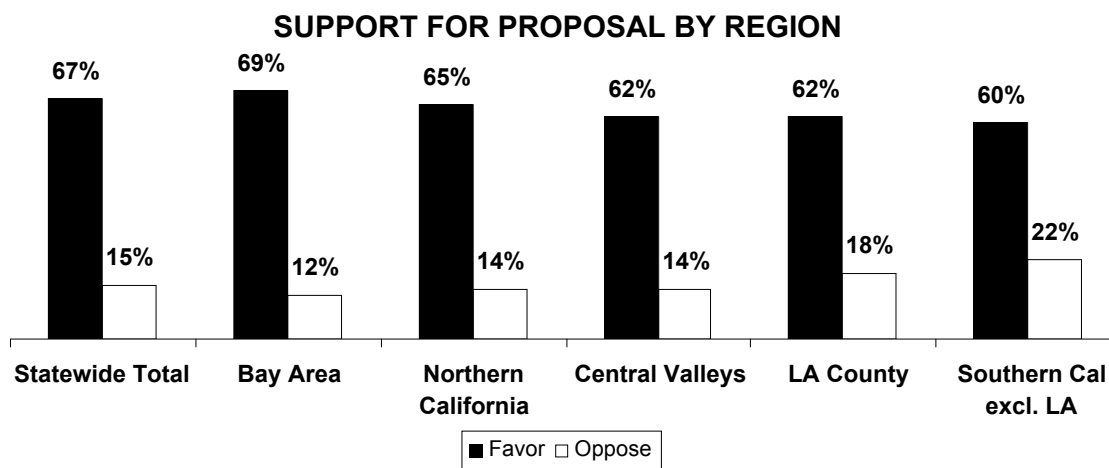
Then, if they were in support of the plan or neutral about it, they were asked if they would become more or less supportive of the plan if one of its results was that schools with higher-need students would then be able to spend more for teachers and working conditions, whereas schools

² Interviewers read this description of the School Improvement and Accountability Proposal in the survey to teachers.

with fewer high-need students would lose some of the funds they now receive for teachers and working conditions.

Basic Proposal. Statewide, a decisive 4.5-to-1 majority of teachers (67% to 15%) approve the new proposal plan, with 17% of teachers expressing a neutral view. Support is quite solid across the State:

- ❖ In Northern California, a high 9-to-1 majority of teachers approves of the proposal (71% to 8%)
- ❖ In Los Angeles County, a 4.5-to-1 majority approves of the proposal (69% to 15%)
- ❖ A slightly lower 4-1 majority in the Bay Area and in the Central Valley approve of the proposal (65% to 16%)
- ❖ A 3.7-to-1 majority approves of the proposal in Southern California counties other than Los Angeles (66% to 18%)



School-Based Budgeting. One of the main provisions of the proposal, accounting for this solid majority support, is “giving schools control over how to allocate their budget.” Educators have long supported the principle of school-based control of key decision-making. Adding the pivotal dimension of budget allocation to a school-based mode clearly pleases an overwhelming 12-to-1 majority of teachers (82% to 7%). Teachers also support, by a 70% to 15% margin, the notion that with authority and control come accountability for student achievement and opportunities to learn.

Weighted Student Funding. Another important feature of the proposal is how it would address the funding inequity that has resulted in conditions that seriously impede quality education in schools with high numbers of at-risk students. This is embodied in the suggested weighted student funding provision. Under this part of the plan, each school would receive a level of

funding weighted to the composition of the students in that school. For example, those schools with more children receiving free or reduced price meals, those who are English Language Learners (also known as requiring Limited English Proficiency Learning instruction), those whose families receive CalWorks benefits, and those with learning disabilities might be among the beneficiaries of the new weighted funding.

It is highly significant that a 3.7-to-1 (63% to 17%) majority of teachers statewide favors the weighted student funding formula. While all regions of the state give substantial majority support to the weighted student funding provision, the highest support is found in the Bay Area, where a 6-to-1 (69% to 12%) majority favors it, followed by Northern California at 4.5-to-1 (65% to 14%), Los Angeles County at 3.5-to-1 (62% to 18%), Central Valley at 4.5-to-1 (62% to 14%), and Southern California (excluding Los Angeles County) with a 3-to-1 (60% to 22%) majority.

Some versions of the reform proposal have suggested funding changes that potentially could reduce funding to some schools, while other versions would focus on giving some preferences for future additional funding. Teachers who initially favored or were neutral on the proposal were asked if they would still support the weighted funding feature “if schools with higher need students would be able to spend more for teachers, but schools with fewer student ‘needs’ would lose money?” Support for the weighted school funding aspect of the proposal then drops to a 3-to-2 plurality (47% to 30%, with 22% neutral).

Notably, there are differences teachers in schools that might expect to be "winners" or "losers" under this version of the proposals. Teachers at the 51% majority of schools with the fewest at-risk students continue to favor the proposal by a narrow 41% to 37%, while teachers in schools with the highest numbers of at-risk students continue to support the proposal by a much wider 3-to-1 margin (55% to 19%).

Two other aspects of the proposal met with quite different reactions. “Giving children the option of choosing any public school they want to attend” meets with support from a 3-to-2 margin of teachers (48% to 28%). This result can be taken to mean that a majority of teachers want to make all schools better, rather than giving parents and students the option of leaving "bad" schools and choosing "better" ones.

The Bottom Line

There is very broad support for the reform proposal presented to California classroom teachers, with some variation depending on how the details of its implementation might work out.

D. A Closer Look at Inequities in School Conditions

In this survey, several major gaps emerge between the conditions in schools with the highest numbers of at-risk students and the 51% of all schools with the fewest at-risk students.

Most notable, perhaps, is the **high concentrations of teachers lacking full credentials in schools with many high-risk students**. Students at schools with the most at-risk students are five times more likely than students in the majority of schools with the fewest at-risk students to be in schools with 20% or more under-credentialed teachers (39% vs. 7%). Just over half (52%) of the schools statewide with 20% or more under-credentialed teachers can be found in the 20% of schools with the heaviest concentration of at-risk students.

The Bottom Line

Until schools with the most at-risk students are staffed with fully qualified teachers, students in those schools will have few opportunities, if any, to receive a quality education.

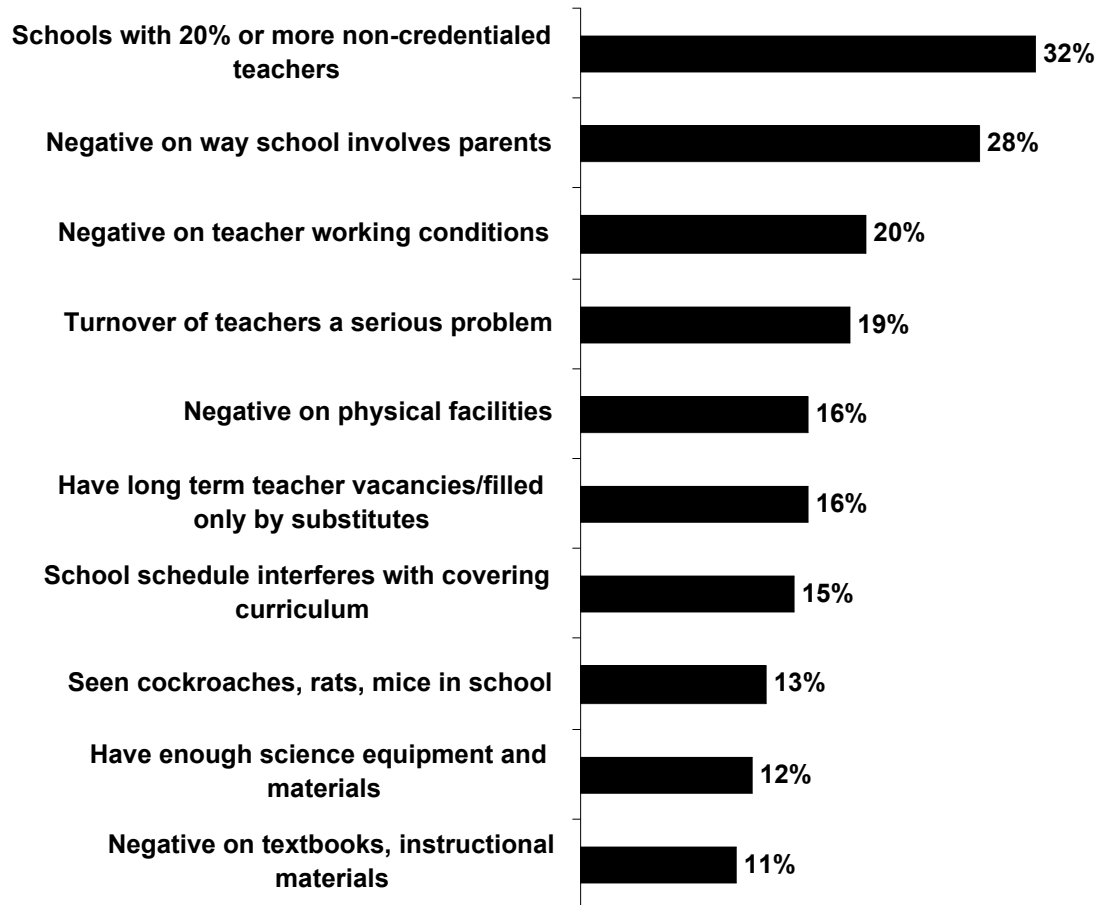
The problem of **turnover of teachers**, as reported by teachers themselves, is almost three times more serious in schools with the most at-risk students than in the 51% of schools with the fewest at-risk students. A substantial 32% of schools with the most at-risk students suffer from seriously high turnover of teachers, compared with a much lower 13% at the majority of schools with the fewest at-risk students.

Other comparisons continue the picture of inequality:

- ❖ Twice as many teachers in high-risk schools come up negative on **teacher working conditions** in their schools, compared with the majority schools with the fewest at-risk students (40% vs. 20%).
- ❖ Half of teachers in schools with the most at-risk students report the **physical condition of their schools** as only fair or poor, which is 1.47 times worse than at the majority of schools with the fewest at-risk kids (50% vs. 34%).
- ❖ Teachers at schools with the most at-risk students are 2.4 times more likely than teachers at the 51% majority of schools with the fewest at-risk students to report having **long-term vacancies often filled only by substitutes** (28% vs. 12%).
- ❖ Schools with the most at-risk students are almost three times as likely as the 51% majority of schools with the fewest at-risk students to **adequately involve parents** (43% vs. 15%).
- ❖ By a 3-2 margin, teachers in schools with the most at-risk students are more likely than teachers in schools with the fewest at-risk children to report that the **school schedule interferes with covering the curriculum** (41% vs. 26%).

- ❖ Teachers at schools with the most at-risk students are 1.5 times as likely as teachers in the 51% of schools with the fewest at-risk students to report seeing evidence of **vermin in their school** (39% vs. 26%). By a 3-to-2 margin, schools with the highest number of at-risk students come up more negative on **textbooks and instructional materials** than a majority of the schools with the fewest at-risk students (29% vs. 18%).

**TEN MAJOR GAPS BETWEEN 20% MOST AT-RISK SCHOOLS
AND 51% MAJORITY OF LEAST AT-RISK SCHOOLS**

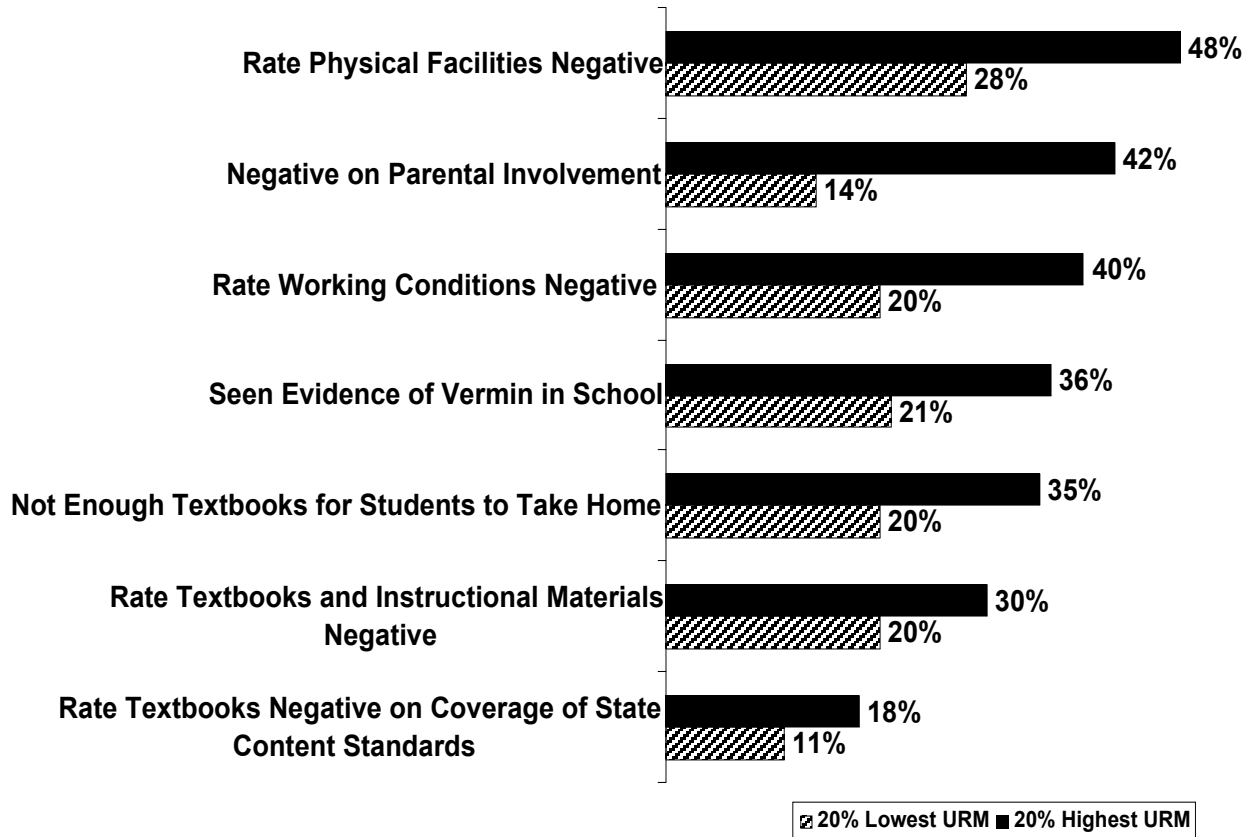


E. Underrepresented Minorities

Highlighted by the upcoming 50th anniversary of Brown v. Board of Education (and the recent anniversary of Mendez v. Westminster, a California case presaging Brown which ended legal segregation of the schools in California), there remain substantial disparities between schools with high and low concentrations of African American, Latino and Native American students (referred to herein as underrepresented minority or URM students). Because a 65% majority of racial and ethnic minorities constitute such a high majority of the student population statewide, in order to obtain a fair representation of schools with few minority students compared with those with high concentrations of the same minorities, the 20% of schools with the highest concentrations of minorities was compared with the 20% with the lowest concentration of racial and ethnic minorities:

- ❖ Teachers in the twenty percent of schools with the highest percentages of underrepresented students (the highest quintile URM schools) are twice as likely to rate the working conditions for teachers as poor or only fair compared to the teachers in the lowest quintile URM schools (40% versus 20%, respectively).
- ❖ Teachers at the highest quintile URM schools are three times as likely to rate the way the school involves parents as poor or only fair compared to the teachers in the lowest quintile URM schools (42% versus 14%, respectively).
- ❖ Teachers in the highest quintile URM schools are 43% more likely to rate the textbooks and instructional materials as poor or only fair compared to the teachers in the lowest quintile URM schools (30% versus 21%, respectively).
- ❖ Teachers in the highest quintile URM schools are 71% more likely to rate the adequacy of the physical facilities as poor or only fair compared to the teachers in the lowest quintile URM schools (48% versus 28%, respectively).
- ❖ Teachers in the highest quintile URM schools are 69% more likely to rate the textbooks on their coverage of the state content standards as poor or only fair compared to the teachers in the lowest quintile URM schools (18% versus 11%, respectively).

SCHOOL CONDITIONS: 20% HIGHEST AND LOWEST URM



- ❖ Teachers in the highest quintile URM schools are 74% more likely to report there are not enough copies of textbooks for all students to take home compared to the teachers in the lowest quintile URM schools (35% versus 20% respectively).
- ❖ Teachers in the highest quintile URM schools are 73% more likely to report that they have seen evidence of cockroaches, rats, or mice in their school compared to the teachers in the lowest quintile URM schools (36% versus 21%, respectively).

Conclusion

California has a two-tiered school system: one for more affluent, largely white students who enjoy the privilege of a relatively healthy educational environment, and the other, for the least privileged, predominately non-white students who suffer an educational environment that virtually forecloses their chance of learning at a comparable level.

Children most at-risk, who come from poor families, simply are not being given an opportunity to learn that is equal to that offered children from privileged families. *The obvious cause of this inequality lies in the finding that the most disadvantaged children attend schools that do not have the basic facilities and conditions conducive to providing them with a quality education.* Without such facilities and conditions, both the teachers and the students will be hard-put to achieve any semblance of quality education.

KEY FINDINGS

A. The Overall Conditions For Learning And Teaching In California Schools Are Critically Deficient

1. Over Two Million Students in California Are Affected by the Following Unfavorable Conditions Critical to a Quality Learning Environment:

- Negative on school's physical facilities (2.4 million students)
- Negative on availability of technology (2.3 million students)
- Not enough science equipment (2.2 million students)
- Classroom uncomfortably hot or cold during past year (2.2 million students)
- Not enough social science materials (2.1 million students)

Over One Million Students in California Are Affected by the Following Unfavorable Conditions Critical to a Quality Learning Environment:

- Not enough textbooks to take home (1.8 million students)
- School schedule interferes with ability to cover curriculum coherently (1.8 million students)
- Negative on how school involves parents (1.5 million students)
- Difficulty concentrating due to too much noise (1.4 million students)
- Not enough novels and other English books (1.4 million students)
- Not enough math materials and equipment (1.3 million students)

B. Although Some Positive Changes Have Been Recorded In The Past Two Years, The General Trend Is Not Upward

1. **More Schools Have Computers than in 2002, but Fewer Schools Rate the Availability of Technology Favorably.** The percentage of schools with fully usable computers with Internet access for research *increased* statewide from 82% in 2002 to 88% in 2004. However, the number of teachers who rate the *availability of technology* (i.e., more than just computers) excellent or good decreased from 69% in 2002 to 61% in 2004. This is net of a 12-point decrease from 76% to 64% among schools with the fewest number of at-risk students.
2. **The 2004 Survey Indicates Several Other Areas in Decline Statewide.** Areas where the survey recorded statistically significant statewide declines include:
 - **Social Science Materials.** Having enough maps, atlases, and other social science reference materials (a decrease from 68% in 2002 to 48% in 2004)
 - **Math Materials.** Having enough math materials including calculators, manipulatives, measuring tools, graph paper, games, etc. (a decrease from 82% in 2002 to 71% in 2004)

- **Books.** Having enough novels and other books for students to use and take home (a decrease from 79% in 2002 to 71% in 2004)
- **The Quality of Professional Development.** The quality of professional development decreased from 77% rating it excellent or good in 2002 to 67% in 2004

C. As Inadequate As Conditions Statewide Are For Many California Teachers and Students, the Learning Opportunities for Low Income Children, English Learners, and Children of Color Are Dramatically Worse

1. Ten major gaps on critical dimensions exist between the 51% of schools least at risk and the 20% of schools most at risk:

Table 1 MAJOR GAPS AND RISK RATIOS: <u>20% OF SCHOOLS WITH THE HIGHEST PERCENTAGE OF AT-RISK STUDENTS</u> <u>VERSUS THE 51% OF SCHOOLS WITH THE FEWEST AT-RISK STUDENTS</u> 2004 SURVEY					
	Total State	20% Most At Risk	51% Least At Risk	Gap	Risk Ratio
	%	%	%	%	
Schools with 20% or more non-credentialed teachers	15	39	7	32	5.6-to-1
Negative on way school involves parents	25	43	15	28	2.9-to-1
Turnover of teachers a serious problem	18	32	13	19	2.5-to-1
Have long term teacher vacancies/filled only by substitutes	17	28	12	16	2.3-to-1
Negative on teacher working conditions	29	40	20	20	2.0-to-1
School schedule interferes with covering curriculum	30	41	26	15	1.6-to-1
Negative on textbooks, instructional materials	23	29	18	11	1.6-to-1
Negative on physical facilities	39	50	34	16	1.5-to-1
Seen evidence of cockroaches, rats, mice in school	29	39	26	13	1.5-to-1
Have enough science equipment and materials	44	36	48	12	1.3-to-1

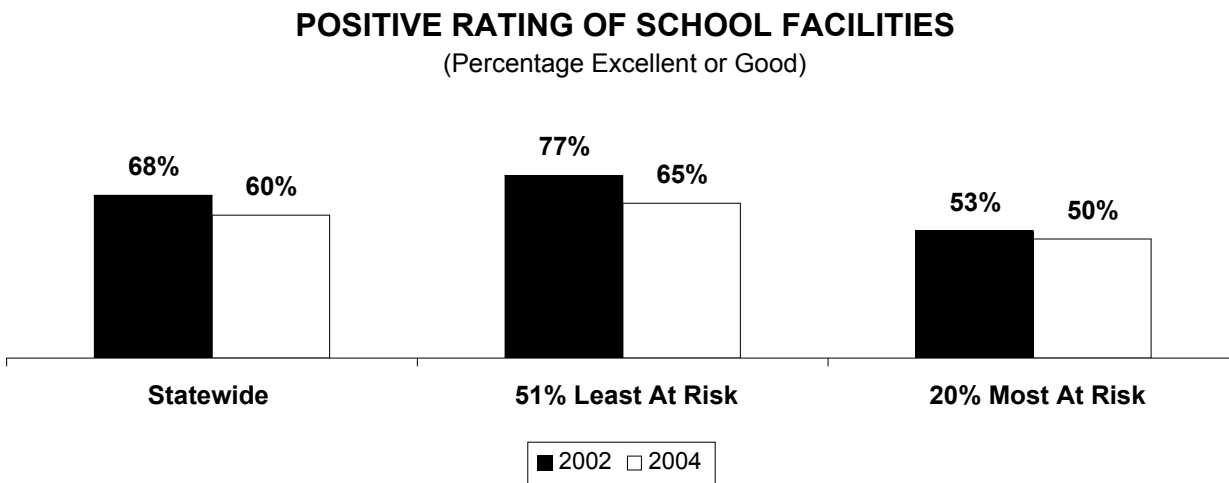
2. Nearly 50 years after Brown v. Board of Education, African American and Latino students attend inferior schools in California.

Table 2 <u>MAJOR GAPS AND RISK RATIOS:</u> <u>20% OF SCHOOLS WITH THE HIGHEST PERCENTAGE OF URM STUDENTS</u> <u>VERSUS THE 20% OF SCHOOLS WITH THE LOWEST PERCENTAGE OF URM STUDENTS</u> 2004 SURVEY				
	Underrepresented Minorities		Gap	Risk Ratio
	20% Most URM	20% Least URM		
	%	%		
N =	212	220	-8	--
Schools with 20% or more non-credentialed teachers	43	4	39	11.8-to-1
Turnover of teachers a serious problem	33	10	23	3.3-to-1
Have long term teacher vacancies/filled only by substitutes	28	9	19	3.1-to-1
Negative on way school involves parents	42	14	28	3.0-to-1
Negative on teacher working conditions	40	20	20	2.0-to-1
Do not have enough copies of textbooks for students to take home	35	20	15	1.8-to-1
Negative on physical facilities	48	28	20	1.7-to-1
Seen evidence of cockroaches, rats, mice in school	36	21	15	1.7-to-1
Negative on textbooks, instructional materials	30	21	9	1.4-to-1
School schedule interferes with covering curriculum	37	32	5	1.2-to-1
Have enough science equipment and materials	39	33	6	1.2-to-1

3. **The largest gap is on the number of fully qualified teachers (32 points).** By 39% to 7%, schools with the most at-risk students are five times as likely as the majority of schools with the fewest at-risk students to have 20% or more teachers not fully credentialed (according to an analysis of California Department of Education data). *Clearly, students and schools facing the greatest educational challenges continue to be the least likely to have teachers qualified to meet those challenges.*
4. **Teachers at the 20% of schools with the most at-risk students are almost three times more likely than the 51% of schools with the fewest at-risk students to rate their school negatively on how well it involves parents (42% vs. 15%).**
5. **Disparities in school conditions exist along racial and ethnic lines as well as along income lines.** Significant gaps exist between the 20% of schools with the highest percentage of underrepresented minority students and the 20% with the lowest percentage

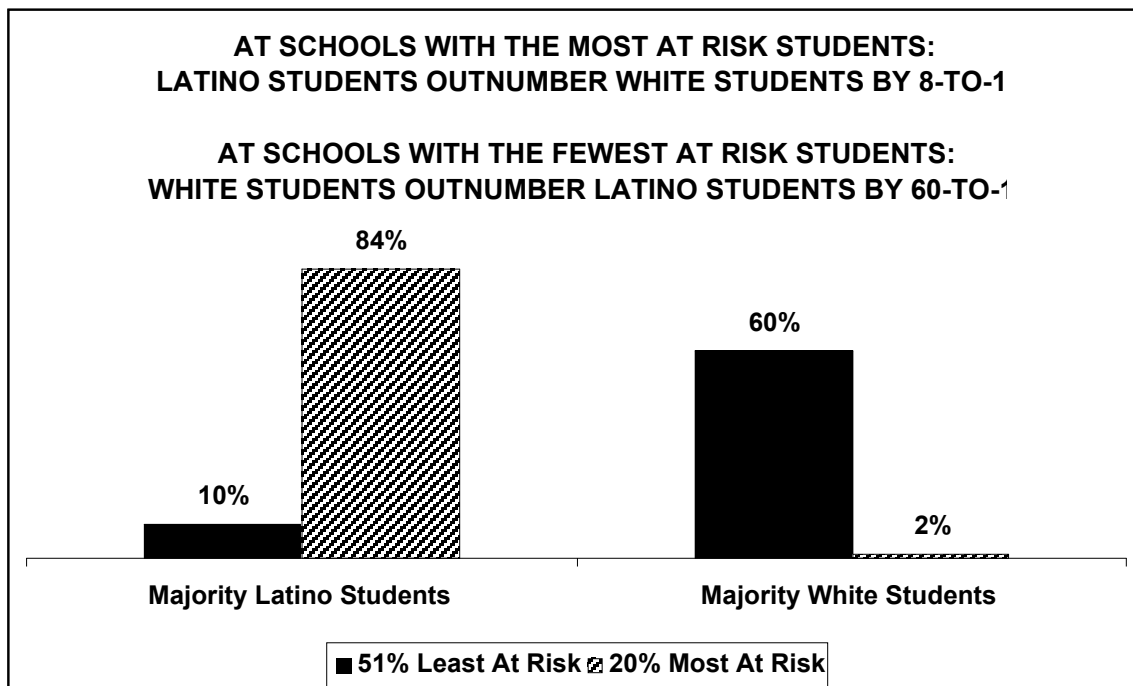
of underrepresented minority students on seven of the ten critical dimensions discussed above (see Table 2).

6. **By 65% to 50%, the majority of schools with the fewest at-risk students are significantly more likely than the 20% of schools with the most at-risk students to rate their physical facilities positive.** The fact that almost half (49%) of teachers at schools with the most at-risk students rate their physical facilities as inadequate represents a serious problem.
7. **While poor facilities are most prevalent at schools with the most at-risk students, the situation is worsening more rapidly at the 51% majority of schools with the fewest at-risk students.** Statewide, positive ratings of the adequacy of school facilities decreased from 68% in 2002 to 60% in 2004. Over 80% of the decrease is accounted for by lower ratings by teachers at schools with the fewest at-risk students (down from 77% positive in 2002 to 65% positive in 2004). Ratings worsened among the schools with the most at-risk students from 53% positive in 2002 to 50% positive in 2004.



8. **Schools with the 20% most at-risk students are twice as likely as the 51% majority of schools with the fewest at-risk students to say their school has a serious teacher turnover problem (32% vs. 13%).**
9. **Schools with the 20% most at-risk students average five times more LEP students than the 51% majority of schools with the fewest at-risk students (53% vs. 11%).** By an 8-1 ratio, the 51% majority of schools with the fewest at-risk students are eight times more likely to have no LEP students (24% vs. 3%).
10. **LEP students are twice as likely as other students to be taught by an under-credentialed teacher.** On average, 43% of the students in schools with 20% or more not fully credentialed teachers are LEP students, compared with only 21.5% of students in schools with 80% or more fully credentialed teachers.
11. **Schools throughout California have a growing need for teachers authorized to teach LEP students.** Since 2002, the number of schools statewide with zero percent LEP students decreased from 28% to 16%, with schools in the least at-risk 51% majority group experiencing the lion's share (84%) of the decrease.

12. **Latino students are disproportionately likely to attend the 20% of schools with the most at-risk students. Non-Latino white students are disproportionately likely to attend the 51% majority of schools with the fewest at-risk students.** By better than an 8-1 ratio (84% to 10%), teachers in the 20% of schools with the most at-risk students are far likelier than teachers in the 51% majority of schools with the fewest at-risk students to report that a majority of their students are Latino. Conversely, teachers at the 51% majority of schools with the fewest at-risk students are forty times more likely (60% to 1.5%) than teachers in the 20% of schools with the most at-risk students to report that a majority of their students are non-Latino whites. *These data reflect the concentration of poverty in California primarily among underrepresented minorities.*



13. **61% of teachers statewide disapprove of the tests they are required to administer.** Dissatisfaction with statewide tests increased from 55% negative in 2002 to 61% negative in 2004. Interestingly, increased dissatisfaction occurred almost entirely among teachers at the 51% majority of schools with the fewest at-risk students.

D. California Teachers Support a Structural Reform Proposal Developed by Researchers and Being Discussed in Policy Circles

1. By better than a 4-to-1 margin, a 67% to 15% majority of California public school teachers supports the School Improvement and Accountability Proposal. This includes 21% who strongly support the proposal and 46% who somewhat support it. Support is solid across the state:

Table 3
HOW TEACHERS IN EACH REGION OF CALIFORNIA FEEL ABOUT THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY PROPOSAL

	Total	Northern/ Eastern	Bay Area	L.A. County	Southern California*	Central/ Valleys
	%	%	%	%	%	%
Strongly Support	21	17	18	26	22	22
Somewhat Support	46	54	48	43	44	43
Subtotal Support	67	71	65	69	66	65
Somewhat Oppose	9	6	11	10	10	9
Strongly Oppose	6	2	4	5	8	7
Subtotal Oppose	15	8	15	15	18	16
Neutral	17	21	18	15	15	16
Not Sure	1	*	2	1	1	3

* Excludes Los Angeles County

2. Large majorities favor school-based budgeting, principals' accountability, and weighted student funding:
- By better than an 11-to-1 margin, teachers approve of schools having control over how to allocate their own budgets. *It is the most popular element of the School Improvement and Accountability Proposal.* This element is supported by 82% of teachers, including 55% who strongly support it. Only 7% oppose it.
 - A 65% to 17% majority supports each **principal's accountability** in his or her school for providing opportunities for students to learn.
 - A 63% to 17% majority of teachers supports the proposed **weighted student funding** where each school would receive an amount weighted to reflect the composition of students at the particular school. For example, more money would be allocated to schools with more English language learners, and students with learning and other disabilities.

3. **Teachers are less supportive of giving students the choice of where to attend school.** Only 48% support the ability of students to enroll in any public school, with 28% opposing it and 24% either neutral or not sure about it.

Table 4 <u>HOW CALIFORNIA TEACHERS FEEL ABOUT THREE ELEMENTS OF THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY PROPOSAL</u>				
	School Budget Control	Weighted Student Funding	Student School Choice	Principal's Accountability
	%	%	%	%
Strongly Support	55	33	20	34
Somewhat Support	27	30	28	31
Subtotal Support	82	63	48	65
Somewhat Oppose	4	8	16	9
Strongly Oppose	3	8	11	8
Subtotal Oppose	7	17	28	17
Neutral	10	19	23	17
Not Sure	1	1	1	1

4. **Support is significantly lower for versions of the proposal that might reduce resources at the currently better off schools.** Those either in favor of the proposal or neutral on it were asked whether they would become more or less supportive of the proposal if the result of the proposal was that some schools with more higher-need students would be able to spend more on teachers and working conditions, but other schools with fewer higher-need students would lose some of the funds they now spend on teachers and working conditions. *A 43% plurality of this group would become less supportive of the proposal if schools with fewer high-need students would lose funds for teachers. One third (33%) say their support for the proposal would increase.* Another 24% of this group is either neutral (22%) or not sure (2%) how this result would affect their support for the proposal. This translates into a softening of support for the proposal among teachers if it were to have this consequence, a decrease to where approximately 47% support the proposal, 30% oppose it, 22% are neutral, and 1% are not sure. Clearly, to gain the solid support of a majority of teachers, policymakers need to find a way to resolve this issue without reducing funds for teachers and working conditions at schools with fewer at-risk students.

5. On a regional basis, some of the declines are dramatic. The tables below illustrate the changes from area to area:

	Baseline Support		What If Support		Change	
	Favor	Oppose	Favor	Oppose	Favor	Oppose
Region	%	%	%	%	%	%
Bay Area	69	12	39	37	-30	+25
Northern California	65	14	43	30	-22	+16
Central Valleys	62	14	50	25	-12	+11
Southern Cal excl. LA	60	22	48	31	-12	+9
LA County	62	18	54	26	-8	+8
Statewide Total	67	15	47	30	-20	+15

	Statewide Total		51% Majority Least At-Risk		20% Most At-Risk		GAP	
	Baseline	What If	Baseline	What If	Baseline	What If	Baseline	What If
	%	%	%	%	%	%	%	%
Strongly Support	21	29	17	26	29	35	12	9
Somewhat Support	46	18	48	15	43	20	-5	5
Subtotal Support	67	47	65	41	72	55	7	14
Neutral	17	22	16	22	15	26	-1	4
Somewhat Oppose	9	21	11	28	9	14	-2	-14
Strongly Oppose	6	9	7	9	3	5	-4	-4
Subtotal Oppose	15	30	18	37	12	19	-6	-18
Not Sure	1	1	1	*	1	*	-0-	-0-

Leading the way is the Bay Area which shrinks from 39% to 37% still supporting the overall proposal, followed by Northern California at 3-to-2 (43% to 30%), then Southern California (excluding Los Angeles County) at 48% to 31%, Central Valley at 3-2 (50% to 25%), and Los Angeles County at 2-1 (54% to 26%) in favor of the proposal.

ANALYSIS OF OTHER KEY AREAS

A. Racial and Ethnic Distribution

By 84% to 10%, teachers in the 20% of schools with the most at-risk students are eight times more likely than teachers in the 51% majority of schools with the fewest at-risk students to teach classes with a majority of Latino students. Conversely, those teaching in the 51% majority of schools with the fewest at-risk students are 40 times more likely than teachers in the 20% of schools with the most at-risk students to teach classes with a majority of non-Latino white students.

	Total	51% Least At Risk	20% Most At Risk
	Base:		
	1056	535	207
	%	%	%
Majority are Non-White Students	62	40	99
Majority are Latino students	36	10	84
Majority are from other or mixed non-white racial and ethnic groups	26	30	15
Majority are Non-Latino White Students	38	60	1

Majority Latino classrooms represent 36% of classrooms statewide, but they comprise a majority at:

- The 20% of schools with the highest percentage of students eligible for free or reduced meals (85%)
- Schools with 20% or more not fully credentialed teachers (70%)
- Schools with a year-round multi-track schedule (66%)
- Schools with the 20% highest percentage of students from families receiving CalWorks (57%)
- Schools with serious teacher turnover problems (55%)
- Schools that are rated negatively on the way the school involves parents (51%)

Teaching Limited English Proficient Students: An Area In Need Of Front and Center Attention

The percentage of LEP students is almost five times greater at the 20% of schools with the most at-risk students than at the 51% majority of schools with the fewest at-risk students (53% vs. 11%).³ Conversely, by an 8-1 ratio, the 51% majority of schools with the fewest at-risk students are eight times more likely to have no LEP students (24% vs. 3%). The survey indicates that ***LEP students are twice as likely as other students to be taught by an under-credentialed teacher***: On average, 43% of the students in schools with 20% or more not fully credentialed teachers are LEP students, compared with only 21.5% of students in schools with 80% or more fully credentialed teachers.

Since 2002, the number of schools statewide with zero percent LEP students decreased from 28% to 16%, with schools in the least at-risk segment experiencing the lion's share (84%) of the decrease. ***Clearly, schools throughout California are facing a growing need for teachers authorized to teach LEP students.***

Credential or Authorization to Teach LEP Students

Although only 16% of the teachers in the survey say they have zero percent LEP students, 22% of the teachers statewide say they lack a credential or authorization to teach LEP students (down from 28% in 2002). ***The greatest unmet need for teachers with a credential or authorization to teach LEP Students is in the group of schools most likely to have high percentages of these students.*** The gap between teachers lacking a credential to teach LEP students and the number of schools with zero percent LEP students is more than twice as large at the 20% of schools with the most at-risk students than at the 51% majority of schools with the fewest at-risk students (8% vs. 3%). At the 20% of schools with the most at-risk students, 11% of the teachers lack a credential or authorization to teach LEP students versus only 3% at schools with zero percent LEP students. At the 51% of schools with the fewest at-risk students, 27% of teachers lack this credential compared with 24% at schools with zero percent LEP students.

³ In California, 26% of students are English Language Learners, almost identical to the 25% average for Limited English Proficient (LEP) students at schools in the survey. Source: Ed-Data Website as of March 24, 2004. Note: The survey data were sample balanced to a number of parameters (see Introduction to this report) including the percentage of LEP students.

Table 7
**COMPARISON OF PERCENTAGE OF TEACHERS
CREDENTIALLED OR AUTHORIZED TO TEACH LEP STUDENTS
2004 SURVEY**

	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Have CLAD (or its equivalent)		52	50	59
Have B-CLAD (or its equivalent)		9	4	17
Have SB-1969/395		17	19	11
Do not have any		22	27	11
Not sure		*	*	2

Table 8
**DISTRIBUTION OF TEACHERS BY GRADE LEVEL
BY AT-RISK SEGMENT
2004 SURVEY**

	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Elementary		71	66	81
Middle		15	14	12
High		13	19	7
K-12		1	1	0

B. The Problem of Getting and Assigning Fully Credentialed Teachers

The Critical Issue: Credentialed Teachers in Schools with High Percentages of At-Risk Students

The cutting edge in this area is between schools having more or less than 20% of their teachers not fully credentialed by the State of California. Schools with a shortage of fully credentialed teachers have the following characteristics compared with schools that have 80% or more fully credentialed teachers:

- Schools with a shortage of fully credentialed teachers are three times more likely to have a serious teacher turnover problem (43% vs. 13%)
- By almost 4-1, schools with a shortage of fully credentialed teachers are much more likely to have teaching positions either unfilled for a long time or filled only by substitutes (43% vs. 12%)

- By more than 3-1, these schools are more likely to be among the 20% of schools with the most at-risk students (53% vs. 15%)
- These schools teach twice as many LEP students as teachers from schools with 80% or more fully credentialed teachers (a mean of 43% of their students vs. 22% at schools with 80% of more fully credentialed teachers)
- By better than 2-1 (72% to 30%), schools with a shortage of fully credentialed teachers are more likely to teach a majority of Latino students
- By 20% to 7%, these schools are almost three times more likely to be on a year-round multi-track but not Concept 6 schedule
- Schools with a shortage of fully credentialed teachers are almost twice as likely to give a negative rating (only fair or poor) to how well their school involves parents (40% vs. 22%)
- By a 3-2 margin, these schools are more likely to give a negative rating to the quality of textbooks and instructional materials (34% vs. 21%)
- By 67% to 54%, schools with a shortage of fully credentialed teachers are significantly more likely to not have enough science equipment and materials
- By 53% to 38%, these schools are more likely to give a negative rating to the adequacy of physical facilities
- Schools with a shortage of fully credentialed teachers are significantly more likely to report seeing evidence of vermin (43% vs. 28%)
- By a 5-3 ratio, these schools are more likely to report that student bathrooms are not clean or open all day (20% vs. 12%)

Bottom Line

Clearly, schools with high percentages of at-risk students and underrepresented minority students have difficulty attracting and retaining fully qualified teachers. They face far more difficult educational challenges to begin with than most schools in California. Not having enough fully qualified teachers only exacerbates their challenges.

Teacher Turnover and Teaching Vacancies

Teacher turnover is reported by 18% of teachers to be either a very serious problem (3%) or a somewhat serious problem (15%). By better than a 2-1 margin, schools in the 20% most-at-risk segment are more likely than the 51% majority of schools with the fewest at-risk students to say they have a serious teacher turnover problem (32% vs. 13%). Statewide, the number of teachers reporting turnover as a serious problem decreased from 21% in 2002 to 18% in 2004.

Base:	Total	51% Least At Risk	20% Most At Risk
	%	%	%
Very serious	3	1	9
Somewhat serious	15	12	23
Subtotal Serious	18	13	32
Not very serious	28	26	30
Not serious at all	53	60	38
Not Sure	1	1	-0-

An 82% majority of teachers statewide report no problems filling teaching vacancies at their schools. However, the 20% of schools with the most at-risk students are more than twice as likely as the 51% of schools with the fewest at-risk students to say they have a serious problem filling vacancies (28% vs. 12%).

Base:	Total	51% Least At Risk	20% Most At Risk
	%	%	%
Teaching positions couldn't be filled for long time	4	2	7
Could be filled only by substitutes	8	6	13
Both	5	4	8
Subtotal Unfilled or Substitutes Only	17	12	28
Neither	82	86	71
Not sure	1	2	1

Finding Substitute Teachers

Statewide, 55% of teachers say their schools have hardly any trouble finding substitutes. Another 9% say they have a lot of trouble and 35% say they have some, but not a lot of trouble. By 49% to 41%, schools in the 20% most at-risk segment are more likely than the majority of schools with the fewest at-risk students to have trouble finding substitute teachers. From 2002 to 2004, the number reporting some or a lot of difficulty finding substitutes decreased from 51% to 44%.

	Total	51% Least At Risk	20% Most At Risk
	Base:	1056	535
	%	%	%
A lot of trouble	9	7	12
Some but not a lot	35	34	37
Subtotal Have Trouble Finding Substitutes	44	41	49
Hardly any trouble	55	57	51
Not sure	1	2	*

Length of Time Teaching and Expectations to Remain Teaching at Current School

The average teacher surveyed has 15 years of experience teaching, including an average of 10 years at his or her current school. On average, teachers expect to work another nine years at their current schools, indicating that the average teacher is slightly past the halfway mark teaching at his or her current school.

There are no significant differences in overall teaching experience by at-risk segment except, by 38% to 27%, teachers of classrooms with a majority of non-Latino white students are significantly more likely than teachers of classrooms with a majority of Latino students to have 20 or more years experience as a teacher. Similarly, teachers of classrooms with a majority of non-Latino white students (mean: 11.6 years) have taught longer at their current schools than have teachers of classrooms with a majority of Latino students (mean: 9.5 years).

There are no significant differences between at-risk segments in the percentage of teachers expecting to leave their current schools within the next three years. However, teachers at schools with a majority of Latino students expect to remain teaching at their current school for a

significantly longer period of time than teachers at majority white schools (mean of 10.2 years vs. a mean of 8.6 years). *These results indicate that although teachers at majority Latino schools have slightly less overall teaching experience than teachers at majority non-Latino schools, Latino schools could experience greater stability in their overall teaching ranks over the next decade.* This is a significant finding given the greater overall challenges faced by students and teachers at these schools, as indicated by data from this survey and the California Department of Education website.

Leaving Teaching: The Reasons for Leaving Early

Teachers who indicated they expect to leave their current schools within the next three years (18% of the entire sample) were asked why they planned to stop teaching there. A 51% majority say they expect to retire. Another 7% mention a teacher’s relatively low salary and 31% mention something directly related to school or teaching conditions. *Teachers at schools with the most at-risk students are almost twice as likely to mention a reason related directly to conditions at their current schools. This includes being six times more likely than the majority of schools with the fewest at-risk students to mention a lack of school leadership (19% vs. 3%).*

Table 12
**REASONS FOR WANTING TO LEAVE CURRENT SCHOOL
 WITHIN NEXT THREE YEARS: 2004 SURVEY**

	Base:	Total	51% Least At Risk	20% Most At Risk
		191	94	43
		%	%	%
Retirement		51	54	47
Salary		7	7	2
School/Teaching Conditions:		31	23	41
School facilities		3	2	5
Lack of school leadership		10	3	19
Lack of supplies, materials		3	3	4
Class size or pupil load		4	5	1
Lack of time for planning and collaboration		8	7	10
Lack of mentoring and PD support		3	3	2
Other		40	38	43

Quality of Professional Development

Two-thirds of teachers statewide (67%) rate their school as positive on the quality of professional development – excellent (26%) or good (41%). By 71% to 61% teachers of classrooms with a majority of Latino and/or other non-white students are significantly more likely than teachers at schools with a majority of non-Latino whites to give a positive rating to professional development at their schools. There are no statistically significant differences between at-risk segments on their overall positive rating, but teachers at schools with the most at-risk students are significantly more likely than teachers at the 51% majority of schools with the fewest at-risk students to rate professional development “excellent.”

Table 13
RATING OF QUALITY OF PROFESSIONAL DEVELOPMENT
2004 SURVEY

	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Excellent	26	24	33
Good	41	42	36
Subtotal Positive	67	66	69
Only Fair	25	26	22
Poor	7	8	8
Subtotal Negative	32	34	30
Not Sure	1	0	1

Statewide, the number of teachers who give a positive rating to professional development decreased significantly from 77% positive in 2002 to 67% positive in 2004. The decrease was accounted for entirely by the 51% majority of schools with the fewest at-risk students (84% positive in 2002 vs. 66% positive in 2004). The 20% of schools with the most at-risk students improved marginally (65% positive in 2002 to 69% positive in 2004). These results suggest that facing budget cutbacks, the 51% majority of schools with the fewest at-risk students may have opted to reduce professional development while schools with the 20% most at-risk students decided they could ill afford to reduce professional development for their teachers.

Meeting with Colleagues

Only 13% of teachers meet daily, ranging significantly from 14% among teachers at the 51% majority of schools with the fewest at-risk students to 8% at the 20% of schools with the most at-risk students. Statewide, a 46% plurality meets weekly, increasing significantly to 53% among teachers at the 20% of schools with the most at-risk students. One-third of teachers (34%) meet monthly with their teaching colleagues. Only 6% of California public school teachers never meet with colleagues to plan curriculum and teaching or to provide input about individual students. This varies insignificantly by at-risk segment. Between 2002 and 2004 the number of teachers who never meet with colleagues decreased slightly from 8% to 6%.

How Well Prepared Teachers Feel They Are To Teach Their Students the State Content Standards

An 85% majority feels very well prepared to teach all their students the state content standards and another 14% feel somewhat well prepared. Only 0.2% feel not very well prepared. These results vary insignificantly by at-risk segment.

C. Sufficiency of Equipment and Materials

Science. A 54% to 44% majority of science teachers at California's public schools say they do *not* have enough science equipment and materials necessary to do science lab work. *The statewide shortage is being experienced more often at schools with higher percentages of at-risk students.* By a 60% to 49% ratio, science teachers working at the 20% of schools with the most at-risk students are more likely than those at schools in the 51% majority of schools with the fewest at-risk students to not have enough science equipment and materials necessary to do science lab work. *The 2004 survey results represent a reversal from 2002 when a 50% to 49% majority had enough equipment and materials.*

Table 14 SHORTAGE OF SCIENCE EQUIPMENT AND MATERIALS 2004 SURVEY			
	Total		
	Base:	51% Least At Risk	20% Most At Risk
	716	341	150
	%	%	%
Have enough such equipment and materials	44	48	36
Do not have enough	54	49	60
Not sure	2	3	4

Math. A 71% to 28% majority of math teachers say they have sufficient numbers of calculators, manipulatives, measuring tools, graph paper, games, and other math materials. The 71% in 2004 with enough math supplies is significantly less than the 82% in 2002 reporting they had sufficient math supplies.

Table 15 SHORTAGE OF MATH EQUIPMENT AND MATERIALS 2004 SURVEY			
	Total		
	Base:	51% Least At Risk	20% Most At Risk
	816	396	173
	%	%	%
Have enough such equipment and materials	71	74	72
Do not have enough	28	26	27
Not sure	1	*	1

Social Sciences. Half of Social Science teachers (50%) say they do not have enough maps, atlases, and reference materials for their students to use or take home. Another 48% say they have enough and 2% are not sure. This percentage varies insignificantly by at-risk segment. Since 2002, the number of teachers saying they do *not* have enough social science supplies *almost doubled* from 30% to 50%.

Table 16 SUFFICIENCY OF SOCIAL SCIENCE SUPPLIES				
Social Science Teachers	Total			
	Base:	2002	2004	Change
	786	735	-51	
	%	%	%	
Have enough	68	48	-20	
Do not have enough	30	50	+20	
Not sure	2	2	-0-	

English. A 71% to 28% majority of teachers of English reports having enough novels and other books for students to have or take home. Although this percentage varies insignificantly by at-risk segment, classrooms with a majority of non-Latino whites (76%) are significantly more likely than classrooms with a majority of Latino students (67%) to have enough novels and other books for students to have or take home. From 2002 to 2004, the number of teachers reporting not enough novels and other books increased from 20% to 28%.

	Total	Majority Non-Latino Students	Majority Latino Students
		%	%
Base:	876	322	328
	%	%	%
Have enough	71	76	67
Do not have enough	28	23	32
Not sure	1	1	1

Availability of Technology. A 61% majority of California public schools rates the availability of technology in their school positive. There is no longer a significant difference on ratings of technology between schools with the highest and lowest percent of at-risk students. **This is due almost completely to a 15-point decrease in positive ratings by teachers at the 51% majority of schools with the fewest at-risk students.** Statewide, positive ratings of the availability of technology decreased from 69% in 2002 to 61% in 2004.

	Total	51% Least At Risk	20% Most At Risk
		%	%
Base:	1056	535	207
	%	%	%
Excellent	25	26	28
Good	36	38	35
Subtotal Positive	61	64	63
Only Fair	27	24	24
Poor	12	12	13
Subtotal Negative	39	36	37
Not Sure	*	*	0

Usable Computers. Fully 88% of California teachers indicate their students have access to fully usable computers in their classrooms or elsewhere in the school that allows students to access the Internet for research. This varies insignificantly by at-risk segment. The number

reporting access to fully usable computers increased statewide from 82% in 2002 to 88% in 2004. The increase was primarily among schools with the most at-risk students (+9 percentage points), perhaps reflecting the private donation of computers to schools with low-income students.

D. Textbooks and Instructional Materials

Textbooks and Instructional Materials in Your School. A 76% majority of teachers give positive ratings to textbooks and instructional materials at their school. This ranges from 81% at the 51% majority of schools with the fewest at-risk students to a significantly lower 70% at the 20% of schools with the most at-risk students. Statewide, positive ratings decreased from 82% in 2002 to 76% in 2004.

	Total	51% Least At Risk	20% Most At Risk
	Base:		
	1056	535	207
	%	%	%
Excellent	28	31	29
Good	48	50	41
Subtotal Positive	76	81	70
Only Fair	19	14	23
Poor	5	4	6
Subtotal Negative	24	18	29
Not Sure	*	1	1

Student Access to Textbooks. A 91% majority of teachers report using textbooks, virtually the same as the 92% level recorded in the 2002 survey. The findings on textbooks vary insignificantly by at-risk segment. Among those not using textbooks, only 28% say it is because their schools do not make them available. Most (51%) say it is their own choice not to use textbooks. Among those who use textbooks, 90% say they have enough textbooks for every student in the classroom and 66% say they have enough for students to take home. A 92% majority says their textbooks are in excellent (53%) or good (39%) condition, slightly better than the 89% positive level recorded in 2002. An 87% majority (about the same as the 86% recorded in 2002) rates their textbooks positive on giving students up-to-date information. An 84% majority rates textbooks positive on their coverage of state content standards, slightly better than the 80% who gave a positive rating in 2002.

E. Physical Facilities and Working Conditions

Adequacy of Physical Facilities

A 60% majority rates their schools positive on the adequacy of the physical plant. By 65% to 50%, the 51% majority of schools with the fewest at-risk students are significantly more likely than the 20% of schools with the most at-risk students to rate their physical facilities positive. *The fact that half (50%) of teachers at schools with the most at-risk students rate their physical facilities as inadequate represents a serious problem.* Furthermore, as Table 20 indicates, the significant differences are at the highest and lowest ends: the 51% majority of schools with the fewest at-risk students are significantly more likely to have excellent facilities and the 20% of schools with the most at-risk students are significantly more likely to have poor facilities.

While the situation is worst at schools with the most at-risk students, **it appears to be worsening more rapidly among the 51% majority of schools with the fewest at-risk students.** Statewide, positive ratings of the adequacy of school facilities decreased from 68% in 2002 to 60% in 2004. Over 80% of the decrease is accounted for by lower ratings from teachers at schools with the fewest at-risk students (down from 77% positive in 2002 to 65% positive in 2004). Positive ratings decreased less at schools with the most at-risk students, from 53% positive in 2002 to 50% positive in 2004.

	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Excellent	21	25	12
Good	39	40	38
Subtotal Positive	60	65	50
Only Fair	28	26	33
Poor	11	9	16
Subtotal Negative	39	35	49
Not Sure	1	*	1

Working Conditions for Teachers

A 71% majority of teachers in California rates working conditions for teachers either excellent (28%) or good (43%). By a 79% to 60% margin, teachers at the 51% majority of schools with the fewest at-risk students are significantly more likely than teachers at the 20% of schools with the most at-risk students to rate their working conditions positive. **Statewide, between 2002 and 2004, the positive rating of working conditions decreased from 77% to 71%.** The decrease was the same for the most and least at-risk segments.

	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Excellent	28	30	24
Good	43	49	36
Subtotal Positive	71	79	60
Only Fair	22	16	27
Poor	7	5	13
Subtotal Negative	29	21	40
Not Sure	*	*	*

Overcrowding in Classroom

Teachers in the survey report that more than one in four classrooms (27%) may be affected by overcrowding (e.g., more students are taught in the teacher's largest class than the room was designed to reasonably accommodate). No statistically significant differences were found between at-risk segments.

Using Spaces Not Designed As Classrooms

Over one-third of teachers (34%) report that their school uses spaces for instruction not designed as classrooms. This varies insignificantly by at-risk segment. The number using spaces for instruction not designed as classrooms increased statewide from 32% in 2002 to 34% in 2004.

Room Too Noisy To Concentrate

Fully 60% of teachers at schools using spaces for instruction that were not designed as classrooms (equivalent to 20% of all teachers statewide) say this sometimes results in a room too noisy for students to concentrate. Statewide, the number reporting a noise problem increased from 56% in 2002 to 60% in 2004.

A similar question was asked of all teachers in the survey. Statewide, 24% say their students had difficulty concentrating due to too much noise in the classroom. This varies insignificantly by at-risk segment. From 2002 to 2004, there was a small increase statewide from 21% to 24%. In 2004, noise affected classrooms an average of 24.5 days per year, a slight increase from the 23.3 average recorded in 2002.

Serious Space Problems

Almost two-thirds (64%) of teachers at schools using spaces for instruction not designed as classrooms say they suffer from a serious space problem. This varies insignificantly by at-risk segment. Statewide, there was a marginal increase from 63% in 2002 to 64% in 2004.

Climate Control Problems

All teachers in the survey were asked if their classroom was ever too hot or too cold during the past year. Better than one in three teachers (36%) report this problem. This percentage varies insignificantly by at-risk segment or by region within the state. Statewide, there was a small increase from 32% in 2002 to 36% in 2004. On average, teachers report being affected by climate control problems 21 days during the year, again varying insignificantly by at-risk segment.

Incidence of Roving Between Classrooms

Despite being more likely to teach in an elementary school, where one might expect less roving between classrooms, *teachers in the 20% most at-risk schools are 3.5 times as likely as teachers in the 51% majority of schools with the fewest at-risk students to report having to rove between classrooms.* Statewide, 94% of teachers say they have their own classroom for a full year and only 6% say they rove between classrooms. The number of teacher roving increases to 14% among teachers at the 20% of schools with the most at-risk students. This question was new to the 2004 survey.

Table 22
HAVING OWN CLASSROOM FOR A FULL YEAR
2004 SURVEY

	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Have own classroom for full year		93	95	85
Am roving between classrooms		6	4	14
Not sure		1	1	1

Insects and Rodents

Statewide, 29% of teachers report seeing evidence of vermin (cockroaches, rats or mice) at their school. This percentage increases significantly to 39% among the 20% of schools with the most at-risk students. There was a slight increase statewide from 28% in 2002 to 29% in 2004.

Student Bathrooms

An 84% majority of teachers report that student bathrooms are clean and open for student use throughout the day. This percentage varies insignificantly by major at-risk segment. There was a slight increase statewide from 82% in 2002 to 84% in 2004.

F. Other Serious Problem Areas

Quality and Appropriateness of Statewide Tests

A 61% to 34% majority of California public school teachers gives statewide tests they are required to administer a negative rating. There are no significant differences between at-risk segments on this issue. Dissatisfaction with these tests increased from 55% negative in 2002 to 61% negative in 2004. Interestingly, the worsening occurred almost entirely among teachers at the 51% majority of schools with the fewest at-risk students.

Table 23
RATING OF QUALITY AND APPROPRIATENESS OF TESTS
2004 SURVEY

	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Excellent		6	7	5

Good	28	27	28
Subtotal Positive	34	34	33
Only Fair	35	34	37
Poor	26	26	26
Subtotal Negative	61	60	63
Not Sure	5	6	4

Parental Involvement

Three-quarters (75%) of teachers rate their schools positive on how well they involve parents. However, this rating decreases sharply to 58% positive among teachers at the 20% of schools with the most at-risk students, compared with 85% among the 51% majority of schools with the fewest at-risk students. *Teachers at the 51% majority of schools with the fewest at-risk students are 2.6 times more likely than teachers at schools with the most at-risk students to rate their school excellent on how well they involve parents (53% vs. 20%).* Statewide, positive ratings of parental involvement by the schools decreased from 80% in 2002 to 75% in 2004.

	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Excellent	36	53	20
Good	39	32	38
Subtotal Positive	75	85	58
Only Fair	19	12	30
Poor	6	3	12
Subtotal Negative	25	15	42
Not Sure	0	0	0

Personal Job Satisfaction

An 84% majority of public school teachers in California rates their job satisfaction positive, including 41% who rate it excellent and 43% who rate it as good. By a 46% to 37% margin, teachers in the 51% majority are more likely than teachers in the 20% of schools with the most at-risk students to rate their job satisfaction as excellent. Statewide, the number rating their job satisfaction positive decreased from 89% positive in 2002 to 84% positive in 2004.

Table 25
RATING OF PERSONAL JOB SATISFACTION
2004 SURVEY

	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Excellent	41	46	37
Good	43	39	44
Subtotal Positive	84	85	81
Only Fair	13	12	16
Poor	3	2	3
Subtotal Negative	16	14	19
Not Sure	*	1	0

Effect of School Schedule on Ability to Cover Curriculum in a Complete and Coherent Way

Almost one-third of California public school teachers (30%) report that their schools' schedule interferes with their ability to cover curriculum in a complete and coherent way. This percentage increases sharply and significantly to 41% among teachers at the 20% of schools with the most at-risk students. Another 69% statewide report having no problem due to the school schedule and 1% are not sure. (Note: This question is new to the 2004 survey and results cannot be tracked back to 2002.)

School Schedule

The vast majority of public school teachers in California (80%) report that their schools have a traditional classroom schedule. However, some groups of schools are more likely than others to be on the traditional schedule. *By 22% to 4%, schools with the highest percentages of at-risk students are five times more likely than schools with the fewest at-risk students to be on a year-round multi-track but not Concept 6 schedule.* Another 9% of teachers say their schools are on a year-round single track and 9% of teachers say their schools are on a year-round multi-track but not Concept 6 schedule.

Table 26
COMPARISON OF SCHOOL SCHEDULES
2004 SURVEY

	Total	51% Least At Risk	20% Most At Risk	
	Base:	1056	535	207
		%	%	%
Traditional	80	86	64	
Year-round single track	9	9	11	
Year-round multi-track but not Concept 6	9	4	22	
Concept 6 calendar	1	-0-	2	
Not sure	1	1	1	

APPENDIX A: METHODOLOGY

Between February 12 and March 7, 2004 Peter Harris Research Group on behalf of Louis Harris conducted a total of 1056 telephone interviews with teachers in California for The William and Flora Hewlett Foundation. This survey follows a similar survey conducted in 2002 by Louis Harris for the Rockefeller Foundation which measured gaps in the basic conditions for learning being rendered in schools with high numbers of at-risk students compared with the majority of schools with relatively low numbers of at-risk students.

Three samples were used for this survey:

- ❖ Cross-section of teachers contacted in schools
- ❖ Cross-section of teachers contacted at home
- ❖ Cross-section of teachers working at the highest poverty schools

In addition to collecting primary data through the survey, statistics on the following measures were obtained from the State Education Department website for every school represented in the survey and combined with primary survey data in our analysis of the status of public education in California.

- ❖ Percentage of students whose family is eligible for CalWorks
- ❖ Percentage of students eligible to receive free or reduced price meals at school
- ❖ Size of place where the school is located
- ❖ Grades taught in the school
- ❖ Percentage of English Learners
- ❖ Percentage of teachers fully and not fully credentialed teachers

PHRG also assigned each public school in California to one of five regions within the state:

- ❖ North and Eastern California
- ❖ Bay Area
- ❖ Los Angeles County
- ❖ Southern California excluding Los Angeles
- ❖ Central California Valleys

The final dataset was sample balanced by the following set of factors:

Table 27
SAMPLE BALANCING TARGETS

1. Percentage CalWorks	State Actual	5. Grade Level	State Actual
0-1%	26%	Elementary/K-8	71%
2-6%	27%	Middle	15%
7-13%	23%	High	13%
14%+	24%	K-12	1%
2. Regional Distribution		6. EL/LEP	
North/Eastern California	14%	0-3%	19%
Bay Area	19%	4-11	20%
Los Angeles County	19%	12-23	20%
Southern California excluding L.A.	26%	24-43	21%
Central Valleys	22%	43%+	20%
3. Gender		7. Lunch Percentage	
Female	79%	0-21%	25%
Male	21%	22-48	25%
4. Student Body Ethnic/Racial Majority		49-75	25%
Majority is not Non-Latino White	62%	76%+	25%
Majority is Non-Latino White	38%		

The final step was to create an Index of Risk, which enabled us to rank schools based on scores derived for each school reflecting the sum of each school’s distance (plus or minus) from the state means for CalWorks, EL/LEP, and School Lunch. The Index enabled us to segment and to analyze survey data by groups of schools clustered together on the basis of their student risk profile.

APPENDIX B: POSTED RESULTS

SEX: (By Observation Only)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Male	21	21	20
Female	79	79	80

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Male	27	21	-6	30	22	21	20	-9	-2
Female	73	79	+6	70	78	79	80	+9	+2

A. Let me ask you a few questions about the students you teach. What is the racial and ethnic make-up of the students in your classrooms?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
A majority are non-white students	62	40	99
A majority are non-Latino white students	38	60	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
A majority are non-white students	61	62	+1	42	93	40	99	-2	+6
A majority are non-Latino white students	39	38	-1	58	7	60	1	+2	-6

B. Which ONE of these best describes the schedule you have in your school?

2004 Survey			
	Base:		
	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Traditional	80	86	64
Year-round single track	9	9	11
Year-round multi-track but not concept 6	9	4	22
Concept 6 calendar	1	-0-	2
Not sure	1	1	1

Q.B QUESTION STRUCTURE CHANGED IN 2004; NO LONGER COMPARABLE TO 2002

1a. Overall, what percentage of students in your classes do you estimate are Limited English Proficient?

2004 Survey			
	Base:		
	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
0%	16	24	3
1-10%	32	48	8
11-20%	12	14	10
21-30%	11	7	9
31-50%	10	4	14
51-75%	8	1	24
75% or over	10	2	32
No Answer/Not Sure	1	*	*

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
	1071	1056	-15	544	216	535	207	-9	-9
0%	28	16	-12	40	6	24	3	-16	-3
1-10%	30	32	+2	40	14	48	8	+8	-6
11-20%	10	12	+2	10	7	14	10	+4	+3
21-30%	9	11	+2	5	13	7	9	+2	-4
31-50%	9	10	+1	2	18	4	14	+2	-4
51-75%	5	8	+3	1	13	1	24	0	+11
75% or over	8	10	+2	1	29	2	32	+1	+3
No Answer/Not Sure	1	1	0	1	0	*	*	-1	-0-

QGRADES. What grades do you teach? (RECORD ALL GRADES TAUGHT.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Kindergarten	17	14	19
Grade 1	19	16	25
Grade 2	18	18	20
Grade 3	22	23	16
Grade 4	16	15	15
Grade 5	15	15	11
Grade 6	14	14	10
Grade 7	13	13	9
Grade 8	12	12	8
Grade 9	10	16	3
Grade 10	11	16	6
Grade 11	11	17	3
Grade 12	10	15	2
Other (specify)	1	1	2

QGRADES NOT ASKED IN 2002

QMUL. Do you teach multiple subjects in a self-contained classroom, do you teach multiple subjects in more than one classroom or are you a single subject teacher?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Teaches multiple subjects in a self-contained classroom	73	68	80
Teaches multiple subjects in more than one classroom	4	5	3
Single subject teacher	21	25	15
Other (specify)	2	2	2
Not sure	*	-0-	*

QMUL NOT ASKED IN 2002

2a. What subjects do you teach – science, math, history, language, social science, English, the arts, or what? (READ LIST.)

2004 Survey			
Science Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Yes	68	64	73
No	32	36	27
Not Sure	*	-0-	*

Science Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Yes	70	68	-2	69	73	64	73	-5	-0-
No	30	32	+2	31	27	36	27	+5	-0-
Not Sure	-0-	*	-0-	-0-	-0-	-0-	*	-0-	-0-

2004 Survey			
Math Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Yes	77	74	84
No	23	26	16
Not Sure	*	-0-	-0-

Math Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Yes	74	77	+3	75	79	74	84	-1	+5
No	26	23	-3	25	21	26	16	+1	-5
Not Sure	-0-	*	-0-	-0-	-0-	-0-	-0-	-0-	-0-

2004 Survey			
History Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Yes	70	67	72
No	30	33	28
Not Sure	-0-	-0-	-0-

History Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
		1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Yes	72	70	-2	75	73	67	72	-8	-1
No	28	30	+2	25	27	33	28	+8	+1
Not Sure	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

2004 Survey			
Social Science	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Yes	70	66	75
No	30	34	25
Not Sure	*	*	-0-

Social Science Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
		1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Yes	73	70	-3	75	75	66	75	-9	-0-
No	27	30	+3	25	25	34	25	+9	-0-
Not Sure	-0-	*	-0-	-0-	-0-	*	-0-	-0-	-0-

2004 Survey			
English or Language Arts Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Yes	83	78	88
No	17	22	12
Not Sure	-0-	-0-	-0-

English or Language Arts Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Yes	76	83	+7	77	77	78	88	+1	+11
No	24	17	-7	23	23	22	12	-1	-11
Not Sure	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

2004 Survey			
The arts Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Yes	66	63	72
No	34	37	27
Not Sure	*	-0-	1

The arts Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Yes	68	66	-2	68	70	63	72	-5	+2
No	32	34	+2	32	30	37	27	+5	-3
Not Sure	-0-	*	-0-	-0-	-0-	-0-	1	-0-	+1

QCRED. In the primary subject area in which you teach, what credential do you have? (READ LIST.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Preliminary or professional clear credential (or its equivalent)	97	97	98
Intern credential	1	1	1
Pre-intern credential	*	*	*
Emergency permit	*	-0-	-0-
Waiver	*	*	-0-
No credential	1	1	-0-
Not sure	1	1	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Preliminary or professional clear credential (or its equivalent)	97	97	-0-	98	95	97	98	-1	+3
Intern credential	1	1	-0-	1	*	1	1	-0-	+1
Pre-intern credential	*	*	-0-	-0-	*	*	*	-0-	0
Emergency permit	1	*	-1	1	4	-0-	-0-	-1	-4
Waiver	-0-	*	-0-	-0-	-0-	*	-0-	-0-	0
No credential	*	1	+1	-0-	*	1	-0-	+1	0
Not sure	1	1	0	-0-	1	1	1	+1	0

QOS. Do you now or have you ever had a teaching credential from another state, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have had	17	20	15
Never had	83	80	85
Not sure	*	-0-	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
	1071	1056	-15	544	216	535	207	-9	-9
Have had	15	17	+2	16	11	20	15	+4	+4
Never had	85	83	-2	84	89	80	85	-4	-4
Not sure	*	*	-0-	-0-	-0-	-0-	*	-0-	-0-

2b. (If Teach Science in Q.2a:) Do you have enough equipment and materials necessary to do science lab work such as lab stations (electricity, gas, water), lab tools and materials (specimens, chemicals etc.), or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	716	341	150
	%	%	%
Have enough such equipment and materials	44	48	36
Do not have enough	54	49	60
Not sure	2	3	4

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have enough such equipment and materials	50	44	-6	52	44	48	36	-4	-8
Do not have enough	49	54	+5	48	55	49	60	+1	+5
Not sure	1	2	+1	*	1	3	4	+3	+3

2c. (If Teach Math in Q.2a:) Do you have enough calculators, manipulatives, measuring tools, graph paper, games, and other math material, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		816	396
	%	%	%
Have enough	71	74	72
Do not have enough	28	26	27
Not sure	1	*	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have enough	82	71	-11	86	77	74	72	-12	-5
Do not have enough	18	28	+10	13	23	26	27	+13	+6
Not sure	*	1	+1	1	0	*	1	-1	-1

2e. (If Teach Social Science in Q.2a:) Do you have enough maps, Atlases, and reference materials for your students to use or take home, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		735	352
	%	%	%
Have enough	48	53	47
Do not have enough	50	45	51
Not sure	2	2	2

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have enough	68	48	-20	72	66	53	47	-19	-19
Do not have enough	30	50	+20	26	33	45	51	+19	+18
Not sure	2	2	-0-	2	1	2	2	-0-	+1

2f. (If Teach English in Q.2a:) Do you have enough novels and other books for your students to use or to take home, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	876	418	183
	%	%	%
Have enough	71	72	69
Do not have enough	28	26	30
Not sure	1	2	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have enough	79	71	-8	82	75	72	69	-10	-6
Do not have enough	20	28	+8	18	25	26	30	+8	+5
Not sure	1	1	-0-	-0-	*	2	1	+2	+1

3. All in all, how well prepared do you feel you are to teach all of your students to the state content standards in the field you teach – very well prepared, only somewhat well prepared, or not very well prepared?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Very well prepared	85	87	85
Only somewhat well prepared	14	12	14
Not very well prepared	*	-0-	1
Not sure	1	1	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Very well prepared	80	85	+5	79	79	87	85	+8	+6
Only somewhat well prepared	19	14	-5	19	20	12	14	-7	-6
Not very well prepared	1	*	-1	2	1	-0-	1	-2	-0-
Not sure	-0-	1	+1	-0-	-0-	1	*	+1	-0-

3b/1e. Which best describes the credential or authorization you have for teaching Limited English Proficient students – CLAD, B-CLAD, or SB-1969/395? (MULTIPLE RECORD.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have CLAD (or its equivalent)	52	50	59
Have B-CLAD (or its equivalent)	9	4	17
Have SB-1969/395	17	19	11
Do not have any	22	27	11
Not sure	*	*	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have CLAD (or its equivalent)	48	52	+4	44	55	50	59	+6	+4
Have B-CLAD (or its equivalent)	10	9	-1	2	20	4	17	+2	-3
Have SB-1969/395	14	17	+3	14	10	19	11	+5	+1
Do not have any	28	22	-6	40	14	27	11	-13	-3
Not sure	*	*	-0-	*	1	0	2	-0-	+1

5. How many years have you been teaching?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
1 or less	1	1	1
2	1	1	1
3	2	1	4
4	3	3	2
5	4	3	4
6-10	25	24	27
11-20	33	32	32
Over 20	31	35	29

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
1 or less	1	1	-0-	1	*	1	1	-0-	+1
2	3	1	-2	2	2	1	1	-1	-1
3	3	2	-1	2	5	1	4	-1	-1
4	4	3	-1	3	7	3	2	-0-	-5
5	4	4	-0-	3	4	3	4	-0-	-0-
6-10	18	25	+7	17	22	24	27	+7	+5
11-20	32	33	+1	34	31	32	32	-2	+1
Over 20	35	31	-4	38	29	35	29	-3	-0-

6. How many years have you been teaching in your current school?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
1 or less	5	4	6
2	4	4	4
3	6	7	8
4	6	7	4
5	8	7	8
6-10	33	30	33
11-20	27	29	25
Over 20	11	12	12

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
1 or less	7	5	-2	9	3	4	6	-5	+3
2	7	4	-3	7	5	4	4	-3	-1
3	6	6	-0-	4	10	7	8	+3	-2
4	7	6	-1	7	9	7	4	-0-	-5
5	8	8	-0-	9	6	7	8	-2	+2
6-10	31	33	+2	32	27	30	33	-2	+6
11-20	23	27	+4	22	28	29	25	+7	-3
Over 20	11	11	-0-	10	12	12	12	+2	-0-

7a. How many years do you expect to remain in your current school?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
1 or less	9	9	8
2	4	3	7
3	5	5	5
4	4	4	2
5	12	13	10
6-10	28	29	25
11-20	15	14	17
Over 20	10	10	11
Not sure	13	13	15

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
1 or less	7	9	+2	6	7	9	8	+3	+1
2	5	4	-1	4	6	3	7	-1	+1
3	5	5	-0-	4	7	5	5	+1	-2
4	4	4	-0-	3	4	4	2	+1	-2
5	16	12	-4	16	14	13	10	-3	-4
6-10	28	28	-0-	29	32	29	25	-0-	-7
11-20	22	15	-7	24	17	14	17	-10	-0-
Over 20	7	10	+3	8	6	10	11	+2	+5
Not sure	6	13	+7	6	7	13	15	+7	+8

ASK Q.7b ONLY IF Q.7a = 1, 2, or 3. SKIP ALL OTHERS TO Q.9

7b. What are the two or three most important reasons for your not wanting to teach in this school more than a relatively short period of time – the salary you get, the school facilities, lack of school leadership, lack of supplies or materials for teaching, class size or pupil load, lack of time for planning and collaboration, lack of mentoring and PD support, or what? (MULTIPLE RECORD.)

2004 Survey				
	Total	51% Least At Risk	20% Most At Risk	
	Base:	191	94	43
		%	%	%
Retirement	51	54	47	
Salary	7	7	2	
School facilities	3	2	5	
Lack of school leadership	10	3	19	
Lack of supplies, materials	3	3	4	
Class size or pupil load	4	5	1	
Lack of time for planning and collaboration	8	7	10	
Lack of mentoring and PD support	3	3	2	
Not sure	-0-	-0-	-0-	
Other	90	92	90	

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	Base:	181	191	+10	75	42	91	43	+16
	%	%	%	%	%	%	%	%	%
Retirement	46	51	+5	NA	NA	54	47	NA	NA
Salary	7	7	-0-	1	14	7	2	+6	-12
School facilities	2	3	+1	-0-	5	2	5	+2	-0-
Lack of school leadership	14	10	-4	11	16	3	19	-8	+3
Lack of supplies, materials	6	3	-3	1	13	3	4	+2	-9
Class size or pupil load	4	4	-0-	3	6	5	1	+2	-5
Lack of time for planning and collaboration	9	8	-1	4	9	7	10	+3	+1
Lack of mentoring and PD support	2	3	+1	-0-	7	3	2	+3	-5
Not sure	2	-0-	-2	3	-0-	-0-	-0-	-3	-0-
Other	40	40	-0-	NA	NA	38	43	NA	NA

9. Now, as far as your own experience IN YOUR CURRENT SCHOOL is concerned, how would you rate (READ EACH ITEM) — excellent, good, only fair, or poor?

2004 Survey			
The quality of professional development Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Excellent	26	24	33
Good	41	42	36
Subtotal	67	66	69
Only Fair	26	26	22
Poor	7	8	8
Not Sure	*	-0-	1

The quality of professional development Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Excellent	32	26	-6	41	19	24	33	-17	+14
Good	45	41	-4	43	46	42	36	-1	-10
Subtotal	77	67	-10	84	65	66	69	-18	+4
Only Fair	17	26	+9	14	24	26	22	+12	-2
Poor	6	7	+1	2	11	8	8	+6	-3
Not Sure	*	*	-0-	-0-	-0-	-0-	1	0	+1

2004 Survey			
Working conditions for teachers Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Excellent	28	30	24
Good	43	49	36
Subtotal	71	79	60
Only Fair	22	16	27
Poor	7	5	13
Not Sure	*	*	*

Working conditions for teachers Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
		1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Excellent	32	28	-4	41	19	30	24	-11	+5
Good	45	43	-2	43	46	49	36	+6	-10
Subtotal	77	71	-6	84	65	79	60	-5	-5
Only Fair	17	22	+5	14	24	16	27	+2	+3
Poor	6	7	+1	2	11	5	13	+3	+2
Not Sure	*	*	-0-	-0-	-0-	*	*	-0-	-0-

2004 Survey			
Your own job satisfaction Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Excellent	41	46	37
Good	43	39	44
Subtotal	84	85	81
Only Fair	13	12	16
Poor	3	2	3
Not Sure	*	1	0

Your own job satisfaction Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Excellent	47	41	-6	54	40	46	37	-8	-3
Good	42	43	+1	38	44	39	44	+1	0
Subtotal	89	84	-5	92	84	85	81	-7	-3
Only Fair	10	13	+3	8	13	12	16	+4	+3
Poor	1	3	+2	*	3	2	3	+2	0
Not Sure	*	*	0	*	0	1	0	+1	0

2004 Survey				
The quality and appropriateness of tests you are required to administer	Total	51% Least At Risk	20% Most At Risk	
	<i>Base:</i>	1056	535	207
		%	%	%
Excellent	6	7	5	
Good	28	27	28	
Subtotal	34	34	33	
Only Fair	35	34	37	
Poor	26	26	26	
Not Sure	5	6	4	

The quality and appropriateness of tests you are required to administer	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Excellent	10	6	-4	12	7	7	5	-5	-2
Good	30	28	-2	31	27	27	28	-4	+1
Subtotal	40	34	-6	43	34	34	33	-9	-1
Only Fair	35	35	0	40	34	34	37	-6	+3
Poor	20	26	+6	13	26	26	26	+13	0
Not Sure	5	5	0	4	6	6	4	+2	-2

2004 Survey			
The way the school involves parents	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Excellent	36	53	20
Good	38	32	38
Subtotal	74	85	58
Only Fair	19	12	30
Poor	7	3	12
Not Sure	0	0	0

The way the school involves parents	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
<i>Base:</i>	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Excellent	39	36	-3	52	24	53	20	+1	-4
Good	41	38	-3	39	41	32	38	-7	-3
Subtotal	80	74	-6	91	65	85	58	-6	-7
Only Fair	15	19	+4	8	22	12	30	+4	+8
Poor	5	7	+2	1	13	3	12	+2	-1
Not Sure	0	0	0	0	0	0	0	0	0

2004 Survey			
The text books and instructional materials you are given	Total	51% Least At Risk	20% Most At Risk
		1056	535
<i>Base:</i>	%	%	%
Excellent	28	31	29
Good	48	50	41
Subtotal	76	81	70
Only Fair	19	14	23
Poor	5	4	6
Not Sure	*	1	1

The text books and instructional materials you are given	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Excellent	26	28	+2	26	31	31	29	+5	-2
Good	56	48	-8	60	43	50	41	-10	-2
Subtotal	82	76	-6	86	74	81	70	-5	-4
Only Fair	14	19	+5	10	22	14	23	+4	+1
Poor	3	5	+2	2	4	4	6	+2	+2
Not Sure	1	*	-1	2	0	1	1	-1	+1

2004 Survey			
The adequacy of physical facilities in your school	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Excellent	21	25	12
Good	39	40	38
Subtotal	60	65	50
Only Fair	28	26	33
Poor	11	9	16
Not Sure	1	*	1

The adequacy of physical facilities in your school	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1071	1056	-15	544	216	535	207	-9
	%	%	%	%	%	%	%	%	%
Excellent	21	21	0	25	16	25	12	-0-	-4
Good	47	39	-8	52	37	40	38	-12	+1
Subtotal	68	60	-8	77	53	65	50	-12	-3
Only Fair	22	28	+6	18	27	26	33	+8	+6
Poor	10	11	+1	4	19	9	16	+5	-3
Not Sure	*	1	+1	1	1	*	1	-1	-0-

2004 Survey			
Availability of Technology (computers & other technology)	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Excellent	25	26	28
Good	36	38	35
Subtotal	61	64	63
Only Fair	27	24	24
Poor	12	12	13
Not Sure	*	*	0

Availability of Technology (computers & other technology)	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
<i>Base:</i>	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Excellent	31	25	-6	38	21	26	28	-12	+7
Good	38	36	-2	38	40	38	35	-0-	-5
Subtotal	69	61	-8	76	61	64	63	-12	+2
Only Fair	22	27	+5	18	26	24	24	+6	-2
Poor	9	12	+3	6	13	12	13	+6	-0-
Not Sure	*	*	-0-	-0-	-0-	*	-0-	-0-	-0-

10a. Now let me ask you about student access to instructional materials. Do you use textbooks in your class or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535
	%	%	%
Use	91	90	92
Do Not Use	9	10	8
Not Sure	0	0	0

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Use	92	91	-1	91	94	90	92	-1	-2
Do Not Use	8	9	+1	9	6	10	8	+1	+2
Not Sure	*	0	0	0	0	0	0	0	0

10b. (If Do Not Use Textbooks in Classroom:) Is this because the school does not make adequate textbooks available or is it your own choice not to use textbooks?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	98	54	17
	%	%	%
School does not make available	28	20	42
Your own choice not to use them	51	52	51
Not sure	21	28	7

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
School does not make available	12	28	+16	11	15	20	42	+9	+27
Your own choice not to use them	80	51	-29	87	75	52	51	-35	-24
Not sure	8	21	+13	2	10	28	7	+26	-3

10c. Do you have enough copies of textbooks for every student to use in the classroom or not?

2004 Survey			
Base: Use Textbooks in Class	Total	51% Least At Risk	20% Most At Risk
	956	481	189
	%	%	%
Have enough	90	91	91
Do not have enough	10	9	9
Not sure	0	0	0

Textbooks In Class Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have enough	85	90	+5	85	87	91	91	+6	+4
Do not have enough	12	10	-2	12	12	9	9	-3	-3
Not sure	3	0	-3	3	1	0	0	-3	-1

10d. Do you have enough copies of textbooks for all students to take home or not?

2004 Survey			
Textbooks to Take Home Base:	Total	51% Least At Risk	20% Most At Risk
	956	481	189
	%	%	%
Have enough	66	71	65
Do not have enough	32	27	33
Not sure	2	2	2

Textbooks to Take Home Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	956	-115	544	216	481	189	-63	-27
%	%	%	%	%	%	%	%	%	
Have enough	57	66	+9	60	52	71	65	+11	+13
Do not have enough	32	32	-0-	27	37	27	33	-0-	-4
Not sure	11	2	-9	13	11	2	2	-11	-9

11a. How would you rate the physical condition of the textbooks available to you? (READ AND RECORD BELOW.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	956	481	189
	%	%	%
Excellent	53	52	58
Good	39	39	35
Subtotal	92	91	93
Only fair	6	6	5
Poor	2	3	2
Not sure	*	*	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	956	-15	544	216	481	189	-63	-27
%	%	%	%	%	%	%	%	%	
Excellent	51	53	+2	51	51	52	58	+1	+7
Good	38	39	+1	37	43	39	35	+2	-8
Subtotal	89	92	+3	88	94	91	93	+3	-1
Only fair	7	6	-1	8	5	6	5	-2	-0-
Poor	1	2	-1	1	*	3	2	+2	+2
Not sure	3	*	-3	3	1	*	*	-3	-1

11b. How would you rate your textbooks on giving students up-to-date information? (READ AND RECORD BELOW.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
		956	481
	%	%	%
Excellent	39	39	43
Good	48	49	44
Subtotal	87	88	87
Only Fair	11	9	11
Poor	1	1	2
Not sure	1	2	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Excellent	35	39	+4	34	38	39	43	+5	+5
Good	51	48	-3	55	47	49	44	-6	-3
Subtotal	86	87	+2	89	85	88	87	-1	+2
Only fair	9	11	+2	6	11	9	11	+3	-0-
Poor	1	1	-0-	1	2	1	2	-0-	-0-
Not sure	4	1	-3	4	2	2	*	-2	-2

11c. How do you rate your textbooks on their coverage of the state content standards? (READ AND RECORD BELOW.)

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	956	481	189
	%	%	%
Excellent	41	41	40
Good	43	44	45
Subtotal	84	85	85
Only fair	12	9	14
Poor	2	2	1
Not sure	2	4	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	956	-115	544	216	481	189	-63	-27
%	%	%	%	%	%	%	%	%	
Excellent	31	41	+10	32	35	41	40	+11	+5
Good	45	43	-2	48	43	44	45	-4	+2
Subtotal	76	84	+8	80	78	85	85	+5	+7
Only fair	16	12	-4	14	17	9	14	-5	-3
Poor	2	2	-0-	2	3	2	1	-0-	-2
Not sure	6	2	-4	4	2	4	*	-0-	-2

11d. Do your students have access to fully usable computers in your classroom or elsewhere in school which allow them access to the Internet for research, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have access	88	90	86
Do not have access	12	10	13
Not sure	*	*	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Have access	82	88	+6	86	77	90	86	+4	+9
Do not have access	18	12	-6	14	23	10	13	-4	-10
Not sure	*	*	-0-	0	*	*	1	-0-	+1

12a. About how many students do you teach in your biggest class?

2004 Survey			
	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
Mean	25.0	25.7	24.6

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
Base:	1071	1056	-15	544	216	535	207	-9	-9
Mean	24.9	25.0	+0.1	25.8	23.7	25.7	24.6	-0.1	+0.9

12b. How many students can you reasonably accommodate in that classroom?

2004 Survey			
	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
Mean	25.4	25.8	25.3

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
Base:	1071	1056	-15	544	216	535	207	-9	-9
Mean	26.4	25.4	-1.0	26.9	26.0	25.8	25.3	-1.1	-0.7

13a. Does your school use spaces for instruction that were not designed as a classroom, or not?

2004 Survey			
Spaces not designed as classrooms	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Use spaces not designed as classrooms	34	33	33
Do not use such space that way	66	66	67
No Answer/Not Applicable/Not sure	*	1	*

Spaces not designed as classrooms	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
Base:	1071	1056	-15	544	216	535	207	-9	-9
	%	%	%	%	%	%	%	%	%
Use spaces not designed as classrooms	32	34	+2	31	33	33	33	+2	-0-
Do not use such space that way	67	66	-1	68	66	66	67	-2	+1
No Answer/Not Applicable/Not sure	1	*	-1	1	1	1	*	-0-	-1

13b1. Does this have the effect of creating a room too noisy to concentrate?

2004 Survey			
A room too noisy for students to concentrate	Total	51% Least At Risk	20% Most At Risk
	<i>Base: Use Non-Designed Space</i>	356	178
	%	%	%
Has such an effect	60	57	59
Does not have such an effect	32	35	33
Not Sure	8	8	8

A room too noisy for students to concentrate	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	<i>Base: Use Non-Designed Space</i>	340	356	+16	171	70	178	68	+7
	%	%	%	%	%	%	%	%	%
Has such an effect	56	60	+4	56	57	57	59	+1	+2
Does not have such an effect	38	32	-6	33	40	35	33	+2	-7
Not Sure	6	8	+2	11	3	8	8	-3	+5

13b2. Does this have the effect of creating a serious space problem?

2004 Survey			
A serious space problem	Total	51% Least At Risk	20% Most At Risk
	<i>Base: Use Non-Designed Space</i>	356	178
	%	%	%
Has such an effect	64	59	71
Does not have such an effect	35	40	26
Not Sure	1	1	3

A serious space problem	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	<i>Base: Use Non-Designed Space</i>	340	356	+16	171	70	178	68	+7
	%	%	%	%	%	%	%	%	%
Has such an effect	63	64	+1	56	73	59	71	+3	-2
Does not have such an effect	33	35	+2	36	26	40	26	+4	-0-
Not Sure	4	1	-3	8	1	1	3	-7	+2

13c. Now let me ask you about the temperature in your classroom. During this past year, was your classroom uncomfortably hot or cold, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Was uncomfortably hot or cold	36	37	34
Was not	63	63	66
Not sure	1	*	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Was uncomfortably hot or cold	32	36	+4	31	32	37	34	+6	+2
Was not	67	63	-4	68	68	63	66	-5	-2
Not sure	1	1	-0-	1	0	*	*	-1	-0-

13d. Please estimate the number of days your classroom was uncomfortably hot or cold?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	Mean Days	21.4	21.7

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	Mean Days	20.8	21.4	+0.6	20.1	22.7	21.7	21.1	+1.6

13e. During the past year, have your students had difficulty with concentrating due to too much noise in the classroom, or not?

2004 Survey			
	Base:		
	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have had difficulty concentrating due to too much noise	24	24	24
Have not	76	76	75
Not sure	*	0	1

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Have had difficulty concentrating due to too much noise	21	24	+3	19	24	24	24	+5	-0-
Have not	78	76	-2	80	76	76	75	-4	-1
Not sure	1	*	-1	1	0	0	1	-1	+1

13f. About how many days over the past year did that happen?

2004 Survey			
	Base:		
	Total	51% Least At Risk	20% Most At Risk
	252	131	50
	%	%	%
Mean Days	24.5	25.7	24.6

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	229	252	+23	103	51	131	50	+28	-1
Mean Days	23.3	24.5	+1.2	22.8	24.6	25.7	24.6	+2.9	-0.0

13g. Have you seen evidence that cockroaches, rats, or mice have been a problem in your school over the past year, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have seen such evidence	29	26	39
Have not seen any evidence	71	74	61
Not sure	*	*	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Have seen such evidence	28	29	+1	24	38	26	39	+2	+1
Have not seen any evidence	72	71	-1	76	62	74	61	-2	-1
Not sure	0	*	-0-	0	0	*	*	-0-	-0-

13h. Are the student bathrooms in your school clean and open for student use throughout the day, or not?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Are clean and open	84	86	82
Are not	15	13	17
Not sure	1	1	1

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	544	216	535	207	-9	-9
%	%	%	%	%	%	%	%	%	
Are clean and open	82	84	+2	86	74	86	82	-0-	+8
Are not	17	15	-2	12	25	13	17	+1	-8
Not sure	1	1	-0-	2	1	1	1	-1	-0-

14a. In your school, how much of a problem is the turnover rate of teachers – very serious, somewhat serious, not very serious, or not serious at all?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Very serious	3	1	9
Somewhat serious	15	12	23
Subtotal Serious	18	13	32
Not very serious	28	26	30
Not serious at all	53	60	38
Not Sure	1	1	-0-

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	1071	1056	-15	%	%	%	%	%	%
Very serious	8	3	-5	4	19	1	9	-3	-10
Somewhat serious	13	15	+2	7	24	12	23	+5	-1
Subtotal Serious	21	18	-3	11	43	13	32	+2	-11
Not very serious	24	28	+4	25	23	26	30	+1	+7
Not serious at all	54	53	-1	64	33	60	38	-4	+5
Not Sure	1	1	-0-	*	1	1	-0-	+1	-1

14b. Has your school had teaching positions which could not be filled for long periods of time, or could be filled only by substitutes, or has neither of these happened?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Teaching positions couldn't be filled for long time	4	2	7
Could be filled only by substitutes	8	6	13
Both	5	4	8
Neither	82	86	71
Not sure	1	2	1

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Base:	1071	1056	-15	544	216	535	207	-9	-9
Teaching positions couldn't be filled for long time	5	4	-1	3	6	2	7	-1	+1
Could be filled only by substitutes	8	8	-0-	5	12	6	13	+1	+1
Both	9	5	-4	8	15	4	8	-4	-7
Neither	77	82	+5	82	67	86	71	+4	+4
Not sure	1	1	-0-	2	*	2	1	-0-	+1

14c. How much trouble does your school have in getting substitutes – a lot of trouble, some but not a lot, or hardly any trouble?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
A lot of trouble	9	7	12
Some but not a lot	35	34	37
Subtotal	44	41	49
Hardly any trouble	55	57	51
Not sure	1	2	*

	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Base:	1071	1056	-15	544	216	535	207	-9	-9
A lot of trouble	13	9	-4	8	20	7	12	-1	-8
Some but not a lot	38	35	-3	37	42	34	37	-3	-5
Subtotal	51	44	-7	45	62	41	49	-4	-13
Hardly any trouble	48	55	+7	53	38	57	51	+4	+13
Not sure	1	1	-0-	2	*	2	*	-0-	-0-

14d. How often do you have time to meet with colleagues to plan curriculum and teaching or to provide input about individual students — never, daily, weekly, or monthly?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Never	6	6	6
Daily	13	14	8
Weekly	46	43	53
Monthly	34	36	33
Not sure	1	1	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk	51% Least At Risk	20% Most At Risk
	%	%	%	%	%	%	%	%	%
Never	8	6	-2	6	12	6	6	-0-	-6
Daily	12	13	+1	13	10	14	8	+1	-2
Weekly	48	46	-2	52	44	43	53	-9	+9
Monthly	30	34	+4	26	33	36	33	+10	-0-
Not sure	2	1	-1	3	1	1	*	-2	-1

16b. Do you have a single classroom assigned to you for the full school year or do you find yourself roving between classrooms?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Have own classroom for full year	93	95	85
Am roving between classrooms	6	4	14
Not sure	1	1	1

NOTE: NO COMPARISON SHOWN WITH 2002 DUE TO INCOMPATIBLE BASES. IN 2002, THIS QUESTION WAS ASKED ONLY OF THOSE ON A MULTI-TRACK SCHEDULE.

Q16cNEW. Does the SCHOOL SCHEDULE in your school interfere with your ability to cover your curriculum in a complete and coherent way, or not?

2004 Survey			
	Total	51% Least At Risk	20% Most At Risk
Base:	1056	535	207
	%	%	%
Yes, interferes	30	26	41
Does not interfere	69	73	57
Not sure	1	1	2

Q16cNEW NOT ASKED IN 2002

Qs 19-23 NOT ASKED IN 2002

SCHOOL IMPROVEMENT AND ACCOUNTABILITY PROPOSAL

Q19. Now I am going to describe a specific proposal to improve public schools in California, which I will refer to in this survey as the School Improvement and Accountability proposal, and I'd like to get your reaction. I'd like you to tell me whether you would strongly support, somewhat support, somewhat oppose, or strongly oppose the proposal. If you do not have an opinion or would be neutral please feel free to say so.

The School Improvement and Accountability proposal would change the way public funds for schools are allocated and controlled in the following ways. First, control over school budgets and school expenditures would be at the school level instead of the district level so that individual principals would set budgets in consultation with teachers at the school. Local schools would be able to spend funds on needs identified by the principal and teachers at the local level.

Second, the way funding is allocated among schools would change, so that each school would receive an amount weighted to reflect the composition of students at the particular school. For example more money would be allocated schools with more English language learners, and students with learning and other disabilities.

Third, students would be able to enroll in any public school. If a higher need student moved to a new school, their new school would receive additional funding, reflecting that student's characteristics. *HOWEVER, THIS IS NOT A VOUCHER PROGRAM.* Students would not be able to use public funding to enroll in a private school. Finally, principals would be held accountable for results, meaning not just test scores but also the opportunities the school provides for students to learn and teachers to teach, for example whether instructional materials and school facilities are adequate, as measured against specific benchmarks. The views of teachers, students and parents would be included in this new accountability system.

Q20c. Based on what you have just heard would you strongly support, somewhat support, somewhat oppose, or strongly oppose the schools proposal, or would you be neutral about it?

2004 Survey			
School Improvement and Accountability Proposal	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Strongly support	21	17	29
Somewhat support	46	48	42
Subtotal Support	67	65	71
Somewhat oppose	9	11	9
Strongly oppose	6	7	3
Subtotal Oppose	15	18	12
Neutral	17	16	15
Not sure	1	1	2

20e. Now I want to ask you about the four elements of the new schools proposal. Would you strongly support, somewhat support, somewhat oppose, or strongly oppose (ASK FOR EACH ELEMENT), or would you be neutral about it?

2004 Survey			
School's control over how to allocate and spend its own budget	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Strongly support	55	53	57
Somewhat support	27	29	24
Subtotal Support	82	82	81
Somewhat oppose	4	4	4
Strongly oppose	3	3	3
Subtotal Oppose	7	7	7
Neutral	10	10	12
Not sure	1	1	0

2004 Survey			
Weighted student funding	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Strongly support	33	28	43
Somewhat support	30	30	28
Subtotal Support	63	57	71
Somewhat oppose	8	9	6
Strongly oppose	8	13	4
Subtotal Oppose	17	21	10
Neutral	19	21	19
Not sure	1	1	0

2004 Survey			
Student choice of which school to attend	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Strongly support	21	20	26
Somewhat support	28	25	30
Subtotal Support	48	45	56
Somewhat oppose	16	19	11
Strongly oppose	11	12	10
Subtotal Oppose	28	32	21
Neutral	23	22	23
Not sure	1	1	-0-

2004 Survey			
Principal's accountability for opportunities in the school for students to learn and teachers to teach	Total	51% Least At Risk	20% Most At Risk
	<i>Base:</i>	1056	535
	%	%	%
Strongly support	34	31	37
Somewhat support	31	33	33
Subtotal Support	65	64	70
Somewhat oppose	9	9	10
Strongly oppose	8	9	5
Subtotal Oppose	17	18	15
Neutral	17	17	15
Not sure	1	1	*

IF STRONGLY SUPPORT, SOMEWHAT SUPPORT, OR NEUTRAL IN Q20c

Q23. Now I would like to ask you whether your position on the overall School Improvement and Accountability Proposal would change if it had a certain result. If the result of the proposal was that some schools with higher need students would now be able to spend more for teachers and to improve working conditions, but other schools with fewer high need students would lose some funds they now spend for teachers and to improve working conditions, would your reaction to the proposal become strongly more supportive, somewhat more supportive, somewhat less supportive, somewhat less supportive, or strongly less supportive. If you do not have an opinion or would be neutral about the proposal please feel free to say so.

2004 Survey			
Base: In Q20c Strongly or Somewhat Support or Neutral	Total	51% Least At Risk	20% Most At Risk
	884	435	178
	%	%	%
Strongly more supportive	12	11	15
Somewhat more supportive	21	18	23
Subtotal More Supportive	33	29	38
Somewhat less supportive	28	30	22
Strongly less supportive	14	17	11
Subtotal Less Supportive	43	47	34
Neutral (vol.)	22	20	27
Not sure	2	4	1

F1. How old are you?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
Under 30	6	5	7
31-39	19	18	23
40-49	29	30	26
Over 50	45	47	44
Refused	1	*	*

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Lowest	20% Highest	51% Lowest	20% Highest	51% Lowest	20% Highest
	%	%	%	%	%	%	%	%	%
Under 30	6	6	-0-	5	7	5	7	-0-	-0-
31-39	18	19	+1	19	21	18	23	-1	+2
40-49	28	29	+1	26	29	30	26	+4	-3
Over 50	46	45	-1	48	42	47	44	-1	+2
Refused	2	1	-1	2	1	*	*	-2	-1

F2. What was the last grade or level or school that you completed?

2004 Survey				
	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Bachelor of Arts degree		54	49	56
Master of Arts/Master of Science degree		37	44	32
Courses beyond M.A./M.S. but not PhD/Ed.D		8	6	10
PhD/Ed.D		1	1	2
No Answer/Not Sure/Refused		0	0	0

	Base:	Total			2002		2004		2002 vs. 2004	
		2002	2004	Δ	51% Lowest	20% Highest	51% Lowest	20% Highest	51% Lowest	20% Highest
		1071	1056	-15	544	216	535	207	-9	-9
		%	%	%	%	%	%	%	%	
Bachelor of Arts degree		62	54	-8	62	69	49	56	-13	-13
Master of Arts/Master of Science degree		29	37	+8	29	25	44	32	+15	+7
Courses beyond M.A./M.S. but not PhD/Ed.D		7	8	+1	6	6	6	10	-0-	+4
PhD/Ed.D		2	1	-0-	3	*	1	2	-2	+2
No Answer/Not Sure/Refused		*	0	-0-	0	*	0	0	-0-	-0-

F3. Are you of Latino origin, or not?

2004 Survey				
	Base:	Total	51% Least At Risk	20% Most At Risk
		1056	535	207
		%	%	%
Am of Latino origin		11	5	20
Not of Latino origin		89	95	80
No Answer/Not Sure/Refused		*	*	*

	Base:	Total			2002		2004		2002 vs. 2004	
		2002	2004	Δ	51% Lowest	20% Highest	51% Lowest	20% Highest	51% Lowest	20% Highest
		1071	1056	-15	544	216	535	207	-9	-9
		%	%	%	%	%	%	%		
Am of Latino origin		9	11	+2	4	17	5	20	+1	+3
Not of Latino origin		91	89	-2	95	83	95	80	-0-	-3
No Answer/Not Sure/Refused		*	*	-0-	1	0	*	*	-1	-0-

F4. What is your race?

2004 Survey			
Base:	Total	51% Least At Risk	20% Most At Risk
	1056	535	207
	%	%	%
White	79	87	62
African America	2	2	4
Asian	3	2	5
Other	15	9	27
No Answer/Not Sure/Refused	1	*	2

Base:	Total			2002		2004		2002 vs. 2004	
	2002	2004	Δ	51% Lowest	20% Highest	51% Lowest	20% Highest	51% Lowest	20% Highest
	%	%	%	%	%	%	%	%	%
	1071	1056	-15	544	216	535	207	-9	-9
White	84	79	-5	90	72	87	62	-3	-10
African America	2	2	-0-	1	4	2	4	+1	-0-
Asian	3	3	-0-	2	5	2	5	-0-	-0-
Other	9	15	+6	5	17	9	27	+4	+10
No Answer/Not Sure/Refused	2	1	-1	2	2	*	2	-2	-0-