2020

VIRTUAL

VOICES FROM THE CLASSROOM

A SURVEY OF **LOS ANGELES** EDUCATORS

EDUCATORS FOR EXCELLENCE
LOS ANGELES

USC Rossier
School of Education

We are incredibly grateful to the Los Angeles educators who gave us their time and shared their crucial insights from their virtual classrooms. Their perspectives paint a picture of what is and isn't working for students and themselves, what is needed now, and what we will need to return to the classroom. As education decision-makers consider their next steps, we ask that they listen to teachers, parents, and students, and take urgent action.

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Dear Reader,

Our students are experiencing the largest disruption to education in generations. The pandemic moved their in-person, academic, and social emotional support system into isolated learning -- forcing our children and their parents to build their own instructional environment, to be self-disciplined, and to keep a laser-like focus on their studies. At the same time, racial violence against Black people and injustice took to the streets, to the media, and to the top of our students' concerns. For all Los Angeles students, the pandemic has caused havoc, but for our most vulnerable, the inequities are threatening their futures. We are witnessing the widening of the opportunity gap at such an extreme rate that the negative impact in our communities, economy, and democracy will be felt for decades.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. This is why E4E-Los Angeles partnered with the USC Rossier School of Education to conduct a representative survey of public school teachers within the Los Angeles Unified School District (LAUSD) area. Building off our national *Voices from the (Virtual) Classroom* survey in May 2020, we felt the need to provide the critical context from Los Angeles educators during a time of unique struggle, but also unique opportunity.

Although we are 10 months into the pandemic and distance learning, Los Angeles public school educators are still facing some of the same fundamental challenges: low levels of student attendance and engagement, students' lack of access to the internet, and lack of useful guidance to help teachers in this new learning environment. This cuts across the typical lines of difference in Los Angeles: district versus charter schools, low-income versus high-income, age, and race. Nevertheless, it is clear from educator voices that our vulnerable students are being the most impacted and need additional resources, time, and support now.

Our educators should be rewarded for leading in incredible ways to ensure our children continue to learn and grow during this difficult time, while they juggle their own personal lives and stress caused by the pandemic. Yet, they have done this amazing work with very few resources and guidance to deal with this crisis. Now, more than ever, we need to leverage the expertise and experience of those on the front lines – our educators – to reshape our education system to better serve all students.

We are incredibly grateful to the Los Angeles educators who gave us their time and shared their crucial insights from their virtual classrooms. Their perspectives paint a picture of what is and isn't working for students and themselves, what is needed now, and what we will need to return to the classroom. Their ideas are not limited to this crisis, but how we can reimagine education to ensure it is equitable for all our students even when we are back in the classroom. As education decision-makers consider their next steps, we ask that they listen to teachers, parents, and students, and take urgent action.

Sincerely,

Jeimee Estrada-Miller
Executive Director
Educators for Excellence-Los Angeles

Patricia Burch, Ph.D.
Professor of Education
USC Rossier School of Education

Morgan Polikoff, Ph.D.
Associate Professor of Education
USC Rossier School of Education

Methodology

Overview

The instrument was written and administered by Gotham Research Group, an independent research firm. It was conducted online and over the phone from November 5 through December 3, 2020, among a representative sample of 502 full-time public school teachers within the LAUSD geography. Note that all survey results are presented as percentages and, due to rounding, may not always add to 100%.

Survey Sample

The survey sample is broadly representative of the population of Los Angeles teachers, from district, magnet, pilot, and charter public schools, and aligns with key demographic variables of gender, race, ethnicity, age, years of teaching experience, school type, and subjects taught. Any E4E member participation in the survey is entirely coincidental. The data was weighted by age, race, and ethnicity.

Participation and Response Rate

Potential respondents were invited via email or phone to participate in the survey. Respondents were screened to ensure they were adults over 18 years of age and currently employed full-time as pre-K through grade 12 public school classroom teachers in district, magnet, pilot, or charter schools within the LAUSD area. Survey invitations were sent out to 4,338 prescreened education professionals; 2,441 entered the survey, and 502 qualified and completed the full survey, resulting in a response rate of 12%. The margin of error is ±4.4 percentage points for the full survey sample and higher among subgroups and questions not asked of the full sample.

About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly, American Political Science Review,* and *American Journal of Political Science.*

Survey Sample

The survey sample of 502 full-time teachers is broadly representative of the population of Los Angeles teachers from district, magnet, pilot, and charter public schools. All numbers are percentages. Due to rounding, not all percentages add to 100%.

AGE

- <30: 14%
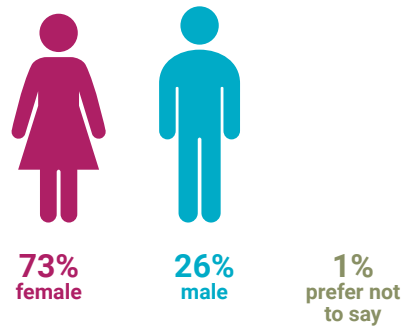- 30-49: 64%
- 50+: 22%

GENDER

- 73% female
- 26% male
- 1% prefer not to say

RACE/ETHNICITY

- 41% White/Caucasian
- 35% Hispanic/Latino
- 12% Black/African-American
- 8% Asian or Pacific Islander
- 3% Native American or Alaskan Native
- 1% Mixed Racial Background
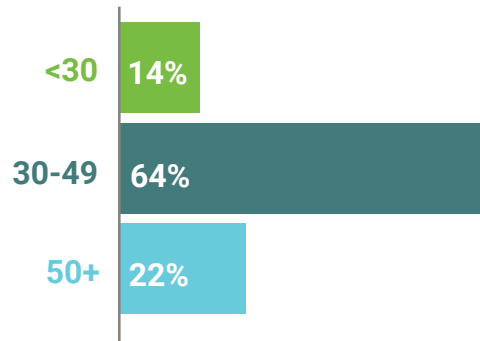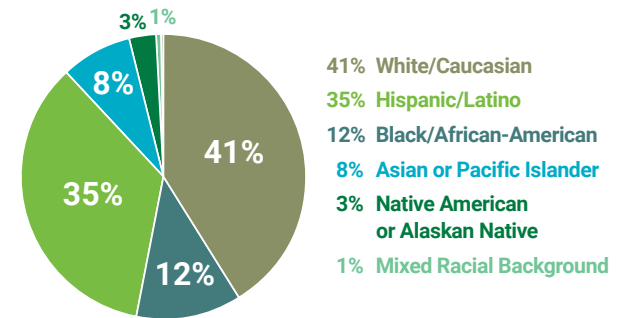
GRADES CURRENTLY TEACHING

- Primary (pre-K-5): 35%
- Middle School (6-8): 30%
- High School (9-12): 44%
- Combined: 9%

YEARS TEACHING

Years	Percentage
< 1	1%
1-3	11%
4-6	20%
7-10	18%
11-15	17%
16-19	15%
20-24	12%
25-29	5%
30+	2%

Early-career teachers — Late-career teachers
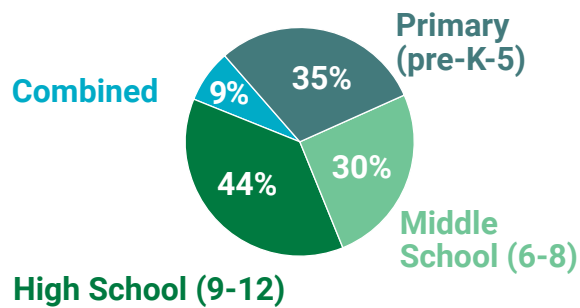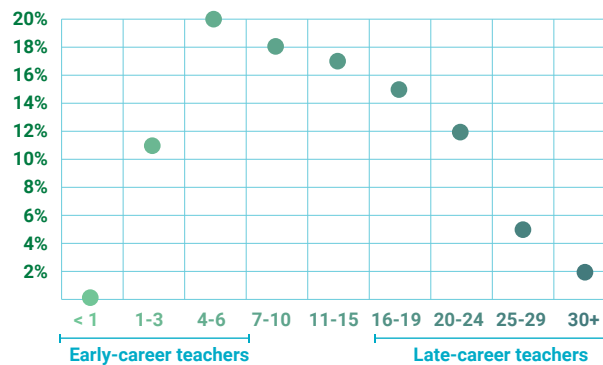
UNION MEMBERSHIP

- 66% I am a member of United Teachers Los Angeles, otherwise known as UTLA
- 17% I am a member of a union or association other than UTLA that engages in collective bargaining
- 9% I am not a member of a teachers union or association
- 7% I am a member of a professional association that provides such things as liability insurance, but not collective bargaining
- 1% There is no teachers union or association to join in my district
- 1% Not sure

SCHOOL SIZE

21%	15%	14%	50%
< 500	500-699	700-999	1,000+

SCHOOL TYPE

Traditional includes magnet and pilot schools

72% **28%**
Traditional **Charter**
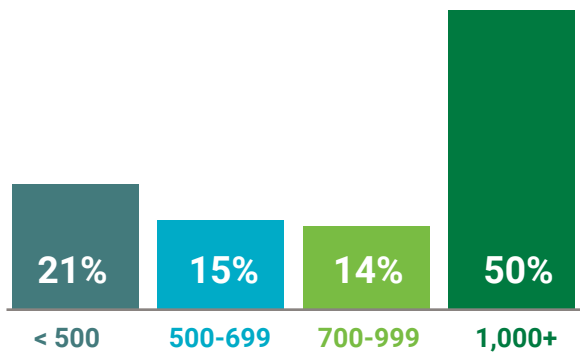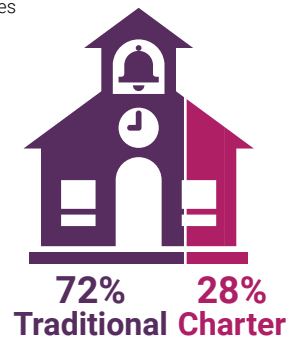
REPORTED SCHOOL POPULATION: STUDENTS OF COLOR

48%	38%	14%	1%
<33%	33%–66%	66%+	not sure
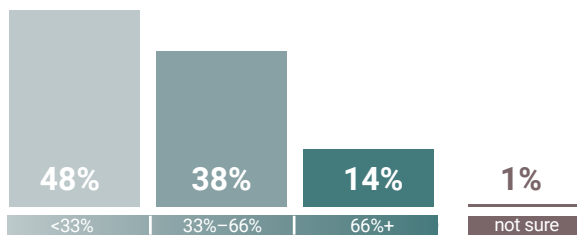
PERCENTAGE STUDENTS OF COLOR

REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS

36%	39%	24%	1%
<33%	33%–66%	66%+	not sure
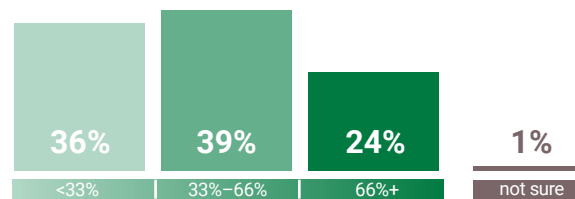
PERCENTAGE STUDENTS FROM LOW-INCOME HOUSEHOLDS

REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS

29%	36%	33%	2%
<33%	33%–66%	66%+	not sure
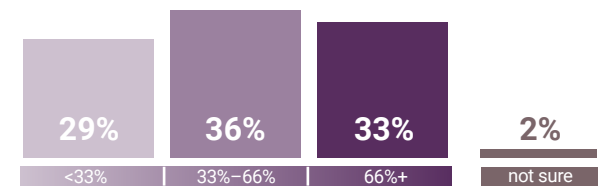
PERCENTAGE ENGLISH LANGUAGE LEARNERS

Major Trends and Findings

These major trends and findings from the survey results provide critical insights into how the education landscape in Los Angeles has transformed during the pandemic.

1.

Ten months into distance learning, low levels of student attendance and engagement are alarming and a lack of access is still creating barriers, with our youngest and more vulnerable populations most impacted.

2.

Schools are not regularly meeting the needs of the most vulnerable student populations.

3.

In the wake of the killings of George Floyd and Breonna Taylor and the related protests, few teachers received guidance for their classrooms, and only half of the teachers discussed race relations with colleagues and/or students.

4.

With the increased demand on teachers' time during distance learning, teachers would like more time for all their responsibilities, especially supporting their students' social and emotional health and professional development.

5.

Teachers lack useful guidance on how grades should be awarded during distance learning, resulting in a lack of consensus on how to handle.

6.

While distance learning is adding to the challenges teachers face and about half are stressed by the demands the pandemic is placing on them and their families, there is a lack of professional support and guidance.

7.

Schools need to implement both health and safety measures and programmatic changes when returning to the classroom.

8.

While we continue distance learning, teachers are split on how to handle evaluations and the awarding of tenure and/or bonuses for student performance.

9.

Should the pandemic cause budget cuts, teachers do not support layoffs determined solely by seniority and they want a funding formula that supports traditionally underserved populations.

Ten months into distance learning, low levels of student attendance and engagement are alarming and a lack of access is still creating barriers, with our youngest and more vulnerable populations most impacted.

Low student engagement is a top concern.

The vast majority of teachers (94%) report low student engagement as a serious obstacle to effectively implementing distance learning this school year.

Full-class attendance and participation is low and more problematic in primary schools and schools with high levels of low-income students.

Only 23% of teachers report "all" students attend the entire class online and 48% report "all" students tend to complete assignments.

- 13% of teachers in primary schools report "all" students attend the entire class online, with 32% reporting "all" students complete assignments.

- 12% of teachers in schools with 67+% students from low-income households report "all" students attend the entire class online, with 35% reporting "all" students complete assignments.

Students' lack of access and support continue to be serious obstacles in distance learning.

Across all school types, grades, and student income levels, about nine out 10 report students' lack of quiet learning space at home (92%), lack of access to technology tools (91%), lack of access to high-speed internet (90%), and lack of adult support at home (88%) as serious obstacles to effectively implementing distance learning this school year.

More than five out of 10 teachers rate lack of access to high-speed internet (56%) as a "very serious" obstacle, increasing to 68% for teachers in schools with 67+% students from low-income households.

Low levels of L.A. student attendance and engagement

attend class online

23%	13%	12%
all students	primary pre-K-5	67+% low-income

OPPORTUNITY GAP

complete assignments

48%	32%	35%
all students	primary pre-K-5	67+% low-income

OPPORTUNITY GAP
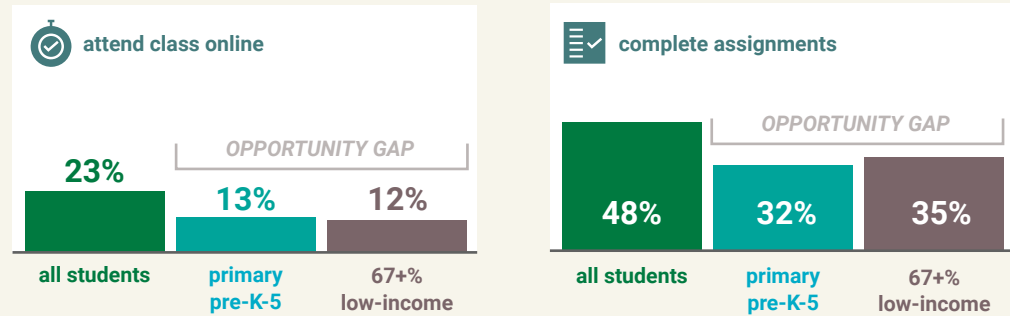
Serious obstacles still exist for distance learning

92% lack quiet learning space at home

91% lack access to technology tools

90% lack access to high-speed internet

88% lack adult support at home

94% of teachers report low student engagement
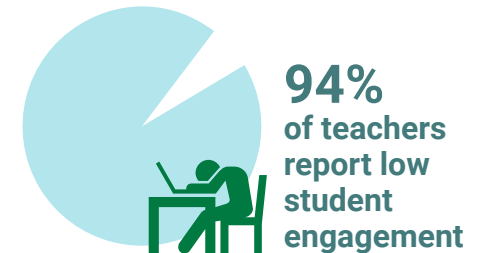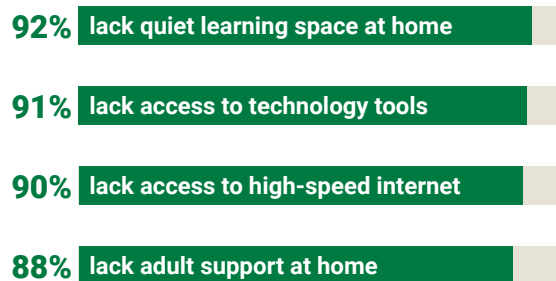
Schools are not regularly meeting the needs of the most vulnerable student populations.

Only 10% of teachers report that their school "often" meets the needs of homeless students.

This somber number is followed by their schools' ability to "often" meet the needs of LGBTQ+ students (14%), students with disabilities (16%), students from low-income households (34%), students of color (40%), and students who are not native speakers of English (46%).

L.A. schools are not often meeting the needs of vulnerable student populations

10%
homeless
students

14%
LGBTQ+
students

16%
students with
disabilities

34%
students from
low-income
households

40%
students of
color

46%
students are not
native speakers
of English

3.

In the wake of the killings of George Floyd and Breonna Taylor and the related protests, few teachers received guidance for their classrooms, and only half of the teachers discussed race relations with colleagues and/or students.

Only 36% of teachers report receiving guidance or materials about race relations from their school or district leaders, and just 29% of teachers report their union provided them with guidance or materials.

Half of the teachers report they had conversations with their colleagues about whether or how to address issues of race relations in the classroom (52%), with 56% reporting they talked to their students and 44% reporting they provided students with materials about race relations.

Only 36% of teachers report receiving guidance on race from school or district leadership

52%
reported they had conversations with their colleagues about how to address issues of race in the classroom

With the increased demand on teachers' time during distance learning, teachers would like more time for all their responsibilities, especially supporting their students' social and emotional health and professional development.

Based on the current agreement between the Los Angeles Unified School District (LAUSD) and the teachers union, UTLA, teachers are expected to work 360 minutes per day. While 86% of teachers find this guideline realistic, only 44% define it as "very realistic." For teachers in primary schools, there is a significant decrease to only 28% who find the guideline as "very realistic."

Asked if they would prefer to spend more, the same, or less time on specific responsibilities, teachers' preferences are for more time on everything: technology support (82%), social-emotional support for students (80%), professional development (76%), lesson planning (75%), student outreach focused on academics (61%), parent/guardian outreach (60%), academic instruction (58%), and grading and/or providing feedback on student work (57%).

L.A. teachers would like more time for all their responsibilities

Percent of teachers requesting "more time"
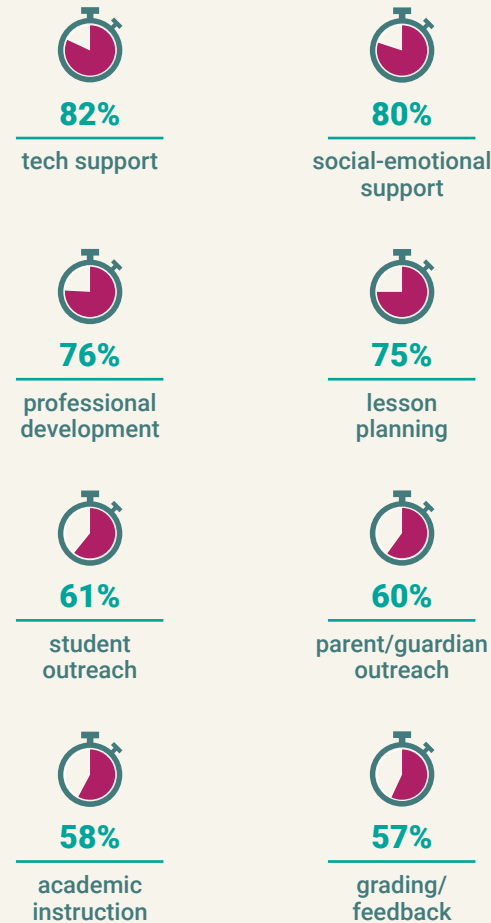
82%
tech support

80%
social-emotional support

76%
professional development

75%
lesson planning

61%
student outreach

60%
parent/guardian outreach

58%
academic instruction

57%
grading/ feedback

5.

Teachers lack useful guidance on how grades should be awarded during distance learning, resulting in a lack of consensus on how to handle.

Only 35% of all teachers claim the guidance they received this school year for grading or providing feedback to their students was "very useful."

Teachers are divided on how grading should be awarded.

- 36% of teachers support grading as usual, with 46% of primary teachers supporting it as is.

- 26% support a simple pass/fail for all students, with more traditional school teachers (29%) showing support than charter school teachers (18%).

- 22% support grading for student feedback and to inform parents/guardians, but not recorded on the student's official transcript, with less traditional school teachers (19%) showing support than charter school teachers (29%).

Teachers do not support: giving incompletes to all students (0%), no grades being given during distance learning (3%), pass/fail unless a student requests otherwise (6%), and pass/fail unless a student's work during distance learning could improve their grade (8%).

L.A. teachers are divided on how grading should be rewarded

ABCDF

PASS / FAIL

36%
support
grading as usual

26%
support a pass/fail
for all students

22%
support grading for
student feedback,
but not recorded
on their transcript

While distance learning is adding to the challenges teachers face and about half are stressed by the demands the pandemic is placing on them and their families, there is a lack of professional support and guidance.

Distance learning has increased challenges for teachers.

72% claim that the personal challenge of moving instruction from the classroom to online as being a serious obstacle to effectively implementing distance learning.

85% report that the time required for them to support technical issues during instruction time as a serious obstacle.

Teachers are caring for others while teaching from home.

The vast majority (94%) of the teachers surveyed are caring for a child, aging parent, and/or aging relative during the pandemic, while 71% are caring for a child under the age of 18.

67% report it is a serious challenge to balance child care/family care/life demands at home while teaching simultaneously.

Teachers are possibly becoming accustomed to teaching in a pandemic, with a slight majority reporting being stressed.

52% report being stressed about the physical health and safety of themselves and their family.

59% report being stressed about the financial wellbeing as well as the emotional health and safety of themselves and their family. This increases to 71% for late-career teachers.

L.A. teachers experience serious obstacles with distance learning

72%

personal challenge of moving instruction from the classroom to online

85%
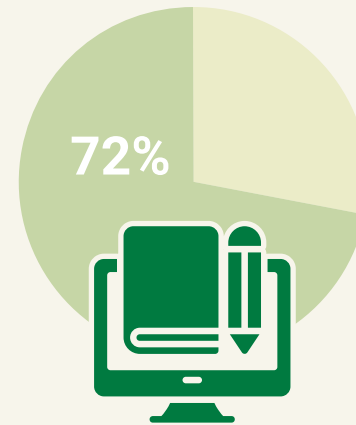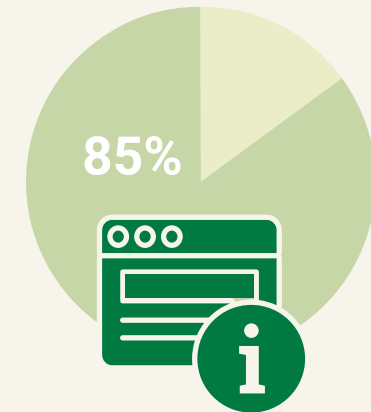
time required to support technical issues during instruction time

About half of teachers rate the assistance they received to make the changes in work demands during distance learning as "very helpful."

Only 39% of teachers report the support they received from the LAUSD or charter network as "very helpful," followed by support from other teachers/colleagues (47%) and their school leadership/principal (51%).

47% of union members rated the support from their union as "very helpful."

Meanwhile, few teachers rate the guidance they received this school year as "very useful."

While 10% of teachers report that their school "never" meets the needs of students with disabilities, a mere 28% rate the guidance they received on how to effectively teach this vulnerable population in distance learning as "very useful," with 10% reporting not receiving any guidance.

35% rate the guidance on the type of instruction/lessons/materials that they should be using in distance learning and how they should be grading or providing feedback to their students as "very useful."

39% of teachers rate guidance on how to use digital platforms and/or troubleshoot technology issues as "very useful," followed closely by guidance on how often they should be communicating with students and parents/guardians (40%), and how to effectively teach students who are not native speakers of English in distance learning (41%).

Teachers grade the assistance they received during distance learning
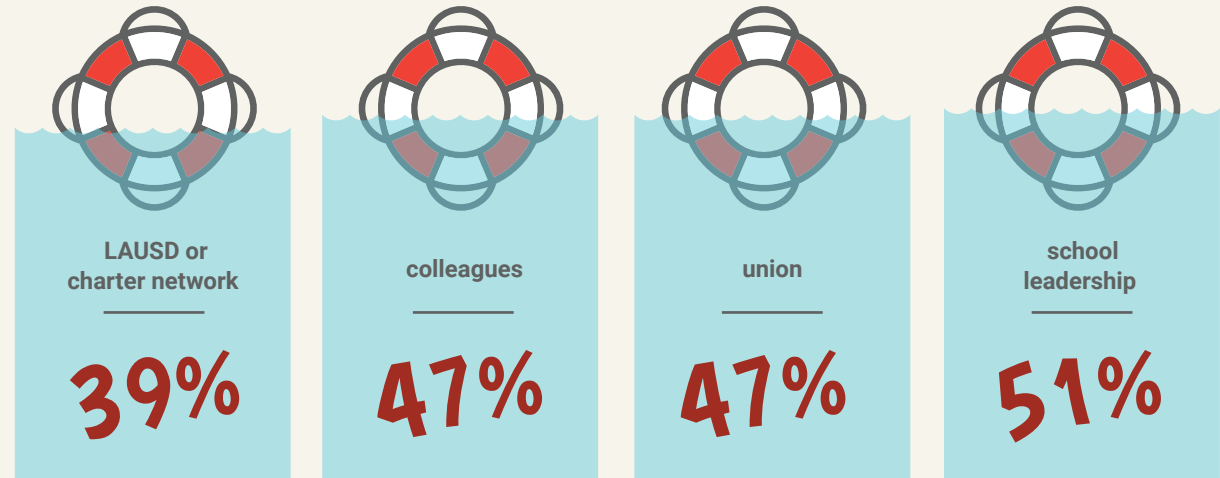
LAUSD or charter network	colleagues	union	school leadership
39%	**47%**	**47%**	**51%**

10% of teachers report that their school *never* meets the needs of students with disabilities

28% rate the guidance they received on how to effectively teach students with disabilities in distance learning as *very useful*

10% report *not* receiving any guidance

Schools need to implement both health and safety measures and programmatic changes when returning to the classroom.

A widely available vaccine for COVID-19 is not the primary demand for teachers to return to the classroom, with only 36% of all teachers rating the vaccine as "critically important" to feel comfortable.

At the top of the list of critical needs are a mandate for all staff and students to wear masks (75%), limited class sizes to allow desks to be at least six feet apart (63%), and PPE available for teachers and masks for students (50%).

In order to address learning gaps that students face when they return, assuming there will be additional compensation for their time, teachers most support offering tutoring and/or after school programs (48%) and extended school days in the 2021-22 school year (43%).

Less favored options were year-round school with a three-week break quarterly instead of a long summer break (26%), summer school (33%), in-school remediation strategies embedded in the regular school day (35%), and a shorter summer break in 2021 or 2022 (36%).

Critical needs to get back in the L.A. classrooms

75%

a mandate for all staff and students to wear masks

63%

limited class sizes to allow desks to be at least six feet apart

50%

PPE available for teachers and masks for students

36%

a widely available vaccine for COVID-19

8.

While we continue distance learning, teachers are split on how to handle evaluations and the awarding of tenure and/or bonuses for student performance.

Almost half (49%) of teachers "strongly support" conducting evaluations virtually and continuing to award tenure and bonuses.

When asked separately, the same percentage of teachers (49%) "strongly support" pausing evaluations and awarding tenure and bonuses. This increases to 69% of teachers in schools with 67+% students from low-income households.

L.A. teachers are split on evaluations

49%

strongly support conducting evaluations virtually and continuing to award tenure and bonuses

49%

strongly support pausing evaluations and awarding tenure and bonuses

9.

Should the pandemic cause budget cuts, teachers do not support layoffs determined solely by seniority and they want a funding formula that supports traditionally underserved populations.

Only 7% of all teachers believe layoff decisions should be based on seniority, while 40% support layoffs being determined by teacher performance review and 52% support the decision being based on multiple factors, including both annual performance reviews and seniority.

Almost all traditional teachers (98%) support the LAUSD having a funding formula that allocates a standard amount to all students based on grade level and additional funds for traditionally underserved populations, such as students from low-income households and students with disabilities.

L.A. teachers do not want layoffs determined solely by seniority

support layoffs determined by teacher performance review

40%

support layoffs based on multiple factors, including annual performance reviews and seniority

52%

7%

support layoffs based on seniority
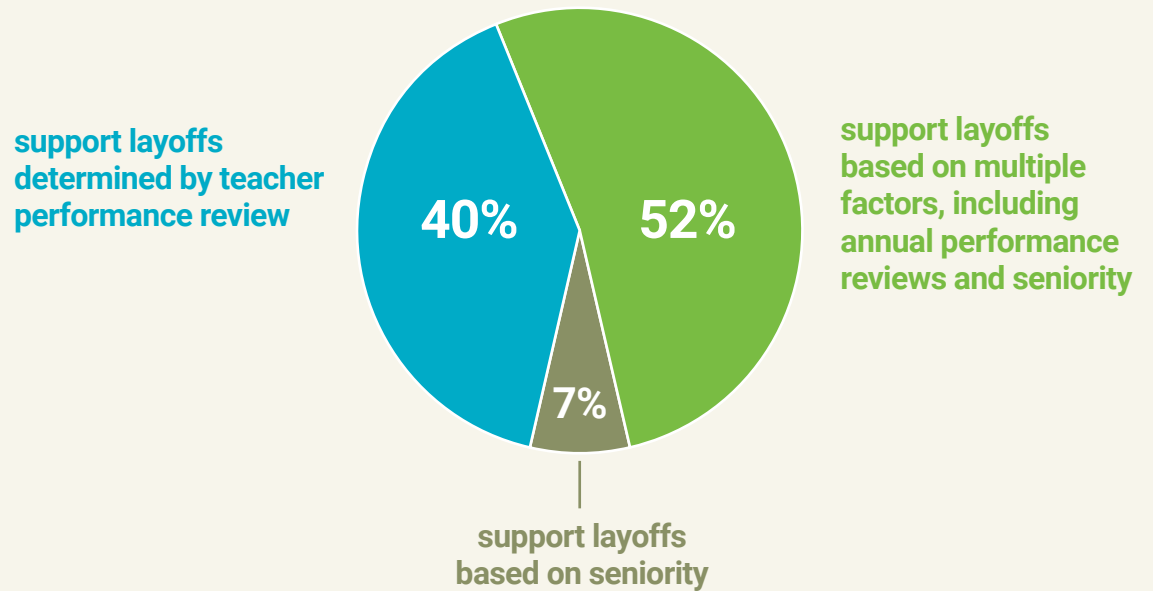
98% support the LAUSD having a formula that provides more funds to vulnerable populations

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Questionnaire and Topline Results

All of the following are the topline results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

CONTENTS

NOTES

All numbers are percentages.

Due to rounding, not all percentages add to 100%.

For school type, traditional includes magnet and pilot schools.

For grades teaching, primary indicates pre-K through fifth grade; middle indicates sixth grade through eighth grade; and high school indicates ninth grade through 12th grade.

Asterisks (*) indicate small base sizes (n<100) and results should be considered directional only. Dashes (-) indicate that less than 1% of respondents provided a particular response.

To view the entire data set, go to **e4e.org/virtualvoicesLA/data**

Context

Q. 72

Which of the following people are you currently responsible for taking care of on a regular basis?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
One child under the age of 18	34%	33%	36%	37%	34%	35%	45%	35%	37%	27%	41%	38%	25%
Two children under the age of 18	28%	26%	33%	23%	36%	26%	28%	32%	28%	22%	41%	38%	25%
Three or more children under the age of 18	8%	7%	12%	6%	11%	11%	16%	7%	11%	7%	24%	36%	23%
One or more children over the age of 18	12%	14%	8%	11%	7%	15%	4%	13%	7%	19%	6%	9%	10%
An aging/elderly parent	32%	31%	34%	37%	34%	23%	16%	32%	25%	45%	4%	12%	21%
An aging/elderly relative other than a parent	3%	3%	3%	2%	5%	3%	4%	6%	2%	1%	32%	31%	33%
None of the above	6%	7%	2%	8%	3%	6%	7%	4%	6%	8%	2%	3%	5%

Context

Q. 11

How stressed would you say you have been during the past six months about you and your family's **physical health and safety**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very stressed	28%	30%	22%	16%	30%	38%	38%	26%	34%	21%	20%	25%	37%
Somewhat stressed	24%	26%	20%	24%	24%	23%	19%	22%	31%	17%	20%	29%	23%
Not very stressed	33%	30%	39%	39%	33%	27%	31%	37%	22%	44%	37%	33%	27%
Not stressed at all	15%	14%	19%	21%	13%	12%	12%	15%	14%	17%	22%	13%	12%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7−15 (n=175)
16+ (n=170)

Context

Q. 12

How stressed would you say you have been during the past six months about you and your family's **financial wellbeing?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very stressed	23%	26%	15%	15%	22%	33%	33%	19%	32%	17%	16%	23%	31%
Somewhat stressed	36%	36%	36%	33%	41%	33%	32%	39%	36%	31%	25%	42%	40%
Not very stressed	26%	24%	30%	32%	24%	22%	24%	28%	21%	31%	35%	23%	21%
Not stressed at all	15%	13%	19%	20%	12%	12%	11%	14%	11%	22%	25%	13%	8%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Context

Q. 13

How stressed would you say you have been during the past six months about you and your family's **emotional health and safety**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very stressed	24%	25%	20%	16%	22%	31%	27%	20%	31%	18%	16%	24%	30%
Somewhat stressed	35%	35%	36%	36%	38%	34%	37%	36%	38%	29%	32%	33%	42%
Not very stressed	25%	25%	26%	30%	25%	22%	28%	30%	19%	29%	29%	30%	17%
Not stressed at all	16%	15%	18%	18%	15%	13%	7%	14%	12%	24%	23%	13%	11%

Attendance and Engagement

Q. 14

Since the start of the school year, approximately how many of your students tend to **attend the entire class online (i.e., synchronous learning)** as part of your distance learning program?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
All of them	23%	24%	22%	13%	25%	31%	19%	26%	29%	12%	16%	24%	29%
Most of them	63%	61%	68%	67%	63%	60%	66%	66%	57%	67%	65%	61%	62%
Some of them	9%	10%	7%	12%	9%	6%	6%	6%	11%	13%	12%	11%	5%
Only a few of them	5%	5%	3%	9%	3%	3%	8%	2%	4%	9%	7%	5%	3%
None of them	-	-	-	-	-	-	-	-	-	-	-	-	-

Attendance and Engagement

Since the start of the school year, approximately how many of your students tend to **attend a portion of the class online** as part of your distance learning program?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
All of them	21%	21%	22%	11%	25%	28%	25%	21%	26%	16%	12%	17%	35%
Most of them	24%	23%	28%	23%	21%	29%	34%	21%	30%	19%	25%	20%	28%
Some of them	22%	24%	18%	26%	20%	19%	17%	25%	21%	20%	28%	30%	10%
Only a few of them	19%	19%	19%	31%	17%	12%	21%	22%	13%	23%	22%	20%	15%
None of them	13%	13%	14%	9%	16%	12%	3%	11%	10%	22%	13%	13%	13%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7-15 (n=175)
16+ (n=170)

Attendance and Engagement

Q. 16

Since the start of the school year, approximately how many of your students tend to **log on to an online learning platform, but do not attend class online (i.e., asynchronous learning)** as part of your distance learning program?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
All of them	15%	13%	21%	8%	14%	22%	16%	11%	23%	10%	11%	12%	23%
Most of them	19%	20%	17%	13%	18%	25%	21%	17%	25%	11%	13%	21%	22%
Some of them	19%	20%	18%	23%	19%	17%	27%	21%	19%	16%	21%	17%	20%
Only a few of them	25%	27%	22%	32%	23%	21%	19%	28%	19%	33%	32%	22%	23%
None of them	21%	20%	23%	23%	26%	15%	17%	22%	15%	30%	23%	28%	12%

Attendance and Engagement

Q. 17

Since the start of the school year, approximately how many of your students tend to **complete assignments** as part of your distance learning program?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
All of them	48%	46%	51%	32%	53%	55%	40%	53%	51%	35%	33%	47%	62%
Most of them	38%	38%	40%	50%	36%	32%	47%	41%	34%	40%	50%	38%	28%
Some of them	11%	13%	7%	15%	9%	9%	7%	6%	12%	18%	13%	12%	8%
Only a few of them	3%	3%	2%	4%	2%	3%	5%	1%	3%	7%	4%	3%	2%
None of them	-	-	-	-	-	-	-	-	-	-	-	-	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Attendance and Engagement

Q. 18

Since the start of the school year, approximately how many of your students tend to **not attend classes, log on to the online learning platform, or complete assignments** as part of your distance learning program?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
All of them	9%	9%	10%	6%	10%	13%	16%	7%	14%	4%	8%	5%	14%
Most of them	20%	20%	22%	10%	19%	27%	9%	21%	26%	11%	10%	20%	30%
Some of them	17%	16%	18%	18%	16%	20%	28%	13%	22%	14%	18%	17%	16%
Only a few of them	34%	35%	33%	44%	33%	26%	28%	23%	26%	65%	53%	35%	17%
None of them	19%	20%	18%	22%	23%	15%	20%	36%	12%	6%	11%	24%	23%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7−15 (n=175)
16+ (n=170)

Grading

Which of the following best reflects how you think grades should be awarded during distance learning?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
As usual, reflecting the quality of a student's work and/or efforts	36%	38%	32%	46%	35%	31%	45%	38%	31%	42%	47%	32%	30%
Pass/fail unless a student requests otherwise (e.g., for scholarship eligibility)	6%	4%	10%	3%	7%	6%	1%	8%	6%	3%	5%	8%	4%
Pass/fail unless a student's work during distance learning could improve their grade	8%	9%	6%	9%	7%	8%	11%	7%	10%	5%	7%	11%	5%
Pass/fail for all students	26%	29%	18%	20%	27%	28%	23%	23%	25%	32%	22%	29%	26%
Incomplete for all students	0%	1%	-	-	-	1%	-	-	1%	-	-	1%	-
Graded for student feedback and to inform parents/guardians, but not recorded on their official transcript	22%	19%	29%	18%	21%	25%	20%	22%	25%	16%	15%	16%	33%
No grades should be given during distance learning	3%	2%	5%	3%	2%	2%	-	4%	2%	2%	5%	2%	1%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

Q. 20

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **academic instruction**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	28%	28%	29%	23%	33%	32%	41%	28%	37%	14%	24%	29%	33%
Somewhat more time than you do now	30%	31%	27%	24%	25%	35%	11%	34%	31%	20%	26%	29%	35%
About the same time as you do now	33%	34%	31%	39%	35%	29%	42%	33%	21%	54%	34%	35%	31%
Somewhat less time than you do now	8%	6%	13%	14%	7%	5%	5%	4%	10%	11%	16%	8%	2%
Much less time than you do now	0%	0%	-	0%	0%	-	1%	-	0%	-	0%	-	-

Time

Q. 21

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **grading and/or providing feedback on student work**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	26%	24%	29%	17%	26%	34%	37%	24%	34%	13%	18%	20%	38%
Somewhat more time than you do now	32%	31%	32%	25%	38%	31%	27%	33%	38%	21%	20%	38%	36%
About the same time as you do now	30%	29%	33%	41%	26%	24%	30%	35%	22%	37%	48%	31%	13%
Somewhat less time than you do now	12%	15%	5%	15%	10%	10%	6%	7%	7%	28%	13%	11%	13%
Much less time than you do now	0%	0%	1%	1%	0%	-	-	1%	-	1%	1%	1%	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

Q. 22

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **professional development?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	31%	30%	34%	27%	32%	32%	30%	27%	35%	29%	30%	31%	31%
Somewhat more time than you do now	45%	44%	46%	42%	43%	49%	52%	46%	44%	45%	41%	45%	48%
About the same time as you do now	17%	19%	14%	21%	16%	15%	12%	23%	12%	17%	18%	18%	17%
Somewhat less time than you do now	6%	6%	6%	8%	8%	4%	6%	3%	8%	5%	8%	6%	4%
Much less time than you do now	1%	1%	-	2%	0%	-	-	-	-	4%	3%	-	-

Time

Q. 23

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **student outreach focused on academics**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	24%	24%	23%	17%	25%	28%	19%	23%	32%	11%	17%	21%	33%
Somewhat more time than you do now	37%	35%	40%	29%	41%	44%	53%	47%	35%	23%	23%	42%	44%
About the same time as you do now	31%	32%	29%	42%	30%	21%	23%	25%	27%	47%	47%	28%	20%
Somewhat less time than you do now	7%	7%	8%	11%	5%	6%	6%	4%	5%	15%	11%	8%	3%
Much less time than you do now	1%	1%	-	2%	-	1%	-	0%	-	4%	2%	1%	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

Q. 24

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **parent/guardian outreach**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	29%	30%	27%	24%	26%	36%	31%	31%	34%	17%	25%	29%	33%
Somewhat more time than you do now	31%	30%	35%	25%	32%	36%	35%	33%	32%	28%	20%	26%	47%
About the same time as you do now	28%	26%	33%	37%	34%	16%	23%	26%	24%	38%	38%	32%	15%
Somewhat less time than you do now	11%	13%	5%	14%	7%	10%	10%	9%	9%	16%	15%	12%	5%
Much less time than you do now	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	2%	1%	-

Time

Q. 25

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **social-emotional support for students**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	35%	35%	37%	35%	34%	36%	32%	37%	41%	24%	33%	36%	37%
Somewhat more time than you do now	44%	44%	45%	46%	43%	43%	42%	47%	36%	55%	45%	43%	45%
About the same time as you do now	16%	17%	15%	14%	21%	16%	22%	15%	16%	17%	17%	18%	14%
Somewhat less time than you do now	4%	4%	3%	4%	1%	4%	1%	1%	6%	3%	5%	4%	2%
Much less time than you do now	1%	1%	1%	1%	1%	1%	3%	-	1%	1%	1%	-	1%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

Q. 26

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **lesson planning**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	35%	33%	40%	31%	34%	37%	31%	28%	39%	41%	37%	34%	34%
Somewhat more time than you do now	40%	40%	39%	35%	40%	41%	28%	46%	39%	34%	39%	38%	43%
About the same time as you do now	17%	17%	17%	21%	21%	15%	31%	22%	14%	15%	16%	19%	15%
Somewhat less time than you do now	6%	7%	3%	10%	4%	4%	7%	4%	6%	7%	6%	7%	5%
Much less time than you do now	2%	3%	0%	3%	1%	2%	3%	0%	2%	4%	2%	1%	2%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

Q. 27

Now that you are facilitating distance learning with your students, how much time would you prefer to spend on **technology support**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Much more time than you do now	36%	36%	35%	34%	36%	37%	36%	37%	35%	36%	35%	34%	38%
Somewhat more time than you do now	46%	45%	48%	44%	43%	47%	29%	42%	47%	49%	45%	47%	46%
About the same time as you do now	12%	12%	13%	15%	14%	11%	23%	17%	10%	9%	12%	13%	11%
Somewhat less time than you do now	5%	4%	5%	5%	7%	4%	12%	3%	6%	3%	7%	5%	2%
Much less time than you do now	2%	2%	-	2%	1%	1%	-	1%	2%	3%	2%	1%	2%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Time

As you may know, the Los Angeles Unified School District (LAUSD) and the union (UTLA) agreed to the following guideline for the upcoming Fall 2020 semester: Classroom teachers are expected to work 360 minutes per day on average; however, in recognition of the unprecedented challenges of the COVID-19 pandemic, the work time outside of the 9:00-2:15 school day shall be at the discretion of the teacher.

Based on your experience, how realistic is this guideline?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very realistic	44%	44%		28%	53%	51%	48%	39%	52%	40%	36%	38%	56%
Somewhat realistic	42%	42%		51%	35%	39%	45%	49%	36%	41%	42%	48%	34%
Not very realistic	13%	13%		17%	10%	9%	3%	10%	12%	18%	18%	12%	10%
Not realistic at all	2%	2%		4%	2%	1%	4%	2%	0%	2%	4%	2%	-

Challenges

Q. 29

In your opinion, how serious of an obstacle do you think **students' lack of access to technology tools (e.g., computers)** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	49%	48%	51%	51%	46%	49%	57%	42%	51%	52%	61%	47%	38%
Somewhat serious	42%	42%	42%	36%	44%	41%	21%	45%	43%	38%	30%	45%	50%
Not very serious	8%	9%	6%	11%	9%	8%	21%	13%	5%	6%	7%	8%	9%
Not at all serious	1%	2%	1%	1%	1%	1%	2%	1%	1%	3%	2%	-	2%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Challenges

Q. 30

In your opinion, how serious of an obstacle do you think **students' lack of access to high-speed internet** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	56%	57%	51%	62%	56%	48%	48%	54%	50%	68%	63%	52%	53%
Somewhat serious	34%	31%	41%	24%	32%	42%	29%	31%	42%	25%	29%	36%	37%
Not very serious	10%	11%	8%	12%	10%	10%	19%	15%	7%	7%	8%	12%	10%
Not at all serious	0%	0%	0%	1%	1%	1%	3%	0%	0%	1%	-	0%	1%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Challenges

Q. 31

In your opinion, how serious of an obstacle do you think **students' lack of adult support at home** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	42%	43%	38%	42%	48%	38%	43%	41%	43%	39%	38%	39%	47%
Somewhat serious	46%	47%	46%	47%	45%	46%	44%	46%	47%	47%	50%	47%	42%
Not very serious	11%	10%	15%	10%	6%	17%	13%	12%	9%	13%	9%	14%	11%
Not at all serious	1%	1%	2%	2%	1%	-	-	1%	0%	2%	3%	-	-

Challenges

Q. 32

In your opinion, how serious of an obstacle do you think **students' lack of quiet learning space at home** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	43%	41%	47%	44%	40%	42%	36%	43%	44%	41%	38%	40%	49%
Somewhat serious	49%	50%	47%	46%	50%	51%	47%	49%	50%	47%	54%	49%	45%
Not very serious	8%	8%	6%	9%	9%	7%	17%	8%	5%	12%	7%	10%	6%
Not at all serious	0%	0%	1%	1%	0%	-	-	0%	1%	-	1%	0%	-

Challenges

Q. 33

In your opinion, how serious of an obstacle do you think **low student engagement** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	45%	49%	36%	46%	44%	46%	49%	47%	53%	30%	42%	44%	49%
Somewhat serious	49%	47%	56%	47%	49%	49%	36%	45%	43%	67%	53%	50%	46%
Not very serious	5%	4%	6%	6%	7%	5%	14%	7%	4%	3%	5%	5%	5%
Not at all serious	1%	0%	1%	2%	0%	-	1%	1%	1%	0%	1%	1%	-

Challenges

Q. 34

In your opinion, how serious of an obstacle do you think **your personal challenge of moving instruction from the classroom to online** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	**26%**	**28%**	**23%**	**20%**	**28%**	**32%**	**33%**	**28%**	**31%**	**15%**	**21%**	**27%**	**31%**
Somewhat serious	**46%**	**45%**	**48%**	**44%**	**46%**	**45%**	**37%**	**44%**	**49%**	**43%**	**42%**	**44%**	**52%**
Not very serious	**23%**	**24%**	**23%**	**28%**	**23%**	**21%**	**26%**	**24%**	**18%**	**33%**	**29%**	**25%**	**16%**
Not at all serious	**4%**	**4%**	**6%**	**7%**	**3%**	**3%**	**4%**	**4%**	**2%**	**9%**	**8%**	**5%**	**1%**

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Challenges

Q. 35

In your opinion, how serious of an obstacle do you think **your personal challenge of balancing child care/ family care/life demands at home while teaching simultaneously** has been to the effective implementation of distance learning this school year?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very serious	31%	32%	31%	25%	36%	35%	39%	23%	41%	29%	27%	28%	39%
Somewhat serious	36%	34%	41%	31%	33%	41%	34%	41%	37%	25%	26%	40%	40%
Not very serious	26%	27%	25%	33%	25%	21%	25%	28%	21%	32%	40%	24%	16%
Not at all serious	7%	8%	4%	11%	5%	3%	2%	8%	1%	14%	7%	7%	6%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Challenges

Q. 36

In your opinion, how serious of an obstacle do you think **the time required for you to support technical issues during instruction time** has been to the effective implementation of distance learning this school year?

	Total	**SCHOOL TYPE**		**GRADES TEACHING**				**% LOW-INCOME STUDENTS**			**YEARS TEACHING**		
		Traditional	**Charter**	**Primary**	**Middle**	**High School**	**Combined***	**0-33%**	**34-66%**	**67%+**	**<7**	**7-15**	**16+**
Very serious	41%	42%	38%	38%	49%	40%	49%	37%	44%	40%	37%	41%	44%
Somewhat serious	44%	44%	45%	44%	40%	45%	32%	37%	47%	52%	46%	41%	46%
Not very serious	15%	14%	16%	18%	12%	15%	19%	25%	9%	8%	16%	18%	10%
Not at all serious	0%	0%	0%	1%	-	-	-	1%	-	-	1%	-	-

Support for Teachers

Q. 37

How helpful would you say **your school leadership/principal** has been in assisting you with the changes in work demands during distance learning?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very helpful	51%	52%	46%	49%	58%	49%	59%	58%	49%	44%	47%	49%	56%
Somewhat helpful	42%	41%	45%	43%	38%	43%	37%	38%	45%	42%	49%	44%	34%
Not very helpful	6%	6%	8%	6%	3%	8%	-	3%	5%	14%	3%	6%	9%
Not helpful at all	1%	1%	0%	2%	1%	-	4%	1%	0%	1%	1%	0%	1%
I haven't received support from this person/organization	-	-	-	-	-	-	-	-	-	-	-	-	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Support for Teachers

How helpful would you say **other teachers/colleagues** have been in assisting you with the changes in work demands during distance learning?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very helpful	47%	48%	43%	45%	47%	48%	45%	55%	48%	31%	39%	45%	55%
Somewhat helpful	37%	34%	42%	35%	38%	37%	36%	38%	35%	38%	35%	39%	36%
Not very helpful	15%	16%	14%	16%	13%	16%	13%	5%	16%	31%	24%	14%	9%
Not helpful at all	1%	2%	-	3%	2%	-	6%	1%	1%	1%	2%	2%	-
I haven't received support from this person/organization	0%	-	0%	-	0%	-	-	-	0%	-	-	0%	-

Support for Teachers

How helpful would you say the **Los Angeles Unified School District (LAUSD) or charter network** has been in assisting you with the changes in work demands during distance learning?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very helpful	39%	38%	42%	41%	34%	44%	46%	39%	40%	40%	42%	40%	36%
Somewhat helpful	48%	47%	51%	45%	54%	46%	43%	54%	49%	39%	46%	50%	49%
Not very helpful	9%	10%	5%	7%	10%	8%	6%	5%	9%	14%	10%	6%	11%
Not helpful at all	2%	2%	1%	3%	2%	1%	6%	2%	1%	2%	2%	3%	1%
I haven't received support from this person/organization	2%	2%	1%	4%	-	1%	-	0%	1%	5%	1%	1%	4%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Support for Teachers

How helpful would you say **your union** has been in assisting you with the changes in work demands during distance learning?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very helpful	47%	46%	51%	35%	51%	54%	57%	41%	51%	49%	44%	41%	54%
Somewhat helpful	41%	41%	38%	47%	39%	36%	34%	43%	39%	39%	48%	43%	32%
Not very helpful	12%	12%	11%	16%	9%	10%	8%	14%	9%	11%	6%	15%	13%
Not helpful at all	1%	1%	1%	2%	1%	-	-	1%	1%	1%	1%	1%	-
I haven't received support from this person/organization	0%	0%	-	0%	0%	-	1%	0%	-	-	0%	-	-

Total (n=417)

School type
Traditional (n=300)
Charter (n=117)

Grades teaching
Primary (n=134)
Middle (n=129)
High school (n=193)
Combined (n=35)

% Low-income students
0-33% (n=145)
34-66% (n=168)
67%+ (n=103)

Years teaching
<7 (n=123)
7–15 (n=133)
16+ (n=161)

Guidance for Teachers

Q. 41

How useful is the guidance you have received this school year so far on **the type of instruction/lessons/ materials that I should be using in distance learning?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	35%	32%	43%	29%	39%	38%	37%	39%	38%	25%	33%	37%	36%
Somewhat useful	54%	54%	53%	61%	52%	48%	50%	50%	53%	63%	56%	50%	55%
Not very useful	8%	11%	2%	6%	6%	11%	7%	10%	5%	9%	8%	9%	7%
Not useful at all	2%	2%	1%	3%	2%	1%	4%	1%	1%	2%	1%	3%	0%
I haven't received any guidance on this	1%	1%	1%	1%	1%	2%	2%	-	3%	1%	2%	1%	2%

Guidance for Teachers

Q. 42

How useful is the guidance you have received this school year so far on **how I should be grading or providing feedback to my students**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	35%	33%	40%	35%	35%	37%	36%	42%	34%	27%	34%	33%	39%
Somewhat useful	53%	54%	52%	53%	51%	54%	50%	45%	53%	65%	52%	54%	54%
Not very useful	10%	12%	6%	10%	12%	8%	7%	11%	12%	6%	11%	12%	7%
Not useful at all	1%	1%	1%	1%	1%	1%	4%	1%	1%	-	1%	1%	-
I haven't received any guidance on this	1%	1%	1%	1%	1%	1%	2%	1%	1%	2%	2%	1%	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Guidance for Teachers

Q. 43

How useful is the guidance you have received this school year so far on **how often I should be communicating with students and parents/guardians**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	40%	41%	37%	34%	40%	46%	51%	34%	44%	42%	38%	36%	46%
Somewhat useful	45%	44%	46%	46%	49%	39%	32%	52%	39%	44%	47%	48%	41%
Not very useful	12%	11%	15%	14%	7%	13%	6%	11%	14%	11%	12%	13%	13%
Not useful at all	2%	2%	1%	3%	3%	2%	8%	2%	2%	3%	2%	3%	1%
I haven't received any guidance on this	1%	1%	1%	2%	1%	0%	3%	0%	2%	0%	2%	1%	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Guidance for Teachers

Q. 44

How useful is the guidance you have received this school year so far on **how to effectively teach students with disabilities in distance learning?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	28%	29%	25%	19%	32%	34%	36%	31%	36%	12%	22%	28%	34%
Somewhat useful	40%	37%	47%	39%	40%	42%	45%	39%	40%	40%	40%	41%	38%
Not very useful	18%	19%	16%	26%	17%	12%	11%	19%	15%	23%	18%	16%	21%
Not useful at all	4%	5%	1%	3%	4%	5%	6%	3%	3%	6%	7%	3%	2%
I haven't received any guidance on this	10%	10%	11%	13%	8%	8%	2%	9%	5%	19%	13%	12%	5%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Guidance for Teachers

Q. 45

How useful is the guidance you have received this school year so far on **how to effectively teach students who are not native speakers of English in distance learning?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	41%	39%	46%	32%	39%	50%	46%	44%	42%	34%	34%	43%	45%
Somewhat useful	43%	43%	42%	44%	46%	37%	34%	42%	41%	47%	48%	42%	39%
Not very useful	13%	14%	9%	17%	11%	10%	12%	12%	13%	13%	14%	10%	14%
Not useful at all	2%	2%	0%	4%	2%	1%	5%	2%	2%	1%	2%	3%	0%
I haven't received any guidance on this	2%	2%	2%	4%	2%	1%	3%	0%	2%	6%	2%	2%	3%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Guidance for Teachers

Q. 46

How useful is the guidance you have received this school year so far on **how to use digital platforms and/or troubleshoot technology issues?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Very useful	39%	39%	41%	32%	48%	42%	51%	44%	45%	25%	38%	38%	42%
Somewhat useful	39%	40%	38%	44%	28%	42%	31%	44%	41%	29%	40%	38%	40%
Not very useful	18%	17%	21%	20%	20%	14%	11%	10%	13%	39%	18%	22%	14%
Not useful at all	3%	4%	0%	3%	3%	3%	5%	1%	1%	7%	3%	2%	3%
I haven't received any guidance on this	0%	0%	1%	0%	1%	-	2%	-	1%	-	1%	-	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Equity and Vulnerable Populations

Q. 47-52 [SPLIT SAMPLE A]

During distance learning this school year, how often would you say **your school** is meeting the needs of each of the following?

Percent reporting "Often."

		Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
			Traditional	Charter	Primary*	Middle*	High School	Combined*	0-33%*	34-66%	67%+*	<7*	7-15*	16+*
47	Students who are not native speakers of English	46%	48%	44%	53%	51%	34%	41%	35%	48%	60%	55%	45%	34%
48	Students of color	40%	42%	38%	46%	39%	36%	46%	40%	40%	40%	35%	49%	37%
49	Students from low-income households	34%	36%	33%	37%	43%	27%	42%	13%	41%	60%	48%	36%	15%
50	Students with disabilities	16%	9%	22%	18%	13%	23%	35%	12%	23%	13%	16%	16%	18%
51	Homeless students	10%	5%	14%	10%	6%	11%	3%	9%	12%	8%	11%	12%	6%
52	LGBTQ+ students	14%	12%	16%	15%	15%	13%	20%	13%	20%	7%	14%	16%	13%

Total (n=245)

School type
Traditional (n=105)
Charter (n=140)

Grades teaching
Primary (n=92)
Middle (n=76)
High school (n=102)
Combined (n=20)

% Low-income students
0-33% (n=91)
34-66% (n=100)
67%+ (n=53)

Years teaching
<7 (n=95)
7–15 (n=79)
16+ (n=71)

Equity and Vulnerable Populations

Q. 47-52 [SPLIT SAMPLE B; ONLY TRADITIONAL TEACHERS]

During distance learning this school year, how often would you say **the Los Angeles Unified School District (LAUSD)** is meeting the needs of each of the following?

Percent reporting "Often."

		SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
	Total	**Traditional**	**Charter**	**Primary***	**Middle***	**High School**	**Combined***	**0-33%***	**34-66%***	**67%+***	**<7***	**7-15***	**16+***
47 Students who are not native speakers of English	45%	45%		45%	37%	49%	40%	48%	31%	61%	50%	41%	45%
48 Students of color	43%	43%		35%	44%	47%	41%	55%	40%	32%	33%	53%	39%
49 Students from low-income households	39%	39%		30%	37%	45%	36%	15%	40%	71%	40%	31%	45%
50 Students with disabilities	13%	13%		14%	13%	13%	14%	11%	15%	15%	15%	13%	12%
51 Homeless students	15%	15%		9%	18%	16%	15%	14%	15%	15%	14%	13%	16%
52 LGBTQ+ students	16%	16%		10%	21%	16%	15%	12%	14%	22%	17%	12%	19%

Total (n=257)

School type
Traditional (n=257)
Charter (n=0)

Grades teaching
Primary (n=87)
Middle (n=75)
High school (n=120)
Combined (n=23)

% of Low-income students
0-33% (n=92)
34-66% (n=96)
67%+ (n=67)

Years teaching
<7 (n=62)
7–15 (n=96)
16+ (n=99)

Race Relations

Q. 53

Which of the following have you done or experienced in the wake of the deaths of George Floyd and Breonna Taylor and the related protests?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
You have had conversations with colleagues about whether or how to address issues of race relations in the classroom	52%	49%	59%	51%	58%	51%	63%	52%	53%	49%	54%	54%	48%
You have talked with students in your classes about race relations	56%	55%	57%	61%	60%	50%	61%	62%	48%	59%	59%	59%	50%
You have provided students in your classes with materials focused on race relations	44%	42%	48%	45%	49%	42%	55%	49%	45%	34%	45%	47%	38%
School or district leaders have provided you with materials or guidance about race relations in the classroom	36%	35%	39%	29%	46%	41%	53%	39%	43%	23%	27%	40%	42%
The union has provided you with materials or guidance about race relations in the classroom	29%	26%	35%	25%	34%	33%	51%	27%	24%	37%	26%	29%	31%
None of the above	4%	6%	1%	7%	-	4%	-	2%	2%	12%	5%	1%	7%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7-15 (n=175)
16+ (n=170)

Returning to School

Q. 54-61

In order for you to feel comfortable returning to the classroom, how important is it that each of the following are in place?

Percent reporting "Critical."

		Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
			Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
54	A widely available vaccine for COVID-19	36%	35%	38%	32%	29%	46%	46%	31%	45%	30%	31%	33%	44%
55	Limited class sizes to allow desks to be at least 6 feet apart	63%	63%	63%	65%	61%	62%	63%	50%	59%	87%	74%	54%	62%
56	PPE available for teachers and masks for students	50%	52%	45%	47%	48%	52%	48%	53%	54%	39%	43%	43%	63%
57	Mandate for all staff and students to wear masks	75%	75%	76%	78%	71%	74%	71%	78%	66%	86%	80%	72%	73%
58	An option for ongoing distance learning for high health risk students or for students whose parents/guardians request it until the risk of infection is lower	44%	44%	43%	40%	43%	50%	55%	41%	51%	38%	42%	41%	49%
59	An option for high health risk teachers to continue facilitating distance learning until the risk of infection is lower	44%	46%	37%	41%	43%	48%	45%	44%	49%	34%	36%	46%	49%
60	Updated school building infrastructure to reduce the risk of COVID-19 transmission (i.e., upgraded air filtration)	40%	44%	30%	37%	40%	43%	46%	35%	45%	38%	35%	38%	46%
61	Concrete plan for widespread testing or tracing within Los Angeles	42%	41%	43%	37%	40%	45%	38%	46%	43%	33%	40%	36%	49%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Returning to School

Q. 62

If you received compensation for additional time, which of the following do you think the Los Angeles Unified School District (LAUSD) or your charter network should consider implementing in order to address the learning gaps that students face when they return to school?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Summer school	33%	32%	36%	42%	34%	27%	39%	27%	34%	41%	45%	25%	30%
Tutoring and/or after school programs	48%	47%	49%	47%	53%	45%	50%	45%	46%	55%	40%	45%	58%
Year-round school with a 3-week break quarterly instead of a long summer break	26%	24%	29%	22%	26%	30%	33%	20%	30%	27%	22%	22%	33%
A shorter summer break in 2021 or 2022	36%	34%	43%	37%	35%	37%	38%	50%	29%	29%	34%	36%	39%
Extended school days in the 2021-2022 school year	43%	43%	40%	39%	46%	41%	35%	43%	45%	38%	30%	51%	45%
In-school remediation strategies embedded in the regular school day	35%	33%	39%	29%	36%	42%	49%	26%	31%	53%	32%	34%	37%
Other (please specify)	-	-	-	-	-	-	-	-	-	-	-	-	-
None of the above	1%	2%	-	1%	0%	1%	-	1%	1%	1%	2%	1%	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

State and District Budgets

Which of the following comes closest to your point of view? If the coronavirus outbreak continues to negatively impact the economy, resulting in significantly smaller education budgets, as has happened during other economic downturns, any teacher layoffs should be:

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Based on annual teacher performance reviews	40%	37%	49%	37%	37%	46%	43%	44%	42%	33%	38%	40%	43%
Based on multiple factors, including both annual performance reviews and seniority	52%	54%	49%	54%	54%	48%	44%	49%	53%	55%	58%	54%	45%
Based on seniority	7%	9%	3%	9%	9%	6%	13%	7%	5%	12%	3%	6%	12%

State and District Budgets

Do you support or oppose the following proposal: The Los Angeles Unified School District (LAUSD) should have a funding formula that allocates a standard amount to all students based on grade level and additional funds for traditionally underserved populations, such as students from low-income households and students with disabilities.

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+*	<7	7-15	16+
Strongly support	55%	55%		46%	58%	60%	57%	45%	59%	62%	48%	53%	62%
Somewhat support	43%	43%		51%	42%	38%	41%	51%	40%	36%	46%	47%	37%
Somewhat oppose	2%	2%		2%	1%	2%	2%	3%	1%	1%	5%	-	1%
Strongly oppose	0%	0%		1%	-	-	-	1%	-	-	1%	-	-
Not sure	-	-		-	-	-	-	-	-	-	-	-	-

Total (n=362)

School type
Traditional (n=362)
Charter (n=0)

Grades teaching
Primary (n=126)
Middle (n=113)
High school (n=158)
Combined (n=33)

% Low-income students
0-33% (n=129)
34-66% (n=136)
67%+ (n=95)

Years teaching
<7 (n=104)
7−15 (n=130)
16+ (n=128)

Evaluations

Q. 65

For as long as schools are engaged in large-scale distance learning, would you support or oppose **pausing formal evaluations, awarding of tenure, and/or bonuses for student performance**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Strongly support	49%	47%	53%	49%	44%	51%	45%	34%	50%	69%	55%	48%	43%
Somewhat support	26%	28%	23%	21%	27%	32%	34%	28%	34%	11%	24%	28%	27%
Somewhat oppose	16%	16%	17%	18%	20%	10%	14%	25%	11%	11%	15%	16%	17%
Strongly oppose	8%	8%	6%	9%	8%	7%	7%	12%	5%	6%	6%	7%	10%
Not sure	1%	1%	0%	2%	1%	0%	-	1%	-	3%	-	1%	2%

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Evaluations

Q. 66

For as long as schools are engaged in large-scale distance learning, would you support or oppose **conducting evaluations virtually and continuing to award tenure and/or bonuses for student performance**?

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Strongly support	49%	49%	49%	55%	47%	47%	57%	57%	46%	43%	49%	49%	48%
Somewhat support	32%	30%	38%	23%	36%	37%	32%	32%	40%	18%	28%	33%	35%
Somewhat oppose	11%	12%	9%	13%	8%	12%	7%	8%	10%	20%	14%	12%	8%
Strongly oppose	8%	9%	4%	9%	9%	5%	4%	4%	4%	19%	9%	6%	9%
Not sure	-	-	-	-	-	-	-	-	-	-	-	-	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
Middle (n=151)
High school (n=222)
Combined (n=44)

% Low-income students
0-33% (n=183)
34-66% (n=196)
67%+ (n=120)

Years teaching
<7 (n=157)
7–15 (n=175)
16+ (n=170)

Evaluations

Q. 67

For as long as schools are engaged in large-scale distance learning, would you support or oppose **conducting evaluations virtually but pausing awarding of tenure and/or bonuses for student performance?**

	Total	SCHOOL TYPE		GRADES TEACHING				% LOW-INCOME STUDENTS			YEARS TEACHING		
		Traditional	Charter	Primary	Middle	High School	Combined*	0-33%	34-66%	67%+	<7	7-15	16+
Strongly support	32%	30%	37%	31%	28%	36%	29%	29%	34%	36%	49%	49%	48%
Somewhat support	39%	40%	35%	36%	41%	39%	35%	45%	45%	20%	28%	33%	35%
Somewhat oppose	19%	17%	23%	21%	20%	17%	23%	19%	16%	23%	14%	12%	8%
Strongly oppose	9%	12%	3%	12%	12%	6%	13%	7%	5%	20%	9%	6%	9%
Not sure	1%	0%	2%	1%	-	1%	-	0%	1%	2%	-	-	-

Total (n=502)

School type
Traditional (n=362)
Charter (n=140)

Grades teaching
Primary (n=178)
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About Educators for Excellence

Our nation's education system is leaving millions of students — including an overwhelming number of students of color and low-income students — unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14% of black adults and 11% of Hispanic adults hold bachelor's degrees, compared with 24% of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. Even though policymakers at every level of the system are talking about teachers, they rarely are talking with teachers.

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 30,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. Educators for Excellence-Los Angeles was founded in 2011, with additional chapters forming in Boston, Chicago, Connecticut, Minnesota, and New York. We work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

Educators for Excellence is a nonprofit and proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.

About USC Rossier School of Education

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

For the past century, USC's Rossier School of Education has developed and prepared professional leaders in the field of education and research, including teachers and superintendents, administrative professionals, policy leaders, and scholars. The Rossier School of Education is ranked 11th among all education schools in the country according to the 2020 *U.S. News and World Report* rankings.

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