

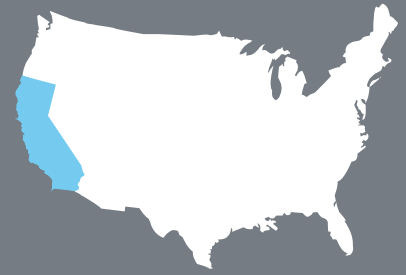
TEACHER & PRINCIPAL SCHOOL REPORT
CALIFORNIA

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



CALIFORNIA FINDINGS IN COMPARISON WITH THE NATION

Overall, California educators have similar views and experiences as their national peers. Key differences include:

> BARRIERS TO LEARNING

California teachers are more likely to say that **programming that includes the arts and foreign languages is not adequately available** for their students (42% vs. 26%).

Educators in California are **less likely to agree that retaining high quality teachers is a challenge** in their school (40% vs. 49%).

Teachers in California have **spent 28% more of their own money** on average in classrooms in the past year than their national peers (\$679 vs. \$530).

California teachers are more likely to say that **family access to healthcare services is not adequately available** for their students (33% vs. 25%).

> FAMILY & COMMUNITY ENGAGEMENT

California teachers are more likely to say that **strong connections between schools and communities are not adequately available** for their students (34% vs. 26%).

California educators are more likely to say it is **important to make school information available in multiple languages** (62% vs. 53%) to encourage family engagement. They are **less likely to say that accommodating families whose schedules prevent attendance** at school events is happening to the degree it should (34% vs. 49%). They are also **less likely to say that providing summer learning opportunities and resources** is happening to the degree it should (30% vs. 39%).

> READING IN AND OUT-OF-SCHOOL

California teachers **have more books** on average in their classroom libraries than the national average (294 vs. 254). They are **more likely to cite books published in the last 3-5 years** (60% vs. 51%) and **nonfiction books** (55% vs. 40%) as classroom library needs.

California educators are more likely to include **encouraging families to visit the public library** (61% vs. 49%) as a way they promote reading.

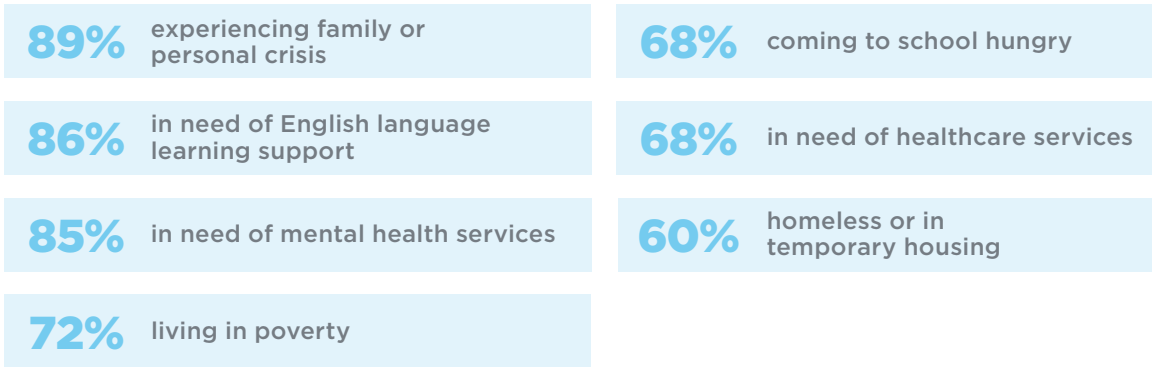


The national *Teacher & Principal School Report* series can be found at [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport).



BARRIERS TO EQUITY IN EDUCATION

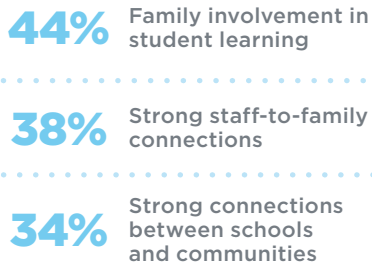
Eighty-five percent of California teachers and principals agree that many of their students face barriers to learning from outside of the school environment. Teachers report having students in their classrooms who face myriad barriers to learning, including:



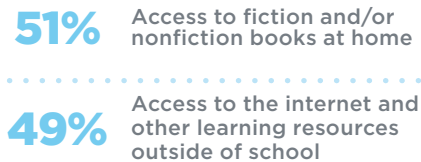
“
No matter who enrolls in my school, I am committed to ensuring that each and every student’s educational, social, and health needs are met in the best way possible.
California Elementary School Principal

Resource needs in California are varied and significant with teachers citing the following as NOT adequately available for their students:

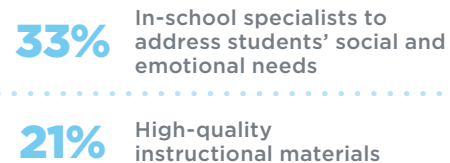
FAMILY & COMMUNITY ENGAGEMENT CONDITIONS



OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT



IN-SCHOOL RESOURCES & ENVIRONMENT



Within California, teachers in higher-poverty schools are more likely than those in lower-poverty schools to indicate their students lack adequate access to fiction/nonfiction books at home (67% vs. 35%) as well as family involvement in student learning (61% vs. 29%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among California teachers include:

Additional high-quality staff to reduce student-to-teacher ratio	55%
Academic or social-emotional intervention initiatives and programs	50%
High-quality instructional materials and textbooks	50%
Technology devices and digital resources in school	48%
Programming that includes the arts, foreign languages, etc.	40%

Fifty-six percent of teachers in California receive discretionary funds from their school district or PTA. In the past year, they have spent \$679 of their own money on items for their students and/or classrooms. This is 28% more than average teacher spending nationwide.

55%

OF CALIFORNIA TEACHERS
HAVE USED THEIR OWN
MONEY TO PURCHASE
CLASSROOM LIBRARY BOOKS
OVER THE PAST YEAR

54%

SAY THEY ARE ONLY
ABLE TO UPDATE THEIR
CLASSROOM LIBRARIES
ONCE A YEAR OR LESS



“

Every student comes to school with a unique set of situations that need to be addressed to set them on a path of success. We need enough resources to address every one of them—having additional help through mental health services or classroom aides and other school personnel is the best way to achieve this.

California Elementary School Teacher

FAMILY ENGAGEMENT

Nearly all California educators say that involving families in children’s learning is important for student success (99%), but many educators need help to engage families (79%).

The top activities California educators identify as most important to help families engage in their children’s learning include:

Maintaining ongoing, two-way communication with families **83%**

Hosting and encouraging attendance at parent-teacher conferences **76%**

Clearly communicating children’s learning goals for the school year **72%**

Making school information available in multiple formats **70%**

Hosting activities and events that involve students, and encouraging family participation **68%**

Equity in education means every student gets what he or she needs to succeed, regardless of ability, race, culture, or socioeconomic background. So many families need basic resources, whether it is food, books, clothing, etc. It’s our job to help them.

California Middle School Teacher

There are significant gaps between what California educators say is important and what is actually happening in schools. Among their top priorities, the largest gaps are in:

IMPORTANCE **HAPPENING**

Maintaining ongoing, two-way communication with families **83%** **55%**

Clearly communicating children’s learning goals for the school year **72%** **50%**

Hosting activities and events that involve students, and encouraging family participation **68%** **57%**

TAILORED PROFESSIONAL LEARNING

California teachers indicate that the most effective formats for professional development include observing other teachers in their school or districts (74%) and attending professional conferences (66%). The top areas in which California teachers would like professional development in the coming year include:

- 1 Incorporating technology into lessons 60%
- 2 Implementing new or revised curriculum 54%
- 3 Instructional strategies in my subject area(s) 50%

99% OF CALIFORNIA EDUCATORS AGREE THAT THEY **“WANT EFFECTIVE, ONGOING, RELEVANT PROFESSIONAL DEVELOPMENT”**



EDUCATORS ON READING

ALL YEAR-ROUND

NINETY-SIX PERCENT OF CALIFORNIA EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

The number one way California students gain access to books during the summer, as reported by educators, is the public library (74%). Other notable sources of books include:

Teachers providing books	22%
School/district providing books	9%
Community partners providing books	6%

The top types of reading materials California teachers need in their classroom libraries include:

- 1 Books published in the last 3-5 years 60%
- 2 Culturally relevant titles 56%
- 3 Nonfiction 55%
- 4 Multiple copies of popular titles 55%
- 5 High-interest, low-reading-level books 49%

CALIFORNIA TEACHERS' CLASSROOM LIBRARIES HAVE 294 BOOKS ON AVERAGE



INDEPENDENT READING IN CALIFORNIA

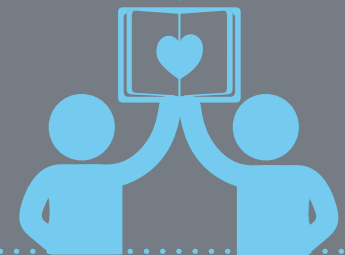
Nearly four in 10 California **teachers set aside time for independent reading** or read aloud to their students every school day (38%)—for an average of 21 minutes. Fifty-nine percent of literacy teachers set aside this time.

Over six in 10 California **teachers say they wish students were read aloud to or read a book of their choice independently more often** (66%). This is more the case among secondary teachers than elementary teachers (75% vs. 57%).

Among teachers who wish it occurred more often, **the biggest barriers to independent reading** are the demands of **the curriculum not allowing enough time** (90%) and **not having enough books** (28%).

94%

OF CALIFORNIA EDUCATORS
AGREE THAT STUDENTS
SHOULD HAVE TIME DURING
THE SCHOOL DAY TO
READ A BOOK OF THEIR
CHOICE INDEPENDENTLY



The top ways California educators promote reading among students include:

- | | | | | | |
|---|---|-----|---|----------------------------|-----|
| 1 | Talking with students about the importance of reading | 73% | 4 | Encouraging summer reading | 64% |
| 2 | Encouraging students to use the school library | 71% | 5 | Reading aloud to students | 64% |
| 3 | Talking with students about the books they read for fun | 67% | | | |