



The SSFR Technical Report on Attitudes and Perspectives of Principals, Teachers, and School Site Councils:

Los Angeles Unified School District—Survey Tables

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Jesse D. Levin
Jeimee Estrada
Diana Epstein
Nicholas Mills
Antonia Wang
American Institutes for Research

Steve Jubb
Merrill Vargo
Jim Hollis
Brentt Brown
Veronica Ensign
Cristin Quealy
Pivot Learning Partners

With contributions from
Mahala Archer (AIR, formerly of Twin Rivers Unified), **Matt Hill** (Los Angeles Unified), **William Bass** (Los Angeles Unified), **Charles Blankenship** (AIR), Kevin Lane (AIR), **James R. Brown** (Pivot Learning Partners), **Ray Tolleson** (Pivot Learning Partners), **Beth Bayouth** (Pivot Learning Partners), and **Denise Petruilis** (Pivot Learning Partners)

JULY 2013

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2800 Campus Drive
San Mateo, CA 94403

www.air.org

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ABOUT THE AUTHORS

SSFR Project Leadership Team

Jay G. Chambers, AIR (Co-Principal Investigator); Jesse D. Levin, AIR (Director of Research); Merrill Vargo, Pivot Learning Partners (Co-Principal Investigator); and Steve Jubb, Pivot Learning Partners (Director of Implementation)

American Institutes for Research

Dr. Jay Chambers served as the SSFR Principal Investigator.
Dr. Jesse Levin served as the SSFR Director of Research.
Jeimee Estrada served as Task Leader for the SSFR project.
Diana Epstein served as Task Leader for the SSFR project.
Nicholas Mills is served as Task Analyst for the SSFR project.
Antonia Wang served as Task Analyst for the SSFR project.
Kevin Lane served as an administrator and analyst for the SSFR project.
Charles Blankenship performed statistical programming for the SSFR project.

Pivot Learning Partners

Dr. Merrill Vargo served as the SSFR Co-Principal Investigator.
James R. Brown served as the Co-Principal Investigator for the first two years of the SSFR project and subsequently served in the role of a senior advisor to the project.
Steve Jubb served as SSFR Project Director for Implementation and Director of the District Redesign Workshop.
Cristin Quealy served as SSFR implementation and training lead for TRUSD and as Deputy Director of the District Redesign Workshop at Pivot Learning Partners.
Brentt Brown served as the lead developer of the SSFR Guidebook.
Katie Fleming supported the development of the SSFR Guidebook.
Jim Hollis served as technology development and training lead in TRUSD.
Denise Petruilis served as technology development and training lead in LAUSD.
Beth Bayouth served as professional development lead in LAUSD.
Veronica Ensign served as a task leader on the preparation of the SSFR final report.
Ray Tolleson served as an SSFR project consultant and advisor on behalf of Pivot Learning Partners in Twin Rivers Unified School District.

District Partners

Mahala Archer served as the SSFR project manager in Twin Rivers Unified School District during the course of the project. On February 22, 2013, Ms. Archer joined the SSFR team as an AIR employee.

Matt Hill, who is the Chief Strategy Officer in LAUSD, and served as the SSFR Project Director for the district.

William Bass, who is a Program and Policy Development Advisor in LAUSD, also served during portions of the SSFR project as a project liaison and manager for the district.

For further information about the SSFR project, please contact:

Dr. Jay G. Chambers, jchambers@air.org

ACKNOWLEDGMENTS

The project leaders at AIR and PLP would like to acknowledge the Institute of Education Sciences in the U.S. Department of Education, the William and Flora Hewlett Foundation, and the Ford Foundation for generously providing the grants that supported the Strategic School Funding for Results (SSFR) project.

The following is a list of all of the individuals involved in the SSFR Project and who have enabled us, through their participation, to complete this report. We also acknowledge the support of the many key staff members in the Twin Rivers Unified School District (TRUSD) and the Los Angeles Unified School District (LAUSD) who have contributed to this project. From TRUSD, we acknowledge: Frank Porter, former Superintendent, TRUSD; Rob Ball, Chief Financial Officer, TRUSD; Janet Balcom, Assistant Superintendent of Special Education and Student Services; Pat England, Director of Categorical Programs; Gloria Hernandez, Assistant Superintendent of Elementary Schools; Kate Ingersoll, Director of Budget Services; Barbara Mitchell, Manager of Categorical Budgets; Ziggy Robeson, Assistant Superintendent of Community Services; Patty Smart, Associate Superintendent of Human Resources; Ramona Bishop, Associate Superintendent of Curriculum and Academic Achievement; and the TRUSD principals who participated in this research. From LAUSD, we acknowledge: Ramon Cortines, former Superintendent; John Deasy, current Superintendent; Samira Estilai, former Project Manager; Karin Kusuda, former Project Manager; William Bass, current Project Manager; Matt Hill, Chief Strategy Officer; Tony Atienza, Budget Director; Megan Reilly, Chief Finance Officer; Cheryl Simpson, Fiscal Services Manager; Niru Jayaraman, Senior Administrative Analyst; Barbara Tobias, Data director, Fiscal Services; and Eric Mirano, Financial Analyst.

We would especially like to thank Mahala Archer, former Project Manager for SSFR in Twin Rivers, who provided substantial help in implementation as well as research-related activities during her tenure. She subsequently joined AIR (in 2013) to continue her work on related per-pupil budgeting issues.

We would also like to acknowledge the editorial and formatting assistance provided by Phil Esra, AIR.

ABOUT STRATEGIC SCHOOL FUNDING FOR RESULTS (SSFR)

What is the purpose of SSFR?

During the 2009–10 school year, American Institutes for Research (AIR) and Pivot Learning Partners (PLP) formed a partnership with two large California school districts—Los Angeles Unified School District and Twin Rivers Unified School District—to implement and evaluate the impact of a comprehensive approach to local school finance and governance reform that creates the conditions for improved human resource management and a more equitable distribution of both resources and student learning opportunities. The *Strategic School Funding for Results* project (SSFR) was designed to (1) develop and implement more equitable strategies for allocating resources within each district; (2) make budget and resource allocation decisions more transparent; (3) link those strategies to policies and processes designed to encourage autonomy, innovation, and efficiency; and (4) strengthen accountability for improving student outcomes.

What policies underlie SSFR?

The core reform strategy offered by SSFR includes four basic elements: equity, autonomy linked to accountability, transparency, and a culture of innovation and efficiency.

- 1. SSFR achieves equity by implementing a student need-based funding model**, and by developing and implementing policies, processes, and tools (the Targeted Revenue Model, or TRM) that support allocating dollars, rather than staff, to schools based on the needs of the specific students they serve (e.g., low-income students or English language learners).
- 2. SSFR links school autonomy to accountability** by offering schools discretion over how they use the dollars they receive and holding schools accountable for the results (student outcomes). SSFR includes a site budgeting tool (the Planning, Budgeting, and Allocation of Resources tool, or PBAR) that engages school decision makers in a series of activities that includes a needs assessment, goal setting, and the specification of instructional strategies and resource allocation necessary to achieve the goals with available revenues.
- 3. SSFR promotes increased transparency** by simplifying and clarifying the processes by which resources are allocated to schools, increasing the participation of a wide range of stakeholders in the design of these processes, improving stakeholder access to information about the patterns of resource allocation and student outcomes within the revenue allocation and site budgeting tools, and simplifying the structures that support resource allocation decisions.
- 4. SSFR promotes a culture of innovation and efficiency**. As these strategies are successfully implemented, SSFR encourages a culture of school innovation to improve performance and attract students and families; provides a structured, site-based budgeting tool in the context of a fixed revenue constraint; and encourages school leaders to operate efficiently to produce the best possible results.

What were the benefits of participation in the SSFR project?

Within the framework of the SSFR project, the AIR/PLP team provided the districts with data tools and analysis, technical assistance, coaching, and training to implement the funding strategies and evaluate their success. While common themes were promoted across the two participating districts, each adopted its own focus and is now adapting the SSFR components to fit its unique culture and context. Each of the participating districts committed time on the part of its leadership and staff to participate effectively in this project and acknowledged that the project was a collaborative effort between the AIR/PLP and district leadership teams. The formative nature of the project allowed for a mutual learning experience among the participating districts and the AIR/PLP team and the creation of a strong partnership in successfully implementing SSFR. The SSFR project has resulted in a series of reports and guidebooks that describe the implementation of SSFR, as well as the changes in patterns of resource allocation and student outcomes that coincided with the efforts of the AIR/PLP team to implement SSFR in the two districts. For more information, see the SSFR website at www.schoolfundingforresults.org.

How was SSFR funded?

During the 2009–10 school year, the William and Flora Hewlett Foundation and the Ford Foundation provided grants to the AIR/PLP team to support the first phase of the SSFR work. August 1, 2010, marked the beginning of Phase II of the project, when the Institute of Education Sciences (IES) in the U.S. Department of Education awarded a grant of \$1.67 million to the AIR/PLP team to support the development of the SSFR model for three more years. The Hewlett Foundation awarded an additional three-year grant of \$1.5 million to the AIR/PLP team to extend its support of the project over the same three-year period. The Ford Foundation also contributed \$200,000 to support SSFR work during 2010–11.

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INTRODUCTION AND OVERVIEW

This document contains all of the tables and graphics created as part of the Strategic School Funding for Results (SSFR) project during the 2010–11 and 2011–12 school year. The document displays each of the items from the survey of principals, teachers, and school site councils (SSCs). Most of the survey items are organized by the construct they represent, such as equity, transparency, and accountability.

Abbreviations Used in the Tables

BSA	Budgeting for Student Achievement—the LAUSD name for the Strategic School Funding for Results (SSFR) reform strategy. Respondent type BSA refers to those schools in LAUSD that were included in the BSA pilot program for implementing per-pupil budgeting in the district.
LAUSD	Los Angeles Unified School Districts
SSC	School Site Council

BACKGROUND INFORMATION

About Survey Respondents

Count of Respondent Groups

Principals (2011–12)

Count of 2011–12 LAUSD Principal Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	16%	116
Non BSA	84%	629
Total	100%	745

Principals (2010–11)

Count of 2010–11 LAUSD Principal Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	6%	26
Non BSA	94%	423
Total	100%	449

Teachers (2011–12)

Count of 2011–12 LAUSD Teacher Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	11%	1498
Non BSA	89%	12459
Total	100%	13957

Teachers (2010–11)

Count of 2010–11 LAUSD Teacher Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	11%	1509
Non BSA	89%	14080
Total	100%	15,589

SSC (2011–12)

Count of 2011–12 LAUSD SSC Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	21%	28
Non BSA	48%	64
Undefined	30%	40
Total	100%	132

SSC (2010–11)

Count of 2011–12 LAUSD SSC Respondents by Pilot Status		
Respondent Type	Proportion	Count
BSA	13%	12
Non BSA	46%	43
Undefined	41%	38
Total	100%	93

Site

What grades does this school serve? (Please circle all that apply)

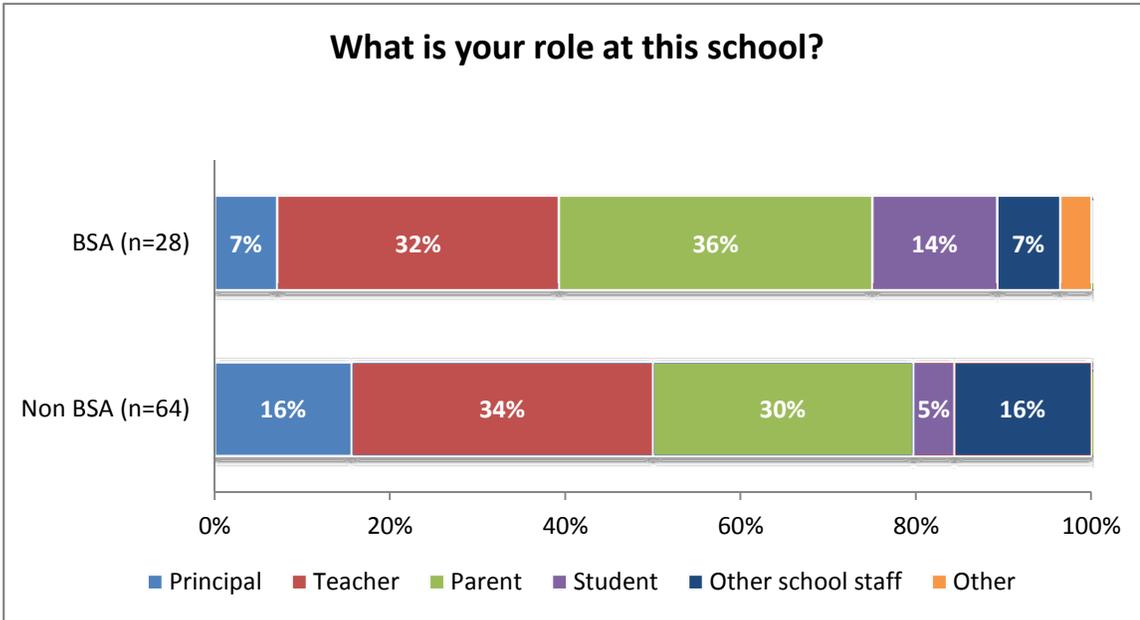
SSC (2011–12)

Grades Served by LAUSD SSC Respondent Schools	
Grade	Frequency
K	165
1	165
2	165
3	165
4	163
5	162
6	181
7	128
8	129
9	87
10	90
11	90
12	88

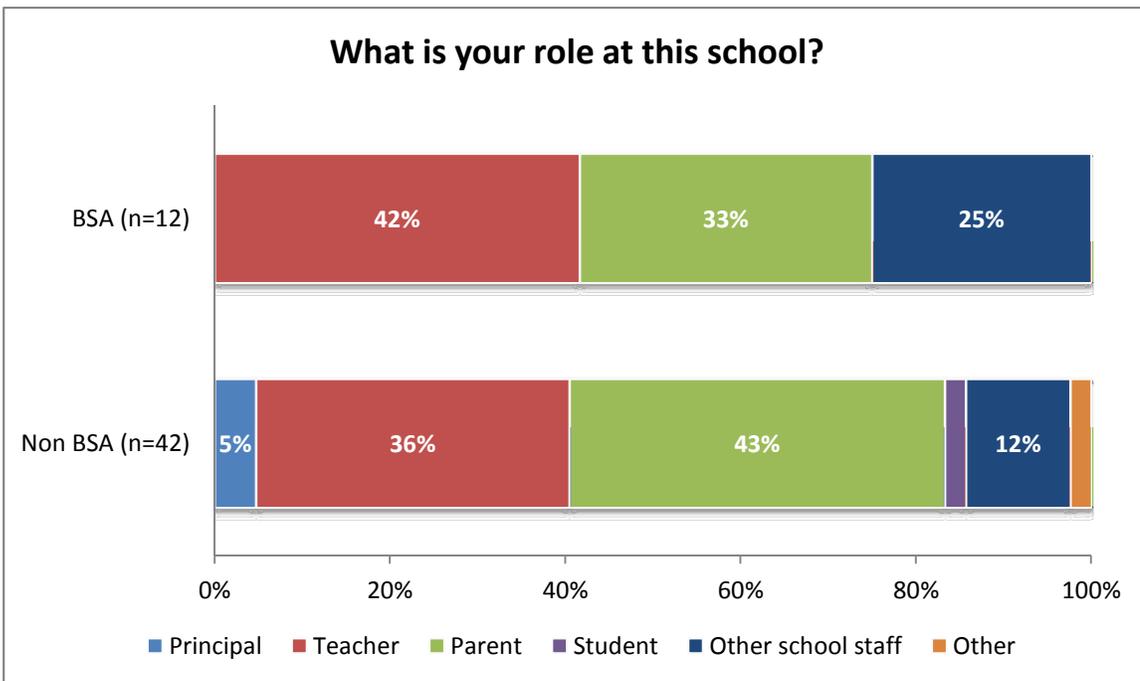
Role

What is your role at this school?

SSC (2011–12)



SSC (2010–11)

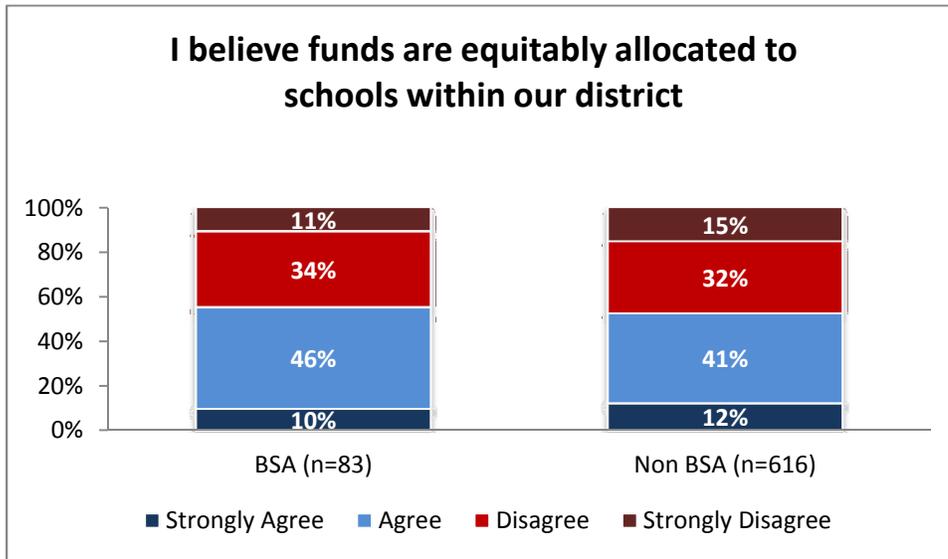


Equity

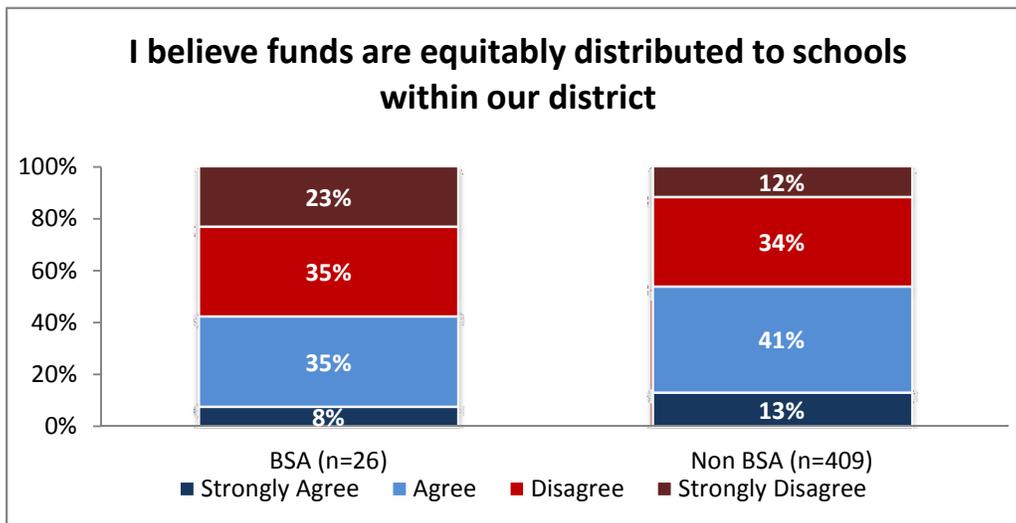
Equity in Funding Distribution

Please indicate how much you agree or disagree with the following statement: I believe funds are equitably allocated to schools within our district.

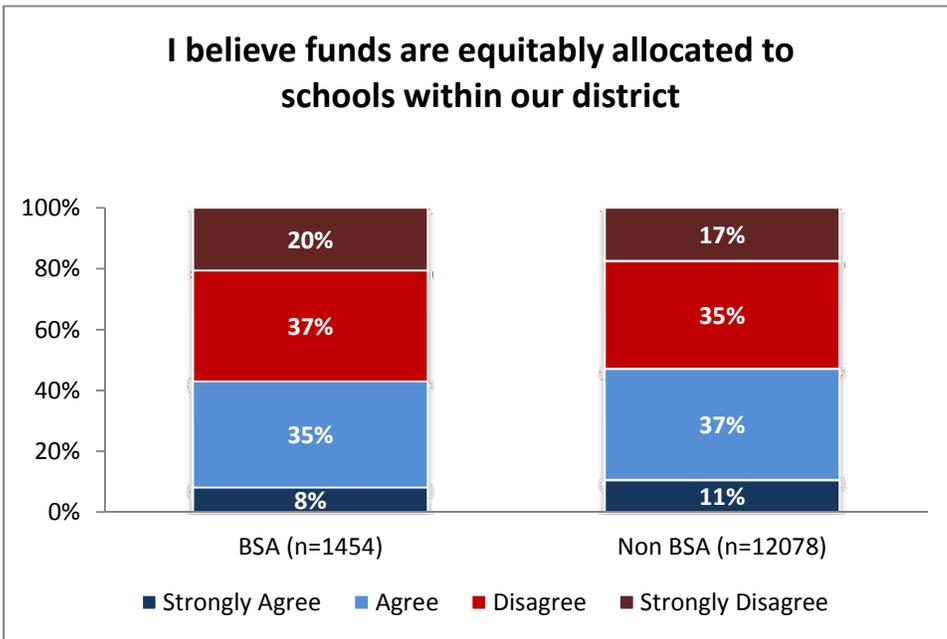
Principals (2011–12)



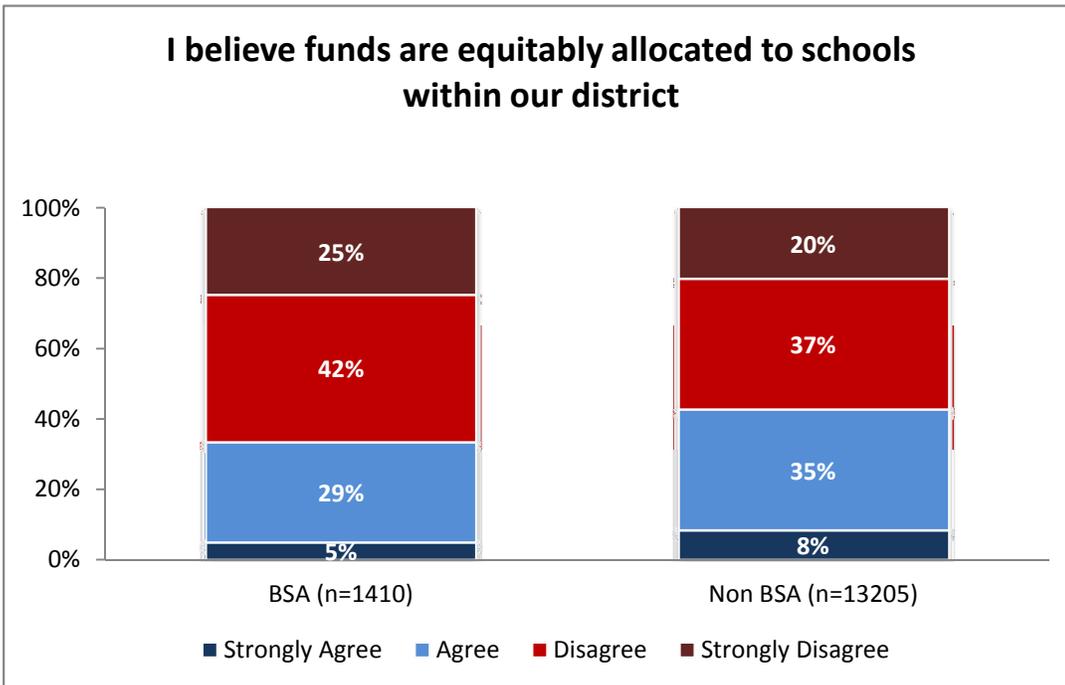
Principals (2010–11)



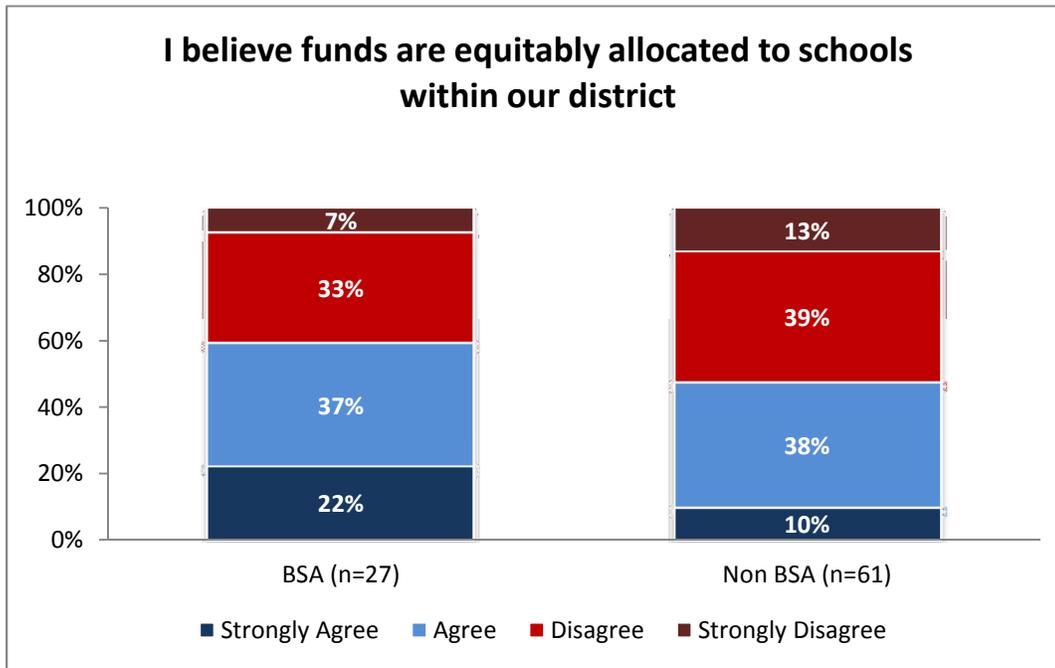
Teachers (2011–12)



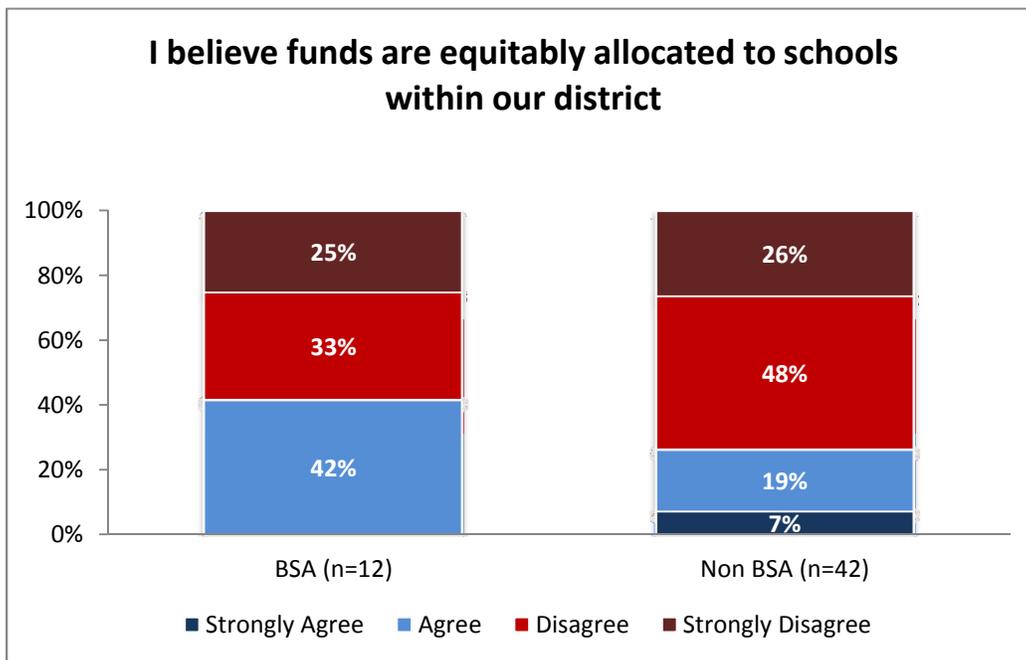
Teachers (2010–11)



SSC (2011–12)



SSC (2010–11)



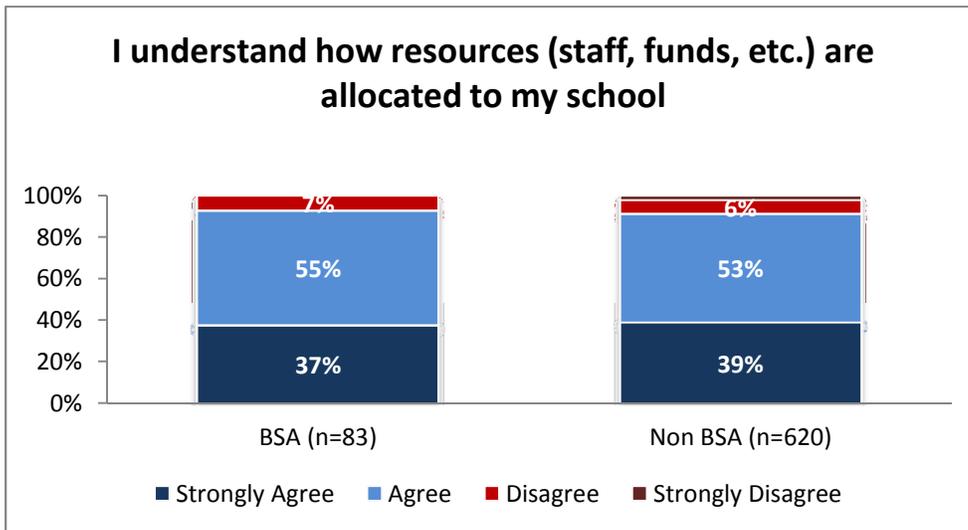
TRANSPARENCY

District to School Transparency

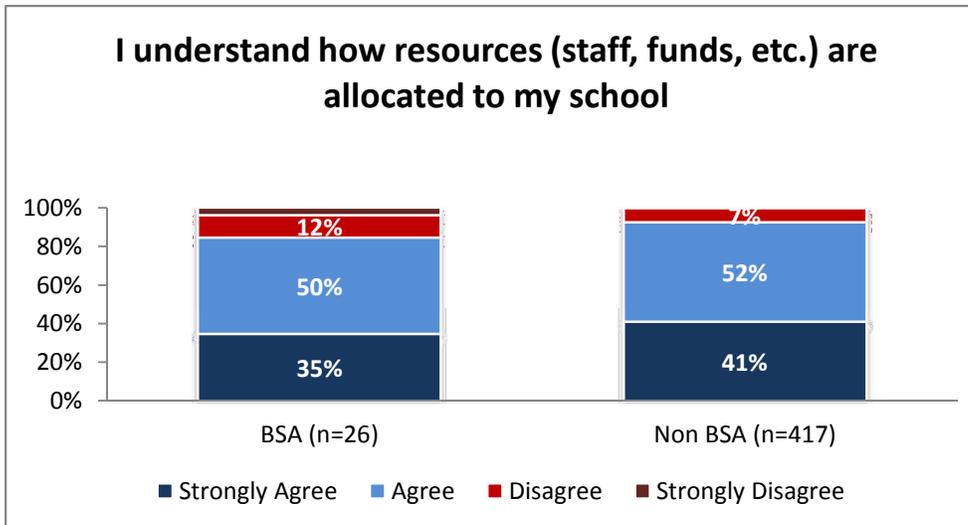
Resource Allocation

Please indicate how much you agree or disagree with the following statement: I understand how resources (staff, funds, etc.) are allocated to my school.

Principals (2011–12)

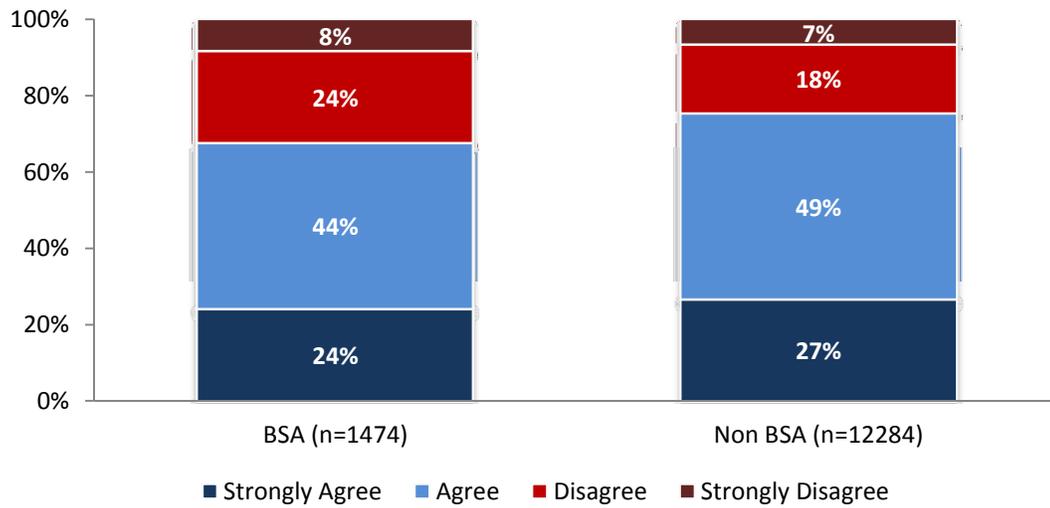


Principals (2010–11)



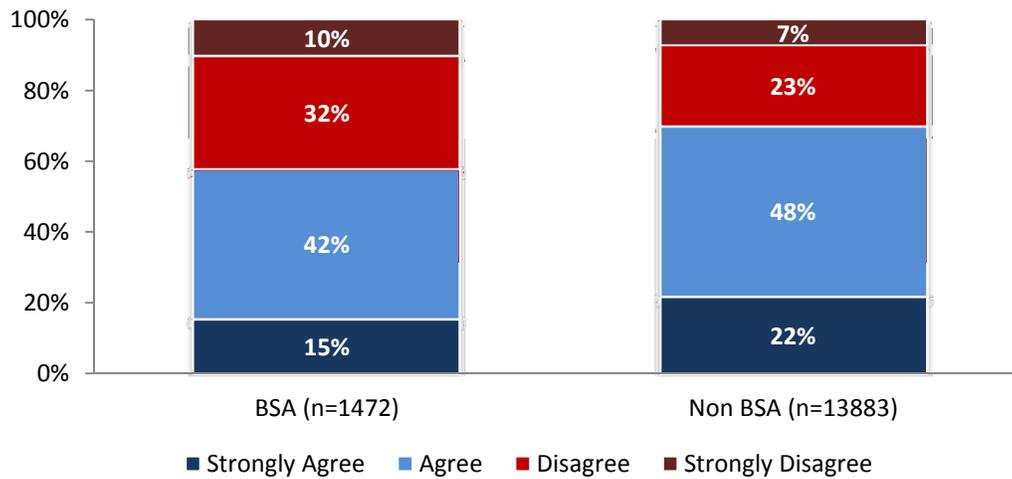
Teachers (2011–12)

I understand how resources (staff, funds, etc.) are allocated to my school

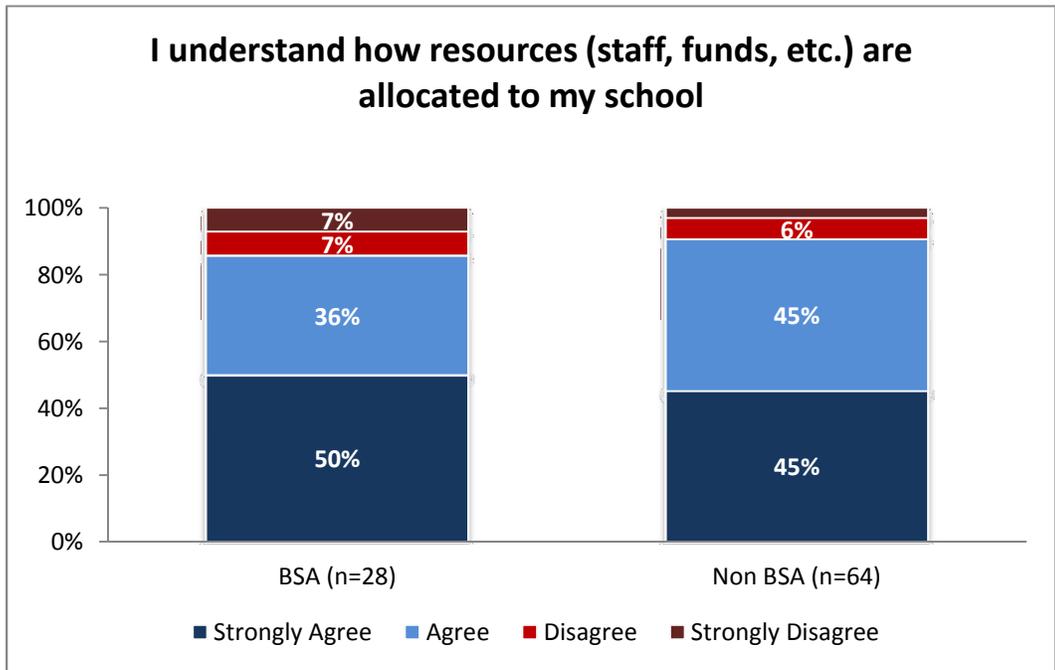


Teachers (2010–11)

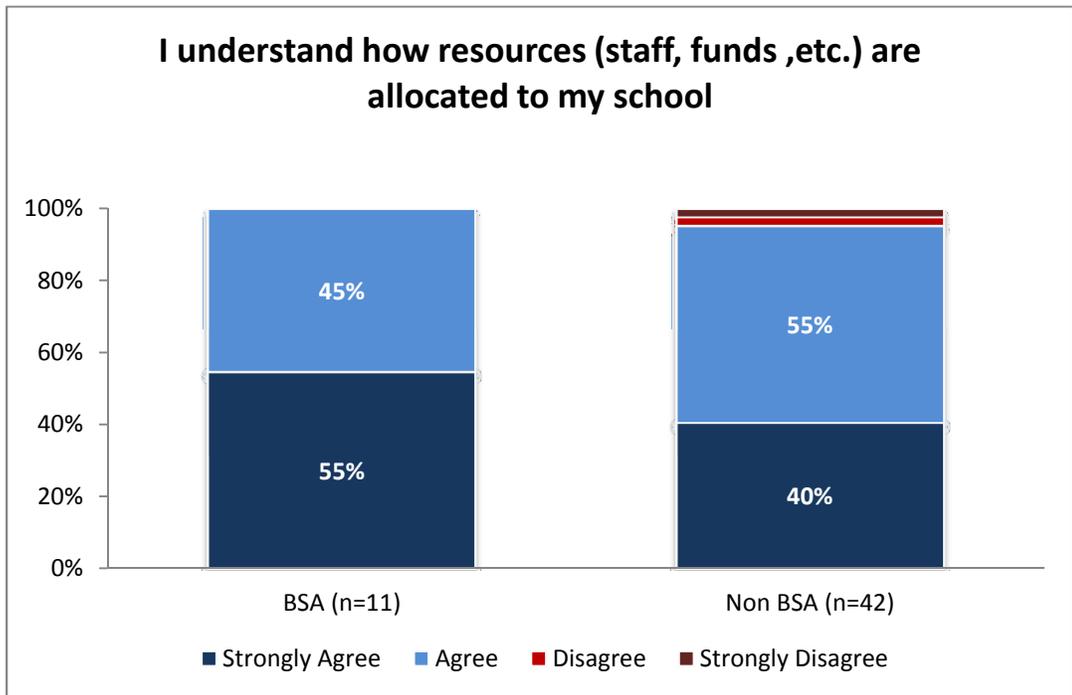
I understand how resources (staff, funds, etc.) are allocated to my school



SSC (2011–12)



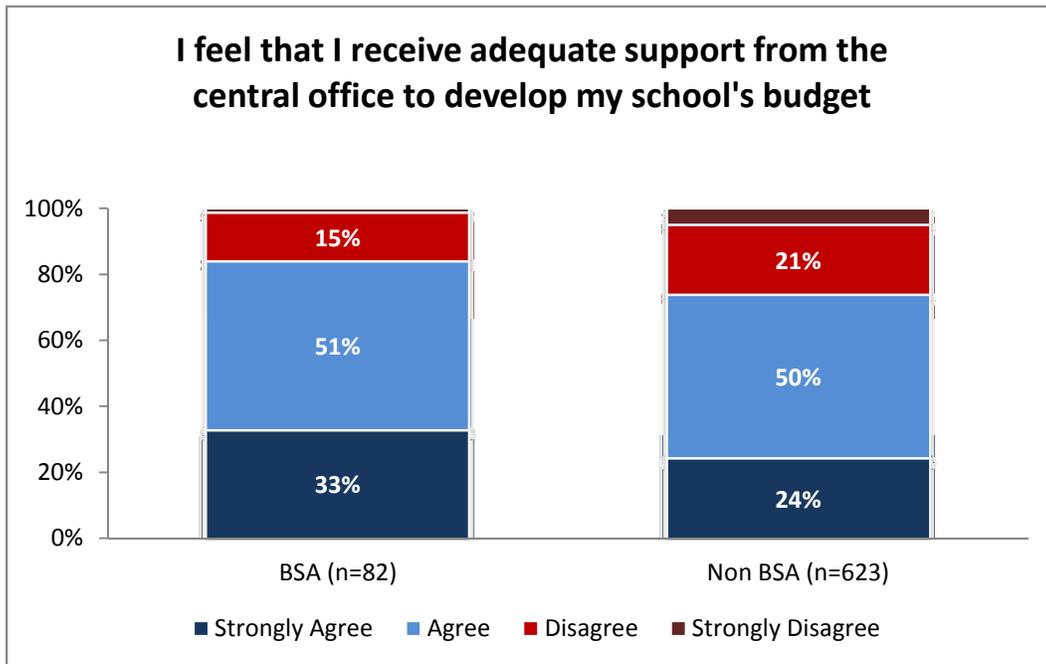
SSC (2010–11)



Budget Support from the District to Principals

Please indicate how much you agree or disagree with the following statement: I feel that I receive adequate support from the central office to develop my school's budget.

Principals (2011–12)

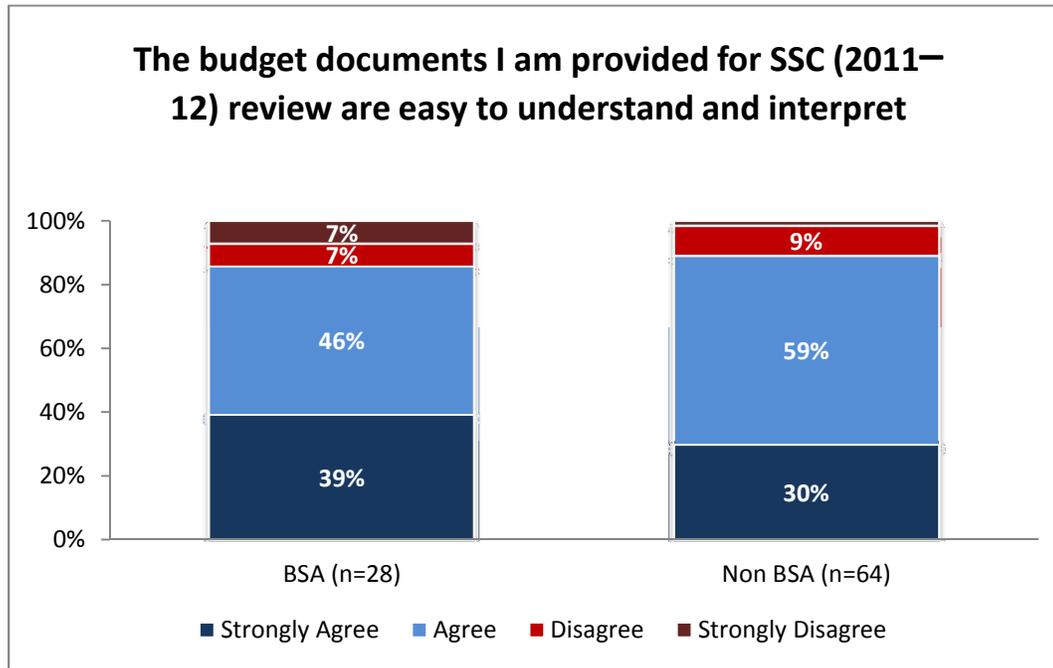


School to Community Transparency

Clarity of Budget Documents

Please indicate how much you agree or disagree with the following statement: The budget documents I am provided for SSC review are easy to understand and interpret.

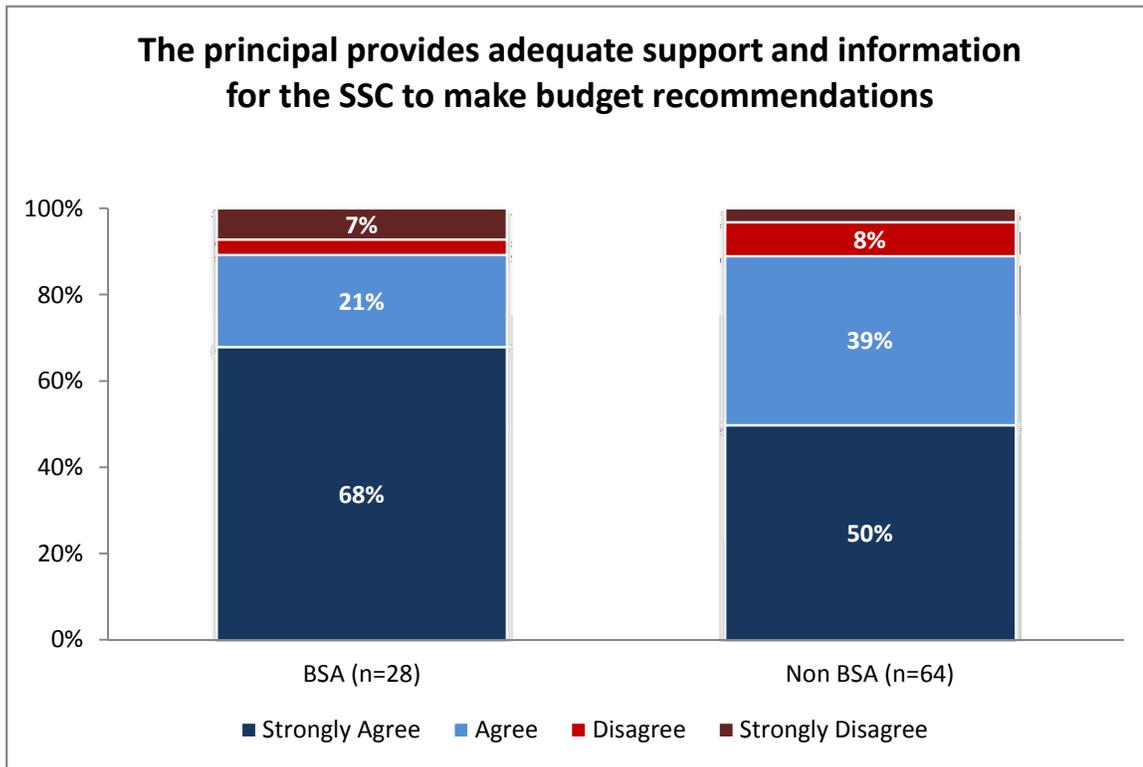
SSC (2011–12)



Budget Support from the Principal to the SSC

Please indicate how much you agree or disagree with the following statement: The principal provides adequate support and information for the SSC to make budget recommendations.

SSC (2011–12)



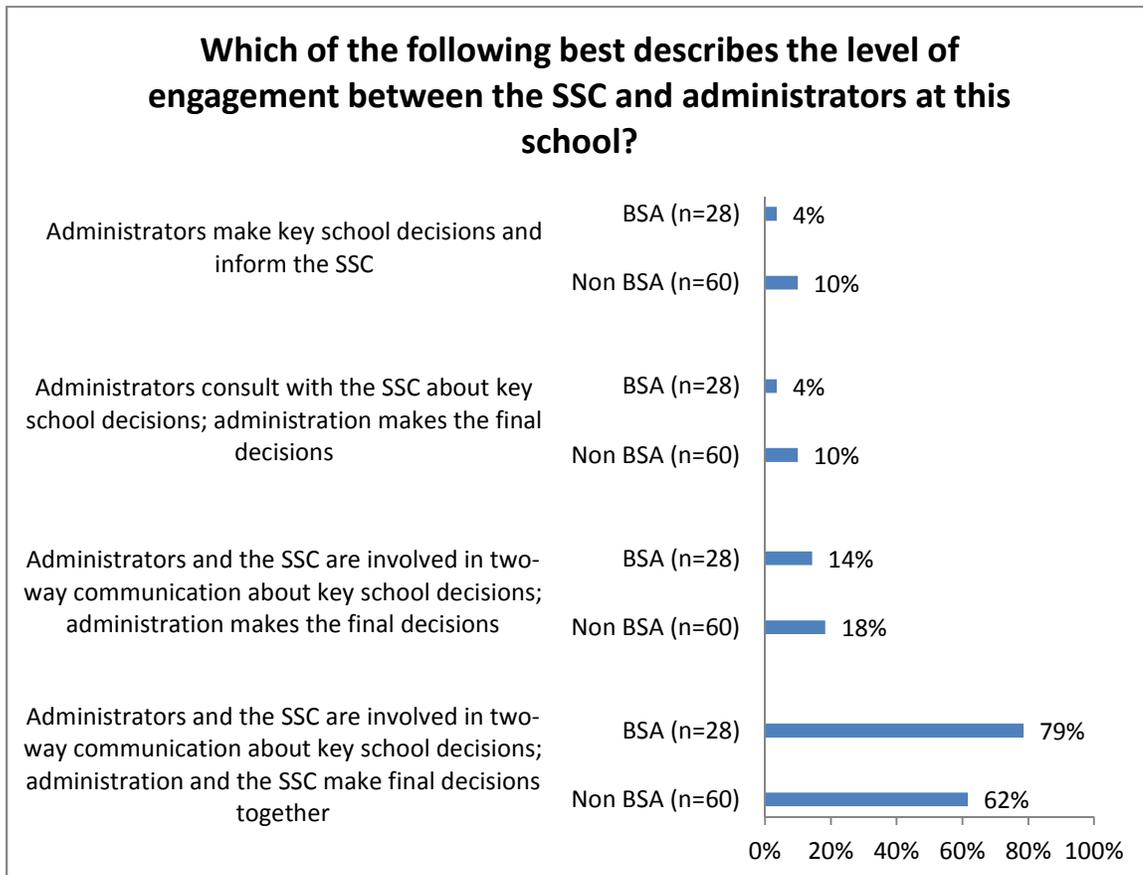
STAKEHOLDER ENGAGEMENT

Administrator—SSC Engagement

Level of Engagement

Which of the following [presented in the graphic below] best describes the level of engagement between the SSC and administrators at this school?

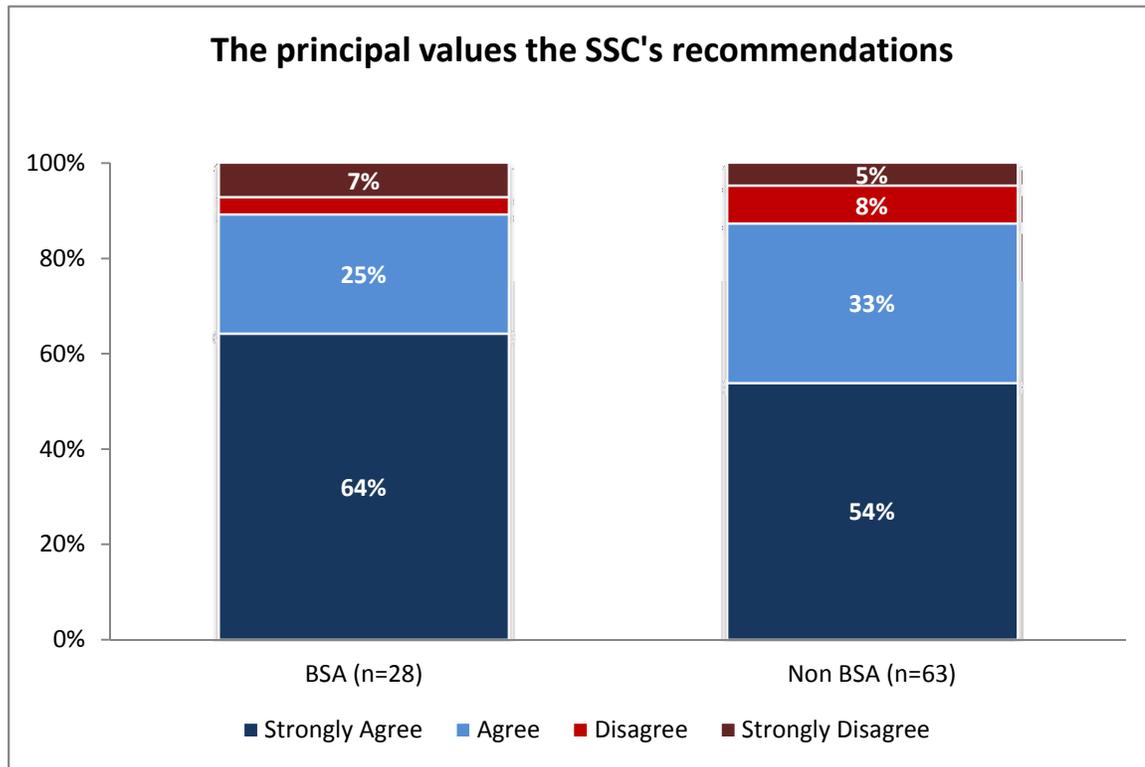
SSC (2011–12)



SSC Perception of Value

Please indicate how much you agree or disagree with the following statement: *The principal values the SSC's recommendations.*

SSC (2011–12)

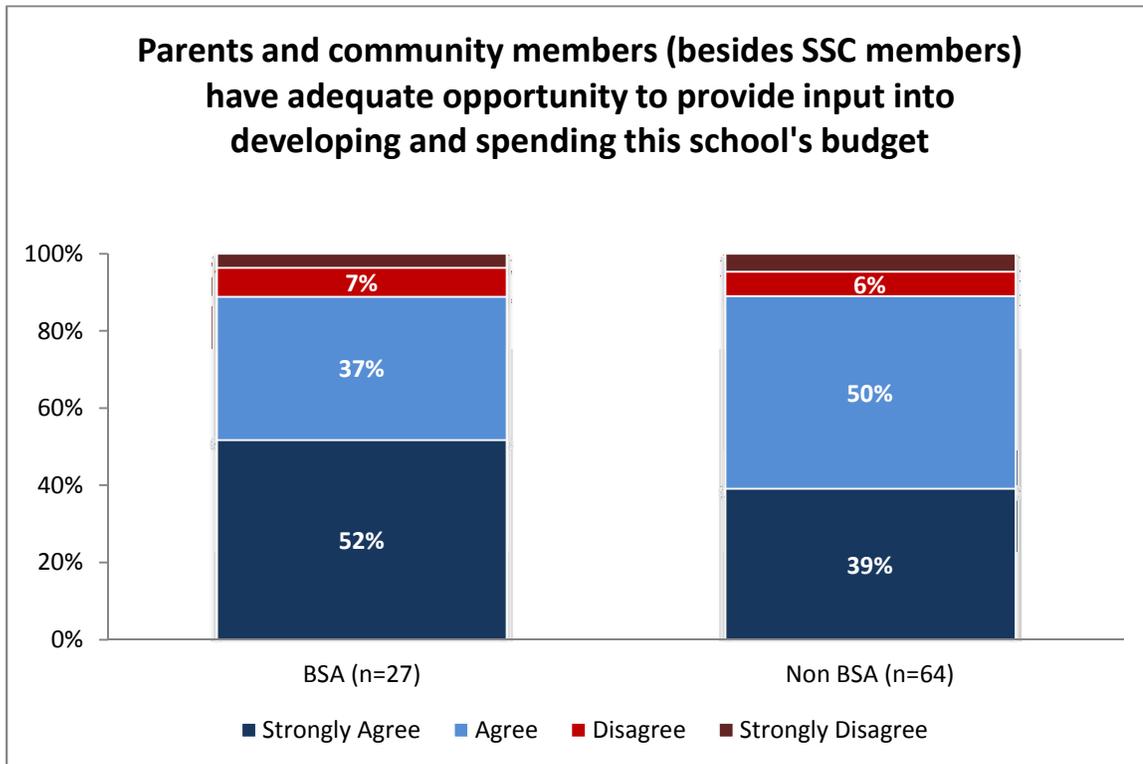


Stakeholder Input on Budget Spending and Development

Parents and Community Input

Please indicate how much you agree or disagree with the following statement: Parents and community members (besides SSC members) have adequate opportunity to provide input into developing and spending this school's budget.

SSC (2011–12)



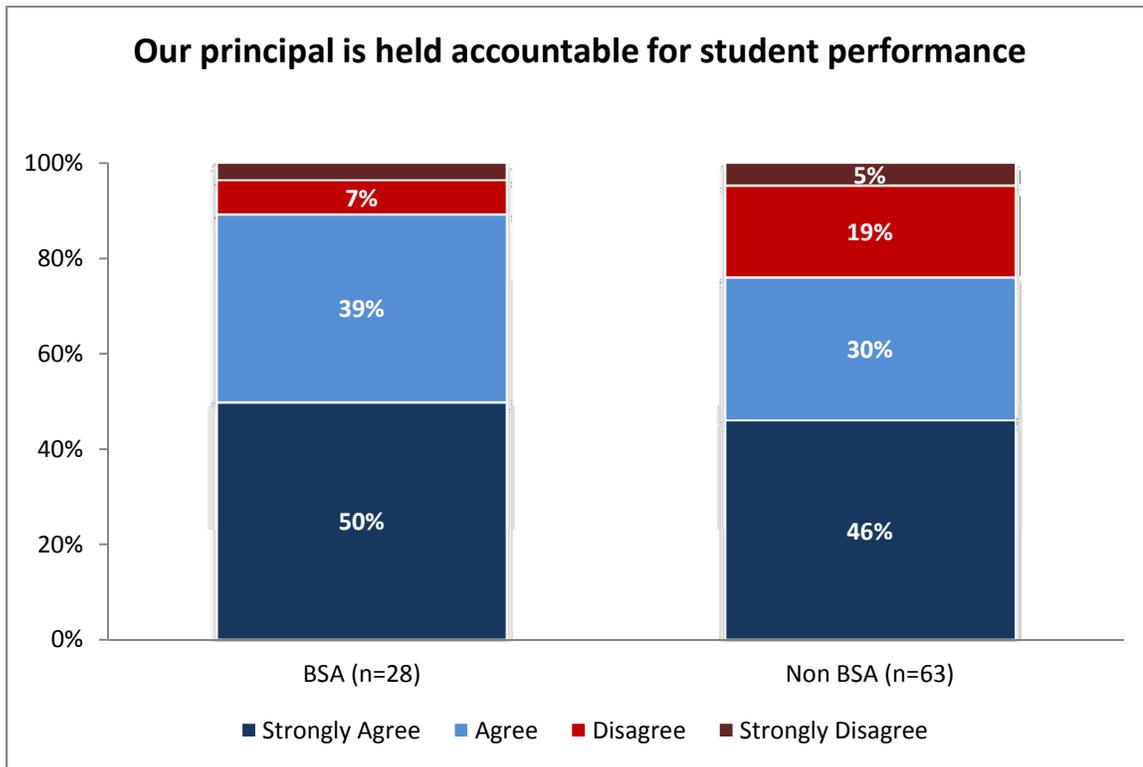
AUTONOMY AND ACCOUNTABILITY

Accountability by Subgroup

Principal Accountability for Student Performance

Please indicate how much you agree or disagree with the following statement: Our principal is held accountable for student performance.

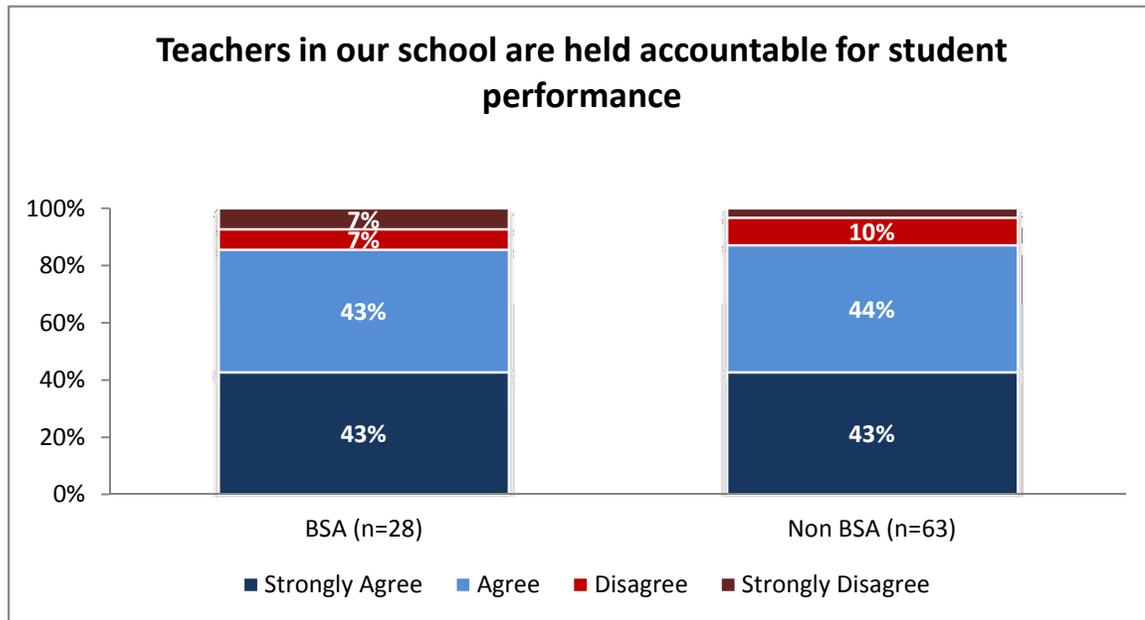
SSC (2011–12)



Teacher Accountability for Student Performance

Please indicate how much you agree or disagree with the following statement: Teachers in our school are held accountable for student performance.

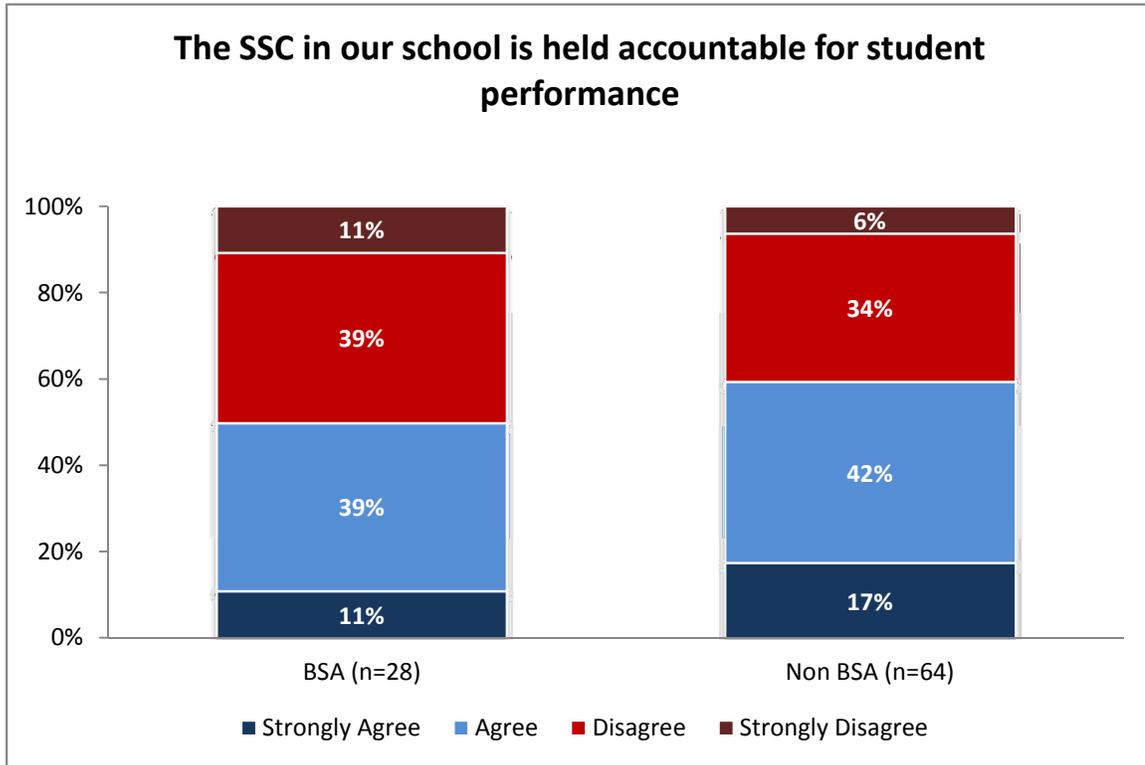
SSC (2011–12)



SSC Accountability for Student Performance

Please indicate how much you agree or disagree with the following statement: *The SSC in our school is held accountable for student performance.*

SSC (2011–12)

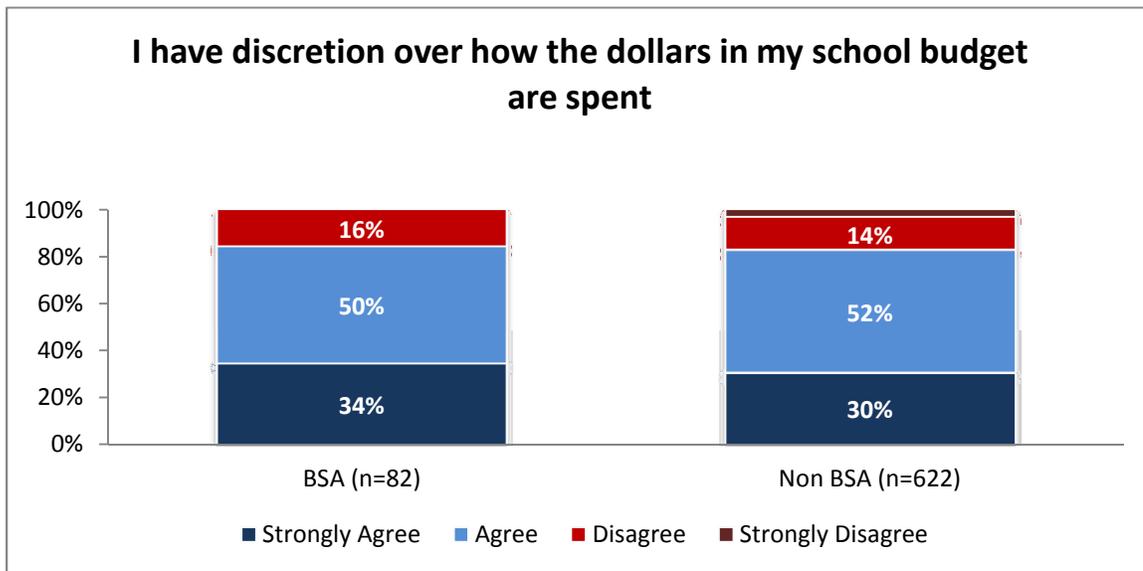


Resource Allocation

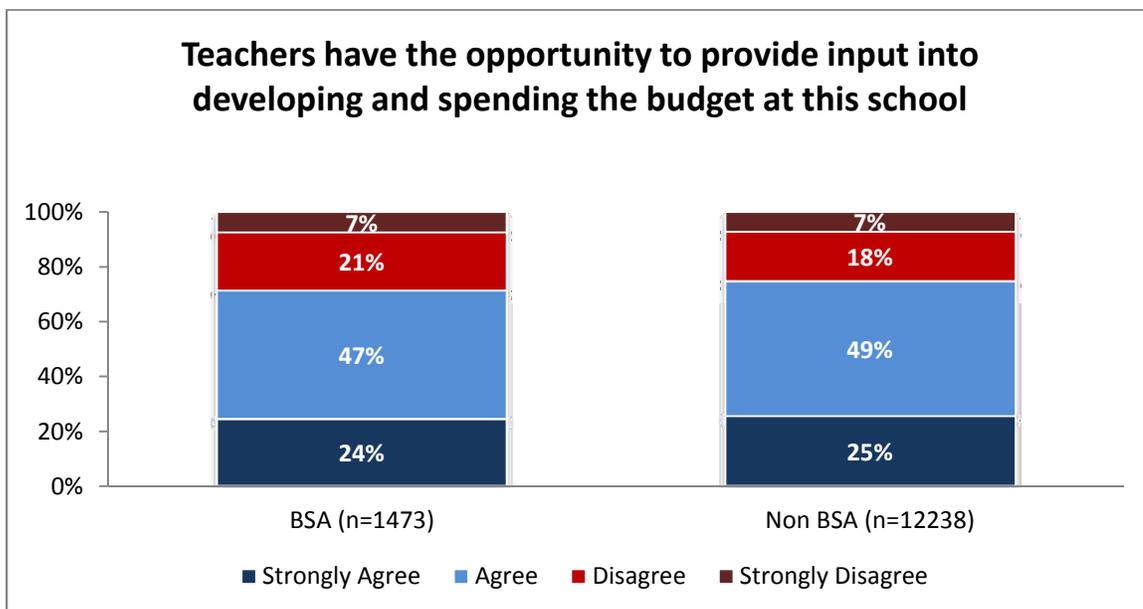
Control Over School Funds

Please indicate how much you agree or disagree with the following statement: I have discretion over how the dollars in my school budget are spent.

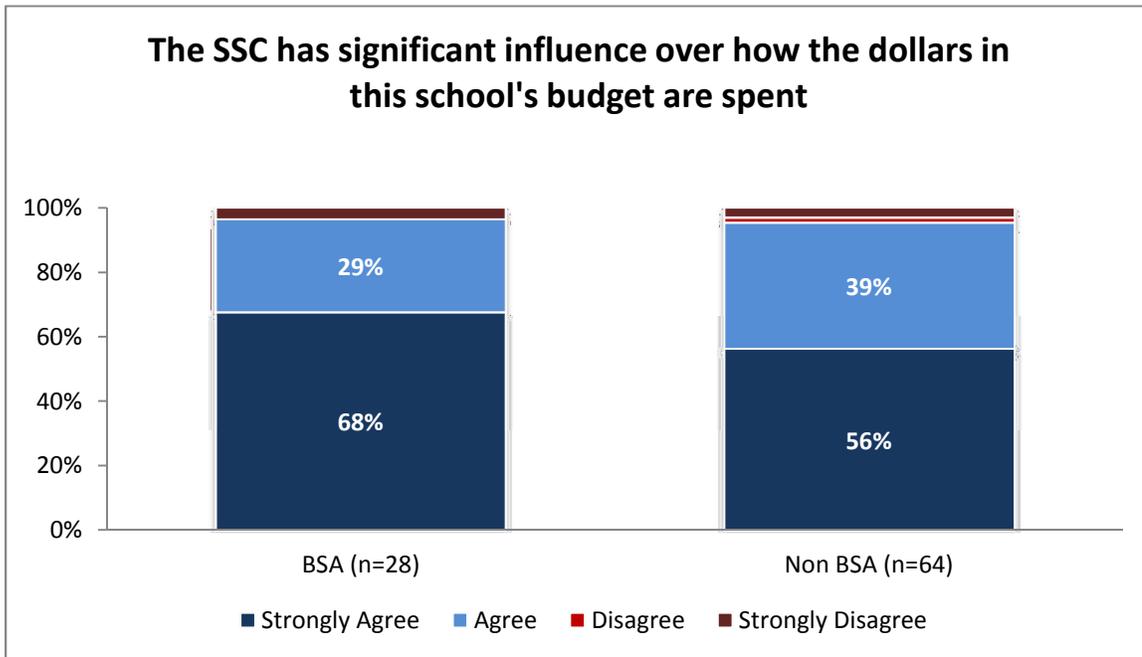
Principals (2011–12)



Teachers (2011–12)



SSC (2011–12)

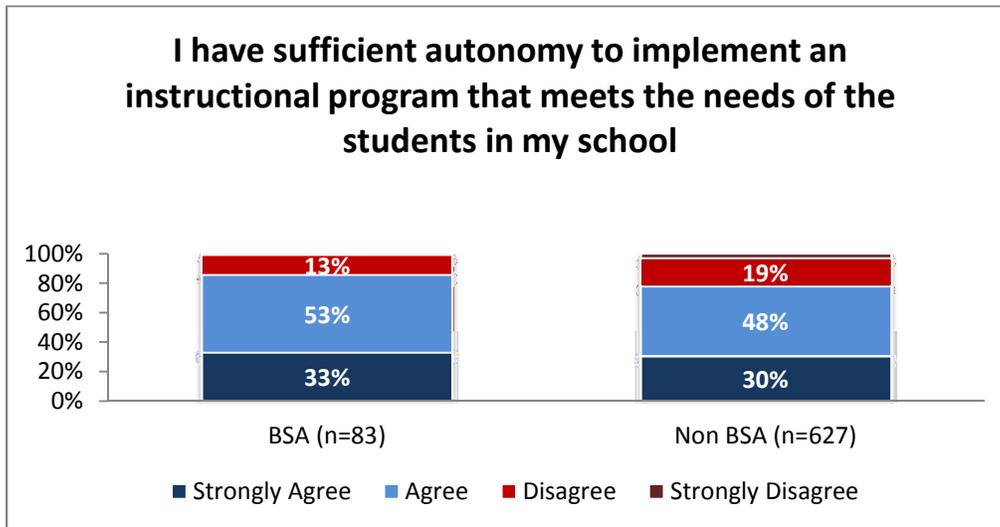


Instruction

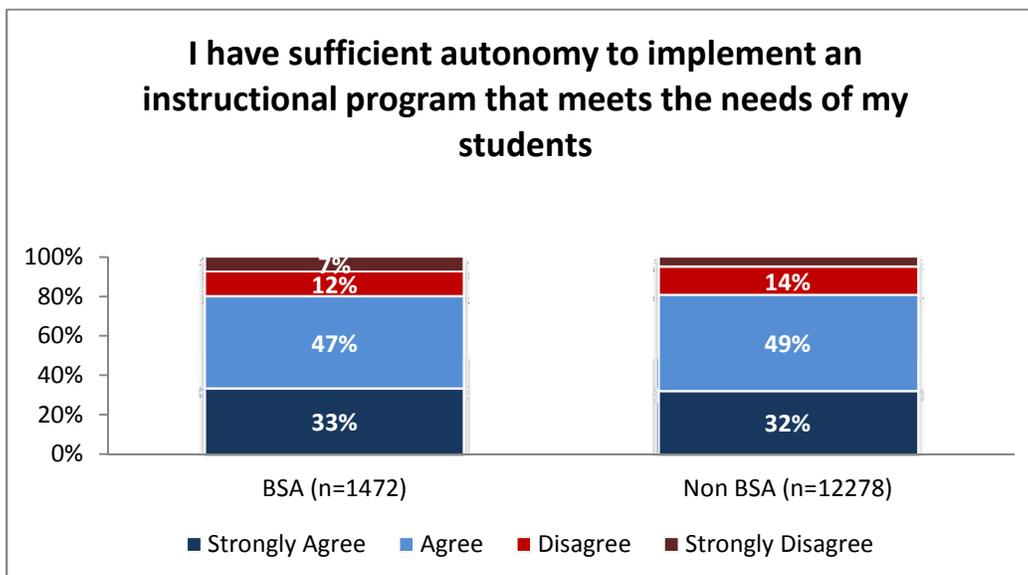
Instructional Program

Please indicate how much you agree or disagree with the following statement: I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.

Principals (2011–12)



Teachers (2011–12)



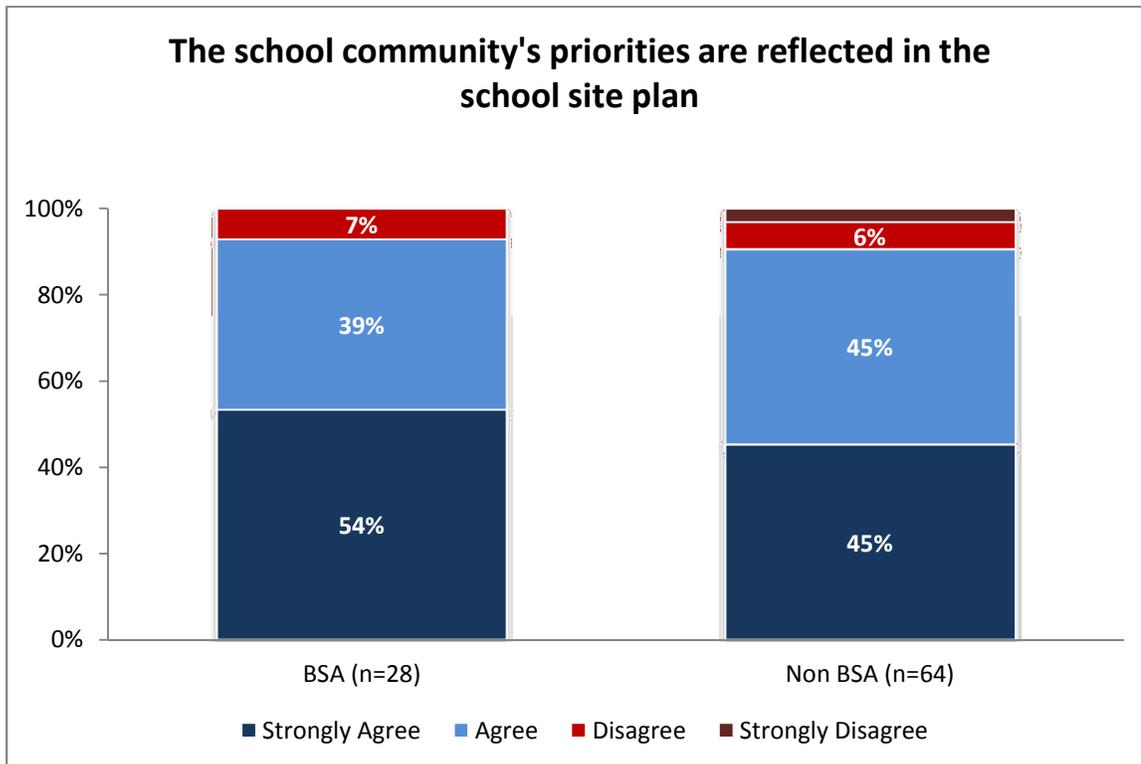
INNOVATION AND EFFICIENCY

Goals and Strategies

Resource Allocation

Please indicate how much you agree or disagree with the following statement: The school community's priorities are reflected in the school site plan.

SSC (2011–12)



¹ http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/Accountability/PerformanceReports.asp?reportNumber=1&fyr=1112&county=34&district=76505&school=&level=06&tab=3
<http://data1.cde.ca.gov/dataquest/Cbeds3.asp?FreeLunch=on&Enroll=on&PctEL=on&cSelect=3476505--TWIN+RIVERS+UNIFIED&cChoice=DstProf1&cYear=2011-12&cLevel=District&cTopic=Profile&myTimeFrame=S&submit1=Submit>

APPENDIX:
SURVEY INSTRUMENTS AND INTERVIEW PROTOCOLS

LAUSD Surveys 2010-11 & 2011-12

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2011-12 Survey for LAUSD Principals



LOS ANGELES UNIFIED SCHOOL DISTRICT 2011-12 School Experience Survey: School Employees

Welcome to the 2012 School Experience Survey for School Employees! Select the response to each question. Once you have answered all of the questions, Save the file and email it to Kathy.Hayes@LAUSD.net.

* What is your position at this school?

- Principal
- Other Administrator (e.g., AP)
- Teacher
- Other Member of the School Staff

Please type the name of your school _____

DIRECTIONS: Please select your answers to the following questions based on your experiences at this year. There are no right or wrong answers. We will not share your answers with anyone.

If you wish to complete the survey in MS Word, Simply double click the box you would like to answer **and type an X.**

Otherwise, print it out and fax it to **213-241-8462**

PART 1:

How strongly do you agree or disagree with each statement about your experience with this year?

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am proud of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. At this school we treat one another with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. People at this school care if I'm absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At this school we trust one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My colleagues and I share information effectively at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have the technology I need at this school to do my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I get the help I need to communicate with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. This school is clear about our standards for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My local district provides me with useful information about issues most important to me (e.g., personnel, budget, instruction, data use).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My local district responds to my requests within a reasonable period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The professional development I receive from my local district helps me improve my leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I get useful feedback from my supervisors to improve my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have discretion over how the dollars in my school budget are spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I receive adequate support from the central district to develop my school's budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Funds are equitably allocated to schools within LAUSD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I understand how resources (human, fiscal, etc.) are allocated to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue on the next page.

PART 2:

How strongly do you agree or disagree with each statement about the PHYSICAL ENVIRONMENT AND SAFETY at this year?

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The places where adults eat at this school are clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The bathrooms at my school are clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The other areas of my school are clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Graffiti is a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My school needs a lot of repairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel safe in the neighborhood around my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel safe on school grounds during the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students threaten or bully adults at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My school teaches us how to be ready for emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3:

In your professional development meetings this year, about how frequently did you do the following?

	Always	Often	Sometimes	Never
1. Consistently communicated high-priority goals for improving instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyzed individual students' data with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discussed instructional interventions for specific students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Made recommendations for future professional development based on teachers' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you prefer online classes to instructor-led training?				
<input type="checkbox"/> Yes				
<input type="checkbox"/> No				

Continue on the next page.

PART 4:

In your leadership role this year, about how frequently did you do the following?

Always Often Sometimes Never

1. Met regularly with administrative colleagues outside the school to problem-solve school challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assisted teachers in learning how to work successfully with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provided information to parents about the ISIS Family Module?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developed partnerships to connect teachers, families, and community stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Used MyData to monitor progress on our students' achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Used MyData to plan and make decisions with my leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Used MyData to make budget allocations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Used MyData to share information with community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 5:

Mark all the applicable opportunities for parent involvement at your school. This information is required for the School Accountability Report Card (SARC) which will be posted online and available to the public (Check ALL that apply.)

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification
- Other (please specify)

Continue on the next page.

PART 6:

The next few items are about the LOCAL SCHOOL AUTONOMY.

1. How familiar are you with the Local School Stabilization and Empowerment Initiative of 2011 (as agreed upon between LAUSD and UTLA)?

- Very familiar
- Somewhat familiar
- Somewhat unfamiliar
- Very unfamiliar

What is your interest in your school pursuing the following LOCAL INITIATIVE SCHOOL AUTONOMIES?

	Very interested	Somewhat interested	Somewhat uninterested	Very uninterested
2. School determined methods to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. School determined methods to improve pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Locally determined curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Local interim benchmark assessments, tests and pacing plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Local instructional schedules or strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School's internal organization plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Local professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. General fund budget control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Local process/methods for selecting teachers as grade level or department chairs etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. School discipline guidelines and code of student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. School's health/safety matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Mutual consent for staffing (LIS & Pilot schools only. Otherwise skip to question 16).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Governance (Pilot schools only. Otherwise, skip to question 16).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Does your school use assessment vendors other than those sponsored by the District (e.g., CoreK12, Wireless Generation)?

Yes

No

Which other assessment vendors do you use? (List up to five).



17. Which other assessment vendors would you like to see the District support? (List up to five).



PART 7:

Beginning in 2014-15 school year, assessments for the Common Core Standards will be administered online. How ready is your school to administer online assessments in the following areas:

	Completely ready	Mostly ready	Somewhat ready	Not at all ready
...Technology infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Adequately trained staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Overall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 8:

What is your most pressing suggestion for improving the support you receive from your local district?

(Note: box will expand to accommodate your response.)

If you are not a PLAS School save now and email to Kathy.Hayes@LAUSD.net.

If you are a PLAS school, Go to the next Page.

How is the Partnership for Los Angeles Schools (PLAS) Doing?

At the Partnership for Los Angeles Schools (PLAS), we're committed to monitoring the quality of the services and support we provide, as part of an ongoing improvement process. We would appreciate your feedback on our performance. (All submissions are anonymous.)

1. When thinking about the quality and conditions of your school for both you and your students, is it better or worse when compared to the 2008-09 school year?

- Much better
- Somewhat better
- About the same
- Somewhat worse
- Much worse
- Don't Know

2. Overall, how do you rate the quality of our work and the services we provide to your school?

- Excellent
- Good
- Adequate
- Poor
- Don't Know

3. Do you understand what role the Partnership plays in supporting your school?

- Yes - very clear
- Sometimes - ambiguity exists
- No - totally unclear

4-5. Below please list your top three concerns either about your school or the supports that PLAS provides. Then to the right of each concern please provide some specific steps or suggestions that you believe the Partnership should take to address the concern.

Concern	Steps or suggestions to address concern
#1 	
#2 	
#3 	

6. Please share any additional comments or concerns that you may have.



7. Please rate the following aspects of our work:

	Excellent	Good	Adequate	Poor	Don't Know
a. Understanding the needs of your school	<input type="checkbox"/>				
b. Communicating clearly and effectively	<input type="checkbox"/>				
c. Keeping you informed of progress	<input type="checkbox"/>				
d. Meeting timelines	<input type="checkbox"/>				
e. Working with staff	<input type="checkbox"/>				
f. Providing value	<input type="checkbox"/>				
g. Responding promptly to problems	<input type="checkbox"/>				
h. Meeting overall expectations	<input type="checkbox"/>				

Save now and email to Kathy.Hayes@LAUSD.net.

2010-11 Survey for LAUSD Principals

The following items were added to an existing LAUSD principal survey:

1. I have discretion over how the dollars in my school budget are spent.
2. I feel that I receive adequate support from the central office to develop my school's budget.
3. I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.
4. I believe funds are equitably allocated to schools within our district.
5. I understand how resources (staff, funds, etc.) are allocated to my school.

2011-12 Survey for LAUSD Teachers

The following items were added to an existing LAUSD teacher survey:

1. Teachers have the opportunity to provide input into developing and spending the budget at this school.
2. I have sufficient autonomy to implement an instructional program that meets the needs of my students.
3. I believe funds are equitably allocated to schools within our district.
4. I understand how resources (staff, funds, etc.) are allocated to my school.

2010-11 Survey for LAUSD Teachers

2011-12 Survey for LAUSD SSC Members

Los Angeles Unified School District School Site Council Survey

Spring 2012

ABOUT THE SSFR/BSA SCHOOL SITE COUNCIL SURVEY

Purpose of the study	The American Institutes for Research (AIR) is conducting a study of the Strategic School Funding for Results (SSFR) Initiative in two school districts: Los Angeles Unified and Twin Rivers Unified. This initiative is called Budgeting for Student Achievement (BSA) in LAUSD. This project is funded by the U.S. Department of Education Institute of Education Sciences.
Purpose of the survey	This annual survey will help us understand how school and district policies and your role and practices as a School Site Council member change over time as this Initiative is rolled out, if at all.
Confidentiality	Your answers to the questions in this survey will be kept strictly confidential. Results from this survey will never be presented in a way that would permit any response to be associated with a specific school or individual. Only aggregate results- not individual responses- will be provided to LAUSD district staff. We will present findings such as, "62 percent of SSC respondents reported having significant influence over spending their school's budget."
Benefits	Your participation gives you the opportunity to share information about your experiences with the BSA Initiative on the School Site Council. Confidential, aggregate feedback based on the results of this survey will be provided to district leaders. This will provide district leaders with information about SSC experiences with this Initiative. The district's goal is to use this information to improve the BSA Initiative.
Freedom to withdraw	Your participation in this survey is voluntary. You have the right to stop participating at any time without penalty. However, we encourage you to participate, as your input is critical to understanding how BSA policies are affecting schools and SSCs.
Risks and discomforts	There are no foreseeable risks associated with participation other than the inadvertent release of the data. However, to minimize this risk, there will be no names included on surveys, and you are being asked to place your survey into an envelope with all other surveys to return directly to AIR so no one at LAUSD can see your responses when you turn it in. At AIR, surveys will be seen only by

authorized project staff, entered into a secure database, and hard copies will be stored in a locked cabinet.

More information

If you have any questions or would like further information about this survey, please contact Caitlin O'Neil at 650-843-8168 or coneil@air.org. For questions regarding your rights as a participant in this study, you may contact AIR's IRB chair at IRB@air.org or 1-800-634-0797.

If you decide to complete and return this survey, you are indicating that you understand and agree to the above.

Thank you for your participation!

Please answer each question below.

1. Is this school a Budgeting for Student Achievement (BSA) pilot school?

Yes

No

I don't know

2. What grades does this school serve? (Please circle all that apply.)

K	1	2	3	4
5	6	7	8	9
10	11	12		

3. What is your role at this school? (Please select one.)

Principal

Teacher

Other school staff (*Specify:*

_____)

Parent

Student

Other (*Specify:*

_____)

4. Please indicate how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The SSC has significant influence over how the dollars in <i>this school's budget</i> are spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parents and community members (besides SSC members) have adequate opportunity to provide input into developing and spending this school's budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe funds are equitably allocated to schools within our district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The budget documents I am provided for SSC review are easy to understand and interpret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The principal provides adequate support and information for the SSC to make budget recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I understand how resources (staff, funds, etc.) are allocated to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The school community's priorities are reflected in the school site plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Our principal is held accountable for student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teachers in our school are held accountable for student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The SSC in our school is held accountable for student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The principal values the SSC's recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following best describes the level of engagement between the SSC and administrators at this school? (Please select one.)

Administrators make key school decisions and inform the SSC.

Administrators consult with the SSC about key school decisions; administration makes the final decisions.

Administrators and the SSC are involved in two-way communication about key school decisions; administration makes the final decisions.

Administrators and the SSC are involved in two-way communication about key school decisions; administration and the SSC make final decisions together.

6. Have you received any training about budgeting/resource allocation?

Yes

No

a. *[if yes]* To what extent do you agree with this statement?:

Strongly agree

Agree

Disagree

Strongly disagree

When you are finished, please insert this survey into the envelope addressed to AIR.

Thank you!

2010-11 Survey for LAUSD SSC Members

Los Angeles Unified School District School Site Council Survey

Spring 2011

1. Is this school a Budgeting for Student Achievement pilot school?

- Yes
 No
 I'm not sure

2. Is your school a charter school?

- Yes No

3. Is your school an alternative school?

- Yes No

4. What grades does this school serve? *(Please select all that apply.)*

- K-3 7-8
 4-5 9-12
 6

5. What is your role at this school?

- | | |
|---|---|
| <input type="checkbox"/> Principal
<input type="checkbox"/> Teacher
<input type="checkbox"/> Other school staff <i>(Specify: _____)</i> | <input type="checkbox"/> Parent
<input type="checkbox"/> Student
<input type="checkbox"/> Other <i>(Specify: _____)</i> |
|---|---|

6. Please indicate how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The SSC has significant influence over how dollars in the school budget, overall, are spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The SSC has significant influence over how categorical funds are spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents and community members (besides SSC members) have adequate opportunity to provide input into developing and spending this school's budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal provides adequate support and information for the SSC to make budget recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree
e. I believe funds are equitably allocated to schools within our district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I understand how resources (staff, funds, etc.) are allocated to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The budget documents I am provided for SSC review are easy to understand and interpret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Our principal is held accountable for student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teachers in our school are held accountable for student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The SSC in our school is held accountable for student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. This school is welcoming to parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The school communicates effectively with parents about the progress of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The school communicates effectively with parents about upcoming school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. The school communicates effectively with parents about school budgets and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The principal values the SSC's recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Have you received any training about budgeting/resource allocation?

Yes

No

a. *[If yes]* To what extent do you agree with this statement?:

The training I received was sufficient to help the SSC allocate funds at this school.

Strongly agree

Agree

Disagree

Strongly disagree

Thank you for your participation!

SSFR INTERVIEW PROTOCOLS

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2012 SSFR-BSA interview protocol for principals (both districts)

* = High priority question

Background

1. * How long have you been a principal at this school? In this district?
2. In what year did your school first become part of the SSFR reform?

Goals

3. * What do you think are the goals for SSFR? [Ask this first and then probe as needed]
 - * *What do you see as the primary goals for the way various general or categorical sources of revenues are distributed among schools?*[Probe, if necessary:]
 - *Flexibility/autonomy of general funds, categorical funds; per-pupil funding, need-based funding; actual teacher salaries*
 - *Transparency, innovation*
 - * *What do you see as primary goals for the site level planning and budgeting processes that have been implemented as part of SSFR?*
 - *Budget timeline; goals-based budgeting; alignment between program plans, budgets, and resource allocation*
 - *The extent to which schools face the real costs of inputs (e.g., through the use of actual teacher salaries as part of the budgeting process)*
 - *Transparency, innovation, staff and community engagement*
4. [If applicable]: In what ways, if any, have these goals changed since the SSFR reform began?

Progress/milestones

5. What progress has been made this year (2011-12) on goals related to the distribution of revenues among schools?
 - *What influence has SSFR had on flexibility of general funds? Categorical funds? Equity with which general or categorical funds are distributed to schools?*
 - *What influence has SSFR had on funding based on per-pupil allocations? Actual teacher salaries?*

6. * What progress has been made this year (2011-12) on goals related to the site level planning and budgeting process?
 - **What influence has SSFR had on the budget timeline? On goals-based budgeting? On schools facing the true costs of staff or other inputs (e.g., by costing out teachers based on actual vs. average salaries)?*
 - **What, if anything, does/will the new planning and budgeting process allow principals to do that they would not have been able to do otherwise?*

7. What progress has been made this year (2011-12) on other SSFR goals?

8. To what extent do you feel that your school's program plans or goals are aligned with resource allocation?
 - *How does SSFR help you align your program plans, goals, and allocation of resources?*
 - *Would you prefer to see them more aligned?*
 - *What would it take to get to greater alignment?*

9. What do you know about the processes and procedures by which revenues were allocated to your school?
 - *Were these procedures appropriate/fair/equitable?*
 - *If applicable - What would make this tool more useful?*
 - *If applicable - What is left to be done to implement this process for distributing revenues to schools more fully or effectively?*

10. For TRUSD: What progress have you made this year in using the PBAR (Planning, Budgeting, and Allocation of Resources) tool?
 - *What would make this tool more useful?*
 - *What do you see is left to be done to implement PBAR more fully or effectively?*

For LAUSD: What progress have you made this year in using the site based budgeting tool?

- *What would make this tool more useful?*
 - *What do you see is left to be done to implement the site budgeting tool more fully or effectively?*
11. * Has the implementation of SSFR enabled you to introduce any new or innovative programs or strategies at your school this year or in any past year?
 - *If yes – what have you done, and how were you able to do it?*
 - *If no – why not?*

Capacity and Training/Support

12. *How would you describe the role of the district central office in supporting the alignment of your school's program plan with resource allocation decisions?
- *What has the central office done this year (2011-12) to provide professional development training to you or your school around program planning, budgeting, and/or resource allocation?*
 - *What types of activities have occurred? How many times/how often?*
 - *Who attends?*
 - *How would you rate the quality and usefulness of these trainings? Why?*
 - *What other trainings would you like to see offered?*
13. Do you feel that central office staff have adequate preparation and the technical capacity to help you successfully implement the SSFR reforms in your school?
- *If yes, what evidence do you have of this?*
 - *If no, what kinds of capacity building activities do you think are needed?*
14. *Do you feel that you and the other administrators at your school have adequate preparation and the technical capacity to make effective decisions about program planning, budgeting, and resource allocation?
- **If yes, what evidence do you have of this?*
 - **If no, what kinds of capacity building activities do you think are needed?*
15. What other resources or supports do you have for program planning, budgeting, and resource allocation—besides from the central office?
- *What resources or supports do you need? Are there any plans to provide these?*
16. *Do you feel that teachers and school site council members have adequate preparation and the technical capacity to make effective decisions about program planning, budgeting, and resource allocation?
- **If yes, what evidence do you have of this?*
 - **If no, what kinds of capacity building activities do you think are needed?*

17. What other resources or supports do teachers and school site councils (SSC) have for program planning, budgeting, and resource allocation—besides from the central office?
- *What resources or supports do you think they need? Are there any plans to provide these?*
18. *We know that you have invested a lot of time in SSFR. What proportion of your work time would you estimate that you spend on a weekly basis on work related to SSFR?
- **What do you spend most of your time on, related to SSFR? (e.g., strategizing, meeting with teachers, etc.)*
 - **What activities are you no longer doing because of the time required for carrying out the SSFR related activities? Did these foregone activities get delegated to other staff?*
 - **What other staff are helping you with your SSFR related duties and about how much of their time is required to carry these duties out?*

Communication

19. What communication have you received from the central office this year (2011-12) with regard to SSFR?
- *Was that communication adequate and helpful?*
20. Do you feel that central office staff [in TRUSD say “network executives and other budget staff” and in LAUSD say “fiscal coordinators and staff who help with academic planning”] have a clear understanding of SSFR?
- *If no, what do they know? What don’t they know?*
 - *What perceptions or misperceptions do they have?*
 - *What do you wish they knew?*
21. *Do you feel that you have a clear understanding of SSFR? Why or why not?
22. *Do you feel that teachers, school site council members, parents, and community members have a clear understanding of SSFR?
- *If no, what do they know? What don’t they know?*
 - *What perceptions or misperceptions do they have?*
 - *What do you wish they knew?*

Transparency and involvement

23. In what ways, if any, do you feel that the way revenues are distributed to your school is a transparent process?
- *How does this level of transparency compare to the process prior to SSFR?*
 - *What is the most transparent? What is the least transparent?*
24. * In what ways are members of your school community involved in the budgeting and program planning process at your school? How would you describe their role and involvement?
- ** What members of the school community (e.g., teachers, other faculty, parents, students, other community members at large) are involved in budgeting, program planning, and budgeting at your school?*
 - **What have you done to involve the community in the program planning and budgeting process at your school?*
 - **What value do you feel is added (or could be added) with the community's involvement in this process?*
 - **What limitations, if any, do you see in involving the community in these decisions?*
 - **Are there any plans in place to increase community involvement in this process?*

General reflection on SSFR

25. What are the biggest steps the district has taken this year (2011-12) to move SSFR forward?
- *Probe for specific examples.*
 - *What have been major "wins"?*
26. What are the biggest steps you have taken this year (2011-12) to move SSFR forward?
- *Probe for specific examples.*
 - *What have been major "wins"?*
 - *What are you most proud of about SSFR this year?*

27. *What do you feel are the biggest challenges or barriers to successful SSFR implementation?
- Probe on: *funding and resource allocation; planning and budgeting process; professional development; communication; transparency; community involvement*
28. What most concerns or disappoints you about SSFR?
29. *What kinds of accountability mechanisms, if any, have been implemented in conjunction with SSFR?
- If applicable - *What kinds of mechanisms were put in place and were they not implemented?*
30. How do you balance compliance and flexibility when you make budgeting and planning decisions with SSFR?
31. What do you see as critical next steps moving forward?
32. *Do you feel there are any district- or state-level policies that create barriers to SSFR implementation and achieving SSFR goals?
- **If yes, which policies? What is the implication of these policies for SSFR? What would you like to see changed about this policy?*
 - *State categorical program restrictions*
 - *State and/or federal accountability policies*
 - *Small school, comprehensive schools*
 - *Open enrollment*
 - *Curriculum and/or standards policies*
 - *District hiring, placement, tenure policies; union collective bargaining agreements*
 - *Other?*
 - **Have you been able to find ways of surmounting any of these barriers?*
33. * What are some major lessons you have learned this year (2011-12) that can help other principals who are considering implementing a reform like SSFR?

2012 BSA district interview protocol (LAUSD)

Goals

1. [If applicable]: What has your role been in the BSA reform process?
2. What are the district's goals for BSA?
 - *What do you see as the primary goals for funding allocation decisions?*
 - *Probe, if necessary:*
 - *Flexibility/autonomy of general funds, categorical funds; per-pupil funding, need-based funding; actual teacher salaries*
 - *Transparency, innovation*
 - *What do you see as primary goals for the planning and budgeting process?*
 - *Budget timeline; goals-based budgeting; alignment between program plans, budgets, and resource allocation*
 - *Transparency, innovation, staff and community engagement*
3. To what extent have these goals changed since the BSA reform began?

Progress/milestones

4. What progress has been made this year (2011-12) on goals related to funding allocation decisions? What key milestones have been reached?
 - *What influence has BSA had on flexibility of general funds? Categorical funds?*
 - *What influence has BSA had on funding based on per-pupil allocations? Actual teacher salaries?*
5. To what extent are funding allocation decisions different this year as compared to last year?
 - *To what would you attribute those changes or lack of changes?*
6. What progress has been made this year (2011-12) on goals related to the planning and budgeting process? What key milestones have been reached?
 - *What influence has BSA had on the budget timeline? Goals-based budgeting?*
 - *What, if anything, does/will the new planning and budgeting process allow principals to do that they would not have been able to do otherwise?*
7. To what extent has the planning and budgeting process changed since last year?
 - *To what would you attribute those changes or lack of changes?*

8. For TRUSD:

8A: What progress has been made this year in using the TRM (Targeted Revenue Model) and PBAR (Planning, Budgeting, and Allocation of Resources) tools?

8B: What do you see is left to be done to implement these tools fully or more effectively in the district?

For LAUSD:

8A: What approaches has the district used this past year to distribute revenues or resources to schools? Have student needs been directly addressed in this approach? What do you envision are the next steps in implementing a revenue distribution tool in the district?

8B: How would you describe the site based budgeting tool used in the district during 2011-12 in preparation for 2013? What do you envision are the next steps in implementing a new site based budgeting tool?

9. What progress has been made this year (2011-12) on other BSA goals? What key milestones have been reached?

- *To what extent do you feel that schools' program plans are aligned with resource allocation?*

Capacity

10. Do you feel that central office staff have adequate preparation and the technical capacity to successfully implement the BSA reforms?

- *If yes, what evidence do you have of this?*
- *If no, what kinds of capacity building activities do you think are important?*

11. Do you feel that principals, teachers, and school site council members have adequate preparation and the technical capacity to make effective decisions about program planning, budgeting, and resource allocation?

- *If yes, what evidence do you have of this?*
- *If no, what kinds of capacity building activities do you think are important?*

12. We know that you have invested a lot of time in BSA. How much time would you estimate that you spend on a weekly basis on work related to BSA?

- *About how many hours a week do you work total? About what proportion of your time do you spend on BSA?*
- *What do you spend most of your time on, related to BSA? (e.g., strategizing, meeting with principals, etc.)*

13. Who else would you say are key contributors to BSA implementation in the central office? In the schools?

- *About how much time do they spend related to BSA?*
- *Why are they key?*

Professional development training and support

14. How would you describe the role of the district central office in supporting the alignment of schools' program plan with resource allocation decisions?

- *What has the central office done this year (2011-12) to provide PD training to school sites around program planning, budgeting, and/or resource allocation?*
 - *Who organizes and facilitates PD training activities?*
 - *What types of activities have occurred? How many times/how often?*
 - *Who attends? How many people attend?*
 - *What feedback – if any – have you received from staff members who have attended these PD trainings?*

15. What other resources or supports do principals, school site councils (SSC), and teachers have for program planning, budgeting, and resource allocation—besides from the central office?

- *What resources or supports do you think they need? Are there any plans to provide these?*

Communication

16. What has the central office done this year (2011-12) with regard to communicating about BSA?

- *What is the district's communication strategy about BSA reforms?*
- *Who organizes and facilitates communication?*

- *What types of communication methods do you use?*
- *Who is the target audience for various types of communication?*

17. Do you feel that central office staff have a clear understanding of BSA?

- *If no, what do they know? What don't they know?*
- *What perceptions or misperceptions do they have?*
- *What do you wish they knew?*

18. Do you feel that principals, teachers, school site council members, parents, and community members have a clear understanding of BSA?

- *If no, what do they know? What don't they know?*
- *What perceptions or misperceptions do they have?*
- *What do you wish they knew?*

Transparency and involvement

19. One of the goals of BSA is to make district funding to schools a more transparent process. What progress has been made this year (2011-12) in terms of transparency?

- *To what degree do you believe your current process is transparent to:*
 - *Board members? Principals? Teachers or other school faculty? Parents? Community members?*
- *What has been done to increase transparency?*
- *What remains to be done to increase transparency?*
- *What successes or failures have you encountered in attempting to increase transparency?*

20. Is the school community (teachers, other faculty, parents, students, other community members) involved in the budgeting and program planning process at the school level? How would you describe their role and involvement?

- *What members of the school community are involved in budgeting, program planning, and budgeting at the school site?*
- *What steps has the district taken to involve the community in the program planning and budgeting process at the school level?*
- *What value do you feel is added (or could be added) with the community's involvement in this process?*
- *What limitations, if any, do you see in involving the community in these decisions?*
- *Are there any plans in place to increase community involvement in this process?*

General reflection on BSA

21. To what extent is there an accountability mechanism in place for implementing BSA?
- *What kinds of mechanisms may have been put in place? If applicable - Why were they not implemented?*
22. Do you feel that BSA has created more of a culture of innovation and efficiency in the way resources are being allocated in the district or in the schools?
- *If so, what changes have you observed that provide evidence of innovation or improved efficiency?*
 - *If not, why do you think this is so?*
23. What are the biggest steps the district has taken this year (2011-12) to move BSA forward?
- *Probe for specific examples.*
 - *What have been major “wins”?*
 - *What are you most proud of about BSA this year?*
24. What have been the biggest challenges or barriers to BSA implementation this year (2011-12)?
- *Probe on: funding and resource allocation; planning and budgeting process; professional development; communication; transparency; community involvement*
 - *How were these addressed?*
 - *Were there any issues you faced that you hadn’t predicted?*
 - *If yes, how did you address this?*
 - *Were there any major mistakes that were made?*
 - *If yes, how did you address this? What might you do to avoid a similar mistake in the future, or to prevent it if you could go back?*
 - *What most concerns or disappoints you about BSA this year? What “keeps you up at night”?*

25. What do you see as critical next steps moving forward? What do you see as major challenges?
26. Do you feel there are any district- or state-level policies that create barriers to BSA implementation and achieving BSA goals?
- *If yes, which policies? What is the implication of these policies for BSA? What would you like to see changed about this policy? Do you have any strategies for changing the policy?*
 - *State categorical program restrictions*
 - *State and/or federal accountability policies*
 - *Small school, comprehensive schools*
 - *Open enrollment*
 - *Curriculum and/or standards policies*
 - *District hiring, placement, tenure policies; union collective bargaining agreements*
 - *Other?*
27. What are some major lessons learned this year (2011-12) that can help other districts who are considering implementing a reform like BSA?
28. Is there anything else you would like to add that we haven't already covered?

2010 SSFR-BSA district interview (both districts)

1. Can you tell me a bit about your background and your current role in the district?
2. What services does your department provide to schools? Which of these services are schools required to use and which are optional?
3. How much budgetary discretion do schools in your district have? That is, what proportion of the total school budget do principals have discretion over? Has this changed over time?
4. How do you feel about the current balance between district and school control? Would you like to see the district or schools have more control over school-level expenditures?
5. To what degree do you believe your current process of allocating resources to schools is transparent to board members? To principals? To teachers and other school faculty? To parents?
6. Are there any guiding district-wide strategies for funding allocations?

Probe, if necessary:

- To what extent are funds distributed based on student need?
 - When was the need-based funding formula implemented?
 - What has been the influence of this policy? Positives, negatives, challenges?
 - What has been the influence on each of the following: professional development, staffing, instruction, technology, student support, student achievement
7. Do you feel that funds are distributed equitably to schools in your district? Why or why not? Has this changed over time?
 8. Is the community involved in the budgeting and program planning process at the school level? How would you describe their role and involvement?

Probe, if necessary:

- What steps has the district taken to ensure the community's involvement in the budgeting process at the school level?
 - Who in the community is involved?

- What value do you feel is added (or could be added) with the community's involvement in the processes of budget allocation and/or program planning?
 - What are the major concerns or needs they have raised?

9. Can you explain how schools develop their site-based academic plans? How would you describe the district's involvement in this process?

Probes:

- Does your central office plan and organize technical assistance and/or professional development activities for this process?
- How does the district ensure that the site-based plans are aligned with the overall academic plan for the district?

10. To what extent do you feel that schools' academic plans and resource allocation are aligned? How would you describe the role of the district central office in supporting the alignment of the academic plan and resource allocation?

11. Are you or is anyone in the central office currently actively engaged in providing professional development to school sites around budgeting?

Specifically, are there any supports or guidance available to SSFR (pilot) schools?

12. To what extent are principals encouraged or expected to share budget information with their staff?

13. Do you feel that teachers, principals, and school site council members have adequate preparation and the technical capacity to make effective decisions about budgeting/resource allocation? If not, what kinds of capacity building activities do you envision as being important?

14. Does the district currently have any policies in place to encourage effective teachers to teach at higher-needs schools? If so, how are these policies structured? Have they been effective, in your opinion at getting teachers to teach in high needs schools? Do you think they have been effective in raising student achievement? Why or why not?

15. Who make hiring and firing decisions about staff at schools in your district? How much input do principals have? How much input do teachers have? Has this changed in the past year?
- How did this policy come about?
 - Do you think this policy allocate teachers equitably across schools? Does this policy allocate principals equitably across schools? Why or why not?
16. Are school principals held accountable for student learning in your district? How is this reflected in your interactions with school principals? What does it mean for school principals to be held accountable for student learning?
17. Are teachers held accountable for student learning in your district? What does it mean for teachers to be held accountable for student learning?
18. Can you think of any notable innovations in instruction, organization, or policy at the schools in your district (that you believe will raise student achievement)?
- What enabled these innovations? (listen for school leadership, SSFR, etc.)
19. What is the district's strategy for communicating the SSFR reform to schools? Has this strategy been effective? What challenges are you facing?
20. Are there any other related initiatives in the district right now?
- Can you tell me a little bit about them?
21. Are there factors that support the reform?
22. Are there any challenges that you have seen or foresee in school-level implementation of the reform? What is your strategy for dealing with these challenges?
- Probes:
 - State categorical funds
 - District's hiring policies
 - District's collective bargaining agreements
 - Student assignment policies
 - State and/or federal accountability policies
 - Curriculum and standards policies
23. Are there any funding challenges you are facing right now in the district?

- To what extent do you think these will influence the reform?

24. What do you see as the intended goals for the current budgeting/planning process in your district? Have those goals been achieved?

25. What changes are planned to the district budgeting process?

26. Do you have any other comments about the SSFR initiative?