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Implementation of local control accountability plans in a geographically
diverse sample of K-12 California public school districts:

The impact on the classroom
and parent input in the process

by

Rita Mongoven Miller

Claremont Graduate University

2023

Approval of the Dissertation Committee

This dissertation has been duly read, reviewed, and critiqued by the committee listed below, which hereby approves the manuscript of Rita M. Miller as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in Education with a concentration in Urban Leadership.

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Abstract

Implementation of Local Control Accountability Plans in a Geographically
Diverse Sample of K-12 California Public School Districts: Impact in the Classroom
and Parent Input in the Process

by

Rita M. Miller

The Local Control Funding Formula, executed in part through the Local Control and Accountability Plans, allows California school districts to allocate funds based on their needs as identified through goals and action items. This research project sheds light on the extent to which the funds have been utilized in the classroom and at the school sites. Surveys were sent to teachers in six California school districts. The districts varied in size, demographics, and location. The research examined the steps the districts took to include parents in the process of developing the Local Control Accountability Plans (LCAP) and whether parents' input was included in the finalized plan. The research analyzes how the parents' input compares to the goals and action items in the LCAP. The research reveals the extent to which the funding reaches the school and classroom.

Acknowledgments

Thank you to my committee chair, Dr. June Hilton, without whose guidance this project would not be finished. Dr. Hilton always responded quickly, with compassion, and with resources. She was always spot on with her recommendations and suggestions. Thank you, Dr. Hilton!

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Chapter One: Introduction

Statement of the Problem

In 2013, California Governor Edmund G. Brown, Jr. signed into law California Assembly Bill 97 (AB 97), the Local Control Funding Formula (LCFF) legislation. (Menefee-Libey & Kerchner, 2015). AB 97, as enacted, amended over fifty sections of the California Education Code, repealed four sections, and added several sections to the Education Code (CAL EDC § 52060 et. seq.). The legislation dramatically changed the funding allocation for California K-12 public schools. One of the AB 97 sections enacted was Article 4.5 of the California Education Code, entitled Local Control and Accountability Plans and Statewide System of Support (Cal EDC § 52060 et. seq.). Under Cal. EDC § 52060, each school district became responsible for creating a Local Control Accountability Plan (LCAP) (Cal EDC § 52060). Each district's LCAP explains how the district's LCFF funds are being spent and how concentrated and supplemental funds are allocated to identified and targeted students. Education Code § 52060 et. seq. also requires each district to include parent input when developing the LCAP.

The LCFF and the LCAPs offered historic changes to the funding of public education in California to the approximately 1,100 public school districts in California. However, how many districts are implementing Education Code § 52060 et. seq. is not known. There is little information available to discern if the new allocation system and move to subsidiarity is reaching the students, the classrooms, or the teachers as outlined in the district's LCAP goals. Moreover, if Governor Brown, Jr. moved to give funding power to the districts, how did this laudable approach manifest in the classroom? In addition, whether parents had been included in

the LCAP process is unknown. The Education Code requires parents to be part of the LCAP process (CAL EDC § 52060) but how parent input is collected and how that input is written into the district LCAP goals, action items, or funding little information is unknown.

Purpose of the Study

The purpose of this study is to explore the circumstances and conditions under which (1) six public school districts in California implemented their LCAP and (2) how the six school districts included parents in the development of the LCAP. The study surveyed teachers in the sample school districts to determine the extent to which the 2021-2022 LCAP budget allocations trickled down to the classrooms and students. In addition, the study will shed light on how parents were included in the LCAP process. The LCAP legislation requires parent input during the development of the LCAP. This study will research the extent of parent involvement and the degree to which parent input was included in the LCAP document. The study will examine parent meetings, information through agendas, recordings of meetings, minutes, and documents generated during parent meetings. The parent input is compared to the goals, action items, and funding in the LCAP to gauge the district's response. Key information as to how the LCAP goals and the action steps included the input from parents is then analyzed

Significance of the Study

Governor Brown signed the LCFF into law almost ten years ago based on the idea of subsidiarity, allowing those who receive monetary benefits to make decisions on the allocation of funds. School districts now make decisions on what programs and services are funded based on the needs of their students. In addition to granting decision-making power to the districts, the LCFF also established additional allocations for districts to meet the needs of targeted students. Targeted students were identified as English language learners, students on free or reduced lunch, homeless students, and foster youth. Providing more resources for specifically targeted

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students was based on the achievement gap which exists for each of the targeted student groups and the need for additional resources in an attempt at equity. The LCFF, through the LCAP, requires districts to support the targeted groups of students thoughtfully and intentionally by setting data-driven goals for improvement and allocating the resources necessary to reach the goals. As additional funds were specifically provided to support targeted students, understanding the conditions and circumstances as to how to provide the support is essential for each district, school, and classroom down to the student level.

Furthermore, all districts in California were required to include parents in the process of collecting information for the LCAP. Governor Brown's reliance on subsidiarity is the driving force behind the requirement of parent involvement. Subsidiarity is defined as, "a principle in social organization holding that functions which are performed effectively by subordinate or local organizations belong more properly to them than to a dominant central organization" (Miriam Webster, n.d.) Adhering to this idea, local communities provide input into the decisions which impact the school districts. Consequently, the 2013 LCFF legislation not only completely decentralized the allocation of funds, moving decision-making from the state to the local districts, but the law also required input from those closest to the students – the parents – thereby instilling the principle of subsidiarity. This approach to funding public schools Was completely novel. Although parent input and its impact on student achievement are important educationally, this study seeks to determine the extent of parent input as it relates to the LCFF legislation. (Desimone, 1999). Examining parental input in the LCAP is important to determine if decentralization of the allocation of funds benefits from parent input. In addition, researching parent input as it relates to the LCAP is valuable to determine how districts are incorporating the LCAP input and gathering information from the parents. This paper analyzes parent input as a link in the chain of allocation of funds.

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There are 1,102 public school districts in California. One thousand, one hundred and two different sets of parents, school administrators, and school boards all grapple with developing an LCAP. Little guidance has been offered on how school districts are to include parents, to what extent parents should be included, and how the district should respond to parental input. This study will explore how six school districts included parents in the development of the 2022 LCAP.

Research Questions

1. To what extent did the sample of six geographically diverse public-school districts in California implement the 2021-2022 LCAP goals in the classroom and at the school site?
2. To what extent did the sample of six geographically diverse public-school districts in California include parents in the process of developing the 2022-2023 LCAP and to what extent was parental input included in the LCAP?

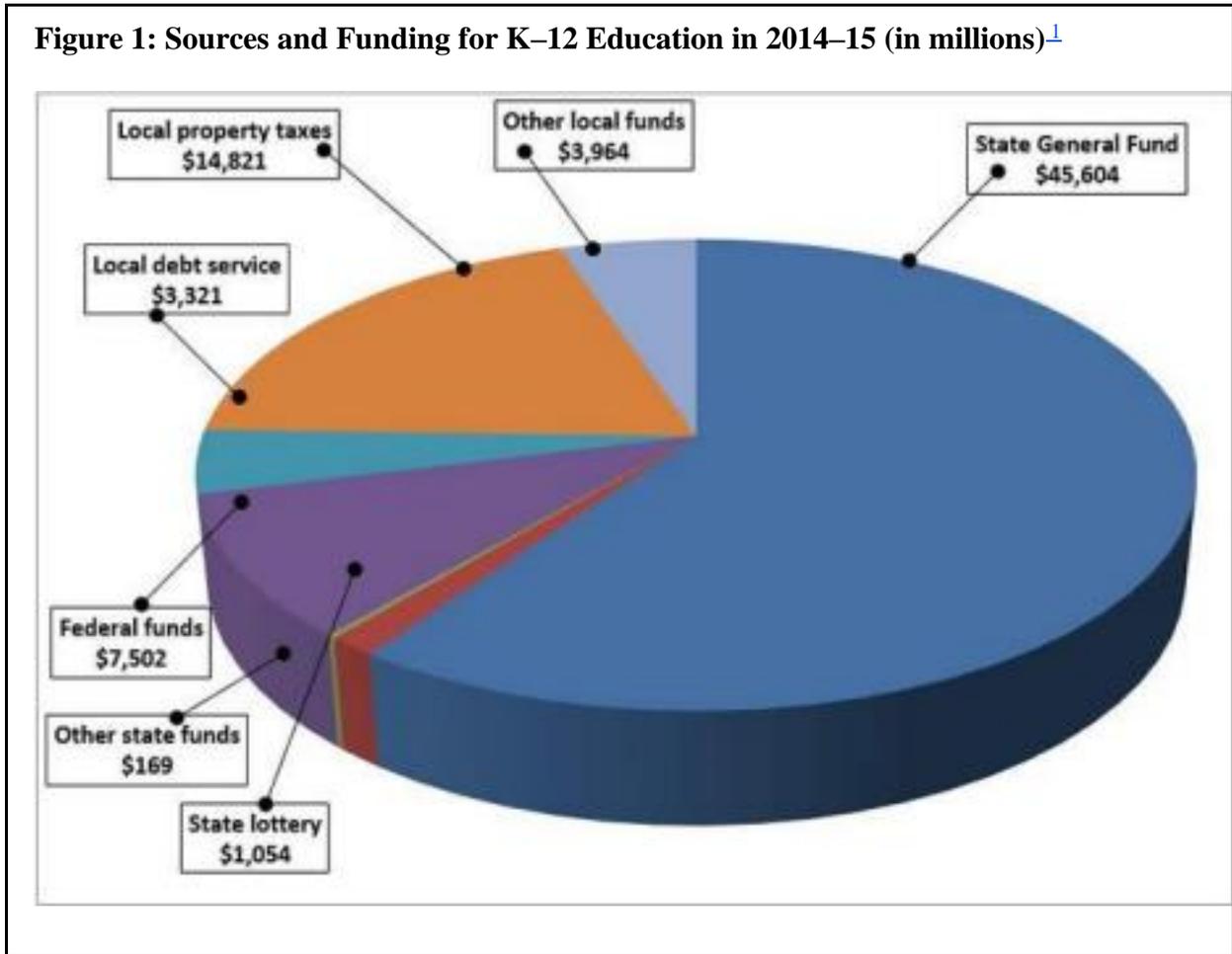
Chapter 2: Review of the Literature

This literature review first explores the education finance policies of California public school districts, explaining where the money comes from and how it is allocated across the state as determined by California laws, propositions, and California Supreme Court cases. Then, the most recent legislation regarding California school finance, the Local Control Funding Formula, and its mechanism the Local Control Funding formula, are analyzed through the legislative history of the law and a legal analysis of the language of the law. Then, the literature review through the extant studies, explains how the LCAP is being implemented regarding parent involvement in the LCAP process.

Background to the Current Policy Shaping Public School Finance

Public schools in California are financed from three sources: 58% is from the state; 32% from property taxes and other local sources, and 9% from the federal government (Murphy & Paluch, 2019). As indicated in Figure 1, local property taxes accounted for 22% and other local funds comprised the remaining ten percent. In 1952, a California Constitutional Amendment set the “state basic aid” to \$120 per ADA (average daily attendance) (Picus, 1991, p. 36). Today, this amount of ADA remains the *minimum* amount required by the California Constitution (Picus, 1991). Before the ADA allotment in 1952, the state “introduced a statutory foundation program, establishing a minimum level of support for schools, to be funded through a combination of state and local funds” (Picus, 1991, p. 36). Although funding schools through both local and state funds appeared reasonable and equitable, the inequities began when this funding foundation program allowed districts “that raised more than the foundation guarantee” to keep the excess funds (Picus, 1991, p. 36). Figure 2 depicts the portion of school funds attributable to property taxes. Twenty years later, in the early 1970s, the local property taxes

were skewed between wealthy and poor areas, and the Expenditure/ADA ranged from \$420.00 to \$3,447.00 (Picus, 1991, p. 37). Hence, as the property taxes received across the state were not equal, the funds distributed from the property taxes were not being distributed equally. It was not a question of equity: schools were receiving drastically different sums of money from the state.



<https://www.cde.ca.gov/fg/fr/eb/cefedbudget.asp>

Families in the less wealthy areas realized the inequality of the system and brought a lawsuit to remedy the disparity. Leanna Stiefel explains, “lawyers began to call on the equal

¹ This page on the California Department of Education stated it was last reviewed on June 9, 2022.

protection clauses of the federal and state constitutions to claim that spending on a child's education could not depend on the wealth of his neighbors" (Stiefel, 2006, p. 384). The court system was one method of seeking reform for public school finance. "While there is some dispute about the effectiveness of litigation in promoting social or political change..., it is clear that the disadvantaged often use lawsuits to seek policy goals" (Howard & Roch, 2001, p. 140). Individuals may seek reform through the legislative process first, but when they are unsuccessful, individuals turn to the court system (Howard & Roch, 2001). Whether reform is sought through litigation or legislation is a function of "[i]ncome disparity, urbanism, state liberalism, and state constitutional education clauses" (Howard & Roch, 2001, p.148). The presence of these factors led to an "increase in the probability of education reform litigation" (Howard & Roch, 2001, p. 148). In 1971, a group of parents whose children attended public school in Los Angeles Unified School District filed a class action lawsuit in California Superior Court on behalf of all students in the public-school system in California. The case, *Serrano v. Priest* (1971), alleged education finance policy in California needed to be reformed.

***Serrano v. Priest* California court decision**

Serrano v. Priest (1971), is one of the most transformative education finance reform cases in California. In this case, students and parents alleged the California public school finance system violated the 14th Amendment to the United State Constitution and the California State Constitution. The 14th Amendment includes the Equal Protection Clause, which stated that the laws of the state and country must apply equally to all persons. The Plaintiffs in *Serrano* argued the "educational opportunities made available to children attending public schools in the Districts, ... are substantially inferior to the educational opportunities made available to children attending public schools in many other districts of the State" (*Serrano v. Priest*, 5 Cal. 3d 589, p. 591 (1971)). The California Supreme Court reviewed the

finance system of the public schools and their source of funds. The Court agreed with Plaintiffs that “the school financing system classifies on the basis of wealth” (*Serrano v. Priest*, 5 Cal. 3d 589, p. 598 (1971)). After determining whether a classification existed, the court addressed the issue of whether or not the classification was discriminatory and therefore invalid. The court found discrimination existed stating, “we are of the view that the school financing system discriminates on the basis of the wealth of a district and its residents.” As discrimination was found, the court then analyzed whether or not such discrimination violated the Equal Protection Clause. The California Supreme Court held that the Equal Protection Clause was violated by the financing system. The Court stated, “...the financial system must fall and the statutes comprising it must be found unconstitutional” (*Serrano v. Priest*, 5 Cal. 3d 589, p. 616 (1971)). The court in *Serrano* decided all the funds received from property taxes should be distributed to the state and then filter back down to local districts in proportion to the “needs” of the district. Wealthy districts no longer had more state property tax dollars to spend in their district. All state property tax dollars would be distributed as needed amongst students across the state.

California property tax revolt and its effect on school finance.

Six years after the *Serrano* decision and on the eve of the redistribution of tax funds pursuant to *Serrano*, the voters of California revolted against the property tax system (Kaufman & Rosen, 1981). Throughout the 1970s, more people were moving to California, leading to a limited supply of homes and rising housing prices. Along with the mounting price of homes, assessments and, therefore, taxes associated with the property also rose. People who had been in their homes for years were now faced with skyrocketing property tax bills. Tremendous pressure was built to alleviate the burden on homeowners (Kaufman & Rosen, 1981). Furthermore, “the extreme inflation in the California housing market, and its relatively prompt

and honest reassessment procedures, made the property tax much more painful in California than in the rest of the nation.” (Sears & Citrin, 1985, p. 117). In part, this led to the tax revolt culminating in the passage of Proposition 13 in California in 1978.

Before 1978, property taxes in California could be levied by “cities, counties, schools, and special districts” (Proposition 13 Legislative Analysis, 1978). Homeowners, thus, were paying taxes to many different government entities. In 1977-1978, the various governments at all levels from state to local districts collected approximately \$10.3 billion in property taxes (Proposition 13 Legislative Analysis, 1978). However, governmental bodies within California received other sources of income as well. Cities in California received approximately 27% of their income from property taxes, counties about 40%, and schools about 47% (Proposition 13 Legislative Analysis, 1978). Consequently, schools with 47% of their revenue from property taxes, would hit the hardest if the property tax scheme changed.

Proposition 13 passed with 65% of the vote (Shapiro & Sonstelie, 1982, p. 114). It has now been codified as Article XIII A of the California State Constitution. After the passage of the amendment, taxes on real property in California were limited to 1% of the assessed value and could not rise unless there was a sale, new construction, or additions to the property (Shapiro & Sonstelie, 1982). The fiscal impact for 1978 was a loss of \$7 billion in tax dollars. Specifically, “property-tax revenue declined by more than \$5 billion in the year following the passage of Proposition 13” (Shapiro & Sonstelie, 1982, p. 120). “School districts were heavily dependent on the property tax..., and they lost more than \$2.5 billion of property tax revenue as a result of Proposition 13.” However, grants were “allocated to schools to offset the loss” (Shapiro & Sonstelie, 1982, p. 122). The *Serrano* decision required that the “grants were not distributed solely to equalize property-tax losses as was for of cities and counties, however, but also to equalize expenditures per pupil as mandated by the *Serrano* decision” (Shapiro &

Sonstelie, 1982, p. 122).

In addition to the limit on the property tax, the amendment to the California Constitution also shifted the apportionment of the tax revenue from the local level to the state level. Proposition 13 not only gutted school funding, but it also took control of the allocation of funds away from the local districts and centralized the financing of public schools. As pointed out by Kaufman and Rosen (1981) the “control of public expenditure ultimately rests with the body responsible for raising the revenue. If this is correct, Proposition 13 will lead to a major shift towards state control” (p. 55). Which it did as the state took control of school expenditures (Kirst & Wirt, 2009,). Thus, Proposition 13 was a major departure from the principle of subsidiarity. The legislation moved control to the state and away from the local districts.

Post Proposition 13 Finance Legislation

Within ten years, schools in California did not have sufficient funds. Classes were overcrowded. The amount spent on each student declined by \$1,000 a year after Proposition 13. Furthermore, more and more students were entering public school classrooms each year (Proposition 98, Legislative Analyst, 1988). In addition to the loss of revenue for schools, the amount of funds distributed by the state was adjusted each year due, in part, to inflation. Consequently, it was difficult for schools to budget and plan for the next year to allocate the little funds they had. As a response, Proposition 98, the “School Funding. Initiative Constitutional Amendment and Statute” was put on the ballot. The California Legislative Analyst’s Office stated that the fiscal goal of Proposition 98 was to meet “the required minimum funding level for schools and community college districts, { which will result } in state General Fund costs of \$215 million in 1988-89” (Proposition 98, Legislative Analyst, 1988). Proposition 98, unlike Proposition 13, did not have an impact on property taxes. Instead, the

proposition was designed to ensure a minimum budget for schools based on the funds available. The Proposition passed. Schools received more money and school budgets were stabilized.

Although Proposition 98 resulted in more money flowing into schools, two questions remained. First, were there enough funds? Second, was the method of allocating funds from the state a sound system for financing California schools? The first question was answered in 2012 when the voters passed Proposition 30, which raised revenue for schools. The Proposition increased “taxes on earnings over \$250,000 for seven years and sales taxes by ¼ cents for four years, *to fund schools*” [emphasis added] (Proposition 30, Legislative Analyst, 1988). However, the issue of control over the funds remained. The state, not the local districts, remained in control of the allocation of funds. An answer to this issue was presented by Governor Brown when he signed the Local Control Funding Formula in 2013. The Local Control Funding Formula was a marked change in the way funds were allocated for public schools. The Local Control Funding Formula placed the power of allocating funds in the hands of the school districts.

Local Control Funding Formula Legislation

Governor Brown in his 2012 State of the State Address asked the legislators to look to a new idea when considering education. Governor Brown stated:

This year, as you consider new education laws, I ask you to consider the principle of Subsidiarity. Subsidiarity is the idea that a central authority should only perform those tasks which cannot be performed at a more immediate or local level. In other words, higher or more remote levels of government, like the state, should render assistance to local school districts, but always respect their primary jurisdiction and the dignity and freedom of teachers and students.

Subsidiarity is offended when distant authorities prescribe in minute detail what is taught, how it is taught, and how it is to be measured. I would prefer to trust our teachers who are in the classroom each day, doing the real work – lighting fires in young minds. (Brown, 2013).

From 1978’s passage of Proposition 13 to the enactment of the Local Control Funding Formula,

(LCFF) the principle of subsidiarity had not been in place. Subsidiarity “regulates authority within a political order, directing that powers or tasks should rest with the lower-level sub-units of that order unless allocating them to a higher-level central unit would ensure higher comparative efficiency or effectiveness in achieving them” (Follesdal, 1998, p. 1). Although this commonsense approach to solving problems at the ground level seems obvious, it was a new concept to finance policy in education. Previously, the state controlled the funds and allocated them to districts based on specific categories and the ADA. The input of teachers, students, parents, the community, or any other stakeholder was not considered.

Basics of the Local Control Funding Formula.

The LCFF had three main sections: funding, accountability and transparency, and support. The funding established by the LCFF established a target base rate determined by the average daily attendance (ADA) for students stratified by grade level. Students in K-3 received less money per student than students in Grades 4-6, who themselves received less than those in Grades 7-8. Students in Grades 9-12 received the most per student (Cabral & Chu, 2013). However, the allocation was not quite so simple. Kindergarten through third-grade classes benefited from smaller class sizes. To support a reduction in class size in the K-3 grades, a 10.4% adjustment was added to the base rate. If the district did not maintain an average of 24 students in the K-3 classes, the adjustment would not be allocated. High schools had a similar adjustment of 2.6%, though no specific requirements were required to receive the high school adjustment. However, Cabral & Chu (2013) asserted that it was generally used to fund Career Technical Education.

In addition to the target base rate, schools received additional funds based on specific categories of students. First, for each student in a district who was an English learner, from a

low-income family, or foster youth, the school received an additional 20% of the target base rate (Cabral & Chu, 2013). Moreover, funds were allocated if there is a concentration of English Learners or Low Income students (EL/LI) in the district. If a district had over 55% of the students in the EL/LI category, the district received “concentration funding” (Cabral & Chu, 2013, p. 3). For each student above 55% of the population who was EL/LI, the district was allocated an additional 50% of the base rate. The legislation attempted to ensure districts and students had the resources they need. This was accomplished in the accountability/transparency section of the legislation.

The LCFF law required the State Board of Education to formulate accountability and transparency regulations for supplemental and concentration funding. Each Local Education Agency (LEA) or school district must complete a Local Control Accountability Plan (LCAP). The LCAP must provide evidence demonstrating how the supplemental and concentrated funds are spent to support the pupils who were English language learners, low-income, or foster youth, the three targeted areas. Furthermore, the LEA/district’s LCAP must include an explanation of how the expenditures meet the goals established to support the targeted groups of students (Regulation Section 15496(a)). The LEAs were empowered with the control of the funds but were held accountable to ensure the funds were allocated according to the intent of the LCFF, the LCFF regulations, and the promises made in the LCAP. The County Superintendent of Schools was responsible for oversight of the LCAPs for the school districts. (California Regulation Section 15497).

The final section of the LCFF described the support system to be set in place by the legislation. The County Offices of Education were tasked with providing support to the LEAs. Three types of support were suggested as a first step to solving issues the local districts may be experiencing. First, the County Office of Education (COE) can analyze the LEA’s LCAP and

respond with a written review of the strengths and weaknesses in the document. (Cal. Dept of Educ. Code Section 52060 et. seq.). The COE may also provide suggestions on how the districts may respond to the review. Second, the COE has the option to assign an expert or team of experts to help the district. (Cal. Dept of Educ. Code Section 52060 et. seq). Also, the COE could assign a successful partner district to the struggling district. (Cal. Dept of Educ. Code Section 52060 et. seq). Finally, a newly created state agency, the California Collaborative for Educational Excellence (CCEE) was established with one goal in mind: helping districts improve performance. (Cal. Dept of Educ. Code Section 52060 et. seq). Not only did the legislation make specific suggestions to help districts, but it also created the agency to improve schools. At no point before 2012 did the finance policy for education in California encompass any of these supports of the LCFF.

The Local Control Funding Formula Legislation signed by Governor Jerry Brown in 2012 is a complex and comprehensive method of financing public schools. “The LCFF/LCAP law represents a shift from a low-trust system of targeting dollars toward programs to a high-trust capacity-building system grounded in Gov. Jerry Brown’s commitment to “subsidiarity, moving money and authority closer to the classroom” (Menefee-Libey & Kerchner, 2015, p. 3). LCFF includes the participation of all stakeholders as part of the mandates of the law. For the first time, parents, students, teachers, and all stakeholders were required to be given notice and the opportunity to voice opinions on how the education funds should be spent.

The legislative history of the LCAP legislation.

Assembly Bill 97 started its journey to becoming law in California in early 2013. Although a legislator or a group of legislators may author a bill and advocate for it throughout the legislative process, the Assembly on Budget was the author of AB 97.

The bill spent five months in the California Assembly being introduced, read and referred to Committees. Two documents provide information on the California Legislature's June of 2013 interpretation of AB97: The Assembly Floor Analysis and the Senate Bill Analysis. The analysis in the Assembly and the Senate highlighted the two time periods when parental involvement was required by the legislation. First, parents were to be involved in the process when the districts were collecting information and data to input into the LCAP. Second, parents must be able to review and comment upon the LCAP after it is written, but before it is adopted by the school board.

Parent involvement in the development of the LCAP.

Education Code Sections.

The LCAP legislation included language regarding parental involvement in the process of developing the LCAP. First, Education Code Section 52060 (g) stated that District School Boards "shall consult" with not only parents, but teachers, principals, administrators, and pupils "in developing a local control and accountability plan" (EDC Section 52060(g)). Education Code Section 52062 (a)(1) required the establishment of a Parent Advisory Committee (PAC). Further legislation regarding the involvement of parents during the period when the LCAP was created is outlined in the next section of the Education Code, Education Code Section 52063. The PAC must be established "to provide advice to the governing board of the school district and the superintendent of the school district" regarding the LCAP (Cal. Educ. Code Section 52063 (a) (1)). In EDC Section 52060 (g), the parents are to consult. In EDC Code Section 52063, the PAC is to provide advice. The legislative history does not include any information on why there are two different words describing the PAC purpose. Although the words are

fairly synonymous, advice refers to recommendations for decisions, and consult has a more collaborative connotation. This is a subtle difference in how parents were to be included in the LCAP process.

Initial LCAP template.

The LCAP template established by the State Board of Education according to California Education Code Section 52064 only muddied the legislative intent and failed to clarify how parents were to be involved during the period when districts are collecting data and information for the LCAP (5 CCR § 15497.5). The template was in effect for the first three years of the LCFF. This initial template expanded the involvement of parents in the LCAP process. Instead of the consult or advise language, which was in the Education Code Sections, the template raised the level of stakeholder engagement with the words: “developing, reviewing and supporting implementation of the LCAP” (5 CCR Section 15497.5 Template). Developing the LCAP may suggest the districts and COEs needed to collaborate and implement the advice and input of the stakeholders. This is a departure from the language of the Education Code and was not present in the legislative history of the Education Code sections. Districts writing the LCAP read and responded to the template language; they did not read the relevant sections of the Education Code. The template language, therefore, may not reflect the intent of the legislature but rather reflects the implementation of the LCAP by the districts. The language of the template, coupled with the vague language of the Education Code, has led districts to different interpretations of the requirements of the plan for inclusion in the process. Having standardized systems for the participation of parents in all 1,102 public school districts in California was unlikely.

Revised LCAP template.

The California Legislature repealed the initial Template and replaced it with a more

user-friendly version that was more consistent with the input and advice language of the California Education Code. Before the adoption of the bill that repealed the template, the Senate explained, “[t]he intended changes to the template include streamlining the template to increase accessibility for parents and other local stakeholders and presenting information in a manner that more clearly shows whether services are being targeted to specific school sites or provided on a districtwide, countywide, or charter wide basis” (California Senate Committee on Budget, AB 1808, Third Reading, 2018). AB 1808 was signed into law, thereby updating the Local Control and Accountability Plan Code Section and revising the template for the 2017-2018 school year (CA EDC Section 52060). However, neither the revised law nor the revised template explicitly or implicitly stated how parents were to be included in the LCAP process. The language of the LCAP law limiting the districts’ requirements to seek information and advice from parents and other stakeholders remained. AB 1808 did not include any language to indicate parent committees were anything more than advisory, simply offering input and advice. Further, the addition of training included in AB1808 was for how districts and COEs were to engage parents, not for how parents were to receive training on the budget process or communicate more effectively.

The California Department of Education thereafter established a new template for school districts. This template is a fill-in-the-blank online form that starts with a section, “The Story.” In this section, the district is asked to describe the students and the community. Overall, the template is more informal in wording and format. As outlined in Figure 2, the section on stakeholder engagement requires a response explaining who, when, and how the districts or COEs “consulted” with stakeholders. Consulted is synonymous with seeking advice or input. Although the next section of the template asks for information on the impact of this advice, following stakeholders' advice is not a requirement.

Parental involvement in the review of the completed LCAP document.

The second time in which parents are included in the LCAP process, according to the Education Code, was after the lengthy LCAP document was completed by the district. Then, were opportunities available for parents to review the LCAP and question the Superintendent regarding the plan. Before the chaptering of AB97, the California legislature analyzed the impact of the Bill. Regarding parents participating in the review of the LCAP, the Senate Bill Analysis stated AB 97:

24. Requires the superintendent of the school district and COE to do the following:

A. Present the LCAP, prior to its adoption, to the public and parent advisory committees (including the EL parent advisory committee) for review and comment, and require the superintendent to respond in writing to these comments, as specified.

B. Review the school site plans for the student achievement required under current law and ensure the LCAP is consistent with the school site plans, as specified.

25. Establishes a public process for the review and adoption of LCAPs and requires a school district and COE to establish a parent advisory committee including one specific to EL parents, as specified.

(Senate Bill Analysis, June 13, 2013).

The district is then to present the LCAP for review and comment (Senate Bill Analysis, June 13, 2013). The code section requires the superintendent to present the plan to the PAC, and the district, or COE's English learner advisory committee for "review and comment" (Cal.

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Educ. Code Section 52062 (a)(1)). The superintendent must respond in writing to any comments made by the PAC or the English learner advisory committee. Members of the public are also included in the LCAP process. First, the public may submit written comments regarding actions or expenditures proposed in the LCAP. Second, the school board must hold a public hearing seeking feedback from the public on the LCAP's actions and expenditures. After the public hearing, but not on the same day, the school board must adopt the LCAP in a second public hearing. None of this language is a departure from the transparency language of EDC section 52060 (d)(3).

In the fall of 2013, the Education Omnibus Budget Trailer Bill of 9/11/13 made technical changes to the law and clarified a few areas. Substantive changes were not made. Specifically, regarding the LCAP, the modification in the Trailer Bill states, "all written notifications related to the LCAP or annual update are available to parents in languages other than English, as specified under current law" (Senate Rules Committee, Office of Senate Floor Analyses, Unfinished Business 9/11/13). This addition gives importance to the need for parents to be able to receive information from the district and submit input in response. However, the process for reviewing the LCAP before its adoption by the School Board is merely an exercise in transparency. The School Board is not seeking to consult with parents or seek their advice. The LCAP document is often 200 to 300 pages. The research for this dissertation is limited to the involvement of parents during the data collection and writing of the LCAP, not after the LCAP is complete and ready for presentation.

The revised template also requests information as to how the LCAP was presented for review and comment. Guiding question 4 on the Template enlists information as to how the Local Education Agency has incorporated feedback it has received from stakeholders. The question refers to "written comments" received through the LCAP

process. Written comments are specifically sought in one area of the LCAP legislation, EDC Code Section 52062. This section states the public may provide written comments on the proposed LCAP to the school board prior to its adoption. The school board must hold a public hearing before the adoption of the LCAP to address any comments. These actions take place after the LCAP is already written and is seeking adoption from the board. This involvement is not during the creation of goals, actions to meet goals, or the financial plan to implement the goals.

2020 modification to the LCAP requirements.

COVID-19 concerns moved California school districts to remote learning in March of 2020. To provide the necessary resources and flexibility to California schools, Governor Newsom signed Senate Bill 98 into law on June 23, 2020. (Cal. Senate Bill 98, 2020). In addition to appropriating a budget package, the bill released school districts in California from the requirement to adopt an LCAP for the 2020-2021 school year. Instead, schools were required to prepare and submit a Learning Continuity and Attendance Plan (Plan).

Pursuant to the passage of SB 98, on July 31, 2020, the California Department of Education posted the latest version of an accountability plan template, the Learning Continuity and Attendance Plan Template (cde.org). Senate Bill 98, codified, in part, in California Education Code Section 43509, explained how school districts were to engage parents in the development of the Plan. The language utilized in Section 43509 differs from the language of the LCAP regarding parent input. For this Plan, districts were required to “consult” with parents “in developing a learning continuity and attendance plan...” (Cal. EDC Section 43509 (b)). The Code Section sets forth exactly how consultation should manifest. In addition to the requirements previously established by the LCAP, namely, to present the Plan and seek review and comment, districts must also seek recommendations from the public. (Cal. EDC Section

43509 (b)). Since students were attending school from home during the pandemic, the Governor and the Legislature deemed parent recommendations regarding attendance and learning as a necessary part of the Plan.

2021-2022 revised template.

The California Department of Education continued its efforts to make the LCAP template user-friendly with changes to the 2021-2022 template. The importance of stakeholder engagement in the process of developing the LCAP was a focus. The template added a section in Figure 3 as the third section a school district completes (LCFF Template Archives, 2021-2022).

Figure 2: *Stakeholder Engagement section of 2021 LCAP Template*

Stakeholder Engagement
A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
[Respond here]
A summary of the feedback provided by specific stakeholder groups.
[Respond here]
A description of the aspects of the LCAP that were influenced by specific stakeholder input.
[Respond here]

(LCFF Template Archives, 2021-2022).

The template also requires the districts to think about specific action items that they will undertake to meet the stated goals. Each action item also has a dollar amount presented as an estimate for resources that will be needed to meet the goal. These action items will be the focus of this research.

Figure 3: *Action item section of 2021 LCAP Template*

Actions				
Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

Implementation of the LCAP before AB 1808

The published research on the implementation of the LCAP studied parent involvement before AB 1808 districts in the studies created LCAPs using the original template, which sought information regarding how stakeholders were involved in “developing, reviewing, and supporting” the LCAP (5 CCR §15497.5). Figure 3 depicts a timeline of the data collected in the literature. As the process was new and unclear, the implementation by districts was not consistent. Researchers Marsh and Hall (2018) conducted the first study to analyze parental engagement in the LCAP process. As indicated in Figure 1, the study gathered data from the first year of the LCAP implementation, 2013-2014, to shed light on how school districts were interpreting the LCAP (Marsh & Hall, 2018). Working from the backdrop of democratic theory and models of participation in public administration, the researchers studied ten California school districts. The ten districts varied on who was involved in the LCAP process. Three of the ten districts only narrowly included the community. The schools simply approached existing groups such as an English Learner group to “provide feedback and approval” (Marsh & Hall, 2018, p. 260). A second group was more inclusive of community members. These schools sought a “full array of stakeholders” (Marsh & Hall, 2018, p. 260). The remaining schools

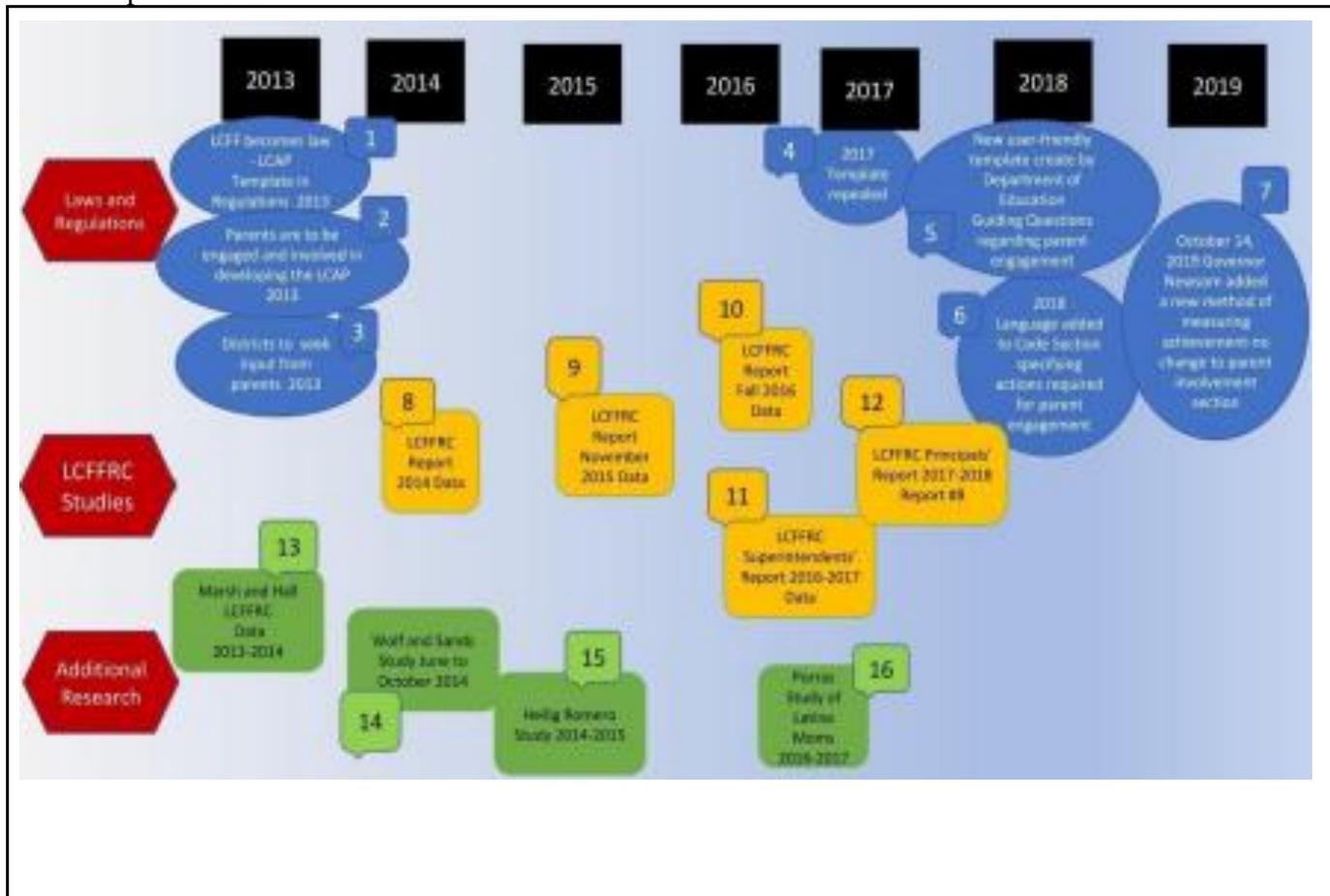
approached the stakeholder engagement element with a wider net. These three schools experienced broad meeting attendance by a variety of stakeholders including parents and community-based organizations. The outreach via social media, multilingual print, flyers, surveys, and school websites brought about a wide range of stakeholders at the LCAP meetings (Marsh & Hall, 2018). Therefore, the ten districts studied by Marsh and Hall (2018) varied widely in the outreach and inclusion of engaged participants.

Second, the study analyzed the extent of the engagement by the participants. Marsh and Hall (2018) interpreted the language of the LCAP with its focus on transparency to mean districts should “solicit, respond to, and document stakeholder feedback on budget allocations...” (Marsh & Hall, 2018, p. 264). Soliciting, responding to, and documenting stakeholder feedback was consistent with the initial language of the Education Code, which used the terms input and advice. Nine of the ten districts studied by Marsh and Hall (2018) received input from the stakeholders. However, these nine districts did not implement the LCAP as intended because they did not include the stakeholders when making decisions regarding the district’s goals, actions, or allocation of resources. Instead, the districts in the study made these decisions on their own within the district administration. The input sought from the parents was feedback on “broad problems and priorities while leaving decisions on budget and addressing LCFF-targeted student needs to central office staff...” (Marsh & Hall, 2018, p. 264). The study found one means of limiting parental input to broad issues instead of school goals and LCAP input was by setting the meeting agendas. The budget and any other areas in which the district wanted to maintain control simply never made it on the parent or stakeholder meeting agenda. Consequently, the parents were not aware the budget was an area in which they could vocalize their input or engage in the process (Marsh & Hall,

2018). In the district studied by Marsh and Hall (2018), the LCAP was not implemented with transparency because was no input or advice sought on district goals, actions, or allocations. In addition to the limitation on input, another key finding from the study was the parents who participated were not representative of the school. In many of the schools, the loudest voices were heard not all voices. The loudest voices were also typically composed of wealthier moms whose interests were not tied to the targeted groups of EL, LI, and FY. These Moms were present and vocal about gifted services for students, music programs, and AP classes (Marsh & Hall, 2018). Consequently, even when there was input, participation was shallow and interest-based.

In 2014, the Local Control Funding Formula Research Collaborative (LCFRRC) published its first policy and practice brief regarding the LCAP. As Marsh and Hall (2018) spoke about in their paper, the LCFRRC brief highlighted the initial concerns with the engagement language of the LCAP. The report explained that engagement and community varied widely across the school districts. Furthermore, the need for a community voice may have been stretching the comfort zone of many school districts (Knudson, 2014). The expectations for engagement utilized by the Knudson (2014) report went well beyond the language of the law. Knudson defined engagement as “partnerships, in which all constituencies see their mutual involvement as a collective benefit and shared responsibility” (Knudson, 2014, p. 3). This was a drastic departure from the language of the LCAP law. The law required information and input, not partnerships and shared responsibility. Knudson’s (2014) analysis added confusion to the implementation of the LCAP.

Figure 4: *Timeline of Laws, Regulations, Reports, and Studies Regarding Parent Engagement in the LCAP Process* Note: The dates refer to the dates data was collected for research, not the date of publication.



<p>1. Template 5 CCR 14957.5 2. Template 5 CCR 14 957.5 3. Template 5 CCR 14957.5 4. CA EDC § 52060 5. CA EDC § 52060 6. CA EDC § 52060 7. CA EDC § 52060</p>	<p>8. Humphrey et al., 2018 9. Blum & Knudson, 2016 10. Humphrey et al., 2017 11. Marsh & Koppich, 2018 12. Marsh & Koppich, 2019 13. Marsh & Hall, 2018 14. Wolf & Sands, 2016 15. Vasquez Heilig et al., 2017 16. Porras, 2019</p>
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In year two of the LCAPs in 2014-2015, PACE published a policy brief analyzing the main issues districts were experiencing with the LCAP implementation (Koppich et al., 2015). Overall, districts were confused with the LCAP template,

requirements, and funding. The data revealed that schools were struggling with the requirement for stakeholder engagement. In the year two implementation, the report found many districts thought engagement was limited to informing the stakeholders on the progress from year one. Therefore, engagement became more limited, districts were not providing information to stakeholders, nor seeking input or advice from stakeholders. The authors of the report stated, “[d]istricts have not yet mastered the skills necessary to involve a broad array of stakeholder groups in complex resource allocation decisions”(Koppich et al., 2015). The report did not state the extent of the stakeholders’ involvement in the resource allocation decisions. It is unknown if involvement in decisions is a different level of engagement than informing and advising. The early reports and studies were not consistent with what the LCAP required of parents or more broadly, stakeholders.

A study from the second year of the LCAP between June and October of 2014 shed further light on how districts interpreted the LCAP requirements. Wolf and Sands (2016) explored the problems with the community engagement section of the LCAP. As in the prior reports and studies mentioned, the data was collected under the original requirements of the LCFF. Wolf and Sands’ (2016) data was comprised of studies of the LCAPs of forty school districts and in-depth interviews with a sample of ten diverse districts across California (Wolf & Sands, 2016). Wolf and Sands (2106) showed the challenge the districts experienced in seeking parents’ or other stakeholders’ involvement in the school. One of the districts determined that only 4% of the students’ families participated in a meeting or a survey (Wolf & Sands, 2016). Nevertheless, the districts interviewed went to great lengths seeking to gather the voice of the parents. Such measures included parent coordinators who helped fill out surveys, volunteers who worked one on one with parents, and outside organizations who helped in the

community engagement process (Wolf & Sands, 2016). In explaining the extent of participation by the parents and community, Wolf and Sands (2106) noted, “Beyond gathering stakeholder input, district officials also struggled to figure out how best to engage stakeholders in complex educational and/or budgetary decisions.” Once again, the concept of how stakeholders were to be engaged was puzzling. Stakeholders were only to provide input and advice; it is unclear why Wolf and Sands (2016) were looking for something beyond this level of participation. They also found, “Districts in our study generally lacked the skills necessary to engage their local communities in authentic decision-making on complex educational issues” (Wolf & Sands, 2016, p. 28). The districts should not have been engaging communities in authentic decision-making. Districts should have been implementing the LCAP with the input and advice of the stakeholders. These researchers seem to seek a higher level of engagement than was required by the LCAP law.

Another study that erroneously determined parents had decision-making authority in the creation of the LCAP was the study by Vazquez Heilig et al.(2017). Relying on the original template of 2014 published in the California Code of Regulations (5 CCR Section 15497.5), the authors found the districts were to encourage “democratic involvement from communities in the development of the LCAP” (Vasquez Heilig et al., 2017, p. 11). This (2017) study interpreted the LCFF as endowing parents and community members with decision-making power, as opposed to merely input that the district could choose to include or not to include in the LCAP. This interpretation is not supported by the law or the legislative history of the LCAP. Confusion is apparent in both the literature on studying the implementation and amongst the districts implementing the LCAP.

The LCFFRC published a policy and practice brief in January 2016 which highlighted

the need for clarification of the LCAP. The brief referred to the need for transparency of information to stakeholders. The concern was of families being able to understand the lengthy LCAP document. The brief also explained school funding was difficult for parents to understand, in part because of its complexity, but also because much of the budget was already committed and the flexibility in spending was limited (Blum & Knudson, 2016). At no point in the Blum and Knudson (2016) brief was the decision-making authority of the parents discussed. By accurately interpreting the LCAP law, the authors pointed to the transparency of information and did not delve into decision-making that is not supported by the LCAP language.

In the fall of 2016, the LCCFFRC conducted another study of the LCAP. This study collected data from eight California school districts, and stakeholder engagement was one area of focus in the study. Specifically, one research question was stated as follows:

What was the extent of “meaningful” engagement in LCFF? In other words, to what extent are stakeholders active participants in decisions about resource allocation priorities, and do decisions reflect their input?
(Humphrey et al., 2017, p. 11)

The study did not use the inform or advise language to measure stakeholder participation. Using the term “decisions” in the research question creates a different connotation for the study. However, the stakeholders remained participants, not decision-makers. The question is to what extent the district decision-makers heed the advice of the stakeholders. (Humphrey, et al. 2017)? Can the engagement be meaningful if the district disagrees with the parents’ input? Implementation does not require acquiescence; therefore, it should not be the metric of engagement. For example, Humphrey et al, (2017) found that in seven of the eight districts ideas that started with the stakeholders were ultimately included in the LCAP. Examples of the stakeholder input which found its way into the LCAP were the

addition of “classroom aides, intervention specialists, math coaches, counselors, staff or outside help to promote student social-emotional learning, parent education, ... a college and career center, better methods for communicating with parents, and an afterschool tutoring program” (Humphrey et al., 2017, p. 15). Although representative of only a small portion of the budget, the input of the stakeholders was acted upon by the district and included in the LCAP. However, although this study measured engagement by whether the district decided to include the stakeholder input in the LCAP, this does not the same as having a requirement that districts must act upon the suggestions of the stakeholders. In addition, the conclusion drawn from the study shows a correlation, not causation. Whether the district earmarked funds requested by the stakeholders or whether it merely appeared to add the allocations into the LCAP because of the parental input. Also, if the district did not agree with the allocations, no evidence suggested that the district would nevertheless proceed with the stakeholders’ suggestions.

The 2018 LCFFRC study dove deeper into how three particular school districts were implementing the engagement mandate of the LCFF (Humphrey et al., 2018). The LCFFRC studied three school districts chosen for their innovative implementation of the stakeholder engagement portion of the LCAP. The three school districts were Palmdale, Anaheim, and San Mateo-Foster City.

Palmdale is the fourth largest school district in California. It educates 22,000 students, 88% of whom are unduplicated target groups. The district receives \$40 million in supplemental and concentration funds. Palmdale took the stakeholder engagement mandate of the LCAP seriously. Stakeholder engagement became the centerpiece of its approach to improving student achievement. In 2014, in the second year of the LCAP, Palmdale School District hired a consulting company to facilitate parent and community engagement. The result was the Palmdale PROMISE (Pursuing Remarkable Opportunities to Marshal Innovation, Inspiration,

and Imagination for Success & Engagement) (Humphrey et al., 2018).

The PROMISE highlighted the importance of stakeholder engagement and created an overarching focus. Palmdale not only told the parents they had a voice; the district actively facilitated the expression of that voice. The district provided LCAP development training to the parents. However, Palmdale training did not stop with the parents. The superintendent and the school personnel underwent two full days of training on how to engage and welcome the parents (Humphrey et al., 2018). Another hallmark of the success of the Palmdale district was the transparency of the data. Not only was data, both positive and negative, shared with the parent group, the parents underwent training on how to understand and interpret the data (Humphrey et al., 2018). When the PAC requested specific items such as more music equipment, the district immediately purchased new equipment. This was concrete evidence of the district paying attention to the parents (Humphrey et al., 2018). Palmdale has been an example of how meaningful, productive democratic decision-making can occur in the public school system.

Another example of a district that chose to partner with stakeholders in the LCAP process was the Anaheim School District. Anaheim is a district of 31,000 students, 73% of whom are unduplicated low-income, English learners, and/or foster youth or homeless. The demographics of the district began to change in 2004. The district has an increasingly large population of low-income students and English Language Learners. Twelve percent of the district's students are Long Term English Learners, and 13% of the students are homeless. Anaheim took a three-pronged approach to improve student achievement: instructional change, aligning financial resources for the instructional change, engaging all stakeholders in the planning process, and training the stakeholders to achieve the instructional vision (Humphrey et al., 2018).

The Anaheim school district pursued three avenues for deep and meaningful engagement. First, the district established a Parent Leadership Academy (PLA). The PLA educated parents on how to be partners in education and how to best support their students. Parents involved in the PLA also visited classrooms to see how resources were being utilized and how the learning was taking place. These informed parents then were able to engage in the LCAP process. The report stated, “Hundreds of parents now show up to the LCAP planning meetings; they understand the data and are able to partner with each other and with district leaders and school personnel to set district priorities. Those priorities include support for teachers to teach, for improving teacher-student relationships in classrooms, and for students to learn the standards” (Humphrey et al, 2018, p. 17). The engagement efforts have not ended there. Anaheim also partnered with higher education institutions in the area to support students in college and career readiness. Anaheim used a broad brush to gather stakeholder input from a variety of sources in a myriad of ways.

Both Anaheim and Palmdale led the stakeholder engagement section of the LCAP to meaningful, deep partnerships between stakeholders and the districts. However, the districts were not required to do this. In a recent study of a parent group in another California school district, the LCAP was implemented by the district without seeking input from the parents. The district in the study was neither transparent nor honest in its discussion with parents. The appearance of endowing parents with authority and the reality of the situation were entirely different (Porrás, 2019). The district’s administrator who led the parent meetings stated, “You are the voice of the children” (Porrás, 2019, p. 235). The Superintendent of the district made similar comments, urging parent involvement, and promised: “You guys have control over school budgets” (Porrás, 2019). When the LCAP was mentioned briefly at two meetings, it

was in the form of a report, not a collaborative discussion (Porras, 2019). The opportunity to participate or even provide input on budgets, student outcomes, or priorities regarding policy was not offered to the parents. Ultimately in this district, the superintendent and the school personnel made all the decisions for the LCAP. (Porras, 2019).

More recent research further described the implementation of the LCAP. Koppich (2019) collected survey data from 267 school principals between September 2017 and May 2018, which was the last year *before* the language of AB 2878 was changed to include “families as partners to inform, influence, and create practices and programs...” (CA EDC Section 52060(d)(3)(B)). In addition to the survey responses from the 287 school districts, the Koppich (2019) report collected data from 30 case studies of districts around the state that had been chosen to reflect the diversity of California. Specifically, the principals were asked if “requiring parent and community involvement in the LCFF ensures districts goals and strategies align with local needs” (Koppich, 2019, p. 3). The same question was asked of superintendents in Marsh and Koppich’s (2018) survey. Superintendents were asked whether requiring the involvement of parents and community members resulted in their needs aligning with district goals and needs (Marsh & Koppich, 2018). The report concluded first that the flexibility of the LCFF allowed districts to allocate resources to match the local district's needs. Aligning the school needs with the involvement of the parents and community members suggests that the parents and community members' voices were not only heard but their ideas and feedback had also been incorporated into the LCAP.

Furthermore, the surveys asked school principals if their “school community had *input* in developing the district’s goals and priorities” (Marsh & Koppich, 2018, p. 10, emphasis added). This question does not seek information as to whether the input was

incorporated into the LCAP. Thirty-four percent of principals who responded to the survey stated they strongly agreed the school community had input into developing the district's goals. An additional 50% of principals somewhat agreed with the statement. Sixteen percent did not agree that the community had input into developing their district's goals. Whether parental input had an impact, was incorporated into the LCAP goals, or was completely ignored is unclear. As Porras's (2019) research showed, the district's version of what engagement was taking place and the parents' version may have been entirely different. Surveying only the district principals tells one side of the story. If the question were posed to the community, the percentage of those agreeing the community had input may offer a different narrative. The data from the Marsh and Koppich (2018) research does not present the complete picture.

The LCFFRC 2018 report collected data from superintendents did not contradict the data collected from the principals but exposed more concerns with engagement. First, only 49% of the superintendents characterized the level of engagement as good or excellent. Less than twelve percent of the superintendents characterized the level of engagement as "excellent" (Marsh & Koppich, 2018). For small districts, the percentage of superintendents who rated the level of engagement as excellent plummeted to five percent (Marsh & Koppich, 2018). The superintendents also were asked if it was difficult to obtain input from parents/guardians of the targeted group of students: low-income, EL, homeless, or foster youth. Sixty-five percent of the superintendents agreed it was difficult to obtain input from low-income parents/guardians, 50% noted it was difficult to get from parents/guardians of English learners, and 72% believed it was problematic to reach the guardians of foster youth (Marsh & Koppich, 2018). This report underscored not only the need for further research on the impact of community input, but also whether districts seek input on the district goals, actions, and allocations.

Chapter Three: Conceptual Framework

This study is conceptually framed in Meredith I. Honig's (2006) approach to education policy implementation research. Departing from the implementation literature of 1965 to 1990, Honig approached implementation research with a broader, expanded, and updated method. This chapter will begin with an analysis of the background of policy implementation research that sets the stage for Honig's (2006) modern view of research on the implementation of education policy. Honig's (2006) framework consists of three elements: policy, people, and places. Further, this paper will draw from Spillane's (2002) implementation framework to analyze the impact of people, the second element in Honig's (2006) framework.

The impetus for a revised approach to policy implementation was due to the continuing heterogeneity of school districts. Even within one state or county, school districts vary by population and resources. Attempting to thrust a one size fits all policy upon every school district was more likely than not doomed to fail. Therefore, the question for the researchers of the study of policy implementation became an examination of what works, to dissecting the layers of what led to successful policy implementation. Researchers sought to explain how interactions between the policy, the people implementing it, and the place of implementation were organized together and resulted in an outcome. The process is the focus, not whether the outcome was successful or unsuccessful, expected, or unexpected. Honig's (2006) conceptual framework incorporated three concepts: policy, people, and places. Each concept will be discussed individually. However, it is the interactions between the three that form the framework.

In analyzing the policy branch of the framework, Honig (2006) explained the policy's goals, targets, and tools. The goal of a policy impacts the smoothness of the implementation. The farther from the actual activities in the classroom, the more likely the policy will have

smooth sailing in implementation. On the other hand, if a policy goal seeks to change a core element of instruction—for example, how the teacher and students interact and spend class time together—the implementation becomes more turbulent impeding success, or more drastically, prevents the policy from reaching its goal entirely (Elmore, 1996). In addition, who implements the policy goal impacts success. For example, policy-seeking changes to a teacher’s lesson plan and mode of instruction will be met with varying degrees of resistance by the teachers implementing. A new teacher may take a lesson mandate in stride since that teacher has no history of what works and does not work in the classroom. However, a veteran teacher may not be so willing to accept and implement a new lesson plan or mode of instruction (Elmore, 1996). A policy which relies on the implementation by a diverse set of individuals is less likely to be successful. There is less control over implementation. Elmore (1996) explained that the closer to the classroom, the less likely the policy will be implemented on a large scale. The opposite is also true; the further away from the classroom, the more likely a policy will scale (Elmore, 1996). The implementation of parent input in the LCAP is a step further from the policy genesis. Consequently, implementation may be problematic.

In addition to the goals of the policy, the target of the policy must be considered in implementation research. (Honig, 2006). Targets are the people or groups who are impacted by the policy. If the targets are the implementers, implementation is swayed by not only the individuals implementing, but by labels created by the implementers regarding the target groups (Honig, 2006). For example, in Pillow’s (2004) research on educational programs for teen mothers, the targets differed depending on the context: teen mothers, the child, or society were all potential targets. Pillow (2004) explained it was important to define the policy target within a social context. Questions to consider include who should the policy impact and why

was the law enacted then. Making the target analysis more complex in the LCFF legislation was that the targets were multi-faceted. Education policy no longer targets a one-dimensional change in student achievement. The current policy seeks to incorporate a vast array of stakeholders in the policy. Community members, local businesses, political figures such as the mayor, the courts, neighborhoods, and families are all marked as targets.

The tools for implementing the policy must also be examined in the research on policy implementation. The levers of change are updated and expanded. Previously, the main tools to effect policy were federal mandates and inducements in the form of federal regulations and grants, such as Title I legislation which supports schools with funding for low-income students. McDonnell & Elmore (1987) identified four tools to implement policy. In addition to mandates and inducements, capacity-building and system-changing were introduced (McDonnell & Elmore, 1987). System-change tools shifted the authority of the impetus for change. In capacity building, the mechanism for change is an investment in the future success of the policy (McDonnell and Elmore, 1987). As schools and school districts become more complex and varied, so do the mechanics of effecting change in education policy. Implementation research also requires an analysis of people and places (Honig, 2006). Spillane (2002) created a framework for examining how people “unpack” and respond to policy when implemented (Spillane, 2002). Spillane’s (2002) framework has three factors: the individual, the situation, and the policy signals.

The first step in examining how people react to a policy is to consider the prior knowledge of the individual. What does the individual bring to the table when first confronted with a policy change? Cohen and Weiss (1993) explained prior knowledge adds to a person’s understanding rather than creates a new understanding of the policy message. People do not just start from scratch. They take what they know about the situation and work the new policy

into their understanding. Information that conflicts with prior knowledge is overlooked, ignored, or rejected (Spillane, 2002). The resulting understanding of the policy message, therefore, may not be the intended message of the policy designers.

As to the place a policy is implemented in education, it is often the state education agency. However, it can also be the school district, the school site, or the classroom. If the policy was implemented at the district level, districts varied tremendously in terms of size, diversity, and resources. An urban school district may have different resources than a rural district (O'Day, 2002). Race and economic demographics also play a part in impacting policy implementation in school districts (Honig, 2006). One consistency in school districts is the complexity of the district as a system operating with conflicting external influences and internal norms (O'Day, 2002). The policy, the people, and the place all factor into the implementation of education policy.

Chapter Four: Methods

This section explores the research questions and the methods of research. A convergent mixed methods design has been used (Creswell, 2014). The two phases of data collection merged to form a comprehensive picture starting with how each district developed the LCAP concerning parent input. First, the 2022-2023 LCAP's goals, action items, and funding were compared to the educational partner input the district received. Second, teachers were surveyed to gain an understanding of the extent to which the programs funded by the LCAP were implemented in the classroom and at the school site.

Research Questions

The following research questions guided this study.

1. To what extent did the sample of six diverse K-12 public school districts in California implement the 2021-2022 LCAP goals in the classroom and at the school site?
2. To what extent did the sample of six diverse K-12 public school districts in California include parents and parental input when developing the 2022-2023 LCAP?

Research Design

The Sample.

Claremont Graduate University Institutional Review Board reviewed the study before the distribution of the surveys. The IRB approved the study and determined it was exempt from supervision. The population for the study is the public-school districts in California. The sample consisted of six randomly selected school districts. The districts were a mix of urban, rural, and suburban districts across the state varying in enrollment from approximately 650 students to over 38,000 students. To maintain confidentiality and anonymity, this paper is

using pseudonyms for each of the districts. Table 1 provides size and geographical information regarding the districts.

Table 1

Size and Location of Sample Schools

District Name	Approximate Enrollment and Location
Ash County Unified School District	4,000 Northern California
Cashew Unified School District	20,000 Inland Empire
Magnolia Unified School District	10,000 Coastal Region
Poplar Unified School District	15,000 Southern California
Sycamore City School District	38,000 Northern California
Tupelo Unified School District	Under 1,000 Northern California

2022 California Dashboard

Methodology.

A survey was sent to all teachers in the six school districts. The six versions of the surveys were drafted based on each school's LCAP goals in the 2021-2022 LCAP. The purpose of the survey was to determine the extent to which the LCAP goals were implemented in the classroom and at the school site to collect data for research question one. The first section of the survey includes 26 questions common to all schools in the sample. The second section of the survey is based upon the specific district’s goals and actions as reported in the 2021-2022 LCAP. The surveys for each school district are outlined in Appendices A-F.

Table 2 identifies the coding of the survey questions and the variables created for the

CALIFORNIA LCAP INPUT AND IMPACT

questions. Each common question was based on common action items and goals on the six LCAPs. Table 2 sets forth each of the variable names, the coding, and the survey question.

Implementation is measured first by the response to the educational partners' input. The data reveals the extent to which the input was included in the LCAP. Second, the funds allocated in the LCAP through the goals and action items are analyzed with teacher surveys to determine the extent to which the action items were observed by teachers at the school. Third, the survey collected data for the observed items to determine the effectiveness of the action items. As an example, if the educational partners suggested the LCAP fund teachers on assignment, were teachers on assignment funded through the LCAP, were the teachers on assignment present at the school sites, and how effective were the teachers on assignment? The study does not provide a metric as to what is acceptable implementation. The study does not suggest a certain percentage or amount of funds is considered effective implementation.

Table 2

Variables and coding of common survey questions

Variable	Question	Coding (in parenthesis) and Responses
YRSDistrict	How many years have you worked with the district?	(1) 2 or less (2) 3-6 (3) 7-10 (4) 11-14 (5) 15 or more
CREDENTIAL	Did you hold a credential in the subject you taught in 2021-2022?	(2) Yes (1) No (System-missing) I am not a teacher.
PARINV	How would you describe parent engagement at school in 2021-2022?	(4) Parents were extremely involved in school (3) Parents were somewhat involved at school (2) Parents were rarely involved at school (1) Parents were not involved at school.

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PARCONF	How many parents of your students attended the 2021-2022 parent conference night, the back-to-school night, or other parent nights at school?	(4) 75% to 100% of parents attended (3) 50 to 74% of parents attended (2) 25 to 49% of parents attended (1) 24% or fewer parents attended (System-missing) I was not a roster-carrying teacher in 2021-2022.
PARMEET	In 2021-2022, how many of your student's parents did you personally meet either in person or via video conference?	(4) 75-100% (3) 50-74% (2) 25-49% (1) less than 25% of parents (System-missing) I was not a teacher with a classroom roster.
EFFPD	In general, how would you describe the Professional Development at your school in 2021-2022?	(4) Extremely productive (3) Somewhat productive (2) Somewhat unproductive (1) Extremely unproductive (System-missing) My position does not attend professional development meetings.
IMPPD	In 2021-2022, were you able to implement information received in Professional Development in the classroom?	(4) Almost always- an opportunity for explanation in the text box below. (3) Sometimes- an opportunity for explanation in the text box below. (2) Rarely- the opportunity for explanation in the text box below. (1) Never- an opportunity for explanation in the text box below. (System-missing) Not applicable to my position
PDELS	For the 2021-2022 school year, how would you describe Professional Development which focused on supporting English Language Learners?	(5) Extremely relevant to my classroom- please provide examples or explanation (4) Somewhat relevant - please provide examples or explanation (3) Somewhat irrelevant - please provide examples or explanation (2) Completely irrelevant to my classroom - please provide examples or explanation (1) We do not have any Professional Development which focused on supporting English Language Learners (System-missing) I do not attend professional development with teachers.
WORKENVIRN	How would you describe the working environment at school in 2021-2022?	(4) Excellent (3) Good (2) Very Poor (1) Terrible

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<p>CLASSSIZE</p>	<p>In 2021-2022, what is the largest class size on your roster?</p>	<p>(1) Less than 10 students in the largest class. (2) 11-20 students in the largest class. (3) 21-30 students in the largest class. (4) 31-40 students in the largest class. (5) 41-50 students in the largest class. (6) more than 50 students in the largest class. (System-missing) I was not a roster-carrying teacher.</p>
<p>ATTELS</p>	<p>In 2021-2022, how would you characterize the school's efforts to improve attendance for English Language Learners?</p>	<p>(4) Extremely effective in improving attendance for English Language Learners. (3) Effective in improving attendance for English Language Learners. (2) Ineffective in improving attendance for English Language Learners. (1) Extremely ineffective in improving attendance for English Language Learners. (System-missing) I do not know what the school did to improve attendance for English Language Learners.</p>
<p>ATTLOWINC</p>	<p>In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at low-income students?</p>	<p>(4) Extremely effective in improving attendance for low-income students. (3) Effective in improving attendance for low-income students. (2) Ineffective in improving attendance for low-income students. (1) Extremely ineffective in improving attendance for low-income students. (System-missing) I do not know what the school did to improve attendance for low-income students.</p>
<p>ATTFY</p>	<p>In 2021-2022, how would you characterize the school's efforts to improve attendance for foster youth or homeless students?</p>	<p>(4) Extremely effective in improving attendance for foster youth or homeless students. (3) Effective in improving attendance for foster youth or homeless students. (2) Ineffective in improving attendance for foster youth or homeless students. (1) Extremely ineffective in improving attendance for foster youth or homeless students. (System-missing) I do not know what the school did to improve attendance for foster youth or homeless students.</p>

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<p>COMMPAR</p>	<p>In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?</p>	<p>(4) Extremely effective in communicating with parents or guardians. (3) Effective in communicating with parents or guardians. (2) Ineffective in communicating with parents or guardians. (1) Extremely ineffective in communicating with parents or guardians. (System-missing) I do not know what the school did to communicate with parents or guardians.</p>
<p>DISTRESP</p>	<p>In 2021-2022, how would you characterize the district central office's response to the needs of the school site?</p>	<p>(4) Extremely effective in responding to the needs of the school site. (3) Effective in responding to the needs of the school site. (2) Ineffective in responding to the needs of the school site. (1) Extremely ineffective in responding to the needs of the school site. (System-missing) I do not have enough information to respond.</p>
<p>ADMINRESP</p>	<p>In 2021-2022, how would you characterize the school administration's response to the needs of the teachers?</p>	<p>(4) Extremely effective in responding to the needs of the teacher. (3) Effective in responding to the needs of the teacher. (2) Ineffective in responding to the needs of the teacher. (1) Extremely Ineffective in responding to the needs of the teacher. (System-missing) I do not have enough information to respond.</p>
<p>ART</p>	<p>In 2021-2022, how many students engaged in an art program at school?</p>	<p>(5) 100% (4) 75% to 99% (3) 50% to 74% (2) 25% to 49% (1) less than 25% (System-missing) I do not know how many students engaged in an art program at school.</p>
<p>MUSIC</p>	<p>In 2021-2022, how many students engaged in a music program at school?</p>	<p>(5) 100% (4) 75% to 99% (3) 50% to 74% (2) 25% to 49% (1) less than 25% (System-missing) I do not know how many students engaged in a music program at school.</p>

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For research question two, the data has been presented in a narrative showcasing the extent to which parents were included in the development of the LCAP. The first step in the data collection was to explore the information on each district's website. Each district's website includes a section for the LCAP. All the districts but one identified the educational partner committees which provided input into the LCAP. From the educational partner information, the researcher was able to locate agendas, recordings, documents generated, and minutes of the committee meetings. First, the agendas revealed whether the LCAP would be discussed at the meeting. Second, the minutes and meeting recordings were analyzed to determine the actions made regarding the LCAP. In addition to committee input, the school districts often relied on a survey sent to all educational partners. The data collected in the survey were either analyzed and presented by a research firm for the district or the district presented the data on its website. The third source of educational partner input is from the LCAP itself. In the LCAP document, each district presented the educational partners from which it collected information, what the input was, and how it was used in the LCAP. The culmination of these three sources of information the committee meetings, the district-created surveys, and the LCAP explanation, provided the source of data for the analysis of research question two.

All the documents focusing on the LCAP were reviewed. One guiding question was whether the committee included the LCAP in the minutes of a committee meeting. If so, the meetings were analyzed either through minutes, recordings, or both. The study included any information from the meetings regarding the LCAP. Next, any surveys circulated by the districts to provide partner input were compared with the LCAP document. The LCAP document section narrating the educational partner input was analyzed along with the purported input. This analysis considered the language of the study, what information was sought in the study, the quantitative data received from the study, and the comments made by study participants. All information was analyzed with the action steps and goals of the district's

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LCAP.

Chapter Five: Results

Data from California Dashboard 2022

Table 3 presents the enrollment numbers and percentages for the students in each LCAP targeted group and the racial/ethnic groupings. Magnolia enrolled the highest percentage of English Learners compared with the other sample school districts. Tupelo was not only the smallest district in population, it had the lowest percentage of English Language Learners with 1.5% of students categorized as EL students. Regarding socioeconomically disadvantaged or low income, Poplar has the highest percentage of students that were socioeconomically disadvantaged or low income with 69% of students receiving free or reduced lunch, the federal indicator of socioeconomically disadvantaged or low income. All the sample districts, except for Ash County, enrolled approximately 65% of students who were in the low-income category.

Table 3

Demographic Information Sample School Districts

Sycamore City Unified School District			Poplar Unified School District		
Enrollment			Enrollment		
District Demographics			District Demographics		
Student Group	Total	Percentage	Student Group	Total	Percentage
English Learners	7,355	19.3%	English Learners	2,092	14.4%
Foster Youth	163	0.4%	Foster Youth	214	1.5%
Homeless	272	0.7%	Homeless	619	4.3%
Socioeconomically Disadvantaged	25,643	67.4%	Socioeconomically Disadvantaged	10,033	69%
Students with Disabilities	5,667	14.9%	Students with Disabilities	2,139	14.7%
Race/Ethnicity	Total	Percentage	Race/Ethnicity	Total	Percentage
African American	4,682	12.3%	African American	1,498	10.3%
American Indian	196	0.5%	American Indian	33	0.2%
Asian	6,852	18%	Asian	767	5.3%
Filipino	547	1.4%	Filipino	282	1.9%
Hispanic	15,439	40.6%	Hispanic	8,614	59.2%
Two or More Races	3,036	8%	Two or More Races	625	4.3%
Pacific Islander	894	2.3%	Pacific Islander	24	0.2%
White	6,390	16.8%	White	2,595	17.8%

<p>Magnolia Unified School District Enrollment District Demographics</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>English Learners</td><td>2,643</td><td>28.3%</td></tr> <tr><td>Foster Youth</td><td>12</td><td>0.1%</td></tr> <tr><td>Homeless</td><td>1,841</td><td>19.7%</td></tr> <tr><td>Socioeconomically Disadvantaged</td><td>6,115</td><td>65.4%</td></tr> <tr><td>Students with Disabilities</td><td>1,219</td><td>13%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>African American</td><td>490</td><td>5.2%</td></tr> <tr><td>American Indian</td><td>43</td><td>0.5%</td></tr> <tr><td>Asian</td><td>418</td><td>4.5%</td></tr> <tr><td>Filipino</td><td>383</td><td>4.1%</td></tr> <tr><td>Hispanic</td><td>5,800</td><td>62%</td></tr> <tr><td>Two or More Races</td><td>255</td><td>2.7%</td></tr> <tr><td>Pacific Islander</td><td>191</td><td>2%</td></tr> <tr><td>White</td><td>1,761</td><td>18.8%</td></tr> </tbody> </table>	Student Group	Total	Percentage	English Learners	2,643	28.3%	Foster Youth	12	0.1%	Homeless	1,841	19.7%	Socioeconomically Disadvantaged	6,115	65.4%	Students with Disabilities	1,219	13%	Race/Ethnicity	Total	Percentage	African American	490	5.2%	American Indian	43	0.5%	Asian	418	4.5%	Filipino	383	4.1%	Hispanic	5,800	62%	Two or More Races	255	2.7%	Pacific Islander	191	2%	White	1,761	18.8%	<p>Cashew Joint Unified School District Enrollment District Demographics</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>English Learners</td><td>3,977</td><td>19.9%</td></tr> <tr><td>Foster Youth</td><td>143</td><td>0.7%</td></tr> <tr><td>Homeless</td><td>724</td><td>3.6%</td></tr> <tr><td>Socioeconomically Disadvantaged</td><td>13,257</td><td>66.3%</td></tr> <tr><td>Students with Disabilities</td><td>2,480</td><td>12.4%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>African American</td><td>1,001</td><td>5%</td></tr> <tr><td>American Indian</td><td>28</td><td>0.1%</td></tr> <tr><td>Asian</td><td>257</td><td>1.3%</td></tr> <tr><td>Filipino</td><td>114</td><td>0.6%</td></tr> <tr><td>Hispanic</td><td>17,478</td><td>87.5%</td></tr> <tr><td>Two or More Races</td><td>178</td><td>0.9%</td></tr> <tr><td>Pacific Islander</td><td>20</td><td>0.1%</td></tr> <tr><td>White</td><td>910</td><td>4.6%</td></tr> </tbody> </table>	Student Group	Total	Percentage	English Learners	3,977	19.9%	Foster Youth	143	0.7%	Homeless	724	3.6%	Socioeconomically Disadvantaged	13,257	66.3%	Students with Disabilities	2,480	12.4%	Race/Ethnicity	Total	Percentage	African American	1,001	5%	American Indian	28	0.1%	Asian	257	1.3%	Filipino	114	0.6%	Hispanic	17,478	87.5%	Two or More Races	178	0.9%	Pacific Islander	20	0.1%	White	910	4.6%
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Research Data from Surveys and District LCAP Meetings

A total of 441 surveys were completed from the 3,088 distributed for a completion rate of 14.28%. The first set of common questions collected the teachers’ background information. Of the teachers responding, 44.4% were elementary school teachers, 36.2% taught in high school, 10.4% worked at a junior high school, 2.9% worked in other areas of the district, and .5% were

preschool teachers. Over half of the teachers, 52.4%, had worked in their school district for more than 10 years. Thirty-five percent worked between 3 and 10 years, and 7.7% worked in the district for two years or less. General education teachers comprised the bulk of responses with 73.1% of teachers teaching in general education. Thirteen percent were special education teachers with the remaining respondents working as classroom aides (1.6%), administrators (2.4%), counselors (.3%) or out-of-classroom coordinators, instructional coaches, and advisors (1.3%). Of the teacher respondents, 96.5% of teachers responding held a credential in the subject taught.

Common survey questions sample school districts

After collecting background information on the respondents, the next set enquired about parent engagement at the school. Just over 42 percent (42.8%) of respondents stated parents were somewhat involved in the school, with 39.4% responding parents were rarely involved in school, 8.2% stated parents were extremely involved in school, and 4.5% stated parents were not involved in school. This information is consistent with the number of parents who attended parent conferences, back-to-school nights, or other parent events at school. Almost 40% of teachers with a classroom roster stated less than half of their student's parents attended the events (39.9%). Breaking this data down into elementary and high school groups, 30.6% of elementary teachers stated parents were rarely involved in school. This percentage increased to 53.5 for high school teacher respondents. The data reveals 14.9% of elementary parents and 1.6% of high school parents were extremely involved. For the number of parents teachers met during the school year, overall, only 31.4% of teachers met fewer than 25% of their student's parents, with 30.3% having met 75-100% of the parents of their students. Furthermore, 63.5% of respondents thought the communication with the parents and guardians had been effective or

extremely effective.

When teachers were asked how productive the professional development meetings were at their school, over half (54.8%) of respondents stated professional development was somewhat or extremely productive. Another 16.2% found it was extremely unproductive and 22.9% found professional development to be somewhat unproductive. As to whether respondents were able to implement information received in professional development in their classrooms, 8% stated never, 24.7% rarely, 53.8% sometimes, and 14.3% almost always.

For attendance metrics, 36.5% of respondents found the efforts to improve attendance for all students were effective or extremely effective and 31.6% found the efforts were ineffective or extremely ineffective. Sixteen percent of respondents did not know what efforts the school implemented to improve attendance. Fifty-one point-one percent of respondents thought the district's efforts to respond to the needs of the school site were ineffective or extremely ineffective. On the school level, respondents stated 23.4% found the school administration's response to the needs of the teachers was ineffective or extremely ineffective. Just under 40% of respondents stated that less than 50% of students engaged in an art class at school. The number rose to 57% for music. Fifty-seven percent of respondents stated less than 50% of students engaged in a music class at school. The number of responses, minimum and maximum values, mean, and standard deviation for the common questions can be found in Table 4.

Table 4
Descriptive Statistics Common Questions

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PARINV	332	1.00	4.00	2.5572	.72068
COMP	308	1.00	5.00	4.8474	.50350
PARCONF	310	1.00	4.00	2.1258	1.14639
PARMEET	315	1.00	4.00	2.4508	1.27443
ATTALL	239	1.00	3.00	2.3849	.69387
ATTFY	157	1.00	4.00	2.5541	.78768
ATTELS	170	1.00	4.00	2.6353	.75128
ATTLOWINC	173	1.00	4.00	2.5491	.83120
EFFPD	330	1.00	4.00	2.4727	.83658
IMPPD	290	1.00	4.00	2.7276	.79679
PDELS	252	1.00	4.00	2.7500	1.38180
FACILITIES	318	1.00	4.00	2.5157	.78516
ART	188	1.00	5.00	3.0372	1.44181
MUSIC	202	1.00	5.00	2.5743	1.61982
Valid N (listwise)	61				

The key variables gleaned from the literature and the district LCAPs were parent involvement (PARINV), parental attendance at parent conferences, back-to-school nights, and other parent nights at school (PARCONF), the number of parents the teachers met in person or via Zoom (PARMEET), the effectiveness of communication with parents (PARCOMM), the efforts to improve attendance for all students (ATTALL), foster youth and homeless (ATTFY), English Language Learners (ATTELS), low-income students (ATTLOWINC), the effectiveness of Professional Development (EFFPD), the ability of the teacher to implement what was taught in PD in the classroom (IMPPD), the effectiveness of PD for English Language Learners

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(PDELS), the facilities at the school (FACILITIES), and the number of students enrolled in an art (ART) or music class (MUSIC).

As shown in Table 4, the means for all of the variables on a scale of 1-4 are between 2 and 3, and for ART and MUSIC which was on a 1-5 scale was between 2.5-3.5. Ten of the variables were within one standard deviation of the mean. PARINV, COMMPAR, ATTALL, ATTFY, ATTELS, ATTLOWINC, EFFPD, IMPPD, and FACILITIES were all within one standard deviation of their mean indicating 68% of the responses were clustered close to the mean. For the remaining five variables, the standard deviations ranged between 1.14639 to 1.61982: PARCONF (M=2.1258, SD=1.14639), PARMEET (M=2.4508, SD=1.27443), PDELS (M=2.75, SD=1.28180), ART (M=3.0372, SD=1.44181), and MUSIC (M=2.5743, SD=1.61982). For the five variables with standard deviations higher than one, the data indicates there was more variability in the responses. The responses had a wider range and were more spread out from the mean.

More specifically, regarding the means and standard deviations of variables, the number of responses for parent involvement (PARINV) at the school was 332. Responses ranged from 1 to 4. The mean of the responses was 2.557, which indicates the average of responses was between a 2 and a 3 indicating parents were rarely to somewhat involved at school. The standard deviation for parent involvement was .72068 indicating the responses were clustered around the mean. Parent conference attendance, (PARCONF) had 310 responses ranging from 1 to 4. The mean was 2.1258. A two response to the survey question stated 25% to 49% of parents attended conferences. The standard deviation for this variable was 1.14639 indicating the responses are not closely clustered around the mean but spread out from the mean. The survey question seeking information on how many of the student's parents the teachers

personally met (PARMET) rendered 315 responses varying from 1 to 4. The mean for parents met was 2.4508. A two response indicates that 25% to 49% of parents met the teacher and a three response meant between 50% to 74% of parents met the teacher. The standard deviation was 1.27443 indicating the responses were scattered out from the mean.

A one-way between-subjects ANOVA was conducted to compare the effect of the school districts on parent involvement (PARINV), the number of parents who attended conferences (PARCONF), the condition of the facilities (FACILITIES), and the efforts to improve attendance for all students (ATTALL), from foster youth and unhoused students (ATTFY) to English Language Learners (ATTELS), and low-income students (ATTLLI). Districts were numbered as follows: 1) Tupelo, 2) Sycamore, 3) Poplar, 4) Magnolia, 5) Cashew, and 6) Ash. The results of the ANOVA are presented in Table 5. There was a significant effect of the school district at the $p < .001$ level for PARINV [$F(5, 326) = 6.68, p < .001$], at the $p = .002$ level for PARCONF [$F(5, 304) = 3.92, p = .002$], at the $p = .050$ level for FACILITIES [$F(5, 312) = 1.36, p = .050$]. No significant effect of school districts shown on the efforts to improve attendance for all students, foster youth, the homeless, English Language Learners, and students from low-income families ATTALL [$F(5, 233) = 1.885, p < .098$], ATTFY [$F(5, 151) = 1.568, p = .172$], ATTELS [$F(5, 164) = .948, p = .452$], ATTLOWINC [$F(5, 167) = 1.714, p = .134$]. As the F test was found to be significant for parent involvement, attendance at parent conferences, and the condition of the facilities meant that the districts differed significantly from these variables.

Post hoc comparisons that used the Bonferroni test indicated that the variances of parent involvement based on district significantly varied for Cashew, Sycamore, and Poplar. Sycamore had a significantly higher level of parent involvement compared to Cashew. Specifically,

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Sycamore's mean ($M = 2.61$, $SD = .72$) was .38 higher than Cashew's ($M = 2.23$, $SD = .64$) for parent involvement. This difference was significant at the $p=.005$ level. Poplar's mean, ($M = 2.79$, $SD = .71$) was .57% higher than Cashew's for parental involvement. The difference was significant at the $p<.001$ level.

Post hoc comparisons using the Bonferroni test indicated the variances of attendance at parent conferences based on district significantly varied for Cashew, Sycamore, and Poplar. Sycamore had a significantly higher level of attendance at parent conferences compared to Cashew. Specifically, Sycamore's mean, ($M = 2.35$, $SD = 1.16$) was .75 higher than Cashew's ($M = 1.62$, $SD = 1.00$) for parent attendance at conferences. This difference was significant at the $p<.001$ level. Poplar's mean, ($M = 2.22$ $SD = 1.12$) on average, was .63 higher than Cashew's for parent attendance at conferences. The difference was significant at the $p=.008$ level. According to the Bonferroni test, no other additional significant differences in the means were found.

Table 5

ANOVA tests

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
PARINV	Between Groups	15.983	5	3.197	6.683	<.001
	Within Groups	155.929	326	.478		
	Total	171.913	331			
PARCONF	Between Groups	24.595	5	4.919	3.920	.002
	Within Groups	381.499	304	1.255		
	Total	406.094	309			
ATTALL	Between Groups	4.454	5	.891	1.885	.098
	Within Groups	110.132	233	.473		
	Total	114.586	238			
ATTELS	Between Groups	2.680	5	.536	.948	.452
	Within Groups	92.709	164	.565		
	Total	95.388	169			
ATTFY	Between Groups	4.777	5	.955	1.568	.172
	Within Groups	92.013	151	.609		
	Total	96.790	156			
ATTLOWINC	Between Groups	5.800	5	1.160	1.714	.134
	Within Groups	113.033	167	.677		
	Total	118.832	172			
FACILITIES	Between Groups	6.793	5	1.359	2.247	.050
	Within Groups	188.628	312	.605		
	Total	195.421	317			

Table 6 identifies the correlations between parental involvement, the number of parents attending conferences, the condition of the facilities, and efforts to improve attendance for all students, foster youth, unhoused students, English Language Learners, and low-income families. All the variables were significantly and positively correlated with parental involvement. The correlation between variables described the strength of the association between the variables parental involvement and parents attending the conference ($r=.552$, $p<.001$), the condition of facilities ($r=.136$, $p=.015$), the efforts to improve attendance for all students ($r=.319$, $p<.001$), for foster youth and unhoused students ($r=.377$, $p<.001$), low-income

students ($r=.310$, $p< .001$), and English Language Learners ($r=.429$, $p< .001$) all had statistically significant positive correlations. The strong correlation indicates the efforts to keep the facilities in good condition, the number of parents attending conferences, and the efforts to improve attendance were associated with parent involvement.

Table 6

Correlations

		Correlations						
		PARINV	PARCONF	ATTALL	ATTFY	ATTLOWINC	ATTELS	FACILITIES
PARINV	Pearson Correlation	1	.552**	.319**	.377**	.310**	.429**	.136*
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	.015
	N	332	309	238	155	171	169	315
PARCONF	Pearson Correlation	.552**	1	.174**	.261**	.237**	.330**	.145*
	Sig. (2-tailed)	<.001		.009	.001	.002	<.001	.013
	N	309	310	224	153	168	163	294
ATTALL	Pearson Correlation	.319**	.174**	1	.757**	.798**	.781**	.255**
	Sig. (2-tailed)	<.001	.009		<.001	<.001	<.001	<.001
	N	238	224	239	140	155	151	239
ATTFY	Pearson Correlation	.377**	.261**	.757**	1	.857**	.893**	.333**
	Sig. (2-tailed)	<.001	.001	<.001		<.001	<.001	<.001
	N	155	153	140	157	150	144	157
ATTLOWINC	Pearson Correlation	.310**	.237**	.798**	.857**	1	.885**	.317**
	Sig. (2-tailed)	<.001	.002	<.001	<.001		<.001	<.001
	N	171	168	155	150	173	155	173
ATTELS	Pearson Correlation	.429**	.330**	.781**	.893**	.885**	1	.283**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001
	N	169	163	151	144	155	170	170
FACILITIES	Pearson Correlation	.136*	.145*	.255**	.333**	.317**	.283**	1
	Sig. (2-tailed)	.015	.013	<.001	<.001	<.001	<.001	
	N	315	294	239	157	173	170	318

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Multiple linear regression was used to test if the number of parents attending conferences, the condition of the facilities, and the efforts to improve attendance for all students, foster youth and unhoused students, English Language Learners, and low-income families significantly predicted parent involvement. The overall regression was statistically significant ($R^2 = .406$, $F(9,70) = 5.326$, $p<.001$). The school’s communication with parents, the number of parents who

attended parental conferences, the efforts to improve attendance for all students, foster youth, English Learners, and low-income students, the condition of the facilities, and the number of students enrolled in art and music classes collectively explain 40.6% of the variation in parent involvement at school.

Table 8 sets forth the regression analysis. The fitted regression is represented by the following equation:

$$\text{PARINV} = 1.058 + .021(\text{COMMPAR}) + .216(\text{PARCONF}) + .080(\text{ATTALL}) + .386(\text{ATTFY}) + -.170(\text{ATTELS}) + -.009(\text{ATTLOWINC}) + .104(\text{FACILITIES}) + .021(\text{ART}) + -.033(\text{MUSIC})$$

The coefficients for each of the variables shown in Table 7 indicate the amount of change one could expect in parent involvement given a one-unit change in the value of that variable, assuming all other variables are held constant. The number of parents who attend parent conferences is a significant predictor of parent involvement. The regression analysis reveals parent involvement would increase by .216 for every one-unit increase in the number of parents who attend parent conferences, assuming all other variables remain constant. The regression analysis did not reveal any additional significant Betas.

Table 7

Regression: Parent Involvement Dependent Variable

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.638 ^a	.406	.330	.53337	

a. Predictors: (Constant), MUSIC, COMMPAR, FACILITIES, ATTFY, PARCONF, ART, ATTALL, ATTELS, ATTLOWINC

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.636	9	1.515	5.326	<.001 ^b
	Residual	19.914	70	.284		
	Total	33.550	79			

a. Dependent Variable: PARINV
 b. Predictors: (Constant), MUSIC, COMMPAR, FACILITIES, ATTFY, PARCONF, ART, ATTALL, ATTELS, ATTLOWINC

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.058	.316		3.345	.001
	COMMPAR	.021	.115	.022	.179	.858
	PARCONF	.216	.072	.373	2.986	.004
	ATTALL	.080	.188	.087	.425	.672
	ATTFY	.386	.229	.431	1.685	.096
	ATTELS	-.170	.215	-.185	-.792	.431
	ATTLOWINC	-.009	.229	-.011	-.041	.967
	FACILITIES	.104	.083	.127	1.250	.215
	ART	.021	.062	.046	.343	.732
	MUSIC	-.033	.059	-.079	-.556	.580

a. Dependent Variable: PARINV

Data for each district

Sycamore City Unified

Input from educational partners and LCAP allocation.

Sycamore City Unified School District’s robust LCAP Parent Advisory Committee (PAC) met multiple times throughout the 2021-2022 school year to inform the 2022-2023 LCAP. The PAC created two written priority documents, one in February of 2022 and one in April of 2022. The PAC also presented a concise one-page recommendation form to the school board. Furthermore, the PAC reviewed, questioned, analyzed, and responded to the draft of the 2022-2023 LCAP in the process of creating the April 2022 document and the recommendation document.

One example of PAC input and how it traveled through the PAC LCAP recommendation process is the input of the need for instructional aides to address the overall need for learning loss. On January 24, 2022’s PAC meeting, the notes stated that an additional 200 instructional aides were needed. The Learning Loss section of the February 22, 2022 written document states the need to hire additional instructional aides and lists three functions the aides will perform: to assist in elementary classrooms; to support low-performing schools; and to serve as family advocates. In February, the PAC reviewed a draft of the LCAP and created a shared input space on a Google document. In the second written priority document mentioned above, a comment in the learning loss column on the PAC Shared Input Space stated, “Hiring of instructional aids? Where is that?” (Shared Meeting Space Document 4.4.22 PAC Meeting). In the PAC Recommendations to the school board, the PAC included five themes, one of which was increased adult support in classrooms and elimination of vacancies. In the short term, the PAC recommended an “increase in the number of adult support staff on campus, including the number

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of instructional aides in the classrooms” (2021-2022 LCAP Parent Advisory Initial Recommendations) In the LCAP approved by the school board, in the Engaging Educational Partners section, the LCAP reiterated the five themes of the PAC recommendations as well as the recommendation for an increase in adult support in the classrooms and an increase in instructional aides. The PAC’s request for instructional aides was in the February document, the April document, which was presented to the board. It was also included in the approved LCAP summary of input from educational partners. None of the action items in the LCAP allocated funds for instructional aides.

The PAC recommended five areas or themes for the LCAP. The first theme sought an evaluation of students, data, and assessments to identify gaps in student learning. LCAP Goal 2, Action Item 1 allocated \$4,536,174 for professional development to guide teachers on lesson plans, common assessments, and effective delivery of instruction. Theme 2 from the PAC called for summer program support for students who are most at risk. The LCAP allocated \$413,675 in Goal 3, Action 7 for summer school programs “specific to English Learners with support for language development and academic skills.” (Sycamore City Unified LCAP page 93). Expanded credit recovery (Goal 1, Action Item 5 - \$1,718,742) and lowering class size for K-3 students (Goal 2, Action Item 8 - \$2,606,800) were also goal action items that responded to the second theme from the PAC. The PAC’s third theme, building strategic partnerships was funded by the school in Goal 1 Action 13, Goal 2 Actions 3 and 15, and Goal 5. However, these action items were not funded through the LCAP.

The fourth PAC theme identified the need for increased adult support in classrooms (instructional aides), elimination of vacancies, and an earlier start date for the 2023 school year. None of the items requested by the PAC identified in theme four were allocated through the

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LCAP or any other means identified in the LCAP. The fifth and last theme of PAC input was for the district to provide mental health and social-emotional support through increased extracurricular activities and staffing for mental health Student Support Centers. The LCAP funded the Student Support Centers in Goal 3 Action 1 for \$871,677. The LCAP did not specifically mention extracurricular activities in any of the action items. In total, the district responded to PAC input with \$10,147,068 in LCAP funds. This amount was 2.23% of the total LCAP budget of \$454,072,523.

In addition to the PAC, the SCUSD collected information from a plethora of educational partners. More than eleven pages of detailed lists of partner input are in the LCAP. One of the listed partners, the B/AAAB, the Black/African American Advisory Board made a presentation to the SCUSD Board of Education on February 17, 2022, and also drafted a written document outlining their recommendations. In the presentation video, the B/AAAB explained its dissatisfaction with how the Board was meeting the needs of the B/AA students. With chronic absenteeism, high suspension rates, and A-G completion rates, the B/AAAB reported that the district was simply failing the B/AA students. The B/AAAB also submitted a written document with thirteen recommendations. Two of the recommendations were implemented by the B/AAAB itself—establishing a District-wide advisory board and establishing a B/AA Parent Engagement Steering Sub-Committee. The presentation to the Board explained four items that were adopted by the Board in May of 2022. These four call for the elimination of suspensions in Pre-K to 3rd grade, willful defiance suspensions, and the reduction in suspensions of B/AA to comport with the suspension rate of the general population, and to divest funding from school resource officers and reinvest in alternative supports. The B/AAAB provided input for continued

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monitoring of the suspensions and support to ensure the suspensions were reduced and eliminated.

In addition to the items previously adopted, the presentation to the B/AAAB Board requested seven additional priority items. The seven items requested by the B/AAAB, the extent to which the input was included in the LCAP, and the amount allocated for that item are outlined in Table 8.

Table 8

Input from Sycamore Educational Partner B/AAAB

Sycamore Unified School District		
Input from Educational Partner B/AAAB	The extent to which area of improvement from the input is included in the LCAP	Amount funded through the LCAP
Provide professional development to address inequitable disciplinary practices	Discipline inequities are not addressed in the LCAP. Goal 4 Action Item 2 funded Positive Behavioral Intervention and Supports through <i>non-LCAP</i> funds.	\$0
Increase Black/African American teachers from 109 to 150	Goal 2 Action 8 funded additional staffing for high-needs sites – no mention of adding Black/African American teachers Goal 2 Action 11 funded competitive salary and benefits packages to recruit teachers – <i>no mention of Black/African American teachers</i>	Goal 2 Action 8 \$ 38,528,384 Unknown if any Black/African American teachers were hired Goal 2 Action 11 \$13,956,407 Unknown if any Black/African American teachers were hired
Implement multiple measures of student progress	Not in LCAP action items	\$0

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Implement research-based intervention and acceleration strategies	Goal 1 Action 5: Credit Recovery - priority is Homeless Youth, Foster Youth, and English Learners Goal 1 Action 7: Additional support for the IB program Goal 2 Action 2: Support for GATE and AP	Goal 1 Action 5: \$1,718,742 Goal 1 Action 7: \$527,994 Goal 2 Action 2: \$258,145
Provide school-to-college or career experiences	Goal 1 Action 1: Expansion of CTE programs	\$3,832,452
Create a study team to review and monitor K-12 special education referral practices	Not in LCAP action items	\$0
Adopt and implement a curriculum that includes and reflects the Black/African American experience	Goal 4 implores learning environments to become more culturally competent through the dismantling of systems affecting BIPOC students and other groups. No mention of curriculum implementation.	\$0

As identified in Table 8, much of the input from the B/AAAB was not included in the LCAP. The district did not fund the adoption and implementation of a curriculum that included the Black/African experience, did not create a study team to review and monitor K-12 special education referral practices, or specific multiple measures of student achievement. The LCAP did not identify Black/African students as a targeted group for support, which may explain the lack of specific action items for Black/African American students.

Survey data regarding LCAP allocations – Sycamore City Unified School District.

The research survey was sent to 1,470 people at Sycamore City Unified and 133 responses were received. Table 9 is a compilation of the data from the research survey identifying the action item from the Sycamore City LCAP, the amount allocated to meet that action, and the research survey responses regarding the action item. For example, Sycamore City

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Unified allocated \$1,612,731 for secondary librarians to educate on literacy, research, and project-based learning. Fifty percent of Sycamore’s secondary school respondents stated they had never worked with the secondary school librarian, 13% rarely worked with the librarian, and 37% occasionally or frequently worked with the librarian.

Table 9

Sycamore City Action Items, Amounts Allocated, and Research Survey Responses

Sycamore City Unified School District		
LCAP Action	Amount Allocated	Survey Response
Literacy, Research, and Project-based Learning Instruction (Secondary Librarians)	\$1,612,731	50% Never worked with the librarian 13% Rarely worked with the librarian 19% Occasionally worked with the librarian 18% Frequently worked with the librarian.
Curriculum Coordinators (CC) and Training Specialists (TS)	\$3,655,438	51% Did not work with a CC 33% Found CC Ineffective or Extremely Ineffective 23% Found the CC Extremely Effective or Effective 39% Did not work with a TS 27% Found TS Extremely Ineffective or Ineffective 34% Found the TS Extremely Effective or Effective
Positive Behavior and Intervention (PBIS)	\$978,911 ²	59% Did not work with a PBIS coach 24% Found PBIS Extremely Ineffective or Ineffective 18% Found the TS Extremely Effective or Effective
Parent Teacher Home Visits Program (PTHV)	\$425,779	62% Did not work with the PTHV program 4% Found the PTHV program Extremely Ineffective or Ineffective 34% Found the PTHV Extremely Effective or Effective

² The PBIS was not funded by the LCFF.

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Teacher Collaboration Time	\$6,219,696	2% Did not participate in teacher collaboration time 39% Found the Teacher Collaboration Time to be Extremely Ineffective or Ineffective. 59% Found the Teacher Collaboration Time to be Extremely Effective or Effective																								
How often a nurse was on campus	\$3,471,036	23.2% A nurse was always on campus 29.5% A nurse was often on campus 44.2% A nurse was rarely on campus 3.2% A nurse was never on campus																								
Student Support Center (SSC) on campus	\$1,816,390	21% Did not know there was an SSC on campus 46% Yes, had an SSC on campus 33% No, did not have an SSC on campus																								
Training on Language Essentials for Elementary Teachers (LETRS)	\$310,000	85% Did not receive training 5% Extremely ineffective or ineffective training 10% Effective training																								
Elementary Field Trips, Elementary Athletics, and College Visits	\$711,571	<table border="1"> <thead> <tr> <th></th> <th>Field Trips</th> <th>Athletics # of teams</th> <th>College Visits</th> </tr> </thead> <tbody> <tr> <td>Zero</td> <td>77%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>1</td> <td>16%</td> <td>18%</td> <td>18%</td> </tr> <tr> <td>2</td> <td>3%</td> <td>13%</td> <td>18%</td> </tr> <tr> <td>3</td> <td>2%</td> <td>8%</td> <td>18%</td> </tr> <tr> <td>4+</td> <td>2%</td> <td>3%</td> <td>28%</td> </tr> </tbody> </table>		Field Trips	Athletics # of teams	College Visits	Zero	77%	57%	18%	1	16%	18%	18%	2	3%	13%	18%	3	2%	8%	18%	4+	2%	3%	28%
	Field Trips	Athletics # of teams	College Visits																							
Zero	77%	57%	18%																							
1	16%	18%	18%																							
2	3%	13%	18%																							
3	2%	8%	18%																							
4+	2%	3%	28%																							
Secondary School Librarians Learning Instruction (This allocation is different from the Literacy, Research, and Project-Based Learning Instruction)	\$1,612,731	85% Were unaware of this instruction 11% of the instruction was extremely effective or effective 4% of Instruction was ineffective																								

In addition to the responses regarding working with a librarian, 51% of survey respondents did not work with the curriculum coordinator and 39% did not work with a training specialist for which the district allocated \$3,655,438. For those who did work with the

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curriculum specialist, 33% found the specialist to be ineffective and 27% also found the training specialist ineffective. The LCAP allocated over six million dollars, \$6,219,696, to fund teacher collaboration time. Fifty-nine percent of Sycamore City Unified respondents found the teacher collaboration time to be effective. Although the LCAP funded nurses for \$3,471,036, 44.2% of respondents stated a nurse was rarely on campus with 3.2% stated a nurse was never on campus. A nurse was often on campus for 29.5% of the respondents, and a nurse was always on campus for 23.2% of Sycamore City respondents. For the student support centers that were to receive funding of \$1,816,390, 21% did not know if there was a support center on campus, and 33% did not have a center on campus. Forty-six percent had a support center on campus. The LCAP allocated a smaller amount, \$310,000, for training in an elementary language program. However, 85% of elementary respondents did not receive training, 5% stated the training was ineffective, and 10% responded that the training was effective. Seventy-seven percent responded that the students did not take any field trips, 57% did not have any athletic teams on campus, and 18% of secondary respondents did not have any college visits at school. The LCAP allocated \$711,571 for field trips, athletics, and college visits. Sixteen percent responded there was one field trip, 18% had one athletic team and 18% identified one college visit.

Overall, the Parent Advisory Committee provided input with five themes. Four of the themes were funded. This represented 2.23 2.23% of total LCAP budget spent on PAC input. The B/AAAB Advisory Board requested 7 items. Four of the items were funded, one item could not be determined if it was funded, and two were funded through the LCAP. These two items were .014% of the total LCAP budget.

Poplar Unified School District

Input from educational partners and LCAP allocation.

On the Poplar Unified School District Website, the 2021-2022 LCAP is the most recent LCAP on the PSD Budget and LCAP page. The most recent budget committee information on the web page was from 2017. The LCAP/LCFF link on the Budget and LCAP pages presents information from April 2016. The Poplar LCAP document identified several educational partners who were engaged during the year-long process of LCAP development. Information from the agendas of the identified committees is outlined in Table 10. Although the committees were listed on the LCAP as providing information for the LCAP, for many committees, the LCAP did not appear on any of the agendas.

None of the agendas or minutes for the DELAC, the District English Language Advisory Committee, included the LCAP. The committee did not plan to discuss the LCAP, nor was the LCAP presented to the committee although this had been noted in the Poplar Unified LCAP. The Poplar LCAP Task Force was an active partner in the LCAP development. Three of their meetings included discussions and presentations of the LCAP. The African-American Parent Council, AAPC, is another committee identified in the LCAP as an educational partner that provided input into the LCAP. However, of the five AAPC meetings, none had the LCAP as an agenda item. The Foster Youth Council included the LCAP in four of its eight meetings. The Community Advisory Committee, CAC, held nine meetings; none of the meeting minutes included a mention of the LCAP.

Table 10

Meeting Information from Educational Partners Identified in LCAP

Educational Partner Identified in LCAP as providing input	Meetings and agendas available on the PSD website	Input from Educational Partner
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DELAC	The Minutes and Agendas of all meetings were available on the PSD website.	None-LCAP was not presented to DELAC according to the agendas and minutes
LCAP Task Force	3 Meeting Agendas and two presentations at meetings	Input is outlined in Table 15.
LCAP PAC	4 Meeting Agendas	Unable to determine based on agenda items
AAPC	5 Meeting Agendas	LCAP was not an agenda item for any of the meetings
Foster Youth Council	8 Meeting Agendas	4 meeting agendas included the LCAP as a discussion item. Minutes are not available.
CAC	9 Meeting Agendas and Minutes	None of the meeting minutes mention the LCAP.

In addition, PSD collected data from educational partners through an online survey that was sent in February 2022. Hanover Research distributed the survey, compiled the results, and reported on the findings. A total of 771 surveys were completed with quality survey responses. (Hanover Report). The report does not indicate how many responses were from Poplar Unified’s 14,542 students, teachers, staff, or parents (Poplar LCAP). How many teachers, staff, or parents received the survey is unknown. Table 1 incorporates the areas of improvement as identified by responses from the district survey and the LCAP Task Force. In addition, the table identifies the LCAP Action Items for each topic that relates to the responses and the amount funded through the LCAP.

Table 11

PSD Educational Partners Input from Survey and LCAP Task Force

Poplar Unified School District		
Educational Partners'	The extent to which area of improvement	Amount funded

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input from the survey and the LCAP Task Force	from the survey is included in the LCAP	through the LCAP
Special population students would benefit from additional after-school activities, additional resources for parents, training on the foster system for staff,	Goal 1: Action Item 21 allocated funds for special population supports including after-school tutoring and enrichment programs	Goal 1, Item 21: \$5,697,806
Special population students would benefit from additional resources for parents, provide training on the foster system for school staff, support legislation regarding group homes and build-in accountability, and use Aeries intervention to support interventions for foster youth	<p>Goal 1, Action Item 21 allocated funds for special population supports including family engagement supports</p> <p>Goal 4, Action Item 1 allocated funds for Family Engagement Office services</p> <p>Goal 6, Action Items 1-4 LCAP allocated funds for foster youth support.</p>	<p>Goal 1, Item 21: \$5,697,806</p> <p>Goal 4, Item 1: \$368,512</p> <p>Goal 6, Items 1-4: \$4,409,475</p>
Special education students would benefit from vocational and transition-based skills training	The LCAP does not allocate funds for special education students receiving vocational and transition-based skills and training.	\$0
Teachers do not feel satisfied with district leadership	The LCAP does not allocate funds for teachers to feel more satisfied with district leadership.	\$0
Teachers do not feel they have agency in the decision-making process at school or the district level	The LCAP does not allocate funds for teachers to have agency in the decision-making process.	\$0

The educational partners identified the need for after-school activities, resources, and staff and parents for special population students. The Poplar Unified LCAP allocated \$5,697,806 for special population support including after-school tutoring and enrichment programs. In addition, \$4,409,475 was allocated for foster youth support and \$368,512 for the family

engagement office. Input from educational partners also identified the need for vocational and skills training for special education students and improvement in teacher satisfaction with the district. The LCAP did not allocate any funds for these two items. Furthermore, the partners explained the teachers do not feel they have agency in making decisions at the school or district level, which was not addressed in the LCAP.

The DELAC did not include the LCAP on any of the agendas or minutes of meetings. The LCAP task force and survey submitted input on five areas. Three of the areas were funded, two were not. The LCAP PAC conducted four meetings. This researcher was unable to determine the LCAP input based on the agenda items. The LCAP was not on the agenda for any of the four AAPC meetings.

Survey data regarding LCAP allocations – Poplar Unified School District.

The research survey was sent to 649 educators at Poplar Unified School District and 103 responses were received. Table 12 compiles the data from the research survey identifying the action item from the Poplar Unified LCAP, the amount allocated to meet that action, and the research survey responses regarding the action item. For example, the Poplar LCAP allocated \$3,152,423 for instructional coaches. Goal 1, Action Item 1 describes the work of instructional coaches as, “School site instructional coaches provide ongoing coaching and professional development cycles to teachers focusing on research-based strategies and interventions that address unique learning considerations for students who experience poverty and those who are acquiring a new language” (PSD LCAP, p. 19). When Poplar Unified teachers were asked about the frequency of working with instructional coaches, 13.5% of respondents stated they worked with coaches frequently, 35% stated occasionally, 29% responded rarely, and 22.5% never

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worked with instructional coaches. As for the effectiveness of coaches, 55% of respondents agreed that the coaches were effective or extremely effective.

Table 12

PSD LCAP Action Items, Amounts Allocated, and Research Survey Responses

Poplar Unified School District					
LCAP Action	Amount Allocated	Research Survey Response			
Instructional Coaches	\$3,152,423.00	Metric for Frequency	Frequency of working with a coach	Metric for Effectiveness	Effectiveness of support provided by the coach
		Did not work with a coach	22.5%	Did not have info to Answer	24%
		Rarely worked with a coach	29%	Extremely Ineffective or Ineffective	21%
		Occasionally worked with a coach	35%	Effective	45%
		Frequently worked with a coach	13.5%	Extremely Effective	10%
Instructional Ed Tech Coach	\$595,075.00	The metric for the Frequency of working with a coach	Frequency of working with a coach	Metric for Effectiveness	Effectiveness of support provided by the coach
		Never	37%	Did not have info to answer question	44%
		Rarely	35%	Extremely	6.5%

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				Ineffective or Ineffective	
		Occasionally	18%	Effective	42.5%
		Frequently	9%	Extremely Effective	7%
Foster Youth Therapeutic Services in grades 6-12+	\$3,302,733.00	33% had not heard of the services 38% had heard of the services but did not have sufficient information to respond 12% Highly Ineffective and Ineffective 17% Extremely Effective and Effective			
CTE program support, PD, teaching, and coordination	\$3,152,616.00	15% of High School Respondents did not answer this question 12.5% of High School Respondents had not heard about the CTE program 30% of High School Respondents stated they heard about the CTE program but do not have enough information to respond 10% of High School Respondents found the CTE program to be ineffective 32.5% of High School Respondents found the CTE program to be Extremely Effective or Effective			

Another action item funded by the LCAP is the \$595,075 for instructional ed tech coaches. Thirty-seven percent did not work with an ed tech coach, 35% rarely worked with a coach, and 27% occasionally or frequently worked with a coach. Of those who worked with the coaches, 49.5% stated the coaches were effective or extremely effective. The district allocated \$3,302,733 for foster youth therapeutic services in grades 6-12. This may be a niche area as 33% had not heard of the services and 38% had heard of the services but did not have information to determine the effectiveness of the services. Seventeen percent found the services to be effective or extremely effective. Similarly, the CTE program support, PD, teaching, and coordination which received \$3,152,616, was little known in the district. Twelve and a half percent of high school respondents had not heard of the CTE program, and 30% had heard of the program but

had insufficient information to gauge its effectiveness. Of those who had sufficient information on the CTE program, 32.5% found the CTE program to be effective or extremely effective.

Magnolia Unified School District

Input from educational partners and LCAP allocation.

The Magnolia Unified School District (MPSD) utilized School Site Council meetings as a “School Site Community Engagement Meeting” to gather LCAP information and input from community partners. The meetings were scheduled to take place in December 2021 and January 2022. In addition, MPSD scheduled district-wide educational partner meetings in January, February, and March of 2022. The LCAP reports the district conducted meetings with students on middle and high school campuses and circulated a survey. The survey data is not available on the district website. (2022-2023 Magnolia LCAP). Although the meetings were in person and virtual, they were not recorded and not available on the district website. The LCAP summarizes the data from the meetings with examples of feedback listed in the LCAP (2022-2023 Magnolia LCAP). It is unknown if the feedback is from parents, staff, district employees, students, or community members. For example, “professional development” for new teachers did not include the source of the input. The source for the listed items could not be determined. In addition, the LCAP did not provide information as to what other feedback was presented but not included in the LCAP summary, or how it was determined whether the feedback in the LCAP was included or not.

Table 13 lists the input from the MPSD educational partners as identified by the district in the LCAP and the district’s responses noting the number of funds for each item.

Table 13

Magnolia Input from Educational Partners

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Magnolia Unified School District		
Input from Educational Partners	Extent to which area of improvement from the survey was included in the LCAP	Amount funded through the LCAP
After-school and in-school tutoring	The LCAP does not allocate funds for tutoring.	\$0
Parent engagement, parenting classes, and parenting workshops.	Goal 3, Action Item 2 allocated funds for a parent educator trainer, communications specialist, and parent workshops.	Goal 3, Item 2: \$191,247.43
	Goal 3 Action Item 3 allocated funds for district-wide community liaisons.	Goal 3, Item 3: \$1,022,761.41
Electives to support the transition from high school to college	The LCAP does not allocate funds for electives	\$0
CTE to support the transition from high school to college	Goal 1, Action Item 12 allocated funds for CTE	Goal 1 Item 12: \$290,888.76
AVID supports the transition from high school to college	Goal 1, Action Item 7 allocated funds for AVID	Goal 1 Item 7: \$246,161.18
GEAR UP to support the transition from high school to college	The LCAP does not allocate funds for GEAR UP	\$0
College specialists to support the transition from high school to college	Goal 1 Action, Item 3 allocated funds for college specialists	Goal 1 Item 3: \$643,564.15
	Goal 1, Action Item 8 LCAP allocated funds for Reimaging Secondary Education.	Goal 1 Item 8: \$400,424.72
Socio-emotional support-family service specialists, mental health therapists, partnerships	Goal 5, Action Item 7 allocated funds for Mental Health Support Services	Goal 5 Item 7: \$3,188,441.92
Professional Development for new teachers	Goal 1, Action Item 11 allocated funds for professional development including new teacher professional development	Goal 1 Item 11: \$290,888.75

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Training for teachers, COMP, CPI, YMHFA, District Equity Leadership Team	The LCAP does not allocate funds for COMP, CPI, YMHFA, or the District Equity Leadership Team.	\$0
Intervention for English Learners	Goal 3, Action Items 1-5 allocated funds for English Learner support and interventions	Goal 3 Items 1-5: \$678,496.81
Pathway for parents on how to help with literacy support	Goal 6, Action Item 2 allocated funds for parent educator provider training, communications specialist, and parent workshops and training Goal 6, Action Item 3 allocated for district-wide community liaisons	Goal 6 Item 2: \$191,247.42 Goal 6 Item 3: \$1,022,761.41
Accelerated learning specialists at every elementary and middle school	Goal 1, Action Item 1 allocated funds for middle school acceleration teachers Goal 1, Action Item 5 allocated funds for data collection programs to inform acceleration and intervention pathways.	Goal 1 Item 1: \$205,563.28 Goal 1 Item 5: \$132,930.36
Increased number of library and bilingual books	Goal 1, Action Item 13 allocated funds for library media specialists and diverse materials.	Goal 1 Item 13: \$258,918.79
Summer School	The LCAP does not allocate funds for summer school.	\$0
Lindamood Bell curriculum	The LCAP does not allocate funds for the Lindamood Bell curriculum.	\$0
American Council on Teaching Foreign Language Assessment	The LCAP does not allocate funds for American Council on Teaching Foreign Language Assessment	\$0
World language materials	Goal 1, Action Item 6 World language materials funded by LCAP (amount not stated as there are many items funded in Action Item 6) Goal 1, Action Item 10 allocated funds for world language teachers	Goal 1 Item 6: amount not stated as there are many items funded in Action Item 6 Goal 1 Item 10: \$343,334.25
Dual language academy	The LCAP does not allocate funds for a dual-language academy	\$0

CALIFORNIA LCAP INPUT AND IMPACT

Early learning assistants to provide math and reading support	Goal 2, Action Item 8 allocated funds for Early Learning Assistants in Transitional Kindergarten	Goal 2 Item 8: \$470,836
Transitional Kindergarten at all sites	Numerous action items allocated LCAP funds for Transitional Kindergarten supports	

The LCAP ignores eight areas of educational partner input. The LCAP does not fund after-school and in-school tutoring, electives to support the transition from high school to college, GEAR UP to support the transition from high school to college, teachers training, summer school, Lindamood Bell program, American Council on Teaching Foreign Language Assessment, or a dual language academy. These programs and areas of identified need may be funded through other sources. This paper does not analyze sources of funding other than the LCAP. Areas of input from educational partners which were funded by the LCAP include parent engagement, which received over one million in LCAP allocations, AVID support in the amount of \$246,161.18, and college specialists funded by just under one million dollars. The educational partners sought socio-emotional support, family service specialists, and mental health therapists and partners. The LCAP gave \$3,188,441.92 in funding to these programs.

Educational partner input also identified the need for pathways for parents to help with literacy support. Goal six of the Magnolia LCAP allocated \$191,247.42 for parent-educator provider training, communications specialists, and parent workshops and training. Over a million dollars was allocated for the district-wide community liaisons. Libraries also needed resources according to the educational partners. The Magnolia LCAP responded with \$258,918.79 for library media specialists and diverse materials. Early learning assistants were allocated \$470,836, also a need identified by the educational partners.

Survey data regarding LCAP allocations – Magnolia Unified School District.

The research survey was sent to 282 people at Magnolia Unified School District and 39 responses were received. Table 14 compiles the data from the research survey, identifying the action item from the Magnolia Unified LCAP, the amount allocated to meet that action, and the research survey response regarding the action item.

Table 14

Magnolia Action Items, Amounts, and Survey Responses

Magnolia Unified School District					
LCAP Action	Amount Allocated	Research Survey Response			
Academic Coaches and Intervention Teachers for Elementary and High Schools	\$1,599,045.41	Metric Frequency of Working with Academic Coach	Frequency of Working with Academic Coach	Metric: Effectiveness of Academic Coaches	Effectiveness of support provided by the Coach
		Never	4%		
		Rarely	24%	Ineffective	8%
		Occasionally	40%	Effective	46%
		Frequently	32%	Extremely Effective	46%
		Metric Effectiveness of Intervention Teacher		Effectiveness of Support Provided by Intervention Teacher	
		Never worked with an Intervention Teacher		40%	
		Ineffective		12%	
		Effective		24%	
		Extremely Effective		24%	

CALIFORNIA LCAP INPUT AND IMPACT

CTE Pathway	\$1,729,594	Of high school teachers who responded: 66.6% characterized the CTE pathway as Very Good 33.3% characterized the CTE pathway as Good
Media Specialist	\$1,487,487.62	12.5% Never worked with the Media Specialist 31.25% Rarely worked with the Media Specialist 50% Occasionally worked with the Media Specialist 6% Frequently worked with the Media Specialist
Literacy or Early Education Teachers on Special Assignment (TOSA)	\$248,511.04	10% of Respondents were unaware of TOSA at school 10% of Respondents did not have enough info to respond 40% of Respondents found the TOSA to be Effective 40% of Respondents found the TOSA to be Extremely Effective
Positive Behavior Intervention and Supports (PBIS) Professional Development (PD)	\$140,262.08	10%: Did not participate in PBIS PD 10%: Stated the PBIS PD was Extremely Ineffective 60%: Stated the PBIS PD was Effective 20%: Stated the PBIS PD was Extremely Effective
English Language Support including Bilingual Community Liaisons	\$1,253,701.52	26.67% of Respondents were unaware of the presence of Bilingual Community Liaisons at schools 20% of Respondents did not have enough interaction with the Bilingual Community Liaisons to form an opinion on the effectiveness 53.33% Stated the Bilingual Community Liaisons were Effective or Extremely Effective
Mental Health Support Services and Social-Emotional Supports for Students	\$2,802,117.97	3.33% of Respondents were unaware of the presence of mental health services at school 20% of Respondents stated that mental health services were Extremely Ineffective or Ineffective 76.67% of Respondents stated the mental health services were Extremely Effective or Effective
		26.66% of Respondents stated the Social and Emotional Supports provided to students were Extremely Ineffective or Ineffective 73.33% of Respondents stated the Social and Emotional Supports provided to students were Extremely Effective or Effective

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Magnolia LCAP allocated just over one and a half million for academic coaches and intervention teachers. Of the respondents, 92%, found the academic coaches to be effective or extremely effective. Forty-eight percent determined whether the intervention teachers were effective or extremely effective. One hundred percent of respondents stated the CTE Pathway, which received \$1,729,594 in LCAP funds, was good or very good. Although \$1,487,487.62 was allocated for a media specialist, 12.5% had never worked with a media specialist, 31.25% rarely worked with the specialist, 50% occasionally worked with one, and 6% frequently worked with the media specialist. Literacy or Early Education Teachers on Special Assignment (TOSA) received \$248,511.04 from LCAP funding. Eighty percent thought the TOSA was effective or extremely effective. Positive Behavior Intervention and Supports (PBIS) professional development received \$140,262.08 in LCAP funds. Only ten percent responded the PBIS PD was ineffective with 80% responding the professional development was effective or extremely effective. English Language Support received \$1,253,701.52 in LCAP funds. Close to 27% of respondents were unaware of the presence of bilingual community liaisons at school. On the other hand, bilingual liaisons were thought to be effective or extremely effective by 53.3% of respondents. Mental health support services and social-emotional support for students were allocated \$2,802,117.97. Close to three-quarters of respondents, 76.67%, stated that mental health services were extremely effective or effective and 73.33% stated that social and emotional supports were extremely effective or effective.

Cashew Joint Unified School District

Input from educational partners and LCAP allocation.

For the 2022-2023 LCAP, the LCAP stated meetings were held with educational partners including the LCP Steering Committee, Parent Advisory Committees, AAPAC, DELAC, DPAC,

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and SPED parent meetings. The meetings were virtual. As of September 25, 2022, none of the meetings were uploaded to the district website. The LCAP was presented at the June 9, 2022, Board Meeting. There were no public comments regarding the LCAP. The Board adopted the LCAP on June 23, 2022. The LCAP also reported the district also utilized a dedicated email to collect information from educational partners, and the schools conducted student forums.

The district conducted its annual LCAP survey between October 18, 2021, and November 3, 2021. Hanover Research distributed the survey, compiled the results, and reported on the findings. A total of 6,204 surveys were completed with quality survey responses. Results include responses from 4,386 students, 865 parents, and 953 staff members. Table 15 incorporates the areas which need improvement as identified by responses from the survey. In addition, the table identifies the LCAP Action Items for each topic that relates to the responses.

Table 15

Cashew Joint Unified Input from Educational Partners

Cashew Joint Unified School District		
Input from Educational Partners as stated by Hanover Research in response to the LCAP survey	Extent to which area of improvement from the survey is included in the LCAP	Amount funded through the LCAP
Need to improve safety at school, decrease bullying, and improve student respect for the staff	Goal 3, Action Item 1 allocated funds for Clinical Therapists	Goal 3 Item 1: \$329,517
	Goal 3, Action Item 8 allocated funds for crossing guards	Goal 3 Item 8: \$329,909
	Goal 3, Action Item 13 allocated funds for physical and mental health nurses	Goal 3 Item 13: \$1,624,311
	Goal 3, Action Item 14 allocated funds for an increase in health assistant hours	Goal 3 Item 14: \$1,199,426

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	Goal 3, Action Item 15 allocated funds for a Behavioral and Mental Health Manager	Goal 3 Item 15: \$204,536
Need to improve the fairness of school rules	Goal 3, Action Items 1-7 allocated funds for Positive Behavior Interventions and Supports, and a Clinical Therapist	Goal 3 Items 1-7: \$329,517
	Goal 3, Action Item 15 allocated funds for a Behavioral and Mental Health Manager	Goal 3 Item 15: \$204,536
Need for schools to provide students in SPED with sufficient after-school activities and vocational and transition-based skills training	Goal 1, Action Items 12-17 allocated funds for CTE/Linked Learning/Work Based Learning/ROP Program	Goal 1 Items 12-17: \$6,158,366
Need to improve ELs after-school activities.	Goal 1, Action Item 38 allocated funds for intramural athletics at the middle school level and alternative education.	Goal 1 Item 38: \$130,000
Need to improve the resources the school provides for parents of foster youth	Goal 3, Action Item 6 allocated funds to provide low-income and foster youth families with resources and connections to support services.	Goal 3 Item 6: \$100,000
Need to improve teacher satisfaction with district leadership and communication	The LCAP does not allocate funds for teacher satisfaction with district leadership or communication	\$0
Need to improve involvement from community members, school or district valuing parental input in school or class events or parents input in district committees or councils, and scheduling conflicts which impede parent's participation in activities	Goal 4, Action Items 1-5 allocate funds to support parent engagement	Goal 4 Items 1-5: \$1,044,546

Of the seven main areas of input from educational partners, the Cashew Joint Unified responded with LCAP allocations totaling over ten million dollars. One large item was the

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\$6,158,366 allocated for the CTE/Linked Learning/Work-Based Learning/ROP program. One item of input went unanswered in the LCAP. The educational partners identified a need to improve teacher satisfaction with district leadership and communication. No LCAP funds were allocated to meet that need.

Survey data regarding LCAP allocations- Cashew Joint Unified School District.

The research survey was sent to 695 people at Cashew Joint Unified School District and 108 responses were received. Table 16 compiles the data from the research survey identifying the action item from the Cashew Joint Unified LCAP, the amount allocated to meet that action, and the research survey response regarding the action item.

Table 16

Cashew Joint Unified Action Item, Amount Funded, and Survey Response

Cashew Joint Unified School District				
LCAP Action	Amount Allocated	Research Survey Responses Percentages for each response		
Site Leads to support EL Learners	\$723,601 Goal 1; Action 3	22% of EL Site Leaders were Effective 48% of EL Site Leaders were Ineffective 30% Did not know the district provided EL Site Leaders		
English Learner Curriculum Support Specialist (CSS)	\$785,981 Goal 1, Action 2	5.4% Frequently worked with EL CSS 17% Occasionally worked with EL CSS 37.4% Rarely worked with EL CSS 40% Never worked with EL CSS		
Teachers on Assignment (TOA) for Elementary English Language Arts and Math support	\$4,555,951.00 for teachers-one per site Goal 2, Action 10 \$359,120 for training, supplies, and equipment for TOAs	For elementary respondents only:		
		Metric	ELA	Math
		Effective	48%	23.08%
		Ineffective	24%	15.38%
Not enough info	16%	19.23%		

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		<table border="1"> <tr> <td>Did not know on site</td> <td>12%</td> <td>42.31%</td> </tr> </table>	Did not know on site	12%	42.31%															
Did not know on site	12%	42.31%																		
Special Education Instructional Assistants	\$7,398,288 Goal 1, Action 9	4% Enough special education assistants available to meet the needs of the students 42% Almost enough available to meet the needs of the students 54% Not enough available to meet the needs of the students																		
Field Trips	\$216,250 Goal 1, Action 37	<table border="1"> <thead> <tr> <th>Number of field trips</th> <th>Elementary School</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>More than 4</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>3</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>1</td> <td>23%</td> <td>10</td> </tr> <tr> <td>0</td> <td>73%</td> <td>75%</td> </tr> </tbody> </table>	Number of field trips	Elementary School	High School	More than 4	0%	5%	3	4%	0%	2	0%	10%	1	23%	10	0	73%	75%
Number of field trips	Elementary School	High School																		
More than 4	0%	5%																		
3	4%	0%																		
2	0%	10%																		
1	23%	10																		
0	73%	75%																		
CTE Program	\$5,236,298 Goal 1, Actions 12, 13,14,15,16, and 17	High School Respondents 79% Effective CTE Program 11% Ineffective CTE Program 10% Did not have CTE Program																		
Technology Support Staff to assist teachers with technology needs	\$1,760,266.00 Goal 2, Action 16	90% Effective 10% Ineffective																		
Technology Support Staff to assist teachers in integrating technology into lessons	\$604,397 Goal 2, Action 15	51% Effective 8% Ineffective 14% Did not know support was available 27% Not enough knowledge about support to answer																		
Positive Behavior Interventions and Supports (PBIS)	\$4,714,882 Goal 3 Actions 1,3,4,and 6	52% Effective 46% Ineffective 2% Did not know there was a PBIS program																		
School Nurse	\$1,050,239 Goal 3, Action 13	84% Effective 16% Ineffective																		

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Teacher Collaboration Days to design and implement Common Core lessons	\$940,394 Goal 2, Action 18	63% Effective 28% Ineffective 8% Did not have Teacher Collaboration Days to design and implement Common Core Lessons
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In Goal 1, Action Item 3, the Cashew LCAP allocated \$723,601 for site leads to support English Language Learners. Thirty percent of Cashew respondents did not know the district provided site leads for English Language Learners, 48% found the EL site leads to be ineffective, and 22% determined the site leads to be effective. Action Item 2, for Goal 1 allocated \$785,981 for English Learner Curriculum Support Specialists. Just over 77% of respondents never or rarely worked with an EL Support Specialist, 17% occasionally worked with the specialist and 5.4% frequently worked with the specialist. The EL Curriculum Specialist may only work with English Language Development teachers, not all school faculty. Four and a half million dollars were allocated to teachers-on-assignment (TOA) for Elementary English Language Arts and math support. For elementary respondents, 48% determined the TOA for ELA was effective and 23.08% for the math TOA was effective. Twenty-four percent of elementary respondents found the ELA teachers on assignment to be ineffective and along with 15.38% of math TOAs.

Over seven million dollars, \$7,398,288, was allocated for special education instructional assistants. Fifty-four percent of respondents who worked in special education responded that there were not enough instructional aides to meet the needs of the students. Forty-two percent stated there were almost enough aides to meet the needs of the students and four percent responded that there were enough special education aides to meet the needs of the students. Goal 1, Action Item 7 allocated \$216,250 for field trips. According to the survey responses, 73% of elementary students and 75% of secondary students never went on a field trip.

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The high school CTE program was effective with 79% of high school respondents agreeing the program was effective. The district allocated \$5,236,298 to the CTE program. The technical support to assist teachers with technology needs was also determined to be effective by 90% of respondents. The amount in the LCAP for technology support was \$1,760,266. A separate action item, Goal 2, Action Item 15 allocated \$604,397 for technology support to assist teachers in integrating technology into lessons. This support was deemed to be effective by 51% of respondents. A similar percentage, 52%, found the PBIS to be effective. The district allocated \$4,714,882 to PBIS support. The LCAP allocated \$1,050,239 for a nurse whose efforts were determined to be effective by 84% of respondents. Teacher collaboration days to design and implement common core lessons were funded in the amount of \$940,394 by the LCAP. Eight percent of respondents did not have teacher collaboration days, 28% stated the collaboration days were ineffective, and 63% found the days to be effective.

Ash Unified School District

Input from educational partners and LCAP allocation.

Ash held a parent LCAP meeting in April of 2022. No additional meetings were identified on the Ash website. The April meeting nor the minutes from the meeting were recorded. Ash sent a survey to educational partners regarding the 2022-2023 LCAP. The LCAP stated the district received 176 responses. The survey responses are not available. Instead, Ash compiled the survey results. The results are outlined in a document available on the Ash website. Table 17 identifies the information from the Ash document. In addition, the table identifies the LCAP Action Items for each topic that relates to the responses and the amount of funding for the input.

Table 17

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Ash Unified Input from Educational Partners

Ash Unified School District		
Input from Ash District Survey	Extent to which area of improvement from the survey is included in the LCAP	Amount funded through the LCAP
Need collaboration time after PD, PD on math, supporting students with disabilities, diversity, inclusion, supporting LGBTQ, and racially diverse students	LCAP did not allocate funds for collaboration time or PD	\$0
No adequate training, resources, or a comprehensive program for EL students exists	Goal 1, Action Items 12-18 allocated funds for EL Aide Services, EL Home/School Liaison, EL supplementary materials, bilingual guidance counselor, elementary Principal for EL program leadership, designated EL section for junior and high schools, staff training on EL strategies and administering the ELPAC and using the data to inform instruction	Goal 1, Items 14-18: \$418,847
Increase family engagement	Goal 2 is focused on positive school engagement and student connectedness. Action 6, Family Resource Centers Action 36, Foster Youth Liaison	\$6,000 for Family Resource Centers \$119,056 Foster Youth Liaison
Need more training on MTSS (Multi-Tiered System of Support) and social-emotional wellness and more emphasis on the behavior part of MTSS	Goal 1, Actions 20, 21, 22, 23, 24, 25, 26, and 27	\$1,295,514
Special Education at the elementary level needs support	The LCAP did not allocate funds for special education support at the elementary level	\$0

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Need support for Special Education students who do not have the same access to standards-aligned materials	The LCAP did not allocate funds for special education support regarding access to the standards-aligned materials	\$0
Students need access to WiFi	Goal 1, Action Item 33 allocated funds for Chromebooks and hotspots for students to maintain a 1:1 for device and connectivity	Goal 1 Item 33: \$240,000
Need to update the outdated curriculum and need a new math curriculum	The LCAP did not allocate funds for an updated curriculum or a new math curriculum	\$0
All students should get AVID	Goal 2, Actions 4, 5, 6	\$203,579
Need equal focus on vocational, career, and CTE	The LCAP did not allocate funds for the CTE program	\$0
Hands-on classes for students interested in trade work	The LCAP did not allocate funds for hands-on classes for students interested in trade work	\$0
More college and career fairs and parent information nights	Goal 2, Actions 1, 2, 3	\$1,000

Half of the areas of input from the educational partners were not funded by the LCAP. The LCAP allocated \$418,847 of their allocated funds for EL services, \$6,000 for family resource centers, \$119,056 for a foster youth liaison, \$1,295,514 for training on a multi-tiered system of support and social-emotional wellness, \$240,000 for access to hotspots and Chromebooks, \$203,579 for AVID resources, \$1,000 for college and career fairs and parent information nights. All these allocations were requested by educational partners of Ash Unified School District.

Survey data regarding LCAP allocations-Ash Unified School District.

CALIFORNIA LCAP INPUT AND IMPACT

The research survey was sent to 205 people at Ash Unified School District and 20 responses were received. Table 18 compiles the data from the research survey identifying the action item from the Ash Unified LCAP, the amount allocated to meet that action, and the research survey response regarding the action item.

Table 18

Ash Unified Action Item, Amount Allocated, and Survey Response

Ash Unified School District		
LCAP Action	Amount Allocated	Research Survey Response
Supports to improve social/emotional learning, behavioral health, and academic growth	\$1,295,514 Goal 1, Actions 20, 21, 22, 23, 24, 25, 26, and 27	75% of Support was at school 25% Did not know of any school-specific supports 36% Found the MTSS was effective 35% Found the MTSS was ineffective 29% Did not know how effective the MTSS was at school
Edgenuity Program	\$33,000 Goal 1, Action 31	87.5% Edgenuity was not available for the class taught 12.5% Edgenuity was available, but the class did not use it
Illuminate Program	\$55,000 Goal 1, Action 21	25% Program was effective 25% Program was ineffective 50% Did not know how to use the program
Intervention Teachers	\$697,754 Goal 1, Action 22	70% Productive 12% Somewhat unproductive 12% Not productive 6% Unfamiliar with intervention efforts at school
Instructional Aides for EL classes	\$136,144 Goal 1, Action 12	36% Productive 64% Unfamiliar with instructional aides for EL classes

CALIFORNIA LCAP INPUT AND IMPACT

AVID program	\$203,579 Goal 2, Actions 4, 5, 6	41.18% Productive 29.41% Unproductive 29.41% Unfamiliar with Avid Program at school
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Ash Unified allocated \$1,295,514 of support to improve social/emotional learning, behavioral health, and academic growth. Of the Ash respondents, 75% stated the supports were present at school and 25% stated they did not know of any school support in this area. Thirty-six percent found the support was effective and 35% found the supports were ineffective. The remaining respondents did not have enough information on the support to respond. The district allocated funds for particular programs such as Edgenuity (\$33,000), and Illuminate (\$55,000). Eighty-seven percent of respondents taught a class for which Edgenuity was not available. The remaining respondents stated the Edgenuity program was available for the class but was not used. Twenty-five percent found the program Illuminate to be effective, 25% determined the program was ineffective, and 50% did not know how to use the program. The district allocated \$687,754 for intervention teachers. Seventy percent of respondents stated the intervention teachers were productive. Forty-one percent of respondents found the AVID program, which received \$203,579 in LCAP allocations, was productive.

Tupelo Unified School District

Input from educational partners and LCAP allocation.

The Engaging Educational Partners section of the 2022-2023 LCAP for Tupelo Unified School District listed the following LCAP meetings in which educational partners provided support: LCAP Consult Meeting with CTA and CSEA; five LCAP Advisory Committee meetings; four school board meetings; seven THS meetings; and seven School Site Council meetings. In addition, according to the LCAP, an ASB representative attended a board meeting

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and provided input, The superintendent and school principals met with SELPA and discussed the needs of students with special needs, and the monthly staff meetings included an opportunity for input. Neither agendas nor minutes were available for any of the meetings. The Tupelo website does not indicate when the meetings took place, who facilitated them, or who attended. Two emails were sent to the Superintendent whose name appears on the literature, seeking information on the LCAP meetings, whether they were recorded, and if there were minutes or agendas. The researcher did not receive a response to the emails.

When the Tupelo district presented the 2022-2023 LCAP to the school board on June 13th, the LCAP contained information from the prior year under the Educational Partners section. After the hearing, corrections and updates were made to the LCAP document. The final LCAP's description of the aspects of the LCAP that were influenced by specific input from educational partners contains a list of items. This information and the extent to which the input was funded through the LCAP are outlined in Table 19.

The action items in the LCAP included attendance incentives such as celebrating successes, increasing academic support for struggling services, improving early intervention, expanding CTE pathways, continuing to offer AP courses, and adopting the math curriculum in 1-8 grades and 6-8 grades. The action items did not include improvements for special education services, expansion of CTE pathways and new course offerings, and professional development to maximize student learning. The early release days for teacher collaboration were not reinstated. The LCAP limited summer school funding to TK and K orientation.

Table 19

Tupelo Unified Input from Educational Partners

Tupelo Unified School District		
Input from Tupelo Educational Partners as outlined in the LCAP	Extent to which the input is included in the LCAP	Amount funded through the LCAP
Celebrate successes more frequently and publicly	Goal 2, Action 3 Attendance Incentives and Rewards	\$5,000
Increase academic support services for struggling students,	Goal 1, Action 1 Success for All Reading	\$207,900
	Goal 1, Action 2 SFA Edge Intervention	\$127,500
	Goal 1, Action 4 Edgenuity program	\$179,000
	Goal 1, Action 8 STAMS, Math	No amount listed
Improve early intervention services	Goal 1, Action 3 Ready program 1st -8th grades	\$320,813
Improve Special Education services,	Not funded with LCAP funds	\$0
Expand CTE pathways-course offerings,	Not funded with LCAP funds	\$0
Continue to offer AP courses for high-achieving students,	Goal 1, Action 6 Expand AP and Dual Enrollment offerings	\$40,000
Offer Summer School	Not funded through the LCAP except for TK and K summer orientation Goal 2, Item 4	\$3,400
Adopt and implement a standards-aligned curriculum in mathematics for TPA and THS	Possibly the programs identified above. Nothing additionally funded for the Math curriculum	Unknown

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Provide professional development to maximize student learning	Not funded in LCAP	\$0
Reinstate early release days for teacher collaboration.	Not funded in LCAP	\$0

Survey data regarding LCAP allocations – Tupelo Unified School District.

The research survey was sent to 47 people at Tupelo Unified School District and 11 responses were received. Table 20 compiles the data from the research survey identifying the action items from the Tupelo Unified LCAP, the amount allocated to meet that action, and the research survey response regarding the action item. The items which only received one response are not included in the table.

Table 20

Tupelo Action Item, Amount Allocated, and Survey Response

Tupelo Unified School District		
LCAP Action	Amount Allocated	Research Survey Response
Success for All Reading Program	\$207,900	100% Effective
iReady Diagnostic Program	\$320,813.00	55% Effective, 9% Ineffective, 36% Did not experience the program at school
CTE Pathways effectiveness	\$750,618.00 (The LCAP states both a YES and a NO if this is paid by LCFF) Goal 1, Item 5	100% of high school respondents stated the CTE program at school was effective

Tupelo allocated \$207,900 for the Success for All Reading program. One hundred percent of respondents stated the program was effective. For the iReady Diagnostic program,

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55% found the program to be effective. The CTE pathways, look to have received \$750,618 in LCAP funding. And was determined to be effective for 100% of respondents.

Chapter Six: Conclusion

Response to Research Question One

Research question one sought information on the extent to which the six sample districts implemented the 2021-2022 LCAP goals in the classroom and at the school site. Districts spent millions of dollars on action items established to reach the stated LCAP goals. The survey asked the teachers about the action items. The research revealed implementation was a problem. For example, the Cashew Joint Unified School District allocated \$4,555,951 for elementary teachers on assignment, one teacher per school site. When teachers were asked about the effectiveness of the teachers on assignment (TOA) for the ELA TOA, 12% of respondents did not know there was a TOA on campus. A quarter of respondents determined the ELA TOA was ineffective. For the math TOA, 42.31% of respondents did not know the TOA was on campus and 15% determined the TOA was not effective. As this was a resource for elementary students who were in the same class with the same teacher for every subject, it is questionable that a TOA would be on campus providing services and the elementary teacher would be unaware of the person. The TOA was either not on campus or was not supporting that teacher's students.

For a few of the smaller expenditures, such as the \$33,000 Ash Unified spent on the Edgenuity program, a program providing online instruction on a variety of subjects, 87.5% of respondents stated the program was not available for their class. The remaining 12.5% stated the program was available, but they did not use it. Why would a district spend money on a program that is not used? Ash Unified also allocated \$55,000 for the Illuminate Program. Fifty percent of respondents revealed they did not know how to use the program and 25% found the program to be ineffective. Poplar Unified spent \$3,152,423 of LCAP funds on instructional coaches. Twenty-two percent of respondents did not work with an instructional coach, 29% rarely worked

with the coach, and 35% occasionally worked with the coach. Of those who did work with an instructional coach, 45% found the coach to be effective, and 21% answered the coach was ineffective. Another major expenditure for Poplar was the \$3,152,616 for CTE programs and support. Of the high school respondents, 15% did not answer this question, 12.5% had not heard about the CTE program, 10% found the program to be ineffective, and 32.5% found the program to be effective.

These numbers all indicate a wide discrepancy between the allocation of funds and the implementation of the programs and support in the classroom and at the school site. Although many of the items did not appear to trickle down to the classroom or school site, some areas have strong implementation. The small Tupelo school district spent \$207,900 on the Success for Reading program. One hundred percent of the respondents found the program to be effective. However, a limitation of the data from Tupelo was that only a small number responded. For Tupelo, 47 people received the survey and 11 responded. A few of the survey questions for this district only had one or two responses.

Response to Research Question Two

Research question two considered the extent to which the sample school districts included parents and parent input when developing the 2022-2023 LCAP. Research confirmed school budgets and the LCAP are extremely complex. Several sources of funds are used for very diverse needs. The LCFF, through the LCAP, has the added benefit or possibly burden of seeking and considering the input of educational partners. Overall, the districts made a great effort to collect input from partners. Schools established several committees for varied groups of parents and other educational partners. However, two scenarios emerged. Either the school committees did not discuss the LCAP in the meetings or the committees put a lot of effort into

providing specific, focused input into the LCAP. This discrepancy led to inconsistent input from educational partners.

For the districts which did receive input, the research revealed a disconnect between the holding of committee meetings that discussed the LCAP, the partners giving their input, and the writing of the LCAP. Some of the districts did not include the parent committee's input in the LCAP. For example, the parents in Sycamore made it clear they wanted instructional aides in the classroom. Throughout the input process, parents continued to ask about the aides. However, the finalized LCAP document did not include instructional aides in the funded action items through the LCAP. In addition, in Sycamore, the B/AAAB committee set forth their need for meeting presentations and documents. The needs were not addressed in the LCAP and it is unknown whether the aides or the B/AAAB requests were funded through another source. However, the input was for the LCAP funding and it was not addressed in the LCAP.

In the Magnolia Unified School District, the parent input sought funds for tutoring, electives to support the transition from high school to college, GEAR UP to support the transition, training for teachers on specific programs, summer school, Lindamood Bell program, and Dual Language Academy. None of these suggestions were funded through the LCAP. Again, this does not mean the district did not allocate monies for these items. However, the districts chose not to fund the parent input via the LCAP, which is a common theme throughout the sample school districts.

Conclusions

Although Governor Brown had a commendable goal of seeking to require input from the educational partners of a school district and transferring the reins to districts for the allocation of funds, the LCAP process may need to be revised to include follow-up as to the extent to which

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(1) the input stated in the LCAP was a genuine reflection of information the district received along with the district's response to the input and (2) funding reached the students and the school sites. Prior research focused on the collection of information from educational partners (Marsh & Koppich, 2018). Questions in the Marsh & Koppich (2018) study centered around whether parents had a voice, whether parental engagement is "excellent or good" and how difficult it was to obtain input from parents of targeted groups (Marsh & Koppich, 2018). The Marsh and Koppich (2018) study asked one question: does the "parent and community involvement in the LCFF ensure district goals and strategies align with local needs" (Marsh & Koppich, 2018, p. 15) The responses to this question revealed information generally and was primarily received from district superintendents. A deeper dive into the actual alignment of goals/strategies and local needs is necessary. There is no indication as to whether the input was part of the district goals or action steps in the LCAP. In addition, in the Humphrey et.al (2018) study, the focus was on the involvement of educational partners, not the impact of the input on the development of the LCAP. Earlier research did not make the connection between input and LCAP goals and action items.

An area of concern revealed through this study was the lack of focus in the writing up of the LCAP. For example, the Tupelo district used the same language as the prior year's LCAP. This not only indicates the LCAP development may evolve into a cut-and-paste document from prior years instead of a focused, researched, circumspect document. This suggests the section regarding parental input has not been taken seriously. Committees were listed on the LCAP as providing input but did not have the LCAP on the agenda all year. Again, was the document development careless, or was parent input not an area of importance?

Furthermore, even when there is parent input, it is simply advisory or completely ignored. If so, what is the virtue of requiring input? Parent input is collected with the understanding the input will be included in the LCAP. This disconnect needs to become transparent. Parents need to know their ideas are not meaningful to the district or actionable. At a minimum, the next generation of the LCAP should require a clear explanation to parents of their very limited role. The LCAP should continue to require input but it needs to be authentic. Finally, the districts may need to respond to the input more directly. Requiring a comprehensive response to input would be a positive first step. Districts should respond with a list of input received with a response to each item. Is it being funded with the LCAP? Is it being funded with another source? Is the district choosing not to allocate funds for the suggested program or support? If so, why not? This would lead to more responsive, inclusive, and transparent LCAPs.

Another policy implication is to add participatory funding to the portion of the LCAP. With participatory budgeting, school districts would solicit proposals for action items from all educational partners including students. The idea or project would be presented with all partners voting on which proposal should receive funding. The portion of funds set aside for this purpose would then fund the proposal. Participatory budgeting is having success in the Phoenix Union High School District in Arizona. In the Phoenix district, funded student proposals included more water filtration systems throughout school and quiet rooms where students can go to de-stress (Lieberman, 2023). Solicitation of proposals would not only provide more meaningful input, but the districts would also fund the project with the most support.

Limitations

As previously stated, one of the limitations of the study is the low response rate of just over 14%. In addition, one school was extremely small, and the eleven responses may not be

representative of the district. Furthermore, respondents in all the districts did not complete every question in the survey. Why was a question overlooked? Lack of information or another reason?

Recommendations for future research

This researcher was not able to collect the data from the CAASPP, which would have allowed correlations and regression analysis with CAASPP academic achievement data and the survey question responses. It would be beneficial to know if parent involvement in the school was correlated to higher ELA or Math scores. In addition, the districts should know if the programs they fund are correlated to higher ELA or Math scores. The Local Control Funding Formula and the Local Control Accountability Plan are ten years old. It may need an overhaul and an update to consider the issues identified in this research.

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List of Appendices

Appendix A: Ash Unified Teacher Survey

Appendix B: Cashew Unified Teacher Survey

Appendix C: Magnolia Teacher Survey

Appendix D: Poplar Unified School District Teacher Survey

Appendix E: Sycamore City Unified School District Teacher Survey

Appendix F: Tupelo Unified School District Teacher Survey

Appendix A

Ash Survey for the 2021-2022 school year

Start of Block: Introductory Questions

Q1.1 Do you consent to participation in the research project by completing this survey? The purpose of the research is to determine the extent to which LCAP funds were distributed and utilized at the school site and in the classroom. The complete consent agreement is linked here: [CGU Agreement to participate in research](#)

- I consent. (1)
 - I do not consent. (2)
-

Q1.2 How many years have you worked with Ash School District?

- 2 or less (1)
 - 3-6 (2)
 - 7-10 (3)
 - 11-14 (4)
 - 15 or more (5)
-

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Q1.3 Where did you work in the school district in 2021-2022?

- High School (1)
 - Junior High School (2)
 - Elementary School (3)
 - Alternative School (4)
 - Adult Education (5)
 - Preschool (6)
 - I worked in a District Office (7)
 - Other (8) _____
-

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Q1.4 What was your position with the school district in 2021-2022?

- Teacher-General Education (1)
 - Teacher-Special Education (2)
 - Administrator (3)
 - Counselor (4)
 - Out-of-classroom teacher/coordinator/instructional coach/advisor (5)
 - Classroom aid or in-classroom support (6)
 - Office or support staff not assigned to a classroom (7)
 - Administrator (8)
 - Other (9) _____
-

Q1.5 If you were a teacher in the 2021-2022 school year, what grade level and subject did you teach?

- I was a teacher-please type grade level and subject (1)

 - I was not a teacher (2)
-

Q1.6 If you are a teacher, did you hold a credential in the subject you taught in 2021-2022?

- Yes (1)
 - No (2)
 - I am not a teacher (3)
-

Q1.7 How would you describe parent engagement at the school in 2021-2022?

- Parents were extremely involved in school (1)
 - Parents were somewhat involved at school (2)
 - Parents were rarely involved at school (3)
 - Parents were not involved at school (4)
-

Q1.8 How many parents of your students attended 2021-2022 parent conference night, back-to-school night, or other parent nights at school or online if parent nights were held online?

- 75% to 100% of parents attended (1)
 - 50 to 74% of parents attended (2)
 - 25 to 49% of parents attended (3)
 - 24% or fewer parents attended (4)
 - I was not a teacher with a classroom roster in 2021-2022. (5)
-

Page Break

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Q1.9 In 2021-2022, how many of your student's parents did you personally meet?

- 75-100% of parents (1)
 - 50-74% of parents (2)
 - 25-49% of parents (3)
 - less than 25% of parents (4)
 - I was not a teacher with a classroom roster in 2021-2022. (5)
-

Q1.10 In 2021-2022, did students have a functioning Chromebook assigned to them?

- 100% of students had a functioning Chromebook (1)
 - 75% to 99% of students had a functioning Chromebook (2)
 - 50% to 74% of students had a functioning Chromebook (3)
 - 25% to 49% of students had a functioning Chromebook (4)
 - Less than 25% of students had a functioning Chromebook (5)
 - I do not know. (6)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.11 In general, how would you describe Professional Development at school in 2021-2022?

- Extremely productive (1)
- Somewhat productive (2)
- Somewhat unproductive (3)
- Extremely unproductive (4)
- My position does not attend professional development meetings (5)

Skip To: Q1.14 If In general, how would you describe the Professional Development at school in 2021-2022? = My position does not attend professional development meetings

Q1.12 In 2021-2022, were you able to implement information received in Professional Development in the classroom?

- Almost always – the opportunity for explanation in the text box below (1)

 - Sometimes- opportunity or explanation in text box below (2)

 - Rarely-opportunity or explanation in text box below (3)

 - Never - opportunity or explanation in text box below (4)

 - Not Applicable to my position (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.13 For the 2021-2022 school year, how would you describe the Professional Development which was focused on supporting English Language Learners?

Extremely relevant to my classroom-please provide examples or explanation (1)

Somewhat relevant to my classroom -please provide examples or explanation (2)

Somewhat irrelevant to my classroom -please provide examples or explanation (3)

Extremely irrelevant to my classroom -please provide examples or explanation (4)

We did not have any Professional Development which focused on supporting English Language Learners. (5)

Q1.14 How would you describe the working environment at school in 2021-2022?

Excellent (1)

Good (2)

Poor (3)

Terrible (4)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.15 In 2021-2022, what is the largest class size on your roster?

- less than 10 students in the largest class (1)
 - 11-20 students in the largest class (2)
 - 21-30 students in largest class (3)
 - 31-40 students in largest class (4)
 - 41-50 students in largest class (5)
 - more than 50 students in largest class (6)
 - I was not a roster-carrying teacher. (7)
-

Q1.16 In 2021-2022, how would you characterize the school's efforts to improve attendance for all students?

- Extremely effective in improving attendance for all students. (1)
 - Effective in improving attendance for all students. (2)
 - Ineffective in improving attendance for all students (3)
 - Extremely ineffective in improving attendance for all students (4)
 - I do not know what the school did to improve attendance. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.17 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth and homeless students?

- Extremely effective in improving attendance for foster youth or homeless students. (1)
 - Effective in improving attendance for foster youth or homeless students. (2)
 - Ineffective in improving attendance for foster youth or homeless students (3)
 - Extremely ineffective in improving attendance for foster youth or homeless students (4)
 - I do not know what the school did to improve attendance for foster youth or homeless students. (5)
-

Q1.18 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- Extremely effective in improving attendance for English Language Learners. (1)
 - Effective in improving attendance for English Language Learners. (2)
 - Ineffective in improving attendance for English Language Learners. (3)
 - Extremely ineffective in improving attendance for English Language Learners. (4)
 - I do not know what the school did to improve attendance for English Language Learners. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.19 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at low-income students?

- Extremely effective in improving attendance for low-income students. (1)
 - Effective in improving attendance for low-income students. (2)
 - Ineffective in improving attendance for low-income students. (3)
 - Extremely ineffective in improving attendance for low-income students. (4)
 - I do not know what the school did to improve attendance for low-income students. (5)
-

Q1.20 In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- Extremely effective in communicating with parents or guardians (1)
 - Effective in communicating with parents or guardians (2)
 - Ineffective in communicating with parents or guardians (3)
 - Extremely ineffective in communicating with parents or guardians (4)
 - I do not know what the school did to communicate with parents or guardians (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.21 In 2021-2022, how would you characterize the district central office's response to the needs of the school site?

- Extremely effective in responding to the needs of the school site (1)
 - Effective in responding to the needs of the school site (2)
 - Ineffective in responding to the needs of the school site (3)
 - Extremely ineffective in responding to the needs of the school site (4)
 - I do not have enough information to respond. (5)
-

Q1.22 In 2021-2022, how would you characterize the school administration's response to the needs of the teachers?

- Extremely effective in responding to the needs of the teacher (1)
 - Effective in responding to the needs of the teacher (2)
 - Ineffective in responding to the needs of the teacher (3)
 - Extremely ineffective in responding to the needs of the teacher (4)
 - I do not have enough information to respond. (5)
-

Q1.23 How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- Excellent (1)
- Good (2)
- Below Average (3)
- Poor (4)

Q1.24 How would you characterize the condition of the school facilities in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.25 In 2021-2022, how many students engaged in an art program at school?

- 75% to 100% of students (1)
 - 50% to 74% of students (2)
 - 25% to 49% of students (3)
 - 0 to 24% of students (4)
 - I do not know how many students engaged in an art program at school (5)
-

Q1.26 In 2021-2022, how many students engaged in a music program at school?

- 75% to 100% of students (1)
- 50% to 74% of students (2)
- 25% to 49% of students (3)
- 0 to 24% of students (4)
- I do not know how many students engaged in a music program at school (5)

End of Block: Introductory Questions

Start of Block: LCAP Goal 1

Q2.1 In 2021-2022, how often did you collaborate with a Teacher on Special Assignments (TOSA)?

- Frequently (1)
 - Occasionally (2)
 - Sometimes (6)
 - Rarely (3)
 - I do not know if we had a Teacher on Special Assignment (5)
-

Q2.2 In 2021-2022, what were the school-specific supports to improve social/emotional learning, behavioral health, and academic growth for all students?

- There were school-specific supports. Please explain. (1)

 - I do not know of any school-specific support to improve social/emotional learning, behavioral health, and academic growth. (2)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.3 In 2021-2022, what percentage of your class lessons used the Edgenuity platform?

- The class was 100% Edgenuity (1)
 - The class was 50% to 99% Edgenuity (2)
 - The class was 1% to 49% Edgenuity (3)
 - Edgenuity was available for the class I teach, but we did not use it. (4)
 - Edgenuity was not available for the class I taught. (5)
-

Q2.4 In 2021-2022, did your students use Rosetta Stone as part of the classes you taught?

- Students used Rosetta Stone regularly as part of learning English (1)
 - Students had the opportunity to use Rosetta Stone, but did not use it regularly (2)
 - I do not teach a class that has Rosetta Stone as an option (3)
 - I teach an English Language Development class, but Rosetta Stone was not available for use by the students. (4)
 - Other, please explain (5) _____
-

Q2.5 In 2021-2022, were math interventions available at school outside of class time?

- Yes, please explain. (1) _____
 - No (2)
 - I am not aware of math interventions. (3)
-

Q2.6 In 2021-2022, did the school utilize a multi-tiered System of Support (MTSS)?

- Yes (1)
 - No (2)
 - I do not know (3)
-

Q2.7 How would you characterize the effectiveness of the MTSS at school?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I do not know how effective the MTSS was at school. (5)
-

Q2.8 How would you characterize the effectiveness of the Illuminate Online Platform for assessment and progress monitoring data?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I do not know how to use the Illuminate Online Platform. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.9 In 2021-2022, how would you characterize the efforts of the intervention teachers at school?

- Extremely productive, efforts almost always led to student achievement (1)
 - Somewhat productive, efforts at times led to student achievement (2)
 - Somewhat unproductive, efforts rarely led to student achievement (3)
 - Not productive, efforts do not lead to student achievement (4)
 - I am unfamiliar with intervention efforts at school. (5)
-

Q2.10 In 2021-2022, how would you characterize the efforts of the English Language (EL) Instructional Aides?

- Extremely productive, efforts almost always led to student achievement (1)
 - Somewhat productive, efforts at times led to student achievement (2)
 - Somewhat unproductive, efforts rarely led to student achievement (3)
 - Not productive, efforts do not lead to student achievement (4)
 - I am unfamiliar with the use of EL Instructional Aide's efforts at school. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.11 If you are a Kindergarten or Transitional Kindergarten teacher, how would you characterize the instructional assistants in the TK or Kindergarten classroom?

- Extremely productive, efforts almost always led to student achievement (1)
 - Somewhat productive, efforts at times led to student achievement (2)
 - Somewhat unproductive, efforts rarely led to student achievement (3)
 - Not productive, efforts do not lead to student achievement (4)
 - I am a Kindergarten or TK teacher, but we did not have instructional assistants in the classroom in 2021-2022. (6)
 - I am not a Kindergarten or TK teacher. (5)
-

Q2.12 What percentage of your students participated in after-school tutoring?

- 75% to 100% (1)
- 50% to 74% (2)
- 25% to 49% (3)
- 0 -24% (4)

End of Block: LCAP Goal 1

Start of Block: LCAP Goal 2

CALIFORNIA LCAP INPUT AND IMPACT

Q3.1 In 2021-2022, how would you characterize the AVID program at your school?

- Extremely productive, efforts almost always led to student achievement (1)
 - Somewhat productive, efforts at times led to student achievement (2)
 - Somewhat unproductive, efforts rarely led to student achievement (3)
 - Not productive, efforts do not lead to student achievement (4)
 - I am unfamiliar with the AVID program at school. (5)
-

Q3.2 Did your students use Turnitin.com, the plagiarism, and the checker program during the 2021-2022 school year?

- Yes (1)
 - No (2)
-

Q3.3 What improvements were made to the school facilities during 2021-2022?

- Improvements were made. Please explain. (1) _____
- I am not aware of any improvements to the school facilities during 2021-2022. (2)

End of Block: LCAP Goal 2

Start of Block: Interview follow up

Q4.1 Please utilize the text box below to provide any additional information, clarification, or explanation to your responses or the school or district in general.

End of Block: Interview follow up

Start of Block: Agreement to participate

Appendix B: Cashew Joint Unified School District

Introductory Questions

How many years have you worked with Cashew Joint Unified School District?

- 2 or less
- 3-6
- 7-10
- 11-14
- 15 or more

Where did you work in the school district in 2021-2022?

- High School
- Junior High School
- Elementary School
- Alternative School
- Adult Education
- Preschool
- I worked in a District Office

What was your position with the school district in 2021-2022?

- General Education Teacher
- Special Education Teacher
- Administrator
- Counselor
- Out-of-classroom teacher/coordinator/instructional coach/advisor
- Classroom aid or in-classroom support
- Office or support staff not assigned to a classroom
- Administrator

What subject did you teach in 2021-2022?

Did you hold a credential in the subject you taught in 2021-2022?

- Yes
- No
- I am not a teacher

CALIFORNIA LCAP INPUT AND IMPACT

How would you describe parent engagement at school in 2021-2022?

- Parents were extremely involved
- Parents were somewhat involved
- Parents were rarely involved
- Parents were not involved

How many parents of your students attended the 2021-2022 parent conference night, back-to-school night, or other parent nights at school?

- 75% to 100% of parents attended
- 50 to 74% of parents attended
- 25 to 49% of parents attended
- 24% or fewer parents attended
- I was not a roster-carrying teacher in 2021-2022.

In 2021-2022, how many of your student's parents did you personally meet, either in person or in an online video conference?

- 75-100% of parents
- 50-74% of parents
- 25-49% of parents
- less than 25% of parents
- I was not a teacher with a classroom roster in 2021-2022.

In 2021-2022, how many students had a school-supplied computer?

- 100% of students
- 75% to 99% of students
- 50% to 74% of students
- 25% to 49% of students
- Less than 25% of students
- I do not know.

In general, how would you describe the Professional Development at school in 2021-2022?

In 2021-2022, were you able to implement information received in Professional Development in the classroom?

- Almost always--an opportunity for explanation in the text box below
- Sometimes -an opportunity for explanation in the text box below
- Rarely -an opportunity for explanation in the text box below
- Never -an opportunity for explanation in the text box below
- Not Applicable to my position -an opportunity for explanation in the text box below

CALIFORNIA LCAP INPUT AND IMPACT

For the 2021-2022 school year, how would you describe the Professional Development which focused on supporting English Language Learners?

- Extremely relevant to my classroom-please provide examples or explanation
- Somewhat relevant to my classroom please provide examples or explanation
- Somewhat irrelevant to my classroom please provide examples or explanation
- Extremely irrelevant to my classroom - please provide examples or explanation
- I am not an in-classroom teacher.
- We did not have any Professional Development which focused on supporting English Language Learners please provide examples or explanation

How would you describe the working environment at school in 2021-2022?

- Excellent opportunity for explanation in the text box below
- Good opportunity for explanation in the text box below
- Very Poor opportunity for explanation in the text box below
- Terrible opportunity for explanation in the text box below

In 2021-2022, what is the largest class size on your roster?

- less than 10 students in the largest class
- 11-20 students in the largest class
- 21-30 students in the largest class
- 31-40 students in the largest class
- 41-50 students in the largest class
- more than 50 students in the largest class
- I am not a roster-carrying teacher

In 2021-2022, how would you characterize the school's efforts to improve attendance for all students?

- Extremely effective in improving attendance for all students - please provide an example or explanation
- Effective in improving attendance for all students- please provide an example or explanation
- Ineffective in improving attendance for all students -please provide an example or explanation
- Extremely ineffective in improving attendance for all students -please provide an example or explanation
- I do not know what the school did to improve attendance.

In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth or homeless students?

- Extremely effective in improving attendance for foster youth or homeless students - an opportunity for explanation in the text box below
- Effective in improving attendance for foster youth or homeless students - an opportunity for explanation in the text box below
- Ineffective in improving attendance for foster youth or homeless students an opportunity for explanation in the text box below

CALIFORNIA LCAP INPUT AND IMPACT

- Extremely ineffective in improving attendance for foster youth or homeless students -an opportunity for explanation in the text box below
- I do not know what the school did to improve attendance specifically targeted foster youth or homeless students - an opportunity for explanation in the text box below

In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- Extremely effective in improving attendance for English Language Learners - an opportunity for explanation in the text box below
- Effective in improving attendance for English Language Learners - an opportunity for explanation in the text box below
- Ineffective in improving attendance for English Language Learners - opportunity for explanation in the text box below
- Extremely ineffective in improving attendance for English Language Learners - an opportunity for explanation in the text box below
- I do not know what the school did to improve attendance specifically targeted for English Language Learners.

In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at low-income students?

- Extremely effective in improving attendance for low-income students.
- Effective in improving attendance for low-income students.
- Ineffective in improving attendance for low-income students.
- Extremely ineffective in improving attendance for low-income students.
- I do not know what the school did to improve attendance for low-income students.

In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- Extremely effective in communicating with parents or guardians
- Effective in communicating with parents or guardians
- Ineffective in communicating with parents or guardians
- Extremely ineffective in communicating with parents or guardians
- I do not know what the school did to communicate with parents or guardians

In 2021-2022, how would you characterize the district central office's response to the needs of the school site?

- Extremely effective in responding to the needs of the school site
- Effective in responding to the needs of the school site
- Ineffective in responding to the needs of the school site
- Extremely ineffective in responding to the needs of the school site
- I do not have enough information to respond.

In 2021-2022, how would you characterize the school administration's response to the needs

CALIFORNIA LCAP INPUT AND IMPACT

of the teachers?

- Extremely effective in responding to the needs of the teacher
- Effective in responding to the needs of the teacher
- Ineffective in responding to the needs of the teacher
- Extremely ineffective in responding to the needs of the teacher
- I do not have enough information to respond.

How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- Very Good
- Good
- Poor
- Very Poor

How would you characterize the condition of the school facilities in 2021-2022?

- Very Good
- Good
- Poor
- Very Poor

In 2021-2022, how often did students engage in an art program?

- Often
- Sometimes
- Rarely
- Never

In 2021-2022, how often did students engage in a music program?

- Often
- Sometimes
- Rarely
- Never

How would you characterize the effectiveness of the 2021-2022 English Learner High School Teachers on Assignment, English Learner Counselors, or English Learner Site Leads?

- Extremely effective in improving student English Language fluency.
- Effective in improving student English Language fluency.

CALIFORNIA LCAP INPUT AND IMPACT

- Ineffective in improving student English Language fluency.
- Extremely ineffective in improving student English Language fluency.
- I did not know the district provided English Learner High School Teachers on Assignment, English Learner Counselors, or English Learner Site Leads.

In 2021-2022, how often did you work with an English Learner Curriculum Support Specialist?

- Frequently
- Occasionally
- Rarely
- Never

If you were a high school English teacher in 2021-2022, how many of your students attended after-school tutoring?

- 0% to 25%
- 26% to 50%
- 51% to 75%
- 76% to 100%
- I did not teach high school English in 2018-2019.

How would you characterize the effectiveness of the 2021-2022 English Language Arts Teachers on Assignment? (Teachers on Assignment are out-of-classroom teachers who support the school.)

- Extremely Effective
- Effective
- Ineffective
- Extremely Ineffective
- I do not have enough knowledge about the work of Teachers on Assignments to properly answer this question.
- I did not know there were ELA Teachers on Assignment at the school.

How would you characterize the effectiveness of the 2021-2022 Math Teachers on Assignment? (Teachers on Assignment are out-of-classroom teachers who support the school.)

- Extremely Effective
- Effective
- Ineffective

CALIFORNIA LCAP INPUT AND IMPACT

- Extremely Ineffective
- I do not have enough knowledge about the work of Teachers on Assignments to properly answer this question.
- I did not know there were Math Teachers on Assignment at the school.

In the 2021-2022 school year, how would you characterize the technology support staff who were to assist teachers with the maintenance and support of instructional technology?

- Extremely effective
- Effective
- Ineffective
- Extremely Ineffective

In the 2021-2022 school year, how would you characterize the Technology Curriculum Program Specialists who assisted teachers in integrating technology into lessons?

- Extremely Effective
- Effective
- Ineffective
- Extremely Ineffective
- I do not have enough knowledge about the work of the Technology Curriculum Program Specialists to answer this question.
- I did not know there were Technology Curriculum Program Specialists who were able to assist teachers.

How would you characterize the effectiveness of the School Resource Officers (SRO) in 2021-2022?

- Very Good
- Good
- Poor
- Very Poor
- I do not have enough information about the School Resource Officers to respond to this question.

How would you characterize the Positive Behavior Interventions and Supports framework in 2018-2019?

- Very good
- Good
- Poor
- Very Poor

CALIFORNIA LCAP INPUT AND IMPACT

How would you characterize the availability of a school nurse to meet the needs of students?

- Very good
- Good
- Poor
- Very Poor

Please utilize the text box below to provide any additional information, clarification, or explanation to your responses or the school or district in general.

Survey Powered By [Qualtrics](#)

Appendix C

Magnolia School District

Common Questions all School Districts

How many years have you worked with Magnolia Unified School District?

- 2 or less
- 3-6
- 7-10
- 11-14
- 15 or more

Where did you work in the school district in 2021-2022?

- High School
- Junior High School
- Elementary School
- Alternative School
- Adult Education
- Preschool
- I worked in a District Office
- Other

What was your position with the school district in 2021-2022? If you had more than one position, choose one for this survey.

- Teacher-General Education
- Teacher-Special Education
- Administrator
- Counselor
- Out-of-classroom teacher/coordinator/instructional coach/advisor
- Classroom aid or in-classroom support
- Office or support staff not assigned to a classroom
- Administrator
- Other

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What subject did you teach in 2021-2022?

Did you hold a credential in the subject you taught in 2021-2022?

- Yes
- No
- I am not a teacher

How would you describe parent engagement at school in 2021-2022?

- Parents were extremely involved in school
- Parents were somewhat involved at school
- Parents were rarely involved at school
- Parents were not involved at school

How many parents of your students attended the 2021-2022 parent conference night, back-to-school night, or other parent nights at school?

- 75% to 100% of parents attended
- 50 to 74% of parents attended
- 25 to 49% of parents attended
- 24% or fewer parents attended
- I was not a roster-carrying teacher in 2021-2022

In 2021-2022, how many of your student's parents did you meet, either in person or via video conference?

- 75-100% of parents
- 50-74% of parents
- 25-49% of parents
- less than 25% of parents
- I was not a teacher with a classroom roster.

In 2021-2022, how many students were supplied with a computer by the school?

- 100% of students
- 75% to 99% of students
- 50% to 74% of students
- 25% to 49% of students
- Less than 25% of students
- I do not know.

In general, how would you describe the Professional Development at school in 2021-2022?

- Extremely productive
- Somewhat productive

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- **Somewhat unproductive**
- **Extremely unproductive**
- **My position does not attend professional development meetings**

In 2021-2022, were you able to implement information received in Professional Development in the classroom?

- **Almost always-opportunity for explanation in the text box below**
- **Sometimes-opportunity for explanation in the text box below**
- **Rarely-opportunity for explanation in the text box below**
- **Never-opportunity for explanation in the text box below**
- **Not Applicable to my position**

For the 2021-2022 school year, how would you describe Professional Development which focused on supporting English Language Learners?

- **Extremely relevant to my classroom-please provide examples or explanation**
- **Somewhat relevant to my classroom-please provide examples or explanation**
- **Somewhat irrelevant to my classroom-please provide examples or explanation**
- **Completely irrelevant to my classroom-please provide examples or explanation**
- **I do not attend professional development with teachers.**
- **We did not have any Professional Development which focused on supporting English Language Learners.**

How would you describe the working environment at school in 2021-2022?

- **Excellent**
- **Good**
- **Very Poor**
- **Terrible**

In 2021-2022, what is the largest class size on your roster?

- **less than 10 students in the largest class**
- **11-20 students in the largest class**
- **21-30 students in the largest class**
- **31-40 students in the largest class**
- **41-50 students in the largest class**
- **more than 50 students in the largest class**
- **I was not a roster-carrying teacher.**

In 2021-2022 how would you characterize the school's efforts to improve attendance for all students?

- **Extremely effective in improving attendance for all students.**
- **Effective in improving attendance for all students.**

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- **Ineffective in improving attendance for all students**
- **Extremely ineffective in improving attendance for all students**
- **I do not know what the school did to improve attendance.**

In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth or homeless students?

- **Extremely effective in improving attendance for foster youth or homeless students.**
- **Effective in improving attendance for foster youth or homeless students.**
- **Ineffective in improving attendance for foster youth or homeless students**
- **Extremely ineffective in improving attendance for foster youth or homeless students**
- **I do not know what the school did to improve attendance for foster youth or homeless students.**

In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- **Extremely effective in improving attendance for English Language Learners.**
- **Effective in improving attendance for English Language Learners.**
- **Ineffective in improving attendance for English Language Learners.**
- **Extremely ineffective in improving attendance for English Language Learners.**
- **I do not know what the school did to improve attendance for English Language Learners.**

In 2020-2021, how would you characterize the school's efforts to improve attendance specifically targeted at low-income students?

- **Extremely effective in improving attendance for low-income students.**
- **Effective in improving attendance for low-income students.**
- **Ineffective in improving attendance for low-income students.**
- **Extremely ineffective in improving attendance for low-income students.**
- **I do not know what the school did to improve attendance for low-income students.**

In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- **Extremely effective in communicating with parents or guardians**
- **Effective in communicating with parents or guardians**
- **Ineffective in communicating with parents or guardians**
- **Extremely ineffective in communicating with parents or guardians**
- **I do not know what the school did to communicate with parents or guardians**

In 2021-2022, how would you characterize the district central office's response to the needs of the school site?

- **Extremely effective in responding to the needs of the school site**
- **Effective in responding to the needs of the school site**

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- **Ineffective in responding to the needs of the school site**
- **Extremely ineffective in responding to the needs of the school site**
- **I do not have enough information to respond.**

In 2021-2022, how would you characterize the school administration's response to the needs of the teachers?

- **Extremely effective in responding to the needs of the teacher**
- **Effective in responding to the needs of the teacher**
- **Ineffective in responding to the needs of the teacher**
- **Extremely ineffective in responding to the needs of the teacher**
- **I do not have enough information to respond.**

How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- **Very Good**
- **Good**
- **Poor**
- **Very Poor**

How would you characterize the condition of the school facilities in 2021-2022?

- **Very Good**
- **Good**
- **Poor**
- **Very Poor**

In 2021-2022, how many students engaged in an art program at school?

- **100%**
- **75% to 99%**
- **50% to 74%**
- **25% to 49%**
- **less than 25%**
- **I do not know how many students engaged in an art program at school.**

In 2021-2022, how many students engaged in a music program at school?

- **100%**
- **75% to 99%**
- **50% to 74%**
- **25% to 49%**
- **less than 25%**
- **I do not know how many students engaged in a music program at school.**

Goals

In 2021-2022, how often did you work with an Academic Coach?

- **Frequently**
- **Occasionally**
- **Rarely**
- **Never**

How would you characterize the effectiveness of the Academic Coach?

- **Extremely effective in providing instructional support and professional development.**
- **Effective in providing instructional support and professional development.**
- **Ineffective in providing instructional support and professional development.**
- **Extremely ineffective in providing instructional support and professional development**

How would you characterize the effectiveness of the Intervention Teacher at school?

- **Extremely effective**
- **Effective**
- **Ineffective**
- **Extremely ineffective**

Did you work at a high school in the 2021-2022 school year?

- **Yes**
- **No**

How would you characterize the Career Technical Education Pathway (CTE) at your school?

- **Very Good**
- **Good**
- **Poor**
- **Very Poor**

How many students in your school participated in the CTE program?

- **More than 50%**
- **Less than 50%**
- **I do not know**
- **We did not have a CTE program at the school**

CALIFORNIA LCAP INPUT AND IMPACT

How often did your students utilize the services of the Library Media Specialist at school?

- **Frequently**
- **Occasionally**
- **Rarely**
- **Never**

Did you work in TK-5th grade?

- **Yes**
- **No**

How would you characterize the effectiveness of the Teachers on Assignments either Literacy or Early Education?

- **Extremely effective**
- **Effective**
- **Ineffective**
- **Extremely Ineffective**
- **I did not have enough interaction with the Teachers on Assignment to form an opinion**
- **I am unaware of the presence of Teachers on Assignments at the school**

How would you characterize the effectiveness of the 2021-2022 teacher collaboration time?

- **Extremely effective**
- **Effective**
- **Ineffective**
- **Extremely ineffective**
- **I did not participate in the collaboration time.**

How would you characterize the effectiveness of the Bilingual Community Liaisons at school?

- **Extremely effective**
- **Effective**
- **Ineffective**
- **Extremely ineffective**
- **I did not have enough interaction with the Bilingual Community Liaisons at school to form an opinion**
- **I am unaware of the presence of Bilingual Community Liaisons at the school**

How would you characterize the effectiveness of the mental health support services at school?

- **Extremely effective**
- **Effective**
- **Ineffective**
- **Extremely ineffective**

CALIFORNIA LCAP INPUT AND IMPACT

- **I did not have enough interaction with the mental health services at school to form an opinion**
- **I am unaware of the presence of mental health services at the school**

Please utilize the text box for any additional information, clarification, or explanation of your responses or the school or district in general.

Survey Powered By Qualtrics

Appendix D

Poplar Unified School District Survey
Poplar 2021-2022

Start of Block: Common Questions all School Districts

Q1.1 Do you consent to participation in the research project by completing this survey? The purpose of the research is to determine the extent to which LCAP funds were distributed and utilized at the school site and in the classroom. The complete consent agreement is linked here: [CGU Agreement to participate in research](#)

- I consent. (1)
- I do not consent. (2)

Q1.2 How many years have you worked with Poplar Unified School District?

- 2 or less (1)
 - 3-6 (2)
 - 7-10 (3)
 - 11-14 (4)
 - 15 or more (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.3 Where did you work in the school district in 2021-2022?

- High School (1)
 - Junior High School (2)
 - Elementary School (3)
 - Alternative School (4)
 - Adult Education (5)
 - Preschool (6)
 - I worked in a District Office (7)
 - Other (9) _____
-

Q1.4 What was your position with the school district in 2021-2022? If you had more than one position, choose one for this survey.

- Teacher-General Education (1)
 - Teacher-Special Education (2)
 - Administrator (3)
 - Counselor (4)
 - Out-of-classroom teacher/coordinator/instructional coach/advisor (5)
 - Classroom aid or in-classroom support (6)
 - Office or support staff not assigned to a classroom (7)
 - Administrator (8)
 - Other (9) _____
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.5 If you were a teacher in the 2021-2022 school year, what grade level and subject did you teach?

I was a teacher-please type grade level and subject (4)

I was not a teacher in 2021-2022 (5)

Q1.6 Did you hold a credential in the subject you taught in 2021-2022?

Yes (1)

No (2)

I am not a teacher (3)

Q1.7 How would you describe parent engagement at school in 2021-2022?

Parents were extremely involved in school (1)

Parents were somewhat involved at school (2)

Parents were rarely involved at school (3)

Parents were not involved at school (4)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.8 How many parents of your students attended 2021-2022 parent conference night, back to school night, or other parent nights at school?

- 75% to 100% of parents attended (1)
 - 50 to 74% of parents attended (2)
 - 25 to 49% of parents attended (3)
 - 24% or less parents attended (4)
 - I was not a roster carrying teacher in 2021-2022 (5)
-

Q1.9 In 2021-2022, how many of your students' parents did you personally meet, either in person or via video conference?

- 75-100% of parents (1)
 - 50-74% of parents (2)
 - 25-49% of parents (3)
 - less than 25% of parents (4)
 - I was not a teacher with a classroom roster. (5)
-

Page Break

CALIFORNIA LCAP INPUT AND IMPACT

Q1.10 In 2021-2022, how many students were supplied a computer by the school?

- 100% of students (1)
 - 75% to 99% of students (2)
 - 50% to 74% of students (3)
 - 25% to 49% of students (4)
 - Less than 25% of students (5)
 - I do not know. (6)
-

Q1.11 In general, how would you describe the Professional Development at school in 2021-2022?

- Extremely productive (1)
- Somewhat productive (2)
- Somewhat unproductive (3)
- Extremely unproductive (4)
- My position does not attend professional development meetings (5)

Skip To: Q1.14 If In general, how would you describe the Professional Development at school in 2021-2022? = My position does not attend professional development meetings

CALIFORNIA LCAP INPUT AND IMPACT

Q1.12 In 2021-2022, were you able to implement information received in Professional Development in the classroom?

Almost always-opportunity for explanation in text box below (1)

Sometimes-opportunity for explanation in text box below (2)

Rarely-opportunity for explanation in text box below (3)

Never-opportunity for explanation in text box below (4)

Not Applicable to my position (5)

Q1.13 For the 2021-2022 school year, how would you describe Professional Development which focused on supporting English Language Learners?

Extremely relevant to my classroom-please provide examples or explanation (1)

Somewhat relevant to my classroom-please provide examples or explanation (2)

Somewhat irrelevant to my classroom-please provide examples or explanation (3)

Completely irrelevant to my classroom-please provide examples or explanation (4)

We did not have any Professional Development which focused on supporting English Language Learners. (6)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.14 How would you describe the working environment at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Very Poor (3)
 - Terrible (4)
-

Q1.15 In 2021-2022, what is the largest class size on your roster?

- less than 10 students in the largest class (1)
 - 11-20 students in the largest class (2)
 - 21-30 students in largest clasas (3)
 - 31-40 students in largest class (4)
 - 41-50 students in largest class (5)
 - more than 50 students in largest class (6)
 - I was not a roster carrying teacher. (7)
-

Q1.16 In 2021-2022 how would you characterize the school's efforts to improve attendance for all students?

- Extremely effective in improving attendance for all students. (1)
- Effective in improving attendance for all students. (2)
- Ineffective in improving attendance for all students (3)
- Extremely ineffective in improving attendance for all students (4)
- I do not know what the school did to improve attendance. (5)

Q1.17 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth or homeless students?

- Extremely effective in improving attendance for foster youth or homeless students. (1)
 - Effective in improving attendance for foster youth or homeless students. (2)
 - Ineffective in improving attendance for foster youth or homeless students (3)
 - Extremely ineffective in improving attendance for foster youth or homeless students (4)
 - I do not know what the school did to improve attendance for foster youth or homeless students. (5)
-

Q1.18 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- Extremely effective in improving attendance for English Language Learners. (1)
 - Effective in improving attendance for English Language Learners. (2)
 - Ineffective in improving attendance for English Language Learners. (3)
 - Extremely ineffective in improving attendance for English Language Learners. (4)
 - I do not know what the school did to improve attendance for English Language Learners. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.19 In 2020-2021, how would you characterize the school's efforts to improve attendance specifically targeted at low-income students?

- Extremely effective in improving attendance for low-income students. (1)
 - Effective in improving attendance for low-income students. (2)
 - Ineffective in improving attendance for low-income students. (3)
 - Extremely ineffective in improving attendance for low-income students. (4)
 - I do not know what the school did to improve attendance for low-income students. (5)
-

Q1.20 In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- Extremely effective in communicating with parents or guardians (1)
 - Effective in communicating with parents or guardians (2)
 - Ineffective in communicating with parents or guardians (3)
 - Extremely ineffective in communicating with parents or guardians (4)
 - I do not know what the school did to communicate with parents or guardians (5)
-

Q1.21 In 2021-2022, how would you characterize the district central office's response to the needs of the school site.

- Extremely effective in responding to the needs of the school site (1)
- Effective in responding to the needs of the school site (2)
- Ineffective in responding to the needs of the school site (3)
- Extremely ineffective in responding to the needs of the school site (4)
- I do not have enough information to respond. (5)

Q1.22 In 2021-2022, how would you characterize the school administration's response to the needs of the teachers.

- Extremely effective in responding to the needs of the teacher (1)
 - Effective in responding to the needs of the teacher (2)
 - Ineffective in responding to the needs of the teacher (3)
 - Extremely ineffective in responding to the needs of the teacher (4)
 - I do not have enough information to respond. (5)
-

Q1.23 How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (4)
 - Poor (5)
-

Q1.24 How would you characterize the condition of the school facilities in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.25 In 2021-2022, how many students engaged in an art program at school?

- 100% (1)
 - 75% to 99% (2)
 - 50% to 74% (3)
 - 25% to 49% (4)
 - less than 25% (5)
 - I do not know how many students engaged in an art program at school. (6)
-

Q1.26 In 2021-2022, how many students engaged in a music program at school?

- 100% (1)
- 75% to 99% (2)
- 50% to 74% (3)
- 25% to 49% (4)
- less than 25% (5)
- I do not know how many students engaged in a music program at school. (6)

End of Block: Common Questions all School Districts

Start of Block: Poplar Specific Questions

CALIFORNIA LCAP INPUT AND IMPACT

Q2.1 In 2021-2022, how often did you work with an Instructional Coach?

- I frequently worked with the Instructional Coach throughout the school year. (1)
 - I occasionally worked with the Instructional Coach throughout the school year. (2)
 - I rarely worked with the Instructional Coach throughout the school year. (3)
 - I did not work with the Instructional Coach throughout the school year. (4)
-

Q2.2 How would you characterize the effectiveness of the Instructional Coach?

- Extremely effective in providing instructional support and professional development. (1)
 - Effective in providing instructional support and professional development. (2)
 - Ineffective in providing instructional support and professional development. (3)
 - Extremely ineffective in providing instructional support and professional development (4)
 - I do not have the information to answer this question. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.3 In 2021-2022, how many times did a District Level Teacher on Special Assignment conduct professional development at the school site?

- A District Level Teacher on Special Assignment did not conduct PD at the school site. (1)
 - A District Level Teacher on Special Assignment conducted PD at the school site for ONE Professional Development meeting. (2)
 - A District Level Teacher on Special Assignment conducted PD at the school site for TWO Professional Development meetings. (3)
 - A District Level Teacher on Special Assignment conducted PD at the school site for THREE Professional Development meetings. (4)
 - A District Level Teacher on Special Assignment conducted PD at the school site for FOUR or more Professional Development meetings. (5)
-

Q2.4 In 2021-2022, how often did you work with an Instructional Ed Tech Coach?

- Frequently (1)
 - Occasionally (2)
 - Rarely (3)
 - Never (4)
-

Q2.5 How would you characterize the effectiveness of the Instructional Ed Tech Coach?

- Extremely effective in providing instructional support and professional development. (1)
- Effective in providing instructional support and professional development. (2)
- Ineffective in providing instructional support and professional development. (3)
- Extremely ineffective in providing instructional support and professional development (4)
- I do not have the information to answer this question. (5)

Q2.6 How would you characterize the foster youth academic services and therapeutic support to foster students?

- Extremely effective (1)
 - Very effective (2)
 - Ineffective (3)
 - Highly ineffective (4)
 - I have heard about these services and supports, but I do not have enough information to respond. (5)
 - I have not heard about these services and supports. (6)
-

Q2.7 How would you characterize the instructional support, PD, teaching, and coordination of the CTE program?

- Extremely effective (1)
 - Very effective (2)
 - Ineffective (3)
 - Highly ineffective (4)
 - I have heard about these services and supports, but I do not have enough information to respond. (5)
 - I have not heard about these services and supports. (6)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.8 How would you characterize the continuation and independent study program?

- Extremely effective (1)
 - Very effective (2)
 - Ineffective (3)
 - Highly ineffective (4)
 - I have heard about these programs, but I do not have enough information to respond. (5)
 - I have not heard about the programs. (6)
-

Q2.9 How would you characterize the music enrichment program for 3rd, 4th, and 5th grade students?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I do not have information to respond to this question (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.10 How would you characterize the art enrichment program for 3rd, 4th, and 5th grades students?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I do not have information to respond to this question (5)
-

Q2.11 How would you characterize the after school extracurricular Arts, Music, and Athletics programs?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I do not have information to respond to this question (5)
-

Q2.12 How would you characterize the after school enrichment and academic support courses?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I do not have information to respond to this question (5)
-

Q2.13 How would you characterize the Restorative Justice and PBIS (Positive Behavior and Interventions Support)?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I do not have information to respond to this question (5)
-

Q2.14 Are you a special education teacher, aide, administrator or other individual who worked with the Special Education department?

- Yes (1)
- No (2)

Skip To: End of Survey If Are you a special education teacher, aide, administrator or other individual who worked with the... = No

Q2.15 How would you characterize the special education services?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Highly Ineffective (4)
 - I do not have information to respond to this question (5)
-

Q2.16 Did the special education classrooms have the required number of aides at all time in the year 2021-2022?

- Always (1)
 - Sometimes (2)
 - Rarely (3)
 - Never (4)
-

Q2.17 How would you characterize the Professional Development provided to develop your capacity to meet the needs of students in Special Education in their least restrictive environment.

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
-

Q2.18 For the 2021-2022 school year, how would you characterize the support of the Special Education Coordinator?

- Extremely effective in providing support. (1)
 - Effective in providing support. (2)
 - Ineffective in providing support. (3)
 - Extremely ineffective in support. (4)
 - I am a Special Education teacher, but I did not work with a Special Education Coordinator. (5)
-

Q2.19 How would you characterize the support services provided to develop your capacity to meet the needs of students in Special Education in their least restrictive environment?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
-

Q2.20 Did your school provide the resources to meet the needs of the students in special education?

- Always (1)
 - Most of the time (2)
 - Sometimes (3)
 - Rarely (4)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.21 Please explain or clarify any of your responses to the above questions regarding Special Education services.

End of Block: Poplar-Specific Questions

Start of Block: Additional information

Q3.1 Please utilize the text box for any additional information, clarification, or explanation of your responses or the school or district in general.

End of Block: Additional information

Appendix E

Sycamore City Unified School District Survey

Sycamore City Unified Survey for 2021-2022

Start of Block: Common Questions all School Districts

Q1.1 Do you consent to participation in the research project by completing this survey? The purpose of the research is to determine the extent to which LCAP funds were distributed and utilized at the school site and in the classroom. The complete consent agreement is linked here: [CGU Agreement to participate in research](#)

- I consent. (1)
- I do not consent. (2)

Skip To: End of Survey Do you consent to participation in the research project by completing this survey? The purpose of... = I do not consent.

Q1.2 How many years have you worked with Sycamore City Unified School District?

- 2 or less (1)
 - 3-6 (2)
 - 7-10 (3)
 - 11-14 (4)
 - 15 or more (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.3 Where did you work in the school district in 2021-2022?

- High School (1)
 - Junior High School (2)
 - Elementary School (3)
 - Alternative School (4)
 - Adult Education (5)
 - Preschool (6)
 - I worked in a District Office (7)
 - Other (8) _____
-

Q1.4 What was your position with the school district in 2021-2022? If you had more than one position, choose one for this survey.

- Teacher-General Education (1)
 - Teacher-Special Education (2)
 - Administrator (3)
 - Counselor (4)
 - Out-of-classroom teacher/coordinator/instructional coach/advisor (5)
 - Classroom aid or in-classroom support (6)
 - Office or support staff not assigned to a classroom (7)
 - Administrator (8)
 - Other (9) _____
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.5 If you were a teacher in the 2021-2022 school year, what grade level and subject did you teach?

I was a teacher-please type grade level and subject (4)

I was not a teacher in 2021-2022 (5)

Q1.6 Did you hold a credential in the subject you taught in 2021-2022?

Yes (1)

No (2)

I am not a teacher (3)

Q1.7 How would you describe parent engagement at school in 2021-2022?

Parents were extremely involved in school (1)

Parents were somewhat involved at school (2)

Parents were rarely involved at school (3)

Parents were not involved at school (4)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.8 How many parents of your students attended the 2021-2022 parent conference night, back-to-school night, or other parent nights at school?

- 75% to 100% of parents attended (1)
 - 50 to 74% of parents attended (2)
 - 25 to 49% of parents attended (3)
 - 24% or fewer parents attended (4)
 - I was not a roster-carrying teacher in 2021-2022 (5)
-

Q1.9 In 2021-2022, how many of your students' parents did you personally meet, either in person or via video conference?

- 75-100% of parents (1)
 - 50-74% of parents (2)
 - 25-49% of parents (3)
 - less than 25% of parents (4)
 - I was not a teacher with a classroom roster. (5)
-

Page Break

CALIFORNIA LCAP INPUT AND IMPACT

Q1.10 In 2021-2022, how many students were supplied a computer by the school?

- 100% of students (1)
 - 75% to 99% of students (2)
 - 50% to 74% of students (3)
 - 25% to 49% of students (4)
 - Less than 25% of students (5)
 - I do not know. (6)
-

Q1.11 In general, how would you describe Professional Development at school in 2021-2022?

- Extremely productive (1)
- Somewhat productive (2)
- Somewhat unproductive (3)
- Extremely unproductive (4)
- My position does not attend professional development meetings (5)

Skip To: Q1.14 If In general, how would you describe the Professional Development at school in 2021-2022? = My position does not attend professional development meetings

CALIFORNIA LCAP INPUT AND IMPACT

Q1.12 In 2021-2022, were you able to implement information received in Professional Development in the classroom?

Almost always-opportunity for explanation in text box below (1)

Sometimes-opportunity for explanation in text box below (2)

Rarely-opportunity for explanation in text box below (3)

Never-opportunity for explanation in text box below (4)

Not Applicable to my position (5)

Q1.13 For the 2021-2022 school year, how would you describe Professional Development which focused on supporting English Language Learners?

Extremely relevant to my classroom-please provide examples or explanation (1)

Somewhat relevant to my classroom-please provide examples or explanation (2)

Somewhat irrelevant to my classroom-please provide examples or explanation (3)

Completely irrelevant to my classroom-please provide examples or explanation (4)

We did not have any Professional Development which focused on supporting English Language Learners. (6)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.14 How would you describe the working environment at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.15 In 2021-2022, what is the largest class size on your roster?

- less than 10 students in the largest class (1)
 - 11-20 students in the largest class (2)
 - 21-30 students in largest clasas (3)
 - 31-40 students in largest class (4)
 - 41-50 students in largest class (5)
 - more than 50 students in largest class (6)
 - I was not a roster carrying teacher. (7)
-

Q1.16 In 2021-2022 how would you characterize the school's efforts to improve attendance for all students?

- Extremely effective in improving attendance for all students. (1)
- Effective in improving attendance for all students. (2)
- Ineffective in improving attendance for all students (3)
- Extremely ineffective in improving attendance for all students (4)
- I do not know what the school did to improve attendance. (5)

Q1.17 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth or homeless students?

- Extremely effective in improving attendance for foster youth or homeless students. (1)
 - Effective in improving attendance for foster youth or homeless students. (2)
 - Ineffective in improving attendance for foster youth or homeless students (3)
 - Extremely ineffective in improving attendance for foster youth or homeless students (4)
 - I do not know what the school did to improve attendance for foster youth or homeless students. (5)
-

Q1.18 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- Extremely effective in improving attendance for English Language Learners. (1)
 - Effective in improving attendance for English Language Learners. (2)
 - Ineffective in improving attendance for English Language Learners. (3)
 - Extremely ineffective in improving attendance for English Language Learners. (4)
 - I do not know what the school did to improve attendance for English Language Learners. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.19 In 2020-2021, how would you characterize the school's efforts to improve attendance specifically targeted at low income students?

- Extremely effective in improving attendance for low income students. (1)
 - Effective in improving attendance for low income students. (2)
 - Ineffective in improving attendance for low income students. (3)
 - Extremely ineffective in improving attendance for low income students. (4)
 - I do not know what the school did to improve attendance for low income students. (5)
-

Q1.20 In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- Extremely effective in communicating with parents or guardians (1)
 - Effective in communicating with parents or guardians (2)
 - Ineffective in communicating with parents or guardians (3)
 - Extremely ineffective in communicating with parents or guardians (4)
 - I do not know what the school did to communicate with parents or guardians (5)
-

Q1.21 In 2021-2022, how would you characterize the district central office's response to the needs of the school site.

- Extremely effective in responding to the needs of the school site (1)
- Effective in responding to the needs of the school site (2)
- Ineffective in responding to the needs of the school site (3)
- Extremely ineffective in responding to the needs of the school site (4)
- I do not have enough information to respond. (5)

Q1.22 In 2021-2022, how would you characterize the school administration's response to the needs of the teachers.

- Extremely effective in responding to the needs of the teacher (1)
 - Effective in responding to the needs of the teacher (2)
 - Ineffective in responding to the needs of the teacher (3)
 - Extremely ineffective in responding to the needs of the teacher (4)
 - I do not have enough information to respond. (5)
-

Q1.23 How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (4)
 - Poor (5)
-

Q1.24 How would you characterize the condition of the school facilities in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.25 In 2021-2022, how many students engaged in an art program at school?

- 100% (1)
 - 75% to 99% (2)
 - 50% to 74% (3)
 - 25% to 49% (4)
 - less than 25% (5)
 - I do not know how many students engaged in an art program at school. (6)
-

Q1.26 In 2021-2022, how many students engaged in a music program at school?

- 100% (1)
- 75% to 99% (2)
- 50% to 74% (3)
- 25% to 49% (4)
- less than 25% (5)
- I do not know how many students engaged in a music program at school. (6)

End of Block: Common Questions all School Districts

Start of Block: Sycamore City Specific Questions

CALIFORNIA LCAP INPUT AND IMPACT

Q2.1 How often did you or your class work with the librarian at your school?

- Frequently (1)
 - Occasionally (2)
 - Rarely (3)
 - Never (4)
-

Q2.2 How would you characterize the effectiveness of the Curriculum Coordinators?

- Extremely effective . (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not work with a Curriculum Coordinator. (5)
-

Q2.3 How would you characterize the effectiveness of the Training Specialists in Curriculum and Instruction department?

- Extremely effective . (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not work with a Training Specialist. (5)
-

Q2.4 How would you characterize the effectiveness of the Positive Behavior Intervention and Supports (PBIS) Coach ?

- Extremely effective . (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not work with a PBIS coach. (5)
-

Q2.5 How would you characterize the effectiveness of the Parent Teacher Home Visits (PTHV) program?

- Extremely effective . (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not work with the PTHV program (5)
-

Q2.6 How would you characterize the effectiveness of teacher collaboration time?

- Extremely effective . (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely (4)
 - I did not participate in collaboration time (5)
-

Q2.7 How would you characterize the anti-bias/anti-racism professional development?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - We did not have professional development focused on anti-bias/anti racism. (5)
-

Q2.8 How often was a psychiatrist or social worker on campus?

- Always (2)
 - Often (4)
 - Rarely (5)
 - Never (6)
-

Q2.9 How often was a nurse on campus?

- Always (2)
 - Often (4)
 - Rarely (5)
 - Never (6)
-

Q2.10 Did your school have a Student Support Center on campus in 2021-2022?

- Yes (1)
 - No (2)
 - I do not know (4)
-

Q2.11 Did your school receive support from the district Connect Center?

- Yes (1)
 - No (2)
 - I do not know (3)
-

Q2.12 Are you an elementary school teacher?

- Yes (1)
- No (2)

Skip To: Q2.16 If Are you an elementary school teacher? = No

Q2.13 How would you characterize the LETRS (Language Essentials for Teachers of Reading and Spelling) training

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not participate in the LETRS training (5)
-

Q2.14 How many field trips did your class take in the 2021-2022 school year?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - more than 3 (5)
-

Q2.15 How many elementary athletics teams were at your school in the 2021-2022 school year?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - more than 5 (7)
-

Q2.16 Did you work at a high school in the 2021-2022 school year?

- Yes (1)
- No (2)

Skip To: End of Block If Did you work at a high school in the 2021-2022 school year? = No

Q2.17 How would you characterize the Literacy, Research, and Project-Based Learning Instruction provided by Secondary Librarians?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I am unaware of students receiving Literacy, Research, and Project-Based Learning Instruction provided by Secondary Librarians (5)
-

Q2.18 How many school sponsored college visits took place in 2021-2022.

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - more than 3 (5)
 - I do not know (6)
-

Q2.19 How would you characterize the CTE program at school?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not work at a school with a CTE program. (5)
-

Q2.20 How many students in your school participated in a CTE program?

- More than 50% (1)
- Less than 50% (2)
- I do not know. (3)
- We did not have a CTE program at school. (4)

End of Block: Sycamore City Specific Questions

Start of Block: Interview follow up

Q3.1 Please utilize the text box for any additional information, clarification, or explanation to your responses or to the school or district in general.

End of Block: Interview follow up

Appendix F

Tupelo School District

Tupelo Unified Survey 2021-2022

Start of Block: Common Questions all School Districts

Q1.1 Do you consent to participation in the research project by completing this survey? The purpose of the research is to determine the extent to which LCAP funds were distributed and utilized at the school site and in the classroom. The complete consent agreement is linked here: [CGU Agreement to participate in research](#)

- I consent. (1)
- I do not consent. (2)

Skip To: End of Survey If Do you consent to participation in the research project by completing this survey? The purpose of... = I do not consent.

Q1.2 How many years have you worked with Tupelo Unified School District?

- 2 or less (1)
 - 3-6 (2)
 - 7-10 (3)
 - 11-14 (4)
 - 15 or more (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.3 Where did you work in the school district in 2021-2022?

- High School (1)
 - Junior High School (2)
 - Elementary School (3)
 - Alternative School (4)
 - Adult Education (5)
 - Preschool (6)
 - I worked in a District Office (7)
 - Other (9) _____
-

Q1.4 What was your position with the school district in 2021-2022? If you had more than one position, choose one for this survey.

- Teacher-General Education (1)
 - Teacher-Special Education (2)
 - Administrator (3)
 - Counselor (4)
 - Out of classroom teacher/coordinator/instructional coach/advisor (5)
 - Classroom aid or in-classroom support (6)
 - Office or support staff not assigned to a classroom (7)
 - Administrator (8)
 - Other (9) _____
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.5 If you were a teacher in the 2021-2022 school year, what grade level and subject did you teach?

I was a teacher- please type grade level and subject (4)

I was not a teacher (5)

Q1.6 Did you hold a credential in the subject you taught in 2021-2022?

Yes (1)

No (2)

I am not a teacher (3)

Q1.7 How would you describe parent engagement at school in 2021-2022?

Parents were extremely involved in school (1)

Parents were somewhat involved at school (2)

Parents were rarely involved at school (3)

Parents were not involved at school (4)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.8 How many parents of your students attended 2021-2022 parent conference night, back to school night, or other parent nights at school?

- 75% to 100% of parents attended (1)
 - 50 to 74% of parents attended (2)
 - 25 to 49% of parents attended (3)
 - 24% or less parents attended (4)
 - I was not a roster carrying teacher in 2021-2022 (5)
-

Q1.9 In 2021-2022, how many of your students' parents did you personally meet, either in person or via video conference?

- 75-100% of parents (1)
 - 50-74% of parents (2)
 - 25-49% of parents (3)
 - less than 25% of parents (4)
 - I was not a teacher with a classroom roster. (5)
-

Page Break

CALIFORNIA LCAP INPUT AND IMPACT

Q1.10 In 2021-2022, how many students were supplied a computer by the school?

- 100% of students (1)
 - 75% to 99% of students (2)
 - 50% to 74% of students (3)
 - 25% to 49% of students (4)
 - Less than 25% of students (5)
 - I do not know. (6)
-

Q1.11 In general, how would you describe the Professional Development at school in 2021-2022?

- Extremely productive (1)
- Somewhat productive (2)
- Somewhat unproductive (3)
- Extremely unproductive (4)
- My position does not attend professional development meetings (5)

Skip To: Q1.14 If In general, how would you describe the Professional Development at school in 2021-2022? = My position does not attend professional development meetings

CALIFORNIA LCAP INPUT AND IMPACT

Q1.12 In 2021-2022, were you able to implement information received in Professional Development in the classroom?

Almost always-opportunity for explanation in text box below (1)

Sometimes-opportunity for explanation in text box below (2)

Rarely-opportunity for explanation in text box below (3)

Never-opportunity for explanation in text box below (4)

Not Applicable to my position (5)

Q1.13 For the 2021-2022 school year, how would you describe Professional Development which focused on supporting English Language Learners?

Extremely relevant to my classroom-please provide examples or explanation (1)

Somewhat relevant to my classroom-please provide examples or explanation (2)

Somewhat irrelevant to my classroom-please provide examples or explanation (3)

Completely irrelevant to my classroom-please provide examples or explanation (4)

We did not have any Professional Development which focused on supporting English Language Learners. (6)

CALIFORNIA LCAP INPUT AND IMPACT

Q1.14 How would you describe the working environment at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.15 In 2021-2022, what is the largest class size on your roster?

- less than 10 students in the largest class (1)
 - 11-20 students in the largest class (2)
 - 21-30 students in largest clasas (3)
 - 31-40 students in largest class (4)
 - 41-50 students in largest class (5)
 - more than 50 students in largest class (6)
 - I was not a roster carrying teacher. (7)
-

Q1.16 In 2021-2022 how would you characterize the school's efforts to improve attendance for all students?

- Extremely effective in improving attendance for all students. (1)
- Effective in improving attendance for all students. (2)
- Ineffective in improving attendance for all students (3)
- Extremely ineffective in improving attendance for all students (4)
- I do not know what the school did to improve attendance. (5)

Q1.17 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at foster youth or homeless students?

- Extremely effective in improving attendance for foster youth or homeless students. (1)
 - Effective in improving attendance for foster youth or homeless students. (2)
 - Ineffective in improving attendance for foster youth or homeless students (3)
 - Extremely ineffective in improving attendance for foster youth or homeless students (4)
 - I do not know what the school did to improve attendance for foster youth or homeless students. (5)
-

Q1.18 In 2021-2022, how would you characterize the school's efforts to improve attendance specifically targeted at English Language Learners?

- Extremely effective in improving attendance for English Language Learners. (1)
 - Effective in improving attendance for English Language Learners. (2)
 - Ineffective in improving attendance for English Language Learners. (3)
 - Extremely ineffective in improving attendance for English Language Learners. (4)
 - I do not know what the school did to improve attendance for English Language Learners. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q1.19 In 2020-2021, how would you characterize the school's efforts to improve attendance specifically targeted at low income students?

- Extremely effective in improving attendance for low income students. (1)
 - Effective in improving attendance for low income students. (2)
 - Ineffective in improving attendance for low income students. (3)
 - Extremely ineffective in improving attendance for low income students. (4)
 - I do not know what the school did to improve attendance for low income students. (5)
-

Q1.20 In 2021-2022, how would you characterize the school's efforts to communicate with parents or guardians of students?

- Extremely effective in communicating with parents or guardians (1)
 - Effective in communicating with parents or guardians (2)
 - Ineffective in communicating with parents or guardians (3)
 - Extremely ineffective in communicating with parents or guardians (4)
 - I do not know what the school did to communicate with parents or guardians (5)
-

Q1.21 In 2021-2022, how would you characterize the district central office's response to the needs of the school site.

- Extremely effective in responding to the needs of the school site (1)
- Effective in responding to the needs of the school site (2)
- Ineffective in responding to the needs of the school site (3)
- Extremely ineffective in responding to the needs of the school site (4)
- I do not have enough information to respond. (5)

Q1.22 In 2021-2022, how would you characterize the school administration's response to the needs of the teachers.

- Extremely effective in responding to the needs of the teacher (1)
 - Effective in responding to the needs of the teacher (2)
 - Ineffective in responding to the needs of the teacher (3)
 - Extremely ineffective in responding to the needs of the teacher (4)
 - I do not have enough information to respond. (5)
-

Q1.23 How would you characterize the quality and quantity of textbooks at school in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.24 How would you characterize the condition of the school facilities in 2021-2022?

- Excellent (1)
 - Good (2)
 - Below Average (3)
 - Poor (4)
-

Q1.25 In 2021-2022, how many students engaged in an art program at school?

- 100% (1)
 - 75% to 99% (2)
 - 50% to 74% (3)
 - 25% to 49% (4)
 - less than 25% (5)
 - I do not know how many students engaged in an art program at school. (6)
-

Q1.26 In 2021-2022, how many students engaged in a music program at school?

- 100% (1)
- 75% to 99% (2)
- 50% to 74% (3)
- 25% to 49% (4)
- less than 25% (5)
- I do not know how many students engaged in a music program at school. (6)

End of Block: Common Questions all School Districts

Start of Block: Tupelo Specific Questions

Q2.1 Were you a K-5 teacher in 2021-2022?

- Yes (1)
- No (2)

Skip To: Q2.7 If Were you a K-5 teacher in 2021-2022? = No

Q2.2 How would you characterize the effectiveness of the Success for All reading program?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not experience the Success for All reading program at school. (5)
-

Q2.3 Were you a 6th - 8th grade teacher in 2021-2022?

- Yes (1)
- No (2)

Skip To: Q2.7 If Were you a 6th - 8th grade teacher in 2021-2022? = No

Q2.4 How would you characterize the effectiveness of the SFA Reading EDGE Intervention program?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not experience the SFA Reading EDGE Intervention program at school. (5)
-

Q2.5 Did you receive training on the SFA Reading EDGE Intervention program?

- Yes (1)
 - No (2)
-

Q2.6 Did an intervention teacher (resource) work in the classroom during the Language Arts Block?

- Yes, there was always an intervention teacher working in the classroom during the Language Arts Block (1)
 - An intervention teacher frequently worked in the classroom during the Language Arts Block (2)
 - An intervention teacher rarely worked in the classroom during the Language Arts Block (3)
 - No, an intervention teacher never worked in the classroom during the Language Arts Block (4)
-

Q2.7 How would you characterize the effectiveness of the iReady program for diagnostic and online intervention in Math and Reading?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - I did not experience the iReady program at school. (5)
-

CALIFORNIA LCAP INPUT AND IMPACT

Q2.8 In 2021-2022, how often did you work with an Instructional Coach?

- Frequently (1)
 - Occasionally (2)
 - Rarely (3)
 - I did not work with the Instructional Coach. (4)
-

Q2.9 How would you characterize the effectiveness of collaboration time?

- Extremely effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely ineffective (4)
 - I did not participate in the collaboration time. (5)
-

Q2.10 How would you characterize the CTE program at school?

- Extremely Effective (1)
 - Effective (2)
 - Ineffective (3)
 - Extremely Ineffective (4)
 - We did not have a CTE program at school. (5)
-

Q2.11 How many students participated in the CTE program?

- 50% or Over 50% (1)
- Under 50% (2)
- We did not have a CTE Program. (3)

End of Block: Tupelo Specific Questions

Start of Block: Interview follow up

Q3.1 Please utilize the text box for any additional information, clarification, or explanation to your responses or to the school or district in general. All responses will remain anonymous.

End of Block: Interview follow up
