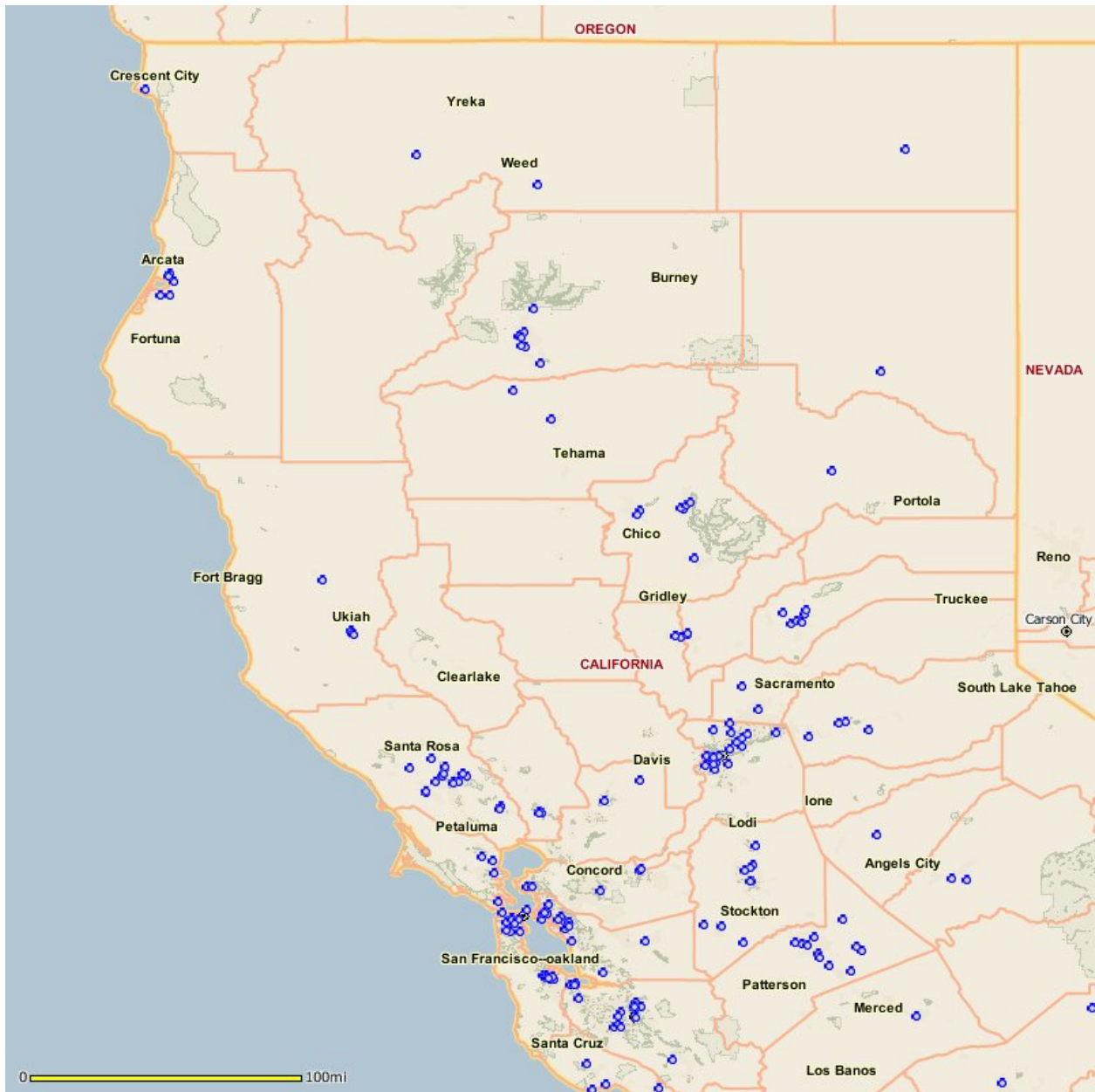


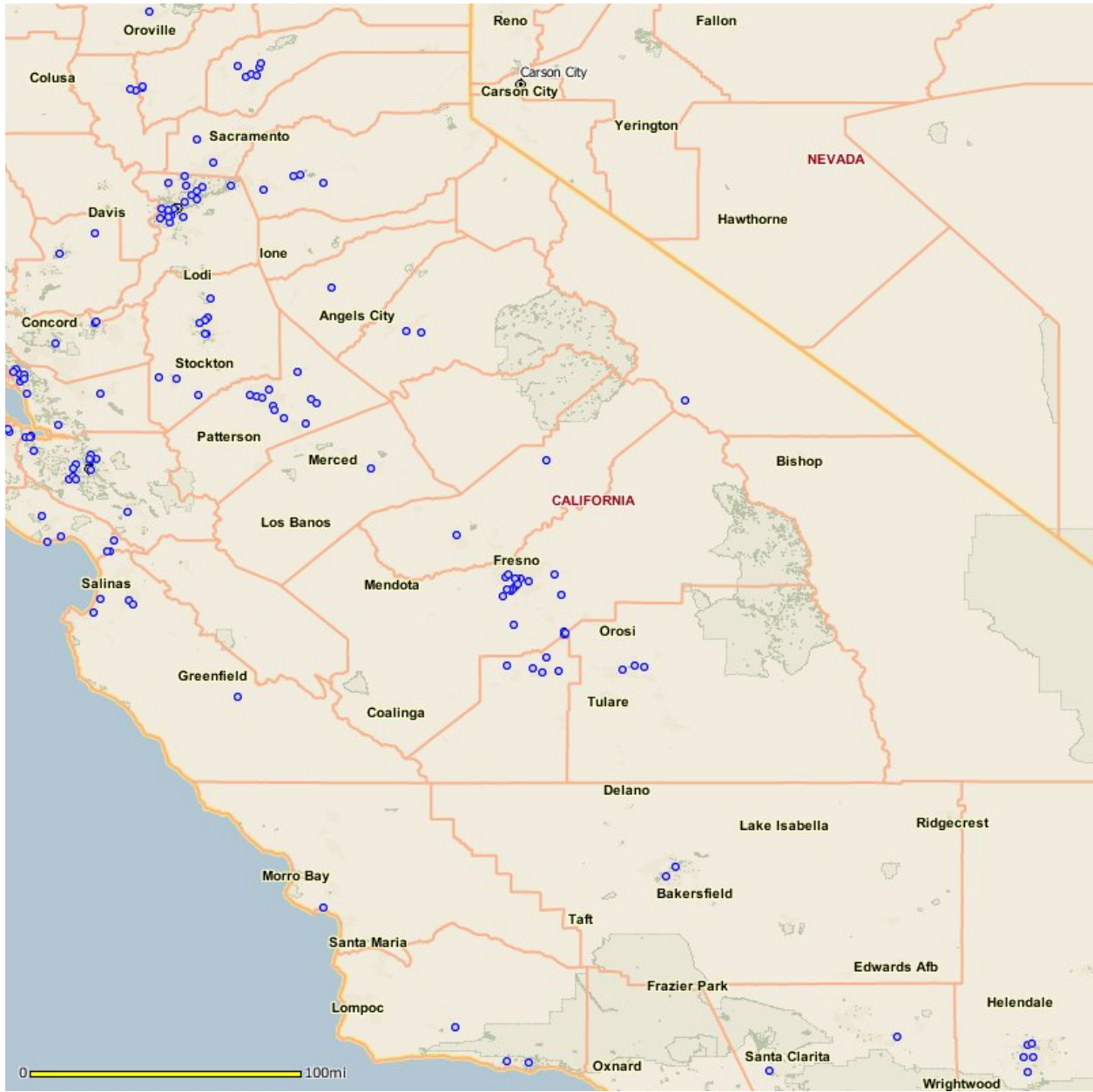
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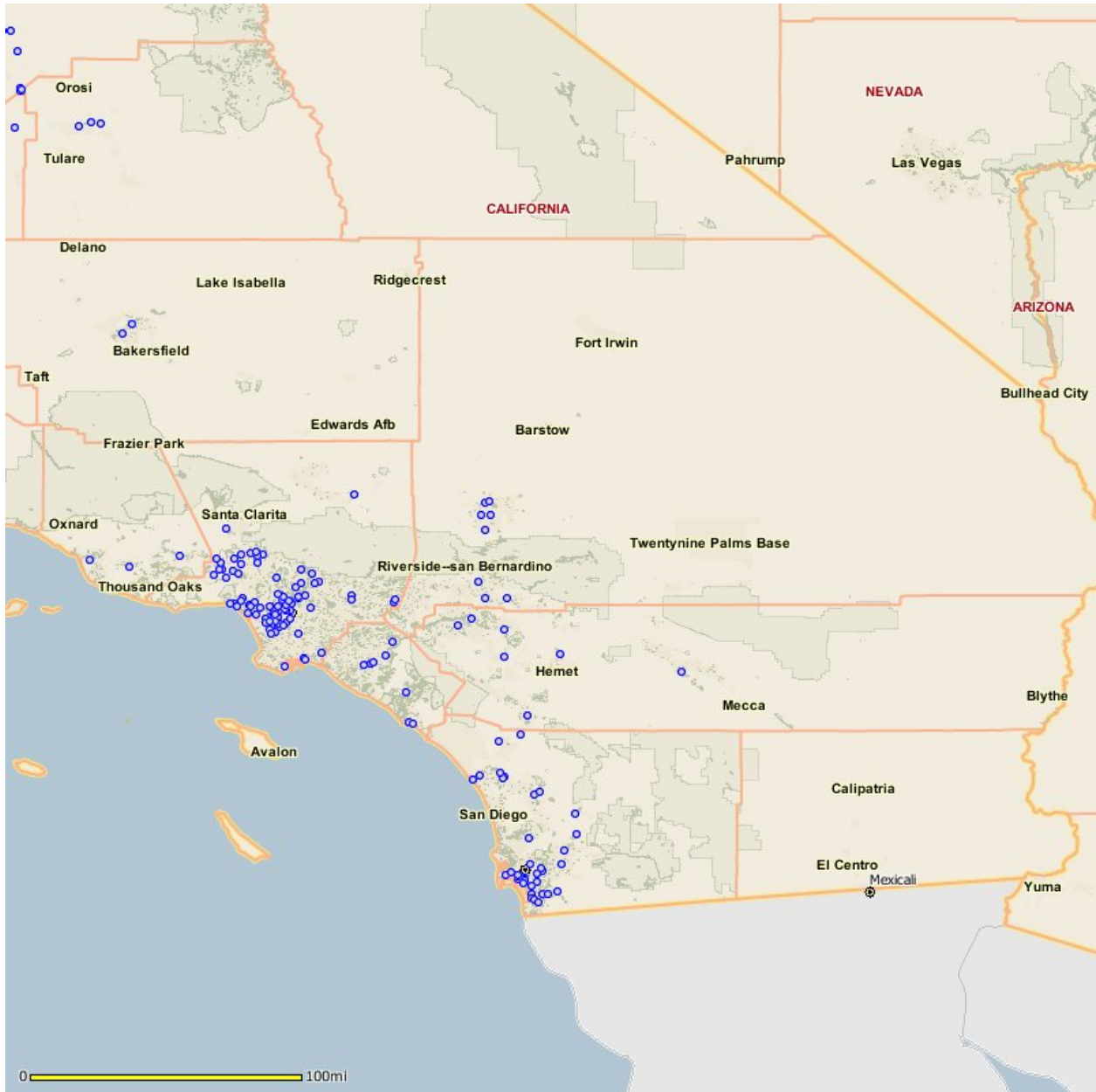
Appendix 1: Distribution of Charter Schools in Northern California



Appendix 1: Distribution of Charter Schools in Central California



Appendix 1: Distribution of Charter Schools in Southern California



Appendix 2. 2004-05 CBEDS

The Professional Assignment Information Form is completed by:

- Certificated employees employed in a certificated position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- District, pre-intern, or university interns authorized by the Commission on Teacher Credentialing and employed in a certificated position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- Classified administrators in the school district or the county office of education at the level of assistant, deputy, or associate superintendent, or higher, if the district governing board has waived certification requirements
- Classified administrators in a charter school
- Substitute teachers serving as long-term substitutes as defined by the district

The Professional Assignment Information Form is not completed by:

- Certificated employees in adult education, regional occupational programs (ROP), preschool, or before- or after-school child care programs that do not include instructional programs designed to meet requirements for promotion or grade-level standards
- Classified employees in classified positions below the level of assistant, deputy, or associate superintendent
- Short-term substitute teachers as defined by the district

The definitions used for administrators, teachers and pupil support are provided in the table below and obtained from the *Administrative Manual for CBEDS Coordinators and School Principals, October 2005*¹. The definitions are provided in the table below:

Education Code 41401 Definition	Assignments
Administrative Employee: An employee of the district in a position requiring certification but who is not required to provide direct instruction to pupils or direct services to pupils (services such as those provided by a pupil services employee or teacher).	<p>General administration</p> <ul style="list-style-type: none"> • Superintendent/principal • Principal • Associate administrator, assistant administrator, or vice principal • Full-time teaching principal or superintendent • Instructional/curriculum services administrator • Pupil personnel services administrator • Food services administrator • Library media services administrator • Union representative administrator <p>Program Administration</p> <ul style="list-style-type: none"> • Technology coordinator

¹ Retrieved June 22, 2006 from <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=41001-42000&file=41400-41409.3> and <http://www.cde.ca.gov/ds/sd/cb/documents/assigncode05.pdf>

-
- Bilingual education
 - Career-technical education
 - Special Education
 - Federal/state-funded programs
 - Elementary
 - Secondary
 - Athletics
 - Continuation education
 - Alternative education
 - Independent study
 - Community day
 - Work experience education
 - Proficiency/competency
 - Gifted and talented
 - Activities director

Department chair

- English department chair
- Foreign Languages department chair
- Dance department chair
- Music department chair
- Computer Education department chair
- Mathematics department chair
- Health Education department chair
- Safety Education department chair
- Physical Education department chair
- Science department chair
- Humanities department chair
- Social Science department chair
- Visual and Performing Arts department chair
- Art department chair
- Drama/Theater department chair
- Special Education department chair
- Agriculture Education department chair
- Business department chair
- Health Careers department chair
- Consumer Home Economics Education department chair
- Home Economics Related Occupations department chair
- Business Education –Office department chair
- Applied Technology department chair

Pupil Services Employee: An employee of the district in a position requiring a standard designated services credential, health and development credential, or a library media teacher credential and who performs direct services to pupils (counselors, guidance and welfare personnel, library media teachers, psychologists, etc.). Program specialists as defined in Education Code Section 56368 are also to be reported as pupil services

Student Support Services

- Counselor
- Psychologist
- Library media teacher
- Social worker
- School nurse
- Counselor (continuation education)

Special Education

- Program specialist
 - Special education resource specialist
-

employee.

- Speech pathology/therapy/hearing specialist
- Audiology
- Physical therapy
- Vision therapy
- Guidance counselor
- Psychologist
- Parent counseling/training
- Nurse
- Social worker
- Recreation therapy
- Diagnostic staff
- Work study coordinator
- Occupational therapist
- Mobility instruction

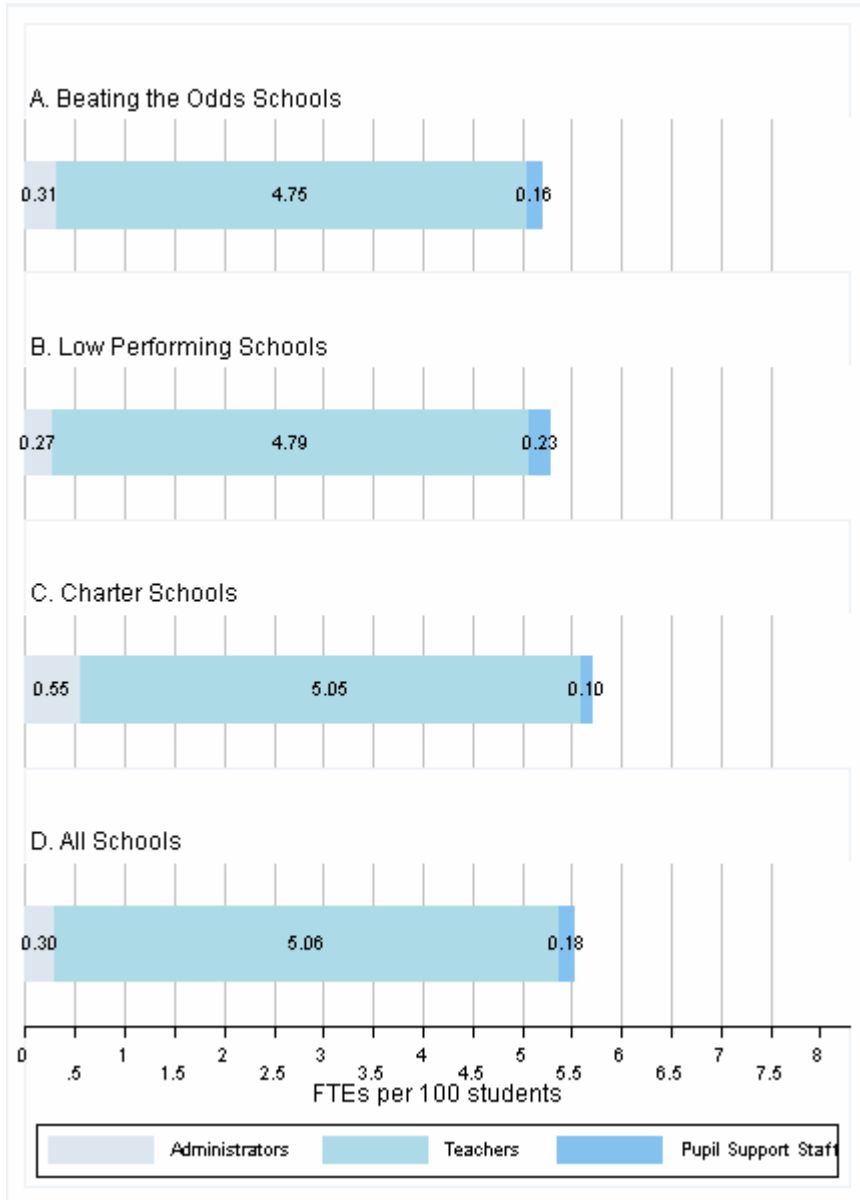
Teacher: An employee of the district in a position requiring certification qualifications, whose duties require him or her to provide direct instruction to pupils in the schools of that district for the full time for which he or she is employed. "Teacher" includes, but is not limited to, teachers of special classes, teachers of exceptional children, teachers of pupils with physical disabilities, teachers of mentally retarded minors, substitute teachers, instructional television teachers, specialist mathematics teachers, specialist reading teachers, home and hospital teachers, and learning disability group teachers.

- Teacher

1. OVERALL LEVELS OF PERSONNEL RESOURCES

1.1 Average FTEs per 100 students by personnel category and by group.

1.1.1 All Schools



1.1.2 Elementary Schools

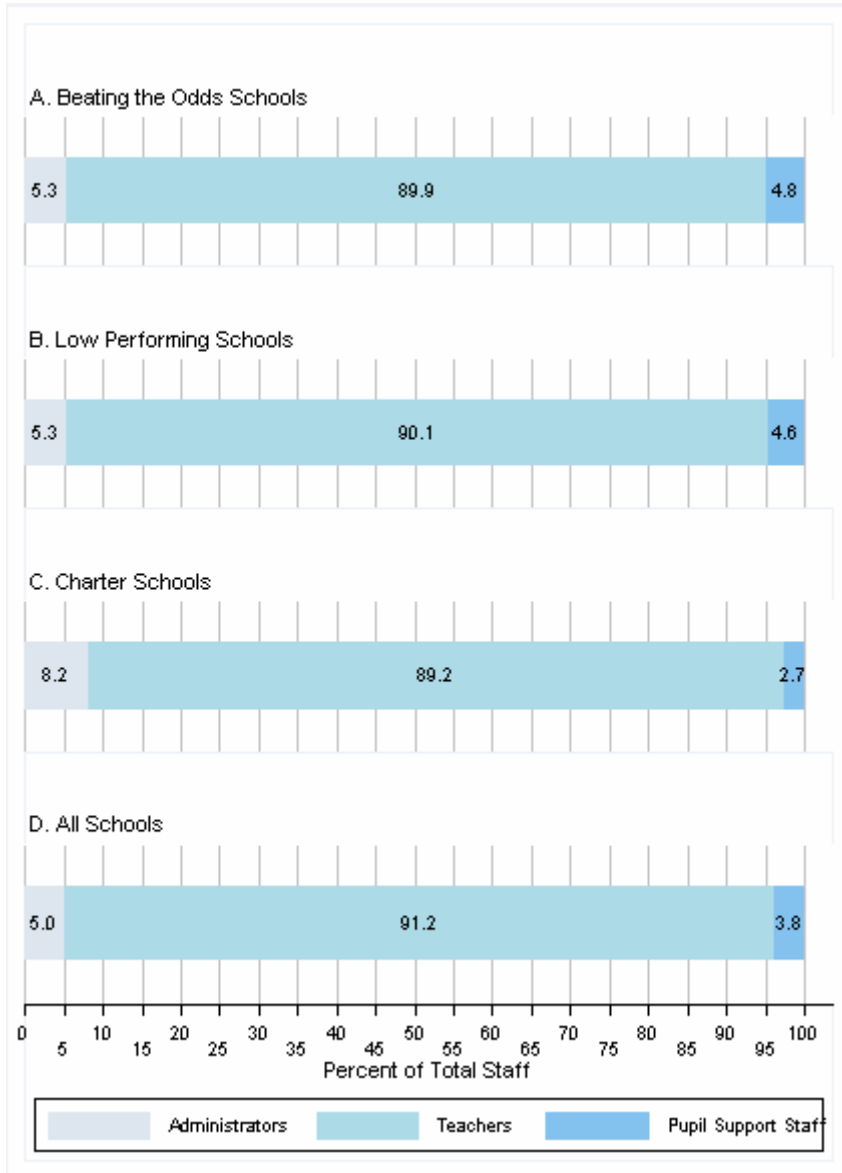
1.1.3 Middle Schools

1.1.4 High Schools

2. DISTRIBUTION OF PERSONNEL RESOURCES

2.1 Average percentage of total FTEs by personnel category and by group.

2.1.1 All School Types



2.1.2 Elementary Schools

2.1.3 Middle Schools

2.1.4 High Schools

3. LEVELS OF EDUCATION

3.1 Average percentage of staff with a bachelor's or less and a masters or doctorate by personnel category and by group.

3.1.1 Administrators – All Schools

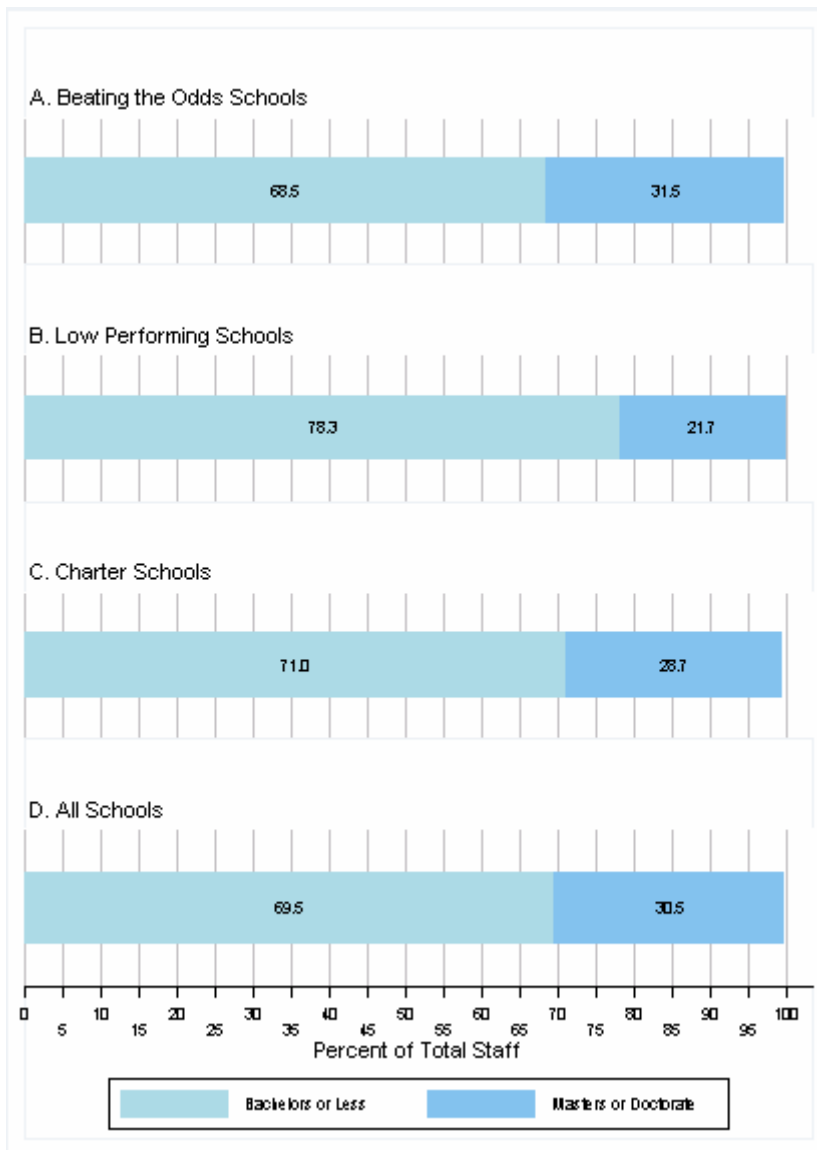


3.1.2 Administrators – Elementary Schools

3.1.3 Administrators – Middle Schools

3.1.4 Administrators – High Schools

3.1.5 Teachers – All Schools

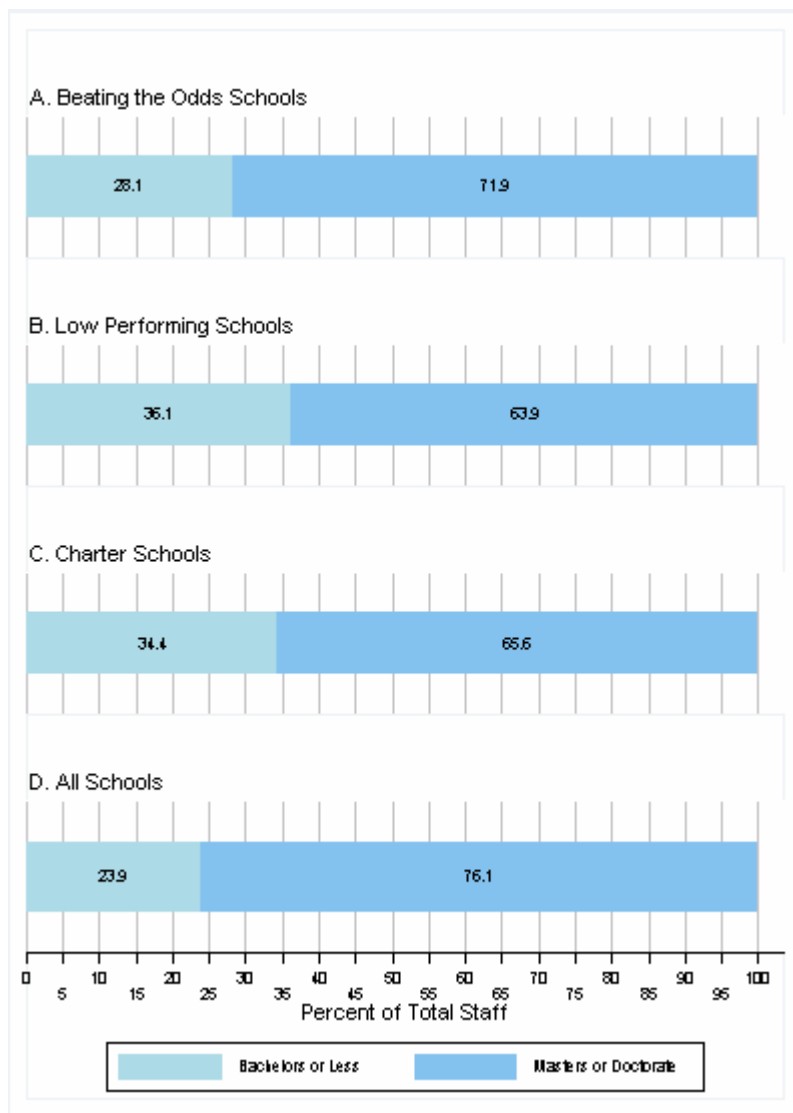


3.1.6 Teachers – Elementary Schools

3.1.7 Teachers – Middle Schools

3.1.8 Teachers – High Schools

3.1.9 Pupil Support Staff –All Schools



3.1.10 Pupil Support Staff – Elementary Schools

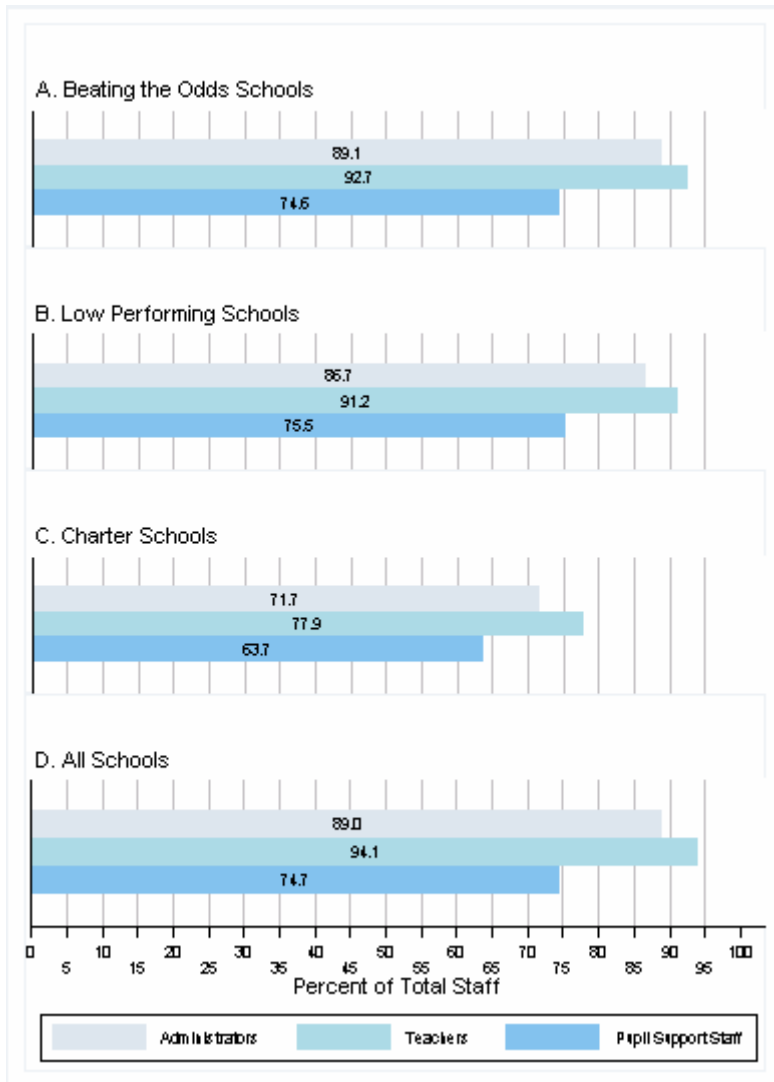
3.1.11 Pupil Support Staff – Middle Schools

3.1.12 Pupil Support Staff – High Schools

4. CREDENTIALS

4.1 Average percentage of staff that are fully credentialed by personnel category and by group.

4.1.1 All Schools



4.1.2 Elementary Schools

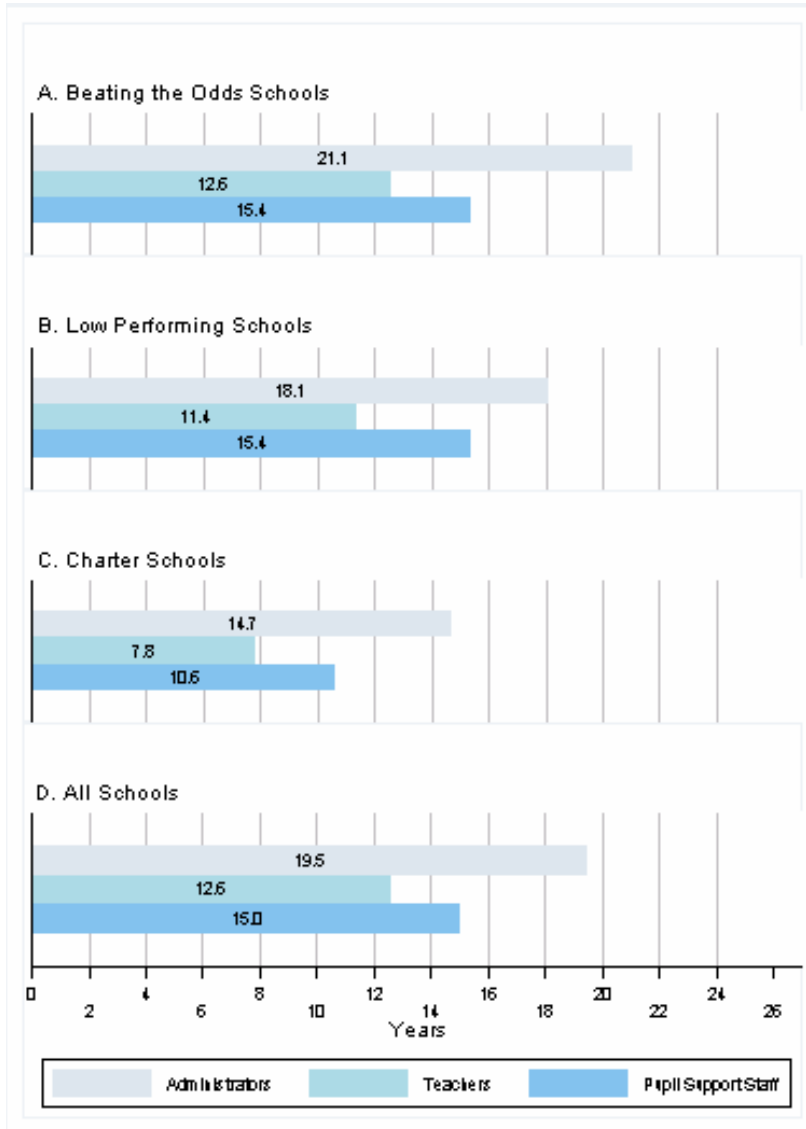
4.1.3 Middle Schools

4.1.4 High Schools

5. EXPERIENCE

5.1 Average number of years (FTE weighted) of educational service (including public and private schools, both in state and out of state) by personnel category and by group.

5.1.1 All Schools



5.1.2 Elementary Schools

5.1.3 Middle Schools

5.1.4 High Schools

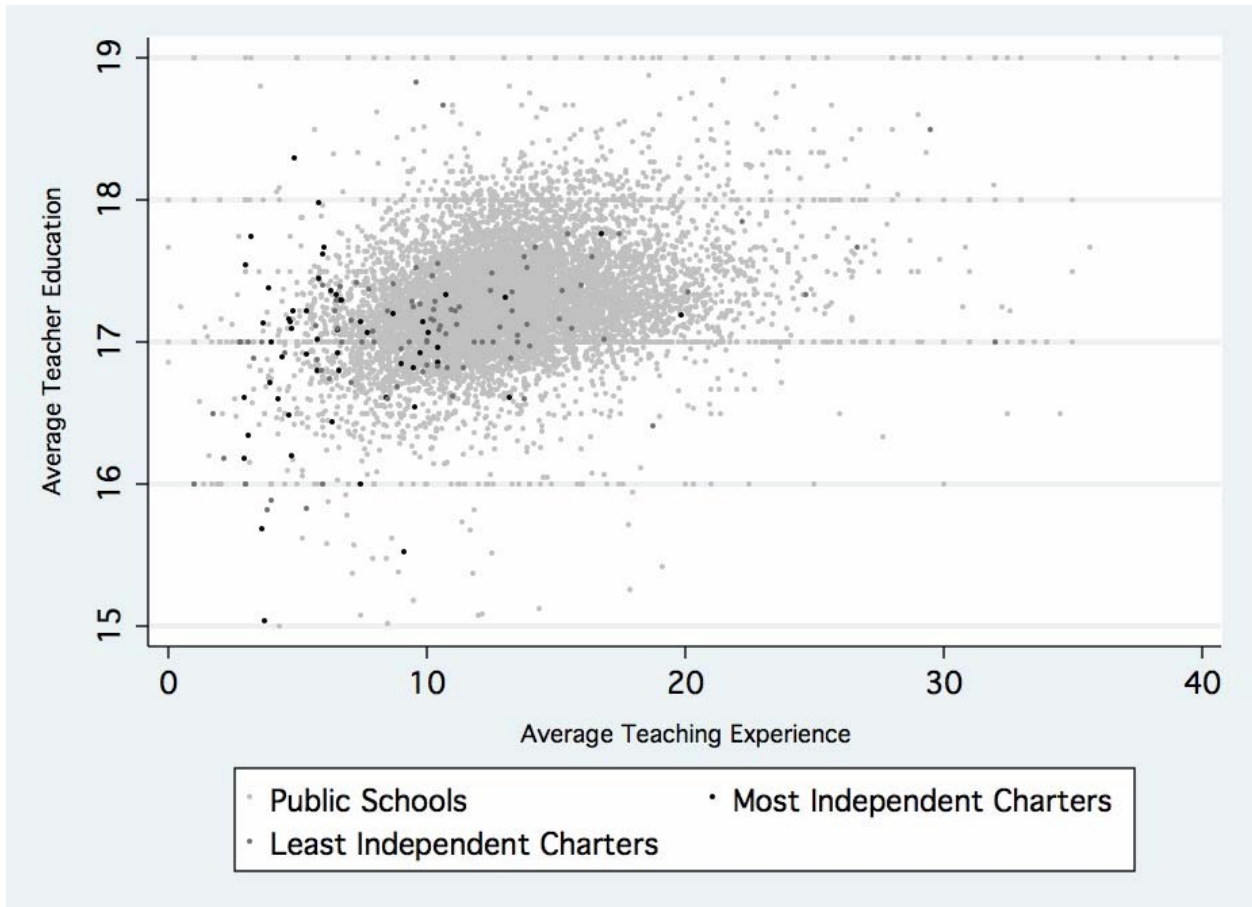
Appendix 3.1: Regression results with additional school characteristics

Category	Var #	Dependent Variable	Regular Public Schools	Charter School Independence Level:		
			Constant	High Coef	Medium Coef	Low Coef
Levels of Certified Staff	1	Teachers per Pupil	0.052	0	0	0
	2	Administrators per Pupil	0.002	0.004	0.003	0.001
	3	Pupil Support Staff per Pupil	0.001	0	0	0
Levels of Experience and Education	4	Teachers: Average Total Years of Education	17.4	-0.4	-0.2	-0.3
	5	Teachers: Average Total Years of Experience in Education	14.8	-5.9	-5.8	-3.6
	6	Administrators: Average Total Years of Education	18.5	-0.2	-0.6	-0.2
	7	Administrators: Average Total Years of Experience in Education	22.1	-5.4	-5.4	-3.4
Experience : Education	8	Teachers: Total Years of Experience per Total Years of Education	0.9	-0.3	-0.3	-0.2
	9	Pupil Support Staff: Total Years of Exp. Per Total Years of Education	0.9	-0.3	-0.3	0
	10	Administrators: Total Years of Experience per Total Years of Education	1.2	-0.3	-0.3	-0.2
Staff Distribution	11	Share of Total Staff who are Teachers	94.0%	-4.4%	-2.9%	0
	12	Share of Total Staff who are Administrators	4.0%	6.7%	4.4%	2.3%
	13	Share of Total Staff who are Pupil Support Staff	2.5%	-2.4%	-1.5%	-1.4%
Teacher Support Capacity	14	Teachers per Administrator	22.2	-10.8	-9.5	0
	15	Teachers per Pupil Support Staff	26.9	0	0	0
Teacher Status & Credentials	16	Share of Teachers who are Probationary or Temporary	17.3%	0.0%	11.3%	18.0%
	17	Share of Teachers with Tenure	84.0%	-56.5%	-46.9%	-31.2%
	18	Share of Teachers with Full Credentials	99.0%	-26.6%	-16.9%	-7.5%
Class Sizes and Case Loads	19	Average Class Size: Kindergarten Self Contained Classrooms	22.9	0	0	0
	20	Average Class Size: Grades 1 - 3 Self Contained Classrooms	20.7	0	0	0
	21	Average Class Size: Grades 4 - 5 Self Contained Classrooms	32.2	0	-4.1	-4.4
	22	Average Case load: Core Subjects	136.5	-32.1	-26.8	0
	23	Average Case Load: Electives	193.6	-55.9	-53.5	0

Appendix 3.2. Regression results for schools with less than five years of operations

Charter Type	Constant		HIGH		MEDIUM		LOW		UNKNOWN		POVERTY		Obs.	R-squared
	Constant	SE	Coef	SE	Coef	SE	Coef	SE	Coef	SE				
Teachers per Pupil	0.057	(0.006)***	-0.004	0.014	-0.003	0.008	-0.004	0.015	-0.006	0.011	-0.004	0.009	575	0.001
Administrators per Pupil	0.002	(0.000)***	0.004	(0.001)***	0.004	(0.001)***	0.003	(0.001)**	0.003	(0.001)***	0.001	(0.001)*	575	0.121
Pupil Support Staff per Pupil	0.002	(0.001)**	-0.002	0.002	-0.002	0.001	-0.001	0.002	-0.002	0.002	0.001	0.001	575	0.007
Teachers: Average Total Years of Education	17.306	(0.044)***	-0.274	(0.107)**	-0.179	(0.064)***	-0.622	(0.118)***	-0.056	0.085	-0.208	(0.072)***	576	0.071
Teachers: Average Total Years of Experience in Education	10.555	(0.291)***	-4.427	(0.706)***	-3.793	(0.421)***	-2.024	(0.783)***	-3.884	(0.559)***	-1.445	(0.476)***	576	0.214
Administrators: Average Total Years of Education	18.252	(0.084)***	-0.020	0.200	-0.471	(0.127)***	-0.631	(0.260)**	-0.056	0.169	-0.090	0.142	503	0.037
Administrators: Average Total Years of Experience in Education	19.703	(0.700)***	-5.986	(1.657)***	-5.961	(1.049)***	-6.194	(2.154)***	-4.243	(1.397)***	-3.337	(1.172)***	503	0.111
Teachers: Total Years of Experience per Total Years of Education	0.610	(0.017)***	-0.253	(0.040)***	-0.216	(0.024)***	-0.110	(0.045)**	-0.225	(0.032)***	-0.080	(0.027)***	576	0.212
Pupil Support Staff: Total Years of Experience per Total Years of Education	0.698	(0.053)***	-0.368	0.250	-0.232	(0.113)**	0.030	0.190	0.085	0.169	0.013	0.100	262	0.024
Administrators: Total Years of Experience per Total Years of Education	1.075	(0.038)***	-0.321	(0.090)***	-0.312	(0.057)***	-0.311	(0.117)***	-0.227	(0.076)***	-0.176	(0.064)***	503	0.104
Share of Total Staff who are Teachers	0.922	(0.006)***	-0.051	(0.014)***	-0.039	(0.008)***	-0.028	(0.015)*	-0.036	(0.011)***	-0.015	0.009	576	0.072
Share of Total Staff who are Administrators	0.045	(0.005)***	0.072	(0.011)***	0.059	(0.007)***	0.040	(0.012)***	0.057	(0.009)***	0.016	(0.007)**	576	0.206
Share of Total Staff who are Pupil Support Staff	0.033	(0.003)***	-0.021	(0.008)***	-0.019	(0.005)***	-0.012	0.009	-0.021	(0.006)***	-0.001	0.005	576	0.049
Teachers per Administrator	21.340	(0.777)***	-9.588	(1.841)***	-10.684	(1.165)***	-11.528	(2.393)***	-10.872	(1.552)***	-3.270	(1.302)**	503	0.248
Teachers per Pupil Support Staff	29.353	(2.209)***	2.330	10.347	-2.210	4.688	-6.386	7.858	10.698	6.983	-11.927	(4.132)***	262	0.043
Share of Teachers who are Probationary or Temporary	0.346	(0.022)***	-0.075	0.054	0.033	0.032	0.294	(0.060)***	0.028	0.043	-0.014	0.036	576	0.047
Share of Teachers with Tenure	0.642	(0.019)***	-0.543	(0.046)***	-0.450	(0.028)***	-0.383	(0.051)***	-0.368	(0.037)***	-0.124	(0.031)***	576	0.451
Share of Teachers with Full Credentials	0.982	(0.013)***	-0.360	(0.032)***	-0.202	(0.019)***	-0.133	(0.036)***	-0.257	(0.025)***	-0.093	(0.022)***	576	0.351
Average Class Size: Kindergarten Self Contained Classrooms	22.675	(0.596)***	0.915	2.027	-1.204	0.991	-3.763	(2.013)*	-4.482	(1.314)***	-0.443	1.026	252	0.0632
Average Class Size: Grades 1 - 3 Self Contained Classrooms	20.161	(0.388)***	-1.434	1.414	-0.813	0.66	-0.093	1.534	1.075	0.901	0.436	0.671	247	0.0186
Average Class Size: Grades 4 - 5 Self Contained Classrooms	30.171	(0.640)***	-7.496	(2.525)***	-5.311	(1.115)***	-6.914	(2.508)***	-6.41	(1.641)***	-0.432	1.108	244	0.1773
Average Class Size: Core Subjects	100.262	(5.634)***	5.727	11.737	1.158	7.975	9.405	15.65	2.864	10.384	-0.483	9.523	393	0.0015
Average Class Size: Electives	194.437	(12.444)***	-59.53	(24.527)**	-30.269	(17.451)*	-24.442	33.009	-26.305	24.789	-31.436	20.879	283	0.0369

Appendix 4: Distribution of Teacher Experience and Education



Appendix 5: Protocols for Case Study Site Visits

Principal Interview

Respondent:	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Introduction

Thanks again for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting a series of studies on efficiency and adequacy in California schools. In particular, we are studying charter schools that have a large degree of independence and/or have uniquely allocated resources to provide alternative learning opportunities for their students across all California.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. The name of your school will be included in a list of participating schools; however, individuals will not be identified when reporting the results. Nothing you say will be attributed to you or your school. All results will be reported in aggregate form across a sample of about 7 charter schools. We also will not share what we discuss with other people in this school or district.

Is that OK with you?

[Note to interviewer: it is important that the Principal understand that you cannot pass along information about what teachers have said during interviews. Principals may be very curious about this. Be prepared to answer questions along these lines]

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

I would like to record this interview simply for note-taking purposes. No one will hear the tape outside of the research team. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

Do you have any questions before we begin? If at any point, you'd like clarification on any of my questions, feel free to interrupt me.

Note to interviewer: Throughout the interview, possible probes are set aside following some general questions. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover

School Background (2 minutes)

1. I'd like to start by asking you to tell me a bit about your school? What are the primary differences between your school, and a non-charter public school? Why are these differences important?

Probe:

- How would you describe the students, parents, and community at your school?
- Can you briefly describe the mission of your school?
- Is there any form of selectivity at the school? (i.e., application process, pre-testing of students, interviews with parents, dismissal of students not reaching a specified academic standard?)

Principal Background and Role (2 minutes)

2. How did you come to be a principal at this school and what are your major responsibilities?

Probe:

- How many years have you been a principal in total?
- How many years have you been a principal in this school?
- **Have you been a principal in a regular public school?**
- Do you have teaching experience? (Years? Type of school? Subject? Grades?)
- How much time do you spend in classrooms?
- Who do you see as other leaders at this school?

School Motivation (5 minutes)

IF THE SCHOOL IS A CONVERSION SCHOOL →

3. I understand that your school converted from a regular public school to a charter school. Can you tell me about the issues or aspirations that made you convert to a charter school?

Probe:

- What did you hope to accomplish as a charter school that you weren't able to do as a regular public school?
- To what extent have you realized these goals?
- What have been the major obstacles and facilitators factors?
- Who were the main people that initiated the conversion (teachers? parents? district staff? the superintendent?)
- Was there district support for the conversion?
- What have you been able to accomplish as a charter school that you wouldn't have been able to accomplish as a regular public school?

4. Are most of your staff at this charter from the original public school?

Probe:

- If not, can you describe the process and criteria used for selecting the current staff?

IF THE SCHOOL IS A START-UP SCHOOL →

5. I understand that your school started as a charter school – in other words, it didn't convert from a regular public school. Can you tell me about the issues or aspirations that motivated the creation of this charter school?

Probe:

- What did you hope to accomplish as a charter school that you weren't able to do as a regular public school?
- To what extent have you realized these goals?
- What have been the major obstacles and facilitators factors?
- Who were the main people that initiated the creation of the school (teachers? parents? an organization?)
- Was there district support or resistance for the creation of this school?
- What have you been able to accomplish as a charter school that you wouldn't have been able to accomplish as a regular public school?

Governance (10 minutes)

ALL TYPES OF CHARTER SCHOOLS

6. Can you describe your school's governance structure?

[Let the principal describe, and try to select one of the options below. Tell him if that would be a good description for their governance structure, after what he explained to you]

- Nonprofit corporation with 501(c)(3) status?
- Charter school with charter granting agency governing board, with school-level advisory body
- Charter school with charter granting agency governing board, with limited input from school
- Charter school with a school-level governing board –but the school is not run as a nonprofit corporation

7. Who is your charter school's granting authority?

- Local school district
- County Office of Education
- State Board of Education
- Other

8. Can you describe your school's relationship with your charter-granting authority?

Probe:

- Does the charter-granting authority provide oversight only? Some services and assistance?
Or several important services and support?

9. Can you describe your school's current relationship with your school district?

Probe:

- We would like to know what works well, and what are the major issues or concerns

10. Who provides the following services for your school (the district, public sources, private sources, other, or not applicable)? If more than one is marked in any one category, please describe.

	District	Public funds	Private funds	Other (specify)	N/A
Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before/after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Are the following areas controlled by the district, school, other, or is not applicable?

	School	District	Other (specify)	N/A
Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase of inst. materials and/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student admission policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction (5 minutes)

12. In term of the type of instruction your students receive, which would you say are the major areas that differentiate your school from a regular public school?

Areas to probe:

- Classroom structure
- Use of textbooks
- Student’s responsibilities
- Daily schedule
- Role of teachers
- Percentage of instruction that is “hands on” projects
- Other

13. [if this was not discussed above, ask] Does your school require students to receive more instructional time than the required by the state? Could you describe a daily schedule?

Probe:

- On average, how many hours per day are the students at the school?
- Does this vary by grade level?

**Role of Charter School Foundation/Organization (HTH, Aspire, Kipp, etc)
(2 minutes)**

14. What types of support do you receive from [charter school's organization]?

Probe:

- Fundraising support
- Do they provide assessment results to help you monitor the progress of your students?
- How important has membership in this organization been to your school's success?
- Do they provide you or any of the school staff with professional development?
- Do they provide the facilities
- Legal advice
- Special education services
- Other?

Recruitment and Hiring (7 minutes)

15. What degree of control do you have over who is teaching at your school?

Probe:

- How extensive is your ability to select teachers? To remove them?
- If charter has an organization → What is the role of your charter school organization in hiring and removing teachers?

16. Do the teachers in your school participate in collective bargaining agreements?

If yes → Are they aligned with the chartering agency's agreement?

- How are the contracts negotiated? Separately or as part of the chartering agency's bargaining unit?

17. What kind of qualifications do you require of your teachers and staff?

Probe:

- For example, do you require that all your teachers have a Master's degree?
- What percentage of your teachers is credentialed?
- In the case of High Tech High: what percentage of your teachers has been credentialed by High Tech High organization?

18. Are staff paid on any basis other than degree level and experience? For example, other factors such as subject matter taught or premiums for other attributes such as bilingualism?

- *Probe:*
- Is there any performance basis underlying staff compensation, for example, improved student outcomes?
- Do you provide extra compensation for additional instructional time, or for other forms of additional duty?

19. Can you describe the degree of teacher turnover at your school over the past few years?

Probe:

- Do you think that teacher turnover could be a problem at your school in the future? Why or why not?

Personnel Profile at the School (3 minutes)

20. I would like to check with you if this personnel profile of your school is correct. What would be the best way to obtain a staffing profile for your school if you think we need to correct this one?

[handle a copy with the numbers filled out in advance]

Personnel	Count	FTE
<i>Administrative</i>		
General (i.e., principal, vice principal)		
Support (i.e., counselor, nurses, speech specialists)		
<i>Teachers</i>		
Self contained		
Subject (i.e., English, history, art, etc)		
<i>Other Instructors</i>		
Resource teachers		
Subject matter specialist		
<i>Special Education</i>		
Resource specialists		
Special day classes		
<i>Classified Staff</i>		
Paraprofessionals		
Office/Clerical		
Other		
Total		

TOTAL COUNT OF STAFF (should equal all staff serving school) – If additional categories are needed to include all, please list below with counts of staff.

Facilities (5 minutes)

21. How did your school acquire this facility?

Probes:

- In what type of facility is your school housed? (i.e., district facility, commercial facility, community facility)
- Did you receive this facility through a Prop 39 application to the district?
- Were you given startup money from a foundation for the down payment of this facility?

22. Do you feel that this facility is adequate for the needs of your students and teachers? What are its strengths and limitations?

23. Can you describe how do you cover your total annual facility costs (construction, repairs, rent)?

Probes:

- Is your facility provided free of charge by your chartering agency or foundation?
- Do you lease?
- Do you use the state's School Building Program [this program provides per-pupil grants to cover a portion of construction or repair costs]

Funding (5 minutes)

24. Can you tell me a bit about the funding for your school?

Probe:

- On average, how much do you spend per student in the year 2004-05 (from all sources)?
- What degree of control do you have over your budget?

25. Approximately what percentage of your total 2004-05 revenues came from fundraising, donations, and non-government grants?

26. For what purposes are these supplemental funds (i.e. non government) primarily used?

27. What issues do you face or challenges have you overcome in regard to receipt and control of funds?

Student Assessment (3 minutes)

28. How do you use assessment data?

Probe:

- To evaluate student's progress?

- To inform parents of the academic achievement of their children and the school?
- To identify struggling students?
- To identify teachers that need to improve their instruction?

29. Has your school used any of your funding to implement an assessment and monitoring program?

Special Education (3 minutes)

30. What percentage of your school enrollment is in special education?

31. In regard to special education services, is your school considered a “school of the district” or a local education agency (LEA)?

If “school of the district”, probe:

- How much does your school pay out of its general funds to support the delivery of special education services?

If “LEA”, probe:

- Is your school in the same SELPA as your charter-sponsoring agency?
- Can you describe this relationship and how is it working for you?

If principal says “both”, probe:

- Can you describe the relationship you have with your SELPA? How is it working for you?
- Who covers the cost of special education services?

Conclusion

32. Do you have any other comments you would like to share about your school?

Thank you very much for your time. I do realize how extremely busy you are and I appreciate your taking the time to meet with me today. Here is my card/information if you need to contact me or if there were anything else you would like to share. Thank you again!

Teacher Interview

Respondent:	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Introduction

Thanks for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting a series of studies on efficiency and adequacy in California schools. In particular, we are studying charter schools that have a large degree of independence and/or have uniquely allocated resources to provide alternative learning opportunities for their students across all California.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. The name of your school will be included in a list of participating schools; however, individuals will not be identified when reporting the results. Nothing you say will be attributed to you or your school. All results will be reported in aggregate form across a sample of about 7 charter schools. We also will not share what we discuss with other people in this school or district.

Is that OK with you?

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

I would like to record this interview simply for note-taking purposes. No one will hear the tape outside of the research team. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

Do you have any questions before we begin? If at any point, you'd like clarification on any of my questions, feel free to interrupt me.

Note to interviewer: Throughout the interview, possible probes are set aside following some general questions. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.

Background (7 minutes)

I'd like to start by asking you to tell me a bit about your background and your current position at the school.

Probe:

- How long have you taught at this school?
- Have you worked in other industries that were not related to education?
- Which are the grades/courses that you are currently teaching?
- Do you have other responsibilities (besides teaching) at this school?
- Have you taught at other schools? How long? What were the characteristics of the students in your other school(s) in terms of their socio-economic status, parental background, etc.?

Motivation (5 minutes)

Why did you decide to teach at this school?

Probes:

Possible reasons:

- Student population targeted by this school
- Level of teacher commitment at the school
- Level of teacher preparation at the school
- Greater potential for high impact on student learning at this school
- School size
- Class size
- Benefits
- Security
- Facilities

School Context (15 minutes)

How would you describe this school to a friend, or to a colleague in another school? What would be important to mention?

Probes:

- How would you describe the students?
- The faculty? (e.g., skills, morale)
- Administration?
- Parents and community?

How would you describe the main goals of your school?

Probe:

- Do you believe your school has a mission? Can you describe it?
- Do you feel like your school has been successful in trying to achieve this mission?

What do you think has been the most important strategy that the school has implemented to achieve these goals? Could you describe this further?

What major factors have facilitated these strategies and other efforts to achieve these goals?

Probes:

POSSIBLE REASONS:

- Strong leadership
- Parental involvement
- Teacher collaboration

What major factors have limited your school's efforts to achieve these goals?

Probes:

POSSIBLE REASONS:

- Weak leadership
- Student population (absences)
- Lack of cohesion or collaboration between staff

What are the primary differences between your school, and a non-charter public school. Why are these differences important? How is the experience of students different at your school? How about staff?

Turnover and Burnout (10 minutes)

How long is the typical school day?

How many hours do you spend before and after the regular school day? What is the time before and after class hours used for?

If the teacher has worked in another school before: How long was the typical school day in your previous school?

How long do you expect to continue working at this school?

Probes:

- If the teacher is considering to leave soon, ask for specific reasons (i.e., long hours, high-need students, emotional burnout)

- If the teacher will not be leaving soon: What do you think are specific reasons why other teachers may have left the school?

How would you describe the level of teacher turnover at this school? (High, Medium, Low)

Professional Development and Support (5 minutes)

What are some of the major supports you have received over the past few years to help your students reach their academic goals? How has this support influenced your classroom practices or curriculum?

Probes:

- Examples: Professional development, time to collaborate, lesson planning
- **Who has provided this support?** (school, charter school organization, district, or state)
- **Have these supports met your needs?**

Resources

Are there differences in the resources available to you at this school, in relation to what you know, or believe, to be available in non-charter public schools? Can you describe them?

Does this school use the resources available to it in ways that are different from non-charter public schools? Can you describe them?

Do you feel like you have sufficient resources in your classroom (such as textbooks, computers, photocopying machines, overhead projectors, etc.) to effectively teach your students?

Probes:

- If not: what resources do you feel you are lacking?

Conclusion

Is there anything you would like to say about the school that I haven't asked about?

Thank you very much for your time. I do realize how extremely busy you are and I appreciate your taking the time to meet with me today. Here is my card/information if you need to contact me or if there were anything else you would like to share. Thank you again!

Teacher Focus Group

Respondent(s):	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Introduction

Thanks for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting a series of studies on efficiency and adequacy in California schools. In particular, we are studying charter schools that have a large degree of independence and/or have uniquely allocated resources to provide alternative learning opportunities for their students across all California.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. The name of your school will be included in a list of participating schools; however, individuals will not be identified when reporting the results. Nothing you say will be attributed to you or your school. All results will be reported in aggregate form across a sample of about 7 charter schools. We also will not share what we discuss with other people in this school or district. We ask that you do not share what is discussed with others outside of this group.

This focus group is voluntary. You are free to leave at any time or to pass on any question you do not wish to answer. This focus group will take about [an hour/half hour depending on schedule].

I'd like to ask each of you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

I would like to record this focus group discussion simply for note-taking purposes. No one would hear the tape, it would just be for my own reference. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

We would really like to hear from each of you. There are no right or wrong answers. We are interested in all of your opinions and feelings. We ask only that one person speaks at a time during the discussion. With me is _____ who will be helping to take notes during this discussion. I would like to start off with some introductions.

Thanks! It's great to meet all of you. Do any of you have questions before we begin? If at any point, you'd like clarification on any of my questions, feel free to interrupt me.

Background (5 minutes)

1. **Let's start by having each of you introduce yourself by your first name. Please also tell us in which grade are you teaching and how long have you been at this school.**

Motivation (7 minutes)

2. **I would like to talk about the main reasons why teachers decide to come to this school.**

Probes:

Possible reasons:

- Student population targeted by this school
 - Level of teacher commitment at the school
 - Level of teacher preparation at the school
 - Do you feel you can have a high impact on student learning at this school?
 - School size
 - Class size
 - Benefits
 - Security
 - Facilities
 - Affordable neighborhood near by.
3. **In your opinion, why do you think students and parents choose this school?**
 4. **When students have left this school, which do you think are the reasons behind that decision?**
- Probe:*
- Support for special need students

School Context

5. **How would you describe the main goals your school is trying to reach?**

Probe:

- Does your school have a mission statement?
6. **What do you think has been the most important strategy that the school has implemented to achieve these goals? Could you describe this further?**
 7. **What major factors have facilitated these strategies and other efforts to achieve these goals?**

8. **What major factors have limited your school's efforts to achieve these goals?**
9. **What do you think are the differences between being a teacher at this school as opposed to a regular public school?**
Probe:
 - Do you have more flexibility in the way that you teach your classes?
10. **Does your school have a common curriculum? What are the names of the curriculum packages?**
11. **How involved are you in the decision making process regarding the curriculum used at the school?**

Turnover and Burnout

12. **How long is the typical school day?**
13. **How many hours do you spend before and after the regular school day? What is the time before and after class hours used for?**
14. **How long do you expect to stay at this school? Describe.**
Probes:
 - If a teacher(s) is considering to leave soon, ask for specific reasons (i.e., long hours, high-need students, emotional burnout)
 - How many hours a week do you work?
 - If a teacher(s) has worked in another school before, ask how many hours a week did you use to work?
15. **How would you describe the level of teacher turnover at this school? (High, Medium, Low)**

Professional Development and Support (5 minutes)

16. **What are some of the major supports you have received over the past few years to help your students reach their academic goals? How has this support influenced your classroom practices or curriculum?**
Probes:
 - Examples: Professional development, time to collaborate, lesson planning

- **Who has provided this support?** (Listen for school, charter school organization, district, or state)
- **Have these supports met your needs?**
- In general, what kinds of activities do you participate in? (workshops, institutes, mentoring, classroom observation)
- Do you choose the kind of professional development you participate in? If yes, how do you decide what kind to pursue?

Conclusion

1. Is there anything anyone would like to say about the school that I haven't asked about?

Thank you very much for your time. I do realize how extremely busy you are and I appreciate your taking the time to meet with me today. Here is my card/information if you need to contact me or if there were anything else you would like to share. Thank you again!

Student Focus Group

Respondent(s):		
Interviewer:	School:	District:
Start Time:	Date:	
	End Time:	

[IMPORTANT: You or the school MUST have a signed consent form from the parents in order for the student to participate. Please check with the school before conducting the focus group to ensure that all participants have signed consent forms]

Hi. Thanks for meeting with us. We are from an organization called the American Institutes for Research, and we are doing a study that looks at how your school is using resources to provide students with a good education. We are collecting information for this study by talking to students, parents, teachers, and principals of charter schools all over California.

We would like to ask you some questions about your teachers and school. If you don't want to talk with me, you can leave at any time. Also, if you don't want to answer a certain question, just tell me you don't want to answer it. This interview will not take longer than an hour.

May I use a tape recorder to help me remember what we talk about? No one else will listen to this tape, which will be kept in a safe place in our office. Although I will write your school's name in a list of schools that we have visited for this study, your own name will not be used in any of the reports I write. I also will not share what you tell me with your teachers or other people from your school. We also ask that you do not tell other students what is said in this group. Is this okay with everybody?

Do you have any questions before we begin?

Also, I would like to know that all of you agree to participate in this discussion?

[Note to interviewer: wait for each student to say yes or nod before you begin]

Introduction (10 minutes)

- 1. Let's start by having each of you introduce yourself by your first name. Please also tell us what grade you are in and how long you have been at this school.**
- 2. Now can you tell me which type of school you attended before coming to this school? I'd like to know whether it was a regular public school, a private school, or a school outside of California.**

Perspectives on School Climate (20 minutes)

- 3. Why do you think that you and your parents decided to come to this school?**
- 4. Can you describe to me how was the application process to get into this school?**
- 5. How would you describe your school to someone who has never been here?**

Probe:

- *How are the facilities?*
- *Do you feel safe here?*
- *Teachers?*
- *Is it a supportive environment to learn in?*

- 6. What are some of the requirements that your school has of its students?**

Probe:

- *The school requires us to arrive and leave at a certain time*
- *The school requires a dress code to their students*
- *The school requires that all students attend to summer school*
- *The school requires all students to attend to Saturday classes*

- 7. What are the things you like the most at this school?**
- 8. What are the things you like the least at this school?**

Probe:

- *Length of school day*
- *Homework*

9. Did you have friends that were at this school and left? What do you think were the reasons why they decided to leave?

Probes:

- *Do you think the students had needs the school couldn't meet? (for example, special education needs)*
- *Do you think they left to avoid staying back a year?*

Quality of Education (15 minutes)

10. Now I'd like to talk about how you think your school differs from other schools. In your mind, which are the most distinctive characteristics of your school that makes it different from other schools?

Probes:

- *The commitment to learning that students have here*
- *The commitment of teachers*
- *Courses that are offered*
- *Quality of instruction*
- *Safety*

11. Can you describe programs or classes in this school that have really helped you with your learning? What makes them special?

12. Where can you go for help if you have trouble understanding schoolwork or homework?

13. Are there extra-curricular activities at your school? Can you give some examples? Do many students participate in them? Why do you think students do, or do not, choose to participate?

14. Do you feel that you are getting a good education at your school? Do you think your school is preparing you for work or college? Why or why not? [try to get specific examples]

Conclusion

15. Is there anything you'd like to tell me about your school that I haven't asked?

Thank you. We appreciate the time you've spent with us. Your input will be helpful to our study.

Parent Focus Group

Respondent(s):

School:

Interviewer:

Start Time:

District:

Date:

End Time:

NOTE to Interviewer: It is important that the group be comfortable and that they be fully aware of the purpose of the discussion and how the focus group will proceed. Time is limited, so be sure to allocate time accordingly. Strive for an informal atmosphere, and encourage broad participation to the extent possible. Pass out paper and markers to make name tag tents.

Introduction

Thank you for coming to talk with us tonight/this afternoon. Our names are _____ and _____. We're from the American Institutes for Research in Palo Alto. We are conducting a series of studies on efficiency and adequacy in California schools. In particular, we are studying charter schools that have a large degree of independence and/or have uniquely allocated resources to provide alternative learning opportunities for their students across all California.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. The name of your school will be included in a list of participating schools; however, individuals will not be identified when reporting the results. Nothing you say will be attributed to you or your school. All results will be reported in aggregate form across a sample of about 7 charter schools. We also will not share what we discuss with other people in this school or district.

We are asking each of you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

This focus group is voluntary. You can leave at any time and to skip any question you do not wish to answer. This focus group will take about an hour.

Would it be all right if we record our discussion for note-taking purposes? No one outside the research team will hear the recording. If at any point anyone would like me to turn the recorder off, just let me know.

We would really like to hear from each of you. There are no right or wrong answers. We are interested in all of your opinions and feelings. We ask only that one person speak at a time during the discussion. If at any time you would like clarification about any of the questions, please feel free to ask.

Do any of you have any questions before we begin?

General Introduction

Let's start by introducing ourselves. Please tell me your name, the grades of your children and how many years your children have been at this school.

- 1. How did you find out about this focus group? Are you part of a parent organization or leadership team at this school?**

School Capacity/Context

- 2. Why did you choose to enroll your child in a charter school as opposed to a regular public school?**
- 3. Why did you choose this particular school?**
- 4. What is your understanding of exactly how and why this charter school was started?**
- 5. Can you tell me about your school? What are the major strengths (What makes this a good school)? The major weaknesses? (How could the school be made better?) What are its major accomplishments/challenges?**

Probe:

- What do you believe to be the mission of the school? Do you feel like the school has been successful in achieving the mission statement?

- 6. Can you provide specific examples of ways that you believe this school to be different from the regular public school your child would be attending if not enrolled here?**

Probe:

- What's important about these differences?
- In what ways do you believe these differences affect the education your child is receiving?

7. What is the role of parents in this school?

Probe:

- Are parents involved in decisions regarding resource use or professional development for school staff? If so, in what ways?
- How are parents encouraged to get involved in the education of their children?

8. Can you describe the level of communication between the school and parents?

Probes:

- Are your children's teachers accessible? In what ways?
- Are you notified in a timely manner of how your children are doing in school and whether they are having academic problems?
- Has the school clearly communicated its expectations for the students to you? Has the school explained clearly what the students need to accomplish?

Quality of Education

9. How would you describe the type of instruction your children receive at this school?

Probes:

- What is the main focus of instruction at this school?
- Are your children receiving an innovative learning opportunity? Can you provide examples?

10. In your mind, what major factors affect student academic performance at this school?

11. Do you feel that your children will succeed professionally as a result of their experiences at this school? Can you provide concrete examples?

Fundraising

12. Does the school encourage the parents to be involved in fundraising events or opportunities? How?

13. Can you give specific examples of ways the additional funds have improved the quality of education provided to your students?

Conclusion

14. Is there anything else you'd like to tell me about your school that I haven't asked you?

Thank you very much for your time. I do realize how extremely busy you are and I appreciate your taking the time to meet with me today. Here is my card/information if you need to contact me or if there were anything else you would like to share. Thank you again!

Efficiency and Adequacy in California School Finance: Charter School Analysis
Classroom Observation Notes

School	
District	
Teacher Name	
Grade Level	
Subject	
Length of Obs (mins)	
Date	

Classroom Profile and Observations

Total Count in Classroom	
Students	
Teachers	
Instructional Aides	
Other	
Rate the Physical Environment of the Classroom (check for student work, bulletin boards, general condition of the room) 1 = Poor 10 = Excellent	1 2 3 4 5 6 7 8 9 10 Comments:
Rate the Classroom Climate (Overall teacher expectations; level of support across students) 1 = Poor 10 = Excellent	1 2 3 4 5 6 7 8 9 10 Comments:
Critical Characteristics (technology, use of textbooks, other)	
Critical Overall Observations/ Incidents (if any)	

Representative from Charter School Organization Interview

Respondent:	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Introduction

Thanks again for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting a series of studies on efficiency and adequacy in California schools. In particular, we are studying charter schools that have a large degree of independence and/or have uniquely allocated resources to provide alternative learning opportunities for their students across all California.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. The name of your school will be included in a list of participating schools; however, individuals will not be identified when reporting the results. Nothing you say will be attributed to you or your school. All results will be reported in aggregate form across a sample of about 7 charter schools. We also will not share what we discuss with other people in this school or district.

Is that OK with you?

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

I would like to record this interview simply for note-taking purposes. No one will hear the tape outside of the research team. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

Do you have any questions before we begin? If at any point, you'd like clarification on any of my questions, feel free to interrupt me.

Note to interviewer: *Throughout the interview, possible probes are set aside following some general questions. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover*

Background

33. What is the role of the charter school organization for the charter schools?

Probe

- What role do you have in deciding how resources are used?
- Does the organization provide your school with any of the following services?
 - Payroll
 - Accounting
 - Insurance
 - Purchasing
 - Custodial
 - Building maintenance
 - Legal services
 - Health services
 - Social services
 - Before/after school
 - Food programs
 - Transportation
 - Athletic program
 - Special education testing
 - Special education services
- Are any of the following areas controlled by the organization?
 - Budget
 - Purchase of supplies/equipment
 - School calendar
 - Daily schedule
 - Student assessment policies
 - Student admission policies
 - Student discipline
 - Curriculum
 - Hiring of teaching staff

34. How is the role of your charter school organization different than the role of a district for a regular public school?

School's goals and strategies

35. What do you see as the main goals of your charter schools?

Probe:

- Do your schools have a mission statement?
- Is there a particular student population that your schools target?

Facilities

36. Does the organization provide the facility for the charter schools?

Probe:

- Are most facilities obtained through a Prop 39 application to the district?
- Is there startup money from a foundation that is used for the down payment of this facility?

37. Do you feel that the facilities you find are usually adequate for the needs of your students and teachers?

Recruitment and Hiring

38. What role does the organization play in the hiring and recruitment of teachers and staff?

Probe:

- How are the principals hired?
- Are principals free to hire and fire the teachers as they see fit?

39. How are the salaries of the principals, teachers and other staff determined?

Probe:

- Is there a pay scale?
- Is it based on the market rate?
- Are the teacher salaries determined through the organization or at the school level?

Funding

40. How large of a role does the organization play in the school's funding and budget situation?

Probe:

- Is fundraising primarily done through the organization or the school?
- Does the money flow through the organization first?
- Is the school budget handled at the school level or at the organization?

41. What percentage of the total available resources is used at the organization versus at the school?

Student Assessment

42. How do you use assessment data? Is this primarily handled at the school-level or at the organization?

Probe:

- Do you use assessment data to evaluate student's progress?
- Do you use assessment data to inform parents of the academic achievement of their children and the school?
- Do you use assessment data to identify struggling students?
- Do you use assessment data to identify teachers that need to improve their instruction?

Conclusion

43. Do you have any other comments you would like to share about your school?

Thank you very much for your time. I do realize how extremely busy you are and I appreciate your taking the time to meet with me today. Here is my card/information if you need to contact me or if there were anything else you would like to share. Thank you again!