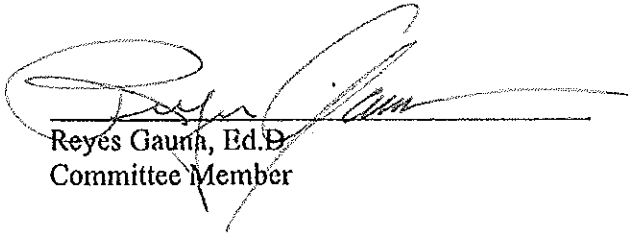ACCEPTANCE

This dissertation, A STUDY TO EXAMINE THE EFFECT OF SCHOOL IMPROVEMENT GRANT (SIG) FUNDS ON STUDENT PERFORMANCE AT SEVEN CALIFORNIA K-8 SCHOOLS, was prepared under the direction of the candidate's Dissertation Committee. The committee members accept it in partial fulfillment of the Doctor of Education requirements in the School of Education, Concordia University Irvine.

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A STUDY TO EXAMINE THE EFFECT OF SCHOOL IMPROVEMENT GRANT (SIG)
FUNDS ON STUDENT PERFORMANCE AT SEVEN CALIFORNIA K-8 SCHOOLS.

by

Michele Huntoon

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
Degree of
Doctor of Education
in
Educational Leadership
May 15, 2021

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ABSTRACT

The School Improvement Grant (SIG), initially authorized in 1965 under the reauthorization of the Elementary and Secondary Education Act of 1965, was passed to substantially support disadvantaged students' needs to raise students' achievement in their lowest-performing schools. This research addresses whether SIG funding alone is the catalyst to closing the achievement gap by comparing schools in a large urban district. The focus is on academic results for students in K-8 elementary schools that received federal SIG funding in seven different schools within a single school district with student demographics that include low socio-economic, English language, and foster youth. Is there an impact on academic achievement when higher levels of funding for students in an urban K-8 Elementary setting, who are considered high poverty and English language learners? In addition, the research looks to historical data related to other states struggling to meet challenges similar to what California has experienced for many years due to unequal student achievement and a weak definition of adequate levels of funding. The study analyzed year-to-year SIG funds received and data, including demographic characteristics and expenditure patterns, including the incentive bonus pay beginning in 2011-12 through 2013-14 fiscal years. State-certified data was used regarding academic achievement, student attendance, and student discipline to determine the impact on student achievement. District leadership and site-level leadership were interviewed. Questions asked how SIG funds were used to increase student achievement at each of the district's seven schools. The evidence and findings demonstrate that the increase in funding to schools serving underserved students has increased academic achievement, student attendance, and student discipline.

Keywords: School Improvement Grants (SIG), student achievement, attendance, discipline, school funding

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ACKNOWLEDGMENTS

I am grateful for the support of my children; Kayla and Jason provided me with love and encouragement throughout the program to keep going to see me through. To my mother, Kitty, through her unconditional love for her daughter, encouraged me daily with phone calls morning and night from 3,000 miles away until she went home to be with the Lord. The completion of my Dissertation is a dedication to my mother, who I miss every day.

CHAPTER 1: INTRODUCTION

In California and across the nation, we have heard and read about the disconnect regarding the funding for education provided to K-12 students. Educational agencies' funding needs do not align with the current funding levels received (Oliff, Mei, & Leachman, 2012). Specifically, the distribution of funding as one-time versus ongoing and whether it is sustainable given the timeline for the use of the funds (Stacey, 2013). This dissatisfaction often comes in the form of legislative or legal action. Advocacy by civil rights groups is often in support of students that are in the most need of educational services, low socio-economic and English language learners, and foster youth, which is considered to be inadequate. As noted by Berne and Stiefel (1994), to get to the real issue/challenge to improve education, the school-level analysis of resources is the key to identifying the student achievement issues within any given district.

Further, Berne and Stiefel (1994) discussed Horizontal Equity, base funding district-wide, and Vertical Equity, additional resources to support student's needs. The emphasis on equity was related to inputs and outputs and the measurement of variables in the process. The analysis of district-wide averages versus school level resources provides a more in-depth look at the needs closer to the classroom.

Educational funding in the State of California was once among the top three states for per-pupil resources. After the passage of Proposition 13 in 1978, which was brought forward with support from both property and business owners to address out-of-control property taxes, California dropped in its funding per-pupil rating of supporting education as one of the top ten states in the nation for per-pupil funding. California has experienced a decline in per-pupil funding over the last 40 years, coming in around 47th in the nation. (Snyder, Hoffman & Geddes,

1998). Voters approved Proposition 13 in 1978, with overwhelming support. Prior to Proposition 13, local governments individually throughout the State set property tax rates or levies on an annual basis. On average, property taxes increased by 2.67 percent. (Taylor, 2016). Proposition 13 capped property taxes to 1% of the purchase price, no more than 2% annually increase, voters approve local taxes by two-thirds, and state tax increases by two-thirds of each house of the Legislature. Funding for schools was primarily through property taxes before Proposition 13. Today, schools receive a majority of their funding from the state, with local property taxes coming in second, and finally federal funds (Oliff et al., 2012). The School Improvement Grant (SIG) is a federal funding source. A reduction in per-pupil funding has a significant, if not direct, impact on students' educational outcomes.

California, like most of the nation, went through a recession in 2009. It was during this time that the federal government provided an opportunity for states to apply for SIG. Eligibility for applying for the grant was dependent upon the population of students served. The goal of the grant was to reduce the achievement gap of those schools with the lowest performance. The SIG program provided four intervention models as options for implementation: (a) transformation, (b) turnaround, (c) restart, or (d) closure (Lafortune, Rothstein, & Schanzenbach, 2018). There was an emphasis on instructional strategies, teacher and principal effectiveness, learning time and community involvement, and flexibility and support for students within the models available. (Dragoset, 2019). The SIG funding timing was significant to school agencies to maintain fiscal solvency and provide the necessary services to students struggling to achieve in the classroom.

Problem Statement

Rose & Weston, 2013 stated, "the achievement gap between economically disadvantaged students and their more affluent peers has raised many questions." This statement was specific to

California's school finance system, but the report mirrors what was happening with the achievement gap prior to 2013-14. In January 2002, then-President George W. Bush signed a reauthorization of the original Act known as the "No Child Left Behind" (NCLB) Act (Strauss, Guisbond, Neil, & Schaeffer, 2012). The SIG program was originally part of NCLB. In 2009, there was a significant amendment, which became the American Recovery and Reinvestment Act of 2009 (ARRA). Schools eligible for the funding under ARRA were persistently low-achieving schools and low-achieving schools falling under Tier I, II and III respectively.

A recent National study on how SIG funding impacted student achievement demonstrated inconsistent findings (Dragoset, et al., 2019). The work conducted in the study reviewed outcomes from individual states versus the national research on SIG. The US Department of Education and the Council of the Great City Schools researched in California, Massachusetts, and Philadelphia had findings of improved student achievement in schools that received SIG funding. The study performed at a national level resulted in a different finding (Le Floch, Birman, O'Day, Hurlburt, Garcia, Goff & Angus, 2016). This study will address this problem by exploring the achievement of seven schools in one district in Northern California. The student demographic of the district is low socio-economic and primarily English learners.

Research shows funding provided to schools that serve students who are primarily low socio-economic and English learners demonstrate an increase in academic achievement (Greenwald, Hedges, & Laine, 1996) (Hyman, 2017). Schools across the nation receiving funds either through a legislative process or federal and local sources are closing the achievement gap showing growth in the academic performance for students in poverty or English learners. There were differences between each of the teams conducting the research. For example, in California, observing an intervention group of students receiving additional academic services through SIG

and a controlled group not receiving an intervention to determine student achievement. Sun, Penner, and Loeb (2017), found increases in math and reading. There were studies to demonstrate improvement nationally, (Council of the Great City Schools, 2015; U.S. Department of Education, 2012). Carlson and Lavertu 2018 found that Ohio showed academic achievement increases related to the SIG's additional funds. Other studies found little to no impact (Rice, Bojorquez, Diaz, Wendt, & Nakamoto, 2014). With data from San Francisco Unified School District, Sun et al. (2017) used a difference-in-differences approach and found a statistically significant increase in math and reading achievement in the third year of the SIG program.

Utilizing data from California, Dee (2012) used an RDD approach and found that SIG led to a statistically significant increase of 0.10 standard deviations for an academic performance index among schools that implemented the turnaround model. Using a comparative interrupted time-series approach with data from eight districts in Massachusetts, LiCalsi, Citkowicz, Friedman, and Brown (2015) found that SIG was associated with an increase of 0.22 standard deviations in math and reading. Gold, Norton, Good, and Levin (2012) used data on 11 SIG schools and 72 non-SIG schools from Philadelphia and found that the SIG turnaround and restart models were positively associated with grade-level effect sizes in elementary and middle schools of 1.11 standard deviations in math and 0.83 standard deviations in reading. But the result did show an increase by individual states, but no significant gains in student achievement on a national level.

Purpose of the Study

The purpose of this study was to examine the effect of SIG funding on academic achievement, student attendance, and discipline at seven schools within an urban school district in Northern California. The study also explored the use of SIG funding from administrators'

perspectives at each of the schools to determine the effectiveness of such funding on student performance.

The research analyzed the demographic characteristics and expenditure patterns of SIG funds, including the incentive bonus pay at each of the seven school sites for four academic years. The study explored teachers' perceptions concerning SIG funds on academic achievement, student attendance, and student discipline. Specifically, the study was designed to answer the following research questions applied to four academic years:

1. What were the demographic characteristics of the students at the seven schools receiving SIG funds?

2. In what ways were SIG funds used to fund programs at each of the seven schools: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?

3. Were there any improvements in student performance, student attendance, or student discipline during the three years of SIG funding?

4. In what ways, if any, did the school site leaders perceive that SIG funding affected academic achievement, student attendance, and student discipline?

Significance of the Study

The federal government provided $3 billion SIG funding nationally to address persistently low achieving schools (Dragoset et al. 2017). The level of funding was significant for so many school agencies in California at a time when funding was reduced at the local level due to the recession (Oliff, et al., 2012). The nexus between the increased funding targeted to the lowest-performing school agencies will inform future funding levels and look to those strategies that were successful operationally in the classroom. Building capacity among the staff through a

systemic process is key to longevity. Professional development was provided for teachers on strategies as a systemic method to support teaching and learning in the classroom support capacity building. Also, administrators received professional development alongside the teachers to support the work at the sites and in the classroom. The use of assessments in the classroom and professional learning communities (PLCs) within a grade level and across grade level solidifies a process that allows teachers to see how current students are doing and where their weaknesses lie. Cross-grade level collaboration builds the systemic approach so teachers will know the academic level of a student before advancing to the next grade level. How well capacity building occurs related to SIG practices during this increased funding opportunity is essential for the future.

The study gathered information from the annual SIG reports submitted to the CDE used as a built accountability measure for SIG recipients. The annual reports will identify the extent to which PLCs, collaboration, and assessments were used. Formative assessments were used during the school year. The assessment data was used to discuss with colleagues to determine appropriate teaching strategies in the classroom.

Theoretical Background

The SIG program went through a significant amendment in 2009 as a transition from the NCLB Act to 2009 reauthorized as ARRA. The modification focused on schools nationally considered persistently low-achieving or low-achieving (Lachlan-Haché, Naik, & Casserly, 2012). The SIG funding's significance was to close the achievement gap and provide additional funding to those schools with higher populations of low socio-economic and English learners in urban areas. The United States (U.S.) was slipping into a recession during this time, with school districts reducing expenditures in all states. The need to support students in Tier I, II, and III

schools was significant enough to get national attention (Lachlan-Haché, et al., 2012). With 44% of revenues for K-12 school districts coming from the state level, there was a disproportionate impact on low socio-economic students and English learners (Oliff, et al., 2012). SIG funding was to be used purposefully to address English Language Arts (ELA) and Math for low socio-economic and English learners to address the growing achievement gap.

Prior to ARRA funding coming to states across the U.S., attempts had been made by courts and state legislators alike to make changes to funding to close the achievement gap. However, there have been mixed reports on whether students' success has significant success or sustainability related to changes and funding reforms (Baker, 2016).

Other factors that impact student achievement include student attendance. CDE defines chronic absenteeism as a student who has been absent more than 10% in a given year. The focus of a study conducted in Chile showed a "significant effect on educational performance" (Paredes, 2011). Generational dysfunction impacts students' chances to meet expectations in school and missing vital foundation aspects of their education to be successful in the future (Dastous & Arnett, 2005), which includes attending school regularly.

The gaps in students' academic achievement with a history of continued discipline are well-documented (Gregory, Skiba, & Noguera, 2010). Student discipline is a factor in closing the achievement gap. The lack of research related to inconsistency has impacted the discipline reality for students of color (Gregory et al., 2010). For example, not all Latino students are from Mexico; some are from Cuba, Spain, etc. Discipline used by school agencies has been learned and followed as a practice for years to the point that it is a standard procedure that excludes students from the classroom as the first discipline strategy (Arcia, 2006). This practice leads to a disproportionate impact on Black, Latino, and American Indian students. How did discipline

factor into the SIG program where successes in reducing the achievement gap were evident should be included in the study and acceptable practices shared as a strategy.

SIG funding was focused on reducing the achievement gap. How practices are adjusted or activities implemented with the influx of funding for schools varied from agency to agency. O'Day, (2002), argues that the combination of administrative and professional accountability presents a much more promising approach for implementing lasting and meaningful school reform (O'Day, 2002).

Definition of Terms

The California Department of Education (CDE) provides the following definitions (https://www.cde.ca.gov/ds/sd/cb/glossary.asp, 2019):

African American, Not of Hispanic Origin: This category applies to the ethnic group of non-Hispanic persons who have origins in any of the black racial groups of Africa. In 1998–99, the name for this ethnic group was changed from Black, Not of Hispanic Origin, to reflect the new federal standards and current use.

American Indian or Alaska Native: In 1998-99 the following definition was modified to reflect the new federal standards and current use: The ethnic group of a person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Before 1998-99 the definition was as follows: The ethnic group of a person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian: Asian is the ethnic group of a person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Average Class Size: The average class size is determined by dividing the enrollment in all or a range of classes by the number of classes. For example, if a district has 1,000 students enrolled in 40 journalism classes, the average class size is 25. The calculation of average class size excludes special education classes and other instruction-related assignments, department chair assignments, classes with zero enrollment, and classes with enrollment exceeding 50.

California Basic Educational Data System (CBEDS): The California Basic Educational Data System is an annual data collection, distributed in October, which is used by the CDE to collect the following categories of data from California public schools (K-12): enrollment, graduates, dropouts, vocational education, alternative education, adult education, course enrollment, classified staff, certificated staff, technology, teacher shortage, and demand. Three separate forms are used to collect these data: The County/District Information Form (CDIF), the School Information Form (SIF), and the Professional Assignment Information Form.

Certificated Staff: A certified teacher is a teacher who has earned credentials from an authoritative source, such as the government, a higher education institution, or a private source. A teaching qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher.

Classified Staff: A classified employee is an employee of a school district who is in a position not requiring certification. The classified staff data are collected in three subgroups with an individual staff member counted in only one of the subgroups. The "paraprofessional" subgroup consists of teaching assistants, teacher's aides, pupil services aides, and library aides. The "office/clerical" staff are the employees who perform clerical or administrative support duties, such as a school secretary. The "other" subgroup consists of the remaining non-certificated staff, such as custodians, bus drivers, and cafeteria workers. The numbers of

classified staff members do not include preschool, adult education, or regional occupational center or program classified employees. The data are not collected in a manner that will allow full-time equivalent (FTE) reporting.

Dropout Rates: Dropout rates are calculated from data reported for grades nine through twelve. Although dropout data are collected from grades seven through twelve, only dropout data from grades nine through twelve are included in most reports. The CDE uses the annual (one-year) dropout rate, which is essentially the same as the event dropout rate that is used by the National Center for Education Statistics when comparing states and districts, and a four-year derived rate.

- By using dropout and enrollment counts from the same year, the annual dropout rate is calculated by dividing the number of dropouts in grades nine through twelve by the total enrollment in those grades. The formulas for both rates are as follows:

- 1 Year Rate Formula: The number of dropouts from grades nine through twelve divided by grades nine through twelve enrollments (including ungraded secondary) multiplied by 100.

  Example: 8/400 x 100=2.0

- Four-Year Derived Rate Formula: (1- (1- dropouts from grade nine / enrollment in grade nine) x (1- dropouts from grade ten / enrollment in grade ten) x (1- dropouts from grade eleven / enrollment in grade eleven) x (1- dropouts from grade twelve / enrollment in grade twelve)) x 100 = rate

  Example: (1-(1- 2/41) x (1- 1/20) x (1- 1/9) x (1- 1/11)) x 100 = 27.0

English Learner (EL) Students (Formerly Known as Limited-English-Proficient or LEP): English learner students are those students for whom there is a report of a primary language other

than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Enrollment: Enrollment is the number of kindergarten through grade twelve public students enrolled on "Information Day," a Wednesday in early October of the school year indicated.

Ethnic Group: An ethnic group is the ethnic category that most closely reflects a person's recognition in the community. In 1998-99, the following racial and ethnic categories were modified to reflect the new federal standards and current use: American Indian or Alaska Native; Asian; African American, Not of Hispanic Origin (formerly known as Black, Not of Hispanic Origin); Filipino; Hispanic or Latino; Pacific Islander; White, Not of Hispanic Origin; and Two or More Races.

Filipino: Filipino is the ethnic group of a person who has origins in any of the original peoples of the Philippine Islands.

Full-Time Equivalent (FTE): Full-time equivalent (FTE) is the percentage of time a staff member works represented as a decimal. A full-time position is 1.00, a half-time position is .50, and a quarter-time position is .25.

FTE Administrators: FTE administrators represent the total number of administrator positions. This number will be different than the total number of administrators if there are any administrators who work more or less than full-time (see the definitions of Administrators and FTE).

FTE Pupil Services: FTE pupil services represent the total number of pupil services positions. This number will be different than the total number of pupil services staff members if there are any pupil services staff who work more or less than full-time (see the definitions of Pupil Services Personnel and FTE).

FTE Teachers: FTE teachers represent the total number of teacher positions. This number will be different than the total number of teachers if there are any teachers who work more or less than full-time (see the definition of FTE).

Grade Span: Grade span is a range of the lowest and highest-grade levels served by a school or district.

Hispanic or Latino: The ethnic group of a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. In 1998-99, the title of this ethnic group was modified from Hispanic to reflect the new federal standards and more current use.

Multiple or No Response: This new racial or ethnic designation was used, beginning with the 1998-99 data collection and is likely an interim measure. This category is only to be used to report aggregated data from districts and schools that have decided to allow parents or students to identify more than one race or ethnicity or to not make any identification. This designation has been added to provide reporting flexibility to districts that may already be implementing the federal standards adopted in 1997. This category should not be used for local collection of racial or ethnic data from persons, and there is no requirement that districts change their racial or ethnic data collection at this time.

Other Classified Staff: The category other classified staff contains the number of full-time, or part-time, classified staff that are recorded in the subcategory of "other" (e.g., bus drivers, custodians, food service workers, non-certificated managers, and so forth).

Other Instructional Services: An instructional service specifically designed for EL students but that does not fit the description of ELD, ELD and Specially Designed Academic Instruction in English (SDAIE), ELD and SDAIE with Primary Language Support, or ELD and Academic Subjects through the Primary Language.

Other Non-English Languages: Other non-English languages include other non-English languages reported on the Language Census, where the appropriate primary language is not one of the choices provided. In some reports, where specific languages are listed, this term will refer to all languages other than those listed.

Pacific Islander: In 1998–99, the following definition was modified to reflect the new federal standards and current use: The ethnic group of a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands, excluding the Philippine Islands (see Filipino).

Before 1998–99, the definition was as follows: A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian islands, excluding the Philippines.

Pupil/Teacher Ratio: The enrollment in a school or district is divided by the full-time equivalent (FTE) number of teachers to obtain the pupil/teacher ratio. (See the definition for FTE.) For example, if a district has 1,000 students enrolled and 50 FTE teachers, the ratio is 20 pupils to every

White, Not of Hispanic Origin: This category is for the ethnic group of a non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East (e.g., England, Portugal, Egypt, and Iran).

Researcher's Perspective

The researcher has more than 25 years in the educational industry with school finance experience as an auditor of school agencies, served and collaborated with state and local agencies on behalf of school districts, chief business official for large and small school agencies, and Superintendent for a small school agency. In these roles, the researcher has learned to understand the opportunities an influx of funds can provide to school agencies if they are efficiently and effectively used to support students.

SIG funds were provided for the sole purpose of improving student outcomes. Using data from the State of California, the results of student success from one year to the next could be compared and demonstrate positive changes in test results. The researcher was interested in how an influx of funding for a limited time impacted student achievement, student attendance, and discipline at multiple schools within a single district. Specifically, how was the funding used that affected academic achievement, or were there other factors that influenced how a student can succeed without additional funding.

CHAPTER 2: REVIEW OF LITERATURE

In this chapter, the researcher poses the legislative and legal actions taken to address the prevalent issue of funding, not only in California but as a national concern of a designated funding source applied directly to increasing student achievement. Although there has been some inconsistent data related to increased funding as a correlation to reducing the achievement gap, most data available demonstrates increased funding impacts the ability to improve student achievement of students from low-income families. Also, the achievement gap between low-income students and non-low-income students is reduced. (Baker, Farrie, & Sciarra, 2016)

Education funding, academic achievement, and student discipline are discussed in this Chapter. Education funding across the nation has been inconsistent. In some states, the educational funding system was found to be unconstitutional based on lawsuits filed in multiple states leading to changes in funding levels in a majority of the lawsuits.

The achievement gap did experience a reduction in the gap over several years. However, the years did not eliminate the achievement gaps that exist for students of color. The big question for school agencies up and down the state is the increased funding addressing the achievement gap among students of color. Information provided on per pupil spending rate for students of a K-8 school the same as the rate as research conducted by scholars.

Education Funding

Throughout the United States, there has been an inconsistent application of funding for education from an equity and adequacy perspective. There is nothing to indicate that all states should be consistent in education funding models (Dragoset et al., 2017; Oliff et al., 2012). Still, the inconsistent basis and lack of success in any given funding model have been discussed for many years. However, no one specific model stands out based on research.

Many states have changed education funding models prompted by state constitutional lawsuits (Baker & Welner, 2011). Approximately 32% (16 states) of the states were found to have unconstitutional educational funding systems, with even more experiencing a threat of a lawsuit related to education funding (Augenblick, Myers, & Anderson, 1997). The threat alone has been enough to prompt statutory changes in the funding models. Although there has been national attention given to the topic of equity and adequacy, there has been no single definition identified in terms of standard measurements (Oliff et al., 2012). The inconsistent application of funding has led to different funding levels among and within the states. Recently, increased attention has focused on what defines a sufficient level of educational services, which would help establish a funding model.

Augenblick et al. (1997) discussed a national view of equity and adequacy issues that could provide consistency across the United States. Several factors have impacted resource availability, i.e., turnover of leadership at the district and school site, the diversity of student population, and those students' needs. When equity is part of the conversation, adequacy is not mentioned.

Attempts to promote student achievement, including (a) guarantee per-pupil funding at an expected achievement level, (b) allocation of funds from the district to the site level based on the relative need, (c) incentives that will equalize rewards for wealthy and poor districts, d) equalized support for the construction of school facilities, (d) broad flexibility with built-in accountability for performance, and (e) rewards for exceeding performance expectations, as described by Augenblick et al. (1997).

Verstegen (2004) focused on Kentucky's adequate education funding by asking, "What is an adequate education, and how much does it cost?" The study included benchmarked grade

levels used to meet the state standards in Kentucky. Once the data was compiled at each grade level (i.e., elementary, middle, and high school), 80 citizens with knowledge of the educational system provided feedback on the state's cost calculation effectiveness. In 1989, the Kentucky Supreme Court deemed the entire educational system unconstitutional. The Court required a single uniform system, including seven goals that incorporated the development of performance objectives, i.e., oral and written communication skills and sufficient levels of academic or vocational skills. (Verstegen, 2004). Ten plus years after the court decision, questions continued whether the constitutional provisions implemented were appropriate. The research conducted in this study was designed to calculate the cost of the court-ordered parameters that align resources with State standards, laws, and objectives. Groups made up of professionals in the field of study and practitioners tested the state prototypes at the elementary, middle, and high school levels. The study produced a per-pupil cost base to implement the prototype in school districts statewide, identifying the statewide funding gap.

In an updated study in December 2017, Anna Baumann presented a report indicating increased funding reduced the achievement gap shortly after the *Rose v. Council for Better Education*. However, the disparity between the poorest and wealthiest communities has begun to demonstrate an increased gap in funding and achievement to the most impoverished communities' detriment.

Research conducted by Barnett and Blankenship (2005) reviewed Arkansas's 30% increase in funding levels between 2003-04 and 2004-05. Arkansas was another state that faced legal action regarding adequacy and equity for the educational system. Surveys were sent out to 254 Arkansas superintendents asking what challenges still existed after the increase in funding. The survey addressed the impact of teacher quality and supply in light of the No Child Left

Behind requirements for staff to be "highly-qualified." Approximately 40% of the surveys were returned and analyzed. The responses, despite the increases in per-pupil expenditures and categorical funding for low-income students, indicated more than 66% still believed there was no "adequate funding to attract enough highly-qualified teachers to meet their needs, or to provide an adequate education to all students." (Barnett & Blankenship, 2005, page 48). However, the surveys did indicate applications for teaching positions, after the increase, did meet NCLB requirements for highly qualified. Due to the lack of survey responses, it was noted by the state that further review of the information collected would be necessary to draw any conclusions regarding the impact of the increased funding and the results. The concerns voiced by the superintendents prompted the legislature to provide additional funds in April 2006 to provide the appropriate level of resources in addressing the achievement gap.

Baker (2016) identifies many of the issues related to equity and private and public schools' resources adequacy. The concept of equity is not new and has been discussed, researched, and litigated for decades, not necessarily aligned totality issues. What should a finance system do? Baker (2016) indicates a finance system should meet equality, leading to adequate outcomes as a conceptual thought.

In California, Serrano v. Priest (1971) was an effort to equally fund schools in California, which some have characterized by some, Ladson-Billings (2013), as a debt owed to African American and Hispanic student populations. Specifically related to the inability to close the achievement gap for these students over the number of years statutes have been in place. California still had approximately $130 million in "level up" funding to distribute to those school agencies below the 90th percentile for funding purposes in 2013 when the State implemented a new funding model. The Legislature and Governor passed the new funding model, Local

Control Funding Formula, and Local Control Accountability Plan and Governor in 2013 to provide funding to support English learners, low socio-economic, and foster youth students. The previous funding model in place for 30 years attempted to address the inequity of using local property taxes to fund schools. While the law did increase funding to poor schools in the 1970s, it was unable to keep pace over the years to address the adequacy of educational outcomes and achievement gaps for some populations.

Baker (2016) discusses real resource parity, which is a concept of educational outcomes. Rose v. Council for Better Education (1989) was the turning point in the equity discussion. The new adequacy theory was an attempt to address equal opportunity and educational adequacy. The method proposed is for all students to have an equal chance for resources necessary to close the achievement gap and equity. Some students require more resources than others to obtain the same educational outcomes. Often, educational expectations are not clarified or defined either by state educational agencies or the judicial system that has deemed the average result. The use of average expectations does not necessarily take into account the differing needs of students. Much of the research conducted was based on statewide data that camouflages the real resource needs when addressing school A versus school B issues, given students' different populations. For example, an equal opportunity for an adequate education in a student who is a special-education or English language learner will require increased resources. To provide equal opportunity for an adequate education requires that additional funds be provided to meet even the essential educational needs. The chance of equitable outcomes is unlikely, in the words of Baker (2014). To address the current inequities related to resources and adequacy requires leveling up and leveling down to balance out the expected outcomes.

Jackson, Johnson, and Persico (2016) researched the outcomes of court-ordered reforms to school finance. The study showed a 10 percent increase in funding for over twelve years, which led to a .27 increase in the number of years a student remained in school. The impact of staying in school longer, reduction in dropouts is a benefit to society as a whole, including high wages, less adult poverty, etc. Michigan, Kansas, and Massachusetts implemented changes to their school finance funding models. Michigan and Kansas increased funding to low-performing schools with positive results. Massachusetts combined funding and accountability with success towards higher student performance.

There have been conflicting opinions related to the efficacy of increased funding and the anticipated positive results that date back to the 1960s. In 1986, Hanushek proposed the "money doesn't matter" concept in a study on school funding. His finding was, "There appears to be no strong or systematic relationship between school expenditures and student performance." (p. 1162); (Baker, 2021). However, he argued a lack of direct correlation in Hanushek's finding that "money doesn't matter." Specifically, Baker challenged the research/study period and the lack of evidence and analysis to assert the lack of educational benefits.
As discussed above, real resources include human resources, class sizes, staffing ratios, salary and benefits, workload, and working conditions. These items play into the real resources that would be necessary for addressing district by district and school by school needs. Baker (2021). There is a limited amount of resources available to provide the free and public education required under the California Constitution.

Figilio and Rueben (2001) noted a National Center for Education Statistics finding "that tax limits systematically reduce the average quality of education majors, as well as new public-school teachers in states that have passed these limits." California is a prime example of how tax

limits hurt education funding. Before Proposition 13 in 1978, California was among the top three states that provided the highest per-pupil funding. After Proposition 13 was enacted, California slipped to 47th in the nation in education spending. There are many more facets to Proposition 13 not addressed in this research. The inability to raise local funds demonstrates the powerlessness of local school agencies to raise funds to directly support students, given the Constitutional provisions of Proposition 13 passed by California voters. Proposition 13 created a sizable impact on the education funding level of educational expenditures by California.

As we continue to discuss the increased salary and benefits of teaching staff, some aspects benefit students. There was added time to the day, but other aspects that provide no benefit to students, e.g., increased prep time. The goal of raising salaries and/or benefits for staff to attract and retain teachers is vital, but it is also essential that the right staff are attracted and retained. There have been many cases that we can point to that demonstrate what happens when staff is not the right fit for a particular school/district. The fit could be dependent upon factors, including professional development, years of successful experience, leadership at the school site, and parent involvement. Any of these factors can play a role positive or negative, in the staff and student outcomes' success. (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

Due to the limited amount of resources available, the plan developed to meet equity and adequacy goals must be the most cost-efficient. The needs will be different from district to district and school to school. Setting priorities related to the students' needs and the distribution of resources is a concept that will become more important and evident as the LCAP is assessed at the end of each year. The LCAP assesses student outcomes related to the established benchmarks and the resources to support the parameters.

Academic Achievement

As noted by Lips, Watkins, and Fleming (2008), there have been two long-standing questions related to funding for education: (1) How much does the United States spend on public education, and (2) What does the evidence show about the relationship between public education spending and students' academic achievement?

Parents and community members in many cities and states around the country believed that there was a nexus between academic achievement and the level of funding for public schools. Historical trends show significant increases in per-pupil funding. Between 1985 and 2005, the Federal Government increased K-12 education funding by 138%. (Lips et al., 2008). In most cases, the increases resulted from court cases and not policy changes by the State legislative process. However, academic achievement has not experienced the same level of growth.

Between the years 1970 and 2004, academic achievement rose for all students, as demonstrated by increased test scores. However, students of color and low socio-economic status continued to show an achievement gap compared to White students for the same period.

Wang (2008) found achievement gaps present between students of color and White students at 4-years old. The achievement gaps were evident in the areas of English language arts and mathematics. It was also noted that Asian students scored high than White students. The achievement gaps are not closing enough throughout a student's K-12 education.

As we look at students leaving high school for the period that funding was rising, we see in the table below provided by the National Assessment for Educational Progress that per-pupil spending levels versus graduation rates do not correlate in all instances.

Table 1

Per-pupil Spending Versus High School Graduation Rates

District	Per-Student Expenditure	High School Graduation
Los Angeles Unified	$11,647	45.3%
San Jose Unified	$11,473	77.0%
San Diego Unified	$10,805	61.6%
Sacramento City Unified	$10,783	66.7%
Oakland Unified	$10,756	45.6%
San Francisco Unified	$9,844	73.1%
Fresno Unified	$9,330	57.4%
Long Beach Unified	$8,561	63.5%

Note: The California districts listed are examples of the level of funding not aligned with increases in high school graduation rates.

In the research by Lips et al. (2008), they determined in the findings that it is more about "how the money is spent" and "not on how much money is spent." Districts are responsible for being good stewards of the funds, but it is crucial to effectively meet the students' needs. There is a call for state and federal lawmakers to focus on a systemic education process to "improve resource allocation."

In California, after the research conducted by Lips et al. (2008), the State Legislature enacted, and the State Board of Education implemented a new funding model that focuses on distributing education funding to students with the most need related to increasing funding. The focus of additional funding for California school districts requires allocation to English learners, foster youth, low socio-economic, and homeless students.

In a recent study by Lafortune, Rothstein, and Schanzenbach (2018), the research analyzed school finance through an event study research design. Specifically, the research looked at the top 20% of the lowest- and highest-income districts. The timeframe for this study occurred after 1990 and in what is considered the "adequacy" era. Before 1990, funding for

education was considered an "equity" basis, reducing resource disparities across districts. Post-1990, in a period of "adequacy," the focus is on "providing funding to low-income districts regardless of equity."

Between 1990 and 2012, per-pupil revenues for school agencies in California increased by approximately 30% for high-income districts and 50% for the low-income districts.   The influx of funding provided increases to low-income and high-income districts. However, this does not necessarily indicate that increased student achievement occurs due to the increase in revenues. For the most part, the increase in funding is used for instructional purposes, reducing class sizes, and capital outlay. A longitudinal look at the increased funding to low-income schools shows that a $1 increase will contribute to students' future earnings by $1. Because low-income students are not all concentrated in low-income districts, some low-income students may not benefit from increased funding.

Under the "adequacy" era of school finance reform, the overall goal of a change in the policy was intended to provide funding to low-and high-income school districts, with a majority of the funding (50%) going to low-income school districts. There was no evidence of an impact on the achievement gap; as noted above, not all low-income students live or attend low-income school districts.

The U.S. Department of Education identified school agencies' funding in three separate funding sources, 50% from the State Government, 40% from the local governments, and 10% from the Federal Government. For several decades and across the Nation, multiple court cases have been brought forward by parents and advocacy groups to increase funding for K-12 education and focused on "equity" and "adequacy." Since the 1980s, approximately 26 court cases were filed regarding education funding. Of those cases recorded, 21 cases (81%) resulted

in funding increases. In the 2010 K-12 Education Gallup Survey, the result was disappointing, with less than 88% satisfied with the increased funding coming to educational agencies. Even with the increase in funding to school districts, parents are not content with education quality.

Donald, Hughes, and Ritter (2004) identified four different models to define "adequacy," Professional judgment, historical spending, successful schools, and econometric models. Each of these models focuses on various aspects of adequacy:

- Professional Judgment Model: A list of criteria is developed and used to meet education standards. Teachers, administrators, and policymakers develop the criteria used. This model is based on both inputs and outputs to develop an appropriate plan. The challenge for this model is an agreement by all parties.

- Historical Spending Model: An authentic look at financial input and prior years' spending to determine future expenditures. As a formula-driven model, there are implications for shortages in funding for the future.

- Successful School Model: A school district that is meeting standards (academic outcomes) as established by the state would be used to determine the amount of money another district would need to be successful. However, this model does not take into consideration student demographics.

- Econometric Model – This model depends on statistics to determine resources necessary for student achievement for a school district. This technique is the most complex of the four models, challenging to understand for the layperson.

To further assess the challenges, Heifetz and Linsky (2002) identified technical problems and adaptive challenges. The latter is not as simple to address, whereas technical issues are often straightforward to solve. The use of personal knowledge, time, and resources are more

comfortable versus a behavior change. Adaptive challenges require collaboration by a group of people working to address a problem and obtaining buy-in by teachers, administrators, and other staff to support a change that will benefit the student's academic achievement.

As we think about adaptive challenges and the status-quo, the focus on academic achievement with the alignment of educational opportunities would promote student success (Bennett, 2015). Academic success may not look the same for all individual students. Hence, a plan for addressing this issue is to listen to local stakeholders through collaboration, as legislative and legal results have not demonstrated consistent positive change for most students.

Scafidi (2016) compared elementary and secondary education to higher education and noted an issue with K-12 productivity. In his work to address the productivity issue, he looked at a total revamp and elimination of school districts as we know them today; an enterprise (or privatization) model, inputs versus outputs. He examined staffing between 1992 and 2009 as compared to the number of students. A student increase of 17 percent and 39 percent increase in FTEs, teaching staff 32 percent, and administrators and other staff 46 percent.

What impacted the increases in staffing, double the increase in the number of students? Did the federal regulations of No Child Left Behind (NCLB) have an impact? The analysis noted that nonteaching positions grew faster than teaching positions. However, the students' academic achievement levels did not improve. In fact, between 1992 and 2008, reading and math scores flatten or decreased. Therefore, the productivity, outputs divided by inputs, demonstrated a decline. Although student demographics impact the teaching of those students, no evidence was identified during the time of increased funding levels. Graduation rates were flat, and test scores decreased.

Simultaneously, scores in reading and math were flattening, NCLB came into existence, and paperwork increased. No correlation was found between increased paperwork and the decrease in test scores. However, NCLB may be an indication of the increase in FTE over that period. The implied message is that paperwork taking away the necessary time to prepare lessons and focus on classroom needs.

The implementation of Class-Size Reduction (CSR) occurred during 1996-97 through 2012-13, which would impact an increase in FTE. CSR's impact was an issue of quality over quantity, as the need for teachers rose significantly, and many teachers were entering the classroom through an emergency permit. The question of the effectiveness of teachers may have had a potential impact.

The increase in funding that came with NCLB and CSR did not provide an appropriate timeline for implementation; funding came quickly with deadlines for funds to be expended. (Mintrop & Trujillo, 2005). Also, there were significant costs for capital outlay associated with the need for more classrooms for CSR. The funds were very much appreciated, but the funds' restrictive use and the quick timeline for the funds to be spent were challenging. There was more concern with spending the funds quickly to meet the deadline and not lose the funds than the task of closing the achievement gap. The overall positive intent of the funds through effective planning was a missed opportunity.

Vedder (2004) discussed the idea of solving the concern of too many inputs and not enough outputs by adding greater competition and parental choice in schooling. Specifically, would schools be better off with teachers owning the school through a financial vehicle, Employee Stock Ownership Plan (ESOP), an employee-owned company? In this environment,

all school employees would be owners of the school and participate in its management. The members of the ESOP would own the property; in this scenario, be autonomous and competitive.

Do we already have such an avenue available to school agencies in California? Charter schools may meet the criteria. Although not an ESOP, charter schools could be considered competitive if established as an independent charter school. There are many for-profit and not-for-profit charter schools available as an alternative to a traditional school (Vedder 2004). Charter schools are public schools, as public funds support charter schools. A charter start-up is creating a school from the ground up, as a business would do, with a need for a business plan, location, development of curriculum, policies, and procedures for instruction, health, and safety, operations, etc. It is difficult to say whether this study included charters, as most databases include them as a public school at the Department of Education level.

The achievement gap continues to include our most vulnerable students (racial and low socio-economic). At-risk students come to public school less prepared at the preschool and kindergarten levels, which tends to follow the student and grow through their educational careers.

Buzin (2012) believes strongly that qualified teachers in classrooms with at-risk students is the solution. However, more often than not, unqualified teachers are placed in schools with high low socio-economic students and students of color. In *Beyond School Finance*, Buszin reported that disparity exists between White students and students of color relative to academic achievement and grade level. He shares an example, a 17-year-old Hispanic student, as compared to their fellow White student, for English, math, and science would be at the level of an eighth-grade student. Because of the discrepancy in students' academic achievement, there is a disagreement that education finance litigation is the best avenue for success.

The continued results of increased funding and stagnant or declining test scores demonstrate the need for changes at the policy level. Those changes should include recognizing the disconnect between expenditures and academic achievement.

A 2010 California court case successfully demonstrated that the LIFO violates students' state constitution rights through the inequitable distribution of skill-based education inputs. Buszin, (2012). An effective teacher for even one year impacts a student's educational career for several years.

Zhao (2016) reviewed a long-standing issue of the achievement gap and the lack of movement towards closing the gap. He argues in his article, *From Deficiency to Strength: Shifting the Mindset about Education Inequality*, that the effort to put more resources into "cultivating strengths of individual students instead of fixing their deficits."

He bases his argument on flawed assumptions around meritocracy. There is no single merit applied to all jobs, no accurate measurement to identify cognitive ability or intelligence or other generic abilities, standardized measures of academic achievement used to determine educational opportunities, and the contradiction of everyone provided the same opportunity. He indicates a Deficit-driven education has supported social inequality under these premises.

Zhao (2016) proposes a move from a deficit-driven model to acknowledging human diversity and focusing on strengths that will lead to a real transformation, a paradigm shift. As we look to the future under a change for education, we need to look at the future needs. Are we preparing our students for yesterday's jobs, or are we focusing and listening to our students about the future? A model that values a student's strength would be transformational and utterly contrary to our current educational mindset. Although this would be more of a psychological and cultural change for the education community and state and federal policymakers, this could

be accomplished without an increase in funding, changes to staff, or for leaders and teachers to become high-quality. It would focus on a "personalized strength-based approach."

Today's classroom learning, however, is in multiple formats, classroom versus non-classroom. A traditional classroom is one that is in a building on a school campus. Even a classroom on a school campus could be different from one classroom to another. There is a myriad of ways that teachers establish a format in their classes. The most important aspect of a classroom environment is for students to attend school regularly, so there is an increased opportunity for academic learning and career development. If you were to step into a classroom today, you would see peer-to-peer teaching, independent learning, teacher-led discussions. (Kariippanon, Cliff, Lancaster, Okely, & Parrish, 2019). These types of formats would be considered a traditional classroom format.

Educational classrooms are accessible through independent study. A teacher meets with a student periodically, every two weeks, to check-in and offer guidance to ensure that they receive the support with the assignments provided. Students do not all learn the same, and some would instead work independently. School agencies still receive funding for students on independent study, as long as all of the required documentation meets the statutory provisions.

A recent study conducted to look at SIG at a National level found mixed outcomes concerning student achievement. (Dragoset, et al., 2019). The work conducted in this study references the focused review of states individually versus the national research on SIG. The U.S. Department of Education performed a research study and released its findings, which demonstrated improvement in schools that received SIG funding in math and reading. (U.S. Department of Education, 2012). In similar work accomplished by the Council of the Great City Schools, 2015, the results showed an academic improvement, but by a narrow margin. A

different study by Rice et al., 2014 showed no impact on the achievement gaps related to funding under SIG. If we look to California, and its success in reducing the academic achievement gap through SIG funding support, a statistical increase of .10 standard deviations for schools that implemented the turnaround model under the SIG program. (Dee, 2012). Other states showed improvements in student achievement in Massachusetts and Philadelphia.

Student Attendance

In California, funding or schools is dependent upon students attending school. School Agencies do not collect revenue for students when they do not attend school. The nexus between students attending school and academic achievement is directly related. During the 2017-18 school year, an increased emphasis on chronic absenteeism is becoming the focus of students missing 10% or more of school. At an elementary school in New Mexico, 25% of the elementary school students were considered chronically absent, and another 27% were at risk (Mathewson, 2018). The chronic absent students plus those at risk of chronic absenteeism reached more than 50%. The school focused on educating parents on the critical need for students to be in school and the importance of academic achievement. Parents believed it was not critical for their students to go to school consistently because the parents themselves did not attend school regularly, a pattern that seems to be developing from one generation to another. Generational dysfunction is when a less than desirable or beneficial action continues from one generation to another. The dysfunction impacts students' chances to meet expectations in school and missing vital foundation aspects of their education to be successful in the future (Dastous & Arnett, 2005). When students are not in school, they are not learning.

Whether it is generational dysfunction or communication between the school and home, a child's education should take precedence (Kearney & Graczyk, 2014) to address the need for

active collaboration between parents, community-based professionals, and others. The reasons for the absences may not be clear. A diligent effort of tracking student absences through a designed model to review, follow-up, monitor, and adjust is necessary with all parties concerned to support students to meet their full potential through graduation and beyond.

Students in attendance, whether in a classroom or a non-classroom environment, are necessary for student achievement. Allowing students to be their best in the best learning environment may not be in a traditional classroom setting. However, schools continue to receive funds, and students are still learning in hopes of meeting their full potential for academic success.

As educators, we must be setting an example when it comes to attendance at school. How can we expect students to maintain satisfactory attendance when we are not demonstrating it ourselves? Roby (2013) identified the impact of teacher attendance on students in the classroom. When teachers exhibit a high absence rate in the schools, student attendance and achievement suffer.

Are we doing our best to ensure our students are in class and engaged in learning? Through research conducted by Paredes (2011), he noted that students could be absent from school with little to no consciences. District and building leaders must hold students and parents accountable when they are not attending school. If students are not in school, they are not learning. We cannot control the environment outside of school, but we want to support our students in their learning environment and foster learning beyond the classroom (Pugh, 2004).

Student attendance can be directly tied to student achievement, as noted by Kristen Hancock (2017). The study on student attendance looked at several variables related to socio-economic status, high performing schools, low performing schools, differences in efforts to

support low-performing students from low socio-economic status, and English-speaking students versus non-English speaking students.

There were some inconsistent results based on other studies performed, but not necessarily within the same country. Hancock (2017) found that only marginal differences in high-performing students versus low-performing students within a school are considered to be advantageous.

However, Goodman (2014) identified that students from poor schools were at a higher risk of impact due to students' low socio-economic status and the difficulty of catching up academically. The home environment may not have the same level of support that a student from an advantaged family. He concluded the negative impact was based on cultural, political, or demographic differences. Goodman's study looked at Australia versus the United States, which included many differences, not to mention how funding could play into the results. Funding was not part of the study.

Also, Hancock (2013) noted that non-English speaking students academically did better than English-speaking students in Australia. Additionally, non-English speaking students had fewer absences, which could have impacted those students' academic outcomes.

As part of the inconsistent results, Levine and Gershenson (2014) concluded in their study of student absences that students from non-English speaking families did not achieve at the same level as English-speaking students. Levine and Gershenson based the conclusion on parents' educational level, wherein students would have support from home when absences from school occurred, unlike a non-English speaking family.

Paredes (2011) researched the attendance of students in schools in Chile. No doubt that there are differences between the United States and Chile. However, the focus of the study was

on student attendance and the positive effect on learning. The study results showed that student attendance does have a "significant effect on educational performance." After nine absences, the impact on academic achievement was evident. Further, there was a finding that after a set number of absences (13), the educational performance did not diminution at the same ratio.

Student Discipline

Bear (2014) stated that through the use of survey data from students and teachers across the elementary, middle, and high school on school climate, the data demonstrated a positive correlation between elementary and middle school students related to academic achievement. On the other hand, there was a negative response to suspension/expulsion rates for elementary, middle, and high schools. Discipline appears to impact student achievement as focused on suspension/expulsion rates.

The schools that focus on and have expectations of relationships between students and students and teachers show positive academic results across grade levels. Schools with school climate programs, such as Positive Behavior Intervention Support, show that student academic achievement results in positive outcomes. Brand et al. (2008) found a compelling argument of teacher-student relations fostering student-student relations, compared to teacher-student relations, to be effective for academic achievement when there are fewer behavioral inferences across all grade levels.

The impact of suspension and expulsion of Black, Latino, and American Indian students related to the achievement gap associated with the disproportionate discipline was researched by Gregory et al. (2010). It further examines the evidence for the student, school, and community contributors to school sanctions' racial and ethnic patterns. It offers promising directions for gap-reducing discipline policies and practices.

Very little to no research or documentation has been completed for the inconsistency in discipline for students of color. For example, not all Latino students are from Mexico; some are from Cuba, Spain, etc. The lack of research related to inconsistency impacts discipline's reality for students of color (Gregory et al., 2010).

As noted by Gregory et al. (2010), school administrators have a bias on matters such as student aggression and low student achievement. The implicit bias can often lead to an increase in suspensions or expulsions (Skiba et al., 2008).

The study's outcome by Gregory et al. (2010) resulted in the need to do further research specifically on teacher and administrator bias for discipline in the classroom and school. What interventions could be implemented to narrow the discipline gap? There was a clear and distinct interest in research discipline bias in the future.

Summary

An inconsistent application of funding for education from an equity and adequacy perspective has plagued California and the nation related to consistency and the achievement gap. There is nothing to indicate that all states should be consistent in education funding models (Dragoset et al., 2017; Oliff et al., 2012).

Approximately 32% (16 states) of the states were identified as having unconstitutional educational funding systems as of 1997, with the anticipation of more to follow (Augenblick et al. 1997).   Simultaneously, the discussion of equity and adequacy came to the forefront as a possible solution for consistency nationally (Augenblick et al. 1997).

Several student achievement models came upon the scene and consider, which included guaranteed per-pupil funding, allocation of funds, incentives, equalization, flexibility, and rewards, all with accountability measures built-in (Augenblick et al. 1997).

In 1989, the Kentucky Supreme Court required a single uniform system. (Verstegen, 2004). More than ten years later, questions arose regarding the constitutional provisions implemented and their appropriateness.

Anna Baumann, December 2017, reported increased funding reduced the achievement gap. There was, however, a continued disparity between the poorest and wealthiest communities with a widening gap of funding and student achievement in the most impoverished communities.

Research conducted by Barnett and Blankenship (2005) reviewed Arkansas's 30% increase in funding levels between 2003-04 and 2004-05. Responses to a survey, despite the increases in per-pupil expenditures and categorical funding for low-income students, indicated more than 66% still believed there was no "adequate funding to attract enough highly-qualified teachers to meet their needs, or to provide an adequate education to all students." (Barnett & Blankenship, 2005, page 48). The concerns voiced by the superintendents prompted the legislature to provide additional funds in April 2006 to provide the appropriate level of resources in addressing the achievement gap.

In Serrano v. Priest (1971), California's court effort to equally fund schools, some have characterized, Ladson-Billings (2013), as a debt owed to African American and Hispanic student populations. There has been an inability to close the achievement gap for students over the number of years statutes have been in place. While the law did increase funding to poor schools in the 1970s, it could not keep pace over the years to address the adequacy of educational outcomes and achievement gaps for some populations. A new funding model, Local Control Funding Formula, and Local Control Accountability Plan was enacted by the California Governor in 2013 to provide funding to support English learners, low socio-economic, and foster youth students.

Baker (2016) discusses real resource parity, which is a concept of educational outcomes. Rose v. Council for Better Education (1989) was the turning point in the equity discussion. To provide equal opportunity for an adequate education requires that additional funds be provided to meet even the essential educational needs. The chance of equitable outcomes is unlikely, in the words of Baker (2014).

There has been a historical example in California of how tax limits hurt education funding. Before Proposition 13 in 1978, California was among the top three states that provided the highest per-pupil funding. After Proposition 13 was enacted, California slipped to 47th in the nation in education spending. Proposition 13 created a sizable impact on the education funding level of educational expenditures by California.

Wang (2008) found achievement gaps present between students of color and White students at 4-years old. The achievement gaps were evident in the areas of English language arts and mathematics. The National Assessment for Educational Progress found that per-pupil spending levels versus graduation rates do not correlate in all instances.

In the research by Lips et al. (2008), they determined in the findings that it is more about "how the money is spent" and "not on how much money is spent."

CHAPTER 3: METHODOLOGY

The purpose of this study is to examine the effect of SIG funding on academic achievement, student attendance, and discipline at seven schools within a large school district in Northern California. The study also explores the use of SIG funding from an administrators' perspective at each of the schools, further determining the effectiveness of such funding on student performance.

Research Design and Rationale

This study utilized a mixed-methods ex post facto study to analyze the demographic characteristics and expenditure patterns of SIG funds, including the incentive bonus pay at each of the seven school sites for three years from FY2012 through FY2014. The study explored administrators' perceptions of administrators concerning SIG funds on academic achievement, student attendance, and student discipline. Data from the CDE was included as part of the quantitative section of the academic achievement analyzed against demographics and expenditures for the SIG program. The study's qualitative portion involved a semi-structured interview with open-ended questions, including the seven SIG school sites, Director of School Improvement Grants, Assistant Superintendent, Educational Services, and Superintendent.

Setting and Participants

Setting

This section describes the district's demographics and characteristics, student population, the process used to apply for the SIG, and allocations awarded to each school. This study's setting is a large urban district located in Northern California that is approximately 55 square miles. The district's enrollment for the period in the study ranged from 38,810 to 39,486 within 54 schools. The annual budget was nearly $300 million, without the capital project funding.

The district was the 19th largest district, at the time, in the State of California and the largest district within the county it resides. The district maintains neighborhood schools, with a few exceptions based on alternative programs and dependent charter schools. Students have the ability to request an intra-district transfer, which is a transfer to another school within the district.

The district successfully obtained SIG funding awarded under the Elementary and Secondary Education Act (ESEA), funding available under Section 1003(g) as part of Cohort 2 in 2011-12 for three years through 2013-14. The U.S. Department of Education authorized funding for school improvement to states. In turn, the CDE issued sub-grants to local educational agencies (LEAs) that demonstrated persistently low achieving Title I schools.

District schools were categorized under Tier 1 meeting the following criteria (California Department of Education, www.cde.ca.gov):

- Identified as being in Program Improvement (PI) in the 2009–10 school year.

- Anticipated to receive a Title I, Part A apportionment in the 2009–10 Consolidated Application.

- Located in a local educational agency (LEA) that has an approved LEA Plan and is anticipated to receive Title I funds in 2009–10.

- Identified as the lowest-achieving five percent of all Tier I schools.

The schools awarded SIG funds were required to choose a specific intervention model defined as a turnaround, restart, school closure, or transformation. Once the intervention model had been selected, the school was required to follow it through to the end of the grant period. The seven schools included two restarts, four transformations, and one turnaround, as shown in Table 2. The two restart schools were dependent charter schools, which are considered a school within the district and not an independent charter.

Table 2

SIG Intervention Models by School

School	Intervention Model
A	Transformation
B	Transformation
C	Transformation
D (Dependent Charter)	Restart
E (Dependent Charter)	Restart
F	Transformation
G	Turnaround

This award was a significant success for the district because the first time around, the district chose only to include three schools, Pittman Charter, Roosevelt Elementary, and Taylor Leadership Academy. The district was concerned that it would have been too burdensome to apply for all seven schools at one time. The first round of applications went to districts that included all schools that met SIG criteria. There were many more schools throughout the state eligible for the funding than funds to be distributed; 94 schools statewide, with SUSD having the third-largest number of schools eligible for the SIG funding. The CDE carefully assessed the applications and determined that 30 low-performing schools needed additional funding. The seven SUSD schools were among the 30 schools to be awarded the SIG grant. See the SIG funding awarded to each school site in Table 3 below.

Table 3

Funding By School Site

Site Name	Charter School	Tier	Model	Pre-Implementation	Year 1	Year 2	Year 3	Total all Years and Pre-Implementation
A		1	Transformation	$ 50,907.00	$ 1,614,115.00	$ 1,696,495.00	$ 1,817,944.00	$ 5,179,461.00
B		1	Transformation	$ 41,220.00	$ 1,614,097.00	$ 1,638,551.00	$ 1,687,384.00	$ 4,981,252.00
C		1	Transformation	$ 54,585.00	$ 1,666,353.00	$ 1,802,612.00	$ 1,929,815.00	$ 5,453,365.00
D	Yes	1	Restart	$ 22,818.00	$ 1,708,281.00	$ 1,750,060.00	$ 1,728,402.00	$ 5,209,561.00
E	Yes	1	Restart	$ 39,935.00	$ 1,511,342.00	$ 1,568,966.00	$ 1,563,938.00	$ 4,684,181.00
F		1	Transformation	$ 35,673.00	$ 1,347,597.00	$ 1,426,871.00	$ 1,421,934.00	$ 4,232,075.00
G		1	Turnaround	$ 30,529.00	$ 1,379,166.00	$ 1,452,235.00	$ 1,538,477.00	$ 4,400,407.00
							Total - Districtwide	$ 34,140,302.00

The federal and state agencies identified accountability measures the school agencies were required to meet in a subsequent period, which included assessing goals for student achievement. The annual goal requirements included student achievement in reading/language arts and mathematics and other leading indicators identified along with fidelity of the model chosen for implementation.

The CDE monitored the progress of the schools' goals through the use of multiple assessments, including the Standardized Testing and Reporting (STAR) data, Adequate Yearly Progress (AYP), and Academic Performance Index (API) at the school level. The CDE annually assessed the individual school results based on these tests compared to the seven schools' goals in the application. If the measurable Goals established were not met in any of the seven schools, then a reduction in funding would occur in the current and subsequent years for the individual school — the funding results for the initial award shown in Table 3.

Schools A, B, C, and F were established as a Transformation model under the SIG. A transformation school requires a) the principal to be replaced, b) a rigorous evaluation system for teachers and principals, c) identify, reward, and replace site leaders, teachers, and other staff, d) use financial incentives to promote career growth that provides flexible work conditions to recruit, place, and retain staff, e) provide professional development with time flexibility to support academic achievement and increase graduation rates, f) use data for vertical alignment with state standards, g) use common formative assessments to foster continuous academic improvement, h) increased learning time for core, enrichment, and teacher collaboration, i) family and community engagement, and j) technical assistance.

Schools D and E launched as a Restart model requiring the creation of a rigorous process of converting to a charter school following all statutory requirements to become a charter and allow former students to attend the school.

There was one school, School G, created as a Turnaround model. This model was similar to the Transformation model except for requiring a) staff replacement, with no more than 50% rehired previous to becoming a Turnaround model school, b) professional development that is staff designed to ensure the success of reform strategies, c) new Governance Structure with a direct line of authority with the superintendent or a new turnaround office for academic oversight, and c) support students through social-emotional and community services.

The schools offer a variety of programs. The two charters using the Restart intervention model offered different programs; dual-immersion language program and project-based 21st Century Learning. The school that implemented the Turnaround intervention model was a leadership program. That left four schools with a transformational intervention model. Given

the programs' differences, I chose to include all seven schools for a robust outcome that would provide definitive data.

The research analyzed the demographic characteristics and expenditure patterns of SIG funds, including the incentive bonus pay at each of the seven school sites beginning in 2011-12 through 2013-14 fiscal years. In addition, the study explored administrators' perceptions concerning SIG funds on academic achievement, student attendance, and student discipline. Specifically, the study was designed to answer the following research questions applied to the academic years 2011-12, 2012-13, and 2013-14:

1. What were the demographic characteristics of the students at the seven schools?

o   Attributes included: Ethnicity, gender, free reduced-priced meals, English language, grade level, and the average number of years the instructor has taught.

2. In what ways were SIG funds used to fund programs at each of the seven schools: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?

3. Were there any improvements in student performance, student attendance, or student discipline from 2011-12 through 2013-14?

4. In what ways, if any, did the school site and district leaders perceive that SIG funding affected academic achievement, student attendance, and student discipline?

Participants

The participants in this study included the school site and district office administrators. The district had one Director of SIG supported through the SIG funding grant period, which provided consistent leadership for the program. The district employed all participants involved

in the study. Specifically, they know the student population, student academic achievement, student attendance, discipline, funding, and expenditures at the seven schools.

The number of participants to be interviewed was structured to include a consistent number of administrators from each of the seven school sites. The participants included both district and school site administrators. The participants have background knowledge of the school site internally and the SIG program. The Superintendent sets the vision for the district based on the Board's vision and mission. Any grant applications filed on behalf of the district is the superintendent's responsibility to ensure the grant actions and activities will support the district's vision and mission. The Assistant Superintendent, Educational Services, in partnership with the Director of SIG, prepared/developed the SIG application in alignment with the district's vision and mission and filed it with the CDE. They established the actions and activities along with the school site administrators before the application was completed. The school site administrators had first-hand knowledge of the school, the students, and each student's attendance and discipline. District and site-level administrators monitored students' achievement through local measurements (i.e., common formative assessments and curriculum assessments) monthly.

One principal from each of the SIG school sites was identified to participate as an administrator. The principals have full responsibility for the school site and its personnel. As part of the site manager's role and responsibility, they were required to monitor student achievement, attendance, discipline, and the school's budget. Attendance was reviewed daily, weekly, and monthly, along with any disciplinary actions of students. School site administrators monitored student achievement at each progress reporting period, either on a quarterly or trimester. Administrators would review grades in the SIS and meet with the leadership teams to discuss

student achievement results at each reporting period to determine the support students and teachers need to ensure student success. All schools in SUSD used Professional Learning Communities (PLCs) to assess data by the grade levels above and below and at grade level to support teaching and learning in the classroom. The district administrators also would discuss the data in the larger SIG meetings with the school site and district administrators.

District office management, both certificated and classified staff, were responsible for monitoring school site activities for the seven SIG schools, as reports were required to be submitted to the state at a minimum on an annual basis. SUSD monitored the data monthly to ensure that the SIG program's goals and benchmarks met or exceeded set goals.

The Director of SIG and Assistant Superintendent, Educational Services, monitored the attendance, student achievement, and discipline at the schools through the SIS to meet the SIG established goals. Business Services reviewed the SIG budgets monthly related to the established budgets approved by the Director of SIG for the identified expenditures to support student achievement. The Student Information Analyst ran reports for the Director of SIG monthly or at any other time necessary.

The level of knowledge of the District, the school site, student achievement, student discipline by each of the Cabinet, District Administrator, or School Site Administrator will be different. Each of the roles is responsible for various functions in the District, and therefore, the knowledge base will be diverse but vital at all levels. The table identifies the strength of knowledge by the category of the position. For example, a District administrator (Cabinet-level) is a visionary leader, a District Office Administrator is an oversight leader, and School Site leaders have a knowledge base of students. Therefore, varying knowledge depends upon a position held in a school agency at each of these levels.

Table 4

Participant's Background Knowledge

Participant	District Administrators (Cabinet)	District Administrator	School Site Administrators
District Background Knowledge	X	X	
School Site Background Knowledge	X	X	X
Student Achievement Knowledge	X	X	X
Student Discipline Knowledge			X
SIG Budget Knowledge	X	X	X

Instrumentation and Measures

The study was designed to answer four research questions applied to four academic years utilizing secondary data, quantitative data, and interviews, qualitative data. The table below includes the questions and the corresponding instrumentation and measures.

Table 5

Research Questions, Instruments, and Measures

Research Questions	Instruments	Measures
1. What were the demographic characteristics of the students at the seven schools?	California Department of Education - Secondary Data Researcher Reflections	Quantitative Measure
2. In what ways were SIG funds used to fund programs at each of the seven schools?	California Department of Education - Secondary Data Researcher Reflections	Quantitative Measure
3. Were there any improvements in student performance, or student discipline from 2011-12 through 2013-14?	California Department of Education - Secondary Data Researcher Reflections	Quantitative Measure
4. In what ways, if any, did the school sitse and district leaders perceive that SIG funding affected academic achievement and student discipline?	California Department of Education - Secondary Data Interviews Researcher Reflections	Qualitative Measure

Standardized Test

Secondary data from Standardized Testing and Reporting (STAR) data, Adequate Yearly Progress (AYP), Academic Performance Index (API), and California Educational Language Development Test (CELDT) was collected. On June 30, 2013, the STAR program was replaced with the California Assessment of Student Performance and Progress (CAASPP) System. Therefore, the researcher analyzed two different tests for the time the study covers.

Before 2017, schools and districts in California were measured on annual achievement goals. The AYP measured annual achievement mandated by the U.S. Department of Education (ED) under the No Child Left Behind Act of 2001 (NCLB). The initial goal was all students would meet or exceed state standards by 2013. The expectation included, (a) achieve 95 percent student participation rate on statewide tests, (b) demonstrate growth in the percentage of students scoring at the proficient or above the level in English language Arts (ELA) and Mathematics on statewide tests, and (3) meet established graduation rate targets. (CDE, www.https://www.cde.ca.gov/re/pr/ayp.asp). API was another statewide accountability system under the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), which required CDE to annually calculate APIs for California schools and publish a statewide school decile ranking. PSAA established annual growth targets for each district, school, and student group.

By 2013, California was developing another accountability measure that additional resources based on student population (English learners, homeless, socio-economically disadvantaged, and Foster Youth) targeted to improve student outcomes through an established plan. The state no longer used API to determine outcomes. The funding source is known as the Local Control Funding Formula (LCFF). The accountability measure is the use of a Local Control Accountability Plan that foster community engagement.

The CELDT was administered from 2000-01 through 2017-18. The test was originally voted into law in 1997 (Assembly Bill 748, Chapter 936) for students in Kindergarten through Grade 12 with a home language other than English. The test would identify English language proficiency (ELP). The assessment of this proficiency was the CELDT. CELDT was used to determine English learners' needs to improve their skills in listening, speaking, reading, and

writing in English. Once students were identified as low proficiency, the students would be tested each year after that to assess the proficiency levels. In 2018, the CDE converted from the CELDT to the English Language Proficiency Assessments for California (ELPAC) as the required state ELP to assess students who speak another language than English. The ELPAC administers two assessments a year consisting of an initial ELP assessment for English learners and an annual summative assessment to measure student progress in learning English and identify the student's level of ELP. For the period between 2011-12 and 2013-14, the AYP, API, and CELDT were in place and will be used to analyze the data for each of the seven schools in the study.

Interviews

Under the qualitative analysis, interviews with District Cabinet-level leaders to inquire how the SIG funding affected academic achievement, student attendance, and student discipline. These interviews took place via Zoom meetings. Notes were transcribed and reviewed once all calls had been made to the school site leaders. A list of the findings was created. Finally, an analysis focused on the major themes of how the SIG funding affected academic achievement, student attendance, and student discipline.

Validity

The decision to interview the district office administrators is explicit. The study included a purposeful sampling of schools and participants in the district who had experience with the SIG program between 2011-12 and 2013-14. The information from the administrators who were at the schools and in the district during that time were able to directly provide knowledge of the SIG funding and the impact on student performance and teacher retention. Because the participants may not have been at the schools before implementing the intervention models, an

emergent sample was also be used to gain knowledge to identify the impact of SIG funding on student performance.

Reliability

The reliability of the data from the CDE was determined based on certified reports from the district. These reports use the same methodology and reporting applications sent annually to the CDE. The data is reliable based on the consistent methods used to collect the information. Data for attendance and financial information is captured through the use of technology applications. The district used Illuminate (TK) for student attendance. The district's financial system used to record revenues and expenditures was Bi-Tech Technologies, a product of Sunguard Systems, Inc.

District data has been reported to the CDE using a consistent established process and procedures statewide. The data is entered through a student information system and audited each year for accuracy. The data generated by the district was based on consistent procedures and the same method used throughout each of the fiscal years 2011-12, 2012-13, and 2013-14. The data obtained at the district and not reported to the CDE is a consistent methodology established by the district and used by staff to generate reports for analyzing student attendance, discipline, etc.

Research of the district's database on California Educational Language Development Test (CELDT) and Smarter Balanced Assessment Consortium (SBAC) was reviewed and analyzed related to student achievement, student attendance, and discipline. To increase the validity of the qualitative analysis, the semi-structured interview questions were submitted to the a qualitative expert for feedback regarding clarity and the appropriateness of the questions asked.

The interview questions were provided to district leadership to eliminate any bias concerns and provide consistency among participants. The interviews did not occur until a

conversation with the leadership took place to answer any questions regarding the response timeline. The timeliness of the responses was critical to complete the analysis for secondary data and interviews.

The interview questions were a set of open-ended questions used in each interview with the administrators at each of the seven schools. This methodology strengthened the reliability of the survey through consistency among the participants. The responses were analyzed by grouping the responses to compare responses among the respondents about their experiences at the schools.

The accuracy of the interviews and data support the validation and comparison of the data. The interview questions were validated prior to distribution, which supported the consistent measurement with each administrator of the seven administrators. The interview was recorded to allow for review after the actual interview. Also, follow up questions occurred when the replies needed validation and more input.   The data compiled from the CDE was state-certified, providing certainty to the accuracy of the data District created data was used consistently with a logical process for compiling the information. The data was internally verified against state-certified data for accuracy and reliability.

<div align="center">**Data Collection**</div>

Secondary Data

The study used various data sets compiled to determine the impact of SIG funding on student performance and teacher retention. The data was obtained internally from the district and externally from the CDE (See Appendix A). This secondary data was downloaded from the state public domain website, and additional data secured from the District. Data was collected from seven schools that received SIG funds from the period 2011-12 through 2013-14. A good

portion of the information and data was available from the CDE for the study's quantitative elements. CDE maintains a plethora of databases used consistently year over year and available online; Standardized Testing and Reporting (STAR) data, Adequate Yearly Progress (AYP), Academic Performance Index (API), and California Educational Language Development Test (CELDT) and can be tracked at the school level.

Interviews

A formal written letter was sent to the appropriate administrator and district leadership, identifying the project, interview process, timeline for an interview, and delivery date of information to be shared. Letters were sent out after a personal phone call to the school site administrators and district leadership.

The open-ended interviews from each school site administrator were collected to provide a perspective related to SIG funding's impact at the site level on student achievement, student attendance, and discipline. A recording device eliminated the need to go back and verify statements a second and third time during the interviews and provided a simple transcription. The interviews took approximately 45 minutes. An interview with the Director of SIG was conducted and lasted no longer than one hour. Because of the turnover in staff at the SIG sites, a smaller population of school sites participated in the interviews for the period covered from 2011-12 through 2013-14. Personal phone calls included the district leadership with a follow-up email confirming the interview time with the Director of SIG. Follow up questions based on the interviews were completed via telephone and/or email.

The school site administrators' interviews provided a site-level perspective on student achievement, student attendance, and discipline. The questions used during the school site and

district administrators' interviews for each of the seven schools are located in Appendix B. The interview questions apply to the period 2011-12 through 2013-14.

The interview questions were used for the study's intended purpose on seeking to understand the impact of fiscal resources on student achievement, student attendance, and discipline-based on SIG funding received. The interview results and triangulation with the secondary data required timeliness and a systematic review for the completion of the analysis.

Data Analysis

The data analysis strategies in the study utilized demographic characteristics of the students-at the seven SIG schools in the following areas: student achievement, attendance, and discipline for each of the seven SIG schools that received funding through the SIG Grant in Stockton USD. The researcher analyzed and identified the results of an increase in SIG funding and student achievement change based on attendance and discipline. The demographic analysis was presented in charts, graphs, and tables.

Quantitative

The study analyzed testing results in determining changes from year to year under the three-year period of review. As part of the quantitative analysis, the data was triangulated with ethnicity, gender, low socioeconomic status, EL status, grade level, teacher tenure status, student attendance, and student discipline. The study further analyzed the expenditures associated with supporting the program for over three years.

Once the data was collected, a review of the relationship between increased SIG funding and academic achievement, student attendance, and student discipline occurred using a data based analysis program.

Qualitative

A qualitative methodology that employed phenomenology was utilized. Under the qualitative analysis, interviews with each of the school site leaders took place to inquire how the SIG funding affected academic achievement, student attendance, and student discipline. These interviews occurred in an online Zoom meeting. Notes were transcribed and reviewed once all calls had been made to the school site leaders. Once interviews were transcribed, each administrator received a transcription. This member-checking allows for validation of content and consistency of construct.

The qualitative data analysis technique incorporating Strauss and Corbin's (1990) methodology of utilizing open, axial, and selective coding was utilized to analyze the results of the interviews. A list of the findings were created via open-coding. The use of axial coding provided an analysis that focused on the conversations' major themes as to how the SIG funding affected academic achievement, student attendance, and student discipline. Finally through the use of selective coding lean codes were teased from the data by reducing, counting and interpreting, leading us to use the winnowing process (Creswell & Poth, 2018).

Ethical Issues

An Instructional Review Board (IRB) application was submitted and approved by Concordia University Irvine. The CITI certificate for the researcher is located in Appendix C. The consent form is located in Appendix D. An area of risk for this study included personal perceptions by administrators from the seven different schools. The researcher reviewed the information received from the interviews for inconsistencies and anomalies, and followed up with questions for the leadership at the district level in an attempt to triangulate the information

provided. Confidentiality was maintained regarding the information received from the interviews.

Summary

This chapter considered the rationale for the mixed-methods ex post facto study. The study included demographics, expenditure patterns, and assessments to analyze student achievement based on expenditures. There was an explicit decision to have all seven school site administrators participate in the interview process awarded, who were awarded SIG funds to be interviewed. Also, several district administrators directly or indirectly associated with the Grant were included in the interviews to ensure a full review of the study's purpose and data collection.

The study's quantitative section included secondary data from the California Department of Education for student demographics and student achievement assessment data in addition to the interviews.   The ethical factors were also taken into consideration in this chapter as part of the overall study.

The next chapter presents an analysis of the quantitative and qualitative data obtained from the personal interviews, the CDE data for assessment and student attendance, and the district's local discipline data at a school site level, not a student level.

CHAPTER 4: RESULTS

In this study, data was used to examine the correlations among schools in a large urban district that received SIG funding and the impact on student achievement, attendance, and discipline.   This study proposed to reconnoiter in a large urban district how funding was used to support the needs of the most vulnerable students in those schools who met eligibility for the SIG and resulted in increased student achievement, increase student attendance, and decreased discipline. In this chapter, the secondary quantitative data from the California Department of Education (CDE) and financial data from the district of record are reported. The qualitative data results were obtained through open-ended questions for school site administrators at the schools who received SIG. The school district administrators were responsible for meeting the SIG guidelines, implementation, and reporting the results to the CDE during the time frame of the collected data.

Quantitative Data Analysis

The CDE certifies all statewide enrollment, attendance, and discipline captured and reported to the State by school agencies. The data submitted to the CDE is reviewed and certified annually and becomes the data's final record. In addition, the CDE often uses the data to determine apportionments and distribution of funds. Data collected and presented in this study are enrollment by school, enrollment by English Learner, Free and Reduced Price Meals, and female and male distribution. Further, state testing was included for all schools for the years 2011-12 through 2012-13. The CST's basis stemmed from the California Public Schools Accountability Act of 1999 (PSAA) and focused on improving academic achievement for all students. The test was administered each Spring and assessed the California content standards in

English Language Arts (ELA), mathematics, science, and history-social science. In the Spring of the 2013-14 school year, the administration of the CAASPP began.

The expenditures for all seven schools are presented by school year starting in 2011-12 through the 2015-16 school year. The District was awarded SIG funding in the 2011-12 school year as a pre-implementation year followed by three years of SIG program of $34,140,302 for all seven schools.

Demographics of Students in the Seven SIG Schools

The study included secondary demographic information from the California Department of Education for each of the seven schools separately by year. The demographic information is one of five data elements that the study reviewed to understand students served, needs, and services.

2011-12

The 2011-12 secondary data has been certified by the Department of Education as a formal record of enrollment for all seven schools, including the percentage of enrollment by the school as it relates to the seven schools in Table 6. Total enrollment in the seven schools was 4,320. A histogram displaying the 2011-12 enrollment for each of the seven SIG schools is in Figure 1.

Table 6

2011-12 Enrollment by School

Schools	Enrollment	Percentage
A	882	20.4%
B	595	13.8%
C	922	21.3%
D	305	7.1%
E	610	14.1%
F	445	10.3%
G	561	13.0%
Total	4,320	100.0%
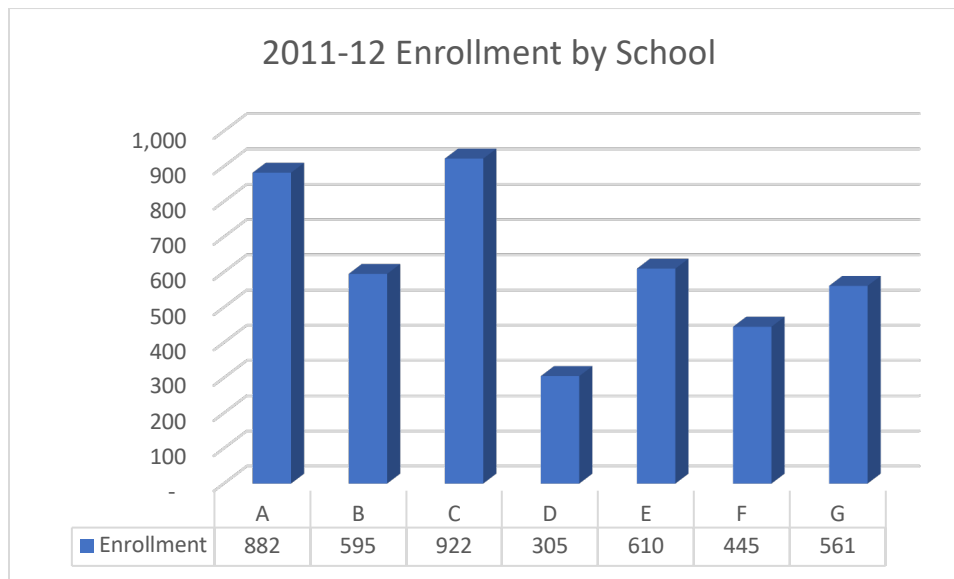
Figure 1. 2011-12 Enrollment for Each of the Seven SIG Schools

Table 7 provides the reader with the school's 2011-12 total enrollment and the percentage of enrollment by English Language learners for each of the seven schools. The percentage ranges from 36.1% to 49.6%. Of the total 4,314 students at the seven schools, 1,888 are English Learners (EL).

Table 7

2011-12 Enrollment and Percentage by
School for English Learners

Schools	Enrollment	EL	Percentage
A	876	428	49.9%
B	595	220	40.0%
C	922	458	49.6%
D	305	125	40.9%
E	610	220	36.1%
F	445	192	43.1%
G	561	245	43.7%
Total	4,314	1,888	

Figure 2 displays a bar chart providing 2011-12 school enrollment compared to EL

learners' enrollment by the school. Almost half of the enrollment included students who were EL

learners for each of the seven schools.
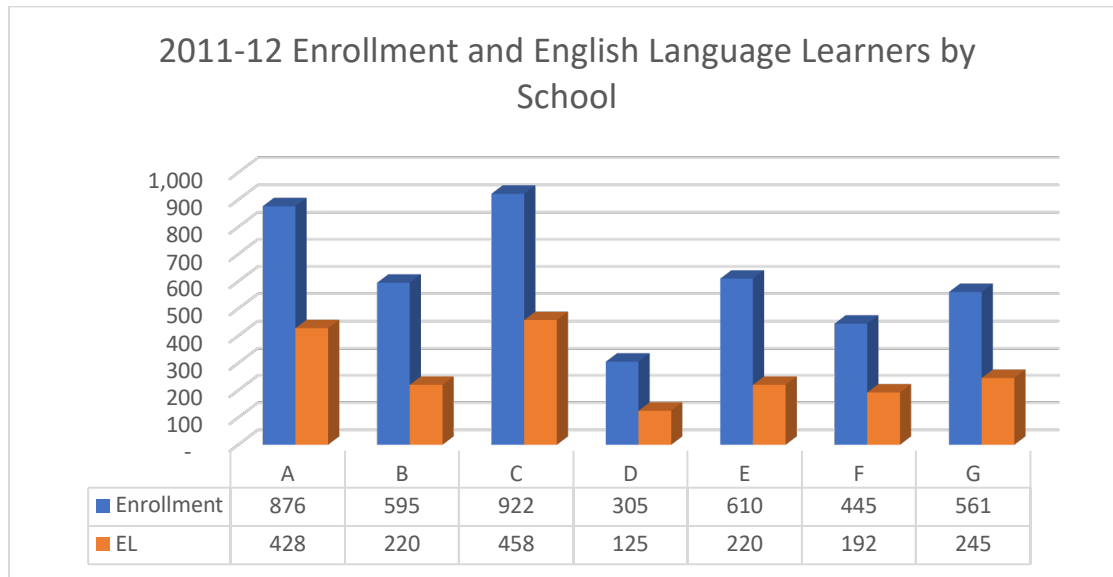
Figure 2. 2011-12 School Enrollment Compared to EL Learners' Enrollment by the School

Table 8 provides 2011-12 total enrollment by the school and the percentage of enrollment

for Free and Reduced Price Meal for each of the seven schools. School A had the lowest Free and

Reduced Price Meal percentage with 82.4%, and Schools E and G the highest with 100%. Figure

3 documents this information in histogram format.

Table 8

2011-12 Enrollment and Percentage by School for Free and Reduced

Price Meals

Schools	Enrollment	FRPM	Percentage
A	882	727	82.4%
B	595	593	99.7%
C	922	920	99.8%
D	305	284	93.1%
E	610	609	100.0%
F	445	443	99.6%
G	561	561	100.0%
Total	4,320	4,137	
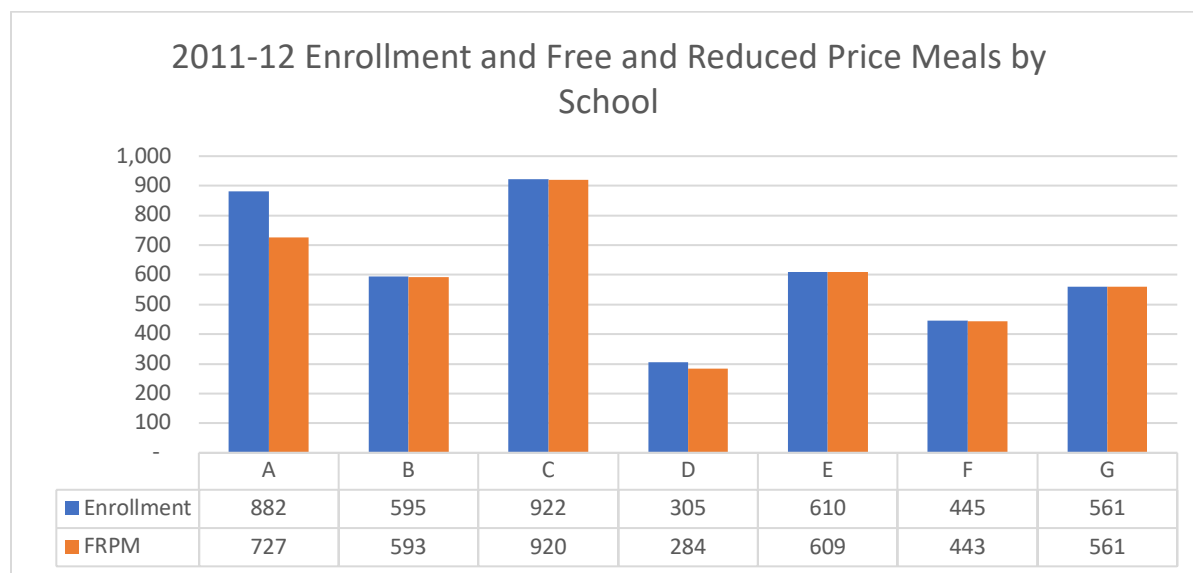
Figure 3. 2011-12 School Enrollment Compared to the FRPM Enrollment by the School

Table 9 below provides 2011-12 total enrollment by the school and a breakdown of

enrollment by female and male students for each of the seven schools. Enrollment was 4,320

students, with a breakdown between female and male of 49% and 51%, respectively. The schools ranged from a low of 46.3% to a high of 52.1% for female students. In comparison, the range for male students ranged from 47.9% to 53.7%. Although School D had the lowest enrollment of all seven schools, the breakdown between female and male students was within 3% points of 50-50 on the percentage, as shown in a histogram in Figure 4.

Table 9

2011-12 Enrollment and Percentage by School for Female vs. Male Enrollment

Schools	Enrollment	Female Students	Male Students	Percentage of Female by school	Percentage of Male Students
A	882	408	474	46.3%	53.7%
B	595	290	305	48.7%	51.3%
C	922	458	464	49.7%	50.3%
D	305	157	148	51.5%	48.5%
E	610	285	325	46.7%	53.3%
F	445	232	213	52.1%	47.9%
G	561	279	282	49.7%	50.3%
Total	4,320	2,109	2,211		
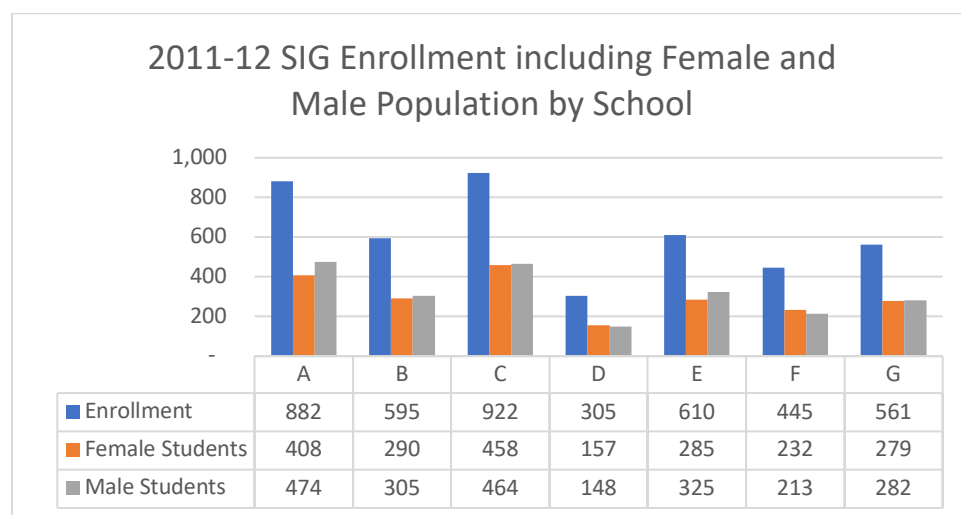
Figure 4. Bar Chart Showing 2011-12 School Enrollment with a Breakdown of Enrollment by Female and Male Students

2012-13

Table 10 below provides the 2012-13 total enrollment by the school of 4,424 and the

percentage for each of the seven schools in Table 8. School C is the largest enrollment of all

seven schools at 21.9%, and School D is the lowest at 6.9%. In addition, Figure 5 displays a

histogram of enrollment for each of the 2012-13 enrollment of the seven SIG schools.

Table 10

2012-13 Enrollment and Percentage by

School

Schools	Enrollment	Percentage
A	925	20.9%
B	620	14.0%
C	967	21.9%
D	307	6.9%
E	559	12.6%
F	509	11.5%
G	537	12.1%
Total	4,424	100.0%

	A	B	C	D	E	F	G
Enrollment	925	620	967	307	559	509	537

2012-13 Enrollment by School
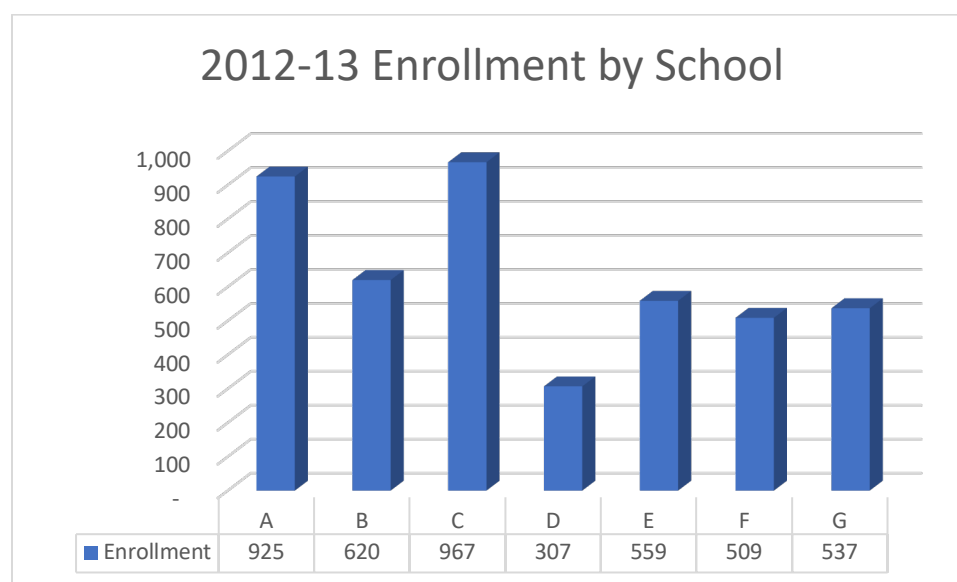
Figure 5. Bar Chart Showing 2012-13 Enrollment for Each of the Seven SIG Schools

Table 11 below displays the school's 2012-13 total enrollment and the percentage of enrollment by English Language learners for each of the seven schools. The percentage ranges from 32.9% to 45.7%. Of the total 4,424 students at the seven schools, 1,880 are English Learners (EL). Figure 6 shows School C as the lowest percentage for school enrollment and EL enrollment.

Table 11

2012-13 Enrollment and Percentage by School for

English Learners

Schools	Enrollment	EL	Percentage
A	925	423	45.7%
B	620	204	32.9%
C	967	486	50.3%
D	307	125	40.7%
E	559	240	42.9%
F	509	199	39.1%
G	537	203	37.8%
Total	4,424	1,880	
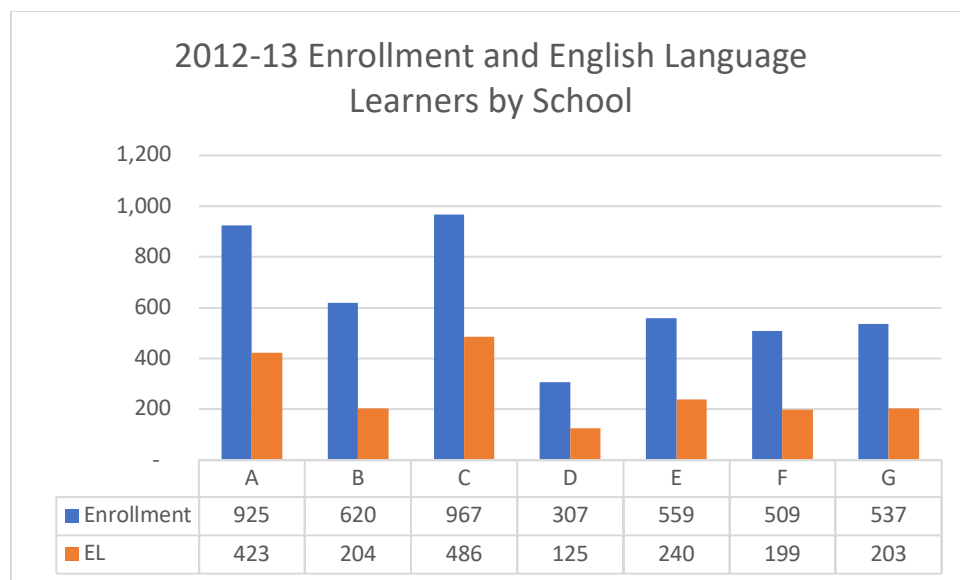
Figure 6. Bar Chart Showing 2012-13 School Enrollment Compared to EL Learners' Enrollment by the School

Table 12 below shows 2012-13 total enrollment by school and the percentage of enrollment for Free and Reduced Price Meal for each of the seven schools. Each of the schools shows above 90% in all seven schools. School B is the highest level with 99.7%, and School D is the lowest at 93.8%:

Table 12

2012-13 Enrollment and Percentage by School for

FRPM

Schools	Enrollment	EL	Percentage
A	925	914	98.8%
B	620	618	99.7%
C	967	963	99.6%
D	307	288	93.8%
E	559	557	99.6%
F	509	502	98.6%
G	537	532	99.1%
Total	**4,424**	**4,374**	

65
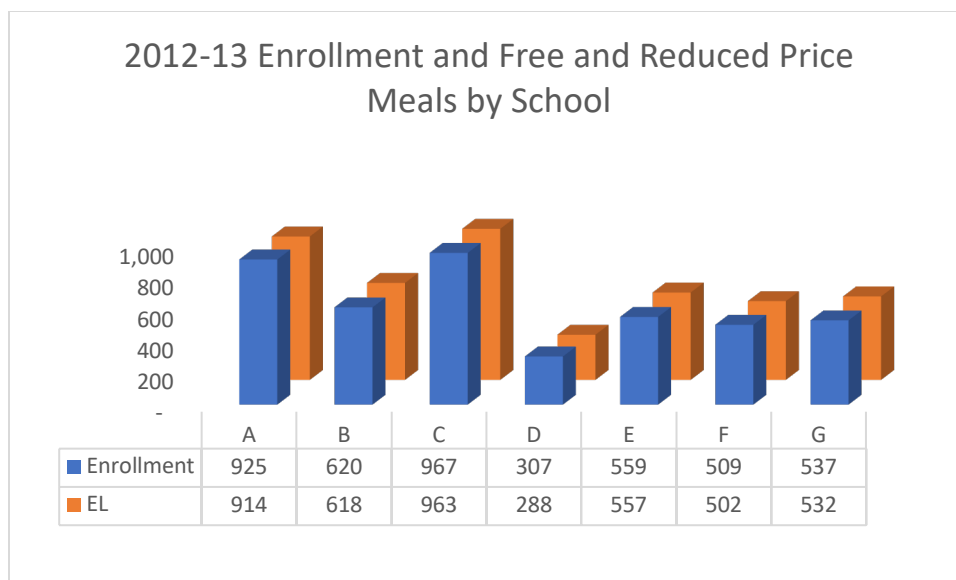
Figure 7. Bar Chart Showing the 2012-13 School Enrollment Compared to the FRPM

Enrollment by the School

Table 13 below provides 2012-13 total enrollment by the school and a breakdown of

enrollment by female and male students for each of the seven schools. The percentage of females

overall is 49.7% and 50.3% for males. The histogram shows School D with the highest female

enrollment, and School E is the highest male enrollment, slightly higher than School C by .2%.

Table 13

2012-13 Enrollment and Percentage by School for Female vs. Male Enrollment

Schools	Enrollment	Female Students	Male Students	Percentage of Female by school	Percentage of Male Students
A	925	452	473	48.9%	51.1%
B	620	310	310	50.0%	50.0%
C	967	473	494	48.9%	51.1%
D	307	160	147	52.1%	47.9%

E	559	272	287	48.7%	51.3%
F	509	258	251	50.7%	49.3%
G	537	273	264	50.8%	49.2%
Total	4,424	2,198	2,226		
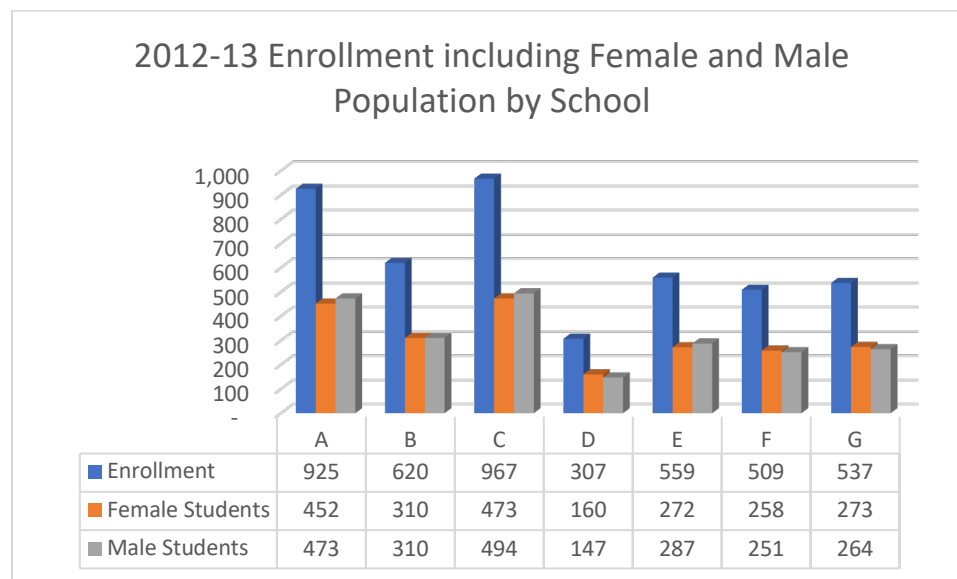
Figure 8. Bar Chart showing 2012-13 School Enrollment with a Breakdown of Enrollment by Female and Male Students

2013-14

The 2013-14 secondary data has been certified by the Department of Education as a formal record of enrollment for all seven schools, including the percentage of enrollment by the school as it relates to the seven schools in Table 14. Total enrollment is at 4,304 students, and School C has the highest percentage enrollment, and the lowest enrollment is School D. The histogram identifies in Figure 9 that same outcome:

Table 14

2013-14 Enrollment and Percentage by School

Schools	Enrollment	Percentage
A	911	21.2%
B	571	13.3%
C	939	21.8%
D	310	7.2%
E	573	13.3%
F	485	11.3%
G	515	12.0%
Total	4,304	100.0%
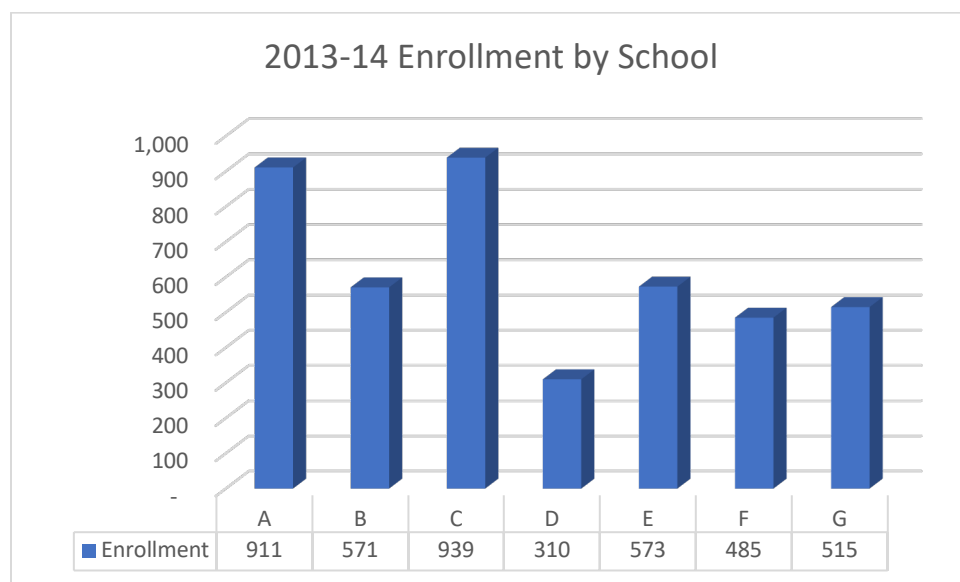
Figure 9. Bar Chart Showing 2013-14 Enrollment for Each of the Seven SIG Schools

Table 15 below provides the school's 2013-14 total enrollment and the percentage of enrollment by English Language learners for each of the seven schools, with an overall average of 44.7%. The percentages range from 37.4% to 51.3% among the seven schools. Of the total 4,304 students at the seven schools, 1,926 are English Learners (EL). Figure 10 shows School C as the lowest number of enrollment and EL enrollment.

Table 15

2013-14 Enrollment and Percentage by School for English Learners

Schools	Enrollment	EL	Percentage
A	911	450	49.3%
B	571	214	37.4%
C	939	482	51.3%
D	310	133	42.9%
E	573	259	45.2%
F	485	202	41.6%
G	515	186	36.1%
Total	4,304	1,926	44.7%
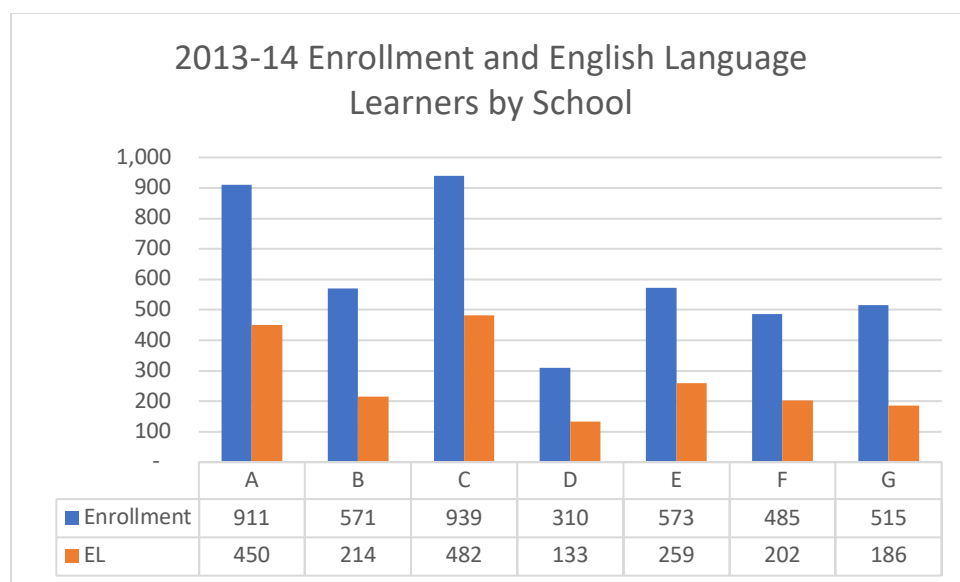
Figure 10. Bar Chart Showing 2013-14 School Enrollment Compared to EL Learners' Enrollment by the School

Table 16 below shows 2013-14 total enrollment by the school and the percentage of enrollment for Free and Reduced Price Meal for each of the seven schools: Each of the schools continues to show a percentage above 90% in all seven schools from one year to another. School F is the highest level with 96.7%, and Schools A and D are the lowest at 94.2%: Figure 11 shows from the smallest school, School D, to the largest, School C, a consistent level of over 90% FRPM at each school.

Table 16

2013-14 Enrollment and Percentage by School for FRPM

Schools	Enrollment	FRPM	Percentage
A	911	858	94.2%
B	571	539	94.4%
C	939	891	94.9%
D	310	297	95.8%
E	573	545	95.1%
F	485	469	96.7%
G	515	485	94.2%
Total	**4,304**	**4,084**	
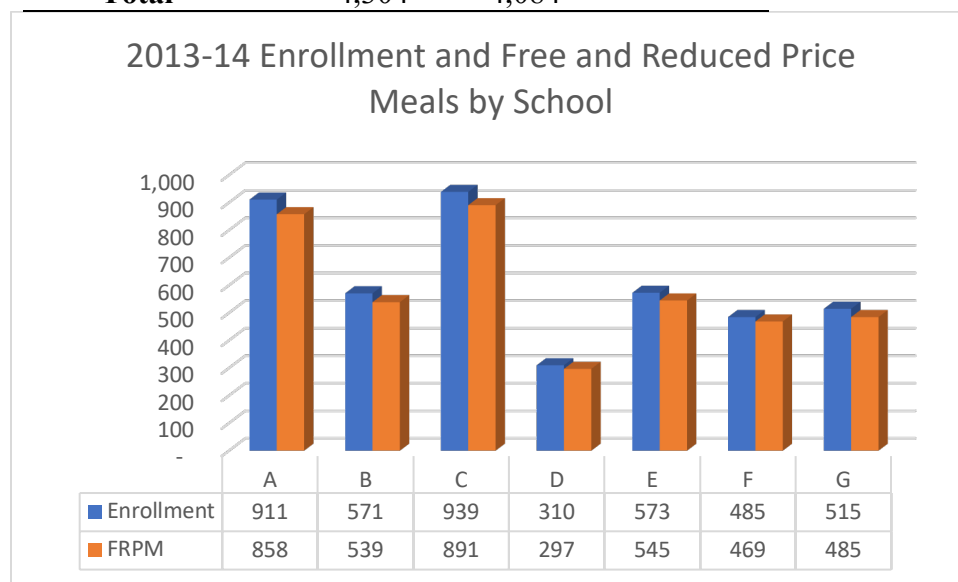
Figure 11. Bar Chart Showing the 2013-14 School Enrollment Compared to the FRPM Enrollment by the School

Table 17 below provides 2013-14 total enrollment by the school and a breakdown of enrollment by female and male students for each of the seven schools. The percentage of females overall is 49.4% and 50.6% for males. The histogram shows School D with the highest female enrollment, and School E is the highest male enrollment. In Figure 12, more than 50% of the schools in the histogram show males at or above females.

Table 17

2013-14 Enrollment and Percentage by School for Female vs. Male Students

Schools	Enrollment	Female Students	Male Students	Percentage of Female Students	Percentage of Male Students
A	925	439	472	47.5%	51.0%
B	620	282	289	45.5%	46.6%
C	967	457	482	47.3%	49.8%
D	307	163	147	53.1%	47.9%
E	559	286	287	51.2%	51.3%
F	509	244	241	47.9%	47.3%
G	537	255	260	47.5%	48.4%
Total	4,304	2,126	2,178		
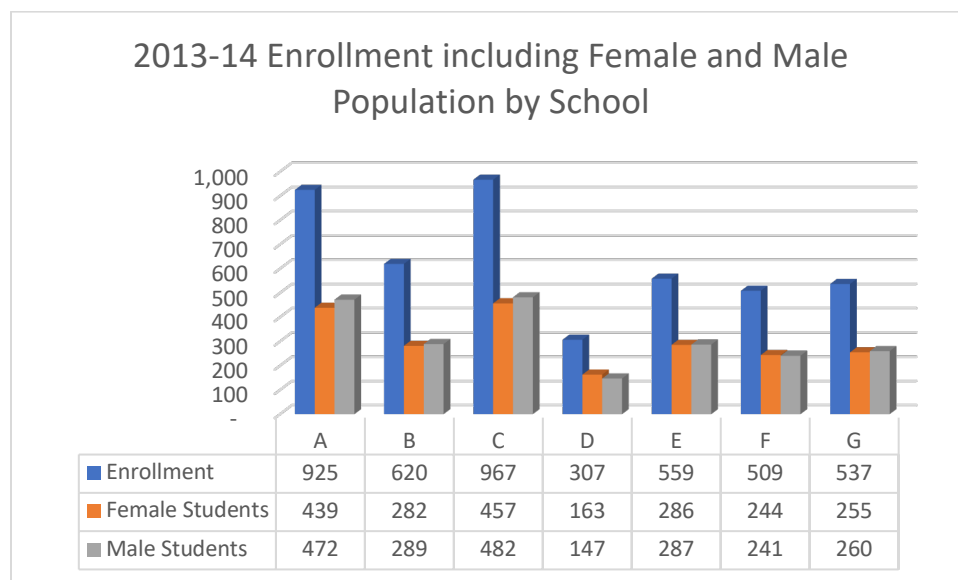
Figure 12. Bar Chart Showing 2013-14 School Enrollment with a Breakdown of Enrollment by Female and Male Students

2014-15

The 2014-15 secondary data has been certified by the Department of Education as a

formal record of enrollment for all seven schools, including the percentage of enrollment by the

school as it relates to the seven schools in Table 18. Total enrollment is 4,463 students, and

School C has the highest percentage enrollment at 21%, and the lowest enrollment is in School D

with 8%. In Figure 9, the histogram identifies a majority of the schools are above 500 students.

Table 18
2014-15 Enrollment and Percentage by School

Schools	Enrollment	Percentage
A	928	20.8%
B	607	13.6%
C	935	21.0%
D	359	8.0%
E	648	14.5%
F	485	10.9%
G	501	11.2%
Total	4,463	100.0%
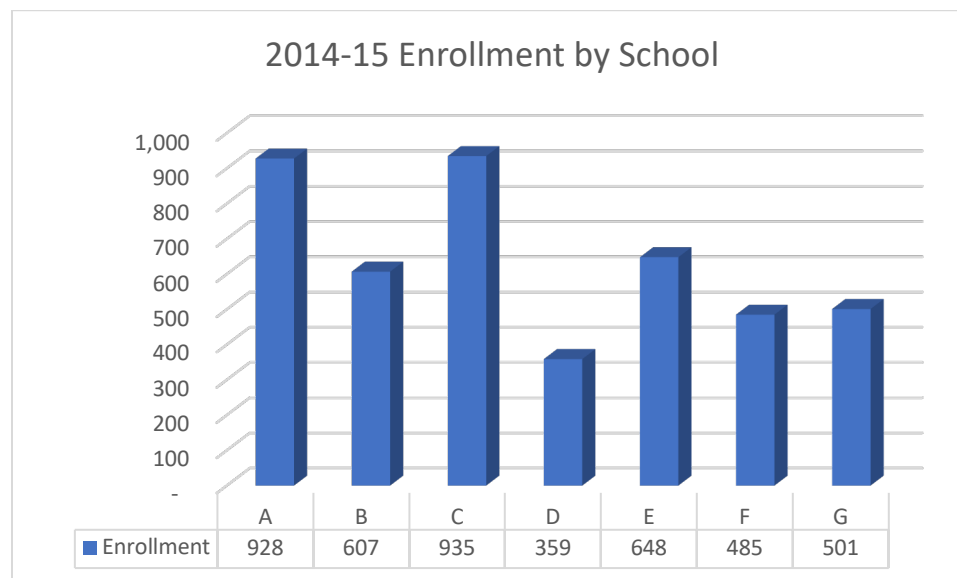
Figure 13. Bar Chart Showing 2014-15 Enrollment for Each of the Seven SIG Schools

Table 19 below provides the 2014-15 district's total enrollment by the school and the percentage of enrollment by English Language learners for each of the seven schools. Table 13 below provides the school's 2013-14 total enrollment and the percentage of enrollment by English Language learners for each of the seven schools, with an overall average of 43.5%. The percentages range from 34.5% to 51.3% among the seven schools. Of the total 4,463 students at the seven schools, 1,942 are English Learners (EL). Figure 14 shows School C as the lowest enrollment number with less than 400 students and EL enrollment with less than 200 students.

Table 19

2014-15 Enrollment and Percentage by School for English Learners

Schools	Enrollment	EL	Percentage
A	928	445	48.0%
B	607	216	35.6%
C	935	480	51.3%
D	359	151	42.1%
E	648	270	41.7%
F	485	207	42.7%
G	501	173	34.5%
Total	4,463	1,942	
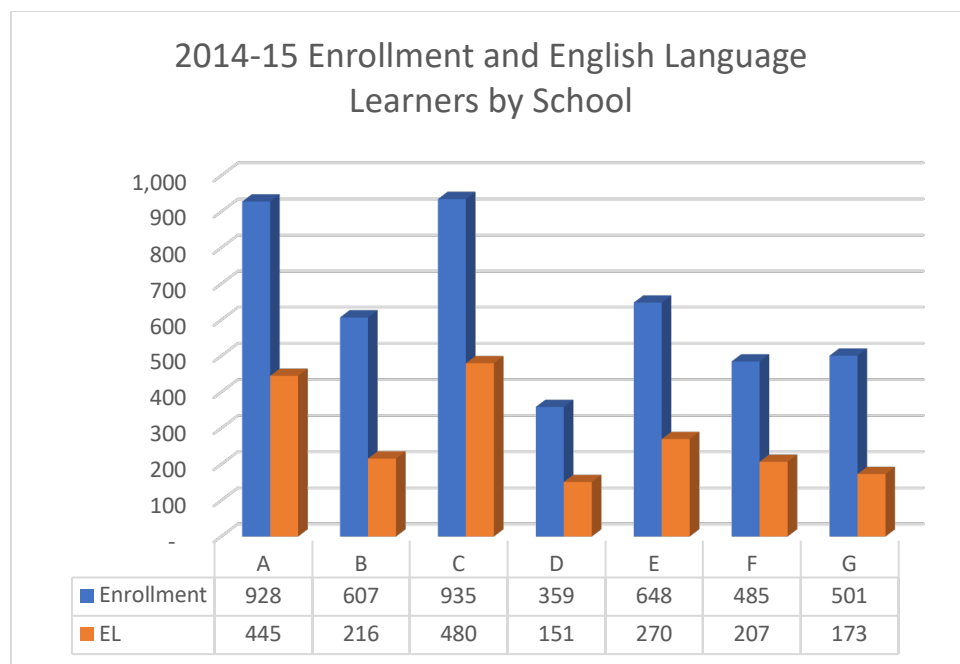
Figure 14. The Histogram for 2014-15 Provides the Total District Enrollment Compared to EL

Enrollment Districtwide and the EL Enrollment in Each of the Seven SIG schools. EL

Enrollment in the SIG schools Equated to 11.1% Versus the Districtwide Enrollment for EL

Students, 28.3%
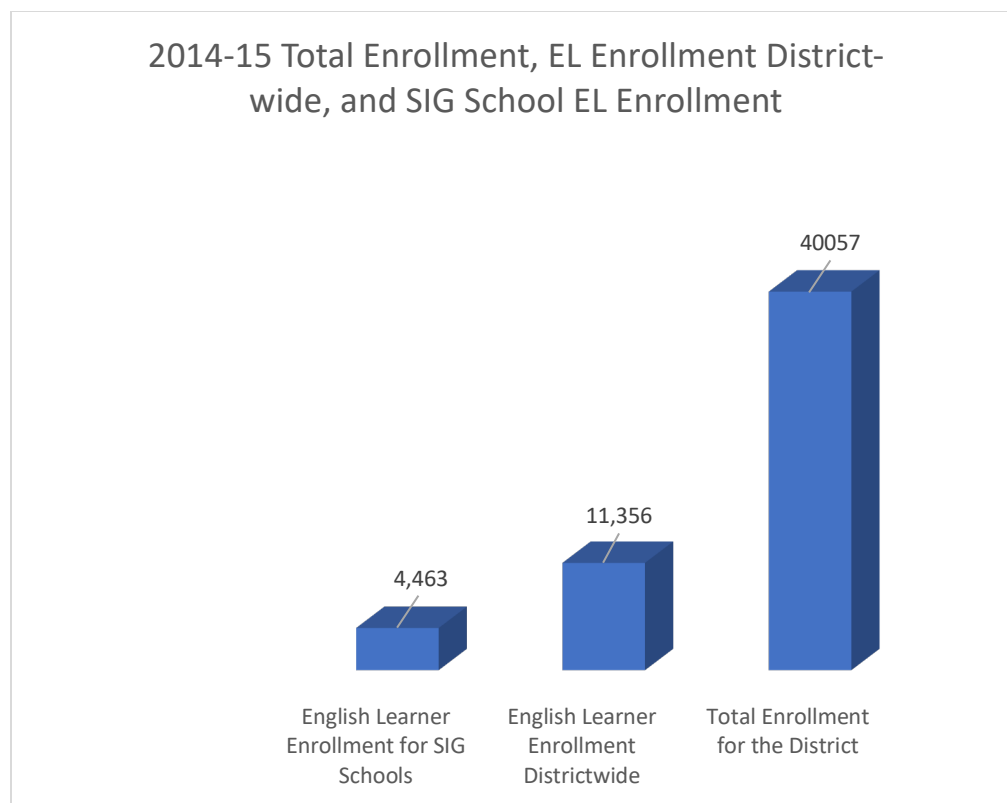
Figure 15. Bar Chart Showing the 2014-15 Total School Enrollment Compared to EL

Enrollment in the SIG Schools and EL Enrollment Districtwide

Table 20 below shows the school's 2014-15 total enrollment and the percentage of

enrollment for Free and Reduced Price Meal for each of the seven schools. 2014-15 is the first

year in the study that the FRPM percentages fell below 90%. However, each school's percentage

of FRPM is above 80% in all seven schools from one year to another. School F is the highest

level with 87.5%. School E is the lowest at 80.2%: Figure 16 shows a reduction in the number of

FRPM students in each of the seven schools, with School C, to the largest, slightly above School

A. School E is the lowest percentage, 80.2% of FRPM, but not the lowest enrollment or FRPM.

Table 20

2013-14 Enrollment and Percentage by School for FRPM

Schools	Enrollment	FRPM	Percentage
A	928	801	86.3%
B	607	508	83.7%
C	935	818	87.5%
D	359	297	82.7%
E	648	520	80.2%
F	485	413	85.2%
G	501	417	83.2%
Total	4,463	3,774	
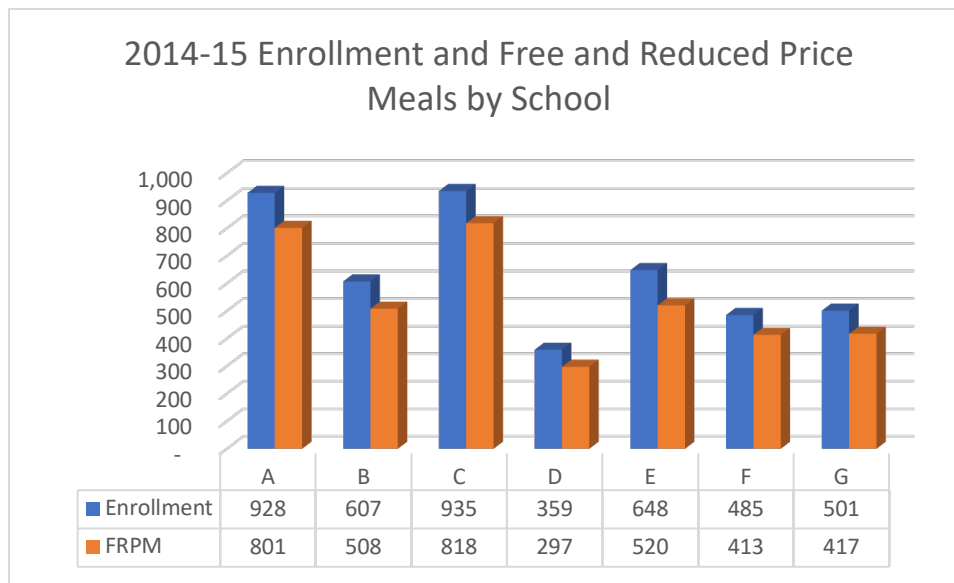
Figure 16. Bar Chart Showing the 2014-15 School Enrollment Compared to the FRPM Enrollment by the School

Table 21 below provides 2014-15 total enrollment by the school and a breakdown of enrollment by female and male students for each of the seven schools. The percentage of females overall is 49.3% and 50.7% for males. The histogram shows the school with the highest female and male enrollment as School A. In Figure 17, more than 50% of the schools in the histogram show males at or above females.

Table 21

2014-15 Enrollment and Percentage by School for Female vs. Male Students

Schools	Enrollment	Female Students	Male Students	Percentage of Female Students	Percentage of Male Students
A	928	446	482	48.1%	51.9%
B	607	296	311	48.8%	51.2%
C	935	460	475	49.2%	50.8%
D	359	179	180	49.9%	50.1%
E	648	332	316	51.2%	48.8%
F	485	239	246	49.3%	50.7%
G	501	246	255	49.1%	50.9%
Total	4,463	2,198	2,265		

2014-15 Enrollment including Female and Male Population by School

	A	B	C	D	E	F	G
■ Enrollment	928	607	935	359	648	485	501
■ Female Students	446	296	460	179	332	239	246
■ Male Students	482	311	475	180	316	246	255
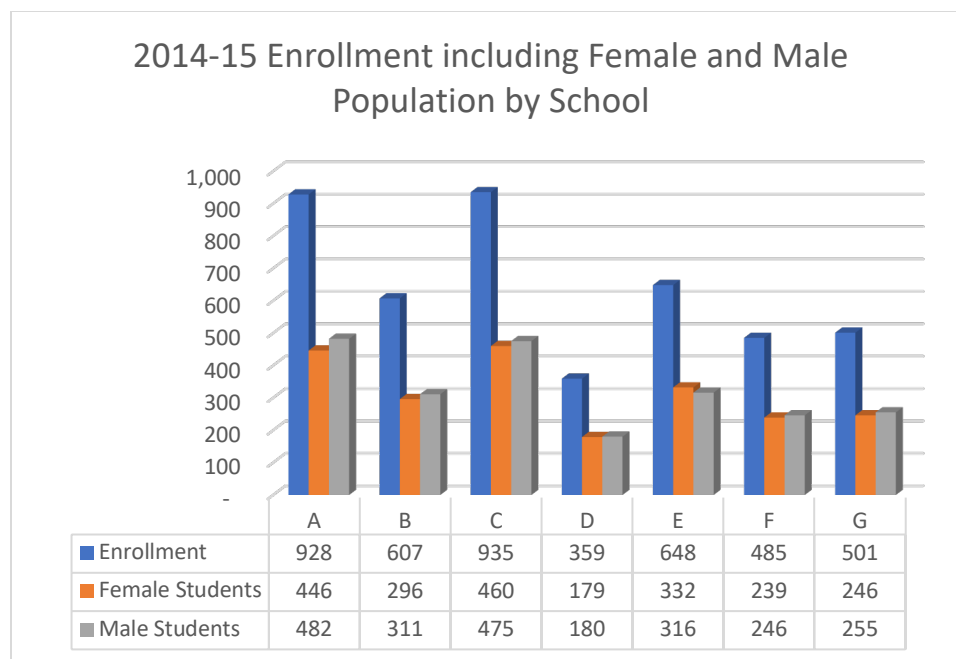
Figure 17. Bar Chart Showing 2014-15 School Enrollment with a Breakdown of Enrollment by Female and Male Students

2015-16

The 2015-16 secondary data has been certified by the Department of Education as a formal record of enrollment for all seven schools, including the percentage of enrollment by the school as it relates to the seven schools in Table 22. Total enrollment is at 4,409 students, and School C has the highest percentage enrollment at 20.6%, and the lowest enrollment is in School D with 8.2%. In Figure 18, the histogram identifies a majority of the schools are above 500 students.

Table 22

2015-16 Enrollment and Percentage by School

Schools	Enrollment	Percentage
A	896	20.3%
B	610	13.8%
C	908	20.6%
D	360	8.2%
E	669	15.2%
F	462	10.5%
G	504	11.4%
Total	4,409	100.0%
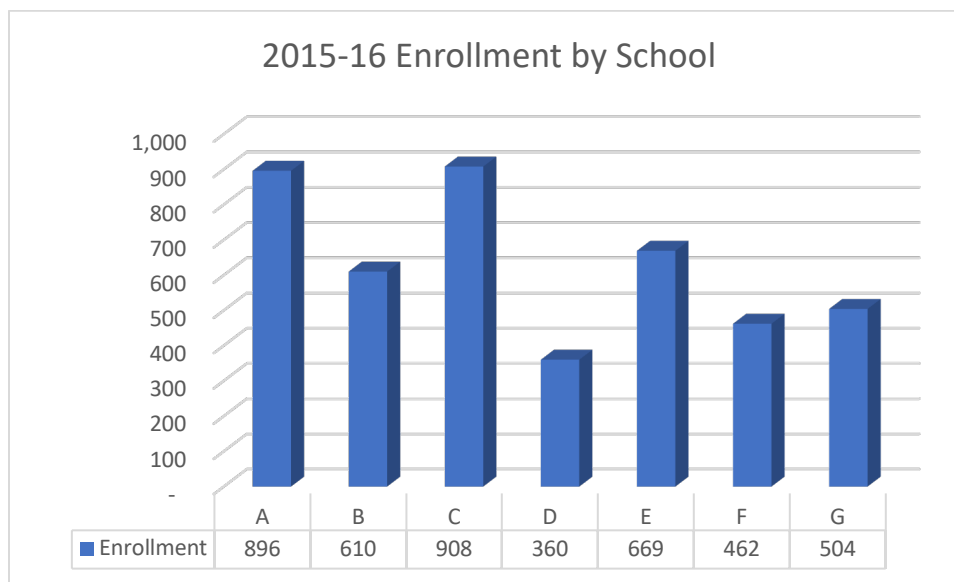
Figure 18. Bar Chart Showing 2015-16 Enrollment for Each of the Seven SIG Schools

Table 23 below provides the District's 2015-16 total enrollment by the school and the

percentage of enrollment by English Language learners for each of the seven schools. Table 23

below provides the school's 2015-16 total enrollment and the percentage of enrollment by

English Language learners for each of the seven schools, with an overall average of 42%, which

is slightly lower than 2014-15. The percentages range from 30.2% to 48.7% among the seven

schools. Of the total 4,409 students at the seven schools, 1,852 are English Learners (EL).

Figure 19 shows School D as the lowest enrollment number with less than 400 students and EL

enrollment with less than 200 students. However, School G came shows the percentage of EL

students was 30.2%, even with a higher number of students.

Table 23

2015-16 Enrollment and Percentage by School for English Learners

Schools	Enrollment	EL	Percentage
A	896	405	45.2%
B	610	216	35.4%
C	908	442	48.7%
D	360	150	41.67%
E	669	295	44.1%
F	462	192	41.6%
G	504	152	30.2%
Total	4,409	1,852	

2015-16 Enrollment and English Language Learners by School

	A	B	C	D	E	F	G
■ Enrollment	896	610	908	360	669	462	504
■ EL	405	216	442	150	295	192	152
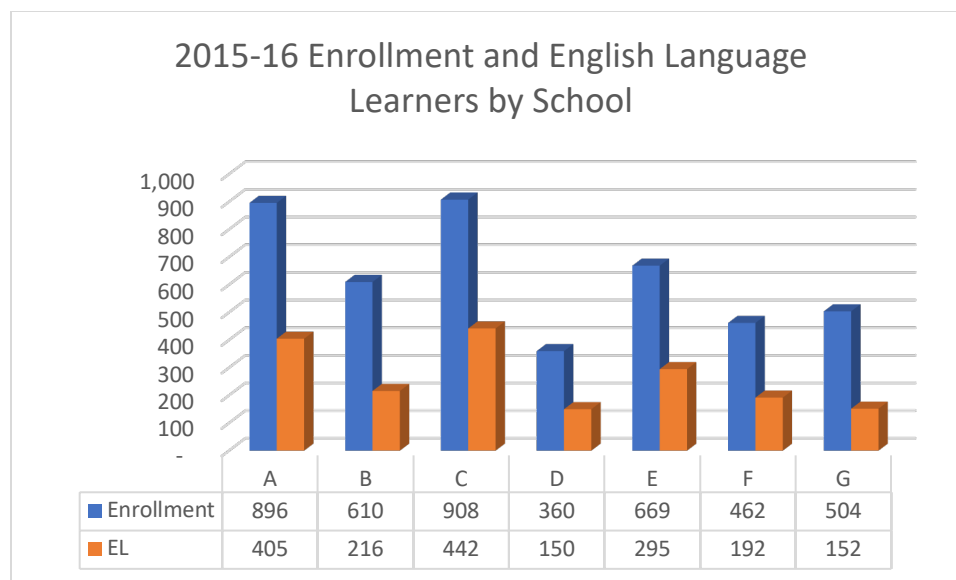
Figure 19. Bar Chart Showing 2015-16 School Enrollment Compared to EL Learners' Enrollment by the School

Table 24 below shows 2015-16 total enrollment by the school and the percentage of enrollment for Free and Reduced Price Meal for each of the seven schools. 2015-16 continues to see rates for FRPM percentages fall, with this year's rate falling below 80%. Schools B and C have levels above 80%, and the lowest is School D, with 67.2%. Figure 20 shows a reduction in the number of FRPM students in each of the seven schools, with School C, to the largest, slightly above School A. School D is the lowest percentage, 77.2 of FRPM, but not the lowest enrollment or FRPM.

Table 24

2015-16 Enrollment and Percentage by School for FRPM

Schools	Enrollment	FRPM	Percentage
A	896	692	77.2%
B	610	539	88.4%
C	908	788	86.8%
D	360	243	67.5%
E	669	520	77.7%
F	462	351	76.0%
G	504	388	77.0%
Total	4,409	3,521	
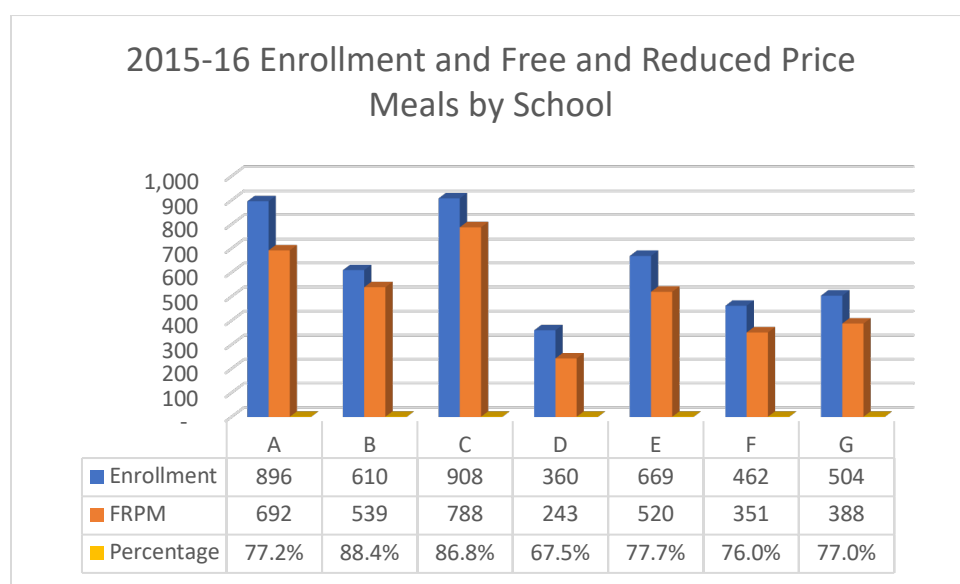
Figure 20. Bar Chart Showing the 2015-16 School Enrollment Compared to the FRPM

Enrollment by the School

Table 25 below provides 2015-16 total enrollment by the school and a breakdown of

enrollment by female and male students for each of the seven schools. The percentage of females

overall is 50.2% and 49.8% for males. The histogram shows the school with the highest female is

School C and School A for male enrollment. In Figure 21, more than 50% of the schools in the

histogram show males at or above females.

Table 25

2015-16 Enrollment and Percentage by School for Female and Male Students

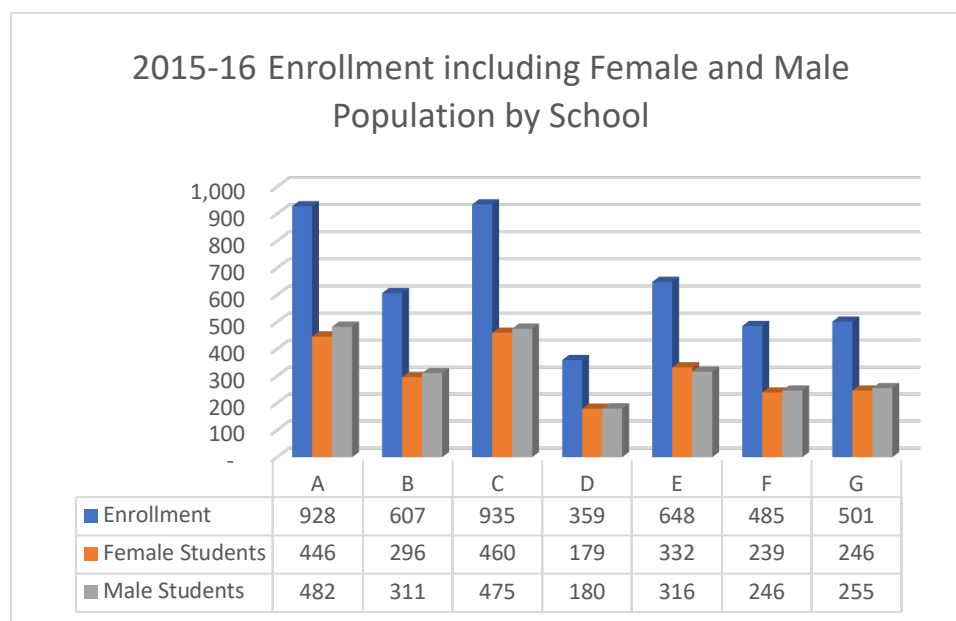| Schools	Enrollment	Female Students	Male Students	Percentage of Female Students	Percentage of Male Students
A	896	431	465	48.1%	51.9%
B	610	313	297	51.3%	48.7%
C	908	452	456	49.8%	50.2%
D	360	178	182	49.4%	50.6%
E	669	355	314	53.1%	46.9%
F	462	227	235	49.1%	50.9%
G	504	258	246	51.2%	48.8%
Total	4,409	2,214	2,195		

2015-16 Enrollment including Female and Male Population by School

|	A	B	C	D	E	F	G
■ Enrollment	928	607	935	359	648	485	501
■ Female Students	446	296	460	179	332	239	246
■ Male Students	482	311	475	180	316	246	255

Figure 21. Bar Chart Showing 2015-16 School Enrollment with a Breakdown of Enrollment by Female and Male Students

Expenditure data for schools during 2010-11 through 2013-14

The SIG funding was intended to support disadvantaged students' needs to raise student achievement in their lowest-performing schools. The study included expenditure data from each of the seven schools and how they were used to increase student achievement. Instructional and administrative expenditures from 2011-12 through 2015-16 from the seven school schools were reported.

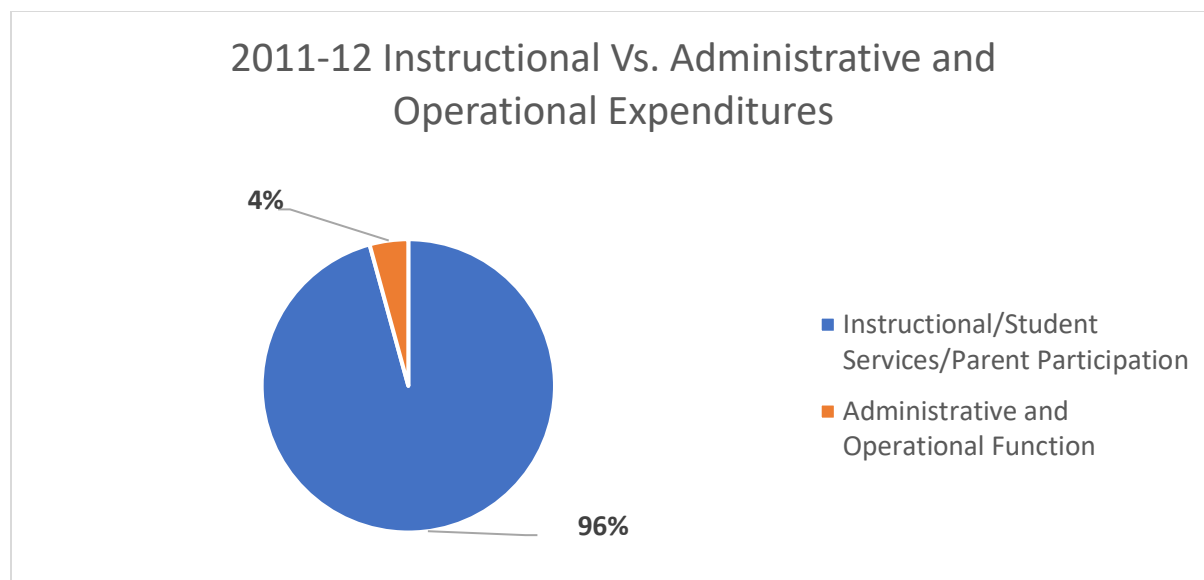Expenditure data were collected from the large urban district, which has been certified by the California Department of Education for the years 2011-12 through 2015-16. The following charts in Figures 22 through 31 provide the expenditure patterns for each fiscal year that SIG funding was available, which began as a Pre-Implementation year in 2011-12 and ended in 2014-15 and carryover amounts into 2015-16.

The secondary data has been certified by the Department of Education as a formal record of testing data for all seven schools in Figures 22 to 31. The data shows that most of the expenditures for the years 2011-12 through 2013-14 were in Personnel Salaries and Services and Other Operating Expenditures. For example, in Figure 22, the histogram shows 82% of the funds were spent on salaries, 14% supported statutory benefits, and 4% for indirect costs.
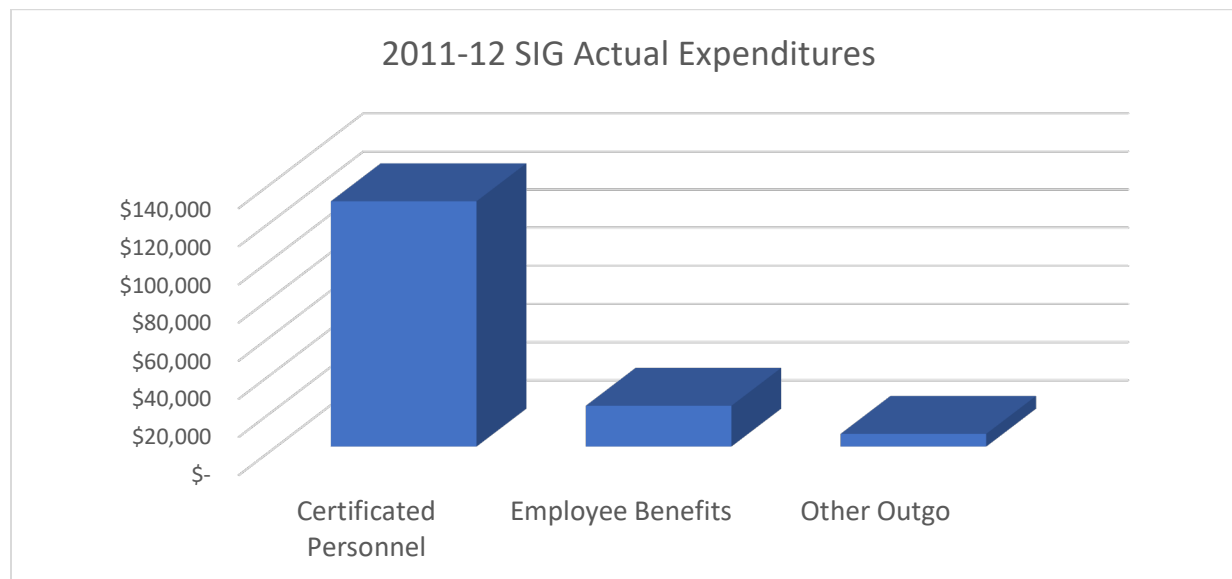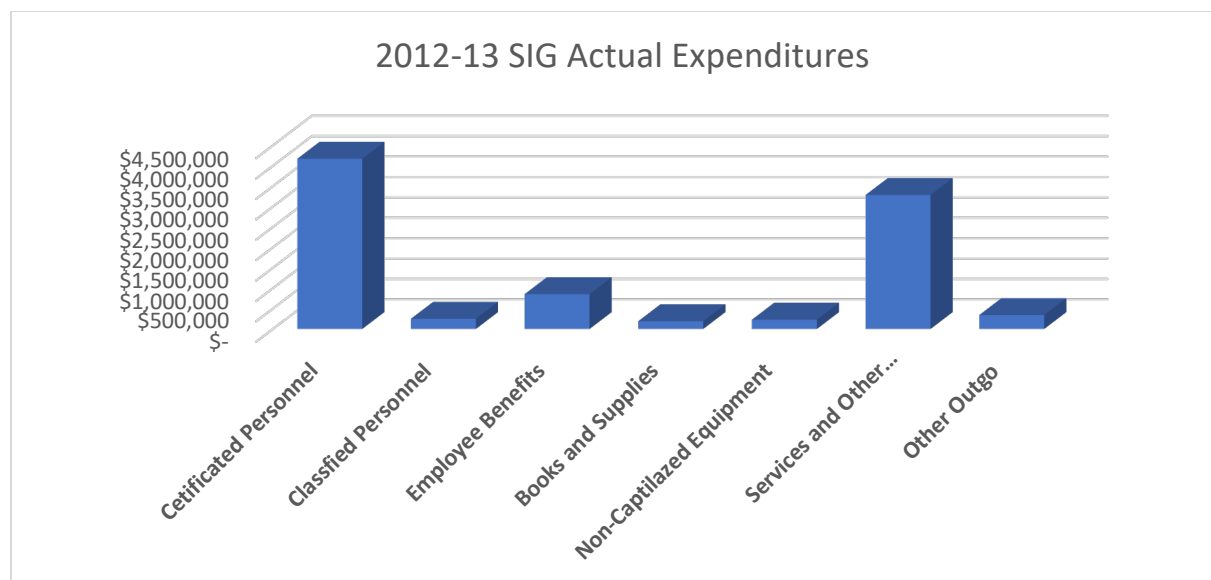

Figure 22. The Bar Chart Shows the 2011-12 SIG Actual Expenditures, Including Certificated Personnel, Employee Benefits, and other Outgo for All SIG Schools

The Figure 23 data shows that majority of the expenditures for the year 2011-12 were spent on Instructional Expenditures and not administrative expenditures, 96% Instruction, and 4% on Indirect (overhead expenditures).

2011-12 Instructional Vs. Administrative and Operational Expenditures

4%

96%

■ Instructional/Student Services/Parent Participation

■ Administrative and Operational Function

Figure 23. The Pie Chart Reveals the 2011-12 SIG Actual Expenditures with a Breakdown of SIG Expenditures for Instructional, Student Services, and Parent Participation versus Administrative Expenses

During 2012-13, the District focused on professional development and additional time for staff to extend the school day to support students. As a result, Figure 24 aligns with the services provided in that salaries and services and other expenditures are the highest expenditures for the year. The salaries are shy of $4 million.

Figure 24. The Bar Chart Displays the 2012-13 SIG Actual Expenditures, Including Certificated

Personnel, Employee Benefits, and other Outgo for all SIG Schools

Figure 25 data shows a consistent expenditure pattern with a majority of the expenditures

for the year 2012-13 were spent on Instructional Expenditures and not Administrative

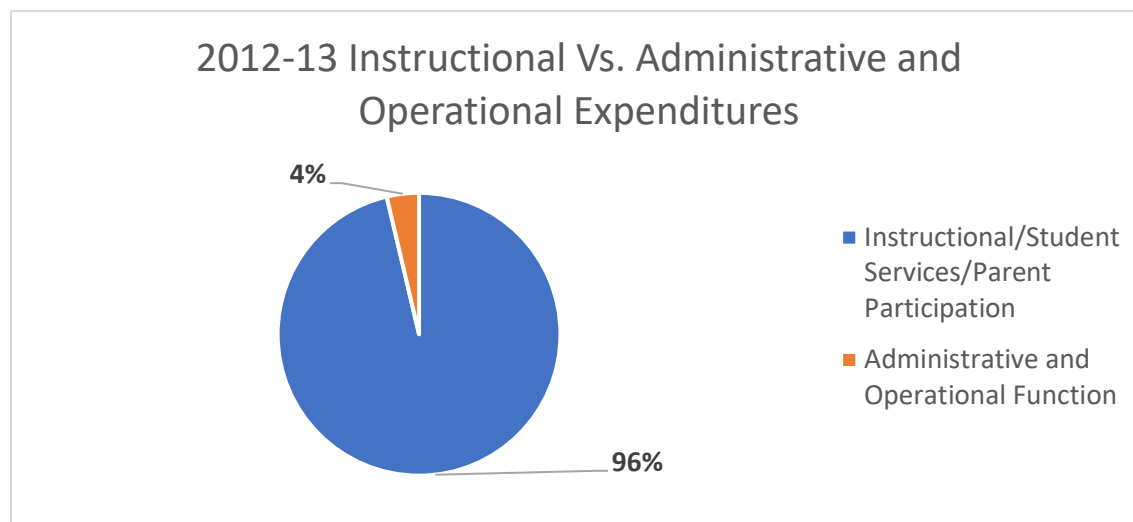expenditures, 96% Instruction and 4% on Indirect (overhead expenditures).

Figure 25. The Pie Chart Illustrates the 2012-13 SIG Actual Expenditures with a Breakdown by

Function of SIG Expenditures for Instructional, Student Services, and Parent Participation versus

Administrative Expenses

Figure 26 shows the 2013-14 expenditures by classification. Again, the District focused on professional development and additional time for staff to extend the school day to support students. Professional development was used to build capacity among school site staff in preparation when the SIG funds would no longer be coming to the District. Figure 26 aligns with the services provided in that salaries and services, and other expenditures are the highest expenditures for the year. Salaries are shy of $5 million, up by $1 million from the prior year.
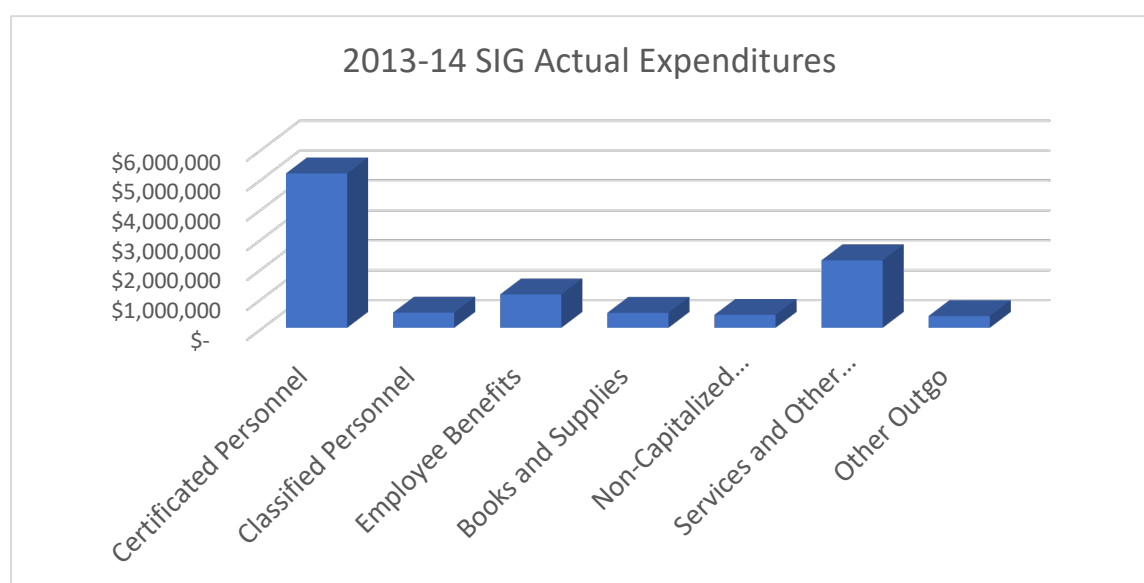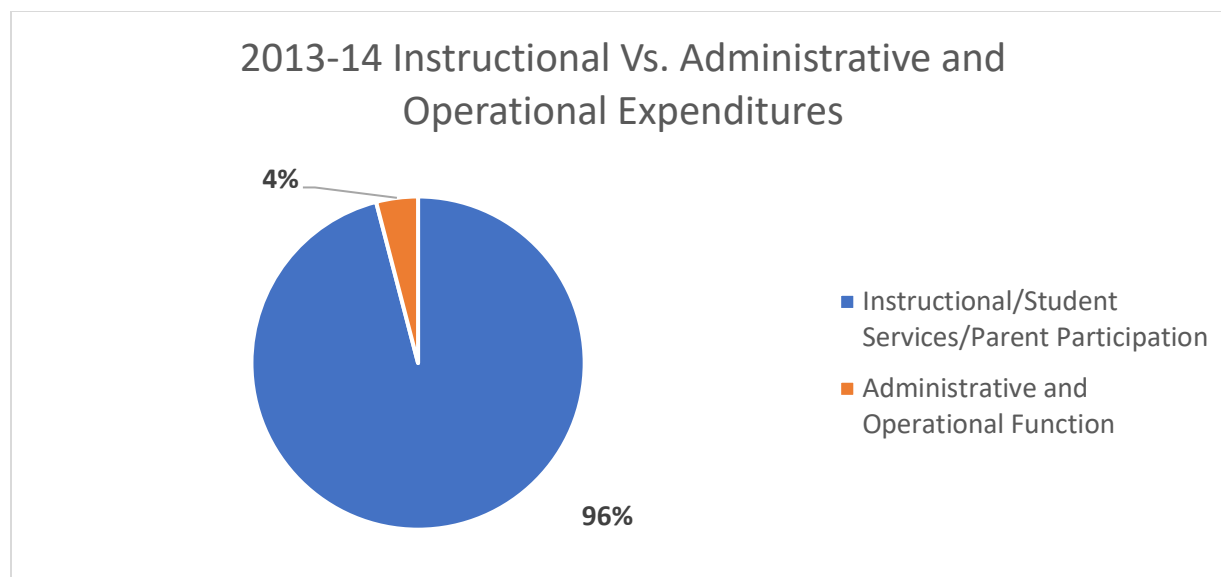

Figure 26. The Bar Chart Indicates the 2013-14 SIG Actual Expenditures, Including Certificated Personnel, Employee Benefits, and other Outgo for all SIG Schools

Figure 27 data shows the continued pattern with a majority of the expenditures for the year 2013-14 were on Instructional Expenditures and not Administrative expenditures, 96% Instruction and 4% on Indirect (overhead expenditures). Thus, the district is continuing to focus SIG funding in the third year out on student instruction.

2013-14 Instructional Vs. Administrative and Operational Expenditures

4%

96%

- Instructional/Student Services/Parent Participation
- Administrative and Operational Function

Figure 27. The Pie Chart Shows the 2013-14 SIG Actual Expenditures with a Breakdown of SIG Expenditures for Instructional, Student Services, and Parent Participation versus Administrative Expenses

Figure 28 shows the 2014-15 expenditures by classification. Again, the district focused on professional development and additional time for staff to extend the school day to support students. Professional development was used to build capacity among school site staff in preparation when the SIG funds would no longer be coming to the district. Figure 28 aligns with the services provided in that salaries and services and other expenditures are the highest expenditures for the year. Salaries have moved up to $7 million, up by $2 million from the prior year.
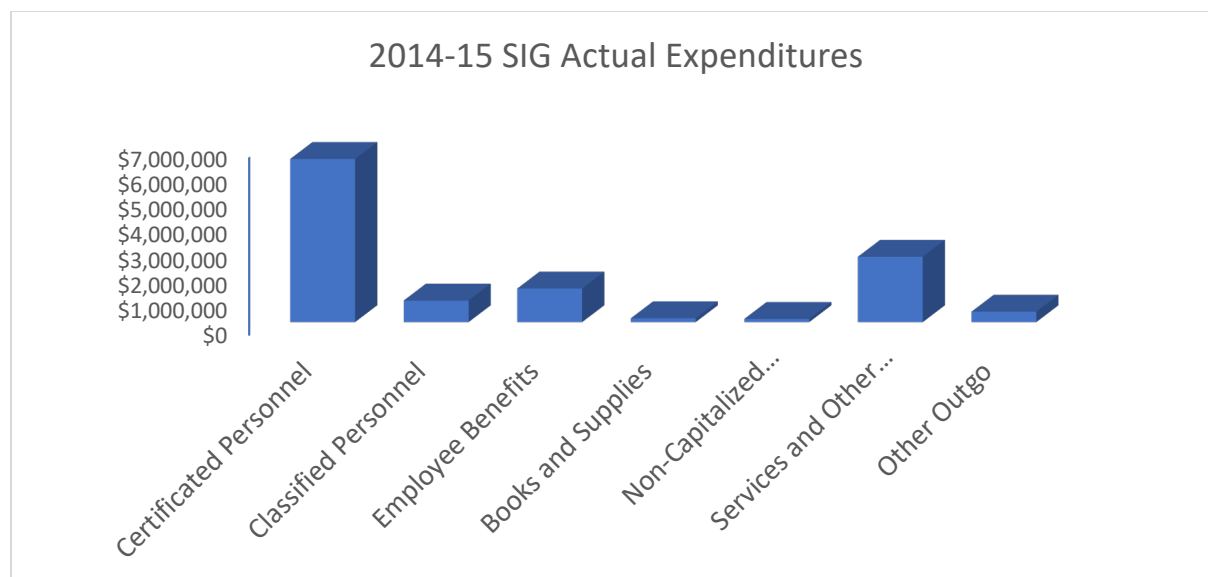
Figure 28. The Bar Chart Provides the 2014-15 SIG Actual Expenditures, Including Certificated

Personnel, Employee Benefits, and other Outgo for All SIG Schools

Figure 29 data shows the continued pattern with most of the expenditures for the year

2014-15 were on Instructional Expenditures and not Administrative expenditures, 95%

Instruction and 5% on Indirect (overhead expenditures), which was a slight reduction on

Instructional Expenditures by 1%. Thus, the district is continuing to focus SIG funding in the

fourth year out on student instruction.

2014-15 Instructional Vs. Administrative and Operational Expenditures

5%

95%

■ Instructional/Student Services/Parent Participation

■ Administrative and Operational Function

Figure 29. The Pie Chart Displays the 2014-15 SIG Actual Expenditures with a Breakdown of SIG Expenditures for Instructional, Student Services, and Parent Participation versus Administrative Expenses
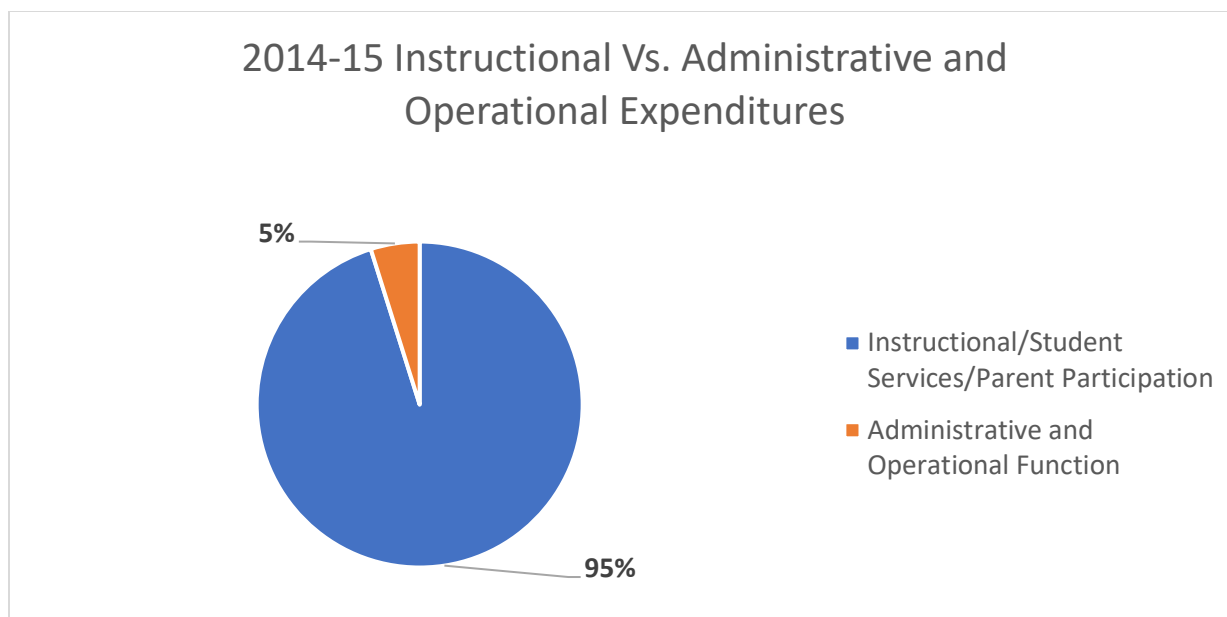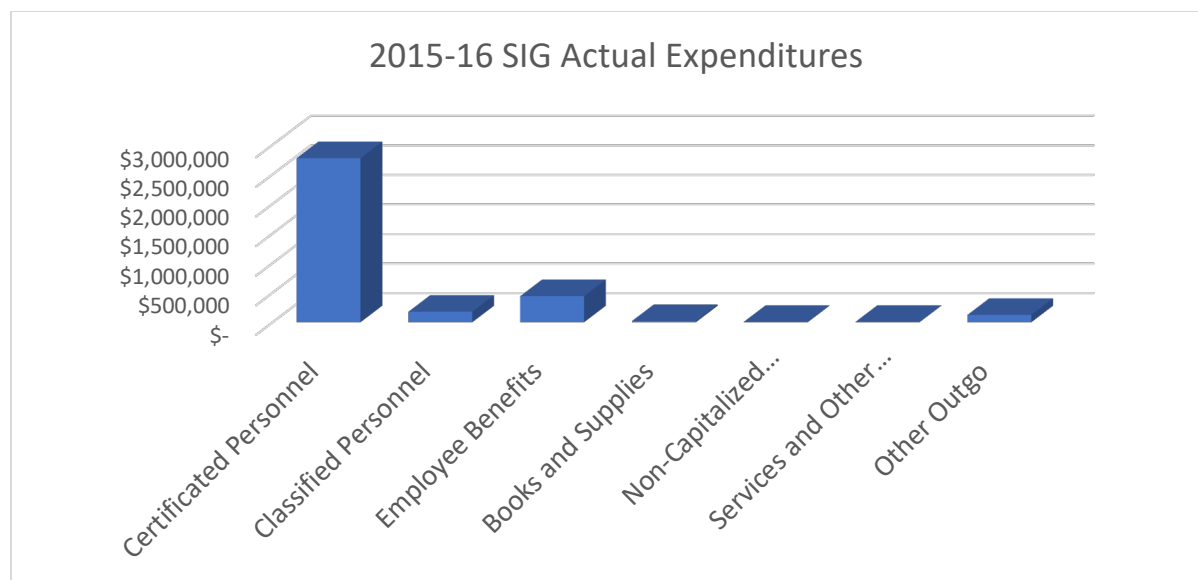
Figure 30 shows the 2015-16 expenditures by classification. As funds were being exhausted in this fiscal year, the district focused on additional time for staff to extend the school day to support students. Salaries and employee benefits are the highest expenditures for the year. Salaries dropped as the funding was nearing the end of the granting period. In 2015-16 they were $2.5 million, a significant drop from the prior year.

Figure 30. The Bar Chart Documents the 2015-16 SIG Actual Expenditures, Including

Certificated Personnel, Employee Benefits, and Other Outgo for All SIG Schools

Figure 31 shows a continued pattern of the expenditures for the year 2015-16 on

Instructional Expenditures and not Administrative expenditures, 95% Instruction and 5% on

Indirect (overhead expenditures), which is consistent with the prior year's percentages per
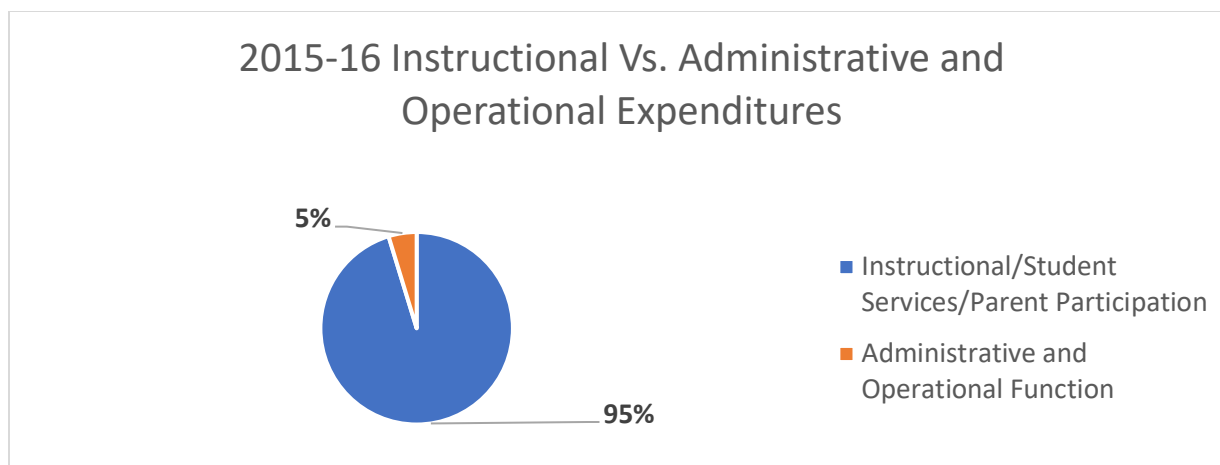
functional areas.

Figure 31. The Pie Chart Shows the 2015-16 SIG Actual Expenditures with a Breakdown of SIG Expenditures for Instructional, Student Services, and Parent Participation versus Administrative Expenses.

Student Testing Data 2011-12 through 2013-14 for English Language Arts (ELA) and Math

The Smarter Balanced Assessment Consortium (SBAC) was released as a "Practice Test" available to all LEAs in May 2013. The test was first administered between March 25 and June 13, 2014. The first official test was in the Spring of 2014-15. The State-mandated all LEAs to participate in the "practice test."

There was a significant change in the test between 2012-13 and 2014-15. The test went from a pencil and paper test to a computer-adaptive test in ELA and Math. The change was substantial enough that "*EC* Section 60641(a)(2) prohibits state agencies and LEAs from comparing the scores and results of the CAASPP assessments with those from previous assessments, which measured different content standards." (California Department of Education) The "practice test" administered by LEAs in 2013-14 was to familiarize students, teachers, and administrators with the computer-based format to assess ELA and Math.

The researcher has included STAR information as an added measure/benchmark for ELA and Math to demonstrate changes between the 2011-12 and 2012-13 years. In addition, the API

changes year-over-year starting in 2010-11 through 2012-13 have also been included as another demonstration of academic assessment data.

ELA

Figure 32 reveals 2011-12 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic. In this testing year, the highest level of performance resides with Basic. Advanced through Basic made up 58% of the scores from Advanced to Far Below Basic.
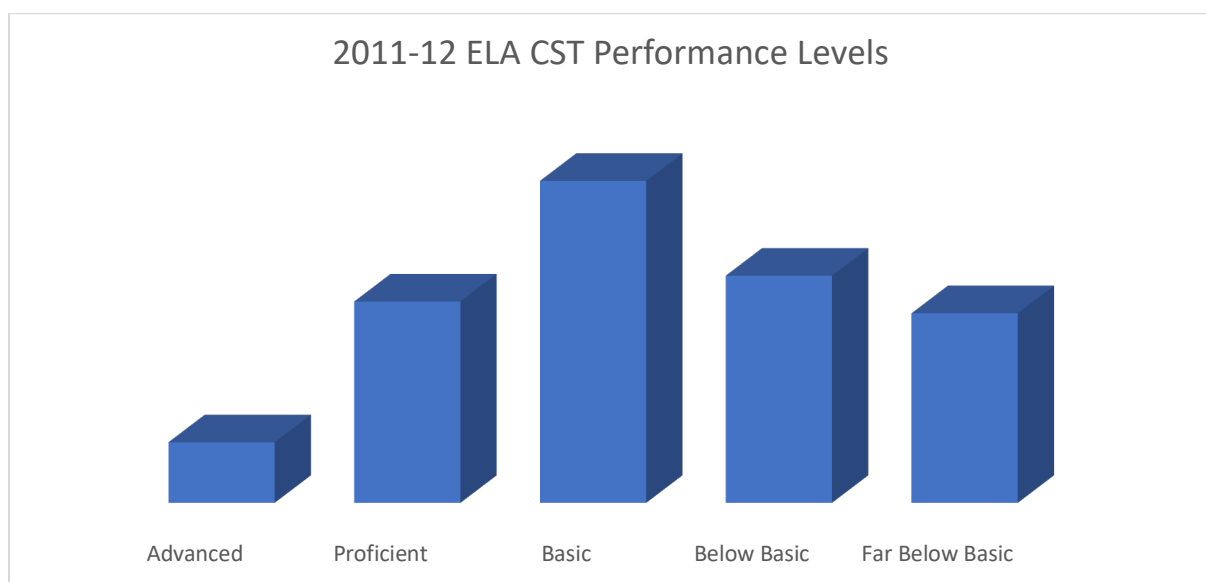
Figure 32. 2011-12 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic.

Figure 33 shows the 2012-13 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic. Again, in this testing year, the highest level of performance was Basic. However, we are approximately the same percentage of scores in Advanced to Basic with 60%, which is a slight increase in the scores by 2%. In addition, there are fewer scores reported in the data in 2012-13 than in 2011-12.

Figure 33. 2012-13 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic.

Figure 34 shows the breakout by each SIG school between the years 2011-12 and 2012-13. School B showed the most improvement of all schools between the two years. The emphasis on Professional Learning Communities (PLCs) was an initiative that demonstrated the importance of PLCs with fidelity.

Figure 34. The Bar Chart Shows the 2011-12 and 2012-13 STAR ELA Percentages for All SIG Schools for Proficient and Above
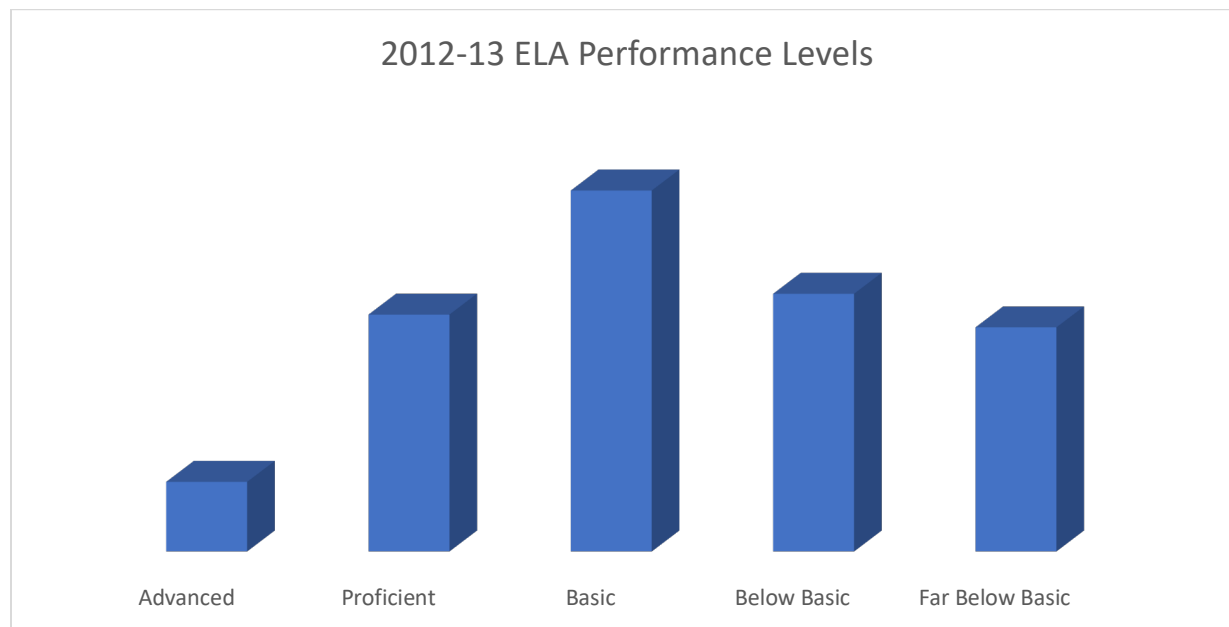
Math

Figure 35 reveals 2011-12 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic. In this testing year, the highest level of performance resides with Basic. Advanced through Basic made up 58% of the scores from Advanced to Far Below Basic.
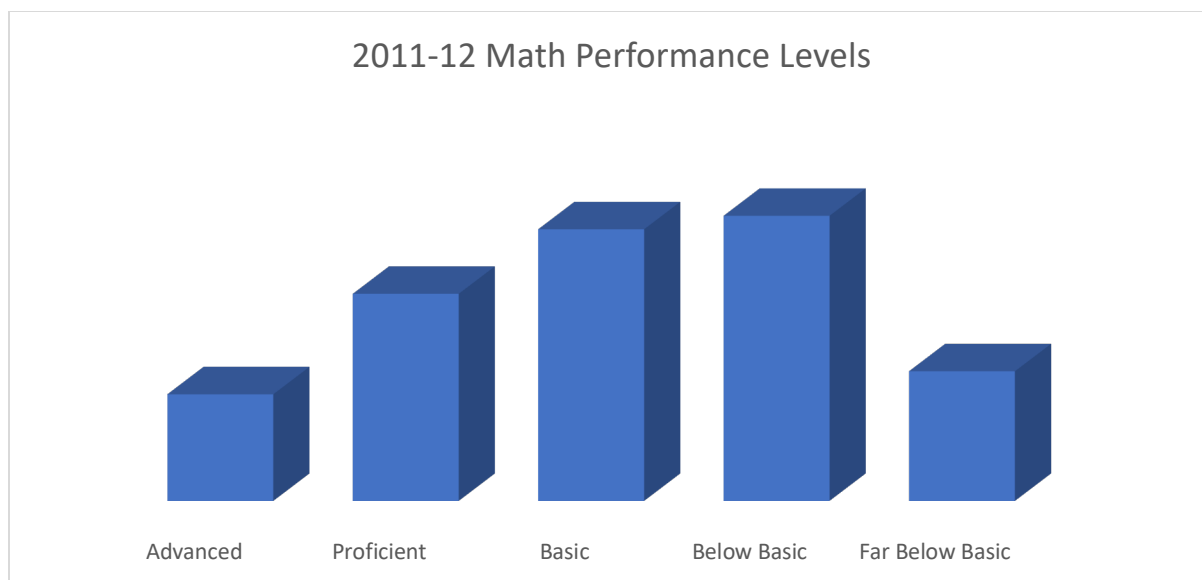
Figure 35. The Bar Chart Shows the 2011-12 Math CST Performance Levels for all SIG Schools from Advanced to Far Below Basic

Figure 36 reveals 2012-13 ELA CST Performance Levels for all SIG schools from Advanced to Far Below Basic. In this testing year, the highest level of performance resides with Basic. Advanced through Basic made up 58% of the scores from Advanced to Far Below Basic.
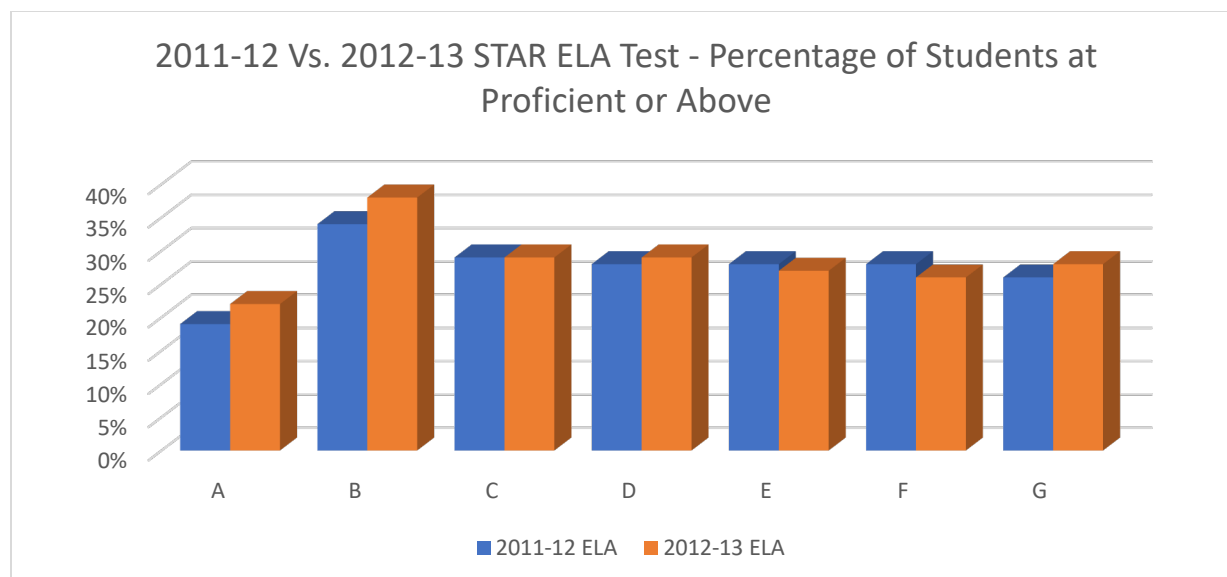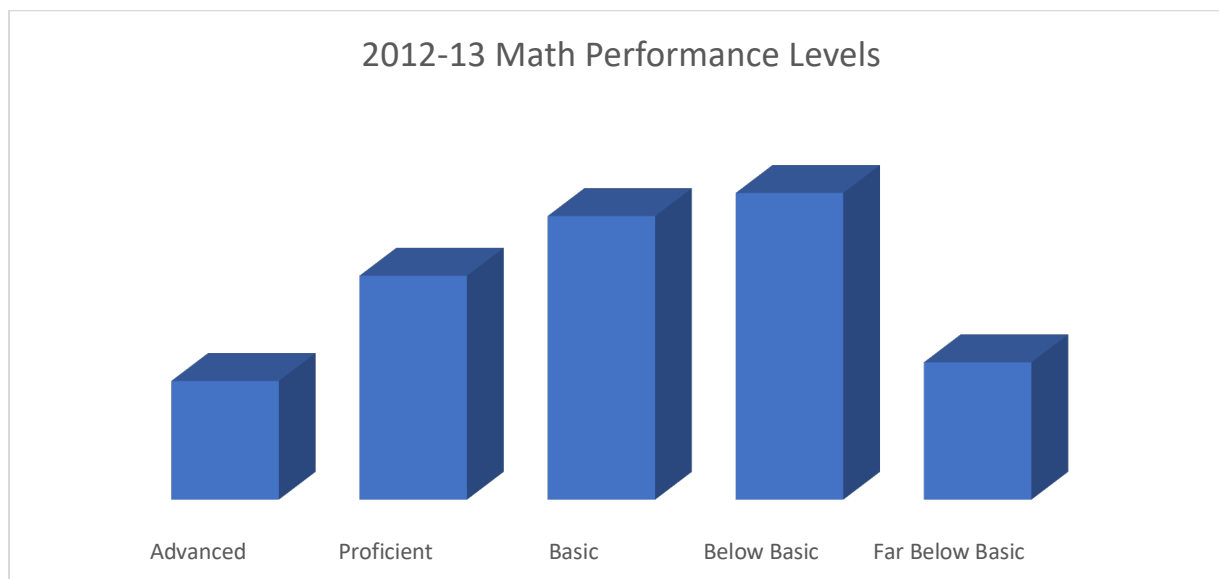

Figure 36. The Bar Chart Shows the 2012-13 Math CST Performance Levels for all SIG Schools from Advanced to Far Below Basic

Figure 37 shows a comparison by SIG school between 2011-12 and 2012-13. School B and School E showed the most improvement of all schools between the two years. The professional development initiative across the district was supporting the increase in the SIG schools.
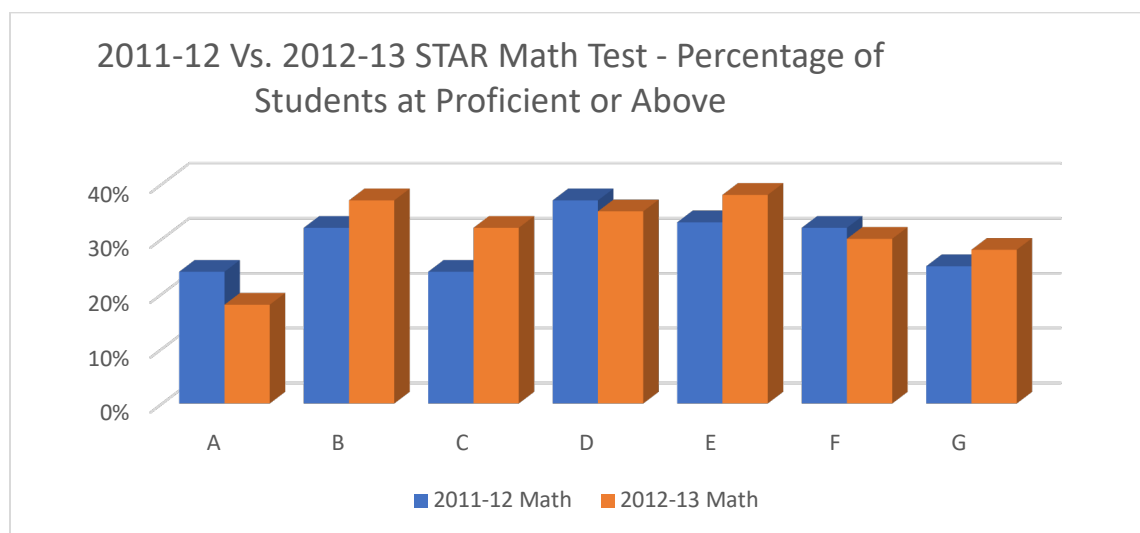
Figure 37. The Bar Chart Shows the 2011-12 and 2012-13 STAR Math Percentages for all SIG Schools for Proficient and Above

Figure 38 shows a three-year comparison by SIG school between 2010-11 and 2012-13. The 2010-11 school year was prior to the beginning of the SIG program. School F showed the most significant improvements between 2010-11 and 2011-12. Keep in mind that this chart shows the changes from one year to the next. School A went from a decrease in scores to an increase by the 2012-13 school year. All schools were showing increases by the third year.

2010-11 thru 2012-13 API Growth
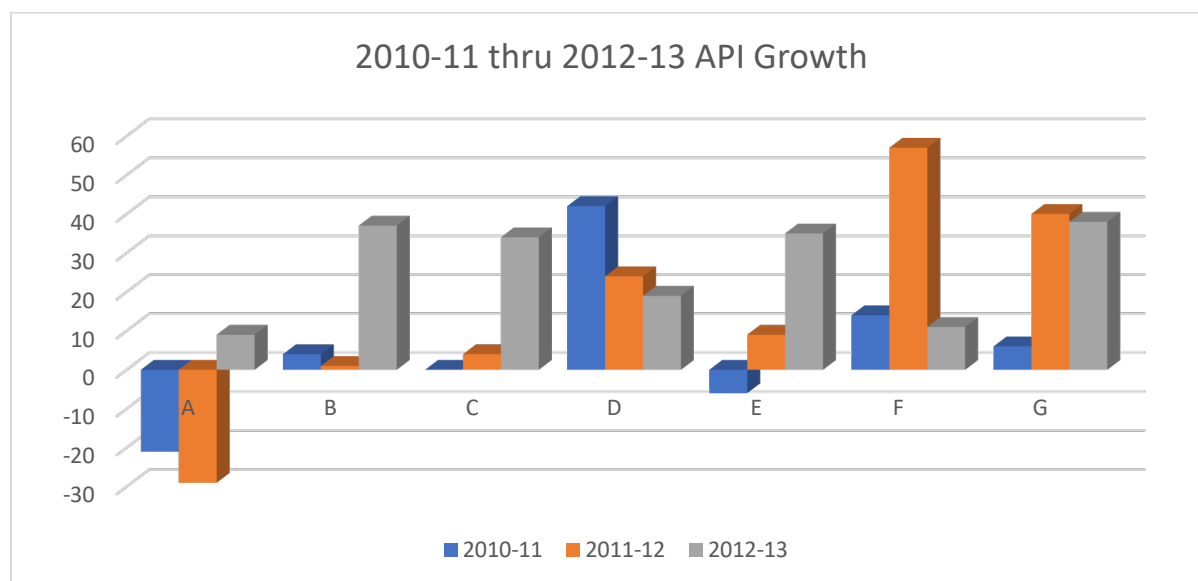
Figure 38. The Bar Chart Shows the 2010-11 through 2012-13 API Growth Changes Year-over-Year for All SIG Schools for Proficient and Above

The 2012-13 school year was the last year for the CST. The State implemented a new test, California Assessment of Student Performance and Progress (CAASPP), with field testing in the 2013-14 school year. The CAASPP became operative on July 1, 2013, and the 2014-15 school year testing was the first year of test results under this new test format. All students in grades three through eight and 11 participate in the annual testing in the Spring. The test is computer-adaptive and includes constructed response, table, fill-in, graphing, etc. In addition, students are tested on their ability to integrate knowledge and skills related to various standards.

The test change from one year to another and from one test format to another provides an inconsistent measure from one test to another. Therefore, the researcher has not included testing beyond the 2012-13 school year for consistency purposes.

Discipline

Discipline for each of the years 2011-12 through 2013-14:

For data purposes, the term discipline is defined as suspension and expulsion of students during a particular term. Local Education Areas are responsible for ensuring that the statutory requirements are followed, including collecting and reporting the number of suspensions and expulsions. The annual data is memorialized in a local school's Student Accountability Report required to be posted on the District's website each year by February 1. In addition, the local data is reported through the California Longitudinal Pupil Achievement Data System (CalPADS) annually.

Every three years, a Countywide Plan for expelled students must be developed to ensure that there are alternative educational options for students expelled. Plans should include an academic program for the student and additional student services required (i.e., counseling, etc.). Students who struggle to meet the established goal must continue on the path to:

- Ensure appropriate options;

- Reduce the risk of dropout;

- Focus on graduation; and

- Academic success

Secondary suspension and expulsion data were used in the study that has been reported to the State. The importance of review suspension and expulsion data is often linked to academic achievement for students, not in the classroom. Therefore, the suspension and expulsion data in Figure 39 is provided to analyze student discipline compared to student achievement.

Figure 39 shows suspension and expulsion rates by school for each of the four years, 2011-12 through 2014-15. The bar charts show the most significant discipline was shown in

suspensions and not expulsions. The positive result by schools to ensure students were remaining in school and supports were provided for student success shows a diligent effort by all SIG schools. However, all schools did see an increase in the suspension rates from 2011-12 through 2014-15, except School G, who decreased the suspensions by the 2014-15 school year.
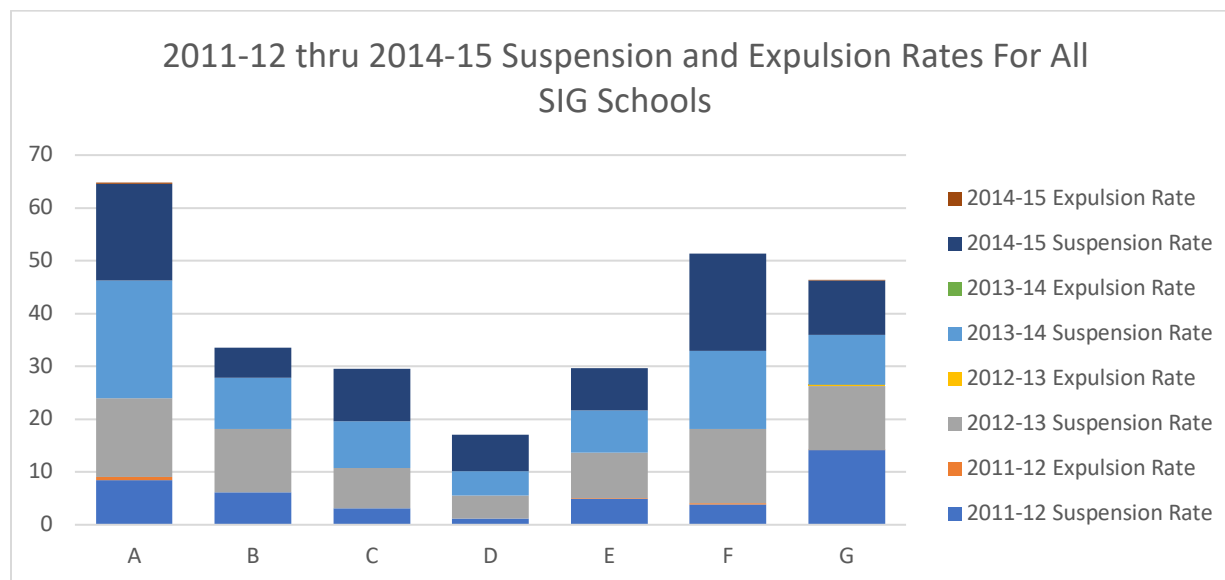
Figure 39. The Bar Chart Shows Suspension and Expulsion Rates for All SIG Schools from 2011-12 through 2014-15

Summary

In this chapter, data was used to study the correlations between the increase in SIG funding in seven SIG schools in a single district and the impact on student achievement. Also, the expenditure data accumulated and used was to determine how funding was used to impact student achievement. Lastly, student testing and discipline were reviewed over the same period as the student performance analysis. The researcher used separate instruments to compile the data for analysis.

The chapter began with quantitative secondary demographic information from the California Department of Education. Then, secondary student testing data was included for ELA

and Math. The next chapter will discuss the findings, implications of the increase in SIG funding

and recommendations for further research, and conclusions.

CHAPTER 5: SUMMARY, DISCUSSIONS, AND CONCLUSION

In Chapter 4, the presentation and analysis of data were reported. This chapter consists of a summary of the study, a discussion of the findings, implications for practice, limitations, recommendations for further research, and conclusions. This Chapter will further expand on the data in Chapter 4 and analyze the information from district interviews, student demographics, expenditures associated with SIG funding, student performance, and student discipline. The research questions will be answered.

With the Local Control Funding Formula's passing, there were changes in education funding by the California Legislature and Governor Jerry Brown in the 2012-13 fiscal year (Fensterwald, 2015). The action taken by the legislative body was brought about by the work of Alan Bersin, Michael Kirst, and Goodwin Liu (2008). The whitepaper's focus, produced by the authors, identified the student populations, low socio-economic, English language learners, foster youth, and homeless, as the recipients of additional funding whose purpose was to close the achievement gap (Bersin, Kirst & Liu, 2008). Is it funding, or is it other educational aspects like leadership, teacher quality/experience, parent involvement that impacts the closing of the achievement gap?

The STAR program was the basis for the California Public Schools Accountability Act of 1999 (PSAA), intending to support schools to improve all students' academic achievement. This test was administered in the spring of each year. The California Standards Test was one of the four components of STAR programs. The CST assessed California content standards in English-language arts (ELA), mathematics, science, and history-social science. However, this test was eliminated in 2013-14, with the California Assessment of Student Performance Program as its replacement.

Summary of the Study

This study aimed to examine SIG funding's effect on academic achievement, student attendance, and discipline at seven schools within an urban school district in Northern California. The study also explored the use of SIG funding from administrators' perspectives at each of the schools, further determining the effectiveness of such funding on student performance.

The research analyzed secondary data from the California Department of Education for the demographic characteristics, student performance, and district data on SIG funds' expenditure patterns. In addition, the study explored administrators' perceptions concerning SIG funds on academic achievement, student attendance, and student discipline. Specifically, the study was designed to answer the following four research questions applied to four academic years:

1. What were the demographic characteristics of the students at the seven schools receiving SIG funds?

2. In what ways were SIG funds used to fund programs at each of the seven schools: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?

3. Were there any improvements in student performance, student attendance, or student discipline during the three years of SIG funding?

4. In what ways, if any, did the school site leaders perceive that SIG funding affected academic achievement, student attendance, and student discipline?

The research questions were answered both quantitatively and qualitatively. An in-depth analysis follows in the discussion of the findings.

Discussion of the Findings

Personal Interviews

The researcher interviewed two district administrators. The administrators are no longer employed by the district, a retired superintendent, and a key cabinet-level administrator from educational services. The researcher conducted the interviews via a Zoom connection. The administrators were exceptionally versed in the district. There was a strong understanding of the SIG implementation and the district's culture to support its successful implementation.

A common theme from the qualitative interviews included the lack of willingness to provide a seamless transition of implementation of the SIG program based on burdens by labor partners. As a result, the following quotes were provided:

"strife within the district at the time…difficult relationships with the union."

"very deleterious effect on our process"

"was locked up in the contract, which was problematic for students."

Demographic Characteristics

Research question one was presented as "What were the demographic characteristics of the students at the seven schools receiving SIG funds?" Every district has a different population of students that it serves. The large urban community where the district is located in this study was no different. Eligibility to apply for SIG funding was dependent upon the population of students served. The district had to meet the eligibility to be awarded the funds. Schools eligible for the funding were required to demonstrate persistently low-achieving schools and fell under Tier I, II, and III, respectively. The need to support students in Tier I, II, and III schools was significant enough to get national attention (Lachlan-Haché, et al., 2012). With 44% of revenues

for K-12 school districts coming from the state level, there was a disproportionate impact on low socio-economic students and English learners (Oliff et al., 2012).

The enrollment distribution among the SIG schools ranges from approximately 300 to 925 in 2011-12. Further, the enrollment grew between 2011-12 and 2015-16 to a span of 360 to 910. In total, the enrollment grew from 4,320 to 4,409, which equates to 2%. Therefore, the total SIG school enrollment equates to approximately 11% of the district's enrollment from 2011-12 through 2015-16.

The EL student population made up 42% to 45% within 2011-12 and 2015-16 for the SIG schools alone. The EL enrollment was approximately 17% of the district's total EL enrollment, while the total EL enrollment to the district's total enrollment was 27.5% during the years 2011-12 through 2015-16. Thus, the EL population was above the statewide average.

During 2011-12 through 2015-16, the district's low socio-economic student percentage for the SIG schools ranged from 80% to 99%, depending on the fiscal year among the seven SIG schools. Because of the significant FRPM population at each of the schools, all students receive breakfast and lunch for free under the United States Department of Agriculture Provision II guidelines. The district's largest ethnicity is Hispanic/Latino and African American. These two populations make up more than 80% of the ethnicities in the district.

The SIG schools' enrollment broken down by female and male students is 50/50 for 2011-12 through 2015-16, which is surprising because that does not often happen through a large district with consistency across any of the schools, let alone seven schools. The breakdown between females and males for each of the schools reduces the likelihood of state testing factors. For example, female and male students' makeup can often impact ELA or Math testing results in one way or another, not positive or negative. Still, there could be nuances that play into State

testing results. Although this study did not review test results by gender, test results by gender would be one more data point to research as part of a future study.

This sizeable urban district's overall research demonstrates a high low-socioeconomic population of primarily Hispanic/Latino and African American students, with a lower percentage of EL students than the average EL students districtwide and female and male students evenly distributed in each of the SIG schools.

How SIG Funds Were Used

Question 2 was "In what ways were SIG funds used to fund programs at each of the seven schools: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?" The district was awarded a total of $34.1 million in funds, not including funds provided for administrative purposes. The funding was allocated to all seven schools based on the school's needs allocated in an equitable manner, which was close to the percentage of enrollment by the site. Expenditure data were collected from the large urban district certified by the California Department of Education for the years of 2011-12 through 2015-16.

In 2011-12, the district began with expenditures associated with the Pre-Implementation, and the funding was used for a three-year period which ended in 2014-15. However, some funding was used in the 2015-16 considered carryover of $3.5 million.

The district applied for SIG funds utilizing an estimated budget developed to support the programmatic needs of the seven SIG schools. The district updated the SIG budget annually and submitted it to the CDE for final approval. The budget included narratives regarding the use of the funds for programmatic purposes. In 2011-12, a small portion of the funding was available for pre-implementation expenses of $276,000. The majority of the funds were used for salaries

and benefits during the 2011-12 pre-implementation year. The district staff conducted the activities to work with site instructional leaders and teachers on SIG program planning, which required staff to work outside their typical duty day.

It was determined, given the culture, that an outside consultant would be best used to work explicitly with the district as a facilitator in designing a core set of principles that would be used along with the actions associated with them. Accordingly, a reputable national educational firm was hired, and a California retired superintendent worked with teachers and instructional leaders from the SIG schools to develop core principles.

The data shows that most of the years 2011-12 through 2013-14 were in Personnel Salaries and Services and Other Operating Expenditures. In addition, there were instructional and administrative expenditures from 2011-12 through 2015-16 from the seven schools consistently across all SIG schools. A consistent pattern of 96% was used for instruction, professional development, student services, parent participation, and 4% on administration.

Teachers provided instructional support after school for students based on needs in the class. Student services were also offered on a need basis for counseling or health services. Parent participation was outreach and engagement by teachers and administrators. The district offered a Parent University to parents interested in becoming more involved in their child's academics. It was a six-week course with a culminating graduation celebration at the end of the six weeks. The program provided parents with strategies they could use at home with their children to support their academic success at school. This type of program was successful in building relationships between home and the school and actively engaging parents. The principals were responsible for managing and developing a plan for the outreach and parent engagement at each respective site. Beyond the consultant that remained with the district through

the SIG's length, the district offered a high level of effective training that provided support for the instructional leaders at the school sites and teachers on Professional Learning Communities. The funds were used to build capacity and a system of data-centered schools to inform teaching and learning in the classroom. These actions were intended to support academic achievement. In support of academic achievement, approximately $760,000 was used for non-capitalized equipment, such as computers, approximately 2% of the overall grant funding.

The administrative portion of the site budgets included an indirect cost for the program's overhead. The indirect cost rate is determined by the CDE and based on administrative activities' expenditures; a) payroll for staff in the program and b) payment of warrants to purchase goods or services. The SIG is a federal grant. Thus, the award and management of federal (and state) contracts, grants, and other assistance arrangements define the requirements LEAs must follow based on the Office of Management and Budget (OMB) Uniform Guidance 2 CFR. The majority of the funds were used to pay teachers to provide additional supports to students and professional development for administrators and teachers to build capacity.

Potential Improvements

Question three was "Were there any improvements in student performance, student attendance, or student discipline during the three years of SIG funding?" The Smarter Balanced Assessment Consortium (SBAC) was released as a "Practice Test" available to all LEAs in May 2013. The test was first administered between March 25 and June 13, 2014. The first official test was in the Spring of 2014-15. The State-mandated all LEAs to participate in the "practice test."

There was a significant change in the test between 2012-13 and 2014-15. The test went from a pencil and paper test to a computer-adaptive test in ELA and Math. The change was substantial enough that "*EC* Section 60641(a)(2) prohibits state agencies and LEAs from

comparing the scores and results of the CAASPP assessments with those from previous

assessments, which measured different content standards." (California Department of Education,

2016). The "practice test" administered by LEAs in 2013-14 was to familiarize students,

teachers, and administrators with the computer-based format to assess ELA and Math.

The 2013-14 school year was the last year for the CST. The State implemented a new

test, California Assessment of Student Performance and Progress (CAASPP), with field testing

in the 2013-14 school year. The CAASPP became operative on July 1, 2013, and the 2014-15

school year testing was the first year of test results under this new test format. All students in

grades 3 through 8 and 11 participate in the annual testing in the Spring. The test is computer-

adaptive and includes constructed response, table, fill-in, graphing, etc. In addition, students are

tested on their ability to integrate knowledge and skills related to various standards.

The researcher has included STAR information as an added measure/benchmark for ELA

and Math to demonstrate changes between the 2011-12 and 2012-13 years. The API changes

year-over-year starting in 2010-11 through 2012-13 have also been included to demonstrate

academic assessment data. The test change from 2012-13 and 2013-14 from one test format to

another provides an inconsistent measure from one test to another. The researcher has added

additional measures, STAR, and API, to provide information on assessment data from different

measurements due to inconsistent testing.

The data presented shows slight changes in the CST assessment, moving away from Far

Below Basic with movement towards the Basic category. The trend moving away from the Far

Below Basic with a decrease in that category is evident in both ELA and Math. In the 2011-12

STAR ELA data, the percentages are 20% below the districtwide average. However, in the 2012-

13 STAR ELA data, the gap between the districtwide average and the SIG schools had closed by

upwards of 10%. The decrease in the gap demonstrates a positive change and a reduction in the district's achievement gap at the SIG schools. The math percentage for the STAR test shows a 10% gap in the 2011-12 year and increases in the percentages in 2012-13, showing a 57% increase in the number of SIG schools at or above the districtwide math averages.

School Site Leader Perception

Question four "In what ways, if any, did the school site leaders perceive that SIG funding affected academic achievement and student discipline?" Depending on the level of involvement with the program and the length of time in the district, the administrator had different experiences and perceived the program's success based on the knowledge of the program from a different role.

The district had experienced many changes in the district leadership. There were four superintendents in five years. When there is inconsistent leadership at the superintendent level, it is difficult to have a change start and remain on track to build capacity among staff and have support in the same manner. There appears to have been a systemic process that was developed earlier in the process. As the changes continued to occur, the program's focus may not have been front and center, which can often lead to a lack of support or even for staff to move forward without someone leading the initiative.

The benefit of the professional development for staff is that it was high level and became part of a routine and did capacity at some level through planning. The data is showing a positive trend in student achievement.

Student discipline started at a lower rate in 2011-12 than the results in 2014-15 overall. Suspensions were lower in 2011-12 than in 2014-15, as 71 percent of the SIG schools increased significantly. The increases ranged from 3% to 15% in a few short years. However, expulsions were down in all SIG schools, with most dropping significantly or with no expulsions in 2014-

15. The drop in the expulsions demonstrates the effort to keep students in school and working towards graduation to ensure success after high school.

Implications for Practice

The National Assessment for Educational Progress demonstrates that per-pupil spending levels versus graduation rates reviewed do not correlate in all instances, as shown in Table 1. In Table 1, Long Beach USD (LBUSD) has the most significant disparity compared to Los Angeles USD (LAUSD), with the highest per-student expenditure and a 45% graduation rate, versus LBUSD. LBUSD serves students with $3,000 plus less than LAUSD and has a high school graduation rate is 18% points above Los Angeles USD. The inverse relationship shows the importance of effective spending.

As Lips et al. (2008) identified in their research and the findings, it is more about how the money is spent and not on how much money is spent. Thus, there is a call for state and federal lawmakers to focus on a systemic education process to improve resource allocation.

Scafidi (2016) compared elementary and secondary education to higher education and noted an issue with K-12 productivity. In his work to address the productivity issue, he looked at a total revamp and elimination of school districts as we know them today; an enterprise (or privatization) model, inputs versus outputs. In addition, he examined staffing between 1992 and 2009 as compared to the number of students. A student increase of 17 percent and 39 percent increase in FTEs, teaching staff 32 percent, and administrators and other staff 46 percent.

What impacted the increases in staffing which was double the increase in the number of students? Did the federal regulations of No Child Left Behind (NCLB) have an impact? The analysis noted that nonteaching positions grew faster than teaching positions. However, the student's academic achievement levels did not improve. In fact, between 1992 and 2008, reading

and math scores flatten or decreased. Therefore, the productivity, outputs divided by inputs, demonstrated a decline. Although student demographics impact the teaching of those students, no evidence was identified during the time of increased funding levels. Graduation rates were flat, and test scores decreased.

Limitations

The limitations of data related to trends in a short time can impact the overall outcome of a study. For example, the state ELA and Math testing change was a critical change that required a period of implementation and working the bugs out of the test. As a result, the test went from a paper and pencil to a computer-adaptive test and could skew the data to the point of no reliance or not enough data to identify a trend.

Recommendations for Further Research

There are so many opportunities to expand the research that has begun in this study. One question that could be researched is whether the influx of funding is sustainable in the future. Was the funding received used to build capacity within an organization so that the program can continue when the funding goes away?

It will be essential to review additional data regarding the variables of class size, teacher satisfaction, years of staff at a particular site, and the professional development plan that would build capacity. With the differences in activities at each school site, was there an ability to build capacity across the district? In order to truly research the outcomes, additional data is necessary.

Research School B as part of this study to identify what the school did so well during this period and was that action sustainable.

Conclusion

In the researcher's professional practice, she found the influx of funding from the SIG did not necessarily build capacity related to or sustainable without a well-defined plan built with that goal. As identified in the research, there are many instances across the country that the courts and the legislature have gotten involved in determining schools' needs to receive more funding. However, those beliefs are ill-informed without substantial evidence to show that a plan implemented through the courts or legislative process can initiate and meet the intended purpose. California has demonstrated through the legislative process that funding models change at least every ten years based on outside pressures and not necessarily based on evidence that will result in the desired outcome.

How can training develop and implement needs assessments internally to create plans that are sustainable? The internal staff knows best what has worked for academic achievement. In addition, training would assist in the early stages of writing a grant that aligns with the organization's needs and not chasing the funding without a genuine need or a need that is not in existence.

There is no doubt that there was some level of capacity building among the large urban district employees with the high level of training, but the bigger question is can it be sustainable.

Summary

This study aimed to examine SIG funding's effect on academic achievement and discipline at seven schools within an urban school district in Northern California. The study also explored the use of SIG funding from administrators' perspectives at each of the schools, further determining the effectiveness of such funding on student performance. The researcher analyzed the SIG funding as it related to student achievement and discipline. Additionally, the researcher

pursued data that would provide evidence of the impact on student achievement and discipline based on the increased funding received through the SIG.

The researcher interviewed district administrators and school site administrators to review the program under SIG. Further, a review of demographic data, expenditures for four years, and the evidence available during the SIG program to support student achievement and discipline.

After reviewing the secondary data and interviews with district and site level administrators, there is a slight level of academic achievement over the two years of consistent test data. However, it was inconclusive regarding the organization's long-term impact for systemic change related to the activities implemented during the SIG period.

The importance of this study was to determine if the influx of funding built capacity in the schools to support academic achievement. Unfortunately, because there was a change in the State test to measure student performance, it is inconclusive as to the action/activities put in place consistently across the district to determine the true impact of an increase in funding in student performance in the classroom.

The federal government provided $3 billion across the United States to close the achievement gap. But, unfortunately, the gaps still exist today, and we have another round at a much higher level. But, again, without a consistent application throughout an entire district, building capacity to emulate good teaching practices focused on student performance may not build capacity within the range necessary or a reasonable time frame.

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APPENDICES

Appendix A: CDE. The databases below are annual certified reports of data received by the

district and certified by the CDE

- Enrollment by school site for the years of 2011-12, 2012-13, and 2013-14

- Enrollment by school and ethnicity for the years of 2011-12, 2012-13, and 2013-14

- Enrollment by gender, grade, and ethnic designation for the years of 2011-12, 2012-13,
  and 2013-14

- English learners for the years of 2011-12, 2012-13, and 2013-14

- Socio-economically disadvantaged (Free and Reduced Price-Meal) for the years of 2011-
  12, 2012-13, and 2013-14

- Annual student attendance reports for the years of 2011-12, 2012-13, and 2013-14
  District:

- Human Resources database regarding the number of years for teachers and administrators
  at the seven schools for the years of 2011-12, 2012-13, and 2013-14

- Human Resources database regarding teacher retention at the seven schools for the years
  of 2011-12, 2012-13, and 2013-14

- Unaudited Actuals is the final report submitted to the county office of education and the
  CDE and provides the final expenditures by category for the years of 2011-12, 2012-13,
  and 2013-14 for:

- Salaries (certificated and classified)

- Employee Benefits (certificated and classified)

- Books and Supplies

- Services and Other Operating Expenditures

- Capital Outlay

- Other Outgo

Assessment data for the years of 2011-12, 2012-13, and 2013-14

Annual student attendance data for each of the schools from the student information system

Annual Student Discipline reports monitored through monthly reports

Appendix B: SCHOOL ADMINISTRATOR

Semi-Structured Interview On SIG Funding for Academic Achievement, Student

Attendance, and Discipline

1.   Tell me about your position or positions at Stockton Unified School District during the academic years 2011-12 through 2013-14.

2.   Describe the SIG budget process during those years.

3.   How did you or others from your school site participate in the budget process? What recommendations did you or others from your school site make on how to utilize the SIG funding. Were any of these recommendations implemented at the school site?

4.   How were SIG funds used at your school site? Probing questions, if needed: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?

5.   In what ways, if any, did SIG funds support academic achievement? Increase student attendance? Decrease student disciplinary actions?

6.   What procedures and accountability measures were put in place to ensure that the SIG funds were used to support student success?

7.   What specific programs, if any, were created with SIG funding? Tell me about these programs. How, if any, did these programs support student success?

8.   Were there changes in staffing made during the 2011-12 through 2013-14 school years to support the SIG program? How, if at all, did the changes in staffing support academic achievement, student attendance, and student discipline?

9.   In what ways, if any, were SIG funds used to support the success of ELL students?

10. In your opinion, did the funds provide the support necessary to reduce or eliminate services for ELL students within five years of arriving at the District? Why or why not?

11. In what ways, if any, were SIG funds used to support the success of students who met eligibility for free and reduced-price meals? Were the SIG funds sufficient? Why or why not?

12. In what ways, if any, did the SIG Grant foster relationships with parents? To support academic achievement? Increase student attendance? Decrease student disciplinary actions?

13. Is there anything you would like to add about SIG funding that we have not covered in this interview?

SCHOOL DISTRICT ADMINISTRATOR

Semi-Structured Interview On SIG Funding for Academic Achievement, Student Attendance, and Discipline

14.   Tell me about your position or positions at Stockton Unified School District during the academic years 2011-12 through 2013-14.

15.   Describe the SIG budget process during those years.

16.   How were school-level administrators involved in the budget process?

17.   How were SIG funds used within the school district? Probing questions, if needed: For certificated personnel, classified personnel, employee benefits, books and supplies, services and other operating expenditures, capital outlay, and other outgo?

18.   In what ways, if any, did SIG funds support academic achievement? Increase student attendance? Decrease student disciplinary actions?

19.   What procedures and accountability measures were put in place to ensure that the SIG funds were used to support student success?

20.   What specific programs, if any, were created with SIG funding? Tell me about these programs. How, if any, did these programs support student success?

21.   Were changes in staffing made during 2011-12 through the 2013-14 school years to support the SIG program? How, if at all, did the changes in staffing support academic achievement, student attendance, and student discipline?

22.   In what ways, if any, were SIG funds used to support the success of ELL students?

23.   In your opinion, did the funds provide the support necessary to reduce or eliminate services for ELL students within five years of arriving at the District? Why or why not?

24.   In what ways, if any, were SIG funds used to support students who met eligibility for free and reduced-price meals? Were the SIG funds sufficient? Why or why not?

25.   In what ways, if any, did the SIG Grant foster relationships with parents? To support academic achievement? Increase student attendance? Decrease student disciplinary actions?

Is there anything you would like to add about SIG funding that we have not covered in this

interview?