

1998

CLASS SIZE REDUCTION STUDY



District Superintendent Survey

ID #

1-4/

Conducted by:

A Consortium of California Research and Policy Organizations

- *American Institutes for Research (AIR)*
- *RAND*
- *Policy Analysis for California Education (PACE)*
- *WestED*
- *EdSource*

With the cooperation of the California Department of Education

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This survey is for school district superintendents. It has two parts:

Part I covers issues related to the class size reduction program (CSR) and is to be completed by the superintendent.

Part II requests factual information about the district's teachers and facilities that may require checking administrative records. Part II can be completed by any appropriate district staff.

Please note that throughout this questionnaire CSR stands for Class Size Reduction.

PART I

SECTION A: SUPERINTENDENT BACKGROUND AND EXPERIENCE

1. What is your gender?

(Check One)

Female

13/

Male

2. How long have you been superintendent in this district?

(Check One)

1 year

14/

2 years

3 years

4 years or more

3. How long have you been a superintendent in any district?

(Check One)

1 year

15/

2 - 5 years

6 - 10 years

11 years or more

4. Do you have any of the following degrees? For each degree you have, please indicate your major field of study and the year you received the degree.

<u>DEGREES HELD</u>			IF YES:		
	<u>NO</u>	<u>YES</u>	<u>Major Field</u> <u>(e.g., Mathematics)</u>	<u>What</u> <u>Year?</u>	
a. Associate	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{16/}	_____ 19	<input type="text"/> <input type="text"/>	20-21/
			_____ 19	<input type="text"/> <input type="text"/>	26-27/
b. Bachelor's	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{22/}	_____ 19	<input type="text"/> <input type="text"/>	26-27/
			_____ 19	<input type="text"/> <input type="text"/>	32-33/
c. Master's	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{28/}	_____ 19	<input type="text"/> <input type="text"/>	32-33/
			_____ 19	<input type="text"/> <input type="text"/>	38-39/
d. Doctorate	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{34/}	_____ 19	<input type="text"/> <input type="text"/>	38-39/
			_____ 19	<input type="text"/> <input type="text"/>	35-37/

SECTION B: MAKING DECISIONS ABOUT CLASS SIZE REDUCTION

5. In school year 1996-1997, please indicate the grades at which your district implemented class size reduction using either Option I or Option II. (Mark 'Yes' if at least one school in the district implemented CSR.)

Did you implement CSR in:	School Year: 1996-1997?		IF YES: Write in the number of schools that implemented CSR in the specified grade.
	<u>No</u>	<u>Yes</u>	
a. Kindergarten	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{40/}	<input type="text"/> <input type="text"/> <input type="text"/> Schools 41-43/
b. First grade	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{44/}	<input type="text"/> <input type="text"/> <input type="text"/> Schools 45-47/
c. Second grade	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{48/}	<input type="text"/> <input type="text"/> <input type="text"/> Schools 49-51/
d. Third grade	₁ <input type="checkbox"/>	₂ <input type="checkbox"/> → ^{52/}	<input type="text"/> <input type="text"/> <input type="text"/> Schools 53-55/

6. In school year 1996-97, who made the decision whether or not to implement CSR?

	<u>DISTRICT OFFICE</u>	<u>INDIVIDUAL SCHOOLS</u>	
a. Kindergarten	1 <input type="checkbox"/>	2 <input type="checkbox"/>	56/
b. First grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	57/
c. Second grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	58/
d. Third grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	59/

7. In school year 1997-98, please indicate the grades at which your district implemented class size reduction using either Option I or Option II. (Mark 'Yes' if at least one school in the district implemented CSR.)

Did you implement CSR in:	School Year: 1997-1998		IF SCHOOLS DECIDED: Write in the number of schools that implemented CSR in the specified grade.			
	<u>No</u>	<u>Yes</u>				
a. Kindergarten	1 <input type="checkbox"/>	2 <input type="checkbox"/> → 60/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Schools 61-63/			
b. First grade	1 <input type="checkbox"/>	2 <input type="checkbox"/> → 64/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Schools 65-67/			
c. Second grade	1 <input type="checkbox"/>	2 <input type="checkbox"/> → 68/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Schools 69-71/			
d. Third grade	1 <input type="checkbox"/>	2 <input type="checkbox"/> → 72/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Schools 73-75/			

8. In school year 1997-98, who made the decision whether or not to implement CSR?

	<u>DISTRICT OFFICE</u>	<u>INDIVIDUAL SCHOOLS</u>	
a. Kindergarten	1 <input type="checkbox"/>	2 <input type="checkbox"/>	76/
b. First grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	77/
c. Second grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	78/
d. Third grade	1 <input type="checkbox"/>	2 <input type="checkbox"/>	79/

9. Did your district hold one or more public meetings concerning whether or not to implement CSR?

(Check One)

- 1 YES, and the meetings contributed **greatly** to our final decision regarding implementation
- 2 YES, and the meetings contributed **moderately** to our final decision regarding implementation
- 3 YES, and the meetings contributed **minimally** to our final decision regarding implementation
- 4 NO, we did not hold such meetings

80/

10a. **IF YOUR DISTRICT REDUCED CLASS SIZE IN ALL ELIGIBLE SCHOOLS AND GRADES FROM K THROUGH 3, CHECK HERE AND GO TO Q.11 → OTHERWISE, CONTINUE WITH Q.10b.** 81/

10b. Why has your district not reduced class size in all eligible schools and grades?

(Mark No or Yes for Each Reason Listed Below)

	<u>NO</u>	<u>YES</u>	
a. Insufficient space	1 <input type="checkbox"/>	2 <input type="checkbox"/>	82/
b. Insufficient funding	1 <input type="checkbox"/>	2 <input type="checkbox"/>	83/
c. Insufficient time to plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	84/
d. Unable to recruit qualified teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	85/
e. Implementing our own reforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	86/
f. Do not need to reduce class size	1 <input type="checkbox"/>	2 <input type="checkbox"/>	87/
g. Others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	88/

11. Please indicate how much influence each of the following groups of people had on deciding how to implement class size reduction (CSR) in your district.

Check a number from 0 to 4 where 0 = 'No Influence' and 4 = 'A Great Deal of Influence.'

(Mark One Box on Each Line)

	<u>NO</u> <u>INFLUENCE</u>	←—————→				<u>A GREAT DEAL</u> <u>OF INFLUENCE</u>	
a. School Board members	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	89/	
b. District superintendent (yourself)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	90/	
c. School principals	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	91/	
d. Teachers and other professional staff	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	92/	
e. School classified staff	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	93/	
f. Parents, or parents' association	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	94/	

**SECTION C: YOUR DISTRICT EXPERIENCES DURING
THE 1997-1998 SCHOOL YEAR**

12. In school year 1997-1998, how easy or difficult has it been to recruit the staff needed in your district? And, has CSR made it easier, more difficult, or had no impact on these activities?

RECRUITING STAFF	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not Applicable*	Easy	Neither Easy Nor Difficult	Difficult	Easier	More Difficult	Had No Impact
a. Hire credentialed teachers for reduced classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				7/			8/
b. Hire credentialed teachers for regular classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				9/			10/
c. Hire teachers with Special Education credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				11/			12/
d. Hire teachers with credentials to serve LEP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				13/			14/
e. Satisfy teachers' request to teach particular grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				15/			16/
f. Hire substitute teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				17/			18/
g. Hire instructional aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				19/			20/
h. Hire school principals and assistant principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				21/			22/
i. Hire district administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				23/			24/

* Mark this box if you did not need to hire new staff of the type specified.

13. In school year 1997-1998, how easy or difficult has it been to perform the following PROFESSIONAL DEVELOPMENT activities in your district? And, has CSR made it easier, more difficult, or had no impact on these activities in your district?

PROFESSIONAL DEVELOPMENT	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not Applicable*	Easy	Neither Easy Nor Difficult	Difficult	Easier	More Difficult	Had No Impact
a. Design professional development activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				25/			26/
b. Provide funds to support professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				27/			28/
c. Find time for staff to attend professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				29/			30/
d. Provide substitute teachers to free staff for professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				31/			32/
e. Identify appropriate people to provide professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				33/			34/

* Mark this box if you did not engage in the activity specified.

14. In school year 1997-1998, how easy or difficult has it been to provide the FACILITIES AND SUPPLIES needed in your district? And, has CSR made it easier, more difficult, or had no impact on your school's ability to get the facilities and supplies needed?

FACILITIES AND SUPPLIES	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not Applicable*	Easy	Neither Easy Nor Difficult	Difficult	Easier	More Difficult	Had No Impact
a. Find space for reduced size classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				35/			36/
b. Find space for regular classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				37/			38/
c. Provide adequate instructional supplies (books, maps, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				39/			40/
d. Keep buildings clean and repaired	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				41/			42/
e. Provide adequate furniture (desk, chairs, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				43/			44/
f. Find space for enrichment activities (e.g., art, music)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				45/			46/
g. Find space for administrative functions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				47/			48/

* Mark this box if item does not apply to your school.

15. In the 1997-1998 school year, how frequently have the following interactions taken place between your district and the community? And, how has this frequency been affected by Class Size Reduction?

INTERACTION	FREQUENCY OF INTERACTIONS THIS YEAR				CSR HAS MADE THESE INTERACTIONS:		
	Frequently	Occasionally	Rarely	Never	More Frequent	About the Same	Less Frequent
a. Businesses provided funds or volunteers to help schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 49/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 50/
b. Parents complained about the quality of teachers in grades K to 3	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 51/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 52/
c. Parents complained about the quality of teachers in grades 4 to 12	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 53/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 54/
d. Parents volunteered to assist in classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 55/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 56/
e. Students transferred from private schools to your district's schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 57/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 58/
f. Parents requested student transfers from one school to another	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 59/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 60/
g. Parents participated in district committees and organizations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 61/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 62/
h. Parents contributed money to support the schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 63/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 64/
i. Parents of students in grades 4 to 12 complained about diverted resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 65/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 66/

16. Have you implemented class size reduction in at least one grade (i.e., K, 1, 2, or 3)?

(Check One)

No → GO TO Q.31

67/

Yes → CONTINUE WITH Q.17

17. How important were the following factors in assigning teachers to reduced size classrooms in your district?

(Mark One Box on Each Line)

	<u>VERY IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>SOMEWHAT UNIMPORTANT</u>	<u>NOT IMPORTANT</u>	<u>DON'T KNOW</u>	
a. Teacher request	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7/
b. Experience at that grade level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	8/
c. Principal's judgment of teacher qualifications, other than experience at grade level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9/
d. Union rules	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	10/
e. Experience at any grade level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	11/

18. How did the collective bargaining agreements with the teachers and classified staff affect implementation of CSR in your district?

STAFF	The collective bargaining agreement made CSR implementation:				Not Applicable*	
	<u>Easier</u>	Neither Easier Nor More <u>Difficult</u>	More <u>Difficult</u>	Prevented <u>Implementation</u>		
a. Teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>	12/
b. Classified Staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>	13/

* Mark this box if the district doesn't have a collective bargaining agreement.

19. In your opinion, how many of the teachers assigned to reduced size classes in your district have significantly adapted their teaching styles to reduced size classes?

(Check One)

- 1 All
- 2 Most
- 3 About half
- 4 A few
- 5 None

14/

20. During a typical week this year, approximately how many hours did you spend dealing with issues specifically related to the implementation of class size reduction?

(Check One)

- 1 0 - 1 hour
- 2 2 - 3 hours
- 3 4 - 5 hours
- 4 6 - 8 hours
- 5 9 or more hours

15/

21. For school year 1996-1997 (when the state reimbursed at \$650 per pupil), indicate the extent to which funding to your district from the state CSR program covered your district's costs of operating CSR?

(Check One)

Did not cover full operating costs → GO TO Q.22

16/

Covered full operating costs → GO TO Q.24

Exceeded full operating costs → GO TO Q.23

22. How large was your district's CSR operating deficit in school year 1996-1997 and how did you cover it? (Enter dollar amount.)

ESTIMATED SIZE OF OPERATING DEFICIT: \$, , .00

17-25/

To fund the district's CSR deficit, indicate whether any of the following programs were affected:

PROGRAM	NOT <u>AFFECTED</u>	SOMEWHAT <u>REDUCED</u>	SIGNIFICANTLY <u>REDUCED</u>	<u>ELIMINATED</u>	
a. Child care programs (including pre-school, before and after care, infant care, and Head Start facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26/
b. Healthy Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27/
c. Family/community programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28/
d. Library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29/
e. Special education services, (including county programs at your school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30/
f. Administrative services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31/
g. Music or art programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32/
h. Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33/
i. Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34/

j. LEP program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	35/
k. After-School programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	36/
l. Early literacy programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	37/
m. Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	38/
n. District facility maintenance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	39/

GO TO QUESTION 24 →

23. How large was your district's CSR operating surplus in school year **1996-1997** and what did you do with the extra resources? (*Enter dollar amount.*)

ESTIMATED SIZE OF OPERATING SURPLUS: \$, , .00

40-48/

Indicate how much of the extra funds were applied to the following programs or activities:

PROGRAM	<u>NONE</u>	<u>SOME</u>	<u>MOST</u>	<u>ALL</u>	
a. Child care programs (including pre-school, before and after care, infant care, and Head Start facilities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	49/
b. Healthy Start	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	50/
c. Family/community programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	51/
d. Library services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	52/
e. Special education services, (including county programs at your school)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	53/
f. Administrative services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	54/
g. Music or art programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	55/
h. Sports programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	56/

i. Computer programs	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	57/
j. LEP program	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	58/
k. After-School programs	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	59/
l. Early literacy programs	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	60/
m. Professional development	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	61/
n. District facility maintenance	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>	62/

24. For school year 1997-1998 (when the state reimbursed at \$800 per pupil), indicate the extent to which funding to your district from the state CSR program covered your district's costs of operating CSR?

(Check One)

- ₁ Did not cover full operating costs → **GO TO Q.25**
- ₂ Covered full operating costs → **GO TO Q.27**
- ₃ Exceeded full operating costs → **GO TO Q.26**

63/

25. How large was your district's CSR operating deficit in school year **1997-1998** and how did you cover it? (*Enter dollar amount.*)

ESTIMATED SIZE OF OPERATING DEFICIT: \$, , .00

64-72/

To fund the district's CSR deficit, indicate whether any of the following programs were affected:

PROGRAM	<u>NOT</u> <u>AFFECTED</u>	<u>SOMEWHAT</u> <u>REDUCED</u>	<u>SIGNIFICANTLY</u> <u>REDUCED</u>	<u>ELIMINATED</u>	
a. Child care programs (including pre-school, before and after care, infant care, and Head Start facilities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	73/
b. Healthy Start	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	74/
c. Family/community programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	75/
d. Library services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	76/
e. Special education services, (including county programs at your school)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77/
f. Administrative services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	78/
g. Music or art programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	79/
h. Sports programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	80/
i. Computer programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	81/
j. LEP program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	82/
k. After-School programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	83/
l. Early literacy programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	84/
m. Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	85/
n. District facility maintenance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	86/

GO TO QUESTION 27 →

26. How large was your district's CSR operating surplus in school year 1997-1998 and what did you do with the surplus? (Enter dollar amount.)

ESTIMATED SIZE OF OPERATING SURPLUS: \$, , .00

7-15/

Indicate how much of the extra funds were applied to the following programs or activities:

PROGRAM	NONE	SOME	MOST	ALL	
a. Child care programs (including pre-school, before and after care, infant care, and Head Start facilities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	16/
b. Healthy Start	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	17/
c. Family/community programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	18/
d. Library services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	19/
e. Special education services, (including county programs at your school)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	20/
f. Administrative services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	21/
g. Music or art programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	22/
h. Sports programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	23/
i. Computer programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	24/
j. LEP program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	25/
k. After-School programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	26/
l. Early literacy programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	27/
m. Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	28/
n. District facility maintenance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	29/

**SECTION D: INTERACTION OF CLASS SIZE REDUCTION
WITH OTHER REFORM EFFORTS**

27. Prior to implementing CSR, was your district implementing other school improvement or education reforms (e.g., Coalition of Essential Schools, portfolios, Annenberg Schools, primary literacy, Foss Science, etc.)?

(Mark One)

- No → **GO TO Q.30** 30/
 Yes → **CONTINUE WITH Q.28**

28. If your district was implementing other educational reforms, which of the following types were you implementing prior to CSR?

(Mark One Box on Each Line)

	<u>NO</u>	<u>YES</u>	
a. Whole school reforms (e.g., Coalition of Essential Schools, Accelerated Schools, Annenberg schools, LEARN, BASRC, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	31/
b. Curriculum reforms (e.g., primary literacy, Reading Recovery, Family Math, Foss Science, Comprehensive art education, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	32/
c. Assessment reforms (e.g., running records, portfolios, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	33/
d. Other reform efforts <i>(please specify)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	34/
(1) _____			35-36/
(2) _____			37-38/
(3) _____			39-40/

29. In what ways did class size reduction affect the reform efforts underway in your district? Do you agree or disagree with the following statements about the effects of class size reduction on other reform efforts that were underway in your district?

(Mark One Box on Each Line)

Class size reduction:	STRONGLY <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	STRONGLY <u>DISAGREE</u>	
a. Diverted my attention from most other reform efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	41/
b. Boosted primary grade teachers' enthusiasm for other reforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	42/
c. Took everyone's time away from other reform efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	43/
d. Caused us to delay or postpone reform activities we had planned	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	44/
e. Brought in teachers with new ideas that enhanced our reform efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	45/
f. Used facilities that were needed for other reforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	46/
g. Created new professional development needs that had to be addressed first	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	47/
h. Boosted parental support for other reforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	48/
i. Diverted principals' attention from reform efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	49/

SECTION E: EFFECTS OF CLASS SIZE REDUCTION TO DATE

30. Thinking about the implementation of class size reduction in your district to date, how strongly do you agree or disagree with each of the following statements?

(Mark One Box on Each Line)

	STRONGLY <u>AGREE</u>	AGREE	UNCERTAIN	DISAGREE	STRONGLY <u>DISAGREE</u>	
a. CSR has increased support for education in my district.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	50/
b. Teachers in grades 4 to 12 are resentful of the emphasis given to lower grades	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	51/
c. Children in reduced size classes will do better in the upper elementary grades	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	52/
d. Students in reduced size classes are receiving more individualized instruction ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	53/
e. There has been no improvement in students' reading achievement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	54/
f. CSR has made it easier to teach ESL students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	55/
g. Teachers in reduced size classes are making no significant changes in the way they teach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	56/
h. CSR has allowed us to move more students out of special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	57/
i. CSR does not help LEP students learn English more rapidly	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	58/
j. My staff and I are spending an inordinate amount of time dealing with CSR implementation problems ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	59/

SECTION F: CSR AND OTHER INITIATIVES

31. California spends more than \$1.5 billion annually on CSR. For each of the following programs, please indicate whether you would prefer having some of these state funds go to this program instead of having them all go to class size reduction (CSR).

PROGRAMS	NO OPINION	SPEND NO CSR FUNDS ON THIS PROGRAM	SPEND SOME CSR FUNDS ON THIS PROGRAM	SPEND A LOT OF CSR FUNDS ON THIS PROGRAM	
a. Upgrade teacher training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	60/
b. Increase teacher salaries	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	61/
c. Tutor individual children having learning difficulties	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	62/
d. Provide summer school for all children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	63/
e. Provide after-school programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	64/
f. Equip all schools with computers and train teachers to use them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	65/
g. Expand sports programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	66/
h. Expand music and arts programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	67/
i. Provide scholarships to all who qualify to go to college	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	68/
j. Improve school facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	69/
k. Hire more classified staff (secretaries, custodians, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	70/
l. Hire more reading and math specialists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	71/
m. Hire more counselors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	72/
n. Build additional schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	73/
o. Enhance services provided by County Offices of Education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	74/

32. If the State were to expend an additional 10 percent on public education, where would you want these funds to go? Please pick your top three choices and enter the letter for each choice in the boxes below.

1st choice: 75/
Letter

2nd choice: 76/
Letter

3rd choice: 77/
Letter

PROGRAM CHOICES – FOR QUESTION 32

- A. Improve school facilities
- B. Hire additional classified staff
- C. Provide enrichment programs (i.e., field trips, assemblies, speakers programs)
- D. Increase teacher salaries
- E. Provide professional development for new teachers without credentials
- F. Provide professional development for all teachers
- G. Reduce class size further (i.e., lower than 20 to 1) in grades K-3
- H. Reduce class size in other elementary grades
- I. Hire reading and math specialists
- J. Hire art and music specialists
- K. Provide scholarships to all who qualify to go to college
- L. Build additional schools

SECTION G: YOUR DISTRICT'S RESEARCH ON CLASS SIZE REDUCTION

33. Is your district conducting research regarding class size reduction in the district?

(Mark One)

- ₁ No → **GO TO Q.36** 78/
- ₂ Yes → **CONTINUE WITH Q.34**

34. For which of the following years has your district conducted research on its own implementation of class size reduction?

(Mark All that Apply)

- ₁ 1996 - 97 79/
- ₂ 1997 - 98 80/
- ₃ 1998 - 99 (anticipated) 81/

35. Which of the following topics did (or does) your research on class size reduction cover?

(Mark All that Apply)

- ₁ Teacher classroom practices 82/
- ₂ Teacher attitudes 83/
- ₃ Resource needs and allocation (i.e., costs, materials, space) 84/
- ₄ Parent response to class size reduction 85/
- ₅ Student grades 86/
- ₆ Student test scores (other than STAR) 87/
- ₇ Other student outcomes *(please specify)* 88/

_____ 89-90/

- ₈ Other topics *(please specify)* 91/

_____ 92-93/

Additional Comments Regarding Class Size Reduction

36. If you have any other comments on class size reduction, please write them in below.

<hr/>	<i>94-95/</i>
<hr/>	
<hr/>	<i>96-97/</i>
<hr/>	
<hr/>	<i>98-99/</i>
<hr/>	
<hr/>	

PART II

**THIS SECTION INVOLVES RETRIEVING INFORMATION FROM SCHOOL RECORDS.
YOU MAY WANT TO DELEGATE THIS SECTION TO YOUR STAFF TO COMPLETE.**

**NOTE: IF THE INFORMATION REQUESTED IS NOT AVAILABLE, WRITE N/A
NEXT TO THE APPROPRIATE BOXES.**

SECTION A: STAFFING

1. How many full-time certificated teachers were employed in your district in each of the following years?

- a. 1995-96

--	--	--

 7-9/

- b. 1996-97

--	--	--

 10-12/

- c. 1997-98

--	--	--

 13-15/

2. How many full-time classified administrative and support staff were employed in your district in each of the following years?

- a. 1995-96

--	--	--

 16-18/

- b. 1996-97

--	--	--

 19-21/

- c. 1997-98

--	--	--

 22-24/

3. How many instructional aides in grades K-3 were employed in your district in each of the following years? *(Please provide your best estimate.)*

- a. 1995-96

--	--	--

 25-27/
- b. 1996-97

--	--	--

 28-30/
- c. 1997-98

--	--	--

 31-33/

4. How many teachers who were teaching in grades 4-6 in your district became K-3 teachers in your district, in each of the following years?

- a. 1995-96

--	--	--

 34-36/
- b. 1996-97

--	--	--

 37-39/
- c. 1997-98

--	--	--

 40-42/

5. How many teachers who were teaching in grades 7-12 in your district, became K-3 teachers in your district, in each of the following years?

- a. 1995-96

--	--	--

 43-45/
- b. 1996-97

--	--	--

 46-48/
- c. 1997-98

--	--	--

 49-51/

6. How many ESL and bilingual teachers in your district became regular K-3 (non-ESL) teachers in your district in each of the following years?

- a. 1995-96

--	--	--

 52-54/
- b. 1996-97

--	--	--

 55-57/
- c. 1997-98

--	--	--

 58-60/

7. How many special education teachers in your district became regular K-3 (non-special education) teachers in your district in each of the following years?

a. 1995-96 61-63/

b. 1996-97 64-66/

c. 1997-98 67-69/

CARD 06 5-6/
1-4/

8. For each of the following categories of teachers, and for each of the following years, please indicate:

- a. the number of positions your district **sought to fill**, and
- b. the number of positions your district was **actually able to fill**.

STAFFING	1995 - 96		1996 - 97		1997 - 98	
	(a) # Sought	(b) # Filled	(a) # Sought	(b) # Filled	(a) # Sought	(b) # Filled
Regular classroom teachers, grades K-3	7-9/ <input type="text"/> <input type="text"/> <input type="text"/>	10-12/ <input type="text"/> <input type="text"/> <input type="text"/>	13-15/ <input type="text"/> <input type="text"/> <input type="text"/>	16-18/ <input type="text"/> <input type="text"/> <input type="text"/>	19-21/ <input type="text"/> <input type="text"/> <input type="text"/>	22-24/ <input type="text"/> <input type="text"/> <input type="text"/>
Regular classroom teachers, grades 4 and above	25-27/ <input type="text"/> <input type="text"/> <input type="text"/>	28-30/ <input type="text"/> <input type="text"/> <input type="text"/>	31-33/ <input type="text"/> <input type="text"/> <input type="text"/>	34-36/ <input type="text"/> <input type="text"/> <input type="text"/>	37-39/ <input type="text"/> <input type="text"/> <input type="text"/>	40-42/ <input type="text"/> <input type="text"/> <input type="text"/>
Bilingual teachers, grades K-3	43-45/ <input type="text"/> <input type="text"/> <input type="text"/>	46-48/ <input type="text"/> <input type="text"/> <input type="text"/>	49-51/ <input type="text"/> <input type="text"/> <input type="text"/>	52-54/ <input type="text"/> <input type="text"/> <input type="text"/>	55-57/ <input type="text"/> <input type="text"/> <input type="text"/>	58-60/ <input type="text"/> <input type="text"/> <input type="text"/>
Bilingual teachers, grades 4 and above	61-63/ <input type="text"/> <input type="text"/> <input type="text"/>	64-66/ <input type="text"/> <input type="text"/> <input type="text"/>	67-69/ <input type="text"/> <input type="text"/> <input type="text"/>	70-72/ <input type="text"/> <input type="text"/> <input type="text"/>	73-75/ <input type="text"/> <input type="text"/> <input type="text"/>	76-78/ <input type="text"/> <input type="text"/> <input type="text"/>

CARD 07 5-6/
1-4/

Special education teachers, grades K-3	7-9/ <input type="text"/> <input type="text"/> <input type="text"/>	10-12/ <input type="text"/> <input type="text"/> <input type="text"/>	13-15/ <input type="text"/> <input type="text"/> <input type="text"/>	16-18/ <input type="text"/> <input type="text"/> <input type="text"/>	19-21/ <input type="text"/> <input type="text"/> <input type="text"/>	22-24/ <input type="text"/> <input type="text"/> <input type="text"/>
Special education teachers, grades 4 and above	25-27/ <input type="text"/> <input type="text"/> <input type="text"/>	28-30/ <input type="text"/> <input type="text"/> <input type="text"/>	31-33/ <input type="text"/> <input type="text"/> <input type="text"/>	34-36/ <input type="text"/> <input type="text"/> <input type="text"/>	37-39/ <input type="text"/> <input type="text"/> <input type="text"/>	40-42/ <input type="text"/> <input type="text"/> <input type="text"/>

9. How many new (not replacement) full-time classified administrative and support staff (e.g., secretaries, custodians) did you hire each of the following school years?

NEW CLASSIFIED STAFF

- a. 1995-96 43-45/
b. 1996-97 46-48/
c. 1997-98 49-51/

10. For the past three school years, how many days during each school year was your district unable to obtain the number of substitute teachers you needed?

- a. 1995-96 52-54/
b. 1996-97 55-57/
c. 1997-98 58-60/

11. How many times per year are principals required to observe non-tenured teachers?

NUMBER OF REQUIRED OBSERVATIONS 61-62/
PER YEAR OF NON-TENURED TEACHERS

Thank you for participating in this important study. Please place your completed survey inside the enclosed postage-paid envelope and mail it to:

RAND
Beverly Weidmer
1700 Main Street
PO Box 2138
Santa Monica CA 90407-2138