

Agenda Supplement--January 2005

California State Board of Education (SBE) meeting agenda.

State Board Members

Ruth E. Green, President
Glee Johnson, Vice President
Ruth Bloom
Don Fisher
Ricky Gill
Reed Hastings
Joe Nuñez
Bonnie Reiss
Suzanne Tacheny
Johnathan Williams
Vacant

Secretary & Executive Officer

Hon. Jack O'Connell

Executive Director

Catherine Barkett

PUBLIC SESSION

SUPPLEMENTAL AGENDA

Thursday, January 13, 2005

**California Department of Education
1430 N Street, Room 1101
Sacramento, California**

[ITEM 44](#)

(DOC; 59KB; 2pp.)

School Accountability Report Cards: Proposed Changes Pursuant to Senate Bill 550 (Implementation of Settlement Agreement in *Williams, et al. v State of California, et al.*).

- [Last Minute Memorandum](#) (DOC; 74KB; 8pp.)

INFORMATION

ACTION

Questions: State Board of Education | 916-319-0827

Last Reviewed: Wednesday, August 03, 2011

California Department of Education

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CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2005 AGENDA

SUBJECT School Accountability Report Cards: Proposed Changes Pursuant to Senate Bill 550 (Implementation of Settlement Agreement in <i>Williams, et al. v State of California, et al.</i>).	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

Discuss issue related to revising the School Accountability Report Card (SARC) Template raised in the December 13, 2004, letter from Morrison and Foerster and take action where appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its November 2004 meeting, the State Board approved changes in the SARC template and definitions to implement Senate Bill (SB) 550.

SUMMARY OF KEY ISSUES

Lawyers for the plaintiff's in the *Williams* lawsuit, Morrison and Foerster submitted a letter dated December 13, 2004, in which they contend that the November 9, 2004, Board approved revisions to the School Accountability Report Card (SARC) Template "fail to comply with the terms and intent of Senate Bill 550." The letter raises three areas in which they believe the SARC Template fails to comply with the law. Those areas are: (1) Not requiring current school-year information on supply of textbooks, facilities and teacher misassignments and vacancies; (2) Not requiring the reporting of textbook/instructional materials availability by subject area; and (3) Not providing good examples of acceptable and unacceptable summary statements of school facilities conditions.

The purpose of the SARC is to provide consistent data between all schools so that parents can compare information about schools when deciding in which school to enroll their student. This consistency can only be provided if all schools report the data from the same point in time. Existing law requires that SARC's be updated annually, but does not specify a deadline for completing the update. The California Department of Education has encouraged districts to complete the updating early in the year in order to provide consistent information to parents in a timely fashion.

SB 550 was signed into law on September 29, 2004, and took effect immediately. That legislation, part of the *Williams* settlement package, requires additional information be

SUMMARY OF KEY ISSUES

made available on the SARC. Many of the integral parts of SB 550 and other legislation in the *Williams* settlement package are not required to be implemented until the 2005-06 school year or later. Because many of the data collection points for the new information to be included in the SARC will not be done in a consistent timeframe or format until 2005-06 or beyond, issues have arisen as to what should be contained on the 2004-05 SARC Template. Proponents of including current school year data believe that parents need that data to make informed decisions about what school their student should attend. Given the current inconsistency in data collection timeframes and methods, CDE has recommended that the revisions proposed in the December 13, 2004, letter be incorporated, where feasible and appropriate, in the 2005-06 SARC Template, which will be before the Board at its May meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

Attachment: Morrison and Foerster Letter (6 pages). This document is not available for Web viewing. A copy is available for viewing at the State Board of Education Office.

There will be a Last Minute Memorandum in response to the issues raised in the Morrison and Foerster Letter.

State of California

Department of Education

LAST MINUTE MEMORANDUM

DATE: January 11, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 44

SUBJECT: School Accountability Report Cards (SARC): Proposed Changes Pursuant to Senate Bill 550 (Implementation of Settlement Agreement in *Williams, et al. v. State of California, et al.*)

In response to concerns raised in a letter from Morrison & Foerster, counsel for the plaintiffs in the *Williams* case, to the State Board of Education (SBE) dated December 13, 2004, the California Department of Education (CDE) is proposing the following changes in the SARC template and data definitions:

- (1) Replace the reporting table in the template for the availability of sufficient standards-aligned textbooks and other instructional materials with a new table that allows each content area to be reported separately.
- (2) Add the following language to the data definition for the safety, cleanliness, and adequacy of school facilities: "This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified."
- (3) Delete the language in the data definitions for the availability of sufficient standards-aligned textbooks and other instructional materials that states "For the most recently completed school year" and instead insert the following after the first sentence in the definition: "This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified."

At this time, the CDE is not proposing a change in the reporting timeframe for the teacher misassignment and vacant teacher position elements because of additional work that needs to be done on the development of clear and concise operational definitions for each of these elements, including the reporting time period. In May 2005, the CDE will propose that for SARCs published during the 2005-06 school year, "the most recent three-year period" for the reporting of teacher misassignments and vacant teacher positions will include data from the current year.

Further clarification about the type of information schools should include in their description of the availability of sufficient textbooks and other instructional materials will be sought through legislation. If enacted in time, that legislation would be implemented

in SARCs published during the 2005-06 school year. In addition, this section of the SARC will be further informed by the information included in the public hearings that school districts must hold pursuant to *Education Code* Section 60119.

Finally, regarding the summary statements on the condition of school facilities, this section will be informed by the Office of Public School Construction's expected completion of the "interim evaluation instrument" at the end of January 2005. Therefore, the CDE plans to propose changes to this area when the 2005-06 SARC template and data definitions are presented to the SBE in May 2005.

For SARCs published during the 2004-05 school year, because school sites are not required to complete the "interim evaluation instrument" until the 2005-06 school year, schools will be asked to report on whether any of the eight emergency facilities needs specified in *Education Code* Section 17592.72(c)(1) exist at the school site. The eight emergency facilities needs are: (1) gas leaks; (2) nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; (3) electrical power failure; (4) major sewer line stoppage; (5) major pest or vermin infestation; (6) broken windows or exterior doors or gates that will not lock and that pose a security risk; (7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and (8) structural damage creating a hazardous or uninhabitable condition.

The CDE is also proposing the addition of two examples of unacceptable summary statements on the condition of school facilities. These examples are contained in Attachment 2.

If approved, the revisions to the SARC template and data definitions document will be communicated to the field immediately following the SBE meeting and will impact the preparation of any SARC not yet completed.

Attachment 1, a proposed 2003-04 template revision for the SARC, contains a new table for reporting the availability of sufficient standards-aligned textbooks and other instructional materials.

Attachment 2 contains proposed changes to data definitions that are needed to support the reporting format changes in the areas of safety, cleanliness, and adequacy of school facilities; and the availability of sufficient standards-aligned textbooks and other instructional materials.

Attachment 1: Proposed Revision to 2003-04 Report Card Template (1 Page)
Attachment 2: Proposed Revisions to 2003-04 Data Element Definitions and Sources for the School Accountability Report Card (5 Pages)

Proposed Revision to 2003-04 Report Card Template

Curriculum and Instruction

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history/social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Reading/Language Arts		<i>To be provided by LEA</i>	
Mathematics			
Science			
History/Social Science			
Foreign Language			
Health			
Science Laboratory Equipment (Grades 9 to 12)			

**Proposed Revisions to
2003-04 Data Element Definitions and Sources for the
School Accountability Report Card (In *Italics* and ~~Strikethrough~~ Type)**

Specific Requirements	Definitions	Guidelines and Data Sources
SCHOOL SAFETY AND CLIMATE FOR LEARNING		
<p>3. Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.</p> <p>EC Sec. 33126 (b)(9)</p> <p>EC sections 17014, 17032.5, 17070.75 (a), 17089 (b)</p>	<p>Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.</p> <p>Description of the degree to which the school facility supports teaching and learning.</p> <p>Description of the condition and cleanliness of the school grounds, buildings, and restrooms.</p> <p>Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the State of California's Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.</p> <p><i>For SARC's published during the 2004-05 school year, because school sites are not required to complete the interim evaluation instrument until the 2005-06 school year, the description should include a report on whether any of the eight emergency facilities needs specified in Education Code Section 17592.72(c)(1) exist at the school site. The eight emergency facilities needs are: (1) gas leaks; (2) nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; (3) electrical</i></p>	<p>Narrative is developed by the local educational agency/school. Are students safe on school grounds before, during, and after school?</p> <ul style="list-style-type: none"> • Before and after school supervision • Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings) <p>Does the school facility support teaching and learning?</p> <ul style="list-style-type: none"> • Classroom space • Playground space • Space for staff <p>What is the condition and cleanliness of the school?</p> <ul style="list-style-type: none"> • Age of school/buildings • Maintenance and repair • Cleaning process and schedule for classrooms, restrooms, ground <p><i>Examples of unacceptable summary statements on the condition of school facilities are as follows:</i></p>

		<p><i>power failure; (4) major sewer line stoppage; (5) major pest or vermin infestation; (6) broken windows or exterior doors or gates that will not lock and that pose a security risk; (7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and (8) structural damage creating a hazardous or uninhabitable condition.</i></p> <p><i>This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.</i></p>	<p><i>The district has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.</i></p> <p><i>For more information about the condition of this school's facilities, contact the school principal.</i></p> <p>Examples of acceptable summary statements on the condition of school facilities are as follows:</p> <p><u>General</u></p> <p>The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California's Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at [Web site address].</p> <p>Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.</p> <p><u>Age of school buildings</u></p> <p>This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction.</p> <p>The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.</p>
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			<p><u>Maintenance and repair</u></p> <p>District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.</p> <p>In 2004-05, locks are being replaced on exterior gates to ensure security. No other emergency facilities needs exist at this school.</p> <p><u>Cleaning process and schedule</u></p> <p>The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at [Web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.</p> <p><u>Deferred maintenance budget</u></p> <p>The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted \$[] for the deferred maintenance program. This represents []% of</p>
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			<p>the district's general fund budget.</p> <p><u>Deferred maintenance projects (if applicable)</u></p> <p>For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [Web site address].</p> <p><u>Modernization projects (if applicable)</u></p> <p>During the 2004-05 school year, local bond funds [Measure __], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in June 2005 and be completed prior to the start of the 2005-06 school year.</p> <p><u>New school construction projects (if applicable)</u></p> <p>Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the 2004-05 school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the 2006-07 school year.</p> <p>Data provided by LEA</p>
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Specific Requirements	Definitions	Guidelines and Data Sources
CURRICULUM AND INSTRUCTION		
33.	<p>The availability of sufficient textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas of reading/language arts, mathematics, science, and history/social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.</p> <p>EC Sec. 33126 (b)(6)(B)</p> <p>EC Sec. 60119 ©</p>	<p>For the most recently completed school year, a</p> <p>A description of the extent to which each pupil, including English learners, has a <i>state-adopted (grades K-8) and standards-aligned (grades K-12)</i> textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. Two sets of textbooks or instructional materials for each pupil are not required. Photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage is not statutorily deemed to be sufficient.</p> <p><i>This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.</i></p> <p>Data provided by LEA</p>