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Public Comprehension of Published Data - Technology to the Rescue?

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There is a need for the public to monitor the efficacy of what the public funds. This certainly was the view in 1988 when the voters of California passed Proposition 98 – the Classroom Instructional Improvement and Accountability Act.

Since the passage of Proposition 98, every public K-12 school in California has published and distributed a School Accountability Report Card (SARC) as hard copy sent home to the parents and, as the revised law compelled, made available on the internet.

Did the use of this technology (i.e., the internet and the infrastructure it requires) realize its purpose – to inform?

What information transmitted via the technology and how easily can it be used? From this mandate, does the public know how its schools are performing and can it make informed judgments about directions and support to be given to its public schools?

Introduction

The invitation to AEA 2010 seeks to assess (evaluate) evaluation quality and, in particular, look on truth, beauty and justice in our evaluation efforts. The California School Accountability Report Card (SARC), as a vector for providing access to evaluative information by the public on the public schools in California is worthy of being assessed on these dimensions as 1. a tool for the public to monitor is work of the agency that, by law, consumes at least 40% of the State's budget and 2. on the efficacy of the technology based approach used to disseminate the information.

In November, 1988, the voters in California approved the "*The Classroom Instructional Improvement and Accountability Act*" which set certain priorities for funding education on California as well as establishing a requirements that each school report to the people on the success of their

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efforts. In addition, ten years later in January 1998 EC Section 33126 was amended [Chapter 918, Statutes of 1997] to require each school district that is connected to the Internet to make the information contained in the SARC accessible on the Internet on or before July 1, 1998, and to update the SARC information annually.²

There is now 20 years of publically available information for every school in the state that can be a source of considerable insight into evaluating the state's public school effort. There is also about a decade of experience with making this information available via "the internet."

As a result of this effort, is the public informed, is the public empowered?

The quality of the information presented by the Internet disseminated SARC varies widely although the content is closely proscribed by State law and State agencies provide the more difficult reflections of the data. In beauty, because presentation on the internet is required and the state provides templates useful in that effort, there is, once again, a considerable range. Some truth is within these reports but what truth whose truth and how useful is that which is included.

As an example of the effort to be reported here, 12 schools in the San Francisco Unified School District were recently included among the schools that failed under no-child-left-behind and merit draconian solutions to their measured failures. How useful was the SARC and the Internet in forecasting these difficulties and how soon could the community have taken action to rescue these schools before the axe fell?

By looking generally at the scope and contents of the twenty years of data and focusing on the recent intervention compelled by no-child-left-behind, we can see just how useful these data have been over the past twenty years and into the present.

Initiatives

For our concern at the moment, there are three related initiatives that have codified the public's right and obligation to monitor how the public funds are spent on education and the success of that effort. These three are the School Accountability Report Card, specifically in California, the No Child Left Behind legislation and the Academic Performance Index (API)/Adequate Yearly Progress (AYP) measures of progress associated with each.

SARC

The School Accountability Report Card (SARC) arose in California out of an effort to provide more and consistent funding for the state's public schools. In exchange for receiving more funding, the schools were to be more "accountable" to the parents and community. The current Parents Guide describes the SARC as:

What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare

² The legislative history of the California SARC is included as the Appendix
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schools on a variety of indicators.³

Originally the SARC's were to be sent home with the students or mailed directly to the parents. That was technology in 1989, the first year in which the SARC's were actually available. As computing resources developed and the internet became available, the distribution of the SARC incorporated more electronic vectors until the following description was achieved:

How are schools required to distribute the SARC?

State law generally encourages schools to make a concerted effort to notify parents of the purpose of the report cards and to ensure that all parents receive a copy of the report card for the school their child attends. Specifically, schools are required to notify all parents about the availability of the SARC and to provide parents with instructions about how the SARC can be obtained both through the Internet (if feasible) and on paper (by request). If a sufficient number of a school's enrolled students speak a single primary language other than English, state law requires that the SARC be made available to parents in the appropriate primary language.⁴

Recalling that the purpose of the SARC was to make schools more accountable, the original list of required information is interesting especially when one follows the additions and deletions over the years. This list is from the original legislation implementing the will of the California citizens through Proposition 98:

33126. School Accountability Report Card⁵

In order to promote a model statewide standard of instructional accountability and conditions for teaching and learning, the Superintendent of Public Instruction shall by March 1, 1988, develop and present to the Board of Education for adoption a statewide model School Adaptability Report Card.

(a) The model School Accountability Report Card shall include, but is not limited to, assessment of the following school conditions:

- (1) Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals.
- (2) Progress toward reducing drop-out rates.
- (3) Estimated expenditures per student, and types of services funded.
- (4) Progress toward reducing class sizes and teaching loads.
- (5) Any assignment of teachers outside their subject areas of competence.
- (6) Quality and currency of textbooks and other instructional materials.
- (7) The availability of qualified personnel to provide counseling and other student support services.
- (8) Availability of qualified substitute teachers.
- (9) Safety, cleanliness and adequacy of school facilities.
- (10) Adequacy of teacher evaluations and opportunities for professional improvement.
- (11) Classroom discipline and climate for learning.
- (12) Teacher and staff training, and curriculum improvement programs.
- (13) Quality of school instruction and leadership.

No Child Left Behind

No Child Left Behind was an early educational initiative of the George W Bush administration bundled as the renewal of the Federal Elementary and Secondary Education Act of

³ See <http://www.cde.ca.gov/ta/ac/sa/parentguide.asp> for the complete guide

⁴ *ibid.*

⁵ see <http://www.cde.ca.gov/ta/ac/sa/prop98.asp> for the complete measure.

1965. Its purpose was, briefly:

To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.⁶

According to the Parent's Guide, the Act is to accomplish:

Accountability, local control and flexibility, new options for parents, and record funding for what works are now the cornerstones of our education system. If your child isn't learning, you'll know why. If your school isn't performing, you'll have new options and the school will receive additional help. Our commitment to you, and to all Americans, is to see every child in America—regardless of ethnicity, income, or background—achieve high standards.⁷

California, with its more than ten-year experience with the SARC, was able to incorporate much of the NCLB accountability requirement through that process. Other states also had an accountability process in place and the Federal Law allowed much of that to be molded into the NCLB activities.

API/AYP

The ways of monitoring progress uniformly for the SARC and for NCLB were to construct indices – in the California case, the index was the Academic Performance Index (API). For NCLB it was the Adequate Yearly Progress (AYP):

(B) ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.⁸

Earlier, California had implemented an Academic Performance Index (API) to monitor school's progress while insuring that schools were judged against comparable schools. The California Department of Education (CDE) sites the API as, "The cornerstone of California's *Public Schools Accountability Act of 1999*; measures the academic performance and growth of schools on a variety of academic measures."⁹

In the Parent's Guide to the API, the CDE explains:

The API Report is required by the state's Public Schools Accountability Act (PSAA) of 1999. This report shows how much a school is improving from year to year based on its API. A school's API is a number that ranges from 200 to 1000 and is calculated from the results for each school's students on statewide tests. The state has set 800 as the API target for all schools to meet. Schools that fall short of 800 are required to meet annual growth targets until that goal is achieved. API targets vary for

⁶ Public Law 107-110 p. 1

⁷ U.S. Department of Education, Office of the Secretary, Office of Public Affairs, *No Child Left Behind: A Parents Guide*, Washington, D.C., 2003. Cover letter

⁸ see: <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111> for this and other sections of the law.

⁹ See: <http://www.cde.ca.gov/ta/ac/ap/> for detailed information on this measure.

each school.¹⁰

Enhancements

For California & the SARC

Legislating the activity was the easy part. Disseminating the information so that accountability was in the hands of the public and comparative information was given to the parents required a little more innovation. For the SARC, after years of paper copy being provided to all interested parties, a major addition in specificity of testing information ballooned the basic SARC from 4 pages to between 15 and 30 pages.

Initially the response to this was to make the information available to most people though an electronic paper version accessible via the internet. The next step, as suggested in the legislation quoted below, was to provide an on-line data selection tool and inform the public of that tool:

Assembly Bill 1061 (Outside Source¹¹) - **Effective January 1, 2008**

EC Sections 33126, 33126.1, 35256, and 35258 were amended [Chapter 530, Statutes of 2007] to The bill added the following requirements to the SARC:

- A description of and the Internet address for the online tool, DataQuest
- A statement in the SARC template describing Internet access that is available at public libraries and other locations that are publicly accessible
- A description of admission requirements for the University of California and the Internet address for such information
- A description of admission requirements for the California State University and the Internet address for such information

In the figure below, the “boiler-plate” section of the standard SARC informs the public of the Dataquest web facility for exploring and comparing the information on schools.

Section I - Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Through the school finder feature of the CDE site, the query in the figure at the top of the next page was formed. In it three schools are compared – two from the San Francisco Unified School District (Jean Parker and Charles R Drew) and one from a suburban district (Las Lomitas).

In the general information, the number of students, numbers of teachers, and per pupil expenditures are clear and fairly easy to understand. In the API scores it is easy to see which school has a higher score but what that score means is a question not easily answered. When we look at

¹⁰ <http://www.cde.ca.gov/ta/ac/ay/documents/parentguide10.pdf>

¹¹ see: http://www.leginfo.ca.gov/pub/07-08/bill/asm/ab_1051-1100/ab_1061_bill_20071012_chaptered.html

press reports of the test scores from a couple different districts, we will see that no effort is made to explain what an API score actually is.

| General Information | | | | |
|--|----------|----------|--------------------|----------------|
| School Name | Students | Teachers | District Dollars | Charter School |
| Jean Parker Elementary (details) | 0257 | 15 | \$9,433 / Student | N |
| Charles Drew College Preparatory Academy (details) | 0267 | 18 | \$9,433 / Student | N |
| Las Lomas Elementary (details) | 0573 | 38 | \$13,495 / Student | N |

API SCORING

| API Scores | |
|--|-------------------|
| School Name | Current API Score |
| Las Lomas Elementary (details) | 960 |
| Jean Parker Elementary (details) | 832 |
| Charles Drew College Preparatory Academy (details) | 667 |

The Dataquest tool can be used to view information on any of the 9,000+ schools in California and to compare those schools.

[DataQuest](#) is an online data reporting system developed and maintained by the California Department of Education. DataQuest provides data from many different sources in a single location; making it easier for parents, teachers, administrators, and other interested individuals to get demographic and performance information about particular schools and school districts, or California education in general.¹²

For NCLB and the AYP

While the AYP component of the NCLB initiative is available on state reporting sites, it is also available at the Federal Department of Education site along with an ability to examine information from a variety of states. The ED Data Express site is described as:

Purpose of ED Data Express

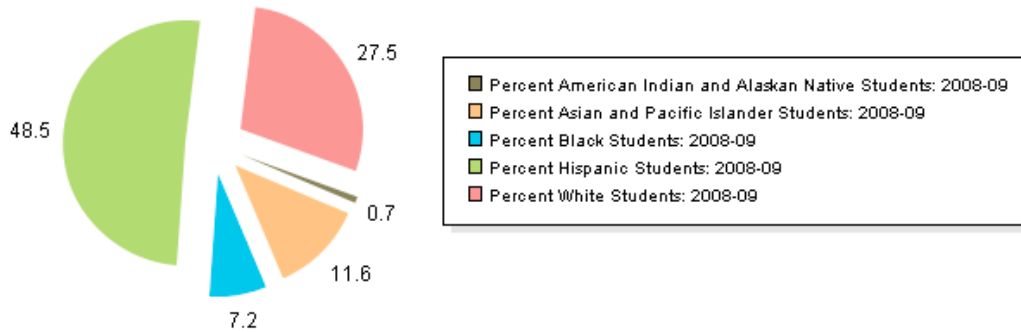
ED Data Express is a Web site designed to improve the public's ability to access and explore high-value state-level education data collected by the U.S. Department of Education. The site is designed to be interactive and to present the data in a clear, easy-to-use manner, with options to download information into Excel or manipulate the data within the Web site. The site currently includes data from *EDFacts*, Consolidated State Performance Reports (CSPR), State Accountability Workbooks, the National Center for Education Statistics (NCES), the National Assessment of Education Progress (NAEP), the College Board, and the Department's Budget Service office.¹³

The two figures and table on the next page represent a comparison of the student population of Texas and California using the easily configured query tool available in the ED Data

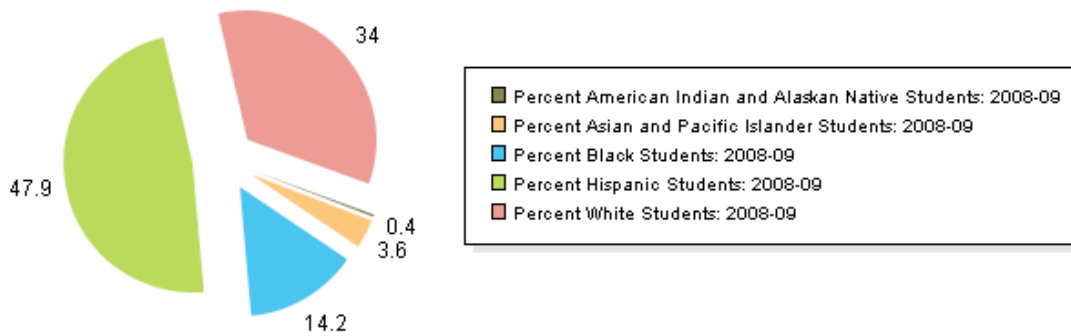
¹² <http://dq.cde.ca.gov/dataquest/>

¹³ <http://www.eddataexpress.ed.gov/about.cfm>

Express tool. While the tool is straightforward to use, it is not lavish in its explanation of what the number represent or mean.



California Student Demographics



Texas Student Demographics

| Student Characteristics | California | Texas |
|--|------------|-------|
| Percent American Indian and Alaskan Native Students: 2008-09 | 0.7% | 0.4% |
| Percent Asian and Pacific Islander Students: 2008-09 | 11.6% | 3.6% |
| Percent Black Students: 2008-09 | 7.2% | 14.2% |
| Percent Children with Disabilities: 2008-09 | 10.5% | 9.5% |
| Percent Hispanic Students: 2008-09 | 48.5% | 47.9% |
| Percent Limited English Proficient Students: 2008-09 | 24.0% | 15.1% |
| Percent Low Income Students: 2008-09 | 51.7% | 48.8% |
| Percent White Students: 2008-09 | 27.5% | 34.0% |

Table – Student Characteristics: California & Texas

Is the public informed; is the public empowered?

The public can be informed and, in fact, some are and do use the information to make personal educational decisions. But not all are. One of the areas where there is a divide in who can play with these numbers and who cannot is in access to the internet. The leisure use of this information does require access to the internet, preferably at a high speed. The latest report from Pew Research Center on home broadband access¹⁴ states:

The lack of growth in broadband adoption at the national level was mirrored across a range of demographic groups, with African-Americans being a major exception. Broadband adoption by African-Americans now stands at 56%, up from 46% at a similar point in 2009. That works out to a 22% year-over-year growth rate, well above the national average and by far the highest growth rate of any major demographic group. Over the last year, the broadband adoption gap between blacks and whites has been cut nearly in half:

- In 2009 65% of whites and 46% of African-Americans were broadband users (a 19-point gap)
- In 2010 67% of whites and 56% of African-Americans are broadband users (an 11-point gap)

This is a problem that will fade, perhaps, but ought to be addressed with more than the CDE's boilerplate remark that: "Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis."¹⁵

The role of a free press

One of the problem areas in getting the public increasingly sophisticated in their viewing and interpreting the wealth of information contained in the national and state testing and reporting systems is that the press, who do report the results, make very little effort to educate the public into what the various items of information actually means. The problem is annual and has not improved as much over the years as the technology to view the information has.

Some small examples from the most recent release of the California State's testing results can be seen in a couple reports from Lodi, Pleasanton and San Francisco – all reporting on scores for schools in Northern California. The *Lodi News-Sentinel* reported that the area schools did better but didn't get to the state standard of 800 on the API without explaining what a score of 800 means.

More local schools met or surpassed the coveted 800-or-more mark in state test scores released Monday. Meanwhile, others are making academic progress in annual assessment examinations, but still continue to trail the state average. The state index ranges from 200 to 1,000 points, and although all schools would like to score at or above the 800-point benchmark, few Galt or Lodi schools have achieved that goal. Forty-six percent of all California schools are now at or above the overall statewide target API of 800, compared to 24 percent in Lodi Unified.¹⁶

Not to be out done in praise of local efforts, the Pleasanton Patch also reported over-all improvement on the test scores except for poor Village High. But there is no explanation of what these numbers mean nor an indication of where a reader might find out except for a listing of the

¹⁴ Smith, Adam "Home Broadband 2010." Pew Internet & American Life Project, August 11, 2010 available on <http://pewinternet.org/Reports/2010/Home-Broadband-2010.aspx>

¹⁵ <http://www.cde.ca.gov/ta/ac/sa/sarc0910.asp>

¹⁶ Bonnett, Jennifer "More local schools hit benchmark in state test scores, and more also see significant academic progress", *Lodi News-Sentinel*, Sep 13, 2010

state web site.

Pleasanton schools showed overall improvement in California's standardized tests compared to last year. Local schools also scored well above the state average in all areas. 82.6 percent of Pleasanton students scored at the above and proficient level in the language arts and 72.4 percent of them scored at the highest levels in Math. In comparison, the average schools in California had 52 percent of students are at the above and proficient level in Language Arts and 48 percent in Math.

Village High School was the only school that had scores below the California average, 16 percent scoring at advanced and proficient levels in language arts and 4.2 percent in the mathematics. But had improved and retained the same level scores in history and science compared to the previous year.¹⁷

As the final example, the San Francisco Examiner reported that the local school district improved but still was below the state standard. Where one might go for some discussion of what is tested or why the scores are important is left to those facile with Google or Yahoo.

The San Francisco Unified School District scored a 791 for its 2010 growth API, which is 16 points over the 2009 base of 775. The state saw a 13-point growth from 2009 to 2010, going from 754 to 767. However, 48 percent of San Francisco schools did not meet the federal benchmarks — known as Adequate Yearly Progress — for the second year in a row. ...

The state API and federal AYP results report progress in different ways, according to state education officials. The state API is an index model that measures year-to-year improvement and provides incentives to educators to focus on students at all performance levels. In contrast, the federal AYP system focuses solely on whether or not students are scoring at the proficient level or above on state assessments.¹⁸

Implications

The public can access the publically available data with some ease if that member of the public has:

1. broadband access (the public library is suggested if the home is not such a site)
2. a modest conversance with statistics
3. a minor facility with the concepts and use of spreadsheets
4. some ability to figure out the significance of the API/AYP indices.

This exploration does leave us with the questions with which we began:

1. Did the use of this technology (i.e., the internet and the infrastructure it requires) realize its purpose – to inform?
2. What information transmitted via the technology and how easily can it be used?
3. From this effort, does the public know how its schools are performing and can it make informed judgments about directions and support to be given to its public schools?

Time and usage will tell whether the efforts to use the technology to make sophisticated results available to an interested, concerned but not necessarily sophisticated audience. In the meantime, work on the tools with which one can access the richly valuable information to make that access meaningful and useful should continue. Certainly the progress in the last decade or two has produced great advances in the data dissemination tools over a paper reports sent home to an unsuspecting parent.

¹⁷ Federis, Marnette "Pleasanton Schools Show Improvement in State Standardized Test Scores" *Pleasanton Patch*, August 18, 2010

¹⁸ Koskey, Andrea "SFUSD ahead in state test scores, not meeting federal standards." *San Francisco Examiner*, September 13, 2010

Appendix

SARC Legislation¹⁹

Legislation and California *Education Code* related to the School Accountability Report Card (SARC).

Proposition 98 - Approved by California voters on November 8, 1988:

Declared that " . . . (i)t is the intent of the People of California to ensure that our schools spend money where it is most needed. Therefore, this Act will require every local school board to prepare a School Accountability Report Card to guarantee accountability for the dollars spent."

Added Section 8.5(e) to Article XVI of the *California Constitution*, which requires that "(a)ny school district maintaining an elementary or secondary school shall develop and cause to be prepared an annual audit accounting for such funds and shall adopt a School Accountability Report Card for each school."

Added Section 33126 to the California *Education Code (EC)*, which directs the State Superintendent of Public Instruction to develop and present for adoption to the State Board of Education (SBE) a model SARC containing an assessment of various school conditions.

Added *EC* Section 35256, which mandates all elementary and secondary school districts in California annually to prepare for each school within the district a SARC that contains the items described in *EC* Section 33126, to publicize the SARCs, and to notify parents or guardians of students that a copy of the SARC will be provided on request.

Senate Bill 280 - Effective November 8, 1988

EC sections 35256.1, 41409, and 41409.3 were added [Chapter 1463, Statutes of 1989] to require that specified Average Salary information be included in each SARC.

Assembly Bill 1248 - Effective January 1, 1993

EC sections 41409 and 41409.3 were amended [Chapter 759, Statutes of 1992] to require that specified Average Salary information be based on district expenditures rather than district budgets, and revised the specific types and sizes of school districts for which the information is determined.

Assembly Bill 198 (Outside Source) - Effective January 1, 1994

EC Section 33126 was amended [Chapter 1031, Statutes of 1993] to require that the statewide model school accountability report card also include, as a school condition to be assessed, the degree to which students are prepared to enter the work force.

Senate Bill 1665 (Outside Source) - Effective January 1, 1995

EC Section 33126 was amended [Chapter 824, Statutes of 1994] to add the total number of instructional minutes offered in the school year to the list of conditions to be assessed in each SARC.

Assembly Bill 572 (Outside Source) - Effective January 1, 1998

EC Section 33126 was amended [Chapter 912, Statutes of 1997] to add the following required items to each SARC:

- The results by grade level from the assessment tool used by the school district, and after it is developed, the statewide assessment
- Average verbal and math Scholastic Assessment Test scores
- The one-year dropout rate
- The percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program
- The total number of the school's credentialed teachers
- The annual number of school days dedicated to staff development
- The suspension and expulsion rates for the most recent three-year period

Assembly Bill 568 (Outside Source) - Effective January 1, 1998

¹⁹ From: California Department of Education (<http://www.cde.ca.gov/ta/ac/sa/legislation.asp>) - Last Reviewed: Thursday, December 10, 2009

EC Section 33126 was amended [Chapter 918, Statutes of 1997] to require each school district that is connected to the Internet to make the information contained in the SARC accessible on the Internet on or before July 1, 1998, and to update the SARC information annually.

Senate Bill 1632 (Outside Source) - **Effective September 30, 2000**

EC Section 33126 was amended and EC Section 33126.1 was added [Chapter 996, Statutes of 2000] to require the California Department of Education to:

- Develop and recommend to the State Board of Education (SBE) for adoption a standardized SARC template
- Post the completed and viewable template on the Internet
- Develop and recommend to the SBE for adoption a set of standardized definitions for the SARC's required data elements
- Maintain links to the SARCs posted on the Internet

These statutory changes also added additional assessments of school conditions to be included in SARCs, required districts with access to the Internet to make their SARCs available on the Internet, and required schools to ensure that all parents receive a copy of the SARC.

Public Law 107-110 Section 1111(h)(2) (Outside Source) - **Effective September 1, 2002**

The federal No Child Left Behind (NCLB) Act established new requirements for reporting accountability data related to schools and local educational agencies. In particular, NCLB added the following school reporting requirements:

- The status of "Adequate Yearly Progress" as defined by NCLB
- Graduation rates according to a formula approved by the United States Department of Education
- The status of Title I Program Improvement, if applicable
- The extent to which highly qualified teachers are teaching classes in core content areas

Senate Bill 550 (Outside Source) - **Effective September 29, 2004**

This urgency measure [Chapter 900, Statutes of 2004], which took effect immediately, implemented portions of the settlement agreement in the case of *Williams, et al. v. State of California, et al.* that impact the SARC. With respect to the SARCs to be published in the 2004-05 school year, Senate Bill 550 added additional reporting requirements relating to (1) any needed maintenance to ensure good repair of school facilities; (2) the number of teacher misassignments, including the misassignment of teachers of English learners; (3) the number of vacant teacher positions; and (4) the availability of sufficient textbooks and other instructional materials.

Senate Bill 687 (Outside Source) - **Effective January 1, 2006**

EC Section 33126 was amended and EC Section 33126.15 was added [Chapter 258, Statutes of 2005] to expand the existing SARC content requirements in the areas of teacher salaries, per pupil expenditures, career technical education, and textbook sufficiency.

Assembly Bill 1061 (Outside Source) - **Effective January 1, 2008**

EC Sections 33126, 33126.1, 35256, and 35258 were amended [Chapter 530, Statutes of 2007] to delete the following requirements:

Participation in Class Size Reduction Program, School Discipline Practices, Substitute Teacher Availability, Teacher Evaluation Process, Local Assessment Results, State Award and Intervention Programs, College Admission Test Preparation Program, SAT Reasoning Test, School Instruction and Leadership, Instructional Minutes, Minimum Days in School Year

The bill added the following requirements to the SARC:

- A description of and the Internet address for the online tool, DataQuest
- A statement in the SARC template describing Internet access that is available at public libraries and other locations that are publicly accessible
- A description of admission requirements for the University of California and the Internet address for such information
- A description of admission requirements for the California State University and the Internet address for such information
- Added visual and performing arts to the content areas that are subject to the sufficiency of instructional materials requirement

The bill amended one existing requirement in the SARC:

- Professional Development