

Suggested Process for the County Office Documentation Review and Site Visits to Implement the *Williams* Settlement Legislation

OVERVIEW

Education Code section 1240 requires the County Superintendent of each county to annually present a report to the Governing Board of each school district under his/her jurisdiction, the County Board of Education of his/her county, and the County Board of Supervisors of his/her county, describing the state of the schools in the county that are ranked in deciles 1 to 3, inclusive, including observations while visiting the schools. The visits must be conducted at least annually. At least 25 percent of the visits must be unannounced. The statute allows the county superintendents to conduct their reviews of instructional materials and facilities in single or multiple visits upon consideration of factors such as: cost-effectiveness, disruption to the school site, deadlines, and availability of qualified reviewers.

SITE VISITS

The primary objective of the County Superintendent's or the County Superintendent's designee(s) visits will be to determine the status of the following:

1. The sufficiency of textbooks.
2. The condition of facilities that pose emergency or urgent threat to the health or safety of pupils.
3. The accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities including good repair.

“Sufficient” textbooks or instructional materials, means that each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. Sufficient textbooks or instructional materials do not include photocopied sheets from a textbook if the copies are being used to address a shortage.

The term “good repair” is defined to mean a facility that is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction. The instrument is also intended to assist school districts and county offices in performing these functions. The new instrument will be available on July 1, 2007.

Presently there are four steps in this *Williams* Visitation Protocol.

Williams Review Process	Timeline
1. Orientation Meeting: Communication with Districts and School Sites Regarding Expectations	July-August (May-June for year-round schedules)
2. Documentation Review	July-August
3. Validation Visits	First four weeks of school
4. Required Reporting - Quarterly: Annually:	October, January, April, July November



1. Orientation Meeting: Communication with Districts and School Sites Regarding Expectations

At the beginning of the process, the county superintendent, or his/her designee, will meet with the district and site representatives to inform them of the *Williams* legislative requirements and emphasize that this is a collaborative process that follows a **self-study/validation format**. At this meeting, county office of education staff will inform district and school site staff about the information and documentation that will be required during the review and provide a timeline of events and an overview of the visitation process. The County Superintendent will ask for a district liaison and a site liaison to be appointed. All communications and requests will flow to an identified county liaison.

We recommend that the following district/school representatives attend the orientation meeting: 1) District “*Williams*” liaison, 2) Site Principal, 3) County “*Williams*” liaison.

Resources Available for Orientation Meeting

- CCSESA *Williams* Power Point
- Applicable Codes and Regulations
- *Williams* Implementation Timeline
- School Facility Inspection and Evaluation Instrument (*available July 1, 2007*)
- Instructional Materials Review Templates and Worksheets
- Teacher Assignment Protocol and Forms
- Recommended Uniform Complaint Procedure Board Policies
- Suggested Classroom Notice
- SARC Data Verification Tool
- Site Inspection Protocol



2. Documentation Review

The Documentation Review will be discussed at the orientation meeting. The school(s)/district(s) will be informed of all the requirements and documentation that they need to complete **prior** to a county office team visit to the school. For the Facilities and Instructional Materials Reviews, districts are requested to have all documentation completed and submitted to the County Office Liaison in a timely fashion. **The classroom visits are intended to evaluate and validate what the school site has already determined.**

The school(s)/district(s) should maintain a copy of the following documents for the administrative record. The County Superintendent will also maintain a copy of these documents from which he or she will prepare required reports.

A. General Documentation:

Document	Comments	Documentation Received (✓)
A.1 Statement from each school confirming that they have posted classroom notices and adopted required Uniform Complaint Procedures for instructional materials, facilities, and teacher vacancies or misassignments.		
A.2 A master calendar for the first 4 weeks of school which will help to identify dates on which visits would be most or least productive (for example, testing dates, field trips, school assemblies, and for high school, dates when there will be science labs occurring.)		
A.3 Copy of the SARC for each <i>Williams</i> -eligible school.		
A.4 School map with room numbers identified and grade level.		
A.5 For elementary schools, general time schedule.		
A.6 For middle and high schools, a Master Schedule which shows room numbers, course titles and number of sections for the four core areas, foreign language and health courses and 9-12 science laboratory courses and which periods taught.		
A.7 Completed Visitation Protocol		

B. Facilities Documentation:

Document	Comments	Documentation Received (✓)
B.1 Completed School Facility Inspection and Evaluation Instrument for each deciles 1 to 3 school		

C. Instructional Materials Documentation:

1. Board Adoption

Document	Comments	Document Received (✓)
C.1.1 Board resolution of sufficiency of approved standards-aligned instructional materials in the required four core areas: English Language Arts, Mathematics, History/Social Science, and Science; 9-12 science laboratory equipment; and the elective courses of foreign language and health for middle and high schools. If the governing board determines that there are insufficient textbooks and/or instructional materials, it shall inform the public by identifying in the <u>text of the public resolution</u> the percentage of pupils in each school in each subject area and the reasons that they are lacking sufficient materials.		
C.1.2 (K-8) Board minutes which confirm the action described in C.1.1 above.		
C.1.3 (9-12) Board minutes which identify the standards-aligned instructional materials for each course in the four core areas, foreign language and health consistent with the content and cycles of the curriculum frameworks adopted by the state board. Schools will need to include edition information.		

2. *Documentation needed from school/district to determine if sufficient quantities of SBE (or high school local board) approved materials have been purchased (and re-supplied) in each of the four core areas, and at middle and high school levels for foreign language and health courses.*

Document	Tools/Worksheets Available	Notes Received (✓)
C.2.1 A school list of the specific components of the approved standards-aligned textbooks and/or instructional materials that were purchased for all students.	CDE Templates Worksheets available for district/school to complete (C.2.1).	
C.2.2. A current inventory by grade level (elementary) and by course (secondary) signed off by the Principal and the Superintendent. If, after reviewing the initial inventory, potential insufficiencies are identified, it's recommended	A signed Instructional Materials Survey Form (Form C.2.1) could be used as a basis for this inventory; or sign-off	

that COE teams request further documentation that may include purchase orders.	sheet can be used (Form C.2.2)	
C.2.3 Documentation or summary statement certified by the Principal and Superintendent to show how district/school replaced texts/materials that were lost, etc.		
C.2.4 Enrollment figures <ul style="list-style-type: none"> ▪ By total school ▪ By grade level, and ▪ For secondary schools, by each course in the four core areas, foreign language and health courses. 	Worksheets available for schools to complete.	

3. Documentation needed from school/district to determine availability of sufficient 9-12 science laboratory equipment in locally identified 9-12 science lab courses as appropriate. There are sufficient quantities of science lab equipment for identified courses so that each enrolled pupil has sufficient lab equipment available to use in class. This statement assumes that working in lab groups is acceptable.

Document	Tools/ Worksheet Available	Notes Received (✓)
C.3.1 A list of science courses in which lab equipment is locally required.		
C.3.2 A school list of the specific science equipment available by each designated 9-12 course for students to use in the science laboratory classroom; classroom where equipment is available; amount of the equipment purchased; number of sections offered in each course; periods when offered and typical class size.		Worksheet available for district/school to list the science courses where lab equipment is required and lab equipment purchased.
C.3.3 Documentation to show how district/school replaced the laboratory equipment which is used, damaged, etc.		
C.3.4 A copy of the science portion of the master schedule which: <ul style="list-style-type: none"> ▪ Has all science periods and room numbers; and ▪ The courses which require the lab equipment marked. 		



3. Validation Visits

Once the county superintendent has received the required documentation, the county office team will develop a schedule for school visits in the county consisting of 75% announced visits and 25% unannounced. The county superintendent should provide the calendar for the announced visits to each school district and affected school site.

The actual visits to the school site will be used to clarify any questions and to observe the condition of school repair and maintenance and the sufficiency of the instructional materials.

Please note:

Education Code 1240 requires that the visits only cause minimal disruption to the operation of the school and that all individuals conducting the visits be fingerprinted, per current law requirements. The statute allows the county superintendents to conduct their reviews of instructional materials and facilities in single or multiple visits upon consideration of factors such as: cost-effectiveness, disruption to the school site, deadline, and availability of qualified reviewers.

Visitation of Classrooms: COEs will randomly sample classrooms at a level to be considered statistically valid. All grade levels are to be visited; and for instructional materials in the case of year round schools with various schedule tracks, all tracks are to be visited. It is important that the visits occur when students are in the classroom, particularly for instructional materials.

The following visitation protocol percentages are minimums and more classes may be visited if necessary.

For K-8 25% of the classrooms will be visited with the minimum threshold that each grade level will be visited as well as all restrooms, ancillary support areas, MPR, gym, auditorium, and cafeteria.

For 7-12 (Secondary Level) – Since the visitation is focused on courses rather than classrooms, there are many more opportunities for visits. COE teams will visit 20% of all possible sections of courses in each required Williams subject area (see sample Secondary Visitation Worksheet). With this method, not all of the courses offered in a required Williams subject area would necessarily be visited, but all required subject areas will be visited. The facilities review will also ensure that 20% of the classrooms are visited as well as other areas where students and staff are present (all restrooms, ancillary support areas, MPR, gym, auditorium, and cafeteria).

As the schedule of visits is being developed, make sure that the following criteria are also met:

1. Visit special designated classrooms such as special education classrooms and bilingual or sheltered classrooms
2. For middle and high schools, visit Algebra I classes; and
3. For middle and high schools, make sure that 20% of the classrooms are being visited to meet facility guidelines.



4. Reporting Requirements

A. Instructional Materials Deficiencies

If the county superintendent determines that a school does not have sufficient textbooks or instructional materials, the county superintendent shall prepare a report that identifies and documents the areas or instances of noncompliance, provide a copy of the report to the school district, and provide the school district with the opportunity to remedy the deficiency.

If the deficiency is not remedied by the second month of the school year, the county superintendent shall request that the California Department of Education immediately purchase textbooks or instructional materials for the school. The funds necessary for the purchase are considered a loan to the school district to be repaid based upon an agreed-upon schedule with the SPI, or by deducting an amount from the district's next principal apportionment or other apportionment of state funds. (\$5 million fund established for such loans.)

County Superintendent Required Reporting Instructional Materials	
<p><u>Prepare a report of any deficiencies in instructional materials</u> discovered during site visits to the district governing board. [E.C. § 1240(i)(4)(A)]</p> <p>Submit report to school district. [E.C. § 1240(i)(4)(B)]</p>	<p>5 days after the site visit</p> <p>10 days after visit for counties with 200 or more schools if discovered through a teacher survey</p>
<p>Follow-up District Letter <u>strongly</u> suggested if visiting teams have found that:</p> <ul style="list-style-type: none"> ▪ Local board adopted materials were available in classrooms, but were not <u>in use</u> by teachers ▪ Board resolutions regarding instructional materials lacked required specificity regarding adopted materials ▪ Insufficiencies not included in the 5 day letter: foreign language, health, and science laboratory equipment, as appropriate 	<p>After all the visits have occurred in the District's schools</p>
<p>Provide the school district with an opportunity to remedy the deficiency in instructional materials, but <u>ensure that the deficiency is corrected</u> no later than the second month of the school year. [E.C. 1240(i)(4)(C)]</p>	<p>Second month of school year</p>
<p>If the deficiency is not corrected by the second month, request that the CDE immediately purchase the necessary textbooks on behalf of the school district and deduct those costs from funds that would otherwise be allocated to the district.</p>	<p>Second month of the school year</p>

B. Emergency or Urgent Facilities Conditions

If a county superintendent discovers any facilities condition that "poses an emergency or urgent threat to the health or safety of pupils or staff", we recommend that the county superintendent immediately notify the principal. The county superintendent may, among other things, do any of the following: 1) return to the school to verify repairs, 2) prepare a report within 30 days of visit documenting instances of emergency facility non-compliance if district does not provide evidence of successful repairs and may provide it to the district governing board, 3) post the report on the county's website.

C. Quarterly Report Requirements

Each quarter, the county superintendent reports the results of county office visits of Deciles 1-3 schools related to instructional materials and facilities conditions, as well as reviews of teacher misassignments and vacancies to the district board at a regularly scheduled meeting. County superintendents may report, at their option, uniform complaint data received from school districts. Quarterly reports should be submitted in October, January, April and July.

If no visits or reviews are conducted in a quarter, the quarterly report must report that fact.

D. Annual Report Requirements

By November of each year, the County Superintendent must present a report on the state of the schools in Deciles 1-3 of the 2003 API to the:

- Local district board;
- County board of education; and
- County board of supervisors.

The Annual Report must include findings related to:

- Student access to sufficient standards-aligned instructional materials in four core subjects (English/language arts, mathematics, history/social science, and science), foreign language, health, and science laboratory equipment, as appropriate
- Compliance with facilities maintenance requirements, including determination of the condition of facilities that "pose an emergency or urgent threat to the health or safety of pupils or staff"
- Accuracy of data reported on annual School Accountability Report Card related to sufficiency of instructional materials and condition of facilities.
- Teacher misassignments and teacher vacancies.