



Santa Barbara County Education Office

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November 3, 2011

TO: Board of Supervisors, County of Santa Barbara
Joni Gray, Chair
Doreen Farr, Vice-Chair
Salud Carbajal
Steve Lavagnino
Janet Wolf

FROM: Bill Cirone

RE: **Williams/Valenzuela Settlement Legislation – Annual Evaluation Report**

The Williams/Valenzuela Settlement legislation is a package of state laws designed to benefit all public school students by ensuring they have equal educational opportunities in the areas of school facilities, instructional materials, teacher quality, and California High School Exit Exam (CAHSEE) intensive instruction and services. The law focuses on low-performing schools, defined as those in deciles 1-3 of the base Academic Performance Index (API). This is the summary report for schools in Cohort III of the Settlement, whose participation was based on the 2009 API. The settlement requires that the county board of supervisors receive a yearly report on the condition of these schools in Santa Barbara County.

The county superintendent is required to annually monitor and review these schools. These monitoring responsibilities include the following:

- Conducting visits of the county's 31 low-performing schools;
- Determining whether students have access to sufficient instructional materials in the four core subject areas—English language arts, mathematics, history-social science, and science;
- Determining whether school buildings are safe, clean, and functional;
- Monitoring whether teachers have proper classroom/subject matter assignments and certifications;
- Verifying whether the school has provided accurate data in its School Accountability Report Card relevant to instructional materials, facilities maintenance, teacher assignments and vacancy, and CAHSEE intensive instruction and services;
- Receiving quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure; and
- Presenting a report to the governing board of each school district, the county board of education and the county board of supervisors.

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It is a pleasure to submit this summative report on the condition of the 31 schools identified in Santa Barbara County for the 2010-11 school year.

Schools Evaluated:

Cuyama Joint Unified School District

Cuyama Elementary School

Goleta Union School District

La Patera School

Guadalupe Union School District

Mary Buren School

Kermit McKenzie Junior High School

Lompoc Unified School District

Arthur Hapgood School

La Honda School

Clarence Ruth School

La Canada School

Leonora Fillmore School

Lompoc Valley Middle School

Santa Barbara Unified School Districts

Franklin School

McKinley School

Harding School

Adams School

Cleveland School

Santa Maria-Bonita School District

Adam School

Alvin Avenue School

Arellanes Elementary School

Arellanes Junior High School

Bonita School

Bruce School

Fairlawn School

Liberty School

Miller School

Oakley School

Ontiveros School

Rice School

Sanchez School

Tunnell School

El Camino Junior High School

Santa Maria Joint Union High School District

Santa Maria High School

GENERAL INFORMATION

The Santa Barbara County Education Office Williams Evaluation Team completed the site visits between August 18 and October 13, 2010. Eight of the 31 schools were unannounced visits, as required by the Williams Settlement. However, all schools were prepared for a visit. The principals and staffs were welcoming, and students had been informed about the purpose of the visit. School principals, as well as others (district representatives, custodians, etc.), accompanied the evaluation team on the visit and were eager to share information about their schools. Their cooperation made the visitation process more manageable and allowed the team to accomplish the task quickly with little disruption to students in classrooms.

INSTRUCTIONAL MATERIALS

The evaluation team visited 177 of 575 elementary classrooms (at least 25% was required), including at least one class from each grade level and special education, and 116 of 513 junior high and high school core courses (at least 20% was required), including science labs, health, and foreign language courses, if applicable. It was determined that sufficient textbooks and instructional materials have been provided for every pupil, including English language learners, for use in class, after school, and to take home.

SCHOOL FACILITIES

The evaluation of the facilities included the classrooms visited for textbook sufficiency, offices, libraries, labs, auditoriums, gyms and locker rooms, stadiums, storage rooms, cafeterias, all restrooms, grounds, ball fields, tracks, bleachers, storage sheds, mechanical equipment rooms, etc. All school facilities were found to be in good repair. At sites where construction projects were in progress, it was noted that every effort was being made to secure the safety of the students. No Emergency Facilities Needs Projects were identified.

In most cases, school custodians are responsible for the daily cleaning and some minor repairs and are doing a good job. The district offices take an active role in providing repairs and upkeep in a timely manner.

SCHOOL ACCOUNTABILITY REPORT CARD

School districts are required to include data for these topics in the SARCs:

- Sufficient textbooks – availability of sufficient standards-aligned textbooks and other instruction materials.
- Facilities - safety, cleanliness, and adequacy of school facilities, including needed maintenance to ensure good repair.
- Teacher vacancy and assignment – number of teacher misassignments and vacancies.

All schools provided SARCs to SBCEO. The Evaluation Team verified the accuracy of the data.

TEACHER VACANCY AND MISASSIGNMENT

All districts submitted teacher credential information for review. All reported incidents of teacher vacancy or misassignment were immediately remedied through assignment, reassignment or by obtaining proper certificates or credentials. The evaluation of the teachers' credentials and assignments was completed by July 1, 2011 as required by law.

UNIFORM COMPLAINT PROCEDURES

Uniform Complaint Procedures signs (included notice for complaints related to instructional materials, condition of facilities posing an emergency or urgent threat, teacher vacancies/misassignments, and CAHSEE intensive instruction and services) were posted in all classrooms visited and it was verified that the related complaint forms are available in the school offices. All districts have submitted their quarterly reports indicating that there were no unresolved Williams/Valenzuela legislation complaints.

CAHSEE INTENSIVE INSTRUCTION AND SERVICES

It has been determined that Santa Maria High School is in compliance with the requirements of the Valenzuela Settlement Legislation as they relate to the CAHSEE Intensive Instruction and Service Program.

In conclusion, we find the Santa Barbara County schools that were visited and evaluated to be in compliance with the Williams/Valenzuela Settlement Legislation. The districts and schools are to be complimented, again, for their cooperation and efforts to comply with and implement these requirements. Please contact me if you have any questions or wish to discuss this report further.

WJC/JC:zc

