Traditional SARC is representative of the uncaring nature of educational institutions

- Uses standard and non-personal content with objective language
- Conveys disinterest in how schools are portrayed to the public
- Silences voices of students, teachers, parents, and staff

Revised SARC is presented in a personal way to portray “authentic caring”

- Create a real report card to bring alive subjective voices
- Gives accurate portrayals of schools
- Shows how teachers, staff and administrators should truly care

Section IV: Climate for Learning

What?

**TEACHERS’ & ADMINISTRATORS’ ATTITUDES TOWARD STUDENTS:**
- Teachers’ attitude toward teaching bilingual and multicultural students
- Tone and overall demeanor when talking to students
- Access to status as a magnet or charter school & expiration date

Why?

Considers whether school sees bilingual students as additive and views their culture and language as such; shows whether the “institution” perpetuates more inequality by dividing people in power from subordinates
Section V: Facilities

What?

PLAYGROUND:
- Amount of permanent playground equipment
- Amount of non-permanent equipment per class
- Equipment maintenance and replacement schedules
- Attractiveness of playground

Why?

Shows whether the school cares about their play and exercise, whether they deserve an attractive environment, where school determines it’s important for it to spend its money

Section X: Curriculum & Instruction

What?

MATERIALS:
- Availability of adequate supplies for students (such as lined paper, construction paper, Xerox paper, pencils, etc.)
- Quality of materials for all core areas of study as well as the arts

TEXTBOOKS:
- Programs in use for core areas of study (e.g. Open Court) and supplemental resources
- Availability of textbooks for students to use in class and at home
- Quality of textbooks, including currency, multicultural themes, etc.

Why?

Shows whether school has a balanced approach to education; considers whether students have the materials needed to succeed; shows whether schools promote curriculum of cultural relevance to students