



Williams Settlement **Fiscal Year 2020/2021** **Annual Report**

Deciles 1-3 Schools

**San Bernardino County
Board of Supervisors**

November 16, 2021

San Bernardino County Superintendent of Schools
Williams Settlement Annual Report by Supervisorial District
Fiscal Year 2020/2021

School District	Total Enrollment	Total Schools	Deciles 1-3 Schools	Total "Good Repair" Facility Deficiencies	Remedied "Good Repair" Facility Deficiencies	Outstanding "Good Repair" Facility Deficiencies	Total "Emergency Repair" Facility Deficiencies	Remedied "Emergency Repair" Facility Deficiencies	Outstanding "Emergency Repair" Facility Deficiencies	Instructional Materials Insufficiencies	Teacher Misassignments ¹	Inaccurate School Accountability Report Cards
1st Supervisorial District												
Adelanto Elementary	8,029	16	7	38	24	14	0	0	0	0	N/A	0
Apple Valley Unified	14,358	15	2	4	2	2	0	0	0	0	N/A	0
Hesperia Unified	24,216	31	7	15	6	9	0	0	0	0	N/A	0
Needles Unified	967	6	3	0	0	0	0	0	0	0	N/A	0
Snowline Joint Unified	7,355	13	2	3	1	2	0	0	0	0	N/A	0
Victor Elementary	12,358	19	7	14	9	5	0	0	0	0	N/A	0
Victor Valley Union High	11,488	11	4	19	16	3	0	0	0	0	N/A	0
1st Supervisorial District Totals	78,771	111	32	93	58	35	0	0	0	0	N/A	0
2nd Supervisorial District												
Cucamonga	2,359	4	1	5	4	1	0	0	0	0	N/A	0
Fontana Unified	35,461	46	17	114	65	49	2	1	1	0	N/A	0
2nd Supervisorial District Totals	37,820	50	18	119	69	50	2	1	1	0	N/A	0
3rd Supervisorial District												
Barstow Unified	6,129	14	3	12	4	8	0	0	0	0	N/A	0
Colton Joint Unified	20,550	29	11	371	37	334	2	1	1	0	N/A	0
Lucerne Valley Unified	10,313	10	3	9	8	1	0	0	0	0	N/A	0
Morongo Unified	8,005	17	3	19	10	9	0	0	0	0	N/A	0
Redlands Unified	20,352	28	1	0	0	0	0	0	0	0	N/A	0
San Bernardino City Unified	51,330	88	43	334	169	165	0	0	0	0	N/A	0
Yucaipa-Calimesa Joint Unified	9,689	16	2	2	0	2	0	0	0	0	N/A	0
3rd Supervisorial District Totals	126,368	202	66	747	228	519	2	1	1	0	N/A	0
4th Supervisorial District												
Chino Valley Unified	27,333	36	6	12	11	1	1	1	0	0	N/A	0
Ontario-Montclair	19,286	33	16	74	32	42	0	0	0	0	N/A	0
4th Supervisorial District Totals	46,619	69	22	86	43	43	1	1	0	0	N/A	0
5th Supervisorial District												
Colton Joint Unified ²	20,550	29	11	371	37	334	2	1	1	0	N/A	0
Fontana Unified ²	35,461	46	17	114	65	49	2	1	1	0	N/A	0
Rialto Unified	24,461	30	11	44	16	28	0	0	0	0	N/A	0
San Bernardino City Unified ²	51,330	88	43	334	169	165	0	0	0	0	N/A	0
5th Supervisorial District Totals	131,802	193	82	863	287	576	4	2	2	0	N/A	0
County Totals²	314,039	462	149	1,089	414	675	5	3	2	0	N/A	0

¹Due to changes to Education Code 44258.9, the annual teacher assignment monitoring and review process for the 2020/2021 fiscal year began August 1, 2021, and concluded November 1, 2021.

²Table data for school districts that represent more than one Supervisorial District are unduplicated.

Refer to Williams Glossary of Terms

***Williams* Glossary of Terms**

Academic Performance Index (API) – A component of California’s Public Schools Accountability Act of 1999 utilized from 1999-2013, the API measured the academic performance and growth of schools. Simply put, the API was calculated by converting a student’s performance on a statewide assessment into points on the API scale. These points were then averaged across all students and all tests and the result was a school’s API. The API is no longer calculated due to the launch of the new accountability system known as the California School Dashboard, which has been designed to better measure the State’s educational goals based on a growth model. With the recent passage of Assembly Bill (AB) 599, a new list of schools for the county superintendent's annual *Williams* Settlement visits will be established by the Superintendent of Public Instruction commencing with the 2021-22 fiscal year. AB 599 requires a list of schools to be identified again in the 2022-23 fiscal year and then every three fiscal years thereafter. Schools, including charter schools, will be selected for visitation if they meet any of the following criteria: identified for comprehensive support and improvement (CSI) or additional targeted support and improvement (ATSI) under federal law; schools where 15 percent or more of the teachers hold a permit, certificate, or any other authorization that are lesser certifications than a preliminary or clear California teaching credential.

Deciles – Statewide ranking of schools (determined by a school’s Academic Performance Index [API]) rated one through ten (lowest to highest) when compared to schools of the same type. Calculation of the API has been suspended during the development and launch of the new accountability system, known as the California School Dashboard.

Deciles 1-3 Schools – Schools ranked in Deciles 1-3 have the lowest statewide ranking (on a scale of one (1) to ten (10)) based on their APIs when compared to other schools of the same type across the state. The current determinant of statewide rankings is the 2012 Base Academic Performance Index Report. Deciles 1-3 schools are subject to county monitoring for compliance with the *Williams* Settlement requirements.

Emergency Repair – Structures or systems of a facility are in a condition that poses an emergency or urgent threat to the health and safety of pupils or staff.

Good Repair – Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. Good repair status is determined by a school facility inspection and evaluation instrument (known as the *Facilities Inspection Tool* [FIT]) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

Inaccurate School Accountability Report Card (SARC) – SARCs with outstanding inaccuracies or missing information pertaining to the quality, currency and availability of sufficient textbooks and/or instructional materials and the safety, cleanliness and adequacy of school facilities. These areas are reviewed in accordance with the state’s data definitions and the previous year’s *Williams* visit findings. All California public schools must annually publish SARCs which contain specific information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics.

Instructional Materials Insufficiencies – The number of insufficiencies identified in the four core subject areas (English language arts, mathematics, science, and history-social science) at each school during the *Williams* site visits that were not corrected by the eighth week of school. Sufficient textbooks or instructional materials means, “each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.”

Local Control Funding Formula (LCFF) – The current K-12 funding system that provides funding to districts based on the demographic profile of the students they serve. Implementation of the formula began in Fiscal Year 2013/2014.

Local Control and Accountability Plan (LCAP) – Required under the LCFF, the LCAP is a locally developed three-year plan that describes how a local educational agency (LEA) intends to meet annual goals for all pupils, including specific activities to address state and local priorities identified in Education Code.

Local Control and Accountability Plan (LCAP) Priority 1 – One of the state-defined priorities that must be addressed in a local educational agency’s (LEA’s) LCAP to capture local measurement of progress for meeting *Williams* Settlement requirements, including: the degree to which the teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching; ensuring every pupil in the school district has sufficient access to the standards-aligned instructional materials; and school facilities are maintained in good repair.

Outstanding “Emergency Repair” Facility Deficiencies – The number of facility deficiencies identified as emergency repair issues that were not corrected at the time of completion of the *Williams* site visit.

Outstanding “Good Repair” Facility Deficiencies – The number of facility deficiencies identified as good repair issues that were not corrected at the time of completion of the *Williams* site visit.

Remedied “Emergency Repair” Facility Deficiencies – The number of facility deficiencies identified as emergency repair issues that were corrected prior to the completion of the *Williams* site visit.

Remedied “Good Repair” Facility Deficiencies – The number of facility deficiencies identified as good repair issues that were corrected prior to the completion of the *Williams* site visit.

Teacher Misassignments – Due to changes to Education Code 44258.9, the annual teacher assignment monitoring and review process for Fiscal Year 2020/2021 was postponed until August 1, 2021, and concluded November 1, 2021. Currently, there is no data to report. This column typically represents the number of classes (with 20 percent or more English Learners) with a teacher identified during the review without a proper English Learners Authorization.

Total “Emergency Repair” Facility Deficiencies – The total number of facility deficiencies identified as emergency repair issues at the time of the site visit.

Total Enrollment – Total enrollment figures for districts overall and individual schools based on the California Department of Education’s Fiscal Year 2020/2021 DataQuest District and School Enrollment Reports.

Total “Good Repair” Facility Deficiencies – The total number of facility deficiencies identified as good repair issues at the time of the site visit.

Total Schools – Total number of schools in each district based on the California Department of Education’s Fiscal Year 2020/2021 DataQuest District and School Enrollment Reports.

Williams Settlement – The American Civil Liberties Union filed *Williams v. California* on behalf of the plaintiffs (nearly 100 students from San Francisco County) as a class action lawsuit against the State of California and its educational agencies. The basis of the lawsuit was that public school agencies failed to provide public school students with equal access to instructional materials, safe and clean school facilities, and qualified teachers. The issues of equity for disadvantaged and minority students, particularly in large and urban school districts, were the crux of the case.

The *Williams* Lawsuit Settlement was reached and enacted into law in August 2004. County superintendents must annually review and report on Deciles 1-3 schools (currently based on statewide rankings from the 2012 Base Academic Performance Index) for the following:

- **Instructional Materials**—All students, including English Learners, must have sufficient access to standards-aligned instructional materials or textbooks in all core subject areas for use in class and at home.
- **Facilities**—All schools must be safe, clean, and in good repair.
- **Teacher Credentialing and Assignment**—All schools must have teachers that are appropriately certificated for their specific teaching assignment, including English Learner Authorization.
- **Public Reporting**—All schools must include information on the sufficiency of instructional materials, repair of school facilities, and teacher misassignments and vacancies in their School Accountability Report Card (SARC). Additionally, all schools must post a notice in each classroom informing parents and guardians of their right to file a Uniform Complaint regarding instructional materials sufficiency, facilities repair, and teacher vacancy or misassignments.

Note: All schools, regardless of decile ranking, must adhere to Williams requirements.