

Williams Glossary of Terms

Academic Performance Index (API) – A component of California’s Public Schools Accountability Act of 1999 formerly utilized to determine Williams-monitored schools. The API measured the academic performance and growth of schools. 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. For more information on the current list of Williams-monitored schools, please see Monitoring Determinant(s).

Additional Targeted Support and Improvement (ATSI) – Pursuant to the Every Student Succeeds Act, a school that is not eligible for comprehensive support and improvement (CSI) and has one or more student groups that meet the same criteria used to determine CSI-Low Performing for two consecutive years.

Annual Teacher Assignment Monitoring and Review – An annual review conducted to ensure teachers are appropriately certificated for their specific teaching assignment, including English Learner Authorization. The 90-day review period for the 2022/2023 fiscal year began on August 1, 2023, and concluded on November 1, 2023.

California Statewide Assignment Accountability System (CalSAAS) – As defined by the Commission on Teacher Credentialing, “CalSAAS is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. CalSAAS works through the comparison of the California Department of Education’s California Longitudinal Pupil Achievement Data System (CALPADS) assignment data and the Commission’s Credential authorization data by educator’s California Statewide Educator Identifier (SEID). Through this comparison the system identifies questionable assignments, referred to as “exceptions,” and provides Local Educational Agencies (LEAs) and County Offices of Education (COEs) with an opportunity to address anomalies, and correct misassignments.”

Comprehensive Support and Improvement (CSI) Grad – Pursuant to the Every Student Succeeds Act, schools that have a three-year graduation rate (i.e., the combined four- and five-year high school graduation rate) that is below 68 percent. This criteria applies to both Title-I-funded schools and non-Title I-funded schools. Eligibility for this criteria is determined prior to identification of schools for the CSI-Low Performing category. A school can only be eligible for one CSI category during a school year.

Comprehensive Support and Improvement (CSI) Low Performing – Pursuant to the Every Student Succeeds Act, low performing eligibility for Title I-funded schools is evaluated based on the schools remaining following the CSI Grad identification. Low performance is then determined using state indicator data (i.e., the Performance Color combinations they receive at the school-level) for English language arts, Mathematics, English Learner Progress, Graduation Rate, Suspension Rate, Chronic Absenteeism, and College/Career indicators. California will identify at least five percent of Title I-funded schools for this category using a hierarchical criteria. A school can only be eligible for one CSI category for a school year.

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 means a facility is maintained in a manner that ensures 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 visit 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 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 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.

Monitoring Determinant(s) – In 2021/2022, new monitoring criteria was established with the passage of Assembly Bill 599, which replaced the previously used Academic Performance Index, to identify the list of schools, including charter schools, for the county superintendent’s annual Williams Settlement monitoring. The criteria included schools identified for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) pursuant to the Every Student Succeeds Act. In addition, the criteria included schools where fifteen (15) percent or more of the teachers held a permit, certificate, or any other authorization that are lesser certifications than a preliminary or clear California teaching credential. In accordance with Education Code 1240, the list of schools is set to be reestablished by the Superintendent of Public Instruction in the 2024/2025 fiscal year and every three (3) fiscal years thereafter.

The monitoring determinant(s) identified in the Annual Report are as follows:

- **ESSA Assistance Status** – Any school identified as CSI Low Performing, CSI Grad or ATSI.
- **15% or More Teachers Not Credentialed** – “Y” identifies schools that have 15 percent or more teachers not credentialed. “N/A” indicates schools that have not been identified for Williams-monitoring based on this criteria.
- **% of Teachers Not Credentialed** – The percentage of teachers not credentialed at a specific school.

Overall Misassignments – Total vacancies and corrected or uncorrected assignments based on Census Date identified during the Fiscal Year 2022/2023 Assignment Monitoring process utilizing the CalSAAS program. “Misassignment” means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold (Education Code 35186[h][2]).

Please note more than one misassignment may be identified within a certificated assignment (e.g., a special education teacher lacking authorization for potentially more than one disability). English learners misassignments are one per teacher of record and included with the overall misassignments.

Overall Misassignments Corrected During CalSAAS Review – Total misassignments corrected by the local education agency after Census Date and prior to the monitoring process utilizing the CalSAAS program. “Misassignment” means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold (E.C. 35186[h][2]).

Please note more than one misassignment may be identified within a certificated assignment (e.g., a special education teacher lacking authorization for potentially more than one disability). English learners misassignments are one per teacher of record and included with the overall misassignments.

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 Vacancies – Total number of Fiscal Year 2022/2023 teacher vacancies which are based on SARC data annually reported by local educational agencies to the California Department of Education.

“Teacher vacancy” means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester (E.C. Section 35186[h][3] and C.C.R. Title 5 Section 4600[b]).

Teacher Vacancies Filled – Total number of Fiscal Year 2022/2023 teacher vacancies that were filled after the beginning of the year or semester. “Teacher vacancy” means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester (E.C. Section 35186[h][3] and C.C.R. Title 5 Section 4600[b]).

Per the California Department of Education’s SARC Data Definitions for 2022/2023 regarding teacher vacancies, “Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single-designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.”

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 2023/2024 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 public schools in each district based on the California Department of Education’s Fiscal Year 2023/2024 DataQuest District and School Enrollment Reports.

Total Williams-monitored Charter Schools – The total number of charter schools within a district identified to receive oversight from the County Superintendent to ensure compliance with the Williams Settlement.

Total Williams-monitored District Schools – The total number of schools within a district identified to receive oversight from the County Superintendent to ensure compliance with the Williams Settlement.

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 monitor and report on the lowest performing schools identified by the Superintendent of Public Instruction for each of the following areas:

- **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 SARC. Additionally, all schools, not including charter schools, must post a notice in each classroom informing parents, guardians, pupils, and teachers of their right to file a Williams complaint regarding instructional materials sufficiency, facilities good repair, and teacher vacancy or misassignments.

Note: All public schools, TK-12, regardless of identification on the monitored schools list, must adhere to Williams Settlement requirements.