

Williams Settlement **Fiscal Year 2021/2022** **Annual Report**

Deciles 1-3 Schools

**San Bernardino County
Board of Supervisors**

November 15, 2022

San Bernardino County Superintendent of Schools
Williams Settlement Annual Report by Supervisorial District
Fiscal Year 2021/2022

School District	Number of Classes/										Classroom Periods with 20% or More				Overall Misassignments Corrected During CalSAAS Review ¹			
											English Learners Where Teacher Lacks				Teacher Vacancies			
											Inaccurate School Accountability Report Cards				1			
											Authorization ¹				1			
Total	Deciles	Total	Remedied	"Good Repair"	Facility	Deficiencies	"Emergency Repair"	Facility	Deficiencies	Remedied	Inadequate Instructional Materials	Inadequate School Accountability Report Cards	Where Teacher Lacks	English Learners with 20% or More	Teacher Vacancies	Teacher Vacancies	Overall Misassignments	Overall Misassignments Corrected During CalSAAS Review ¹
Total Enrollment	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3	Schools	1-3

1st Supervisorial District

Adelanto Elementary	8,044	16	7	29	18	0	0	0	0	0	0	0	0	0	0	0	1	0
Apple Valley Unified	14,762	15	2	1	0	0	0	0	0	0	0	0	7	0	0	0	23	0
Barstow Unified	6,401	13	3	12	6	0	0	0	0	0	0	0	0	0	2	2	16	15
Hesperia Unified	24,475	31	7	27	20	0	0	0	0	0	0	0	1	0	0	0	3	0
Lucerne Valley Unified	10,873	11	3	16	4	0	0	0	0	0	0	0	27	0	0	0	16	2
Morongo Unified	7,580	17	3	10	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Needles Unified	912	6	3	12	0	2	0	0	0	360	0	0	0	0	1	1	9	0
Rialto Unified	24,104	31	11	63	28	0	0	0	0	0	0	0	0	0	0	0	23	0
San Bernardino City Unified	51,013	86	43	327	165	2	2	0	0	0	0	0	18	0	0	0	35	9
Snowline Joint Unified	7,688	13	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary	12,470	19	7	25	21	0	0	0	0	0	0	0	0	0	1	1	0	0
Victor Valley Union High	11,920	13	4	20	16	0	0	0	0	0	0	0	0	0	0	0	27	0
1st Supervisorial District Totals	180,242	271	95	544	285	4	2	3	0	360	0	0	53	4	4	11	153	26

2nd Supervisorial District

Colton Joint Unified	19,986	29	11	180	42	2	0	0	0	0	0	0	0	0	9	9	10	1
Cucamonga	2,395	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Fontana Unified	35,101	46	17	120	39	2	1	0	0	0	0	0	1	0	2	2	18	15
Hesperia Unified	24,475	31	7	27	20	0	0	0	0	0	0	0	1	0	0	0	3	0
Rialto Unified	24,104	31	11	63	28	0	0	0	0	0	0	0	0	0	0	0	23	0
San Bernardino City Unified	51,013	86	43	327	165	2	2	0	0	0	0	0	18	0	0	0	35	9
2nd Supervisorial District Totals	157,074	228	90	717	294	6	3	0	0	0	0	0	20	11	11	91	25	25

3rd Supervisorial District

Apple Valley Unified	14,762	15	2	1	0	0	0	0	0	0	0	0	7	0	0	0	23	0
Barstow Unified	6,401	13	3	12	6	0	0	0	0	0	0	0	0	0	2	2	16	15
Colton Joint Unified	19,986	29	11	180	42	2	0	0	0	0	0	0	0	0	9	9	10	1
Lucerne Valley Unified	10,873	11	3	16	4	0	0	0	0	0	0	0	27	0	0	0	16	2
Morongo Unified	7,580	17	3	10	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Needles Unified	912	6	3	12	0	2	0	0	0	360	0	0	0	0	1	1	9	0
Redlands Unified	20,162	28	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
San Bernardino City Unified	51,013	86	43	327	165	2	2	0	0	0	0	0	18	0	0	0	35	9
Yucaipa-Calimesa Joint Unified	9,707	15	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd Supervisorial District Totals	141,396	220	71	558	222	6	2	2	0	360	0	0	52	12	12	110	28	28

¹Due to state-level postponements impacting the annual assignment monitoring and review process for the 2020/2021 and 2021/2022 fiscal years, the 2020/2021 findings are the most recent data available.

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

San Bernardino County Superintendent of Schools
Williams Settlement Annual Report by Supervisorial District
Fiscal Year 2021/2022 (cont.)

School District	Number of Classes/															Overall Misassignments Corrected During CalSAAS Review¹
	Classroom Periods with 20% or More English Learners Where Teacher Lacks Authorization¹										Teacher Vacancies Filled¹		Overall Misassignments During CalSAAS Review¹			
	Total Enrollment	Schools	Deciles 1-3	Total "Good Repair" Facility Deficiencies	Remedied "Good Repair" Facility Deficiencies	Total "Emergency Repair" Facility Deficiencies	Remedied "Emergency Repair" Facility Deficiencies	Inaccurate School Accountability Report Cards	Teacher Vacancies Filled¹	Overall Misassignments During CalSAAS Review¹						
4th Supervisorial District																
Chino Valley Unified	26,822	36	6	34	25	0	0	0	0	0	0	0	0	17	2	2
Cucamonga	2,395	5	1	0	0	0	0	0	0	0	0	0	0	2	0	0
Ontario-Montclair	18,909	33	16	100	28	0	0	0	0	0	0	3	2	2	8	2
4th Supervisorial District Totals	48,126	74	23	134	53	0	0	0	0	0	0	3	2	2	27	4
5th Supervisorial District																
Colton Joint Unified	19,986	29	11	180	42	2	0	0	0	0	0	0	9	9	10	1
Fontana Unified	35,101	46	17	120	39	2	1	0	0	0	1	1	2	2	18	15
Redlands Unified	20,162	28	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Rialto Unified	24,104	31	11	63	28	0	0	0	0	0	0	0	0	0	23	0
San Bernardino City Unified	51,013	86	43	327	165	2	2	0	0	0	18	0	0	0	35	9
5th Supervisorial District Totals	150,366	220	83	690	274	6	3	0	0	0	19	11	11	11	87	26
County Totals²	313,324	463	149	978	419	8	3	360	0	57	17	17	209	209	47	47

¹Due to state-level postponements impacting the annual assignment monitoring and review process for the 2020/2021 and 2021/2022 fiscal years, the 2020/2021 findings are the most recent data available.

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

***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 was established by the Superintendent of Public Instruction during the 2021/2022 fiscal year for monitoring beginning with the 2022/2023 fiscal year. AB 599 also requires another list of schools to be identified in the 2022/2023 fiscal year (for a three-year monitoring cycle beginning with the 2023/2024 fiscal year) and new lists every three fiscal years. 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.

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 (COE) with an opportunity to address anomalies, and correct misassignments."

Deciles – Under the State's prior accountability system, the method used to rank schools statewide (determined by a school's Academic Performance Index [API]) rated one through ten (lowest to highest) when compared to schools of the same type. In March of 2017, California launched a new accountability system to replace the API and measurements for determining lowest performing schools.

Deciles 1-3 Schools – Under the State's prior accountability system, schools ranked in Deciles 1-3 had 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 monitoring determinant for the 2021/2022 fiscal year used Deciles 1-3 rankings based on the 2012 Base Academic Performance Index Report. All deciles 1-3 schools were 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 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 (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 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.

Number of Classes/Classroom Periods with 20% or More English Learners Where Teacher Lacks Authorization – The total number of classes/classroom periods identified as having 20 percent or more English Learner students (assigned/enrolled) where a teacher was not properly authorized to provide English Learner services. *Please note secondary level teachers with 20 percent or more English Learners will be counted for each period requiring authorization.*

Overall Misassignments – Total vacancies and corrected or uncorrected assignments based on Census Date identified during the Fiscal Year 2020/2021 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 2020/2021 teacher vacancies which are based on SARC data annually reported by local education 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 2020/2021 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 2021 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 2021/2022 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 2021/2022 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 monitor and report on the lowest performing schools (based on statewide decile rankings for the 2021/2022 fiscal year) 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 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.