Executive Summary

Introduction
The Los Angeles County Office of Education (LACOE), under the leadership and authority of the Los Angeles County Superintendent of Schools, Dr. Arturo Delgado, visited and monitored low-performing schools across the county in 2012-13 as required by the Williams legislation. These laws seek to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers. Additionally, districts that received Intensive Instruction and Services funds were visited and monitored for services to post grade 12 students.

Superintendent Delgado is committed to helping fulfill the laws’ goal of educational equity. LACOE’s guiding principles in this endeavor have been to place the needs of students first, and to work in partnership with districts to identify and solve problems.

Background
Williams v. California is a class-action lawsuit filed in May 2000 claiming that the state’s poorest children are being denied equal educational opportunities. Settlement of the lawsuit in August 2004 resulted in a package of laws — known as the “Williams legislation” — aimed at identifying and correcting impediments to student academic success spelled out in the lawsuit.

The laws seek to ensure that:

- All students have access to standards-aligned instructional materials and textbooks.
- All students have access to school facilities that are clean, safe, and functional.
- Teachers are assigned and have the proper certification or training for their assignment, particularly those in classrooms with 20 percent or more English Learners.

Valenzuela v. O’Connell et al. is a lawsuit filed in February 2006 challenging the California High School Exit Exam (CAHSEE). The settlement was concluded with the passage of AB 347 in October 2007. The “Valenzuela legislation” seeks to ensure that students who fail to pass the CAHSEE by the end of the 12th grade are offered additional instruction and services in order to pass the exam.

Scope of Effort in Los Angeles County

All schools in California are affected by requirements of the Williams legislation. But the focus is on the state’s lowest-performing schools, defined as those ranked in the bottom one-third (decile 1-3) of the base Academic Performance Index (API). The API is an annual measure of the academic performance of schools. The API base is a score between 200 and 1000 that reflects a school’s performance on statewide student assessments.

Every three years, the list of schools subject to county superintendent review and monitoring is updated to reflect the most recent base API. From 2010 to 2013, the list will include schools ranked in decile 1-3 identified on 2009 base API scores.

Los Angeles County is home to more than one-third of the students in the state who are the intended beneficiaries of Williams. In 2012-13, that translated to:

- 496,000 students in 568 schools in 41 districts across a 4,000-square-mile area
- 373 elementary schools, 112 middle schools, and 86 high schools
No other county compares with Los Angeles in terms of the scope and magnitude of the Williams legislation implementation effort. According to the California Department of Education’s list, the counties with the next largest number of deciles 1-3 schools are the following: San Bernardino – 143 schools; Riverside – 109 schools; San Diego – 100 schools; Kern – 101 schools; Orange – 83 schools; Ventura – 43 schools, and Imperial – 19 schools.

The Williams legislation, along with new mandates of the Valenzuela legislation, requires the county superintendent to:

- Conduct annual school visits — 25 percent of which must be unannounced — to determine textbook sufficiency, condition of facilities, and extent to which eligible students are notified of and provided with CAHSEE instruction and services.
- Monitor whether teachers have proper classroom assignments and certifications.
- Verify whether the school has provided accurate data in its School Accountability Report Card relevant to instructional materials and facilities maintenance.
- Present quarterly and annual reports to the governing board of each school district, the County Board of Education, the County Board of Supervisors, and the State Superintendent of Public Instruction on the findings of the visits and monitoring.

Findings of Visits/Monitoring for Keppel Union School District for 2012-13

This report includes the findings of LACOE’s inspections and monitoring. Please note that the report does not provide detailed information about actions taken by the district to correct problems or deficiencies. The following is a summary of findings for the Keppel Union School District:

Facilities

In 2012-13, LACOE conducted inspections at schools to determine if facilities were clean, safe, and functional. In the beginning of the 2009-10 year, the Office of Public School Construction revised the Facility Inspection Tool (FIT) formula and percentages ranges by combining the 15 categories into eight sections. The percentage of good repair in each of these eight sections was averaged to produce the overall percentage of good repair for each school site.

After completing a facilities inspection, LACOE provided the school administrator with a copy of the LACOE FIT. An additional copy was later mailed to the school district office. The LACOE FIT identifies all areas inspected, and itemizes all deficiencies observed during the inspection. The Summary of Ratings, which included the category and overall ratings using the new mathematical formula, was sent to the school site and district office within 10 business days of the facility inspection.

If any facility conditions were found to pose an emergency or urgent threat to the health or safety of students, these were identified as Extreme Deficiencies. All schools with Extreme Deficiencies were revisited a minimum of 30 days after the initial facility inspection to verify the status of the Extreme Deficiency. LACOE used the Extreme Deficiency Inspection Tool (EDIT) to document this status. After this follow-up inspection, LACOE provided the school administrator with a copy of the EDIT. An additional copy was later mailed to the school district office.

Results of facilities inspected:

- 0 schools in “Exemplary” condition
- 4 schools in “Good” condition
- 0 schools in “Fair” condition
- 0 schools in “Poor” condition
- 0 schools with “Extreme Deficiencies”

If requested, LACOE re-inspected schools after our regular inspection cycle was completed. Re-inspections were treated as a new inspection and often involved visiting different classrooms. The re-inspection is the final rating reflected in the annual report.
Textbook Sufficiency

LACOE visited schools to determine whether each student, including English learners, had a standards-aligned textbook or instructional materials, or both, to use in class and to take home. In some cases, schools were surveyed prior to the actual visits through the use of a teacher questionnaire. As required by the Williams legislation, districts must correct any deficiencies no later than eight weeks from the first day students start school.

Results of instructional materials for four schools visited:

- 0 textbook insufficiencies

Countywide, the number and percent of school sites with textbook shortages decreased from the previous year, and the extent of insufficiencies at sites also decreased.

LACOE continues to enhance its outreach efforts to inform school site and district administrators of the expectations regarding instructional materials. A Williams Instructional Materials web site provides information to assist school and district personnel in achieving a successful textbook review. School and district personnel indicated the outreach assisted their efforts to provide sufficient materials for all students.

Teacher Assignment

LACOE monitored deciles 1-3 schools to determine if teachers have proper assignments and certifications, focusing on those in classrooms with 20 percent or more English Learners (ELs). LACOE is no longer required to report teacher assignment data for schools that had no teacher misassignments or teacher vacancies for two consecutive years. The review of teacher assignment data for these “Exempt” schools will be conducted on a four year cycle.

Results of schools monitored:

- 83 classes have 20 percent or more ELs
- 83 classes have teachers who hold appropriate authorizations to instruct ELs
- 0 classes have a teacher who lacks appropriate authorizations to instruct ELs

As required by the Williams legislation, LACOE has submitted an annual report of these findings to the California Commission on Teacher Credentialing (CCTC). The CCTC will report this information to the California Legislature.

In Los Angeles County, since implementation of Williams legislation in August 2004, there have been yearly increases in the percent of teachers who earned an authorization to instruct ELs.

SARC

California public schools are required to prepare annual School Accountability Report Cards (SARCs), which provide important information about each school and communicate a school’s progress in achieving its goals. The Williams legislation added new reporting requirements to all SARCs beginning with those published in the 2004-05 school year. These reporting requirements include: any needed maintenance to ensure good repair of facilities, number of teacher misassignments, number of vacant teacher positions, and availability of sufficient textbooks or instructional materials.

As required by the Williams legislation, LACOE reviewed the schools’ SARCs to verify whether the district provided accurate data relevant to facilities maintenance and textbook sufficiency in their reports published in 2012-13.

Results of SARCs reviewed for four schools visited:
• All SARCspreviewed were verified to be accurate in terms of textbook sufficiency data reported and facilities maintenance reporting.

Uniform Complaint Procedures

The Williams legislation requires all school districts and county offices of education to use the Uniform Complaint Procedures to help identify and resolve textbook shortages, teacher vacancies or misassignments, and emergency or urgent facilities conditions. Following passage of the Valenzuela legislation, the Williams UCP also provides a mechanism for ensuring that eligible students are offered CAHSEE instruction and services. Every public school classroom (including those operated by LACOE) must post a notice advising parents and guardians about their complaint rights. Complaint forms must be available in the school and district office and on the district’s web site.

The Keppel Union School District provided the county superintendent with a quarterly summary of the number of complaints and number of complaints resolved. During 2012-13, Keppel Union School District reported the following number of complaints:

• Facilities 0
• Instructional materials 0
• Teacher assignment 0
• CAHSEE services 0

Report Availability
Annual reports will be posted in December 2013 on the Internet at www.lacoe.edu/williams.
### District Report

#### School Visit Determinations

<table>
<thead>
<tr>
<th>District &amp; School</th>
<th>Type</th>
<th>Decile</th>
<th>2012-2013 Enrollment</th>
<th>Unannounced Visits (U)</th>
<th>Inspection Date</th>
<th>School Rating</th>
<th>If applicable, Description of Extreme Deficiency</th>
<th>Follow-Up Date</th>
<th>Resolution Status</th>
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<tbody>
<tr>
<td>Keppel Union Elementary</td>
<td>Elementary</td>
<td>2</td>
<td>375</td>
<td></td>
<td>09/27/12</td>
<td>G</td>
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<tr>
<td>Gibson Elem.</td>
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<td>624</td>
<td></td>
<td>09/27/12</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keppel Academy</td>
<td>Middle</td>
<td>1</td>
<td>354</td>
<td></td>
<td>09/10/12</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Los Angeles Elementary</td>
<td>Elementary</td>
<td>1</td>
<td>488</td>
<td></td>
<td>09/10/12</td>
<td>G</td>
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<tr>
<td><strong>Keppel Union Subtotal</strong></td>
<td></td>
<td>4</td>
<td>1,841</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Legend, Footnotes & Explanations**

1. Schools in districts ranked in decile 1-3, inclusive, of the 2009 Base Academic Performance Index (API). The API is an annual measure of a school's performance on statewide student assessment comparisons.

2. Source of the enrollment data is the California Longitudinal Pupil Achievement Data System as reported by CDE "DataQuest" at http://data1.cde.ca.gov/dataquest/ in July 2013.

3. School Rating means:
   - "E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
   - "G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
   - "F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.
   - "P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

4. Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

5. Follow-Up means the site was visited a minimum of 30 days after the initial 2012-2013 Williams facilities inspection to verify resolution of extreme deficiencies.

6. Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.
### LACOE WILLIAMS - Decile 1-3 Schools - VISITATION MONITORING PROFILE for 2012-2013

<table>
<thead>
<tr>
<th>District &amp; School</th>
<th>Type</th>
<th>Decile</th>
<th>2012-2013 Enrollment*</th>
<th>Unannounced Visits [U]</th>
<th>Sufficient [Y]</th>
<th>Insufficiencies per Subject</th>
<th>TOTAL Insufficiencies</th>
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<tr>
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<td>Elementary</td>
<td>2</td>
<td>375</td>
<td>Y</td>
<td>ELA, MAT, SCI, HSS, FL, HLT, LAB</td>
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<tr>
<td>Gibson Elem.</td>
<td>Elementary</td>
<td>1</td>
<td>624</td>
<td>Y</td>
<td>ELA, MAT, SCI, HSS, FL, HLT, LAB</td>
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<td></td>
</tr>
<tr>
<td>Keppel Academy</td>
<td>Middle</td>
<td>1</td>
<td>354</td>
<td>Y</td>
<td>ELA, MAT, SCI, HSS, FL, HLT, LAB</td>
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<td></td>
</tr>
<tr>
<td>Lake Los Angeles</td>
<td>Elementary</td>
<td>1</td>
<td>488</td>
<td>Y</td>
<td>ELA, MAT, SCI, HSS, FL, HLT, LAB</td>
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<tr>
<td><strong>Keppel Union Total</strong></td>
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<td>4</td>
<td><strong>1,841</strong></td>
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<td>ELA, MAT, SCI, HSS, FL, HLT, LAB</td>
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</tr>
</tbody>
</table>

**Legend, Footnotes & Explanation**

1. County Offices of Education visit and review a minimum of 20% of the classrooms to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), and Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2012-2013 were resolved by the school districts.

2. Schools in districts ranked in decile 1-3, inclusive, of the 2009 Base Academic Performance Index (API). The API is an annual measure of a school’s performance on statewide student assessment comparisons.

3. Source of the enrollment data is the California Longitudinal Pupil Achievement Data System as reported by CDE "DataQuest" at http://data1.cde.ca.gov/dataquest/ in July 2013.
### District Report

<table>
<thead>
<tr>
<th>District &amp; School</th>
<th>Type</th>
<th>Decile</th>
<th>2012-13 Enrollment</th>
<th>Number of EL Students</th>
<th>Number of Classes</th>
<th>Classes w/Teacher Authorized</th>
<th>Classes w/Teacher not Authorized</th>
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<tbody>
<tr>
<td>Keppel Union</td>
<td></td>
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<tr>
<td>Antelope Elem.</td>
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<td>1,841</td>
<td></td>
<td>615</td>
<td>83</td>
<td>83</td>
</tr>
</tbody>
</table>

**Legend, Footnotes & Explanations**

1- Decile 1-3 schools were monitored regarding teacher assignments; EL = English Learner. EL student data provided by school districts.

2- Schools in districts ranked in decile 1-3, inclusive, of the 2009 Base Academic Performance Index (API.) The API is an annual measure of a school's performance on statewide student assessment comparisons.

3- Source of the enrollment data is the California Longitudinal Pupil Achievement Data System as reported by CDE "DataQuest" at http://data1.cde.ca.gov/dataquest/ in July 2013.