



## **Williams Legislation & Instructional Materials FAQ**

The Williams Legislation provides requirements and accountability measures related to sufficient instructional materials in the 4 core content areas: English Language Arts, Math, Science and History-Social Science. When considering adopting materials, knowing what's required in the Williams Legislation helps ensure you're meeting California Education Code and, more importantly, the needs of your students.

### **Question Index**

**[Can we adopt something that isn't on the state list or will that make us insufficient for Williams Legislation?](#)**

**[What is the Williams Legislation?](#)**

**[What are the requirements regarding instructional materials sufficiency?](#)**

**[What makes instructional materials compliant with Williams?](#)**

**[Can digital materials meet the requirements of Williams Legislation?](#)**

**[Do I have to use all of the components of a grade-level program to meet Williams requirements?](#)**

**[Our materials are currently insufficient, what do we do?](#)**

**[Are there any exceptions to Williams Legislation for specific populations \(students with disabilities and English learners\)?](#)**

**[What materials are needed to sufficiently meet the needs of English Learners?](#)**

**[Where can I find more information about the Williams Legislation? Where can I find more information about the state list?](#)**

**[Where can I find more information on going off list?](#)**

**[If we purchase texts for use in class and student practice books for every student, are we compliant?](#)**

**Can we adopt something that isn't on the state list or will that make us insufficient for Williams Legislation?**

Pursuant to EC Section 60210, LEAs may adopt materials not listed on the State Board of Education list of approved instructional materials, which is often referred to as "going off list." Those materials must be aligned to California Common Core State Standards, as demonstrated through an LEA-led review process that includes teachers. A majority of reviewers for the materials must be classroom teachers assigned to the subject or grade level of the materials being assessed.



### **What is the Williams Legislation?**

This legislation seeks to ensure that all students have equal access to a quality education including sufficient standards-aligned textbooks, safe school facilities, and qualified teachers.

### **What are the requirements regarding instructional materials sufficiency?**

The Williams Legislation requires two components regarding instructional materials: alignment to California Common Core State Standards and sufficient access to those materials. As part of your required Local Control and Accountability Plan (LCAP), you must address the actions you will take to achieve “sufficient access to the standards-aligned instructional materials as determined pursuant to EC section 60119.”

### **What makes instructional materials compliant with Williams?**

EC Section 60119(c)(1) states that sufficient instructional material means, “each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil.” This mandate applies to the 4 core content areas and sufficient refers to both the quality (standards-aligned) as well as the quantity (student access to materials).

### **Can digital materials meet the requirements of Williams Legislation?**

Yes. The key to meeting the definition of “sufficient instructional materials” includes refers to two components: materials must be standards-aligned and each student must be able to access those materials in class and at home. With digital materials, the materials must be standards-aligned and students must have access to the materials on an appropriate device and internet access both at school and at home.

### **Do I have to use all of the components of a grade-level program to meet Williams requirements?**

As an LEA you can determine which components of a program to purchase based on your local priorities and student needs. As long as the materials



address the grade and content standards fully, every individual component of an instructional program does not have to meet this requirement.

### **Our materials are currently insufficient, what do we do?**

You will be expected to address any insufficiency of instructional materials within two months of the beginning of the school year. If you or your LEA has submitted purchase orders to the publisher to purchase a new program that will meet the requirements, standards-aligned materials need to be in students' hands by the end of the second month of the school year. Obtaining materials to supplement your current programs or new standards-aligned materials that cover an entire content and grade level will support meeting the sufficiency requirement.

If your materials are insufficient, you must also provide information to classroom teachers and the public explaining why the instructional materials do not comply with Williams including: :

- Percentage of students who lack standards-aligned materials in each subject area.
- The reason that materials are insufficient.

The LEA then has 2 months after the beginning of the school year to rectify this insufficiency.

### **Are there any exceptions to Williams Legislation for specific populations (students with disabilities and English learners)?**

No. All students enrolled in mainstream core classes must have access to textbooks or instructional materials in the four core subject areas.

Students in special education programs that are segregated from the mainstream classroom should have sufficient quantities of instructional materials required in the student's Individualized Education Program (IEP).

Some IEPs may require modified materials or adopting instructional materials aligned to the content standards of a different grade level. Instructional materials for students not in mainstream classrooms should have materials that meet the requirements of their IEP.



English Learners are identified explicitly in Williams Legislation. It is required they have access to standards-aligned instructional materials in the four main content areas, including English language development components of any program being used in classrooms.

**What materials are needed to sufficiently meet the needs of English Learners?**

Instructional materials should be standards and grade-level aligned in the four core content areas and include components that address the [specific needs of English Learners](#).

**Where can I find more information about the Williams Legislation? Where can I find more information about the state list?**

For more information about Williams Legislation, see [the California Department of Education website](#).

The state list for materials can be found here based on content area:

[Math](#)

[English Language Arts/English Language Development](#)

[Science](#)

[History-Social Science](#)

**Where can I find more information on going off list?**

Learn more about going off list with [our guidance](#) and what to consider with [OER and going off list](#). There are new products all the time and it's important to know and check out your options!

**If we purchase texts for use in class and student practice books for every student, are we compliant?**

In your LCAP, you will need to specify in your public sufficiency resolutions those materials that meet the definition of sufficiency. As long as practice books cover all the standards, the LEA is not required to buy an individual textbook for each student to also take home.