**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)**

* *Standard*: LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.
* *Evidence*:LEA would use locally available information, including data currently reported through the School Accountability Report Card (SARC), and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
* *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included within the local data selection option in the evaluation rubrics to support LEAs in reporting progress are:

* Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
* Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
* Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

The examples above are all data elements that are currently required as part of the SARC. The web-based user interface system for the evaluation rubrics is being developed based on the same data system that supports the California Department of Education’s SARC template. Accordingly, the evaluation rubrics system could auto-populate this data for LEAs that use the SARC template by aggregating the information from all schools within the LEA.