

## State Priority 1: Basic Services and Conditions at Schools

On January 17, 2017, the State Board of Education established local measures for the new state accountability system. This report is a narrative summary of our performance in providing basic services: access to textbooks and instructional materials, adequate facilities, and appropriately assigned teachers. Basic services were identified in the 2004 Williams Act, which outlined requirements in the three areas. These areas are also reported in School Accountability Report Cards, available on our website under the Schools menu.

### A. Access to curriculum-aligned instructional materials

The Williams Act requires the district to hold an annual public hearing and adopt a resolution stating whether each student has sufficient textbooks or instructional materials in English language arts, math, science, and history-social science. There are also requirements to provide lab equipment in high school science, plus health and world language books. We measure our performance in this area through the required Williams Act process, and held the public hearing and adopted the resolution on October 9, 2018 for the 2018-19 school year.

Williams Act metric: 100% of students had the required materials, 0% of students lacked materials.

We have provided new aligned Next Generation Science Standards materials in middle school. The state adoption list for science will be available in November, 2018. High school has created aligned lessons, but will need updated instructional materials and additional technology to fully incorporate new engineering standards. A team of elementary teachers analyzed the current textbook for alignment and recommended supplemental materials to fill alignment gaps until they are able to select an NGSS-aligned program after the state adoption, a process allowed under state regulations and the Williams Act. Our science teachers and elementary teachers are to be commended for their hard work in implementing the NGSS before aligned materials were commercially available.

### B. Condition of facilities

The Office of Public School Construction provides the Facilities Inspection Tool (FIT) for evaluating the condition of school facilities. The FIT is used to determine whether a facility is in good repair, which is defined as being clean, safe, and functional. Each fall, staff from Maintenance & Operations walks through each school with a Facilities Inspection Tool (FIT) checklist to inspect the following:

#### A. Systems

- Gas leaks
- Mechanical/HVAC
- Sewer

#### B. Interior

- Interior surfaces

#### C. Cleanliness

- Overall cleanliness
- Pest/vermin infestation

#### D. Electrical

#### E. Restrooms/fountains

- Restrooms
- Sinks and drinking fountains

#### F. Safety

- Fire safety
- Hazardous materials

#### G. Structural

- Structural damage
- Roofs

#### H. External

- Playground, school grounds
- Windows, doors, gates, fences

Each campus receives a school rating according to the following scale.

Rating	Percentage	Description
<b>Exemplary</b>	99% - 100%	The school facility meets all or most standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
<b>Good</b>	90% - 98.99%	The school facility 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.
<b>Fair</b>	75% - 89.99%	The school facility 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.
<b>Poor</b>	0% - 74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repair and maintenance are necessary throughout the campus.

Our goal is to have all schools rated **GOOD** or **EXEMPLARY**.

<b>FIT Fall 2015</b>	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TCDS/TEC
Systems	100.00	100.00	100.00	100.00	100.00	98.83	99.71	100.00
Interior	72.09	87.50	77.36	70.59	94.59	77.19	86.46	93.75
Cleanliness	100.00	100.00	100.00	100.00	98.65	100.00	100.00	100.00
Electrical	95.12	86.49	94.55	91.18	94.29	96.49	94.90	100.00
Restrooms/Fountains	98.78	100.00	98.15	100.00	98.65	99.13	100.00	96.88
Safety	100.00	96.25	100.00	98.53	97.30	100.00	100.00	100.00
Structural	100.00	100.00	100.00	98.53	100.00	100.00	100.00	100.00
External	100.00	96.25	97.17	92.65	100.00	97.37	100.00	100.00
Overall Rating	95.75	95.81	95.90	93.94	97.94	96.13	97.63	98.83
<b>School Rating</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>

<b>FIT Fall 2016</b>	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TCDS/TEC
Systems	100.00	100.00	99.40	100.00	100.00	100.00	99.67	100.00
Interior	79.07	92.50	75.00	72.22	84.44	72.88	82.18	87.50
Cleanliness	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Electrical	95.35	95.00	100.00	100.00	100.00	96.61	90.10	100.00
Restrooms/Fountains	98.84	100.00	97.32	100.00	95.56	100.00	99.01	96.88
Safety	100.00	98.75	100.00	100.00	100.00	100.00	100.00	100.00
Structural	100.00	100.00	99.11	98.61	100.00	100.00	100.00	100.00
External	100.00	96.25	97.32	91.67	93.34	94.07	97.53	84.38
Overall Rating	96.66	97.81	96.02	95.31	96.67	95.45	96.06	95.71
<b>School Rating</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>

<b>FIT Fall 2017</b>	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC	TCDS
Systems	100.00	100.00	99.40	100.00	100.00	100.00	100.00	100.00	100.00
Interior	91.00	100.00	100.00	100.00	98.00	97.00	96.00	82.00	71.00
Cleanliness	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Electrical	100.00	100.00	100.00	100.00	100.00	98.00	100.00	100.00	100.00
Restrooms/Fountains	100.00	100.00	100.00	87.00	100.00	100.00	100.00	100.00	100.00
Safety	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Structural	100.00	100.00	100.00	100.00	99.00	91.00	100.00	100.00	100.00
External	100.00	98.00	99.00	97.00	83.00	100.00	100.00	100.00	100.00
Overall Rating	99.38	99.67	99.88	97.86	96.23	91.84	99.72	98.79	97.14
<b>School Rating</b>	<b>EXEMP</b>	<b>EXEMP</b>	<b>EXEMP</b>	<b>GOOD</b>	<b>GOOD</b>	<b>GOOD</b>	<b>EXEMP</b>	<b>GOOD</b>	<b>GOOD</b>

<b>FIT Fall 2018</b>	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC	TCDS
Systems	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Interior	91.84	100.00	100.00	100.00	100.00	97.26	99.26	100.00	100.00
Cleanliness	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Electrical	100.00	100.00	100.00	100.00	100.00	100.00	99.27	100.00	100.00
Restrooms/Fountains	100.00	100.00	100.00	100.00	97.06	100.00	99.32	87.50	100.00
Safety	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Structural	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
External	100.00	100.00	83.33	100.00	97.83	100.00	100.00	100.00	100.00
Overall Rating	98.98	100.00	97.92	100.00	99.36	99.66	99.73	98.44	100.00
<b>School Rating</b>	<b>GOOD</b>	<b>EXEMP</b>	<b>GOOD</b>	<b>EXEMP</b>	<b>EXEMP</b>	<b>EXEMP</b>	<b>EXEMP</b>	<b>GOOD</b>	<b>EXEMP</b>

### C. Correctly assigned teachers

The Williams Act requires districts to report the number and percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.

	2014-15	2015-16	2016-17	2017-18	2018-19
Misassignments of teachers of English learners	0	0	0	0	0
Total teacher misassignments	0	0	0	0	0
Vacant teacher positions	0	0	1	0	0

### Impact on LCAP for 2018-19

From information gathered related to local performance indicator State Priority 1: Basic Services and Conditions at Schools, the following actions and services were included in our 2017-18 LCAP.

Assign teachers appropriately for the students they teach and fill teacher vacancies (Williams Act):

Use the Administrator's Assignment Manual along with update and revision documents to ensure that teachers are appropriately assigned. [4.1.01]

Ensure that teachers' credentials are up to date and conduct teacher assignment monitoring annually. Improve processes for information collection to address CALPADS requirements. [4.1.02]

Continue to make staffing decisions early in order to provide our students with effective, experienced, and appropriately assigned teachers. [4.1.03]

Ensure all students have access to and use standards-aligned instructional materials for all content areas; English learners, students with disabilities, and students receiving intervention services have appropriate and sufficient materials to support their learning (Williams Act):

Ensure all students have textbooks and instructional materials to take home. [4.2.01]

Provide *Studies Weekly* standards-aligned social studies materials for K-5 students. [4.2.02]

Replace high school U.S. History and AP U.S. History textbooks. [4.2.03]

Explore elementary and high school science materials after State Board of Education adoption in November, 2018. [4.2.04]

Continue to maintain technology and replace computers and other technology as needed; focus technology expenditures on high priority learning needs and increase access to technology as funds are available. [4.3.01]

Ensure schools meet state and federal standards for safety and cleanliness and that facilities are in good repair and receive regular maintenance as measured by the FIT Facilities Inspection Tool (Williams Act).

Use the Facilities Master Plan to guide priorities. [4.4.01]