

WESTSIDE UNION SCHOOL DISTRICT  
REGULAR BOARD MEETING  
HILLVIEW MIDDLE SCHOOL

August 15, 2017

Mission Statement: Recognizing the exceptionalism of every child, the mission of Westside Union School District is to educate all students to universally high levels of academic competence. We are committed to comprehensive systems of instructional delivery that include research-based best practices to assure this outcome by “pointing the way, providing the path” to success.

Vision Statement: Our vision is to graduate students who have acquired the knowledge, skills and attitudes necessary to achieve significant career, educational, civic and personal goals, which will enrich our society as positive role models and responsible citizens.

**5:00 p.m.** – Regular Session  
Adjourned to Closed Session  
**6:00 p.m.** – Reconvene to Regular Session

CALL TO ORDER \_\_\_\_\_ p.m.

- I. OPEN SESSION \_\_\_\_\_ p.m.  
A. Flag Salute  
B. Roll Call

BOARD OF TRUSTEES

Steve DeMarzio	_____
John Curiel	_____
Patricia Shaw	_____
Linda Jones	_____
Jennifer Navarro	_____

SUPERINTENDENT

Regina Rossall	_____
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II. ITEMS FROM THE FLOOR

Please submit a yellow “Request To Speak To The Board of Trustees” in the folder on the exhibit table for agenda and non-agenda items to the Secretary of the Board prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, no more than twenty (20) minutes on the same subject. This portion of the agenda is for presentations to the Board regarding closed session items only. This is not a question and answer period where the Board enters into dialogue. Testimony is not protected from damage claims for libel. Public Charges or allegations may result in legal action being brought by those individuals. If you have questions for the Board, please provide the Board President with a copy and an administrator will provide answers at a later date.

III. CLOSED SESSION

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

Opened: \_\_\_\_\_ Closed: \_\_\_\_\_

- a. Conference with Labor Negotiators (Gov’t. Code §54957.6)
- b. Existing/Anticipated/Pending Litigation (Gov’t Code §54956.9)  
Claim for Damages
- c. Conference with Real Property Negotiator

8-15-17

- d. Public Employee Discipline/Dismissal/Release/Appointment (Gov't Code §54957)
- e. Pupil Personnel (Ed Code 35146 and 48918)

IV. RECONVENE TO OPEN SESSION AT \_\_\_\_\_ p.m.

V. REPORT OF CLOSED SESSION ACTION

VI. PRESENTATIONS  
None

VII. HEARING SESSION/STAFF REPORTS

- A. Board Comments
- B. Staff Reports
  - 1. Assistant Superintendent Administrative Services
  - 2. Assistant Superintendent Educational Services
  - 3. Deputy Superintendent
  - 4. Superintendent

VIII. PERSONAL APPEARANCES

- A. Westside Union Teachers Association Representatives
- B. California School Employees Association Representatives
- C. Parent Teacher Association Representatives
- D. West Antelope Valley Educational Foundation Representatives

IX. ITEMS FROM THE FLOOR

Please submit a yellow "Request To Speak To The Board of Trustees" in the folder on the exhibit table for agenda and non-agenda items to the Secretary of the Board prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, no more than twenty (20) minutes on the same subject. This is not a question and answer period where the Board enters into dialogue. Testimony is not protected from damage claims for libel. Public Charges or allegations may result in legal action being brought by those individuals. If you have questions for the Board, please provide the Board President with a copy and an administrator will provide answers at a later date.

X. PUBLIC HEARING  
None

XI. BUSINESS SESSION

A.	Organizational/Governance		Goal #
	1. Agenda	Item 1	

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

To approve the Agenda of the Regular Meeting of  
August 15, 2017

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

Actions proposed for the Consent Calendar, are items with adopted policies and approved practices of the District and are deemed routine in nature. They will be acted upon in one motion, without discussions, unless members of the Board request an item's removal. The item will then be removed from the motion to approve and after the approval of the consent agenda the item(s) will be heard.	Items 2a -2e	Goal #
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2. Consent
- a. Minutes of the Regular Meeting on August 1, 2017
  - b. Personnel Report
  - c. Purchase Orders
  - d. Consultant/Contract Schedule
  - e. Conference/Workshop Schedule

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Consent Items as presented.

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

3. Revised Conflict of Interest code Item 3

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the revised Conflict of Interest Code

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

4. Inter District Transfer Agreement between Westside Item 4  
Union School District and Keppel Union School District

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Inter District Transfer Agreement between  
Westside Union School District and Keppel Union School  
District

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

5. Discussion Item Item 5  
• Governance

B. Educational Services

6. Revised Board Policies, Administrative Regulations and Item 6  
Exhibit

- BP/AR/E 0520.2, Title I Program Improvement  
Schools
- BP/AR 0520.3. title I Program Improvement Districts
- BP 5131.62, Tobacco
- BP/AR 5121, Grades/Evaluation of Student  
Achievement
- AR 6158, Independent Study
- BP/AR 6164.41, Children with Disabilities Enrolled  
in Private School
- BP 6179, Supplemental Instruction

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the second and second and reading of the revised Board Policies, Administrative Regulations and Exhibits

Goal #

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

C. Personnel

7. Provisional Intern Permits (PIP) Item 7

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Provisional Intern Permits (PIP)

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

8. Variable Term Waivers Item 8

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Variable Term Waivers

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

9. Short Term Staffing Permits Item 9

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Short Term Staffing Permits (STSP)

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

D. Business

10. Notice of Completion: Dimension Data for Low-voltage and Information Technology Equipment, Supplies and Related Services for Phase 1 of the Cottonwood Elementary School Modernization Item 10 4A

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Approval of the Notice of Completion: Dimension Data for Low-voltage and Information Technology Equipment, Supplies and Related Services for Phase 1 of the Cottonwood Elementary School Modernization

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

11. 21<sup>st</sup> Century Districtwide Network Upgrade, Physical Security Change Order No. 3 to Dimension Data Item 11

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

8-15-17



Approval to 21<sup>st</sup> Century Districtwide Network Upgrade,  
Physical Security Change Order No. 3 to Dimension Data

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

XII. INFORMATION SESSION

- A. Items From The Floor – Continued
- B. Dates to Remember:
  - 1. Regular Meeting on September 5, 2017
  - 2. Regular Meeting on September 19, 2017
- C. Board Comments - Continued

XIII. NEW BUSINESS

Future Board Meeting Items

XIV. CLOSED SESSION - Continued

XV. RECONVENE TO OPEN SESSION at \_\_\_\_\_ p.m.

XVI. REPORT OF CLOSED SESSION ACTION

XVII. ADJOURNMENT

There being no further business to come before the Board, the regular meeting of August 15, 2017, is adjourned at \_\_\_\_\_ p.m. by the Board President.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Tonya Williams at (661) 722-0716. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting room.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection on the District Web Site, [www.westside.k12.ca.us](http://www.westside.k12.ca.us) or in the District Office located at 41914 50<sup>th</sup> St. West, Quartz Hill, CA 93536 during normal business hours (8:00 a.m. – 4:00 p.m.).

## **Core Beliefs and Board Goals 2017-2018**

**The District uses data to create a learning-oriented culture for both staff and students which defines success in terms of improvement and progress.**

- 1. WE BELIEVE THAT OUR TEACHERS AND STAFF ARE OUR MOST VALUABLE ASSETS AND RESOURCES**
- 2. WE OPERATE WITH TRANSPARENCY, TRUST AND INTEGRITY, GOVERNING IN A DIGNIFIED, PROFESSIONAL MANNER, TREATING EVERYONE WITH CIVILITY AND RESPECT**
- 3. WE ARE ABSOLUTELY COMMITTED TO PROVIDING A SAFE, DISTINGUISHED AND ENGAGING LEARNING ENVIRONMENT THAT ENSURES ALL STUDENTS LEARN TO THEIR HIGHEST POTENTIAL**

- ❧ A. Build the capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in the area of cultural responsiveness and educational equity
- ❧ B. A key concern and priority for this governing board is improving the accuracy and consistency of grading which should measure what students know, as they play a crucial role in every aspect of students' academic lives and future lives as global citizens. Areas of concern are: 1) Grades reflect progressive and mastery of content. 2) They are predictable and understood by parents and third parties. 3) That non-academic factors are graded separately. 4) The system adopted is not overwhelming for teachers.

❖ Annual Report by Educational Services

- 4. WE ARE ABSOLUTELY COMMITTED TO PROVIDING THE NECESSARY FACILITIES TO MEET THE HOUSING AND EDUCATION NEEDS OF OUR CHANGING STUDENT POPULATION AND A VISION THAT PROMOTES AND SUPPORTS THEIR FUTURE**

- ❧ A. Continue the Cottonwood Elementary School modernization
- ❧ B. Receive annual updates to the District's Facilities Master Plan while exploring and securing options to finance the plan.
- ❧ C. Continue to implement sustainable clean energy programs that promote the long-term well-being of both the District's finances and the environment.

❖ Annual Report by Business Services

- 5. WE ARE FISCALLY TRUSTWORTHY AND DEDICATED TO RESPONSIBLE FINANCIAL ACCOUNTABILITY**
- 6. WE BELIEVE IN AND PROMOTE PARENT AND COMMUNITY INVOLVEMENT IN WESTSIDE UNION SCHOOL DISTRICT**

## 2017-2018 Board Expectations

**The District uses data to create a learning-oriented culture for both staff and students which defines success in terms of improvement and progress.**

### 1. **WE BELIEVE THAT OUR TEACHERS AND STAFF ARE OUR MOST VALUABLE ASSETS AND RESOURCES**

#### EXPECTATIONS:

- a. Provide staff development to enable employees in a job classifications to maintain and improve their skills to meet stated goals of the Board to meet the needs of students. Continuously monitor and re-evaluate formula-driven staffing levels that adequately address student ratios and campus needs for all classifications of employees (classified, certificated, confidential, and administration)
- b. Maintain and monitor administrative training programs to enable existing staff to become administrators or to increase the skills of current administrators to assume increasing levels of responsibility in the future as well as immediately assisting with the reduction of attendance issues, traffic safety and student discipline at all school sites. Create programs that enable classified employees who want to become teachers to obtain the necessary information to do so, and work with the CSEA Board to make sure members know about contractual benefits available when taking college classes. As grants become available to help classified employees become teachers, apply for any for which the District is eligible.
- c. Provide ongoing recognition for school achievement, program development, i.e., California Gold Ribbon, Golden Bell, Employee of the Year, and Program Innovation: Joe Walker STEALTH, Gregg Anderson Academy, The IDEA Academy at Cottonwood, Westside Academy and Hillview 6<sup>th</sup> Grade Academy
- d. Continue a long-term plan to provide total compensation for all positions within the district that is competitive with the surrounding Antelope Valley elementary school districts
- e. Provide ongoing training to ensure a safe work place for all employees
- f. As funds are available revenues will be placed in a separate account to pay for long term post-employment benefits

- a. a, d & e - Annual Report by Human Resources
- b. b & c - Annual Report from Superintendent
- c. f - Annual Report by Business Services

### 2. **WE OPERATE WITH TRANSPARENCY, TRUST AND INTEGRITY, GOVERNING IN A DIGNIFIED, PROFESSIONAL MANNER, TREATING EVERYONE WITH CIVILITY AND RESPECT**

#### EXPECTATIONS

- a. Continue to improve the knowledge level of trustees through ongoing training, participation in political actions that influence improved funding and legislation for educational programs, and programs of independent study. All Board Members will attend the CSBA Annual Education Conference, with a report of sessions attended at a future Board Meeting, and receive a Masters in Governance certification
- b. The board will initiate the annual process for self-evaluation in June
- c. Annually set objectives to meet the goals of the district in June
- d. Continue to improve working relationship with employee unions to enable communications that enhance the overall well-being of the district including all employees
- e. A public-friendly version of the three major budget reports of the year shall be posted on the website

3. **WE ARE ABSOLUTELY COMMITTED TO PROVIDING A SAFE, DISTINGUISHED AND ENGAGING LEARNING ENVIRONMENT THAT ENSURES ALL STUDENTS LEARN TO THEIR HIGHEST POTENTIAL**

EXPECTATIONS:

- a. Staff will monitor comprehensive plans for improving student achievement including the Local Control Accountability Plan (LCAP) and the Comprehensive Safety Plans including the sections related to student discipline.
- b. All students will receive rigorous and effective instruction, support and intervention that afford equitable access to a high quality educational experience in an environment that nurtures critical thinking, communication, collaboration, creativity and social responsibility.
- c. Teachers will use research-based best practices to design and deliver instruction, which addresses the knowledge, concepts and skills outlined in the State Standards. Teachers will design lessons that actively engage the minds of all learners with that which is to be learned. Learning objectives that describe what students will be able to do successfully and independently at the end of each lesson will be clearly articulated. Formative assessment will be used to guide and inform instruction. Summative assessment will be used to measure student learning.
- d. Professional Development will be aligned to improve student outcomes. Data will be collected to substantiate growth in student achievement.

4. **WE ARE ABSOLUTELY COMMITTED TO PROVIDING THE NECESSARY FACILITIES TO MEET THE HOUSING AND EDUCATION NEEDS OF OUR CHANGING STUDENT POPULATION AND A VISION THAT PROMOTES AND SUPPORTS THEIR FUTURE**

EXPECTATION

- a. Monitor and maintain high-quality information technology systems throughout the District

5. **WE ARE FISCALLY TRUSTWORTHY AND DEDICATED TO RESPONSIBLE FINANCIAL ACCOUNTABILITY**

EXPECTATIONS:

- a. Continue to decrease encroachment of general funds by Special Education
- b. Continue to update and implement the adopted Technology Plan
- c. Continue to increase operational efficiency
- d. Citizens Oversight Committee will hold required meetings
- e. Set budget priorities based on the goals of the District
- f. Support and retain partnerships that have a mutual priority to maximize the available dollars for improving programs for students
- g. Maintain student Average Daily Attendance to exceed 96% percent.
- h. Senior Staff to hold twice-yearly fiscal status updates at employee work locations in order to educate and inform our stakeholders
- i. Maintain a financially responsible, positive District budget for the current year and two out years in order to preserve Westside's financial solvency, educational programs and the continued payment of employee salaries.


g - Annual ADA Report by Business Services

a, b, c, d, e, f, h & i - Budget Presentations by Business Services

**6. WE BELIEVE IN AND PROMOTE PARENT AND COMMUNITY INVOLVEMENT IN WESTSIDE UNION SCHOOL DISTRICT**

**EXPECTATIONS:**

- a. Continue to monitor and implement plans to increase communication and participation with parents regarding their children's education including the use of PowerSchool/PowerTeacher by all teachers.
- b. Implement plans to improve parent communication and participation with parents of all students.
- c. Explore ongoing efforts to increase communication with the community, utilizing methods that are cost effective.
- d. Strengthen partnerships with businesses, community organizations, and public agencies.
- e. Annually share the Board's goals and accomplishments with the stakeholders. Each school year will begin with a State of the District presentation by Superintendent and staff where maximum efforts are made to assure that the meeting is well-attended by the public.
- f. Create, administer and compile surveys for constituents that will generate data to measure district effectiveness to drive district decisions.
- g. Continue to explore means of obtaining input from stakeholders.
- h. Each Trustee will regularly attend community and school site events
- i. The Board will play an active role in promoting our district's image in the community and positive working relationships with all stakeholders.
- j. Keep public postings and communications current. Staff will monitor weekly.  
Partner with parents and community to develop and implement school programs.

 e - Posted on District Website

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Regina L. Rossall, Superintendent  
SUBJECT: Board Meeting Agenda

### BACKGROUND:

The Board is requested to approve the Agenda for August 15, 2017.

### PROGRAM/EDUCATIONAL IMPLICATION:

None

### COST ANALYSIS/FUNDING SOURCE:

None

### SUPERINTENDENT'S RECOMMENDATION:

Approval

## BOARD AGENDA

August 1, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Regina L. Rossall, Superintendent  
SUBJECT: Board Minutes

### BACKGROUND:

The Board is requested to approve the Minutes of the Special Meeting on August 1, 2017.

### PROGRAM/EDUCATIONAL IMPLICATION:

None

### COST ANALYSIS/FUNDING SOURCE:

None associated with the approval of Board Minutes.

### SUPERINTENDENT'S RECOMMENDATION:

Approval

WESTSIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
MINUTES  
August 1, 2017

I. CALL TO ORDER

At 5:01 p.m. John Curiel, Vice President, called to order the Regular Board Meeting of the Westside Union School District Board of Trustees.

II. Flag Salute

Patricia K. Shaw, Member

III. ROLL CALL

Steven DeMarzio, President– Teleconference

John Curiel, Vice President – Present

Patricia K. Shaw, Clerk - Present

Dr. Linda Jones, Member – Present

Jennifer Navarro, Member - Present

SUPERINTENDENT

Regina Rossall – Present

IV. ITEMS FROM THE FLOOR

None

V. OTHERS PRESENT

Sylvia Borg-Otting, Scott Cusack, Antoinette Griffin, Debbie Rutkowski-Hines, Timothy Barker, Nancy Hemstreet

VI. M18-01 - The motion was made by Steve DeMarzio seconded by Jennifer Navarro and carried 4/0 to adjourn to closed session at 5:09 p.m. to consider:

- a. Conference with Labor Negotiators (Gov't Code §54957.6)
- b. Existing/Anticipated/Pending Litigation (Gov't Code §54956.9)
- c. Conference with Real Property Negotiator
- d. Public Employee Discipline/Dismissal/Release/Appointment Unrepresented Management (Gov't Code §54957)
- e. Pupil Personnel (Ed Code 35146 and 48918)
- f. Threat to Public Services or Facilities (Gov't Code §54957) – Deputies Allen Dolles and Steven Diaz attending

VII. RECONVENE TO OPEN SESSION at 6:06 p.m.

VIII. CLOSED SESSION ACTION

None

IX. PRESENTATIONS

A. Management Service Pins for 2016

B. Bond Refunding Opportunities – Dale Scott

X. HEARING SESSION/STAFF REPORTS

A. Board Comments:



Jennifer Navarro – I am happy to be back and excited about being a part of the beginning of the school year.

Linda Jones – Congratulations to all of our new administrators and I ditto Jennifer's comments

Patricia K. Shaw – I also ditto both Linda and Jennifer's comments

I would like to nominate Tom Lackey for the CSBA Legislature of the Year Award.

John Curiel – I hope everyone enjoyed their summer break. It's good to be back and I am happy to see my fellow Board Members. I am ready to see great things happening this school year. I look forward to another great Westside school year.

Steve DeMarzio - Welcome every one back, I hope everyone has a great school year. We have 125 years in service pins this evening.

1. Assistant Superintendent Administrative Services – Shawn Cabey
  - a. I am officially relinquishing my extra ordinary powers for the summer back to the Board.
2. Assistant Superintendent Educational Services - Marguerite Johnson
  - a. Congratulations on everyone who received service pins this evening.
  - b. There will be about 460 students who will attend kindergarten camp that starts tomorrow.
  - c. We have a spot at the AV Tech Expo during the fair. We will be looking for one school site per day to staff our booth. We are currently finalizing the plans for that event.
3. Deputy Superintendent - Robert Hughes
  - a. We are still working on hiring teachers, hopefully we will be done this week.
4. Superintendent – Regina Rossall

Mrs. Rossall reviewed the following items with the Trustees:

  - a. The Welcome Back Breakfast is on Monday, August 7, 7:00 a.m. for breakfast and the program will begin at 7:45 a.m. in the Joe Walker Gym.
  - b. I would like to thank cabinet for their hard work this summer making sure we are ready for the start of school.
  - c. Marguerite did a great job with summer school.
  - d. Staff attended trainings this summer.
  - e. Administrators are busy at their school sites getting ready for staff and students.
  - f. We met with management and discussed how we can implement this year's Boards Goals.
  - g. We have been hiring teachers since February. We are still hiring instructional assistants.
  - h. I am looking forward to everyone being back on Monday.
  - i. We have been enrolling students since April. It looks like our enrollment is up.

#### XI. PERSONAL APPEARANCES

- A. Westside Union Teachers Association Representative – Bob Dunham, President
- B. California School Employee Association Representative – Jeri Holmes, President
- C. Parent Teachers Association Representative
- D. WAVE Representative – Patricia Shaw and Robert Hughes
  - First meeting of the school year will be Wednesday, August 9, 2017, 6:30 p.m.

#### XII. ITEMS FROM THE FLOOR - Continued

None

XIII. PUBLIC HEARING

1. None

XIV. BUSINESS SESSION

A. Organizational/Governance

1. M18-02 - Item 1. Approval of the agenda of the Regular Board Meeting of August 1, 2017, as submitted. The motion was made by Patricia K. Shaw seconded by Linda Jones and carried 5/0.
2. M18-03 - Items 2a – 2h. The motion was made by Patricia K. Shaw seconded by Steve DeMarzio and carried 5/0 to approve the consent agenda.
  - 2a Minutes of the Regular Meeting on June 27, 2017
  - 2b Gift to the District
  - 2c Williams Uniform Complaint Quarterly Report
  - 2d Personnel Report
  - 2e Purchase Orders
  - 2f Consultant/Contract Agreement Schedule - Revised
  - 2g Conference/Workshop Schedule
  - 2g Contractor Pre-Qualifications Listing
3. Item 3. The motion was made by seconded by and carried 5/0 to approve the revised Conflict of Interest Code – **Pulled by Administration**
4. M18-04 - Item 4. The motion was made by Linda Jones seconded by Jennifer Navarro and carried 5/0 to approve the Inter District Transfer Agreement between Westside Union School District and Southern Kern Unified School District.

XV. EDUCATIONAL SERVICES

5. M18-05 - Item 5. The motion was made by Patricia K. Shaw seconded by Jennifer Navarro and carried 5/0 to approve the second and final reading of the revised Board Policy, Administrative Regulation and Exhibit:
  - Exhibit 5123, Promotion/Acceleration/Retention
  - BP/AR 5141.52, Suicide Prevention
6. M18-06 - Item 6. The motion was made by Patricia K. Shaw seconded by Steve DeMarzio and carried 5/0 to approve the first reading of the Revised Board Policies, Administrative Regulations and Exhibit:
  - BP/AR/E 0520.2, Title I Program Improvement Schools
  - BP/AR 0520.3, Title I Program Improvement Districts
  - BP 4131.62, Tobacco
  - BP/AR 5121, Grades/Evaluation of Student Achievement
  - AR 6158, Independent Study
  - BP/AR 6164.41, Children with Disabilities Enrolled in Private School
  - BP 6179, Supplemental Instruction
7. M18-07 - Item 7. The motion was made by Patricia K. Shaw seconded by Jennifer Navarro and carried 5/0 to approve the Local Control and Accountability Plan (LCAP) Revisions.

XVI. BUSINESS

8. M18-08 - Item 8. The motion was made by Patricia K. Shaw seconded by Steve DeMarzio and carried 5/0 to approve the Citizens' Bond Oversight Committee Annual Report 2016-17.

Minutes  
Regular Board Meeting  
August 1, 2017

9. M18-09 - Item 9. The motion was made by Patricia K. Shaw seconded by Steve DeMarzio and carried 5/0 to approve to Request to Bid: Prop 39 HVAC Upgrades.

XVII. NEW BUSINESS  
None

XVIII. UNFINISHED BUSINESS  
None

XIX. ADJOURNMENT – The meeting was adjourned at 6:59 p.m. by John Curiel, Vice President.

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Patricia K. Shaw, Clerk  
August 15, 2017

WESTSIDE UNION SCHOOL DISTRICT  
BOARD AGENDA  
August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Robert Hughes, Deputy Superintendent

SUBJECT: Personnel Report #18-02

BACKGROUND: The Board is requested to approve/ratify the following personnel Recommendations:

MANAGEMENT

CERTIFICATED

Bridges, Michelle	Teacher, SDC Mild-Moderate/SD/August 1, 2017/URGF
Hicks, Ralph	Teacher, Physical Education/GA/August 1, 2017/URGF
Jackson, Pamela	Teacher, Language Arts/HV/August 1, 2017/URGF
Khalifa, Shine	Teacher, Regular Ed TK K/AH/August 1, 2017/URGF
Sarkisyan-Patel, Anna	Teacher, Regular Ed/AH/August 1, 2017/URGF
Tumbaga, Anna	Teacher, Regular Ed/EZ/August 1, 2017/URGF
Upah, Daniel	Teacher, Regular Ed/CW/August 1, 2017/URGF

<u>Change</u>	<u>Position/Location/Effective Date/Salary/Funding/Req. #</u>
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<u>Leaves</u>	<u>Position/Location/Effective Date</u>
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<u>Separation</u>	<u>Position/Location/Effective Date</u>
Saiz, Jessica	Teacher, SDC/SD/July 30, 2017/Resignation

CLASSIFIED

<u>Employment</u>	<u>Position/Location/Effective Date/Salary/Funding/Req.#</u>
Almodovar, Nolan	Instructional Assistant II-RSP/JW/3 hrs/per/day/Step 1/ August 1, 2017/SDC/Req# 14084
Bare, Carrie	Campus Climate Assistant/VV/3 hrs/per/day/Step 1/August 3, 2017/ Sup Grant/Req# 14167
Berumen-McGilbray, Delia	Instructional Assistant II-Bilingual/VV/3.95 hrs/per/day/Step 1/ August 1, 2017/SDC/Req# 14225
Del Rio, Shannon	Campus Climate Assistant/CW/3 hrs/per/day/Step 1/August 4, 2017/ Sup Grant/Req# 14162
Hawley, Robyn	Campus Climate Assistant/DS/3 hrs/per/day/Step 1/August 4, 2017/ URGF/Req# 14166
Martinez, Linda	Playground Supervisor/HV/2.5 hrs/per/day/Step 1/August 9, 2017/ URGF/Req# 14236
Mauk, Tayler	Instructional Assistant II-Computer/EZ/3.95 hrs/per/day/Step 1/ August 1, 2017/URGF/Req# 14136
Miras, Asiye	Instructional Assistant II-PreK/QH/2.5 hrs/per/day/Step 1/August 1, 2017/ SDC/Req# 14208
Perez, Crystal	Playground Supervisor/DS/2.92 hrs/per/day/Step 1/August 9, 2017/ URGF/Req# 14216
Perez, Sandy	Instructional Assistant II-PreK/QH/2.5 hrs/per/day/Step 1/ August 1, 2017/ SDC/Req# 13923
Porres, Monique	Instructional Assistant II/GA/3 hrs/per/day/Step 1/August 9, 2017/ SDC/Req# 13951
Rodriguez, Stephanie	Instructional Assistant I-AVID/JW/2.67 hrs/per/day/Step 1/August 1, 2017/ Sup Grant/Req# 14169
Romo, Roxanne	Instructional Assistant II/EZ/3 hrs/per/day/Step 1/August 1, 2017/ SDC/Req# 13661
Salome, Shana	Campus Climate Assistant/EZ/3 hrs/per/day/Step 1/August 3, 2017/ Sup Grant/Req# 14164

Sandoval, Andrea	Instructional Assistant II-RSP/WA/3.97 hrs/per/day/Step 1/ August 8, 2017/SDC/Req# 13980
Wagner, Randee	Instructional Assistant II/GA/3 hr/per/day/Step 1/August 8, 2017/ SDC/Req# 13947
<u>Change</u> Ayala-Martinez, Racquel	<u>Position/Location/Effective Date/Salary/Funding/Req. #</u> Playground Supervisor (2.42 hrs/per/day) to <u>Clerk I (5 hrs/per/day)/</u> VV/GAA/Step 1/URGF/Req# 14245
Bastian, Christine	Substitute Teacher to <u>Clerk II (8 hrs/per/day)/JW/Step 1/</u> August 31, 2017/URGF/Req# 13977
Fisher, Cynthia	Instructional Assistant I (3.5 hrs/per/day) to <u>Instructional Assistant II</u> <u>(3.5 hrs/per/day)/GA/Step 3/August 1, 2017/SDC/Req# 14091</u>
Knight, Rosy	Clerk II (5.95 hrs/per/day) to <u>(8 hrs/per/day)/SD/Step 4/August 27, 2017/</u> URGF/Req #14244
Martinez, Kelly	Instructional Assistant II-Bilingual (3.95 hrs/per/day) to <u>(5.95 hrs/per/day)/</u> ESF/Step 6/Sup Grant/Req# 14053
Stark, Rachel	Clerk II-Reprographics (5.95 hrs/per/day) to School Clerk II (6 hrs/per/day)/RV/ July 31, 2017/URGF/Req# 14358
Vieira, Breanna	Child Nutrition Assistant I (3.25 hrs/per/day)/AH/ to (3.5 hrs/per/day)/DS/ Step 1/August 7, 2017/URGF/Req# 14148 & 14147
Weslowosky, Shannon	Instructional Assistant II (3h hrs/per/day) to <u>(3.5 hrs/per/day)/AH/Step 1/</u> August 1, 2017/SDC/Req# 13885
Wygant, Heather	Substitute Playground Supervisor to Playground Supervisor (2.5 hrs/per/day)/ SD/Step 1/August 9, 2017/URGF/Req# 14223
<u>Leaves</u>	<u>Position/Location/Effective Date/</u>
<u>Separation</u> Allen, Suzanne	<u>Position/Location/Effective Date/</u> Playground Supervisor/HV/July 25, 2017/Resignation
Beam, Farrah	Child Nutrition Assistant/CN/July 25, 2017/Resignation
Boyd, Eric	Worker IV-Maintenance/MO/July 28, 2017/Resignation
Flores, Felicia	Instructional Assistant II/HV/August 2, 2017/Resignation

Flores, Monica	Instructional Assistant I-AVID/HV/July 31, 2017/Resignation
Gonzalez, Monica	Playground Supervisor/DS/July 20, 2017/Resignation
Hayes, Yvette	Instructional Assistant II/VV/July 31, 2017/Resignation
Hernandez, Jenna	Instructional Assistant II/JW/July 24, 2017/Resignation
Hidalgo, Michelle	Instructional Assistant II-RSP/CW/July 25, 2017/Resignation
Martinez-Avila, Christy	Instructional Assistant II/QH/August 9, 2017/Resignation
Mauk, Tiffani	Child Nutrition Assistant II/CN/July 26, 2017/Resignation
Millberg, Deborah	Instructional Assistant II/SD/August 1, 2017/Resignation
Monterrosa-Parga, Alyssa	Instructional Assistant I-AVID/DS/July 25, 2017/Resignation
Pettingill, Stephanie	Instructional Assistant II/LV/July 25, 2017/Resignation
Prado-Ferrin, Michelle	Playground Supervisor/GA/July 31, 2017/Resignation
Ramaya, Elsa	Instructional Assistant II/HV/August 1, 2017/Resignation
Remorozo, Maria	Instructional Assistant II/QH/August 2, 2017/Resignation
Rojas-Carapia, Jose	Instructional Assistant I/AH/August 1, 2017/Resignation
Vera, Diane	Instructional Assistant II/SD/July 27, 2017/Resignation
Von Almen, Rachel	Instructional Assistant II/GA/July 24, 2017/Resignation
Whitehurst, Lynette	Instructional Assistant II/QH/August 1, 2017/Resignation

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Jeri Holmes, Purchasing  
SUBJECT: Purchase Order Approval List

### BACKGROUND:

Purchase orders are submitted for pre-approval if the purchase is over \$7,500. Purchase orders are submitted for ratification for items under \$7,500 per the adopted policy. Items that have already been approved by virtue of individual board action/direction are also included on the ratification list, even if their value is over \$7,500

### PROGRAM/EDUCATIONAL IMPLICATION:

None

### COST ANALYSIS/FUNDING SOURCE:

With approval of this action, the Board authorizes expenditures of:

#### **Approval Items:**

All Funds	646,876.12
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#### **Ratification Items:**

General Fund (01.0)	94,934.74
Child Nutrition Fund (13.0)	966.23
Deferred Maintenance Fund (14.0)	0.00
Building Fund: Bonds (21.0)	0.00
Capital Facilities Fund (25.0)	0.00
County Facilities Fund (35.0)	0.00
Anaverde Settlement (40.0)	0.00
CFD's (49.0)	0.00

<b>Total</b>	<b>742,777.09</b>
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### ASSISTANT SUPERINTENDENT, ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval



**PURCHASE ORDERS**  
**Approved/Ratified at the Meeting of August 15, 2017**

**PO's for Board Approval (note: General Fund (01.0) moneys unless otherwise noted)**

<b><u>P.O. #</u></b>	<b><u>Vendor/Location</u></b>	<b><u>Description/Funding Source Detail</u></b>	<b><u>Amount</u></b>
P52321	Chevron & Texaco Business Card Svcs All Sites	Fuel for District Vehicles Maintenance, Operations, Child Nutrition	60,400.00
P52322	SISC II Property and Liability District	Property, Liability, and SpEd Voluntary Coverage General Funding	542,859.01
P52345	Pearson Education Educational Services	Otis-Lennon School Ability Test - Online Supplemental Grant	10,870.38
P52348	Tel Pro Voice and Data Inc Valley View	Extron Custom Digital Wall Vault System Technology Maintenance	9,129.95
P52349	Tel Pro Voice and Data Inc Del Sur	Extron Custom Digital Wall Vault System Technology Maintenance	9,129.95
P52353	Pearson Clinical Assessment Student Support Services	Testing Materials Special Education	14,486.83
<b>Total</b>			<b>646,876.12</b>

**PO's for Board Ratification**

<b><u>P.O. #</u></b>	<b><u>Vendor/Location</u></b>	<b><u>Description/Funding Source Detail</u></b>	<b><u>Amount</u></b>
P52317	Minuteman Press Anaverde Hills	Detention and Dress Code Forms General Funding	71.43
P52319	Southwest School Supply Educational Services	EL Parent Outreach Supplies Supplemental Grant	1,000.00
P52390	Southwest School Supply Educational Services	Latino Literacy Program Supplies Title III LEP	3,000.00
P52323	Southwest School Supply Rancho Vista	School and Office Supplies General Funding	5,000.00
P52324	Amazon.com Corporate Credit Student Support Services	Hole Punch Parts, CD Players, Digital Dictaphones Special Education	413.19
P52325	Southwest School Supply Human Resources	Office supplies General Funding	819.38
P52326	Southwest School Supply Esperanza	School and Office Supplies General Funding	5,000.00
P52332	Full Source LLC Educational Services	Safety Vests for Campus Climate Assistants Supplemental Grant	201.28
P52333	Davis Communications Educational Services	Biliteracy Brochure - Spanish Version Supplemental Grant	200.00
P52334	Timothy Barker Maintenance	Reimburse: Paper Cutter Blade Sharpening General Funding	48.00
P52335	Elizabeth Anderson Maintenance	Reimburse: Fuel for District Vehicle General Funding	20.00
P52336	ConvergeOne Inc Superintendent	Dell Latitude Laptops with Monitor and Dock (2) New Teacher Induction	3,355.06
P52337	Chris Soliz Technology	Reimburse: Security Certificates and Domain Renewals Technology Maintenance	500.00
P52340	CDWG Computer Centers Inc Risk Management	Contour Roller Mouse Rolling Bar (3) General Funding	1,013.73
P52341	Vinsa Insurance Associates Technology	Cyber Liability Policy Renewal Technology Maintenance	1,595.00
P52342	Crisis Prevention Institute Inc Educational Services	Trainer of Trainers Membership Fee: N Hernandez General Funding	150.00
P52343	Put-In-Cups Quartz Hill	Chain Link Fence Sleeves General Funding	664.96
P52344	Amazon.com Corporate Credit Educational Services	Books: Excellence Through Equity General Funding	184.92
P52350	2nd Gear LLC Educational Services	Dell Latitude Laptop Supplemental Grant	529.94
P52352	Amazon.com Corporate Credit Technology	USB Extension Cables Technology Maintenance	253.02

P52355	Submarina Educational Services	Lunch for Parent Meetings and Superintendents Advisory General Funding	2,500.00
P52357	Pro-Ed Student Support Services	Testing Materials Special Education	2,560.39
P52358	PAR Inc Student Support Services	Testing Materials Special Education	2,493.74
P52359	Academic Therapy Publications Student Support Services	Testing Materials Special Education	232.11
P52360	Western Psychological Services Student Support Services	Testing Materials Special Education	1,192.24
P52361	2nd Gear LLC Student Support Services	Latitude E6530 Laptops (10) Special Education	5,289.38
M20066	Van Dam Farms Various Sites	Maintenance Supplies - June Operations	185.57
M20092A	Circulating Air Maintenance	Prefab Flatstock and Coping Maintenance	127.41
M20113	Consolidated Electric Various Sites	Electrical Supplies - June Operations	2,585.76
M20114	Desert Industrial Supply Various Sites	Plumbing Supplies - June Maintenance	487.77
M20116	DeWolfe Lumber Various Sites	Maintenance Supplies - June Maintenance	97.84
M20119	Ferguson HVAC Air Cold Various Sites	HVAC Supplies - June Maintenance	126.90
M20121	Johnstone Supply Various Sites	HVAC Supplies - June Maintenance	95.13
M20122	Lancaster Plumbing Various Sites	Plumbing Supplies - June Maintenance	2,129.90
M20124	Motion Industries Maintenance	Maintenance Supplies - June Maintenance	58.36
M20125	Omega Maintenance Various Sites	Maintenance Supplies - June Maintenance	208.91
M20127A	Sea Supply Various Sites	Custodial Supplies - June Operations	4,214.77
M20129	United Refrigeration Various Sites	HVAC Supplies - June Maintenance	599.55
M20133	West Side Equipment Rentals Maintenance	Propane Operations	20.40
M20143	Roto Rooter Plumbers Various Sites	Septic Tank Pumping Maintenance	5,605.00
M20146	Empire Floor Supply Maintenance	Repair Supplies for Super Coach Backpack Vac Maintenance	666.25
M20147	Gas Control Technologies Various Sites	Natural Gas Leakage Assessment Operations	4,500.00
M20153	Advanced Chemical Transport Maintenance	Transportation and Disposal of Hazardous Waste Operations	3,295.80
M20157	Circulating Air Maintenance	Misc Sheet Metal Maintenance	83.11
M20163	B&M Lawn and Garden Center Maintenance	Hustler Repair Parts Operations	1,481.57
M20161	Bearchtold Equipment Maintenance	Tractor Repair Parts Operations	574.17
M20166	Zephyr Turfcare Maintenance	Finger Springs Maintenance	101.16
M20168A	C and M Topsoil Valley View/ Esperanza	Seed Cover Operations	4,206.13
M20168B	C and M Topsoil Leona Valley	Seed Cover Operations	955.94
M20168D	C and M Topsoil Anaverde Hills	Seed Cover Operations	1,338.31
M20169	C and M Topsoil	Seed Cover	3,059.00

M20170	Sundown/ Rancho Vista Resource Building Materials Sundown	Operations Soil Mix Operations	182.34
M20171	Fire Ace Anaverde Hills	Retest Fire Hydrants Maintenance	200.00
M20172	Meldon Glass Gregg Anderson	Wire Safety Glass Maintenance	425.00
M20174	C & W Custom Cabinets District Office	Swing Gate Maintenance	825.00
M20176	AutoZone Various Sites	Maintenance Supplies - July Maintenance/Operations	153.10
M20187	Lowes Various Sites	Maintenance Supplies - July Maintenance	43.20
M20189	Omega Maintenance Maintenance	Maintenance Supplies - July Maintenance	78.59
M20191	S.E.A. Supply Various Sites	Custodial Supplies - July Operations	1,633.69
M20200	Interstate Batteries Maintenance	Grounds Equipment Parts Operations	56.76
M20202	Universal Electronic Alarms Rancho Vista / Esperanza	Fire Alarm Monitoring via Radio Lease Installation Maintenance	778.00
M20203	Tip Top Arborists Rancho Vista	Grind Tree Stump on Playground Operations	475.00
M20204	Facili-Serv Various Sites	Bleacher Inspection Maintenance	260.00
M20207	USA Bluebook Maintenance	Water Testing Books Maintenance	131.21
M20209A	JR Welding Operations	Tractor Repairs Operations	1,140.00
M20211	Tel Pro Anaverde Hills	Extron Microphones Maintenance	468.68
M20214	Trane Quartz Hill	HVAC Motor Maintenance	416.34
M20215	Clinical Lab Del Sur	Nitrate Testing Maintenance	20.00
M20216	Dept of Toxic Substances Maintenance	Manifest counts Operations	265.00
M20217	Tip Top Arborists District Office	Crown Raise Pine Tree Operations	575.00
M20218	Target Specialty Products Various Sites	Grounds Pest Supplies Operations	2,433.23
M20219	Tire Xpress Maintenance	Tires Mounted on Grounds Equipment Operations	20.00
M20220	Berchtold Equipment Maintenance	Kubota Repair Parts Maintenance	146.24
M20222	Preferred Window Tinting Gregg Anderson	UV Window Tinting - Room B2 Maintenance	200.00
M20225	Stover Seed Company Various Sites	Seed Operations	819.38
M20227	California Park and Recreation Society Maintenance	Membership Renewal Maintenance	95.00
M20230	Desoto Sales Rancho Vista	Carpet Glue Maintenance	67.88
M20231	RWP Sundown	Fiber Fall Operations	4,916.25
M20232	JB Wholesale Roofing Rancho Vista	Tile Nails Maintenance	116.96
M20260	United Rentals Maintenance	Stump Grinder Teeth Operations	131.08
M20261	Bob Howle Automotive Maintenance	Repairs - Truck 64 Operations	537.92

M20265	Meldon Glass Joe Walker	Install Laminated Glass Maintenance	85.00
M20268	Le Bon Appliances Sundown	Refrigerator Operations	654.41
M20274	David Sterk Construction Cottonwood/District Office	Stripe Parking Lot Maintenance	1,300.00
M20275	California Rural Water Association Maintenance	Membership Dues Maintenance	192.00

**Total 94,934.74**

**CHILD NUTRITION (13)**

P52318	Faultless Starch Bon Ami Co	Kleen King Stainless Steel and Copper Cleaner	762.04
P52331	Bohns Printing	Window Envelopes with CN Return Address	204.19

**Total 966.23**

**DEFERRED MAINTENANCE (14)**

**BUILDING FUND: BONDS (21)**

**CAPITAL FACILITIES (25)**

**COUNTY FACILITIES (35)**

**ANAVERDE SETTLEMENT (40)**

**CFD's (49)**

No Purchase Orders for Funds 14, 21, 25, 35, 40, or 49

**Total 0.00**

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Jeri Holmes, Purchasing

SUBJECT: Consultant/Contract Agreement Schedule – Revised

### BACKGROUND:

Consultant agreements and contracts are brought to the Board in accordance with Board Policy 3312 for various purposes including student assemblies, in-house staff workshops, and vendor provided services.

### PROGRAM/EDUCATIONAL IMPLICATION:

These Consultant Agreements and Contracts provide support to the District's Educational Program

### COST ANALYSIS/FUNDING SOURCE:

With approval of this action, the Board authorizes expenditures and incoming funds of:

Student Assemblies	0.00
In-house Staff/Parent Workshops	0.00
Vendor Provided Services	177,708.10
Rental/Lease Contracts	0.00
<b>Total</b>	<b><u>177,708.10</u></b>

Incoming Funds	<b>0.00</b>
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### ASSISTANT SUPERINTENDENT, ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

# CONSULTANT/CONTRACT AGREEMENT SCHEDULE

Ratified/Approved at the Board Meeting of August 15, 2017

<u>Dates</u>	<u>Name/School Site</u>	<u>Description/Funding Source</u>	<u>Cost</u>	<u>Income</u>
2017-2018	AmeriPride Uniform Services Technology, Child Nutrition, Maint/OP	Uniform and Towel Services General And Child Nutrition Funding	27,650.00	
2017-2018	Dimension Data North American ESF, AH, GA	Industry Weapon for Digital Displays Technology Maintenance	3,375.00	
2017-2018	FinalSite Technology	Website Hosting Services Technology Maintenance	20,925.00	
2017-2018	Go Sign Me Up Educational Services	Hosted Software Maintenance and Support General Funding	3,859.00	
2017-2018	Proximity Learning Inc Educational Services	Live Instruction: Spanish Restricted Core Curricula	10,500.00	
2017-2018	Starfall Education Student Support Services	Preschool License Renewal Special Education	294.98	
2017-2018	Universal Electronic Alarms Inc EZ, RV	Fire Alarm Monitoring Via Radio Lease Installation Maintenance General Funding	778.00	
Ongoing	Waste Management All Sites	Trash Services General Funding	87,441.12 (annual estimate)	
2017-2018	West Interactive Services Corporation Technology	School Messenger with Mobile Application Technology Maintenance	22,885.00	

## Change

No Changes

<b>Total</b>	<b>177,708.10</b>	<b>0.00</b>
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## Individual Services Agreements

*These individual service agreements fall under previously Board approved Master Contracts. All agreements are funded through Special Education general funds.*

<u>Nonpublic School/Agency</u>	<u>Service</u>	<u>Student ID</u>
None		

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Jeri Holmes, Purchasing  
SUBJECT: Conference/Workshop Schedule

### BACKGROUND:

Conference requests are processed in compliance with Board Policy 3350.

### PROGRAM/EDUCATIONAL IMPLICATION:

On-going staff development is a key to the success of the District's programs.

### COST ANALYSIS/FUNDING SOURCE:

With approval of this action, the Board authorizes expenditures of \$14,174.86.

### ASSISTANT SUPERINTENDENT, ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

**CONFERENCE/WORKSHOP SCHEDULE**  
**Ratified/Approved at the Board Meeting of August 15, 2017**

<u>Dates/Location</u>	<u>Title/Attendees/Funding Location</u>	<u>Fund. Source</u>	<u>Registration</u>	<u>Lodging</u>	<u>Meals</u>	<u>Mileage</u>	<u>Parking</u>	<u>Subs</u>	<u>Other</u>
August 16, 2017 Orange	<b>CERBT Fund Workshop</b> Shawn Cabey Administrative Services	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00
August 23-25, 2017 Rancho Mirage	<b>PBL Institute</b> Rebecca Livingston, Mary O'Donnell, Celeste Griffiths, New Teacher TBD Cottonwood	Title I	2,600.00	1,440.00	600.00	141.24	0.00	1,170.00	0.00
October 5-8, 2017 Del Mar	<b>California Latino School Boards Association (CLSBA)</b> John Curiel Board of Trustees	General Funding	385.37	0.00	0.00	0.00	0.00	0.00	0.00
October 22-25, 2017 Orlando, Florida	<b>PLTW Summit 2017</b> Lisa Walker, Caitlyn Negrete Educational Services	Restricted Core Curricula	1,390.00	1,050.00	100.00	80.25	120.00	780.00	1,100.00
Nov 30 - Dec 2, 2017 San Diego	<b>CSBA Annual Conference</b> Regina Rossall, John Curiel, Steve DeMarzio, Linda Jones, Jennifer Navarro, Patricia Shaw Board of Trustees	General Funding	3,218.00	tbd	tbd	tbd	tbd	tbd	tbd
<b>Changes</b>									
October 22-24, 2017 Riverside	<b>CASC Conference</b> Additional Attendee: Gregory Lee Educational Services	Supplemental Grant	434.00	338.00	100.00	0.00	0.00	0.00	0.00
	Subtotals		7,593.37	2,490.00	700.00	221.49	120.00	1,950.00	1,100.00
	Grand Total		14,174.86						



## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Regina L. Rossall, Superintendent

SUBJECT: Revised Conflict of Interest Code

### BACKGROUND:

Every other year the Los Angeles County Board of Supervisors reviews our Conflict of Interest Code. We have revised our Code as follows:

1. Modification of language in Category 1
2. Addition of Designated Positions:
  - Deputy Superintendent
  - Consultants/New Positions.

### PROGRAM/EDUCATIONAL IMPLICATION:

None

### COST ANALYSIS/FUNDING SOURCE:

None

### SUPERINTENDENT'S RECOMMENDATION:

Approval

## PROPOSED CODE

### Conflict of Interest Code of the

#### **WESTSIDE UNION SCHOOL DISTRICT**

#### Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

#### Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its School Board Members, and Superintendent, and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

## **PROPOSED CODE**

### **WESTSIDE UNION SCHOOL DISTRICT**

#### **EXHIBIT "A"**

##### **CATEGORY 1**

Persons in this category shall disclose all interest in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the agency.

~~Persons are not required to disclose property used primarily as their residence or for personal recreational purposes.~~

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

##### **CATEGORY 2**

Persons in this category shall disclose all investments and business positions.

##### **CATEGORY 3**

Persons in this category shall disclose all income (including loans, gifts, and travel payments) and business positions.

##### **CATEGORY 4**

Persons in this category shall disclose all business positions, investments in, or income (including loans, gifts, and travel payments) received from business entities that manufacture, provide or sell service and/or supplies of a type utilized by the agency and associated with the job assignment of designated positions assigned to this disclosure category.

##### **CATEGORY 5**

Individuals who perform under contract the duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interest in the categories assigned to that designated position.

In addition, individuals who, under contract, participate in decisions which affect financial interests by providing information, advice, recommendation or counsel to the agency which could affect financial interest shall be required to file Statements of Economic Interests, unless they fall within the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the executive officer (or head) of the agency. **(See footnote in Exhibit "B" for clarification.)**

## PROPOSED CODE

### WESTSIDE UNION SCHOOL DISTRICT

#### EXHIBIT "B"

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Member, School Board	1, 2, 3
Superintendent	1, 2, 3
Assistant Superintendent, Administrative Services	1, 2, 3
Assistant Superintendent, Educational Services	4
Assistant Superintendent, Human Resources	2, 3
<b>Deputy Superintendent</b>	<b>2, 3 Add</b>
Director of Maintenance	4
Director of Food Services	4
Director of Technology	4
Director of Administrative Services	4
Purchasing Specialist	4
Consultants/New Positions*	5

**\*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:**

The Superintendent or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

**EFFECTIVE DATE:**

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Regina L. Rossall, Superintendent  
SUBJECT: Inter District Attendance Agreements

### BACKGROUND:

Attached is the Inter District Attendance Agreements between Westside Union School District and Keppel Union School District. Students from this district may apply for an Inter District Transfer to our District and will be approved on the availability of space based on current enrollment and anticipated growth on a case by case basis by the Administrator at the requested site.

### PROGRAM/EDUCATIONAL IMPLICATION:

The formal agreement with the named district specify how transfers between the districts will be enacted.

### COST ANALYSIS/FUNDING SOURCE:

Transfers require personnel time to process. ADA may be impacted by the transfer of students between the districts.

### SUPERINTENDENT'S RECOMMENDATION:

Approval


## INTERDISTRICT ATTENDANCE AGREEMENT

The Governing Board of the KEPPEL UNION SCHOOL DISTRICT and the Governing Boards of Acton-Agua Dulce Unified School District, Eastside Union School District, Lancaster School District, Palmdale School District, Snowline Joint Unified School District, Southern Kern Unified School District, Westside Union School District, Wilsona School District agree as follows:

Applicability of this agreement is limited to grade levels mutually maintained by the contracting parties:

- I. Except as provided in Paragraph II thereof, each of these districts shall accept, insofar as facilities permit, pupils who are residents of the other of these districts who have proper permits for attendance from the Superintendent or authorized representative of the school district of residence and district of proposed attendance.
- II. For any program, each district shall establish the availability of space based on current enrollment and anticipated growth. Program includes any special program, alternative program, and any regular education grade level. Each district shall establish a specific maximum number of student transfers that may be accepted for each program. Each district may deny approval of a request for an interdistrict attendance permit for a student if there is no available space in the existing program or programs operated by the district that the student requires. A district shall not be required to establish new programs solely for the purpose of accepting requests for interdistrict attendance permits. This agreement applies only to those grade levels mutually operated by both districts.
- III. The respective districts shall furnish pupils covered by this agreement with the same advantages, equipment, supplies, and services as are furnished to other pupils in attendance at their schools, exclusive of transportation between home and school, which may be furnished at the option of the district if attendance.
- IV. Notwithstanding Paragraph I above, the respective districts shall establish appropriate controls for issuance of permits and acceptance of pupils so that an appropriate balance is maintained in districts with regard to the number of interdistrict attending students. The district of residence shall provide the district of attendance a copy of all permits issued and the district of attendance shall notify the district of residence upon its acceptance of pupils with valid permits.
- V. Apportionments and average daily attendance shall be based upon, computed and distributed to the district of attendance in accordance with the provisions of the Education Code and on the Administrative Code of the State of California.
- VI. No financial obligation shall be incurred by the district of residence for services rendered under this agreement unless pre-approved pupil excess cost rates have been agreed to by the district of residence and district of attendance.
- VII. This agreement shall be in effect for one school year commencing July 1, 2017 and ending June 30, 2018.

SIGNED by the authorized representatives of the respective governing boards.

By:   
Dr. Ruben Zepeda II  
Secretary to the Board/ Superintendent  
Keppel Union School District

By: \_\_\_\_\_  
District Superintendent  
Name \_\_\_\_\_  
District \_\_\_\_\_

Date of Board Authorization: June 22, 2017

Date of Board Authorization: \_\_\_\_\_

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Regina L. Rossall, Superintendent

SUBJECT: Discussion Items:

- Board Governance

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Marguerite Johnson, Assistant Superintendent, Educational Services

SUBJECT: Revised Board Policies/Administrative Regulations/Exhibits- Second and Final Reading

### BACKGROUND:

Annually policies are reviewed by CSBA and changes are suggested as a result of either recent judicial rulings or legislative enactment. Changes suggested by CSBA make our policies consistent with law.

### PROGRAM/EDUCATIONAL IMPLICATION:

#### **Board Policy/Administrative Regulation/Exhibit 0520.2 Title I Program Improvement Schools- Revise BP/AR, Delete Exhibit**

Both the policy and regulation are being revised to reflect changes in the Every Student Succeeds Act (ESSA) (P.L. 114-95), U.S. Department of Education (USDOE) guidance, and the California Department of Education (CDE) transition plan, which required schools identified for program improvement (PI) to continue to implement their school improvement plans during the 2016-17 school year while a new system of school support and improvement activities for Title I schools was developed. References to the federal measure of "adequate yearly progress" and the requirements to offer intradistrict transfers and supplemental educational services (SES) to eligible students have been eliminated under ESSA. The Exhibit is being deleted since intradistrict transfers because of Program Improvement status are no longer offered.

#### **Board Policy/Administrative Regulation 0520.3- Title I Program Improvement Districts- Revise BP, Delete AR**

The policy has been updated to reflect the Every Student Succeeds Act (P.L. 114-95), USDOE guidance, and the CDE's transition plan, which, for the 2016-17 school year, require districts identified for program improvement (PI) to continue to implement their improvement plans and any recommendations of a district assistance and intervention team assigned to the district. References to the federal measure of "adequate yearly progress" have been deleted. The regulation is being deleted.

#### **Board Policy 5131.62 Tobacco- Revise**

The policy has been revised updated to reflect ABX2 9, 2016 which requires all districts, not just those receiving state Tobacco-Use Prevention Education funds, to prohibit tobacco use on school campuses. Revisions to the policy include new definitions of "smoking" and "tobacco".

#### **Board Policy/Administrative Regulation 5121 – Grades/Evaluation of Student Achievement-Revise**

Both the policy and regulation have been updated to reflect research-supported best practices regarding grading,



including the separation of nonacademic factors from students' academic grades

**Administrative Regulation 6158 – Independent Study- Revise**

Minor revision has been made that expands the types of documents that may be maintained electronically to include supplemental agreements, assignment records, work samples, and attendance records as well as the master agreement.

**Board Policy/Administrative Regulation 6164.41- Children with Disabilities Enrolled in Private School- Revise**

Revision to the regulation deletes the statement that private school teachers providing services to students with disabilities do not need to meet the federal requirements for "highly qualified" teachers, as requirements for highly qualified teachers were repealed by the Every Student Succeeds Act (P.L. 114-95). The Board Policy is being added.

**Board Policy 6179 Supplemental Instruction-Revise**

The policy has been revised updated to delete reference to the requirement to provide supplemental educational services to eligible students from low-income families in Title I schools identified for program improvement, as the requirement was repealed by the Every Student Succeeds Act (ESSA) (P.L. 114-95), and to add the requirement to provide alternative supports to eligible students in accordance with the CDE's ESSA transition plan.

**COST ANALYSIS/FUNDING SOURCE:**

There are no costs associated with updating these policies and administrative regulations.

**ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES RECOMMENDATION:**

Approval

# Westside Union SD

## Board Policy - Revised

### Title I Program Improvement Schools

#### Philosophy, Goals, Objectives and Comprehensive Plans

BP 0520.2(a)

The Board of Trustees is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education the district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)  
(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School Based Program Coordination)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.4 - Quality Education Investment Schools)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5116.1 - Intradistrict Open Enrollment)  
(cf. 6179 - Supplemental Instruction)

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

Whenever a school is identified for Year 4 PI but is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the Board to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround

model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

## Program Evaluation

~~The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)~~

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

(cf. 0510 - School Accountability Report Card)  
(cf. 6190 - Evaluation of the Instructional Program)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

(cf. 1113 - District and School Web Sites)

~~The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)~~

(cf. 4131—Staff Development)  
(cf. 6020—Parent Involvement)

As necessary based on the results of these ~~this~~ evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

# EDUCATION CODE

35256—School accountability report card  
 60642.5—California Standards Tests  
 60850-60856—High School Exit Examination  
 64000—Categorical programs included in consolidated application  
 64001—Single school plan for student achievement, consolidated application programs  
 35256 School accountability report card  
 53200-53203 Persistently lowest achieving schools  
 53300-53303 Parent Empowerment Act  
 64000 Categorical programs included in consolidated application  
 64001 Single school plan for student achievement, consolidated application programs

# CODE OF REGULATIONS, TITLE 5

11992-11994—Persistently dangerous schools, definition  
 13075-13075.4—Supplemental educational services

# UNITED STATES CODE, TITLE 20

1232g—Family Educational Rights and Privacy Act  
 6301—Title I program purpose  
 6311—Adequate yearly progress  
 6312—Local educational agency plan  
 6313—Eligibility of schools and school attendance areas; funding allocation  
 6316—School improvement  
 7912—Persistently dangerous schools

# UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act  
 4800-4808 Parent Empowerment petitions  
 11992-11994 Persistently dangerous schools, definition

# UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act  
 6301 Title I program purpose  
 6311 State plan; state and local educational agency report cards  
 6312 Local educational agency plan  
 6313 Eligibility of schools and school attendance areas; funding allocation  
 7912 Persistently dangerous schools

# UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

# CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy  
 200.13-200.20 Adequate yearly progress  
 200.30-200.35 Identification of program improvement schools  
 200.36-200.38 Notification requirements  
 200.39-200.43 Requirements for program improvement, corrective action, and restructuring  
 200.44 School choice option  
 200.45-200.47 Supplemental educational services

200.48—Funding for transportation and supplemental services  
200.49-200.51 State responsibilities  
200.52-200.53 District improvement

Management Resources:

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~2008 Adequate Yearly Progress Report Information Guide, August 2008~~

~~California's Accountability Workbook~~

~~FEDERAL REGISTER~~

~~Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages-  
64436-64513~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Public School Choice, January 14, 2009~~

~~Supplemental Educational Services, January 14, 2009~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~California Department of Education, Program Improvement:~~

~~<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>~~

~~U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016~~

~~FEDERAL REGISTER~~

~~Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages  
64436-64513~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May  
4, 2016~~

~~WEB SITES~~

~~CSBA: <http://www.csba.org>~~

~~California Department of Education, Program Improvement:~~

~~<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>~~

~~U.S. Department of Education: <http://www.ed.gov>~~

Policy WESTSIDE UNION SCHOOL DISTRICT  
adopted: September 1, 2009 Quartz Hill, California

# Westside Union SD

## Administrative Regulation - Revised

### Title I Program Improvement Schools

#### Philosophy, Goals, Objectives and Comprehensive Plans

AR 0520.2(a)

#### Definitions

~~Adequate yearly progress (AYP) is a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API).~~

~~(cf. 6162.51—Standardized Testing and Reporting Program)~~

~~(cf. 6162.52—High School Exit Examination)~~

~~Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)~~

~~Program improvement (PI) school is a school receiving federal Title I funds that has failed to make AYP for each of two consecutive school years in the same content area (i.e., English language arts or mathematics) schoolwide or for any numerically significant subgroup, or has failed to make AYP on the same additional indicator (i.e., API for all schools or, for high schools, graduation rate) schoolwide.~~

#### Year 1 Program Improvement

~~When any Title I school is identified for Year 1 PI: (20 USC 6316)~~

~~1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers."~~

~~(cf. 0420.4—Charter Schools)~~

~~2. The principal and school community shall revise the school's Single Plan for Student Achievement in accordance with 20 USC 6316, and present it for approval by the Board of Trustees.~~

~~(cf. 0420—School Plans/Site Councils)~~

3. ~~Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)~~

4. ~~The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)~~

For any district school in its first year of program improvement (PI), the Superintendent or designee shall implement a school improvement plan that was approved by the Governing Board.

(cf. 6171 - Title I Programs)

5. ~~As the school develops and implements the school plan,~~ The Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)

- a. 1. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
- b. 2. Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
- c. 3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

## Year 2 Program Improvement

~~For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall: (20 USC 6316)~~

- 1. ~~Continue to provide all students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers"~~

~~2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"~~

For any district school in its second year of PI, the Superintendent or designee shall continue to implement the school improvement plan and to provide for technical assistance in accordance with the section "Year 1 Program Improvement" above.

In addition, the Superintendent or designee shall arrange for the provision of alternative supports to eligible students from low-income families, as described below in the section "Alternative Supports."

### Year 3 Program Improvement: Corrective Action

~~When a school continues to fail to make AYP by the end of the second full school year after identification for PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI. In addition, the Board shall take at least one of the following corrective actions: (20 USC 6316)~~

After the second full school year after identification for PI, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as the corrective action(s) determined by the Board, which may include:

#### 1. Replacing school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

#### 2. Implementing a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### 3. Significantly decreasing management authority at the school level

#### 4. Appointing an outside expert to advise the school

#### 5. Extending the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

#### 6. Restructuring the internal organization of the school

### Year 4 Program Improvement and Beyond: Restructuring



For any school that continues to fail to make AYP after one full year of corrective action in Year 4 of PI or beyond, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another district school or charter school and continue to make supplemental educational services available to eligible students who remain in the school. In addition, the Board shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316 implement all elements of Year 1 and Year 2 PI specified above, as well as one of the following options for alternative governance and restructuring, as determined by the Board:

1. Reopening the school as a charter school
2. Replacing all or most of the school staff relevant to the failure
3. Entering into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turning the operation of the school over to the CDE
5. Instituting any other major restructuring of the school's governance arrangements that makes fundamental reforms

#### Alternative Supports

In any school identified for Year 2 PI or beyond, eligible students from low-income families shall be offered district-selected alternative supports designed to improve their academic achievement. Alternative supports may include, but are not limited to, any of the following:

1. Academic support offered during school hours, before school, after school, during intercession, and/or during summer learning programs

(cf. 5148.2 - Before/After School Programs)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

2. Small group instruction and/or pull-out interventions offered during the regular school day

3. Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs

4. High quality academic tutoring

5. Provision of supplemental materials that support alternative support services

6. Provision of a crisis, intervention, and/or academic counselor to meet with eligible students

7. Services and programs that remove barriers to promote academic achievement of eligible students

The types of alternative supports and the criteria used to identify eligible students may be included in the district's local control and accountability plan and shall be consistent and aligned with local priorities.

(cf. 0460 - Local Control and Accountability Plan)

If the district contracts with outside entities or community partners to provide alternative supports to eligible students, the Superintendent or designee shall ensure that no electronic device or other items of value are given, retained, or used as an incentive or achievement award and that funds are expended only on direct services to eligible students.

The district shall set aside a reasonable amount of Title I, Part A funds for alternative supports. Whenever the district does not have sufficient funds to serve all eligible students, it may give priority to the lowest achieving PI schools or the lowest achieving eligible students attending a PI school. The Superintendent or designee may identify the lowest achieving eligible students based on assessment scores, grades, teacher evaluations, or another locally defined measure.

## Notifications

~~Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)~~

- ~~1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state~~
- ~~2. The reasons for the identification~~
- ~~3. An explanation of what the school is doing to address the problem of low achievement~~
- ~~4. An explanation of what the district or state is doing to help the school address the achievement problem~~
- ~~5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI~~
- ~~6. An explanation of the option to transfer to another district school or charter school as~~

described below under "Student Transfers"

7. ~~If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain supplemental educational services for their child as described below under "Supplemental Educational Services"~~

(cf. 5145.6—Parental Notifications)

~~The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)~~

~~The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)~~

~~All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)~~

~~To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services. (34 CFR 200.48)~~

### Student Transfers

~~All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another district school or charter school that: (20 USC 6316; 34 CFR 200.44)~~

- ~~1. Has not been identified for PI, corrective action, or restructuring~~
- ~~2. Has not been identified by the CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994~~

(cf. 0450—Comprehensive Safety Plan)

(cf. 5116.1—Intradistrict Open Enrollment)

~~Among these students, priority shall be given to the lowest achieving students from low income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)~~

~~If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)~~

~~School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.~~

~~The transfer option shall be offered so that students may transfer in the school year following the school year in which the district administered the assessments that resulted in the identification of the school for PI, corrective action, or restructuring. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year. (34 CFR 200.37, 200.44)~~

Notice of the transfer option shall:

- ~~1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement~~
- ~~2. Identify each public school or public charter school that the parent/guardian can select~~
- ~~3. Explain why the choices made available to the parents/guardians may have been limited~~
- ~~4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)~~
- ~~5. Explain the provision of transportation to the new school (34 CFR 200.37)~~

~~The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)~~

~~(cf. 5148.2 Before/After School Programs)~~

~~In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)~~

~~To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter, and a list of available schools to which eligible students may transfer in the current school year. (34 CFR 200.39)~~

~~The Superintendent or designee may establish reasonable timelines for parents/guardians to~~

indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316; 34 CFR 200.44)

(cf. 3540—Transportation)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for PI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

In the event that all district schools are identified for PI, corrective action, or restructuring, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316; 34 CFR 200.44)

(cf. 5117—Interdistrict Attendance)

#### Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011—Academic Standards)

(cf. 6179—Supplemental Instruction)

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of: (20 USC 6316; 34 CFR 200.37)

1. The availability of supplemental educational services
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies

3. ~~The identity of approved providers of technology-based or distance learning supplemental educational services~~
4. ~~The services, qualifications, and demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency~~
5. ~~The benefits of receiving supplemental educational services~~

~~In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.~~

~~This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)~~

~~To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in supplemental educational services, beginning with data from the 2007-08 school year and each subsequent year thereafter, a list of state-approved providers serving the district in the current year, and the location where services are provided. (34 CFR 200.39)~~

~~The Superintendent or designee shall distribute sign-up forms for supplemental educational services directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)~~

~~The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents/guardians of eligible students to make informed decisions about requesting supplemental educational services and selecting a provider. (34 CFR 200.48)~~

~~Eligible supplemental services providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)~~

~~(cf. 1330—Use of School Facilities)~~

~~Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)~~

~~When the district is an approved service provider, the Superintendent or designee shall be careful~~

to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the district or any other service provider.

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

(ef. 6159—Individualized Education Program)

(ef. 6164.4—Identification and Evaluation of Individuals for Special Education)

(ef. 6164.6—Identification and Education Under Section 504)

(ef. 6174—Education for English Language Learners)

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. — Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's IEP.

2. — Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.

3. — Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

4. — Contain provisions with respect to the district making payments to the provider.

5. — Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

(ef. 5125.1—Release of Directory Information)

Regulation WESTSIDE UNION SCHOOL DISTRICT  
approved: September 1, 2009 Quartz Hill, California



# Westside Union SD

## Exhibit - Delete

### Title I Program Improvement Schools

#### Philosophy, Goals, Objectives and Comprehensive Plans

E0520.2(a)

#### PARENT/GUARDIAN TRANSFER REQUEST BASED ON SCHOOL'S PROGRAM IMPROVEMENT STATUS

Instructions: To request a transfer for your child out of a school that has been identified for [program improvement, corrective action or restructuring], please complete the following form and return it by [date] to [the district office or to the principal at your child's school]. You will be notified by [date] regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School Child Currently Attends: \_\_\_\_\_

Please write numbers in the boxes below to rank your top [number] choices of available schools:

[ ] \_\_\_\_\_ [school name] \_\_\_\_\_

[ ] \_\_\_\_\_ [school name] \_\_\_\_\_

[ ] \_\_\_\_\_ [school name] \_\_\_\_\_

If you have any questions, please contact the [district office or principal] at [phone number].

Exhibit WESTSIDE UNION SCHOOL DISTRICT  
version: September 1, 2009 Quartz Hill, California

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E(2) 0520.2

#### TITLE I PROGRAM IMPROVEMENT SCHOOLS

#### PARENT/GUARDIAN SELECTION OF SUPPLEMENTAL EDUCATIONAL SERVICES

Instructions: To select supplemental educational services for your child, please complete the following form and mail, fax, or deliver it to the principal of your child's school or to the district office by [date].

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Please write numbers in the boxes below to indicate your top [number] choices of service providers:

[ ] \_\_\_\_\_ [name of service provider] \_\_\_\_\_

[ ] \_\_\_\_\_ [name of service provider] \_\_\_\_\_

[ ] \_\_\_\_\_ [name of service provider] \_\_\_\_\_  
[ ] \_\_\_\_\_ [name of service provider] \_\_\_\_\_

Once a service provider has been determined for your child, the district will enter into a formal contract with the provider in accordance with law.

If you have any questions or need assistance selecting a provider, please contact [name] at [phone number].

Exhibit WESTSIDE UNION SCHOOL DISTRICT  
version: September 1, 2009 Quartz Hill, California

# Westside Union SD

## Board Policy - Replace

### Title I Program Improvement Districts

#### Philosophy, Goals, Objectives and Comprehensive Plans

BP0520.3(a)

The Governing Board desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and shall annually report to the Board regarding the district's performance in making progress toward student achievement standards.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - State Academic Achievement Tests)

The district shall implement all actions required for Title I program improvement (PI) as required by law and the California Department of Education (CDE).

The development of district improvement strategies shall be based upon the results of a self-assessment conducted with state program assessment tools that identify specific problems contributing to low student achievement.

Each year that the district is in PI status, it shall:

1. Review the Title I local educational agency (LEA) plan and, as needed, revise the plan. Revisions may be made in an addendum to the existing plan. The revised LEA plan or plan addendum shall be approved by the Board and electronically submitted to the CDE.

(cf. 6171 - Title I Programs)

2. Reserve and spend at least 10 percent of its Title I, Part A allocation to provide high-quality professional development for instructional staff

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

In addition, during Year 3 of PI or beyond, the Board shall cooperate with the Superintendent of Public Instruction and the State Board of Education (SBE) in the identification and implementation of appropriate corrective actions. As applicable, the district shall implement the recommendations of the district assistance and intervention team (DAIT) that has been assigned to assist the district pursuant to Education Code 52055.57.

The Superintendent or designee shall submit to the CDE an annual report regarding the district's evidence of progress, including a summary description of the district's progress toward implementing the strategies in the LEA plan, an analysis of the district's progress toward student achievement goals in the LEA plan based on state or local assessment data, and documentation that the Board has been notified of the report.

In the event that the district is required to appear before the SBE within Year 3 of PI to review the district's progress, the Superintendent or designee, the DAIT, and/or the County Superintendent of Schools shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)

Legal Reference:

EDUCATION CODE

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 State plan

6312 Local educational agency plan

6321 Fiscal responsibilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

Local Educational Agency Program Improvement Plan Addendum Template, rev. April 2016

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education: <http://www.ed.gov>

# **Westside Union SD**

## **Administrative Regulation - Delete**

### **Title I Program Improvement Districts**

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

AR0520.3(a)

#### **Program Improvement**

Whenever the district is notified that it is identified for program improvement under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's program improvement status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

(cf. 5145.6 - Parental Notifications)

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education (Education Code 52055.57)

3. No later than 90 days after the district is identified for program improvement, contract with a county office of education or another external entity after working with the County Superintendent of Schools, for all of the following purposes: (Education Code 52055.57)

a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior district Title I plan failed to increase student academic achievement

b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the district's Title I plan

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

4. Within three months after the district's identification for program improvement, develop or revise the district's Title I plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

a. Incorporate scientifically-based research strategies that will strengthen the core academic program in district schools

- b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards
  - c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development  
(cf. 4131 - Staff Development)  
(cf. 4331 - Staff Development)
  - d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress
  - e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement
  - f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)
  - g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state
  - h. Include strategies to promote effective parent/guardian involvement in district schools  
(cf. 6020 - Parent Involvement)
5. After working with the County Superintendent of Schools or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment (Education Code 52055.57)
6. The district shall implement the Title I plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its identification for program improvement. (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

The district shall exit program improvement status when it makes adequate yearly progress for

AR0520.3(c)

two consecutive years. If the district fails to make adequate yearly progress by the end of the second year in program improvement, it shall be subject to corrective actions determined by the State Board of Education. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

Regulation    WESTSIDE UNION SCHOOL DISTRICT  
Approved:    April 18, 2006    Lancaster, California

# Westside Union SD

## Board Policy - Revised

### Tobacco

#### Students

BP5131.62(a)

The Board of Trustees recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a comprehensive school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

#### Prohibition Against Tobacco Use

Students shall not possess, smoke, ~~chew~~ or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored events, or while under the supervision and control of district employees. ~~Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.~~ (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

~~Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited~~

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)



1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

#### Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-8 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

#### Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)  
(cf. 5141.6 - School Health Services)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 6164.2 - Guidance/Counseling Services)

#### Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

#### Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

7111-7122 Student Support and Academic Enrichment Grants

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Tobacco-Use Prevention Education:

<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use:  
<http://www.cdc.gov/tobacco>  
U.S. Surgeon General: <http://www.surgeongeneral.gov>

Policy WESTSIDE UNION SCHOOL DISTRICT  
adopted: September 2, 2014 Quartz Hill, California

# Westside Union SD

## Board Policy - Revised

### Grades Evaluation Of Student Achievement

#### Students

BP 5121(a)

The Board of Trustees believes that grades serve a valuable instructional purpose by helping students and parents or guardians understand performance expectations and identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement and participation academic performance.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

~~Evaluation in education is the continuing process of gathering and weighing evidence that reveals instructional achievement, conduct, effort and study habits of students as they progress through school. Since education deals with the total development of each student, progress reports and report cards will be used as aids in reporting, analyzing and evaluation such development.~~

The purpose of student evaluation is to:

- ~~1. Provide a measure of content (subject matter) achievement, personal development effort, growth in citizenship, attention to work habits and attendance;~~
- ~~2. Provide a basis for promotion, acceleration, retention and recognition for honors;~~
- ~~3. Provide a permanent record of achievement;~~
- ~~4. Inform parents/guardians of students' progress through conferences and/or written reports;~~
- ~~5. Encourage student growth and development.~~

~~Teachers shall evaluate a student's work in relation to Board adopted standards, which apply to all students at his/her grade level, not in relation to the work of other students in one particular class. The Superintendent or designee shall establish and regularly evaluate a uniform grading~~

system, and principals shall ensure that student grades conform to this system. Teachers shall inform student and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of A teacher shall base a student's grades solely on the quality of the student's work and his/her mastery of course content and objectives based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels methods, including, but not limited to, such as classroom participation, homework, tests, projects and portfolios, and/or class discussion as appropriate. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)

When reporting students grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

The Board further recognizes that the developmental levels of young children vary a great deal. Students in kindergarten will receive narrative and effort grades rather than letter grades.

Behavior, effort and attendance shall be reported in separate evaluations, not in the student's academic grade.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

(cf. 6154 - Homework/Makeup Work)

### Unexcused Absences

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement that he/she missed, the teacher may lower the student's grade for nonperformance.

Students with excessive unexcused absences (three per semester) may be given a failing grade. Fifteen absences per grading period shall constitute excessive unexcused absence for this purpose.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the

report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

#### Legal Reference:

##### EDUCATION CODE

~~41505-41508—Pupil Retention Block Grant~~

48070 Promotion and retention

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

48205 Excused absences

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

##### CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

##### UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

~~6101-6251—School-to-Work Opportunities Act of 1994~~

##### COURT DECISIONS

Owasso Independent School District v. Falvo (2002) 122 S.Ct. 934

Las Virgenes Educators Association v. Las Virgenes Unified School District (2nd Appellate District 2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District (N.D.Cal. 1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986) 224 Cal. Rptr. 885, 179 C.A. 3d 593

#### Management Resources:

~~CDE CSBA~~ PUBLICATIONS

~~Elementary Makes the Grade!~~, 2001

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS

CORRESPONDENCE Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

CSBA: <http://www.csba.org>

CDE California Department of Education: <http://www.cde.ca.gov>

Advanced Placement Challenge Project: <http://www.apchallenge.net>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy WESTSIDE UNION SCHOOL DISTRICT

adopted: November 20, 2007 Quartz Hill, California



# Westside Union SD

## Administrative Regulation - Revised

### Grades/Evaluation Of Student Achievement

#### Students

AR 5121(a)

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

~~Written~~ Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians may schedule an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance. Grades will be posted by the classroom teacher for regular parent review at least every three weeks.

(cf. 6020 - Parent Involvement)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067) The student's teacher(s) will provide notice to parents every two weeks of grades earned until the student is earning a passing grade. This notice will be posted electronically or a written report will be sent home with the student.

(cf. 5123 - Promotion/Acceleration/Retention)

#### Grades for ~~Academic Achievement~~ Performance

Grades for ~~achievement~~ academic performance in grades 1-8 shall be reported each marking period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-60%)	Little or No Achievement	0 grade points
N/M	No mark	Too little time in class to evaluate	

Plus and minus signs are not part of the grade averaging system, but may be used at the discretion of the teacher.

Students in grade 4-8 must earn at least a 2.0 or C grade point average in order to participate in extra/cocurricular activities.

Grades for achievement ~~student's level of progress~~ in grades 1-3 shall be reported each marking period as follows:

- A Outstanding (above grade level)
- B Excellent (at or above grade level)
- C Satisfactory (at grade level)
- D Needs to improve (at or below grade level)
- F Needs to improve (below grade level)
- N/M No Mark (insufficient work)

Kindergarten teachers shall use the following marks to report student skills within their program:

- + Proficient
- ? Is Progressing Satisfactorily
- Not Making Adequate Progress
- NT Not Tested During This Period
- NR Not Ready

Teachers in all grades may either write additional narrative comments on the cards or use a predetermined code to represent those comments.

~~Criteria for determining grades for achievement may include, but are not limited to:~~

- ~~1. Preparation of assignments, including accuracy, legibility and promptness~~
- ~~2. Contribution to classroom discussions~~
- ~~3. Demonstrated understanding of the content~~
- ~~4. Application of skills and principles in new situations~~
- ~~5. Organization and presentation of written and oral reports~~
- ~~6. Originality and reasoning ability in working with problems to be solved~~

#### Grades for Physical Education

No grade of student participating in physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education)

#### Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

#### Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

#### Grades for Citizenship, ~~Study Skills, and Effort~~ and Work Habits

~~Grades for effort/study skills and citizenship~~ Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported each marking period as follows:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Criteria for determining grades for citizenship may include but are not limited to:

1. Student obeys school rules
2. Student respects public and personal property
3. Student maintains courteous, cooperative relations with teachers and fellow students
4. Student works without disturbing others

Criteria for determining grades for effort/study skills (elementary) may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials
2. Student shows interest and initiative
3. Student goes to work immediately and completes assignments
4. Student uses free time resourcefully

#### Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for ~~Achievement~~ Academic Performance" above. The grade points for all applicable coursework

shall be totaled and divided by the number of courses completed.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA. All grades will be weighted the same in the calculation of GPA.

#### Honors

Each school shall maintain an honor roll and principal's List for students in grades 4-8. Honor Roll students shall maintain at least a 3.5 grade point average. Principal's list students shall maintain at least a 3.75 grade point average. All classes shall be counted in computing eligibility for these honors, and there can be no grade lower than a C.

Each school in the district shall participate in the Presidential Academic Fitness Award Program and the Presidential Physical Fitness Award Program following the guidelines established for awards to students.

At the beginning of each semester, the school principal and/or teacher will inform parents/guardians of the achievement awards that will be given during that grading period.

#### Valedictorian Awards

Cumulative GPAs during middle school (grades 7 -8) will be used to calculate valedictorian awards. All students who maintain a 4.0 grade point average during middle school shall be given the award. If a student moves into the district during middle school (grades 7 - 8) grades from previous middle schools will be utilized for calculating eligibility for valedictorian awards.

#### Course Credit

Students in grades 7 and 8 will earn five credits in each academic, elective and physical education in which they receive a grade of "C" or better per semester.

#### Effect of Absences on Grades

When an unexcused absence occurs, the students and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have 5 days from the last day of absence to explain the reason for it. (Education Code 49067)

If the absence is not verified as excusable within 10 days, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

If a student in grades 7 or 8 is denied course credit because of unexcused absences, school records shall specify that credit was denied because of unexcused absences.

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

(cf. 6173.1 - Education for Foster Youth)

Regulation WESTSIDE UNION SCHOOL DISTRICT  
approved: May 18, 2010 Quartz Hill, California

# **Westside Union SD**

## **Administrative Regulation - Revised**

### **Independent Study**

#### **Instruction**

AR 6158(a)

#### **Educational Opportunities**

Educational opportunities offered through independent study may include, but are not limited to:  
(Education Code 51745)

1. Special assignments extending the content of regular courses of instruction  
(cf. 6143 - Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel  
(cf. 5112.3 - Student Leave of Absence)
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement  
(cf. 0420.4 - Charter School Authorization)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by the parent/guardian due to emergencies, vacation or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

#### **Equivalency**

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

#### Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the school is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

Students participating in independent study must be residents of the local county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. ~~5111.12—Residency Based on Parent/Guardian Employment~~ 5111.1 District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

No more than 10 percent of the students enrolled in an opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be in independent study at any given time. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

#### Master Agreement

A written agreement shall be developed for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. The Board's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student



The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

~~The signed, dated agreement may be maintained on file electronically. (Education Code 51747)~~

#### Course-Based Independent Study

The district shall offer a course-based independent study program for students in grades K-8 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, meet the requirements for highly qualified teachers pursuant to 20 USC 6301, and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

2. Courses shall be annually certified by Board of Trustees resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.

3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.

4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or

whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125 - Student Records)

5. Examinations shall be administered by a proctor.
6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.
8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a

written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to this program
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources, including materials and personnel, that will be made available to the student
6. A statement that the student is not required to enroll in courses in this program
7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

#### Monitoring Student Progress

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

However, the independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to a regular school program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

#### Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student

8. Assessing student work and assigning grades or other approved measures of achievement

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A separate listing of the students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed as specified in their written agreements
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

(cf. 3580 - District Records)

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Regulation WESTSIDE UNION SCHOOL DISTRICT  
approved: December 15, 2015 Quartz Hill, California

# **Westside Union SD**

## **Board Policy - New**

### **Children With Disabilities Enrolled By Their Parents In Private School**

#### **Instruction**

BP6164.41(a)

The Board of Trustess recognizes its obligations under federal and state law to identify and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (34 CFR 300.131; Education Code 56171)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

#### **Legal Reference:**

##### **EDUCATION CODE**

56000 Education for individuals with exceptional needs

56020-56035 Definitions

56170-56177 Children in private schools

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

##### **UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

##### **UNITED STATES CODE, TITLE 29**

794 Section 504 of the Rehabilitation Act

##### **CODE OF FEDERAL REGULATIONS, TITLE 34**

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.130-300.140 Children with disabilities enrolled by their parents in private schools

##### **COURT DECISIONS**

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

UNITED STATES DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, March 2006

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Issued: 3/07

# **Westside Union ESD**

## **Administrative Regulation - New**

### **Children With Disabilities Enrolled By Their Parents In Private School**

#### **Instruction**

AR6164.41(a)

#### **Definitions**

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

#### **Consultation with Private School Representatives**

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably
2. How parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated
4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of



the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

#### Provision of Services

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

*The* district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work

together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

(3/07) 7/16

# Westside Union SD

## Board Policy - Revised

### Supplemental Instruction

#### Instruction

BP 6179(a)

The Board of Trustees recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5147 - Dropout Prevention)  
(cf. 6011 - Academic Standards)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)  
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. It may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)  
(cf. 6111 - School Calendar)  
(cf. 6112 - School Day)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to:

1. Students in grades 2-8 who have been retained or recommended for retention at their current grade level (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.

2. ~~Eligible students from low income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)~~

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

#### Legal Reference:

##### EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education  
48985 Translation of notices  
51210-51212 Courses of study, elementary schools  
51220-51228 Courses of study, secondary schools  
52060-52077 Local control and accountability plan  
60603 Definitions, core curriculum areas  
60640-60649 California Assessment of Student Performance and Progress  
60850-60859 High school exit examination  
60851.5 Suspension of high school exit examination  
CODE OF REGULATIONS, TITLE 5  
11470-11472 Summer school  
~~UNITED STATES CODE, TITLE 20~~  
~~6316 Program improvement schools and districts~~

Management Resources:

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Supplemental Educational Services, January 14, 2009~~

~~Creating Strong Supplemental Educational Services Programs, May 2004~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy WESTSIDE UNION SCHOOL DISTRICT

adopted: August 18, 2015     Quartz Hill, California

revised: April 4, 2016

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Robert Hughes, Deputy Superintendent  
SUBJECT: Provisional Intern Permit

### BACKGROUND:

Provisional Intern Permits are designed to allow employing agencies to hire qualified individuals to fill a position for which they have not yet completed a credential program. Provisional Intern Permits are issued in 1 year periods and require adequate progress toward the requirements for admittance into a university internship for renewal.

### PROGRAM/EDUCATIONAL IMPLICATION:

The Provisional Intern Permit allows for utilization and retention of qualified candidates who have yet to start or complete the appropriate credential program.

### COST ANALYSIS/FUNDING SOURCE:

Not applicable

### SUPERINTENDENT'S RECOMMENDATION:

Approval

## Teacher Assignments Authorized by Provisional Intern Permit

Arlington-Hendrickson, Autumn	100% Multiple Subject
Basulto, Ismael	100% Educational Specialist
Bridges, Michelle	100% Educational Specialist
Crane, Dianah	100% Educational Specialist
Hetland, Lauren	100% Single Subject Science
McMillan, Caitlyn	100% Multiple Subject
Pecorino, Patricia	100% Multiple Subject
Plaisance, Laura	100% Multiple Subject
Roadhouse, Aubrey	100% Multiple Subject
Sill, David	100% Single Subject Science
Stowers, Shi	100% Multiple Subject
Upah, Daniel	100% Multiple Subject
Warner, Angela	100% Educational Specialist

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Robert Hughes, Deputy Superintendent  
SUBJECT: Variable Term Waiver

### BACKGROUND:

Variable Term Waivers are designed to allow employing agencies to hire qualified individuals to fill a position for which they have not yet completed a credential program. Variable Term Waivers are issued in 1 year periods and require adequate progress toward the credential goal for renewal.

### PROGRAM/EDUCATIONAL IMPLICATION:

The Variable Term Waiver allows for utilization and retention of qualified candidates who have yet to start or complete the appropriate credential program.

### COST ANALYSIS/FUNDING SOURCE:

Not applicable

### DEPUTY SUPERINTENDENT'S RECOMMENDATION:

Approval



Teacher Assignments Authorized by Variable Term Waiver:

Best, Sarah	Clinical or Rehabilitative Services (Speech)
Mauk, Quayla	Clinical or Rehabilitative Services (Speech)
Nehen, Tina	Clinical or Rehabilitative Services (Speech)
Sinclair, Nicole	Clinical or Rehabilitative Services (Speech)
Swiech, Kathleen	Clinical or Rehabilitative Services (Speech)

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES  
PREPARED BY: Robert Hughes, Deputy Superintendent  
SUBJECT: Short Term Staffing Permits

### BACKGROUND:

Short Term Staffing Permits are designed to allow employing agencies to hire qualified individuals to fill a position for which they have not yet completed a credential program. Short Term Staffing Permits are issued in periods for 1 school year and are not renewable. Requirements include passage of appropriate subject matter examinations (CSET). Individuals must make adequate progress toward the requirements for admittance into a university internship.

### PROGRAM/EDUCATIONAL IMPLICATION:

The Short Term Staffing Permit allows for utilization and retention of qualified candidates who have yet to start or complete the appropriate credential program.

### COST ANALYSIS/FUNDING SOURCE:

Not applicable

### DEPUTY SUPERINTENDENT'S RECOMMENDATION:

Approval

## Teacher Assignments Authorized by Short Term Staffing Permit

Black, Caylee	100% Multiple Subject
Guillen, Griselda	100% Educational Specialist
Hartenstein, Brynn	100% Multiple Subject
Maish, Elisa	100% Multiple Subject
Sharma, Kirk	100% Multiple Subject

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Chris Soliz, Director, Information Technology

SUBJECT: Notice of Completion: Dimension Data for Low-voltage and Information Technology Equipment, Supplies and related services for Phase 1 of the Cottonwood Elementary School Modernization

### BACKGROUND:

This project ensured the 22 classrooms of Phase 1 of the Cottonwood Elementary School Modernization met the goal of our 21<sup>st</sup> Century Classroom Technology project's recommended level of technology. This includes (4) computers per classroom, an interactive projector, integrated sound/microphone system, and document camera.

### PROGRAM/EDUCATIONAL IMPLICATION:

Implementing up-to-date technology will enable the District to foster better collaboration between instructors, integrate new learning models, reach new learners and facilitate learning beyond the physical boundaries of the facilities, create safer learning environments, and reduce costs by consolidating functions of communication, control and security systems.

### COST ANALYSIS/FUNDING SOURCE:

General Obligation Bonds

### ASSISTANT SUPERINTENDENT OF ADMINISTRATIVE SERVICES' RECOMMENDATION:

Approval

RECORDING REQUESTED BY:

WHEN RECORDED MAIL TO:

Name Westside Union School District  
Street Address 41910 N. 50th Street West  
City Quartz Hill, CA 93536  
State CA  
Zip 93536

Space above this line for recorder's use

WOLCOTT'S FORMS, INC.

SINCE 1893

## NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. (See reverse side for complete requirements.)  
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described.
2. The full name of the owner is Westside Union School District
3. The full address of the owner is 41910 N. 50th Street West, Quartz Hill, CA 93536
4. The nature of the interest or estate of the owner is: In fee.

(If other than Fee, strike "In fee" and insert, for example, "purchaser under contract of purchase," or "Lessee")

5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:  
NAMES ADDRESSES

6. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:  
NAMES ADDRESSES

7. A work of improvement on the property hereinafter described was completed on July 14, 2017. The work done was:  
installation of low-voltage and information technology equipment, supplies and related services
8. The names of the contractor, if any, for such work of improvement was Nexus IS/Dimension Data  
April 5, 2016

(If no contractor for work of improvement as a whole, insert "None")

(Date of Contract)

9. The property on which said work of improvement was completed is in the City of Palmdale  
County of Los Angeles, State of CA, and is described as follows: Cottonwood Elementary School
10. The street address of said property is 2740 W. Ave P-8, Palmdale, CA 93551

(If no street address has been officially assigned, insert "none")

Westside Union School District

Dated \_\_\_\_\_

(Signature of Owner or corporate officer of Owner named in paragraph 2, or his agent)  
Shawn Cabey, Assistant Superintendent

### VERIFICATION

I, the undersigned, say: I am the Assistant Superintendent, the Declarant of the foregoing Notice of Completion;  
(President of, Manager of, Partner of, Owner of, etc.)  
I have read said Notice of Completion and know the contents thereof; the same is true to my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_, 20 17 at Quartz Hill, CA

(Personal signature of the individual who is swearing that the contents of the Notice of Completion are true)  
Shawn Cabey

Before you use this form, fill in all blanks, and make whatever changes are appropriate and necessary to your particular transaction. Consult a lawyer if you doubt the form's fitness for your purpose and use. Wolcott's makes no representation or warranty, express or implied, with respect to the merchantability or fitness of this form for an intended use or purpose. ©2005 WOLCOTT'S FORMS, INC.



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FORM 1114 Rev. 10-05

## BOARD AGENDA

August 15, 2017

TO: BOARD OF TRUSTEES

PREPARED BY: Wayne Trussell  
Director, Maintenance, Operations & Facilities

SUBJECT: 21<sup>st</sup> Century Districtwide Network Upgrade, Physical Security Change Order No. 3  
to Dimension Data

### BACKGROUND:

Equipment and professional services to add additional cameras per Dimension Data's Change Request No. CRF-18. The scope of work includes the following additions:

- One (1) each interior cameras at Esperanza, Rancho Vista and Sundown Schools
- Eight (8) exterior cameras at Leona Valley School
- Five (5) exterior cameras at Quartz Hill School

### PROGRAM/EDUCATIONAL IMPLICATION:

Added safety features

### COST ANALYSIS/FUNDING SOURCE:

\$8,738.28 / 2012 Election Series Bond B

### ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

## WUSD IT Upgrade

Change Request Form

### Part 1: Change Identification

Project Name:

IT Upgrade

Project Manager:

Holly Clark

Date:

4/18/2017

Level of Change Authority:

Area Operations Director

Change Originator: Holly Clark

CRF No: 18

**Reason for Change: Materials and labor for additional camera installations**

☒ WUSD Requested Change

☐ Nexus Requested Change

**Change Description** (include reason for change and reference documents):

Additional labor and materials to install 16 cameras:

School	Interior	Exterior
EZ	1	0
RV	1	0
QH	0	5
LV	0	8
SD	1	0

Estimated duration/cost to assess the impact of the change

Name of person responsible for carrying out the change or impact analysis

**WUSD** acceptance to perform impact assessment

Nexus acceptance to perform impact assessment

### Part 2: Change Impact Assessment

Conduct an impact assessment to the scope, schedule, cost, and affected parties

Date Required:

Impact Summary

Additional Information:

*Place an X in the components that will be impacted i.e. cost, scope, quality*

## WUSD IT Upgrade


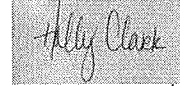
Change Request Form

### Part 2: Change Impact Assessment

Scope	Schedule	Cost	Quality	Affected Parties
		X		

Description Detail:

### Review of impact and change approval

Role	Name	Approval Format	Signature	Date
<b>WUSD WUSD</b> Assistant Superintendent, Administrative Services	Shawn Cabey	Signature		4/25/17
Dimension Data Project Manager	Holly Clark	Signature		04/18/2017

### Expenditure Approval

Total Charge:	Materials:\$1,985.92			
	Estimated taxes: \$173.77			
	Labor: \$6,578.59			
	Estimated total: \$8,738.28			
Role	Name	Approval Format	Signature	Date
WUSD WUSD Assistant Superintendent, Administrative Services	Shawn Cabey	Signature		

### Part 3: Change Closure

Date Change was Completed:				
Follow up comments:				
Role	Name	Approval Format	Signature	Date
WUSD Assistant Superintendent, Administrative Services	Shawn Cabey	Verbal/Email/Signature		



## WUSD IT Upgrade

### Part 3: Change Closure

Dimension Data Project Manager	Holly Clark	Verbal/Email/Signature		
PO Number (Where Applicable)				

Change Request Form