

WESTSIDE UNION SCHOOL DISTRICT
REGULAR BOARD MEETING
HILLVIEW MIDDLE SCHOOL

February 5, 2019

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

Adjourn 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

Patricia Shaw	_____
Jennifer Navarro	_____
Steve DeMarzio	_____
John Curiel	_____
Bill Lindoff	_____

SUPERINTENDENT

Regina Rossall	_____
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II. ITEMS FROM THE FLOOR – Closed Session

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)
1 Case
- c. Conference with Real Property Negotiator
- d. Public Employee Discipline/Dismissal/Release/Appointment (Gov't Code §54957)
- e. Pupil Personnel (Ed Code 35146 and 48918)

2-5-19

- IV. RECONVENE TO OPEN SESSION at _____ p.m.
- V. REPORT OF CLOSED SESSION ACTION
- VI. PRESENTATIONS
- A. Hillview & Westside Academy Site and Employee Recognition
 - B. Social Studies Curriculum
- 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
 - 1. Agenda
- Item 1 Goal #
- Moved by _____ Seconded by _____
- To approve the Agenda of the Regular Meeting of
February 5, 2019
- 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 -2f

2. Consent Goal #
- a. Minutes of the Regular Meeting on January 15, 2019
 - b. Fundraising Authorizations
 - c. Personnel Report
 - d. Purchase Orders
 - e. Consultant/Contract Schedule
 - f. Conference/Workshop Schedule
- Moved by _____ Seconded by _____
- Approval of the Consent Items as presented
- Ayes: _____ Noes: _____ Abstain: _____
-
3. Hillview 6th Grade Honor Academy Revised Criteria Item 3
- Moved by _____ Seconded by _____
- Approval of the Hillview 6th Grade Honor Academy Revised Criteria
- Ayes: _____ Noes: _____ Abstain: _____
-
4. Revised Norms, Protocols and/or Goals Item 4
- Moved by _____ Seconded by _____
- Approval of the Revised Norms, Protocols and/or Goals
- Ayes: _____ Noes: _____ Abstain: _____
-
5. Discussion Item Item 5
- Board Governance
-
- B. Educational Services
6. Revised Board Policies and Administrative Regulations Item 6
- BP 0415, Equity
 - BP 1020, Youth Services
 - BP 1400, Relations Between Other Governmental Agencies and the Schools
 - AR 5141.32, Health Screening for School Entry
 - BP/AR 6174, Education for English Learners
- Moved by _____ Seconded by _____
- Approval of the first reading of the revised Board Policies and Administrative Regulations
- Ayes: _____ Noes: _____ Abstain: _____

- C. Business Services Goal #
7. Notice of Completion – Prop 39 HVAC Project at Multiple School Sites Item 7

Moved by _____ Seconded by _____

Approval of Notice of Complete – Prop 39 HVAC Project
at Multiple School Sites

Ayes: _____ Noes: _____ Abstain: _____

8. Request to Go Out to Bid on the following projects: Item 8
- Replacement of the Roof on the Sundown School
 - Replacement of Refrigerator/Freezer at Valley View
 - Preventative Maintenance – Painting at Valley View

Moved by _____ Seconded by _____

Approval to Go Out to Bid

Ayes: _____ Noes: _____ Abstain: _____

XII. INFORMATION SESSION

- A. Items From The Floor – Continued
B. Dates to Remember:
1. Regular Board Meeting – February 19, 2019
2. Regular Board Meeting – March 5, 2019
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 February 5, 2019, 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 or in the District Office located at 41914 50th St. West, Quartz Hill, CA 93536 during normal business hours (8:00 a.m. – 4:00 p.m.).

Core Beliefs and Board Goals 2018-2019

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.
 - ❧ C. The district will continue to develop School Safety protocols.
 - ❖ 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
 - ❖ 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**

2018-2019 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 6th 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, d & e - Annual Report by Human Resources
- ☞ b & c – Annual Report from Superintendent
- ☞ 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
- b. Continue to implement sustainable clean energy programs that promote the long-term well-being of both the District's finances and the environment.
- c. Receive annual updates to the District's Facilities Master Plan while exploring and securing options to finance the plan.

☞ b & c – Annual Report by Business Services

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

February 5, 2019

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

BACKGROUND:

The Board is requested to approve the Agenda for February 5, 2019.

PROGRAM/EDUCATIONAL IMPLICATION:

None

COST ANALYSIS/FUNDING SOURCE:

None

SUPERINTENDENT'S RECOMMENDATION:

Approval

BOARD AGENDA

February 5, 2019

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

BACKGROUND:

The Board is requested to approve the Minutes of the Regular Meeting on January 15, 2019.

PROGRAM/EDUCATIONAL IMPLICATION:

None

COST ANALYSIS/FUNDING SOURCE:

None

SUPERINTENDENT'S RECOMMENDATION:

Approval

WESTSIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES
January 15, 2019

I. CALL TO ORDER

At 5:00 p.m. Patricia K. Shaw, President, called to order the Regular Board Meeting of the Westside Union School District Board of Trustees.

II. Flag Salute

Regina L. Rossall, Superintendent

III. ROLL CALL

Patricia K. Shaw, President - Present
Jennifer Navarro, Vice President – Present
Steven DeMarzio, Clerk – Teleconference
John Curiel, Member – Present (arrived at 5:50 p.m.)
Bill Lindoff, Member - Present

SUPERINTENDENT

Regina Rossall – Present

IV. OTHERS PRESENT

Denise Strattan, Jordon Holmes, Samara Gugler, Bob Dunham, Dan Pratt, Timothy Barker, Sean Copley, Margie Lopez, Jeanice Peterson, Lisa Jehlicka, Antoinette Griffin, Marisa Yudin, Rowdy Dyer, Sandra Hughes, Jake Briggs, Jackie Bennett

V. CLOSED SESSION

M19-108 - The motion was made by Jennifer Navarro seconded by Bill Lindoff and carried 4/0 to adjourn to closed session at 5:01 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)
1 Case

VI. RECONVENE TO OPEN SESSION at 6:10 p.m.

VII. CLOSED SESSION ACTION

M19-109 - The motion was made by Jennifer Navarro seconded by John Curiel and carried 5/0 to approve the Release from Expulsion for Student Case No. 1718-04

VIII. PRESENTATIONS

- A. Sundown Site and Employee Recognition
- B. 2017-18 Audit Report – Lisa Jehlicka
- C. CSBA Workshop Reports - Trustees

IX. HEARING SESSION/STAFF REPORTS

A. Board Comments:

Bill Lindoff

- Sundown, your presentation shows you have heart. I enjoyed hearing how you are teaching your students to self-monitor.
- Today I sat in on a meeting with LACOE on Differentiated Assistance.

John Curiel

- I would like to thank the Sundown team for influencing students for the positive. Keep up the good work. Welcome back from Winter Break.
- A few weeks ago, I spoke with Nora; she said there are resources and funds available if we decide to go out for a bond.

Steve DeMarzio

- Thank you, Sundown, for your presentation and the review of your programs. Thank you, Coach Pratt, for reaching out to your students; they have a great attitude. Congratulations to all those who received pins this evening.

Jennifer Navarro

- Thank you, Sundown, for your presentation this evening; I enjoyed hearing about all your programs. Congratulations to all who received service pins this evening.
- I attended the AV Hispanic Luncheon.

Patricia K. Shaw:

- Sundown, thank you for your presentation, great job.

B. Staff Reports:

1. Assistant Superintendent Administrative Services – Shawn Cabey
 - a. The passion at Sundown is really exciting. When we are working with kids, love is the magical secret ingredient.
 - b. I would like to thank Lisa and her team for their work on the 2017-18 audit. It takes a lot of work on their part to make this happen.
2. Assistant Superintendent Educational Services - Marguerite Johnson
 - a. Thank you all for what you do every single day. Congratulations to all who received pins this evening. Your presentation reminded us about all the good things that are in place for students. My sons also attended Sundown.
 - b. We met with the team from LACOE regarding Differentiated Assistance. This is for lack of growth in Language Arts and Math with our special education students. We also had additional staff from the district and SELPA attend the meeting. It was a very good meeting. We asked for assistance with our foster youth. We are hoping they can provide assistance with the issues we are dealing with on behaviors. We will have several meetings with them.
 - c. We had a trainer from the LA Arts Collective meet with a group of parents and staff on how to fully implement arts in the district.
3. Deputy Superintendent - Robert Hughes
 - a. Thank you, Sundown; I am so grateful my children attended Sundown. Their love of learning started there. It has always felt like family there.
 - b. We anticipate another big year for hiring of teachers. We will be having our next Job Fair on February 2, 2019. If you know anyone who is interested in teaching, please encourage them to apply.
4. Superintendent – Regina Rossall

Mrs. Rossall reviewed the following items with the Trustees:

 - a. I would like to remind the Board that the All It Takes Program recognized Coach Pratt this past year for his program at Sundown.

- b. Thank you, Sundown, for all the growth that has been made at your site. You should be proud of yourselves. I appreciate all you are doing for your students.
- c. I would like to congratulate Human Resources and New Teacher Support on receiving two grants on teacher support, and tuition and residency programs. Both grants are for special education teachers.
- d. We also have a grant for classified staff to finish their bachelors to become teachers.
- e. Marguerite is also working on a grant for additional training funds.

X. PERSONAL APPEARANCES

- A. Westside Union Teachers Association Representative – Bob Dunham, President
 - I would like to thank Tim for his presentation this evening. There have been a lot of changes in the last 25 years at Sundown. Hats off to the Sundown staff.
 - I attended the CTA Luncheon for school board members on Saturday.
 - Please keep the teachers and administration for LA Unified in your thoughts; this is a difficult situation.
- B. California School Employee Association Representative – Jeri Holmes, President
- C. Parent Teachers Association Representative Mr. Hirsch, Sundown PTA President
 - We are hoping to recruit 400 members.
 - We are working to regain the trust of staff and parents
- D. WAVE Representative – Bill Lindoff and Robert Hughes
 - Three grants, close to \$4,000., were given at the January Board Meeting.
 - Fundraiser at Mulligans on March 1, 2019.

XI. ITEMS FROM THE FLOOR – Regular Session
None

XII. PUBLIC HEARING
None

XIII. BUSINESS SESSION

- Organizational/Governance
- 1. M19-110 - Item 1. Approval of the agenda of the Regular Board Meeting of January 15, 2019, as submitted. The motion was made by Jennifer Navarro seconded by John Curiel and carried 5/0.
 - 2. M19-111 - Items 2a – 2g The motion was made by John Curiel seconded by Jennifer Navarro and carried 5/0 to approve the consent agenda.
 - 2a Minutes of the Regular Meeting on December 11, 2018
 - 2b Williams Uniform Complaint Quarterly Report
 - 2c Fundraising Authorizations
 - 2d Personnel Report - Pulled
 - 2e Purchase Orders
 - 2f Consultant/Contract Agreement Schedule
 - 2g Conference/Workshop Schedule
 - 2h Overnight Field Trip – Hillview National Cheer Competition – Las Vegas, NV.
 - 2d. M19-112 - Item 2d – The motion was made by Jennifer Navarro seconded by Steve DeMarzio and carried 4/1 (Bill Lindoff) to approve the Personnel Report.

3. Item 3. Discussion Item

- Board Governance
 - Protocol for Trustees Site Visits and Attending Site Meetings – Workshop to review current protocols.

XIV. PERSONNEL

4. M19-113 - Item 4. The motion was made by Jennifer Navarro seconded by John Curiel and carried 5/0 to approve the change in WAVE Liability Insurance from Nonprofits Insurance Alliance Group to SISC-Self Insurance Schools of California (Property & Liability)
5. M19-114 - Item 5. The motion was made by John Curiel seconded by Steve DeMarzio and carried 5/0 to approve the Memorandum of Understandings between Westside Union School District and Westside Union Teachers Association:
 - 19-09 – Article 6, Work Year
 - 19-10 – Assembly Bill 2012 and Education Code 44977.5 regarding Leaves
6. M19-115 - Item 6. The motion was made by John Curiel seconded by Jennifer Navarro and carried 5/0 to approve the Provisional Intern Permit (PIP).

XV. BUSINESS

7. M19-116 - Item 7. The motion was made by Jennifer Navarro seconded by John Curiel and carried 5/0 to approve Resolution 19-07, Termination of the Citizens' Bond Oversight Committee
8. M19-117 - Item 8. The motion was made by John Curiel seconded by Bill Lindoff and carried 5/0 to approve the second and final reading of the revised Board Policy and Administrative Regulation
 - AR 3350, Travel/Conference Expenses
 - BP 3514.1, Hazardous Substances

XVI. NEW BUSINESS

Workshop – Review Protocols, February 2, 2019, 12:00 p.m. at the District Office

XVII. UNFINISHED BUSINESS

None

XVIII. ADJOURNMENT – The meeting was adjourned at 8:30 p.m. by the Board President.

Steve DeMarzio, Clerk
February 5, 2019

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES
PREPARED BY: Regina L. Rossall, Superintendent
SUBJECT: Fund Raiser Approval List

BACKGROUND:

Attached for review and approval by the Board are individual requests from school organizations for fund raising activities. Each is presented on the District's pre-approved form.

PROGRAM/EDUCATIONAL IMPLICATION:

Funds raised as a result of the activities benefit the individual schools as described in each form.

COST ANALYSIS/FUNDING SOURCE:

Approval of these activities increases the funding available for the affected schools as noted on each form.

SUPERINTENDENT'S RECOMMENDATION:

Approval

FUND RAISER APPROVAL LIST

Approved at the Board Meeting of February 5, 2018

Cottonwood

Description:	Amazon Smile
Date:	February – June 2019
Purpose:	To raise funds for PTA
Requesting Group:	Cottonwood PTA
Description:	PTA Membership Drive
Date:	February – May 2019
Purpose:	To gain PTA Memberships
Requesting Group:	Cottonwood PTA
Description:	Dine-Out – Shakey's Pizza Parlor
Date:	February – May 2019
Purpose:	To raise funds/pledge drive for PTA programs.
Requesting Group:	Cottonwood PTA
Description:	Dine-Out – Chick-fil-A
Date:	February– May 2019
Purpose:	To raise funds/pledge drive for PTA programs.
Requesting Group:	Cottonwood PTA
Description:	Dine-Out – Chipotle
Date:	February –May 2019
Purpose:	To raise funds/pledge drive for PTA programs.
Requesting Group:	Cottonwood PTA
Description:	Spirit Wear Sales
Date:	February 2019
Purpose:	To raise funds for PTA
Requesting Group:	Cottonwood PTA
Description:	Pledge Drive
Date:	February 15 – March 15, 2019
Purpose:	To raise funds for PTA.
Requesting Group:	Cottonwood PTA
Description:	Collecting Change
Date:	February 15 – March 15, 2019
Purpose:	Support the Leukemia & Lymphoma Society
Requesting Group:	Cottonwood PTA

Joe Walker Description: Musical Production Ticket Sales
 Date: March 5-9, 2019
 Purpose: To offset costs of materials, sets, props and costumes.
Requesting Group: Joe Walker ASB

Leona Valley Description: Valentine's Day Grams
 Date: February 5-13, 2019
 Purpose: To raise money to purchase a mascot costume.
Requesting Group: Leona Valley PTO

Quartz Hill Description: Dine-Out – Vines Pasta & Pizza
 Date: January 25, 2019
 Purpose: Family enrichment and community involvement.
Requesting Group: Quartz Hill PTA

 Description: Kids are First Kids Catalog Sales
 Date: March 1-15, 2019
 Purpose: To raise funds for field trips, assemblies, student incentives and family nights.
Requesting Group: Quartz Hill PTA

Rancho Vista Description: Dine-Out – Shakey's Pizza Parlor
 Date: February 6, 2019
 Purpose: To raise money for school field trips.
Requesting Group: Rancho Vista PTA

 Description: Dine-Out – Chick-fil-a
 Date: March 5, 2019
 Purpose: To raise funds for school field trips.
Requesting Group: Rancho Vista PTA

 Description: Dine-In Fundraiser
 Date: April 3, 2019
 Purpose: To raise funds for school field trips.
Requesting Group: Rancho Vista PTA

 Description: Dine-In Fundraiser
 Date: May 1, 2019
 Purpose: To raise funds for school field trips.
Requesting Group: Rancho Vista PTA

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School Cottonwood

Date 1/22/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser ongoing 2-20-2019 Event Start Time _____

Location of Fund Raiser Amazon Smile

Description of Fund Raiser with every eligible purchase our PTA gets a percentage.

Purpose of the Fund Raiser raise funds for our PTA

For the benefit of (be specific) School student planners and folders

Person Supervising Fund Raiser Deya Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ 0

Projected Profit \$ 2000.00

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
Food sales will not begin until after the close of the regularly scheduled midday food service period. (Code of Regulations, Title 5 15500, Ed Code 51520)
Organizations are encouraged to select items of good nutritional quality (BP3554)
The food item being sold cannot be an item sold in the food service program at that school during that school day. (Code of Regulations, Title 5)

Signature of PTA/PTO/PTSA President _____

Date 1/22/19

Signature of Principal or Assistant _____

Date 1/22/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School Idea academy

Date 1/22/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser Monthly Feb., Mar., Apr., May Event Start Time _____

Location of Fund Raiser @ School Campus

Description of Fund Raiser membership drive

Purpose of the Fund Raiser gain PTA memberships

For the benefit of (be specific) PTA and students. we are a new PTA & need members

Person Supervising Fund Raiser Deya Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ \$25

Projected Profit \$ 1,500.00

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFLL 113700-114455, AR3554)
Food sales will not begin until after the close of the regularly scheduled midday food service period. (Code of Regulations, Title 5 15500, Ed Code 51520)
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The food item being sold cannot be an item sold in the food service program at that school during that school day. (Code of Regulations, Title 5)

Signature of PTA/PTO/PTSA President [Signature]

Date 1/22/19

Signature of Principal or Assistant [Signature]

Date 1/22/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION

Elementary School

School Idea Academy @ Cottonwood Date 1-22-19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser February - May 2019 monthly Event Start Time _____

Location of Fund Raiser Shakey's Pizza Parlor 39450 10th St W. #A
Palmdele.

Description of Fund Raiser Dine out - monthly

Purpose of the Fund Raiser Raise funds/pledge drive for
PTA programs.

For the benefit of (be specific) Student Planners

Person Supervising Fund Raiser Deyanira Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ 15.00 Projected Profit \$ 350.00

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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The food item being sold cannot be an item sold in the food service program at that school during that school day. (Code of Regulations, Title 5)

Signature of PTA/PTO/PTSA President [Signature] Date 01/22/19

Signature of Principal or Assistant [Signature] Date 1/22/19
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 95536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School IDEA Academy @ Cottonwood Date 1/22/19
Requesting Group: ☒ PTA ☐ PTO ☐ PTSA
Date(s) of Fund Raiser monthly Feb. - May 2019 Event Start Time _____
Location of Fund Raiser Chick-fil-A
Description of Fund Raiser Dine out - get 2. of sales for PTA
Purpose of the Fund Raiser Raise funds / pledge drive for PTA programs
For the benefit of (be specific) Field trips / school events
Person Supervising Fund Raiser Deya Montano
Person Responsible for the Money Tina Carranza
Projected Expenses \$ 15.00 Projected Profit \$ 350.00

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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The food item being sold cannot be an item sold in the food service program at that school during that school day. (Code of Regulations, Title 5)

Signature of PTA/PTO/PTSA President _____

Date 1/22/19

Signature of Principal or Assistant _____

Date 1/22/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note - Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School IDEA Academy @ Cottonwood Date 1/22/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser Monthly Feb-May 2019 Event Start Time _____

Location of Fund Raiser Chipotle

Description of Fund Raiser Get 7% of sales for PTA - Dine out

Purpose of the Fund Raiser Raise money for the PTA

For the benefit of (be specific) Field trips / School Events

Person Supervising Fund Raiser Deya Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ 15 Projected Profit \$ 350

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
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Signature of PTA/PTO/PTSA President [Signature] Date 1/22/19

Signature of Principal or Assistant [Signature] Date 1/22/19
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School IDEAS @ Cottonwood

Date 1/22/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser February Event Start Time _____

Location of Fund Raiser Online

Description of Fund Raiser Spirit wear sales

Purpose of the Fund Raiser on Field trips raise funds for PTA

For the benefit of (be specific) Field trips

Person Supervising Fund Raiser Deya Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ 0

Projected Profit \$ 1000.00

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFEL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President _____

Date 1/22/19

Signature of Principal or Assistant _____

Date 1/22/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
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JAN 30 2019

FUND RAISING AUTHORIZATION
Elementary School

School Idea academy @ cw

Date 1/22/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser February 15th - March 7th Event Start Time _____

Location of Fund Raiser @ school campus

Description of Fund Raiser Pledge drive

Purpose of the Fund Raiser Raise funds for our new PTA

For the benefit of (be specific) planners and folder order

Person Supervising Fund Raiser Deya Montano

Person Responsible for the Money Tina Carranza

Projected Expenses \$ 25⁰⁰

Projected Profit \$ 3,000⁰⁰

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
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Signature of PTA/PTO/PTSA President _____

Date 1/22/19

Signature of Principal or Assistant _____

Date 1/22/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 31 2019

FUND RAISING AUTHORIZATION

Elementary School

School IDEA Academy

Date 1/25/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser 2/15/19 Event Start Time 3/15/19

Location of Fund Raiser IDEA Academy @ Cottonwood

Description of Fund Raiser We are raising money for the Leukemia and Lymphoma Society by collecting change from students. Coin Drive

Purpose of the Fund Raiser Support the Leukemia & Lymphoma Society

For the benefit of (be specific) children with leukemia &/or lymphoma

Person Supervising Fund Raiser Cyndee Dodge

Person Responsible for the Money Cyndee Dodge

Projected Expenses \$ 0

Projected Profit \$ 0

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President [Signature]

Date 1/29/19

Signature of Principal or Assistant [Signature]

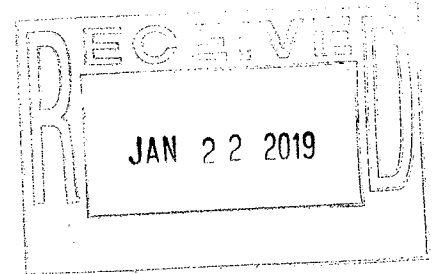
Date 1/29/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 974-8588



FUNDRAISING AUTHORIZATION
Middle School

School JW Date 1/15/19
Requesting Group Drama Club
Indicate if requesting group is under the auspices of ASB/PTA/PTSA/PTO: ☒ ASB ☐ PTA/PTSA/PTO
Date(s) of Fund Raiser March 5-9 Event Start Time 2:30pm/6:30pm
Location of Fund Raiser JW Cafeteria
Description of Fund Raiser ticket sales #1-students #2-adults

Purpose of the Fund Raiser entrance fee for musical production
offset costs of materials, sets, props costumes
For the benefit of (be specific) Drama club students

Person Supervising Fund Raiser Karmi Whitten
Person Responsible for the Money Karmi Whitten

Projected Expenses \$ 0
Projected Profit \$ 1000⁰⁰

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Approved by ASB in the meeting minutes of
1-17-19

Signature of ASB President Hannah Duffee
Signature of ASB Advisor [Signature]
Signature of PTA/PTO/PTSA President _____

Date 1-17-19
Date 1-17-19
Date _____

Signature of Principal or Assistant [Signature] Date 1/22/19
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 18 2019

FUNDRAISING AUTHORIZATION
Elementary School

School Leona Valley

Date 1/9/2019

Requesting Group: ☐ PTA ☒ PTO ☐ PTSA

Date(s) of Fund Raiser 2/5/19 - 2/13/19 Event Start Time 11:15 am / 12 pm daily

Location of Fund Raiser Cafeteria

Description of Fund Raiser Valentine's Day grams

Purpose of the Fund Raiser To raise money for the schools mascot funds.

For the benefit of (be specific) To buy a mascot costume.

Person Supervising Fund Raiser Kasey Houser

Person Responsible for the Money Kasey Houser

Projected Expenses \$ 50⁰⁰

Projected Profit \$ 200⁰⁰

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
Food sales will not begin until after the close of the regularly scheduled midday food service period. (Code of Regulations, Title 5 15500, Ed Code 51520)
Organizations are encouraged to select items of good nutritional quality (BP3554)
The food item being sold cannot be an item sold in the food service program at that school during that school day. (Code of Regulations, Title 5)

Signature of PTA/PTO/PTSA President [Signature]

Date 1-11-19

Signature of Principal or Assistant [Signature]

Date 1-14-19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

Note – Edible items that do not comply with the District's Wellness Policy may be sold to students a half an hour after the end of the school day.

Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 23 2019

FUNDRAISING AUTHORIZATION
Elementary School

School DHE

Date 1/17/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser Jan 25, 2019 Event Start Time 4pm

Location of Fund Raiser Vinces Pasta & Pizza

Description of Fund Raiser 20% net sales

Purpose of the Fund Raiser family enrichment, community involvement

For the benefit of (be specific) all students and all families

Person Supervising Fund Raiser Angela Meyers

Person Responsible for the Money _____

Projected Expenses \$ 30⁰⁰ Projected Profit \$ 200⁰⁰

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President [Signature] Date 1/17/19

Signature of Principal or Assistant [Signature] Date 1-17-19
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

JAN 28 2019

FUNDRAISING AUTHORIZATION
Elementary School

School Quartz Hill Elementary Date 1/18/19
Requesting Group: ☒ PTA ☐ PTO ☐ PTSA
Date(s) of Fund Raiser 3/1/19 - 3/15/19 Event Start Time Catalog
Location of Fund Raiser Take Home
Description of Fund Raiser Kids are First Kids Catalog

Purpose of the Fund Raiser TO RAISE FUNDS FOR FIELD TRIPS, ASSEMBLIES, STUDENT INCENTIVES & FAMILY NIGHTS.
For the benefit of (be specific) All Students of QHE.

Person Supervising Fund Raiser Angela Meyers
Person Responsible for the Money Yare Lopez
Projected Expenses \$ 0 Projected Profit \$ 12,000

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President [Signature]

Date 1/23/19

Signature of Principal or Assistant [Signature]

Date 1-23-19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
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JAN 22 2019

FUNDRAISING AUTHORIZATION
Elementary School

School BV

Date 1/14/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser Feb 16, 2019 Event Start Time 5pm

Location of Fund Raiser Shakey's Pizza Parlor 39450 10th St W, Palmdale, CA 93550

Description of Fund Raiser It is a 3 hour fundraiser at the restaurant. A portion of the proceeds from the time goes to the PTA.

Purpose of the Fund Raiser The purpose is to raise funds for the school field trips.

For the benefit of (be specific) the school field trips

Person Supervising Fund Raiser Angela LeBeau

Person Responsible for the Money The check will be sent to Gina Tyson

Projected Expenses \$ 0

Projected Profit \$ 800

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President [Signature]

Date 01/15/19

Signature of Principal or Assistant Cathy Bennett

Date 1-15-19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
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Quartz Hill, CA. 93536
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JAN 22 2019

FUNDRAISING AUTHORIZATION
Elementary School

School BV

Date 1/14/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser March 5, 2019 Event Start Time 5:30pm

Location of Fund Raiser Chick-fil-a 732 W Rancho Vista Blvd, Palmdale CA 93551

Description of Fund Raiser It is a 2 hour fundraiser at the restaurant. A portion of the proceeds from that time goes to the PTA.

Purpose of the Fund Raiser The purpose is to raise funds for the school field trips.

For the benefit of (be specific) the school field trips

Person Supervising Fund Raiser Angela LeBeau

Person Responsible for the Money The check will be sent to Gina Tyson

Projected Expenses \$ 0 Projected Profit \$ 6000

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
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Signature of PTA/PTO/PTSA President [Signature] Date 01/15/19

Signature of Principal or Assistant Cathy Bennett Date 1-15-19
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 95536
(661) 722-0716 FAX: (661) 206-3645

JAN 29 2019

FUNDRAISING AUTHORIZATION
Elementary School

School BV

Date 1/24/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser April 3, 2019 Event Start Time 10am

Location of Fund Raiser Sharky's 39532 10th St W B, Palmdale CA 93551

Description of Fund Raiser A dine-in fundraiser all day at Sharky's. 15% of sales go back to the school.

Purpose of the Fund Raiser The purpose is to raise funds for the PTA to use for field trips.

For the benefit of (be specific) For the benefit of school field trips.

Person Supervising Fund Raiser Angela LeBeau

Person Responsible for the Money Gina Tyson when the check is sent

Projected Expenses \$ ~~1000~~ 0 Projected Profit \$ 600

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
Sanitary and safety procedures shall comply with the State and County Uniform Retail Food Facilities Law. Home-baked goods may not be sold. (BB3554, CURFFL 113700-114455, AR3554)
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Signature of PTA/PTO/PTSA President [Signature] Date 01/25/19

Signature of Principal or Assistant Cathy Bennett Date 1/25/19

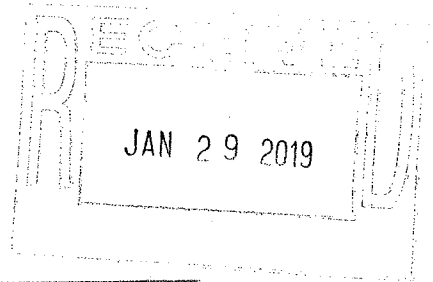
I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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Westside Union School District
41914 50th Street West
Quartz Hill, CA. 93536
(661) 722-0716 FAX: (661) 206-3645

FUNDRAISING AUTHORIZATION
Elementary School



School RV

Date 1/24/19

Requesting Group: ☒ PTA ☐ PTO ☐ PTSA

Date(s) of Fund Raiser May 1, 2019 Event Start Time 10am

Location of Fund Raiser Pizza Rev 748 W Rancho Vista Blvd, Palmdale CA 93551

Description of Fund Raiser A dine-in fundraiser all day at Pizza Rev. 20% of sales go back to the school

Purpose of the Fund Raiser The purpose is to raise funds for the PTA to use for field trips.

For the benefit of (be specific) For the benefit of school field trips

Person Supervising Fund Raiser Angela Lebeau

Person Responsible for the Money Gina Tyson when the check is sent

Projected Expenses \$ 0

Projected Profit \$ 6000

The food sales shall not impair students' participation in the District's Food Service program. (BP3554)
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Signature of PTA/PTO/PTSA President

Date 01/25/19

Signature of Principal or Assistant

Date 1/25/19

I affirm that I have read and understand the District Wellness Policy and that the activity approved above is not in violation of that policy.

Approved by the Board of Trustees on _____

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WESTSIDE UNION SCHOOL DISTRICT
BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Robert Hughes, Deputy Superintendent

SUBJECT: Personnel Report #19-12

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

MANAGEMENT

CERTIFICATED

Employment

Anderson, Elizabeth	Teacher Hourly, WEB Planning Day/JW/March 18, 2019/Title I/ Req# CE308
Anderson, Elizabeth	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE309
Andrews, Christina	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280
Bell, Danielle	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE309
Bell, Danielle	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE307
Benavidez, Paula	Teacher Hourly, Academic Intervention/JW/January 22 to March 15, 2019/URGF/Req# CE294
Chronis, Daniel	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE307

Diaz, Jonathan	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280
French, Trevis	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE309
Gaines, Brian	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280
Gonzalez, Antonio	Substitute Certificated Coach, Basketball Bookkeeper/HV/ January 9, 2019/ASB/Req# CE312
Griffiths, David	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE 307
Grove, Ellen	Certificated Coach, Basketball Bookkeeper/HV/January 9- February 2, 2019/ASB/Req# CE311
Hendrix, Vicki	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE 309
Hicks, Ralph	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280
Hurlburt, Brian	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE307
Iverson, Ty	Substitute Certificated Coach, Basketball Bookkeeper/HV/ January 9, 2019/ASB/Req# CE313
Jackson, Erick	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280
Jaffal, Monica	Teacher Hourly, Tutoring/VV/2018-2019 School Year/Title I/ Req# CE298
Jaime, Cynthia	Long Term Substitute/Kaitlin Rehberg/EZ/December 10, 2018/ URGF/Req# CE252
Jones, Ronald	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/ Req# CE280

Levesque, Renee	Certificated Coach, Basketball Bookkeeper/HV/January 9-February 2, 2019/ASB/Req# CE311
Lewis, Michael	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/Req# CE280
Lopez, Rose	Teacher Hourly, WEB Planning Day/JW/March 18, 2019/Title I/Req# CE308
Mazariegos, Leslie	Substitute Teacher/January 1, 2019/URGF
Melendez Elena	Teacher Hourly, EL Family Club/EZ/January 7-June 6, 2019/Title III/Req# CE301
Nosovitskiy, Dmitry	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/Req# CE280
Oddo, Alix	Teacher Hourly, WEB Planning Day/JW/March 18, 2019/Title I/Req# CE308
Pasillas, Katrina	Substitute Teacher/January 7, 2019/URGF
Pratt, Daniel	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/Req# CE280
Price, Kevin	Substitute Teacher/January 11, 2019/URGF
Reynolds, Jody	Teacher Hourly, Tutoring/VV/2018-2019 School Year/Title I/Req# CE298
Schaefer, David	Teacher Hourly, LDTPE Training/ESF/December 17, 2018/URGF/Req# CE280
Schaefer, David	Teacher Hourly, After School/QH/January 14-February 15, 2019/Title I/Req# CE275
Scott, Traci	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE 309
Scott, Traci	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE307

Tsoi, John	Teacher Hourly, Conference/JW/April 6, 2019/Title I/Req# CE309
Tyson, Shaun	Teacher Hourly, Tutoring/VV/2018-2019 School Year/Title I/ Req# CE298
Williams, Victoria	Teacher, Hourly/QH/December 3-December 12, 2019/SPED/ Req# CE314
Wilson, Timothy	Certificated Coach, Basketball Scorekeeper/JW/January 7-February 28, 2019/ASB/Req# CE307

<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>
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CLASSIFIED

<u>Employment</u>	<u>Position/Location/Effective Date/Salary/Funding/Req.#</u>
Alvarez, Melissa	Playground Supervisor/EZ/.75 hrs/per/day/Step 1/August 13, 2018/ URGF/Req# CL368
Alvarez, Crystal	Extra-Duty Playground Supervisor/EZ/1 hr/per/day/Step 1/ Wed. Only/January 7-June 6, 2019/Sup Grant/Req# CL398
Alvarez, Crystal	Short-Term Instructional Assistant II/EZ/.25 hrs/per/day/Step 3/ January 7-June 6, 2019/SDC/Req# CL402
Aranda, Colin	Instructional Assistant II/QH/3.25 hrs/per/day/Step 1/January 15, 2019/ SDC/Req# CL412
Attanasio, Allison	Extra-Duty Instructional Assistant I-AVID/HV/8.5 hrs/per/day/Step 4/ February 13, 2019/Sup Grant-AVID/Req# CL413
Badillo, Leyda	Short-Term Instructional Assistant II/SD/2 hrs/per/day/Step 5/ January 25-March 1, 2019/Not to Exceed 6 days/Title III/Req# CL441
Bothuel, Patricia	Short-Term Instructional Assistant I/DS/.33 hrs/per/day/Step 1/ January 21-May 31, 2019/RGF-Title I/Req# CL395
Butler, Karla	Short-Term Instructional Assistant I/DS/1.17 hrs/per/day/Step 1/ January 21-May 31, 2019/RGF-Title I/CL394

Conde, Diana	Extra-Duty Instructional Assistant II/RV/2 hrs/per/day/Step 9/ January 22-June 4, 2019/Not to Exceed 5 days/SDC/Req# CL408
Cons, Taylor	Short-Term Instructional Assistant II/SD/.5 hrs/per/day/Step 4/ January 7-June 6, 2019/SDC/Req# CL384
Contreras, Alicia	Short-Term Instructional Assistant II/EZ/.25 hrs/per/day/Step 2/ January 7-June 6, 2019/SDC/Req# CL400
Dowd, America	Instructional Assistant II/DS/1.75 hrs/per/day/Step 3/November 6, 2018- May 7, 2019/One day per week/Ttitle III/Req# CL347
Esteva, Stefani	Extra-Duty Instructional Assistant I-AVID/HV/8.5 hrs/per/day/Step 3/ February 13, 2019/Sup Grant-AVID/Req# CL413
Heater, Ivanna	Short-Term Clerk I/QH/4 hrs/per/day/Step 6/January 10-30, 2019/ URGF/Req# CL392
Hernandez, Cambria	Instructional Assistant II-PreK/QH/2.5 hrs/per/day/Step 1/ January 22, 2019/SDC/Req# CL309
Holme, Cody	Substitute Custodian/MO/Step 1/January 28, 2019/URGF
Humphrey, Shannon	Short-Term Instructional Assistant II/EZ/.25 hrs/per/day/Step 6/ January 7-June 6, 2019/SDC/Req# CL401
Huerta, Elizabeth	Playground Supervisor/AH/1.5 hrs/per/day/Step 1/January 28, 2019/ URGF/Req# CL348
Jones, Paris	Instructional Assistant II/GA/3 hrs/per/day/Step 1/February 4, 2019/ SDC/Req# CL311
Juarez, Nury	Extra-Duty Instructional Assistant II/EZ/1.22 hrs/per/day/Step 2/ Wed Only/January 7-June 6, 2019/Title III/Req# CL399
Keerman, Charlette	Instructional Assistant II/AH/3.5 hrs/per/day/Step 1/January 30, 2019/ SDC/Req# CL280
Lawrence, Danezka	Extra-Duty Instructional Assistant I/AH/1.6 hrs/per/day/Step 1/ January 22-March 15, 2019/Sup Grant/Req# CL443
Leathers, Brenda	Short-Term Instructional Assistant II/.25 hrs/per/day/Step 8/ January 7-June 6, 2019/SDC/Req# CL385
Lazcano, Joel	Substitute Custodian/MO/Step 1/January 25, 2019/URGF

Lopez, Catherin	Playground Supervisor/DS/2.92 hrs/per/day/Step 1/January 22, 2019/ URGF/Req# CL438
Macias, Ivette	Extra-Duty Instructional Assistant II/RV/2 hrs/per/day/Step 5/ January 22-June 4, 2019/Not to Exceed 5 days/SDC/Req# CL407
Madison, Stephanie	Extra-Duty Clerk IV-Library/ESF/.75 hrs/per/day/Step 2/ January 22, 2019-TBD/URGF/Req# CL411
Maguellar, Alysia	Instructional Assistant II/GA/3 hrs/per/day/Step 1/January 22, 2019/ SDC/Req# CL357
Mahoney, Nicole	Short-Term Playground Supervisor/AH/.5 hrs/per/day/Step 1/ January 29-March 8, 2019/URGF/Req# CL434
McKay, Jessica	Short-Term Instructional Assistant I/DS/.33 hrs/per/day/Step 1/January 22- May 31, 2019/Title I/Req# CL397
Morales, Renee	Extra-Duty Instructional Assistant II/JW/.55 hrs/per/day/Step 1/ November 2, 2018-May 24, 2019/Sup Grant/Req# CL262
Morales, Renee	Extra-Duty Instructional Assistant II/JW/.75 hrs/per/day/Step 1/ January 22-March 15, 2019/Fridays Only/Title III/Req# CL378
Minghelli, Ana	Extra-Duty Instructional Assistant I-AVID/HV/8.5 hrs/per/day/Step 1/ February 13, 2019/Sup Grant-AVID/Req# CL413
Ortiz, Melanie	Instructional Assistant II/GA/3 hrs/per/day/Step 1/January 28, 2019/ SDC/Req# CL324
Perez, Carina	Short-Term Instructional Assistant II/SD/2 hrs/per/day/Step 7/ January 25-March 1, 2019/Not to Exceed 6 days/Title III/Req# CL441
Ramos, Gayle	Short-Term Instructional Assistant I/DS/1 hr/per/day/Step 10/ January 21-May 31, 2019/Title I/Req# CL436
Reina, Vanessa	Extra-Duty Instructional Assistant II/EZ/1.22 hrs/per/day/Step 5/ Wed Only/January 7-June 6, 2019/Title III/Req# CL399
Rogers, Andrea	Instructional Assistant II/JW/3hrs/per/day/Step 1/January 18, 2019/ SDC/Req# CL258
Sandelli, Xiomara	Instructional Assistant II/HV/3 hrs/per/day/Step 1/January 28, 2019/ SDC/Req# CL360

Taylor, Kellie	Short-Term Instructional Assistant I/DS/1.58 hrs/per/day/Step 1/ January 22-May 31, 2019/Title I/Req# CL393
Vasquez, Skyler	Short-Term Crossing Guard/JW/.75 hrs/per/day/Step 1/ January 22-June 7, 2019/URGF/Req# CL416
Walker, Alec	Extra-Duty Instructional Assistant I-AVID/HV/8.5 hrs/per/day/Step 2/ February 13, 2019/Sup Grant-AVID/Req# CL413
Walsh, Marlene	Short-Term Instructional Assistant I/DS/.75 hrs/per/day/tep 1/ January 21-May 31, 2019/RGF-Title I/Req# CL396
Winslow, LaVon	Extra-Duty Clerk IV-Library/ESF/1 hr/per/day/Step 8/ January 22, 2019/URGF/Req# CL410
Yribe-Caceres,	Short-Term Instructional Assistant I/QH/.5 hrs/per/day/Step 1/ January 15-May 17, 2019/RGF-Title I/CL404
<u>Change</u> Hernandez, Maria	<u>Position/Location/Effective Date/Salary/Funding/Req. #</u> Playground Supervisor (2.67 hrs/per/day) to <u>(3.25 hrs/per/day)</u> /EZ/ Step 2/January 7, 2019/URGF/Req# CL365
Magdaleno, Nicole	Playground Supervisor (2.92 hrs/per/day) to <u>Instructional Assistant II</u> <u>(3.25 hrs/per/day)</u> /JW/Step 1/January 22, 2019/SDC/Req# CL426
Leathers, Brenda	Instructional Assistant II (3 hrs/per/day) to <u>(3.5 hrs/per/day)</u> /SD/Step 8/ January 22, 2019/SDC/Req# CL439
Lopez, Yessica	Playground Supervisor (.5 hrs/per/day) to <u>(2.67 hrs/per/day)</u> /EZ/ Step 1/January 7, 2019/URGF/Req# CL362
Rider, Christian	Instructional Assistant II (3.25 hrs/per/day) to <u>(3.5 hrs/per/day)</u> /VV/ Step 2/January 7, 2019/SDC/Req# CL327
Robinson, Christopher	Instructional Assistant II (3.33 hrs/per/day) to <u>(3.25 hrs/per/day)</u> /VV/ Step 6/January 16, 2019/SDC/Req# CL406
Salinas, Stephanie	Playground Supervisor (3.67 hrs/per/day) to <u>(2.92 hrs/per/day)</u> /EZ/ Step 1/August 13, 2018/URGF/Req# CL367
Trax, Melissa	Instructional Assistant II (3.25 hrs/per/day) to <u>(3.5 hrs/per/day)</u> /EZ/ Step 2/January 17, 2019/SDC/Req# CL423

<u>Leaves</u>	<u>Position/Location/Effective Date/</u>
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<u>Separation</u>	<u>Position/Location/Effective Date/</u>
Arnold, Amanda	Clerk IV-Library/SD/January 15, 2019/Resignation
Barnett, Darnell	Custodian I-Day/MO/April 1, 2019/ District Health and Welfare Coverage Early Retirement
Delgado, Raschell	Playground Supervisor/VV/January 7, 2019/Resignation
Dyer, Betty	Clerk II/HV/June 30, 2019/ District Health and Welfare Coverage Early Retirement
Dyer, Mark	Custodian-Night/MO/June 30, 2019/ District Health and Welfare Coverage Early Retirement
Gray, Payao	Instructional Assistant I/VV/January 25, 2019/Retirement
Jones, Holly	Manager I-Child Nutrition/CN/June 10, 2019/District Health and Welfare Coverage Early Retirement
Marino, Melissa	Instructional Assistant II/JW/January 12, 2019/Resignation
McWright, John	Playground Supervisor/EZ/January 23, 2019/Resignation
Pedraza, David	Instructional Assistant II/SD/January 31, 2019/Resignation
Powell, Gabrielle	Playground Supervisor/EZ/January 15, 2019/Resignation
Ramirez, Gabriela	Playground Supervisor/SD/January 15, 2019/Resignation
Rosenstock, Erin	Clerk IV-Library/SD/January 17, 2019/Resignation
Sandoval, Laura	Instructional Assistant II/JW/January 28, 2019/Resignation

DEPUTY SUPERINTENDENT RECOMMENDATION:

Approval

BOARD AGENDA

February 5, 2019

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	0.00
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Ratification Items:

General Fund (01.0)	27,836.54
Child Nutrition Fund (13.0)	253.74
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
Total	28,090.28

ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

PURCHASE ORDERS
Approved/Ratified at the Meeting of February 5, 2019

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

<u>P.O. #</u>	<u>Vendor/Location</u>	<u>Description/Funding Source Detail</u>	<u>Amount</u>
No Purchase Orders for Approval			

Total **0.00**

PO's for Board Ratification

<u>P.O. #</u>	<u>Vendor/Location</u>	<u>Description/Funding Source Detail</u>	<u>Amount</u>
M21009	Universal Electronic Alarm	Repair Fire Alarm	3,350.00
	Gregg Anderson	Maintenance	
M21220	Resource Building Materials	Synthetic Turf	7,148.49
	Rancho Vista	Maintenance	
M21321	Resource Building Materials	Green Sand for Synthetic Turf	436.91
	Rancho Vista	Maintenance	
M21246	All Phase Electric	Electrical Supplies - December	109.51
	Various Sites	Maintenance	
M21247	AutoZone	Maintenance Supplies- December	30.25
	Maintenance	Maintenance	
M21248	Consolidated Electric	Electrical Supplies - December	2,153.67
	Various Sites	Maintenance	
M21251	Dewolfe Lumber	Maintenance Supplies- December	5.38
	Various Sites	Maintenance/Operations	
M21252	Fastenal	Maintenance Supplies- December	12.22
	Maintenance	Maintenance	
M21255	Home Depot	Maintenance Supplies- December	1,760.32
	Various Sites	Maintenance/Operations	
M21257	Lancaster Plumbing	Plumbing Supplies - December	972.84
	Various Sites	Maintenance	
M21258	Lowes	Maintenance Supplies- December	307.47
	Various Sites	Maintenance	
M21266	Van Dam Farms	Maintenance Supplies- December	325.02
	Various Sites	Maintenance	
M21261	PPG Architectural	Paint Supplies - December	364.22
	Various Sites	Maintenance	
M21271	U.S. Breakers Inc	Electrical Supplies	82.13
	Quartz Hill	Maintenance	
M21281	JB Wholesale Roofing	Roof Repair Supplies	372.30
	Valley View	Maintenance	
M21284	Backflow Prevention	Backflow Repairs	125.00
	Del Sur	Maintenance	
M21286	B&M Lawn and Garden	Equipment Repair Parts	174.36
	Maintenance	Operations	
M21317	Universal Electronic Alarms	Security Alarm Repair	440.00
	Esperanza	Maintenance	
M21320	Tip Top Arborists	Tree Removal and Repair	4,690.00
	Various Sites	Maintenance	
M21322	Universal Electronic Alarms	Security System Repair	220.00
	Del Sur	Maintenance	
M21323	Antelope Valley Ford	Wheel Cover - Truck 81	54.71
	Maintenance	Maintenance	
M21326	David Sterk Construction	Pour Concrete AroundPlay Area	2,250.00
	Del Sur	Maintenance	
M21340	Tekk International	Radios	548.74
	Gregg Anderson	Donation Fund	
M21342	Antelope Valley AQMD	Generator Permit Fee	393.00
	Cottonwood	Maintenance	
M21345	Serban Sound	PA System Repair	450.00
	Leona Valley	Maintenance	
M21346	Universal Electronic Alarms	Fire Alarm Repair	80.00

M21358	Del Sur C&W Custom Cabinets Gregg Anderson	Maintenance Materials and Labor to install 22 Cubbies Maintenance	980.00
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Total	27,836.54
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CHILD NUTRITION (13)

M21330	Interstate Batteries	LT Core Batteries - Truck 77	253.74
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Total	253.74
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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
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BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES
PREPARED BY: Jeri Holmes, Purchasing
SUBJECT: Consultant/Contract Agreement Schedule

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	800.00
In-house Staff/Parent Workshops	0.00
Vendor Provided Services	240,690.00
Rental/Lease Contracts	0.00
Total	<u>241,490.00</u>

Incoming Funds	0.00
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ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

CONSULTANT/CONTRACT AGREEMENT SCHEDULE - AMENDED

Ratified/Approved at the Board Meeting of February 5, 2019

<u>Dates</u>	<u>Name/School Site</u>	<u>Description/Funding Source</u>	<u>Student Assembly</u>	<u>Staff/Parent Workshop</u>	<u>Lease</u>	<u>Other Services</u>
2018-2019	ACS WASC CW, QH, RV, VV	Application Processing and Initial Visit Educational Services General Funding	-	-	-	2,140.00
April/May 2019	Antelope Valley College Quartz Hill	Assemblies: Folk Tales for Fun Title I	800.00	-	-	-
2018-2019	Cottonwood Elementary PTA Cottonwood	School-Connected Organization Authorization N/A	-	-	-	-
Ongoing	Dunbar Armored Inc Child Nutrition	Security Services (Banking) Child Nutrition	-	(estimated annual cost)		2,600.00
2018-2019	Flocabulary.com Sundown	Digital Schoolwide Subscription Title I	-	-	-	2,000.00
2018-2019	Inclusive Ed and Community Partnership Student Support Services	Behavioral Support Services for Student(s) Special Education	-	-	-	100,000.00
2019-2021	Jeanette L. Garcia & Associates Board of Trustees	Financial Audit Services for Years Ending June 30 2019, 20, 21 General and Bond Funding	-	-	-	117,900.00
2019-2020	Mosyle Manager District	Licensing: Mobile Device Manager for iPads Technology Maintenance	-	-	-	12,100.00
2018-2019	School Services of California Business Services	Fiscal/Budget Services and CADIE & SABRE Reports General Funding	-	-	-	3,950.00
<u>Change</u>	No Changes					
		Subtotals	800.00	-	-	240,690.00

Grand Total 241,490.00

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		

California Student Data Privacy Agreements

<u>Vendor</u>	<u>Full Agreement or Exhibit E</u>
None	

BOARD AGENDA

February 5, 2019

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 \$20,400.57.

ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

CONFERENCE/WORKSHOP SCHEDULE
Ratified/Approved at the Board Meeting of February 5, 2019

<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>
November 7-8, 2018 Quartz Hill	Building Educator Assessment Literacy Annelena Fors Educational Services		125.00	0.00	0.00	0.00	0.00	0.00	0.00
		Restricted Textbook/Core Curricula							
February 7, 2019 Los Angeles	3rd Annual Homeless Initiative Conference Kristin Gellinck-Frye Educational Services		0.00	0.00	0.00	78.48	0.00	0.00	0.00
		Supplemental Grant							
February 8, 2019 Saugus	Consolidated Application Winter Submission Workshop Marguerite Johnson, Lisa Jehlicka Educational Services		100.00	0.00	0.00	0.00	0.00	0.00	0.00
		General Funding							
February 13-15, 2019 Anaheim	ACSA Every Child County Symposium Scott Brewer, Marguerite Johnson, Jeanice Peterson, Alicia Ceroni, Marissa Yudin, Kristin Gellinck-Frye, Shannon Rossall, Steve Wood, Jessica Kott, Andrea Paxton Educational Services		3,850.00	4,682.40	600.00	1,090.00	630.00	0.00	0.00
		Supplemental Grant							
March 13-14, 2019 San Diego	Response to Intervention at Work Workshop Kelli Brown, Mollyanne Kielman, Desiree Lopez, Kelly Rickert Del Sur		2,676.00	0.00	0.00	0.00	0.00	0.00	0.00
		Title I							
April 18, 2019 Long Beach	Cal State Long Beach Teacher Fair Human Resources Staff Human Resources		250.00	0.00	0.00	103.60	0.00	0.00	0.00
		General Funding							
May 6-7, 2019 Atlanta, GA	Horizon Users Group Conference Antonia Campos, Teresa Johnson Child Nutrition		1,798.00	0.00	80.00	0.00	0.00	0.00	1,168.00
		Child Nutrition							
May 20, 2019 Ventura	May Revision Workshop Shawn Cabey, Lisa Jehlicka Administrative and Fiscal Services		400.00	0.00	0.00	0.00	0.00	0.00	0.00
		General Funding							
June 23-29, 2019 Los Angeles	ACSA Principals' Summer Institute at UCLA Shannon Rossall Educational Services		2,595.00	0.00	0.00	70.09	104.00	0.00	0.00
		Supplemental Grant							
Changes	No Changes								
		Subtotals	11,794.00	4,682.40	680.00	1,342.17	734.00	0.00	1,168.00
		Grand Total	20,400.57						

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Regina L. Rossall, Superintendent

SUBJECT: Hillview 6th Grade Honors Academy Revised Criteria

BACKGROUND:

This program will be held at Hillview Middle School and provide academic challenges with accelerated expectations preparing students for continued achievement.

Student Eligibility:

1. All students applying for the academy must meet grade/GPA requirements which include:
 - a. The equivalent of a 3.0 GPA or higher each semester during 4th and 5th grade with no D or F grades, or
 - b. Students on a Standards Based report card must have 3 and 4 scores (Standard Met or Standard Exceeded) each semester during 4th and 5th grade.
2. Meets or Exceeds Standards on 4th grade ELA & Math State Tests. *
3. An average of 10 or fewer absences when looking at both 4th and 5th grade. *

Acceptance to this program involves a commitment from parents and students. Classes will include: Honors Language Arts, Honors Math, Honors Social Studies, Science Lab, PE, and Exploratory Classes. The Exploratory classes consists of several different classes that students transition through. Classes typically include: Project Lead the Way, Force and Motion in Science (Robotics), and AVID. Students will also work as a whole group on one community based project each year. Students will also have access to all middle school extra curricular activities.

**Students who don't meet eligibility criteria #2 and/or #3 may still apply; however, they will only be considered if space is available after acceptance of all students that meet all levels of eligibility.*

PROGRAM/EDUCATIONAL IMPLICATION:

None

COST ANALYSIS/FUNDING SOURCE:

None

SUPERINTENDENT'S RECOMMENDATION:

Approval

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Regina L. Rossall, Superintendent

SUBJECT: Revised Norms, Protocols and/or Goals

PLACE HOLDER

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Regina L. Rossall, Superintendent

SUBJECT: Discussion Items:

- Board Governance

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Marguerite Johnson, Assistant Superintendent Educational Services

SUBJECT: Revised Board Policies and Administrative Regulations

BACKGROUND:

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

PROGRAM/EDUCATIONAL IMPLICATION:

Board Policy 0415 Equity - New

The new policy addresses the district's recognition and response to the unique barriers facing historically underserved and underrepresented student populations. The policy expresses the district's intent to proactively identify class and cultural biases as well as practices that impede equal access to opportunities for all students.

Board Policy 1020 Youth Services - Delete

The policy is deleted, and key concepts moved to BP 1400 - Relations Between Other Governmental Agencies and the Schools.

Board Policy 1400 Relations Between Other Governmental Agencies and the Schools - Replace

The policy has been revised to delete material regarding the use of school facilities as a polling place, now addressed in BP 1330 - Use of School Facilities and adds material on collaboration with local government agencies, formerly in BP 1020 - Youth Services that is being deleted.

Administrative Regulation 5141.32 Health Screening for School Entry – Revised

The regulation has been revised updated to reflect SB 379, 2017 which changes the date by which the district must report oral health assessment data to the county office of education and/or state dental director and requires the certification form developed by the California Department of Education (CDE) to include parental rights related to oral health assessments offered at school sites.

Board Policy/Administrative Regulation 6174 Education for English Learners - Revised (Replace AR)

The policy and regulation have been revised updated to reflect state regulations that govern the implementation of Proposition 58 requirements, pertaining to language acquisition programs, and to delete references to the former state assessment of English proficiency. The regulation adds definitions of designated and integrated English language development and reflects AB 81, 2017 which requires specified information related to "long-term English learners" or "students at risk of becoming a long-term English learner" to be included in the Title I or Title III parental notification of a student's assessment of English proficiency.

COST ANALYSIS:

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

ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES RECOMMENDATION:

Approval

Westside Union ESD

Board Policy - New

Equity

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0415(a)

The Board of Trustees believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 9000 - Role of the Board)

(cf. 9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the

following:

BP 0415(b)

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4113 - Assignment)

(cf. 7110 - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6152.1 - Placement in Mathematics Courses)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. 5137 - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. 6141 - Curriculum Development and Evaluation)

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

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

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

(cf. 6164.2 - Guidance/Counseling Services)

BP 0415(c)

(cf. 6164.5 - Student Success Teams)

(cf. 6179 - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

BP 0415(d)

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

Latino Students in California's K-12 Public Schools, 2016

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

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

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

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

Center for Urban Education: <http://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Westside Union ESD

Board Policy - Delete

Youth Services

Community Relations

BP 1020(a)

The Board of Trustees realizes that the schools alone cannot meet children's complex individual needs. Parents/guardians, schools, local government, businesses, foundations and community-based organizations all must work together to assess needs, improve conditions for our community's youth, and ensure that the multiple services needed by children and families are coordinated so as to avoid gaps, duplication, or delay.

The Board shall initiate or participate in collaborative relationships with city and county leaders to develop local policies and provide effective multi-agency programs that respond to the needs of children and families.

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

The Board shall advocate for local, state and national policies, legislation and programs designed to provide or better coordinate services for children and families.

The district shall provide support services for children and families to the extent possible.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1160 - Political Processes)

(cf. 1240 - Volunteer Assistance)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

(cf. 5141.32 - Child Health and Disability Prevention Program)

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5141.6 - School-Based Health and Social Services)

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

(cf. 5148 - Child Care)

(cf. 6020 - Parent Involvement)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

35160 Authority of Board of Trustees

35160.1 Broad authority of school districts

58700-58702 Tutoring and homework assistance program

WELFARE AND INSTITUTIONS CODE

18961.5 Computerized data base; families at risk for child abuse; sharing of information; multidisciplinary teams

18986.2-18986.30 Interagency Children's Services Act, especially:

18986.11-18986.15 County interagency collaboration

18986.40-18986.46 Integrated children's services programs

Management Resources:

CSBA PUBLICATIONS

Collaboration for Kids, March 1995

YOUTH LAW CENTER PUBLICATIONS

Model Form for Consent to Exchange Confidential Information among the Members of an Interagency Collaborative, Youth Law Center, San Francisco, 1995

Policy WESTSIDE UNION SCHOOL DISTRICT

adopted: August 18, 1997 Lancaster, California

Westside Union ESD

Board Policy - Replace

Relations Between Other Governmental Agencies And The Schools

Community Relations

BP 1400(a)

The Board of Trustees believes that district efforts to provide a high-quality education for students in the community can be enhanced by collaboration with other government and public agencies that are responsible for the health, safety, and well-being of children and youth. The district shall initiate and maintain good working relationships with representatives of local agencies to maximize student and family access to support services that will help students achieve to their highest potential.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources. To further such collaborations, the Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.

(cf. 0200 - Goals for the School District)
(cf. 9140 - Board Representatives)

The Superintendent and appropriate staff shall cooperate with government and public agencies in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the district's responsibilities in any such collaborative project.

In order to identify priorities for services, the Board shall encourage a periodic assessment of children's needs within the community, which may include, but not be limited to, needs based on

poverty, child abuse and neglect, poor physical or mental health, substance abuse, violence, homelessness, placement in foster care, or lack of access to child care. The needs assessment should also examine the extent to which those needs are being met through existing services in the district and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.

The Board shall approve the services to be offered by the district, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions. All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

(cf. 1330 - Use of School Facilities)
(cf. 1330.1 - Joint Use Agreements)
(cf. 3100 - Budget)

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

Note: Education Code 49075 authorizes districts to permit access to student records to any person for whom a parent/guardian has provided written consent; see BP/AR 5125 - Student Records.

In order to facilitate service delivery or determination of eligibility for services, the district may share information with other appropriate agencies as long as the parent/guardian consents and the information is shared in accordance with laws pertaining to confidentiality and privacy.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 5125 - Student Records)

The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness.

(cf. 0500 - Accountability)

The Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

(cf. 1100 - Communication with the Public)

(cf. 1160 - Political Processes)
(cf. 9000 - Role of the Board)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children
10900-10914.5 Cooperative community recreation programs
49073 Privacy of student records
49075 Parent/guardian permission for release of student records
49557.2 Sharing of information for MediCal eligibility

HEALTH AND SAFETY CODE

120440 Immunization records; release to local health departments
130100-130155 Early childhood development; First 5 Commission

WELFARE AND INSTITUTIONS CODE

5850-5883 Mental Health Services Act
18961.5 Computerized database; families at risk for child abuse; sharing of information
18980-18983.8 Child Abuse Prevention Coordinating Council
18986-18986.30 Interagency Children's Services Act
18986.40-18986.46 Multidisciplinary services teams
18986.50-18986.53 Integrated day care program
18987.6-18987.62 Family-based services

Management Resources:

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Healthy Children, Healthy Communities: An Action Guide for California Communities, 2006
Stretching Community Dollars: Cities, Counties and School Districts Building for the Future, 2006

YOUTH LAW CENTER PUBLICATIONS

Model Form for Consent to Exchange Confidential Information among the Members of an Interagency Collaborative, 1995

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>
California Department of Public Health: <http://www.cdph.ca.gov>
California Department of Social Services: <http://www.dss.cahwnet.gov>
California State Association of Counties: <http://www.csac.counties.org>
Children Now: <http://www.childrennow.org>
Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>
First 5 California: <http://www.ccfc.ca.gov>
League of California Cities: <http://www.cacities.org>
Youth Law Center: <http://www.ylc.org>

Westside Union ESD

Administrative Regulation - Revised

Health Screening For School Entry

Students

AR 5141.32(a)

Comprehensive Health Screening for Grades K-1

The parent/guardian of a student in kindergarten shall submit to the Superintendent or designee a certification form developed by the California Department of Health Care Services (DHCS) and signed by the student's health examiner certifying that the student has completed a comprehensive health screening within six months prior to entry into Kindergarten or within 90 days thereafter. (Health and Safety Code 124040, 124085)

(cf. 5111 - Admission)
(cf. 5141.3 - Health Examinations)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

The Superintendent or designee shall notify parents/guardians of all kindergarten students of the requirement to obtain a health screening and of the availability of the Child Health and Disability Prevention (CHDP) program established pursuant to Health and Safety Code 124025-124110 to assist eligible low-income families in obtaining the health screening. (Health and Safety Code 124100)

(cf. 5145.6 - Parental Notifications)

The notice and certification form shall be included with the notification of immunization requirements provided to parents/guardians prior to their child's enrollment in kindergarten and shall encourage completion of the health screening simultaneously with immunizations. The notice shall also be provided to the parent/guardian of any student who is enrolling in first grade without having attended kindergarten in the district.

(cf. 5141.31 - Immunizations)

In lieu of the certification, the parent/guardian may submit a waiver on a form developed by DHCS indicating that he/she does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian was unable to obtain the services, the reasons should be included in the waiver. (Health and Safety Code 124085)

The waiver form shall be provided to a parent/guardian upon request.

The completed certification form or the waiver shall be maintained in the student's health file or

cumulative record. (5 CCR 432)

(cf. 5125 - Student Records)

During the first 90 days of the school year, the Superintendent or designee may contact any parent/guardian of a Kindergarten student who has not provided either the certification form or the waiver to ensure that the parent/guardian understands the health screening requirement and, if appropriate, his/her possible eligibility for the CHDP program.

The Superintendent or designee shall exclude from school, for not more than five school days, any Kindergarten student who does not present evidence of a health screening or a waiver on or before the 90th day after entering Kindergarten. The exclusion shall begin on the 91st day after the student's entrance into the Kindergarten, or if school is not in session, then on the next succeeding school day. (Health and Safety Code 124105)

The Superintendent or designee may exempt a student from exclusion when his/her parents/guardians have been contacted at least twice between the first day and the 90th day after the student's enrollment in Kindergarten and the parents/guardians refuse to provide either a certification form or a waiver. (Health and Safety Code 124105)

(cf. 5112.2 - Exclusions from Attendance)

Oral Health Assessment for Grades K-1

No later than May 31 of the school year, the parent/guardian of any kindergarten student or of any first-grade student who was not previously enrolled in a public school shall certify that the student has received an oral health assessment. The oral health assessment shall have been performed by a licensed dentist or other authorized dental health professional no earlier than 12 months prior to the date of the student's initial enrollment. (Education Code 49452.8)

The Superintendent or designee shall notify parents/guardians of students in grades K-1 of the oral health assessment requirement. The notification shall, at a minimum, consist of a letter that includes all of the following: (Education Code 49452.8)

1. An explanation of the administrative requirements of the law
2. Information on the importance of primary teeth
3. Information on the importance of oral health to overall health and to learning
4. A toll-free telephone number to request an application for Medi-Cal or other government-subsidized health insurance programs
5. Contact information for county public health departments

6. A statement of privacy applicable under state and federal laws and regulations

The notification, along with a copy of the certification form developed by the California Department of Education, shall be provided to parents/guardians when they register their child for school.

Following completion of the assessment, the parent/guardian shall submit to the Superintendent or designee a completed certification form which has been signed by the dental health professional.

A parent/guardian may be excused from complying with the oral health assessment requirements if he/she indicates on the certification form that the assessment could not be completed for any of the following reasons: (Education Code 49452.8)

1. Completion of an assessment poses an undue financial burden on the parent/guardian.
2. The parent/guardian lacks access to a licensed dentist or other dental health professional.
3. The parent/guardian does not consent to an assessment.

If the district hosts a free oral health assessment event at which licensed dentists or other licensed dental health professionals perform school site assessments of students enrolled in the school, any student who has not had an oral health assessment shall be given an assessment unless his/her parent/guardian has indicated on the certification form that he/she does not consent to the student receiving an assessment. However, a student shall not receive dental treatment of any kind without his/her parent/guardian's informed consent for the treatment. (Education Code 49452.8)

Students who are not assessed, or for whom the parents/guardians fail to return the certification form, shall not be excluded from school attendance.

By July 1 of each year, the Superintendent or designee shall report data on oral health assessments to the state dental director and/or the county office of education in accordance with Education Code 49452.8.

The report shall also be provided to the Governing Board. The identity of any student shall not be included in the report.

Legal Reference:

EDUCATION CODE

48985 Notice to parents in language other than English

49060-49079 Student records

49452.8 Oral health assessment

HEALTH AND SAFETY CODE

104395 Child Health and Disability Prevention Program expansion

124025-124110 Child Health and Disability Prevention Program, especially:

124085 Certificate documenting health screening and evaluation services; waiver by parent/guardian

124100 Distribution of program information to parents/guardians of kindergarten children

124105 Exclusions and exemption; legislative intent of notification contents

CODE OF REGULATIONS, TITLE 5

432 Student records

CODE OF REGULATIONS, TITLE 17

6800-6874 Child Health and Disability Prevention Program

Management Resources:

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

Child Health & Disability Prevention (CHDP) Program: Oral Health Educational Resources for Children and Teens (6-20 years), rev. July 2013

CHDP School Handbook: School Entry Health Examination Requirements, rev. January 2006

WEB SITES

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

California Dental Association: <http://www.cda.org>

California Department of Education, Health Services: <http://www.cde.ca.gov/ls/he/hn>

California Department of Health Care Services, Child Health and Disability Prevention Program: <http://www.dhcs.ca.gov/services/chdp>

California Healthy Kids Resource Center:

<http://www.ccrcca.org/resources/family-resource-directory/item/california-healthy-kids-resource-center>

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Westside Union ESD

Board Policy - Revised

Education For English Language Learners

Instruction

BP 6174(a)

The Board of Trustees intends to provide English language learners with a challenging core curriculum and instruction that develop maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and assist provide students in with accessing to the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs),

administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

~~The Superintendent or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program for parents/guardians and community members that leads to English fluency for parents/guardians and community members.~~

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

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 6020 - Parent Involvement)~~

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the accurate early identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7-854.1-854.3)

(cf. 6162.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Placement of English Learners

Students who are English learners shall be educated through "structured English immersion" (also known as "sheltered English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

"Nearly all," for the purpose of determining the amount of instruction to be conducted in English, means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

*—— Demonstrated the ability to apply a range of English language skills in a wide variety of contexts as confirmed on the state test of English language development;

*—— Met grade level expectations as confirmed by teacher evaluation including but not limited to, a review of the student's curriculum mastery;

*—— Demonstrated English language proficiency as measured by an appropriate measure of academic performance on a basic skills assessment designed for use with all students.

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental preference for student placement.

A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code

305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year in regard to items # 1.

The Superintendent or designee also shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

~~300-340—English language education~~~~430-446—English Learner and Immigrant Pupil Federal Conformity Act~~~~33050—State Board of Education waiver authority~~~~42238.02-42238.03—Local control funding formula~~~~44253.1-44253.11—Qualifications for teaching English learners~~~~48985—Notices to parents in language other than English~~~~52052—Academic Performance Index; numerically significant student subgroups~~~~52060-52077—Local control and accountability plan~~~~52130-52135—Impacted Languages Act of 1984~~~~52160-52178—Bilingual Bicultural Act~~~~60200.7—Suspension of state instructional materials adoptions~~~~60605.87—Supplemental instructional materials; English language development~~~~60640—California Assessment of Student Performance and Progress~~~~60810-60812—Assessment of language development~~~~62005.5—Continuation of advisory committee after program sunsets~~

CODE OF REGULATIONS, TITLE 5

~~853.5-853.7 Test administration; universal tools, designated supports, and accommodations~~~~11300-11316—English learner education~~~~11510-11517—California English Language Development Test~~

UNITED STATES CODE, TITLE 20

~~1701-1705—Equal Educational Opportunities Act~~~~6312—Local education agency plans~~~~6801-6871—Title III, Language instruction for limited English proficient and immigrant students~~~~7012—Parental notification~~

COURT DECISIONS

~~Valeria G. v. Wilson, (2002) 307 F.3d 1036~~~~California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141~~~~McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196~~~~Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698~~

ATTORNEY GENERAL OPINIONS

~~83 Ops.Cal.Atty.Gen. 40 (2000)~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014~~~~California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013~~~~English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014~~~~English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012~~~~Matrix of Test Variations, Accommodations, and Modifications for Administration of California~~

Statewide Assessments

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

~~Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007~~

~~WEB SITES~~

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

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

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations

854.9 CASSPP and unlisted resources for students with disabilities

11300-11316 English learner education

11510-11517.5 California English Language Development Test

11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited

200.16 Assessment of English learners

COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d

1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
 Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
 ATTORNEY GENERAL OPINIONS
 83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents,

January 7, 2015

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

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

Policy WESTSIDE UNION SCHOOL DISTRICT

adopted: December 6, 2016 Quartz Hill, California

Westside Union SD

Administrative Regulation - Replace

Education For English Learners

Instruction

AR 6174(a)

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the

English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11518.25-11518.35; 20 USC 1412)

(cf. 6159 - Individualized Education Program)

(cf. 6162.51 - State Academic Achievement Tests)

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

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

- a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
 5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
 6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
 7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which the district has allocated sufficient resources to effectively

implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school

7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process

and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support.

Advisory Committee

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

(4/15 3/17) 7/18

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Wayne Trussell, Director Maintenance and Operations

SUBJECT: Notice of Completion – Prop 39 HVAC Project
At multiple School Sites

BACKGROUND:

Pursuant to Civil Code Section 3093, a Notice of Completion must be filed after completion of a public improvement project. Once a project is complete, the notice is prepared and filed with the County.

This Notice of Completion is for the Prop 39 HVAC Project, for the replacement of old HVAC equipment at multiple school sites.

PROGRAM/EDUCATIONAL IMPLICATION:

Replacement of HVAC equipment

COST ANALYSIS/FUNDING:

There is no cost associated with the filing of this Notice

ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval

BOARD AGENDA

February 5, 2019

TO: BOARD OF TRUSTEES

PREPARED BY: Wayne Trussell, Director Maintenance and Operations

SUBJECT: Request to Go Out to Bid

BACKGROUND:

Maintenance and Operations Department is requesting approval to go out to bid on the following items:

- Replacement of the Roof on the Sundown School
- Replacement of Refrigerator/Freezer at Valley View
- Preventative Maintenance - Painting at Valley View

PROGRAM/EDUCATIONAL IMPLICATION:

Bidding provides for competitive pricing for each project.

COST ANALYSIS/FUNDING SOURCE:

\$400,000.00 / General Fund/Restricted Routine Maintenance – Sundown
\$2000,000.00 / 12.0 Child Nutrition Fund – Refrigerator/Freezer, Valley View
\$150,000.00 / General Fund – Restricted Routine Maintenance – Painting, Valley View

ASSISTANT SUPERINTENDENT ADMINISTRATIVE SERVICES RECOMMENDATION:

Approval