



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Instructional Materials Policies and School Site Procedures

**NUMBER:** BUL-6111.3

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**ROUTING**  
Local District Superintendents  
Administrators of Instruction  
Directors  
Fiscal Services Managers  
Principals  
UTLA Chapter Chairpersons  
School Administrative Assistants

**DATE:** August 21, 2019

**PURPOSE:** To outline the District policies regarding the implementation of legally compliant instructional materials policies and procedures.

**MAJOR CHANGES:** This revision replaces BUL-6111.2, *Instructional Materials Policies and School Site Procedures*, dated September 10, 2018, to reflect revisions of Related Resources, use of supplemental funds, and website URLs.

**BACKGROUND:** *Williams* legislation sets out several mandates aimed at identifying and correcting the impediments to student academic success. The law seeks to ensure that all students in all schools have been issued State content standards-aligned instructional materials in the defined subject areas of Reading/English Language Arts (including English Language Development), Mathematics, Science, History-Social Science, Foreign Language, and Health.

California Education Code Section 60119 requires that the Board of Education conduct an annual public hearing on or prior to the eighth week of school to determine, through a resolution, whether or not there are sufficient instructional materials in the defined subject areas. In the event of an insufficiency in instructional materials in the defined subject areas at any grade level at any time, schools must take immediate action to procure replacement instructional materials as instructed in this bulletin.

As defined by California Education Code Section 60119, “sufficient textbooks and/or instructional materials” means that all students, including English learners, have assigned to them standards-aligned instructional materials, to use in class and to take home. Schools must provide each student with the current District-adopted instructional materials for class and home use in the defined subject areas. District policy does not allow the use of State textbook funds for the purchase of a classroom set in addition to books issued directly to students.



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All schools are accountable to the mandates of *Williams* legislation. However, the focus on the lowest performing schools, currently defined as those ranked in the bottom one-third (decile 1-3) of the 2012 base Academic Performance Index, remains in place until another methodology can be defined by statute. The local county office of education is responsible for monitoring and reporting on these schools. Under the law, Los Angeles County Office of Education (LACOE) has the responsibility of conducting school visits, 25% of which must be unannounced, to validate that schools are using District adopted and/or approved instructional materials and that students have access to sufficient instructional materials.

Instructional materials fall within one of three categories:

- District-Adopted Instructional Materials
- District-Approved Instructional Materials
- Supplemental Instructional Materials

**District-Adopted Instructional Materials:** District adopted instructional materials are the instructional materials in the defined subject areas that have been adopted for use in the District for grades K-12. The lists of District Adopted Instructional Materials are available at the Integrated Library and Textbook Support Services (ILTSS) website, <https://achieve.lausd.net/iltss>.

**District-Approved Instructional Materials:** District approved instructional materials are additional instructional materials in the defined subject areas that have been approved by the District's instructional units for use in the District for grades K-12, but have not gone through the formal State or District adoption process. As such, these instructional materials comply with the mandates of *Williams* legislation; however, these instructional materials may not be purchased with State textbook funding. The list of District Approved Instructional Materials is also available at the ILTSS website, <https://achieve.lausd.net/iltss>.

**Supplemental Instructional Materials:** Supplemental instructional materials are used to enhance the core instructional program. These instructional materials may be purchased with categorical or discretionary funds.

### **PRACTICES: A. PROVIDING INSTRUCTIONAL MATERIALS AND SUPPLIES AT NO COST TO STUDENTS**

In compliance with the Constitution of the State of California (Article IX, Sections 5 and 7.5), California Education Code Section 60119, and the California Code of Regulations Title 5, Section 350, schools within the Los Angeles Unified School District are to provide students with sufficient instructional materials and supplies at no cost and may not require any student to have a picture ID or to pay a fee, deposit, or other charge for textbooks or other basic educational activities, unless authorized by law.



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Additionally, a student may neither be required to purchase basic supplies, (e.g., writing and drawing paper, pens, crayons, and pencils, related to the educational program) nor be assessed a “materials fee” for supplies needed in an elective class or “project-based course.”

While instructional materials are provided at no cost to the students, parents or guardians are still responsible for loss or damage. Despite parents’ responsibility for lost or damaged books or devices, schools must immediately issue a replacement textbook or device to a student without waiting for reimbursement. For District procedures, see BUL-5509.3, *Restitution Procedures for the Loss or Damage of School Property*, dated July 25, 2018.

### B. IMPLEMENTATION TIMELINE

School administrators and Local District Superintendents should implement the following practices, as appropriate.

#### **Ongoing Responsibilities**

1. Ensure that all staff, students, and parents have been made aware of instructional materials policies, procedures, and the mandates of *Williams* legislation and understand their role in complying with the law.
2. Develop and implement consistent policies/procedures to prevent/alleviate instructional materials (including devices) loss.
3. Provide opportunities for restitution for vandalism and loss.
4. Conduct internal textbook/devices and instructional materials sufficiency audits at the school site at least twice per year. Schools with block schedules should check sufficiency at each semester change.
5. Procure instructional materials immediately when an insufficiency is identified.
6. Provide sufficient staffing (which could include classified, out-of-classroom certificated personnel, students, or parent/community volunteers, as available) during critical periods (opening/closing semesters, spring and summer book deliveries) to ensure that books/devices are processed and ready for distribution on the first day of instruction of each semester.
7. Cross-train all staff in the duties associated with instructional materials procedures and the distribution process so that staff and student changes will not disrupt procedures for distribution and collection.
8. Maintain current and appropriate inventory records to expedite effective ordering for sufficiency. All schools are required to maintain an accurate physical inventory of textbooks. See BUL-6189.3, *Instructional Materials Inventory Control Requirements in All Schools*, dated July 25, 2019.
9. Require students to cover their books and to keep the protective covers on the District provided devices.
10. Consistently monitor implementation of District policies and procedures.



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## **November – June**

1. Remove obsolete and unused instructional materials from classrooms and textbook room. When new instructional materials have been adopted for a core or required course, do not remove the instructional materials currently in use until the newly adopted instructional materials are distributed and sufficiency is declared.
2. Inventory all instructional materials to determine anticipated needs.
3. Review inventory with Local District *Williams* textbook designee.
4. Compare the administrator's projected enrollment numbers and current inventory counts to target instructional materials purchases for the upcoming school year.
5. Ensure that instructional materials are ordered during the annual Textbook Roadshow.
6. When instructional materials are delivered, immediately receive and process books into *Destiny*, then complete the "Goods Receipt" process to notify the District that books have arrived.

## **July – September**

1. Two weeks prior to opening a semester, compare existing instructional materials inventory to the projected enrollment in the defined subject areas taught at each grade level to identify possible insufficiencies or surpluses.
2. Review inventory information with Local District personnel to ensure sufficiency and identify surpluses that can be shared with other schools.
3. Distribute and assign textbooks/devices directly to each student beginning on the first day of instruction using *Destiny*.
4. Immediately resolve all instructional materials insufficiencies.
5. Teachers must certify instructional materials sufficiency for each class no later than the Monday of the third week of school via the Teacher Portal.
6. Principals review teacher certifications to identify any instructional materials insufficiencies.
7. Once insufficiencies are resolved, teachers amend and initial their certification in the Teacher Portal form to reflect classroom sufficiency.
8. Principals certify school wide instructional materials sufficiency/insufficiency no later than the Thursday of the third week of instruction via the Principal's Portal.
9. Schools maintain a file of teacher certifications for reference. This file must be kept for 3 years for auditing purposes.
10. Local District Superintendents certify instructional materials sufficiency in all schools no later than the Wednesday of the fourth week of instruction.



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## **C. ORDERING TEXTBOOKS**

BUL-6210.1, *Targeting the Purchase of Textbooks for Grades K-12*, addresses textbook ordering. This Bulletin directs schools to purchase textbooks according to the mandates of the *Williams* legislation and outlines specific processes involved with ordering.

## **D. UTILIZING SUPPLEMENTAL FUNDS**

Supplemental funds are those granted to the District/schools for specific program purposes over and above the general revenue funds received to support the base program. This funding can only be used to supplement and enhance the District's core program. Title I funds may not be used to purchase basic instructional materials for the defined subject areas. These supplemental funds may only be used to purchase supplemental instructional materials and/or supplemental books for Language Arts, Mathematics, Science, and History/Social Science. Targeted Assistance Schools (TAS) may only purchase supplemental materials for use with Title I identified students.

Prior approval from the Federal and State Education Programs Branch and the Multilingual and Multicultural Education Department (MMED) must be obtained for Other Book purchases (GL Account 420010) funded with Title I and EIA-LEP resources. The following items must be submitted to the Local District (LD) Title I or English Learner Coordinator to purchase these materials: a budget adjustment to transfer money to GL Account 420010; a justification page; the Single Plan for Student Achievement page that describes the need for the purchase; and a list of book titles. The LD will forward all documents to Federal and State Education Programs and/or the MMED for final approval. This information is also communicated in the annual Program and Budget Handbook.

## **E. TEXTBOOK CERTIFICATION HEARING**

California Education Code Section 60119 requires the Board of Education to conduct a public hearing to certify sufficiency on or before the end of the eighth week from the first day pupils attend school for the year on any tracks that begin a school year in August or September. The meeting must be scheduled at a time when the public can attend and speak about insufficiencies in the District.



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Principals and Local District Superintendents are required to remedy identified insufficiencies prior to certifying sufficiency of instructional materials for the school or Local District. While teacher certifications are not due to be entered into the Teacher Portal until the third week of instruction, principals should monitor these certifications as soon as possible in order to identify insufficiency of instructional materials at the earliest possible date from the first day of school. Once identified insufficiencies have been addressed, principals should then have teachers amend their original certification form to reflect sufficiency.

Teacher certifications that reflect unaddressed insufficiencies will trigger a *Williams* non-compliance letter from the County and an earlier audit visit for the school. It is imperative that principals closely monitor teacher certifications, immediately remedy insufficiencies, and have teachers amend their original certifications prior to Principal Certification.

Schools must submit the Teacher Certification of Sufficiency via the Teacher's Portal by Monday of the third week of instruction. Principals must submit the Certification of Sufficiency via the Principal's Portal by the Thursday of the third week of instruction, indicating sufficient or insufficient. Local District Superintendents must submit certification by the Wednesday of the fourth week of instruction.

At the public hearing, a list of schools with certified insufficiencies including the percentage of students without instructional materials and the action being taken to remedy the insufficiencies will be presented to the Board. Additionally, principals of schools certifying insufficiencies will be required to explain the reasons for insufficiencies at the public hearing.

It is recommended that the principals of these schools also communicate to community stakeholders the reasons why there are insufficiencies in textbooks and instructional materials, the percentage of students who are without textbooks or materials, and what action is being taken to remedy the insufficiency.

Schools should expect to provide to the principal's, Director and/or the Local District Superintendent documentation of school site textbook policies, procedures and all efforts to ensure sufficiency.



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### F. PROVIDING A WRITTEN RESPONSE TO A FIVE-DAY LETTER OF INSUFFICIENCY RESULTING FROM A WILLIAMS ON-SITE VISIT

When a school receives a five-day letter of insufficiency, the principal must:

1. Remedy insufficiencies immediately.
2. Write a remediation report to the five-day letter of insufficiency detailing the steps taken to remedy the insufficiencies (See Attachment A).
3. Obtain Local District Superintendent approval of letters responding to citations for insufficient instructional materials prior to forwarding them to LACOE.
4. Send a memo to the Local District Superintendent explaining the reason for the textbook insufficiency.

#### RELATED RESOURCES:

BUL-6210.2 *Targeting the Purchase of Textbooks for Grades K-12*, dated July 25, 2019

BUL-5509.3 *Restitution Procedures for the Loss or Damage of School Property*, dated July 25, 2018

BUL-6189.3 *Instructional Materials Inventory Control Requirements in All Schools*, dated July 25, 2019

Program and Budget Handbook

#### ASSISTANCE:

For *Williams* complaint procedure and audit information, call Educational Equity Compliance Office (213) 241-7682.

Online information is available at the LACOE *Williams* website (<http://williams.lacoe.edu>).

For selection of textbooks, *Williams* sufficiency questions, and textbook inventory control requirements, visit the ILTSS website (<https://achieve.lausd.net/iltss>) or call ILTSS at (213) 241-2733.

For budget information, call the Local District Fiscal Services Manager.



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ATTACHMENT A

## Suggested Remediation Steps for Principals (from LACOE)

- 1) Review the Preliminary Field Report issued by the *Williams* team lead to identify insufficiencies.
- 2) **From the student start date \_\_\_\_\_ determine the eight-week deadline date \_\_\_\_\_**
- 3) Review the Summary Report attached to the 5-Day Letter of Insufficiency.
- 4) Assign District Board-adopted instructional materials to all students enrolled in core courses for use in class and to take home.
- 5) Prepare a Remediation Report:
  - a) On school letterhead, indicate the remediation for the insufficiency listed on each line of the Summary Report.
  - b) For each line item insufficiency: list the text, publisher, publication date, course title, classroom, period, number remedied, description of the remedy and date remedied. You may also choose to number the lines on each page of the insufficiency report, and refer to the page(s) and line number(s) to provide your remediation comments.
  - c) Do not submit the names of students or teachers; rather, list the specific text, course, period, room number, description of each remedy and the date remedied.
- 6) Email or fax, and then mail, the Remediation Report to Kirit Chauhan. Call to confirm receipt of the remediation report.

LACOE Williams Instructional Materials contact for remediation reports:

Kirit Chauhan, Consultant III  
Williams/Valenzuela Legislation  
Education Center West – Office #284  
12830 Columbia Way, Downey, CA 90242  
Tel: (562) 803-8382  
Fax: (562) 803-8325  
Email: Chauhan\_Kirit@lacoedu  
Website: <http://williams.lacoedu>

LACOE staff will conduct a school site visit to verify the reported remediation. Send the remediation report in time to allow for the verification visit prior to the end of the eighth week of school, or the end of any visited track, whichever comes first. When the remediation is verified, LACOE will send a letter of sufficiency to the School Principal, School Board President, District Superintendent, and State Superintendent of Public Instruction.