WILLIAMS SUFFICIENCY WAIVER FOR TEXTBOOKS

Please use this waiver when using a textbook that is not found on the (Elementary, Middle or High School) Williams List of District Adopted and Approved Textbooks. Only Lead Partner Schools, Pilot Schools, Affiliated Charter Schools, Public School Choice Schools, and other schools with special circumstances may use this form. Email the completed form to textbooks@lausd.net. While there will be a copy of this completed form at ILTSS, the school site must also maintain the original form for reference.

School Name: ________________________________________________________________

Local District: __________________________ Location Code: _________________________

MiSiS Course Number: ______________________ Grade Level: ______________________

Course Name: _______________________________________________________________

Title of Textbook: _____________________________________________________________

Author: ______________________________________________________________________

Publisher: ___________________________________________________________________

ISBN: __________________________ Copyright Date: _____________________________

Please provide a brief narrative on why this textbook is being used instead of the District Adopted or District Approved Textbook and describe the process used to review the instructional material(s). The process of selecting and implementing new instructional materials should be thoroughly planned, conducted publicly, have substantial teacher involvement, and well documented.
The review process should include:

- Review criteria for evaluation of instructional resources as outlined in the most recent SBE-approved curriculum framework for the subject area under consideration. These criteria include alignment with the SBE-adopted content standards, program organization, assessment, universal access, and instructional planning with teacher support.
- Review the District’s Local Control Accountability Plan (LCAP) in order to remain aware of district goals.
- Identify student strengths and weaknesses using district or site level data as appropriate. Disaggregate measures of student achievement in mathematics and language arts from statewide tests results. Review results from district assessments in the content area.
- Identify student diversity/universal access issues that instructional materials need to address – above grade level, below grade level, English learner populations, and special needs populations. The federal Individuals with Disabilities Education Act (IDEA) requires a district to provide accessible instructional materials to students who need them for participation and achievement. While SBE-adopted materials are available in accessible formats from the CDE, a school utilizing non-adopted materials will need to obtain digital files and have them converted to accessible formats, such as braille and large print books.
- Ensure that the instructional materials comply with the state laws and regulations for social content. These laws and the SBE guidelines require that instructional materials used in California public schools reflect California’s multicultural society, avoid stereotyping, and contribute to a positive learning environment. Information about the review process can be found on the CDE Social Content Review Web page at https://www.cde.ca.gov/ci/cr/cf/lc.asp.
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