

# **Alameda City USD**

## **Board Policy**

### **Promotion/Acceleration/Retention**

BP 5123

#### **Students**

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

#### **PROMOTION**

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

#### **ACCELERATION**

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

#### **RETENTION**

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades K and 1
2. Between grades 1 and 2
3. Between grades 2 and 3

4. Between grades 3 and 4
5. Between grades 4 and 5
6. Between the end of the intermediate grades and the beginning of the middle school grades
7. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

1. District Assessments
2. State Assessments

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5149 - At-Risk Students)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)  
(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.  
(Education Code 48070.5)

### **APPEAL**

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer Learning Programs)  
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction  
41505-41508 Pupil Retention Block Grant  
46300 Method of computing average daily attendance  
48010 Admittance to first grade  
48011 Promotion/retention following one year of kindergarten  
48070-48070.5 Promotion and retention  
56345 Elements of individualized education plan  
60640-60649 California Assessment of Student Performance and Progress  
60850-60859 Exit examination  
CODE OF REGULATIONS, TITLE 5  
200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

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

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

Policy ALAMEDA UNIFIED SCHOOL DISTRICT (11/00, 7/05, 12/13)

Adopted: August 25, 2009 Alameda, California

Proposed: March 24, 2015 Alameda, California (mt0

# **Alameda City USD**

## **CSBA Sample**

### **Board Policy**

#### **Library Media Centers**

BP 6163.1

#### **Instruction**

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can help raise the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, and prepare students to become lifelong learners.

(cf. 0440 - District Technology Plan)  
(cf. 1330.1 - Joint Use Agreements)  
(cf. 6011 - Academic Standards)  
(cf. 6163.4 - Student Use of Technology)  
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and how funds will be distributed to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

(cf. 0200 - Goals for the School District)  
(cf. 0400 - Comprehensive Plans)  
(cf. 0420 - School Plans/Site Councils)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)  
(cf. 6161.2 - Damaged or Lost Instructional Materials)

#### **Staffing**

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

(cf. 1240 - Volunteer Assistance)

(cf. 4222 - Teachers Aides/Paraprofessionals)

#### Hours of Operation

School libraries shall be open for use by students and teachers during the school day.  
(Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

#### Selection and Evaluation of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.

Library materials shall be evaluated and selected through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

(cf. 6144 - Controversial Issues)

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

(cf. 6161.11 - Supplementary Instructional Materials)

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

(cf. 1260 - Educational Foundation)

(cf. 3290 - Gifts, Grants and Bequests)

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

## Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

(cf. 3260 - Fees and Charges)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

## Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)  
(cf. 6141 - Curriculum Development and Evaluation)

#### Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries

The district shall, on or before August 31 each year, report to the CDE on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

Legal Reference:

EDUCATION CODE

1703 Coordination of district library services by county superintendent

1770-1775 Provision of library services by county superintendent

18100-18203 School libraries

18300-18571 Union high school district/unified school district library district

19335-19336 Reading Initiative Program; recommended books

35021 Volunteer aides

44868-44869 Qualifications and employment of library media teachers

45340-45349 Instructional aides

CODE OF REGULATIONS, TITLE 5

16040-16043 School libraries

80023-80023.2 Emergency permits, general requirements

80024.6 Emergency teacher librarian services permit

80026-80026.6 Emergency permits

80053-80053.1 Teacher librarian services credential

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012

Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve, 2010 (includes standards for student instruction as well as program standards)

Looking at the School Library: An Evaluation Tool, 2003

Recommended Literature: Kindergarten Through Grade Twelve

CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS

Standards and Guidelines for Strong School Libraries, 2004

WEB SITES

American Association of School Libraries: <http://www.ala.org/aasl>

California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>

California School Library Association: <http://www.csla.net>

Policy: ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: September 13, 2011 Alameda, California

Proposed: March 24, 2015 Alameda, California (mt)

revised: August 27, 2013 (3/11 4/13) 4/14



# **Alameda City USD**

## **Board Policy**

### **High School Graduation Requirements**

**BP 6146.1**  
**Instruction**

The Board of Education desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

#### **Course Requirements**

To obtain a diploma of graduation from high school, AUSD students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified (Education Code 51225.3):

1. Four courses in English. (Education Code 51225.3)
2. Two courses in mathematics, one which must be Algebra I. A student who completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for Algebra I in less than two courses shall be considered to have met the requirement for Algebra I. Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5 and 51225.3)
3. Two courses in laboratory sciences (including a year each in both biological and physical lab sciences that are approved UC "d" requirements). Students shall be counseled that foundational science requirements for state public college admission include completion of 1) Biology and 2) Chemistry or Physics. Students shall be counseled that these two years of laboratory science are required for UC-CSU admission but that three years of lab science are recommended. This graduation requirement takes effect for AUSD students graduating in 2020 and thereafter. (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics. (Education Code 51225.3)
5. One course in visual and performing arts and one course in world language. For purposes of this requirement, American Sign Language shall qualify as a world language (Education Code 51225.3). Students may substitute a course in career technical education for one of these required courses (Assembly Bill 1330). Students shall be counseled that one year of visual and performing arts and two years of world language are required for UC-CSU admission but three years of a world language are recommended for UC-CSU admission. This graduation

requirement takes effect for students graduating in 2016 and thereafter.

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3). Because

the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

7. One course in current life issues (one semester).

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

The normal course load for students is six courses per semester.

1. Each student must complete a total of 230 credits for graduation.
2. Each student must attain a cumulative Grade Point Average (GPA) of not less than 1.75.
3. Each student shall complete a total of 20 hours of community service work during the 10th, 11th, and/or 12th grade(s) (effective with the class of 1998).

Only passing grades of "D" or above will be used to establish credit. Class standing will be based upon the individual accumulation of credit as follows:

#### Current Class Standing Requirements

Freshmen	0 - 60
Sophomore	60 - 115
Junior	115 - 175
Senior	175 - 230

Because the prescribed course of study may not accommodate needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

#### Standards of Proficiency for the Classes of 2000-2003

To receive a high school diploma, district students also must achieve at least minimum proficiency in reading comprehension, writing and mathematics. The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.

The Board shall actively involve administrators, teachers, counselors, students, and parents/guardians broadly representative of the district's socioeconomic composition in the

adoption of high school proficiency. (Education Code 51215)

Students shall be assessed periodically to measure mastery of basic skills and shall be provided with additional instruction and opportunities to meet the district's proficiency standards.

#### California High School High School Exit Examination for Classes of 2005-06 and Later

Beginning in the 2005-06 school year and each year thereafter, each student completing grade 12 shall have successfully passed the California High School Exit Exam in both sections of Language Arts and Mathematics as a condition for receiving a diploma of graduation.

Beginning in 2001-02, students shall take the CAHSEE examination in grade 10 and may take the examination during each subsequent administration until each section of the examination has been passed. (Education Code 60851)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress" toward passing the exit exam. (Education Code 37252, 60851)

For purposes of determining eligibility for supplemental instruction, "sufficient progress" shall be determined by student grades and other indicators of academic achievement designated by the district, including STAR results and district multiple measures.

#### Diploma of Graduation

Any student who meets all AUSD graduation requirements and passes both sections of CAHSEE will receive an AUSD Diploma of Graduation and may participate in commencement exercises.

#### Certificate of Achievement

Any student who meets all AUSD graduation requirements but does not pass both sections of the CAHSEE will receive an AUSD Certificate of Achievement and may participate in commencement exercises.

#### Certificates of Completion

Any Special Education student who completes a course of study as prescribed in the Individual Education Plan (but whose IEP Team determines s/he is unable to meet AUSD graduation requirements because of disability) will receive an AUSD Certificate of Completion and may participate in commencement exercises.

#### Legal Reference:

##### EDUCATION CODE

35186 Williams Uniform Complaint Procedures

37252 Supplemental instructional programs

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

37254.1 Required student participation in supplemental instruction  
47612 Enrollment in charter school  
48200 Compulsory attendance  
48412 Certificate of proficiency  
48430 Continuation education schools and classes  
48645.5 Acceptance of coursework  
48980 Required notification at beginning of term  
49701 Interstate Compact on Educational Opportunity for Military Children  
51224 Skills and knowledge required for adult life  
51224.5 Algebra instruction  
51225.3 Requirements for graduation  
51225.5 Honorary diplomas; foreign exchange students  
51228 Graduation requirements  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51412 Diplomas  
51420-51427 High school equivalency certificates  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
52378 Supplemental school counseling program  
56390-56392 Recognition for educational achievement, special education  
60850-60859 High school exit examination  
66204 Certification of high school courses as meeting university admissions criteria  
CODE OF REGULATIONS, TITLE 5  
1600-1651 Graduation of students from grade 12 and credit toward graduation  
COURT DECISIONS  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

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

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

Adopted: June 12, 2012 Alameda, California

Proposed: March 24, 2015 Alameda, California (mt)