

## **Board Committees**

The Board of Education may establish a committee whenever it determines that such a committee would benefit the district by providing diverse viewpoints, specialized knowledge or expertise, or increased efficiency. Such committees may be subcommittees of the Board or committees that include members of the community, staff, student board members, or other stakeholder groups.

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [2230](#) - Representative and Deliberative Groups)

(cf. [9140](#) - Board Representatives)

Upon establishing a committee, the Board shall clearly define the committee's purpose, any timeline for completion of assigned responsibilities, any stakeholder groups or individuals to be represented on the committee, length of time that committee members are expected to serve, and expectations for reporting to the Board and/or the Superintendent or designee. Unless specifically authorized by the Board to act on its behalf, the committee shall act in an advisory capacity.

Except for subcommittees of the Board, committee members shall, as decided by the Board, be recommended by the Superintendent or designee and appointed by the Board president, or recommended by Board members subject to Board approval.

(cf. [9121](#) - President)

The Superintendent or designee shall provide committee members with information and assistance necessary for the fulfillment of the committee's charges, and may serve as a non-voting advisor to the committee at the discretion of the Board.

Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.

Any committee not required by law may be dissolved when its duties or term has been completed or whenever the Board deems necessary.

### **Committee Meetings**

Unless otherwise exempted by law, Board-created committees shall provide public notice of their meetings and conduct meetings in accordance with Government Code [54950-54963](#) (the Brown Act).

(cf. [9320](#) - Meetings and Notices)

(cf. [9322](#) - Agenda/Meeting Materials)

However, Board subcommittees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees.

Standing committees of the Board, irrespective of membership, are those that have a continuing subject matter jurisdiction or a meeting schedule established by action of the Board. (Government Code [54952](#))

Standing committees with a continuing subject matter jurisdiction include, but are not limited to, those responsible for providing advice on budgets, audits, Board policy, contracts, and personnel matters at the Board's request.

(cf. [3100](#) - Budget)

(cf. [3430](#) - Investing)

(cf. [9310](#) - Board Policies)

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers. (Government Code [54952.2](#))

Whenever any advisory or standing committee, including a committee not otherwise subject to the Brown Act, posts a meeting agenda at least 72 hours in advance of the meeting, that meeting shall be considered as a regular meeting of the Board for purposes of the Brown Act and therefore must be held within district boundaries unless otherwise authorized by law. (Government Code [54954](#))

Committees may meet in a closed session during a regular or special meeting only for those purposes specifically authorized by law for closed sessions held by the Board.

(cf. [9321](#) - Closed Session Purposes and Agendas)

Legal Reference:

#### EDUCATION CODE

[35010](#) Control of district; prescription and enforcement of rules

[35024](#) Executive committee

[35160](#) Authority of governing boards

[35160.1](#) Broad authority of school districts

#### GOVERNMENT CODE

[54950-54963](#) The Brown Act, especially:

[54952](#) Legislative body, definition

[54952.2](#) Definition of meeting

[54954](#) Time and place of regular meetings; special meetings; emergencies

[54954.3](#) Opportunity for public to address legislative body

[54957](#) Closed session purposes

#### COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

#### ATTORNEY GENERAL OPINIONS

81 Ops.Cal.Atty.Gen. 156 (1998)

80 Ops.Cal.Atty.Gen. 308 (1997)

79 Ops.Cal.Atty.Gen. 69 (1996)

Management Resources:

#### CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

#### WEB SITES

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

National School Boards Association: <http://www.nsba.org>

Bylaw ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: April 27, 1999 Alameda, California

revised: August 25, 2009

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(cf. [3100](#) - Budget)

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81 Ops.Cal.Atty.Gen. 156 (1998)

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79 Ops.Cal.Atty.Gen. 69 (1996)

Management Resources:

#### CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

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#### Bylaw ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: April 27, 1999 Alameda, California

revised: August 25, 2009

revised: February 26, 2019

## **SCHOOL PLANS/SITE COUNCILS**

The Governing Board believes that comprehensive planning that is aligned with the district's local control and accountability plan (LCAP) is necessary at each school; in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

~~(cf. 0000 - Vision)~~

~~(cf. 0000 - Vision)~~

~~(cf. 0200- 0200 - Goals for the School District)~~

~~(cf. 0400- 0400 - Comprehensive Plans)~~

~~(cf. 0415 - Equity)~~

~~(cf. 0460- 0450 - Comprehensive Safety Plan)~~

~~(cf. 0460 - Local Control and Accountability Plan)~~

Each district school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code 64000 shall establish a school site council in accordance with Education Code 52852 and the accompanying administrative regulation to develop, review, and approve school plans.

~~For any school that participates in specified state and/or federal categorical programs, the 65000-65001. The school site council or other schoolwide advisory committee shall consolidatedevelop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 64001), unless otherwise prohibited by law. (Education Code 64001)~~

~~(cf. 1220 (cf. 0520.2 - Title I Program Improvement Schools)~~

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

~~(cf. 1431 (cf. 1431 - Waivers)~~

~~- Waivers)~~

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

~~(cf. 6171 (cf. 6171 - Title I Programs)~~

~~(cf. 6174 (cf. 6174 - Education for English Language Learners)~~

~~(cf. 6190 (cf. 6190 - Evaluation of the Instructional Program)~~

~~As appropriate, a school may incorporate any other school program into the SPSA. (Education Code 64001)~~

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all applicable programs ~~included~~, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. ~~He/she~~ The Superintendent or designee shall also ensure ~~that consistency between the~~ specific actions included in the district's ~~LCAP are consistent with local control and accountability plan and~~ the strategies identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA annually, and additionally and whenever there are any ~~subsequent~~ material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. ~~The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001) (Education Code 64001)~~  
Whenever

If the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council ~~or committee.~~ The school site council ~~or committee~~ shall then revise and resubmit the SPSA to the Board for its approval. (Education Code ~~52855~~ 64001)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the school site council.

The SPSA may serve as the school improvement plan required when a school is identified for targeted or comprehensive support pursuant to 20 USC 6303. (Education Code 64001)

(cf. 0500 - Accountability)

Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

(cf. 1312.3 - Uniform Complaint Procedures)

*Legal Reference:*

EDUCATION CODE

~~52-53~~ Designation of schools

~~33133-52-53~~ Designation of schools

33133 Information guide for school site councils

~~35147-35147~~ Open meeting laws exceptions

~~41540-41544~~ Targeted instructional improvement block grants

~~52060-52077-52060-52077~~ Local control and accountability plan

~~52176~~ Advisory committees



52852 Schoolsite councils

54000-54028 Educationally Disadvantaged Youth Programs

54425 Advisory committees (compensatory education)

56000-56867 Special education

64000-52176 English learner advisory committees

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 Single school 64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

3930-3937 Compliance plans

4600-4670 Uniform complaint procedures

11308 English learner advisory committees

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312-6319 Title I programs; plans

6421-6472-6303 School improvement

6311 State plan

6314 Schoolwide programs; schoolwide program plan

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651-6601-6651 Teacher and Principal Training and Recruitment program

6801-7014-6801-7014 Limited English proficient and immigrant students

7101-7165 Safe and Drug Free Schools and Communities

7341-7355c Rural Education Initiative 7101-7122 Student Support and Academic Enrichment Grants

7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014

WEST ED PUBLICATIONS

California Healthy Kids Survey-~~California School Climate Survey~~

California School Climate Survey

WEB SITES

California Department of Education, ~~Single Plan for Student~~

Achievement: ~~http://www.cde.ca.gov/nclb/sr/le/singleplan.asp~~ <http://www.cde.ca.gov>

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

WestEd: ~~http://www.wested.org~~ <http://www.wested.org>

Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~ CSBA MANUAL MAINTENANCE  
SERVICE

adopted: ~~March 13, 2007 Alameda, California~~

~~revised: August 25, 2009~~

~~revised: February 11, 2014~~

~~revised: February 23, 2016~~

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December 2018

**SCHOOL PLANS/SITE COUNCILS**

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*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0415 - Equity)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 0460 - Local Control and Accountability Plan)*

Each district school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code 64000 shall establish a school site council in accordance with Education Code 65000-65001. The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan, unless otherwise prohibited by law. (Education Code 64001)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1431 - Waivers)*  
*(cf. 6020 - Parent Involvement)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6174 - Education for English Learners)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all applicable programs, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. The Superintendent or designee shall also ensure consistency between the specific actions included in the district's local control and accountability plan and the strategies identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA annually, and additionally whenever there are any material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. (Education Code 64001)

If the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council. The school site council shall then revise and resubmit the SPSA to the Board for its approval. (Education Code 64001)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the school site council.

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Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

(cf. 1312.3 - Uniform Complaint Procedures)

*Legal Reference:*

EDUCATION CODE

52-53 Designation of schools

33133 Information guide for school site councils

35147 Open meeting laws exceptions

52060-52077 Local control and accountability plan

52176 English learner advisory committees

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

4600-4670 Uniform complaint procedures

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UNITED STATES CODE, TITLE 20

6303 School improvement

6311 State plan

6314 Schoolwide programs; schoolwide program plan

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students

7101-7122 Student Support and Academic Enrichment Grants

7341-7355c Rural Education Initiative

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

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

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

WestEd: <http://www.wested.org>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: March 13, 2007 Alameda, California

revised: August 25, 2009

revised: February 11, 2014

revised: February 23, 2016

## COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student and staff conduct, responsible behavior, and respect for others.

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

(cf. ~~1312.3~~ 1312.3 - *Uniform Complaint Procedures*)

(cf. ~~3515~~ 3515 - *Campus Security*)

(cf. ~~3515.2~~ 3515.2 - *Disruptions*)

(cf. 3515.3 - *District Police/Security Department*)

(cf. ~~3515.7~~ 3515.7 - *Firearms on School Grounds*)

(cf. ~~5131~~ 5131 - *Conduct*)

(cf. ~~5131.2~~ 5131.2 - *Bullying*)

(cf. ~~5131.4~~ 5131.4 - *Student Disturbances*)

(cf. ~~5131.7~~ 5131.41 - *Use of Seclusion and Restraint*)

(cf. 5131.7 - *Weapons and Dangerous Instruments*)

(cf. ~~cf. 5136~~ Gangs)

5136 - Gangs)

(cf. 5137 ~~(cf. 5137)~~ - *Positive School Climate*)

(cf. 5138 ~~(cf. 5138)~~ - *Conflict Resolution/Peer Mediation*)

(cf. 5144 ~~(cf. 5144)~~ Discipline)

- Discipline)

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

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

(cf. 5145.3 ~~(cf. 5145.3)~~ - *Nondiscrimination/Harassment*)

(cf. 5145.7 ~~(cf. 5145.7)~~ - *Sexual Harassment*)

(cf. 5145.9 ~~(cf. 5145.9)~~ - *Hate-Motivated Behavior*)

## OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (~~Education Code 32281, 32286~~)  
(Education Code 32281, 32286)

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

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

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

**OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)**

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. ~~(Education Code 32286, 32288)~~ (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. ~~0500~~ 0500 - Accountability)

(cf. ~~9320~~ 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code ~~32281~~. ~~(Education Code 32288)~~ 32281. (Education Code 32288)

**Tactical Response Plan**

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code ~~32281~~. 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with ~~a~~ representative(s) of ~~an~~ employee bargaining unit(s), if ~~he/she chooses~~ they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code ~~32281~~ 32281)

(cf. ~~4119.23/4219.23/4319.23~~ 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. ~~9011~~ 9011 - Disclosure of Confidential/Privileged Information)

(cf. ~~9321~~ 9321 - Closed Session Purposes and Agendas)

(cf. ~~9321.1~~ 9321.1 - Closed Session Actions and Reports)

~~Public~~

**Access to Safety Plan(s)**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code ~~32282~~ 32282)

(cf. ~~1340~~ 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

*Legal Reference:*

EDUCATION CODE

~~200-262.4~~ 200-262.4 *Prohibition of discrimination*

~~32260-32262~~ 32260-32262 *Interagency School Safety Demonstration Act of 1985*

~~32270~~ 32270 *School safety cadre*

~~32280-32289~~ School safety plans

~~32290-32280-32289~~ School safety plans

~~32290~~ Safety devices

~~35147-35147~~ School site councils and advisory committees

~~35183-35183~~ School dress code; uniforms

~~35291~~ Rules

~~35291.5-35291~~ Rules

~~35291.5~~ School-adopted discipline rules

~~35294.10-35294.15~~ School Safety and Violence Prevention Act

~~48900-48927~~ Suspension and expulsion

~~48950-41020~~ Annual audits

~~48900-48927~~ Suspension and expulsion

~~48950~~ Speech and other communication

~~49079-49079~~ Notification to teacher; student act constituting grounds for suspension or expulsion

~~67381~~ Violent crime

~~67381~~ Violent crime

GOVERNMENT CODE

~~54957~~ Closed session meetings for threats to security

PENAL CODE

~~422.55-422.55~~ Definition of hate crime

~~626.8~~ Disruptions

~~11164-11174.3~~ 626.8 Disruptions

~~11164-11174.3~~ Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

~~11987-11987.7-11987-11987.7~~ School Community Violence Prevention Program requirements

~~11992-11993-11992-11993~~ Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20



~~7111-7111~~-7122 *Student Support and Academic Enrichment Grants*  
~~7912-7912~~ *Transfers from persistently dangerous schools*  
UNITED STATES CODE, TITLE 42  
~~12101-12213~~-~~12101-12213~~ *Americans with Disabilities Act*

**Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~**

**~~adopted: November 15, 2016 Alameda, California~~**

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

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

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

Policy	CSBA MANUAL MAINTENANCE SERVICE
adopted:	December 2018

**COMPREHENSIVE SAFETY PLAN**

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*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 3515 - Campus Security)*  
*(cf. 3515.2 - Disruptions)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 3515.7 - Firearms on School Grounds)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.2 - Bullying)*  
*(cf. 5131.4 - Student Disturbances)*  
*(cf. 5131.41 - Use of Seclusion and Restraint)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 5136 - Gangs)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
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*(cf. 5145.9 - Hate-Motivated Behavior)*

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

**Tactical Response Plan**

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

### **Access to Safety Plan(s)**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

*(cf. 1340 - Access to District Records)*

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

#### *Legal Reference:*

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

41020 Annual audits

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

##### GOVERNMENT CODE

54957 Closed session meetings for threats to security

##### PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

##### CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

##### CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

##### UNITED STATES CODE, TITLE 20

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

##### UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources:*

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Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lss/>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

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

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: November 15, 2016 Alameda, California

revised: February 26, 2019

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions ~~and to which are aligned with the district budget and strategic plan to~~ facilitate continuous improvement of district practices.

~~(cf. 0000 - Vision)~~

~~(cf. 0000 - Vision)~~

~~(cf. 0200 - 0200 - Goals for the School District)~~

~~(cf. 0415 - Equity)~~

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education, ~~(SBE)~~, that addresses the state priorities in Education Code ~~52060~~ 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and ~~subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)~~ two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

~~(cf. 3100 - Budget)~~

~~(cf. 3100 - Budget)~~

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code ~~42238.01~~ 42238.01 for purposes of the local control funding formula, ~~(LCFF)~~. (Education Code ~~42238.02~~ 42238.02)

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

~~(cf. 6173.1 - 6173.1 - Education for Foster Youth)~~

~~(cf. 6174 - 6174 - Education for English Learners)~~

*Numerically significant student subgroups* include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, ~~or as otherwise defined by the Superintendent of Public Instruction (SPI).~~ (Education Code 52052). (Education Code 52052)

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

~~(cf. 6173 - 6173 - Education for Homeless Children)~~

The Superintendent or designee shall review the singleschool plan for student achievement (SPSA) submitted by each district school pursuant to Education Code ~~64001~~ 64001 to ensure

that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code ~~52062~~ 52062)

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

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. ~~0400~~ 0400 - Comprehensive Plans)

(cf. ~~0440~~ 0440 - District Technology Plan)

(cf. ~~0450~~ 0450 - Comprehensive Safety Plan)

(cf. ~~5030~~ 5030 - Student Wellness)

(cf. ~~6171~~ 6171 - Title I Programs)

(cf. ~~7110~~ 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code ~~52075~~ 52075)

(cf. ~~1312.3~~ 1312.3 - Uniform Complaint Procedures)

## **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code ~~52060~~; 5 CCR ~~15495~~) (Education Code 52060; 5 CCR 15495)

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

(cf. 4140/4240/4340 - Bargaining Units)

~~(cf. 4140/4240/4340 - Bargaining Units)~~

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

## Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one parent/guardian~~ parents/guardians of ~~an~~-unduplicated ~~students~~students as defined above. (Education Code ~~52063; 52063~~; 5 CCR ~~15495~~) 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. ~~(Education Code 52063; 5 CCR 15495) to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)~~

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). ~~(Education Code 52062)~~ 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code ~~48985. (Education Code 52062)~~ 48985. (Education Code 52062)

(cf. ~~5145.6~~ 5145.6 - Parental Notifications)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. ~~(Education Code 305-306)~~ (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

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

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code ~~42127 and AR 3100 - Budget. (Education Code 42127, 52062)~~ 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. ~~9320~~ 9320 - Meetings and Notices)

## Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code ~~52062~~ 52062 and the revisions are adopted in a public meeting. (Education Code ~~52062~~ 52062)

### **Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code ~~52070~~ 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code ~~52070~~ 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

### **Monitoring Progress**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~ the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. ~~0500~~ 0500 - Accountability)

### **Technical Assistance/Intervention**

~~When it is in the best interest of the district~~

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code ~~52071~~ 52071)

- 1.- Assistance in ~~the identification of~~ identifying district strengths and weaknesses in regard to state priorities, ~~and which includes the~~ review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that ~~apply to the district's goals~~ address any areas of weakness.



2.- Assistance from an academic, programmatic, or fiscal expert, or team of academic experts, or another district in the county in identifying and implementing effective programs and practices that are designed to improve the outcomes for student subgroups

3. Advice and performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant to Education Code 52071, 52064.5, the Board shall review all recommendations received from work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent or other advisor and shall consider revision timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to the accomplish the goals set forth in the district's LCAP as appropriate in accordance with the process specified in. (Education Code 52062, 52071, 52074)

If the SPI identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1.- Revision of the district's LCAP

2.- Revision of the district's budget in accordance with changes in the LCAP

3.- A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

*Legal Reference:*

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

41320-41322 Emergency apportionments

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

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51210 Course of study for grades 1-6

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52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning ~~pilot~~ program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

~~60811.3 Assessment of language development~~

64001 Single plan for student achievement

99300-99301 Early Assessment Program

WELFARE AND INSTITUTIONS CODE

300 Dependent child of the court

CODE OF REGULATIONS, TITLE 5

15494-15497 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

6826 Title III funds, local plans

*Management Resources:*

CSBA PUBLICATIONS

*The California School Dashboard and Small Districts, October 2018*

*Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016*

*LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*California School Accounting Manual*

*California School Dashboard*

*LCFF Frequently Asked Questions*

*Local Control and Accountability Plan and Annual Update (LCAP) Template*

*Family Engagement Framework: A Tool for California School Districts, 2014*

*California Career Technical Education Model Curriculum Standards, 2013*

*California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013*

*California Common Core State Standards: Mathematics, rev. 2013*

*California English Language Development Standards, 2012*

WEB SITES

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

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

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

California School Dashboard: ~~<http://www.caschooldashboard.org>~~

<http://www.caschooldashboard.org>

Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~ CSBA MANUAL MAINTENANCE  
SERVICE

adopted: ~~February 11, 2014 Alameda, California~~

revised: May 8, December 2018

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and strategic plan to facilitate continuous improvement of district practices.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0415 - Equity)*

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

*(cf. 3100 - Budget)*

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

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

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6174 - Education for English Learners)*

*Numerically significant student subgroups* include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

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

*(cf. 6173 - Education for Homeless Children)*

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

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

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0440 - District Technology Plan)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 7110 - Facilities Master Plan)*

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

*(cf. 1312.3 - Uniform Complaint Procedures)*

## **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 4140/4240/4340 - Bargaining Units)*  
*(cf. 6020 - Parent Involvement)*

## **Public Review and Input**

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

*(cf. 5145.6 - Parental Notifications)*

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

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

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

*(cf. 9320 - Meetings and Notices)*

### **Adoption of the Plan**

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

### **Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget

overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

### **Monitoring Progress**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

*(cf. 0500 - Accountability)*

### **Technical Assistance/Intervention**

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.
2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement

the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

*Legal Reference:*

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CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual



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LCFF Frequently Asked Questions  
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California Career Technical Education Model Curriculum Standards, 2013  
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013  
California Common Core State Standards: Mathematics, rev. 2013  
California English Language Development Standards, 2012  
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California Department of Education: <http://www.cde.ca.gov>  
California School Dashboard: <http://www.caschooldashboard.org>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: February 11, 2014 Alameda, California

revised: May 8, 2018

revised: February 26, 2019

## BP 3221 Use of Funds

The Board of Education shall use funds generated from AUSD's ~~Protection of Quality Local Schools~~Preserving Local Support for Quality Local Schools Measure of ~~2011-2016~~ (Measure B1A) only for those educational programs and activities set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

The Board may fund approved programs at amounts other than the stated percentages in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools. In no event shall revenues of the Measure be used for purposes other than those stated herein.

1. Small Class Sizes: 13-14 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms. Revenues from this Measure will support small class sizes in a manner which may not be achieved solely with support from the district's General Fund. In the event the State of California fully funds class size reduction to support student to teacher ratios of 20 to 1 in K-3 classrooms such that supplemental parcel tax funds are no longer required to maintain small class sizes, the Board may recommend that revenues which were allocated for small class size be reapportioned to the remaining programs supported by this Measure.

2. Neighborhood Elementary Schools: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high quality neighborhood elementary schools. For purposes of this Measure, high quality shall be determined by external measurements, parental choice, and student outcomes. Revenues from this Measure may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum as more specifically set forth in the district's Master Plan document.

3. Secondary School Choice Initiative and AP Courses: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining Advanced Placement Courses and to supporting the secondary school choice initiative to create different educational pathways to careers and college. Revenues from this Measure may be used to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous,

relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan. Revenues from this Measure may also be used to sustain secondary courses with student to teacher ratios less than 35 to 1.

4. Programs to Close the Achievement Gap: 15-16 percent of the Available Revenues of this Measure shall be dedicated annually to supporting programs which are specifically designed to close the achievement gap. Revenues from this Measure may be used to support professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support. Revenues from this Measure will also be used to restore the school year to 180 days of instruction for all students.

5. High School Athletic Programs: 4 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high school athletic programs. Revenues from this Measure may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.

6. Enrichment Programs: 9-10 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining art, music and drama as integral subjects of the K-12 curriculum. Funds may be used to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.

7. Attract and Retain Excellent Teachers: 25-26 percent of the Available Revenues of this Measure will be dedicated annually to attracting and retaining highly qualified and excellent teachers.

8. Counseling and Student Support Services: 6 percent of the Available Revenues of this Measure shall be dedicated annually to providing a lower and more effective ratio of students to counselors and support providers. Revenues from this Measure may be used to provide students with a range of support services, including college and career counseling.

9. Alameda Charter Students: 3-4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. This revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident students.

10. Technology: 5 percent of the Available Revenues of this Measure shall be dedicated annually to providing and maintaining technology at all sites consistent with the district's technology plan as approved by the Board.

11. Adult Education: 4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting the Alameda Adult School to provide lifelong educational opportunities and services for adult learners.

"Available Revenues" shall mean the amount of money provided by the Measure after the deduction of one and one-half to two percent of the Measure's revenues to pay for the following: the cost of the parcel tax election, authorized collection charges by the county or city for collection of the tax, payment of necessary fees and expenses to administer the district's parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the district families, and support of the Oversight Committee.

"Severe Fiscal Emergency" may be declared by a majority of the Board when the emergency is the result of financial events which are out of the control of the Board; and either (a) the district's Interim Financial Report is "Qualified" or "Negative" pursuant to AB 1200 and AB 2756 and the Alameda County Office of Education concurs with this determination; or (b) the Alameda County Office of Education has disapproved the district's annual budget.

"Changed Funding Conditions" may be declared by a majority of the Board when local, state or federal funding for programs supported by this Measure is reduced below the 2010-2011 levels of funding as of October 2010, including the receipt of the statutory cost of living adjustment, such that the changed conditions increase the cost of providing the programs supported by this Measure. Changed Funding Conditions may also be declared by a majority of the Board in the event local, state or federal funding for programs supported by this Measure is increased above the 2010-2011 levels of funding such that supplemental parcel tax funds are no longer required to maintain the program and the Board may reapportion revenues to the remaining programs supported by this Measure.

## Amount and Basis of Tax

### 1. Definitions.

"Building" is defined as any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind.

Building includes the word ~~=östructure'~~ "structure" and encompasses, without limitation, all residential, commercial and industrial structures.

"Taxable Real Property" is any unit of real property in the district that receives a separate tax bill for property taxes from the County Tax collector's Office, including any parcel of public real property which is not exempt from ad valorem taxes.

## 2. Annual Rate

Taxable Real Property with buildings shall be assessed the lesser of \$0.32 per building square foot or \$7,999 per parcel. All other real property shall be assessed \$299 per parcel.

## 3. Building Square Footage Determination

In determining the building square footage of Taxable Real Property, the district shall refer to the data reported to the County Assessor's Office, except in cases of demonstrable error, in which case either the property owner may file a claim with the district for re-computation of the tax or the district will re-compute the tax and provide notice to the owner of the computation and the right to appeal in accordance with procedures set forth in the Administrative Regulation.

## 4. Exemptions

Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

## Accountability Measures

### 1. Public Information and Fiscal Transparency.

The Superintendent or his/her designees shall ensure that the use of Measure A-B1 funds are regularly reported to the Board and to the public through the website and other means of communication. All financial reports and information related to the use of Measure A-B1 funds shall be translated for district families upon request.

## 2. Separate Account.

Proceeds of Measure shall be deposited into a separate account from all other accounts in the district.

## 3. Financial Oversight.

The Superintendent or his/her designee shall provide at least three reports each fiscal year for the duration of the Measure: a report recommending expenditures for the next fiscal year before adoption of the district's annual budget; at least one report concurrently with State-required interim reports; and an annual report on Measure A-B1 ("Annual Report"). The Annual Report will display the revenues generated by the Measure, the expenditures of the revenues, and a report on the status of the projects funded by the Measure.

## 4. Independent Auditor's Report and Audit Committee.

The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure A-B1 have been allocated and expended in compliance the provisions of the Measure.

## 5. Oversight Committee

Pursuant to the terms of Measure A B1, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before September 30 each school year.

The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

(cf. [3100](#) - Budget)

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: ~~August 23, 2011~~ Feb \_\_ 2019 Alameda, California

## BP 3221 Use of Funds

The Board of Education shall use funds generated from AUSD's Preserving Local Support for Quality Local Schools Measure of 2016 (Measure B1) only for those educational programs and activities set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

The Board may fund approved programs at amounts other than the stated percentages in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools. In no event shall revenues of the Measure be used for purposes other than those stated herein.

1. Small Class Sizes: 13-14 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms. Revenues from this Measure will support small class sizes in a manner which may not be achieved solely with support from the district's General Fund. In the event the State of California fully funds class size reduction to support student to teacher ratios of 20 to 1 in K-3 classrooms such that supplemental parcel tax funds are no longer required to maintain small class sizes, the Board may recommend that revenues which were allocated for small class size be reapportioned to the remaining programs supported by this Measure.

2. Neighborhood Elementary Schools: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high quality neighborhood elementary schools. For purposes of this Measure, high quality shall be determined by external measurements, parental choice, and student outcomes. Revenues from this Measure may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum as more specifically set forth in the district's Master Plan document.

3. Secondary School Choice Initiative and AP Courses: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining Advanced Placement Courses and to supporting the secondary school choice initiative to create different educational pathways to careers and college. Revenues from this Measure may be used to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous,



relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan. Revenues from this Measure may also be used to sustain secondary courses with student to teacher ratios less than 35 to 1.

4. Programs to Close the Achievement Gap: 15-16 percent of the Available Revenues of this Measure shall be dedicated annually to supporting programs which are specifically designed to close the achievement gap. Revenues from this Measure may be used to support professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support. Revenues from this Measure will also be used to restore the school year to 180 days of instruction for all students.

5. High School Athletic Programs: 4 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high school athletic programs. Revenues from this Measure may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.

6. Enrichment Programs: 9-10 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining art, music and drama as integral subjects of the K-12 curriculum. Funds may be used to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.

7. Attract and Retain Excellent Teachers: 25-26 percent of the Available Revenues of this Measure will be dedicated annually to attracting and retaining highly qualified and excellent teachers.

8. Counseling and Student Support Services: 6 percent of the Available Revenues of this Measure shall be dedicated annually to providing a lower and more effective ratio of students to counselors and support providers. Revenues from this Measure may be used to provide students with a range of support services, including college and career counseling.

9. Alameda Charter Students: 3-4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. This revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident students.

10. Technology: 5 percent of the Available Revenues of this Measure shall be dedicated annually to providing and maintaining technology at all sites consistent with the district's technology plan as approved by the Board.

11. Adult Education: 4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting the Alameda Adult School to provide lifelong educational opportunities and services for adult learners.

"Available Revenues" shall mean the amount of money provided by the Measure after the deduction of one and one-half to two percent of the Measure's revenues to pay for the following: the cost of the parcel tax election, authorized collection charges by the county or city for collection of the tax, payment of necessary fees and expenses to administer the district's parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the district families, and support of the Oversight Committee.

"Severe Fiscal Emergency" may be declared by a majority of the Board when the emergency is the result of financial events which are out of the control of the Board; and either (a) the district's Interim Financial Report is "Qualified" or "Negative" pursuant to AB 1200 and AB 2756 and the Alameda County Office of Education concurs with this determination; or (b) the Alameda County Office of Education has disapproved the district's annual budget.

"Changed Funding Conditions" may be declared by a majority of the Board when local, state or federal funding for programs supported by this Measure is reduced below the 2010-2011 levels of funding as of October 2010, including the receipt of the statutory cost of living adjustment, such that the changed conditions increase the cost of providing the programs supported by this Measure. Changed Funding Conditions may also be declared by a majority of the Board in the event local, state or federal funding for programs supported by this Measure is increased above the 2010-2011 levels of funding such that supplemental parcel tax funds are no longer required to maintain the program and the Board may reapportion revenues to the remaining programs supported by this Measure.

## Amount and Basis of Tax

### 1. Definitions.

"Building" is defined as any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind.

Building includes the word “structure” and encompasses, without limitation, all residential, commercial and industrial structures.

"Taxable Real Property" is any unit of real property in the district that receives a separate tax bill for property taxes from the County Tax collector's Office, including any parcel of public real property which is not exempt from ad valorem taxes.

## 2. Annual Rate

Taxable Real Property with buildings shall be assessed the lesser of \$0.32 per building square foot or \$7,999 per parcel. All other real property shall be assessed \$299 per parcel.

## 3. Building Square Footage Determination

In determining the building square footage of Taxable Real Property, the district shall refer to the data reported to the County Assessor's Office, except in cases of demonstrable error, in which case either the property owner may file a claim with the district for re-computation of the tax or the district will re-compute the tax and provide notice to the owner of the computation and the right to appeal in accordance with procedures set forth in the Administrative Regulation.

## 4. Exemptions

Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

## Accountability Measures

### 1. Public Information and Fiscal Transparency.

The Superintendent or his/her designees shall ensure that the use of Measure B1 funds are regularly reported to the Board and to the public through the website and other means of communication. All financial reports and information related to the use of Measure B1 funds shall be translated for district families upon request.

## 2. Separate Account.

Proceeds of Measure shall be deposited into a separate account from all other accounts in the district.

## 3. Financial Oversight.

The Superintendent or his/her designee shall provide at least three reports each fiscal year for the duration of the Measure: a report recommending expenditures for the next fiscal year before adoption of the district's annual budget; at least one report concurrently with State-required interim reports; and an annual report on Measure B1 ("Annual Report"). The Annual Report will display the revenues generated by the Measure, the expenditures of the revenues, and a report on the status of the projects funded by the Measure.

## 4. Independent Auditor's Report and Audit Committee.

The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure B1 have been allocated and expended in compliance the provisions of the Measure.

## 5. Oversight Committee

Pursuant to the terms of Measure B1, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure.

Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before September 30 each school year.

The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

(cf. [3100](#) - Budget)

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: Feb \_\_ 2019 Alameda, California

## Measure B1 Use of Funds ~~BP-AR~~ 3221

Alameda Unified School district (AUSD) shall use funds generated from AUSD's Preserving Local Support for Quality Local Schools Measure of 2011 (Measure AB1) only for those educational programs and activities set forth in the eleven categories of Measure AB1.

In cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools, the Board may fund approved programs among those eleven categories at amounts other than the beginning percentages listed in Measure AB1.

Measure ~~A-B1~~ and Board Policy 3221 provide for the following beginning allocations and identify the following purposes for each category:

### 1. Maintaining Small Class Sizes (25:1 in grades K-3): 13-14%

Funds shall be dedicated to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms.

### 2. Maintaining High Quality Neighborhood Elementary Schools: 7-8%

Funds shall be dedicated to maintaining high quality neighborhood elementary schools. High quality shall be determined by external measurements, parental choice, and student outcomes.

Revenues may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum as more specifically set forth in the District's Master Plan document.

### 3. Secondary School Choice Initiative and AP Courses: 7-8%

Funds shall be allocated to maintaining Advanced Placement Courses and to supporting the secondary choice initiative to create different educational pathways to careers and college.

Funds may be allocated to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan.

Funds may also be used to sustain secondary courses with student to teacher ratios

#### 4. Programs to Close the Achievement Gap: 15-16%

Funds shall be dedicated to supporting programs which are specifically designed to close the achievement gap including professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support.

Funds will also be used to restore the school year to 180 days of instruction for all students.

#### 5. High School Athletic Programs: 4%

Funds shall be dedicated to maintaining high school athletic programs. Revenues may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.

#### 6. Enrichment Programs: 9-10%

Funds shall be dedicated to maintaining art, music and drama as integral subjects of the K-12 curriculum.

Funds may be allocated to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.

#### 7. Attract and Retain Excellent Teachers: 25-26%

Funds will be dedicated to attracting and retaining highly qualified and excellent teachers.

#### 8. Counseling and Student Support Services: 6%

Funds shall be dedicated to providing a lower and more effective ratio of students to counselors and support providers and to provide students with a range of support services, including college and career counseling.

#### 9. Alameda Charter Schools: 3-4%

Funds shall be dedicated to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. Revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident student.

#### 10. Technology: 5%

Funds shall be dedicated to providing and maintaining technology at all sites consistent with the District's technology plan as approved by the Board of Education.

#### 11. Adult Education: 4%

Funds shall be dedicated to supporting the Alameda Adult School to provide life-long educational opportunities and services for adult learners.

#### Severe Fiscal Emergency or Changed Funding Conditions

As set forth in Measure [AB1](#), the Board may fund approved programs among the eleven listed categories at amounts other than the beginning percentages listed above in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools.

1. Definitions: A majority of the Board may declare a Severe Fiscal Emergency when the Alameda County Office of Education agrees that the District's Interim Financial Report is Qualified or Negative or in the event the Alameda County Office of Education disapproves the District's annual budget.

A majority of the Board may declare Changed Funding Conditions when local, state or federal funding for programs supported by Measure A is reduced below the 2010-2011 funding levels as of October 2010 or when local, state or federal funding for programs supported by Measure A is increased above the 2010-2011



levels of funding such that supplemental parcel tax funds are no longer required to maintain the program.

2. Declaration of Assumptions Tied to Funding Conditions: The funding allocations set forth in Measure ~~A~~ B1 are based on state and federal funding as shown in the District's adopted budget for 2010/11. In addition, allocations assume the same level and type of funding as that which was provided in October 2010 for a variety of programs supported by Measure AB1, including but not limited to class size reduction, adult education, professional development and technology. Allocations are based on estimates of total revenue using the best available information at the time. Due to the complexity of California's school finance system, this section does not include a comprehensive list of funding assumptions.

Before altering the allocations set forth herein, the Superintendent shall recommend the Board take action to declare a severe fiscal emergency or changed funding conditions in a noticed public meeting. Whenever possible, the Superintendent shall first inform the Parcel Tax Oversight Committee that he/she intends to seek such a declaration from the Board.

#### Applicable Exemptions

1. Senior Citizen Exemptions: Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

2. SSI Exemptions: Any person who receives Supplemental Social Security Income and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

3. SSDI Exemptions: Any person who receives Social Security Disability Income and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

As used herein, principal place of residence shall have the same definition as the ordinary definition under California tax law.

43. Exemptions for Certain Property Held in Trust: Senior Citizens and SSI recipients whose primary residence is held in a trust may apply for an exemption from the tax provided the eligible individual is a beneficiary of said trust.

#### Method of Collection

The special tax shall be collected by the County Tax Collector of the County of Alameda ("County Tax Collector"), at the same time, in the same manner, and subject to the same penalties as ad valorem property taxes collected by the County Tax Collector.

The parcel tax administrator, on behalf of the District, shall cause the actions required above to be undertaken for each fiscal year in a timely manner to ensure that the roll of the special tax is received by the County Tax Collector. In the event the County Tax Collector is unable to collect the tax, the parcel tax administrator shall take all reasonable and necessary steps to issue a supplemental assessment.

1. Public Property: All public real property that is otherwise exempt from or upon which no ad valorem property taxes are levied in any year shall also be exempt from Measure ~~A-B1~~ in such year. Public property with taxable possessory interests shall be assessed whether or not ad valorem taxes are levied.

2. Exemptions Process: Exempt as is set forth herein, no Senior Citizen Exemption or SSI Exemption shall be granted for a fiscal year (July 1-June 30) unless an application has been completed and submitted before 4:30pm on June 30 of the fiscal year immediately prior to the fiscal year for which the applicant is seeking an exemption.

Eligible Property owners who were granted exemptions under Measure A will continue to be ~~are automatically~~ exempted from B1.

~~For the first effective year of the tax only, qualified applicants who apply after June 30 but before December 15, 2011 shall be granted an exemption. Applicants who apply after June 30 but before December 15, 2011 and applicants who obtain title to parcels after June 30 may seek a refund under the procedures set forth below.~~

The filing of a request for an exemption does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other

negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount while a request for an exemption is being processed.

5. Exemption Application: A request for an exemption should be submitted to the following address: Parcel Tax Administrator, Attn: AUSD Exemption, 4745 Mangels Blvd, Fairfield, CA 94534.

Applicants for exemptions are advised strongly to keep a copy of their application.

The "Senior" Exemption Request Form ~~and~~ "SSI" Exemption Request Form ~~and~~ "SSDI" Exemption Request Form shall be available electronically from the District's website at <http://www.alameda.k12.ca.us> and ~~from the Administrative Assistant to the General Counsel & Senior Program Manager at 2200 Central Ave, at the District Office at 2060 Challenger Drive,~~ Alameda, CA 94501. Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the ~~"Senior"~~ Exemption Request Form ~~s~~ ~~and~~ ~~"SSI" Exemption Request Form~~ should be directed to AUSD's parcel tax administrator at (800) 273.5167.

6. Term of Exemption - Renewal: Once an Application has been approved for a particular fiscal year, property owners will not be required to submit an additional Application for exemption for subsequent fiscal years, provided that the circumstances justifying the exemption have not changed. On an annual basis, the District will review existing exemptions and may take reasonable steps to confirm that the circumstances justifying the exemption have not changed.

Property owners who were granted exemptions under Measure A are automatically exempted from B1.

## Appeals and Refunds

Any person seeking to appeal the amount or basis of his or her assessment under Measure ~~A~~B1 or seeking a refund must fill out a Measure ~~A~~B1 Parcel Tax Correction Application.

The Measure ~~A-B1~~ Parcel Tax Correction Application shall be available electronically from the District's website at <http://www.alamedaunified.org.k12.ca.us> and ~~at the District Office at 2060 Challenger Drive, Alameda, from the Administrative Assistant to the General Counsel & Senior Program Manager at 2200 Central Ave, Alameda,~~ CA 94501. Measure ~~A-B1~~ Parcel Tax Correction Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Measure ~~A-B1~~ Parcel Tax Correction Application should be directed to AUDS's parcel tax administrator at (800) 273.5167. Any completed Measure ~~A-B1~~ Parcel Tax Correction Application should be sent to the following address: Parcel Tax Administrator, Attn: AUDS Measure ~~A-B1~~ Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

Unless otherwise required by law, the District will only consider appeals filed in the then-current fiscal year. Refunds, when due, shall be limited to one fiscal year.

#### 1. Appeals of Building Square Feet Determination

In determining the building square footage of Taxable Real Property, the District shall refer to the data reported by the County Office of Assessor, except in cases of demonstrable error.

Any person seeking to appeal the building square footage used to determine his or her assessment under Measure ~~B1A~~ must first complete and file a Property Characteristic Change Form at the County Office of Assessor. The Property Characteristic Change Form shall be available electronically from the District's website at <http://www.alameda.k12.ca.us> and the Administrative Assistant to the General Counsel & Senior Program Manager at 2200 Central Ave, Alameda, CA 94501 and from the County Office of Assessor.

If the Assessor grants the requested change, the person must then submit a copy of the Property Characteristic Change Form, including evidence confirming the Assessor's approval of the requested change, and a Measure ~~B1A~~ Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUDS Measure A Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

#### 2. Appeals of Exemption Determination

Any person seeking to appeal the denial of an Application for a Senior Citizen Exemption or SSI Exemption must submit a Measure [B1A](#) Parcel Tax Correction Application and must include a copy of the Application and evidence that the Application was submitted in a timely manner. Accordingly, applicants for exemptions are advised strongly to keep a copy of any application for exception they submit.

Any person seeking to appeal the denial of an Application for exemption must submit a Measure [AB1](#) Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure [B1A](#) Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

### 3. Other Appeals or Refunds

Any person seeking a correction or refund for Measure A on his or her property tax bill for any other reason must submit a Measure A Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure [B1A](#) Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

### 4. Importance of Paying All Tax Assessments While Appeal is Ongoing

The parcel tax administrator shall inform the property owner that the filing of an appeal does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount pending appeal. If an appeal is granted, the District will issue a refund as soon as reasonably possible.

### 5. Timeline and Process for Appeals and Refunds

The District and its parcel tax administrator will make every reasonable effort to respond promptly to any appeal and to issue any refund that is due. Except in extraordinary circumstances, District staff will respond no later than 60 days after an appeal or request for refund is submitted to the parcel tax administrator. Following the District's response, the property owner may appeal District staff's response to the Superintendent within 21 days of receiving District staff's response. The Superintendent will issue a final and binding decision on the appeal or refund within 30 days of receiving the appeal of the District staff's response.

## Independent Auditor's Report

The Superintendent or his/her designee shall provide an annual audit by an independent

auditor to determine that funds generated by Measure [B1A](#) have been allocated and expended in compliance the provisions of the Measure.

The independent annual audit of Measure [A-B1](#) funds will follow the District's ordinary audit cycle and will include an annual auditor's report.

## Oversight Committee

Pursuant to the terms of Measure [B1A](#), an Oversight Committee shall be formed to annually review the District's compliance with the terms of the Measure. Appointments of both new and returning members to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before September 30 each school year.

The Committee shall consist of eleven (11) members, all of whom must be residents of the City of Alameda. To the extent reasonably possible while also ensuring the Committee will include members with outstanding skills and qualifications, the Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the District.

In order to help ensure continuity, stability and experience among the members of the Oversight Committee, a minority of members of the Committee shall be appointed for three year terms, while a majority of members of the Committee shall be appointed for one year terms.

In the event a member of the Committee resigns from the Committee or leaves the Committee for any other reason, the Superintendent may appoint a well qualified candidate to serve out the remainder of the term of the Committee member who has left the Committee or may choose to keep the vacancy unfilled until the next annual appointments to the Committee.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the District website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

(cf. [3100](#) - Budget)

Regulation ALAMEDA UNIFIED SCHOOL DISTRICT

~~approved~~updated: [February 2019](#)~~August 2012~~ Alameda, California

## **Measure B1 Use of Funds AR 3221**

Alameda Unified School district (AUSD) shall use funds generated from AUSD's Preserving Local Support for Quality Local Schools Measure of 2011 (Measure B1) only for those educational programs and activities set forth in the eleven categories of Measure B1.

In cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools, the Board may fund approved programs among those eleven categories at amounts other than the beginning percentages listed in Measure B1.

Measure B1 and Board Policy 3221 provide for the following beginning allocations and identify the following purposes for each category:

### **1. Maintaining Small Class Sizes (25:1 in grades K-3): 13-14%**

Funds shall be dedicated to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms.

### **2. Maintaining High Quality Neighborhood Elementary Schools: 7-8%**

Funds shall be dedicated to maintaining high quality neighborhood elementary schools. High quality shall be determined by external measurements, parental choice, and student outcomes.

Revenues may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum as more specifically set forth in the District's Master Plan document.

### **3. Secondary School Choice Initiative and AP Courses: 7-8%**

Funds shall be allocated to maintaining Advanced Placement Courses and to supporting the secondary choice initiative to create different educational pathways to careers and college.



Funds may be allocated to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan.

Funds may also be used to sustain secondary courses with student to teacher ratios

#### 4. Programs to Close the Achievement Gap: 15-16%

Funds shall be dedicated to supporting programs which are specifically designed to close the achievement gap including professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support.

Funds will also be used to restore the school year to 180 days of instruction for all students.

#### 5. High School Athletic Programs: 4%

Funds shall be dedicated to maintaining high school athletic programs. Revenues may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.

#### 6. Enrichment Programs: 9-10%

Funds shall be dedicated to maintaining art, music and drama as integral subjects of the K-12 curriculum.

Funds may be allocated to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.

#### 7. Attract and Retain Excellent Teachers: 25-26%

Funds will be dedicated to attracting and retaining highly qualified and excellent teachers.

#### 8. Counseling and Student Support Services: 6%

Funds shall be dedicated to providing a lower and more effective ratio of students to counselors and support providers and to provide students with a range of support services, including college and career counseling.

#### 9. Alameda Charter Schools: 3-4%

Funds shall be dedicated to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. Revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident student.

#### 10. Technology: 5%

Funds shall be dedicated to providing and maintaining technology at all sites consistent with the District's technology plan as approved by the Board of Education.

#### 11. Adult Education: 4%

Funds shall be dedicated to supporting the Alameda Adult School to provide life-long educational opportunities and services for adult learners.

#### Severe Fiscal Emergency or Changed Funding Conditions

As set forth in Measure B1, the Board may fund approved programs among the eleven listed categories at amounts other than the beginning percentages listed above in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools.

1. Definitions: A majority of the Board may declare a Severe Fiscal Emergency when the Alameda County Office of Education agrees that the District's Interim Financial Report is Qualified or Negative or in the event the Alameda County Office of Education disapproves the District's annual budget.

A majority of the Board may declare Changed Funding Conditions when local, state or federal funding for programs supported by Measure A is reduced below the 2010-2011 funding levels as of October 2010 or when local, state or federal funding for programs supported by Measure A is increased above the 2010-2011

levels of funding such that supplemental parcel tax funds are no longer required to maintain the program.

2. Declaration of Assumptions Tied to Funding Conditions: The funding allocations set forth in Measure B1 are based on state and federal funding as shown in the District's adopted budget for 2010/11. In addition, allocations assume the same level and type of funding as that which was provided in October 2010 for a variety of programs supported by Measure B1, including but not limited to class size reduction, adult education, professional development and technology. Allocations are based on estimates of total revenue using the best available information at the time. Due to the complexity of California's school finance system, this section does not include a comprehensive list of funding assumptions.

Before altering the allocations set forth herein, the Superintendent shall recommend the Board take action to declare a severe fiscal emergency or changed funding conditions in a noticed public meeting. Whenever possible, the Superintendent shall first inform the Parcel Tax Oversight Committee that he/she intends to seek such a declaration from the Board.

#### Applicable Exemptions

1. Senior Citizen Exemptions: Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

2. SSI Exemptions: Any person who receives Supplemental Social Security Income and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

3. SSDI Exemptions: Any person who receives Social Security Disability Income and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.

As used herein, principal place of residence shall have the same definition as the ordinary definition under California tax law.

4. Exemptions for Certain Property Held in Trust: Senior Citizens and SSI recipients whose primary residence is held in a trust may apply for an exemption from the tax provided the eligible individual is a beneficiary of said trust.

#### Method of Collection

The special tax shall be collected by the County Tax Collector of the County of Alameda ("County Tax Collector"), at the same time, in the same manner, and subject to the same penalties as ad valorem property taxes collected by the County Tax Collector.

The parcel tax administrator, on behalf of the District, shall cause the actions required above to be undertaken for each fiscal year in a timely manner to ensure that the roll of the special tax is received by the County Tax Collector. In the event the County Tax Collector is unable to collect the tax, the parcel tax administrator shall take all reasonable and necessary steps to issue a supplemental assessment.

1. Public Property: All public real property that is otherwise exempt from or upon which no ad valorem property taxes are levied in any year shall also be exempt from Measure B1 in such year. Public property with taxable possessory interests shall be assessed whether or not ad valorem taxes are levied.

2. Exemptions Process: Exempt as is set forth herein, no Senior Citizen Exemption or SSI Exemption shall be granted for a fiscal year (July 1-June 30) unless an application has been completed and submitted before 4:30pm on June 30 of the fiscal year immediately prior to the fiscal year for which the applicant is seeking an exemption.

Eligible Property owners who were granted exemptions under Measure A will continue to be exempted from B1.

The filing of a request for an exemption does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount while a request for an exemption is being processed.5. Exemption Application: A request for an exemption should be submitted to the following address: Parcel Tax Administrator, Attn: AUSD Exemption, 4745 Mangels Blvd, Fairfield, CA 94534.

Applicants for exemptions are advised strongly to keep a copy of their application.

The "Senior" Exemption Request Form, "SSI" Exemption Request Form and "SSDI" Exemption Request Form shall be available electronically from the District's website at <http://www.alameda.k12.ca.us> and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Exemption Request Forms should be directed to AUSD's parcel tax administrator at (800) 273.5167.

6. Term of Exemption - Renewal: Once an Application has been approved for a particular fiscal year, property owners will not be required to submit an additional Application for exemption for subsequent fiscal years, provided that the circumstances justifying the exemption have not changed. On an annual basis, the District will review existing exemptions and may take reasonable steps to confirm that the circumstances justifying the exemption have not changed.

Property owners who were granted exemptions under Measure A are automatically exempted from B1.

### Appeals and Refunds

Any person seeking to appeal the amount or basis of his or her assessment under Measure B1 or seeking a refund must fill out a Measure B1 Parcel Tax Correction Application.

The Measure B1 Parcel Tax Correction Application shall be available electronically from the District's website at <http://www.alamedaunified.org> and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Measure B1 Parcel Tax Correction Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Measure B1 Parcel Tax Correction Application should be directed to AUSD's parcel tax administrator at (800) 273.5167. Any completed Measure B1 Parcel Tax Correction Application should be sent to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

Unless otherwise required by law, the District will only consider appeals filed in the then-current fiscal year. Refunds, when due, shall be limited to one fiscal year.

### 1. Appeals of Building Square Feet Determination

In determining the building square footage of Taxable Real Property, the District shall refer to the data reported by the County Office of Assessor, except in cases of demonstrable error.

Any person seeking to appeal the building square footage used to determine his or her assessment under Measure B1 must first complete and file a Property Characteristic Change Form at the County Office of Assessor. The Property Characteristic Change Form shall be available electronically from the District's website at <http://www.alameda.k12.ca.us> and the Administrative Assistant to the General Counsel & Senior Program Manager at 2200 Central Ave, Alameda, CA 94501 and from the County Office of Assessor.

If the Assessor grants the requested change, the person must then submit a copy of the Property Characteristic Change Form, including evidence confirming the Assessor's approval of the requested change, and a Measure B1 Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure A Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

### 2. Appeals of Exemption Determination

Any person seeking to appeal the denial of an Application for a Senior Citizen Exemption or SSI Exemption must submit a Measure B1 Parcel Tax Correction Application and must include a copy of the Application and evidence that the Application was submitted in a timely manner. Accordingly, applicants for exemptions are advised strongly to keep a copy of any application for exception they submit.

Any person seeking to appeal the denial of an Application for exemption must submit a Measure B1 Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

### 3. Other Appeals or Refunds

Any person seeking a correction or refund for Measure A on his or her property tax bill for any other reason must submit a Measure A Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

#### 4. Importance of Paying All Tax Assessments While Appeal is Ongoing

The parcel tax administrator shall inform the property owner that the filing of an appeal does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount pending appeal. If an appeal is granted, the District will issue a refund as soon as reasonably possible.

#### 5. Timeline and Process for Appeals and Refunds

The District and its parcel tax administrator will make every reasonable effort to respond promptly to any appeal and to issue any refund that is due. Except in extraordinary circumstances, District staff will respond no later than 60 days after an appeal or request for refund is submitted to the parcel tax administrator. Following the District's response, the property owner may appeal District staff's response to the Superintendent within 21 days of receiving District staff's response. The Superintendent will issue a final and binding decision on the appeal or refund within 30 days of receiving the appeal of the District staff's response.

#### Independent Auditor's Report

The Superintendent or his/her designee shall provide an annual audit by an independent

auditor to determine that funds generated by Measure B1 have been allocated and expended in compliance the provisions of the Measure.

The independent annual audit of Measure B1 funds will follow the District's ordinary audit cycle and will include an annual auditor's report.

#### Oversight Committee

Pursuant to the terms of Measure B1, an Oversight Committee shall be formed to annually review the District's compliance with the terms of the Measure.

Appointments of both new and returning members to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before September 30 each school year.

The Committee shall consist of eleven (11) members, all of whom must be residents of the City of Alameda. To the extent reasonably possible while also ensuring the Committee will include members with outstanding skills and qualifications, the Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the District.

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In the event a member of the Committee resigns from the Committee or leaves the Committee for any other reason, the Superintendent may appoint a well qualified candidate to serve out the remainder of the term of the Committee member who has left the Committee or may choose to keep the vacancy unfilled until the next annual appointments to the Committee.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the District website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

(cf. [3100](#) - Budget)

Regulation ALAMEDA UNIFIED SCHOOL DISTRICT

updated: February 2019 Alameda, California



## **SUICIDE PREVENTION**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. ~~To attempt~~In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

(cf. ~~1020~~ Youth Services)

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

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

Such measures and strategies shall include, but are not limited to:

- 1.- \_\_\_\_ Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students ~~in the secondary grades~~

(cf. ~~4131~~ 4131 - Staff Development)

(cf. ~~4231~~ 4231 - Staff Development)

(cf. ~~4331~~ 4331 - Staff Development)

- 2.- \_\_\_\_ Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. ~~6142.8~~ 6142.8 - Comprehensive Health Education)

- 3.- \_\_\_\_ Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. ~~5131~~ 5131 - Conduct)

(cf. ~~5131.2~~ 5131.2 - Bullying)

(cf. ~~5137~~ 5137 - Positive School Climate)

(cf. ~~5145.3~~ 5145.3 - Nondiscrimination/Harassment)

(cf. ~~5145.7~~ 5145.7 - Sexual Harassment)

(cf. ~~5145.9~~ 5145.9 - Hate-Motivated Behavior)

- 4.- \_\_\_\_\_ The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the ~~youth~~-suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
- 5.- \_\_\_\_\_ Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- 6.- \_\_\_\_\_ Crisis intervention procedures for addressing suicide threats or attempts
- 7.- \_\_\_\_\_ Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code ~~215~~ 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

*Legal Reference:*

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

## Preventing Suicide: A Toolkit for High Schools, 2012

*National Strategy for Suicide Prevention: Goals and Objectives for Action*, rev. 2012

*Preventing Suicide: A Toolkit for High Schools, 2012*

### WEB SITES

American Association of Suicidology: ~~<http://www.suicidology.org>~~ <http://www.suicidology.org>

American Foundation for Suicide Prevention: ~~<http://afsp.org>~~ <https://afsp.org>

American Psychological Association: ~~<http://www.apa.org>~~ <http://www.apa.org>

American School Counselor Association: ~~<http://www.schoolcounselor.org>~~  
<https://www.schoolcounselor.org>

California Department of Education, Mental Health: ~~<http://www.cde.ca.gov/ls/cg/mh>~~  
<http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention

Program: ~~<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>~~

<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: ~~<http://www.cdc.gov/mentalhealth>~~  
<http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: ~~<http://www.nasponline.org>~~  
<https://www.nasponline.org>

National Institute for Mental Health: ~~<http://www.nimh.nih.gov>~~ <http://www.nimh.nih.gov>

Trevor Project: ~~<http://thetrevorproject.org>~~ <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: ~~<http://www.samhsa.gov>~~ <http://www.samhsa.gov>

Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~ CSBA MANUAL MAINTENANCE  
SERVICE

adopted: ~~August 8, 2017 Alameda, California~~ December 2018

**SUICIDE PREVENTION**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

*(cf. 1220 - Citizen Advisory Committees)*

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

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

*(cf. 6142.8 - Comprehensive Health Education)*

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide

- prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
  6. Crisis intervention procedures for addressing suicide threats or attempts
  7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

*Legal Reference:*

EDUCATION CODE

215 *Student suicide prevention policies*

215.5 *Suicide prevention hotline contact information on student identification cards*

216 *Suicide prevention online training programs*

32280-32289 *Comprehensive safety plan*

49060-49079 *Student records*

49602 *Confidentiality of student information*

49604 *Suicide prevention training for school counselors*

GOVERNMENT CODE

810-996.6 *Government Claims Act*

PENAL CODE

11164-11174.3 *Child Abuse and Neglect Reporting Act*

WELFARE AND INSTITUTIONS CODE

5698 *Emotionally disturbed youth; legislative intent*

5850-5883 *Children's Mental Health Services Act*

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California Department of Health Care Services, Suicide Prevention Program:  
<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health:  
<http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health  
Services Administration: <http://www.samhsa.gov>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: August 8, 2017 Alameda, California

revised: February

# ~~BP 5148.2~~ CSBA Sample

## Board Policy

### ~~Students~~

### ~~Before/After School Programs~~

#### BP 5148.2

#### Students

#### The Board of Education

\*\*\*Note: The following optional policy is for use by districts providing before-school and/or after-school programs and should be revised to reflect the program(s) offered by the district. For eligible programs in grades K-9, the district may apply for funding from the state's After School Education and Safety Program (ASES) (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). The federal 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) (Education Code 8420-8428; 20 USC 7171-7176) provides funding for eligible programs in grades 9-12. See the accompanying administrative regulation for major requirements of each program.\*\*\*

\*\*\*Note: The following policy is applicable to all three programs, unless otherwise noted, and may be adapted by districts that offer other programs through district funding or alternative sources. If the district does not offer both a before-school and after-school program, it may modify the following policy as appropriate.\*\*\*

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program ~~and provide safe, constructive alternatives for students in a supervised environment.~~ In order to increase academic achievement of participating students, the content of such programs shall be aligned/coordinated with the district's vision and goals for student learning, ~~its local control and accountability plan,~~ curriculum, and ~~district and state-~~ academic standards ~~and shall be integrated with other learning support activities.~~

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 6011 - Academic Standards)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

\*\*\*Note: The following paragraph reflects a requirement for collaborative planning for both ASES (Education Code 8482.5) and ASSETs (Education Code 8422). 21st CCLC programs must be developed in collaboration with the school(s) the students attend, but collaboration with other entities is at the discretion of the district. Districts offering only 21st CCLC programs may



revise the following paragraph to reflect district practice.\*\*\*

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. ~~(Education Code 8422, 8482.5)~~ (Education Code 8422, 8482.5)

~~The establishment of any program shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)~~

~~The~~

\*\*\*Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 8482.5, in awarding funding for ASES programs, the state gives priority to schools with at least 50 percent of students eligible for free or reduced-price meals. Pursuant to 20 USC 7174, funding for the 21st CCLC and ASSETs programs is restricted to schools receiving federal Title I funding. In addition, 20 USC 7174 and Education Code 8422 and 8484.8 give competitive priority for these federal programs to applications jointly submitted by school districts and community organizations for programs that (1) are located in schools that are implementing comprehensive or targeted support and improvement activities pursuant to 20 USC 6311; (2) serve students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lacking strong positive role models; (3) provide activities not otherwise accessible to participating students or expand accessibility to high-quality services that may be available in the community; (4) continue or expand existing grants; and (5) for 21st CCLC programs, provide year-round expanded learning programming. For a further description of competitive priority for funding, see the California Department of Education's (CDE) "21st CCLC and ASSETs FAQs" and "Request for Applications for Programs Proposing to Serve High School Students."\*\*\*

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

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

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Any program to be established shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

\*\*\*Note: The following optional paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to both ASES and 21st CCLC), the program administrator is required to establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide pursuant to district policies; see the accompanying administrative regulation. A district offering an ASSETs program must establish its expectations for staff qualifications.\*\*\*

The Superintendent or designee shall ensure that all staff who directly supervise students in the

district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Each program shall include academic, social emotional learning, and enrichment elements in accordance with law and administrative regulation. In addition, ~~the each~~ program may include support services that reinforce the educational component, enrichment, and promote student health, mental health, and well-being, ~~including, but not limited to, drug and violence prevention programs, counseling/guidance services, character education, and programs that promote parent/guardian involvement and family literacy.~~

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(cf. 0450 - Comprehensive Safety Plan)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.7 - Physical Education and Activity)

\*\*\*Note: Pursuant to Education Code 8482.6 (applicable to both ASES and 21st CCLC) and Education Code 8422 (applicable to ASSETs programs), as added and amended by AB 2615 (Ch. 470, Statutes of 2016), the district may charge fees to participating families as long as those fees are waived or reduced for families with students who are eligible for free or reduced-price meals. Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.\*\*\*

OPTION 1: No fee shall be charged for participation in the program.

OPTION 2: A family fee may be charged to participating families based on the actual cost of services, as long as the fee is waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422, 8482.6)

\*\*\*Note: The fee may be waived or following paragraph is for use by districts selecting Option 2 that offer an ASES and/or 21st CCLC program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8482.6, as added by AB 2615 (Ch. 470, Statutes of 2016), commencing July 1, 2017, no family fees may be charged for these programs if the district knows the participating student is a homeless youth or in foster care.\*\*\*

In regard to the After School Education and Safety program and/or 21st Century Community Learning Center program, no fee shall be charged for a student identified as a homeless or foster youth. (Education Code 8482.6)

(cf. 3260 - Fees and Charges)  
(cf. 3553 - Free and Reduced Price Meals)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)

\*\*\*Note: The remainder of this policy is for use by districts that selected either Option 1 or 2 above.\*\*\*

\*\*\*Note: The following optional paragraph is for use by districts with programs serving students ages 11-12 years. Education Code 8263.4 provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized based-on-economic-disadvantage or other critical needs child care and development services. When subsidized child care services are also available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.\*\*\*

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with Education Code 8263 and 8350-the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

\*\*\*Note: The following optional paragraph may be revised to reflect district practice.\*\*\*

\*\*\*Note: To assist in evaluations of program effectiveness, the district may refer to the California Department of Education's (CDE) Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. In addition, CDE's publication A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools describes available assessment tools that are closely aligned with the program standards. These publications are available on CDE's web site.\*\*\*

\*\*\*Note: To the extent consistent with state and federal privacy laws, Education Code 8484.1 authorizes the district to share specified student data (i.e., school day attendance data, statewide assessment scores, English language development test placement or reclassification scores, California Healthy Kids Survey results in aggregate form, student engagement and behavioral data, and other academic measures, including grades and course completion) with the operator of an after-school program with which the district has a contract that includes a confidentiality agreement. The district should consult with legal counsel if it has any questions regarding the sharing of student data.\*\*\*

\*\*\*Note: In addition, Education Code 8427 and 8484 require the after-school program to submit data on school and program attendance and program quality to the CDE; see the section "Reports" in the accompanying administrative regulation.\*\*\*

The Board and the Superintendent or designee shall monitor student participation rates and shall

identify multiple measures that shall be used to ~~determine~~evaluate program effectiveness, ~~such as,~~  
Such measures may include, but are not limited to, student outcome-based data on academic performance, attendance; program self-assessments; feedback from staff, participating students, and positive behavioral changes parents/guardians; and observations of program activities.

Legal Reference: (see next page)

(cf. 0500 - Accountability)

\*\*\*Note: The following paragraph is for use by districts that offer an ASES or 21st CCLC program, and may be adapted by districts that offer ASSETs or other programs. Education Code 8482.3 requires districts offering an ASES or 21st CCLC program to review program goals, program content, and outcome measures, selected from among those listed in Education Code 8484, every three years and to retain documentation for five years.\*\*\*

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

~~8263~~ 8263 Eligibility and priorities for subsidized child development services

~~8350-8359.1~~ 8263.4 Enrollment of students ages 11-12 years

8273.1 Family fees, exemptions

~~8350-8359.1~~ Programs for CalWORKS recipients

~~8420-8428~~ 8360-8370 Personnel qualifications

~~8420-8428~~ 21st Century After-School Program for Teens

~~8482-8484.6~~ 8482-8484.65 After School Education and Safety Program

~~8484.7-8484.9~~ 8484.7-8484.9 21st Century Community Learning Centers

~~17264~~ 8490-8490.7 Distinguished After School Health Recognition Program

17264 New construction; accommodation of before- and after-school programs

~~35021.3~~ 35021.3 After-school physical recreation instructors

~~45125~~ 45125 Criminal record check

~~49430-49436~~ 45330 Paraprofessionals; instructional aides

45340-45349 Paraprofessionals; instructional aides

49024 Criminal background check; Activity Supervisor Clearance Certificate

49430-49434 Nutrition standards

~~49553~~ 49540-49546 Child Care Food Program

49553 Free or reduced-price meals

~~69530-69547.9~~ Cal Grant program

69430-69460 Cal Grant program

UNITED STATES CODE, TITLE 20

~~6314-6311~~ State plans

~~6314~~ Title I schoolwide programs

~~6319~~ Program improvement

~~7171-7176~~ 21st Century community learning centers

~~7171-7176~~ 21st Century Community Learning Centers

UNITED STATES CODE, TITLE 42

1766-1766a Child and Adult Care Food Program

11434a Education for homeless children and youths

CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 Child care center nutrition standards

## Management Resources:

### ~~CSBA ADVISORIES~~

~~Proposition 49: New Funding for Before and After School Programs, July 2006~~

### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Quality Program Improvement Plan for Expanded Learning Programs in California 2016-17, November 2016

Request for Application for Programs Proposing to Serve High School Students, September 2016

21st Century Community Learning Centers (21st CCLC) FAQs Elementary/Middle School Programs, September 2016

A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014

21st Century High School After School Safety and Enrichment for Teens (~~ASSETS~~) Program Evaluation Guidebook 2005-06, July 2006Frequently Asked Questions, March 2012

### ~~COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) PUBLICATIONS~~

~~Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs, August 2005~~

### ~~NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS~~

~~Building and Sustaining After-School Programs: Successful Practices in School Board Leadership, 2005~~

California After School Physical Activity Guidelines, 2009

### ~~U.S. DEPARTMENT OF EDUCATION ~~NON-REGULATORY GUIDANCE~~ PUBLICATIONS~~

21st Century Community Learning Centers, Nonregulatory Guidance, February 2003

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

~~After-School Programs: Keeping Children Safe and Smart, June 2000~~

## WEB SITES

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

~~Academy for Educational Development, Promising Practices in Afterschool:~~ <http://www.afterschool.org>

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

~~California Department of Education, Before and After School Partnerships-~~

~~Office:~~ <http://www.cde.ca.gov/ls/ba>

~~California Healthy Kids Survey:~~ <https://chks.wested.org>

~~California School-Age Consortium:~~ <http://calsac.org> <http://calsac.org>

~~Children Now:~~ <http://www.childrennow.org>

~~Council of Chief State School Officers:~~ <http://www.ccsso.org>

~~National School Boards Association, Extended Day Learning Opportunities-~~

~~Program:~~ <http://www.nsba.org/edle>

~~Policy ALAMEDA UNIFIED SCHOOL DISTRICT~~

~~adopted: March 13, 2007 Alameda, California~~

~~revised: August 25, 2009~~

~~Commission on Teacher Credentialing:~~ <http://www.ctc.ca.gov>

~~Partnership for Children and Youth:~~ <http://partnerforchildren.org>

~~U.S. Department of Agriculture:~~ <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

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**Before/After School Programs**

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5147 - Dropout Prevention)  
(cf. 5148 - Child Care and Development)  
(cf. 6011 - Academic Standards)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer Learning Programs)  
(cf. 6179 - Supplemental Instruction)

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 1700 - Relations Between Private Industry and the Schools)  
(cf. 6020 - Parent Involvement)

Any program to be established shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

(cf. 1240 - Volunteer Assistance)  
(cf. 4131 - Staff Development)  
(cf. 4222 - Teacher Aides/Paraprofessionals)  
(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Each program shall include academic, social emotional learning, and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component, enrichment, and promote student health, mental health, and well-being.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.7 - Physical Education and Activity)

A family fee may be charged to participating families based on the actual cost of services, as long as the fee is waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422, 8482.6)

In regard to the After School Education and Safety program and/or 21st Century Community Learning Center program, no fee shall be charged for a student identified as a homeless or foster youth. (Education Code 8482.6)

(cf. 3260 - Fees and Charges)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

(cf. 3580 - District Records)



Legal Reference:

EDUCATION CODE

8263 Eligibility and priorities for subsidized child development services  
8263.4 Enrollment of students ages 11-12 years  
8273.1 Family fees, exemptions  
8350-8359.1 Programs for CalWORKS recipients  
8360-8370 Personnel qualifications  
8420-8428 21st Century After-School Program for Teens  
8482-8484.65 After School Education and Safety Program  
8484.7-8484.9 21st Century Community Learning Centers  
8490-8490.7 Distinguished After School Health Recognition Program  
17264 New construction; accommodation of before- and after-school programs  
35021.3 After-school physical recreation instructors  
45125 Criminal record check  
45330 Paraprofessionals; instructional aides  
45340-45349 Paraprofessionals; instructional aides  
49024 Criminal background check; Activity Supervisor Clearance Certificate  
49430-49434 Nutrition standards  
49540-49546 Child Care Food Program  
49553 Free or reduced-price meals  
69430-69460 Cal Grant program  
UNITED STATES CODE, TITLE 20  
6311 State plans  
6314 Title I schoolwide programs  
7171-7176 21st Century Community Learning Centers  
UNITED STATES CODE, TITLE 42  
1766-1766a Child and Adult Care Food Program  
11434a Education for homeless children and youths  
CODE OF FEDERAL REGULATIONS, TITLE 7  
226.17 Child care center nutrition standards

Management Resources:

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Request for Application for Programs Proposing to Serve High School Students, September 2016  
21st Century Community Learning Centers (21st CCLC) FAQs Elementary/Middle School Programs, September 2016  
A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014  
Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014  
21st Century High School After School Safety and Enrichment for Teens Program Frequently Asked Questions, March 2012  
California After School Physical Activity Guidelines, 2009  
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century Community Learning Centers, Nonregulatory Guidance, February 2003

#### WEB SITES

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

California Department of Education, Before and After School: <http://www.cde.ca.gov/lb/ba>

California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

#### Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: March 13, 2007 Alameda, California

revised: August 25, 2009

revised: February 26, 2019

# ~~BP 6144~~ **CSBA Sample**

## **Board Policy**

### **Instruction**

#### **Controversial Issues—**

BP 6144

### Instruction

The Board of Education

\*\*\*Note: The following optional policy may be revised to reflect district practice.\*\*\*

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. ~~6141.2~~ 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. ~~6142.1~~ 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. ~~6142.3~~ 6142.3 - Civic Education)

(cf. ~~6142.8~~ 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. ~~6143~~ 6143 - Courses of Study)

\*\*\*Note: Recommended criteria for determining the appropriateness of supplementary instructional materials and/or the circumstances under which materials should be submitted to the principal or other designee for review prior to their use (e.g., when materials relate to controversial issues or are presented in a controversial manner or context, such as when materials contain nudity, sexual content, graphic violence, or extensive profanity) are addressed in BP 6161.11 - Supplementary Instructional Materials.\*\*\*

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. ~~6141~~ 6141 - Curriculum Development and Evaluation)

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

(cf. ~~6161.11~~ 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1.—      The topic shall be suitable to the age and maturity of the students.

2.— Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.

~~3. The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view.~~

3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.

\*\*\*Note: The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech, including freedom of speech for students. However, under court decisions and Education Code 48950, discipline may be imposed upon students for speech or conduct that constitutes harassment, threats, or intimidation. See BP 5145.2 - Freedom of Speech/Expression.\*\*\*

~~4. No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others.—~~ Students shall be assured of their right to form and express an opinion without jeopardizing their ~~relationship with the teacher or school~~ grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

(cf. ~~5022~~ 5022 - Student and Family Privacy Rights)

(cf. ~~5145.2~~ 5145.2 - Freedom of Speech/Expression)

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

(cf. ~~6145.5~~ 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

5.— Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. ~~5131~~ 5131 - Conduct)

(cf. ~~5131.2~~ 5131.2 - Bullying)

(cf. ~~5137~~ 5137 - Positive School Climate)

6.— Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7.— The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

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

(cf. ~~5145.3~~ 5145.3 - Nondiscrimination/Harassment)

(cf. ~~5145.9~~ 5145.9 - Hate-Motivated Behavior)

8.—        The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the ~~Board~~ requires that the guest speaker be notified Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction.    If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. ~~6145.8~~ 6145.8 - Assemblies and Special Events)

\*\*\*Note: The following optional paragraph permits parents/guardians to excuse their child from certain types of instruction. For example, pursuant to Education Code 51938, districts must notify parents/guardians of the opportunity to request that their child not receive comprehensive sexual health and HIV prevention instruction. Districts must use a "passive consent" or "opt out" process in which the student receives the instruction unless the parent/guardian notifies the district in writing that the student should not receive the instruction; see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, Education Code 51240 provides that parents/guardians may request in writing that their child be excused from any part of health instruction that conflicts with their religious training or beliefs; see AR 6142.8 - Comprehensive Health Education. Pursuant to Education Code 51513, districts may not administer exams, surveys, or questionnaires containing questions about a student's or his/her family's personal beliefs or practices in sex, family life, morality, and religion unless the student's parent/guardian has provided prior written consent. See AR 5022 - Student and Family Privacy Rights.\*\*\*

When required by law ~~or otherwise deemed appropriate by the teacher or administrator, such as in regards to comprehensive sexual health and HIV prevention education~~, parents/guardians shall be notified prior to instruction ~~related to any controversial issue and parent/guardian consent shall be obtained for student participation that they may request in writing that their child be excused from the instruction~~. Students whose parents/guardians decline such instruction may be offered ~~the option to participate in~~ an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues ~~shall be directed to~~ may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

(cf. ~~1312.1~~ 1312.1 - Complaints Concerning District Employees)

(cf. ~~1312.2~~ 1312.2 - Complaints Concerning Instructional Materials)

Any bias-related incident that occurs as a result of instruction related to controversial issues shall be responded to in a manner consistent with district discipline/restorative practices and shall be reported using the district's established bias-related incident tracking system.

Legal Reference:

EDUCATION CODE

~~220-220~~ Prohibition of discrimination

~~51500-48950~~ Freedom of speech

~~51240~~ Excuse from health instruction due to religious beliefs

~~51500~~ Prohibited instruction or activity

~~51510-51510~~ Prohibited study or supplemental materials

~~51511-51511~~ Religious matters properly included in courses of study

~~51530-51513~~ Materials containing questions about beliefs or practices

~~51530~~ Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

~~51933~~ Sex education courses

~~51938~~ Right of parent/guardian to excuse child from sexual health instruction

~~60040-51930-51939~~ California Healthy Youth Act; comprehensive sexual health and HIV prevention education

~~60040~~ Portrayal of cultural and racial diversity

~~60044-60044~~ Prohibited instructional materials

~~60045-60045~~ Criteria for instructional materials

Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~

~~adopted: November 26, 1996 Alameda, California~~

~~revised: August 25, 2009~~

~~revised: March 11, 2014~~

COURT DECISIONS

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Garcetti v. Ceballos, (2006) 547 U.S. 410

(12/89 8/13) 3/17

**Controversial Issues**

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History-Social Science Instruction)  
(cf. 6143 - Courses of Study)

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction may be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)

Any bias-related incident that occurs as a result of instruction related to controversial issues shall



be responded to in a manner consistent with district discipline/restorative practices and shall be reported using the district's established bias-related incident tracking system.

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

48950 Freedom of speech

51240 Excuse from health instruction due to religious beliefs

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51513 Materials containing questions about beliefs or practices

51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

COURT DECISIONS

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Garcetti v. Ceballos, (2006) 547 U.S. 410

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: November 26, 1996 Alameda, California

revised: August 25, 2009

revised: March 11, 2014

revised: February 26, 2019

## HIGH SCHOOL GRADUATION REQUIREMENTS

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

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

### **Course Requirements**

To obtain a ~~diploma of graduation from~~ high school, AUSD diploma, 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)~~ 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

- 2.- Two courses in mathematics; ~~(Education Code 51225.3)~~

At least one which must be Algebra I. A student who completes coursework in grades 7 through 12 that meets mathematics course, or exceeds a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I in less than two courses shall be considered to have met the requirement for Algebra or Mathematics I. Completion of such coursework prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5 and 51225.3) (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

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](#))

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6152.1 - Placement in Mathematics Courses)*

*(cf. 6142.93 - Science Instruction)*

- 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)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

- 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 (Education Code 51225.3)

~~\_\_\_\_\_ To 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~~counted towards meeting graduation requirement takes effect for students graduating in 2016 and thereafter~~requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.~~

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

- 6.- \_\_\_\_ ~~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).~~ (Education Code 51225.3)

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6142.8 - Comprehensive Health Education)*

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.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

~~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).

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.

**Exemptions and Waivers**

A foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or newly arrived immigrant student participating in a newcomer program who transfers into the district any time after completing the second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5145.6 - Parental Notifications)

(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)  
(cf. 6175 - Migrant Education Program)

### **Retroactive Diplomas**

Any student who ~~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, completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to: (Education Code 48204.4, 51430, 51440)

1. Persons who departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Former students who were interned by order of the federal government during World War II or who are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.
3. Veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

## Honorary Diplomas

The Board may grant honorary high school diplomas to individuals who have not completed the district requirements including: (Education Code 51225.5)

1. An international exchange student who has not completed the

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

## The 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 ST-AR results and district multiple measures.~~

Diploma of Graduation~~honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)~~

## ~~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~~

~~3 7252 Supplemental instructional programs~~

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

~~3 7254.1 Required student participation in supplemental instruction~~

*47612 Enrollment in charter school*

*48200 Compulsory attendance*

*48204.4 Parents/guardians departing California against their will*

*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 Requirements1 Exemption from district graduation requirements*

*51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course*

*51225.3 High school graduation*

*51225.35 Mathematics course requirements; computer science*

*51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation*

*51225.5 Honorary diplomas; ~~foreign-exchange students~~*

*51225.6 Compression-only cardiopulmonary resuscitation*

51228 *Graduation requirements*  
51240-51246 *Exemptions from requirements*  
51250-51251 *Assistance to military dependents*  
51410-~~51412~~51413 *Diplomas*  
51420-51427 *High school equivalency certificates*  
51430 *Retroactive high school diplomas*  
51440 *Retroactive high school diplomas*  
51450-51455 *Golden State Seal Merit Diploma*  
51745 *Independent study restrictions*

### ~~523-78 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*  
67386 *Student safety; affirmative consent standard*  
CODE OF REGULATIONS, TITLE 5  
1600-1651 *Graduation of students from grade 12 and credit toward graduation*  
4600-4687 *Uniform complaint procedures*  
COURT DECISIONS  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

### *Management Resources:*

#### WEB SITES

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

California Department of Education, High

School: ~~http://www.cde.ca.gov/ci/gc/hs-~~ <http://www.cde.ca.gov/ci/gc/hs/> ~~University of~~

California, List of Approved a-g Courses:

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

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

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

Policy ~~ALAMEDA UNIFIED SCHOOL DISTRICT~~ CSBA MANUAL MAINTENANCE  
SERVICE

adopted: ~~June 12, 2012 Alameda, California~~

revised: ~~March 24, 2015~~

December 2018



**HIGH SCHOOL GRADUATION REQUIREMENTS**

The Governing Board desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

**Course Requirements**

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

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](#))

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6152.1 - Placement in Mathematics Courses)*

*(cf. 6142.93 - Science Instruction)*

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)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

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 (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

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)

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6142.8 - Comprehensive Health Education)*

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.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

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).

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.

#### Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or newly arrived immigrant student participating in a newcomer program who transfers into the district any time after completing the second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.6 - Parental Notifications)*

*(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)*

*(cf. 6175 - Migrant Education Program)*

#### Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to: (Education Code 48204.4, 51430, 51440)

1. Persons who departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Former students who were interned by order of the federal government during World War II or who are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.
3. Veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

### **Honorary Diplomas**

The Board may grant honorary high school diplomas to individuals who have not completed the district requirements including: (Education Code 51225.5)

1. An international exchange student  
(*cf. 6145.6 - International Exchange*)
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

### **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**

*47612 Enrollment in charter school*

*48200 Compulsory attendance*

*48204.4 Parents/guardians departing California against their will*

*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*

*51225.1 Exemption from district graduation requirements*

*51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course*

*51225.3 High school graduation*

*51225.35 Mathematics course requirements; computer science*

*51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation*

*51225.5 Honorary diplomas*

*51225.6 Compression-only cardiopulmonary resuscitation*

*51228 Graduation requirements*

*51240-51246 Exemptions from requirements*

*51250-51251 Assistance to military dependents*

*51410-51413 Diplomas*

*51420-51427 High school equivalency certificates*

*51430 Retroactive high school diplomas*

*51440 Retroactive high school diplomas*

*51450-51455 Golden State Seal Merit Diploma*

*51745 Independent study restrictions*

*56390-56392 Recognition for educational achievement, special education*

*66204 Certification of high school courses as meeting university admissions criteria*

*67386 Student safety; affirmative consent standard*

**CODE OF REGULATIONS, TITLE 5**

*1600-1651 Graduation of students from grade 12 and credit toward graduation*

*4600-4687 Uniform complaint procedures*

**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

revised: March 24, 2015

revised: February 26, 2019

Education for English Learners

**REDESIGNATION/RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER  
TO REDESIGNATED FLUENT ENGLISH PROFICIENT IN GRADES ~~4~~ AND ~~K~~ 5**

**CRITERIA:**

- ~~1.~~ 1. Oral Language Performance Level of 4 (Well Developed) for the Oral Language domain of the English Language Proficiency Assessments for California (ELPAC).
- ~~2.~~ 2. Written Language Performance Level of 4 (Well Developed) for the Written Language domain of the ELPAC.
- ~~3.~~ 3. Overall Performance Level of 4 (Well Developed) on the English Language Proficiency Assessments of California (ELPAC).
4. Grade K: Benchmark Assessment Trimester 2 (80% or above)  
Grade 1: Writing Benchmark 2 (score of 3 or 4) and Reading Assessment Trimester 2 (80% or above)  
Grades 2-3: Writing Benchmark 2 (score of 3 or 4) and Spring Benchmark Assessment (80% or above)  
Grades 4-5: Student score of Standard Met or above in English language arts on the  
~~4.~~                      current SBAC.
- 5.- Student score of at least 20 out of 25 with no row below a 4 on the Student Oral Language Observation Matrix (SOLOM) completed by the classroom teacher.
- ~~6.~~ 6. Student writing samples or local/state tests must reflect grade level writing proficiency.
- 7.- Parent/guardian must consult with the classroom teacher, Literacy/ELD TSA,  
                     and/or Principal and sign the Redesignation/Reclassification Form.

~~Exhibit ALAMEDA UNIFIED SCHOOL DISTRICT~~

~~Version:~~

~~Instruction — E2-6174~~

~~Education for English Learners~~

**REDESIGNATION/RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER  
TO REDESIGNATED FLUENT ENGLISH PROFICIENT IN GRADES 6 - 12**

**CRITERIA:**



- ~~1.~~ 1. Oral Language Performance Level of 4 (Well Developed) for the Oral Language domain of the English Language Proficiency Assessments for California (ELPAC).
- ~~2.~~ 2. Written Language Performance Level of 4 (Well Developed) for the Written Language domain of the ELPAC.
- ~~3.~~ 3. Overall Performance Level of 4 (Well Developed) on the English Language Proficiency Assessments of ~~California~~ (ELPAC).
- ~~4.~~ 4. Student score of Standard Met or above in English language arts on the most current SBAC.
  - a. For current 10<sup>th</sup> graders, the 8<sup>th</sup> grade SBAC ELA score may be used.
  - b. For current 11<sup>th</sup> graders, the Local Redesignation Assessment may be in lieu of the SBAC. The total LRA score must be 70 or above.
- ~~5.~~ 5. Student score of at least 20 out of 25 with no row below a 4 on the Student Oral Language Observation Matrix (SOLOM) completed by the classroom teacher.
- ~~6.~~ 6. Student writing samples or local/state tests must reflect grade level writing proficiency.
- ~~7.~~ 7. Student and parent/guardian must consult with the English teacher, Literacy/ELD TSA, and/or the site administrator and sign the Redesignation/Reclassification Form.
- ~~8.~~ 8. A grade of “C” or above in English course.
- ~~9.~~ For current 10<sup>th</sup> graders, the 8<sup>th</sup> grade SBAC ELA score may be used.
- ~~For current 11<sup>th</sup> graders, the Local Redesignation Assessment may be in lieu of the SBAC.~~
- ~~10.~~ The total LRA score must be 70 or above.

Exhibit ALAMEDA UNIFIED SCHOOL DISTRICT

Version:

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Education for English Learners

**REDESIGNATION/RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER  
TO REDESIGNATED FLUENT ENGLISH PROFICIENT IN GRADES K-5**

**CRITERIA:**

1. Oral Language Performance Level of 4 (Well Developed) for the Oral Language domain of the English Language Proficiency Assessments for California (ELPAC).
2. Written Language Performance Level of 4 (Well Developed) for the Written Language domain of the ELPAC.
3. Overall Performance Level of 4 (Well Developed) on the English Language Proficiency Assessments of California (ELPAC).
4. Grade K: Benchmark Assessment Trimester 2 (80% or above)  
Grade 1: Writing Benchmark 2 (score of 3 or 4) and Reading Assessment Trimester 2 (80% or above)  
Grades 2-3: Writing Benchmark 2 (score of 3 or 4) and Spring Benchmark Assessment (80% or above)  
Grades 4-5: Student score of Standard Met or above in English language arts on the current SBAC.
5. Student score of at least 20 out of 25 with no row below a 4 on the Student Oral Language Observation Matrix (SOLOM) completed by the classroom teacher.
6. Student writing samples or local/state tests must reflect grade level writing proficiency.
7. Parent/guardian must consult with the classroom teacher, Literacy/ELD TSA, and/or Principal and sign the Redesignation/Reclassification Form.

Education for English Learners

**REDESIGNATION/RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER  
TO REDESIGNATED FLUENT ENGLISH PROFICIENT IN GRADES 6 - 12**

**CRITERIA:**

1. Oral Language Performance Level of 4 (Well Developed) for the Oral Language domain of the English Language Proficiency Assessments for California (ELPAC).
2. Written Language Performance Level of 4 (Well Developed) for the Written Language domain of the ELPAC.
3. Overall Performance Level of 4 (Well Developed) on the English Language Proficiency Assessments of California (ELPAC).
4. Student score of Standard Met or above in English language arts on the most current SBAC.
  - a. For current 10<sup>th</sup> graders, the 8<sup>th</sup> grade SBAC ELA score may be used.
  - b. For current 11<sup>th</sup> graders, the Local Redesignation Assessment may be in lieu of the SBAC. The total LRA score must be 70 or above.
5. Student score of at least 20 out of 25 with no row below a 4 on the Student Oral Language Observation Matrix (SOLOM) completed by the classroom teacher.
6. Student writing samples or local/state tests must reflect grade level writing proficiency.
7. Student and parent/guardian must consult with the English teacher, Literacy/ELD TSA, and/or the site administrator and sign the Redesignation/Reclassification Form.
8. A grade of “C” or above in English course.

Exhibit ALAMEDA UNIFIED SCHOOL DISTRICT

Version: