BOARD OF EDUCATION AGENDA

REGULAR MEETING
October 13, 2026 - 6:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.
Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).
Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Call to Order - Open Session - 6:30 PM - Board President Ryan LaLonde Will Call the Meeting to Order in Council Chambers in Alameda City Hall (2263 Santa Clara Avenue).
2. **********

Call to Order: Open (Public) Session - 6:30 PM - Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation
Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device
Ensure you are using the most current version of the Zoom app or an updated web

browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call
Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

Join Public Board Meeting at 6:30pm
(Zoom format)

Zoom Registration Link:
https://alamedaca-gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw

For Telephone Participants:

Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256
****

3. Pledge of Allegiance - A Nea/ACLC Student will lead the Pledge of Allegiance
4. Roll Call/Introduction of Board Members and Staff

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the September 22, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Swearing In of Newly-Appointed Board Member - Superintendent Pasquale Scuderi will swear in Erick O. Bell as AUSD's newly-appointed Board Member (5 Mins/Action)
2. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker slips and raised hands will not be accepted. The Board may limit this Public Comment period to 20 minutes, with any additional comments being taken after the General Business agenda is complete. If we experience technical difficulties or if there is a disruption, the Board may discontinue online public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: klonergan@alamedaunified.org.
3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
4. Report from Employee Organizations - Representatives from the District's employee

organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).

5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)

6. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items.

7. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.

8. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300
5. Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item)
6. Approval of Bill Warrants and Payroll Registers
7. Approval of CSEA Side Letters Regarding Longevity Pay Provisions
8. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
9. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher, School Psychologist, Counselor, and Interns
10. Approval of Out-of-State Field Trip Request: Encinal Jr. & Sr. High School Students to Attend The Ultimate DECA Power Trip Conference in Louisville, KY
11. Approval of Quarterly Report on Williams Uniform Complaints: July - September 2026
12. Approval of Two New Job Descriptions: Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement and Public Information and Community Affairs Officer
13. CSBA Recommended Updates to Board Policies Reviewed at the September 16, 2026, Board Policy Subcommittee Meeting
14. Proclamation: Safe Schools Week, October 18-24, 2026
15. Resolution No. 2026-2027.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2026-2027
16. Resolution No. 2026-2027.15 Approval of Budget Transfers, Increases, Decreases

17. Resolution No. 2026-2027.16 Authorization to Dispose of Surplus Property

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. AUSD's Process for Reviewing Charter Renewal Petitions (10 Mins/Information)
2. Presentation by Alameda Community Learning Center (ACLC) in Support of their Request for Charter Renewal (15 Mins/Public Hearing/Information)
3. Presentation by Nea Community Learning Center (Nea) in Support of their Request for Charter Renewal (15 Mins/Public Hearing/Information)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: PLEASE CLICK ON THIS AGENDA ITEM FOR Location Details, Including Zoom Links for Remote Access to Submit Public Comment.

Item Type:

Background: **********

Call to Order: Open (Public) Session - 6:30 PM - Council Chambers

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Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

Join Public Board Meeting at 6:30pm
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Zoom Registration Link:
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For Telephone Participants:

Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256
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AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Pledge of Allegiance - A Nea/ACLC Student will lead the Pledge of Allegiance
Item Type:	
Background:	Pledge of Allegiance - A Nea/ACLC Student will lead the Pledge of Allegiance
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	
Recommendation:	
AUSD Guiding Principle:	
Submitted By:	

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Roll Call/Introduction of Board Members and Staff

Item Type:

Background: Roll Call/Introduction of Board Members and Staff

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Minutes from the September 22, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)
Item Type:	Action
Background:	Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings: In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion. Minutes coming to the Board for approval are: • September 22, 2026 Regular Board Meeting
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	
Submitted By:	Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Unadopted Minutes from September 22 Board Mtg	10/7/2026	Backup Material

BOARD OF EDUCATION MEETING
September 22, 2026
Alameda City Hall
2263 Santa Clara Avenue
Alameda, California 94501

UNADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held at the date and location mentioned above.

A. CALL TO ORDER

1. Call to Order - Public Session – 6:30pm:
   Board President Ryan LaLonde called the meeting to order in Council Chambers at 6:30pm.

2. Pledge of Allegiance:
   Student Board members led the Pledge of Allegiance.

3. Roll Call/Introduction of Board Members and Staff
   Board of Education Members present: Board President Ryan LaLonde, Board Vice President Heather Little, Board Member Carrie Hahnel, and Board Member Gary Lym. Board Member Hahnel participated remotely. Student Board Members Ethan Li (ASTI), Penny Locke (Encinal Jr. & Sr. High School), and Maya Schrager (Alameda High School) were present.

   Board President LaLonde explained that any action taken by the Board would need to be done via roll call vote due to a Board member participating remotely.

B. MODIFICATION(S) OF THE AGENDA

No modifications to the agenda were made.

C. APPROVAL OF MINUTES

1. Minutes from the September 8, 2026 Regular Board of Education Meeting:
   The Board approved the September 8, 2026 Regular Board of Education Meeting minutes with corrections to names as noted by Board Member Carrie Hahnel.

   Motion to approve the Minutes from the September 8, 2026 Regular Board of Education Meeting with corrections to the spelling of names.

   MOTION: Member Lym **SECONDED: Member Little**

   ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES
AYES: Members Li, Locke, and Schrager
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members LaLonde, Little, Hahnel, and Lym
NOES:
ABSENT:

MOTION APPROVED

D. COMMUNICATIONS

1. Public Comments on Non-Agenda Items:
   Caroline Broussard, co-founder and current lead of the Alameda Mosaic Educational Advisory Committee: Ms. Brossard announced the committee's first gathering on September 24, 2026, which will include a family check-in and discussion of family and caregiver engagement in student education. Ms. Broussard noted that representatives from the District's Office of Equity would participate.

2. Proclamation: National Domestic Violence Awareness Month - October
   The Board recognized National Domestic Violence Awareness Month and viewed a video created by students participating in the Alameda Youth Advisory Council.

   Motion to approve the National Domestic Violence Awareness Month Proclamation.

   MOTION: Member Little **SECONDED: Student Member Schrager**

   ROLL CALL VOTE
   STUDENT BOARD MEMBER VOTES
   AYES: Members Li, Locke, and Schrager
   NOES:
   ABSENT:

   BOARD MEMBER VOTES
   AYES: Members LaLonde, Little, Hahnel, and Lym
   NOES:
   ABSENT:

   MOTION APPROVED

3. Written Correspondence:
   The Board received 12 emails regarding General Business Item #3, Candidate Interviews and Selection for Provisional Appointment to Fill Vacant Board Seat.

4. Report from Employee Organizations:
   CSEA Chapter 860 representative Lee Odom was not present. CSEA Chapter 27 President Amy Keegan reported that the chapter had ratified an MOU regarding Keenan training stipends, announced upcoming chapter executive board elections, and shared information regarding the chapter's December 9 holiday party and upcoming training activities. Ms.

Keegan stated that CSEA would remain neutral in the selection of a replacement for former Board Clerk Jennifer Williams. AEA President Judy Ganley reported on AEA advocacy efforts, including support for Proposition 3 and candidates in the upcoming election, and stated that AEA was remaining neutral in the Board vacancy selection process.

5. PTA Council Report:
   PTA Council President Tim McQuillan was not present and no PTA Council report was provided.

6. Board Members' Report:
   Board Vice President Heather Little had no report. Board Member Carrie Hahnel reported from an education equity conference in San Diego focused on Proposition 28 and arts funding. Board Member Gary Lym had no report. Board President Ryan LaLonde had no report.

7. Superintendent's Report:
   Superintendent Pasquale Scuderi reported on his appointment to the Statewide Superintendent's Council for the Association of California School Administrators, representing Region 6 (Contra Costa and Alameda Counties). He identified statewide advocacy priorities including resources for student behavior challenges, declining enrollment and associated funding, increasing special education costs and paraprofessional needs, and balancing public transparency with the increasing volume of Public Records Act requests.

8. Student Board Members' Report:
   Alameda High School Student Board Member Maya Schrager reported on Alameda High School's homecoming spirit week and assembly, an upcoming voter registration drive, a planned Challenge Day, Senior Banquet, and a request from the Make It Accessible Club to restore feminine hygiene products in school bathrooms.

   Encinal Jr. & Sr. High School Student Board Member Penny Locke reported on preparations for homecoming, Island Bowl, a mayoral candidate forum, and upcoming school activities.

   ASTI Student Board Member Ethan Li reported on ASTI's Picture Day, a safety assembly, Club Day, voter pre-registration, Mix It Up Lunch, and upcoming Bonding Day and student elections.

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300
5. Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item)
6. Approval of Bill Warrants and Payroll Registers

7. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
8. Approval of Revised California Interscholastic Federation Representatives to League for 2026-27 School Year for Alameda High School and Encinal Jr./Sr. High School
9. Proclamation: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning History Month - October
10. Proclamation: World Teachers' Day - October 5, 2026
11. Resolution No. 2026-2027.12 Approval of Budget Transfers, Increases, Decreases
12. Resolution No. 2026-2027.13 Authorization to Dispose of Surplus Property

Public Comments:
Sarah Putnam, parent of AUSD student: Ms. Putnam asked questions regarding public records and the authority associated with budget transfers, increases, and decreases.

Caroline Brossard, co-founder and current lead of the Alameda Mosaic Educational Advisory Committee: Ms. Brossard asked why an amount was not listed for the USDA Foods Agreement and requested that contracts, where possible, include more specific descriptions of what they pertain to.

Motion to approve the Consent Calendar.

MOTION: Member Little **SECONDED: Student Member Locke**

ROLL CALL VOTE
STUDENT BOARD MEMBER VOTES
AYES:
NOES:
ABSTAIN: Members Li, Locke, and Schrager

BOARD MEMBER VOTES
AYES: Members LaLonde, Little, Hahnel, and Lym
NOES:
ABSENT:

MOTION APPROVED

F. GENERAL BUSINESS

1. Enrollment Report: 20th Day of School:
Assistant Superintendent of Educational Services Kirsten Zazo presented the 20th-day enrollment report, comparing enrollment with the same point in the prior school year. District enrollment was up 85 students. Increases were noted at Bay Farm, Lincoln, Wood, Alameda High School, and Encinal Jr. & Sr. High School, while Otis Elementary and Island High School showed decreases. The decreased enrollment at Otis was explained as intentional, as Transitional Kindergarten classes were moved to other elementary schools when Otis moved onto its temporary campus due to construction at the original campus. Decreased enrollment at Island High School will be addressed in future Board

presentations. Staff reviewed redirects and wait lists. The Board discussed enrollment trends and related planning.

Public Comments:
Caroline Brossard, *co-founder and current lead of the Alameda Mosaic Educational Advisory Committee*: Ms. Brossard asked about outreach to the Charter Schools in Alameda as a way of trying to project enrollment trends.

2. Resolution No. 2026-2027.xx Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for the 26-27 SY:
Assistant Superintendent of Educational Services Kirsten Zazo presented the annual certification requirement under Education Code Section 60119. The Board opened a public hearing to receive information regarding the sufficiency of textbooks and instructional materials. Staff explained that the hearing would remain open until the item returns to the Board in October for approval of the resolution. No public comments were received.

3. Candidate Interviews and Selection for Provisional Appointment to Fill Vacant Board Seat:
Board President Ryan LaLonde reviewed the vacancy created by the August 12, 2026 resignation of former Board Clerk Jennifer Williams. The Board had previously selected the appointment process to fill the vacancy. Thirteen applications were received, and the Board independently reviewed and ranked the applications, selecting Eric Bell, Doug Biggs, and Joyce Boyd for interviews. Each candidate provided an opening statement and responded to questions from Board Members regarding disagreement and support of Board decisions, district and state policy, use of artificial intelligence, student voice, community engagement, equity, and other topics.

Public Comments:
Caroline Brossard, *co-founder and current lead of the Alameda Mosaic Educational Advisory Committee*: Ms. Brossard asked about the criteria and process used to narrow the 13 applicants to the three finalists and asked how candidates would address equity and opportunity gaps, student safety, and belonging.

Jason West, Alameda community member: Mr. West questioned the transparency of the selection and ranking process and discussed relationships among candidates and Board Members.

*Ghisla Richard, Alameda community membe*r: Ms. Richard spoke in support of Joyce Boyd, citing her service to AUSD and community.

Judy Ganley, president, Alameda Education Association (AEA): Ms. Ganley commended all three finalists and stated that AEA remained neutral in the selection process.

Specific questions asked of candidates included:
Did you use AI to help write your application? If so, how did you use it? And what do you think is an appropriate role for AI when it comes to original work and ideas?

Recently, the Board has heard from community members asking the Board to get involved in hiring and firing decisions at individual school sites. The Board sets policy and holds the superintendent accountable, while the superintendent is responsible for running the district. Where do you think the line should be? Should the Board ever step in and overturn a school site personnel decision? If so, when?

California continues to pass laws that require school districts to change programs, policies or services. Sometimes those laws do not come with enough funding to pay for the changes. Can you name one recent state law that has required AUSD to make a significant change? Do you support or oppose that law, and why?

What do you think your responsibility is when you hear from people who feel very strongly about an issue, but you are not convinced that what they are asking for is the right decision for the district? How would you handle that?

In your value system that you have not heard in the last five months that should be addressed for a future presentation. So one is, what impact of a previous board meeting, presentation, or topic in the last five months that you felt was impactful and why? The second would be, what would you offer as a potential future value presentation that would speak to something that you think would be beneficial for students, kids, or faculty

In addition to asking questions, Board Members discussed the qualifications and experience of the three candidates for the Board vacancy. Board Members expressed appreciation to all applicants for their willingness to serve and noted the strength of the applications and community recommendations received.

Board Members identified several factors considered in evaluating the candidates, including familiarity with the District and its operations; experience working with schools, students, and the community; commitment to educational opportunities and equity; demonstrated leadership and community involvement; the ability to collaborate with other Board Members; and the potential to contribute to the Board's continued progress and momentum.

Discussion also focused on the importance of trust, collaboration, Board cohesion, and the ability to work effectively as a team while maintaining diversity of thought and perspective. Some Board Members emphasized the value of selecting a candidate with established relationships and demonstrated community involvement, while others noted the value of bringing a fresh perspective and different lived experiences to the Board.

Board Members discussed the strengths of each candidate. One candidate was recognized for extensive community involvement and prior work with the District and local organizations. Another was recognized for service through the Parcel Tax Oversight Committee and demonstrated commitment to District issues. Another was recognized for experience working with students at Island High School, connections to elementary school families, and the potential to bring additional diversity of experience and perspective to the Board.

Board Members also discussed the significant responsibilities associated with filling an elected position by appointment and the importance of ensuring that the appointed individual is prepared to assume the responsibilities of Board service for the remainder of the term. The importance of allowing the community to ultimately determine the successor through the electoral process was also discussed.

Student Board Members were invited to share their perspectives before the Board finalized its decision. Student Board Members expressed appreciation for all three candidates and noted the strength of their applications and responses. Student Board Members emphasized the importance of new leadership, diverse perspectives, and diversity of thought on the Board. They expressed support for bringing a fresh perspective to the Board and noted the value of having a Board Member with direct connections to students and families within the District.

Student Board Members further discussed the importance of being able to disagree respectfully, engage in difficult conversations, and ultimately work toward decisions based on what is best for students and schools. All Student Board Members expressed support for appointing the candidate who had been identified as bringing a new perspective and broader diversity of experience to the Board.

Following discussion, a motion was made:

Motion to appoint Doug Biggs to fill the vacancy on the Board of Education.

MOTION: Member Little **SECONDED: Member Hahnel**

ROLL CALL VOTE
STUDENT BOARD MEMBER VOTES
AYES:
NOES: Members Li, Locke, and Schrager
ABSENT:

BOARD MEMBER VOTES
AYES: Members Little and Hahnel
NOES: Members LaLonde and Lym
ABSENT:

MOTION NOT APPROVED

The Board continued its discussion regarding the candidates, including the importance of trust, collaboration, diverse viewpoints, community experience, and the responsibilities associated with serving on the Board. Board Members acknowledged that their perspectives had evolved during the discussion and emphasized the importance of maintaining a cohesive Board while welcoming differing viewpoints.

Motion to appoint Erick O. Bell to fill the vacancy on the Board of Education.

MOTION: Student Member Schrager SECONDED: Member Lym

ROLL CALL VOTE
STUDENT BOARD MEMBER VOTES
AYES: Members Li, Locke, and Schrager
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members LaLonde, Little, Hahnel, and Lym
NOES:
ABSENT:

MOTION APPROVED

The Board approved the appointment of Erick O. Bell to fill the vacant Board seat. Student Board Member votes were advisory/preferential and did not count toward the appointment. The appointed Board Member will be sworn in at the regular Board meeting on October 13, 2026.

G. ADJOURNMENT

Board President Ryan LaLonde adjourned the meeting at approximately 9:30pm.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Certificated Personnel Actions
Item Type:	Consent
Background:	***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.***
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	All positions shown are authorized by the board and are included in the 2026-2027 budget.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Classified Personnel Actions
Item Type:	Consent
Background:	***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.***
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	All positions shown are authorized by the board and are included in the 2026-2027 budget.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval and Acceptance of Donations
Item Type:	Consent
Background:	Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific schools or departments, and for specific use. The attached report provides a detailed summary of all donations received during the reporting period, including donation amount, donor names, and designated recipients.
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	01 General Fund
Fiscal Analysis	
Amount (Savings) (Cost):	Will increase the revenues of the District in the amount of $129,923.56.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Summary Site Donations	10/6/2026	Backup Material

2026-2027
Summary Site Donations
September 11, 2026 - October 1, 2026

Slip Date	Site	Donor	Amount	Site Total	Total Donations
9/4/2026	Alameda HS	Monica Jean Vigil Dombeck	$ 100.00		
9/4/2026	Alameda HS	Villmil Living Trust	$ 200.00		
9/10/2026	Alameda HS	Cash	$ 3,520.50		
9/11/2026	Alameda HS	Stacy Reid	$ 16.25		
9/11/2026	Alameda HS	Melanie Marti del Campo	$ 16.25		
9/11/2026	Alameda HS	Elizabeth Smith	$ 16.25		
9/11/2026	Alameda HS	Meghan Thornton	$ 16.25		
9/14/2026	Alameda HS	Bich Hop Nghi	$ 20.00		
9/14/2026	Alameda HS	Anthony DeVito	$ 20.00		
9/14/2026	Alameda HS	Tram Le	$ 20.00		
9/14/2026	Alameda HS	Steve Kniep	$ 40.00		
9/14/2026	Alameda HS	Mr. Kelley Kane Smith	$ 60.00		
9/14/2026	Alameda HS	Nancy Eastwood	$ 16.25		
9/14/2026	Alameda HS	Lillian Tamir	$ 16.25		
9/15/2026	Alameda HS	The Nicole and Richard Tanner Living '	$ 30.00		
9/15/2026	Alameda HS	Susanne Millman	$ 30.00		
9/15/2026	Alameda HS	Cash	$ 1,792.00		
9/15/2026	Alameda HS	Alain Montiel	$ 16.25		
9/16/2026	Alameda HS	Matthew Attaway	$ 200.00		
9/16/2026	Alameda HS	Huddle Tickets	$ 2,488.00		
9/18/2026	Alameda HS	Hannah Kirk	$ 16.25		
9/22/2026	Alameda HS	New Haven Unified School District	$ 350.00		
9/23/2026	Alameda HS	Island Bowl Tickets	$ 820.00		
				$ 9,820.50	
9/8/2026	ASTI	Matthew Waters	$ 25.00		
9/8/2026	ASTI	Angela Chim	$ 25.00		
9/8/2026	ASTI	Connie Li	$ 25.00		
9/8/2026	ASTI	Rezwana Rahim	$ 25.00		
9/8/2026	ASTI	Bettrietta Kime	$ 70.00		
9/8/2026	ASTI	Susan Lam	$ 25.00		
9/8/2026	ASTI	Qin Yang	$ 25.00		
9/9/2026	ASTI	Tiansong Han	$ 25.00		
9/9/2026	ASTI	Bianca Ling	$ 25.00		
9/10/2026	ASTI	Dorothy Miller	$ 36.00		
9/10/2026	ASTI	Daira Popalardo	$ 25.00		
9/10/2026	ASTI	Leoliza Flores	$ 25.00		
9/10/2026	ASTI	Vanessa Acevedo-Reed	$ 25.00		
9/10/2026	ASTI	Charm Yuk Lip	$ 25.00		
9/11/2026	ASTI	Iyannah Bufil	$ 25.00		
9/11/2026	ASTI	Katie Hobbs	$ 375.00		
9/11/2026	ASTI	Elizabeth Petro	$ 70.00		
9/11/2026	ASTI	Ana Peredes	$ 70.00		
9/11/2026	ASTI	Nami Hayashi	$ 25.00		
9/11/2026	ASTI	Yan Chen	$ 25.00		
9/11/2026	ASTI	Nanako Nguyen	$ 70.00		
9/12/2026	ASTI	Noureen Essa	$ 25.00		

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9/12/2026	ASTI	Alexandra Demidova	$	25.00	
9/12/2026	ASTI	Linda Marquis	$	25.00	
9/13/2026	ASTI	David Jones	$	25.00	
9/13/2026	ASTI	Shuyi Chen	$	70.00	
9/13/2026	ASTI	Anh Hoang	$	25.00	
9/13/2026	ASTI	Ishwa Hashimi	$	70.00	
9/14/2026	ASTI	Lisa Cheng	$	25.00	
9/14/2026	ASTI	Joy Kaney	$	25.00	
9/14/2026	ASTI	Fiona Qiu	$	25.00	
9/14/2026	ASTI	Ella Hoang	$	70.00	
9/14/2026	ASTI	Yunia Renteria	$	70.00	
9/14/2026	ASTI	Wahid Amiri	$	25.00	
9/14/2026	ASTI	Lorin Salem	$	25.00	
9/14/2026	ASTI	Mike Hakiel	$	25.00	
9/14/2026	ASTI	Jasmin Fender	$	25.00	
9/14/2026	ASTI	Eric Chau	$	25.00	
9/14/2026	ASTI	Sylvia Neupane	$	50.00	
9/14/2026	ASTI	Meheret Bekele	$	25.00	
9/14/2026	ASTI	Susan Lee	$	70.00	
9/14/2026	ASTI	Dennis Zhou	$	25.00	
9/14/2026	ASTI	Gabriel Friedmann	$	25.00	
9/14/2026	ASTI	Minyi Chen	$	25.00	
9/15/2026	ASTI	Rui Guo	$	70.00	
9/15/2026	ASTI	Chi Pham	$	70.00	
9/16/2026	ASTI	Mostafa Ahmed	$	25.00	
9/16/2026	ASTI	Chunjin Chen	$	25.00	
					$ 2,081.00
9/8/2026	Earhart	Groundswell	$	200.00	
					$ 200.00
9/2/2026	Encinal Jr-Sr HS	Debby Hatcher	$	215.00	
9/7/2026	Encinal Jr-Sr HS	Ali Bower	$	322.50	
9/7/2026	Encinal Jr-Sr HS	Wendy Williamson	$	250.00	
9/8/2026	Encinal Jr-Sr HS	William Lui	$	5.85	
9/9/2026	Encinal Jr-Sr HS	Danielle Pence	$	11.85	
9/9/2026	Encinal Jr-Sr HS	Jesse Hahnel	$	32.00	
9/9/2026	Encinal Jr-Sr HS	Kristine Chang	$	32.00	
9/9/2026	Encinal Jr-Sr HS	Cathryn Weems	$	386.50	
9/10/2026	Encinal Jr-Sr HS	Shari Tocchini	$	12.00	
9/10/2026	Encinal Jr-Sr HS	Lisa Yap	$	64.00	
9/10/2026	Encinal Jr-Sr HS	Freesia Blizard	$	32.00	
9/10/2026	Encinal Jr-Sr HS	Mary Lim	$	6.00	
9/10/2026	Encinal Jr-Sr HS	Anna May Sonas	$	462.00	
9/11/2026	Encinal Jr-Sr HS	Soung Bae	$	96.00	
9/12/2026	Encinal Jr-Sr HS	Kate Meyers	$	32.00	
9/12/2026	Encinal Jr-Sr HS	Darren Gutierrez	$	32.00	
9/13/2026	Encinal Jr-Sr HS	Jeff Ferren	$	175.00	
9/13/2026	Encinal Jr-Sr HS	Jeff Locke	$	32.00	
9/14/2026	Encinal Jr-Sr HS	Cindy Song	$	23.40	
9/15/2026	Encinal Jr-Sr HS	Saundra Mercado	$	175.00	

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9/16/2026	Encinal Jr-Sr HS	Momo Chang	$	23.40	
9/16/2026	Encinal Jr-Sr HS	Josephine Lee	$	32.00	
9/17/2026	Encinal Jr-Sr HS	Wei Liang	$	96.00	
9/19/2026	Encinal Jr-Sr HS	Evan Luu	$	17.55	
9/19/2026	Encinal Jr-Sr HS	Terrence Chinn	$	32.00	
9/20/2026	Encinal Jr-Sr HS	Jeanette Bettles	$	279.00	
9/20/2026	Encinal Jr-Sr HS	Que Chu	$	32.00	
9/20/2026	Encinal Jr-Sr HS	Malia Sage	$	64.00	
					$ 2,973.05
8/31/2026	Lincoln MS	Songul Atacan	$	52.50	
8/31/2026	Lincoln MS	Erim Ulkumen	$	52.50	
8/31/2026	Lincoln MS	Nina Gomez	$	25.00	
9/1/2026	Lincoln MS	Richard Ng	$	36.00	
9/1/2026	Lincoln MS	Songul Atacan	$	11.00	
9/1/2026	Lincoln MS	Jun Young Kim	$	11.00	
9/1/2026	Lincoln MS	Richmond Yu	$	11.00	
9/1/2026	Lincoln MS	Molly Thane	$	22.00	
9/1/2026	Lincoln MS	Anna Chaney	$	25.00	
9/1/2026	Lincoln MS	Kendell Evans	$	11.00	
9/1/2026	Lincoln MS	Narantsetseg Jamsranjav	$	11.00	
9/1/2026	Lincoln MS	John Carnwath	$	11.00	
9/1/2026	Lincoln MS	Rose Martine Toutjian	$	11.00	
9/3/2026	Lincoln MS	Victor Meng	$	22.00	
9/3/2026	Lincoln MS	Joaquin Ramos	$	11.00	
9/3/2026	Lincoln MS	Scott McKay	$	47.00	
9/4/2026	Lincoln MS	Karen Hodges	$	63.50	
9/7/2026	Lincoln MS	Juliet Kariuki	$	52.50	
9/7/2026	Lincoln MS	Merina Lie	$	25.00	
9/8/2026	Lincoln MS	Diana Shelby	$	11.00	
9/8/2026	Lincoln MS	Dan Herd	$	52.50	
9/8/2026	Lincoln MS	Basir Adel	$	25.00	
9/8/2026	Lincoln MS	Nicolette Lewis	$	55.00	
9/8/2026	Lincoln MS	Kate Zheng	$	52.50	
9/9/2026	Lincoln MS	Erika Wei	$	52.50	
9/9/2026	Lincoln MS	Janessa Ly	$	52.50	
9/9/2026	Lincoln MS	Chris Garrity	$	63.50	
9/9/2026	Lincoln MS	Jing Costello	$	25.00	
9/9/2026	Lincoln MS	Mark Swetz	$	52.50	
9/9/2026	Lincoln MS	Patrick Wong	$	27.50	
9/9/2026	Lincoln MS	Doris Padilla	$	52.50	
9/9/2026	Lincoln MS	Robert Sandoval	$	52.50	
9/9/2026	Lincoln MS	Soury Sarapochillo	$	25.00	
9/9/2026	Lincoln MS	Wei Wang	$	25.00	
9/9/2026	Lincoln MS	Chona Ramos	$	25.00	
9/9/2026	Lincoln MS	Karen Baker	$	52.50	
9/9/2026	Lincoln MS	Chi Yat Cheung	$	52.50	
9/9/2026	Lincoln MS	Veronica Favela	$	52.50	
9/9/2026	Lincoln MS	Jose Alfonso Ramirez	$	77.50	
9/9/2026	Lincoln MS	Kara McClymont	$	27.50	

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9/9/2026	Lincoln MS	Robyn Edington	$	25.00
9/9/2026	Lincoln MS	Elio Hawkins	$	25.00
9/9/2026	Lincoln MS	B Cordel	$	52.50
9/9/2026	Lincoln MS	Dara Sue	$	27.50
9/9/2026	Lincoln MS	Emilia Vasquez	$	25.00
9/9/2026	Lincoln MS	Tom Ganem	$	52.50
9/9/2026	Lincoln MS	Alex Xu	$	52.50
9/9/2026	Lincoln MS	Eli Kim	$	25.00
9/9/2026	Lincoln MS	Jessica Adams	$	50.00
9/9/2026	Lincoln MS	Florian Fischetti	$	25.00
9/9/2026	Lincoln MS	Suzy Winfield	$	52.50
9/9/2026	Lincoln MS	Sonny Perez	$	25.00
9/9/2026	Lincoln MS	Sug Men Chen	$	25.00
9/9/2026	Lincoln MS	Alina Baugh	$	27.50
9/9/2026	Lincoln MS	Monique Brinson	$	52.50
9/9/2026	Lincoln MS	Agnes Chu	$	52.50
9/9/2026	Lincoln MS	Samuel Lee	$	25.00
9/9/2026	Lincoln MS	Nicole Garcia	$	25.00
9/9/2026	Lincoln MS	Leslie Lusk	$	25.00
9/9/2026	Lincoln MS	Vivek Rao	$	25.00
9/9/2026	Lincoln MS	Ashley Smith	$	52.50
9/9/2026	Lincoln MS	Warren Chu	$	52.50
9/9/2026	Lincoln MS	Meghna Damle	$	63.50
9/9/2026	Lincoln MS	Maren, Stephen Va	$	11.00
9/9/2026	Lincoln MS	Vine, Christina D	$	25.00
9/9/2026	Lincoln MS	Hyejung Baik	$	25.00
9/10/2026	Lincoln MS	Vanessa Bagtas	$	31.00
9/10/2026	Lincoln MS	Jason Woo	$	52.50
9/10/2026	Lincoln MS	Mai Huynh	$	77.50
9/10/2026	Lincoln MS	Emily Fedman	$	25.00
9/10/2026	Lincoln MS	Janee Weaver	$	58.50
9/10/2026	Lincoln MS	Stacey Johnston	$	27.50
9/10/2026	Lincoln MS	Bao Truong	$	52.50
9/10/2026	Lincoln MS	Katherine Schwartz	$	52.50
9/10/2026	Lincoln MS	Gina Bakan	$	63.50
9/10/2026	Lincoln MS	Scott Peerenboom	$	27.50
9/10/2026	Lincoln MS	Tabitha Cagan	$	25.00
9/10/2026	Lincoln MS	Christine Lok	$	50.00
9/10/2026	Lincoln MS	Uyen Huynh	$	77.50
9/10/2026	Lincoln MS	Ruby Falcon	$	58.50
9/10/2026	Lincoln MS	Kalpana Dhyani	$	27.50
9/10/2026	Lincoln MS	Monique Lane	$	52.50
9/10/2026	Lincoln MS	Isaiah Mendoza	$	25.00
9/10/2026	Lincoln MS	Thuha Nguyen	$	25.00
9/10/2026	Lincoln MS	Munkh-Gerel Bukhkhishig	$	25.00
9/10/2026	Lincoln MS	Temugen Batbayar	$	52.50
9/10/2026	Lincoln MS	Elizabeth Astroth	$	52.50
9/10/2026	Lincoln MS	Semaher Teferi	$	25.00
9/10/2026	Lincoln MS	Oliver Albrecht	$	27.50

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9/10/2026	Lincoln MS	Anna Dea	$	52.50
9/10/2026	Lincoln MS	Yeon Kim	$	52.50
9/10/2026	Lincoln MS	Katherine Dalton	$	56.00
9/10/2026	Lincoln MS	Stacy Kania	$	27.50
9/10/2026	Lincoln MS	George Steinbach	$	25.00
9/10/2026	Lincoln MS	Stephanie Green	$	52.50
9/10/2026	Lincoln MS	Monica Morris	$	52.50
9/10/2026	Lincoln MS	Zoey Guffain	$	27.50
9/10/2026	Lincoln MS	Asma Mohsen	$	25.00
9/10/2026	Lincoln MS	Priscilla Cheung	$	25.00
9/10/2026	Lincoln MS	Thien Dao	$	27.50
9/10/2026	Lincoln MS	Louisa Wong	$	52.50
9/10/2026	Lincoln MS	Chanchai Ruttanapornnukul	$	80.00
9/10/2026	Lincoln MS	Vu Dinh	$	25.00
9/10/2026	Lincoln MS	Lily Rogers	$	25.00
9/10/2026	Lincoln MS	Mabel Robinson	$	25.00
9/10/2026	Lincoln MS	Nancy Cheung	$	25.00
9/10/2026	Lincoln MS	Deborah Judson	$	52.50
9/10/2026	Lincoln MS	Peter Yuen	$	25.00
9/10/2026	Lincoln MS	Roberto Gyemant	$	25.00
9/10/2026	Lincoln MS	Ava Cohen	$	31.00
9/10/2026	Lincoln MS	Buyankhishig Tserenochir	$	25.00
9/11/2026	Lincoln MS	Hilda Gee	$	25.00
9/11/2026	Lincoln MS	Merek Siu	$	25.00
9/11/2026	Lincoln MS	Edwin Unger	$	52.50
9/11/2026	Lincoln MS	Krista Denman	$	25.00
9/11/2026	Lincoln MS	Jean-Fabrice Rabaute	$	31.00
9/11/2026	Lincoln MS	Hilary Yamtich	$	27.50
9/11/2026	Lincoln MS	Maya Muranaka	$	25.00
9/11/2026	Lincoln MS	Katie Hobbs	$	361.00
9/11/2026	Lincoln MS	Tiffany Meissen	$	74.50
9/11/2026	Lincoln MS	Krysia Pohl	$	25.00
9/11/2026	Lincoln MS	Olesya Stryzhak	$	11.00
9/11/2026	Lincoln MS	Harnoor Nijjar	$	52.40
9/11/2026	Lincoln MS	Charles Varner	$	63.50
9/11/2026	Lincoln MS	Patrick Dolan	$	25.00
9/11/2026	Lincoln MS	Viviana Silva Garcia	$	27.50
9/11/2026	Lincoln MS	Martin Pond	$	52.50
9/12/2026	Lincoln MS	Arelis Rivera-Burgos	$	27.50
9/12/2026	Lincoln MS	Kevin McCarty	$	11.00
9/12/2026	Lincoln MS	Cherie Edson	$	11.00
9/12/2026	Lincoln MS	Yichang Chang	$	25.00
9/12/2026	Lincoln MS	Bonnie L Merritt	$	11.00
9/13/2026	Lincoln MS	Carana Starritt	$	27.50
9/13/2026	Lincoln MS	Nicole Lombre	$	52.50
9/13/2026	Lincoln MS	Abigail Deviine	$	25.00
9/14/2026	Lincoln MS	Najeebullah Khuram	$	25.00
9/14/2026	Lincoln MS	Anna Norton	$	25.00
9/14/2026	Lincoln MS	Ali Blesse	$	25.00

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9/14/2026	Lincoln MS	Lisa Cheng	$	11.00		
9/14/2026	Lincoln MS	Jennifer Lucky	$	25.00		
9/14/2026	Lincoln MS	Megan Wilichinsky	$	52.50		
9/14/2026	Lincoln MS	Peter Clasen	$	25.00		
9/15/2026	Lincoln MS	Shondella Reed	$	25.00		
9/15/2026	Lincoln MS	Emily Bruch	$	25.00		
9/16/2026	Lincoln MS	Zoljargal Dashdavaa	$	63.50		
9/16/2026	Lincoln MS	Jeff Sherratt	$	27.50		
9/16/2026	Lincoln MS	Brittany Phelps	$	25.00		
9/16/2026	Lincoln MS	Jess Heagerty	$	25.00		
9/16/2026	Lincoln MS	Jennifer Hoskins	$	52.50		
9/17/2026	Lincoln MS	Darren H	$	25.00		
9/17/2026	Lincoln MS	Melanie Lee	$	25.00		
9/17/2026	Lincoln MS	Peter Yuen	$	11.00		
9/18/2026	Lincoln MS	Maria Issa	$	25.00		
9/18/2026	Lincoln MS	Sacha Steinberger	$	11.00		
9/18/2026	Lincoln MS	Michael Pitcher-Schneider	$	111.00		
9/19/2026	Lincoln MS	Janet Weber	$	27.50		
9/19/2026	Lincoln MS	Wendy Ng-Lee	$	11.00		
9/19/2026	Lincoln MS	Brenda Li	$	32.04		
9/20/2026	Lincoln MS	Michelle Lange	$	25.00		
					$ 5,982.94	
9/8/2026	Love	Love Elementary PTA	$	9,885.27		
9/21/2026	Love	Love Elementary PTA	$	46,476.23		
					$ 56,361.50	
9/11/2026	Otis	Otis Elementary PTA	$	39,499.66		
9/14/2026	Otis	Joshua Nardie	$	5.00		
9/15/2026	Otis	Stacy Neiman	$	10.00		
					$ 39,514.66	
9/11/2026	Ruby Bridges	Ruby Bridges PTA	$	11,767.41		
9/16/2026	Ruby Bridges	Roxanne Akins	$	60.00		
9/16/2026	Ruby Bridges	Sonia Taizan	$	60.00		
9/16/2026	Ruby Bridges	Cecilia Eusebio	$	140.00		
9/16/2026	Ruby Bridges	Chris Alongi	$	162.50		
9/16/2026	Ruby Bridges	Patrick Miller	$	350.00		
9/16/2026	Ruby Bridges	Jason Pacely	$	450.00		
					$ 12,989.91	
						$ 129,923.56

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On June 23, 2026, through adoption of Resolution No. 2025-2026.78, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Accounting/Purchasing Manager(s).

Resolution Number 2025-2026.78 delegates authority to the Superintendent and other designated staff to approve purchases and contracts below $119,100, the updated bid threshold effective January 1, 2026. Contracts between $25,000 and $119,100 approved under this authority must be ratified by the Board within 60 days.

1. (Fund 01, Resource 6500) Memorandum of Understanding between AUSD and Alameda County Office of Education for a daily rate of $1,050.00 and a total not to exceed $75,600.00.
2. (Fund 01, Resource 8150) Contract for Repair, Maintenance, or Small Construction Projects between AUSD and Gachina Landscape Management for a total not to exceed $187,390.20.
3. (Fund 01, Resource 8150) Contract for Repair, Maintenance, or Small Construction Projects between AUSD and Pacific Metro Electric, Inc. for a total not to exceed $30,000.00.
4. (ASB) Food and Beverage Contract between AUSD and Luxe Cruises and Events for an estimated grand total of $33,500.00.
5. (Fund 01, Resource 8150) Amendment No. 1 to Independent Contractor Agreement for Routine Maintenance Services between AUSD and Apodaca Mechanical & Consulting, Inc. for an increase in rates but no change from original total not to exceed $200,000.00.
6. (Fund 01, Resource 8150) Amendment No. 1 to Independent Contractor Agreement for Routine Maintenance Services between AUSD and Extensive Air Conditioning, Inc. for an increase in rates but no change from original total not to exceed $200,000.00.
7. (Fund 13) Delivery Services Agreement between AUSD and Island Pizza Inc., dba Domino's Pizza for a per unit price of $12.75 and a total not to exceed $350,000.00.
8. (Fund 01, Resource 6388) Memorandum of Understanding between AUSD and Girls' Inc. of the Island City for funding not to exceed $55,000.00.
9. (Fund 01, Resource 6500) Professional Services Agreement between AUSD and EverDriven Technologies, LLC for per route rates with a total not to exceed $50,000.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	ACOE	10/7/2026	Backup Material
🗋	Gachina Landscape Management	10/7/2026	Backup Material
🗋	Pacific Metro Electric	10/7/2026	Backup Material
🗋	Luxe Cruises and Events	10/7/2026	Backup Material
🗋	Apodaca Mechanical Consulting	10/7/2026	Backup Material
🗋	Extensive Air Conditioning inc.	10/7/2026	Backup Material
🗋	Domino's Pizza	10/7/2026	Backup Material
🗋	Girls Inc of the Island City	10/7/2026	Backup Material

Docusign Envelope ID: 6854DFF5-822F-846B-8267-D379DC55EF29

MEMORANDUM OF UNDERSTANDING BETWEEN ALAMEDA COUNTY OFFICE OF EDUCATION AND ALAMEDA UNIFIED SCHOOL DISTRICT ITINERANT SPECIAL EDUCATION SERVICES

PARTIES: This Memorandum of Understanding (MOU) is entered into between the Alameda County Office of Education (ACOE) and Alameda Unified School District (referred to herein as "LEA" or AUSD).

PURPOSE: The purpose of this MOU is to establish the terms and conditions under which ACOE will provide itinerant special education services ("Itinerant Services") to local school districts. ACOE and are individually referred to herein as "Party" and collectively as "Parties". This MOU operates on a Proportionate Share of Cost model to ensure equitable funding and service delivery across the county.

SCOPE OF SERVICES:

A. AUSD may request services from the following certificated, classified, and licensed providers. AUSD's requested services are as set forth below. (Estimates are provided for information purposes only.)

Service Provider Category	Requested Days Per Week	FTE Equivalent	Estimated Daily Rate	Time Frame
Audiologist	2	.4	$1,050.00	9/3/26- 6/3/27

COST for Assessment outside of direct service provided cost is: $1,500 per assessment. Once the assessment is completed, the ACOE itinerant employee is not presumed to take over recommended services.

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B. Proportionate Share Cost Model

a. Costs for Itinerant Services are determined by a "Proportionate Share" calculation based on the percentage of each Itinerant Service used by each LEA purchasing services from ACOE. Each LEA's Proportionate Share is calculated as follows:

i. Total Program Cost (TPC): The "Program" is the specific provider group including Occupational Therapist, Physical Therapist, Audiologist, and Board Certified Behavior Analyst. The TPC is the sum of all salaries, statutory benefits, health and welfare benefits, travel/mileage, training/conferences, materials/supplies, and administrative costs for all providers within the Program.

ii. Proportionate Share: An LEA's Proportionate Share, also known as a "Program Fee," is calculated by dividing the TPC by the LEA's proportionate share of the total requested days of all LEAs purchasing Itinerant Services from ACOE.

iii. ACOE's Proportionate Share: In the event ACOE uses Itinerant Services from the pool of Itinerant Service Providers, ACOE shall deduct their Proportionate Share related to those services from the TPC.

C. Professional Development (PD)

a. To maintain high standards of service and compliance with state and federal regulations:

i. All ACOE Program staff are entitled to a reimbursement of up to $3,000 per year for a pre-approved professional development opportunity.

ii. The cost of these PD days (including registration and staff time) is fully incorporated into the TPC.

iii. AUSD will not be charged "extra" for these days, nor will the requested service days be reduced; the PD is accounted for in the TPC for each service provider category.

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D. Responsibilities of Each Party

a. ACOE shall:

i. Manage and operate the Program.

ii. Serve as the employer of all ACOE Program staff, and complete all associated duties, including confirming that all employees are appropriately fingerprinted, have satisfied all tuberculosis clearance requirements; have completed all child abuse mandated reporter training required by law, hired, managed, evaluated, and payrolled in accordance with applicable law, including, but not limited to, California Education Code section 45125.1., and ACOE shall immediately notify LEA if any assigned employee becomes ineligible to provide services in a school setting.

iii. Maintain sole discretion over the selection and assignment of ACOE Program staff. ACOE agrees to engage in good-faith consultation with LEA regarding staffing needs, service delivery expectations, and any concerns identified by LEA relating to the Services provided under this Agreement. Upon LEA's reasonable written request, ACOE will consider in good faith adjustments to staffing assignments. ACOE will assign a staff member to oversee the Program.

Nothing in this section shall limit LEA's authority to take immediate action necessary to protect students, staff, or district property, including directing assigned personnel to leave district premises pending ACOE review.

iv. Provide Special Education services for selected Program categories, including the following:

1. Assessments that are part of the special education assessment process, including:

a. Eligibility Evaluation

b. Social-Emotional Assessment

c. Functional Behavior Assessment

2. Threat Assessment

3. Group or Individual Counseling Services

4. Observations

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5. Records Review (Including Medical Reports)
6. Student Study Team Preparation and Facilitation
7. Program Observation/Consultation
8. Direct individual services for students who require related services on their IEP
9. IEP Facilitation
10. Training and supervision of Program staff
11. Staff in-service for teachers and support staff
12. Using reasonable efforts to ensure that:

a. Assessments are completed within applicable statutory timelines;

b. Assessment reports are provided sufficiently in advance of IEP meetings to permit LEA review;

c. Assigned personnel attend IEP meetings when reasonably requested and properly noticed at least two weeks in advance

d. Service logs, documentation, and reports are completed in accordance with applicable legal requirements and professional standards;

e. Vacancies or staff absences are communicated to LEA promptly and replacement coverage is arranged whenever reasonably possible.

ACOE's obligations regarding credentialing, legal compliance, and performance of services in accordance with statutory timelines shall not be subject to a reasonable efforts' standard.

v. ACOE warrants that all personnel assigned under this MOU shall possess and maintain throughout the term of this MOU all licenses, registrations, certificates, credentials, permits, and qualifications required under federal and California law to perform the services assigned.

ACOE shall verify the validity and good standing of all required credentials and licenses prior to assigning personnel to provide services under this MOU and shall promptly notify LEA if any assigned individual becomes subject to disciplinary action, credential restriction, suspension, revocation, or other conditions that may impact eligibility

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to provide services

b. AUSD shall:

i. Provide ACOE Program staff with access to Student Information Systems (SIS) records, as necessary to perform the duties as outlined in this agreement.

ii. Provide ACOE Program staff with access to Special Education Information Systems (SEIS) records, as necessary to perform the duties as outlined in this agreement.

iii. Provide Assessment Plans to ACOE within 48 hours of parent/guardian's or student's signed consent, as applicable.

iv. Provide a temporary location to provide services and conduct assessments.

v. Provide a point of contact in AUSD to support communication to school sites to ensure attendance in IEP, access to students' information, and access to location.

vi. In addition to complying with FERPA, HIPAA, and applicable state privacy laws, each party shall maintain appropriate administrative, technical, and physical safeguards to protect confidential student information.

In the event of an actual or suspected unauthorized access, disclosure, or breach involving student information, the affected party shall notify the other party within seventy-two (72) hours of discovery and shall cooperate in investigating, mitigating, and responding to the incident.

The affected party shall bear responsibility for legally required notifications arising from a breach caused by its acts, omissions, personnel, or systems.

E. Fiscal/Budgeted Agreements

a. ACOE shall:

i. Manage and operate the Program.

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ii. Provide estimated costs to AUSD as noted in Section IV above.

iii. Calculate and set AUSD's Program Fee which includes the sum of all salaries, statutory benefits, health/welfare benefits, travel/mileage, training/conferences, and materials/supplies for a specific provider group. The estimated Program Fee to be charged to AUSD for its participation in this MOU is established in Section IV above.

iv. Invoice AUSD quarterly (first, second, and third quarters) based on estimated costs and known usage of the services at the time, with final reconciliation occurring at year-end based on actual usage and cost of the Program category AUSD is participating in.

b. Upon request, provide audit documentation to AUSD to substantiate any invoice amounts. LEA shall:

i. Contract for services as discussed. Any request for additional service days beyond days requested under this MOU shall require a written amendment to this MOU.

ii. Pay a Program Fee that represents AUSD's Proportionate Share of the TPC.

iii. Remit payment to ACOE within 30 days of invoice.

1. Note: AUSD will be billed at the 4th quarter based on their Proportionate Share of the TPC less any previous quarter amounts paid. The final Proportionate Share is determined by the TPC of each Itinerant Program

F. Legal Cooperation and Proceedings

a. Due Process: For the avoidance of doubt, LEA, as the public agency directly responsible for the education of the child, will be responsible for providing due process and the protections afforded by procedural safeguards. If a due process proceeding is initiated against either ACOE or LEA related to the provision of services pursuant to this Agreement, the Parties agree to cooperate with one another, including making ACOE and/or LEA staff and documents available to the other Party as necessary to fully defend against the claim. LEA shall be solely responsible for the costs of the hearing and any legal liability arising out of the proceeding and shall retain the right to direct the defense and make settlement determinations.

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b. Initiation of Due Process: If it is necessary to initiate a due process hearing to meet LEA's responsibilities under federal and state law, LEA is responsible for initiating such a hearing, and for all costs associated with that hearing including the cost of legal counsel for ACOE and LEA, and any legal liability arising out of the proceeding. ACOE will cooperate with LEA throughout the process, including making ACOE staff and/or documents available to LEA as necessary for the proceedings.

c. LEA shall reimburse ACOE for all Program Staff time spent cooperating with LEA in due process proceedings in excess of five (5) hours, including time spent drafting, collecting, and transmitting documents for due process proceedings and time spent preparing for, and participating in, due process proceedings as a witness or otherwise providing testimony or declarations for such proceedings. LEA shall reimburse ACOE for such due process proceeding cooperation at a daily rate of $1,050.

G. General Terms

a. Maximum contract amount: the maximum amount paid by LEA for services pursuant to this MOU shall not exceed $75,600.00.

b. Confidentiality: Parties will ensure that all staff who are provided with personally identifiable student information under this MOU adhere to privacy guidelines under California law and as may be applicable, the Family Educational Rights and Privacy Act (FERPA) or Health Insurance Portability and Accountability Act (HIPAA).

c. Insurance: Throughout the term of this MOU, each party shall maintain insurance coverage, either through commercial insurance or a Joint Powers Authority (JPA), sufficient to meet its obligations under this MOU, including:

a. Commercial General Liability Insurance with limits of not less than $1,000,000 per occurrence and $2,000,000 aggregate.

b. Professional Liability (Errors and Omissions) Insurance with limits of not less than $1,000,000 per claim and $2,000,000 aggregate covering all professional services provided under this MOU.

c. Sexual Abuse and Molestation Liability Insurance with limits of not less than $1,000,000 per occurrence and $2,000,000 aggregate.

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d. Workers' Compensation insurance as required by California law and Employer's Liability coverage with limits of not less than $1,000,000.

Upon execution of this MOU and upon reasonable request thereafter, each party shall provide certificates of insurance or evidence of coverage demonstrating compliance with the requirements of this section.

To the extent available through the party's insurance program or JPA coverage documents, each party shall name the other party, its governing board, officers, employees, agents, and volunteers as additional insureds with respect to liability arising out of the acts or omissions of the named insured.

All liability coverage maintained pursuant to this MOU shall be primary and non-contributory with respect to any insurance maintained by the other party. Any insurance or self-insurance maintained by the additional insured shall be excess of and shall not contribute with the insurance maintained by the providing party.

Each party waives and shall require its insurers and/or JPA coverage providers to waive, all rights of subrogation against the other party, its governing board, officers, employees, agents, and volunteers for losses arising out of or related to this MOU to the extent such losses are covered by insurance or pooled self-insurance.

d. Each party shall provide at least thirty (30) days' prior written notice to the other party of any cancellation, non-renewal, or material reduction in required coverage, unless a longer period is required by the applicable insurance policy or JPA.

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H. Term and Termination: This MOU shall be effective as of the date fully executed
and remain in effect until June 30, 2027, unless terminated sooner pursuant to this section.

a. Termination for Convenience: Either Party may terminate this MOU for convenience by providing thirty (30) days' written notice to the other Party. LEA shall be responsible for payment in accordance with Section VII of this MOU, unless Program staff can be shifted to another LEA by request or unless otherwise agreed upon by ACOE. Upon payment by LEA, LEA shall be under no further obligation to ACOE, monetarily or otherwise except as provided in this MOU, and LEA may proceed with the services in any manner LEA deems proper. The Parties may terminate this MOU immediately upon mutual agreement, in writing, by the Parties.

b. Termination for Cause: If a Party determines that the other Party has materially breached this MOU, it must provide written notice to the Party alleged to have materially breached. Any such material breach notice must provide the Party alleged to be in material breach at least fourteen
(14) days to remedy the breach. If the Party alleged to have materially breached the Agreement does not cure the breach within the period to cure, the other Party may terminate this MOU for cause immediately upon giving written notice to the Party in material breach of this MOU. Such termination shall be effective immediately upon notice. Termination for Cause does not absolve LEA of the obligation to pay for services rendered by ACOE up to the date of Termination. If ACOE terminates for cause, the LEA will remain responsible for payment in accordance with Section VII of this MOU, unless Program staff can be shifted to another LEA by request or unless otherwise agreed upon by ACOE.

I. Modification: The MOU shall not be modified or amended without mutual prior written consent of the Parties.

J. Indemnification: To the fullest extent allowed by law, LEA shall defend, indemnify, and hold harmless ACOE, its Board of Trustees, officers, agents and employees, volunteers, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising arising out of, or in connection with, performance of this Agreement by LEA and/or its agents, employees or sub-contractors, excepting only loss, injury or damage caused by the sole negligence or willful misconduct

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of personnel employed by ACOE. It is the intent of the Parties to provide the broadest possible coverage to ACOE. LEA shall reimburse ACOE for all costs, attorneys' fees, expenses, and liabilities incurred with respect to any litigation in which LEA contests its obligations to indemnify, defend, and/or hold harmless ACOE under this MOU and does not prevail in the contest.

ACOE shall defend, indemnify, and hold harmless LEA, its governing board, officers, agents, employees, and volunteers from and against all costs, losses, claims, demands, suits, actions, judgments, liabilities, and reasonable attorneys' fees arising out of or relating to the following ACOE obligations under this MOU:

(a) employee hiring, supervision, discipline, and employment practices;

(b) fingerprinting, tuberculosis clearance, mandated reporter training, and employee eligibility to work in a school setting;

(c) verification and maintenance of required licenses, credentials, certifications, registrations, and qualifications; and

(d) violations of employment laws applicable to ACOE personnel.

K. Attorney's Fees: Should either Party be required to file any legal action or claim to enforce any provision of this MOU or resolve any dispute arising under this MOU, each Party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

L. Severability / Waiver: If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the Party making the waiver.

M. Non-assignability: Neither Party shall in any manner, directly or indirectly, by operation of law or otherwise, assign or encumber this MOU or any portion hereof of any interest herein, in whole or in part, without the prior written consent of the other Party. If consent is not given by the other Party to assign, transfer, or encumber this MOU, such action shall be deemed automatically void.

N. Integration: This MOU, including all exhibits and other documents

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incorporated herein or made applicable by reference, along with any data privacy agreement entered into by the Parties contains the complete and final understanding of the Parties' rights, duties and obligations with respect to the transaction discussed in the MOU and supersedes all prior agreements, understandings and commitments, whether oral or written.

O. Rules and Regulations: All rules and regulations of ACOE and LEA and all federal, state, and local laws, ordinances and regulations are to be observed strictly by staff members providing services pursuant to this MOU.

P. Record Retention and Inspection: The Parties agree that both Parties shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this MOU. The Parties further agree to maintain all records in accordance with relevant statutory requirements and to make records available to the other Party during the entire term of this MOU and for a period not less than five (5) years after final payment pursuant to this MOU.

Q. Independent Agents: This MOU is by and between independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents. LEA employees shall have no rights to ACOE employee benefits, including pension, retirement, health and welfare, and any other similar benefits because of this MOU. ACOE employees shall have no rights to LEA employee benefits, including pension, retirement, health and welfare, and any other similar benefits because of this MOU.

R. Nondiscrimination: The Parties agree to execute their duties as required under this MOU is a manner that is free from discrimination based on sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, pregnancy, marital or parental status, or any other unlawful consideration.

S. Governing Law and Forum Selection: This MOU shall be governed by, and the rights, duties, and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this MOU shall be maintained in Alameda County, California.

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T. NOTICES:

Any notice required to be given by the terms of this M.O.U. shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To ACOE:
Alameda County Office of Education
Olivia Rangel, Executive Director, Special Education Innovation
313 West Winton Avenue
Hayward, CA 94544
orangel@acoe.org

To AUSD:
Alameda USD
Jorge Wahner, Sr. Director of Special Education
2060 Challenger Drive
Alameda, CA 94501
jwahner@alamedaunified.org
Cc:
dkrueger@alamedaunified.org

REPRESENTATION OF AUTHORITY:
The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU.

IN WITNESS WHEREOF, ACOE and LEA Unified hereby execute this MOU.

ALAMEDA COUNTY OFFICE OF EDUCATION

Signed by: Allan Garde
5066D03A6E0040E...
(Authorized Representative Signature)

Allan Garde Associate Superintendent of Business
Printed Name and Title

Date: 9/17/2026

ALAMEDA UNIFIED SCHOOL DISTRICT

Signed by: K Zazo
A09EA941A04A4C4...
(Authorized Representative Signature)

K Zazo Assistant Superintendent
Printed Name and Title

Date: 9/17/2026

FOOD AND BEVERAGE QUOTE | CONTRACT

LUXE CRUISES AND EVENTS

2394 Mariner Square Drive STE B, Alameda, CA, 94501
P 510 263 9790 | F 925 335 9797 | LUXECRUISES.COM

CLIENT NAME:	Alameda HS, Allen Nakamura		
PHONE NUMBER:	510.823.6477	EMAIL:	anakamura@alamedaunified.org
EVENT TYPE:	Alameda HS Senior	EVENT PLANNER:	Toby Proescher
CRUISE DATE:	Saturday, October 2, 2027	DOCK:	Alameda
BOARDING TIME:	6:30PM	DOCKSIDE TIME:	
CRUISE TIME:	7:00PM-11:00PM	ESTIMATED GUEST COUNT:	300
YACHT:	Cabby	GUEST MINIMUM REQUIREMENT:	250

PACKAGE DETAILS:	Includes 4 Hour Cruise				
MENU TIER OPTION:	Prom Buffet	250	x	$130.00	$32,500.00
HORS D'OEUVRES:		250	x		$0.00
NO ALCOHOL ONBOARD:	Sodas, Juices & Coffee	250	x		Included
DESSERT:	Assorted Cookies	250	x		Included
EACH ADDITIONAL CHAPERONE GUEST:		$65.00	x		$0.00
EACH ADDITIONAL STUDENT GUEST:	$130.00	+		$130.00	
SUBTOTAL FOOD & BEVERAGE					$32,500.00
++Production Fees, Sales Tax, and Port Fees			29%		Included
TOTAL FOOD & BEVERAGE					$32,500.00
NOTE: (1) Complimentary Chaperone Per Every (25) Students- Max. (10)					10

PACKAGE ADD-ONS			
DJ Service	Luxe DJ	x	Included
Linen Option	Standard Black & White	x	Included
Docking Fee	Alameda	x	Included
Karaoke		x	TBD
Gratuity	$100 per Crew (#)	x	$1,000.00
Outside Vendor Fee	$25.00 Per Vendor	x	TBD
TOTAL PACKAGE ADD-ONS			$1,000.00
EVENT TOTAL			$33,500.00
GRAND TOTAL			$33,500.00

NON REFUNDABLE DEPOSIT SCHEDULE:		Amount	Paid / Date
Deposit to Reserve:		$8,375.00	
2nd Deposit Due 4 Months Prior:	*6/2/2027*	$8,375.00	
Event Balance Due Two Weeks Prior:	*9/17/2027*	$16,750.00	

To confirm, please sign, date, and return to Luxe Cruises:

(Signature) (Date)

We are not able to hold dates without deposits. Therefore, this quote is subject to change.

By signing this contract you are accepting financial responsibility of this guest minimum requirement, regardless of any future changes.

ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

AMENDMENT NO. 1 to Independent Contractor Agreement 26002
for Routine Maintenance Services (Mechanical Routine Maintenance Services)
Dated July 1, 2026

This Amendment is entered into on October 13, 2026, between the Alameda Unified School District (District) and Apodaca Mechanical & Consulting, Inc. (CONTRACTOR). The District awarded the Agreement to CONTRACTOR for routine maintenance on mechanical (HVAC) equipment, and the parties agree to amend that Agreement as follows:

1. Services No change in the scope of services provided under the contract.
2. Compensation Increase in service technician rates from regular at $160 to $185/hour and overtime from $185.50 to $200/hour. No change from not to exceed total of $200,000.00.

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

X There are no previous amendments to this Agreement.
□ This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)

"DISTRICT"

By:_____
Ryan Lalonde
President, Board of Education

"CONTRACTOR"

By: Marc Apodaca
Name: Marc Apodoca
Title: Owner

ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

AMENDMENT NO. 1 to Independent Contractor Agreement 26003
for Routine Maintenance Services (ICA)
Dated July 1, 2026

This Amendment is entered into on October 13, 2026, between the Alameda Unified School District (District) and Extensive Air Conditioning, Inc (CONTRACTOR). The District awarded the ICA to CONTRACTOR to maintain mechanical (HVAC) equipment, and the parties agree to amend that Agreement as follows:

1. Services No change in the scope of services provided under the contract.
2. Compensation Increase in service technician rates for regular at $170 to $180/hour and double overtime from $240 to $300/hour and a decrease in overtime from $240 to $225/hour. No change from original not to exceed total of $200,000.00.

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

X There are no previous amendments to this Agreement.
□ This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)

"DISTRICT"

By:_____
Ryan Lalonde
President, Board of Education

CONTRACTOR"

By:_____
Name: ALEX BAYARDO
Title: CEO

Alameda Unified School District
Delivery Service Agreement

Per RFP No. 024-13-01 dated August 23, 2023, this renewal agreement is entered into between Alameda Unified School District (AUSD) and awarded bidder Island Pizza Inc., dba Domino's Pizza. This agreement is effective the 13th day of October, 2026.

1. Services

Domino's Pizza shall provide weekly pizza delivery per the order placed by AUSD to the AUSD facilities located in Alameda, CA at:

LOCATION	ADDRESS
ACDC	500 Pacific Avenue
Alameda High	2200 Central Avenue
Academy of Alameda	401 Pacific Avenue
ASTI	555 Ralph Appezzatto Memorial Parkway
Bay Farm	200 Aughinbaugh Way
Earhart	400 Packet Landing
Edison	2700 Buena Vista
Encinal Jr & Sr High	210 Central Avenue
Franklin	1433 San Antonio
Island	500 Pacific Avenue
Lincoln	1250 Fernside Blvd
Love	2025 Santa Clara Avenue
Maya Lin	825 Taylor Avenue
Community Learning Center Schools	1900 Third Street
Otis (Temp Campus)	1801 Sandcreek Way
Paden	444 Central Avenue
Ruby Bridges	351 Jack London
Wood Middle	420 Grand Street

Domino's Pizza shall access kitchens indicated above by checking in at the school's front office.

2. Terms

The term of this agreement shall be renewed from October 13, 2026 through September 30, 2027. If mutually agreeable, the parties shall renew the contract for a period of one (1) additional one (1) year terms after issuance of a purchase order with all other terms and conditions remaining the same or a lesser time period interval as agreed upon by Domino's Pizza and AUSD not to exceed a total of five (5) years. This renewal is contingent upon competitive pricing and upon all terms and conditions of the original contract having been met to the satisfaction of AUSD. Such renewal will be made by notifying the Domino's Pizza, in writing, thirty (30) days prior to the expiration of the contract.

3. Compensation

Domino's Pizza to provide pizzas at a price of $12.75, with a total not to exceed $350,000.00.

4. Invoicing

Domino's Pizza to invoice AUSD monthly by emailing to Andrea Landis at alandis@alamedaunified.org. Invoice must reference the AUSD purchase order number. AUSD operates on a net forty-five (45) schedule.

5. Indemnification

Domino's Pizza and AUSD agree to hold harmless, indemnify, and defend the other party, and its officers, agents, and employees from all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. Each party also agrees to hold harmless, indemnify, and defend the other party and its elective board, officers, agents, and employees from all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to either party in connection with the performance of the Agreement. This provision survives termination of this Agreement.

6. Insurance

a. Domino's Pizza shall maintain general liability insurance coverage with limits of One Million Dollars ($1,000,000) per occurrence for bodily injury and property damage. The coverage shall name the other party as an additional insured with endorsement.
b. Domino's Pizza shall maintain auto liability insurance - including owned, non-owned and hired vehicles with combined single limits for bodily injury and property damage of not less than $1,000,000 each accident.
c. Domino's Pizza shall maintain Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable.

7. Notices

All notices and inquiries provided for under this Agreement shall be directed as set forth below:

AUSD		Domino's Pizza	
Name:	James Assia	Name:	Dan Brumleve
Title:	Director of Food & Nutrition Services	Title:	Franchisee
Phone:	510-337-7044	Phone:	925-980-1105
Email:	JAssia@alamedaunified.org	Email:	Dbrumleve@aol.com
Address:	2060 Challenger Drive, Alameda, CA 94501	Address:	1224 Oak Knoll Dr. Concord CA 94520

REPRESENTATION OF AUTHORITY:

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this agreement.

Alameda Unified School District (AUSD)

Ryan LaLonde, Board President
Date:_____

Domino's Pizza

Dan Brumleve, Franchisee
Date: 9-15-2026

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item)
Item Type:	Consent
Background:	In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B. According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts. 1. (Fund 21, Measure B) Amendment No. 3 to Professional Services Agreement between AUSD and Miller Pacific Engineering Group for an increase of $25,000.00 and an amended total of $155,000.00. (AHS Swim)
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	21 Building – Bond Fund
Fiscal Analysis	
Amount (Savings) (Cost):	See attached contract(s) for detailed expenditures.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Miller Pacific Engineering	10/7/2026	Backup Material

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

AMENDMENT NO. 3 to Professional Services Agreement
Dated October 29, 2024

This Amendment is entered into on October 13, 2026 between the Alameda Unified School District (District) and Miller Pacific Engineering Group (CONTRACTOR). District entered into a Professional Services Agreement with CONTRACTOR for geotechnical consultation and construction observation/testing services for the Alameda High School Swim Center Measure B Project and the parties agree to amend that Agreement as follows:

1. Services

Additional geotechnical consultation and construction observation services required for the project to include but not limited to:

- Review RFI's and Submittals
- Observation/Compaction Testing of Fill Placed for Tennis Courts and Flatwork Areas,
- Observation/Testing of Concrete Flatwork and Pavement Area Subgrade and Baserock
- Observation/Testing of Utility Trench Backfill
- Project Final Documentation

2. Compensation

Original PSA: $100,000.00
Amendment No. 1: $0.00
Amendment No. 2: $30,000.00
Amendment No. 3: $25,000.00
Amended PSA: $155,000.00

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s)if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

□ There are no previous amendments to this Agreement.

X This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1	5/20/25	The original PSA end date of 6/30/25 extended to 6/30/26.	$0.00
2	2/24/206	Additional services and time required for the project. The 1st amended end date of 6/30/2026 shall be extended to 12/31/2026 and shall include project closeout services.	$30,000.00

"DISTRICT"

By:_____

Name: Ryan LaLonde

Title: President, Board of Education

"CONTRACTOR"

By: Daniel G Caldwell

Name: Dan Caldwell

Title: Principal Engineer

FOR: MILLER PACIFIC ENGINEERING GROUP

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval of Bill Warrants and Payroll Registers
Item Type:	Consent
Background:	Education Code 42631 requires the Board of Education to review and approve all payments from district funds. The attached register contains information for all bills and warrants from September 15 to October 5, 2026, except for *fifty-four (54)* redactions where posting that information would violate confidentiality.
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	01 General Fund
Fiscal Analysis	
Amount (Savings) (Cost):	Will reduce the available funds of each respective site/department budget by $5,571,703.94.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Summary of Register	10/6/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval of CSEA Side Letters Regarding Longevity Pay Provisions
Item Type:	Consent
Background:	CSEA and the District several years ago negotiated longevity pay provisions for eligible employees. Recently the District was contacted by CalPERS concerning the application of the negotiated longevity pay provisions. CalPERS confirmed that the District has been correctly calculating longevity pay by compounding the longevity increments at each eligible advancement and advised that the negotiated language should explicitly reflect the compounding methodology to ensure consistency with reporting requirements and avoid a potential audit finding. The District worked with CSEA to develop these Side Letters. CalPERS has signed off on our new language. Staff recommends the Board's approval.
AUSD LCAP Goals:	1. Eliminate barriers to student success and maximize learning time.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
Side Letter CSEA 27	10/7/2026	Backup Material
Side Letter CSEA 860	10/7/2026	Backup Material

Docusign Envelope ID: 13ACD14E-2D7B-87ED-83CB-C7C04AF2B04F

SIDE LETTER AGREEMENT

Between the
Alameda Unified School District
and
California School Employees Association (CSEA) and Chapter #27

Revising Language Regarding Longevity Pay

WHEREAS, the parties have previously negotiated longevity pay provisions for eligible employees; and

WHEREAS, the District was recently contacted by CalPERS concerning the application of the negotiated longevity pay provisions; and

WHEREAS, CalPERS confirmed that the District has been correctly calculating longevity pay by compounding the longevity increments at each eligible advancement; and

WHEREAS, CalPERS advised that the negotiated language should explicitly reflect the compounding methodology to ensure consistency with reporting requirements and avoid a potential audit finding; and

WHEREAS, the parties desire to clarify the contract language to accurately reflect the method by which longevity pay has been calculated.

NOW, THEREFORE, the parties agree to revise the negotiated longevity language as follows:

The District agrees to additionally compensate long-service employees in accordance with the following:

This Side Letter shall apply retroactively to all eligible employees as of July 1, 2021.

Eligible employees shall receive longevity pay increments as a percentage of their base salary, compounded, and commencing the pay period following the employee's anniversary date. Longevity pay shall be paid on a monthly earned period basis and calculated as follows:

- After completing 7 years of service: 3% of base salary.
- After completing 14 years of service: an additional 3% of base salary (compounded total: 6.10%).
- After completing 19 years of service: an additional 3% of base salary (compounded total: 9.28%).
- After completing 24 years of service: an additional 3% of base salary (compounded total: 12.57%).
- After completing 29 years of service: an additional 3% of base salary (compounded total: 15.97%).
- After completing 33 years of service: an additional 3% of base salary (compounded total: 19.41%).

Docusign Envelope ID: 13ACD14E-2D7B-87ED-83CB-C7C04AF2B04F

Each longevity increment is calculated based on the employee's base salary at the time the service increment is reached, with subsequent increments compounded.

The parties agree that this Side Letter shall become effective upon ratification by CSEA Chapter #27 and completion of any required District approval processes.

The parties further agree that the language contained in this Side Letter shall be incorporated into the collective bargaining agreement during the next successor negotiations.

Except as modified by this Side Letter, all other provisions of the collective bargaining agreement shall remain unchanged and in full force and effect.

Alameda Unified School District

Signed by:
Timothy Erwin
DC28[illegible]

Name: Timothy Erwin
Title: Assistant Superintendent, Human Resources
Date: 9/16/2026

California School Employees Association, Chapter #27

Signed by:
Amy Keegan
51349B2B22444D9...

Name: Amy Keegan
Title: Chapter #27 President
Date: 9/17/2026

California School Employees Association

Signed by:
Julissa Limatu
044CC63F0FE749E...

Name: Julissa Limatu
Title: Labor Relations Representative
Date: 9/17/2026

Docusign Envelope ID: 1112CB88-4292-877B-81A8-14AE829A2B17

SIDE LETTER AGREEMENT

Between the
Alameda Unified School District
and
California School Employees Association (CSEA) and it's Alameda Blue Collar Chapter #860

Revising Language Regarding Longevity Pay

WHEREAS, the parties have previously negotiated longevity pay provisions for eligible employees; and

WHEREAS, the District was recently contacted by CalPERS concerning the application of the negotiated longevity pay provisions; and

WHEREAS, CalPERS confirmed that the District has been correctly calculating longevity pay by compounding the longevity increments at each eligible advancement; and

WHEREAS, CalPERS advised that the negotiated language should explicitly reflect the compounding methodology to ensure consistency with reporting requirements and avoid a potential audit finding; and

WHEREAS, the parties desire to clarify the contract language to accurately reflect the method by which longevity pay has been calculated.

NOW, THEREFORE, the parties agree to revise the negotiated longevity language as follows:

The District agrees to additionally compensate long-service employees in accordance with the following:

This Side Letter shall apply retroactively to all eligible employees as of July 1, 2021.

Eligible employees shall receive longevity pay increments as a percentage of their base salary, compounded, and commencing the pay period following the employee's anniversary date. Longevity pay shall be paid on a monthly earned period basis and calculated as follows:

- After completing 6 years of service: 3% of base salary.
- After completing 12 years of service: an additional 3% of base salary (compounded total: 6.10%).
- After completing 17 years of service: an additional 3% of base salary (compounded total: 9.28%).
- After completing 22 years of service: an additional 3% of base salary (compounded total: 12.57%).
- After completing 27 years of service: an additional 3% of base salary (compounded total: 15.97%).
- After completing 32 years of service: an additional 3% of base salary (compounded total: 19.41%).

Docusign Envelope ID: 1112CB88-4292-877B-81A8-14AE829A2B17

Each longevity increment is calculated based on the employee's base salary at the time the service increment is reached, with subsequent increments compounded.

The parties agree that this Side Letter shall become effective upon ratification by CSEA Chapter #860 and completion of any required District approval processes.

The parties further agree that the language contained in this Side Letter shall be incorporated into the collective bargaining agreement during the next successor negotiations.

Except as modified by this Side Letter, all other provisions of the collective bargaining agreement shall remain unchanged and in full force and effect.

Alameda Unified School District

Signed by:
Timothy Erwin
DC285FBA0FEC43A...
Name: Timothy Erwin
Title: Assistant Superintendent, Human Resources
Date: 9/16/2026

California School Employees Association, Chapter #860

Signed by:
Lee Odom
12B83F341736...
Name: Lee Odom
Title: Chapter #860 President
Date: 9/25/2026

California School Employees Association

Signed by:
Julissa Limatu
044CC68F8FE749Q...
Name: Julissa Limatu
Title: Labor Relations Representative
Date: 9/17/2026

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract "Master Contract" with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of ISAs executed and attached to this agenda item.

1. (Fund 01) Individual Services Agreement between AUSD and Esther B. Clark CANCELLED effective 10/9/26.
2. (Fund 01) Six (6) Individual Services Agreements between AUSD and Kyles Assessments for a total of $19,600.00.
3. (Fund 01) Individual Services Agreement between AUSD and Seneca Family of Agencies - James Baldwin Academy for a total of $101,920.00.
4. (Fund 01) Individual Services Agreement between AUSD and The Phillips Academy for a total of $92,556.00.
5. (Fund 01) Individual Services Agreement between AUSD and The Phillips Academy for a total of $76,140.00.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	ISA_EBC_CANCELLED	9/30/2026	Backup Material
🗋	ISA_Kyles Assessments (6)	10/6/2026	Backup Material
🗋	ISA_Seneca_James Baldwin	9/30/2026	Backup Material
🗋	ISA_The Phillips Academy	9/30/2026	Backup Material
🗋	ISA_The Phillips Academy_2	10/7/2026	Backup Material

Docusign Envelope ID: 011E739C-6315-89BB-8386-E38051F93DD6

LEA: Alameda Unified School District

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC SCHOOL SERVICES

EC. Sections 56365 et seq.

This agreement is effective on August 6, **2026** *or the date student begins attending a nonpublic school, if after the date identified, and terminates* **at 11:59 P.M. on June 30, 2027**, *unless sooner terminated as provided in the Master Contract and by applicable law.*

Local Education Agency	Alameda Unified School District	Nonpublic School	Esther B Clark
LEA/Case Manager	Jorge Wahner	Email	jwahner@alamedaunified.org
Pupil Name	[redacted]		
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	285	during the regular school year (RSY)
	230	during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	180	during the regular school year (RSY))
	20	during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate $372.00

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	180	days x	daily rate	$372.00	Projected Basic Ed. Costs RSY	$66,960.00
Estimated Number of Days - Extended SY	20	days x	daily rate	$372.00	Projected Basic Ed. Costs ESY	$7,440.00
					Total Estimated Basic Education Costs (regular school year and extended school year)	$74,400.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
450 Occupational therapy	NPS	RSY	$214.00	60	mins/weekly		mins/weekly	0	mins/mo/year	$7,704.00
		ESY		60	mins/weekly	0	mins/weekly	0	mins/mo/year	$856.00
									Total Cost	$8,560.00
510 Individual counseling	NPS	RSY	$255.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	$9,180.00
		ESY		60	mins/weekly	0	mins/weekly	0	mins/mo/year	$1,020.00
									Total Cost	$10,200.00
515 Counseling and guidance	NPS	RSY	$154.00	100	mins/weekly	0	mins/weekly	0	mins/mo/year	$9,240.00
		ESY		100	mins/weekly	0	mins/weekly	0	mins/mo/year	$1,027.18
									Total Cost	$10,267.18
520 Parent counseling	NPS	RSY	$255.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	$9,180.00
		ESY		60	mins/weekly	0	mins/weekly	0	mins/mo/year	$1,020.00
									Total Cost	$10,200.00
Meals	NPS	RSY	$18.00	180	mins/weekly	0	mins/weekly	0	mins/mo/year	$3,240.00
		ESY		20	mins/weekly	0	mins/weekly	0	mins/mo/year	$360.00
									Total Cost	$3,600.00
									Total Estimated Maximum Basic Education Costs :	$74,400.00
									Total Related Services Costs:	$42,827.18
									Total Estimated Maximum Basic Education and Related Services Costs :	$117,227.18

4. Other Provisions/Attachments: Per Master Contract approval for 2026-27, daily tuition will be billed for a maximum of 8 student absences per semester.
All required Tri-IEP assessments (OT, SLP, academic) completed by EBC School will be billed at the approved hourly rate as set forth in the 2026-27 Master Contract.

5. Progress Reporting Requirements: Quarterly Monthly Other (please specify): 3x/year Oct., Feb., May

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor

Esther B. Clark School
Name of Nonpublic School/Agency

DocuSigned by:
Scott Hanson 6/29/2026
79BB0E955F9E418...
Signature *Date*

Scott Hanson, Director of Operations
Name and Title

LEA

Alameda Unified School District
Name of LEA

Kirsten Zazo (06/29/2026 16:54:05 PDT) 06/29/2026
Signature *Date*

Kirsten Zazo, Assistant Superintendent of Education Services

Signature *Date*

President, Board of Education, Alameda Unified School District

(CONTRACTS EXCEEDING $119,100 ARE NOT AUTHORIZED WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 9/21/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Kyle's Assessments LLC
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 1072 Mountain View Blvd Walnut Creek, CA 94596
Anum Khan, Coordinator anumkhan@alamedaunified.org **Jennifer Medina, Contracts/Billing** jmedina@alamedaunified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
	(Title of Position(s)) Psychologist
	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Total Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)	3200		1	3200
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other (900)				

TOTAL COSTS NOT TO EXCEED $ 3,200.00

Additional services or service hours must be processed as an Amendment to this ISA

CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.25 13:39:26 -07'00' 9/25/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (09/28/2026 19:31:03 PDT) 09/28/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education
Alameda Unified School District (Date)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 9/21/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 1072 Mountain View Blvd Walnut Creek, CA 94596
Anum Khan, Coordinator anumkhan@alamedaunified.org **Jennifer Medina, Contracts/Billing** jmedina@alamedaunified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
[redacted]	(Title of Position(s)) President
[redacted]	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Total Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)	3200		1	3200
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other (900)				

TOTAL COSTS NOT TO EXCEED $ 3,200.00

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CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.21 09:45:07 -07'00' 9/21/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Lazo (09/21/2026 20:24:53 PDT) 09/21/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education
Alameda Unified School District (Date)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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Anum Khan, Coordinator anumkhan@alamedaunified.org **Jennifer Medina, Contracts/Billing** jmedina@alamedaunified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
	(Title of Position(s)) President
	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Total Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
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Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
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Transcription Services (755)				
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Mentoring (860)				
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Other (900)				

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The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.21 09:44:20 -07'00' 9/21/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Lazo (09/21/2026 20:24:53 PDT) 09/21/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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LEA - Alameda Unified School District	(NPA) Kyle's Assessments LLC
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 1072 Mountain View Blvd Walnut Creek, CA 94596
Anum Khan, Coordinator anumkhan@alameda unified.org **Jennifer Medina, Contracts/Billing** jmedina@alameda unified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
	(Title of Position(s)) President
	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

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Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
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Other Transition Services (890)				
Other (900)				

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The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.21 09:43:20 -07'00' 9/21/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Lazo (09/21/2026 20:24:53 PDT) 09/21/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 9/21/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Kyle's Assessments LLC
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 1072 Mountain View Blvd Walnut Creek, CA 94596
Anum Khan, Coordinator anumkhan@alamedaunified.org **Jennifer Medina, Contracts/Billing** jmedina@alamedaunified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
	(Title of Position(s)) President
	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Total Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)	3200		1	3200
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other (900)				

TOTAL COSTS NOT TO EXCEED $ 3,200.00

Additional services or service hours must be processed as an Amendment to this ISA

CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.21 09:40:40 -07'00' 9/21/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Lazo (09/21/2026 20:24:53 PDT) 09/21/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education
Alameda Unified School District (Date)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 9/21/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Kyle's Assessments LLC
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 1072 Mountain View Blvd Walnut Creek, CA 94596
Anum Khan, Coordinator anumkhan@alamedaunified.org **Jennifer Medina, Contracts/Billing** jmedina@alamedaunified.org	(Rep/Contact) Kyle Wallace kylesassessments@gmail.com
[redacted]	(CDE Cert #) 9904216
	(Title of Position(s)) President
	(Name(s) of Individual Assigned) Kyle Wallace

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Total Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)	3600		1	3600
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	Hourly Rate or Session Rate	Maximum Hours Per Day if Hourly	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other (900)				

TOTAL COSTS NOT TO EXCEED $ 3,600.00

Additional services or service hours must be processed as an Amendment to this ISA

CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.09.21 09:42:10 -07'00' 9/21/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (09/21/2026 20:24:53 PDT) 09/21/2026
(Signature) (Date)

Assistant Superintendent

(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education
Alameda Unified School District (Date)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 10/5/2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Alameda Unified School District Nonpublic School Seneca Family of Agencies – James Baldwin Academy

LEA Case Manager: Name _____ Phone Number _____

[redacted]

(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: 240 during the regular school year
   240 during the extended school year
2. *Nonpublic School*: The number of school days in the calendar of the school year are: 189 during the regular school year
   25 during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: $245

   Estimated Number of Days 160 **x Daily Rate** $245 **= PROJECTED BASIC EDUCATION COSTS** $39,200.00

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)		X		50 min/week		35 weeks	Included in ERMHS rate
Counseling and guidance (515).		X		50 min/week		35 weeks	Included in ERMHS rate
Parent Counseling (520)		X		100 min/month		9 months	Included in ERMHS rate
Social Work Services (525)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Psychological Services (530)							
Behavior Intervention Services (535): Therapeutic Behavioral Coaching							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900): **NPS ERMHS**					$392/day	160 days	$62,720
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST $62,720.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $101,920.00

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements:	_____ Quarterly	___ Monthly	___ X	Other (Specify)	NPS Quarterly Calendar

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
Seneca Family of Agencies – James Baldwin Academy	Alameda Unified School District
(Name of Nonpublic School/Agency)	(Name of LEA/SELPA)
Scott Osborn September 23, 2026 22:21 PT	Kirsten Lozo (09/28/2026 19:31:03 PDT) 09/28/2026
((Date)	(Signature) (Date)
Scott Osborn Chief Operating Officer	
(Name and Title)	(Name of Superintendent or Authorized Designee)

LEA: Alameda Unified School District

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC SCHOOL SERVICES

EC. Sections 56365 et seq.

This agreement is effective on **August 18, 2026** *or the date student begins attending a nonpublic school, if after the date identified, and terminates* ***at 11:59 P.M. on June 30, 2027****, unless sooner terminated as provided in the Master Contract and by applicable law.*

Local Education Agency	*Alameda Unified School District*	*Nonpublic School*	The Philips Academy
LEA/Case Manager	*Chandini Stanley*	*Email*	Cstanley@alamedaunified.org
Pupil Name	[redacted]		
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360 during the regular school year (RSY) 240 during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	180 during the regular school year (RSY) 24 during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate $348.00

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	180	days x	daily rate	$348.00	*Projected Basic Ed. Costs RS*	*$62,640.00*
Estimated Number of Days - Extended SY	24	days x	daily rate	$348.00	*Projected Basic Ed. Costs ES*	*$8,352.00*
					Total Estimated Basic Education Costs (regular school year and extended school year)	***$70,992.00***

B. Related Services

Service	*Provider*	*RSY & ESY*	*Cost per*	*Individual*	*Frequency*	*Group*	*Frequency*	*Consult*	*Frequency*	*Total*
	NPS	*RSY*			*mins/weekly*		*mins/weekly*		*mins/weekly*	
		ESY			*mins/weekly*		*mins/weekly*		*mins/weekly*	
									Total Cost	***$0.00***
450 Occupational therapy	*NPS*	*RSY*	*$116.00*	*30*	*mins/weekly*	*30*	*mins/weekly*	*300*	*yearly*	*$4,988.00*
		ESY		*30*	*mins/weekly*	*30*	*mins/weekly*	*0*	*mins/weekly*	*$580.00*
									Total Cost	***$5,568.00***
510 Individual counseling	*NPS*	*RSY*	*$186.00*	*60*	*mins/weekly*	*0*	*mins/weekly*	*60*	*mins/weekly*	*$14,136.00*
		ESY		*60*	*mins/weekly*	*0*	*mins/weekly*	*60*	*mins/weekly*	*$1,860.00*
									Total Cost	***$15,996.00***
	NPS	*RSY*		*0*	*mins/weekly*	*0*	*mins/weekly*	*300*	*mins/year*	
		ESY		*0*	*mins/weekly*	*0*	*mins/weekly*	*0*	*mins/mo/year*	
									Total Cost	
	NPS	*RSY*		*0*	*mins/weekly*		*mins/weekly*	*0*	*mins/mo/year*	
		ESY			*mins/weekly*		*mins/weekly*	*0*	*mins/mo/year*	
									Total Cost	
	NPS	*RSY*		*0*	*mins/weekly*	*0*	*mins/weekly*	*0*	*mins/mo/year*	
		ESY		*0*	*mins/weekly*	*0*	*mins/weekly*	*0*	*mins/mo/year*	
									Total Cost	
									Total Estimated Maximum Basic Education Costs :	***$70,992.00***
									Total Related Services Costs:	***$21,564.00***
									Total Estimated Maximum Basic Education and Related Services Costs :	***$92,556.00***

4. Other Provisions/Attachments:

5. Progress Reporting Requirements: X ***Quarterly*** *Monthly* ***Other (please specify):***

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor

The Philips Academy

Name of Nonpublic School/Agency

DocuSigned by:
Esther Cohen 8/21/2026
9B821B5A92E64D5...

Signature ***Date***

Dr. Esther Cohen, Executive Director

Name and Title

LEA

Alameda Unified School District

Name of LEA

Kirsten Zazo (09/28/2026 19:31:03 PDT) 09/28/2026

Signature ***Date***

Kirsten Zazo, Assistant Superintendent of Education Services

Signature ***Date***

President, Board of Education, Alameda Unified School District

(CONTRACTS EXCEEDING $119,100 ARE NOT AUTHORIZED WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

LEA: Alameda Unified School District

NONPUBLIC SCHOOL SERVICES

EC. Sections 56365 et seq.

This agreement is effective on **October 13, 2026** *or the date student begins attending a nonpublic school, if after the date identified, and terminates* **at 11:59 P.M. on June 30, 2027** *, unless sooner terminated as provided in the Master Contract and by applicable law.*

Local Education Agency	Alameda Unified School District	**Nonpublic School**	The Phillips Academy
LEA/Case Manager	Jorge Wahner	**Email**	jwahner@alamedaunified.org
Pupil Name	[redacted]		
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360	during the regular school year (RSY)
	240	during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	180	during the regular school year (RSY):
	24	during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate: $348.00

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	150	days x	daily rate	$348.00	Projected Basic Ed. Costs RSY	$52,200.00
Estimated Number of Days - Extended SY	0	days x	daily rate	$348.00	Projected Basic Ed. Costs ESY	$0.00
					Total Estimated Basic Education Costs (regular school year and extended school year)	$52,200.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
450 Occupational therapy	NPS	RSY	$116.00	60	mins/weekly		mins/weekly	0	mins/mo/year	$3,480.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
									Total Cost	$3,480.00
510 Individual counseling	NPS	RSY	$186.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	$5,580.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
									Total Cost	$5,580.00
515 Counseling and guidance	NPS	RSY	$186.00	100	mins/weekly	0	mins/weekly	0	mins/mo/year	$9,300.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
									Total Cost	$9,300.00
520 Parent counseling	NPS	RSY	$186.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	$5,580.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
									Total Cost	$5,580.00
Meals	NPS	RSY	$0.00	0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	$0.00
									Total Cost	$0.00
									Total Estimated Maximum Basic Education Costs :	$52,200.00
									Total Related Services Costs:	$23,940.00
									Total Estimated Maximum Basic Education and Related Services Costs :	$76,140.00

4. Other Provisions/Attachments:

5. Progress Reporting Requirements: Quarterly (x) Monthly Other (please specify):

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor

The Phillips Academy

Name of Nonpublic School/Agency

DocuSigned by:
Esther Cohen 10/6/2026
9B021B5A92E04D5...

Signature *Date*

Dr. Esther Cohen, Executive Director

Name and Title

LEA

Alameda Unified School District

Name of LEA

Kirsten Zazo (10/06/2026 20:52:41 PDT) 10/06/2026

Signature *Date*

Kirsten Zazo, Assistant Superintendent of Education Services

Signature *Date*

President, Board of Education, Alameda Unified School District

(CONTRACTS EXCEEDING $119,100 ARE NOT AUTHORIZED WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher, School Psychologist, Counselor, and Interns

Item Type: Consent

Background: The District enters into yearly contracts and partnerships with Universities' Departments of Education to provide a professional preparation program for student teacher, school psychologist, counselor, and intern candidates. These programs are a benefit to the District and enable student teachers and intern candidates to continue vital training. The program which seeks to establish a partnership is:

- Cal State East Bay for Student Service Learning

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Cal State East Bay MOU	10/7/2026	Backup Material

California State University East Bay University-Learning Site Comprehensive Student Placement Agreement

For — Alameda Unified School District

NOTICE: We may experience high traffic due to the beginning of the semester. If you are having issues with page loading, it is recommended that you try again before 9am or after 6pm on weekdays, or any time on the weekend. Thank you for your patience and understanding!

—The CalState S4 Team

Start Complete

This comprehensive student placement agreement is for all programs covered under CSU SAFECLIP Insurance. If you think you have received this agreement in error, please email cce@csueastbay.edu. This agreement addresses placement and employment parameters.

This agreement (this "**Agreement**") is by and between the Trustees of the California State University on behalf of California State University, **East Bay** ("**University**") and the agency identified below as the ("**Learning Site**").

Please enter the name of your organization, which is named as the "Learning Site" throughout this agreement. Required

Effective Date Required

Sep 16 2026

Termination Date Required

Sep 16 2031

In consideration of the mutual promises set forth below, University and Learning Site agree as follows:

I. Learning Site's Responsibilities:

A. Identify student's supervisor. The designated Learning Site supervisor agrees to meet with the student regularly to facilitate the learning experience, provide support, review progress on assigned tasks, verify service hours, and give feedback.

B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety and health policies, and emergency procedures; and information detailing where students check in and how they log their time.

C. Provide student(s) and University with a written description of their tasks and responsibilities. The student(s) will not be required to perform tasks that are not part of the agreed upon scope of the service.

D. Provide appropriate training, equipment, materials, and work area for student(s) prior to student(s) performing assigned tasks or working with the Learning Site's clients.

E. If applicable, inform student(s) of the need for a background check, fingerprinting and/or a tuberculosis test; and maintain the confidentiality of any result received as required by federal and state law.

F. Evaluate student(s) if requested by University and contact University if a student fails to perform assigned tasks or engages in misconduct.

G. Notify University as soon as practicable of any injury to or sudden illness of a student that occurs on site during student's participation in the placement.

H. Comply with discrimination, harassment, retaliation, and sexual misconduct laws. Immediately report to University any student complaint of alleged discrimination, harassment, sexual misconduct or retaliation occurring on site during student's participation in the placement and cooperate with University in any actions it takes to address the student complaint.

I. Ensure that site provides adequate automobile liability insurance if student will drive site vehicles. If a student is required to drive their own personal vehicle as part of placement tasks, assure student is fully aware of personal risk, insurance requirements and any driver safety training for site employees.

J. Ensure that students are not left to work alone for any amount of time when working with protected classes of people (i.e., minors, elderly or people living with a disability) and that supervision by an appropriate Learning Site representative will be provided.

K. Notify University if any student placement will occur in a residential-based business, personal residence, home, or the place of business of a client associated with the Learning Site. In all such cases, ensure that students do not enter any personal or private residence without the presence of an appropriate Learning Site representative (e.g., when conducting interviews, observations, or other placement-related tasks).

II. University's Responsibilities

A. University will advise student(s) of their responsibility to:

1. participate in all training required by the Learning Site;
2. exhibit professional, ethical, and appropriate behavior while participating in a placement;
3. complete all assigned tasks and responsibilities in a timely and efficient manner;
4. abide by the Learning Site's rules and standards of conduct; and
5. maintain the confidentiality of the Learning Site's proprietary information, records and information concerning its clients.

B. University will advise student(s) that neither University nor Learning Site assumes any financial responsibility in the event of injury or sudden illness occurring during, or as a result of, participation in a learning activity at Learning Site.

C. Provide general and student professional liability insurance (see insurance section below). University provided insurance only applies if both parties have signed this Agreement.

D. University shall be solely responsible for any payroll taxes, withholdings, workers' compensation, and any other insurance or benefits of any kind for University employees who provide service to the Learning Site under this Agreement.

E. Academic Internships: Academic Internships are typically related to students' career interests. They provide students with direct experience in a work setting and include supervision/coaching from professionals. Students receive course credit by completing all required course assignments related to the internship approved by a faculty member.

If the Student placement is for an Academic Internship, University may, in its sole discretion, provide the following support:

a. Internship Selection: Support the internship Learning Site in identifying the type of internship they want to post (paid or unpaid, academic credit option) for the campus community.

b. Student Screening: Support the internship Learning Site in sharing and distributing information regarding the internship and the academic credit opportunity with students, faculty, and staff. However, the University is not a staffing agency and cannot guarantee placement.

III. Student Employment Status

A. The parties expressly understand and agree that the Student(s) enrolled in the Learning Site are in attendance for educational purposes, and such Students are not considered employees, volunteers or agents of either Learning Site or University for any purpose, including, but not limited to, compensation for services, welfare, pension benefits, or workers' compensation insurance.

B. If the Student works or volunteers at the Learning Site in any capacity outside the scope of the required academic placement, the Learning Site is solely responsible for any related compensation, benefits, insurance, or other legal obligations. For those activities, the Student is not considered an employee, agent, or volunteer of the University.

C. In the event the University has approved the placement as a paid placement and the Student is employed by the Learning Site, the Learning Site is solely responsible for any compensation, benefits, insurance or other legal obligations applicable to the Student’s employment by Learning Site.

IV. General Terms and Conditions

A. This Agreement will become effective as of the date of University’s signature and continue for a period of five (5) years unless terminated by either party after giving the other party at least 30 days written notice of the intent to terminate. If the Learning Site terminates this Agreement, it will permit any student at the Learning Site at the time of termination to complete his/her assignment/internship.

B. Learning Site and University agree to indemnify, defend, and hold each other harmless from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their

respective officers, employees, agents, or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.

C. Each party agrees to maintain general liability coverage of at least $2,000,000 per occurrence, $4,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A. University may, in its sole discretion and judgment, modify the type(s) or amount(s) of required insurance.

D. Learning Site and University will meet upon request or as necessary to resolve any conflicts and to facilitate a mutually beneficial experience for all involved.

E. Learning Site may dismiss a student if the student violates its standards, mission, or policies. Learning Site must make and document a reasonable attempt to 1.) provide corrective instruction to the student, and/or 2.) resolve any incident that would lead to termination. The Learning Site must submit its rationale for dismissing a student to the University upon request.

F. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission or constitutes an endorsement of any commercial product or service by University.

G. This Agreement supersedes all prior agreements or understandings. No oral understanding or agreement not incorporated in writing in this Agreement is binding on the parties. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state, and local laws and regulations, including but not limited to, laws prohibiting discrimination and harassment.

H. The parties have been given a reasonable period of time within which to consider this Agreement. The parties have carefully read the entirety of this Agreement and know its contents.

I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals:

University Contacts:

Mary D'Alleva

Director, Center for Community Engagement
510-885-4437, mary.dalleva@csueastbay.edu

Chris Lam Vazquez

Director of Procurement

510-885-7606, chris.lam-vazquez@csueastbay.edu

California State University, East Bay

25800 Carlos Bee Blvd, Hayward, CA 94542

Learning Site Contact:

Name Required

Title Required

Contact Phone Required

Contact Email Required

Mailing Address Required

Learning Site Information:

Legal Entity Name of Learning Site Required

Authorized Signatory Name Required

Authorized Signatory Title Required

Date Required

Sep 16 2026

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth below, and each signatory represents that they are authorized to sign on behalf of the respective party and agree to be bound by its terms.

Any mark in this box indicates agreement by the authorized signer. Please sign as legibly as possible.

Signature Required

Clear signature

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY on behalf of California State University, East Bay

Name: Chris Lam-Vazquez

Title: Director of Procurement

Under delegated authority granted by the Chancellor of the California State University

This agreement is not fully executed until signed by an authorized representative of California State University, East Bay. This agreement and its terms were updated by the university in December 2025.

Site NID

Submit

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval of Out-of-State Field Trip Request: Encinal Jr. & Sr. High School Students to Attend The Ultimate DECA Power Trip Conference in Louisville, KY
Item Type:	Consent
Background:	Encinal Jr. & Sr. High School's students in the DECA program are seeking approval to travel to Louisville, Kentucky on a field trip from November 20-22, 2026 to attend The Ultimate DECA Power Trip Conference. This conference will be an immersive and dynamic experience featuring powerful speakers and trainers from across the country and presents students with the opportunity to attend seminars for job readiness training and career building. Participants will join the exciting general sessions filled with interactive and engaging content and will have the opportunity to select one of three tracks: Leadership, Entrepreneurship, and Hospitality. In each track, DECA members will dig deep and learn through hands-on and engaging sessions, each of which will culminate in a project with prizes for top performers. The field trip has been provisionally approved by the Director of Secondary Education pending final travel arrangements and is presented to the Board for approval as required for out-of-state field trips. The student roster and parent/guardian informed consent forms are on file and not uploaded to this item for student privacy. ***NOTE: The revised Field Trip Request Form presented to the Board at the 10/13/26 BOE meeting was uploaded to this item on October 14, 2026.***
AUSD LCAP Goals:	1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.
Submitted By:	Dr. Vernon Walton, Jr., Director of Secondary Education

ATTACHMENTS:

	Description	Upload Date	Type
	Field Trip Request_Encinal DECA to Louisville Kentucky_November 20-22, 2026	10/6/2026	Cover Memo
	REVISED Field Trip Request_Encinal DECA to Louisville, KY_Nov. 19-22, 2026	10/14/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Out of State Field Trip Request

School: Encinal HS DECA

Lead teacher (attending field trip): Derrick Lyons Lee Kaplan

Additional teacher(s) attending field trip: Lee Kaplan Derrick Lyons

Grade(s): 10-12

Number of students: 20-30

Number of chaperones*: 4 **(including staff and volunteer chaperones)**

There must be a minimum of 1 adult for every 15 students. (1 for every 9 students if taking public transportation)

Date(s) of activity: Nov. 20-22, 2026

Time of departure (leaving from school): 10am

Time of arrival (returning to school): 4pm

Destination/venue name: Kentucky International Convention Center

☐ Venue contract is attached. ***Venue contract must be processed by Business Services***

Destination/venue phone number: 703-860-5000

Destination/venue address (include city & state): Louisville, KY

Lead teacher's signature: _____ **Date:** 9/1/2026

Principal's signature: _____ **Date:** 9/3/26

Send this completed Request to fieldtrips@alamedaunified.org 80 days prior

District Office Use Only

☐ **Conditional Approval - Proceed with planning** (Field Trips with any missing documentation 3 days prior will be denied)

☐ **Denied - Reason:** _____

Ed Services Director signature: _____ **Date:** 9/4/25

Required forms received for final approval (due to fieldtrips@alamedaunified.org 45 days prior):

☐ Complete Out of State Field Trip Request (This form updated as necessary, including student count and applicable PO information entered)

☐ Principal approved Chaperone List

☐ Roster of Field Trip Participants /Class roster from Aeries

☐ Parent/guardian consent forms - all paper forms or ParentSquare spreadsheet

***Out of State Field Trips - Required Risk Management Review and Approval** _____

☐ **Final Approval Granted**

☐ **Denied - Reason:** _____

Ed Services Director signature: _____ **Date:** _____

Revised: August 2024

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Check any other the listed activities are included in this field trip:

□ Aviation activities (i.e. aircraft or helicopter rides from school property)	□ Archery
□ Hot air balloon rides	□ Cliff rappelling / rappelling towers
□ Parasailing	□ Climbing walls
□ Sky-diving	□ Downhill skiing
□ Any other aviation or aircraft related activity	□ Firing ranges
□ Excursions requiring the use of non-commercial aircraft (i.e. private planes)	□ Gymnastics
□ Automobile Activities (i.e. demolition derbies, auto races)	□ Ice skating
□ Excursions to natural disaster areas (i.e. earthquakes, floods, hurricane, tornado zones)	□ Ice hockey
□ Excursions to war zones (imminent or existing)	□ In-line skating
□ Excursions to regions with political or civil instability	□ Mountain biking
□ Dunk tanks	□ Paintball warfare games
□ Mechanical bulls	□ Scuba diving
□ Diving into or sliding on foam, mud, ice or snow	□ Skateboarding
□ Demolition of derelict vehicles, equipment or buildings	□ Snowboarding / snow blading
□ Ice climbing / mountain climbing	□ Swimming
□ Use of fireworks or other pyrotechnic devices	□ Tobogganing
□ Use of air-filled "Fun Structures" (jump houses)	□ Whitewater rafting / kayaking
□ Bungee jumping	□ Winter camping

Details of field trip activity

Provide a thorough overview of activities that students will be engaged in, including pre and post activities.

- Meeting and reviewing and improving upon test results, reviewing amd improving pon Role-play/Case Study evaluations.

Reasons for excluding any student(s)*:

Students must be allowed to participate regardless of ability to pay associated fees or IEP/504 plan requirements, however certain allowed exclusions apply including discipline and health and safety.

NA

Provision made for student(s) not participating per Ed Code allowable restrictions or lack of guardian consent:

Substitute teachers will have lessons provided to the students for class

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Mode of Transportation

- ☐ Chartered bus
- ☑ Commercial transport (city bus/BART/ferry/airline.) ***Increased chaperone requirements***
- ☐ District vehicle
- ☐ Private L3 Volunteer vehicles

Transportation Information

- ☐ ***Booking and contract must be processed through Business Service/Purchasing & School Site PO.***

PO #: _____

Confirmation #: _____

Bus company: _____

Name of contact: _____

Company address (include city & state): _____

Company phone #: _____

Transportation costs will be paid for by:

PTA/Boosters/etc. cannot directly pay for chartered buses. Buses must be paid for through a donation & PO.

- ☐ School
- ☐ District Department _____
- ☐ Individual student
- ☐ Student body
- ☐ PTA
- ☐ Other _____

Lodging Information ***Accomodations must be processed by the Purchasing Dept. & School Site PO.***

Confirmation #: Coming Soon

Hotel name: _____

Name of contact: _____

Hotel address (include city & state): _____

Hotel phone #: _____

Lodging costs will be paid for by:

- ☐ School
- ☐ District
- ☐ Individual student
- ☐ Student body
- ☐ PTA donation
- ☐ Other_____

ENCINAL DECA

To the members of the Board of Education:

On November 20-22, 2026, Encinal High School DECA has arranged for a field trip to Louisville, KY. 20-30 Students and 4 Adults (1 Advisor and 3 Chaperone) will be attending.

The 2026 DECA The Ultimate DECA Power Trip Conference will be an immersive and dynamic conference experience featuring powerful speakers and trainers from across the country coming together for three days of awesomeness! Participants will join for exciting general sessions filled with interactive and engaging content and will have the opportunity to select one of three tracks: Leadership, Entrepreneurship, and Hospitality. In each track, DECA members will dig deep and learn through hands-on and engaging sessions, each of which will culminate in a project with prizes for top performers. Throughout the conference, all attendees will have the opportunity to participate in competitive events training which will be woven into the programming. This is the must-attend event of the DECA Members. Do not miss it! Describe the role of financial institutions

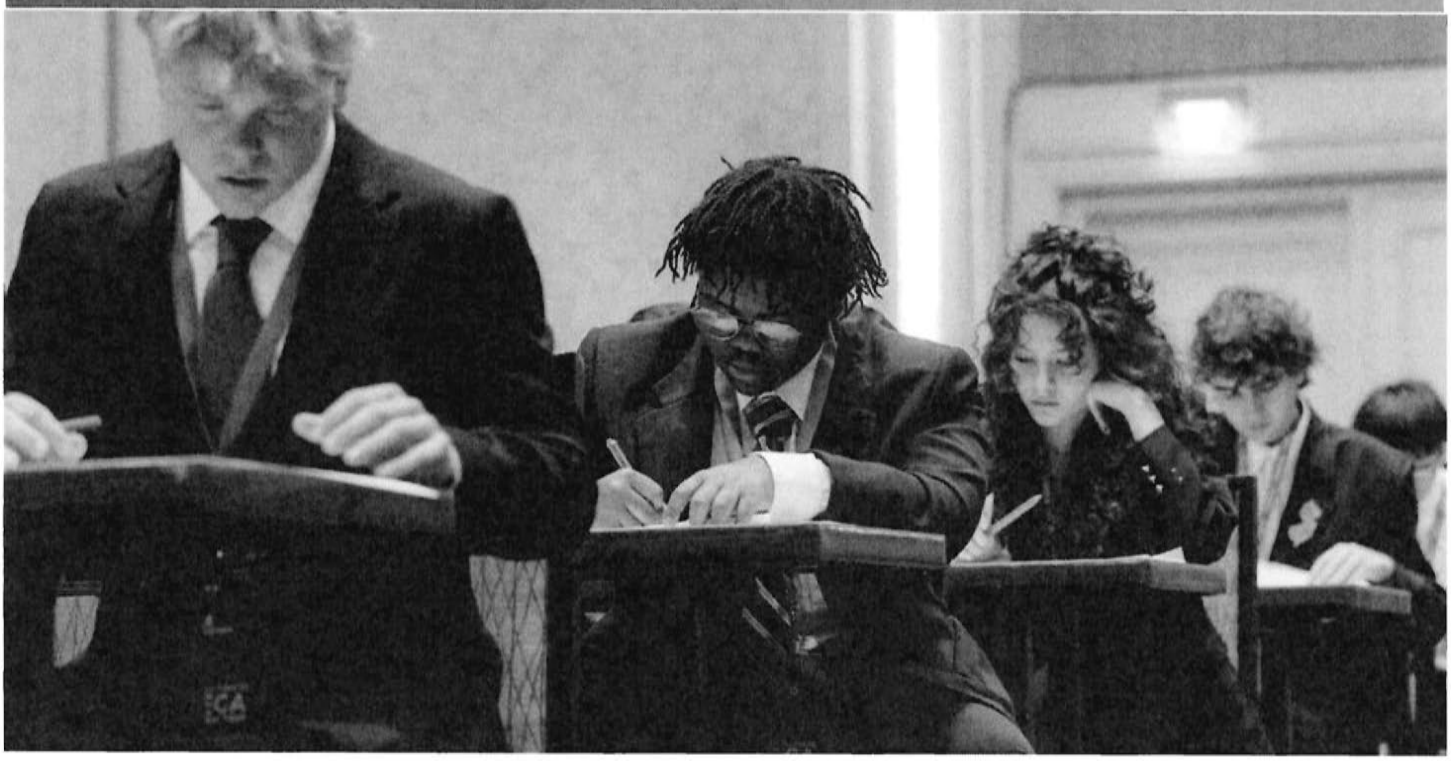
- Explain types of financial markets
- Discuss the impact of technology on the banking industry
- Explain career opportunities in merchandising
- Explain the relationship between customer service and distribution
- Explain current retail trends driven by global trade
- Explain career opportunities in hospitality
- Describe the role of sales and marketing in hospitality
- Explain the role of promotion as a marketing function
- Identify the impact of product life cycles on marketing decisions

The career opportunities and experience that students gain is sometimes overwhelming. Chances for DECA students to network with Business as well as other students are further expanding oneself as a young entrepreneur. Students can be academically prepared for college and careers. This conference also presents students with seminars for job readiness training, and career building.

The rest of the itinerary will be provided on a later date.

Your approval of this field trip not only benefits the areas of self-growth, communication, problem-solving and the community. This also shows how Alameda Unified School District is putting a lot more focus on career readiness programs for our students.

Derrick Lyons
Encinal High School
DECA Advisor
510-748-4023 #23502



CAREER READY PRACTICES

This conference reinforces Career Ready Practices that are an integral component of the National Career Clusters® Framework that is stewarded by Advance CTE. Through participating in interactive sessions, DECA members will continue to learn these professional skills needed to succeed in the modern workplace.

- **COMMUNICATE CLEARLY, EFFECTIVELY AND WITH REASON.**

  Career-ready individuals are able to communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

- **THINK CRITICALLY TO MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.**

  Career-ready individuals readily recognize problems in the workplace, understand the nature of each problem, and effectively plan to solve the problem efficiently.

- **COLLABORATE PRODUCTIVELY WHILE USING CULTURAL AND GLOBAL COMPETENCIES.**

  Career-ready individuals are able to work effectively in diverse teams to successfully accomplish a goal in both in-person and virtual environments.

- **DEMONSTRATE A CREATIVE AND INNOVATIVE MINDSET.**

  Career-ready individuals are able to use innovation and creativity to think outside the box and develop new ideas and solutions.

- **NAVIGATE AN EDUCATION AND CAREER PATH ALIGNED TO STRENGTHS, WORK STYLE, INTERESTS AND GOALS.**

  Career-ready individuals are self-aware about their strengths and working style and can understand how to leverage these traits effectively to maximize their careers.



EDUCATIONAL PROGRAM

DECA has the ultimate power trip waiting for you with dynamic general sessions, a day full of learning and leadership labs, powerful presentations by professionals, and all the favorites of a leadership conference.

Most conference activities will take place at the Kentucky International Convention Center.

FRIDAY NOVEMBER 20

8:00 AM - 6:00 PM	Explore Louisville on Your Own
12:00 PM - 5:00 PM	DECA at the Downs (optional, additional ticket required)
3:00 PM - 6:00 PM	Registration
3:00 PM - 6:00 PM	Association Meetings (Optional)
7:00 PM - 7:45 PM	Connect Leadership Labs by Association Officer Teams
8:00 PM - 8:45 PM	Connect Leadership Labs by Association Officer Teams
9:15 PM - 10:30 PM	Opening Session
11:30 PM	Curfew

SATURDAY NOVEMBER 21

8:00 AM - 4:00 PM	College, Career and Company Exhibits
8:30 AM - 4:00 PM	Competitive Excellence Experience
8:30 AM - 11:30 AM	Learning Labs
8:30 AM - 4:00 PM	Educator Professional Learning Series
11:30 AM	Chartered Association Officer and Advisor Luncheon, by invitation
11:30 AM - 12:45 PM	Lunch on Your Own
1:00 PM - 4:00 PM	Learning Labs
4:30 PM - 10:00 PM	DECA After Dark | Louisville Slugger Museum Experience (by appointment time)
11:30 PM	Curfew

SUNDAY NOVEMBER 22

8:30 AM - 10:00 AM	Closing Session
10:30 AM	Explore Louisville on Your Own and Departures

DECA DIRECT

Visit decadirect.org for previews and highlights.

Schedule subject to change. Check deca.org/power for the latest schedule.



LEARNING LABS

DECA's Learning Labs will engage DECA members and focus on important elements of preparing for college and careers. With this schedule, all DECA members will experience a learning lab related to preparing for college, choosing a career pathway, developing your DECA chapter and becoming a better competitor.

Become a champion in the **Competitive Excellence Experience** and participate in a Marketing Communications Series role-play, which will take place during one learning lab block. Advisors must select "yes" to competitive events for members during online registration to participate.

SATURDAY, NOVEMBER 21

8:30-9:15 COLLEGE	Preparing for College	Choosing a College + Major	Financing College	College Success 101	Making the Most of College
9:30-10:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
10:30-11:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
11:30-12:45	LUNCH ON YOUR OWN				
1:00-1:45 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
2:00-2:45 CHAPTER	DECA Diamond Fundraising Model	Content is King: Social Media for Your Chapter	I AM DECA: Telling Your DECA Story	Chapter Competition Success System	DECA Leadership Styles
3:00-3:45 COMPETE	Rockin' the Role-Play and Exam	From the Judge's Perspective	Making an Awesome Written Event	Tips and Tricks for Presentation Design	Dress for Success and Professionalism

*Sessions may vary depending as speakers are confirmed.

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Field Trip Chaperone List
15:1 Student to Chaperone Ratio Required
9:1 Student to Chaperone Ratio Required When Using Public Transportation
(form must include all volunteer and staff chaperones)

Date(s) of Activity: Nov. 20-22, 2026 **School:** Encinal High School **Grade(s):** 10-12 **Number of Student Participants:** 20-30

Lead Teacher(s): Derrick Lyons

Last Name	Kaplan	Meade	Miller	Lyons			
First Name	Lee	Kate	Isabella	Derrick			
Cell Phone #	[redacted]						
District Employee – Y or N If Yes, disregard the steps below.	Y	N		Y			
(Non-Staff Only) Current Approved L2 or L3 Volunteer		L2					
• **If L3, are they transporting students in a private vehicle?**							
(Non-Staff Only) Completed and Approved Chaperone Agreement ✓	☐	☐	☐	☐	☐	☐	☐

I have verified that all chaperones listed above have been approved as district chaperones for this activity. Office/Clerical Staff Initials_____

Approval of Chaperone List:

Principal's signature: _____ **Date:** 10-5-26

(Once complete, include this form in your field trip packet for approval and send to fieldtrips@alamedaunfied.org)

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Out of State Field Trip Request

School: Encinal HS DECA

Lead teacher (attending field trip): ~~Derrick Lyons~~ Lee Kaplan

Additional teacher(s) attending field trip: ~~Lee Kaplan~~ Derrick Lyons

Grade(s): 10-12

Number of students: 20-30

Number of chaperones*: 4 **(including staff and volunteer chaperones)**

There must be a minimum of 1 adult for every 15 students. (1 for every 9 students if taking public transportation)

Date(s) of activity: Nov. 20-22, 2026

Time of departure (leaving from school): 10am

Time of arrival (returning to school): 4pm

Destination/venue name: Kentucky International Convention Center

☐ Venue contract is attached. ***Venue contract must be processed by Business Services***

Destination/venue phone number: 703-860-5000

Destination/venue address (include city & state): Louisville, KY

Lead teacher's signature: _____ **Date:** 9/1/2026

Principal's signature: _____ **Date:** 9/3/26

Send this completed Request to fieldtrips@alamedaunified.org 80 days prior

District Office Use Only

☐ **Conditional Approval - Proceed with planning** (Field Trips with any missing documentation 3 days prior will be denied)

☐ **Denied - Reason:** _____

Ed Services Director signature: _____ **Date:** 9/12

Required forms received for final approval (due to fieldtrips@alamedaunified.org 45 days prior):

☐ Complete Out of State Field Trip Request (This form updated as necessary, including student count and applicable PO information entered)

☐ Principal approved Chaperone List

☐ Roster of Field Trip Participants /Class roster from Aeries

☐ Parent/guardian consent forms - all paper forms or ParentSquare spreadsheet

***Out of State Field Trips - Required Risk Management Review and Approval** _____

☐ **Final Approval Granted**

☐ **Denied - Reason:** _____

Ed Services Director signature: _____ **Date:** _____

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Check any other the listed activities are included in this field trip:

☐ Aviation activities (i.e. aircraft or helicopter rides from school property)	☐ Archery
☐ Hot air balloon rides	☐ Cliff rappelling / rappelling towers
☐ Parasailing	☐ Climbing walls
☐ Sky-diving	☐ Downhill skiing
☐ Any other aviation or aircraft related activity	☐ Firing ranges
☐ Excursions requiring the use of non-commercial aircraft (i.e. private planes)	☐ Gymnastics
☐ Automobile Activities (i.e. demolition derbies, auto races)	☐ Ice skating
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☐ Diving into or sliding on foam, mud, ice or snow	☐ Skateboarding
☐ Demolition of derelict vehicles, equipment or buildings	☐ Snowboarding / snow blading
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☐ Use of fireworks or other pyrotechnic devices	☐ Tobogganing
☐ Use of air-filled "Fun Structures" (jump houses)	☐ Whitewater rafting / kayaking
☐ Bungee jumping	☐ Winter camping

Details of field trip activity

Provide a thorough overview of activities that students will be engaged in, including pre and post activities.

- Meeting and reviewing and improving upon test results, reviewing amd improving pon Role-play/Case Study evaluations.

Reasons for excluding any student(s)*:

Students must be allowed to participate regardless of ability to pay associated fees or IEP/504 plan requirements, however certain allowed exclusions apply including discipline and health and safety.

NA

Provision made for student(s) not participating per Ed Code allowable restrictions or lack of guardian consent:

Substitute teachers will have lessons provided to the students for class

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Mode of Transportation

□ Chartered bus
☑ Commercial transport (city bus/BART/ferry/airline.) ***Increased chaperone requirements***
□ District vehicle
□ Private L3 Volunteer vehicles

Transportation Information

□ ***Booking and contract must be processed through Business Service/Purchasing & School Site PO.***

PO #: _____

Confirmation #: _____

Bus company: _____

Name of contact: _____

Company address (include city & state): _____

Company phone #: _____

Transportation costs will be paid for by:

PTA/Boosters/etc. cannot directly pay for chartered buses. Buses must be paid for through a donation & PO.

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Lodging Information ***Accomodations must be processed by the Purchasing Dept. & School Site PO.***

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Hotel name: _____

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Educational Services
2060 Challenger Drive
Alameda, CA 94501

Itinerary and Daily Schedule (includes departure and arrival times from and to each location)		
Date	Time	Activity/Event
11/19/2026	TBA	Departing from SFO to Kentucky
	TBA	Checking in Hyatt Regency Louisville
	TBA	Eating dinner as Encinal Chapter
	11pm	Curfew
11/20/2026	8am	Encinal Chapter Breakfast
	10am-12pm	Louisville Slugger Mueum
	12-5pm	DECA at the Down Event
	3:00 PM - 6:00 PM	Association Meetings
	8:00 PM - 8:45 PM	Connect Leadership Labs by Association Officer Teams
	9:15 PM - 10:30 PM	Opening Session
	11:00PM	Chapter Dinner (Pizza)
	11:30 PM	Curfew

Educational Services
2060 Challenger Drive
Alameda, CA 94501

Itinerary and Daily Schedule (includes departure and arrival times from and to each location)		
Date	Time	Activity/Event
11/21/2026	7am	Breakfast
	8:00 AM - 4:00 PM	College, Career and Company Exhibits
	4:30 PM - 10:00 PM	DECA After Dark | Louisville Slugger Museum Experience (by appointment time)
	10:30pm	Dinner
	11:30	Curfew
1/22/2026	Morning	Check out of the hotel
	morning	Fly back to SFO

ENCINAL DECA

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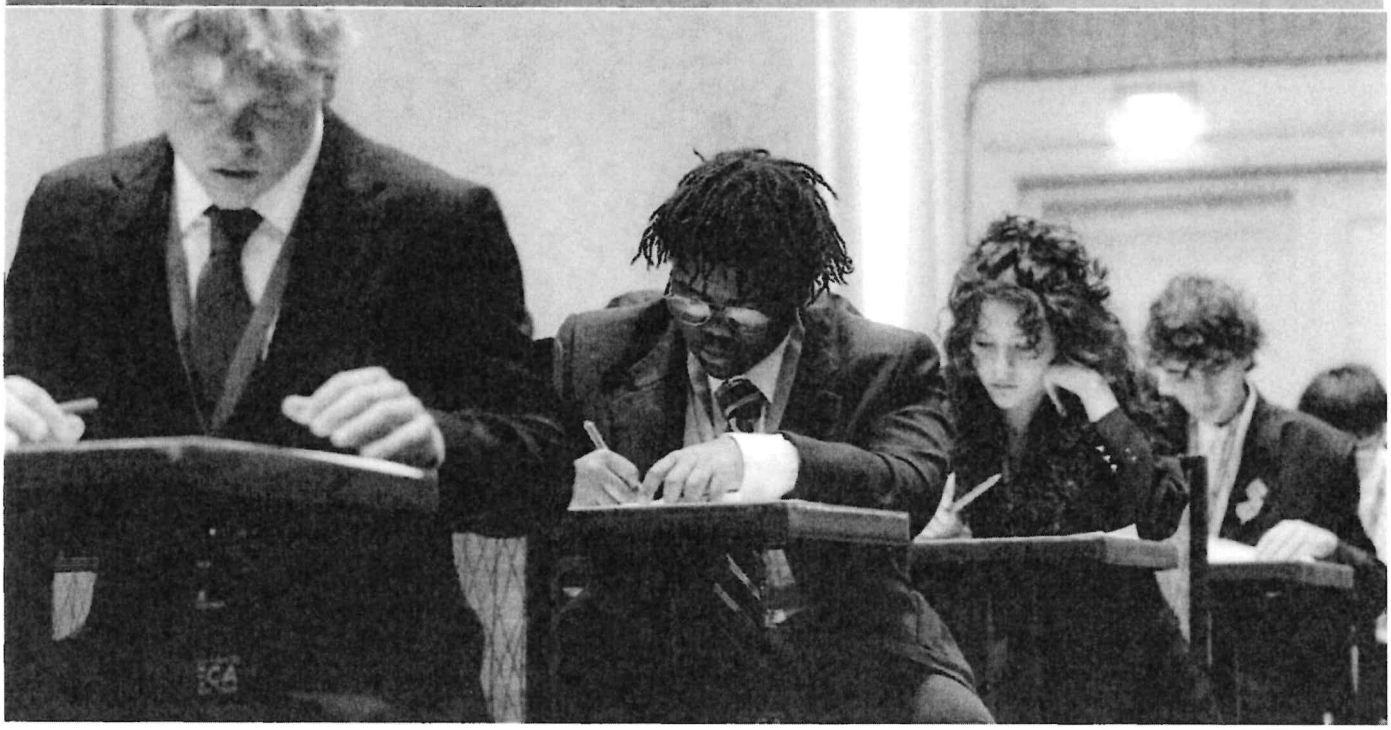
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11:30 PM	Curfew

SUNDAY NOVEMBER 22

8:30 AM - 10:00 AM	Closing Session
10:30 AM	Explore Louisville on Your Own and Departures

DECA DIRECT
Visit decadirect.org for previews and highlights.

Schedule subject to change. Check decadirect.org/power for the most current info.



LEARNING LABS

DECA's Learning Labs will engage DECA members and focus on important elements of preparing for college and careers. With this schedule, all DECA members will experience a learning lab related to preparing for college, choosing a career pathway, developing your DECA chapter and becoming a better competitor.

Become a champion in the **Competitive Excellence Experience** and participate in a Marketing Communications Series role-play, which will take place during one learning lab block. Advisors must select "yes" to competitive events for members during online registration to participate.

SATURDAY, NOVEMBER 21

8:30-9:15 COLLEGE	Preparing for College	Choosing a College + Major	Financing College	College Success 101	Making the Most of College
9:30-10:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
10:30-11:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
11:30-12:45	LUNCH ON YOUR OWN				
1:00-1:45 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
2:00-2:45 CHAPTER	DECA Diamond Fundraising Model	Content is King: Social Media for Your Chapter	I AM DECA: Telling Your DECA Story	Chapter Competition Success System	DECA Leadership Styles
3:00-3:45 COMPETE	Rockin' the Role-Play and Exam	From the Judge's Perspective	Making an Awesome Written Event	Tips and Tricks for Presentation Design	Dress for Success and Professionalism

*Sessions may vary, depending as speakers are confirmed.

Educational Services
2060 Challenger Drive
Alameda, CA 94501

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Field Trip Chaperone List
15:1 Student to Chaperone Ratio Required
9:1 Student to Chaperone Ratio Required When Using Public Transportation
(form must include all volunteer and staff chaperones)

Date(s) of Activity: Nov. 20-22, 2026 **School:** Encinal High School **Grade(s):** 10-12 **Number of Student Participants:** 20-30

Lead Teacher(s): Derrick Lyons

Last Name	Kaplan	Meade	Miller	Lyons			
First Name	Lee	Kate	Isabella	Derrick			
Cell Phone #	510-207-1607	510-205-6481	510-908-0582	660-229-1804			
District Employee – Y or N If Yes, disregard the steps below.	Y	N		Y			
(Non-Staff Only) Current Approved L2 or L3 Volunteer		L2					
• **If L3, are they transporting students in a private vehicle?**							
(Non-Staff Only) Completed and Approved Chaperone Agreement ✓	☐	☐	☐	☐	☐	☐	☐

I have verified that all chaperones listed above have been approved as district chaperones for this activity. Office/Clerical Staff Initials_____

Approval of Chaperone List:

Principal's signature: _____ **Date:** 10-5-26

(Once complete, include this form in your field trip packet for approval and send to fieldtrips@alamedaunfied.org)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Approval of Quarterly Report on Williams Uniform Complaints: July - September 2026
Item Type:	Consent
Background:	The Board of Education's approval is needed by the Alameda County Office of Education on the quarterly reporting of complaints received under the Valenzuela/CAHSEE Lawsuit Settlement – Williams Uniform Complaints. There were no Williams Uniform Complaints during the quarter ending September 30, 2026.
AUSD LCAP Goals:	1. Eliminate barriers to student success and maximize learning time.| 4. Ensure that all students have access to basic services.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#1 - All students have the ability to achieve academic and personal success.
Submitted By:	Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Williams Quarterly Report_July-September 2026_10.13.26	9/29/2026	Backup Material

ALAMEDA COUNTY OFFICE OF EDUCATION
Alysse Castro, Superintendent

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186]

District: Alameda Unified School District

Person completing this form: Meira Nalamothu Title: Ex. Assistant, Educational Services

Quarterly Report Submission Date:
(*check one and include the year)*

- ■ October 2026 (for July-Sept)
- ❑ January _____ (for Oct-Dec)
- ❑ April _____ (for Jan-Mar)
- ❑ July _____ (for Apr-June)

Date for information to be reported publicly at the governing board meeting: October 13, 2026

Please check the box that applies:

- ❑ No complaints were filed with any school in the district during the quarter indicated above.
- ❑ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	# of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Pasquale Scuderi
Print Name of District Superintendent

Signature of District Superintendent

Date

Please return the completed form via fax or email.
eFax: (510) 670-3236 | **Email:** williamssettlement@acoe.org

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Two New Job Descriptions: Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement and Public Information and Community Affairs Officer

Item Type: Consent

Background:

Public Information and Community Affairs Officer

Recommendation by the Superintendent to update and expand the job description of the current Senior Manager of Community Affairs, to Public Information and Community Affairs Officer. This update includes refinement of responsibilities previously included in the position, including, but not limited to, community affairs, community relations, and media relations. Additionally, and most relevant, the new description and increased range, reflect the inclusion of two areas of work that have grown exponentially over the past several years, and now constitute permanent, high-volume areas of responsibility; specifically:

1. Managing, and monitoring both the district's creation of social media content, and its responses to or interaction with the public and stakeholders through social media channels.
2. The management, coordination, responses, and all legal compliance responsibilities associated with public information requests. This position is now almost exclusively responsible for ensuring transparency and public access in this growing area of organizational and stakeholder-facing responsibility.

Program Specialist: Black/African American and Multi-Ethnic Student & Family Engagement

Under the direction of the Director of Secondary Education, the Program Specialist supports the academic achievement, engagement, belonging, and well-being of Black/African American and Multi-Ethnic students and families.

Key responsibilities include strengthening family and community engagement, supporting districtwide academic and equity initiatives, providing direct student support and mentoring, facilitating community partnerships and advisory groups, and coordinating events and activities that celebrate student achievement and cultural identity.

The Program Specialist also supports staff development, monitors program effectiveness, and helps ensure that district practices and resources promote equitable access, inclusion, and student success.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):	This job replaces the current Coordinator of Student Services position and as such is cost neutral.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	New Job Description: Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement	10/9/2026	Backup Material
🗋	New Job Description: Public Information and Community Affairs Officer	10/9/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement		Reports To:	Director of Secondary Education	
Department:	Teaching and Learning	Bargaining Unit/Employee Group:	☐ CSEA 860 ☐ CSEA 27 ☐ AEA	☐ Management ☐ Confidential ☒ Unrepresented
Hours:	Varies	No. of Work Days:	195	
FLSA Classification:	☒ Exempt ☐ Non Exempt	Type:	☐ Reclassification ☐ Update of job description ☒ New job description	
Salary Schedule:	☐ Contract ☐ Executive Cabinet ☒ Administrative/Supervisory – Range 14 ☐ Confidential		☐ Licensed ☐ Unrepresented ☐ CSEA 27 ☐ CSEA 860 ☐ AEA	

DEFINITION

Under the direction of the Director of Secondary Education , the Program Specialist is responsible for the development, coordination, implementation, and evaluation of programs designed to increase engagement, access, belonging, and academic success for students and families from Black/African American and Multi-Ethnic communities. The Program Specialist collaborates with school sites, district staff, families, and community partners to create or support equitable opportunities for students while identifying, challenging, and addressing practices and systems that contribute to disparities in student experiences and outcomes.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Director of Secondary Schools. Exercises no supervision of staff.

ESSENTIAL FUNCTIONS

- Collaborate on and implement proposals for support services and programs within the district in collaboration with community partners, schools, and district staff.
- Prioritizes establishing relationships with stakeholders, in collaboration with staff, principals, and district management to support black student achievement via family engagement
- Coordinates and supports, in collaboration with educational services, and the community affairs officer, racial and ethnic affinity groups including, but not limited to, AUSD Community Roundtables
- Serve as a liaison between the district, families, community-based organizations, and external agencies to support shared goals related to student achievement, engagement, and well-being.
- Support, consult on, and co-create- district efforts to address disproportionality affecting Black/African American and Multi-Ethnic students, including disparities in discipline, attendance, academic achievement, access to programs, and other indicators that may contribute to adverse outcomes.

- Collaborate with Educational Services team, school leaders, and staff to align and strengthen the implementation of programs serving Black/African American students across the district.
- Provide coaching, support, and guidance to staff, school personnel, and community partners in support of family and community engagement goals.
- Develop, coordinate, and implement public engagement initiatives and outreach efforts that support student learning and family partnerships.
- Provide direct services, mentoring, and advisement to select groups or cohorts of students at school sites as assigned.
- Direct and support activities that serve students, families, site administrators, teachers, and school and district-level parent advisory groups.
- Plan, oversee, and coordinate districtwide events and celebrations that recognize and highlight the achievements, cultures, and contributions of Black/African American and Multi-Ethnic students.
- Partner with community organizations to increase authentic family engagement and ensure families are empowered as equal partners in their children's education. Provide district-level support to community groups in advancing goals related to equity, inclusion, access, and educational excellence.
- Facilitate family, student, and community meetings, workshops, and forums that promote engagement, advocacy, collaboration, and student success.
- Develop and maintain collaborative relationships with school staff, community organizations, higher education partners, and other stakeholders to expand opportunities and resources for students and families.
- Assist in identifying funding opportunities and support the development of grants, reports, and program documentation as assigned.
- Prepare and deliver presentations, reports, and recommendations to district leadership, committees, families, and community groups regarding program goals, activities, and outcomes.
- Support the implementation of District initiatives related to educational equity, culturally responsive practices, student voice, and family engagement.
- Maintain accurate records, documentation, and program reports in accordance with District policies and applicable regulations.
- Attend and participate in meetings, professional learning activities, and community events as required.
- Perform related duties as assigned.

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QUALIFICATIONS

Knowledge of:

- Oral and written communication in English and language(s) other than English
- California Family Engagement Framework and practical experience in the field
- Family/public outreach, community building, and group facilitation across culturally and linguistically diverse populations
- Facilitating family leadership development and parenting education activities

Ability to:

- Work with historically underachieving and underserved parent and student populations
- Sustain interpersonal relationships and organize family education programs

Education and Experience:

- Bachelor's degree or higher
- Valid California driver's license and acceptable driving record
- Five (5) years of experience working with adult education/engagement/empowerment programs, facilitating community and public meetings, and conducting family workshops/presentations
- Demonstrated successful experience as trainer, presenter, coach, mentor or program manager
- Experience working with computers and software applications, content development for print and electronic media (e.g., newsletters and new media communications tools)

PHYSICAL DEMANDS

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency		Activity	Frequency
Bend	**I**		Lift/carry 0-10 lbs	**F**
Twist	**O**		Lift/carry 11-25 lbs	**I**
Squat	**I**		Lift/carry 26-40 lbs	**O**
Kneel	**I**		Lift/carry 41-100 lbs	**N**
Climb	**O**		Stand	**I**
Reach above shoulder	**I**		Walk	**I**
Grip/Grasp	**F**		Sit	**F**
Extend/Flex Neck	**O**		Drive	**O**
Use Dominant Hand	**F**		Perform Repetitive Hand Motions	**F**
Use Non-Dominant Hand	**O**		Keyboarding/Mouse Work	**F**
Ability to See	**F**		Ability to Hear	**F**

ENVIRONMENTAL ELEMENTS

Employees primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees occasionally work outdoors and are exposed to dust, fumes, allergens, vermin, parasites, or insects.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

JOB DESCRIPTION

Title:	Public Information and Community Affairs Officer	Reports To:	Superintendent
Department:	Superintendent	Bargaining Unit:	☐ CSEA 860 ☐ CSEA 27 ☐ Confidential ☐ AEA ☒ Management ☐ Unrepresented
Hours:	Full-Time	No. of Workdays:	261
FLSA Classification:	☒ Exempt ☐ Non-Exempt	Type:	☐ Reclassification ☐ Update of job description ☒ New job description
Salary Schedule:	☐ Contract ☐ Executive Cabinet ☐ Principal/Assistant Principal ☐ Certificated Director ☒ Classified Director – Range 1 ☐ Certificated Coordinator ☐ Classified Supervisor/Coordinator ☐ Unrepresented		☐ Confidential ☐ CSEA 27 ☐ CSEA 860

GENERAL SUMMARY OF DUTIES:

Under direction of the Superintendent, the Public Information and Community Affairs Officer is responsible for distribution of accurate information about the school district to both internal and external stakeholders; implementation of a district-wide strategy to promote a better understanding of the school district's objectives, programs, challenges and achievements; and provide communication services to schools and departments.

DUTIES OF THE JOB:

This description reflects the principal job elements and is not intended to be an exhaustive list of all required duties, knowledge, or abilities.

STRATEGIC COMMUNICATIONS AND PUBLIC AFFAIRS

- Design and implement district-wide strategy to effectively communicate with staff and stakeholders.
- Coordinate requests for information from the Board of Education, staff, and community and expedite appropriate follow-through to ensure timely and transparent communication with all stakeholders.

- Advise District leadership, the Board of Education, and school leaders on matters related to public information, media relations, crisis communications, community engagement, and strategic messaging.
- Develop and implement communications plans that advance District priorities, enhance public understanding, and build trust with stakeholders.
- Recommend and implement improved communication methods, systems, and engagement strategies that promote transparency and support student success.
- Support district staff in effectively communicating important board policies, administrative regulations, information related to labor negotiations and new laws to staff, students, and the community.
- Seek out and cultivate news and information resources for developing stories that reflect the district's constructive and positive efforts for transparency and community outreach.
- Maintain professional relationships with newspapers and other media representatives.
- Gather information and prepare news releases, including appropriate photographs, for mass media as well as special publications, including student and staff recognition.
- Utilize technology to maximize community engagement through ongoing public outreach.
- Provide analysis and strategic support regarding district website content and any social media communications to ensure consistency, clarity, and accuracy of information provided.
- Co-construct and implement communications plan regarding labor negotiations as required by California law and board policy.

PUBLIC INFORMATION REQUESTS AND RECORDS MANAGEMENT

- Leads and coordinates all District public information requests, including Public Records Act (PRA) requests, ensuring legal compliance, timely responses, records collection, interdepartmental coordination, redaction processes, and communication with requestors.
- Serves as the District's central coordinator for transparency and public access to information.
- Develops and implements systems and procedures for managing records requests, tracking response timelines, coordinating document reviews, and maintaining compliance with state and federal requirements
- Collaborates with District leadership and legal counsel regarding sensitive records requests, investigations, and disclosure requirements.

SOCIAL MEDIA AND MEDIA: MONITORING AND PUBLIC RESPONSE

- Continuously monitors District-affiliated and community social media channels, online forums, and digital communication platforms to identify emerging issues, misinformation, rumors, community concerns, and topics that may affect District operations, student well-being, employee relations, or public trust.
- Develops and implements timely communication strategies to clarify facts, correct misinformation, provide accurate information, and promote constructive dialogue regarding District programs, policies, decisions, and events.

- Advises District leadership regarding emerging public concerns, controversial issues, and reputational risks, recommending appropriate communication responses and stakeholder outreach strategies.
- Responds, as appropriate and in accordance with District protocols, to public inquiries and misinformation circulating through digital platforms, ensuring that information is readily accessible to students, families, staff, media, and community members.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

- Serve as a liaison with agencies, including city, county, and state agencies to support common goals of family and community engagement.
- Serve on and support district oversight and advisory committees, including community oversight committees for all previous and current voter-approved parcel tax and bond measure
- Supervise and direct the translation of public information for non-English speaking citizens of Alameda.
- In collaboration with relevant District personnel, coordinate, organize and produce an annual State of the District or similar report, or, as applicable, an annual revision of the district's strategic plan.
- Create, review, edit and critique written and published materials about the district and its programs.
- Oversee the production of district publications, as appropriate, and assist sites and departments in the development of informational material, brochures, letters, speeches and related items.
- Attend Board of Education and community/staff advisory committee meetings as required and during evening hours.
- Evaluate performance of assigned staff where applicable.
- Perform other tasks and duties assigned to help realize district and community goals.

EDUCATION AND EXPERIENCE:

- Bachelor's degree required.
- Master's degree desired in educational administration, public information, communication, marketing, journalism or related field.
- Experience of increasingly responsibility in field of public information, journalism, public school administration, or related experience desired.

KNOWLEDGE AND SKILLS:

- Interact with strong interpersonal skills including tact, courtesy, and diplomacy in difficult or emotional circumstances.
- Communicate effectively orally and in writing.
- Knowledge of school district laws, policies and procedures
- Knowledge of public information and communications principles and practices.
- Knowledge of school district laws, policies, and procedures.
- Ability to exhibit discretion and tact with information and communication received and given.

- Ability to oversee the development and implementation of communications and public information strategies, goals, objectives, programs, projects, services, and activities.
- Ability to prepare and present written and oral reports to diverse audiences that effectively represent the school district to the community.
- Ability to work under time sensitive deadlines, pressure, and with frequent interruptions.
- Knowledge with computer software, hardware, and other technology pertinent to areas of specialization.

SUPERVISES AND SUPPORTS:

Assigned staff.

PHYSICAL REQUIREMENTS:

Frequency key: None (1); Occasional - up to 25% of shift (2); Intermittently – up to 50% of shift (3); Frequently – up to 75% of shift (4).

Activity	Frequency		Activity	Frequency
Bend	1		Lift/Carry 0-10 lbs	1
Twist	1		Lift/Carry 11-25 lbs	1
Squat	1		Lift/Carry 26-40 lbs	1
Kneel	1		Lift/Carry 41-100 lbs	1
Climb	1		Stand	2
Reach Above Shoulder	1		Walk	2
Grip/Grasp	3		Sit	4
Extend/Flex Neck	1		Drive	2
Use Right Hand	3		Perform Repetitive Hand Motions	4
Use Left Hand	3		Keyboarding/Mouse Work	4
Ability to See	4		Ability to Hear	3

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: CSBA Recommended Updates to Board Policies Reviewed at the September 16, 2026, Board Policy Subcommittee Meeting

Item Type: Consent

Background: Updates to Board Policies, Administrative Regulations, and Board Bylaws are provided by the California School Boards Association (CSBA) four times a year: March, June, September, and December, with Special Releases through the year as needed. These recommendations are reviewed by Cabinet members prior to being presented to the Board Policy Subcommittee with a request for direct approval to the consent calendar of a subsequent Board of Education meeting.

Occasionally, staff make recommended updates to Board Policies as they deem fit. These are reviewed and discussed by the subcommittee.

After discussion, staff can be directed to:

1. Bring the item(s) back to the subcommittee with suggested edits for further review.
2. Present the item(s) to the full Board for discussion at a regular Board of Education meeting.
3. Add the item(s) for approval by the Board of Education at a regularly scheduled public Board meeting.

The following policies were reviewed at the Board Policy Subcommittee meeting on Septe,mber 16th, and are being recommended for approval by the full Board. Administrative Regulations and Exhibits typically do not require Subcommitte or Board approval unless there are significant changes effecting district operations.

- BP 0410 Nondiscrimination in District Programs and Activities
- BP 1240 Volunteer Assistance
- BP 1312.2 Complaints Concerning Instructional Materials
- BP 1312.3 Uniform Complaint Procedures
- BP 2110 Superintendent Responsibilities and Duties
- BP 3461.1 Debt Issuance and Management (DELETE)
- BP 3470 Debt Issuance and Management (NEW)
- BP 3471 Parcel Taxes
- BP 3515 Campus Security
- BP 4100 Certificated Personnel
- BP 4111/4211/4311 Recruitment and Selection
- BP 4112.9/4212.9/4312.9 Employee Notifications
- BP 4119.1/4219.1/4319.1 Civil and Legal Rights
- BP 4131/4231/4331 Staff Development
- BP 4200 Classified Personnel
- BP 4300 Administrative and Supervisory Personnel
- BP 5020 Parent Rights and Responsibilities

- BP 5022 Student and Family Privacy Rights
- BP 5125 Student Records
- BP 5131.4 Student Disturbances
- BP 5131.8 Mobile Communication Devices
- BP 5141.4 Child Abuse Prevention and Reporting
- BP 5141.7 Sun Safety (DELETE)
- BP 5141.75 Weather Safety (NEW)
- BP 5142 Safety
- BP 5148 Child Care and Development
- BP 5148.3 Preschool/Early Childhood Education
- BP 6141 Curriculum Development and Evaluation
- BP 6145.2 Athletic Competition
- BP 6159 Individualized Education Program
- BP 6159.1 Procedural Safeguards and Complaints for Special Education
- BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education
- BP 6161.1 Selection and Evaluation of Instructional Materials
- BP 6161.11 Supplementary Instructional Materials
- BP 6163.1 Library Media Centers
- BP 6164.4 Identification and Evaluation of Individuals for Special Education
- BP 6173.1 Education for Foster Youth
- BP 7000 Concepts and Roles
- BP 7110 Facilities Master Plan
- BP 7131 Relations with Local Agencies
- BP 7214 General Obligation Bonds
- BB 9310 Board Policies

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Members of Executive Cabinet

ATTACHMENTS:

	Description	Upload Date	Type
🗋	BP 0410 Nondiscrimination in District Programs and Activities	9/3/2026	Backup Material
🗋	BP 1240 Volunteer Assistance	9/3/2026	Backup Material
🗋	BP 1312.2 Complaints Concerning Instructional Materials	9/3/2026	Backup Material
🗋	BP 1312.3 Uniform Complaint Procedures	9/3/2026	Backup Material
🗋	BP 2110 Superintendent Responsibilities and Duties	9/3/2026	Backup Material
🗋	BP 3461.1 Debt Issuance and Management (DELETE)	9/10/2026	Backup Material
🗋	BP 3470 Debt Issuance and Management (NEW)	9/10/2026	Backup Material
🗋	BP 3471 Parcel Taxes	9/9/2026	Backup Material
🗋	BP 3515 Campus Security	9/9/2026	Backup Material
🗋	BP 4100 Certificated Personnel	9/3/2026	Backup Material
🗋	BP 4111/4211/4311 Recruitment and Selection	9/3/2026	Backup Material
🗋	BP 4112.9/4212.9/4312.9 Employee Notifications	9/3/2026	Backup Material
🗋	BP 4119.1/4219.1/4319.1 Civil and Legal Rights	9/3/2026	Backup Material
🗋	BP 4131/4231/4331 Staff Development	9/3/2026	Backup Material
🗋	BP 4200 Classified Personnel	9/3/2026	Backup Material
🗋	BP 4300 Administrative and Supervisory Personnel	9/3/2026	Backup Material
🗋	BP 5020 Parent Rights and Responsibilities	9/3/2026	Backup Material
🗋	BP 5022 Student and Family Privacy Rights	9/3/2026	Backup Material
🗋	BP 5125 Student Records	9/4/2026	Cover Memo
🗋	BP 5131.4 Student Disturbances	9/3/2026	Backup Material
🗋	BP 5131.8 Mobile Communication Devices	9/30/2026	Backup Material
🗋	BP 5141.4 Child Abuse Prevention and Reporting	9/3/2026	Backup Material
🗋	BP 5141.7 Sun Safety (DELETE)	9/3/2026	Backup Material
🗋	BP 5141.75 Weather Safety (NEW)	9/3/2026	Backup Material
🗋	BP 5142 Safety	9/23/2026	Backup Material
🗋	BP 5148 Child Care and Development	9/3/2026	Backup Material
🗋	BP 5148.3 Preschool/Early Childhood Education	9/3/2026	Backup Material
🗋	BP 6141 Curriculum Development and Evaluation	9/3/2026	Backup Material
🗋	BP 6145.2 Athletic Competition	9/3/2026	Backup Material
🗋	BP 6159 Individualized Education Program	9/3/2026	Backup Material
🗋	BP 6159.1 Procedural Safeguards and	9/3/2026	Backup Material

	Complaints for Special Education		
	BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education	9/3/2026	Backup Material
	BP 6161.1 Selection and Ealuation of Instructional Materials	9/3/2026	Backup Material
	BP 6161.11 Supplementary Instructional Materials	9/3/2026	Backup Material
	BP 6163.1 Library Media Centers	9/3/2026	Backup Material
	BP 6164.4 Identification and Evaluation of Individuals for Special Education	9/3/2026	Backup Material
	BP 6173.1 Education for Foster Youth	9/3/2026	Backup Material
	BP 7000 Concepts and Roles	9/9/2026	Backup Material
	BP 7110 Facilities Master Plan	9/9/2026	Backup Material
	BP 7131 Relations with Local Agencies	9/9/2026	Backup Material
	BP 7214 General Obligation Bonds	9/9/2026	Backup Material
	BB 9310 Board Policies	9/3/2026	Backup Material

Policy 0410: Nondiscrimination In District Programs And Activities

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date: 08/12/25** | **Last Reviewed Date:** 08/12/25

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance occurring within a school under the district's jurisdiction and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above. The immigration or citizenship status of a student, a student's family member, or district staff may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

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District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, staff development material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

The district shall not sponsor any activity, and a teacher shall not provide instruction, that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. Instructional materials and teacher instruction shall be factually accurate, align with adopted curriculum and standards, as specified in Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials, and be consistent with accepted standards of professional responsibility, as specified in Board Policy 4119.21/4219.21/4319.21 and accompanying exhibits, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51500, 51501)

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Additionally, the Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. (Education Code 244)

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District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Derogatory Native American terms, including but not limited to Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The district shall not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

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The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

Complaints

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All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 – Nondiscrimination in Employment, for employees.

Notices

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Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual ~~parental~~ parent/guardian notification in accordance with Board Policy/Exhibit(1) 5145.6 – Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. ~~The~~ Additionally, the notification shall also be posted on the district's web ~~-~~site, in both English and Spanish and at a reading level that may be comprehended by students in high school, and on social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the Superintendent or designee shall, in accordance with Board Policy 5145.6 – Parent/Guardian notifications, include in the annual parent/guardian notification the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials, as specified in Education Code 244, 262.3, 280, 33800, 33801, 33802, 33803, 33803.1, 33804, 51500, 51501, 60151, 60152. (Education Code 48980)

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The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement~~. (Education Code 234.7)~~ in accordance with Board Policy/Administrative Regulation 1445 – Response to Immigrant Enforcement.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a district services, programs , or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, Communication Accessed Realtime Translation services, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services.

Persons requesting auxiliary aids and services shall make all reasonable efforts to give the District at least ten (10) business days' notice of the need for auxiliary aids and services by submitting a

written request for such services to the ADA Coordinator.

The failure to provide the District with the (10) business days' notice of the needs for an auxiliary aid or service shall not, on its own, be just cause to deny such a request. In the event a request for auxiliary aids and services is submitted within less than (10) business days' notice, the District shall still make all reasonable efforts to furnish the appropriate auxiliary aids and services.

When the District receives a request for auxiliary aids and/or services for an individual with a disability at least ten (10) business days prior to needing the aid or services, the District shall respond in writing, unless the timing of the request precludes or renders a written response unnecessary, impractical, or unfeasible.

The district's ADA Coordinator shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ADA Coordinator
2060 Challenger Dr.
Alameda, CA 94501
(510) 337.7101
klonergan@alamedaunified.org

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 33315	Uniform complaint procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51007	Legislative intent: state policy
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter

Policy 0410: Nondiscrimination In District Programs And Activities

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance occurring within a school under the district's jurisdiction and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above. The immigration or citizenship status of a student, a student's family member, or district staff may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, staff development material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

The district shall not sponsor any activity, and a teacher shall not provide instruction, that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. Instructional materials and teacher instruction shall be factually accurate, align with adopted curriculum and standards, as specified in Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials, and be consistent with accepted standards of professional responsibility, as specified in Board Policy 4119.21/4219.21/4319.21 and accompanying exhibits, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51500, 51501)

Additionally, the Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. (Education Code 244)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Derogatory Native American terms, including but not limited to Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The district shall not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

Complaints

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 – Nondiscrimination in Employment, for employees.

Notices

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parent/guardian notification in accordance with Board Policy/Exhibit(1) 5145.6 – Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. Additionally, the notification shall also be posted on the district's website, in both English and Spanish and at a reading level that may be comprehended by students in high school, and on social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the Superintendent or designee shall, in accordance with Board Policy 5145.6 – Parent/Guardian notifications, include in the annual parent/guardian notification the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials, as specified in Education Code 244, 262.3, 280, 33800, 33801, 33802, 33803, 33803.1, 33804, 51500, 51501, 60151, 60152. (Education Code 48980)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement in accordance with Board Policy/Administrative Regulation 1445 – Response to Immigrant Enforcement.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a district services, programs , or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, Communication Accessed Realtime Translation services, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services.

Persons requesting auxiliary aids and services shall make all reasonable efforts to give the District at least ten (10) business days' notice of the need for auxiliary aids and services by submitting a

written request for such services to the ADA Coordinator.

The failure to provide the District with the (10) business days' notice of the needs for an auxiliary aid or service shall not, on its own, be just cause to deny such a request. In the event a request for auxiliary aids and services is submitted within less than (10) business days' notice, the District shall still make all reasonable efforts to furnish the appropriate auxiliary aids and services.

When the District receives a request for auxiliary aids and/or services for an individual with a disability at least ten (10) business days prior to needing the aid or services, the District shall respond in writing, unless the timing of the request precludes or renders a written response unnecessary, impractical, or unfeasible.

The district's ADA Coordinator shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ADA Coordinator
2060 Challenger Dr.
Alameda, CA 94501
(510) 337.7101
klonergan@alamedaunified.org

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 33315	Uniform complaint procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51007	Legislative intent: state policy
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 1240: Volunteer Assistance **Status:** ADOPTED

Original Adopted Date: ~~09/28~~03/01/2010 | **Last Revised Date:** ~~11/10/2015~~05/01/2026 | **Last Reviewed Date:** ~~11/10/2015~~05/01/2026

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The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, ~~and~~ contribute to school safety, and support the district in providing for the well-being of district students, while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. ~~He/she may also~~Additionally, the Superintendent or designee may recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, reproductive health decisionmaking, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military ~~and veteran~~ status. (Government Code 12940)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities.

Additionally, volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee shall, as mandated reporters, receive the notification and training required of mandated reporters as specified in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

A volunteer who is a mandated reporter shall make a report, as specified in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting, whenever such volunteer has knowledge of or observes a child whom the volunteer knows or reasonably suspects has been the victim of child abuse or neglect.

Volunteers shall act in accordance with law, district policies and administrative regulations, including Board Policy and Administrative Regulation 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions, and school rules. The Superintendent or designee shall be

responsible for investigating and resolving complaints regarding volunteers.
Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with ~~employee negotiated~~collective bargaining agreements.

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

~~Volunteers shall act in accordance with district policies, regulations, and school rules.~~

~~The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.~~

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

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Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. ~~(Labor Code 3364.5)~~

~~Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024)~~

~~A volunteer who possesses a current Activity Supervisor Clearance Certificate from the Commission~~

~~on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024)~~ (Labor Code 3364.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101170	Criminal record clearance
22 CCR 101216	Health screening; volunteers in child care centers
Ed. Code 35021	Volunteer aides
Ed. Code 35021.1	Automated records check
Ed. Code 35021.3	Registry of volunteers for before/after school programs
Ed. Code 44814-44815	Supervision of students during lunch and other nutrition periods
Ed. Code 45125	Fingerprinting requirements
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45340-45349	Instructional aides
Ed. Code 45360-45367	Teacher aides
Ed. Code 48981	Parent/guardian notifications
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49406	TB risk assessment
Ed. Code 8482-8484.6	After School Education and Safety program
Ed. Code 8484.7-8484.9	21st Century Community Learning Center program
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 3543.5	Prohibited interference with employees' rights
H&S Code 1596.7995	Immunization requirements for volunteers in child care and development center or preschool
H&S Code 1596.871	Fingerprints of individuals in contact with child day care facility clients
Lab. Code 1720.4	Public works; exclusion of volunteers from prevailing wage law

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Policy 1240: Volunteer Assistance

Status: ADOPTED

Original Adopted Date: 09/28/2010 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, contribute to school safety, and support the district in providing for the well-being of district students, while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. Additionally, the Superintendent or designee may recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, reproductive health decisionmaking, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. (Government Code 12940)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities.

Additionally, volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee shall, as mandated reporters, receive the notification and training required of mandated reporters as specified in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

A volunteer who is a mandated reporter shall make a report, as specified in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting, whenever such volunteer has knowledge of or observes a child whom the volunteer knows or reasonably suspects has been the victim of child abuse or neglect.

Volunteers shall act in accordance with law, district policies and administrative regulations, including Board Policy and Administrative Regulation 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.
Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent

that they enhance the classroom or school and comply with collective bargaining agreements.

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

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State	Description
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Ed. Code 44814-44815	Supervision of students during lunch and other nutrition periods
Ed. Code 45125	Fingerprinting requirements
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45340-45349	Instructional aides
Ed. Code 45360-45367	Teacher aides
Ed. Code 48981	Parent/guardian notifications
Ed. Code 49024	Activity Supervisor Clearance Certificate

Policy 1312.2: Complaints Concerning Instructional Materials **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~09/01/1988 **| Last Revised Date:** ~~06/24/2025~~ 08/01/2026 **| Last Reviewed Date:** ~~06/24/2025~~08/01/2026

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In adopting textbooks and other instructional materials for use in district schools, the Governing Board uses a comprehensive process ~~to adopt district instructional materials~~ that ~~is based on selection criteria established by law and Board policy and~~ includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. In accordance with law, textbooks and instructional materials adopted for district use shall be factually accurate, aligned with adopted curriculum and standards described in law, and consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be ~~properly and fairly considered using established complaint procedures.~~

investigated and addressed in accordance with this Board policy and accompanying administrative regulation. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their ~~student's~~student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

However, a complaint alleging discriminatory bias in instructional materials or related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. ~~In addition~~Additionally, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the

manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

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State	Description
5 CCR 4600-4670	~~Uniform complaint procedures~~Uniform complaint procedures
Ed. Code 1240	~~County superintendent of schools; duties~~County superintendent of schools; duties
Ed. Code 18111	Exclusion of books by Governing ~~board~~Board that are sectarian, partisan, or denominational character
Ed. Code 220	~~Prohibition of discrimination~~Prohibition of discrimination

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

In adopting textbooks and other instructional materials for use in district schools, the Governing Board uses a comprehensive process that includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. In accordance with law, textbooks and instructional materials adopted for district use shall be factually accurate, aligned with adopted curriculum and standards described in law, and consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be investigated and addressed in accordance with this Board policy and accompanying administrative regulation. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

However, a complaint alleging discriminatory bias in instructional materials or related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. Additionally, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional

material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 18111	Exclusion of books by Governing Board that are sectarian, partisan, or denominational character
Ed. Code 220	Prohibition of discrimination
Ed. Code 240-280	Prohibition of discrimination; instructional materials
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Powers and duties of school boards
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of study; use of textbooks, rules, and regulations
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/15/2016 | **Last Revised Date: 08/12/25** | **Last Reviewed Date: 08/12/25**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following:

1. Accommodations for pregnant and parenting students (Education Code 46015)

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500,- 52616.18)

3. After School Education and Safety programs (Education Code 8482-8484.65)

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

6. Child care and development programs (Education Code 8200-8488)

7. Compensatory education (Education Code 54400)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.~~10~~13-299.~~12~~15)

9. Course periods without educational content (Education Code 51228.1-51228.3)

10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more, or any combination, of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination includes district sponsorship of any activity or program that promotes discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. (Education Code 51500)

Additionally, the district is prohibited from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

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However, the UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, and students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2 51225.25)

12. Every Student Succeeds Act (Education Code 12030, 52059.5, 64000; 20 USC 6301 et seq.)

13. Instruction, Instructional M~~m~~aterials, Staff Development Materials, and Curriculum: Diversity (Education Code 243, 244, 51500)

A complaint alleging such unlawful discrimination pursuant to Education Code 243 or 244 may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

14. Local control and accountability plan (Education Code 52075)

15 Migrant child education (Education Code 54440-54445)

16 Physical education instructional minutes (Education Code 51210, 51222, 51223)

17. Student fees (Education Code 49010-49013)

18 Reasonable accommodations to a lactating student (Education Code 222)

19 Regional occupational centers and programs (Education Code 52300-52334.7)

20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

21. School or athletic team names, mascots, or nicknames (Education Code 221.3, 33315)

~~21~~ 22. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

~~22~~ 23. State preschool programs (Education Code 8200-8488, 33315)

~~23~~ 24. State preschool health and safety issues in license-exempt programs (Education Code 8212)

~~24. School or athletic team names, mascots, or nicknames pursuant to Education Code 221.3~~

25 Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

26 Any other state or federal educational program the ~~Superintendent of Public Instruction~~ SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)

3. Any complaint alleging that a student while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30

Such complaint shall be addressed through the federal Title IX complaint procedures as specified in Administrative Regulation 5145.71 – Title IX Sexual Harassment Complaint Procedures

4 Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

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State	Description
2 CCR 11023	Harassment and discrimination prevention and correction
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 18100-18203	School libraries
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33315	Uniform complaint procedures

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/15/2016 **| Last Revised Date: | Last Reviewed Date:**

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5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

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Ed. Code 18100-18203	School libraries
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33315	Uniform complaint procedures
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Parental leave for students
Ed. Code 48645.7	Juvenile court schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900.5	Suspension; other means of correction

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 2110: Superintendent Responsibilities And Duties **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~10/01/1994 | **Last Revised Date:** 05/01/2026 | **Last Reviewed Date:** ~~08/25/2009~~05/01/2026

The Governing Board ~~of Education~~ desires to establish a productive and collaborative working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning ~~and~~, achievement, and well-being, and the attainment of the district's vision and goals. ~~The~~Additionally, the Board ~~also~~ desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall ~~clarify~~set expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage ~~the~~all instructional and noninstructional operations ~~of~~. Additionally, the ~~schools. The~~ Superintendent ~~also~~ serves as a member of the district's governance team and has responsibilities to support Board operations and decision ~~making.~~-making.

The Superintendent may delegate any of the Superintendent's responsibilities and duties to other district staff, but remains accountable to the Board for all areas of operation under the Superintendent's authority.

The Superintendent shall complete ethics training in accordance with Government Code 53234-53235.2 at least once every two years. (Government Code 53235)

If the Superintendent begins service with the district after January 1, 2026, the Superintendent is required to receive ethics training no later than six months from the first day of service with the district, and at least once every two years thereafter. (Government Code 53235.1)

The district shall maintain records of ethics training, which are public records subject to disclosure under the California Public Records Act, for at least five years after the Superintendent received the training. The district shall post on its website clear instructions and contact information for the purpose of requesting these records. (Government Code 53235.2)

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~~The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.~~

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State	Description
Ed. Code 17604	Delegation of powers to agents
Ed. Code 17605	Delegation of authority to purchase supplies and equipment
Ed. Code 35020-35046	Officers and agents
Ed. Code 48900	Grounds for suspension or expulsion
Gov. Code 53234-53235.2	Ethics training

Management Resources	Description
CSBA Publication	Superintendent Governance Standards
Website	Fair Political Practices Commission, Ethics Training
Website	CSBA District and County Office of Education Legal Services
Website	American Association of School Administrators
Website	Association of California School Administrators
Website	CSBA

Cross References

Code	Description
0000	~~Vision~~Vision
~~0000~~	~~Vision~~
2000	~~Concepts And Roles~~Concepts And Roles
2111	~~Superintendent Governance Standards~~Superintendent Governance Standards
2120	~~Superintendent Recruitment And Selection~~Superintendent Recruitment And Selection

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Policy 2110: Superintendent Responsibilities And Duties

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board desires to establish a productive and collaborative working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning, achievement, and well-being, and the attainment of the district's vision and goals. Additionally, the Board desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall set expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage all instructional and noninstructional operations. Additionally, the Superintendent serves as a member of the district's governance team and has responsibilities to support Board operations and decision-making.

The Superintendent may delegate any of the Superintendent's responsibilities and duties to other district staff, but remains accountable to the Board for all areas of operation under the Superintendent's authority.

The Superintendent shall complete ethics training in accordance with Government Code 53234-53235.2 at least once every two years. (Government Code 53235)

If the Superintendent begins service with the district after January 1, 2026, the Superintendent is required to receive ethics training no later than six months from the first day of service with the district, and at least once every two years thereafter. (Government Code 53235.1)

The district shall maintain records of ethics training, which are public records subject to disclosure under the California Public Records Act, for at least five years after the Superintendent received the training. The district shall post on its website clear instructions and contact information for the purpose of requesting these records. (Government Code 53235.2)

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State	Description
Ed. Code 17604	Delegation of powers to agents

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Policy 3461.1: ^Debt Issuance And Management Policy

Status: ADOPTED

Original Adopted Date: 02/28/2017 | **Last Reviewed Date:** 02/28/2017

This Debt Management Policy (the "Policy") provides written guidelines for the issuance of indebtedness by the Alameda Unified School District (the "District") in satisfaction of the requirements of S.B. 1029, codified as part of Government Code Section 8855.

ARTICLE I
Purpose and Goals

This Policy provides a framework for debt management and capital planning by the District.

This Policy has been developed to meet the following goals:

1. Identifying the purposes for which the debt proceeds may be used.

2. Identifying the types of debt that may be issued.

3. Describing the relationship of the debt to, and integration with, the District's capital improvement program.

4. Establishing policy goals related to the District's planning goals and objectives.

5. Implementing internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use upon completion of the issuance.

ARTICLE II
Purposes for Which Debt Proceeds May be Used
Section 2.01. Authority and Purposes of the Issuance of Debt

The laws of the State of California (the "State") authorize the District to incur debt to make lease payments, contract debt, borrow money, and issue bonds for school improvement projects. The District is authorized to contract debt to acquire, construct, reconstruct, rehabilitate, replace, improve, extend, enlarge, and equip such projects; to refund existing debt; or to provide for cash flow needs.

Section 2.02. State Law

Section 18 of Article XVI of the State Constitution contains the "debt limitation" formula applicable to the District.

There are a number of State laws that govern the issuance of general obligation bonds ("GO Bonds") by community college districts. Sections 1(b)(2) (Proposition 46) and 1(b)(3) of Article XIII A (Proposition 39) of the State Constitution allow the District to issue GO Bonds. The statutory authority for issuing GO Bonds is contained in Education Code Section 15000 et seq. Additional provisions applicable only to Proposition 39 GO Bonds are contained in Education

Code Section 15264 et seq. An alternative procedure for issuing GO Bonds is also available in Government Code Section 53506 et seq.

The statutory authority for issuing Tax and Revenue Anticipation Notes ("TRANs") is contained in Government Code Section 53850 et seq. Authority for lease financings is found in Education Code Section 17455 et seq. and additional authority is contained in Education Code Sections 17400 et seq., 17430 et seq. and 17450 et seq. The District may also issue Mello-Roos bonds pursuant to Government Code Section 53311 et seq.

Section 2.03. Debt Issued to Finance Operating Costs

The District may deem it necessary to finance cash flow requirements under certain conditions. Such cash flow borrowing must be payable from taxes, income, revenue, cash receipts and other moneys attributable to the fiscal year in which the debt is issued.

General operating costs include, but are not limited to, those items normally funded in the District's annual operating budget.

The District's Superintendent, or Assistant Superintendent/Chief Business Official ("CBO"), will review potential financing methods to determine which method is most prudent for the District. Potential financing sources include tax and revenue anticipation notes, temporary borrowing from the Alameda County Treasurer and Tax Collector, and temporary interfund borrowing.

ARTICLE III
Types of Debt That May be Issued
Section 3.01. Types of Debt Authorized to be Issued

A. Short-Term: The District may issue fixed-rate and/or variable rate short-term debt, which may include TRANs, when such instruments allow the District to meet its cash flow requirements. The District may also issue bond anticipation notes ("BANs") to provide interim financing for bond projects that will ultimately be paid from GO Bonds.

B. Long-Term: Debt issues may be used to finance essential capital facilities, projects and certain equipment where it is appropriate to spread the cost of the projects over more than one budget year. Long-term debt should not be used to fund District operations.

   Long term debt in the form of GO Bonds may be issued under Article XIII A of the State Constitution, either under Proposition 46, which requires approval by at least a two-thirds (66.67%) majority of voters, or Proposition 39, which requires approval by at least 55% of voters, subject to certain accountability requirements and additional restrictions.

   The District may also enter into long-term leases and/or COPs for public facilities, property, and equipment.

C. Lease Financing: Lease-purchase obligations are a routine and appropriate means of financing capital equipment and certain capital facilities. However, lease obligations may have an impact on budget flexibility.

D. Use of General Obligation Bonds: A significant portion of the District's capital projects are projected to be funded by GO Bond proceeds. Projects financed by the GO Bonds

will be determined by the constraints of applicable law and the project list approved by voters.

ARTICLE IV
Relationship of Debt to and Integration with District's Capital Improvement Program or Budget
Section 4.01. Impact on Operating Budget and District Debt Burden

In evaluating financing options for capital projects, both short and long-term debt amortization will be evaluated when considering a debt issuance, along with the potential impact of debt service, and additional costs associated with new projects on the operating budget of the District. The cost of debt issued for major capital repairs or replacements may be judged against the potential cost of delaying such repairs.

Section 4.02. Capital Improvement Program

The CBO and the facilities staff have responsibility for the planning and management of the District's capital improvement program subject to review and approval by the Board of Trustees. Staff will, as appropriate, supplement and revise any applicable Facilities Master Plan in keeping with the District's current needs for the acquisition, development and/or improvement of District's real estate and facilities. Such plans may include a summary of the estimated cost of each project, schedules for the projects, the expected quarterly cash requirements, and annual appropriations, in order for the projects to be completed.

Section 4.03. Refunding and Restructuring Policy

A. Considerations for Refunding.

    1. District's Best Interest. Whenever deemed to be in the best interest of the District, the District shall consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility.

    2. Net Present Value Analysis. The CBO shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposed refunding.

    3. Maximization of Expected Net Savings. Another consideration in deciding which debt to refinance and the timing of the refinancing shall be maximization of the District's expected net savings over the life of the bonds.

    4. Comply with Existing Legal Requirements. The refunding of any existing debt shall comply with all applicable State and Federal laws governing such issuance.

ARTICLE V
Policy Goals Related to District's Planning Goals and Objectives

In following this Policy, the District shall pursue the following goals:

1. The District shall strive to fund capital improvements from voter-approved GO Bond issues to preserve the availability of its General Fund for District operating purposes and

other purposes that cannot be funded by such bond issues.

2. The District shall endeavor to attain the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements.

3. The District shall take all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues.

4. The District shall, with respect to GO Bonds, remain mindful of its statutory debt limit in relation to assessed value growth within the school district and the tax burden needed to meet long-term capital requirements.

5. The District shall consider market conditions and District cash flows when timing the issuance of debt.

6. The District shall determine the amortization (maturity) schedule which will fit best within the overall debt structure of the District at the time the new debt is issued.

7. The District shall match the term of the issue to the useful lives of assets funded by that issue whenever practicable and economic, while considering repair and replacement costs of those assets to be incurred in future.

8. The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt of local, state and other governments that overlap with the District.

9. The District shall, when issuing debt, assess financial alternatives to include new and innovative financing approaches, including whenever feasible, categorical grants, revolving loans or other State/federal aid, so as to minimize the encroachment on the District's General Fund.

10. The District shall, when planning for the sizing and timing of debt issuance, consider its ability to expend the funds obtained in a timely, efficient and economical manner.

ARTICLE VI
Internal Control Procedures for Issuance of Debt to Ensure Intended Use of Proceeds
Section 6.01. Structure of Debt Issues

A. Maturity of Debt: The duration of a debt issue shall be consistent, to the extent possible, with the economic or useful life of the improvement or asset that the issue is financing. Accordingly, the average life of the financing shall not exceed 120% of the average life of the assets being financed. In addition, the District shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

B. Debt Structure:

1. GO Bonds:

    a. New Money Bond Issuances: For new money bond issuances, the District shall size the bond issuance consistent with the "spend-down" requirements of the Internal Revenue Code and within any limits approved by the District's voters. To the extent possible, the District will also consider credit issues, market factors (e.g. bank qualification) and tax law when sizing the District's bond issuance.

    b. Refunding Bond Issuances: The sizing of refunding bonds will be determined by the amount of money that will be required to cover the principal of, accrued interest (if any) on, and redemption premium for the bonds to be defeased on the call date and to cover appropriate financing costs.

    c. Maximum Maturity: All bonds issued by the District shall mature within the limits set forth in applicable provisions of the Education Code or the Government Code. The final maturity of bonds will also be limited to the average useful life of the assets financed or as otherwise required by tax law.

2. Lease-Purchase Obligations: The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed.

C. Debt Service Structure: The District shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, provide flexibility, and, as practical, to recapture or maximize its debt capacity for future use.

Section 6.02. Use of Proceeds

The District shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred. In furtherance of the policy, and in connection with the issuance of all GO Bonds:

1. As required by Government Code Section 53410, the District shall only use GO Bond proceeds for the purposes approved by the District's voters; and

2. The CBO shall have the responsibility, no less often than annually, to provide to the District's Board of Trustees a written report which shall contain at least the following information:

    a. The amount of the debt proceeds received and expended during the applicable reporting period; and

    b. The status of the acquisition, construction or financing of the school facility projects, as identified in any applicable bond measure, with the proceeds of the debt.

    These reports may be combined with other periodic reports which include the same information, including but not limited to, periodic reports made to the

California Debt and Investment Advisory Commission, or continuing disclosure reports or other reports made in connection with the debt. These requirements shall apply only until the earliest of the following: (i) all the debt is redeemed or defeased, but if the debt is refunded, such provisions shall apply until all such refunding bonds are redeemed or defeased, or (ii) all proceeds of the debt, or any investment earnings thereon, are fully expended.

3. The District shall post on the District website the Annual Report of the District's Independent Bond Oversight Committee which has been given the responsibility to review the expenditure of GO Bond proceeds to assure the community that all GO Bond funds have been used for the construction, renovation, repair, furnishing and equipping of school facilities, and not used for teacher or administrator salaries or other operating expenses.

4. The District shall hire an independent auditor to perform an annual independent financial and performance audit of the expenditure of GO Bond proceeds, and to post such audits on the District website.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Notice	Description
Unique Policy	This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from CSBA.

NEW

Policy 3470: Debt Issuance And Management

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** 11/01/2025 | **Last Reviewed Date:** 11/01/2025

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies.

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, communication with the public, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and/or other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. Additionally, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs

2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements

3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt

5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements

6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws

7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued

8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future

9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt

10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities

2. To refund existing debt

3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt

    a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)

    b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)

    c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

    a. General obligation bonds for projects approved by voters (Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

    b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

3. Lease financing, including certificates of participation (COPs)

    a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

    b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs (Government Code 53700-53706)

5. Temporary borrowing or short-term transfers from other sources, including the following: (Education Code 42620, 42621; Government Code 53820-53833, 53850-53858)

    a. When the district lacks sufficient funds to meet its current expenses:

        i. Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year

        ii. Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before

June 30 of the current fiscal year

b. Temporary borrowing from other sources

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and,

unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15102, 15106, 15268, and 15270.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale which is most cost-effective, that has the potential to achieve the lowest financing cost, and/or generates other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost

2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates

3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146)

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

Additionally, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Following a bond issuance, by each subsequent January 31, the district shall submit an annual report to CDIAC that consists of the following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period

2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding at the end of the reporting period

3. The use of proceeds of issued debt including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. Additionally, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debt issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation

CA Constitution Article 16, Section 18	Debt limit
Ed. Code 15100-15262	Bonds for school districts and community college districts
Ed. Code 15264-15276	Strict accountability in local school construction bonds
Ed. Code 15278-15288	Citizen's oversight committees
Ed. Code 15300-15425	School facilities improvement districts
Ed. Code 17150	Public disclosure of non-voter-approved debt
Ed. Code 17400-17429	Leasing of school buildings
Ed. Code 17450-17453.1	Leasing of equipment
Ed. Code 17456	Sale or lease of district property
Ed. Code 17596	Limit on continuing contracts
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42620	Transfer of county funds to district credit to meet current maintenance expenses
Ed. Code 42621	Temporary transfers to school districts or charter schools from county school service fund;?repayment
Ed. Code 5300-5441	Conduct of elections
Elec. Code 1000	Established election dates
Gov. Code 53311-53368.3	Mello-Roos Community Facilities Act of 1982
Gov. Code 53410-53411	Bond reporting
Gov. Code 53506-53509.5	General obligation bonds
Gov. Code 53550-53569	Refunding bonds of local agencies
Gov. Code 53580-53595.55	Bonds
Gov. Code 53700-53706	Federal aid
Gov. Code 53820-53833	Temporary borrowing
Gov. Code 53850-53858	Tax and revenue anticipation notes
Gov. Code 53859-53859.08	Grant anticipation notes
Gov. Code 8855	California Debt and Investment Advisory Commission

Federal	**Description**
15 USC 78o-4	Registration of municipal securities dealers

17 CFR 240.10b-5	Prohibition against fraud or deceit
17 CFR 240.15c2-12	Municipal securities disclosure
26 CFR 1.6001-1	Records

Management Resources	**Description**
CDIAC Publication	California Debt Issuance Primer, 2006
Gov. Finance Officers Association Publication	Refunding Municipal Bonds, Best Practice, March 2019
Gov. Finance Officers Association Publication	Debt Management Policy, Best Practice, March 2020
Gov. Finance Officers Association Publication	Investment and Management of Bond Proceeds, Best Practice, March 2022
Gov. Finance Officers Association Publication	Selecting and Managing Municipal Advisors, Best Practice, February 2014
Gov. Finance Officers Association Publication	An Elected Official's Guide to Debt Issuance, 3rd Ed., 2008
Gov. Finance Officers Association Publication	Understanding Your Continuing Disclosure Responsibilities, Best Practice, March 2020
Internal Revenue Service Publication	Tax Exempt Bond FAQs Regarding Record Retention Requirements
Internal Revenue Service Publication	Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016
U.S. Government Accountability Publication	Standards for Internal Control in the Federal Government, 2025
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Securities and Exchange Commission
Website	U.S. Government Accountability Office
Website	Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA)
Website	California Debt and Investment Advisory Commission
Website	Government Finance Officers Association
Website	Internal Revenue Service

Cross References

Code	**Description**

0000	Vision
0200	Goals For The School District
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3600	Consultants
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
7000	Concepts And Roles
7110	Facilities Master Plan
7210	Facilities Financing
7212	Mello-Roos Districts
7214	General Obligation Bonds
7214	General Obligation Bonds
9270	Conflict Of Interest
9270	Conflict Of Interest

Policy 3471: Parcel Taxes

Status: ADOPTED

Original Adopted Date: ~~10/27~~03/01/2020 **| Last Revised Date:** 08/01/2026 **| Last Reviewed Date:** ~~10/27/2020~~08/01/2026

The Governing Board recognizes its obligation to provide a high-quality educational program within safe facilities and secure campuses, and that additional funds are at times necessary to fulfill this responsibility. The Board may consider appropriate methods of financing and, when it is in the best interest of the district, may order the placement of a parcel tax on the ballot for approval by the voters.

The Board shall hold a noticed public hearing prior to approving a resolution for the adoption of a parcel tax. The resolution shall be approved by a two-thirds vote of the Board in order to be placed on the ballot. The resolution shall include the type and rate of the tax to be levied, the method of collection, and the date upon which an election shall be held to approve the levy of the tax. (Government Code 50077, 53724)

Ballot materials shall be submitted in accordance with law, including Elections Code 9160-9170, and Board Policy 1160 - Political Processes.

The parcel tax shall apply uniformly to all taxpayers or all real property within the district, except that unimproved property may be taxed at a lower rate than improved property. (Government Code 50079)

The Board shall consult with legal counsel to ensure compliance with all requirements of law, including its determination of the appropriate ~~amount~~uniform rate of the proposed parcel tax, any maximum cap on tax liability per parcel, and whether exemptions from the tax will be ~~granted~~included.

Any parcel tax to be proposed for voter approval shall provide for accountability measures, including, but not limited to, a statement indicating the specific purposes of the special tax and that the proceeds of the tax shall be used only for the specific purposes identified, creation of a separate account into which the proceeds shall be deposited, and annual reporting pursuant to Government Code 50075.3. (Government Code 50075.1)

No district funds, services, supplies, or equipment shall be used to support or defeat a parcel tax ballot measure. The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to a parcel tax ballot measure, including information about the impact of the parcel tax on the

district. ~~(Education Code 7054~~ (Education Code 7054)

For each election, upon receipt of the certified statement of the results of the election from the applicable county elections officials, the Board shall declare the results of the vote on the parcel tax. (Elections Code 15372, 15400)

Upon approval of the tax by two-thirds of the votes, the district may levy the tax or contract with the county to collect the tax on the district's behalf. (Government Code 50077)

Exemptions

The Board may grant an exemption from the parcel tax for any or all of the following: (Government Code 50079)

1. Persons who are 65 years of age or older
2. Persons receiving Supplemental Security Income for a disability, regardless of age
3. Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guideline issued by the U.S. Department of Health and Human Services

Any exemption granted by the Board shall remain in effect until the taxpayer becomes ineligible. If the taxpayer becomes ineligible for the exemption for any reason, a new exemption may be granted in the same manner. (Government Code 50079)

If the district provides for an exemption from the parcel tax and contracts or enters into an agreement with the county to collect such tax, the district shall annually provide to the tax collector a phone number where requests for exemption information may be directed and the link, if available, to the location on the district's ~~web site~~website that contains exemption information and the application for exemption. (Government Code 50079)

Policy Reference Disclaimer:
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State	Description
CA Constitution Article 13A, Section 1	Tax limitation
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 15307	Timeline to count ballots and release ballot count
Elec. Code 15372	Elections official certificate statement of election results
Elec. Code 15400	Announcement of election results

Policy 3471: Parcel Taxes

Status: ADOPTED

Original Adopted Date: 10/27/2020 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes its obligation to provide a high-quality educational program within safe facilities and secure campuses, and that additional funds are at times necessary to fulfill this responsibility. The Board may consider appropriate methods of financing and, when it is in the best interest of the district, may order the placement of a parcel tax on the ballot for approval by the voters.

The Board shall hold a noticed public hearing prior to approving a resolution for the adoption of a parcel tax. The resolution shall be approved by a two-thirds vote of the Board in order to be placed on the ballot. The resolution shall include the type and rate of the tax to be levied, the method of collection, and the date upon which an election shall be held to approve the levy of the tax. (Government Code 50077, 53724)

Ballot materials shall be submitted in accordance with law, including Elections Code 9160-9170, and Board Policy 1160 - Political Processes.

The parcel tax shall apply uniformly to all taxpayers or all real property within the district, except that unimproved property may be taxed at a lower rate than improved property. (Government Code 50079)

The Board shall consult with legal counsel to ensure compliance with all requirements of law, including its determination of the appropriate uniform rate of the proposed parcel tax, any maximum cap on tax liability per parcel, and whether exemptions from the tax will be included.

Any parcel tax to be proposed for voter approval shall provide for accountability measures, including, but not limited to, a statement indicating the specific purposes of the special tax and that the proceeds of the tax shall be used only for the specific purposes identified, creation of a separate account into which the proceeds shall be deposited, and annual reporting pursuant to Government Code 50075.3. (Government Code 50075.1)

No district funds, services, supplies, or equipment shall be used to support or defeat a parcel tax ballot measure. The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to a parcel tax ballot measure, including information about the impact of the parcel tax on the district. (Education Code 7054)

For each election, upon receipt of the certified statement of the results of the election from the applicable county elections officials, the Board shall declare the results of the vote on the parcel tax. (Elections Code 15372, 15400)

Upon approval of the tax by two-thirds of the votes, the district may levy the tax or contract with[3]

the county to collect the tax on the district's behalf. (Government Code 50077)

Exemptions

The Board may grant an exemption from the parcel tax for any or all of the following: (Government Code 50079)

1. Persons who are 65 years of age or older
2. Persons receiving Supplemental Security Income for a disability, regardless of age
3. Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guideline issued by the U.S. Department of Health and Human Services

Any exemption granted by the Board shall remain in effect until the taxpayer becomes ineligible. If the taxpayer becomes ineligible for the exemption for any reason, a new exemption may be granted in the same manner. (Government Code 50079)

If the district provides for an exemption from the parcel tax and contracts or enters into an agreement with the county to collect such tax, the district shall annually provide to the tax collector a phone number where requests for exemption information may be directed and the link, if available, to the location on the district's website that contains exemption information and the application for exemption. (Government Code 50079)

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These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 15307	Timeline to count ballots and release ballot count
Elec. Code 15372	Elections official certificate statement of election results
Elec. Code 15400	Announcement of election results
Elec. Code 324	General election
Elec. Code 328	Local election
Elec. Code 341	Primary election
Elec. Code 348	Regular election
Elec. Code 356	Special election
Elec. Code 357	Statewide election

Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2007 | **Last Revised Date:** ~~08/22/2023~~09/01/2025 | **Last Reviewed Date:** ~~08/22/2023~~09/01/2025

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. ~~-~~The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. ~~-~~Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle ~~of~~or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393.~~–~~ (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

~~Surveillance Systems~~

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threating student behavior.

~~In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the~~ The ~~-~~Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. ~~-~~Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. ~~-~~Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. ~~-These~~Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. ~~-~~The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining ~~agreements.~~agreement(s).

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Policy Reference Disclaimer:
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State	Description
24 CCR 1010.2	Door operations
24 CCR 1010.2.8	Locking arrangements in educational occupancies
24 CCR 1010.2.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 17586	Interior door locks
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes

Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threating student behavior.

Surveillance Systems

The Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's

surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreement(s).

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State	Description
24 CCR 1010.2	Door operations
24 CCR 1010.2.8	Locking arrangements in educational occupancies
24 CCR 1010.2.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 17586	Interior door locks
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records

Policy 4100: Certificated Personnel **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~01/01/1985 | **Last Revised Date:** 05/01/2026 | **Last Reviewed Date:** 05/01/2026

The Governing Board ~~of Education recognizes~~believes that ~~teachers and other~~the district's certificated ~~personnel work closely with students in~~employees are essential for carrying out the district's educational goals~~.~~ and supporting the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that certificated personnel benefit from professional development in fulfilling the expectations for their position and expects certificated employees to engage in ongoing professional growth to improve their skills and pursue excellence.

The Superintendent or designee shall ~~ensure that~~ fill each of its certificated positions with individuals who meet applicable credentialing requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and ~~district's~~ expectations for each certificated ~~positions are clearly defined and made known to each member of the certificated staff.~~

position.

Each certificated ~~staff member~~employee shall be ~~held accountable~~responsible for ~~duties~~completing assigned ~~to him/her~~duties consistent with the applicable job description and shall ~~undergo regular performance evaluations~~be evaluated in accordance with law, Board policies, administrative regulations, and ~~negotiated~~collective bargaining agreements~~.~~

, as appropriate.

The ~~Board strongly encourages~~ Superintendent or designee may provide professional development opportunities to certificated staff ~~to continually improve their~~ for the purpose of continual improvement of knowledge and skills ~~and pursue excellence within their profession.~~

~~Policies, rules and regulations~~ related to ~~certificated personnel shall be available to all concerned and shall be administered in a fair and equitable manner.~~the employee's position.

Policy Reference Disclaimer:
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State	Description

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Policy 4100: Certificated Personnel

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board believes that the district's certificated employees are essential for carrying out the district's educational goals and supporting the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that certificated personnel benefit from professional development in fulfilling the expectations for their position and expects certificated employees to engage in ongoing professional growth to improve their skills and pursue excellence.

The Superintendent or designee shall fill each of its certificated positions with individuals who meet applicable credentialing requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each certificated position.

Each certificated employee shall be responsible for completing assigned duties consistent with the applicable job description and shall be evaluated in accordance with law, Board policies, administrative regulations, and collective bargaining agreements, as appropriate.

The Superintendent or designee may provide professional development opportunities to certificated staff for the purpose of continual improvement of knowledge and skills related to the employee's position.

Policy Reference Disclaimer:
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State	Description
Ed. Code 44006	Certificated person
Ed. Code 90	Definition; certificated and certified
Gov. Code 3543.2	Scope of representation

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Policy 4111: Recruitment And Selection **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~07/01/2012 | **Last Revised Date:** ~~08/13/2024~~05/01/2026 | **Last Reviewed Date:** ~~08/13/2024~~05/01/2026

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The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be ~~confidential and consistent with law~~treated as confidential to the extent consistent with law.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the

applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. ~~(Labor Code 432.3)~~(Labor Code 432.3)

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

For each position, the Superintendent or designee shall present to the Board one candidate who

meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44259	Teaching credential, exception; designated subjects; minimum requirements
Ed. Code 44750	Teacher recruitment resource center
Ed. Code 44830-44831	Employment of certificated persons
Ed. Code 44858	Age or marital status in certificated positions
Ed. Code 44859	Prohibition against certain rules and regulations regarding residency
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45103-45139	Employment; classified employees
Ed. Code 49406	TB risk assessment

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Policy 4111: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop recruitment and selection processes, consistent with applicable law, Board policy, and collective bargaining agreements, that are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. Additionally, the Superintendent or designee shall disseminate job announcements in a manner reasonably designed to reach a broad pool of qualified candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify qualified candidates who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be treated as confidential to the extent consistent with law.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Policy 4211: Recruitment And Selection **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~07/01/2012 | **Last Revised Date:** ~~08/13/2024~~05/01/2026 | **Last Reviewed Date:** ~~08/13/2024~~05/01/2026

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The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be ~~confidential and consistent with law~~treated as confidential to the extent consistent with law.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the

applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. ~~(Labor Code 432.3)~~(Labor Code 432.3)

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

For each position, the Superintendent or designee shall present to the Board one candidate who

meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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Ed. Code 35035	Powers and duties of the superintendent; transfer authority
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Ed. Code 44750	Teacher recruitment resource center
Ed. Code 44830-44831	Employment of certificated persons
Ed. Code 44858	Age or marital status in certificated positions
Ed. Code 44859	Prohibition against certain rules and regulations regarding residency
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45103-45139	Employment; classified employees
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Policy 4211: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop recruitment and selection processes, consistent with applicable law, Board policy, and collective bargaining agreements, that are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. Additionally, the Superintendent or designee shall disseminate job announcements in a manner reasonably designed to reach a broad pool of qualified candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify qualified candidates who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be treated as confidential to the extent consistent with law.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Policy 4311: Recruitment And Selection **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~10/01/1998 | **Last Revised Date:** ~~08/13/2024~~05/01/2026 | **Last Reviewed Date:** ~~08/13/2024~~05/01/2026

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The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be ~~confidential and consistent with law~~treated as confidential to the extent consistent with law.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the

applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

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With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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Policy 4311: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

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The Superintendent or designee shall develop recruitment and selection processes, consistent with applicable law, Board policy, and collective bargaining agreements, that are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. Additionally, the Superintendent or designee shall disseminate job announcements in a manner reasonably designed to reach a broad pool of qualified candidates.

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~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 4112.9: Employee Notifications **Status:** ADOPTED

Original Adopted Date: ~~11/27/2012~~06/01/1994 | **Last Revised Date:** ~~09/24/2024~~05/01/2026 | **Last Reviewed Date:** ~~09/24/2024~~05/01/2026

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing ~~their~~ job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

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State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication

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Policy 4112.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 11/27/2012 **| Last Revised Date: | Last Reviewed Date:**

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5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use

Policy 4212.9: Employee Notifications **Status:** ADOPTED

Original Adopted Date: ~~11/27/2012~~06/01/1994 | **Last Revised Date:** ~~09/24/2024~~05/01/2026 | **Last Reviewed Date:** ~~09/24/2024~~05/01/2026

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Policy 4212.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 11/27/2012 **| Last Revised Date: | Last Reviewed Date:**

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8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security

Policy 4312.9: Employee Notifications **Status:** ADOPTED

Original Adopted Date: ~~11/27/2012~~06/01/1994 | **Last Revised Date:** ~~09/24/2024~~05/01/2026 | **Last Reviewed Date:** ~~09/24/2024~~05/01/2026

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Policy 4312.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 11/27/2012 **| Last Revised Date: | Last Reviewed Date:**

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8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use

Policy 4119.1: Civil And Legal Rights **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2004 | **Last Revised Date:** ~~02/14/2023~~08/01/2026 | **Last Reviewed Date:** ~~02/14/2023~~08/01/2026

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the performance of the employee's duties.

District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time ~~including~~such as when employees are not on duty or engaged in the supervision or instruction of students.

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. ~~In addition~~Additionally, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

~~When necessary to protect~~
As permitted by law, the ~~health, welfare, or safety of students and staff, school officials~~ district may conduct a search of district property under an employee's control and may direct the employee to search the employee's personal accounts, devices, and records for district-related documents or information.

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, the County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. ~~-~~When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112,

44113; Labor Code 1102.5)

For purposes of whistleblower protection, a Board member is not considered to be an employee.

The Superintendent or designee shall prominently display in lettering ~~larger than size 14~~of at least 15 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.7, 1102.8)

No employee shall use or attempt to use official authority status or influence to intimidate, threaten, coerce, or command, or attempt to intimidate, threaten, coerce, or command, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal have subsequently occurred shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against the employee, in accordance with Education Code 44114.

Protection Against Liability

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The protection against liability shall not apply when: (20 USC 7946)

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Policy 4119.1: Civil And Legal Rights

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

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No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

As permitted by law, the district may conduct a search of district property under an employee's control and may direct the employee to search the employee's personal accounts, devices, and records for district-related documents or information.

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, the County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

For purposes of whistleblower protection, a Board member is not considered to be an employee.

The Superintendent or designee shall prominently display in lettering of at least 15 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.7, 1102.8)

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Original Adopted Date: ~~08/25/2009~~03/01/2004 | **Last Revised Date:** ~~02/14/2023~~08/01/2026 | **Last Reviewed Date:** ~~02/14/2023~~08/01/2026

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State	Description

Policy 4131: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 03/22/2022 | **Last Reviewed Date:** 03/22/2022

The Governing Board believes that~~, in order to maximize~~ certificated staff member's continual learning and improvement of relevant skills maximizes student learning, achievement, and well-being~~, certificated staff members must be continuously learning and improving relevant skills~~.. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

~~*(cf. 6111 - School Calendar)*~~

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4119.1/4219.1/4319.1 – Civil and Legal Rights.

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The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

~~*(cf. 0000 - Vision)*~~
~~*(cf. 0200 - Goals for the School District)*~~
~~*(cf. 0420 - School Plans/Site Councils)*~~
~~*(cf. 0460 - Local Control and Accountability Plan)*~~

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Cultural Competency

All teachers and other certificated staff serving students in any of grades 7-12 shall, through the 2029-30 school year, receive at least one hour of training annually which incorporates the California Department of Education's (CDE) online training curriculum to support LGBTQ+ cultural competency. (Education Code 218.3)

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2. Youth behavioral health

On or before July 1, 2029, all certificated staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches certificated staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

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a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

3. Mandated reporter requirements

Certificated staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

4. Administration of screening instruments for risk of reading difficulties

Certificated staff who administer screening instruments or other instruments used to assess students in grades kindergarten-2 for risk of reading difficulties shall be appropriately trained to administer such instruments. (Education Code 53008)

~~1~~5. Mastery of subject-matter knowledge, including current state and district academic standards

6. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55

~~*(cf. 6011 - Academic Standards)*~~
~~*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*~~
~~*(cf. 6142.2 - World Language Instruction)*~~
~~*(cf. 6142.3 - Civic Education)*~~
~~*(cf. 6142.5 - Environmental Education)*~~
~~*(cf. 6142.6 - Visual and Performing Arts Education)*~~
~~*(cf. 6142.7 - Physical Education and Activity)*~~
~~*(cf. 6142.8 - Comprehensive Health Education)*~~
~~*(cf. 6142.91 - Reading/Language Arts Instruction)*~~
~~*(cf. 6142.92 - Mathematics Instruction)*~~
~~*(cf. 6142.93 - Science Instruction)*~~
~~*(cf. 6142.94 - History-Social Science Instruction)*~~

~~2~~7. Use of effective, subject-specific teaching methods, strategies, and skills

~~3~~8. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

~~*(cf. 0440 - District Technology Plan)*~~
~~*(cf. 4040 - Employee Use of Technology)*~~
~~*(cf. 4113.5/4213.5/4313.5 - Working Remotely)*~~
~~*(cf. 6158 - Independent Study)*~~
~~*(cf. 6163.4 - Student Use of Technology)*~~

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~~4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55~~

~~*(cf. 0410 - Nondiscrimination/Harassment)*~~
~~*(cf. 0415 - Equity)*~~
~~*(cf. 4112.22 - Staff Teaching English Learners)*~~
~~*(cf. 4112.23 - Special Education Staff)*~~
~~*(cf. 5146 - Married/Pregnant/Parenting Students)*~~
~~*(cf. 5147 - Dropout Prevention)*~~
~~*(cf. 6141.5 - Advanced Placement)*~~
~~*(cf. 6171 - Title I Programs)*~~
~~*(cf. 6172 - Gifted and Talented Student Program)*~~
~~*(cf. 6173 - Education for Homeless Children)*~~
~~*(cf. 6173.1 - Education for Foster Youth)*~~
~~*(cf. 6174 - Education for English Learners)*~~
~~*(cf. 6175 - Migrant Education Program)*~~

~~5~~9. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

(cf. 6178 - Career Technical Education)

~~6~~10. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

~~*(cf. 1240 - Volunteer Assistance)*~~
~~*(cf. 5020 - Parent Rights and Responsibilities)*~~
~~*(cf. 6020 - Parent Involvement)*~~

~~7~~11. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

~~*(cf. 1313 - Civility)*~~
~~*(cf. 5131 - Conduct)*~~
~~*(cf. 5131.2 - Bullying)*~~
~~*(cf. 5137 - Positive School Climate)*~~
~~*(cf. 5138 - Conflict Resolution/Peer Mediation)*~~
~~*(cf. 5144 - Discipline)*~~
~~*(cf. 5145.9 - Hate-Motivated Behavior)*~~

~~8~~12. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

~~9~~13. Ability to interpret and use data and assessment results to guide instruction

~~*(cf. 5121 - Grades/Evaluation of Student Achievement)*~~
~~*(cf. 6162.5 - Student Assessment)*~~

~~10~~14. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

~~*(cf. 0450 - Comprehensive Safety Plan)*~~
~~*(cf. 5030 - Student Wellness)*~~
~~*(cf. 5131.6 - Alcohol and Other Drugs)*~~

~~*(cf. 5131.63 - Steroids)*~~
~~*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*~~
~~*(cf. 5141.22 - Infectious Diseases)*~~
~~*(cf. 5141.4 - Child Abuse Prevention and Reporting)*~~
~~*(cf. 5141.5 - Mental Health)*~~
~~*(cf. 5141.52 - Suicide Prevention)*~~
~~*(cf. 5145.3 - Nondiscrimination/Harassment)*~~
~~*(cf. 5145.7 - Sexual Harassment)*~~
~~*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*~~

~~11~~15. Knowledge of topics related to employee health, safety, and security

~~*(cf. 3514.1 - Hazardous Substances)*~~
~~*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*~~
~~*(cf. 4119.12 - Title IX Sexual Harassment Complaint Procedures)*~~
~~*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*~~
~~*(cf. 4119.42/4219.42/4319.42-Exposure Control Plan for Bloodborne Pathogens)*~~
~~*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*~~
~~*(cf. 4157/4257/4357 - Employee Safety)*~~
~~*(cf. 4158/4258/4358 - Employee Security)*~~

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting certificated staff in developing the knowledge and skills specified in Items #1-15, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. (Education Code 60152)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

~~*(cf. 4112.2 - Certification)*~~
~~*(cf. 4112.21 - Interns)*~~
~~*(cf. 4131.1 - Teacher Support and Guidance)*~~

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Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

~~*(cf. 4115 - Evaluation/Supervision)*~~

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

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The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)
(cf.3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the

Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 13025-13044	Professional development and program improvement
5 CCR 80021.1	Provisional internship permit
5 CCR 80023-80026.6	Emergency permits
5 CCR 80334	Unauthorized private gain or advantage
Ed. Code 200	Equal rights and opportunities in state educational institutions

Policy 4131: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board believes that certificated staff member's continual learning and improvement of relevant skills maximizes student learning, achievement, and well-being. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4119.1/4219.1/4319.1 – Civil and Legal Rights.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Cultural Competency

All teachers and other certificated staff serving students in any of grades 7-12 shall, through the 2029-30 school year, receive at least one hour of training annually which incorporates the California Department of Education's (CDE) online training curriculum to support LGBTQ+ cultural competency. (Education Code 218.3)

2. Youth behavioral health

On or before July 1, 2029, all certificated staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches certificated staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

3. Mandated reporter requirements

Certificated staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

4. Administration of screening instruments for risk of reading difficulties

Certificated staff who administer screening instruments or other instruments used to assess students in grades kindergarten-2 for risk of reading difficulties shall be appropriately trained to administer such instruments. (Education Code 53008)

5. Mastery of subject-matter knowledge, including current state and district academic standards

6. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55

7. Use of effective, subject-specific teaching methods, strategies, and skills

8. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

9. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

10. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

11. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

12. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

13. Ability to interpret and use data and assessment results to guide instruction

14. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

15. Knowledge of topics related to employee health, safety, and security

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting certificated staff in developing the knowledge and skills specified in Items #1-15, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. (Education Code 60152)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the

Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

Policy 4231: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 02/23/2016 | **Last Reviewed Date:** 02/23/2016

The Governing Board recognizes that classified staff does essential work that supports students, helps create a healthy school environment, and furthers the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4219.1 – Civil and Legal Rights.

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. ~~He/she~~The Superintendent or designee shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist classified staff in developing knowledge and skills, including, but not limited to:

1. Youth behavioral health

On or before July 1, 2029, 40 percent of classified staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches classified staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

2. Mandated reporter requirements

Classified staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

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~~Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position.~~

3. Student learning and achievement (Education Code 45391)

a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students

b. Alignment of curriculum and instructional materials with Common Core State Standards

c. The management and use of state and local student data to improve student learning

d. Best practices in appropriate interventions and assistance to at-risk students

4. Student and campus safety, including implementation of the school safety plan (Education Code 45391)

5. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance (Education Code 45391)

6. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites (Education Code 45391)

7. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates (Education Code 45391)

8. School transportation and bus safety (Education Code 45391)

9. Parent/guardian involvement, including ways to increase parent/guardian involvement at school sites (Education Code 45391)

10. Food service, including food preparation to provide nutritional meals, food safety, and food management (Education Code 45391)

11. Health, counseling, and nursing services (Education Code 45391)

12. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites (Education Code 45391)

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting classified staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual

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to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and Board Policy 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 218.3	Lesbian, gay, bisexual, transgender, queer, and questioning staff training
Ed. Code 220	Prohibition of discrimination
Ed. Code 244	Nondiscrimination in staff development
Ed. Code 33319.6	Literacy instruction training
Ed. Code 44032	Travel expense payment
Ed. Code 44277	Professional growth programs for individual teachers
Ed. Code 44691	Mandated reporter training

Policy 4231: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that classified staff does essential work that supports students, helps create a healthy school environment, and furthers the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4219.1 – Civil and Legal Rights.

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist classified staff in developing knowledge and skills, including, but not limited to:

1. Youth behavioral health

On or before July 1, 2029, 40 percent of classified staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches classified staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

2. Mandated reporter requirements

Classified staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

3. Student learning and achievement (Education Code 45391)

a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students

b. Alignment of curriculum and instructional materials with Common Core State Standards

c. The management and use of state and local student data to improve student learning

d. Best practices in appropriate interventions and assistance to at-risk students

4. Student and campus safety, including implementation of the school safety plan (Education Code 45391)

5. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance (Education Code 45391)

6. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites (Education Code 45391)

7. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates (Education Code 45391)

8. School transportation and bus safety (Education Code 45391)

9. Parent/guardian involvement, including ways to increase parent/guardian involvement at school sites (Education Code 45391)

10. Food service, including food preparation to provide nutritional meals, food safety, and food management (Education Code 45391)

11. Health, counseling, and nursing services (Education Code 45391)

12. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites (Education Code 45391)

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting classified staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall

remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and Board Policy 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 218.3	Lesbian, gay, bisexual, transgender, queer, and questioning staff training
Ed. Code 220	Prohibition of discrimination
Ed. Code 244	Nondiscrimination in staff development
Ed. Code 33319.6	Literacy instruction training
Ed. Code 44032	Travel expense payment
Ed. Code 44277	Professional growth programs for individual teachers
Ed. Code 44691	Mandated reporter training

Policy 4331: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 12/10/2019 | **Last Reviewed Date:** 12/10/2019

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4319.1 – Civil and Legal Rights.

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The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

The district's staff development program shall assist ~~for~~ district and school administrators ~~may include~~ in developing knowledge and skills, including, but is not limited to~~, the following topics~~:

1. Mandated reporter requirements

Administrative and supervisory staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

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2. Youth behavioral health

On or before July 1, 2029, administrative and supervisory staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

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a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

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b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

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c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

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~~1.~~ 3. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

~~2.~~ 4. Effective fiscal management and accountability practices

~~3.~~ 5. Academic standards and standards-aligned curriculum and instructional materials

~~4.~~ 6. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

~~5.~~ 7. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

~~6.~~ 8. The use of technology to improve student performance and district operations

~~7.~~ 9. Creation of safe and inclusive school environments

~~8.~~ 10. Parental involvement and community collaboration

~~9.~~ 11. Employee relations

~~10.~~ 12. Effective school and district planning processes

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting administrative and supervisory staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the

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Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

~~The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.~~

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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Policy Reference Disclaimer:
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State	Description
Ed. Code 220	Prohibition of discrimination
Ed. Code 244	Nondiscrimination in staff development
Ed. Code 44681-44689	Administrator training and evaluation
Ed. Code 44690	21st Century California School Leadership Academy
Ed. Code 44691	Mandated reporter training
Ed. Code 49428.2	Youth behavioral health training
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60152	Complaint procedures
Gov. Code 12940.2	Bias mitigation training
Pen. Code 11165.7	Mandated reporter; definition

Management Resources	Description
Court Decision	Dodge v. Evergreen School District (2022) 56 F.4th 767
CSBA Publication	Practical Steps Toward Advancing Equitable and Supportive Discipline, 2025

Policy 4331: Staff Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4319.1 – Civil and Legal Rights.

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

The district's staff development program shall assist district and school administrators in developing knowledge and skills, including, but is not limited to:

1. Mandated reporter requirements

Administrative and supervisory staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

2. Youth behavioral health

On or before July 1, 2029, administrative and supervisory staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

3. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

4. Effective fiscal management and accountability practices

5. Academic standards and standards-aligned curriculum and instructional materials

6. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

7. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

8. The use of technology to improve student performance and district operations

9. Creation of safe and inclusive school environments

10. Parental involvement and community collaboration

11. Employee relations

12. Effective school and district planning processes

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting administrative and supervisory staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 – Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the

Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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State	Description
Ed. Code 220	Prohibition of discrimination
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Ed. Code 44681-44689	Administrator training and evaluation
Ed. Code 44690	21st Century California School Leadership Academy
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Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60152	Complaint procedures
Gov. Code 12940.2	Bias mitigation training
Pen. Code 11165.7	Mandated reporter; definition

Management Resources	Description
Court Decision	Dodge v. Evergreen School District (2022) 56 F.4th 767
CSBA Publication	Practical Steps Toward Advancing Equitable and Supportive Discipline, 2025
Website	U.S. Department of Education, Supporting Effective Instruction State Grants (Title II, Part A)

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 4200: Classified Personnel **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~10/01/1996 | **Last Revised Date:** 05/~~08/2018~~01/2026 | **Last Reviewed Date:** 05/~~08/2018~~01/2026

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The Governing Board ~~recognizes~~believes that classified ~~personnel~~employees provide essential services that support and enhance the district's educational program~~. The~~ , including the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that classified employees benefit from professional development in fulfilling the expectations for their position and expects classified employees to engage in ongoing professional development to improve their skills and pursue excellence.

The Superintendent or designee shall fill each of its classified positions with ~~qualified persons~~individuals who meet applicable requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each classified position.

The Superintendent or designee may provide professional development opportunities to classified staff for the purpose of continual improvement of knowledge and skills related to the employee's position.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

Each classified position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year.

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

Each classified employee shall be ~~held accountable~~responsible for ~~duties~~completing assigned ~~to him/her~~duties consistent with the applicable job description and shall ~~undergo regular performance evaluations~~be evaluated in accordance with law, Board policies, administrative regulations, and collective bargaining agreements~~.~~

, as appropriate.

Substitute and Short-Term Employees

The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)

If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)

The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day. (Education Code 45103)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 45100-45139	Employment of classified staff
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45190-45210	Leaves of absence; classified
Ed. Code 45220-45320	Merit system; classified employees
Ed. Code 49406	TB risk assessment

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Policy 4200: Classified Personnel

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board believes that classified employees provide essential services that support and enhance the district's educational program, including the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that classified employees benefit from professional development in fulfilling the expectations for their position and expects classified employees to engage in ongoing professional development to improve their skills and pursue excellence.

The Superintendent or designee shall fill each of its classified positions with individuals who meet applicable requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each classified position.

The Superintendent or designee may provide professional development opportunities to classified staff for the purpose of continual improvement of knowledge and skills related to the employee's position.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

Each classified position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year.

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

Each classified employee shall be responsible for completing assigned duties consistent with the applicable job description and shall be evaluated in accordance with law, Board policies, administrative regulations, and collective bargaining agreements, as appropriate.

Substitute and Short-Term Employees

The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)

If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)

The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day. (Education Code 45103)

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State	Description
Ed. Code 45100-45139	Employment of classified staff
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45190-45210	Leaves of absence; classified
Ed. Code 45220-45320	Merit system; classified employees
Ed. Code 49406	TB risk assessment
Ed. Code 51760-51769.5	Work experience education

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California School Employees Association

Cross References

Code	Description
0200	Goals For The School District
3312	Contracts
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers

Policy 4300: Administrative And Supervisory Personnel **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~06/01/1998 | **Last Revised Date:** ~~04/12/2011~~05/01/2026 | **Last Reviewed Date:** 05/01/2026

The Governing Board ~~of Education recognizes~~ believes that effective management is vital to the success of the district ~~students~~ and ~~programs. Management personnel are expected to demonstrate~~the district's educational goals. The Board recognizes the importance of initiative and good judgment in the development, implementation, and oversight of district programs~~. Supervisors shall promote the~~ and operations, and encourages management personnel to support productivity, professional growth, and teamwork ~~of district staff.~~

~~The~~among employees. Additionally, the Board ~~shall adopt policies related to~~acknowledges that administrative, and supervisory~~, confidential and licensed~~ personnel ~~insofar~~ benefit from professional development in fulfilling the expectations of their position and may provide or require professional development aligned with district priorities, operational needs, and applicable agreements, such that employees may improve their skills and pursue excellence.

Except for the Superintendent who is hired by the Board as ~~they are needed to comply~~specified in Board Policy 2120 - Superintendent Recruitment and Selection, the Superintendent or designee shall select and recommend qualified candidates for administrative and supervisory positions consistent with position requirements and the needs of the district, and the Board shall ratify and approve appointments in accordance with law and ~~describe terms of employment within the district.~~

Board policy.

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The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each administrative and supervisory position.

Each administrative and supervisory employee shall be responsible for completing assigned duties consistent with the applicable job description and shall be evaluated in accordance with law, Board policies, and administrative regulations, as appropriate.

The Board may, by resolution~~, establish or abolish any or all~~ and in accordance with applicable law, designate positions ~~of the~~as senior management of the classified service~~. Any~~, and may, by resolution, establish or abolish any such positions. An employee occupying a senior management position abolished by Board action shall become a member of the classified or certificated service in a position to which ~~he/she~~the employee would otherwise be entitled if ~~he/she~~the employee had not been in a senior management position. (Education Code 45104.5)

The Superintendent or designee may provide professional development opportunities to

administrative and supervisory employees for the purpose of continual improvement of knowledge and skills related to the employee's position.

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Policy Reference Disclaimer:
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State	Description
Ed. Code 35031	Term of employment
Ed. Code 45100.5	Senior classified management positions
Ed. Code 45104.5	Abolishment of senior classified management positions
Ed. Code 45108.5	Definition of senior classified management employees
Ed. Code 45108.7	Waiver of provisions of Education Code 45108.5
Ed. Code 45128	Overtime
Ed. Code 45130	Exclusion from overtime provisions
Ed. Code 45256.5	Designation of certain senior classified management positions
Gov. Code 3540	Purpose
Gov. Code 3540.1	Public employment; definitions
Gov. Code 3543.4	Management and confidential positions; representation
Gov. Code 3545	Appropriateness of unit; basis

Management Resources	Description
Court Decision	Gately v. Cloverdale Unified School District (2008) 156 Cal.App.4th 487
Court Decision	National Education Association v. United States Department of Education (2025) 779 F.Supp.3d 149
Court Decision	Auer v. Robbins (1997) 117 S.Ct. 905
Website	U.S. Office of the Attorney General
Website	Diversity in Leadership Institute
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education

Policy 4300: Administrative And Supervisory Personnel

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date:** | **Last Reviewed Date:**

The Governing Board believes that effective management is vital to the success of the district and the district's educational goals. The Board recognizes the importance of initiative and good judgment in the development, implementation, and oversight of district programs and operations, and encourages management personnel to support productivity, professional growth, and teamwork among employees. Additionally, the Board acknowledges that administrative and supervisory personnel benefit from professional development in fulfilling the expectations of their position and may provide or require professional development aligned with district priorities, operational needs, and applicable agreements, such that employees may improve their skills and pursue excellence.

Except for the Superintendent who is hired by the Board as specified in Board Policy 2120 - Superintendent Recruitment and Selection, the Superintendent or designee shall select and recommend qualified candidates for administrative and supervisory positions consistent with position requirements and the needs of the district, and the Board shall ratify and approve appointments in accordance with law and Board policy.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each administrative and supervisory position.

Each administrative and supervisory employee shall be responsible for completing assigned duties consistent with the applicable job description and shall be evaluated in accordance with law, Board policies, and administrative regulations, as appropriate.

The Board may, by resolution and in accordance with applicable law, designate positions as senior management of the classified service, and may, by resolution, establish or abolish any such positions. An employee occupying a senior management position abolished by Board action shall become a member of the classified or certificated service in a position to which the employee would otherwise be entitled if the employee had not been in a senior management position. (Education Code 45104.5)

The Superintendent or designee may provide professional development opportunities to administrative and supervisory employees for the purpose of continual improvement of knowledge and skills related to the employee's position.

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Policy 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: ~~03/25/2003 | Last Review Date:~~ 02/~~24/2026~~01/1999 | **Last Revised Date:** ~~02/24~~08/01/2026 | **Last Reviewed Date:** 08/01/2026

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The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their ~~children~~students.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

~~Within this framework, the district's primary responsibility shall be to provide~~The district is responsible for providing a high-quality curriculum and instructional program in a safe, supportive, and effective learning environment ~~that enables all students to meet the academic expectations of the district~~.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their ~~children~~students succeed in school. ~~(Education Code 51100)~~

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy~~/Exhibit (1)~~ 5145.6 - Parent/Guardian Notifications.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians

who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985.~~–~~ (Education Code 51101.1)

The Superintendent or designee may establish a ~~parent~~ center for parents/guardians at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, ~~their children's~~the educational programs.~~–~~ (Education Code 51101.1)

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Policy Reference Disclaimer:
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State	Description
Ed. Code 220.3-220.5	~~Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression~~Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 243	Refusal of approval or prohibition of instructional materials
Ed. Code 33126	School accountability report card
Ed. Code 35291	Rules
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48985	Notices to parents/~~guardian~~guardians in language other than English
Ed. Code 49091.10-49091.19	~~Parental review of curriculum and instruction~~Parent/guardian review of curriculum and instruction
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51100-51140	Parent/guardian rights
Ed. Code 51204.5	History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation
Ed. Code 51240	Excuse from health instruction due to conflicts with religious beliefs

Policy 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: 03/25/2003 **| Last Review Date: | Last Revised Date:02/24/2026**

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their students.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

The district is responsible for providing a high-quality curriculum and instructional program in a safe, supportive, and effective learning environment.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their students succeed in school.

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy 5145.6 - Parent/Guardian Notifications.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a center for parents/guardians at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, the educational programs. (Education Code 51101.1)

Policy 5022: Student And Family Privacy Rights **Status:** ADOPTED

Original Adopted Date: ~~08/23/2011~~11/01/2002 | **Last Revised Date:** ~~05/~~08/01/2026 | **Last Reviewed Date:** 08/~~2018~~01/2026

The Governing Board respects the privacy rights of district students and their families, which shall only be limited by law, and Board policy and administrative regulation.

The Superintendent or designee shall ensure that parents/guardians ~~with regard to the privacy of~~receive notification regarding their ~~personal beliefs and the confidentiality of~~rights, including, but not limited to, their ~~personal information.~~

~~(cf. 5020 - Parent~~rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and ~~Responsibilities)~~

~~(cf. 5021 -~~ Privacy Act (FERPA), and as specified in Board Policy and Exhibit (1) 5145.6 - Parent/Guardian Notifications.

~~Noncustodial Parents)~~

~~(cf. 5125 - Student Records)~~

~~(cf. 5125.1 - Release of Directory Information)~~

~~(cf. 6162.8 - Research)~~

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. ~~1.~~ College or other postsecondary education recruitment or military recruitment
2. ~~2.~~ Book clubs, magazines, and programs providing access to low-cost literary products
3. ~~3.~~ Curriculum and instructional materials used by elementary and secondary schools
4. ~~4.~~ Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

~~(cf. 6162.5 - Student Assessment)~~

~~(cf. 6162.51 - State Academic Achievement Tests)~~

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5. ~~5.~~ The sale by students of products or services to raise funds for school-related or education-related activities

~~(cf. 1321 - Solicitation of Funds from and by Students)~~

6. ~~6.~~ Student recognition programs

~~(cf. 5126 - Awards for Achievement)~~

~~In addition~~
OPTION 1: (Prohibits the collection of personal information for marketing purposes)

However, the Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including the student's name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

OPTION 1 ENDS HERE

OPTION 2: (Authorizes the collection of personal information for marketing purposes)

Additionally, the Superintendent or designee may collect, disclose, or use a student's individually identifiable information, including ~~his/her~~the student's name, parent/guardian's name, home or other physical address, or telephone number for the purpose of marketing or selling that information or providing the information to others for that purpose.

However, the district shall not use surveys to collect social security numbers or the last four digits of social security numbers, or information or documents regarding citizenship or immigration status, of students or their families. ~~(Education Code 234.7, 49076.7)~~

(Education Code 234.7, 49076.7)

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In addition, documents regarding citizenship or immigration status of students or their families may only be released in accordance with Board Policy and Administrative Regulation 1445 - Response to Immigration Enforcement.

OPTION 2 ENDS HERE

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. ~~1.~~ Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose

2. ~~2.~~ Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families

3. ~~3.~~ The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:

   a. ~~a.~~ Survey instruments requesting information about their personal beliefs and practices or those of their children

   b. ~~b.~~ Instructional materials used as part of their children's educational curriculum

   c. ~~c.~~ Instruments used in the collection of personal information for the purpose of marketing or sale

4. ~~4.~~ Any nonemergency physical examinations or screenings that the school may administer

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

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

~~(cf. 1230 - School-Connected Organizations)~~

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in ~~items~~Items #1-4 above. (20 USC 1232h)

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

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 200-280	Educational equity; prohibition of discrimination
Ed. Code 49076.7	Privacy of student records; social security numbers
Ed. Code 49450-49458	Physical examinations of students
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 51513	Test, questionnaire, survey, or examination concerning personal beliefs

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Policy 5022: Student And Family Privacy Rights

Status: ADOPTED

Original Adopted Date: 08/23/2011 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board respects the privacy rights of district students and their families, which shall only be limited by law, and Board policy and administrative regulation.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy and Exhibit (1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
5. The sale by students of products or services to raise funds for school-related or education-related activities
6. Student recognition programs

OPTION 1: (Prohibits the collection of personal information for marketing purposes)

However, the Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including the student's name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

OPTION 1 ENDS HERE

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose

2. Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families

3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:

    a. Survey instruments requesting information about their personal beliefs and practices or those of their children

    b. Instructional materials used as part of their children's educational curriculum

    c. Instruments used in the collection of personal information for the purpose of marketing or sale

4. Any nonemergency physical examinations or screenings that the school may administer

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in Items #1-4 above. (20 USC 1232h)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
Ed. Code 200-280	Educational equity; prohibition of discrimination
Ed. Code 49076.7	Privacy of student records; social security numbers
Ed. Code 49450-49458	Physical examinations of students
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 51513	Test, questionnaire, survey, or examination concerning personal beliefs
Ed. Code 51514	Nonremoval of survey questions pertaining to sexual orientation or gender identity
Ed. Code 51938	Sexual Health and HIV/AIDS Prevention Education Act; notice and parent/guardian excuse

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 01/23/2001 | **Last Revised Date: 02/24/2026** | **Last Reviewed Date: 02/24/2026**

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

~~If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)~~

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

~~No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. In accordance with board Policy 5145.13 – Response to Immigrant Enforcement, the Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant. If a district employee receives such a request, the employee shall respond in accordance with Board Policy 5145.13 – Response to Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)~~

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Records Related to Immigration or Citizenship Status

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The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy~~/~~ and Administrative Regulation 1445 – Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Family Court Records

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The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law ~~and~~. Additionally, the Superintendent or designee shall establish processes and procedures to safeguard ~~data~~ student records against damage, loss, or theft, ~~including damage, loss, or theft, which~~ that may be caused by ~~the use of~~ any technology used in the retention or disclosure of student records, including artificial intelligence ~~and breaches~~ or by a breach to the district's digital infrastructure~~, in the retention or disclosure of student records.~~.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

~~The~~ In accordance with law and Board Policy 3312 – Contracts, the Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records~~, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws~~.

The operator of a website, online service or application, or mobile application that controls such student record shall delete any student data under the control of the school or district upon request by the district. Additionally, the student's parent/guardian, or the student if 18 years of age or older, may request the operator to delete any student's records containing covered information which is not subject to the California Consumer Privacy Act. (Business and Professions Code 22584, 22586)

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Policy Reference Disclaimer:

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 01/23/2001 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

Records Related to Immigration or Citizenship Status

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy and Administrative Regulation 1445 – Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Family Court Records

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law. Additionally, the Superintendent or designee shall establish processes and procedures to safeguard student records against damage, loss, or theft, that may be caused by any technology used in the retention or disclosure of student records, including artificial intelligence or by a breach to the district's digital infrastructure.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

In accordance with law and Board Policy 3312 – Contracts, the Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records.

The operator of a website, online service or application, or mobile application that controls such student record shall delete any student data under the control of the school or district upon request by the district. Additionally, the student's parent/guardian, or the student if 18 years of age or older, may request the operator to delete any student's records containing covered information which is not subject to the California Consumer Privacy Act. (Business and Professions Code 22584, 22586)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression

Policy 5131.4: Student Disturbances **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~06/01/1990 | **Last Revised Date:** 05/01/2026 | **Last Reviewed Date:** 05/01/2026

The Governing Board ~~of Education~~ desires to provide orderly campuses that create a positive school environment and are conducive to learning~~. When students initiate or are involved in~~, and recognizes that student disturbances interfere with such an environment and interrupt learning

In order to respond to a ~~campus~~student disturbance ~~that has the potential to threaten the safety of students or staff,~~ and to help prevent student activity from becoming a student disturbance, the Superintendent or designee ~~may request law enforcement assistance.~~

~~The Superintendent or designee~~ and the principal of each school shall establish a ~~school~~student disturbance ~~response~~management plan ~~that is intended to curb disruptions which~~for the school. At the Superintendent's or designee's discretion, the plan may ~~lead to riots, violence, or vandalism at~~be included in the school's comprehensive school ~~or at~~safety plan in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan, or in the district's school~~-sponsored events.~~ emergency and disaster preparedness plan in accordance with Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

In developing each school's plan, the Superintendent or designee ~~shall~~ and principal may consult with students, staff, parents/guardians, and other interested individuals, as appropriate. Additionally, the Superintendent or designee and principal may consult with local law enforcement authorities to ~~create~~the extent the plan includes guidelines for law enforcement support and intervention.

The plan may include, but need not be limited to, the following:

~~Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.~~

~~Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.~~

1. ~~-~~The types of student disturbances that the plan addresses, including prohibited activities listed in the accompanying administrative regulation

   Additionally, this may include student activities that constitute or may lead to student

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disturbances such as protests, sit-ins/stand-ins, and walk-outs.

2. Measures designed to prevent student disturbances

   This may include identifying student supports and training to help staff recognize, report, and respond to student activities that may lead to student disturbances.

3. The school's responses to student disturbances

   This may include consideration of student rights such as freedom of expression in accordance with Board Policy/Administrative Regulation 5145.2 - Freedom of Speech/Expression.

4. Staff involvement in student disturbances

   Any such involvement shall be in accordance with Board Policy 4119.1/4219.1/4319.1 - Civil and Legal Rights and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25- Political Activities of Employees.

Students who participate in a disturbance may be subject to discipline in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 2	Freedom of speech and expression
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.6	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 38000-38005	Security departments
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 48205	Excused absences
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 51512	Prohibited use of electronic listening or recording device

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Policy 5131.4: Student Disturbances

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning, and recognizes that student disturbances interfere with such an environment and interrupt learning

In order to respond to a student disturbance and to help prevent student activity from becoming a student disturbance, the Superintendent or designee and the principal of each school shall establish a student disturbance management plan for the school. At the Superintendent's or designee's discretion, the plan may be included in the school's comprehensive school safety plan in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan, or in the district's school emergency and disaster preparedness plan in accordance with Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

In developing each school's plan, the Superintendent or designee and principal may consult with students, staff, parents/guardians, and other interested individuals, as appropriate. Additionally, the Superintendent or designee and principal may consult with local law enforcement authorities to the extent the plan includes guidelines for law enforcement support and intervention.

The plan may include, but need not be limited to, the following:

1. The types of student disturbances that the plan addresses, including prohibited activities listed in the accompanying administrative regulation

   Additionally, this may include student activities that constitute or may lead to student disturbances such as protests, sit-ins/stand-ins, and walk-outs.

2. Measures designed to prevent student disturbances

   This may include identifying student supports and training to help staff recognize, report, and respond to student activities that may lead to student disturbances.

3. The school's responses to student disturbances

   This may include consideration of student rights such as freedom of expression in accordance with Board Policy/Administrative Regulation 5145.2 - Freedom of Speech/Expression.

4. Staff involvement in student disturbances

   Any such involvement shall be in accordance with Board Policy 4119.1/4219.1/4319.1 - Civil and Legal Rights and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25- Political Activities of Employees.

Students who participate in a disturbance may be subject to discipline in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

Policy Reference Disclaimer:
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State	**Description**
CA Constitution Article 1, Section 2	Freedom of speech and expression
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.6	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 38000-38005	Security departments
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 48205	Excused absences
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 243.5	Assault or battery on school property
Pen. Code 403-420	Crimes against the public peace
Pen. Code 415	Fighting; noise; offensive words
Pen. Code 415.5	Disturbance of peace of school; unlawful fighting, noise, offensive words
Pen. Code 416	Assembly to disturb peace; refusal to disperse
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 627-627.10	Access to school premises
Pen. Code 653b	Loitering about schools or public places

Federal	**Description**
U.S. Constitution, First Amendment	Free exercise, free speech, and establishment clauses

Policy 5131.8: Mobile Communication Devices **Status:** ADOPTED

Original Adopted Date: ~~03/22/2022~~10/01/2019 | **Last Revised Date:** ~~10/28/2025~~08/01/2026 | **Last Reviewed Date:** ~~10/28/2025~~08/01/2026

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may ~~be~~have beneficial ~~to~~as well as harmful and disruptive effects on student learning and well-being, and ~~could be harmful and disruptive of~~on the instructional program ~~in some circumstances~~. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

~~Students may~~

Option 1: (Limited use of smartphones and other mobile communication devices)

Students may, subject to this Board policy, use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

Mobile communication devices shall be turned off during instructional time.

End Option 1

Option 2: (Prohibited use of smartphones and other mobile communication devices)

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

End Option 2

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

~~1. In the case of an emergency, or in response to a perceived threat of danger~~

2.1. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

~~3.~~2. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

~~4.~~3. When the possession or use is required by the student's individualized education program

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~~Teachers may limit student access to cell phones or other communication devices in accessible locations during class time.~~
Option 1: (Students are not prohibited from possessing/using smartphones or other mobile communication devices during emergency/response to a perceived threat of danger)

Additionally, a student shall not be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger. (Education Code 48901.7)

End Option 1

Option 2: (Students are prohibited from possessing/using smartphones or other mobile communication devices during emergency/response to a perceived threat of danger)

However, a student shall be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger, with the prohibited possession and use explicitly addressed in the comprehensive school safety plan. (Education Code 48901.7)

End Option 2

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined ~~and~~in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities). Additionally, the district employee may temporarily confiscate the device~~. The~~, in which case the employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

~~A~~
In addition, a student may ~~also~~ be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a

threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district ~~will~~is not ~~be~~ responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of ~~the school community.~~

students, parents/guardians, and educators. (Education Code 48901.7)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 200-280	Prohibition of discrimination
Ed. Code 32280-32289.6	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of smartphones
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter

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Policy 5131.8: Mobile Communication Devices

Status: ADOPTED

Original Adopted Date: 03/22/2022 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may have beneficial as well as harmful and disruptive effects on student learning and well-being, and on the instructional program. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students may, subject to this Board policy, use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

Mobile communication devices shall be turned off during instructional time.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

2. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

3. When the possession or use is required by the student's individualized education program

Additionally, a student shall not be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger. (Education Code 48901.7)

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities). Additionally, the district employee may temporarily confiscate the device, in which case the employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

In addition, a student may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district is not responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators. (Education Code 48901.7)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 200-280	Prohibition of discrimination
Ed. Code 32280-32289.6	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of smartphones

Policy 5141.4: Child Abuse Prevention And Reporting **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~07/01/2002 | **Last Revised Date:** ~~12/17/2025~~05/01/2026 | **Last Reviewed Date:** ~~12/17/2025~~05/01/2026

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The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse, assault, and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse~~-~~, assault, and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

~~Child Abuse Prevention~~

The Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

~~The district's program also~~
Any instructional program on child abuse may include annual instruction on sexual abuse and assault, and human trafficking prevention, including instruction on the prevalence and nature of abuse, including sexual abuse and assault and human trafficking, strategies to reduce risk, techniques to set healthy boundaries, and how to safely seek assistance. (Education Code 51950)

Additionally, the district's program may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. ~~Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)~~ (Education Code 51900.6, 51950)

Parent(s)/guardian(s) shall have the right to excuse their child from all or part of instruction regarding abuse, including sexual abuse, and human trafficking prevention education, and

assessments related to that education, in accordance with law and Board policy. (Education Code 51950)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

~~In addition~~
Additionally, student identification cards for students in grades 7-12 shall ~~include~~have printed on them the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline ~~telephone number.~~ (1-800-799-7233), and The Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). In addition, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan.
(Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Policy Reference Disclaimer:
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State	Description

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Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse, assault, and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse, assault, and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

Any instructional program on child abuse may include annual instruction on sexual abuse and assault, and human trafficking prevention, including instruction on the prevalence and nature of abuse, including sexual abuse and assault and human trafficking, strategies to reduce risk, techniques to set healthy boundaries, and how to safely seek assistance. (Education Code 51950)

Additionally, the district's program may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. (Education Code 51900.6, 51950)

Parent(s)/guardian(s) shall have the right to excuse their child from all or part of instruction regarding abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. (Education Code 51950)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

Additionally, student identification cards for students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline (1-800-799-7233), and The

Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). In addition, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Policy Reference Disclaimer:
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State	Description
5 CCR 3200-3205	Special education compliance complaints
Code of Civil Procedure 340.1	Damages suffered as result of childhood sexual abuse
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33133.5	Posters of telephone number for students to report child abuse or neglect
Ed. Code 33195	Heritage schools; mandated reporters
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
Ed. Code 33546.2	Health framework for California public schools; sextortion
Ed. Code 44252	Teacher credentialing

Policy 5141.7: Sun Safety

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Reviewed Date:** 08/25/2009

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

1. Students shall be allowed to wear sun-protective clothing, including, but not limited to, hats. (Education Code 35183.5)

2. Students shall be allowed to wear UV-protective sunglasses outdoors.

3. Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

4. Students shall be allowed to use UV-protective lip balm.

Policy 5141.75: Weather Safety

Status: ADOPTED

Original Adopted Date: 05/01/2026 | **Last Reviewed Date:** 05/01/2026

The Governing Board recognizes that extreme weather may pose significant risks to the health and safety of students participating in physical activities during extreme weather conditions, including students who are at higher risk of health impacts from extreme weather. The Board desires to protect students from such risks. Additionally, because children are particularly vulnerable to the effects of overexposure to ultraviolet (UV) radiation from the sun and artificial sources, the Board desires to support the prevention of harmful effects of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a district, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

The Superintendent or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities

2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions

3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions

4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions

5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures

6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The district's weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified

2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities

3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke

4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas

5. Providing equitable access to mitigation measures across school sites

6. Planning for flexible scheduling to accommodate weather variability

The Superintendent or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-12 to prevent student overexposure to UV radiation. The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending district-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)

2. Wear UV-protective sunglasses outdoors

3. Use sunscreen during the school day without a physician's note or prescription (Education Code 35183.5)

   Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20

minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Use UV-protective lip balm

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Superintendent or designee may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Policy Reference Disclaimer:
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State	Description
Ed. Code 17671	Shade structures
Ed. Code 33355	Extreme weather protocols
Ed. Code 35179.8	Heat illness
Ed. Code 35183.5	Sun protection
Ed. Code 51210	Course of study: grades 1-6
Ed. Code 51220	Course of study; grades 7-12
Ed. Code 51890-51891	Comprehensive health education programs and community participation; definitions

Management Resources	Description
California Department of Education Publication	Senate Bill 1248: Extreme Weather Guidelines
California Department of Education Publication	Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
California Department of Public Health Publication	California Early Childhood Sun Protection Curriculum, rev. July 2011

California State PTA Resolution	Sun Safety: Skin Cancer Prevention Measures at School, May 1, 2005
Centers for Disease Control&Prevention Publication	Guidelines for School Programs to Prevent Skin Cancer, April 26, 2002
CSBA Publication	Sun Safety in Schools, Policy Brief, July 2006
State of California Publication	Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience, April 2022
Website	California Interscholastic Federation
Website	CSBA District and County Office of Education Legal Services
Website	American Cancer Society
Website	California Department of Education, Health Services
Website	California Department of Public Health, Skin Cancer Prevention Program
Website	National Council on Skin Cancer Prevention
Website	National Safety Council, Environmental Health Center
Website	Sun Safety for Kids
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency, Sunwise Program
Website	UV Index
Website	World Health Organization
Website	American School Health Association
Website	Shape America Society of Health and Physical Educators
Website	National Association of State Boards of Education
Website	California State Parent Teacher Association
Website	Centers for Disease Control and Prevention
World Health Organization Publication	Sun Protection and Schools: How to Make a Difference, 2003
World Health Organization Publication	Sun Protection: A Primary Teaching Resource, 2003

Cross References

Code	Description

3511	Energy And Water Management
3511	Energy And Water Management
3514	Environmental Safety
3514	Environmental Safety
5132	Dress And Grooming
5132	Dress And Grooming
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
7110	Facilities Master Plan

Policy 5142: Safety **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~11/01/2002 | **Last Revised Date:** ~~02/24~~05/01/2026 | **Last Reviewed Date:** ~~02/24~~05/01/2026

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The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and engagement and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, including safe use of technology, and guiding student participation in educational programs and school-sponsored activities.

~~Additionally, the~~

The Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100)

Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Policy Reference Disclaimer:
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State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 350	Fees not permitted
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17670	Shade structures
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments

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Policy 5142: Safety

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and engagement and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, including safe use of technology, and guiding student participation in educational programs and school-sponsored activities.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100)

Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Policy 5148: Child Care And Development **Status:** ADOPTED

Original Adopted Date: ~~08/25~~03/01/2009 | **Last Revised Date:** ~~04/15/2025~~05/01/2026 | **Last Reviewed Date:** ~~04/15/2025~~05/01/2026

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The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

Upon approval by the Board, the district shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

The district shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. ~~(5 CCR 18271)~~

~~**Eligibility, Enrollment, and Disenrollment**~~

~~Child care~~ (5 CCR 18271)

In accordance with Board Policy/Administrative Regulation 5141.21—Administering Medication and Monitoring Health Conditions, the Superintendent or designee shall make epinephrine delivery systems available at each child care and development program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

Response to Immigration Enforcement

The district's child care and development program shall provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early

Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025."

The district and district staff shall act in accordance with Health and Safety Code 1597.640 and Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement with respect to:

1. Soliciting or collecting information or documents regarding the citizenship or immigration status of a child or the child's family members

2. Nondiscrimination on the basis of immigration status

3. Responding to the presence of immigration enforcement activity on district property, including requests for access to children or access to district-provided transportation, nonpublic areas of district property or facilities, or nonpublic area in which a district-sponsored activity is occurring

4. Responding to a request for information regarding a child or a child's family or household from immigration authorities

   If the district's child care and development program responds to a request for information regarding the child, the district shall make a copy of the documents requested and shall document the name of the person/agency to whom the documents were provided. The child care and development program shall keep a record of the documents produced and place the copy in the child's file.

5. Responding in the event a child's parent/guardian is detained or deported

6. Permitting families to update children's emergency contact information as needed throughout the year

   Families may provide as many alternative contacts as they wish if no parent/guardian is available.

7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

The district shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and families to safely access child care and development programs, the district shall update this Board policy and accompanying administrative regulation with equivalent policy language by July 1 of that calendar year.

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Eligibility, Enrollment, and Disenrollment

Child care and development admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care and development center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized child care and development services are provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities specified in Welfare and Institutions Code 10271 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

So long as the district has submitted a completed incidental medical services plan to CDSS, a child may be enrolled in the district's child care and development program prior to approval of the plan. Additionally, for a child with disabilities, the child may attend the district's child care and development program prior to the approval of an incidental medical services plan or amended plan of operation, so long as the forms have been submitted to CDSS. (Health and Safety Code 1596.802)

A child's eligibility for transitional kindergarten enrollment shall not impact family eligibility for a child care and development or preschool program. (Education Code 48000)

A child shall not be expelled or unenrolled from the district's child care and development program, nor shall the child's parents/guardians be persuaded or encouraged to voluntarily unenroll from the program based on the child's behavior, unless in accordance with the procedures specified in the accompanying administrative regulation.

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services as specified in the accompanying administrative regulation.

Fees and Charges

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services in accordance with law and the accompanying administrative regulation.

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications, experience, and training, and have satisfied all legal requirements.

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care and development facilities
4. Inclusion of child care and development facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

The Superintendent or designee shall ensure that facilities used for child care and development services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care and development center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

Policy Reference Disclaimer:
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State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers

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Policy 5148: Child Care And Development

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

Upon approval by the Board, the district shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

The district shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

In accordance with Board Policy/Administrative Regulation 5141.21—Administering Medication and Monitoring Health Conditions, the Superintendent or designee shall make epinephrine delivery systems available at each child care and development program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

Response to Immigration Enforcement

The district's child care and development program shall provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025."

The district and district staff shall act in accordance with Health and Safety Code 1597.640 and Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement with respect to:

1. Soliciting or collecting information or documents regarding the citizenship or immigration status of a child or the child's family members

2. Nondiscrimination on the basis of immigration status

3. Responding to the presence of immigration enforcement activity on district property, including requests for access to children or access to district-provided transportation, nonpublic areas of district property or facilities, or nonpublic area in which a district-sponsored activity is occurring

4. Responding to a request for information regarding a child or a child's family or household from immigration authorities

   If the district's child care and development program responds to a request for information regarding the child, the district shall make a copy of the documents requested and shall document the name of the person/agency to whom the documents were provided. The child care and development program shall keep a record of the documents produced and place the copy in the child's file.

5. Responding in the event a child's parent/guardian is detained or deported

6. Permitting families to update children's emergency contact information as needed throughout the year

   Families may provide as many alternative contacts as they wish if no parent/guardian is available.

7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

The district shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and families to safely access child care and development programs, the district shall update this Board policy and accompanying administrative regulation with equivalent policy language by July 1 of that calendar year.

Eligibility, Enrollment, and Disenrollment

Child care and development admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care and development center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized child care and development services are provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities specified in Welfare and Institutions Code 10271 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

So long as the district has submitted a completed incidental medical services plan to CDSS, a child may be enrolled in the district's child care and development program prior to approval of the plan. Additionally, for a child with disabilities, the child may attend the district's child care and

development program prior to the approval of an incidental medical services plan or amended plan of operation, so long as the forms have been submitted to CDSS. (Health and Safety Code 1596.802)

A child's eligibility for transitional kindergarten enrollment shall not impact family eligibility for a child care and development or preschool program. (Education Code 48000)

A child shall not be expelled or unenrolled from the district's child care and development program, nor shall the child's parents/guardians be persuaded or encouraged to voluntarily unenroll from the program based on the child's behavior, unless in accordance with the procedures specified in the accompanying administrative regulation.

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services as specified in the accompanying administrative regulation.

Fees and Charges

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services in accordance with law and the accompanying administrative regulation.

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications, experience, and training, and have satisfied all legal requirements.

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care and development facilities
4. Inclusion of child care and development facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

The Superintendent or designee shall ensure that facilities used for child care and development services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care and development center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 18000-18308	Early Learning and Care Programs
5 CCR 18012-18122	General requirements
5 CCR 18180-18192	Federal and state migrant programs
5 CCR 18210-18213	Severely handicapped program
5 CCR 18220-18231	Alternative payment program
5 CCR 18240-18249	Resource and referral program
5 CCR 18270-18281	Program quality; accountability
5 CCR 18290-18292	Staffing ratios
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 18300-18308	Appeals and dispute resolution
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 80067-80067.3	Early Childhood Education Specialist Credential

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~11/01/2012 | **Last Revised Date:** ~~04/15/2025~~05/01/2026 | **Last Reviewed Date:** ~~04/15/2025~~05/01/2026

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for two-, three-, and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. ~~(Education Code 8281.5)~~

~~If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. (Education Code 48000.15)~~ (Education Code 8281.5)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education

Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

Staffing

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Eligibility, Enrollment, and Disenrollment

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California, which may be established by providing evidence of a California street or post office address. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or

that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the U.S. Department of Homeland Security. (5 CCR 17745)

The district's program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the expulsion or unenrollment is in accordance with the procedures specified in the accompanying administrative regulation.

When necessary due to a reduction in state reimbursements, families shall be disenrolled as specified in the accompanying administrative regulation.

~~**Program Evaluation**~~
Response to Immigration Enforcement

CSPPs shall provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025."

The district and district staff shall act in accordance with Health and Safety Code 1597.640 and Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement with respect to:

1. Soliciting or collecting information or documents regarding the citizenship or immigration status of a child or the child's family members
2. Nondiscrimination on the basis of immigration status
3. Responding to the presence of immigration enforcement activity on district property, including requests for access to children or access to district-provided transportation, nonpublic areas of district property or facilities, or nonpublic area in which a district-sponsored activity is occurring

   The district's legal counsel or other district official designated by the Superintendent is encouraged to submit a timely report regarding the officer or employee's requests to the California Attorney General and CDE.
4. Responding to a request for information regarding a child or a child's family or household from immigration authorities

   If the district's CSPP responds to a request for information regarding the child, the district shall make a copy of the documents requested and shall document the name of the person/agency to whom the documents were provided. The CSPP shall keep a record of the documents produced and place the copy in the child's file.
5. Responding in the event a child's parent/guardian is detained or deported
6. Permitting families to update children's emergency contact information as needed throughout the year

   Families may provide as many alternative contacts as they wish if no parent/guardian is

available.

7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

CSPPs shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and CSPP families to safely access CSPP facilities, the district shall adopt the updated policies or equivalent policies by July 1 of that calendar year.

Program Evaluation

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Complaints

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

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State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program

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Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for two-, three-, and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children,

the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

Staffing

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Eligibility, Enrollment, and Disenrollment

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California, which may be established by providing evidence of a California street or post office address. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the U.S. Department of Homeland Security. (5 CCR 17745)

The district's program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the expulsion or unenrollment is in accordance with the procedures specified in the accompanying administrative regulation.

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6. Permitting families to update children's emergency contact information as needed throughout the year

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7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

CSPPs shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and CSPP families to safely access CSPP facilities, the district shall adopt the updated policies or equivalent policies by July 1 of that calendar year.

Program Evaluation

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Complaints

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP. However, licensed programs shall refer

complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

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22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General program requirements
5 CCR 17745	Admission requirements; residency
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80067-80067.3	Prekindergarten-3 Early Childhood Education Specialist Instruction Credential
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000-48003	Kindergartens
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 60910	Data for students enrolled in California State Preschool Program

Policy 6141: Curriculum Development And Evaluation **Status:** ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** 08/~~25/2009~~01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board ~~of Education~~ desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, local control and accountability plan, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. ~~The~~Additionally, the process ~~also~~ may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

~~The selection and evaluation of instructional materials shall be coordinated with the~~

The curriculum development and evaluation process~~.~~

shall be coordinated with the process specified in Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials, for selecting and evaluating instructional materials for use in district schools.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide ~~available~~ research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. ~~He/she also~~Additionally, the Superintendent or designee shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

Any instructional materials recommended by the Superintendent or designee to implement the curriculum shall be factually accurate and reflect the adopted curriculum and standards reflected in

Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

Additionally, any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be recommended by the Superintendent or designee to implement the curriculum if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

In addition, any textbook or other instructional material shall not be recommended by the Superintendent or designee to implement the curriculum if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

~~In addition~~

Additionally, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4000-4091	School improvement programs
5 CCR 4400-4426	Improvement of elementary and secondary education
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 243	Prohibition of discrimination; instructional materials
Ed. Code 244	Prohibition of discrimination; instructional materials
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 51050-51057	Enforcement of courses of study

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Policy 6141: Curriculum Development And Evaluation

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, local control and accountability plan, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. Additionally, the process may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The curriculum development and evaluation process shall be coordinated with the process specified in Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials, for selecting and evaluating instructional materials for use in district schools.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. Additionally, the Superintendent or designee shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

Any instructional materials recommended by the Superintendent or designee to implement the curriculum shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

Additionally, any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be recommended by the Superintendent or designee to implement the curriculum if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

In addition, any textbook or other instructional material shall not be recommended by the

Superintendent or designee to implement the curriculum if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

Additionally, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4000-4091	School improvement programs
5 CCR 4400-4426	Improvement of elementary and secondary education
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 243	Prohibition of discrimination; instructional materials
Ed. Code 244	Prohibition of discrimination; instructional materials
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 51050-51057	Enforcement of courses of study
Ed. Code 51200-51263	Required courses of study
Ed. Code 51500-51540	Prohibited instruction
Ed. Code 51705-51879.9	Authorized classes and courses of instruction
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60000-60443	Instructional materials
Gov. Code 3543.2	Scope of representation
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect

Policy 6145.2: Athletic Competition **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~11/01/2011 | **Last Revised Date:** ~~12/13/2018~~06/01/2025 | **Last Reviewed Date:** ~~12/13/2018~~06/01/2025

The Governing Board recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The district's athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The Board encourages business and community support for district athletic programs, subject to the district's advertising and promotion policy and regulation and other applicable district policies and regulations ~~governing advertisements and donations.~~

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Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname.

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3. Any district school using or in which any such derogatory term is being used, shall complete the implementation of a new school or athletic team name, mascot, or nickname before the start of the 2028-2029 school year.

If a school selects a new school or athletic team name due to this prohibition, then any purchases or replacements of materials or fixtures due required by the implementation of the new name shall be completed before the start of the 2028-2029 school year. (Education Code 221.3)

The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for

males and females, and that students are permitted to participate in athletic activities consistent with their gender identity.

Any complaint alleging discrimination in the district's athletic program shall be filed in accordance with the ~~district's uniform~~appropriate complaint procedures.

The district shall post on its website the California Department of Education's (CDE) standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form. (Education Code 33353)

California Interscholastic Federation

Any district school that participates in the California Interscholastic Federation (CIF) shall conduct its athletic activities in accordance with CIF bylaws and rules and any applicable district policy and regulation. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

The Board shall annually designate a representative to the local CIF league from each school that participates in CIF sports. The Superintendent or designee shall recommend a candidate for the position who demonstrates an understanding of the district's goals for student learning and interscholastic activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and interpersonal communication and leadership skills.

The designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and report regularly to the Board on league, section, and statewide issues related to athletic programs.

Student Eligibility

Eligibility requirements for student participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program, including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.

Sportsmanship

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also ~~abide by~~teach, enforce, advocate, and model the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and abide by the applicable Code of ~~Ethics~~Conduct adopted by CIF.

Students and staff shall be subject to disciplinary action for improper conduct.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic ~~trainings~~training and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

The Superintendent or designee shall develop a written emergency action plan that describes the location of emergency medical equipment, including automated external defibrillator(s)), and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities or events., including concussion and heat illness. The plan shall include a description of the manner and frequency at which the procedures to be followed in the event of medical emergencies will be rehearsed, based on coaches training requirements specified in Education Code 35179.1. The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (Education Code 35179.4)

(Education Code 35179.4)

Coaches and/or athletic trainers shall comply with any training required by law and in accordance with the accompanying administrative regulation and Administrative Regulation 4127/4227/4327 - Temporary Athletic Team Coaches.

In the event of a serious injury or a perceived imminent risk to a student's health during or immediately after an athletic activity, the coach or any other district employee who is present shall remove the student athlete from the activity, observe universal precautions in handling blood or other bodily fluid, and/or seek medical treatment for the student as appropriate.

Whenever a serious injury or illness is suffered by a student athlete, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury or illness suffered by the student and any actions taken to treat the student.

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State	Description
5 CCR 350	Fees not permitted
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 4920-4922	Nondiscrimination in intramural, interscholastic, and club activities
5 CCR 5590-5596	Duties of temporary athletic team coaches
Ed. Code 17578	Cleaning and sterilizing of football equipment
Ed. Code 17580-17581	Football equipment

Policy 6145.2: Athletic Competition

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The district's athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The Board encourages business and community support for district athletic programs, subject to the district's advertising and promotion policy and regulation and other applicable district policies and regulations.

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname.

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3. Any district school using or in which any such derogatory term is being used, shall complete the implementation of a new school or athletic team name, mascot, or nickname before the start of the 2028-2029 school year.

If a school selects a new school or athletic team name due to this prohibition, then any purchases or replacements of materials or fixtures due required by the implementation of the new name shall be completed before the start of the 2028-2029 school year. (Education Code 221.3)

The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for males and females, and that students are permitted to participate in athletic activities consistent with their gender identity.

Any complaint alleging discrimination in the district's athletic program shall be filed in accordance with the appropriate complaint procedures.

The district shall post on its website the California Department of Education's (CDE) standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school

sporting games or events, including information on how to submit a completed incident form. (Education Code 33353)

California Interscholastic Federation

Any district school that participates in the California Interscholastic Federation (CIF) shall conduct its athletic activities in accordance with CIF bylaws and rules and any applicable district policy and regulation. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

The Board shall annually designate a representative to the local CIF league from each school that participates in CIF sports. The Superintendent or designee shall recommend a candidate for the position who demonstrates an understanding of the district's goals for student learning and interscholastic activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and interpersonal communication and leadership skills.

The designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and report regularly to the Board on league, section, and statewide issues related to athletic programs.

Student Eligibility

Eligibility requirements for student participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program, including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.

Sportsmanship

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also teach, enforce, advocate, and model the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and abide by the applicable Code of Conduct adopted by CIF.

Students and staff shall be subject to disciplinary action for improper conduct.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic training and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

The Superintendent or designee shall develop a written emergency action plan that describes the location of emergency medical equipment, including automated external defibrillator(s), and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities or events, including concussion and heat illness. The plan shall include a description of the manner and frequency at which the procedures to be followed in the event of medical emergencies will be rehearsed, based on coaches training requirements specified in Education Code 35179.1. The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (Education Code 35179.4)

Coaches and/or athletic trainers shall comply with any training required by law and in accordance with the accompanying administrative regulation and Administrative Regulation 4127/4227/4327 - Temporary Athletic Team Coaches.

In the event of a serious injury or a perceived imminent risk to a student's health during or immediately after an athletic activity, the coach or any other district employee who is present shall remove the student athlete from the activity, observe universal precautions in handling blood or other bodily fluid, and/or seek medical treatment for the student as appropriate.

Whenever a serious injury or illness is suffered by a student athlete, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury or illness suffered by the student and any actions taken to treat the student.

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State	Description
5 CCR 350	Fees not permitted
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 6159: Individualized Education Program **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2003 | **Last Revised Date:** ~~06/24/2025~~08/01/2026 | **Last Reviewed Date:** ~~06/24/2025~~08/01/2026

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The Governing Board desires to provide full educational opportunities to all students with ~~exceptional needs.~~disabilities. Students with ~~exceptional~~disabilities who require special education and related services to meet their unique needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with ~~exceptional needs~~disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. ~~The Superintendent or designee shall develop administrative regulations regarding the~~The membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes shall be in accordance with the accompanying administrative regulation.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040, 56440; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals ~~aged~~ 18-21 years of age who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

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Policy Reference Disclaimer:
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State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program

Policy 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board desires to provide full educational opportunities to all students with disabilities. Students with disabilities who require special education and related services to meet their unique needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes shall be in accordance with the accompanying administrative regulation.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040, 56440; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
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3. Individuals 18-21 years of age who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

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State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program
5 CCR 853-853.5	State assessments; accommodations
Bus. and Prof. Code 3765	Offenses and enforcement
Ed. Code 46392	Emergencies

~~Instruction BP 6159.1~~

~~PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION~~

District Policy Manual
CSBA Policy Management Console

Policy 6159.1: Procedural Safeguards And Complaints For Special Education

Status: ADOPTED

Original Adopted Date: 06/01/1998 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. ~~Parents~~Students with disabilities and the parents/guardians of such students ~~with disabilities~~ shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

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

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

~~*(cf. 6159 - Individualized Education Program)*~~

~~*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*~~

~~*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*~~

~~*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*~~

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

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. ~~The~~Additionally, the

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district or parent/guardian may ~~also~~ request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

~~Any~~

A complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

~~*Legal*~~**Policy Reference Disclaimer:**

~~*EDUCATION CODE*~~

~~*56000 Education for individuals with disabilities*~~

~~*56001 Provision of the special education programs*~~

~~*56020-56035 Definitions*~~

~~*56195.7 Written agreements*~~

~~*56195.8 Adoption of policies for programs and services*~~

~~*56300-56385 Identification and referral, assessment*~~

~~*56440-56447.1 Programs for individuals between the ages of three and five years*~~

~~*56500-56509 Procedural safeguards, including due process rights*~~

~~*56600-56606 Evaluation, audits and information*~~

~~*CODE OF REGULATIONS, TITLE 5*~~

~~*3000-3100 Regulations governing special education, especially:*~~

~~*3080-3089 Procedural safeguards*~~

~~*3200-3205 Special education compliance complaints*~~
~~*UNITED STATES CODE, TITLE 20*~~

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Policy 6159.1: Procedural Safeguards And Complaints For Special Education

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Students with disabilities and the parents/guardians of such students shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. Additionally, the district or parent/guardian may request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

A complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

Policy Reference Disclaimer:
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State	Description
5 CCR 3000-3100	Regulations governing special education
5 CCR 3080-3089	Procedural safeguards
5 CCR 3200-3205	Special education compliance complaints
Ed. Code 56000	Special education; legislative findings and declarations
Ed. Code 56001	Provision of the special education programs
Ed. Code 56020-56035	Definitions
Ed. Code 56195.7	Written agreements
Ed. Code 56195.8	Adoption of policies

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~06/01/1995 **| Last Revised Date:** ~~06/24/2025~~ 08/01/2026 **| Last Reviewed Date:** ~~06/24/2025~~08/01/2026

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with ~~exceptional needs~~disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with ~~exceptional needs~~disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ~~exceptional needs~~disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with ~~exceptional needs~~disabilities shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students

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with ~~exceptional needs~~disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with ~~exceptional needs~~disabilities placed in an NPS/A shall have all the rights and protections to which students with ~~exceptional needs~~disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~exceptional needs~~disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

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State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31-51225.32	~~Graduation exemption for students with exceptional needs~~Graduation exemption for students with disabilities
Ed. Code 56034-56035	~~Definitions of nonpublic~~Nonpublic, nonsectarian school and agency; definitions

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with disabilities shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

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State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31-51225.32	Graduation exemption for students with disabilities
Ed. Code 56034-56035	Nonpublic, nonsectarian school and agency; definitions
Ed. Code 56042	Placement not to be recommended by attorney or advocate with conflict of interest
Ed. Code 56101	Waivers
Ed. Code 56163	Certification
Ed. Code 56168	Responsibility for education of student in hospital or health facility school
Ed. Code 56195.8	Adoption of policies
Ed. Code 56342.1	Individualized education program; placement
Ed. Code 56360-56369	Implementation of special education
Ed. Code 56711	Computation of state aid

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 6161.1: Selection And Evaluation Of Instructional Materials

Status: ADOPTED

Original Adopted Date: ~~09/28/2010~~11/01/2011 | **Last Revised Date:** 08/01/~~09/2024~~2026 | **Last Reviewed Date:** 08/01/~~09/2024~~2026

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought~~,~~ and the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades ~~K~~kindergarten-8 that have been approved by the State Board of Education (SBE) or that ~~have~~ during the district's review process, have been determined to be aligned with the state academic content standards adopted by SBE~~, which includes instructional materials for~~. For mathematics and English language arts~~,~~ only instructional materials that are aligned to Common Core State Standards~~:~~ shall be selected. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. ~~(Education Code 60400~~(Education Code 60400)

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability,

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nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

The Superintendent or designee shall ensure that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board ~~encourages~~shall encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science

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4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

~~In addition~~Additionally, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. ~~(Education Code 243)~~

~~**Complaints**~~(Education Code 243)

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Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

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Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

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State	Description
5 CCR 9505-9530	~~Instructional materials~~Instructional materials
Ed. Code 1240	~~County superintendent of schools; duties~~County superintendent of schools; duties
Ed. Code 18111	Exclusion of books by Governing ~~board~~Board that are sectarian, partisan, or denominational character
Ed. Code 220	~~Prohibition of discrimination~~Prohibition of discrimination
Ed. Code 242	Access to information about educational laws and policies regarding right to accurate and inclusive curriculum
Ed. Code 243	~~Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials~~Prohibition of discrimination; instructional materials
Ed. Code 244	Prohibition of discrimination; instructional materials
Ed. Code 33050-33053	General waiver authority
Ed. Code 33126	School accountability report card

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Policy 6161.1: Selection And Evaluation Of Instructional Materials

Status: ADOPTED

Original Adopted Date: 09/28/2010 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought and the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades kindergarten-8 that have been approved by the State Board of Education (SBE) or that, during the district's review process, have been determined to be aligned with the state academic content standards adopted by SBE. For mathematics and English language arts, only instructional materials that are aligned to Common Core State Standards shall be selected. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

The Superintendent or designee shall ensure that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board shall encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require

that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Additionally, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 6161.11: Supplementary Instructional Materials **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~12/01/1990 | **Last Revised Date:** ~~08/~~01/~~09/2024~~ 2026 | **Last Reviewed Date:** 08/01/~~09/2024~~2026

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. ~~(Education Code 243~~(Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

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Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

~~Complaints~~Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Any requests by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

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Policy 6161.11: Supplementary Instructional Materials

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Any requests by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

Policy Reference Disclaimer:
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State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 18111	Exclusion of books by Governing Board that are sectarian, partisan, or denominational character

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 6163.1: Library Media Centers **Status:** ADOPTED

Original Adopted Date: ~~09/13~~03/01/2011 | **Last Revised Date:** 08/01/~~09/2024~~2026 | **Last Reviewed Date:** 08/01/~~09/2024~~2026

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

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

~~Staffing~~Student Success Cards

The district may coordinate with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

Staffing

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

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

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

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

Hours of Operation

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

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

Selection ~~and~~ Evaluation, and Use of School Library Materials

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

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

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

The use of any book or other resource in a school library shall not be rejected or prohibited by the

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Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be use in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities.

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

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

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

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

OPTION 1: (No late fees)

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

~~**Library Instruction**~~
OPTION 1 ENDS HERE

OPTION 2: (Late fees charged)

To encourage students to return materials in a timely manner, a nominal fee shall be charged for the late return of materials.

OPTION 2 ENDS HERE

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction, consistent with Board policy and administrative regulation, and shall prepare students to:

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1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry

3. Organize, synthesize, create, and communicate information

4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

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

Program Evaluation

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

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day

2. The process and frequency by which students are allowed to check out library materials

3. Staffing levels, qualifications, and number of hours worked

4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year

5. Any special programs offered at the school to encourage reading and/or library use

6. The adequacy of the facility space and equipment designated for the school library

7. The source(s) and adequacy of funding for school libraries

8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

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

Policy Reference Disclaimer:

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Policy 6163.1: Library Media Centers

Status: ADOPTED

Original Adopted Date: 09/13/2011 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

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

Student Success Cards

The district may coordinate with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

Staffing

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

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

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy,

digital literacy, and digital citizenship

2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers

3. Select materials for school and district libraries

4. Develop and deliver staff development programs for school library services

5. Coordinate or supervise library programs at the school or district level

6. Plan and conduct a course of instruction for students who assist in the operation of school libraries

7. Supervise classified personnel assigned school library duties

8. Develop procedures for and management of the school and district libraries

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

Hours of Operation

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

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

Selection, Evaluation, and Use of School Library Materials

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

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

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be use in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities.

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

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

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

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

OPTION 1: (No late fees)

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

OPTION 1 ENDS HERE

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction, consistent with Board policy and administrative regulation, and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry

3. Organize, synthesize, create, and communicate information

4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

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

Program Evaluation

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

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

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

Policy Reference Disclaimer:
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State	Description
5 CCR 16040-16043	School libraries
5 CCR 80023-80023.2	Emergency permits; general requirements
5 CCR 80024.6	Emergency teacher librarian services permit
5 CCR 80026-80026.6	Emergency permits; Declaration of Need
5 CCR 80053-80053.1	Teacher librarian services credential
Ed. Code 1703	Coordination of district library services by county superintendent
Ed. Code 1770-1775	Provision of library services by county superintendent
Ed. Code 18100-18203	School libraries

Policy 6164.4: Identification And Evaluation Of Individuals For Special Education **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2007 | **Last Revised Date:** ~~03/22/2022~~08/01/2026 | **Last Reviewed Date:** ~~03/22/2022~~08/01/2026

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to 21 years of age ~~21~~ who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians and students, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to ~~any~~an assessment ~~concerning their child. In addition~~of the student. Additionally, the Superintendent or designee shall notify parents/guardians and students of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3021-3029	Identification, referral and assessment

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Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to 21 years of age who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians and students, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to an assessment of the student. Additionally, the Superintendent or designee shall notify parents/guardians and students of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

Policy Reference Disclaimer:
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State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3030-3031	Eligibility criteria
Ed. Code 44265.5	Professional preparation for teachers of impaired students
Ed. Code 56000-56885	Special education programs
Ed. Code 56043	Special education; timelines
Ed. Code 56195.8	Adoption of policies

Policy 6173.1: Education For Foster Youth **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2008 | **Last Revised Date:** ~~08/22/2023~~02/01/2026 | **Last Reviewed Date:** ~~08/22/2023~~02/01/2026

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The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP~~).~~

~~The~~), the Superintendent or designee shall ~~also~~ develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and, with the foster youth's consent, the involvement of foster parents, group home administrators, a Court Appointed Special Advocate if involved with the foster youth, and/or other caretakers in school programs and activities, while maintaining and safeguarding the foster youth's legal right to confidentiality of the foster youth's status.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. ~~To that end, the~~The Superintendent or designee ~~s~~hall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. ~~T~~The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the

LCAP for improving or increasing services for foster youth.

~~Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.~~

Policy Reference Disclaimer:
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State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents/guardians; waiver for foster youth
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 42920-42926	Foster children educational services
Ed. Code 48645-48647	Juvenile court schools
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 49061	Definitions; directory information
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 49076	Access to student records
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56055	Rights of foster parents pertaining to foster youth's education
Ed. Code 56325	Unofficial transcripts for transfer students

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Policy 6173.1: Education For Foster Youth

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date | Last Reviewed Date:**

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP), the Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and, **with the foster youth's consent**, the involvement of foster parents, group home administrators, **a Court Appointed Special Advocate if involved with the foster youth**, and/or other caretakers in school programs and activities, **while maintaining and safeguarding the foster youth's legal right to confidentiality of the foster youth's status.**

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Policy Reference Disclaimer:

Policy 7000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~09/01/1988 | **Last Revised Date:** ~~03/~~11/~~2014~~01/2025 | **Last Reviewed Date:** ~~03/~~11/~~2014~~01/2025

The Governing Board ~~of Education~~ recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program~~.~~ and align with the needs of the district. The Board shall endeavor to ~~make the provision of adequate~~provide and maintain high-quality school facilities ~~a priority in~~that support the ~~district~~district's educational program. Because the schools serve as a focal point for the community, the Board shall ~~also~~ strive to ~~ensure that~~provide district facilities ~~fit harmoniously and attractively into their~~that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs.

~~The~~ As part of its intent to make use of each facility, the Board ~~shall strive to have~~recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in ~~place~~accordance with Board Policy 7110 - Facilities Master Plan, and regularly ~~reviewed~~review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use

~~4.~~5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified

~~5.~~6. Approve the selection of architects and structural engineers

~~6.~~7. Award contracts for design and construction

~~7. Name schools and individual buildings~~

8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 - Use of School Facilities

9. Consider the use of district property for workforce housing

~~8.~~10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term ~~facility~~facilities needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and ~~award~~awarding of contracts
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

~~6. Superintendent or designee shall award and approve the propose mural or mosaic painting process, and any other interior/exterior artwork on school facilities in accordance with Board values and polices.~~

Policy Reference Disclaimer:
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State	Description
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14031-14032	Submissions to bureau of school facilities planning; approval
Ed. Code 17210-17224	School Sites; general provisions
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17340-17343	Building of schoolhouses
Ed. Code 17350-17360	Factory-built school buildings

Policy 7000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program and align with the needs of the district. The Board shall endeavor to provide and maintain high-quality school facilities that support the district's educational program. Because the schools serve as a focal point for the community, the Board shall strive to provide district facilities that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs. As part of its intent to make use of each facility, the Board recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan, and regularly review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
6. Approve the selection of architects and structural engineers
7. Award contracts for design and construction
8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 - Use of School Facilities
9. Consider the use of district property for workforce housing
10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term facilities needs
2. Direct the preparation and updating of the facilities master plan

3. Oversee the preparation of bids and awarding of contracts

4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

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Policy Reference Disclaimer:
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State	Description
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14031-14032	Submissions to bureau of school facilities planning; approval
Ed. Code 17210-17224	School Sites; general provisions
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17340-17343	Building of schoolhouses
Ed. Code 17350-17360	Factory-built school buildings
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17400-17429	Leasing of school buildings
Ed. Code 17515-17526	Joint occupancy
Ed. Code 17527-17535	Joint use of district facilities
Ed. Code 38130-38139	Civic Center Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description

Policy 7110: Facilities Master Plan

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1996 | **Last Revised Date:** ~~08/28/2012~~05/01/2026 | **Last Reviewed Date:** ~~08/28/2012~~05/01/2026

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment ~~and in~~, teacher housing needs, the district's educational program ~~needs.~~, and carrying out the district's vision, mission, and goals. The Superintendent or designee ~~may~~shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. ~~He/she also~~The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

~~**Plan Components**~~

~~The facilities master plan shall include:~~

1. A statement of purpose, including district goals, philosophy, and related policies
2. A description of the planning process
3. ~~Demographics~~Description and demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs
4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications
5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds
6. Site selection criteria and process
7. Development of a capital planning budget and identification of potential funding sources
8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives
2. Provide for maximum site enrollment at school facilities
3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010
4. Are designed for the environmental comfort and work efficiency of the occupants
5. Are designed to require a practical minimum of maintenance
6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety

7. Are designed and engineered with flexibility to accommodate future ~~needs~~need

~~Plans~~
Additionally, plans for the design and construction of new school facilities ~~also~~ shall meet the standards described in 5 CCR 14030, ~~green building standards pursuant to~~the California Green Building Standards Code, Title 24 ~~CCR 101 et seq.,~~ Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

In addition, plans for the design and construction of facilities, including furnishing of such facilities, shall promote safe environments for learning and engagement in accordance with Board Policy 5412 - Safety.

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 1859-1859.199	Leroy F. Greene School Facilities Act
24 CCR 101	California Building Standards Code
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition
5 CCR 14030-14036	Standards, planning, and approval of school facilities
5 CCR 2	Definitions
Ed. Code 16011	Long-range comprehensive master plan
Ed. Code 16322	California Department of Education services
Ed. Code 17017.5	Approval of applications for projects

Policy 7110: Facilities Master Plan

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment, teacher housing needs, the district's educational program, and carrying out the district's vision, mission, and goals. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies

2. A description of the planning process

3. Description and demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs

4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications

5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds

6. Site selection criteria and process

7. Development of a capital planning budget and identification of potential funding sources

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Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives

2. Provide for maximum site enrollment at school facilities

3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010

4. Are designed for the environmental comfort and work efficiency of the occupants

5. Are designed to require a practical minimum of maintenance

6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety

7. Are designed and engineered with flexibility to accommodate future need

Additionally, plans for the design and construction of new school facilities shall meet the standards described in 5 CCR 14030, the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

In addition, plans for the design and construction of facilities, including furnishing of such facilities, shall promote safe environments for learning and engagement in accordance with Board Policy

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

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5 CCR 14030-14036	Standards, planning, and approval of school facilities
5 CCR 2	Definitions
Ed. Code 16011	Long-range comprehensive master plan
Ed. Code 16322	California Department of Education services
Ed. Code 17017.5	Approval of applications for projects
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17251-17256	CDE powers concerning buildings and building sites
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17283.5	School building does not include residential housing
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17405	Relocatable structures; lease requirements
Ed. Code 17586	Interior door locks
Ed. Code 17670-17672	Shade structures and other school projects
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Policy 7131: Relations With Local Agencies **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1996 **| Last Revised Date:** 11/01/2025 **| Last Reviewed Date:** ~~08/25/2009~~11/01/2025

The Governing Board ~~of Education~~ recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and ~~whenever~~shall utilize the expertise and resources of ~~these~~such agencies ~~can assist~~ when useful to the district in the planning, design, and construction of facilities.

~~Following~~

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Upon receiving notification ~~by a city or county~~ of proposed action to adopt or substantially revise a city of county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs.

When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

In order to adequately mitigate the additional students generated by new development within the

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district, the Board may make a finding, based on clear and convincing evidence, that: (Government Code 65971)

~~Notifications to Other Local Agencies~~

~~The Board shall notify the city council or county board of supervisors whenever it finds, based on clear and convincing evidence: (Government Code 65971)~~

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions

2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

~~The above notice shall specify the mitigation measures considered by the district and~~Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis ~~or;~~ facilities master plan, or other long-range plan; the acquisition of a school site~~, or~~; and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
14 CCR 15000-15285	Implementation of California Environmental Quality Act of 1970
5 CCR 14010	Procedure for site acquisition
Ed. Code 17280-17317	Building approvals
Ed. Code 17620	Imposition of school impact fees on development

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Policy 7131: Relations With Local Agencies

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and shall utilize the expertise and resources of such agencies when useful to the district in the planning, design, and construction of facilities.

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Upon receiving notification of proposed action to adopt or substantially revise a city of county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

In order to adequately mitigate the additional students generated by new development within the district, the Board may make a finding, based on clear and convincing evidence, that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions

2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis; facilities master plan or other long-range plan; the acquisition of a school site; and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

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State	Description
14 CCR 15000-15285	Implementation of California Environmental Quality Act of 1970
5 CCR 14010	Procedure for site acquisition
Ed. Code 17280-17317	Building approvals
Ed. Code 17620	Imposition of school impact fees on development
Ed. Code 35275	New school planning; cooperation with recreation and park authorities
Gov. Code 53090-53097.5	Regulation of local agencies by counties and cities
Gov. Code 65300-65303.4	Authority for and scope of general plans
Gov. Code 65352.2	Communicating and coordinating of school sites
Gov. Code 65850-65863.11	Adoption of regulations
Gov. Code 65914.7	Local educational agencies; housing development projects
Gov. Code 65970-65981	School facilities
Gov. Code 65995-65998	Developer fees
Pub. Res. Code 21000-21177	California Environmental Quality Act of 1970

Management Resources	Description
Website	Education Workforce Housing

Policy 7214: General Obligation Bonds

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~11/01/2012 | **Last Revised Date:** ~~09/24/2024~~08/01/2026 | **Last Reviewed Date:** ~~09/24/2024~~08/01/2026

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. The Board may direct the Superintendent to explore the possibility of a bond measure, which may include, but is not limited to, conducting community focus groups, surveys, and Board presentations. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

The Board's decision to order a bond election, as well as its ~~determinations~~determination regarding the appropriate amount, timing, and structure of the bond issuance, shall be consistent with law and the district's debt management policy.

Before ordering a bond election, the Board shall obtain reasonable and informed projections of assessed valuations that take into consideration projections of assessed property valuations made by the county assessor. (Education Code 15100)

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot materials for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board, by a two-thirds vote and subject to Education Code 15100, may adopt a resolution to incur bonded indebtedness and order an election. Pursuant to the California Constitution, Article 13A, Section 1(b)(3) and Article 16, Section 18(b), a bond election authorized pursuant to Education Code 15266 requires the approval of at least a 55 percent majority of the voters voting in the election. (Education Code 15266)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district pursuant to Education Code 15266 shall be used only for the following purposes:~~.~~ (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities

2. The acquisition or lease of real property for school facilities

3. The refunding of any outstanding debt issuance used for the purposes specified in Items #1-2 above

The proposition approved by the voters shall include the following accountability requirements:~~ (California Constitution Article 13A, Section 1(b)(3))~~

1. Certification that proceeds from the sale of the bonds will be used only for the purposes specified in Items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses (California Constitution Article 13A, Section 1(b)(3))

2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list (California Constitution Article 13A, Section 1(b)(3))

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed (California Constitution Article 13A, Section 1(b)(3))

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects (California Constitution Article 13A, Section 1(b)(3))

5. ~~If a district general obligation bond requiring a 55 percent majority is approved by the voters,~~A requirement that the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation.~~.~~ (Education Code 15278)

This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274.~~.~~ (Education Code 15278)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to Items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to the Superintendent or designee and no later than March 31 of each year.~~.~~ (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits.~~.~~ (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring ~~66.67 Percent~~Two-thirds Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of ~~66.67 percent~~a two-thirds majority of the voters pursuant to Education Code 15100 and California Constitution, Article 13A, Section 1(b)(2). If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by ~~a 66.67 percent~~two-thirds majority of ~~the~~ voters.~~–~~ (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500.~~–~~ (Education Code 15101)

Subject to limits specified in Article 13A, Section 1 of the California Constitution, bonds shall be sold to raise money for any of the following purposes:~~–~~ (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by an order of the Board entered into the minutes.~~–~~ (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board from the applicable county elections officials shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall declare that the bond measure has passed and record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274; Elections Code 15372, 15400)

Resolutions Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass ~~a resolution~~one or more resolutions directing the issuance and sale of bonds~~.~~ as necessary. In accordance with law, ~~the~~each resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

In passing ~~the~~each resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall place an agenda item at a public meeting and adopt as part of the bond issuance resolution, or in a separate resolution, disclosures of the available funding instruments, the costs and sustainability of each, and all of the following information: (Education Code 15146)

1. Express approval of the method of sale, such as competitive or negotiated sales

2. Statement of the reasons for the method of sale selected

3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), the resolution to be adopted by the Board shall include Items #1-4 above as well as the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds. The resolution

shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal ~~Municipal Securities Rulemaking Board~~ Municipal Securities Rulemaking Board

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). (Government Code 8855)

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the CDAIC. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Deposit of Bond Proceeds

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law.~~–~~ (Education Code 15146)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~board~~Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation
CA Constitution Article 16, Section 18	Debt limit
Ed. Code 15100-15254	Bonds for school districts and community college districts
Ed. Code 15264-15288	Strict Accountability in Local School Construction Bonds Act of 2000
Ed. Code 17577	Sewers and drains
Ed. Code 47614	Charter school facilities
Ed. Code 5322	~~Resolution calling election~~Resolution calling election
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code ~~1090-1099~~13119	~~Prohibitions applicable to specified officers~~Forms of Ballots; ballot order
Elec. Code ~~1125-1129~~15307	~~Incompatible activities~~Timeline to count ballots and release ballot count
~~Elec. Code 13119~~	~~Forms of Ballots; ballot order~~
Elec. Code 15372	Elections official certificate
Elec. Code 15400	Announcement of election results
Elec. Code 324	General election
Elec. Code 328	Local election
Elec. Code 341	Primary election

Policy 7214: General Obligation Bonds

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. The Board may direct the Superintendent to explore the possibility of a bond measure, which may include, but is not limited to, conducting community focus groups, surveys, and Board presentations. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

The Board's decision to order a bond election, as well as its determination regarding the appropriate amount, timing, and structure of the bond issuance, shall be consistent with law and the district's debt management policy.

Before ordering a bond election, the Board shall obtain reasonable and informed projections of assessed valuations that take into consideration projections of assessed property valuations made by the county assessor. (Education Code 15100)

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot materials for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board, by a two-thirds vote and subject to Education Code 15100, may adopt a resolution to incur bonded indebtedness and order an election. Pursuant to the California Constitution, Article 13A, Section 1(b)(3) and Article 16, Section 18(b), a bond election authorized pursuant to Education Code 15266 requires the approval of at least a 55 percent majority of the voters voting in the election. (Education Code 15266)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district pursuant to Education Code 15266 shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities

2. The acquisition or lease of real property for school facilities

3. The refunding of any outstanding debt issuance used for the purposes specified in Items #1-2 above

The proposition approved by the voters shall include the following accountability requirements:

1. Certification that proceeds from the sale of the bonds will be used only for the purposes specified in Items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses (California Constitution Article 13A, Section 1(b)(3))

2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list (California Constitution Article 13A, Section 1(b)(3))

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed (California Constitution Article 13A, Section 1(b)(3))

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects (California Constitution Article 13A, Section 1(b)(3))

5. A requirement that the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation (Education Code 15278)

This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to Items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to the Superintendent or designee and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring Two-thirds Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of a two-thirds majority of the voters pursuant to Education Code 15100 and California Constitution, Article 13A, Section 1(b)(2). If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by two-thirds majority of voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Subject to limits specified in Article 13A, Section 1 of the California Constitution, bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by an order of the Board entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board from the applicable county elections officials shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall declare that the bond measure has passed and record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274; Elections Code 15372, 15400)

Resolutions Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass one or more resolutions directing the issuance and sale of bonds as necessary. In accordance with law, each resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

In passing each resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall place an agenda item at a public meeting and adopt as part of the bond issuance resolution, or in a separate resolution, disclosures of the available funding instruments, the costs and sustainability of each, and all of the following information: (Education Code 15146)

1. Express approval of the method of sale, such as competitive or negotiated sales

2. Statement of the reasons for the method of sale selected

3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), the resolution to be adopted by the Board shall include Items #1-4 above as well as the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest

2. A comparison to the overall cost of current interest bonds

3. The reason bonds that allow for the compounding of interest are being recommended

4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal

Municipal Securities Rulemaking Board

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). (Government Code 8855)

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the CDAIC. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose

2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Deposit of Bond Proceeds

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation

~~Board~~District Policy Manual
~~Alameda Unified School District~~

CSBA Policy Management Console

Bylaw 9310: Board Policies **Status:** ADOPTED

Original Adopted Date: ~~08/25/2009~~06/01/1999 | **Last Revised Date:** ~~10/09/2018~~11/01/2025 | **Last Reviewed Date:** ~~10/09/2018~~11/01/2025

~~The Governing~~
Definitions

Board ~~shall adopt~~*policies* are the written ~~policies to convey its expectations for actions that will be taken~~rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in ~~the district,~~ district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and ~~positions~~values to students, staff, parents/guardians, and the community.

~~The Board shall ensure~~

Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall not be inconsistent with Board policies, are written rules that ~~district policies~~implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

The Board recognizes the importance of maintaining ~~a policy manual~~Board policies and administrative regulations that ~~is~~are up to date and ~~reflects~~reflect the mandates of law. Board policies ~~are~~or administrative regulation shall be binding ~~on the district~~ to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy~~, bylaw,~~ or administrative regulation, or any portion thereof, shall be operative if ~~it is found to be~~the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. ~~If~~However, any portion of a ~~policy is found~~Board policy or administrative regulation so determined to be ~~invalid, that invalidity~~inoperative shall not affect the operability of other provisions of the ~~policy.~~

~~Policies shall be~~ Board policy or administrative regulation.

Board Policy Development and Adoption

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The Board shall regularly ~~reviewed~~review Board policies and shall do so at ~~a time allocated for this purpose on the agenda of public~~ Board meetings~~.~~

~~The~~ or Policy Committee meetings, as applicable. Additionally, the Board shall ~~review certain policies~~ annually~~, as required by~~ review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

~~**Policy Development and Adoption Process**~~

~~The district's policy development process shall include the~~

The following ~~basic steps:~~steps shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new ~~policy or revision of an existing policy. The need may arise from a change in law, a new district vision statement, new goals in the local control and accountability plan, educational research or trends, an incident that has arisen in the district, or a recommendation or request from staff, a parent/guardian, or other interested person.~~or revised Board policy

2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related ~~district~~Board policies or administrative regulations, sample Board policies from the California School Boards Association ~~or other organizations or agencies~~, legal advice, and other useful information and data ~~to fully inform the Board about a particular issue.~~

3. The Board may ~~hold~~ agendize one or more discussions ~~during~~ or presentations with respect to the need for a ~~public~~ new or revised Board ~~meeting to gain an understanding~~policy

   As part of ~~the issue~~those discussions or presentations, the Board may request additional information or research and may provide ~~initial~~ direction to the Superintendent or designee~~.~~ ~~The~~ regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

~~3.~~4. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion ~~may include, but not be limited to, community expectations, staff recommendations, and the expected impact of the policy on student learning and well-being, equity, governance, and the district's fiscal resources~~, if warranted, and ~~operational efficiency.~~
   Board action

~~4. The Board or Superintendent may request that legal counsel review the draft policy as appropriate.~~

~~5. The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting. At its second reading, the Board may take action on the proposed policy. The Board may waive the second reading or may require an additional reading if necessary.~~

~~Only~~The Board may waive or modify any of the above requirements on a case-by-case basis.

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All Board policies shall be formally adopted by a majority vote of the Board ~~shall constitute official~~ .

Board ~~policy.~~

~~The district's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.~~

~~Policies~~policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

~~**Board Bylaws**~~

~~The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations. (Education Code 35010)~~

~~Bylaws governing Board operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of Board policy.~~

~~**Administrative Regulations**~~

~~The Superintendent or designee shall be responsible for developing and enforcing administrative regulations for the operation of the district. Administrative regulations shall be consistent with law and Board policy and shall be designed to promote the achievement of district goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other provisions. The Superintendent or designee may also develop procedures manuals, handbooks, or other guides to carry out the intent of Board policy.~~

~~When Board policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and Board policy, policy shall prevail.~~

~~The Board may review and/or approve administrative regulations for the purpose of ensuring conformity with the intent of Board policy.~~

~~**Monitoring and Evaluation**~~

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At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of ~~the~~a Board policy ~~should be scheduled~~are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the ~~policy in achieving its purpose.~~Board policy in achieving its purpose.

Administrative Regulation Development and Approval

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure

that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents

~~**Access to Policies**~~

~~The Superintendent or designee shall ensure that all district employees and the public have access to an up-to-date district policy manual. The policy manual shall be maintained electronically and/or by paper copy.~~

~~As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. He/she may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the district's web site when required by law.~~

Policy Reference Disclaimer:
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State	Description
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.5	Intradistrict open enrollment
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35164	Actions by majority vote

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online), Policy Review Program, Individual D

Cross References

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Bylaw 9310: Board Policies

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date: | Last Reviewed Date:**

Definitions

Board *policies* are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and values to students, staff, parents/guardians, and the community.

Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall not be inconsistent with Board policies, are written rules that implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

The Board recognizes the importance of maintaining Board policies and administrative regulations that are up to date and reflect the mandates of law. Board policies or administrative regulation shall be binding to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy or administrative regulation, or any portion thereof, shall be operative if the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. However, any portion of a Board policy or administrative regulation so determined to be inoperative shall not affect the operability of other provisions of the Board policy or administrative regulation.

Board Policy Development and Adoption

The Board shall regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

The following steps shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new or revised Board policy

2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related Board policies or administrative regulations, sample Board policies from the California School Boards Association, legal advice, and other useful information and data

3. The Board may agendize one or more discussions or presentations with respect to the need for a new or revised Board policy

   As part of those discussions or presentations, the Board may request additional information or research and may provide direction to the Superintendent or designee regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

4. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action

The Board may waive or modify any of the above requirements on a case-by-case basis.

All Board policies shall be formally adopted by a majority vote of the Board.

Board policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of a Board policy are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Administrative Regulation Development and Approval

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Proclamation: Safe Schools Week, October 18-24, 2026
Item Type:	Consent
Background:	The week of October 18-24 is National Safe Schools Week (NSSW). National Safe Schools Week provides an opportunity to empower students to keep their schools safe by encouraging them to speak up against school violence which also includes bullying. Tonight the Board of Education reaffirms its anti-bullying stance and proclaims October 19-25, 2025 as Safe Schools Week in Alameda.
AUSD LCAP Goals:	1. Eliminate barriers to student success and maximize learning time.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#1 - All students have the ability to achieve academic and personal success.| #4 - Parental involvement and community engagement are integral to student success.
Submitted By:	Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Safe Schools Week Proclamation	10/7/2026	Backup Material

PROCLAMATION
Safe Schools Week
October 18-24, 2026

WHEREAS, Safe Schools Week is about raising awareness of the urgent need to keep our schools and communities free from violence; and

WHEREAS, nearly one million high school students in America take a weapon to school at least once every 30 days; and

WHEREAS, according to a report entitled *Indicators of School Crime and Safety* by the National Center for Education Statistics, about 32 percent of students reported being bullied at school; and

WHEREAS, bullied students are more likely to suffer from anxiety and depression, health problems, and mental health problems; and

WHEREAS, the goal of the week is to raise awareness of effective ways to keep children safe in the classroom, on the playground, and on the computer;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education recognizes October 18-24, 2026 as Safe Schools Week.

PASSED AND ADOPTED by the following votes on this 13th day of October, 2026.

AYES:_____ MEMBERS: _____

NOES:_____ MEMBERS: _____

ABSENT:_____ MEMBERS: _____

_____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2026-2027.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2026-2027

Item Type: Consent

Background: In order to be eligible to receive funds available for the purposes of this article, districts must conduct an annual public hearing to determine whether each pupil in the district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Section 60605 in each of the following subjects, as appropriate, and that are consistent with the content and cycles of the curriculum framework adopted by the state board:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Resolution No. 2026-2027.14 certifies that the Alameda Unified School District (AUSD) has adhered to all laws and to all State Board of Education rules, regulations, and policies regarding the purchase of instructional materials. The Public Hearing for AUSD's Sufficiency of Pupil Textbook and Instructional Materials was held on September 22, 2026.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentaion: Public Hearing for Sufficiency of Pupil Textbooks and Instructional Materials_26-27 SY_9.22.26	9/30/2026	Backup Material
🗋	2026-2027.14 Resolution for Sufficiency of Pupil Textbooks and Instructional Materials_26-27 SY_10.13.26	9/30/2026	Resolution Letter
🗋	Verification of Sufficiency of Pupil Textbooks and Instructional Materials_26-27 SY_10.13.26	10/6/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Public Hearing: Sufficiency of Pupil Textbooks and Instructional Materials for Grades K-12 for 2026-27 SY

Kirsten Zazo
Asst. Superintendent of Educational Services
September 22, 2026

Ed Code

Education Code §60119 states in part:

In order to be eligible to receive funds available for purposes of this article, the governing board of a school district shall take the following actions:

- Hold a public hearing and make a determination, through a resolution, as to whether each pupil in each school in the school district has sufficient textbooks and/or instructional materials that are aligned to the content standards adopted by the state board in each of the following subjects:
  - Mathematics
  - Science
  - History-Social Science
  - English Language Arts, including the English language development component of an adopted program

Ed Code, *cont...*

- The public hearing shall take place on or before the end of the eighth week from the first day pupils attend school for that year
- The governing board of a school district shall make a written determination as to whether each pupil enrolled in a world language or health course has sufficient textbooks or instructional material that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects. The governing board shall also determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9-12, inclusive.

Notice of Public Hearing

Additionally, per Education Code §60119:

- The governing board of a school district shall provide 10 days notice of the public hearing
- The notice shall contain the time, place, and purpose of the hearing and shall be posted in three public places in the school district
- The hearing shall be held at a time that will encourage the attendance of teachers, and parents and guardians of pupils who attend the schools in the school district and shall not take place during or immediately following school hours

The Notice of Public Hearing was posted between September -- and September -- to:

1. The Alameda Unified School District Website
2. The City of Alameda Website
3. The Alameda Free Library Website
4. The kiosk at the District Office

Timeline

- Notice of Public Hearing: 10 days prior to the public hearing
- Public Hearing: September 22, 2026
  - October 6th marks the completion of 8 weeks of the school year
- Approval of Resolution: October 13, 2026
  - Includes sign off by school site Principals

Sufficiency of Pupil Textbooks and Instructional Materials

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

October 13, 2026 Resolution No. 2026-2027.14

RESOLUTION FOR SUFFICIENCY OF PUPIL TEXTBOOKS AND INSTRUCTIONAL MATERIALS

WHEREAS, the Governing Board of Alameda Unified School District, in accordance with the requirements of Education Code 60119, held a public hearing on September 22, 2026, at approximately 7:00 pm, which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

WHEREAS, the Board provided at least 10 days' notice of the public hearing by posting in at least three public places within the district stating the time, place, and purpose of the hearing, and

WHEREAS, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the Alameda Unified School District; and

WHEREAS, the definition of sufficient textbooks or instructional materials means that each student, including each English learner, has standards-aligned textbooks and/ or instructional materials to use in class and to take home, which may include materials in a digital format as long as each student, at a minimum, has and can access the same materials in the class and at home as other students in the same class or course in the district, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage; and

WHEREAS, textbooks or instructional materials in core curriculum subjects should be aligned with state academic standards and/or the Common Core State Standards adopted by the State Board of Education, and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English Learners, which are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within the following subjects:

- Mathematics
- Science
- History-Social Science
- English/Language arts, including the English Language Development component of an

adopted program; and

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

NOW, THEREFORE, BE IT RESOLVED, that for the 2026-2027 school year, the Alameda Unified School District has provided each student, including each English learner, with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks; and

BE IT FURTHER RESOLVED, that the Superintendent or designee, on behalf of the Board, shall submit a copy of this resolution to the County Superintendent of Schools within three business days of the hearing.

PASSED AND ADOPTED by the following votes on this 13th day of October, 2026.

AYES:_____ MEMBERS:_____

NOES:_____ MEMBERS:_____

ABSENT:_____ MEMBERS:_____

_____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Resolution No. 2026-2027.15 Approval of Budget Transfers, Increases, Decreases
Item Type:	Consent
Background:	After adopting the fiscal year budget, it is often necessary to make budgetary transfers and revisions. Budget transfers allow the redistribution of funds as needs and plans change, and budget revisions allow the district to increase or decrease funds based on entitlements and grants received.
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	01 General Fund
Fiscal Analysis	
Amount (Savings) (Cost):	Will increase revenues and expenditures in the District in the amount of $129,923.56
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#1 - All students have the ability to achieve academic and personal success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Resolution No. 2026-2027.15	10/6/2026	Resolution Letter
🗋	Attachment A	10/6/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

September 22, 2026 Resolution No. 2026-2027.13

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A, B & C - Property Transfer or Retirement Form

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 22nd day of September, 2026:

AYES:_____ MEMBERS: _____

NOES:_____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

10/1/26
Attachment A

BUDGET REVISIONS

(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

School/Dept	Description	Amount
Alameda HS	Donations	$ 9,820.50
ASTI	Donations	$ 2,081.00
Earhart ES	Donations	$ 200.00
Encinal Jr & Sr HS	Donations	$ 2,973.05
Lincoln MS	Donations	$ 5,982.94
Love ES	Donations	$ 56,361.50
Otis ES	Donations	$ 39,514.66
Ruby Bridges ES	Donations	$ 12,989.91

Total Donations $ 129,923.56

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Resolution No. 2026-2027.16 Authorization to Dispose of Surplus Property
Item Type:	Consent
Background:	Education Code Sections 17545 and 17546 permit the Board of Education, through its designated agent, to legally dispose of surplus equipment that is either obsolete or in disrepair, and thus should be removed from district inventory. Exhibits A-F list items that are either damaged, obsolete, or no longer needed by the district, as well as materials that should be stored or transferred and are not currently required at the site. Approval of Resolution No. 2026-2027.16 will authorize staff to transfer or dispose of these items in the most appropriate manner, in accordance with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Resolution No. 2026-2027.16	10/7/2026	Exhibit
🗋	Exhibit A	10/7/2026	Exhibit
🗋	Exhibit B	10/7/2026	Exhibit
🗋	Exhibit C	10/7/2026	Exhibit
🗋	Exhibit D	10/7/2026	Exhibit
🗋	Exhibit E	10/7/2026	Exhibit
🗋	Exhibit F	10/7/2026	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

October 13, 2026 Resolution No. 2026-2027.16

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A-F - Property Transfer or Retirement Forms

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 13th day of October, 2026:

AYES:_____ MEMBERS: _____

NOES:_____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ◉ **Waste** ○ Recycle

Current Location

Edison Elementary

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Audio Visual Cart	N/A	N/A	2 - Fair
1	Chair	N/A	N/A	2 - Fair
1	Metal book shelf	N/A	N/A	2 - Fair
3	White book box racks	N/A	N/A	2 - Fair

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Mohamed, Rahmh

Date Submitted: 9/23/2026

Form #: 97066

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ◉ **Waste** ○ Recycle

Current Location

Lincoln Middle School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
5	Old woodshop tables	N/A	N/A	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Hulihan, Joan

Date Submitted: 9/25/2026

Form #: 97227

Exhibit C

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ◉ **Waste** ○ Recycle

Current Location

Maintenance Yard

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	AUSD Fleet Vehicle Number - 7733	Make - Ford Model - Ranger Year - 1990 Mileage - 79,046 Vehicle Identification Number (VIN) - 1FTCR10A0LUB58174 License Plate - 384202	Unknown	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Collins, Jess

Date Submitted: 9/11/2026

Form #: 96328

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ◉ **Waste** ○ Recycle

Current Location

Maintenance Yard

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
548	Air Purifiers	See Attachment	See Attachment	3 - Retire/Poor

Submitter Signature

Ashley McCreight Herring

Approvals

Site Admin Signature

Brian D. Addicott

Director Signature

Sign

Asst. Superintendent Signature

Shariq Khan

Submitted By: Herring, Ashley

Date Submitted: 2/12/2026

Form #: 84346

Exhibit E

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ◉ **Waste** ○ Recycle

Current Location

District Office- Maintenance Operations and Facilities

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
5	Tennis Benches	000	000	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Mora, Pedro

Date Submitted: 10/5/2026

Form #: 98205

Exhibit F

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

○ Transfer ○ Waste ○ Recycle

Current Location

District Office- Bond/Construction

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
23	OregonDoor Classroom doors LHR	5526-2670 WD PSWM 5 PLY F1 3/4 AWPC01 LHR BLOND	N/A	1 - Excellent
23	OregonDoor Classroom doors RHR	5526-2670 WD PSWM 5 PLY F1 3/4 AWPC01 RHR BLOND	N/A	1 - Excellent
46	Metal Door frames	n/a	n/a	1 - Excellent

Submitter Signature

Bernadette Gard

Approvals

Site Admin Signature

Shakiq Khan

Director Signature

Brian Addicott

Asst. Superintendent Signature

Shakiq Khan

Submitted By: Gard, Bernadette

Date Submitted: 10/6/2026

Form #: 98260

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: AUSD's Process for Reviewing Charter Renewal Petitions (10 Mins/Information)

Item Type: Information

Background: On September 10, 2026 the Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea) submitted their Charter School Renewal Petitions to the Assistant Superintendent of Educational Services. Per Charter School Renewal guidelines laid out in Ed. Code 47605:

- The Board shall within 60 days of receiving the petition, hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input,
- The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, and
- At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition.

Tonight's staff presentation sets out the standards governing charter school renewal petitions. Subsequently, ACLC and Nea staff will make their presentations to the Board of Education to open the public hearing.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Staff time spent on charter petition review process offset by the oversight fee AUSD charges its charters each year.

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Asst. Supt. of Ed. Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation: AUSD's Charter Renewal Process_10.13.26	10/7/2026	Presentation
🗋	AUSD Charter Renewal Rubric	9/30/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AUSD's Process for Reviewing Charter School Renewal Petitions

Kirsten Zazo

Assistant Superintendent, Educational Services

October 13, 2026

First Things First: What is a Charter School?

- Public school that operates:
  - independently of the chartering entity and local school district
  - exempt from some elements of the Education Code
  - exempt from laws applicable solely to school districts
  - under chartering entity “oversight”

- Purposes (per Charter Law):
  - improve school learning
  - increase learning opportunities for all pupils, with emphasis on academically low achieving
  - encourage innovative teaching methods
  - create new professional opportunities
  - provide parents with expanded choice public school system

- Charters overseen by AUSD:
  - Academy of Alameda (Grades TK-8)
  - Community Learning Center Schools (CLCS)
    1. Alameda Community Learning Center (ACLC - Grades 9-12 eff. 26-27 SY)
    2. NEA Community Learning Center (NEA – Grades TK-8)

Petition Renewal Timeline

- Within 60 days of receiving the petition, the Board shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input.

  A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

- The Board shall either grant or deny the charter renewal within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the Board agree to the extension. (Education Code 47605)

- At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition.

  During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

Petition Renewal Process

- California Education Code (EC) Section 47607.4 which was amended by Senate Bill 114 (Chapter 48 Statutes of 2023) effective July 1, 2021, granted two additional years to all charter terms expiring between January 1, 2022 and June 30, 2025 plus another one year to all charter terms expiring between January 1, 2024 and June 30, 2027.

- This amendment extended the expiration of ACLC's charter from 6.30.2025 to 6.30.2028 and the expiration of NEA's charter from 6.30.2024 to 6.30.2027. It has been mutually agreed to move up the renewal process for ACLC. If approved, the renewals would cover a period of 5-7 years starting in 2027-2028 school year. (EC § 47607(E))

Petition Renewal Process, *cont…*

- Renewal process:
  - Per Ed Code, primary criterion is academic performance
    - LCAP
    - CA Dashboard
    - SBAC
  - Review all areas of schools (academics, finance, compliance, charter language)
  - Involves comprehensive site visits and document review involving all AUSD offices (Teaching & Learning, Student Support Services, Special Ed, Finance, Legal)

AUSD's Petition Renewal Timeline

- September 2026
  - Petitions received from ACLC and NEA on September 10, 2026

- September/October 2026
  - Review petitions and supporting documents
  - Site visits to ACLC (September 24 and 25) and Nea (October 1 and 2)
  - Interviews with Management and Board members

- October 13, 2026, BOE Meeting (tonight)
  - AUSD's Process for Reviewing Renewal Petitions
  - Presentations to the Board by the Charter Schools to open the Public Hearing

- October 27, 2026, BOE Meeting
  - Presentation of staff findings and recommendations

- November 10, 2026, BOE Meeting
  - Board action on petition by Resolution

Renewal Standard

- Renewal petitions are governed by the same basic standard as initial petitions, but with different emphasis and additional threshold question

- Pursuant to *EC* Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard.

- Essentially, if a school has satisfactory pupil achievement, there is a presumption that the petition must be approved

- Presumption can be overcome, but requires specific evidentiary showings by District

Renewal Standard, *cont...*

- If threshold met, move on to evaluation of all areas of the petition and school program

- Petition must be approved unless Board makes specific, written factual findings supporting conclusion that:
  - The charter school presents an unsound educational program for the pupils to be enrolled in the charter school, or
  - The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, or
  - The petition does not contain reasonably comprehensive descriptions of its academic, financial, and compliance programs

- Academic performance remains most important factor

- AUSD review matrix attached

Timeline for Possible Further Action

- If AUSD rejects a petition, petitioner has the right to appeal to County Board of Education
- Could then appeal to State Board of Education as well
- November 2026 - Spring 2027: Appeal proceedings before County, State (if needed)

Public Hearing

- AUSD is required to hold public hearing on petitions within 60 days of filing
- A formal opportunity for the public to provide feedback
- The public will have further opportunities to comment at other points in the process
- Similarly, the Board will have the opportunity to ask questions of staff and petitioners later in the process

AUSD's Process for Reviewing Charter Renewal Petitions

Board Discussion

Overview of the Charter Renewal Standards

A charter school requesting renewal will be assessed according to the following Charter Renewal Standards:

I) Is the school **Academically Sound**?

II) Is the school an **Effective, Viable Organization**?

III) Has the school been **Faithful to the Terms of its Charter and Operated Consistent with the Law**?

In addition to the three areas above, evaluation of a charter school renewal request will take into consideration its "plans for a future charter term" as described in the renewal petition pursuant to the questions asked in Education Code § 47605(b)(5):

IV) Are the school's plans for a future charter term **Reasonably Comprehensive**?

- Does the renewal petition contain reasonably comprehensive descriptions of the required elements?
- Does the renewal petition contain the required affirmations and assurances?

Consistent with the law, the primary criterion for renewal will be the academic performance of the school's students over the course of the current charter term.

Renewal Standard I: Is the School Academically Sound?

A. What are the school's Academic Achievement Levels as measured by:

- Performance on Measurable Pupil Outcomes
  - AUSD will look first to CAASPP and State Dashboard data where available
  - AUSD will also look to MPOs set out in the school's Local Control Accountability Plans (LCAP) for the charter period
- Performance in comparison to schools that students would have otherwise attended

For the purposes of **comparing** charter school performance to other public schools' performance, state standardized test results will be used where available. Where not available, comparison will be made based on AUSD's LCAP criteria. Comparison schools will serve similar grades to the charter school and enroll similar rates of English Language Learner, Special Education, and Free and Reduced Lunch status students.

B. What are the school's Educational Program offerings:

- Evaluated using Charter Renewal Standards Rubric, Criteria #1-3 (see section *Charter Renewal Standards Rubric*.

Renewal Standard II: Is the School an Effective, Viable Organization?

This area is divided into **Strong Leadership and Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric (see below*).*

Renewal Standard III: Has the School Been Faithful to the Terms of its Charter and Applicable Law?

This area is divided into **Strong Leadership and Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric (see below*).*

Renewal Standard IV: Are the School's Plans for a Future Charter Term "Reasonably Comprehensive"?

This area will be evaluated based on an analysis of the submitted renewal charter petition to ensure that:

a) The petition contains reasonably comprehensive descriptions of the 15 required elements;

b) The petition includes AUSD's District Required Language and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization;

c) Major revisions to the previous charter are accounted for and assessed; and

d) Proposed actions to remediate shortcomings in the school's performance are accounted for and assessed.

The school's future financial viability will also be evaluated based on the Fiscal Accountability rubric below.

Charter Renewal Standards Rubric

The Alameda Unified School District Charter School Renewal Quality Review (CSRQR)* is designed as an evaluation of a charter school's progress in meeting a defined set of standards over the course of the charter term. *The data for the CSRQR is collected from school site visits and data analysis protocols held by the school sites.* It also provides:

- additional qualitative and quantitative information upon which charter renewal decisions will be made;
- a structured opportunity for program review;
- an opportunity for the school to engage in self-evaluation and to assess its own progress towards meeting school-wide performance goals; and
- a springboard for school improvement planning.

The CSRQR assesses the following Renewal Standards:

I : Is the school academically sound?
I I : Is the school an effective, viable organization?
I I I : Has the school been faithful to the terms of its charter?
IV: Are the school's plans for a future charter term "reasonably comprehensive"?

Each Renewal Standard has a set of criteria, which can be found in the rubric on the following pages.

** CSRQR was developed with the influence of the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.*

Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its program without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is ***excellent*.**

- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this program can be sustained at a level that positively impacts student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The QI for this element is ***proficient*.**

- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***underdeveloped.***

- An evaluation of **(2)** applies to schools where program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***inadequate.***

- An evaluation of **(*1*)** applies when there are major weaknesses in the program element, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for the program element evaluated ***unsatisfactory*** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The QI for this element is ***unsatisfactory.***

Criteria 1: Improving Student Achievement (Standard 1)

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	The criteria for making judgments on the quality of Improving Student Achievement	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
1.1	**Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan**	CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals.	CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years.
1.2	**Provides a challenging and coherent curriculum for each individual student**	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.

	The criteria for making judgments on the quality of Improving Student Achievement	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
1.3	**Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students**	Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.	Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.
1.4	**Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.**	Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.	Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.

	The criteria for making judgments on the quality of Improving Student Achievement	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
1.5	**Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism**	The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals.	The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment or school has failed to consistently implement stated LCAP goals in this area.

	The criteria for making judgments on the quality of Improving Student Achievement	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
1.6	**Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals**	Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law.	School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer.
1.7	**Maximize access to learning environment for all students**	Student suspension and expulsion rates are consistent with an effort to maximizing learning time for students; student suspension and expulsions do not fall disproportionately on a one or more identifiable subgroups of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program.	Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on a one or more identifiable subgroups of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program.

Criteria 2: Strong Leadership and Responsible Governance (Standards 2, 3)

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	Criteria	*Quality of element broadly equivalent to the following would be assessed at Level 5*	*Quality of element broadly equivalent to the following would be assessed at Level 2*
2.1	**Effectively communicates and engages stakeholders in the mission and vision of the school**	The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders.
2.2	**Generates and sustains a school culture conducive to staff professional growth**	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.
2.3	**Treats all individuals with fairness, dignity and respect**	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections.	There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.

	Criteria	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
2.4	**Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate**	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met.	Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern or IDEA or Section 504 violations established by CDE or OCR findings or due process proceedings.
2.5	**Consistently engages in timely reporting of required information to the District, the County, and the State**	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.

	The criteria for judging Responsible Governance	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
2.6	**Maintains effective and active control of the charter school and seeks input from impacted stakeholders**	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation.	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.
2.7	**Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation**	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.

Criteria 3: A Focus on Continuous Improvement (Standards 1, 4)

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	The criteria for judging the quality of the Continuous Focus on Improvement	*Quality of element broadly equivalent to the following would be assessed at Level 5*	*Quality of element broadly equivalent to the following would be assessed at Level 2*
3.1	**Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year**	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. re-teaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.
3.2	**Establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its charter and LCAP.**	The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long- term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year.

Criteria 4: Fiscal Accountability (Standards 2, 3, 4)

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

	The criteria for making judgments on Fiscal Responsibility	*Quality of element broadly equivalent to the following would be assessed at Level 5*	*Quality of element broadly equivalent to the following would be assessed at Level 2*
4.1	**Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals**	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.
4.2	**Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability**	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.

	The criteria for making judgments on Fiscal Responsibility	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
4.3	**Conducts an annual financial audit which is made public**	The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school's ADA and reports these findings in the audit report. The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements. The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions	Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.
4.4	**Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.**	School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability.	School has set no overall goal or plan for enrollment Stability or growth. School's enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.

	The criteria for making judgments on Fiscal Responsibility	*Quality of element broadly equivalent to the following would be assessed at* ***Level 5***	*Quality of element broadly equivalent to the following would be assessed at* ***Level 2***
4.5	**Ensures financial resources are directly related to the school's stated program and goals**	LCAP performance goals are directly reflected in the school's resource allocations. Three-year LCAP program is consistent with multi-year budget expenditure projections.	LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections.
4.6	**School projects to maintain financial viability during proposed renewal charter term**	Multi—year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a "Positive" certification from the Alameda County Office of Education.	Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a "Negative" certification from the Alameda County Office of Education.

Charter Renewal Data Document

Name of school:	**Name of School Leader:**

Financial Information (5th year of renewal)			
Total Operational Budget		Per Student Revenue	
Total Expenditure		Expenditure Per Student	
Balance brought forward from previous year		Projected balance carried forward to next year	

Special Populations	**1st year of renewal**	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**
# / % of students receiving **free/reduced lunch (Socioeconomically disadvantaged)**	/	/	/	/	/
# / % of **ELs**	/	/	/	/	/
# / % of **Students with Disabilities (SPED)**	/	/	/	/	/

Pupil Mobility	**1st year of renewal**	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**
# / % Students who joined the school other than at the usual time of admission	/	/	/	/	/
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	/	/	/	/	/

Enrollment (as of CBED's Date)	**1st year of renewal**	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**	**Attendance Rate to Date**
School data						

Background of students 5th year of renewal	**#/% of Students**
Schoolwide	/
Asian	/
Black/African-American	/
Filipino	/
Hispanic/Latino	/
Native American/Alaskan Native	/
Native Hawaiian/Pacific Islander	/
White	/
Two or More Races	/
Not Reported	/
Gender (male/female)	/
Homeless Students	/

Discipline - prior school year	**Suspension # of Incidents**	**Expulsion # of Incidents**
Schoolwide		
Asian		
Black/African-American		
Filipino		
Hispanic/Latino		
Native American/Alaskan Native		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Not Reported		
Gender (male/female)	/	/
Homeless Students		
ELs		
Students with Disabilities (SPED)		

Lottery/Waitlist Information				
	Date of Lottery	**Number of Applicants (per grade)**	**Number of Available Spaces (per grade)**	**Number of Students on Waiting List (per grade)**
EXAMPLE *(add rows as necessary to capture all grade levels served)*		6th- 150	100	50
		7th-200	100	100
		8th- 160	100	60
1st year of renewal				
2nd year of renewal				
3rd year of renewal				
4th year of renewal				
5th year of renewal				

Graduation Information (HS only)	**1st year of renewal**	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**
HS Cohort Graduation Rate					
HS Cohort Drop-out Rate					
Post-Graduation Plans (HS only)					
% Attending 4-year college					
% Attending 2-year college					
% Attending vocational/ technical training					
% Joined military					
% Working exclusively					

Teacher Recruitment/Retention					
	1st year of renewal	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**
Total # of Teachers					
# New Hires					
# Retained from Prior Year					
Total # of vacant teaching posts (FTEs) currently					

SBAC (Standard Met/ Exceeded)	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
ELA					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
MATH					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
CAHSEE	**1st year of renewal**	**2nd year of renewal**	**3rd year of renewal**	**4th year of renewal**	**5th year of renewal**
10th grade pass rate					

MPOs and LCAP Goals

MPOs

Insert the MPOs for the charter term under review.

For each MPO, include an analysis as to whether the goals were "met" or "not met" and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate "no longer available/given". If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

LCAP Goals

In regard to the LCAP goals you have had in place for the past two years, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

Charter Renewal School Site Visit Schedule

During the two (2) day school site visit, the review team will aim to get to know as much about the school as possible in the time available. The review team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, examination of student work and focus groups with teachers, students, parents, governing board, and other members of the school community. It is this first-hand evidence, coupled with the evidence gathered over the term of the charter, which provides the team with a thorough understanding of the school's program and operations and of the quality therein.

A note about focus groups: Please ensure that your focus groups contain a reasonably representative group of your school's stakeholders featuring members with differing viewpoints and backgrounds. Please refer to the chart below for recommendations regarding the composition of the focus group.

Focus Group	Recommended Number of People
Board & Home Office	3-4 people who can answer questions regarding budgets, finance, and governance
Teachers, Students & Families	1-2/grade grade grouping (K-2; 3-5; 6-8; 9-12); overall max: 10 people

Two-Day School Site Visit Schedule (Sample)

Schedule	Day 1	Day 2
9:00-9:30	Meet with School Leader	Meet with School Leader/Class Visits
9:30-10:00	Team Work Time	Team Work Time
10:00-12:00	Class Visits	Class Visits
12:00-1:00	Teacher Focus Group (Lunch with Teachers*)	Student Focus Group (Lunch with Students*)
1:00-2:00	Governing Board & Home Office** Focus Group	Parent Focus Group
2:00-3:00	Class Visits	Class Visits
3:00-3:30	Meet with School Leader	Meet with School Leader

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Presentation by Alameda Community Learning Center (ACLC) in Support of their Request for Charter Renewal (15 Mins/Public Hearing/Information)

Item Type: Information/Public Hearing

Background: On September 10, 2026 the Alameda Community Learning Center (ACLC) submitted their Charter School Renewal Petition to the Assistant Superintendent of Educational Services. Per Charter School Renewal guidelines laid out in Ed. Code 47605:

- The Board shall within 60 days of receiving the petition, hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input,
- The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, and
- At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition.

AUSD staff will bring to the Board their findings and recommendations at the October 27, 2026 BOE meeting.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Staff time spent on charter petition review process offset by the oversight fee AUSD charges its charters each year.

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Asst. Supt. of Ed. Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation: ACLC Charter Renewal Petition	10/7/2026	Presentation
🗋	ACLC Charter Renewal Petition	10/5/2026	Backup Material

CHARTER RENEWAL

Alameda Community
Learning Center

Presented by:
Annalisa Moore
Heidi Rickard

October 13, 2026

AGENDA FOR THE NIGHT

- Our History
- Our Community
- Successes & Deltas
- Visioning The Future
- Next Steps
- Comments and Questions

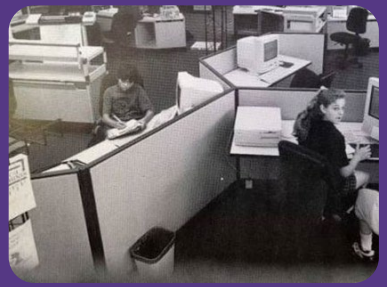
OUR HISTORY



ACLC Timeline

*WASC accreditation granted in 2023 for 6 years with next self study in 2028 - 2029









ACLC started by Alameda Unified, 30 year anniversary this year

Longest existing Charter in the Bay Area

Pillars: Project based, Celebration of Diversity, and Democratic model

New Chapter: High School Only

OUR COMMUNITY



Our Community



Take Ownership of Education

- Project Based Learning
- Project Period
- Dual Enrollment
- Honors Courses



Celebrate Diverse Communities

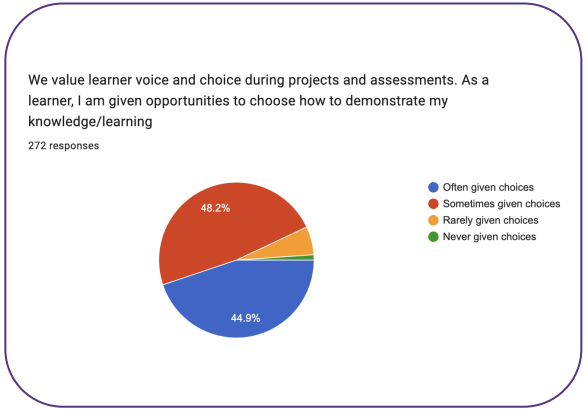
- Advisory Lessons
- Learner Led Affinity Clubs
- Heritage Celebrations
- Representation in Curriculum & Classroom Environment



Participate As A Member Of A Democratic Society

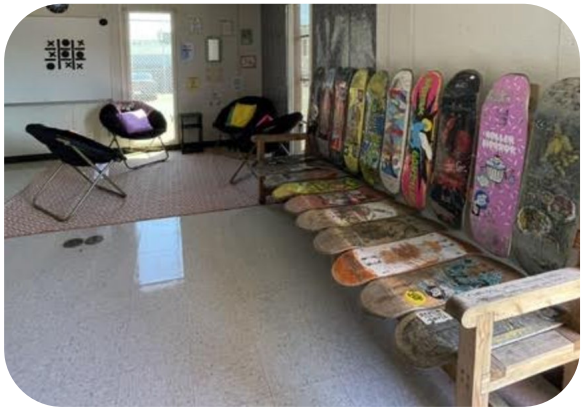
- Leadership
- Proposals
- Lead Facilitator Listening Circles
- Bevys
- Opportunities to sit on SSC & ACLC board

Our Community: Take Ownership of Education





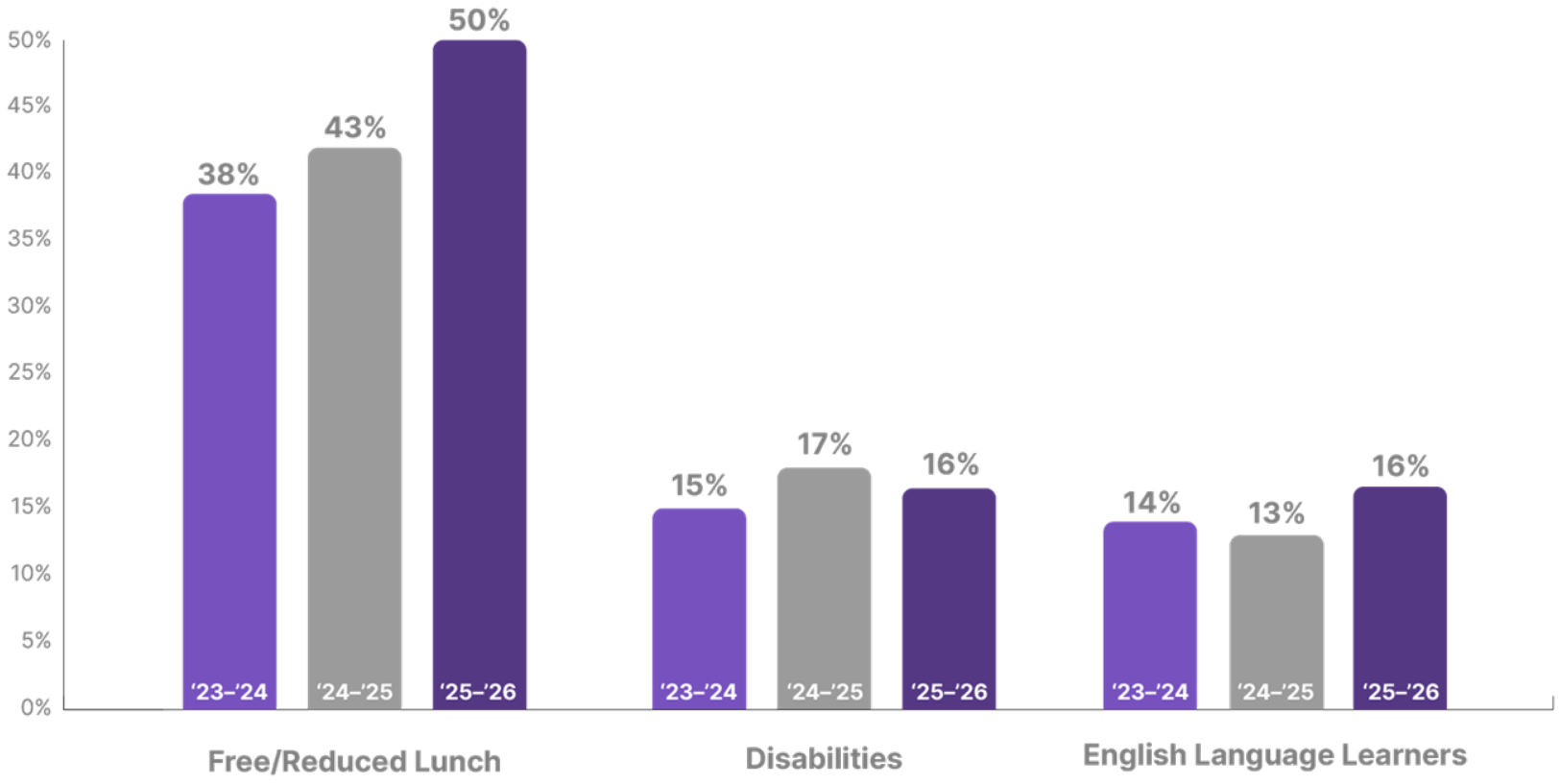




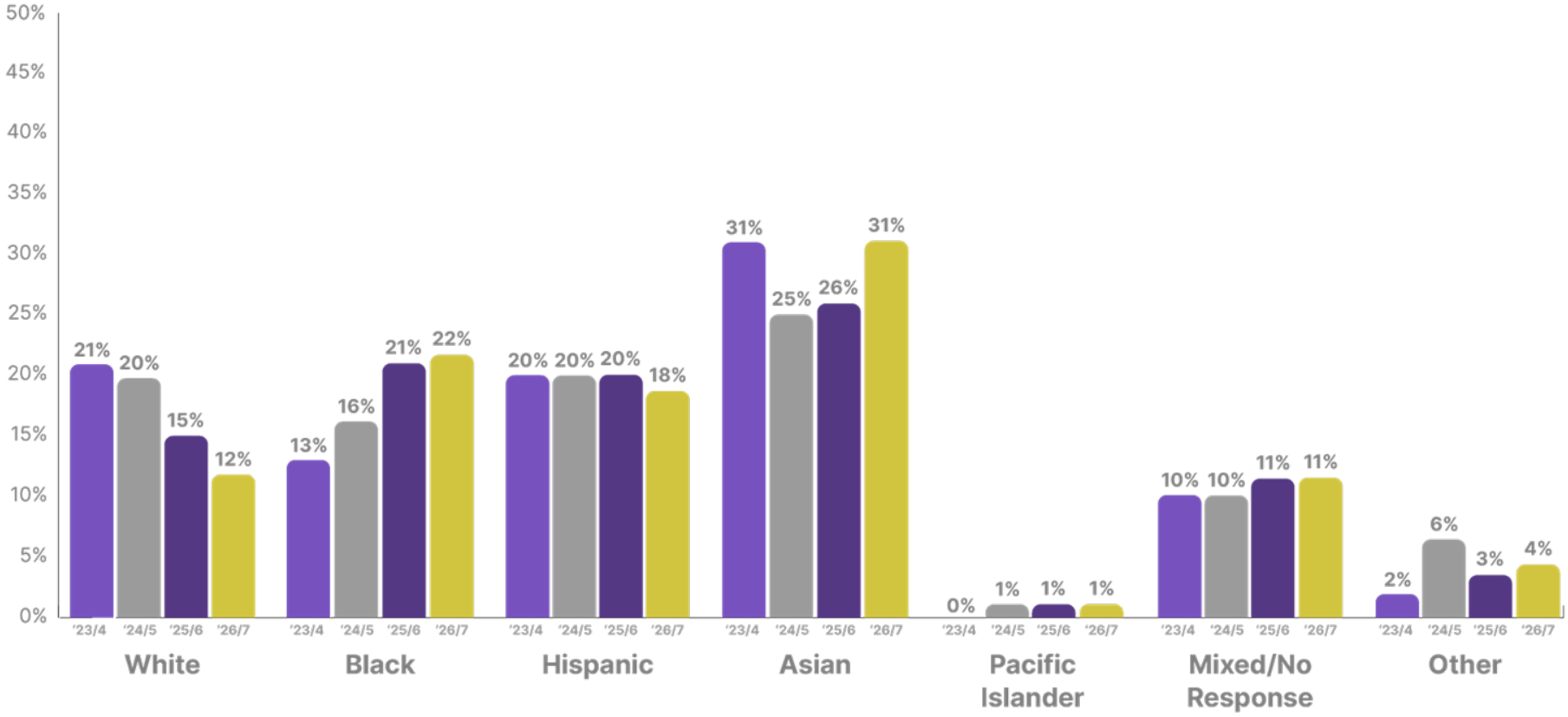




Our Community: Demographics



Our Community: Ethnicity/Race



Our Diverse Community: Comparison

The table below contains ACLC's 2025 Census Day demographics alongside the demographics of its comparison schools.

ACLC has the **second highest** socioeconomically disadvantaged, English learner, and Hispanic student populations of its comparison schools, and the **highest students** with disabilities and Black/African American student populations of its comparisons.

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

School	Grades Served	SED	EL	SWD	African American	Hispanic
ACLC	**6-12**	**49%**	**11%**	**16%**	**21%**	**20%**
Alameda High	9-12	34%	5%	12%	4%	16%
Alameda Science & Technology Institute	9-12	47%	2%	12%	5%	9%
Encinal Junior/ Senior High	6-12	47%	6%	12%	11%	20%
Lincoln Middle	6-8	26%	3%	10%	2%	12%
Will C. Wood Middle	6-8	55%	13%	13%	7%	22%

Celebrate Diverse Communities









Advisory: Ability Awareness

Our Community:

Participate as a Member of a Democratic Society







GSK Class Selection

In this form, you will be selecting your GSK class preferences (On Wednesday, 03/25). Priority on some classes can fill quickly. It is first-come-first-serve! Please pick your choices below. It is due by Wed, March 11th!

GSK Day Schedule:

(Pep Rally): 8:30 - 9:30
Session 1: 9:33 - 10:03
Session 2: 10:06- 10:36
Session 3: 10:39 - 11:09
Session 4: 11:12-11:42
Session 5: 11:45- 12:15
Session 6: 12:18-12:48

FEAST Rolling Release: 12:50-1:00
LUNCH: 1:00 - 1:55
Raffle: 1:55 - 2:16

Selecting the same class multiple times does not increase your likelihood of being put in that class or mean you can be put in it multiple times. Selecting the same class multiple times means you will be randomly assigned to vacant classes after sorting.

If you are leading a class and only teaching 3 of the sessions, feel free to fill out the form as normal but be aware that you may be less likely to get into some classes

Our Community: Why ACLC?







Our Community: Why ACLC?

My son's high school experience has been shaped by a strong sense of community where every student is truly known. The relationships he's built with teachers and peers have supported both his growth and confidence. It's a place where connection comes first, and that makes all the difference. As a parent, it's reassuring to know our son is part of a community where he is truly seen and supported.

Daniel Hudson

Parent of a 10th Grade Learner

We chose ACLC for its small, connected community and project-based learning approach, which encourages students to take ownership of their education. Our daughter has grown tremendously through presentations and the collaborative learning environment. She was welcomed immediately by a diverse and supportive group of friends, and we're so grateful we found a school that has been such a great fit for our family.

Amy Parker

Parent of a 9th Grade Learner

We chose ACLC because we saw a culture of mutual success. We were seeking a school that was dedicated to balancing individual achievement and collective support. At ACLC, we believe that our daughter has found a space where she can pursue her own goals and interests while both providing and receiving support from a dedicated network of peers, educators, and families. We also believe that access to accelerated courses in Spanish and math has kept our daughter engaged and motivated, offering her a chance not only to push her own boundaries, but also to connect with peers at other grade levels and build mentoring relationships across the community.

Daniel Hoover

Parent of a 9th Grade Learner

SUCCESSES & DELTAS



2025 Dashboard Performance Indicators

Indicator	2025 Dashboard		
	ACLC	State	ACLC Above?
ELA	+17.9	+5.1	Above
Math	+16.3	+5.2	Above
ELL	+28.2	+.7	Above

2025 Dashboard Performance Indicators

LEARN MORE

English Language Arts

All Students | State



Blue

22.3 points above standard

Increased 17.9 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students | State



Yellow

35.6 points below standard

Increased 16.3 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	0	2	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

English Learner Progress

All Students | State



Blue

62.2% making progress

Increased 28.2%

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	0	1
Red	Orange	Yellow	Green	Blue

View More Details →

Our Successes: NWEA Performance Snapshot

NWEA MAP Reading Conditional Growth Index

The yellow highlights indicate the groups that made “one year’s growth” each year.



Student Grade/Group	Fall ‘22 – Winter ‘23	Fall ‘23 – Winter ‘24	Fall ‘24 – Winter ‘25	Fall ‘25 – Spring ‘26
All Students Tested	**-0.1**	**0.3**	**0.2**	**0.2**
6th	0.31	-0.10	0.24	0.65
7th	-0.21	0.45	-0.03	1.14
8th	0.03	0.93	0.54	0.49
9th	-0.54	*	0.32	0.64
10th	0.04	0.87	0.45	-0.20
11th	*	0.66	0.65	0.32
12th	*	0.89	0.48	
Socioeconomically disadvantaged	-0.2	0.2	0.1	0.1
English Learners	-0.4	0.0	0.1	0.1
Students with Disabilities	-0.7	0.3	0.2	0.1
African American	-0.4	0.2	0.1	0.0
Hispanic	-0.3	0.3	-0.1	0.2

Our Successes: NWEA Performance Snapshot

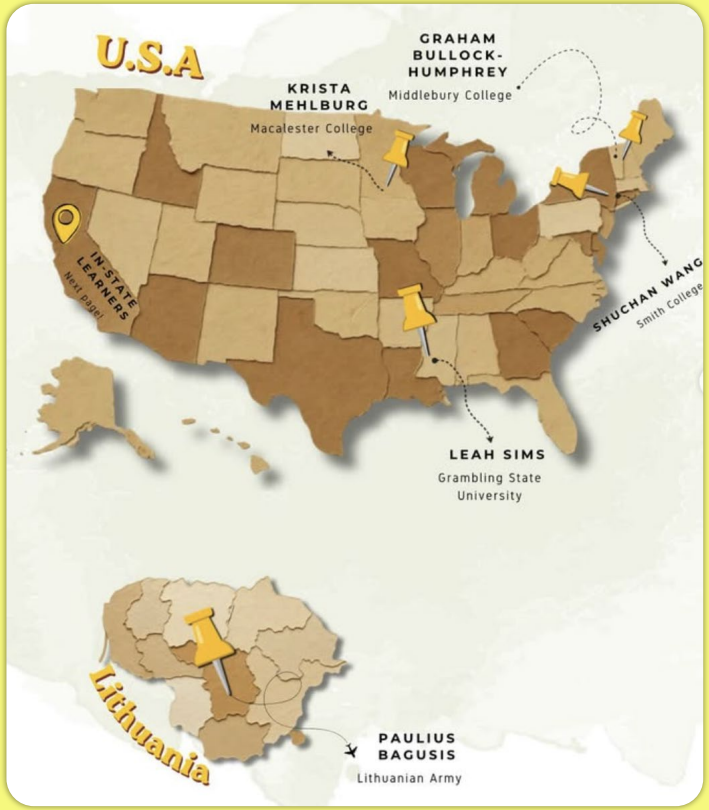
NWEA MAP Math Conditional Growth Index

The yellow highlights indicate the groups that made “one year’s growth” each year.



Student Grade/Group	Fall ‘22 – Spring ‘23	Fall ‘23 – Spring ‘24	Fall ‘24 – Spring ‘25	Fall ‘25 – Spring ‘26
All Students Tested	**-0.2**	**0.2**	**0.1**	**0.1**
6th	-0.72	-0.05	-0.13	-0.30
7th	-0.40	0.59	0.38	0.21
8th	0.05	0.77	0.59	0.76
9th	0.14	0.41	0.09	0.98
10th	0.06	0.21	0.39	-0.78
11th	0.33	0.35	0.15	0.25
12th	0.88	0.22	0.25	
Socioeconomically disadvantaged	-0.2	0.1	0.1	0.0
English Learners	-0.1	-0.1	0.1	0.0
Students with Disabilities	-0.1	-0.1	0.0	-0.1
African American	0.0	-0.2	0.1	0.0
Hispanic	-0.3	0.1	-0.1	-0.1

Our Success: College & Career Bound



Grade Level Seminars

Career Fairs

Individualized Pathways

Leadership Opportunities

College Trips and Workshops

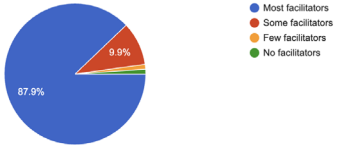


Our Success: Sense of Belonging

Week of 10/20-10/24	
	6th: 94%
	7th: 98%
	8th: 99%
	9th: 96%
	10th: 95%
	11th: 97%
	12th: 93%

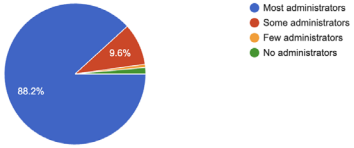
My culture, race, gender identity, and religion are accepted by **facilitators**

272 responses



My culture, race, gender identity, and religion are accepted by **administrators**

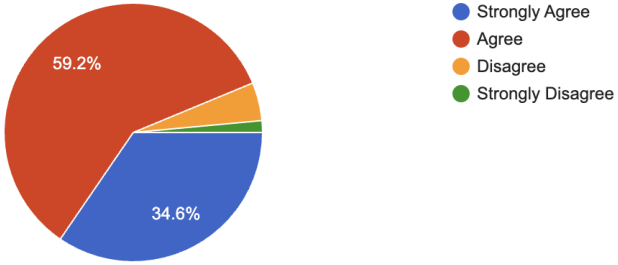
272 responses





I feel like I "belong" at ACLC (aka I have a group of friends and/or facilitators who I feel connected to and care about me)...

272 responses





Our Successes: Community Involvement

Parent Involvement:

CCEF, SSC, CLCS Board, BTSN, GSK, Expos, Chapprones, LSTs, EOY Picnic

Interventions:

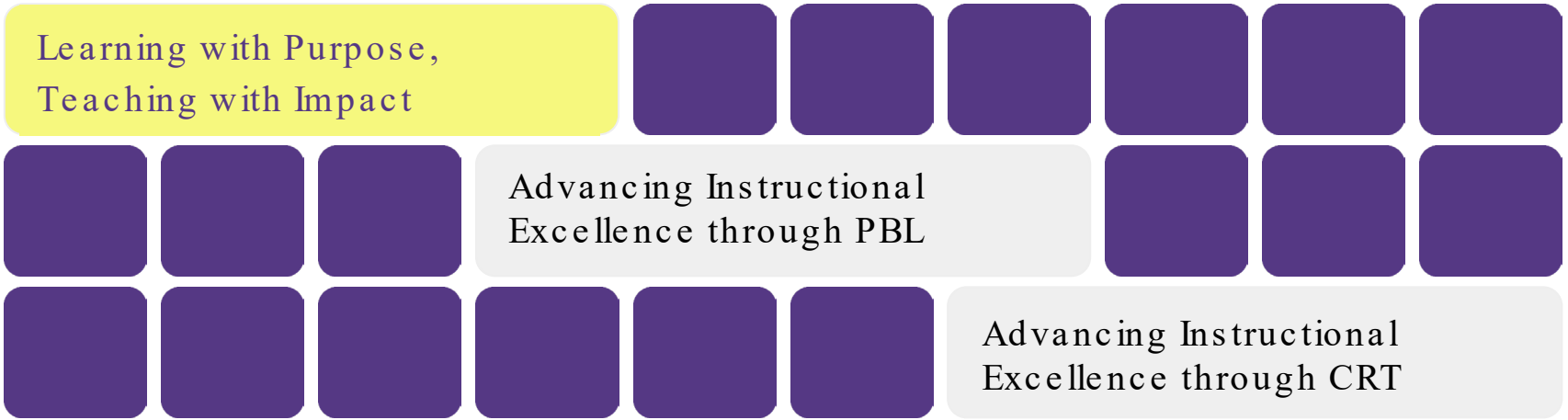
Grade Level Meetings, Office Hours, Coordination of Services Team (COST), Special Education



VISIONING THE FUTURE



Visioning The Future: Our Plan



Deltas

Project based learning visible throughout all spaces – addition of hawk highlights, PBL stretch electives, and winter expo.

Digging deeper into culturally responsive teaching & school practices – grounding in CRT text during professional development.

Increasing academic rigor through strengthening our partnership with Peralta Colleges, professional development, peer observation & collaboration, and the implementation of grade level seminar classes.

Strengthening partnerships with community organizations to provide extended opportunities for learners: CoA, Alameda Food Bank, etc.



NEXT STEPS



Next Steps

Appreciation for giving us time to talk about the amazing community we serve

AUSD visit September 24th & 25th

Back at the November 10th Board meeting for a vote to approve ACLC's renewal

We invite board members to our school to visit and see first -hand the amazing work our learners and team do each day



COMMENTS & QUESTIONS





THANK YOU!



Alameda Community Learning Center

Community Learning Center Schools, Inc.
a Non-profit Public Benefit Corporation

Submitted to
Alameda Unified School District
September 10, 2026

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Introduction

This document is a petition to the Alameda Unified School District Board of Education (AUSD or the District) for consideration and approval of Alameda Community Learning Center's (ACLC or Charter School) charter renewal, pursuant to the timelines and processes outlined in the Charter Schools Act.

The document and petition requests that the Alameda Unified School District Board of Education schedule and conduct the required hearings and make a granting or denial decision within the 30- and 60-day timeline allowed by law.

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD"[1]) to grant a renewal of the charter for Alameda Community Learning Center, 6-12.

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:
(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).

In considering this petition, AUSD is to be guided by this intent:

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board

[1] Throughout, the term "AUSD" refers to the AUSD Board of Education unless specifically noted.

shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).

The elements of the charter petition to be reasonably comprehensively described are individually stated and discussed below.

By amendment, the legislature further limited the bases for denial in 2000:

A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Section 56026. Ed. Code §47605.7(a).

Why does Community Learning Center Schools, Inc., seek to renew its 6-12 charter school in Alameda?

CLCS seeks to renew its 9-12 charter school in Alameda for all the reasons outlined in the Charter School Law.

(a) Improve pupil learning: ACLC has a proven track record of academic success, with its graduates having been accepted to highly competitive colleges and universities. Our curriculum prepares Learners to be successful in the modern work world and to be active members of a democratic society.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: The educational model implemented at ACLC has consistently increased learning opportunities for all, with special emphasis on expanded learning experiences for those who are identified as academically low achieving.

The school has been designed to offer Learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to

surrounding traditional schools. The school actively markets in Alameda and neighboring communities to attract a diverse Learner population, reflective of Alameda's demographics for African Americans, Filipinos, and Hispanics. The school resides in the geographic West End of Alameda where most of these Learners live.

(c) Encourage the use of different and innovative teaching methods: The school uses the innovative teaching methods that were developed at Alameda Community Learning Center over the last 24 years. The innovative and successful teaching methods have been adapted and used in the K-5 part of the program successfully.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: The school uses the "Facilitator Empowerment" model pioneered at ACLC of involving Facilitators at many levels of decision-making and has created opportunities for Facilitators to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: The school has created expanded choices in the type of educational opportunities that are available within the AUSD public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: Being a charter school, ACLC is accountable to the public via its chartering agency using a performance-based accountability system.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: The school has provided vigorous competition within the public school system to stimulate improvements in all public schools.

What is the target population served by this school?
ACLC seeks to serve all Alamedans who desire its Project-Based educational model. ACLC seeks to serve an ethnically diverse community. ACLC is located on the west end of Alameda and seeks to serve families who live near the school.

AFFIRMATIONS AND ASSURANCES

As the authorized CLCS Executive Director, I, **Annalisa Moore,** hereby certify that the information submitted in this charter petition for a California public charter school named the *Alameda Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the *Alameda Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Admission to *Alameda Community Learning Center* shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the *Alameda Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.
- Shall not discourage a student from enrolling or seeking to enroll in the *Alameda Community Learning Center* for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.

- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by *Alameda Community Charter School* pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the *Alameda Community Learning Center* including but not limited to:

- The *Alameda Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The *Alameda Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Alameda Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Alameda Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Alameda Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
- The *Alameda Community Learning Center* shall comply with the Public Records Act.
- The *Alameda Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.

The *Alameda Community Learning Center* shall meet or exceed the legally required minimum of school days.

_____ _____

Annalisa Moore, CLCS Executive Director Date

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019) ("AB 1505"), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, AB 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Alameda Community Learning Center ("ACLC") is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to ACLC include the following:

- English Language Arts/Literacy (ELA)
- Mathematics
- Science
- English Learner Progress
- College/Career
- Chronic Absenteeism
- Suspension Rate
- Graduation Rate

ACLC fits into the middle performing category, as determined by law and the CDE, and is thus eligible, as clearly demonstrated by the evidence for meeting the criteria for charter renewal as shown below, for a term of 5 years.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that Alameda Unified (the "District) considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

ACLC documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect ACLC's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, ACLC is neither high nor low performing and moves to the second criterion for renewal.

Sample Charter has had a mix of indicator colors for the past two years, with four out of the eight indicators assigned a blue or green color in 2025.

2024 Dashboard Performance Indicator Colors

Indicator	ACLC	District	State
ELA (academic)	Yellow	Green	Orange
Math (academic)	Orange	Green	Orange
ELPI (academic)	Red	Orange	Orange
College/Career (academic)	Blue	Green	Yellow
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Orange	Green	Green
Graduation Rate	Orange	Yellow	Yellow

2025 Dashboard Performance Indicator Colors

Indicator	ACLC	District	State
ELA (academic)	Blue	Green	Yellow
Math (academic)	Yellow	Green	Yellow
Science (academic)	Green	Green	Yellow
ELPI (academic)	Blue	Green	Yellow
College/Career (academic)	Yellow	Green	Green
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Red	Green	Green
Graduation Rate	Green	Green	Green

CA School Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State

The following charts provide evidence for ACLC being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all students, and for all student subgroups with thirty students or more at the charter school in the given indicator who, at the state level, perform below the state average. For ACLC, these students groups are English learners ("EL"), long-term English learners ("LTEL"), socioeconomically disadvantaged ("SED") students, and Hispanic/Latino students. For a school to be high performing by criterion two, all students and a majority of qualifying student groups must be above the state performance for all indicators for two years. Following this criterion, ACLC is middle performing for renewal.

The below table reflects ACLC's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, CCI percent prepared, and Science points earned. Science points are limited to 2025, as that was the first year Science received a color on the Dashboard. Instances where ACLC exceeded the statewide average are highlighted in green.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI		CCI		Science
	2024	2025	2024	2025	2024	2025	2024	2025	2025
All	4.4 DFS (17.6 pts higher)	22.3 DFS (30.4 pts higher)	-51.8 DFS (4.2 pts lower)	-35.6 DFS (6.8 pts higher)			71.8% (26.5% higher)	63.6% (11.9% higher)	59 Pts (6.4 pts higher)

EL	-51.3 DFS (16.3 pts higher)	-9.2 DFS (50.7 pts higher)	-97.9 DFS (4.5 pts lower)	-73.5 DFS (12.6 pts higher)	34% (11.7% lower)	62.2% (15.8% higher)			
LTEL					37.5% (8.3% lower)	60.6% (11.5% higher)			
SED	-24.6 DFS (16.3 pts higher)	-5.3 DFS (30 pts higher)	-92.1 DFS (13.9 pts lower)	-68.8 DFS (4.1 pts higher)					52.4 Pts (5.3 pts higher)
Hispanic		-25.4 DFS (8.3 pts higher)		-125.2 DFS (51.6 pts lower)					

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

Indicator	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

CA School Dashboard Local Indicators from 2024 and 2025

Verified Data: MAP Growth by NWEA

Northwest Evaluation Association ("NWEA") identifies the Conditional Growth Index ("CGI") as an aggregate growth measure that can be used to show growth for a group of students. NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Since the Student Growth Summary Report only provides CGI scores split by grade level, many of the student group results are redacted. NWEA also provides student-level CGI scores in its data exports. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The tables below show the School CGI by grade level and the average Student CGI for each significant student group at ACLC for:

- Fall '22 to Winter '23
- Fall '23 to Winter '24
- Fall '24 to Winter '25
- Fall '25 to Spring '26

The green highlights below indicate the groups that made "one year's growth" each year. NWEA's Student Growth Summary report does not provide a schoolwide average, so the schoolwide score below is the average of Student CGI values for all students tested. ACLC has consistently met the growth target schoolwide, for a majority of grade levels tested, and for all student subgroups from 2024 through 2026.

NWEA MAP MATH CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Winter '23**	**Fall '23 – Winter '24**	**Fall '24 – Winter '25**	**Fall '25 – Spring '26**
6th	-0.72	-0.05	-0.13	-0.30
7th	-0.40	0.59	0.38	0.21
8th	0.05	0.77	0.59	0.76
9th	0.14	0.41	0.09	0.98
10th	0.06	0.21	0.39	-0.78
11th	0.33	0.35	0.15	0.25
12th	0.88	0.22	0.25	
All Students Tested	***-0.2***	***0.2***	***0.1***	***0.1***
Socioeconomically disadvantaged	*-0.2*	*0.1*	*0.1*	*0.0*
English learners	*-0.1*	*-0.1*	*0.1*	*0.0*
Students with disabilities	*-0.1*	*-0.1*	*0.0*	*-0.1*
African American	*0.0*	*-0.2*	*0.1*	*0.0*
Hispanic	*-0.3*	*0.1*	*-0.1*	*-0.1*

NWEA READING CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Winter '23**	**Fall '23 – Winter '24**	**Fall '24 – Winter '25**	**Fall '25 – Spring '26**
6th	0.31	-0.10	0.24	0.65

7th	-0.21	0.45	-0.03	1.14
8th	0.03	0.93	0.54	0.49
9th	-0.54	*	0.32	0.64
10th	0.04	0.87	0.45	-0.20
11th	*	0.66	0.65	0.32
12th	*	0.89	0.48	
All Students Tested	***-0.1***	***0.3***	***0.2***	***0.2***
Socioeconomically disadvantaged	*-0.2*	*0.2*	*0.1*	*0.1*
English learners	*-0.4*	*0.0*	*0.1*	*0.1*
Students with disabilities	*-0.7*	*0.3*	*0.2*	*0.1*
African American	*-0.4*	*0.2*	*0.1*	*0.0*
Hispanic	*-0.3*	*0.3*	*-0.1*	*0.2*

NWEA MAP School Conditional Growth Index by grade level from Student Growth Summary Report; schoolwide and student group averages from Data Export Combined Data File matched to CALPADS 8.1 Student Profile report

The table below summarizes the number of grade levels that met the one year's growth target of -0.2 to 0.2 CGI. The years and subjects where 50% or more of the grade levels met the target are highlighted in green.

NWEA MAP Meeting One Year's Growth				
	Fall '22 – Winter '23	**Fall '23 – Winter '24**	**Fall '24 – Winter '25**	**Fall '25 – Spring '26**
Math	5 of 7 grades	7 of 7 grades	7 of 7 grades	4 of 6 grades
Reading	3 of 5 grades	6 of 6 grades	7 of 7 grades	6 of 6 grades

Count of grade levels meeting the annual growth target of the grade levels with at least 10 students with growth scores

AB1505 also includes participation criteria for verified data. "To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In the case of academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate. To put data in context, the charter school's enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified."

The tables below show the count of students with growth scores (Fall to Spring or Fall to Winter, where applicable) and the count of students enrolled during both testing windows according to CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below.

The green highlights below indicate the years and grade levels that met the 95% participation rate criteria schoolwide. ACLC has consistently improved its participation rate over the past four years, reaching 95% of students tested in the 2026 school year.

NWEA MATH: PARTICIPATION RATE								
Student Grade / Group	**2022-2023 Fall-Winter**		**2023-2024 Fall-Winter**		**2024-2025 Fall-Winter**		**2025-2026 Fall-Spring**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	**198 / 391**	**51%**	**244 / 376**	**65%**	**313 / 349**	**90%**	**216 / 227**	**95%**
6th	38 / 50	**76%**	39 / 43	**91%**	25 / 25	**100%**	16 / 16	**100%**
7th	43 / 58	**74%**	39 / 52	**75%**	40 / 41	**98%**	26 / 26	**100%**
8th	20 / 58	**34%**	38 / 55	**69%**	52 / 54	**96%**	41 / 41	**100%**
9th	30 / 81	**37%**	49 / 71	**69%**	46 / 48	**96%**	44 / 48	**92%**
10th	33 / 48	**69%**	42 / 65	**65%**	58/ 63	**92%**	40 / 44	**91%**
11th	21 / 49	**43%**	23 / 50	**46%**	54 / 64	**84%**	49 / 52	**94%**
12th	13 / 47	**28%**	14 / 40	**35%**	38 / 54	**70%**		
Socioeconomically disadvantaged	*73 / 145*	***50%***	*92 / 152*	***61%***	*141 / 161*	***88%***	*108 / 113*	***96%***
English learners	*20 / 49*	***41%***	*20 / 36*	***56%***	*37 / 44*	***84%***	*23 / 23*	***100%***
Students with disabilities	*17 / 55*	***31%***	*31 / 62*	***50%***	*49 / 61*	***80%***	*34 / 38*	***89%***
African American	*14 / 42*	***33%***	*19 / 46*	***41%***	*52 / 56*	***93%***	*46 / 47*	***98%***
Hispanic	*34 / 63*	***54%***	*41 / 72*	***57%***	*59 / 71*	***83%***	*32 / 36*	***89%***

NWEA READING: PARTICIPATION RATE								
Student Grade / Group	**2022-2023 Fall-Winter**		**2023-2024 Fall-Winter**		**2024-2025 Fall-Winter**		**2025-2026 Fall-Spring**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	**175 / 391**	**45%**	**180 / 376**	**48%**	**314 / 349**	**90%**	**216 / 227**	**95%**
6th	41 / 50	**82%**	34 / 43	**79%**	25 / 25	**100%**	16 / 16	**100%**
7th	39 / 58	**67%**	40 / 52	**77%**	39 / 41	**95%**	26 / 26	**100%**
8th	35 / 58	**60%**	24 / 55	**44%**	51 / 54	**94%**	40 / 41	**98%**
9th	50 / 81	**62%**	0 / 71	**0%**	46 / 48	**96%**	46 / 48	**96%**
10th	10 / 48	**21%**	25 / 65	**38%**	60 / 63	**95%**	40 / 44	**91%**
11th	0 / 49	**0%**	31 / 50	**62%**	55 / 64	**86%**	48 / 52	**92%**
12th	0 / 47	**0%**	26 / 40	**65%**	38 / 54	**70%**		
Socioeconomically disadvantaged	*69 / 145*	***48%***	*61 / 152*	***40%***	*142 / 161*	***88%***	*108 / 113*	***96%***
English learners	*20 / 49*	***41%***	*14 / 36*	***39%***	*38 / 44*	***86%***	*23 / 23*	***100%***

Students with disabilities	*18 / 55*	***33%***	*19 / 62*	***31%***	*47 / 61*	***77%***	*34 / 38*	***89%***
African American	*18 / 42*	***43%***	*13 / 46*	***28%***	*52 / 56*	***93%***	*43 / 47*	***91%***
Hispanic	*28 / 63*	***44%***	*27 / 72*	***38%***	*61 / 71*	***86%***	*35 / 36*	***97%***

NWEA growth participation rate based on students with growth scores divided by the count of students enrolled from Fall to Spring

Comparison Analysis with Local Schools

To demonstrate how ACLC serves its community well, it is compared to local schools, identified as Alameda Unified schools within 4 miles of ACLC serving any subset of grades six through twelve.

The table below contains ACLC's 2025 Census day demographics alongside the demographics of its comparison schools. ACLC has the second highest socioeconomically disadvantaged, English learner, and Hispanic student populations of its comparison schools, and the highest students with disabilities and Black/African American student populations of its comparisons.

School	Grades Served	SED %	EL %	SWD %	Black/ African American %	Hispanic %
ACLC	6-12	49%	11%	16%	21%	20%
Alameda High	9-12	34%	5%	12%	4%	16%
Alameda Science and Technology Institute	9-12	47%	2%	12%	5%	9%
Encinal Junior/Senior High	6-12	47%	6%	12%	11%	20%
Lincoln Middle	6-8	26%	3%	10%	2%	12%
Will C. Wood Middle	6-8	55%	13%	13%	7%	22%

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

Academic Performance at ACLC and Comparison Schools: English Language Arts and Mathematics

ACLC compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams. The table below contains ACLC's and its comparison schools' ELA and Math performance on the Dashboard over the past three years for all students and all student subgroups with eleven or more students at ACLC that, at the State level, perform below the State average. Comparison school data is aggregated as the median performance across all

comparisons, for all the schools with eleven or more students in the given student group and year. Red text indicates instances where the comparison school median was below ACLC's performance. In 2026, ACLC had higher EL and LTEL performance than its comparison schools in both ELA and Math.

	ELA: Dashboard Distance from Standard							
Year	**School**	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Af. Am**	**Hisp**
2023	**ACLC**	**20.9**	**-39.3**		**-9.8**	**-112.1**	**-49.0**	**-25.6**
	Comparison School Median	50.4	-28.1		-3.4	-78.6	-48.9	12.2
2024	**ACLC**	**4.4**	**-51.3**	**-85.8**	**-24.6**	**-91.8**	**-74.2**	**-45.7**
	Comparison School Median	58.1	-47.4	-93.4	17.8	-86.6	-42.9	2.5
2025	**ACLC**	**22.3**	**-9.2**	**-84.4**	**-5.3**	**-119.7**	**-40.5**	**-25.4**
	Comparison School Median	68.1	-51.9	-118.8	24.8	-85.6	-42.6	-0.6
	Math: Dashboard Distance from Standard							
	School	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Af. Am**	**Hisp**
2023	**ACLC**	**-27.1**	**-85.4**		**-55.2**	**-191.6**	**-100.7**	**-67.7**
	Comparison School Median	-1.4	-75.9		-61.7	-146.6	-122.0	-74.4
2024	**ACLC**	**-51.8**	**-97.9**	**-150.9**	**-92.1**	**-145.1**	**-155.2**	**-109.8**
	Comparison School Median	-4.8	-90.3	-167.3	-45.4	-149.7	-119.3	-83.9
2025	**ACLC**	**-35.6**	**-73.5**	**-122.0**	**-68.8**	**-166.7**	**-138.1**	**-125.2**
	Comparison School Median	14.6	-83.6	-152.8	-33.3	-134.8	-100.6	-51.3

CA School Dashboard ELA and Math Status Scores (Distance from Standard) for ACLC and comparison school median by school year and student group

In 2025, the Dashboard reported growth data for ELA and Math schoolwide and by student groups. Growth data is reported statewide for students in grades four through eight; for ACLC and its comparisons, it is limited to grades six through eight. The below table contains growth scores for ACLC and its middle school comparison schools by student group, limiting to groups that have eleven or more students at ACLC and perform below the State average at the State level. Red text indicates instances where the comparison had a lower growth status than ACLC. ACLC had higher growth scores than a majority of its comparisons in both ELA and Math schoolwide and across student groups.

ELA: Dashboard Growth Score						
School	**All**	**EL**	**SED**	**SWD**	**Af. Am.**	**Hisp**
ACLC	12	16	14	-16	-6	25

Encinal Junior/ Senior High	-10	-26	-15	-17	-12	-16
Lincoln Middle	10	1	-3	-8	-7	6
Will C. Wood Middle	-3	-14	-8	-34	-5	-8
Math: Dashboard Growth Score						
School	**All**	**EL**	**SED**	**SWD**	**Af. Am.**	**Hisp**
ACLC	13	11	7	-4	-4	-23
Encinal Junior/ Senior High	-1	-6	-9	-10	-15	-11
Lincoln Middle	16	19	6	18	-17	3
Will C. Wood Middle	-5	3	-3	-17	-10	-21

CA School Dashboard ELA and Math Growth Status Scores for ACLC and comparison schools by school year and student group

Academic Performance at ACLC and Comparison Schools: English Learner Progress Indicator

ACLC compares its English Learner progress to comparison schools using the Dashboard indicator, English Learner Progress. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California ("ELPAC"). ACLC has demonstrated its strongest ELPI in 2025 over recent years, with performance above a majority of its comparison schools in this most recent year. ACLC has also had LTEL performance above a majority of its comparison schools in both years where LTEL data was reported.

The below table contains ELPI according to the Dashboard for ACLC and its comparison schools. Instances where a comparison school had a lower DFS than ACLC are in red.

English Learner Progress: Dashboard Status					
School	**2023**	**2024**		**2025**	
	EL	EL	LTEL	EL	LTEL
ACLC	38.1%	34.0%	37.5%	62.2%	60.6%
Alameda High	58.3%	41.7%	19.0%	52.7%	28.6%
Encinal Junior/ Senior High	60.6%	34.9%	23.9%	67.1%	63.3%
Lincoln Middle	65.2%	78.9%		61.1%	
Will C. Wood Middle	49.0%	60.4%	68.8%	55.4%	57.1%

CA School Dashboard ELPI Status Scores for ACLC and comparison schools by school year

Academic Performance at ACLC and Comparison Schools: College/Career Indicator

ACLC compares its College/Career readiness comparison schools using the Dashboard indicator, CCI. CCI measures the percentage of students considered "prepared" for college or career based on a variety of factors, including performance on CAASPP exams, participation in college courses, meeting UC/CSU requirements, and more.

ACLC has maintained high CCI over recent years, schoolwide and by student group. The below table shows ACLC next to its comparison schools schoolwide and by student group, for student groups with eleven or more students enrolled at ACLC that perform below the State, at the State level. Comparison school performance is aggregated as the median performance across all comparison schools with CCI for that student group and school year. Instances where the comparison school median was below ACLC's CCI are in red. ACLC has consistently had higher CCI than its comparisons for English learners and students with disability, in the years that those student groups were reported on the Dashboard.

College/Career: Dashboard Status						
Year	**School**	**All**	**EL**	**SED**	**SWD**	**Hisp**
2023	**ACLC**	**64.7%**		**55.0%**	**53.3%**	
	Comparison School Median	72.7%		61.6%	9.6%	
2024	**ACLC**	**71.8%**		**54.5%**		
	Comparison School Median	72.1%		59.7%		
2025	**ACLC**	**63.6%**	**72.7%**	**53.1%**	**57.1%**	**53.3%**
	Comparison School Median	72.8%	42.4%	58.4%	21.8%	58.6%

CA School Dashboard College and Career Status Scores for ACLC and comparison school median by school year and student group

ELEMENT A: EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Education Code Section 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Education Code Section 47605(c)(5)(A)(ii)

Alameda Community Learning Center: Mission, History, and the Community We Serve

ACLC Mission Statement

The mission of Alameda Community Learning Center ("ACLC") is to empower all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

Origins: A Community Vision, Thirty Years On

ACLC was designed by the community it still serves.

During the 1991-92 school year, the Alameda Unified School District, in partnership with the accounting firm Arthur Andersen, convened a series of community conferences to envision the future of public education in Alameda. Approximately 1,200 students, educators, and community members participated. Together they produced the AUSD Graduate Profile, a document identifying the skills and qualities of their ideal 21st century graduate. A group of those participants then designed an educational model to cultivate those qualities: self-directed, project-based learning, situated inside genuinely democratic school institutions and a community-oriented culture.

In 1996, that model opened its doors as the Arthur Andersen Community Learning Center, an incubator for educational innovation operating within Alameda Unified. Rather than a corridor of traditional classrooms, students and teachers, renamed Learners and Facilitators, shared a large purpose-built learning space known as the Center. The terminology and the architecture expressed the same conviction: that the adult's work is to structure conditions in which the young person does the intellectual labor, and that the two are colleagues in a shared enterprise.

In 2001, after five years as an AUSD special program, ACLC became a district charter school so that its stakeholders could take direct responsibility for its educational and financial decisions. Charter status allowed the school to pursue its own grants, set its own standards, and adopt policies suited to its model. The first ACLC Governing Board seated Facilitators, parents, Learners, community members, and a district representative, the same distributed governance that operates today.

In 2007, after a decade of results, ACLC was named a California Distinguished School, the first charter school in Alameda to receive that recognition. ACLC has since been cited repeatedly by *U.S. News & World Report* among the best high schools in the nation.

In 2009, with demand exceeding capacity, members of ACLC's Facilitator team founded Nea Community Learning Center, a sister school extending the model to elementary grades and to a broader population of Learners. In 2006 the operating corporation was renamed Community Learning Center Schools, Inc. (CLCS) to govern both schools.

In 2014, after seventeen years sharing a campus with Encinal High School, ACLC moved to 1900 Third Street alongside Nea. A new Center was built by combining three large classrooms; two additional classrooms were added in 2018. The site placed ACLC Learners within walking distance of the College of Alameda and on the same campus as the Alameda Boys & Girls Club, proximity that now underwrites the school's dual enrollment program.

In October 2025, the CLCS Board of Directors approved the unification of the organization's middle grades. ACLC became a dedicated grades 9-12 pathways high school, and Nea assumed responsibility for the full TK-8 span. The change consolidates two overlapping middle school programs into one and allows each school to concentrate on what it does best: Nea on building the foundation, ACLC on the college and career transition. The educational model is unchanged. The Graduate Profile drafted in 1992 remains the document against which ACLC measures itself.

Grade Levels Served

ACLC previously served grades 6 through 12. Following the CLCS Board's October 2025 decision to unify the organization's middle grades at Nea Community Learning Center, ACLC no longer enrolls Learners in grades 6, 7, or 8.

Grade Level Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Ninth Grade	81	81	81	81	81
Tenth Grade	72	81	81	81	81
Eleventh Grade	40	72	81	81	81
Twelfth Grade	45	40	72	81	81

Total	**238**	**274**	**315**	**324**	**324**

Whom ACLC is Attempting to Educate

ACLC is a tuition-free public charter high school open to all students, admitting Learners without regard to prior academic performance, English proficiency, disability status, family income, or place of residence within California, subject to the admission preferences set forth in Element H. ACLC does not screen for readiness, does not require records before enrollment, and does not counsel Learners out. The school's instructional design assumes a wide range of entering skill levels in every seminar and is built to differentiate within that range.

ACLC seeks a Learner population that reflects the racial, ethnic, and socioeconomic diversity of Alameda Unified School District and the surrounding communities from which it draws. Learners come from across the city of Alameda and from neighboring districts.

ACLC's demographic profile in the 2025-26 academic year:

Student Group	ACLC Enrollment (301 total)
African American	20.6%
American Indian or Alaska Native	1%
Asian	25.9%
Filipino	2.3%
Hispanic or Latino	19.9%
Pacific Islander	0.7%
White	15%
Two or More Races	11.3%
English Learners	11%
Students with Disabilities	15.6%
Socioeconomically Disadvantaged	49.2%

ACLC serves an extremely diverse community of learners with a wide range of academic interests, strengths, learning styles, and individual needs. Families are drawn to ACLC because of the school's democratic educational model, which provides learners with meaningful voice, choice, responsibility, and opportunities to participate actively in their school community. This model appeals to families seeking an educational environment in which learners are known as individuals and are active participants in their learning and decision-making.

Families who choose ACLC over a traditional district school often identify the school's small, close-knit community and individualized approach as important factors in their

decision. The smaller school environment allows educators to develop strong relationships with learners and families and provides greater flexibility in responding to individual learner needs. ACLC also offers flexible scheduling options that allow learners to pursue different academic pathways while maintaining access to rigorous coursework. In particular, families value opportunities for learners to challenge themselves academically through college-level and dual-enrollment courses. For many families, ACLC offers a combination that is difficult to find in a larger traditional school setting: a small and connected community, learner voice and agency, flexible scheduling, and access to rigorous college-level learning opportunities. Families choose ACLC because they believe this environment provides their learner with both the support and challenge needed to prepare for success beyond high school.

The Learner ACLC is designed for. ACLC exists for the student for whom a large comprehensive high school does not work, not because that student cannot do the work, but because the structure does not reach them. That includes the Learner who disengages when instruction is passive and re-engages when the work is theirs to direct; the Learner who needs to be known by name by every adult in the building; the Learner who will take intellectual risks in a small, non-competitive setting and will not take them in a large one; and the Learner who wants a genuine voice in the institution they spend their days inside. ACLC's commitments follow from that: small size, seminars of 25 to 30 in core classes, dedicated project periods that require Learners to manage their own time, a democratic governance structure in which Learners hold real authority, and the guarantee that every Learner has at least one adult who knows them well and helps them feel safe, connected, and challenged.

Serving the full range. ACLC provides a rigorous, relevant, culturally responsive, and accessible program for all Learners, including those achieving above and below grade level, English Learners, Learners with disabilities, foster and homeless youth, and socioeconomically disadvantaged Learners. The specific identification procedures, supports, and services for each of these populations are described later in this Element.

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st century is not distinguished by the quantity of information they have retained. Information is abundant, instantly retrievable, and increasingly generated by machines. What distinguishes an educated person now is the capacity to direct their own learning and to act on it: to recognize what they do not yet know, to locate and evaluate sources, to reason from evidence, to work productively with people who think differently, to persist through difficulty, and to convert understanding into something of use to a community.

ACLC's community answered this question before the century began. The Graduate Profile, produced in 1992 by approximately 1,200 Alameda students, educators, and community members, named the skills and qualities of the ideal 21st century graduate. ACLC was built to make that document operational. Three decades later it remains the standard against which every ACLC program and strategy is measured, and against which every graduating Learner is assessed.

The ACLC Graduate Profile

An ACLC graduate demonstrates competence across five domains:

1. **Personal Qualities.** Displays self-esteem, responsibility, self-management, integrity and honesty, sociability, and humanity.
2. **New Basics.** Communicates, reads, writes, listens, and speaks in English and one other language. Demonstrates historical, cultural, geographic, and economic understanding. Thinks scientifically and applies mathematical techniques and scientific principles to everyday life. Appreciates and uses the arts. Nurtures their own health and well-being.
3. **Thinking and Reasoning.** Knows how to learn and how to reason. Visualizes and thinks creatively. Analyzes patterns and systems. Uses data to consider alternatives, make decisions, solve problems, and improve systems.
4. **Interpersonal Abilities.** Participates as a team member. Helps others learn. Shows leadership. Negotiates. Works well with people from diverse backgrounds. Values multiple perspectives and democratic processes.
5. **Technological Expertise.** \ Selects, evaluates, and applies technology, including emerging tools and artificial intelligence, appropriately, effectively, and ethically. Demonstrates digital literacy and responsible social media practices, evaluates the credibility and impact of digital information, protects personal and others' privacy, and troubleshoots technical problems. Uses technology and AI as tools to enhance learning, creativity, communication, problem-solving, and productivity while understanding their limitations and potential risks.

The Graduate Profile is the assessment framework for the Senior Portfolio, which every ACLC Learner must complete and publish as a Learner Portfolio website in order to graduate, and which is evaluated against the Profile standards. A Learner who has met ACLC's course requirements but cannot demonstrate the Graduate Profile through their portfolio has not met ACLC's graduation standard.

Learning to Learn Skills

The Graduate Profile describes what an ACLC graduate can do. The **Learning-to-Learn skills** describe the practices that get them there. These skills are taught explicitly and embedded in the work of every course:

Time and task management	Democratic leadership

Research	Ownership of community
Effective presentations	Learner Led
Teaming strategies and individual teamwork	Personal visioning
Oral communications	Systems thinking

ACLC's founding premise, drawn from *Learning-to-Learn: A Conceptual Framework for the School of the Future*, is that in a period of accelerating change, individuals must not only learn but learn how to learn. The Learning-to-Learn skills make that explicit rather than incidental. Learners are assessed against them in Learner-Led Conferences and document their growth in them through the Senior Portfolio.

Graduation Requirements

ACLC translates its definition of an educated person into requirements that exceed the state minimum and exceed UC/CSU admission criteria. Graduation requires 230 credits and satisfactory completion of ACLC and UC-approved courses, with a grade of C or higher in any course counted toward the requirements:

Requirement	ACLC	A-G Minimum
History / Social Science (A)	4 years	2 years
English (B)	4 years	4 years
Mathematics (C)	3 years	3 years
Science (D)	2 years	2 years
World Language (E)	2 years	2 years
Visual & Performing Arts (F)	1 year	1 year
College Preparatory Elective (G)	1 year	1 year
Physical Education	2 years	2 years
Contemporary Community Citizenship	4 years	--
College course through dual enrollment	1 or more	--
Senior Portfolio	Required	--

Beyond coursework, ACLC graduates complete a career-oriented internship, a community-oriented senior project, and at least 20 hours of community service each year. Every ACLC graduate completes at least one college course while still in high school through dual enrollment; many complete several.

A graduate who has met these requirements has read and written extensively, reasoned mathematically and scientifically, learned a second language, made art, governed a community for four years, worked in an adult workplace, served people outside the school, sat in a college classroom and succeeded there, and publicly defended a body of their own work to an audience that included adults who were not obligated to be kind about it. That is what ACLC means by an educated person.

Enabling Self-Motivated, Competent, Lifelong Learners

Self-Motivated

What ACLC means by it. A self-motivated Learner initiates work without being compelled to, uses unstructured time productively, seeks help before failing rather than after, and pursues learning that no one assigned. The Graduate Profile names this as self-management, responsibility, and personal visioning.

How the program produces it. Learners are given real discretion and held accountable for how they use it. Dedicated project periods require Learners to plan and manage their own work. Project-based learning gives Learners voice and choice within a defined problem. Learners set individual goals with Facilitators and document their own growth. Democratic governance gives Learners authority over rules and resources, which is the most direct instruction in ownership the school offers. Across grades 9 through 12, adult structure is deliberately withdrawn as Learner capacity grows.

How ACLC knows. Learner-Led Conference rubric scores on self-direction and personal visioning; Senior Portfolio evidence against the Graduate Profile's Personal Qualities domain; project period productivity and Facilitator check-in data; participation rates in CCC, Leadership, Judicial Committee, clubs, and athletics; chronic absenteeism, which at a school built on voluntary engagement is a direct measure of whether Learners want to be there.

Competent

What ACLC means by it. A competent Learner has mastered the academic content, can apply it to unfamiliar problems, and can demonstrate it to an audience that is not obligated to be impressed. Competence at ACLC is proven publicly, not inferred from a grade.

How the program produces it. A course of study that satisfies and exceeds UC/CSU A-G requirements, taught by appropriately credentialed Facilitators against California standards. Mastery-based grading that reports what a Learner knows by standard and permits revision toward mastery rather than penalizing early attempts. Public products, presentations, and defenses in every project. The Senior Portfolio, assessed against the Graduate Profile. Dual enrollment coursework graded by college faculty applying college standards. An internship evaluated by a workplace supervisor.

How ACLC knows. CAASPP ELA, mathematics, and CAST results, schoolwide and by student group; A-G completion rate; four-year adjusted cohort graduation rate; Senior Portfolio completion and rubric scores; dual enrollment course completion and pass rates; mastery attainment by standard within courses; benchmark assessment; ELPAC results and reclassification rate.

Lifelong

What ACLC means by it. A lifelong learner knows how to learn, can identify what they don't know, find and evaluate sources, reason from evidence, revise in response to critique, and do all of it after no one is grading them.

How the program produces it. The Learning-to-Learn skills, taught explicitly and assessed in the portfolio. Sustained inquiry and revision cycles built into every project. Research and presentation as recurring practices rather than occasional assignments. The experience of succeeding in a college classroom while still in high school, which is the most concrete evidence a sixteen-year-old can be given that further education is available to them.

How ACLC knows. Postsecondary enrollment rates from National Student Clearinghouse data; postsecondary persistence into the second year; alumni outcomes; dual enrollment participation and success; Learning-to-Learn skill documentation in the Senior Portfolio; graduate and alumni survey results.

Program Goals

Consistent with Education Code Section 47605(c)(5)(A)(i), ACLC's educational program is designed so that every Learner will:

1. **Achieve or exceed grade-level proficiency** in the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the History-Social Science Framework, with growth in every numerically significant student group.
2. **Complete a course of study satisfying and exceeding UC/CSU A-G requirements** and graduate within four years.
3. **Meet or exceed the ACLC Graduate Profile standards**, demonstrated through the Senior Portfolio.
4. **Demonstrate the Learning-to-Learn skills**, documented in the Senior Portfolio and assessed at Learner-Led Conferences.
5. **Direct their own learning** — planning, managing project time, seeking support, revising work, and reflecting on growth — with measurably decreasing adult prompting from grade 9 to grade 12.
6. **Complete college-level and workplace learning before graduating**, through at least one dual enrollment course and a career-oriented internship.
7. **Exercise substantive authority in school governance** through four years of Contemporary Community Citizenship and through Leadership and Judicial Committee participation.
8. **Contribute to the community beyond the school**, through at least 20 hours of annual community service and a community-oriented senior project.
9. **Enroll in postsecondary education or enter a chosen career pathway**, and persist.

ACLC pursues these goals for all Learners, including English Learners, Learners with disabilities, foster and homeless youth, socioeconomically disadvantaged Learners, and Learners achieving above or below grade level. The supports through which ACLC does so are described later in this Element.

Annual Goals and State Priorities

The annual goals for all Learners and for each numerically significant student group, across the eight state priorities applicable to a charter school serving grades 9 through 12, together with the specific annual actions to achieve them, are set forth in ACLC's Local Control and Accountability Plan.

How Learning Best Occurs

ACLC's instructional design rests on a proposition its founders took from cognitive science and organizational research and have tested for three decades: that learning is something a person does, not something done to them. The founding framework, articulated in *Learning-to-Learn: A Conceptual Framework for the School of the Future*, locates the school within the shift in cognitive science from behaviorism, learning through control and conditioning, toward constructivism, learning through discovery and meaning-making. Its conclusion was that if accelerating change forces organizations to learn, then individuals must become lifelong learners, and must therefore learn how to learn.

Design Tenets

ACLC holds that learning best occurs when:

- **Ownership of learning resides with the Learner.** Real learning occurs when a Learner reaches forward for knowledge rather than receiving it passively. The adult's work is to structure conditions in which the Learner does the cognitive labor.
- **Human beings are treated as designed to learn.** Instruction nurtures an innate drive toward understanding rather than substituting extrinsic control for it.
- **Learner voice is honored in the institution, not only in the classroom.** An organization does not renew itself when the people inside it believe their ideas and judgments carry no weight. Where Learners hold real authority over rules, resources, and community life, they take the rest of the enterprise seriously.
- **Interaction is the medium of learning.** Learning is social from earliest childhood through the most sophisticated professional settings. Collaboration and teamwork are the conditions of successful organizational culture, and they are practiced here rather than described.
- **Learning is purposeful and relevant.** Learners engage when work has a genuine audience and a genuine consequence — a public product, a client, a community, a college classroom.
- **Learners need flexibility of time, grouping, and place.** Active inquiry requires the ability to work in teams, to move beyond the walls of the school both physically and

electronically, and to submit work to critical evaluation by peers and by adults proficient in the field.

- **Multi-age grouping supports natural scaffolding.** Learners move quickly in areas of talent and more slowly, with more support, in areas of difficulty. Grade level is a scheduling convenience, not a ceiling.
- **New understanding is built on prior understanding.** Units of study begin from what Learners already know and can do.
- **Fluency with technology is a condition of literacy.** Learners must have access to current tools and the judgment to select, apply, and troubleshoot them.

Project-Based Learning

ACLC's academic core is project-based learning as defined by PBLWorks: the project is not an activity that follows instruction, it is the vehicle through which the knowledge and skills are taught. The project contains and frames the curriculum.

ACLC designs projects against the PBLWorks Gold Standard essential design elements, a challenging problem or question, sustained inquiry, authenticity, Learner voice and choice, reflection, critique and revision, and a public product, and expects the corresponding Gold Standard teaching practices of its Facilitators. Facilitators design projects backward from the standards, the A-G course outlines, and the Graduate Profile, and build in the checkpoints at which required content and skills are taught directly.

Project-based learning at ACLC does not replace explicit instruction, rather, it creates the demand for it. A Learner who needs to model exponential decay for a project has a reason to sit through direct instruction on exponential functions. Facilitators deliver mini-lessons, laboratory work, seminar discussion, writing instruction, and skill labs in service of the project work and of standards mastery.

Professional development is intentionally designed to strengthen educators' implementation of Project-Based Learning (PBL) and ensure that authentic, engaging learning experiences maintain strong academic rigor. Each summer, we provide opportunities for staff to participate in professional learning through the Buck Institute for Education (PBLWorks) PBL conference and bring this training back to our full team, allowing educators to deepen their understanding of PBL design, inquiry, authentic assessment, and learner-centered instruction.

Throughout the school year, educators apply this learning directly to their practice through collaborative professional development. Staff use inquiry-based protocols and structured collaboration to examine current lessons and units, identify opportunities to increase learner engagement and cognitive demand, and strengthen connections to content standards and learning objectives. Educators bring their existing practice to the

collaborative process, analyze what is working, and work with colleagues to revise and improve learning experiences.

This ongoing cycle of professional learning, inquiry, collaboration, implementation, and reflection supports a shared understanding of high-quality PBL across the high school. Rather than treating PBL as a separate instructional strategy, we focus on integrating authentic inquiry and project-based experiences with rigorous standards-aligned curriculum, meaningful assessment, and opportunities for learners to apply their knowledge in relevant contexts.

Self-Direction for All Learners

ACLC gives Learners something most high schools do not: unstructured time they are responsible for using well. Beyond scheduled seminars, Learners have dedicated project periods in the Center, time to manage their own work, collaborate, meet with Facilitators, and attend college courses.

This is the most demanding feature of the ACLC model and the one that most often determines whether a Learner thrives. Self-direction is a skill, distributed as unevenly among adolescents as any other, and correlated with the support a young person has had at home. ACLC therefore treats it as content: something taught explicitly, scaffolded deliberately, and monitored, rather than a disposition Learners are presumed to arrive with.

Across grades 9 through 12, the balance shifts. Ninth-grade Learners receive substantial structure, defined expectations for project period use, check-ins, explicit instruction in time and task management, and monitoring by Facilitators and advisors. By twelfth grade, Learners manage college coursework, an internship, a senior project, and a portfolio largely on their own schedule. The Learning-to-Learn skills of time and task management, research, and personal visioning are the curriculum that carries a Learner from the first condition to the second.

Learning Happens in the Adult World

ACLC holds that adolescents learn differently, and more, when the work is real and the audience is not their teacher.

Dual enrollment. Every ACLC graduate completes at least one college course while in high school, and many complete several, through dual enrollment with the College of Alameda and the Peralta district. The College of Alameda is a short walk from campus. The experience is instructional, not merely accelerative: a Learner who has succeeded in a college classroom at sixteen has evidence about themselves that no high school course can supply.

Internship. Every graduate completes a career-oriented internship, documented in the Senior Portfolio. Learners work in an adult setting, on adult expectations, with a supervisor who is not paid to be encouraging.

Community service. Every Learner completes at least 20 hours of community service annually, with many far exceeding it. Service is treated as a Graduate Profile outcome--giving back and recognizing the needs of others.

Senior project and Senior Portfolio. Learners complete a community-oriented senior project and publish a Learner Portfolio website documenting their achievements against the Graduate Profile and the Learning-to-Learn skills. The portfolio is defended publicly.

Democratic Governance as Pedagogy

ACLC's participatory governance is part of the instructional program. *Contemporary Community Citizenship* is a four-year graduation requirement (every Learner participates every year) and Learners exercise legislative authority through it, executive authority through Leadership, and judicial authority through the Judicial Committee.

Learners at ACLC do not study democracy and then practice a simulation of it. They write and amend the rules that govern them, allocate resources, adjudicate conduct, and live with the results. The learning is in the friction: in discovering that a proposal that sounded good does not survive contact with the community, that persuading peers is harder than being right, and that authority carries obligation.

Mastery-based Grading

Mark	Level	Descriptor
A / 4	Exceeds Mastery	Learner demonstrates deep understanding and/or mastery of the desired outcome
B / 3	Achieved Mastery	Learner demonstrates understanding and/or mastery of the desired outcome with minor misconceptions
C / 2	Emerging Mastery	Learner is progressing toward mastery and demonstrates understanding within range of the desired outcome
NC/D / 1	Attempting Mastery	Learner is making limited progress toward mastery but does not demonstrate the desired learning outcome
NC/F – NSE	No Sufficient Evidence	Learner has not produced evidence of progress toward mastery

Mastery levels align with the grading scales used by colleges and universities, and ACLC transcripts convert accordingly. Because grades report mastery of identified standards, a Learner and their family can see precisely which standards remain unmet and what work

will close the gap — and Learners revise and resubmit toward mastery rather than carrying a permanent penalty for an early attempt. Courses must be completed at C (2) or higher to count toward ACLC graduation requirements.

Learner-Led Conferences

Learners present their portfolios and progress semi-annually to their families, peers, and Facilitators, evaluated against a standardized rubric assessing content, presentation, and original thought. The conference makes the Learner responsible for narrating their own growth, which is itself the skill the school is trying to build.

Multiple measures

Facilitators use formative and summative assessment, curriculum-embedded tasks, project rubrics, CAASPP and ELPAC results, and Facilitators use formative and summative assessment, curriculum-embedded tasks, project rubrics, CAASPP and ELPAC results, and NWEA MAP administered three times annually in math and reading for grades 9-12 to monitor progress and adjust instruction to monitor progress and adjust instruction.

Instructional Design and Delivery

Academic Calendar

CLCS 2026-2027 Academic Calendar

Color Key: First and Last Days of School | Staff Work Days | No School | Government Holidays

July 22 Admin Return
July 23 Counseling & Office Return
July 28 & 29 New Fac PD
July 30 Facilitator Work Day
July 31-Aug 4 All Staff PD
Aug 5 First Day of School
Jan 4 All Staff PD/Workday
May 3 All Staff PD
June 2 Last Day of School
June 3 Staff Work Day
Trimester End [ ] **( ) Semester End**
3 Work Days+4 PD Days+180 School Days =187 Facilitator Work Days

August 2026 (19 days)

Su	Mo	Tu	We	Th	Fr	Sa
				30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
39	31					

July 30-31 All Staff PD/Workday
Aug 3-4 All Staff PD
Aug 5 **First Day of School**

September 2026 (21 days)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept 7 No School - Labor Day Weekend

October 2026 (17 days)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	[30]	

Oct 12 No School - Indigenous Peoples' Day
Oct 12-16 No School - Fall Break

November 2026 (15 days)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov 11 No School - Veterans Day Holiday
Nov 16-20 Learner Led Conferences (TK-8th)
Nov 23-27 No School - **Fall Recess**

December 2026 (14 days)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	(18)	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 16-18 Learner Led Conferences (9th-12th)
Dec 21-31 No School - **Winter Recess**

January 2027 (18 days)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jan 1 No School - **Winter Recess**
Jan 4 No School - All Staff Work Day
Jan 18 No School - Dr. Martin Luther King Jr. Holiday

February 2027 (15 days)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	[12]	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 15 No School - Presidents' Day Holiday
Feb 16-19 No School - **February Recess**

March 2027 (23 days)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (17 days)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Apr 5-9 No School - **Spring Break** Facilitator PD Day

May 2027 (19 days)

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	[27]	(28)	29
30	31					

May 3 No School - Staff PD
May 27 & 28 Learner Conferences (All)
May 31 No School - Memorial Day Holiday

June 2027 (2 days)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 1 Learner Conferences (All)
June 2 **Last Day of School**
June 3 Staff Work Day
June 7 Summer School Begins
June 18 Juneteenth Holiday

Bell Schedule

Periods, Lunch Time & Wednesday schedule

Lunch · M.A.S. / Office Hours

Monday, Tuesday, Thursday and Friday use 60-minute periods. Wednesday uses an extended five-period schedule.

Schedule Block	Monday 60-MINUTE PERIODS	Tuesday 60-MINUTE PERIODS	Wednesday 75-MINUTE PERIODS	Thursday 60-MINUTE PERIODS	Friday 60-MINUTE PERIODS
Morning Start	Facilitator Prep / Availability 8:10–8:30 AM	Facilitator Prep / Availability 8:10–8:30 AM	Professional Development 8:10–9:40 AM	Facilitator Prep / Availability 8:10–8:30 AM	Facilitator Prep / Availability 8:10–8:30 AM
Period 1	Period 1 8:30–9:30 AM	Period 1 8:30–9:30 AM	Period 1 / CCC 9:45–10:25 AM	Period 1 8:30–9:30 AM	Period 1 8:30–9:30 AM
Period 2	Period 2 9:35–10:35 AM	Period 2 9:35–10:35 AM	Period 2 10:29–11:43 AM	Period 2 9:35–10:35 AM	Period 2 9:35–10:35 AM
Period 3	Period 3 10:40–11:40 AM	Period 3 10:40–11:40 AM	Period 3 11:47 AM–1:02 PM	Period 3 10:40–11:40 AM	Period 3 10:40–11:40 AM
Period 4	Period 4 11:45 AM–12:45 PM	Period 4 11:45 AM–12:45 PM	Lunch 1:02–1:32 PM	Period 4 11:45 AM–12:45 PM	Period 4 11:45 AM–12:45 PM
Lunch	Lunch 12:45–1:23 PM	Lunch 12:45–1:23 PM	Period 4 1:36–2:51 PM	Lunch 12:45–1:23 PM	Lunch 12:45–1:23 PM
Period 5	Period 5 1:28–2:28 PM	Period 5 1:28–2:28 PM	Period 5 / Closeout 2:55–3:30 PM	Period 5 1:28–2:28 PM	Period 5 1:28–2:28 PM
Period 6	Period 6* 2:33–3:33 PM	Period 6* 2:33–3:33 PM	No Period 6 *Wednesday has five periods*	Period 6* 2:33–3:33 PM	Period 6* 2:33–3:33 PM
Support	M.A.S. / Office Hours* 3:35–4:30 PM	M.A.S. / Office Hours* 3:35–4:30 PM	M.A.S. / Office Hours* 3:35–4:30 PM	M.A.S. / Office Hours* 3:35–4:30 PM	M.A.S. / Office Hours* 3:35–4:30 PM

Wednesday schedule: Wednesday follows a five-period extended schedule. Lunch takes place after Period 3, from 1:02–1:32 PM.

*** Schedule note:** Period 6 ends at 3:33 PM on Monday, Tuesday, Thursday and Friday. Wednesday Period 5 closeout ends at 3:30 PM.

Instructional Methods by Content Area

Content Area	Primary Instructional Modes

English Language Arts	Close reading and textual analysis; Socratic seminar; writing workshop with drafting and revision cycles; argumentative, rhetorical, and research writing; multi-step projects with oral and visual presentation; systematic vocabulary acquisition; reading logs and independent reading
English Language Development	Reading and writing workshop; small-group and individual conferring; iSpire; explicit foundational-skills instruction; independent reading; writing for authentic audiences; literacy across content areas
Mathematics	Direct instruction on concepts and procedures; collaborative problem solving; mathematical modeling of real-world data; application within projects; proof and justification; skill practice with formative feedback and revision toward mastery
Science	Three-dimensional NGSS instruction integrating Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts; hands-on laboratory investigation; lab notebooks and written lab reports; data analysis; class presentations; phenomena-driven inquiry
History-Social Science	Primary and secondary source analysis; Socratic discussion; interpretive analysis, research papers, and persuasive essays; interactive group work; civic simulation; current-events analysis; project-based inquiry
Visual and Performing Arts	Studio practice; critique of self and others; iterative making; research and written reflection; digital portfolio and artist statement; public performance and exhibition
Physical Education	Team sports and individual conditioning at ACLC and on the College of Alameda campus; independent PE with activity logs and health reflection; interscholastic athletics via sports waiver
CTE / Creative Technology	Design thinking and iterative prototyping; tool safety certification and hands-on fabrication; engineering notebooks and project progress reports; CAD, electronics, programming, and robotics; presentation of work to genuine audiences at open houses, science fairs, and maker events
World Language	Communicative instruction in listening, speaking, reading, and writing; emphasis on oral fluency and pronunciation; cultural study; delivered in partnership with the College of Alameda
Seminars / CCC	Explicit instruction in executive functioning, educational navigation, and college and career planning; advisory; Learner-led community engagement and social-emotional curriculum

Across every content area, the project is the vehicle. Facilitators design projects against the PBLWorks Gold Standard elements and deliver direct instruction at the points where the project creates the need for it.

<u>Honors, Advanced Placement, and Acceleration</u>

Honors courses are offered in English, History/Social Science, Mathematics, and Science. Any Learner may opt into an honors course at their own discretion. ACLC does not gate honors enrollment behind prior grades, test scores, or Facilitator recommendation. Honors seminars move at a faster pace with higher work completion expectations and a higher rigor threshold for mastery. Honors courses are UC/CSU-approved and are designated (HP) in the course catalog.

Advanced Placement exams. Learners completing an honors course may sit for the corresponding AP examination at no cost to the family.

Dual enrollment. Through partnership with the Peralta Community College District, Learners take college courses at no cost to families. Dual enrollment serves several functions at ACLC: it delivers required coursework (World Language, second-year Physical Education, and the College & Career Readiness requirement), it provides acceleration beyond ACLC's on-site sequence for Learners who exhaust it, and it opens pathway-aligned coursework unavailable at a school of ACLC's size. Learners may earn up to 24transferable college credits, and may graduate with an associate degree or a CTE certificate. With administrative approval, college courses may satisfy ACLC diploma requirements.

Mathematics placement. ACLC's mathematics placement policy complies with the California Mathematics Placement Act of 2015: placement of ninth-grade Learners is based on objective academic measures, includes at least one checkpoint within the first month of the school year, and provides an annual review of placement outcomes disaggregated by student group.

<u>The Pathways Program</u>

Our high school pathways program supports learners in beginning college coursework as early as 9th grade, allowing them to explore college and career opportunities while completing their high school requirements. Through individualized pathway planning, learners work with staff to identify a college and career pathway that aligns with their goals, interests, readiness, and future aspirations.

College coursework may serve different purposes for different learners. A learner may pursue a certificate program, use college courses to fulfill high school graduation requirements, explore a specific academic interest, seek additional challenge and rigor, earn college-transferable units, explore potential careers, or work toward an Associate of Arts (AA) degree while completing high school. Our goal is not to place every learner on the same path, but to provide the guidance, support, and flexibility needed for each learner to create a meaningful and appropriately challenging college and career pathway. Pathways are coordinated by a dedicated Pathways Program Coordinator. Participation is free to families.

Grade-Level Seminars

All Learners take a grade-level seminar each year, developing executive functioning, educational navigation, college and career exploration, and postsecondary preparation:

- **Freshman Seminar** — navigating educational systems and executive functioning for college success
- **Sophomore Seminar** — college and career interest exploration with individualized support
- **Junior Seminar** — career pathway experience in the community; college and career program applications
- **Senior Seminar** — Senior Portfolio and senior community project

CCC / Advisory

All Learners participate in a weekly CCC/Advisory class with grade-alike peers for four years, focused on community engagement and social-emotional skills. Uniquely, the course is led and developed by Learners in the Leadership class. Each course carries 1.0 credit annually toward elective requirements.

Learners produce an end-of-semester project presented at their Learner-Led Conference and published to their portfolio website. The first-semester topic is chosen by the Leadership class; the second-semester topic is set by ACLC administration. The presentation constitutes a substantial portion of the CCC grade.

Community Engagement and Service Sequence

Every Learner completes 20 hours of documented community engagement annually, structured to progress from service toward independent professional and civic contribution:

Grade	Requirement
9	20 hours community service – school events and outside volunteering
10	20 hours community service – school events and outside volunteering
11	20 hours documented, approved internship in the community
12	20 hours documented, approved senior project in the school community

Professional Development

Our professional development model is grounded in a clear theory of action and informed by academic and social-emotional data. Staff examining how their instructional decisions, classroom systems, and school structures can better serve and grow learners. Throughout the year, professional learning has centered on our core commitments to community, collaboration, commitment and celebration. All-staff professional learning is approached

through a trauma-informed lens and asks educators to critically examine the ways that systems, structures, curriculum, instruction, and assessment either support or create barriers for learners.

Professional learning is embedded in our ongoing instructional cycle. Educators regularly examine daily lesson plans and unit plans, review learner data, collaborate with colleagues, and make intentional instructional shifts based on evidence of learning. Staff are provided time to review and plan curriculum that is differentiated for the learners they serve while maintaining high expectations and cognitive demand. This allows professional development to be directly connected to classroom practice rather than functioning as isolated training.

We provide comprehensive, ongoing professional development designed to strengthen educator practice and improve outcomes for learners. Our professional learning model includes dedicated department collaboration time, grade-level collaboration, and targeted skill-building opportunities that support educators in continuously refining their practice.

Curriculum

ACLC delivers a college-preparatory curriculum aligned to the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, the California History–Social Science Framework, the California Arts Standards, and the California ELD Standards.

ACLC's course sequence is certified by the University of California as satisfying A-G subject requirements. Courses designated (P) in the ACLC Course Catalog are UC/CSU-approved college-preparatory courses; courses designated (HP) are UC/CSU-approved honors courses. ACLC's A-G course list is published and maintained on the UC Doorways system.

ACLC is fully accredited by the Western Association of Schools and Colleges (WASC)**.** Currently with a six year accreditation term ending June 2029.

Course Descriptions

English — English 1 develops foundational reading, writing, and analytical skills through fiction and nonfiction analysis, narrative and argumentative writing, and collaborative discussion. English 2 advances critical thinking through complex world literature, literary analysis, and research. English 3 studies American literature with emphasis on rhetorical analysis and argumentative writing. English 4 extends the standards through sophisticated classic and modern literature, nonfiction, literary terms, systematic vocabulary, and college-level rhetorical modes including the college entrance essay. Honors sections are available in English 2, 3, and 4.

Mathematics — Algebra 1 develops linear, quadratic, and exponential functions and their application to real-world data. Geometry covers transformations, congruence and similarity, right triangle trigonometry, geometric measurement, modeling, circle theorems, and proof. Algebra 2 extends to polynomial, rational, radical, exponential, and logarithmic functions, trigonometry, complex numbers, and conic sections. Pre-Calculus prepares Learners for calculus through intensive function study, analytic geometry, vectors, matrices, and sequences and series. Honors sections are available in Pre-Calculus.

Science — Biology studies ecosystems, cell biology, genetics, evolution, and human impact on biodiversity using NGSS three-dimensional learning. Chemistry covers atomic structure, the periodic table, bonding, reactions, thermodynamics, and stoichiometry, contextualized through Earth systems, climate, and ocean acidification. Physics covers mechanics, waves, electromagnetism, and modern physics through lecture and laboratory instruction. Honors sections are available in Biology and Chemistry.

History / Social Science — Ethnic Studies examines U.S. history from pre-Columbian times to the present, centering communities that have experienced marginalization and analyzing how race, ethnicity, nationality, and class have shaped American life through primary and secondary sources, projects, and Socratic discussion. Modern World History surveys the 16th through 21st centuries with emphasis on causation and global interdependence. U.S. History studies the 20th century, constitutional rights, and social change from the Progressive Era through the Civil Rights movement. American Government analyzes governmental structure, process, and policy. Economics develops reasoned decision-making on economic issues through interactive study, critical reading, and analytical writing. Honors sections are available in Modern World History, U.S. History, Government, and Economics.

Visual & Performing Arts — Art 1 introduces artistic perception, creative expression, historical and cultural context, and aesthetic valuing through visual arts, design, and architecture. Advanced Art engages multidisciplinary fine art projects, culminating in a digital portfolio and artist statement. Performance offerings include Drama and Musical Theater.

Career Technical Education — Creative Technology 1 is an introductory maker course covering hand and power tools, 3D printers, laser cutters, CNC routers, and UV printers, with design thinking, engineering notebooks, project documentation, and presentation to public audiences. Creative Technology 2 advances to CAD design in Fusion 360, electronics, programming, and robotics through independently planned and executed projects.

Electives — Journalism produces a weekly school news show, covering camera operation, composition, scriptwriting, lighting, directing, and editing. Global Health Issues examines pathogens, epidemics, and endemic disease through scientific, historical, environmental, and policy lenses, including the relationship between health outcomes and race and

socioeconomic status. Advanced Literary and Film Analysis Through Horror examines the horror genre as a vehicle for social commentary across literature, film, and visual art, culminating in a major research project. Stretch electives rotate and have included Upcycle, Robotics, and Creative Lab.

Leadership — Leadership (application and election required) develops leadership through peer collaboration, planning school-wide events, deliberating and voting on community proposals, and leading weekly CCC classes. Executive Leadership engages elected Learner leaders with prior Leadership experience in building democratic, equitable, and sustainable practices for Learner voice, mentoring peers, and modeling participation. Educational Leadership places organized Learners as Facilitator assistants supporting classroom operations.

Support Courses - Academic support classes provide additional support in college courses, credit recovery, and other identified academic needs. Academic support classes provide additional support in college courses, credit recovery, and other identified academic needs. The College Support class is designed to help learners successfully navigate taking college courses while in high school. A dedicated staff member works directly with learners to provide guidance and support with college coursework, assignments, time management, communication with college instructors, and navigating college systems a

World Language — Spanish 1 and Spanish 2 develop listening, speaking, reading, and writing with emphasis on oral fluency, offered in partnership with the College of Alameda. Alternative world languages are available through Peralta dual enrollment with counselor approval.

Physical Education — Ninth-grade PE provides team sports and individual exercise instruction, partly at ACLC and partly on the College of Alameda campus. Second-year PE may be satisfied through Peralta dual enrollment, through ACLC's asynchronous Independent PE with monthly activity logs and health reflections, or through an athletics waiver signed by the coach at the start and end of a sport season. Health education is integrated into the physical education program through designated health-focused units. Integrating health education into PE allows learners to connect knowledge about wellness with practical skills and behaviors that support their overall health and well-being.

College & Career — Career & Life Planning, a UC/CSU-transferable Peralta course, engages Learners in self-assessment of values, interests, skills, and personality; research into job markets and occupational trends; and construction of a concrete career and educational roadmap.

Core Instructional Materials

ELA	CommonLit	CommonLit	CommonLit	CommonLit
Mathematics	Illustrative Mathematics—Algebra	Illustrative Mathematics—Geometry	Illustrative Mathematics—Algebra 2	Illustrative Mathematics—Pre-Calculus
Science	Lab-Aids—Biology	Lab-Aids—Biology	Lab-Aids—Chemistry	Lab-Aids—Earth and Solar System
History-Social Science	TCI—Geography	TCI—World History	TCI—U.S. History	TCI—Government; TCI—Economics
World Language	CoA Adopted			
CTE	The Makers Field Guide: 2025 Expanded & Updated Edition	The Makers Field Guide: 2025 Expanded & Updated Edition	The Makers Field Guide: 2025 Expanded & Updated Edition	The Makers Field Guide: 2025 Expanded & Updated Edition
Health	Planned Parenthood			
Ethnic Studies	A Different Mirror For Young People: A History of Multicultural America by Ronald Takaki			
VAPA	The Visual Experience by Emily Jean Hood	An Introduction to Visual Culture by Nicholas Mirzoeff The Open Art Room by Melissa Purtee and Ian Sands	An Introduction to Visual Culture by Nicholas Mirzoeff The Open Art Room by Melissa Purtee and Ian Sands	An Introduction to Visual Culture by Nicholas Mirzoeff The Open Art Room by Melissa Purtee and Ian Sands

Serving All Learners

ACLC is open to all Learners and admits without regard to prior academic performance, English proficiency, disability status, or family income. That commitment creates an obligation: a school that does not screen at the door must be built to teach the full range of Learners who walk through it.

ACLC's core design carries much of that weight. Small seminars, averaging 14 in English, 19 in science, 20 in mathematics, and 22 in social science, allow Facilitators to know each Learner's work directly. Project-based learning is open at both ends, accessible to Learners working below grade level and uncapped for those working beyond it. Mastery-based grading reports what a Learner knows standard by standard and permits revision toward mastery rather than fixing a penalty to an early attempt. Universal Design for Learning principles are applied across all seminars. Every Facilitator holds office hours twice weekly. Project periods provide scheduled time in which Learners can receive counseling, college advising, special education services, and academic support without being pulled from instruction.

Multi-Tiered Systems of Support

ACLC operates a Multi-Tiered System of Supports integrating academic, behavioral, social-emotional, attendance, and on-track-to-graduate supports within a single referral, data, and decision-making structure.

Data Sources and Universal Screening

- **Statewide assessment:** CAASPP ELA and mathematics (grade 11), CAST, ELPAC initial and summative, and the Physical Fitness Test (grade 9)
- **Credit and transcript monitoring:** credits earned against the 230-credit requirement and the grade-level benchmarks in the course catalog (0–60 freshman, 60–120 sophomore, 120–180 junior, 180–230 senior), reviewed each semester
- **A-G progress monitoring:** each Learner's position in the A–G sequence, reviewed at least annually by the counseling team
- **Mastery data by standard**, including courses not passed at mastery level 2
- **Attendance data**, reviewed for patterns of chronic absenteeism
- **Behavioral data**, including Judicial Committee referrals and suspensions
- **Benchmark Assessment,** NWEA MAP assessments

ACLC uses a three times a year data review cycle to monitor learner progress, identify learners who may need additional support, and inform instructional and intervention decisions. The school reviews multiple sources of academic, engagement, attendance, and behavioral data rather than relying on a single measure. Data reviewed includes statewide assessments such as CAASPP ELA and mathematics, CAST, ELPAC initial and summative assessments, and the Grade 9 Physical Fitness

Test; credit and transcript progress; A–G progress; mastery data by standard; attendance; behavioral data; and benchmark assessment results.

Credit and transcript data are monitored each semester to ensure learners are progressing toward the 230-credit graduation requirement and grade-level benchmarks outlined in the course catalog: 0–60 credits for freshmen, 60–120 for sophomores, 120–180 for juniors, and 180–230 for seniors. The counseling team also monitors each learner's progress through the A–G course sequence, with formal review occurring at least annually and additional monitoring as needed.

During data reviews, teams examine mastery by standard, including courses in which learners have not demonstrated mastery at Level 2 or higher, to identify specific academic skills requiring additional instruction or intervention. Attendance data are reviewed for patterns of chronic absenteeism or disengagement, while behavioral data, including Judicial Committee referrals and suspensions, are examined to identify patterns and determine whether additional supports are needed. Benchmark assessment data, including NWEA/MAP when administered, provide additional information about learner growth and current academic performance.

The quarterly review process allows staff to identify learners who are on track, approaching a concern, or in need of more intensive support. Teams use these findings to determine appropriate next steps, which may include targeted small-group instruction, credit recovery, academic intervention, counseling support, attendance interventions, individualized conferencing, or additional progress monitoring. Data are revisited during subsequent reviews to determine whether interventions are effective and to adjust supports as needed.

Tier 1 — Universal Instruction and Classroom Intervention
High-quality first instruction in every seminar, delivered through the AIM instructional model with Universal Design for Learning applied throughout. Small seminars, project period access to Facilitators, and twice-weekly office hours for every Facilitator. Grade-level seminars providing explicit instruction in executive functioning, educational navigation, and college and career planning to all Learners in all four years.

Tier 2 — Targeted
Learners of Concern. ACLC convenes Learners of Concern meetings to review Learners identified through MTSS data as needing additional support. ACLC uses a proactive referral and intervention process to identify learners who may need additional academic support. Referrals are triggered by a combination of grades, attendance patterns, and the Failing Learner Protocol, with particular attention to learners identified on the D/F List. The D/F List is reviewed every two weeks as part of the school's ongoing Support or Success process. During each review, staff identify learners who are newly demonstrating academic concerns, monitor learners already

receiving support, and determine which learners can be removed from the list based on demonstrated progress.

Learners with two or fewer areas of concern are typically case managed by their facilitators, who provide targeted support, communicate with the learner and family, monitor progress, and document interventions. Learners with three or more areas of concern are referred to the counselor team for more intensive case management. The counselor team works with the learner to develop an Academic Success Plan that identifies specific areas of concern, goals, interventions, responsibilities, and progress-monitoring measures.

Academic Success Plans are reviewed on an ongoing basis to determine the learner's progress and appropriate next steps. Based on evidence of growth, learners may move between support cycles, reduce or increase the intensity of intervention, or exit the formal support process when they demonstrate sustained success. This cyclical approach ensures that support is responsive to current learner needs rather than a one-time intervention, while maintaining clear expectations and accountability for academic progress.

Support Courses. Learners may be placed in academic support classes providing additional support in college coursework, credit recovery, and other identified academic needs. Support course credits count toward elective credits required for graduation. ACLC provides several targeted support classes designed to meet learners' academic, college, and personal needs. The Academic Recovery Support class is led by a credentialed ELA facilitator and managed and proctored by an additional ELA-credentialed staff member. Currently serving approximately 29 learners, placement is based on learners who are failing one or more courses and need additional time, structure, and individualized support to recover academic progress and remain on track for graduation. Staff monitor coursework and progress while providing learners with the structure and support needed to successfully complete outstanding requirements.

The College Support class is led by a credentialed mathematics facilitator and supports learners who are enrolled in college courses. Learners receive guidance in monitoring assignments and grades, understanding and navigating college course syllabi and expectations, managing deadlines, and developing the organizational and self-advocacy skills necessary to be successful in college-level coursework. The class provides a bridge between the high school and college environments while helping learners develop increasing independence.

In addition, Seminar is offered at every grade level and is taught by an administrator and co-taught by a school counselor. Seminar provides a consistent structure for learners to understand and navigate school systems, monitor their academic progress

and grades, work toward graduation requirements, and develop and revise their educational plans. Seminar also addresses learner wellness, goal setting, self-reflection, learning styles, and personal identity. Together, these support classes provide learners with differentiated structures that address academic recovery, college readiness, graduation progress, and the development of the skills and self-awareness needed for success beyond high school.

Targeted supports. Directed attendance at Facilitator office hours; small-group and one-on-one support from paraprofessional aides; counseling support from ACLC's counseling team; attendance intervention through the admissions and truancy manager.

Entry and exit criteria. ACLC uses clear placement and exit criteria to ensure that learners receive support for the appropriate length of time and that services remain responsive to their individual needs. Seminar learners remain in their grade-level Seminar class for the full school year, providing a consistent structure for monitoring academic progress, graduation requirements, wellness, and postsecondary planning. The year-long placement allows facilitators and counselors to build relationships with learners and provide ongoing support as needs and goals develop throughout the year.

Learners enrolled in the College Support class participate for the duration of their college course term. This ensures that learners have consistent access to support while navigating college assignments, syllabi, deadlines, grading systems, and expectations. At the conclusion of the college course term, placement is reviewed based on the learner's continued college enrollment and support needs.

Academic Recovery Support is designed as a temporary, targeted intervention. Learners enter the class based on academic need, including failing coursework and the need to recover credits. Progress is monitored through grades, coursework completion, and credit recovery. Learners exit Academic Recovery Support when they have successfully completed their required credit recovery and demonstrate sufficient academic progress through their grades. This allows learners to return to their regular schedule when the identified need has been addressed while ensuring that additional support remains available for learners who continue to need it.

<u>Tier 3 — Intensive</u>
Learner Support Team (LST). Where Tier 2 supports have not produced adequate progress, ACLC convenes an LST meeting including the Learner, the Learner's family, Facilitators, the school counselor, and administration as appropriate. The LST reviews accumulated data, the Learner's strengths and areas for growth, and interventions already attempted, and develops an intensive individualized plan with defined progress monitoring. LST meetings are monitored and followed up on by the school counselor and COST team in 6-8 week intervals.

Tier 3 is available to any Learner whose data indicate it is warranted. It is not a placement reserved for Learners who have exhausted the earlier tiers, and it is not a special education designation.

Family communication. Families are notified when a Learner enters Tier 2 or Tier 3, are told what the identified need is and what support the Learner is receiving, and receive progress updates. Families participate in LST meetings.

Learners Achieving Below Grade Level

Identification. CAASPP performance at Standard Not Met or Standard Nearly Met; mastery scores of 1 or NSE across multiple standards; courses not passed at mastery level 2; credits below the grade-level benchmark; overall grade of a 1 or 2; Facilitator referral. Entering ninth-grade Learners are assessed on arrival so that support begins in the first weeks rather than after the first semester. 9th grade learners are assessed an placed based on MAP assessment, grades and CAASPP test scores.

Intervention. Support Courses; directed office hours; small-group support from paraprofessional aides; scaffolded access to grade-level text and tasks within seminars through UDL and AIM's multiple-entry-point practices; IXL and iSpire used as needed and Edgenuity for credit recovery.

Grade-level access is protected. A Learner who is behind needs more instruction, not lesser instruction. Learners receiving support remain in A-G coursework and continue in project periods, pathway work, and electives. ACLC does not track Learners out of the college-preparatory sequence — 100% of ACLC Learners are enrolled in the courses required for UC/CSU admission, and support is designed to keep them there.

Mastery-based grading as an intervention tool. Because grades report mastery standard by standard, a Learner behind grade level receives a specific and finite list of what to work on rather than a summary judgment about their ability, and can revise and resubmit toward mastery within the grading period.

Progress monitoring and exit. Learners are reviewed by the school counselor, COST team and the support facilitator every four-six weeks.

Learning Achieving Above Grade Level

ACLC’s structure makes acceleration routine rather than exceptional.

Open-enrollment honors. Any Learner may opt into an honors course at their own discretion. ACLC does not gate honors access behind prior grades, test scores, or

Facilitator recommendation. Honors courses are UC/CSU-approved, move at a faster pace, and carry higher rigor thresholds for mastery.

Dual enrollment. Learners who exhaust ACLC's on-site sequence continue through Peralta coursework at no cost. Learners may earn up to 24 transferable college credits and may graduate with an associate degree or a CTE certificate.

Advanced Placement examinations. Learners completing honors courses may sit for the corresponding AP examination at no cost to the family.

Project depth. Project-based work is uncapped at the top; a Learner may pursue an inquiry as far as their capacity allows within the same project the rest of the seminar is completing.

Multi-age grouping allows a Learner to work at an advanced level in an area of strength regardless of grade.

English Learners

ACLC meets all applicable federal and state requirements for English Learners, including annual parent notification, identification, program placement and parent choice, designated and integrated English Language Development, Facilitator qualifications and training, reclassification, monitoring of reclassified Learners, program evaluation, and standardized testing.

ACLC is its own local educational agency for these purposes. All policies described in this section are adopted by the CLCS Board of Directors, and all costs associated with English Learner services are the responsibility of ACLC.

Program framework

ACLC's English Learner program is built on the California English Learner Roadmap adopted by the State Board of Education in 2017, and implements the California ELD Standards alongside the content standards in every seminar, consistent with the ELA/ELD Framework. ACLC's program reflects the Roadmap's four principles: assets-oriented and needs-responsive schools; intellectual quality of instruction and meaningful access; system conditions that support effectiveness; and alignment and articulation within and across systems.

Two features of ACLC's model serve English Learners particularly well, and the school treats them as instructional assets rather than incidental benefits.

Small size makes individualization real. With seminars averaging 20 in English and 19 to 25 in other core subjects, Facilitators know each English Learner's language production

directly. This makes possible supports that larger schools cannot deliver routinely: one-to-one reading support, and the design of assessments that let a Learner demonstrate content knowledge through a mode not constrained by their current English proficiency.

The program is language-rich by design. Frequent collaborative project work, sustained academic discussion, Socratic seminar, oral presentation to authentic audiences, and public defense of work give English Learners repeated, purposeful opportunities to produce academic English in context. Project-based learning is accessible across learning modalities and allows a Learner to engage rigorous content while their English proficiency is still developing.

Identification

Upon enrollment, families complete the Home Language Survey. Where the survey or enrollment forms indicate a language other than English, ACLC administers the Initial ELPAC within 30 calendar days of the Learner's initial enrollment in a California public school. Families are notified of results within 30 days of the assessment, in the primary language of the home where required by Education Code Section 48985.

Learners identified as English Learners are administered the Summative ELPAC annually until reclassified.

Program placement and parent choice

Consistent with Education Code Sections 305 through 310 as amended by Proposition 58, ACLC provides English Learners with a language acquisition program designed to ensure both English proficiency and access to grade-level academic content at the earliest possible time.

ACLC offers Structured English Immersion, in which nearly all instruction is delivered in English with curriculum and presentation designed for Learners developing English, together with designated ELD. Parents and guardians may request a different language acquisition program. ACLC solicits input from parents and the community annually on the language acquisition programs offered, and if parents or guardians of 30 or more Learners schoolwide, or 20 or more Learners in a grade level, request a particular language acquisition program, ACLC will offer that program to the extent possible.

Designated English Language Development

Every English Learner receives designated ELD — a protected instructional period targeting the English language development standards at the Learner's proficiency level, taught by a Facilitator holding an appropriate English Learner authorization.

Learners at ELD Levels 3 and 4 receive targeted English Language Development instruction two times per week from a facilitator who holds the appropriate English Learner authorization. Instruction is provided in small groups and through structured

conferencing to address individual language-development needs and strengthen academic language skills.

Learners at ELD Levels 1 and 2 receive integrated language development within the classroom through a range of literacy practices, including Reading and Writing Workshop, small-group and individual conferring, explicit foundational-skills instruction, independent reading, writing for authentic audiences, and literacy development across content areas. This approach provides learners with frequent opportunities to develop language while engaging meaningfully with grade-level content and literacy tasks.

Integrated English Language Development

Every Facilitator at ACLC is responsible for integrated ELD: attending to English Learners' language development within content instruction, using the ELD Standards in tandem with the content standards. Integrated ELD is embedded in ACLC's instructional model, and Facilitators employ strategies including visual supports, graphic organizers, leveled and scaffolded text, structured academic discussion protocols, sentence and discourse frames, vocabulary pre-teaching, multimedia and technology supports, structured peer collaboration, and cooperative learning.

The ACLC instructional model provides the vehicle for consistent implementation. ACLC's professional development focus on providing multiple entry points and integrated scaffolds applies directly to integrated ELD, and its shared expectations for content delivery and meaning-making give Facilitators a common structure in which language supports are planned rather than improvised.

Integrated ELD implementation is monitored through a combination of classroom observation, collaborative planning, learner data, and ongoing instructional feedback. Facilitators are expected to incorporate language-development opportunities and appropriate scaffolds into daily grade-level instruction, with attention to both language and content objectives. School leaders and instructional support staff monitor implementation through classroom observations, lesson and unit planning, and instructional rounds, providing feedback and coaching as needed. Learner progress is also reviewed through language proficiency data, classroom assessments, work samples, and other academic data to determine whether instructional supports are effectively meeting learners' language-development needs and to identify areas requiring additional support.

Newcomers and Long-Term English Learners

Newcomers. Learners who arrive with beginning English proficiency receive intensive, targeted language support designed to help them develop foundational English skills while maintaining access to grade-level content. Upon enrollment, learners and

families receive an orientation to the school's programs, routines, expectations, and available language supports. Learners are assessed to identify their English language development needs and determine appropriate instructional supports.
Beginning English learners receive additional instruction through small-group pullout and targeted language support, with instruction focused on foundational vocabulary, listening, speaking, reading, and writing skills. In the classroom, facilitators provide scaffolds, visuals, modeling, explicit vocabulary instruction, structured opportunities for oral language, and other supports that allow learners to engage with grade-level content while continuing to develop English proficiency. Staff collaborate to monitor learner progress and adjust the intensity and type of support as learners develop greater independence and proficiency.

Long-Term English Learners. Pursuant to Education Code Sections 313.1 and 313.2, ACLC identifies Learners who are Long-Term English Learners or at risk of becoming Long-Term English Learners, reports that identification annually, and provides targeted instruction addressing their specific profile, typically strong oral fluency alongside gaps in academic reading and writing. Describe the specific supports ACLC provides. At a high school with 13% EL enrollment, a substantial share of English Learners will be LTELs, and an authorizer will expect this to be addressed directly.

Access to the full program
English Learners at ACLC participate in the full college-preparatory program. One hundred percent of ACLC Learners are enrolled in courses required for UC/CSU admission, and English Learner status does not track a Learner out of A-G coursework, honors courses, dual enrollment, the Pathways Program, internships, or democratic governance.

Facilitator qualifications and professional development
All Facilitators providing instruction to English Learners hold an appropriate English Learner authorization, hold an emergency authorization, or are working towards their authorization in compliance with credentialing requirements — CLAD, BCLAD, an English Learner Authorization, or the equivalent Commission on Teacher Credentialing certification. All Facilitators receive professional development in integrated ELD and in the ELD Standards.

Monitoring progress
ACLC monitors English Learner progress through annual Summative ELPAC results; benchmark assessment provided within their classroom; CAASPP results; mastery data by standard; credit accumulation and A-G progress; and Facilitator observation of language production. English Learner progress is reviewed by the COST team and ELD Coordinator quarterly. English Learners who are not progressing receive additional support through ACLC's Multi-Tiered System of Supports.

ACLC does not refer a Learner for special education assessment on the basis of limited English proficiency, and does not defer intervention on the assumption that a Learner's difficulty is attributable to language acquisition. Where language may be a factor in an academic concern, staff with EL expertise participate in the review.

Reclassification

ACLC reclassifies English Learners as Fluent English Proficient using criteria adopted by the CLCS Board of Directors consistent with Education Code Section 313 and California Department of Education guidance. The four criteria are:

1. Assessment of English language proficiency, using the Summative ELPAC
2. Facilitator evaluation of the Learner's academic performance
3. Parent or guardian opinion and consultation, with families notified of the reclassification process and invited to participate
4. Comparison of the Learner's performance in basic skills against locally established standards for Learners of the same age

Monitoring after reclassification. ACLC monitors reclassified Learners for four years following reclassification, reviewing academic performance each semester. A reclassified Learner who is not performing at expected levels receives support through ACLC's MTSS, and ACLC evaluates whether additional language support is warranted.

Parent and community engagement

ACLC provides all required notifications to families of English Learners in the primary language of the home as required by Education Code Section 48985 and federal law, including initial identification, annual ELPAC results, program placement and options, and reclassification.

ACLC's English Learner Advisory Committee (ELAC) brings together staff members who support the academic, language-development, and postsecondary needs of English Learners. The committee includes the ELD Coordinator, ELD facilitator, Pathways Coordinator, and an administrator, with the Special Education case manager participating as needed to support coordination for learners receiving both English language development and specialized academic services.

The ELAC team reviews English Learner progress, discusses instructional and intervention needs, monitors access to grade-level and pathway coursework, and identifies supports that promote language development and academic success. The team collaborates to ensure that learners receive appropriate ELD services, are making progress toward English proficiency and graduation, and have equitable access to college and career pathways. When learners require additional or specialized support, the committee coordinates with other members of the learner support team to develop a comprehensive response to their needs.

Program evaluation
ACLC annually evaluates the effectiveness of its English Learner program using ELPAC growth, reclassification rates, CAASPP results, graduation and A-G completion rates, chronic absenteeism, and course access data for English Learners. Results are reported to the ACLC Board and the CLCS Board of Directors, inform the LCAP, and drive program adjustments.

Students with Disabilities

- All Learners at ACLC with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including Learners without disabilities.
- All Learners at ACLC with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. ACLC collaborates with El Dorado County Charter School SELPA, School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- ACLC uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities (i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning).

Resource Specialist/Full Inclusion Specialist Duties
Starred (*) sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at ACLC include but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify Learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*

- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
- Administer State testing to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.

<u>Curriculum Accommodations and Modifications</u>

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for Learner with disabilities requiring additional one-to-one support.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for Learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for Learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for Learners with disabilities.*
- Provide educational home visits to Learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for Learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for Learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for Learners with disabilities who reach a critical level of disciplinary interventions at ACLC.

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).

Paraprofessional Supervision

- Supervise paraprofessional serving Learners in the Resource Specialist Program and Full Inclusion Program.*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Learners

ACLC complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

ACLC complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." - Education Code Section 47605(c)(5)(B)

ACLC's measurable pupil outcomes are stated schoolwide and for every numerically significant student group as defined by Education Code Section 52052, consistent with the requirement that outcomes address increases in pupil academic achievement both schoolwide and for all groups of pupils served. ACLC's numerically significant student groups are determined annually from current enrollment and reported through the California School Dashboard and ACLC's Local Control and Accountability Plan.

ACLC's outcomes align to the eight state priorities applicable to a charter school serving grades 9 through 12 and to the indicators reported on the California School Dashboard, so that the school's own goals, its LCAP, and the accountability measures used at renewal describe the same performance.

Relationship to the LCAP. The outcomes and metrics identified in this element establish what ACLC measures and holds itself accountable for across the term of this charter. The annual baselines, targets, specific actions, and expenditures associated with each outcome are set forth in ACLC's Local Control and Accountability Plan, adopted annually by the CLCS Board of Directors following the stakeholder engagement process required by Education Code Section 52060 et seq.

ACLC states outcomes and metrics here rather than fixed multi-year targets because the LCAP is adopted annually while this charter operates across a five-year term. Locating targets in the LCAP allows ACLC to set them through the required stakeholder process, revise them as performance and conditions change, and remain aligned with evolving Dashboard indicators and state priorities. ACLC's LCAP is published annually on the CLCS website and submitted to the Alameda Unified School District and the Alameda County Superintendent of Schools as required by law.

Where ACLC stands entering this charter term. ACLC enters this term with genuine strengths and identified areas requiring focused improvement. Schoolwide performance exceeds state averages in English language arts, mathematics, and science, and graduation rates are strong across student groups. At the same time, achievement gaps between student groups are significant, engagement indicators including chronic

absenteeism and suspension have risen, and A-G completion falls below ACLC's own graduation requirement. Closing these gaps is the central work of this charter term. Current performance data is reported annually in ACLC's School Accountability Report Card and on the California School Dashboard, and the specific goals, actions, and targets through which ACLC will address each area are set forth in ACLC's LCAP.

Measurable Pupil Outcomes by State Priority

Priority 1 – Basic Services

Outcome	Metric
Facilitators are appropriately assigned and hold appropriate credentials for the subjects and Learners they teach	Percentage of Facilitators fully credentialed and properly assigned; percentage without credentials or misassigned; percentage of classes containing English Learners taught by appropriately authorized Facilitators
Learners have access to standards-aligned instructional materials	Percentage of Learners lacking an assigned copy of core instructional materials, by subject
School facilities are maintained in good repair	Annual Facility Inspection Tool rating

Priority 2 – Implementation of State Standards

Outcome	Metric
Instruction in all subject areas is aligned to adopted state standards	Percentage of courses aligned to the Common Core State Standards, Next Generation Science Standards, History–Social Science Framework, California Arts Standards, and ELD Standards
ACLC maintains University of California A-G course certification	Status and currency of ACLC's UC Doorways course list
ACLC maintains WASC accreditation	Accreditation status and term
English Learners receive both integrated and designated English Language Development	Percentage of Facilitators trained in the ELD Standards; documented implementation of integrated and designated ELD
Facilitators receive professional development supporting standards implementation	Professional development days and hours delivered; participation rates

Priority 3 – Parental Involvement

Outcome	Metric
Families participate in school governance and decision-making	Family participation on the ACLC Board, Personnel Committee, Curriculum and

	Standards Committee, Finance Committee, Program Evaluation Committee, and Creative Community Education Fund board
Families participate in school programs and activities	Participation in the Parent Action Committee, the annual Constitutional Convention, and schoolwide events
Families participate in their Learner's academic progress	Family attendance at Learner-Led Conferences, disaggregated by student group
ACLC promotes participation by families of unduplicated Learners and Learners with disabilities	Participation rates for families of English Learners, socioeconomically disadvantaged Learners, foster and homeless youth, and Learners with disabilities
Families report satisfaction with ACLC's program and communication	Annual family survey results

Priority 4 – Pupil Achievement

Outcome	Metric
Learners achieve proficiency in English language arts	CAASPP ELA percentage meeting or exceeding standard; Distance from Standard; Dashboard Academic Indicator
Learners achieve proficiency in mathematics	CAASPP Mathematics percentage meeting or exceeding standard; Distance from Standard; Dashboard Academic Indicator
Learners achieve proficiency in science	CAST percentage meeting or exceeding standard
Learners complete a course of study meeting UC/CSU A–G requirements	Percentage of Learners enrolled in A–G courses; percentage of graduates completing all A–G courses with a grade of C or higher
Learners graduate prepared for college and career	Dashboard College/Career Indicator, percentage Prepared
Learners complete college-level coursework before graduating	Percentage completing at least one dual enrollment course; dual enrollment course pass rate
English Learners make progress toward English proficiency	ELPAC percentage making progress toward proficiency; Dashboard English Learner Progress Indicator
English Learners are reclassified as Fluent English Proficient	Annual reclassification rate

Priority 5 – Pupil Engagement

Outcome	Metric

Learners graduate from high school within four years	Four-year adjusted cohort graduation rate; Dashboard Graduation Rate Indicator
Learners remain enrolled through graduation	Four-year cohort dropout rate
Learners attend school consistently	Average daily attendance rate
Learners are not chronically absent	Chronic absenteeism rate; Dashboard Chronic Absenteeism Indicator

Priority 6 – School Climate

Outcome	Metric
Learners remain in school and are not excluded through discipline	Suspension rate; Dashboard Suspension Rate Indicator; expulsion rate
Learners with disabilities are not disproportionately disciplined	Suspension rate for Learners with disabilities compared to schoolwide rate
Learners, families, and staff report a safe and connected school community	Annual Learner, family, and staff climate survey results
Learners participate in the governance of their school community	Participation in Contemporary Community Citizenship, Leadership, and Judicial Committee

Priority 7 – Course Access

Outcome	Metric
All Learners have access to a broad course of study, including the full A–G sequence	Percentage of Learners enrolled in A–G courses, disaggregated by student group
Advanced coursework is accessible to all Learners	Honors course enrollment by student group compared to schoolwide enrollment
Dual enrollment is accessible to all Learners	Dual enrollment participation by student group
Pathways programming is accessible to all Learners	Pathways participation by student group
English Learners and Learners with disabilities access the full college-preparatory program	A–G enrollment and completion rates for English Learners and Learners with disabilities

Priority 8 – Other Pupil Outcomes

Outcome	Metric

Learners meet or exceed the ACLC Graduate Profile standards	Percentage of seniors meeting or exceeding Graduate Profile standards as evidenced by the Senior Portfolio
Learners complete the Senior Portfolio	Senior Portfolio completion and publication rate
Learners demonstrate the Learning-to-Learn skills	Learner-Led Conference and Senior Portfolio rubric results
Learners gain career-connected experience	Internship completion rate (grade 11)
Learners contribute to their community	Senior project completion rate (grade 12); community service hours completed annually and cumulatively
Learners develop and maintain physical fitness	California Physical Fitness Test participation and results, grade 9
Graduates enroll in postsecondary education or enter a chosen career pathway	Postsecondary enrollment rate, National Student Clearinghouse
Graduates persist in postsecondary education	Second-year postsecondary persistence rate, National Student Clearinghouse

ELEMENT C: METHODS FOR MEASURING PUPIL OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." - Education Code Section 47605(c)(5)(C)

ELEMENT C: METHODS FOR MEASURING PUPIL OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." - Education Code Section 47605(c)(5)(C)

Approach to Assessment

ACLC measures pupil progress through multiple measures rather than any single instrument. This follows from the educational model: a program built on project-based learning, public demonstration of mastery, and college and workplace experience cannot be assessed adequately by standardized testing alone, and a program claiming college preparation cannot be assessed without it. ACLC therefore uses state assessments, local assessments, curriculum-embedded measures, performance assessments, and progress-toward-graduation measures together.

ACLC's assessment practices deliberately include a variety of measures so that instruments are appropriate to the grade level, subject area, skill, knowledge, or personal quality being assessed. Baseline assessments establish each Learner's level of mastery at the start of the year; formative assessment informs instruction continuously; and summative and growth measures document progress across the year, providing both criterion-based and growth-based data. Through formative, ongoing, and summative assessment, Facilitators identify gaps in understanding, determine which instructional approaches are working, and make course corrections.

Consistent with Education Code Section 47605(c)(5)(C), ACLC's methods of measuring pupil outcomes for the state priorities are consistent with the way information is reported on the School Accountability Report Card and the California School Dashboard, so that the school's internal measurement, its public reporting, and the accountability measures applied at renewal describe the same performance.

ACLC assesses all Learners, including English Learners, Learners with disabilities, foster and homeless youth, and socioeconomically disadvantaged Learners, and disaggregates and reports results for every numerically significant student group.

<u>What ACLC Measures and How</u>

What We're Measuring	Assessment Tools
Proficiency in English Language Arts, Mathematics, History / Social Science, Science	CAASPP (annual); CAST; ELPAC (annual, where applicable); standards-based benchmark assessments aligned to the Common Core State Standards, Next Generation Science Standards, and History–Social Science Framework; internal formative and summative assessments; mastery grades; Senior Portfolio; senior project
Growth in Social-Emotional Intelligence	Internal formative and summative assessments; Senior Portfolio; senior project; Learner-Led Conference rubrics
Growth in Physical Fitness	California Physical Fitness Test (grade 9); performance tasks; Facilitator observation; mastery grades
Growth in Proficiency Levels for numerically significant Subgroups	CAASPP (annual); CAST; ELPAC (annual, where applicable); mastery grades; local benchmark assessment
Achievement of the Graduate Profile	Senior Portfolio; performance rubrics; Learner-Led Conference rubrics; mastery grades
Completion of UC/CSU A-G requirements	Twice-yearly evaluation of Learner transcripts by the school counselor; mastery grades; A–G progress monitoring
Progress toward annual growth and performance targets	California School Dashboard; School Accountability Report Card; LCAP annual update

State-Required Assessments

ACLC administers all state-required assessments applicable to grades 9 through 12.

Assessment	Grades	Purpose
CAASPP Smarter Balanced Summative — ELA and Mathematics	11	Achievement against Common Core State Standards
California Alternate Assessments — ELA and Mathematics	11 (eligible Learners	Achievement against alternate achievement standards

California Science Test (CAST)	Once in grade 10, 11, or 12	Achievement against Next Generation Science Standards
CAA for Science	Once in high school (eligible Learners)	Alternate science achievement
Initial ELPAC	Within 30 days of enrollment	Initial English proficiency identification
Summative ELPAC	Annually, all English Learners	English proficiency progress and reclassification eligibility
California Physical Fitness Test	9	Physical fitness participation

ACLC's Data Coordinator and School Counselor are responsible for administering all state-required assessments, including test security protocols, accommodations and designated supports specified in Learners' IEPs and Section 504 plans, scheduling, and required parent notification and opt-out procedures.

ACLC monitors and reports participation rates and works to maintain participation at or above the 95% threshold applied under state and federal accountability.

Local Assessments

With CAASPP administered only in grade 11 and CAST once across the high school span, ACLC has no state assessment data for Learners in grades 9, 10, and 12. ACLC therefore administers local assessments to monitor progress in the years state assessments do not reach, to identify Learners needing support early, and to measure growth rather than only status.

ACLC administers the Measures of Academic Progress (MAP) three times annually — fall, winter, and spring. Baseline administration at the start of the year establishes each Learner's level of mastery so that Facilitators can plan instructional delivery accordingly; subsequent administrations measure growth across the year and provide both criterion-referenced and growth-referenced data.

Local assessment results are used to place Learners in support courses, to inform Learners of Concern and Learner Support Team referrals, to group Learners for targeted instruction, and to monitor progress within intervention cycles.

Curriculum-Embedded and Classroom Measures

Mastery-based grading**.** ACLC assesses Learner performance against identified standards and course outcomes rather than points accumulated or work completed. Facilitators assess by standard and issue an overall mastery determination at the end of each grading period. Learners may redo assignments and assessments within the grading period to demonstrate a higher level of mastery.

Learners earn credit toward graduation by achieving mastery level 2 or higher at the semester. A Learner who does not pass a required graduation course at level 2 or higher is re-placed into the course to recover the credit.

Learners receive progress reports every four to five weeks in addition to semester mastery reporting, giving Learners and families visibility into performance well before the end of a grading period.

Project and performance assessment. Facilitators assess project work against rubrics measuring content mastery, the Learning-to-Learn skills, and the Graduate Profile standards. Because ACLC's projects culminate in public products and presentations, Learners are assessed by audiences beyond their Facilitator — peers, families, community members, and, in the case of internships and dual enrollment, adults outside the school entirely.

Formative assessment. Facilitators use ongoing formative measures within seminars to adjust instruction. Formative assessments may take the form of written assessments or individual, small-group, or whole-class performance tasks, and are Facilitator-generated and administered with the intent of collecting achievement data to inform instruction.

Performance Assessments Unique to ACLC

Three measures assess outcomes that no standardized instrument reaches, and they are central to ACLC's definition of an educated person.

Learner-Led Conferences. Learners present their work and progress to families, peers, and Facilitators semi-annually. Facilitators evaluate conferences against a standardized rubric assessing quality of portfolio and project work, quality of presentation, original thought, and the Learner's demonstrated competence in presenting.

The conference is a central accountability structure at ACLC: it makes Learners accountable to their families, to their Facilitators, and to the learning community, and it requires the Learner to narrate their own growth rather than receive an account of it. The combination of high expectations, public display of meaningful work, and the opportunity to demonstrate learning through the modality that best suits the individual is a powerful incentive for Learners to develop their skills fully.

The conference rubric is developed with input from Facilitators and the ACLC Leadership class, and is revised regularly. That Learners participate in constructing the instrument by which they are assessed is consistent with ACLC's broader governance model and gives the conference standing within the Learner community that an externally imposed rubric would not have.

Senior Portfolio. The Senior Portfolio serves as a culminating assessment of each learner's growth, learning, skills, and readiness for life beyond high school. Learners present their portfolios to a group panel and are assessed using a common rubric that evaluates the quality and completeness of their portfolio, their ability to communicate and reflect on their learning, the evidence they provide to demonstrate growth and achievement, and their ability to respond thoughtfully to questions and feedback. The panel presentation provides learners with an authentic opportunity to demonstrate their learning to an audience beyond their classroom facilitator.

In addition to the group panel assessment, each Senior Portfolio is reviewed by the School Site Council (SSC) using a designated rubric. This provides an additional layer of review and helps ensure that learners are held to a consistent standard across portfolios. The use of common rubrics and multiple evaluators supports consistency, transparency, and shared expectations for successful completion of the Senior Portfolio.

The assessment process is designed to support learning and revision rather than simply determine whether a learner passes or fails on the first attempt. If a learner does not yet meet the established standard, they receive specific feedback and corrections identifying areas that need to be strengthened. The learner is then connected with a mentor who provides individualized guidance and support as they revise their portfolio and prepare for reassessment. Learners resubmit their work for reassessment using the same established criteria. This process provides learners with an opportunity to respond to feedback, demonstrate continued growth, and ultimately meet the expected standard.

Internship and Senior Project. Grade 11 internships are documented and approved, with performance evaluated by a workplace supervisor. Grade 12 senior projects are documented, approved, and presented to the school community.

Progress Toward Graduation Measures

ACLC monitors every Learner's progress toward graduation continuously rather than at the end of the sequence:

- **Credit accumulation** against the grade-level benchmarks established in the course catalog and reviewed each semester: 0-60 credits (freshman), 60-120 (sophomore), 120-180 (junior), 180-230 (senior)

- **A-G progress**, monitored through twice-yearly evaluation of every Learner's transcript by the school counselor against ACLC graduation requirements and the A-G sequence, identifying any Learner off track for either
- **Dual enrollment completion**, tracking the college course requirement and Peralta course outcomes
- **Community service, internship, and senior project completion** against the 20-hour annual requirement
- **Attendance and chronic absenteeism**, monitored by the admissions and truancy manager
-

Learners identified as off track through any of these measures are referred through ACLC's Multi-Tiered System of Supports as described in Element A.

Internal assessment and placement of entering Learners. Upon enrollment, ACLC obtains and reviews relevant learner records to develop an understanding of each learner's academic history and support appropriate course placement. Records may include incoming transcripts, prior course history and grades, CAASPP results, and other available academic information. This information is reviewed by school staff to determine appropriate placement and identify any areas where additional academic support may be needed.

As part of the enrollment and placement process, learners complete the MAP assessment, which provides additional information about current academic skills and instructional needs. For mathematics placement, ACLC considers multiple measures rather than relying on a single assessment. Staff review the learner's incoming transcript and prior mathematics coursework, CAASPP results, and MAP assessment data to determine an appropriate initial placement. This multiple-measures approach allows the school to consider both demonstrated course completion and current academic performance when determining the most appropriate level of mathematics instruction.

Data Collection, Analysis, and Use

Data systems. ACLC maintains Learner assessment, attendance, discipline, and transcript data in PowerSchool, and reports to CALPADS as required. PowerSchool is used to generate reports that disaggregate, analyze, and disseminate performance data to Facilitators, the ACLC Board and the CLCS Board of Directors, families, Learners, and the Alameda Unified School District. ACLC maintains sufficient staff and systems, including technology, to ensure timely reporting necessary to comply with law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

How ACLC uses data. The goal of ACLC's assessment practices is to maximize progress toward goals for each Learner. ACLC collects and analyzes data to inform instructional practice, and disseminates it to empower Learners, families, and the community. Facilitators, families, Learners, and community members work together to use data to improve the school, its classrooms, and its instructional approaches.

At the Learner level, ACLC uses data to:

- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference
- Identify individual strengths and areas for growth, in order to leverage the former and support the latter

At the classroom level, ACLC uses data to:

- Identify content and skills requiring acceleration or intervention for a whole seminar
- Identify content and skills requiring acceleration or intervention for small groups of Learners
- Identify strengths and areas for growth in a Facilitator's practice, in order to leverage strengths and support development

At the school level, ACLC uses data to:

- Identify areas of overall strength and the practices that produced them, and generalize those practices where appropriate
- Identify areas of overall challenge, evaluate action steps, and determine the professional development required
- Set school goals and achievement targets and identify the actions to reach them

Assessment results also inform placement in support courses and intervention; Learners of Concern and Learner Support Team referrals; course placement and acceleration decisions, including mathematics placement consistent with Education Code Section 51224.7; and the annual LCAP.

Review cycle. ACLC's professional development structure provides the vehicle for regular data review: five full professional development days annually and approximately thirty-eight weekly workshop sessions on early-release Wednesdays. [describe: which data is reviewed, by whom, on what cycle, and what decisions follow. Specify the roles of Facilitator teams, the counseling team, the Learners of Concern group, administration, and the Program Evaluation Committee.

Program evaluation. The Program Evaluation Committee, together with school leadership, reviews Learner outcome data and progress toward the goals set forth in Element B and in ACLC's LCAP, and reports findings to the ACLC Board and the CLCS Board of Directors. The Committee and school leadership continually work to identify, develop, and implement improved accountability measures.

Reporting

ACLC is committed to providing all stakeholders with transparent accountability information regarding Learner achievement; Learner, family, and Facilitator satisfaction; financial stability; graduation and college attendance; and attendance.

To Learners and families. ACLC works in partnership with families, and combines formal and informal reporting so that families have open access to information about their child's progress. Informal reporting is ongoing through phone calls, texts, written notes, email, and in-person conversation. Formal reporting includes:

- Mastery reports each grading period showing performance by standard
- Progress reports every four to five weeks
- Semester mastery reporting
- Semi-annual Learner-Led Conferences
- ELPAC results within required timelines
- Individual CAASPP and CAST results as provided by the state
- Transcript and A-G progress review through the counseling team
- Notification when a Learner enters intervention
- An annual review of California School Dashboard data with families

Reports are written to be understandable to families, and written feedback and reports are translated into languages other than English as needed, consistent with Education Code Section 48985.

To the ACLC Board and the CLCS Board of Directors. Outcome data reported on a quarterly basis, including state assessment results, local assessment results, graduation and A-G completion, attendance and chronic absenteeism, discipline data, and progress toward LCAP goals.

Local Control and Accountability Plan. ACLC produces a Local Control and Accountability Plan annually, using the template adopted by the State Board of Education, updating the goals and annual actions identified in Element B with respect to the state priorities. ACLC submits the LCAP to the Alameda Unified School District annually as required by law.
School Accountability Report Card. ACLC produces an annual SARC, published by February 1 each year, using data from the preceding academic year. Achievement data is disaggregated annually to identify the academic performance of Learners by student group, including race and ethnicity, gender, English Learners, socioeconomically disadvantaged Learners, and Learners with disabilities. The SARC serves the authorizing agency, families, the boards, and the community.

California School Dashboard. The Dashboard provides a holistic view of the performance areas central to preparing Learners for college and career, places equity at the center of

school assessment, and provides transparency for families and the community. ACLC uses Dashboard data to assess its performance and improve its practices.

To the Alameda Unified School District. The annual performance report required under this charter and the memorandum of understanding, and prompt response to all reasonable inquiries pursuant to Education Code Section 47604.3.

To the State. All required CALPADS, CAASPP, ELPAC, and other state reporting.

ELEMENT D: GOVERNANCE STRUCTURE

"The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement." - Education Code Section 47605(c)(5)(D).

Legal Status & Governance Structure

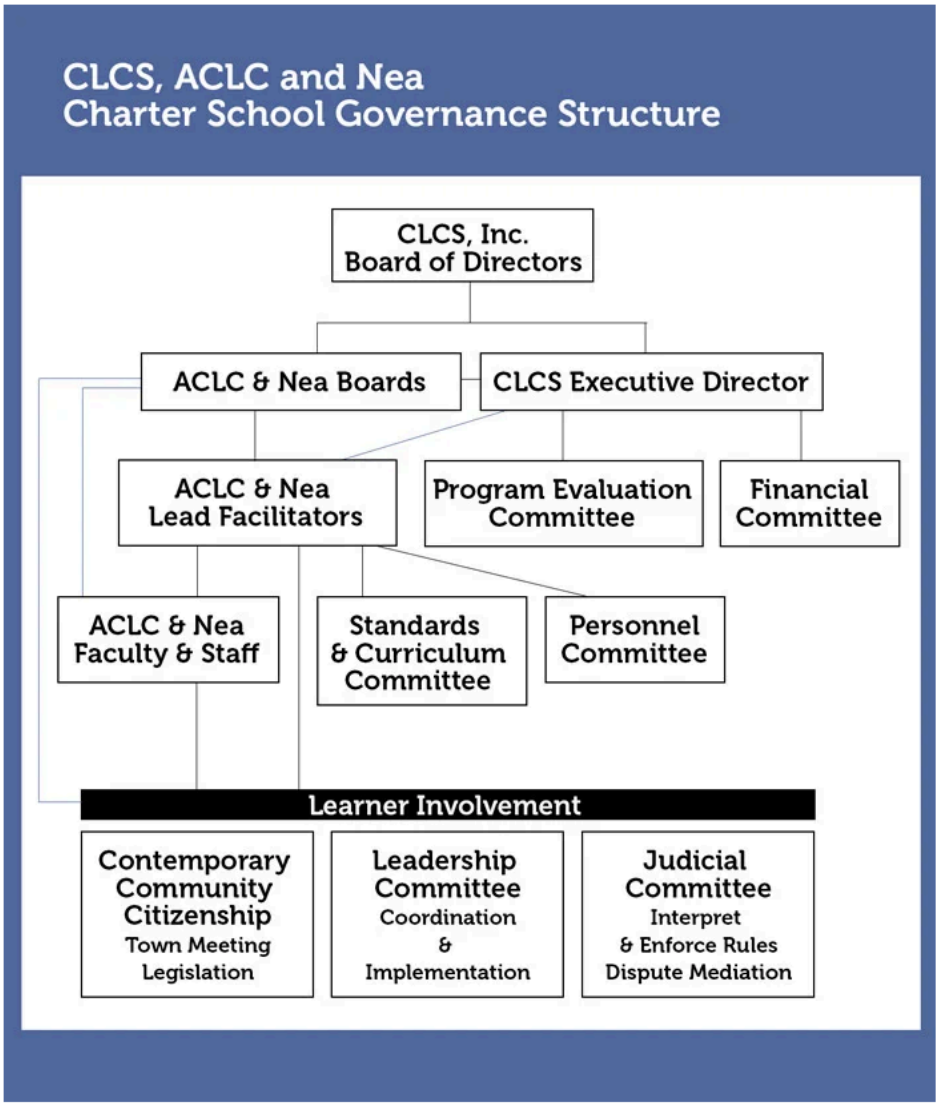
Alameda Community Learning Center is operated by Community Learning Center Schools, Inc. (CLCS), a California non-profit public benefit corporation granted 501(c)(3) tax-exempt status in 2006. CLCS also operates ACLC's sister school, Nea Community Learning Center (ACLC), serving grades K-8 on the same campus.

ACLC is operated as an independent, directly funded charter school and is governed in accordance with CLCS's articles of incorporation and bylaws, which are consistent with this charter and with applicable law. CLCS is a separate legal entity for purposes of liability for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of Alameda Community Learning Center, or for claims arising from the performance of acts, errors, or omissions by ACLC, provided the District has complied with all oversight responsibilities required by law. ACLC shall maintain the insurance coverage described in later Elements and shall indemnify the District as set forth in the parties' memorandum of understanding.

ACLC complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that ACLC has been given written notice of the policy change.

Organizational Chart



CLCS has found that structuring governance so that community members actively participate develops Learners and engages parents, resulting in a stronger community. The structure described below maintains overall organizational control while delegating responsibility to the people involved in the respective activities.

ACLC complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that ACLC has been given written notice of the policy change.

Legal Status and Corporate Governance

ACLC is operated as an independent, directly funded charter school. As a separate legal entity, CLCS is solely responsible for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of ACLC, or for claims arising from the performance of acts, errors, or omissions by ACLC, provided the District has complied with all oversight responsibilities required by law.

Through this charter and a separate memorandum of understanding, ACLC agrees to defend, indemnify, and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors, and assigns from and against any actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities asserted by any person, firm, or entity arising out of or in connection with ACLC's performance under this charter, or any acts, errors, negligence, omissions, or intentional acts by ACLC, its governing board, administrators, employees, agents, representatives, volunteers, successors, and assigns.

CLCS shall ensure that at all times throughout the term of this charter, the bylaws of its governing board remain consistent with the provisions of this charter. If the governing board amends the bylaws, CLCS shall provide a copy of the amended bylaws to the AUSD Office of Charter Schools within 30 days of adoption.

CLCS Board of Directors

The Community Learning Center Schools, Inc. Board of Directors is the senior governing authority for the Alameda Community Learning Center. The CLCS Board is composed of community, business, and educational leaders, together with Facilitators, parents, and Learners from both CLCS schools, and draws in part on the community leadership that established ACLC.

The CLCS Board meets monthly, or more frequently as necessary, to oversee the work of the ACLC Board, the Nea Board, and the two school communities. Board member biographies and qualifications, meeting calendars, agendas, minutes, supporting materials, and all board policies — including those related to conflict of interest — are published on the CLCS website.

The CLCS Board of Directors currently consists of 10 members and is structured to provide broad expertise, continuity, and effective governance of the organization. Under the CLCS Bylaws, the Board may consist of no fewer than seven (7) and no more than seventeen (17) Directors, unless this range is changed through an amendment to the Bylaws. Directors are nominated and elected by the existing Board, providing a governance structure that allows CLCS to intentionally recruit individuals whose skills, experience, and perspectives align with the organization’s mission, vision, values, and guiding principles.

Board members generally serve one three-year term and may not serve more than one three-year term consecutively. Directors may be considered for return to the Board after a three-year period following the completion of their prior term. Board terms are intentionally staggered so that, to the extent reasonably possible, approximately one-third of the Board completes its term each year. This structure supports continuity and institutional knowledge while creating regular opportunities to bring new perspectives and expertise to the Board.

The Bylaws provide additional flexibility for Board members who assume executive leadership positions, including President, Vice President, Secretary, Treasurer, or Parliamentarian. A Board member may seek an executive leadership position during the second or third year of their initial term. If elected to an executive position, the member may extend their service for up to two additional years, provided that total consecutive service does not exceed five years. In exceptional circumstances, a Board member may seek an additional extension beyond five years with approval from two-thirds of voting members in good standing.

Responsibilities of the CLCS Board

The CLCS Board of Directors is responsible for:

- Ensuring alignment of ACLC with its mission and vision
- Monitoring Learner performance
- Approving the strategic and long-term plans of ACLC
- Approving all policies
- Ensuring that all internal controls are effective
- Providing fiduciary oversight, including receipt of ongoing financial reports
- Approving the budget and all contracts, including memoranda of understanding and charter revisions
- Supervising the audit process and securing audit report approval
- Serving as the employer of all ACLC staff and approving employee contracts, pay schedules, benefits, and other employee financial transactions
- Serving as a review board, as provided by board policy, in matters related to employee dismissal
- Serving as the final authority on expulsions, personnel termination decisions, and legal actions
- Serving as the appeal body for any expulsion recommended by the ACLC Board
- Conducting all official interactions with AUSD, the Alameda County Office of Education, and the State of California, including approval of funding applications and required reports
- Selecting, supervising, and evaluating the CLCS Executive Director

The CLCS Board retains ultimate responsibility for ACLC's performance under this charter. Authority delegated to the ACLC Board, to committees, or to school administration is delegated authority and does not diminish the CLCS Board's ultimate accountability.

District Representative

The District reserves the right, but is not obligated, to appoint a single representative to the charter school governing board pursuant to Education Code Section 47604(c). If the District appoints a representative, CLCS may, with District approval, appoint a representative to sit on the District's governing board.

Compliance with Open Meeting, Public Records, and Conflict of Interest Laws

Pursuant to Education Code Section 47604.1, ACLC and CLCS comply with:

- **The Ralph M. Brown Act** (Government Code Section 54950 et seq.). All meetings of the CLCS Board of Directors, the ACLC Board, and any committee subject to the Act are noticed, agenized, and conducted in accordance with the Brown Act, including requirements for public comment, closed session limitations, and posting of agendas. Meetings are held within the physical boundaries of Alameda County as required by Education Code Section 47604.1(c).
- **The California Public Records Act** (Government Code Section 7920.000 et seq.). ACLC has designated Chief Operating Officer as custodian of records and responds to requests in accordance with the Act.
- **The Political Reform Act** (Government Code Section 81000 et seq.). CLCS has adopted a conflict of interest code, approved by the appropriate code-reviewing body, requiring designated officials and board members to file Statements of Economic Interests (Form 700) annually.
- **Government Code Section 1090 et seq.**, governing financial interests in contracts.

Members of ACLC's governing board, any administrators, managers, or employees, and members of any committee of the school shall at all times comply with federal and state laws, nonprofit integrity standards, and AUSD charter school policies and regulations regarding ethics and conflicts of interest, so long as those policies and regulations are not in conflict with then-existing statutes or regulations applicable to charter schools.
CLCS board members receive orientation and periodic training on their fiduciary duties, the Brown Act, conflict of interest requirements, and their responsibilities under this charter.

Reporting and Notification to the District

CLCS shall send to the AUSD Office of Charter Schools copies of all governing board meeting agendas at the same time they are posted in accordance with the Brown Act, and copies of all board meeting minutes within one week of governing board approval. Timely posting of agendas and minutes on the CLCS website satisfies this requirement.

ACLC shall comply with all applicable federal and state reporting requirements, including CBEDS, CALPADS, and Education Code Section 47604.33.

ACLC shall notify the Office of Charter Schools in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status including loss of IRS 501(c)(3) status, or other formal complaints or notices, within one week of receipt. Unless prohibited by law, ACLC shall notify the Office of Charter Schools in writing of any internal investigations within one week of commencing the investigation. ACLC shall notify the Office of Charter Schools within 24 hours of any dire emergency or serious threat to the health and safety of Learners or staff.

To the extent ACLC receives federal funds, including federal Title I, Part A funds, ACLC meets all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act and other applicable federal grant programs, and will keep and make available to the District any documentation necessary to demonstrate compliance. ACLC understands that as part of its oversight, the Office of Charter Schools may conduct program review of federal and state compliance issues.

The ACLC Board

The ACLC Board is the school-level governing body for Alameda Community Learning Center. It operates under authority granted to it by the CLCS Board of Directors, and its decisions are subject to CLCS Board review and approval.

ACLC's method of governance substantially incorporates Learners, families, and Facilitators in a broad array of organizational functions — legislative, judicial, and executive. This approach is congruent with the ACLC philosophy that learning is experiential and incorporates not only the content but the process of the learning environment.

Composition

Seats	Constituency	Selection	Term
4	Facilitators, include ACLC Lead Facilitator	Lead Facilitators plus Facilitators determined by Facilitator staff	[INCLUDE]
2	Parents or guardians	Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements.	Alternating two-year terms

2	Learners	Elected by the full grades 9-12 Learner body through the CCC	One year
2	Alameda community members	Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements.	Three years, renewable

The CLCS Executive Director attends ACLC Board meetings and serves as the communications link between the CLCS Board of Directors, the ACLC Board, and the AUSD Board of Education.

The ACLC Board is designed to empower all stakeholders — parents, Learners, Facilitators, and community members — such that no individual constituency can create policy for the school without the support of others.

Learner members participate fully in ACLC Board deliberations on program, community, and school-operations matters. Consistent with law and board policy, Learner members do not participate in closed session or in deliberations involving individual personnel matters, individual Learner discipline, confidential student records, or litigation.

Delegated Authority

The ACLC Board meets monthly, or more often as needed, and is charged with policy-making affecting all areas of Alameda Community Learning Center. It is responsible for development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintenance of ACLC's vision and mission, in each case subject to CLCS Board of Directors approval.

The CLCS Board delegates to the ACLC Board decisions related to:

- Graduation standards, provided they meet or exceed state minimum requirements
- Budget proposals, subject to CLCS approval
- Strategic planning for the ACLC academic program, subject to CLCS approval
- Day-to-day facilities matters

Parents, Facilitators, Learners, and community members each represent their constituencies on major school policy and make recommendations to the CLCS Board in the best interest of the school. The ACLC Board uses school data to establish, evaluate, and improve the educational program and school policies — including CAASPP and CAST

results, graduation and A-G completion rates, chronic absenteeism and suspension data, and parent, Learner, and Facilitator satisfaction surveys.

Matters reflecting a change in ACLC's basic mission or philosophy, or concerning budget, personnel, employment, expulsion, litigation, or material revision of this charter, require review and approval by the CLCS Board of Directors before taking effect.

Committees

ACLC operates four standing committees. Each is constructed to include parent, Learner, and Facilitator representation, and each reports monthly to the ACLC Board and, where noted, to the CLCS Board of Directors. All four operate under the oversight of the Lead Facilitator and the CLCS Executive Director. Committees make policy recommendations that are reviewed by the ACLC Board and approved by the CLCS Board of Directors.

Finance Committee. Convened and chaired annually by the CLCS Executive Director, with parent, Facilitator, and Learner membership. The Committee develops and monitors ACLC's budget and monitors other financial activity under the Executive Director's direction, reporting monthly to the CLCS Board of Directors and the ACLC Board and making financial recommendations as necessary.

ACLC maintains documented internal financial controls, including a purchase order system for all purchases administered with back-office services provider.

Personnel Committee. Convened and chaired annually by the Lead Facilitator, with parent, Learner, and Facilitator representation. The Committee conducts personnel interviews as directed by CLCS Board hiring policy and carries out the personnel evaluation agreement under the Lead Facilitator's direction.

The Personnel Committee also conducts an annual Learner survey evaluating staff, the results of which are considered in annual Facilitator evaluations. Learner evaluation of Facilitators is consistent with ACLC's governance philosophy that those affected by an institution's decisions should have standing within it, and gives Learners a formal voice in the professional review of the adults who teach them.

Curriculum and Standards Committee. Chaired by a Facilitator appointed annually by the Lead Facilitator in consultation with the Facilitator staff, with parent, Learner, and Facilitator representation. The Committee collects and documents all course outlines for compliance with California State University standards and University of California A-G requirements, evaluates new courses before submission to the Board for approval, and performs the curriculum work required for WASC accreditation. It reports monthly to the ACLC Board and makes recommendations as necessary.

Program Evaluation Committee. Chaired by a Facilitator appointed annually by the CLCS Executive Director in consultation with the Facilitator staff, with parent, Learner, and Facilitator representation. The Committee develops ACLC's Annual Report and WASC accreditation report and conducts the annual parent and Learner surveys. It reports monthly to the ACLC Board and makes recommendations as necessary, and reviews Learner outcome data and progress toward the goals set forth in Element B and ACLC's LCAP.

School Administration and Day-to-Day Operations

The ACLC Lead Facilitator is responsible for the day-to-day operation of the school and makes all decisions necessary to provide a safe and constructive learning environment. The Lead Facilitator reports to the CLCS Executive Director and is responsible for instructional leadership, staff supervision, implementation of board policy, compliance with this charter and applicable law, and operational execution of the educational program described in Element A.

As an educational leader, the Lead Facilitator seeks to empower Learners to take control of their educational experience through the Contemporary Community Citizenship class, the Leadership courses, and the Judicial Committee. The Lead Facilitator works with the Leadership Facilitator to oversee the three Learner bodies charged with the primary functions of governance: legislative (Contemporary Community Citizenship), judicial (Judicial Committee), and executive (Leadership). These bodies are vested with authority and provide the venue for youth empowerment and leadership within the school.

Learner Participation in Governance

ACLC's governance is constituted to maximize the role of Learners in self-management and governance at the 9-12 level. ACLC involves Learners deeply in governance because it serves young people at the point in their lives when self-determination — exercised within a guiding system of law and community relationships — is far more valuable to learn than compliance with a system devised and imposed by adults, whether parents or educators. Because no community has full self-determination, and every community is subject to the laws of the broader society around it, ACLC ensures that Learners understand that their self-determination, while real, is bounded by the regulations and laws governing the larger community of which the school is part.

Contemporary Community Citizenship — Legislative

The Contemporary Community Citizenship (CCC) comprises the entire community of Learners and is a four-year graduation requirement; all Learners participate every year for 1.0 credit annually toward elective requirements. The CCC elects the two Learner representatives to the ACLC Board. Learners at ACLC are not passive bystanders; they are integrated into the highest levels of decision-making.

The CCC meets weekly and serves as the primary communication matrix of the school: the entire Learner body is regularly presented with, and given the opportunity to discuss, issues of importance to the school — from matters as routine as noise levels and cleanliness to questions such as how money is spent in the educational program.

The CCC also exercises legislative authority, making, discussing, and voting on formal proposals relating to the daily operation of the school. This includes creation and amendment of the Rule Book, the document setting out the rules and code of conduct for the entire ACLC community, including Learners, Facilitators, parents, and visitors.

Many CCC actions fall within the CCC's own purview and require no review or approval by the ACLC Board. Issues reflecting a change in the school's basic mission or philosophy, or concerning budget or personnel matters, require review and approval by the CLCS Board of Directors before taking effect. Although some CCC actions require approval elsewhere, the bulk of decision-making related to self-management rests with the community of Learners: Learners are empowered to establish the operational rules of their learning community and to make decisions about the use of resources within its purview, including purchases of specific equipment and use of funding for field trips.

The CCC conducts annual surveys evaluating Facilitators, the academic program, the Leadership Committee, and school operations, and makes recommendations for changes in operational practice.

The CCC is the focus of the annual Constitutional Convention, at which the entire community reviews the year's operations and adopts changes to the ACLC Rule Book. Learners produce an end-of-semester CCC project presented at their Learner-Led Conference and published to their portfolio website. The first-semester topic is chosen by the Leadership class; the second-semester topic is set by ACLC administration. CCC classes are led and developed by Learners in the Leadership course.

Judicial Committee — Judicial

The Judicial Committee (JC) comprises five Learners elected by the Learner body and one Facilitator elected by the Facilitator staff. The JC meets four times each week to consider matters involving conduct addressed by the Rule Book.

The Rule Book was developed by ACLC's CCC over more than a decade and serves as the school's foundation document, revised and updated on a regular basis by the CCC.

The JC hears cases submitted by Learners and Facilitators and determines appropriate responses to conduct addressed by the Rule Book. The JC also mediates disputes, assisting parties in conflict to find common ground so that they can move forward

cooperatively. This mediation role is particularly important because, after a dispute, the parties generally remain in the same learning community and continue to interact regularly. The Judicial Committee is a central element of the school's governance because it places responsibility for self-management clearly with the Learners.

Limits on Judicial Committee authority. The Judicial Committee's jurisdiction is limited to school-community rules and to restorative and community-based responses set out in the Rule Book. The Judicial Committee does not impose suspension or expulsion, does not act on any matter involving conduct enumerated in Education Code Section 48900 et seq., and does not participate in any disciplinary matter involving a Learner with a disability where the protections of the Individuals with Disabilities Education Act or Section 504 apply, including any matter that could result in a change of placement requiring a manifestation determination. Suspension and expulsion determinations are made exclusively by the ACLC Lead Facilitator and, where applicable, the CLCS Board of Directors, in accordance with the procedures set forth in Element J. Judicial Committee proceedings are confidential as to the Learners involved.

Leadership — Executive

The Leadership Committee is a course in which Learners in grades 9–12 may enroll, taking on the executive functions of the community of Learners. Enrollment requires application and an election process, and ACLC seeks to involve 25-30 Learners annually.

Leadership meets three times each week and works closely with the Leadership Facilitator, who is appointed by the ACLC Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC, including codifying recommended changes in the Rule Book, promulgating and upholding rules in the community, coordinating center activities, supporting the smooth operation of day-to-day community affairs, leading the weekly CCC classes, and coordinating and facilitating the annual Constitutional Convention. Functions such as coordinating field trips, CCC meetings, and notification of scheduling changes are handled by Leadership because they create genuine opportunities for Learners to manage and organize their own learning community.

Executive Leadership engages elected Learner leaders with at least one year of Leadership experience in building democratic, equitable, and sustainable practices for Learner voice across the school. These Learners create goals, visions, and principles shared across school settings, mentor and support peers, build positive school culture, and model participation in campus activities.

Educational Leadership places Learners demonstrating strong organizational skills as Facilitator assistants, supporting grading, organization, and other classroom tasks.

Leadership gives Learners extensive experience in management and operational facilitation and reduces the need to hire support staff for these functions. This keeps

school operations cost-effective while providing meaningful roles and experience for Learners — one of the many ways ACLC uses its resources to better accomplish learning objectives and empower Learners.

Parent and Family Involvement

ACLC's governance structure is designed so that parents and guardians participate at every level of school decision-making, consistent with Education Code Section 47605(c)(5)(D). Parent involvement is crucial to ACLC's operation, and ACLC promotes effective communication between families and Facilitators, the Lead Facilitator, and counselors through participation in governance, in two parent-driven organizations, and in the academic life of the school.

Governance participation

Parents serve on the ACLC Board, on the Finance Committee, the Personnel Committee, the Curriculum and Standards Committee, and the Program Evaluation Committee, and on the CLCS Board of Directors. Two parent representatives serve on the ACLC Board, which is responsible for major policy decisions related to the school.

Any parent or guardian may attend and address any meeting of the ACLC Board, its committees, or the CLCS Board of Directors, consistent with the Brown Act. Meeting calendars, agendas, minutes, and supporting documents are published on the ACLC and CLCS websites.

Parents also serve on ACLC's WASC Focus on Learning committees during accreditation self-study cycles.

Creative Community Education Foundation

In 2001, the year ACLC became a charter school, the ACLC parent community created the Creative Community Education Foundation (CCEF), a non-profit 501(c)(3) organization, to support the vision of ACLC. CCEF raises and allocates funds supporting academic and enrichment programs at ACLC. Its board of directors comprises ACLC Facilitators, Learners, and parents, and parents serve on it alongside their other governance roles.

Parent Action Committee

The Parent Asset Committee (PAC) organizes ACLC parents to support the school, coordinating parent volunteers, holding parent events, and supporting school activities.

PAC provides a structured opportunity for parents, caregivers, learners, and school staff to build partnership and strengthen the school community. The organization

focuses on family engagement, communication, learner advocacy, community-building, and supporting the overall educational experience of learners.

Participation in academic progress

Parents participate directly in their Learner's academic progress through semi-annual Learner-Led Conferences, at which the Learner presents their portfolio and growth to their family, and through Senior Portfolio defenses. Parents convene regularly in both formal and informal meetings to share information and discuss their Learners' progress toward achieving the ACLC vision.

Communication

ACLC communicates with families through ParentSquare and provides all communications in the primary language of the home as required by Education Code Section 48985 and applicable federal law. Translation services are provided as needed.

Volunteer participation is voluntary

Consistent with Education Code Section 47605(e), no parent or guardian is required to volunteer or perform service as a condition of a Learner's admission, continued enrollment, or attendance at ACLC, and ACLC does not encourage families to withdraw a Learner for failure to volunteer.

Complaint procedures

CLCS maintains board-adopted Uniform Complaint Procedures and separate procedures for complaints not subject to the UCP, published on the CLCS website. The annual UCP notice is distributed to families in accordance with 5 CCR Section 4622. Complaints alleging a violation of law by the charter school may be brought to the CLCS Board of Directors and, if unresolved, to AUSD as provided in Education Code Section 47604.4.

Decision-Making Process

ACLC works to achieve consensus in making decisions. However, if consensus is not possible within a reasonable timeframe, the various decision-making groups vote and a simple majority rules, unless otherwise specified by this charter or by bylaws adopted by the CLCS Board of Directors. This procedure may be modified by the CLCS Board of Directors.

Student Records

Upon receiving a records request from a receiving school or school district, ACLC shall transfer a copy of the Learner's complete cumulative record within ten school days in

accordance with Education Code Section 49068. ACLC shall comply with California Code of Regulations, title 5, Section 3024, regarding the transfer of student special education records, and with Education Code Section 49060 et seq. regarding rights to access student records and transfer of records for youth in foster care.

Information Sharing, Inquiries, and Audit

ACLC acknowledges that Article XVI, Section 8.5(e) of the California Constitution; Sections 2(e), 6, and 8 of Proposition 98; and Education Code Sections 33126.1(b), 35256(c), and 35258 require schools, including ACLC, to provide certain information in certain formats to the general public and specifically to parents of ACLC Learners and of District students. ACLC further acknowledges its obligation to provide all such information to the District in a timely manner so that the District may meet its own obligations. To the extent the District holds information that ACLC does not have and requires in order to meet its obligations, the District shall provide it to ACLC in a reasonably timely manner upon request.

In accordance with Education Code Section 47604.3, ACLC shall promptly respond to all reasonable inquiries, including inquiries regarding financial records, from the District, and shall consult with the District regarding those inquiries.

ACLC acknowledges that it is subject to audit by AUSD. Where AUSD specifically requests an audit of ACLC that is not otherwise required of ACLC by law or by the provisions of this charter, AUSD shall bear the cost of that audit.

ACLC will maintain sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

ELEMENT E: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."- Education Code Section 47605(c)(5)(E)

ACLC has a comprehensive plan for faculty recruitment, hiring and retention of qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

Hiring Plan

ACLC has hired qualified, fully credentialed Facilitators in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. In addition to attracting talented personnel in the immediate Alameda area, ACLC contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize ACLC among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the ACLC Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of ACLC. The ACLC Personnel Committee also seeks to recruit Facilitators that share the values and educational philosophy of the ACLC community. The ACLC Personnel Committee recommends for hire Facilitators who meet California state teaching requirements and are profession ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

<u>Teachers / Facilitators</u>

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These

Facilitators teach the "core" academic and college preparatory classes of mathematics, language arts, science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the ACLC team to ensure continuous improvement for students, staff and ACLC community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

CLCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments

without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

General Requirements, Hiring and Performance Review

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board have the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of the pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)

ACLC has its own Safe School Plan for fire, earthquake, and harmful intruders (lockdown drills) that is filed with the District. ACLC staff receives training in emergency and first aid response, in accordance with state standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to Learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to Learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all regular volunteers.
- The Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that the ACLC does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as tuberculosis.
- ACLC's facilities meets state and local building codes, except where exempt.
- ACLC's facilities meet federal requirements, including the Americans with Disabilities Act.
- ACLC complies with all state and federal laws regarding food safety and environmental protection.
- ACLC complies with all state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- ACLC school screen Learners' vision and hearing and for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Behavioral Issues

ACLC is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety, since the Learners establish the rules of the community and are, therefore, very conscious of the impact of their behavior on the entire community. While ACLC incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

ACLC follows the AUSD behavior matrix as their tiered discipline system. In addition, ACLC has fully adopted both restorative justice and PBIS (Positive Behavior Intervention Support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process of collaborative; that is, even the 'offender' is an equal participant in this process, an equal stake-holder, this person is not ostracized or merely receives top-down consequences.

Facilities Safety

The learning community is also partially self-regulating with respect to physical safety issues. Both campuses are subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code. ACLC shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

If ACLC moves or expands to another facility during the term of this charter, ACLC Community Learning Center shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ACLC Community Learning Center shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an

exception is made by the Director of Educational Options and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Community Risk

By the nature of the educational program at ACLC, Learners are engaged in a wide array of activities outside the confines of the physical location of the school. Learners attend community college, engage in work-based learning opportunities, meet with mentors, conduct action research projects in the community settings, and take field trips to museums, courts, governmental offices, and many other locations. In the course of this process, Learners are exposed to risks that are not typically associated with school operations where Learners are largely contained on a school campus.

In order to minimize these risks, the following procedures are strictly enforced:

- ACLC shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- The administrative staff carefully screens volunteers and mentors prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors are fingerprinted and go through a formal screening process. Generally, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic, and who are not alone with students at any time during such a visit, will be exempted from this screening.
- Work-based learning opportunities are carefully reviewed to ensure that Learners are safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults, unless it is a one-time only visit, conducted in a group and supervised by Facilitators.
- Field trips are reviewed and approved by ACLC's Lead Facilitator. Parents must provide permission for field trip participation.

Sexual Harassment and Discrimination

ACLC Learners and staff are protected from harassment and discrimination (Appendix 3) based on all protected classes. ACLC does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection is guaranteed in the ACLC Rule Book. We believe this Learner-led approach makes ACLC safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At ACLC the Learners create, review, revise, and enforce these rules to the extent that there is true Learner buy-in.

Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

Health

All ACLC Learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. ACLC requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

ACLC provides Learner screening for vision, hearing and scoliosis, to the same extent as would be required if the Learners attended a non-charter public school.

In addition to these basic requirements, the learning community is provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All ACLC facilities are non-smoking areas.

The examination of faculty and staff for tuberculosis as described in *EC* Section 49406 takes place regularly as per state law.

Role of Staff, Contractors, and Volunteers as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Similarly, all volunteers age 18 and older who interact with Learners outside of the immediate supervision and control of school employees or the Learners' parents or guardians are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. ACLC's policy related to the administration of prescription medication, including insulin shots, has been provided as ACLC's "Administration of Medications, Emergencies and Head Lice Policy."

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Criminal Record Check

All ACLC employees, including staff, contracted service providers, and volunteers with direct and non-direct pupil contact, shall comply with all criminal background check requirements applicable to charter schools under the Education Code, including but not limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony will be employed by ACLC or allowed to volunteer at ACLC.

Other Procedures to Ensure the Health and Safety of Pupils and Staff
The Alameda Community Learning Center complies with all health and safety laws and regulations that apply to non-charter public schools as required by charter and state law, including those required by USDA, CAL/OSHA, etc.

CLCS/ACLC will contract with either District or a third party for nursing services for special education Learners who require an Individual Health Care Plan (IHCP). An IHCP is part of a Learner's IEP. The IHCP must be developed when needed and updated at the beginning of each school year.

The Alameda Community Learning Center shall comply with state and federal laws regarding environmental protection.

ELEMENT G: STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's resident diversity, the ACLC has an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school.

Consistent with state and federal law, ACLC does not establish racial or ethnic quotas, targets, or preferences. ACLC seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of ACLC's outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about ACLC and the opportunity to participate in the admissions lottery.

ACLC regularly conducts the following outreach to attract an ethnically diverse group of applicants:

1. Run several newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights in English, Spanish, Tagalog, and Chinese. 2. Conducted parent information nights to answer questions and inform parents and Learners about school openings.
2. Mailed its enrollment information to all prospective Learners in grades 6-11 using district-provided mailing lists.
3. ACLC representatives will yearly do the following prior to holding community recruitment meetings:
4. Run newspapers ads in multiple languages in local newspapers to advertise its information nights.
5. Conduct parent information nights to answer questions and inform parents and Learners about the school openings.
6. Hang advertising door hangers on residences.
7. Send ACLC information materials to all Alameda families using district-provided mailing lists.

8. Post its information night advertisements in multiple languages throughout diverse neighborhoods in churches, Boys and Girls Clubs, community meeting spaces, shopping malls, etc.
9. ACLC will seek out community leaders to get advice on how to reach all families in Alameda to get them to attend information nights before the random lottery.

ACLC monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, ACLC will review and adjust its outreach strategies to improve awareness and accessibility.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)

Statement of Nondiscrimination Acceptance Policy:

The Nea Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator (not applicable to ACLC).
- Be four (4) years of age on or before September 1 to enter transitional kindergarten.

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

- Existing Learners shall be exempt;
- Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
- Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
- Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
- Applicants that are siblings of Learners currently attending the school and are residents of the DistrictCity of Alameda;
- Applicants that are residents of the District;
- Applicants that are siblings of Learners currently attending the school and are not residents of the DistrictAlameda;
- Applicants residing outside the District.City of Alameda

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.
- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.

- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon enrollment offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Enrollment Pre-Admission Procedures:

- Failure to comply with the procedures outlined below will result in revocation denial of admission/disenrollment.
- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.
- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.

- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

ELEMENT I: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." - Education Code Section 47605(c)(5)(I)

ACLC Disciplinary Procedures including Suspension and Expulsion

The Judicial Committee is charged with administering the rules of ACLC and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. In cases that involve risks to the safety and well-being of learners, any facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Learners who are found by the ACLC Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the ACLC Governing Board for possible expulsion from the ACLC. Expulsion proceedings for ACLC learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from ACLC. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. As noted earlier in this document, no ACLC learner will be made privy to any personal or confidential information regarding another ACLC learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the ACLC Rule Book. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, the ACLC is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. The ACLC will have an approved resource specialist available for consultation on special classes of students and their rights. ACLC will use the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed as legal. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports will be cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook Planner and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, ACLC will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Lead Facilitator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. ACLC will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

Grounds for Suspension and Expulsion of Students

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACLC ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses
1. Discretionary Suspension or Expulsion Offenses: Students may be suspended or expelled when it is determined the student:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by

a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate

prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph
        (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    iii. An act of cyber sexual bullying.
        (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter School personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.

7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons

can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted

findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the

rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the Charter School or the County would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT J: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." - Education Code Section 47605(c)(5)(J)

Employees of CLCS who work at ACLC and qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. This includes Facilitators, Lead Facilitator, Executive Director, Chief Operating Officer, Counselor, Special Education Coordinator, and Education Specialists. Employees of CLCS who work at ACLC and qualify for membership in the Public Employees" Retirement System ("PERS") will be covered under that system. This includes office managers, administrative assistants, paraprofessionals, and campus supervisors. All employees who are not members of STRS or PERS must contribute to the federal social security system. CLCS will inform prospective employees of the retirement system for employees of any CLCS charter school, as required by Education Code Section 47611.

CLCS will make all employer contributions as required by STRS/PERS or federal social security. CLCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT K: PUBLIC SCHOOL ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" - Education Code Section 47605(c)(5)(K)

No student will be required to attend ACLC, and all AUSD students will have the alternative of attending their AUSD or other school of residence, or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that Learners have no right to admission in a particular school in any district as a consequence of enrollment in ACLC.

ELEMENT L: EMPLOYEE RETURN RIGHTS

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school" - Education Code Section 47605(c)(5)(L)

AUSD employees who accept employment with CLCS shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the school year.

ELEMENT M: DISPUTE RESOLUTION PROCEDURES

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." - Education Code Section 47605(c)(5)(M)

The staff and Governing Board members of Alameda Community Learning Center agree to attempt to resolve all disputes between the District and Alameda Community Learning Center regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. ACLC recognizes that it cannot bind the District to any of the terms contained in this section.

Any controversy or claim arising out of or relating to the charter agreement between the District and Alameda Community Learning Center, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Alameda Community Learning Center
1900 3rd St.
Alameda, CA 94501

To Director of Student Services
Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the

responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference").

3) An Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall select a mediator from a list of six mediators with each party selecting three mediators. Each party may eliminate a mediator by taking turns until one mediator remains.

4) If the mediation is not successful, the parties agree that each party has exhausted this procedure and shall have any such recourse available by law.

Internal Disputes

1) Disputes arising from within ACLC, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members shall be resolved pursuant to policies and processes developed by ACLC. The AUSD Board of Education shall refer any complaints or reports regarding such disputes to the School Board or the Director.

2) The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.

3) Disputes shall first be brought informally to the Director of the Charter School for resolution.

4) The Director shall track all disputes in writing.

5) The Director shall facilitate discussion and resolution between all parties involved in the dispute.

6) If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.

7) The decision of the Governing Board shall be final.

When the operations of ACLC give rise to disputes or complaints other than between ACLC and the District, ACLC will seek a mutually satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by ACLC's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the CLCS Governing Board.

Oversight, Reporting, Revocation, and Renewal
Any communication from the AUSD should be directed to the CLCS Executive Director. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. ACLC agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

Addressing Parent Complaints
Alameda Community Learning Center has established complaint procedures that address all complaints, including discrimination. Alameda Community Learning Center will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response is in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision is issued in writing. The procedures will also identify a designee in the event the ACLC employee charged with investigating the complaint is the complaint's subject. The complaint procedures shall be clearly articulated in the school's student and family handbook or distributed widely.

Alameda Community Learning Center designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section

504) including any investigation of any complaint filed with Alameda Community Learning Center alleging its noncompliance with these laws or alleging any action or omission which would be prohibited by these laws. Alameda Community Learning Center will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Alameda Community Learning Center will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Alameda Community Learning Center will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Renewal

The process for any Petition renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

ELEMENT N: SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." –Education Code Section 47605(c)(5)(N)

Should the District either revoke the charter or fail to renew the charter, closure of ACLC will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CLCS Governing Board will promptly notify parents and students of ACLC, the District, the Alameda Board of Education, ACLC's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The CLCS Governing Board will ensure that the notification to the parents and students of the ACLC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of ACLC shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, ACLC shall work with the AUSD Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ACLC will prepare final financial records. ACLC will also have an independent audit completed within six months after closure. ACLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

ACLC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ACLC, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of CLCS. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CLCS shall remain solely responsible for all liabilities arising from the operation of ACLC. Any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the ACLC closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.

With regard to Learner records, in the event of school closure, ACLC will finalize all school records in its system. The finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the

Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501I(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Presentation by Nea Community Learning Center (Nea) in Support of their Request for Charter Renewal (15 Mins/Public Hearing/Information)

Item Type: Information/Public Hearing

Background: On September 10, 2026 Nea Community Learning Center (Nea) submitted their Charter School Renewal Petition to the Assistant Superintendent of Educational Services. Per Charter School Renewal guidelines laid out in Ed. Code 47605:

- The Board shall within 60 days of receiving the petition, hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input,
- The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, and
- At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition.

AUSD staff will bring to the Board their findings and recommendations at the October 27, 2026 BOE meeting.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Staff time spent on charter petition review process offset by the oversight fee AUSD charges its charters each year.

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Asst. Supt. of Ed. Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation: Nea Charter Renewal Petition	10/7/2026	Presentation
🗋	Nea Charter Renewal Petition	10/5/2026	Cover Memo



CHARTER RENEWAL

Nea Community
Learning Center

Presented by:
Charlotte Pickett
Eddie Garrett

October 13, 2026

AGENDA FOR THE NIGHT

- Our Community
- Our History
- Successes
- Deltas
- Next Steps
- Comments and Questions







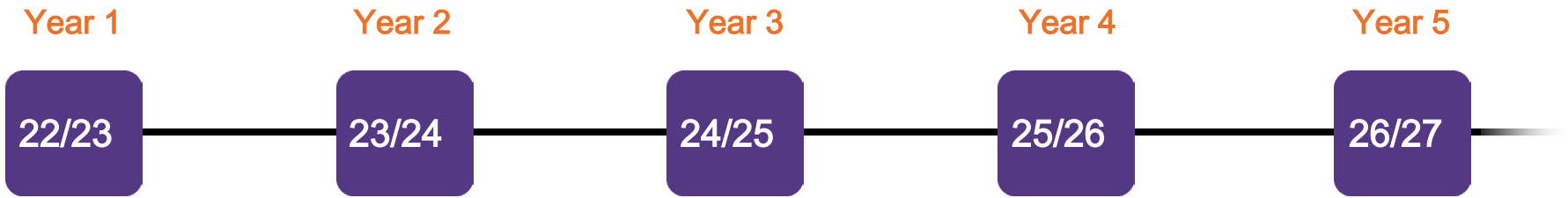


OUR HISTORY



Nea Timeline

*WASC accreditation granted in 2021 for 6 years with next self study in 2027-2028



MISSION

To empower all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.



OUR COMMUNITY



VISION

All Nea learners are academically, socially and emotionally prepared for exciting futures in high school and beyond through their deep engagement in joyful, rigorous, and equitable learning experiences in relationship with their diverse, interconnected community.





Our Community: Our Focus



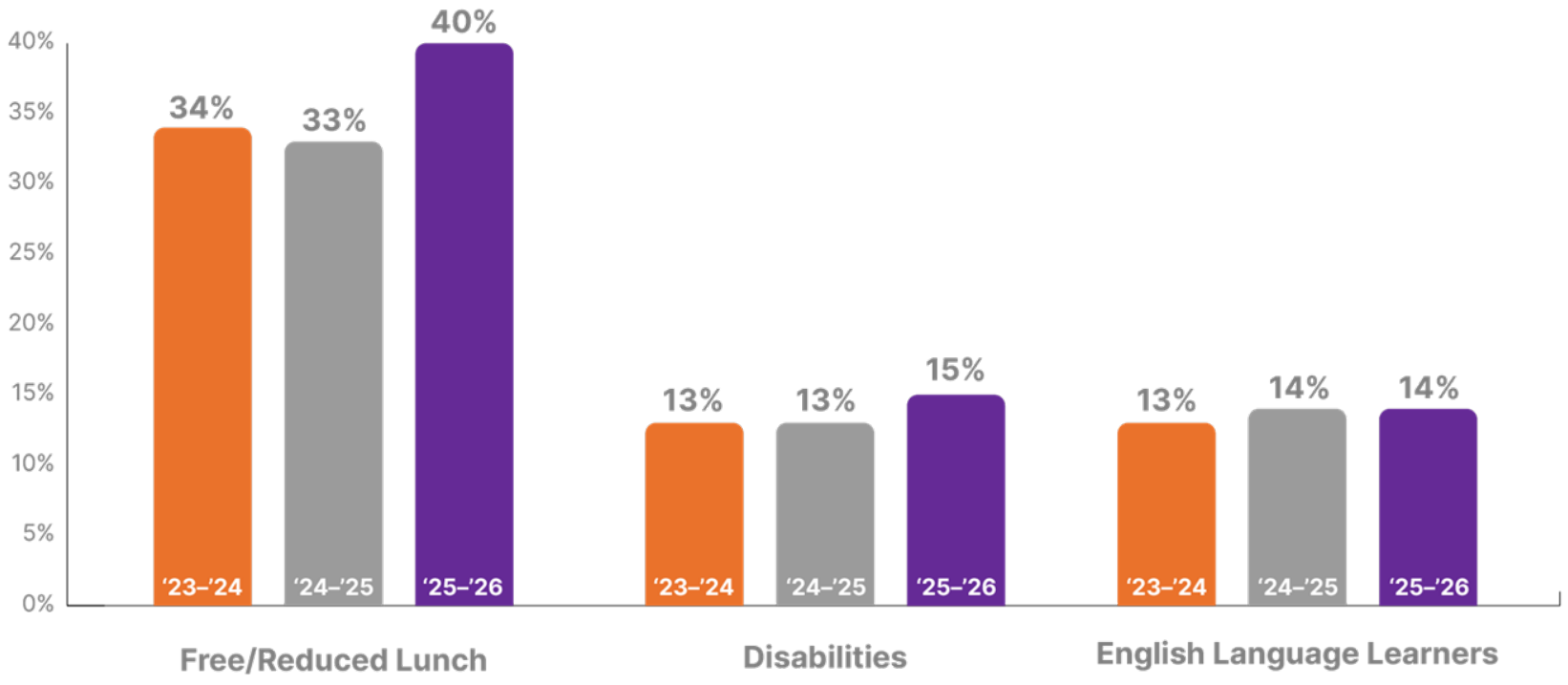
Throughlines

Our 3 Cs
(care, clarity, consistency)

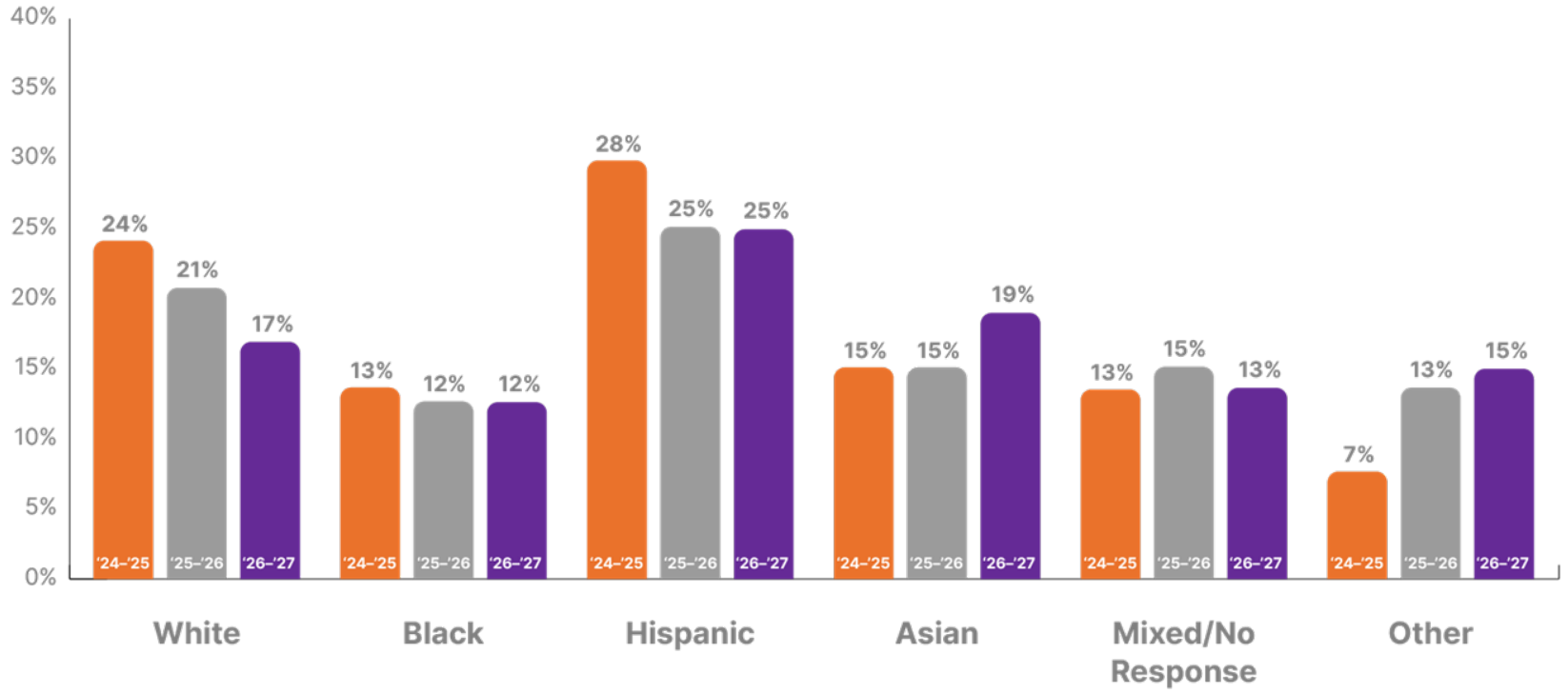
Sense of belonging, academic rigor, connecting community



Our Diverse Community: Demographics



Our Diverse Community: Ethnicity / Race



Our Diverse Community: Comparison

This table contains Nea's 2025 Census demographics alongside the demographics of its comparison schools.

Nea has similar demographics to its comparisons, with a percentage of English learners, African American students, and Hispanic students above the average of its comparison schools.

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

School	SED	EL	African American	Hispanic
Nea CLC	**39%**	**14%**	**12%**	**25%**
Encinal Jr. Sr. High	47%	6%	11%	20%
Franklin Elementary	33%	9%	2%	15%
Maya Lin	36%	9%	6%	22%
Ruby Bridges	69%	19%	23%	21%
Academy of Alameda	62%	14%	19%	25%
Will C. Wood Middle	55%	13%	7%	22%
William G. Paden	40%	14%	5%	23%

Our Community

Club offerings in collaboration with ACLC high schoolers

Project Based Learning since founded in 2009

- Cross-curricular, hands-on experiences for learners TK-8.

Culture/Climate

- Prioritize collaboration with families and learners (including communication about learner strengths and areas for growth
- Incorporate learner voice and choice within content and community
- Multiple opportunities to build community through field trips, events, classroom activities, etc…
- For 7th and 8th graders - Challenge Day, Boame & Akoma Buddies (4th-8th grade are big buddies)



OUR SUCCESS



Our Success

Culture climate survey results highlights (given in grades 3-8)

- 98% of learners have at least 1 adult they trust on campus
- 96% of learners feel safe or somewhat safe on campus
- 98% of learners feel heard and respected by their facilitators

Attendance Initiatives (Oct/Mar)

- Smaller incentives range from storytimes in the younger grades to homework passes in the upper grades
- Larger incentives range from treats to even a bounce house

Other Successes

- Older learner mentorship
  - Akoma Buddies (4th-8th are big buddies)
  - Boame (7th/8th grade assistants in classrooms)
- Field trips - opportunities to get out in the community

Reading Intervention Support K-8



Performance Levels: Nea vs. State Levels

Indicator	2025 Dashboard		
	Nea	State	Nea above?
ELA	+13.9	+5.1	Above
Math	+18.6	+5.2	Above
ELL	+20.1	+.7	Above

Our Successes: Math Academic Performance Snapshot

Renaissance Star: Math % Students Meeting Growth Target

The gold highlights indicate the groups that made “one year’s growth” each year.



Student Grade/Group	Fall ‘22 – Spring ‘23	Fall ‘23 – Spring ‘24	Fall ‘24 – Spring ‘25	Fall ‘25 – Spring ‘26
All Students Tested	**54%**	**47%**	**59%**	**61%**
1st	72%	72%	71%	44%
2nd	50%	37%	52%	60%
3rd	45%	32%	54%	62%
4th	59%	38%	70%	59%
5th	41%	56%	55%	65%
6th			50%	62%
7th				72%
Socioeconomically disadvantaged	45%	41%	52%	53%
English Learners	32%	59%	56%	58%
Students with Disabilities	58%	23%	46%	63%
African American	59%	22%	55%	56%
Hispanic	40%	55%	46%	64%

Our Successes: Reading Academic Performance Snapshot

Renaissance Star: Read % Students Meeting Growth Target

The gold highlights indicate the groups that made “one year’s growth” each year.



Student Grade/Group	Fall ‘22 – Spring ‘23	Fall ‘23 – Spring ‘24	Fall ‘24 – Spring ‘25	Fall ‘25 – Spring ‘26
All Students Tested	**68%**	**59%**	**64%**	**59%**
1st	69%	65%	55%	39%
2nd	84%	70%	63%	65%
3rd	54%	53%	55%	51%
4th	64%	55%	69%	61%
5th	67%	47%	76%	66%
6th			67%	59%
7th				71%
Socioeconomically disadvantaged	61%	55%	57%	59%
English Learners	54%	63%	57%	54%
Students with Disabilities	48%	59%	61%	50%
African American	58%	55%	57%	56%
Hispanic	71%	63%	61%	64%

Community Successes



Multi -tiered Systems of Support & Coordination of Services Team

Process to connect learners to interventions such as reading support or social skills groups

Collaboration with All Good Living Foundation

Fresh and nonperishable food pantry available to families





Parent involvement & an Active PTSA



Special Education

Collaboration with families & general education facilitators

DELTAS



Deltas

Continuing to improve academic growth for learners across all subgroups – increased opportunities for differentiated small group instruction (pull out or push in)

Increasing sense of belonging and connection across the community

- Learners
- Families – working to engage families from diverse backgrounds



NEXT STEPS



Next Steps

Appreciation for giving us time to talk about the amazing community we serve

AUSD visit **October 1st & 2nd**

Back at the **November 10th** Board meeting for a vote to approve Nea's renewal

We invite board members to our school to visit and see first - hand **the amazing work** our learners and team do each day



Questions & Comments



NEA COMMUNITY LEARNING CENTER

MAMBAS

EST. '09

THANK YOU!

Nea Community Learning Center

Community Learning Center Schools, Inc.
a Non-profit Public Benefit Corporation

Submitted to
Alameda Unified School District
September 10, 2026

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Introduction

This document is a petition to the Alameda Unified School District Board of Education (AUSD or the District) for consideration and approval of Nea Community Learning Center's (Nea or Charter School) charter renewal, pursuant to the timelines and processes outlined in the Charter Schools Act.

The document and petition requests that the Alameda Unified School District Board of Education schedule and conduct the required hearings and make a granting or denial decision within the 30- and 60-day timeline allowed by law.

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD "[1]) to grant a renewal of the charter for Nea Community Learning Center, K-12.

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:
(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).

In considering this petition, AUSD is to be guided by this intent:

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The

[1] Throughout, the term "AUSD " refers to the AUSD Board of Education unless specifically noted.

governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).

The elements of the charter petition to be reasonably comprehensively described are individually stated and discussed below.

By amendment, the legislature further limited the bases for denial in 2000:

A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Section 56026. Ed. Code §47605.7(a).

Why does Community Learning Center Schools, Inc., seek to renew its K-12 charter school in Alameda?

CLCS seeks to renew its K-12 charter school in Alameda for all the reasons outlined in the Charter School Law.

(a) Improve pupil learning: Nea has a proven track record of academic success, with its graduates having been accepted to highly competitive colleges and universities. Our curriculum prepares Learners to be successful in the modern work world and to be active members of a democratic society.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: The educational model implemented at Nea has consistently increased learning opportunities for all, with special emphasis on expanded learning experiences for those who are identified as academically low achieving.

The school has been designed to offer Learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to surrounding traditional schools. The school actively markets in Alameda and neighboring communities to attract a diverse Learner population, reflective of Alameda's demographics for African Americans, Filipinos, and Hispanics. The school resides in the geographic West End of Alameda where most of these Learners live.

(c) Encourage the use of different and innovative teaching methods: The school uses the innovative teaching methods that were developed at Alameda Community Learning Center over the last 24 years. The innovative and successful teaching methods have been adapted and used in the K-5 part of the program successfully.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: The school uses the "Facilitator Empowerment" model pioneered at ACLC of involving Facilitators at many levels of decision-making and has created opportunities for Facilitators to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: The school has created expanded choices in the type of educational opportunities that are available within the AUSD public school system. The school created 249 new 6-12 spaces in four years in Alameda and created 264 new opportunities in grades K-5 for education using the Nea educational model.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: Being a charter school, Nea is accountable to the public via its chartering agency using a performance-based accountability system.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: The school has provided vigorous competition within the public school system to stimulate improvements in all public schools.

What is the target population served by this school?
Nea seeks to serve all Alamedans who desire its Project-Based educational model. Nea seeks to serve an ethnically diverse community. Nea is located on the west end of Alameda and seeks to serve families who live near the school.

AFFIRMATIONS AND ASSURANCES

As the authorized CLCS Executive Director, I, **Annalisa Moore,** hereby certify that the information submitted in this charter petition for a California public charter school named the *Nea Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed thecharter exclusive public school employer of the employees of the *Nea Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Admission to *Nea Community Learning Center* shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the *Nea Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.
- Shall not discourage a student from enrolling or seeking to enroll in the *Nea Community Learning Center* for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.

- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by *Alameda Community Charter School* pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3)before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the *Nea Community Learning Center* including but not limited to:

- The *Nea Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The *Nea Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Nea Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Nea Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Nea Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
- The *Nea Community Learning Center* shall comply with the Public Records Act.
- The *Nea Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.

The *Nea Community Learning Center* shall meet or exceed the legally required minimum of school days.

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Annalisa Moore, CLCS Executive Director Date

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019) ("AB 1505"), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, AB 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Nea Community Learning Center ("Nea") is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to Nea include the following:

- English Language Arts/Literacy (ELA)
- Mathematics
- Science
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate

Nea fits into the middle performing category, as determined by law and the CDE, and is thus eligible, as clearly demonstrated by the evidence for meeting the criteria for charter renewal as shown below, for a term of 5 years.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that Alameda Unified (the "District) considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

Nea documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect Nea's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, Nea is neither high nor low performing and moves to the second criterion for renewal.

Nea has had a mix of dashboard colors over the past two years.

2024 Dashboard Performance Indicator Colors

Indicator	Nea	District	State
ELA (academic)	Orange	Green	Orange
Math (academic)	Yellow	Green	Orange
ELPI (academic)	Red	Orange	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow

Suspension Rate	Green	Green	Green

2025 Dashboard Performance Indicator Colors

Indicator	Nea	District	State
ELA (academic)	Yellow	Green	Yellow
Math (academic)	Yellow	Green	Yellow
Science (academic)	Yellow	Green	Yellow
ELPI (academic)	Green	Green	Yellow
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Orange	Green	Green

CA School Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State

The following charts provide evidence for Nea being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all students, and for all student subgroups with thirty students or more at the charter school in the given indicator who, at the state level, perform below the state average. For Nea, these students groups are English learners ("EL"), socioeconomically disadvantaged ("SED") students, students with disability ("SWD"), African American students, and Hispanic/Latino students. For a school to be high or low performing by criterion two, all students and a majority of qualifying student groups must be above or below the state performance for all academic indicators for two years. As Nea performed above the state for ELPI in 2025, Nea is middle performing for renewal.

The below table reflects Nea's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, and CCI percent prepared. Instances where Nea exceeded the statewide average are highlighted in green.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI		Science
	2024	2025	2024	2025	2024	2025	2025

All	-34.6 DFS (21.4 pts lower)	-20.7 DFS (12.6 pts lower)	-74.3 DFS (26.7 pts lower)	-55.7 DFS (13.3 pts lower)			53.2 Pts (0.6 pts higher)
EL	-90.7 DFS (23.1 pts lower)	-72.5 DFS (12.6 pts lower)	-100.7 DFS (7.3 pts lower)	-88.5 DFS (2.4 pts lower)	33.9% (11.8% lower)	54% (7.6% higher)	
SED	-69.9 DFS (29.0 pts lower)	-64.2 DFS (28.9 pts lower)	-116.4 DFS (38.2 pts lower)	-105.5 DFS (32.6 pts lower)			39.0 Pts (8.1 pts lower)
SWD	-68.4 DFS (27.2 pts higher)	-115.2 DFS (25.8 pts lower)	-105.2 DFS (19.1 pts higher)	-125.4 DFS (4.7 pts lower)			
African American	-92.2 DFS (33.3 pts lower)	-97.2 DFS (45.9 pts lower)	-160.8 DFS (58.6 pts lower)	-152.2 DFS (56.4 pts lower)			
Hispanic	-76.3 DFS (37.0 pts lower)	-54.0 DFS (20.3 pts lower)	-106.9 DFS (27.7 pts lower)	-79.9 DFS (6.3 pts lower)			

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

CA School Dashboard Local Indicators from 2024 and 2025

Verified Data: Star Assessments by Renaissance and MAP Growth by NWEA

Nea uses a combination of tests deemed verified data to measure student growth in Math and Reading during the school year: Star Assessments by Renaissance and MAP Growth by NWEA. Star assessments have been used with elementary school grades at Nea over the past four years and an increasing number of middle school grades. NWEA assessments have been used with middle school grades and high school grades. Nea has shown consistency in meeting growth targets in both Renaissance and NWEA assessments over recent years.

Renaissance identifies the Student Growth Percentile (SGP) as a growth measure that can be used to show growth for a group of students. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year's growth in a year's time. Operationally, it would be straightforward to code each student as achieving a year's growth if their fall to spring SGP was between 35 and 65, failing to meet a year's growth (1–34), or exceeding a year's growth (66–99).

The tables below show the percentage of students meeting one year's growth, according to their final Fall to Spring SGP, by grade level and student group over the past four years.
The green highlights below indicate the groups that made "one year's growth" each year.

Renaissance Star: Math % Students Meeting Growth Target				
Student Grade / Group	**Fall '22 – Spring '23**	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**54%**	**47%**	**59%**	**61%**
1st	72%	72%	71%	44%
2nd	50%	37%	52%	60%
3rd	45%	32%	54%	62%
4th	59%	38%	70%	59%
5th	41%	56%	55%	65%
6th			50%	62%
7th				72%
Socioeconomically disadvantaged	45%	41%	52%	53%
English learners	32%	59%	56%	58%
Students with disabilities	58%	23%	46%	63%
African American	59%	22%	55%	56%
Hispanic	40%	55%	46%	64%
Renaissance Star: Reading % Students Meeting Growth Target				

Student Grade / Group	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25	Fall '25 – Spring '26
All Students Tested	**68%**	**59%**	**64%**	**59%**
1st	69%	65%	55%	39%
2nd	84%	70%	63%	65%
3rd	54%	53%	55%	51%
4th	64%	55%	69%	61%
5th	67%	47%	76%	66%
6th			67%	59%
7th				71%
Socioeconomically disadvantaged	61%	55%	57%	59%
English learners	54%	63%	57%	54%
Students with disabilities	48%	59%	61%	50%
African American	58%	55%	57%	56%
Hispanic	71%	63%	61%	64%

Renaissance Star percentage of students meeting growth target schoolwide, by grade level, and student group with demographic data matched to CALPADS 8.1 Student Profile report

Northwest Evaluation Association ("NWEA") identifies the Conditional Growth Index ("CGI") as an aggregate growth measure that can be used to show growth for a group of students. NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Since the Student Growth Summary Report only provides CGI scores split by grade level, many of the student group results are redacted. NWEA also provides student-level CGI scores in its data exports. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The below table contains Math and Reading growth scores for grades tested and student groups with eleven or more students, using the school CGI for grade levels and

average of student CGI for all students and student subgroups. Cells are highlighted green in instances where a grade level or student group met the growth target.

MAP by NWEA: Math Conditional Growth Index			
Student Grade / Group	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**0.0**	**0.2**	**0.0**
6th	0.65		
7th	-0.41	1.45	
8th	1.03	0.60	0.00
11th	0.07		
12th	2.99		
Socioeconomically disadvantaged	0.0	-0.1	-0.1
English learners	-0.1		
Students with disabilities	0.0		
African American	-0.2	-0.1	
Hispanic	0.0	0.3	
MAP by NWEA: Reading Conditional Growth Index			
Student Grade / Group	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**-0.3**	**-0.2**	**0.2**
6th	-3.06		
7th	-4.50	-1.39	
8th	-0.36	-2.27	0.34
11th	-2.25		
12th	-0.09	4.60	
Socioeconomically disadvantaged	-0.5	-0.4	0.3
English learners	-0.7		
Students with disabilities	-0.2		
African American	-0.3	-0.9	
Hispanic	-0.7	0.4	

NWEA MAP School Conditional Growth Index by grade level from Student Growth Summary Report; schoolwide and student group averages from Data Export Combined Data File matched to CALPADS 8.1 Student Profile report

Renaissance and NWEA can be aggregated for the fraction of grade levels tested that met the growth target over the past four years. Half or more grade levels tested met the growth target in both Math and Reading for all grades tested over the past four years.

Star by Renaissance and NWEA MAP Meeting One Year's Growth				
	Fall '22 – Spring '23	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
Math	3 of 5 grades	7 of 10 grades	8 of 8 grades	7 of 8 grades
Reading	5 of 5 grades	6 of 10 grades	7 of 9 grades	7 of 8 grades

NWEA MAP and Renaissance fraction of grade levels meeting one year's growth

AB1505 also includes participation criteria for verified data. "To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In the case of academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate. To put data in context, the charter school's enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified."

The tables below show the count of students with growth scores and the count of students enrolled from Fall to Spring according to CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below.

The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide. While participation thresholds were not met prior to the 2026 school year, participation was very similar across student subgroups, particularly those with thirty or more students enrolled.

Renaissance Star: Math Participation Rate								
Student Grade / Group	**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	207/238	87%	155/232	67%	222/279	80%	276/292	95%
1st	43/47	91%	39/45	87%	35/49	71%	36/44	82%
2nd	46/46	100%	43/48	90%	50/52	96%	48/50	96%
3rd	40/44	91%	28/48	58%	41/50	82%	45/46	98%
4th	41/51	80%	29/43	67%	37/48	77%	46/48	96%
5th	37/50	74%	16/48	33%	33/45	73%	40/42	95%
6th					26/35	74%	29/30	97%
7th							32/32	100%

Socioeconomically disadvantaged	58/73	79%	46/70	66%	66/92	72%	106/115	92%
English learners	28/33	85%	22/28	79%	36/43	84%	40/42	95%
Students with disabilities	26/31	84%	22/41	54%	26/41	63%	43/49	88%
African American	17/24	71%	9/17	53%	20/26	77%	27/28	96%
Hispanic	40/50	80%	38/53	72%	63/82	77%	70/75	93%
Renaissance Star: Reading/Early Literacy Participation Rate								
Student Grade / Group	**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	208/238	87%	170/232	73%	246/279	88%	278/292	95%
1st	45/47	96%	40/45	89%	42/49	86%	38/44	86%
2nd	43/46	93%	40/48	83%	51/52	98%	48/50	96%
3rd	39/44	89%	40/48	83%	40/50	80%	45/46	98%
4th	42/51	82%	33/43	77%	42/48	88%	46/48	96%
5th	39/50	78%	17/48	35%	38/45	84%	41/42	98%
6th					33/35	94%	29/30	97%
7th							31/32	97%
Socioeconomically disadvantaged	59/73	81%	51/70	73%	75/92	82%	107/115	93%
English learners	28/33	85%	24/28	86%	37/43	86%	39/42	93%
Students with disabilities	23/31	74%	27/41	66%	31/41	76%	44/49	90%
African American	19/24	79%	11/17	65%	21/26	81%	27/28	96%
Hispanic	41/50	82%	40/53	75%	69/82	84%	72/75	96%

Renaissance Star growth participation rate based on students with growth scores divided by the count of students enrolled from Fall to Spring

NWEA MAP: Math Participation Rate						
Student Grade / Group	**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**
All Grades	135 / 163	83%	52 / 60	87%	32 / 35	91%
6th	38 / 44	86%				
7th	24 / 28	86%	34 / 37	92%		
8th	26 / 34	76%	18 / 23	78%	32 / 35	91%

11th	27 / 33	82%				
12th	20 / 24	83%				
Socioeconomically disadvantaged	77 / 88	88%	25 / 29	86%	16 / 18	89%
English learners	19 / 23	83%	6 / 7	86%	2 / 2	100%
Students with disabilities	19 / 31	61%	8 / 9	89%	2 / 4	50%
African American	32 / 38	84%	12 / 14	86%	6 / 6	100%
Hispanic	42 / 54	78%	15 / 17	88%	7 / 8	88%
NWEA MAP: Reading Participation Rate						
Student Grade / Group	**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**
All Grades	126 / 163	77%	63 / 86	73%	30 / 35	86%
6th	35 / 44	80%				
7th	17 / 28	61%	70 / 92	76%		
8th	29 / 34	85%	24 / 37	65%	30 / 35	86%
11th	28 / 33	85%				
12th	17 / 24	71%	19 / 23	83%		
Socioeconomically disadvantaged	67 / 88	76%	34 / 48	71%	15 / 18	83%
English learners	17 / 23	74%	8 / 12	67%	2 / 2	100%
Students with disabilities	21 / 31	68%	9 / 15	60%	3 / 4	75%
African American	29 / 38	76%	19 / 23	83%	5 / 6	83%
Hispanic	42 / 54	78%	21 / 29	72%	5 / 8	63%

NWEA growth participation rate based on students with growth scores divided by the count of students enrolled from Fall to Spring

Comparison Analysis with Local Schools

To demonstrate how Nea serves its community well, it is compared to local schools, identified as schools within two miles of Nea in Alameda Unified serving kindergarten through grade eight.

The table below contains the Nea's 2025 Census day demographics alongside the demographics of its comparison schools. Nea has similar demographics to its

comparisons, with a percentage of English learners, African American students, and Hispanic students above the average of its comparison schools.

School	SED %	EL %	African American %	Hispanic %
Nea Community Learning Center	39%	14%	12%	25%
Encinal Junior/Senior High	47%	6%	11%	20%
Franklin Elementary	33%	9%	2%	15%
Maya Lin	36%	9%	6%	22%
Ruby Bridges Elementary	69%	19%	23%	21%
The Academy of Alameda	62%	14%	19%	25%
Will C. Wood Middle	55%	13%	7%	22%
William G. Paden Elementary	40%	14%	5%	23%

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

Academic Performance at Nea and Comparison Schools: English Language Arts and Mathematics

Nea compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams.

The table below contains the ELA and Math performance on the dashboard over the past three years at Nea and its comparison schools. While Nea has shown lower performance than many of its comparison schools, Nea has shown consistent growth over the past three years with average DFs continuously improving in both ELA and Math.

ELA: Dashboard Distance from Standard			
School	**2023**	**2024**	**2025**
Nea Community Learning Center	-37.5	-34.6	-20.7
Encinal Junior/Senior High	30.3	27.7	9.3
Franklin Elementary	48.9	56.3	49.1
Maya Lin	-3.4	16.5	21.1
Ruby Bridges Elementary	-29.5	-30.8	-21.6
The Academy of Alameda	13.5	-12.6	-4.8

Will C. Wood Middle	-4.5	0.0	8.1
William G. Paden Elementary	5.9	2.1	1.9
Math: Dashboard Distance from Standard			
School	**2023**	**2024**	**2025**
Nea Community Learning Center	-82.5	-74.3	-55.7
Encinal Junior/Senior High	-40.5	-49.7	-35.7
Franklin Elementary	37.7	35.7	37.4
Maya Lin	-11.3	7.8	14.8
Ruby Bridges Elementary	-38.2	-41.5	-26.1
The Academy of Alameda	-16.2	-16.8	-22.7
Will C. Wood Middle	-28.4	-21.6	-24.8
William G. Paden Elementary	3.2	0.5	-1.0

Charter and Comparison Schools Dashboard ELA and Math Status Scores

In 2024 and 2025, the Dashboard reported ELA and Math growth scores for grades 4 through 8. Nea had a higher growth than a majority of its comparisons for ELA in 2025 and was above multiple comparisons schools for ELA and Math in 2024.

Growth Scores: Dashboard ELA and Math				
	ELA		**Math**	
School	**2024**	**2025**	**2024**	**2025**
Nea Community Learning Center	-4	3	-5	-9
Encinal Junior/Senior High	3	-10	-14	-1
Franklin Elementary	-2	3	-3	1
Maya Lin	4	7	14	15
Ruby Bridges Elementary	-9	4	-14	-3
The Academy of Alameda	11	-6	7	0
Will C. Wood Middle	4	-3	18	-5
William G. Paden Elementary	-22	-10	-17	6

Charter and Comparison Schools Dashboard ELA and Math Growth Status Scores

Academic Performance at Nea and Comparison Schools: English Learner Progress Indicator

Nea compares its English Learner progress to comparison schools using the dashboard indicator, English Learner Progress. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California (“ELPAC”). Nea’s 2025 ELPI was above a majority of its comparison schools for all English learners and all comparison schools for long-term English learners, as shown in the table below.

2025 English Learner Progress		
	EL	LTEL
Nea Community Learning Center	54.0%	64.7%
Encinal Junior/Senior High	67.1%	63.3%
Franklin Elementary	41.2%	
Maya Lin	45.2%	
Ruby Bridges Elementary	44.4%	
The Academy of Alameda	48.6%	31.3%
Will C. Wood Middle	55.4%	57.1%
William G. Paden Elementary	69.7%	

Charter and Comparison Schools Dashboard English Learner Progress Indicator Scores

ELEMENT A: EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Education Code Section 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Education Code Section 47605(c)(5)(A)(ii)

Nea Community Learning Center: Mission, History, and the Community We Serve

<u>Nea Mission Statement</u>

The Nea Community Learning Center ("Nea") provides an educational model that empowers all students to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.

<u>Origins of the Model</u>

The philosophical basis for the Nea model originates from a 1992 community-wide visioning process conducted by Alameda Unified School District (AUSD) leadership, in

which approximately 1,200 Alameda students, educators, and community members gathered to identify the skills and qualities of their ideal 21st century graduate. That process produced the AUSD Vision and the AUSD Graduate Profile, and seeded the founding of Alameda Community Learning Center (ACLC). Nea opened in 2009 as a second school built on the same vision, designed to extend self-directed, project-based learning within a democratic school community to a wider and more diverse population of learners, with particular emphasis at the elementary level. Nea and ACLC share a campus at 1900 Third Street and are operated by Community Learning Center Schools, Inc. (CLCS).

In the 2025-26 academic year, Nea served 442 students in grades TK-8.

Whom Nea is Attempting to Educate

Nea serves all students residing in AUSD boundaries, without regard to prior academic performance, English proficiency, disability status, or family income. Nea does not select for readiness; the school's instructional design assumes a wide range of entering skill levels within every classroom and is built to differentiate within that range rather than around it.

Nea's demographic profile in the 2025-26 academic year:

Student Group	Nea Enrollment
African American	11.8%
American Indian or Alaska Native	0.2%
Asian	14.7%
Filipino	1.4%
Hispanic or Latino	24.7%
White	21.3%
Two or More Races	14.5%
English Learners	13.8%
Homeless Youth	0.9%
Students with Disabilities	10.4%
Socioeconomically Disadvantaged	39.4%

Nea serves an extremely diverse community of learners with a wide range of academic interests, strengths, learning styles, backgrounds, and individual learning needs. Families choose Nea because they value a small, close-knit school community where learners are known well by their educators and supported as individuals. Our TK–8 model allows us to build strong relationships with learners and families over time and to provide a learning environment that balances academic challenge with responsive support.

Families who choose Nea over a traditional district school are often seeking an educational experience that offers personalized attention, a strong sense of community,

and a developmentally appropriate level of challenge. The size of our school allows educators to collaborate closely around learner needs, differentiate instruction, and respond to individual strengths and areas for growth. Families also value the opportunities Nea provides for learners to develop independence, collaboration, creativity, and critical thinking while engaging in rigorous, standards-aligned learning.

For many families, Nea offers a combination of strong relationships, a connected community, individualized support, and academic rigor that they may not find in a larger school setting. Families choose Nea because they believe this environment allows their children to be both well known and appropriately challenged, while developing the academic skills, confidence, curiosity, and independence needed for continued success in middle school, high school, and beyond.

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st century is not defined by the volume of information they have retained. Information is abundant, instantly retrievable, and rapidly obsolete. What distinguishes an educated person now is the capacity to direct one's own learning: to recognize what one does not yet know, to locate and evaluate sources, to work productively with people who think differently, to persist through difficulty, and to convert understanding into something of use to a community.

Nea's founding community named these capacities in 1992 and codified them as the AUSD Graduate Profile. Nea expresses them today as the **Nine Nea Principles**, which function simultaneously as the school's Expected Learning Outcomes (ELOs) for Learners and as the behavioral expectations for Facilitators, staff, and families. They are the backbone of the educational program and the organizing logic for instructional delivery.

<u>The Nine Nea Principles</u>

1. **Curiosity**:
    - Help clarify problems, ideas, and situations;
    - Actively explore the environment, ask questions and investigate possibilities; and
    - Demonstrate deep understanding beyond surface knowledge and *learn more* because of the desire to *know more*.

2. **Organization**:
    - Select and apply appropriate technology to a task;
    - Effectively use technology to critically gather information;
    - Choose appropriate technology to communicate ideas;

- Participate in decisions that affect the learning experience; and
- Effectively organize and manage time and tasks.

3. **Persistence**:
   - Demonstrate the ability to maintain action regardless of challenges in reaching goals; and
   - Engage in effective self-reflection, assessment and revision of actions and products.

4. **Compassion**:
   - Develop and apply keen awareness of the interdependence of all things;
   - Exercise leadership and work with diversity;
   - Help others learn; and
   - Give back to the community and recognize the needs of others.

5. **Problem Solving**:
   - Overcome obstacles and find a solution that best resolves the problem;
   - Organize knowledge and develop strategies to correctly solve a problem; and
   - Evaluate the results to determine if it is the best possible solution to the problem.

6. **Courage**:
   - Exceed AUSD graduation standards;
   - Generate new ideas and dreams, and plan for the future; and
   - Successfully meet college entrance and/or career path requirements.

7. **Teamwork**:
   - Function in various group roles;
   - Contribute cooperatively to a group effort;
   - Take ownership and responsibility for the well-being of the community; and
   - Participate in the democratic process, including judicial and governance structures.

8. **Integrity**:
   - Demonstrate consistency of actions, values, methods, measures, principles, expectations, and outcomes;
   - Demonstrate honesty, truthfulness and accuracy in our actions; and
   - Take ownership and responsibility for the well-being of the community and ourselves.

9. **Accountability**:
   - Achieve subject matter competency;
   - Succeed on traditional assessment measures; and
   - Produce high quality group projects for a variety of audiences.

How Learning Best Occurs

Nea's instructional design rests on a set of research-grounded tenets drawn from cognitive science, brain development, and organizational learning. The school's founding framework — articulated in *Learning to Learn: A Conceptual Framework for the School of the Future* — locates the program within the shift in cognitive science from behaviorism (learning through control and conditioning) toward constructivism (learning through discovery and meaning-making), and holds that in a period of accelerating change, individuals must not only learn but learn how to learn.

Nea holds that learning best occurs when:

- **Human beings are treated as designed to learn.** Instruction supports and nurtures an innate drive toward understanding rather than substituting extrinsic control for it.
- **Ownership of learning resides with the Learner.** Real learning occurs when the Learner reaches forward for knowledge rather than receiving it passively.
- **Learner voice is honored.** Educational renewal does not occur in an organization where the primary stakeholders do not believe their ideas and feelings are valued.
- **Interaction is the medium.** Learning is social from earliest childhood through the most sophisticated professional settings; collaboration and teamwork are the conditions of successful organizational culture.
- **Learning is purposeful and relevant.** Learners engage when the work has a genuine audience and a genuine consequence.
- **Learners have flexibility of time, grouping, and place.** Active inquiry requires the ability to work in teams, to move beyond the walls of the school both physically and electronically, and to submit work to critical evaluation by peers and by adults proficient in the field.
- **Multi-age grouping supports natural scaffolding.** Learners can move quickly in areas of talent and more slowly, with more individual support, in areas of difficulty.
- **Technology is the toolkit of the information age.** Literacy in the 21st century requires access to and proficiency with current technology.
- **New understanding is built on prior understanding.** Units of study are designed from what Learners already know and can do.

For the TK-6 program, Nea adds three additional design commitments specific to younger Learners:

- **Language is used to express meaning.** When Learners are engaged in authentic language use, three things happen at once: they learn language, they use language to learn, and they learn about language.
- **Learners are provided structured choice** in what and how they learn, within the studio or laboratory environment established by Facilitators and older Learners.

- **Facilitators in the lower grades are multi-talented generalists**, and in the upper grades content specialists, who collaboratively engage in reflective practice and ongoing professional development — modeling for Learners the learning behaviors the school expects of them.

Goals Enabling Self-Motivated, Competent, Lifelong Learners

Consistent with Education Code Section 47605(c)(5)(A)(i), the goals of Nea's educational program are that every Learner will:

1. Achieve or exceed grade-level proficiency in the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the History–Social Science Framework.
2. Direct their own learning — setting goals, monitoring progress, seeking help, revising work, and reflecting on growth — with decreasing adult prompting across the TK–8 span.
3. Demonstrate mastery publicly, through projects, portfolios, and Learner-Led Conferences presented to authentic audiences.
4. Participate substantively in the governance of their school community, including legislative, judicial, and executive functions.
5. Exit grade 8 prepared to enter and succeed in a college-preparatory high school course sequence.
6. Demonstrate growth against the Nine Nea Principles.

Measurable annual outcomes, metrics, baselines, and targets for these goals across all eight state priorities are set forth in **Element B** and in Nea's LCAP.

Instructional Design and Delivery

<u>The Core Model: Self-Directed, Project-Based Learning</u>
Nea's academic foundation is a Project-Based Learning (PBL) model in which Learners actively investigate real-world problems and challenges over an extended period — from one week to a full semester — and demonstrate their learning through a public product or presentation for an authentic audience. Projects are designed to address multiple interdisciplinary standards simultaneously and to be accessible to Learners at all levels within the same classroom. Facilitators receive ongoing training in PBL design and facilitation through PBLWorks (formerly the Buck Institute for Education).

A Nea project typically includes: a driving question; sustained inquiry; authenticity; Learner voice and choice; reflection; critique and revision; and a public product. Facilitators design projects backward from the standards and the Nine Principles, and build in checkpoints where direct instruction of required content and skills occurs. **Project-based learning at Nea does not replace explicit instruction; it creates the demand for it.** Facilitators deliver targeted mini-lessons, skill labs, and direct instruction in service of the project work and of standards mastery.

Facilitators and Learners

At Nea, teachers are Facilitators and students are Learners. This terminology is not cosmetic. It encodes the school's core instructional stance: that the adult's primary function is to structure conditions in which the Learner does the cognitive work, and that the equity of roles within the learning community is real. Facilitators are also Learners; Learners are also Facilitators, particularly through cross-age mentoring.

Structure of the Instructional Day by Grade Span

Grades TK-3. Learners have a homeroom Facilitator and a home-base classroom. Facilitators are generalists with specific competencies in literacy, mathematics, science, history, democracy, art and design, individualization, and Learning to Learn skills. Classrooms function as small labs, rich in materials and personalized by the Learners who occupy them; Learners keep their work journals and archived work there and see their own learning reflected in the displays. Multi-age grouping is used where developmentally appropriate. A mentor Facilitator supports the TK-2 span.

Grades 4-6 Rotation. Learners rotate through three core seminars with three Facilitators who hold core expertise in Math/Science and in Humanities (ELA/Social Studies), with an emphasis on STEAM. The rotation gives upper-elementary Learners access to subject-matter depth while preserving a small, known set of adults. A mentor Facilitator supports the 3-6 span.

Grades 7-8 (Junior High). Learners take single-subject seminars from single-subject credentialed Facilitators, with a college-preparatory course sequence, skill-building labs, special-interest academies, and enrichment electives. Course offerings include:

- **Mathematics:** Pre-Algebra, Introduction to Algebra, Algebra 1
- **English Language Arts** and **U.S. / World History**
- **Science:** Earth, Life, and Physical Science, plus technology, computer science, and STEM offerings
- **Electives (semester):** Vary but the offerings have included: Leadership, Art, Maker Studio, Creative Writing, Drama, Robotics
- **Contemporary Community Citizenship (CCC) and Learning to Learn (L2L)** — required of all Learners

Instructional Minutes and Bell Schedules

Nea's instructional calendar and daily schedule meet or exceed the minimum annual instructional minutes required by Education Code Section 47612.5 for each grade level served, and Nea offers at least 175 instructional days per year.

TK (M,T,Th,F)	
Period	
Circle	8:20 - 8:30
1	8:30 - 9:15
Recess	9:15-9:35
2	9:35 - 10:40
Lunch	11:40-12:30
3	12:30-1:45
Recess	11:45-2:05
4 Closing	2:05 - 3:00

TK (Wednesday)	
Period	
Circle	8:20 - 8:30
1	8:30 - 9:15
Recess	9:15-9:35
2	9:35 - 10:40
Lunch	11:40-12:30
3	12:30-1:45

K - 3 (M,T,Th,F)	
Period	
Circle	8:20 - 8:30
1	8:30 - 9:35
Recess	9:35 - 10:00
2	10:00 - 11:00
Lunch	11:00 - 11:50
3	11:50 - 1:00
Recess	1:00 - 1:20
4	1:20 - 2:20
Circle/ Dismissal	2:20 - 3:00

K - 3 (Wednesday)	
Period	
Circle	8:20 - 8:30
1	8:30 - 9:35
Recess	9:35 - 10:00
2	10:00 - 11:00
Lunch	11:00 - 11:50
3	11:50 - 1:00
Circle/ Dismissal	1:00 - 1:45

4th- 6th (M,T,Th)	
Period	
Opening	8:20 - 8:25
1	8:25 - 9:25
2	9:25 - 10:25
Recess	10:25- 10:50
3	10:50 - 11:50
Lunch	11:50 - 12:40
4	12:40-1:40
Recess	1:40-2:00
5 + Dismissa	2:00-3:00
*6th grade dismissal at 3:26	

4th- 6th (Wednesday)	
Period	
1	8:20 - 9:00
2	9:00 - 9:40
Recess	9:40- 10:00
3	10:00 - 10:45
4	10:45-11:45
Lunch	11:45 - 12:25
+ Dismissa	12:25-1:45

4th- 6th (Friday)	
Period	
1	8:20 - 9:10
2	9:10 - 10:10
Recess	10:10-10:35
3	10:35 - 11:35
Lunch	11:35 - 12:25
4	12:25 - 1:25
Recess	1:25-1:40
5+ Dismissal	1:40-3:00
*6th grade dismissal at 3:10	

2026-27 Nea Grades 7 - 8 Bell Schedule									
Monday (60 mins)		Tuesday (60 mins)		Wednesday (45 mins)		Thursday (60 mins)		Friday (50 mins)	
Facilitator Prep / Availability	8:10 - 8:30	Facilitator Prep / Availability	8:10 - 8:30	Facilitator Prep / Availability	8:10 - 8:30	Facilitator Prep / Availability	8:10 - 8:30	Facilitator Prep / Availability	8:10 - 8:30
								CCC	8:30 - 9:10
P1	8:30 - 9:30	P1	8:30 - 9:30	P1	8:30 - 9:15	P1	8:30 - 9:30	P1	9:14 - 10:04
P2	9:35 - 10:35	P2	9:35 - 10:35	P2	9:19 - 10:04	P2	9:35 - 10:35	P2	10:08 - 10:58
P3	10:40 - 11:40	P3	10:40 - 11:40	P3	10:08-10:53	P3	10:40 - 11:40	P3	11:02 - 11:52
P4	11:45 - 12:45	P4	11:45 - 12:45	P4	10:57-11:42	P4	11:45 - 12:45	P4	11:56 - 12:46
Lunch	12:45 - 1:23	Lunch	12:45 - 1:23	P5	11:46-12:31	Lunch	12:45 - 1:23	Lunch	12:46 - 1:22
P5	1:28- 2:28	P5	1:28- 2:28	Lunch	12:31-1:01	P5	1:28- 2:28	P5	1:26 - 2:16
P6	2:33 - 3:33*	P6	2:33 - 3:33*	P6	1:05-1:45	P6	2:33 - 3:33*	P6	2:20 - 3:10
*M.A.S. / Office Hours**	*3:35 - 4:00*	*M.A.S. / Office Hours**	*3:35 - 4:00*	M.A.S. & Staff Professional Development	2:30 - 4:00	*M.A.S. / Office Hours**	*3:35 - 4:00*		

Before and After School Choices (scholarships and need-based aid available)

Site Based:

- 7:30 – 8:30 Before School Care (no cost)
- 3:00 – 5:15 After School Care (organized activities and free play, snack included)

MOU Based:

- After School Enrichment classes organized through Alameda Education Foundation (AEF) held on and offsite
- Alameda Arts classes organized through Alameda Arts onsite
- Alameda Boys and Girls Club offered offsite

Instructional Methods and Curriculum by Content Area

Content Area	Primary Instructional Modes	Core Materials
English Language Arts	Reading and writing workshop; small-group and individual conferring; explicit foundational-skills instruction;	TK-2: Heggerty, UFLI Foundations

	independent reading; writing for authentic audiences; literacy across content areas	Collaborative Classroom Writing Workshop Handwriting Without Tears IXL, Raz, Teach Your Monster to Read, Newsela 6-8: various novels
English Language Development	Reading and writing workshop; small-group and individual conferring; explicit foundational-skills instruction; independent reading; writing for authentic audiences; literacy across content areas	UFLI Foundations iSpire Writing Workshop IXL, Raz, Teach Your Monster to Read, Newsela
Mathematics	Direct instruction; Math Talks to build mental math and computation strategies; collaborative problem solving; individual skill-building with adaptive technology; application within projects	Bridges in Mathematics 6-8: Carnegie Learning Course 1, 2, 3 Engage NY/Zearn IXL, Mathdrills.com, Newmark Learning
Science	Seminar discussion; primary and secondary source analysis; Learner presentations on history and current events; civic simulation through CCC and Judicial Committee	FOSS STEMscopes/Accelerate Learning Mystery Science, Science A-Z
History-Social Science	Seminar discussion; primary and secondary source analysis; Learner presentations on history and current events; civic simulation through CCC and Judicial Committee	TCI – Ancient History (grade 6) TCI – Middle Ages (grade 7)

		TCI – US History (grade 8)
Visual and Performing Arts	Directly taught; also used as a mode of demonstrating understanding across content areas; weekly elective offerings; assemblies and integrated programming	Art and the Human Experience Spotlight on Music Theatre Arts Connections
Physical Education	Teacher explicitly models, explains, and demonstrates a skill or concept, teacher provides structured practice with feedback and coaching, learners work together toward a shared goal and support one another's learning, learners develop skills and tactical understanding through modified games, learners rotate through activities targeting different skills or fitness components, learners intentionally repeat skills to build motor proficiency and automaticity, learners apply skills and knowledge to create or demonstrate something.	SPARK Physical Education Perceptual Motor Lesson OPEN Phys Ed
Learning to Learn (L2L)	Embedded across all courses; explicit instruction in teaching others, democratic leadership, ownership of community, judicial system interaction, personal visioning, technology skills, and systems thinking	Nea-developed

<u>Democratic Governance as Curriculum</u>

Participatory governance at Nea is not an extracurricular structure; it is part of the instructional program and is assessed as such.

- **Contemporary Community Citizenship (CCC)** is the decision-making forum of the school community. All Learners participate. Learners bring proposals, deliberate, and vote on matters affecting community life.
- **Leadership** is a course that acts as the coordinating body for CCC proposals, Judicial Committee work, and implementation of community decisions. The Leadership class builds community, organizes and maintains the community space, and runs community events. It operates on democratic process.

- **Judicial Committee** is a Learner body, under Facilitator direction, that reviews rules violations and assigns disciplinary consequences.

Through these structures Learners practice the legislative, judicial, and executive functions of a democratic community and receive direct feedback on Teamwork, Integrity, Accountability, and Compassion.

Cross-Age Mentoring: Boa Me and Akoma Buddies

Junior high Learners, under Facilitator guidance, serve as mentors and tutors for TK–5 Learners through the **Boa Me** program. The name derives from the Adinkra symbol representing cooperation and interdependence; the associated phrase, *"Boa me na me mmoa wo,"* translates to "Help me and let me help you." Mentors work with small groups on reading, support seminars, and lead structured recess activities. The program serves both populations: younger Learners receive additional adult-supervised small-group attention, and older Learners consolidate their own understanding by teaching it — the highest-transfer application of the Integrity, Compassion, and Teamwork principles.

Older learners have opportunities to step into leadership roles by mentoring and connecting with younger learners across our school community. Through art activities, community-building games, reading buddies, and campus and community improvement projects, older learners build meaningful relationships while modeling leadership, responsibility, and care for others. These experiences provide younger learners with positive role models and a sense of belonging, while empowering older learners to use their skills and strengths to contribute to the broader school community.

Learner-Led Conferences and Portfolios

Each Learner maintains an annual portfolio: a curated compilation of their strongest work and projects demonstrating mastery of California State Standards and the Nine Principles.

Learners present their portfolios at **Learner-Led Conferences**, held semi-annually, to their families, to other Learners, and to Facilitators. Facilitators formally evaluate these conferences using a standardized rubric assessing content, presentation, original thought, quality of portfolio and project work, and the Learner's demonstrated sense of competence in presenting. The conference is Nea's primary structure for parent engagement in academic progress (LCFF Priority 3) and its primary structure for teaching Learners to narrate and own their own growth. At the end of eighth grade, learners do a presentation of their final portfolio to members of the community.

Grading

Mastery-Based Grading. Nea uses a mastery-based grading system across grades TK-8. The purpose of grading is to communicate what a Learner knows and can do — to assess learning rather than compliance. Following the equitable grading framework

articulated by Joe Feldman, Nea's grading practice rests on three pillars: **accuracy** (grades reflect only academic performance, exclude non-academic criteria such as behavior, and use mathematically sound scales such as 0-4 rather than 0-100); **bias resistance** (grading practices counteract institutional and implicit biases that have historically rewarded privileged Learners); and **intrinsic motivation** (points are not used to reward or punish, but to teach the connection between the means of learning and its ends).

Nea uses mastery-based rather than standards-based grading because mastery-based grading permits mastery skills to be defined for courses that have no California-adopted content standards.

Mark	Level	Descriptor
A / 4	Exceeds Mastery	Learner demonstrates deep understanding and/or mastery of the desired outcome
B / 3	Achieved Mastery	Learner demonstrates understanding and/or mastery of the desired outcome with minor misconceptions
C / 2	Emerging Mastery	Learner is progressing toward mastery and demonstrates understanding within range of the desired outcome
NC/D / 1	Attempting Mastery	Learner is making limited progress toward mastery but does not demonstrate the desired learning outcome
NC/F – NSE	No Sufficient Evidence	Learner has not produced evidence of progress toward mastery

At the end of each trimester or semester, Facilitators assess scores by identified standard and issue an overall mastery grade.

Professional Development

Our professional development model is grounded in a clear theory of action and informed by academic and social-emotional data. Staff examine how their instructional decisions, classroom systems, and school structures can better serve and grow learners. Throughout the year, professional learning has centered on our core commitments to care, clarity, consistency, joy, belonging, and rigor. All-staff professional learning is approached through a trauma-informed lens and asks educators to critically examine the ways that systems, structures, curriculum, instruction, and assessment either support or create barriers for learners.

Professional learning is embedded in our ongoing instructional cycle. Educators consistently examine daily lesson plans and unit plans, review learner data, collaborate with colleagues, and make intentional instructional shifts based on evidence of learning. Staff are provided time to review and plan curriculum that is differentiated for the

learners they serve while maintaining high expectations and cognitive demand. This allows professional development to be directly connected to classroom practice rather than functioning as isolated training.

We provide comprehensive, ongoing professional development designed to strengthen educator practice and improve outcomes for learners. Our professional learning model includes dedicated department collaboration time, grade-level collaboration, and targeted skill-building opportunities that support educators in continuously refining their practice.

Curriculum

Nea provides all Learners a rigorous, standards-based curriculum promoting practice and mastery of the California Common Core State Standards, the Next Generation Science Standards, the History-Social Science Framework, the California Arts Standards, and the ELD Standards. Standards are made explicit and transparent to Learners and families. Facilitators, design units of study from the intersection of Learner performance data and the content standards; units are project-based and constructivist, designed for both individual and team work, and built on the principle that new understanding is constructed on prior understanding.

Nea's curriculum is distinguished from a conventional program in four ways:

I. A balanced curriculum concerned with *how* as much as *what*. Powerful teaching is responsive teaching, grounded in Learners' cultural backgrounds and in how they learn. Skilled reading, writing, and thinking are modeled explicitly so Learners have models to follow; Learners select reading material at their level and write on self-selected topics; the reading–writing connection is used to build comprehension; Learners often write for real audiences and purposes; and reading and writing are treated as tools across all content areas rather than as a single subject.

II. Literacy broadened across the curriculum. Nea treats literacy as including digital, visual, quantitative, and critical-thinking literacy alongside conventional reading and writing. Mathematical literacy incorporates Math Talks that build mental math and computation strategies, technology as a tool for understanding mathematics in a technological world, and creativity as an element of mathematical learning.

III. A project-based approach to science and social studies, built on PBL resources and Facilitator training from PBLWorks.

IV. An expanded assessment system using traditional, technological, and performance-based measurement tools for accountability, alongside qualitative and quantitative observational data evaluating both Learner process and Learner products.

English Language Arts and Foundational Literacy

Nea's literacy program develops both the foundational skills that make reading possible and the habits of mind that make reading meaningful. The program is built on the understanding that these are not competing commitments: a Learner cannot exercise choice, pursue inquiry, or write for an authentic audience without the decoding and language skills that make text accessible, and yet skills instruction divorced from purpose does not produce readers.

Foundational skills (TK-2, and beyond as needed). Nea provides explicit, systematic, sequential instruction in the foundational skills of reading. Phonological and phonemic awareness are taught daily using Heggerty Phonemic Awareness. Phonics, decoding, and encoding are taught using UFLI Foundations, a systematic, explicit, research-based scope and sequence developed by the University of Florida Literacy Institute, delivered daily in whole-group instruction with differentiated small-group follow-up based on screening and progress-monitoring data. Handwriting and letter formation are taught using Handwriting Without Tears. Foundational skills instruction continues beyond grade 2 for any Learner whose screening or benchmark data indicate unfinished learning in decoding or fluency.
Comprehensive literacy instruction. Nea uses Collaborative Classroom as its core literacy program across the elementary grades, providing structured read-aloud, comprehension strategy instruction, vocabulary development, and the social and academic discourse routines that align with Nea's emphasis on collaboration and Learner-directed discussion. Instruction is supplemented by Raz-Kids/Reading A-Z for leveled independent reading, IXL, Epic and Teach Your Monster to Read for targeted skills practice, and Newsela for differentiated nonfiction and current-events text in the upper grades.

Writing. Nea implements a writing workshop model in which Facilitators explicitly model the craft and process of writing, Learners write regularly on both assigned and self-selected topics, and Learners write for real audiences and real purposes — including the public products, presentations, and portfolio defenses that anchor Nea's project-based work. Facilitators confer individually and in small groups, and use Learner writing as formative assessment to direct subsequent instruction.

Universal screening for reading difficulties. Pursuant to Education Code Section 53008, the Community Learning Center Schools Board of Directors adopted Multitudes as our Universal Screener at the June 12, 2025 CLCS Board meeting. All Learners in grades K-2 are screened twice per year unless a parent or guardian opts out in writing, and families receive results within 45 days of administration. Learners identified as at risk for reading difficulties, including risk of dyslexia, receive evidence-based intervention matched to the identified skill deficit and are progress-monitored as described later. During the school day, TK-3 reading groups are formed by reading level and led by Nea's Reading Intervention Facilitator; Facilitators use benchmark reading data in TK-6 and STAR assessment data in grades 7-8 to identify Learners requiring support.

Grades 6-8. Junior high ELA continues the reading and writing workshop structure with increased emphasis on extended analytical writing, argumentation, and text-based discussion. Learners read a common core of contemporary and classic literature selected to reflect the diversity of the Nea community and to sustain engagement. Texts have included *Esperanza Rising*, *The Watsons Go to Birmingham*, *Look Both Ways*, *The Lightning Thief*, *Hoot*, *The House on Mango Street*, *Brown Girls*, *I Was Their American Dream*, *American Born Chinese*, *Funny in Farsi*, *The Poet X*, *The Hate U Give*, and *Refugee*. Literacy instruction is not confined to the ELA seminar: reading, writing, and academic discourse are taught and assessed across science, history–social science, and elective coursework, consistent with Nea's commitment to literacy across the curriculum. Learners entering grades 6-8 with unfinished foundational skills receive continued explicit intervention through iSPIRE and Reading Naturally rather than being advanced without support. Our intervention teacher targets foundational skills intervention through iSPIRE, providing structured, multisensory instruction designed to strengthen reading and language skills. Intervention is delivered through small-group tutoring as well as individualized support based on learners' needs and progress.

Mathematics

Nea uses Bridges in Mathematics for TK and Engage NY K-6 as its core mathematics curriculum supplemented by the Math Talks routines associated with the work of Marilyn Burns. Facilitators combine direct instruction, collaborative group problem solving, and individual skill-building supported by technology. Mathematical reasoning and modeling are applied within interdisciplinary projects, and mathematical thinking is treated as a literacy — Learners are expected to explain, justify, and critique reasoning.

The grade 7-8 sequence (Pre-Algebra, Introduction to Algebra, Algebra 1) uses Carnegie Learning Course in addition to Engage NYs as its core mathematics curriculums and is designed so that Learners exit Nea positioned to enter a college-preparatory high school mathematics sequence, with Algebra 1 completion available for those who demonstrate readiness.

Science

All Nea science courses are aligned to the Next Generation Science Standards. Elementary Learners have science every day. The elementary program is integrated, activity-based, and hands-on, using real materials — including the Full Option Science System (FOSS) — on the premise that Learners must have authentic, concrete experiences to genuinely understand abstract scientific concepts, rather than memorizing a sequence of steps. In grades 7-8, Facilitators deliver direct instruction on core content, oversee laboratory investigation, and prepare Learners for group and individual projects extending the science content. Course offerings span Earth, Life, and Physical Science, with additional offerings in technology, computer science, and STEM.

History-Social Science

Nea's history-social science program is designed to produce Learners who can evaluate evidence, understand how governments and economies shape individual and global outcomes, and act as informed participants in a democratic community.

Grades 6-8. Nea uses the Teachers' Curriculum Institute (TCI) program as its core history-social science curriculum, aligned to the California History–Social Science Framework: TCI *Ancient History* in grade 6, TCI *The Middle Ages* in grade 7, and TCI *United States History* in grade 8. TCI's interactive structure, including its emphasis on cooperative group activity, discovery, and multiple modes of demonstrating understanding, is well matched to Nea's instructional model. Core instruction is supplemented by Holt's *World History: Medieval to Modern Times* and *History Alive! The United States through Industrialization*.

Instructional approach. Social studies seminars center on Learner presentation, seminar discussion of history and current events, and analysis of primary and secondary sources. Learners conduct developmentally appropriate original inquiry — gathering evidence from primary and secondary sources to develop and test hypotheses — including inquiry into local social, ecological, economic, and cultural phenomena relevant to the Alameda community. History-social science is a frequent anchor for interdisciplinary project work, in which Learners investigate a historical question over an extended period and present findings to an authentic audience.

Grades TK-5. Our elementary program intentionally embeds history and social studies throughout the broader curriculum while also providing dedicated, standalone history instruction. This approach allows learners to make meaningful connections between historical content and their learning in English language arts, science, the arts, and other content areas. In addition to these interdisciplinary connections, educators use the TCI History Alive! curriculum to guide standalone history lessons and provide a consistent progression of historical knowledge and skills across grade levels.

TCI lessons provide learners with opportunities to engage with primary and secondary sources, examine historical perspectives, develop geographic understanding, analyze cause and effect, and make connections between past events and the world around them. Lessons incorporate discussion, inquiry, reading, writing, and hands-on learning experiences that encourage learners to actively engage with historical content rather than simply memorize facts. By combining integrated and standalone instruction, our elementary history program supports both content knowledge and the development of critical thinking, literacy, and inquiry skills.

Civic learning. Nea's history-social science instruction is reinforced daily by lived civic practice. Through courses such as Contemporary Community Citizenship/Learning to Learn, the Leadership course, and the Judicial Committee, Learners exercise the

legislative, judicial, and executive functions they study — drafting and debating proposals, voting on matters affecting community life, and adjudicating conduct within the school community. Few TK-8 schools can claim that their civics curriculum is tested against a functioning democratic institution every week; at Nea it is the defining feature of the program.

Visual and Performing Arts

Nea embraces the arts both as disciplines taught directly and as modes of demonstrating understanding across content areas. Arts instruction is delivered through weekly electives, integrated project work and assemblies. Learners regularly demonstrate content mastery through artistic, technological, oral, and kinesthetic presentation.

Electives and Enrichment

Each Learner in grades K-5 participates in at least 1 elective offering a year. Electives are multi-grade across the K-2 and 3-5 spans. Past and current offerings have included Dance, Theater, Green Team (sustainable living), Buoyancy, Chess, Art History, Drawing, Yoga, Art, Aerodynamics, Kickboxing, Lego Robotics, and Creative Music. Grades 7-8 receive semester electives and special-interest academies. All elementary Learners receive weekly music, physical education, and art.

Transitional Kindergarten

Our full day Transitional Kindergarten (TK) program provides a developmentally responsive learning environment that intentionally prepares learners for success in kindergarten and beyond. The program blends play-based learning, project-based learning (PBL), and an intentionally articulated kindergarten curriculum to create meaningful, engaging learning experiences while honoring the developmental needs of young learners.

Through play-based learning, learners have opportunities to explore, create, problem-solve, collaborate, and develop independence through both teacher-guided and learner-directed experiences. PBL is infused throughout the program, allowing learners to investigate authentic questions, engage in hands-on exploration, and make connections across content areas. These experiences build foundational academic skills while also developing communication, collaboration, creativity, critical thinking, and learner agency.

Our TK curriculum is intentionally aligned and articulated with kindergarten expectations. TK and K educators collaborate to ensure that learners develop the foundational literacy, numeracy, social-emotional, physical, and learning-readiness skills

necessary for a successful transition into kindergarten. Rather than accelerating learners through traditional kindergarten content, our approach provides developmentally appropriate opportunities to build the underlying skills and dispositions that prepare learners for increasingly complex learning.

This combination of play, inquiry, project-based learning, and intentional curriculum articulation allows our TK program to balance joyful exploration with purposeful instruction. Learners leave TK with strong foundational skills, increased independence, and the confidence and curiosity needed to thrive in kindergarten.

Serving All Learners

Multi-Tiered Systems of Support

Nea operates a Multi-Tiered System of Supports integrating academic, behavioral, social-emotional, and attendance interventions within a single referral, data, and decision-making structure. The premise of the model is consistent with the school's instructional philosophy: learning differences are universal, Learners progress toward mastery at different rates and in different ways, and a Learner who has not yet demonstrated mastery has not failed — the school's obligation is to identify the barrier and remove it.
Nea's baseline conditions support this work. Small class sizes, a low Learner-to-Facilitator ratio, multi-age grouping, and the school's advisory and mentoring structures give Facilitators substantial individual knowledge of each Learner and regular access to them. Facilitators in grades TK–8 hold office hours after school to support Learners individually and in small groups. These conditions are not themselves interventions, but they mean that Learners in need of support are identified early and by adults who know them well.

Data Sources and Universal Screening
All MTSS decisions at Nea are made from data, and all intervention data are tracked longitudinally in a common system so that the effectiveness of each intervention can be evaluated and used to refine practice. Nea's data sources include:

- **Literacy screening:** the SBE-approved reading difficulties risk screener adopted by the CLCS Board pursuant to Education Code Section 53008, administered to all Learners in grades K-2 twice per year.
- **Benchmark assessment:** reading and mathematics benchmark data in grades TK-6; STAR assessment data in grades 7-8
- **Curriculum-embedded and project-based assessment,** including mastery grades by standard
- **Behavioral and social-emotional data,** including office referrals, Judicial Committee referrals, and suspension data
- **Attendance data,** reviewed for patterns of chronic absenteeism
- **Facilitator observation and family report**

Facilitator teams review this data on a quarterly cycle to place, adjust, and exit Learners from intervention.

Tier 1 — Universal Instruction and Classroom Intervention
Tier 1 is high-quality, standards-aligned first instruction delivered to all Learners in every seminar, with differentiation built into project design, workshop structure, and small-group instruction.

When a Facilitator identifies a Learner who is struggling academically, behaviorally, emotionally or with attendance, the Facilitator implements classroom-level interventions. This includes:

- Communicating with the Learner's family to understand the full picture, including any supports previously recommended or provided outside of Nea
- Reviewing the Learner's cumulative file and consulting prior Facilitators about strategies that have worked
- Reviewing the **Roster of Support** to determine whether the Learner already has supports in place and at what level (Safety Net, Section 504, IEP), and reviewing historical support data and the Lower Village and Upper Village accommodation lists
- Implementing any existing accommodations or supports with fidelity

Where a Learner already has a 504 Plan or IEP, the Facilitator implements it as written. Where the Learner has no documented supports, the Facilitator initiates classroom-level intervention and documents both the intervention and the Learner's response.

Exit or escalate: if the Learner responds, the Facilitator continues and monitors. If the Learner does not respond within 6-8 weeks, the Facilitator presents the learner during Facilitator MTSS (MultiTiered System of Supports) meetings.

In the MTSS meeting, Facilitators list and discuss interventions and strategies that have been used and have been successful in the past. Facilitators will work as a team to brainstorm the causes of the Learner’s challenges and identify set interventions that they will try moving forward. Each team tracks data in the facilitator MTSS team document. Interventions run for a 6-8 week cycle, with progress monitored weekly or biweekly within the cycle rather than only at its conclusion, so that an ineffective intervention can be changed before six weeks have elapsed.

After the first 6-8 weeks, Facilitators will update their data collection document and then meet again to review how effective their interventions were at supporting the Learner. After reviewing the data, if the Learner has had adequate progress, they will continue their interventions and monitor.

If the Learner has not had adequate progress, the Facilitators will adjust intervention strategies based on a follow up Facilitator MTSS meeting and implement for an additional 6-8 weeks.

Tier 2 — Targeted Supplemental Intervention
Should a learner continue to struggle in a specific area after 2 cycles of Facilitator MTSS, this triggers The Coordination Of Services Team (COST) process. This team consists of the Lead Facilitators, Counselors, Special Education and ad facilitator designee . COST meets bi-weekly to support Learners by reviewing the Intervention Team Referral Form and using a menu of support options based on the level of need. Learners will continue to receive support from Facilitators in addition to the support from COST. One team member will be the point-person for tracking the progress of Learners who have been referred. Notes are taken within the COST agenda.

The team reviews both quantitative data (mastery grades, classroom and benchmark assessment, STAR and CAASPP results, transcripts, attendance) and qualitative data (Facilitator and family observation) in establishing a plan of support for the learner.

When language acquisition is a possible factor, the ELD Coordinator participates in order to distinguish a Learner's stage of English language development from an underlying learning difficulty. Nea does not refer a Learner for special education assessment on the basis of limited English proficiency, and does not defer intervention on the assumption that a Learner's difficulty is attributable to language acquisition.

Tier 3 — Intensive Individualized Intervention
Tier 3 provides intensive, individualized intervention for Learners with significant unmet need. Tier 3 is available to any Learner whose data indicate it is warranted; it is not a placement reserved for Learners who have "exhausted" the earlier tiers, and it is not a special education designation.

Learner Support Team (LST). Where Tier 2 supports have not produced adequate progress, Nea convenes an LST meeting including the Learner, the Learner's family, Facilitators, the school counselor, and administration as appropriate. The LST reviews accumulated data, the Learner's strengths and areas for growth, and interventions already attempted, and develops an intensive individualized plan with defined progress monitoring. LST meetings are monitored and followed up on by the school counselor and COST team in 6-8 week intervals.

Tier 3 is available to any Learner whose data indicate it is warranted. It is not a placement reserved for Learners who have exhausted the earlier tiers, and it is not a special education designation.

Family communication. Families are notified when a Learner enters Tier 2 or Tier 3, are told what the identified need is and what support the Learner is receiving, and receive progress updates. Families participate in LST meetings.

Section 504 and Special Education

Section 504 evaluation and special education assessment are legal entitlements available to Learners at any time, not stages of the MTSS process. Nothing in Nea's tiered support structure delays, conditions, or substitutes for Nea's child find obligations under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

A parent or guardian may request a special education assessment at any point, regardless of where the Learner sits in the MTSS process. Nea will respond to any such request in writing within 15 calendar days with either a proposed assessment plan or a prior written notice declining to assess and stating the basis for that decision. Likewise, where a Facilitator, counselor, or administrator has reason to suspect that a Learner has a disability and may require special education services, Nea will initiate the referral process without waiting for the completion of an intervention cycle.

Section 504. Where a Learner has a diagnosed or presenting physical or mental impairment that substantially limits a major life activity, Nea convenes a 504 team to evaluate eligibility and, where the Learner is eligible, to develop an accommodation plan. Learners who do not qualify for special education services may nonetheless qualify under Section 504. The school counselor coordinates implementation and monitors the plan, and 504 plans are reviewed and revised as the Learner's needs change. Nea maintains current accommodation lists by Learner for the Lower and Upper Villages so that all Facilitators serving a Learner can implement the plan with fidelity.

Special education assessment. Where the LST or a referral indicates that assessment is warranted, an administrator convenes a meeting with the grade-level team, the family, education specialists, the school psychologist, and administration, having first reviewed the accumulated MTSS data with the Director of Special Education. Upon parent or guardian signature of an assessment plan, Nea's special education team completes the assessment and holds an IEP meeting within 60 days as required by law, and develops an Individualized Education Program where the Learner is found eligible. Special education services at Nea are delivered through both push-in and pull-out models, and instruction and assessment are made accessible through Universal Design for Learning principles, accommodation, and where the IEP requires it, modification. Nea's project-based work and mastery-based grading are adapted rather than waived: a Learner with a disability demonstrates mastery through the accommodations and supports their IEP or 504 plan provides.

<u>Additional Time to Mastery</u>

Nea's mastery-based grading system and its philosophical commitment to the principle that learning occurs at different rates make additional time a standard rather than exceptional support. Because grades report mastery of identified standards rather than points accumulated, a Learner and family can see precisely which standards remain unmet and what work will close the gap. Learners may take additional time as needed to demonstrate mastery of standards, and may repeat coursework where doing so is the appropriate path to mastery.

Nea's schoolwide performance improved in all three tested areas between 2023-24 and 2024-25, in English language arts, mathematics, and science. Nea also recognizes that this growth has not been evenly distributed, and that outcomes for English Learners, Learners with disabilities, socioeconomically disadvantaged Learners, and Black Learners remain substantially below schoolwide performance. Closing these gaps is the central focus of Nea's MTSS work during the term of this charter, and the specific actions, metrics, and annual targets Nea will use to do so are set forth in Element B and in Nea's LCAP.

Learners Achieving Below Grade Level

Identification. Nea identifies Learners performing below grade level through multiple measures rather than any single assessment:

- Performance in the at-risk range on the K-2 reading difficulties risk screener adopted pursuant to Education Code Section 53008
- Benchmark reading and mathematics performance below grade level in grades TK-6
- STAR assessment performance below grade level in grades 7-8
- CAASPP performance at Standard Not Met or Standard Nearly Met
- Mastery grades of 1 (Attempting Mastery) or NSE (No Sufficient Evidence) across multiple standards in a course
- Facilitator referral based on classroom performance and observation

Learners are identified at the beginning of the school year using prior-year data, so that intervention begins in the first weeks rather than after the first benchmark cycle, and are re-identified at each benchmark administration. Learners enrolling mid-year are screened within 2-3 weeks of enrollment.

Intervention. Learners identified as performing below grade level receive supplemental intervention in addition to core grade-level instruction:

Grade span	Reading	Mathematics
TK-3	Daily leveled reading groups pulled during the school day, led by the Reading Intervention Facilitator; explicit foundational skills instruction using UFLI Foundations and Heggerty, delivered at the Learner's point of need in the scope and sequence rather than at grade-level pace	Small-group intervention delivered by credentialed teachers and/or the Special Education team. Online programming is also utilized to tailor support for learners with programs such as IXL and Reflex beginning in grade 1.

4-6	Small group blocks built into the school day utilizing online programs such as RAZ kids and IXL. After-school office hours held by all TK-8 Facilitators for small-group and individual support	Small-group intervention delivered by credentialed teachers and/or the Special Education team. Online programming such as Reflex and IXL support learners at their grade levels.
7-8	Small group Intervention classes built into the Learner's schedule.	Small group Academy class and online programming such as IXL and Reflex.
All	After-school office hours held by all TK-8 Facilitators for small-group and individual support	After-school office hours

Grade-level access is protected. Nea's intervention design rests on the principle that a Learner who is behind needs *more* instruction, not *different and lesser* instruction. Learners receiving intervention remain in core grade-level instruction and continue to participate in project-based work, science, and electives. Intervention is scheduled so that it does not displace Learners from the elements of the Nea program most likely to sustain their engagement; a Learner who struggles with decoding is often the Learner for whom the Maker Studio or a science investigation is the reason they come to school. Facilitators scaffold access to grade-level text and tasks through read-aloud, partner work, vocabulary pre-teaching, graphic organizers, and the multiple modes of demonstrating understanding that Nea's project design already provides.

Mastery-based grading as an intervention tool. Because Nea's grades report mastery of identified standards rather than accumulated points, both the Learner and the family can see exactly which standards remain unmet. A Learner performing below grade level is not given a single summary judgment about their ability; they are given a specific and finite list of what to work on next. Facilitators use standard-level mastery data to form intervention groups, and Learners revise and resubmit work toward mastery rather than carrying a permanent penalty for an early attempt.

Cross-age mentoring is supplemental. Boa Me mentoring provides valuable additional practice and adult-supervised small-group attention, and it benefits both the mentor and the younger Learner. It is not a Tier 2 or Tier 3 intervention and does not substitute for intervention delivered by a credentialed Facilitator or trained interventionist yet it supports learners and builds connections.

Progress monitoring and exit. Facilitator teams review intervention data every to determine whether to continue, intensify, change, or exit each Learner. Learners are reviewed by either the school counselor, COST team and the support facilitator every four-six weeks.

Family communication. Families are notified when a Learner is identified as performing below grade level and enters intervention, they are told specifically what the identified need is and what intervention the Learner is going to be receiving. Throughout the process families receive progress updates at the six-eight week mark. Learner-Led Conferences are a place where the Learner plays an active role in reporting their own progress against the specific standards they are working toward, for a Learner who might be struggling in a content area, the experience of presenting measurable growth to their family is itself part of the intervention.

Additional time to mastery. Consistent with Nea's philosophy that learning occurs at different rates, Learners may take additional time to demonstrate mastery of standards which is why content standards are presented more than once and in different ways.

Targeted focus during the term of this charter. Nea's 2024-25 CAASPP results show that outcomes are not evenly distributed across student groups. Learners with disabilities, English Learners, socioeconomically disadvantaged Learners, and Black Learners performed substantially below schoolwide results in English language arts, mathematics, and science. Nea's intervention resources during the term of this charter are directed first to these groups, and the annual goals, actions, and metrics through which Nea will measure progress are set forth in Element B and in Nea's LCAP.

Learning Achieving Above Grade Level

Nea is an ideal environment for high achieving Learners. Learners are welcome and encouraged to reach beyond the Nea curriculum to pursue their own interests and learn at their own pace.

Within the Nea program, Learners are not constrained by grade level. With Facilitator and parent approval, Learners may take seminars above their grade level if they can demonstrate that they've already met the learning outcomes for their own grade.

Within the Nea curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving Learners to approach learning according to their unique skills, abilities and talents. The multi-aged setting of the K-5 facility allows Learners to learn at their own rate. Additionally, our Facilitators actively guide Learners to extracurricular education and enrichment programs.

English Learners

Nea's English Learners (EL) receive placement and ongoing assessment. ELs participate in mainstream classrooms led by Facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL Learners to meet their unique needs. In many cases, EL Learners

receive accommodations that might include one-to-one reading support, and/or working with a Learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment provided by Nea (e.g., unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) are key factors in most EL Learners being re-designated R-FEP by promotion.

EL in the Nea community are supported not only by traditional language development classes, but also by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every Learner to access information and formulate new knowledge based on prior learning and experience.

The needs of EL Learners are identified using the same methods employed by the AUSD. Upon enrollment in Nea, parents are asked to complete the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment forms, Nea assesses the English and primary language proficiency of the Learner within the first 30 days of enrollment using the ELPAC. Learners are appropriately placed based upon ELPAC.

Similarly, Nea's elementary EL Learners are identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, Nea assesses the Learner's English and primary language proficiency using the ELPAC within the first 30 days of enrollment. EL Learners are placed in classrooms with other ELs, receiving instruction that utilizes sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day, to assist in ensuring that any existing academic deficits are addressed. In addition, EL Learners receive Facilitator directed differentiated English Language Development (ELD) instruction for 30 to 40 minutes two days per week, which is based on their English Language Proficiency Level. The differentiated instruction is often integrated into daily Reading and Writing Workshops, providing one-to-one conferences for EL Learners. As the need arises, differentiated ELD instruction may be provided to the EL Learners in small groups with similar proficiencies in English, at a designated time during the day. Nea's EL Learners continue to be supported by the self-directed, hands-on approach of our program.

Grade 6-8 Learners with an ELPAC Proficiency Level of Beginning, Early Intermediate, or Intermediate are placed in an English Language Development Class. Learners are held to the State ELD standards as they progress toward English proficiency. In addition, all EL Learners are placed in mainstream English classes to support their integration into our community. Their coursework is modified by the Facilitator appropriately. Content area classes at Nea are taught by qualified SDAIE (Specially Designed Academic Instruction in English) Facilitators who use strategies such as providing increased number of visual materials, active/physical responses, graphic

organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Nea's elementary EL (TK-5) Learners are placed in mainstream classes with SDAIE trained Facilitators. As with their older counterparts, elementary EL Learners are held to State ELD standards as they progress toward grade level standards. Beginning - Intermediate EL Learners receive "dedicated time" from a Facilitator who provides language lessons designed for their proficiency levels. The Facilitator provides "comprehensible input", consisting of instruction in the second language made understandable to the English Learner through Total Physical Response (TRP), games, skits, small group attention, individualized instruction and conferences. Nea uses ELPAC outcomes to determine when Learners may be re-designated/reclassified as Fluent English Proficient (FEP).

Learners with ELPAC Proficiency Levels of Early Advanced, Advanced, or Proficient are placed in a Grade 6-8 mainstream English classes only. Daily English classes provide differentiated instruction to all Learners. Learners continue to receive additional and appropriate instruction in ELD at Nea in order to meet the requirements to be re-designated/reclassified as FEP. Content area classes at Nea are taught by qualified SDAIE Facilitators who use strategies such as providing a greater number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning. Nea's EL programs are all aimed at supporting Learners' acquisition of English, while meeting age appropriate academic achievement standards for grade promotion and graduation. EL Learners are re-tested annually using the ELPAC to determine if they are eligible for reclassification (based upon the additional AUSD standards for reclassification), and to ensure progress is being made. All costs associated with EL services are the responsibility of Nea.

Nea uses the ELPAC tests to assess the level of English Language proficiency in our Learners identified as ELs by either their home language survey or Calpads. Once we determine their level of proficiency, we place Learners in classes to support their language acquisition. Beginning ELs are placed in an ELD1 class. Early Intermediate and Intermediate ELs are placed in an ELD2 class. All Nea Facilitators are given access to a document listing the names, home languages, and all language levels assessed using the state test. Facilitators are encouraged to communicate with the ELD coordinator for support with their ELs. Office hours are offered after school for all Learners, including our ELs, where Learners are given extra support on class assignments.

The goals of all programs are for the Learners to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Learners are retested yearly using the ELPAC to determine if they are eligible for reclassification (using the additional AUSD standards for reclassification), and to ensure they are making progress. All costs associated with EL services are the responsibility of Nea.

Students with Disabilities

- All Learners at Nea with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including Learners without disabilities.
- All Learners at Nea with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. Nea collaborates with El Dorado County Charter School SELPA, School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- Nea uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities (i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning).

Resource Specialist/Full Inclusion Specialist Duties
Starred (*) sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at Nea include but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify Learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*

- Administer State testing (STAR and CAHSEE) to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (Nea's Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach in coordination with Nea staff for Learner with disabilities requiring additional one-to-one support.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for Learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for Learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for Learners with disabilities.*
- Provide educational home visits to Learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for Learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for Learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at NCLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for Learners with disabilities who reach a critical level of disciplinary interventions at Nea.

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*

- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).

Paraprofessional Supervision

- Supervise paraprofessional serving Learners in the Resource Specialist Program and Full Inclusion Program.*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Learners

Nea complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

Nea complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant

student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." - Education Code Section 47605(c)(5)(B)

Nea has measurable outcomes for all Learners including high and low achievers, special education, and English Learners that are aligned to State priorities.

The overall measurable educational objectives of Nea are as follows:

Content Area	Outcomes
Schoolwide	**Goal**: Nea Learners will make progress in meeting grade level exit outcomes in math, English Language arts, science and social studies, and will demonstrate improvement in the Common Core standards of literacy and mathematics
English Language Arts	**Goal**: Learners will have strong reading, writing, listening, speaking, and presentation skills. **Goal**: Learners will be able to effectively communicate ideas, opinions, and information orally and in writing.
Mathematics	**Goal**: Learners will develop abilities to reason logically, and learn and apply mathematical concepts in abstract and real-life situations.
History / Social Science	**Goal**: Learners will apply and understand civic responsibilities in and outside of their communities. Learners will have civic, historical, economic, and geographical knowledge of diverse cultures/peoples throughout the world.
Science	**Goal**: Learners will successfully utilize scientific research and inquiry methods to understand and apply the major concepts from various branches of science.
Social-Emotional Intelligence	**Goal:** Learners will build durable, meaningful relationships with peers and adults.

Attendance	**Goal**: Nea will meet or exceed a 95% student attendance rate.
Learner & Parent Satisfaction	**Goal**: High percentage of responses and high percentage of positive feedback on annual school community surveys.
Learner & Family Support	**Goal**: Learners and families will see Nea as an anchor in their community where they will find a variety of support structures and resources to grow and develop

Goals Aligned to State Priorities

Pursuant to Education Code Section 47605(c)(5)(B), the following is a table describing Nea's outcomes that align with the State priorities and Nea's goals and actions to achieve the State priorities.

Goal 1: Ensure that students demonstrate academic growth and proficiencies, so they leave TK-8 ready for college/career. (State Priorities #2, #4, #7, #8)

- Continued implementation through professional learning aligned with school-wide initiatives
- Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk
- Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status
- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
- Provide targeted Special Education supports to include
- Common Assessment Process including release time, calibration, refinement, and data analysis
- Continue to offer and ensure enrollment in a broad course of study.

Goal 2: Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment. (State Priority #1)

- Provide teacher professional development and collaboration aligned with WASC and school-wide goals.
- Identify and prioritize and purchase instructional material needs.
- Inventory, track, and upgrade existing technology hardware and software.
- Create and implement professional development pathways to enhance and advance technology use via training and support for all staff.
- Implement custodial cleaning standards.
- Provide targeted instructional supports, programs, and professional development.

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students. (State Priorities #3, #5, #6)

- Maintain high attendance rates and low chronic absenteeism rates.

- Maintain low suspension rates.
- Maintain low middle school drop-out rates.
- Continue parent education workshops and information sessions.
- Increase translation services.
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness.
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.
- Increase student engagement, positive student behavior, citizenship, and school climate.

ELEMENT C: METHODS FOR MEASURING PUPIL OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." - Education Code Section 47605(c)(5)(C)

Assessment Tools

At Nea we use multiple measures to assess Learners' level of conceptual understanding, content knowledge and acquisition of new skills. We provide opportunities for authentic assessment where students are able to demonstrate competency across subject areas. By engaging students in formative, on-going, and summative assessments, Facilitators are able to use assessment data to inform instruction, determine Learners' gaps in understanding, identify the most effective methods of instructional delivery, and make course corrections where needed.

Through the methods listed below, we provide Learners, Facilitators, and families with a comprehensive view of student achievement. Nea's Lead Facilitator is responsible for administering State-required assessments.

What We're Measuring	Assessment Tools
Proficiency in English Language Arts, Mathematics, History / Social Science, Science	CAASPP (annual) ELPAC (annual, where necessary) Standards-based benchmark assessments using curriculum aligned to the California History-Social Science Framework CAST (when implemented) Standards-based benchmark assessments using curriculum aligned to the Next Generation Science Standards Framework Internal formative and summative assessments Course grades Portfolios
Growth in Social-Emotional Intelligence	Internal formative and summative assessments Portfolios School-wide Survey
Growth in Physical Fitness	California Physical Fitness Test (PFT) Student performance tasks Teacher observation Course grades

Growth in Proficiency Levels for Majority of Subgroups	CAASPP (annual) ELPAC (annual, where necessary) Course grades
Achievement of the Graduate Profile for Learners in Grades 6-8	Portfolios Performance Rubric Course Grades
Majority of Annual Growth & Performance Targets are Met	California School Dashboard

Assessment Practices

Nea's assessment practices purposefully include a variety of measures to ensure there are assessments appropriate for the various grade levels, subject areas, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments are used to assess Learner mastery of content at the beginning of the year, Learner growth in content mastery over the course of the year, and at intervals throughout the year, providing both criterion-based and growth-based data on learning.

The portfolio of our TK-8 Learners demonstrates the young Learner's ability to meet the state standards and the performance standards as established by the Nea learning community. Each year, Learners create their portfolio and have a compilation of their best work and projects, demonstrating mastery of Common Core Standards.

Assessment and Accountability

Each year, the Lead Facilitator convenes and chairs the School Site Council, whose membership includes parent, Learners, and Facilitator representatives. The School Site Council oversees the annual review of State testing data and reviews progress on quarterly STAR assessments. The results of which are considered during curriculum and instruction design planning and allocation of funding.

Forms of Assessment
Baseline – Baseline assessments are used at the beginning of the school year to gauge the Learners' level of mastery, from which point the Facilitator can appropriately plan instructional delivery.

Formative – Nea uses a variety of formative assessment strategies to measure student mastery in the core area of mathematics, reading, writing, science, and social studies/history. Assessments may take the form of traditional pencil and paper assessments, and individual, small group, or whole class performance tasks. These assessments are both Facilitator-generated and curriculum generated and administered

with the intent of collecting achievement data to inform best approaches to teaching and learning.

Uses of Assessment Data

Maximizing Growth for Learners, Facilitators, and Nea

The goal of Nea's assessment strategies are to maximize progress toward goals for each Learner. To that end, we collect and analyze data in order to inform our instructional practices. We disseminate data to empower Learners, families, and our community. Together, Facilitators, families, Learners and community members work to use the data to improve our school, classrooms, and instructional approaches with the end goal of increasing student achievement levels.

At the school level, we use the data to:

- Identify areas of overall strength and the practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge, to evaluate action steps, to evaluate needed staff professional development support and accountability.
- Set school goals and achievement targets and identify actions for achieving those goals.

At the classroom level, we use data to:

- Identify areas of individual strengths and areas for growth in a Facilitator's practice, to leverage strengths and support areas for growth.
- Identify areas of content and skills for the whole class, which require acceleration or intervention.
- Identify areas of content and skills for small groups of students, which require acceleration or intervention to support them.

At the Learner level, we use data to:

- Identify areas of individual strengths and areas for growth in a Learner's learning, to leverage strengths and support areas for growth.
- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference.

To support our data practices, Nea uses our data landing page to house assessment data. We use this system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, the board of directors, parents, Learners, and our District.

Reporting Data to Families

Nea strives to be in a partnership with families, working together to maximize the learning trajectory of their children. To support this partnership, a combination of formal and informal reporting takes place to ensure families have open access to information and data on their child's development. Reports are user-friendly and written feedback is

provided and translated into languages other than English as needed. Informal reporting to families is on-going through such methods as phone calls, texts, written notes, emails, and face-to-face conversations and meetings. Formal reporting to families includes regular reports of student academic progress, assessment results, and annual Student-Led Conferences. Annually, Nea reviews data from the California School Dashboard with families.

School Accountability Report Card (SARC)
Nea uses the data from each academic year to produce a School Accountability Report Card (SARC). Student achievement data is disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report includes required school data for our authorizing agency, parents, the Board, and the community at large.

California School Dashboard
The Dashboard is a report card for local schools and districts that takes a more holistic look at the many performance areas. This accountability system puts equity at the center of assessing local schools and districts and provides greater transparency for parents and the community. Nea uses the data in the CA School Dashboard to assess its performance and improve its practices.

In addition, Nea adheres to any other reporting requirements, applicable to charter schools, required by AUSD, Alameda County, and the State of California.

ELEMENT D: GOVERNANCE STRUCTURE

"The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement." - Education Code Section 47605(c)(5)(D).

Legal Status & Governance Structure

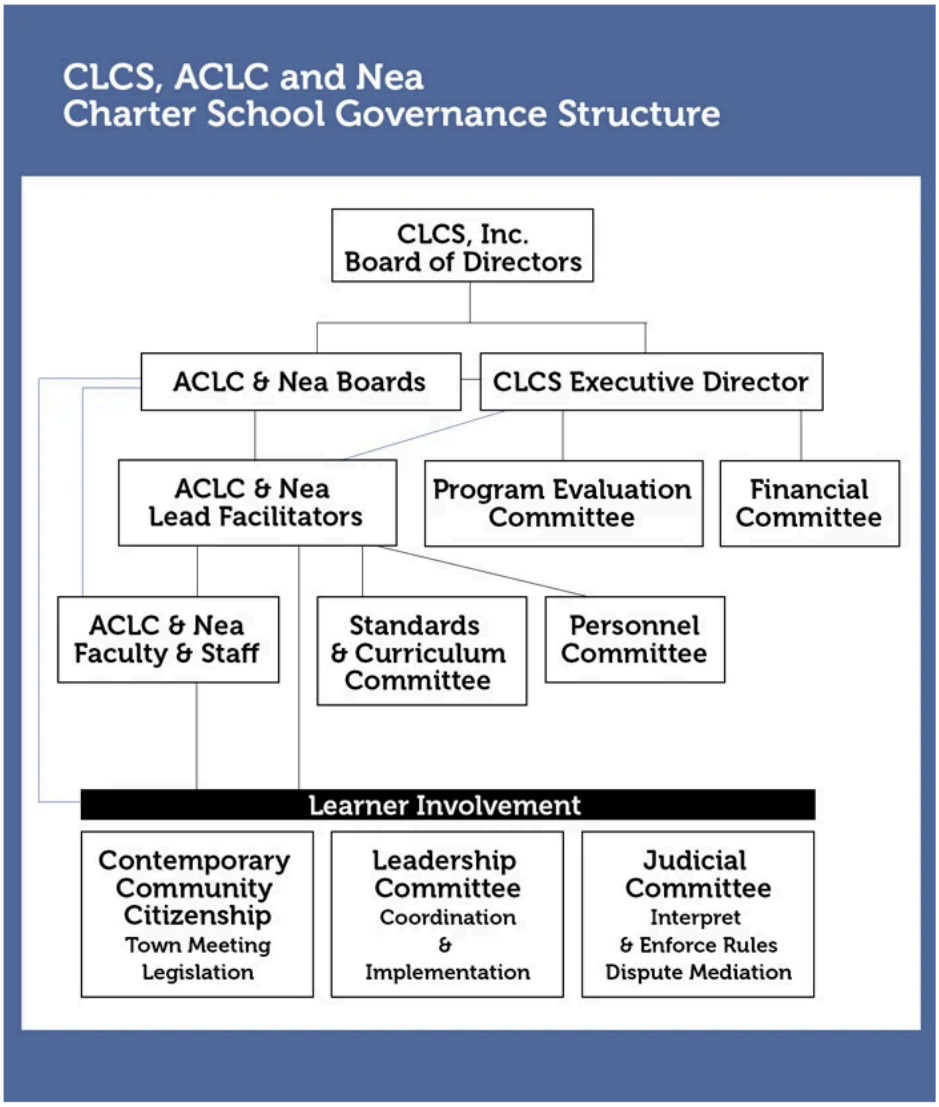
Nea Community Learning Center is operated by Community Learning Center Schools, Inc. (CLCS), a California non-profit public benefit corporation granted 501(c)(3) tax-exempt status in 2006. CLCS also operates Nea's sister school, Alameda Community Learning Center (ACLC), serving grades 6-12 on the same campus.

Nea is operated as an independent, directly funded charter school and is governed in accordance with CLCS's articles of incorporation and bylaws, which are consistent with this charter and with applicable law. CLCS is a separate legal entity for purposes of liability for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of Nea Community Learning Center, or for claims arising from the performance of acts, errors, or omissions by Nea, provided the District has complied with all oversight responsibilities required by law. Nea shall maintain the insurance coverage described in later Elements and shall indemnify the District as set forth in the parties' memorandum of understanding.

Nea complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that Nea has been given written notice of the policy change.

Organizational Chart



CLCS Board of Directors

The CLCS Board of Directors is the senior governing authority for Nea Community Learning Center. The CLCS Board is composed of community, business, and educational leaders, together with facilitators, parents, and learners from both CLCS schools, and draws in part on the community leadership that established the original ACLC and Nea programs.

The CLCS Board meets monthly, or more frequently as necessary, to oversee the work of the School Site Council, the ACLC Board, and the two school communities. Board member biographies and qualifications, meeting calendars, agendas, minutes, supporting materials, and board policies, including the conflict of interest code, are published on the CLCS website.

The CLCS Board of Directors currently consists of 10 members and is structured to provide broad expertise, continuity, and effective governance of the organization. Under the CLCS Bylaws, the Board may consist of no fewer than seven (7) and no more than seventeen (17) Directors, unless this range is changed through an amendment to the Bylaws. Directors are nominated and elected by the existing Board, providing a governance structure that allows CLCS to intentionally recruit individuals whose skills, experience, and perspectives align with the organization's mission, vision, values, and guiding principles.

Board members generally serve one three-year term and may not serve more than one three-year term consecutively. Directors may be considered for return to the Board after a three-year period following the completion of their prior term. Board terms are intentionally staggered so that, to the extent reasonably possible, approximately one-third of the Board completes its term each year. This structure supports continuity and institutional knowledge while creating regular opportunities to bring new perspectives and expertise to the Board.

The Bylaws provide additional flexibility for Board members who assume executive leadership positions, including President, Vice President, Secretary, Treasurer, or Parliamentarian. A Board member may seek an executive leadership position during the second or third year of their initial term. If elected to an executive position, the member may extend their service for up to two additional years, provided that total consecutive service does not exceed five years. In exceptional circumstances, a Board member may seek an additional extension beyond five years with approval from two-thirds of voting members in good standing.

Board Recruitment and Development

CLCS approaches Board recruitment as an ongoing process connected to organizational sustainability and effectiveness. The Board engages in strategic thinking about the organization's mission, shared values, vision, and long-term sustainability and seeks Directors who bring a wide range of expertise, skills, professional experiences, and perspectives. While experience or training in education is beneficial, it is not a requirement for Board membership. This approach allows CLCS to build a Board with complementary strengths and the capacity to provide thoughtful oversight across the many areas necessary to support the organization.

The Board President appoints a nominating committee to identify, interview, and nominate qualified candidates for election. The committee's work is intended to ensure that prospective Directors understand CLCS's mission and guiding principles and can contribute meaningfully to the governance and continued development of the organization. Recruitment and development of Directors are guided by CLCS's organizational principles and the evolving needs of the Corporation.

Filling Board Vacancies

When a vacancy occurs, CLCS follows the process established in its Bylaws to identify and elect a qualified replacement. The Board President may appoint a committee to interview and nominate candidates for consideration by the Board. The nominating committee provides its recommendations within the timelines established by the Bylaws, and the existing Board elects the individual to fill the vacancy. This process allows CLCS to maintain an effective Board while ensuring that new Directors are intentionally selected based on the skills, experience, and perspectives needed by the organization.

Overall, CLCS's Board structure balances continuity, accountability, intentional recruitment, and opportunities for new leadership. The ability to maintain a Board of between seven and seventeen members provides flexibility to respond to the organization's evolving governance needs, while staggered terms and defined service limits support both institutional knowledge and the regular introduction of new perspectives.

Selection of Parent and Learner Board Members

Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements. This broad outreach ensures that learners, parents/guardians, and facilitators are aware of available opportunities to participate in Board governance.

Learner Representatives: Learners interested in serving as Board representatives participate in a school-based election process. Interested learners announce their candidacy and campaign within the school community. The student body then votes to select the learner representative they wish to represent their interests and perspectives. Learner representatives serve as members of the Board in accordance with the CLCS Bylaws, including the applicable term of service. Their participation provides learners with a formal voice in organizational governance and ensures that learner perspectives are represented in Board discussions and decision-making.

Parent Representatives: Parents or guardians interested in serving on the Board participate in a screening and selection process designed to ensure alignment with the responsibilities of Board service and CLCS's mission and guiding principles. Interested parents first meet with the Board President for an initial screening and overview of the Board and its work. Candidates who move forward are then interviewed by the full CLCS Board. Following the interview, the Board votes on whether to appoint the candidate to the Board.

Board membership and voting rights are determined in accordance with the CLCS Bylaws. Individuals appointed or elected to positions designated as voting Directors have the same voting responsibilities and obligations as other Directors, regardless of whether they are learners, parents/guardians, facilitators, or other members of the school community. The selection process is designed to provide meaningful representation while ensuring that all Directors understand and fulfill their fiduciary and governance responsibilities to CLCS.

Responsibilities of the CLCS Board

The CLCS Board of Directors is responsible for:

- Ensuring the alignment of Nea and ACLC with their missions and visions
- Monitoring Learner performance
- Approving the strategic and long-term plans for Nea
- Approving all policies
- Ensuring that internal controls are effective
- Providing fiduciary oversight, including receipt of ongoing financial reports
- Approving the budget and all contracts, including memoranda of understanding and charter revisions
- Supervising the audit process and securing approval of the annual independent audit
- Serving as the employer of all Nea staff and approving employee contracts, pay schedules, benefits, and other employee financial transactions
- Serving as a review board, as provided by board policy, in matters related to employee dismissal
- Serving as the final authority on expulsions, personnel termination decisions, and legal actions
- Serving as the appeal body for any expulsion recommended by the School Site Council
- Conducting all official interactions with the Alameda Unified School District, the Alameda County Office of Education, and the State of California, including approval of funding applications and required reports
- Selecting, supervising, and evaluating the CLCS Executive Director

The CLCS Board retains ultimate responsibility for the performance of Nea Community Learning Center. Authority delegated to the School Site Council, to committees, or to school administration is delegated authority and does not diminish the CLCS Board's ultimate accountability under this charter.

District Representative

Pursuant to Education Code Section 47604(c), the Alameda Unified School District may appoint a representative to sit on the CLCS Board of Directors. If the District chooses to appoint a representative, CLCS may, with the District's approval, appoint a representative to sit on the District's governing board.

Compliance with Open Meeting, Public Records, and Conflict of Interest Laws

Pursuant to Education Code Section 47604.1, Nea Community Learning Center and CLCS comply with:

- **The Ralph M. Brown Act** (Government Code Section 54950 et seq.). All meetings of the CLCS Board of Directors, the School Site Council, and any committee subject to the Act are noticed, agendized, and conducted in

accordance with the Brown Act, including requirements for public comment, closed session limitations, and posting of agendas. Meetings are held within the physical boundaries of Alameda County as required by Education Code Section 47604.1(c). CLCS maintains a board-adopted Brown Act policy, published on the CLCS website.

- **The California Public Records Act** (Government Code Section 7920.000 et seq.). Nea has designated the Chief Operating Officer as the custodian of records and responds to public records requests in accordance with the Act.
- **The Political Reform Act** (Government Code Section 81000 et seq.). CLCS has adopted a conflict of interest code, approved by the appropriate code-reviewing body, requiring designated officials and board members to file Statements of Economic Interests (Form 700) annually.
- **Government Code Section 1090 et seq.**, governing financial interests in contracts.

CLCS board members receive orientation and periodic training on their fiduciary duties, on the Brown Act, on conflict of interest requirements, and on their responsibilities under this charter.

The Nea School-Site Council

Nea's School-Site Council operates under the authority granted to it by the CLCS Board of Directors. Parents, Learners and Facilitators are all empowered at every level of Nea governance as members of the school-site council, and all of the major committees (i.e., Finance, Personnel, Curriculum, Assessment and Accountability and School Culture).

Nea School-Site Council

Members

2 Alameda Community Members
3 Facilitators (including the Nea Lead Facilitators TK-5 & 6-8)
2 Learners
2 Parents

Nea's school-site council acts as an advisory Board to Nea Community Learning Center. It is charged with development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintaining Nea's vision and mission. All of this is reviewed and subject to CLCS Board of Directors' approval. The School-Site Council is comprised of three Facilitators (the Lead Facilitators and 2 other Facilitators determined by the Nea Facilitator staff), two elected Learners from the whole 7-8 body of Learners (serving one-year terms), a minimum of 2 parents who are selected to the following year's Council, and serve alternating two year terms. Minimum of 2 members from the community, who each serve two-year terms (with the possibility of renewal). The CLCS Executive Director attends the meetings, as needed, and acts as the communications link between the

CLCS Board of Directors, the Nea School-Site Council, and the AUSD Board of Education.

The Nea School-Site Council is carefully designed to empower all stakeholders, parents, Learners, Facilitators, and community members, such that no individual group can create policy for the school without other groups supporting the policy.

Nea promotes effective communication between parents and the Facilitators, Lead Facilitator, and counselors by involving parents at all levels of the school's governance. Two parent representatives serve on the Nea School-Site Council, which is responsible for all major policy decisions related to the school. Parents also serve on the Financial, Assessment and Accountability, Curriculum, and Personnel Committees.

School-Site Council Scope of Responsibility

The School-Site Council meets monthly, or more often as needed, and is charged with overall policy-making affecting all areas of Nea Community Learning Center. The CLCS Board delegates to the School-Site Council decisions related to the following issues:

1) Graduation Standards, as long as they meet minimum AUSD standards
2) Budget proposals subject to CLCS approval
3) Strategic planning for Nea academic program subject to CLCS approval
4) Day to day facilities issues

Parents, Facilitators, Learners, and community members all play a role in representing their respective stakeholder groups on major school policies and make recommendations to the CLCS Board based on the best interest of the school. The School-Site Council uses school data to establish, evaluate, and improve the educational program and school policies. Data includes, but is not limited to, test scores and parent, Learner, and Facilitator satisfaction surveys.

Committees

Standing committees meet monthly and report to the SSC. Committee membership includes parents, Facilitators, Learners, and community members as appropriate to the committee's function.

Finance Committee. Convened and chaired by the CLCS Executive Director. The Finance Committee assists in developing Nea's annual budget and monitors budget performance and other financial activity. It reports monthly to the School Site Council and to the CLCS Board of Directors and makes financial recommendations as necessary.

Nea maintains documented internal fiscal controls, including a purchase order system administered with Nea's back-office provider. Purchase orders require two authorizing signatures from among the Nea Lead Facilitator, the CLCS Executive Director, and the

CLCS Chief Financial Officer. Purchases exceeding $5,000 that are not designated in the approved site budget require the approval of both the CLCS Executive Director and the Nea Lead Facilitator.

Personnel Committee. Convened and chaired by the Nea Lead Facilitator, with parent, Learner, and Facilitator representation. The Personnel Committee conducts hiring interviews as provided by CLCS Board policy, and reviews and adjusts hiring protocols under the direction of the CLCS Chief Operating Officer and consistent with CLCS Board policy.

Program Evaluation Committee via School Site Council. Reviews Learner outcome data, program effectiveness, and progress toward the goals set forth in Element B and Nea's LCAP, and reports findings to the School Site Council.

Contemporary Community Citizenship (CCC/L2L). The CCC/L2L program is comprised of the entire community of Learners. The CCC/L2L elects the two Learners to represent them on the School-Site Council. Learners at Nea are not passive bystanders; they are integrated into the highest levels of decision-making.

Appropriate extracurricular activities and clubs are formed during the CCC/L2L meeting time, at lunch or after school. The TK-6 community of Learners does not have representatives on the School-Site Council.

Leadership Committee. The Leadership Committee is a class in which grade 7-8 Learners may enroll. Taking on the executive functions of the community of Learners, 20-25 Nea Learners are involved in the Leadership Committee each year.

Leadership meets at minimum 2 times each week and works very closely with the leadership Facilitator, who is appointed by the Nea Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community.

In many ways, Leadership gives Learners extensive experience in management and facilitation of operations, and mitigates the necessity of hiring support staff to perform these functions.

All committees make recommendations regarding policy; policy recommendations are reviewed by the School Site Council.

Parent and Family Involvement

Nea's governance structure is designed so that parents and guardians participate at every level of school decision-making, consistent with Education Code Section 47605(c)(5)(D).

Governance participation. A minimum of two parent representatives serve on the School Site Council. Parents also serve on the Finance, Personnel, Curriculum, and Program Evaluation Committees, and on the CLCS Board of Directors. Any parent or guardian may attend and address any meeting of the School Site Council, its committees, or the CLCS Board of Directors, consistent with the Brown Act. Meeting calendars, agendas, minutes, and supporting documents are published on the Nea and CLCS websites.

Parent Teacher Student Association. Nea's parent-driven PTSA is open to all families. The PTSA raises funds for enrichment and extracurricular programming and organizes new-family mentoring, volunteer tutoring, classroom volunteering, field trip support, athletics support, and community events.

Additional participation. Parents serve on the beautification committee, write small grants, chaperone field trips, volunteer in classrooms, and plan annual school events. Parents participate in WASC self-study committees. Parents participate directly in their children's academic progress through semi-annual Learner-Led Conferences, at which the Learner presents their portfolio and growth to their family, as described in Element A.

Communication. Nea communicates with families through ParentSquare, our primary family communication platform, which allows the school to send emails, text messages, and robocalls while providing translation services to support families in accessing information in their preferred language. We also use paper mailers and other direct communication methods as needed to ensure families have access to important school information. Learner grades and academic progress are communicated through the PowerSchool gradebook, allowing families to regularly monitor their learner's progress and communicate with educators when additional support is needed. Parent education programming has included sessions on supporting reading at home and digital citizenship. All communications via ParentSquare are provided in the primary language of the home as required by Education Code Section 48985 and applicable federal law.

Volunteer participation is voluntary. Consistent with Education Code Section 47605(e), no parent or guardian is required to volunteer or perform service as a condition of a Learner's admission, continued enrollment, or attendance at Nea, and Nea does not encourage families to withdraw a Learner for failure to volunteer.

Complaint procedures. CLCS maintains board-adopted Uniform Complaint Procedures and separate procedures for complaints not subject to the UCP, published on the CLCS website. The annual UCP notice is distributed to families in accordance with 5 CCR Section 4622. Complaints alleging a violation of law by the charter school may be

brought to the CLCS Board of Directors and, if unresolved, to the Alameda Unified School District as provided in Education Code Section 47604.4.

ELEMENT E: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."- Education Code Section 47605(c)(5)(E)

Nea has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

Hiring Plan

Nea has hired highly qualified, fully credentialed Facilitators in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. In addition to attracting talented personnel in the immediate Alameda area, Nea contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize Nea among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the Nea Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of Nea. The Nea Personnel Committee also seeks to recruit Facilitators that share the values and educational philosophy of the Nea community. The Nea Personnel Committee recommends for hire Facilitators who meet California state teaching requirements and are profession ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

<u>Teachers / Facilitators</u>

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Facilitators teach the "core" academic and college preparatory classes of

mathematics, language arts, science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Nea team to ensure continuous improvement for students, staff and Nea community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

CLCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

<u>General Requirements, Hiring and Performance Review</u>

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board have the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of the pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)

Nea has its own Safe School Plan for fire, earthquake, and harmful intruders (lockdown drills) that is filed with the District. Nea staff receives training in emergency and first aid response, in accordance with state standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to Learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to Learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all regular volunteers.
- The Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that the Nea does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as tuberculosis.
- Nea's facilities meets state and local building codes, except where exempt.
- Nea's facilities meet federal requirements, including the Americans with Disabilities Act.
- Nea complies with all state and federal laws regarding food safety and environmental protection.
- Nea complies with all state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- Nea school screen Learners' vision and hearing and for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Behavioral Issues

Nea is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety, since the

Learners establish the rules of the community and are, therefore, very conscious of the impact of their behavior on the entire community. While Nea incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

Nea follows the AUSD behavior matrix as their tiered discipline system. In addition, Nea has fully adopted both restorative justice and PBIS (Positive Behavior Intervention Support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process of collaborative; that is, even the 'offender' is an equal participant in this process, an equal stake-holder, this person is not ostracized or merely receives top-down consequences.

Facilities Safety

The learning community is also partially self-regulating with respect to physical safety issues. Both campuses are subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code.
Nea shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.
Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

If Nea moves or expands to another facility during the term of this charter, Nea Community Learning Center shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Nea Community Learning Center shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Director of Educational Options and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this

charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Community Risk

By the nature of the educational program at Nea, Learners are engaged in a wide array of activities outside the confines of the physical location of the school. Learners attend community college, engage in work-based learning opportunities, meet with mentors, conduct action research projects in the community settings, and take field trips to museums, courts, governmental offices, and many other locations. In the course of this process, Learners are exposed to risks that are not typically associated with school operations where Learners are largely contained on a school campus.
In order to minimize these risks, the following procedures are strictly enforced:

- Nea shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- The administrative staff carefully screens volunteers and mentors prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors are fingerprinted and go through a formal screening process. Generally, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic, and who are not alone with students at any time during such a visit, will be exempted from this screening.
- Work-based learning opportunities are carefully reviewed to ensure that Learners are safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults, unless it is a one-time only visit, conducted in a group and supervised by Facilitators.
- Field trips are reviewed and approved by Nea's Lead Facilitator. Parents must provide permission for field trip participation.

Sexual Harassment and Discrimination

Nea Learners and staff are protected from harassment and discrimination (Appendix 3) based on all protected classes. Nea does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection is guaranteed in the Nea Rule Book. (Appendix 4). We believe this Learner-led approach makes Nea safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At Nea the Learners create, review, revise, and enforce these rules to the extent that there is true Learner buy-in.
Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

Health

All Nea Learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. Nea requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

Nea provides Learner screening for vision, hearing and scoliosis, to the same extent as would be required if the Learners attended a non-charter public school.
In addition to these basic requirements, the learning community is provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All Nea facilities are non-smoking areas.

The examination of faculty and staff for tuberculosis as described in *EC* Section 49406 takes place regularly as per state law.

Role of Staff, Contractors, and Volunteers as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Similarly, all volunteers age 18 and older who interact with Learners outside of the immediate supervision and control of school employees or the Learners' parents or guardians are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. Nea's policy related to the administration of prescription medication, including insulin shots, has been provided as Nea's "Administration of Medications, Emergencies and Head Lice Policy."

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Criminal Record Check

All Nea employees, including staff, contracted service providers, and volunteers with direct and non-direct pupil contact, shall comply with all criminal background check requirements applicable to charter schools under the Education Code, including but not limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony will be employed by Nea or allowed to volunteer at Nea.

ELEMENT G: STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's diversity, Nea has developed an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school shortly after the approval of its renewal petition.

Consistent with state and federal law, Nea does not establish racial or ethnic quotas, targets, or preferences. Nea seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of Nea's outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about Nea and the opportunity to participate in the admissions lottery. Nea continues to serve a diverse student population. It is an important reason why many families send their children to Nea, as well as our strong belief that students have an even more enriching learning experience when they attend diverse schools, we annually make a strong effort to recruit a diverse student population. We also target select areas outside of AUSD boundaries whose populations are diverse racially, ethnically and socioeconomically in order to achieve racial and ethnic diversity. We believe that the number of English Learners has increased as we are incorporating the use of different languages in our campaigns for student enrollment.

Nea regularly conducts the following outreach to balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the District:

1. Conduct information nights to answer questions and inform parents and Learners about the school.
2. Runs newspapers ads in in both the Alameda Journal and the Alameda Sun to advertise its next information night.

3. Mails postcards to over 10,000 targeted families identified as having school age children.

Nea monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, Nea will review and adjust its outreach strategies to improve awareness and accessibility.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)

Statement of Nondiscrimination Acceptance Policy:

The Nea Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator (not applicable to ACLC).
- Be four (4) years of age on or before September 1 to enter transitional kindergarten.

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

- Existing Learners shall be exempt;
- Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
- Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
- Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
- Applicants that are siblings of Learners currently attending the school and are residents of the DistrictCity of Alameda;
- Applicants that are residents of the District;
- Applicants that are siblings of Learners currently attending the school and are not residents of the DistrictAlameda;
- Applicants residing outside the District.City of Alameda

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.
- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.

- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon enrollment offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Enrollment Pre-Admission Procedures:

- Failure to comply with the procedures outlined below will result in revocation denial of admission/disenrollment.

- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.

- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.
- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

ELEMENT I: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." - Education Code Section 47605(c)(5)(I)

Nea Disciplinary Procedures including Suspension and Expulsion

The Judicial Committee is charged with administering the rules of Nea and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. In cases that involve risks to the safety and well-being of learners, any facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Learners who are found by the Nea Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the CLCS Governing Board for possible expulsion from the NEA. Expulsion proceedings for Nea learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from Nea. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. As noted earlier in this document, no Nea learner will be made privy to any personal or confidential information regarding another Nea learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the Nea Rule Book. The Nea Rule Book will be developed based upon the ACLC Rule Book and approved by the learners body and facilitators within the first month of the new school's opening. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, the Nea is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. The Nea will have an approved resource specialist available for consultation on special classes of students and their rights. Nea will use the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed as legal on page 64. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain

a safe learning environment. Suspension reports will be cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook Planner and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, Nea will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Lead Facilitator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. Nea

will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

Grounds for Suspension and Expulsion of Students

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Nea ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses
1. Discretionary Suspension or Expulsion Offenses: Students may be suspended or expelled when it is determined the student:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products

by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their

own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph
      (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter School personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a

folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension

and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by

the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or

committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the Charter School or the County would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and

modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child,

directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT J: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." - Education Code Section 47605(c)(5)(J)

Employees of CLCS who work at Nea and qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. This includes Facilitators, Lead Facilitator, Executive Director, Chief Operating Officer, Counselor, Special Education Coordinator, and Education Specialists. Employees of CLCS who work at Nea and qualify for membership in the Public Employees" Retirement System ("PERS") will be covered under that system. This includes office managers, administrative assistants, paraprofessionals, and campus supervisors. All employees who are not members of STRS or PERS must contribute to the federal social security system. CLCS will inform prospective employees of the retirement system for employees of any CLCS charter school, as required by Education Code Section 47611.

CLCS will make all employer contributions as required by STRS/PERS or federal social security. CLCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT K: PUBLIC SCHOOL ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" - Education Code Section 47605(c)(5)(K)

No student will be required to attend Nea, and all AUSD students will have the alternative of attending their AUSD or other school of residence, or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that Learners have no right to admission in a particular school in any district as a consequence of enrollment in Nea.

ELEMENT L: EMPLOYEE RETURN RIGHTS

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school" - Education Code Section 47605(c)(5)(L)

AUSD employees who accept employment with CLCS shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the school year.

ELEMENT M: DISPUTE RESOLUTION PROCEDURES

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." - Education Code Section 47605(c)(5)(M)

The staff and Governing Board members of Nea Community Learning Center agree to attempt to resolve all disputes between the District and Nea Community Learning Center regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Nea recognizes that it cannot bind the District to any of the terms contained in this section.

Any controversy or claim arising out of or relating to the charter agreement between the District and Nea Community Learning Center, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Nea Community Learning Center
500 Pacific Ave.
Alameda, CA 94501

To Director of Student Services
Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be

tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference").

3) An Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall select a mediator from a list of six mediators with each party selecting three mediators. Each party may eliminate a mediator by taking turns until one mediator remains.

4) If the mediation is not successful, the parties agree that each party has exhausted this procedure and shall have any such recourse available by law.

Internal Disputes

5) Disputes arising from within Nea, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members shall be resolved pursuant to policies and processes developed by Nea. The AUSD Board of Education shall refer any complaints or reports regarding such disputes to the School Board or the Director.

6) The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.

7) Disputes shall first be brought informally to the Director of the Charter School for resolution.

8) The Director shall track all disputes in writing.

9) The Director shall facilitate discussion and resolution between all parties involved in the dispute.

10) If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.

11) The decision of the Governing Board shall be final.

When the operations of Nea give rise to disputes or complaints other than between Nea and the District, Nea will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by Nea's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the CLCS Governing Board.

Oversight, Reporting, Revocation, and Renewal
Any communication from the AUSD should be directed to the CLCS Executive Director. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. Nea agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

Addressing Parent Complaints
Nea Community Learning Center has established complaint procedures that address all complaints, including discrimination. Nea Community Learning Center will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response is in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision is issued in writing. The procedures will also identify a designee in the event the Nea employee charged with investigating the complaint is the complaint's subject. The complaint procedures shall be clearly articulated in the school's student and family handbook or distributed widely.

Nea Community Learning Center designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Nea Community Learning Center alleging its noncompliance with these laws or alleging any action or omission which would be prohibited by these laws. Nea Community Learning Center will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Nea Community Learning Center will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Nea Community Learning Center will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Renewal
The process for any Petition renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

ELEMENT N: SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." –Education Code Section 47605(c)(5)(N)

Should the District either revoke the charter or fail to renew the charter, closure of Nea will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CLCS Governing Board will promptly notify parents and students of Nea, the District, the Alameda Board of Education, Nea's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The CLCS Governing Board will ensure that the notification to the parents and students of the Nea of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of Nea shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, Nea shall work with the AUSD Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Nea will prepare final financial records. Nea will also have an independent audit completed within six months after closure. Nea will pay for

the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

Nea will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Nea, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of CLCS. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CLCS shall remain solely responsible for all liabilities arising from the operation of Nea. Any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the Nea closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.
With regard to Learner records, in the event of school closure, Nea will finalize all school records in its system. The finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The

designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501l(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.