

2026

GUIDELINES FOR FAMILIES AND STUDENTS



Hello LBUSD Families,

Welcome to the 2026-27 school year.

As we open the doors to a new year of learning, I want to begin by expressing my gratitude for the trust you place in Long Beach Unified. Whether you are returning to one of our schools or joining our District for the first time, please know that we are honored to serve your family.

Throughout the summer, classrooms have been prepared as places where learning is inspired, relationships are strengthened, and every student is reminded they belong. Our educators and staff are eager to welcome students back and begin the important work of learning together.

Before we take the next step forward, I want every student, family, employee, and community member to know: **You are Welcome. You Belong Here.**

Belonging is the foundation upon which meaningful learning is built. When students know they are seen, valued, and supported, they gain the confidence to explore new ideas, embrace challenges, and discover their potential. Our commitment is to create schools where every student feels connected, every family feels welcomed, and every employee feels empowered to make a difference.

As we begin this new year, we recognize both the opportunity before us and the responsibility we share. Every student who walks through our doors arrives with dreams, talents, and limitless potential. Our calling is to nurture that potential, raise achievement, expand opportunities, and ensure every child is prepared for a future of purpose and possibility. This work belongs to all of us, because to get there, we must go together.

I believe deeply in the promise of Long Beach Unified. I see it in our students' curiosity, our educators' dedication, our families' partnership, and our community's unwavering support for public education.

Today is Day One of new learning, new relationships, and new opportunities. Day One of a journey that will challenge us to grow, inspire us to lead, and remind us what is possible when a community comes together around a shared purpose.

Thank you for your partnership, your trust, and your commitment to our students.

Let's make this an extraordinary year.

In Unity,



David Zaid
Superintendent

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The Long Beach Unified School District is required annually by law to notify parents or guardians of certain rights and responsibilities contained in the California Education Code. Summaries of code sections explaining these rights and responsibilities are included in this K-12 2026-27 Guidelines for Families and Students.

Parents' Rights and Responsibilities Spelled Out in State Laws, Policies

At the beginning of the first semester of each school year, the *California Education Code* requires all parents or guardians of minor pupils to be advised of their rights and responsibilities under specific sections summarized as follows:

Your Child has the Right to a Free Public Education

- All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status. [BP 5145.13 Response to Immigration Enforcement](#).
- All children in California:
 - Have the right to a free public education.
 - Must be enrolled in school if they are between 6 and 18 years old.
 - Have the right to attend safe, secure, and peaceful schools.
 - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the District must provide parents/ guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.
- Directory information does not include citizenship status, immigrant status, place of birth, or any other information indicating national origin (except where the District receives consent as required under state law).

Family Safety Plans if You Are Detained or Deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity or immigration status.

Title IX Coordinator and UCP Compliance Officer

Kimberly Dalton
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Checklist For Immigrant Students And Families Attending Public Schools

1. You do not have to share the following information with school officials:
 - You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
 - You do not have to provide Social Security numbers (SSN) or cards.
 - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four

digits of his or her SSN to qualify the student for free or reduced-price meals at school.

- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

2. Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information," which allows for public release of basic student information, and consider whether to opt out of releasing that information.

3. Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
 - Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent or guardian is available.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice
California Attorney General's Office
P.O. Box 944255 Sacramento, CA 94244-2550
(800) 952-5225, BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>

California Healthy Youth Act

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education from instructors appropriately trained in the courses at least once in middle school and once in high school. It is intended to ensure pupils in grades 7-12 are provided with the knowledge and skills necessary to:

1. Protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy;

2. Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development. Information on human trafficking and how social media, mobile devices, and websites are used to groom and promote sexual activities is also included in the curriculum. The instruction should include all of the following:

- a. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body;
- b. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use;

3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy;
4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention;
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others;
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is get tested;

Parent Release of Student Information to Military and Other Agencies

School districts are required to release student directory information for military recruitment purposes unless parents request that Student Directory Information be withheld. Information about your students that can be released to military, as well as other agencies listed below, includes name, address, telephone number, email address, birth date, enrollment, attendance dates, graduation, high school major, participation in officially recognized activities and sports, if on an athletic team (weight and height), diploma, and awards received. Agencies receive only the information directly related to their request. For example, a scholarship sponsor would receive dates of attendance, honors and awards information but not weight and height.

Agencies requesting information:

Governmental:

The Armed Services, Probation Department, Department of Children's Services, law enforcement in the course of official duties, Social Security, Veterans Administration, elected officials.

School-related:

PTA, VIPS, school transportation, work-experience employers, Site-Council.

Employers:

Potential or current employers.

Post Secondary:

Colleges, other post-secondary institutions.

News Media:

Reporters in conjunction with a news story.

Community-related:

Grantors of awards, scholarships, honors.

If you do not wish your student's information to be given to the military or other agencies listed above, you can submit this request in ParentVUE. You may designate withholding your student's information from the armed services (military) only or from all agencies. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or a pupil given parental rights, has provided written consent that directory information may be released.

Parents may prohibit the release of directory information about their students at any time during the school year. However, many requests for information are received near the beginning of the school year, so we urge you to submit the request by October 1 if you wish directory information withheld.

To request that Student Directory Information be withheld for your student:

1. Log in to ParentVUE. If you do not have a ParentVUE account, please contact your school for an activation key.
2. Click on the "Online Registration" button at the top of the screen.
3. Click on the "Annual Returning Student Verification" tile.
4. Follow the prompts to update family information, including student directory release information

8. Information about local resources, how to access local resources, and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence;
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Condoms are available at all high schools, are cost-free, and students can access them anonymously. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - Parenting, adoption, and abortion.
 - Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance;
 - Information on how social media and mobile device applications are used for human trafficking;
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in comprehensive sexual health and HIV prevention education;
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education;
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act;
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by District personnel or outside consultants;
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the year;

6. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction.
 - b. The name of the organization or affiliation of each guest speaker.

The District may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices related to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to refuse their child from any test, questionnaire, or survey.

Pupils' Rights to Refrain from the Harmful Use of Animals – 32255

Any pupil with a moral objection to dissecting or destroying animals shall notify their teacher regarding this objection. Students have the right to refrain from participating in activities that they feel would constitute "harmful and destructive use of animals," pursuant to Education Code Section 32255 et seq. When courses require the use of live or dead animals, students must be notified of their rights. A student's objections must be substantiated by a note from their parent or guardian. The teacher must develop an alternative educational project of "comparable time and effort" or excuse the student from the project.

Exemption from Physical Examination – 49451

A parent or guardian who does not want their child to be given a physical examination at school must yearly inform the Principal in writing. The child will then be excused from taking the examination. However, if the school has good reason to believe the child has contracted a recognized contagious disease, it is authorized to send the child home and not permit him/her to return until school authorities are satisfied that the disease is no longer contagious.

Sight, Hearing – 49452, 49455

Every school district in California must provide for testing of students for any sight or hearing problems. (This section is subject to the restrictions stated in Section 49451 above) Schools may screen for type 2 diabetes (EC 49452.7).

Type 1 Diabetes Information

Pursuant to California Education Code Section 49452.6, the type 1 diabetes information available online at <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp> is for local educational agencies to provide to parents and guardians of

incoming elementary school students.

Cooperation in Control of Communicable Disease and Immunization of Pupils – 49403

Schools are required to cooperate with local health authorities in helping to prevent and control communicable (person to person) diseases in school children. (If a parent or guardian does not have a family physician, the school refers him or her to the city or county health department for the child's needed immunization.)

Prescribed Medication for Pupils – 49423, A.C. Title 17

Medical treatment is the responsibility of the parent/guardian and family physician. The parent/guardian is urged to work out a schedule, with the help of the family physician, for giving medication at home. Medications are given at school only when it is deemed absolutely necessary by the family physician. Any pupil who is required during the school day to take medication prescribed by a California licensed physician, may be helped to do so by the school nurse or another authorized school employee, if the school receives (1) a written statement from the physician describing the method of administration, the amount, and the time schedule of the medication, (2) a written statement from the parent requesting assistance, and (3) medication in its original pharmacy bottle, labeled appropriately. Medication orders written by a nurse practitioner (NP) or physician's assistant (PA) must have their California drug furnishing number and the name of their supervising physician included. The school must receive the original copy of medication orders that are faxed to the school within five days. Any disabled student who requires medication during the school day to effectively participate in the educational program shall receive assistance from District personnel on a consistent basis (34 C.F.R. 104.33). Medications are not usually carried by students, however some students may need to carry their medication: (1) students with asthma inhalers who need their medication prior to physical education and other school sport activities, (2) students with exquisite allergies with epinephrine delivery systems (i.e., bee stings, anaphylaxis to food, etc.), (3) students with diabetes who receive calculated doses of insulin throughout the day by continuous subcutaneous insulin infusion (insulin pump therapy). The student's physician must provide a written statement stating, (1) the student must carry the medication, (2) the student has been trained on self administration and (3) the student has demonstrated proficiency and responsibility in self administration. The school nurse will also assess the student's ability to self administer medication, and may contact the physician if there are any questions or concerns.

Special Pupil Medication – 49480

The parent or guardian of any pupil who is on a continuing medication program is required by law to tell the school about the medication being taken, the condition the medication is prescribed for, and the name of the supervising physician. Parents/ guardians of a child with a significant health condition should contact the school Principal and school nurse at the beginning of each school year to determine if any special arrangements are needed. With the parent or guardian's consent, the school nurse may talk with the child's doctor and inform other school staff members about possible effects of the medication on the child's behavior. At the beginning of each school year, parents are required to provide a 3-day supply of medication for their students who take daily medication outside of school hours in case of an earthquake or other emergency situation. Medication must be in its original, prescription bottle, and a medication permission form must be completed by the parent and physician.

Naloxone Hydrochloride – EC 49414.3

School districts may provide emergency naloxone hydrochloride antagonists to school nurses or trained personnel who have volunteered, and school nurses and trained personnel may use naloxone hydrochloride to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Immunization – Human Papillomavirus (HPV) Cancer Prevention – Education Code 48980.4

Upon a pupil's admission to, or advancement to, grade 6, the governing authority shall provide the pupil and the pupil's parent or guardian with information regarding California's public policy encouraging adherence to the current human papillomavirus (HPV) immunization guidelines recommended by the *California Department of Public Health*, in accordance with *Health and Safety Code section 120164*, so that the pupil is fully immunized against HPV before admission to or advancement to grade 8. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

School District's Participation in the Medi-Cal Billing Program

The District, in cooperation with the California Departments of Health Care Services and Education, participates in a program that allows the District to be reimbursed with federal Medicaid dollars for select health services provided to enrolled Medi-Cal students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students.

In accordance with state and federal rules and guidelines, we are notifying you that some information may be released from your student's records to our reimbursement recovery vendor, Paradigm Healthcare Services, LLC and to the Department of Health Care Services (DHCS) for claiming purposes only (and your child's Medi-Cal benefits may be accessed). This information is only released if we have received your consent to do so. Your consent may have been provided to the District when you registered your student for school, as part of your back-to-school paperwork, or during the IEP/IFSP development and review process (if applicable).

All information that is shared is encrypted and transmitted securely to both our vendor and to DHCS. The education records that may be shared as a result of our participation in this program include:

- Student name, date of birth, and health-related evaluation, intervention, and referral information (for services received at school).
- Practitioners' notes related to these health services and select data from the child's IEP/IFSP (if applicable).

You have the right to withdraw your consent to disclose your student's information at any time, feel free to visit your school's front desk to discuss this program. *Please note that students will not be denied services they require to attend school, and parents will never be billed by the school district for services provided as a result of your consent or non-consent.* Further, while Medi-Cal is reimbursing the District for select health services, your child's Medi-Cal benefits should not be impacted in any way. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school, and then use this funding to expand services that are available to all students.

Confidentiality & Privacy – The District's reimbursement recovery vendor is bound by a contract that contains specific provisions to keep student records confidential, ensuring information is not used or disclosed inappropriately; further, our vendor is required to be HIPAA compliant. In addition, the district and DHCS are bound by agreements that include specific provisions about the use of the information shared in this program, and governing security protocols.

Third Party Liability – If your student is enrolled in Medi-Cal and is also covered by a third party insurer, DHCS may attempt to recover third party liability if they pay a school-based claim submitted by us. This occurs due to the assignment of third-party liability rights that was provided when your application to Medi-Cal was approved.

Emergency Treatment for Anaphylaxis – EC 49414

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse, and dizziness. It is estimated that approximately 25% of anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. EC 49414 requires school districts to provide epinephrine delivery systems to school nurses and trained personnel and authorizes them to use epinephrine delivery systems for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine delivery systems must be stored in an accessible location, along with a copy of written training material, for emergency use. Notice of location must be publicly posted.

Pupil Swimming Safety – EC 35179.6

Our schools are committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sport coaches to be fully trained in CPR in case of accidental drowning in the pool. If there is any event on-campus or hosted at a swimming pool facility, at least one adult must have a valid CPR certification.

Concussion and Head Injuries – EC 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This

requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

California Youth Football Act – HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extra-curricular athletics offered at the middle or high school.

Medical Treatment

Pursuant to the provisions of Family Code Section 6910 and Ed. Code 49407, school personnel are authorized to act as an agent for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or requires reasonable medical treatment when the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the District a written objection to any medical treatment other than first aid.

Controlled Substances: Opioids– EC 49476
School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgment of receipt of the document annually.

Confidential Medical Services – 46010.1 (7- 12)

School authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. Confidentiality of Medical Information Act – CC 56.10 School-linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Pupils with a Contagious Disease – C.C.R. Title 5, 202

A pupil with a suspected contagious or infectious disease may not remain in any public school. They may be readmitted to school with written documentation from their physician and/or a public health officer that they are no longer contagious/infectious; however, the school nurse may need to evaluate students for any signs/symptoms when they return to school.

Habits and Diseases – 48211

The Governing Board of the school District may exclude children of filthy or vicious habits, or

children suffering from contagious or infectious diseases. Children need to stay home from school if they have symptoms of a contagious illness, which include a fever over 100 degrees, sores that are open or appear infected, vomiting in the morning or since going to bed the night before, diarrhea in the morning or since going to bed the night before, persistent headache or stomachache, earache, red eyes with discharge, persistent cough, suspicious rashes, wheezing or breathing problems and not feeling well enough to participate in school activities.

Pupil Absence for Religious Purposes – 46014

With the written consent of parents or guardians, pupils may be excused from school to attend religious training classes at a place named by their church. Pupils may not be excused for this purpose for more than one school day per semester.

Allowed Absences – 48205, 48980(j), 46010.1

No pupil may have their grade reduced or lose academic credit for any absence or absences excused pursuant to Section 48205 when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. A pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the Principal or a designated representative pursuant to uniform standards

established by the Governing Board of the District. Please note: attendance at religious retreats shall not exceed one school day per semester.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Superintendent of the District.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event. *Please note: "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.*
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. *Please note: A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.* (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) If an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. *Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.* (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be. *Please note: "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. Any*

absences beyond three days for the reasons described in 13(A) above shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the administrator's assessment of the necessity of the absence.

14. Due to the pupil's participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Married/Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980

BP 5145 Married/Pregnant/Parenting Students

The Governing Board of the Long Beach Unified School District will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or postpartum recovery.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

School Attendance

The physical and emotional ability to continue with schooling may only be determined by a physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. A parenting teen is entitled to take any additional time if deemed medically necessary, as prescribed by a physician or nurse practitioner. If the teen parents are 18 years of age or older, or, under 18 years of age, the person holding the right to make educational decisions for the student(s), notify the school of the intent to exercise this right.

Pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the school supervisor of attendance as an excused absence, with a unique code similar to independent study. Until the student(s) are able to return to the regular school program or an alternative education program if requested by the student and/or parent/guardian. No work or other school requirements will be expected during the leave.

Alternative Education Agreement

STUDENT:

I understand that:

- Alternative Education is an opportunity to earn missing credits to be able to return to high school and graduate on time.
- Attendance, whether daily (REID) or at least twice weekly (EPHS), is essential for comprehension, support, course completion, and meaningful credit recovery.
- Alternative Education is an optional educational alternative and is voluntary. I understand that I may return to a traditional school at any time. Refer to Long Beach Unified School District (LBUSD) transfer policy.
- By entering Alternative Education, I have not waived any rights as a student, and I am entitled to all Long Beach Unified School District (LBUSD) services and resources.
- If I am a student with an Individualized Education Program (IEP), my IEP must specifically provide for my enrollment in Alternative Education.
- I must follow all the discipline codes and behavior guidelines of the Long Beach Unified School District. Any violation of these guidelines or failure to meet school District requirements could result in dismissal from Alternative Education.
- Visitation on any other school campus is prohibited without permission from the school.
- Class credit is granted for successful class completion only, not for completion of individual assignments.
- I can complete up to 160 recovery credits per year. Courses and credits are different: the number of credits and specific courses needed will vary.
- An attendance and academic evaluation will be conducted to assess progress toward completion of credits.

Failure to satisfy any of the above-mentioned criteria will result in an evaluation by the staff to determine if the current placement is appropriate.

PARENT/GUARDIAN/CAREGIVER:

I understand that:

- The objective of independent study is to provide a voluntary educational alternative for my student to continue his/her educational obligations.
- Individual course objectives are consistent and evaluated in the same manner as traditional school programs.

I agree with the following:

- I am liable for the cost of replacement or repair for willfully damaged or destroyed books, computers, and other property checked out to my student.
- I am expected to actively work and regularly communicate with staff to assist with credit completion, transition back to high school, or receive a high school diploma.

SAMPLE ONLY

Return from Parental Leave

Upon return, the parenting teens are entitled to return to the school courses that they were enrolled in before taking leave. Make-up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leaving.

If needed, the parenting teen may enroll for a fifth year of instruction if on course for graduation requirements.

If parenting teens were enrolled and/or choose to be enrolled in an alternative school setting, a return to that environment will be available as needed to achieve graduation requirements. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. Students shall not incur an academic penalty as a result of his or her use of these accommodations. The District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery in the same manner and under the same policies as any other temporary disability (EC Section 221.51 (e); 5CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).

An illness for a sick child does not require a doctor's note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

Lactation

Once a parenting student returns, the District shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (A) Reasonable accommodations include, but are not limited to, all of the following: (i) Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child. (ii) Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk. (iii) Access to a power source for a breast pump or any other equipment used to express breast milk. (iv) Access to a place to store expressed breast milk safely. (B) A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breastfeed an infant child. (C) Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements. (D) A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Alternative Education (Alt Ed)

Alternative Education is a unique program that provides the opportunity for students to focus on what they need to recover needed credits for graduation. Students will be enrolled at either Will J. Reid High School (REID) or Educational Partnership High School (EPHS). Alt Ed enrolls students on an ongoing basis until each site has reached capacity, prioritizing 12th grade students with severe credit deficiency. Once capacity is reached, referrals will be held until a space opens up. Students should plan on returning to a high school within the Long Beach Unified School District. Returning students' school of choice will be granted based on availability.

Alternative Education is designed for seniors deficient by 20+ credits and juniors deficient by 70+ credits (based on high school transcript). Students can earn up to 160 credits for recovery per year. LBUSD will provide teacher services, instructional materials, and other necessary items and resources as specified for each course. Student attendance, application, and commitment are necessary to maximize the credit recovery opportunity at both sites.

LBUSD is able to offer two different learning environments for Alternative Education through the same instructor-led online program. Teachers at REID provide regular, daily direct support, while teachers at EPHS meet with each student at least twice a week and support a semi-independent model. Both school models offer high school students the opportunity to thrive academically. Placement at REID or EPHS depends on many factors, including student preference, learning style, and other unique situations.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in alternative education whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators (Education Code 51747):

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060.
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

Available Resources

Pregnant and parenting students may need additional support both inside and outside of the school setting. To the extent feasible, the District will provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Students or their parents/guardians may request assistance or referrals for assistance from school support staff, including school counselors and the site Wellness Center. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities.
2. Parenting education and life skills instruction.
3. Special school nutrition supplements for pregnant and lactating students.
 - A medical statement identifying the student who is pregnant or lactating would be provided to the site by the student or their parent/guardian for Nutrition Services.
4. Health care services, including prenatal care.
5. Tobacco, alcohol, and/or drug prevention and intervention services.
6. Academic and personal counseling.
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation.

Independent Study – EC 51744, 51745, 51745.5, 51746 and 56026

Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (15 school days or less) and long-term (16 school days or more) requires the IS engagement defined per the policies adopted by the local Governing Board. The IS agreement must be signed any time during the school year for short-term IS or prior to beginning long-term IS. All IS agreements must include expectations of student, parent and supervising teachers, and must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how LBUSD offers IS options, please contact your school counselor or administrator.

Success in School Depends Upon Prompt, Regular Attendance

LBUSD urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling, and other appointments after school, on the weekend if possible, or during school holidays. The District also asks that travel or other absences be avoided during the time that school is in session. The higher the District's daily attendance rate, the more a student will

learn and the greater the amount of classroom instruction and academic programs. The school calendar is designed to minimize issues for families who plan vacations around traditional holiday periods and thereby minimize student absences. Parents can support good pupil attendance by following these procedures:

1. Contact the school's attendance office each morning the student is absent.
2. On the day the student returns to school, provide the student with a note that lists the date(s) of absence and the reason.
3. Provide the school with accurate home, cell, and employment telephone numbers and notify the school promptly when a change occurs.
4. Provide the school with the name and telephone number of a responsible adult who could be contacted in an emergency when the parent or guardian cannot be reached.
5. Contact the student's counselor regarding extended periods of absence or other matters which affect the student's ability to attend school regularly.

Value of Positive Attendance

Positive attendance supports your student's achievement. Every day a student misses school, he/she is at risk of falling behind academically. Not only is the missed day lost, the return day is spent catching up. Every day a student attends school is also a lesson in responsibility and commitment.

Monitoring Attendance

Parents/guardians are encouraged to monitor their student's attendance records on a regular basis through ParentVue. Below are the school District's policies and procedures for providing notification of a student's absences to the school.

Reporting Absences:

Student safety is the District's utmost concern. If your child will be absent, please notify the school.

Clearing Absences:

Parents/guardians must clear all absences within five school days. After this time, parents/guardians must contact the school administrator for approval. To clear your child's absence, call your school's main office. A parent/guardian can also send a note with their child, or email the school. The school's parent notification system will contact you regarding the absence of your child.

Verification of Illness:

The District allows parents to excuse up to three (3) consecutive days without verification of illness from a medical professional, mental health provider or school employee (school nurse). Any time your child has a doctor's appointment and/or documentation requiring them to stay home from school, provide this verification immediately to the attendance office when your student returns to school. These absences will be recorded as

excused. If verification is not provided, the child's absence will be recorded as unexcused until documentation is received. Per District policy, absences extending beyond the three (3) day consecutive rule will be considered unexcused, unless a parent/guardian provides verification from a medical or mental health professional to the school.

Truancy – 48260

A student is considered truant after three full-day absences without a valid excuse or three tardies of more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Examples of truancy include missing an entire school day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the District.

After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered a habitual truant.

The Long Beach Municipal Code section 9.58.020 states that juveniles are prohibited from loitering (off campus) in public places between the hours of 8:30 a.m. to 1:30 p.m. on days when school is in session. Students who are identified as "Habitual Truants" and who are found loitering in a public place will be given a citation by officers of the Long Beach Police Department. Truant students who receive a citation will have to appear before a Juvenile Referee who may issue a monetary fine. The fines that the referee levies range from \$170 for the first offense to a maximum of \$710. The referee may also impose an attachment of the student's driver's license. Students identified as "chronic" habitual truants may be issued the maximum fine on the first offense. In each case, regardless of the amount of fine and community service assigned, failure to fulfill the order issued by the Court will result in revocation or delay in the issuance of the student's driver's license.

Senate Bill 1317, effective January 1, 2011, allows parents or guardians of chronic truants to be criminally prosecuted. A chronic truant is defined as a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date. (Educ. Code 48263.6.) A parent or guardian of a chronic truant can now be prosecuted under Penal Code 270.1, if: (a) the child is age six years or more in K-8, and (b) there is proof the parent or guardian has failed to reasonably supervise and encourage the pupil's school attendance.

Truant Consequences – EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5

Parents will be notified if their child is identified as a truant. Parents are obligated to compel their child to attend school. District staff will offer to meet with the parents to discuss solutions and offer alternative educational options to help address the truancy. In addition, school personnel are available to meet with the pupil and family to develop strategies to support the pupil's attendance at school and offer available mental health and supportive services.

Chronic Absences

Chronic absenteeism has been defined in California Education Code (EC) Section 60901(c) (1) as a pupil who misses 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the District, exclusive of Saturdays and Sundays.

Universal Meals – 49510

For the 2026-27 school year, meals for all students will be free of charge. However, we encourage households to complete a meal application, which helps to provide continued financial support to the school District.

Free and Reduced-price Meals – EC 49510 et seq.

Commencing in school year 2022–23, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility status. Charter Schools and districts will still encourage eligible parents to submit an application in order to remain in compliance for accounting purposes only.

Accommodating Students with Special Dietary Needs

Parents of students with special dietary needs may contact the Nutrition Services Branch at (562) 427-7923 and ask to speak with a Child Nutrition Specialist for further assistance, or email childnutrition@lbschools.net.

Earned Income Tax Credit

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families

Grade	Number of Doses Required of Each Immunization ^{1, 2, 3}				
K-12 Admission	4 Polio⁴	5 DTaP⁵	3 Hep B⁶	2 MMR⁷	2 Varicella
(7th-12th)⁸	K-12 doses	+ 1 Tdap			
7th Grade Advancement^{9,10}	1 Tdap⁸				

1. Requirements for K-12 admission also apply to transfer pupils.
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th-12th grade Tdap requirement: see fn. 8). One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.
6. For 7th grade admission, refer to Health and Safety Code section 120335, subdivision (c).
7. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the 1st birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.
10. The prior 2-dose varicella requirement for 7th grade advancement expired June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

Instructions:

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. See shotsforschool.org for more information.

Unconditionally Admit a pupil whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age or grade as defined in the table above:

- Receipt of immunization.
- A permanent medical exemption.*

Conditionally Admit any pupil who lacks documentation for unconditional admission if the pupil has:

- Commenced receiving doses of all the vaccines required for the pupil's grade (table above) and is not currently due for any doses at the time of admission (as determined by intervals listed in the Conditional Admission Schedule, column entitled "Exclude If Not Given By"), or
- A temporary medical exemption from some or all required immunizations.*

Conditional Admission Schedule for Grades K-12

Before admission a child must obtain the first dose of each required vaccine and any subsequent doses that are due because the period of time allowed before exclusion has elapsed.

Dose	Earliest Dose May Be Given	Exclude If Not Given By
Polio #2	4 weeks after 1st dose	8 weeks after 1st dose
Polio #3¹	4 weeks after 2nd dose	12 months after 2nd dose
Polio #4¹	6 months after 3rd dose	12 months after 3rd dose
DTaP #2	4 weeks after 1st dose	8 weeks after 1st dose
DTaP #3²	4 weeks after 2nd dose	8 weeks after 2nd dose
DTaP #4	6 months after 3rd dose	12 months after 3rd dose
DTaP #5	6 months after 4th dose	12 months after 4th dose
Hep B #2	4 weeks after 1st dose	8 weeks after 1st dose
Hep B #3	8 weeks after 2nd dose and at least 4 months after 1st dose	12 months after 2nd dose
MMR #2	4 weeks after 1st dose	4 months after 1st dose
Varicella #2	Age less than 13 years: 3 months after 1st dose	4 months after 1st dose
Varicella #2	Age 13 years and older: 4 weeks after 1st dose	8 weeks after 1st dose

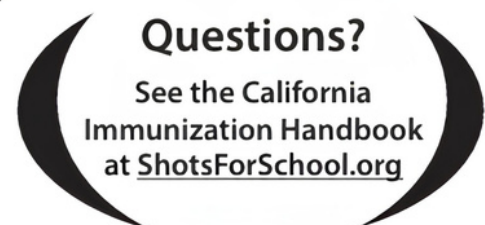
1. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday. If polio #3 is the final required dose, polio #3 should be given at least six months after polio #2.
2. If DTaP #3 is the final required dose, DTaP #3 should be given at least six months after DTaP #2, and pupils should be excluded if not given by 12 months after second dose. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

Continued attendance after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. The school shall:

- review records of any pupil admitted conditionally to a school at least every 30 days from the date of admission,
- inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- update the immunization information in the pupil's record.

For a pupil **transferring** from another school in the United States whose immunization record has not been received by the new school at the time of admission, the school may admit the child for up to 30 school days. If the immunization record has not been received at the end of this period, the school shall exclude the pupil until the parent or guardian provides documentation of compliance with the requirements.

* In accordance with 17 CCR sections 6050-6051 and Health and Safety Code sections 120370-120372.



Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit, eligibility requirements, and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207, 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the Home Hospital Program Specialist at (562) 986-6870, ext. 248 or go to Home Hospital in the A-Z index at lbschools.net for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school District in which the hospital is located.

It is the responsibility of the parent or guardian to notify the District in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the District will, within five working days, determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the District of residence or charter school and may attend regular classes when not confined to the hospital setting; the total days of instruction may not exceed the maximum of five

days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Required Immunizations – C.A.C. 6000-6075, HSC sec.120335(b) 6065

No student may be unconditionally admitted to school without adequate immunizations against polio, diphtheria, tetanus and pertussis (DTP), measles, mumps, rubella (MMR), hepatitis B and varicella (chickenpox). Documentary proof must be presented verifying immunizations. Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above. Beginning January 1, 2021 all new medical exemptions for school and child care entry must be issued through CAIR-ME. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

Students who require subsequent doses are subject to exclusion from school if immunization is not received when needed.

Immunizations for Communicable Diseases – 49403

The Governing Board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose the board may use any funds,

property and personnel of the District, and may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse acting under the direction of a supervising physician and surgeon to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such immunizing agent.

Oral Health Assessment

California law requires that all children present documentation of having an oral health assessment within 12 months prior to entering kindergarten or first grade, whichever is their first year of public school. The law specifies that the assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Parents/guardians may sign a form waiving this requirement; however, our District strongly encourages all children to be examined.

Tuberculosis Screening – HSC 121475-121520 CSS 121475-121520

In accordance with the California Health and Safety Code, all new students enrolling in TK-12 in a Los Angeles County district or school must complete the Los Angeles County Pediatric TB Risk Assessment. If risk factors are identified, additional medical evaluation is required to confirm the student does not have infectious TB. To ensure a healthy school environment, California law requires all students entering school for the first time, or transferring from outside the county, to undergo a tuberculosis risk assessment. Take the Pediatric TB Risk Assessment Form, included in the registration packet, to the student's healthcare provider. The provider must complete the form up to one year prior to registration or up to 90 days after the student starts school. If the student's provider is unable to complete the risk assessment within the time frame, please reach out to Student Health Services for additional assistance with completing the pediatric risk assessment. Actual TB testing (skin or blood test) is only required if the provider identifies specific risk factors during this screening. Return the completed form to the student's school site. If you do not have insurance, you may complete the risk assessment at one of the Department of Public Health walk-in sites or visit a low- or no-cost community clinic.

Surveys – EC 51513 and 51514

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and

gender identity of a student shall not be removed from a survey that already includes them.

Health Care Coverage – EC 49452.9

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, visit www.CoveredCA.com. Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Consent for School-based Wellness Services

Long Beach Unified School District provides school-based wellness and behavioral health services designed to support children's emotional, social, and mental well-being as needed. These services may include: check-ins, wellness center walk-in sessions, practicing stress management tools, learning mindfulness activities, or reviewing resources to support academic goals, all facilitated by trained professionals. If your child engages in such services, you may be notified by your child's school. In some cases, California law allows students aged 12 and older to consent to certain mental health services on their own. These services provide a supportive environment to foster personal growth and address challenges your child may face. Should you wish to opt out of these services, you must submit a written request to your child's school wellness & behavioral health staff (located at the Wellness/CARE centers).

Consent for Billing Health Insurance

Per the Children and Youth Behavioral Health Initiative (CYBHI), schools may seek reimbursement for school-based wellness services from commercial health plans. This reimbursement does not in any way impact your existing benefits, and you will not be charged a copay of any kind. Billing your insurance allows us to sustain and expand these essential school-based services at no additional cost to your family. Please be assured that your personal information will be handled securely and your consent for the District to bill your health insurance is voluntary. You may revoke your consent at any time by notifying your Wellness Center staff in writing. Regardless of whether you provide this consent for insurance billing, your student will have access to our school-based wellness services. To acknowledge your understanding and provide your consent, please check the box below. Thank you for your support as we participate in CYBHI to expand access to wellness services for District students.

☐ I have reviewed this message and consent to my school district billing my insurance.

Notice of Alternative School – 58501

California state law authorizes all school districts to provide for alternative schools. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county Superintendent of schools, the administrative office of the District, and the Principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the Governing Board of the District to establish alternative school programs in each district.

Instructional Materials Inspection

A parent or guardian may, upon request, inspect any instructional materials used as part of the educational curriculum for the student.

State Accountability Assessments

Each school year students will take various assessments based upon their enrolled grade and other program placements.

California Assessments of Student Performance and Progress (CAASPP)

Smarter Balanced Summative Assessments (SBAC) for English language arts/literacy and mathematics are administered to students in grades 3-8 and 11. In addition, the California Science Test (CAST) is administered to students in grades 5, 8, and 12.

Students in grades 3-8, and 11 that are identified by their Individualized Education Program (IEP) as needing alternate CAASPP assessments, will take California Alternate Assessments (CAAs) for English language arts/literacy and mathematics. In addition, the California Alternate Assessment for Science (CAA for Science) is administered to alternate assessment-identified students in grades 5, 8, and 12.

Results from the CAASPP assessments will be used, along with other available data, for school and program placement of students, to determine the impact of selected curriculum and programs, and to make other instructional plans at your child's school. The CAASPP will be given using a computer-based testing format.

As a parent/guardian, you have the option of annually excusing your child from any part of the CAASPP. If you wish to excuse your child, please submit your request in writing to your child's school [Education Code 60615].

English Language Proficiency Assessment for California (ELPAC)

Identifying students who need help learning English is important so these students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The ELPAC is used to measure how well students understand English when it is not their primary language.

Upon initial enrollment with a California school district, parents/guardians are required to complete a short Home Language Survey (HLS) regarding the languages learned and spoken by their student/s, and within their home. Based upon the responses provided on the HLS, the enrolling school district may be required to administer the ELPAC Initial Assessment (ELPAC IA) to students in kindergarten through grade 12. The ELPAC IA assesses students on their listening, speaking, reading, and writing skills.

Information from the ELPAC IA tells teachers about the areas in which your student/s may need extra support and will be used to assist with preliminary status as Initial Fluent English Proficient (IFEP) or English Learner (EL). School sites will monitor the progress of students identified as EL by the ELPAC IA, including continued collection of evidence about the English language proficiency of each student. The evidence may be used to conduct a mid-year review of the preliminary EL placement for each student, at which time a formal determination of English Learner status may be made. Parents/Guardians will be notified of the results of this review if a change in status is determined.

Students in kindergarten through grade 12 who are formally identified as EL will take the ELPAC Summative Assessment (ELPAC SA) in the spring of each year until they are reclassified as Fluent English Proficient (RFEP). The ELPAC SA assesses students on their listening, speaking, reading, and writing skills.

Both the Initial and Summative ELPAC will be given using a computer-based testing format. To more correctly measure student skills on the Speaking test, responses will be recorded for review by the California Department of Education (CDE). They will not be used for identification, and all recorded responses will be destroyed after the scores are verified to be correct.

There is no parent/guardian option to excuse your child from the ELPAC if initial assessment is determined by the HLS, or identified for annual assessment based upon results from the ELPAC IA.

If you have any questions about your child taking the ELPAC, please contact your school's Guidance Counselor.

Physical Fitness Test (FITNESSGRAM®)

The FITNESSGRAM® assesses the Healthy Fitness Zone standards and is administered to students in grades 5, 7, and 9. The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Additional Information: To learn more about these accountability assessments, go to the

California Department of Education Parent Guides to Understanding Web Page at: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>

For information on specific dates and times when your child may take each test, please contact your school's Guidance Counselor.

K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

In accordance with California Senate Bill 114 (section 53008) approved in 2023, school districts must screen all students in kindergarten through second grade for reading difficulties, including risk of dyslexia. Screener results and their interpretation will be shared with parents/guardians. As a parent/guardian, you have the option of annually excusing your child from any part of the screener. If you wish to excuse your child, please submit your request in writing to your child's school. Based upon the results, students may be provided with services and supports that address their needs, which may include:

- Evidence-based literacy instruction focused on their specific needs.
- Progress monitoring.
- Early intervention in the general education program.
- One-on-one or small group instruction.
- Further evaluation or diagnostic assessment.

Career Counseling and Course Selection

Students in grades 7–12 receive academic, college, career, and postsecondary planning support through their school counseling program. School counselors assist students with developing academic plans, selecting courses that meet graduation and college entrance requirements, exploring career interests, and planning for life after high school.

Parents/guardians are encouraged to participate in the course selection and academic planning process and to meet with school counselors when making decisions about their student's educational program.

Information about graduation requirements, UC/CSU A-G requirements, college planning, career exploration, financial aid, and CaliforniaColleges.edu is available through school counseling offices and on the Long Beach Unified School District website at lbschools.net.

Financial Aid Information (FAFSA, California Dream Act, and CaliforniaColleges.edu)

The Long Beach Unified School District is committed to helping students and families plan for college and career opportunities. In accordance with California law, students receive information at least once before entering 12th grade about how to complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA).

As a participating California College Guidance Initiative (CCGI) District, LBUSD provides students with access to CaliforniaColleges.edu. This online planning tool supports college and career exploration, academic planning, and financial aid preparation. Students in Grade 11 are encouraged to complete the Grade 11 Financial Aid Lessons available through their CaliforniaColleges.edu account to prepare for the financial aid application process.

Families are encouraged to complete the appropriate financial aid application as early as possible, as many financial aid programs have priority deadlines and limited funding.

To support students and families, the District offers FAFSA/CADAA workshops, Cash for College events, classroom presentations, CaliforniaColleges.edu activities, and one-on-one or small-group assistance with completing financial aid applications. All personal information provided through FAFSA, CADAA, and CaliforniaColleges.edu is protected in accordance with applicable state and federal privacy laws.

Mental Health - EC 49428

In order to initiate access to available pupil mental health services, you may contact the counselor assigned to your school. The District will notify parents at least twice per year. This is one time through our annual guidelines. Additional notification will occur at Open House via school sites and the school-based mental health provider.

Weapons, Storage of Firearms – P.C. 12035

Any person who leaves a loaded firearm within the reach or easy access of a child may be fined or imprisoned, or both, if the child gains access to, and improperly uses, the firearm.

Gun Safety – EC 32221.5 (9-12) and EC 49390, 48391, and 49392

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment. More information can be found here: <https://www.cde.ca.gov/nr/el/le/yr19ltr1120.asp>

School Accountability Report Card – 35256 and 35258

The Governing Board shall annually issue a School Accountability Report Card for each school in the District. Copies are posted at www.lbschools.net/our-schools/home/accountability-reports, and provided upon request at your neighborhood school.

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The District's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including District efforts to seek parent/guardian input in District and school site decision-making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities (Education Code 42238.02, 52060).

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing District expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the District will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the District's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the District's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for District and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, Principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school.
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement.
5. Any other activities and strategies that the District determines are appropriate and consistent with this policy.

If the District also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV (20 USC 6318).

The District's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the District's LCAP in accordance with 20 USC 6312 (20 USC 6318).

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318).

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to

to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502 (Education Code 11504).

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall report on the effectiveness of parent involvement efforts and ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities and ensure that all notices, reports, or records are translated into the primary language of parents or guardians.
4. Receive training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles.
6. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

When 15 percent or more of the student population at a school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or District shall be, in addition to being written in English, written in the primary language(s).

A parent may request the oral interpretation of any such document. (Education Code 48985). School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Parent involvement Board Policy 6020 is annually reviewed by parent groups and can be found under Parent Groups in the A-Z index at lbschools.net.

ParentVUE

ParentVUE is a website that allows parents to view their children's current and historical information, including daily attendance, grades, report cards, test scores, discipline, graduation status, preparation for college and more. It is also a one-stop location for links to other parent services. With one simple activation, parents can view information on all of their children, from elementary school to high school. Parents also will be able to update emergency card information electronically. The website is available at lbschools.net under Main Menu > Families > ParentVUE Login or under ParentVUE Login in the A-Z index.

Parent Participation in School Meetings and Conferences - LC 230.8

If your employer has 25 or more employees, you must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline concern that requires immediate parent attention, sudden school closure, or natural disaster. ("Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See [Labor Code 230.8](#) for more details.

Written Translation and Oral Interpretation

You have the right to request the translation of materials related to your child's school programs and activities. If you prefer, you have the right to ask for an oral interpretation of the information. You should make your request to the school Principal or ask any school staff member to speak to the Principal for you. You also have the right to request an interpreter for any parent meeting involving your child and the school. You should make your request to the school Principal or ask any school staff member to speak to the Principal for you. If you would like to make the request directly, you may contact us at (562) 997-8027.

Tabacco-Free Schools

The Long Beach Unified School District is a tobacco-free District. Any tobacco use (smoking, chewing, electronic nicotine delivery system, etc.) by anyone is prohibited at any time on any LBUSD property. Use of or disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground, or within 250 feet of a youth sports event, is also prohibited. This requirement applies to all students, staff, and visitors to campus (volunteers, parents, contractors, general public, etc.). The District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging, or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property.

Pupil Safety Parental Notification-Synthetic Drugs

Pupil Safety: Parental Notification: Synthetic Drugs - EC 48980, 48985.5

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. In addition, various social media platforms may be used to market and

sell synthetic drugs, such as fentanyl. Additional information regarding fentanyl is available from the [CDPH's Substance and Addiction Prevention Branch](#).

Closed Campuses

Schools in the District are considered "closed" rather than open campuses. A closed campus is one from which no student may leave during school hours unless the student has a lunch permit or other pass or authorization to leave the campus during school hours. EC 44808.5 – Neither the District nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this option. A student who is off campus without authorization during school hours is considered truant. The school district in 2018 allocated resources for additional safety and security features in local schools. These features include additional perimeter fencing to create closed campuses at some sites that had not yet been completely enclosed. Security cameras and buzzer-type entry doors also have been added to main entrances on most campuses. The addition of these security features means that campuses may not be accessible to the public after hours and on weekends unless specifically permitted by the District. Visitors should keep in mind these additional security measures, making appointments in advance when possible and using the main entrance when arriving on campus.

Minimum Days

The District has established the District-wide minimum day schedule listed here for the traditional calendar school year. Schedules at individual schools may vary according to the needs of each school. When additional minimum days are scheduled after the printing of this publication, the parents and guardians of the affected pupils will be notified as early as possible, and no later than one month before the scheduled minimum or pupil-free day (E.C. 48980c).

Parents Rights Regarding Student Records

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in

order to fulfill their professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent. Parents' request to access their student's educational records must be submitted in a written form to the school of attendance (for current students) and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 25 cents per page. For students no longer enrolled in the District, requests are to be submitted in writing to the Records Management Office, 2201 E. Market Street, Long Beach, CA 90805. Copies of transcripts are available for \$12.00. Additional records for students no longer enrolled in the District are available upon written request to the Records Management Office for 25 cents per page.

Any challenge to school records must be submitted in writing to the Director of Student Support Services, 2221 Argonne Avenue, Long Beach, CA 90815. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Destruction of Mandatory Interim Special Education Records

Special education records are generally considered "Mandatory Interim Pupil Records" and must be kept for three years after a student leaves or the records are no longer useful. The Long Beach Unified School District determined that there are numerous records which are no longer needed and will be destroying them. LBUSD will be destroying the Special Education records of students with a date of birth that falls on or before June 30, 2004. Records may exist in the form of electronic, hard copy, microfilm and microfiche and may include audio recordings, IEPs, and assessments.

Adult students and parents who wish to obtain a copy of student records should complete a Records Request Form. Records Request forms are available in the A-Z index at lbschools.net under Special Education, Parents, Records Request. Requests will be processed within five (5) business days upon receipt.

Elementary and Secondary Education Act-Title 1

The Elementary and Secondary Education Act requires District to notify parents of students at Title I schools of their right to request information regarding the professional qualifications of their child's classroom teacher, including whether:

- The teacher has met state credential or license criteria for the grade level and subject taught.
- The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification.
- The child is provided services by paraprofessionals, and if so, their qualifications.

Upon request, LBUSD will provide details regarding teacher licensing, state qualification criteria, and grade/subject certifications, teacher emergency or provisional status, teacher's degree major, graduate certifications, and field of discipline and paraprofessional qualifications.

To request details for specific teachers, please contact:

- Alisa Provencio, Credential Services Manager, aprovencio@lbschools.net, 562-997-8482.

To request the qualifications of specific paraprofessionals, please contact:

- Maria Alvarez, Senior Personnel Analyst, malvarez@lbschools.net, 562-997-8000 x447-7426

Equal Access to Educational Opportunities - Homeless Education

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access the same free and appropriate public education provided to students who have permanent housing.

Every LEA is required to appoint a homeless liaison to ensure parents and students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- In an emergency or transitional shelter;
- In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings;

- In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);
- In a hotel or motel as a result of economic hardship;
- Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth experiencing homelessness.

Unaccompanied youth, such as teen parents not living with their parent/guardian or students who have run away or have been pushed out of their homes, have access to these same rights.

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all students. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, students, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for students experiencing homelessness.

Students experiencing homelessness are expected to attend school regularly and have the right to:

- Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- Education and other services (e.g., to participate fully in all school activities and programs for which a student is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).
- Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the student experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local District requirements.
- For the District to accept and issue partial credits for courses that have been satisfactorily completed by the student experiencing homelessness.
- Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer

live within the attendance boundaries of those schools.

- Students experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the student attended in the last 15 months to which they have a connection.
- At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.
- Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact Student Support Services at 562-986-6870.

Students experiencing homelessness may qualify for an exemption from local graduation requirements. Designated school staff shall notify students and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the District in addition to the statewide coursework requirements. To qualify, the student must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, the student cannot reasonably complete the additional local LEA graduation requirements within four years, and the educational rights holder (or unaccompanied youth) must determine that the graduation exemption is in the student's best interest. If these criteria are satisfied, the student may be offered the exemption to complete the state graduation requirements of 130 credits in specific coursework within the four years and be offered a fifth year if needed.

Once a student is found eligible for this exemption, their eligibility continues even if the student's homeless status changes or the student transfers to another school. It is unlawful for a school, student, or educational rights holder to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.

Students experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Long Beach Unified Homeless Liaison

must be notified if a student experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meetings where a manifestation determination is to be made.

Education of Homeless Youth: Right to Apply for Financial Aid - EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every District and charter school must appoint a homeless liaison to assist students and families. Please contact Ms. Jennifer Rodarte at (562) 986-6870 or the Student Support Services Homeless Education Program at (562) 986-68704 for more information on services and policies related to homeless education rights.

Before and After School Programs – EC 8482.6, 8483(e), 8483.1(e), and 8483.95

Beginning on July 1, 2017, homeless students and students who are in foster care shall receive first priority for enrolling in before- and after-school programs. A program must inform the parent: Students who are identified as homeless or foster children have a right to receive priority enrollment. To request priority enrollment, please contact the LBUSD Office of Student Support Services at (562) 986-6870, ext. 242. No current participant in a before- or after-school program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

Education of Foster Youth: EC 48204, 48853, 48853.5, 51215.1, 51225.2

Students supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Students who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of students in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Every LEA is required to designate a staff person as the educational liaison for foster children to ensure that foster youth are:

- Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all pupils. This includes the right to remain in the school of origin and the right to matriculate with his or her peers.
- Students in foster care must be immediately enrolled in school regardless of the availability of school records, immunization

records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of students in foster care.

- Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
- Students in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the student is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue their education in the school of origin while the student is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the student in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the student attends high school, as they have the right to attend, until they graduate.
- If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court-ordered activity.
- Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
- Not required to retake a course the pupil has satisfactorily completed. Students in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify students and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by LBUSD in addition to the statewide coursework requirements. To qualify, the student must be in foster care and have transferred schools after what would have been their second year of high school; the student cannot reasonably complete the additional local LEA graduation requirements within four years, and the educational rights holder must determine that the

graduation exemption is in the student's best interest. If these criteria are satisfied, the student may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

- Once a student is found eligible for this exemption, their eligibility continues even if the student's foster care case closes or the student transfers to another school. It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.
- Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the District as soon as they become aware that a student is changing school placements so that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For students experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the student will remain in the school of origin and if transportation is needed.
- If a student in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and the county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.
- If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures.

Choosing Your Child's School: A Summary of School Attendance Options in California

California law (Education Code Section 48980(h)) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the Districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the District in which the parents/guardians live (Application for School of Choice "SOC") and a process for selecting schools in other districts (Interdistrict Permit Form "IDP").

The general requirements and limitations of each process are described below.

Choosing a School Within the District in Which Parents/ Guardians Live

The law (Education Code Section 35160.5) requires the school board of each District to establish by July 1, 1994, a policy that allows parents/guardians to choose the school their children will attend, regardless of where the parents/guardians live in the District. The law limits choice within a school district as follows:

Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area. In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer. A district is not required to provide transportation assistance to a student who transfers to another school in the District under these provisions.

If a transfer request is denied, a parent/ guardian does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision. In the Long Beach Unified School District, parents/guardians may appeal a denied SOC application directly to the Level Office Administrator. Parents may choose any school within the Long Beach Unified School District for their children to attend, with certain restrictions. For example, most specialized programs have some admission criteria, and the desired school must have space available. In general, neighborhood children have first priority in enrolling in a specific school. (When a school is overcrowded, however, neighborhood children may have to attend another school.)

School of choice applications for the next school year are accessed through ParentVUE via lbschools.net and are generally available beginning the first week of March. Deadlines for applying to the various schools or specialized programs are usually at the end of April. Check with your school for specific deadline dates during that time period. Information about all educational program options in each LBUSD school, including specialized programs, special education, continuation school, gifted and other programs, is available online at lbschools.net.

If, while on school grounds, a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school

designated by the California Department of Education as persistently dangerous, he/she shall be provided options to transfer to another school. LBUSD had no schools identified as “persistently dangerous.” Contact your assistant Superintendent for more information

Choosing a School Outside the District in Which Parents/ Guardians Live

Parents/guardians have two different options for choosing a school outside the District in which they live. The two options are described below:

General Interdistrict Transfers - The law (Education Code Sections 46600 and following) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of one to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

If either District denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

No District is required to provide transportation to a student who transfers into the District.

Parents should check with the desired district to see whether space is available before submitting the necessary paperwork. The Education Code allows school districts to enter into interdistrict attendance agreements. Either the District of residence or the District of choice may deny the application, but if a permit is granted for employment or child-care reasons, the student has the right to remain in that District’s schools through the twelfth grade, subject to the availability of classroom space.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. Nor may a District prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A “victim of an act of bullying” means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the

committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, District personnel, or a local law enforcement agency. “Bullying” means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network, internet website, or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who has completed grade 10 by June 30 may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district, and must be treated the same as any other resident student. A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months. Each District shall post their interdistrict policy agreements and local district caps on their District and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the District website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process please call the District office at (562) 997-8000 or call the County Office at (562) 922-6233.

District of Choice – EC 48300 et seq

Some school districts may choose to become a district of choice. A school board that elects to operate the school district as a district of choice must determine the number of transfers it is willing to accept and shall accept all pupils who apply to transfer until the school district is at maximum capacity.

The school district of choice shall make sure that students are selected through an unbiased



LONG BEACH

UNIFIED • SCHOOL • DISTRICT

To be completed by level office only

Date received:

Received by:

1515 Hughes Way, Long Beach, CA 90810

Elementary School (TK-8): (562) 997-8247 • Fax (562) 997-8285 • elementaryidp@lbschools.net

Middle School (6-8): (562) 997-8100 • Fax (562) 997-8282 • middleidp@lbschools.net

High School (9-12): (562) 997-8115 • Fax (562) 997-8286 • highschoolidp@lbschools.net

(OUTGOING) INTERDISTRICT PERMIT -TRANSFER APPLICATION UNDER AB 2444

Step 1: To be completed by legal guardian/educational rights holder (Please Print)

School Year: 2026-2027	Grade Requested	Date of Request
Student Name (Last, First, MI)	Birthdate	Gender Identity Male__ Female__ Non-Binary__
Current or Last School Attendance	Current or List District of Attendance	
School of Residence	District of Residence Long Beach Unified School District	
School Requested	District Requested	
Legal Guardian's Name/ relationship to student	Contact phone number: Home Cell Work	
Email Address	Contact phone number: Home Cell Work	
Home Address	City/Zip Code	
Is the student currently pending disciplinary action or is under an expulsion order? Yes__ No__		
Are there other siblings who are also requesting an interdistrict permit Yes__ No__ Name _____ Grade _____		
What special services has the student received? (Check all that apply and attach/upload proof of enrollment in the special program.) __ Gifted (GATE) __ English language Learner __ Special Education __ Section 504 *Please attach most recent IEP or 504 Plan		
If the student is receiving Special Education services, what is their current placement? __ Special Day (SDC) __ Resource (RSP) __ Non-Public School (NPS) __ Pending Assessment *Free and appropriate public education is available in LBUSD. No excess costs to LBUSD.		
What is the reason for the request? (See section on "Documentation Required" for a listing of proof/evidence required to support reason checked.) __ Active Military __ Bullying __ Change in Residence in Progress __ Child Care __ Continuing Enrollment __ Health & Well-being __ Parent Employment __ Safety __ Sibling __ Specialized Program __ Other (provide detailed explanation and attach)		
Required attachments for every application __ Letter explaining reason for request __ Student's birth certificate __ Copy of legal guardian identification	Other documents required based on reason for request	

I have read the terms and conditions and understand the regulations and policies governing Interdistrict attendance permits and hereby submit my application. I declare under penalty of perjury that the information provided above is true and accurate. I understand that the information provided is subject to verification and that the mere act of completing this application and providing all the required documentation DOES NOT guarantee that the request will be approved.

Legal Guardian Signature: _____ Relationship to Student: _____

Step 2: Long Beach Unified/ District of Residence	Step 3: Proposed District of Attendance
Date:	Date:
Decision: __Approved __Denied	Decision: __Approved __ Wait-Listed __Denied
Reason:	Reason:
Authorizing Signature:	Authorizing Signature:
Title:	School Assigned:
___ Incomplete application - Missing: _____	

All applications must include the documentation requested to support the reason indicated. Below is a chart of documentation that must be attached to the application at the time of submission. Please note that incomplete applications will not be processed.

DOCUMENTS SUBMITTED VIA EMAIL MUST BE IN PDF FORMAT

Reason for Request	Documentation Required
Child Care <i>Child Care provider must be located within the boundaries of the proposed district of attendance.</i>	<u>Proof of employment for all parents/guardians who are involved in the student's life on a day-to-day basis:</u> 1. Copy of recent pay stub (dated within the last 30 days), AND 2. Letter from supervisor, office manager or human resources on the employer's stationery verifying schedule (hours and days) and location of employment. (If self-employed, letter stating schedule including hours and days, and location of employment and copy of business license or permit), AND <u>Letter from the adult center or organization providing child care containing:</u> 1. Name, address and contact information of the adult, center or organization, AND 2. Child care license number and fees, if applicable, AND 3. Hours of operation for the center or organization, or hours that the student is under care, AND 4. Length of time the student has been under care by the adult, center or organization. If child care is provided by a private individual, in addition to the above, please provide a copy of a <u>current</u> (past 30 days) utility bill (Utility bills accepted: landline phone, gas, electricity, mortgage statement), AND <u>Letter from parent/guardian explaining the circumstances that a permit is necessary under child care reasons.</u>
Parent Employment <i>The address of employment MUST be located within the boundaries of the proposed district of attendance</i>	<u>Proof of employment at a work location within the boundaries of the proposed district of attendance:</u> 1. Copy of a recent pay stub (dated within the last 30 days), AND 2. Letter from supervisor or office manager or human resources on the employer's stationery verifying schedule (hours and days) and location of employment. (If self-employed, letter stating schedule including hours and days and location of employment and copy of business license or permit), AND <u>Letter from parent/guardian explaining the circumstances that a permit is necessary under parent employment reasons.</u>
Change in Residence	<u>Proof of pending real estate transaction:</u> 1. Copy of signed escrow papers or fully executed rental agreement
Sibling	1. Letter from parent/guardian including sibling's name, grade and school of attendance, AND 2. Copy of current student demographic profile from school of attendance. (Report cards not accepted)
Bullying	1. A student who has been determined to be a victim of an act of bullying (by a student in the school district of residence), as defined in Education Code 48900(r) through an investigation pursuant to Education Code 234.1., will be offered other school options (intradistrict options) within the district. If there is no space for the student through intradistrict options, an outgoing Inter District Permit shall be approved per AB 1127.
Health & Safety	1. Letter or report from a doctor, psychologist, or other appropriate person verifying health-related issues (if applicable) 2. Police or school report supporting safety-related issues (if applicable) 3. Letter from parent/guardian explaining the circumstance that a permit is necessary under health and safety reasons
Specialized Program	1. Copy of the flyer, brochure, or other informational material detailing the specialized program in which the student is interested and what part of the program is implemented at the child's grade level. 2. Letter from parent/guardian expressing the extent of the student's interest in the specialized program, and how the program is either unavailable or not comparable at the district of residence
Continuing Enrollment	1. Copy of the student's last report card
Active Military	1. Proof of legal guardian's active military status in any US Armed Military Forces, including Military Reserves

TERMS AND CONDITIONS

- An Interdistrict Permit is granted/denied per the terms and conditions stipulated in Board Policy/Administrative Regulation 5117.
- Once a student is admitted to a school on the basis of an interdistrict attendance permit, they shall be allowed to continue to attend the school in which they are enrolled. A new permit is required to attend a new school (that includes grade level school changes)
- A permit may be revoked at any time by the district of enrollment for the following reasons:
 - Student is excessively tardy or absent, or a student is brought to school excessively early or leaves late.
 - Students fails to uphold appropriate behavior standards.
 - Students fails to make appropriate academic efforts.
 - False or misleading information was provided.
 - Qualifying statements on the application are no longer true.
 - Other conditions that occur would render continuance inadvisable.
- Students entering grades 11th and 12th shall not have their permits rescinded by either district.
- If the student participates in any athletic program governed by the California Interscholastic Federation (CIF), they may not be eligible to participate at the new school. Parents/guardians should check the CIF rules before submitting this application.
- Students who are eligible for Special Education Services may be asked to obtain an Inter-SELPA Agreement for Individuals with Exceptional Needs in addition to the Interdistrict Permit.
- No financial obligation shall be incurred by the district of residence for services rendered under this agreement.
- The parent/guardian is responsible for providing transportation to and from school.
- Incomplete applications will be shredded after 30 days.
- Interdistrict Permit transfer application may only be submitted one time per school year.
- If the LBUSD denies the Interdistrict Permit, a parent/guardian may appeal to the Los Angeles County Office of Education (LACOE) within 30 calendar days of the denial date. For more information, and to obtain an Interdistrict Permit Appeal form, visit appeals.lacoe.edu/ or call LACOE at 562-922-6233. The appeal process does not apply to an Interdistrict Permit that has been revoked.

and random process that does not take into consideration their academic or athletic performance, physical condition, proficiency in English, family income, ethnicity, primary language, literacy, special needs, or any of the individual characteristics listed in Section 200. The parent of a pupil requesting to transfer must submit an application to the school district of choice for which the student wishes to transfer. Applications are available starting March 1st of the school year preceding the school year for which the student wishes to transfer. The parent shall be notified in writing if the student was provisionally accepted, rejected, or placed on a waiting list. A modified application process is available for children of relocated military personnel.

A pupil who has been determined by personnel of either the home or receiving District to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Parental Employment in Lieu of Residency Transfers (“Allen Bill Transfers”) - The law (Education Code Section 48204b) provides that if one or both parents/guardians of a student are physically employed for a minimum of 10 hours in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which their parents or guardians work.

Residency is established when a pupil’s parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of their employment within the boundaries of the school district for a minimum of 3 days during the school week.

This code section does not require that a school district automatically accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of Education Code Section 48204b include:

Either the District in which the parent/guardian lives or the District in which the parent/guardian works may prohibit the transfer if it determines there would be a negative impact on its court-ordered or voluntary desegregation plan.

The District in which the parent/guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds

the District would receive for educating the student. This limitation might particularly apply to any special needs student that would require extra services from the District for which the District believes the state aid it would receive would not cover costs.

There are set limits (based on total enrollment) on the net number of students that may transfer out of a District under this law, unless the District approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the District that declines to admit a student must provide in writing to the parent/guardian the specific reasons for denying the transfer.

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children’s institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in their school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order.

A school district shall accept applications by electronic means for enrollment, including enrollment in a specific school or program within the school district, and course registration for military dependents. The parent shall provide proof of residence within 10 days after the published arrival date provided on official documentation related to their military move: temporary on-base billeting facility, purchased or leased home or apartment, or federal government or public-private venture off-base military housing.

Section 48204 of the Education Code provides that a caregiver affidavit constitutes a sufficient basis for determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver. The school district may require additional reasonable evidence that the caregiver lives at the address provided.

The above summary of the attendance alternatives available to parents/guardians and their children is intended to provide an overview of the laws applying to each alternative. Any parents/

guardians who are interested in finding out more about these options should contact their own school districts, or the districts they may be thinking about transferring into, for more information on the Districts' policies, procedures, and timelines for applying for transfers.

Transitional Kindergarten

The Long Beach Unified School District will offer full-day Transitional Kindergarten in all schools across the District. Children are eligible for Transitional Kindergarten if their birthday falls between 09/02/2021 and 9/01/2022. Students with birthdays in this time frame will attend one year of Transitional Kindergarten and then one year of kindergarten. Transitional Kindergarten is designed to encourage oral language development and offers students hands-on opportunities for learning. For more information, go to "Transitional Kindergarten" in the LBUSD From A-Z at lbschools.net.

Behavior Expectations

Each school site and each classroom teacher has established behavior expectations for their students. It shall be the responsibility of teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator, and other designated employees shall assume responsibility for implementation of the rules in areas such as the classroom, cafeteria, school bus, and school grounds.

In dealing with behavior problems in the classroom, the first steps taken by the teacher shall include: (a) conference with the student and contact with the parents; (b) referral to the counselor or Principal if there's no change in the student's attitude, or (c) referral to the Principal for serious infractions.

The Principal may (a) hold a conference with the parents; (b) assign the student to a special class or program; (c) suspend the student from school following a conference with the parents and the student as to the reasons, school policy violated, and duration of the suspension, or (d) suspend the student to the District Guidance and Review Committee for consideration for placement in another school or for exclusion or expulsion.

Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single suspension may not be issued for more than five consecutive school days.

Expulsion is the removal of a student from: (1) the immediate supervision and control, or (2) the general supervision of school personnel.

In general, other means of correction must be used prior to suspension except in specific circumstances.

Suspension, including supervised suspension

(such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access.

A teacher may suspend a student from class for any of the acts enumerated in EC Section 48900, except for misconduct of willful defiance as described in EC Section 48900 (k)(1).

Prior to a suspension from school, the Principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the opportunity to present their version and evidence. If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

As per E.C. 48900, parents and pupils are hereby notified that in schools of the Long Beach Unified School District, a student may be suspended, receive an intervention transfer or be recommended for expulsion from school if the Principal determines that the student, while on school grounds or during a school-related activity off grounds, or while going to or coming from school, has committed any of the following offenses:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a

- 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.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of their own prescription products.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - k. (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1). (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any
 - l. Knowingly received stolen school property or private property.
 - m. Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
 - n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma.
 - q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - i. "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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - 2. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
 - 3. Causing a reasonable pupil to experience substantial interference with their academic performance.

4. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.
- ii. “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:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site, including, but not limited to:
 3. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph
 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 5. Creating a false profile for the purpose of having one or more of the effects listed in paragraph. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - a. An act of cyber sexual bullying.
 - b. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to 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 (A) to (D), inclusive, of paragraph
 - i. 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.
 - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or
- iii. Notwithstanding paragraph (1) and subparagraph (A), 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. (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.
- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school District or Principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - i. While on school grounds.
 - ii. While going to or coming from school.
 - iii. During the lunch period, whether on or off the campus.
 - iv. During, or while going to or coming from, a school-sponsored activity.
 - t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil 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 (a).
 - u. As used in this section, “school property” includes, but is not limited to, electronic files and databases.
 - v. For a pupil subject to discipline under this section, a Superintendent of the school District or Principal may use their discretion to provide alternatives to suspension or expulsion that are age-appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
 - w. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes

restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Release Juvenile Information – WIC 831

Only if a court order is provided will any student information be disseminated, attached, or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court.

Homework Assignments for Suspended Pupils – EC 47606.2, 48913.5

Upon the request of a parent, a legal guardian, or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher will provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more school days, the homework that the pupil would otherwise have been assigned. If the homework assignment that is requested and turned into the teacher by the pupil either upon the pupil'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, the assignment will not be included in the calculation of the pupil's overall grade in the class.

Additional Grounds for Suspension or Expulsion

1. The pupil has committed sexual harassment. (E.C. Section 48900.2)
2. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the Superintendent or the Principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils. (E.C. Section 48900.4)
4. The pupil has made terrorist threats against school officials or school property, or both. (E.C. Section 48900.7)

The district is required to expel from school for a period **not to exceed one year** a student who is determined to have possessed a firearm, brandished a knife at another person, committed sexual assault or battery, or sold a controlled substance while at school. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system. Suspension,

including supervised suspension as described in Section 48911.1, shall be imposed when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to section 49069. However, a student may be suspended subject to Section 1415 of title 20 of the United States Code for any of the above reasons upon a first offense, if the Principal determines that the student committed any offenses A through W, or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

The Board of Education may order a student expelled for a first-time violation of offenses A through W if other means of correction are not feasible or have repeatedly failed to bring about proper conduct or that, due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the pupil or others.

Circumstances for Recommending Expulsion

The Principal or the Superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at a school or at a school activity off school grounds, unless the Principal or the Superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis;
 - b. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Expulsion Violations

The Principal or Superintendent of schools shall immediately suspend and shall recommend expulsion of a student that they determine has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or furnishing a firearm;
2. Brandishing a knife at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery;
5. Possession of an explosive.

The Principal or Superintendent of schools may recommend expulsion for the remaining grounds.

For further information regarding the Education Code and the District's appeal process, contact Student Placement Services at 986-6870.

Under Policy 5115, the Long Beach Board of Education recognizes that regular attendance is important to the total development of students. Further, the District has established rules and regulations to ensure that students attend class and to provide appropriate action for students who are in violation of such regulations.

The parent or guardian of a student who has been suspended by a teacher may attend a portion of the school day in the classroom where the child was suspended. (E.C. 48900.1).

Random Searches of Students

To ensure the safety of students and schools, the Long Beach Unified School District works closely with local law enforcement. Together, these agencies may conduct random searches of students and schools to prevent the use of weapons and drugs on campus.

Availability of Discipline Rules

Additional copies of the discipline rules listed in this booklet may be obtained at each school or by calling (562) 997-8250. (E.C. 35291).

Electronic Listening or Recording Device – EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the Principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

School Uniform Requirements Grades K-8)

On January 18, 1994, the Board of Education unanimously approved mandatory school uniforms for kindergarten through grade 8. Each elementary and middle school in the Long Beach Unified School District then adopted its own required school uniform. A complete description of the student uniform for each school is available from the school.

Uniform assistance is available to economically disadvantaged students. Information is available from the school Principal or designee.

A parent who wishes to exempt a child from the uniform requirement shall request an application for exemption from the school by mail or in person. The completed application shall be submitted to the designated administrator for uniform program exemption at the school. To make certain the parent understands the reasons

for the uniform policy and to verify information on the application, the parent shall meet with the designated administrator to discuss the uniform policy and the nature of the objections.

School Dress Standards

In addition to the student uniform required by each school, the following District dress standards have been established to ensure that the instructional program of the school may operate fully and effectively for all students, free of interference and distraction and without hazard or threat to students' health, safety and general welfare.

The Long Beach Unified School District requires that:

1. Students attending school must be clean. Clothing worn to school must be neat and clean. It must fit. Oversized, baggy or saggy clothing is prohibited.
2. Closed footwear that covers the entire foot must be worn for safety reasons. Open sandals, high-heeled shoes, slipper-type shoes, and thongs are hazardous on the school playground and are not appropriate for school.
3. Also prohibited are jewelry items that may potentially cause injury, sunglasses (exceptions include medical reasons), and other decorations, ornaments, and accessories not appropriate for elementary or middle school.
4. All blouses and shirts should be properly buttoned.
5. Appropriate undergarments that provide proper cover shall be worn.
6. School sites are responsible for identifying and restricting attire that may lead to unsafe conditions. If it is determined that particular clothing is gang-related, the school site may prohibit students from wearing the identified attire.
7. Each school site will notify parents of the specific school uniform requirements of the school. Information regarding exemptions is available from the school.

Sun Protection—35183.5(b)

Each school shall allow students to use sun-protective clothing, including, but not limited to, hats and sunglasses when outdoors. Specific clothing and hats determined by the school district or school to be gang-related or inappropriate apparel may be prohibited by the dress code policy. Each school shall allow pupils the use of sunscreen during the school day without a physician's note or prescription. Each school site may set a policy related to the type of sun-protective clothing and the use of sunscreen by pupils during the school day. Sunscreen is not considered an over-the-counter medication. School personnel are not required to assist pupils in applying sunscreen. Nothing in these dress standards precludes the school from establishing and requiring more stringent uniform or dress requirements.

Please Note: The State of California has determined that “A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the classroom before entering.” (California Administrative Code, Title V, Section 302) 1994.

The District requires all students in kindergarten through grade 8 to wear a school uniform as identified by the student’s school. In cases of economic hardship, help in obtaining uniforms is available. You may obtain an exemption from the uniform requirement. For more information call your child’s school. If there are any problems, call the appropriate assistant Superintendent office (elementary or secondary school). If you are unable to resolve your concerns, you may obtain a Parent/ Guardian Complaint form at your child’s school.

Menstrual Products – EC 35292.6 (applicable grades 3-12)

Pursuant to California law, schools within the District serving any combination of grades 3 through 12 shall provide free and accessible menstrual products in all women's restrooms, all-gender restrooms, and at least one men's restroom at each school site. Schools are also required to post notices informing students of the availability and locations of these products.

High School Dress and Grooming Standards (Grades 9-12)

Students are expected to dress and maintain their personal appearance in a manner that supports a safe, respectful, and productive learning environment. Clothing, footwear, and grooming should not create a health or safety concern or substantially disrupt teaching, learning, or school activities. Students are expected to maintain appropriate personal hygiene and wear clean, appropriate clothing for the school setting. Students must also comply with the specific dress and grooming standards outlined below.

To help maintain a safe and secure campus, high schools may require students to wear school-issued identification badges. Schools will notify parents/guardians and students of any identification badge requirements.

General Dress Code and Grooming Guidelines

- A. Clothing including hats, jewelry, accessories or skin art (tattoos) associated with alcohol, drugs, tobacco, sex, obscenity, gangs or violence are prohibited.
- B. Outer clothes must completely cover underclothes.
- C. Footwear must be appropriate for school activities.
- D. Shirts must be appropriately fitted at the shoulders.

E. Belts should be appropriately sized at the waist and fitted into the belt loops.

Other Unacceptable Clothing

- A. Tank tops and mesh tops.
- B. Strapless tops and cut-out designs that reveal any body parts.
- C. Tops that bare the midriff.
- D. Low neckline and backline tops and dresses.
- E. See-through and sheer clothing.
- F. Short shorts/skirts/dresses and beach attire.

Dress Code Violation Consequences

Students who appear at school wearing inappropriate clothing or who are inappropriately groomed will not be allowed to attend class until they make the changes necessary to meet the Long Beach Unified School District’s dress and grooming requirements. Changes could entail removing objectionable clothing items, putting on acceptable clothing provided by the school, or contacting parents to provide a change of appropriate clothing.

Advanced Placement Test Fees

Students enrolled in Advanced Placement (AP) courses may be eligible for financial assistance to help cover the cost of AP exams. AP exams provide students with the opportunity to demonstrate college-level knowledge and may qualify them for college credit or advanced placement, depending on the policies of the college or university they attend. Contact your high school for more information (Education Code § 52244).

Withholding of Grades, Diplomas, and Transcripts

Under California Education Code section 48904, a student's grades, diploma, or transcripts may be withheld if the student willfully damages District or school property and fails to pay for the damage after being afforded applicable due process rights. Grades, diplomas, and transcripts may also be withheld if a student fails to return borrowed school property after being requested to do so by school staff.

Graduation Requirements and College Entrance Requirements

To earn a diploma from the Long Beach Unified School District, students must successfully complete all District graduation requirements. Students planning to attend a University of California (UC) or California State University (CSU) campus must also complete the A-G course requirements, which are the minimum coursework required for freshman admission eligibility. Because college admission requirements may change and some universities have additional expectations, students are encouraged to work closely with their school counselor to develop a four-year academic plan that aligns with their postsecondary goals.

Long Beach Unified Graduation Requirements

Subject	Credits Required
English	40 credits (4 years)
Mathematics	30 credits (3 years)
Science (Biological and Physical Sciences)	20 credits (2 years)
Social Studies	30 credits (3 years), including: U.S. History (10 credits) World History (10 credits) American Government/Civics (5 credits) Economics (5 credits)
Visual and Performing Arts or World Language (including American Sign Language)	10 credits (1 years)
Physical Education*	20 credits (2 years)
Electives	70 Credits
Total Required	220 Credits

**Graduation requirements are established by the Long Beach Unified School District and are subject to change based on state law and Board of Education action.*

UC/ CSU A-G Course Requirements

The University of California and California State University systems require students to complete a specific sequence of college-preparatory courses, known as the A-G requirements, to be eligible for freshman admission. Students must earn grades C or better in each A-G course. Meeting the minimum A-G requirements does not guarantee admission to a UC or CSU campus.

A-G Requirements

	Subject	Years	Details
(A)	History/ Social Science	2	2 years, including 1 year of world history, cultures, and historical geography and 1 year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
(B)	English	4	4 years of college preparatory English that integrates reading of classics and modern literature, frequent and regular writing, and practice listening and speaking.
(C)	Mathematics	3	3 years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
(D)	Laboratory Science	2	2 years of laboratory science providing fundamental knowledge in at least 2 of these 3 disciplines: biology, chemistry, and physics.
(E)	Language Other Than	2	2 years of the same language other than English or equivalent to the second level of high school English instruction.
(F)	Visual and Performing Arts	1	1 year chosen from dance, drama/theater, music, or visual art.
(G)	College Preparatory	1	1 year chosen from the "A-F" courses beyond those used to satisfy the Elective requirements above, or courses that have been approved solely for use as "G" electives.

Nondiscriminatory School Environment for All Students

The Long Beach Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnic group identification, ethnicity, age, religion, actual or potential marital, parental or family status, pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. The policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the local educational agency, and all acts of the Governing Board or body of the local educational agency, the Superintendent of the District, and the county Superintendent of Schools in enacting policies and procedures that govern the local educational agency. For a complaint form or additional information, contact:

UCP and Equity Compliance Officer and Title IX Coordinator

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8220 srockenbach@lbschools.net

And/or visit <https://www.lbschools.net/about/nondiscrimination-policies>.

Nondiscrimination/Harassment Policy

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational

program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Governing Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying or retaliation shall be subject to disciplinary action, up to and including dismissal.

Educational Equity: Government Instruction Conferences - EC 224

The Sex Equity in Education Act exempts any discrimination based on male or female identity for pupils who seek to participate in state or national conferences, therefore furthering California's goal of providing an equal educational opportunity to all students by prohibiting the use of public resources when a program discriminates based on gender.

Below are key policies of the Long Beach Unified School District's Board of Education that address efforts to prevent discrimination and harassment of students in the schools of the District.

Educational Equity: Immigration and Citizenship Status – EC 200, 220, 234.1, 234.7, 66251, 66260.6, 66270, and 66270.3

All students have a right to a free public education regardless of immigration, citizenship status, or religious beliefs.

Parents/legal guardians have the option to provide the school with emergency contact information, including secondary contacts to identify a trusted adult who can care for a minor student in the event the parent/legal guardian is detained or deported. Parents/legal guardians have the option to complete the Caregiver's Authorization Affidavit or other documents which may enable a trusted adult with authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or filed a complaint with LBUSD if they are discriminated against, harassed, intimidated, and/or bullied based on actual or perceived nationality, ethnicity or immigration status. Please see Uniform Complaint Procedures for more information. The California Attorney General's website provides "Know your Rights" resources for immigrant students and family members at: <http://www.oag.ca.gov/immigrant>

Educational Equity: Discrimination: Antisemitism Prevention - EC 244, 262.3, 280, 33800, 48980, 51500, 51501, 60151 & 60152

LBUSD is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics. LBUSD is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

If you believe your student has experienced discrimination or that instructional materials violated these standards, you have the right to file a uniform complaint with the UCP Coordinator and provide evidence that supports the allegations. The District will investigate and respond to all formal complaints within 60 days. If LBUSD fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE).

To report a concern or request for information about our anti-discrimination policies, please contact:

UCP and Equity Compliance Officer and Title IX Coordinator

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8220 srockenbach@lbschools.net

Website: <https://www.lbschools.net/about/complaint-regulations-and-forms>

Competitive Athletics – EC 221.9

Schools shall make the following information publicly available:

1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

Schools shall make the information identified above publicly available by posting it on the school's website. If the school does not maintain its own website, the school can submit the information to its school district or charter operator to have the information posted on the district's or operator's website; the information shall be disaggregated by school site.

"Competitive athletics" means sports where the activity has coaches, a governing organization, practices, and competes during a defined season, and has competition as its primary goal.

Title IX – EC 221.611 AR 5145.71 Title IX Sexual Harassment Complaint Procedures

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes and sex characteristics, against discrimination based on sex, including sexual harassment, pregnancy and related conditions. In addition, Title IX regulations apply to sexual assault, dating violence, domestic violence, and stalking based on sex. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify.

For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact:

Title IX Coordinator

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8220,
srockenbach@lbschools.net

Website: <https://www.lbschools.net/title-ix-parent-notification>

Grievance Procedure

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the District's nondiscrimination policies:

UCP and Equity Compliance Officer

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90815
562-997-8220 srockenbach@lbschools.net

504 Coordinator

Susan Caskey
Program Administrator, Support Services
1515 Hughes Way, Long Beach, CA 90815
562-997-8409, scaskey@lbschools.net

Any student who feels that they have been subject to discrimination, harassment, intimidation, or bullying should immediately contact a nondiscrimination coordinator, the Principal, or any other staff member. In addition, any student who observes any such incident shall report the incident to the Coordinator or Principal, whether or not the victim files a complaint.

Any school employee who observes any such incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or Principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3-Uniform Complaint Procedure located on the district's webpage and outlined in the Guidelines for Families and Students.

The Superintendent or designee shall ensure that the LBUSD Guidelines for Students and Families handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation or bullying, and the resources that are available to students who feel that they have been a victim of any such behavior. The District's policy shall also be posted on the District's website or any other location that is easily accessible to students. When required pursuant to Education Code 48984, complaint forms shall be translated into the student's primary language.

Sexual Harassment – EC 231.5, 231.7 and 48980(f)

The Long Beach Unified School District is

committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

For more information about LBUSD's sexual harassment policy or to report incidents of sexual harassment, please contact:

UCP and Equity Compliance Officer and Title IX Coordinator

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8220, srockenbach@lbschools.net

BP 5145.7 Sexual Harassment

The Long Beach Unified School District is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

The Long Beach Unified School District ensures that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information includes (1) what acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence; (2) a clear message that students do not have to endure sexual harassment; (3) encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; (4) information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made; and (5) information about the rights of students and parent/guardians to file a criminal complaint, as applicable.

Any student who feels that they are being or have been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-sponsored or school-related activity shall immediately contact their teacher or any other employee. An employee who receives such a complaint shall report it in accordance with the district's uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedure, and immediately report the complaint to the Title IX Coordinator, Kimberly Dalton.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with

administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of the district's Board Policy 5145.7 and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behaviors in the schools.

Bullying

– EC 234.4, 22589, and 32283.5

LBUSD is committed to the prohibition of discrimination, harassment, intimidation, and bullying, including cyberbullying on social media. Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact our district Student Support Services available to assist you in identifying and stopping this behavior at: (562) 986-6870.

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student (BP 5131.2 Bullying). No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Definition

"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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4,

directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with their academic performance.
- d. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself." (Olweus) This definition includes three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name calling; and social isolation or manipulation.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication

and conflict resolution skills, social skills, character/ values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Such instruction shall include:

1. Acts and behavior that constitute bullying.
2. A clear message that bullying behavior is not tolerated.
3. A clear message that students do not have to endure bullying.
4. Encouragement to report observed instances of bullying, even where the bullied individual has not complained.
5. Information about the person(s) to whom a report of bullying should be made.

Learn more under Bullying Prevention in the A-Z index at lbschools.net.

The Long Beach Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying, including cyberbullying on social media. Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact our district counseling liaison available to assist you in identifying and stopping this behavior at: 562-997-8108, Kimberly Dalton, UCP Coordinator. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1).

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/ or law enforcement.

Complaints and Investigations

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedures. When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational

performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the Principal, or other employee so that the matter may be investigated.

When a student is using a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Safe Place to Learn Act

The Long Beach Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within any school under our jurisdiction.

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, intimidation, or bullying related to school activity or school attendance, occurring within a school of the school district, may be subject to disciplinary action up to and including expulsion.

To report an incident and/or to receive a copy of the district's Nondiscrimination/Harassment, Bullying, Sexual Harassment, Hate-Motivated Behavior, or Uniform Complaint Procedure policies, please contact:

UCP and Equity Compliance Officer

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90815
562-997-8220, srockenbach@lbschools.net

Under the Athlete's Bill of Rights, all students have the right to protection from discrimination based on sex in all athletic programs, access to participate in all academic and extracurricular activities, including the right to apply for athletic scholarships and the right to ask the Athletic Director about athletic opportunities offered by the school.

LBUSD provides specific guidance and a list of statewide resources aimed at preventing teen

dating violence. This guidance is designed to improve pupil safety and strengthen connections between students and supportive adults. Resources can be accessed on our website at: <https://www.lbschools.net/departments/swbh/mental-health-resources>.

Suicide Prevention Policies: EC 215

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades kindergarten to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students. LBUSD's suicide prevention policy is available under Suicide Prevention Policy in the A-Z index at lbschools.net.

Civility on School Grounds – CC 1708.9, EC 32210

District employees are expected to act in a manner that demonstrates their personal commitment to the highest ethical standards. The school district also expects civility from all individuals engaging in school activities. Mutual respect, professionalism, and common courtesy are essential qualities in promoting an educational and work environment free from disruptions, harassment, bullying, and aggression. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars. It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Uniform Complaint Procedures

For students, employees, parents/guardians, school and District advisory committee members, appropriate private school officials, and other interested parties: The Long Beach Unified School District is primarily responsible for compliance with federal and state laws and regulations governing educational programs. LBUSD shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including but not limited to allegations of discrimination, harassment, intimidation or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by LBUSD that are subject to the UCP as cited below. LBUSD shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of

Regulations, Title 5, Sections 4600-4695, and the policies and procedures of LBUSD.

Unlawful discrimination, harassment and intimidation or bullying complaints shall be filed no later than six months from the date of the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws regarding, but not limited to:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical; Technical Training (state)
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (for grades nine through twelve)
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. •
- Educational and graduation requirements for Pupils in Foster Care, Pupils who are Homeless, Pupils of Military Families, and Pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- Racial Mascot Act: School or athletic team names, mascots, or nicknames
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils (SSC)
- State Preschool
- State Preschool Health and Safety Issues Exempt from Licensing

- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

See BP 1312.3 for a complete list. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Racial Mascot Act prohibits the use of any derogatory Native American terms related to school or athletic team names, mascots, or nicknames.

Complaints of noncompliance with laws relating to pupil fees should be filed with a Principal of a school no later than one year from the date of the alleged violation. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees and/or LCAP.

UCP and Equity Compliance Officer

Steve Rockenbach
Director of Employee Relations
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8220 srockenbach@lbschools.net

504 Coordinator

Susan Caskey
Program Administrator, Support Services
1515 Hughes Way, Long Beach, CA 90810
(562) 997-8409, scaskey@lbschools.net

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Superintendent or their designee. The district will complete the investigation and issue a written decision (Investigation Report) within 60 calendar days from receipt of the complaint. The district prohibits retaliation against any person

who files a complaint or participates in an investigation.

Please contact Steve Rockenbach, srockenbach@lbschools.net if you would like more information on how to file a complaint with the school or District.

The parent may appeal to CDE within 30 calendar days if not in agreement with the final report. For more information on the CDE appeal process, you may visit: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

Graduation Caps and Gowns

While caps and gowns are the traditional dress for graduation, such attire is not required for students to participate in graduation ceremonies. Most schools have not changed their cap and gown style for years, so students may wish to borrow a cap and gown from a neighbor, friend or relative. High schools also make free caps and gowns available for students who wish to borrow them. Graduation dress codes apply in the absence of a cap and gown.

Williams Complaint Policy and Procedure [BP 1312.4 Williams Complaint Procedures](#)

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks, or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at any school office, online at lbschools.net or at:

Office of the Assistant Superintendent, OCIPD
1515 Hughes Way Long Beach, CA 90810

Parents, students, teachers, or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school Principal before completing the complaint forms to allow the school to respond to these concerns.

Section 504 Rights and Responsibilities

Section 504 is a federal law that prohibits discrimination against individuals with a disability in any program receiving federal assistance. The Act defines a person with a disability as anyone who:

Has a mental or physical impairment, which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communicating).

To fulfill its obligation under Section 504, Long Beach Unified School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, and their parents. No discrimination against any person solely due to their disability will knowingly be permitted in any of the programs and practices in the school system.

LBUSD has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child has a current disability and is determined to be eligible under Section 504, to afford access to appropriate educational programs. If there are any questions regarding the Section 504 process, please feel free to contact the school counselor or administrator or the Division of Student Support Services at (562) 986-6870.

Parent Rights

If a parent/guardian disagrees with the identification, evaluation, or placement of a student with disabilities under Section 504, they may request a meeting with the Section 504 Committee in an attempt to resolve the disagreement. This meeting shall be held within fifteen school days after receiving the parent/guardian's request. This time frame may be extended by mutual agreement of the parties.

Impartial Hearing and Formal Complaint

If the disagreement continues, the parent/guardian may request, in writing, an impartial hearing with the school district. Complaints may be addressed to:

Seema Paul, Program Administrator,
Office of School Support Services
1515 Hughes Way, Long Beach, 90810

Parents also have the right to file a complaint with the Office for Civil Rights. The address of the regional office, which covers California, is:

United States Department of Education Office for Civil Rights 50 Beale Street, Suite 7200 San Francisco, CA 94105-1813 (415) 486-5555

Please reference the Section 504 Parents' Rights and Procedural Safeguards document for specific information and details on requesting an impartial hearing or filing a complaint.

Complaints Concerning School District Personnel

Complaints Concerning District Personnel BP 1312.1

Parents and guardians of pupils enrolled in the District may present complaints regarding school District employees. Complaint forms are available upon request at all school sites and at www.lbschools.net/about/complaint-regulations-and-forms. This process provides parents and guardians with an opportunity to resolve concerns at the earliest possible stage.

Special Education Rights and Responsibilities

Child Find

Parents who reside in the Long Beach Unified School District who suspect their child has a mental, physical or learning disability are advised to contact the Office of School Support Services (OSSS) – Division of Special Education. Federal and State laws require public schools to provide free appropriate education (FAPE) for children with disabilities ages birth through 21 years. Infants through age two who have hearing impairments, visual impairments and/or severe orthopedic impairments may be served by the District Early Start program. Children age 3 through 21 years may qualify for district special education programs. Special Education staff will help parents identify appropriate programs for children who qualify for services. Referrals for preschool-age and school-age children may be made through your school of residence by speaking with the school counselor/administrator. Referrals for infants may be made through the Early Start/Preschool Office at 562-498-2431.

Military Families

A parent or guardian's military orders for transfer or pending transfer to a military installation within California satisfies the residency requirements for students with disabilities. The District shall timely enroll students with disabilities in these circumstances and take proactive steps to obtain the student's IEP and student records from their prior school. In the interim, the District may use unofficial records provided by the parent or guardian to provide services while awaiting official records.

Eligibility and Services

Eligibility for special education placement and services is determined by an individual education program (IEP) team in compliance with existing state and federal laws. Programs and services are offered to meet a variety of needs for students with disabilities. Services range from those that supplement general education classroom instruction to instruction provided in a special day class. Under certain conditions, students may receive services from other agencies such as state schools, county-operated program, and nonpublic schools/agencies or through home and hospital instruction. Each child is entitled to receive a free appropriate public education in the least restrictive environment as determined by their IEP team.

Reimbursed Health Services

The Long Beach Unified School District, in cooperation with the California Departments of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services provided for eligible special education students.

To participate in this program, eligible student records may be forwarded to the District's billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is compliant with Federal HIPAA (Health Insurance Portability & Accountability Act) requirements.

School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services provided by the school district.

Parent Rights

Parents and guardians of pupils enrolled or being considered for enrollment in special education programs have certain rights and responsibilities related to their potential or ongoing placement in special education. A full explanation of these rights is provided in the Notice of Parents' Rights and Procedural Safeguards available from the Office of School Support Services, your child's school, or via the District website.

Alternative Dispute Resolution and Due Process

The District is dedicated to resolving potential special education disputes expeditiously and through the least adversarial means possible. Parents/ guardians are encouraged to discuss concerns with the teacher, Principal, special education staff, and administrators before filing a formal complaint or initiating due process. Additionally, various options for resolution can be accessed through the Alternative Dispute Resolution (ADR) program. Accessing the ADR program does not prevent parents from exercising due process rights if resolution cannot be achieved. ADR options include services such as Facilitated IEPs and participation in the Appeal and Resolution Panel (ARP). Most complaints will be handled under the district's Uniform Complaint Procedures. Complaints regarding special education issues may be filed directly with the school district or with the California Department of Education (CDE). Complaints alleging violations of existing state and federal laws or regulations may be addressed to:

LBUSD Compliance Officer
Office of School Support Services Division of
Special Education
1515 Hughes Way, Long Beach, CA 90810
or

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 "N" Street, Suite 2401
Sacramento, CA 95814
(800) 926-0648

A due process hearing is a formal proceeding presided over by an administrative law judge. The hearing can be initiated by parents, an emancipated child, or a school district when the parties disagree with the identification, assessment, educational placement, or services of a student. Requests for due process hearings must be submitted in writing to:

Office of Administrative Hearings
Attn: Special Education Division
2349 Gateway Oaks, Suite 200,
Sacramento, CA 95833-4231
Phone: (916) 263-0550
Fax: (916) 263-0890

Please reference the Parent's Rights and Procedural Safeguards document for specific information and details on filing a complaint or requesting a due process hearing.

Community Advisory Committee

The Community Advisory Committee provides liaison between special education parents and other interested members of the community, the Assistant Superintendent, the Office of School Support Services, and the Board of Education. The ultimate goal of the CAC is to support a quality education for individuals with special needs through advisement of special education-related matters as they pertain to the SELPA Local Plan. Parents of any pupil and members of the community are invited to participate. Please contact (562) 997-8000 extension 8644 for additional information.

Pesticide Products

–EC 17612 and 48980.3

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please contact Roberto Vidal at (562) 663-3039. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application, an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan

Printed Material, Petitions, Bulletin Boards

Students have a right to express opinions, to take stands, to support causes, and to present ideas. However, such rights are subject to reasonable time, place, and manner restrictions and to certain prohibitions.

The following rules and regulations are intended to aid the school and each of its students enrolled and in good standing to carry on a meaningful intercommunication and expression of ideas.

These rules and regulations, applied on a non-discriminatory basis, are designed to ensure

Pest Management Contracting

✓	Pest management services are contracted to a licensed pest control business Pest Control Business Name: Animal Pest Management; Orkin
✓	Prior to entering a contract, the school district has confirmed that the pest control business understands the training and requirement and other requirements of the Healthy Schools Act.

Pest Identification, Monitoring, and Inspection

- Pest identification is done by: LBSD Pest Control, LB Health Dept., LA County Greater Vector Control, LA County Health Department, and Target Specialty Products.
- Monitoring and inspecting for pests and conditions that lead to problems are done regularly by: LBSD Grounds Dept., Custodial Services, Maintenance, and Pest Control staff and results are communicated to the IPM Coordinator.
- Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:
 - Site reports area of concern via the work order system.
 - Area reported is inspected to determine the routes of entry and the threshold level of pests.
 - Plan for taking care of the concern is developed.
 - Grounds, custodial, and maintenance staff will begin exclusion activities and pest monitoring tools and apply non-toxic products if necessary.

Pests and Non-Chemical Management Practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level.

Pest	Remove Food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Roaches	✓	✓	✓	✓	✓	✓		Seal openings, cracks and crevices
Mice	✓	✓	✓	✓	✓	✓		Repair faulty plumbing. Seal electrical conduit and open outlets. Seal openings larger than ¼ inch.
Rats	✓	✓	✓	✓	✓	✓		Repair faulty plumbing. Seal electrical conduit and open outlets. Seal openings larger than ¼ inch.
Ants	✓	✓	✓	✓	✓		✓	Avoid excessively dry or soggy turf. Trim overgrown trees and shrubbery. Remove trees and shrubbery infested with pests.
Termite		✓		✓	✓		✓	Remove and replace any wood members infested with termites whenever possible and economically feasible.
Unwanted vegetation					✓		✓	Implement use of weed cloth and mulch where applicable

Chemical Pest Management Practices

If non-chemical methods are ineffective, the school district will consider pesticide use only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment.

This school district expects the following pesticide (pesticide products and active ingredients) to be applied during the year. This list includes pesticides that will be applied by school district staff or licensed pest control business.

Landscape

Name of Pesticide (Common Name)	Active Ingredients	Safety Level
AquaCap	N-(1-ethylpropyl)-3, 4-dimethyl-2, 6-dinitrobenzenamine	Caution
Atrimmec	Dikegulac-sodium	Caution
Drive XLR8	Dimethylamine salt of quinclorac: 3, 7-dichloro-8-quinolinecarboxylic acid	Caution
Fusllade II	Fluazifop-P-butyl, Butyl®-2[4-[[5-trifluoromethyl]-2-pyridinyl]oxy]phenoxy]propanoate	Caution
Mosquito Dunks	Bacillus thuringiensis subspecies israelensis solids, spores and insecticidal toxins	Caution
Pro Spreader Activator	Alkyl phenol ethoxylate, isopropanol, and fatty acid	Caution
SedgeHammer	Halosulfuron-methyl	Caution
Sluggo	Iron Phosphate	Caution
SpeedZone Southern	2,4-D,2-ethylhexyl ester; Mecoprop-p acid; Dicamba acid; Carfentrazone-ethyl	Caution

Structural

Name of Pesticide (Common Name)	Active Ingredients	Safety Level
CB-80	Piperonyl Butoxide, Pyrethrins	Caution
CAD ₃ ET BLOX	Cholecalciferol (CASH67-97-0)	Caution
D-Force HPX	Deltamethrin	Caution
Essentria IC-3	Rosemary Oil, Geraniol, Peppermint Oil	Caution
Microcare	Piperonyl Butoxide, Pyrethrins	Caution
P.T. P.I.	Prescription Treatment, Pyrethrins, a botanical insecticide, Piperonyl butoxide, technical	Caution
Suspend SC	Deltamethrin	Caution
Tempo SC ULTRA	B-Cyfluthrin, Cyano (4-Fluoro-3-Phenoxyphenyl) Methyl, (2-2 Dichloroethenyl), 2,2-Dimethyl-Cyclopropanecarboxylate	Caution
Termidor SC	Flpronil	Caution
VectorLex WSP	Bacillus sphaerica 2362	Caution

Healthy Schools Act

✓	This school district complies with the notifications, posting, recordkeeping, and all other requirements of the Healthy Schools Act (Education Code Section 17608 – 17613, 48980.3; Food & Agricultural Code 13180 – 13188)
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Training

School district employees who make pesticide applications annually receive the following training prior to pesticide use:

✓	Pesticide specific safety training (Title 3 California Code of Regulations 672.4)
✓	School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13189.5)

Submittal of Pesticide Use Reports

✓	Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt* from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm . (Education Code 16711)
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Notifications

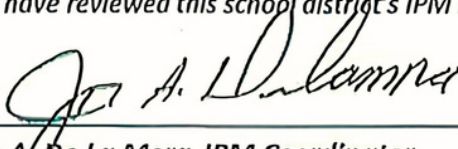
The school district has made this IPM plan publicly available by the following methods:

✓	This IPM can be found online at the following address: www.lbschools.net > A-Z Index > In the sections for Operations, Grounds, Healthy Schools Act, Pest Management, and Integrated Pest Management.
✓	This IPM is sent out to all parents, guardians, and staff annually

Review

✓	This IPM plan will be reviewed (and revised, if needed) at least annually, to ensure that the information provided is still true and correct.
	Revise By: July 2027

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: 
Jose A. De La Mora, IPM Coordinator

Date: July 07, 2026

* These pesticides are exempt from all Healthy Schools Act requirements, excepting training requirements: 1) product used in self-contained balls or traps; 2) gels or pastes used as crack and crevice treatments; 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration (Education Code Section 17610.5)

Approved by:



David Miranda
Assistant Superintendent,
Facilities & Operations

maximum freedom of expression. Any limitations on student expression for any reason should be made thoughtfully and carefully.

Circulation and Distribution of Written Materials

Students of the district are allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter subject to the following limitations:

1. The time of the distribution shall be limited to the hours before school, during lunch periods, and after school is dismissed.
2. The place of distribution on campus shall be a convenient, sufficient, and accessible location on the campus selected by the Principal as suitable to facilitate and encourage the intercommunication and expression of ideas. It should be located in an area where it will not restrict the flow of traffic within school quarters, entranceways, or other walkways. Students shall not distribute materials elsewhere on campus or on the school sidewalks.
3. The manner of distribution should be such that:
 - a. All material is clearly labeled as to authorship, sponsorship, agency, publisher or republisher, and distributing students or group of students.
 - b. Coercion is not used to induce students or any other person to accept the printed matter or to sign petitions. Acceptance or distribution of written material must be at the sole and unfettered volition of the individual student.
 - c. Materials printed for distribution must not be left undistributed or stacked up for pick-up unattended at any place in the school, or on sidewalks and public access roads immediately surrounding the school.
 - d. For informational purposes only, prior to distribution, a copy of all printed material to be distributed within the area designated pursuant to I.B. above, including but not limited to, all petitions, circulars, leaflets, and newspapers and all material to be displayed on bulletin boards, shall be submitted to the Principal.

Forums

1. The high schools will provide room space at lunch periods (excluding passing times) and after school is dismissed for forums in which students may discuss issues the students desire to discuss and which do not violate the prohibitions detailed below.
2. Requests for forums must be cleared with the appropriate high school official 48 hours prior to the intended forum. The school official must assign a qualified certificated employee to supervise the students. Use of outside speakers must follow established District policy.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students are permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions detailed below.

Bulletin Boards

1. The school district will provide reasonable outdoor bulletin board space for posting student announcements.
2. Student announcements should contain the date the announcement is posted. Such announcements should be removed after a prescribed reasonable time to ensure fair access to bulletin boards for all students.
3. Announcements posted will be subject to the prohibitions detailed below.

Prohibited Material

The following material is prohibited:

1. Material which is obscene to minors according to current legal definitions.
2. Material which is libelous or slanderous according to current legal definitions.
3. Material which incites students so as to create a clear and present danger of imminent commission of unlawful acts or the substantial disruption of the orderly operation of the school.
4. Material which expresses or advocates racial, ethnic, or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts or the substantial disruption of the orderly operation of the school.
5. Material distributed in violation of the time, place, and manner provisions of these rules and regulations.

Disciplinary Action

Any student who distributes any petitions, circulars, newspapers, and other printed material; participates in forums; wears any buttons, badges, or other insignia; or posts on a bulletin board any item in disregard of or in violation of the limitations and prohibitions contained in these rules and regulations may be suspended, expelled, or otherwise disciplined pursuant to the provisions of Education Code 48910.

Regulations, Laws Govern Student Organizations

School-sponsored clubs and organizations are the only clubs permitted on school campuses. They shall have the approval of the student council and Principal. Meetings must be held on school premises unless the Principal specifically approves a particular meeting off campus.

Each club or organization must have a faculty sponsor who meets with the club and is present at all its activities. Membership must be open to all

student applicants who qualify on the basis of school-approved club purposes and objectives. No student may be disqualified from membership because of race, color, or creed. All school-sponsored organizations are directly responsible to the Principal or the Principal's designee. Students desiring to organize a school-sponsored club should contact the Principal for procedures to be followed.

Off-campus student organizations have no campus privileges. Some off-campus organizations lack responsible adult sponsorship or direction and operate covertly, if not secretly. They often become involved in questionable, if not illegal, activities. Students are urged to avoid involvement with unsponsored off-campus organizations. While membership in off-campus youth groups, secret clubs, fraternities or sororities, per se, is not illegal nor does it constitute a suspendible offense, the hazards of such membership are evident:

1. Such organizations tend to promote false standards of superiority and create divisiveness between students which can lead to overt conflicts and disruption of school activities.
2. Some organizations are prone to participate in illegal hazing activities, which are injurious to prospective members and others.

Hazing Defined — EC 48900(q), PC 245.6

Hazing includes any method of initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger or physical harm to any student or other person attending any school, college, university or other educational institution in this state; but the term hazing does not include customary athletic events or other similar contests or competitions.

Hazing Prohibited — EC 48900(q), PC 245.6

No student, or other person in attendance at any public, private, parochial, military school, college or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades or disgraces, or tends to injure, degrade or disgrace any fellow student attending the institution. A violation of this section that does not result in serious bodily injury is a misdemeanor, punishable by a fine of not less than \$100, nor more than \$5,000, or imprisonment in the county jail for not more than one year, or both. Any person who personally engages in hazing that results in death or serious bodily injury as defined in paragraph (4) of subdivision (f) of Section 243 of the Penal Code is guilty of either a misdemeanor or a felony, and shall be punished by imprisonment in county jail not exceeding one year, or by imprisonment in the state prison.

Student Technology– Responsible Use Program Purpose

Purpose

The purpose of the District's Student Technology Responsible Use Policy ("RUP") is to encourage digital citizenship and to prevent inappropriate and other unlawful activities by Users online. This includes efforts to prevent unauthorized access and disclosure of sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), Family Educational Rights and Privacy Act (FERPA), and the California Electronic Communications Privacy Act (CalECPA).

Additionally, the RUP clarifies the educational purpose of District technology resources. The term "User" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District, regardless of the physical location of the User. The term "Network" includes but is not limited to the District's systems, applications, data storage, Internet connections, and Wi-Fi services.

The RUP applies when District-provided technology equipment (laptops, tablets, etc.) is used offsite. Additionally, the RUP applies when personally owned devices are used to access the District Network.

The District employs various technology protection measures to block or filter as much as reasonably possible digital content that is obscene, pornographic, or otherwise inappropriate or potentially harmful to minors. The District may monitor Users' online activities and access, review, copy, and store or delete any User communications, logs, or files and share them as needed with authorized third parties, including law enforcement agencies, as necessary.

Users should have no expectation of privacy regarding their use of District equipment, Network, and/or Internet access or files, including email and messaging. Users acknowledge that the District has the right to take possession of District equipment or data at any time.

The District will take all necessary measures to secure the Network against potential internal and external cybersecurity threats. This may include blocking access to applications, websites, social media platforms, advertising, videos, games, email, data management tools, and other web applications hosted outside the United States. This may also include decrypting and inspecting Network traffic and/or suspending User access.

Overview

Access to technology resources is a privilege for all students and entails responsibility. To remain eligible as Users of these technology resources, a student's use must be consistent with the District's educational objectives.

District-provided technology resources are designed to enable communication, collaboration, teaching, and learning. The District blends thoughtful use of technology resources throughout the curriculum and provides guidance, instruction, and support to students in its use. To the extent possible, access to technology resources at school is limited to resources authorized by appropriate District staff before use. While students may be able to move beyond these resources to others not previewed by staff, the District strives to provide resources suited to learning objectives.

Each student's User account includes email and a personal cloud storage area for their research, assignments, and electronic files. This limited storage space is provided for information created and used in relation to academic pursuits. Images, music, games, and other files not used for class-related assignments are not allowed and may be deleted without notice.

Student User accounts and cloud storage are disabled and/or deleted within 90 days of each student's graduation or withdrawal from LBUSD. Students are responsible for exporting or saving any personal files they wish to retain.

Digital Citizenship Guidelines

Students utilizing District-provided technology resources are responsible for good behavior and proper communication when online just as they are in a classroom or other areas of the school.

Students are expected to abide by the principles of digital citizenship. These include (but are not limited to) the following:

1. *Respect*- Communicate digitally with empathy, compassion, and kindness. Do not engage in cyberbullying. Respect intellectual property boundaries.
2. *Education*- Develop critical thinking skills to evaluate online information, including recognizing bias, misinformation, and protecting oneself from malicious actors and cybercriminals. Report inappropriate activity or suspicious messages to an adult.
3. *Protection*- Actively guard personal information, including passwords, Social Security number, date of birth, driver's license number, home address, or phone number.

For further guidance on cyberbullying, see [AR 5131.2, Bullying](#), in the District's Administrative Regulations manual.

Prohibited Use

The following uses of school technology resources are prohibited:

1. Accessing, uploading, downloading, generating, or distributing pornographic, obscene, or sexually explicit material;
2. Transmitting obscene, abusive, or sexually explicit language;
3. Violating local, state, or federal statute or regulation;
4. Vandalizing, damaging, or disabling the property of another individual or LBUSD;
5. Accessing another individual's account, including username, password, information, or files;
6. Violating copyright laws or otherwise using the intellectual property of another individual or organization without written permission;
7. Accessing, uploading, downloading, or distributing any non-educational materials;
8. Unauthorized access to the LBUSD Network or third-party systems (aka "Computer Trespassing");
9. Installing unauthorized software, malware, browser extensions, or games;
10. Removing District software or circumventing District protective measures, including the use of unauthorized web proxies and private VPNs;
11. Modifying, reconfiguring, escalating privileges, or reimaging a District-owned device;
12. Photographing, recording, or livestreaming other students or staff members without their knowledge and consent, especially in restrooms, locker rooms, or other areas where a reasonable expectation of privacy exists;
13. Connecting unauthorized external storage devices, peripherals, or removable media to the Network;
14. Connecting any networking equipment including, but not limited to routers, wireless access points, sensors, switches, cameras, hubs, range extenders, or personal Wi-Fi hotspots to the Network.

The District's [Administrative Regulation 6163.4](#), Student Use of Technology, states, "Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information." For further information on the laws that govern copyrights and intellectual property, see [Section 1202 of the Digital Millennium Copyright Act \(DMCA\)](#), and for education-specific guidance, see [Section 110 of the U.S. Copyright Law](#).

Artificial Intelligence

The RUP also applies to the use of artificial intelligence (AI), including, but not limited to, generative AI tools that can generate content including text, images, video, audio, data, computer code, etc. in response to prompts generated by users. AI tools are not permitted for

students under the age of thirteen and are restricted for students age thirteen and older to tools explicitly authorized for instructional purposes. AI output must be validated, use must be disclosed, and AI tools must be used in accordance with the [District's General Guidance on Artificial Intelligence, Code of Ethics and Commitment to Academic Integrity](#). [A1] [A2] [A3] [A4] [A5] [A6] Principals and teachers may provide additional guidance and constraints regarding the use of AI tools for specific courses.

Responsibilities

The District makes no express or implied warranties for the technology resources it provides. The District shall not be liable or have any responsibility for any injuries, damages, or expenses of any kind or nature arising directly or indirectly out of technology resources access, including without limitations: (a) loss of data resulting from delays or interruptions in service; (b) the accuracy, nature or quality of information stored on District information systems; (c) the accuracy, nature or quality of information gathered through District-provided Internet access; (d) personal property used to access digital devices, computers or Networks or for District-provided Internet access; and (e) financial obligations incurred by any student or User of District-provided Internet access.

While the District strives to align technology resources with teaching and learning, students may find ways to access other materials. Nonetheless, the District believes that the benefits to students' access to technology resources outweigh risks.

Outside of school, parents and guardians bear responsibility for the same guidance of Internet and technology use as they exercise with information sources such as television, phones, movies, and social media. Families should be aware that materials accessible via the Internet and other technology resources may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parents or guardians would be liable.

Students under age 18 should only access District Network accounts outside of school if a parent or guardian supervises their usage. The student's parent or guardian is responsible for monitoring the minor's use outside of school and for ensuring that the student abides by the RUP when using District equipment or the District Network.

Consequences of Misuse

Failure to uphold these responsibilities listed may be considered misuse. Misuse of District technology resources may result in restricted access. Such misuse may also lead to disciplinary and/or legal action against students, including

suspension, expulsion, or criminal prosecution by government authorities. Users may be responsible for any costs incurred by unauthorized use, or damage caused to District equipment.

Geolocation

The District may use GPS technology to track and recover District-owned computing equipment.

Personally-Owned Devices

Personal computing devices, such as smartphones, tablets and laptops may be connected to the District's Guest Wi-Fi Network in alignment with the District's Bring Your Own Device (BYOD) policy. The Guest Wi-Fi Network is provided to allow personal devices limited access to educational content available on the Internet. All Internet access provided by LBUSD is filtered as it would be on any District-owned computer. Access to the Guest Wi-Fi Network requires students to log on using their District User ID and password. The District reserves the right to suspend or modify this access at any time without prior notice and to take actions not expressly addressed in this policy as the District, in its discretion, may deem appropriate.

With teacher approval, students may use their personally-owned computing devices in the classroom to access certain instructional materials, research information from the Internet, collaborate with other learners, and utilize productivity tools provided by the District. The choice for a student to use a personally-owned computing device belongs to the parent or guardian.

No student is required to bring a personally-owned computing device. A District device is provided for all students to perform required online work such as testing, research, accessing instructional materials, assignments, and accessing the District learning management systems.

Personally-owned devices are subject to LBUSD Network restrictions and monitoring while used to access District Networks and technology resources. The District does not provide software licensing or endpoint protection for personally-owned devices.

Summary

All Users are responsible for practicing digital citizenship. Digital citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including modern technology. It is important for students to be honest in all digital communications without disclosing sensitive personal information. A student's online behaviors must not disrupt school activities or otherwise compromise individual and school community safety and security.

Duties of Pupils

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. Pupils must conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority and refrain from the use of profane and vulgar language.

Electronic Signaling Device—48901.5(a)

The Education Code authorizes schools to regulate the possession or use of any electronic signaling device, including cell phones and pagers.

Asbestos Requirements

The Federal Asbestos Hazard Emergency Response Act (AHERA) requires all School Districts to assess their schools for the presence of suspect asbestos-containing building materials, and if identified, to submit a detailed Asbestos Management Plan (AMP) for monitoring these substances until they are abated safely pursuant to Federal, State, and Local Rules & Regulations.

Each site within the district will have a copy of the AMP for that particular Site in the Main Office. Other copies of the publication may be obtained from the Environmental Health and Safety (EHS) Office in the Maintenance Branch for a nominal fee. *All public requests for District documents/information must be made through our Public Records Department and not the Environmental Health and Safety Office.*

The lead Custodian and Operations Staff at each site have received training about the presence of these suspect building materials on campus and their responsibilities to observe their condition and possible deterioration. At any time a friable “crumbling” condition exists, or a condition differs from that reported within the Asbestos Management Plan, Staff will immediately notify the Environmental Health and Safety (EHS) Office at the Maintenance Branch.

The EHS Office also retains licensed third-party Environmental Consultant Firms to perform six-month and 3-year routine inspections at each site every year. The District’s goal is to remove all identified asbestos-containing materials from every site. The District will prioritize known asbestos-containing building materials and abate them as conditions warrant. For information, contact the Environmental Health and Safety Office at 562-997-7700.

Student Accident Insurance

The Long Beach Unified School District does not carry medical or dental insurance for students injured on school premises or through school

activities. Consequently, the Board of Education has arranged a program of student accident insurance to be offered through Myers-Stevens & Toohey & Co., Inc., which will help in the payment of such bills should an accident occur and be in excess of any other valid insurance that may apply. Coverage for illness as well as accident is available as an option. Two plans are offered: the school-time protection plan or the full-time plan, with three choices of coverage levels.

The insurance program offered is optional, is at the parents’ expense, and is authorized by the California Education Code, which permits distribution of necessary information from the company providing the coverage.

School Safety Comprehensive Plan -- EC 32280 et seq.

The Long Beach Unified School District is committed to providing a safe, secure, and peaceful learning environment for all students and staff. Each Long Beach Unified School District school site has a Comprehensive School Safety Plan, which combines the Emergency Operations Plan and the Safe School Plan, used to prepare and respond to possible emergencies and to promote a safe and secure school setting. Standardized emergency procedures and security and protective measures are in place. Staff review safety instructions with students, and emergency drills, including fire and armed intruder, are practiced regularly. We emphasize that drills are to prepare us, not to scare us. Staff will explain to students what to do for each type of drill in a calm manner.

If a real emergency occurs, the school will notify parents using School Messenger. In addition, parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site. Please ensure your contact information is accurate.

Plans are reviewed and updated annually by March 1st, and copies can be reviewed upon request at each school.

Transportation Guidelines for Students and Families

Our Commitment to Safety

The Long Beach Unified School District Transportation Department is committed to providing safe, efficient, and reliable transportation services for eligible students. Maintaining a safe transportation environment requires the cooperation of students, families, school staff, and transportation personnel.

To maintain a safe transportation environment, all

Students must follow the Bus Rules of Conduct outlined below. Failure to comply may result in disciplinary action, including suspension or loss of transportation privileges. Thank you for partnering with the Long Beach Unified School District Transportation Department to maintain a safe, respectful, and positive transportation environment for all students.

Bus Rules of Conduct

For the safety of all passengers and the driver, students must adhere to the following rules at all times while riding district transportation:

1. *Cooperate with the Driver*
 - a. Students must promptly follow all directions given by the bus driver or transportation staff.
2. *Remain Seated*
 - a. Students must remain seated facing forward while the bus is in motion and until instructed to exit.
3. *Keep Body Parts Inside the Bus*
 - a. Hands, arms, heads, and all personal belongings must remain inside the bus at all times.
4. *No Eating or Drinking*
 - a. Eating is prohibited on the bus. Students may only consume clear liquids as needed.
5. *Be Respectful*
 - a. Students must treat others with courtesy and respect. Profane, abusive, threatening, racial, or inappropriate language is prohibited.
6. *Keep Voices Low*
 - a. Students should use quiet voices and avoid excessive noise that may distract the driver.
7. *No Boisterous Behavior or Cell Phone Usage*
 - a. Running, horseplay, fighting, yelling, throwing objects, or any disruptive behavior is prohibited. Cell phone usage is not permitted while riding district transportation unless authorized by the driver or school administration.
8. *No Athletic Cleats or Spikes*
 - a. Athletic cleats and spiked footwear are prohibited on district buses.
9. *Help Keep the Bus Clean*
 - a. Students are responsible for maintaining a clean environment by disposing of trash properly.
10. *No Smoking or Vaping*
 - a. The use or possession of tobacco products, e-cigarettes, vaping devices, or any smoking materials is strictly prohibited on district transportation.

Bus Stop Expectations

Students are expected to:

- Arrive at the bus stop at least five minutes before the scheduled pickup time.
- Wait in a safe area away from traffic and private property.
- Respect neighbors, community members, and surrounding property.
- Follow all instructions provided by transportation personnel.

- Board and exit the bus in an orderly manner.

Parent and Guardian Responsibilities

Parents and guardians play a critical role in maintaining safe transportation services by:

- Reviewing bus safety expectations with their child regularly.
- Ensuring students arrive at designated bus stops on time.
- Keeping emergency contact information current with the school.
- Promptly notifying the school of any transportation changes.
- Supporting district disciplinary actions when transportation rules are violated.

Consequences for Misconduct

Student misconduct on district transportation may result in one or more of the following:

- Verbal warning
- Assigned seating
- Parent/guardian notification
- School disciplinary referral
- Temporary suspension of bus privileges
- Permanent loss of transportation privileges

Serious misconduct that threatens the safety of passengers, staff, or district property may result in immediate pause or removal from transportation services and additional school disciplinary action.

Special Education Transportation Procedures

Transportation services for students with disabilities are provided in accordance with the student's current Individualized Education Program (IEP) and applicable state and federal laws.

Transportation Eligibility

- Transportation services must be documented within the student's IEP.
- Transportation requests and changes must be initiated through the IEP process and approved by the IEP team.
- Transportation accommodations will be implemented as outlined in the student's IEP.

Parent and Guardian Responsibilities

- Ensure emergency contact information remains current.
- Notify the school promptly of any changes to the student's address, phone number, or emergency contacts.
- Ensure students are ready at the designated pickup location at the scheduled time.
- Notify the transportation department when a student will not require transportation due to absence.

Pick-Up and Drop-Off Procedures

- Students will be transported only to and from approved locations identified in District records.
- Drivers are authorized to release students only in accordance with District procedures and IEP requirements.

- Parents and guardians are responsible for ensuring that appropriate supervision is available when required.

Lost and Found Items

The Transportation Department is not responsible for personal items left on District vehicles. However, reasonable efforts will be made to assist in recovering lost property.

Reporting Lost Items

- Students or parents should contact the Transportation Department as soon as possible with a description of the lost item.
- Include the student's name, school, bus route, date, and approximate time the item was lost.

Unclaimed Property

- Items recovered from buses will be stored for a limited period.
- Unclaimed items may be donated, discarded, or otherwise disposed of in accordance with District procedures.

Valuable Items

- Students are encouraged to leave valuable personal items at home whenever possible. The District cannot assume liability for lost, stolen, or damaged personal property.

Bus Pass Requirements

Bus passes are issued to eligible students and help ensure accurate ridership records and student safety.

Student Responsibilities

- Students must carry and present their bus pass upon request.
- Bus passes are non-transferable and may only be used by the student to whom they are assigned.
- Students may not lend, share, alter, duplicate, or misuse a bus pass.

Replacement Passes

- Lost, stolen, or damaged passes should be reported immediately to the school or Transportation Department.
- Replacement fees may apply in accordance with District procedures.

Failure to Present a Bus Pass

- Students who repeatedly fail to present a valid bus pass may be subject to transportation restrictions until eligibility can be verified.

Athletic and Activity Trip Expectations

Transportation provided for athletic events, field trips, extracurricular activities, competitions, and other District-sponsored events is an extension of the school environment. All District policies and student conduct expectations remain in effect.

Student Expectations

Students participating in athletic or activity trips must:

- Follow all directions provided by drivers, coaches, advisors, and District staff.

- Remain seated while the vehicle is in motion.
- Demonstrate respectful and appropriate behavior at all times.
- Keep the vehicle clean and free of litter.
- Respect District property and the property of others.

Equipment and Personal Belongings

- Athletic equipment, instruments, and other approved items must be safely secured and may not block aisles, exits, or emergency equipment.
- Drivers may refuse transportation of items that present a safety hazard.

Return Transportation

- Students are expected to return on District-provided transportation unless alternative arrangements have been approved in advance by school administration in accordance with District procedures.
- Students may only be released to a parent, guardian, or authorized adult when approved by school administration.

Consequences for Misconduct

Students who violate transportation expectations during athletic or activity trips may be subject to:

- Removal from the activity or event
- School disciplinary action
- Suspension or revocation of transportation privileges
- Additional consequences as determined by school administration

Academic and Career Success for All Students Initiative

The Academic and Career Success for All Students Initiative was approved unanimously by the Board of Education to enhance, expand and better coordinate the many learning opportunities available to students in local schools.

At the heart of the initiative is the enhancement of the school district's partnership between LBUSD, Long Beach City College and California State University Long Beach. Enhancements to this effort include:

- Collaborating with LBCC and CSULB to establish criteria for guaranteed college admission, helping students meet those criteria, identifying various college pathways for students, and providing support to students during college.
- Aligning the higher education initiatives with career technical education to make certain that students have as many post-high school options as possible.

The Academic and Career Success Initiative includes many other integrated efforts. The following are among the most critical elements:

College “A-G” Courses Awareness, Access and Completion - The “A-G” courses are a sequence of high school courses that students must complete, with a grade of C or better, to earn minimum eligibility for admission to California State University and the University of California (see “Course of Study” below for details). Students and parents will be made aware of these requirements beginning in sixth grade, and the school district will provide a written notice to in grades 8-12 annually.

College and Career Awareness and Enrichment - Beginning in the upper elementary grades, schools will provide students with college and career exposure that will continue through high school. Coursework will incorporate real-life and relevant activities so that students see a stronger connection between school and the real world.

Early Algebra Readiness and Completion - For many students, algebra is one of the toughest requirements needed to graduate from LBUSD and be eligible for entrance into most colleges. The goal in local middle schools is for more students to complete Algebra with a grade of “C” or better.

Advanced Placement Course Availability - Advanced Placement courses prepare students for the rigor of college and save parents thousands of dollars in tuition by helping students earn college credit in high school. Additional training for teachers and extra support for students will help expand enrollment in these courses.

Enhanced Counseling - Counselors now provide stronger support services to meet the academic, career and personal needs of all students, including those requiring more intense services. Beginning in middle school, every student will have at least one meeting with their counselor annually.

Parent Outreach - Parents play a critical role in the academic and career success of students. The school district is committed to educating parents about the programs available to their children, requirements for graduation and college eligibility, the options available after high school, and much more.

Enhanced Interventions - Academic interventions are the steps taken to assist students who need extra help. The school district will evaluate and monitor interventions more systematically and use effective interventions more frequently.

Course of Study

One important part of the Academic and Career Success Initiative is to inform parents about the options that their children have after high school.

Below are several resources on college admissions and career technical education (CTE).

College Admissions

The Subject Requirements, more commonly referred to as the “AG” subject requirements, are one requirement students must meet to enter UC or CSU as a freshman. Specifically, students must complete a pattern of 15 college-preparatory courses drawn from the areas of history/social science, English, math, lab science, a language other than English, the visual and performing arts, and the college preparatory elective. Each subject area or requirement is labeled with a letter to easily identify the different course requirements.

The courses from each high school used to satisfy the “A-G” subject requirements must be certified by UC and appear on the school’s “A-G” course list. These courses are to be academically challenging, involving substantial reading, writing problems and laboratory work, and show serious attention to analytical thinking, factual content and developing students’ oral and listening skills.

For further information, please visit these online resources:

californiacolleges.edu

calstate.edu/apply

hs-articulation.ucop.edu/agcourselist

collegeboard.com/parents

admission.universityofcalifornia.edu

Career Technical Education

CTE engages all students in a dynamic and integrated learning experience resulting in mastery of the technical skills and academic knowledge necessary to become productive, contributing members of society. CTE courses offer rigorous, integrated technical and academic content focused on careers that are intrinsically interesting to students, delivered through applied performance- and project-based teaching strategies that facilitate understanding and mastery. With the sequence of CTE courses, students are able to make a stronger connection between school and the real world. Making this connection often increases students’ interest in school and motivates them to go on to college and/or pursue a particular career.

For more information about CTE courses, go to the Career Technical Education and Linked Learning on the district webpage or go to www.cde.ca.gov/ci/ct.

Cal Grants

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average

(GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants. In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Grade 12 students' GPAs will be sent to CASC.

Curriculum Guidelines

Schools adhere to rigorous local and state academic standards. A summary of academic standards and curriculum is available upon request for review at each school. Additional information is available on the District's website at www.lbschools.net under Academic Standards as well as under subject areas.

Promotion, Retention, and Intervention Guidelines

Promotion and Retention

In 1996, the Board of Education approved the first of the educational improvement measures related to promotion and retention. Since then, a series of policies have become part of the district's overall plan to improve student achievement by requiring students to meet minimum criteria in reading and mathematics.

Purpose

The promotion and retention policy ensures that all students acquire essential skills and attain high standards in academic achievement. At all grade levels from second through fifth grades, promotion criteria have been established requiring students to attain minimum levels of academic achievement prior to advancing to the next grade level.

Expectation

For a student to be considered for retention, the following criteria must be met: The student has not met minimum levels of proficiency in multiple measures that include historical and diagnostic data:

- Two or more levels below in Reading (Gr. 2-5) and Math (Gr. 4-5) as measured by iReady and classroom assessments
- EL Students have participated in designated ELD for 30 minutes daily.

Students at risk of retention will receive intensive support with interventions and monitoring by site staff. A conference will be held with parents to share the student's current academic interventions and progress of the interventions. English Language Development instruction (30 min. daily) will be provided to English learners. If progress is not made with the provided interventions, the site team, including parents/guardians, will determine if retention is upheld.

Retention

Retention at Grade 2

Second grade students who do not demonstrate minimum levels of proficiency in reading by the end of grade 2 will be recommended for retention.

Retention at Grade 3

Third grade students who do not demonstrate minimum levels of proficiency by the end of grade 3 will be recommended for retention.

Retention at Grade 4

Fourth grade students who do not demonstrate minimum levels of proficiency in reading, English language arts and mathematics by the end of grade 4 will be recommended for retention.

Retention at Grade 5

Fifth grade students who do not demonstrate minimum levels of proficiency in reading, English language arts, and mathematics by the end of grade 5 will be recommended for retention.

Interventions

Interventions at Grades 1-5

Parents should always refer to their student's achievement report to monitor progress. Parents will be notified during regularly scheduled parent conferences and special conferences as needed. Letters are sent home notifying parents that their child is not performing at grade level or at risk of retention. Students at risk of retention may be offered school-based supplemental instruction. When students are not performing at grade level according to district assessments, they will be offered site-specific supplemental instruction such as intensive small group instruction in reading and mathematics, after school tutoring or support from a literacy teacher. All schools will give students the maximum opportunity to be successful. Parents will be expected to provide support at home and will be provided with parent education opportunities to learn how to support children at home.

Interventions at Grades 6-8

Sixth through eighth grade students who on multiple indicators are determined at-risk of not meeting the High School Readiness indicators will be provided appropriate interventions which may include a two-period language arts program or a mathematical intervention program.

Interventions at Grades 9-10

Ninth- and tenth-grade students who, on multiple indicators, are determined to be off track for not meeting college- and career-ready criteria may be enrolled in a literacy or ELD intervention course in addition to the grade-level English course and/or enrolled in a double-block Algebra course. These intervention courses provide the support needed to accelerate students to achieve grade-level standards.

Parent notification of and involvement in prescribed intervention and/or retention programs are required by Education Code 48070.5 (e). The support and approval of parents/guardians are extremely important to a student's success; however, in cases of retention, the final decision shall be that of school authorities.

High School Graduation Requirements

The high school graduation requirements for the Class of 2027 include (1) the successful completion of the required course of study, which includes the completion of a minimum of 220 credits in grades 9-12. Students must complete 220 credits as follows: 40 credits of English, 30 credits of History/Social Science, 30 credits of Mathematics (including the successful completion of Algebra 1), 20 credits of Science (including biological and physical sciences), 10 credits of Visual/Performing Arts or World Language, 20 credits of Physical Education, and 70 credits of approved electives.

While encouraged to take rigorous "A-G" eligible college preparatory courses in their junior and senior years, students may take applied math courses aligned to a career pathway/industry need to meet the third- and fourth-year math graduation requirement. At least one or a combination of math courses required for completion in grades 9-12 shall meet or exceed state academic content standards for Algebra 1.

Foster Youth Exemption from Local Graduation Requirements - EC 48853, 49069, and 51225.2

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remaining in the school of origin, enrollment in a local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services, and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the public high school. Supplemental instruction is offered to students in grades nine through twelve who do not demonstrate "sufficient progress" in meeting

college and career-ready indicators. In addition, students have opportunities to make up credits for courses that they have failed through on-site or credit recovery and Summer School. Students planning to go to college may be required to complete additional courses beyond those approved for high school graduation. The "A-G" college entrance courses are a sequence of high school courses that students must complete, with a grade of "C" or better, to earn minimum eligibility for admission to California State University and the University of California. See the "Course of Study" section for further details.

Coursework and Graduation Requirements: Children of Military Families – EC 51225.1 and 51225.2

If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please schedule an appointment with the school counselor to review your child's graduation options. All coursework that was completed at another school outside of the Long Beach Unified School District will be issued full or partial credit. You may reach the counselor at the school.

Coursework and Graduation Requirements: Migrant and Newly Arrived Immigrant Pupils – EC 51225.1 and 51225.2

A migrant student, or newly arrived immigrant student participating in a newcomer program who transfers into the District any time after completing the second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional District-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth-year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether the student qualifies for it.

Extended School Year – Migrant Education – EC 41601.6 S

Students who are identified as "migrant children" in grades TK-6 may be allowed to enroll in two public schools during summer, winter or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

Retroactive Grant of High School Diplomas: Departed and Deported Pupils - EC 51430

The Governing Board of the Long Beach Unified School District may award a diploma to any student who may have been deported outside the U.S., if in good standing after completing the second year of high school. Any transfer credits from outside the U.S. will be considered as completion through online or foreign classes.

Competitive Athletes Seeking Higher Education Athletic Programs - EC 67455

Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization have a right to make a report, file, or otherwise assist in the reporting of any violation of student athlete rights involving the program, participants or staff. This right to make such reports is guaranteed by the “Student Athlete Bill of Rights” and may not result in retribution or the removal of any benefits if the report is made in good faith and truthfully.

Homework Plan Involves Three Crucial Partners

The Long Beach Unified School District’s carefully designed homework plan can contribute to your child’s success in school. To attain the greatest gains in learning, the homework plan needs the full participation and cooperation of three very important persons: the student, the parent, and the teacher. Wise parents create in the home a positive, encouraging atmosphere for study. Pupils who approach homework with a “can-do” attitude learn more. Working closely with the parent and pupil, the teacher assigns appropriate homework to reinforce learning taking place at school. Active participation of parents in this three-way partnership can produce lasting benefits for children: improved study habits, self-discipline, higher achievement and a personal sense of accomplishment. These skills and successes equip students for the future. The amount of time required to complete any given assignment will vary among students. The following guidelines are suggested. Students who finish more quickly should be encouraged to do recreational reading.

Homework Guidelines

<i>Grade</i>	<i>Suggested & Average Daily Minutes</i>
Kdg.	15-30 minutes
Gr. 1	20-30 minutes
Gr. 2	20-40 minutes
Gr. 3	30-50 minutes
Gr. 4	40-60 minutes
Gr. 5	45-60 minutes
Gr. 6	60 minutes
Gr. 7-8	60-75 minutes
Gr. 9-12	Will vary based on courses

Library Materials

Reference materials, books, magazines, online resources, etc. are available in the school library for student use. Many of these items may be checked out for use away from the school site. It is the responsibility of the student to return these materials when due and in the same condition as when they were checked out. The student, or their parents, will be responsible for paying the purchase price (or, if unavailable, the average replacement cost) for lost or damaged materials

Megan’s Law

– PC 290 et seq.
Information about registered sex offenders in California can be found on the California Department of Justice’s website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Language Acquisition Programs

Long Beach Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310 [a]).

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below).

Description of Language Acquisition Programs

A description of the language acquisition programs provided in the Long Beach Unified School District is listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312 [e] [3] [A] [iii], [v]; EC Section 306 [c])

Structured English Immersion (SEI) Program:
A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade-level academic subject matter content.

Dual-Language Immersion (DLI) Program:
Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and continues through eighth grade.

How to Enroll Your Child in a Language Acquisition Program

To enroll your child in a language acquisition program, submit the [linked](#) form to the office at the school where the child is currently enrolled. School offices have the forms available

in multiple languages, you may also make a verbal request that the form be completed for you by school personnel. Please return the form to your school office. A waiver is no longer required.

How to Request the Establishment of a New Program at a School

When parents or guardians of 30 or more students in a school make a request for a new language program by November 15th, or when parents or guardians of 20 or more students at a grade level in a school make a request by November 15th, the district analyzes to determine if it can supply the materials, teaching faculty, and facilities necessary to run the new program

Getting Involved in Your Schools

The Long Beach Unified School District encourages families and community members to engage meaningfully in their school communities. Whether volunteering, participating in events, or joining advisory groups, there are numerous ways to make a positive impact in the lives of students.

Volunteers in Public Schools (VIPS)

Over 9,000 parents and community members generously volunteer their time in our schools and classrooms. To become a VIPS volunteer, please contact your child's school or call the VIPS Office at (562) 997-8457.

Educational Partnerships with Business and Community

Based Organizations - LBUSD has more than 1,000 partnerships with local businesses and industries. These partners enhance learning by providing guest speakers, mentorship, and resources.

If your company is interested in partnering with a school, please reach out directly to the site or call (562) 997- 8322

Parent-Teacher Association (PTA) – Thousands of PTA members work together to strengthen schools and support students. To join or learn more about your school's PTA, contact the school office or visit <https://www.longbeachcouncilpta.org> for more information regarding PTA membership.

Parent Booster Clubs and Alumni Groups

These groups contribute to student success by providing support for activities such as sports, grad nights, and scholarships. To get involved, contact the Activities Office at your local high school. Visit <https://www.lbschools.net/high-schools-link> for a directory of LBUSD High Schools.

Public Schools Week and Open House Events

Each spring, families and community members are invited to visit classrooms and see student work on display. Check with your school for Open House details.

Parent University & Workshops

LBUSD's Parent University provides free workshops, resources, and meetings to empower parents and caregivers. Visit the Parent University section at lbschools.net or call (562) 997-8322.

LBUSD offers a variety of parent and caregiver groups where families can learn about district and school-based programs, share input, and build supportive networks. For more information and a calendar of meeting dates, please visit the Parent Groups page at lbschools.net.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: - Be designed using evidence-based research and include Designated and Integrated English Language Development; - Be allocated sufficient resources by the local educational agency to be effectively implemented, including, but not limited, to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and - Within a reasonable period of time, lead to: ✓Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of state-adopted academic content standards in that other language.
Language Program (non-English Learners)	- Language programs offered students who are not English learners opportunities to be instructed in languages other than English - May lead to proficiency in languages other than English

2026-2027 School Calendar

Dates	First Week					Second Week					Third Week					Fourth Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Jul 1 - Jul 11																				
Jul 12 - Aug 8	13	14	15	16	17															
Aug 9 - Sep 5	10	11	12	13	14															
Sep 6 - Oct 3	7	8	9	10	11															
Oct 4 - Oct 31	5	6	7	8	9															
Nov 1 - Nov 28	2	3	4	5	6															
Nov 29 - Dec 26	30	1	2	3	4															
Dec 27 - Jan 23	28	29	30	31	1															
Jan 24 - Feb 20	25	26	27	28	29															
Feb 21 - Mar 20	22	23	24	25	26															
Mar 21 - Apr 17	22	23	24	25	26															
Apr 18 - May 15	19	20	21	22	23															
May 16 - Jun 12	17	18	19	20	21															
Jun 13 - Jun 30	14	15	16	17	18															

HOLIDAYS

Jul 3	Independence Day 2026
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 26-27	Thanksgiving
Dec 24-25	Christmas
Jan 1	New Year's Day Holiday
Jan 18	M. L. King, Jr. Day
Feb 8	Lincoln's Day
Feb 15	Washington's Day
Apr 2	Admission Day
May 31	Memorial Day
Jun 18	Juneteenth

SPECIAL DATES

Aug 25	First Day of School for Students
Sep 17	Elementary & K-8 School Back to School Night
Sep 24	Middle School Back to School Night
Oct 1	High School Back to School Night
Oct 27	First Quarter Ends
Nov 2	Professional Development- No School for Students
Nov 23-27	Fall Break
Dec 21-Jan 1	Winter Break
Jan 22	Fall Semester Ends
Jan 25	Spring Semester Begins
Mar 29	High Schools Open House
Mar 30	Third Quarter Ends
Mar 30	Middle Schools Open House
Mar 31	Elementary & K-8 Schools Open House
Apr 5-9	Spring Break
Jun 10	Last Day of School for Students

SYMBOLS

+	Legal Holidays
x	Holidays Declared by the Board
	First Day of School for Students
	Students Not in School
	Last Day of School for Students

2026-2027 CAMS & Sato School Calendar

School Month	Dates	First Week					Second Week					Third Week					Fourth Week				
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	Jul 1 - Jul 11																				
	Jul 12 - Aug 8																				
1	Aug 9 - Sep 5																				
2	Sep 6 - Oct 3																				
3	Oct 4 - Oct 31																				
4	Nov 1 - Nov 28																				
5	Nov 29 - Dec 26																				
6	Dec 27 - Jan 23																				
7	Jan 24 - Feb 20																				
8	Feb 21 - Mar 20																				
9	Mar 21 - Apr 17																				
10	Apr 18 - May 15																				
11	May 16 - Jun 12																				
	Jun 13 - Jun 30																				

HOLIDAYS		SPECIAL DATES		SYMBOLS	
Jul 3	Independence Day 2026	Aug 12	First Day of School for Students	+	Legal Holidays
Sep 7	Labor Day	Oct 1	Back To School Night	x	Holidays Declared by the Board
Nov 11	Veterans Day	Nov 2	Professional Development- No School for Students		First Day of School for Students
Nov 26-27	Thanksgiving	Nov 23-27	Fall Break		Students Not in School
Dec 24-25	Christmas	Dec 21-Jan 8	Winter Break		Last Day of School for Students
Jan 1	New Year's Day Holiday	Jan 15	Fall Semester Ends		
Jan 18	M. L. King, Jr. Day	Jan 19	Spring Semester Begins		
Feb 8	Lincoln's Day	Mar 29	Open House		
Feb 15	Washington's Day	Mar 29-Apr 1	Spring Break		
Apr 2	Admission Day	Apr 5-5	Spring Break Continued		
May 31	Memorial Day	Jun 4	Last Day of School for Students		
Jun 18	Juneteenth				

School Site Councils (SSC)

Each school has a School Site Council made up of parents, staff, and in secondary schools, students. The council works collaboratively to review student data and school plans, and to help make decisions about how to best support student achievement. Contact your school Principal for more information on how to participate.

Community Advisory Committee for Special Education (CAC)

Open to all families and community members who want to support students with exceptional needs and help ensure access to high-quality education.

District Community Advisory Committee (DCAC)

Composed of parent representatives from each Title I school, this group provides feedback on programs and services that support student achievement.

District English Learner Advisory Committee (DELAC)

Made up of parents and guardians of English learners, DELAC members provide input on programs and policies that impact English language development.

Educational Opportunities for Native Americans and Alaskan Natives (EONA)

This group supports the culturally related academic needs of Native American and Alaskan Native students in LBUSD.

Sankofa Parent Village (SPV)

A community of care, connection, and advocacy for parents and caregivers of Black children, committed to supporting student success and family engagement.

Brown Act: Required Notices and Agendas for Open Public Meetings

GC 54954.2, 54956, 54956.5, 54954.2, GC 54954.5, GC 54957.1, 54957.7, and GC 54954.2(b)

REGULAR MEETINGS: Agenda in 20 words or less, posted within 72 hours of meeting.

SPECIAL MEETINGS: Twenty-four-hour notice must be provided to members of legislative body and media outlets, including a brief general description of matters to be considered or discussed.

EMERGENCY MEETINGS: One hour notice in case of work stoppage or crippling activity, except in the case of a dire emergency.

CLOSED SESSION AGENDAS: All items to be considered in closed session must be described in the notice or agenda for the meeting. The body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session.

AGENDA EXCEPTION: Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.