

Anderson
Union High
School District

Grades & Marking Manual

2013/14

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PROGRAMS & COURSES OF STUDY

The district will offer all otherwise qualified students a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry.

In addition, the course of study will include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities

The school counselors will maintain an accurate list of all current high school courses that have been A-G certified, and ensure that the list is provided annually to each student, and will make updated lists readily available.

Courses of study will include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology
3. Foreign language(s): understanding, speaking, reading, and writing
4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind
5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences
6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression
8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students

10. Personal and public safety, accident prevention and health

Homework

Homework is a teacher-planned learning activity which takes place largely outside of a student's regular school hours. As such, homework should reinforce classroom learning, and expand on a student's school experiences. Homework assignments are to be specific and related to classroom objectives. The amount of homework assigned, its complexity and scope, and even the grading of homework should be related to the needs and abilities of the individual student. Since it is important for students to learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem-solving activities.

Working within district policies and regulations, teachers judge the amount and kind of homework to assign. They have the responsibility for helping students understand not just what is to be done, but why it is to be done and how it should be done. Realization that students want to know what teachers think about the homework done is also important. Corrections and comments on homework ought to be valuable teaching devices, and should be an effective communication means between teacher and student.

In assigning homework, teachers should:

1. Give assignments during the class period, making sure that the materials to be covered and objectives have been fully explained.
2. Be sure that assignments are reasonable.
3. Use discretion in assigning make-up work after a student's absence because of illness.
4. Suggest study techniques appropriate for the work to be done.
5. Avoid giving assignments or increasing the amount of assignments as punishment.
6. Be sure that completed homework assignments are evaluated and graded promptly and are returned to the student.
7. Remember that assignments which call for initiative and imagination not only discourage copying, but will, if the completed assignments are rewarded by the teacher for demonstrating initiative and imagination, give positive support for the continued development of students' creative abilities.
8. Vary the type of homework assigned.
9. Keep in mind the student's obligations to home, community, and other school and school-related activities.
10. Be available before school, during assigned conference periods and after school to assist students

and parents.

Course of Study for Students with Disabilities

The district recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team will determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Enrollment Requirement for 12th Grade Students

Students in grade 12 are required to be enrolled in at least five courses each semester or the equivalent number of courses per quarter. If any pupil in grade 12 is required by medical prescription to attend school for less than five courses during the semester or the equivalent number of courses during the quarter, the average daily attendance allowed for that pupil's attendance will bear the same proportion to one day of attendance as the number of courses in which the pupil is enrolled bears to five or the equivalent number for the quarter system.

However, this requirement does not apply to students enrolled in regional occupational programs, regional occupational centers, courses at accredited postsecondary educational institutions, independent study, special education programs where the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the governing board which is equivalent to the approved high school course of study.

The district may permit a 12th grade student in his or her last semester or quarter before graduation, who is enrolled in a work experience education program and who would complete all of the requirements for graduation by attending high school, except courses of physical education, attend high school for less than a full day upon the written request of a parent or legal guardian or upon his or her own request if the student is 18 years of age or over.

Advanced Placement

All students who meet course prerequisites will have equal access to Advanced Placement courses.

Concurrent Enrollment in College Courses

Students may enroll in up to 11 college units per semester, or the equivalent, in a community college. Such students will receive credit for community college courses that they complete in an amount jointly determined appropriate by the district and the community college governing board.

A written agreement regarding the student's enrollment in postsecondary courses and the credits to be awarded for successful completion will be signed by the student, parent/guardian, principal, and college representative. The student will be informed whether the credits to be earned are considered academic

credits or elective credits and whether the course would need to be completed again during the college years to satisfy college requirements.

To receive district credit for coursework completed at a community college or four-year college, the student or parent/guardian will submit a transcript showing completion of the course with a passing grade.

Except under the conditions specified in Education Code 46146, the minimum day of attendance in district schools will be 180 minutes for any student who is enrolled part-time in a community college and any student in grades 11-12 who is enrolled part-time in the California State University or University of California, when the student is enrolled in classes for which academic credit will be provided upon satisfactory completion of enrolled courses. A student enrolled full-time at a community college will be exempted from full-time attendance in the district's regular education program. However, both part-time and full-time community college students will be required to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law.

Short-Term Independent Study

Parents/guardians of students who are interested in short-term independent study will contact the school counseling office. The principal or designee will approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom. The minimum period of time for any independent study option will be five consecutive school days, but should not exceed 10 days.

The student is responsible for returning all assignments to the teachers on the first day the student returns to the regular school setting.

Independent Study (Oakview High School)

Parents/guardians desiring to teach their children at home may have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.

Placement at Oakview High School is determined by the Director of Alternative Education. Each participating student must have a written independent study agreement.

When a participating student misses three appointments an evaluation will be conducted to determine whether it is in the student's best interest to remain in independent study.

It is expected that the supervising teacher will meet with each participating student at least once a week to discuss the student's progress. Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.

Opportunity Program

This is a standards-based program offered at the comprehensive high school campus for students who are 16 years of age or younger and behind in credits. Students are placed in the program on the recommendation of the District Site Study Team or site principal.

Summer School

Summer School provides students the opportunity to remediate in summer school those required courses they had previously failed during the regular school year in an effort to avoid retention of receiving a diploma in those required courses. Students should enroll, attend, and earn a passing grade at summer school in courses that are the cause of retention from earning a diploma.

Seniors who failed to graduate and are deficient 20 or fewer credits may attend summer school to complete the required credits. The Director of Alternative Education is authorized to grant diplomas to students who have completed all graduation requirements by the end of summer school. The student will receive a diploma bearing the name of the school where the final credits were earned. Students who do not complete credits by the end of summer school will be referred to Anderson Adult School.

The district will offer summer instruction in the following areas:

1. Programs for high school seniors who need course credits for graduation prior to September of the calendar year.
2. Programs for students who were assessed as not meeting the district's adopted standards of proficiency in basic skills, including students who were seniors during the prior school year. For the purposes of these programs, a student will be considered to be enrolled in a grade immediately upon completion of the preceding grade. Upon completing the summer program, students who were seniors during the prior school year may be reassessed for their ability to meet the district's standards of proficiency.
3. Programs for substantially handicapped students, in accordance with Education Code 41976.5 and the Code of Regulations, Title 5, Section 3043. (Education Code 41976.5)

Special Education

The district provides educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities will receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

Students enrolled in Special Education Programs must have **all** alternative placement changes approved through an Individual Educational Plan (IEP).

Alternative Education

North Valley High School is for students who are behind in credits and who are at least 16 years of age. Students may also be referred for discipline issues or in lieu of suspension and/or expulsion. The

counselor identifies students who are behind in credits and processes an application. The Director of Alternation Education must approve students for placement. Variable credits may be earned in this setting. Students may be eligible to return to the comprehensive high school only at the beginning of a semester if they have met the district requirements and fulfilled the terms of their placement. Report cards are issued at the end of each quarter.

Adult Education

High school students who are 18 years of age or older (some exemptions may apply) are permitted to concurrently enroll in Anderson Adult School to meet requirements to receive a high school diploma.

Home & Hospital

A student with a physical, mental or emotional disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility. Placement in the Home & Hospital program is determined by the Director of Special Education and/or the Director of Alternative Education.

GRADES

Teachers will evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class. Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort will be reported in separate evaluations, not in his/her academic grade.

The teacher of record is responsible for the issuance of a student's grade. The teacher of record is the teacher who is listed on the student's program and has the student listed on his /her attendance sheet.

All student semester grades will be posted electronically to the administration or designee (registrar) no later than the first Monday following the last day of school when school ends on a Thursday or Friday; or the first Friday when the last day of school ends on a Monday, Tuesday or Wednesday. This applies to first and second semester and the due date time is no later than 4:00 pm of the specified day. Alternative Education may alter the posting method to non-electronic.

The teacher checkout procedure is not complete until the grade book is turned in.

Grades/Evaluating Student Achievement

Grades for achievement will be reported for each grading period as follows:

A	90-100%	Outstanding achievement
B	80-89%	Above average achievement
C	70-79%	Average achievement
D	60-69%	Below average achievement
F	0-59%	Little or no achievement
I	Incomplete	

An Incomplete will not be used in an alternative education setting. A grade of "NM" (No Mark) will be used if a student has withdrawn from a variable credit setting and was enrolled fewer than 15 days. A "NM" can also be used when a student enters an alternative education setting mid-quarter and there hasn't been enough time for the student to earn credits for that grading period.

For each grade marking, the instructor may use a plus (+) or a minus (-) in conjunction with the grade to better communicate to the parent the level of the grade. The plus or minus will not calculate into the student's grade point average.

The use of the plus (+) and/or minus (-) will fall into the percentage range as follows:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	59% and below
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

An Incomplete will be given only when a student's work is not finished because of illness or other excused absence. If not made up by the close of the subsequent quarter the Incomplete will become an F.

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade will acquire the appropriate semester units of credit for the course. The grade will not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade will not receive credit for taking the course.

A pass/fail grade will not be used in an alternative education setting.

Grades for Citizenship, Study Skills and Effort

Grades for citizenship, study skills, and effort will be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Grade Changes

Grade changes may be made after a grade is recorded for the following reasons only:

1. The student who was absent because of illness or an unforeseen emergency and unable to turn in work before the end of the grading period. That student may be allowed to make up the work he /she was unable to turn in during the grading period. If that work changes the student's recorded grade, the teacher may turn in a grade change form.
2. An error has been made in the calculation or recording of a grade.

Under no circumstances can additional new work (i.e., extra credit) be given to change a grade from any previous grading period, nor will grade changes be made for the purpose of improving the student's GPA to allow the student to participate in a school sport or other campus activity.

Requests for grade changes should be submitted for the prior grading period, no later than the end of the following semester. All grade changes must be completed on the appropriate school form and presented to the principal with full justification as to why the change is being requested. Supporting documentation for the grade change must be attached. Only grade changes that have been approved by the principal will be entered on the transcript. The registrar must maintain a record of the grade change for the appropriate period of time.

A student's grade cannot be changed by the administration without the input of the teacher who assigned the grade.

Grade Point Average

Each student's GPA will be calculated using the grade points assigned to each letter grade in accordance with the scale described below. The grade points for all applicable coursework will be totaled and divided by the number of courses completed. When plus and minus designations are added to letter grades, they will not be considered in determining GPA.

A	4.0 grade points
B	3.0 grade points
C	2.0 grade points
D	1.0 grade points
F	0 grade points
I	0 grade points

Because of the more rigorous nature of Advanced Placement, honors (excluding 9th grade courses), and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses will receive extra grade weighting as follows:

A	90-100%	Outstanding achievement	5.0 grade points
B	80-89%	Above average achievement	4.0 grade points
C	70-79%	Average achievement	3.0 grade points

The overall GPA will include grades nine through twelve. Summer School grades will be used in the GPA calculation.

The highest grade received when a course is repeated will be used in determining the student's overall grade point average.

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel.

Student performance in high school physical education courses will be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

High school students using interscholastic athletic participation to fulfill physical education requirements, may be graded on this participation provided that a teacher credentialed to teach physical education supervises this participation and assigns the credit.

Grades for College Classes

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she will receive the same letter grade as is granted by the

college.

Assessments

Student assessments are an important instructional and accountability tool. Assessment data will be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, program effectiveness and staff evaluations will be based in part on indicators of student achievement.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received will be entered on the student's transcript, but the student will receive credit only once for taking the course. The highest grade received will be used in determining the student's overall grade point average (GPA).

Attendance

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.

Teachers who withhold class credit because of excessive unexcused absences will so inform students and parents/guardians at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian will again be notified of the district's policy regarding excessive unexcused absences. The student and parent/guardian will have a reasonable opportunity to explain the absences.

If a student receives a failing grade because of excessive unexcused absences, the student's record will specify that the grade was assigned because of excessive unexcused absences.

Grades for a student in foster care will not be lowered if the student is absent from school due to: 1) a decision by a court or placement agency to change the student's placement, in which case the student's grades and credits will be calculated as of the date the student left school; or 2) a verified court appearance or related court-ordered activity.

Make Up Work

As a general rule, students will be given the opportunity to make up school work missed because of an excused absence and to receive full credit if the work is turned in according to a reasonable make-up schedule. Students who miss school work because of unexcused absences will be given the opportunity to make up missed work for full or reduced credit at the option of the teacher.

If the student's absence was due to suspension, the teacher may require the suspended student to complete any assignments and tests missed during the suspension.

Students who miss school work because of truancy or other deliberate actions should not expect to receive credit for the time missed, nor should they expect to take any missed examinations for credit, but the final decision should rest with the teacher, who may make allowances for mitigating circumstances.

The district authorizes the establishment and operation of weekend study classes for students in order that they may make up lost instructional time due to truancy or unexcused absences occurring during the week. Assignment and attendance at such classes will be with the consent of the student's parent/guardian. If the student is over 18 years of age parental consent is waived. No student will be assigned to any weekend class if it is in conflict with his/her religious beliefs. The principal may require that truants attend weekend make-up classes.

Withdrawing from Classes and/or Transfers

Counselors will adhere to the following guidelines when transferring students to another class:

1. First Two Weeks of the Semester: The student makes an appointment with their counselor. The student must have a written note from their parent approving of transfer.
2. Week 3 – Week 5 of the Semester: The student is expected to remain in their current courses until the end of the semester. However, the student may make an appointment with their counselor to discuss a class transfer. After discussion, a "Petition to Change a Class" form may be issued by the counselor. The form requires signatures of the parent, teachers, and counselor indicating approval/disapproval of the class change. Changes in student schedules made following the 15th day of the first semester or the 10th day of the second semester shall include principal approval.

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period will receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Withdrawal from AUHSD Schools

Students who are going to transfer or withdraw from school should bring a note from their parents/guardians indicating where they are moving, and, if possible, what school they plan to attend. By the day of clearance, students should have returned all school books and materials. Students should be certain that no fines remain against them at time of withdrawal. Transcripts and grades may be withheld from students who do not return school property which they have been lent.

Withdrawal grades should reflect the student's progress at the time of withdrawal or leaving the class (i.e. the last day of enrollment in each particular class). The comprehensive high school will not issue credits for withdrawal grades.

The administrative request to the teacher for withdrawal grades should state the inclusive date through which the grade should be calculated. That may be different than the date of the request. This is particularly important when the situation involves a potential expulsion. Even though the student is leaving for disciplinary reasons, he/she is entitled to any credits earned prior to the incident.

In cases where a student's withdrawal has been preceded by a lengthy excused absence, the teacher may issue the withdrawal grade effective at the beginning of that absence.

The student must have attended at least 15 school days, in order for the teacher to issue withdrawal grades, and not be in violation of the school's 10-day attendance policy.

Eligibility for Athletic Competition, Extra Curricular, and Cocurricular Activities

The grade point average (GPA) used to determine eligibility for extracurricular and co-curricular activities will be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility will be the grading period immediately prior to the excluded grading period(s).

To be eligible to participate in extracurricular and co-curricular activities, students must demonstrate satisfactory educational progress including: 1) maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes; or 2) maintenance of minimum progress toward meeting high school graduation requirements.

An ineligible athlete may use an academic eligibility waiver one time throughout their four years of high school, including the first semester of their freshman year. If the waiver is granted for the fourth quarter of their senior year, the athlete has four weeks to raise the grades to a 2.0 grade point average or the waiver will be revoked. Any student using the waiver must meet all the requirements for full eligibility at the next regular eligibility grading period.

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or co-curricular activities will be made by the Superintendent or designee.

The principal may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker will be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

The California Interscholastic Federation recommends the following grading procedures regarding student eligibility:

1. Incomplete – A teacher may issue an "I" if a student has missed a large assignment due to an excused absence. For example, the student currently has a "D" due to missing a large test. The teacher may issue an "I" until the test has been made up. However, the D must be counted in their current GPA until the test is made up. Once the test is made up, the teacher issues a new grade and the upgraded grade is used to determine GPA.

2. No mark – A mark of “NM” is not positive or negative against a student’s GPA. A No Mark is as if the class never took place. If a student is passing 20 semester units, has a 2.0 GPA, and is on track to graduate, they are eligible.
3. Pass or Fail – Pass is considered a C letter grade (2.0) and Fail is considered an F letter grade (0).

Transcripts

For each student, the school counseling office will maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation. In addition, the transcript shall reflect the student’s personal information, total credits completed, California High School Exit Exam (CAHSEE) scores, college entrance exam scores, dates of enrollment, and graduation date.

Challenging Student Records

The parent/guardian of any student may submit to the Superintendent or designee a written request to correct or remove from his/her child’s records any information concerning the child which he/she alleges to be: 1) inaccurate; 2) an unsubstantiated personal conclusion or inference; 3) a conclusion or inference outside of the observer’s area of competence; and 4) not based on the personal observation of a named person with the time and place of the observation noted.

Within 30 days of receiving the request, the Superintendent or designee will meet with the parent/guardian and with the employee (if still employed) who recorded the information in question. The Superintendent will then sustain or deny the allegations. If the allegations are sustained, the Superintendent will order the correction or removal and destruction of the information.

If the Superintendent denies the allegations, the parent/guardian may write within 30 days to appeal the decision to the Governing Board. Within 30 days of receiving the written appeal, the Board will meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board will then decide whether or not to sustain or deny the allegations. If it sustains any or all of the allegations, the Superintendent will immediately correct or remove and destroy the information from the student’s records.

Before any student grade is changed either by the Superintendent or at the decision of the Board, the teacher who gave the grade will be given an opportunity to say why the grade was given. Insofar as practicable, the teacher will be included in all discussions related to the grade change.

The decision of the Board will be final. If the decision of the Superintendent or Board is unfavorable to the parent/guardian, the parent/guardian will have the right to submit a written statement of objections. This statement will become a part of the student’s record until such time as the information in question is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel to assist in making the decision. The hearing panel may be used at the discretion of the Superintendent or the Board provided that the parent/guardian consents to releasing record information to panel members.

The right to challenge becomes the sole right of the student when the student becomes 18 or attends a postsecondary institution.

Withholding Grades, Diplomas or Transcripts

When school property has been willfully damaged or not returned upon demand, the principal or designee will inform the parent guardian in writing of the responsible student's alleged misconduct and the reparation that may be due. This notice will include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

If reparation is not made, the district will afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts.

If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee will provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts will be released.

When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information will be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared. The Superintendent or designee will notify the parent/guardian in writing that this district's decision to withhold grades, diploma or transcript will be enforced by the new district.

The district will withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district will release these documents.

Parent/Guardian Notification

Because parental involvement contributes greatly to student achievement and conduct, the administration encourages frequent communication between parents, guardians, and teachers by means of parent-teacher conferences, e-mail, class newsletters, mail, telephone, and school visits by parents/guardians. As part of this communication, teachers will send progress reports to parents/guardians at regular intervals and will encourage parents/guardians to communicate any concerns to the teacher.

Written report cards displaying students' grades in each subject or course will be distributed at the end of each grading period. Parents/guardians will be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher will arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

Parents/guardians of seniors in jeopardy of not graduating will be notified as soon as it becomes apparent that the student is failing. Teachers of seniors with a failing grade will notify the counselor and contact parents to notify them of the student's failing grade as soon as possible. In cases where no direct contact with a parent is successfully made on the three attempts, notice of failure will be sent to the

parent by the school administration. Documentation of the type of contact with the parents will be noted. Counselors will conference with failing students and their parent/guardian concerning the student's likelihood of not graduating.

COURSE CREDIT

A student earns 5 units of credit for each course successfully completed during each semester. A student may earn 30 semester units per semester or a total of 60 semester units each school year. In addition to the required courses, students have a choice of elective courses that will satisfy unit requirements for a chosen course of study.

Variable Credit (Alternative Education programs)

North Valley High School and Oakview High School are operated as open entry / variable credit programs. Students may enter these programs at any time during the school year. An open entry / variable credit system allows students to work at their own pace without regard to other students.

In a variable credit system, the number of credits reflects the quantity of work performed by a student. The grade reflects the quality of work completed by the student. Student diligence and quantity of work completed will be reflected in the number of credits earned. Students who are less diligent may earn no credits or substantially fewer than they would have earned in a comprehensive high school.

Transfer Credit

Students transferring from a private, public, alternative, home, or charter school may receive credit toward graduation for courses successfully completed. In order for the registrar to enter credits from another high school on a transcript, an official transcript must be received from the student's prior school. Credits transferred from these schools may be fully accepted when there is evidence that the course work completed is equivalent to similar courses offered in this district.

To the extent possible, students who transfer from a private, public, alternative, home, or charter school in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class. Determinations of credit for transfer students will be based on a review of individual circumstances. The district does not guarantee course credit if a student is unable to complete a course due to a transfer.

Grades may be recorded as "pass" or "fail" and will be identified on the transcript as non-district courses. Grades may not be included in the calculation of GPA or class rank. Student may not be eligible for any school recognition or honor which is determined by the student's cumulative GPA or class rank.

The principal or designee at the enrolling school will be responsible for determining which of the student's credits are equivalent to district requirements. In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the course work

completed by the student compared to academic content and time requirements at the enrolling school

2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge
3. An opportunity for the student to demonstrate skill by his/her performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school
4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee. Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision. The Superintendent or designee will schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It will be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits. The Superintendent or designee's decision will be final.

Transfer of Coursework for Foster Youth

When a foster youth transfers into a district school, the district will accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and will not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she will be issued partial credit for the coursework completed and will be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she will be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event will the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she will be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework

requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care.

The Superintendent or designee will notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student, if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and will provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

Juvenile Court School

The district will accept for credit any coursework satisfactorily completed by students while detained in a juvenile court school or county or state-operated institution. Students successfully completing graduation requirements of the district while being detained will receive a diploma of graduation from the school last attended in the district.

GRADUATION REQUIREMENTS

Requirements for graduation and specified alternative means for completing the prescribed course of study will be made available to students, parents/guardians, and the public. Students will not be required to have resided within the district for any minimum length of time as a condition of high school graduation.

Course Requirements

To obtain a diploma of graduation from high school, students will complete at least the following courses:

Course		Course Units	Subject Units
English	Four courses	40	40
Mathematics	Three courses: at least one mathematics course, or a combination of the two mathematics courses required for completion will meet or exceed state academic content standards for Algebra I. Completion prior to grade 9, of algebra coursework that meets or exceeds state academic content standards will not exempt a student from the requirement to complete two mathematics courses.	30	30
Social Science	Four courses made up of the following:		40
	Geography	5	
	Personal Growth	5	
	World History	10	
	U. S. History	10	
	American Government	5	
	Economics	5	
Science	Two courses, made up of the following:		20
	Life Science	10	
	Physical Science	10	
Physical Education	Two courses, unless the student has been exempted	20	20
Foreign Language or Fine Arts	One course in visual or performing arts, foreign language or ASL	10	10
Vocational Education	One course	10	10
Electives		60	60
Minimum credits for graduation			230

Listed below are the courses that may be used as alternates to meet the district and/or state mandated required core courses. A student may only use 20 units of alternate credit to meet district course requirements. A student cannot use the same course as an alternate to meet two different requirements.

1. 5 units of Journalism = 5 units English - only 5 units of alternate credit may be used to meet the

district requirement of 40 units of English

2. 10 units of Ag Science I = 10 units of Earth Science
3. 10 units of Ag Science II/IIC = 10 units of Biological Science
4. 10 units of Business Math = 10 units of Math – (only available to seniors) students must have passed 10 units of Algebra I and the math portion of CAHSEE
5. 20 units of Woodshop I & II = 10 units of Fine Arts
6. 30 units of Health/Medical Occupations (ROP) = 10 units of Biological Science
7. 10 units of vocational education = 10 units of Math - students must have passed 10 units of Algebra I and the math portion of CAHSEE (Only available to juniors and seniors who are taking a 30 unit ROP course. Student must have passed 20 units of math.)
8. 10 units of Ornamental Horticulture/Landscape Nursery = 10 units of Fine Arts
9. 10 units of Agricultural Welding or Ag Mech II = 10 units of Fine Arts
10. 20 units of Dance = 20 units of Physical Education - students must pass the physical fitness test
11. 10 units of Ag Business = 5 units of Econ and 5 units of Elective

Alternative Credits Toward Graduation

Because the prescribed course of study may not accommodate the needs of some students, the Board will provide alternative means for the completion of prescribed courses in accordance with law. The Superintendent or designee will exempt or waive specific course requirements for foster youth or children of military families.

In order to meet individual student needs and encourage all students to complete their high school education, the district provides flexibility in the completion of prescribed courses in accordance with law. As an alternative to completing the course requirements for high school graduation, students may fulfill one or more of the course requirements through the following:

1. Practical demonstration of skills and competencies
2. Supervised work experience or other outside school experience

A student may be granted up to 40 semester credits for work experience education of one or more of the following types:

- a. For exploratory work experience education, the student may earn 10 semester credits for each semester, with a maximum of 20 semester credits earned in two semesters.

- b. For general work experience education, the student may earn 10 semester credits for each semester, with a maximum of 40 semester credits.
- c. For vocational work experience education, the student may earn 10 semester credits for each semester, with a maximum of 40 semester credits.

To receive credit, the student must satisfy eligibility requirements and receive at least the minimum period of instruction or counseling pursuant to Education Code 51760.3.

- 3. Career technical education classes offered in high schools
- 4. Courses offered by regional occupational centers or programs
- 5. Interdisciplinary study
- 6. Independent study
- 7. Credit earned at a postsecondary institution

To receive high school credit for coursework completed at a community college or four-year college, the student or parent/guardian will submit a written request and a transcript showing successful completion of the course. The course will be one that satisfies college entrance requirements, applies toward college-level general education requirements, or is part of a vocational or career technical education course leading to a degree or certificate.

For students attending community college as special part-time students, credit will be at a level jointly determined by the district administration and the community college governing board.

- 8. Military service and training

Credit toward graduation will be granted for military service and training received while in the military service of the United States, within the maximum limits. A person is eligible for this credit if he/she is either: a) a former member of the Armed Forces who is a California resident and who has received an honorable discharge; or b) a member of the Armed Forces who is a California resident and was a California resident on the date he/she entered the Armed Forces

- 9. Correspondence instruction from a California university or college

Prior to registering for a correspondence course, the student or his/her parent/guardian will obtain verification from the Superintendent or designee that the course is essentially equivalent to the high school curriculum and meets district graduation requirements. The number of semester credits assigned to the course will be determined before the student begins coursework. The correspondence instruction is provided by the University of California, or other university or college in California accredited for teacher training, in subjects included within or related to the student's course of study.

The district will grant credit for correspondence instruction under the following conditions:

- a. The student is, for good reason, unable to take the course of study offered in the school.
 - b. The Board determines the number of semester periods to be credited for successful completion of a particular correspondence course.
 - c. No more than 40 semester periods of correspondence instruction are credited to a student towards graduation.
10. To satisfy the district's driver education and training requirement, a program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor
 11. For credit toward the district's physical education requirement, participation in district interscholastic athletic programs carried on wholly or partially after regular school hours when such participation entails a comparable amount of time and physical activity
 12. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school

The district will grant credit for foreign language studies successfully completed in a private school and will apply the credit toward meeting any foreign language requirement prescribed, provided that all of the following conditions are met:

- a. The courses are in languages designated in Education Code 51244
- b. The student is regularly enrolled or applying to the district
- c. The amount of credit sought equals at least one semester's work
- d. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. This determination will be based upon the private school's report of a test developed by the private school in cooperation with the district or, if the private school is located outside the district, the principal or designee may use a test given by a public school or other evidence which he/she deems appropriate.

The Superintendent or designee will determine whether a student has satisfactorily met course requirements through any of the above alternative means.

Upon receiving advance, written application by the student or his/her parent/guardian, the Superintendent or designee will determine whether completion of the proposed alternative means would satisfy course requirements for graduation and what documentation will be required, if any, to verify the student's successful completion. The Superintendent or designee will make the final determination as to

whether the student's completion of an alternative means is sufficient to satisfy the district's graduation requirements.

As appropriate, the Superintendent or designee will determine the grade to be assigned to students for the completion of any of the above alternative means. When a grade is assigned by a private school, postsecondary institution, or other educational institution for completion of coursework, that same grade will be awarded by the district provided that the Superintendent or designee has determined the alternative course to be substantially equivalent to a district course.

A semester period is one period of 40 to 60 minutes of instructional time per week throughout one semester of at least 17 weeks, or a minimum of 12 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within these time frames, a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work.

High School Exit Exam

Each student completing grade 12 must successfully pass the state exit examination in language arts and mathematics as a condition of high school graduation.

Supplemental instruction will be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. Students who have not passed one or both parts of the exit exam by the end of grade 12 will have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first.

The exit exam will be administered as follows:

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, will take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam will have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 will have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.
4. Adult education students will have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these opportunities. Students

should be offered appropriate remediation or supplemental instruction before being retested.

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam will not receive a score from that test administration.

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language.

A student with disabilities will be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam.

Mid-Year Graduation

The district is in accord with present educational philosophies to make it possible for a highly motivated student to complete his/her education in less than the four year period. In order to make provisions for early graduation, the district feels a responsibility to ensure school and home cooperation in reaching a decision that affects the future success of students.

Students attempting to graduate early (before eight full semesters) must see a counselor before the end of their junior year to apply for Mid-Year Graduation. The student must fulfill the graduation requirements as listed in this manual.

The following procedures are established in the determination of early graduation:

1. A student will meet with his/her counselor prior to the end of his/her junior year for permission of early graduation. A transfer student will apply in the fall semester when enrolled.
2. The student will complete a Student Request for Mid-Year Graduation form and submit to the counselor.
3. The counselor and the student's parent/guardian will meet to discuss the advantages and disadvantages of early graduation.
4. The counselor will forward the application to the principal or designee for approval/denial. The principal will render the final decision. In the event the approval has not been granted by the end of the school year, special application may be made during the first two weeks of the senior year.
5. In order to graduate mid-year, all work necessary for completion of high school must be finished by the end of the seventh semester.

Early graduation terminates all high school experiences for the student, including extra-curricular participation. A student who graduates prior to the normal term is not permitted high school visitation privileges unless they are first cleared through the principal's office.

An early graduate may participate in the regular June graduation ceremonies if he/she so requests, providing that he/she participates in pre-graduation practice sessions and such other meetings.

Seven semester graduates will receive a district letter certifying completion of high school graduation requirements as of the date ending the first semester of that year. Diplomas are not available until the end of the school year.

The principal or designee must clear any exceptions to these requirements.

DIPLOMA ALTERNATIVES

Certificate of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit examination will receive a Certificate of Completion.

Differential Graduation for Students with Disabilities

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets any of the criteria specified above will be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Certificate of Proficiency

Any student may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the California Department of Education if he/she meets one of the following conditions:

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Is enrolled in the second semester of the 10th grade

If a student receives the proficiency certificate, the district will indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript.

Receiving the high school proficiency certificate does not exempt students from attending school unless they are at least 16 years old and have verified parent/guardian permission. Upon request, the Superintendent or designee will provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The

form will contain at least the following information:

1. A general explanation of the student's rights of exemption from compulsory attendance and of reenrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester.

High School Equivalency Certificate (GED)

Any person is eligible to take the General Educational Development (GED) test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California, has not completed high school, and meets one of the following criteria:

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution or a prospective employer
4. Is 17 years of age, is incarcerated in a California state or county correctional facility

GRADUATION CEREMONY & AWARDS

High school graduation ceremonies will be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying district standards, and passing any required assessments. District administration and school staff believe that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

High school students who have passed the California High School Proficiency Examination or the General Educational Development Test must also meet district graduation requirements in order to participate in graduation ceremonies.

At graduation, special recognition will be awarded to those students whose academic achievements in core curriculum areas have been outstanding. The Superintendent or designee will identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and non-school awards.

Graduation with Distinction

Starting with the class of 2010, Graduation with Distinction will replace the Valedictorian and Salutatorian awards at the comprehensive high schools. This program will allow the district to recognize more students who have challenged themselves and excelled in high school. Any student who has earned a cumulative weighted GPA of 4.0 or higher for seven semesters will be recognized at graduation as a distinguished student.

Golden State Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student will:

1. Complete all requirements for a high school diploma
2. Demonstrate mastery of at least six subject areas by earning a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:
 - a. One mathematics exam, excluding the Algebra I, General Mathematics, or Integrated Mathematics 1 test
 - b. One English language arts exam
 - c. One science exam, excluding the grade 10 Life Science exam
 - d. The grade 11 history-social science exam (United States history)
 - e. Two additional CSTs of the student's choice, which may, but are not required to, include additional exams in mathematics, English language arts, science, or history-social science

The school designee will affix an insignia to the diploma and transcript of each student awarded the merit diploma.

REFERENCES

AUHSD Board Policy Manual

BP/AR 3260 – Fees and Charges
BP 5111 – Admission
BP/AR 5113 - Absences and Excuses
BP/AR 5121 – Grades/Evaluation of Student Achievement
B/AR 5124 – Communication with Parents/Guardians
BP/AR 5125 – Student Records
AR 5125.2 – Withholding Grades, Diplomas or Transcripts
BP/AR 5126 - Awards for Achievement
BP 5131.5 - Vandalism, Theft and Graffiti
BP/AR 5144.1 - Suspension and Expulsion/Due Process
BP 5145.6 - Notifications Required by Law
BP 6011 – Academic Standards
BP/AR 6020 – Parent Involvement
BP 6141.5 – Advanced Placement
BP/AR 6142.7 – Physical Education
BP/AR 6143 – Courses of Study
BP/AR 6145 - Extracurricular and Cocurricular Activities
AR 6145.2 – Athletic Competition
BP/AR 6146.1 - High School Graduation Requirements/Standards of Proficiency
BP/AR 6146.11 – Alternative Credits Toward Graduation
BP/AR 6146.2 - Certificate of Proficiency/High School Equivalency
BP 6146.3 - Reciprocity of Academic Credit
BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
BP/AR 6158 - Independent Study
BP/AR 6159 - Individualized Education Program
BP 6161.2 - Damaged or Lost Instructional Materials
BP/AR 6162.51 - Standardized Testing and Reporting Program
BP/AR 6162.52 – High School Exit Exam
AR 6172.1 – Concurrent Enrollment
BP/AR 6173.1 - Education for Foster Youth
BP/AR 6173.2 - Education for Children of Military Families
BP/AR6178 - Vocational Education
BP/AR 6178.1 - Work Experience Education
BP/AR 6179 - Supplemental Instruction

Education Code

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35310-35319 Scholarship and loan funds
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44015 Awards to employees and students
48412 Certificate of proficiency
48645.5 Course credit re. juvenile court schools
48645.5 Course credit, juvenile court schools
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49701 Military children
51220 Areas of study; grades 7-12
51224 Courses of Study
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51225.3 High school course of study requirements
51225.3 Requirements for graduation
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51229 College courses
51240-51246 Exemptions from requirements
51241 Exemption from physical education
51420-51427 General Educational Development test
51450-51455 Golden State Seal Merit Diploma
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51740-51741 Authority to provide instruction by correspondence
51745-51749.3 Independent study
51760-51769.5 Work experience education
52300-52499.66 Career technical education
60851 High school exit exam
66204 Admissions to UC USC

AUHSD Course Catalog

Pages 5-7: Graduation requirements, alternate courses, class transfer guidelines

CTA Collective Bargaining Agreement

*Article 6.6.1: Submission of grades
Article 9.5: Changes in student schedules
Appendix E: Certificated Check Out*