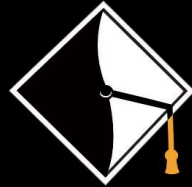


**UNLIMITED  
YOU**



**ANAHEIM UNION HIGH SCHOOL DISTRICT**

**AUHSD**  
**Course Catalog**  
**Protocols & Procedures**

*Revised August 2024*

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# ANAHEIM UNION HIGH SCHOOL DISTRICT

*Learning with a Purpose: College and Career Ready*

## **Vision Statement**

To create a better world through Unlimited You.

## **Mission Statement**

The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.



## ANAHEIM UNION EDUCATIONAL PLEDGE OVERVIEW IMPLEMENTATION COMMITMENTS

	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>ACADEMIC PLANNING</b>	<ul style="list-style-type: none"> <li>6-Year plan created</li> <li>Course Completion of "C" or higher</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Artifacts and Reflection</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>6<sup>th</sup> to 7<sup>th</sup> Transition Plan</li> <li>Planning for Pathways to Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>6-Year Plan Updated</li> <li>Course Completion of "C" or higher</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Artifacts and Reflection</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>Pathways to Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>6-Year Plan Updated</li> <li>A-G Course Completion of "C" or higher</li> <li>CTE Pathway</li> <li>10 Hours of Civic Learning</li> <li>Dual Enrollment Classes</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Artifacts and Reflection</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>8<sup>th</sup> to 9<sup>th</sup> Transition Plan</li> <li>Autobiographical Essay</li> <li>Planning for Seal of Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>6-Year Plan Updated</li> <li>A-G Course Completion of "C" or higher</li> <li>CTE Pathway</li> <li>10 Hours of Civic Learning</li> <li>Dual Enrollment Classes</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Artifacts and Reflection</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>Planning for Seal of Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>6-Year Plan Updated</li> <li>A-G Course Completion of "C" or higher</li> <li>CTE Pathway</li> <li>10 Hours of Civic Learning</li> <li>Dual Enrollment Classes</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Artifacts and Reflection</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>SBAC Assessment</li> <li>Planning for Seal of Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>6-Year Plan Updated</li> <li>A-G Course Completion of "C" or higher</li> <li>CTE Pathway</li> <li>10 Hours of Civic Learning</li> <li>Dual Enrollment Classes</li> <li>Global Awareness and Cultural Competence</li> <li>Capstone Senior Portfolio Showcase</li> <li>Focus on 5 Cs</li> <li>Writing Journey</li> <li>Civic Learning and Action Project</li> <li>Seal of Biliteracy</li> <li>Ensure 4<sup>th</sup> year of math</li> </ul>
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## ANAHEIM UNION EDUCATIONAL PLEDGE OVERVIEW IMPLEMENTATION COMMITMENTS

	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>FAMILY ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>Understand/Review 6-Year Plan</li> <li>College &amp; Career Awareness Experiences</li> <li>Parent Leadership Academy</li> <li>Family Engagement Education Series</li> <li>Career Preparedness Systems Framework (CPSF) Implementation</li> <li>Parent Learning Walks</li> </ul>	<ul style="list-style-type: none"> <li>Review 6-Year Plan</li> <li>College &amp; Career Planning</li> <li>Financial Aid Literacy</li> <li>Parent Leadership Academy</li> <li>Family Engagement Education Series</li> <li>Career Preparedness Systems Framework (CPSF) Implementation</li> <li>Parent Learning Walks</li> </ul>	<ul style="list-style-type: none"> <li>Review 6-Year Plan</li> <li>College &amp; Career Planning</li> <li>Financial Aid Literacy</li> <li>Parent Leadership Academy</li> <li>Family Engagement Education Series</li> <li>Career Preparedness Systems Framework (CPSF) Implementation</li> <li>Parent Learning Walks</li> </ul>	<ul style="list-style-type: none"> <li>Review 6-Year Plan</li> <li>College admissions process workshop</li> <li>Financial Aid workshop (11<sup>th</sup>)/Financial Aide Completion (12<sup>th</sup>)</li> <li>College &amp; Career Awareness Experiences</li> <li>Parent Leadership Academy</li> <li>Family Engagement Education Series</li> <li>Career Preparedness Systems Framework (CPSF) Implementation</li> <li>Parent Learning Walks</li> </ul>		
<b>PROFESSIONAL LEARNING</b>	<ul style="list-style-type: none"> <li>First Best Instruction through the 5 Cs</li> <li>AUHSDHS Grad Requirements</li> <li>College &amp; Career Awareness</li> <li>Culturally Relevant Pedagogy/ Implicit Bias</li> <li>Social Emotional Learning</li> <li>Project Based Learning</li> <li>Civic Learning and Action</li> <li>Inquiry Based Learning</li> <li>Career Exploration/ Pathway</li> <li>Family Engagement Strategies</li> <li>Capstone Professional Learning</li> <li>Writing Journey</li> </ul>	<ul style="list-style-type: none"> <li>First Best Instruction through the 5 Cs</li> <li>AUHSDHS Grad Requirements</li> <li>College &amp; Career Awareness</li> <li>Culturally Relevant Pedagogy/ Implicit Bias</li> <li>Social Emotional Learning</li> <li>Project Based Learning</li> <li>Civic Learning and Action</li> <li>Inquiry Based Learning</li> <li>Career Exploration/ Pathway</li> <li>Family Engagement Strategies</li> <li>Capstone Professional Learning</li> <li>Writing Journey</li> <li>Financial Aid/ Financial Literacy</li> <li>Academic Alignment with Post-Secondary Institutions</li> </ul>	<ul style="list-style-type: none"> <li>First Best Instruction through the 5 Cs</li> <li>AUHSDHS Grad Requirements</li> <li>College &amp; Career Awareness</li> <li>Culturally Relevant Pedagogy/ Implicit Bias</li> <li>Social Emotional Learning</li> <li>Project Based Learning</li> <li>Civic Learning and Action</li> <li>Inquiry Based Learning</li> <li>Career Exploration/ Pathway</li> <li>Family Engagement Strategies</li> <li>Capstone Professional Learning</li> <li>Writing Journey</li> <li>Financial Aid/ Financial Literacy</li> <li>Academic Alignment with Post-Secondary Institutions</li> </ul>	<ul style="list-style-type: none"> <li>First Best Instruction through the 5 Cs</li> <li>AUHSDHS Grad Requirements</li> <li>College &amp; Career Awareness</li> <li>Culturally Relevant Pedagogy/ Implicit Bias</li> <li>Social Emotional Learning</li> <li>Project Based Learning</li> <li>Civic Learning and Action</li> <li>Inquiry Based Learning</li> <li>Career Exploration/ Pathway</li> <li>Family Engagement Strategies</li> <li>Capstone Professional Learning</li> <li>Writing Journey</li> <li>Financial Aid/ Financial Literacy</li> <li>Academic Alignment with Post-Secondary Institutions</li> </ul>		



## ANAHEIM UNION EDUCATIONAL PLEDGE OVERVIEW IMPLEMENTATION COMMITMENTS

<b>City of Anaheim</b>	<ul style="list-style-type: none"> <li>• Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program.</li> <li>• Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors.</li> <li>• Provide AUHSD students and staff pre-approved access to Anaheim Public Library's online resources and services.</li> </ul>
<b>TGR Foundation – A Tiger Woods Charity</b>	<ul style="list-style-type: none"> <li>• TGRF and AUHSD staff will collaborate on course development articulated through CTE Pathways for AUHSD students at targeted schools.</li> <li>• TGRF will offer college access support to all AUHSD students through its College Bound Academy.</li> <li>• TGRF will offer college scholarships to select AUHSD students to help meet their financial needs.</li> <li>• TGRF will support AIME by identifying potential internships and apprenticeships for any joint TGRF/AUHSD student.</li> <li>• TGRF will offer in-person and digital learning options in STEM careers for all AUHSD students.</li> <li>• TGRF will work collaboratively with AUHSD to provide educator professional learning to deepen the classroom experience and connection to students.</li> <li>• TGRF will provide ongoing coaching support to AUHSD staff as they integrate inquiry into their classroom practice.</li> <li>• TGRF will provide support services for AUHSD families in the areas of career and college access.</li> </ul>
<b>North Orange County Community College District</b>	<ul style="list-style-type: none"> <li>• North Orange County Community College District (NOCCCD) campuses—Cypress College, Fullerton College and North Orange Continuing Education will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education:             <ul style="list-style-type: none"> <li>◦ NOCCCD will work with AUHSD staff to provide resources and services for students in grades 7 through 12th.</li> <li>◦ NOCCCD will work with AUHSD staff to provide parent workshops on financial aid and the admission process for the Cypress and Fullerton Colleges.</li> <li>◦ NOCCCD will provide dual enrollment courses in AUHSD schools.</li> <li>◦ For students who participate in AIME, the following resources will be provided:                 <ul style="list-style-type: none"> <li>▪ Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program.</li> <li>▪ Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors.</li> </ul> </li> </ul> </li> <li>• NOCCCD will facilitate colloquiums between high school and community college faculty.</li> <li>• NOCCCD campuses will support AUHSD students to ensure their success throughout the transition from high school to community college onto completion of their educational goals.             <ul style="list-style-type: none"> <li>◦ Provide college mentors at AUHSD High Schools.</li> <li>◦ Opportunity to participate in summer enrichment programs.</li> </ul> </li> </ul>
<b>California State University, Fullerton</b>	<ul style="list-style-type: none"> <li>• CSUF will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing:             <ul style="list-style-type: none"> <li>◦ Resources, workshops and services for students in grades 7th through 12th,</li> <li>◦ Support for students in grades 7<sup>th</sup> through 12<sup>th</sup> on English Language Development through a Summer Language Academy,</li> <li>◦ Summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors, and</li> <li>◦ Parent workshops on A-G, financial aid, and the admission process for higher education and California State University campuses.</li> </ul> </li> <li>• ACSUF staff member will attend the school site college and Career Access Team meetings and work collaboratively with AUHSD staff and partners to provide workshops and information about higher education.</li> <li>• CSUF will consider on an annual basis the option of providing an Admission Advantage for AUHSD students who apply directly to CSUF and AUHSD students who attend Cypress College or Fullerton College and who apply directly to CSUF.</li> <li>• CSUF will support students from AUHSD who attend the campus by:             <ul style="list-style-type: none"> <li>◦ Tracking and monitoring the retention and graduation rates of AUHSD graduates to support their success.</li> <li>◦ Creating future teacher summer programs that support AUHSD <del>graduates</del> (three consecutive summers)—this includes parent events, collaborations with campus resources centers, center for careers in teaching events, advising and future teacher student support.</li> <li>◦ Provide support onto graduation.</li> </ul> </li> </ul>

6/7/22



## ANAHEIM UNION EDUCATIONAL PLEDGE OVERVIEW IMPLEMENTATION COMMITMENTS

- UCI will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing:
  - AUHSD staff with resources and services for students in grades 7<sup>th</sup> through 12<sup>th</sup>.
  - Parent workshops on A-G, financial aid, and the admission process for the University of California.
- UCI will serve as an additional educational opportunity for AUHSD students who plan to transition from community college with a transfer pathway guarantee:
  - UCI will provide guaranteed admission to all graduates of Anaheim Union High School District who enroll at Cypress College or Fullerton College who meet the eligibility requirements of the Transfer Admission Guarantee (TAG) program AND submit the online TAG application in September AND also submit the UC application for the same major during the November filing period.
    - The following programs DO NOT participate in TAG: Business Administration, Dance, Music, Nursing Science, and ALL majors in the Donald Bren School of Information and Computer Sciences. Majors that DO NOT participate can be updated each year, please reference the UCI TAG website for updates.
    - Students must also meet any additional criteria for eligibility, including: Meeting major prerequisites, timelines, deadlines, etc. Students are also advised to choose an alternate major for which they meet prerequisites).
- UCI will provide all AUHSD graduates who enroll at UCI with support onto graduation:
  - Students will be identified as [GATEWAY SCHOLARS](#) and will be provided direct support through a collaboration between UCI's Student Success Initiatives (SSI) and Student Outreach And Retention (SOAR) Center. This includes:
    - One-on-One academic counseling
    - Access to the Learning & Academic Resource Center (LARC) Tutorial Scholarship
    - Weekly workshops
    - Book and Chromebook Loan Program
    - Low-Cost Printing and Testing Materials
    - Graduate School Support

University of  
California, Irvine



## **THE ANAHEIM UNION EDUCATIONAL PLEDGE**

The Anaheim Union Educational Pledge is a commitment to provide all students with an intentional comprehensive support system that integrates their families and is designed to ensure access to opportunities and services that prepares them to successfully complete their college and career goals.

**THE PLEDGE** is guided by a partnership between Anaheim Union High School District; North Orange County Community College District including Cypress College and Fullerton College; California State University, Fullerton; University of California, Irvine; and the City of Anaheim. More information regarding this is available on the district website at [www.auhsd.us](http://www.auhsd.us).

## **Attendance, Enrollment, & Schedules**

### **ATTENDANCE**

All children 6 to 18 years of age residing in California are required by law to attend school each specified day until:

- They graduate.
- They pass a state proficiency examination and leave school with parental permission.
- They reach the age of 18.
- They are 16 or 17 years of age, are employed full-time, and attend school a minimum of four hours a week.

Married, emancipated minors (permitted by court order to live alone), and teenage mothers are required to meet the compulsory attendance requirements.

Parents are required to report absences by telephone to the school before noon the day the absence occurs, or in writing upon the student's return. Unacceptable excuses for absences include minor head and stomach aches, taking antibiotics, asthma (except an attack), conflicts, extended vacation, family visits, too tired, can't get up, head lice beyond minimum days, babysitting, helping mom.

Valid absences include genuine illness, family funeral, medical or dental appointments, religious holidays, court appearances. Students will be allowed to complete assignments and tests administered during their absence if the absence is valid.

Excessive or unauthorized tardiness will not be tolerated by the district.

Students leaving campus for any reason during school hours must have written parental and Attendance Office approval prior to leaving campus.

Permission to attend school other than full-time can be granted only by the school district.

The district School Attendance Review Board (SARB), a legally constituted panel of police and probation officers, parents, community members, county agencies and school representatives, decide whether a parent and/or student is in violation of school attendance laws. When attendance violations occur, the board has the legal right to summon the parents and students for a hearing.

## **COURSE SELECTION / ENROLLMENT**

Course selection for the next school year takes place in the spring, for students who live in the Anaheim Union High School District. Counselors confer with students to develop their personal educational plans and to complete a program of classes based upon promotion and/or graduation requirements and individual interests. ~~Parent approval of the student's program is designated by the parent's signature on the returned program card.~~ In person registration information can be found on the school's website.

Registration and initial enrollment at the beginning of the school year is announced well in advance, so that students new to the community may complete admission and registration procedures. Students new to the community are to contact the school nearest their home for appropriate information. More information regarding this is available on the district website at [www.auhsd.us](http://www.auhsd.us) or <http://findmyschool.auhsd.us/>. Proof of immunization, proof of residence, a copy of the most recent school transcript, a copy of the withdrawal grades, and an available parent and/or guardian email address are required before enrollment may occur. Proof of residence must be verified with a current home electric or gas bill. Additional forms, such as the Caregivers Authorization Form and the Affidavit of Residence, may be required. If the new student's home language is not English, the student may be referred to the Language Assessment Center (LAC) before final enrollment and placement occurs. If the new student has been identified for Special Education services, Special Youth Services (SYS) must be contacted before enrollment occurs. Alternative Education may be a consideration, depending on incoming grades, total credits earned, the age of the student, and the lack

of recent attendance. The student will be enrolled in a minimum of seven periods (grades 7, 8), six periods (grades 9, 10, 11), and five periods (grade 12) per day.

## LATE ENROLLMENTS

The following criteria apply to students entering during the school year, **without current transfer grades**, from a school whose accreditation has been approved by the Anaheim Union High School District:

- Weeks 1-3 of a semester: Late enrollees within this period will be placed in required courses and electives appropriate to the student's grade level. Semester credit will be granted for all courses successfully completed.
- Weeks 4-end of first or third quarter: Late enrollees will be placed in appropriate courses. In order to receive semester credit in grades 9 through 12, the student must work out a plan with instructors to make up the work missed prior to enrollment. All assignments must be completed by the end of the semester in which the enrollment occurred.
- After the end of the first or third quarter: Students entering courses will receive variable credits. (Education Code 49069.5)

## TRANSFER STUDENTS

*Students who transfer from within our district or from another district during the school year:*

The student will be enrolled in the same courses, or closely related courses, as taken in the previous school. If special problems are evident, the local school administrator will pursue appropriate optional placement. Transfer credits and grades must be proportionately represented in the student's final grades.

## SCHEDULE CHANGES

Course Selection information forms shall be given to students to take home to parents for completion and approval. There are times when it is not possible to accommodate all first choices in an individual's schedule. All course prerequisites must be met before the student registers for specific classes.

Schedule changes requested by parents or students after the beginning of the school year are considered only if compelling circumstances warrant a change, and class space is available. **After the third week, the student shall continue in the courses entered, in order to earn semester credit.**

Changes proposed to a student's schedule by a teacher, counselor, or administrator within the same subject area or related classes, (e.g., Math 3 HP to Math 3 P; English 2 (HP) to English 2 P; PE for Athletes to Physical Education 1 or 2, etc...) are permissible throughout the semester, to ensure appropriate student placement.

## **DROPPING A CLASS**

*(Process for recording on the transcript)*

After the first quarter of each semester, a student withdrawing from, and/or transferring to, an unrelated class will receive a "WF" grade on the semester report card and on his/her permanent record, which will be used in computing the grade point average.

# Transcript Evaluations and Granting Credits

## ACCREDITATION

Credit will be based on the determination of whether the courses or experiences are equivalent in time and content to those specified in the “AUHSD Course Catalog” and earned in a state accredited public or private school within or outside the United States. In the state of California, this accreditation is referred to as WASC (Western Association of Schools and Colleges).

## GRANTING CREDIT TAKEN OUT OF DISTRICT

Consistent with provisions of the Education Code, Sections 51243, 51244, 51740, Anaheim Union High School District may grant credit for instruction taken out-of-district. Students must meet state and district requirements in order to receive such credit.

## TRANSFER CREDIT FROM PUBLIC SCHOOLS

Full credit shall be awarded, but is not to exceed the number of credits earned on a yearly basis, in the Anaheim Union High School District.

## HOME STUDY/HOME SCHOOLING

Credits will only be granted for WASC or the equivalent accredited home schooling programs. Credit granted will not exceed the number of credits earned on a yearly basis (60 credits) in the Anaheim Union High School District. The Education Division must grant approval.

## TRANSFER CREDIT FOR CREDIT RECOVERY

**With prior approval from the principal and/or District**, students may make up classes usually remediated during the summer. UC/CSU, community college, WASC-accredited/a-g approved private schools, and the Orange County Department of Education courses will be accepted for full credit.

## VARIABLE CREDIT

Variable credit is to be assigned to any student who enrolls in the Anaheim Union High School District at any time throughout the school year or who transfers out of the district during the course of a school year. Credit will be assigned as follows:

- 9 – 26 days = 1 credit

- 27 – 44 days = 2 credits
- 45 – 62 days = 3 credits
- 63 – 81 days = 4 credits
- 82+ days = 5 credits

Teachers must accept transfer grades proportionate to the amount of time a student has been enrolled in the course at their previous school. For example, if a student arrives with a “B” in biology at mid-semester, this grade of “B” will be calculated as 50% of the student’s semester grade for that class.

## **ROP/WORK EXPERIENCE**

Students in grades 9, 10 and 11 must be enrolled in six classes, one of which may be an ROP course. Students in grade 12 must be enrolled in five classes, one of which may be an ROP course, for a minimum of 240 minutes daily.

## **DUAL ENROLLMENT CREDIT**

Students in grades 9, 10 and 11 must be enrolled in six classes, one of which may be a Dual Enrollment course. Students in grade 12 must be enrolled in five classes, one of which may be a Dual Enrollment course, for a minimum of 240 minutes daily.

## **WORLD LANGUAGE**

Elective credit for World Language may be awarded for courses completed outside of the district. Students are required to be concurrently enrolled in one of the district’s high schools. Applications are available at the school and must be submitted and approved prior to enrollment. Students may earn ten credits per year.

## **INDEPENDENT PE CREDIT**

## **PRIVATE TUTORING/COACHING**

The Anaheim Union High School District does not grant credit for private tutoring or coaching.

## **SUMMER PROGRAM OPTIONS**

When available, students may have opportunities to earn credits or remediate credits through the district’s Summer Program Options, which may include, Summer Credit

Recovery, the Orange County Department of Education programs, or any other district approved program

## **FOREIGN TRANSCRIPTS WITH VERIFICATION**

Grade-level placement will be based upon the previous number of years and/or levels of schooling, taking into account the varied calendars of school systems outside the United States. Grades, credits, and/or the age of the student will also be taken into consideration. All grades received on an official transcript will be accepted.

## **FOREIGN TRANSCRIPTS WRITTEN IN ENGLISH**

Counselors at the schools will interpret transcripts written in English.

## **FOREIGN TRANSCRIPTS NOT WRITTEN IN ENGLISH**

Foreign transcripts not written in English will go through the following process:

- Send a copy of Spanish, Vietnamese, Korean and Arabic transcripts to the English Learner Office for an official translation. For other languages, call the English Learner Office to arrange for translation by an outside agency if parents/guardians/native language speakers cannot be found.
- Parents/guardians/native-language speakers will meet with the counselor to unofficially translate the course titles and ascertain possible credit to facilitate immediate placement using the affidavit form. Keep a copy of the transcript and affidavit for one semester and check student progress to substantiate the unofficial placement.
- Junior high school transcripts will not be translated by outside agencies.

Once transcripts are translated, the interpretation of the transcript is the responsibility of the counselors at the school.

## **FOREIGN TRANSCRIPTS WITHOUT VERIFICATION**

The parent/guardian and counselor must complete the district affidavit. The affidavit is submitted to the Education Division for review and approval. Credit granted will not exceed the number of credits earned on a yearly basis in the Anaheim Union High School District.

## **FOREIGN TRANSCRIPT EVALUATION**

*Provided below are general guidelines. Every transcript is unique. Do not hesitate to ask a lead counselor for clarification.*

### **General Guidelines**

- Verify transcript with student.
  - Check date of birth and attendance dates with the age of the student
  - Interview the student regarding the transcript at the initial meeting
  - To evaluate, verify number of hours of attendance per class and the course content
- Generally, foreign countries are not on a semester system. If students complete the year, award 10 credits per course.
- Follow grading scale on transcript. If no grading scale is available, see your head counselor for international grading scale.
- Accept maximum credits as outlined in “AUHSD Course Catalog”
  - If transcript exceeds maximum credits allowed per year, combine like courses as appropriate and average the grades for 10 credits per course.

Note: For transcripts requiring translation of the language prior to evaluation, registrars should immediately contact the English Learner Program office for assistance.

### **Guidelines for awarding credit for the following core subjects:**

*Use AUHSD active course codes only. Review latest training documents and updates.*

#### **English**

Junior/Senior High:

- Any student, who indicates a language other than English on questions 1, 2, and/or 3 of the Home Language Survey, shall be sent to the Language Assessment Center for testing and recommended placement.
  - ELD I
  - ELD II
  - ELD IIIA (Junior High) or ELD III (Senior High)
  - Mainstreamed
- Follow the ELD course sequence and work backward as appropriate, 10 credits per year only.

#### **Math**

Junior/Senior High:



- Working with the Math Department, assess the student's math proficiency level.
- Follow the "AUHSD Course Catalog" math sequence and work backward as appropriate, 10 credits per year only.

## **History**

Junior High:

- 7<sup>th</sup>- World History
- 8<sup>th</sup>- US History

Senior High:

- World History credit: "World History" must be specified in course title
- U.S. History and Government must be taken in the United States, as stated in the Education Code
- Social Science elective credit: all other history course titles

## **Science**

Junior High:

- 7<sup>th</sup>- Science 7
- 8<sup>th</sup>- Science 8

Senior High:

- For multiple courses in one year, combine them for either Life or Physical Science credit as appropriate: 10 credits per course
- If science course is listed in "AUHSD Course Catalog," give course specific credits

## **World Language**

Junior High:

- 7<sup>th</sup>- Elective
- 8<sup>th</sup>- Elective
- If the language course is listed in the AUHSD Course Catalog, equivalent World Language credit will be assigned.

Senior High:

- Test level of knowledge upon entry
- Work backwards to assign past levels taken for credit – 10 credits per course
- If the language is not listed in the "AUHSD Course Catalog," give World Language Elective credit only

## **AFFIDAVITS FOR FOREIGN STUDENTS/STUDENTS WITH SPECIAL CIRCUMSTANCES (SITUATIONS WHERE NO TRANSCRIPTS ARE AVAILABLE)**

- Conduct the student interview asking questions to verify length of time spent in each class.
- Fill out affidavit form when student enrolls, but do not request credit until the student successfully completes one semester in the Anaheim Union High School District, thereby substantiating coursework listed on the affidavit.

### **IT MIGHT BE HELPFUL IN THE EVALUATION PROCESS TO ASK THE STUDENT THE FOLLOWING QUESTIONS:**

In the school attended prior to enrolling in the Anaheim Union High School District,

1. What time did school begin each day?
2. How long was each class period?
3. How many times a week did each class meet?
4. How many days a week was school in session?



**AUHS D Affidavit**

\_\_\_\_\_  
 Student #                      Student Name                      School                      Grade                      DOB

School Previously Attended: \_\_\_\_\_ State/Country: \_\_\_\_\_

Dates of Attendance: \_\_\_\_\_

Please send with Affidavit:  
 1. Grading Scale from Country Index  
 2. Any Records Received  
 3. 1st semester AUHSD grades

**FOR EACH SEMESTER, PLEASE NOTE THE GRADE AND CREDITS.**

GRADE: DATE/YEAR:	AUHS D Course Code	1ST SEM	2ND SEM	Hours\ Time Frame	GRADE: DATE/YEAR:	AUHS D Course Code	1ST SEM	2ND SEM	Hours\ Time Frame
ENGLISH					ENGLISH				
MATH					MATH				
HISTORY/SS					HISTORY/SS				
VAPA/CAREER					VAPA/CAREER				
SCIENCE					SCIENCE				
PE					PE				
ELECTIVE					ELECTIVE				
ELECTIVE					ELECTIVE				

I, undersigned, declare that my son/daughter has completed the courses listed above. I submit this form to the Anaheim Union High school District and ask that it be reviewed for granting credit towards graduation requirements.

\_\_\_\_\_  
 Parent Signature                      Date

\_\_\_\_\_  
 Counselor Signature                      Date

\_\_\_\_\_  
 District Representative Signature                      Date

- After one semester, send affidavit and AUHSD transcript to the Education Division for granting of credit.
- Use 75 to 90 hours in class to equal 5 credits.
- Use 150 to 180 hours in class to equal 10 credits.
- Partial credit may be granted.
- A maximum of 70 (high school) or 70 (junior high school) credits per year may be granted regardless of the country of origin or the hours in identified classes.
- A maximum of two years' credit (at 70 credits per year) may be granted using affidavits.

*Note: Process unofficial or questionable transcripts as affidavits. Keep the transcript and affidavit for one semester, check student progress to substantiate the unofficial transcript, and proposed coursework/credits to be accepted for transfer.*

## **REPORTING PERCENTILE RANKING FOR SENIORS**

A percentile rank shall be calculated for each student in the graduating class. The percentile rank identifies a student's placement based on overall weighted GPA. For example, if a given student is reported at the 62nd percentile, the student's overall weighted GPA is at or above 62 percent of all the students in his/her class. AUHSD does not individually rank students.

## **STUDENT TRANSCRIPT REQUESTS**

Students who have graduated from high school may make an application to "[Parchment](#)" or the registrar/records clerk for a transcript of high school records, to be sent to a college and/or other institution. The school will mail the official copy of the state approved transcript form bearing the student's scholastic marks, credits, and other

records directly to the institution. Senior students will receive three free transcripts from the school site. A fee will be charged for further copies. A fee will be charged when records are requested after the immediate year of graduation.

## **REPEATING AND REPLACING COURSES**

Grades may be “not calculated” ONLY when the “AUHSD Course Catalog” course numbers and course titles are the same. If a student earns a “D” or “F” during one semester of a two-semester course, the student may repeat both semesters of the sequential course. EXCEPTION: A special education class may replace a general education class in the same subject area, and a general education class may replace a special education class in the same subject area. This may only occur as designated in the IEP and may affect a student earning a Certificate of Completion, instead of the AUHSD Diploma.

# Academic Planning & Graduation

6 year plan language

## Grades 7 and 8

Junior High School students have a prescribed schedule of classes. Except for identified specific academic needs, all students are required to follow the schedule of classes listed below:

7th Grade Class Schedule	8th Grade Class Schedule
English-Language Arts 7	English-Language Arts 8
Math 7	Math 8
Integrated Science 7	Integrated Science 8
World History	US History
Physical Education 7	Physical Education 8
Elective	Elective / Health
Elective	Elective

## Grades 9 through 12

It is the policy of the district to educate young people and to help them realize their full potential. The graduation procedure is designed to recognize the achievement of academic progress that will allow students to move smoothly through the continuum of grades, while providing for individual needs and differences among students. All students do not progress at the same rate, or enter the Anaheim Union High School District equally ready to complete rigorous high school requirements. Therefore, schools may choose, with the participation and consent of parents, to develop an individual program for such students that may utilize a fifth-year of high school in order to achieve a high school diploma. The grade-level standing indicates the student's progress toward meeting credit requirements for graduation.

1. The following credit requirements shall serve as a general guideline for grade level placement when a new student enrolls in high school.

- a. Ninth Grade: Satisfactory completion of course work amounting to fewer than 40 cumulative credits
  - b. Tenth Grade: Satisfactory completion of at least 40 cumulative credits of work
  - c. Eleventh Grade: Satisfactory completion of at least 80 cumulative credits of course work
  - d. Twelfth Grade: Satisfactory completion of at least 150 cumulative credits of coursework
2. Students participating in interscholastic athletics shall be governed by the constitution and bylaws of the CIF and the Anaheim Union High School District.
  3. Course Requirements: A total of 220 credits and specific courses are required for a diploma from the Anaheim Union High School District.
    - a. "Senior Status" - A student will reach senior status upon satisfactory completion of at least 150 credits.
  4. Alternatives for Remediation: Students have alternatives to remediate failed graduation requirements, including:
    - a. Summer Program Options
    - b. After-school credit recovery program
    - c. Returning as a fifth (5th) year senior, requires principal approval 4.4 Concurrent Enrollment in Alternative Education Classes
    - d. Alternative Education placement
  5. Notification: Students and parents must be informed regarding deficiencies and options available for remediation.
  6. Fifth-Year Plan: Students who are in good standing may benefit by attending a fifth year. This must be recommended by a counselor and approved by the principal.
  7. Special Education students have educational rights until the age of 22 or until they meet diploma requirements. Services are provided per the IEP.

Board of Trustees  
March 26, 1987  
Revised: February 22, 1990  
Revised: June 1993  
Reviewed: May 1997  
Revised: July 2000  
Revised: January 2008  
Revised: June 2008

## **PROGRESS TOWARD GRADUATION**

To receive an Anaheim Union High School District Diploma, a student must meet all requirements. Exceptions to this policy must be reviewed by the local school principal and approved by the Education Division at the district office.

When a student promotes to an AUHSD high school, and their record documents that credit deficiencies exist, the student, parent(s), and counselor will develop an education plan to determine the courses, which must be taken and passed. In addition to the 220 credits required for graduation, the plan may include courses in summer, after-school, online, ROP, Dual Enrollment, and other alternatives in order to meet the necessary requirements. The student, parent /guardian, counselor, and/or principal will sign the plan.

### **English Learners**

Education Code allows programs to be designed primarily to teach English Learners, who have failed to meet academic standards, in areas in which they have been provided only limited instruction. English Learners could be considered in jeopardy of graduating on time, based on the challenges they face in acquiring language proficiency and mastering subject area content in English. English Learners should be provided with supplemental instruction, as a key intervention, to ensure that they will attain grade level competency and beyond.

### **Special Education**

Students with identified educational disabilities that require special education and related services will receive these services per an Individualized Education Program (IEP). The IEP team is required to consider how the student's disability impedes his/her ability to progress in the educational curriculum. A student's IEP is designed to confer educational benefit, through offering a free appropriate public education (FAPE) in the least restrictive environment (LRE). Students with disabilities are provided rights and protections under the Individuals with Disabilities Education Improvement Act (IDEA 2004). All students with disabilities participate in statewide assessments.

### **Section 504 Plans**

Students may be entitled to rights and protections under Section 504 of the Rehabilitation Act of 1973 if he/she is determined to have a disability, which meets the following criteria:



- Has a physical or mental impairment that substantially limits one or more major life activities, including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks
- Has a record of such impairment
- Is regarded as having such an impairment

Students who are determined to meet criteria for special education or 504 will have an IEP or Accommodation Plan, which outlines activities and services necessary to ensure the provision of a Free Appropriate Public Education (FAPE). The educational needs of these students must be addressed under the IEP or 504 Accommodation Plan.

### **Senior High School Considerations:**

During the freshman, sophomore, and junior years, parents of students who are not accumulating the necessary graduation requirements shall be notified.

During the student's senior year, parents of students whose graduation is in jeopardy shall be notified by the end of the 1<sup>st</sup> quarter. Seniors who are in jeopardy after first semester will be notified in January.

Students who enroll in Work Experience are informed that terminating an assigned job, failure to perform assigned work successfully, or failure to complete corollary class work obviates receipt of credit and thus jeopardizes the student's graduation status. Parental approval is required prior to a student's enrollment in Work Experience.

Students, who enroll in ROP outside of the regular school day, are informed that the number of credits earned may vary. Parental approval is required for students to enroll in ROP.

Senior students wishing to be placed on a five period day must meet all school/district requirements. Written parental approval is required for a student to be placed on a minimum day.

## **DIPLOMAS, CERTIFICATES OF EDUCATIONAL ACHIEVEMENT AND COMPLETION**

### **SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS**

1. **Objectives:** These proposed graduation requirements are designed to:
  - 1.1. Ensure minimal proficiency on curricular standards

- 1.2. Provide a common base of general education
  - 1.3. Encourage academic excellence and participation in enrichment studies
  - 1.4. Comply with the state codes of California
2. **Diploma:** A single diploma will be granted by the Anaheim Union High School District. Scholastic recognition will be designated by an embossed seal placed on the diploma for superior work (honors—3.00 to 3.49 and academic honors—3.50 and above), in University of California (UC) A-G approved courses.
3. **General Requirements for Graduation/High School Diploma:**
- 3.1. The student must attend eight semesters, grades 9 through 12.
  - 3.2. The student must be enrolled in a minimum of 60 credits (6 periods) of course work in grades 9, 10, and 11 and a minimum of 50 (5 periods) credits in grade 12
  - 3.3. The student must satisfactorily complete a minimum of 220 credits in the required areas..
  - 3.4. The student must complete 40 hours of Civic and Service Learning activities.
4. **Specific Requirements for Graduation/High School Diploma:**  
*Requirements are level and semester specific.*

<b>ENGLISH 40 Credits</b>	9th English 1 P	10 Credits
	10th English 2 P	10 Credits
	11th English 3 P	10 Credits
	12th English 4 P	10 Credits
<i>(Please refer to AUHSD Course Catalog for additional courses that satisfy the English requirement.)</i>		
<b>HISTORY/SOCIAL SCIENCE 30 Credits</b>	10th World History / Cultures / Geography	10 Credits
	11th US History/Geography	10 Credits
	12th Principles of Am Democracy (Gov't)	5 Credits
	12 <sup>th</sup> Economics	5 Credits

<p style="text-align: center;"><b>SCIENCE</b> <b>20 Credits</b></p>	<p>The student shall satisfactorily complete a minimum of 20 credits in science with the normal sequence for enrollment in grades 9, 10, and/or 11. One year Life Science and one year Physical Science, or equivalents, are mandated by the state.</p>
<p style="text-align: center;"><b>MATHEMATICS</b> <b>30 credits</b></p>	<p>The student shall satisfactorily complete a minimum of 30 credits in mathematics with the normal sequence for enrollment in grades 9, 10, and 11, including one year of Algebra 2, or equivalent (Math 3 P).</p>
<p style="text-align: center;"><b>FINE ARTS (VAPA) OR WORLD LANGUAGE</b> <b>10 Credits</b></p>	<p>The student shall satisfactorily complete a minimum of 10 credits in Fine Arts or a World Language (same language) in any of the following: A visual arts course, a performing arts course, or one year of a world language (same language).</p>
<p style="text-align: center;"><b>HEALTH SCIENCE</b> <b>5 Credits</b></p>	<p>The student shall satisfactorily complete 5 credits in health.</p>
<p style="text-align: center;"><b>CAREER EDUCATION</b> <b>10 Credits</b></p>	<p>The student shall satisfactorily complete a minimum of 10 credits in Career Education in one of the following methods:</p> <ol style="list-style-type: none"> <li>1. <u>Career Technical Education (CTE) Pathway</u>: Successful completion of a concentration or capstone level course designated in an industry-recognized career pathway.</li> <li>2. <u>Career Related</u>: Successful completion of a career-related course aligned to one of the following programs: <i>CTE/ROP, MESA, AVID Senior Seminar, ASB, Yearbook, School Newspaper, International Baccalaureate (IB) program, Careers, Finance, and Technology course, or Work Experience.</i></li> </ol>
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b> <b>20 credits</b></p>	<p>The student shall satisfactorily complete a minimum of 20 credits in physical education. All students must take physical education in the 9th grade. A student who passes 5 of the 6 components of the Physical Fitness Test taken in the 9th grade, are eligible to defer the second year of required physical education until 11th or 12th grade.</p>
<p style="text-align: center;"><b>ELECTIVES</b> <b>55 credits</b></p>	

<b>CIVIC AND SERVICE LEARNING (Effective Class of 2020)</b>	The student shall accrue a minimum of 40 hours of Civic and Service Learning by graduation.
<b>TOTAL CREDITS REQUIRED: 220 Credits</b>	

## **MINIMUM GRADUATION REQUIREMENTS FOR FOSTER YOUTH (Education Code 51225.3)**

California Education Code 51225.3 exempts pupils in foster care from school district graduation requirements that exceed state graduation requirements if the pupil transfers to the district, or transfers from one high school to another within a district in the 11<sup>th</sup> or 12<sup>th</sup> grade, if the pupil would not be reasonably able to compete the additional district requirements. The following are the minimum graduation requirements for Foster Youth:

- A. Three courses in English.
- B. Two courses in mathematics.
- C. Two courses in science, including biological and physical sciences.
- D. Three courses in social studies, including U.S. history, world history, a one-semester course in American government, and one-semester in economics.
- E. One course in visual or performing arts or foreign language.
- F. Two courses in physical education, unless the pupil has been exempted.

## **ALTERNATIVE EDUCATION**

Ninth, tenth, and eleventh grade students must enroll in a minimum of 60 credits (6 periods) and twelfth grade students in a minimum of 50 credits (5 periods) per school year.

All graduation requirements must be met in order to participate in the commencement ceremony and activities. However, disciplinary action could exclude a student from the commencement ceremony and activities even though all graduation requirements have been met. Diploma requirements are subject to change as mandated by state law and/or board policy.

## **EARLY GRADUATION**

With the approval of the principal, and following the procedures established by district policy, students who meet graduation requirements prior to the usual four-year period are eligible for a diploma.

During the first semester of the sophomore year, the student and parents must arrange a conference with the student's counselor to develop an educational plan, which will specify when and how the courses necessary to meet graduation requirements will be completed. The educational plan should include the reasons for requesting early graduation, and must be signed by the student and parents or guardians. This plan will then be submitted to the principal for review, and to a district administrator for approval. Options available for meeting diploma requirements may include doubling up on required courses, if class size permits, and summer options enrichment, if available. Credit will be granted for courses taken in accredited private schools, if the program is equal in time and content to requirements in the "AUHSD Course Catalog".

## **CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)**

When a student passes the CHSPE exam, and his/her parent or guardian signs the "Parental Consent for Exemption from Compulsory Attendance" form, a High School Certificate of Proficiency will be mailed from the California Department of Education to the student. A seal of verification sticker is affixed to the student's transcript. No credit or diploma is granted by the Anaheim Union High School District. The student shall not participate in the graduation exercises, unless all Anaheim Union High School District diploma requirements have been met.

### **Graduation Ceremony Participation Guidelines**

Students may qualify to participate in graduation under the following classifications:

1. **Students granted a High School Diploma**

Students have satisfactorily completed all graduation requirements outlined by the Anaheim Union High School District.

2. **Students granted a Certificate of Completion**

These students have been determined and documented to be non-diploma-bound. They have a valid IEP that may not necessarily meet all the subject matter or credit requirements, but have met their IEP goals, as determined by the IEP Team.

Students who do not meet any of the specified requirements above will not be allowed to participate in commencement ceremonies, even if they agree to complete graduation requirements in a summer program option.

## **AUHSD eLEARNING PROGRAM (Online Learning)**

The Anaheim Union High School District (AUHSD) offers a variety of online courses. High School students are eligible to take a maximum of two online classes a semester. AUHSD eLearning courses provide access to a collaborative learning environment that facilitates 21st Century skills development to ensure students evolve as competent 21st Century citizens and workers. Online courses provide flexible scheduling, increased course offerings, and instruction that integrates 21<sup>st</sup> Century skills. Online students interact frequently with their virtual teachers and other students using a variety of online tools available in the virtual classroom, eKadance. Assignments are given and submitted entirely online through eKadance. Online courses do not require traditional “seat-time”; however, students are required to log in every school day. Online classes can be taken from home or from anywhere students have computer and Internet access.

## **REGIONAL OCCUPATION PROGRAM (ROP)**

*Serves grades 9 – 12*

The North Orange County Regional Occupational Program (NOCROP) offers job-related skill training in a variety of occupations such as computers, health services, manufacturing and engineering, culinary arts, and careers in teaching. Information regarding all offerings and career opportunities is available from the career guidance counselor at each high school in the district. Students eligible to enroll in ROP classes include: 1) All students who are at least 16 years of age or in the 11<sup>th</sup> or 12<sup>th</sup> grade; 2) 10<sup>th</sup> graders who have a comprehensive plan/4 year high school plan; 3) 9<sup>th</sup> graders who have a comprehensive plan/4 year high school plan **AND** are enrolling in a course that is a part of a career pathway/course sequence; or 4) Special Education Students 9<sup>th</sup> or 10<sup>th</sup> graders who have an IEP (Individualized Education Plan). Parent and counselor approval for enrollment is required. Students in grades 9 and 10 must be enrolled in six on-campus classes. Students in grade 11 must be enrolled in five on-campus classes and students in grade 12 must be enrolled in four on-campus classes. Students who withdraw will receive only the ROP credit they have earned based on hours of attendance.

Students who enroll in ROP courses may elect to receive credit, but no letter grade. In these cases, the course will not affect the students' GPA. Students must choose this option at the time of enrollment in the class, obtain counselor and parent approval, and complete the appropriate ROP form.

## **WORK EXPERIENCE EDUCATION**

### **MUST BE AT LEAST 16 YEARS OF AGE AND 11TH GRADE AND WORK EXPERIENCE TEACHER APPROVAL**

Work experience education is a regularly scheduled, supervised program designed to give students, while enrolled in school, a realistic employment experience through part-time work. Credit for successful completion of related instructional assignments, and employer verification of hours worked, is applied as elective credit or toward the career education requirement for graduation. Students are required to attend one (1) instructional period per week of related classroom instruction.

Students enrolled in Work Experience must be at least 16 years old and in 11<sup>th</sup> grade. Parent and counselor approval for enrollment is required. Students earn variable credit according to the number of employer verified hours worked and attendance at weekly classes of related instruction. A maximum of 40 semester credits may be earned with a maximum of 10 semester credits per semester: 1 credit = 25 work hours. A total GPA of 2.0 must be maintained. Students in grade 11 must be enrolled in five regular on-campus classes and students in grade 12 must be enrolled in four regular on-campus classes.

### **Honors Programs**

## **COLLEGE PREPARATORY COURSES**

*(Education Code 51228(a) and 66204)*

Annually, the list of approved college preparatory “a-g” courses for each high school is updated by the school site. This information is available on the University of California website at <https://ucci.ucop.edu/courses/course-catalog.html>, or by contacting the high school guidance department.

Admission and information pertaining to University of California (UC) or the California State University (CSU) is available on the website at [www.californiacolleges.edu](http://www.californiacolleges.edu), or by contacting the high school guidance department.

## **HONORS CLASSES (HP)**

Classes designated as Honors (HP) provide a qualitatively different learning experience.

## **ADVANCED PLACEMENT (AP)**

Advanced Placement (AP) is a program that allows credit by examination for college level studies pursued in secondary schools. The Anaheim Union High School District offers AP courses in a variety of subjects.

Advanced Placement courses afford an opportunity for students to receive college credit during high school. In order to qualify for college credit, students must take an AP exam and achieve a passing score. There is a fee charged for every AP test taken. **Students enrolled in Advanced Placement classes are strongly encouraged to take the AP exams.** The number of such courses offered in each school will depend upon the number of students requesting the course. AP courses will be recognized for honor point credit in determining Academic Honors at graduation. Colleges and universities may differ in their awarding of college credit.

## **INTERNATIONAL BACCALAUREATE (IB)**

International Baccalaureate (IB), a nonprofit educational foundation based in Switzerland, offers a Diploma Program for students in the final two years of high school, grades 11-12, at Kennedy High School. This program is a rigorous pre-university course of study for the highly motivated academic student. Students fulfill requirements of various international education systems, which include original research, an extended essay, community service projects, and end-of-course examinations. International Baccalaureate courses will be recognized for honor point credit in determining Academic Honors at graduation. Appropriate scores may also qualify for college credit.

## **DUAL ENROLLMENT (DE)**

Dual Enrollment courses are offered to high school students through Cypress College and Fullerton College. These are college level courses taught by a college instructor. Students earn both college credits and high school credits for the same course.

## **ACADEMIC HONORS AT GRADUATION**

Academic Honors at High School Graduation shall be awarded to seniors who meet the following rigorous academic criteria:

1. The student shall earn a minimum of a 3.5 total grade point average in 16 college preparatory courses as specified below. Rounding up of the GPA is not permitted.



2. Grade points will be computed as follows:

A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 points

The district-designated weighted courses (w) in the areas of History/Social Science, English/Language Arts, Mathematics, Laboratory Sciences, World Language, Business and Computer Education, and Visual/Performing Arts will be counted on a weighted scale and computed as follows:

A = 5 points; B = 4 points; C = 3 points; D = 1 point; F = 0 points

3. It is permissible to use the best 16 course academic grades as long as the specified courses are included.

<u>SUBJECTS THAT MUST BE INCLUDED:</u>	<u>MINIMUM # OF YEARS:</u>
English 1P, 2P, 3P, 4P ( <i>Note: 10 credits total of ELD III may be used</i> )	4
College Preparatory Mathematics courses ( <i>i.e. Int Math 1 P and above</i> )	3
College Preparatory Science courses	2
World Cultures/History/Geography, U.S. History/Geography	2
World Language ( <i>2 courses in the same World Language</i> )	2
Visual/Performing Arts ( <i>University of California approved</i> )	1
<i>Same Year Sequenced Class</i>	
Additional UC approved course chosen from: Mathematics, Science, History/Social Science, World Language, Business and Computer Education, AVID Senior Seminar, or Visual/Performing Arts (VAPA)	2
<i>Same Year Sequenced Class/Different class from the one fulfilling the Visual/Performing Arts requirement</i>	
<b>TOTAL</b>	<b>16</b>

**NOTE: SUBJECTS MUST BE TAKEN IN THE SENIOR HIGH SCHOOL FOR COMPUTATIONAL PURPOSES.**

Math or World Language taken in junior high school will be recognized as meeting requirement(s) for Academic Honors. These classes will count among the 16 courses, but will not be included in the GPA calculation.

After the first semester of the senior year, the student's GPA will be calculated for their required 16 courses through the end of the first semester of the senior year. Students with a total GPA of 3.5 or better in these courses will be considered "**CANDIDATES FOR ACADEMIC HONORS**" and will be eligible to have their photographs included in the Graduation Program.

**FINAL AWARDING OF ACADEMIC HONORS** will be determined after the final semester grades. Students qualifying will have a seal affixed to their diploma and be granted any other recognition as determined by the school site.

## **SPECIAL EDUCATION PROGRAMS AND SERVICES**

The Anaheim Union High School District provides special education programs and services to meet the needs of all students with disabilities. A full range of programs and services are provided to meet the individual needs of all identified students. More detailed information on Special Education may be found in the Special Youth Services (SYS) Procedural Handbook.

### **Home and Hospital Instruction (HHI) (Special Youth Services Department)**

Home and Hospital Instruction (HHI) is a temporary placement for a student who contracts an illness of a prolonged nature or who has been a victim of an accident. It enables the student to continue his/her instructional program during confinement.

#### **Eligibility**

- Minimum duration of absence from school must be four weeks or longer to qualify. · Written documentation from a licensed medical doctor and/or psychotherapist is required before placement can occur.
- Students enrolled in an AUHSD school are eligible. However, students who are on an interdistrict transfer (between districts) must return to their own district for HHI. · Pregnant minors do not qualify for this program, unless there are medical complications verified by the attending physician. The postpartum period, for a maximum of six weeks, may qualify the student for HHI, but requires attending physician verification.
- **An adult family member, or another adult designated by the parent/guardian, is required to be present during HHI.**

## **ALTERNATIVE EDUCATION PROGRAMS**

Summary of Services Provided by Alternative Education:

- Serves Grades 7 through 12 in several programs
- To earn credits, students work on Course Learning Plans, which outline essential course standards and prepare students to pass common assessments.
- Focus on Individual Pace of Learning
- Access to CTE/ROP courses
- High School Diploma
- Special Education
- Independent Study (grades 9 – 12)
- Home Study (grades 7 - 12)

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school, which is operated in a manner designed to:

- A. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, accountability, resourcefulness, courage, creativity and responsibility.
- B. Recognize that the best learning takes place when the student learns because of his desire to learn.
- C. Maintain a learning situation maximizing student self-motivation and encouraging the students in their own time to follow their own interests.
- D. Maximize the collaborative opportunity for teachers, parents, and students to develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- E. Maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including, but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the County of Superintendent of Schools, the administrative office of this 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.

The Anaheim Union High School maintains alternative education programs. Information is posted at each school and may be obtained by calling 714-999-5659.

### **Gilbert High School**

Gilbert High School is an accredited continuation high school that serves students in grades 9 through 12. Students follow a standards-based curriculum and meet the district graduation requirements. They may also enroll in ROP job training courses or work experience to complete a full day schedule.

### **Polaris High School**

Polaris High School is an accredited Independent Study program that serves students in grades 7 through 12. It is a voluntary educational placement option chosen by students and parents. Students work independently according to a written master agreement and under the general supervision of a credentialed teacher. While independent study students follow a standards-based curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. Students in grades 7 through 12, with appropriate academic/study skills, who possess the ability to work independently, are considered for the program.

Home Studies is an independent study program specifically designed to assist parents who choose to educate their children at home. It requires a student and a parent (or responsible adult) to meet weekly with a certified teacher to review curriculum assignments, assist with curriculum instruction, and to assess academic progress. Students follow a standards-based curriculum and meet the district graduation requirements. Home Studies is a voluntary educational program for students in grades 7 through 12.

### **Independent Studies @ Katella High School / Independent Studies @ Kennedy High School**

Independent Studies (IS) is a voluntary educational placement option chosen by students and parents. The IS program is hosted at a comprehensive site. Students work independently according to a written master agreement and under the general supervision of a credentialed teacher. While independent study students follow a standards-based curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. Students in grades 9 through 12, with appropriate academic/study skills, who possess the ability to work independently, are considered for the program. Students enrolled in the IS comprehensive site program remain a comprehensive high

school student and are eligible to participate in all comprehensive high school extra-curricular activities, if they meet the program requirements.

The Independent Learning Center (ILC) is a voluntary educational placement option at Anaheim High School and Western High School. The ILC provides an array of wrap-around social-emotional support as well as an academic program that has A-G approved courses. Students work independently according to a written master agreement and under the general supervision of a credentialed teacher. While independent study students follow a standards-based curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. Students in grades 10 through 12, must be referred by their site counselor or administrator for placement consideration. Students enrolled in the ILC comprehensive site program remain a comprehensive high school student and are eligible to participate in all comprehensive high school extra-curricular activities, if they meet the program requirements.

### **Cambridge Virtual Academy**

Add Information

Add Concurrent Enrollment Information

## **PROTOCOL FOR ENTERING CLASSES TAKEN FOR CREDIT RECOVERY**

The student submits a transcript/official grade report from the provider verifying course name and description, grade earned, number of credits earned, and WASC-accreditation/a-g status of the school.

- The counselor reviews the documentation, selects the equivalent AUHSD course number, and documents the course information, using a Transcript Evaluation Form.
- The Records Secretary makes the appropriate changes in the student information system.

A copy of the original documentation is attached to the Transcript Evaluation Form and placed in the student's CUM folder.



**ANAHEIM UNION EDUCATIONAL PLEDGE**  
**ACADEMIC REQUIREMENTS RUBRIC**  
**2023-2024**

		AUHS Requirements	University of California (UC) and California State University (CSU) A-G Requirements	NCAA Requirements	Graduation Distinction Requirements		
<b>A</b>	<b>Social Science</b>	World History US History Gov/ Econ	World History US History	World History US History	<b>Academic Honors</b>  Minimum of a 3.5 total grade point average in 16 A-G courses		
<b>B</b>	<b>English</b>	English 1 English 2 English 3 English 4 Or ELD 1, 2, 3	English 1 English 2 English 3 English 4 May include one year of ELD 3	English 1 English 2 English 3 English 4 *3 years for Div. 2			
<b>C</b>	<b>Math</b>	3 years of mathematics, coming from 3 different levels of math, including one year of Integrated Math 1 or its equivalent.	Algebra 1/Integrated Math 1 Geometry/Integrated Math 2 Algebra 2/ Integrated Math 3 (4 years recommended)	Three years of Math (must include Algebra 1 / Integrated Math 1)  *2 years for Div. 2	<b>A-G</b>  Completion of UC/CSU minimum requirements with a "C" or better in each course		
<b>D</b>	<b>Science</b>	One Life Science One Physical Science  **Science must be taken through junior year	Two years of Lab Science (3 or more years recommended)  Living Earth, Chemistry in the Earth Systems, Physics of the Universe	Two years of lab science	<b>CTE Pathway Completion</b>  Completion of a CTE Pathway sequence with a "C" average or better in pathway classes		
<b>E</b>	<b>World Language</b>	One year of a World Language	2 years of the same language (3 or more years recommended)	One additional Math, English or Lab Science	<b>Dual Enrollment</b> Successful completion of at least 4 units of dual enrollment from Cypress or Fullerton College.  Units must include an Educational Planning and a Career Planning course (COUN)		
<b>F</b>	<b>Visual or Performing Art</b>	<b>OR</b>  One year of a V.P.A.	<b>AND</b>  One year of an approved V.P.A.				
<b>G</b>	<b>Electives</b>	One year of a career education class  55 additional elective credits	One year of a "G" approved elective	Four additional courses from above or may include World Language			
<i>Ed Code</i>	<b>Physical Education</b>	4 semesters required		Make an appointment with your counselor if NCAA applies to your goals	<b>Seal of Biliteracy</b> 2.0 minimum GPA in all ELA courses <ul style="list-style-type: none"> <li>At or above "Standard Met" on CAASPP</li> <li>A demonstration of proficiency in one or more languages other than English (demonstrated via a variety of methods)</li> </ul>		
<i>Ed Code</i>	<b>Health Science</b>	1 semester					
	<b>Minimum GPA</b>	None	A "C" or better in all classes listed  <table border="1"> <tr> <td>CSU 2.5 minimum</td> <td>UC 3.0 minimum</td> </tr> </table>	CSU 2.5 minimum	UC 3.0 minimum	2.3 GPA Div- 1	<b>Gilbert High School Graduation Requirements</b>  <ul style="list-style-type: none"> <li>English: 30 credits</li> <li>Mathematics: 20 credits</li> <li>Social Science: 30 credits</li> <li>Science: 20 credits</li> <li>VAPA or World Language: 10 credits</li> <li>Career Education: 10 credits</li> <li>Electives: 30 credits</li> <li>Physical Education: 20 credits</li> <li>Health: 5 credits</li> </ul> Total Credits: 175
CSU 2.5 minimum	UC 3.0 minimum						
	<b>Other</b>	<ul style="list-style-type: none"> <li>220 Credits</li> <li>Ethnic Studies (Starting with class of 2026)</li> <li>40 hours of Civic &amp; Service Learning</li> </ul>	SAT Reasoning or ACT  *Not accepted as part of application. Will only be used for placement purposes after acceptance.	SAT Reasoning or ACT  *Not accepted as part of application. Will only be used for placement purposes after acceptance.	Qualifying index varies on division- refer to website for specifics		

Updated June 2023

# **EVALUATING / REPORTING PUPIL PROGRESS**

## **GRADES/PROGRESS REPORTS**

Grade reports issued at the first and third quarters are designed to be formal scholastic progress reports in all courses. Citizenship marks provide parents with information related to citizenship and effort in each class. Quarter grades are used to determine eligibility for extracurricular activities. It is imperative that these grades reflect actual scholastic progress to that date. A written progress report must be issued as soon as a student is in danger of earning a “D” or an “F”.

Progress reports may be given at any time. If a “D” or an “F” is issued without a previous written progress report, then the grade will be changed to reflect the next level of academic achievement (i.e., “D” to “C” or “F” to “D”). There is a section on the report card, which is used to report citizenship and effort.

When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course, and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, shall be final.

## **GRADE APPEAL PROCESS**

### **Education Code for a Grade Appeal**

49070. Following an inspection and review of a pupil's records, the parent or guardian of a pupil or former pupil of a school district may challenge the content of any pupil record.

- 1) The parent or guardian of a pupil may file a written request with the Assistant Superintendent to correct or remove any information recorded in the written records concerning his or her child which the parent or guardian alleges to be any of the following:
  - a) Inaccurate.
  - b) An unsubstantiated personal conclusion or inference.
  - c) A conclusion or inference outside of the observer's area of competence.
  - d) Not based on the personal observation of a named person with the time and place of the observation noted.
  - e) Misleading.
  - f) In violation of the privacy or other rights of the pupil.

- 2) Within 30 days of receipt of a request pursuant to subdivision (a), the superintendent or the superintendent's designee shall meet with the parent or guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district. The superintendent or the superintendent's designee shall then sustain or deny the allegations.

If the superintendent sustains any or all of the allegations, he or she shall order the correction or the removal and destruction of the information. However, in accordance with Section 49066, the superintendent shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the governing board of the school district.

- 3) Within 30 days of receipt of an appeal pursuant to subdivision (b), the governing board shall, in closed session with the parent or guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district, determine whether to sustain or deny the allegations.

If the governing board sustains any or all of the allegations, it shall order the superintendent to immediately correct or remove and destroy the information from the written records of the pupil, and so inform the parent or guardian in writing. However, in accordance with Section 49066, the governing board shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

The decision of the governing board shall be final.

Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing



board, unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

- 4) If the final decision of the governing board is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the district superintendent, the parent or guardian shall be informed and shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the pupil's school record until the information objected to is corrected or removed.

49071. (a) To assist in making determinations pursuant to Section 49070, a district superintendent or governing board may convene a hearing panel composed of the following persons, if the parent has given written consent to release information from the relevant pupil's records to the members of the panel so convened:

1. The principal of a public school other than the public School at which the record is on file.
2. A certificated employee appointed by the chairperson of the certificated employee council of the district, or, if no such council exists, a certificated employee appointed by the parent.
3. A parent appointed by the superintendent or by the governing board of the district, depending upon who convenes the panel.

(b) The persons appointed pursuant to paragraphs (2) and (3) of subdivision (a) shall, if possible, not be acquainted with the pupil, his parent or guardian, or the certificated employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph (2).

(c) The principal appointed to the hearing panel shall serve as its chairperson.

(d) The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certificated employee who recorded the information in question, if any, and if such employee is presently employed by the school district.

The hearing panel shall be provided with verbatim copies of the information, which is the subject of the controversy.

Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the superintendent or the governing board, depending upon who convened the panel.

The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

### **INCOMPLETE (INC) GRADES MAY NOT BE GIVEN.**

(Reference Board Policy #71101.01)

## **GRANTING OF ADDITIONAL GRADE POINTS FOR SELECTED COURSES**

The intent of this policy is to serve students who are involved in a more academically rigorous course of study. This provision is in alignment with the philosophy established by the University of California system for entering freshmen. Therefore, the Board of Trustees of the Anaheim Union High School District will recognize the effort exerted by the students participating in selected courses. Due to the extra work involved, the evaluation system used shall be weighted to reflect the more difficult nature of these courses. Any grade in one of these courses will be computed as follows: A=5, B=4, C=3, D=1, F=0. The grades of "D" and "F" are not weighted.

## **ACADEMIC HONESTY**

Academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The well-being of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavors.

The academically honest student produces work representative of his or her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he or she does not possess by claiming it as his or her own. Academic dishonesty may take many forms; moreover, the practice of academic dishonesty undermines the purposes of education and denies the student his or her right to personal and academic integrity.

The Anaheim Union High School District believes that promoting academic honesty is the responsibility of the total school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate respect among students for the value of academic honesty. In such an environment, students will know that teachers will not ignore or condone cheating, plagiarism, or other acts of academic dishonesty. Students will also know that teachers, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.

For definitions of cheating, plagiarism, fabrication, and tampering, and to review the consequences for violating the Academic Honesty policy, see Board Policy #8703:

### **ACADEMIC HONESTY 8703**

*Academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The well-being of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavors.*

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*The Anaheim Union High School District believes that promoting academic honesty is the responsibility of the total school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among students for the value of academic honesty. In such an environment, students will know that teachers will not ignore or condone cheating, plagiarism, or other acts of academic dishonesty. Students will also know that teachers, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.*

## **GRANTING A DIPLOMA AFTER REGULAR GRADUATION DATE**

Seniors, who meet the requirements for a high school diploma by the end of the summer immediately following their graduation date, will be issued a diploma from their high school of attendance.

## **EXEMPTIONS FROM UNITS OF INSTRUCTION**

Exemptions from certain portions of courses in Health, Science, Consumer and Human Environmental Science may be made for students who present a statement based on religious reasons according to Education Code #51240. Students will be required to complete alternative assignments.

"Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs."

"As used in this section, 'religious training and beliefs' includes personal moral convictions."

## **HOMEWORK POLICY**

Sites will develop a homework policy in line with the District Board of Trustees policies. Sites must adhere to the following:

1. Establish a policy that describes the type of parental involvement that is acceptable.
2. Design homework assignments with clearly articulated purposes and outcomes
3. Provide for varying approaches for feedback.

Homework should be given to students when it is required to master skills and content. Homework should provide an opportunity for students to practice, adapt, and shape what they have learned. (Reference Board Policies #71102 and #71102-R)

## **SUPPLEMENTAL INSTRUCTION**

With the parent/guardian consent, the principal or designee may require a student, who has been identified as being at-risk, to participate in a supplemental instructional program. Such programs shall be offered after school.

## **PARTICIPATION IN EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES**

The Board of Trustees of the Anaheim Union High School District encourages academic achievement. The purpose of this policy is to recognize the fact that academic pursuits are the primary educational goal of the district. These standards focus the student's attention on their scholastic endeavors while providing opportunities for remediation. It is not the intent of this policy to discourage participation in extracurricular/co-curricular activities; nor is it the intent to lower requirements already in existence, if those requirements exceed these minimum requirements.

## **Regulations for Participation in Extracurricular/Co-curricular Activities: Minimum Academic Standards**

In order to represent their school through participation in extracurricular/co-curricular activities, students in grades 7 through 12 must maintain a minimum total grade point average of 2.0 or better on a 4.0 scale during the grading period immediately preceding the desired participation. There are four grading periods each school year.

If less than a 2.0 average is achieved, the student has two options:

1. To be ineligible for the activity for a minimum of one grading period and achievement of a 2.0 average,

**OR**

2. Be placed on probation for the following grading period.

If the probation option is selected, the student will retain their eligibility for extracurricular/co-curricular activities. However, if the student fails to achieve a 2.0 average or above during the probationary grading period, the student will be excluded from the activity until a 2.0 average or above is achieved. A student will be allowed two (2) probationary grading periods during their high school experience (9-12) and one (1) probationary period during their junior high school experience (7-8). One of the two high school probationary periods can only be used during the first quarter of the 9th grade. The additional probationary period may be used any time during the remainder of the high school experience. However, two probationary periods MAY NOT be used consecutively at any time during grades 7 through 12. Once the probationary periods have been used, failure to maintain 2.0 average or above will result in the loss of eligibility.

When a student is placed on probation, the principal, or designee, shall inform both the student and their parents of this status in writing. The principal, or designee, after consultation with the student's teachers and appropriate site-level staff, shall also suggest a program of remediation to correct the student's grade deficiencies. Students will not be penalized, or have a course grade lowered, because of ineligibility to participate in related extracurricular/co-curricular activities. No student shall be removed from a class because of ineligibility until a conference with the parents, student, teacher(s), and an administrator has been held.

In computing the grade point average (GPA) for the purpose of this policy, all courses undertaken by the student, and for which a final mark is recorded, are to be included.

The GPA used to determine eligibility is the GPA for the current grading period only and not the cumulative grade point average.

Grades obtained from a Summer Programs Options class can be used to achieve the most recent grading period 2.0 average.

Notwithstanding the terms of this regulation, a student's participation in interscholastic athletics shall be governed by the constitution and bylaws of the CIF and the Anaheim Union High School District. In order to be scholastically eligible, a student is to maintain minimum progress toward meeting the high school graduation requirements prescribed by the governing board.

## **DEFINING EXTRACURRICULAR/CO-CURRICULAR ACTIVITY**

An extracurricular/co-curricular activity is defined as "any school-sponsored activity which includes time outside the regular school day." An extracurricular/co-curricular activity is not part of the regular school curriculum, is not graded, does not offer credit, and does not take place during classroom time, but may be associated with the curriculum in a regular classroom.

Any teacher-graded or required program or activity for a course, which satisfies the entrance requirements for admission to the California State University or the University of California, is not an extracurricular or co-curricular activity. Education Code Section 35160.5

Students in special education classes will meet the same general requirements as all other students. The exception would be those special education students whose academic progress is addressed in their individual educational plan (IEP). Under the provisions of this policy, all incoming seventh grade students are considered eligible to participate in extracurricular/co-curricular activities.

*Legal Reference:* [Education Code 35160.5](#)