



SENIOR HIGH SCHOOL

Key to Learning

2009-2010

**Anaheim Union High School District
501 Crescent Way
Anaheim, CA 92803**

**ANAHEIM UNION HIGH
SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION
INSTRUCTIONAL SERVICES**

**KEY TO LEARNING
PROCEDURAL HANDBOOK**

2009-2010

BOARD OF TRUSTEES
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*The Anaheim Union High School District does not discriminate on the basis of race, color, national origin, religion, sex or handicap in any of its policies, procedures, or practices.

Anaheim Union High School District

“Spirit of Learning”

Mission

THE ANAHEIM UNION HIGH SCHOOL DISTRICT, A PARTNERSHIP OF STUDENTS, PARENTS, STAFF AND COMMUNITY, WILL PROVIDE EACH STUDENT WITH A HIGH QUALITY EDUCATIONAL PROGRAM IN A SAFE, MOTIVATING LEARNING ENVIRONMENT THAT PROMOTES:

- HIGH ACADEMIC ACHIEVEMENT BASED ON A STRONG FOUNDATION OF KNOWLEDGE AND SKILLS,
- DEVELOPMENT OF HABITS AND ATTITUDES FOR A LIFETIME OF LEARNING,
- EXPLORATION AND PREPARATION IN A BROAD RANGE OF CAREER AND INTEREST AREAS, AND
- COMMITMENT TO RESPONSIBLE CITIZENSHIP.

ANAHEIM UNION HIGH SCHOOL DISTRICT

“Spirit of Learning”

BELIEF STATEMENTS

WE BELIEVE that public education is vital to the progress of our community and our nation, that all children can learn, and that the student is the focal point of all decisions.

WE BELIEVE that education is a shared responsibility where the student, the school, the home, and the community work together toward common goals.

WE BELIEVE in high standards of personal performance for students and staff and individual accountability for decisions and actions.

WE BELIEVE in respect and appreciation of the commonality and diversity of individuals and groups.

WE BELIEVE that education should offer each student multiple opportunities for success and fulfillment in both curricular and extra-curricular programs.

WE BELIEVE in providing a safe and secure environment for students and employees which, stimulates learning and encourages, recognizes and supports traits such as trustworthiness, respect, responsibility, fairness, caring and citizenship.

WE BELIEVE in the values that support ethical decision-making, positive role modeling, and a commitment to professionalism.

Anaheim Union High School District**STATEMENT OF EDUCATIONAL PHILOSOPHY**

The Anaheim Union High School District Board of Trustees believes that public education is of fundamental importance to a free society, and to the continuance of democratic values and individual liberty. We further believe that in order for education to succeed there must be an ongoing partnership between parents, student, school, and community.

Within this framework, it is the purpose of the schools to provide the guidance and resources necessary to guarantee an environment conducive to learning. We believe that it is reasonable for parents to expect that their child will learn; however, we also believe that the purpose of the school is not to displace parental responsibilities, but to work with parents in providing an educational climate which reinforces and fosters the positive and healthy development of each child.

With regard to the school setting, the Board of Trustees accepts as its primary responsibility the educational welfare of every child. We recognize that our first goal must be to provide each student with the basic skills necessary to participate and function effectively in society. These skills include, but are not limited to: reading, writing, mathematical computation, verbal communication, motor skill development, and self-esteem. In addition, we are committed to the objective of achieving academic excellence through a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities.

The Board of Trustees views this program as providing for each student the opportunity to:

- * develop physically, socially, emotionally, and ethically/morally.
- * evolve with a sense of self-worth, self-discipline, and respect for others.
- * learn to use the decision-making process based on critical thinking and reasoning skills.
- * have an awareness and appreciation of the fine arts and humanities.
- * understand and respect the history and cultures of the world.
- * develop a respect for the environment and the earth's natural resources.
- * develop a commitment to democratic principles, and community/social responsibility.
- * acquire vocational skills adequate for economic participation.
- * develop an intellectual curiosity and eagerness for life-long learning.
- * use technology for gathering and processing information and apply a working knowledge of the use of technology to function effectively in the world in which they live.

To assure these opportunities to each student, the Board of Trustees believes that the full community should participate in identifying specific educational goals and needs. Moreover, a continuous process of self-assessment must be maintained with regard to each student's progress, as well as that of the educational process itself. Adaptability is essential if we are to meet the changing needs of society and the population we serve. Finally, we assert the view that our schools should not merely reflect society, but should challenge students to seek ideals and consider what ought to be.

Legal Reference: Education Codes

51004 Education goals

www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=50001-51000&file=51000-51009

51019 Philosophy Defined

51020 Goal Defined

51021 Objective Defined

www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51010-51021

Board of Trustees

March 11, 1982

Revised: April 10, 1986

Revised: October 12, 1989

Revised: January, 1993

**2008-2009 Focus Areas of the Board of Trustees of the
Anaheim Union High School District**

Introduction

The Anaheim Union High School District is committed to delivering relevant and rigorous educational programs to all students so they are well prepared for their future endeavors. As we work together to fulfill this mission, relationships and interactions are mutually respectful, and differing opinions are honored. Professionalism is evident in every aspect of the district’s efforts and is supported by community connections and participation.

<p>Theme: “Achievement for All”</p>	<p>Theme: “Professionalism from Everyone, Every Day, In Every Way”</p>
<p>Goal One: All students will receive high quality instruction.</p> <p>Methods: The district’s instructional program will be well defined and articulated to provide a seamless learning experience that begins in elementary classrooms and continues through a student’s junior and senior high school experience. This articulation calls for alignment with statewide standards of instruction and accountability.</p>	<p>Goal Four: A professional culture will be maintained to attract, support, and retain professionals of the highest quality in every position in the district. The professional staff will deliver effective and efficient service to internal and external clients.</p> <p>Methods: Assurance that the best candidates are being recruited, interviewed, and hired for all district positions; establishment of on-going professional development in instructional leadership for all school leaders. District staff will be provided opportunities to further learn, develop, and hone their customer service skills and acumen, to enhance a more effective and efficient delivery system to internal and external clients.</p>
<p>Goal Two: Multiple pathways to high school graduation will be created, focusing on career and post-secondary education, training, and experience.</p> <p>Methods: The district’s instructional program will include pathways that lead to high school graduation and a variety of career and post-secondary options for students. Practices will support students’ graduation and post-graduation interests. A career-tech task force will be developed to explore career-tech initiatives and to replicate exemplary school programs with a hands-on approach to instruction.</p>	<p>Goal Five: Alliances will be built and maintained with businesses, industry, and post-secondary institutions.</p> <p>Methods: Networks of business, industry, and post-secondary institutions will be built to provide training and employment for students, and to assist in the professional development of staff members. Such networks will support the district’s interest in developing pathways, which lead to high school graduation and a variety of career and post secondary options for students.</p>
<p>Goal Three: Positive character and civic responsibility will be developed and supported in students.</p> <p>Methods: The district culture will support equity, safety, respect, and equal access to educational opportunity. The effectiveness of current character and civic responsibility programs and initiatives will be assessed, with the goal of constantly enhancing support systems for all students. Systems of school support will contribute to student success in all aspects of the district’s instructional program.</p>	

REGISTRATION/ENROLLMENT

Registration 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/graduation requirements and individual interests. Parent approval of the student's program is designated by the parent's signature on the returned program card. Pre-registered students will receive a postcard in August from the school regarding enrollment.

Registration/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 should be told to contact the school nearest their home for appropriate information. Proof of immunization, proof of residence, a copy of the most recent school transcript, a copy of the withdrawal grades, and an available parent/guardian email address are required before registration may occur. Proof of residence must be verified with a current 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, he/she may be referred to the Language Assessment Center before enrollment. If the new student has been identified for Special Education services, Special Youth Services must be contacted before enrollment occurs. Alternative Education may be a consideration, depending on incoming grades, total credits earned, 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 pertains 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 of time 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) www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=49001-50000&file=49062-49069.5

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.

IMMUNIZATION

THE STATE LAW REGARDING STUDENT IMMUNIZATION FOR ENTRANCE INTO CALIFORNIA SCHOOLS

The California law pertaining to immunization requirements for school entry states:

“Students entering a California school for the first time must provide a written immunization record or receipt of each required vaccine dose, showing the date (at least the month and year) of each dose. If such a record is not available, a record must be obtained from a physician, nurse, or health department. Students transferring from another California school who present a copy of a previously completed California School Immunization Record (CSIR) may enroll/re-enroll.

POLIO VACCINE (OPV and/or IPV): a minimum of three (3) doses are required. If the third dose was given before two years of age, one (1) additional dose is required.

TD TETANUS, DIPHTHERIA: For students seven years of age and older a minimum of three doses of any preparation containing tetanus and diphtheria toxoid (Td, DT, DTP, or any combination of these) are required. If the last dose was received before the second birthday, one more dose of Td is required.

RUBELLA (German Measles - 3 day): A single dose of Rubella Vaccine administered on or after the first birthday is required. One (1) additional dose is required if dose was given before age one year. If the student has had the disease, laboratory confirmation must be submitted in writing. The law does not allow parents' verification for proof of the disease.

MEASLES VACCINE (Rubeola - 10 day Red Measles): One (1) dose of live virus given on or after the first birthday is required. One (1) additional dose is required if dose was given before the age of one year. If the child had the disease of measles, evidence of immunity, verified by a physician's statement, will be accepted. The law does not allow parents' verification for proof of the disease. Incoming 7th grader are required to have at least two doses of a measles vaccine.

HEPATITIS B: 3 doses of Hepatitis B vaccine are required.

GUIDELINES FOR 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. Maximum credit per semester for all course work is 55 credits. Prior approval by the principal is required. Only courses from UC/CSU, community colleges, and the Orange County Department of Education will be accepted.

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.

VARIABLE CREDIT

Variable credit is to be assigned to any student who enrolls in the Anaheim Union High School District at anytime 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.

ADULT EDUCATION

Adult Education is primarily for adults. Therefore, students shall be enrolled only in those circumstances where other alternatives are not available. Administrative approval is required.

ROP/WORK EXPERIENCE

Students in grades 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. Students in grade 9 may enroll in ROP classes with prior administrative approval.

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 “Key to Learning” 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).

JUNIOR ACHIEVEMENT

No credit is offered, but such experience may be recorded on the transcript if requested by parent.

FOREIGN LANGUAGE

Foreign Language elective credit shall 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 counseling office and must be submitted/approved prior to enrollment. Students may earn ten credits per year for a maximum of 55 credits.

PRIVATE TUTORING/COACHING

The Anaheim Union High School District does not grant credit for private tutoring or coaching, but such experience may be recorded on the transcript if requested by the parent.

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

Transcripts written in English will be interpreted by counselors at the schools based on the resources and training provided by the Education Division.

FOREIGN TRANSCRIPTS NOT WRITTEN IN ENGLISH

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

- 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.
- Send a copy of Spanish and Korean 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.

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

FOREIGN TRANSCRIPTS WITHOUT VERIFICATION

The district affidavit must be completed by the parent/guardian and counselor. 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. A maximum of 60 credits per year may be earned.

HOME STUDY/HOME SCHOOLING

Credits will only be granted for WASC 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. Approval must be granted by the Education Division.

Foreign Transcript Evaluation

*Provided below are general guidelines. Every transcript is unique.
Do not hesitate to ask a head 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 “Key to Learning”
 - 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

English

Junior/Senior High:

- Send any student who indicates a language other than English on questions 1, 2, and/or 3 of the Home Language Survey to the Assessment Center for testing and recommended placement.
 - Beginning ELD/ELD I
 - Intermediate ELD/ELD II
 - Advanced ELD/ELD IIIA or ELD IIIB

Math

Junior/Senior High:

- Working with the Math Department, assess the student’s math proficiency level.
- Follow the “Key to Learning” math sequence and work backward as appropriate.

History

Junior High:

- 7th: World History
- 8th: 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:

- 7th: Science 7
- 8th: Science 8

Senior High:

- For multiple courses in one year, combine for Biology or Earth Science credit as appropriate: 10 credits per year
- If science course is listed in “Key to Learning,” give course-specific credits

Foreign Language

Junior High:

- 7th: Elective
- 8th: Foreign Language
- If the language is not listed in the “Key to Learning,” list Foreign Language Elective on the transcription sheet

Senior High:

- Test level of knowledge upon entry
- Work backwards to assign past levels taken for credit – 10 credits per year only
- If the language is not listed in the “Key to Learning,” give Foreign Language Elective credit only

Reading

Junior/Senior High:

- Place appropriate to current reading placement criteria

AFFIDAVITS FOR FOREIGN STUDENTS

(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.
- 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 60 (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 60/70 credits per year) may be granted using affidavits.

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

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?

Affidavit

 Student # Student Name School Grade DOB

Please send with Affidavit:

- 1) Copy of Present Program
- 2) 1st. Semester AUHSD Grades
- 3) Any Records Received

School Previously Attended: _____

State/Country: _____

Dates of Attendance: _____

FOR EACH SEMESTER PLEASE NOTE THE GRADE AND CREDITS.

7th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Math						
World History						
FA / Careers						
Science						
PE						
Elective						
Elective						

8th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Math						
US History						
Science						
PE						
FA / Careers						
Elective						
Elective						

9th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Math						
Science						
Health						
Computer Lit.						
PE I						
Elective						

10th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Math						
World History						
PE II						
Elective						
Elective						
Elective						

11th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Math						
Science						
US History						
Elective						
Elective						

12th. Grade	1st. Sem.		2nd. Sem.		Year	
English						
Government						
Economics						
FA / FL						
Career						
Elective						

I, the undersigned, declare that the courses listed above have been completed by my son/daughter. I submit this information to the Anaheim Union High School District and ask that it be reviewed for the purpose of granting credit toward the graduation requirements.

 Counselor/School

 Date

 Parent/Guardian Signature

 Date

 Education Division Administrator

 Date

**Procedures for situations where no transcripts are available
(Foreign Students/Special Circumstances)**

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

General Guidelines

- Conduct a student interview to gain information about the structure of their former educational system:
 - Beginning and ending months of the school year
 - Junior/Senior high grade level placements
 - Course descriptions
 - Hours per day
 - Days per week
- Completing the affidavit:
 - Generally, a maximum of two years credit may be granted using affidavits. In cases where special circumstances exist, an affidavit for additional credits beyond two years may be submitted to the Education Division for approval.
 - Accept maximum credits as outlined in the “Key to Learning”. If the identified courses exceed the maximum credits allowed per year, combine similar courses as appropriate for 5 or 10 credits, and average the grades.
 - Use 75 - 90 hours per class to equal 5 credits; 150 – 180 hours per class to equal 10 credits.
 - Partial credits may be considered per board policy.
 - Refer to the International Grade Conversion Guide for grading scales.
- Finalizing the affidavit:
 - Place a copy of the affidavit in the student’s cum file.
 - Review the affidavit after one semester to substantiate the listed course work/credits
 - Submit the affidavit to the Education Division for final approval.

FOREIGN EXCHANGE STUDENT DIPLOMA/GRADUATION POLICY

Each foreign exchange student has been advised prior to arriving in the United States that the receiving school has no obligation to award a diploma to exchange students. Because of the number of questions which have arisen over the years regarding both the involvement of foreign exchange students in the graduation exercise and of the granting of high school diplomas to foreign exchange students, the Anaheim Union High School District has adopted the following policy:

1. All students, including foreign exchange students, must complete all of the high school diploma requirements prescribed by the Anaheim Union High School district in order to receive a diploma. These requirements must be fulfilled within the District guidelines for all students--no special exceptions will be made for foreign exchange students.
2. Honorary diplomas are not awarded to any student.
3. Only students completing all of the Anaheim Union High School District diploma requirements by the graduation date will be permitted to participate in the graduation ceremony.
4. Each foreign exchange student will receive full credit for each course taken and passed in the AUHSD, and, upon written request, will have a transcript of record confirming his/her enrollment in, and completion of, these courses sent to the school or institution of his/her choice.

We have read the above policy and understand that the Anaheim Union High School District will not award a diploma unless all Anaheim Union High School District diploma requirements are fulfilled. We also understand that no special exceptions to District policy will be made in order to fulfill the diploma requirements.

Foreign Exchange Student

School Representative

Student's Sponsor

Date

PROGRESS TOWARD PROMOTION/GRADUATION

To receive an Anaheim Union High School District Promotion Certificate/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 230 credits required for graduation, the plan may include courses in summer school, ROP, and other alternatives in order to meet the necessary requirements. The plan will be signed by the student, parent(s)/guardian(s), counselor, and/or principal.

Junior High School Considerations:

Requirements for the junior high school promotion certificate are to be monitored annually and parents/guardians are kept informed as to their student's status. Junior high school promotion and retention policies in the AUHSD exist to ensure that students are academically prepared to pass the CAHSEE. While most academically struggling students will be recommended to the district's Ninth-Grade Academy (a two-year ninth grade program) a student may still be considered for retention in eighth grade. Typically, this student will be younger and lack the maturity to succeed in high school and would benefit from a second year of eighth grade.

If a student is to be considered for a second eighth-grade year, the determination of this recommendation must be made as early in the school year, and as early in their school careers, as practicable, of the student's eighth grade year. The recommendation and approval for retention must be submitted for approval to the Assistant Superintendent of Education by the established deadline. Candidates for retention will have a detailed "Response to Intervention" summary for the seventh and eighth grade years and additional intervention data such as a section 504 plan in place. If such documentation does not exist, the recommendation for retention will not be accepted.

A letter of information shall be sent to the parents of seventh and eighth grade students who are in danger of not meeting the requirements for a certificate of promotion, as soon as it is determined by the school site that the student demonstrates at-risk behaviors.

Senior High School Considerations:

During the freshman, sophomore, and junior years, a letter of information shall be sent to the parents of students who are not accumulating the necessary graduation requirements or are in danger of not meeting the required 2.0 total grade point average.

During the student's senior year, a follow-up letter shall be sent to parents of those students whose graduation is in doubt. Three weeks prior to the end of each semester, teachers shall submit to the counseling office the names of all senior students who are in danger of failing.

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 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 needed.

(Reference Board Policy #71101.01-R)

PROMOTION AND RETENTION POLICY

71101.01.01-R

The principal or designee shall provide a copy of the district's promotion/retention policy and administrative regulations to those parents/guardians who have been notified that their child is at risk of not earning a promotion certificate.

When a student is identified as being at risk of not earning a promotion certificate, the counselor and teacher(s) shall complete a Student Support Plan (SSP) and provide a copy to the parent and to the school principal.

English Learners

Decisions regarding the promotion or retention of English learners require special considerations. 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 "at-risk", based on the challenges they face in acquiring 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.

In terms of retention the California Department of Education (CDE) provides the following guidance: <http://www.cde.ca.gov/re/lr/pr/>

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. Therefore, if a student is at risk of retention or placement in the Ninth-Grade Academy program, the IEP Team or 504 Team must meet to ensure that all educational opportunities have been afforded the student to address learning challenges, including programs and services which could assist the student in avoiding retention. If retention or placement in the Ninth-Grade Academy is deemed appropriate by the Team, then the IEP or 504 Accommodation Plan should address the activities and services needed to support the learner in his or her placement.

71101.01.01-R

Supplementary 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 or during the summer.

Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5) www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=37001-38000&file=37252-37254.1

These services shall be provided to students in the following priority order: (Education Code 37252.5) www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=37001-38000&file=37252-37254.1

- (1) Students who have been recommended for retention or who have been identified as being at risk of being retained pursuant to Education Code 48070.5, www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.5
- (2) Students who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the tests administered under the STAR program.

PROMOTION AND RETENTION POLICY

Multiple Measures for Identifying Ninth Grade Academy Candidates

The following outline defines the measures to be used to correctly identify students who need intensive instruction in literacy and mathematics in order to be prepared for the CAHSEE in their tenth-grade year:

- I. Exempt Students: These students have a specialized program and must continue in this program in order to meet their academic needs.
 - A. Special Day Class Students - Students whose academic program is governed by an Individualized Education Program (IEP). These students must continue in their specialized programs.
 - B. English Learners in Structured English Immersion programs - EL students must continue in their ELD program as outlined in the district's Master Plan to meet their language development and academic needs.
 - C. English Learners that have less than five years in American school systems and who are recommended to continue in ELD 3A or ELD 3B – These students must continue in their ELD program if their identified academic need is specifically the acquisition of English.

- II. Screening Ninth-Grade Academy Candidates
 - A. Phase One: Use ELA CST test scores, with a score of 281 or below for two consecutive years, to identify candidates needing “intensive” academic interventions. All students enrolled in an intensive reading class are automatically included.
 - B. Phase Two: From the list created in Phase One, identify candidates with a cumulative GPA below 2.3. Students enrolled in intensive reading remain on the list regardless of GPA.
 - C. Phase Three: Using the previously-created list, make recommendations for the Ninth-Grade Academy. Use the following measures to make final recommendations.
 - Establish a reading baseline to determine how far behind a student is in reading
 - Use site common assessments and available end-of-course exams to identify additional literacy and math needs
 - Use teacher recommendation(s) to make a final determination on students who may be borderline candidates

- III. After completing the identification process, junior high school teams will provide a list of students recommended for the Ninth-Grade Academy to the Education Division. Ninth-Grade Academy students will be enrolled in the Step-Up Summer Program.

71101.01.01-R

Step-Up Summer Program

The following schedule describes the Step-Up Summer Program:

Period 1: Intensive literacy program, 120 minutes per day

"Read-Write-Think": A literacy program available through the International Reading Association and the National Council of English Teachers. The objective of this program is to promote literacy engagement. The "Read-Write-Think" website provides the following explanation how this program is designed:

Lessons on ReadWriteThink can be sorted by literacy engagements, so that teachers can highlight specific language functions in the classroom. Following M. A. K. Halliday's model, lessons are designed to engage students in authentic and meaningful language learning (1982). Literacy engagements simultaneously involve learning language (as students listen to it and use it with others in their everyday lives), learning about language (as students try to figure out how it works, engage with their teachers in focused instruction on how it works or in critiquing its impact), and learning through language (as students use it to learn about or do something).

While all three literacy functions—learning language, learning about language, learning through language—operate in any literacy event that makes sense to a learner, teachers, according to Kathy Short (1999), frequently find it instructionally useful to highlight one of these functions at-a-time (at least in their minds), so that they can consider which curriculum experiences are most likely to engage learners in that specific literacy function.

Period 2: Mathematics and algebra readiness, 120 minutes per day

This is an in-house designed curriculum using a variety of sources already purchased by the district. The course will focus on skills identified as “essential” to succeeding in algebra. These skills will include whole numbers, decimals, number theory and fraction concepts, operations with fractions, factor theory, and integers.

Period 3: Why Try? program to develop leadership and study skills, 60 minutes per day

The Why Try? program was purchased by the district several years ago. In the preface of the handbook, the program’s objectives are outlined as follows:

The goal of the Why Try? program is to help youth answer the question, “Why try in life?” when they are frustrated, confused, or angry with life’s pressures and challenges. The Why Try? program teaches youth that trying hard in life and putting effort into challenges at home, at school, and with peers is worth the effort.

Assessments: Pre- and post-tests will be administered in both English and mathematics classes to determine growth and readiness for the CAHSEE. If students perform well on the summative assessments, they may be recommended to enter a Career Technical Education (CTE) pathways program instead of the two-year Ninth-Grade Academy program.

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:

Seventh Grade Class Schedule	Eighth Grade Class Schedule
Language Arts	Language Arts
Math	Math
Health/Life Science	Physical Science
History	History
Elective	Elective
Elective	Elective
Physical Education	Physical Education

Identified students may take a specially-designed schedule of classes to meet their specific needs. Such students may qualify for intensive reading for two periods, or a shadow math class. In these instances, students should take the additional period in lieu of a science or history class. In rare instances, it may require a student to be placed in a math support or literacy support class, in lieu of an elective. If it becomes necessary to replace an elective class with a support class, it is a requirement that the student maintain at least one elective in their daily schedule.

Grades 9 through 12

It is the policy of the district to educate young people and to help them realize their full potential. The promotion 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.

- 1.0 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 course work

- 2.0 Students participating in interscholastic athletics shall be governed by the constitution and bylaws of the CIF and the Anaheim Union High School District.

- 3.0 Course Requirements: A total of 230 credits, a 2.0 total GPA, and specific courses are required for a diploma from the Anaheim Union High School District.
 - 3.1 "Senior Status:" A student will reach senior status upon satisfactory completion of at least 150 credits. With written approval of the principal, seniors may earn a maximum of 55 credits per semester.

- 4.0 Alternatives for Remediation: Students have five alternatives to remediate failed graduation requirements.
 - 4.1 Summer School
 - 4.2 Extended day on each high school campus
 - 4.3 Returning for the fifth (5th) year requires principal's approval (Students who are granted this privilege must adhere to strict behavior and attendance standards).
 - 4.4 Concurrent Enrollment in Adult School Classes
 - 4.5 Alternative Education

- 5.0 Notification: Students and parents must be informed regarding deficiencies and options available for remediation.

- 6.0 Fifth-Year Plan for English Learner Students: Students who are in good standing may benefit by attending a fifth year. This must be recommended by counselor and approved by principal.

- 7.0 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

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. Conduct 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.

- (a) The parent or guardian of a pupil may file a written request with the 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:
 - (1) Inaccurate.
 - (2) An unsubstantiated personal conclusion or inference.
 - (3) A conclusion or inference outside of the observer's area of competence.
 - (4) Not based on the personal observation of a named person with the time and place of the observation noted.
 - (5) Misleading.
 - (6) In violation of the privacy or other rights of the pupil.
- (b) 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 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.

- (c) 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 or not 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.

- (d) 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, provided that 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 chairman 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 chairman.
- (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.

(Reference Board Policy #71101.03)

SCHEDULE CHANGES

Registration forms shall be available to parents for completion and approval of the course of study selected by the student. Elective classes should also be selected and approved by parents. 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 students after the beginning of the school year are considered only if compelling circumstances warrant a change, and class space is available. Any request for a change in the student's schedule, or a change of course level/content, must be in writing from the parent/guardian, and will be filed in the student's academic folder for future reference.

A student may request a schedule change prior to the end of the first three weeks of the first and third quarters of the current school year. 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., Algebra 1 HP to Algebra 1; English II (HP) to English II; Athletics to Physical Education, 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.

CONCURRENT ENROLLMENT IN ADULT EDUCATION

(Only 11th and 12th grade students are eligible for Concurrent Enrollment)

Students who failed required courses in high school may retake courses through the Adult Education Program. Students are required to be on track to graduate with their class. The instruction is delivered via an independent study contract which requires approximately 6 hours per week of supervised seat time by the teacher.

Enrollment forms are completed by the high school counselor after a counseling session. Parent and student signatures are required stating that, "this is voluntary placement to enhance the student's chances for graduation."

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 school 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 "Key to Learning".

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.

GRANTING A DIPLOMA AFTER REGULAR GRADUATION DATE

Seniors who do not meet the requirements for a high school diploma by the end of the summer school following their graduation date, will be referred to alternative or Adult Education for the completion of graduation requirements. Students who meet this deadline will be issued a diploma from their high school of attendance.

HONORARY DIPLOMAS

The Anaheim Union High School District does not issue honorary diplomas to students.

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."

No exemption is permitted from the promotion/graduation science requirement. (Education Code Section 51240) www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51240-51246

HOMEWORK POLICY

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

- 1.0 Establish a policy that describes the type of parental involvement that is acceptable.
- 2.0 Design homework assignments with clearly-articulated purposes and outcomes.
- 3.0 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)

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.

STUDENT TRANSCRIPT REQUESTS

Seniors and students who have graduated from high school may make an application to "Docufide" 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 COURSES

In order to assist high school students in meeting the 2.0 total GPA graduation requirement, 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. When the course is repeated, the lower grades for both semesters will be crossed-out, eliminating the lower grades from becoming part of the GPA calculation. Grades may be crossed-out ONLY when the "Key to Learning" course numbers and course titles are exactly the same. EXCEPTION: A special education class may replace a regular education class in the same subject area, and a regular education class may replace a special education class in the same subject area. This may only occur as designated in the IEP.

When students repeat courses in which they have previously earned grades of "D" or "F", both grades are recorded on the transcript; however, only the higher grade is used to compute the GPA. In order for that to happen, the lowest of the two grades must be crossed-out.

The "cross-out" procedure may be used for the following purposes:

- 1. To enable students to remediate D and F grades only.**
- 2. To enable students to raise their total GPA to the required 2.0.**
- 3. To enable students to graduate from the AUHSD.**
- 4. To enable students to progress to the next level in sequential courses.**

Colleges and universities may differ in their interpretation of repeated course grades. No additional credit shall be granted for repeating a class if prior credit has been earned.

SUMMER SCHOOL

Each year the Board of Trustees will designate the district program for summer school. Summer school is held at designated sites within the district. Normally, the program will begin one week after the end of the regular school term and will continue uninterrupted for a period of five to six weeks. The program gives the student an opportunity to earn 5 to 25 units of credit. The length of the summer school day is dependent upon the number of courses that the student is enrolled. Credits for non-graduating seniors may be earned through Alternative Education. Students may earn no more than 10 credits in on-campus summer school classes. Students who are 16 years of age or older may earn an additional 10 credits in ROP off-campus classes or work experience off campus classes. Adult Education may provide 5 credits. Students may also have opportunities to earn credits through NOCCCD, the AUHSD eLearning online courses, or the Orange County Department of Education Pacific Coast High School Online Program.

JUNIOR HIGH SCHOOL PROMOTION CERTIFICATE REQUIREMENTS

A promotion certificate will be issued to students who have successfully completed the following:

English

7th grade - English 7
8th grade - English 8
ELD (I, II, IIIA) courses satisfy English requirement

Students must be enrolled in a Reading course if they are identified as needing intensive intervention in language arts. Strategic students may receive additional support through an EAP (English for Academic Purposes) class.

Mathematics

7th grade – Pre-Algebra or Algebra I
8th grade – Algebra, Algebra I, or Geometry

History/Social Science

7th grade - World History/Geography
8th grade - US History/Geography

Science

7th grade - Science 7
8th grade - Science 8

Electives (examples are listed below)

- Art, Choral Music, Dance, Drama, Foreign Language, AVID, Instrumental Music, Speech Communication, Business and Applied Technology, Home Economics Careers & Technology, Industrial Technology Education, School Newspaper, Memory Book, Student Government.

Physical Education

Required in 7th and 8th grade.

Health Science Education

Offered as a unit of instruction

DISCIPLINARY ACTION COULD EXCLUDE A STUDENT FROM THE PROMOTIONAL ACTIVITIES EVEN THOUGH ALL PROMOTIONAL REQUIREMENTS HAVE BEEN MET.

SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS

A diploma will be issued to students who have successfully completed the following:

- acquired 230 credits.
- passed all sections of the California High School Exit Exam (CAHSEE).
- achieved a total 2.0 grade point average (GPA).
- earned credits in the following courses:

ENGLISH (or English Language Development (ELD) as appropriate)	40 credits
9th English 1	10 credits
10th English 2	10 credits
11th English 3	10 credits
12th English 4	10 credits
MATHEMATICS Required in 9th, 10th, and 11th grade (Passing Algebra 1 mandated by State of California) The student is required to be enrolled in mathematics until passing the mathematics portion of the California High School Exit Exam (CAHSEE).	30 credits
PHYSICAL EDUCATION Required in 9th and 10th grade	20 credits
SCIENCE Required in 9 th , 10 th , and 11 th grade (1 year Life Science/1 year Physical Science mandated)	*20 credits
HEALTH SCIENCE Required in 9th grade	5 credits
HISTORY/SOCIAL SCIENCE 10th-World History/Cultures/Geography	10 credits
11th-US History/Geography	10 credits
12th-Principles of Am Democracy (Govt)	5 credits
12th-Economics	5 credits
FINE ARTS OR FOREIGN LANGUAGE 10 credits from any of the following: Art, Dance 1, Dance 2, History of Dance/Dance Production, Music (choral or instrumental), Oral Expression & Interpretation, Theatre, or one year of Foreign Language (same language), and selected ROP courses that have been a-g approved	10 credits

****CAREER EDUCATION**

10 credits

10 credits from any of the following: BITA, Business & Applied Technology, Home Economic Careers & Technology, Computer Education, Sports Medicine, Industrial Technology Education, Transportation Technology, Newspaper 2, Student Leadership, Peer Tutoring, Health Science 2, Yearbook, JROTC, Work Experience, and ROP

**Classes of 2009 and 2010 must fulfill the technology requirement (may be waived by the site principal)

ELECTIVES

65 credits

TOTAL CREDITS REQUIRED

230 CREDITS

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.

*STATE TESTING REQUIRES THAT A SCIENCE TEST BE ADMINISTERED TO ALL NINTH THROUGH ELEVENTH GRADE STUDENTS. AN EXCEPTION TO THIS REQUIREMENT MAY BE MADE FOR NINTH GRADE STUDENTS IDENTIFIED AS NEEDING INTENSIVE LITERACY OR MATH SUPPORT.

1.0 Diplomas, Certificates of Educational Achievement and Completion **7702.02**

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 AUHSD and have passed all sections of the CAHSEE.
2. Students granted a Certificate of Educational Achievement: These students have satisfactorily completed all AUHSD course and credit requirements. However, these students may not have passed all sections of the CAHSEE and instead of a high school diploma, these students will be issued a “Certificate of Achievement” acknowledging that all course requirements were met.
3. Students granted a Certificate of Completion: These students have a valid IEP and may not necessarily meet all of the subject matter requirements or the CAHSEE, but have met all of their IEP goals.

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

Board of Trustees
May 22, 2008

ADVANCED PLACEMENT

It is not within the district's realm of influence to make policy or redefine the mission of the College Board's Advanced Placement program. As members of the College Board organization and as subscribers to their services, we accept the vision for the Advanced Placement program and the policies/practices that are promoted to support the intent of the College Board. The College Board's policy statements are listed below, as are two vignettes of districts that have been recognized for promoting the College Board's vision for its Advanced Placement program.

The College Board:

Equity Policy Statement

AP® Access and Equity Initiatives

Expanding College Opportunity

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns. For further information, visit www.collegeboard.com.

AP Equity Policy Statement:

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. Copyright © 2002 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, Pacesetter, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. AP Central, APIEL, and Pre-AP are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by both the College Entrance Examination Board and the National Merit Scholarship Corporation.

EDUCATIONAL EQUITY:

Open Admission: From Philosophy to Reality -- Peeling Off Labels

J.B. Alexander High School

United Independent School District, Laredo, Texas

Description: Suburban

Enrollment: 1,885

AP since: 1995

AP courses offered: 11

Highlights: 80 percent of AP Exam takers are Hispanic.

Best practice: Open-door policy

The academic success of J.B. Alexander High School is attributable to a single, undefiable force—the students themselves. “Our kids are very motivated and have always wanted a challenge...they like taking the difficult courses,” said head counselor Velma Martinez. The school’s well organized Advanced Placement program and open-door policy to AP courses give students (90 percent of whom are Hispanic in this Mexican border town) the greatest opportunity to succeed academically. Students simply do not have to meet any criteria to take AP. “It’s open to everyone and it is supposed to be,” said Principal Severita Sanchez. “We don’t say to any child, ‘You can’t join because you don’t have the grade,’” Martinez said. “By having that open-door policy, you tap more students,” she added. “Some students might be afraid or feel they don’t have what it takes to be in the courses, but once they try it, they say, ‘Wow! This is something I can do.’”

Students and parents are advised of the expectations of the program so that they can make their own decisions to participate in AP courses. The school holds an AP night twice a year at the beginning of each semester. AP teachers set up projects, reports, and text books in the library and conduct a “mini teach” to explain to parents the rigors of AP.

“A lot of our parents...get very upset when their kids don’t come home with A’s,” Sanchez said. “But the AP teacher says, ‘Yes, but look what your child is doing and being challenged with.’ The parent now has a better understanding of what the child is exposed to... [and] they are impressed.” AP courses are weighted to boost students’ GPA, adding an extra incentive to participate. And AP is popular to boot. “The kids push AP a lot because they talk to each other,” Sanchez observed.

Vertical Team Approach

Teachers attend state-sponsored professional development workshops and plan content across grade levels in what is known as a vertical team approach. J.B. Alexander High School includes a magnet health and science program with about 450 students, for whom AP is required. But perhaps more interesting is the way the school gets other students into the pipeline. “For eight years [prior to secondary school], students have thought that the only ones who can be in these advanced courses are those identified as ‘GT’—gifted and talented,” Martinez explained. “But once they go to the high school we tell them they don’t have to be identified as gifted and talented to take AP. A lot of students are not labeled ‘GT’ but are very smart and hardworking. They can handle it.” Students are encouraged to take the AP Examinations and the state of Texas provides funding to support exam fees. Some of the school’s AP teachers insist that all students in their courses take the AP

Examinations, Sanchez explained. “It’s nonnegotiable and they usually do very, very well.”

Special tutoring kicks-in on Saturdays and after school to further prepare students for the examinations. “All you have to do is feed them pizza. It works. The kids come,” Sanchez said. “A lot of them are just your average kids who have been given an opportunity to...take those college courses for free and take the test.” Counselors are a big part of the program and play an important role by visiting the feeder middle schools to inform and encourage students to participate. “It works and we want to see our students taking advanced courses and being prepared for college. We challenge them to do the best that they can,” Martinez said.

EDUCATIONAL EQUITY:

Open Admission: From Philosophy to Reality --

Charlotte-Mecklenburg Schools (CMS) proves that opening the doors to AP can be done on a large scale. The North Carolina district is the nation’s twenty-third largest, with more than 109,000 students in grades Pre-K through 12. More than 25,000 students attend 16 high schools. The district is growing by more than 3,000 students every year. Their total AP enrollment now exceeds 8,500. At CMS, AP requirements are placed on the schools and not the students. Prior approvals and course requirements have all been removed from the registration process for AP. Every student can enroll in AP without prerequisites. In addition, more than 90 percent of those in AP courses take the exams.

The district has implemented support systems and programs to ensure student success. Schools must offer a vertically articulated curriculum, along with mandatory counseling and special academic tutorials for underrepresented populations. As a result of these measures, the number of African American students enrolled in AP has tripled since 1995–96 to 1,277 in 2000–2001. Overall, the district enrolls 11 percent of North Carolina’s African American students and 25 percent of African Americans taking AP Exams in the state. CMS contributes 20 percent of all AP Exams taken by African American students in North Carolina earning grades of 3 or higher, according to the latest available data.

Several other systemic efforts contribute to AP success at CMS. For example, as a preparation for AP, schools must provide Pacesetter®. This College Board program integrates curricular innovations, teacher development, and performance assessment in challenging English, mathematics, and Spanish courses.

Another required offering is AVID (Advancement Via Individual Determination). AVID is a nonprofit organization that, in partnership with the College Board, aims to prepare and encourage educationally disadvantaged students to take AP. Another dimension of support for AP at CMS high schools takes the form of online tutorials.

Perhaps most important, more than 300 teachers completed AP training in 2001–2002; schools are required to have AP Vertical Teams® and AP instructional materials. Their teaching talent allows each high school to offer a minimum of 12 AP courses, giving students a wide variety of college-level courses from which to choose. Half of CMS high schools offer 17 or more AP courses.

HONORS PROGRAM

GIFTED AND TALENTED PROGRAMS: GRADES 7 - 12

The State Department of Education encourages the implementation of a program for gifted and talented students. Gifted and talented students require extended opportunities and continuous stimulation in order to develop their full potential. Special funds have been allocated for both identifying these students and developing special programs for them.

HONORS CLASSES

Classes designated as Honors (HP) provide a qualitatively different learning experience. Students are encouraged to work toward scholastic achievement.

ADVANCED PLACEMENT

Advanced Placement (AP) is a program of 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

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 and Loara 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.

COLLEGE PREPARATORY COURSES

(Education Code 51228(a) and 66204)

Annually, the Anaheim Union High School District updates the list of approved college preparatory “a-g” courses. This information may be obtained by reviewing the University of California Web site at www.ucop.edu/doorways/list, or by contacting the high school guidance department.

Admission and information pertaining to University of California or the California State University may be obtained by reviewing the Web site at www.californiacolleges.edu, or by contacting the high school guidance department.

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 17 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 courses (w) in the areas of History/Social Science, English/Language Arts, Mathematics, Laboratory Sciences, Foreign 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 17 course academic grades as long as the specified courses are included.

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

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

However, Algebra 1 and Foreign Language 1 taken in junior high school will be recognized as meeting requirement(s) for Academic Honors. These classes will count among the 17 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 17 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 June grades. Students qualifying will have a seal affixed to their diploma and be granted any other recognition as determined by the school site.

School to Career

REGIONAL OCCUPATION PROGRAM (ROP) SERVES GRADES 9 – 12

The North Orange County Regional Occupational Program 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 11th or 12th grade; 2) 10th graders who have a comprehensive plan/4 year high school plan; 3) 9th 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; 4) Special Education Students 9th or 10th 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 11th 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.

STUDENT ATTENDANCE

The philosophy of the Board of Trustees of the Anaheim Union High School District is that all students must attend school and be actively engaged in the school's educational programs. When a student is absent, they miss class experiences that cannot be duplicated. Not only does the absent student miss these experiences, but, on their return, valuable instructional time is taken from the entire class to assist the returning student. If parents fulfill their obligation by keeping their child in school, not only will the child profit, but the total educational program for all students will improve.

1.0 The School's Responsibility, Rights, and Duties

It shall be the responsibility of each certificated employee to understand all procedures and rules of attendance, and to share in the duty of communicating these procedures and rules to the students and parents of the district. These procedures and rules of attendance shall be fair, reasonable, and necessary for the operation of the school. Each certificated employee shall assume the responsibility for the consistent enforcement of these procedures within their individual teaching station.

2.0 Parent's Responsibilities, Rights, and Duties (Education Code 39063 and 49069)

Parent's Rights

At the beginning of each school year, or when a student enrolls in school, the school shall notify the parent or guardian of the attendance procedures and rules of the school and the district.

Parent's Responsibility (Education Code Sections 48200, 48400, and 48980)

The parent or guardian shall enroll all 6 to 16-year old students in full-time school. The parent shall enroll all 16 to 18-year old students in full-time school or continuation school.

Any parent or guardian having the responsibility of a student who fails to comply with any of the compulsory attendance laws, unless expelled, excluded, or exempt, is guilty of a misdemeanor and subject to fine or imprisonment.

Parent's Duties

It is the parent's responsibility to see that their student attends school everyday except when excused for a valid reason. To facilitate the school's procedures and rules, the parent or guardian should notify the school (before noon) the day the absence occurs. It is also the parent's responsibility to inform the school in person, by telephone, or by note the day following a student's absence. The parents or guardian should furnish all necessary documents to assist their pupil, not only in enrolling in school, but those needed to assist their student in being readmitted to class and obtaining required class work and homework.

3.0 Student's Responsibilities, Duties, and Rights

Student's Rights

While education is a right of all pupils residing in the district, it is not an absolute right. It is qualified first by eligibility requirements and second by performance requirements. The latter requirements refer to the positions of the judiciary that speaks of education as a limited right or a privilege; that is, should students fail to perform those duties required of them upon attendance in school, they may then be excluded from school.

Student's Responsibilities

Every student shall attend school punctually and regularly, and conform to the regulations of the school and district in regard to the procedures and rules of attendance. A student shall remain at school during nutrition and lunch, and any other time when school is in session, except when excused with the approval of the principal or designee. After an absence, the student is responsible to request and complete all class assignments and tests. When the student's absence is valid, the teacher shall allow class work and homework to be made up.

Student's Duties

It is the duty of the student to attend all classes assigned except when administrative or teacher approval has been given to miss the class. It is the duty of the student to obtain and complete all class assignments and tests.

4.0 Student Absences

Student absences are divided into three groups:

Group I: Valid absences

In everyday life, there are times when a student will be absent from school for a valid reason. When the parent and student know of the reasons in advance, the student's assignments should be requested in time for the student to complete the assignments before or by the prescribed time after the student returns to school. We also realize that emergencies arise, and, in these cases, class assignments should be requested and completed at a time prescribed by the teacher.

All teachers shall provide assignments and tests when the student is absent for valid reasons. Teachers must make these assignments available to students.

Valid Absences

- 1.0 Medical Absences
 - 1.1 hospitalization
 - 1.2 doctor appointments
 - 1.3 dental appointments
 - 1.4 chiropractic appointments
 - 1.5 optometric appointments
 - 1.6 required immunization appointment
 - 1.7 quarantine
 - 1.8 mental health appointments (professional)
 - 1.9 doctor statements
 - 1.10 illness verified through parent

- 2.0 Death in the Family
 - 2.1 mother
 - 2.2 father
 - 2.3 brother
 - 2.4 sister
 - 2.5 grandparents
 - 2.6 others living in the household

- 3.0 Holy Days
 - 3.1 These ceremonies must be celebrated as defined by the religion during school hours. If the ceremonies are given before or after school, they do not qualify as a valid absence.

- 4.0 School Events
 - 4.1 All school-initiated activities, approved by the principal or designee, are approved absences when in accordance with adopted school and district policies.

- 5.0 An Administrative Valid Absence
 - 5.1 When, in the judgment of the administrator, the student could not, or should not, attend classes, the administrator may approve the absence as valid.
 - 5.2 Examples of valid absences are:
 - 5.2.1 student detained in the office by school personnel
 - 5.2.2 family emergencies when the parent or guardian demonstrates reasonable cause
 - 5.2.3 student suspension from school by an administrator or from a class by a teacher

Group II: Parent Request (Education Code 49067 (b)(2))

The Board of Trustees realizes a student will be absent from school due to reasons considered necessary by the parent or guardian. If the parent, guardian, or student does not request the assignments and tests, or the student does not complete the assignments and tests, in the time prescribed by the teacher, a "0" grade/credit may be given for those assignments and tests.

Group III: Student Caused Absences

Teachers may not allow students to make up assignments and tests for pupil initiated absences. Students may not be given full credit for assignments missed during non-valid absences.

Non-Valid Absences

- 1.0 truant from school
- 2.0 class cuts
- 3.0 ditch days
- 4.0 parent, guardian, or student initiated absences that could be accomplished on weekends, holidays, or other days that school is not in session

The school will make every effort to notify the parent when the student is absent from school. However, the parent needs to notify the school before noon the day of absence when his/her child is ill or a parent request has been made for the student to miss school. This effort will not only improve home-school communications, but will improve each student's attendance and achievement record.

Board of Trustees
 May 7, 1984
 Reviewed: February 12, 1987
 Revised: January 16, 1990
 Revised: June 13, 2008

PARTICIPATION IN EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES: MINIMUM ACADEMIC STANDARDS

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 summer school classes can be used to achieve the 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 www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=35001-36000&file=35160-35178.4

Board of Trustees

August 8, 1985

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Revised: May 1993

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Anaheim Union High School District provides special education programs and services to meet the needs of all disabled students. A full range of programs and services is 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 post-partum 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

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/benchmarks.
- Focus on Individual Pace of Learning
- Access to ROP
- High School Diploma
- Pregnant Minor Program (Gilbert South only)
- Special Education (Gilbert South only)
- Independent Study (grades 9 – 12) (Gilbert South only)
- Home Study (grades 7 -12) (Gilbert South only)

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 student in their own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively 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 in each school and may also be obtained by calling 999-5659.

Continuation High School (Gilbert West and Gilbert South)

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

Independent Study (Polaris High School on the Trident Education Center)

Independent Study is a voluntary educational placement option chosen by students and parents. Students work independently according to a written 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.

Opportunity Day School (on the Trident Education Center)

Opportunity Day School is a program established to provide additional support for students who are habitually truant from school, have irregular attendance, are insubordinate, disorderly while in attendance, and/or failing academically. Opportunity Day School provides a supportive environment with small class sizes, guidance and counseling, and tutorial assistance to help students overcome barriers to learning. Students follow a standards-based curriculum and meet the district graduation requirements. It is designed for grades 7 through 9 and is to be a short-term intervention to ensure that students will succeed when they return to the home school.

Home Studies (Polaris High School on the Trident Education Center)

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.

Community Day School (on the Trident Education Center)

The primary goal of the Community Day School is to provide an alternative placement for expelled students. Community Day School provides a standards-based learning environment for students in grades 7 through 12 while simultaneously developing the student's interpersonal skills and positive character growth aimed at school readiness.

ADULT EDUCATION PROGRAM (located next to Dale Junior High School)

School Year

An Adult Education diploma will be issued to students who have successfully completed the following:

- acquired 200 credits
- completed all required courses
- passed all sections of the California High School Exit Exam (CAHSEE).
- achieved a total 2.0 grade point average (GPA)
- met the computer education requirement.
- earned credits in the following courses:

ENGLISH	40 CREDITS
(or English Language Development (ELD) as appropriate)	
English 1	10 credits
English 2	10 credits
English 3	10 credits
English 4	10 credits
MATHEMATICS	30 CREDITS
(1 year Algebra 1 mandated)	
SCIENCE	20 CREDITS
(1 year Life Science/1 year Physical Science mandated)	
HEALTH	5 CREDITS
COMPUTER EDUCATION	5 CREDITS
(This course does not fulfill the Career Education requirement)	
HISTORY/SOCIAL SCIENCE	30 CREDITS
WORLD HISTORY/CULTURE/GEOGRAPHY	10 credits
US HISTORY/GEOGRAPHY	10 credits
PRINCIPLES OF AM DEMOCRACY (GOVT)	5 credits
ECONOMICS	5 credits
FINE ARTS OR FOREIGN LANGUAGE	10 CREDITS
PHYSICAL EDUCATION	20 CREDITS
CAREER EDUCATION	10 CREDITS
ELECTIVES	30 CREDITS

Residence requirement of at least 15 credits must be earned in Adult Education in order to be eligible for a diploma. Exceptions will be considered on an individual basis.

Diploma requirements are subject to change as mandated by state law and/or Board Policy.

