



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: High School “A-G” Graduation Requirements and Students with Disabilities

NUMBER: BUL-6257.0

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

DATE: May 19, 2014

ROUTING

All Secondary Schools
Instructional Superintendents
Instructional Directors
Division of Special Education Staff
Secondary Principals
Secondary Assistant Principals
Special Education Teachers
Secondary Counselors

PURPOSE: This Policy Bulletin outlines the course options for high school students with disabilities (SWDs) who will earn a diploma from the Los Angeles Unified School District. This bulletin provides guidelines for an IEP team to authorize a student who meets designated criteria to waive certain “A-G” requirements. Waiver options outlined in this bulletin include the Algebra 2 course (or its equivalent) and the second year of foreign language study. This bulletin also outlines the required teaching credentials for special education teachers assigned to carry rosters for “A-G” courses.

MAJOR CHANGES: This is a new policy bulletin.

BACKGROUND: On June 14, 2005, the Board of Education approved the resolution to “Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequences as Part of the High School Graduation Requirements.” Part of that resolution stated that “a waiver from the A-G requirements will be available to students with disabilities receiving special education services only if it is specified in the student’s Individualized Education Program (IEP).” The resolution’s intent is to ensure all students have access to the full array of college-preparatory courses available at the school of attendance.

This policy bulletin outlines the recommended course of study for SWDs who will earn a high school diploma, particularly those students served within a special day program. In addition, this bulletin outlines the credentialing/ licensure requirements for special education teachers who carry rosters for “A-G” courses and other graduation requirement courses. For the complete policies on graduation requirements for the Class of 2014 and beyond, see related District policy bulletins BUL-5186.0, BUL-5789.1, and BUL-6166.0.

Per State policy, SWDs have the opportunity to request waivers from the California Department of Education (CDE) for the Algebra 1 course and the requirement to pass the California High School Exit Exam, provided the student and the student’s IEP meet established criteria. See REF-5982.1 for the Algebra 1 waiver procedures and REF-5452 for the CAHSEE waiver and exemption procedures.



INSTRUCTIONS: I. Students with Disabilities Receiving Support from the Resource Specialist Program

Students with disabilities who receive support from the resource specialist program (RSP) may take any general education course offered at a high school, as they participate on the general education curriculum and are working toward a high school diploma.

- A. The IEP team must consider the necessary services, supports, aids, accommodations, and/or modifications and ensure these are documented on the student's IEP. The APSCS, counselor, and/or designee must ensure that all aspects of the student's IEP are addressed in the general education classroom.
- B. Students receiving support from the RSP program who do not complete the District's course requirements for earning a diploma, even after being eligible for waivers, may finish high school with a certificate of completion. For more information on the issuance of certificates of completion, see REF-6056.0.
- C. For SWDs who intend to enroll in a post-secondary school (e.g., trade/vocational school, two- or four-year college/university), the IEP team should discuss the high school course of study, IEP goals, and/or transition preparatory activities that include readiness for post-secondary schooling. Development of the Individualized Transition Plan (ITP) should include consideration of the type and amount of services available at these types of post-secondary institutions, regardless of the type of special education services/program the student currently receives. For SWDs wishing to enroll in advanced "A-G" coursework designed to prepare them for admission to a four-year college/university, the IEP team should carefully consider the appropriate amount and type(s) of support/services the student needs to be able to successfully transition to the four-year college setting.

II. Students with Disabilities in the Special Day Program - Recommended Sequence for "A-G" Courses

SWDs on the general education curriculum placed in a special day program (SDP) setting have goals in their IEPs and within their Individualized Transition Plans (ITPs) that indicate the supports needed to progress toward earning a high school diploma. These students typically have mild/moderate eligibilities, such as specific learning disability (SLD), other health impairment (OHI), speech and language impairment (SLI), autism-related disorders (AUT), emotional disturbance (ED), and low incidence disabilities related to hearing, sight, or mobility (DEA, HOH, VI, or OI). Some students with mild/moderate cognitive and/or language disabilities, such as intellectual disability (ID) and traumatic brain injury (TBI), will also participate on the general education curriculum as determined by the IEP team.

- A. During the high school years, the IEP team should carefully consider the amount of time, supports, services, aids, accommodations, and/or



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INSTRUCTIONS (cont.):

modifications that the student requires in order to earn a high school diploma.

- B. Students in the special day program who do not complete the District's course requirements for earning a diploma, even after being eligible for waivers, may finish high school with a certificate of completion. For more information on the issuance of certificates of completion, see REF-6056.0.

The following LAUSD courses are those that comprise the recommended "A-G" sequence for SWDs in the **special day program**. For information on teacher credentialing for "A-G" courses, see Sections IV and V below:

"a" Subject – History/Social Science (2 years):

- Modern World History AB
- United States History AB

"b" Subject – English (4 years):

- English 9
- English 10
- American Literature/Composition and Contemporary Composition
- Senior English Elective (World Literature or Modern Literature) and Expository Composition OR Expository Reading and Writing Course AB

"c" Subject – Mathematics (3 years):

- CC Algebra 1 AB
- CC Geometry AB
- CC Algebra 2 AB (or its advanced math equivalent)¹

¹ Some SWDs will be eligible for a waiver from the Algebra 2 (or its advanced math equivalent) requirement. See Section III below. The Algebra 2 course (or its advanced math equivalent) must be taught by a teacher with a single-subject general education credential in mathematics. A credential authorizing service to students with mild/moderate disabilities is not sufficient for teaching math courses beyond CC Algebra 1 and CC Geometry, even if the teacher has completed the Verification Process for Special Settings (VPSS) in math.

"d" Subject – Biological and Physical Science (2 years):

- Integrated/Coordinated Science 1AB and 2AB²

² Integrated/Coordinated Science (ICS) 1 and 2 satisfy both the biological science and physical science graduation requirements (EC 51225.3) and the minimum science requirement for admission eligibility to a California State University (CSU). However, for purposes of admission to a University of California (UC) campus, ICS 1 is a "g" college preparatory elective and not a "d" laboratory science course. All "d" and "g" subject science courses other than ICS must be taught by a teacher with a single-subject credential in that science subject. A credential authorizing service



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INSTRUCTIONS (cont.):

to students with mild/moderate disabilities is not sufficient for teaching advanced subject-specific science courses beyond ICS.

“e” Subject – Languages Other Than English (LOTE) (2 years):

Students should select a language other than English (LOTE) to study that aligns to their college/ career goals.³

³ Some SWDs will be eligible for a waiver from the second year of the LOTE requirement. See Section III below. LOTE courses must be taught by a teacher with a single-subject general education credential in that foreign language. A credential authorizing service to students with mild/moderate disabilities is not sufficient for teaching any LOTE courses, even if the teacher is bilingual in that language.

“f” Subject – Visual Arts/Performing Arts (VAPA) (1 year):

Students should select a visual or performing arts discipline to study that aligns to their college/career goals.⁴

⁴ All “f” subject VAPA courses must be taught by a teacher with a full single-subject general education credential in that arts discipline. A credential authorizing service to students with mild/moderate disabilities is not sufficient for teaching any VAPA courses.

“g” Subject – College Preparatory Elective (1 year)⁵:

- Principles of American Democracy (semester course)
- Economics (semester course)

⁵ Most other “g” subject courses must be taught by a teacher with a full single-subject general education credential in that discipline. A credential authorizing service to students with mild/moderate disabilities is not sufficient for teaching college preparatory elective courses.

III. Waivers from Selected “A-G” Courses for Students with Disabilities

A. Mathematics “c” Subject Requirement:

1. CC Algebra 1: Common Core Algebra 1 is a graduation requirement in California and LAUSD. However, if a SWD with an IEP attempts Algebra 1 twice during high school and still cannot successfully pass the course with a grade of D or higher (Class of 2014, 2015, or 2016) or a grade of C or higher (Class of 2017 and beyond), the student may be eligible for a waiver if other requirements are met within the student’s IEP. See REF-5982.1 for the complete procedures for requesting a waiver of Algebra 1.
2. CC Geometry: All SWDs must successfully complete the Common Core Geometry AB. No other course may be used to satisfy this requirement unless validation rules are applied.
3. CC Algebra 2 (or its advanced math equivalent): All LAUSD students must be enrolled in math courses in grades 9, 10, and 11.



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INSTRUCTIONS (cont.):

- a. During the year in which a SWD is enrolled in CC Geometry AB, the IEP team should convene to determine whether the student should take additional advanced math courses (e.g., CC Algebra 2 or its equivalent) or continue taking math courses that are designed to prepare the student for his/her chosen career pathway. This decision must be based on data regarding the student's achievement in previous math courses and achievement of math goals in the IEP.
 - b. In the event that the IEP team decides that the student will enroll in CC Algebra 2 (or its equivalent), the IEP team must inform the parent/guardian and student that the course is only offered in the general education program. The IEP team may need to discuss additional supports the student requires to access the course.
 - c. In the event that the IEP team decides that the student will not enroll in the CC Algebra 2 course, the IEP team must complete Attachment A, "Request to Substitute Common Core Algebra 2 Course for Another Math Course for Students with Disabilities with an IEP." The form must be completed during an IEP team meeting. The IEP team must discuss the consequences with the student and parent/guardian and ensure that the student and family understand that the student will not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the "c" subject area. The student should select a math course or math/technical-related CTE course to substitute for CC Algebra 2 from those courses that support the student's chosen career pathway and/or IEP goals.
 - d. Waivers from the Algebra 1 and/or Algebra 2 courses do not exempt any student from the CDE two-year mathematics requirement. When waivers have been approved and are in place for a student, other mathematics-related courses and/or mathematics support courses may be used to satisfy this requirement.
- B. Languages Other Than English (LOTE) "e" Subject Requirement: Students must successfully complete two years of study (or its equivalent) of a language other than English (LOTE) to satisfy the "e" requirement. The District procedures for granting credit for foreign language/LOTE courses are outlined in BUL-2533.0, "Procedures for Granting Credit and Achievement Marks for Foreign Language," dated May 26, 2006.
1. First Year of Foreign Language Study: All SWDs must enroll in and attempt to successfully complete the first year of a foreign language/LOTE course. The IEP team must inform the student and parent/guardian and student that the course is only offered in the general education program. The IEP team may need to discuss additional supports the student requires to be successful in the course.



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INSTRUCTIONS (cont.):

2. Second Year of Foreign Language Study:
 - a. During the year in which a SWD is enrolled in the first year of foreign language study, the IEP team should convene to determine whether the student should take a second year of study in the same language or continue taking other “A-G” courses that are designed to prepare the student for his/her chosen career pathway. This decision must be based on data regarding the student’s achievement in the first year of foreign language study and achievement of reading/writing/ELD goals in the student’s IEP.
 - b. In the event that the IEP team decides that the student will enroll in a second year of foreign language/LOTE study, the IEP team must inform the parent/guardian and student that the course will only be offered in the general education program. The IEP team may need to discuss additional supports the student requires to access the course.
 - c. In the event that the IEP team decides that the student will not enroll in a second year of foreign language/LOTE study, the IEP team must complete Attachment B, “Request to Substitute Languages Other Than English Requirement for Another Course for Students with Disabilities with an IEP.” The form must be completed during an IEP team meeting. The IEP team must discuss the consequences with the student and parent/guardian and ensure that the student and family understand that the student will not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “e” subject area. The student should select a course to substitute for the second year of LOTE from those that support the student’s chosen career pathway and/or IEP goals.

IV. Special Education Teacher Credentialing and Authorization to Teach “A-G” Courses and Graduation Requirement Courses

- A. Highly Qualified (HQ) Designation: When special education teachers are assigned to schools that operate in a departmentalized fashion (typically LAUSD middle, high, and span schools serving grades 7 through 12), they must demonstrate they have obtained designation as HQ in each subject area to which they are assigned to teach a course and/or carry a roster.

There are different options for special education teachers to meet HQ status in the departmentalized setting. Secondary special education teachers may meet NCLB teacher compliance requirements by meeting one of the options below for each core academic subject taught:

1. Pass a Commission on Teacher Credentialing (CTC) approved subject matter examination (i.e., CSET) in the core academic subject.



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INSTRUCTIONS (cont.):

2. Obtain a Subject Matter Authorization from CTC in the core academic subject. This is an authorization added to an existing credential, as a minor. It requires 32 semester units of non-remedial, content specific course work in the core academic subject.
3. Complete a university subject matter waiver program approved by the CTC in the core academic subject.
4. Hold an undergraduate major in the core academic subject.
5. Complete Verification Process for Special Settings (VPSS) in the core academic subject. However, VPSS does not allow special education teachers to teach all courses within a subject area. See Section IV below.). For more information on VPSS, visit the LAUSD Talent Management website:
http://talentmanagement.lausd.net/teacher_administrator/VPSS_Overview

B. Resource Specialist Teachers: Per BUL-1258.1, resource specialist teachers **may not** be assigned as the teacher of record or be assigned to carry rosters for any course required for graduation or that earns “A-G” credit. The only courses to which RSP teachers may be assigned are elective courses within the Learning Center. See REF-2025.2 for the description of those elective courses. These elective courses do not earn “A-G” credit.

C. Special Day Program Teachers: All special day program teachers assigned to be the teacher of record for any “A-G” course or course that earns graduation credit must be highly qualified (HQ) to teach that subject (see Section IV above). The list below denotes the classes that may be assigned to special day program teachers who possess a mild/moderate education specialist credential (or its pre-Ryan equivalent) and HQ status in that subject area.

“a” Subject – History/Social Science: Modern World History AB, United States History AB

“b” Subject – English: English 9, English 10, American Literature/Composition, Contemporary Composition, World Literature, Modern Literature, Expository Composition, and Expository Reading and Writing Course AB

“c” Subject – Mathematics: CC Algebra 1 AB, CC Geometry AB

“d” Subject – Biological and Physical Science: Integrated/Coordinated Science 2AB

“g” Subject – College Preparatory Elective (1 year): Principles of American Democracy, Economics, Integrated/Coordinated Science 1AB



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INSTRUCTIONS (cont.):

V. Courses that Require an Education Specialist Credential and a Single-Subject General Education Credential/Authorization

The special day program is not designed to accommodate students wishing to enroll in advanced or college preparatory classes. However, some high school special day program teachers also possess a single-subject credential (or its equivalent) in a particular subject area. Middle school authorizations, board permits, and other temporary or partial authorizations do not substitute for a full single-subject general education credential.

A credential authorizing service to students with mild/moderate disabilities is not sufficient for teaching “A-G” courses that are not considered part of the core/basic program. Therefore, a special day program teacher who possesses **both** a mild/moderate education specialist credential and a single-subject general education credential (or its equivalent) in the required discipline may be assigned to teach the following courses, under certain conditions:

- CC Algebra 2 AB (requires K-12 math single-subject credential)
- Biology AB (requires biology single-subject credential)
- Chemistry AB (requires chemistry single-subject credential)
- Physics AB (requires physics single-subject credential)
- Languages Other Than English, year 1 or year 2 only (requires single-subject credential in the specific foreign language)

A special day program teacher with the required credentials may be assigned to teach one of the above courses only under the following circumstances:

- The special education teacher may only be assigned one (1) general education section of an “A-G” course per semester from the list of courses above.
- The course may only be assigned to the teacher with his/her prior consent.
- The special education teacher may not be assigned the course as an auxiliary period during the school day. All special education teachers must be provided with a conference/preparatory period for completing IEPs.
- The course must have a **minimum special education student enrollment of 33%** of the total number of students enrolled.
- By offering the course, the APSCS/designee ensures that no other section of a special day program course has an enrollment that exceeds district guidelines. Offering these “A-G” courses should not raise the class size in other special day classes.
- For SWDs enrolled in courses with more than 50 percent general education enrollment, the IEP FAPE Parts 1 and 2 can reflect these minutes as the student participating in the general education program.



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INSTRUCTIONS (cont.):

VI. Limitations on Special Education Teacher Assignments and “A-G” and Graduation Requirement Courses

1. No courses labeled “advanced,” “honors,” or “advanced placement” either in the title or in the local/emphasis fields may be assigned to or taught by special day program teachers under any circumstances. Special day program teachers are allocated to schools to support SWDs who need significant support in core subjects only.
2. Secondary special education teachers (resource specialist teachers and special day program teachers) **may not** be assigned to teach physical education or athletics/sports courses during the school day. With the teacher’s consent and the proper physical education authorization, the school may assign an athletics/sports course to a special education teacher outside of the school day (e.g., zero or seventh period) provided that the school absorbs the cost of the teacher’s salary for the extra duty. A course offered outside the school day will not be funded by the Division of Special Education. Schools not in compliance with this policy may be charged for staffing expenditures not approved by the Division.
3. Any “A-G” course, graduation requirement course, or elective course that is not listed above but that the principal wishes to assign to a special education teacher, including those courses designated as requirements at pilot schools, must be approved by the Division of Special Education, Office of Instructional Programs prior to assigning the course to that teacher. Requests submitted either while the course is in session or after the course has been offered will not be accepted. Requests must be submitted in writing to Lisa Regan, K-12 Coordinator of Instruction, Beaudry Building, 17th Floor, or via email to lisa.regan@lausd.net.
4. School administrators are reminded that mild/moderate special education teachers are allocated to schools for the purpose of providing specialized support to SWDs who require services in order to access the core general education curriculum. This includes providing each special education teacher with a conference/ preparatory period to prepare for, implement, and hold IEP team meetings and to confer with colleagues regarding cases of students suspected of having a disability. Special education teachers may not be assigned to carry an auxiliary roster during the school day, as the teacher must be available for assessments, IEP team meetings, and conferring with colleagues, parents, or outside agencies during the school day.
5. Special education teachers may not be allocated to perform non-teaching duties during the school day, including serving as dean of discipline, instructional or athletics coaches, and/or coordinators of school programs.
6. Schools that authorize special education teachers to either teach general education courses or to perform non-teaching or unapproved duties during the school day are not in compliance with this policy and may be charged for unapproved staffing expenditures.



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RELATED RESOURCES:

Verification Process for Special Settings, LAUSD Talent Management website:
http://talentmanagement.lausd.net/teacher_administrator/VPSS_Overview

BUL-2533.0, "Procedures for Granting Credit and Achievement Marks for Foreign Language," dated May 26, 2006.

REF-2025.2, "Development and Implementation of a Learning Center at the Secondary Level," dated October 22, 2007.

BUL-5186.0, "Graduation Requirements for the Graduating Classes of 2014 and 2015," dated February 11, 2011.

REF-5452, "CAHSEE Waiver and Exemption Procedures for Students with Disabilities," dated May 9, 2011.

REF-6056.0, "Issuance of Diplomas of Certificates of Completion for All Eligible Grade 12 Students with Disabilities," dated May 6, 2013.

BUL-5789.1, "Graduation Requirements for the Class of 2016," dated September 12, 2013.

BUL-6166.0, "Graduation Requirements for the Class of 2017," dated September 18, 2013.

REF-5982.1, "Algebra 1 Waiver Procedures for Students with Disabilities," dated December 16, 2013.

ASSISTANCE:

For assistance or information regarding this policy, contact Lisa Regan, Coordinator of Instruction, Division of Special Education, at (213) 241-6701 or lisa.regan@lausd.net.



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Attachment A

**REQUEST TO SUBSTITUTE COMMON CORE ALGEBRA 2 COURSE FOR
ANOTHER MATH COURSE FOR STUDENTS WITH DISABILITIES WITH AN IEP
(WAIVER OF COMPLETING THE “C” SUBJECT REQUIREMENT FOR GRADUATION)**

Student Name: _____ Date of Birth: _____ Grade: _____
School: _____ ESC: _____ Date of IEP Team Meeting: _____

Students with disabilities are expected to complete all graduation requirements. All students must have made every attempt to complete all graduation requirements including taking a full class schedule each semester and taking advantage of summer and/or intersession opportunities. Students who receive a mark of “fail” in a course required for graduation must repeat that course. Students with disabilities with an Individualized Education Program (IEP) may request a waiver of enrollment for the Common Core Algebra 2 graduation requirement (or its advanced math equivalent) by using this form when it is completed during an IEP team meeting.

By completing this form, the parent/guardian and student acknowledge that the student will not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “c” subject area requirement.

Directions: To fulfill the requirement that students enroll in math courses in grades 9, 10, and 11, CC Algebra 2 must be substituted by other mathematics or math-related courses. The substitute courses can either be those that earn “A-G” credit or those offered as supplemental or intervention instruction (non-“A-G” courses). Career and Technical Education (CTE) courses with a strong mathematics or technical component may be used to substitute for CC Algebra 2. The substitution math/CTE course(s) must earn at least a total of ten (10) credits.

Required Math Course Title: CC Algebra 2AB Credits: 10
Math/CTE course(s) to be substituted: (Fall) _____ Credits: _____ A-G? _yes _no
(Spring) _____ Credits: _____ A-G? _yes _no

Two-Year California Math Requirement has been fulfilled with the following courses: _____

Rationale for why the student should not enroll in CC Algebra 2 (must include data from previous math courses and the student’s IEP): _____

| | | | | | |
|--|--|---|--|------|--|
| Student Signature | | Student Name (printed) | | Date | |
| Parent Signature | | Parent Name (printed) | | Date | |
| Counselor Signature | | Counselor Name (printed) | | Date | |
| IEP Administrator/ Designee Signature | | IEP Administrator/ Designee Name (printed) | | Date | |
| Principal Signature | | Principal Name (printed) | | Date | |

Return to the Counselor for appropriate recording. Place original with signatures in the student’s cumulative record. Provide a copy to the student, parent/guardian, and the student’s counselor.

___ Credit Clerk - Original in cum record ___ Student copy ___ Parent copy ___ Counselor copy
___ Appropriate documentation entered into the student’s electronic record on (date) ___/___/___ by _____.



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Attachment B

**REQUEST TO SUBSTITUTE LANGUAGES OTHER THAN ENGLISH REQUIREMENT FOR ANOTHER COURSE FOR STUDENTS WITH DISABILITIES WITH AN IEP
(WAIVER OF COMPLETING THE “E” SUBJECT REQUIREMENT FOR GRADUATION)**

Student Name: _____ Date of Birth: _____ Grade: _____
School: _____ ESC: _____ Date of IEP Team Meeting: _____

Students with disabilities are expected to complete all graduation requirements. All students must have made every attempt to complete all graduation requirements including taking a full class schedule each semester and taking advantage of summer and/or intersession opportunities. Students who receive a mark of “fail” in a course required for graduation must repeat that course. Students with disabilities with an Individualized Education Program (IEP) may request a waiver of enrollment for the second year of the Languages Other Than English (LOTE) graduation requirement by using this form when it is completed during an IEP team meeting.

By completing this form, parents/guardians and students acknowledge that the student will not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “e” subject area requirement.

Directions: The student should select a course to substitute for the second year of LOTE from those that support the student’s chosen career pathway and/or IEP goals. The substitute courses can either be those that earn “A-G” credit or those offered as supplemental or intervention instruction (non-“A-G” courses). Career and Technical Education (CTE) courses may be used to substitute for the second year of LOTE. The substitution course(s) must earn at least ten (10) credits.

Required LOTE Course Title: _____ **2AB** Credits: **10**
Course(s) to be substituted: (Fall) _____ Credits: _____ A-G? yes no
(Spring) _____ Credits: _____ A-G? yes no

Rationale for why the student should not enroll in the second year of LOTE (must include data from previous LOTE courses and the student’s IEP): _____

| | | | | | |
|--|--|---|--|------|--|
| Student Signature | | Student Name (printed) | | Date | |
| Parent Signature | | Parent Name (printed) | | Date | |
| Counselor Signature | | Counselor Name (printed) | | Date | |
| IEP Administrator/ Designee Signature | | IEP Administrator/ Designee Name (printed) | | Date | |
| Principal Signature | | Principal Name (printed) | | Date | |

Return to the Counselor for appropriate recording. Place original with signatures in the student’s cumulative record. Provide a copy to the student, parent/guardian, and the student’s counselor.

___ Credit Clerk - Original in cum record ___ Student copy ___ Parent copy ___ Counselor copy
___ Appropriate documentation entered into the student’s electronic record on (date) ___/___/___ by _____.