



IMPORTANT DATES TO REMEMBER

May

Mother's Day	5/14
Classified School Employees Week	5/21- 5/27
Election Day	5/16
Principals Meeting	5/17
SAA Meeting	5/25
Asian Pacific Heritage Month	

WHAT'S DUE

April Water Flushing Certification	5/1
April Metal Detection Certification	5/1
ROI's	5/26
Oral Health Assessments	5/31

Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 37

MAY 21, 2017

Culminations & Graduations

As you prepare for this year's graduation and culmination festivities, it is important that students and families are well informed about these activities and the requirements necessary for students to participate in them. It is highly recommended that families not find out about their child's ability participate close to the date of the activities and/or ceremonies. All secondary schools should have already formed a committee to hear appeals from those families whose students have not met the requirements to participate. Please consider that some of our students might have experienced circumstances that prevented them from meeting the requirements.



As the graduation ceremony is considered to be an instructional activity, LAUSD will no longer require students/parents to purchase caps and gowns as a condition for participation in the graduation ceremony. The District will provide, "rental" caps and gowns, **free** of charge to high school graduating seniors to use during the graduation ceremonies. The "rental" caps and gowns will be of the same quality and color as those made available to families to purchase as a keepsake. Attached for your convenience are District Policy Bulletins related to Graduation Requirements and Certificate of Completion (Attachments 1-3).

Title IX Complaint Manager Training

Every school site is required to have a campus Title IX Complaint Manager who is designated as a contact point to the campus community for Title IX communications and concerns. This year all designated Title IX Complaint Managers were automatically enrolled on the **Learning Zone** for Title IX Complaint Manager web based training. At this time, over 150 Title IX Complaint Managers across Local District Central have not completed this **required** training. School leaders are encouraged to inform their designated Title IX Complaint Managers to complete this web based training before the end of this month. Do not hesitate to reach out to your Operations Coordinator should you have additional questions (Attachment 4).

Consolidated Charitable Campaign—Week 13



We are still collecting school envelopes. Please make sure to submit contributions by Wednesday, May 17th. We will announce the top three winners in the May 19th Friday Brief. Send envelopes via school mail to Marlene Correa or Maria Butler to the Beaudry Bldg. 11th Floor. In addition, Coordinator Report Envelopes may also be submitted personally to Marlene Correa, Veronica Real, or Maria Butler at LAUSD Headquarters on the 11th Floor. Let's make **Local District Central #1**.

Please contact District Central Coordinators, Marlene Correa (213) 241-3903 or Veronica Real (213) 241-3906 should you need additional materials.

Attendance Improvement Recognition Event

As we approach the end of the school year, it is that time to review the attendance data to identify students who have struggled to maintain regular attendance and recognize them for making significant improvements. Keep in mind that some of these students who may have received some sort of attendance intervention such as SART may still not be attending school every school day and may not be necessarily on time, however, now is the time to acknowledge their growth and motivate them for them for the new school year! Setting these students on the path to reaching proficient or advanced attendance levels in the new school year is our goal!



Additionally, Local District Central would like to take the opportunity to recognize those students who have made significant improvement in school attendance by inviting them and their school-based PSA Counselor or school site representative to a celebratory event. Our Most Improved Attendance Celebration will take place on Friday, June 2nd at Los Angeles Elementary School at 2:00-3:00p.m. (Attachment 5). School leaders are encouraged to nominate 2-3 students and submit the names and student ID numbers to Mario Vega at mvega@lausd.net by May 26, 2017.

If you would like to discuss a particular case, please contact the LD Central PSA Team, Mario, Marlene, Rafael and Leilani at (213)241-0101.

Denim Day: Sexual Violence Awareness Month 2017

Psychiatric Social Workers across LD Central organized school wide activities to commemorate Sexual Assault Awareness Month. Denim Day is a sexual violence education campaign that raises community awareness about the devastating impacts of sexual violence and how to prevent it.

In addition to providing information regarding the significance of the day and learning the importance of maintaining healthy relationships and maintaining an overall safe campus, LD Central schools led these efforts to bring awareness to this important issue:



At **Barack Obama Global Preparation Academy**, PSW Ms. Rodriguez and MSW intern Juan Villa, coordinated an interactive event during lunch time where students and staff signed poster boards to show their support of victims and survivors, as well as understanding their "RIGHT TO SAY NO!"



West Adams Prep students made a commitment that sexual violence of any kind would not be allowed on campus by writing on their hands "Not on my campus"

Santee Education Complex joined the cause in standing up against violence by making a social/fashion statement by wearing our jeans with a purpose. Students and staff had the opportunity to make a pledge against violence by signing their name or writing a message on jeans that were displayed during lunch. Santee students and staff "SOAR" against violence and sexual assault.

Restorative Justice: Benefits of Restorative Practices



Sharing Promising Practices Together Forum—Saturday, June 3, 2017

The Second Sharing Promising Practices Together Forum invites you and your colleagues to attend this year's session focused on *Middle School Readiness for College & Career Success*. The forum is scheduled for Saturday, June 3, 2017 at Julian Nava Learning Academies.



Register for the event by visiting the following link: <https://registerpromisingpractices.eventbrite.com>. For more information please see Attachment 6.

CSUN Advancement Opportunities: Want to Become a K—12 Administrator?

The Department of Educational Leadership & Policy Studies, California State University, Northridge is pleased to announce the next cohorts of its program for the attainment of the Preliminary Administrative Services **Credential (Tier I) and Masters' Degree** in Educational Administration beginning the week of August 28, 2017 (Fall Semester). See Attachment 7 or further information.

Reminders



Fiscal Updates

As our fiscal year comes to an end, we continue to remind schools to plan according to cut-off dates published in Mem-6016.4, 2016-2017 Procurement Year-End Closing Timeline/Schedule.

In order to ensure that the cost of goods and/or services ordered is posted to the current fiscal year, transactions must have an APPROVED status in the SAP Procurement System by the dates indicated.

TRANSACTION TYPE FOR SCHOOLS AND OFFICES (NON-TITLE I)	Cut-Off Date
P-Card and T-Card Purchases	5/19/2017
P-Card and T-Card Reconciliations	6/07/2017
Toshiba Ghost Account Reconciliation	6/9/2017 (Schools) 6/23/2017(Offices)
Shopping Cart for Non Stock Purchases – Over \$25,000	5/05/2017
Low Value Purchase Orders for Goods/Services	5/11/2017 (8:00 pm)
Shopping Cart for Book and Instructional Materials Orders	5/22/2017
Shopping Cart for Book Orders - State Adopted	5/22/2017
Shopping Cart (STO) - Regular Warehouse Deliveries	6/22/2017 (8:00 pm)
Shopping Cart (STO) - Same Day Warehouse Deliveries	6/22/2017 (9:00 am)
Shopping Cart (STO) - Overnight Warehouse Deliveries	6/23/2017 (12:00 pm)
Shopping Cart (STO) -Warehouse Will-Call	6/29/2017 (5:00 pm)
Imprest Claim Reimbursement Requests	6/13/2017
Travel Request Entries into SAP	6/02/2017
Travel Claim Reimbursement Requests (completed and approved with supporting documentation)	6/15/2017
Online Goods Receipts (Receivers)	6/30/2017 (4:30 pm)
Schools – Submission of all Other Budget Adjustments for Review and Approval	6/12/2017
Central Offices– Submission of Budget Adjustments for Review, Approval, and Posting	6/23/2017

TRANSACTION TYPE FOR SCHOOLS AND OFFICES (TITLE I)	CUT-OFF DATE
P-Card and T-Card Purchases	5/5/2017
P-Card, T-Card, and Toshiba Ghost Account Reconciliations	5/31/2017
All Title I Shopping Cart Purchases except for technology equipment and software licenses	5/5/2017 (5:00 pm)
Imprest Claim Reimbursement Requests	5/5/2017
School Submission of Categorical Budget Adjustments for Review and Approval	6/5/2017 (5:00 pm)



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: Middle School Culmination Activity and Certificate of Completion

NUMBER: BUL-3815.2

ISSUER: Dr. Ruth Pérez, Deputy Superintendent
Division of Instruction

Angela Hewlett-Bloch, Director
Instructional Operations

DATE: August 24, 2015

ROUTING

Local District Superintendents
Local District Directors of Instruction
Local District Counseling Coordinators
Middle School Principals
Middle School Assistant Principals & Coordinators
Middle School Teachers
Middle School Counselors

POLICY: This bulletin outlines the standardized criteria for issuing a Middle School Certificate of Completion and for participation in the Middle School Culmination Activity. The policy will be effective for Middle Schools students culminating in Spring of 2016 and will continue for all Middle School students thereafter.

MAJOR CHANGES: This version replaces BUL-3815.1, dated January 14, 2014. Major changes include standardized criteria for earning a Certificate of Completion and participating in the culmination activity. As a benchmark towards High School graduation criteria, the marks of “D” or better in English, math, social studies and science provide the basis of the criteria. Additionally, physical education and English Language Development (ELD) courses will factor into the middle school culmination criteria.

PURPOSE: This policy aligns with the belief that all students can learn, are capable of mastering middle school standards and passing all classes. It supports student achievement and identifies criteria that will guide the student in preparing for matriculation from middle school to high school. Middle school students need to be prepared to meet the requirements for high school, including passing the high school exit exam and meeting the minimum A-G Requirements with grades of “D” or better. The Certificate of Completion and the Culmination Activity policy was developed to provide district-wide consistency.

PROCEDURES: I. CRITERIA FOR MIDDLE SCHOOL CERTIFICATE OF COMPLETION

Beginning with students culminating in Spring of 2016, the certificate of completion and participation in the culmination activity will be determined based on the marks earned in the core subjects of English/ELD, math,



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social studies and science in seventh and eighth grades. Marks earned in PE will also be part of the criteria. Eligible students will earn a district approved Certificate of Completion. Students must earn 21 points out of the possible 30 points to be eligible for a Certificate of Completion.

Grade 7:

- Students earn one point for each semester course in English/ELD, math, social studies, science and PE with a mark of “D” or better.

Grade 8:

- Students earn two points for each semester course in English/ELD, math, social studies, science and PE with a mark of “D” or better.
- A minimum of 8 points must be earned in the Spring of 8th grade.

7 th Grade				8 th Grade			
Courses	Points D or better	Courses	Points D or better	Courses	Points D or better	Courses	Points D or better
English 7A or ELD*	1	English 7B or ELD*	1	English 8A or ELD*	2	English 8B or ELD*	2
7 th Grade Math	1	7 th Grade Math	1	8 th Grade Math	2	8 th Grade Math	2
WHG: Med/Mod A	1	WHG: Med/Mod B	1	US Hist G&C A	2	US Hist G&C B	2
Science 7	1	Health JH	1	Science 8A	2	Science 8B	2
Beg PE A	1	Beg PE B	1	Int PE A	2	Int PE B	2
Total Points Possible	5		5		10		10

* Note: For students who are enrolled in both Sheltered (SH) core English and ELD, the SH English course counts for this point system. If students are in a double block ELD class, they will only receive points for one period.

If a student transfers into an LAUSD middle school or span school in the seventh or eighth grade for the first time, the principal or designee will evaluate the student based on the points possible to earn from the date of entry into the school.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

II. COMMUNICATION WITH PARENTS/GUARDIANS

The school's culmination policy shall be communicated to students and parents/guardians throughout the year. Information shall also be available at a minimum of two additional times at school events and meetings such as grade level meetings, SLC meetings, Back-To-School night and Open House.

For verification purposes, students and parents/guardians shall be informed of the policy during registration, using the parent letters (Attachment A) and the policy should be emphasized during each IGP Conference.

Verification of annual Parent Communication shall be completed in MISIS by the Principal or designee no later than the first Friday in November annually. For the 2015-16 school year, the principal shall complete the verification form and submit to their Local District Instructional Director by November 6, 2015.

III. CRITERIA FOR MIDDLE SCHOOL PARTICIPATION IN THE CULMINATION ACTIVITY

Eighth grade students must meet all LAUSD requirements to earn a Certificate of Completion in order to participate in the culmination activity. Schools may set alternative school-site criteria, including behavior, work habits and attendance for participation in the culmination activity as long as they inform all students and parents/guardians during the 6th grade year.

Schools that choose to set their own criteria must complete and submit Attachment D to their Local District Instructional Director and Superintendent for approval.

Schools that set their own criteria may edit Attachment A of this document. A sample Certificate of Completion is included on Attachment C.

IV. SUPPORT FOR SUCCESSFUL COMPLETION OF REQUIREMENTS

In order to provide middle school students with the opportunity to meet the requirements for a certificate of completion and to participate in the culmination activity, schools need to establish a support system for their students. Some options include:

A. Identify at-risk students early and enroll them in appropriate



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intervention courses

- B. Provide academic intervention programs during the school day
- C. Institute an attendance recovery program
- D. Celebrate and reinforce student achievement
- E. Provide guidance lessons to students addressing topics to promote success such as study skills, time management and classroom behavior
- F. Communicate frequently and consistently with parents/guardians about their child's academic progress
- G. Set-up clubs and/or activities that promote a college-going culture
- H. Establish an adult mentoring program for at-risk students

V. APPEAL PROCESS

If a student does not meet the minimum culmination activity or certificate of completion requirements, the student or parent/guardian may appeal by following the procedures listed below. Considerations may include extenuating circumstances that affect attendance and/or academic achievement or demonstrating significant improvement in the eighth grade.

A. School-site Level

1. The student or parent/guardian writes a letter to the Principal stating why the student did not meet the requirements for the certificate or for participating in the culmination activity.
2. A Culmination Appeals Committee shall be convened at the school to review appeals. At a minimum, the committee must include a counselor, a school-site administrator and a teacher.
3. The Principal will review, approve and sign the letter stating the committee's decision.
4. The committee response shall be provided in writing and by phone within three school days following the appeal.

B. Local District Level



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1. If the parent/guardian does not agree with the school's decision, he/she may appeal to the Local District Instructional Director by sending a letter within three school days of receiving the school site appeals decision.
2. The Local District Instructional Director will convene a committee to review the appeal. The Local District Superintendent will sign the letter communicating the decision. This decision is final and will be provided by phone and in writing within one school day following the appeal.

AUTHORITY: This is a policy of the Los Angeles Unified School District and the Division of Instruction..

ASSISTANCE: For additional information, contact your Local District Counseling Coordinator or you may call the Office of College and Career Education at: 213-241-7510.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

PARENT LETTER REGARDING NEW MIDDLE SCHOOL CULMINATION AND CERTIFICATE OF COMPLETION POLICY

Date: _____

Dear Parent/Guardian:

The Los Angeles Unified School District believes that all students can learn and are capable of mastering middle school standards and passing all classes. Your students will be expected to meet the minimum A-G requirements with marks of “D” or better to graduate from high school. LAUSD has adopted a *Middle School Culmination Activity and Certificate of Completion* policy effective starting with the class of students culminating in 2016.

This policy defines the criteria for issuing a Middle School Certificate of Completion and for students to participate in the Middle School Culmination Activity. It supports student achievement and guides students in preparing for matriculation from middle school to high school.

To earn a Certificate of Completion, students will be evaluated based on the marks earned in the core subjects of English/ELD, math, social studies and science in seventh and eighth grades. Marks earned in physical education will also be part of the criteria.

- ▲ In 7th grade, students will earn one point for each semester course in English/ELD, math, social studies, science and PE with a mark of “D” or better.
- ▲ In 8th grade, students will earn two points for each semester course in English/ELD, math, social studies, science and PE with a mark of “D” or better. Students must earn 8 points during the spring semester of 8th grade.
- ▲ Students must earn 21 points out of the possible 30 points to be eligible for the Certificate.

To participate in the culmination activity, eighth grade students must meet all LAUSD requirements to earn a Certificate of Completion.

Students and parents/guardians will discuss this policy during the Individual Graduation Plan (IGP) conferences. We will work closely with you and your child to promote academic achievement.

If you have questions about the Culmination Activity and Certificate of Completion policy, contact your child’s counselor _____ at _____.

Sincerely,

Principal



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PLEASE RETURN THIS SIGNED FORM TO YOUR CHILD'S COUNSELOR

I have read the attached letter and discussed the requirements for the Certificate of Completion and the culmination activity with my child. We will discuss this again at the Individual Graduation Plan conference. If I have any questions, I will contact you.

Student's Name: _____ Date of Birth: _____

Parent's/Guardian's Name: _____

Parent's Guardian's Signature: _____

Date: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ANEXO A

CARTA A LOS PADRES DE FAMILIA SOBRE LAS NUEVAS NORMAS PARA LA GRADUACIÓN DE LA SECUNDARIA MEDIA Y EL CERTIFICADO DE TERMINACIÓN DE ESTUDIOS

Fecha: _____

Estimados padres de familia/tutores:

El Distrito Escolar Unificado de Los Ángeles (LAUSD) considera que todos los alumnos pueden aprender y son capaces de dominar las normas de la secundaria media y de aprobar todas las clases. Se exigirá que los alumnos cumplan con los requisitos mínimos de A-G con una calificación de “D” o más para poder graduarse de la preparatoria. El LAUSD ha adoptado una norma de *Actividad de Graduación de Secundaria Media y Certificado de Terminación de Estudios* que entra en vigor con los alumnos que culminarán en el 2016.

Estas normas definen los criterios para otorgar un Certificado de Terminación de Estudios de Secundaria Media y para que los alumnos puedan participar en la Actividad de Graduación de la Secundaria Media. Dichas normas apoyan el aprovechamiento académico y guían a los alumnos al prepararlos para la transición de la secundaria media a la preparatoria.

Para obtener un Certificado de Terminación de Estudios, se evaluará a los alumnos en base a las calificaciones obtenidas en las materias básicas de inglés/ELD, matemáticas, ciencias sociales, y ciencias naturales en séptimo y octavo grados. Las calificaciones obtenidas en educación física también formarán parte de los criterios.

- Alumnos del séptimo grado ganarán un punto por cada curso de un semestre en inglés/ELD, matemáticas, ciencias sociales, ciencias naturales y educación física con una calificación de “D” o más.
- Alumnos del octavo grado ganarán dos puntos por cada curso de un semestre en inglés/ELD, matemáticas, ciencias sociales, ciencias naturales y educación física con una calificación de “D” o más. Los alumnos deben acumular 8 puntos durante el Segundo semestre del octavo grado
- Los alumnos deben acumular 21 puntos de un total posible de 30 puntos para recibir al Certificado.

Para participar en la actividad de graduación, los alumnos de octavo grado deben satisfacer todos los requisitos del LAUSD para obtener un Certificado de Terminación de Estudios. Las escuelas podrán fijar criterios adicionales para su plantel en particular, incluidos los hábitos de trabajo, la conducta y la asistencia para que los alumnos puedan participar en la actividad de graduación.

Los alumnos y los padres/tutores discutirán estas normas durante las conferencias sobre el Plan Individual de Graduación (IGP, por sus siglas en inglés). Colaboraremos estrechamente con usted y su hijo(a) para fomentar el aprovechamiento académico.

Si usted tiene preguntas acerca de las normas sobre la Actividad de Graduación y el Certificado de Terminación de Estudios, comuníquese con el consejero de su hijo(a)

_____ al _____.

Atentamente,

Director(a)

BUL-3815.2

Division of Instruction



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FAVOR DE DEVOLVERLE ESTE FORMULARIO CON SU FIRMA AL CONSEJERO DE SU HIJO(A)

He leído la carta adjunta y he discutido con mi hijo(a) los requisitos del Certificado de Terminación de Estudios y la actividad de graduación. Trataremos esto de nuevo en la conferencia del Plan Individual de Graduación. Si tengo alguna pregunta, me comunicaré con usted.

Nombre y apellido del alumno: _____

Fecha de nacimiento: _____

Nombre y apellido del padre/madre/tutor: _____

Firma del padre/madre/tutor: _____

Fecha: _____



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ATTACHMENT B

VERIFICATION OF COMMUNICATION WITH PARENTS ABOUT THE MIDDLE SCHOOL COMPLETION REQUIREMENTS

School Name: _____

Number of Parent/Guardian Letters Sent to Sixth Graders: _____

Percent of Parent/Guardian Letters Returned from Sixth Graders: _____

List of ways you will communicate with these requirements with students and parents/guardians:

Contact Person: _____ Title: _____

Date: _____

Send this completed form to Local District Instructional Director

For 2015-2016 school year, due November 6, 2015

Every year thereafter, due the first Friday of November



LOS ANGELES UNIFIED SCHOOL DISTRICT
Certificate of Completion
This certifies that

is awarded this Certificate of Completion for
Eighth Grade Promotion

_ Middle School

Presented this _ day of June, 2016

Principal

Assistant Principal



Request to Implement Alternative Culmination Policy

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____

August 24, 2015



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Graduation Requirements for Classes of 2016-2019

NUMBER: BUL-6566.2

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Jesus Angulo, Director
Academic and Counseling Services

DATE: December 15, 2016

POLICY: This bulletin outlines the graduation requirements for the classes of 2016 through 2019, and how they relate to the California State University (CSU) “a-g” minimum admission requirements. This bulletin also defines grade level promotion requirements, a passing grade in “a-g” courses, the graduation requirements for English Learners and students with disabilities receiving special education services, and the alternative graduation requirements for foster youth, homeless and probation students eligible for exemptions provided under Assembly Bill 216 (AB216), formerly AB 167, and under AB 1806.

MAJOR CHANGES: This bulletin replaces Bulletin 6566.1, *Graduation Requirements for the Classes of 2016-19*, dated January 16, 2016, Bulletin 6166.1, *Graduation Requirements for the classes of 2017 and 2018*, dated July 2, 2014, and Bulletin 5789.1, *Graduation Requirements for the class of 2016*, dated September 12, 2013. This revised bulletin provides updated information regarding graduation year and the languages other than English (LOTE) graduation requirement. It also provides clarification of Physical Education and Mathematics graduation requirements, as well as updated reference information.

GUIDELINES: I. 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 Sequence as Part of the High School Graduation Requirements.” Enrollment in the “a-g” course sequence began in 2008. On June 9, 2015, the Board of Education approved a Resolution “To Recommit to A-G for All.” For the classes of 2016 and beyond, LAUSD graduation requirements require students to complete the minimum CSU “a-g” course requirements. The requirement of a grade of “C” or better was eliminated. In addition to the “a-g” course sequence, students must complete additional California Department of Education (CDE) and LAUSD requirements. The LAUSD “a-g” and the additional CDE and LAUSD course requirements require a passing grade of “D” or better for graduation eligibility.

ROUTING

Local District Superintendents
Local District Administrators of
Instruction
Local District Instructional
Directors
Operations Administrators
Local District Counseling
Coordinators
Secondary Principals
Secondary Assistant Principals
College Counselors
Counselors



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

II. GRADUATION ELIGIBILITY

To receive a high school diploma in the LAUSD, students must earn 210 credits and a grade of “D” or better in all courses which satisfy the:

- Minimum CSU “a-g” course sequence
- CDE graduation requirements, and
- Additional LAUSD graduation requirements

Note: “Validation” in the tables below refers to the granting of “a-g” credit when a student successfully completes advanced work (earning a grade of “C” or better) in an area of sequential knowledge. In this case, the student is presumed to have achieved proficiency in the lower-level coursework (e.g., Spanish 2B, successfully completed with a grade of “C” or better, validates Spanish 1A, 1B, and 2A). Validation does not meet numerical credit requirements or course enrollment requirements. See Section III, pages 9-10 below for subject-specific validation rules.

Note: Passage of both sections of the California High School Exit Exam (CAHSEE), once a graduation requirement, has been suspended for the classes of 2016-18. See California Education Code Sections 60851.5 and 60851.6 (added through passage of SB 172).

The table below summarizes the minimum “a-g” subject requirements, CDE and additional LAUSD requirements for graduation eligibility. More detailed tables for each subject area requirement follow.

	Subject	Years	Comments
“A-G” Requirements	A – History/Social Science	2 years	No Validation
	B – English	4 years	No Validation
	C – Math	3 years	Validation
	D – Lab Science	2 years	Validation (Chemistry Only)
	E – Language Other than English	2 years	Validation
	F – Visual & Performing Arts	1 year	No Validation
	G – College Prep Elective	1 year	No Validation
	Subject	Years	
CDE – CA State Requirements	History/Social Science	3 years	World History, US History, Government, Economics
	English	3 years	
	Mathematics	2 years	2 years required in HS + Algebra requirement
	Science	2 years	Biological and Physical
	VPA or LOTE or CTE	1 year	
	Physical Education	2 years	
	Subject	Credits	
LAUSD Additional Requirements	Health Course	5	
	Service Learning Requirement		
	Career Pathway Selection		
	TOTAL CREDITS REQUIRED	210	



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

History/Social Science

3 years required

Table 1 – Recommended course sequence (also includes Honors) to meet the requirement for History/Social Science			
9 th	10 th	11 th	12 th
	370127/28 WHG: Mod Wld AB OR 370133/34 AP Wld Hist AB	370129/30 US Hist 20th AB OR 370111/12 AP US History	370603 Prin Am Democracy OR 370605 AP Govt & Pol AND 370905 Economics OR 370906 AP Micro Econo OR 370907 AP Macro Econo

Principles of American Democracy and Economics are not necessary to meet the “a” requirement. Economics and Principles of American Democracy can satisfy the “g” requirement.

The CDE requires 3 years of social science to include World History, US History, Government and Economics.

English

4 years required

Table 2 – Required course sequence (also includes Honors) to meet the requirement for English			
9 th	10 th	11 th	12 th
230107/08 English 9AB	230109/10 English 10AB	230111 American Lit & 230201 Cont. Comp OR 230115/16 Auth. Comp AB OR 230125/26 AP English Language OR 230117/18 AP English Literature	230206 Expos Comp. OR 230207 Adv Comp AND “b” Grade 12 English Elective OR 230125/26 AP English Language OR 230117/18 AP English Literature OR 230231/32 ERWC AB

Students must be enrolled in the grade-level English courses listed (or their equivalents) for the year in which they are enrolled.

Literacy and Language and Advanced ELD are categorized as English Language Development courses by UCOP. A maximum of two semesters may be used to satisfy the “b” requirement if a grade-level English course is failed. Literacy and Language and Advanced ELD cannot be used for twelfth grade English.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Mathematics

3 years required

Table 3 – Recommended course sequence (also includes Honors) to meet the requirement for Mathematics			
9 th	10 th	11 th	12 th
310341/42 CC Algebra 1 (Year-long) OR 310233/4 Financial Algebra 1AB OR 310423/24 CC Geometry AB OR 310343/44 CC Algebra 2AB	310423/24 CC Geometry AB OR 310343/44 CC Algebra 2AB OR 310239/40 Financial Algebra 2AB OR other 2 nd year of math (see the approved courses list: http://achieve.lausd.net/Page/8039)	310343/44 CC Algebra 2AB OR other 3 rd year of Math (see the approved course list: http://achieve.lausd.net/Page/8039)	Additional years of mathematics depend on students' college and career goals (see the approved course list: http://achieve.lausd.net/Page/8039)

All course sequences listed in MEM-6458.1, *Middle and High School Mathematics Placement and Pathways* include CC Geometry AB either immediately following CC Algebra 1 or taken concurrently with it.

LAUSD policy requires students to be enrolled in mathematics courses in Grades 9 through 11.

Regardless of any validation, the CDE requires that 2 years of mathematics, including Algebra 1 (or a higher course), be successfully completed (passed with a “D” or better) in high school.

According to BUL-5325.1, *Algebra 1 End-of-Course Examination Requirement for Granting Graduation Credits in Mathematics at Middle School*, eighth grade students who take an Algebra I course will earn 10 high school graduation credits in mathematics if they meet the following criteria:

- A grade of “A” or “B” in Accelerated CC Algebra 1 and a score of “Proficient” or “Basic” in the Algebra 1 Summative Assessment, or
- A grade of “C” in Accelerated CC Algebra 1 and a score of “Proficient” in the Algebra 1 Summative Assessment.

Students who took Algebra 1 equivalent courses in grade 7 may be eligible to receive high school credits in mathematics if they meet the criteria outlined in BUL-5325.1, *Algebra 1 End-of-Course Examination Requirement for Granting Graduation Credits in Mathematics at Middle School*.



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Laboratory Science

2 years required

Table 4 – Recommended course sequence (also includes Honors) to meet the requirement for Laboratory Science			
9 th	10 th	11 th	12 th
360121/2 ICS1AB (physical science) OR 360701/2 Biology AB	360701/2 Biology AB OR 360123/4 ICS2AB (biological science) OR 361401/2 Chemistry AB	361401/2 Chemistry AB OR 361501/2 Physics AB OR 361403/4 AP Chemistry OR 360707/8 AP Biology	Additional years of science depend on students' college and career goals (see the approved course list: http://achieve.lausd.net/Page/8040)

Students must complete at least one year of biological science and one year of physical science. Integrated/Coordinated Science 1 will satisfy the physical science requirement and Integrated/Coordinated Science 2 will satisfy the biological science requirement. Integrated/Coordinated Science 3 will satisfy either the biological or the physical science requirement.

The CDE requires that two years of science, one year of biological science and one year of physical science, be successfully completed (passed with a “D” or better) in high school. Validation will not meet the CDE requirement.

Language Other than English (LOTE)

2 sequential years (4 sequential semesters) required, in the same language

Table 4 – Recommended course sequence (also includes Honors) to meet the requirement for LOTE			
9 th	10 th	11 th	12 th
LOTE 1 OR LOTE 2	LOTE 1, LOTE 2 OR LOTE 3	LOTE 2 OR LOTE 3 Additional years of LOTE depend on students' college and career goals.	Additional years of LOTE depend on students' college and career goals.

Spanish for Spanish Speakers 1AB with a mark of “D” or better satisfies the LOTE requirement for LAUSD only.

The LOTE requirement may also be satisfied through examination. Attachment B identifies six examination options for students to demonstrate proficiency in LOTE.

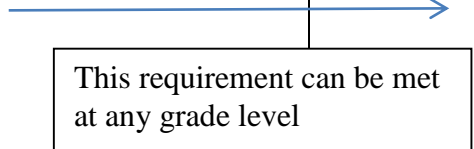
UCOP approved LOTE courses completed in Grades 7 and 8 may be used to satisfy the LAUSD graduation requirement.



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Visual and Performing Arts (VPA)

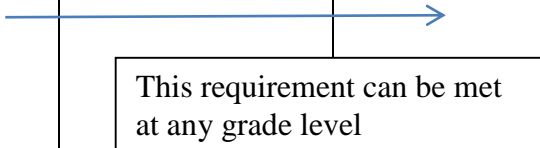
1 year required in the same discipline

Table 6 – Recommended course sequence (also includes Honors) to meet the requirement for Visual and Performing Arts			
9 th	10 th	11 th	12 th
VPA Same discipline			Additional years of VPA depend on students' college and career goals.

Disciplines are dance, music, theater, and visual arts.

College Prep Elective

1 year required

Table 7 – Recommended course sequence (also includes Honors) to meet the requirement for a College Prep Elective			
9 th	10 th	11 th	12 th
College Prep Elective			Additional years and subject choices depend on students' college and career goals (see the approved course list: http://achieve.lausd.net/Page/8043)

Students must satisfy this requirement by completing two semesters from the list of “g” approved courses: <http://achieve.lausd.net/Page/8043>. No introductory level courses in subject areas “c”, “e” and “f” may be used to meet the “g” requirement. If a student completes a course from the “a-f” subject areas beyond the minimum “a-g” requirements, this course may be used to satisfy the “g” requirement.

Economics and Principles of American Democracy can satisfy the “g” requirement.



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Physical Education Course Requirement

2 years required

Table 8 – Recommended course sequence to meet the requirement for PE			
9 th	10 th	11 th	12 th
330105/06 ADV PE 1AB	330121/22 ADV PE 2AB		Additional years of PE depend on students’ college and career goals.
	ADV PE 2AB can be taken in Grades 10-12		

All students are required to participate in a physical education program (California Education Code 51222 and 51241). For specific service delivery options, refer to BUL-2528.1, *Physical Education Programs Grades K-12* and REF-6082.0, *Student Physical Education Exemption Letter*. Students in Grade 9 are to be enrolled in Physical Education Course ADV PE 1AB. All ninth grade students are expected to participate in the state mandated physical fitness test (Fitnessgram®).

To complete the PE requirement, the district recommends two options:

- Option 1: All ninth grade students are to be enrolled in ADV PE 1AB (330105/06). Students must also take ADV PE 2AB (330121/22) in Grade 10. Students must continue to take PE in Grades 11 and 12, unless they pass the physical fitness test.
- Option 2: For schools with lower numbers of students, any student in Grades 9 and 10, could be put in ADV PE 1AB or ADV PE 2AB where the students would receive all eight content areas over the course of two years. Students must continue to take PE in Grades 11 and 12, unless they pass the physical fitness test.

School-sponsored, CIF-sanctioned, interscholastic competitive athletics can be used for physical education graduation credit. During the off-season, athletes can be enrolled in an Advanced Conditioning course (ADV COND, 330205), rather than one of the required courses listed in Options 1 and 2. The Advanced Conditioning course must include training for the appropriate sport as well as any of the state required PE content areas (see <http://www.cde.ca.gov/ci/pe/>) not included in the sport. Students enrolled in winter season sports, or both a fall and spring sport are not required to be enrolled in Advanced Conditioning. (See Attachment G for a table of which course to schedule in each semester.)

Cheerleading, Drill Team, Dance, Aerobics, Golf, Badminton, Tennis, Basketball, Soccer, and other physical education single subject courses are elective courses and do not meet the physical education criteria. See Bulletin 2528.1, *Physical Education Programs - Grades K-12*.



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Health Requirement

1 semester required

No validation

Table 9 – Recommended course sequence to meet the requirement for Health			
9 th	10 th	11 th	12 th
260103 HEALTH SH			
Health SH is frequently scheduled in grade 9, but may be scheduled in any year.			

Pilot and Partnership schools have other options to meet the health requirement.
(Refer to the Pilot School Manual or Partnership MOU for more details regarding the health requirement).

Non-Course Requirements

No validation

Table 10 – Non-course Requirements			
9 th	10 th	11 th	12 th
Career Pathway			
			Service Learning
			210 Numerical Credits

Career Pathway Requirement

During the ninth grade, students shall be given the opportunity to explore and evaluate interests, skills, talents, and abilities, and an opportunity to identify the industries and careers that they would like to pursue. Career exploration can be done via ConnectEd Studio's ECCCO on-line curriculum, career fairs, worksite tours, work-based learning activities and websites like MyNextMove.org, CareerCruising.com. Advisory periods, homeroom and counseling sessions are all options for delivering this exploration and assessment. As part of the annual Individual Graduation Plan (IGP) meeting, counselors will document the student's chosen career pathway, which must be aligned to CTE courses and career pathways available at the school site. Please refer to REF-911, *Career Pathways Graduation Requirement*. The Career Pathway must be documented in MiSiS.



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Service Learning Requirement

Students are expected to complete a service-learning experience that is integrated into the academic course curriculum. It must contain these 5 elements: Core Academic Learning, Meaningful Service, Student Voice, Reflection, and Collaboration. For details please see REF-3605, *Service-Learning Graduation Requirement*. Completion of the Service Learning requirement must be documented in MiSiS.

210 Numerical Credit Requirement

Students must accumulate a total of 210 credits to meet the numerical credit requirement. Students will receive 5 numerical credits for semester-long courses passed with a grade of “D” or better. A year-long course passed with a grade of “D” or better earns 10 numerical credits.

Note: Requirements satisfied through validation and examination do not yield numerical credits.

III. VALIDATION AND SUBSTITUTION RULES

A. Validation

LAUSD has adopted validation rules that follow those used for CSU admissions requirements. Validation occurs when a student has successfully completed advanced work (earning a grade of “C” or better) in an area of sequential knowledge. In this case, the student is presumed to have achieved proficiency in the lower-level coursework (e.g., Spanish 2B, successfully completed with a grade of “C” or better, validates Spanish 1A, 1B, and 2A).

B. Validation Limitations

1. Students do not earn numerical credits for requirements satisfied through validation.
2. Validation rules do not apply to CDE minimum high school graduation requirements.
3. Validation does not apply to the LAUSD requirement that students be enrolled in mathematics courses in Grades 9, 10 and 11.
4. For admissions criteria for colleges and universities, refer to the institutions’ websites and/or documentation to ensure that students will satisfy specific college admissions requirements.

C. Validation of Mathematics Courses

1. A grade of “C” or better in the second semester of a yearlong math course will validate a “D” or “Fail” in the first semester. Additionally, a grade of “C” or better in the second semester of an advanced math course, such as Pre-Calculus, AP Calculus, or H Advanced Math, will validate the “c” requirement.
2. A grade of “C” or better in Statistics or AP Statistics will validate only Algebra I and Algebra II, not Geometry.



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D. Validation of Language Other Than English (LOTE) Courses

1. A grade of “C” or better in a higher-level course validates a lower-level course in the same language. A higher-level LOTE course can validate the appropriate number of years based on the level. Refer to the College and Career website at <http://achieve.lausd.net/Page/8041> to determine the LOTE level. For information on demonstrating LOTE proficiency by examination, see Attachment B.
2. LOTE Exams and Subject matter tests do not meet the CDE requirements and will not yield LAUSD numerical credits.

E. Validation of Chemistry Courses

A grade of “C” or better in the second semester will validate a grade of “D” or “Fail” in the first semester of Chemistry.

F. Substitution Rules for English Courses

Students may substitute LAUSD required courses in the area of “b”, English, only after the appropriate grade-level district-approved English course has been attempted. Literacy and Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are approved by UCOP to meet the “b” requirement, a maximum of two semesters may be used to satisfy the LAUSD “b” requirement. Literacy and Language and Advanced ELD cannot substitute for twelfth grade English. For a list of LAUSD approved courses from the “b” subject area, visit the College and Career website: <http://achieve.lausd.net/Page/8022>.

IV. NUMBER OF REQUIRED COURSES AND MINUTES

- A. All students must be enrolled in a full schedule of classes each semester of high school to maximize student opportunities for learning. Students must be enrolled in all periods that are part of the school’s regular program, regardless of the bell schedule.
- B. The only exceptions to the above are:
 1. A twelfth grade student who is on track for completing all of the requirements for graduation, and is enrolled in Work Experience, may attend high school for a minimum of 240 minutes per day in the last semester before graduation, upon the written request of a parent or legal guardian or upon his or her own request if the pupil is 18 years of age or over. (California Education Code 46147/LAUSD Policy).
 2. An eleventh or twelfth grade student who is enrolled part time in college classes (with prior approval of the school), for which academic credit will be provided, may attend high school for a minimum of 240 minutes per day (California Education Code 46146/LAUSD policy).
 3. A student with an IEP, who has been granted approval by his or her counselor and IEP team to participate in courses or programs at an



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Adult Education Site or LAUSD Career/Transition Center or to participate in an LAUSD approved work experience program or transition related program, may attend high school for a minimum of 180 minutes per day. Adult education, including courses taken at Occupational Centers and Skill Centers may be counted as instructional time for students with an IEP. Instructional minutes can be combined across sites and include transportation between District approved sites.

4. Parent permission is required for any student who meets the exceptions listed above and is placed on a shortened schedule. See Attachment C for the Parent Authorization Form. Schools are responsible for collecting documentation that students are enrolled in college or a work experience program. Any student who meets the exemptions above can have his or her approval to have a shortened school day revoked by the principal or designee at any time.

V. CREDIT FOR SCHOOL SERVICE, SIMILAR COURSES, AND REPEATED COURSES

- A. School Service courses are reserved only for Grade 12 students who are on track to graduate and meet all of the criteria outlined in REF-5886.0, *Student Enrollment in Service Courses*. Students in Grades 9 through 11 shall not be enrolled in a service class. Schools must ensure that students meet the enrollment criteria for Service. The student's parent, counselor, and administrator must sign the Parent Authorization Form, Attachment D, and keep the documentation on file. This must also be recorded in MiSiS in "Counseling Communications." Click "add new record," and check Program Scheduling. In the Comment box, note that the service agreement has been signed and returned on specific date.
- B. Starting in 2016-2017, Assembly Bill 1012 (AB1012) allows the assignment of students to such courses without "educational content" only if three conditions are met: 1) the pupil's parent/guardian has consented in writing to such assignment; 2) a school official has determined that the pupil will benefit from being assigned to such a course; and 3) the principal or assistant principal has stated in a written document maintained at the school that for the relevant school year, that no students are assigned to those classes unless the school has met the above conditions. However, the legislation also states that under no circumstances shall a school district assign a pupil to a course period without educational content "because there are not sufficient curricular course offerings for the pupil to take during the relevant period of the designated school day."
- C. AB 1012 further provides the same conditions when a student is scheduled in a course which he or she has previously completed and for which he or she has previously received a grade of "C" or better. See Attachment E.



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- D. These conditions (i.e., parent consent and school official determination that the pupil will benefit from the course) do not apply to alternative schools, community day schools, continuation high schools, and opportunity schools.
- E. Schools assigning Service classes, other similar classes or repeated classes to students must record the parent permission and administrator verification form (Attachment D or E) for every student and keep it on file.

VI. REQUIRED BENCHMARKS TO BE CONSIDERED ON TRACK IN EACH GRADE LEVEL

To earn a high school diploma, a student must satisfactorily complete the required “a-g” courses with a grade of “D” or better in addition to satisfying the CDE and additional LAUSD requirements. For students to be considered “on track” to graduate, they must earn a grade of “D” or better in the “a-g” grade level courses and the required numerical credits for that grade level (see above). To be considered eligible for UC or CSU admission, a student must earn a grade of “C” or better in “a-g” courses.

Grade Level Benchmarks			
9 th grade	10 th grade	11 th grade	12 th grade
<div>1 • B English</div>	<div>1 • A World History</div>	<div>2 • A US History</div>	<div>3 • A Prin Am Dem • G Economics</div>
<div>1 • C Math</div>	<div>2 • B English</div> <div>2 • C Math</div>	<div>3 • B English</div>	<div>4 • B English</div>
<div>1 • PE</div>	<div>1 • D Bio or Phys Sci</div>	<div>3 • C Math</div>	<div>1 • F Vis & Perf Art</div>
<div>1 • E LOTE</div>	<div>1 • PE</div>	<div>2 • D Bio or Phys Sci</div>	<div>1 • G Elective</div>
<div>✓ • Career Pathway</div>	<div>2 • Health</div>	<div>2 • E LOTE</div>	<div>✓ • Service Learning</div>
50 Credits	105 Credits	160 Credits	210 Credits



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VII. REQUIRED CREDIT TO PROMOTE FROM ONE GRADE LEVEL TO THE NEXT

Grade level promotion is based solely on the numerical credits earned. In order to promote to the next grade level, students must earn the total number of credits required as indicated in the chart below:

Grade 10	Grade 11	Grade 12
50 credits	105 credits	160 credits

Grade level promotions are to be completed by fall norm day. Eleventh grade students who have earned 180 credits (170 credits on 4x4 schedule) by the beginning of the spring semester and who are on track to graduate at the end of the spring semester may be promoted to twelfth grade.

VIII. ADULT SCHOOL CREDIT

Students may complete “a-g” courses in adult school. Schools need to verify that courses completed have received the appropriate “a-g” designation by checking the adult school’s approved “a-g” Course List on the UCOP web site: <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>. Refer to BUL-1757.2, *Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit*.

IX. YEAR OF THE DIPLOMA

- A. When a student enters an LAUSD high school in Grade 9 for the first time, the graduation year is set in MiSiS. Refer to REF-1963.1, *Graduation Year Guidelines to Determine Requirements for the Diploma* and MiSiS for additional information. Students must meet the graduation requirements of the school year listed on the diploma.
- B. If a student completes the graduation requirements at the end of summer school or intersession, or at the end of the fall semester following the graduation year (identified in MiSiS), he or she will receive the diploma with the previous June graduation date and be held to the graduation requirements of that school year.
- C. With the approval of the principal, students may continue to work on graduation requirements up to one year after the end of the fall semester following the original expected graduation date. These students must be continuously enrolled and must make adequate academic progress to maintain their enrollment. The “Graduation Requirements Year” field is not changed, and these students must meet the graduation requirements of their entering cohort. Please refer to REF-1963.1 for additional



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information regarding students at Options Schools; English Learners; foster, probation and homeless students; and students with disabilities.

X. STUDENTS WITH DISABILITIES

A. Waivers and Exceptions

Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers. Certain waivers and exemptions are available to eligible students with disabilities with an IEP to allow them to remain eligible for graduation with a high school diploma. The IEP team does not have the authority to grant waivers beyond those defined in District policy. Please refer to the following District policies for additional guidelines and procedures for waivers:

1. Algebra 1: See REF-5982.1, *Algebra 1 Waiver Procedures for Students with Disabilities*.
2. Algebra 2: See BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*.
3. LOTE (Languages Other Than English): All students must be enrolled in year one of a LOTE course. Students with disabilities in the class of 2016 – 2019 only have an option to receive an exemption from the first year of LOTE if they are enrolled for the full year and, despite all efforts and reasonable support, are not successful. An exemption from the second year of LOTE is also possible. See BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*.
4. Physical Education: See BUL-2457.1, *Physical Education Exemptions*.

B. Certificate of Completion

Students with disabilities who do not complete all of the requirements for a diploma are eligible for a Certificate of Completion, including students who receive services from the Resource Specialist Program, Related Services, and Special Day Programs. Students who participate in the Alternate Curriculum are not programmed into courses that earn graduation credit, and therefore these students are not eligible for a diploma. See REF-4160.0, *Course Codes for High School Students Participating in the District Alternate Curriculum* for the list of high school alternate curriculum course codes. See REF-6056.3, *Issuance of Diplomas or Certificates of Completion for All Eligible Grade 12 Students with Disabilities* for guidelines on issuing Certificates of Completion.



XI. ENGLISH LEARNER STUDENTS

Per state and federal regulations, English Learners who have not yet met reclassification criteria are required to have an English Language Development class. Literacy & Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are “b” approved, a maximum of two semesters may be used toward satisfaction of the “b” requirement. These courses, if not used to satisfy the “b” requirement, can also be used for “g” credit. English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21, whichever comes first, as long as academic progress sufficient to meet the graduation requirements is made.

XII. FOSTER, HOMELESS, AND PROBATION STUDENTS

A. Legislation

On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of a school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as soon as he or she is charged with a crime in delinquency court; he or she does not need to be found guilty or placed on probation.

B. Provisions

1. Foster, homeless or probation youth who transfer between schools any time after the completion of their 2nd year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student’s 4th year of high school.



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2. If a school determines that a student is reasonably able to complete the school district's graduation requirements within a 5th year of high school:
 - a. The school shall inform the student of his or her option to remain in school for a 5th year to complete the school district's graduation requirements.
 - b. The school shall notify the student and the education rights holder about the effect this will have on his or her ability to gain admission to a postsecondary educational institution.
 - c. The school shall provide information about transfer opportunities available through the California Community Colleges.
 - d. The school shall permit the student to attend a 5th year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.
3. The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her 3rd or 4th year.
4. Schools must notify the holder of education rights, the youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
5. Foster, homeless and probation youth who meet the eligibility criteria for exemption under AB 167/216 and AB 1806 and complete the state graduation requirements before the end of their 4th year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their 4th year of high school.
6. Schools must notify eligible students that any course requirements waived under AB 167/216 and AB 1806 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.
7. Students who meet the eligibility criteria for exemption under AB 167/216 and AB 1806 shall not be required to accept the exemption and are entitled to remain in attendance at their school. Foster, homeless and probation youth may not be denied enrollment in, or the ability to complete courses for which they are otherwise eligible, including courses necessary to attend an institution of higher education.
8. If an eligible student is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
9. If an eligible student is exempted from local graduation requirements, a school shall not revoke the exemption.



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10. If an eligible student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
11. Neither schools, officials, students, educational rights holders, social workers, nor probation officers may require or request that students in foster care, homeless, or on probation transfer to another school in order to qualify the student for an exemption.

C. CDE Minimum High School Graduation Requirements

The minimum graduation requirements for eligible students in foster care, homeless students or students on probation as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

1. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in Economics.
2. Three courses in English.
3. Two courses in mathematics. Algebra 1, or an advanced Algebra course, must be completed in Grades 6-12.
4. Two courses in science, including biological and physical sciences.
5. One course in visual and performing arts, or LOTE, or Career and Technical Education (CTE).
6. Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code. Refer to Bul-2457.1, *Physical Education Exemptions* for guidelines.

Students must complete the CDE requirements with a grade of "D" or better. In many cases, completion of an "a-g" course will also satisfy the CDE requirement.

If the principal, or designee, and the counselor determine that a foster, homeless or probation student has met the requirements listed in AB 167/216 and AB 1806 and will graduate and receive a diploma meeting the minimum CDE requirements, this information should be noted in the cumulative record and MiSiS. Refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.

XIII. INTERNATIONAL BACCALAUREATE PROGRAMS

International Baccalaureate (IB) courses meet district and CDE graduation requirements, and specific "a-g" requirements for UC/CSU eligibility. For



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example, courses 108015/6, IB BIO SL A/B, meet the district and CDE requirements for biological science, and the UC/CSU requirement for laboratory science. For specific application of IB courses to district and CDE graduation requirements, or to college eligibility requirements, contact your Local District Counseling Coordinator, or the Advanced Learning Options office in the Division of Instruction: <http://achieve.lausd.net/Page/1150>.

XIV. FORMAL COMPLAINT RESOLUTION

The District's Uniform Complaint Procedures (UCP) may be used to report noncompliance with applicable state and federal laws and regulations and/or to appeal District decisions regarding such complaints. UCP brochures and complaint forms are available at all school sites and on the District's website at <http://achieve.lausd.net/Page/3655> in the primary languages of the school community. Complainants are encouraged, where possible, to try to resolve their complaints directly at the school or work site or with their Local District. A UCP complaint must be filed by way of the Uniform Complaint Procedures as written in Title 5 of the California Code of Regulations §§4600-4687. For more information regarding filing a complaint under the District's Uniform Complaint Procedures, contact the District's Educational Equity Compliance Office at (213) 241-7682.

AUTHORITY: This is a Los Angeles Unified School District policy that is in alignment with the California Education code and the "a-g" requirements of the California State University.

RELATED RESOURCES: BUL-1757.2, *Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit*
BUL-2457.1, *Physical Education Exemptions*
BUL-2513.1, *Enrolling Students in "A-G" Required Courses*
BUL-2528.1, *Physical Education Programs - Grades K-12*
BUL-2533.1, *Procedures for Granting Credit and Achievement Marks in Foreign Language*
BUL-2537.6, *Individualized Graduation Plan (IGP) for all Secondary Students*
BUL-4723.3, *Procedures for Administering the Spanish Equivalency Examination and Guidelines for Placement*
BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*
MEM-6458.1, *Middle and High School Mathematics Placement and Pathways*
REF-911.2, *Career Pathway Graduation Requirement*
REF-1963.1, *Graduation Year Guidelines to Determine Requirements for the Diploma and for SIS Records*
REF-3605.0, *Service Learning Graduation Requirement and SIS Data Entry*
REF-5670.2, *Online Programs for Secondary Schools*



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REF-5679.0, *Procedure for Notifying Students in Foster Care of the Exemption to Graduation Requirements (AB 167)*

REF-5982.1, *Algebra 1 Waiver Procedures for Students with Disabilities*

REF-6056.3, *Issuance of Diplomas of Certificates of Completion for All Eligible Grade 12 Students with Disabilities*

REF-6082.0, *Student Physical Education Exemption Letter*

NCAA: <http://www.ncaapublications.com/productdownloads/CBSA16.pdf>

ASSISTANCE: For additional information, contact your Local District Counseling Coordinator at the following Local Districts:

- Local District Central (213) 241-0100
- Local District East (323) 224-3100
- Local District Northeast (818) 252-5400
- Local District Northwest (818) 654-3600
- Local District South (310) 354-3400
- Local District West (310) 914-2100

or the Office of Academic and Counseling Services at (213) 241-7510.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

Comparison Chart of LAUSD High School Graduation Requirements and CSU, UC, Private and Community Colleges						
Subject	LAUSD HIGH SCHOOL GRADUATION (Grade of “D” or better is required)	CALIFORNIA STATE UNIVERSITY (Grade of “C” or better is required)	UNIVERSITY OF CALIFORNIA (Grade of “C” or better is required)	PRIVATE COLLEGES (Grade of “C” or better is required)	COMMUNITY COLLEGES	
Subject Requirements and Non-Course Requirements	“A” Social Sciences	3 years: World History AB US History AB Principles Am Democracy Economics	2 years: 1 year – World Hist., Geog. Culture from “A” or “G” 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years: 1 year – World History, Geog. Culture from “A” 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2-3 years: World History US History Prin. Am Dem	No Subject Requirements
	“B” English	4 years English 9AB English 10AB Am Lit/Cont. Comp ERWC AB or Expo Comp/English Elective	4 years	4 years	4 years	Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate
	“C” Mathematics	3 years Algebra 1 Geometry AB Algebra 2AB (In addition to middle school math, students must enroll in math in Grades 9-11)	3 years Algebra 1 Geometry AB Algebra 2AB <i>Validation rules apply*</i>	3 years Algebra 1 Geometry AB Algebra 2AB <i>Validation rules apply*</i> <i>Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement</i>	3-4 years College Preparatory mathematics each school year	
	“D” Science	2 years 1 year – Biological 1 year – Physical	2 years 1 year – Biological from “D” or “G” 1 year – Physical from “D” or “G”	2 years 2 out of the 3 categories of Biology, Chemistry and Physics	3-4 years Lab Sciences	
	“E” Language other than English (LOTE)	2 years Same language <i>Validation rules apply*</i>	2 years Same language <i>Validation rules apply*</i>	2 years Same language <i>Validation rules apply*</i>	3-4 years Same language	
	“F” Visual & Performing Arts (VPA)	1 year Same discipline	1 year Same discipline	1 year Same discipline and in sequence	VPA courses may count as electives	Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses
	“G” College Prep Elective	1 year No introductory courses	1 year No introductory courses	1 year No introductory courses	College preparatory courses in area of interest	
	Physical Education	2 years				
	Health	1 semester				
	Service Learning Project	Verified and recorded in MiSiS				
	Career Pathway Selection	Verified and recorded in MiSiS				
	Total Credits	210				
	Additional requirements		Min GPA: 2.0 SAT or ACT EPT/MPT	Min GPA: 3.0 SAT or ACT SAT Subject Tests	Min GPA: varies SAT or ACT SAT Subject Tests	
<i>*Validation applies only with marks of “C” or better</i>						



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT B

DEMONSTRATING LANGUAGE PROFICIENCY IN A LANGUAGE OTHER THAN ENGLISH (LOTE) THROUGH EXAMINATION

Students may demonstrate proficiency and meet the LOTE requirement through one of the following exams:

- AP exam in a language other than English passed prior to the end of Grade 12 (including middle school, if applicable), regardless of whether the student was enrolled in an AP world language course.
- IB exam in a language other than English passed prior to the end of Grade 12 (including middle school, if applicable).
- LAUSD Spanish Equivalency Examination. Go to <http://achieve.lausd.net//Domain/296#spn-content>.
- Proficiency exam administered by an accredited college. Note that not all universities provide examinations to high school students.
- SAT Subject Test in a language other than English or SAT Subject Test in a language other than English with Listening passed prior to the end of Grade 12.
- School-developed examination – a student may demonstrate proficiency in a LOTE by taking an oral and written examination given by the world languages department of an LAUSD school that offers UC-approved "E" (LOTE) courses in the LOTE being assessed.

Note: Although students may meet the LOTE requirement per validation rules through the examination options listed above, exams do not yield LAUSD credit. Refer to BUL 2533.1 *Procedures for Granting Credit and Achievement Marks in World Languages* for more information on meeting the LOTE requirement through examination and on how to enter passing tests scores in MiSiS.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT C

Permission for Early Dismissal

Dear Parent/Guardian

Your child is requesting **permission to leave campus early**. We are legally responsible to inform you of the pending request.

Only 11th and 12th grade students may request early dismissal if they meet ALL of the following:

- fulfilled their grade level graduation requirements
- in good standing
- enrolled in an approved college course or enrolled in a work experience education program (*Student employment alone does not constitute enrollment in a work experience program*).
- A student with an IEP, who has been granted approval by their counselor or IEP team to participate in courses or programs at an Adult Education Site or LAUSD Career/Transition Center or to participate in an LAUSD approved work experience program or transition related program, may attend high school for a minimum of 180 minutes per day. Adult education, including courses taken at Occupational Centers and Skill Centers may be counted as instructional time for students with an IEP. Instructional minutes can be combined across sites and include transportation between District approved sites.

If your child attends an off-site class **with your approval**, he/she must meet the following requirements:

- Obtain counselor's approval and signature prior to enrollment; otherwise, credit may not be granted.
- Forward verification of enrollment within ten (10) school days to their counselor
- Forward transcript of final grade(s) to their counselor upon completion of the class

All students must

- Obtain parent's approval/signature
- Show appropriate validation of early leave (e.g. sticker affixed to the back of the student's photo ID) upon request by any school or law enforcement official.

Return completed form and a copy of your student schedule **with** photo ID in person to [*principal or designee*] in the
[office name] Office

.....Cut Along Dotted Line; Return Bottom Half

ID# _____

I authorize [name of school] to release my son/daughter early from the school site and assign him/her to a "Home" period in order to attend a college course or work experience program. I understand that I am taking full responsibility for him/her upon leaving the school campus and absolve the school of any responsibility.

Student (Print name) _____ Grade _____ Semester/Quarter: _____

For (Circle Reason) Work Experience Course _____ College Class _____

Period(s) Released: _____

Telephone No. _____ Emergency Phone No. _____

Parent Name (Print) _____ Parent Signature _____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from the class assignment of "Home" in order to attend a college course or work experience program. This will also be documented in the Counseling Communication field in MiSiS.

Counselor _____ Administrator _____

Home room/ advisory room _____

Sticker # (if applicable) _____ Date _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT D

Permission to Enroll in Service Class or Other Similar Class

Dear Parent/Guardian,

Your child is requesting **permission to enroll in a Service class**. We are legally responsible to inform you of the pending request. **Only 8th and 12th grade students may enroll in Service classes as outlined in Reference Guide 5886.1 if they meet ALL of the following:**

- fulfilled their grade level graduation requirements
- in good standing

All students must

- Obtain parent's or guardian's approval/signature
- Obtain counselor and administrator approval/signature

Return completed form and a copy of the student's schedule **with** photo ID in person to [*principal or designee*] in the [*office name*] Office

.....**Cut Along Dotted Line; Return Bottom Half**.....

ID# _____

__I authorize [name of school] to enroll my son/daughter in a Service class (or other similar class with no curricular assignments).

Student Name (Print)	_____	Grade	_____	Semester/Quarter	_____
Student Signature	_____				
Service Class Title	_____	Room/Period/Teacher:	_____		
Parent Name (Print)	_____	Signature	_____	Date	_____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from this type of class assignment. This will also be documented in the Counseling Communication field in MiSiS.

Counselor	_____	Date	_____
Administrator	_____	Date	_____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT E

Permission to Enroll in a Repeated Class

Dear Parent/Guardian,

Your child is requesting **permission to enroll in a class that has been previously passed with a grade of “C” or better.** We are legally responsible to inform you of the pending request. **Students may enroll in repeated classes if they meet ALL of the following:**

- fulfilled their grade level graduation requirements
- in good standing

All students must

- Obtain parent’s approval/signature
- Obtain counselor and administrator approval/signature

Student will not be granted credit for the repeated class.

Return completed form and a copy of student’s schedule **with** photo ID in person to *[principal or designee]* in the *[office name]* Office

.....**Cut Along Dotted Line; Return Bottom Half**.....

ID# _____

__I authorize [name of school] to enroll my son/daughter in a class that has been passed with a grade of C or better and will be repeated for the purpose of improving a lower grade. I acknowledge that this repeated class will not grant any credit to the student’s total credits.

Student Name (Print) _____ Grade _____ Semester/Quarter _____

Student Signature _____

Repeating Class _____ Room/Period/Teacher: _____

Parent Name (Print) _____ Signature _____ Date _____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from the repeated class assignment. This will also be documented in the Counseling Communication field in MiSiS.

Counselor _____ Date _____

Administrator _____ Date _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Classes of 2016-2019

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
History/ Social Science		World History and Geography: Modern World AB or AP World History AB (<i>"A" Requirement</i>)	US History AB or AP US History AB (<i>"A" Requirement</i>)	Principles of American Democracy or AP Government & Politics (<i>"A" Requirement</i>) Economics or AP Economics (<i>"G" Requirement</i>)
English	English 9 AB (<i>"B" Requirement</i>)	English 10 AB (<i>"B" Requirement</i>)	American Literature & Contemporary Composition or AP English Language & Composition AB (<i>"B" Requirement</i>)	One semester Expository Composition or Advanced Composition and one semester approved literature course or Expository Reading & Writing AB or AP English Literature & Composition AB or AP English Language & Composition AB (<i>"B" Requirement</i>)
Mathematics	CC Algebra 1 AB or CC Geometry AB or CC Algebra 2 AB (<i>"C" Requirement</i>)	CC Geometry AB or CC Algebra 2 AB or PreCalculus (<i>"C" Requirement</i>)	CC Algebra 2 AB or PreCalculus or Statistics AB (If CC Geometry and CC Algebra 2 have been taken and passed) AP Calculus AB or BC AP Statistics AB (<i>"C" Requirement</i>)	PreCalculus AB AP Calculus AB or BC or AP Statistics AB (<i>"C" Requirement</i>)
Science	Integrated/Coordinated Science 1AB (<i>"G" Requirement</i>) or Biology AB (<i>"D" Requirement</i>)	Biology AB or AP Biology AB Chemistry AB or AP Chemistry AB or Integrated/Coordinated Science 2AB (<i>"D" Requirement</i>)	Chemistry AB or AP Chemistry AB Physics AB or AP Physics AB or Integrated/Coordinated Science 3AB (<i>"D" Requirement</i>)	AP Biology AB or Chemistry AB or AP Chemistry AB Physics AB or AP Physics AB or AP Physics BC or Integrated/Coordinated Science 3AB (<i>"D" Requirement</i>)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Classes of 2016-2019 (Continued)

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language other than English	World Language courses (minimum 2 years, level 1 - AP) (<i>"E" Requirement</i>)	←	→	
Visual and Performing Arts	Visual and Performing Arts courses (minimum 1 year, AP available) (<i>"F" Requirement</i>)	←	→	
Physical Education	Advanced Physical Education 1AB (<i>LAUSD Requirement</i>)	Advanced Physical Education 2AB (<i>LAUSD Requirement</i>)	If <i>Fitnessgram</i> is not passed, student must enroll in a Physical Education course (<i>LAUSD Requirement</i>)	If <i>Fitnessgram</i> is not passed, student must enroll in a Physical Education course (<i>LAUSD Requirement</i>)
		If <i>Fitnessgram</i> is passed, Advanced Physical Education 2AB can be taken in Grades 10, 11 or 12	←	→
Health	Health (<i>LAUSD Requirement</i>) Requirement may be met using one of the approved options.	←	→	
Additional Requirement	Service Learning completed Career Pathway identified	←	→	
Additional Requirement	Service Learning completed Career Pathway identified	←	→	



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT G

Scheduling CIF-sanctioned athletics courses

Season	Sport	Fall Semester Course		Spring Semester Course	
		Course #	Course Title	Course #	Course Title
Fall	Cross Country	330911	CROSS C, FR/SO	330205	ADV COND
Fall	Cross Country	330910	CROSS C, JV	330205	ADV COND
Fall	Cross Country	330909	CROSS C, VAR	330205	ADV COND
Fall	Football	330914	FOOTBALL FR/SO	330205	ADV COND
Fall	Football	330913	FOOTBALL, VAR	330205	ADV COND
Fall	Golf	330917	GOLF, VAR GIRL	330205	ADV COND
Fall	Tennis	330933	TENNIS, V GIRL	330205	ADV COND
Fall	Volleyball	330945	VLLYBL FR/SO G	330205	ADV COND
Fall	Volleyball	330944	VLLYBL JV GIRL	330205	ADV COND
Fall	Volleyball	330943	VLLYBL, V GIRL	330205	ADV COND
Fall	Waterpolo	331007	WATERPOLO V BO	330205	ADV COND
Winter	Basketball	331001	BSKTBL F/S BYS	331001	BSKTBL F/S BYS
Winter	Basketball	331003	BSKTBL F/S GRL	331003	BSKTBL F/S GRL
Winter	Basketball	330906	BSKTBL, JV BOY	330906	BSKTBL, JV BOY
Winter	Basketball	330908	BSKTBL, JV GRL	330908	BSKTBL, JV GRL
Winter	Basketball	330905	BSKTBL, V, BOY	330905	BSKTBL, V, BOY
Winter	Basketball	330907	BSKTBL, V, GRL	330907	BSKTBL, V, GRL
Winter	Soccer	330924	SOCCER, JV BOY	330924	SOCCER, JV BOY
Winter	Soccer	330926	SOCCER, JV GRL	330926	SOCCER, JV GRL
Winter	Soccer	330923	SOCCER, V BOYS	330923	SOCCER, V BOYS
Winter	Soccer	330925	SOCCER, V GIRL	330925	SOCCER, V GIRL
Winter	Waterpolo	331009	WATERPOLO V GI	331009	WATERPOLO V GI
Winter	Wrestling	330949	WRESTLING V GI	330949	WRESTLING V GI
Winter	Wrestling	330948	WRESTLING, JV	330948	WRESTLING, JV
Winter	Wrestling	330947	WRESTLING, VAR	330947	WRESTLING, VAR
Spring	Baseball	330205	ADV COND	330904	BASEBALL, JV
Spring	Baseball	330205	ADV COND	330903	BASEBALL, VAR
Spring	Golf	330205	ADV COND	330915	GOLF, VAR BOYS
Spring	Gymnastics	330205	ADV COND	330919	GYMNSTCS, BOYS
Spring	Gymnastics	330205	ADV COND	330921	GYMNSTCS, GIRL
Spring	Lacrosse	330205	ADV COND	331013	LACROSS V BOYS
Spring	Lacrosse	330205	ADV COND	331015	LACROSS V GIRL
Spring	Softball	330205	ADV COND	330928	SOFTBALL, JV
Spring	Softball	330205	ADV COND	330927	SOFTBALL, VAR
Spring	Swimming	330205	ADV COND	330930	SWIMMING FR/SO
Spring	Swimming	330205	ADV COND	330929	SWIMMING, VAR
Spring	Tennis	330205	ADV COND	330931	TENNIS, V BOYS
Spring	Track and Field	330205	ADV COND	330935	TRK & FLD, VAR
Spring	Track and Field	330205	ADV COND	330937	TRK/FLD, FR/SO
Spring	Volleyball	330205	ADV COND	330940	VLLYBL JV BOYS
Spring	Volleyball	330205	ADV COND	330939	VLLYBL, V BOYS



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Graduation Requirements for Classes of 2020

NUMBER: BUL-6778.0

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Jesus Angulo, Director
Academic and Counseling Services

ROUTING
Local District Superintendents
Local District Administrators of
Instruction
Local District Instructional
Directors
Operations Administrators
Local District Counseling
Coordinators
Secondary Principals
Secondary Assistant Principals
College Counselors
Counselors

DATE: December 15, 2016

POLICY: This bulletin outlines the graduation requirements for the class of 2020, and how they relate to the California State University (CSU) “a-g” minimum admission requirements. This bulletin also defines grade level promotion requirements, a passing grade in “a-g” courses, the graduation requirements for English Learners and students with disabilities receiving special education services, and the alternative graduation requirements for foster youth, homeless and probation students eligible for exemptions provided under Assembly Bill 216 (AB216), formerly AB 167, and under AB 1806.

MAJOR CHANGES: For the class of 2020, validation rules regarding the languages other than English (LOTE) requirement are now consistent with validation rules in other subject areas (see section III, page 10). Also, the LOTE requirement for students with disabilities with an Individualized Education Program (IEP) has changed (see section X, page 14).

GUIDELINES: I. 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 Sequence as Part of the High School Graduation Requirements.” Enrollment in the “a-g” course sequence began in 2008. On June 9, 2015, the Board of Education approved a Resolution “To Recommit to A-G for All.” For the classes of 2016 and beyond, LAUSD graduation requirements require students to complete the minimum CSU “a-g” course requirements. The requirement of a grade of “C” or better was eliminated. In addition to the “a-g” course sequence, students must complete additional California Department of Education (CDE) and LAUSD requirements. The LAUSD “a-g” and the additional CDE and LAUSD course requirements require a passing grade of “D” or better for graduation eligibility.

II. GRADUATION ELIGIBILITY

To receive a high school diploma in the LAUSD, students must earn 210 credits and a grade of “D” or better in all courses which satisfy the:



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Minimum CSU “a-g” course sequence
- CDE graduation requirements, and
- Additional LAUSD graduation requirements

Note: “Validation” in the tables below refers to the granting of “a-g” credit when a student successfully completes advanced work (earning a grade of “C” or better) in an area of sequential knowledge. In this case, the student is presumed to have achieved proficiency in the lower-level coursework (e.g., Spanish 2B, successfully completed with a grade of “C” or better, validates Spanish 1A, 1B, and 2A). Validation does not meet numerical credit requirements or course enrollment requirements. See Section III, pages 9-10 below for subject-specific validation rules.

The table below summarizes the minimum “a-g” subject requirements, CDE and additional LAUSD requirements for graduation eligibility. More detailed tables for each subject area requirement follow.

	Subject	Years	Comments
“A-G” Requirements	A – History/Social Science	2 years	No Validation
	B – English	4 years	No Validation
	C – Math	3 years	Validation
	D – Lab Science	2 years	Validation (Chemistry Only)
	E – Language Other than English	2 years	Validation
	F – Visual & Performing Arts	1 year	No Validation
	G – College Prep Elective	1 year	No Validation
+			
	Subject	Years	
CDE – CA State Requirements	History/Social Science	3 years	World History, US History, Government, Economics
	English	3 years	
	Mathematics	2 years	2 years required in HS + Algebra requirement
	Science	2 years	Biological and Physical
	VPA or LOTE or CTE	1 year	
	Physical Education	2 years	
+			
	Subject	Credits	
LAUSD Additional Requirements	Health Course	5	
	Service Learning Requirement		
	Career Pathway Selection		
	TOTAL CREDITS REQUIRED	210	



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History/Social Science

3 years required

Table 1 – Recommended course sequence (also includes Honors) to meet the Requirement for History/Social Science			
9 th	10 th	11 th	12 th
	370127/28 WHG: Mod Wld AB OR 370133/34 AP Wld Hist AB	370129/30 US Hist 20th AB OR 370111/12 AP US History	370603 Prin Am Democracy OR 370605 AP Govt & Pol AND 370905 Economics OR 370906 AP Micro Econo OR 370907 AP Macro Econo

Principles of American Democracy and Economics are not necessary to meet the “a” requirement. Economics and Principles of American Democracy can satisfy the “g” requirement.

The CDE requires 3 years of social science to include World History, US History, Government and Economics.

English

4 years required

Table 2 – Required course sequence (also includes Honors) to meet the requirement for English			
9 th	10 th	11 th	12 th
230107/08 English 9AB	230109/10 English 10AB	230111 American Lit & 230201 Cont. Comp OR 230115/16 Auth. Comp AB OR 230125/26 AP English Language OR 230117/18 AP English Literature	230206 Expos Comp. OR 230207 Adv Comp AND “b” Grade 12 English Elective OR 230125/26 AP English Language OR 230117/18 AP English Literature OR 230231/32 ERWC AB

Students must be enrolled in the grade-level English courses listed (or their equivalents) for the year in which they are enrolled.

Literacy and Language and Advanced ELD are categorized as English Language Development courses by UCOP. A maximum of two semesters may be used to satisfy the “b” requirement if a grade-level English course is failed. Literacy and Language and Advanced ELD cannot be used for twelfth grade English.



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Mathematics

3 years required

Table 3 – Recommended course sequence (also includes Honors) to meet the requirement for Mathematics			
9 th	10 th	11 th	12 th
310341/42 CC Algebra 1 (Year-long) OR 310233/4 Financial Algebra 1AB OR 310423/24 CC Geometry AB OR 310343/44 CC Algebra 2AB	310423/24 CC Geometry AB OR 310343/44 CC Algebra 2AB OR 310239/40 Financial Algebra 2AB OR other 2 nd year of math (see the approved courses list: http://achieve.lausd.net/Page/8039)	310343/44 CC Algebra 2AB OR other 3 rd year of Math (see the approved course list: http://achieve.lausd.net/Page/8039)	Additional years of mathematics depend on students' college and career goals (see the approved course list: http://achieve.lausd.net/Page/8039)

All course sequences listed in MEM-6458.1, *Middle and High School Mathematics Placement and Pathways* include CC Geometry AB either immediately following CC Algebra 1 or taken concurrently with it.

LAUSD policy requires students to be enrolled in mathematics courses in Grades 9 through 11.

Regardless of any validation, the CDE requires that 2 years of mathematics, including Algebra 1 (or a higher course), be successfully completed (passed with a “D” or better) in high school.

According to BUL-5325.1, *Algebra 1 End-of-Course Examination Requirement for Granting Graduation Credits in Mathematics at Middle School*, eighth grade students who take an Algebra I course will earn 10 high school graduation credits in mathematics if they meet the following criteria:

- A grade of “A” or “B” in Accelerated CC Algebra 1 and a score of “Proficient” or “Basic” in the Algebra 1 Summative Assessment, or
- A grade of “C” in Accelerated CC Algebra 1 and a score of “Proficient” in the Algebra 1 Summative Assessment.

Students who took Algebra 1 equivalent courses in grade 7 may be eligible to receive high school credits in mathematics if they meet the criteria outlined in BUL-5325.1, *Algebra 1 End-of-Course Examination Requirement for Granting Graduation Credits in Mathematics at Middle School*.



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Laboratory Science

2 years required

Table 4 – Recommended course sequence (also includes Honors) to meet the requirement for Laboratory Science			
9 th	10 th	11 th	12 th
360121/2 ICS1AB (physical science) OR 360701/2 Biology AB	360701/2 Biology AB OR 360123/4 ICS2AB (biological science) OR 361401/2 Chemistry AB	361401/2 Chemistry AB OR 361501/2 Physics AB OR 361403/4 AP Chemistry OR 360707/8 AP Biology	Additional years of science depend on students' college and career goals (see the approved course list: http://achieve.lausd.net/Page/8040)

Students must complete at least one year of biological science and one year of physical science. Integrated/Coordinated Science 1 will satisfy the physical science requirement and Integrated/Coordinated Science 2 will satisfy the biological science requirement. Integrated/Coordinated Science 3 will satisfy either the biological or the physical science requirement.

The CDE requires that two years of science, one year of biological science and one year of physical science, be successfully completed (passed with a “D” or better) in high school. Validation will not meet the CDE requirement.

Language Other than English (LOTE)

2 sequential years (4 sequential semesters) required, in the same language

Table 5 – Recommended course sequence (also includes Honors) to meet the requirement for LOTE			
9 th	10 th	11 th	12 th
LOTE 1 OR LOTE 2	LOTE 1, LOTE 2 OR LOTE 3	LOTE 2 or LOTE 3 Additional years of LOTE depend on students' college and career goals.	Additional years of LOTE depend on students' college and career goals.

The LOTE requirement may also be satisfied through examination. Attachment B identifies six examination options for students to demonstrate proficiency in LOTE.

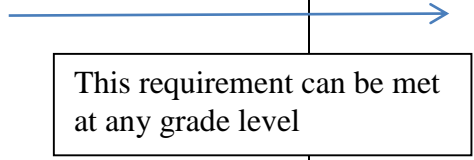
UCOP approved LOTE courses completed in Grades 7 and 8 may be used to satisfy the LAUSD graduation requirement.



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Visual and Performing Arts (VPA)

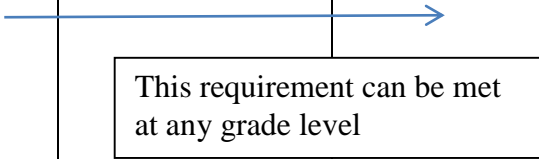
1 year required in the same discipline

Table 6 – Recommended course sequence (also includes Honors) to meet the requirement for Visual and Performing Arts			
9 th	10 th	11 th	12 th
VPA Same discipline			Additional years of VPA depend on students’ college and career goals.

Disciplines are dance, music, theater, and visual arts.

College Prep Elective

1 year required

Table 7 – Recommended course sequence (also includes Honors) to meet the requirement for a College Prep Elective			
9 th	10 th	11 th	12 th
College Prep Elective			Additional years and subject choices depend on students’ college and career goals (see the approved course list: http://achieve.lausd.net/Page/8043)

Students must satisfy this requirement by completing two semesters from the list of “g” approved courses: <http://achieve.lausd.net/Page/8043>. No introductory level courses in subject areas “c”, “e” and “f” may be used to meet the “g” requirement. If a student completes a course from the “a-f” subject areas beyond the minimum requirements, this course may be used to satisfy the “g” requirement.

Economics and Principles of American Democracy can satisfy the “g” requirement.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Physical Education Course Requirement

2 years required

Table 8 – Recommended course sequence to meet the PE Requirement			
9 th	10 th	11 th	12 th
330105/06 ADV PE 1AB	330121/22 ADV PE 2AB		Additional years of PE depend on students' college and career goals.
	ADV PE 2AB can be taken in Grades 10-12		

All students are required to participate in a physical education program (California Education Code 51222 and 51241). For specific service delivery options, refer to BUL-2528.1, *Physical Education Programs Grades K-12* and REF-6082.0, *Student Physical Education Exemption Letter*. Students in Grade 9 are to be enrolled in Physical Education Course ADV PE 1AB. All ninth grade students are expected to participate in the state mandated physical fitness test (Fitnessgram®).

To complete the PE requirement, the district recommends two options:

- Option 1: All ninth grade students are to be enrolled in ADV PE 1AB (330105/06). Students must also take ADV PE 2AB (330121/22) in Grade 10. Students must continue to take PE in Grades 11 and 12, unless they pass the physical fitness test.
- Option 2: For schools with lower numbers of students, any student in Grades 9 and 10, could be put in ADV PE 1AB or ADV PE 2AB where the students would receive all eight content areas over the course of two years. Students must continue to take PE in Grades 11 and 12, unless they pass the physical fitness test.

School-sponsored, CIF-sanctioned, interscholastic competitive athletics can be used for physical education graduation credit. During the off-season, athletes can be enrolled in an Advanced Conditioning course (ADV COND, 330205), rather than one of the required courses listed in Options 1 and 2. The Advanced Conditioning course must include training for the appropriate sport as well as any of the state required PE content areas (see <http://www.cde.ca.gov/ci/pe/>) not included in the sport. Students enrolled in winter season sports, or both a fall and spring sport are not required to be enrolled in Advanced Conditioning. (See Attachment G for a table of which course to schedule in each semester.)

Cheerleading, Drill Team, Dance, Aerobics, Golf, Badminton, Tennis, Basketball, Soccer, and other physical education single subject courses are elective courses and do not meet the physical education criteria. See Bulletin 2528.1, *Physical Education Programs - Grades K-12*.



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Health Requirement

1 semester required

No validation

Table 9 – Recommended course sequence to meet the Health Requirement			
9 th	10 th	11 th	12 th
260103 HEALTH SH			

Health SH is frequently scheduled in grade 9,
but may be scheduled in any year.

Pilot and Partnership schools have other options to meet the health requirement.
(Refer to the Pilot School Manual or Partnership MOU for more details regarding the health requirement).

Non-Course Requirements

No validation

Table 10 – Non-course Requirements			
9 th	10 th	11 th	12 th
Career Pathway			

Service Learning

210 Numerical Credits

Career Pathway Requirement

During the ninth grade, students shall be given the opportunity to explore and evaluate interests, skills, talents, and abilities, and an opportunity to identify the industries and careers that they would like to pursue. Career exploration can be done via ConnectEd Studio's ECCCO on-line curriculum, career fairs, worksite tours, work-based learning activities and websites like MyNextMove.org, CareerCruising.com. Advisory periods, homeroom and counseling sessions are all options for delivering this exploration and assessment. As part of the annual Individual Graduation Plan (IGP) meeting, counselors will document the student's chosen career pathway, which must be aligned to CTE courses and career pathways available at the school site. Please refer to REF-911, *Career Pathways Graduation Requirement*. The Career Pathway must be documented in MiSiS.



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Service Learning Requirement

Students are expected to complete a service-learning experience that is integrated into the academic course curriculum. It must contain these 5 elements: Core Academic Learning, Meaningful Service, Student Voice, Reflection, and Collaboration. For details please see REF-3605, *Service-Learning Graduation Requirement*. Completion of the Service Learning requirement must be documented in MiSiS.

210 Numerical Credit Requirement

Students must accumulate a total of 210 credits to meet the numerical credit requirement. Students will receive 5 numerical credits for semester-long courses passed with a grade of “D” or better. A year-long course passed with a grade of “D” or better earns 10 numerical credits.

Note: Requirements satisfied through validation and examination do not yield numerical credits.

III. VALIDATION AND SUBSTITUTION RULES

A. Validation

LAUSD has adopted validation rules that follow those used for CSU admissions requirements. Validation occurs when a student has successfully completed advanced work (earning a grade of “C” or better) in an area of sequential knowledge. In this case, the student is presumed to have achieved proficiency in the lower-level coursework (e.g., Spanish 2B, successfully completed with a grade of “C” or better, validates Spanish 1A, 1B, and 2A).

B. Validation Limitations

1. Students do not earn numerical credits for requirements satisfied through validation.
2. Validation rules do not apply to CDE minimum high school graduation requirements.
3. Validation does not apply to the LAUSD requirement that students be enrolled in mathematics courses in Grades 9, 10 and 11.
4. For admissions criteria for colleges and universities, refer to the institutions’ websites and/or documentation to ensure that students will satisfy specific college admissions requirements.

C. Validation of Mathematics Courses

1. A grade of “C” or better in the second semester of a yearlong math course will validate a “D” or “Fail” in the first semester. Additionally, a grade of “C” or better in the second semester of an advanced math course, such as Pre-Calculus, AP Calculus, or H Advanced Math, will validate the “c” requirement.
2. A grade of “C” or better in Statistics or AP Statistics will validate only Algebra I and Algebra II, not Geometry.



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D. Validation of Language Other Than English (LOTE) Courses

1. A grade of “C” or better in a higher-level course validates a lower-level course in the same language. A higher-level LOTE course can validate the appropriate number of years based on the level. Refer to the College and Career website at <http://achieve.lausd.net/Page/8041> to determine the LOTE level. For information on demonstrating LOTE proficiency by examination, see Attachment B.
2. LOTE Exams and Subject matter tests do not meet the CDE requirements and will not yield LAUSD numerical credits.

E. Validation of Chemistry Courses

A grade of “C” or better in the second semester will validate a grade of “D” or “Fail” in the first semester of Chemistry.

F. Substitution Rules for English Courses

Students may substitute LAUSD required courses in the area of “b”, English, only after the appropriate grade-level district-approved English course has been attempted. Literacy and Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are approved by UCOP to meet the “b” requirement, a maximum of two semesters may be used to satisfy the LAUSD “b” requirement. Literacy and Language and Advanced ELD cannot substitute for twelfth grade English. For a list of LAUSD approved courses from the “b” subject area, visit the College and Career website: <http://achieve.lausd.net/Page/8022>.

IV. NUMBER OF REQUIRED COURSES AND MINUTES

- A. All students must be enrolled in a full schedule of classes each semester of high school to maximize student opportunities for learning. Students must be enrolled in all periods that are part of the school’s regular program, regardless of the bell schedule.
- B. The only exceptions to the above are:
 1. A twelfth grade student who is on track for completing all of the requirements for graduation, and is enrolled in Work Experience, may attend high school for a minimum of 240 minutes per day in the last semester before graduation, upon the written request of a parent or legal guardian or upon his or her own request if the pupil is 18 years of age or over. (California Education Code 46147/LAUSD Policy).
 2. An eleventh or twelfth grade student who is enrolled part time in college classes (with prior approval of the school), for which academic credit will be provided, may attend high school for a minimum of 240 minutes per day (California Education Code 46146/LAUSD policy).
 3. A student with an IEP, who has been granted approval by his or her counselor and IEP team to participate in courses or programs at an



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Adult Education Site or LAUSD Career/Transition Center or to participate in an LAUSD approved work experience program or transition related program, may attend high school for a minimum of 180 minutes per day. Adult education, including courses taken at Occupational Centers and Skill Centers may be counted as instructional time for students with an IEP. Instructional minutes can be combined across sites and include transportation between District approved sites.

4. Parent permission is required for any student who meets the exceptions listed above and is placed on a shortened schedule. See Attachment C for the Parent Authorization Form. Schools are responsible for collecting documentation that students are enrolled in college or a work experience program. Any student who meets the exemptions above can have his or her approval to have a shortened school day revoked by the principal or designee at any time.

V. CREDIT FOR SCHOOL SERVICE, SIMILAR COURSES, AND REPEATED COURSES

- A. School Service courses are reserved only for Grade 12 students who are on track to graduate and meet all of the criteria outlined in REF-5886.0, *Student Enrollment in Service Courses*. Students in Grades 9 through 11 shall not be enrolled in a service class. Schools must ensure that students meet the enrollment criteria for Service. The student's parent, counselor, and administrator must sign the Parent Authorization Form, Attachment D, and keep the documentation on file. This must also be recorded in MiSiS in "Counseling Communications." Click "add new record," and check Program Scheduling. In the Comment box, note that the service agreement has been signed and returned on specific date.
- B. Starting in 2016-2017, Assembly Bill 1012 (AB1012) allows the assignment of students to such courses without "educational content" only if three conditions are met: 1) the pupil's parent/guardian has consented in writing to such assignment; 2) a school official has determined that the pupil will benefit from being assigned to such a course; and 3) the principal or assistant principal has stated in a written document maintained at the school that for the relevant school year, that no students are assigned to those classes unless the school has met the above conditions. However, the legislation also states that under no circumstances shall a school district assign a pupil to a course period without educational content "because there are not sufficient curricular course offerings for the pupil to take during the relevant period of the designated school day."
- C. AB 1012 further provides the same conditions when a student is scheduled in a course which he or she has previously completed and for which he or she has previously received a grade of "C" or better. See Attachment E.



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- D. These conditions (i.e., parent consent and school official determination that the pupil will benefit from the course) do not apply to alternative schools, community day schools, continuation high schools, and opportunity schools.
- E. Schools assigning Service classes, other similar classes or repeated classes to students must record the parent permission and administrator verification form (Attachment D or E) for every student and keep it on file.

VI. REQUIRED BENCHMARKS TO BE CONSIDERED ON TRACK IN EACH GRADE LEVEL

To earn a high school diploma, a student must satisfactorily complete the required “a-g” courses with a grade of “D” or better in addition to satisfying the CDE and additional LAUSD requirements. For students to be considered “on track” to graduate, they must earn a grade of “D” or better in the “a-g” grade level courses and the required numerical credits for that grade level (see above). To be considered eligible for UC or CSU admission, a student must earn a grade of “C” or better in “a-g” courses.

Grade Level Benchmarks			
9 th grade	10 th grade	11 th grade	12 th grade
1 • B English	1 • A World History	2 • A US History	3 • A Prin Am Dem • G Economics
1 • C Math	2 • B English	3 • B English	4 • B English
1 • PE	2 • C Math	3 • C Math	1 • F Vis & Perf Art
✓ • Career Pathway	1 • D Bio or Phys Sci	2 • D Bio or Phys Sci	1 • G Elective
	1 • E LOTE	2 • E LOTE	✓ • Service Learning
	2 • PE		
	½ • Health		
50 Credits	105 Credits	160 Credits	210 Credits



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VII. REQUIRED CREDIT TO PROMOTE FROM ONE GRADE LEVEL TO THE NEXT

Grade level promotion is based solely on the numerical credits earned. In order to promote to the next grade level, students must earn the total number of credits required as indicated in the chart below:

Grade 10	Grade 11	Grade 12
50 credits	105 credits	160 credits

Grade level promotions are to be completed by fall norm day. Eleventh grade students who have earned 180 credits (170 credits on 4x4 schedule) by the beginning of the spring semester and who are on track to graduate at the end of the spring semester may be promoted to twelfth grade.

VIII. ADULT SCHOOL CREDIT

Students may complete “a-g” courses in adult school. Schools need to verify that courses completed have received the appropriate “a-g” designation by checking the adult school’s approved “a-g” Course List on the UCOP web site: <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>. Refer to BUL-1757.2, *Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit*.

IX. YEAR OF THE DIPLOMA

- A. When a student enters an LAUSD high school in Grade 9 for the first time, the graduation year is set in MiSiS. Refer to REF-1963.1, *Graduation Year Guidelines to Determine Requirements for the Diploma* and MiSiS for additional information. Students must meet the graduation requirements of the school year listed on the diploma.
- B. If a student completes the graduation requirements at the end of summer school or intersession, or at the end of the fall semester following the graduation year (identified in MiSiS), he or she will receive the diploma with the previous June graduation date and be held to the graduation requirements of that school year.
- C. With the approval of the principal, students may continue to work on graduation requirements up to one year after the end of the fall semester following the original expected graduation date. These students must be continuously enrolled and must make adequate academic progress to maintain their enrollment. The “Graduation Requirements Year” field is not changed, and these students must meet the graduation requirements of



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their entering cohort. Please refer to REF-1963.1 for additional information regarding students at Options Schools; English Learners; foster, probation and homeless students; and students with disabilities.

X. STUDENTS WITH DISABILITIES

A. Waivers and Exceptions

Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers. Certain waivers and exemptions are available to eligible students with disabilities with an IEP to allow them to remain eligible for graduation with a high school diploma. The IEP team does not have the authority to grant waivers beyond those defined in District policy. Please refer to the following District policies for additional guidelines and procedures for waivers:

1. Algebra 1: See REF-5982.1, *Algebra 1 Waiver Procedures for Students with Disabilities*.
2. Algebra 2: See BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*.
3. LOTE (Languages Other Than English): All students must be enrolled in and pass (earn a mark of "D" or better) year one of a LOTE course. An exemption from the second year of LOTE is possible, in some cases, for students with disabilities. See BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*.
4. Physical Education: See BUL-2457.1, *Physical Education Exemptions*.

B. Certificate of Completion

Students with disabilities who do not complete all of the requirements for a diploma are eligible for a Certificate of Completion, including students who receive services from the Resource Specialist Program, Related Services, and Special Day Programs. Students who participate in the Alternate Curriculum are not programmed into courses that earn graduation credit, and therefore these students are not eligible for a diploma. See REF-4160.0, *Course Codes for High School Students Participating in the District Alternate Curriculum* for the list of high school alternate curriculum course codes. See REF-6056.3, *Issuance of Diplomas or Certificates of Completion for All Eligible Grade 12 Students with Disabilities* for guidelines on issuing Certificates of Completion.

XI. ENGLISH LEARNER STUDENTS

Per state and federal regulations, English Learners who have not yet met reclassification criteria are required to have an English Language



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Development class. Literacy & Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are “b” approved, a maximum of two semesters may be used toward satisfaction of the “b” requirement. These courses, if not used to satisfy the “b” requirement, can also be used for “g” credit. English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21, whichever comes first, as long as academic progress sufficient to meet the graduation requirements is made.

XII. FOSTER, HOMELESS, AND PROBATION STUDENTS

A. Legislation

On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of a school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as soon as he or she is charged with a crime in delinquency court; he or she does not need to be found guilty or placed on probation.

B. Provisions

1. Foster, homeless or probation youth who transfer between schools any time after the completion of their 2nd year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student’s 4th year of high school.
2. If a school determines that a student is reasonably able to complete the school district’s graduation requirements within a 5th year of high school:
 - a. The school shall inform the student of his or her option to remain in school for a 5th year to complete the school district’s graduation requirements.



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- b. The school shall notify the student and the education rights holder about the effect this will have on his or her ability to gain admission to a postsecondary educational institution.
 - c. The school shall provide information about transfer opportunities available through the California Community Colleges.
 - d. The school shall permit the student to attend a 5th year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.
3. The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her 3rd or 4th year.
4. Schools must notify the holder of education rights, the youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
5. Foster, homeless and probation youth who meet the eligibility criteria for exemption under AB 167/216 and AB 1806 and complete the state graduation requirements before the end of their 4th year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their 4th year of high school.
6. Schools must notify eligible students that any course requirements waived under AB 167/216 and AB 1806 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.
7. Students who meet the eligibility criteria for exemption under AB 167/216 and AB 1806 shall not be required to accept the exemption and are entitled to remain in attendance at their school. Foster, homeless and probation youth may not be denied enrollment in, or the ability to complete courses for which they are otherwise eligible, including courses necessary to attend an institution of higher education.
8. If an eligible student is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
9. If an eligible student is exempted from local graduation requirements, a school shall not revoke the exemption.
10. If an eligible student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
11. Neither schools, officials, students, educational rights holders, social workers, nor probation officers may require or request that students in



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foster care, homeless, or on probation transfer to another school in order to qualify the student for an exemption.

C. CDE Minimum High School Graduation Requirements

The minimum graduation requirements for eligible students in foster care, homeless students or students on probation as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

1. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in Economics.
2. Three courses in English.
3. Two courses in mathematics. Algebra 1, or an advanced Algebra course, must be completed in Grades 6-12.
4. Two courses in science, including biological and physical sciences.
5. One course in visual and performing arts, or LOTE, or Career and Technical Education (CTE).
6. Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code. Refer to Bul-2457.1, *Physical Education Exemptions* for guidelines.

Students must complete the CDE requirements with a grade of “D” or better. In many cases, completion of an “a-g” course will also satisfy the CDE requirement.

If the principal, or designee, and the counselor determine that a foster, homeless or probation student has met the requirements listed in AB 167/216 and AB 1806 and will graduate and receive a diploma meeting the minimum CDE requirements, this information should be noted in the cumulative record and MiSiS. Refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.

XIII. INTERNATIONAL BACCALAUREATE PROGRAMS

International Baccalaureate (IB) courses meet district and CDE graduation requirements, and specific “a-g” requirements for UC/CSU eligibility. For example, courses 108015/6, IB BIO SL A/B, meet the district and CDE requirements for biological science, and the UC/CSU requirement for laboratory science. For specific application of IB courses to district and CDE graduation requirements, or to college eligibility requirements, contact your Local District Counseling Coordinator, or the Advanced Learning Options office in the Division of Instruction: <http://achieve.lausd.net/Page/1150>.



XIV. FORMAL COMPLAINT RESOLUTION

The District's Uniform Complaint Procedures (UCP) may be used to report noncompliance with applicable state and federal laws and regulations and/or to appeal District decisions regarding such complaints. UCP brochures and complaint forms are available at all school sites and on the District's website at <http://achieve.lausd.net/Page/3655> in the primary languages of the school community. Complainants are encouraged, where possible, to try to resolve their complaints directly at the school or work site or with their Local District. A UCP complaint must be filed by way of the Uniform Complaint Procedures as written in Title 5 of the California Code of Regulations §§4600-4687. For more information regarding filing a complaint under the District's Uniform Complaint Procedures, contact the District's Educational Equity Compliance Office at (213) 241-7682.

AUTHORITY: This is a Los Angeles Unified School District policy that is in alignment with the California Education code and the "a-g" requirements of the California State University.

RELATED RESOURCES: BUL-1757.2, *Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit*
BUL-2457.1, *Physical Education Exemptions*
BUL-2513.1, *Enrolling Students in "A-G" Required Courses*
BUL-2528.1, *Physical Education Programs - Grades K-12*
BUL-2533.1, *Procedures for Granting Credit and Achievement Marks in Foreign Language*
BUL-2537.6, *Individualized Graduation Plan (IGP) for all Secondary Students*
BUL-4723.3, *Procedures for Administering the Spanish Equivalency Examination and Guidelines for Placement*
BUL-6257.1, *High School "A-G" Requirements and Students with Disabilities*
MEM-6458.1, *Middle and High School Mathematics Placement and Pathways*
REF-911.2, *Career Pathway Graduation Requirement*
REF-1963.1, *Graduation Year Guidelines to Determine Requirements for the Diploma and for SIS Records*
REF-3605.0, *Service Learning Graduation Requirement and SIS Data Entry*
REF-5670.2, *Online Programs for Secondary Schools*
REF-5679.0, *Procedure for Notifying Students in Foster Care of the Exemption to Graduation Requirements (AB 167)*
REF-5982.1, *Algebra 1 Waiver Procedures for Students with Disabilities*
REF-6056.3, *Issuance of Diplomas of Certificates of Completion for All Eligible Grade 12 Students with Disabilities*
REF-6082.0, *Student Physical Education Exemption Letter*
NCAA: <http://www.ncaapublications.com/productdownloads/CBSA16.pdf>



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ASSISTANCE: For additional information, contact your Local District Counseling Coordinator at the following Local Districts:

- Local District Central (213) 241-0100
- Local District East (323) 224-3100
- Local District Northeast (818) 252-5400
- Local District Northwest (818) 654-3600
- Local District South (310) 354-3400
- Local District West (310) 914-2100

or the Office of Academic and Counseling Services at (213) 241-7510.



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ATTACHMENT A

Comparison Chart of LAUSD High School Graduation Requirements and CSU, UC, Private and Community Colleges						
Subject	LAUSD HIGH SCHOOL GRADUATION (Grade of “D” or better is required)	CALIFORNIA STATE UNIVERSITY (Grade of “C” or better is required)	UNIVERSITY OF CALIFORNIA (Grade of “C” or better is required)	PRIVATE COLLEGES (Grade of “C” or better is required)	COMMUNITY COLLEGES	
Subject Requirements and Non-Course Requirements	“A” Social Sciences	3 years: World History AB US History AB Principles Am Democracy Economics	2 years: 1 year – World Hist., Geog. Culture from “A” or “G” 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years: 1 year – World History, Geog. Culture from “A” 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2-3 years: World History US History Prin. Am Dem	No Subject Requirements
	“B” English	4 years English 9AB English 10AB Am Lit/Cont. Comp ERWC AB or Expo Comp/English Elective	4 years	4 years	4 years	Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate
	“C” Mathematics	3 years Algebra 1 Geometry AB Algebra 2AB (In addition to middle school math, students must enroll in math in Grades 9-11)	3 years Algebra 1 Geometry AB Algebra 2AB <i>Validation rules apply*</i>	3 years Algebra 1 Geometry AB Algebra 2AB <i>Validation rules apply*</i> <i>Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement</i>	3-4 years College Preparatory mathematics each school year	
	“D” Science	2 years 1 year – Biological 1 year – Physical	2 years 1 year – Biological from “D” or “G” 1 year – Physical from “D” or “G”	2 years 2 out of the 3 categories of Biology, Chemistry and Physics	3-4 years Lab Sciences	
	“E” Language other than English (LOTE)	2 years Same language <i>Validation rules apply*</i>	2 years Same language <i>Validation rules apply*</i>	2 years Same language <i>Validation rules apply*</i>	3-4 years Same language	
	“F” Visual & Performing Arts (VPA)	1 year Same discipline	1 year Same discipline	1 year Same discipline and in sequence	VPA courses may count as electives	Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses
	“G” College Prep Elective	1 year No introductory courses	1 year No introductory courses	1 year No introductory courses	College preparatory courses in area of interest	
	Physical Education	2 years				
	Health	1 semester				
	Service Learning Project	Verified and recorded in MiSiS				
	Career Pathway Selection	Verified and recorded in MiSiS				
	Total Credits	210				
	Additional requirements		Min GPA: 2.0 SAT or ACT EPT/MPT	Min GPA: 3.0 SAT or ACT SAT Subject Tests	Min GPA: varies SAT or ACT SAT Subject Tests	
<i>*Validation applies only with marks of “C” or better</i>						



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ATTACHMENT B

DEMONSTRATING LANGUAGE PROFICIENCY IN A LANGUAGE OTHER THAN ENGLISH (LOTE) THROUGH EXAMINATION

Students may demonstrate proficiency and meet the LOTE requirement through one of the following exams:

- AP exam in a language other than English passed prior to the end of Grade 12 (including middle school, if applicable), regardless of whether the student was enrolled in an AP world language course.
- IB exam in a language other than English passed prior to the end of Grade 12 (including middle school, if applicable).
- LAUSD Spanish Equivalency Examination. Go to <http://achieve.lausd.net//Domain/296#spn-content>.
- Proficiency exam administered by an accredited college. Note that not all universities provide examinations to high school students.
- SAT Subject Test in a language other than English or SAT Subject Test in a language other than English with Listening passed prior to the end of Grade 12.
- School-developed examination – a student may demonstrate proficiency in a LOTE by taking an oral and written examination given by the world languages department of an LAUSD school that offers UC-approved "E" (LOTE) courses in the LOTE being assessed.

Note: Although students may meet the LOTE requirement per validation rules through the examination options listed above, exams do not yield LAUSD credit. Refer to BUL 2533.1 *Procedures for Granting Credit and Achievement Marks in World Languages* for more information on meeting the LOTE requirement through examination and on how to enter passing tests scores in MiSiS.



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ATTACHMENT C

Permission for Early Dismissal

Dear Parent/Guardian

Your child is requesting **permission to leave campus early**. We are legally responsible to inform you of the pending request.

Only 11th and 12th grade students may request early dismissal if they meet ALL of the following:

- fulfilled their grade level graduation requirements
- in good standing
- enrolled in an approved college course or enrolled in a work experience education program (*Student employment alone does not constitute enrollment in a work experience program*).
- A student with an IEP, who has been granted approval by their counselor or IEP team to participate in courses or programs at an Adult Education Site or LAUSD Career/Transition Center or to participate in an LAUSD approved work experience program or transition related program, may attend high school for a minimum of 180 minutes per day. Adult education, including courses taken at Occupational Centers and Skill Centers may be counted as instructional time for students with an IEP. Instructional minutes can be combined across sites and include transportation between District approved sites.

If your child attends an off-site class **with your approval**, he/she must meet the following requirements:

- Obtain counselor's approval and signature prior to enrollment; otherwise, credit may not be granted.
- Forward verification of enrollment within ten (10) school days to their counselor
- Forward transcript of final grade(s) to their counselor upon completion of the class

All students must

- Obtain parent's approval/signature
- Show appropriate validation of early leave (e.g. sticker affixed to the back of the student's photo ID) upon request by any school or law enforcement official.

Return completed form and a copy of your student schedule **with** photo ID in person to [*principal or designee*] in the
[office name] Office

.....Cut Along Dotted Line; Return Bottom Half

ID# _____

I authorize [name of school] to release my son/daughter early from the school site and assign him/her to a "Home" period in order to attend a college course or work experience program. I understand that I am taking full responsibility for him/her upon leaving the school campus and absolve the school of any responsibility.

Student (Print name) _____ Grade _____ Semester/Quarter: _____

For (Circle Reason) Work Experience Course _____ College Class _____

Period(s) Released: _____

Telephone No. _____ Emergency Phone No. _____

Parent Name (Print) _____ Parent Signature _____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from the class assignment of "Home" in order to attend a college course or work experience program. This will also be documented in the Counseling Communication field in MiSiS.

Counselor _____ Administrator _____

Home room/ advisory room _____

Sticker # (if applicable) _____ Date _____



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ATTACHMENT D

Permission to Enroll in Service Class or Other Similar Class

Dear Parent/Guardian,

Your child is requesting **permission to enroll in a Service class**. We are legally responsible to inform you of the pending request. **Only 8th and 12th grade students may enroll in Service classes as outlined in Reference Guide 5886.1 if they meet ALL of the following:**

- fulfilled their grade level graduation requirements
- in good standing

All students must

- Obtain parent's or guardian's approval/signature
- Obtain counselor and administrator approval/signature

Return completed form and a copy of the student's schedule **with** photo ID in person to [*principal or designee*] in the [*office name*] Office

.....**Cut Along Dotted Line; Return Bottom Half**

ID# _____

__I authorize [name of school] to enroll my son/daughter in a Service class (or other similar class with no curricular assignments).

Student Name (Print)	_____	Grade	_____	Semester/Quarter	_____
Student Signature	_____				
Service Class Title	_____	Room/Period/Teacher:	_____		
Parent Name (Print)	_____	Signature	_____	Date	_____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from this type of class assignment. This will also be documented in the Counseling Communication field in MiSiS.

Counselor	_____	Date	_____
Administrator	_____	Date	_____



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ATTACHMENT E

Permission to Enroll in a Repeated Class

Dear Parent/Guardian,

Your child is requesting **permission to enroll in a class that has been previously passed with a grade of “C” or better.** We are legally responsible to inform you of the pending request. **Students may enroll in repeated classes if they meet ALL of the following:**

- fulfilled their grade level graduation requirements
- in good standing

All students must

- Obtain parent’s approval/signature
- Obtain counselor and administrator approval/signature

Student will not be granted credit for the repeated class.

Return completed form and a copy of student’s schedule **with** photo ID in person to [*principal or designee*] in the [*office name*] Office

.....**Cut Along Dotted Line; Return Bottom Half**.....

ID# _____

__I authorize [name of school] to enroll my son/daughter in a class that has been passed with a grade of C or better and will be repeated for the purpose of improving a lower grade. I acknowledge that this repeated class will not grant any credit to the student’s total credits.

Student Name (Print) _____ Grade _____ Semester/Quarter _____

Student Signature _____

Repeating Class _____ Room/Period/Teacher: _____

Parent Name (Print) _____ Signature _____ Date _____

For Office Use:

It has been determined and agreed by the school staff signatures below that the student above will benefit from the repeated class assignment. This will also be documented in the Counseling Communication field in MiSiS.

Counselor _____ Date _____

Administrator _____ Date _____



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ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Class of 2020

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
History/ Social Science		World History and Geography: Modern World AB or AP World History AB (<i>"A" Requirement</i>)	US History AB or AP US History AB (<i>"A" Requirement</i>)	Principles of American Democracy or AP Government & Politics (<i>"A" Requirement</i>) Economics or AP Economics (<i>"G" Requirement</i>)
English	English 9 AB (<i>"B" Requirement</i>)	English 10 AB (<i>"B" Requirement</i>)	American Literature & Contemporary Composition or AP English Language & Composition AB (<i>"B" Requirement</i>)	One semester Expository Composition or Advanced Composition and one semester approved literature course or Expository Reading & Writing AB or AP English Literature & Composition AB or AP English Language & Composition AB (<i>"B" Requirement</i>)
Mathematics	CC Algebra 1 AB or CC Geometry AB or CC Algebra 2 AB (<i>"C" Requirement</i>)	CC Geometry AB or CC Algebra 2 AB or PreCalculus (<i>"C" Requirement</i>)	CC Algebra 2 AB or PreCalculus or Statistics AB (If CC Geometry and CC Algebra 2 have been taken and passed) AP Calculus AB or BC AP Statistics AB (<i>"C" Requirement</i>)	PreCalculus AB AP Calculus AB or BC or AP Statistics AB (<i>"C" Requirement</i>)
Science	Integrated/Coordinated Science 1AB (<i>"G" Requirement</i>) or Biology AB (<i>"D" Requirement</i>)	Biology AB or AP Biology AB Chemistry AB or AP Chemistry AB or Integrated/Coordinated Science 2AB (<i>"D" Requirement</i>)	Chemistry AB or AP Chemistry AB Physics AB or AP Physics AB or Integrated/Coordinated Science 3AB (<i>"D" Requirement</i>)	AP Biology AB or Chemistry AB or AP Chemistry AB Physics AB or AP Physics AB or AP Physics BC or Integrated/Coordinated Science 3AB (<i>"D" Requirement</i>)



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ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Class of 2020 (Continued)

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language other than English	World Language courses (minimum 2 years, level 1 - AP) <i>(“E” Requirement)</i>			
Visual and Performing Arts	Visual and Performing Arts courses (minimum 1 year, AP available) <i>(“F” Requirement)</i>			
Physical Education	Advanced Physical Education 1AB <i>(LAUSD Requirement)</i>	Advanced Physical Education 2AB <i>(LAUSD Requirement)</i>	If <i>Fitnessgram</i> is not passed, student must enroll in a Physical Education course <i>(LAUSD Requirement)</i>	If <i>Fitnessgram</i> is not passed, student must enroll in a Physical Education course <i>(LAUSD Requirement)</i>
		If <i>Fitnessgram</i> is passed, Advanced Physical Education 2AB can be taken in Grades 10, 11 or 12		
Health	Health <i>(LAUSD Requirement)</i> Requirement may be met using one of the approved options.			
Additional Requirements	Service Learning completed Career Pathway identified			



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ATTACHMENT G

Scheduling CIF-sanctioned athletics courses

Season	Sport	Fall Semester Course		Spring Semester Course	
		Course #	Course Title	Course #	Course Title
Fall	Cross Country	330911	CROSS C, FR/SO	330205	ADV COND
Fall	Cross Country	330910	CROSS C, JV	330205	ADV COND
Fall	Cross Country	330909	CROSS C, VAR	330205	ADV COND
Fall	Football	330914	FOOTBALL FR/SO	330205	ADV COND
Fall	Football	330913	FOOTBALL, VAR	330205	ADV COND
Fall	Golf	330917	GOLF, VAR GIRL	330205	ADV COND
Fall	Tennis	330933	TENNIS, V GIRL	330205	ADV COND
Fall	Volleyball	330945	VLLYBL FR/SO G	330205	ADV COND
Fall	Volleyball	330944	VLLYBL JV GIRL	330205	ADV COND
Fall	Volleyball	330943	VLLYBL, V GIRL	330205	ADV COND
Fall	Waterpolo	331007	WATERPOLO V BO	330205	ADV COND
Winter	Basketball	331001	BSKTBL F/S BYS	331001	BSKTBL F/S BYS
Winter	Basketball	331003	BSKTBL F/S GRL	331003	BSKTBL F/S GRL
Winter	Basketball	330906	BSKTBL, JV BOY	330906	BSKTBL, JV BOY
Winter	Basketball	330908	BSKTBL, JV GRL	330908	BSKTBL, JV GRL
Winter	Basketball	330905	BSKTBL, V, BOY	330905	BSKTBL, V, BOY
Winter	Basketball	330907	BSKTBL, V, GRL	330907	BSKTBL, V, GRL
Winter	Soccer	330924	SOCCER, JV BOY	330924	SOCCER, JV BOY
Winter	Soccer	330926	SOCCER, JV GRL	330926	SOCCER, JV GRL
Winter	Soccer	330923	SOCCER, V BOYS	330923	SOCCER, V BOYS
Winter	Soccer	330925	SOCCER, V GIRL	330925	SOCCER, V GIRL
Winter	Waterpolo	331009	WATERPOLO V GI	331009	WATERPOLO V GI
Winter	Wrestling	330949	WRESTLING V GI	330949	WRESTLING V GI
Winter	Wrestling	330948	WRESTLING, JV	330948	WRESTLING, JV
Winter	Wrestling	330947	WRESTLING, VAR	330947	WRESTLING, VAR
Spring	Baseball	330205	ADV COND	330904	BASEBALL, JV
Spring	Baseball	330205	ADV COND	330903	BASEBALL, VAR
Spring	Golf	330205	ADV COND	330915	GOLF, VAR BOYS
Spring	Gymnastics	330205	ADV COND	330919	GYMNSTCS, BOYS
Spring	Gymnastics	330205	ADV COND	330921	GYMNSTCS, GIRL
Spring	Lacrosse	330205	ADV COND	331013	LACROSS V BOYS
Spring	Lacrosse	330205	ADV COND	331015	LACROSS V GIRL
Spring	Softball	330205	ADV COND	330928	SOFTBALL, JV
Spring	Softball	330205	ADV COND	330927	SOFTBALL, VAR
Spring	Swimming	330205	ADV COND	330930	SWIMMING FR/SO
Spring	Swimming	330205	ADV COND	330929	SWIMMING, VAR
Spring	Tennis	330205	ADV COND	330931	TENNIS, V BOYS
Spring	Track and Field	330205	ADV COND	330935	TRK & FLD, VAR
Spring	Track and Field	330205	ADV COND	330937	TRK/FLD, FR/SO
Spring	Volleyball	330205	ADV COND	330940	VLLYBL JV BOYS
Spring	Volleyball	330205	ADV COND	330939	VLLYBL, V BOYS



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TITLE: Title IX Policy/Complaint Procedures

BUL-2521.1

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: June 7, 2006

ROUTING

Principals
Administrators
School Staff
All Employees

POLICY: The Los Angeles Unified School District (District) is committed to providing a learning and working environment in which all individuals are treated with respect and dignity. Each student and employee has a right to learn and work in an environment that is free from unlawful discrimination. No District student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender in any District educational program or activity.

MAJOR CHANGES: This bulletin replaces Bulletin No. L-4 (Rev.) "Title IX Policy/Grievance Procedure" which is dated August 15, 2001. The content updates current District policy and procedures, as well as provides current contact and reference information. Also, the bulletin's attachment (Incident Report Form-Complaint/Investigation Record) had a minor formatting change that has been corrected.

GUIDELINES: The following guidelines apply.

BACKGROUND

The purpose of the regulations is to ensure compliance with federal and state nondiscrimination laws in any program or activity conducted by an educational institution.

- Title IX of the Education Amendments of 1972 states, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."
- In 1982, the California Education Code, Section 200 et seq., added the same prohibitions against discrimination based on sex in the educational institutions of the state.
- In 1983, the Los Angeles Board of Education adopted a Title IX policy/student grievance procedure and affirmed the rights of students to attend District programs and activities free of sex discrimination.



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- In 1992, the Board of Education passed a resolution that school sites should identify Title IX Complaint Managers to whom students would feel comfortable reporting incidents of sexual harassment.
- In 1993, the California Education Code required school districts to be reviewed for compliance with the state's gender equity policies through means of the Coordinated Compliance Reviews conducted by the California Department of Education.
- In January 2000, Section 220 was added to the California Education Code adding sexual orientation and gender identity as specific categories protected from discrimination and harassment.
- In July 2001, regulations to implement the California Education Code, Title 5 California Code of Regulations, Section 4900 et seq., "Nondiscrimination and Educational Equity," became effective.
- In 2003, the California Department of Education reconfigured its review process, naming it Categorical Program Monitoring (CPM). The new CPM instrument, "Educational Equity," recognizes sex, sexual orientation, and gender, as well as ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability as protected categories.

I. DEFINITIONS

With respect to this policy bulletin, the following definitions apply:

- Appeal shall mean a written request to review the complaint.
- Complainant shall mean a District student, parent/guardian of a District student, District employee, or other person who submits a complaint alleging that there has been a violation of Title IX or Education Code Section 220.
- Complaint shall mean an oral or written complaint alleging that there has been a violation of this policy bulletin, Title IX, or Education Code Section 220.
- Complaint Procedure shall mean the District's internal procedure to process complaints.
- Days shall mean calendar days unless otherwise specified.
- District shall mean any operating unit or program of the Los Angeles Unified School District.
- Gender shall mean a person's actual or perceived sex and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.
- Parenting Students shall mean students who are the biological mother or biological father of a child.



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- Pregnancy shall mean pregnancy at any stage of pregnancy, including childbirth, false pregnancy, termination of pregnancy, or recovery from pregnancy.
- Protected Categories from discrimination or harassment are sex (including sexual orientation, gender identity, pregnancy, childbirth or related medical conditions); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status, or any other basis protected by federal, state, or local law, ordinance, or regulation.
- Respondent shall mean an individual alleged to have committed acts in violation of this policy.
- Sex shall mean the biological condition of being a female or male.
- Sexual Orientation shall mean actual or perceived heterosexuality, homosexuality, or bisexuality. However, some individuals may use alternative terms to describe their sexual orientation.
- Title IX is Title IX of the Education Amendments of 1972.
- Title IX Complaint Manager is an administrator or designee responsible to respond to any complaints of sex discrimination and/or sexual harassment. School sites must identify more than one Title IX Complaint Manager so that students can choose the person with whom they feel most comfortable discussing their concern.

II. EQUAL TREATMENT OF STUDENTS IN EDUCATIONAL PROGRAMS AND ACTIVITIES

Title IX and the California Education Code assure the equal treatment of students in educational programs and activities and specify that sex and gender equity shall be practiced in the following ways:

- A. Programs and Activities
 - Students have the right to equal learning opportunities in their school.
 - Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of sex, sexual orientation, or gender in any program or activity.
- B. Course Accessibility and Instruction
 - Students may not be required to take and/or may not be denied enrollment in a course because of their sex, sexual orientation, or gender.



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- Instruction in all courses and classes must be co-educational.
- Elementary and secondary units of instruction which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
- Students have the right to be evaluated and graded without regard to their sex, sexual orientation, or gender.
- Instructional materials and textbooks shall not contain any matter reflecting adversely upon persons because of their sex, sexual orientation, or gender.
- Instructional materials and textbooks shall accurately portray the cultural, racial, gender, and sexual diversity of our society.
- When developing the master program in secondary schools, consideration must be given to the naming and scheduling of classes as to promote sex integration, especially in non-traditional course offerings.

C. Counseling

- Students shall be provided with counseling and guidance that is not discriminatory.
- Counselors may not advise students to enroll in particular career classes or programs/activities based on sex, sexual orientation, or gender.

D. Physical Education

- All physical education classes must be co-educational.
- Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex.
- Instruction and testing in all physical education classes are to be co-educational.
- Student grouping by ability is allowed. However, any grouping of students during physical education activities should be ongoing, flexible, and modified per unit activity and may not have a discriminatory impact.
- Students are to be assessed by objective standards of individual performance without regard to sex.
- See "*Sex Equity in Physical Education Programs*" Bulletin No. BUL - 1826.0 dated August 5, 2005, for detailed information regarding physical education.

E. Athletics

- Schools shall offer all students equal opportunities to play sports.



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- Equipment and supplies, game and practice schedules, budgets, coaching, travel allowances, facilities, publicity, support services, and tutoring offered to teams shall provide comparable and equitable athletic opportunities for members of both sexes, without disparity or imbalance.

F. Sexual Harassment

- Sexual harassment of or by school employees or students is a form of sex and gender discrimination and is prohibited.
- School personnel must respond to allegations of sexual harassment.
- See “*Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)*” Bulletin No. BUL - 1041 dated June 10, 2004, for detailed information regarding sexual harassment.

G. Pregnant and Parenting Students

- No student or applicant for enrollment will be subject to discrimination on the basis of that student’s pregnancy at any stage of pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery from pregnancy, or parental or marital status.
- Pregnant and parenting students, regardless of their marital status, have the same rights as other students to remain in their current educational program or to attend any District school or program for which they would otherwise qualify and to do so in an environment free of discrimination or harassment.
- Pregnant and parenting students must have full access to the same programs and activities for which they would otherwise qualify, including, but not limited to, graduation, awards, ceremonies, field trips, student clubs, after-school activities, and any other school-related programs/activities. As such, students cannot legally be expelled, suspended, or otherwise excluded from, or required to participate in school programs/activities solely on the basis of their pregnancy-related conditions or parental/marital status.
- District schools and programs shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students.
- Schools may require a female student to provide written permission from her licensed healthcare provider that she is physically and emotionally able to remain in or participate in a school activity or program **only if such permission is also**



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required for other health conditions or temporary disabilities requiring medical care.

- See “*Pregnant and Parenting Students Educational Rights*” Bulletin No. BUL - 2060.0 dated October 25, 2005, for detailed information regarding pregnant and parenting students.

H. Extra-Curricular Activities, Programs, and Clubs

- Participation in all extra-curricular activities, programs, and student clubs shall be available to all students without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.
- All student clubs are to have equal access to facilities and a fair opportunity to meet.
- No extra-curricular activity, program, or club is to be labeled or scheduled with the result of the separation of students on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.

III. CERTAIN PROGRAMS AND ACTIVITIES ARE EXCLUDED

Title IX and the California Education Code do not apply to the following:

- YMCA, YWCA, Boy Scouts, Girl Scouts, Camp Fire Girls, and voluntary youth service organizations.
- Father-Son and Mother-Daughter activities—provided that comparable activities are offered for students of the other sex.
- Scholarships based upon a combination of factors where participation is limited to individuals of one sex—if the activity complies with other nondiscriminatory provisions of state and federal law and District policy.

IV. RESPONSIBILITY FOR POLICY IMPLEMENTATION

A. School Principal or Site Administrator shall:

- Identify the administrator(s) or designee(s) responsible to serve as Title IX Complaint Managers and establish a systematic process to report and respond to complaints of sex discrimination and sexual harassment.
 1. The role of the Title IX Complaint Manager is to respond to any complaints of sex discrimination and/or sexual harassment, as well as to provide support,



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information, and options to students regarding sex discrimination and/or sexual harassment.

2. **School sites must identify more than one Title IX Complaint Manager** so that students can choose the person with whom they feel most comfortable discussing their concerns.
 3. Provisions should be made to facilitate the ability of non- and limited-English speaking students to access the Title IX Complaint Manager(s) and file a complaint.
- Communicate with and ensure that staff, students, and parents are informed of District policy requiring the promotion of mutual respect and acceptance, as well as, District and school policy regarding nondiscrimination and sexual harassment.
 - Include information about the reporting procedures for targets of or witnesses to discrimination or sexual harassment when informing students, parents, and employees about the District's "Nondiscrimination Statement" and "Sexual Harassment Policy."
 - Distribute (in secondary schools) the District's "*Title IX and Nondiscrimination*" brochure to every student at the beginning of each school year.
 - Present in age-appropriate language the District's policy on nondiscrimination and sexual harassment as part of any orientation program conducted for students at the beginning of each quarter, semester, or summer session, as applicable. This presentation shall include information concerning how to file/report a discrimination or sexual harassment complaint.
 - Provide training to certificated and classified staff regarding the District's "Nondiscrimination Statement" and "Sexual Harassment Policy" and communicate to staff their individual responsibilities to respond, intervene, and report such behavior.
 - Certify on the "Administrator Certification Form" that the school/work location has complied with the mandates of this policy bulletin.
 - Refer to the Local District Office any complaint that names the principal as a respondent or any complaint that alleges school-wide discriminatory practices.

B. Title IX Complaint Managers shall:

- Ensure that the "Title IX Complaint Manager" posters, in both



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English and Spanish, are posted in school administrative offices, including student government meeting rooms (in secondary schools), or other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

- Respond quickly to any complaints of sex discrimination and/or sexual harassment and take action to address the behavior, as well as provide support, information, and options to students regarding sex discrimination and/or sexual harassment.
- Intervene immediately to witnessed events and take action to address discrimination and/or sexual harassment.
- Refer any complaints about discrimination or sexual harassment involving an adult to the site administrator immediately.

C. Employees shall:

- Share responsibility for creating an environment where students and staff know that discrimination and sexual harassment will not be tolerated.
- Support the District's efforts to prevent discrimination and sexual harassment by taking steps to intervene immediately when such actions occur.
- Encourage anyone alleging that he or she is a target of, has witnessed, or has information about discrimination or sexual harassment to report such an incident.
- Report such situations/incidents to the site administrator and/or Title IX Complaint Manager when severe, frequent, or pervasive.
- Cooperate in any investigation of a discrimination or sexual harassment complaint.
- Guard against any actions that would be considered retaliatory against another employee or student who has filed or is participating in the investigation of a discrimination or sexual harassment complaint.

D. Students shall be informed that:

- They are expected to act respectfully towards everyone, and should consider how others may perceive or be affected by their actions and words.
- They have the responsibility to report situations/incidents of discrimination or sexual harassment to the designated site administrator or Title IX Complaint Manager in cases when they may be the witness or target of discrimination or sexual harassment.



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V. NOTIFICATION – DISSEMINATION – POSTING

A. Employees

The “Nondiscrimination Statement” and the “Sexual Harassment Policy” which are attached to this bulletin shall be provided to all District employees on an annual basis at the beginning of each school year.

B. Students

- All required nondiscrimination notices are provided in the “*Parent Student Handbook*.” All schools are required to distribute the “*Parent Student Handbook*” to all students annually and to every student at the time of initial enrollment.
- The District’s written policy on nondiscrimination and sexual harassment shall be presented in age-appropriate language as part of any orientation program conducted for students at the beginning of each quarter, semester, or summer session, as applicable. This presentation shall include information concerning how to file/report a discrimination or sexual harassment complaint.
- All secondary schools are required to distribute the District’s “Title IX and Nondiscrimination” brochure to every student at the beginning of each school year.
- For information on how to order the brochures (free from the Stores Warehouse), see the memorandum issued annually by the Office of the General Counsel, “*Ordering and Distribution of Students Brochures - Title IX and Nondiscrimination and Section 504 and Students with Disabilities*.”

C. Parents and/or Guardians

The District’s “*Parent Student Handbook*” may be used to provide notification to parents and guardians of the District’s nondiscrimination statement and sexual harassment policy.

D. Notification – Posting

- The District’s “Nondiscrimination Statement” and the “Sexual Harassment Policy” posters must be posted in all schools and offices, including staff lounges and student government meeting rooms, in the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.



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- The “Title IX Complaint Manager” posters, in both English and Spanish, attached to this bulletin are to be used to identify those school site administrators or designees designated to handle sex discrimination and sexual harassment complaints.
- The “Title IX Complaint Manager” posters are to be posted in school administrative offices, including student government meeting rooms (in secondary schools), or other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct. Suggested other prominent locations may include classrooms (in secondary schools), the cafeteria, and student bulletin boards.

E. Notification – Publishing

The District’s “Nondiscrimination Statement” and the “Sexual Harassment Policy” one-page summaries, which are attached to this bulletin, shall be included in any school or District publication (e.g., a Student Planner, Student Handbook, or Staff Handbook) that sets forth the school’s or the District’s comprehensive rules, regulations, procedures, and standards of conduct.

VI. CONFIDENTIALITY AND NONRETALIATION

Complaints of discrimination and sexual harassment shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons who need to know within the confines of the District’s reporting procedures and investigative process.

The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process. These confidentiality and nonretaliation requirements extend to all parties involved.

VII. COMPLAINT PROCEDURES

When a complaint or a report of discrimination or sexual harassment is received, it shall be given immediate attention. Described below are informal and formal methods of responding to discrimination and sexual harassment complaints.

- A. **Informal Process:** Informal resolutions of student discrimination and sexual harassment complaints should be addressed at the school site. The informal process shall be bypassed if the complainant names a principal



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as a respondent or the complaint alleges school-wide discriminatory practices. In those circumstances, the complainant may initiate a formal complaint and file directly with the Local District Office.

The following steps may be followed to reach informal complaint resolutions:

- Any written or oral report of discrimination or sexual harassment is to be considered a discrimination/sexual harassment complaint and must be addressed.
- Assure the target of the discrimination or sexual harassment that the District takes allegations of discrimination and sexual harassment seriously, will not tolerate such treatment, and has strong policies against discrimination and sexual harassment.
- Obtain specific information relevant to the complaint such as where, when, and the frequency with which the incident(s) occurred, as well as the identities of the alleged perpetrator(s) and any witnesses. If age appropriate, request that the complainant provide a written statement.
- Provide the target of the discrimination/harassment with assurances regarding confidentiality and nonretaliation.
- Assure the target of the discrimination/harassment that he/she will not be required to confront the accused person and that steps will be taken to monitor that the alleged harassing behavior does not continue. Provide the individual with the names of school personnel who can help if the situation/incident continues, escalates, or occurs again.
- Interview the accused person(s) and provide assurances regarding confidentiality and nonretaliation. If age appropriate, request that the accused person(s) provide a written statement.
- Interview any witnesses identified by the target of the discrimination/harassment and the accused person(s) and provide assurances regarding confidentiality and nonretaliation. If age appropriate, request that any witnesses provide a written statement.
- Provide all parties, including parents and guardians, with the District's "Nondiscrimination Statement" and/or "Sexual Harassment Policy," as applicable. Secondary students may also be provided with



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the District's "Title IX and Nondiscrimination" brochure (see Section V - "Notification-Dissemination-Posting").

- **If the complaint alleges sex discrimination**, carefully consider all available information in determining whether the conduct described in the complaint violates the District's nondiscrimination policy. The following three questions should be asked:
 1. Was the student treated differently in a way that interfered with or limited the ability of the student to participate in or benefit from a District program or activity?
 2. Was the different treatment based on sex, sexual orientation, or gender?
 3. Did the context or circumstances of the incident(s) provide a legitimate and non-discriminatory basis for the different treatment pursuant to District policy?

When, based on the evidence obtained as part of the investigation, the answers to questions #1 and #2 are "yes" and the answer to question #3 is "no," the incident/situation may be considered sex discrimination. However, conduct that does not rise to the level of sex discrimination may still be considered inappropriate behavior and may require that corrective actions be taken.

- **If the complaint alleges sexual harassment**, carefully consider all available information in determining whether the conduct described in the complaint violates the District's sexual harassment policy. The following five questions should be asked:
 1. Was the conduct of a sexual nature?
 2. Was the conduct unwelcome?
 3. Did the conduct create a hostile environment for the alleged target of the harassment?
 4. Was the conduct severe, persistent, or pervasive?
 5. Did the conduct limit the individual's ability to participate in or benefit from an educational program or activity?

When the answers to questions #1 - #5 are "yes," the conduct may be considered sexual harassment. However, conduct that does not rise to the level of sexual harassment may still be considered inappropriate behavior and may require that corrective actions be taken.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Appropriate administrative steps in response to discrimination and/or sexual harassment might include action to end the harassment, monitor that it does not reoccur, and address any hostile environment that may have been created for the student(s) who had been the target(s) of the conduct. Response might also involve the initiation of disciplinary proceedings.
- Inform the complainant in general terms that corrective actions have been or will be required to resolve the complaint. Specific corrective actions with regard to employees or students are to be kept confidential.
- Parents/guardians of the complainant shall be informed of the filing, as well as the resolution of any complaint of discrimination/sexual harassment. As appropriate, parents/guardians should be kept informed of the status of the investigation and resolution of the complaint. Care must be taken to protect the identity of the accused person(s) and any witnesses.
- If a student has been a target of harassment based on sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student's parents or guardians of the harassing conduct. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.
- Monitor with the target of the harassment that the harassment has ceased.
- Use the "Incident Report Form-Complaint/Investigation Record" attached to this bulletin to document the actions taken to address the complaint and to monitor and assess the effectiveness of those actions.
- The same "Incident Report Form-Complaint/Investigation Record" may be used in instances where the conduct is determined to be inappropriate behavior which did not rise to the level of discrimination or sexual harassment, or when there are no findings of violations of the District's nondiscrimination or sexual harassment policy. In those cases, corrective actions may still be necessary and using the form provides a vehicle for the documentation of the investigation and the actions taken.



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- “Incident Report Form-Complaint/Investigation Record” forms must be safeguarded by keeping a separate school file for the retention of these records. Access to these records is to be restricted to those individuals who have a legitimate need for such access. These records must be kept for five years from the school year in which the complaint was filed.
 - After monitoring that the harassment has stopped, forward a copy of the completed “Incident Report Form-Complaint/Investigation Record” to the Local District Operations Coordinator **AND** the Educational Equity Compliance Office – Beaudry – 20th Floor.
- B. **Formal Process:** If a complaint cannot be resolved informally at the school site, the following procedures are to be used. The formal investigation of such a complaint shall be completed within 60 days of receipt of the written complaint.
- A written statement (complaint) should be filed by the complainant with the Local District Office within six months of the last occurrence of the reported incident or within six months of when knowledge of the incident was first obtained. This written statement may be filed using the “Title IX Sex Discrimination/Sexual Harassment Complaint Form,” a “Uniform Complaint Procedures Form,” or simply by filing a written statement.
 - The Local District will provide the complainant with a written acknowledgment of receipt of the complaint within five days which:
 - a. Advises and assures the complainant that confidentiality of the facts will be observed to the fullest extent possible.
 - b. Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
 - c. Advises the complainant that he/she should feel free to call or send any additional information relevant to the complaint.
 - d. Informs the complainant that a written report of findings will be provided to the complainant at the conclusion of the investigation. Specific corrective actions with regard to employees or students are to be kept confidential.
 - The Local District Office will conduct an impartial investigation and work to resolve the matter by taking appropriate action, which may include the use of disciplinary or other remedial measures. A written



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

report of findings and conclusions should be provided to the complainant and the respondent which reiterates the confidentiality and non-retaliation provisions, as well as advises the complainant of his or her right to appeal the Local District's decision.

C. **Internal District Appeal:** If the complainant is dissatisfied with the Local District Office decision, he or she may send an appeal to the District Title IX Coordinator in the Educational Equity Compliance Office within 15 days of receipt of the Local District's decision letter.

- The appeal must be in writing, signed, should state the reason(s) for the appeal, and list any steps that were taken in an attempt to resolve the complaint. A copy of the Local District's decision letter should be forwarded along with the appeal correspondence.
- The complaint will be evaluated by the District Title IX Coordinator in the Educational Equity Compliance Office. If indicated, an impartial investigation will be conducted.
- A final written letter of findings and a rationale for the disposition will be provided to the complainant.

D. **Further Options:** An appeal of either the Local District's or the Educational Equity Compliance Office's findings may also be made to the California Department of Education. The written appeal must be sent within 15 days of receipt of the letter of findings. Such appeals should be addressed to the: California Department of Education; Office of Equal Opportunity; 1430 N Street – Room 6019, Sacramento, California 95814-5901.

E. **Civil Law Remedies:** Pursuant to the California Education Code, Section 262.3, persons who have filed a complaint should also be advised that civil law remedies may be available to them.

AUTHORITY: This is the policy of the Superintendent of Schools. The following legal standards are applied:

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq.

Title IX Regulations, Title 34, Code of Regulations, Part 106

California Education Code, §200, §201, §220, §221.5, §230, §262.3, §46010.1, §48200, §48205, §49061, §49602, §51222, §51241

California Family Code, §6924, and §6925



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

California Penal Code, §11166

Title 5, California Code of Regulations, §4630, §4900, et seq.

RELATED RESOURCES:

- Administrator Certification Form – Memorandum issued annually by the Office of the General Counsel.
- Antibullying Policy (In Schools, at School-Related Events, and Traveling to and from School), Bulletin No. BUL-1038.1, dated August 16, 2004, issued by the Office of the Chief Operating Officer.
- Child Abuse and Neglect Reporting Requirements, Bulletin No. BUL-1347, dated November 15, 2004, issued by the Office of the General Counsel.
- Ordering and Distribution of Student Brochures - “Title IX and Nondiscrimination” and “Section 504 and Students with Disabilities.” Memorandum issued annually by the Office of the General Counsel.
- Parent Student Handbook Distribution - Memorandum issued annually by the Office of the Chief Operating Officer.
- Pregnant and Parenting Students Educational Rights, Bulletin No. BUL-2060.0, dated October 25, 2005, issued by Student Health and Human Services and the Office of the General Counsel.
- Required Nondiscrimination Notices - Memorandum issued annually by the Office of the General Counsel. (This memorandum references requirements for the publication and dissemination of information relating to District nondiscrimination policies—including Title IX policies.)
- Responding to and Reporting Hate-Motivated Incidents and Crimes, Bulletin No. BUL-2047.0, dated October 10, 2005, issued by the Office of the General Counsel.
- Sex Equity in Physical Education Programs, Bulletin No. BUL-1826.0, dated August 5, 2005, issued by the Chief Instructional Officer, Secondary.
- Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), Bulletin No. BUL-1041, dated May 10, 2004, issued by the Office of the General Counsel.
- Sexual Harassment Policy – Employees, Bulletin No. BUL-1893.1, dated August 1, 2005, issued by the Office of the General Counsel.
- Uniform Complaint Procedures (UCP) - Memorandum issued annually by the Specially Funded Programs Division. (This memorandum references an additional avenue provided by the District for the filing of complaints which allege that the District has practiced unlawful discrimination or has failed to comply with state or federal laws governing its educational programs, including failures to comply with Title IX.)
- Transgender and Gender Nonconforming Students – Ensuring Equity and Nondiscrimination, Reference Guide No. REF-1557, dated February 15, 2005, issued by the Office of the General Counsel.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ASSISTANCE: For further information, to ask questions, to seek assistance, or for related resources, contact any of the following District Offices:

Local District Office

- Local District Operations Coordinator
- Local District Title IX Designee

Educational Equity Compliance Office

- District Title IX Coordinator at (213) 241-7682

Equal Employment Opportunity Office at (213) 241-7685

Office of General Counsel

- Field Services Team at (213) 241-7600

Teen Parent Program Office at (213) 763-7430

Visit the Website of the Educational Equity Compliance Office to look up additional related information: Website-[http://www.lausd.k12.ca.us/lausd offices/eec](http://www.lausd.k12.ca.us/lausd%20offices/eec))

LOS ANGELES UNIFIED SCHOOL DISTRICT

NONDISCRIMINATION STATEMENT

The Los Angeles Unified School District is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and that can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in, District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For inquiries or complaints related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact:

**Sue Spears, Director, Educational Equity Compliance Office
District Title IX and Section 504 Coordinator
(213) 241-7682**

For inquiries or complaints related to employee-to-employee discrimination or harassment, contact:

**Equal Employment Opportunity Section
(213) 241-7685**

**Both offices located at:
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017**

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

DECLARACION ANTIDISCRIMINATORIA

El Distrito Escolar Unificado de Los Ángeles está comprometido a proporcionar un entorno de trabajo y estudio libre de discriminación y hostigamiento ilegales. El Distrito prohíbe estas prácticas cuando estén motivadas por el sexo (la orientación sexual, la identidad de género, el embarazo, el parto o una condición médica relacionada); el grupo étnico (como la raza, el color, la ascendencia o el origen nacional); la religión (incluidas las adaptaciones motivadas por ésta); la discapacidad (mental o física, o una modificación razonable por este motivo); la edad; el estado civil; o por alguna otra razón que especifiquen las leyes, las ordenanzas o los reglamentos federales, estatales o locales. El acoso en base a cualquiera de las categorías protegidas definidas anteriormente constituye una forma de discriminación ilícita que el Distrito no está dispuesto a tolerar. El acoso se define como la intimidación o la conducta abusiva dirigidas a un estudiante o empleado que produzca un entorno hostil, y puede traer como resultado medidas disciplinarias contra el estudiante o el empleado infractor. El hostigamiento puede revestir muchas formas, incluidos los actos verbales y los insultos, las declaraciones o la conducta que amenace o humille físicamente.

Esta política antidiscriminatoria abarca la admisión o el acceso, tratamiento o empleo, a las actividades y programas del distrito, incluyendo la educación vocacional. El desconocimiento del idioma inglés no será un obstáculo para la admisión a los programas y a las actividades del Distrito ni para la participación en los mismos.

En otras declaraciones de reglas del Distrito disponibles en todas las escuelas y las oficinas, se puede obtener información adicional que prohíbe otras clases de discriminación o acoso ilícitos, conducta impropia o delitos motivados por prejuicios o una combinación de lo anterior. El Distrito tiene el propósito de que todos los reglamentos de esta índole se lean constantemente con el fin de garantizar la mayor protección posible contra la discriminación ilícita en el suministro de servicios y oportunidades educativos.

El Distrito Escolar prohíbe las represalias contra toda persona que entable una queja o participe en la investigación de la misma.

Haga el favor de comunicarse con la persona cuyos datos aparecen a continuación para hacer preguntas o presentar quejas relacionadas con la discriminación o el acoso motivados por el sexo de un(a) alumno(a) (Título IX); la orientación sexual o identidad de género (Título V, CCR, §4910); la raza, el color o el origen nacional (Título VI); o la discapacidad mental o física (Artículo 504):

Sue Spears, Directora de la Oficina de Cumplimiento de la Equidad Educativa
Coordinadora de Título IX y del Artículo 504 en el Distrito
(213) 241-7682

Para hacer preguntas o presentar quejas relacionadas con la discriminación o el acoso entre empleados, haga el favor de comunicarse con la siguiente dependencia:

Equal Employment Opportunity Section
(213) 241-7685

Ambas oficinas se encuentran en:
El Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue, 20th Floor (Piso 20)
Los Angeles, California 90017

LOS ANGELES UNIFIED SCHOOL DISTRICT SEXUAL HARASSMENT POLICY

The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business for the District is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- **Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.**
- **Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.**
- **The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.**
- **Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.**

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

**To obtain specific rules and procedures for reporting charges of sexual harassment
and for pursuing available remedies, contact:**

**Educational Equity Compliance Office [Sue Spears, Director, and District Title IX Coordinator]
at (213) 241-7682, when issues or complaints involve students,**

or

Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees

6/06

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

NORMAS SOBRE EL ACOSO SEXUAL

El Distrito Escolar Unificado de Los Ángeles se ha comprometido a mantener un ambiente de trabajo y estudio que esté libre del acoso sexual. El acoso sexual en contra de los empleados o estudiantes o por parte de los mismos o en contra de personas que hagan trámites para el Distrito es una forma de discriminación sexual puesto que constituye un tratamiento diferencial basado en el sexo, orientación sexual, o identidad sexual de la persona, y por ese motivo, es una violación de las leyes estatales y federales y una violación de esta norma.

El Distrito considera que el acoso sexual es un delito mayor que puede traer como consecuencia una acción disciplinaria contra el empleado infractor o la suspensión o expulsión del estudiante infractor si éste es alumno de los grados del cuarto al duodécimo. La suspensión o la expulsión como consecuencia disciplinaria por el acoso sexual no se aplicarán a los alumnos matriculados en el jardín de infantes ni a los que cursan estudios en los grados del primero al tercero. Sin embargo, estos alumnos pueden ser objeto de otras acciones disciplinarias.

A cualquier estudiante o empleado del Distrito que crea haber sido víctima de acoso sexual se le insta a traer el problema a la atención del administrador del plantel o de la persona encargada de la demanda del Título IX, de manera que se pueda tomar la medida apropiada para resolver el problema. El Distrito prohíbe las represalias contra quienquiera que entable una denuncia por acoso sexual o cualquier participante en el proceso de la investigación de la denuncia. Las denuncias serán investigada de manera expedita y respetando la privacidad de las personas involucradas.

El Artículo 212.5 del Código de Educación de California define el acoso sexual como cualquier conducta de índole sexual no deseada como pedir favores sexuales u otros ya sean verbales, visuales, físicos realizada por alguien que trabaje en el sitio, ya sea en el lugar de trabajo o en el plantel educativo, bajo las siguientes condiciones:

- **La sumisión a la conducta se vuelve explícita o implícitamente una condición del empleo, estado o progreso académico.**
- **La sumisión a la conducta por el individuo o el rechazo de la misma se utiliza como la base del empleo o de las decisiones académicas que afecten al individuo.**
- **La conducta tiene como propósito o efecto un impacto negativo en el trabajo o en el rendimiento académico del individuo o el efecto de crear un ambiente de trabajo o de estudio amedrentador, hostil u ofensivo.**
- **La sumisión a la conducta del individuo o el rechazo de la misma se usa como la base de cualquier decisión que afecte al individuo con respecto a las prestaciones y servicios, honores, programas o actividades disponibles en la entidad educativa o a través de la misma.**

El acoso sexual puede incluir, entre otras cosas, lo siguiente:

- La conducta verbal no deseada como los comentarios lascivos o despectivos; las indirectas, insultos o insinuaciones; las invitaciones o comentarios sexuales no deseados; insinuar por citas; hacer amenazas; o el difundir rumores acerca de otros y el calificarlos según su actividad o rendimiento sexual.
- La conducta visual no deseada como la exhibición de objetos, cuadros, carteles, material escrito, caricaturas o dibujos con insinuaciones sexuales, los graffiti de índole sexual o el uso de gestos obscenos.
- La conducta física no deseada que incluye tocar, pellizcar, besar, palmear, abrazar, obstaculizar el movimiento normal a alguien que no lo desee o agredir o interferir con el trabajo o el estudio de un individuo debido a su sexo, orientación sexual, o identidad sexual de la persona.
- Las amenazas y exigencias o presión para ceder a proposiciones indecorosas a fin de mantener un trabajo o posición académica o para evitar otras pérdidas y los ofrecimientos de beneficios a cambio de favores de tipo sexual.

Si desea información específica acerca de las reglas y los procedimientos para reportar cargos de acoso sexual y buscar las medidas correctivas apropiadas, comuníquese con:

Sue Spears, directora de la Oficina de Cumplimiento de la Equidad Educativa, y coordinadora distrito del Título IX, llamando al (213) 241-7682, cuando los casos o las quejas impliquen a estudiantes,

o

a la División de Igualdad de Oportunidades (Equal Opportunity Section), teléfono (213) 241-7685, cuando los casos o las quejas impliquen a empleados.

6/06

PLEASE POST

**THE TITLE IX*
COMPLAINT MANAGERS
FOR OUR SCHOOL ARE:**

ROOM #

ROOM #

ROOM #

**SEX DISCRIMINATION/SEXUAL
HARASSMENT IS ILLEGAL**

*Federal Title IX and state law prohibits discrimination on the basis of sex, sexual orientation, or gender, which includes prohibiting acts of sexual harassment.

PLEASE POST

**LAS PERSONAS DEL
TITULO IX* ENCARGADAS
DE ATENDER QUEJAS PARA
NUESTRA ESCUELA SON:**

SALÓN #

SALÓN #

SALÓN #

**DISCRIMINACION DE LOS
SEXOS O AL ACOSO SEXUAL
SON ILEGALES**

*La ley Federal del Título IX y del Estado prohíben la discriminación en base al sexo, orientación sexual, o identidad sexual de la persona, incluyendo actos prohibidos de acoso sexual.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance
TITLE IX SEX DISCRIMINATION/SEXUAL HARASSMENT COMPLAINT FORM

Person filing complaint:

Name			
	Last	First	Middle
Home Address			
	Street	City	Zip
Home Telephone		Other Contact Number	
Person Filing Complaint is:			
<input type="checkbox"/> Parent <input type="checkbox"/> Advocate <input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Other			

Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:

Name			
	Last	First	Middle
For Student:	/ /		
	Date of Birth	Grade	Track
School/Work Site			Local District
			Employee Number

Please give the facts about the complaint and attach any relevant documents if available:

Date of Incident	/ /	Place of Incident	
Names of Accused Persons			
Names of Witnesses			
Brief Description of Incident:			

Has your complaint been discussed with any LAUSD personnel?

☐ Yes ☐ No

If yes, to whom (person/office) have you spoken and what was the outcome?

--

Signature _____ Date _____

Los Angeles Unified School District -- Educational Equity Compliance
 333 South Beaudry Avenue, 20th Floor; Los Angeles, CA 90017 (School Mail: Beaudry Site, 20th Floor)
 Telephone: (213) 241-7682 FAX: (213) 241-3312 Web Site: <http://www.lausd.k12.ca.us/lausd/offices/eec>

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina de Cumplimiento de la Equidad Educativa

TÍTULO IX – FORMULARIO DE QUEJA POR DISCRIMINACIÓN SEXUAL / ACOSO SEXUAL

La persona que presenta la queja:

Nombre			
	Apellido	Primer Nombre	Segundo Nombre
Domicilio			
	Calle	Ciudad	Código Postal
Teléfono Particular	Otro número		
La persona que presenta la queja es:			
<input type="checkbox"/> Padre de familia <input type="checkbox"/> Representante <input type="checkbox"/> Estudiante <input type="checkbox"/> Empleado <input type="checkbox"/> Otro			

Queja presentada por el interesado (persona que presenta la queja como se indica arriba) o en nombre de otra persona:

Nombre					
	Apellido			Primer Nombre	Segundo Nombre
Para el estudiante	/	/		Para el Empleado	
	Fecha de Nacimiento	Grado	Ciclo		Número del Empleado
Escuela / Lugar de trabajo				Distrito Local	

Explique los hechos que sustentan esta queja y adjunte documentos pertinentes:

Fecha del incidente	/	/	Lugar del incidente	
Nombre de los acusados				
Nombre de los Testigos				
Breve descripción del incidente:				

¿Ha sido tratada su queja con alguna persona de la administración del LAUSD? ☐ Sí ☐ No

Si marcó sí, explique con quien habló (persona u oficina) y cual fue el resultado.

--

Firma _____ Fecha _____

Distrito Escolar Unificado de Los Angeles – Oficina de Cumplimiento de la Equidad Educativa
333 S. Beaudry, Piso 20, Los Angeles, CA 90017 (Correo de la Escuela: Beaudry Ave. Piso 20)
Teléfono: (213) 241-7682 FAX: (213) 241-3312 Web Site: [Http://www.lausd.k12.ca.us/lausd/offices/eec](http://www.lausd.k12.ca.us/lausd/offices/eec)

LOS ANGELES UNIFIED SCHOOL DISTRICT
INCIDENT REPORT FORM – COMPLAINT/INVESTIGATION RECORD

Confidential--For School/District Recording Purposes Only

Send a copy of the completed Incident Report Form-Complaint/Investigation Record to Your Local District Operations Coordinator.

When investigating allegations of discrimination, sexual harassment, or hate-motivated incidents/crimes, a copy of the completed Incident Report Form-Complaint/Investigation Record should also be mailed to the Educational Equity Compliance Office – Beaudry – 20th Floor.

School		Date of Report	
		Local District	
		School Phone#	
Name/Title of Reporting Party		Phone #	Ext.

BRIEF DESCRIPTION OF INCIDENT:

INCIDENT INFORMATION:

Date/Time		Place/Incident	
Names of Any Witnesses			

Name of person who is the target of the behavior							
Student/Grade/DOB		Adult/Position		M	<input type="checkbox"/>	F	<input type="checkbox"/>

Name of person who is the target of the behavior							
Student/Grade/DOB		Adult/Position		M	<input type="checkbox"/>	F	<input type="checkbox"/>

Name of person who is accused of the behavior							
Student/Grade/DOB		Adult/Position		M	<input type="checkbox"/>	F	<input type="checkbox"/>

Name of person who is accused of the behavior							
Student/Grade/DOB		Adult/Position		M	<input type="checkbox"/>	F	<input type="checkbox"/>

BRIEF DESCRIPTION OF SCHOOL ACTIONS TAKEN/ADMINISTRATIVE FOLLOW-UP:

School		Date of Report	
		Local District	

CATEGORY OF INCIDENT/COMPLAINT:

Discrimination/Harassment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Hate-Motivated Incident/Crime	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes is indicated above, then the attached Complaint/Investigation Record <u>MUST</u> be used to document the actions taken to address the complaint and to monitor or assess the effectiveness of those actions.			

REPORTED TO/SPOKE TO (as applicable):

Office/Unit Contacted	Name of Contact/Person Taking Report			
Local District Operations				
School Police (213) 625-6631	Officer/Badge #		Police Report #	
Local Police Agency	Agency/Office		Badge #	
Office of General Counsel (213) 241-7600 Child Abuse or Field Service Attorney				
Educational Equity Compliance (213) 241-7682				
Environmental Health & Safety (213) 241-3199				
Food Services (213) 241-2985				
Maintenance & Operations				
Mental Health (Crisis Team)				
Neighboring Schools (if applicable)				
Nursing Services				
Staff Relations				
Transportation (323) 342-1460				
Youth Relations (213) 745-1990				

NOTE: FOR ALL INCIDENTS/ACCIDENTS INVOLVING AN INJURY TO STUDENTS, EMPLOYEES, OR VISITORS, A SEPARATE INJURY/ ACCIDENT INVESTIGATION REPORT MUST BE FILED WITH THE: OFFICE OF ENVIRONMENTAL HEALTH & SAFETY – BEAUDRY, 20TH FLOOR [213-241-3196], AND OFFICE OF RISK MANAGEMENT & INSURANCE – BEAUDRY, 28TH FLOOR [213-241-3139].

		Date of Report	
School		Local District	

COMPLAINT/INVESTIGATION RECORD

DISCRIMINATION/HARASSMENT AND/OR HATE-MOTIVATED INCIDENT/CRIME

I. RECORD OF INVESTIGATION:

Interview alleged target of incident/crime	Date	Interview accused person	Date
Interview witnesses (if any)	Date		
Seek assistance from supervisor, other District offices, or other sources, as needed:			
Person/Office			Date
Person/Office			Date
Person/Office			Date
Person/Office			Date

II. FINDINGS/DETERMINATION:

<input type="checkbox"/>	Findings indicate that discrimination/harassment occurred.
<input type="checkbox"/>	Findings indicate that act of hate-motivated incident/crime occurred.
<input type="checkbox"/>	Findings indicate that inappropriate behavior occurred.
<input type="checkbox"/>	Nature of incident/complaint (check all that apply): <input type="checkbox"/> race <input type="checkbox"/> color <input type="checkbox"/> national origin <input type="checkbox"/> Other: <input type="checkbox"/> religion <input type="checkbox"/> disability <input type="checkbox"/> sex <input type="checkbox"/> sexual orientation <input type="checkbox"/> gender identity
<input type="checkbox"/>	There are no findings of hate motivated incidents/crimes, discrimination/harassment, or inappropriate behavior

III. ACTIONS TAKEN:

Involving Accused Person(s)	Date		Involving Alleged Target(s)	Date
<input type="checkbox"/> Provide Copy/Explain District Nondiscrimination Policy/Procedures		<input type="checkbox"/>	Provide Copy/Explain District Nondiscrimination Policy/Procedures	
<input type="checkbox"/> Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"		<input type="checkbox"/>	Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"	
<input type="checkbox"/> Disciplinary Conference		<input type="checkbox"/>	Administrative Conference	
<input type="checkbox"/> Referral for School Counseling		<input type="checkbox"/>	Referral for School Counseling	
<input type="checkbox"/> Education/Behavior Contract		<input type="checkbox"/>	Referral for Outside Counseling	
<input type="checkbox"/> Class Schedule Change		<input type="checkbox"/>	Parent Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone ** <u>Caution:</u> In incidents involving sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student's parent(s) or guardian(s) of the incident or harassing conduct. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.	
<input type="checkbox"/> Detention Assigned		<input type="checkbox"/>		
<input type="checkbox"/> Parent Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone		<input type="checkbox"/>		
<input type="checkbox"/> Suspension		<input type="checkbox"/>		
<input type="checkbox"/> Opportunity Transfer		<input type="checkbox"/>	Monitor to Check that Unwanted Behavior Has Stopped <input type="checkbox"/> After One Week <input type="checkbox"/> After Two Weeks	
<input type="checkbox"/> Expulsion		<input type="checkbox"/>		
<input type="checkbox"/> Accused Person's Parents Notified of Resolution of Incident		<input type="checkbox"/>		

IV. DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

V. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

<input type="checkbox"/>	Targeted Person	Date		<input type="checkbox"/>	Parents	Date	
<input type="checkbox"/>	Accused Person	Date		<input type="checkbox"/>	Parents	Date	

RETAIN THIS RECORD. SEND A COPY OF THE COMPLETED INCIDENT REPORT FORM-COMPLAINT/INVESTIGATION RECORD TO YOUR LOCAL DISTRICT OPERATIONS COORDINATOR AND THE EDUCATIONAL EQUITY COMPLIANCE OFFICE – BEAUDRY – 20TH FLOOR.
For additional assistance, call Educational Equity Compliance Office at (213) 241-7682.



You're Invited...

Most Improved Attendance Celebration



Friday, June 2, 2017

2:00 pm - 3:00 pm

Los Angeles Elementary School

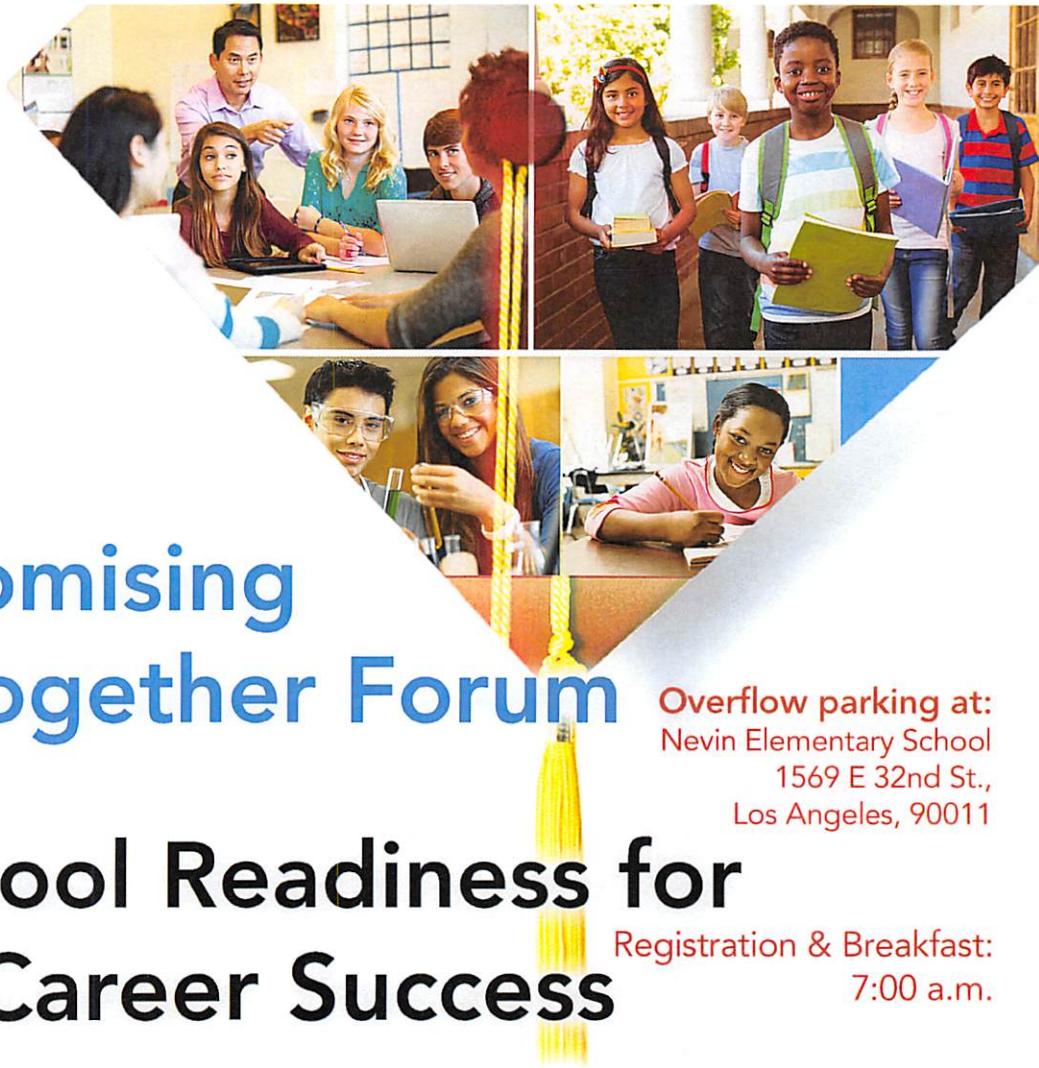
1211 S. Hobart Blvd.

Los Angeles, CA 90006

Parking lot entrance on Pico Blvd.

Refreshments will be provided!

Come celebrate with us!



L.A. Unified Sharing Promising Practices Together Forum

Overflow parking at:
Nevin Elementary School
1569 E 32nd St.,
Los Angeles, 90011

Middle School Readiness for College & Career Success

Registration & Breakfast:
7:00 a.m.

Saturday, June 3, 2017 • 8:00 a.m. - 2:30 p.m.

Julian Nava Learning Academy
1420 E. Adams Blvd. Los Angeles 90011

L.A. Unified is home to a diverse network of schools working toward our unifying goal of 100% graduation. The second Sharing Promising Practices Together Forum calls attention to the academic and socio-emotional needs of our learners during the middle school years, and how student achievement can be accelerated by leveraging the neuroscience of learning.

- Opening remarks from Superintendent Michelle King and representatives from the Los Angeles Board of Education
- A menu of workshop presentations for educators about programs and services for adolescent youth
- Keynote introducing the neurology of education and teaching practices to engage adolescent youth in the classroom
- Breakfast and lunch with a network of public school educators representing school models from across L.A. Unified

Register by visiting: <https://registerpromisingpractices.eventbrite.com>





MICHAEL D. EISNER
COLLEGE OF EDUCATION

Advancement Opportunities: Want to Become a K-12 Administrator?

The Department of Educational Leadership & Policy Studies, California State University, Northridge is pleased to announce the next cohorts of its program for the attainment of the Preliminary Administrative Services **Credential (Tier I) and Masters' Degree** in Educational Administration beginning the week of August 28, 2017 (Fall Semester).

May Informational Meeting:

EAGLE ROCK HIGH SCHOOL

1750 Yosemite Drive, Los Angeles, CA 90041

Info Meeting: Thursday, May 18, 2017 at 4:00 PM

Meeting Room: Look for sign posted by main entrance

This site location to serve candidates in East and Central Los Angeles, South Pasadena, Alhambra, and Montebello

Public, Private, and Charter School Educators are All Welcome!

***New Fall 2017 Cohorts are also being offered at several Los Angeles Unified School District school sites including: Grant HS and San Fernando HS in LD Northeast, and on the CSUN Campus**

Please visit our website at <http://www.csun.edu/education/elps>.
For additional information, please contact jody.dunlap@csun.edu, or ricardo.sosapavon@csun.edu, or call the Educational Leadership & Policy Studies Office at CSUN (818) 677-2591