



# Burbank Unified School District Alternative Education Master Plan

Matt Hill, Superintendent

Board of Education

Steve Ferguson, President

Dr. Roberta Reynolds, Vice President

Dr. Armond Aghakhanian, Clerk

Charlene Tabet, Member

Steve Frintner, Member

# Alternative Education Master Plan

Burbank Unified School District Goals (2017-2018):

**5. Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from preschool through adult education.**

**5.5 Increase student opportunities for achievement and success in Career Technical Education (CTE) classes/programs.**

## Vision

To see all students prepared for high school graduation, post-secondary education, training and/or the workplace.

## Mission

To provide students with multiple paths to graduation; including college and career readiness, flexible environments, and alternative settings.

# Alternative Education Master Plan Goals

Goal #1: To provide academic, behavior and social/emotional support for **middle school students** who are struggling in these areas.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update																
1.	Continue to meet regularly with identified at-risk students to provide resources, including mental health services, if appropriate.	Grades Attendance Behavior	2x per year per student, more often as needed	Intervention Counselor; Regular Counselors; Intervention Specialist; Administrator	LCAP Supplemental Grant																
2.	Continue to provide summer boot camps at each middle school to address academic gaps in ELA and Math.	SBAC Writing Prompts Grades	Each Summer-as funding permits	Intervention Counselor; Regular Counselors; Intervention Specialist; Administrator	Title 1																
3.	Investigate other school districts to see model programs for providing support to middle school students	Number of visits	Begin Fall 2017	Administrators; Counselors; Teachers	Educator Effectiveness Grant																
4.	Reduce number of referrals and suspensions (district-wide) by 5%  Description of baseline information: Grades: Second Semester Grades (2016-2017) school-year.																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">School</th> <th style="width: 20%;">Total Population</th> <th style="width: 30%;">Number of Students with at least one D or F</th> <th style="width: 15%;">% of Total</th> </tr> </thead> <tbody> <tr> <td>Luther</td> <td style="text-align: center;">989</td> <td style="text-align: center;">372</td> <td style="text-align: center;">37.6</td> </tr> <tr> <td>Jordan</td> <td style="text-align: center;">1047</td> <td style="text-align: center;">262</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Muir</td> <td style="text-align: center;">1374</td> <td style="text-align: center;">328</td> <td style="text-align: center;">23.8</td> </tr> </tbody> </table>		School	Total Population	Number of Students with at least one D or F	% of Total	Luther	989	372	37.6	Jordan	1047	262	25	Muir	1374	328	23.8			
School	Total Population	Number of Students with at least one D or F	% of Total																		
Luther	989	372	37.6																		
Jordan	1047	262	25																		
Muir	1374	328	23.8																		
	Behavior:																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">School</th> <th style="width: 20%;">Total Population</th> <th style="width: 45%;">Number of Behavior Entries</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		School	Total Population	Number of Behavior Entries																
School	Total Population	Number of Behavior Entries																			

## Alternative Education Master Plan Goals

	Luther	989	784			
	Jordan	1047	870			
	Muir	1374	3,898 (1,962-Tardies)			
	School	Total Population	Number of Suspensions			
	Luther	989	64			
	Jordan	1047	80			
	Muir	1374	97			
5.	To create intervention teams at each of the secondary schools to provide support to identified at-risk students	Agendas from District meetings	Begin fall, 2017	Director of Secondary Education; Principal; APG	LCAP Supplemental	

Goal #2: To provide academic, behavior, and social/emotional support for students (in grades **nine and ten**) who are struggling in these areas.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To expand the number of students who are able to be served in the freshman intervention class.	Master Schedule Data	Begin to explore- fall 2017	Director of Secondary Education; Principal; API	LCAP Supplemental Grant	
2.	To continue the summer boot camps for incoming ninth grade students.	Summer School Master Schedule	Ongoing	Director of Secondary Education; Principals; API's	Title 1	
3.	Reduce the number of students deficient in credits after grade 9 by 5%. Description of baseline information:					
	School	Total Population Grade 10	Number of students behind in credits after grade 9	% of Total		
	Burroughs	649	136	20.9		
	Burbank	688	139	20.2		

## Alternative Education Master Plan Goals

4.	To work with site administrators to expand offerings in boot camp and intervention classes, and to explore other options.	Master Schedule Data	Explore fall, 2017	Assistant Superintendent; Director of Secondary Education; Principals; API's	LCAP Supplemental Grant

Goal #3: To provide more opportunities for **EL students** to participate in post-secondary education, training, and/or the workplace.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To provide opportunities for Level 3 and 4 EL students to take initial credit summer school, beginning with Math and Social Science.	Number of students Enrolled in the Summer Session	Begin summer, 2017	Director of Secondary Education; API's; ELD Specialists	College Readiness Grant; LCAP Supplemental Grant - future years	
2.	To develop options for level 1 and 2 EL students to earn initial credit courses.	Number of students enrolled in initial credit courses	Begin exploration, fall of 2017	Director of Secondary Education; API's; ELD Specialists	Potential LCAP Supplemental Grant	
3.	To provide EL support services to the initial credit summer program.	Number of personnel hired for the program	Begin Summer 2017	Director of Secondary Education	College Readiness Grant Potential LCAP Supplemental Grant	
4.	To develop a two week EL summer boot camp for newcomers.	Number of students that participate in the program	Begin Summer of 2017	Director of Secondary Education	College Readiness Grant; Potential	

## Alternative Education Master Plan Goals

					LCAP Supplemental Grant	
<p>Description of baseline information:</p> <p>Number of students who participated in the first Summer Boot Camp session = 31          Number of EL students who took English for initial credit = 17 ( 15 passed 1 year, 2 passed a semester)          Number of EL students who took Social Studies for initial credit = 9 ( 9 passed 1 year, 1 passes a semester)          Number of EL students who took Science for initial credit = 3 ( 1 passed 1 year, 2 passed a semester)</p>						

Goal #4: To provide more opportunities for **Special Education** students to participate in post-secondary education, training, and/or the workplace.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To continue to provide and expand credit recovery opportunities for special education students.	Number of students who participate in Summer Session	Begin to expand, summer, 2017	Director of Secondary Education, Principals; API's	LCAP Supplemental Grant	
2.	To expand professional development for teachers to include elective teachers who work with special education students.	Number of teachers who participate in professional development	Begin to explore fall, 2017	Assistant Superintendent; Director of Secondary Education; Director of Special Education	LCAP Base Grant	
<p>Description of and baseline information:</p> <p>Number of Special Education students who participated in Summer credit recovery = 53 (48 recovered credits)</p>						

Goal #5: To provide educational options (schools and programs) to prepare students for post-secondary education, training, and/or the workplace.

## Alternative Education Master Plan Goals

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update														
1.	To continue to provide options for dual enrollment with District Schools.	Number of courses offered and number of participants in the program	Began 2015 & continues	Assistant Superintendent	CTE – Base Grant															
2.	To submit a portion of the course offerings at Monterey High School to be approved as meeting the UC/CSU a-g requirements.	Number of courses approved on the UC Doorways list	Begin the process fall 2017	Assistant Principals	LCAP – Base Grant															
3.	To continue and expand the number of students served who can participate in the Business Preparation course – which is preparation for an internship.	Number of participants in the program	Began spring of 2017	Assistant Superintendent; ARTs/CTE Coordinator; CTE Counselors	CTE – Base Grant															
<p>Description of baseline information: Currently the District offers 8 courses for dual enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>Glendale Community College</b></th> <th style="text-align: left;"><b>Los Angeles Valley College</b></th> </tr> </thead> <tbody> <tr> <td>Armenian 101</td> <td>Communication Studies – Speech</td> </tr> <tr> <td>Armenian 102</td> <td>Child Development</td> </tr> <tr> <td>American Sign Language</td> <td></td> </tr> <tr> <td>Art 201- Animation</td> <td></td> </tr> <tr> <td>Art 205 – Fundamentals of Animation</td> <td></td> </tr> <tr> <td>Photoshop</td> <td></td> </tr> </tbody> </table> <p>In Spring 2017 there were 15 students who participated in an internship. In Summer of 2017 there were 26 students who participated in an internship</p>							<b>Glendale Community College</b>	<b>Los Angeles Valley College</b>	Armenian 101	Communication Studies – Speech	Armenian 102	Child Development	American Sign Language		Art 201- Animation		Art 205 – Fundamentals of Animation		Photoshop	
<b>Glendale Community College</b>	<b>Los Angeles Valley College</b>																			
Armenian 101	Communication Studies – Speech																			
Armenian 102	Child Development																			
American Sign Language																				
Art 201- Animation																				
Art 205 – Fundamentals of Animation																				
Photoshop																				

Goal #6: To increase Career Technical Education offerings for alternative schools.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
--	-------------	--------	----------	-----------------------	----------------	---------------

## Alternative Education Master Plan Goals

1.	To Support Community Day School as it offers a broader offering of CTE courses.	Number of courses and offerings	Ongoing	Assistant Superintendent; Director of Secondary Education	LCAP – Base Grant	
2.	To explore expanding CTE offerings at Monterey High School.	Number of courses and offerings	Ongoing	Assistant Superintendent; Director of Secondary Education	LCAP – Base Grant	
3.	To explore CTE credentials for teachers at the alternative education sites.	Number of new credentials	Begin fall, 2017	Assistant Superintendent; Coordinator of ARTs/CTE	NA	
Description of baseline information:						

Goal #7: To communicate the District’s available alternative education options to all stakeholders.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To develop a comprehensive Brochure/Guide for staff that describes all programs, including processes and protocols for entry and exit.	Completion of a Guide	December ,2017	Assistant Superintendent; Director of Secondary Education; Principals; Counselors	LCAP Base Grant	
2.	To develop informational materials for parents and students that explains the alternative education options in the Burbank Unified School District (BUSD).	Flyers and Brochures	Spring, 2018	Assistant Superintendent; Director of Secondary Education; Principals;	LCAP Base Grant	



## Alternative Education Master Plan Goals

				Counselors		
3.	To update the Board of Education and the public on an annual basis regarding alternative education in the BUSD	Report to the Board	Spring, 2018	Assistant Superintendent Director of Secondary Education	NA	
Description of baseline information:						

Goal # 8: To explore other models of school configuration such as hybrid options and flexible scheduling.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To visit other schools that offer innovative models.	Report to the committee & Board	Begin spring, 2018	Assistant Superintendent	Instructional Services For Substitute coverage	
2.	To explore the potential reconfiguration of District facilities	Report to the committee & Board	Begin spring, 2018	Assistant Superintendent Administrator representation from all secondary schools	None	

Goal #9: To revise or write Burbank Unified School District policy to address issues related to graduation.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To develop Board Policy that addresses partial credit.	Revised policy	By January, 2018	Assistant Superintendent	NA	

## Alternative Education Master Plan Goals

2.	To develop Board Policy that addresses the evaluation and translation of foreign transcripts.	Revised policy	By January, 2018	Assistant Superintendent	NA	
3.	To revise Board Policy that sets criteria for an EL student to be eligible for a fifth year of study.	Revised policy	By January, 2018	Assistant Superintendent	NA	
4.	To develop Board Policy that allows for voluntary transfer to Community Day School	Revised policy	By June, 2018	Assistant Superintendent	NA	
<p>Description of what is and baseline information:            Currently BP allows EL students in grade 12 to be eligible for a fifth year of study.            Currently BP does not address evaluation of foreign transcripts            Currently BP addresses partial credit for special populations but not for all students.            Currently BP does not address voluntary transfer to Community Day School</p>						

Goal #10: To expand social emotional learning, including corresponding parent education, and caring school climate strategies into middle, high school, and alternative education schools as per LCAP Positive School Climate and Parent Engagement requirements.

	Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Status Update
1.	To review and update as needed existing BUSD Board of Education Policy to reflect federal and state guidance and research-based guidance on caring school climate and social emotional learning (SEL).	Revised policy	By June 2018	Director of Wellness	Title IV-A or LCAP	In process
2.	To expand existing SEL, including parent education, at Elementary School to Middle and High School, and to Alternative Education Schools	BUSD health and social studies teacher training	By June 2018	Director of Wellness	Title IV-A or LCAP	In process

## Alternative Education Master Plan Goals

3.	To refine and expand caring school climate strategies and mechanisms including <u>all</u> BUSD staff training at district and school sites.	BUSD Wellness Programs and Services committee minutes, web page content, and staff training pre / post surveys.	By June 2018	Director of Wellness	Title IV-A or LCAP	In process
4.	To expand parent SEL education and parent engagement opportunities in safe and caring school climate committees.	BUSD Wellness Programs and Services committees minutes, web page content and parent education pre / post surveys.	By June 2018	Director of Wellness	Title IV-A or LCAP	In process

# Alternative Education Master Plan Goals

## Appendix A – Revised Board Policies

# **Burbank USD**

## **Administrative Regulation**

### **Education For Foster Youth**

AR 6173.1

#### **Instruction**

#### Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

#### District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Student Services and Attendance Specialist  
1900 W. Olive Avenue  
Burbank, CA 91506  
(818) 729-4467  
HectorGarcia@burbankusd.org

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

Partial credits shall be awarded on the basis of .05 credits for every seven class periods attended per subject (See Chart). If the school is on a block schedule, each block schedule class period attended shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

Number of Class Periods Attended	Credits Earned
7-13	.5 Credits
14-20	1 Credits
21-27	1.5 Credits
28-34	2 Credits
35-41	2.5 Credits
42-48	3 Credits
49-55	3.5 Credits
56-62	4 Credits
63-69	4.5 Credits
70+	5 Credits

(cf. 5125 - Student Records)  
(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5,

48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Board of Education based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as

his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

## Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

a. The student has a right to attend a regular public school in the least restrictive environment.

b. The alternate educational program is a special education program, if applicable.

c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

a. The student may continue in the school of origin for the duration of the court's jurisdiction.

b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.



c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.

d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute.

(Education Code 48853.5)

#### Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

#### Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

#### Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

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

applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

#### Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a

foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth 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/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

#### Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

#### Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds

merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation BURBANK UNIFIED SCHOOL DISTRICT  
approved: August 4, 2016 Burbank, Cal

# Burbank USD

## Board Policy

### High School Graduation Requirements

BP 6146.1

#### Instruction

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

#### Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. 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 (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts (Education Code 51225.3)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

7. One course in Health/Careers

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

8. One course in Practical Arts/Career Technical Education (or three courses of the same foreign language)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

9. Upon approval of the Superintendent or Designee, students may receive credit by examination for credits earned by a non-accredited institution or because they enrolled in the school after the period to add classes for full credit has passed.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3, but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonable able to complete the requirements in time

to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6173- Education for Homeless Children)

(cf. 6173.1- Education for Foster Youth)

(cf. 6173.3- education for Juvenile Court School Students)

In addition to credit requirements, students shall:

1. Demonstrate computer literacy. Students will acquire computer knowledge, skills and computer literacy throughout the regular high school curricula as outlined in the schools' technology plans

2. Complete 10 hours of Service Learning: All ninth grade students must complete 10 hours of Service Learning. Students who transfer in during their 10th or 11th grade must complete the full 10 hours. Students who transfer in as seniors must complete five hours.

(cf. 6142.4 - Service Learning/Community Service Classes)

3. Since 2003, students in grades 9-11 must be enrolled in a minimum of six courses in both the first and second semesters, and students in grade 12 must be enrolled in a minimum of six courses in the first semester, and five courses in the second semester, unless exempt under Education Code Section 46145.

Students in grades 11 and 12 must attend a minimum of 4 periods during the regular school day. However, they may complete the six period requirement with college or Career Technical Education courses

4. Since Spring 2005, student transcripts will only be accepted from schools that are accredited by Western Association of Schools and Colleges (WASC) or one of the other five regional associations that accredit public and private schools, colleges, and universities in the United States (North Central Association Commission on Accreditation and School Improvement, New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools, Colleges, and Universities).

5. Students who enroll from another country shall provide transcripts whenever possible. Students will receive an initial grade level placement by a school site administrator that is subject



to change based on a comprehensive review of the transcripts and other enrolling documentation.

If students arrive without transcripts, the grade level placement will be based on age.

The transcripts shall be evaluated by the Superintendent or Designee, with a maximum of seventy (70) credits awarded per grade level, per year.

A change in grade level placement, if necessary, shall occur within thirty (30) calendar days.

When necessary, Instructional Services will arrange for the translation of the transcript. In no circumstances shall the enrollment of the student be delayed pending translation, nor shall parents/guardians be required to pay for translation of transcripts.

Parents/Guardians may appeal the grade placement to the Superintendent or his/her designee. A written response will be provided within 10 business days.

6. Students must receive prior approval from the Superintendent or designee before any college or high school coursework taken at another site while enrolled in a district school will be accepted on the high school transcript.

7. High school credit may be granted for a college course taken prior to completion of the eighth grade based on the following criteria:

- a. Must receive prior approval from the middle school principal before registering for the college course.
- b. The principal must complete an approval form and develop a written academic plan.
- c. Must receive prior approval from the Superintendent or designee before class begins.
- d. Content of the course must be aligned to state standards and District standards.

8. Students may take course credit via on-line instruction while enrolled in high school, grades 9-12. Students who want to take online courses not offered by the District, must receive prior approval from the Superintendent or designee for on-line instruction under the following conditions:

- a. No more than 20 semester credits for on-line courses taken outside the District may be applied towards graduation, unless students receive prior approval from the Superintendent or his/her designee.
- b. Grades submitted for on-line courses will be credited on a four-point scale.
- c. The student will arrange for a teacher to proctor the final exam before enrolling in the course, or take the final exam for the equivalent course at the high school.

d. Upon completion of the on-line coursework, it is the student's responsibility to arrange for the student's transcript to be forwarded to the high school registrar.

Second semester seniors must provide all documentation of the completed coursework at least 10 school days prior to the student's date of graduation.

e. A student may be requested to provide the principal or assistant principal evidence including, but not limited to, specific assignments completed, log-in records, and/or take an end-of-course assessment to determine mastery of course content before course credit is granted. If the student cannot show mastery and/or required evidence, then the principal can determine that the student cannot receive high school credit for the on-line coursework.

f. Students have one full year to complete on-line courses in order to receive high school credits. Students facing a graduation deadline in less than a month are prohibited from enrollment.

9. Students are expected to make up failed courses during the summer session as close as possible to the semester/year in which the course was failed. Options for repeating classes in addition to summer school may include the Adult School, Options for Youth, Monterey High, and community college enrollment.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth, homeless students, and children of military families in accordance with Education Code 51225.1 and 49701.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education for Children of Military Families)

#### Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half

of the work required for grade 12. (Education Code 51440)

Summary of Required Courses and Credits:

English 40 Credits  
Math 20 Credits, including Algebra 1  
Science 20 Credits, including a Physical & Life Science  
Social Studies 30 Credits  
Visual/Performing Arts 10 Credits  
Practical Art 10 Credits  
Physical Education 20 Credits  
Health/Careers 10 Credits  
Electives 70  
Total Credits 230

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school  
48200 Compulsory attendance  
48412 Certificate of proficiency  
48430 Continuation education schools and classes  
48645.5 Acceptance of coursework  
48980 Required notification at beginning of term  
49701 Interstate Compact on Educational Opportunity for Military Children  
51224 Skills and knowledge required for adult life  
51224.5 Algebra instruction  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
51225.35 Mathematics course requirements; computer science  
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation  
51225.5 Honorary diplomas; foreign exchange students  
51228 Graduation requirements  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51412 Diplomas  
51420-51427 High school equivalency certificates  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
56390-56392 Recognition for educational achievement, special education  
60851.5 Suspension of high school exit examination  
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination  
66204 Certification of high school courses as meeting university admissions criteria  
67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy BURBANK UNIFIED SCHOOL DISTRICT

adopted: August 4, 2016 Burbank, California

# **Burbank USD**

## **Administrative Regulation**

### **High School Graduation Requirements**

AR 6146.1

#### **Instruction**

##### Introduction

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6145.6 - International Exchange)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(cf. 5145.6 - Parental Notifications)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

High school students have the option of attaining credits for courses taken at a community college. The superintendent or designee must give prior approval before any course is taken.

Students must receive prior approval from the Superintendent or designee for on-line instruction under the following conditions:

1. If a student elects to take Health/ Careers through online courses, he or she will need to submit a written plan to complete 10 credits of community service (service learning hours)

approved by a high school counselor. If a student only completes one of the two courses, five credits will not be approved for high school credit.

2. The final exam for these two on-line courses, Health Education and Education and Career Planning must be proctored by a district high school teacher who is on staff at the student's school of attendance.

(cf. 5126 - Awards for Achievement)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6145.6 - International Exchange)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

4. Students who have earned credit from a non-accredited institution, home school, or online program may earn credit by examination with approval of the Superintendent or Designee.

(cf.6146.11-Alternative Credits Toward Graduation)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

#### 18-Year Old Students and Non-Graduates

It is the Burbank Unified School District's intention to offer students eight semesters of uninterrupted instruction at the high school level, the purpose of which is the attainment of a high school diploma. In certain instances, students do not accrue enough credits to meet graduation requirements during the prescribed period of time.

#### Options for Non-Graduates

As soon as it becomes evident that graduation criteria will not be reached by the end of the eighth semester of enrollment, the student's counselor will initiate a conference with the student and parent/guardian to discuss options for reaching graduation status. In many instances, this determination of non-graduation status may occur before the beginning of the senior year. However, whenever that determination is made, it will be the counselor's responsibility to create a senior status graduation plan, in addition to the typical 4-year plans that all students have.

#### General Regulations for Students Who are Credit Deficient

For students needing 10 or fewer credits to graduate from a district high school, there are several options to reach graduation status:

If the credits are earned prior to the commencement of the fall semester following the proposed graduation date, and within the Burbank Unified School District, the student will be issued a

high school diploma from the student's school of residence. Options for reaching graduation status:

1. Attendance in the Burbank Unified School District's summer school program immediately following the originally proposed graduation date, including Monterey's summer session. Upon successful completion of the needed credits/classes, a high school diploma will be conferred from the school of residence.
2. Enrollment in the Burbank Adult School to obtain the needed credits/classes. Upon successful completion of the needed credits/classes, if completed by the beginning of the fall semester following the originally proposed graduation date, a high school diploma will be conferred from the school of residence.
3. Enrollment in a community college to obtain the needed credits/classes. Upon successful completion of the needed credits/classes, if completed by the beginning of the fall semester following the originally proposed graduation date, a high school diploma will be conferred from the school of residence.
4. If the student needs 10 credits or fewer, but the credits are completed after the end of the summer session or first semester following the senior year and within the Burbank Unified School District:
  - a. A review of the circumstances prohibiting the completion of credits in a timely manner will determine which institution will issue the diploma.
  - b. The review will be conducted by the student's high school principal or administrative designee, counselor, and the administrator supervising secondary education.
  - c. Depending on the determination of those identified above, the student will be issued a diploma from the school of residence or the school in which the majority of high school credits were accrued, from Monterey High School or the Adult School.

For students needing more than 10 and up to 30 credits to graduate from high school, options include:

1. Enrollment in the district's summer school for a maximum of 10 credits and in the summer afternoon ROP program for a maximum of 10 credits: Upon successful completion of the needed credits/classes, a high school diploma will be conferred from the school of residence.
2. A student may submit a written request to the administrator supervising secondary education to be allowed to complete his/her high school education during a 9th semester of attendance at a comprehensive high school in the district. A panel comprised of administrators from both comprehensive high schools, the continuation high school, and the administrator supervising secondary education shall review all application requests for a 9th semester of attendance. Criteria shall include the student's age, disciplinary and attendance records, and the feasibility of attaining the stated goal of graduation within one additional semester of attendance.

After a review of the application and a recommendation by the panel, the options identified below may be applied:

3. Return to the comprehensive high school site as a full-time student, being designated as a senior for the purpose of completing all high school graduation requirements. Upon successful completion of the needed credits/classes, a high school diploma will be conferred from the school of residence.
4. Enrollment at Monterey High School. Upon successful completion of the needed credits/classes, a high school diploma will be conferred from Monterey High School.
5. Enrollment at the Burbank Adult School. Upon successful completion of the needed credits/classes, a high school diploma will be conferred from the Burbank Adult School.

For students needing more than 30 and up to 60 credits to graduate from high school:

1. If the student is under 18 years of age, options available in the district include:
  - a. Enrollment at Monterey High School
  - b. Enrollment at Burbank Adult School
2. If the student is over 18 years of age, options include:
  - a. Enrollment at the Burbank Adult School
  - b. Enrollment in a General Education Development (GED) program
  - c. Enrollment at a community college
  - d. Enrollment at Monterey High School

Criteria For Attendance After Age 18 - Monterey High School

1. Records of Monterey students who have not graduated by the age of 18, but have completed eight semesters of study in high school, shall be reviewed by the principal or designee and counselor, according to the following criteria:
  - a. School attendance
  - b. Behavior/discipline
  - c. Number of quarters projected for the student to graduate
  - d. Number of credits needed (no more than 60)



2. For students attending Monterey High School needing 60 or fewer credits to graduate who have reached the age of 18, the student may:

a. Return to Monterey High School for a maximum of four quarters following the 18th birthday.

b. Enroll at the Burbank Adult School.

3. For students attending Monterey High School needing more than 60 credits to graduate who have reached the age of 18, the student may:

a. Enroll at Burbank Adult School.

b. Enroll in a community college.

c. Appeal for continued enrollment at Monterey High School, subject to the criteria identified above (a-d).

#### Restrictions

These administrative regulations specifically refer to students who are enrolled in the Burbank Unified School District. If a student completes his/her high school education outside of the district (with the exception of enrollment in a community college) he/she cannot receive a Burbank Unified School District diploma.

For Special Education students, state and federal regulations apply

For English Learners, the following apply:

Students who entered the District from another country in grades 11 or 12 and gave made good academic progress are eligible to stay for a 5<sup>th</sup> year of study at the comprehensive high school.

Appeals to the procedures described above will be referred to the administrator supervising secondary education.

#### High School Graduation Participation Criteria

In order for a senior to be eligible to participate in the graduation ceremony, the student must meet established academic and behavioral criteria related to attendance and citizenship. In order to participate, graduating seniors must:

1. Successfully complete academic requirements:

a. Satisfactory completion of 230 units of study, including all required courses

b. Successful completion in 10 hours of Service Learning

c. No more than two failing semester grades in the senior year

2. Have satisfactory attendance, which is defined as no more than 15 absences (either excused or unexcused) per class per semester of the senior year
3. Have satisfactory citizenship:
  - a. No more than one suspension for any reason during the senior year.
  - b. No more than a total of two "unsatisfactory" (U) marks in citizenship on the report card each semester in the senior year.
4. Pay all indebtedness prior to the last two weeks of the second semester of the senior year.

In addition to the above, graduating seniors must:

1. Participate in the rehearsal prior to graduation in order to participate in the graduation ceremony.
2. Be enrolled in an eighth semester of high school unless there are extenuating circumstances that prevented them from completing high school within the traditional four-year structure.
3. Have a signed participation form on file in the school office by October 1 of the senior year if the student is a potential graduate or upon completion of enrollment documents when registering after the beginning of the school year.

In some instances, a 4th year high school student may be reclassified to junior standing due to inadequate accrual of credits, but may reach senior status during the school year. If this should occur, the following practice will be applied: any student who is redesignated to senior status during the school year will be subject to all ceremony participation requirements retroactive to the beginning of the year. The principal or designee will notify the parent/guardian immediately of the change in status.

If a student is in violation of any of the stated criteria, an appeal process will be in place. All appeals will be made to a committee that will be comprised of the principal of the school, an assistant principal, the student's counselor, and the administrator supervising secondary education. All decisions from the appeals committee will be final.

#### Appeal Process

1. All appeals must be submitted, in writing, to the student's counselor or administrator, no later than 10 working days prior to the end of the semester in which the criteria violation occurred.
2. All circumstances that affected the student and contributed to the infraction should be

clearly stated in the letter of appeal. This may entail submission of notes from a doctor or any other support documentation that may contribute to the appeals committee's understanding of the student's situation.

3. All written appeals will be reviewed by the appeals committee.
4. After the written appeal has been reviewed, a written response will be sent to the student.
5. All decisions from the appeals committee are final.
6. If the appeal is granted, the student will be allowed to participate in the graduation ceremony. If denied, the student will not participate in the ceremony and no tickets to the graduation ceremony will be issued to non-participating seniors. A student, who has met graduation requirements but is not eligible to participate in the graduation ceremony, will receive a high school diploma.

#### Adult School Graduation Participation Criteria

In order to participate in the graduation ceremony, a student must meet established academic and behavioral criteria. In order to participate, graduating seniors must:

1. Successfully complete academic requirements:
  - a. Satisfactory completion of 180 units of study, including all required courses.
2. Pay all indebtedness prior to the last two weeks of the second semester of the senior year.

In addition to the above, graduating seniors must:

1. Participate in the rehearsal prior to graduation in order to graduate on stage.
2. Have a signed participation form on file in the counseling office by April 1 of the senior year if the student is a potential graduate.

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6177 - Summer School)

Regulation BURBANK UNIFIED SCHOOL DISTRICT  
approved: January 15, 2015 Burbank, California

# Alternative Education Master Plan Goals

## Burbank USD

### Board Policy

#### Reciprocity Of Academic Credit

BP 6146.3

#### Instruction

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned.

- (cf. 5111 - Admission)
- (cf. 5117 - Interdistrict Attendance)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6011 - Academic Standards)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.11 - Alternative Credits Toward Graduation)
- (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
- (cf. 6146.4 - Differential Graduation and Competency Requirements)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)
- (cf. 6162.5 - Student Assessment)

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject (See Chart). If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

Number of Class Periods Attended	Credits Earned
7-13	.5 Credits
14-20	1 Credits
21-27	1.5 Credits
28-34	2 Credits
35-41	2.5 Credits
42-48	3 Credits
49-55	3.5 Credits
56-62	4 Credits

# Alternative Education Master Plan Goals

63-69	4.5 Credits
70+	5 Credits

Students who arrive after week 3 in the semester will be eligible for partial credit based on the number of class periods attended as indicated in the chart above.

Notwithstanding the above, a student who enrolled in the school after the date established for full credit may take the comprehensive final examinations for each course. He or she is eligible for full credit with the approval of the Superintendent or Designee, if the examination(s) is passed with a C or better, assignments are current, and attendance is good.

(cf. 6159.2) Nonpublic, Nonsectarian School and Agency Services for Special Education)  
(cf. 6173) Education for Homeless Children)  
(cf. 6173.1) Education for Foster Youth)  
(cf. 6146.11) Alternative Credits Toward Graduation

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

## Legal Reference:

### EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

47612.5 Charter schools operations, general requirements

48011 Admission from kindergarten or other school

48645.5 Coursework completed in public school, juvenile court school or nonpublic nonsectarian school

51225.3 Requirements for graduation

51228 Minimum curriculum standards

60605 Academic content and performance standards; assessments

60641-60649 Standardized Testing and Reporting Program

Policy BURBANK UNIFIED SCHOOL DISTRICT  
adopted: June 14, 2007 Burbank, California

# Alternative Education Master Plan Goals

## Appendix B – Guide to BUSD Alternative Education Programs