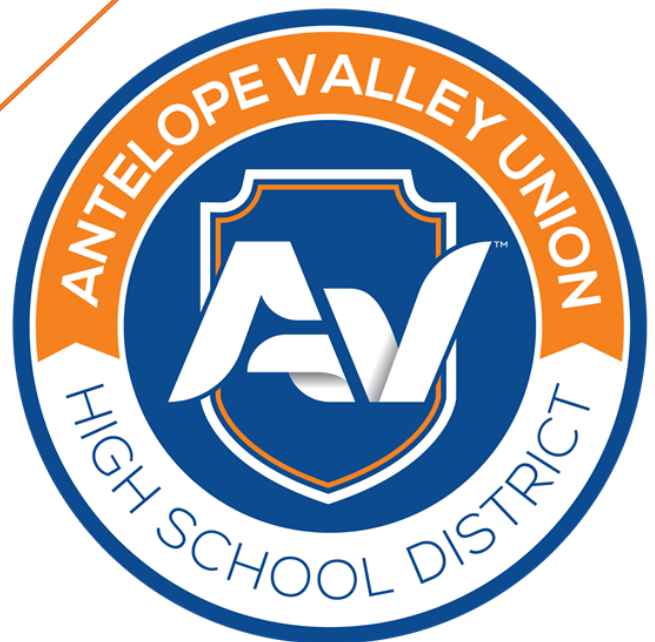


CREDITS, GRADES, & MARKING MANUAL



Board Approved May 11, 2023

176 Holston Drive | Lancaster, California 93535

Version 7



ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

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Credits, Grades, and Marking Manual

The intent of this document is to provide clarity, consistency, and transparency about grading practices and policies in the Antelope Valley Union High School District.

The *Credits, Grades, and Marking Manual* will be made available to educational partners (including staff, parents/guardians, and students) to inform them of current grading and marking practices.

The Antelope Valley Union High School District *Credits, Grades, and Marking Manual*:

- Will be reviewed for possible revisions by the Antelope Valley Union High School District (AVUHSD) Steering Committee on an annual basis.
- May be reviewed and/or revised sooner to align with new state and federal Education Code, Board Policy, and/or Administrative Regulation.
- Will be shared with AVUHSD Principals, Counselors, Registrars, and School Site Councils on an annual basis.
- Will be presented to the AVUHSD Governing Board for approval at a minimum of every three years.
- Will be open to feedback from AVUHSD educational partners via the [Credits, Grades, and Marking Manual Feedback Form](#).
- Will be available to parents/guardians and students via the AVUHSD website.

ABOUT ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

The Antelope Valley Union High School District (AVUHSD) is made up of eight comprehensive high schools, two early college high school campuses, two continuation high schools, and one community day school. Additionally, the AVUHSD operates a dependent charter school which includes two middle school preparatory campuses, as well as a virtual school. AVUHSD serves the needs of adults in the community through four campuses at Antelope Valley Adult Education.

AVUHSD offers a variety of programs to prepare students for college and careers. A college-preparatory foundation and a variety of academic programs, including Advanced Placement (AP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and concurrent/dual enrollment through a virtual academy or the local community college are offered across AVUHSD. Career Academies and Pathways, which focus students' coursework toward a specific field of interest, include industries such as agriculture, biomedical science, digital design, education, engineering, environmental science, health care, law and government, and multimedia. Programs for students with unique needs include English Language Development, Independent Study, and special education classes. Within the programs of study, students have the opportunity to meet the minimum subject area requirements known as A-G for college admissions to the California State University (CSU) and the University of California (UC) campuses.

Academies of the Antelope Valley

Knight Prep Academy (6th-8th grade)

SOAR Prep Academy (7th and 8th grade)

Virtual Academy (7th-12th grade)

Academies of the Antelope Valley (AAV) comprises three locations across the Antelope Valley. The middle school preparatory academies are built off the success of award-winning engineering and early college programs within the AVUHSD. Virtual Academy is a fully online school. Students complete rigorous, college-preparatory (A-G) coursework through a virtual online format with credentialed AVUHSD teachers. Similar to the comprehensive campuses, students in Virtual Academy are enrolled in online 5-credit per semester classes. An IEP team meeting is required to determine the appropriateness of the placement in Virtual Academy for students receiving special education services.

Adult Education

Antelope Valley Adult Education is for students who are 18 years of age or older (rare exceptions may apply) and have not met, or likely will not meet, the requirements to receive a high school diploma by the end of the student's eighth semester of high school. Students must provide official transcripts from all high schools attended. Antelope Valley Adult Education serves the needs of adults in the community with earning their high school diploma or equivalency, English as a second language, citizenship, and career technical education certifications.

Comprehensive High Schools

Antelope Valley High School
Eastside High School
Highland High School
Lancaster High School
Littlerock High School
Palmdale High School
Quartz Hill High School
William J. "Pete" Knight High School

AVUHSD comprehensive high schools serve students in grades 9-12 and offer a variety of semester-based, yearlong curricula. Courses include subjects that all students are required to take in order to meet high school graduation or Certificate of Completion requirements and college/career preparatory coursework.

Continuation Schools

Desert Winds High School
R. Rex Parris High School
On Site Continuation Program (OSC)

These schools are for students who are behind in credits and who are at least 16 years of age. A school counselor identifies students who are behind in credits and processes a change of placement (COP) application. The Student Services division must approve students for placement. Students at a continuation school may earn credit at an accelerated rate versus that of a comprehensive high school campus. Students who have been involuntarily placed at a continuation school must seek, and receive, approval from the Student Services division prior to returning to a comprehensive school site.

OSC is located on the comprehensive high school campuses, but in a separate facility/instructional setting. OSC provides an additional opportunity for a student, who is 16 years of age or older, at least in the second semester of 10th grade, and behind in credits, to earn credits without being required to attend classes on one of the continuation high school campuses. Eligible students are identified by a school counselor and placed in OSC at the start of a semester, or at any time during the semester where it meets the needs of the student and there is room in the program. OSC is intended to be a one semester program for students between the second semester of tenth grade and the end of the first semester of 12th grade. Credits are re-evaluated at the end of the semester to determine appropriate placement for the following semester or school year. Variable credits may be earned in this program. Progress is monitored by the OSC teacher. Grades and credits are submitted to the site registrar at the end of each semester to be posted on the transcript.

Desert Pathways

This school is for students who are receiving special education services, in order to meet their emotional and/or behavioral needs. An Individualized Education Program (IEP) meeting must be held to discuss whether Desert Pathways is the appropriate educational setting for the student. Variable credits may be earned in this setting.

Early College High School

SOAR High School, Lancaster

SOAR High School, Palmdale

Students on Academic Rise (SOAR) High School has two locations in the Antelope Valley, with campuses in Lancaster and Palmdale. SOAR is an early college high school in partnership with Antelope Valley College, in which students attend high school courses and college courses simultaneously. SOAR High School students can earn both a high school diploma and an Associate of Arts degree within four years. SOAR High School provides a supportive, flexible, and academically enriched environment with an emphasis in mathematics, science, and engineering.

Home Hospital

When a student is in a hospital outside of AVUHSD boundaries, the student is withdrawn from all classes for the time they are admitted to that hospital. Coursework outside of the regular school day is the responsibility of the Home Hospital teacher as long as the student remains hospitalized. ([EC 48206.3](#))

If the student is in a hospital within the AVUHSD attendance area, the academic program will follow the appropriate home teaching program.

Home Teaching

District nurses, IEP teams, teachers, in addition to school and district administrators work together to ensure the most appropriate education for students who qualify for Home Teaching.

Home teaching is for students who need to be out of school due to a medical reason. A district nurse must review and approve the request for home teaching according to the verification of the appropriate documentation. If the student is receiving special education services, the IEP team will convene to discuss the most appropriate placement.

Home Teaching is a temporary placement provided to students with a temporary disability, is based on medical necessity, and is provided by a credentialed home teacher to help facilitate completion of assignments and tests. Students receiving special education services require an IEP meeting to determine appropriateness of Home Teaching.

Independent Study

Independent Study (IS) is a self-paced voluntary program where students complete courses at home and receive variable credits for passing grades on assignments and exams. Exams are taken under the supervision of the teacher. Students are expected to make adequate progress to remain on IS. Students and parents submit an IS application and are approved by a school counselor and a school site administrator. Report cards are not issued to students in IS. Credits are recorded directly on the transcript after being verified and submitted by the IS teacher. An IEP team meeting is required to determine the appropriateness of the placement for students receiving special education services.

Short-Term Independent Study

Short-term Independent Study (STIS) is typically used for short term illness or personal/family needs. STIS agreements are for a minimum of three (3) school days and no more than 14 school days per academic year. Parents request STIS through the school's attendance office. All STIS agreements must be signed within 10 school days of the commencement of the first day of the student's enrollment in STIS. ([EC 51747](#))

Non-Public Schools

A Non-Public School (NPS) is a private, non-public, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP. AVUHSD services students through a NPS primarily when in-district resources may not be sufficient to meet individual students' needs.

Tarzana Treatment Centers, Inc. is a full-service behavioral healthcare organization that provides high quality, cost-effective substance abuse and mental health treatment to adults and youth. AVUHSD provides educational services to our students when they are residents in the treatment program.

Opportunity

This is a variable credit program offered at the comprehensive high school campus. Students who are behind in credits may be offered placement in the Opportunity classroom on the recommendation of a school counselor or administrator. Final credits and grades will be entered on the transcript when completed.

Phoenix High School

Phoenix High School is a Community Day School (CDS) for students who have been expelled or who have been recommended by a School Attendance Review Board (SARB) or other district-level referral processes. Students will be eligible to return to the comprehensive high school if they have met AVUHSD requirements or fulfilled the terms of their placement. Variable credits may be earned in this school.

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SECTION I - INTRODUCTION TO GRADES

The following guidelines are set forth to aid teachers in determining grades that are uniform within AVUHSD, in addition to assisting educational partners in understanding grading practices. (See [AR5121](#))

ACADEMIC GRADES

Academic grades should be a reflection of a student's academic performance and not behaviors or attendance. Grade point average (GPA) is based on points from grades earned as described in the *Grade Descriptions* table.

Students who complete a semester-long course with a grade of A, B, C, or D will earn five (5) credits per semester per course.

Grade Descriptions

MARK	EXPLANATION
A (4 GPA points)	A grade of A (4 GPA points) implies that a student Exceeds Standards <ul style="list-style-type: none">Student consistently demonstrates complete learning/understanding/application of standards beyond the level being taught.
B (3 GPA points)	A grade of B (3 GPA points) implies that a student Met Standards <ul style="list-style-type: none">Student usually demonstrates learning/understanding/application of the standards being taught.
C (2 GPA points)	A grade of C (2 GPA points) implies that a student Nearly Met Standards <ul style="list-style-type: none">Student sometimes/inconsistently demonstrates learning/understanding/application of the standards being taught.
D (1 GPA point)	A grade of D (1 GPA point) implies that a student performed Below Standards <ul style="list-style-type: none">Student is unable to/rarely demonstrates learning/understanding/application of the standards being taught.
F (0 GPA points)	A grade of F (0 GPA points) implies that a student performed Far Below Standards <ul style="list-style-type: none">Student has not submitted or produced evidence of learning/understanding/ application of the standards being taught.

ADDITIONAL GRADE DESCRIPTIONS

- **CR (Credit)/NC (No Credit)**

A grade of CR/NC is issued to students receiving special education services for certain courses. These courses receive the credit type associated with the course taken. CR/NC grades are not calculated in the GPA.

- **NM (No Mark)**

A grade of NM indicates that the student has been enrolled less than 15 days. NM is also used for Independent Study, Opportunity, Summer School, and Supplemental Instruction to indicate that the student attended but did not complete the class. This grade is not calculated into the GPA. NM should be used in place of an Incomplete (I). An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

- **NP (No Pass)**

A grade of NP is used in an emergency school closure as determined necessary by the Superintendent. This grade is not calculated into the GPA.

- **P (Pass)**

A grade of P is used if grades were received from a prior high school indicating a grade of P. This grade is not calculated into the GPA. A grade of P will not be used in place of a passing letter grade.

CITIZENSHIP MARKS

Teachers are required to issue a citizenship mark for each student for each reporting period. Teachers shall include their citizenship marking policies in their classroom syllabus. Citizenship marks will be issued using an O, S, N, or U. Participation in school activities are at risk if a student has two or more U (Unsatisfactory) markings in citizenship.

Note: Non-classroom discipline incidents are neither counted nor included in any citizenship mark; however, students may be declared ineligible for extracurricular activities as a result of poor behavior outside of the classroom. ([AR 6145](#))

Citizenship marks should be a reflection of the student's behavior and the school's core values. (See next page for Citizenship Mark Descriptions)

Citizenship Mark Descriptions

MARK	EXPLANATION
O (Outstanding)	The student frequently: <ul style="list-style-type: none">● Exhibits self-discipline and self-motivation● Demonstrates honesty, integrity, empathy, and compassion● Resolves conflicts constructively and anticipates and evaluates the consequences of one's actions.
S (Satisfactory)	The student sometimes: <ul style="list-style-type: none">● Exhibits self-discipline and self-motivation● Demonstrates honesty, integrity, empathy, and compassion● Resolves conflicts constructively and anticipates and evaluates the consequences of one's actions.
N (Needs Improvement)	The student rarely: <ul style="list-style-type: none">● Exhibits self-discipline and self-motivation● Demonstrates honesty, integrity, empathy, and compassion● Resolves conflicts constructively and anticipates and evaluates the consequences of one's actions.
U (Unsatisfactory)	The student does not: <ul style="list-style-type: none">● Exhibit self-discipline and self-motivation● Demonstrate honesty, integrity, empathy, and compassion● Resolve conflicts constructively nor anticipates and evaluates the consequences of one's actions.

TEACHER COMMENTS

Teachers must only use comments from the list below and shall not include additional narrative.

Grades below a C or any citizenship mark below S should receive comments that indicate the rationale for the grade/mark.

Comments and Related Codes

Comment	Code
Danger of failing this course (<i>must mark if student is receiving a D or F</i>)	A
Parent conference needed	B
Excellent academic progress	C
Show positive attitude	D
Is a pleasure to have in class	E
Missing assignments	F
Not meeting academic standards	G
Poor daily preparation	H
Poor work quality	I
Late assignments	J
Excessive tardies	K
Excessive absences	L
Disruptive behavior in class	M
Poor class participation	N
Wastes class time	Q
Student is showing improvement	R
Excessive non-suits	S
Works below ability	T
Low test scores	U

SECTION II - GRADING CRITERIA

GENERAL CRITERIA

Antelope Valley Union High School District believes that grading practices and procedures for granting credits should reflect a consistent application of reasonable criteria, and those criteria *may* include:

- Classroom participation and completion/quality of assignments
- Demonstration of mastery/proficiency of content area standards
- Projects or portfolios that demonstrate content mastery
- Results of standards-based exams may be used to validate an improved grade when exam results exceed classroom performance indicators (i.e., AP, CAASPP, NWEA, PSAT/SAT, etc.)
- Transfer grades for students entering during the semester

GRADING PROVISIONS

1. Teacher grading procedures, academic grading, and citizenship expectations must be communicated in writing (electronically or print) to all students during the student's first week in class.
2. Teacher grading procedures, academic grading, and citizenship expectations should also be made available to administrators and families no later than the end of the third week of school.
3. Semester grades shall be recorded on transcripts and shall be used to determine semester credit, grade point average, and class ranking.
4. Reports of student progress shall be issued every five weeks (progress and quarter reports) and will include comments to indicate when a student is in danger of failing the course. ([EC 49067](#), see Early Intervention/Academic Warning policy)
5. If a student enters a class within the last 15 days of a semester, the receiving teacher cannot lower a transfer grade, but may raise it if the student meets the new teacher's grading criteria.
6. Out of District Schools - When a student enrolls in an AVUHSD school from another district, the receiving school will request transcripts from the prior school. Upon entering a high school in AVUHSD, those withdrawal grades are to be forwarded to the new teachers for those subjects, and grades will be considered when issuing grades at the end of the semester.
7. Short-Term Independent Study (STIS) - Students on STIS are expected to complete the terms of their STIS contract. Grades will be issued and calculated accordingly.

Who is Responsible for Issuing Grades?

The teacher of record is responsible for the issuance of a student's grade. The teacher of record is the teacher who has the student listed on their course roster.

Program Changes

The teacher of record at the end of the reporting period will issue the grade. Once a student has been enrolled for 15 days and transfers to another class, the teacher from whom the student is transferring shall make a transfer grade available to the new teacher. For students who have been enrolled less than 15 days and no transfer grade is available, the new teacher should start grading from time of transfer to the new class.

Long-Term Substitute

The long-term substitute is responsible for issuing grades in the absence of the regular teacher, but may consult with the absent teacher. The long-term substitute may review with the appropriate administrator any changes being made to the grading policies of the teacher of record. Final semester grades may also be reviewed with the appropriate administrator prior to being issued.

Coursework Outside of the Regular School Day

1. Teachers may assign coursework outside the school day that is meaningful and appropriate to the curriculum and to students.
2. Fair and reasonable grading practices should exist.
3. When a new student enters the class or program, each teacher is responsible for notifying students and parents/guardians of the policy regarding coursework outside of the school day and applicable procedures.
4. The following guidelines should be considered when assigning coursework outside the regular school day:
 - a. All assignments are to be reasonable as to the time required for completion.
 - b. Students shall have had adequate and appropriate instruction, or directions for assignment completion, before an assignment is given.
 - c. Coursework outside of the regular school day is to be evaluated with appropriate feedback as soon as possible, so that it becomes an integral part of the curriculum being taught.
 - d. Teachers may assign coursework outside of the regular school day that is geared to the ability of students, so that it is challenging and meaningful, but not beyond the student's ability to comprehend or complete.
 - e. Assignments may be made on a daily, weekly, or long-term basis, as determined by the teacher and the curriculum being taught.

Make-Up Work

Make-up work expectations must be communicated in writing (electronically or print) to all students during the student's first week in class. In no case shall the length of time for make-up work to be completed be less than the length of the excused absence.

Excused Absences:

1. Students shall be given the opportunity to make up coursework and/or exams missed due to an excused absence and receive full credit when the work is turned in according to a reasonable make-up schedule, as deemed appropriate by the teacher.
2. Participation in athletics and approved activities will be considered excused absences.
3. At minimum, students should be allowed the same length of time as the length of the excused absence to make up missed coursework.
 - a. The student should make arrangements prior to a known absence, or immediately upon their return, to make up missed work and exams.
 - b. In cases of labs or group activities, teachers should, when possible, try to assign alternative kinds of assignments.

Unexcused Absences:

1. Students who miss coursework and/or exams due to unexcused absences shall be given the opportunity to make up missed work at the discretion of the teacher.
2. Upon satisfactory completion of make-up work and exams within a period of time specified by the teacher, the student shall receive credit for the work missed and made up.

CREDIT PROVISIONS

Credit Type

Credit type is established when courses are approved by the Board of Trustees. Credit type is attached to the course and not the teacher or credential held by the teacher.

Variable Credit

Some programs issue variable credits based on teacher determination of unit/exam completion. Final credits and grades will be entered on the transcript and will list each individual subject in which credits were earned, so as to clarify the transcript for counselors who will be evaluating credits. Report cards are not issued to students in these programs.

- Home Teaching
- Independent Study
- On-Site Continuation
- Opportunity
- Supplemental Instruction/Credit Recovery

Prior to making any program or setting changes for a student receiving special education services, an IEP meeting must be held to discuss and agree to the change of placement.

TRANSFER OF GRADES AND CREDIT

18 Day/1 Credit Policy

Upon transfer from another school or instructional setting into a variable credit program, students may earn **one credit** for **every 18 days of enrollment** for classes they were passing on their last date of attendance. This policy applies regardless if classes can be matched or not.

The 18-day credit policy does not apply for Adult Education. Only credits earned while in high school apply towards the Adult Education diploma program. Students may earn either their high school diploma (180 credits) or High School Equivalency.

SECTION III - GRADE REPORTING

In compliance with [EC 49067](#), teachers are required to evaluate each student's achievement for each marking period and issue a grade. In addition, teachers are required to notify a parent/guardian whenever it becomes evident that a student is in danger of failing a course.

STUDENT INFORMATION SYSTEM (SIS)

Student information system adoptions may be subject to change and the most current system will be applied.

PowerSchool is the current SIS used throughout the Antelope Valley Union High School District. PowerSchool provides information about student progress to students and parents/guardians. Among the tools available are: GPA, itemized grade reports, attendance, student resources, and the ability to communicate with teachers via email links. Parents/guardians and students will be issued login credentials, and have access to desktop and mobile applications.

GRADE BOOK RECORDING AND REPORTING

At minimum, grades will be updated in the SIS every two weeks. Parents/guardians have access to the SIS, which allows them to view student progress at any time.

In the case of documented illness or an unforeseen emergency, if a student has an excused absence through the end of a grading period, the teacher will either:

- Exempt missed work, or
- Calculate the student's grade for work assigned or during the period of absence.

Teachers should consider whether alternative assignments may be provided in lieu of missed work.

The grade in the SIS at the end of the grading period will be recorded as the final grade.

If the teacher opts to accept missing assignments, rather than exempt missing assignments, and the student subsequently and satisfactorily makes up the missed work because of the excused absence, the teacher will submit a grade change. Missing assignments shall be made up according to the attendance policy for excused absences.

A teacher's grade book will be stored by a site data technician at the end of each quarter/semester to become a permanent file. Permanent files shall be kept digitally for a period of time in compliance with state law.

REPORTING TERMS

Progress Reports

Parents/guardians will be notified when progress reports are made available (approximately every five weeks).

When the student is in danger of failing a course, the teacher is required to enter an “In danger of failing” comment in the current student information system (SIS) and/or hold a conference with the parent/guardian. An F grade at semester cannot be assigned without documented prior notification to the parent/guardian.

In addition, the case manager for students receiving special education services will provide an IEP progress report that is based on IEP goals and objectives to the parent/guardian quarterly.

Quarter Reports

A report card will be issued to each student at the end of each quarter - approximately half-way through each semester of the school year. The report card shall indicate the grade earned, citizenship, and may include teacher comments.

All stored grades will be based upon the student’s quality of academic work and demonstrated level of mastery of academic standards. Other elements that are not a direct measure of knowledge and course content such as attendance, effort, student conduct will not be factored into the academic grade, but may be reported separately using citizenship marks.

Grades should reflect actual student progress as of the last day of the grading period. Student progress should be based on the teacher’s stated grading procedures. These procedures should be the same for quarter grades as they are for semester grades. When a student is in danger of failing a course, the teacher of record is required to notify the parent/guardian.

Semester Reports

A student earning a passing grade for the entire semester in a course will earn five credits per semester.

All stored grades and course credits will be based upon the student’s quality of academic work and the demonstrated mastery of academic standards. Other elements that are not a direct measure of knowledge and course content such as attendance, effort, student conduct, etc. will not be factored into the academic grade, but may be reported separately.

Grades should reflect actual student progress as of the last day of the grading period. Student progress should be based on the teacher’s stated grading procedures. These procedures should be the same for quarter grades as they are for semester grades.

Citizenship Marks

For quarter and semester report cards, teachers must mark citizenship. For the citizenship mark, each report is autonomous and separate from the previous reporting period.

COURSE GRADE CHANGES

Grades are determined only by the teacher of record. No grade may be changed by the Board of Trustees or administration unless there is a mistake, fraud, bad faith, or incompetence on the part of the person who issued the grade. ([EC 49066](#))

Grade changes may be made after a grade is recorded for the following reasons only:

1. Student excused absence at the end of the reporting period
2. Student who was absent due to a documented illness or an unforeseen emergency and is unable to turn in work before the end of the grading period. That student will be allowed to make up the work if they were unable to turn it in during the grading period. If that work changes the student's recorded grade, the teacher may turn in a Grade Change form (see Appendix B). If the teacher of record is no longer an employee of AVUHSD or out on extended leave (during regular school calendar days), then a department member or administrator may be asked to evaluate the student's work and issue a grade change form if necessary.
3. In any case where an error has been made in the calculation or recording of a grade.
4. Results of standards-based exams may be used to validate an improved grade when exam results exceed classroom performance indicators (i.e., AP, CAASPP, NWEA, PSAT/SAT, etc.).
5. Missing work may be used to improve a previous grade if it benefits the student. Missing work must be completed and a grade change submitted before the next quarter or semester reporting period, whichever comes first.

**Grade changes shall not be made for the sole purpose of improving the student's GPA to allow the student to participate in a school sport or other campus activity, unless the grade change stems from one of the above criteria.*

Repeating Courses for Grade Improvement

Students who take a course for grade improvement will complete course work for the same course number and name, and be issued the new grade earned. Repeated course grades do not replace the original grade on the high school transcript; however, the credits earned will be applied to the higher grade, for the purpose of calculating the GPA.

**A registrar must manually add a "repeat tag" to the class with the lower grade for classes that have been repeated for a grade improvement.*

Instructions for Grade Changes

Requests for grade changes should be submitted for the prior grading period, no later than the end of the following semester. In the event an error has been identified beyond the timeline, supporting documentation should be provided as supporting evidence of the need for the grade change.

All grade changes must be completed on the appropriate Grade Change form (see Appendix B) and signed by the principal before the registrar makes the change to the student's historical grades. Grade change forms should be handled as confidential documents by the registrar and teachers and are never to be given to students.

Grade change requests must be presented to the principal with full justification as to why the change is being requested. Supporting documentation for the grade change must be attached. Only grade changes that have been approved by the principal will be entered into historical grades. The registrar must maintain a record of the grade change for the appropriate period of time.

TEACHER GRADE BOOK/RECORD

Teacher grade book/record will be completed at the end of each semester to become part of the permanent file. Teacher grade book/record must be completed no later than the Tuesday after the end of the semester and submitted to the site data technician.

The completed teacher grade book/record shall be electronically stored for a minimum of five years before being destroyed.

The teacher end of the year checkout procedure is not complete until the grade book/record is submitted.

State law mandates that grade book/record be retained as a permanent file. An electronic copy of the grade book/record will be submitted to the school site data technician at the end of each semester and be maintained in a secure manner for a period of five years.

ACADEMIC WARNING/INTERVENTION

1. If students are in danger of failing a course, notification is required per [EC 49067](#). At parent/guardian request, teachers will meet in person, by telephone, or via a virtual platform to discuss issues related to student progress.
2. Options for interventions may include tutoring, credit recovery, and/or Supplemental Instruction programs. Parents may be provided descriptions of these programs by the school site.
3. Students who fail one or more classes at the semester may be placed in, or recommended for, a credit recovery program which may include:
 - a. An Opportunity class
 - b. Supplemental Instruction programs
 - c. Intercession Supplemental Instruction programs

In the event that schedule changes are made as a result of credit deficiency, a school counselor will notify parent/guardian.

VARIABLE CREDIT COURSES

Students taking credit recovery courses through an online platform may earn variable credits. In a variable credit system, the number of credits reflects the quality and quantity of work performed by a student. Students who do not complete sufficient work will not earn any credits.

STUDENTS ELIGIBLE FOR ALTERNATIVE PROGRAMS

Students who continue to fail classes may be referred to alternative programs to earn credits toward graduation requirements. These options may include Opportunity classes, On-Site Continuation programs, and referral to a Continuation School and/or Adult Education if age appropriate.

Continuation School Recommendation Guidelines

Year in School	Cumulative credits earned	
	First Semester	Second Semester
Third Year	95 or fewer	125 or fewer
Fourth Year	155 or fewer	185 or fewer

TRANSCRIPTS

The AVUHSD transcript is an official document that shows the courses taken, grades earned, term taken, honors or weighted distinction, GPA, and class rank.

In order for the registrar to enter credits from another high school on a transcript, an official transcript must be received from the student's prior school. Only official transcripts will be accepted by the school site registrar. Transcripts are considered official when they bear an original signature or an original school seal and are received in a sealed school envelope.

Graduated students can request transcripts through www.parchment.com. Current students refer to their School Counseling office.

International Transcripts

International students are required to submit a signed and stamped transcript at the time of enrollment. If this is not possible, the student will be placed in age-appropriate grade level with corresponding classes. Counselors should advise the parent/guardian and student, at the initial meeting, that a signed and stamped transcript is needed before the end of the current semester. Counselors should note this discussion in the Student Information System. All international transcripts obtained at the time of enrollment should be immediately sent to AVUHSD Educational Services department to be revalidated and credits issued comparable to the AVUHSD educational system.

SECTION IV - GRADE POINT AVERAGE

1. The GPA will be calculated using a 4.0 scale with the addition of a weighted factor for designated Honors, International Baccalaureate, Advanced Placement classes, and eligible college courses (see calculation examples).
2. The overall GPA will reflect grades earned in 9th through 12th grade.
3. Summer School grades will be used in the GPA calculation.
4. When calculating the GPA, a course repeated for grade improvement can only be utilized once.
 - a. The higher grade will be used in the calculation of the GPA
 - b. The lower grade will be marked as excluded from the GPA calculation
 - c. The repeat course is not included in the GPA calculation
 - d. The repeated course and grade will remain on the transcript
5. When calculating the GPA, each grade earned in a course designated as repeatable will be used.
6. The first ten credits awarded in a course shall be used to complete the graduation requirement; credits in excess of ten may be awarded as elective credits toward the graduation requirement. Students who voluntarily repeat a course for grade improvement will not receive more than ten credits for the course. The registrar will remove the excess credit(s) and exclude them from student's GPA calculation. In the event of human or technical error, a student repeating a course for additional credits will receive elective credits.
7. Marks of W, I, and N are sometimes used by non-AVUHSD districts and are recorded as provided by the transferring school, but are not used in AVUHSD issued grades.

(See next page for GPA Calculation Table)

GPA Calculation Table

GPA Point Value		Credit/No Credit System:	
A	4 points	CR	Does not affect GPA
B	3 points	NC	Does not affect GPA
C	2 points	Issued by non-AVUHSD Schools	
D	1 point	W	0 points
F	0 points	I	0 points
NM	Does not affect GPA	N	0 points
Pass/Fail System:		<i>* Students who earn F grades receive zero credits toward graduation.</i> <i>* Course titles followed by "REPEAT" are not included in the GPA.</i>	
P/NP	Does not affect GPA		
F	0 points toward GPA		

California Interscholastic Federation (CIF) Sports Eligibility Requirements

- GPAs will be calculated on a 4.0 GPA scale
- No weighting of any Honors or Advanced Placement classes
- A make-up class taken during the summer with the exact title and course number may replace the class in the GPA calculation in the semester for which the student was enrolled and the class was taken.
- Other summer classes must be calculated as an addition to the total number of classes and grade points in the spring semester calculation.

****National Collegiate Athletic Association (NCAA) initial eligibility requirements – See Appendix L***

WEIGHTED COURSES

Weighted courses include, but are not limited to, designated Honors, International Baccalaureate, Advanced Placement, and concurrent/dual enrollment courses taken at the high school, community college, or a four-year university.

The weighted factor GPA shall be calculated twice a year, each semester. This process is performed by the site data tech. The Honors Factor GPA, including class ranking, is then printed on the transcript. The current Student Information System will calculate the weighted GPA.

Credits earned in AVUHSD through concurrent enrollment/dual enrollment at a community college, shall be assigned an additional grade point on their high school transcript to A, B, and C grades, only under the following conditions:

- The concurrent/dual enrollment process is followed.
- The course meets the requirements of a local degree program or is transferable to a University of California (UC) and/or California State University (CSU). This excludes Physical Education activity courses.

SECTION V - GRADUATION REQUIREMENTS

This section applies only to the requirements for earning a diploma, as described in [BP 6146.1](#). Participation in a Graduation ceremony or related activities for students receiving special education services are addressed in [BP 6146.4](#).

SENIOR NOTIFICATIONS

It is the intent of the Board of Trustees that all parents of seniors be notified as soon as possible concerning students who are in danger of not graduating. ([EC 49067](#))

1. Senior graduation checks will be completed during the first semester of the student's senior year.
2. Third-quarter report cards of seniors with a D or F grade may be sent home with students or mailed via USPS.
3. Beginning with the third quarter report card, and through the remainder of the school year, teachers of seniors with a failing grade will notify a school counselor and contact parents/guardians to notify them of the student's failing grade as soon as it becomes apparent that the student is failing.
4. Teachers will make three attempts to speak directly with parents/guardians. At least one of those three phone call attempts should be to a parent's/guardian's alternative telephone number if contact cannot be made at the primary phone number.
5. Successful or unsuccessful attempts will be documented on the Notification of Failing Senior Form (see Appendix C).
6. Upon completion by the teacher, and for documentation purposes, copies of forms will be given to the teacher's supervising administrator, as well as the student's counselor.
7. In cases where no direct contact with a parent was successfully made on the three attempts, the Notification of Failing Senior Form (see Appendix C) will be sent to the parent, certified mail, return receipt requested, by the school. Documentation of the attempts to contact the parents/guardians will be noted on the Notification of Failing Senior Form.
8. Teachers who fail to complete the Notification of Failing Senior process must issue a passing grade.

NON-GRADUATION LIST

1. Teachers of seniors will notify a school counselor of students in danger of failing at the completion of the third quarter, and at any time after that, if it becomes clear that the student may fail.
2. School counselors will conference with students and parents concerning the student's likelihood of not graduating.
3. Seniors who failed to graduate and are deficient 20 or fewer credits may attend summer school to complete the required credits. Principals are authorized to grant diplomas to students who have completed all graduation requirements by the end of summer school. The student will receive a diploma bearing the original graduation date. If the student does not complete the remaining credits by the end of summer school, they may be referred to Adult Education.
4. Any student receiving special education services may be eligible for services until the age of 22 unless a diploma is earned. Students can be considered for a Certificate of Completion, which is not equivalent to a high school diploma. (See High School Diploma Alternatives section.)

Provisional Enrollment

Seniors who meet the credit requirements for alternative placement and are not on target for graduation, have the following options:

- Transfer to a continuation school (Desert Winds or R. Rex Parris High School).
- Withdraw to Adult Education, if 18 years old, to earn their high school diploma or high school equivalency.
- Seniors choosing to remain on their comprehensive high school campus, rather than the recommended alternative placement, are responsible to complete 230 credits in required courses and must sign the Provisional Enrollment Contract for Non-Graduating Students (see Appendix D).
- Students identified as English Learners who have been enrolled in an ELD course may be granted an additional term, not to exceed one year of high school, as long as contract requirements are fulfilled (see Appendix E for English Learners Provisional Enrollment Contract) ([EC 2735](#)). AVUHSD will comply with all provisions of AB 2121 when determining the appropriate placement for migratory and newly arrived students ([AB 2121](#)). Students requiring English Language Development (ELD) classes will be enrolled in a school that offers ELD classes. ([EC 60811.8](#))
- Provisional enrollment seniors who have not completed the requirements for graduation will not be eligible to participate in graduation activities (graduation ceremony, Grad Nite, etc.).

**Provisional enrollment does not apply to students with unique considerations under California and/or federal law. ([EC 51225.1](#))*

MINIMUM COURSE REQUIREMENTS

Students shall receive a high school diploma after completing the prescribed courses of study. ([BP/AR 6146.1\(a\)](#))

AVUHSD graduation requirements, above the state minimum, shall in no way be a hardship on transfer students who are unable to comply with these regulations because of insufficient time. Local graduation requirements, that are not required by a student's previous school during the years that they attended that school, may be waived, if the student is a senior and taking that particular course creates a hardship (i.e., not enough time remaining to complete the requirement within the regular school day).

AVUHSD Graduation Requirements (minimum 230 credits):

English	40 credits
Social Studies <ul style="list-style-type: none">• World History• U.S. History• American Government/Civics*• Economics*	30 credits <ul style="list-style-type: none">• 10 Credits• 10 Credits• 5 Credits*• 5 Credits*
Mathematics**	30 credits**
Science <ul style="list-style-type: none">• Biological• Physical	20 credits <ul style="list-style-type: none">• 10 Credits• 10 Credits
Physical Education^α	20 credits^α
Visual/Performing Arts, World Languages^β, or Career Technical Education	10 credits^β
AVID Health Survey/Healthful Living^Λ	10 credits^Λ
Electives —necessary to meet the total requirements	70 credits
TOTAL CREDITS REQUIRED FOR GRADUATION	230 credits

* *Civics/Economics must be taken in a United States High School in order to satisfy this requirement*

** Students must take at least one math course, or combination of mathematics courses that will enable students to meet or exceed state academic content standards for Algebra 1. Successful completion of a mathematics course higher than Algebra 1 will serve to meet this requirement.

^α P.E. credits may be earned through alternative P.E. courses. Courses which may be counted for P.E. credits include Marching Band, Show Corps, and JROTC.

^β For international transcripts containing world language credits, if the language listed is a language other than English, world language credits will be issued.


^Λ Students receiving a waiver from Healthful Living by the Board of Trustees must still complete 230 credits to meet the graduation requirement, therefore completing 10 additional credits of electives.

A-G COURSES

A-G REQUIREMENTS

STUDENTS MUST COMPLETE ALL COURSES WITH A GRADE OF "C" OR BETTER


CALIFORNIA STATE UNIVERSITY, UNIVERSITY OF CALIFORNIA AND OTHER 4 YEAR COLLEGES



A	HISTORY 2 YEARS REQUIRED	1	2	3	4
B	ENGLISH 4 YEARS REQUIRED	1	2	3	4
C	MATHEMATICS 3 YEARS REQUIRED, 4 YEARS RECOMMENDED	1	2	3	4
D	LABORATORY SCIENCE 2 YEARS REQUIRED, 3 YEARS RECOMMENDED	1	2	3	4
E	FOREIGN LANGUAGE 2 YEARS REQUIRED, 3 YEARS RECOMMENDED	1	2	3	4
F	VISUAL & PERFORMING ARTS 1 YEAR REQUIRED	1	2	3	4
G	COLLEGE PREP ELECTIVE 1 YEAR REQUIRED	1	2	3	4

PREPARE FOR SUCCESS IN COLLEGE AND CAREERS

UC SCHOOLS ONLY: Complete 15 college-preparatory courses ("A-G" courses), with at least 11 finished by the end of your junior year. Earn a GPA of 3.0 or better.
collegeboard.org csumentor.edu avdistrict.org



[AVUHSD A-G Approved Courses](#)

EARLY GRADUATION

Students wishing to be early graduates will need to meet with a school counselor to discuss this option and the requirements. An early graduation application must be completed and signed at any time prior to the beginning of the second semester of their senior year. (See Appendix F - Early Graduation Contract). Any student approved for reduced credits/state minimum requirements are not eligible for early graduation (i.e., [AB 216](#)).

ADULT EDUCATION

To receive an Adult Education Diploma, a student must complete the following requirements:

- Complete a minimum of 12 hours of attendance
- Students are required to pre- and post-test annually using the Comprehensive Adult Student Assessment Systems (CASAS)
- Earn 180 credits

Minimum Graduation Requirements for Adult Education

Course	Credits	Course	Credits
English	40	Math	20
Physical Science	10	Algebra 1	10
Life Science	10	Health	5
Civics	5	Economics	5
World History	10	Art/World Languages	10
U.S. History	10	Electives	45

NON-ACADEMIC COURSES

- A maximum of 20 credits may be allowed toward meeting graduation requirements in a variety of site-based courses without academic content, such as Lab Assistant, Office Practice, Peer Tutor, and Student Aide. These credits may be earned in the junior and senior year only.
- All courses without academic content (i.e., Student Aide) are excluded from college GPA and Cal Grant GPA calculations.

VALEDICTORIANS

See [AR 5127](#) for Valedictorian academic, behavioral, and citizenship standards.

There is one Meritorious Valedictorian at each school. All of the following requirements must be met:

1. Has completed two full semesters of the junior year and the first semester of the senior year at that school
2. Has earned a grade of C or better in all classes taken in grades 9-12
 - a. Only original grades issued for each academic course will be considered when evaluating eligibility for meritorious valedictorian status
3. Has the highest grade point average in the graduating class, calculated using the AVUHSD valedictorian 4.0 weighted scale, which includes an added honors factor for Advanced Placement, Honors, and International Baccalaureate courses

Valedictorians will be determined based on the following criteria:

1. The student must achieve a minimum 4.0 grade point average as calculated on the AVUHSD valedictorian 4.0 weighted scale, which includes an added honors factor for Advanced Placement, Honors, and International Baccalaureate courses
2. Only academic courses, as coded in the SIS, will be used to calculate valedictorian status and ranking.
3. With the exception of a course repeated for grade improvement, no grade lower than a C may appear on the transcript for a student seeking valedictorian status. If a course is repeated for grade improvement, the higher of the two grades will count toward valedictorian eligibility. The exact course name and number must be repeated in a semester-long course to qualify for replacement for valedictorian status (courses taken in Independent Study, APEX, Summer School, Senior Supplemental, and other alternative settings do not meet this requirement)
4. The final valedictorian list is determined after the conclusion of the first semester of a student's senior year.
5. Only grades and credits from other high schools that are accredited by WASC or other similar regional accrediting associations will be accepted.

HIGH SCHOOL DIPLOMA ALTERNATIVES

Certificate of Completion ([BP 46146.4](#))

A Certificate of Completion is not equivalent to a high school diploma. A student with an IEP may be awarded a Certificate of Completion if unable to complete the requirements for a diploma and if the student has met the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Governing Board of the district in which the student attended school or the district with jurisdiction over the student as identified in their IEP.
2. Satisfactorily met their goals and objectives during high school as identified in their IEP.
3. Satisfactorily attended high school, participated in the instruction as prescribed in their IEP, and met the objectives of the statement of transition services.

High School Equivalency Certification

1. General Education Development Test (GED)/High School Equivalency Test (HiSET): The High School Equivalency Certificate for individuals 18 years or older is available through Adult Education.
2. The Certificate of Proficiency for students 16 years or older, currently enrolled in high school, and having completed one semester of the tenth grade. These certificates may be granted by the California Department of Education (CDE) to individuals who pass the California High School Proficiency Exam (CHSPE) established by the CDE.

WORK EXPERIENCE EDUCATION: EXPLORATORY, GENERAL, AND CAREER TECHNICAL

Students must be 16 years old or in the 11th grade with good attendance and a minimum 2.0 GPA to participate in the Work Experience Education program. Students participating in Work Experience must have a pre-approved job, earning at least California's minimum wage.

Work Experience Education students must complete all Work Experience forms and enroll into the General Work Experience course through their school counselor.

For satisfactory completion of Work Experience Education, a student may be granted credit in an amount not to exceed a total of 40 semester credits in two years, earning between one and ten credits per semester. Each student is required to participate in 20 hours of classroom instruction per semester. Programs can include one or more of the following:

- **General Work Experience (GWEE):** 1-10 semester credits for each semester with a maximum of 20 semester credits each year.
- **Exploratory Work Experience (EWEE):** Job shadowing experiences in several different careers and fields: 1- 10 credits for each semester with a maximum of 20 semester credits each year.
- **Career Technical Work Experience (CTWEE):** 1-10 semester credits for each semester with a maximum of 20 semester credits. These students work in areas related to Career Technical Education courses in which they are currently enrolled. The requirements are the same as for General Work Experience. Credit for all types of Work Experience shall be based upon attendance and successful classroom participation.

Guidelines for Granting Work Experience Credit

Each credit earned in Work Experience is based upon completion of classroom criteria and requires a student to show an average of 10 hours worked weekly.

Conditions Covering Employment

1. A student must be 16 years of age or in the 11th grade.
2. A student must attend classroom-related instruction and comply with the requirements of the class.
3. A student must keep regular attendance both at school and on the job. A student cannot work on any school day he or she does not attend school. If it becomes apparent that the student is working, but not attending school, the work permit may be revoked and the student terminated from the Work Experience Education Program.
4. The job site where the student intends to work must meet AVUHSD work permit policy requirements and be located within the given mileage radius and must comply with all the Federal and State laws, the State codes, and the California State Industrial Welfare Commission Orders.
5. The employer must have a current work permit on file for the student if he or she is under the age of 18, and the business must be a brick-and-mortar building, open to the public during normal school's business hours. The business may not be inside of a residential property, garage, mobile home, or car, and must comply with all safety regulations stipulated by DLSE and OSHA, for the health and safety of the minor.
6. A student must report the loss of a job or a change of jobs to the Work Experience Education Coordinator immediately.

INDEPENDENT STUDY

Independent Study (IS) is an alternative program in which students complete curriculum independently, under the supervision of an IS teacher. An application is required for the IS program. For a student receiving special education services, an IEP team meeting is required to determine whether the placement is appropriate.

1. Students must attend a minimum of one meeting per week with their IS teacher.
2. Students are expected to earn an average of one credit to two credits per week (30 credits per semester) while participating in the IS program.
3. The IS teacher will evaluate the progress of students in IS. Students who do not make satisfactory progress may be returned to the comprehensive campus or referred to a school administrator to hold a meeting to discuss whether IS is the most appropriate academic program for them. Students will be evaluated in the following ways:
 - a. Academic progress, as indicated by credit completion.
 - b. Satisfactory participation in indicators of academic progress through required district and state assessments.
 - c. Satisfactory attendance and participation in the IS program.
4. Students wishing to participate in the IS program for more than one school year must reapply for the following year.
5. Students in IS seeking to graduate one-half to one year early must complete the AVUHSD Request for Early Graduation form found in Appendix F and have the form approved by a counselor and a supervising administrator.
6. Students in IS should earn credit at the rates indicated in Appendix G.
 - a. Grades will be applied to the student's transcript within two weeks of completion.
 - b. Grades will be credited for the semester in which they were completed.
 - c. Students who have completed graduation requirements will be processed as a graduate and withdrawn from the SIS.

OTHER CREDITS TOWARD GRADUATION

Credit for Private Instruction

Credit for private instruction outside of AVUHSD, under a certificated instructor, shall result in credit towards graduation when all of the following conditions have been met ([AR 6146.11\(a\)](#)):

1. Students currently enrolled in AVUHSD must obtain approval, before enrollment, to receive credit for any course taken as private instruction.
2. Credit requested shall be confined to subject areas commonly taught in the high schools of AVUHSD.
3. The private certificated instructor certifies, in writing, to AVUHSD, that the student has satisfactorily completed the equivalent of a semester's work in one or more subjects.
4. The student demonstrates mastery of the subject matter by successfully passing an examination administered by the department chairperson of the subject being tested, if requested by the principal. In the event the student fails to achieve a passing grade on the department examination, no credit will be given.
5. Under no circumstances shall a certificated employee privately tutor, for pay, one of their own classroom students.

Credit for Attendance in Special Schools

Programs that may be eligible for credit under this provision:

- Private schools
- Job Corps training
- Industry-related vocational training
- Flight instruction, including ground school and/or actual flight training
- Summer institutes on college campuses, such as in the area of speech or student government
- Apprenticeship programs
- Foreign study program

Credit for attendance in special schools other than regular high schools shall be granted as follows:

1. Students currently enrolled in AVUHSD must obtain approval before enrollment to receive course credit for any course taken under this section. This applies also to local nonpublic schools.
2. If credit is to be granted by AVUHSD, the school providing the instruction shall supply the high school principal with a statement describing
 - a. Course content
 - b. Number of hours of instruction
 - c. Certification of satisfactory completion of the course study

**Schools offering such courses must be licensed, registered by the state, and/or accredited.*

3. Method to certify satisfactory completion of the course study:
 - a. The principal or designee may grant credit on a ratio that would correspond to time spent in regular school instruction, when, in his/her judgment, the course is of a quality to justify doing so, not to exceed ten semester periods in a single subject per semester for a maximum of 40 semester periods.
 - b. AVUHSD will review the description of courses that need to be transferred.

See [AR 6146.11\(a\)](#) for further information on requirements.

SECTION VI - GUIDELINES FOR SCHEDULE CHANGES

In general, schedule changes should only be made during the first 15 school days of the first semester, or during the first 10 school days of the second semester.

After the allowable period at the beginning of each semester, schedule changes may occur for the following reasons:

- Level changes within a department (i.e., Algebra 2 to Algebra 1)
- Transfer to other programs such as Opportunity or Independent Study, in which variable credit is issued
- When academic records are received from a previous school
- Changes to the master schedule
- For administrative reasons

When schedule changes are made:

- Grades with the same course number will transfer with the student. The receiving teacher will request a transfer grade percentage from the student's previous teacher.
- If the student moves into a course that does not have the same course number, the receiving teacher will exempt the student from work that was assigned prior to entering the class. Partial credits should be issued based on the 18-day credit policy.

SECTION VII - GUIDELINES FOR TRANSFERS, CHANGES IN PLACEMENT, AND WITHDRAWALS

INTRA-DISTRICT TRANSFERS

Transferring to an Alternative Program

When a student transfers *from* an AVUHSD comprehensive high school *to* attend a Continuation School, Independent Study, Opportunity, or another alternative program within the AVUHSD, the student will receive partial credits for passing grades at the time of transfer. The receiving school will issue the partial credits.

1. Students waiting for placement in an alternative program **MUST** remain in their current placement while waiting for acceptance and instructions for transfer.
2. The amount of credit recorded by the receiving school will be determined by the number of days the student was enrolled at the prior school. The ratio will be 18 days for 1 credit.
3. Credit will be issued based on withdrawal grades. Any F received as a withdrawal grade will be entered on the transcript indicating that zero credits were received.

Transferring from an Alternative Program

When a student transfers *to* an AVUHSD comprehensive high school *from* a Continuation School, Independent Study, Opportunity, or another alternative program within the AVUHSD, the student will receive credits earned at the time of transfer.

Transferring Between Comprehensive School Sites

When a student transfers from one AVUHSD comprehensive school site to another, the receiving school should make an effort to match classes. If the prior school issues a withdrawal grade for a course that the receiving school cannot match, the receiving school will issue partial credits for said course, according to the 18-day/1 credit policy. The receiving school will then place the student in another class. When possible, the student should be placed in a course that has a similar credit type to the course that could not be matched.

INTER-DISTRICT TRANSFERS

Students Enrolling in AVUHSD

Transfers from Accredited Schools

An accredited school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide/regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction (and a regional affiliate of WASC).

Students transferring into AVUHSD from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses on an official transcript.

An attempt will be made to enroll students into courses that are similar in content to those at the previous school attended. This would include courses taken in a sequence not typical in AVUHSD schools, for example, a ninth-grade student enrolled in World History or a tenth-grade student enrolled in U. S. History.

If the prior school issues a withdrawal grade for a course that the receiving school cannot match, the receiving school shall issue partial credits for said course, according to the 18-day/1 credit policy. The receiving school will then place the student in another class. When possible, the student should be placed in a course that has a similar credit type to the course that could not be matched.

Credits issued for courses taken in other schools shall be recorded on the academic transcript in the same subject area as the prior school applied the credits. When unsure of how credits have been applied, the prior school should be contacted for clarification (JROTC or Dance issued as non-academic elective credits or PE credits).

Transfers from Non-Accredited Institutions

When a student transfers from any non-accredited private, public, online, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school once the curriculum has undergone an academic review. Schools offering such courses must have an affidavit on file with the State of California, for the years of instruction, in order for an academic review to be performed. A list of California private schools that have affidavits on file are available through the California Department of Education (CDE) website, www.cde.ca.gov/ds/si/ps/.

Credits transferred from non-accredited schools shall be accepted once there has been an academic review confirming that the course work completed is equivalent to similar courses offered in AVUHSD. In order for credit to be granted by AVUHSD, the school providing the instruction shall supply AVUHSD with the following documentation:

1. School affidavit number
2. Course title
3. Course content and copy of syllabus
4. Number of credits earned and hours of instruction
5. Certification of completion and evidence of mastery (i.e., an examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge)

This documentation must be presented to a school counselor, for verification by the various department chairpersons, before the end of the current semester enrolled or the student will be considered for alternative placement.

A school counselor, department head, or designee will evaluate whether the course is of sufficient quality to justify granting credit to ensure appropriate standards have been met.

Transfer Credit from Summer School Outside of AVUHSD

Students attending an AVUHSD summer school program may not concurrently attend another high school summer school program outside AVUHSD.

Students who take courses through another public or private summer school program do not need to withdraw from AVUHSD in order to take a summer school class if the student will return to AVUHSD for the fall session. Students must provide a transcript to the school counseling office or registrar to receive AVUHSD credit.

Credit from Parochial Schools

Credit from theological, philosophical, or biblical courses from parochial schools may be considered for elective credit only.

Middle/Junior High School Credits

Junior high school credits appearing on another high school's transcript shall not be recorded on AVUHSD high school transcripts. Any courses taken prior to completion of 8th grade shall not be counted for high school credit.

LATE ENROLLMENTS

No Prior Enrollment

Students new to AVUHSD, enrolling for the first time after the first three weeks of the semester, and who have had no prior enrollment at another school, may be considered for an alternative education program. The recommendation for placement will be made with the best interest of the student in mind and where the student may earn credits immediately. A review of all available academic records will be used as part of the decision-making process. If it is determined that regular on-campus classes are the most appropriate placement for the student, full semester credit may be earned if the student demonstrates mastery of the subject area by earning a passing grade.

Mid-Semester Enrollment

Students enrolling who have already completed the semester credit requirements for a given course will be assigned to an alternate course for potential credits. For example, students entering from a credit system other than a semester system (block schedule or quarter system, etc.).

If a student enters during a semester and their prior school has not issued credits because their semester has not concluded, the student may be issued one credit for every 18-days of attendance at the prior school for each passing withdrawal grade (18-Day/1 Credit Policy). This will generally apply if the student was missing a considerable portion of the semester and the prior school has refused to issue full credits for the semester.

Students enrolling with credits that do not complete the semester credit requirements will be given two options:

1. Enroll in an alternative setting to complete the course credits.
2. Enroll in a full-semester course to earn the remaining credits. If the student and parent/guardian choose this option, they will have the excess credits converted to elective credits.

STUDENTS WITH UNIQUE CONSIDERATIONS UNDER CALIFORNIA/FEDERAL LAW ([EC 51225.1](#)) ([IDEA](#))

Students with unique consideration under California and/or Federal law enrolling in AVUHSD will be placed in classes matching those from the previous school of attendance. If unable to match one or more classes from the previous school, the student will be given partial credits for withdrawal grades for the class(es), in which the student had a passing grade, based on AVUHSD 18-Day/1 Credit policy.

If the receiving school cannot match a previous course, the student may be placed in a variable credit program ([EC 51228.1](#)). If such classes are not available, or not appropriate, then the student will be placed in regular classes for the remainder of the semester, earning one credit for every 18 days of enrollment (18-Day/1 Credit policy) for each passing grade received.

Grades shall not be lowered if the student is absent from school due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school, or
2. A verified court appearance or related court-ordered activity. ([EC 49069.5](#))

Special Education Students Enrolling After The 15th Day of Instruction

Unique considerations for students receiving special education services who are enrolling late:

1. Interim placement for all students with an IEP entering AVUHSD will be reviewed within 30 days.
2. All placements prior to the 30-day IEP will be considered temporary in nature.
3. The Teacher on Special Assignment (TSA) monitors the student until a case manager is assigned.
4. The TSA, school counselor, and case carrier will work to match the student's prior schedule and Specialized Academic Instruction minutes from the prior school.
5. During the 30-day IEP review, and consistent with the determination of the IEP team, Special Education students will have access to partial/variable credit opportunities.

WITHDRAWALS

Students withdrawing from AVUHSD must have the parent, guardian, or educational rights holder complete a Student Withdrawal Form from the attendance office. Once all textbooks are returned and each department has signed off on the withdrawal form, the student will be withdrawn from the campus of attendance (see Appendix H - Withdrawal Form).

Withdrawal After 15 Days of Enrollment

Students who withdraw from AVUHSD after the first 15 days of the semester must be given withdrawal grades commensurate with the content completed. Grades must reflect achievement as of the last day of the student's enrollment within AVUHSD.

Withdrawal Within the Last 15 Days of the Semester

Students who withdraw within the last 15 school days of the semester may be held accountable for missed work, including but not limited to final examinations, in order to receive final credits for the semester. Considering the length of time missed and the student's mastery of the curriculum, teachers may:

1. Administer the final semester exam at an earlier date, providing advance notification has been received.
2. Average work missed with the grade at the time the student leaves class to determine the final grade.
3. Require students to submit all final projects and/or work in progress prior to leaving. Credits will be issued if the teacher determines that the work completed is comparable to that of a semester's work, or the student is able to pass the standards-based exam.

SECTION VIII - POST-SECONDARY INSTITUTIONS

COLLEGE/UNIVERSITY CREDIT

Students currently enrolled in AVUHSD must obtain approval on the appropriate college/university form. (At Antelope Valley College, it is the [Community College Special Admit Form](#) - see [BP 6146.11.](#))

Courses taken at a college/university will be given appropriate credit when the student completing the coursework delivers an official transcript to the high school, or the issuing college/university sends verification of the completed coursework to the high school directly. The college/university issuing credits must be accredited by WASC or other regional accrediting agency.

- Credits will be issued at the rate of 3 1/3 high school credits for each college semester unit earned, rounded up to the nearest whole credit (see Appendix I - Community College Unit Conversion to AVUHSD Credits).
- Core Credit Provision: If the course is listed on the [AVUHSD Credit Crosswalk](#), the student will receive core AVUHSD credits for AVC courses. If the course is not on the AVUHSD/AVC Core Credit Validation List, the student may petition AVUHSD for core credits. For information on college/university courses other than at AVC, see [Assist.org](#) for guidance.
- Any UC/CSU transferable course completed at college/university will receive weighted credit.
- College/university courses taken during the 2nd semester of a senior year may not be used for May/June graduation requirements. All college/university credits must be entered on the high school transcript prior to high school graduation in order for the student to participate in the high school commencement ceremony. *(Exceptions to this policy may be granted by the Principal or Designee).*
- Any 8th grade student wishing to take a summer school college/university class for AVUHSD credit prior to attending the 9th grade must complete the Special Admit form of the institution they plan to attend and have it approved by the principal or designee of the school they will attend in 9th grade. *(Exceptions to this policy may be granted by the Principal or Designee).*

HIGH SCHOOL COLLEGE CREDIT PROGRAMS

AVUHSD students have the opportunity to earn college credits while in high school through the following college credit programs:

Articulated Courses

Articulated credit is provided when an individual college retroactively assigns credit for high school coursework upon matriculation. Grades from semesters 1 and 2 must match in order to receive college credit.

College Credit by Exam

Advanced Placement and International Baccalaureate are advanced high school courses where standardized tests are used to assess student knowledge at the end of a course. Some colleges and universities will place students in courses above the entry-level and/or provide college credit based on student performance on these exams.

Concurrent and Dual Enrollment

Circumstances:

- A high school student travels to the college campus to take a college course.
- College faculty travel to the high school or secondary career campus to teach a course.
- A high school student takes a course from a college instructor via distance education, either synchronous, asynchronous, or a combination of the two via an online platform.

Credit:

- Concurrent and dual enrollment courses are actual credit-bearing college courses.
- Concurrent and dual enrollment students earn a college grade based on multiple and varied assessments throughout a course.
- Concurrent and dual enrollment students earn college credit and high school credit simultaneously.

SECTION IX - APPENDICES

APPENDIX A

MINIMUM REQUIRED INSTRUCTION

The school day shall be a minimum of 240 minutes for students in grades 6-12.

The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or [Section 504 plan](#).

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuing education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. ([EC 46145](#))

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. ([EC 46147](#))

APPENDIX B

AVUHSD GRADE CHANGE FORM

Student Last Name:	Student First Name:
Student ID#	Grade:

Change is for which grading period?	Quarter 1	Semester 1	Quarter 3	Semester 2	20__ - 20__
-------------------------------------	-----------	------------	-----------	------------	-------------

Period:		Change <i>from</i> Grade:		Change <i>from</i> Citizenship:	
Course:		Change <i>to</i> Grade:		Change <i>to</i> Citizenship:	

****A copy of the teacher's grade summary for this student "before" and "after" the grade change IS REQUIRED in order to process this change. Please check the reason for the grade change (All changes are reviewed by the principal).**

Reason for Grade Change:

- ☐ Make-up work due to absence (illness or unforeseen emergency only). **Does not include additional work.**
- ☐ Teacher error in original calculation of the student's grade (this would include receipt of transfer grades for new students)
- ☐ Results of standards-based exams that indicate that the student's subject proficiency exceeds the grade indicated in the grade report (i.e., AP, CAASPP, NWEA, PSAT/SAT, etc.).
- ☐ Missing work that was completed to improve a previous grade. **Missing work must be completed, and a grade change submitted, before the next quarter or semester reporting period, whichever comes first.**

(Print) Teacher's Name

Teacher's Signature

Principal's Signature

APPENDIX C



NOTIFICATION OF A FAILING SENIOR

Date: _____

Dear Parent/Guardian of _____;

As of this writing, your son/daughter has an F in my class, _____.

I have made the following attempts to contact you directly concerning your student's current grade of F:

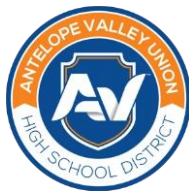
1st Attempt	Date	Phone # called	<input type="checkbox"/> Left message/machine <input type="checkbox"/> No Answer <input type="checkbox"/> Left message/person
2nd Attempt	Date	Phone # called	<input type="checkbox"/> Left message/machine <input type="checkbox"/> No Answer <input type="checkbox"/> Left message/person
3rd Attempt	Date	Phone # called	<input type="checkbox"/> Left message/machine <input type="checkbox"/> No Answer <input type="checkbox"/> Left message/person

Pursuant to Antelope Valley Union High School District board policy, this is your official notification of your student's failing grade. You have received other notices in the form of progress reports and/or report cards. Failing this class may affect your students' graduation in June.

If you wish to discuss this further, please contact me at:

Phone# _____ Ext: _____ Email: _____

Sincerely,



APPENDIX D

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

PROVISIONAL ENROLLMENT CONTRACT FOR NON-GRADUATING STUDENT

Student Name _____ Student # _____

School _____ Grade _____ Number of Credits _____

I understand that I am not on target to graduate with my class, and I have the following options: 1) to transfer to an alternative program or, 2) if I am 18 years old, withdraw to Adult Education to finish my high school diploma. If I transfer to Adult Education, I can earn my high school diploma by completing 180 credits in required courses.

I understand that by choosing to stay on my regular high school campus, I am responsible to complete 230 credits in required courses and electives to earn my high school diploma. I understand that if I have not completed the requirements for graduation that I will not be eligible to participate in graduation activities (including Grad Nite).

_____ Even though I am significantly behind in credits and have been counseled to transfer to an alternative site, I am electing to continue at my high school campus. I am aware that by remaining at the comprehensive site, I am not on target to graduate with my class.

_____ As a 17-year-old, I am electing to continue at my high school campus. I am aware that by remaining at the comprehensive site, I am not on target to graduate with my class.

_____ As an 18-year-old, I am electing to continue at my high school campus. I am aware that the following expectations come with my attendance at any school in the Antelope Valley Union High School District.

- I will follow all school behavior standards.
- I will follow the school dress code.
- I will not engage in defiant, disruptive, or disrespectful behavior.
- I will follow AVUHSD's attendance and tardy policy.

Violations will be subject to the school's disciplinary process up to and including expulsion and will result in my removal from school. I understand that if I violate any portion of this contract, I may be immediately withdrawn and referred to adult education. I agree to abide by all terms and conditions contained herein.

Print Name of Student

Print Name of Parent

Date

Signature of Student

Signature of Parent

Date

Signature of Administrator/Designee

Signature of Administrator/Designee

Date

APPENDIX E

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

ENGLISH LEARNERS PROVISIONAL ENROLLMENT CONTRACT

Student Name _____ Student ID _____

School _____ Grade _____ School Year _____ Semester: 1 or 2

To earn an AVUHSD diploma, a student must complete 230 credits in required courses and electives and meet the Algebra I requirement. Students that do not complete these requirements are not eligible to participate in graduation activities (including Grad Nite).

In an effort to support English Learners, the AVUHSD may extend the time allowed to complete graduation requirements for up to a year. Students who are or have been enrolled in an AVUHSD Designated ELD and/or EL Program in AVUHSD are eligible. * The **AVUHSD does not guarantee that all graduation requirements can or will be met by the end of the additional term(s).**

I understand that I have options for continuing my education program. I have marked the box next to my choice:

1. I am or have been enrolled in an AVUHSD Designated ELD and/or EL Program in the district. * I am eligible to extend the time allowed to complete graduation requirements for one _____.

semester/year

I understand that by selecting this option, the 12th grade required courses (Civics/Economics) will be delayed and taken during the additional term requested.

2. I would like to transfer to an alternative program within AVUHSD.
3. I am at least 18 years old and would like to withdraw to the adult education program to finish my high school diploma. If I transfer to the adult education program, I will earn my high school diploma by completing 180 credits in required courses. I am aware that I must demonstrate English Proficiency in order to be accepted into this program.
4. I do not want to delay my graduation. I understand that I will be placed in the 12th grade required courses (Civics/Economics). By making this choice, I waive the right to additional time to complete my graduation requirements.

As a student in the AVUHSD, I agree that:

- I will follow all school behavior standards including the school dress code.
- I will follow AVUHSD's attendance and tardy policy.
- I will demonstrate academic progress (passing semester grades in a majority of classes) at all times.

By signing below, I acknowledge that I have made this choice freely and have asked AVUHSD staff all questions that I have about this agreement. I agree to abide by all terms and conditions contained herein and I further understand that I may be immediately withdrawn from school if I fail to meet the requirements, above.

Print Name of Student

Signature of Student

Date

Print Name of Parent

Signature of Parent

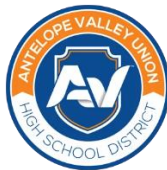
Date

Signature of EL Site Advisor/ Date

Signature of Counselor/ Date

Signature of Admin/Designee Date

*ELD/ESL high school level classes taken elsewhere will be considered by petition for meeting this requirement



APPENDIX F

AVUHSD REQUEST FOR EARLY GRADUATION

PLEASE PRINT CLEARLY

Student Number _____

Student Name _____ Date _____
Last First M.I.

I would like to graduate: ☐ June 20____ ☐ December 20____.

This is: ☐ 1/2 ☐ 1 year earlier than my four-year graduation date.

I understand that if I do not meet the graduation requirements, as stated in the Guidelines for Early Graduates, I will not be able to graduate until the next graduation date, assuming all graduation requirements are met. I further understand that if I was scheduled to be a mid-term grad, but did not meet the requirements, I will be unable to attend the main campus for the 2nd semester of my senior year.

Student Signature Date

.....

STEP #1: I have discussed early graduation with my child and believe it would be in his/her best interest. I also understand that he/she must meet the appropriate graduation requirements prior to the designated date of graduation. Failure to graduate by that date could mean additional graduation requirements per AVUHSD's standards. I FURTHER UNDERSTAND THAT IF MY CHILD GRADUATES EARLY, THERE WILL BE NO GRADUATION CEREMONY UNTIL JUNE OF THE STUDENT'S GRADUATING YEAR.

Parent/Guardian Signature Date

Telephone number where I can be reached during the day: _____

.....

STEP #2: I agree with this early graduation request.

Counselor Signature Date

.....

STEP #3: I agree with this early graduation request.

Administrator/Designee Signature Date

APPENDIX G

INDEPENDENT STUDY CREDIT GUIDE

Grade Level	Minimum Credit Per Semester	Expected Credit Per Semester	Maximum Credit Per Semester
9th grade	20	30	40
	Exceptions: Students may earn more than 40 credits in Semester 2 only if they earned fewer than 30 credits in Semester 1. Students may earn enough additional credit to meet the expected 60 credits, for a total of the number of deficient credits, plus 30, at the end of Semester 2.		
10th grade	20	30	40
	Exceptions: Students may earn more than 40 credits per semester only if they are behind the expected rate of an average of 30 credits per semester. Students may earn enough additional credit to catch up to the expected number of credits at that grade level (90 credits at end of S1; 120 at end of S2), for a total of the number of deficient credits, plus 30.		
11th grade	20	30	40
	Exceptions: Students may earn more than 40 credits per semester only if they are behind the expected rate of an average of 30 credits per semester. Students may earn enough additional credit to catch up to the expected number of credits at that grade level (150 credits at end of S1; 180 at end of S2), for a total of the number of deficient credits, plus 30.		
12th grade	20	30	45
	Exceptions: Students may earn more than 45 credits in semester 1 if they have fewer than 165 credits at the beginning of S1, and should have no more than 210 credits at the end of Semester 1. In Semester 2, no restrictions until the student has met the graduation requirements.		
12+	30	n/a	n/a
	Exceptions: Students attending Independent Study for a 5th year of high school have no restrictions upon the maximum rate at which credit is earned.		

APPENDIX H

WITHDRAWAL FORM (SAMPLE)

WITHDRAWAL FORM

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

STUDENT: Sparrow, Jack Gender: M Grade: 9

Birthdate: 9/1/1994 Ethnicity: 700 SSID #: _____ Date Entered: 8/10/2009

Enroll Date 8/10/2009 Birth County: US Last annual IEP _____

Student Number _____ ESL _____ EO _____

Date of Withdrawal: _____ Transfer: _____

Street Address: _____ City: _____ State: CA Zip: 93551

Guardian 2: Teague Sparrow, Ed Home Phone: _____

Guardian 1: _____ Cell Phone: _____

Guardian: _____ Phone: _____

Subject	Course #	Grade	Ab	T	Teacher
Healthful Living	03094	C+	5	6	Morrissey, Victoria
Algebra 1	10401	F	4	0	Nichter, Bernard
P.E. 1	11486	D+	6	0	Jones, Charles
Earth Science	12517	C	7	2	Moeller, Mike
English 9	07201	F	8	0	Stuart, Allyson
Business Information Technology	04111	D+	8	0	Smith, Dennis

Library books: Returned Books/Fines Paid _____ Owes \$ _____ Counselor: _____
Attendance _____ Athletics/Band _____
Health _____ ROTC _____
Book Depository _____ Accounting _____
Library _____ Registrar _____

Withdrawal Reason: _____

By signing this withdrawal form the parent/guardian assures the AVUHSD that the student will be enrolled in a public or private educational institution immediately upon relocation to the new school district of residence.

Parent Signature: _____

Relationship to student: _____ Date: _____

After obtaining all necessary signatures and paying all outstanding obligations return this form to office for final check out.

If you are currently on the Free or Reduced Lunch Program and are withdrawing to another school within the AVUHSD, please call 575-1051 or 575-1055 to transfer services to your new school.

APPENDIX I

COMMUNITY COLLEGE UNIT CONVERSION TO AVUHSD CREDITS

Credit Conversion Chart

<u>Community College</u>		<u>AVUHSD</u>
.5 unit	=	2 high school credits
1 unit	=	3 high school credits
1.5 units	=	5 high school credits
2 units	=	7 high school credits
2.5 units	=	8 high school credits
3 units	=	10 high school credits
4 units	=	13 high school credits
5 units	=	17 high school credits
6 units	=	20 high school credits

APPENDIX J



PETITION TO RECEIVE AVUHSD CREDIT

Courses taken without prior approval can be petitioned for AVUHSD high school credit by completing this form and attaching an official transcript from the issuing institution. Courses taken at non-accredited schools will only count toward elective credit. Other school/program credits will be evaluated at the completion of the course and credit allowed by AVUHSD may not equal the number issued by the other school.

Student Name: _____ Date: _____

Student ID Number: _____ Semester/Year Course Taken: _____

Name of Institution: _____

Title of Course(s):: _____

Justification for Receiving Credit:

I have read and agreed to the above conditions by signing below. I also understand that it is my responsibility to have an official transcript of credits earned sent to the high school Registrar.

Student _____ Date _____

Parent _____ Date _____

Counselor	Date
-----------	------

Administrator	Date
---------------	------

APPENDIX K

HOME TEACHING COURSE COMPLETION NOTICE

Home Teaching Course Completion Notice

This form is to be completed by the Home Teacher

Submit this form to the REGISTRAR at the student's school site.

*Only submit grades for students on **Long Term Home Teaching** assignments, unless otherwise specified by the student's teachers at the site (and/or counselor).*

****All grades must be submitted no later than 2 days after the end of the semester****

Student's School Site (must check the appropriate box)

☐ AVHS ☐ EHS ☐ DWHS ☐ DP ☐ HHS ☐ JHS ☐ LHS ☐ MHS ☐ NPHS ☐ RPHS ☐ QHHS

Semester (Must check the appropriate box)

☐ Semester ☐ Summer School

Student's Full Name: _____ ID #: _____

Students may only be enrolled in **DISTRICT APPROVED COURSES**.
Please refer to district approved course codes before entering a course number below.

Course codes for Home Teaching are the same as the course codes in PowerSchool.

☐ Please check if student was enrolled in APEX

Course Name	Course Code Number	Section Number	Grade	Credits Earned Must Enter A Number (Do not enter "CR" you must enter a number)	Comments

Home Teacher Information (MUST BE CLEAR AND LEGIBLE). Please print in ink.

Home Teacher Full Name _____ Home Teacher (Signature) _____ Date _____

Phone Number _____ Cell or Home Number _____ Email Address _____

Received by (Print Name) _____ Signature _____ Date _____

APPENDIX L

NCAA ELIGIBILITY REQUIREMENTS 2022-2023

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

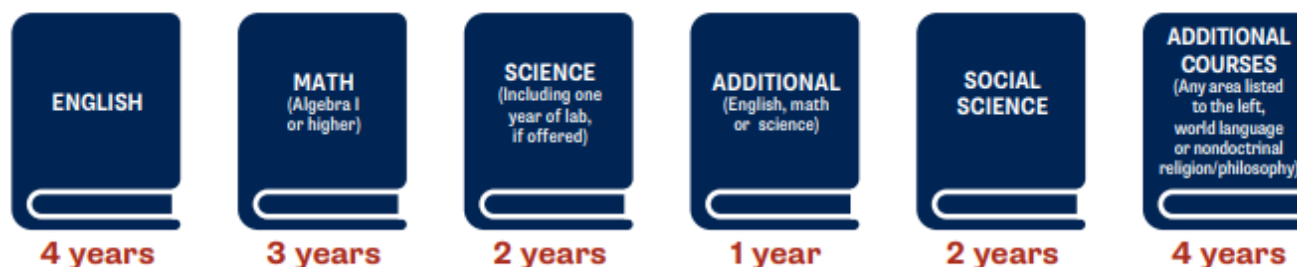
ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 (Division I) or 2.2 (Division II) **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

CORE-COURSE REQUIREMENTS

DIVISION I

Earn 16 NCAA-approved core-course credits in the following areas:



For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:



GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

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PRIOR BOARD APPROVALS

October 6, 2010
December 6, 2006
April 21, 2004
August 30, 2001
July 1, 1999
August 20, 1991

