

Counseling Manual for High School Graduation Requirements

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Background and General Information

In 2010, the San Francisco Unified School District (SFUSD) Board of Education passed a new graduation policy which is aligned with the University of California (UC) and California State University (CSU) admission requirements. By fulfilling the graduation requirements, each student (starting with the Class of 2014) will have taken the courses required by UC/CSU for admission. (*Note: A “C” or higher is required in the course for UC/CSU eligibility, but not for graduation.*) Administrative regulations 6105.2 provide additional information for implementing the Board Policy on graduation requirements.

In addition to “Section A: Credit and Course Requirements” as outlined in Board Policy P6105.2, Resolution 105-11Sp2 (First Reading-May 11, 2010; Second Reading June 8, 2010), this Counseling Manual and the UC admission requirements should be used as a guide.

Course Credit and GPA Calculations

1. Credits

- i. Five semester credits are granted for the successful completion of one period of course work daily for one semester, or its equivalent, approximately 60 hours of instruction.
- ii. Semester credit toward graduation may be counted only once for each course in grades 9, 10, 11 and 12. Courses may be repeated to improve a grade, if space is available, but students will not be awarded credit twice for the same course.

Example: *If a student repeats a “D” for a higher grade, counselors/or registrar must edit the transcript so that R” is displayed to indicate the course was repeated and change the credit earned to a zero. See Figure 1, for SIS Screenshot example.*

- iii. Students may repeat a course when space is available and they have previously earned a “D” or a F”.

Example: *Biology “C”: NO REPEAT, Biology “D”: MAY REPEAT (if space available)*

Students may receive final semester grades of A, B, C, D or F for a 5 credit semester course, as well as for variable credit courses. “No Mark” should only be given for students who were erroneously enrolled in a course or were enrolled in an alternative school with no forwarding grades too late in the semester to earn any credit. In a semester course, a grade of “D” earns 5 credits and denotes that students have met the minimum knowledge for that course in terms of graduation. That is, students may graduate with a “D”, but UC/CSU does not recognize “D” as a passing grade for meeting admissions requirements. A student who earns a “D” in a course may repeat the same course for a higher grade but will not receive credit for re-taking the same course.

Students who transfer in mid-semester with work in progress should receive credit for the previous work plus credit for the work completed after course enrollment in the new school.

Figure 1: Repeat Courses in Student History Screenshot

SFUSD Courses

ID: Gender: DOB: HmRm:

Year Semester Refresh Print Scholar Rec Print Transcript Request Reports

Yr/Sm	Sch	SIN	Title	GrLvl	Mark	Ctzn	Abs	Credit	Repeat	Year	Sem
08-1		0012	10TH GR ENG 1H	10	B	S	0	5		2008	1
08-1		0042	MODERN WORLD 1	10	B	S	0	5		2008	1
08-1		0076	ADV ALGEBRA 1	10	D	S	4	0	R	2008	1
08-1		0092	PHYS EDUC 3	10	C	S	0	5		2008	1
08-1		0101	BIOLOGY 1	10	C	S	0	5		2008	1
08-1		0152	BAND-BEG	10	A	E	6	5		2008	1
08-1		0199	ADVISORY	10	A	E	0	0.5		2008	1
08-1		0293	STDNT ACTIVITY	10	A	S	1	1		2008	1
08-1		0302	STDNT ACTIVITY	10	B	S	0	1		2008	1
09-2		2012	10TH GR ENG 2H	10	B	S	2	5		2009	2
09-2		2042	MODERN WORLD 2	10	C	S	1	5		2009	2
09-2		2076	ADV ALGEBRA 2	10	D	S	1	0	R	2009	2
09-2		2092	PHYS EDUC 4	10	C	S	1	5		2009	2

2. Grade Level Promotion Requirements

- <50 credits 9th Grader
- 50 credits 10th Grader
- 110 credits 11th Grader
- 170 credits 12th Grader

Please note that the number of credits for each grade level has changed.

Grade Level is Based on Credits

Counselors are responsible for accurately adjusting grade level to match the number of credits a student has earned. Counselors will receive periodic data reports on which to base the grade level adjustments

- i. Grade level may need to be adjusted to align with CAHSEE or other testing requirements by manually changing the grade level in SIS.
- ii. Over the summer, students' grade levels are automatically promoted. Counselors may use the AcctRtn section of SIS to indicate that a student should be retained. The Educational Placement Center (EPC) may prompt counselors to make projections and indicate which students should be retained prior to the first student assignment run.

To retain students in SIS: Click on the student “demographic” tab, then click on “AcctRt” (stands for “Accelerate” or “Retain”), and then insert “R” (for retain). See Figure 2 for SIS Screenshot example.

Examples: If a student has not earned sufficient credits to be designated as 11th grade, then this student should be “Retained” and will show up on SIS in the following year still as a 10th grader. A student with no reasonable chance of earning enough cumulative credits for the next grade level, by the end of the year, should be retained. For example, if a student is 40 credits (30 credits for current semester plus 10 credits of summer school) below his/her grade level in February, the counselor should retain the student.

A 9th grade student currently has 5 credits. Even if s/he earns all 30 credits in spring semester plus 10 more in summer school, s/he will have only 45 credits. So the student should be retained.

- iii. A parallel, automated process *may* occur through the Information Technology Department in which students are promoted over the summer based on actual credits earned, rather than automatically promoting all students. Counselors should verify grade levels at the start of each semester, making grade level adjustments, as needed, based on current credits.

Figure 2: Retaining Students in SIS Screenshot

The screenshot shows the 'Student Record' interface for Counselor: CALLOWAY, Rm: 13K Sem 2. The 'Demographic' tab is active. The 'Legal Name' section is expanded, showing fields for Last Name, First Name, Middle Name, Suffix Name, Parent, Prefix, Street No, Street, Suffix, AptNo, City, ZipCode, Phone, and Military RSP. The 'AccRt' field is highlighted with a red circle. The 'Activity' section shows details for School No 405, EntryDate 8/24/2009, and LeaveDate 6/9/2009. The 'Edits ON' button is visible at the bottom left.

Field	Value
StudentNo	
CSISStudentId	
Last Name	
First Name	
Middle Name	
Suffix Name	
Gender	
Ethnic Code	
Ethnic Describe	
Ethnic Code 2	
Grade	
Birth Date	
Birth Country	
Birth USA	
Birth City	
Birth State	CA
Birth Verify	BIRT
Refugee	
USA Entry	
Counselor	
HomeRoom	13K
AccRt	
ExpectedGradYr	
Activity	A
School No	405
SubSchNo	
SubSchNm	
SubActivity	
SubSchNo2	
SubSchNm2	
SubActivity2	
AsgNo	405
EntryDate	8/24/2009
EntryCode	E2
LeaveDate	6/9/2009
StateLeaveCode	160
Sfusd Entry	Left, Transferred to a California Public School
PrevSch	8/23/2000
PrevName	431
LYearSch	APTOS MIDDLE
	899

3. Grades

- i. Students may receive final semester grades of A, B, C, or D for a 5 credit semester course, as well as for variable credit courses.
- ii. A grade of “D” earns 5 credits and denotes that students have met the minimum knowledge for that course in terms of graduation, but UC/CSU does not recognize “D” as a passing grade for meeting admissions requirements.
- iii. A grade of “F” can be issued for any course after the teacher has communicated with the student and informed the parent regarding student academic progress during the semester.
- iv. A grade of “F” will earn 0 credits.

If a student experiences a major life event that prevents completion of class assignments necessary to complete course requirements, the teacher may issue an Incomplete, “I”, after consultation with the counselor and principal. The teacher and student must draft a plan for completion of the missed assignments to be signed by all parties listed above and the parent, to be maintained in the student’s cum file. Assignments must be completed within the following semester or the grade will be calculated without the missed assignments.

4. Variable Credit

Students may earn variable credits in a course if the course requirements have been partially satisfied due to interrupted attendance in the course (i.e., mid semester enrollment, transfer, significant absences). Variable credits are determined by the course teacher, in collaboration with the school counselor, using the basis of 60 hours of classroom time for five credits, or 12 hours of classroom time per credit as a basis for determining variable credits. “No Mark” should only be given for students who were erroneously enrolled in a course. When changing the students’ course, counselors or registrar should use “Change of Course Form” in Appendix on page 41, which is then filled out and filed with the registrar at the high school.

In order for a student to receive partial credit for a semester grade at a SFUSD High School, the course the student is enrolled in must have the variable credit flag indicated with a “V” in SIS and the teacher must indicate variable credit and total credits earned when submitting final semester grades. If a course is not flagged as variable credit and the teacher assigned partial credit, the students’ partial grade from the teacher will default to 5 credits. See Figure 3 for SIS Screenshot.

Examples:

Within School: *A student transfers from Dance to Art at the six week mark. The student then could receive Dance 1.5 Credits (grade of C), and Art 3.5 Credits (grade of A) OR the two grades could be averaged for a final grade of a “B” for 5 credits in Art. Therefore, students must receive credit for classes passed.*

Out of district transfers: *A student transfers from an out of district school, and has in-progress grades, must be given credit for the classes in progress either by variable credit on the transcript*

or by averaging out of district grades with the current schools grades to calculate the final grade. Therefore, students must receive credit for classes passed.

Figure 3: Variable Credit Flag Screenshot

Sin	Course	pfl	ptl	Title	Bili	In	Room	Days 1	VCredit	VarFlag	Len
2451	1001	00		ENGLISH LAI			9C	MTWRF	V	V	Y
2114	1011	06		ACAD LITERA			21	MTRF	V	V	Y
2408	1013	00		ACAD LITERA	6		9C	MTWRF	V	V	Y
2119	1013	06		ACAD LITERA	6		104	MTRF	V	V	Y
2120	1013	06		ACAD LITERA	6		110	MTRF	V	V	Y
2121	1013	06		ACAD LITERA	6		21	MTRF	V	V	Y
2122	1013	06		ACAD LITERA	6		100	MTRF	V	V	Y
2123	1013	06		ACAD LITERA	6		10	MTRF	V	V	Y
2124	1013	06		ACAD LITERA	6		3	MTRF	V	V	Y
2399	1026	00		10TH GR EN			9C	MTWRF	V	V	Y
2550	1026	01		10TH GR EN			101	MTWRF	V	V	Y
2162	1026	01		10TH GR EN			102	MTWRF	V	V	Y
2187	1026	01		10TH GR EN			104	MTWRF	V	V	Y
2213	1026	01		10TH GR EN			3	MTWRF	V	V	Y
2677	1026	01		10TH GR EN			104	MTWRF	V	V	3
2705	1026	01		10TH GR EN			102	MTWRF	V	V	3
2734	1026	01		10TH GR EN			100	MTWRF	V	V	3

5. UC/CSU GPA Calculations

To calculate grade point average (GPA) for UC, courses taken in the freshman year are not included. Only "a-g" courses taken in the sophomore and junior years are used for the preliminary GPA.

Repeated Courses and GPA

If the exact course in which a D or F grade was originally earned is repeated and a grade of C or better is earned, the original grade will not be included in the GPA calculation. A student is not able to repeat courses for a better grade if a grade of C or higher was earned. (If, for some reason, a student repeated a C grade and the new grade was an A, the new A grade would not be calculated in the GPA.) When a student seeks to clear the subject deficiency of a D or F grade through validation (in math or world language subjects only), both the original grade and the grade earned in the higher-level course will be used in calculating the GPA. Refer to UC Doorways website for more information.

Examples: Student received a D and an F in 10th grade English, then re-took 10th grade English in Cyber High and received 2 B's. The student would only use the 2 B's when calculating their UC/CSU GPA.

Student received a C in Spanish 1, D Spanish 2, F Spanish 3, C Spanish 4. By completing semester 4 with a C or higher, the student has met the world language requirement through validation. All grades will be calculated in GPA.

Student received a D in AP US Hist 1, F in AP US History 2, then takes US History 1 & 2 in Cyber High and earns an A and B. All grades must be included in calculating GPA due to the exact course not being repeated.

If a student who has satisfied all his "a-g" requirements takes an extra math class and gets a D, will it be used in his GPA calculation? Grades in all "a-g" courses, even those in excess of the UC eligibility requirements, must be reported on the application and are used in the GPA calculation.

PLAN A: A-G Graduation Requirements

To earn a high school diploma, all students must complete the credit and course requirements outlined for Plan A. These graduation requirements shall apply to students commencing with Fall 2010's incoming 9th grade, the class of 2014.

Students who are 14 by December 2nd of their entering year will be placed in 9th grade, and will be required to meet Plan A graduation requirements. Students aged 14 or older by December 2nd of their entering year who have less than 8 years of schooling will be placed in the 9th grade. (*Note: The December 2nd cutoff date shall be modified in the future for students who enter kindergarten in 2012-13 and thereafter as required by EC 48000.*)

'a' History/Social Science Requirement

Students are required to earn 30 credits through year-long courses in US History and World History, and semester-long courses in American Government and Economics.

The UC 'a' requirement is 20 credits with one year of world history, cultures and geography and one year of US History or one-half year of US History and one-half year of civics or American government. The other 10 credits may be used to meet the 'g' college preparatory elective requirement, if listed on the school's UC eligibility list.

Students with foreign high school transcripts may receive credit for World History, Economics, US History or American Government, if an equivalent is listed on their foreign transcript. In addition, "UC doesn't require international students to take U.S. history; a course in the history of the home country usually fulfills the requirement." Note: students with international courses on their SFUSD transcript usually apply as a US not an international student, so homeland history courses may not fulfill the UC admission requirement for a non-international student, but may be used to fulfill the SFUSD requirement.

‘b’ English Requirement

Students are required to earn 40 credits of college preparatory English. If the course meets the UC “b” requirement (*such as 9th grade English, 10th grade English, American Literature, English/European Literature*) and is on the school’s UC eligibility list, then the course will be considered college preparatory English for SFUSD.

English Learners

This requirement represents a significant challenge for English Learners. One year of Advanced English Language Development (ELD), either ELD 5 & 6 or ELD 7 & 8, but not both, is considered college preparatory. English Language Arts classes taught with Specially Designed Academic Instruction in English (SDAIE) (.6) meet the college preparatory requirement, as do (.8) (sheltered) English Language Arts classes.

The University of California admissions guide states: “A student completed his first two years of high school in the Philippines, where the language of instruction was Tagalog. Will the two years of Tagalog satisfy the first two years of the "b" requirement? Yes. Courses in the student's native language are given credit for the English ("b") requirement; this should be noted as “homeland language” on the transcript. The student will need to take two years of English in the United States to complete the requirement.” “There are different options of satisfying the "b" requirement for students with international and domestic records.”

Every year, all English Learners must take ELD/ELA.6 plus two content courses taught with Specially Designed Academic Instruction in English (SDAIE) (.6), Sheltered English (.8), or Primary Language (.8s or .8c). Regular, SDAIE, sheltered and Primary Language courses are considered college preparatory and equivalent to regular courses in all subjects.

UC indicates that “ELD and Sheltered or SDAIE English language arts courses are acceptable if they are at the advanced level. Courses at this level must include college preparatory composition and literature comparable to other mainstreamed college preparatory English courses. When applying to the University, students can use only one year of UC-approved ELD/ESL course work to meet their 4-year English requirement for UC eligibility.” “As sheltered and SDAIE course titles simply refer to the instructional methodology (rather than course content), it is expected that Sheltered/SDAIE courses in history/social science, mathematics, laboratory science, visual and performing arts, and the elective area would be equivalent in content and skill development to comparable courses taught in the same subject area (i.e., Sheltered Algebra should be equivalent to Algebra 1; SDAIE US History should be equivalent to US History).”

English Learners should be encouraged to stay for additional years of high school beyond the traditional four years in order to complete the graduation requirements. In addition, undocumented English Learners may need to complete three years of high school to qualify under AB 540 for in-state/resident tuition at a postsecondary institution in California.

Figure 4: ELA/ELD Recommended Courses based on English Learner Typology

Grade/ Course	Long- Term EL	Developing EL	Developing EL	Newcomer EL#	Newcomer EL#
CELDT	^ 1-5	3-5	1-2	1	1
US Entry Year	6+ years in US	2-5 years in US	0-5 years in US	0-1 year in US	0-1 year in US
5 th Year of HS					10 th Gr Lit .6 & Amer Lit .6
12 th Gr Course(s)	Eur Lit .6*	Eur Lit .6*	10 th Gr Lit .6 & Amer Lit .6	9 th Gr Lit .6, 10 th Gr Lit .6 & Amer Lit .6	9 th Gr Lit .6,
11 th Gr Course(s)	Amer Lit .6*	Amer Lit .6*	9 th Gr Lit .6*	ELD 5/6 Lang & Reading Dev	ELD 5/6 Lang & Reading Dev
10 th Gr Course(s)	10 th Gr Lit .6*	10 th Gr Lit .6*	ELD 5/6 Lang & Reading Dev	ELD 3/4 Lang & Reading Dev	ELD 3/4 Lang & Reading Dev
9 th Gr Course(s)	9 th Gr Lit .6*	9 th Gr Lit .6*	ELD 3/4 Lang & Reading Dev	ELD 1/2 Lang & Reading Dev	ELD 1/2 Lang & Reading Dev

*Long-Term ELs and Advanced Developing ELs may take a second course, such as English for Academic Purposes, CAHSEE Intervention, Reading Lab or other ELD course, to help them develop academic English.

^CELDT level may or may not accurately reflect student's proficiency level in English. The school should consider any criteria (*such as entry year, previous courses, previous grades, CST scores, etc*) which signal placement in a higher level or mainstream course.

Newcomer ELs may wish to complete an extra year of high school for any number of reasons, including the opportunity to complete four years of college preparatory English or to qualify for AB 540. Newcomers who arrive in 10th or 11th grade are likely to complete the extra year if they would like to graduate with a regular diploma. Some schools are substituting European Literature .6 for ELD Reading Development 5/6, in a double block with ELD Language Development 5/6. (*Some schools are choosing 9th grade English as the first course after ELD because of its accessibility, regardless of students' grade level.*)

‘c’ Mathematics Requirement

Students are required to take algebra, geometry, and intermediate algebra to graduate from high school. Intermediate algebra can be fulfilled by advanced algebra and advanced algebra honors. Students may take algebra, geometry, and intermediate algebra in any sequence.

Admission to UC/CSU requires three years of mathematics (four years recommended) that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Middle school Algebra and Geometry are considered high school courses and will be included on the high school transcript, if the following conditions are met:

(1) Algebra or Geometry: the student must earn a “C” or higher and a “4” or “5” on the Algebra or *Geometry CST.

- i. Algebra coursework must meet or exceed the rigor of the content standards for Algebra I as adopted by the State Board of Education.
- ii. Each course will count for 5 credits per semester for a maximum of 10 credits for each course on the high school transcript. Note: Students who exercise this option shall still be required to complete two years of mathematics while enrolled in grades 9-12.
- iii. These courses will satisfy the mathematics requirement for graduation and for UC eligibility.

*Geometry courses in middle school will be phased out beginning with the 2013-14 school year. Middle School students of extraordinary math ability may seek principal permission to exercise other alternative options from this list to take advanced math courses.

Examples:

Student has 10 algebra credits from middle school on his/her transcript. Student would then need to take 20 credits of math while in grades 9-12 (geometry and advanced algebra) to fulfill the graduation requirement for a total 30 credits on his/her high school transcript.

Student has 20 credits (algebra and geometry) from middle school on his/her transcript. Student would then need to take 20 credits of math while in grades 9-12 (advanced algebra and precalculus) to fulfill the graduation requirement for a total 40 credits on his/her high school transcript.

Figure 5: Possible Mathematics Course Sequence based on Middle School courses

	Previous Mathematical Background		
	<ul style="list-style-type: none"> No previous algebra D or F in 7th Gr Algebra A, B or C in 7th Gr Algebra with CST 1-3 	<ul style="list-style-type: none"> A, B or C in 7th Gr Algebra with CST 4-5 	<ul style="list-style-type: none"> A, B or C in 7th Gr Algebra with CST 4-5 A, B or C in 7th Gr Geometry with CST 4-5
9th Gr	Algebra 1/2	Geometry 1/2	Advanced Algebra
10th Gr	Geometry 1/2	Adv Algebra 1/2	Precalculus*
11th Gr	Advanced Algebra	Precalculus*	AP Calculus AB or BC*
12th Gr	Precalculus*	AP Calc AB*	AP Statistics or Concurrently Enrolled College Course*

* Note: Courses above Advanced Algebra are not required for graduation, though 30 credits are required. A fourth college preparatory math course may be used to meet the ‘g’ college preparatory elective requirement, if listed on the school’s UC eligibility list. Math should be taken in 11th grade as many students conditionally pass the Early Assessment Program (EAP) when they take it as part of the CST-Math test in 11th grade. Because EAP results are not available until August of the senior year, 11th graders should enroll in 12th grade math if they may receive a score of “conditional pass.”

Grades and Course Placement (assumes year-long sequences) for Mathematics

A “D” denotes that students have met the minimum knowledge for that course, in terms of graduation, though UC/CSU do not recognize “D” as a passing grade for meeting admissions requirements. A grade of “D” or higher in a sequential course requires that students advance to the next level. Students are unable to earn credit for the same course title twice. It is complicated when a student passes the first semester but fails the second semester. (See Figure 6.)

Figure 6: Grades and Course Placement (assumes year-long sequences)

Fall Course	Grade	Spring Course	Grade	Next Year and Beyond
Algebra 1	D	Algebra 2	D	Geometry 1/2, then Advanced Algebra 1/2
Algebra 1	F	Algebra 2	D	Geometry 1/2, then Advanced Algebra 1/2
Algebra 1	D	Algebra 2	F	Geometry 1/2, then Advanced Algebra* 1/2
Algebra 1	F	Algebra 2	F	Either Geometry 1/2, then repeat Algebra 1/2; <u>OR</u> repeat Algebra 1/2 then take Geometry 1/2

* If student fails Advanced Algebra 1 in the fall, consider changing student’s class to Algebra 2 in spring.

#The student may be more successful taking Geometry next, which does not require Algebra skills, and then repeating Algebra at a later date. Some schools may choose to enroll students in Advanced Algebra even if students have failed Algebra. Because Advanced Algebra will validate Algebra for UC, this is possible.

‘d’ Science Requirement

Students are required to earn 20 credits of laboratory science to graduate from high school with one year each from biological and physical sciences. Three years of sciences are recommended.

UC requires two years of laboratory science (three years are recommended) with fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. ***Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement.***

CSU requires two years of laboratory science including one year of biological science and one year of physical science.

Some, but not all, Interdisciplinary sciences (i.e. AP Environmental Science) will count as one of the two years of required science if they are approved as a “d” on the a-g list. Refer to the UC doorways a-g list for your school to determine if an interdisciplinary science will meet the science requirement for UC admission.

Examples from UC FAQs:

I have a student who has taken AP Biology and Marine Biology. Will his admission be jeopardized if he hasn't taken physics? For the two-year science requirement, students must take courses that cover two of these three foundational subjects: biology, chemistry and physics. The student would not be eligible because both of his science courses are from the same discipline. He could take either chemistry or physics to fulfill the requirement.

Does AP Environmental Science meet UC's "d" laboratory science requirement? Yes. The University considers AP Environmental Science to be an interdisciplinary course, and would allow the student to take any other laboratory science course from one of the three foundational subjects - biology, chemistry or physics - to satisfy the two-year laboratory science subject requirement.

‘e’ World Language Requirement

Students are required to complete two years or 20 credits of a World Language, or demonstrate proficiency using one of the methods listed in this manual, to graduate from high school. Admission to UC/CSU requires two years (three years recommended) of study in the same World Language. Students should take the language sequentially without skipping a year between courses.

Students may graduate with 0 credits of World Language on their high school transcript if they meet one of the requirements described in this document.

Students may also graduate with only 5 credits of World Language if they pass World Language 4 with a ‘C’ or higher, even if they have failed World Language 1, 2 or 3.

Please thoroughly read additional information about World Language in the

Practical Demonstration of Skills and Competencies section and Appendix, including the Principal's Certification form, and details about how to document that students have satisfied the World Language requirement. Please refer to the SIS screenshots for how to record this information into SIS.

Exemption of World Language requirement for transferring 12th graders and second semester 11th graders

If students transfer into SFUSD as seniors or second semester juniors (150 credits or more) and do not already have 20 credits of a World Language, the World Language requirement may be waived by the principal. However, if students have 10 credits of World Language and the school offers the second year of the same language, then the student shall take the second year of the World Language. If waived, students must substitute the 20 credit world language requirement with other courses to meet the 230 credit graduation requirement.

Note: "Waiving" and "Exempting" differ from "Satisfying" the World Language requirement.

Initial Assessment by Counselor

Many students enter high school with some degree of proficiency in a language other than English (LOTE). It is critical to identify and assess students' LOTE ability in order to determine appropriate course placement. Some students may have already satisfied both the requirement for graduation/UC/CSU as well as the recommendation for UC/CSU, and wish to continue the development of their LOTE skills. Please see below for UC's description of minimum performance objectives, which are also SFUSD's minimum performance objectives for satisfying the 20 credit World Language requirement.

High School Coursework

Please refer to the "World Language Recommended Course Progression Chart." Students should be placed into World Language courses according to the degree of proficiency in that World Language.

A student beginning the World Language course of study in 9th grade, who continues to take the same language for each subsequent year, should be able to reach the AP course in the language of study, which would be the fourth-year course. It is strongly recommended that all students begin World Language in 9th grade for several reasons:

- Students starting in the first-year course will have an opportunity to reach the AP level in that language by senior year.
- Students who fail World Language are generally unable to make up credit through evening school, summer school or online courses as they are able to do in English, Math, and Social Studies. Though not recommended, students may request to switch languages. An early start allows for more options.
- Ninth graders have fewer required courses than 10th and 11th graders, so World Language fits into their schedules with fewer conflicts.

Primary Language and Native Speaker 'e' Classes

Both primary language arts (.8s/.8c) and native speaker "e" classes are for students who have studied the language as a first language, and for students who have completed Dual Language Immersion courses in elementary and middle school. The difference is that primary language arts (.8s/.8c) might focus on advancing pre-existing literacy and oral skills while native speaker "e" classes might focus on teaching literacy to students who have oral proficiency. Students in primary language arts classes should have had formal education in the primary language whether in the home country or immersion. Students in

native speaker (“e”) classes should be able to speak target language but may not read or write it well, and may have had little formal schooling in that language. Few, if any, schools will offer .8s/.8c classes and those which do may offer them only in the content areas rather than within World Language. Students entering World Language at the 5e or .8s/.8c level or higher will have already satisfied the graduation requirement.

Appropriate World Language Placement

Placement into the right level of World Language may be determined through numerous measures, including but not limited to:

- The district has developed 8th grade placement tests in Spanish, Cantonese and Mandarin. Results of the placement tests are in Data Director.
- Schools may administer the final exams from the first-year or higher courses as a placement exam, or use other criteria. Passing such an exam at a “C” or higher would grant admission to the subsequent level. If a student were to place into World Language 5 or higher, then this student would have already satisfied the World Language graduation requirement.
- Students may take World Language 3/4 or higher if they passed World Language 1, 2, 3 & 4 in middle school with a grade of “C” or higher.
- Students may take World Language 5e or AP Language if they completed Primary Language Arts (.8s or .8c) classes in middle school (a.k.a Immersion).

Grades and Course Placement (assumes year-long sequences) for World Language

A “D” denotes that students have met the minimum knowledge for that course, in terms of graduation, though UC/CSU do not recognize “D” as a passing grade for meeting admissions requirements. A grade of “D” or higher in a sequential course requires that students advance to the next level. Students are unable to earn credit for the same course title twice. It is complicated when a student passes the first semester but fails the second semester. It is more important that the student continue to progress in the language in the fall without further interruption and not repeat courses in which they have already earned credit. Schools, that are able to offer the Language 2 or 4 courses in the fall, may be able to offer students the courses in sequence. (see Figure 7 & Figure 8)

Figure 7: World Language Course Sequence for Students Earning D's & F's—Year One

Fall Course	Grade	Spring Course	Grade	Next Fall
Language 1	D	Language 2	D	Language 3
Language 1	F	Language 2	D	Language 3
Language 1	D	Language 2	F	Language 3*
Language 1	F	Language 2	F	Language 1^

* If student fails language 3 in next fall, consider changing course to Language 2 in next spring.

^ The same language (*recommended*) or a different World Language (*not recommended*).

Figure 8: World Language Course Sequence for Students Earning D's & F's—Year Two

Fall Course	Grade	Spring Course	Grade	Next Fall
Language 3	D	Language 4	D	Language 5#
Language 3	F	Language 4	D	Language 5#
Language 3	D	Language 4	F	Language 5#
Language 3	F	Language 4	F	Language 3

Student must earn a C or higher in either Language 4 or Language 5 (or higher) in order to be UC/CSU eligible. In Spring, student may re-take Language 4 to become UC/CSU eligible or continue on

to Language 6, whichever will give the student the greatest opportunity to meet the UC/CSU requirement. Repeating Language 4 allows for a grade of D or F to be replaced by a C or higher.

Figure 9: SIS World Language Requirements Satisfied Screenshot

Student Record: _____ Counselor: _____ Rm: _____ Sem 2

1 Demographic 2 Contacts 3 Courses 4 Attendance 5 Programs 6 Confer 7 Health 8 Medical 9 Evals

Language Academy/Assessment		Educational Placement Center		Special Education	
Home Language	CC	Children's Center		Special Education	
Primary Language	CC	Program Type		Program Code	
Other Primary Language		Inter-District		SDC Beyond 18	
English Prof.	I-FEP	Gifted And Talented Education		Transportation	
LEP Date		Gate		Pupil Services	
REC Date:		Gate Referral		St.Placement Ref	
Dual Language Waiver		Transportation Services			
Bilingual Code		<input type="checkbox"/> AM Details			
Migrant Code		<input type="checkbox"/> PM			
Migrant ID Number		Results of Home Language Survey			
Prof Or Adv for ELA CST	N	Language Child learned when they began to talk.		CC	
World Language Requirements Satisfied		Language Child most frequently speak at home.		CC	
Satisfied Requirement		Language Parent/Guardian most frequently use when speaking with Child.		CC	
Level Satisfied		Language most often spoken by adults in the home.		CC	
Satisfied via		Instructional or Support Services			

Figure 10: Drop-down option for Satisfying World Language Requirements Screenshot

Student Record: _____ Counselor: _____ Rm: _____ Sem 2

1 Demographic 2 Contacts 3 Courses 4 Attendance 5 Programs 6 Confer 7 Health 8 Medical 9 Evals

Language Academy/Assessment		Educational Placement Center		Special Education	
Home Language	CC	Children's Center		Special Education	
Primary Language	CC	Program Type		Program Code	
Other Primary Language		Inter-District		SDC Beyond 18	
English Prof.	I-FEP	Gifted And Talented Education		Transportation	
LEP Date		Gate		Pupil Services	
REC Date:		Gate Referral		St.Placement Ref	
Dual Language Waiver		Transportation Services			
Bilingual Code		<input type="checkbox"/> AM Details			
Migrant Code		<input type="checkbox"/> PM			
Migrant ID Number		Results of Home Language Survey			
Prof Or Adv for ELA CST	N	Language Child learned when they began to talk.		CC	
World Language Requirements Satisfied		Language Child most frequently speak at home.		CC	
Satisfied Requirement	Yes	Language Parent/Guardian most frequently use when speaking with Child.		CC	
Level Satisfied	METGRADR20	Language most often spoken by adults in the home.		CC	
Satisfied via		Instructional or Support Services			
		APEXAM	AP Exam		
		PRINCERT	Principal certification (includes private school or other documents)		
		PRIORSCH	Two years formal schooling at 6th grade or higher in a non-English		
		SATII	SAT II		

Figure 11: World Language Recommended Course Progression Chart

SFUSD has created a Seal of Biliteracy as an endorsement on a student’s diploma to emphasize the importance of encouraging students to develop strong literacy skills in English and another language. To support the development of biliterate students, this World Language Course Progression chart recommends that students take advanced language courses beyond the graduation requirement or UC recommendation. *(Courses to the right of the thick black line indicate advanced courses beyond the requirement.)*

*Note: In the chart below, “World Language” means one specific language for all years. The “World Language” varies by school and includes but is not limited to Chinese (Cantonese & Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian, and Spanish.

“e” denotes Native Speaker courses; “H” denotes Honors

Previous World Language Background	Language Background	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Comments
	Native Speaker, educated in Language, Immersion, Native-Like, Biliterate	World Language 5e	AP World Language*	2 nd AP Course [^]		Already satisfied requirement; Taking AP to earn college credit and validate language ability with a national exam; Can start in AP in 9 th grade if ready (but will not earn UC honors credit, only college credit if exam passed).
	Some degree of bilingualism	World Language 3e	World Language 5e	AP World Language *		May have already satisfied requirement; May have oral but not literacy skills.
	Equivalent of two years of Language instruction	World Language 5-6 or 5-6 H	AP World Language *			Already satisfied requirement; May have taken World Language in Middle School or other program as a second language.
	Some degree of World Language instruction	World Language 3-4	World Language 5-6 or 5-6 H	AP World Language *		May have taken World Language in Middle School or other program as a second language.
	No experience in World Language	World Language 1-2	World Language 3-4	World Language 5-6 or 5-6 H	AP World Language *	Students could start World Language in 10 th grade, but then they would be unable to reach AP.

*If available in particular language;

[^]Available only for AP Spanish Literature (though .8c classes could be available)

‘f’ Visual and Performing Arts Requirement

SFUSD and UC/CSU require 10 credits of the same, year-long course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.

Physical Education

Students are required to earn 20 credits of physical education. It is recommended that each student pass the SFUSD Swimming Proficiency Test. Students must pass 5 of 6 sections of the Fitnessgram by the end of 10th grade to be eligible for a 2 year waiver in Physical Education for 11th and 12th grade. Students who fail to pass the Fitnessgram by the end of 10th grade will be required to re-enroll in PE until they pass the Fitnessgram. Failure to pass the Fitnessgram is not grounds for withholding a diploma.

Health & College and Career Education

Students are required to earn 5 credits of Health Education and 5 credits of College and Career Education. Normally these two semester courses are taken as a yearlong sequence. It is expected that students complete College and Career Education in 9th grade.

‘g’ Electives

Students are required to complete 50 elective credits, including advanced one-year courses in math, arts, English, lab sciences, world language, social sciences, ethnic studies or other courses. At least 2 semesters or 10 credits of electives must be UC a-g approved course.

Additional Information

Honors

UC grants honors points for GPA calculation only for courses taken in 11th and 12th grade, and for Advanced Placement courses taken in grade 10 or higher. A maximum of 8 honors points will be awarded on UC applications. Tenth grade students who have the necessary preparation to complete UC designated honors courses (i.e., those designed for 11th and 12th graders) will receive UC honors credit; however, they will receive credit for not more than two units of these courses completed in the tenth grade. Refer to the school's UC doorways a-g list to verify if a class has honors designation. If the student takes an honors class in 9th grade, it does not help them for UC/CSU eligibility.

Example: A student may take Honors Modern World, but this course will not count in the weighted GPA nor will UC count this course for Honors Credit.

UC also notes that “in addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit in each of the following subject areas only**: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. Most high school courses, which are not an AP or IB higher level course, shall be designated an honors level course only when there is a **regular course** offered in the same subject area at the same grade level.” AP classes, unlike honors courses, grant both honors credit for a UC application and college credit if students pass the AP exam with a high enough score to be recognized by their future college. Honors courses for World Language should be conducted exclusively in the target language.

CSU assigns extra points for up to eight semesters of approved honors level, International Baccalaureate (IB) and Advanced Placement (AP) courses taken in the last three years of high school: **A**=5 points, **B**=4 points, **C**=3 points. No more than two approved honors level courses taken in the tenth grade may be given extra points. A grade of D in an honors IB or Advanced Placement course does not earn extra points.

Validation

UC/CSU will honor course validation in the areas of World Language and Mathematics. When a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge in world language or mathematics, the student is presumed to have completed the lower-level course work.

UC/CSU World Language Validation

- Completing any approved UC/CSU A-G world language course level 4 or higher with a C or better will validate the two year world language requirement for UC/CSU
- This will also validate the SFUSD world language requirement for graduation

Examples: *Student completes Spanish 3 with an F and Spanish 4 with a C. That student has met the graduation requirement and UC/CSU requirement.*

Student taking at least one semester of a native language or AP language class meets the graduation requirement and the UC/CSU requirement.

UC/CSU Math Validation

Even though the UC/CSU will accept validation in mathematics students must earn 30 math credits (at least 20 credits in grades 9-12) in order to graduate, regardless of validation.

Examples of validation to meet UC/CSU requirements include:

- *The Algebra requirement is satisfied if the student earns a C or higher in Advanced Algebra 2.*
- *The Advanced Algebra requirement is satisfied if the student earns a C or higher in Advanced Algebra 2 but fails Advanced Algebra 1.*
- *Completing an entire year of Algebra II/Trigonometry with a C or better validates Geometry and all lower-level math courses.*
- *Geometry can be validated by a higher-level math course, which can be trigonometry, math analysis, pre-calculus or calculus.*
- *Completing pre-calculus with a C or better will validate all lower math courses.*

Similar to UC, if a student receives a C or higher in intermediate algebra course (Advanced Algebra, Advanced Algebra Honors), this will validate an F or D in algebra. However, the student still must earn 30 math credits to graduate.

Alternative Means for Meeting the Prescribed Course of Study

Online Courses

Students are eligible to take online courses if students:

1. need credit recovery (Grade of F in original course);
2. want to retake the course to obtain a better grade (Grade of D in original course);
3. want to take an academic course that is not offered at their school site; or
4. want to advance their academic exposure.

Students may only obtain credit on their transcript for online courses that have been reviewed and approved in advance by SFUSD's Curriculum and Instruction Office to ensure that the course meets content standards and is an approved provider by the UC Regents. Students must obtain written permission in advance from their school principal or his/her designee to take an online course. Students shall receive a maximum of 5 credits per online course. Online courses are subject to space limitations. Students enrolling in courses to meet imminent graduation requirements will be given priority.

Examples:

Modern World: Grade = "C" Cannot retake Online for a better grade
Modern World: Grade = "D" Can retake Online for a better grade

HARVARD ONLINE HIGH SCHOOL SFUSD CREDIT
(Provider not approved by SFUSD)

Middle School Courses and High School Transcript

Middle school Algebra, Geometry or World Language are considered high school courses and will be included on the high school transcript, if the following conditions are met:

- (1) Algebra or Geometry: the student must earn a "C" or higher and a "4" or "5" on the Algebra or *Geometry CST.
 - i. Algebra coursework must meet or exceed the rigor of the content standards for Algebra I as adopted by the State Board of Education.
 - ii. Each course will count for 5 credits per semester for a maximum of 10 credits for each course on the high school transcript. Note: Students who exercise this option shall still be required to complete two years of mathematics while enrolled in grades 9-12.
 - iii. These courses will satisfy the mathematics requirement for graduation and for UC eligibility.

*Geometry courses in middle school will be phased out beginning with the 2013-14 school year. Middle School students of extraordinary math ability may seek principal permission to exercise other alternative options from this list to take advanced math courses.

(2) World Language: the student must earn a “C” or higher. Middle school World Language units earned during 7th or 8th grade with grades of “C” or higher, will be transferred to the high school transcript.

- i. Each middle school year of introductory language is equivalent to one semester (5 credits) of high school language for a maximum of 15 credits on the high school transcript.
- ii. Each semester of a middle school Primary Language Arts course (.8s or .8c) will count for 5 credits for a maximum of 30 credits on the high school transcript.
- iii. These courses will satisfy World Language requirements for graduation and for UC eligibility.

Practical Demonstration of Skills and Competencies

Satisfying Math Requirement

Students may demonstrate proficiency in Algebra through examination. Students must consult with counselor or department chair to discuss options. Students who pass the algebra proficiency exam will still need to meet 20 credits of math for high school graduation. This option is generally used at continuation or county schools.

Satisfying World Language Requirement

Students who can demonstrate proficiency in a language other than English that is equal to or exceeding what is expected of students after two years of classroom world language study may be exempted from the World Language requirement for graduation. Given this provision, some students may graduate with 210 credits.

Figure 12: Background on UC LOTE Requirement

Minimum Performance Objectives. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. At this level, emphasis should not be on the ability to describe grammatical features of the language. In any language studied, the minimum performance objectives after two years of high school study should be the following:

- The ability to sustain a brief conversation on simple everyday topics demonstrating good use of the whole sound system (good pronunciation), and the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands
- Summarize orally and in writing the main points of a relatively simple reading passage not involving specialized vocabulary

NOTES: College prep courses in languages taken in 7th and 8th grades with grades of "C" or better may be counted toward the subject requirement. However, the principal of the high school from which a student graduates must certify on the transcript that the 7th and 8th grade courses are comparable in content to those offered at the high school. This certification is indicated by the high school awarding credits on the transcript for the 7th and 8th grade courses. Alternately, when an applicant has successfully completed advanced work in an area of sequential knowledge (mathematics, language other than English) with a grade of "C" or higher, the student is presumed to have completed the earlier course work even if the earlier courses do not appear on the student's academic record.

Certification of Competence in Language Other than English

The intent of the requirement is to ensure that freshmen have a minimal level of competence in a LOTE; this level corresponds to what is normally expected of a student who has completed two years of high school study with grades of "C" or better. Generally, bilingual students are considered to have met the requirement and may choose not to enroll in LOTE courses. These students may be better served by enrolling in additional electives or, if their English is limited, ESL. Students who elect not to take LOTE courses must certify satisfaction of the requirement by one of the following methods:

1. Earning a satisfactory score on a recognized test (such as an SAT II: Subject Test, Advanced Placement test or Higher Level International Baccalaureate exam) or a proficiency test administered by a UC campus or another university;
2. Two years of formal schooling at the sixth-grade level or higher with grades of "C" or better in an institution where the language of instruction is other than English;
3. In cases where the options above are not available, certification by the high school principal, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise.

World Language proficiency may be demonstrated as follows:

- a. A student may satisfy the UC/CSU LOTE admission requirement and SFUSD graduation requirement by earning a score of 3, 4, or 5 on the Advanced Placement test in French, German, Spanish or Latin (Chinese, Italian and Japanese are pending UC/CSU faculty approval; note: SFUSD will accept these for the graduation requirement) or a score of 5, 6 or 7 the International Baccalaureate A2 HL exam.
- b. A student may satisfy the UC/CSU LOTE admission requirement and SFUSD graduation requirement by earning an appropriate score on the SAT Subject Test: LOTE. Required scores by language are listed below. In addition, a student may satisfy the UC “g” Requirement (Three Years Recommended) by obtaining the score listed in parentheses. (Note: scores needed to pass may vary each year).
 - Chinese with listening 520 (570)
 - French/French with listening 540 (590)
 - German/German with listening 510 (570)
 - Modern Hebrew 470 (500)
 - Italian 520 (570)
 - Japanese with listening 510 (570)
 - Korean/Korean with listening 500 (550)
 - Latin 530 (580)
 - Spanish/Spanish with listening 520 (570)
- c. A student may satisfy the UC/CSU LOTE admission requirement and SFUSD graduation requirement by successful completion (Grade of “C” or higher) of a Subject Matter course taught in a language other than English (.8s or .8c) (*e.g., Biology taught in Chinese, US History taught in Spanish*).
- d. Exemption of World Language requirement for transferring 12th graders and second semester 11th graders – If a student transfers into SFUSD as a senior or second semester junior (150 credits or more) and s/he does not already have two years of a World Language s/he may have the World Language requirement waived by the principal. However, if the student has 150-230 credits and one year of World Language credit and the school offers the second year of the same language, then the student shall take the second year of the World Language. If waived, students should substitute the 20 credit world language requirement with other courses to meet the 230 credit graduation requirement.

Additional Options

Any additional credit earning options that are not discussed above may be discussed with and approved by counselor and principal and/or designee and the Chief Academic Officer.

Exemption for Students Receiving Special Education Services

If the student’s IEP states that the student is not required to take a World Language, then the student may be exempted from the World Language requirement. Students should substitute the 20 credit World Language requirement with other courses.

Requirement Satisfied through Principal Certification

In cases where the options above are not available, certification by the high school principal is permitted, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise. Please see Appendix A for “Principal’s Certification Form,” which must be completed and placed in the student’s cum file.

How to Record the Exemption and Satisfaction of the World Language Requirement

The Principal or designee should record the exemption or satisfaction of the requirement on the principal certification form (see appendix) and place in the student’s cumulative folder and select the appropriate exemption and satisfaction boxes in SIS under the programs tab. The transcript and scholarship record will note the exemption and/or satisfaction of the world language requirement.

Appendix

PLAN E—Foreign Born Students Ages 15 or Older Without Accessible Records

1. Plan E: Foreign Born Students Ages 15 or Older Without Accessible Records

The district shall provide eligible foreign born youth with an exemption for the full Plan A graduation requirements. Foreign-born students must still pass the CAHSEE to receive a high school diploma. CAHSEE exemptions for students with disabilities may be granted as outlined in Section B of Board Policy 6105.2. Students may take the CAHSEE after the 12th grade.

Eligibility Requirements:

A student is eligible to meet Plan E graduation requirements instead of Plan A if s/he meets the following criteria:

- i. The student is born outside of the United States.
- ii. The student is age 15 or older, based on the student's age as of December 2nd of the year entering school. Note: This date will be modified as follows in future years: The student is 15 or older as of November 1 of the 2012-13 school year; as of October 1 of the 2013-14 school year; as of September 1 of the 2014-15 school year and beyond.
- iii. The student has no accessible records, which include transcript, report card or equivalent.
- iv. The student has not earned any credits in a school in the United States.
- v. The district determines the student is not reasonably able to complete the district's Plan A graduation requirements in time to graduate from high school.

Counseling and Waiver Process:

Parents/Guardians and students who obtain a waiver to use Plan E will sign a written waiver notifying them that Plan E requirements will not satisfy the UC/CSU course requirements for admission, and will receive information about transfer opportunities through the California Community Colleges. The counseling and waiver process will be facilitated by the assigned counselor of the student and approved by the principal or designee. The waiver must be signed by the student and the parent/guardian. This must occur within 90 school days of the student's enrollment.

In determining whether the student is "reasonably able" to complete Plan A, the following will be considered:

1. Student proficiency and literacy in English and primary language
2. Student and guardian expectation of length of time student plans to remain in high school beyond the age of 18
3. Student and guardian's description of student's school performance history
4. Student and guardian's desire to obtain a waiver

I. Plan E Graduation Requirements

A. Eligible foreign born students must complete the following courses in order to graduate from high school, for a total of 180 credits:

1. History/Social Sciences—30 credits including US History, World History and American Government/Economics, though students may substitute one year of homeland history
2. English—30 credits though students may substitute one year of homeland language arts
3. Mathematics—30 credits, including algebra, geometry and intermediate algebra
4. Science—20 credits, including biological and physical sciences
5. World Language—20 credits, though students are likely to be eligible for a waiver of this requirement
6. Visual and performing arts—10 credits, including dance, drama/theater, music, or visual art
7. Physical Education—20 credits
8. Health Education—5 credits
9. College and Career Education—5 credits
10. College Preparatory Electives—10 credits

Plan E Protocol for Foreign Born Students 15 years or older with No Accessible Records Graduation Requirement

To enact Plan E of the Graduation Requirements policy for foreign born students 15 or older with no accessible records, please review the following procedures:

Educational Placement Center (EPC):

EPC Intake Counselor must:

- I.** Identify foreign born students 15 to 17 years old as of December 2nd of the entering year. (*date subject to change based on California law*)
- II.** Determine if student has accessible records.
 - A.** If student does not have his/her transcript, the student is eligible for Plan E. No unofficial or official transcript will be evaluated or created at the EPC.
 - B.** If student does not have his/her transcript but does have previous schooling, and would like to complete Plan A, the student may sign an affidavit which lists a maximum of 30 credits per semester for completed courses in grades equivalent to their high school age in the United States. Students signing affidavits will receive grades of C listed on their unofficial transcript. If the student is unable to produce official school records from their home country, the unofficial transcript will become official one year after initial enrollment and may not be changed. A student may not use credits from an unofficial transcript to satisfy the requirements under Plan E.
- III.** Document student's previous educational experience and prior schooling, if any. This documentation would not result in an official or unofficial transcript.
- IV.** Document student's proficiency and literacy in English and primary language (if possible).
- V.** Discuss the Plan E waiver with student and parent/guardian.
 - A.** Consult with student and his/her guardian to specify how long the student expects to remain in high school, beyond age 18. Students must be demonstrating satisfactory progress towards graduation to remain past age 18.
 - B.** Consult with student and his/her guardian to review the student's school performance history and if the student wants a waiver.
- VI.** For students reasonably able to complete SFUSD graduation requirements:
 - A.** Provide information about his/her educational options including Plan A College Preparatory Program compared to the reduced requirements of Plan E.
 - B.** Provide information about the coursework and academic progress needed for satisfactory completion of the Plan A graduation requirements, including the requirement to complete 40 credits of college preparatory English which includes 10 credits of either English Language Development 5/6 or 7/8, plus 30 credits of English Literature classes. Note: a foreign born student with accessible records may substitute 20 credits of Homeland Language Arts instead of English Language Arts.

- C. Explain the requirement to pass the high school exit examination under either Plan A or Plan E.

- VII.** For students not reasonably able to complete SFUSD graduation requirements:
 - A.** Provide information about his/her educational options including the reduced requirements of Plan E compared to Plan A College Preparatory Program.
 - B.** Provide information about the coursework and academic progress needed for satisfactory completion of the Plan E graduation requirements.
 - C.** Explain the requirement to pass the high school exit examination
 - D.** Explain that the reduced Plan E requirements will not satisfy the UC/CSU course requirements for admission to UC/CSU.
 - E.** Provide information about how students may gain admission to a postsecondary educational institution including starting at and transferring from the California Community Colleges to a four-year college.
 - F.** Provide the Plan E Notification Letter to student and guardian for signature.

- VIII.** Collect student/guardian signatures on Plan E waiver.

Receiving School

School Counselor must immediately:

1. File signed Plan E Notification Letter in student's cumulative file.
2. Note that student has signed the Plan E waiver in SIS and check for Plan E notation on transcript.
3. Program students in courses accordingly to Plan E graduation requirements
4. Change grade level in SIS to reflect 10th grade status, as the 50 credits from 9th grade will be exempted.

School Counselor should subsequently:

5. Monitor Academic Progress
 - a. If a student may reasonably complete the Plan A requirements, this may result in a change in Plan E exemption status.
 - b. Explain alternatives to assist student in continuing his/her education if he/she fails to meet graduation requirements of Plan E. These options shall include, but not be limited to, all of the following:
 - I. Enrolling in an adult education program
 - II. Enrolling in a community college
 - III. Continuing enrollment in the student's school district, possibly at a continuation school.

Plan E Waiver Letter for Foreign Born Students 15 years or older with No Accessible Records

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
555 Franklin Street, San Francisco, CA 94102

Date: _____ Student H0 #: _____

Student's Date of Birth: _____ Date Student Enrolled in District: _____

Dear Student _____ (insert name):

You are a foreign born student 15 years or older with no accessible records.

_____ We have determined that you will not be reasonably able to meet the graduation requirements under Plan A, therefore you are eligible for this waiver and will instead complete Plan E. Pending the passing of the required coursework under Plan E and the California High School Exit Exam, you will be awarded a diploma. This diploma will not be any different from the SFUSD diploma. However, you will not be eligible for admission to UC/CSU.

_____ We have determined that you will be reasonably able to meet the graduation requirements under Plan A, therefore you are not eligible for this waiver. A re-evaluation of your ability to reasonably meet the additional requirements may be completed upon request.

In exempting you from the District's additional graduation requirements, your ability to gain admission to a postsecondary educational institution may be affected. To meet the admission requirements for the California State University or University of California campuses, specific college preparatory courses are required for freshman admission, which are more extensive and rigorous than the state's minimum graduation requirements. For additional information about admission requirements, please see www.CaliforniaColleges.edu.

District Employee signature _____ Date _____
District Employee Name (Print) _____ Title _____

By signing this document, you are stating that (please check):

- I accept the Plan E Waiver. I understand what is required for graduation under Plan A and Plan E and post secondary options.

- I do not accept the Plan E. I understand what is required for graduation under Plan A and Plan E and post secondary options.

Student Signature _____ Date _____
Parent/Guardian Name _____ Signature _____ Date _____

SFUSD Student Application for Private School World Language Credit

STUDENT APPLICANT: It is your responsibility to complete this form, obtain the required signatures, obtain a transcript and official attendance records from the private language school and submit these documents to your high school counselor at least two weeks before the end of the semester in which you attended the private language school.

Part I: To be completed by the student and his/her parent

Legal Name of Student _____ HO# _____

Address _____ Date of Birth _____

SFUSD High School _____ Grade _____ Counselor _____

Are you currently enrolled in a Language course in your SFUSD high school? ___ Yes ___ No

If yes, What Course _____

Name of Private Language School _____

Title of Course _____ Language of Instruction _____

Course Starting Date _____ Course Ending Date _____

I have been enrolled in a private language school and am applying for World Language credit. I understand I will be granted credit because I have received a grade of "C" or better each semester, and have passed the final examination for the course I completed. The credit for the course will be under the name of the private school on my transcript.

Signature of Student

Signature of Parent/Guardian

Part II: To be completed by the Private School Principal

Name of Principal _____ Telephone _____

School _____

Address _____

Course Name/Level _____

Total Hours of Instruction Student Attended _____ Instructor _____

I certify that the student named above has been enrolled in this private language school and has completed the language course identified in Part I. This student has passed the final exam and earned a grade of C or better for the course. Attached is the private language school transcript to be given to the student's SFUSD high school before the end of the SFUSD semester. I have attached the student's attendance records certifying the total hours of instruction student attended. Students must complete a minimum of 60 hours per semester to earn 5 credits.

Signature of Principal _____ Date _____

Part III: To be completed by SFUSD High School Principal

I approve the application of the above-named student for World Language credit for private school language instruction in accordance with SFUSD Administrative Regulation _____.

Signature of Principal or Designee _____ Date _____

Printed Name of Principal or Designee _____

Part IV: SFUSD High School Counselor's Use Only. Counselor will enter credit onto student's official SFUSD transcript.

SFUSD Course Name _____ Course Number _____ Grade _____ Credits _____

SFUSD Course Name _____ Course Number _____ Grade _____ Credits _____

SFUSD Course Name _____ Course Number _____ Grade _____ Credits _____

SFUSD Course Name _____ Course Number _____ Grade _____ Credits _____

Principal's Certification: Satisfaction of World Language Requirement

In accordance with the Practical Demonstration of Skills and Competencies section of San Francisco Unified School District's Administrative Regulations 6105.2, this form may be used to document the Principal's Certification that a student has satisfied the World Language requirement without two years or 20 credits of coursework appearing on the high school transcript.

Students who can demonstrate proficiency that is equal to or exceeding what is expected of students after two years of classroom world language study may be exempted from the World Language requirements. Given this provision, some students may graduate with 210 credits. The district requirement is two years or 20 credits. However, the UC recommendation is three years or 30 credits of the same language. This form indicates the level at which the Principal is certifying the student's language proficiency.

The University of California's Counseling Manual for freshman admission gives this background on the UC Language Other Than English (LOTE) requirement.

Minimum Performance Objectives. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. At this level, emphasis should not be on the ability to describe grammatical features of the language. In any language studied, the minimum performance objectives after two years of high school study should be the following:

- The ability to sustain a brief conversation on simple everyday topics demonstrating good use of the whole sound system (good pronunciation), and the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands
- Summarize orally and in writing the main points of a relatively simple reading passage not involving specialized vocabulary

**PRINCIPAL'S CERTIFICATION
SATISFACTION of WORLD LANGUAGE REQUIREMENT**

Student's Full Legal Name: _____
(First) (Middle) (Last)

HO #: _____ Date of Birth: _____

As the Principal or Principal's Designee, I am certifying that this student has satisfied the World Language Requirement, at the level and by the method listed below:

Level Satisfied (check one):

- The student has satisfied the district and UC's two-year or 20 credits World Language Requirement and may graduate with only 210 credits. The student has met the UC/CSU requirement for Languages Other than English.
- The student has satisfied the three-year World Language Recommendation, the district's World Language requirement and may graduate with only 210 credits. The student has met the UC/CSU recommendation for Languages Other than English.

Method of Satisfaction (check one):

- Successful completion (Grade of "C" or higher) of fewer than 20 credits of a high school World Language course at level of the fourth semester or higher (*e.g., Spanish 4 or Chinese 4, Spanish 4e or Chinese 4e, or higher*).
- Successful completion (Grade of "C" or higher) of a Subject Matter course taught in a language other than English (.8s or .8c) in 7th grade or higher (*e.g., Biology taught in Chinese, US History taught in Spanish*).
- Advanced Placement or International Baccalaureate exam*
- SAT Subject Test*
- Two years of formal schooling at the sixth-grade level or higher with grades of "C" or better in an institution where the language of instruction is other than English.
- Placement into Chinese or Spanish 5, 5e or higher on the San Francisco Unified School District 8th Grade Chinese or Spanish Placement Test.
- Other: In cases where the options above are not available, certification by the high school principal, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise.

*** Student is responsible for submitting examination results directly to the college/university.**

Principal's Name: _____ School: _____

Principal's Designee's Name: _____ Position: _____

Principal or Designee's Signature: _____ Date: _____

World Language Requirement Satisfied Field in SIS

- In SIS this field is located in a student record under tab 5, programs tab.
- Must be completed anytime a student will not have a minimum of 10 credits (class of 2012/13) or 20 credits (class of 2014) on transcript from the World Language category.
 - › The following are the ways a student can meet the World Language Requirement without taking a course.
 - *SAT II Subject Test score*
 - *AP Exam*
 - *Prior Schooling*
 - *Principal Certification*
 - *IEP*
- How to complete the World Language Requirement section on SIS
 - › Go to Programs Tab- Bottom left column is titled “World Language Requirement”. There will be three fields
 - › Field One: Satisfied Requirement- Choose one
 - Yes
 - Exempt
 - › Field Two: Level Satisfied- Choose one
 - If Yes to field one: options for level are:
 - Met 10 (Choose this if using Principal Certification or Prior Schooling)
 - Met 20 UC Req (choose this depending on SAT II subject score or AP exam score, Principal Certification, or Prior Schooling)
 - Met 30 UC Rec (choose this depending on SAT II subject score or AP exam score, Principal Certification, or Prior Schooling)
 - If Exempt from field One: Option is:
 - Exempt IEP
 - › Field Three: (more details will be provided during administrative regulation training during counselor PD in January)
 - If Met 10 from field two: Options are:
 - Principal Certification
 - Prior Schooling
 - If Met 20 from field two: Options are:
 - AP Exam
 - SAT II Exam
 - Principal Certification
 - Prior Schooling
 - If Met 30 from field two: Options are:
 - AP Exam
 - SAT II Exam
 - Principal Certification
 - Prior Schooling
 - If Exempt IEP from field two: Option is:
 - Refer to IEP

Change of Course Form

San Francisco Unified School District

Student Name: _____ HO# _____

School _____

Semester and Year Class Taken _____

Subject	Sin#	Final Grade	Citizenship Grade	Absences	Credits
Course Dropped:					
Course Added:					

Indicate Reason for Change:

- ___ Student is enrolled in the incorrect course level.
- ___ Student is repeating a class that s/he has passed with a C or better.
- ___ Student and parent is requesting to drop the class because the student is not academically prepared.
- ___ Student is requesting to be placed in a higher level course.
- ___ Other reasons: _____

I approve this course change request. (Ed Code Section 49066) A grade given to a student is determined by the teacher of the course and is FINAL in the absence of clerical or mechanical mistake, fraud, bad faith or incompetency)

Teacher's Signature
(Course Dropped)

Teacher's Signature
(Course Added)

Counselor's Signature/Date
Signature/Date

Administrator

Edit Transcript Form

San Francisco Unified School District

(All edits to student transcripts must be approved by school principal)

Student Name: _____ School: _____

Course Name(s)	Sin#	Year	Semester	Grade	Credits

Indicate Reason for Edit:

___ Enter grades of new student from foreign or other non-SFUSD transcript

___ Enter community college course grade (*Students may receive credit for community college courses unless the same class is offered at the high school. In that circumstance, the student will only get community college credits.*)

___ Enter private foreign language course grade (*Students may receive up to 20 credits, at a maximum of 10 credits per year, for concurrent private foreign language instruction at schools approved by Multilingual Department.*)

___ Enter grade for summer courses taken at UC Berkeley Academic Talent Development Program or University of San Francisco Upward Bound Program

___ Grade change (*Requires teacher signature below UNLESS student can show clerical or mechanical mistake, fraud, bad faith, or incompetency. Teacher must be given opportunity, to the extent practicable, to orally and/or in writing state their reasons for giving the challenged grade, and be included in all discussions relating to grade change. Education Code 49066.*)

___ Enter grade for other type of class (check one) ___ distance learning (*WASC approved, standards-based and approved by Teaching & Learning Department*); ___ online course; ___ university course; ___ service learning; ___ independent study. (*See memo from SFUSD High School Assistant Superintendent for guidance on when to approve university, online, service learning and independent study classes*)

SFUSD SUMMER SCHOOL GRADES MAY ONLY BE ENTERED INTO A TRANSCRIPT BY THE SUMMER SCHOOL OFFICE, NOT BY SCHOOL SITE

I approve this edit transcript request. (*Supporting documents/transcripts are attached*)

Principal

Date

FOR GRADE CHANGE ONLY:

(*Teacher signature required UNLESS Ed. Code Sec. 49066 is satisfied*)

Teacher

Date

Sample Student Schedules

These sample student schedules suggest how students might complete both the graduation requirements and the courses required and recommended for UC admission under Plan A. These schedules assume a six-period day.

Figure 13: Schedule A—Student who does not require low levels of ELD

(with algebra credit but no previous world language credit or experience)

(includes Long-Term ELs, and non-ELs)

Class/Grade	9	10	11	12
Social Studies		World History	US History	Am Gov't/ Econ
English	9 th gr Eng (reg or .6)	10 th gr Eng (reg or .6)	Am Lit (reg or .6)	Eur Lit (reg or .6)
Math	Geometry	Adv Alg	Precalculus	AP Calculus
Science	Physics/ Conc Physics	Biology	Chemistry	
World Language	World Lang 1 & 2	World Lang 3 & 4	World Lang 5 & 6	
VAPA			VAPA 1 & 2	
PE	PE 1 & 2	PE 3 & 4		
Health/Career	Health/Career			
Other				2 additional courses

Figure 14: Schedule B—Newcomer EL who requires low levels of ELD

(with no algebra credit but previous world language credit/experience)

Class/Grade	9	10	11	12
Social Studies		World History	US History	Am Gov/ Econ
English	ELD Language 1/2	ELD Language 3/4	ELD Lang 5/6	3 Lit Classes
Math	Algebra	Geometry	Adv Alg	
Science		Physics/Conc Physics	Biology	
World Language	World Lang 5e & 6e or AP Lang	Has already met World Language Requirement. Could advance Primary Language or take other courses.		(AP Language)
VAPA			VAPA 1 & 2	
PE	PE 1 & 2	PE 3 & 4		
Health/Career	Health/Career (.8c/.8s)			
Other	ELD Reading 1/2	ELD Reading 3/4	ELD Reading 5/6*	1-2 other classes

* Some schools are considering double-blocking ELD Language 5/6 with European/English Literature .6 (SDAIE)

Figure 15: Schedule C—10th grade Newcomer EL who requires low levels of ELD
(with some previous credits)

Class/Grade	9 (taken in home country)	10	11	12
Social Studies	Homeland History* could substitute for 10 credits	World History	US History	Am Gov't/ Econ
English	Up to 20 credits Homeland Lang Arts* counts as b req for UC	ELD Language 3/4	ELD Language 5/6	2 Lit Classes
Math	Algebra	Geometry	Adv Alg	
Science	Some Science class	Physics/Conc Physics	Biology	
World Language	Has already met World Language Requirement. Could advance Primary Language or take other courses.			(AP Language)
VAPA				VAPA 1 & 2
PE		PE 1 & 2	PE 3 & 4	Health/Career
Health/Career				
Other	Elective credits	ELD Reading 3/4	ELD Reading 5/6	(1 other class)

*Students should take as many of the traditional SFUSD courses as possible before substituting Homeland History or Homeland Language Arts

Figure 16: Schedule D—Student receiving RSP services
(with no algebra credit)

Class/Grade	9	10	11	12
Social Studies		World History	US History	Am Gov't/ Econ
English	9 th gr Eng (reg or .6)	10 th gr Eng (reg or .6)	Am Lit (reg or .6)	Eur Lit (reg or .6)
Math	Algebra	Geometry	Adv Alg	Precalculus
Science	Physics/ Conc Physics	Biology	Chemistry	
World Language		World Lang 1 & 2	W Lang 3&4	World Lang 5 & 6
VAPA				VAPA 1 & 2
PE	PE 1 & 2	PE 3 & 4		
Health/Career	Health/Career			
Other	RSP Study Skills Class*	Start World Lang in 11 th grade if Study Skills class is needed.	RSP Study Skills Class*	Skip 4 th year of math & 3 rd year of WL if Study Skills class is needed.

* Some schools are considering alternatives for providing RSP services outside of a 5-credit RSP Study Skills class