



Chico Unified School District

1163 East Seventh Street, Chico, CA 95928-5999
(530) 891-3000

**Administrative
Regulation:**

#6146.1

Section: 6000

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HIGH SCHOOL GRADUATION REQUIREMENTS

Course and Credit Requirements

Consistent with District policy, to qualify for a Comprehensive High School diploma, the student will meet District-approved course and credit requirements. Students must earn a minimum of 235 credits. Commencing with the class of 2027, students must earn 250 credits. A course will be qualified to meet an academic area requirement when the course content and student objectives are in alignment with the content area framework state adopted standards. Courses will be qualified to meet academic area requirements via staff recommendations and Board of Education approval.

For the Comprehensive High Schools:

9th and 10th graders must take eight courses over two consecutive days, except when an anchor day is in place.

11th graders must take a minimum of six courses over two consecutive days.

12th graders must take a minimum of six courses over two consecutive days.

Credit Requirements

1. Comprehensive high school and Oak Bridge Academy graduates shall complete 250 semester credits in order to graduate.
2. If a student transfers in from a comprehensive school with a traditional six-period schedule, the student will be expected to complete the following credits:
 - a. Transfer in after 1-3 semesters 250 credits
 - b. Transfer in after 4-5 semesters 240 credits
 - c. Transfer in after 6-7 semesters 235 credits
3. If a student transfers in from a comprehensive school with a seven-period schedule, the student will be expected to complete the following credits:
 - a. Transfer in after 1-4 semesters 250 credits
 - b. Transfer in after 5-6 semesters 245 credits
 - c. Transfer in after 7 semesters 240 credits
4. Students graduating from Fair View High School or Oakdale School shall complete 235 semester units in order to graduate.

Diploma will be issued from the high school where the student has primary enrollment as a graduating senior. (See AR 6146.11 for policies regarding alternative credit towards graduation.)

- A. Mathematics: 30 credits **and the pupil must pass 10 credits of coursework that meets or exceeds the academic content standards for** or equivalent (Integrated Math 1) in any of grades 7 to 12. Regardless of when the Integrated Math 1 content standards requirement is met, students must earn 30 credits in mathematics during grades 9-12.
- B. English: 40 credits will be earned from the list of qualified courses for this academic area. The student will be continuously enrolled in qualified courses in this academic area in grades 9, 10, 11 and 12.



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- C. Science: 20 credits will be earned from the list of qualified courses for this academic area.
- 10 credits in life science
 - 10 credits in physical science
- D. Physical Education: 20 credits will be earned from the list of qualified courses for this academic area.
- Enrollment in 9th grade PE is required in addition to 1 PE course to be completed in any grade 10 through 12 (these units are not required to meet the continuation high school course of study). If the student is medically exempted from physical education during the 9th grade but not medically exempted from physical education during the 10th, 11th and 12th grade, the student will be required to meet the 20-credit physical education requirement. If a student is medically exempted from physical education in grades 9 through 12 and is not able to earn 20 credits, the student will not be required to earn physical education credits but will be required to earn elective credits in lieu of the physical education credits.
- E. Social Studies: 30 credits will be earned from the list of qualified courses in this academic area. Included in the 30 credits will be no less than:
- 10 credits in World History (10th grade unless waived by school principal)
 - 10 credits in U. S. History (11th grade unless waived by school principal)
 - 5 credits in American Government/Civics (To be taken in the 12th grade unless waived by school principal)
 - 5 credits in Economics ((To be taken in the 12th grade unless waived by school principal)
- F. Fine Arts/Foreign Language/Career Technical Education: 10 credits will be earned from the list of qualified courses as adopted by the Board of Education including American Sign Language or Career Technical Education.
- G. Elective: Adequate number of credits to attain a total of 250 credits. A maximum of 20 credits in work experience may be applied to the credit requirements.
- H. Health: 5 Credits in Health.
- I. Ethnic Studies: Beginning with the graduating class of 2030 - 5 credits must be earned in Ethnic Studies.

Graduation Requirements for Students Receiving Special Education Services

Students who are identified as students with a disability and have an Individualized Educational Plan (IEP) are required to meet the District's graduation requirements in order to receive a diploma. However, an IEP Team should provide services through the IEP process to provide students with an appropriate opportunity to pass required courses

- A. Differential proficiency standards and/or alternate means/modes of meeting or exceeding proficiency standards for graduation may be established by the IEP Team. The IEP Team should consider the following issues in determining what, if any, differential proficiency standards should be used for a specific student:
1. Student's prior performance in school.
 2. Student's performance on interim and/or terminal competencies.



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3. Student's ability level.
4. Student's current and projected level of achievement.
5. Student's historical and current health status.
6. Student's emotional and social behaviors.

- B. All students are required to complete a course in Algebra I (or its equivalent) prior to receiving a diploma of graduation from high school per Education Code 51224.5. Pursuant to Education Code 56101, school districts must request a waiver of the requirement for the successful completion of Algebra I (or its equivalent) for students with disabilities with an Individualized Education Program (IEP). The following is information to assist districts in preparing waiver requests.

All students may be included on the same waiver request when requesting a waiver of multiple students. List students to be included on the waiver without overtly identifying them (use an identifying number instead), and for each student, provide all of the information below:

1. For each student included in the waiver request, attach a valid, current IEP for each student. Highlight the areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
2. Highlight information from IEPs for all high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly algebra.
3. Highlight the specific assistance the district provided to the student, such as supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.
4. Copy of the transcript for each student.
5. Highlight all current and previous attempts at algebra and pre-algebra classes on transcript.
6. Highlight which assessment the district has used at the high school level for the student.

Blank out any names on all documents for confidentiality and use the same identifier on all documents for the same student so they can be reviewed together.

To prepare a waiver request of this type, use this form: Specific Waiver Form Waiver of Algebra I Graduation Requirement

Students who have a disability have the option of earning any of the graduation options available to all other CUSD students (i.e., Diploma or Certificate of Completion). Students receiving special education services should be directed toward the highest level of achievement appropriate for them taking into account their academic skills, ability level and handicapping condition.

Student Records and Transcripts

School principals are responsible for maintaining appropriate student records at the school level to verify each student's performance. These student records include, but are not limited to, the Mandatory Permanent Records as listed in the "CUSD Pupil Records Procedure."

A. Records of Transfer Students

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



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B. Transfers from Accredited Schools

Students transferring into the district 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.

C. Transfers from Non-Accredited Schools

When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Evidence that the course work completed is equivalent to similar courses offered in this district must be provided and shall be considered. The principal or designee at the enrolling school shall be responsible for determining which of the student's credits are equivalent to district requirements.

Students in grades K through 8 who transfer into the district without proof of having met the grade level proficiency standards in reading, mathematics and writing must take the appropriate standardized tests of these basic skills to facilitate proper placement. In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the course work completed by the student compared to academic content and time requirements at the enrolling school.
2. 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.
3. An opportunity for the student to demonstrate skill by his/her performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school.
4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course.

- D.** Diploma will be issued from the high school where the student has Primary enrollment as a graduating senior. (See AR 6146.11 for policies regarding alternative credit towards graduation.)

Appeals/Due Process:

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee.

Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision.

The Superintendent or designee shall schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It shall be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits.

The Superintendent or designee's decision shall be final.

Regulation Approved: 05/25/07; 09/19/13; 05/03/17; 09/18/23