High School Graduation Policy
BP 6146.1 Adopted 05/25/23 Revised: 06/11/26 v5

Clarksville Charter School ("School") is committed to helping every student complete a meaningful high school course of study and earn a diploma that reflects their hard work, growth, and readiness for life after graduation. Our goal, in partnership with our community, is to provide an exceptional and personalized learning experience that supports students as they prepare for college, career, and active participation in our society.

To support this mission, this Policy was reviewed and approved by the School's Board of Directors to establish the graduation requirements below. These requirements are designed to help students build the knowledge, skills, and real-world experiences they need to thrive. This includes developing strong character, effective communication, responsible citizenship, critical thinking, self-direction, teamwork, well-being, and productivity.

The school's course requirements are not aligned with the A-G requirements, which set the minimum standards for admission to California State University and University of California Colleges. Students who plan to apply to the California State University and/or University of California systems should consult with their High School Counselor to ensure that they meet all college admission requirements. Because the prescribed course of study may not accommodate the needs of some students, School will provide alternative means for the completion of prescribed courses as needed in accordance with State and Federal law and this Policy.

To determine whether students transferring into School have met course requirements, School's Executive Director will establish procedures to evaluate the comparability of the course and/or the students' understanding of the course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned. School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Students may also have the opportunity to earn state-recognized distinctions, such as the State Seal of Biliteracy, the State Seal of Civic Engagement, and the Golden State Seal Merit Diploma by going above and beyond the criteria outlined in state law and school procedures.

To meet the diverse needs of our students, and as allowed by law and our charter petition, the School may use alternative instructional models, flexible course sequencing, and competency-based pathways to help students meet graduation requirements.

The School shall comply with applicable state and federal laws governing graduation requirements, diploma eligibility, and protections for special student populations, except where a lawful charter exemption applies.

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

2029 - 2030 Cohort Credit Requirements (LEA)
Beginning with the 2029-2030 cohort, in compliance with AB 101, Ethnic Studies will be incorporated into the standard diploma requirements. To earn a Clarksville Charter School diploma, a student must earn **200 credits** and meet the subject-area requirements below.

Subject Area	Local Graduation Requirement	Credits
Social Studies	**6 semester courses**, must include: 1 year U.S. History, 1 year World History, 1 semester Government, 1 semester Economics	30
English	**6 semester courses**	30
Math	**4 semester courses** (Algebra 1 must be completed)	20
Science	**4 semester courses**, must include: 1 year Physical Science and 1 year Life Science	20
Visual & Performing Arts OR World Language	**2 semester courses** (may be met in either area)	10
Electives	**18 semester courses** (must include: 1 semester Ethnic Studies)	90
Total		**200**

Credit rollover rule: *Once a subject-area requirement is fulfilled, any additional credits in that subject area rolls into* ***Electives.***

i. AB 101 – Ethnic Studies Graduation Requirement
Beginning with students graduating in 2029-2030, students must complete one semester of Ethnic Studies to earn a California high school diploma.

ii. LEA Course Offerings
Beginning in the 2025-2026 school year, LEAs are to offer a one-semester Ethnic Studies course for grades 9–12.

iii. Fulfilling the Ethnic Studies Requirement
The Ethnic Studies requirement may be met through an eligible one-semester ethnic Studies course or an A-G approved course aligned with the state model curriculum.

iv. Local Credit Application
The Ethnic Studies course may be applied toward elective credit or another category if the course is approved and coded to meet that category.

2030 - 2031 Cohort Credit Requirements

Starting with the 2030-2031 cohort, in compliance with AB 2927, Personal Finance will be incorporated into the standard credit requirements. To earn a Clarksville Charter School diploma, a student must earn **200 credits** and meet the subject-area requirements below.

Subject Area	Local Graduation Requirement	Credits
Social Studies	**5 semester courses,** must include: 1 year U.S. History, 1 year World History, 1 semester Government	25
Personal Finance	**1 semester course**	5
English	**6 semester courses**	30
Math	**4 semester courses** (Algebra 1 must be completed)	20
Science	**4 semester courses**, must include: 1 year Physical Science and 1 year Life Science	20
Visual & Performing Arts OR World Language	**2 semester courses** (may be met in either area)	10
Electives	**18 semester courses** (Ethnic Studies must be completed)	90
Total		**200**

Credit rollover rule: Once a subject-area requirement is fulfilled, any additional credits in that subject area roll into Electives.

i. AB 2927 – Personal Finance Graduation Requirement

Beginning with students graduating in 2030-2031, students must complete a separate, stand-alone one-semester Personal Finance course (not combined with any other course) to earn a California high school diploma.

ii. LEA Course Offerings

Beginning in the 2027-2028 school year, LEAs are to offer a stand-alone one-semester Personal Finance course for grades 9–12.

iii. Economics Exemption

Beginning with students graduating in 2030-2031, students who complete the Personal Finance course will be exempted from the California state-mandated one-semester economics requirement under Education Code 51225.3.

College & Career Readiness

Starting with the 2030-2031 cohort, in addition to completing the 200 required credits, each graduate is expected to demonstrate College and Career Readiness through one of the approved pathways listed below. These readiness options were created to align with California's College/Career Indicator (CCI) and to better support students in their post-secondary goals.

This College and Career Readiness requirement does *not* replace the 200-credit diploma requirement. It is an added demonstration of readiness that can be met through multiple pathways (college-ready or career-ready), consistent with CCI "Approaching Prepared" definitions. The College and Career Readiness requirement shall be implemented in a manner consistent with applicable law and shall not operate to deny a student a diploma where prohibited by state or federal law.

Students may satisfy the CCR graduation requirement through either a college-readiness or a career-readiness option (meeting one is sufficient).

A. College-Readiness Options

- **Smarter Balanced Summative Assessments**
  Receive at least a score of Level 2 ("Standard Nearly Met") on both ELA and mathematics
- **College Credit Courses**
  Complete one semester (or two quarters, or two trimesters) of college coursework within high school with a grade of C- or better in an academic subject area
- **A-G Requirements**
  Meet all requirements for admission to a UC or CSU school

B. Career-Readiness Options

- **Leadership/Military Science**
  Complete two years of Military Science through the High School Virtual Academy (HSVA).
- **CTE Pathway**
  Complete a CTE Pathway with a grade of C- or better in the capstone course.
- **Transition Classroom or Work-Based Learning Experiences (available only to students who earn an alternative pathway diploma)**
  Complete at least 100 hours of work experience *or* the equivalent of four (4) semester courses of college and career exploration/preparation

C. Alternate Option

- **Exception Approval**
  - A student may complete an alternate project instead of the listed College and Career readiness options if it is approved by the student's academic team. The project may be portfolio-based or experience-based and must demonstrate readiness for college or career goals.
  - The student's academic team includes the Homeschool Teacher and High School Counselor.

- An exception may be approved only if the student has tried all other available options and is still unable to complete a College and Career readiness requirement before graduation.
- Exceptions will only be considered during the student's final year of high school and must be approved during the first Learning Period (LP) of that year.

Graduation Progress
Students will regularly meet with their High School Counselor to track graduation and College & Career Readiness progress.

A. Timing
The High School Counselor and Homeschool Teacher will review graduation and College & Career Readiness progress at a minimum:

- Once during the student's first year enrolled at our high school
- At the beginning of the student's last school year before graduation

Students who wish to graduate early will need to discuss their early graduation plans before the start of Grade 11 to ensure they are on track for graduation and College & Career Readiness requirements.

The High School Counselor will complete a final verification prior to graduation clearance.

B. Student Support
Students not yet on track to meet graduation and College & Career Readiness requirements will be provided:

- An updated graduation planner
- Counseling on the quickest available qualifying College & Career Readiness options

Differential Graduation and Competency for Students with Disabilities

School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities.

Exemption for Students with Disabilities

Notwithstanding any other law, School shall exempt an individual with exceptional needs who entered tenth (10) grade in the 2022-23 school year and later, from the School's local graduation requirements, including

the 200-credit requirement and College and Career Readiness requirement, if the student's IEP provides for the following:

A student shall be eligible for such exemption if the student's IEP provides all of the following:

- The student is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.; and
- The student is required to complete state standards-aligned coursework to meet statewide graduation requirements, specified in Section 51225.3.

A student who meets the above criteria shall be exempted from local graduation requirements and shall be awarded a diploma of graduation from high school that conforms with minimal state graduation requirements pursuant to Education Code Section 51225.3 (CA State Minimum Requirements Diploma). The award of a CA State Minimum Requirements Diploma does not change School's obligation to provide a free appropriate public education ("FAPE") or otherwise constitute a change in placement

Before a student with exceptional needs begins grade 10, the IEP team shall determine whether the student is eligible for this exemption and shall notify the parent/guardian of such determination prior to the completion of the student's second year of high school whether the student may be eligible to graduate with the CA State Minimum Requirements Diploma.

Any student who meets the criteria as stated above for a CA State Minimum Requirements Diploma shall be eligible to participate in graduation ceremonies and related activities, and shall be permitted for any student with a disability, regardless of whether the student has completed all local graduation requirements, consistent with federal and state law. Participation in such activities shall not be construed as termination of the provision of a free appropriate public education (FAPE). Nothing in this section shall be interpreted to limit the authority of the IEP team to determine appropriate goals, services, or graduation pathways for the student in accordance with applicable law.

Partial Credits for Special Student Populations

Students in foster care, students experiencing homelessness, former juvenile court school students, children of military families, migratory students, and newcomer students shall be awarded full or partial credit for coursework satisfactorily completed at another public school, charter school, juvenile court school, nonpublic, nonsectarian school, or school outside of the United States, in accordance with Education Code. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course, but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of School, School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of

enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

2. The credits and grades for each school and local educational agency are listed separately so it is clear where they were earned.
3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster/Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

The School shall request and transfer student records, including credits and grades, within two business days, as required by law.

A student shall not be prevented from retaking or taking a course to meet eligibility requirements for admission to the California State University or University of California.

Complaints regarding noncompliance with this section may be filed pursuant to the School's Uniform Complaint Procedures.

Reduced Requirements for Foster and Highly Mobile Students

School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, students experiencing homelessness, a former juvenile court school student, a student who is a child of a military family, a student who is migratory and or a student participating in a newcomer program, if applicable, (" Highly Mobile Youth") shall be provided protections in accordance with the Education Code.

For purposes of this section, "local graduation requirements" include the School's 200-credit requirement and College and Career Readiness requirement.

A Highly Mobile Youth who transfers into the School after the completion of the student's second year of high school or is participating in a newcomer program, if applicable, and who is unable to complete

the School's course requirements as defined above by the end of the student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to School's graduation requirements, School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete School's course requirements. School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the School's complete policy is available through the School's Governance website.

American Indian and Alaska Native

American Indian and Alaska Native students, including students participating in tribal education or cultural programs, shall be afforded equal access to all graduation pathways, supports, and protections available under state and federal law. The School shall coordinate, when appropriate, with tribal agencies, educational liaisons, or community organizations to support educational stability and student success.

Certificate of Completion

The School's Executive Director or designee shall award a certificate of completion instead of a high school diploma if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the School's Board of Directors.
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

The School's Executive Director or designee shall ensure that a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the School's Executive Director or designee shall ensure that the student will continue to have access to special education-related supports and services until the student meets the School's criteria to receive a high school diploma or until age 22.

Whether a student receives a certificate of completion or a diploma is confidential. School does not

inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

Retroactive Diplomas
The School may retroactively grant a high school diploma to eligible former students in accordance with the Education Code.

A retroactive diploma may be granted to a former student who has not received a high school diploma if they meet the following conditions:

- Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided the student was in good academic standing at the time of departure.
- Entered military service while in grade 12 and had satisfactorily completed at least the first half of the required coursework for grade 12; or
- Was in their senior year during the 2019–2020 school year, was in good academic standing and on track to graduate as of March 1, 2020, and was unable to complete graduation requirements due to the COVID-19 pandemic.

For purposes of this section, a student may be considered to have departed California against their will if the student was subject to a lawful order or action by a court or government agency, including but not limited to transfer of custody, removal from the state, or actions taken pursuant to federal immigration law, or other circumstances consistent with the Education Code.

In determining whether to award a retroactive diploma, the School's Executive Director or designee shall consider coursework completed in other educational settings, including schools outside of the United States, online programs, or virtual courses.

Honorary Diplomas
The School Board of Directors may grant an honorary high school diploma to:

- An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country after one academic year and has completed 40 credits; or
- A student who is terminally ill.

Honorary diplomas shall be clearly distinguishable from standard diplomas awarded by the School.

Extended Opportunities for High School Coursework Completion

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school, School shall:

1. Exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements;

2. Provide the opportunity to complete the statewide coursework required for graduation, if the student is not on track to graduate. This may include, among other opportunities for completion of the coursework, a 5th year of instruction.

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully failed to return upon demand of an employee any property loaned to the student, and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. School shall notify the parent/guardian/ERH of the student in writing of the student's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian is unable to pay for the damages or return the property, School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 200 credits as described above.
2. Completion of the state minimum credits for special populations (Exempted students with disabilities, qualified foster or highly mobile students).
3. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.
4. Eligibility for a Certificate of Completion, consistent with this Policy.
5. Completion of the Adult Transition Program.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizenship consistent with the School's Student Code of Conduct in the Parent/Student Handbook. The Executive Director or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable, their parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privileges are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with School policies pertaining to student conduct.

The School's Executive Director or designee may require graduating students to wear ceremonial attire, such as a cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony.

Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance (as determined by the student and the student's family) as an adornment at the graduation ceremony or related school events.

School will adhere to the following:

1. School shall not require a pre-approval process for a student to exercise their right to wear an adornment as described above.
2. Any such adornment may be worn *in addition to* (not instead of) the traditional cap and gown. However, a student will not be required to wear a graduation *cap* if the cap is incompatible with the adornment.
3. Any accessory, object, or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted.

Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.