

Alternative Pathway to Diploma

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Today's Outcome:

parents will have an understanding of the available diploma options, the criteria for eligibility, and the course of study used in transition planning.

Agenda

- Timeline of changes
- Alternative Pathway Diploma Requirements
- Curriculum changes
- IEP Team Consideration
- Transition Planning

Timeline of changes



Alternative Pathways Workgroup Report

Published October 2021

51225.3 (b)

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

56345 (b)(1)

(b) If appropriate, the individualized education program shall also include, but not be limited to, all of the following:(1) For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the prescribed course of study of the district and to meet or exceed proficiency standards for graduation.

Alternate Pathways Workgroup Report

- Vision: “...that all students with disabilities, including students with significant cognitive disabilities, should enter high school knowing they have the opportunity to earn a high school diploma.”
- Identified three “groups” of students
 - Group 1: Significant cognitive disabilities
 - Group 2: Moderate support needs
 - Group 3: Majority of students with disabilities

22-23 Budget Trailer Bill [51225.31](#)



51225.31. (a) (1) Notwithstanding any other law, a local educational agency **shall** exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.

51225.31

Students with exceptional needs, who **entered ninth grade in the 2022–23 school year** or later, attending a school district, county office of education, charter school, or state special school **can graduate from high school through a newly defined diploma pathway** by meeting the following criteria as referenced in the student’s individualized education program:

1. The student is eligible to take the **California Alternate Assessment**, and
2. The student is required to complete **state standards-aligned coursework** to meet statewide course requirements.
3. Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1))

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to **statewide coursework requirements**.

51225.31 FAPE Ongoing Eligibility

(2) In accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education until age 22, or otherwise constitute a change in placement.



	Entered 2022-23	Entered 2023-24	Entered 2024-25	Entering 2025-26
2022-23	9th Grade			
2023-24	10th Grade	9th Grade		
2024-25	11th Grade	10th Grade	9th Grade	
2025-26	12th Grade	11th Grade	10th Grade	9th Grade
2026-27	12th Grade	12th Grade	11th Grade	10th Grade
2027-28	12th Grade	12th Grade	12th Grade	11th Grade
2028-29	12th Grade	12th Grade	12th Grade	12th Grade
2029-30	12th Grade	12th Grade	12th Grade	12th Grade
2030-31		12th Grade	12th Grade	12th Grade
2031-32			12th Grade	12th Grade
2032-33				12th Grade

FUHSD Actions

22-23

Research policies

CDE Outreach

County Outreach

23-24 CAA Decision Making Tool

Part A - Determining Initial Eligibility

Part B - Significant Cognitive Disability

- Conceptual Domain
- Social Domain
- Practica Domain



Part C - Individualized Instruction, substantial support, age-appropriate curriculum

Part D - Additional Concerns

FUHSD Actions

23-24

Training

Align with county programs

Explore curriculum options

Develop Course of Study

FUHSD Actions

24-25

Curriculum Implementation

IEP goal alignment

**Responding to updated legislative changes
(51225.32 Exemption)**

Alternative Pathway Diploma Requirements



Assembly Bill 181 (Ca. Educ. Code § 51225.31)

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LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to **statewide coursework requirements**.

What is CAA



The CA Alternate Assessments (CAA) for English language arts/literacy (ELA), mathematics, and science were developed by the California Department of Education (CDE) to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CA CCSS) and the California Next Generation Science Standards (CA NGSS).

In addition, the CAAs are aligned with grade-level content and are part of a curriculum and assessment cycle, which is accomplished through a linkage between the CA CCSS and the CA NGSS and their respective Core Content Connectors.

Who Takes CAA

Students identified with a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life.

CA Alternate Assessment Decision Making Tool

Part A - Determining Initial Eligibility

Part B - Significant Cognitive Disability

- Conceptual Domain
- Social Domain
- Practica Domain



Part C - Individualized Instruction, substantial support, age-appropriate curriculum

Part D - Additional Concerns

	Authority	Student Groups	Standards	Eligibility	Outcome
California/ FUHSD Graduation Requirements	Education Code 51225.3	All students, including those with disabilities	State Standards	Upon receiving diploma, exits IDEA and no longer eligible	Diploma of graduation from high school
	SB 154	Students with disabilities, but may exclude those who take Alternative Assessment (official clarification needed)	State Standards, but may use alternative coursework and performance tasks to demonstrate completion of state graduation requirements	Upon receiving diploma, exits IDEA and no longer eligible	Diploma of graduation from high school
Alternative Diploma Pathway	Education Code 51225.31	Students with disabilities who are eligible for the alternate assessment	Standards Aligned Coursework	Eligible under IDEA until age 22	Diploma of graduation from high school
Certificate of Completion	Education Code 56390-56392	Students with disabilities	Attends classes and courses, based on their IEP	Eligible under IDEA until age 22	Certificate of Completion

CA High School Diploma Requirements

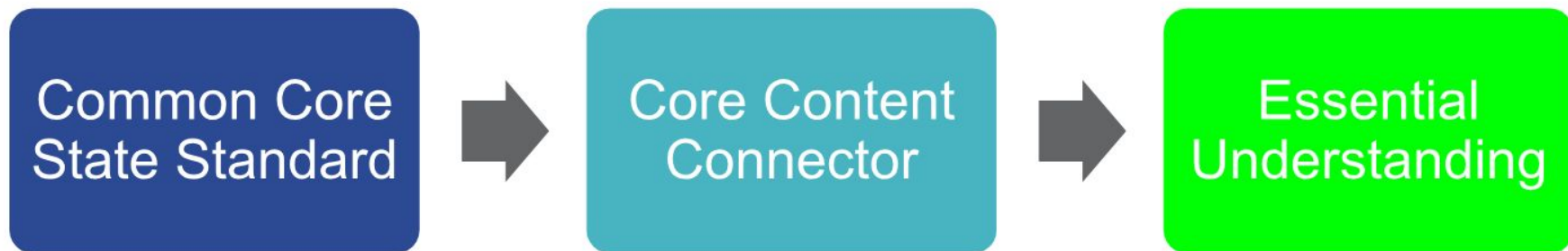
- 3 Courses - English
- 2 Courses - math (including Algebra I)
- 3 Courses - social science (same as District)
- 2 Courses - science (same as District)
- 2 Courses - physical education (same as District)
- 1 Course - world language, arts or career technical education.
- 1 Course - Ethnic studies in 2025-26 (29-30 grad class)

	State Minimum	FUHSD District Standards
English	30	40
Math	20 (Inc Algebra)	20 (Inc Geometry)
US History	10	10
World History	10	10
Science (1 life, 1 physical)	20	20
Government/Econ	10	10
Physical Education	20	20
VAPA/World Language	10	20*
Applied Acad		10*
Electives		60
Total	130	220

Curriculum Changes



Common Core State Standards



Core Content Connectors (CCCs) identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets

Instructional Approach

Traditional Pathway	Alternative Pathway
Common Core State Standards	Essential Understandings derived from the Common Core State Standards
Course Example: American Literature 11 th Grade	<ul style="list-style-type: none">• American Literature 11th Grade (via inclusion) or• Fundamentals of American Literature 11th Grade (via an SDC program)
11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11-12.RI.2 Essential Understanding Identify the central idea or key detail of a text.
Assessed with CAASSP	Assessed with CAA

Sample CCC – ELA

Common Core State Standard	Core Content Connector	Essential Understanding
<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11–12 reading and content, choosing flexibly from an array of strategies.</p> <p>11-12.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Use context as a clue to determine the meaning of a word in text</p>

TeachTown

K-12 standards-based, adapted core curriculum

Special education curriculum software that offers students with moderate to severe disabilities equitable and inclusive access to the general education curriculum and the individualized interventions that support their success.

FUHSD Actions

24-25

Aligning Instruction in FUHSD

- Content areas
- Summer work
- Professional Development with Curriculum

ALTERNATE PATHWAY TO A DIPLOMA

YEAR 1

ENGLISH ESSENTIALS
Language
Informational Text
Literature
Speaking & Listening
Writing

SCIENCE ESSENTIALS

SOCIAL SCIENCE ESSENTIALS

MATH ESSENTIALS
Functions
Number & Quantity
Statistics & Probability

PE

ELECTIVE

YEAR 2

ENGLISH ESSENTIALS
Language
Informational Text
Literature
Speaking & Listening
Writing

SCIENCE ESSENTIALS/LIFE

**SOC. SCIENCE ESSENTIALS/
WORLD HISTORY**

**MATH ESSENTIALS/
ALGEBRA WORKSHOP**

PE

**FINE ART/WORLD
LANG./CTE**

YEAR 3

ENGLISH ESSENTIALS
Language
Informational Text
Literature
Speaking & Listening
Writing

**SCIENCE ESSENTIALS/
PHYSICAL**

**SOC. SCIENCE ESSENTIALS/
U.S. HISTORY**

**MATH ESSENTIALS/
ALGEBRA 1**

**CTE ESSENTIALS/
MARKETING**

WA1/TPP

YEAR 4

ENGLISH ESSENTIALS
Language
Informational Text
Literature
Speaking & Listening
Writing

**SOCIAL SCIENCE ESSENTIALS/
U.S. GOV. & ECONOMICS**

MATH ESSENTIALS

ELECTIVE

**CTE ESSENTIALS/
BUSINESS & FINANCE**

WA1/TPP

IEP Team Consideration



What should the IEP team consider?

What should the IEP team consider?

To determine whether the Smarter Balanced and CAST or the CAAs are appropriate for a particular student, the IEP team should consider the following information:

- The student's curriculum and instruction, including data on progress
- Classroom work samples and information from parent conferences
- Examples of performance on assessments to compare with classroom work
- Results of district wide assessments

What should the IEP team consider?

What should the IEP team consider?

- IEP information from multiple sources, including:
 - Present levels of academic achievement and functional performance
 - Assessment results
 - IEP goals
 - Short-term objectives
 - Transition planning

Is This Pathway Appropriate For Your Student?

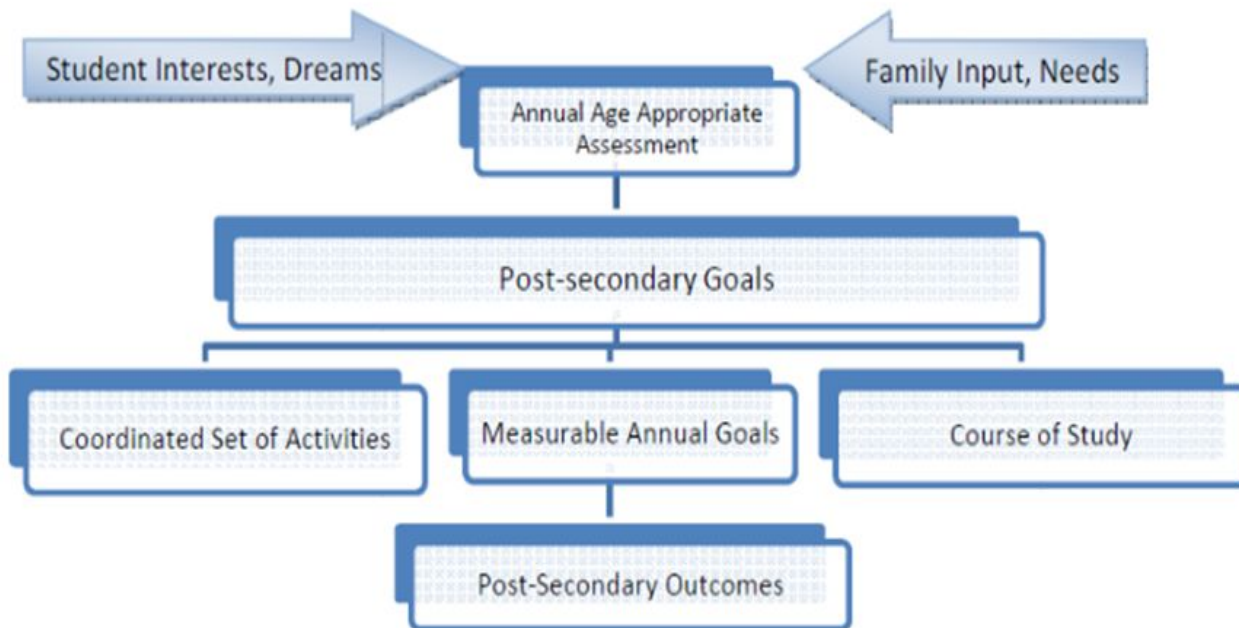
What should the IEP team consider?

- Will the student have enough time to complete to required courses in the Alternate Diploma Pathway?
- Will taking the courses required for the Alternate Diploma Pathway be too restrictive for the student's schedule?
- When is the right time for an IEP team to discuss the Alternate Diploma Pathway?

Transition Planning



How to Construct the Transition Individualized Education Program



[How to Develop a Transition Plan](#)

Transition Planning:

- **Identifying possible “postschool outcomes” as a part of the IEP process.**
- **Developing and writing a “statement of transition service needs,” which is a course of study.**
- **Developing and writing a “coordinated set of activities” within the “statement of needed transition services.”**

Four Year Course of Study

Courses of study are defined as a multi-year description of all coursework to achieve the student's postsecondary goals, **from the current year to the anticipated exit year**. The course of study should be a list of classes rather than a statement of instructional program.

What about the transcript?

May a student's transcript indicate that the student participated in a modified curriculum?

Yes. The purpose of the transcript is to present an accurate picture of a student's coursework. If the curriculum content has been modified, the transcript may reflect that modification through some type of symbol or code that indicates that the student received modified grades or completed work at a lower grade level. The explanation of the symbol or code can not indicate that the student has a disability or that the student is in special education.

Post-Secondary in FUHSD

- Bridges
- Lyncs
- SOAR
- Wings

FUHSD will continue to offer FAPE for students based on age of majority laws.

Post-secondary programs are optional for students.

Action Needed?

What grade is your student enrolled?

What courses and credits are already on the transcript?

What are your student's hopes, interests and goals for life after high school?

Talk to the teacher, team, your student and plan questions for your next IEP meeting.

Thank you