



Diploma and Graduation Requirements

Folsom-Cordova Unified School District/SELPA

Presenter: Hunt Lin, Program Coordinator

September 18, 2024



AGENDA

1. Options for graduation and the District's requirements
2. Alternative Pathway to the High School Diploma
3. Equipping parents for the IEP meeting



OPTIONS FOR HIGH SCHOOL STUDENTS

- Completing classes that meet the district's requirements for regular high school diploma (including A-G) 220 units
- Completing classes to meet the state's minimum 130 units
- Earning a High School Equivalency credential by passing the HiSET examination
- Eligible Students may be awarded the Certificate of Completion by completing a prescribed alternative course of study or meeting the IEP goals as determined by the IEP team
- Eligible Students may complete state standards aligned coursework for the Alternative Pathway to High School Diploma



GRADUATION REQUIREMENT

STATE MINIMUM (130 total)

- English 30
- Math 20
- US History 10
- World History 10
- Science 20
- Gov/Econ 10
- PE 20
- VAPA/World Language 10
- Electives 0

DISTRICT MINIMUM ((220 total)

- English 40
- Math 30
- US History 10
- World History 10
- Science 20
- Gov/Econ 10
- PE 20
- VAPA/World Language 20
- Electives 60



ALTERNATIVE PATHWAY TO HIGH SCHOOL DIPLOMA

Provide qualified students with significant cognitive disabilities the opportunity to earn a regular high school diploma and continue to receive special education programs and related services until 22 years old.



VALUES OF A HIGH SCHOOL DIPLOMA

- Many competitive employment opportunities (i.e., stocker, customer service, repair worker; fast food) prefer/require a high school diploma or its equivalent
- According to FCUSD's reporting year 2023, California Dashboard shows Students with Disabilities graduation rate of 75%



FACT AND FEEDBACK

- FCUSD's high school graduation requirements exceed California State's high school graduation requirements and this makes it more difficult for students with disabilities to earn a high school diploma.
- Parents of children with cognitive disabilities have been advocating for the opportunity to earn a regular high school diploma instead of the certificate of completion.



REGULATIONS

According to the California Department of Education's Official Letter, dated March 29, 2024 and California Education Code Section 51225.31

All three criterias must be met to qualify a student for the alternative pathway to a high school diploma:



THREE REQUIREMENTS:

- Student with IEP who was enrolled in high school during the 2022-2023 school year or later.
- Student with IEP who is eligible (“qualifies”) to take the California Alternate Assessment.
- Student with IEP who is completing state standards-aligned coursework to meet statewide course requirements.



Student with IEP who was enrolled in high school during the 2022-2023 school year or later.

On June 29, 2024, CA Ed Code Section 51225.32 amended Section 51225.31 - *To include all qualifying students enrolled during to 2022-2023 school year and not just limiting to the incoming ninth graders.*

This includes qualified students who were enrolled as a tenth, eleventh and twelfth grade.



Student with IEP who is eligible (“qualifies”) to take the California Alternate Assessment

The IEP team determines an individual student’s eligibility to participate in an alternate assessment.

The IEP team may use the Alternate Assessment Participation Decision-Making Tool to determine if an alternate assessment is appropriate for the student.



REMEMBER

- The CAA for ELA and mathematics is to provide an annual measure of what students know and can do using the alternate achievement standards. These standards are aligned with the Common Core State Standards for ELA and mathematics.
- The CAA is for the student with significant cognitive disability and not able to take the general California Assessment of Student Performance and Progress (“CAASPP”).



Student with IEP who is completing state standards-aligned coursework to meet statewide course requirements.

- The state has not provided Local Educational Agency (“district”) clear guidance with what are acceptable evidence for students to demonstrate their proficiency of course content.
- CDE, in partnership with WestEd are working on a new statewide initiative called Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities. This project will help all students with and without disabilities.



SPECIAL EDUCATION (“SPECIALLY DESIGNED INSTRUCTION”)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- (i) To address the unique needs of the child that result from the child’s disability; and
- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.



THINGS TO KNOW AND REMEMBER

- The intent of the Alternative Diploma Pathway is to provide our students with significant cognitive disabilities the equal opportunity to be issued a high school diploma. The IEP team needs to decide what support and adaptations are necessary to make this happen.
- N2Y and TeachTown alternative curriculum are aligned to meet California's Diploma Pathway requirements.



THINGS TO KNOW AND REMEMBER

- Students who are issued the high school diploma thru the alternative pathway are entitled to special education program and related services until they age out at 22 years old.
- The Certificate of Completion is still an option for students, but it may be going away in the future.



THINGS TO KNOW AND REMEMBER

- The high school diploma will look the same for a student who graduated through the general path and through the alternative pathway.
- The transcript will not identify the student as a person with a disability (FERPA). However, it may identify that the student participated on modified coursework.



THINGS TO KNOW AND REMEMBER

- IEP goals have always been aligned to state-standards.
- While new course outlines may be adopted, the students will continue to receive instruction on goals aligned to the state-standards.



THINGS TO KNOW AND REMEMBER

- The Transition Plan for your child is the starting point!
- Annual Age-Appropriate Assessment
 - Student interests and family input
- Post-secondary goals (Education/Training; Employment; Independent Living
 - Coordinated set of activities (“transition services”)
 - Measurable annual goals
 - Course of study
- Post-secondary outcomes



UPCOMING EVENTS

October 30, 2024

Community Advisory Committee Presentation “Adult Transition
Ages 16 - 22: How to Plan Early”



SPECIAL THANKS

In preparing for this presentation, I consulted with Stephanie Coleman from Sacramento County Office of Education and Wendi Aghily from Mount Diablo Unified School District/SELPA