

FREMONT UNION HIGH SCHOOL DISTRICT

ACADEMIC COMMUNITY TRANSITIONS PROGRAM (ACT)

January 27, 2026

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Paula Mockler – Transition Program Specialist

The moment your students walk through FUHSD doors, we are thinking about the moment they will leave...and planning for it.

AGENDA

1. What is articulation?
2. Continuum of supports
3. Course of Study Options
4. Review of ACT Programs in the FUHSD
5. Articulation Order of Events
6. FUHSD Residency Process
7. Articulation Process

What is Articulation?



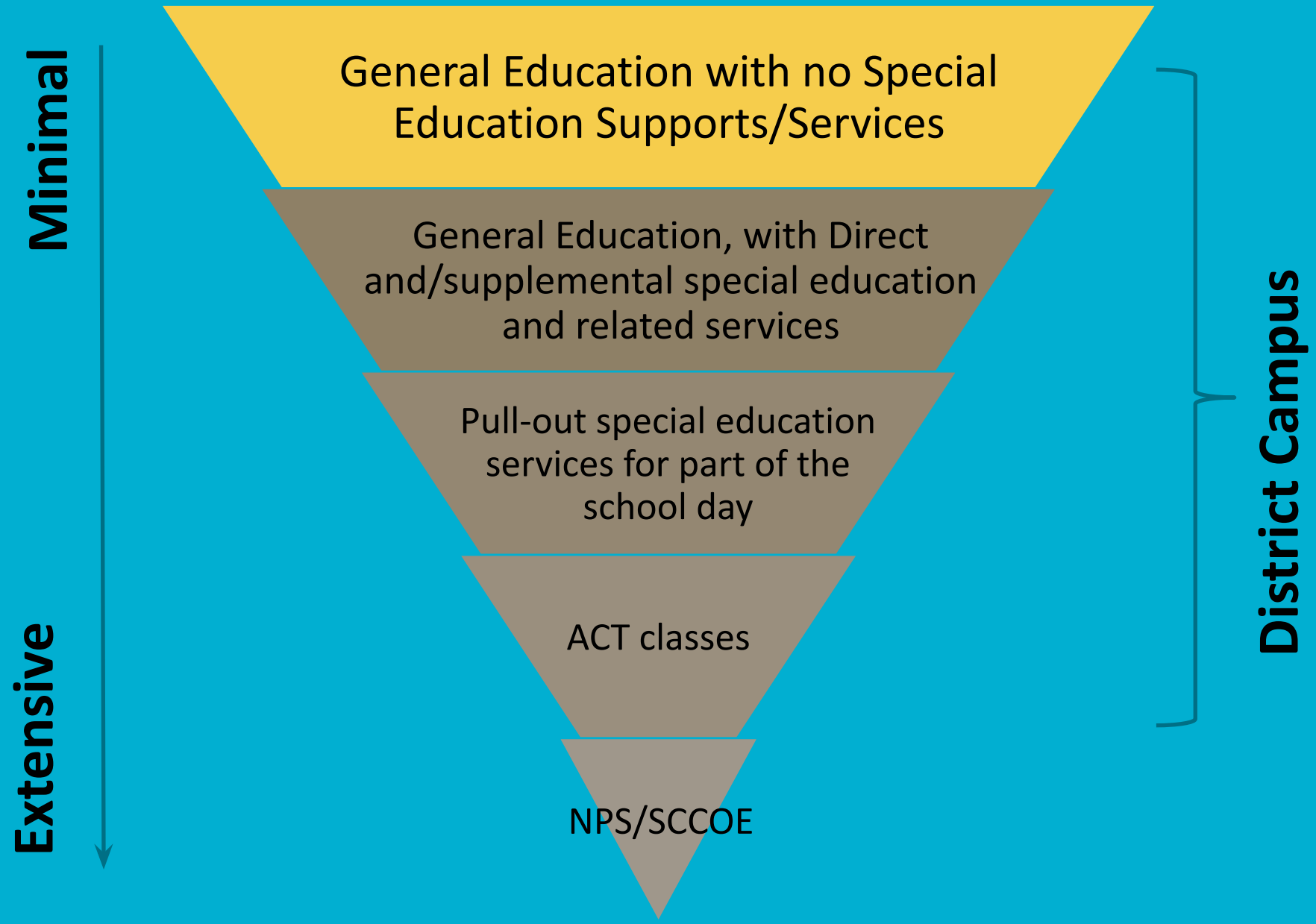
Students who receive Special Education prepare for high school through the IEP process.

- Proposed services are driven by the ***current*** IEP.
- We hold an IEP to determine educational supports and services.

CUSD and SESD are not FUHSD

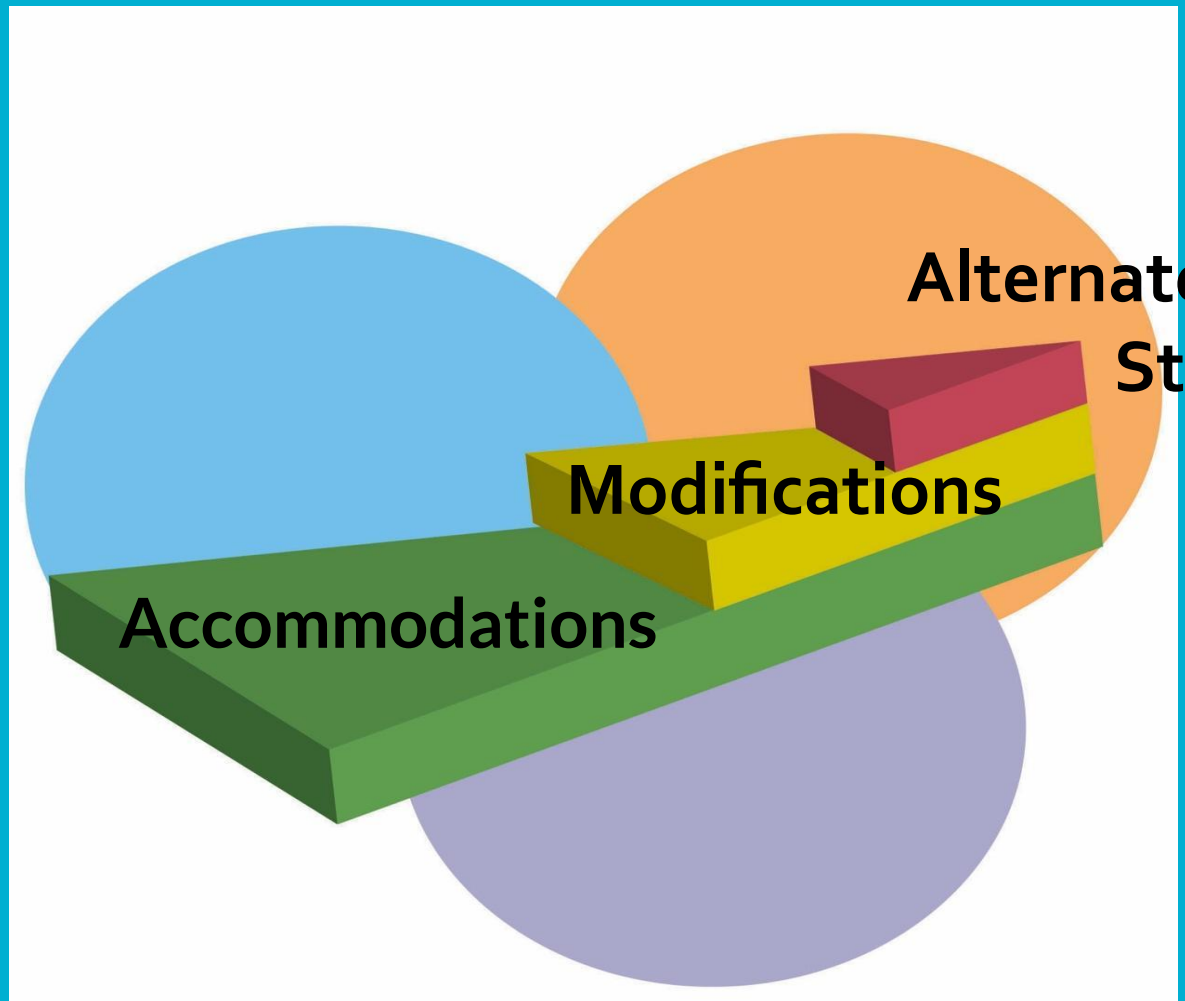
- The districts are different, but the services offered are comparable.
- Every high school site has Special Education services.
- The recommended program may not be at your home high school.
- If transportation is a provided service on your IEP, FUHSD will continue to provide the service or reimburse
  - $ 375 per month, pro-rated for attendance

PROGRAM CONTINUUM



Continuum of Support

As per their IEP, students with Special Education services may receive:



Accommodations

- Accommodations provide access for a student with a disability to participate in a course/standard/test, which DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.

- Extra time on tests/assignments (define amount)
- Taking tests in alternate locations
- Audiobooks
- Access to computer
- Reducing the test items per page
- Environmental structuring
- Timing or scheduling

Modifications

- Modifications are changes in teaching strategies and curriculum, <u>that fundamentally alter the expectations of the course/standard/test</u>
- Retaking/correcting tests for credit
- Word bank for tests
- Notes for tests
- Shortened or other limits to homework/classwork
- Material presented at a lower readability level
- Unlimited time



Alternate Achievement Standards

- Adapts the curriculum to fundamentally alter the grade-level expectation, **but does not** fundamentally alter the state content standard.

- **Alternate achievement standards** lead to either an **Alternate Pathway to Diploma** **OR** a **Certificate of Completion** (rather than a traditional high school diploma)

- Even though students have earned an Alternate Diploma or Certificate of Completion, they continue to be eligible for Post-Secondary supports and services (they can continue in Special Education until age 22).

Alternate Pathway to Diploma (AB 154)

An individual with exceptional needs shall be eligible for the exemption and award if their individualized education program provides for all of the following:

(1)The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11,

(2)The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements

(c)Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.

Ca. Educ. Code § 51225.31

Three Graduation Pathways

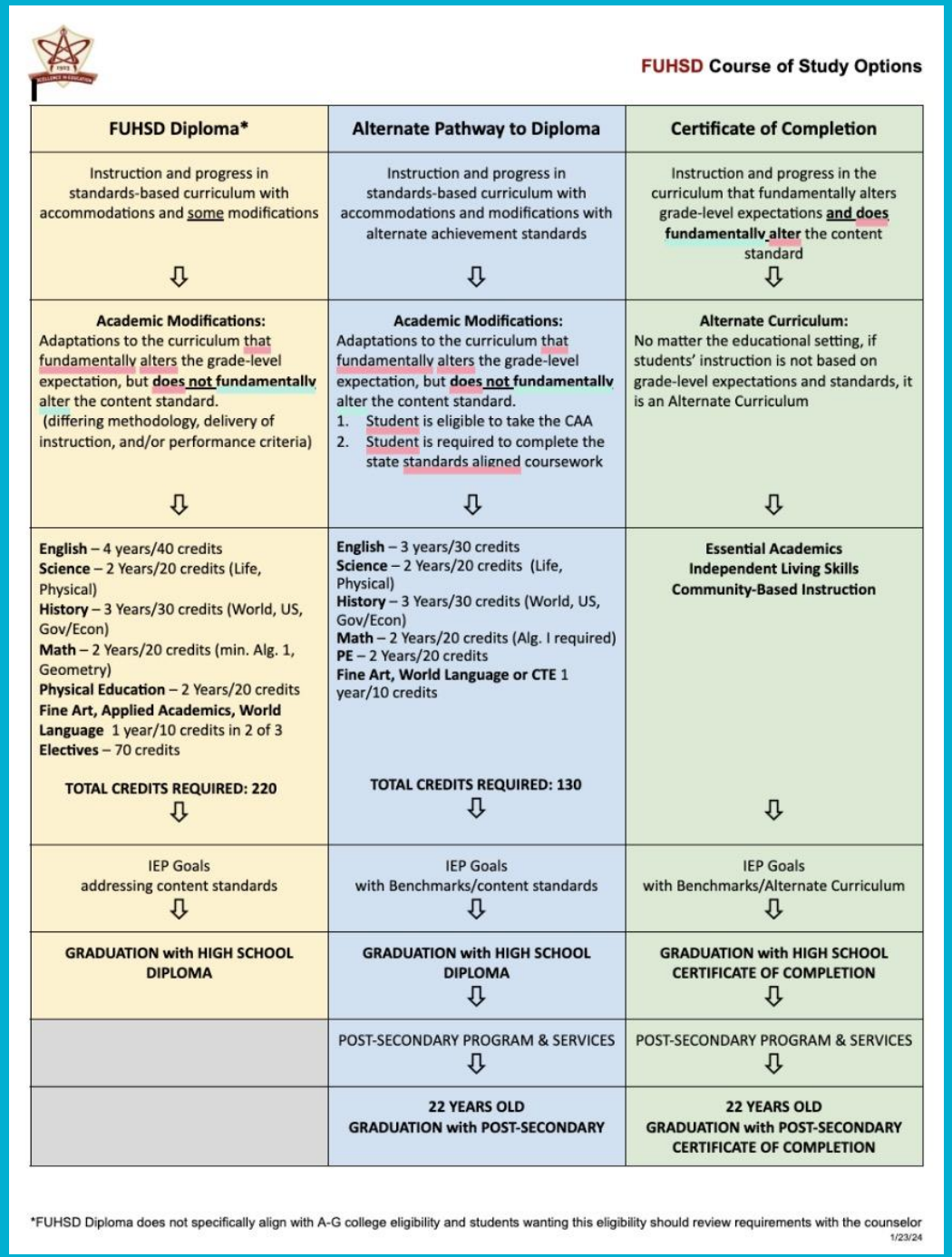
- **Traditional Diploma** → Standard level of competency
  Graduate HS/Exit public ed.

- **Alternate Pathway to Diploma** → Graduate HS/Exit public ed.
  OR
  *Need for continued support?

- **Certificate of Completion** → Enroll in Post-Secondary
  Up to 22 years old

FUHSD Course of Study Options

This document is hyperlinked



FUHSD Course of Study Options

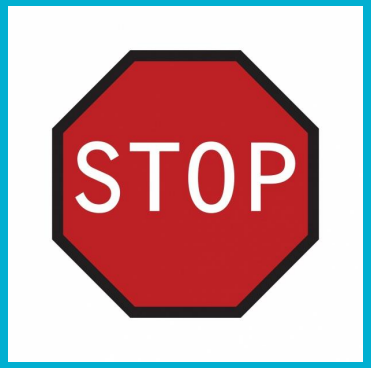
FUHSD Diploma*	Alternate Pathway to Diploma	Certificate of Completion
Instruction and progress in standards-based curriculum with accommodations and some modifications ⇩	Instruction and progress in standards-based curriculum with accommodations and modifications with alternate achievement standards ⇩	Instruction and progress in the curriculum that fundamentally alters grade-level expectations **and does fundamentally alter** the content standard ⇩
Academic Modifications: Adaptations to the curriculum that fundamentally alters the grade-level expectation, but **does not fundamentally** alter the content standard. (differing methodology, delivery of instruction, and/or performance criteria) ⇩	**Academic Modifications:** Adaptations to the curriculum that fundamentally alters the grade-level expectation, but **does not fundamentally** alter the content standard. 1. Student is eligible to take the CAA 2. Student is required to complete the state standards aligned coursework ⇩	**Alternate Curriculum:** No matter the educational setting, if students' instruction is not based on grade-level expectations and standards, it is an Alternate Curriculum ⇩
English – 4 years/40 credits **Science** – 2 Years/20 credits (Life, Physical) **History** – 3 Years/30 credits (World, US, Gov/Econ) **Math** – 2 Years/20 credits (min. Alg. 1, Geometry) **Physical Education** – 2 Years/20 credits **Fine Art, Applied Academics, World Language** 1 year/10 credits in 2 of 3 **Electives** – 70 credits **TOTAL CREDITS REQUIRED: 220** ⇩	**English** – 3 years/30 credits **Science** – 2 Years/20 credits (Life, Physical) **History** – 3 Years/30 credits (World, US, Gov/Econ) **Math** – 2 Years/20 credits (Alg. I required) **PE** – 2 Years/20 credits **Fine Art, World Language or CTE** 1 year/10 credits **TOTAL CREDITS REQUIRED: 130** ⇩	**Essential Academics Independent Living Skills Community-Based Instruction** ⇩
IEP Goals addressing content standards ⇩	IEP Goals with Benchmarks/content standards ⇩	IEP Goals with Benchmarks/Alternate Curriculum ⇩
GRADUATION with HIGH SCHOOL DIPLOMA	**GRADUATION with HIGH SCHOOL DIPLOMA** ⇩	**GRADUATION with HIGH SCHOOL CERTIFICATE OF COMPLETION** ⇩
	POST-SECONDARY PROGRAM & SERVICES ⇩	POST-SECONDARY PROGRAM & SERVICES ⇩
	22 YEARS OLD GRADUATION with POST-SECONDARY	**22 YEARS OLD GRADUATION with POST-SECONDARY CERTIFICATE OF COMPLETION**

*FUHSD Diploma does not specifically align with A-G college eligibility and students wanting this eligibility should review requirements with the counselor

1/23/24

California Alternate Assessment Eligibility (CAA)

- Specific Learning Disability (SLD)
- Speech and Language only (SLI)



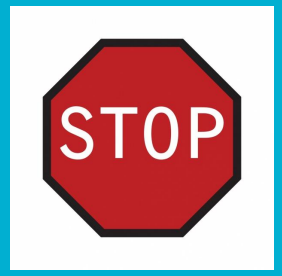
Not eligible for the alternate assessment.

Must earn the 220 credits required for graduation.

California Alternate Assessment Eligibility (CAA)

- Deafness/Hearing Impairment
- Emotional Disability
- Orthopedic Impairment
- Other Health Impairment
- Visual Impairment





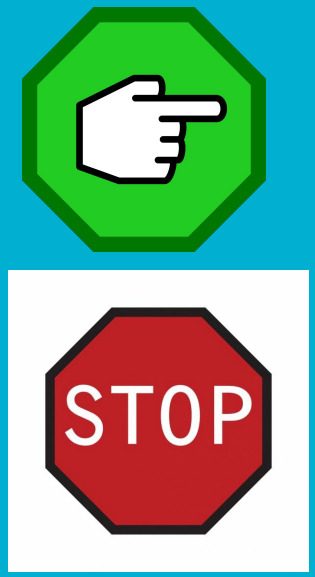
Very rarely a significant cognitive disability; therefore, not eligible for the alternate assessment.

Must earn the 220 credits required for graduation.

California Alternate Assessment Eligibility (CAA)

- Autism
- Deaf-blindness
- Intellectual disability
- Multiple disabilities
- Traumatic brain injury





Could be a significant cognitive disability.
Eligibility determined through the IEP process.

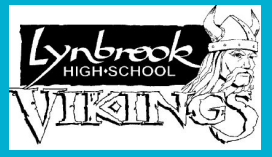
ACT SCHOOL SITES



➢Cupertino High



➢Fremont High



➢Lynbrook High

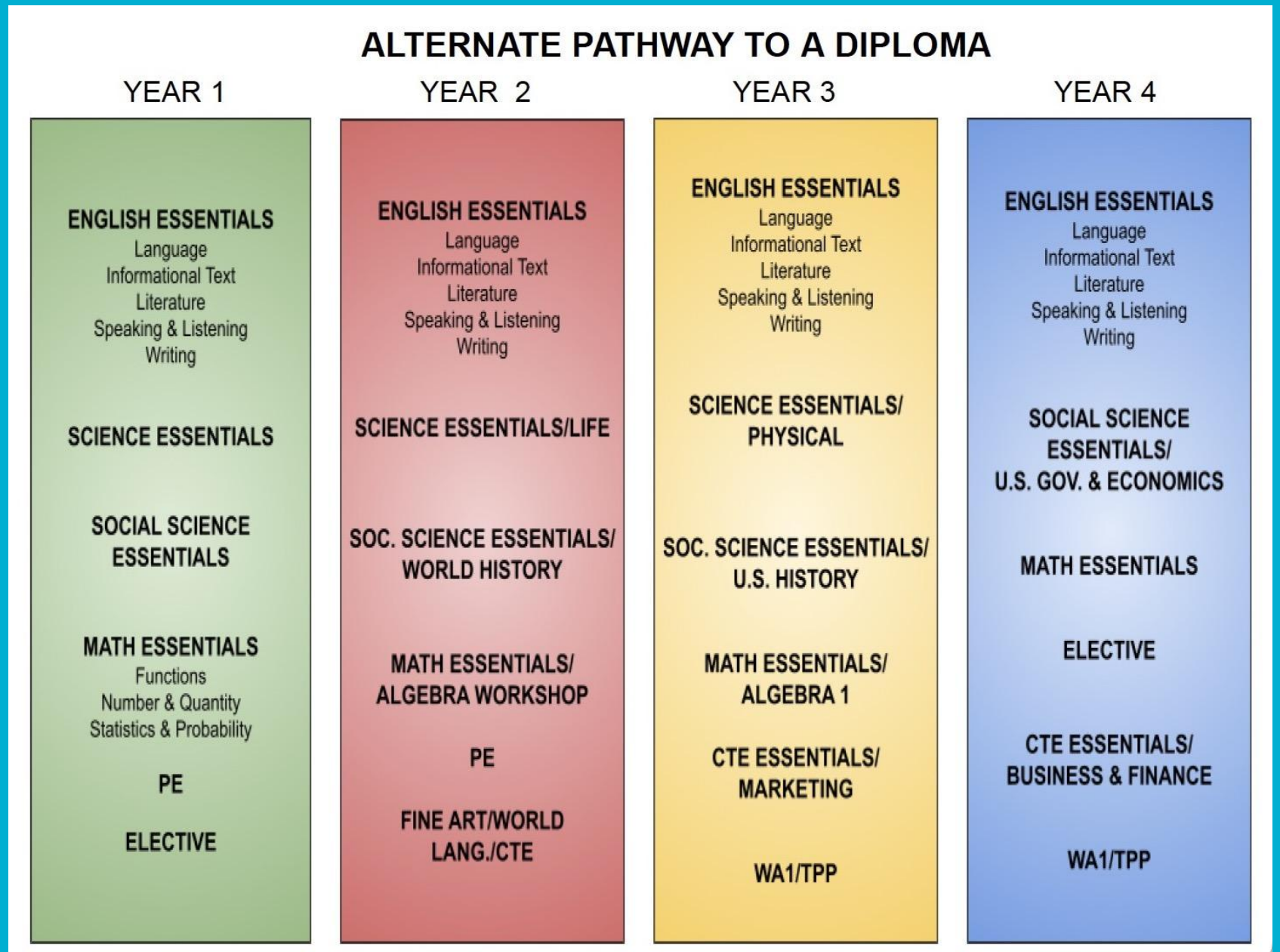


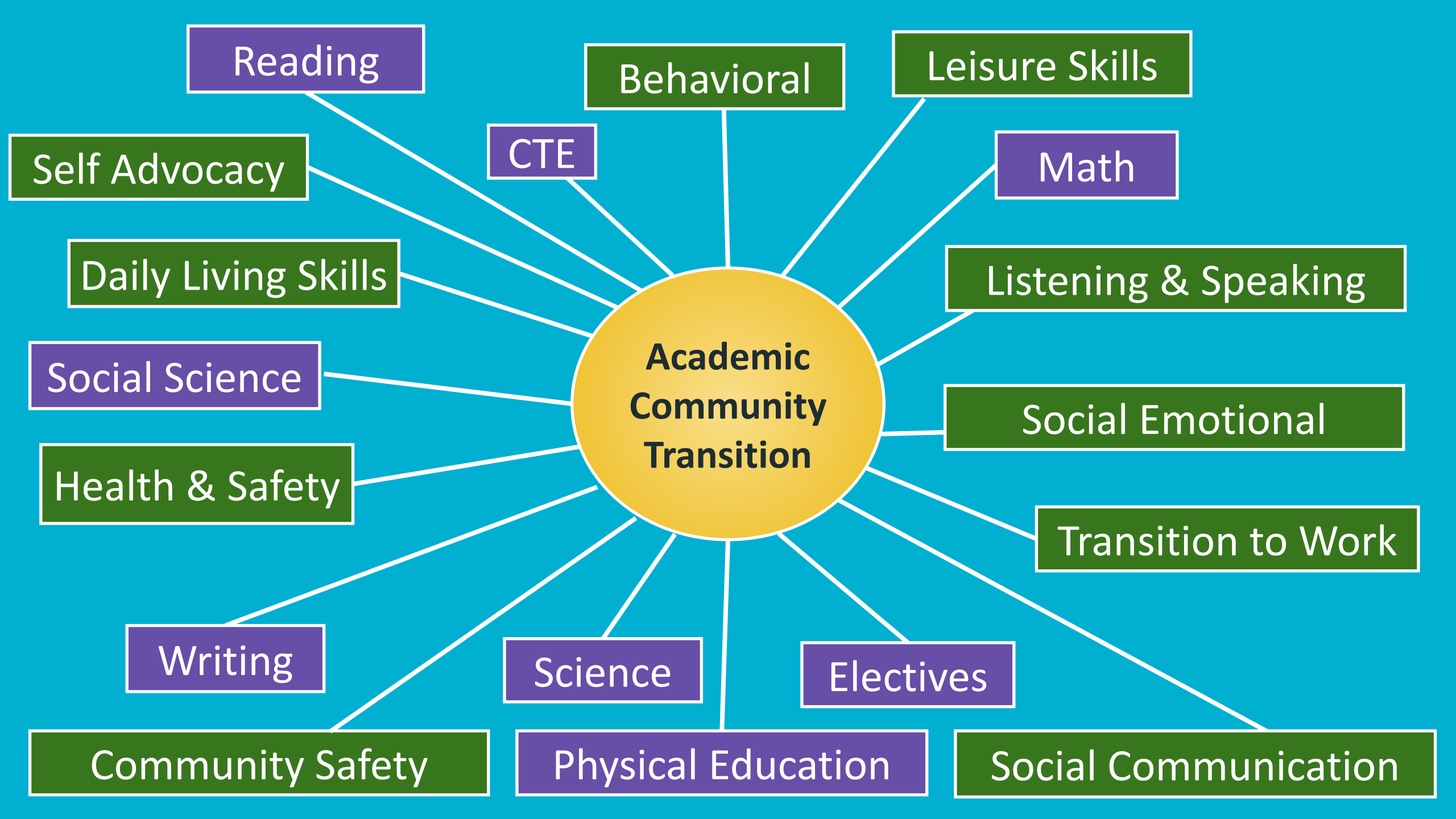
➢Monta Vista High



➢Homestead High

Alternate Pathway to Diploma




Reading
Behavioral
Leisure Skills
CTE
Math
Self Advocacy
Daily Living Skills
Listening & Speaking
Academic
Community
Transition
Social Science
Social Emotional
Health & Safety
Transition to Work
Writing
Science
Electives
Community Safety
Physical Education
Social Communication

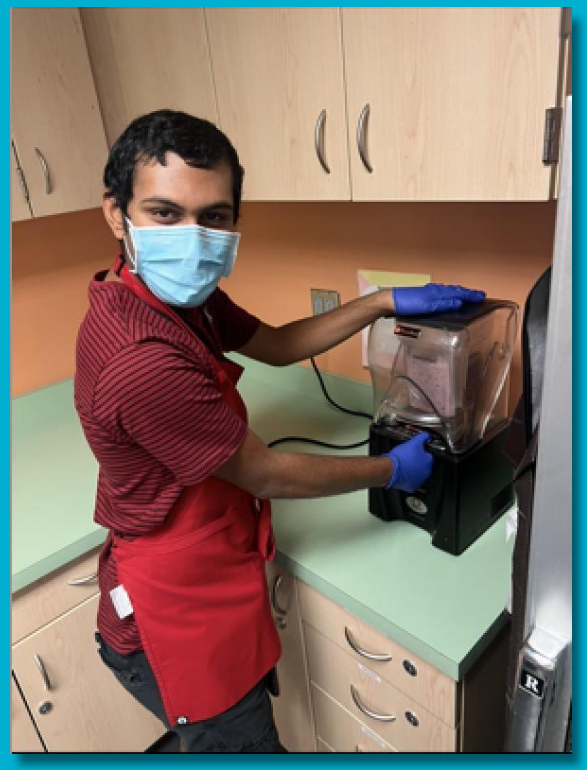
Post-Secondary Transition Plan (PTP)

- At your first annual high school IEP, you will see additional PTP document pages. Student input is gathered via student interview, formal/informal assessments, surveys, and questionnaires.
  - Preparation for life after high school:
    - Post-Secondary Goal: Training or Education
    - Post-Secondary Goal: Employment
    - Post-Secondary Goal: Independent Living

- Transition Department supports vocational skill development
  - WorkAbility
  - TPP/Department of Rehabilitation

DISTRICT RUN BUSINESSES

- K9 Krunchies: Dog biscuits
- CARDS
- FHS T-shirt Shop
- PrintCenter
- Smoothie Shop
- Candles
- Sugar Scrubs
- Recycling
- Succulent Garden
- Coffee delivery
- Good to Go







Work-Based Learning Experiences

- YMCA
- SJ Libraries
- Illusive Comics
- UFC Gym
- Walt's Cycle
- Stacker's Pizza
- Walgreens
- Smart and Final
- Golfland
- West Valley Community Services
- Outdoor Supply and Hardware
- Yamagami's Nursery
- Gumba's Italian Restaurant
- Metro City Restaurant
- Animal Assisted Happiness
- Goodwill
- TOGO's
- US Geological Services







Articulation Order of Events

- Attend Parent Information Night ✅
- Complete Parent Input Form linked here
- Complete **Online R**esidency verification (**OLR**)
- Opportunity to observe proposed program
- Participate in articulation IEP meeting

!!!! Enrollment and Address Verification !!!!

Visit the website for all information:

Enrollment Center - Fremont Union High School District

- **Begins January 20, 2026**
- **On-Line Registration (OLR)**
- Upload required documents
- Computers and support available in the Enrollment Office

Deadline: April 10, 2026 4:00 p.m.

ARTICULATION PROCESS

- Letter with comparable ACT program proposal and information emailed no later than February 27, 2026
  - The proposed program is based on student need for support and may not be located at your home school
  - Once the articulation IEP is held, your student's registration will be confirmed at your high school of attendance. Please disregard any other high school mail.

- Opportunity to visit the proposed comparable program
  - Contact Paula Mockler @ paula_mockler@fuhsd.org

- 8th gr. Case Manager will schedule the articulation IEP and Paula Mockler will facilitate.
  - Meetings will be in person at the Middle School Site

ARTICULATION IEP

- 8th gr. service providers and high school counterparts will attend.
- Briefly update present levels, strengths and any changes in needs for support
- Programmatic discussion and respond to questions
- Propose HS offer of FAPE. Services based on 8th gr. recommendations/comparable in FUHSD, as appropriate
- Extended School Year @ CHS
  - 6/12/26 - 7/2/26
  - 8:30am - 2:00pm
- First day of high school **August 17, 2026**





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