



Pathways to A Diploma

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October 14, 2022

Presentation to the RCOE Legal Seminar on Diploma

Goals of the Presentation

- Explore Pathways for a Diploma for All Students with IEPs
- Explore the Pathway to the Alternative Diploma AB 51225.31
- Explore How to Create a Course of Study for a Diploma
- Review resources available at CDE Website
- Define the Impact of the Diploma issues on Students with IEPs
- Define links between Diploma and Transition Mandates in IDE

- This presentation is based on current federal and state legislation
- Alternative Pathway to a Diploma Workgroup Report
https://www.scoe.net/media/2tla0rk5/ca_alternative_pathways_workgroup_report.pdf
- CA Ed Code Research compiled by CA Transition Alliance

We Want All Students to Leave School
Prepared for Employment
Preparation needs to start young!



Individuals with Disabilities Education Act 2004

- Transition Services means a coordinated set of activities for a child with a disability.
- Is designed within a **results-oriented process** that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school outcomes.
- Including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation
- Is based on the individual child's needs, taking into account the **child's strengths, preferences, and interests.**
- Includes instruction, related services, community experiences, the development of employment and other post-school living objectives, and **if appropriate, acquisition of adult living skills** and functional vocational evaluation



Essential Life Skills for All Youth
Which Skills Do You Know? Need to Develop?

Independent Living Skills

At Home Skills

Locate housing options
Arrange rent, utilities, phone
Basic routine maintenance
Clean, vacuum, dust
Find a circuit breaker/use it
Locate, use water, furnace shut-off
Fix basic plumbing,

Food Skills

Plan, shop for healthy diet
Prepare, store food
Cook balanced meal
Use kitchen appliances

Personal Appearance Skills

Basic clothing repair-buttons, hems)
Iron garments
Fold, put away clothes
Laundry, Follow care labels, treat stains
Maintain personal appearance

Financial Literacy

Understand gross, net pay, deductions
Make a budget-stick to it
Use a bank and/or ATM / On-Line Banking
Open, use, balance checking account
Apply for credit card, use wisely
Benefits planning
Saving account,
Keep track of documents file taxes

Health and Wellness

Basic First Aid
Maintain healthy diet
Use medication safely
Routine exercise
Make healthy lifestyle choices
Maintain hygiene /grooming
Be aware of personal safety

Citizenship

Register to vote, Vote
Comply with laws, regulations
Be environmentally responsible
Participate in community activities
Volunteer

Self Determination and Self Management

Know yourself-your strengths, limitations
Manage your time
Set priorities
Monitor your performance
Balance your responsibilities and priorities.
Adapt and accept Change
Advocate for yourself to meet your needs

Believe in Yourself

Use Technology- at work, at home, socially

Use social media responsibly-know cyber presence
Validate sources of information
Maintain safe identity
Maintain current knowledge of technology/applications

**Transportation
Community Access**

Drive / Maintain a Car

Driver's License
Buy car, buy insurance
Registration

Pump gas
Maintain vehicle oil, fluid,
Maintain, change tires,
Follow traffic laws/ safety

Use Public Transportation

Know schedules
Know routes, pick up points
Know options (bus, taxi, on demand)

Community Access

Know options
Read a map/ Use GPS
Know landmarks
Community orientation

Social / Recreation

Explore social / recreational opportunities
Pursue hobbies, recreational interests
Develop, maintain healthy friendships



Postsecondary options

Explore career options- through print, web media
Explore postsecondary education options
Apply decision-making skills
Submit applications, take qualifying tests
Use labor market info. to guide choices
Develop resume
Submit applications / resume on line

Employability Skills

Communication Skills (listen, speak, customer service)
Interpersonal Skills (leadership, social skills, teamwork)
Personal Qualities / Work Ethic
Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
Application of core academic skills
Use of Technology
Manage resources, time
Be adaptable

Be A LifeLong Learner: Be curious, interested to learn something new or apply old info in new ways

Seek opportunities to learn-in classrooms, with computers, with books, with people
Learn from and with others. Share what you learn. Recognize you aren't "The Expert"
Take in information-analyze it, join it with other information, then apply it

Transition in the IEP Requires

- Writing postsecondary goals in the areas of employment, education and independent living – and updated annually.
- Basing goals on age appropriate assessments
- Listing transition services
- Defining the Course of Study
- Annual goals
- Student participation in the IEP
- Inviting agencies to the IEP

If the final destination after completing secondary and post-secondary education is employment, then...

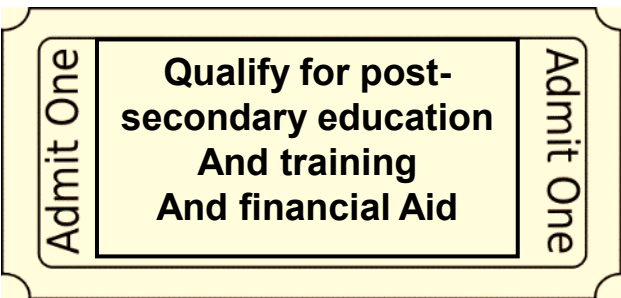
- We need to equip all students with academic skills, technical skills and “soft skills” (communication, interpersonal skills, problem-solving skills, creativity)
- We need to start early
- Expectations need to be examined

The lack of a diploma is a barrier to employment and post-secondary education

A Diploma is a Ticket!



90% of employers prefer to hire youth with a diploma
30% of jobs are low skilled and susceptible to automation
66% of jobs require a diploma **and** post-secondary education and training.



College and University entry criteria includes a high school diploma. FASFA eligibility requires a high school diploma or a GED type diploma, unless you are a student with significant intellectual disabilities.

Let's Reflect on our progress Times and Expectations are Changing

We have moved from (2013)

Creating plans for youth/menus

Silos in school and Agencies

Segregated Classes

Watered down expectations

Start at 16

Sheltered Work

Certificate of Completion for some

Beg employers for work experience

Figuring out accommodations

K-12 Destination- Diploma

College, University

To (2022)

Person Centered Plans/Focus-Assets

Inclusion / Collaboration

General Ed Students receive Sp. Ed. Services.

Opportunity to Learn

Start at Pre-School or before

Employment, Competitive, Integrated

Diploma and College

Industries-Inclusive Workforce

Accessibility built into Technology

Workforce Preparation

PreK-12

College

Careers

Graduation Statistics 2013

Only 65% of Students with IEPs were graduating with a diploma.

Many students were leaving high school without the academic foundation they need for postsecondary education and employment.

A survey completed through SELPA verified the certificate of completion was given to a variety of students who struggled to meet the local graduation requirements.

Today- It is better, but we have a long way to go!

2021 Graduation Rates: 4- and 5-year cohorts

84% of all students graduate with a high school diploma.

72% of students with IEPs graduate with a high school diploma

84% of Students who are DASS (Dashboard Alternative School Status)

Times They are A Changing My Crystal Ball tells me

.....

High School Diploma and Recent Ed Code 51225.3

- State Performance Plan Indicators redefined

Proposed Legislation- Special Ed.

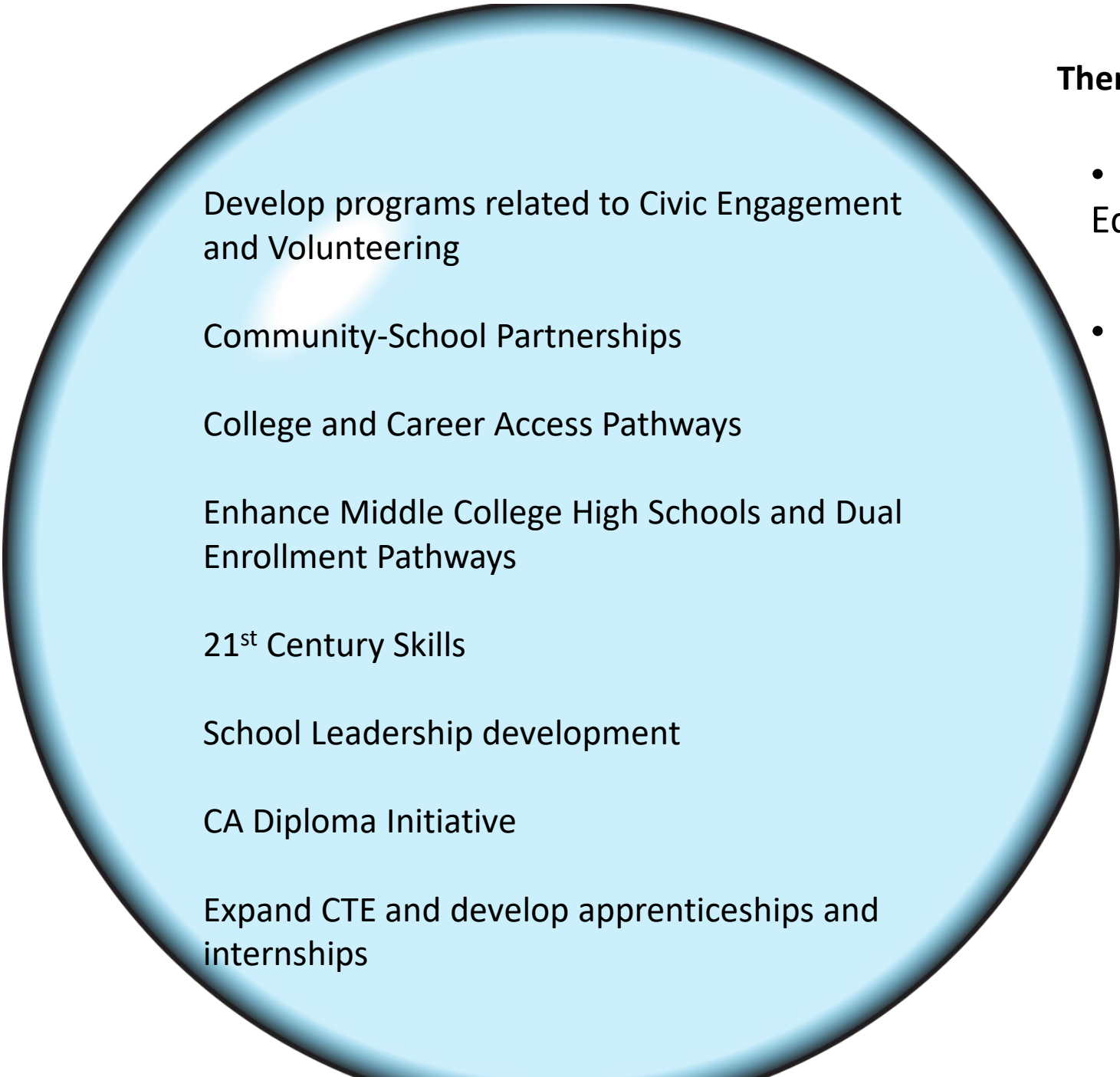
We can see these as a forecast of the direction of special education in the future- share as Best Practices until legislation is final.

SB 1113 Credentialing Recommendations
Universal Design Value of Inclusion

AB 2427 Change Transition Age from 16 to 14
Bill update May 2022 - Held under Submission
Not enacted

IEP Template Workgroup Recommendations
Focus on assets-not deficits
Integrates transition into entire document

CA Dashboard College / Career Indicators and implications for **ALL** students who want to transition to the community colleges universities, specialized training, internships/apprenticeships and employment



Develop programs related to Civic Engagement and Volunteering

Community-School Partnerships

College and Career Access Pathways

Enhance Middle College High Schools and Dual Enrollment Pathways

21st Century Skills

School Leadership development

CA Diploma Initiative

Expand CTE and develop apprenticeships and internships

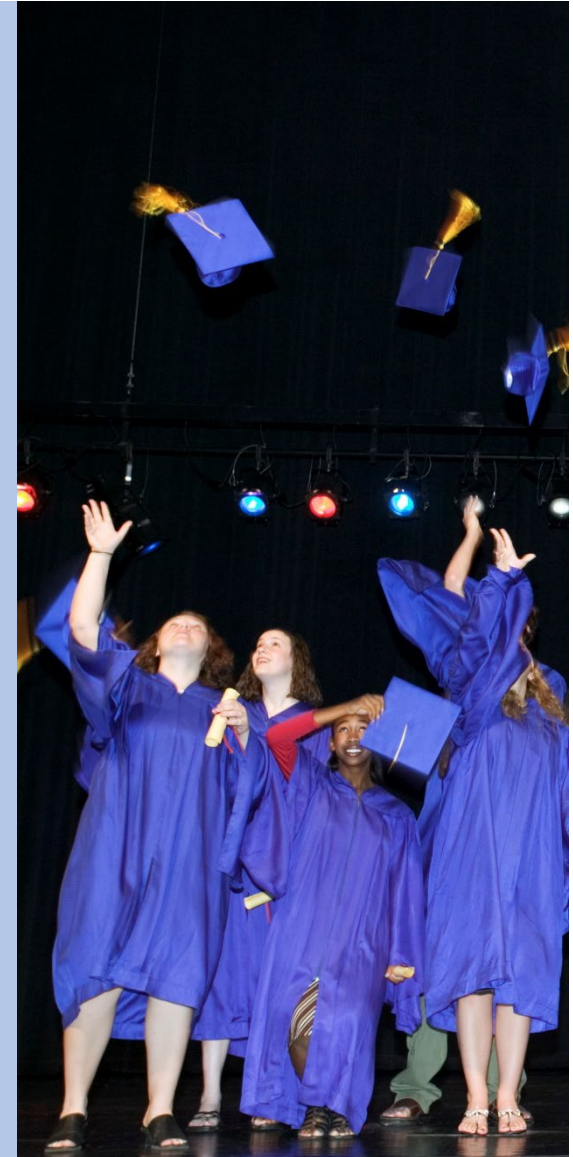
Themes Embedded in the Trailer Bill

- Priorities Identified in General Education
- Based on Trailer Bill Language AB 181

Federal Definition of the High School Diploma

- awarded to the preponderance of students in the State
- fully aligned with State standards, or a higher diploma,
- not...aligned to the alternate academic achievement standards
- does not include... a GED, certificate of completion, certificate of attendance, or similar lesser credential, such as a diploma based on meeting IEP goals.
- The vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the State

Office of Special Education and Rehabilitation, July 2017



Legal Issues: Meeting Diploma Requirements



A student who graduates from high school with a regular diploma is no longer eligible for special education (34 C.F.R. 300.102(a)(3); Ed Code 56026.1)

An LEA is obligated to issue a diploma when any student meets regular graduation requirements, and withholding a diploma to meet procedural requirements of the IDEA would be discriminatory. (see Runkel and Anonymous)

When a student meets graduation requirements, an LEA must only provide the student and parents with adequate notice of graduation and the rights available upon termination of education consistent with the general notice requirements of 34 C.F.R.300.503

Neither achievement of IEP goals, nor academic proficiency at a 12th grade level is required for graduation with a regular high school diploma. (34 C.F.R. 300.102(a)(3)(iii))

Every Student Succeeds Act

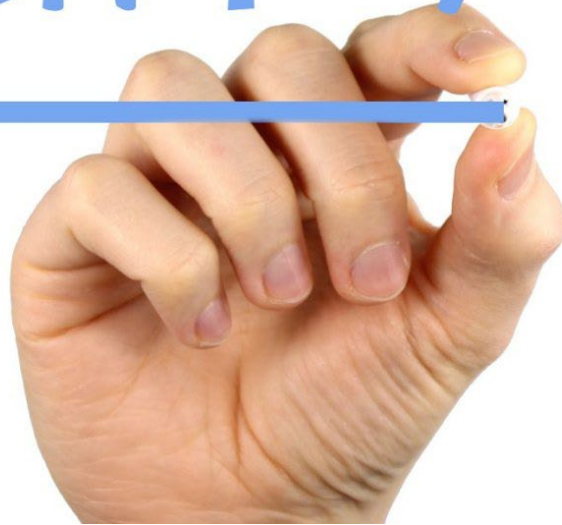
Only students with the most significant cognitive disabilities should receive alternative diplomas and only if they have taken the state's alternative assessments.



No more than 1% of students graduating in a state should receive an alternative diploma.

Recent Reports and A Supreme Court Ruling Tell Us All Students Need the Opportunity to Learn Academic Standards

EQUITY



- “if 85-90% of students with IEPs have average intelligence or higher why are only 65% earning the standard high school diploma?”
- Are all students granted the opportunity to learn academic standards?
- Are teachers adequately trained in the elements of universal design and MTSS?

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Report: ***Almost All Students with Disabilities are Capable of Graduating. Here's Why They're Not*** Hechinger Report, October 2017

Supreme Court Ruling: *Endrew F. v Douglas County School District Re-1* 12/17

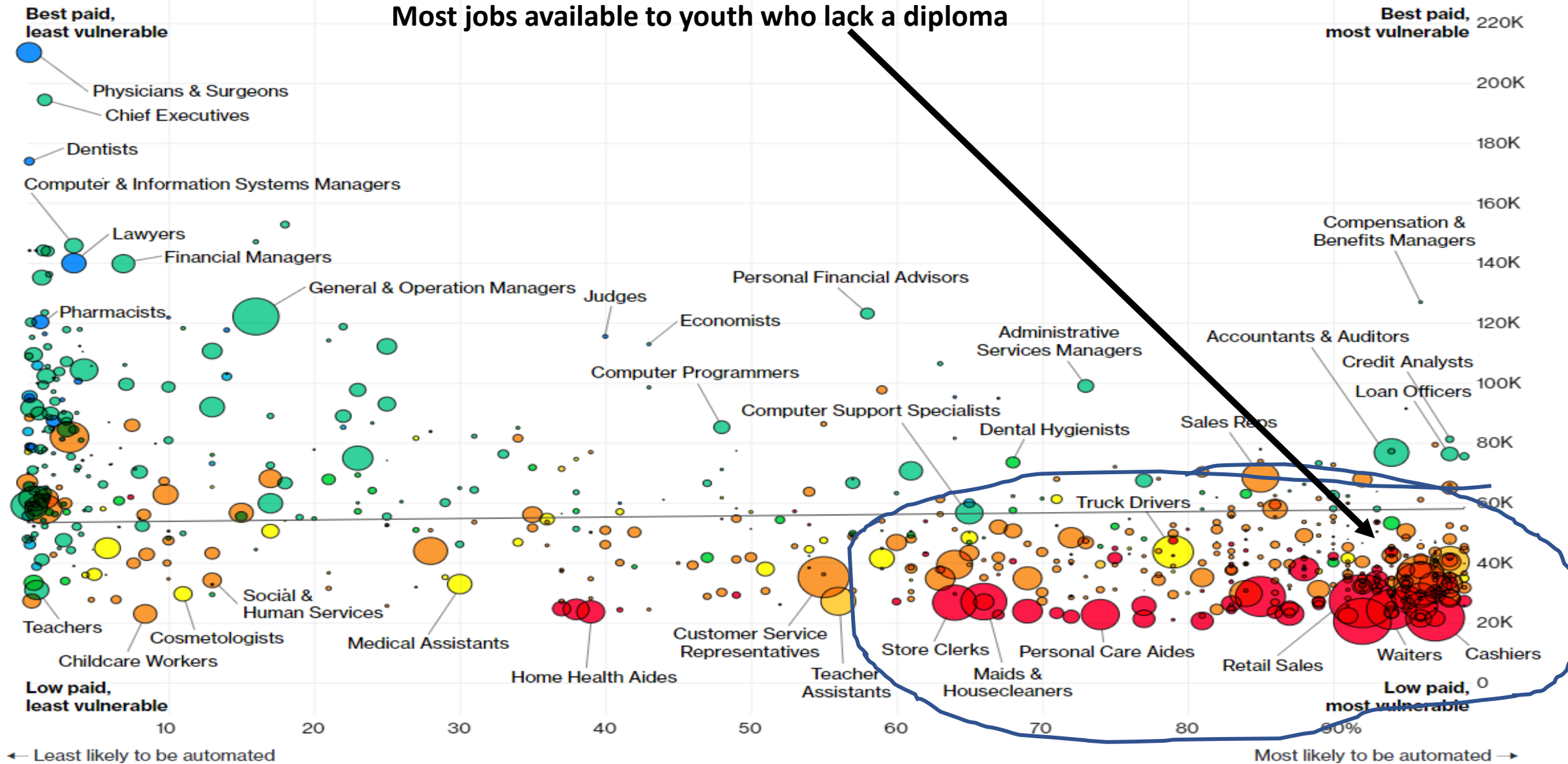


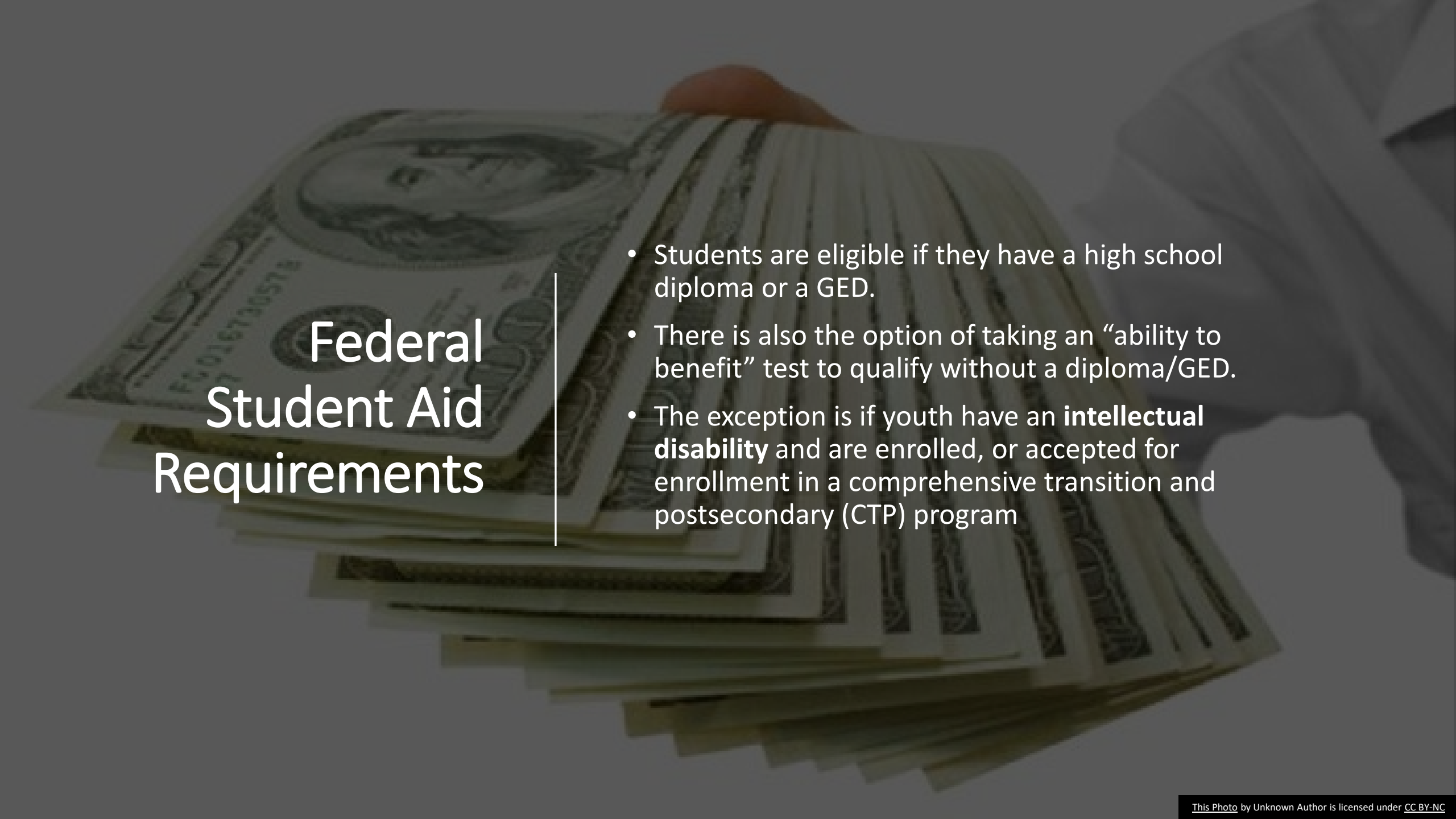
What happens to you when you lack a diploma?

- **The Personal Impact** – loss of confidence and optimism
- You may experience doubts, negative perceptions of self worth
- You lack the minimum qualifications for jobs and face employer bias
- You don't qualify for some types of financial aid for post-secondary education
- You don't meet minimum qualifications for post-secondary education and training

You face barriers to achieve successful outcomes and end up in jobs that are in danger because of automation and artificial intelligence

Most jobs available to youth who lack a diploma





Federal Student Aid Requirements

- Students are eligible if they have a high school diploma or a GED.
- There is also the option of taking an “ability to benefit” test to qualify without a diploma/GED.
- The exception is if youth have an **intellectual disability** and are enrolled, or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program

Summary of the CDE Report to State Legislator

<https://www.cde.ca.gov/sp/se/ac/altpathwayslegreport.asp>

...the workgroup concluded that in lieu of creating a set of new alternate pathways (other than creating a new pathway for students with significant cognitive disabilities), the state should increase access to the full range of pathway options already provided all students, and in some cases, currently afforded to specific named student groups. This includes better access and support for students with disabilities to meet existing state and local requirements for earning a regular diploma, and the allowance for some students with disabilities to earn a diploma through meeting state requirements for graduation only. The workgroup warned that creating separate pathways for students with disabilities could lead to the perpetuation of existing siloes between general and special education and exclusion of students with disabilities in rigorous high school coursework and postsecondary opportunities.

Summary of Recommendations from the Workgroup Report Continued

The Workgroup Supports

1. A newly defined high school alternate diploma-pathway exclusively for students with significant cognitive disabilities, that allows high school diploma attainment through meeting state minimum course requirements using California's Alternate Achievement Standards, and that also meets federal graduation criteria for state accountability;
2. Equitable access across all California local educational agencies (LEAs) to an existing diploma-pathway option that only requires meeting the minimum state standards for graduation and not additional local requirements. This allowance should be determined on an individual student basis with the IEP team expectation always starting with how a student can meet all state and local requirements for graduation. This opportunity would allow for the IEP team to carefully determine that the student would benefit from only meeting state (and not local) minimum graduation requirements, and to essentially waive local requirements for graduation; and
3. A significant increase in statewide guidance, training, and technical assistance, to allow greater access for students with disabilities to all existing traditional high school courses and pathways, with the expectation that most students will meet all state and local high school graduation requirements.

Diploma Options Available Today in California

CDE Defines
State
Requirements
for Course of
Study

Golden Seal Merit Diplomas

Local Education Agencies High School Diploma

Diploma Plus diplomas

High School Proficiency Exam

Adult Education Diplomas

The Certificate of Completion is Not a Diploma

Current practice is that many LEAs issue the certificate of completion as an alternative to the diploma.

- There are no student performance expectations related to the certificate.
- It has little to no value in post-school environments
- There is a need to define the certificate and set expectations for academic standards, a transition portfolio and/or industry certifications.



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The workgroup recommended that in addition to **maximizing** California’s **existing diploma pathways**, the state should create only one brand new pathway, specifically for students with significant cognitive disabilities, who currently do not have a pathway to a diploma. It was also recommended that California provide better access to two existing traditional pathways to earning a high school diploma for the majority of students with disabilities.

Existing Diploma Pathways defined in Ed Code 51225.3

| Courses | State | CTE Pathway | A-G Courses |
|---------------------|-------|-------------|-------------|
| English | 3 | 3 | 4 |
| Math | 2 | 2 | 3 |
| Science | 2 | 2 | 2 |
| Social Science | 3 | 2 | 2 |
| Visual Perform. Art | 1 | | 1 |
| Foreign Language | | | 2 |
| Career Tech. Ed. | | 2 | 1 |
| PE | 2 | 2 | --- |
| Total | 13 | 13 | 15 |

The local governing board of the LEA with the active involvement of parents, teachers, administrators and pupils shall adopt **Alternative Means** for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills, competencies, Supervised work experience or other outside experience,
- CTE classes
- Interdisciplinary / Independent Study
- Credit earned at a postsecondary institution

Plus Local Graduation Requirements

Prior to 2022 who qualifies for State Requirements or Alternatives means of earning a diploma?

Foster Youth Members of Military Families Homeless Youth English Language Learner

Adjudicated Youth Alternative Ed. Participant

CA Course Requirements also states

The local governing board of the LEA...**shall adopt alternative means** for pupils to complete the prescribed course of study, which may include:

Practical demonstration of skills and competencies

Career Technical Education classes offered in high schools

Supervised work experience or other outside school experience

Interdisciplinary study

Courses offered by regional occupational centers or programs

Independent study

Credit earned at a postsecondary institution

Alternative Means for Earning a Diploma

- The local governing board of the LEA with the active involvement of parents, teachers, administrators and pupils shall adopt **Alternative Means** for pupils to complete the prescribed course of study, which may include:
 - Practical demonstration of skills, competencies, Supervised work experience or other outside experience
 - CTE classes
 - Interdisciplinary / Independent Study
 - Credit earned at a postsecondary institution

The alternative means of earning a diploma traditionally has been used by alternative education students and adjudicated youth.

This is another option for the IEP team to consider.

Currently...

“There is no existing statute that prohibits the IEP team from planning for and allowing a student with a disability to only be expected to meet minimum state requirements to earn a high school diploma. However, it is the discretion of each LEA to determine if they want to add additional requirements for their students as well as if they will allow some students to be exempted from local requirements.”

Translation: This is an existing course of study that is available to other populations of students with IEPs.

CA Alternative Diploma Pathways to a High School Diploma Workgroup report page 27.

All Students – One System???

I am in the CTE Pathway- I want to attend the community college and work

I have an IEP. I can't pass foreign language (or science) - so I can't graduate with a diploma

I am a foster kid- I just moved here. Glad I qualify for a diploma that requires fewer classes

My EL classes are helping me qualify for a diploma

I am taking A-G classes and am going to the University

I am earning a diploma through independent study and work experience



Let's Explore Each Pathway

State Course of Study Requirements

| | A-G Courses | | |
|---------------------------|-------------|----|-----|
| State Requirements | | | |
| English | 3 | 3 | 4 |
| Math | 2 | 2 | 3 |
| Science | 2 | 2 | 2 |
| Social Science | 3 | 2 | 2 |
| Visual Perform. Art | | | 1 |
| Foreign Language | 1 | | 2 |
| Career Tech. Ed. | | 2 | 1 |
| PE | 2 | 2 | --- |
| Total | 13 | 13 | 15 |

Plus Local Graduation Requirements

The State of CA does not issue diplomas.
LEAs have local control.

It defines the minimum course of study requirements.
The LEA can require students to take the courses and also require students meet local graduation requirements.

There are differences between A-G classes- but, the state requirements must be met (students are required to take PE for example).

There are exceptions in Ed Code for specific students who move into an LEA to late to meet the LEA requirements, but who qualify for a diploma based on state requirements (Foster Youth, Children in Military Families, Homeless)

The LEA Board exempts students from meeting the local graduation requirements.

An IEP team has the option of recommending this option is also available to students with disabilities.

Let's Explore Each Pathway

Career Technical Education Pathways

| | State | CTE | A-G |
|------------------------|-------|-----|-----|
| English | 3 | 3 | 4 |
| Math | 2 | 2 | 3 |
| Science | 2 | 2 | 2 |
| Social Science | 3 | 2 | 2 |
| Visual Perform. Art | 1 | | 1 |
| Foreign Language | | | 2 |
| Career Tech. Ed. | | 2 | 1 |
| PE | 2 | 2 | --- |
| Total | 13 | 13 | 15 |

Plus Local Graduation Requirements

The State of CA does not issue diplomas.
LEAs have local control and can add graduation requirements.

Career Technical Ed Pathways meet state requirements for classes with an emphasis on career technical education courses. Some pathways include courses that are approved A-G courses.

CTE offers classroom instruction, work-based learning, career exploration, industry certification, student leadership opportunities and practical application of academic standards.

An IEP team has the option of recommending this option is also available to students with disabilities.

Let's Explore Each Pathway

A-G Courses

| | | | A-G Courses |
|---------------------|----|----|-------------|
| English | 3 | 3 | 4 |
| Math | 2 | 2 | 3 |
| Science | 2 | 2 | 2 |
| Social Science | 3 | 2 | 2 |
| Visual Perform. Art | | | 1 |
| Foreign Language | 1 | | 2 |
| Career Tech. Ed. | | 2 | 1 |
| PE | 2 | 2 | --- |
| Total | 13 | 13 | 15 |

Plus Local Graduation Requirements

A-G Courses are the courses that meet the entry requirements to transition from high school to the university as a freshman.

Universities review eligibility based on the transcript and accept 40% of students – based on their GPA Ranking in their class.

This is the perfect option **if** ---

- ✓ The training is consistent with career goals/interests
- ✓ They meet the eligibility requirements
- ✓ The College and University has openings in their major (some programs are impacted)

But it is not the only way to arrive at the university

Community College Transfer degrees

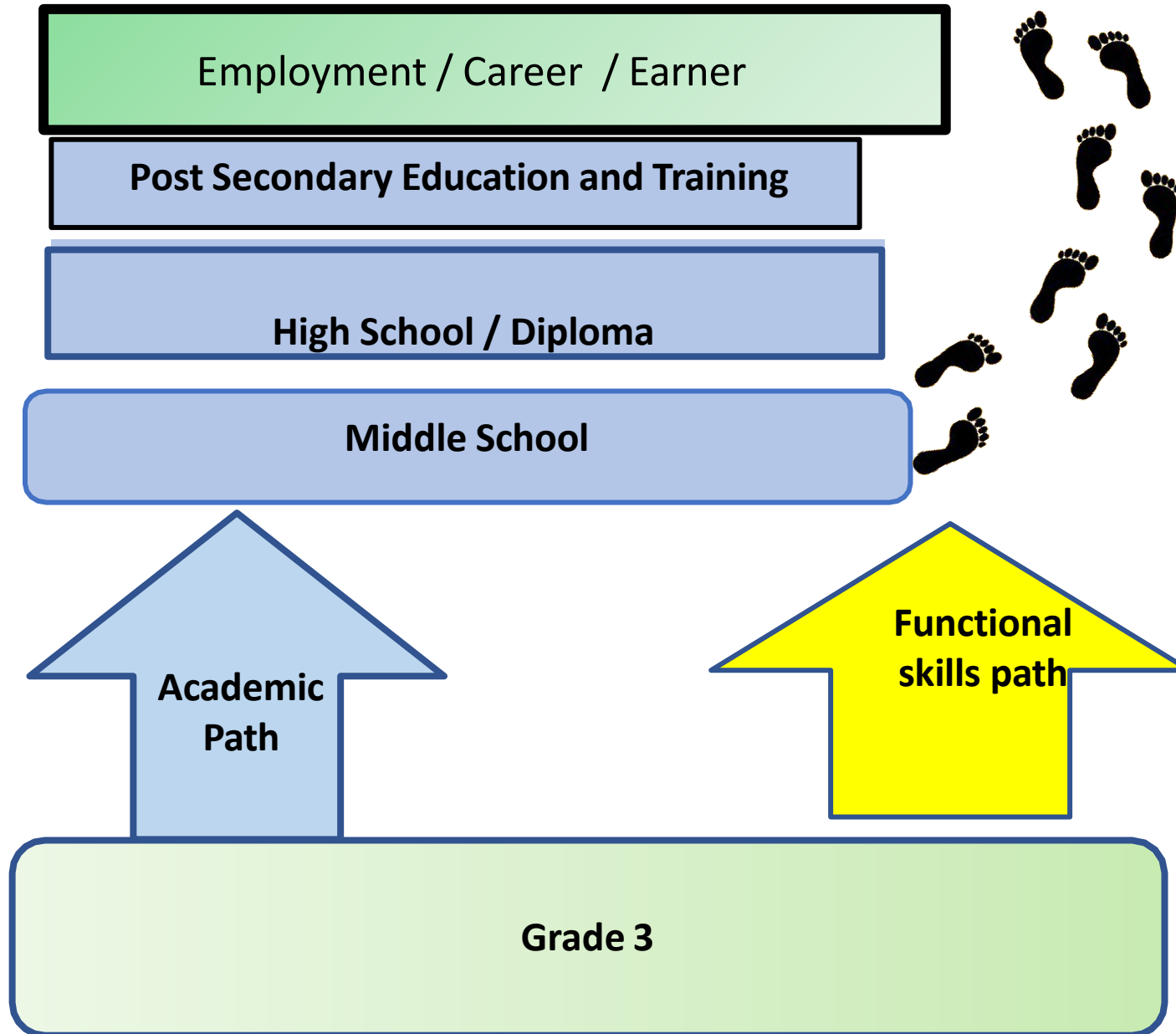
- Cost less in tuition
- Can start through dual enrollment in high school.
- Preferable for students who are still exploring interests

Federal Definition of an Alternative Diploma - Education Code

- students with the most significant cognitive disabilities in the cohort...assessed using the alternate assessment...and awarded a State-defined alternate diploma that is—
- standards-based;
- aligned with the State requirements for the regular high school diploma; and
- obtained within the time period for which the State ensures the availability of a free appropriate public education
- shall not include any student awarded a...GED...certificate of completion, certificate of attendance, or similar lesser credential



Current Practice in many LEAs



Parents are faced with choices related to academic curriculum by Grade 3.

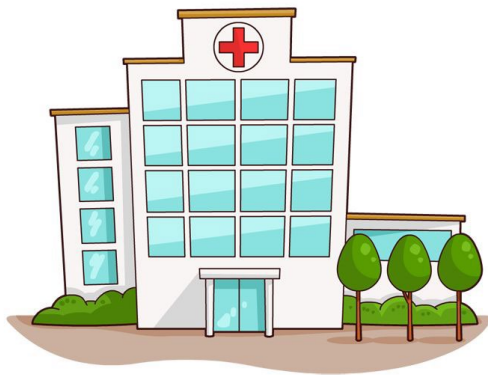
That decision impacts earning a diploma.

WARNING

Low expectations impact the students for their entire life

Students who lack an academic foundation lack the skills required to earn a diploma and struggle to be prepared for postsecondary education and work.

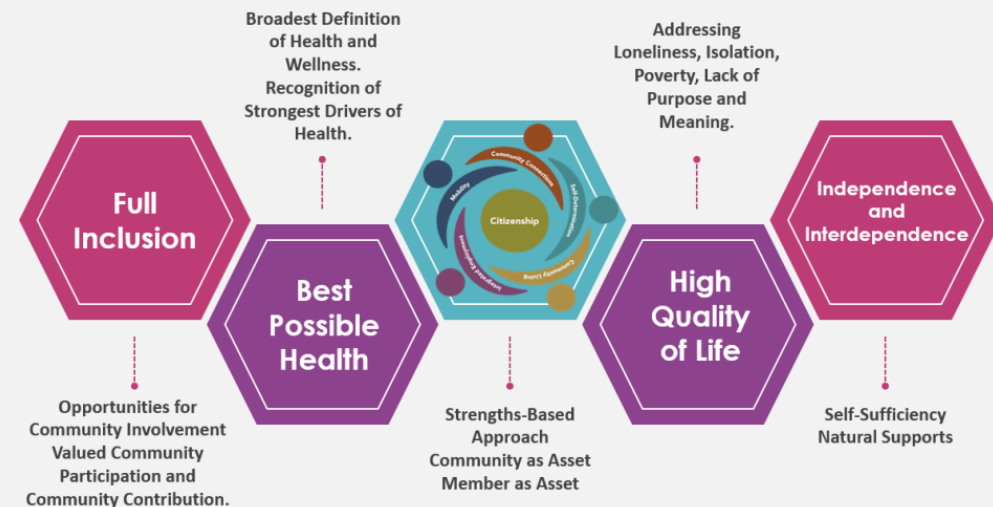
Steps to Inclusion: Let's look at Destinations



Each element of transition led to greater inclusion in the community and improved our understanding.

- Now we talk independence at work, home, community
- <https://youtu.be/PQgXBhPh5Zo>

Making the Case for Competitive Integrated Employment (CIE)



Lessons We Have Learned

- National research has shown that youth with intellectual disabilities (ID) who have had a postsecondary (PSE) experience are 26 times more likely to be successfully employed upon completing vocational rehabilitation services and earn a 73 percent higher weekly wage than their peers without a PSE experience. California's Department of Rehabilitation responded to this compelling data by allocating funding for College to Career (C2C) programs.
- Students who attend the C2C programs are passing college courses, earning industry certificates and going to work. They have one of the highest persistence rate of all student groups.
- They are offered personal support, guidance on selecting classes, accommodations, and sometimes, intensive reading instruction.

Accessibility Tools-Do Students know these are available on their devices? They are Tools to Accommodate Self

2021-22 California Student Assessment Accessibility Graphic for English Language Arts/Literacy



Unless noted in parentheses, the listed resources may be used in all claims: Listening (L), Reading (R), and Writing (W).

| Available to All Students | | |
|---|---|---|
| Universal Tools | | Designated Supports |
| Embedded Breaks Digital notepad English dictionary ¹ (W) English glossary Expandable items Expandable passages Global notes ¹ (W) Highlighter | Keyboard navigation Line reader Mark for review Spellcheck (W) Strikethrough Thesaurus ¹ (W) Writing tools (specific items) Zoom (in/out) | Non-Embedded Breaks English dictionary ¹ (W) Scratch paper Thesaurus ¹ (W) |
| Embedded Color contrast Masking Mouse pointer (size and color) Streamline Text-to-speech ² (not reading passages) Turn off any universal tool | Non-Embedded Amplification Bilingual dictionary ¹ (W) Color contrast Color overlay Magnification Medical supports (restricted settings) | Noise buffers Read aloud (not reading passages) Scribe (L, R) Separate setting Simplified test directions Translated test directions |
| Available to Students with an Individualized Education Program (IEP) or Section 504 Plan | | |
| Accommodations | | Resources for the California Alternate Assessment |
| Embedded American sign language ² (L) Audio transcript ² (L) (includes braille transcript) Braille ² Closed captioning ² (L) Speech-to-text Text-to-speech ² (R) (reading passages) | Non-Embedded Alternate response options Braille (special form) Large-print special form (as available) Print on demand Read aloud (R) (reading passages) Scribe (W) Speech-to-text Word prediction | <p>All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.</p> <p>The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.</p> |

¹ Available only for full-write performance tasks.

² Resource not available for the CAAs.

The Definition of the CA Alternative Diploma EC 51225.31

A local Education Agency shall exempt an individual with exceptional needs who has satisfied the eligibility criteria listed below:

They have an Individualized Education Plan that provides each of the following:

- They qualify with significant cognitive disabilities.
- The pupil shall take the alternative assessment aligned with alternative achievement standards in grade 11.
- The pupil shall complete state standards aligned coursework requirements

Prior to a pupil commencing grade 10, a pupil's IEP team shall determine and notify the parent or guardian whether the pupil will be allowed to graduate pursuant of the exemption defined in this section.

An individual with exceptional needs who meets the criteria described in this section shall be eligible to participate in graduation ceremonies and activities – but participation is not construed as termination of free and appropriate public education

Requirements: Alternative Pathway to a diploma

1. This pathway is **only** provided to students with significant cognitive disabilities.
2. The students are required to take the alternative assessment that is aligned with alternative achievement standards in grade 11.
3. The student must complete state standards **aligned** coursework to meet statewide coursework requirements
4. The awarding of this diploma does not change the LEA's mandate to provide a free and appropriate education or indicate a change in placement.
5. The LEA is required to exempt the student with exceptional needs from all coursework requirements to achieve the diploma that are in addition to the statewide course requirements.
6. Parents must be notified of the diploma status before a student enters grade 10.

What Steps are Required to Implement the Alternative Pathway?

Local Policy is required to waive local mandates for earning the diploma and stipulate the Alternative Pathway is available to students with significant cognitive disabilities who take the CAA Alternative Assessment and are complete coursework that is aligned with academic content standards.

Suggestion: If the LEA takes the position there is only one diploma standard, reference policies for students in foster care, military families and who attend alternative education schools, such as continuation high schools.

New IEP Procedural Requirements
Every Student Succeeds Act (ESSA)
CA ED CODE 51225.3

Guidance Document: New Diploma for Graduation from High School Now Available for Students with Significant Cognitive Disabilities: New IEP Procedural Requirements

Before the Student Commences Grade 10, the Student's IEP team must determine and notify the Student's Parent/Guardian whether the student may be eligible to graduate with a high school diploma. Based on ed.code

The Pupil is required to take the CAA in grade 11 **AND**

Is required to complete state standards **aligned** coursework meeting the CA statewide minimum coursework requirements specified in Section 51225.31

(Common Core Connectors English Language Development Connectors for alternative ELPAC)

We need to develop plans to offer all students in high school and the Adult Transition Age programs the High School Diploma that are compliant with ESSA and IDEA.

Complete State Standards aligned courses

- Develop strategies to align instructional goals with state standards

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

- ✓ Methodology- Universal Design for Learning, Inclusion in general education
- ✓ Project-based Learning
- ✓ Consult with General Education Teachers / Curriculum- Inclusion in general education classes.
- Use of tools such as <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>
Center State Collaborative CCSS,
Prioritized English Language Arts CCCs and Essential Understanding
- Adopt standards-based curriculum resources

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 11

| Standards for English Language Arts | CCSS | CCCs | Essential Understandings |
|-------------------------------------|---|--|--|
| Literature | 11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. | Identify a summary of the plot of a literary text. |
| Literature | 11-12.RL5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. | 1112.RL.d1 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. | Identify elements of a story’s plot (e.g., exposition, rising action, climax, falling action, resolution). |
| Informational | 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. | Identify a conclusion from an informational text. |
| Informational | 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. | 1112.RI.b5 Determine how key details support the development of the central idea of a text. | Identify the central idea or key detail of a text. |
| Informational | 11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | 1112.RI.d1 Determine the author’s point of view or purpose in a text. | Identify what an author tells about a topic. |

Ninth-Tenth Grade English Language Arts Standards: Writing

| CCSS Grade-Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors |
|---|--|--|
| <p>Text Types and Purposes.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> | <p>EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim.</p> | <p>Level IV AA Students will: EEW.9-10.1.a-b. Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims. Ex. Write a claim about the class election (e.g., <i>Joe is the best</i>) and an argument to support the claim (e.g., <i>he is a friend</i>) and a reason (e.g., <i>he is good</i>) and introduce a counterclaim (e.g., <i>Jen is good, too</i>). Ex. Write a claim (e.g., <i>School uniforms are bad.</i>) and an argument to support it (e.g., <i>too hard</i>) with a reason (e.g., <i>lots of buttons</i>) and introduces a counterclaim (e.g., <i>uniforms easy to decide</i>). Ex. Write a claim (e.g., <i>No fighting at school.</i>), an argument to support it (e.g., <i>It is the rule.</i>), and a reason (e.g., <i>someone hurt</i>).</p> <p>Level III AA Students will: EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim. Ex. Given a statement (e.g., <i>Students should have more freedom.</i>), initially express agreement (e.g., <i>We are in 8th grade. We can make good choices.</i>) and then disagreement (e.g., <i>Sometimes we make mistakes. Sometimes we don’t think ahead.</i>) and give more than one reason why, and then draw a conclusion (e.g., <i>Parents and teachers can help with freedom.</i>).</p> <p>Level II AA Students will: EEW.9-10.1.a-b. With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence. Ex. Writes a claim about the class election (e.g., <i>Joe is the best</i>) with a peer, brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., <i>he is a friend</i>), and a reason (e.g., <i>he is good</i>). Ex. Write a claim (e.g., <i>School uniforms are bad.</i>) and, after teacher-led discussion, adds an argument to support it (e.g., <i>too hard</i>) with a reason (e.g., <i>lots of buttons</i>). Ex. Write a claim (e.g., <i>No fighting at school.</i>), an argument to support it (e.g., <i>It is the rule.</i>), and, after getting feedback on the draft from the teacher, adds a reason (e.g., <i>someone hurt</i>).</p> <p>Level I AA Students will: EEW.9-10.1.a-b. With guidance and support, write a claim and a reason. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. After a peer writes, state agreement or disagreement (e.g., <i>A peer writes, uniforms are bad</i>, indicate “Yes” when asked, “Do you agree? Are uniforms bad?”) and then using assistive technology, type letters or words providing a reason. Ex. Choose a claim from two options (e.g., <i>School uniforms are bad. School uniforms are good.</i>) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., <i>nice</i>) as the teacher models during her turn, short simple reasons (e.g., <i>Students look nice. Students look the same.</i>)</p> |

The high school diploma document should be the same for all graduates.

Suggestion: Note the pathway in the transcript. It documents the availability of FAPE to 22.

| Does the document signify: | High School Diploma | Transcript |
|---|---------------------|------------|
| The student has completed a specific course of study | Yes | Yes |
| The specific coursework a student completed? | No | Yes |
| Grades or Achievement Levels a student achieved? | No | Yes |
| The student has a disability or any exceptional learning needs? | No | No |

“While a transcript may not disclose that a student has received special education or a related service or has a disability, a transcript may indicate that a student took classes with a modified or alternate education curriculum. This is consistent with **the transcript's purpose of informing postsecondary institutions and prospective employers of a student's academic achievements.** Transcript notations concerning enrollment in different classes, course content, or curriculum by students with disabilities would be consistent with any similar transcript designation for classes, such as advanced placement, honors, or remedial instruction, in which students without disabilities are enrolled, and thus would not violate Section 504 or Title II. These notations about modified or alternate education curriculum are permissible because they do not disclose that a student has a disability, are not used exclusively to identify programs for students with disabilities and are consistent with the purpose of a student transcript”. **Federal Clarification: Office of Civil Rights, 2006**

Q&A