

North Orange County SELPA CAC Parent Presentation Alternative Pathway Diploma January 16, 2025

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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

51225.31



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 and shall award the pupil a diploma of graduation from high school

In other words- districts will give a diploma to eligible students who meet the requirements.

51225.31

(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.

In other words- even if the eligible student earns the alternative pathway diploma, they still remain able to attend transition programs until they “age out” of the school system.



51225.31 (b)

An individual with exceptional needs, who entered 9th grade in the 2022-23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following:

- (1) The pupil's individualized education program team has deemed the student eligible to take the state alternate assessments ([CAA](#))
- (2) The pupil is required to complete state standards-aligned coursework to meet the statewide course requirements specified in [Section 51225.3](#).

51225.31 July Revision

1. This pathway is only provided to **students with exceptional needs who satisfies qualifying criteria.**
2. The students are eligible to take the California Alternative Assessment (CAA) that is aligned with alternate achievement standards in grade 11.
3. The student must complete state standards aligned courses 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.

51225.31 (c)

The pupil's individualized education program team determines whether the pupil may be eligible to graduate with a diploma pursuant to the exemption described in this section.

(d) An individual with exceptional needs who meets the criteria for an alternative diploma-pathway pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education consistent with Section 300.102(a)(3)(ii) of Title 34 of the Code of Federal Regulations

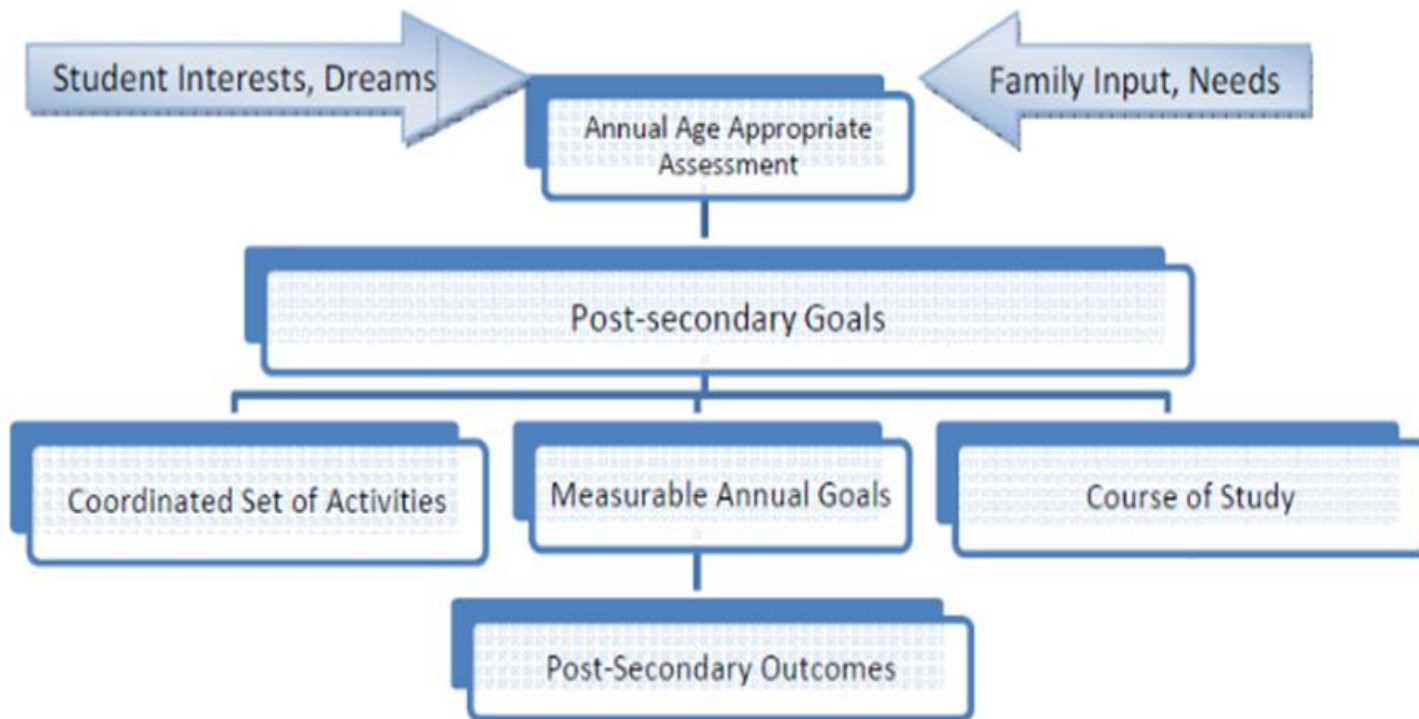
***It remains to be seen what happens to the Certificate of Completion.

We are not the first...and we will not be the last.

Indiana
Louisiana
Georgia
Oklahoma
New Hampshire
Nevada
Utah
Tennessee
West Virginia



How to Construct the Transition Individualized Education Program



Everything STARTS with the Development of a Transition Plan

Making the Decision- Alternate or Traditional Diploma

Remember- the only thing standing between a student and an alternative pathway to a diploma is the alternative assessment eligibility.

It is **CRITICAL** to get it right.

Simple Enough?

- **Does the student have an IEP?**
- **What is the eligibility category?**
- **Is it a significant disability?**
 - Conceptual domain
 - Social domain
 - Practical domain
- **Does the student require extensive, direct, individualized instruction aligned to CCSS and substantial supports?**
 - Curriculum, instruction and assessment
 - Universal tools, designated supports and accommodations,
 - Assistive technology
- **Rule out additional concerns that the decision is based on such as**
 - Reading level
 - Expected poor testing performance
 - Impact on the accountability system
 - Anticipated disruptive behavior or emotional distress
 - Poor attendance
 - English language learner designation
 - Need for accommodations

2. Review the student's identified disability, as defined by the Individuals with Disabilities Education Act (IDEA) eligibility categories.

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)



Stop here. The student is not eligible for participation in the alternate assessment.

The student meets state eligibility criteria under the following disability category designations:

- Deafness/hearing impairment
- Emotional disturbance
- Orthopedic impairment
- Other health impairment
- Visual impairment

A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.



Proceed to **Part B**.

The student meets state eligibility criteria under the following disability category designations:

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

A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.



Proceed to **Part B**.

Part B—Determining Whether the Student Has a Most Significant Cognitive Disability

Directions: Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student's daily functioning. After reviewing all available data, if the team still struggles to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none">• meets grade-level standards in all content areas;• has age-appropriate receptive and expressive communication skills, including conversation skills; and• expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level.	<p>The student</p> <ul style="list-style-type: none">• has difficulty learning academic content aligned with the Next Generation Science Standards (NGSS), or 2012 English language development (ELD) standards but is making progress with appropriate supports;• may need additional practice with direct instruction to generalize the new skills into daily living activities;• has some age-appropriate receptive and expressive communication skills (orally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting; and• may have been referred for an initial evaluation during elementary school due to academic difficulties.	<p>The student</p> <ul style="list-style-type: none">• has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention and designated supports;• may need instruction aligned with the California Common Core State Standards (CCSS) Prioritized Core Content Connectors (CCCs), Essential Understandings (EUs) for Reading, Writing, and Mathematics, the CA NGSS Science Connectors (SCs), or the ELD Connectors to build base skills to get back to grade level;• may struggle to generalize skills outside the classroom, even with assistance and practice;• has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages;• struggles to follow directions and routines without significant assistance; and• may have been referred for an evaluation in preschool or kindergarten based on developmental differences.	<p>The student</p> <ul style="list-style-type: none">• has significant difficulty learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations;• requires significantly modified curriculum and instruction derived from the CA CCSS Prioritized CCCs, and EUs, CA NGSS SCs, or ELD Connectors and likely is unable to apply or generalize skills outside the classroom setting;• may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others;• likely requires maximum adult assistance to communicate;• requires layers of supports (accommodations, scaffolding, or unlisted resources for access) and assistive technologies to follow directions and daily routine activities; and• was most likely identified with developmental delays as an infant or toddler and received early intervention services through the California Department of Developmental Services Early Start program.

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use of leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> • displays age-appropriate social, communication, and leisure skills; • can initiate and maintain friendships, and express and recognize emotions with peers who are the same age; and • engages in play and recreational activities without additional support. 	<p>The student</p> <ul style="list-style-type: none"> • may have difficulty with social interactions (e.g., may misinterpret peers' social cues or others may consider the student's actions immature); • has communication, language, and conversation skills that are less concrete or more immature than peers who are the same age; and • may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults. 	<p>The student</p> <ul style="list-style-type: none"> • has social, behavioral, and communication skills markedly different from peers who are the same age; • can be understood but uses a mode of communication that is much less complex than peers who are the same age; • may use behaviors to communicate; • may not perceive or interpret social cues accurately; • often needs significant support to engage in social situations or use communication skills; and • may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so. 	<p>The student</p> <ul style="list-style-type: none"> • often uses behaviors to communicate; • has very limited communication skills in terms of vocabulary and grammar; • may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non- symbolic communication; • requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g., simple speech, visuals, gestures) to communicate; and • may not yet show understanding of symbolic communication with speech or gesture.

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age; and independently performs self-care activities such as eating, dressing, and taking care of personal hygiene. 	<p>The student</p> <ul style="list-style-type: none"> often functions age-appropriately in personal care daily living activities and using community resources; displays recreational skills typically on the same level as peers, although some additional support may be needed; and may need support in navigating the school and community and may need reminders about being mindful of safety hazards. 	<p>The student</p> <ul style="list-style-type: none"> may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues; often requires additional support and learning opportunities for recreational skills; and requires intensive support to safely navigate the school and community. 	<p>The student</p> <ul style="list-style-type: none"> requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety; requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs; and requires supervision at all times.

Determining Whether the Student Has a Most Significant Cognitive Disability

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.



Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more.
The student has a most significant cognitive disability.



Proceed to **Part C**.

Part C—Determining if the student requires direct individualized instruction aligned to the CCSS, extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Directions: Select the column that best describes the student’s grade- and age-appropriate instruction, supports, accommodations, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Curriculum, Instruction, and Assessment

This section describes the student’s daily learning needs as outlined in the IEP.

1 point	2 points	3 points	4 points
<p>The student’s present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills, with present-level data showing skill gaps represented within the CCSS.</p>	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes annual goals and objectives aligned with the CCSS and may include short-term learning objectives aligned with the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors in prescriptive area(s) of data-determined need; • instruction and assessment are aligned with grade-level targets that build in complexity from Prioritized CCCs and EUs toward achievement of learning aligned with the CCSS; and • IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas for grade-level standards. 	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes goals and objectives that target modified grade-level standards within the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors; • instruction and assessments are aligned with modified grade-level targets within the Prioritized CCCs and EUs, CA NGSS SCs, and ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires accommodations and may require unlisted resources. 	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes present level of performance statements that align learner data with grade-level standards through the Prioritized CCCs and EUs, CA NGSS SCs, or the ELD Connectors; • instruction and assessments are based on student data, likely showing skill gaps within the Prioritized CCCs and EUs, CA NGSS SCs, or ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires extensive accommodations and unlisted resources.

Universal Tools, Designated Supports, and Accommodations

This section describes the accessibility resources needed for the student to participate meaningfully in daily instruction and assessment activities.

1 point	2 points	3 points	4 points
<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, and accommodations that are provided during instruction and assessment to support access,</p> <p style="text-align: center;">and</p> <p>the student requires additional individualized accommodations, unlisted resources, and scaffolds that change the construct and are not allowed on California's CAASPP and ELPAC tests. These also are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines the use of individualized unlisted resources, accommodations, and materials beyond those that are presented in the California Assessment Accessibility Resources Matrix to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the student and provide the learner with opportunities to show what they know and can do.</p>

Assistive Technology

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community, and work** environments.

Note: The assistive technology box on the Special Factors page of the IEP should be a quick reference before taking a deeper look into the supports, services, and testing accommodations section of the IEP. There are more than 10 domains of assistive technology available for IEP teams to consider.

1 point	2 points	3 points	4 points
<p>The student's IEP team has determined that the student does not need any assistive technology,</p> <p style="text-align: center;">or</p> <p>the student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student,</p> <p style="text-align: center;">or</p> <p>the student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing, as presented in the Assistive Technology Consideration in the IEP document and the California Assessment Accessibility Resources Matrix.</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p style="text-align: center;">and</p> <p>an assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc.,</p> <p style="text-align: center;">or</p> <p>the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in their environment.</p>	<p>The student's IEP describes complex physical, sensory, or medical needs across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies,</p> <p style="text-align: center;">and</p> <p>the student currently requires person- dependent supports or scaffolds that may be replaced with assistive technology once feature matching is determined.</p>

Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substantial Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.



Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CA NGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to **Part D**.

Part D—Additional Concerns

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is **not** made based solely on any of the following considerations.

- Disability category, educational environment, or instructional setting
- Instructional reading level is below grade level
- Expected poor performance on the general education assessment
- Administration decision or anticipated impact of student scores on the accountability system
- Anticipated disruptive behavior or emotional duress, if taking general assessments
- Poor attendance or extended absences
- English learner designation or other social, cultural, or economic difference
- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment

Based on the review of evidence in parts A, B, and C, and ensuring that the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

- Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessments.
- No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Standards Aligned Instruction



	State Minimum	District Standards
English	30	40
Math	20 (Includes Algebra)	30 (Includes Algebra)
US History	10	10
World History	10	10
Science	20	20
Government/Econ	10	10
Physical Education	20	20
VAPA/World Language/CTE	10	20
Electives		60
Total	130	220

Sample Alt Matrix

	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Requirement
ELA	English 1 Alt IR	English 2 Alt IR	English 3 Alt IR	English 4 IR	30 credits
Social Science		World History Alt IR	US History Alt IR	Am Gov Alt IR Econ Alt IR	30 credits
Math	Algebra 1 Alt IR	Integrated Math Alt IR	Prac Math 1 IR	Prac Math 2 IR	20 credits
Science	Biology Alt IR		Physical Science Alt IR		20 credits
PE	PE Alt IR OR PE, Dance	Adv PE Alt IR OR Adv PE, Dance			20 credits
VAPA, World Lang., or CTE			VAPA Alt IR Gen Ed Options: Dance, Theatre, Draw/Paint, Span 1, etc.		10 Credits
DLS Electives	Pre-Employ 9	Pre-Employ 10	Pre-Employ 11	Adult Trans	N/A
DLS Electives	Soc/Cog Comm 9	Soc/Cog Comm 10	Soc/Cog Comm 11	Soc/Cog Comm 12	N/A
DLS Electives	Ind Living 9	Ind Living 10	Ind Living 11	Ind Living 12	N/A
Gen Ed Electives	Varies by Site	Varies by Site	Varies by Site	Varies by Site	
Total State Required Credits					130
KEY	Alt Pathway Required Courses	Elective Options	Places in Schedule to Take Electives		



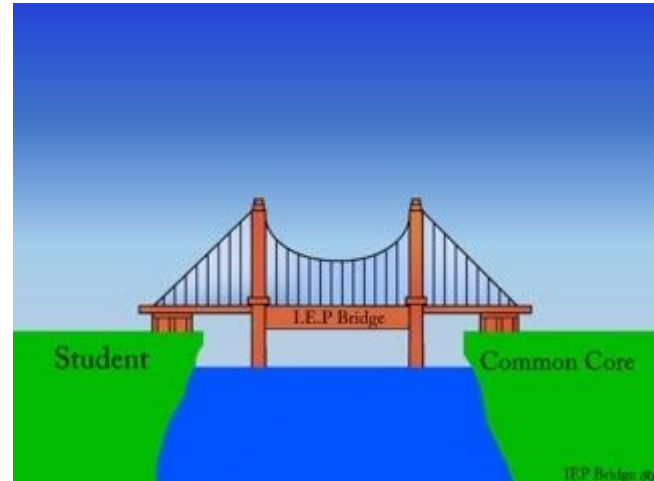
IEP Goals

IEP goals are always aligned to state standards.

Even though the course titles may be new, all students have been receiving instruction on goals aligned to the state standards prior to the new pathway being available.

IEP goals will still be developed in the same way as before:

- Start with the present levels
- Identify the State Standard
- Determine the student's goal towards that standard for the following year





“barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners' interactions with inflexible educational goals, materials, methods, and assessments.”

Planning the Course of Study: Algebra I Example

Unit 1: Solving Linear Equations

This unit presents the foundational skills related to solving linear equations, solving absolute value equations, and rewriting equations and formulas. Students will activate prior knowledge and help to connect concepts to each other.

Sample activities will include calculating time, distance, age, earnings and other computational problems. **Students will do this by using verbal models; drawing diagrams; sketching a graph or number line; writing equations; making a table; looking for patterns; making a list and breaking the problem into parts.**

Balance Grade Level Content with Developmental Levels of Students

Unit 6: America's Participation in World War II

Guiding Questions:

- How and why did the American people mobilize for and win the war?
- What was the impact of the war on the issue of equality?
- What connections can be made between this time period and other time periods, including the present day?

Content Standards

11.7 Students analyze America's participation in World War II.

Suggested Practice

- Demonstrate understanding of the roles and sacrifices of members of the American Armed Forces.
- Demonstrate understanding the experiences and sacrifices (voluntary and involuntary) of Americans on the homefront.

Hands-On Learning is Essential

Unit 2 Title

Photosynthesis and Respiration

Unit 2 Description

Students will learn about the interconnected processes of nutrient and energy cycling, photosynthesis and cellular respiration, then apply that knowledge to gaining an understanding of how living things acquire energy and matter for life.

Sample activities may include:

- Digital or physical representations of photosynthesis occurring
- Experiments that vary the levels of water, light or other nutrients to a plant
- Observation of plants under microscopes

What about diplomas and report cards?

Are accommodations reflected on a report card?	NO	An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.
Are modifications reflected on a report card?	Yes	A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attribute that provides access for a student with a disability to participate in a course, standard or test, and it does fundamentally alter or lower the standard or expectation of the course, standard or test.
Are modifications reflected on a transcript?	Yes	The transcript may not identify that the student has a disability but it may identify that the student participated on modified coursework.

Comparing options for high school completion for students with IEP supports and services	A-G Eligible High School Diploma	Traditional High School Diploma	Alternate Pathway Diploma	High School Certificate of Completion (COC)
Who is eligible?	All students, with and without disabilities, if the student meets the requirements set forth in the A-G criteria as established by the UC/CSU systems	All students, with and without disabilities, if the student meets the requirements set forth in the LEA board policy	Students with an IEP must meet the following requirements: * be eligible for the California Alternate Assessment (CAA) * be entering grade 9 in the 22/23 school year or later * be required to complete state standards-aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.	A student with a significant disability who is not able to earn the required credits needed to earn a diploma, can earn a Certificate of Completion when the following has been satisfied: 1. Completed four years of high school. 2. Satisfactory achieved IEP goals and objectives. 3. Participated in instruction as prescribed by the student's IEP and transition plan.
What are the requirements?	The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. Other requirements may also apply.	The High School Graduation Requirements include grade level standards based courses in core subjects as identified by the Board of Education in Board Policy 6146.1	The LEA shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in the cell above from all courses and other requirements that are additional to the statewide minimum course requirements	Students complete a recommended course of study. A student's courses will be developed and monitored by the IEP team. Specific courses and credits are not required.
Accommodations allowed?	Yes	Yes	Yes	Yes
Curriculum modifications allowed?	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Not necessary as the coursework is aligned to the Core Content Connectors-known as the Alternate Achievement Standards.	Yes
Accepted by the military?	Yes: Student must also must meet other entry criteria	Yes: Student must also must meet other entry criteria	Yes: Student must also must meet other entry criteria	No
Courses meet colleges/universities entrance requirements (A-G)?	Yes	Maybe: It depends on the graduation requirements established by the LEA	No but other programs specifically designed for people with disabilities may be available.	No but other programs specifically designed for people with disabilities may be available.
Eligible for Federal Student Aid (Cal Grant A/B GPA)	Yes	Yes	Yes	No
Accepted by employers?	Yes	Yes	Yes	Maybe. It depends on the employer and the job qualifications.

Transition Meetings: 8th Grade Students

- All 8th grade students will have a Transition Planning Meeting (March-May)
 - Develop a Transition Plan
 - Meet with the High School Team
 - Determine the eligibility for Alternative Pathway to a Diploma
 - Determine your child's pathway: Diploma, Alternate Diploma or Certificate of Completion (*ongoing)

Questions?

Reminders:

- [FJUHSD Open Enrollment](#)
- [FJUHSD Open Houses at all High School sites](#)