

SECONDARY TRANSITION

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SECONDARY TRANSITION

8.1 PURPOSE AND SCOPE

Transition services (designed with a results-oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of transition services is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post-secondary goals a reality.

8.2 DEFINITION OF TRANSITION SERVICES

The term "transition services" is a coordinated set of activities for students with special needs that does all of the following:

1. Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the student from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.
2. Is based upon the individual needs of the student, taking into account the strengths, preferences, and interests of the student.
3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
4. Transition services for students with special needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a student to benefit from special education.

5. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (56345.1. (a))

8.3 TIMELINE FOR DEVELOPING INDIVIDUAL TRANSITION PLAN (ITP)

Beginning not later than the first IEP to be in effect when the student is 16, and updated annually thereafter:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- The transition services (including course of study) need to assist the student in reaching those goals; and
- Beginning not later than 1 year before the child reaches the age of majority (age 18), a statement that the student has been informed that the student's rights will transfer to the student at age 18.

8.4 TRANSITION AREAS TO BE ADDRESSED

8.4. A Instruction

The IEP is an individualized instructional and support plan for students with disabilities. The transition planning, activities and services detailed in the IEP align instruction with student's post-secondary goals.

8.4. B Related Services

The IEP must describe any related services the student may need, such as transportation to a work experience or career counseling to help the student prepare for his or her future goals.

8.4. C Community Experiences

Instructional activities may take place in the community such as community based instruction to help students generalize the skills learned in the classroom to the real world.

8.4. D Employment

All students should have employment related language in their IEP. For some students this may be a goal to go to college; for others it may mean job training or supported employment. Other students may go right to work after leaving school. LEAs are responsible for helping students identify their goals and develop plans that prepare students to achieve.

8.4. E Daily Living Skills and Functional Evaluation

Some students may need specific instruction and activities in order to learn to take care of themselves and live as independently as possible. Some students may need a functional evaluation to determine which skills they will need to develop so that they are able to enter employment or live independently.

8.5 OTHER AGENCY INVOLVEMENT

A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger, if appropriate, with parental consent or consent of adult student.

If a participating agency (other than the district) fails to provide the transition services described in the IEP, the IEP team will reconvene to identify alternative strategies to meet the transition objectives for the student.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district will obtain agency participation in planning for these services by some other means.

8.6 IEP TEAM PARTICIPANTS FOR SECONDARY TRANSITION

Student Role: Participates, communicates preferences and interests, communicates strengths, and takes part in the IEP development. Evidence should be available that student was invited to the IEP meeting to actively participate in the development of the ITP. If the student was unable to participate, there should be evidence that the student's strengths, interests and preferences were considered and addressed.

300.321(b)(1) Would provide that the child be invited to the IEP meeting if a purpose of the meeting is consideration of the child's postsecondary goals and the transition services needed to achieve those goals.

2006 IDEA Regulations Comments indicated that if the student is a minor, the parents (unless ed. rights have been limited or extinguished) have the authority to determine whether the student should attend the IEP Team meeting (pg.46671) 300.321(b) (2). It is the public agency's obligation to take other steps to ensure that the student's preferences and interests are considered if the child is unable to attend the meeting.

Parent/Family Role: Supports the student, reinforces the value of an individual program, and provides information about student's strengths and areas where assistance is needed.

Special Education Specialist Role: Provides information, provides teaching strategies including accommodations and or modifications, suggests course of

study related to student's post school goals; identifies related services, provides input into transition service needs, links student and parents with appropriate post-school services, coordinates all people, agencies, services or programs involved in the transition planning process

General Education Teacher Role: Assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

(34 CFR 300.321 – Not less than one regular education teacher of such child (if the child is, or may be, participating in regular education)

LEA Representative Role: Support staff and allocate LEA resources

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
- Is knowledgeable about the general curriculum and the availability of resources of the LEA
- Has the authority to commit the LEA to implement the IEP
- LEA may designate another staff member of the IEP team if these criteria are met.

Other Specialists

- Who can interpret the instructional implications of evaluation results
- Who may be one of the team members already listed.

Other Appropriate Agency Personnel Role:

- Provide information about services, eligibility criteria;
- Explains difference between entitlement of school programs and eligibility of adult services;
- Assists in identifying community or adult services.

8.7 POST-SECONDARY GOALS

The IEP must document development of measurable postsecondary goals based on age-appropriate transition assessments. The IEP for students 16 years old or younger, if appropriate, must contain: appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the student in reaching those goals. [Section 614(d) (1) (A) (i) (VIII)]

8.8 SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The Summary of Academic Achievement and Functional Performance is not part of the IEP process. The summary is prepared by the LEA and provided to the student when he/she leaves school, either by graduating with a general diploma or reaching the age of 22. The summary will offer the student a document that summarizes his/her academic and functional performance with recommendations about what accommodations and supports the student may need to enter post-school activities, such as training, higher education, employment, and independent living. For a student whose eligibility terminates, a LEA shall provide the student with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the his/her post-secondary goals. (Section 614(c) (5) (B))

8.9 TRANSFER OF RIGHTS AT AGE OF MAJORITY

The IDEA '04 continues the requirement of notifying the student and family that educational rights convert to the student upon reaching the age of majority, which is 18 years old in California: beginning not later than 1 year before the student reaches the age of majority under State law, a statement that the student has been informed of his/her rights if any, that will transfer to the child on reaching the age of majority. (Section 614(d) (1) (A) (i) (VIII), emphasis added)

8.10 POST-SECONDARY FOLLOW-UP

The State requires districts to seek information from students who have graduated from high school to collect data on post school outcomes.

8.11 STUDENTS BETWEEN NINETEEN AND TWENTY-TWO YEARS

California Ed Code regulations applying to students between the ages of nineteen and twenty-one, inclusive; enrolled in or eligible for a program under this part or other special education program prior to his or her nineteenth birthday; and has not yet completed his or her prescribed course of study or who has not met proficiency standards:

- a. Any person who becomes 22 years of age during the months of January to June, inclusive, while participating in a program under this part may continue his or her participation in the program for the remainder of the current fiscal year, including any extended school year program for individuals with exceptional needs.

b. Any person otherwise eligible to participate in a program under this part shall not be allowed to begin a new fiscal year in a program if he or she becomes 22 years of age in September or that new fiscal year. However, if a person is in a year-round school program and is completing his or her individualized education program in a term that extends into the new fiscal year, then the person may complete that term.

c. Any person who becomes 22 years of age during the months of October, November, or December while participating in a program under this act shall be terminated from the program on December 31 of the current fiscal year, unless the person would otherwise complete his or her individualized education program at the end of the current fiscal year or unless the person has not had an individual transition plan incorporated into his or her individualized education program and implemented from the age of 20 years, in which case the person shall be terminated from the program at the end of the fiscal year.

(E.C., Sec. 56026: (c) (4))

Refer to *Transition to Adult Living*, An Information and Resource Guide, California Department of Education, 2007 on the following website:

http://www.calstat.org/publications/pdfs/transition_guide_07.pdf

Appendix A – Post Secondary Goal Statements

Appendix B – Transition Essentials for All Teens

Appendix C – Transition in the IEP

Appendix D – Course of Study

POST-SECONDARY GOAL STATEMENTS

IDEA defines post-secondary education/training outcomes:

- ▶ Enroll in college or university
- ▶ Earn occupational certificate
- ▶ Enroll in vocational training (ROP, beauty school, pet grooming, trucking school,)
- ▶ Enter military for training in....
- ▶ Enter an apprenticeship
- ▶ Complete on the job training
- ▶ Enter Community based training ...
- ▶ May list major,
- ▶ Industry, or job of interest as goals mature.

- **I will enroll at... and earn a degree certificate as...**
- **I will enroll at....**
- **I will go to school**

Postsecondary Employment Goal Statements

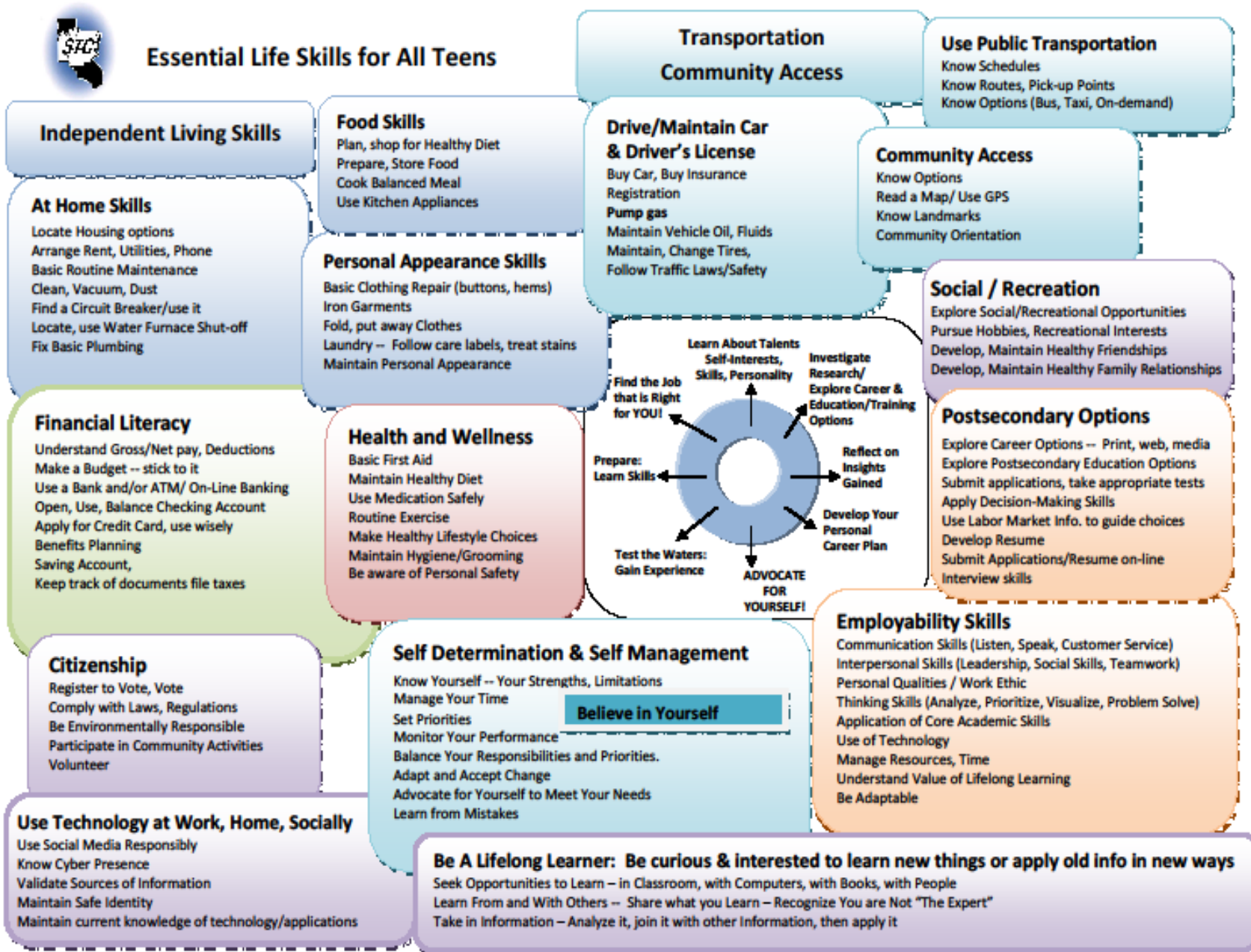
- ▶ Competitive work- full time / part time
- ▶ Supported Employment
- ▶ Integrated work activity or
- ▶ Entrepreneurship
- ▶ Volunteer

- **I will work in full time employment as... at**
- **I will work as..**
- **I will work**

Postsecondary Employment Goal Statements

- ▶ Competitive work- full time / part time
- ▶ Supported Employment
- ▶ Integrated work activity or
- ▶ Entrepreneurship
- ▶ Volunteer

- **I will work in full time employment as... at**
- **I will work as..**
- **I will work**



© Shasta Twenty-first Century Career Connections

SOURCES: 21st Century Life Skills, Casey Life Skills, Ready by 21, Employment Literacy: SCANS 21st Century Skills, Equipped for the Future, California Career Planning Guide

Transition in the IEP: The Mandate
IDEA: Transition Age 16 and Beyond

Chapter 8 – Appendix C

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be 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 activities**,
- Including postsecondary education, vocational education, integrated employment (including supported 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; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Postsecondary education goals

- Enroll college or university
 - Earn occupational certificate
 - Enroll in vocational training (ROP, beauty school, pet grooming, trucking school,)
 - Enter military for training in....
 - Enter an apprenticeship
 - Complete on the job training
 - Enter Community based training ...
- May list major, industry, or job of interest as goals mature.

Employment Goals

- Competitive work- full time / part time
- Supported Employment
- Integrated work activity
- Entrepreneurship
- Work Activity
- Volunteer

Independent Living

Live independently
 Live with family, roommates
 Live independently with supportive services
 Live in group home
 Manage finances, household
 Access community – independently, use
 Public transportation,

Postsecondary goal formula

After high school I will _____
 Behavior where/how

Transition Services

820 – College Awareness
 830 – Vocational Assessment, Guidance, Career Assessment
 840 – Career Awareness, Self Advocacy, Career Planning
 850 – Job Coaching
 860 – Mentoring, sustained coaching
 865 – Agency Linkages
 870 – Travel/Mobility
 890—Other coordination, Linkage
 900- Other special education, Related Services

SMART IEP

IEP Annual Goal

Specific

Measurable

Action

Realistic/Relevant

Time limited

What if a student does not have goals at age 16? (Who does?)

Students in grades 9 and 10 are in an exploratory phase. They need to explore their options before making informed choices.

Grades 9-10 Goals are General

Career Assessments/Guidance begins

"I want to work or go to school"

Research, Explore

Experience- classes, work experience,

By end of 10th grade students identify tentative career

Grade 12 Specific goals

By end of 12th grade, Student creates actionable career plan for them.

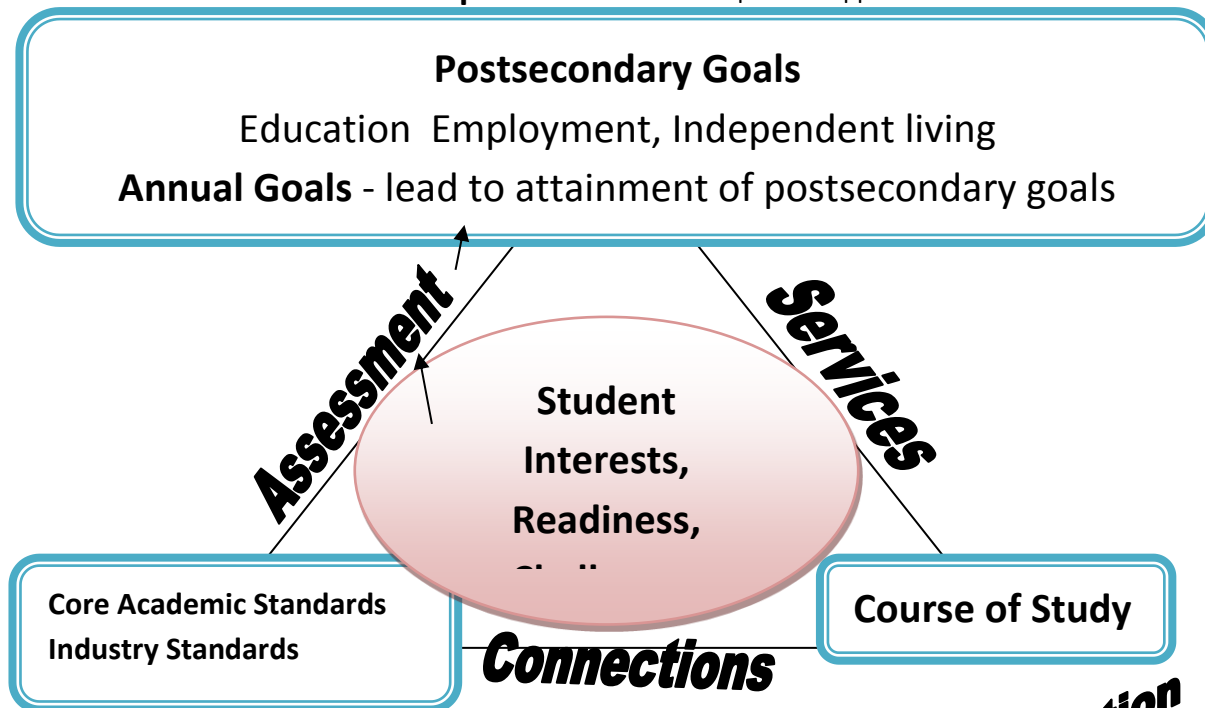
Meet the Mandate Checklist

Hint: the answers should be YES!

1. Are there **appropriate measurable postsecondary goals** in the areas of education & training, employment, and as needed, independent living?
2. Are the **postsecondary goals updated annually**? Were the goals addressed updated in conjunction with the development of the current IEP?
3. Is there evidence that the measurable postsecondary goal(s) were based **on age appropriate transition assessment**?
4. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her postsecondary goal?
5. Do transition services **include courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there **annual IEP goals related to the student transition services needs**?
7. Is there **evidence that the student was invited to the IEP team meeting** where transition services are discussed?
8. If appropriate, is **there evidence that a representative of any participating agency was invited to the IEP team meeting** with prior consent of the parent or student who has achieved the age of majority? List not applicable if the agency is not available because of age, grade.

Course of Study

Academic courses: Core, Applied, Functional
 Elective courses that relate specifically to interests.
 Courses needed to meet graduation standards
 Hint: Pathways define courses of study.

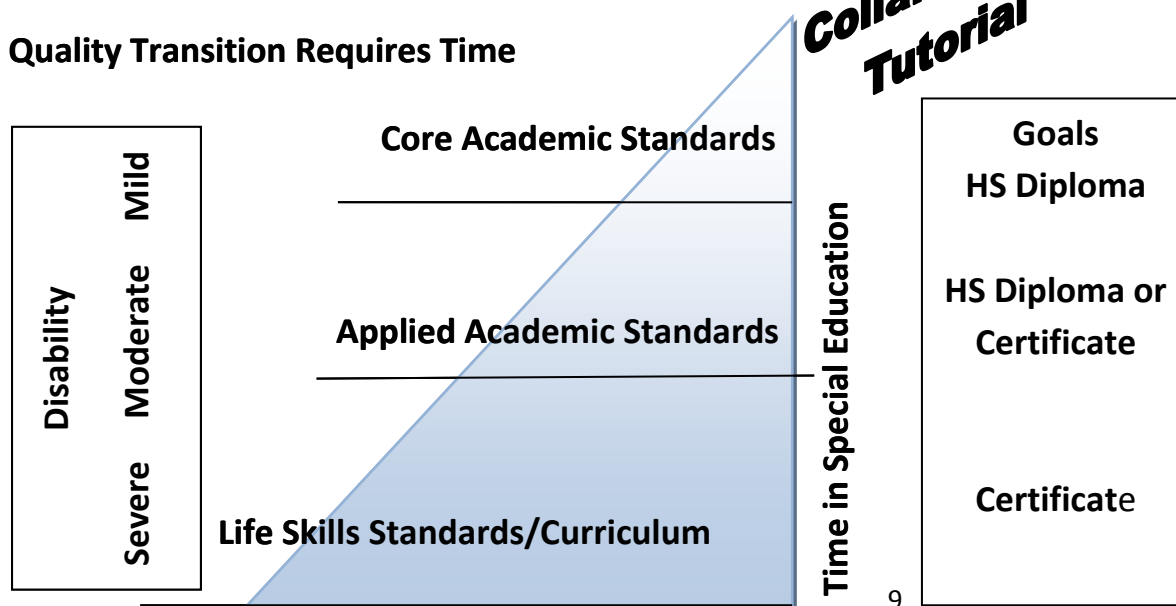


In his book, Getting Real: Helping Teens Find Their Future, Kenneth Gray suggests that there are three predictors of postsecondary education success:

Academic Skills
Career Focus
Maturity, including career maturity

Do you agree?
What are the implications for career planning and transition?

Quality Transition Requires Time



The Time Factor: Many students and teachers who focus on preparing for graduation and earning a high school diploma struggle to address transition because of the limited time available. Students who are self directed can be encouraged to take web-based career assessments (surveys, self appraisals, and interest surveys. These need to be followed up with reflection and transition interviews to document goals. Some schools utilize computerized information systems. Others rely on public, free systems. Again, reflection is critical. There is an array of career resources at www.californiacareers.info.

COURSE OF STUDY GUIDELINES

Courses of Study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Guidance and Recommendations

Based on a review of legislation and California Education Code (EC) that inform the course of study for the state of California, and, with the goal of making sure we do not create liabilities for any students, we recommend:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and postsecondary transition goals.
2. For students who plan to earn a high school diploma the student must meet state and district graduation requirements.
3. Elective classes or those meeting the state and district graduation requirements such as performing and visual arts, foreign language (language other than English including American sign language), and career technical classes should reflect the individual student's career interests and postsecondary goals.
4. The course of study should be sufficiently generic to be portable across district and/or state lines.
5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status and other educational performance measures. The course of study should also be reviewed at least once annually for all students.
6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting postsecondary education and employment goals. (Some employers require a diploma a minimum requirement when considering job applicants).
7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.
- 8.. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and postsecondary goals. The options in Education Code (EC) include:

EC Section 56390

Complete a prescribed alternative course of study

Meet IEP goals and objectives

Satisfactorily attend and participate in instruction.

EC Section 56026

Age Out of the K-12 system at age

22

9. Courses of study that lead to certificates of completion should include annual IEP goals that explicitly describe evidence-based instructional practices and predictors with appropriate criterion measures of performance / achievement that when attained, demonstrate progress toward achieving postsecondary goals.

We encourage further consideration of these issues:

The high school diploma and certificates of completion should have legitimacy in terms of the “next environment” whether it is postsecondary education and training, competitive employment, supported employment or independent living. In other words, do we offer students certificates that are meaningful to employers? Do they meet the standards required by the colleges and universities to qualify for financial aid or meet entrance requirements?

Diplomas and certificates should be defined by districts and have legitimacy, and reflect expectations.

WHAT TO LOOK FOR IN THE IEP

Suggestions for review of IEPs for Course of Study

1. Review the state and high school district graduation requirements.
2. The IEP should reflect courses that meet postsecondary goals.
3. Courses should be listed that outline student's current and future classes

Sample Courses of Study

Secondary Goal: Earn a high school Diploma

The course of study is defined by the district and includes classes that meet all state and district graduation requirements and lead to a high school diploma. The student course of study is a multi-year description of coursework to achieve desired post-school goals from the student's current to anticipated exit year. The course of study may also include extracurricular activities that relate to postsecondary goals (yearbook, school newspaper, athletics, student leadership organizations (Future Farmers of America, Future Business Leaders of America, Key Clubs, etc).

Secondary Goal: Earn Certificate of Completion

Commonly used resources include:

Special Education Administrators of County Offices (SEACO) Curriculum Guide

The newly updated SEACO Curriculum Guide aligns functional skills to the subset of standards for students with moderate to severe disabilities who participate in California Alternative Performance Assessment (CAPA).

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
Math English / Language Arts Listening / Speaking	Grooming / Hygiene Personal Safety Life Skills	Social Behavior Community resources Recreation and leisure Communication skills	Career Exploration Work related training Future living, working

Other curricular resources include but are not limited to:

- *Choicemaker Self-Determination Series*
- Collins, B.C. (2012). [*Systematic Instruction for Students with Moderate and Severe Disabilities*](#)
- Field, S. & Hoffman, A. (2005). [*Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals*](#)
- Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J. & Dempsey, P. (1989). [*The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities*](#)
- Martin, J., & Marshall, L. H. (2006). *Self-directed IEP*. Longmont, CO: Sopris West.

- NSTTAC Evidence-Based Practices <http://www.nsttac.org/content/evidence-based-practices>
- NSTTAC Predictor Resources: <http://www.nsttac.org/content/predictor-resources>
- PRO-ED Series on Transition
- Snell, M & Brown, F. (2011). *Instruction of Students with Severe Disabilities* (7th Edition)
- Student Directed Learning
- Test, D. (2012). [*Evidence-Based Instructional Strategies for Transition*](#)
- [*Universal Design for Transition*](#)
- Weymeyer, M., & Kelchner, K. (1995). *Whose future is it, anyway? A student-directed transition planning process*. Arlington, TX: The ARC.

Reference and Resources

Background: A review of legislation and California Education Code that impacts the course of study

IDEA and Federal Issues

What is required under IDEA?

C.F.R. Part 300 D Section 300.320 (b) (2) :

“2 The transition services, including courses of study) needed to assist the child in reaching these goals.”

IDEA does not define what is meant by “courses of study” in legislation or regulation. OSERS has stated that defining the course of study is a state decision.

State of California:

State Statute: EC Section 56345 – IEP Contents excerpt specific to course of study

(B) the transition services, as defined in Section 56345.1, including courses of study, needed to assist the pupil in reaching those goals....

(b) If appropriate, the individualized education program shall also include, but not be limited to, all of the following:

(1) For pupils in grades 7-12, inclusive, any alternative means and modes necessary for the pupil to complete the prescribed course of study of the district and to meet or exceed proficiency standards for graduation.

EC Section 56390 – Certificate or Document of Educational Achievement or completion

56390 Notwithstanding Section 51412 or any other provision of law, a local agency may award an individual with exceptional needs a certificate or document of educational achievement or completion if the requirements for subdivision (a), (b) or (c) are met.

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

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

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

EC Section 51412 -Standards of Proficiency in Basic Skills

No diploma, certificate or other document, except transcripts and letters of recommendation, shall be conferred on a pupil as evidence of completion of a prescribed course of study or training, or of satisfactory attendance, unless the pupil has met the standards of proficiency in basic skills prescribed by the governing board of the high school district, or equivalent thereof.

State Standards for courses required to earn a diploma

EC Section 51225.3 specifies that students must pass a minimum set of required courses and an exit examination. These requirements should be viewed as minimums and support for the regulations specified by the local school boards.

High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school and other coursework adopted by the local governing board of the LEA

The California *Education Code (EC)* establishes a minimum set of requirements for graduation from California high schools. The requirements should be viewed as minimums and support regulations established by local governing boards.

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.

The following chart summarizes the high school graduation requirements by subject area and the requirements for admission to California Institutions of Higher Education.

High School Subject Area	State Mandated Requirements*(<i>EC</i> 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (<i>EC</i> 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. Three years recommended.	Two years in same language required.

Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	One year***	One year***
Total	13	15 (7 in the last two years of high school)	15

* Beginning in 2005–06, all students must pass the California High School Exit Examination prior to graduation, in addition to meeting course requirements.

Beginning in 2009–10, EC Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan.

Beginning January 1, 2010, students in foster care who transfer to a new school while in grades 11 or 12 may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school. These students would still be required to pass the CAHSEE.

** Beginning with the 2012–13 school year (sunsets with the 2017–18 school year), EC Section 51225.3 provides that a district may choose to adopt a career technical education course as an optional high school graduation requirement. *** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign