

YOLO COUNTY OFFICE OF EDUCATION

**JOINT EDUCATION SERVICES PLAN FOR EXPELLED STUDENTS
WITHIN YOLO COUNTY**

JULY 1, 2018 – JUNE 30, 2021

I. INTRODUCTION

A. THE LEGAL REQUIREMENTS PERTAINING TO A COUNTY-WIDE PLAN

California Education Code Section 48926 initially required county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing education services to all expelled students in that county. The plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction. The same code section requires the county superintendent of schools, in conjunction with district superintendents in the county to update the plan every three years and submit it to the State Superintendent of Public Instruction. The next triennial update to the Countywide Plan for Provision of Educational Services to Expelled Students is due no later than June 30, 2021.

EC Section 48926 provides specifically that:

“The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.”

In 2015, the recommended content of the Countywide Plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact any disproportionate number of minority students being suspended or expelled.

This legislation additionally directed the Superintendent of Public Education to convene a statewide group to “develop a model and study existing successful county programs and policies for the immediate transfer of educational records, uniform systems for calculating and awarding credits, transition planning, and the immediate enrollment of pupils who are being transferred from juvenile court schools.” The workgroup is directed to conduct its work and submit recommendations to the Legislature by January 1, 2016. Yolo County school districts are dedicated to reenrolling youth that are temporarily placed in a court school setting.

THREE SPECIFIC AREAS MUST BE ADDRESSED

The Countywide Plan requirements and recommendations are described below:

1. The Countywide Plan must list and describe the educational alternatives currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
 - Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions. For assistance in this area, you may review recent guidance issued by the U.S. Department of Education and Justice on the U.S. Department of Education Web Page at <http://www2.ed.gov/policy/gen/guid/school-discipline>.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2015 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2018 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - Were the strategies successful or not? Please explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.
 - For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board. In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in *EC* Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under *EC* Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

B. THE LAW REGARDING EXPULSION AND THE MAINTENANCE OF AN EDUCATIONAL PROGRAM FOR EXPELLED STUDENTS

Section 48916.1(a) which is referenced in 48926 reads:

"At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both."

II. EXISTING EDUCATIONAL ALTERNATIVES PROVIDED BY THE COUNTY OFFICE OF EDUCATION

Pupils expelled from grades K-6

Pupils who are in grades K-6 who are expelled do not have the same educational options as students in grades 7-12. Pupils in grades K-6 are also expelled at a much lower rate than pupils in grades 7-12. These two factors, together with the requirements that educational services for pupils in grades K-6 cannot be merged or combined with services to pupils in grades 7-12 and cannot include an independent study option make it very difficult to identify an educational placement for the expelled pupil in grades K-6.

Existing options for K-6 expelled pupils include:

- Suspended expulsion (at the expelling district's option).
- Application to a private school at no expense to the school district.
- Application to a district from which the pupil has not been expelled. District may accept student on a case by case basis.
- Application to Community Day School operated by the Woodland Joint Unified School District. The district may accept students on a case by case basis.
- Application to Charter Schools in or out of the County. The Charter School may accept students on a case by case basis.

None of these options are obligatory upon schools expelling pupils or receiving expelled pupils

In rare occasions, pupils in grades 4-6 who are expelled and because of the seriousness of the offense, are incarcerated in the Yolo County Juvenile Hall and receive educational services through Dan Jacobs School in the Hall.

PUPILS EXPELLED FROM GRADES 7-12

Pursuant to Education Code Section 1980, the Yolo County Office of Education offers educational alternatives to expelled pupils through its Community Schools serving pupils in grades 7-12. Students who are referred and enrolled in the program will have an Individual Learning Plan (ILP) developed with the expelled student, his/her parents and program staff. Yolo County Office of Education offers an accredited high school graduation community school program. Yolo County Office of Education programs will offer the following educational options/alternatives for expelled students 7-12:

- YCOE Community School Program for grades 7-12 in Woodland and West Sacramento.
- Application to a District from which the pupil has not been expelled. District may accept student on a case by case basis.
- Suspended expulsion (at the expelling District's option) and referring student to another school site within the District.

- Charter schools in or out of the County. The Charter School may accept students on a case by case basis.
- Application to a private school at no expense to the District.
- Dan Jacobs School located in the Yolo County Juvenile Hall serves incarcerated pupils in grades 7-12.

Presently, students placed in Yolo County Office of Education Alternative Education Program receive counseling services and close supervision by the probation department through partnership grants out of the Yolo County Office of Education or Yolo County Probation Department. Students housed in the juvenile hall (Dan Jacobs School) also receive supportive counseling services through CommuniCare and the Probation Department operated by the County of Yolo.

Community schools require the formal placement of pupils into the program through a recommendation by one of Yolo County's school districts and referral by either juvenile court or its probation department representatives' approval in accord with Education Code Section 1981c. These countywide alternatives are available to pupils who have been expelled from district programs when the district board of education determines that these programs are the most appropriate placement. Districts also have the option to suspend a student's expulsion under circumstances determined by the expelling district.

If a student enrolled in a Yolo County Office of Education Community School program and violates any of the following sections of Education code 48915, section (c),

- a) Possessing, selling, or otherwise furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault.
- e) Possession of an explosive.

Program personnel will:

- Refer the student to the police department or probation for prosecution.
- Inform and work with the home district to find an appropriate placement.
- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in the independent study program or other school program operated by the Yolo County Office of Education.

Additionally, if a student enrolled in a Yolo County Office of Education Community School program violates the following sections of Education code 48900,

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e) Committed or attempted to commit robbery or extortion.

Program personnel will:

- Refer the student to the police department or probation for prosecution.
- Inform and work with the home district to find an appropriate placement.

- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in the independent study program or other school program operated by the Yolo County Office of Education.

A student may choose to enroll in a neighboring district, a charter or a private school at the parent's expense. The charter or private school, however, is under no obligation to accept or serve the expelled student.

III. 2018 - IDENTIFIED GAPS IN SERVICES AND PROGRAMS AND STRATEGIES TO ADDRESS THEM

A. GAP #1 – Community School Referral Not Appropriate or Approved: At times, Districts may be forced to expel students with specialized academic needs best served in a Special Day classroom setting. More often than not, Community School can meet the needs of students on Individualized Education Plans. At times, however, a referral to Community School for expelled youth is not accepted for the following reasons:

- 1) The Community School program has no space for the newly referred youth
- 2) The Community school program cannot meet the educational needs of the expelled youth
- 3) The parent of the referred youth has expressly objected to the referral based on one of the following reasons:
 - Reasonable concerns related to the pupils safety
 - Geographic accessibility
 - Inability to transport
 - The school does not meet the pupils educational needs

When a community school referral is not appropriate or not approved of by the Community school screening committee for the reasons listed above, there are limited options for these youth. In these circumstances, the District of Residence is required to provide an alternative setting for these expelled youth.

GAP #1 PROGRESS UPDATE:

- 1) When all educational options available to the Community School have been exhausted, placement in a contiguous county will be explored.
- 2) Pupils have the option to apply to a private school at no expense to the school district or apply to a Charter School in or out of the County. The private school or charter school is not obligated to accept the pupil.

B. GAP #2 – Students in Grades TK-6th Grade and Grades 7 & 8: Students expelled in grades below 7th grade that are not eligible for a Community school referral have limited options. As a result, these students are not typically expelled and remain enrolled in their District of Residence requiring an extensive amount of intervention and services not standard in the school setting. Referrals can be made to county run services for counseling however, often times the families face extreme barriers to coordinate access and follow through with these recommended services. Students in Grades 7 & 8 are eligible to be referred to the Community School, but depending on enrollment numbers, students may be referred to Independent Studies as the program option.

GAP #2 PROGRESS UPDATE:

- 1) The Elementary districts will use their local alternatives in providing educational programs for their expelled youth. Yolo County continues to experience small number of pupils at-risk of expulsion from elementary schools. These small numbers continue to pose a cost prohibitive challenge to establishing a classroom for our county's expelled elementary pupils.

C. GAP #3 – Mental Health Issues: District input implied that many expulsions in recent time are often connected to behavioral actions that may be related to untreated mental health issues. Yolo County Health and Human Services recently has not had adequate staffing to provide mental health services to all students in need, particularly those who are not Medi-Cal eligible. In addition, typically the youth that requires these extensive mental health services do not have the family support or follow through to access services away from the school campus in a consistent, effective manner. At times, existing school based mental health services are not provided to the students who need it due to the limited number of staff employed to provide these services and often to a lack of Medi-Cal eligibility.

GAP #3 PROGRESS UPDATE:

Yolo County School Districts implement Schools are participating in MTSS collaborative to provide Tier 1 and 2 supports (no particular order):

The site and district teams learn what works and what does not. Some students need interventions that deal with specific academic skills or deficits. Others need motivation or organizational skills or help with appropriate classroom behavior. Thinking strategies and interventions can aid students who need motivation or organizational skills or help with appropriate classroom behavior. Thinking strategies and interventions can aid students who need help in reading, writing, math, and problem solving. A variety of different interventions may be considered. These interventions remain flexible based on individual needs and the student's response when the intervention is tried.

GAP #4 – Awarding of Partial Credit Mid Semester: Many youth in foster care or alternative education programs lose credits due to moving schools at non-traditional breaks in the school calendar. Expelled youth are another population of students who have gaps in their schooling due to the time frame put upon them by expulsion hearings in which they are not able to attend school. Yolo County districts do not have a consistent method for awarding partial credit for youth who leave their school before the end of the semester. The lack of a systematic process for awarding partial credit puts expelled, foster, homeless and delinquent youth even farther behind towards their goal of graduation.

GAP #4 PROGRESS UPDATE:

California's Partial Credit Model Policy Improving the Educational Outcomes of Foster Youth is provided in the Appendix for reference

IV. ALTERNATIVE PLACEMENTS FOR PUPILS WHO FAIL COMMUNITY DAY SCHOOL

Under Education Code Section 48660, school districts have the option to operate Community Day Schools to serve their expelled pupils. These schools must operate in accord with all regulations included in Section 48660. In the event that school districts in Yolo County elect to operate Community Day Schools, an alternative must be in place for pupils who fail their placement in district Community Day Schools.

The Community School program operated by the Yolo County Office of Education is available to pupils in grades 7-12 who have been expelled from their district of residence and have failed their placement in district operated Community Day Schools.

V. SPECIAL EDUCATION

An individual with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with subsection (k) of Section 1415 of Title 20 of the United States Code, the discipline provisions contained in Sections 300.519 through 300.529 of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

A free appropriate public education for individuals with exceptional needs suspended or expelled from school shall be in accordance with paragraph (1) of subsection (a) of Section 1412 of Title 20 of the United States Code and subsection (d) of Section 300.121 of Title 34 of the Code of Federal Regulations.

The district acknowledges its responsibilities for matters involving pupils currently enrolled in any Special Education program who are being recommended for expulsion. These include:

- 1) Holding an IEP meeting during which the team addresses whether or not the misconduct was caused by, or a direct manifestation of, the pupils identified disability.
- 2) Determination as to whether the pupil had been appropriately placed at the time of the misconduct
- 3) The IEP team will also determine the appropriate Special Education services to be provided by the district during the period of expulsion. If special education services are warranted, SELPA will provide personnel to deliver Special Education services to students in alternative education settings due to expulsion.

VI. PROCESS OF REFERRAL:

The referring district shall provide the following documentation at the time of referral for enrollment:

- YCOE Community School Referral Form (Appendix)
- CSIS Number
- Expulsion Rehabilitation Plan (If applicable)
- Attendance and Discipline information
- Current transcripts and grades
- Assessment data
- IEP/504 Plan (If applicable) An IEP Meeting must be held prior to recommending a transfer to the Community School to ensure appropriate placement.

In addition, families must provide FRA a completed enrollment packet.

Once all required information is received, a new student orientation is scheduled prior to enrollment.

Expelled pupils referred to the community school from the districts are under the Rehabilitation Plan developed by the district and will be held accountable to both the district and county.

Cesar Chavez Community School will provide districts with ongoing progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements of graduation. District administrators will be provided data necessary to meet all necessary reporting requirements associated with Education Code 48916.

VI. BEST PRACTICES, AT THE SITE AND DISTRICT LEVELS, OF BEHAVIORAL INTERVENTION APPROACHES AND OPTIONS USED TO MINIMIZE THE NUMBER OF SUSPENSIONS LEADING TO EXPULSIONS, OR EXPULSIONS BEING ORDERED, AND TO SUPPORT STUDENTS RETURNING FROM EXPULSIONS.

Common throughout the best practices is that **clear expectations** for students and support from parents regarding acceptable and non-acceptable school behavior are a key component of an effective plan. Other common practices include:

1. Ongoing communication with, and involvement of, parents
2. In-house "reflection" rather than off campus suspension
3. Character education
4. Response to Intervention (RtI)
5. Student and parent signed behavior agreements at the beginning of the school year which clearly spell out consequences for specific behaviors
6. Positive administrator relationships developed with each student before discipline is needed
7. Employ a PPS-certified, LCSE school social worker
8. Weekly conflict meetings including AVID, GRIP and law enforcement
9. Positive Behavioral Interventions and Supports
10. Utilizing School Resource Officer in collaboration with Woodland Police Department
11. Professional Development for all staff in bullying prevention, cultural awareness and inclusion
12. Weekly communications class focusing on topics such as conflict resolution skills which teach students to manage their own behavior
13. Second step conflict management
14. Crisis Prevention Intervention for staff
15. Student study team meetings
16. Implementation of Second Step for grades K-2

Yuba County Community Referral Recommendation

Referral Number: _____

Name: _____ Home School: _____

Grade Level: _____ Gender: _____ Age: _____

DOB: _____ Address: _____ City: ZIP: _____ Home Phone: _____ Preferred Local Contact

Country of Birth: _____ Prefers to be contacted in a language other than English. If so, please specify: _____

Ethnicity: Yes, Hispanic or Latino No, not Hispanic or Latino Race: American Indian or Alaska Native White Black Asian Native Hawaiian or other Pacific Islander Pacific Islander Language spoken at home: (if not English) _____ Bilingual

Father Stepfather Name: _____ Address: _____ Phone: _____ Home (W): _____

Mother Stepmother Name: _____ Address: _____ Phone: _____ Home (W): _____

Other _____ Name: _____ Address: _____ Phone: _____ Home (W): _____

Direct # _____ Periods # _____ days Expedited Date: _____ Receipt Date: _____ Reason Refused 4801's silence

Nonparental # _____ Reason for: _____ Post-18 4801's silence

Long Absence _____ Alcohol/Drug Abuse _____

Comments: Additional information regarding RISK FACTORS, please attach relevant documentation or additional details if necessary.

Comments regarding SCHOOL INTERVENTIONS, please attach relevant documentation or additional details if necessary.

By signing below, you are indicating the information at this recommendation to be true and valid and that you believe Community Referral is the most appropriate placement for the student.

School District: _____ Recommender (print): _____ Signature: _____ Date: _____

This form and approval are based on the information provided by the schools. The Probation Department accepts no responsibility relative to the accuracy of the information received from the schools and will not be held liable for any errors or omissions.

Probation Referral to Community School

County Probation Representative: _____ Name: _____ Work: (916) 429-6601 Cell: (916) 429-6601 Fax: (916) 429-6601

Assistant Probation Officer

YCOE Principal Verifying Approval: _____ Date: _____

Distribution (One Copy Each): Albion Community School Site Yellow Pine/Redeemer Preparatory Goldstream/Redeemer Agency

Yuba County Office of Education
Court Chaoz Community School

355 West Kearney Street, Woodland, CA 95692 (916) 668-3088 Fax: (916) 668-3085
www.ycoe.net Superintendent of Schools

COMMUNITY SCHOOL EDUCATION CODE

COMMUNITY SCHOOL EDUCATION CODE **EDUCATION CODE - EDC**

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Title 1 enacted by Stats. 1976, Ch. 1010.)

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Division 1 enacted by Stats. 1976, Ch. 1010.)

PART 2. COUNTY EDUCATIONAL AGENCIES [1000 - 2603]

(Part 2 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 6.5. County Community Schools [1980 - 1986]

(Chapter 6.5 added by Stats. 1977, Ch. 992.)

1980.

A county board of education may establish and maintain one or more community schools.

(Added by Stats. 1977, Ch. 992.)

1981.

The county board of education may enroll pupils in a county community school who are any of the following:

(a) Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

(b) (1) Referred to a county community school by a school district as a result of the recommendation by a school attendance review board. A pupil shall not be referred to a county community school by a school district pursuant to this subdivision unless the school district and the county office of education determine all of the following:

(A) The county community school has space available to enroll the pupil.

(B) The county community school meets the educational needs of the pupil.

(C) (i) The parent, guardian, or responsible adult of the pupil has not expressly objected to the referral based on one or more of the following reasons:

(I) Reasonable concerns related to the pupil's safety.

(II) Geographic accessibility.

(III) Inability to transport.

(IV) The school does not meet the pupil's educational needs.

(ii) The school district may require the objection to be in writing if it has advised the parent, guardian, or responsible adult that they may object, in writing, for one of these reasons.

(2) If the county community school recommended pursuant to paragraph (1) is not geographically accessible to the pupil, the school attendance review board shall also include in its recommendation a school option for the pupil that is geographically accessible to the pupil and meets the criteria specified in paragraph (1).

(3) If the parent, guardian, or responsible adult of the pupil objects for any of the reasons described in subclauses (I) to (IV), inclusive, of clause (i) of subparagraph (C) of paragraph (1), the school district may either address the express objection or find an alternative placement in another comprehensive or continuation school within the school district. If the school district has offered the pupil all other options, the school district may refer the pupil to the county community school.

(4) The pupil has the right to return to his or her prior school or another appropriate school within his or her school district at the end of the semester following the semester when the acts leading to referral occurred. The right to return shall continue until the end of the pupil's 18th year of age, except that a pupil with exceptional needs, consistent with Section 56041 of this code and Section 1412(a)(1)(A) of Title 20 of the United States Code, shall have the right to return until he or she turns 22 years of age.

(c) (1) (A) On probation, with or without the supervision of a probation officer and consistent with an order of a juvenile court, who are considered to be wards of the court under Sections 601 and 602 of the Welfare and Institutions Code and ordered placed pursuant to Sections 725, 729.2, and 791 of, and paragraph (2) of subdivision (a) of Section 727 of, the Welfare and Institutions Code.

(B) Under the supervision of a probation officer, with the consent of the minor and the minor's parent or guardian, pursuant to Section 654 of the Welfare and Institutions Code.

(C) Under the supervision of a probation officer pursuant to Section 726 and paragraph (3) of subdivision (a) of Section 727 of the Welfare and Institutions Code with the consent of the pupil's parent, guardian, or responsible adult appointed by the juvenile court to make educational decisions for the pupil. The enrollment of a minor covered by this paragraph in a county community school shall be consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code, which provides that all educational and school placement decisions shall seek to ensure that the youth is in the least restrictive educational program, has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, and are based on the best interests of the child.

(D) Unless specifically ordered by a juvenile court, nothing in this subdivision shall be construed to conflict with the existing rights of a parent, guardian, or responsible adult appointed by the juvenile court pursuant to Section 726 of the Welfare and Institutions Code to make educational placement decisions for the minor.

(E) With respect to a pupil's enrollment in a county community school pursuant to subparagraph (B) or (C), and consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651, all of the following shall apply:

(i) The attorney for, or the person holding the educational rights of, a pupil who is under the jurisdiction of the delinquency court may use the procedures set forth in California Rule of Court 5.651 to address any change of placement that results in the enrollment of the pupil in a county community school that is not his or her school of origin.

(ii) The attorney or the person holding the educational rights appointed by the court for a pupil who is under the jurisdiction of the delinquency court may, during a regularly scheduled hearing, raise any concerns with respect to whether the enrollment of the pupil in a county community school is meeting the educational needs of the pupil.

(iii) Nothing in this subparagraph is intended to limit in any way the rights or responsibilities of any person as set forth in paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651.

(2) On probation or parole and not in attendance at any school, where enrollment is with the consent of the parent, guardian, or responsible adult, or the pupil, if he or she is 18 years of age or older. Nothing in this subdivision shall impact the provision of services or funding for youth up to 25 years of age pursuant to subdivision (b) of Section 1982, as that section read on September 25, 2013.

(3) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

(4) Enrollment in a county community school pursuant to this subdivision shall be consistent with subdivision (b) of Section 48645.5.

(d) Pupils whose school districts of attendance, or, for pupils who do not have school districts of attendance, school districts of residence, have, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school, subject to the following:

(1) A pupil shall not be enrolled in a county community school pursuant to this subdivision unless the school district determines that the placement will promote the educational interests of the pupil and the county community school has space available to enroll the pupil.

(2) A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately reenrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

(e) The procedures outlined in subdivisions (b) to (e), inclusive, of Section 51225.2 govern the transfer of credits, records, including special education records, and grades required pursuant to subdivision (a) of Section 48645.5 and Section 49068 when the pupil transfers to and from the county community school.

(f) For purposes of this section, "geographically accessible" means that the pupil can reasonably travel to and from the school and is able to pay for any transportation costs that are above and beyond the costs to attend his or her school of residence or prior school, whichever is farther away.

(Amended by Stats. 2014, Ch. 837, Sec. 1. Effective January 1, 2015.)

1981.5.

(a) A pupil who is involuntarily enrolled in a county community school pursuant to subdivision (a) of, or subparagraph (A) of paragraph (1) or paragraph (3) of subdivision (c) of, Section 1981 shall have the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from the expulsion order pursuant to Section 48916 or court-ordered placement. Nothing in this section is intended to limit the school placement options that a school district may recommend for a pupil being readmitted.

(b) Consistent with the process and procedures set forth in Section 48916, only the governing board of the school district that issued the initial order or subsequent order to expel may extend the duration of an expelled pupil's placement in a county community school.

(Added by Stats. 2014, Ch. 837, Sec. 3. Effective January 1, 2015.)

1983.

(a) Pupils enrolled in county community schools shall be assigned to classes or programs deemed most appropriate for reinforcing or reestablishing educational development.

(b) These classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, school credit recovery assistance, tutorial assistance, and individual guidance activities.

(c) To the extent that independent study is determined to satisfy the individually planned educational program described in subdivision (d) for a pupil attending a county community school, it shall meet all the requirements of Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 of Title 2, including the requirement that entry into that program is voluntary.

(d) An individually planned educational program based upon an educational assessment shall be prescribed for each pupil.

(e) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.

(f) Pursuant to Part 30 (commencing with Section 56000) of Division 4 of Title 2 of this code, Chapter 33 (commencing with Section 1400) of Title 20 of the United States Code, and accompanying state and federal regulatory provisions, county boards of education operating county community schools shall ensure that assessments are administered in all areas of suspected disability and appropriate services and programs, as specified in a pupil's individualized education program, are provided.

(g) County boards of education operating county community schools shall ensure that appropriate services and programs designed to address the language needs of pupils identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

(Amended by Stats. 2014, Ch. 837, Sec. 4. Effective January 1, 2015.)

1984.

For the purposes of establishing and maintaining a county community school, a county board of education shall be deemed to be a school district.

(Added by Stats. 1977, Ch. 992.)

1986.

(a) The Legislature hereby recognizes that community schools are a permissive educational program.

(b) If a county superintendent of schools elects to operate a community school pursuant to this chapter, he or she shall do one or more of the following:

(1) Utilize available school facilities that conform to the requirements of Part 2 (commencing with Section 2-101), Part 3 (commencing with Section 3-089-1), Part 4 (commencing with Section 4-403), and Part 5 (commencing with Section 5-102), of Title 24 of the California Code of Regulations.

(2) Apply for emergency portable classrooms pursuant to Section 17717.2 or Chapter 25 (commencing with Section 17785) of Part 10.

(3) Enter into lease agreements provided that the facilities are limited to one of the following:

(A) Single story, wood-framed structure.

(B) Single story, light steel frame structure.

(C) A structure where a structural engineer has submitted a report that determines substantial structural hazards do not exist. The county board of education shall review the report prior to approval of the lease and may reject the report if there is any evidence of fraud regarding the facts in the report.

(c) Before entering into any lease pursuant to paragraph (3) of subdivision (b), the county superintendent of schools shall certify that all reasonable efforts have been made to locate community schools in facilities that conform to the structural safety standards listed in paragraph (1) of subdivision (b).

(d) This section shall become operative on July 1, 1990.

(Amended by Stats. 2012, Ch. 728, Sec. 21. Effective January 1, 2015)

SAMPLE DISTRICT REHABILITATION PLAN

REHABILITATION PLAN

Student: _____

The above-named student is provided this Rehabilitation Plan pursuant to Education Code section 48916. Section 48916 provides, in pertinent part, "the governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs."

REHABILITATION PLAN:

Improved Academic Performance

_____ Students shall be enrolled in an accredited/approved alternative education placement offering at least a core curriculum of Language Arts, Math, Social Studies, and Science for grade _____.

_____ Student must complete _____ credits toward high school graduation during the semester/year enrolled in an accredited alternative education placement.

_____ Student must maintain a minimum 2.0 GPA in all courses taken toward high school graduation.

Tutoring

_____ In order to meet grade level performance standards, it is *recommended* that student participate in a reading/math/study skills improvement program if offered through the accredited/approved alternative education placement or, if not available at school site, through other sources at student's own expense.

Attendance

_____ Student shall maintain a 95% actual attendance rate for the semester/year enrolled in an accredited alternative education placement.

_____ More than ten (10) days absence for any reason, excused or unexcused, shall be regarded as a violation of the rehabilitation plan.

_____ Any tardiness or period cut shall be regarded as a violation of the rehabilitation plan.

KEY TERMS

COUNTY COMMUNITY SCHOOL: Refers to an educational program offered by the county office of education under authority of Education Code Section 1980 (c). County community schools are optional programs.

DISTRICT COMMUNITY DAY SCHOOL: Refers to an educational program offered by a local school district in accordance with Education Code Section 48660 et seq. District community day schools are optional programs.

EXPULSION: Expulsion means removal of a pupil from the immediate supervision and control, or the general supervision, of school personnel, as those terms are used in Education Code Section 48900. In accordance with law, certain infractions require a board to expel a student while other infractions are optional in this regard. Please see the appendix for a more thorough discussion of the criteria for suspension/expulsion from school.

EXPULSION ORDER: Refers to the specific action of the governing board of a local school district to remove a pupil from attendance. Only a governing board can expel a student under authority described in Education Code Section 48918 (j).


INDEPENDENT STUDY: Describes an instructional approach wherein an individualized program (plan) of study is created for a student with most of the instruction occurring at home, or in the community, and not under the direct supervision of a credentialed teacher. Many independent study programs require as little as one hour of direct instruction per week with the remaining time in student self-directed study. Independent study programs are optional and, if authorized under local board policy, require parent and student approval before being utilized.

REHABILITATION PLAN: Refers to the required component within any order of expulsion that requires the board to describe a plan for rehabilitation for the expelled pupil. That plan may include, but is not limited to: a) periodic review and assessment at the time of review for readmission; b) recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and/or other rehabilitation programs; and c) with parent/guardian consent, enrollment in a county-supported drug rehabilitation program if the offense was related to controlled substances as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol. (Reference Education Code Section 48916.5).

SUSPENDED EXPULSION: Refers to an action by the governing board to suspend their order of expulsion under certain conditions mutually agreed to by the student, the parent/guardian, and the board. A suspended expulsion plan typically requires the student to maintain appropriate behavior and positive attendance/academic progress during what would have been the term of expulsion. The penalty for failing to adhere to such terms and conditions automatically voids the suspension and results in the original expulsion order being implemented without further review by the board. Only those expulsions for behaviors considered "less serious" may be considered for possible suspension.


JOINT EDUCATION SERVICES PLAN FOR EXPELLED YOUTH WITHIN YOLO COUNTY

This document represents the official 2018-2021 countywide Joint Education Services Plan for Expelled Students within Yolo County.




Jesse Ortiz, Ed.D., Superintendent
Yolo County Office of Education

5/14/18
Date




John A. Bowes, Ed.D., Superintendent
Davis Joint Unified School District

5/14/18
Date




Diego Ochoa, Superintendent
Esparto Unified School District

5/14/2018
Date



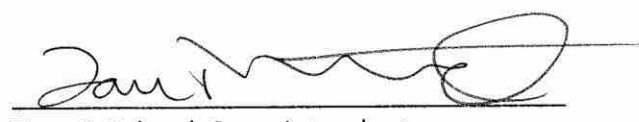
Linda Luna, Superintendent
Washington Unified School District

5/14/18
Date



Todd Cutler, Ed.D., Superintendent
Winters Joint Unified School District

5/14/18
Date



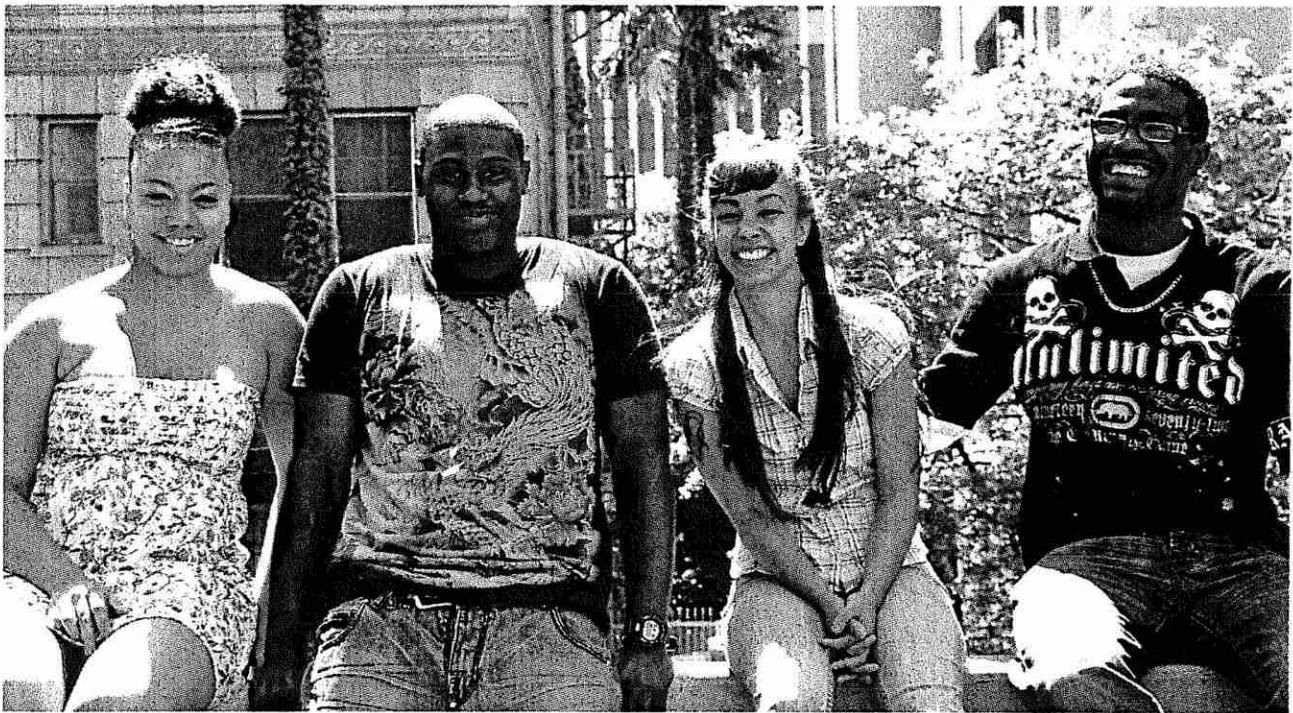
Tom Pritchard, Superintendent
Woodland Joint Unified School District

5/14/18
Date

CALIFORNIA'S PARTIAL CREDIT MODEL POLICY

IMPROVING THE EDUCATIONAL OUTCOMES OF FOSTER YOUTH

AN IMPLEMENTATION MANUAL FOR SCHOOL DISTRICTS AND CHILD WELFARE AGENCIES



JUDICIAL COUNCIL
OF CALIFORNIA



CWDA

Sacramento
Office of Education
County



SENECA

ALLIANCE
for CHILDREN'S
RIGHTS

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MELISSA'S STORY

Melissa* is a 10th grader who dreams of attending UCLA and becoming an astronomer. She has lived in multiple foster and group homes throughout her time in foster care. As a result, Melissa attended 3 different high schools in 9th grade alone.

When Melissa's school records were collected, her social worker realized that despite passing most of her classes, Melissa was 30 credits off-track for high school graduation. Melissa's schools never issued her partial credits when she transferred mid-semester. As a result, Melissa became increasingly discouraged with school and considered dropping out.

When her social worker contacted Melissa's previous schools, the registrars and counselors stated they could not calculate, award, or accept partial credits because none had a school district policy allowing them to do so. Her social worker and AB 490 Education Liaisons worked with the school counselors and registrars by providing them the partial credit model policy and guidance on how to issue and accept partial credits. Melissa was eventually awarded an additional 25 partial credits. Today, Melissa is only 5 credits off-track for high school graduation and is working to make them up so she can fulfill her dreams of going to UCLA.

*Name of youth has been changed to protect her privacy.
Story provided by the Alliance for Children's Rights.

EDUCATIONAL OUTCOMES OF FOSTER YOUTH

California leads the nation in ensuring foster youth have equal opportunities to succeed in school. The California Legislature first provided foster youth with an educational bill of rights in 2004 by enacting Assembly Bill 490. Since then, it has continuously added to these rights. Together, these laws guarantee foster youth education stability and remove significant barriers to high school graduation, including requiring schools to award partial credits.

THE NEED FOR CHANGE: THE UNFULFILLED PROMISE OF AB 490

The real promise of these groundbreaking reforms has not yet been realized. Today, California's foster youth fare no better than their peers living in states that lack such protections. They have also worse educational outcomes than any other student population in California.

The state's various reforms have not significantly improved the educational outcomes of foster youth because the laws provide little guidance for their implementation. As a result, educators and child welfare workers have struggled to understand their intersecting responsibilities to fulfill the mandates of AB 490 and subsequent laws.

- On average, **foster youth change schools 6 times**, losing 4-6 months of learning after each transfer
- **80 percent** repeat a grade by third grade
- **Less than 20 percent** are proficient in English and **10 percent** in Math by 11th grade
- Only **40 percent** graduate high school
- Less than **3 percent** obtain a college degree
- More than **50 percent** are homeless, incarcerated, or on welfare within two years of exiting foster care

For more information on foster youth outcomes, visit WestEd.com, "The Invisible Achievement Gap" (2013).



THE OPPORTUNITY FOR CHANGE: THE PARTIAL CREDIT MODEL POLICY

In September 2013, the Child Welfare Council adopted a statewide model policy to provide guidance to school districts, county offices of education, and child welfare agencies on how to implement AB 490's partial credit mandate. This manual provides a partial credit calculation formula, explanations of the policy's provisions, and implementation tools for use by school personnel and social workers. The partial credit model policy is a product of cross-agency collaboration between the California Department of Education (CDE), California Department of Social Services (CDSS), California School Boards Association (CSBA), the Child Welfare Council, several school districts, child welfare agencies and foster youth advocates.

THE REQUIREMENT FOR CHANGE: LOCAL CONTROL FUNDING FORMULA

By successfully implementing the partial credit model policy, school districts will fulfill their obligations under AB 490 and the new Local Control Funding Formula (LCFF), and should also improve their Academic Performance Index (API) rating. The API, which ranks schools across the state, is now impacted by foster youths' educational outcomes. By adopting the new LCFF, the California Legislature reaffirmed AB 490's requirement that school districts and child welfare agencies collaborate to improve the educational outcomes of foster youth. Now, these agencies must share information necessary to identify the educational supports and services foster youth need to succeed. Using this information, school districts must develop and submit plans outlining specific goals and activities to improve the educational outcomes of foster youth. Social workers must work with schools to achieve these plans. This manual provides school districts, child welfare agencies, and their various personnel with a guide to fulfill their legal obligations to foster youth.

LOCAL CONTROL FUNDING FORMULA



- Academic Performance Index (API): Foster youth are now included as a subgroup in the statewide API. All schools and school districts with 15 or more foster youth are now held accountable for foster youths' education outcomes.
- Local Control Accountability Plan (LCAP): All school districts and County Offices of Education (COEs) must develop LCAPs that identify educational goals for foster youth, describe specific activities they will take to achieve these goals, and outline a budget to fund these activities.
- Data Sharing: CDSS must help CDE identify which students are in foster care and provide information that is helpful to meet the educational needs of these youth. CDE must share this information with school districts and COEs on a weekly basis.
- Outcome Reporting: School districts and COEs must relay education outcome, school discipline, attendance, and dropout data to CDE, which must then report this data to the Governor and Legislature biannually.

Senate Bill 97

SCHOOL STABILITY



- Foster youth have the right to remain in their school of origin if it is in their best interest, as determined by their education rights holder.
- If transferring schools is in their best interest, foster youth have the right to immediate enrollment in equivalent classes at their new school, even without normally required documentation (e.g., proof of residence, transcripts, immunization records).
- Foster youth must be enrolled in their local comprehensive school of residence, unless their education rights holder approves of another school.
- Schools must allow foster youth to access academic resources, services, and extracurricular activities, even if youth miss deadlines due to placement changes.
- Child welfare agencies must consider school stability when making placement decisions.

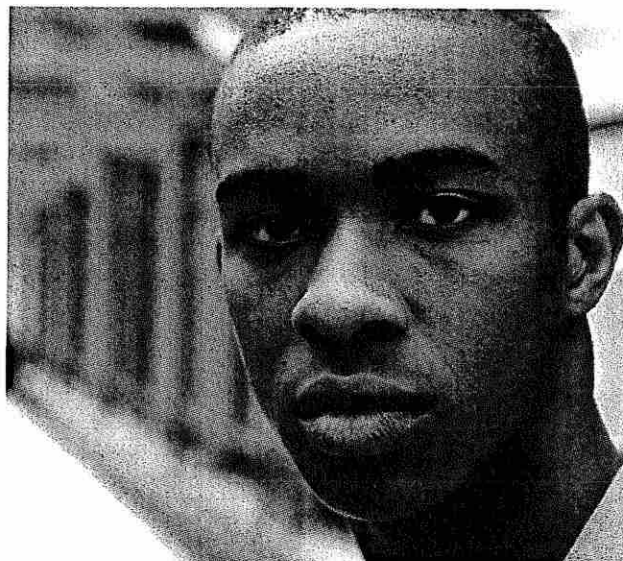
Assembly Bill 490
(Education Code §§ 48853, 48853.5)

SHARING EDUCATION RECORDS



- School districts must allow child welfare agency caseworkers, or other representatives that have legal responsibility for the protection of foster youth, to access education records without written parental consent or court order.
- Local child welfare agencies may disclose a foster youth's education records to an individual or agency that is working to address the youth's educational needs.

Assembly Bill 643
(Education Code § 49076)

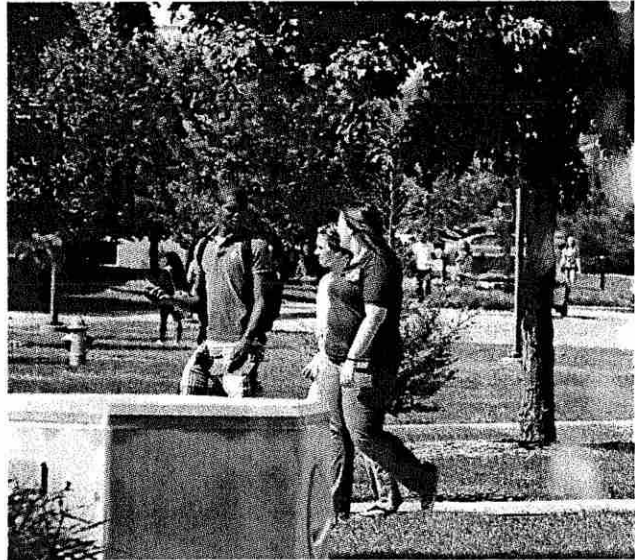


GRADES AND CREDITS



- Foster youth have a right to receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools.
- Grades cannot be lowered due to absences or gaps in enrollment caused by changes in school or home placements, attendance at court hearings, or participation in any court related activity.
- Upon receiving notification of a transfer, the sending school must issue check out grades and calculate and send credits earned on an official transcript to the receiving school within 2 business days.
- The receiving school must accept all credits, apply them to the same courses, and enroll foster youth in the same or equivalent classes as they were enrolled at the sending school.

Assembly Bill 490, Senate Bill 578
(Education Code §§ 48853.5, 49069.5, 51225.2)

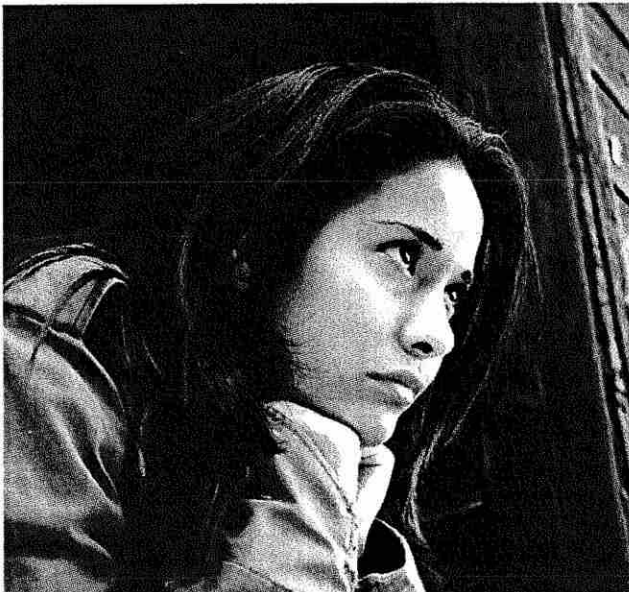


HIGH SCHOOL GRADUATION



- Foster youth who transfer schools after their second year of high school may opt to graduate by completing only state requirements if they cannot reasonably complete additional local graduation requirements.
- Alternatively, foster youth also have a right to remain in high school for a 5th year to complete local graduation requirements.
- Only the education rights holder can exercise the right to graduate under AB 167/216.
- Once found eligible, foster youths' right to graduate under AB 167/216 cannot be revoked, even if their foster care case closes, they are reunified with their parents, or they transfer schools again.
- A foster youth cannot transfer schools for the sole purpose of qualifying for AB 167/216 graduation.

Assembly Bill 167/216
(Education Code § 51225.1)



PARTIAL CREDIT MODEL POLICY

Sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits.

In recognition of this barrier, the California Legislature enacted AB 490 in 2004, requiring school districts to calculate, award, and accept partial credits for foster youth. However, school districts have struggled to issue and accept partial credits without additional guidance.

Recognizing the need for a statewide, uniform partial credit calculation tool, the California Child Welfare Council adopted a partial credit model policy in September 2013. This policy was developed by the CDE, CDSS, CSBA, County Welfare Directors Association (CWDA), several members of the California Legislature, school districts, child welfare agencies, and foster youth advocates. CSBA is currently transforming this partial credit model policy into a Board Policy with corresponding Administrative Regulations, which school districts will be able to access through Gamut Online.

By adopting this model policy, County Offices of Education and school district boards will provide school registrars/counselors the guidance and tools needed to calculate, issue and accept partial credits for foster youth.

Calculation Formula

7 CLASS PERIODS = 0.5 CREDITS PER SUBJECT	
7-13 class periods = 0.5 credits per subject	42-48 class periods = 3 credits per subject
14-20 class periods = 1 credit per subject	49-55 class periods = 3.5 credits per subject
21-27 class periods = 1.5 credits per subject	56-62 class periods = 4.0 credits per subject
28-34 class periods = 2 credits per subject	63-69 class periods = 4.5 credits per subject
35-41 class periods = 2.5 credits per subject	70+ class periods = 5 credits per subject

Partial Credit Calculation Guidelines

Length of Class Period:

Class periods lasting 89 minutes or less count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or more count as 2 class periods.

Credits Per Grading Period:

The calculation formula provides for the awarding of both 1 and 5 credits per course for each grading period because most school districts statewide utilize these credit scales. A Calculation/Conversion Table is provided on page 8, which can be used when youth transfer between school districts using differing scales. The receiving school should convert the number of credits earned to match their own system and update the youth's official transcript accordingly.

Alternative Schools:


If a foster youth is enrolled in an alternative school setting (e.g., continuation school, independent study program, or adult school), that school must issue credits according to this partial credit model policy or its approved credit plan adopted pursuant to Education Code § 51225.3(b), if such plan provides for the awarding of partial credits.


RECOMMENDED ROLES AND RESPONSIBILITIES


EDUCATION AGENCIES AND PERSONNEL	
County Offices of Education (COEs)/ School Districts	Adopt the partial credit model policy and require schools to calculate, issue, and accept partial credits for foster youth based on the calculation formulas. Train relevant personnel to use the model policy.
Sending Schools	Issue check out grades upon receiving notification that a foster youth will transfer schools. Calculate partial credits for each subject that the youth is passing as of the last day of actual attendance. Include all courses, grades, and partial credits earned on an official transcript within 2 business days of the youth's transfer (Education Code §§ 49069.5, 48853.5, and 51225.2).
Receiving Schools	When youth transfer schools mid-year, request and accept all check out grades and partial credits awarded by sending school within 2 business days of the youth's enrollment. Apply them to the same/equivalent courses on the school district's official transcript. Immediately enroll youth in same/equivalent courses so they can complete a full grading period of credits (Education Code §§ 49069.5, 48853.5, 48645.5 and 51225.2).
AB 490 Education Liaisons	Train registrars and counselors in respective school districts on how to use the partial credit model policy. Ensure that (1) sending schools properly disenroll youth and issue partial credits and check out grades on an official transcript and, (2) receiving schools properly accept partial credits and enroll youth in same/equivalent courses (Education Code § 48853.5). Provide assistance to social workers as needed to ensure timely and proper transfer of youth between schools.


CHILD WELFARE AGENCIES AND PERSONNEL	
Child Welfare Agencies	Train social workers on partial credit model policy so that they notify schools of pending transfers, properly check foster youth out of schools, and facilitate transfer of records between sending and receiving schools.
Social Workers	Before a foster youth changes schools, notify appropriate school district personnel (e.g., AB 490 Education Liaison and school registrar/counselor) of pending school transfer. Assist in checking youth out of sending school and ensure partial credits and check out grades are awarded on an official transcript. Work with receiving school to ensure partial credits are appropriately accepted and youth is placed in same/equivalent courses (Education Code § 49069.5).


COMMON CONCERNS AND QUESTIONS


 Why are partial credits necessary for foster youth?


 School instability prevents many foster youth from earning the credits needed to graduate from high school. Most students in foster care transfer schools repeatedly, often mid-year, due to foster home placement changes. Issuing partial credits for all work satisfactorily completed ensures that foster youth are not academically penalized when they transfer schools. These credits prevent foster youth from repeating classes, thereby allowing them to take those classes needed to remain on track for high school graduation.


 Why is a statewide, uniform partial credit policy necessary?


 While current laws require school districts to issue and accept partial credits, they do not provide uniform guidelines for carrying out these responsibilities. As a result, a majority of school districts either lack a formally adopted partial credit policy or have created policies with varying formulas for calculating partial credits. Without guidance or uniformity, many school registrars and counselors struggle to award partial credits to foster youth. A statewide, uniform partial credit model policy eliminates these complications because the same method of calculation can be used by all school districts, thereby allowing them to work together to ensure foster youth receive all credits earned.


 How does this model policy affect school districts' responsibilities under the Local Control Funding Formula (LCFF)?


 Under Senate Bill 97 (2013), the new LCFF requires school districts and COEs to develop Local Control Accountability Plans that outline goals and strategies for improving the education outcomes of foster youth. Additionally, school districts must now report various education statistics to CDE, including foster youths' high school graduation and dropout rates. The adoption and implementation of the partial credit model policy is one simple strategy for school districts to fulfill their new responsibilities and help foster youth graduate from high school.


 Why does the model policy use the scale of awarding 1 credit per 14 class periods?


 There is great variation among school districts' existing partial credit policies. School districts who award 5 credits per grading period issue 1 credit for anywhere between 10 and 16 class periods attended. The model policy uses the 14 class period scale because it provides an appropriate balance between two important concerns. It requires foster youth to attend an adequate number of classes to earn a full grading period of credits, while also preventing schools from penalizing foster youth for lapses in attendance when they are forced to transfer schools.


 Why does the model policy provide for the issuance of partial credits in 0.5 credit increments?


 Many foster youth are forced to transfer schools repeatedly. The model policy requires the issuance of credits in 0.5 increments in order to reward foster youth for all work completed, particularly when they are enrolled in a school for only a short time. There are two major benefits to this scale: (1) it helps foster youth accumulate credits at the same pace as their peers, thereby increasing the odds that they will graduate on time; and (2) it motivates youth to complete assigned coursework even if they will only be enrolled in the school for a short period of time.


 How can a school district that does not issue 5 credits per grading period per course utilize this model policy?

 The model policy is based on a 5 credit per grading period scale because an overwhelming majority of California's school districts use this scale. However, school districts that issue more or fewer credits each grading period can use this model policy by adapting the calculation formula to make it compatible with their credit scales. The Calculation/Conversion Table on page 8 can be used as a guide to convert partial credits when foster youth transfer between school districts using 1 and 5 credit per grading period scales.

 Why is the model policy based on instructional seat time instead of a substantive assessment of students' mastery of course curriculum?

 Sending schools must use seat time to calculate partial credits. Educ. Code § 49069.5. Receiving schools must accept all partial credits issued by a sending school. Educ. Code § 51225.2. Therefore, the law precludes receiving schools from requiring foster youth to pass a separate assessment to demonstrate their mastery of course curriculum before honoring previously issued partial credits. The model policy is designed to conform to these legal requirements.

 How can school districts use this model policy if their Student Information Systems (SIS) do not allow for the input of partial credits?

 Every school district has an existing legal responsibility to issue and accept partial credits for foster youth when they transfer schools. School districts must use a SIS that allows school registrars/counselors to input partial credits onto an official transcript. Pupil services personnel should work with their school districts' relevant technology department (e.g., Student Information System Unit) to update their SIS system to allow for the input of partial credits onto official transcripts. Failure to issue partial credits could expose school districts to potential legal liability.

PARTIAL CREDIT MODEL POLICY IMPLEMENTATION PROCEDURES AND TOOLS

CALCULATION FORMULAS AND GUIDELINES

More than sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits. Foster youth have a right to partial credits for all work satisfactorily completed before transferring schools under Education Code Sections 49069.5 and 51225.2.

Schools should use either the Calculation Formulas or Calculation/Conversion Table below to determine how many partial credits should be awarded based on seat time.

Calculation Formulas

# OF CREDITS/ GRADING PERIOD	# OF CREDITS EARNED PER 7 CLASS PERIODS ATTENDED	CALCULATION FORMULA
5 credits	0.5 credits per subject	# of class periods attended ÷ 14 (rounded down to nearest .5 credit)
1 credit	0.1 credits per subject	# of class periods attended ÷ 70 (rounded down to nearest .1 credit)

Calculation/Conversion Table

# OF CLASS PERIODS ATTENDED PER SUBJECT	# OF CREDITS EARNED	
	.5 CREDIT/GRADING PERIOD	1 CREDIT/GRADING PERIOD
7-13	.5 Credits	0.1 Credits
14-20	1.0 Credit	0.2 Credits
21-27	1.5 Credits	0.3 Credits
28-34	2.0 Credits	0.4 Credits
35-41	2.5 Credits	0.5 Credits
42-48	3.0 Credits	0.6 Credits
49-55	3.5 Credits	0.7 Credits
56-62	4.0 Credits	0.8 Credits
63-69	4.5 Credits	0.9 Credits
70+	5.0 Credits	1.0 Credit

Calculation Guidelines

- Length of Class Periods:** Class periods lasting 89 minutes or less count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or more count as two class periods.
- Sending School Responsibilities:** Issue check out grades upon receiving notification that a foster youth will transfer schools. Calculate partial credits for each subject that the youth is passing as of the last day of actual attendance. Include all courses, grades, and partial credits earned on an official transcript within 2 business days of notification of the youth's transfer.
- Receiving School Responsibilities:** When youth transfer schools mid-year, request and accept all check out grades and partial credits awarded by sending school within 2 business days of the youth's enrollment. Apply them to the same/equivalent courses on the school district's official transcript. Immediately enroll youth in same/equivalent courses so they can complete a full grading period of credits.
- Credit Scale:** If the sending school uses a different scale than the receiving school, then the sending school should calculate and issue partial credits according its own scale. The receiving school can convert the number of credits earned to match their own credit scale by using the above Calculation/Conversion Table.

SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

SENDING SCHOOL

STEP 1

Gather a list of all classes the youth is currently enrolled in and the corresponding graduation requirements. Inform each teacher of youth's impending transfer and anticipated last day of attendance.

STEP 2

Ensure teachers issue final grades based on all work completed as of the youth's last day of actual attendance.

****A foster youth's grades may not be lowered because of absences caused by placement changes. If a youth was not properly disenrolled on their last day of actual attendance, the registrar/counselor should ensure that teachers do not penalize them for these additional absences.**

STEP 3

Gather the youth's daily attendance record for each class and total the number of periods attended per class.

STEP 4

For each class the youth was receiving a passing grade, use the Calculation Formulas or Calculation/Conversion Table on page 8 to determine how many credits were earned based on the number of class periods attended and the length of each class period.

****If a class period is longer than 90 minutes, each period attended equals two periods for purposes of calculating partial credits.**

STEP 5

Complete the Student Withdrawal Report (see page 13), including the partial credit log, and add all grades and credits earned to the youth's official transcript within 2 business days of transfer.

STEP 6

Complete and forward Sending School Cover Letter (see page 14), Student Withdrawal Report, and official transcript to receiving school within 2 business days of receiving school's request for records.

Sample Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED

SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

RECEIVING SCHOOL

STEP 1

Request all records from sending school within 2 business days of a foster youth's enrollment.

**If sending school does not provide records within 2 business days, contact them and/or their AB 490 Education Liaison to request the immediate transfer of records. Contact youth's social worker to help facilitate gathering of check out grades and partial credits.

STEP 2

Review Student Withdrawal Report and official transcript to determine whether sending school issued partial credits and check out grades for all classes in which the youth was enrolled.

STEP 3

If missing any check out grades or partial credits, send the Receiving School Partial Credit Request Letter to the sending school (see page 15).

STEP 4

If partial credits were issued by a sending school using a different credit scale (e.g., 1 credit per grading period, rather than 5 credits), use the Calculation/Conversion Table on page 8 to convert those credits to align with the receiving school's credit scale.

STEP 5

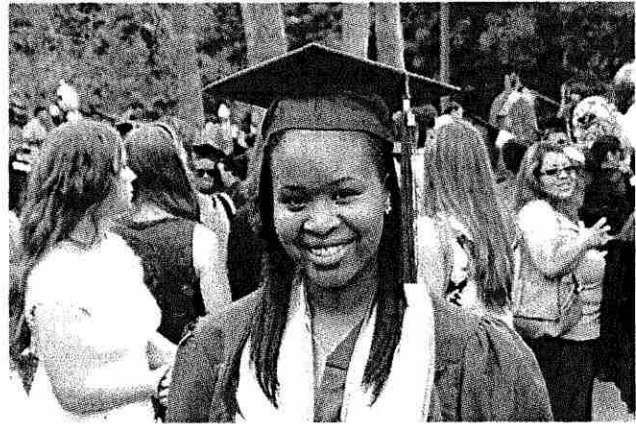
When transferring all grades and credits earned from previous high schools to the receiving school district's official transcript, include all check out grades and partial credits issued by the sending school, applying them to the same/equivalent courses.

**If the sending school considered a class as satisfying a state graduation requirement, the receiving school must apply the partial credits to the same/equivalent course. The receiving school may not count core class credits as elective credits.


STEP 6


Enroll youth in the same/equivalent classes as those attended at the sending school. If unclear as to which class is equivalent, contact sending school's registrar and ask for clarification. The receiving school may request a written description or syllabus for any such class.


**If sending school cannot offer clarification, the receiving school registrar/counselor can also review the UC Doorways website (www.ucop.edu/doorways), which provides A-G course listings for thousands of California's schools. These course lists may provide additional information that can be useful in determining equivalency.





FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS


 If a school district has not yet adopted this model policy, can a registrar/counselor still use these guidelines?


 Yes. Schools have a legal obligation pursuant to Education Code Sections 49069.5 and 51225.2 to calculate, issue, and accept partial credits, even if their school district boards have not yet adopted a partial credit policy. The model policy provides guidelines for fulfilling these obligations and has been approved and endorsed by several state entities, including CDE and CSBA. School registrars/counselors should contact their school districts' AB 490 Education Liaison or the Superintendent's Office if they have any questions regarding the use of this model policy.


 What is a check out grade?

 A check out grade is the final grade issued by an individual teacher based on the youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. A check out grade must be issued as a letter grade (A, B, C, D, or F) and then added to the Student Withdrawal Report and an official transcript. A list of assignments/exams and their corresponding individual grades given throughout the grading period does not qualify as a check out grade. Teachers may not lower a foster youth's grade because of absences due to court attendance, participation in court ordered activities, or changes in placement.


 If the receiving school requires a higher minimum grade to pass a course (C v. D), does the model policy allow the school to accept only the credits for courses in which the youth received the higher grade?


 No. Once a sending school issues partial credits, the receiving school must accept those credits and count them towards the same/equivalent courses. Educ. Code § 51225.2. Therefore, receiving schools should honor the grades issued by sending schools, even if those grades do not satisfy their minimum passing grade standards. For example, if the receiving school requires students to earn at least a C to pass a course, it should follow the sending school's grading standards, and must accept all partial credits, regardless of the corresponding grade. Receiving schools cannot require youth to retake any portion of a course previously passed at another school, as it would inappropriately penalize them for school transfers caused by foster home placement changes. However, receiving schools may require youth to satisfy the higher passing grade standard for any of the classes they enroll in at their school.

 If the receiving school does not offer the same/equivalent course during the current grading period, can the registrar/counselor count the partial credits as elective credits and require the youth to retake the entire course during a different grading period?

 No, if it would prevent the youth from completing all graduation requirements by the end of their fourth year of high school. Educ. Code § 51225.2(d). If the receiving school does not currently offer the same/equivalent course, it should first attempt to enroll the youth in another course that satisfies the same graduation requirement (e.g., Physics v. Earth Science, which are both Physical Sciences). If such a course is not available, the receiving school should enroll the youth in a course within the same subject area (e.g., another Science such as Biology). Under no circumstances may the receiving school count core class partial credits as elective credits or enroll the youth in all elective courses.

Additionally, the receiving school should work with the education rights holder to determine the appropriateness of concurrent enrollment so the youth can complete a full grading period of credits for previously enrolled courses not offered at the receiving school. Concurrent enrollment requires enrollment in both the local comprehensive school and a continuation, online, or independent study program. California law requires schools to obtain the permission of an education rights holder (parents or individual appointed by the juvenile court) before enrolling a youth in such alternative programs. Educ. Code § 48853.

 If a youth transfers from a school with trimesters to a school with semesters, or vice versa, how can the model policy be used?


 Sending and receiving schools should issue and accept partial credits according to this model policy, regardless of how the academic calendar is divided. When enrolling youth in the same/equivalent courses, every effort should be made to assist youth in completing a full grading period of credits. However, transfers between schools with semester and trimester schedules pose complications because enrolling youth in the same/equivalent courses may require them to either skip or repeat curriculum content. The recommended course of action to help manage these complications is:


- **Semester to Trimester Calendar:** Trimesters have a condensed grading period, requiring curriculum to be covered at a faster pace. When students transfer from a semester to trimester schedule, they miss significant portions of the curriculum. This may cause problems in courses such as Math where students' success later in the course requires mastery of previously taught concepts.


FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS


Receiving schools should enroll youth in the same/ equivalent courses and provide them with tutoring to help close knowledge gaps. If a youth cannot earn a full grading period of credits, the receiving school should work with the education rights holder to determine the appropriateness of concurrent enrollment in both the local comprehensive school and a continuation, online, or independent study program so the youth can complete any additional partial credits needed. California law requires schools to obtain the permission of an education rights holder (parents or individual appointed by the juvenile court) before enrolling a youth in such programs. Educ. Code § 48853.


- **Trimester to Semester Calendar:** Youth at schools with trimester schedules generally take fewer courses per grading period than those following semester schedules (e.g., 4 v. 7 courses). When transferring to a semester-based school, youth must be placed in more courses than they were previously enrolled. In these additional classes, they will have missed the first portion of the curriculum. For these classes, the schools should follow the same course of action described above regarding tutoring to fill knowledge gaps and concurrent enrollment to make up additional credits.


 If youth transfer between schools with different academic calendars (e.g., sending school started in September, receiving school started in August) or experience lapses in attendance when not immediately enrolled, can receiving schools require youth to complete additional assignments to make up for the missed coursework?

 No. Requiring youth to make up assignments given while they were not enrolled would penalize them for school transfers caused by their foster care status. Foster youth should be granted partial credits with corresponding check out grades for the period of enrollment at the sending school. When they arrive at the receiving school, they should be graded only on the work assigned in their new classes for the remainder of the grading period. Accordingly, they should be given a separate grade with corresponding partial credits for these new classes. Receiving schools should provide foster youth with tutors to help close knowledge gaps, but teachers may not reduce their grades for work assigned before they were enrolled.

 If the receiving school enrolls a youth in the same/ equivalent courses, should they remove the check-out grades and partial credits from the sending school's official transcript and provide the youth with cumulative grades and credits for the entire grading period?

 No. The receiving school should transfer all previously issued credits and grades to their school district's official transcript, including the sending school's partial credits and check out grades. At the end of the current grading period, the receiving school should issue final grades based on all coursework assigned after the transfer. These grades and corresponding partial credits must be added to the youth's final transcript. The grades from the receiving and sending schools should not be combined or averaged even if they are for the same classes.

 If the school district's Student Information System (SIS) does not allow for the input of partial credits on an official transcript, can a registrar/counselor compensate a foster youth by encouraging them to graduate under AB 167/216 instead?

 No. Every school has a legal responsibility to issue and accept partial credits for foster youth when they transfer schools. Educ. Code §§ 48645.5, 49069.5, 51225.2. The law does not provide an exception for schools that do not have an SIS that allows for the input of partial credits. Registrars/counselors should contact the school district's AB 490 Education Liaison and Pupil Services Department and inform them of the need to update the SIS to allow for the input of partial credits onto official transcripts.

AB 167/216 allows foster youth who transfer after their second year of high school to graduate by completing minimum state graduation requirements if they cannot reasonably complete local graduation requirements. Only the education rights holder (parents or an individual appointed by the juvenile court) can decide whether a foster youth should graduate under AB 167/216. Schools cannot encourage foster youth to graduate under AB 167/216 to compensate for their failure to issue partial credits. Foster youth must be given an equal opportunity to fulfill all high school graduation and college entrance requirements.

STUDENT WITHDRAWAL REPORT

School Name: _____
 School District: _____
 Phone Number: _____
 Registrar/Counselor Name: _____

Student Name: _____			
Date of Birth: _____	Age: _____	Gender: _____	Grade: _____
Student State ID #: _____		Permanent ID #: _____	
Enrollment Date: _____	Withdrawal Date: _____	Last Day Attended: _____	

Reason for Withdrawing: _____
 Next School/District: _____

Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester Total # of Credits Available/Grading Period (circle one): 1 / 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities. Teachers should be informed of the last day of actual attendance so that they may issue proper check out grades.

Teacher Comments

Teachers can provide additional information that may be useful for the youth's teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments

Signature of School Registrar/Counselor: _____ Date Official Transcript Issued: _____



Get a copy of this form online at www.kids-alliance.org/partialcredits

SENDING SCHOOL COVER LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: **Check Out Grades and Partial Credits**

Student Name: _____

D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that _____, a foster youth, recently transferred from _____
NAME OF STUDENT *SENDING SCHOOL*
to your school. Pursuant to Education Code Section 49069.5, our school compiled a list of the check out grades and partial credits the student earned and included them on an official transcript, which is attached to this letter. Our school provides students with (circle one) 1.0 / 5.0 credits per course per (circle one) semester/trimester. Our school district policy requires schools to award foster youth (circle one) 0.1 / 0.5 credits per 7 class periods attended for each course the youth was passing on their last day of actual attendance.

The attached Student Withdrawal Report provides a list of the courses the student was enrolled in, the corresponding graduation requirements, check out grades, number of class periods attended and the number of partial credits earned. The check out grades and partial credits have been added onto the youth's official transcript. Under Education Code Section 51225.2, your school has a responsibility to accept these partial credits and apply them to the same or equivalent courses. Therefore, we hope that your school's registrar/counselor finds this information useful when enrolling the student in classes. We look forward to working with you to ensure that the student's transfer to your school is successful.

If you need any additional information regarding classes, grades, or partial credits, please contact me at _____

Sincerely,

School Registrar/Counselor

Enclosed: Student Withdrawal Report
Official Transcript



Get a copy of this form online at www.kids-alliance.org/partialcredits

RECEIVING SCHOOL PARTIAL CREDIT REQUEST LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: **Check Out Grades and Partial Credits Request**

Student Name: _____

D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that _____, a foster youth, recently enrolled in _____.

NAME OF STUDENT

RECEIVING SCHOOL

Following the student's enrollment, we sent a records request to _____ on _____.

SENDING SCHOOL

DATE

After reviewing the student's records, it appears that your school did not include check out grades and partial credits on the official transcript provided to our school.

Pursuant to Education Code Sections 48853.5 and 49069.5, sending school districts have a responsibility to award partial or full credit to foster youth for all work satisfactorily completed while in attendance, enter them onto an official transcript, and forward the updated transcript to the student's new school within 2 business days. In order to ensure that we enroll the student in the appropriate courses, we request that you work with the student's previous teachers and your school's registrar to determine the appropriate check out grades and partial credits.

Please compile, complete and forward to our school an updated transcript for the student, which includes all check out grades and partial credits. We look forward to working with you to ensure that the student receives the support he/she needs to succeed in school.

If you have any questions, please contact me at _____ or your district's AB 490 Education Liaison.

Thank you in advance for your assistance.

Sincerely,

School Registrar/Counselor



Get a copy of this form online at www.kids-alliance.org/partialcredits

SOCIAL WORKER PROCEDURES FOR ENSURING PROPER CHECK OUT AND ENROLLMENT OF FOSTER YOUTH

Sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits.

California law requires school districts to calculate, award, and accept partial credits for foster youth. Educ. Code §§ 48645.5, 49069.5, 51225.2. Despite these laws, school districts have struggled to fulfill these obligations because they lack guidance regarding how to issue and accept partial credits.

Social workers play a critical role in ensuring foster youth receive the partial credits they have earned. Education Code Section 49069.5 requires social workers to oversee the proper check out and enrollment of foster youth who transfer schools.

STEP 1

Once the youth's education rights holder determines it is in the youth's best interest to transfer schools, notify the sending school of the date the youth will be transferring and of their responsibility to properly issue partial credits.

**Provide sending school with a copy of "School Registrar/Counselor Procedures for Awarding Partial Credits"

STEP 2

On date of transfer, work with sending school registrar/counselor to properly disenroll youth and complete the Social Worker Disenrollment Form (see page 20). Ensure that all check out grades and partial credits are issued and included on an updated official transcript.

**If the sending school fails to issue check out grades or partial credits within 2 business days of transfer, send Social Worker Partial Credit Request Letter (see page 19) to sending school. Contact sending school district's AB 490 Education Liaison for additional assistance.

STEP 3

Review official transcript with the sending school's registrar/counselor and make note on Social Worker Disenrollment Form of corresponding graduation requirement for each course the youth was enrolled in prior to the transfer. Request course descriptions and/or syllabi for any courses with an ambiguous title.

STEP 4

On date of transfer, immediately enroll youth in receiving school, provide a copy of the official transcript, including check out grades and partial credits, and ensure registrar/counselor requests additional records from sending school. Work with sending school to ensure the timely transfer of records to receiving school. If social worker has copies of any previous school records, provide them to receiving school.

STEP 5


Work with school registrar/counselor to ensure that all check out grades and partial credits are accepted, transferred to the receiving school's official transcript, and applied to the same/equivalent courses. If the sending and receiving schools use different credit scales (e.g., issue 1 v. 5 credits per grading period), ensure that partial credits are properly converted using the Calculation/Conversion Table on page 8.


**Many schools count partial credits earned in core classes as electives, instead of applying them to core graduation requirements. Social workers can ensure that partial credits are appropriately applied to graduation requirements by providing the receiving registrar/counselor with information collected from the sending school, including notes about corresponding graduation requirements, and any course descriptions or syllabi.

STEP 6

Work with receiving school registrar/counselor to ensure that youth is enrolled in the same/equivalent courses as those taken at sending school. If same/equivalent course is not currently offered at the receiving school, work with the registrar/counselor to enroll youth in another course that satisfies the same graduation requirement (e.g., if school does not offer Biology, enroll youth in Genetics, another Life Science). If such a course is not available, enroll the youth in another course within the same subject area (e.g., if school does not offer any life science course enroll youth in another science course). In such cases, use available tutoring resources to ensure that the youth has the support needed to pass the course.


FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS


 What role does the social worker have in determining whether it is in foster youths' best interest to transfer schools?

 When a foster youth's home placement changes, the education rights holder is legally responsible for determining whether or not the youth should transfer schools or remain in their school of origin. Educ. Code § 48853.5. The education rights holder is either the biological parent(s), or if their rights have been limited, a person appointed by the juvenile court via the JV-535 court form. The education rights holder makes this decision based on what is in the youth's best interest. The social worker may help the education rights holder consider: (1) wishes/needs of the youth; (2) distance between foster home and school of origin; (3) timing of the school transfer (e.g., end of the semester); and (4) strength of the youth's connection to the school of origin.


Particular attention should be paid to whether the potential receiving school follows a different academic calendar (trimesters v. semesters) than the sending school because this will significantly impact the youth's ability to complete their current courses. If the education rights holder determines it is in the youth's best interest to transfer schools, the social worker should make every effort to enroll the youth in a school that follows a similar academic calendar.


If the education rights holder is the previous foster parent, the social worker should identify a new, appropriate person to make education decisions for the youth. The current education rights holder retains authority and must continue to make education decisions for the youth until the dependency court appoints a new person.


 Why should social workers be concerned with partial credits if it is the school's responsibility to issue and accept these credits?


 Social workers are legally responsible for overseeing the transfer of foster youth between schools, including the proper issuance and acceptance of partial credits. Educ. Code § 49069.5. When social workers make home placement decisions, they should immediately contact education rights holders, who will determine if it is in the youths' best interest to transfer schools. If the youth transfers schools, the social worker has primary responsibility to work with the sending school to disenroll the youth, ensuring that check out grades and partial credits are issued on an official transcript. They then work with the receiving school to ensure it properly enrolls the youth, accepts all partial credits, and places the youth in the same/equivalent courses. In fulfilling these obligations, the social worker plays a critical role in linking sending and receiving schools so they share necessary information in a timely manner and confirming that partial credits are properly issued and accepted.


 How do social workers disenroll a foster youth from school?

 Every school district has different disenrollment procedures that social workers and education rights holders should coordinate to complete. On the day of transfer, they should meet with the sending school registrar/counselor, bringing proper identification (e.g., county identification and proof of education rights (JV-535)). All disenrollment paperwork should be completed. Working with the registrar/counselor, social workers should complete the Social Worker Disenrollment Form (see page 20). They should also gather information regarding corresponding graduation requirements for each course listed on the transcript. Before leaving the sending school, social workers should obtain a copy of youths' check out grades, attendance log, and official transcript, including partial credits. These documents are necessary to ensure that partial credits are accurately calculated. Social workers should tell registrar/counselor at sending school the name and contact information for the receiving school.


 What is a check out grade?


 A check out grade is the final grade issued by an individual teacher based on the youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. A check out grade should be issued as a letter grade (A, B, C, D, or F) and then added to the Student Withdrawal Report and an official transcript. Social workers should also note check out grades on the Social Worker Disenrollment Form (see page 20). A list of assignments/exams and corresponding individual grades given throughout the grading period does not qualify as a check out grade. Teachers may not lower a foster youth's grade because of absences due to court attendance, participation in court ordered activities, or changes in placement.


 How does a social worker determine if a foster youth was correctly issued partial credits?


 The three most important documents needed to calculate partial credits are the (1) attendance log, (2) Student Withdrawal Form (which lists check out grades), and (3) official transcript. For each passing grade listed on the Social Worker Disenrollment Form (see page 20), the social worker should count up the number of periods attended on the attendance log and use the Calculation/Conversion Table on page 8 to determine the number of credits earned. Using this information, the social worker should check the official transcript to verify that all check out grades and credits were properly issued. If they were not, the social worker should return to the sending school and request that the registrar/counselor immediately issue an updated official transcript with the correct check out grades and credits.

FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS

 Who can social workers contact for assistance if a school registrar/counselor refuses to issue and/or accept partial credits?

 Social workers should first contact the school district's AB 490 Education Liaison, who is responsible for assisting foster youth in the enrollment and transfer process. If the AB 490 Education Liaison cannot solve the issue, the social worker can contact the Director of Pupil Services or Superintendent of the school district for support and inform the juvenile court of the difficulties. It may be necessary to follow up with schools and/or make multiple requests for the issuance/acceptance of partial credits because many school registrars/counselors may be unaware of the process for issuing and accepting partial credits.

 If the receiving school requires a higher minimum grade to pass a course (C v. D), does the model policy allow the school to accept only the credits for courses in which the youth received the higher grade?

 No. Once a sending school issues partial credits, the receiving school should accept those credits and count them towards the same/equivalent courses. Educ. Code § 51225.2. Therefore, receiving schools should honor the grades and credits issued by sending schools, even if those grades do not satisfy their minimum passing grade standards. For example, if the receiving school requires students to earn at least a C to pass a course, it should follow the sending school's grading standards, and must accept all partial credits, regardless of the corresponding grade. Receiving schools cannot require youth to retake any portion of a course previously passed at another school, as it would inappropriately penalize them for school transfers caused by foster home placement changes. However, receiving schools may require youth to satisfy the higher passing grade standard for any of the classes they enroll in at their school.

SOCIAL WORKER PARTIAL CREDIT REQUEST LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: Check Out Grades and Partial Credits Request

Student Name: _____ D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that I am the social worker for _____, a foster youth. The student recently transferred out of your school. After reviewing the student's transcripts, it appears that your school did not award check out grades and partial credits that he/she earned while enrolled at your school.

Pursuant to Education Code Section 49069.5, it is your school's responsibility to award check out grades and full or partial credits to foster youth for all work satisfactorily completed before transferring. These check out grades and credits must also be forwarded to the student's new school within 2 business days. *Educ. Code § 48853.5*. When calculating check out grades and credits, it is important to note that the student's grades may not be lowered due to absences caused by a change in home placement, attendance at a court hearing, or other court-ordered activity. *Educ. Code § 49069.5*.

Please compile, complete, and forward a correct and updated official transcript, including check out grades and partial credits to the student's new school, _____ and email or fax a copy to my office at _____. To assist your school in this process, I have attached California's partial credit model policy for calculating and issuing partial credits.

These credits and grades are needed to ensure that the student is enrolled in the appropriate classes at his/her new school and remains on track for high school graduation. If you have any questions, please contact me at _____.

Thank you in advance for your assistance.

Sincerely,

Social Worker

Enclosed: Partial Credit Model Policy



Get a copy of this form online at www.kids-alliance.org/partialcredits

SOCIAL WORKER DISENROLLMENT FORM

Student Identification Information

Student Name: _____		Court Case Number: _____	
Date of Birth: _____	Age: _____	Gender: _____	Grade: _____
Education Rights Holder Name: _____		Contact Number: _____	
Caregiver Name: _____		Contact Number: _____	

Sending School Information

School Name/District: _____		Counselor/Registrar Name: _____	
Enrollment Date: _____	Withdrawal Date: _____	Last Day of Actual Attendance: _____	
Reason for School Transfer: _____			
Date Education Rights Holder Approved Transfer: _____		Date Official Transcript Provided: _____	

Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester Total # of Credits Available/Grading Period (circle one): 1 / 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities.

NOTES: _____

Receiving School Information

School Name/District: _____	Enrollment Date: _____
School Registrar/Counselor: _____	Phone Number: _____
Courses student enrolled in: _____	



Get a copy of this form online at www.kids-alliance.org/partialcredits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

Melissa has lived in multiple foster and group homes throughout her time in foster care. As a result, Melissa attended 3 different high schools during 9th grade.

When Melissa's school records were collected, her social worker realized that despite passing most of her classes, Melissa was 30 credits off-track for high school graduation. Melissa's schools had never issued her partial credits when she transferred mid-semester. When her social worker went back to Melissa's previous schools, the registrars and counselors stated they could not calculate, award, or accept partial credits because none had a school district policy allowing them to do so. By using the partial credit model policy, the schools eventually issued Melissa a total of 25 partial credits.

SCHOOL 1: Palm Beach High School

Melissa started 9th grade at Palm Beach High School, which has semester-long grading periods. Students enroll in 6 courses per semester and can earn 5 credits per course. Melissa transferred to Springfield High School in the middle of her Fall semester. When she transferred, her social worker and education rights holder failed to properly disenroll her from Palm Beach High School and she was not awarded partial credits. Springfield High School never sent a request for school records because it had no information regarding Melissa's previous schools. When her social worker later realized this error, she sent the school registrar at Palm Beach High School the Social Worker Partial Credit Request Letter. Palm Beach then filled out the attached **Student Withdrawal Report** (see page 24), which included the below partial credit log and issued Melissa 11 partial credits on her official transcript.

Partial Credit Log: School 1

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1A	Math (Algebra I)	B	40	62 min.	2.5 credits
English 9	English	B+	32	62 min.	2.0 credits
World Regional Geography	World History	B-	31	62 min.	2.0 credits
Biological Sciences	Life Science	F	18	62 min.	0.0 credits
Intro to Spanish	Foreign Language	C	28	62 min.	2.0 credits
Physical Education 9	Physical Education	A-	37	62 min.	2.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SCHOOL 2: Springfield High School

Melissa spent two weeks out of school when Springfield High School initially refused to enroll her because her new foster parents did not have her school transcripts or immunization records. The school registrar eventually enrolled Melissa when her social worker insisted that she had a right to immediate enrollment under AB 490, even without those documents. Springfield High School enrolled Melissa in different classes than those she attended before her transfer, because Palm Beach High School never forwarded her records. Melissa could not provide enough information for the registrar to determine same/equivalent courses. Springfield High School follows a block schedule, with each period lasting 105 minutes. Students enroll in 6 courses per semester and can earn 5 credits per course.

Melissa transferred to Wagner Preparatory High School in the middle of Spring semester when her foster home changed. Springfield High School did not immediately forward a Student Withdrawal Report or official transcript to Wagner Prep when Melissa's education rights holder disenrolled her. Once Melissa enrolled, Wagner Prep's registrar sent the Receiving School Partial Credit Request Letter to Springfield High School. Melissa's social worker also went back to Springfield High School to meet with Melissa's counselor and filled out the attached **Social Worker Disenrollment Form** (see page 25), which included the below partial credit log. Springfield High School then issued a new official transcript with 14 partial credits.

Partial Credit Log: School 2

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1	Math (Algebra 1)	C-	18	105 min.	2.5 credits
History of European Colonialism	World History	B	17	105 min.	2.0 credits
Biology	Life Science	B	19	105 min.	2.5 credits
Comprehensive English	English	C+	20	105 min.	2.5 credits
Aerobics	Physical Education	D	14	105 min.	2.0 credits
Sculpture	Visual/ Performing Art	B+	20	105 min.	2.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SCHOOL 3: Wagner Preparatory High School

Wagner Prep follows a semester schedule with students earning 1 credit per course. When Wagner Prep's registrar received the Student Withdrawal Report from Springfield High School, she used the Calculation/Conversion Table on page 8 to convert the previously awarded partial credits to the 1.0 credit scale and added them to her new official transcript.

COURSE NAME	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED (5.0 CREDIT SCALE)	CONVERTED CREDITS (1.0 CREDIT SCALE)
Algebra 1	C-	18	105 min.	2.5 credits	0.5 credits
History of European Colonialism	B	17	105 min.	2.0 credits	0.4 credits
Biology	B	19	105 min.	2.5 credits	0.5 credits
Comprehensive English	C+	20	105 min.	2.5 credits	0.5 credits
Aerobics	D	14	105 min.	2.0 credits	0.4 credits
Sculpture	B+	20	105 min.	2.5 credits	0.5 credits

The registrar also had difficulty enrolling Melissa in the same/equivalent classes because Wagner Prep has limited course offerings. Specifically, Wagner Prep does not offer Sculpture or History of European Colonialism. Therefore, the registrar used the information provided by Springfield High School to enroll Melissa in other courses that satisfied the same corresponding graduation requirements, allowing her to complete a full grading period worth of credits for her previous courses. She also arranged for Melissa to receive tutoring in Ethnic Studies to help her understand the portion of the course taught before she transferred schools. At the end of the Spring semester, the registrar calculated the remaining partial credits Melissa earned in these new classes on the below Partial Credit Log and added them to her official transcript.

Partial Credit Log: School 3

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1	Math (Algebra 1)	B	37	65 min.	0.5 credits
Ethnic Studies	World History	C+	45	65 min.	0.6 credits
Biological Science	Life Science	B-	35	65 min.	0.5 credits
Comprehensive English	English	C+	35	65 min.	0.5 credits
Aerobics	Physical Education	C-	42	65 min.	0.6 credits
Drawing and Painting	Visual/ Performing Art	B+	39	65 min.	0.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

STUDENT WITHDRAWAL REPORT

School Name: Palm Beach High School
 School District: Sky Gardens Unified
 Phone Number: (949) 361-1234
 Counselor/Registrar Name: ERIC SCOTT

Student Name: Melissa
 Date of Birth: 8/2/1998 Age: 15 Gender: F Grade: 9
 Student State ID #: 6JR78910 Permanent ID #: 123478956
 Enrollment Date: 9/3/12 Withdrawal Date: 11/4/12 Last Day Attended: 11/3/12

Reason for Withdrawing: changed foster homes - moved out of district
 Next School/District: Springfield High School / New City Unified

Partial Credit Log

Type of Grading Period (circle one) Semester Trimester Total # of Credits Available/Grading Period (circle one): 1 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned
Algebra 1A	Math (Algebra)	B	40	62 min.	2.5
English 9	English	B+	32	62 min.	2.0
World Regional Geography	World History	B-	31	62 min.	2.0
Biological Sciences	Life Science	F	18	62 min.	0
Intro to Spanish	Foreign Language	C	28	62 min.	2.0
Physical Education	P.E.	A-	37	62 min.	2.5

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities. Teachers should be informed of the last day of actual attendance so that they may issue proper check out grades.

Teacher Comments

Teachers can provide additional information that may be useful for the youth's teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments
Algebra 1A	Ms. Ortiz	Was teaching how to solve linear-quadratic equations when she transferred.
English 9	Mr. Samuels	Melissa was drafting a biography on Jackie Robinson.
World Reg. Geog.	Mr. Clancy	covered North + South America
Intro to Spanish	Mr. Ortega	Melissa learned to conjugate ser + estar

Signature of School Counselor/Registrar: Eric Scott

Date Official Transcript Issued: 1/7/13

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SOCIAL WORKER DISENROLLMENT FORM

Student Identification Information

Student Name: Melissa Court Case Number: AB 12345
 Date of Birth: 8/2/98 Age: 15 Gender: F Grade: 9
 Education Rights Holder Name: Amy Smith Contact Number: (987) 456-1234
 Caregiver Name: Laura Richards Contact Number: (626) 987-1234

Sending School Information

School Name/District: Springfield High School / New City Unified Counselor/Registrar Name: John Ortega
 Enrollment Date: 11/19/12 Withdrawal Date: 3/30/13 Last Day of Actual Attendance: 3/30/13
 Reason for School Transfer: moved foster homes - new district
 Date Education Rights Holder Approved Transfer: 3/26/13 Date Official Transcript Provided: _____

Partial Credit Log

Type of Grading Period (circle one) Semester Trimester Total # of Credits Available/Grading Period (circle one): 15

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned
<u>Algebra 1</u>	<u>Math (Algebra)</u>	<u>C-</u>	<u>18</u>	<u>105 min.</u>	<u>2.5</u>
<u>History of European Colonialism</u>	<u>World History</u>	<u>B</u>	<u>17</u>	<u>105 min.</u>	<u>2.0</u>
<u>Biology</u>	<u>Life Science</u>	<u>B</u>	<u>19</u>	<u>105 min.</u>	<u>2.5</u>
<u>Comprehensive English</u>	<u>English</u>	<u>C+</u>	<u>20</u>	<u>105 min.</u>	<u>2.5</u>
<u>Aerobics</u>	<u>Physical Education</u>	<u>D</u>	<u>14</u>	<u>105 min</u>	<u>2.0</u>
<u>Sculpture</u>	<u>Visual/Performing Arts</u>	<u>B+</u>	<u>20</u>	<u>105 min</u>	<u>2.5</u>

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities.

NOTES: _____

Receiving School Information

School Name/District: Wagner Preparatory H.S. / Kings Unified Enrollment Date: 4/6/13
 School Registrar/Counselor: Lisa Blake Phone Number: (851) 789-5432
 Courses student enrolled in: Algebra 1; Ethnic Studies; Biological Sciences; Aerobics;
Comprehensive English; Drawing & Painting

