



RIVERSIDE COUNTY EXPELLED STUDENT PLAN



Approved Plan Submitted to California Department of Education

Triennial Update June 30, 2021

Next Triennial Update due June 30, 2024

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Introduction

The Riverside County Superintendent of Schools, in conjunction with the school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926.

Alvord USD Banning USD Beaumont USD Coachella Valley USD Corona-Norco USD Desert Center USD Desert Sands USD Hemet USD	Jurupa USD Lake Elsinore USD Menifee Union SD Moreno Valley USD Murrieta Valley USD Nuvew Union SD Palm Springs USD Palo Verde USD	Perris Elementary SD Perris Union High SD Riverside USD Romoland SD San Jacinto USD Temecula Valley USD Val Verde USD
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The following charter schools are incorporated in the provision of educational services for expelled students:

Come Back Kids Charter Excelsior Charter School Garvey Allen Visual/Performing Arts Acad.	Gateway College and Career Academy Imagine Schools Charter Leadership Military Acad. Pivot Charter School	River Springs Charter Santa Rosa Charter Temecula Int. Academy The Journey School
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The plan delineates existing alternatives for expelled students, identifies gaps in educational services to expelled students, and provides strategies for addressing those service gaps. The plan also identifies 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 required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. A student whose behavior has resulted in expulsion is given a rehabilitation plan by the school district of residence.

Education Code §48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. To address the needs of expelled pupils, multiple programs have been implemented by local school districts, charter schools, and the Riverside County Office of Education to provide continuing educational opportunities.

Education programs within Riverside County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts within the county offer a broad spectrum of educational alternatives and the Riverside County Office of Education offers additional options through the Community School instructional programs. RCOE coordinates the countywide services for expelled students through the Riverside County High School (RCHS) Community School. The local performance indicators for Priority 9 (Triennial Plan, district contracts for Community School, student referral process, and MOU for partial credit) are used to coordinate the expelled student plan with the 23 school districts and charter schools in Riverside County. RCOE Alternative Education administrators communicate with school district staff to coordinate services for expelled students.

Educational Programs for Expelled Students During Coronavirus (COVID-19) Conditions

The COVID-19 pandemic impacted the entire community. The health and well-being of students and their families and staff and their families are the greatest concerns of everyone in the community. Limiting exposure to the coronavirus led to the increased reliance on technology to conduct communication, collaboration, and instruction at home. Implementing the distance/online instructional program for expelled students requires the collective response from all stakeholders. Distance learning is implemented as an option for expelled students. Distance learning includes, but is not limited to all of the following: Interaction, instruction, and check-in between teachers and pupils through the use of a

computer or communications technology; video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, tele-courses, or other instruction that relies on computer or communications technology; and the use of print materials incorporating assignments that are the subject or written or oral feedback (EC 43500(a)).

Schools in Riverside County implement synchronous/asynchronous online learning to provide access to all students at all sites. Synchronous learning takes place in real-time, with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible. Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time. Teachers use programs such as Canvas or Zoom to communicate/connect to students and provide instruction in the virtual environment. Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat. Canvas supports teachers in improving student achievement for all levels, from the student who needs support to college-bound seniors and beyond. The Canvas learning management system provides familiar, consistent learning tools during the entire student experience. Canvas addresses the different learning styles of students and methods for assessing, certifying, and showcasing authentic learning artifacts. Canvas helps students create unique learning paths and digital learning portfolios that reflect their learning journeys, from K–20 to career. Google Drive and Google Apps work seamlessly with Canvas. Teachers use selected materials (e.g., digital links, print materials, district-adopted textbooks) for their lessons.

Teachers make social-emotional learning (SEL) connections with students, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks and transitions; and optimistic closures. Behavioral/Mental health services are a priority during distance learning. Mental health services focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Universal prevention and intervention strategies identify and intervene with children who manifest potential difficulties in their social, behavioral, and emotional development. Selective or targeted interventions are used with students who require more than universal strategies but less than intensive individualized interventions. Educational related mental health services (ERMHS) provide an opportunity for interventions for youth who have significant symptoms of a disorder.

Service Delivery for Post-COVID-19 Conditions

Schools in Riverside County are committed to providing high quality instruction to students within a positive and safe atmosphere for staff and students. Procedures are carefully planned, implemented, monitored, and updated on a regular basis. Specific safety protocols include daily health screening; temperature checks; wearing facemasks; use of hand sanitizer on campus; restroom access to wash hands; paths of travel; substitute procedures; and physical distancing. Physical distancing is implemented at the recommended six-foot distance from other individuals, as practicable. Use of furniture and layout of the assessment space is creatively used to support the six feet guidelines to the maximum extent practicable. Schools adhere to health and safety protocols and protective equipment and preventative measures are used. These include, but are not limited to: wearing a face covering at all times; wearing gloves when cleaning and disinfecting tools and materials; frequently washing hands for at least 20 seconds; frequent use of hand sanitizer when hand washing is not available, and at a minimum to occur upon arrival; using disinfectant cleaner regularly to clean and wipe surfaces and high touch areas; working with students using physical barriers (i.e., face shield or clear physical barrier), if needed; daily health and safety checks; and a health screening questionnaire is conducted by site staff. Should a staff member or student exhibit symptoms, the principal/administrator is notified immediately. If a student presents with symptoms, including a fever of over 100.4 degrees, students do not return until they have met CDC

criteria. Families are asked the health screening questions on the day of on-site instruction and/or assessment.

Behavioral Intervention Practices to Reduce Suspensions and Expulsions

In order to minimize the number of suspensions and expulsions, the RCOE Community School and the school districts in Riverside County along with charter schools implement actions to create positive school climates and promote social-emotional learning using evidence-based practices. RCOE and school districts in Riverside County implement multi-tiered systems of support (MTSS) for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Classroom and school-wide practices include multiple approaches to address the diverse needs of our students. School staff defining core behavioral expectations and communicate and teach what expected behaviors look like in various classroom and campus settings. School staff establish a consistent continuum of consequences for inappropriate behavior. Teachers effectively design the physical environment of the classroom and acknowledge and reward appropriate behavior. Teachers incorporate social-emotional learning approaches build student skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments. Teachers increase antecedent manipulations (i.e., changing the events, actions, or circumstances that occur immediately before a behavior) and utilize, when appropriate, functional behavioral assessments (i.e., a process used to determine why a student exhibits specific behaviors and how the environment influences those behaviors). Higher tiered responses include individualized behavioral intervention plans and wraparound supports that actively involve family and community supports.

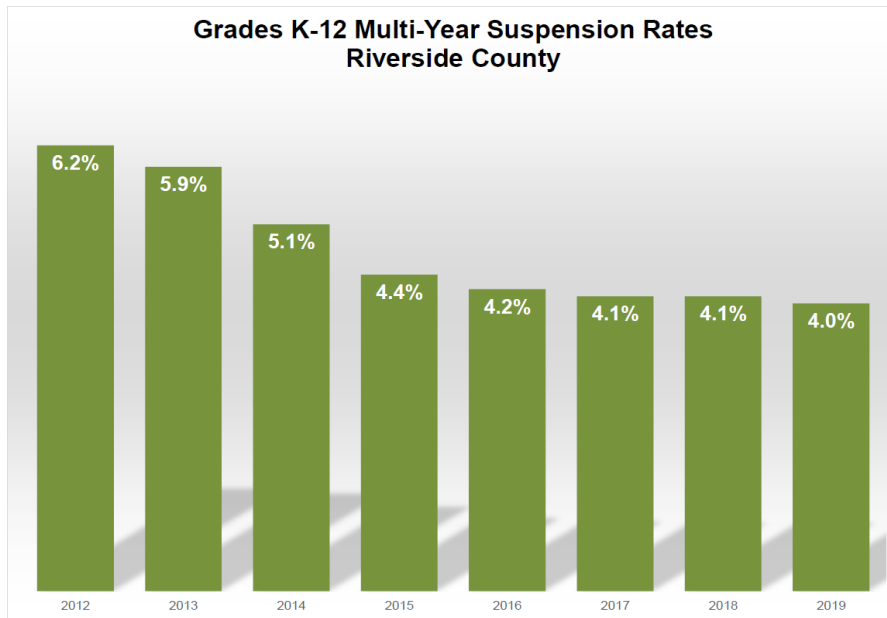
Specific interventions include counseling services (for anger management, sexual harassment, substance abuse, alcohol prevention, drug diversion program), behavioral/mental health counseling/services, mentoring/intervention services, social worker services, behavior support plans, Positive Behavioral Interventions and Supports (PBIS), Restorative Practices/Circles, bullying prevention, Student Assistance Program (SAP), Saturday school, African American Committee for Excellence and Success, district Community Triage program, Transformation Justice Model, Character Counts, Safe School Ambassadors, the 40 Developmental Assets, 2nd Step Curriculum, student youth court, and site wellness centers. Other interventions include citizenship modules” for use to address behavior in a structured environment (on campus retention, detention, Saturday School).

Strategies to Address Disproportionality

School districts in Riverside County implement programs and practices to address any disproportionate suspension and expulsion of student groups. Strategies to address this concern include unconscious bias training, Navigating Differences-cultural competency training, the use of an equity lens in the planning and development of culturally relevant activities and ongoing professional development for staff to ensure employees are culturally sensitive and linguistically proficient. The annual Riverside County Excellence Through Equity conference highlights the need for differentiated approaches and individualized attention for students and is well represented by school district staff. Coordinated Early Intervening Services (CEIS) may be implemented as a strategy when a district is identified as disproportionate. Some districts have developed a three year Access, Equity, and Inclusion plan to identify and disproportionate representation of minority of students with suspensions/expulsions. Counselors/Intervention Specialists/SEL/PBIS team work specifically with students to develop and support behavior plans.

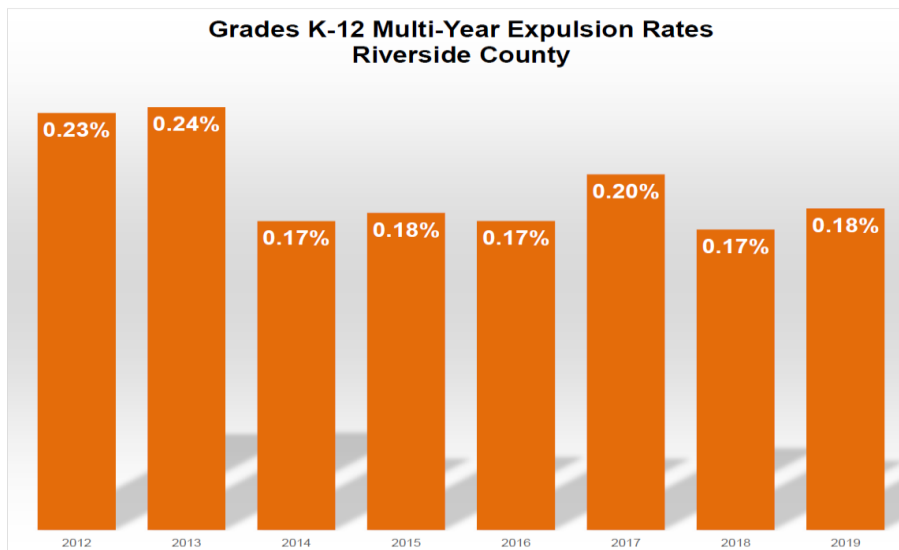
Riverside County Suspension Rates

Suspension rates have been reduced in Riverside County. The reduction in suspensions can be attributed to the implementation of the aforementioned programs and services in the school districts in Riverside County and the Riverside County Office of Education Alternative Education program.



Riverside County Expulsion Rates

Expulsion rates have been reduced in Riverside County. The reduction in expulsions can be attributed to the implementation of the aforementioned programs and services in the school districts in Riverside County.



Support for Students Returning From Expulsions

Students who return to their districts after fulfilling the terms of their expulsions receive multi-tiered systems of support and targeted programs to meet their unique needs. School district staff meet with parents to set goals and provide support to students. Students returning from expulsions are connected with adults and peers and receive support through reintegration plans, counseling services for academic success and decision-making, meeting with the SAP counselor, behavioral health counseling, intervention classes, teacher mentoring, behavior support plans, family outreach, and assistance with college/career planning. RCOE and schools in Riverside County involve families in a variety of contexts to support student success. Schools provide ongoing communication to parents about the importance of school attendance and appropriate deportment in relation to academic achievement. Schools involve parents in the education of their children and in decision-making venues.

Educational Service Gaps and Strategies to Address the Service Gaps

The Riverside County Superintendent of Schools, Riverside County Probation, and Riverside County school districts work collaboratively to provide programs for expelled students. The strategies identified in the 2018-2021 Countywide Plan were successful in meeting the needs of the expelled students in Riverside County. The Riverside County Superintendent of Schools maintained regional community school sites to enhance access for school districts. The district contracts and community school referral process were successful in tracking student transitions between the school districts and the Community School program.

Programs and strategies that addressed service gaps were as follows for the 2018-2021 Expelled Student Plan.

Service Gaps 2018-2021 Plan	County/District Strategy that Addressed the Gaps-Outcomes
Time from the district suspension extension to the district expulsion panel hearing takes time and students are completing schoolwork at home.	<p>This was successfully addressed. School districts placed students in continuation school, independent study, or community day school (if offered) while waiting for expulsion panel hearings. Teachers posted assignments online for students to complete.</p> <p>This was successful, particularly during the COVID-19 pandemic as students were enrolled in distance/online instruction or in district short-term independent study program or home-based program.</p>
Time from the district expulsion panel hearing to the district Board meeting takes time and students are completing school work at home.	<p>This was successfully addressed. School districts placed students in continuation school, independent study, or community day school (if offered) while waiting for Board meetings. Teachers posted assignments online for students to complete. Students on stipulated expulsions were referred to the RCOE Community School.</p> <p>This was successful, particularly during the COVID-19 pandemic as students were enrolled in distance/online instruction or in district short-term independent study program or home-based program. Students were enrolled in specialized programs such as Community Triage Program for appropriate counseling and transitioning referrals.</p>
Time from district Board meeting expulsion decision to RCOE Community School for special education students takes time due to transition IEP meetings.	This was successfully addressed. School districts notified the RCOE Alternative Education-Special Education staff of a potential special education student expulsion prior to the district Board meeting in order to prepare for a transition IEP meeting.
Students who enroll in charter schools after district expulsion panel hearings do not always attend the charter school.	This was partially successful in addressing the gap. School districts assigned staff to track student enrollment in charters and followed up if students did not enroll, however, lag-time in enrollment continued in some instances. Additional measures were implemented by having school districts refer students to the RCOE Community School when charter school enrollment did not take place. Schools conducted home visits by district staff or SRO to check on reasons for delayed enrollment.
Students from juvenile hall Court School often get behind in credits to graduate.	This was successfully addressed. RCOE Court School administrators provided school districts with letters and transition plans and school districts ensured that parents and students were aware of AB 2306. Students transitioning from a juvenile court school who transfer schools after their second year of high school may be eligible to graduate by completing the minimum California state graduation

	<p>requirements if they are not reasonably able to complete all district graduation requirements by the end of their fourth year of high school.</p> <p>RCOE and school districts also increased credit recovery options.</p>
Students who are expelled need continuity in their instructional program in order to facilitate a seamless transition back to the students' district of residence and to prepare students for college and the workforce.	This was successfully addressed. RCOE and school districts ensured that partial credits were issued to support seamless transition between schools. RCOE and school districts also ensured that transcripts were sent in a timely manner. When students completed terms of expulsion, RCOE ensured that transcripts were sent to school district in a timely manner.
Elementary-age students are not expelled at the same rate as secondary students, making it more challenging to provide programs that are specific to their social-emotional needs.	This was successfully addressed. School districts and RCOE continued to provide independent study for elementary age students. School districts used suspended expulsions when appropriate for elementary age students and worked with neighboring districts to educate elementary age students who were expelled. This was successful, particularly during the COVID-19 pandemic as students were enrolled in distance/online instruction or in district short-term independent study program or home-based program.

Service gaps and strategies identified to address service gaps for the 2021-2024 Expelled Student Plan.

Service Gaps 2021-2024 Plan	County/District Strategy to Address the Gaps
Transition re-entry plans are not always consistently implemented when students return from expulsion.	Provide targeted support for students when they return to campus and assign mentors to support transitions. Allow for additional time for student to meet the criteria delineated in the recommendations of the expulsion panel. In unique circumstances and if in the best interest of student, district can extend placement at the Community School. Student may be placed at a school or in an independent study placement to support student academics/behavior.
Expelled students need additional support with attendance, academics, and behavior.	Provide a lower students to teacher/counselor ratio to provide support for academics, attendance, and behavior. Increase social-emotional learning approaches and behavioral/mental health counseling. Involve case carriers in the support plan to assist with transition back to site and interim placement and/or updating of IEP. Add distance/online learning interventions for students.
During distance/online learning due to the COVID-19 school closure, community service is difficult to implement.	Increase district sponsored types of community service activities. Provide online community service options.

School District Educational Alternatives for Expelled Students

School districts located within Riverside County provide a number of options for expelled pupils, depending on the specific violation of California Education Code §48900 and §48915. The alternative education program to which an expelled pupil may be assigned is preceded by a decision made by the local governing board, which may provide for one of the following expulsion orders describing the students' educational placement:

- Expulsion, suspended order, with placement on the same school campus (Education Code §48917(a).
- Expulsion, suspended order, with placement on a different school campus within the district (Education Code §48917(a).
- Expulsion, suspended order, with voluntary enrollment in district independent study or online program, if the parent and student consent (Classroom instruction must be available upon parent or student request).
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a district community day school program if available.
- Expulsion with subsequent transfer to charter school.
- Expulsion with referral to Riverside County Office of Education Community School program.

In Riverside County, services to students who have been expelled are provided through a continuum of services. The district-operated community day schools are an option for expelled students in those districts which provide community day schools. The county-operated community school remains an option for students expelled from their local school district. When the enforcement of the expulsion is suspended, students may have several options available within their local district. When the enforcement of a student's expulsion is not suspended, the district-operated community day school program is the only option available for the student within the district. If the student fails the district-operated community day school program, the student will then be referred to the county-operated community school. The county-operated community schools remain the final option for expelled students.

Actual referral to a district community day school program or a county community school program is made by the school district governing board with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

Parents may also elect to enroll their student in a charter school or private school. Costs for private school or charter school, if any, are the responsibility of the parent. School districts offer a public school option for expelled students.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives
- Riverside County Office of Education Community Schools

The Riverside County Office of Education is not legally responsible to continue service with a student and may refer back to the District should RCOE not be able to serve the student.

Riverside County–Options for Expelled Students

All 23 school districts in Riverside County completed the information at the Riverside County Office of Education Child Welfare and Attendance (CWA) meetings or through email. The Riverside County Expelled Student Plan was drafted and reviewed by district representatives at the RCOE CWA meetings on September 24, 2020, October 29, 2020, and November 19, 2020. The plan was reviewed at meetings from January through April 2021.

Expulsion, suspended order, with placement on the same school campus.	<ul style="list-style-type: none"> • Alvord USD-Rarely • Banning USD • Beaumont USD • Coachella Valley USD • Corona-Norco USD 	<ul style="list-style-type: none"> • Desert Sands US • Hemet USD • Jurupa USD • Lake Elsinore USD • Meniffee Union SD 	<ul style="list-style-type: none"> • Palm Springs USD • Perris Union HSD • Romoland SD • San Jacinto USD • Temecula Valley USD
Expulsion, suspended order, with placement on a different school campus within the District.	<ul style="list-style-type: none"> • Alvord USD • Banning USD • Beaumont USD • Coachella Valley USD • Corona-Norco USD-Refer to Orange Grove • Desert Sands USD • Hemet USD 	<ul style="list-style-type: none"> • Jurupa USD • Lake Elsinore USD • Meniffee Union SD • Moreno Valley USD-Refer to Bayside • Murrieta Valley USD-Refer to Carpe Diem • Nuview 	<ul style="list-style-type: none"> • Palm Springs USD • Perris Union HSD • Riverside USD-Placed in district COPE • Romoland SD Places at RSD Academy • Temecula Valley USD • San Jacinto USD
Expulsion, suspended order, with voluntary enrollment in District Independent Study or online learning, with parent consent.	<ul style="list-style-type: none"> • Banning USD • Beaumont USD • Coachella Valley USD • Corona-Norco USD • Desert Sands USD-Placed at Horizon or Amistad 	<ul style="list-style-type: none"> • Hemet USD-Grades1-6 • Jurupa USD • Lake Elsinore USD-Keith McCarthy Acd. • Murrieta Valley USD • Nuview Union SD • Palm Springs USD 	<ul style="list-style-type: none"> • Perris Union HSD-Refer to Scholar Plus Online Learning Academy • San Jacinto USD-Refer to Mt. Heights Academy • Temecula Valley USD
Expulsion, suspended order, with subsequent transfer to another district.	<ul style="list-style-type: none"> • Desert Sands USD • Jurupa USD-only if student reside in that district 	<ul style="list-style-type: none"> • Meniffee Union SD • Murrieta Valley USD 	<ul style="list-style-type: none"> • San Jacinto USD • Santa Rosa Charter
Expulsion with referral to a District Community Day School Program if available.	<ul style="list-style-type: none"> • Moreno Valley USD-Refer to Bayside Community Day School 		
Expulsion with subsequent transfer to charter school.	<ul style="list-style-type: none"> • Banning USD • Beaumont USD • Desert Sands USD 	<ul style="list-style-type: none"> • Hemet USD • Jurupa USD • Murrieta Valley USD 	<ul style="list-style-type: none"> • Perris Union HSD-to California Military Inst. • San Jacinto USD
Expulsion with referral to Riverside County Office of Education Community School program.	<ul style="list-style-type: none"> • Alvord USD • Banning USD • Beaumont USD • Coachella Valley USD • Corona-Norco USD • Desert Sands USD • Hemet USD 	<ul style="list-style-type: none"> • Jurupa USD • Lake Elsinore USD • Meniffee Union SD • Moreno Valley USD • Murrieta Valley USD • Nuview Union SD • Palm Springs USD 	<ul style="list-style-type: none"> • Palo Verde USD • Perris Union HSD • Riverside USD • Romoland SD • San Jacinto USD • Temecula Valley USD

Expelled Students Who Commit Subsequent Violation(s)

Expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code §48900, the student may be referred to behavioral health partners (i.e., RUHS-BH, Borrego, Victor Communities, district continuation school, another district alternative program, Sunburst Academy, or to the Riverside County Office of Education.
- If the expelled student commits another violation of Education Code §48915 while enrolled in the Riverside County Office of Education, the student may be placed at another community school site or transferred to another region operated by the Riverside County Office of Education, in accordance with Board Policy.

Expelled students who commit subsequent expellable violations.

- Alvord: Referred to RCOE.
 - Banning USD: Referred to RCOE.
 - Beaumont USD: Referred to RCOE or Charter School.
 - Coachella Valley USD: Short-term independent study.
 - Corona-Norco USD: Referred to RCOE.
 - Desert Center USD: Referred to RCOE.
 - Desert Sands USD: Depends on infraction.
 - Hemet USD: Depends on offense.
 - Jurupa USD: Remain at RCOE.
 - Lake Elsinore USD: Referred to RCOE.
 - Menifee Union SD: Referred to RCOE.
 - Moreno Valley USD: Referred to RCOE.
 - Murrieta USD: Referred to RCOE.
 - Nuview Union SD: Referred to RCOE.
 - Palm Springs USD: Referred to RCOE.
 - Palo Verde USD: Referred to RCOE.
 - Perris Elementary SD: Referred to RCOE.
 - Perris Union High School District: Extended term or refer to RCOE
 - Riverside USD: Referred to RCOE.
 - Romoland SD: N/A
 - San Jacinto USD: Referred to RCOE.
 - Temecula Valley USD: Referred to RCOE.
 - Val Verde USD: Referred to RCOE.
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Riverside County Office of Education-Educational Alternatives for Expelled Students

The Alternative Education Community School provides a comprehensive instructional program for district-referred students (expelled, SARB, parenting teens) and Probation referred students. The Riverside County Superintendent of Schools, in conjunction with the 23 school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. Riverside County covers 7,300 square miles of deserts, farmland, cities, suburbs, mountains, lakes and resort communities. The districts within Riverside County vary greatly in size and are geographically dispersed. RCOE maintains the Community School program in zones throughout Riverside County to provide educational services to all school districts in the county, including those in rural/isolated settings. The RCOE Community School program is 180-days of instruction and includes the classroom-based program for expelled/ district referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). Daily classroom-based instruction for students in grades 7-12 is a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and

Fridays and 240 minutes on Wednesdays for the school year. Independent study is offered for students in grades 4-6 and for students who need an alternate to a classroom setting.

The Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall. The Court School enrollment is determined by the Riverside County Juvenile Justice system (Courts and Probation). The Court School is in session year round and daily classroom-based instruction for students in grades 7-12 is a minimum of 330 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays.

The Come Back Kids (CBK) Charter offers independent study for expelled youth ages 13 through 18 (grades 9-12) at 23 locations in Riverside County for students whose needs can be met through this form of instruction.

The Community School, Court School, and CBK Charter are accredited by the Western Association of Schools and Colleges (WASC) and provide students with curriculum, instruction, and assessment to ensure that students graduate from high school well prepared for college and careers. The instructional program is focused on the California (Common Core) State Standards along with rigorous and relevant learning activities that include Project-based Service Learning (PBSL), high impact classroom strategies and routines, and Positive Behavioral Support Interventions (PBIS) with restorative practices. Students are enrolled in UC a-g courses, Advancement Via Individual Determination (AVID), and Career Technical Education (CTE) pathways. Students are supported by systems to assess college/career/workforce readiness skills and have opportunities to complete the High School Equivalency Test (HiSET).

Riverside County High School (RCHS) Community School serves the educational needs of a unique and diverse student population. The length of enrollment is dependent upon successfully meeting the terms and conditions of their rehabilitation plan and is typically for one or two school semesters. RCHS Community School Community School staff are dedicated to helping students improve academically, socially, and emotionally. Students are expected to participate and achieve academic success, learn problem solving skills, coping skills, and develop a network of support. The primary goal is to help students transition back to a comprehensive school site. Riverside County High School Community School is designated as a Dashboard Alternative Status School (DASS) by the California Department of Education and will be subject to the alternative accountability indicators once they are approved by the State Board of Education.

The Riverside County Office of Education Alternative Education program identified four goals with progress indicators for the Local Control and Accountability Plan (LCAP) based on the 10 State Priorities and a needs analysis. The Alternative Education LCAP addresses State Priority 9, the coordination of instruction of expelled pupils, pursuant to Education Code §48926.

RCOE Alternative Education LCAP Goals:

Goal 1: Students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

Goal 2: Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments.

Goal 3: English learners will acquire proficiency in English.

Goal 4: Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

The RCHS Community School developed the LCAP with the focus on RCOE's Mission, Vision, and Pledge.

Mission: The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships.

Vision: RCOE will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide.

Pledge: Students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

School-wide Learner Outcomes (SLOs) were revised of the 2018 WASC self-study. Riverside County High School Community School students will be

Self-Directed, Lifelong Learners

- Who are motivated to meet their maximum potential
- Who persevere and demonstrate the tenacity to overcome obstacles

Outstanding Communicators Prepared for the 21st Century Workforce

- Who are well prepared to use academic communication, collaborate, and apply real-world solutions to problems
- Who use technology to enhance their learning

Academically Proficient Learners

- Who use academic language and critical thinking skills
- Who graduate from high school well prepared for college and careers

Responsible and Productive Citizens

- Who advocate for themselves and others
- Who demonstrate respect for individual differences and diversity

Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential. These certifications make it possible for teachers to be certified as Specialized Academic Instructors (SAIs) to be able to teach all students, including students with disabilities. Teachers earn an additional four percent for having dual credentials. Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal regulations. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).

The Riverside County Superintendent of Schools assigns staff members with the proper credentials authorizing instructional services. All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions. The least restrictive environment (LRE) will always be considered when determining the appropriate placement/educational setting for students with special education needs.

Services such as Designated Instruction and Services (DIS) are provided per the student's Individualized Education Program (IEP). In some cases, the districts provide the special education services directly. All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions. Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

Master schedules at each site are developed in collaboration between the principals teachers. Students are assigned to courses based on their credits/course needs. Students are assigned intervention classes in ELA and math based on previous grades, credits, and assessment results. RCHS Community School curriculum is designed to support the success of our diverse, unique population. The curriculum is founded with an extensive study of current educational research to promote student achievement and address the language needs of every student and provide teachers with instructional guidance.

Due to RCHS Community School's unique self-contained classroom with a diverse population of English Learners and students with special needs, *Universal Design for Learning* is utilized, which requires multiple means of representation, expression, and engagement. RCHS Community School's curriculum

utilizes themes that connect the various grade-level and subject-specific texts with relevant, personally engaging inquiry. The themes and inquiry empower students in their academic learning because they are the driving force to gather more knowledge. Social science and science curriculum align with the themes, so teachers with multiple grade levels and more than one subject to teach can facilitate whole and small group work and discussion with an overarching connection.

To scaffold collaboration, the practice of reading skills, and the building of endurance, the curriculum utilizes research by Kelly Gallagher in *Deeper Reading* and Lev Vygotsky's *Zone of Proximal Development*. The ELA units of study provide a list of recommend novels that are differentiated and personalized. This reading ties the theme and inquiry throughout the quarter as students move through grade-level textbooks in ELA, social science, and science. The novels support student engagement while providing opportunities for making connections and patterns among content and responding to their learning interests. Following the recommendation of the *2017 California Science Framework*, RCHS Community School units of study are designed around Roger Bybee's research on the *5E Instructional Sequence* and *Phenomena* approach researched in "Ambitious Science Teaching." Additionally, the science and social science curriculum respond to research-based recommendation for authentic, sustained inquiry inherent to project and problem-based learning.

RCHS Community School prepares students for college and careers through a wide variety of courses, programs, and services. These include a-g courses, AVID, CTE, and Dual Enrollment along with a partnerships with colleges and businesses. RCHS Community School provides college transition activities through college summer camps at UCR and Saturday seminars along with assessments (PSAT) and career inventories (ASVAB). RCHS Community School students are enrolled in CTE courses/pathways, and have opportunities for internships. As a result of the partnership with WE, a non-profit organization, RCHS Community School implements project-based service learning for students to experience standards-based content in order to inspire them to think about contemporary applications and their role in creating positive change.

RCHS Community School students take part in all state (CAASPP, ELPAC, PFT) and local (short-cycle tests, IABs, TELL) assessments. Scores from state and local assessments are used for MTSS.

Riverside County Office of Education District Referral Process For the Community School Program

The school district of residence maintains the responsibility for developing a rehabilitation plan for the expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to regular district programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, district community day school program, if available, or the Riverside County Office of Education Community School.

School Districts complete a Riverside County Office of Education Community School Referral for each student who is recommended for enrollment in the RCOE Community School program each year. The RCOE Community School program includes the classroom-based program for expelled students or SARB/DARB referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). The LEA shall specify the date of review of readmission to the school district on the Community School Referral for students who are expelled.

For students with an identified disability, a local education agency representative must consult with a representative from the Riverside County Office of Education Alternative Education program, if this program may be considered as a placement option by the IEP team. A representative from the Alternative Education program must be in attendance at the IEP team meeting when placement decisions are made for the Alternative Education program. All psychological assessments for referred students must have been conducted within the past two years.

Referrals from the districts to the county-operated community school programs are made directly to the regional community school or to the Riverside County Office of Education. The Riverside County Office of Education is not legally responsible to continue service with a student and may refer back to the district of residence to determine placement.

Riverside County Office of Education Community School Locations

Community School Sites	Location
Arlington RLC	Riverside
Betty G. Gibbel RLC	San Jacinto
Blythe Community School	Blythe
Corona Community School	Corona
David L. Long RLC	Murrieta
Don F. Kenny RLC	Indio
Palm Springs Community School	Palm Springs
Safe House Community School	Riverside and Thousand Palms
Val Verde RLC	Perris

Expelled Student Plan LCAP-Self-Reflection Tool (Summary)

The Triennial Plan for Serving Expelled Students has been implemented along with a transparent, well-articulated, referral process to county office of education programs. The student referral process to Community School has been established through contracts with LEAs. The partial credit MOU was first implemented in the fall/winter of 2016.

Criteria
Triennial Plan for serving Expelled Students-Review of required data
Triennial Plan for serving Expelled Students-Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.
Triennial Plan for serving Expelled Students-Identifying 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.
Triennial Plan for serving Expelled Students- The degree to which the county office of education coordinates on development and implementation of triennial plan with all local educational agencies within the county.
Student Referral process to Community School established through contract with school districts. The degree to which the county office of education has established ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.
Partial Credit MOU. The degree to which the county office of education has developed memorandum of understanding regarding the coordination of partial credit policies between district of residence and the county office of education.

Research and Evidence-Based Practices

The following research/evidenced-based practices reflect the school district and RCOE Community School classroom and school-wide behavior strategies:

- Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers (August 2016). U.S. Department of Education.
- Accelerating Positive School Culture and Discipline Practices through the Charter Sector (August 2016). U.S. Department of Education.
- Blueprint for Schoolwide Positive Behavior Support Training and Professional Development (link is external)
- Positive School Discipline Course for School Leaders (link is external)
- Practice Guide: Reducing Behavior Problems in the Elementary School Classroom (link is external)
- Schoolwide Positive Behavior Support: Implementer's Blueprint and Self-Assessment (link is external)
- Classrooms with Revolving Doors: Recommended Practices for Elementary Teachers of At-Risk and Highly Mobile Students (link is external)
- Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students (link is external)
- Community Action Toolkit: Bullying Prevention Training (link is external)
- Creating a Safe and Respectful Environment in Our Nation's Classrooms (link is external)
- Fostering School Connectedness: Staff Development Program (link is external)
- Three Bold Steps for School Community Change: A Toolkit for Community Leaders (link is external)

Outcomes/Accomplishments

The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled as well as other at-risk/at-promise students. This will also result in closing the achievement gap, decreasing the dropout rate, and increasing the graduation rate.

Three-year highlights (2018-2021) include, but are not limited, to the following:

- Six-year term of Western Association of Schools and Colleges (WASC) accreditation.
- Courses are UC a-g approved.
- Dual Enrollment courses with UCR.
- AVID program.
- Five Career Technical Education (CTE) pathways. Internships for students.
- College transition programs and college summer camps.
- Multi-tiered system of support for students (MTSS).
- Positive Behavioral Interventions and Supports (PBIS).
- Weekly professional learning community collaboration by teachers.
- All teachers are authorized to teach English learners and possess a special education credential.
- Counseling support to students.
- Behavioral health services and mentoring program for students.

Community School LCAP State Priorities/Metrics/Indicators							
DASS One-Year Graduation Rate		Suspension Rate		Chronic Absenteeism		College/Career Indicator	
2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
88.20%	100%	3.20%	0.62%	42.90%	25%	3.5%	0

Contract for the Riverside County Office of Education Community School Program

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

3939 Thirteenth Street/P.O. Box 868
Riverside, California 92502

**AGREEMENT FOR RIVERSIDE COUNTY OFFICE OF EDUCATION INSTRUCTIONAL
SERVICES THROUGH THE COMMUNITY SCHOOL PROGRAM**

(District Expense)

This Agreement is entered into by and between the **Riverside County Superintendent of Schools**, hereinafter referred to as "SUPERINTENDENT," and the _____ **School District** of Riverside County hereinafter referred to as "DISTRICT".

AGREEMENTS

1. **PURPOSE:** The Riverside County Superintendent of Schools provides educational services to expelled students through the Riverside County Expelled Student Plan pursuant to Education Code §48926.
2. **TERM:** The term of this Agreement shall be from **July 1, 2021** through **June 30, 2024** for a total three (3) school years.
3. **SERVICES:** SUPERINTENDENT agrees to provide DISTRICT with the following services by an instructor holding the proper credentials authorizing such services:
 - A. Instructional services in the Community School to students who are not eligible for Court School funding.
 - Assessments in all areas of suspected disability and appropriate services and programs specified in the student's Individualized Education Program (IEP) in compliance with all applicable state and federal laws and regulatory provisions.
 - Appropriate services and programs designed to address the language needs of students identified as English learners in compliance with all applicable state and federal laws and regulatory provision.
 - B. For budgetary purposes, SUPERINTENDENT rate per Average Daily Attendance (ADA) will be as follows:

Community School Rates per ADA		
2021-2022	2022-2023	2023-2024
\$18,122.22	\$18,756.49	\$19,412.97

4. **PAYMENT:** DISTRICT agrees to pay SUPERINTENDENT for agreed upon costs for students in seat-based and independent study programs in RCOE community schools at the published rate.
 - A. SUPERINTENDENT will not charge DISTRICT for the following students:
 1. Students who fall under Education Code 2574(c)(4)(A)
 - a. Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.
 - b. On probation or parole and not in attendance in school.
 - c. Expelled for any of the reasons specified in subdivisions (a) or (c) of Education Code Section 48915.
 - d. Juvenile Court School students per Education Code 2574(c)(4)(B)

B. The funds will be transferred from DISTRICT as follows:

1. Following the State's apportionment schedule for the DISTRICT'S Local Control Funding Formula (LCFF) and AB 2235 – County Community Schools Funding, which includes using the DISTRICT'S specific LCFF rates per ADA by grade span.
2. Based on P2 ADA, the difference between the Community School Rates per ADA specified in Section 3.B. of this agreement and the amount credited to RCOE in accordance with Section 4.B.1 above will be transferred from the DISTRICT in July following the end of each school year.

C. If a prior year P2 attendance correction is submitted to the California Department of Education, the SUPERINTENDENT will make the adjustment in the current year. This adjustment will be applied to the February billing

5. **REFERRAL PROCESS:** DISTRICT shall follow the published District Referral Process for the Riverside County Office of Education Community School Program as follows:

The Local Education Agency (LEA) shall complete a Riverside County Office of Education (RCOE) Community School Referral for each student who is recommended for enrollment in the RCOE Community School program each year. The RCOE Community School program includes the classroom-based program for expelled students or SARB/DARB referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). The LEA shall specify the date of review of readmission to the DISTRICT on the Community School Referral for students who are expelled.

The district of residence shall be determined by the address on the Community School Referral. If a change of address is communicated to the SUPERINTENDENT Community School staff and the new address is within the boundaries of a different school district, the current DISTRICT shall be notified of the change by the SUPERINTENDENT Community School staff. The receiving DISTRICT will be required to send a new/updated SUPERINTENDENT Community School Referral for the student to be served in the SUPERINTENDENT Community School program.”

6. **TERMINATION:** Either party may terminate this Agreement by giving written notice on or before January 1 for the following school year.

7. **INDEPENDENT CONTRACTOR:** SUPERINTENDENT, while engaged in the performance of this Agreement, is an independent contractor, and is not an officer, agent or employee of DISTRICT.

8. **WORKERS' COMPENSATION:** SUPERINTENDENT is aware of the laws of the State of California requiring employers to be insured against liability for Worker's Compensation and shall comply with such laws during the term of this Agreement.

9. **FINGERPRINTING:** Education Code section 45125.1 and 45125.2 requires SUPERINTENDENT to verify that its employees and subcontractors who may have contact with pupils during the performance of this agreement have not been convicted of serious or violent felonies as defined by statute. Compliance with the statute, or with the fingerprinting requirements, is a condition of this Agreement, and DISTRICT reserves the right to terminate this Agreement at any time for noncompliance.

10. **OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA):**

SUPERINTENDENT is aware of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verifies that all performance under this Agreement shall be in compliance therewith.

11. **ASSIGNMENT:** Neither this Agreement nor any duties or obligations under this Agreement may be assigned without the prior written consent of both parties to this Agreement. Any assignment or purported assignment of this Agreement without prior written consent of the other party will be deemed void and of no force or effect.
12. **MUTUAL HOLD HARMLESS:** The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents, servants and employees, of and from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys' fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this Agreement by such indemnifying party, or its officers, agents, servants and employees.
13. **AMENDMENT:** This Agreement may only be amended in writing by the mutual consent of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written.

Riverside County Superintendent of Schools
3939 Thirteenth Street
Riverside, CA 92501

School District/Charter School

Signed _____
Authorized Signature

Signed _____
Authorized Signature

Assistant Superintendent Division of SPS
Printed Name and Title

Printed Name and Title

Date _____

Date _____

Riverside County Expelled Student Plan

Division of Student Programs and Services - Alternative Education

Community School Referral

Referring Agency: ☐ School District or ☐ Probation Department

School District

- | | | | | |
|--|---|---|---|--|
| <input type="checkbox"/> Alvord USD | <input type="checkbox"/> Banning USD | <input type="checkbox"/> Beaumont USD | <input type="checkbox"/> Coachella Valley USD | <input type="checkbox"/> Corona-Norco USD |
| <input type="checkbox"/> Desert Center USD | <input type="checkbox"/> Desert Sands USD | <input type="checkbox"/> Hemet USD | <input type="checkbox"/> Jurupa USD | <input type="checkbox"/> Lake Elsinore USD |
| <input type="checkbox"/> Menifee Union SD | <input type="checkbox"/> Moreno Valley USD | <input type="checkbox"/> Murrieta Valley USD | <input type="checkbox"/> Nuview Union SD | <input type="checkbox"/> Palm Springs USD |
| <input type="checkbox"/> Palo Verde USD | <input type="checkbox"/> Perris Elementary SD | <input type="checkbox"/> Perris Union High SD | <input type="checkbox"/> Riverside USD | <input type="checkbox"/> Romoland SD |
| <input type="checkbox"/> San Jacinto USD | <input type="checkbox"/> Temecula Valley USD | <input type="checkbox"/> Val Verde USD | | |

Probation Department

- ☐ Riverside ☐ Banning ☐ Hemet ☐ Corona ☐ Temecula ☐ Blythe ☐ Indio ☐ Palm Springs

Student Information

Student Name: _____ Date of Birth: _____ ☐ Male ☐ Female
Last First Middle Initial

Age: _____ Grade: _____ Student I.D. Number: _____ Ethnicity (Please Check): ☐ American Indian/Alaskan Native

- ☐ Asian ☐ African American ☐ Filipino ☐ Hispanic ☐ Pacific Islander ☐ White ☐ Other: _____

Lunch Eligibility: ☐ Free ☐ Reduced ☐ Base Special Education: ☐ No ☐ Yes

Language Proficiency*: ☐ EL ☐ FEP ☐ EO 504 Plan: ☐ No ☐ Yes

School/District and Probation Information

Name of School Last Attended: _____ School District: _____

Student is on Probation: ☐ No ☐ Yes If "Yes," give name of Probation Officer: _____
Last First

Address of Probation Officer: _____
Street City Zip Code Phone or Cell Number

Parent(s)/Guardian(s)

Parent(s)/Guardian(s) Name: _____
Last First Middle Initial

Address: _____
Street City Zip Code Phone or Cell Number

Expulsion ☐ No ☐ Yes If "Yes," please complete the following:

Reason(s) for Expulsion (Check appropriate section): ☐ EC 48900 ☐ EC 48915 (a) ☐ EC 48915 (c)

Date Local Board Voted to Expel: _____ Date of Review for Re-admission: _____

Program for students who are not expelled ☐ Independent Study ☐ Parenting Teen (Cal-SAFE)

Referred By

District Representative: _____
Last First Title/Position Email

School District: _____ Phone Number: _____ Fax: _____

Signature: _____ Date: _____

Attach the following:

- Copy of expulsion order-EC 48918 (j) • Rehabilitation plan required pursuant to EC 48916 (b) • 504 Plan
- Photocopy of student record; i.e., IEP (Goals and Objectives, Psychological Report, Manifestation Determination Report, Transition Plan, Behavior Support), Transcripts, Test Scores, Immunization Records, Home Language Survey, *CELDT Results, Assessment, Placement, and Designation.

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

3939 13th Street/P.O. Box 868

Riverside, CA 92501

**MEMORANDUM OF UNDERSTANDING
RIVERSIDE COUNTY OFFICE OF EDUCATION
INSTRUCTIONAL SERVICES THROUGH THE COMMUNITY SCHOOL AND COURT
SCHOOL PROGRAM**

COORDINATION OF PARTIAL CREDIT

This Agreement, effective **January 1, 2017**, entered into by and between **Riverside County Superintendent of Schools**, hereinafter referred to as the "SUPERINTENDENT," _____
_____ **Unified School District** of Riverside County hereinafter referred to as the "DISTRICT."

Purpose:

Students may be required to transfer schools during the middle of a school term for many reasons, including, but not limited to, general relocation, military dependents relocating with their families during reassignment, foster youth transferring due to a change in foster care placement, and moving with family for migratory work. It is in the best interest of school districts and the Riverside County Office of Education to implement a consistent and equitable process for granting partial course credit for all students, including students in foster care. Efficient course completion results in greater success for students and helps to lower dropout rates, increase academic achievement, and better prepare students for college and the workforce. The granting and accepting of credits results in seamless transitions, progress, and course completion when students transfer between county offices and school districts.

Efficient transfer procedures and transfer of pupil records is a critical factor in the swift placement of foster children in educational settings. Delays in school enrollment and loss of earned credit can result in improper class or school placement, denial of special education services, and school dropout. The proper and timely transfer of pupils in foster care between schools is the responsibility of both the local educational agency, including the county office of education for pupils in foster care who are enrolled in juvenile court schools, and the county placing agency, which includes the county probation department.

Both Parties Agree as Follows:

Pursuant to Education Code §§ 48645.5, 49069.5, and 51225.2, the Riverside County Office of Education and the school districts of Riverside County agree to coordinate partial credit for students who transfer between county office programs and school districts.

According to California Education Code § 48645.5 (a) each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework shall be transferred by means of the standard student transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a diploma from the school the pupil last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

According to Education Code § 49069.5, as soon as the county placing agency or county office of education becomes aware of the need to transfer a pupil in foster care out of his or her current school, the county placing agency or county office of education shall contact the appropriate person at the local educational agency of the pupil. The county placing agency shall notify the local educational agency of the date that the pupil will be leaving the school and request that the pupil be transferred out.

Riverside County Expelled Student Plan

According to Education Code § 49069.5, upon receiving a transfer request from a county placing agency or notification of enrollment from the new local educational agency, the local educational agency receiving the transfer request or notification shall, within two business days, transfer the pupil out of school and deliver the educational information and records of the pupil to the next educational placement.

As part of the transfer process, the local educational agency shall compile the complete educational record of the pupil, including a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or individualized education program adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

Pursuant to Education Code § 51225.2, notwithstanding any other law, a school district and county office of education shall accept coursework satisfactorily completed by a pupil in foster care or a pupil who is a homeless child while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for the coursework completed. The credits accepted pursuant to subdivision shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, or nonpublic, nonsectarian school or agency.

Term: The term of this agreement shall begin on **January 1, 2017** and continue each year.

Signatures:

Riverside County Superintendent of Schools

School District

Signed: _____
Authorized Signature

Signed _____
Authorized Signature

Printed Name and Title

Printed Name and Title

Date _____

Date _____