



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: August 21, 2014.

Subject: Foster Youth Presentation and Foster Youth Board Policy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: September 4, 2014)
- Conference/Action
- Action
- Public Hearing

Department:

Youth Development Support Services Department

Recommendation:

Foster Youth Services Department presentation and first reading of Foster Youth Board Policy.

Background/Rationale:

SCUSD annually serves approximately 600 foster youth, and approximately 300 at any given time. The purpose of this presentation is to provide an overview of the services provided to foster youth throughout the district, as well as to present for first reading a new Foster Youth Board Policy. The policy will allow SCUSD to formally align to state and federal legislation regarding foster youth.

Financial Considerations:

None

Documents Attached:

Executive Summary

Estimated Time of Presentation: 35 minutes

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Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Department Name: Youth Development Support Services



Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014

I. OVERVIEW / HISTORY

The Foster Youth Services (FYS) Department has been serving the unique needs of children in foster care for over forty years. In 1973, SCUSD was one of the first school districts in the state of California to recognize the importance of focusing on the educational needs of foster youth. In 1981, a legislative mandate was created that provided funding to FYS programs in Elk Grove USD, Mt. Diablo USD and San Juan FYS. These four school districts came to be known as the CORE FYS Programs. In 1992, Placer/Nevada Counties Consortium and Paramount USD received funding from the Legislature and were added to the CORE FYS Program group. The primary purpose of the six FYS Core Programs is to provide advocacy and direct services to support the educational success of all foster youth attending school in their districts.

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), "foster youth" includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

As a CORE FYS Program, there is an advantage to working within an educational institution. It allows for collaborative work between the school systems, district support services, child welfare agencies and community based organizations in order to provide our foster youth with a myriad of supports and interventions.

The FYS Department serves on average 600 foster youth each year with approximately 300 students receiving services at any given point in time. The level of service varies from indirect advocacy to in-depth case management and counseling. Students with the greatest need are given priority for more intense services.

Foster youth students in SCUSD have the opportunity to receive services in the following areas:

- Tutoring
- Counseling and Case Management
- Mentoring
- Transition and Emancipation Planning

Board of Education Executive Summary

Department Name: Youth Development Support Services



Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014

- Re-Entry/School Placement Support
- Records Recovery

Elementary school age youth

Early Intervention strategies are incorporated into service delivery for elementary school age youth. The goal is to increase foster youths' developmental and academic success by providing mentoring, tutoring support and social skills development. Elementary students that are functioning 1 year or more below grade level are eligible for 1:1 or small group tutoring. FYS Instructional Aides, trained in the unique issues affecting foster youth, provide this service at the school site. The School Community Liaison also provides additional behavior support to students in the classroom on an as needed basis.

Middle school/transitioning youth

An analysis of behavior reports, reported AWOL's and school grades indicates that the transition from elementary to middle school and middle to high school is pivotal in the life of a foster youth. Drop out statistics concur that many students begin the cycle of school failure in the 9th grade. SCUSD FYS responds to the needs of this group of students through individual case management and small group meetings known as the Friendship Club, a middle school support group that meets during the students' lunch break that focuses on social skills development, college and career exploration, study strategies and academic success. Middle school students also receiving mentoring and case management services from AmeriCorps service members.

High school graduating/transitioning foster youth

High school students, especially those who have not passed the California Exit Exam, have a heightened need for academic support. The National Center for Youth Law indicates that 46% of foster youth do not complete high school and less than 3% go on to four-year colleges. As a result, within the first 2-4 years after emancipation, 51% of former foster youth are unemployed, 40% are on public assistance, 25% became homeless and 20% will be incarcerated. High school students need the social and emotional support to make the transition through graduation to adulthood. This group of students receives intense support from FYS Independent Living Program staff.

Case management support is provided to these youth in areas such as:

- Post-Secondary Education Options (college applications, scholarships, vocational);

Board of Education Executive Summary

Department Name: Youth Development Support

Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014



- Housing;
- Employment Development (One Stop Career Centers, resume writing, career exploration, mock interviews);
- Financial literacy;
- Accessing community resources.

Enrollment/Placement Support

FYS collaborates with the Student Hearing and Placement Office to ensure timely and appropriate school placements as well as appropriate and unbiased discipline. Approximately 120 foster youth students are served per year through this collaboration. During the re-entry process, students are interviewed and records reviewed in order to determine the most appropriate school placements. FYS staff members also work in tandem with school personnel and administration, attending SSTs, TDM meetings, and IEP meetings. FYS provides individual and group self-advocacy training, including the Independent Living Skills classes that are taught by Foster Youth Services staff.

Case Management

Counseling and case management services are provided to all middle school and high school students. Foster youth receive support in the following areas: partial credits and transcript translation, connecting students to afterschool programs and onsite tutoring services, transition support services, self-advocacy training, Independent Living Program services and other support services as needed. Using the RTI model, youth receive Strategic (Tier II) supports in groups or Intensive (Tier I) supports individually as identified by their needs.

Foster Family Engagement

FYS intentionally targets foster parents and group home staff for participation in ongoing engagement activities designed to maximize the success of foster youth. An FYS School Community Liaison, who is also a foster parent, works closely with foster families in order to support students and parents through the fostering process. In addition, FYS hosts several Foster Family Nights a year, in which foster parents receive professional learning hours by participating in high quality training that addresses the needs of their youth.

II. DRIVING GOVERNANCE

In alignment with the SCUSD Strategic Plan *Pillar 1: Career and College Ready Students*, the FYS team effectively assists foster youth students with issues related to graduation, housing, post-secondary school options and vocational planning. Some examples as to how FYS achieves these goals are:

Board of Education Executive Summary

Department Name: Youth Development Support

Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014



- Ready, Set, Fly! Program - exposes foster youth students 7th – 12th grade to the Community College and 4-year University options. This exposure allows foster youth the experience of being on a college campus, talking with college students and college staff members in the hopes of gaining knowledge and tools to help them obtain these post-secondary goals. FYS has plans to expand this program to elementary age students in the near future.
- Through our continued partnership with the Employment Development Department (EDD) YEOP program, students are provided job readiness training. Youth receive training on resume writing, appropriate interview attire, mock interview critique and interviewing strategies, and tips on how to keep a job once employment is obtained.
- Foster youth are accompanied to orientations at Sacramento Job Corps and given information on the various vocational training programs at the Los Rios Community Colleges. A student interested in pursuing one of the various programs is given assistance with the enrollment process. Students are provided information on local job fairs, and provided assistance with completing resumes and job applications during one on one and small group meetings.

Key legislative bills surrounding foster youth educational rights are as follows:

- **AB 490 (2003) Ensuring the Educational Rights of Foster Youth** ~ provides foster youth educational rights dictated by the best interests of the youth and allowed foster youth to remain in their school of origin when their placement changes for the duration of the school year. AB 490 also required that each LEA or District appoint an Ed Liaison who would be responsible for ensuring that foster youth rights were being protected and that all foster youth received the necessary supports needed to be academically successful.
- **AB 167 (2009)~ District Graduation Requirement Waiver for Foster Youth**
Exempts foster youth from local graduation requirements under certain conditions.
- **AB 1933 (2010) ~ Increasing School Stability for Students in Foster Care** ~ requires a local educational agency (LEA) to allow a child in foster care to remain in his or her school of and district of origin for the duration of the court's jurisdiction.
- **AB 1909 (2012) ~ Foster Children: Placement, Suspension and Expulsion Notifications** ~ local education agency (LEA) must notify a foster youth's county social worker and court appointed attorney if the youth is facing expulsion or is subject to a manifestation determination Individualized Education Program ("IEP") team meeting

Board of Education Executive Summary

Department Name: Youth Development Support Services



Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014

The proposed FYS Board Policy would ensure the district's alignment with current legislative requirements.

III. BUDGET

The FYS Department receives funding from the FYS CORE Program Grant from the California Department of Education (\$284,942), Title I N or D (\$221,335) and the Sacramento County Independent Living Program (\$45,000). The FYS Department also receives a small grant from Sacramento County Mental Health Services Act (\$61,750) to provide services to transition age youth 16-25. The total budget for the FYS Department for the 13-14 school year was \$613,027 about half of what the department was receiving six years ago. This is due in part to a reduction in state and federal funds.

As with most programs, funding is a key component to our service delivery. It dictates not only the program structure, but also what services can be provided as required. As the state and county continue to decrease funding to educational institutions, FYS is faced with the on-going challenge of strategizing how to continue to provide the necessary supports for foster youth with a limited amount of funding available. With the implementation of the Local Control Accountability Plan (LCAP) the FYS Department is hopeful that additional funding will be provided in order to broaden services and provide each foster youth in SCUSD with the most effective support services and intervention to maximize their academic and social emotional success.

IV. GOALS, OBJECTIVES, AND MEASURES

The following are the goals and objectives adopted by the SCUSD FYS program. They are aligned with the goals identified by the state legislature in regards to foster youth.

Goal 1: Foster youth will experience timely and appropriate school placement

- Objective 1.1: 100% of school records requested of FYS staff will be transferred within 2 business days.
- Objective 1.2: 95% of group home students will receive Re-entry center services to assist in timely and appropriate school placement.
- Objective 1.3: 100% of group home students who attend Re-entry center meeting will receive a "re-entry" plan including recommendation of a 30-day SST meeting.
- Objective 1.4: Facilitating training for administration and principles in August on AB 490, AB 167 and AB 1933; facilitating training for registrars in quarterly all-

Board of Education Executive Summary

Department Name: Youth Development Support Services



Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014

staff meetings; distributing department publications including department brochure and updated foster youth legislation pertaining to school enrollment and graduation requirements.

Objective 1.5: FYS staff will scan transcripts & IEP face sheets into Foster Focus database as they are produced.

Outcome measures

- Foster Focus/copies of records requests
- JV 535/536 records
- Training sign in sheets/agendas
- Re-entry center data

Goal 2: Foster youth will learn to advocate for their own needs.

Objective 2.1: 95% of identified foster youth 10th – 12th grade will receive information about California Youth Connection (CYC).

Objective 2.2: SCUSD FYS ILP staff will identify 7-10 high school foster youth to participate on the foster youth advisory.

Objective 2.3: Foster youth advisory group participants will receive training in leadership and decision making skills.

Objective 2.4: 75% of identified foster youth in 7th – 8th grade will receive training/instruction on high school requirements and post high school opportunities.

Outcome Measures

- Training evaluation forms
- Post-training assessments
- Student Survey
- Foster youth advisory participation

Goal 3: Ensure that foster youth meet their educational goals

Objective 3.1: SCUSD FYS staff will assist students with goal setting, academic support, career development and linking to post-secondary education and vocational training.

Objective 3.2: 90% of all foster youth K – 9 will receive STAR Renaissance assessment to determine tutoring service eligibility.

Board of Education Executive Summary

Department Name: Youth Development Support Services



Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014

- Objective 3.3: SCUSD FYS staff will ensure that all eligible foster youth receive and/or are referred to tutoring programs that best meets the students' needs
- Objective 3.4: All foster youth receiving tutoring services will receive a pre and post-test to determine amount of growth gained.
- Objective 3.5: Friendship Club will provide support to middle school students. Areas of focus will be social skills development, career exploration, life skills and academic success.

Outcome measures:

- Number of students participating in tutoring programs
- Data from pre-post tests
- Number of foster youth graduating/obtaining GED
- Annual credit attainment for foster youth
- Tutor/mentor activity log
- Friendship Club participation

Goal 4: Foster youth will have a successful transition to independent living or post secondary/vocational options

- Objective 4.1: 100% eligible foster youth will be offered Independent Living Program (ILP) Services.
- Objective 4.2: 100% interested students will receive assistance in completing FAFSA, college and vocational school applications.
- Objective 4.3: 90% foster youth completing 4 year plan will identify post high school goal.

Outcome measures:

- Number of youth participating in ILP
- Number of FAFSA applications completed
- Evaluation of 4-year plans

V. MAJOR INITIATIVES

The purpose of this Board presentation is to present for approval a new Foster Youth Board Policy.

The major initiatives of the proposed Foster Youth Board Policy are:

1. Set a course of action for schools, staff and administrators to follow in order to comply with current legislation to address the needs and rights of foster youth within the district;

Board of Education Executive Summary

Department Name: Youth Development Support

Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014



2. Ensure that foster youth rights are protected;
3. Ensure that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

After extensive engagement, the Foster Youth Board Policy was developed in May 2014 with input from various foster youth stakeholders such as foster parents, foster youth legal counsel representatives, foster youth (current and former), child welfare agency representatives and foster care/group home agencies. The draft policy has been examined by various district committees and reviewed by Cabinet and district legal counsel.

The Foster Youth Board Policy puts forth standard definitions for foster youth terminology and provides guidance around 10 key areas that stakeholders deemed most important. These areas, align with current state legislation and best practices, and were modified from recommendations from the California School Board Association, in order to meet the needs of foster youth students in SCUSD.

1. School Climate ~ providing guidelines for a safe and supportive school environment for foster youth;
2. District Liaison ~ designated district representative for foster youth, per AB490;
3. Enrollment ~ keeping students in their school of origin and ensuring timely and appropriate enrollment;
4. Effects of Absences On Grades ~ foster youth are not penalized for approved, or Court ordered, absences;
5. Transfer of Coursework and Credits ~ all credits are accepted when a foster youth transfers in or out of a school;
6. Graduation Requirements ~ addresses delay in earning high school diploma/dropout prevention, per AB 167;
7. Outstanding Fees ~ provides options to clear school debt;
8. Eligibility for Extra Curricular Activities ~ building school connectedness and provide priority for foster youth where appropriate;
9. Collaboration and Information Sharing ~ creates a continuous circle of support and helps streamline service delivery between schools and placement agencies;
10. Local Control Accountability Plan ~ monitors academic progress and district-wide support services for foster youth.

One of the key areas covered in the Foster Youth Board Policy is around partial credits. According to AB490 districts must offer partial credits to both incoming and outgoing foster youth students. SCUSD does not have a streamlined, consistent way to compute partial credits

Board of Education Executive Summary

Department Name: Youth Development Support

Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014



for students. Counselors, Registrars and Administrators will be asked to help develop Administrative Regulations that will offer clear guidelines for counselors and registrars in this area.

VI. RESULTS

SCUSD maximizes its resources through an integrated, comprehensive approach to service provision. With its wide range of support services provided to foster youth, coupled with integrated funding, a strong collaborative network on both the county and community level and ensuring that our services are also in alignment with the SCUSD Strategic Plan, FYS ensures a strong safety net for foster youth in its district.

FYS works collaboratively with several departments within SCUSD in order to ensure that all foster youth are given the opportunity to take advantage of all programs available that can support their educational needs. For example, with the Expanded Learning Office, foster youth are given priority enrollment into all expanded learning programs for grades K – 12 throughout the school year.

The relationships that are built with students are a testament of the work being done and its effect on the student. Many of the FYS staff have been a part of this program for more than 8 years. That means staff are stable and supportive adults in the lives of our foster youth students. These youth view our staff as their supportive adult and know that they can call them at any time should they need assistance.

VII. LESSONS LEARNED / NEXT STEPS

The following activities will support the effective implementation of the Board Policy, and ensure the ongoing development and improvement of the FYS program.

- The FYS Coordinator/Ed Liaison, in collaboration with the FYS stakeholders group, will develop Administrative Regulations for approval by the Superintendent and Cabinet.
- The FYS Coordinator/Ed Liaison shall work with registrars, counselors and administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.
- FYS Department will continue ongoing focus on Whole Child-Whole Year, by continuing to provide foster youth with priority access and intentional engagement into youth development and other support programming.
- Utilizing Social Justice Youth Development principal of keeping youth at the center, FYS has developed a FYS Youth Advisory Group. This advisory group consists of foster youth student representatives from various school sites who work in partnership with the SCUSD FYS administration and staff. These students and SCUSD FYS will work

Board of Education Executive Summary

Department Name: Youth Development Support

Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

Date of Board Meeting: August 21, 2014



collaboratively to ensure that SCUSD FYS is providing foster youth with the most valuable and effective quality of service so that all students are able to meet their educational goals and become successful, as well as give regular feedback to the district regarding progress toward LCAP goals, especially as they relate to foster youth.

- FYS will continue to pursue strategies to improve academic and behavioral performance and make positive changes in the lives of foster youth
- SCUSD FYS will continue to look for funding and other ways to support ongoing tutoring services for all foster youth within the district.

Sacramento City USD

Board Policy

Foster Youth

BP

The Governing Board acknowledges its obligation to support foster youth and provide them with full access to the district's educational program, as well as implement strategies as necessary to improve academic achievement and behavioral performance of foster youth in the district.

The Governing Board also recognizes that foster youth are a very transient population. This transiency may lead to unstable school placements. In addition, many foster youth have experienced trauma and loss, both of which are known to affect students' academic success. Multiple barriers facing foster youth may also result in an increase in classroom disruption and students missing out on valuable academic time. Loss of school time causes many foster youth to fall behind their peers and eventually lose interest in school.

This policy will set a course of action for staff, administrators and schools to follow in order to comply with current legislation to address the needs and rights of foster youth within the district. This policy includes regulations regarding the district's educational liaison for foster youth, foster youth enrollment, transfer of course work and credits, graduation requirements and extra-curricular activities.

The goal of this policy is to ensure the protection of foster youth rights and that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6173 - Education for Homeless Children)

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.

(Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), “foster youth” includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.
(Education Code 48850, 48853)

School climate

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students’ self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth’s feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 – Parent Involvement)

District Liaison

Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth.

The Superintendent designates the following position as the district’s educational liaison for foster youth: (Education Code 48853.5)

Coordinator, Foster Youth Services
5735 47th Avenue, Box # 763
Sacramento, CA 95824
(916) 643-9409

Enrollment

A student placed in a licensed children’s institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

- a. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency; (cf. 6159 - Individualized Education Program)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- b. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program;
- c. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth’s right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth’s best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;
(*cf. 5125.2 - Withholding Grades, Diploma or Transcripts*)
- b. Does not have clothing normally required by the school, such as school uniforms
(*cf. 5132 - Dress and Grooming*)
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation
(*cf. 5141.26 - Tuberculosis Testing*)
(*cf. 5141.31 - Immunizations*)
(*cf. 5141.32 - Health Screening for School Entry*)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school;
- b. A verified court appearance or related court-ordered activity.
(*cf. 5121 - Grades/Evaluation of Student Achievement*)

Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

The district's educational liaison for foster youth shall work with registrars, counselors and/or administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.

Graduation Requirements

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements that are in addition to the statewide coursework requirements specified in Education Code Section 51225.3, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

Outstanding fees

When a foster youth has outstanding fees, fines, textbooks, or other items and is unable to pay or return the property, the school district shall provide a program of voluntary work in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the foster youth shall be released. (Education Code 48904 (b) (2))

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth.

Collaboration & Information Sharing

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. In addition, the Superintendent or designee shall establish protocol to ensure the timely and appropriate sharing of foster youth educational records with the applicable placement agencies.

(cf. 1020 - Youth Services)

Local Control Accountability Plan (LCAP)

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

(cf. 0500 - Accountability)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act