

California Department of Education

**Juvenile Court Student Transition Statewide Work Group
Report and Recommendations to the Legislature**



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**Coordinated Student Support Division
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California Department of Education

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California Department of Education

Juvenile Court Student Transition Statewide Work Group Report and Recommendations to the Legislature

Executive Summary

This report was developed by the Juvenile Court School Statewide Work Group as required by Assembly Bill 2276 (Bocanegra), Chapter 901, Statutes of 2014, which amended California *Education Code (EC)* Section 48645.5 and added *EC* sections 48647 and 48648.

Chaptered in September 2014, this legislation requires the State Superintendent of Public Instruction, in consultation with the Board of State and Community Corrections, to convene a statewide group with stakeholders from the community, advocacy organizations, and education and probation department leaders to study four specific performance areas impacting pupils transitioning from juvenile court schools back to public schools in their community. The legislation directs the statewide work group to develop a model, study existing successful county programs and policies, report its findings, and provide recommendations for state actions to improve:

- Immediate transfer of educational records
- Uniform systems for calculating and awarding course credits
- Transition planning
- Immediate enrollment of transferring pupils

The statewide work group held three meetings to evaluate and examine current practices within the four legislatively defined performance areas. The meetings informed the preparation of this report to the California State Legislature and appropriate policy committees, which cites the work group's culmination of preliminary findings and associated recommendations.

While the work group believes these recommendations address the critical need for both state and local action, the work group also concludes that additional time and research is required to effectively identify existing successful county programs and policies and develop the recommendations into a good model.

If you have any questions regarding this report, please contact Brian Uslan, Education Programs Consultant, Coordinated Student Support Division, by phone at 916-323-2562 or by e-mail at Buslan@cde.ca.gov.

You can find this report at the California Department of Education Juvenile Court Schools Web page at <http://www.cde.ca.gov/sp/eo/jc/>. If you need a copy of this report, please contact Brian Uslan in the Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-2562 or by e-mail at Buslan@cde.ca.gov.

Final Report to the Legislature on the Juvenile Court Student Transition Statewide Work Group

Introduction

Chaptered in September 2014 as California *Education Code (EC)* Section 48648, Assembly Bill 2276 (Chapter 901, 2014) requires the State Superintendent of Public Instruction, in consultation with the Board of State and Community Corrections, to convene a statewide work group with stakeholders from the community, advocacy organizations, and education and probation department leaders to:

- Develop model programs and policies,
- Study existing successful county programs and policies,
- Report its findings, and
- Provide recommendations for state action to the California State Legislature and appropriate policy committees on or before January 1, 2016.

Background

As required by AB 2276, the 25-member Juvenile Court Student Transition Statewide Work Group was established in the fall of 2015. Consistent with membership requirements specified in the legislation, the work group is composed of stakeholders from the community, advocacy organizations, and education and probation departments including (See Figure 1):

- A county superintendent of schools
- A school district superintendent
- A representative from the State Attorney General's Office
- A local school board member
- School district administrators, teachers, and program specialists
- County probation department administrators
- Juvenile Court School administrators and program specialists
- A Superior Court judge
- Juvenile court student and children advocacy group representatives
- Community organization representatives

FIGURE 1: Juvenile Court Student Transition Statewide Work Group Members

Members	Affiliation
Brian Uslan, Chairperson	California Department of Education
Valerie Amezcua	Santa Ana Unified School District (USD) Board of Education
Ramona Bishop	Vallejo City USD
Pam Bowling-Coronado	Fresno County Office of Education (COE)
Adam Chambers	San Luis Obispo County Probation Department
Lillian Chen	Public Counsel
Jesus Corral	Los Angeles County Probation Department
Arturo Delgado	Los Angeles COE
Donna Groman	The Superior Court of California, County of Los Angeles
Shannon Hovis	Office of the Attorney General, State of California Department of Justice
Milisav (Mike) Ilic	Corona-Norco USD
Fatimah Judeh	Orange County Department of Education
Haily Korman	Center for Educational Excellence in Alternative Settings
Sandra McBrayer	The Children's Initiative
Sean Morrill	San Diego County COE
Monique Morris	National Black Women's Justice Institute
Elsbeth Pieper Prigmore	Shasta Union High School District
Kathryn Rabun	California State Parent Teacher Association
Jina Reed	Orange County Department of Education
Erin Simon	Long Beach USD
Karen Stiles	Butte COE
Brad Strong	Children Now
Mark Telles	Gateway USD
Erika Torres	Los Angeles USD
Karon Valdivieso	Tulare COE Court Schools
Darryl White	Black Parallel School Board

The legislation requires county offices of education (COE) and probation departments to establish a “joint transition planning policy” and “strongly encourages” local educational agencies (LEAs) to enter into Memoranda of Understanding (MOU) on specified issues impacting the transition of pupils from juvenile court facilities to a public school in their community. Consequently, the work group’s preliminary recommendations identify actions for both state and local administrative and policy-making bodies.

To identify the barriers impacting pupils transitioning from juvenile court schools back to public schools in their community, the work group was directed to study existing programs and policies in four specific performance areas:

- Immediate transfer of educational records,
- Uniform systems for calculating and awarding course credits,
- Transition planning, and
- Immediate enrollment of pupils who are being transferred from juvenile court schools.

To satisfy this requirement, the Juvenile Court Student Transition Statewide Work Group held meetings in Sacramento, California on September 24, 2015, and November 5, 2015, and via conference call on November 24, 2015. At each meeting, public testimony was solicited in accordance with the Bagley-Keene Open Meeting Act requirements.

During the meetings, work group members held focused discussions that expressed universal concerns and identified a broad range of issues and obstacles encountered by juvenile court pupils as they transition from juvenile court facilities. With the limited time frame of six months to complete its work, the work group focused its efforts on compiling preliminary findings and developing preliminary recommendations, which are included in this report. Despite the limited time available, however, the work group believes these preliminary findings and recommendations reflect the serious nature of those obstacles faced by transitioning juvenile court pupils.

The work group recommends that it be reconvened to fully explore its findings and provide more in-depth recommendations that include associated costs and impacts as well as develop model programs and policies.

In addition, the work group was presented with preliminary survey data examining current practices throughout California. Work group members also reviewed examples of successful practices and policies both in California and throughout the country. These survey and successful practice efforts are documented and included in Appendices 3 and 4.

The following conclusions of this report appear in accordance with *EC* Section 48648.

Findings and Recommendations

The work group developed a series of recommendations designed to mitigate the numerous obstacles transitioning pupils encounter on a regular basis. While these recommendations are focused on the four areas of juvenile court pupil transition identified in the legislation, they are not mutually exclusive. Consequently, many recommendations, while reported under one of the legislatively defined focus areas, may have clear implication and impact in multiple areas. For example, recommendations for staff training are generally placed under the category of “transition planning” but have a direct impact on the immediate transfer of educational records, calculating and awarding partial and full credits, and the immediate enrollment of transferring pupils.

The four legislative focus areas provide an important and useful starting point in initiating discussion and policy development. However, the work group’s desire to look at a broader range of issues impacting successful juvenile court pupil transitions resulted in additional recommendations that fell outside the charge to the work group. These are identified as “Additional Recommendations” below.

In developing the recommendations, work group members were keenly aware of the unique roles and responsibilities of county probation departments, COEs, and school districts in facilitating a pupil’s successful transition to a public school in their community. Narrowly stated, the county probation department is focused on the health and safety of the student while the COEs and school districts are responsible for providing the student appropriate educational services. Title 15 Minimum Standards for Juvenile Facilities¹ articulate the separate regulatory responsibilities of the probation department and the COE while the pupil is in the juvenile facility.

In practice, the responsibilities addressed in Title 15 greatly expand as the county probation, COE, and the school district work separately, and as a team, to provide the services and care necessary to achieve a successful long-term outcome for each student. To achieve this goal, these agencies have recognized that it is critical to remain involved with the pupil throughout their transition into and out of the juvenile facility. The school district needs to be actively involved in the pupil’s transition into the juvenile facility and work with the COEs in identifying the student’s educational needs; the probation department’s continued monitoring of the pupil’s attendance and behavioral needs once the pupil has returned to a public school will quickly identify issues that it left unaddressed, often lead to truancy and recidivism; and the COE’s continued work with the school district to fully apply all course credits earned by the pupil while in the juvenile facility will keep the pupil from falling behind in earning credits for graduation. Each of these are examples of the importance of continued partnerships by the school

¹ Minimum Standards for Juvenile Facilities, Title 15. Crime Prevention and Corrections, Division I. Board of State and Community Corrections, Chapter I., Subchapter 5.

district, the COE, the probation department, and any other stakeholder in the pupil's transition and long-term success.

The work group recognizes that a number of its recommendations require additional funding. Given the preliminary nature of the recommendations, it was not possible to establish costs or recommend appropriate funding sources. Most of the recommendations, however, focus on current practices and approaches to making these activities more efficient and successful and represent no new costs.

Legislative Performance Area 1

Transition Planning

The transition planning findings identify the many detrimental impacts resulting from poor communication among the responsible professionals as the pupil moves in and out of the juvenile court facility. If a primary goal for these professionals is to prepare the individual pupil to successfully transition back to the less restrictive environment of the public school in their community, it is critical that they work in concert with each other. Developing a coordinated plan addressing the youth's educational, personal, social, and health needs is critical for success. The following recommendations focus on the importance of transition planning and elements, both necessary and advisable, for the youth to successfully transition from the juvenile facility back to a public school in their community.

Finding 1: Communication between COE, district, county probation, and other stakeholders is inadequate.

A key component to a successful student transition is communication among critical stakeholders. The work group concluded that continuous and substantive communication among critical stakeholders was an essential component in efforts to retain transitioning juvenile court pupils in school through graduation. Further, this communication among stakeholders is a critical element in the successful transition of these students after graduation including post-secondary education, employment, and military service. Many communication issues were identified by the work group, but those with the most significant impact on successful pupil transition were identified as:

- a. A pupil's impending release date is not communicated in a timely manner to court school personnel by probation department personnel,
- b. Re-enrollment is not regularly confirmed,
- c. A pupil's academic and social service needs are not effectively communicated to the enrolling school.

The following recommendations address this Finding.

- **Recommendation 1:** A student transition team shall be established for each student.
 - **Recommendation 1a:** The student transition team shall meet as soon as possible after the pupil's entry into the juvenile court facility. It is recommended that the transition team meet within five days, but no more than 10 days after the pupil is officially committed to the facility. This range of 5–10 days takes into consideration factors such as size and resources of the county, type of facility, expected length of pupil commitment, receipt of necessary pupil records, and other important factors.
 - **Recommendation 1b:** The student transition team shall meet on a regular basis while the pupil is remanded to the juvenile facility.
 - **Recommendation 1c:** The student transition team shall include, at a minimum, a representative from the COE, the pupil's resident school district, and the county probation department. It is preferable that these representatives are student transition specialists.
 - **Recommendation 1d:** The student transition team should be composed of a Multidisciplinary Team (MDT) that includes family, guardians, and educational rights holders as well as social service, public defender, court, and mental health professionals appropriate to the needs of the pupil, as well as re-entry and community-based service representatives familiar with the individual challenges and needs of the pupil.
 - **Recommendation 1e:** Where student transition specialists are not available for the student transition team, representatives, at a minimum, should be familiar with:
 - Statutory and regulatory requirements regarding the immediate transfer of educational records,
 - Statutory requirements regarding the immediate enrollment of pupils upon exiting the juvenile court school,
 - The statutorily required COE and county probation joint transition plan,
 - The COE and school district student transition MOU, and
 - The requirements for issuing and awarding full and partial academic credits.

- **Recommendation 1f:** The student transition team should provide each pupil with a plan that includes the requisite academic and behavioral actions necessary to establish a clear pathway back to a comprehensive public school in their community.
- **Recommendation 1g:** The pupil shall be provided the opportunity to attend and participate in each student transition team meeting and allowed to invite a support advocate to accompany them as permitted by applicable privacy laws.
- **Recommendation 1h:** The pupil shall be provided information regarding their rights prior to each meeting. A qualified advisor must be available to address any questions the pupil has regarding these rights. These rights are identified in Recommendation 11.
- **Recommendation 1i:** When making their recommendations and decisions, the student transition team shall consider the age, gender, gender identity, sexual orientation, ethnicity, language, physical and mental health, and cultural needs of each pupil.
- **Recommendation 1j:** The student transition team shall meet as part of the pupil's juvenile court exit process. For long-term pupils (over 30 days in residence), it is recommended that the team meet two weeks prior to the pupil's release. If unable to meet prior to the pupil's release, it is recommended that the student transition team meet within three days of release at a time and location convenient to the pupil. If the pupil must be withdrawn from class in order to attend the student transition team exit meeting, the pupil should not be penalized.
- **Recommendation 1k:** The transition team shall consider the best interests of the pupil when determining the location of the exit meeting. The two primary locations to be considered for the exit meeting are the juvenile facility or the public school to which the pupil will transfer.
- **Recommendation 1l:** The Governor and the Legislature should provide the CDE with funding to develop a model MDT framework that identifies recommended membership, roles, and goals of the student transition MDT.
- **Recommendation 2:** Identified staff shall be accountable for providing necessary assistance and effective case management to each transitioning pupil.
 - **Recommendation 2a:** Each COE, county probation department, and school district shall have one or more individuals specifically identified as the juvenile court student transition liaison/specialist. Where there are

multiple individuals within a single agency providing student transition services, a single individual should be identified as the responsible and accountable authority. The transition liaison/specialist from each agency should coordinate their efforts to ensure successful student transition.

- **Recommendation 2b:** A COE, probation department, and school district transition liaison/specialist shall be assigned to each transitioning pupil providing, among other responsibilities, necessary assistance for any pupil transitioning out of, or returning to a public school.
- **Recommendation 2c:** In addition to providing transition services to a pupil entering and living at the juvenile court facility, a COE and probation department transition liaison/specialist should follow the returning pupil through release from the juvenile facility, enrollment in the public school in their community, and during their readjustment to the new public school environment.
- **Recommendation 2d:** The identified school, COE, and probation transition liaison/specialist shall notify one another, the school principal, the pupil, the pupil's parent/guardian, and the pupil's educational rights holder of their identity, responsibilities, and how they can be quickly contacted.
- **Recommendation 2e:** Where a student transition specialist is not assigned as the responsible school, COE, or probation transition support person, the assigned person, at a minimum, should be familiar with statutory and regulatory requirements regarding the immediate transfer of educational records. That person should also be familiar with requirements for the immediate enrollment in a public school of a pupil who has had contact with the juvenile justice system. Additionally, that person should be familiar with the statutorily required COE and probation joint transition plan, the COE and school district student transition MOU, and recommended standards for issuing and awarding full and partial academic credits.

Finding 2: Support services are often inappropriately discontinued for transitioning juvenile court pupils.

Mental health and other support services provided a pupil enrolled in juvenile court school often cease when a pupil transitions to a comprehensive public school environment—even when school staff are aware of the pupil's prior care. For example, this is often the case for young women who are pregnant, lactating, or caring for a child. Continuity of necessary support services is a critical component affecting recidivism and drop-out rates among at-risk students.

Recommendation 3: A transition plan shall be prepared for each pupil.

- **Recommendation 3a:** The student transition team shall approve the student plan, monitor a pupil's progress as it relates to the plan, and review and approve any changes to the pupil's plan.
- **Recommendation 3b:** In order to prepare the most complete student transition plan, educational data and information, court student records, and probation information should be made available to the student transition team members consistent with applicable privacy restrictions.
- **Recommendation 3c:** The student transition plan should include a family and community engagement component to assist and provide supportive advocacy for the pupil and the pupil's family.
- **Recommendation 3d:** The student transition plan should address the pupil's continued need for services similar to those received while in the facility. The plan should identify specific actions and strategies to continue receiving necessary services upon exiting the juvenile facility.
- **Recommendation 3e:** The student transition plan should serve as the pupil's plan for moving to a progressively less restrictive environment through graduation as well as identifying important educational needs and personal skills that should be addressed after graduation or when the juvenile exits juvenile detention.
- **Recommendation 3f:** The student transition plan shall be consistent with requirements specified in the COE and probation department joint transition plan and the COE and school district student transition MOU and other agreements existing between the COE and the school district.
- **Recommendation 3g:** The student transition plan should be reviewed and finalized two weeks prior to a long-term pupil's release providing the pupil, family, county and district educators, probation personnel, and community support advocate with adequate time to prepare necessary documentation, services, and support prior to the pupil's release. For short-term pupils and those for whom limited notice is provided, the plan shall be reviewed and finalized as soon possible after notification.

Legislative Performance Area 2

Immediate Transfer of Educational Records

For pupils returning to a public school in their community after placement in a juvenile court facility, the process of transferring back into the public school can be difficult. If the process becomes too arduous and the pupil receives little or no assistance, their risk of dropping out only increases. One of the most significant barriers to immediate re-enrollment is the lack of educational records—an accurate transcript or cumulative record (CUM file) is delayed or never received.

Finding 3: Complete and accurate educational student records are not immediately transferred.

Failure to immediately transfer complete and accurate educational records for pupils transitioning to and from juvenile court schools has a detrimental impact on each pupil. Whether the transition is into or out of the juvenile court school, lack of timely access to accurate student records inhibits the enrolling school from conducting a reliable assessment of the academic, behavioral, social, physical health, mental health, and other critical student needs, which often leads to:

- a. Denial of immediate enrollment,
- b. Redundant coursework,
- c. Inappropriate course placement,
- d. Failure to award earned partial and full course credits
- e. Inaccurately awarding course credits, and
- f. Failure to receive necessary services or accommodations.

The following recommendations address this Finding.

- **Recommendation 4:** Accurate student records shall be available for all pupils transitioning into and out of a juvenile court facility.
 - **Recommendation 4a:** Upon a pupil's enrollment in a juvenile court school, the COE shall, within 24 hours, request all "Mandatory Permanent," "Mandatory Interim," and "permitted" pupil records² from the pupil's previous school. If the COE finds these records incomplete or inaccurate, it is recommended that COE staff take necessary action to accurately complete the record. LEAs are encouraged to include in the transferred pupil's record attendance, expulsion and suspension, and other information subsequent educators and service professionals will find helpful in understanding and addressing the educational, social, physical, behavioral, and mental health needs of the transitioning pupil.

² *California Code of Regulations*, Title 5, Section 432 pupil records

- **Recommendation 4b:** “Mandatory Interim” and “permitted” records identified in Recommendation 4a shall be retained by the pupil’s final school district of enrollment until the pupil is twenty-five years of age.
- **Recommendation 4c:** County probation staff shall inform court school staff of a pupil’s release date as soon as it is determined. This will provide staff with the maximum available time to ensure credits are accurately calculated and awarded and that other elements necessary to complete the pupil’s record are included when the pupil is released.
- **Recommendation 4d:** The COE or school district shall transfer the pupil’s educational and all other appropriate records to the receiving LEA within two days of receiving notice of the pupil’s enrollment in the receiving district.
- **Recommendation 4e:** If a complete transcript is not available when the pupil is released, the pupil shall be provided an “unofficial transcript” at their release to facilitate immediate enrollment and appropriate course placement.
- **Recommendation 4f:** The COE shall track the transfer of transitioning pupil educational records and documents by identifying, at a minimum, what documents were transferred, to whom the documents were sent, the date the documents were sent, the date they were received, verification that they were received, and by whom they were received. These records shall be immediately available to any person with appropriate rights to view the pupil’s educational record.
- **Recommendation 4g:** Pupils found to be enrolled in an incorrect course due to lack of transferred transcripts or other educational records shall be immediately reassigned to the correct course when accurate records arrive to minimize the time spent in an unnecessary or incorrect course.
- **Recommendation 5:** COE and district offices should transfer all student records electronically using secure methods of data transfer and storage.

Note: Each of the recommendations in this group has a direct impact on the immediate enrollment of a transitioning pupil.

- **Recommendation 5a:** Non-electronic methods of transferring educational records and methods with a low level of student record security and privacy should not be the primary method of record transfer for a COE or a school district.
- **Recommendation 5b:** The statewide student identifier (SSID), a unique number that is linked to an individual pupil within the California public

kindergarten through grade twelve (K–12) educational system utilized by the California Department of Education’s (CDE) California Longitudinal Pupil Achievement Data System (CALPADS), shall be included in all transition-related pupil data and information.

- **Recommendation 5c:** The CDE, in cooperation with other state and local agencies, should establish and implement a cross-agency identifier for pupils who have had contact with the juvenile courts in order to identify and track these pupils across all necessary educational, social service, and public safety agencies. Use of this identifier must conform to all state and federal student privacy requirements.
- **Recommendation 5d:** Juvenile court school staff shall be provided appropriate training and ongoing updates in the use and application of juvenile court student data and tracking systems in order to maintain current and accurate student records necessary for the timely and successful transition of juvenile court students to a new school.
- **Recommendation 5e:** All courses offered in a juvenile court school and by a school district shall be assigned a CDE-defined course code and reported for all students as required by the CALPADS.
- **Recommendation 5f:** The CDE, COEs, and school districts should cooperatively establish effective processes capable of transmitting individual student data (including transcripts, special needs reports, and behavior reports) and materials necessary for immediate enrollment and appropriate course placement in a new public school. These processes must conform to all state and federal student privacy requirements.

Legislative Performance Area 3

Immediate Enrollment of Pupils Transferring from a Juvenile Court School

The importance of immediately enrolling a pupil into a public school in their community after placement in a juvenile court facility cannot be overstated. If the process is too difficult, the pupil is very likely to simply give up. If the pupil persists and is eventually enrolled, each day of delay leaves that pupil further behind educationally. The following findings and recommendations address many of the challenges that both the returning pupil and the incoming school must address regarding the immediate enrollment of a pupil transferring from a juvenile court facility.

Finding 4: School Districts do not comply with statutes requiring the immediate enrollment of a pupil transitioning from a juvenile court school.

Despite existing statutory language stating that a pupil cannot be denied enrollment solely on the basis of prior contact with the juvenile justice system (*EC* Section 48645.5[b]), too often pupils are denied enrollment. While the explicit rationale for the denied enrollment might be the lack of student records, outstanding fees owed, lack of appropriate clothing, or other reasons, the pupil may believe that the basis for the denial is their prior contact with the juvenile justice system. Current statutory language specifically states that “a pupil who has had contact with the juvenile system shall be immediately enrolled in a public school” (*EC* Section 48645.5[c]). Continued denials or delays in enrollment leaves the pupil with the belief that these denials are based simply on their prior contact with the juvenile justice system.

The following recommendations address this Finding.

- **Recommendation 6:** Training shall be provided for all appropriate staff involved with juvenile court pupil transitions facilitating a better system-wide understanding of current procedures and requirements associated with juvenile court school pupil transitions.
 - **Recommendation 6a:** Cross-agency training shall be provided to appropriate COE, county probation, and district staff as to the requirements and current procedures applicable to the immediate enrollment of pupils transferring from a juvenile court facility. The training should occur on a regular basis to address staff turnover, changes in local policy, state statutes and regulations, and litigation impacting staff responsibilities and procedures.
- **Recommendation 7:** All public schools shall comply with *EC* Section 48645.5(b) stating that “A pupil shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system...” All public schools shall also comply with *EC* Section 48645.5(c) stating that “a pupil who has had contact with the juvenile justice system shall be immediately enrolled in a public school.”
 - **Recommendation 7a:** A transitioning pupil from a juvenile court school shall be immediately enrolled regardless of the availability of academic records, medical records, or proof of residency; school uniform or staffing availability; school calendar; or any other reason.
 - **Recommendation 7b:** The preferred placement of a pupil transitioning from a juvenile court facility shall be a public school in the pupil’s community. If this is not possible or advisable, the pupil should be enrolled in the least restrictive educational environment appropriate to their educational and behavioral needs.
 - **Recommendation 7c:** All COEs and school districts are strongly encouraged to enter into a countywide MOU that establishes a uniform countywide system/guidelines for juvenile court pupil referrals and

transitions. Where a countywide MOU has not been established, LEAs are encouraged to establish systems/guidelines facilitating the sharing of necessary information and the immediate enrollment of the transitioning juvenile court pupil.

- **Recommendation 7d:** Charter schools shall comply with requirements in *EC* Section 48645.5 by not denying a pupil's enrollment solely because of contact with the juvenile justice system, immediately enrolling the transitioning pupil, and accepting all credits for coursework satisfactorily completed in any public school, including a juvenile court school.
- **Recommendation 7e:** The Local Control and Accountability Plan (LCAP) should be changed to include a "basic local performance indicator" that addresses an LEA's success in meeting statutory requirements for the immediate enrollment of transitioning juvenile court pupils. The LEA would determine if this indicator was met, not met, or not met for two or more years.
- **Recommendation 7f:** The CDE shall establish a "Transition Hotline" which a pupil transitioning from a juvenile court facility can call (or e-mail) if denied immediate enrollment by a school.
- **Recommendation 7g:** The CDE shall develop guidelines for determining the most appropriate and least restrictive placement for a pupil re-enrolling from a juvenile court facility if placement in the comprehensive public school in the pupil's community is not possible or advisable.
- **Recommendation 8:** Each school district shall identify one or more persons responsible for ensuring the immediate enrollment of a pupil transitioning from a juvenile court facility.
 - **Recommendation 8a:** The superintendent of the transitioning juvenile court pupil's resident school district shall be responsible for ensuring that the transitioning pupil is immediately enrolled.
 - **Recommendation 8b:** A district transition liaison/specialist responsible for facilitating the pupil's immediate enrollment shall be identified to the transitioning pupil at the final transition meeting prior to the pupil leaving the juvenile facility. This person shall assist with the pupil's immediate enrollment and course placement and remain a student resource at least until the transition enrollment is finalized.
 - **Recommendation 8c:** A school district's identification of staff responsible for ensuring the immediate enrollment of transitioning juvenile court pupils, in addition to the district's guidelines for immediate pupil enrollment,

should be included in the MOU between the COE and each school district as encouraged by *EC* Section 48647(a).

- **Recommendation 8d:** The identification of COE and school district staff responsible for ensuring the immediate enrollment of transitioning juvenile court pupils, countywide guidelines for the immediate enrollment of these pupils, identification of juvenile court pupil transition MOUs between the COE and each school district (as encouraged by *EC* Section 48647[a]), and the establishment of a COE and county probation department joint transition planning policy, as required by *EC* Section 48647(b), shall be included in the Countywide Plan for Expelled Students as required by *EC* Section 48926.

Legislative Performance Area 4

Uniform Systems for Calculating and Awarding Credits

Misapplication or loss of earned credits sets a transitioning pupil further behind in satisfying the state and district's graduation requirements. The further behind a pupil is in meeting their graduation requirements, the more likely they are to drop out. The following findings and recommendations address the barriers returning pupils face when attempting to successfully apply their completed course credits accurately and fully.

Finding 5: Academic credits earned by the pupil in a juvenile court school are disregarded or inaccurately applied by the district school.

The course credits a pupil earns in a juvenile court school are often dismissed or misapplied. While a pupil is placed in a juvenile court facility, the pupil is required to attend the public court school administered by the COE. However, with the average stay of youth in a juvenile court facility lasting a few weeks to a few months and their enrollment and exit from the court school rarely aligning with the beginning and end of the resident public school's semester, the credits earned by the transitioning pupil rarely reflect a full semester course. Most often the transitioning pupil presents the returning public school with partial credits reflecting a portion of a semester.

Few school districts have formal or even informal policies and procedures for applying these partial credits for the returning pupil. Credits are often effectively lost when the pupil is required to retake the full course starting at the beginning of the following semester. Credits are also often incorrectly applied. For example, the pupil might be awarded three credits of "elective" or "general math" instead of the Algebra 1 credits earned while at the court school.

The following recommendations address this Finding.

- **Recommendation 9:** COEs and school districts shall fully comply with *EC* Section 48645.5(a) stating that “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.”
 - **Recommendation 9a:** COEs and school districts should adopt and comply with the California Model Policy adopted by the Child Welfare Council in collaboration with the CDE, California Department of Social Services (CDSS), the California School Boards Association (CSBA), the Child Welfare Council, several school districts, child welfare agencies, and foster youth advocates. The California Model Policy provides a partial credit calculation formula, explanations of the policy’s provisions, and implementation tools for use by school personnel and social workers. (See Appendix 2.)
 - **Recommendation 9b:** The COE and the school districts in that county should enter into a countywide MOU establishing a single set of requirements and guidelines for awarding partial credits consistent with the California Model Policy.
 - **Recommendation 9c:** Pupils should not be penalized for being issued partial credits.
 - Pupils assigned to a non-comprehensive school/program as a way to utilize partial credits should be moved to a comprehensive school/program.
 - Pupils should not be required to re-take full courses for which partial credits have been earned. The school district must provide the pupil with an alternative allowing the pupil to complete the course without duplicating the course content for which the partial credits were awarded.
 - Earned partial credits must be awarded to the courses (using the state course code) for which the partial credits were earned.
- **Recommendation 10:** School districts and COEs must designate a person responsible for issuing and awarding full and partial credits earned by the transitioning juvenile court pupil.
 - **Recommendation 10a:** The receiving public school must designate a person responsible, preferable a transition liaison/specialist, for awarding full and partial credits earned by the transitioning pupil. This person should

also participate in placing the pupil into courses that guarantee that the pupil is not penalized for having been issued partial credits.

- **Recommendation 10b:** The school from which the pupil has left, whether from a district or COE-run school, must designate a person, preferable a transition liaison/specialist, responsible for issuing full and partial credits earned by the transitioning juvenile court pupil.

Additional Findings and Recommendations

The barriers encountered by the juvenile court pupil re-entering a public school in their community are significant and clearly not limited to the four legislative performance areas identified in AB 2276. Furthermore, these four areas do not stand in isolation from one another nor from broader issues creating barriers to a pupil's successful transition. Consequently, the work group felt it essential to provide additional recommendations that address the fundamental intent of the legislation—the successful transition of the pupil from the juvenile court facility to the pupil's public school in their community. The following findings and recommendations were determined to support both the primary findings and recommendations as well as more fully addressing the broader issues impacting successful transition of the juvenile court pupil.

Finding 6: Transitioning pupils and their parents/guardians are often unaware of their rights and available resources.

Transitioning pupils and their parents/guardians (including educational rights holders) are often unaware of the rights and resources that are available to them. Consequently, when immediate enrollment is denied or partial course credits are lost or misapplied, the pupil is unaware of available resources or assistance. The following recommendations are directed at identifying the pupil's rights and identifying resources available to address these barriers.

- **Recommendation 11:** A transitioning pupil “Bill of Rights” shall be provided each juvenile court pupil.
 - **Recommendation 11a:** Each school district board and COE shall adopt a pupil “Bill of Rights” that, at a minimum, addresses the following:
 - The statutory requirement that the student cannot be denied enrollment solely because of contact with the juvenile justice system (*EC* Section 48645.5).
 - The statutory requirement that the transitioning student be immediately enrolled (*EC* Section 48645.5).

- The statutory requirement that the student cannot be denied immediate enrollment because of the unavailability of transcripts, medical documentation, a proper uniform, or any other reason (*EC* Section 48645.5).
 - The statutory requirement that the school district shall accept for credit full or partial coursework satisfactorily completed at the juvenile court school (*EC* Section 48645.5).
 - Rights articulated in the COE and school district MOUs, the county expulsion plan, and any other local agreements.
 - Each student has the right to invite a parent, educational guardian, educational rights holder, or other support adult to all transition meetings as permitted by applicable privacy laws.
 - The name and contact information of the district assigned transition liaison/specialist.
 - The contact e-mail and phone number to the CDE “Transition Hotline” identified in Recommendation 7f (contingent on its implementation) and the CDE Uniform Complaint Procedures Web page, which provides direction regarding actions that may be taken in cases where violations in state or federal law by a school district or COE are alleged.
 - Written materials and Web addresses of applicable state and federal brochures and documentation.
 - A contact e-mail and phone number for a Bureau of Children Affairs (California Attorney General’s Office) liaison/monitor.
- **Recommendation 11b:** The transitioning student “Bill of Rights” should be written in a format that is understandable by the adolescent pupil and family members for whom English may often not be their primary language.
 - **Recommendation 11c:** Each pupil shall be provided a copy of the “Bill of Rights” upon entry into a juvenile court facility, at each meeting of the student transition team, and upon exit from the juvenile court facility.
- **Recommendation 12:** Each district school should establish “one stop centers” to provide all transitioning pupils with access to necessary resources. Centers may provide any additional resources deemed necessary by the school or school district.

Finding 7: Course content between juvenile court and comprehensive schools is inconsistent in content and quality.

Inconsistent course content and quality between juvenile court and comprehensive schools results in inappropriate course placement for transitioning pupils. Extensive use by juvenile court schools of non-traditional/alternative means of earning course credit further complicates the process of awarding course credits and placing the pupil in the proper courses. It is essential that the content for a given course be consistent between juvenile court and comprehensive schools and meet the same standards of educational quality. The following recommendations address these concerns.

- **Recommendation 13:** Credits earned in a juvenile court school should be based on content, quality, and rigor consistent with that found in the school districts in that county.
 - **Recommendation 13a:** The COE and the school districts in that county should enter into a countywide MOU establishing a coordinated course directory that aligns all course offerings among the school districts and with the COE.
 - **Recommendation 13b:** The COE and the school districts in that county should jointly review the juvenile court school course offerings with the goal of establishing consistent course content, quality, and rigor. These reviews will help to dispel the perception that juvenile court school course quality does not meet district standards.
 - **Recommendation 13c:** All district courses, including A-G courses, should be available to pupils in a juvenile court school.
 - **Recommendation 13d:** Coursework, placement, and instructional strategies in the juvenile court school should be appropriate to the individual pupil's academic needs and abilities while also taking into consideration the unique needs and challenges experienced by pupils of differing ethnicities, genders, gender identification, sexual orientation, and language proficiencies.
- **Recommendation 14:** All juvenile court school pupils should have access to alternative means of earning course credits.
 - **Recommendation 14a:** The CDE and COEs should examine the feasibility of awarding credits to juvenile court pupils based on subject mastery in addition to seat time.

- **Recommendation 14b:** All juvenile court school pupils should have access to credit recovery programs whether through online or direct instruction.

Finding 8: There is no state-level oversight of juvenile court pupil transition procedures or success.

CDE currently has no statutory authority to monitor COE and school district implementation and compliance with statutory requirements regarding transitioning juvenile court pupils. With the recently adopted statutory requirement for the immediate enrollment of a transitioning juvenile court student,³ the state was provided no authority to monitor LEA compliance with these or previously existing statutory requirements related to juvenile court student transition. The following recommendations address this concern.

The workgroup understands that recommendations in this section (recommendations 15 through 18), as well as throughout this report, may require authorization by either or both the Legislature and the State Board of Education as well as funding approved by the Governor and the Legislature before they can be implemented by the CDE.

- **Recommendation 15:** COE and school district establishment of juvenile court student transition policies as well as measures of successful juvenile court student transition shall be included in statewide accountability and student success measures.
 - **Recommendation 15a:** The establishment and implementation of a juvenile court student transition policy as well as a measure of juvenile court student transition success should be included in the county and district LCAP.
- **Recommendation 16:** The CDE should examine the feasibility of identifying, collecting, and analyzing metrics to evaluate the long-term success of transitioning pupils. Metrics to be examined should include rates of graduation, earning a high school equivalency certificate, dropping out, returning to a juvenile court school, length of time until re-enrollment, and other measures of student transition and outcomes. The analysis of these data as they relate to transitioning juvenile court student long-term success should consider the impact of ethnicity, gender, economic status, language skills, disability, and other relevant socioeconomic factors. The CDE also should make recommendations as to the most appropriate manner of making the data publicly available.
- **Recommendation 17:** Contingent on funding by the Governor and Legislature, the CDE shall establish and maintain a successful juvenile court student

³ AB 2276 provisions became effective January 1, 2015.

transition recognition program. The program should focus on the challenges and practices addressed in this report but also include additional practices fundamental to successful academic and social outcomes for the juvenile court student. The recognition program's goal will be to inform California education administrators and policy makers of programs that have been effective in achieving juvenile court student transition success. The CDE will identify and publicize these programs on a Web site that, at a minimum, includes a full description of the program, contextual information enabling those in other areas of California to assess the applicability to their regions unique environment, and program contact information. If funding is provided by the Governor and Legislature, the first set of programs should be identified and posted to the program recognition Web site by June 30 of the FY in which funding is provided.

- **Recommendation 18:** A permanent full-time education consultant and supporting staff shall be authorized and funded with the responsibility of supporting and monitoring programs focused on the most highly at-risk students enrolled in juvenile court schools and other COE-run schools. The permanent position will:
 - Support and provide technical assistance to the State Superintendent of Public Instruction on issues and policies focused on the programmatic needs of juvenile court and other high-risk students.
 - Support and provide technical assistance to COEs, school districts, state agencies, and organizations focused on the programmatic needs of juvenile court and other high-risk students.
 - Monitor juvenile court and county community school compliance with statutory and regulatory requirements.
 - Provide field support and assistance to parents, guardians, community members, advocacy groups, and students.
 - Support ongoing programs and efforts resulting from the recommendations of the AB 2276 Juvenile Court Student Transition Statewide Work Group.
 - Be identified as the CDE point of contact for the juvenile court student “Bill of Rights.”

Finding 9: The AB 2276 Juvenile Court Student Transition Statewide Work Group did not have sufficient time to fully address the issues identified in the authorizing legislation.

The short timeframe authorized in AB 2276 limited the work group's ability to fully explore the challenges experienced by transitioning juvenile court school students and complete its required activities. While preliminary findings and recommendations were identified, additional time and resources are necessary to fully identify statewide current practices, explore successful practices, fully develop model policies, and provide a comprehensive examination of state and local implementation costs associated with the work group's recommendations. The following recommendations address the need to extend the work group's authorization.

- **Recommendation 19:** The Juvenile Court Student Transition Work Group shall be reauthorized for FY 2017–18 with a report to the Legislature due on January 1, 2019. The work and report of the work group will include:
 - A comprehensive examination of current practices in juvenile court student transition in California.
 - Identification of successful practices in juvenile court student transition in California and other states.
 - Refinement of work group recommendations, including examination of academic and professional literature, and interviews with field professionals establishing the evidence supporting the work group recommendations.
 - Analysis of state and local costs associated with implementation of the work group's recommendations.
 - A survey of juvenile court school, LEA, CDE, and other users of CALPADS and other CDE data resources to identify how the CDE-managed data sources are utilized and how they can be improved to better meet the needs of transitioning juvenile court students.
 - Work group meetings approximately every other month (a maximum of six in-person meetings in FY 2017–18) to examine issues and recommendations, monitor and evaluate CDE staff progress, recommend changes in CDE staff activities, review work group recommendations, provide direction on the development of the legislative report, and to take action on work group recommendations and reports.
- **Recommendation 20:** A full-time education consultant and supporting staff shall be authorized and funded to support the work group's efforts, including:
 - Development of evidence-based recommendations, including meetings and interviews with educators, administrators, probation professionals, current and previously incarcerated youth, and other stakeholders.

- Development of the required legislative report.
- Implement work group recommendations that are supported by the Legislature and the State Superintendent of Public Instruction.
- Develop Budget Change Proposals, legislation, and other documents required for long-term implementation and maintenance of work group recommendations.

Conclusion

State and local actions have a dramatic impact on juvenile court student transitions. These actions can help the transitioning student by establishing partial credit requirements for school districts and COEs, providing critical program funding, identifying and implementing successful transition practices, setting student transition outcome accountability standards, or requiring local practices that inform each transitioning student of their rights. The goal of the AB 2276 Juvenile Court Student Transition Statewide Work Group was to identify those state and local actions which would most benefit the transitioning juvenile court student.

The findings and recommendations identified in this report reflect the work group's effort to meet both the requirements and intent of AB 2276. The work group was mandated to develop a model, and study existing successful county programs meeting specified needs of "pupils who are being transferred from juvenile court schools to public schools in their communities." The report's findings address issues and challenges experienced by transitioning juvenile court students in all types of communities and environments throughout the state. The recommendations address these findings by identifying actions that school districts, COEs, probation departments, the state, and local communities can take to address the challenges experienced by transitioning juvenile court students.

The broad base of experience represented by the work group's composition provided the foundation for the state and local actions identified in this report. Of primary importance to the committee was the need to make recommendations that recognize that juvenile facilities across the state vary in many ways, including but not limited to, size, demographics, community support, and available resources. The transition "model" reflected in this report is based on each individual COE, county probation department, school district, and community stakeholder reviewing these recommendations and implementing them in a manner consistent with their unique environments.

The work group members embraced the opportunity to cooperatively explore the challenges faced by transitioning juvenile court students and develop recommendations

addressing these challenges. With the completion of this report, however, the work group recognizes that there is much more left to be done.

The work group asks COEs, school districts, and county probation departments to review these recommendations and incorporate them in their practices and procedures while also asking the Legislature to examine these recommendations and consider appropriate legislation.

In addition, the work group requests its authorization be extended in order to more fully explore current and successful practices throughout the state. These findings would be used to provide feedback to practitioners and policy makers as to what does and does not work in their efforts to successfully transition students out of juvenile court schools and into public schools in their community.

The work group believes that implementing the recommendations in this report would benefit every transitioning juvenile court student in California.

Appendix 1

California Education Code Sections Amended by Assembly Bill 2276

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 state 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.

(b) A pupil shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system, including, but not limited to:

- (1) Arrest.
- (2) Adjudication by a juvenile court.
- (3) Formal or informal supervision by a probation officer.
- (4) Detention for any length of time in a juvenile facility or enrollment in a juvenile court school.

(c) Pursuant to subparagraph (B) of paragraph (8) of subdivision (e) of Section 48853.5, a pupil who has had contact with the juvenile justice system shall be immediately enrolled in a public school.

48647. (a) Local educational agencies are strongly encouraged to enter into memoranda of understanding and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools.

(b) As part of their existing responsibilities for coordinating education and services for youth in the juvenile justice system, the county office of education and county probation department shall have a joint transition planning policy that includes collaboration with relevant local educational agencies to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.

48648. (a) Subject to an appropriation in the annual Budget Act for this purpose, the Superintendent, in consultation with the Board of State and Community Corrections, shall convene a statewide group with stakeholders from the community, advocacy organizations, and education and probation department leaders to develop a model and study existing successful county programs and policies for the immediate transfer of educational records, uniform systems for calculating and awarding credits, transition planning, and the immediate enrollment of pupils who are being transferred from juvenile court schools.

(b) (1) On or before January 1, 2016, the statewide group shall report its findings and provide recommendations for state action to the Legislature and appropriate policy committees.

(2) The report shall be submitted in compliance with Section 9795 of the Government Code.

(c) Pursuant to Section 10231.5 of the Government Code, this section is repealed on January 1, 2020.

Appendix 2

PARTIAL CREDIT MODEL POLICY

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

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

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

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

Calculation Formula

7 CLASS PERIODS = 0.5 CREDITS PER SUBJECT	
7-13 class periods = 0 .5 credits per subject	42-48 class periods = 3 credits per subject
14-20 class periods = 1 credit per subject	49-55 class periods = 3 .5 credits per subject
21-27 class periods = 1 .5 credits per subject	56-62 class periods = 4 .0 credits per subject
28-34 class periods = 2 credits per subject	63-69 class periods = 4 .5 credits per subject
35-41 class periods = 2 .5 credits per subject	70+ class periods = 5 credits per subject

Partial Credit Calculation Guidelines

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

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

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

RECOMMENDED ROLES AND RESPONSIBILITIES

EDUCATION AGENCIES AND PERSONNEL	
County Offices of Education (COEs)/ School Districts	Adopt the partial credit model policy and require schools to calculate, issue, and accept partial credits for foster youth based on the calculation formulas. Train relevant personnel to use the model policy.
Sending Schools	Issue check out grades upon receiving notification that a foster youth will transfer schools. Calculate partial credits for each subject that the youth is passing as of the last day of actual attendance. Include all courses, grades, and partial credits earned on an official transcript within 2 business days of the youth's transfer (<i>EC</i> sections 49069 .5, 48853 .5, and 51225 .2).
Receiving Schools	When youth transfer schools mid-year, request and accept all check out grades and partial credits awarded by sending school within 2 business days of the youth's enrollment. Apply them to the same/equivalent courses on the school district's official transcript. Immediately enroll youth in same/equivalent courses so they can complete a full grading period of credits (<i>EC</i> sections 49069 .5, 48853 .5, 48645 .5 and 51225 .2).
AB 490 Education Liaisons	Train registrars and counselors in respective school districts on how to use the partial credit model policy. Ensure that (1) sending schools properly disenroll youth and issue partial credits and check out grades on an official transcript and, (2) receiving schools properly accept partial credits and enroll youth in same/equivalent courses (<i>EC</i> Section 48853 .5) . Provide assistance to social workers as needed to ensure timely and proper transfer of youth between schools.

CHILD WELFARE AGENCIES AND PERSONNEL	
Child Welfare Agencies	Train social workers on partial credit model policy so that they notify schools of pending transfers, properly check foster youth out of schools, and facilitate transfer of records between sending and receiving schools.
Social Workers	Before a foster youth changes schools, notify appropriate school district personnel (e .g, AB 490 Education Liaison and school registrar/counselor) of pending school transfer. ... Assist in checking youth out of sending school and ensure partial credits and check out grades are awarded on an official transcript . Work with receiving school to ensure partial credits are appropriately accepted and youth is placed in same/equivalent courses (<i>EC</i> Section 49069 .5)

Appendix 3

Statewide Survey of Current Practices

In an effort to study current statewide policies and practices impacting juvenile court student transitions, the State Superintendent of Public Instruction (SSPI) invited knowledgeable stakeholders throughout the state to participate in the following online survey. The letter of invitation was distributed October 9, 2015, to the following stakeholders:

- County Superintendents
- District Superintendents
- Charter School Administrators
- County Probation Departments
- Juvenile Advocacy Organizations, and
- Community Groups

While completion of the survey was optional, 112 responses were received from 45 counties. Responses were received from 53 County Offices of Education (COE), 16 county probation departments, 37 school districts, and 6 community group respondents. The findings provided by the limited responses gives preliminary evidence of the barriers currently experienced by transitioning juvenile court school students and reveals a clear opportunity to improve student transition coordination, communication, and implementation of existing state statutes. The limited survey data clearly demonstrated that throughout the state, there exists:

- A lack of joint transition planning policies/knowledge of the existence of such policies,
- Inconsistent or no policies that identify how to calculate and award partial credits, and
- Ineffective practices to verify subsequent enrollment upon release.

Although limited, these survey results indicate that the effort to develop meaningful and relevant transition recommendations and models would benefit from a more complete examination of current practices throughout the state.

Statewide Survey of Current Practices

Assembly Bill 2276: Transitioning Students Coordinated Student Support Division

As a person involved with students enrolled in a juvenile court school or detention facility, you are invited to take this survey. Whether you work for a county office of education (COE) or the county probation department, a parent or guardian, a juvenile court judge, a student who is or has been enrolled in a juvenile court school, or a member of an advocacy or community group with a focus on students placed in a juvenile facility, you are an important stakeholder in the effort to improve the transition of these students back to a public school in their community.

Your completion of the following survey will assist the legislatively established statewide work group identify practices and develop recommended policies to assist juvenile court students successfully transition to public schools.

In 2014, Assembly Bill 2276 (Chapter 901) was passed and signed with the goal of helping students in juvenile court schools successfully transition to public schools. Building on existing law that a “pupil shall not be denied enrollment or readmission to a public school” solely because of prior contact with the juvenile justice system (California *Education Code* Section 48645.5), AB 2276 adds that “a pupil who has had contact with the juvenile justice system shall be immediately enrolled in a public school.”

AB 2276 seeks to facilitate juvenile court student transitions to public schools by:

- Encouraging local educational agencies (LEA) to enter into:

Memoranda of Understanding (MOU) and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools, and;

- Requiring that the COE and county probation department to:

Have a joint transition planning policy that includes collaboration with relevant LEAs to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.

Statewide Survey of Current Practices

Finally, AB 2276 seeks to assist COEs, school districts, and probation departments in establishing the transition policies by establishing a statewide work group composed of stakeholders from the community, advocacy organizations, and education and probation departments. This workgroup is to “develop a model and study existing successful county [student transition] programs and policies.”

In an effort to examine juvenile court student transition across the state, knowledgeable stakeholders throughout the state are being asked to complete this survey developed by the California Department of Education.

This survey covers a range of topics related to juvenile court student transitions, including immediate transfer of educational records, calculating and awarding student credits, transition planning, and immediate enrollment of pupils in public schools upon exiting a juvenile court school. While completion of this survey is not required, your response will be critical in developing an accurate statewide picture of policies and practices impacting juvenile court student transitions.

The survey is designed to take about 20 minutes to complete. However, if you would like to complete the survey in more than one session, select the **Save Responses** button that is at the bottom of each page. After selecting the Save Responses button, this online survey will present you with a unique URL that you may bookmark or save. When you use your unique URL to return to the survey, you are returned right where you left off with your progress retained.

The survey has been designed to capture relevant aspects of student transitions from county-run juvenile court schools and juvenile detention facilities across the state. **Because practices differ so widely across the state, it is important that you identify the county with which you are most closely associated and address your responses to the identified county. If you are primarily associated with a school district, local community, or a local advocacy group, your responses should focus on transitioning students in your school district and county. If you are responding to this survey as a member of a statewide group, please be sure to select "statewide" for the county name below.**

Again, submission of this survey is optional and all responses are confidential. The goal of this survey and the statewide work group is to assist COEs, probation departments, and school districts to develop and implement comprehensive and meaningful transition MOU's and policies.

If you have any questions or problems with the survey, please contact Brian Usan, Coordinated Student Support Division, by phone at 916-323-2562 or by e-mail at buslan@cde.ca.gov.

Statewide Survey of Current Practices

Respondent Identification

Please fill out the following information:

Full Name: _____

Respondent Group

- County Office of Education
- County Probation
- County Judiciary
- School District
- Advocacy Group
- Community Group
- Family / Guardian of Student
- Student

Job Title: _____

Length of Time in Current Assignment:

County Name: (select up to three counties **OR** only choose statewide)

- Statewide - (Only click if you, the respondent, are involved with a statewide group involved with more than three counties)
- Alameda
- Alpine
- Amador
- Butte
- Calaveras
- Colusa
- Contra Costa
- Del Norte
- El Dorado
- Fresno
- Glenn
- Humboldt
- Imperial
- Inyo
- Kern
- Kings
- Lake
- Lassen
- Los Angeles
- Madera
- Marin
- Mariposa

Statewide Survey of Current Practices

County Name: (Cont.)

- Mendocino
- Merced
- Modoc
- Mono
- Monterey
- Napa
- Nevada
- Orange
- Placer
- Plumas
- Riverside
- Sacramento
- San Benito
- San Bernardino
- San Diego
- San Francisco
- San Joaquin
- San Luis Obispo
- San Mateo
- Santa Barbara
- Santa Clara
- Santa Cruz
- Shasta
- Sierra
- Siskiyou
- Solano
- Sonoma
- Stanislaus
- Sutter
- Tehama
- Trinity
- Tulare
- Tuolumne
- Ventura
- Yolo
- Yuba

School District Name: *(If you are associated primarily with a single school district, please identify the school district)*

Statewide Survey of Current Practices

Transition Planning

Typically, transition planning of enrolled students begins within two business days of placement in the county-run juvenile court facility(ies):

- Yes
- No
- Don't know

A formal transition plan/packet is created for each student enrolled in the county-run juvenile court facility(ies):

- Yes
- No
- Don't know

The formal transition plan/packet requires the following: *(check all that apply)*

- A plan created through a multidisciplinary team
- A student needs assessment (educational, social, personal, etc.)
- Secondary options for transition plans/goals
- Statement of student responsibilities for effective transition
- Statement of goals for effective transition
- Community resources in place to assist the student
- Detailed responsibilities of the family/guardian
- Detailed responsibilities of the probation officer
- Expected timelines of transition to subsequent placement/referral

school

- Assessment test results for mathematical skills
- Assessment test results for reading comprehension skills
- Other

If Other, please specify: *(count of 219 maximum characters)*

Statewide Survey of Current Practices

When meeting regarding an individual student's transition, the transition planning team discusses the following :(check all that apply)

- Formal requirements of a student transition packet
- Identify appropriate educational credit-awarding approaches
- Identifying individual education plan (IEP) goals
- Identifying secondary options for student's subsequent placement
- Identifying specific resources necessary for student to reach their educational goals
- Issues, concerns or preferences of the family/guardian
- Issues, concerns or preferences of the youth
- Resources available for the team to draw upon
- Individuals/agencies who can support the team
- Other
- Don't know

If Other, please specify: (count of 500 maximum characters)

The following groups are involved in transition planning: (check all that apply)

- Juvenile court school
- Judicial administration
- Resident school district representative
- Parents/Guardians
- Probation
- Advocacy groups or community groups
- The student
- Other

If Other, please specify: (count of 219 maximum characters)

Statewide Survey of Current Practices

Is an MOU regarding juvenile court student transfers in place between the COE and referral districts?

- Yes
- No
- Don't know

If yes, does the MOU include: *(check all that apply)*

- Defined goals for effective transition back to referral district
- Defined components for transition planning
- Coordination of educational services and resources
- Defined responsibilities for LEA and COE
- Credit-recovery options
- Full or partial credit awarding models / plans
- Transition school acceptance of earned credits
- Practices for the transfer of records (exchanging information includes relevant records and academic credits)
- Language regarding student data privacy
- Suggested timelines of transition for exiting students
- Individuals assigned to monitor the educational progress of the individual students
- Other
- None of the above

If Other, please specify: *(count of 219 maximum characters)*

Has the COE established a joint transition planning policy with the county's probation department?

- Yes
- No
- Don't know

If Yes, does the policy include: *(check all that apply)*

- Communication with LEAs regarding dates of release
- Communication with LEAs regarding educational needs of pupils
- Communication with probation officers in the field regarding information needed to support pupils return to their community public school
- Other

Statewide Survey of Current Practices

Other, please specify: *(count of 219 maximum characters)*

If No, is a policy in the process of being established?

- Yes
- No
- Don't know

COE staff is clearly informed of dates of transfer by probation personnel:

- Always
- Most often
- Often
- Rarely
- Never
- Don't know

When informed, COE staff are typically notified of dates of student release/exit:

(Check 1 range that applies)

- 1-3 business days before release/exit
- 4 or more business days before release/exit
- On day of release/exit
- Not informed
- Don't know

Does COE staff verify subsequent enrollment of exiting students?

- Always
- Most often
- Often
- Rarely
- Never
- Don't know

Statewide Survey of Current Practices

Transition Focused Curriculum and Instruction

Does the COE have a written joint policy regarding the awarding of partial credits with:

- All the referral districts
- Most of the referral districts
- Some of the referral districts
- With the largest referral district
- With none of the counties' referral districts
- Don't know

Credits received in COE placement are gained by: *(check all that apply)*

- Coursework benchmarks
- Quantity of assignments completed
- Length of enrollment
- Other

Other, please specify: *(count of 219 maximum characters)*

Partial credits are calculated for transitioning students:

- Yes
- No
- Don't know

If yes, are partial credits documented in transitioning student's records?

- Yes
- No
- Don't know

Are students offered credit-recovery options?

- Yes
- No
- Don't know

If Yes, mark all credit-recovery options offered: *(check all that apply)*

- After class instruction
- Extra courses
- High School Equivalency Test course plan
- Other

Statewide Survey of Current Practices

Other, please specify: *(count of 219 maximum characters)*

Approximately, what percentage of juvenile court school students enroll in credit-recovery options?

- 80-100%
- 60-79%
- 40-59%
- 20-39%
- 0 -19%
- Don't know

Do the juvenile court schools have at least one staff member (example: transition coordinator/specialist) solely responsible for coordinating credit calculation for all students?

- Yes
- No
- Don't know

Do the credits awarded to students in the juvenile court school align with LEA standards (referral districts and schools)?

- All the referral districts
- Most of the referral districts
- Some of the referral districts
- The largest referral district
- None of the counties' referral districts
- Don't know

Does the COE have a partial credit policy that identifies how to calculate and issue credits?

- Yes
- No
- Don't know

If yes, was this policy formulated in agreement with referral districts and schools?

- All the referral districts
- Most of the referral districts
- Some of the referral districts
- The largest referral district
- With none of the counties' referral districts
- Don't know

Statewide Survey of Current Practices

When the student has been informed that they will soon be released, is the student provided specific information identifying which credits will be accepted and awarded at the subsequent placement?

- Yes
- No
- Don't know

The following educational needs of exiting students are communicated to the subsequent school: *(check all that apply)*

- Counseling services
- English language proficiency services
- Mental health services
- The IEP is identified
- Transportation needs
- Tutoring/Remediation needs
- Other

Other, please specify: *(count of 219 maximum characters)*

Statewide Survey of Current Practices

Interagency Collaboration

Has the COE and county probation department developed a joint policy (or shared vision statement) that defines transition goals for student in the county?

- Yes
- No
- Don't know

Does the COE and county probation department meet formally to discuss department roles and responsibilities regarding student transition?

- Monthly or more frequently
- Twice a year
- Annually
- Less than once a year
- Don't know

If yes, are other stakeholders (parents, guardians, Social Services, advocacy groups, etc.) included during these meetings?

- Yes
- No
- Don't know

Educational records are transferred to the juvenile court school from the student's previous placement through: *(Rate the following methods of delivery by frequency of use.)*

	<i>Never</i>	<i>Rarely</i>	<i>Often</i>	<i>Most Often</i>	<i>Always</i>
Electronic transfer	<input type="checkbox"/>				
Non-Electronic transfer	<input type="checkbox"/>				

Additional records (behavioral needs, student background, etc.) are transferred to the juvenile court school from the student's previous placement through: *(Rate the following methods of delivery by frequency of use.)*

	<i>Never</i>	<i>Rarely</i>	<i>Often</i>	<i>Most Often</i>	<i>Always</i>
Electronic transfer	<input type="checkbox"/>				
Non-Electronic transfer	<input type="checkbox"/>				

The average length of time needed by the juvenile court school staff to request and receive educational records from the previous placement of an enrolling student is: *(Select 1 range that applies)*

- 1 - 3 business days
- 4 - 8 business days
- 9 - 15 business days
- Don't know

Statewide Survey of Current Practices

Educational records are transferred by the juvenile court school to the student's subsequent placement through: *(Rate the following methods of delivery by frequency of use.)*

	<i>Never</i>	<i>Rarely</i>	<i>Often</i>	<i>Most Often</i>	<i>Always</i>
Electronic transfer	<input type="checkbox"/>				
Non-Electronic transfer	<input type="checkbox"/>				

Additional records (behavioral needs, student background, etc.) are transferred by the juvenile court school to the student's subsequent placement through: *(Rate the following methods of delivery by frequency of use.)*

	<i>Never</i>	<i>Rarely</i>	<i>Often</i>	<i>Most Often</i>	<i>Always</i>
Electronic transfer	<input type="checkbox"/>				
Non-Electronic transfer	<input type="checkbox"/>				

The average length of time needed by juvenile court school staff to prepare and deliver educational records to the subsequent placement of a transferring student is: (Select 1 range that applies)

- 1 - 3 business days
- 4 - 8 business days
- 9 - 15 business days
- Don't know

On average, after educational records are sent by the juvenile court school, acknowledgement of receipt of the transferred records takes: (Select 1 range that applies)

- 1 - 3 business days
- 4 - 8 business days
- 9 - 15 business days
- Acknowledgement of receipt of transferred records is generally not received
- Don't know

Statewide Survey of Current Practices

Family and Student Involvement

Family/Legal guardians are incorporated into the student transition planning process:

- Yes
- No
- Don't know

Their inclusion is facilitated by: *(check all that apply)*

- Agreed upon means of reliable communication (E-mail, fax, telephone, and mail.)
- Flexible time and locations of transition meeting
- Providing language interpreters at all meetings upon request
- Mandatory parental/guardian attendance at transitional meetings
- Receiving clearly stated goals needed for student transition
- Other

If Other, please specify: *(count of 219 maximum characters)*

Students are actively involved in the planning team?

- Yes
- No
- Don't know

If yes, students are actively incorporated into the transition planning through:
(check all that apply)

- Active participation in their IEP or transition planning process
- Receipt of clearly defined student goals
- Receipt of clearly defined student responsibilities
- Providing resources which support student sense of self-determination or self-motivation
- Other
- None of the above

If Other, please specify: *(count of 219 maximum characters)*

Statewide Survey of Current Practices

For students with juvenile court school placement three months or longer, is their progression within their individual transition goals/plan reviewed on a regular basis?

- Yes
- No
- Don't know

If yes, mark all groups invited to participate in the review of the student's individual transition goals/plan progression: *(check all that apply)*

- Family/Legal guardians
- County probation
- COE staff
- Advocacy group
- Community group
- Other

Other, please specify: *(count of 219 maximum characters)*

The student's progression within their individual transition goals/plan is reviewed at the time of exit from the juvenile court school placement (or before they transition to a subsequent placement):

- Yes
- No
- Don't know

Statewide Survey of Current Practices

Systems Level Infrastructure

Student transition resources (toolkits, published findings, etc) are reviewed by COE staff:

- Once a year
- Twice a year
- Quarterly
- Monthly
- Never
- Don't know

Student transition practices (departmental procedures, staff training, etc) are reviewed by COE staff:

- Once a year
- Twice a year
- Quarterly
- Monthly
- Never
- Don't Know

Professional development resources related to transition are provided to facility personnel:

- Once a year
- Twice a year
- Quarterly
- Monthly
- Never
- Don't know

All employees receive training regarding the following: (check all that apply)

- Behavioral training
- Cumulative File (CUME) record keeping (cumulative records of grades, test results, behavioral problems, special needs, etc.)
- Family Educational Rights and Privacy Act (FERPA)
- COE policy and procedures training
- Proper paperwork management
- Transition/Reenrollment policies
- Federal/State special education requirements
- California Assessment of Student Performance and Progress (CAASP)
- High School Equivalency Test
- Specialized assessments (such as cultural based risk assessments)
- Other
- None of the above

Statewide Survey of Current Practices

Other, please specify: *(count of 219 maximum characters)*

Typically, how often does training take place?

	<i>Once</i>	<i>Yearly</i>	<i>Never</i>	<i>Don't Know</i>
Behavioral training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CUME record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FERPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COE policy and procedures training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper paperwork management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition/Reenrollment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal/State special education requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAASP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Equivalency Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized assessments (such as cultural based risk assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the training typically occur via: *(select only the most used means for each topic)*

	<i>Conference</i>	<i>Webinar</i>	<i>Workshop</i>	<i>Never Know</i>	<i>Don't Know</i>
Behavioral training	<input type="checkbox"/>				
CUME record keeping	<input type="checkbox"/>				
FERPA	<input type="checkbox"/>				
COE policy and procedures training	<input type="checkbox"/>				
Proper paperwork management	<input type="checkbox"/>				
Transition/Reenrollment policies	<input type="checkbox"/>				
Federal/State special education requirements	<input type="checkbox"/>				
CAASP	<input type="checkbox"/>				
High School Equivalency Test	<input type="checkbox"/>				
Specialized assessments (such as cultural based risk assessments)	<input type="checkbox"/>				

Statewide Survey of Current Practices

Transition Assessment

The following two (2) questions are optional.

What do you believe are the most important elements for a successful student transition plan? (count of 438 maximum characters)

What comments/concerns do you have regarding juvenile court school transition that you want the work group to consider? (count of 438 maximum characters)

If you have any questions or problems with the survey, please contact Brian Uslan, Coordinated Student Support Division, by phone at 916-323-2562 or by e-mail at buslan@cde.ca.gov.

Thank you for taking the time to complete this questionnaire.

Before submitting your survey, you may use the **Print Responses** button below if you would like to print a copy of this survey with your responses for your records.

After you select the **Submit** button below, your responses will be sent to the California Department of Education and you will be redirected to the Home page for the Coordinated Student Support Division.

Appendix 4

Successful Programs and Policies in Juvenile Court Student Transition

Assembly Bill 2276 required the work group to “study existing successful county programs and policies for the immediate transfer of educational records, uniform systems for calculating and awarding credits, transition planning, and the immediate enrollment of pupils who are being transferred from juvenile court schools.”

To fulfill this requirement, the State Superintendent of Public Instruction requested that statewide county offices of education (COE) and probation departments submit successful programs using an abbreviated format that targeted specific successful program areas as outlined in the legislation. These legislative areas are:

- Immediate transfer of educational records
- Uniform systems for calculating and awarding academic credits
- Transition planning
- Immediate enrollment of pupils who are being transferred from juvenile court schools
- COE/school district transition policy implementation
- COE/county probation office joint transition plans implementation

Participants provided a brief description of their juvenile court school, a summary of their student transition entry to exit policies and procedures, and identification of program and/or policies that have demonstrated proven success.

Although the request was distributed to COEs and probation departments throughout the state, the limited time frame allotted by the legislation proved insufficient for most COEs and probation staff to prepare responses. Consequently, the work group received only nine successful programs and policies from the following COEs:

1. Riverside COE, Transition Beyond the Juvenile Hall
2. Monterey COE, Court Advocacy Program
3. Butte COE, New Student Orientation and Transition Plan Portfolio
4. Nevada COE, Sugarloaf Mountain
5. Orange County Department of Education, Community Coordination/School Climate

Successful Programs and Policies in Juvenile Court Student Transition

6. Los Angeles COE, Juvenile Hall/Camp Returnee Program
7. San Mateo COE, Cabrillo Unified School District
8. Los Angeles County/Pasadena, Learning Works Probation Youth Support System
9. San Diego COE, Electronic Data Sharing and Professional Learning

Rubric Developed for Review of Successful Practices

An evaluation rubric was developed to provide work group members with a common basis to evaluate successful practices submitted by the field. The work group provided preliminary approval for the following evaluation dimensions:

- **Measurable Impact on Student Transition:** Defined as the extent to which the practice produces measurable results on indicators of student transition such as enrollment in a new school, decreased length of time until enrollment in a new school, percentage of full and partial credits accepted by the new school, and other locally identified measures of student transition success.
- **Innovation:** Defined as the extent to which the practice breaks new ground or addresses ongoing issues in student transition through the use of original methods or approaches.
- **Replicability/Generalizability:** The extent to which a practice is easily transportable to another setting or program. For example, a practice may be highly innovative but so idiosyncratic to a particular teacher or setting that it is virtually un-generalizable to any other setting and consequently of little value as an easily replicable best practice for dissemination to the rest of the field.
- **Program Integration/Coordination:** Defined as the extent to which the practice involves cross-disciplinary, interdepartmental, multi-agency, community, or business collaboration and integration.
- **Teacher/Staff Training:** Defined as the training capacity required for implementation of the practice.
- **Resource Demand/Allocation:** Defined as the cost, both in fiscal and human resources, of implementing the practice.

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- **Collaborations/Outreach:** Defined as the extent to which the practice involves collaboration with other agencies, community partners, parents, or students.
- **Measurable Impact on Student Educational Outcomes:** Defined as the extent to which the practice produces measurable results on indicators of student educational outcomes such as increases in graduation rates, assessment scores, high school equivalency passage rates, and other locally identified measures of successful student outcomes.

Summary of Successful Programs and Policies Submitted to the Work Group

1. Transition Beyond the Juvenile Hall, Riverside County Office of Education

Riverside COE, Riverside County Probation Department, and Riverside City College work collaboratively to provide support services to youth transitioning to their home school districts or seeking post-secondary opportunities upon completing their sentences from the juvenile hall facilities. The three juvenile hall schools operated by the Riverside COE relocated in the cities of Riverside, Murrieta, and Indio. Upon student's incarceration, Riverside COE's Attendance Registration Technician (ART) enrolls the student in school within 24 hours, and requests records from previous schools the student has attended. Within five days of enrollment, the classroom teacher provides diagnostic assessment for baseline scores to place the student in the appropriate subjects. A Pre-release Plan is developed by the school in collaboration with the probation department.

2. Court Advocacy Program, Monterey County Office of Education

Monterey COE Alternative Education Programs operates seven County Community School/Blended Learning Study programs and two court schools. The Academic Plan covers all aspects of the student's educational situation including enrollment history, academic progress, attendance, discipline and behavior, interests and goals. The identified student's transcript and academic plan is reviewed with the other members of the Court Advocacy Team. Working with juvenile judges, district attorneys, public defenders, and probation, the court liaison meets with the parents and students to understand the educational issues. A database to track all Court Advocacy cases is in development. The Court Liaison is a member of the Probation Placement Committee meeting weekly to review and provide academic input regarding student placement.

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3. New Student Orientation Transition Plan Portfolio, Butte County Office of Education

New students enrolled at Table Mountain Court School complete a three day orientation which includes various academic and personal assessments. The results of all assessments are used to develop an individual learning plan. Class schedules are created based on evaluation of transcripts and credits needed for graduation. Liaisons serve at the alternative school campuses that our county office of education serve. Liaisons provide case management after students are released from the juvenile hall. All student orientation data is collected in an electronic portfolio that is ultimately shared electronically with district schools and partnering agencies as appropriate. The student orientation and transition plan has just been successfully piloted for one year.

4. Sugarloaf Mountain, Nevada County Office of Education

When students are at the Nevada County Juvenile Hall, they attend Sugarloaf Mountain School. In addition, Nevada County contracts bed space with other probation departments, including Tuolumne and Calaveras Counties. Upon entry, students complete an orientation paper, and the transition planning begins. The exit transition planning is done through the probation case workers. If the student does not immediately enroll, the probation officer follows up to insure he/she enrolls. If a student is released, they first enroll in the county community school. Since the schools are both run by the county office, the community school is aware of the release. If the student does not enroll immediately, the probation department is notified.

5. Santa Ana Unified School District, Orange County Office of Education

Santa Ana Unified School District (USD) began piloting the Positive Behavioral Interventions and Supports (PBIS) with seven schools and subsequently determined that creating a positive, safe environment would be one of only two initiatives in the district Local Control and Accountability Plan. Common Core State Standards implementation is the other. Santa Ana USD established the Hope, Engage, Achieve, Restore, and Transition (HEART) classroom within community day schools (CDS). This is an orientation class to better prepare youth for a successful transition back to a comprehensive site and reduce the stress families feel in going through the process with their student. Santa Ana USD collaborates with probation and community partners. A Memorandum of Understanding was established with probation in December 2013, which placed two probation officers at our CDS location.

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6. Juvenile Hall/Camp Returnee Program, Los Angeles County Office of Education

Juvenile Hall/Camp Returnee Pupil Services and Attendance (PSA) Counselors facilitate enrollment of Los Angeles USD students re-entering the district from the juvenile justice system. Through our collaborative multi-agency team, we have developed an Aftercare Manual that will be used as a training tool for all stakeholders. Information sharing has been a useful tool in providing our Los Angeles USD PSA Counselors with important multi-disciplinary team meeting (MDT) information. With MDT calendar date information, our respective agencies are able to participate and discuss transition plans and identify appropriate school placement post-release. The Los Angeles USD, Los Angeles COE, and Los Angeles County Probation Department are collaborating to strengthen communication and to establish protocol and procedures.

7. Cabrillo Unified School District, San Mateo County Office of Education

The Cabrillo USD is a unified kindergarten through grade twelve school district (3,300 average daily attendance) with one middle school (Cunha Intermediate School), one comprehensive high school (Half Moon Bay High School) and one continuation high school (Pilarcitos Continuation High School). Students attend the San Mateo Court and Community Schools. The most effective and proven strategy for the small number of students returning to our secondary schools from the San Mateo Court and Community Schools is communication. Emphasis on advanced notice is critical to our partnership so that our school counselors can plan for the successful integration of the student into the school and community.

8. Learning Works Probation Youth Support System, Los Angeles County/Pasadena

Public Works (PW) is a 501c(3) corporation headquartered in Pasadena. Eight years ago, Learning Works started Learning Works Charter School (LWCS). The mission of the LWCS is to provide educational services to underserved students in grades seven to twelve. Youth involved in the juvenile justice system on probation are one of the at-risk populations served by the LWCS in coordination with the Pasadena USD. LWCS is a one-stop resource for youth to fulfill the conditions of their probation, including mental health, community service, drug testing, and parenting classes. They provide referrals, timetables, and help with fees while the student continues their education.

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9. Electronic Data Sharing and Professional Learning, San Diego County Office of Education

The San Diego COE Juvenile Court Schools are located in two juvenile detention facilities, two camps for adjudicated youth, and three day treatment facilities. Student Transition Plans in the electronic sharing program PROMIS includes: (1) San Diego COE transition contact; (2) prior school(s) of enrollment; (3) student interests; (4) transition school placement, choice 1 and 2; (5) parent input field ; and (6) probation input field. Since December 2014, over 250 court school stakeholders have received training focused on PROMIS and AB 2276. Beginning in December of 2014, the San Diego COE began a series of professional trainings to communicate the responsibilities of AB 2276 to ensure immediate and appropriate placement of students exiting court schools.

Appendix 5

Juvenile Court Student Transition Practices and Policies in Other States

Examining Juvenile Court Student Transition Practices Throughout the Country

To provide a more comprehensive understanding of successful transition programs and policies, practices throughout the country were examined. Relying partly on research conducted in 2004 by the State of Virginia and the Legal Aid Justice Center in Charlottesville, Virginia,⁴ past and current successful practices in other states were reviewed to better understand how they compared with programs in California. The variety of studies, programs, laws, and regulations observed in other states offer California policy makers numerous approaches to explore in their effort to eliminate the barriers encountered by students' transition from a juvenile court facility.

In comparing programs and policies, it quickly becomes clear that terms and titles are not consistent around the country. States may refer to transition as "re-entry," "re-enrollment," or "aftercare," and these "transition" terms refer to a variety of service, program, and policy domains. The following set of common domains allows for a practical comparison of California's programs and policies with that of other states around the country:

1. Focus on Youth and Family Involvement
2. Staffing and Training
3. Partial Credits/Transcripts/Coding
4. Transition Team and Activities
5. Data Collection
6. Memoranda of Understanding and Timelines

The following is a summary of practices in other states:

Domain 1: Focus on Youth and Family Involvement

New Hampshire, Tennessee, Colorado, Missouri, North Carolina, and Nevada recognize that transition involves not only the student, but the family as well, and strive to accommodate the needs of families rather than requiring the families to adjust. Parents serve as a critical resource for providing personal information about the student's behavior at home, his or her personality and background. This information is necessary to develop the most effective plan and achieve successful outcomes for the student when interfacing with the courts and transitioning back to a public school. Brief examples of these programs and policies are provided below:

⁴ A Summary of Best Practices in School Reentry for Incarcerated Youth Returning Home, JustChildren, Legal Aid Justice Center, Charlottesville, 2004

Successful Programs and Policies in Juvenile Court Student Transition

New Hampshire: Self-Directed Future Plans

The Nashua Youth Re-Entry Project emphasizes youth involvement through the creation of a “Self-Directed Future Plan.” The “Education and Transition Specialist” maintains close contact with each participant’s family and/or residential provider and offers parenting guidance for families.

Tennessee: Volunteers

Volunteers help insure that family and student contact and involvement are maintained. Community volunteers serve as auxiliary probation officers for students in the court system. These volunteers perform all the fieldwork and allow the salaried probation officers to remain at the court. The ratio of students in the court system to volunteers is 4:1, whereas the average caseload ratio for probation officers is more than 80:1.

Colorado: Significant Involvement in Planning

Colorado law states that “...families play a significant role in the cause and cure of delinquent behavior of children” and requires “...significant parental involvement in the assessment and treatment planning of their children in the court system.”

Missouri: Planning Involvement and Final Copies

Missouri develops an “Individual Treatment Plan” (ITP), which must address educational and vocational services, “...to facilitate appropriate treatment and aftercare planning...” for each student. Planning should involve the student and his/her parent or guardian.

North Carolina and Nevada: Job Protection

North Carolina and Nevada both provide job protection to parents who are forced to miss work to fulfill an obligation to the court.

South Carolina and Florida: Economic Assistance

South Carolina and Florida provide economic assistance to parents involved in the juvenile court process. Such a provision might be extended to cover families attending meetings to plan and implement school reenrollment and community reentry.

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Domain 2: Staffing and Training

Kentucky: Duty Statements

Each student leaving for a locked facility is given an Educational Passport to facilitate reenrollment, and each school district has a “Bridge Coordinator” who “...conducts transition interviews, collects appropriate data, and obtains parental releases for juvenile record sharing...” for adjudicated students returning to the district.

Virginia: Ongoing Training and Staff Development Plan

Virginia provides ongoing training and staff development plans for all professionals involved in implementing reenrollment, which includes defining the tasks, roles, and responsibilities of agency members, and the necessary administrative duties for each step of reenrollment. U.S. Department of Education Regulations (34 *Code of Federal Regulations* Part 99) “...have shown that the Family Educational Rights and Privacy Act need not stand in the way of effective interagency information agreements between schools and other agencies with whom they share common interest.”

Pennsylvania: School-Based Liaisons

School-Based Liaisons are “...full-time juvenile probation officers on school campuses.” Each adjudicated student is assigned two probation officers, one school-based, the other court-based. The “school-based” officer “...develops treatment plans and handles day-to-day monitoring of the student’s behavior.” The “court-based” officer “...attends all court proceedings and handles other out-of-school probation functions.”

Maine: Reintegration Teams

The Reintegration Team determines which school employees receive information provided by the Department of Corrections in accordance with applicable confidentiality laws and regulations. The superintendent must ensure that confidentiality training is provided to all school employees who have access to the information. The Reintegration Team consists of the following:

- The administrator of the school (or administrator’s designee), and
- At least one each of the following:

- The student's classroom teachers;
- The student's parent/guardian;
- A guidance counselor.

Nevada: Washoe County Transition Specialist Program

The Transition Specialist coordinates academic assessments during confinement in the juvenile court school and assists the student with accurate transition of credits and course work to the Washoe County Community School.

Domain 3: Partial Credits/Transcripts/Coding

Florida: Individual Education Plan

Florida school districts provide records of student's entering or exiting detention facilities "...no later than five days after receipt of the request." Florida also requires that individual education plans be developed within 22 days of incarceration.

West Virginia: Credit Policies

Acceptance of credits earned toward graduation upon documentation that completed coursework meets State Board requirements.

Domain 4: Transition Team and Activities

New York City: Dual Enrollment and Community Prep

The New York City school system changed its enrollment policies to make reenrollment easier. The new policy is referred to as "dual enrollment" or, for purposes of data management, "shared instruction." Rather than remove students who enter a state facility from the school's rolls entirely, the schools put the student on a parallel list. Most returning students spend 10 to 15 months at a "Community Prep High School," which provides a range of services targeted at preparing these youth for transition back to regular schools, General Educational Development or vocational programs, or employment.

Successful Programs and Policies in Juvenile Court Student Transition

Virginia: Interagency Transition Team

An interagency board is appointed with state and local representation to coordinate an effective reenrollment process, including accountability measures, delineated responsibilities, recommendations for policy improvements, and monitoring of information exchange.

A state position such as an ombudsman, was established to advocate for equitable and timely services for returning students and their families.

Maine: Reintegration Team

The local superintendent has the responsibility to convene a “reintegration team” within ten days of receiving notice that a student will be coming to his/her district from a state juvenile facility. The team, consisting of the school principal or his/her designee, the parent, one (or more) of the student’s classroom teachers, and a guidance counselor, creates a plan for the student’s reenrollment and appropriate education.

West Virginia: Transition Plan

The director of the institution or facility must forward to the court that committed the student a copy of a transition plan at least 45 days prior to the student’s release. Copies of the plan are also sent to the following:

- The student’s parents or guardians;
- The student’s lawyer;
- The student’s probation officer,
- The student’s community mental health center professional;
- The prosecuting attorney; and
- The principal of the school the student will attend.

Successful Programs and Policies in Juvenile Court Student Transition

New Hampshire: Education and Transition Specialist

The “Education and Transition Specialist” works with each participant’s family and/or residential providers. Participants are students whose education has been significantly disrupted due to delinquent behavior, which can include detained and committed youth. The Education and Transition Specialist “...provides practical assistance, such as accompanying the family to a school meeting applying for services, or providing information about resources for the family and/or their children.” The Specialist also coordinates six interrelated services: (1) self-directed future planning; (2) the wrap-around team; (3) family support; (4) coordination with legal services; (5) coordination with school curriculum; and (6) the career mentor.

Domain 5: Data Collection

Virginia: Electronic Exchange of Information

Established a task force to explore electronic information exchange between the relevant entities. Task force results are not available at this time.

West Virginia: Cooperative Transfer of Educational Records

The law instructs each school district to cooperate “...in providing an adequate and appropriate education for incarcerated juveniles and adults.” State code specifies:

Cooperation shall include, but is not limited to, the (1) transfer of students’ educational records in a forthwith manner upon request by department staff; (2) provision of support services for students who reenter high school; (3) acceptance of credits earned toward graduation upon documentation that completed coursework meet State Board requirements; (4) inclusion of department staff in opportunities to participate in planned in-service and continuing education activities; (5) provision of technical assistance, upon request, from regional staff; and, (6) development of mutual agreements to access needed services.

Successful Programs and Policies in Juvenile Court Student Transition

Domain 6: Memoranda of Understanding and Timelines

Virginia: Review of Existing Memoranda of Understanding

Established a task group to revise the existing reenrollment form and procedures. Task group results are not available at this time.

West Virginia: Interagency Treatment Plan

The law requires that a comprehensive education, counseling, and treatment plan be completed 45 days prior to a student's release. It must be circulated for comment to the student's parent, defense attorney, prosecutor, parole officer, local school principal, and mental health case manager. Comments must be submitted 21 days after receipt of the plan. If adverse comments are received, the juvenile court will hold a hearing to consider the plan and comments and accept or modify the plan.

Washington: Grants to Promote Best Practices in Cross-Agency Collaboration

Washington state law provides for cross-agency collaboration and a grant program that promotes the development of best practices within the state. The Learning and Life Skills Grant Program was created to provide services to help court-involved youth attain necessary life and education skills. The program aids youth to return to a school program, obtain a certificate of educational competency, seek employment, or enter a postsecondary education or job-training program.

Pennsylvania: School-Based Liaisons (Duplicated in Domain 2—Pennsylvania: School-Based Liaisons)

Pennsylvania placed "full-time juvenile probation officers" on school campuses. Each adjudicated student is assigned two probation officers, one school-based and the other court-based. The "school-based" officer "develops treatment plans and handles day-to-day monitoring of the student's behavior." The "court-based" officer "attends all court proceedings and handles other out-of-school probation functions."

Successful Programs and Policies in Juvenile Court Student Transition

Florida: An Agreement with Department of Juvenile Justice and Every District

Florida law requires each district school board to “...negotiate a cooperative agreement with the Department of Juvenile Justice (DJJ)” that “...must include...transition plans for student moving into and out of juvenile facilities.” Florida statute creates the statewide position of “Coordinator” who is responsible for coordinating with the DJJ, district school boards, educational contract providers, and juvenile justice providers. Further, the Coordinator is responsible for providing guidance to district school boards and providers in all aspects of education programming, including records transfer and transition.

California Department of Education,
Posted May 2017