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# RIVERSIDE COUNTY EXPELLED STUDENT PLAN

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Approved Plan Submitted to California Department of Education

Triennial Update June 30, 2024

Next Triennial Update due June 30, 2027

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### Introduction

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

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

CBK Charter Excelsior Charter School Garvey Allen Visual/Performing Arts Acad.	Gateway College and Career Academy Imagine Schools Charter Julia Lee Performing Arts Acad. Julian Charter School Pine Hill	Leadership Military Acad. Pivot Charter School River Springs Charter Scholarship Prep Riv. County Temecula Int. Academy The Journey School
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The plan delineates existing alternatives for expelled students, identifies gaps in educational services to expelled students, and provides strategies for addressing those service gaps. The plan also identifies alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. A student whose behavior has resulted in expulsion is given a rehabilitation plan by the school district of residence.

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

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

## **Behavioral Intervention Practices to Reduce Suspensions and Expulsions**

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

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

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

## **Strategies to Address Disproportionality**

School districts in Riverside County are actively addressing disproportionality in student interventions through various targeted strategies and practices. They have developed multi-year Equity, Access, and Inclusion plans to reduce disproportionality, supported by professional development series covering bias, cultural proficiency, trauma-informed practices, and culturally relevant teaching. Administrators, teachers, and staff receive training to understand the effects of trauma on students.

Interventions and supports, such as mental health, wellness, and substance abuse services, are consistently offered to all students, with an emphasis on cultural relevance and repairing the school environment. Each student receives a re-entry plan tailored to their unique needs, and the CARES team reviews student support weekly, meeting monthly to ensure effective communication and support. When a site experiences unusually high suspensions, additional focus is placed on the tiers of support available.

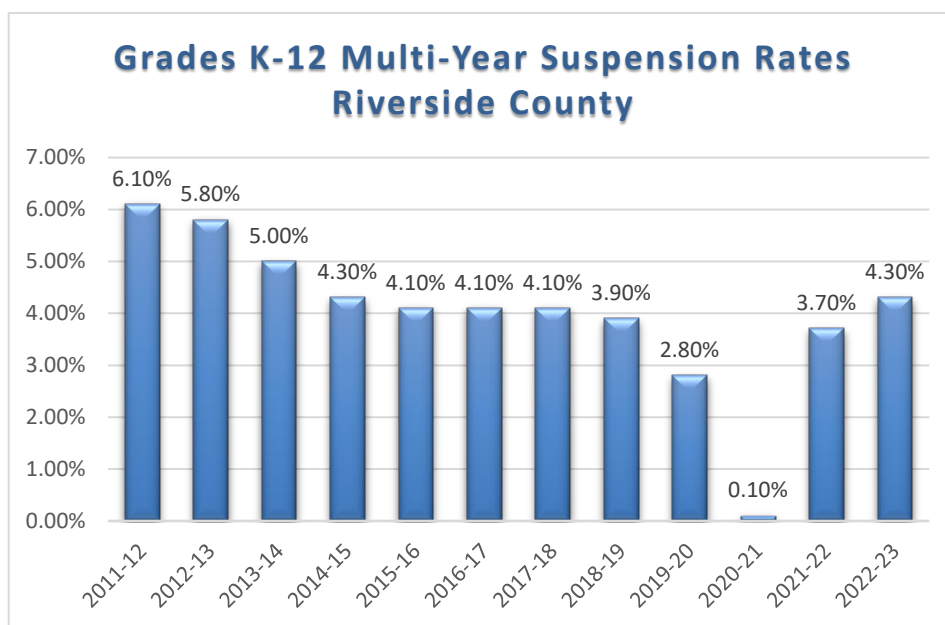
Districts implement proactive Multi-Tiered System of Supports (MTSS) to promote equitable discipline outcomes. Expulsions are rare, and the small number of cases does not reflect broader trends. Foster youth and homeless (MV) students receive stringent compliance checks for suspensions and expulsions, with social workers and court-appointed attorneys notified and translation services provided during meetings.

Data analysis from Board and District Leadership emphasizes disproportionality, leading to targeted interventions and campaigns, such as the District African American focus campaign. Suspension rates for students with disabilities are closely monitored, and IEP teams discuss additional strategies and supports as needed. Community engagement is fostered through African American Parent Advisory Councils (AAPAC) and Special Education Parent Advisory Councils (SEPAC), and the Wellness Center offers resources to eliminate barriers to school attendance and discipline.

Consistent discipline practices are maintained regardless of minority status, and an equity lens is applied in planning and developing culturally relevant activities. In summary, Riverside County school districts utilize a comprehensive approach involving equity-focused planning, culturally relevant practices, individualized student support, robust MTSS, targeted interventions, and community engagement to address and mitigate disproportionality in student interventions.

### Riverside County Suspension Rates

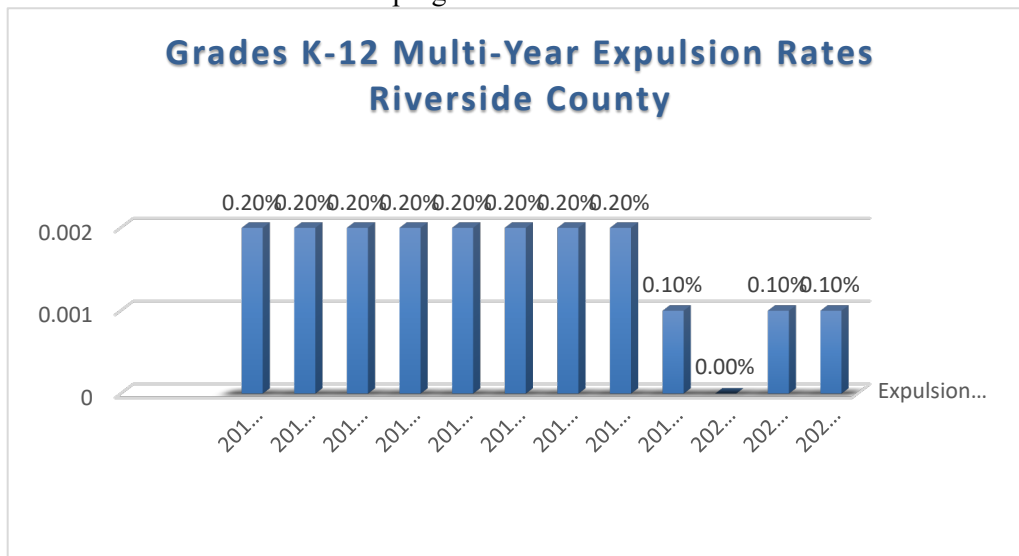
Suspension rates have been consistent in Riverside County. There was a slight increase post-pandemic but in large rates have been consistent. This can be attributed to the implementation of the aforementioned programs and services in the school districts in Riverside County and the Riverside County Office of Education Alternative Education program.



**PLEASE BE ADVISED:** The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.

### Riverside County Expulsion Rates

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



### Support for Students Returning From Expulsions

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

### Educational Service Gaps and Strategies to Address the Service Gaps

The Riverside County Superintendent of Schools, Riverside County Probation, and Riverside County school districts work collaboratively to provide programs for expelled students. The strategies identified in the 2021-2024 Countywide Plan were successful in meeting the needs of the expelled students in Riverside County. The Riverside County Superintendent of Schools maintained regional community school sites to enhance access for school districts. The district contracts and community school referral process were successful in tracking student transitions between the school districts and the Community School program.

Programs and strategies that address service gaps were as follows for the 2021-2024 Expelled Student Plan.

<b>Service Gaps 2021-2024 Plan</b>	<b>County/District Strategy to Address the Gaps-Outcomes</b>
Transportation is not provided.	This was successfully addressed. Working collaboratively with RCOE Alt Ed. students are provided bus passes, a contract transportation department is being used to fill in short term gaps in transportation for students with disabilities, foster, or homeless. Students are also provided opportunities for on-line learning or independent study programming.
Expelled students need additional support with attendance, academics, and behavior.	Successfully addressed. All regional learning centers/community schools are now staffed with full time licensed Behavioral Health Therapist (BHTs). All students meet with the BHT within the first week of enrollment. BHTs provide family support services in the shape of individual and group counseling as well as parenting support classes. BHTs also assist student with the monitoring of their expelled student plan and support them in goal setting and progress monitoring. Academic support services have been increased to include in person and virtual tutoring as well as additional intervention platforms to address specific learning groups (SWD, EL, LTEL).
During distance/online learning due to the COVID-19 school closure, community service is difficult to implement.	Successfully addressed. Students were able to complete online and in person community services. This was provided through coordination at each site by the BHTs.

Service gaps and strategies identified to address service gaps for the 2024-2027 Expelled Student Plan.

<b>Service Gaps 2024-2027 Plan</b>	<b>County/District Strategy to Address the Gaps-Outcomes</b>
Transportation is not provided.	Provide RCOE Alt Ed. Students bus passes, utilize a contract transportation program to fill in short term gaps in transportation for students with disabilities, foster, or homeless. Students are also provided opportunities for on-line learning or independent study programming.
Gap in enrollment time from date of expulsion to attendance at RCOE school site.	Provide additional communication with Attendance registration technicians (ARTs) to work closely and in connection with local CWA and SART boards to ensure that families are provided multiple opportunities to enroll in school. This provides a ‘warm hand off’. Families are allowed to select other community school programs that are closer in proximity to work or supporting family member to help with attendance.
Gaps for services to students who are not on IEPs and are going through the expulsion process.	School districts may place students in continuation school, independent study, or community day school (if offered) while waiting for Board meetings. Districts can use temporary/interim placements at RCOE Community Schools while awaiting expulsion hearing. Students on stipulated expulsions are directly referred to the RCOE Community School. Students and families may access CAREspaces to receive counseling services to address social emotional needs prior to enrollment with RCOE.
Need for individual and group counseling, decision making, drug and alcohol counseling	Provide behavioral health therapists (BHT) and behavioral health associates (BHA) at every site to support individual, group, family therapy, and drug and alcohol counseling as well as classroom presentations concerning decision making.

### **School District Educational Alternatives for Expelled Students**

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

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



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

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

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

### **Expelled Students Who Fail District Community Day School**

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

- Other existing district educational alternatives
- Refer to Charter School
- Riverside County Office of Education Community Schools

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

### Riverside County–Options for Expelled Students

All 23 school districts in Riverside County completed the information at the Riverside County Office of Education Child Welfare and Attendance (CWA) meetings or through email. The Riverside County Expelled Student Plan was drafted and reviewed with input by district representatives at the RCOE CWA meetings on August 24, 2023, and September 28, 2023,. The plan was reviewed at meetings from January 2023 through May 2024

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

### **Expelled Students Who Commit Subsequent Violation(s)**

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

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

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**Expelled students who commit subsequent expellable violations.**

- Alvord: Referred to RCOE.
  - Banning USD: Referred to RCOE.
  - Beaumont USD: Referred to RCOE or Charter School or Private School
  - Coachella Valley USD: Referred to RCOE
  - Corona-Norco USD: Referred to RCOE.
  - Desert Center USD: Referred to RCOE.
  - Desert Sands USD: Depends on infraction.
  - Hemet USD: Referred to RCOE.
  - Jurupa USD: Remain at RCOE.
  - Lake Elsinore USD: Referred to RCOE.
  - Menifee Union SD: Referred to RCOE.
  - Moreno Valley USD: Depends on violation, additional supports provided or referred to RCOE.
  - Murrieta USD: Referred to RCOE.
  - Nuview Union SD: Would go through the expulsion process again and then referred to RCOE.
  - Palm Springs USD: Referred to RCOE.
  - Palo Verde USD: Referred to RCOE.
  - Perris Elementary SD: Referred to RCOE.
  - Perris Union High School District: Extended term or refer to RCOE
  - Riverside USD: Referred to RCOE.
  - Romoland SD: Referred to RCOE or Hillside Innovation Academy
  - San Jacinto USD: Referred to RCOE.
  - Temecula Valley USD: Referred to RCOE.
  - Val Verde USD: Referred to RCOE.
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### **Riverside County Office of Education-Educational Alternatives for Expelled Students**

The Alternative Education Community School provides a comprehensive instructional program for district-referred students (expelled, SARB, parenting teens) and Probation referred students. The Riverside County Superintendent of Schools, in conjunction with the 23 school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. Riverside County covers 7,300 square miles of deserts, farmland, cities, suburbs, mountains, lakes and resort communities. The districts within Riverside County vary greatly in size and are geographically dispersed. RCOE maintains the Community School program in zones throughout Riverside

County to provide educational services to all school districts in the county, including those in rural/isolated settings. The RCOE Community School program is 180-days of instruction and includes the classroom-based program for expelled/ district referred students, independent study, and the programs for parenting teens. Daily classroom-based instruction for students in grades 7-12 is a minimum.

of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays for the school year. Independent study is offered for students in grades 4-6 and for students who need an alternate to a classroom setting.

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

The CBK Charter offers independent study for expelled youth ages 13 through 99 (grades 9-12) at 23 locations in Riverside County for students whose needs can be met through this form of instruction.

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

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

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

#### RCOE Alternative Education LCAP Goals:

**Goal 1:** All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements as measured the CDE Dashboard.

**Goal 2:** All students will graduate from high school with equitable access to college, career, or post-secondary pathways.

**Goal 3:** Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities.

**Goal 4:** Ensure expelled students and foster youth have equitable access to educational opportunities, facilitating their positive reintegration into the school community and fostering a nurturing learning environment for their growth and development.

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

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

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

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

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

**Socially and Emotionally Resilient**

- Socially and self-aware, responsible decision makers, empathetic and have a growth mindset
- Resourceful problem solvers able to demonstrate appropriate social and coping skills

**Optimizing their Literacy Skills Across the Curriculum**

- Able to communicate academically and effectively using critical thinking skills
- Use their financial literacy skills to make informed decisions about financial obligations, budgeting, credit, debt, and planning for the future
- Able to incorporate and apply computer literacy skills in personal and workplace environments.
- Who are able to incorporate and apply computer literacy skills in personal and workplace environments

**Actively Promoting Access and Equity**

- Able to demonstrate respect for individual differences and diversity through equity and inclusive practices
- Authentic, culturally sensitive, aware, community-minded, and towards individual and cultural differences
- Well informed with the extensive postsecondary institutions and vocation opportunities

**Respectfully Contributing to Society**

- Positive leaders and productive members of their communities
- Able to understand the importance of civic duties and civic rights

**Skilled Communicators Prepared for the 21st Century Workforce**

- Well prepared to communicate, collaborate, and apply real world solutions to problems
- Able to persevere and demonstrate the tenacity to overcome obstacles by learning and failure is an opportunity to grow

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

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

Services such as Specialized Academic Instruction (SAI) are provided per the student's Individualized Education Program (IEP). In some cases, the districts provide the special education services directly. All assessments in all areas of suspected disability and appropriate services and programs specified in the

student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions. Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

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

Due to RCHS Community School's unique self-contained classroom with a diverse population of English Learners and students with special needs, Universal Design for Learning (UDL) is utilized, which requires multiple means of representation, expression, and engagement. The curriculum also incorporates G.L.E.A.M. (Grade Level Engaging Affirming Meaningful) lessons, which ensure that teaching practices are engaging, affirming, and meaningful at the appropriate grade levels. RCHS Community School's curriculum utilizes themes that connect the various grade-level and subject-specific texts with relevant, personally engaging inquiry. These themes and inquiries empower students in their academic learning because they are the driving force to gather more knowledge. Social science and science curriculum align with the themes, allowing teachers with multiple grade levels and subjects to facilitate whole and small group work and discussions with an overarching connection.

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

RCHS follows the 2023 Mathematics Framework for California Public Schools which aims to support the implementation of the California Common Core State Standards for Mathematics, ensuring equity and excellence in math learning. This framework provides guidance on curriculum and instructional approaches grounded in research and best practices globally, with the goal of making all students powerful users of mathematics in their careers, college, and civic life. It addresses the need to deepen math learning, close achievement gaps, and modernize instruction to meet the demands of a fast-changing world, particularly for historically underserved students. Additionally, this initiative aligns with the superintendent's commitment to enhancing financial literacy among students, preparing them for responsible and informed economic decision-making.

For RCHS Community Schools, this framework is instrumental in creating equitable and engaging mathematics classroom environments that support all students. It includes strategies for teaching Big Ideas, using open tasks, and connecting learning to real-world contexts. The framework promotes high achievement through expert teaching, differentiated instruction, personalized learning, and multiple pathways to advanced coursework. By integrating the Standards for Mathematical Practice, the framework aims to develop students' mathematical fluency and problem-solving skills, preparing them for success in STEM fields and as informed citizens in a data-driven world.

RCCHS Community School prepares students for college and careers through a wide variety of courses, programs, and services. These include a-g courses, AVID, CTE, and Dual Enrollment along with a partnerships with colleges and businesses. RCCHS Community School provides college transition activities through college summer camps at UCR and Saturday seminars along with assessments (PSAT) and career inventories (ASVAB). RCCHS Community School students are enrolled in CTE courses/pathways, and have opportunities for internships. Through Skills USA, students are empowered to become skilled professionals, career-ready leaders and responsible community members. Moreover, SkillsUSA collaborates with businesses, industry leaders, and educators to ensure the content and experiences provided are relevant to current and future job markets, offering students exposure to contemporary applications and innovations in their fields. The organization also encourages students to participate in community service projects and activities, allowing them to apply their skills meaningfully and understand their role in creating positive change. Leadership development is another critical aspect, with various programs and opportunities that empower students to become career-ready leaders, including training in public speaking, project management, and ethical decision-making. RCCHS Community School students take part in all state (CAASPP, ELPAC, PFT) and local (short-cycle tests, IABs, NWEA/MAPs, Language Tree ) assessments. Scores from state and local assessments are used for MTSS.

Riverside County Expelled Student Plan

### **Riverside County Office of Education District Referral Process for the Community School Program**

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

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

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

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

**Riverside County Office of Education Community School Locations**

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

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

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

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



### Research and Evidence-Based Practices

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

- [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#) (August 2016). U.S. Department of Education.
- [Accelerating Positive School Culture and Discipline Practices through the Charter Sector](#) (August 2016). U.S. Department of Education.
- [Blueprint for Schoolwide Positive Behavior Support Training and Professional Development](#) (link is external)
- [Positive School Discipline Course for School Leaders](#) (link is external)
- [Practice Guide: Reducing Behavior Problems in the Elementary School Classroom](#) (link is external)
- [Schoolwide Positive Behavior Support: Implementer’s Blueprint and Self-Assessment](#) (link is external)
- [Classrooms with Revolving Doors: Recommended Practices for Elementary Teachers of At-Risk and Highly Mobile Students](#) (link is external)
- [Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students](#) (link is external)
- [Community Action Toolkit: Bullying Prevention Training](#) (link is external)
- [Creating a Safe and Respectful Environment in Our Nation’s Classrooms](#) (link is external)
- [Fostering School Connectedness: Staff Development Program](#) (link is external)
- [Three Bold Steps for School Community Change: A Toolkit for Community Leaders](#) (link is external)
- [Universal Design for Learning \(UDL\) Guidelines](#). (August 2020). CAST

### Outcomes/Accomplishments

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

**Three-year highlights (2021-2024) include, but are not limited, to the following:**

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

Community School LCAP State Priorities/Metrics/Indicators							
DASS One-Year Graduation Rate		Suspension Rate		Chronic Absenteeism		College/Career Indicator	
2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
94.7%	90%*	.5%	0.6%	31.6%	42.2%	*Not reported In 2022	0%

\*based on internal reporting dashboard, State DASS rate not available due to small n size.

**Contract for the Riverside County Office of Education Community School Program**

**RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS**

3939 Thirteenth Street/P.O. Box 868

Riverside, California 92502

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

**(District Expense)**

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

**AGREEMENTS**

1. **PURPOSE:** The Riverside County Superintendent of Schools provides educational services to expelled students through the Riverside County Expelled Student Plan pursuant to Education Code §48926.
2. **TERM:** The term of this Agreement shall be from **July 1, 2024** through **June 30, 2027** for a total three (3) school years.
3. **SERVICES:** SUPERINTENDENT agrees to provide DISTRICT with the following services by an instructor holding the proper credentials authorizing such services:
  - A. Instructional services in the Community School to students who are not eligible for Court School funding.
    - Assessments in all areas of suspected disability and appropriate services and programs specified in the student’s Individualized Education Program (IEP) in compliance with all applicable state and federal laws and regulatory provisions.
    - Appropriate services and programs designed to address the language needs of students identified as English learners in compliance with all applicable state and federal laws and regulatory provision.
  - B. For budgetary purposes, SUPERINTENDENT rate per Average Daily Attendance (ADA) will be as follows:

Community School Rates per ADA		
2024-2025	2025-2026	2026-2027
\$21,198.96	\$23,149.27	\$25,279.00

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**School District/Charter School**

Signed \_\_\_\_\_  
Authorized Signature

Signed \_\_\_\_\_  
Authorized Signature

Assistant Superintendent Division of SPS  
Printed Name and Title

\_\_\_\_\_  
Printed Name and Title

Date \_\_\_\_\_

Date \_\_\_\_\_



# Community School Referral

Please type or print legibly and complete all information.

Date of this Referral: \_\_\_\_\_ Date of Offense: \_\_\_\_\_

Referring Agency:  School District or  Probation Department

### School District

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

### Probation Department

- Banning     Blythe     Corona     Hemet     Indio     Palm Springs     Riverside     Temecula

### Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  Male  Female  
Last First Middle Initial

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Student I.D. Number: \_\_\_\_\_

Ethnicity (Please Check):  American Indian/Alaskan Native     Asian     African American     Filipino     Hispanic  
 Pacific Islander     White     Other (Specify): \_\_\_\_\_

Lunch Eligibility:  Free     Reduced     Base    Special Education:  No     Yes

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

### School/District and Probation Information

Name of School Last Attended: \_\_\_\_\_ School District: \_\_\_\_\_

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

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

### Parent(s)/Guardian(s)

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

Address: \_\_\_\_\_  
Street City Zip Code Phone or Cell Number

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

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

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

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

### Referred By

District Representative: \_\_\_\_\_  
Last First Title/Position E-mail

School District: \_\_\_\_\_ Phone Number: \_\_\_\_\_ FAX: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Attach the following:

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

**RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS**  
3939 13<sup>th</sup> Street/P.O. Box 868  
Riverside, CA 92501

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

**COORDINATION OF PARTIAL CREDIT**

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

**Purpose:**

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

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

**Both Parties Agree as Follows:**

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

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

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

Riverside County Expelled Student Plan

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

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

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

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

**Signatures:**

**Riverside County Superintendent of Schools**

**School District**

Signed: \_\_\_\_\_  
Authorized Signature

Signed \_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Printed Name and Title

Date \_\_\_\_\_

Date \_\_\_\_\_