

# CALIFORNIA'S PARTIAL CREDIT MODEL POLICY

## IMPROVING THE EDUCATIONAL OUTCOMES OF FOSTER YOUTH

AN IMPLEMENTATION MANUAL FOR SCHOOL DISTRICTS AND CHILD WELFARE AGENCIES



JUDICIAL COUNCIL  
OF CALIFORNIA



**Sacramento**  
County Office of Education



**SENECA**  
County of Alameda - Alameda Area, LLC

**ALLIANCE**  
for CHILDREN'S  
RIGHTS

# TABLE OF CONTENTS

---

History of Partial Credits in California. . . . .	1 - 4
Melissa’s Story. . . . .	1
Educational Outcomes of Foster Youth . . . . .	2
California Education Laws Affecting Foster Youth . . . . .	3 - 4
Partial Credit Model Policy. . . . .	5 - 7
The Model Policy . . . . .	5
Recommended Roles and Responsibilities. . . . .	6
Common Concerns and Questions. . . . .	7
Partial Credit Model Policy Implementation Procedures and Tools. . . . .	8 - 25
Calculation Formulas and Guidelines . . . . .	8
School Registrar/Counselor Procedures for Awarding Partial Credits . . . . .	9 - 10
Frequently Asked Questions for School Registrars/Counselors. . . . .	11 - 12
Student Withdrawal Report . . . . .	13
Sending School Cover Letter. . . . .	14
Receiving School Partial Credit Request Letter . . . . .	15
Social Worker Procedures for Ensuring Proper Check Out and Enrollment of Foster Youth . . . . .	16
Frequently Asked Questions for Social Workers . . . . .	17 - 18
Social Worker Partial Credit Request Letter. . . . .	19
Social Worker Disenrollment Form . . . . .	20
The Partial Credit Model Policy in Action . . . . .	21 - 25





### MELISSA'S STORY

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

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

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

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



# EDUCATIONAL OUTCOMES OF FOSTER YOUTH

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

## THE NEED FOR CHANGE: THE UNFULFILLED PROMISE OF AB 490

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

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

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

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



## THE OPPORTUNITY FOR CHANGE: THE PARTIAL CREDIT MODEL POLICY

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

## THE REQUIREMENT FOR CHANGE: LOCAL CONTROL FUNDING FORMULA

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

## LOCAL CONTROL FUNDING FORMULA



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

Senate Bill 97

## SCHOOL STABILITY



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

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

## SHARING EDUCATION RECORDS



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

Assembly Bill 643  
(Education Code § 49076)



## GRADES AND CREDITS



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

Assembly Bill 490, Senate Bill 578



## HIGH SCHOOL GRADUATION



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

Assembly Bill 167/216  
(Education Code § 51225.1)



## PARTIAL CREDIT MODEL POLICY

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

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

Recognizing the need for a statewide, uniform partial credit calculation tool, the California Child Welfare Council adopted a partial credit model policy in September 2013. This policy was developed by the CDE, CDSS, CSBA, County Welfare Directors Association (CWDA), several members of the California Legislature, school districts, child welfare agencies, and foster youth advocates. CSBA has issued a Sample Board Policy that is aligned to the Partial Credit Model Policy. This policy is available on GAMUT at AR 6173.1(h).

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

### Calculation Formula

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

### Partial Credit Calculation Guidelines

#### Length of Class Period:

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

#### Credits Per Grading Period:

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

#### Alternative Schools:

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

## RECOMMENDED ROLES AND RESPONSIBILITIES


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

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




## COMMON CONCERNS AND QUESTIONS


### Why are partial credits necessary for foster youth?

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


### Why is a statewide, uniform partial credit policy necessary?

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


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

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


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

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


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

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


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

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

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

 Education Code § Section 49069.5 requires school districts to transfer a student's full or partial credits to their new school, including a determination of seat time. By basing the calculation on seat time, the model policy aligns with this requirement. The law does not allow for the reassessment of a youth's mastery of course content before honoring previously awarded partial credits. Education Code § 51225.2. The law precludes receiving schools from requiring foster youth to pass a separate assessment to demonstrate their mastery of course curriculum before honoring previously issued partial credits. The model policy is designed to conform to these legal requirements.

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

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

# PARTIAL CREDIT MODEL POLICY IMPLEMENTATION PROCEDURES AND TOOLS

## CALCULATION FORMULAS AND GUIDELINES

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

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

### Calculation Formulas

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

### Calculation/Conversion Table

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

### Calculation Guidelines

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

# SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

## SENDING SCHOOL

### STEP 1

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

### STEP 2

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

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

### STEP 3

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

### STEP 4

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

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

### STEP 5

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

### STEP 6

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

## Sample Partial Credit Log

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

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

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

# SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

---

## RECEIVING SCHOOL

### STEP 1

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

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

### STEP 2

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

### STEP 3

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

### STEP 4

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

### STEP 5

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

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

### STEP 6

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

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

### STEP 7

At the end of the current grading period, once final grades are posted, calculate the remaining partial credits owed based on the number of periods attended per class after the youth's enrollment in the receiving school. Add all grades and credits earned to the youth's official transcript.

**\*\*Check out grades and partial credits previously awarded by the sending school for the current grading period should not be removed or averaged with the youth's grades and credits at the receiving school. Youth should be awarded credits and grades for all courses passed at the receiving school, even if the youth did not earn a passing grade or any partial credits at the sending school.**



## FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS

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

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

**Q** What is a check out grade?

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

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

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

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

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

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

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


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


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


## FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS


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


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


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

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

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

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

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

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

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

# STUDENT WITHDRAWAL REPORT

School Name: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Registrar/Counselor Name: \_\_\_\_\_

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

Reason for Withdrawing: \_\_\_\_\_

Next School/District: \_\_\_\_\_

## Partial Credit Log

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

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

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

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

## Teacher Comments

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

Course	Teacher Name	Comments

Signature of School Registrar/Counselor: \_\_\_\_\_

Date Official Transcript Issued: \_\_\_\_\_



Get a copy of this form online at [www.kids-alliance.org/partialcredits](http://www.kids-alliance.org/partialcredits)

## SENDING SCHOOL COVER LETTER

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

TO: Registrar/Counselor: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

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

Student Name: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Dear Registrar/Counselor \_\_\_\_\_:

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

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

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

Sincerely,

\_\_\_\_\_  
School Registrar/Counselor

Enclosed: Student Withdrawal Report  
Official Transcript



Get a copy of this form online at [www.kids-alliance.org/partialcredits](http://www.kids-alliance.org/partialcredits)



## RECEIVING SCHOOL PARTIAL CREDIT REQUEST LETTER

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

**TO:** Registrar/Counselor: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

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

Student Name: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Dear Registrar/Counselor \_\_\_\_\_:

Please be advised that \_\_\_\_\_, a foster youth, recently enrolled in \_\_\_\_\_.  
*NAME OF STUDENT* *RECEIVING SCHOOL*

Following the student's enrollment, we sent a records request to \_\_\_\_\_ on \_\_\_\_\_.  
*SENDING SCHOOL* *DATE*

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

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

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

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

Thank you in advance for your assistance.

Sincerely,

\_\_\_\_\_  
School Registrar/Counselor



Get a copy of this form online at [www.kids-alliance.org/partialcredits](http://www.kids-alliance.org/partialcredits)

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

---

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

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

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

### STEP 1

---

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

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

### STEP 2

---

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

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

### STEP 3

---

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

### STEP 4

---

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

### STEP 5

---

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


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


### STEP 6

---

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


## FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS


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

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


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

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


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

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


 **How do social workers disenroll a foster youth from school?**

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

 **What is a check out grade?**

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


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


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


## FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS

---

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

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

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

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





## SOCIAL WORKER PARTIAL CREDIT REQUEST LETTER

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

TO: Registrar/Counselor: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

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

Student Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Dear Registrar/Counselor \_\_\_\_\_:

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

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

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

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

Thank you in advance for your assistance.

Sincerely,

Enclosed: Partial Credit Model Policy

\_\_\_\_\_  
Social Worker



Get a copy of this form online at [www.kids-alliance.org/partialcredits](http://www.kids-alliance.org/partialcredits)

# SOCIAL WORKER DISENROLLMENT FORM

## Student Identification Information

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

## Sending School Information

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

### Partial Credit Log

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

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

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

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

NOTES: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Receiving School Information

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



Get a copy of this form online at [www.kids-alliance.org/partialcredits](http://www.kids-alliance.org/partialcredits)

## THE PARTIAL CREDIT MODEL POLICY IN ACTION

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

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

### SCHOOL 1: Palm Beach High School

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

### Partial Credit Log: School 1

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

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

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

## THE PARTIAL CREDIT MODEL POLICY IN ACTION

### SCHOOL 2: Springfield High School

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

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

### Partial Credit Log: School 2

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

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

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



## THE PARTIAL CREDIT MODEL POLICY IN ACTION

### SCHOOL 3: Wagner Preparatory High School

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

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

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

### Partial Credit Log: School 3

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

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

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

# THE PARTIAL CREDIT MODEL POLICY IN ACTION

## STUDENT WITHDRAWAL REPORT

School Name: Palm Beach High School  
 School District: Sky Gardens Unified  
 Phone Number: (407) 361-1224  
 Counselor/Registrar Name: Eric Scott

Student Name: Melissa  
 Date of Birth: 8/2/1998 Age: 15 Gender: F Grade: 9  
 Student State ID #: 6JR78910 Permanent ID #: 123478956  
 Enrollment Date: 9/3/12 Withdrawal Date: 11/4/12 Last Day Attended: 11/3/12  
 Reason for Withdrawing: changed foster homes - moved out of district  
 Next School/District: Springfield High School / New City Unified

### Partial Credit Log

Type of Grading Period (circle one): Semester Total # of Credits Available/Grading Period (circle one): 18

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

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

### Teacher Comments

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

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

Signature of School Counselor/Registrar: Eric Scott

Date Official Transcript Issued: 1/7/13

# THE PARTIAL CREDIT MODEL POLICY IN ACTION

## SOCIAL WORKER DISENROLLMENT FORM

### Student Identification Information

Student Name: Melissa Court Case Number: AB12345  
 Date of Birth: 8/2/98 Age: 15 Gender: F Grade: 9  
 Education Rights Holder Name: Amy Smith Contact Number: (987) 456-1234  
 Caregiver Name: Laura Richards Contact Number: (626) 987-1234

### Sending School Information

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

### Partial Credit Log

Type of Grading Period (check one) Semester Trimester

Total # of Credits Available/Grading Period to be earned: 15

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

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

NOTES: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Receiving School Information

School Name/District: Wagner Preparatory H.S. / Kings Unified Enrollment Date: 4/1/13  
 School Registrar/Counselor: Lisa Blake Phone Number: (651) 789-5432  
 Courses student enrolled in: Algebra I; Ethnic Studies; Biological Sciences; Aerobics;  
Comprehensive English; Drawing & Painting