

ASSEMBLY THIRD READING  
AB 150 (Cooper)  
As Amended January 15, 2020  
Majority vote

## **SUMMARY:**

Requires, when students in foster care and other specified students leave a local educational agency (LEA) that the student be issued partial credit for coursework satisfactorily completed, requires that the new LEA contact the prior school to request that the students' full or partial credits be delivered on a transcript, and requires that partial credit earned in a prior school be accepted as credit in the subject in which the coursework was taken.

### **Major Provisions**

- 1) Requires that when students in foster care and other specified students leave a LEA the student be issued partial credit for coursework satisfactorily completed, on an official transcript.
- 2) Require that if a student enrolls without full or partial credit for work satisfactorily completed the LEA must contact the prior placement within two business days to request that the student's full or partial credits be delivered on a transcript. Requires that the prior placement deliver that transcript to the LEA within two business days of either a notification of enrollment or a request for records.
- 3) Require that when LEAs accept partial credits they transfer the credits onto their own official transcript, denoting grades, full or partial credits awarded and the educational placement in which they were earned.
- 4) Require that the credits be listed independently on the transcript by educational placement.
- 5) Require that accepted credits be counted as credit in the subject in which the coursework was taken.
- 6) Require that, when determining whether a pupil has met state or local graduation requirements and the admissions requirements of the University of California and the California State University, credits earned in the same subject be combined to ensure that a student receives the maximum credit for coursework satisfactorily completed.

## **COMMENTS:**

*Who issues and who accepts credit, and how is it counted?* Current law requires that LEAs accept coursework satisfactorily completed in another school by a student in foster care, a student who is homeless, a student who transfers from juvenile court schools, a student from a military family, and a migrant or newcomer student, even if the student did not complete an entire course, and requires that a student be issued full or partial credit for work completed.

According to the author, this provision is sometimes rendered ineffective because sending school districts do not issue partial credit when students leave. As a result, there is no partial credit for the receiving school district to accept. Districts participating in a professional learning network

convened by the California Collaborative for Educational Excellence (CCEE) report that this is sometimes the case.

Additionally, according to the author, inconsistency in course titles causes some school districts to record partial credit in core academic subjects as elective credit, instead of as credit in the subject in which the credit was earned. This may lead to students accruing elective credit instead of the credit toward graduation they have earned in a prior school.

*Effect of mobility on academic outcomes.* Numerous studies indicate that student mobility is associated with poor educational outcomes. One meta-analysis (Mehana, 2004) on the effects of school mobility on reading and math achievement in the elementary grades found the equivalent of a 3–4 month performance disadvantage in achievement. Another (Reynolds, 2009) found that frequent mobility was associated with significantly lower reading and math achievement by up to a third of a standard deviation, and that students who moved three or more times had rates of school dropout that was nearly one-third of a standard deviation higher than those who were school stable. One longitudinal study (Temple, 1999) found that half of the one year difference between mobile and non-mobile students could be attributed to mobility, and that it is "frequent, rather than occasional, mobility that significantly increases the risk of underachievement." And another longitudinal study (Herbers, 2014) found that students who experience more school changes between kindergarten and twelfth grade are less likely to complete high school on time, complete fewer years of school, and attain lower levels of occupational prestige, even when controlling for poverty. Results of this study indicated more negative outcomes associated with moves later in the grade school career, particularly between fourth and eighth grade.

#### **According to the Author:**

According to the author, "Assembly Bill 150 will remove barriers for foster youth and other highly mobile youth in graduating from high school and achieving educational success. This bill clarifies that all credits earned in a given subject area, including partial credits, must be combined to establish a 'one year course' to meet state minimum graduation requirements. Not combining partial credits for foster youth who transfer schools forces them to repeat coursework, delaying their ability to graduate and increasing their potential to dropout."

#### **Arguments in Support:**

The Alliance for Children's Rights writes, "Youth in foster care demonstrate the poorest high school graduation outcomes of any group statewide – 58% compared to 84% for all students. This achievement gap is caused, in part, by the high mobility of foster youth, who transfer schools an average of eight times while in care, losing up to six months of their education with each move. In addition, one-third attend two or more schools during a single school year compared to 7% of students statewide. In order to reduce the achievement gap, current law requires schools to calculate partial credit so that highly mobile youth receive credit for the coursework completed when they must change schools to prevent undue disruptions and delays in achieving graduation. However, while youth are awarded partial credits, those partial credits of the same or equivalent course may not be combined to meet state minimum graduation requirements. AB 150 addresses school stability and academic achievement by requiring the combination of similar coursework completed at different schools with different course titles to allow students to meet state minimum graduation requirements."

#### **Arguments in Opposition:**

None

**FISCAL COMMENTS:**

According to the Assembly Appropriations Committee, unknown Proposition 98 General Fund costs for school personnel to potentially adjust their administrative practices with regard to highly mobile students. Specifically, for (a) a school to contact a highly mobile student's prior school within two days of the student's enrollment to request the student's transcript and (b) the prior school to deliver the transcript within two days. The state likely has at least 150,000 highly mobile high school students. Assuming 50% of these students transfer to a new school annually, and that the newly efficient transfer takes an additional one hour of an administrative assistant making minimum wage's time, costs would be about \$1.1 million annually.

**VOTES:****ASM EDUCATION: 6-0-1**

**YES:** O'Donnell, Kiley, Megan Dahle, McCarty, Smith, Weber

**ABS, ABST OR NV:** Kalra

**ASM APPROPRIATIONS: 18-0-0**

**YES:** Gonzalez, Bigelow, Bloom, Bonta, Brough, Calderon, Carrillo, Chau, Megan Dahle, Diep, Eggman, Fong, Gabriel, Eduardo Garcia, Maienschein, Petrie-Norris, Quirk, Robert Rivas

**UPDATED:**

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