

SANTA BARBARA COUNTY PLAN FOR EXPELLED STUDENTS

TRIENNIAL UPDATE: 2018-2021

SBCEO Board Approval: June 7, 2018

Our Mission - Service & Leadership



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Collaborative Plan By:

Blochman Union School District
Carpinteria Unified School District
Colton Spring School District
College School District
Cuyama Joint Unified School District
Golet Union School District
Guadalupe Union School District
Hopland School District
Lompoc Unified School District
Los Olivos School District
Montecito Union School District
Orcutt Union School District
Santa Barbara County Education Office
Santa Barbara Unified School District
Santa Maria-Bonita School District
Santa Maria Joint Union High School District
Santa Ynez Valley Union High School District
Solvang School District
Vista del Mar Union School District

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Legal Requirements of a Countywide Expulsion Plan

California *Education Code (EC)* Section 48916.1(a) provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. *EC* Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils within that county. The plan was to be adopted by both the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction in 1997. *EC* Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides specifically that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify 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, as determined by the governing board.

Countywide Expulsion Plans are required to address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted, discuss the implementation of the strategies outlined for filling those service gaps.
 - Were the strategies successful? If not, what were the obstacles?
 - What additional strategies were implemented? Were they successful?
2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.
 - What are the current educational alternatives for expelled pupils?
 - Identify gaps in educational services to expelled pupils.
 - Outline strategies for filling those service gaps.
3. Specifically, identify 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, as determined by the governing board.

4. The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and the county office of education in providing educational placements for expelled pupils.

The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, and as well as other at-risk students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in *EC* Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under *EC* Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

Santa Barbara County

Demographic Profile

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts and one county office of education. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts

Nearly 70,000 ethnically diverse Transitional Kindergarten -12th grade students are educated in Santa Barbara County's public schools. Approximately 41,000 (60%) of our county's students are considered low-income, which in recent years has been consistently higher than the statewide average.

The graduation rate in Santa Barbara County is consistently around 85%. With the exception of 2012-13 and 2013-14 when graduation rates dipped slightly, the Santa Barbara cohort graduation rate is routinely well above that of the state. A gap in graduation rates continues to exist between Hispanic and African American students and their peers.

The high school dropout rate in Santa Barbara County has dropped significantly since the 2010-11 school year and remains lower than the state average. Although the high school dropout rate has decreased, a gap continues to exist between Hispanic and African American students and their peers.

Santa Barbara has the 4th largest percentage of English Learners (ELs) among all 58 counties in California. Approximately one third of the students in Santa Barbara County are ELs, which translates to nearly 21,000 students. Spanish is the home language for 88% of our county’s ELs, followed by Mixteco at 8%. The table below reflects English Learners and Redesignated Fluent English Proficient students by grade level for 2017-18.

Grade	English Learners	Redesignated Fluent English Proficient	Total
Kindergarten	2,996	1	2,997
1	2,558	13	2,571
2	2,546	144	2,690
3	2,181	432	2,613
4	2,051	689	2,740
5	1,686	1,046	2,732
6	1,495	1,386	2,881
7	1,296	1,551	2,847
8	945	1,831	2,776
9	793	1,757	2,550
10	720	1,731	2,451
11	774	1,684	2,458
12	784	1,644	2,428
Total County	20,825	13,909	34,734

In 2015-16 (the most recent certified data), Santa Barbara County educated 8,046 homeless youth and 528 foster youth. This means that one in eight Santa Barbara County students fell into the categories of homeless or foster youth. Santa Barbara County’s rate of homeless youth is more than 2.5 times that of the state average.

Santa Barbara County Suspensions

Suspension is defined as the temporary removal of a student from school for a violation of school policies or rules. In 2016-17, schools in Santa Barbara County reported 4,058 suspensions. The majority of these offenses were violence without injury and “other non-Federal” (i.e., incidents involving students who disrupted school activities or otherwise willfully defied school personnel).

The table below reflects Santa Barbara County suspensions by district for 2016-17.

Name	Total Suspensions	Percent of Students Suspended with One Suspension
Ballard Elementary	0	0.0%
Blochman Union Elementary	8	0.4%
Buellton Union Elementary	24	3.0%
Carpinteria Unified	169	4.9%
Cold Spring Elementary	0	0.0%
College Elementary	10	1.2%
Cuyama Joint Unified	36	5.8%
Goleta Union Elementary	44	0.9%
Guadalupe Union Elementary	134	5.3%
Hope Elementary	9	0.6%
Lompoc Unified	817	4.6%
Los Olivos Elementary	4	2.6%
Montecito Union Elementary	2	0.5%
Orcutt Union Elementary	235	3.1%
Santa Barbara Unified	742	3.4%
Santa Maria Joint Union High	567	5.0%
Santa Maria-Bonita	1055	3.6%
Santa Ynez Valley Union High	40	3.4%
SBE - Olive Grove Charter	0	0.0%
Solvang Elementary	19	1.6%
Vista del Mar Union	0	0.0%
County Total	4058	71.20%

Santa Barbara County Expulsions

The Santa Barbara County expulsion rate (.08%) is below the statewide expulsion rate of .09%. Offense categories include: violent incident with injury, violent incident without injury, weapons possession, and illicit drug related.

The table below reflects Santa Barbara County expulsions by district for 2016-17.

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related
Ballard Elementary	0	0.0%	0	0	0	0
Blochman Union Elementary	0	0.0%	0	0	0	0
Buellton Union Elementary	0	0.0%	0	0	0	0
Carpinteria Unified	12	0.51%	2	5	5	0
Cold Spring Elementary	0	0.0%	0	0	0	0
College Elementary	0	0.0%	0	0	0	0
Cuyama Joint Unified	0	0.0%	0	0	0	0
Goleta Union Elementary	0	0.0%	0	0	0	0
Guadalupe Union Elementary	0	0.0%	0	0	0	0
Hope Elementary	0	0.0%	0	0	0	0
Lompoc Unified	6	.06%	2	0	2	2
Los Olivos Elementary	0	0.0%	0	0	0	0
Montecito Union Elementary	0	0.0%	0	0	0	0
Orcutt Union Elementary	0	0.0%	0	0	0	0
Santa Barbara CEO	0	0.0%	0	0	0	0
Santa Barbara Unified	36	.23%	5	7	5	15
Santa Maria Joint Union High	1	.01%	0	0	1	0
Santa Maria-Bonita	1	.01%	1	0	0	0
Santa Ynez Valley Union High	0	0.0%	0	0	0	0
SBE - Olive Grove Charter	0	0.0%	0	0	0	0
Solvang Elementary	0	0.0%	0	0	0	0
Vista del Mar Union	0	0.0%	0	0	0	0
Santa Barbara County	56	.08%	10	12	13	17

Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support high-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. Listed below are some of the promising practices employed by Santa Barbara County schools:

- **Data-based Decision Making and Problem Solving**
Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes is used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.
- **Multi-Tiered Systems of Support (MTSS)**
MTSS is an integrated, comprehensive framework that focuses on improving academic, social and emotional outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.
- **Advancement Via Individual Determination (AVID)**
The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.
- **Positive Behavior Intervention and Support (PBIS)**
PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.
- **CHAMPS Classroom Management System**
The overall goal of the CHAMPS is to develop a structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. The teacher's goal is to teach students directly how to be successful in specific class situations with an emphasis on increasing student on-task behavior, reducing classroom disruptions and office referrals, improving classroom climate, and establishing respectful and civil interactions.
- **Restorative Practices**
Restorative practice involves problem solving based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their

community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Trauma Informed Care**

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying, exposure to events such as divorce or homelessness, etc. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations, but to create an underlying culture of respect and support.

- **Building Resiliency in Students**

Resilient students are better able to adapt in the face of adversity, trauma, tragedy, threats or significant sources of stress. Building resiliency involves intentional practices designed to foster feelings of competence and self-efficacy; promote positive social connections between staff and students, among students, and between schools and home; nurture positive qualities, such as empathy, optimism, and forgiveness; and avoid focusing on failure or negative behaviors.

- **Teen Court**

A juvenile justice diversion program for early teen offenders where youth, accompanied by their parents, go in front of an adult judge and a jury of teen peers, who create unique and restorative sentences, rather than the traditional juvenile justice or school disciplinary process. Students can range from those showing early experimentation with negative activities/behaviors to students that are 1st or 2nd time offenders with the justice system. The youth must take responsibility for their offenses before attending their peer review hearing and agree to accept the sentence provided by the jury.

- **Truancy Programs**

Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARBS). As a former teacher, our County District Attorney has been a strong advocate for truancy reduction, reinstating the County SARB in 2012. The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy.

- **Writing Appropriate Rehabilitation Plans and Monitoring Progress**

A critical component to preparing students to return to their home districts following expulsion is the development of a realistic and attainable rehabilitation plan that is individualized based on the specific needs of the student, including counseling, treatment, academic achievement, rehabilitative programs, and job training. These plans must be monitored for progress to ensure students are successfully meeting the terms, and ongoing counseling and support is necessary to ensure students are taking responsibility for their own progress.

- **Creating Successful Transition Plans**

Transition plans provide a roadmap for successful reintegration back to the home district. Plans should celebrate completion of rehabilitation plans; identify student assets (academic, behavioral, social and emotional) and remaining challenges; identify extra academic or other supports the student may need; identify strategies to help students develop positive attitudes and behaviors; identify counseling supports that may be needed, including trauma-informed practices, anger management, substance abuse, etc.; identify family supports that may help during the transition period; and identify strategies to help the student regroup when feeling stressed, rather than being removed from the campus.

- **College and Career Opportunities**

College and career guidance are important student supports. Appropriate opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skillsets such as resume writing, interviewing, and developing professional work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities.

- **Professional Development for Educational Staff**

Educators require a specialized skillset to effectively support the needs of high-risk students. It is necessary to provide training in a variety of areas, such as social-emotional and behavioral health; discipline and intervention procedures; creating positive climates; classroom management; trauma informed care and restorative practices; utilizing data to assess needs and monitor progress; forming strong relationships with parents and families; and collaborating with community-based service providers.

Educational Options for Expelled Youth by District

In order to ensure the needs of students are met, the following educational options, as approved by local district governing boards, reflect educational alternatives provided to expelled students and high-risk students. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their students, referring them to appropriate educational settings, and ensuring that educational programs are provided to expelled students.

District	District Options for Expelled Youth
Ballard School District Enrollment: 129	<ul style="list-style-type: none"> • Suspended expulsion with option to be placed in an independent study program • Independent study program <p>District’s small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
Blochman Union School District Enrollment: 197	<ul style="list-style-type: none"> • Suspended expulsion with placement on same campus • Suspended expulsion with option to be placed on an independent or home study program • Interdistrict transfer students will be returned to district of residence
Buellton Union School District Enrollment: 617	<ul style="list-style-type: none"> • Placement in another TK-8 school setting • Suspend expulsion with option to be placed in an independent study program <p>District’s small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>

<p>Carpinteria Unified School District Enrollment: 2,310</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus, another district school, or district alternative school • Suspended expulsion with option to be placed in an independent study program • Suspend expulsion with placement on a different school campus within district for grades K-6 <p>The district reports a history of low incidence of behaviors that require suspension or expulsion.</p>
<p>Cold Spring School District Enrollment: 170</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus • Suspend expulsion with placement of District Independent Study program • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>College School District Enrollment: 228</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on different campus in same district • Suspend expulsion with placement of District Independent Study program or Home Study program • Referral to another public school • Referral to a charter or private school <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Cuyama Joint Unified School District Enrollment: 188</p>	<ul style="list-style-type: none"> • Suspend expulsion with referral to District Independent Study program • Suspend expulsion with placement on a different school campus within district • Placement in alternative site within the district
<p>Goleta Union School District Enrollment: 3,700</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on a different school campus within the district • Home instruction

<p>Guadalupe Union School District Enrollment: 1,170</p>	<ul style="list-style-type: none"> • Suspend expulsion with conditional placement on the same campus • Suspend expulsion with referral to District Home Teaching Program, if the parent agrees • Referral to another public school district, pending agreement with a neighboring district • Recommend and/or referral to counseling rehabilitation program as prerequisite to returning to the regular school program before the expulsion term is completed (This would not be paid for by the school district.)
<p>Hope School District Enrollment: 991</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on a different school campus within the district • Suspended expulsion with referral to District Independent Study Program
<p>Lompoc Unified School District Enrollment: 9,300</p>	<ul style="list-style-type: none"> • Home hospital instruction for K-6 students • Suspended expulsion with placement on another comprehensive campus – grades 7-12 • Suspended expulsion with placement in District Alternative school • Referral to District CDS
<p>Los Olivos School District Enrollment: 139</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus • Option for parents to enroll student in private school or other school that will accept the student <p>District’s small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Montecito Union School District Enrollment: 489</p>	<ul style="list-style-type: none"> • Suspend expulsion and referral to District Independent Study program • Home schooling • Option for parents to enroll student in private school or other school that will accept the student <p>The district reports a history of very low incidence of behaviors that require suspension or expulsion.</p>

<p>Orcutt Union School District Enrollment: 5,020</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on a different school campus within the district • Suspend expulsion with referral to District Independent Study program • Option for parents to enroll in charter school, private school, home school or another school district which will accept the student • District Home Instruction for unique circumstances
<p>Santa Barbara Unified School District Enrollment: 15,150</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus, another district school, or district alternative school • Expel with referral to Quetzal • Expel with option for parents to enroll student in private school, charter school, adult education, or another school district that will accept the student
<p>Santa Maria-Bonita School District Enrollment: 16,996</p>	<ul style="list-style-type: none"> • For 7th and 8th, referral to Peter B. FitzGerald Community School, as long as an MOU is in place • Suspend expulsion with referral to District Independent Study program for K-6 students (if parents choose) • District Home Instruction for unique circumstances • Option for parents to enroll in charter school, private school, or another school district which will accept the student
<p>Santa Maria Joint Union High School District Enrollment: 7,550</p>	<ul style="list-style-type: none"> • Suspended expulsion with referral to alternative school • Suspended expulsion with referral to District Independent Study program if parent agrees • Referral to Peter B. FitzGerald Community School, as long as an MOU is in place
<p>Santa Ynez Valley Union High School District Enrollment: 960</p>	<ul style="list-style-type: none"> • Suspended expulsion with enrollment in a charter school, if parent agrees • Suspended expulsion with conditional placement on the same campus • Suspended expulsion with placement on Refugio Continuation High School campus • Expulsion with referral to District Independent Study program if parent agrees • Referral to community day school

<p>Solvang School District Enrollment: 600</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study program, if parent agrees • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Vista del Mar Union School District Enrollment: 75</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>

FitzGerald Community School

FitzGerald Community School in Santa Maria provides credit-recovery courses and support for students who want to return to and graduate from their schools of residence. FitzGerald offers voluntary enrollment to students seeking an alternative setting in which they feel they can be more successful, and serves students who have been expelled or are at risk of expulsion. FitzGerald Community School also supports students who transition from Los Prietos Boys Camp or Santa Barbara County Juvenile Hall to their home schools.

The main goal is to provide coursework and needed support that will allow students to successfully return to their school of residence within as little as a semester to as much as a year. In-house counseling support is also provided. Some students may remain longer or graduate from the program if they are unable to meet the district credit requirements for graduation in their fourth year of high school. The FitzGerald Community School staff is incredibly successful working with expelled youth and helping these students realize their goals.

Services included at FitzGerald:

- A safe and comfortable school site
- Teacher support and academic guidance that includes an Individualized Learning Plan
- Small class sizes that include paraprofessional support
- Expulsion rehabilitation plan support that includes counseling and community service
- Anywhere Learning (A+) online credit recovery course work.
- English Learner Support
- Opportunities to participate in learning and recreational activities through community partners
- Opportunities for parent involvement: parent/teacher conferences, active roles with support services, and participation on advisory committees

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive counseling supports through collaboration with the Council on Alcohol and Drug Abuse (CADA) and Community Action Commission (CAC), as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA)
Boys Group	Council on Alcohol and Drug Abuse (CADA)
Girls Group	Santa Barbara Community Office of Education
Sexual Wellness	Community Action Commission (CAC)

At FitzGerald, students are expected to:

- Be responsible for their own learning, attendance, and behavior
- Be serious about working on a credit recovery plan
- Have the ability and willingness to follow directions, take notes, and complete required assignments
- Behave responsibly and follow the rules set forth by Santa Barbara County Education Office and the FitzGerald Community School

Students are often referred to FitzGerald Community School due to extreme issues related to attendance and behavior. By the time a student is referred to FitzGerald, the home school has already exhausted all their intervention strategies. Due to the small school size, safe learning environment, and the many supports available, students are generally able to get back on track. The table below provide a two year analysis of enrollment, attendance and suspensions.

SCHOOL YEAR	ENROLLMENT	ATTENDANCE RATE	SUSPENSIONS
2016/17	69	86.57%	17
2017/18	58	80%	6

Gaps in Service and Strategies for Filling Those Gaps

The 20 districts within Santa Barbara County vary greatly in size and are spread over a large geographic area. Educational programs within the county provide numerous opportunities for students who are in need of traditional and/or alternative educational programs. Together, the local school districts and SBCEO attempt to provide the needed range of services for expelled students.

County-operated community schools were an option for districts with expelled youth until the 2014-15 school year, when it was determined that the cost of operating the programs was prohibitive for the county office. For some of the county's districts, the geographic location makes it difficult to offer the range of education alternatives often found in larger urban districts. These conditions, along with other identified issues, have prompted districts to seek creative options for their expelled youth. Several of the larger school districts have opened schools and programs to support at-risk and expelled youth. Districts also create agreements with their neighboring districts for the acceptance of expelled youth.

Santa Barbara County educators recognize the need to provide a continuum of educational services for expelled students, prompting the SBCEO Child Welfare and Attendance (CWA) Director to facilitate a process for identifying and improving gaps in educational service.

Identified Service Gaps

There are six major gaps that exist with respect to providing educational services to expelled pupils. What follows is an overview of the identified gaps and the corresponding strategies for addressing these gaps in educational services. Also included is a review of our success in meeting strategies identified in the 2015-18 plan.

Service Gaps	County/District Strategy to Address Gaps 2015-18	County/District Strategy to Address Gaps 2018-21
Service Gap 1: Referral back to district of residence due to second violation or non-attendance		
<p>1. A student could be expelled from the district of residence under Education Code 48915 and referred to either a district-operated Community Day School, or county-operated Court and Community School Program. This student may fail to attend and/or take advantage of the program offered.</p>	<p>Throughout the 2015-18 implementation timeframe, districts of residence continued to maintain responsibility for developing rehabilitation plans, referred students to appropriate educational settings, and ensured that educational programs were provided to the expelled student. Rehabilitation plan development involved district staff, students and parents/guardians.</p> <p>Students who did not meet the terms of their expulsions were referred back to their districts of residence. In these cases, the district had the option to approve additional services (i.e., additional support staff dedicated to the student, augmented social-emotional or substance interventions, etc.) or assign alternate placement (such as a non-public school with a more restrictive setting or charter school).</p> <p>Districts of residence and the receiving district worked to ensure that students successfully transitioned to the new school, consistently attended school, and met the terms of their rehabilitation plans. As</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student. A rehabilitation plan typically involves District staff members, the student, his/her parent/guardian, and County staff members if the student is referred to FitzGerald Community School.</p> <p>After consultation with districts in Santa Barbara County it was determined there is a need to improve the development and monitoring of rehabilitation plans.</p> <p>SBCEO agreed to facilitate a summit for this purpose in fall of 2018. Districts will continue to collaborate throughout the triannual plan period.</p>

	<p>attendance issues occurred, the receiving school reached out to parents, probation (if appropriate) and referred students to district and county SARBs, as needed.</p>	
<p>Service Gaps 2: Students in small and remote school districts</p>		
<p>2. Small school districts within Santa Barbara County generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.</p>	<p>Districts of residence continued to maintain responsibility for developing rehabilitation plans, referred students to appropriate educational settings, and ensured that educational programs were provided to the expelled student. Rehabilitation plan development involved district staff, students and parents/guardians.</p> <p>Districts addressed these issues on a case-by-case basis, many times contacting SBCEO and other districts for support and ideas. A process for problem solving was not discussed, creating a need to formalize a structure.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>After consultation with districts in Santa Barbara County it was determined that SBCEO will arrange scheduled meetings to explore creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, etc. These meetings will include panel discussions invited speakers, and group brainstorming. SBCEO will also explore and share creative placement ideas used in other counties.</p>

Service Gap 3: Students in grades one through six		
<p>3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. These young students cannot attend the programs designed for middle and high school students.</p>	<p>Districts in Santa Barbara County reported very few incidences of behaviors that lead to suspension or expulsion for students in grades one through six. When the issue did arise, districts handled the issue on a case-by-case basis, many times contacting SBCEO and other districts for support and ideas. Through county collaboration, it was determined that this topic will be added to the 2018 summit and/or scheduled meetings during the course of the 2018-21 triennial plan.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>The above-mentioned SBCEO meetings would be used to explore creative educational placements for expelled youth in grades one through six as well. The primary solution for districts will likely be referrals to neighboring districts, and part of the discussion will include inter-district agreements and processes. The affected districts would then enter into cooperative agreements to serve the elementary students in their local settings.</p>
Service Gap 4: Expulsions for non-mandatory offenses		
<p>4. The number of expulsions has been reduced between 2015 - 16 and 2016 - 17 school years and we anticipate additional reductions once data for 2017 - 18 becomes available. SBCEO and Santa Barbara County school districts are committed to continuing this trend and further reducing expulsions.</p>	<p>This is a new service gap that was not addressed in 2015-18.</p>	<p>SBCEO will collaborate with county school district partners to:</p> <ul style="list-style-type: none"> • Review individualized learning plans (i.e., “pre” rehabilitation plans) to assist districts in targeting interventions and supports for students at high-risk of expulsion. • Create a continuum of strategies, resources and supports for reducing the number of expulsions.

County and District Agreement for Community School Placement

FitzGerald Community School – Referral Process:

FitzGerald serves students in grades 7-12 under an MOU with two local school districts: Santa Maria – Bonita School District and Santa Maria Joint Union High School District. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUSHD also requires students who have completed their commitments at Los Robles High School or have been enrolled for more than 30-days at Dos Puertas School to attend FitzGerald prior to returning to the district, allowing students to receive additional transitional support.

1. District submits referral to FitzGerald Community School along with the following supporting documents:
 - Transcript
 - All testing records (SBAC, CELDT, ELPAC, etc.)
 - Immunization records w/ TDAP
 - Discipline/behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
2. Upon receipt of a completed packet, FitzGerald staff contacts the parent to arrange an enrollment/orientation meeting.
3. Once the parent and student have completed the enrollment/orientation process, the student begins school the following day or in certain circumstances the same day.

FitzGerald Community School: Transition to Home District

Students typically transition back to their district of residence at the end of the semester based upon the type of placement.

Expelled Students: Education Code 48916

1. The student has met the terms and condition of their rehabilitation plan as outlined by the referring school district.
2. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Involuntary Placements: Education Code 1981(b)(c)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.

3. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Voluntary Placements: Education Code 1981(d)(2)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Legal Update

California has enacted several legislative changes that have impacted the way schools and districts deal with student suspensions and expulsions. Countywide Expulsion Plans must take these changes into account in their efforts to better serve students subject to expulsion. Below are highlights from relevant legislative changes.

Suspension (often suspension leads to expulsion)

1. **Education Code 48900 (v)** – Provides school administrators the discretion to impose age appropriate alternatives to suspension and expulsion on students subject to discipline as long as the alternative is designed to address the specific behavior of the student.
2. **Education Code 48900 (w)** – The legislature wants alternative means of correction to be used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.
3. **Education Codes 48900.5 and 48900.6** – These codes together present guidance on alternative means of correction, including such alternatives including restorative approaches and community service.

Expulsion

4. **Education Code 48915** - Explains provisions related to student expulsion.

Enrollment and Transfer

5. **Education Code 1981** – Explains the conditions under which a county board may enroll students in a county community school program.
6. **Education Code 48201** - Details notice provisions related to transfers of expelled students:
 - (b) (1) Upon a pupil's transfer from one school district to another, the school district into which the pupil is transferring shall request that the school district in which the pupil was last enrolled provide any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension from school or expulsion from the school district. Upon receipt of this information, the receiving school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action.
7. **Education Code 48915.1** – Explains the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district. The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918. A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options: (1) Deny enrollment (2) Permit enrollment (3) Permit conditional enrollment in a regular school program or another educational program

Credits and Graduation Requirements

8. **Education Code 48645.5** – Details the requirement that LEA’s must accept partial credit:

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

Details the requirement that if a pupil completes the statewide coursework requirements for graduation specified in Section 51225.3 while attending a juvenile court school, the count office of education shall issue to the pupil a diploma of graduation and shall not require the

pupil to complete coursework or other requirements that are in addition to the statewide coursework requirements.

9. **Education Code 51225.1** – Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

10. **Education Code 52066** – Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.

11. **California School Dashboard** – The State of California has employed a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, attendance and student discipline. Alternative education schools are eligible to participate in the Dashboard Alternative School Status (DASS) reflecting modified methods of determining performance on state and local indicators.

Joint Transition Policy

12. **Education Code 48647** – Explains recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner.

- i. (a) Local educational agencies are strongly encouraged to enter into memoranda of understanding and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools.
- ii. (b) As part of their existing responsibilities for coordinating education and services for youth in the juvenile justice system, the county office of education and county probation department shall have a joint transition planning policy that includes collaboration with relevant local educational agencies to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.

Provisions for Foster, Homeless Youth

13. Education Code 48918.1

(a) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district shall provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(a) (2) If a recommendation of expulsion is required and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district may provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(b) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district shall provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(2) If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district may provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(3) If a recommendation of expulsion is required and the pupil is a foster child or youth as defined in Section 48853.5(a) and a change in schools occurs, the child shall be enrolled immediately. School districts must request records within 2 days of the foster youth's enrollment. School districts must forward education records to a requesting school within 2 business of receiving a request. EC 48853.5 (e)(8). If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code and a change in schools occur, the enrolling school must immediately admit the student and must contact the previous school for records. 42 U.S.C. 11432(g)(3)(D). Although the Act is silent on the definition of "immediate", the standard dictionary definition is without delay.