

Contra Costa Countywide Plan For Provision of Educational Services To Expelled Students

Triennial Update
2018-2021

**Prepared by the Contra Costa County Office of Education
in conjunction with Local School Districts:**

Acalanes Union High School District
Antioch Unified School District
Brentwood Union School District
Byron Union School District
Canyon Elementary School District
John Swett Unified School District
Knightsen Elementary School District
Lafayette School District
Liberty Union High School District
Martinez Unified School District
Moraga School District
Mt. Diablo Unified School District
Oakley Union Elementary School District
Orinda Union School District
Pittsburg Unified School District
San Ramon Valley Unified School District
Walnut Creek School District
West Contra Costa Unified School District

(Revised and Approved by Karen Sakata 5/17/18)

Introduction

Contra Costa County, located in Northern California, covers 720 square miles and reported a population of 1,139,513 (2017 estimate). The County contains a mix of urban, suburban and rural areas with a total of 19 cities and towns. The County's 177,000 plus students are educated within 18 public school districts and the Contra Costa County Office of Education. This makes Contra Costa County the 11th largest student population among the 58 counties in California. The districts range in size with the largest district within the county, San Ramon Valley Unified, with 32,255 students to the smallest district, Canyon, with 70 students.¹

This document describes the educational alternatives to expulsion for students in schools within Contra Costa County and services available to students who have been expelled. The plan describes legal requirements of the Countywide Plan and presents a review of the last three years of expulsion data in Contra Costa County school districts. As required by the California Education Code (48916 and 48926) gaps in services to students are explained, as well as strategies to address these gaps. Services offered by CCCOE to these students are described, as well as best practices for behavior interventions and reducing disproportionality are noted in order to reduce the number of expelled students.

Legal Requirements for the Countywide Expulsion Plan

AB 922 is codified at Section 48926 of the California Education Code, which requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with the superintendents of the school districts within the county, develop a County Plan for providing education services to all expelled students within the county. Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education, and submitted to the State Superintendent of Schools by June 30, 2018. EC Section 48926 also requires that the County Office of Education in conjunction with the district superintendents submit a triennial update to that plan.

The laws require development of a joint education services plan according to Section 48926, which must:

1. Enumerate existing educational alternatives for expelled pupils
2. Identify gaps in educational services to expelled pupils, and strategies for filling those service gaps
3. Identify alternative placements for pupils who are expelled and placed in district-operated programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose danger to other district pupils, as determined by the governing board

In addition, county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs. This LCAP must address how it will

¹ "Education Facts and Statistics," www.cccoe.k12.ca.us/about/education_facts_statistics

coordinate the instruction of expelled students under EC Section 48926. Thus this Countywide Plan contributes to the information presented in the LCAP and provides a regional perspective on meeting the needs of expelled pupils.

Finally, the State Superintendent of Public Instruction has requested that the plan address behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices relate to the disproportionate number of minority students being suspended or expelled.

Therefore, the following Plan has been developed in joint effort with the Contra Costa County Office of Education and Local School Districts with the express purpose of providing educational services for all students who are expelled pursuant to due process of education codes.

Overview of Plan

The plan provides for educational services to all expelled students in the county for school years 2018-19, 2019-20 and 2020-21.

The current plan was developed in conjunction with the 18 school districts and adopted by the Contra Costa County Office of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Contra Costa school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Joint Education Services Plan

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code Section 48916.1, which requires school districts to ensure that an educational program is provided for all expelled students. Educational alternatives throughout Contra Costa County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Contra Costa County Office of Education, Golden Gate Community School. [E.C. 1981].

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

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Contra Costa County Office of Education's Golden Gate Community School.

Expelled Students Who Commit Subsequent Violation(s)

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

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to another district alternative program or to the Contra Costa County Office of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Contra Costa County Office of Education Golden Gate Community School program, the student will be placed at another community school site or be returned to the referring district to be placed in one of their alternative programs.

Expelled Students Who Fail District Community Day School

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

- Other existing district educational alternatives.
- Contra Costa County Office of Education, Golden Gate Community School.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Contra Costa County Office of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code Section 48915.5 and Contra Costa County Office of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Contra Costa County Office of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, Special Education Local Plan Area (SELPA), or county-operated programs.

- If the district refers the expelled student to the Contra Costa County Office of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Contra Costa County Office of Education shall participate in the IEP meeting. The district or Contra Costa County Office of Education, as identified in the SELPA Plan, will provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Golden Gate Community School, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA plan.

Expulsion Data

All districts use expulsion as a last resort. Currently, all but four districts' rate of expulsion fall below the statewide rate of 9 percent and all but five schools are at or below the Contra Costa County rate of expulsion of 4 percent. In addition, during the 2016-17 school year five districts lowered their number of expelled students and nine districts had a zero rate of expulsion. See chart below.

Our effort to identify gaps in services began with a review of the number of expulsions reported by school districts within Contra Costa County.

Total Number of Expulsions by School Year

	2014-	2015	2015-	2016	2016-	2017
Contra Costa County	74	.04%	79 ↑	.04%	69 ↓	.04%
State	5,758	.09%	5,701 ↓	.09%	5,657 ↓	.09%

↓Represents a decrease from the previous year. ↑Represents an increase from the previous year.

Source: California Department of Education Dataquest, <http://dq.cde.ca.gov/dataquest/>

School District Expulsions by School Year

District / Grades	2014-	2015	2015-	2016	2016-	2017
Acalanes Union High School District (9-12)	0	0%	1 ↑	.02%	0 ↓	0%
Antioch Unified School District (k-12)	20	10%	20	10%	13 ↓	.07%
Brentwood Union School District (k-8)	8	.09%	3 ↓	.03%	2 ↓	.02%
Byron Union Elementary School District (k-8)	0	0%	0	0%	0	0%
Canyon Elementary School district (k-8)	0	0%	0	0%	0	0%
Contra Costa County Office of Education(6-12)	1	.02%	0 ↓	0%	0	0%
John Swett Unified School District (k-12)	3	.17%	4 ↑	.21%	7 ↑	.38%
Knightesen Elementary School District (k-8)	0	0%	0	0%	0	0%
Lafayette School District (k-8)	0	0%	0	0%	0	0%
Liberty Union High School District (9-12)	5	.06%	15 ↑	.18%	18 ↑	.21%
Martinez Unified School District (k-12)	3	.07%	4 ↑	.09%	6 ↑	.14%
Moraga Unified School District (k-8)	0	0%	0	0%	0	0%
Mt Diablo Unified School District (k-12)	14	.04%	14	.04%	12 ↓	.04%
Oakley Union Elementary (k-8)	9	.17%	4 ↓	.08%	6 ↑	.11%
Orinda Unified School District (k-8)	0	0%	0	0%	0	0%
Pittsburg Unified School District (k-12)	2	.02%	1 ↓	.01%	2 ↑	.02%
San Ramon Valley Unified School District(k-12)	1	0%	12 ↑	.04%	2 ↓	.01%
Walnut Creek School District (k-8)	0	0%	0	0%	1 ↑	.03%
West Contra Costa Unified School District(p-12)	6	.02%	1 ↓	.07%	0 ↓	0%

It is important to note that this data is gathered by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS).

Local School Districts Overview of Current Educational Alternatives for Expelled Youth.

The eighteen Contra Costa County school districts and the CCCOE have diverse approaches for behavioral interventions used to minimize suspensions leading to expulsion, expulsions being ordered and support for students returning from expulsions. Most of the districts have reduced the number of expulsions and many have had not expulsions for the last three years. Survey data indicates that all districts that have had an expulsion in the last three years have some type of support for students returning from expulsion. Most districts conduct reentry meetings in addition to the transition meetings held with the CCCOE if their student has attended Golden Gate Community School. Districts report that they include their counselors and/or psychologists in the reentry process to ensure students don't encounter the same issues that led to the expulsion. All districts are invited to participate in the county-wide Coordinating Council which focuses on issues relating to attendance, behavior and school climate. Details of each district's alternative options, best practices for behavior interventions and best practices related to disproportionate representation of minority students are listed below.

District	
<p>Acalanes Union High School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Stipulated expulsion with a placement at another school in the District • Referral to Home Instruction • Referral to County Golden Gate Community School <p>Gaps: none</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Comprehensive School Counseling Program • Implement site-based Positive School Culture Program • Brief Intervention • Student Review Team • On site early intervention Programs-Student Study Team, Student Review Team, Intervention and 504 Support • Professional Development to support “Equity” conversation and “Courageous Conversations” • Implement Restorative Justice Practices • Behavior Support Plans • Saturday School, Detention • Wellness Centers • Academy “Intervention” periods 2 days/ week

<p>Antioch Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended expulsion with transfer to another school site within the district • Suspended expulsion with transfer to Opportunity School • Referral to District Community Day School- Bridges • Referral to County Office Community School • Referral to Independent Study (voluntary with parent approval) Prospects Independent High School • Home and Hospital Instruction if determined to be appropriate by IEP team (voluntary with parent approval) <p>Gaps: Transportation to other programs. Lack of programs for elementary students. Attendance, lack of programs to address mental health needs of student and family, academic rigor, student engagement in relevant course of study. Multiple grade levels in the District’s Community Day School.</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Supports, PBIS • Restorative Justice Practices • Community Health for Asian Americans (CHAA) Counseling Services • AUSD YIN Wrap Around Services • Mindfulness • Wellness Rooms (at some sites) • Conflict Mediation • Counselor interventions • Tool Box • Re-entry meetings, check ins with counselors • Culturally sensitive P.D., making connections with students • After school tutoring • African American Male Achievement Initiative
<p>Brentwood Union School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to District Independent Study • Referral to County Community School-Golden Gate School with campus located at Joseph Ovick School in Brentwood (for 6th -8th) <p>Gaps: No placement options for K-5 students whose needs cannot be met in alternative setting. Independent study is not sufficient to meet needs of 6th grade program.</p>

	<p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Top priority of District LCAP with a focus on: School Safety with an emphasis on Climate/Culture/Character Education/Diversity Education/Bully Prevention/Social Media Education • Counselors added to all elementary school sites to focus on the mental health component that is focused on attendance, behavior, and academic achievement • Educate students the District’s advisory classes on suspend-able offenses and problem solving strategies. • PBIS strategies implemented at all schools. • Alternatives to suspension and restorative practices used when appropriate • The District is successful with building relationships and connecting with positive adults
<p>Byron Union School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended expulsions with referral to another elementary school for elementary age students • Referral to County Golden Gate Community School for middle school students • Referral to Independent Study (voluntary with parent approval) <p>Gaps: Finding placements for mandatory expelled students with IEP if County Community School can’t provide the services.</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Implementation of PASS (Promoting Academic and Social Success) • Implementation of Restorative Practices • Counseling services at middle school • After school interventions • Response to Intervention- RTI • Multi-Tiered System of Support-MTSS • Positive behavioral interventions and supports

<p>Canyon Elementary School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to County Office Golden Gate Community School Program <p>Gaps: None</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • No expelled students so minorities are not disproportionately represented.
<p>John Swett Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to County Office Golden Gate Community School which has a class site located in this District • Referral to Independent Study (voluntary with parent approval) <p>Gaps: No options for elementary students</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • CCCOE providing Differentiated Assistance to district on Positive Behavior Intervention implementation and Social Emotional Learning programs • Staff training in Restorative Justice • Counseling options at all schools for students and family • Professional Development in Trauma informed instruction
<p>Knightsen Elementary School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to County Office Golden Gate Community School Program <p>Gaps: No gaps noted since the District has not had an expelled student in 27 years.</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Restorative Practices modified for our two schools • Behavior Intervention Support Plan BISP in place

<p>Lafayette School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended Expulsion with Behavior Contract <p>Gaps: None</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Restorative Justice Practices implemented • Social Thinking and other practices to create a positive learning environment • Continued implementation of Character Counts and Challenge Success • Provide support for students with anger management and other emotional issues
<p>Liberty Union High School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended expulsion with change of school placement • Referral to Contra Costa County Golden Gate Community School including middle and high school classrooms or independent study option- Joseph Ovick School site located in district area • Accredited on-line charter school (alternative placement) • Involuntary Transfers to Continuation and Comprehensive Schools <p>Gaps: None</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Counseling services tied to expulsion recommendation • Restorative justice practices implemented in some schools • Provide effective pedagogy that is culturally responsive • Providing culturally responsive professional development for administrators and teacher cohorts • Trauma informed practices training provided • Suspension to Prison Pipeline Training • District-wide discipline matrix • Provide mental health counseling at all sites • Targeted guidance / counseling

<p>Martinez Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended expulsion with referral to Independent Study (Voluntary with parent approval) • Suspended expulsion with referral to district continuation school • Referral to County Golden Gate Community School • Stipulated expulsion with placement at another school district <p>Gaps: No appropriate alternative placement for middle school. Only one middle school in the district</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Provide mental health counseling at all sites • Behavior support plan for all students returning from expulsion • Behavior Intervention • CARE Team • Re-Entry meetings with Counselors • Limited in-house suspensions • Professional Development around achievement gap interventions and culturally appropriate practices • Targeted academic and behavioral interventions including attendance counseling • Parent outreach and education • Careful progress monitoring overseen by Coordinator of Educational Services • Implementation of before, after and during school interventions • Professional development on crisis intervention • BRIEF counseling intervention
<p>Moraga School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to Independent Study (Voluntary with parent approval) <p>Gaps: Limited Programs to offer in the event of an expulsion</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Training in Adverse Childhood Events and connections with students and vulnerability

<p>Mt. Diablo Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to District Community Day Program- Diablo Community Day School • Referral to District Independent Study (Voluntary) • Referral to County Community School Program • Referral to Home and Hospital Program <p>Gaps: Limited placements; transportation—the District is not able to transport students to school</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Supports-PBIS • John F. Kennedy University Counselling • Equity Team-Behaviorist and Social Worker • Counselors at schools • Drug and Alcohol Workshops and Parent Project • Behaviorist and Behavior Support Plans • Restorative Practices • Soul Shoppe • Response to Intervention -2 District-wide Discipline Matrix • District Positive Behavior Team • Coordinated Care Team • Latino Boys Group • African American Parent Group • Diablo Community Center
<p>Oakley Union Elementary School District</p>	<p>District options for expelled youth:</p> <ul style="list-style-type: none"> • Referral to district run Independent Study • Referral to one-on-one instruction (5 hours per week) in an alternative setting (At District Office not a comprehensive school campus) • Suspended expulsion returning to current or alternative school campus on a rehabilitation plan • Referral to County Golden Gate Community School for middle school students <p>Gaps:</p> <ul style="list-style-type: none"> • No community school options for K-5th expelled students • Difficulty for parents to transport their children to community school outside of the Oakley area

	<p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Bilingual Elementary Counselor • Universal Design for Learning reach diverse populations in classrooms • Curriculum Life Skills, anti-bullying, and character education • Ongoing data analysis with site administrators and teaching staff • Desegregating student discipline referral data by district, site, student, grade, ethnicity, families in transition, students with special needs, and unduplicated student subgroups • Social/Emotional Response to Intervention (RTI) Process implemented at all school sites, RTI Intervention Assistant • Collaborative planning of “Other Means of Correction” between student services administrators, site administrators, school psychologists, behaviorists, and gen/sped teachers • Student study team meetings focused on Social/Emotional needs • Behavior specialists and school psychologists trained in area of behavior intervention plans (BIP) • Life skills specifics small group counseling services for identified students at risk of suspension/expulsion/behavior referrals • School-wide positive behavior interventions strategies at all sites • Quest Program for middle school Advisory ensuring all students are provided strategies for academic and social success • Piloting social emotional mental health curriculum with focus on implementing in all special education service specific settings • Ongoing development and implementation of 6th-8th grade “Social Emotional Therapeutic Support” program, opportunity B.R.I.D.G.E. program (Building Responsible Individuals by Developing Goals in Education), for general education students identified with most at risk social/emotional needs • ONE OAKLEY student mentoring program at both middle schools • Developing ONE OAKLEY student mentoring program at elementary sites • Monitoring monthly suspension reports leading to collaboration between student services administrator and site administrator with the focus on ensuring interventions are implemented and/or developed • SARB Process
Orinda Union School	District Options for Expelled Youth:

<p>District</p>	<p>Options are individualized for the student in determining the most appropriate and available placement. If the student is in special education, then the decision would be made by the IEP Team. Options may include:</p> <ul style="list-style-type: none"> • Home instruction with related services per the IEP • Placement in the County Golden Gate Community School, as applicable <p>Gaps: None</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Behavioral support plan for students returning from expulsion • Provide direct service to students in need of social emotional support and behavior skills development • Culturally Proficient pedagogy training for intermediate schools with equity emphasis presented by Dr. Nancy Dome of Epoch Education • Developing a “culture of student safety” training by Kid Power for staff and parents
<p>Pittsburg Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Referral to County Office Community School Program • Suspended Elementary expulsions- referral to Counseling Enrichment Classes <p>Gaps: None</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Implementation of Restorative Justice Approach to Discipline • Advancement Via Individual Determination (AVID), Puente-College Support for Latinos • Lincoln Child Center Counseling • Campus Resource Officers • Support Counselor for Alternative Programs • Student Study Team • Behavior Support Plan • Child Welfare and Attendance workers • Free eye exams and glasses program • Health Van • Online classes- Credit Recovery

	<ul style="list-style-type: none"> • Mastery Center • Extended Day School 4pm-9pm, Credit Recovery • Junior High Opportunity Classes • District Opportunity for Junior High and High School • Parental African American Achievement Collaborative Team (PAAACT), English Learner Advisory Committee (ELAC) • After school programs • Parent Liaisons • Positive Behavior Interventions and Supports (PBIS) • Teen Pregnancy Prevention Program • AERIES Portal • Soul Shoppe for elementary schools • Community Service, essays (reflection and action) • Summer School • Counseling conferences with Student Services Department
<p>San Ramon Valley Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Stipulated expulsion with referral to Venture Independent Study School. (Voluntary with parent approval) • Stipulated expulsion with referral to Del Amigo Continuation High School • Suspended expulsion with transfer to another school site within the district • Referral to CCCOE Golden Gate Community School • Implementation of rehabilitation plan • Home and Hospital Instruction if determined to be appropriate by IEP team (voluntary with parent approval) <p>Gaps:</p> <ul style="list-style-type: none"> • No services available for elementary students • CCCOE services option is located too far away for most students <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Mental health counselors in addition to school counselors at the secondary level • Culturally responsive teaching and learning at some schools • Professional Development around achievement gap interventions and culturally appropriate practices • Targeted academic and behavioral interventions including attendance and counseling • Staff trainings on alternatives to suspension and support of students

	<p>with behavior challenges.</p> <ul style="list-style-type: none"> • Parent outreach and education • Vape Reduction education class
<p>Walnut Creek Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Implementation of rehabilitation plan • Stipulated expulsion with specific options for student education services to be determined • Referral to Home/Hospital, if appropriate • Referral to independent study through the District’s Educational Options Program <p>Gaps: With only one middle school there are not alternative locations for students</p> <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • Staff training with district behaviorist focused on alternatives to suspension and support of students with behavior challenges • Support for students returning from expulsion • Counseling Services • Student Study Teams • Behavior Intervention Plans • Saturday School and/or Detention • Referral to Community Resources
<p>West Contra Costa Unified School District</p>	<p>District Options for Expelled Youth:</p> <ul style="list-style-type: none"> • Suspended expulsion with transfer to another school site within the districts. • Suspended expulsion with transfer to Opportunity School • Referral to the District’s Alternative school- Harbor Way that serves 4-6 grade students • Referral to County Office Golden Gate Community School – transportation provided • Referral to Independent Study (voluntary with parent approval) • Referral to Greenwood Academy to support 9-12 grade • Referral to Gateway Academy for alternative education • Students attend a different school site for fresh start <p>Gaps:</p> <ul style="list-style-type: none"> • Non-supportive family units

	<ul style="list-style-type: none"> • Finding Teachers who want to take on the extra job of Independent Study Program • Getting students to complete their assignments <p>Best practices for behavior interventions and disproportionality:</p> <ul style="list-style-type: none"> • District has implemented “Community School” model, delivering a wide variety of services at the school sites • Behavior intervention plans • Saturday school for high school students • Counseling services • Student study teams (SST) • Staff Training • Restorative Justice practices to support alternatives to suspension • Ongoing training to support sites in working with students of color and challenging behaviors
<p>Contra Costa County Office of Education Overview of Current County Educational Alternatives for Expelled Youth.</p>	

The Contra Costa County Office of Education will continue to provide an educational option for expelled students. This program is one that fits in the continuum of educational care as outlined. The philosophy of each individual school district affects how the Contra Costa County Office of Education Golden Gate Community Schools programs will meet the needs of that particular school district. Some school districts use the County Community Schools programs as an educational option for expelled students, and/or others use this program as a student assistance or placement alternative.

Beginning in the fall of 2017 the Golden Gate Community School became a charter school in order to expand the choices for services offered to the expelled and non-expelled students in Contra Costa County. Currently, districts who want to access these services have completed a Memorandum of Understanding (MOU) with the County Office of Education’s Golden Gate Community School.

The County Community Schools program is a permissive educational program that provides the local school districts with another educational option for their expelled youth. Districts utilizing the Contra Costa County Office of Education Community School Programs have a MOU on file with the CCCOE, indicating how special education related services will be provided. The CCCOE provides counseling at each of its four sites. An Independent Study program is offered at all sites.

County Existing Educational Alternative for Expelled Youth

The Contra Costa County Office of Education Community Schools program offers the following options for expelled youth:

1. Daily educational program that meets for 260 minutes per day in Community School classrooms; or
2. Contracted study programs (IS) that require students to complete a minimum of 20 hours of educational product per week.

Specific Golden Gate Community School sites are in the following cities:

<u>Community Schools</u>
Martinez
Pittsburg I and II
Rodeo
Brentwood, I (6-8) and II (9-12)

Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to CCCOE Community School notifying the principal of impending enrollment by a new student, including telephone and email addresses for the referral contact person from the sending district.
2. Referring district forwards transcript, expulsion order (including rehabilitation plan or disciplinary hearing requirements), Individualized Education Program (IEP) and 504 Plans and related assessments, Home Language Survey, California High School Exit Exam performance, and free and reduced lunch eligibility (if applicable).
3. Referring district forwards Probation Office documentation (if available and applicable).
4. Referring district signs MOU with CCCOE which includes; confirmation of intent to provide Special Education Related Services (if applicable), district obligation of expenditures based on revenues determined yearly, and enrollment procedures.
5. Referring district follows up with students after being notified by CCCOE that a student failed to report to the assigned County Community School Program within ten (10) days. Referring district sends a copy of the follow-up letter to CCCOE.

County and District Gaps/Obstacles and Strategies in Educational Services

There are two major gaps that were noted in surveys and in discussions in respect to providing educational services to expelled pupils. Following each gap is the County/District strategy for addressing that gap.

1. 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 younger students cannot attend the programs designed for middle and high school students. There are so few elementary students who have been expelled that it is not cost effective to run a separate program in each district for these students.

County/District strategy for addressing this gap: Elementary students who are expelled can be given a suspended expulsion with a referral to another elementary school in the district. Another option is a modified independent study model where the student is on Independent Study but is seen more frequently: this is only an option with parental consent. Also, a 6-8 grade class has been added to the Joseph Ovick Golden Gate Community School for students in the east part of the county.

2. Transportation is an issue for students who have been referred to a school outside of their community.

County/District strategy for addressing this gap: One district has contracted with a bussing company in order to transport students to a County Community School program that is located outside of their community. CCCOE has designated funds to provide bus passes for any student in need.

3. Many districts identified the following areas for further training and support: Restorative Practices as suspension alternatives, Conflict resolutions, Positive Intervention and Response to Intervention-2, Trauma informed practices, Legal guidelines and professional development on the Education Code and Expulsion processes.

Rehabilitation Plans and Readmission of Expelled Students

1. Rehabilitation plans are the sole responsibility of the district of residence. The local district is responsible for the development of the plan, referring the student to an appropriate educational

program, and ensuring that an educational program is provided either within or outside the school district.

2. Expelled students who fail to meet the terms of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program (if needed), or the Contra Costa County Office of Education Community Schools. An Individual Learning Plan will be developed with the student's parents and the County Office of Education staff. Part of this plan may include a goal of returning to the school district of residence after the district expulsion term. If students fail the County-operated program, they are referred back to the district for possible review and re-placement.

3. At the time of expulsion, the governing board must set a date when the student shall be reviewed for admission to the District. Upon completion of the readmission requirements, the governing board must readmit the student unless it is determined the student has not met the conditions of the rehabilitation plan or poses a continuing danger to school safety. If the governing board elects not to readmit the student, the board must state its reasons in writing and either continue the alternative placement of the student or place the student in another program of study.