SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

Santa Barbara

Countywide Plan for

Expelled Students

Triennial Update: 2021-2024

In Collaboration with Santa Barbara County School Districts

Ballard School District

Blochman Union School District

Carpinteria Unified School District

Cold Spring School District

College School District

Cuyama Joint Unified School District

Goleta Union School District

Guadalupe Union School District

Hope 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 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 initial 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 (SSPI) 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. Enumerate the educational alternative services that are currently available for expelled students and outline strategies for improvement during the next three years.

   - Any behavioral intervention practices, at the site and district levels, and options used to:
     - Minimize the number of suspensions leading to expulsions
     - Minimize the number of expulsions being ordered
     - Support students returning from expulsions

   - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions.

2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2018 Countywide Plan identified gaps in the educational services to expelled pupils, it is recommended that the 2021 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:

   - Were the strategies successful or not? If not, explain why and how they were or were not successful.

   - Were any additional strategies implemented? If so, explain why and how they were or were not successful.

- For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).

3. 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.

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-promise 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

Approximately 69,000 ethnically diverse Transitional Kindergarten -12th grade students are educated in Santa Barbara County's public schools. Nearly 43,000 (62.1%) of our county's students are considered low-income, which is higher than the statewide average.

The graduation rate in Santa Barbara County is consistently around 86%. The Santa Barbara County cohort graduation rate is routinely above that of the state. The 2018 Countywide Expulsion Plan identified a gap between graduation rates of Hispanic and African American students and their peers. Hispanic students have made improvements in their graduation rate and in 2019-20 the cohort graduation rate for this subgroup was 87.4% which is above the county cohort rate. A gap in graduation rates continues to exist between African American students and their peers. Additionally American Indian or Alaska Native students report a lower graduation rate than their peers. Both of these subgroups score about 10% lower than the 2019-20 county cohort graduation rate of 86.3%.

The high school dropout rate in Santa Barbara County dropped from 3.5% in 2010-11 school year to a low of 1.7 % in the 2015-16 school year. Most recent data from the 2016-17 school year showed a slight increase to 2.0%, this is still a lower dropout rate than the state average. Although the high school dropout rate is relatively low, a gap exists between some subgroups and their peers; the three highest subgroup rates in Santa Barbara County are Pacific Islander, not Hispanic at 5.4%, African American, not Hispanic at 3.8%, and American Indian or Alaskan Native, not Hispanic at 3.3%. These subgroups are all higher than the county dropout rate of 2%.

Approximately one-quarter of the students in Santa Barbara County are ELs, which translates to nearly 17,500 students. In 2019-20 Spanish is the home language for 45.22% of our county's ELs, followed by Mixteco at 3.5%. The table below reflects English Learners and Redesignated Fluent English Proficient students by grade level for 2019-20.

Grade	English Learners	Redesignated Fluent English Proficient	Total
Kindergarten	2,568	0	2,568
1	2,178	28	2,206
2	2,289	210	2,499
3	1,914	647	2,561
4	1,531	1,141	2,672
5	1,370	1,227	2,597
6	1,141	1,613	2,754
7	934	1,812	2,746
8	853	2,024	2,877
9	801	2,113	2,914
10	641	2,127	2,768
11	629	1,865	2,494
12	561	1,948	2,509
Total County	**17,410**	**16,755**	**34,165**

In 2019-20, Santa Barbara County educated 7,034 students experiencing homelessness and 263 students in foster care. The percent of students experiencing homelessness in Santa Barbara County is the second highest percent in the state, with 11% of students experiencing homelessness during the 2019-20 school year. Comparatively, only 3% of students statewide experienced homelessness that year.

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 2019-20, schools in Santa Barbara County reported 2,507 suspensions. The majority of these offenses were violence without injury and illicit drug related. The number of suspensions in Santa Barbara County have decreased over the past several years.

The table below reflects Santa Barbara County suspensions by district for 2019-20.

District Name	Total Suspensions	Suspension Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	2	0.1%
Buellton Union Elementary	21	2.2%
Carpinteria Unified	80	2.7%
Cold Spring Elementary	0	0.0%
College Elementary	6	2.3%
Cuyama Joint Unified	0	0%
Goleta Union Elementary	2	0.1%
Guadalupe Union Elementary	41	2.2%
Hope Elementary	4	0.2%
Lompoc Unified	679	3.8%
Los Olivos Elementary	0	0%
Montecito Union Elementary	3	0.3%
Orcutt Union Elementary	186	3.1%
Santa Barbara County Education Office	8	2.2%
Santa Barbara Unified	681	3.5%
Santa Maria Joint Union High	211	1.8%
Santa Maria-Bonita	528	2.1%
Santa Ynez Valley Union High	51	4.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Satna Barbara	0	0.0%
Solvang Elementary	3	0.5%
Vista del Mar Union	1	3.6%
County Total	**2,507**	**2.6%**

Santa Barbara County Expulsions

The 2019-20 Santa Barbara County expulsion rate of 0.04% is below the statewide expulsion rate of 0.06%. Santa Barbara County expulsion rates have steadily declined the past three years. Expulsion offense categories include: violent incident with injury, violent incident without injury, weapons possession, illicit drug related, defiance only and other reasons. The majority of expulsions in 2019-20 were attributed to a violent incident with injury and secondly weapons possession.

The table below reflects Santa Barbara County expulsions by district for 2019-20

District Name	Total Expulsions	Expulsion Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	0	0.0%
Buellton Union Elementary	0	0.0%
Carpinteria Unified	0	0.0%
Cold Spring Elementary	0	0.0%
College Elementary	0	0.0%
Cuyama Joint Unified	0	0.0%
Goleta Union Elementary	0	0.0%
Guadalupe Union Elementary	0	0.0%
Hope Elementary	0	0.0%
Lompoc Unified	5	0.05%
Los Olivos Elementary	0	0.0%
Montecito Union Elementary	0	0.0%
Orcutt Union Elementary	0	0.0%
Santa Barbara County Education Office	0	0.0%
Santa Barbara Unified	2	0.01%
Santa Maria Joint Union High	20	0.22%
Santa Maria-Bonita	0	0.0%
Santa Ynez Valley Union High	0	0.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Satna Barbara	0	0.0%
Solvang Elementary	0	0.0%
Vista del Mar Union	0	0.0%
County Total	**27**	**0.04%**

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-emotional, and behavioral 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 Resilience 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 and educational opportunities are important student supports. Appropriate opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets 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 skill set to effectively support the needs of at-promise 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 at-promise 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: 125	● Suspended expulsion with option to be placed in an independent study program District's small size and remote geographic location limit expulsion options. District has not suspended or expelled a student in at least 15 years.
Blochman Union School District Enrollment: 173	● 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 The district reports a very low incidence of behaviors that require suspension or expulsion.
Buellton Union School District Enrollment: 537	● Placement in another TK-8 school setting ● Suspend expulsion with option to be placed in an independent study program District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.
Carpinteria Unified School District Enrollment: 2,084	● Grades 6-12; Suspend expulsion with placement on same campus or independent study program ● Grades TK-5; No expulsion The district reports a history of low incidence of behaviors that require suspension or expulsion.

Cold Spring School District Enrollment: 178	- 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 District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.
College School District Enrollment: 205	- 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 District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.
Cuyama Joint Unified School District Enrollment: 183	- Suspend expulsion with referral to District Independent Study program - Suspend expulsion with placement in alternative site within the district 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.
Goleta Union School District Enrollment: 3,744	- Suspend expulsion with placement on a different school campus within the district - Home instruction
Guadalupe Union School District Enrollment: 1,288	- 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

Hope School District Enrollment: 775	● Suspended expulsion with placement on a different school campus within the district ● Suspended expulsion with referral to District Independent Study Program District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.
Lompoc Unified School District Enrollment: 9,231	● 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
Los Olivos School District Enrollment: 161	● Suspend expulsion with placement on same campus ● Option for parents to enroll student in private school or other school that will accept the student 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.
Montecito Union School District Enrollment: 375	● Suspend expulsion and refer to District's Independent Study program ● Option for parents to enroll student in private school ● Option for parents to homeschool student ● Option for parents to enroll in an online public or private school ● Option for school and parents to agree to an Interdistrict transfer to a public school that will accept the student The district reports a history of extremely low incidence of behaviors that require expulsion.

Orcutt Union School District Enrollment: 4,846	- 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
Santa Barbara Unified School District Enrollment: 12,684	- 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
Santa Maria-Bonita School District Enrollment: 16,675	- 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
Santa Maria Joint Union High School District Enrollment: 8,953	- Suspended expulsion with referral to alternative program - Suspended expulsion with referral to District Independent Study or Home Hospital program with parental agreement. - Referral to Peter B. FitzGerald Community School
Santa Ynez Valley Union High School District Enrollment: 864	- 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

Solvang School District Enrollment: 606	● 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 District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.
Vista del Mar Union School District Enrollment: 27	● Suspended expulsion with placement on the same campus ● Suspended expulsion with placement on District Independent Study District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.

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
- Fuel Education online credit recovery course work.
- English Learner Support
- Opportunities to participate in learning and recreational activities through community partnersOpportunities 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 support 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	Council on Alcohol and Drug Abuse (CADA)
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 provides a two year analysis of enrollment, attendance and suspensions.

SCHOOL YEAR	ENROLLMENT	ATTENDANCE RATE	SUSPENSIONS
2018/19	57	75.9%	2
2019/20	56	82.7%	4

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 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-promise 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, therefore the SBCEO Child Welfare and Attendance (CWA) Director assists in facilitating a process for identifying and improving gaps in educational service.

Identified Service Gaps in the 2021-2024 Countywide Expulsion Plan

There is one identified gap that exists with respect to providing educational services to expelled pupils. Below is an overview of the identified gap and strategy to address the gap to be implemented during 2021-24.

Service Gaps	County/District Strategy to Address Gaps 2021-24
Service Gap 1:	
1. Small rural school districts have limited placement options for expelled youth. These districts 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.	The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographic location of many districts continues to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative educational settings. To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, and other available alternative placement options.

Identified Service Gaps in the 2018-2021 Countywide Expulsion Plan

There were four identified gaps that existed with respect to providing educational services to expelled pupils in the 2018-21 countywide expulsion plan. Below is a table that lists the identified gaps in the 2018-21 Countywide Plan and a review of our success in effectively implementing the identified gaps during the last three years.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 1: Referral back to district of residence due to second violation or non-attendance		
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.	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. After consultation with districts in Santa Barbara County it was determined there is a need to improve the development and monitoring of rehabilitation plans. SBCEO agreed to facilitate a summit for this purpose in fall of 2018. Districts will continue to collaborate throughout the triennial plan period.	During 2018-19, the CDE resumed the statewide Community Day School Network. The network is focused on bringing together educators who are responsible for working with students, including expelled youth, who have experienced behavioral and attendance challenges in all types of schools. It was determined that rather than hosting a local submit it would be more beneficial to take advantage of the opportunity to attend a regional event with state experts by attending the Central Regional Summit hosted by the San Luis Obispo County Office of Education on December 13, 2018. The JCCS Director coordinated attendance to the "Community Day School Field Colleague Network and California Association of Supervisors of Child Welfare and Attendance Regional Workshop," for school districts in Santa Barbara County. The JCCS Director attended this event along with representatives from school districts in Santa Barbara and San Luis Obispo County.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gaps 2: Students in small and remote school districts		
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.	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. 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.	School districts have successfully implemented the previously referenced"Best Practice Intervention Strategies" in their districts. Since 2019 there have not been any expulsions in small school districts. Therefore, a meeting to discuss and create placement options was not needed.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 3: Students in grades one through six		
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 younger students cannot attend the programs designed for middle and high school students.	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. 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.	We are fortunate in Santa Barbara County that in the prior three years no students in grades one through six have been expelled. In the event a student in grades one through six is expelled they are referred to a neighboring school district through an interdistrict transfer agreement.
Service Gap 4: Expulsions for non-mandatory offenses		
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.	SBCEO will collaborate with county school district partners to: ● 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.	As anticipated in the 2018 plan, the number of expulsions in Santa Barbara County has reduced significantly. We believe this decline is attributed to several factors: changes to district expulsion policy and practice; the on-going professional development in implementing MTSS; and the additional layers of support available for students throughout the county.

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 (SMBSD) and Santa Maria Joint Union High School District (SMJUHSD). Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUHSD reviews all 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 see if they would benefit from receiving the additional supports available at FitzGerald prior to returning to the district.

1. District submits referral to FitzGerald Community School along with the following supporting documents:

   ● Transcript
   ● All testing records (SBAC, 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 References

To better serve students Countywide Expulsion Plans shall consider relevant Education Code in the development and response to suspension and expulsion. Below are the applicable Education Code sections that were reviewed as part of the 2021-24 Countywide Expulsion Plan development process.

Suspension (often suspension leads to expulsion)

- 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.

- 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.

- 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

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

Enrollment and Transfer

- Education Code 1981 – Explains the conditions under which a county board may enroll students in a county community school program.

- Education Code 48201 (b)(1) – Details notice provisions related to transfers of expelled students.

- Education Code 48915.1 – Explains the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

Credits and Graduation Requirements

- Education Code 48645.5 – Details the requirement that LEA's must accept partial credit for completed coursework. Provides guidance on issuing diplomas.

- 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

- 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.

- 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

- Education Code 48647(a)(b) – 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.

Provisions for Foster, Homeless Youth

- Education Code 48918.1 – Provides guidance to the LEA when the expulsion is for a foster child or homeless youth.