

SANTA BARBARA COUNTY

PLAN FOR EXPELLED YOUTH

TRIENNIAL UPDATE 2024-27

SBCEO Board Approval: June 14, 2024



Santa Barbara County Education Office

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Collaborative Plan By:

Ballard School District
Blochman Union School District
Buellton 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
Manzanita Charter School
Montecito Union School District
Olive Grove Charter School
Orcutt Union School District
Peabody Charter School
Santa Barbara Charter School
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
Trivium Charter School
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 in that county. The initial plan was to 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 Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides 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 Plan Requirements and Recommendations

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternative currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
 - a. Any behavioral intervention practices, at the site and district levels, and options used to:
 - i. Minimize the number of suspensions leading to expulsions
 - ii. Minimize the number of expulsions being ordered
 - iii. Support students returning from expulsions
 - b. Specific explanation of how these 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 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - a. Were the strategies successful or not? If not, explain why and how they were or were not successful.
 - b. Were any additional strategies implemented? If so, explain why and how they were or were not successful.
3. Identify alternative placements for pupils who are expelled and placed in a district community day school program but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

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, 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 Plan 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, 10 charter schools, and one county education office. 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
- 10 Charter Schools

Nearly 67,000 Transitional Kindergarten - 12th grade students are educated in Santa Barbara County’s public schools.

Table 1.1 Student Demographics in the County for 2022-23

Year	Total	African American	American Indian and Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
20-21	67,470	522	238	1004	671	48,068	70	14,437	1,854	606
21-22	67,137	528	236	944	641	48,321	61	13,962	1,909	535
22-23	66,758	510	245	942	596	48,382	54	13,476	1,901	652

Approximately 44,000 (66%) of our county’s students are considered low-income, which is an increase of 6% in the past three years and is consistently higher than the statewide average. In 2022-23, Santa Barbara County educated 7,626 homeless youth and 265 foster youth. This means that approximately one in ten Santa Barbara County students fell into the category of homeless or foster youth. Santa Barbara County’s rate of homeless youth is more than 3.5 times that of the state average.

Table 1.2 Number of English Learners by Language Designation 2022-23

Grade	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Kindergarten	2,444	0	0	1	2,445
1	2,067	0	0	47	2,114
2	2,007	1	0	125	2,133
3	1,588	426	0	174	2,188
4	128	1,689	2	392	2,211
5	143	1,169	347	859	2,518
6	117	54	1,164	1,236	2,571
7	99	45	821	1,694	2,659
8	110	46	674	1,753	2,583
9	99	43	472	2,108	2,722
10	100	53	436	2,190	2,779
11	142	46	388	2,319	2,895
12	89	46	387	2,414	2,936
Total County	9,133	3,618	4,691	15,312	32,754

Santa Barbara has the 5th largest percentage of English Learners (ELs) among all 58 counties in California. Approximately 26% of the students in Santa Barbara County are ELs, which translates to 17,442 students. Spanish is the home language for 83% of our county’s ELs, followed by Mixteco at 14%. The table above reflects the variety of our ELs, including our Redesignated Fluent English Proficient (RFEP) students by grade level for 2022-23.

Table 1.3 Four-Year Adjusted Graduation Rate by Ethnicity

	20-21	21-22	22-23
African American	80.6%	94.6%	94.6%
American Indian and Alaskan Native	81.0%	76.9%	86.7%
Asian	94.4%	95.6%	98.8%
Filipino	94.1%	97.0%	95.6%
Hispanic or Latino	89.4%	91.8%	90.8%
Pacific Islander	*	*	*
White	90.4%	94.6%	94.7%
Two or More Races	86.5%	96.4%	88.3%
Not Reported	*	*	*
Total	89.5%	92.7%	91.8%
Statewide	83.6%	87.0%	86.2%

**To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed*

According to 2022-23 data, the graduation rate in Santa Barbara County is consistently higher than the state average. A gap in graduation rate continues to exist between white students and the student groups of Hispanic or Latino, American Indian and Alaskan Native, and Two or More Races; the gap has reduced since the 2020-21 school year. The high school dropout rate in Santa Barbara County is 4.3% (2022-23) and has dropped significantly since the 2019-2020 school year, and remains lower than the state average (8.2%). Although the high school dropout rate has decreased over the years, Hispanic or Latino students continue to have a higher dropout rate than the County average (4.9%).

Santa Barbara County Suspensions

In 2022-23, schools in Santa Barbara County reported 4,088 suspensions. The majority of these offenses were violence without injury (1,879), violence with injury (854), and Illicit Drug Related (815). The table below disaggregates suspension types and suspension rate by school district.

Table 1.4 Santa Barbara County suspensions by district for 2022-23

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	9	0.6%	0	7	1	1	0	0
Buellton Union Elementary	8	1.3%	0	6	0	1	0	1
Carpinteria Unified	211	5.8%	12	90	9	36	60	4
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	15	3.1%	3	12	0	0	0	0
Cuyama Joint Unified	2	0.6%	0	1	0	0	0	1
Goleta Union Elementary	17	0.4%	1	13	1	1	0	1
Guadalupe Union Elementary	66	3.7%	31	7	6	21	0	1
Hope Elementary	4	0.5%	0	3	1	0	0	0
Lompoc Unified	926	5.6%	130	414	45	256	50	31
Los Olivos Elementary	3	1.8%	1	1	0	1	0	0
Montecito Union Elementary	1	0.3%	1	0	0	0	0	0
Orcutt Union Elementary	340	4.7%	60	208	15	33	1	23

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Barbara CEO	43	10.3%	12	24	0	0	1	6
Santa Barbara Unified	570	2.6%	127	261	29	113	17	23
Santa Maria Joint Union High	626	4.8%	343	65	42	150	17	9
Santa Maria-Bonita	1,142	4.0%	128	734	59	186	0	35
Santa Ynez Valley Union High	80	6.1%	5	33	2	24	14	2
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	25	3.2%	5	12	2	3	0	3
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	4,088	3.8%	859	1,891	212	826	160	140
State Wide	337,507	3.6%	54,834	172,501	13,015	63,270	21,720	12,167

Santa Barbara County Expulsions

In 2022-23, schools in Santa Barbara County reported 86 expulsions, which is 21 more expulsions from the previous year. The majority of these offenses were violence with injury (57), violence without injury (14), and Weapons Possession (10). The Santa Barbara County expulsion rate of 0.13% is above the statewide expulsion rate of 0.08%. The table below disaggregates expulsion type and expulsion rate by school district.

Table 1. 5 Santa Barbara County expulsions by district for 2022-23

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	0	0.0%	0	0	0	0	0	0

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Buellton Union Elementary	0	0.0%	0	0	0	0	0	0
Carpinteria Unified	10	0.48%	5	2	2	0	1	0
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	0	0.0%	0	0	0	0	0	0
Cuyama Joint Unified	0	0.0%	0	0	0	0	0	0
Goleta Union Elementary	0	0.0%	0	0	0	0	0	0
Guadalupe Union Elementary	0	0.0%	0	0	0	0	0	0
Hope Elementary	0	0.0%	0	0	0	0	0	0
Lompoc Unified	12	0.12%	10	0	1	1	0	0
Los Olivos Elementary	0	0.0%	0	0	0	0	0	0
Montecito Union Elementary	0	0.0%	0	0	0	0	0	0
Orcutt Union Elementary	0	0.0%	0	0	0	0	0	0
Santa Barbara CEO	0	0.0%	0	0	0	0	0	0
Santa Barbara Unified	17	0.12%	5	8	2	2	0	0
Santa Maria Joint Union High	45	0.47%	36	3	5	1	0	0
Santa Maria-Bonita	1	0.01%	0	1	0	0	0	0
Santa Ynez Valley Union High	1	0.11%	1	0	0	0	0	0

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	0	0.0%	0	0	0	0	0	0
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	86	0.13%	57	14	10	4	1	0
State Wide	4,750	0.08%	1,555	1,347	690	1,043	14	101

The disaggregated expulsion data for 2022-23 shows that the significant majority of the expulsions are Hispanic or Latino (94.2%) and Socio-Economically Disadvantaged (98.8%) students. Additionally, our expulsion rate for the unduplicated student groups is higher than the state for all categories, except for foster youth. Please see the following graphs that illustrate expulsions by student group and ethnicity.

Table 1.6 County and State Expulsions by Student Group (duplicated) for 2022-23

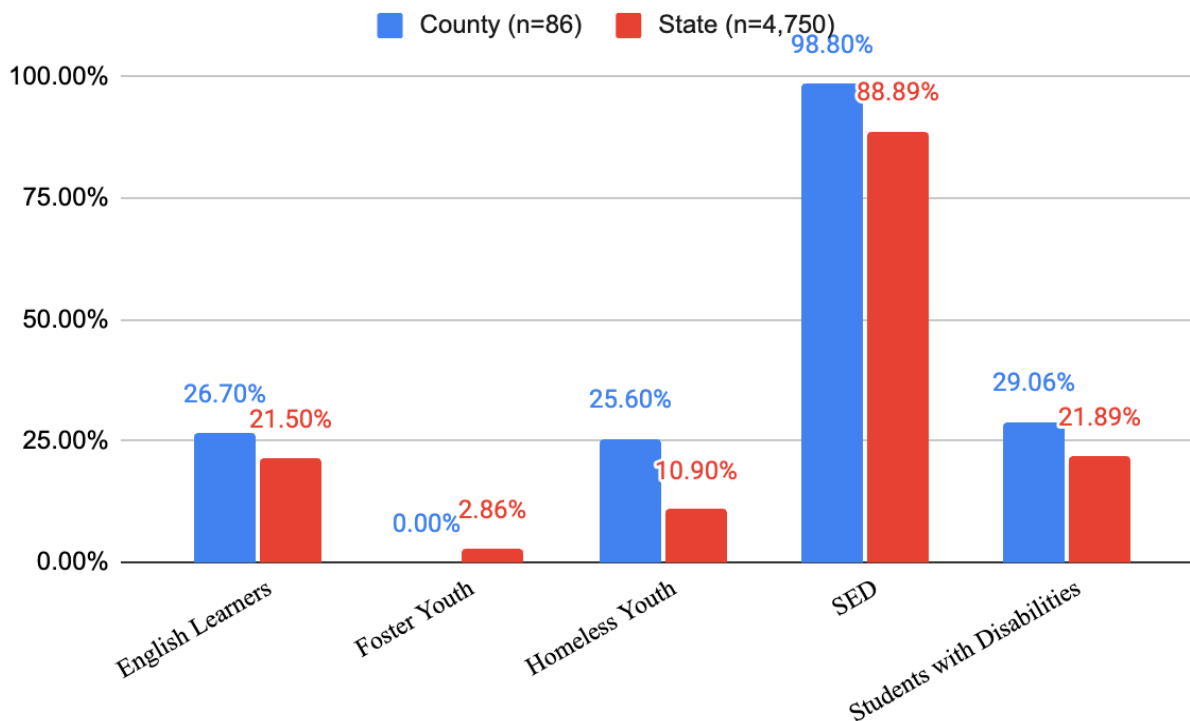
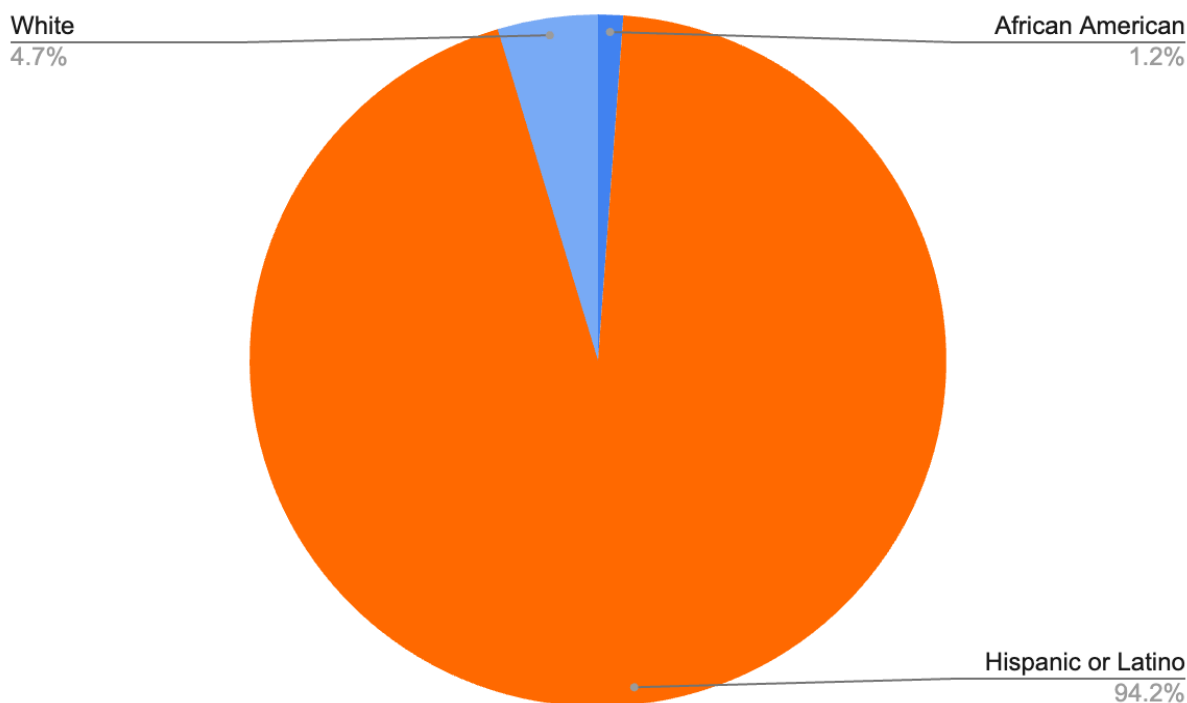


Table 1.7 County Expulsions by Ethnicity (Unduplicated) for 2022-23



Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support at-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. These strategies are also used to reduce the disproportionality of the use of exclusionary discipline between student groups. Listed below are some of the promising practices employed by Santa Barbara County schools:

- Attendance Interventions**
 Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARB). The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy. Many districts focus on the multi-step process when working with students and families to improve student attendance. It is the high-level engagement with the families that often leads to positive results.
- College and Career Opportunities**
 College and career opportunities and guidance are important student supports that foster student advocacy and goal-setting. College and career 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. Additionally, many of our junior high and high schools have Advancement Via Individual Determination (AVID) programs. 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.

- **Behavioral Health Support**

Behavioral health support comes in a variety of strategies that include schoolwide preventive measures such as universal screening and education. Most of our schools offer group and individual counseling led by licensed therapists. Additionally, many of our high schools have a Wellness Center for students to use on a regular basis.

- **Mentorship**

A mentorship program provides mentors, which can be college-age, peer, or community members, for students. Mentor programs provide students the opportunity to gain and refine important skills, such as problem-solving, interpersonal, and critical thinking. Often mentor programs include goal-setting, guidance for the future, and the opportunities to develop a relationship with a trusting adult.

- **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.

- **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.

- **Prosocial Engagement Opportunities**

Making sure that students have a variety of activities and opportunities to select from during non-instructional time is critical to supporting the development of prosocial skills, strengthening interpersonal relationships, and fostering a sense of belonging. Some of our elementary schools ensure that there are plenty of structured and supervised activities during recess. Many high schools have robust athletic programs and student-led clubs.

- **Restorative Justice**

Restorative Justice involves practices that focus on problem solving and 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.

- **Social Emotional Learning (SEL)**

SEL is the process through which young people and educators acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

- **Trauma Informed Practices**

Trauma Informed Practices 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 and exposure to events such as divorce or homelessness. 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.

Educational Options for Expelled Youth by District

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their expelled students and ensuring that educational programs are provided to expelled students (EC 48915).

In order to ensure the needs of expelled and at-risk students, the following educational options, as approved by local district governing boards, are provided. However, all educational alternatives provided by Santa Barbara County 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.

Expelled students for specific offenses outlined in Section 48915(a) or (c) of the California Education Code cannot enroll in district-operated programs during expulsion, except for community day schools (E.C. 48915.2). All expelled students must be referred to an educational placement that can accommodate discipline issues, located away from comprehensive middle, junior, or senior high schools, and not at the site where the offense occurred (E.C. 48915).

Furthermore, district size, alternatives at the district and county levels, Local Control Accountability Plans, and district philosophy are additional factors influencing a governing board's decisions on suitable educational alternatives for expelled students. The table below details the educational options for expelled youth by district.

District (enrollment for 22-23 school year)	District Educational Options for Expelled Youth
Ballard School District Enrollment: 118	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Ballard's small size and remote geographic location limit expulsion options; the Ballard District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
Blochman Union School District Enrollment: 189	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a charter school.</p> <p><i>The Blochman District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
Buellton Union School District Enrollment: 519	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p>

	<p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>Buellton Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Carpinteria Unified School District Enrollment: 2,010</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>In grades TK-5, there is no expulsion. Other means are used to support the student.</p>
<p>Cold Spring School District Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p><i>The Cold Spring School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>College School District Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p><i>The College School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Cuyama Joint Unified School District Enrollment: 182</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is</p>

	<p>an appropriate alternative for the student and the parent consents.</p>
<p>Goleta Union School District Enrollment: 3,416</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Goleta Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Guadalupe Union School District Enrollment: 1,279</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p>Hope School District Enrollment: 839</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p><i>The Hope School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Lompoc Unified School District Enrollment: 9,514</p>	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with referral to the district’s Community Day School.</p>

<p>Los Olivos School District Enrollment: 163</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Los Olivos's small size and remote geographic location limit expulsion options; the Los Olivos District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Montecito Union School District Enrollment: 353</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>The Montecito Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Orcutt Union School District Enrollment: 4,717</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p>Santa Barbara Unified School District Enrollment: 13,647</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion to an alternative program within the district.</p>
<p>Santa Maria-Bonita School District Enrollment: 16,703</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion with referral to the County Community School.</p>

<p>Santa Maria Joint Union High School District Enrollment: 9,251</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, with referral to County Community School.</p>
<p>Santa Ynez Valley Union High School District Enrollment: 853</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p>
<p>Solvang School District Enrollment: 593</p>	<p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Solvang School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Vista del Mar Union School District Enrollment: 39</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Vista del Mar's small size and remote geographic location limit expulsion options; the Vista del Mar Union District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>

Educational Options for Those Students that Fail to Meet Their Terms and/or Continue to be a Safety Issue

Although uncommon, if a student fails to complete their rehabilitation plan and/or poses a safety concern, most districts maintain the student in their current educational placement. Depending on the district's location, collaboration with a nearby district or charter school may be considered for an appropriate educational alternative. Staff will also assess the existing rehabilitation plan, ensuring interventions are effective in equipping the student with the skills needed to return to their original school or another within the district. This assessment may involve creating a behavior support plan, conducting a threat assessment, a Special Education assessment, or providing additional support to the family.

County Community School and Community Day School Overview

County Community School - Peter G. FitzGerald

Peter G. FitzGerald County Community School is located in Santa Maria and provides an educational option for the expelled youth in the Santa Maria-Bonita School District and Santa Maria Joint Union School District. The main goal for the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence in as little as a semester. Additionally, FitzGerald is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at FitzGerald:

- A safe and clean school site that includes a gym for their physical education courses.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor and Youth Outreach Mentor.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Anywhere Learning System (PEAK) online credit recovery coursework.
- English Learner support through trained teachers and specialized curriculum.
- Career Technical Education courses taught by a CTE-credentialed teacher.
- Opportunities to participate in learning and recreational activities through community partnerships.
- Opportunities for parent involvement through parent/teacher conferences, workshops, 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), Family Service Agency (FSA), and One Community Action 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) & Family Service Agency (FSA)
Group Counseling	One Community Action

Referral Process

FitzGerald serves students in grades 7-12 under a Memorandum Of Understanding (MOU) with two local school districts, Santa Maria–Bonita School District and Santa Maria Joint Union High School District. Both districts refer expelled students.

When a district submits a referral to FitzGerald, it must include the following supporting documents to support the transition:

- Transcript
- All testing records (SBAC, CELDT, ELPAC, etc.)
- Immunization records w/ TDAP
- Discipline/behavior records
- School attendance records
- Expulsion documents
- Rehabilitation plan to return to district

Upon receipt of a referral completed packet, staff at FitzGerald will contact the parent/guardian to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork as well as a tour of the school campus. Once the parent/guardian and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

Transition Back to Home District

Students typically transition back to their district of residence at the end of the semester. However, their exact timeline is based on the type of placement and whether or not the student has successfully completed their rehabilitation plan. Staff at FitzGerald work closely with the staff at the home school of the student to ensure a smooth transition. This may also include virtual meetings between the student, FitzGerald staff, and the staff at the home school.

Community Day School, Lompoc Unified School District - Bob Forinash

Bob Forinash Community Day School is located in the city of Lompoc and provides an educational option for Lompoc Unified School District students in grades 7-12 who have been expelled, transitioning from the juvenile hall, and for those referred by the Alternative Placement Committee (APC). The main goal of the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence or another school in the district in as little as a semester. Additionally, the school is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at Bob Forinash:

- A safe and clean school site that includes outdoor areas for their physical education courses. Additionally, they have partnered with Parks and Recreation to have access to the gym at the City Parks and Recreation Building named Anderson.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor who also provides Social Emotional Learning support.
- An Outreach Liaison that works with families, conducting home visits and connecting families to services in the community.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Online credit recovery coursework through the APEX program.
- English Learner support through trained teachers and specialized curriculum.
- Opportunities to participate in learning and recreational activities and field trips with community partners, including college visits.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at Bob Forinash have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. Therefore, the school provides comprehensive counseling support in partnership with the following community-based organizations: YOR Place, Family Service Agency (FSA), and CommUnify.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	YOR Place
Individual Counseling	Family Service Agency and CommUnify
Group Counseling	Family Service Agency and YOR

Referral Process

Students are referred to Bob Forinash through the expulsion process or by the Alternative Placement Committee (APC). The APC is made up of appointed district staff that review student information and referrals from school sites. The APC follows specific processes in district Board Policies and Administrative Regulations to make sure that the placement to Bob Forinash is appropriate. Upon receipt of a referral, staff at Bob Forinash contacts the parent to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork, a review of the school expectations, and a tour of the school campus. Once the parent and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

Transition Back to Home School or Another School Within the District

Upon completion of the rehabilitation plan, students typically transition back to their school of residence or another school within the district at the end of the semester. Staff at Bob Forinash work closely with the staff at the home school to ensure a smooth transition. This includes in-person meetings between the student, Bob Forinash staff, and the staff at the home school. Additionally, the site principal of Bob Forinash will follow up with students to ensure that their transition continues successfully.

Countywide Service Gaps

Identified Service Gaps in the 2024-27 Countywide Expulsion Plan

There are two identified gaps that exist with respect to providing educational services to expelled pupils in Santa Barbara County. Below is an overview of the identified gaps and strategies to address the gaps. These strategies will be implemented during the 2024-27 school years.

Service Gaps	County/District Strategy to Address Gaps 2024-27
Service Gap 1: School districts have limited placement options for expelled youth.	
<p>With the exception of three school districts, Santa Maria Joint Union High, Santa Maria-Bonita, and Lompoc Unified, all of the other school districts (17 in total) have limited placement options for expelled youth.</p> <p>Many of our districts that do expel students are geographically isolated and/or located far away from the County Community School that is currently being operated through an</p>	<p>SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p> <p>Support school districts in researching and creating a Community Day School in their district.</p>

<p>MOU with two districts. Having students attend the County Community School (located in the northern portion of the County) and/or another school district creates transportation issues. Historically, the number of expelled students has been small in these districts and it has not been financially feasible to create special classes or schools for these students.</p> <p>Lastly, the majority of our districts (14 out of the 20) are small, elementary districts and they generally expel very few, if any, students during the course of a school year. These districts have found educational placements within their district and/or a neighboring district through the suspended expulsion process.</p>	
<p>Service Gaps 2: Inconsistent Practices Related to Expelled Youth between Districts and Charter Schools</p>	
<p>Throughout our County, there has been a high focus on supporting schools with curriculum, instruction, and inclusion. There have been many countywide opportunities that allow for networking, learning together, articulation, and collaboration. However, in the area of supporting expelled youth or those students who are experiencing exclusionary discipline at high rates, there have not been regular countywide opportunities.</p> <p>There appears to be a need for regular countywide opportunities that include workshops, collaborations, and articulations between districts and charter schools to strengthen practices, foster communication, and build capacity for staff when working with expelled youth and those students experiencing exclusionary discipline at high rates.</p>	<p>In order to understand what district and charter school leaders and staff need, a Needs Assessment will be conducted. This will help identify the topics related to the area of supporting expelled youth and those students who are experiencing exclusionary discipline at high rates.</p> <p>Based on the Needs Assessment, a learning network will be created. The learning network will include regular opportunities for staff to learn strategies and strengthen practices as they build their capacity. These opportunities will also allow for staff to network and support one another, which will improve communication and consistency of practices.</p>

Previously Identified Service Gap from the 2021-24 Countywide Expulsion Plan

There was one identified gap that existed with respect to providing educational services to expelled pupils in the 2021-24 countywide expulsion plan. Below is a table that lists the identified gap from the 2021-24 Countywide Plan and a review of our success in effectively implementing the strategies related to the identified gap.

Service Gap	County/District Strategy to Address Gap 2021-24	Implementation Effectiveness
<p>Service Gap 1: Small rural school districts have limited placement options for expelled youth.</p>		
<p>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.</p>	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographical location of many districts continue 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 education settings.</p> <p>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 a referral to other district programs, charter schools, and other available alternative placement options.</p>	<p>The Santa Barbara County Education Office, specifically the Student and Community Services division, maintained availability and visibility for school districts as a thought partner and support in exploring creative educational placements for expelled youth. However, during the past three years, mostly due to the COVID pandemic, there have been very few expelled youth. There were no identified needs or requests from school districts related to expelled youth placements.</p> <p>Additionally, the County Community School which is operated under a MOU with two districts, Santa Maria Joint Union High School District and Santa Maria-Bonita School District, has grown in size. For the 2023-24 school year, SBCEO was able to meet the needs of the two districts and add two additional classrooms (one junior high and one high school) and accompanying staff.</p>

References: Educational Codes that Relate to Suspension and Expulsion

Section	Title of Section
Section 48900	<u>Enumerated acts grounds for suspension or expulsion</u>
Section 48900.1	<u>Policy requiring parent or guardian to attend portion of school day in child's classroom</u>
Section 48900.2	<u>Sexual harassment</u>
Section 48900.3	<u>Hate violence</u>
Section 48900.4	<u>Harassment, threats or intimidation directed against district personnel or pupils</u>
Section 48900.5	<u>Suspension only when other means of correction fail; exception; other means of correction defined</u>
Section 48900.6	<u>Community service</u>
Section 48900.7	<u>Terroristic threats against school officials or property</u>
Section 48900.8	<u>Offenses specifically identified in records of pupils</u>
Section 48900.9	<u>Counseling for victims and witnesses of school bullying</u>
Section 48901	<u>Smoking or use of tobacco or product containing tobacco or nicotine products</u>
Section 48901.1	<u>Provisions for charter schools</u>
Section 48901.5	<u>Electronic signaling devices</u>
Section 48901.7	<u>Policies regarding smart phones</u>
Section 48902	<u>Notification to law enforcement authorities</u>
Section 48903	<u>Total number of days for which pupil may be suspended</u>
Section 48904	<u>Parental liability for minor's misconduct resulting in injury or death or property damage</u>
Section 48904.3	<u>Withholding of grades, diploma or transcripts by district to which pupil has transferred</u>
Section 48905	<u>Action by district requested by employee against pupil or parent for injury or damage</u>
Section 48906	<u>Release of minor pupil to peace officer for purpose of removing minor from school premises</u>
Section 48907	<u>Freedom of speech and press</u>
Section 48908	<u>Duty of pupils</u>
Section 48909	<u>Notice to superintendent of district concerning commission of certain offenses by pupil</u>
Section 48910	<u>Suspension of pupil from class by teacher</u>
Section 48911	<u>Suspension of pupil by principal, principal's designee or superintendent of district</u>
Section 48911.1	<u>Assignment of pupil to supervised suspended classroom</u>

Section 48911.2	<u>Pupils suspended during prior school year exceed 30 percent of school's enrollment</u>
Section 48911.5	<u>Duties and responsibilities of site principal of contracting school providing services to individuals with exceptional needs</u>
Section 48912	<u>Closed sessions by governing board when considering suspension or disciplinary action</u>
Section 48912.5	<u>Suspension of pupil enrolled in continuation school or class</u>
Section 48913	<u>Completion of assignments or tests missed during suspension</u>
Section 48913.5	<u>Homework assignments provided to suspended pupils</u>
Section 48914	<u>Meeting with parent or guardian of suspended pupil</u>
Section 48915	<u>Enumeration of acts for which expulsion may be recommended</u>
Section 48915.01	<u>Referral of pupil to program of study at community day school</u>
Section 48915.1	<u>Hearing when pupil expelled by another district requests enrollment in school maintained by district</u>
Section 48915.2	<u>Enrollment of pupil expelled from school in another school or district</u>
Section 48915.5	<u>Suspension or expulsion of individual with exceptional needs</u>
Section 48916	<u>Readmission of expelled pupil</u>
Section 48916.1	<u>Educational program provided expelled pupil for period of expulsion</u>
Section 48916.5	<u>Enrollment in county-supported drug rehabilitation program</u>
Section 48917	<u>Suspension of enforcement of expulsion order and assignment to rehabilitation program</u>
Section 48918	<u>Procedures for expulsion of pupils</u>
Section 48918.1	<u>Notice of recommendation of expulsion when pupil foster child</u>
Section 48918.5	<u>Expulsion hearing procedures when expulsion for allegations pursuant to section 48900(n)</u>
Section 48918.6	<u>Immunity provided pupil witness</u>
Section 48919	<u>Appeal to county board when pupil expelled from school</u>
Section 48919.5	<u>Hearings in class 1 or 2 counties heard by hearing officer or impartial administrative panel</u>
Section 48920	<u>Appeal hearing heard in closed session unless public hearing requested by pupil</u>
Section 48921	<u>Appeal hearing determined upon the record of hearing before governing board</u>
Section 48922	<u>Review by county board limited</u>
Section 48923	<u>Decision of county board limited</u>
Section 48924	<u>Decision of county board final and binding</u>
Section 48925	<u>Definitions</u>
Section 48926	<u>Plan for providing education services to expelled pupils in county operating community schools</u>
Section 48927	<u>Applicability to state schools for the blind and deaf; definitions</u>