

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN SONOMA COUNTY

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SONOMA COUNTY**

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PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN SONOMA COUNTY

Introduction

California Education Code Section 48926 states “each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.”

As reported in the 2023-24 Sonoma County Office of Education Report to the Community, there are 31 elementary school districts, 3 high school districts and 6 unified school districts in Sonoma County providing educational services to 64,375 students at 165 public schools. There are 74 elementary, 15 middle/junior high, 14 high schools and 46 charter schools as well as 14 alternative schools and 4 schools of choice and 4 Special Education schools or consortiums. The county’s school districts vary in size, serving both rural and urban areas. The smallest district in the county, Kashia is located in a rural area and has 8 students. The largest district, Santa Rosa City High, has 10,179 students enrolled in the county’s most populous city. Twenty-two districts have fewer than 1,000 students; and only one district serves more than 5,000 students. Today, 48.7 percent of students are Hispanic/Latinx and 38.6 percent are white. Asian/Pacific Islander, African American, and Native American students compose an additional 2.9 percent of the student population. There are over 12,594 students (19.5 percent) who are Multilingual Learners and 31,515 (48.9 percent) students who are socio-economically disadvantaged. Fourteen percent of students are students with disabilities.

Sonoma County recognized the need for a continuum of educational services for all students, including expelled students, long before the 1995 legislation mandated educational placements for expelled students. This *Plan for Providing Educational Services to All Expelled Students in Sonoma County* provides the description of the part of that continuum of services that relates directly to expelled students.

California Education Code Section 48916.1 states “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion . . .” Every Sonoma County school district governing board will refer each expelled student to an appropriate educational placement for the period of

expulsion. The educational placement will be determined on an individual basis by the school district's governing board based upon 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors. County level alternatives for expelled students will remain available to all expelled students, grades 7-12. District level alternatives for expelled students will vary from one district to the next, depending on the characteristics of that district.

In 1996-97, the county plan format was developed by a committee established by the School and Community Services Department of the Sonoma County Office of Education. In accordance with that format, each district developed a sub-plan specific to that district. Each sub-plan and the county plan included 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps, and 4) alternative placements for students who fail community day school placements.

In accordance with the Education Code, the county plan has been updated and submitted to the State Superintendent of Public Instruction every three years since 1997. For the 2024 update, the county plan was reviewed and revised by a committee established by the Alternative Education – Student Support Services Department. To assist this task, a questionnaire was sent to each district (Appendix A.). As in the past, districts were asked to (1) confirm or update district-level educational alternatives, (2) indicate any intention to offer a community day school, (3) identify any gaps limiting their ability to provide education services to expelled students from their district, and

(4) offer suggestions or strategies for filling those gaps. The districts were also asked about their charter schools – the educational alternatives that are available to students expelled from these schools and whether or not the charter schools enrolled students expelled from a regular school. And, to more closely examine support services available to students, the survey asked districts to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. Responses were received from 26 of the 40 districts.

Participating Education Agencies

The *Plan for Providing Educational Services to All Students in Sonoma County* was adopted by the Sonoma County Board of Education and the governing boards of each of the following school districts in 1997. Resolutions to approve the plan are on file in the Alternative Education – Student Support Services Department of the Sonoma County Office of Education.

Alexander Valley Union School District

Bellevue Union School District

Bennett Valley Union School District

Cazadero School District

Cinnabar School District

Cloverdale Unified School District

Cotati-Rohnert Park Unified School District

Dunham School District

Forestville Union School District

Fort Ross School District

Geyserville Unified School District

Gravenstein Union School District

Guerneville School District

Harmony Union School District

Healdsburg Unified School District

Horicon School District

Kashia School District

Kenwood School District

Liberty School District

Mark West Union School District

Monte Rio Union School District

Montgomery School District
Oak Grove Union School District
Old Adobe Union School District
Petaluma City School District
Petaluma Joint Union High School District
Piner-Olivet Union School District
Rincon Valley Union School District
Roseland School District
Santa Rosa City School District
Santa Rosa City High School District
Sebastopol Union School District
Sonoma County Office of Education
Sonoma Valley Unified School District
Twin Hills Union School District
Two Rock Union School District
Waugh School District
West Side Union School District
West Sonoma County Union High School District
Wilmar Union School District
Windsor Unified School District
Wright School District

Signatures certifying the county and district superintendents' knowledge of and participation in the development of the 2024 update are on file in the Alternative Education – Student Support Services Department of the Sonoma County Office of Education.

Educational Alternatives Provided by Local School Districts

All educational alternatives provided by California's school districts are not available to all expelled students and most are not available to any expelled students. Seriousness of offense, location of offense and grade level of the student all have the potential to restrict the district level educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school [E.C. § 48915.2 (a)]. All expelled students shall be referred to an educational placement that is 1) not provided at a comprehensive middle, junior or senior high school or any elementary school [E.C. § 48915 (d) (2)], unless that placement is a community day school and, under certain conditions, waived by state board action (E.C. § 48661), and 2) not housed at the school site attended by the student at the time of the offense [E.C. § 48915 (d) (3)]. If the expelled student is in grades K–6, the educational placement for the student shall not be merged or combined with educational programs offered to students in grades 7–12, unless that placement is a community day school (E.C. § 48916.1). In addition to the above listed requirements, such factors as district size, district level alternatives, county level alternatives and district philosophy can impact the determination by a district board of education of what educational alternatives are appropriate for the students who are expelled.

County-operated community schools will continue to be the appropriate placement for all expelled students, grades 7-12, who fail district level educational alternatives, who have been expelled for E.C. § 48915 (a) or (c) offenses, or who pose a danger to other district students, as determined by the governing board. Districts operating community day schools will serve students who have been expelled for E.C. § 48915 (a) or (c) offenses unless there exists an agreement with SCOE to serve those students.

The following is a summary of educational alternatives available for expelled students for each school district (* indicates the district did not provide an update for this plan). Note: any independent (direct funded) charter schools sponsored by these districts are not included in this summary.

Alexander Valley Union School District (K-6) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Bellevue Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus

Bennett Valley Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School Program

Cinnabar School District (K-8) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to another district, if that district agrees

Cloverdale Unified School District Grades K-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 9-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at Johanna Echols-Hansen Continuation High School
3. Suspended enforcement of the expulsion with placement in an online program, when available
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Cotati-Rohnert Park Unified School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a charter school outside the district
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district (grades 7-8)
3. Suspended enforcement of the expulsion with placement in Phoenix Necessary Small School (grades 9-12 only)
4. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
5. Suspended enforcement of the expulsion with placement in El Camino Continuation High School (grades 9-12 only)
6. Suspended enforcement of the expulsion with referral to the Sonoma County Office of Education Community School Program

7. Expulsion with referral to the Sonoma County Office of Education
Community School Program

Dunham School District (K-6) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education
5. Community School Programs and K-6 districts, when established

Forestville Union School District (K-8) *

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same campus.
2. Suspended enforcement of the expulsion with placement in an alternative or home-school program, if parent agrees.

Grades 7-8

1. Expulsion with referral to a consortium of Sonoma County Office of Education, if offered.

Fort Ross School District (K-8)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

Geyserville Unified School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on the same school campus
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Geyserville Continuation High School (grades 9-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Gravenstein Union School District (K-8)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to the District Community Day School
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)

Guerneville School District *

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

3. Expulsion with referral to the Sonoma County Office of Education
Community School Program

Harmony Union School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Healdsburg Unified School District*

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

3. Suspended enforcement of the expulsion with placement in Marce Becerra Academy (grades 10-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Horicon School District (K-8) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on District Contracted Study (Independent Study), if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma or Mendocino County school districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)

Kashia School District *

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, if established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Kenwood School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School program

Liberty School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Mark West Union School District (K-8)

1. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Home Study program, if parent agrees and if deemed appropriate

Monte Rio Union School District (K-8) *

1. Suspended enforcement of the expulsion as determined appropriate by the School Board for a stated duration in an alternative program:
 - a. Independent Study
 - b. Assignment to Learning Center with limited regular program participation
 - c. Modified day schedule using combination of a. and b.
 - d. Assignment to Sonoma County Office of Education alternative education program

Montgomery Elementary School District (K-8) *

1. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

Oak Grove Union School District Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to Sonoma County Office of Education Community School Program
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Old Adobe Union School District (K-6) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Petaluma City (Elementary) and Joint Union High School Districts

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with transfer to another site within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Suspended enforcement of the expulsion with placement in San Antonio Continuation High School (grades 9-12 only)
5. Suspended enforcement of the expulsion with placement in Carpe Diem or Sonoma Mountain High Schools (grades 9-12 only)
6. Expulsion with referral to the Sonoma County Office of Education Community School Program

Piner-Olivet Union School District (K-6) *

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Rincon Valley Union School District (K-8) *

1. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district in accordance with a strict contract determined by the superintendent
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Roseland School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Santa Rosa City (Elementary) and High School Districts

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at a different school site

Grades 7-8

1. Suspended enforcement of the expulsion with placement at a different school site
2. Expulsion with placement in Independent Study or Non-Public program for Special Education students whose IEPs cannot be implemented by SCOE
3. Expulsion with referral to the Sonoma County Office of Education Community School Program

Grades 9-12

1. Suspended enforcement of the expulsion with placement at a different school site

2. Expulsion with placement in Independent Study or Non-Public program for Special Education students whose IEPs cannot be implemented by SCOE
3. Expulsion with referral to the Sonoma County Office of Education Community School Program

Sebastopol Union School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement on another school campus in an adjoining or other West County district
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

Sonoma Valley Unified School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus

2. Suspended enforcement of the expulsion with placement in district's alternative high school or necessary small school (grades 9-12 only)
3. Suspended enforcement of the expulsion with placement on Independent Study
4. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-12 only)

Twin Hills Union School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Grades 9-12 – Independent Study Only

Two Rock Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus

2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established.

Waugh School District (K-6) *

- District-operated Independent Study, if parent agrees

West Side Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in onsite Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

West Sonoma County Union High School District (9-12) *

1. Suspended enforcement of the expulsion with placement at the same regular high school site (involuntary)
2. Suspended enforcement of the expulsion with placement on another regular school campus within the district (involuntary)
3. Suspended enforcement of the expulsion with placement in Independent Study instructional option on site (voluntary)
4. Suspended enforcement of the expulsion with placement in Laguna Continuation High School (voluntary or involuntary)
5. Expulsion with placement in District Community Day School (involuntary)
6. Expulsion with referral to Sonoma County Office of Education Community School Program

Wilmar Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Windsor Unified School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with referral to another area district, if that district agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

Wright School District (K-8)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to Sonoma County Office of Education Community School Program (grades 7-8 only).
6. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Educational Alternatives Provided by District Charter Schools

The following is a summary of responses regarding the educational alternatives available to students expelled from district (locally funded) charter schools and whether or not the charter schools enroll students expelled from a regular school.

DISTRICT	EDUCATIONAL ALTERNATIVES AVAILABLE TO EXP STUDENTS	ENROLL STUDENTS EXPELLED FROM REGULAR SCHOOL?
Gravenstein	We have a community school in our district	No
Liberty	The charter educational alternatives are the same as for the District students.	Yes
Mark West	Our charter schools are dependent charters and are treated the same as schools of the district.	No
Oak Grove	Same	No
Petaluma	The alternatives are the same for our dependent charter schools as they are for the regular schools.	No
Piner-Olivet	Suspended enforcement of the expulsion with placement on the same school campus and/or suspended enforcement of the expulsion with placement at another regular school campus within the district.	Yes

Roseland	<p>Consistent with district alternatives:</p> <ol style="list-style-type: none"> 1. Suspended enforcement of the expulsion with placement on the same school campus 2. Suspended enforcement of the expulsion with placement at another regular school campus within the district 3. Suspended enforcement of the expulsion with placement in an Independent Study program, if parent agrees 4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Program 	No
Santa Rosa City Schools	Language remains the same.	No
Twin Hills	No response	No
Wright	No response	No

Sonoma COE Alternatives for Expelled Students

The Sonoma County Office of Education offers educational alternatives to expelled students through its court and community school programs. Court School programs require the formal placement of students into the program by the juvenile court or its Probation Department representatives. These programs are residential and expulsion status of a student has no impact on eligibility or placement. Placement in the Community School program requires referral from the school district of residence or the Probation Department. Community School provides services to students grades 7-12, in accordance with California Education Code Sections 1981(a) and 1981(c). Expulsion status of a student has no negative impact on eligibility or placement of a student in community school programs, but may be used for Section 1981 classification purposes. Districts referring students to the Community School program must comply with established County Office referral requirements and procedures (Appendix C.). The SCOE Teen Parent Program may be offered as an alternative to expelled students on a case-by-case basis and in accordance with program regulations. As an option within the Community School program, an independent study instructional strategy may be offered on a case-by-case basis as appropriate. These county level educational alternatives will be available to Sonoma County students who have been expelled from district programs when the district board of education determines that the County Office program is the most appropriate placement.

The following is a list of educational alternatives offered by the Sonoma County Office of Education. Descriptions of the programs can be found in Appendix D.

Court School Sites

DeForest Hamilton School

Community Schools Sites

Amarosa Academy, Santa Rosa
(includes Teen Parent Program and
Independent Study options)
Headwaters Academy, Petaluma

Community Day Schools

AB 922 authorized school districts to establish community day schools as an educational option for expelled or other at-risk students (E.C. § 48660 – 48664). AB 1845 extended that authority to county offices of education [E.C. § 48667 (a)]. The students assigned to community day schools are those who have been expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by a SARB or other district-level referral process. Students are assigned to community day schools in the following priority order: (1) students expelled for mandatory expulsion offenses

[E.C. § 48915 (d)]; (2) students expelled for any other reasons; (3) all other reasons. There is currently one community day school operating in Sonoma County:

District

Students Served

Gravenstein Union SD

Grades TK-8; expelled for any reason

Memorandum of Understanding Between School Districts and the Sonoma County Office of Education Regarding the Establishment of Community Day Schools

To ensure maximization of efforts and full utilization of resources, local school districts wishing to establish and operate their own community day schools to serve expelled and high-risk students agree to notify, in writing, the Sonoma County Office of Education no later than December 31 of a year prior to the opening of a community day school program by July 1 of the succeeding new year. A Memorandum of Understanding (MOU) will be established between the school district and the County Office (Appendix E.). The MOU will serve as a formal notice of operating a community day school and will specify the roles and responsibilities of the parties to serve the district's students.

Alternative Placements for Students Who Fail Community Day School Placements

The community school program operated by the Sonoma County Office of Education maintains a standing policy of accepting all students, grades 7–12, who have been expelled from their district of residence **and** who have exhausted the alternatives offered by the district. If an initial placement is made to a district-operated community day school and the student commits an expulsion offense or fails the program, the district's governing board shall review the plan of rehabilitation that was established at the time of expulsion and make adjustments necessary. If there is no educational alternative available in the district, the student, grade 7-12, may be referred to the county community school program.

Educational Services Provided to Expelled Students with Exceptional Needs

Consistent with state and federal law, students with exceptional needs may be expelled. Students, grades 7-12, may be referred by a school district's Individualized Education Program (IEP) team for placement in a Sonoma County Office of Education community school program, provided that:

1. District alternatives have been exhausted
2. The requirements of E.C. § 48915.5 have been met
3. A County Office community school program representative has participated in an IEP team meeting for change of placement
4. The district has complied with established County Office referral, documentation, and certification requirements and procedures

If the IEP teams determine that the County Office Community School program is an appropriate placement, the County Office will ensure that all specified and agreed upon services are provided.

The district and the County Office shall be jointly responsible to ensure that requirements for services, assessment, timelines and due process are met as established in both federal and state law and Sonoma County SELPA guidelines.

When an IEP cannot be implemented in the County Office Community School program, the district of residence is responsible for providing a free and appropriate public education (FAPE) within the continuum of options identified in the Sonoma County SELPA Local Plan.

Educational Services Provided to Students Expelled/Dismissed from Charter Schools and Responsibility for Referral to School Attendance Review Board

Unlike regular public schools, charter schools are not specifically subject to laws governing student discipline under California Education Code Section 48900 et. seq. Under E.C. § 47605(b)(5)(J), however, they must identify procedures by which students can be suspended or expelled. Requirements for the disciplinary system, including due process rights, are detailed in California Code of Regulations Title 5 Section 11967.5.1(f)(10) but are less specific than those for regular public schools under E.C. § 48918. Charter schools are also required to notify a student's natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. While allowing for flexibility, current laws can result in confusion for students, parents, and districts when students are either formally expelled or dismissed from charter schools. After expulsion or dismissal, the charter school student's educational options are not always clear.

The Sonoma County Office of Education offers educational alternatives to expelled students primarily through its court and community schools. Community School provides services primarily to students who have committed offenses listed in E.C. § 48915(a) and (c) or extreme violations of the provisions under E.C. § 48900 et. seq.

Because charter schools have a more flexible disciplinary system, students expelled or dismissed from a charter school may not meet the eligibility requirements for the County Office's community school program. Most likely, those students would be better served on a regular public-school campus, in a continuation high school, or at another charter school.

Additionally, when a student leaves a charter school and fails to enroll in another school, it is unclear which entity has the responsibility for referring the student to the Student Attendance Review Board (SARB).

To minimize this confusion, the County Office and school districts recommended the following procedures in 2009. A chart of these procedures is found in Appendix F.

Designation of Charter District Coordinator

Charter districts shall designate a “coordinator” to serve as the point of contact for the charter district and its charter school(s) in all matters related to expulsion or dismissal. Charter districts should notify their charter school(s), in writing, of the name of the coordinator.

Expulsions/Dismissals

Within five (5) school days of expelling or dismissing a student, the charter school will notify the charter district coordinator, in writing (electronic means are acceptable), of the expulsion/dismissal. If the student resides outside the charter district, a designee in the student’s natural district of residence will be notified in the same fashion. Within five (5) school days of the notification, the coordinator will make a written recommendation for educational services – whether to be provided in the district or the County Office’s community school program. The coordinator will send written notice of the recommendation to the charter school and the parent. If the recommendation is for services to be provided by the County Office, the coordinator will notify the County Office three (3) days prior to notifying charter school and parent.

The charter district coordinator may not make any determinations of fact nor review any procedural matters related to the charter school’s expulsion, unless specifically allowed in the chartering agreement. If the coordinator determines that the student is appropriate for the County Office’s community school program, he/she will refer the student to the County Office within ten (10) school days of the expulsion or dismissal from the charter school.

Within five (5) school days of receiving the notice of expulsion or dismissal from the charter school, the charter district coordinator shall notify the parent and the charter school, in writing, of the student’s public educational options during the period of expulsion. That notice will advise the parent that the student must be enrolled in a school, public or private, immediately after the expulsion or on the first day after either Winter or Summer break.

If the County Office disagrees with the charter district about the student’s suitability for its community school programs, it will notify the charter district coordinator within three (3) school days of the referral from the charter district. A representative of the County Office and the coordinator will meet to resolve the issue. If no resolution can be reached, the parties will agree on a neutral arbitrator chosen by the chairperson of the county Superintendent’s Council.

Charter districts in the county may adopt procedures to determine whether an expelled or dismissed charter school student can be served directly by the district. Such procedures should be shared with both the charter school(s) and the County Office.

If not already in policy, it is recommended that charter schools develop a procedure for appealing a student's expulsion or dismissal (the procedure may explicitly state there is no right to appeal). The procedure should be included in the school's chartering agreement and be made available to parents and students. If a student appeals an expulsion or dismissal, the charter school must notify the charter district coordinator within three (3) days of the notice of appeal. The charter school will remain responsible for the student's educational program pending the appeal, but may make individual arrangements with the coordinator for the charter district to provide educational services in the interim.

Charter schools and school districts will cooperate in exchanging student records in a timely fashion.

School Attendance Review Board (SARB) Referral

Charter schools are required to notify the superintendent of a student's natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. Upon receiving the notice, the natural district of residence becomes responsible for referring the student to the appropriate Student Attendance Review Board (SARB). Until that time, the charter school is responsible for making the referral to SARB unless it has a specific agreement with its charter district to do otherwise.

Best Practices of Behavioral Intervention Approaches

The surveys asked districts and independent charter schools to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. The most common responses fell into the following broad categories:

- individualized early intervention and monitoring
- communication and conferencing with parents
- school-wide discipline and positive behavior support programs
- restorative practices

Charts summarizing district and independent charter school responses are found in Appendix G.

Role of SARB as a Behavioral Intervention Approach

In Sonoma County, district and county School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, meet regularly to resolve persistent student attendance or behavior problems through the use of available school and community resources. Early monitoring of absence and inappropriate behavior, and using it as a trigger for intervention, helps schools, community partners and families to address social and academic needs and to insure every child has the opportunity to reach his or her potential.

The SARB process begins with prevention - the most effective and cost-saving manner to increase school attendance and foster positive behavior. Prevention activities also create connections to school, promote school safety, and set high expectations with accountability, which are essential to successful academic outcomes.

Attending school regularly is important to ensuring children develop good attendance habits and a strong foundation for subsequent learning. During the early elementary years, children are gaining basic social and academic skills critical to ongoing academic success. Unless students attain these essential skills by third grade, they often require extra help to catch up and are at grave risk of eventually dropping out of school. Furthermore, the educational experiences of children who attend school regularly can be diminished when teachers must divert their attention to meet the learning and social needs of children who miss substantial amounts of school.

Chronic absences in kindergarten are associated with lower academic performance in first grade for all children regardless of gender, ethnicity or socioeconomic status. By 6th grade chronic absence is a clear predictor of dropping out. By 9th grade, missing 20 percent of the school year is a better predictor of dropping out than test scores.

Early intervention means intervening in the early grades AND early in the school year. Patterns of absenteeism and truancy can often be detected in the first weeks and months of the school year. Addressing the first instances of absenteeism can uncover problems, support families and help students get back on track before they slip behind academically and become disengaged or discouraged at school.

Truancy in middle and high school grades is a risk factor for substance abuse, delinquency, teen pregnancy, and school dropout. The longer it is allowed to continue, the more it places students' academic careers at risk and can affect credit completion, graduation and employability.

Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court. In Sonoma County, the districts, county office of education, district attorney's office and the courts have developed an effective protocol for referring students and their parents or guardians to the court system when the SARB directives are not followed (*EC Section 48290*).

The Sonoma County SARB meets quarterly at the Sonoma County Office of Education. The County SARB provides consultant services to the district SARBs and serves as a liaison to the Sonoma County District Attorney's Office and the courts.

Gaps In Educational Services to Expelled Students and Strategies for Filling Those Gaps

Results from the 2021 Update

In the survey, districts were asked to identify any gaps limiting their ability to provide education services to expelled students from their district and offer suggestions or strategies for filling those gaps. At the time of survey, over 72% of the districts indicated “none,” “N/A,” or offered no response.

Those identified gaps and strategies to fill are outlined in the chart below.

DISTRICT	GAPS	STRATEGIES TO FILL
Cotati-Rohnert Park, Guerneville, Harmony, Healdsburg, Horicon, Kashia, Kenwood, Monte Rio, Old Adobe, Piner-Olivet, Two Rock, Waugh, Windsor	Survey not submitted	
Bellevue, Bennet Valley, Cinnabar, Cloverdale, Dunham, Forestville, Geyserville, Gravenstein, Guerneville, Liberty, Mark West, Montgomery, Rincon Valley, Roseland, Sonoma Valley, Twin Hills, West Side Union, Wilmar, Wright	No identified gaps or NA	
Fort Ross	Rural and remote location, distance from other districts and community schools.	--
Petaluma	If a student is fully expelled from PCS and not placed on a suspension of the expulsion in one of our own district schools, they have access to county programs, such as Headwaters.	Continue our collaboration with the county for effective placement of expelled students and focus on our Tier I and Tier II interventions, so that we have fewer expulsions overall. Work

	We have also been able to use this to support us with attendance issues (SARB). In general, it would be helpful for that SARB referral opportunity to be more robust.	with the county to have a more streamlined, supportive SARB referral process.
Santa Rosa City	SRCS continues to struggle with placements for students with disabilities whose IEP's require Special Day Class setting.	We understand the barriers to offering this level of service and that the cost is prohibitive. We also understand that a "consortium" model has challenges as well.
Sebastopol Union	For expelled students in grades below 7 th grade, there are no alternative in-person programs.	Open a program for younger students county-wide.

Results from 2024 Update

Student services representation from LEAs in Sonoma County have contributed to the development of this section of the Sonoma County Plan for Expelled Students. This section of the plan reflects the countywide practices and behavior intervention approaches used to minimize the number of suspensions and expulsions.

A representative group met to review statutory requirements; history; current plan; county expulsion rates disaggregated by district and district survey response (to include gaps in services and strategies for filling those gaps; best practices to minimize suspensions/expulsions; relation of best practices to any disproportionate representation of minority students; and support for students returning to district programs. District survey results are located in Appendix G.

Notes and next steps from that meeting include:

Expulsion Rate Analysis (folder [here](#)):

- Request to disaggregate district and county expulsion data, specifically to category of offense (may, must, etc.)
 - [Here](#) is the most relevant DataQuest report
 - But, can we also create our own data report? Possibly have districts report their own and SCOE compiles.
- Regarding Rehab Plan language and calibration across and between districts:
 - conversations with boards, reach out to COSP (County Operated Schools & Programs) for sample language
 - at the approval of each Sonoma County district, compile and share high-level language and categories in rehab plans
 - if someone has a really great documentation procedure (referral and rehab), please share with the group

Gaps & Strategies (document [here](#)):

- Placement for students with IEPs (SRCS)
- Transportation, especially in the geographically isolated districts (e.g. Cloverdale)
- Serving younger students because statute does not allow 6th graders on the same campus.
 - Exacerbated by Washington being a 5th-8th grade campus (Cloverdale)

Strategies for improving services to expelled students during the next three-year cycle:

- What about prosocial/SEL/transferable skills and support to students at Community School (Amarosa and Headwaters)?
 - Improvement this year, but we can always get better.
 - Community Service requirement
 - WBL Coordinator (augmented position)

Articulation and Coordination Between Districts and the Sonoma County Office of Education

To ensure that there is ongoing articulation and coordination with the school districts, the County Office:

1. Annually updates, disseminates and posts on its website a referral handbook and forms,
2. Convenes quarterly meetings of district and County Office alternative education administrators,
3. Provides regular consultation to districts through the Alternative Education – Student Support Services Department Senior Director
4. Conducts return-to-district student transition meetings, which may include restorative conferences,
5. Arranges district visits to community school sites,
6. Meets with large school district staff as needed, and
7. Reports to district governing boards, as requested

June 2024 Update

Plan for Providing Education Services to All Expelled Students in Sonoma County

Survey

In accordance with Education Code section 48926, the County Superintendent, in conjunction with district superintendents, must submit a triennial update to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. The update must be submitted to the Superintendent of Public Instruction by June 30, 2024. To complete this task, we need your assistance by responding to the following questions:

1. A copy of your district's 2021 subplan is attached. Please confirm educational alternatives for expelled students currently available within your district. If there are no changes, simply check the box.

☐ The educational alternatives identified in the 2021 subplan remain unchanged for the 2024 update

If you wish to make changes, please list the alternatives:

Grades K-6

Grades 7-8

Grades 9-12

2. If you operate a charter school, please describe educational alternatives available to students expelled from that school:

Does the charter school enroll students expelled from a regular school? ☐ Yes ☐ No

3. Does your district plan to offer a Community Day School (CDS) in accordance with E.C. 48660 in the next three (3) years?

☐ Yes ☐ No If Yes, please indicate anticipated start-up date: _____ and describe your program:

☐ CDS program to be operated by the district

☐ CDS program to be operated in joint agreement with the county office of education

☐ CDS program to be operated by a consortium of districts (districts involved: _____)

Grade levels to be served: _____ Approximate number of students to be served: _____

Types of students to be served:

- ☐ students expelled for any reason
- ☐ students referred by Probation pursuant to WIC 300 or 602
- ☐ students referred by a district level referral process

4. What gaps are limiting your ability to provide education services to all students expelled from your district?
5. What suggestions or strategies do you have for filling those gaps?
6. Please describe your schools' and/or district's best practices of behavioral intervention approaches and options used to:
 - a. Minimize the number of suspensions leading to expulsions
 - b. Minimize the number of expulsions ordered
 - c. Support students returning from expulsions

How do these best practices relate to any disproportionate representation of minority students in such interventions?

* * * * *

District: _____

Survey completed by: _____

Telephone: _____ Fax: _____ E-mail: _____

Please return your completed survey by Friday **April 15, 2024** email to jpetersen@scoe.org

Plan for Providing Education Services to all Expelled Students in Sonoma County

Independent Charter School Survey

Education Code §48926 requires the County Superintendent, in conjunction with district superintendents, to submit a triennial update to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. The update must be submitted to the State Superintendent of Public Instruction by June 30, 2024. To gain a more comprehensive view of services to expelled students, we are including charter schools in the plan and would appreciate your assistance by responding to the following questions:

1. Does the charter school enroll students expelled from other schools? ☐ Yes ☐ No
- If yes, are there exceptions (e.g., students who have committed certain offenses)?
2. What are the charter school's procedures for expelling or dismissing a student? You may attach a copy of your policy and/or procedures.
- Is there an appeal process? ☐ Yes ☐ N
- If yes, please describe. You may attach a copy of your procedures.
3. What, if any, educational program is provided to an expelled or dismissed student pending placement in another program and/or an appeal?
4. What are the charter school's procedures for notifying an expelled or dismissed student's home district of the expulsion or dismissal? You may attach a copy of your procedures.
5. Please describe your school's best practices of behavioral intervention approaches and options used to:
- a. Minimize the number of suspensions and expulsions or dismissals
 - b. Support any students you enroll following their expulsion from other schools (if applicable)
- ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Charter School: _____ Survey completed by: _____

Telephone: _____ Fax: _____ E-mail: _____

Please return your completed survey by **Friday April 15, 2024** email to jpetersen@scoe.org



Sonoma County Office of Education
Alternative Education Programs
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2876 Fax (707) 524-2889

Student CSIS Number

Referral Date

Community School Referral

Instructions: Complete form, attach copies of required documentation, and forward to Alternative Education (address above).

Student Information

Student Name (first, last) _____ Male Female
Birthdate _____ Resides with: Father Mother Both Other (describe) _____

Parent/Guardian Information

Name Mr. Mrs. Mr. and Mrs. Ms. _____
Address _____
City/Zip _____ Home Language _____
Phone Number: Home _____ Work _____ Highest Grade (circle) 10 11 12 13 14 15

Basis for Referral—Check all that apply and attach the required documentation

_____ **Expulsion from School** 48915. a _____ c _____ 48900.
Required Documentation: 1. Petition for expulsion; 2. Hearing findings; 3. Rehabilitation Plan
4. Immunization record; 5. Vision & Hearing Screening 6. District statement of Ed
7. Academic transcript 8. Discipline History Code violation
9. Attendance

_____ **Habitual Truancy** Certified truant 601.3 SARB contract
Required Documentation: 1. SARB hearing report and hearing findings; 2. Academic transcripts;
3. Immunization record 4. Vision & Hearing Screening

_____ **Juvenile Court Proceeding** 300 601 602 654c
Probation Officer _____ Phone _____
Gang affiliation: _____ Non-association: _____
Required Documentation: 1. Copy of court order

Factors Affecting School Achievement—Check all that apply and attach the required documentation.

Yes No **Student is an English Language Learner**
Required Documentation: CELDT Results and copy of parent notification
Results of Primary Language Proficiency and copy of parent notification

Yes No **Student has an active IEP for special education** Handicapping condition _____
Required Documentation: Current and signed COMPLETE IEP, including goals and objectives (in addition to
Manifestation IEP)
Current Academic Evaluation/Report (completed within the past year)
Behavior Intervention/Support Plan
Psycho-educational Evaluation (completed within the past 2-1/2 years)
Pre-expulsion report (when appropriate)
Individual Transition Plan (ITP), if student is 14 years or older

Name of Case Carrier: _____ Phone: _____ Email: _____

Yes No **Student has a Section 504 Accommodation Plan**
Required Documentation: 1. Copy of the Section 504 Evaluation report
2. Copy of the signed 504 Accommodation Plan

Yes No **Student has 3632 Mental Health Services**

Signature of Special Education Director _____ Phone Number _____

School Attendance Information

Last district school attended _____ Grade level _____ Date last attended _____
City _____ State _____ Zip _____

District Contact

Referred by (name) _____ Title _____ Date _____
District or Agency _____ Phone _____ Fax _____

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update



Sonoma County Office of Education
 Alternative Education Programs
 5340 Skylane Boulevard
 Santa Rosa, CA 95403-8246
 (707) 524-2876 Fax (707) 524-2877

Individualized Review and Certification

It is the policy of the Sonoma County Office of Education and the Board of Trustees to have all students reviewed for *appropriateness of enrollment* in Sonoma County's community school programs. In addition to this local enrollment policy, the California Education Code identifies additional review and certification requirements for those students enrolled pursuant to Section 1981(c). This Individualized Review and Certification for Community School Enrollment form is designed to satisfy both local requirements and state level requirements associated with California Education Code Sections 1981, 1982.5, and 42238.18(c).

Name _____ M F Referral date _____ DOB _____
 Parent or Legal Guardian _____ School District _____ Grade _____

California Education Code Section 1981 identifies four classifications of students who are eligible for community school enrollment. Please identify which category qualifies the above named student for community school enrollment.

E.C. 1981 (a) Expulsion 48900 E.C. 1981 (c) Probation or Serious Expulsion 48915 (a) ____ or (c) ____
 E.C. 1981 (b) SARB E.C. 1981 (d) Homeless

A preliminary review of the above named student was completed. This activity included a review of the student's 1) current conditions, 2) attendance, behavior and performance history, and 3) personal orientation with the student and parent/legal guardian. Based on that review, it has been determined that the enrollment in the community school program is appropriate and in the best interest of the student.

Brief description of school related problem(s) _____

School District actions(s) prior to referral to Alternative Education Programs Community School:

School Administrator conference with parent and student	Student Study Team
Referral to alternative education program	Referral to counseling/Psychologist
Opportunity class ROP	Community agency/Support program referral
Continuation School Independent Study	SARB review
Intradistrict transfer	Other _____

In addition to the local review requirements, the following state level certification requirements must also be documented:

California Education Code Section 1981(b)

The above named student was enrolled in the community school program pursuant to Education Code Section 1981(b), satisfying the enrollment requirements established by California Education Code and the California State Board of Education.

California Education Code Section 1981(c)

The above named student was enrolled in the community school program pursuant to Education Code Section 1981(c), stating that the student must 1) be expelled for an offense identified in Education Code Section 48915(c), or 2) be probation referred, have an assigned probation officer and have undergone an individualized review consistent with the requirements of Education Code Section 42238.18(c).

The above named student was probation referred pursuant to Welfare and Institutions Code Sections 300, 601, 602 or 654, and an individualized review and certification has been completed by representatives of the court, county office of education, probation department and district of residence.

The above named student has been reviewed and certified by the below listed agencies:

Court/Probation _____
 District of Residence _____
 County Office of Education _____

Return to district eligibility date:	
Spring Semester	Fall Semester
School Year _____	

Distribution: White—School Office Yellow—Audit File
 ALT ED 03-1-INDIVIDUAL REVIEW and CERTIFICATION

Pink—Referring District/Probation/ Agency

November, 1999

Sonoma County Office of Education
Alternative Education Programs

Court School Program Sites

DeForest Hamilton (*Juvenile Hall*)

- Located at the Juvenile Justice Center (Juvenile Hall)
- Males & females
- Ages 9–19
- Arrested and booked on criminal charges and awaiting disposition by the court
- Year-round calendar; student enrollment varies from one day to several months

Community School Program Sites

Amarosa Academy

- Classroom program located in Santa Rosa
- Males & females
- Grades 7-12
- 602, expelled 48915 *a* & *c*, expelled 48900 and certified truants
- School year calendar; quarter credits

Headwaters Academy

- Classroom program located in Petaluma
- Males & females
- Grades 7-12
- 602, expelled 48915 *a* & *c*, expelled 48900 and certified truants
- School year calendar; quarter credit

Adera Teen Parent Program (located at Amarosa Academy)

- Located on the Amarosa Academy community school site
- Male & female teen parents with their children & pregnant females
- Ages 12-18
- Parenting teens with children birth to 3 years and pregnant teens, as appropriate; referred by Teen Parent Connections, Juvenile Probation, and school districts
- School year calendar; quarter credits

Independent Study Option

- Located on the Amarosa Academy community school site
- Voluntary instructional strategy to complement classroom programs, offers blended learning
- Grades 9-12
- Students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting
- School year calendar; quarter credits

SONOMA COUNTY OFFICE OF EDUCATION

Alternative Education – Student Support Services

5340 Skylane Boulevard

Santa Rosa, CA 95403

MEMORANDUM OF UNDERSTANDING

The Sonoma County Office of Education (SCOE) and the 40 school districts in Sonoma County are parties to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. As noted in the plan, amended June 2000, provisions have been made for establishing a Memorandum of Understanding (MOU) between the Sonoma County Office of Education, herein referred to as “SCOE,” and any of the 40 individual school districts establishing a district- operated Community Day School.

1.0 PURPOSE OF THE MOU

Section VII of the amended *Plan for Providing Education Services to All Expelled Students in Sonoma County* states:

“To ensure maximization of effort and full utilization of resources, local school districts wishing to establish and operate its own Community Day School to serve expelled and high-risk students agree to notify SCOE no later than December 31 of a year prior to the opening of a Community Day School program by July 1 of the succeeding new year.”

The MOU will provide clarification and specific roles and responsibilities of the parties to the agreement.

2.0 PARTIES TO THE MOU

The Sonoma County Office of Education and the _____ School District, herein referred to as the “District,” mutually recognize, pursuant to E.C. Section 48662, that local governing boards may establish community day schools. Effective _____, 20____, the “District,” as authorized by its local governing board, will be operating a community day school to serve those students identified in E.C. Section 48662 (b).

3.0 FORMAL NOTICE OF OPERATING A COMMUNITY DAY SCHOOL

To ensure the maximization of effort and full utilization of existing resources, this Memorandum of Understanding will serve as a formal notice to “SCOE” that “District” will be operating a community day school program as follows:

- A. Grade levels _____ to be served;
- B. Approximately _____ number of students to be served;
- C. First date of instruction projected to begin on _____, 20____;

Memorandum of Understanding

RE: Community Day Schools

Page 2 of 3

- D. The “District” and “SCOE” agree to jointly develop and implement a Transition Plan no later than_____, 20___to enable “SCOE” to terminate facility contracts, service agreements and other contracts as necessary, and to ensure the transition of educational services of students served in the County Community Schools to the “District’s” Community Day School.

4.0 TYPES OF STUDENTS TO BE SERVED IN THE COMMUNITY DAY SCHOOL OPERATED BY THE SCHOOL DISTRICT

E.C. Section 48662 (b) states: A student may be assigned to a community day school only if he or she meets one or more of the following conditions:

- (1) The student is expelled for any reason.
- (2) The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
- (3) The student is referred to a community day school by a school district attendance review board or other district level referral process.
- (4) First priority of assignment to a community day school shall be given to a student expelled pursuant to subdivision (d) of Section 48915; second priority shall be given for placement to all other students pursuant to this section, unless there is an agreement that the county superintendent of schools shall serve any of these students.

The Community Day School operated by the “District” shall serve the following category of students (check all that apply):

- A. ☐ The student is expelled for any reason.
- B. ☐ The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
- C. ☐ The student is referred to a community day school by a school district attendance review board or other district level referral process

5.0 AGREEMENT OF THE COUNTY SUPERINTENDENT TO SERVE STUDENTS PURSUANT TO EDUCATION CODE SECTION 48662

As stipulated in E.C. Section 48662, the Sonoma County Office of Education, hereby agrees to (check all that apply):

- A. ☐ serve no expelled students from the “District.”
- B. ☐ serve any student who is expelled from the “District.”

- C. ___ serve any student residing within the “District” referred by the Probation Department pursuant to Sections 300 or 602 of the Welfare and Institutions Code.

- D. ___ serve any student eligible under 601 of the Welfare and Institutions Code referred by the “District” attendance review board or other district level referral process.

- E. ___ serve any student referred by the “District” expelled pursuant to subdivision (d) of Section 48915.

6.0 OPTION TO RECONSIDER THE CONDITION OF THE
MEMORANDUM OF UNDERSTANDING

It is mutually understood that the conditions specified in the MOU may be subject to future discussion and modification. Either party may request reconsideration of the MOU provided that a request for review and discussion is initiated in writing by either party.

For the Sonoma County Office
of Education

For the _____
School District

Amie Carter, Ed.D.
County Superintendent of Schools

Name _____
Superintendent

Date: _____

Date: _____

Recommended Procedures for Charter School Expulsions/Dismissals

Procedures for Charter School Expulsions or Dismissals	Student resides in the charter district	Student resides outside the charter district
Student withdraws or is expelled/dismissed	Charter school sends written notice to charter district within 30 days (5 school days is strongly recommended).	Charter school sends written notice to natural district of residence within 30 days (5 school days is strongly recommended).
Student is recommended for expulsion/dismissal	Charter school communicates informally with charter district prior to hearing.	Charter school communicates informally with natural district of residence prior to hearing.
Student is expelled/dismissed	Charter school notifies charter district coordinator within 5 school days of the expulsion/dismissal.	Charter school notifies designee of natural district of residence within 5 school days of the expulsion/dismissal.
Parent appeals expulsion/dismissal (if procedures allow)	<p>Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal.</p> <p>Charter school notifies charter district coordinator within 3 days of the notice of appeal.</p>	<p>Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal.</p> <p>Charter school notifies designee of natural district of residence within 3 days of the notice of appeal.</p>

Procedures for Charter School Expulsions or Dismissals	Student resides in the charter district	Student resides outside the charter district
District is notified of expulsion/dismissal	Charter district coordinator makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.	Designee of natural district of residence makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.
District recommends educational services be provided by SCOE	Charter district coordinator notifies SCOE three (3) prior to notifying charter school and parent.	Designee of natural district of residence notifies SCOE three (3) prior to notifying charter school and parent.
SCOE disputes student's suitability for its community school program	SCOE Director of Alternative Education-Student Support Services or designee notifies charter district coordinator. SCOE and coordinator meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent's Council.	SCOE Director of Alternative Education-Student Support Services or designee notifies designee of natural district of residence. SCOE and designee meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent's Council.

**Recommended Procedures for Charter School Referrals to
School Attendance Review Board (SARB)**

Procedures for Charter School Referrals to SARB	Student resides in the charter district	Student resides outside the charter district
Student fails to attend school regularly or is excessively absent	Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.	Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.
Student leaves school for any reason other than graduation and fails to enroll in another school	Charter school notifies student's natural district of residence within 30 days (5 school days is strongly recommended). Charter district coordinator refers student to appropriate SARB.	Charter school notifies student's natural district of residence within 30 days (5 school days is strongly recommended). Designee of natural district of residence refers student to appropriate SARB.
Student is expelled/dismissed and fails to enroll in or attend regularly another school or is excessively absent	Charter district coordinator refers student to appropriate SARB.	Designee of natural district of residence refers student to appropriate SARB.
Expelled/dismissed student enrolled at SCOE fails to attend school regularly or is excessively absent	SCOE designee refers student to appropriate SARB.	SCOE designee refers student to appropriate SARB.

GAPS LIMITING ABILITY TO PROVIDE EDUCATION SERVICES TO STUDENTS EXPELLED FROM THE DISTRICT

DISTRICT	IDENTIFIED GAPS	STRATEGIES/SUGGESTIONS FOR FILLING GAPS
Bellevue	We have not expelled a student therefore it is difficult to determine what gaps might exist. My assumption would be in finding school districts who serve elementary students that would be willing to accept an expelled.	Develop a list of potential school districts that are prepared to accept expelled elementary students.
Cazadero	Limited alternatives due to geographical location.	Prevention, parent/family education and support
Cloverdale	It is challenging for students in grades K-6 due to limited Community Day School options in our area for that age group.	More CDS options.
Cotati-Rohnert Park	We use SCOE Alt Ed for all expelled students. For some special education students we use an NPS, depending on the need.	See above. SCOE does a great job.

Fort Ross	Rural and remote location Distance from other district's community schools	
Geyserville	Struggle with placement for students with disabilities whose IEPs require Special Day Class setting	Possible consortium support. Need more options for placements within the county.
Gravenstein	None	N/A
Harmony	Single site district population size too small to constitute a program alone.	Partner with other districts for common placement in a multi-district program.
Healdsburg	We are very small and simply do not have enough students.	Hoping to eliminate the problem altogether.
Kenwood	The district's size is the greatest limiting factor in providing services to expelled students.	Fortunately, SCOE operates programs to support small districts in addressing this common problem. If that wasn't available, we would work with other small district to

		create a consortium to address the need.
Mark West	No students are expelled.	N/A
Oak Grove	Size and budget.	
Petaluma City Schools	We are fortunate to have Headwaters Community School operating in the City of Petaluma. The partnerships with SCOE allows us to provide a within City limits offering for our expelled students.	
Piner Olivet	We have very limited expulsions. Nevertheless, when an expulsion does occur maintaining communication with parents of the expelled student has been a challenge.	Support from social services and/or law enforcement would be helpful.
Roseland	No gaps have been identified at this time.	N/A

Santa Rosa City Schools	<p>Gaps: SRCS continues to struggle with placements for students with disabilities whose IEPs require Special Day Class setting.</p> <p>Strategies: We understand the barriers to offering this level of service and that the cost is prohibitive. We also understand that a consortium model has challenges as well.</p>	Recommend expansion of Special Education programs offered by County in the Community Day program to support increased services for students placed there by expulsion.
Sebastopol Union	N/A	N/A
Sonoma Valley	We currently have one comprehensive high school so we lack opportunities to place students under a suspended expulsion at a different school campus to change environment. Additionally, we often find that independent study is not in student best interest in terms of meeting their academic needs so while that is sometimes an option, it is not always the most supportive option for students.	We are currently focusing efforts on the preventative measures knowing that these gaps exist for us. However, being able to partner with other districts in the same situation and discuss the possibility of supporting a change in environment as long as there is not a safety risk may be something to be explored in the future.

Twin Hills	N/A	N/A
West Side USD	None	None needed at this time.
Wilmar USD	We do not have any expelled students.	N/A
Wright	None currently	N/A

BEHAVIORAL INTERVENTION APPROACHES/OPTIONS USED TO MINIMIZE SUSPENSIONS LEADING TO EXPULSIONS

DISTRICT	TO MINIMIZE SUSPENSIONS	TO MINIMIZE EXPULSIONS	TO SUPPORT RETURNING STUDENTS	RELATION TO MINORITY STUDENTS
Bellevue	<ul style="list-style-type: none"> individualized early intervention and monitoring communication and conferencing with parents 	N/A	N/A	Ample opportunities are provided for students to remedy behavior that may lead to expulsion. Intervention occurs early and often with the support of district

	<ul style="list-style-type: none"> • school-wide discipline and positive behavior support programs • restorative practices 			personnel as well as outside referrals when necessary.
Cazadero	Use of 0.2 PT school counselor, teaching, practicing and following school expectations, conflict resolution to minimize suspensions.		MES has not expelled anyone but we had a student on a IDT be expelled who attends Amarosa	It is school wide and supports all students
Cloverdale	We use progressive disciplinary strategies and interventions such as counseling, CI/CO, and a Juvenile Diversion Program (counseling and community service).	Same as our interventions to reduce the number of suspensions. We use a proactive approach to attempt to alleviate the problem leading to the maladaptive behavior.	Re-entry plan and meeting, Tier II or Tier III counseling support as needed, CI/CO as needed during transition	
Cotati-Rohnert Park	PBIS, JDP, SOS, Restorative Practices, Restorative Justice, Re-Entry process after a suspension to minimize additional suspensions. We hired General Education social workers, counselors and behaviorists to support struggling students.	PBIS, JDP, SOS, Restorative Practices, Restorative Justice, Re-Entry process after a suspension to minimize additional suspensions. We hired General Education social workers, counselors and behaviorists to support struggling students.	We coordinate a thorough re-entry program with district admin, site admin and counseling. We develop a re-entry program with follow-up meetings to support our returning students.	These practices support LGBTQIA, Foster/homeless and African American students. All of which we are in differentiated assistance for, and we are committed to supporting.
Dunham	PBIS	PBIS	PBIS	PBIS
Forestville	Reviewing expectations, protocols, and procedures with students and parents annually. We also utilize a progressive discipline approach, using our social-	With the decreased number of suspension as well as systematic interventions, we have all but eliminated expulsions except for	Students returning from expulsion meet with administration to review their progress, while expelled, identify supports needed, and	We have not had any disproportionate representation related to suspensions or expulsions.

	emotional learning curriculum, school counselor and school psychologist to identify causes of the behavior and create behavior plans, if needed to support student.	extremely dangerous, threatening behavior.	create a behavior plan, if necessary.	
Geyserville	Use of MTSS and restorative practices, counseling services for students, parenting classes.	Same as suspensions.	Counseling services, frequent check in with administrator/trusted adult on campus, academic support.	
Gravenstein	Use of MTSS and restorative practices.	Use of MTSS and restorative practices.	Use of MTSS and restorative practices, development of rehabilitation plans that match the needs of and challenges for the student.	Interventions are individualized to student needs not demographic categories.
Harmony	Restorative practices, counseling, therapy, supervisions, MTSS.	Early intervention, tracking, wrap services.	MTSS team management.	
Healdsburg	Work on MTSS Tier 1 and Tier 2.	Restorative, alternatives.	Counseling, reentry meetings.	Focus on building understanding with our staff with additional professional development, etc.
Liberty	The District employs an extensive PBIS system for students starting in TK and works with families to modify behavioral issues prior to reaching the point of suspension.	The District employs an extensive PBIS system for students starting in TK and works with families to modify behavioral issues prior to reaching the point of suspension, therefore minimizing the possibility for expulsion.	The District maintains an intervention team to address the needs of struggling students and creates a support plan for students demonstrating behavioral or academic problems.	We do not have a disproportionate issue with suspension or expulsions.

Mark West	Positive behavior intervention supports (PBIS) Building Effective School Together program (BEST) Proactive counseling services and classroom social skills development program	Positive behavior intervention supports (PBIS) Building Effective School Together program (BEST) Proactive counseling services and classroom social skills development program	Positive behavior intervention supports (PBIS) Building Effective School Together program (BEST) Proactive counseling services and classroom social skills development program	They address the needs of ALL students.
Oak Grove	PBIS, SEL, Restorative Practices	PBIS, SEL, Restorative Practices	PBIS, SEL, Restorative Practices	
Old Adobe				We don't typically expel students.
Petaluma	Other means of correction, PBIS and restorative practices. Analyzing data and implementing tiered behavior supports as needed.	Work with school site administrators as a team to discern and decide if and when an expulsion should be recommended. Provide early interventions and supports to engage and support students who are experiencing challenges with school behavior including but not limited to mental health supports, mentoring, tiered behavior support, wrap around supports and support from behaviorist.	Work collaboratively with SCOE to discuss students at Headwaters, work with families to discuss the next steps to support a successful transition and connect students with staff to form positive relationships and support.	We are continuing to work on our disproportionate representation of minority students through a focus on data, staff training on the impact of bias, interrupting bias, and viewing student incidents through an equity lens.
Piner-Olivet	In 2022, we fully implemented a comprehensive MTSS process. Part of that initiative involved adding	At Piner-Olivet an expulsion is never the outcome wanted. We do seek other alternatives to expulsion and consider it a last resort.	We added additional School Psychologist support, school counselors and other support staff for additional student contact for students at-risk.	In fact, our MTSS initiative was built from the ground up with unduplicated students as the priority.

	counselors and staff for more proactive oriented student support.			
Roseland	<ul style="list-style-type: none"> Each Site has a Students Manager who holds behavioral meetings with students and parents We offer extensive Counseling services for our students Behavioral contracts are developed with the student, parents, and a school representative We offer Saturday school alternative for some suspendable issues 	We only have about one expulsion per school year. In the 2023-24 school year, a slight increase was observed. Our programs and support services seem to work for our students.	<ul style="list-style-type: none"> Student Services Manager behavioral meetings with students and parents Counseling services are provided Behavioral contracts developed with the student and parents for re-entry Peer support and mentoring are offered 	Our student body is predominantly Hispanic. We have seen no disproportionate representation in our interventions for other minority students.
Santa Rosa	SRCS focuses on early identification of students needing increased support through wellness surveys and Multitiered Systems of Support an provides intervention prior to suspension.	SRCS minimizes expulsion recommendations through development of a robust intervention team, including restorative services, school-based therapists, and multitiered systems of support.	SRCS is invested in a more robust, supportive readmission process that includes a restorative re-entry meeting and follow- up support by a dedicated multidisciplinary intervention team.	These best practices help reduce SRCS suspension and expulsion rates, and focuses culturally responsive, restorative approach to intervention.
Sebastopol Union	Restorative practices, in-school suspension, counseling	N/A	N/A	
Sonoma Valley	Each of our school sites has a PBIS or School Climate and	In the past few years, we have been looking at the expulsion	This is an area we are continuing to focus on. We	Using the expulsion process for only must expel situations

	Culture team that is focused on proactive and preventative strategies. We are seeing a decrease in behavior referrals as well as suspensions in most schools. Additionally, when we are noticing an increase of suspendable actions for individual students, we are intervening and making plans to support student behavior in a tiered system of support (mentoring, tier 2 counseling, parent meetings, check in check out, etc.)	process for only "must expel" situations as well as significant safety issues. We do not use the expulsion process for ongoing behavior/suspensions.	aim to stay in positive communication with students, families, and supporting agencies, so that we can make the transition back to school as smooth as possible. We have pre-meetings to discuss possible re-entry and then we meet again, with school staff in attendance, to welcome the student back to school and create a plan for success with the student and family. We will be developing a monitoring system as well for continued check ins throughout the school year of transition.	has helped to only move forward situations in which we are required to do so by Education Code. We continue to see this as a need and will be continuing to focus on this area.
Twin Hills	0	0	0	N/A
West Side	Conflict resolution strategies; positive discipline strategies; restorative justice strategies	Conflict resolution strategies; positive discipline strategies; restorative justice strategies	Conflict resolution strategies; positive discipline strategies; restorative justice strategies	These practices provide equitable representation and support.
Wilmar	PSIS, and restorative practices	We do not have any expelled students.	N/A	N/A
Windsor				

