

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

TRIENNIAL UPDATE 2015-18

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School District Partners

This represents a collaborative plan by the Monterey County Office of Education and the following school districts within Monterey County.

- Alisal Union
- Big Sur Unified
- Bradley Union Elementary
- Carmel Union
- Chualar Union
- Gonzales Unified
- Graves Elementary
- Greenfield Union Elementary
- King City Union
- Lagunita Elementary
- Mission Union Elementary
- Monterey County Office of Education
- Monterey Peninsula Unified
- North Monterey County Unified
- Pacific Grove Unified
- Salinas City Elementary
- Salinas Union High
- San Antonio Union Elementary
- San Ardo Union Elementary
- San Lucas Union Elementary
- Santa Rita Union Elementary
- Soledad Unified
- South Monterey County Joint Union High
- Spreckels Union Elementary
- Washington Union Elementary

Introduction

The Monterey County Office of Education (MCOE) and its partner school districts are committed to reducing the number of expulsions and providing expelled students with the best services to help them in their educational journey.

Schools often have to make tough decisions as they weigh their commitment to educating all students with the need to remove students for offenses that create an unsafe environment. For many years, public schools have “disciplined” students who commit serious violations of school rules or pose a threat to school safety by temporarily suspending or permanently expelling them from school. Although exclusionary school discipline policies are intended to ensure productive learning environments, when students are removed from school their learning is severely disrupted. Moreover, there is little scientific evidence showing that expulsions are effective in reducing school violence or increasing school safety. There is also significant evidence in the research literature of the detrimental effects of expulsions on the students who undergo the process.

This document describes the educational alternatives to expulsion for students in schools within Monterey County and services available to students who are expelled. The plan describes legal requirements of a Countywide Plan for the Provision of Services to Expelled Students and presents a review of the last three years of expulsion data of Monterey County school districts. As required by the California Education Code (48916 and 48926) gaps in services to students are explained, as well as strategies to address these gaps. Services offered by MCOE to these students are described, as well as next steps in our efforts to continue to reduce the number of students who are expelled.

Legal Requirements of a Countywide Expulsion Plan

On July 1, 1996, California Education Code section 48926 became effective. 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. The plan shall be adopted by the governing board of each school district within the county and by the county board of education." California Education Code section 48926 requires county superintendents to submit a plan to the Superintendent of Public Instruction, no later than June 30, 1997, regarding the provisions of educational services to all expelled students in the county.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and 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.

Education Code 48916.1 states:

- a) 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 who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.
- b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

- d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.
- e) (1) Each school district shall maintain the following data:
- (A) The number of pupils recommended for expulsion.
 - (B) The grounds of each recommended expulsion.
 - (C) Whether the pupil was subsequently expelled.
 - (D) Whether the expulsion order was suspended.
 - (E) The type of referral made after the expulsion.
 - (F) The disposition of the pupil after the end of the period of expulsion.
- (2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.
- f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

In addition, Education Code section 48926 requires that the following components be contained in this plan: (a) an enumeration of existing educational alternatives for expelled pupils; (b) the

identification of gaps in educational services to expelled pupils; (c) proposed strategies for fulfilling said gaps; and (d) alternative placements for those expelled students who have failed to meet the terms and conditions of their rehabilitation plan.

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 education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion."

Therefore, every school district governing board with Monterey County will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors. District-level alternatives for expelled students will vary from one district to the next depending on such factors as district size, viable alternatives, and district philosophy. MCOE educational alternatives are also available for expelled students.

Each school district in Monterey County should take steps to see that services are provided for students who have an expulsion hearing. A student whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement should be monitored and appropriate documentation maintained.

School District Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Monterey County for students recommended for expulsion currently include the following options:

1. Expulsion, suspended order, with placement on the same school campus. (E.C. 48917 (a))
2. Expulsion, suspended order, with placement on a different school campus within the District. (E.C. 48917 (a))
3. Expulsion, suspended order, with voluntary enrollment in District Independent Study, if the parent and student consent.
4. Expulsion, suspended order, with subsequent transfer to another school district.
5. Expulsion, suspended order, with subsequent transfer to a charter school.
6. Expulsion with referral to a District Community Day School program, if available.
7. Expulsion with subsequent transfer to another school district.
8. Expulsion with subsequent transfer to a private school.
9. Expulsion with subsequent transfer to a charter school.
10. Expulsion with referral to MCOE Alternative Education Programs.

Expulsion Requirements for Charter Schools

Parents may elect to enroll their student in a charter school or private school. Costs for private school or charter school, if any, are the responsibility of the parent. School districts will offer a public school option for expelled students.

Charter schools are exempt from Education Code provisions with respect to student discipline and are required to describe their suspension and expulsion procedures in their charter. The charter's procedures may or may not mirror the policies of the charter-authorizing entity. However, once a pupil is expelled, he or she returns to the jurisdiction of the school district that he or she would be eligible to attend prior to enrolling in the charter school. Once a charter school student is expelled, rules of district residency would apply. The district should treat a charter-expelled student the same as a district-expelled student and comply with Education Code Section 48915.1, which provides that the district of residence holds a hearing to determine whether or not the student poses a continuing danger. If the student is found not to pose a continuing danger the district of residence could allow attendance by the expelled student. Charter schools are required to give 30-day notice to the district of residence for an expulsion of a student it enrolls in the charter.

The following flow chart demonstrates the process established in the California Education Code that guides school districts in deciding whether student expulsion is warranted. It is important to note that the Education Code makes a distinction between behavior that mandates districts to expel students (i.e. brandishing a knife) and behavior where districts make the decision to expel or not to expel a student on a case by case basis.

Expulsion Flow Chart

Mandatory Expulsion

California Education Code, section 48915(c), (d)

If the Superintendent or Principal determines that the student committed one of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or furnishing a firearm.
- Brandishing a knife at another person.
- Selling a controlled substance.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

California Education Code, section 49815(c)



Immediately suspend student and recommend him/her for expulsion.



Expulsion Order

The governing board shall order a student expelled upon finding that the student committed an act listed in California Education Code, section 48915(c)

California Education Code, section 49815(d)

Case by Case Expulsion

California Education Code, section 48915(a), (b)

If the Superintendent or Principal determines that the student committed one of the following acts at school or at a school activity off school grounds:

- Causing serious physical injury, except in self-defense.
- Possession of a knife or other dangerous object.
- Possession and/or use of a controlled substance.
- Robbery or extortion.
- Assault or battery on a school employee.

California Education Code, section 49815(a)



FIRST ANALYSIS:

Is recommendation for expulsion inappropriate due to a particular circumstance?



If found inappropriate:
Alternative discipline



If found appropriate:
Recommend Expulsion



SECOND ANALYSIS:

Upon recommendation of expulsion, the governing board may order a student expelled upon a finding that the student committed an act in California Education Code, section 48915(a), and one or both of the following are true:

- Other means of correction are not feasible or have repeatedly failed to bring proper conduct.
- Due to the nature of the act, the presence of pupil causes a continuing danger.

California Education Code, section 49815(a)



If one or both found true:
Expulsion Order

If not found true:
No Expulsion Order

EXPULSION ORDER AND REFERRAL:

The governing board shall order a student expelled pursuant to California Education Code, section 48915(b), or (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- Is appropriately prepared to accommodate students who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school or at any elementary school.
- Is not housed at the school site attended by the student at the time of the suspension.

California Education Code, section 49815(d), (f)

Source: ACLU Northern California (2010). *Discipline in California Schools: Legal Requirements and Positive School Environments*.

Expulsion Data

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

Total Number of Expulsions by School Year

	2011-2012	2012-2013	2013-2014
Monterey County	69	96	68
State	9553	8266	6611

Represents a decrease from the previous year Represents an increase from the previous year

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

School District Expulsions by School Year

District	2011-2012	2012-2013	2013-2014
Alisal Union	0	0	0
Big Sur Unified	0	0	0
Bradley Union Elementary	0	0	0
Carmel Unified	0	1	3
Chualar Union	7	0	0
Gonzales Unified	0	2	2
Graves Elementary	0	0	0
Greenfield Union Elementary	14	1	0
King City Union	0	21	2
Lagunita Elementary	0	0	0
Mission Union Elementary	0	0	0
Monterey County Office Of Education	4	0	0
Monterey Peninsula Unified	1	1	3
North Monterey County Unified	1	10	4
Pacific Grove Unified	0	2	1
Salinas City Elementary	0	0	1
Salinas Union High	18	46	51
San Antonio Union Elementary	0	3	0
San Ardo Union Elementary	0	0	0
San Lucas Union Elementary	0	0	0
Santa Rita Union Elementary	0	0	0
Soledad Unified	0	8	1
South Monterey County Joint Union High	24	0	0
Spreckels Union Elementary	0	0	0
Washington Union Elementary	0	0	0

Represents a decrease from the previous year Represents an increase from the previous year

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

While reviewing these expulsion results, school district personnel described some inconsistencies in the data. It is important to note that this data is gathered by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS).

Though significant improvements have been made, the system is still susceptible to inaccuracies as a result of human error or inconsistent interpretation and utilization of codes during data entry.

The data reveals that there was a dramatic increase in the number of expulsions from 2011-2012 school year to the 2012-2013 school year. In that time frame, the school districts of the Monterey County increased the number of expulsions from 69 to 96 students, a 39% increase. Six school districts increased the number of students who were expelled, while 3 reduced the number of expulsion. It important to note that 28 of these additional expulsions came from a single school district. The data also reveals a near-exact reduction from 2012-2013 to 2013-2014 from 96 to 68 expulsions. In that last year, 6 school districts made reductions to the numbers of expelled students, while 4 had increases. Salinas Union High School District anticipates a significant reduction to the number of expelled students for 2014-2015.

Gaps and Strategies Identified in the 2012 Expelled Student Plan

In the 2012-15 MCOE triennial update to the Expelled Student Plan several gaps were identified with respect to providing educational services to expelled students. Strategies were also identified to address each of these gaps.

1. The county is geographically very large and most services are located in the populated areas of the county, making it difficult for students from the less populated areas to attend community school.

As defined in the 2012 Expelled Student Plan, several strategies were implemented to address this gap with varying levels of success. South County has experimented with having its own Independent Charter School. This has struggled due to population, geographics, and distance between school districts. MCOE has a few times over the last several years unsuccessfully tried to maintain a Community School in King City, but this has not been financially feasible because of the small number of referrals from any specific school district, rival gang and safety considerations concerning different local communities and the lack of adequate transportation between those communities.

Independent Study Schools were started in each of the larger South County cities and the schools began to meet the need of expelled students in these areas. Whenever possible the district's and MCOE negotiated transportation for students (e.g. Special Education students) to the Salinas Community School.

Students who are on probation are invited to apply for admission to the Rancho Cielo Community School. Transportation is provided for these students to and from their homes from anywhere in the county. School districts are urged to file a police report on any student when appropriate due to an action leading to a mandatory expulsion. This would allow students to qualify for admission to Rancho Cielo and/or other probation services. Monterey Peninsula School District will run two Community Day Classes, which will provide an alternative for the students on the far western side of the county.

2. There is a lack of countywide alternatives for K-6 students since they must be served in programs separated from expelled students in grades seven through twelve.

School districts in the heavily populated Salinas/Monterey area may sign a memorandum of understanding to refer expelled students in grades 4-6 to the Boronda Elementary Community Day School, which serves multiple districts. This program prepares students for future success by providing a supportive school environment that focuses on increasing

academic and pro-social behaviors and skills, while providing functional life skills instruction. We respect and value the unique contributions of each of our students and our role in assisting them in becoming responsible, stable, and contributing members of society. Expelled K-6 students may be referred to the Monterey County Home Charter School Program when appropriate.

3. Limited alternatives for students who fail district-operated Community Day school Programs.

In 2012, MCOE committed to maintain and expand its Warner Davis Community School and serve those students who fail to succeed at the Community Day School. MCOE will maintain a Community School at multiple sites throughout Monterey County to serve students.

4. At certain times of the year there is no room available in the County Community Schools.

If there is no room at the County Community School, the students will be offered placement into the County's Independent Studies Program and given the next available space in the community school. If the waiting list is significant, the County will either provide a new community school classroom or hold double sessions at the current community schools. This strategy has worked well in past years when the Salinas Community School expanded from 2 to 4 classrooms.

5. It is possible that a student attending the County Community School Program may drop out or be dropped (for disciplinary purposes) from the Program.

The County Community School Program will notify the home district if a student drops out or is dropped. Students who drop out may be referred to the Truancy Mediation Program. As appropriate. With any student who drops out or is dropped, the County Community School Program will be involved with problem-solving with the home district on possible appropriate placements. These placements may include an alternate County Community School, possible Court referral and/or Probation will also be involved for possible consequences or follow-up. In selected cases the County contracted Study (Independent Study) will be offered, if the parent agrees.

Gaps Identified in Current Educational Services

MCOE and its partner school districts identified the following gaps in serving the needs of expelled students for the 2015-2018 triennial update:

1. Need to reduce the number of expulsions for non-mandatory offenses

The number of expulsions has been reduced between 2012-13 and 2013-14 school years and we anticipate additional reductions once data for 2014-15 becomes available. MCOE and Monterey County school districts are committed to continuing this trend and further reducing expulsions.

2. Need to achieve equitable access to services

As identified in the 2012 Expelled Student Plan, Monterey County is expansive, comprised of 25 school districts, of which some are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found near Salinas, and other cities.

3. Need to achieve equity

In 2012-2013, Hispanic students represented 73% of the school aged population of Monterey County. However, they represented 93% of the expelled students in the county. The over representation of Hispanic students is of great concern.

4. Need to increase services for K-6 expelled students

As identified in the 2012 plan, expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Students in grades K-6 are expelled at a much lower rate than students in grades 7-12. These two factors, together with the restriction that educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12, make it very difficult to identify educational placements for the expelled students in grades K-6. Very few youth are placed out of home by the Monterey County Juvenile Probation Department, resulting in higher numbers of older students with serious behavior issues placed on the County Community School campus than in the past. This leads to concern about placement of

younger, middle school age expelled students on the same County Community School campus. Often, independent study is not an appropriate option for these younger students as it requires students to complete a week's worth of coursework with little support from a classroom teacher. Thus, when a district moves to expel a younger student, the options are limited.

5. Need to increase services to Incarcerated Youth

School district personnel asserted that students moving through the Court system need educational advocacy. Further, they felt that transition information about incarcerated students, who are often also expelled, is difficult to obtain. In many cases, information about placement of and release dates for students who are placed in juvenile hall is not available in a timely manner.

Strategies to Address Identified Gaps

1. Strategies to reduce the number of expulsions

MCOE and its school district partners identified the following strategies as effective in reducing the number of expulsions:

- Individualized learning plans for all students
- Responsive student study teams
- Small, personalized schools
- School-based violence prevention programs
- Saturday, after school, or lunchtime detention with positive reinforcement
- Individual and group counseling
- Utilizing in-school suspension as an alternative to home suspension
- Restorative Practices (Restorative Justice applied to a school setting)
- Pro-social skill-building training for students
- Parent workshops to support students and understand the school
- Participation in community-based intervention programs
- Conflict resolution training and peer counseling
- Implementation of the 40 Developmental Assets as a district-wide and city-wide initiative.
- Positive Behavior Interventions and Support

Positive Behavior Interventions and Support (PBIS)

Every school district in Monterey County identifies PBIS as a key component of their efforts to improve student behaviors and reduce expulsions.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

PBIS Core Elements by Tier

Tier	Core Elements
Primary	<ul style="list-style-type: none"> ▪ Behavioral Expectations Defined ▪ Behavioral Expectations Taught ▪ Reward system for appropriate behavior ▪ Continuum of consequences for problem behavior ▪ Continuous collection and use of data for decision-making
Secondary	<ul style="list-style-type: none"> ▪ Universal screening ▪ Progress monitoring for at risk students ▪ System for increasing structure and predictability ▪ System for increasing contingent adult feedback ▪ System for linking academic and behavioral performance ▪ System for increasing home/school communication ▪ Collection and use of data for decision-making
Tertiary	<ul style="list-style-type: none"> ▪ Functional Behavioral Assessment ▪ Team-based comprehensive assessment ▪ Linking of academic and behavior supports ▪ Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. ▪ Collection and use of data for decision-making

Source: <http://www.pbis.org/research>

The following diagram further illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support for children:

Multi-Tiered Prevention Efforts of PBIS

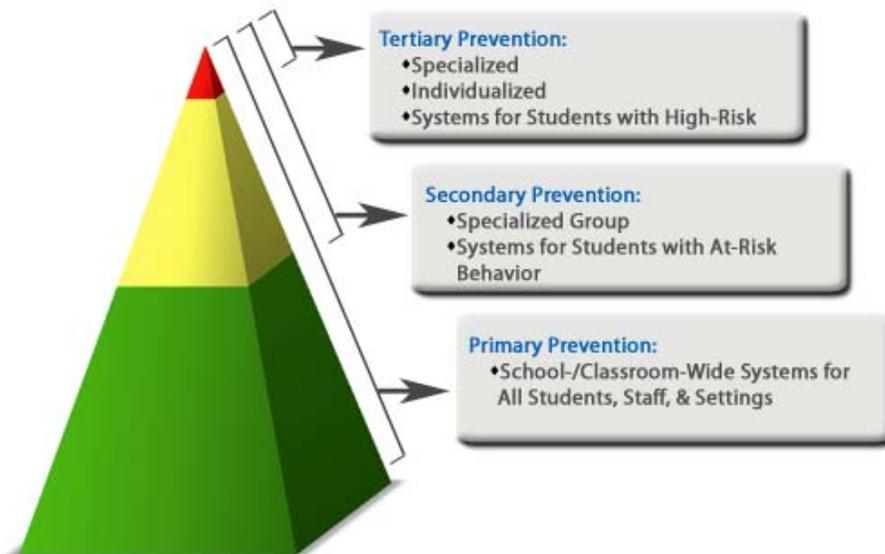


Figure 1: Multi level approach of PBIS. Source: www.sjusd.org/student-services/pbis/pbis-schools

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an evidence-based practice. (Sugai & Horner, 2007).

MCOE received three grants to assist school districts within Monterey County with implementing PBIS in the City of Salinas: Salinas Union High School District, Salinas City Elementary School District and Alisal Union School District. PBIS is also being implemented in South Monterey County at a few of the districts, however, the charges are being paid through a contribution by Monterey County Behavioral Health.

The grants are funded through June 2019 with outcomes that utilize the following metrics:

- Number and percentage of schools reporting an annual decrease in office disciplinary referrals.
- Number and percentage of schools reporting an annual improvement in the attendance rate.

- Number and percentage of schools reporting an annual decrease in suspensions and expulsions, including those related to possession or use of tobacco, drugs or alcohol.
- Number and percentage of schools annually implementing the multi-tiered behavioral framework with fidelity.
- Increase in the number of individuals trained in mental first aid.
- Number of students referred for services as a result of first aid referrals.

The grants pay for school wide interventions (Tier 1), targeted interventions (Tier 2) and intensive interventions (Tier 3) at the schools. It also provides funding to support mental health first aid, in which adults are trained to respond to adolescents who are experiencing a mental health crisis. These school-wide systems of support include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Restorative Practices for Schools

One of the key strategies to reduce expulsions identified by Monterey County school districts is the application of Restorative Justice in school settings. These restorative practices represent a set of principles and practices employed to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. Both the theory and practice of Restorative Justice emphasize the importance of identifying the harm; involving all stakeholders to their desired comfort level; and establishing true accountability by taking steps to repair the harm and address its causes to the degree possible.

Restorative practices in their basic form are intuitive and can be presented as a common sense concept for students. Restorative Justice presents opportunities to those impacted by an event to collectively define the impact and determine steps to make things as “right” as possible for everyone involved—the person(s) harmed, the person(s) who harmed others, and the broader community that was affected both directly as well as indirectly.

The process of restorative practices asks those involved in misconduct key questions, such as who has been hurt, what are their needs and who has the obligation to address the needs and right the harm? The restorative questions cannot be adequately answered without the involvement of those who have been most affected. Involving those affected is a cornerstone of Restorative Justice. The foundation of Restorative Justice rests on common values: respect, inclusion, responsibility, empathy, honesty, openness, and accountability.

Mental Health Services

School districts and MCOE employ mental health professionals as part of their Student Study Teams (and other multi-disciplinary intervention teams) to identify behaviors and provide therapeutic support to students. School districts are employing an increasing number of counselors, school social workers, and clinicians in recognition of the importance of the social-emotional dimension of student success.

In addition, school districts and MCOE partner with a variety of agencies to provide students with therapeutic support. In Monterey County, agencies such as Harmony at Home, Sticks and Stones and others, offer school-based, center-based and home-based services to students. In addition, Monterey County Children's Behavioral Health offers students with services provided by certified service providers. These support services are an extremely important component of the efforts to identify and meet student needs and improve student behaviors.

2. Strategies: to achieve equity and reduce disproportionality in the expulsion process

The over-representation of Hispanic students in suspension and expulsion has serious ramifications for academic achievement and youth development. MCOE and partner school districts are committed to addressing the over-representation of Hispanic students in expulsions by examining disciplinary practices within each school districts.

MCOE will work with districts to develop a cycle of inquiry process to help school districts solutions to this challenge. MCOE and its partners will examine how setting variables contribute to school exclusion and racial disparities in discipline and low school disciplinary climates predict key outcomes for Hispanic students. The need to be responsive to the needs of diverse students has led to calls for culturally responsive pedagogy (Gay 2000; Ladson-Billings 2001) and more recently for culturally responsive classroom management (Brown 2004; Weinstein et al. 2004). These are areas that will continue to be reviewed and discussed by the Monterey County school districts.

3. Strategies to improve services for elementary aged students

MCOE and partner school districts agree that elementary aged students are best served through an instructional day that includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. According to the California Department of Education: “Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youth. Community day schools are supported by supplemental apportionment for community day school attendance, in addition to base revenue funding.” (Source: <http://www.cde.ca.gov/sp/eo/cd/>)

Several school districts have developed or are in the process of developing their own Community Day Schools since the county offices are no longer sufficiently funded for such programs. MCOE is also studying the possibility of re-establishing Community Day School programs with a cost share to participating school districts.

4. Strategies to improve services to Incarcerated Youth

MCOE is committed to provide ongoing educational data, collaboration, and placement recommendations for students who appear in Juvenile Court. MCOE assigned an educator to act as a court liaison starting January 12, 2015. This Court Liaison is a full time educator assigned to participate in court, provide educational recommendations, communicate with school districts, and support all students as they move through the Juvenile Court System.

The responsibilities of the Court Liaison include providing the Court with a comprehensive educational plan that includes student information, enrollment, academic progress, attendance, Special Education information, program participation (English Learner, Homeless/ Foster / Teen Parent), educational interests/goals, and recommended school placement (see attached sample report).

MCOE is working with school districts and requesting that they provide the MCOE with a read-only account to the student information system in order to directly access this information quickly and efficiently. Using this data, we believe our Court Liaison will readily assess and interpret known educational factors which may be interfering with the student's ability to achieve optimal benefit from their educational experience. Further, the Court Liaison will develop and share an educational plan to address those barriers.

The Court Liaison works effectively with the District Attorneys, Public Defenders, Juvenile Court Judge, Probation officers, Children's Behavioral Health, and other key partners to provide educationally related data for the benefit of the Court.

It is imperative that transitions from Juvenile Hall be communicated efficiently with the student's school to reduce the transition time between school enrollments. In conjunction with the probation officers, the Court Liaison assists with transitions to MCOE, Alternative Education Programs, County Schools and court-facilitated out-of-county placements. Currently, 60% of the students who pass through the Juvenile Court system return to their districts of residence. District schools will benefit from information regarding the release and re-entry dates of their incarcerated students to district schools. We intend to provide districts with the information regarding transitions in a timely manner utilizing the Court Liaison. Student academic performance and success will increase as we achieve our goal to minimize days missed from school.

Monterey County Office of Education Services

MCOE continues to provide an educational option for expelled students. Most districts use the County court and community schools for students who are expelled and pose a danger to campus safety or to other students or employees of the district. The philosophy of each individual school district affects the needs of that particular school district. School districts use the Monterey County program as an educational option for the students expelled under a district zero tolerance policy, while others use the program as an additional alternative program to provide the student with another avenue of success.

Alternative Education Programs Options

Most middle school and high school students expelled from school districts within the Monterey County will be referred to the Monterey County Court and Community Schools. These schools are part of the Alternative Programs Department of MCOE. Services are offered to students in a variety of locations and modalities across Monterey County.

Locations of current MCOE Alternative Education Services



Located at multiple sites throughout Monterey County, the Alternative Education school sites offer a wide range of instructional programs and supports to students who have not been successful in a comprehensive setting. As of 2012, the Alternative Education department is running seven County Community School/Independent Study programs: Rancho Cielo, Salinas County Community School, Silver Star, Warner Davis, South Monterey County Soledad Center and King City Center. The two Court schools are Wellington Smith/Juvenile Hall and Salinas Valley Education Center. The Alternative Education Programs serve 'at risk' students from twelve school districts within the Monterey County area who are expelled, adjudicated, truant, foster youth, homeless and inter-district transfers. A significant number of students are either on formal or informal probation and are referred by County Juvenile Probation. Other students are expelled from one of the 25 local school districts, or are referred through truancy mediation, truancy boards, or parents. The Alternative Education schools served approximately 330 long term placement (30 days or more) students during the 2014-2015 school year who benefited from individualized and direct instruction, flexible scheduling, and the opportunity to recover credits in a small school settings.

The Alternative Education Programs are staffed with 20.6 full-time equivalent (FTE) certificated teachers (CT), 2.0 FTE special education teachers, 2.0 FTE special education instructional assistants, and 15.0 FTE classified instructional paraprofessionals (IP). The staff instructs students in eight learning areas at four county community schools and three independent study programs. A director, 1.0 FTE student transition specialist, supported by 2.0 FTE program secretaries, and 2.0 FTE site secretaries, administer the Alternative Education Programs. Unique to Monterey County, the Alternative Education Programs also employ three county community school on-site probation aides and three probation officers.

The students in the court schools, Wellington Smith, and the Salinas Valley Education Center are incarcerated. The students attending the community schools, including Rancho Cielo, Salinas Community School, Warner Davis Community School, Boronda Independent Studies/Blended Learning, Silver Star Resource Center and South County (Soledad and King City) Independent Studies/ Blended Learning, are referred for participation for a variety of reasons including probation, expulsion, and truancy mediation. Parents may also elect to enroll their child in a community school as an alternative to a comprehensive school if space is available and the home district approves an inter-district transfer. The focus of the court and community schools is to provide curricular and academic opportunities, while promoting positive citizenship. The primary goal is to return students to their district of residence with improved skills and attitudes.

Community School Locations	Court School Locations
<p><u>Rancho Cielo</u> 710 Old Stage Road, Salinas, CA 93906</p>	<p><u>Wellington M. Smith, Jr. School (Juvenile Hall)</u> 1420 Natividad Road, Salinas, CA 93906</p>
<p><u>Salinas Community School</u> 1420 Natividad Road, Salinas, CA 93906</p>	<p><u>Salinas Valley Education Center (Youth Center)</u> 970 Circle Drive, Salinas, CA 93905</p>
<p><u>Silver Star Center</u> 855 East Laurel Drive #H, Salinas, CA 93906</p>	
<p><u>South County Center</u> 506 N. 3rd Street, King City, CA 93930</p>	
<p><u>Warner Davis Learning Center</u> 1295 La Salle, Seaside, CA 93955</p>	

Rancho Cielo

Rancho Cielo is a comprehensive program offering intensive educational instruction and services designed to improve the health and academic performance of the youth participants by reducing risk factors and providing an environment rich in opportunities to enhance learning potential, life



Figure 2: Rancho Cielo students during Physical Education activities

skills development, job preparation and placement, and physical health and well-being. All students are screened prior to acceptance and must have a desire to make positive changes in their lives. Most students are on probation when referred to Rancho Cielo but recommendations for assessment may also come from the juvenile court, schools, or parents.

The community school consists of three classrooms and uses the same standards-based curriculum as the other community schools. The students benefit from a small class size and a curriculum tailored to meet their needs and learning styles. In addition, students are offered a variety of elective enrichment classes such as woodshop, sports, arts and crafts, music instruction and gardening. Students are able to

develop vocational skills in a project-based learning environment. The students also have access to a number of support services including drug and alcohol counseling, family planning, gang intervention, conflict resolution, anger management, grief counseling, health education, family counselling and career planning.

Salinas Community School

Salinas Community School (SCS) began in 1989 as a single classroom school. It now enrolls up to 50+ students in three classrooms, with three credentialed teachers, three instructional aides and a school secretary. Students rotate into the different classrooms throughout the day where the educational staff provides traditional classroom instruction integrated with blended learning and independent studies, while still offering the extra attention each student may need. Off-campus learning opportunities are offered on a weekly basis to introduce the students to recreational and environmental experiences that expand their horizons.

The school works closely with the Monterey County Probation Office. A Probation Officer and two Probation Aides are on campus every day. A mental health professional is available to the students to address a wide range of therapeutic issues such as depression, anxiety, low self-esteem, abuse, neglect and other trauma. This combination of a highly structured program with small class sizes and the collaboration between school staff, probation, and mental health makes SCS a safe and comfortable place for all students to improve their skills.

Silver Star Resource Center (SSRC)

The Silver Star Resource Center opened in 2005 to address the problems of student truancy and at-risk behavior. In close cooperation with Monterey County Office of the District Attorney, it provides an educational program for students who are referred for truancy problems. Silver Star is staffed with two highly qualified teachers, an instructional aide and a secretary/registrar. Students attend for two hours daily, meeting with a core subject teacher. The students rotate between teachers daily and are being taught California State Standards-based core curriculum in English, math, social studies, science, physical education, fine arts and many electives. Each student receives another two to four hours of daily work to complete at home. The intent is to provide these students with a positive school experience while helping them overcome the obstacles that previously prevented school success.

The school is located within the Silver Star Resource Center (SSRC), which houses a collaborative of prevention and early intervention services designed to promote positive youth development by reducing risk factors that lead to gang involvement and delinquency of youth in Monterey County. The collaborative is co-located to provide a “One-Stop” for youth and family services and employs an innovative, multi-agency approach that combines probation supervision, educational, vocational and job training, counseling and mediation services, anger management, truancy abatement, mentoring, substance abuse programs and family support services.



Figure 3: Students and staff of the MCOE Silver Star Program in Salinas, CA

Warner Davis Learning Center

Warner Davis Community School (WDCS) is a single classroom school located in Seaside, California. WDCS serves expelled and at-risk students, in grades 7 – 12, from the Monterey Peninsula. The school provides an alternative learning environment with a focus on STEM integrated studies.

The program enables students to become productive members of the community by providing quality learning opportunities as well as opportunities to develop individual talents, critical thinking and problem solving skills, and an appreciation of themselves and others. Students complete a course of study resulting in either eighth grade promotion or a high school diploma or certificate of completion in a blended learning environment.

Blended Learning Centers: Soledad and King City

MCOE has offered an Independent Study program (IS) for more than 25 years. MCOE's review of the effectiveness of IS programs resulted in significant changes to the delivery model for the 2015-16 school year and beyond. The traditional model of IS requires students to meet with a teacher once a week for an hour to present completed work and receive assignments for the week. This model only works effectively for self-motivated students who have the ability or support systems to complete a week's worth of school work on their own. For 2015-16, MCOE is restructuring the program to require students to attend daily, to have access to a wide range of online coursework, and receive Academic Language Development instruction (reading intervention and English Language Development).

Wellington M. Smith Jr. School/ Juvenile Hall (JH)

Wellington M. Smith Jr. School provides for the educational needs of youth who are detained in the Monterey County Juvenile Hall while they are pending court hearings, serving short term commitments, or are waiting for a placement in a foster/group home, camp, or other institution. The average stay for youth at juvenile hall is approximately 28 days. However, those facing more serious charges may be held for a much longer time period. The school is open year-round and employs 4 teachers, 6 support staff members, and 1 school secretary. The school population, composed of both males and females between the ages of 10 to 18 can fluctuate anywhere between 40 and 120 students daily. Students attend classes from 8:00am to 2:00pm.

Salinas Valley Education Center/ Monterey County Youth Center (YC)

In 1995, the Monterey County Probation Department opened the Monterey County Youth Center as a long-term placement facility. MCOE provides the educational component for the youth center since its opening. What began with a single teacher and six students, is now a four classroom, 40-60 student program. Staff members work closely with the Monterey County Probation and Mental Health Department personnel in their collaborative efforts to support and advance the growth, development and education of the young people who are sentenced by the juvenile courts.

Collaborative Programs & Initiatives in Monterey County

Children and youth impacted by emotional and behavioral challenges and their families have access to numerous agencies and support providers. The Community Alliance for Safety and Peace (CASP) is a unique Monterey County - City of Salinas coalition of government, service agencies (Department of Social and Employment Services, Health Department, Probation, District Attorney), youth serving organizations, non-profits, faith community, business and community based organizations. Begun in 2008, the coalition meets twice monthly to exchange ideas, network and share resources with a commitment of making Salinas and Monterey County a safe and peaceful place. Another newer program, since 2009, is the Building Healthy Communities (BHC) Group of East Salinas. It is composed of local grantees, residents, youth and community leaders and aims to improve the health of East Salinas so that children are healthy, safe and ready to learn. The outcomes include keeping children and families safe from violence, all children having health coverage, shifting health and family-focused services from resources to prevention, and supporting healthy youth development. The Alternative Education Programs of MCOE work closely with these agencies to provide supplemental support for our students. Other agencies, programs and initiatives that act as partners with MCOE Alternative Education include:

- Global Majority
- Harmony at Home
- Panetta Institute
- Ventana Wilderness
- Ventana Wildlife
- California State University, Monterey Bay
- Hartnell Academy for College Excellence (ACE)
- Youth Adult Resource Collaborative
- One-Stop Career Centers (including OET)
- Turning Point
- Child Health & Disability Program

- Child Advocacy Center
- Department of Social and Employment Services (DSES)
- Children’s Behavioral Health
- Wrap Around
- Monterey County Screening Team for Assessment Referral and Treatment (MCSTART)
- Santa Lucia Program for Females
- Crisis Support Team
- Probation Department / Juvenile Justice
- Repeat Offender Prevention Program (ROPP)
- Juvenile Justice Crime Prevention Act (JJCPA)
- Silver Star Resource Center
- Monterey County District Attorney – Deputy District Attorney (DDA)
- Mentally Ill Offender Crime Reduction (MIOCR) Grant
- Rancho Cielo Youth Campus
- Victim Impact Class
- Foster Youth Services
- Migrant Education
- Headstart
- Monterey County Business and Education Research Institute (MCBERI)
- Monterey County Business Council (MCBC)
- Central Coast Career Readiness Consortium (CCCRC)
- Court Appointed Special Advocate (CASA)
- San Andreas Regional Center (SARC)
- Door to Hope
- Unity Care
- Peacock Acres
- Hartnell College
- Sheriff’s Department
- Sunrise House

Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) is a critical part of each school district's and MCOE's efforts to support the academic success of all students. Updated annually, this three-year plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress. The LCAP addresses the State of California's eight priority areas that include student academic achievement, school climate, student access to a broad curriculum, and parent engagement. The LCAP addresses the needs of all students, and the following student subgroups: English Learners, foster youth, and low-income students. In addition, county offices are required to address the countywide needs of foster youth and expelled students.

In the 2015-2016 LCAP, the Monterey County Office of Education defines its commitment to addressing the needs of expelled students (State Priority 9). The LCAP identifies the following as a need "Expelled students are much more likely to drop out of school (50% drop out rate). Transitions from the school district expelling the students to an alternative placement and the eventual return to the district of residence are often unsuccessful."

The plan establishes a goal to "Facilitate the successful transition for expelled youth of Monterey County to and from school districts and Monterey County Office of Education programs." The plan establishes the following expected annual measurable outcomes:

- Establish a countywide baseline metric for the successful transition of expelled youth
- By June 6, 2016, the percentage of Monterey County Expelled Youth who experience a successful transition between school sites will improve by 10%.

LCAP actions to meet the aforementioned goal include:

- Supporting school districts in developing the capacity to keep baseline and ongoing measures of school attendance, truancy, and drop-out rates for 2014-2015 for Expelled Youth. Support districts in the implementation of a checklist for successful transitions.
- Case-managing students who are undergoing juvenile court proceedings to ensure optimal educational transitions and placements. Place an educator in the Juvenile Court to advocate for students and develop education and transition plans.
- Meeting quarterly with district administrators responsible for the expulsion process. Provide training on the legal requirements associated with expulsion proceedings and alternatives to expulsion.

- Obtaining Data Sharing agreements with all school districts in Monterey County that ensure compliance with FERPA and protect student confidentiality to facilitate MCOE access to district Student Information Systems and streamline services to students.

Appendix I: LCAP Goal related to Expelled Students

GOAL 3: Year 1 2015-16	Facilitate the successful transition for expelled youth of Monterey County to and from school districts and Monterey County Office of Education programs.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/>		
Identified Need:	Expelled students are much more likely to drop out of school (50% drop out rate). Transitions from the school district expelling the students to an alternative placement and the eventual return to the district of residence are often unsuccessful.			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students (who are expelled)		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Establish a countywide baseline metric for the successful transition of expelled youth ▪ By June 6, 2016, the percentage of Monterey County Expelled Youth who experience a successful transition between school sites will improve by 10%. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1.	Support School districts in developing the capacity to keep baseline and ongoing measures of school attendance, truancy, and drop-out rates for 2014-2015 for Expelled Youth. Support districts in the implementation of a checklist for successful transitions.	All Sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No Cost
2.	Case-manage students who are undergoing juvenile court proceedings to ensure optimal educational transitions and placements. Place an educator in the Juvenile Court to advocate for students and develop education and transition plans.	All Sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Pupils Retention Grant \$111,472
3.	Meet quarterly with District Administrators responsible for the expulsion process. Provide training on the legal requirements associated with expulsion proceedings and alternatives to expulsion.	Community School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Base Grant \$5,000
4.	Obtain Data Sharing agreements with all School Districts in Monterey County that ensure compliance with FERPA and protect student confidentiality to facilitate MCOE access to district Student Information Systems and streamline services to students.	Community School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost

Appendix II: References

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