



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

Countywide Plan for Expelled Youth

Santa Cruz County Office of Education

2021-2024 Plan

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School District Partners

The development of a Countywide Plan for Provisions of Educational Services to Expelled Students would not have been possible without outstanding leadership and support from the school district communities.

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Introduction

The Santa Cruz County Office of Education, its partner school districts, and local charter schools are committed to reducing the number of expulsions and providing expelled students with the best services to help them in their educational journey.

Schools have to make tough decisions as they weigh their commitment to educating all students with the need to remove students for offences that create an unsafe environment. Although exclusionary school discipline policies are intended to ensure productive learning environments, when students are removed from school their learning is severely disrupted. The Santa Cruz COE has worked closely with school districts and charter schools throughout the county to reduce the number of expelled students and reduce suspensions leading to expulsions. Since the implementation of the 2018 plan, Santa Cruz County schools have reduced the number of suspensions from 50 in the 2017-2018 school year to 11 in the 2019-2020 school year. The work continues with this new plan and now, more than ever, we have strong partnerships and collaborative networks in place to discuss best practices in supporting students and reducing expulsions.

This document describes the educational alternatives to expulsion for students in schools within Santa Cruz 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 Santa Cruz County school districts. California Education Code (EC) Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

Legal Requirements of a Countywide Expulsion Plan

On July 1, 1996, California Education Code section 48926 became operational. 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

- 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 for 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.

(Amended by Stats. 2005, Ch. 69, Sec. 3. Effective January 1, 2006.)

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 Santa Cruz 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. The Santa Cruz County Office of Education educational alternatives are also available for expelled students.

Each school district in Santa Cruz 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. Below is a list of alternatives for expelled students:

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 the Santa Cruz County Office of Education 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 mostly exempt from California Education Code provisions with respect to student discipline and are required to describe their suspension and expulsion procedures in their charter. The exception is Education Code Section 48901.1 which restricts the use of suspensions or expulsions in charter schools for disruption of school activities and willful defiance. 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. If no appropriate education placement is available in the district of residence, it must identify and arrange for another educational placement for the 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.

Countywide Expulsion Data

Our effort to identify gaps in services began with a review of the number of expulsions reported by school districts within Santa Cruz County. The data source for expulsions is from the California Department of Education, Dataquest <https://dq.cde.ca.gov/dataquest/>. The Santa Cruz County Office of Education created an interactive data resource for expulsion data which can be found at this [link for the Santa Cruz County Expulsion Rates](#). We have broken down the data to better analyze the expulsion rates for different student groups.

School District Expulsions by School Year

District (unduplicated count)	2017-2018	2018-2019	2019-2020
Santa Cruz County Overall	50	29	11
San Lorenzo USD	1	4	1
Scotts Valley USD	2	3	2
Santa Cruz Elementary	0	0	0
Santa Cruz Secondary	11	11	3
Happy Valley ESD	0	0	0
Mountain ESD	0	0	0
Live Oak ESD	0	0	0
Soquel ESD	0	0	0
Pajaro Valley USD	35	10	2
Santa Cruz COE	0	0	0
Charters	1	1	3

Disaggregated Student Expulsion Data

San Lorenzo USD	Male	Female	Hispanic/Latino	White	Asian	Am Indian/Alaskan Native	Two or More Races	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Homeless
2017-2018 (1 Total)	1			1				1	1			
2018-2019 (4 Total)	2	2		4				2				
2019-2020 (1 Total)		1		1				1				
Scotts Valley USD	Male	Female	Hispanic/Latino	White	Asian	Am Indian/Alaskan Native	Two or More Races	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Homeless
2017-2018 (2 Total)	1	1		1	1							
2018-2019 (3 Total)	3			2			1					
2019-2020 (2 Total)	1	1		2								
Santa Cruz Secondary	Male	Female	Hispanic/Latino	White	Asian	Am Indian/Alaskan Native	Two or More Races	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Homeless
2017-2018 (11 Total)	11		7	2			2	8	3	5		
2018-2019 (11 Total)	11		2	5	1	1	2	5	1	1		
2019-2020 (3 Total)	3		2	1				1	1			

Disaggregated Student Expulsion Data

Pajaro Valley USD	Male	Female	Hispanic/Latino	White	Asian	Am Indian/Alaskan Native	Two or More Races	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Homeless
2017-2018 (35 Total)	27	8	33	1	1			30	2	17	3	10
2018-2019 (10 Total)	7	3	9	1				10	4	4		1
2019-2020 (2 Total)	1	1	2					2				
Charters	Male	Female	Hispanic/Latino	White	Asian	Am Indian/Alaskan Native	Two or More Races	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Homeless
2017-2018 (1 Total)		1		1				1				
2018-2019 (1 Total)	1		1					1	1	1		1
2019-2020 (3 Total)	2	1	2	1				2	1	1		

Reflection of Gaps & Strategies Identified in the 2018 Plan

The Santa Cruz COE and its partner school districts identified the following gaps in serving the needs of expelled students for the 2018-2021 triennial update:

Gap Area 1: Need for options for expelled elementary-aged students in a single school district

Strategy: Should they arise, it has been agreed upon that arrangements for placement and education of expelled students will be made in discussion with the County Office of Education and the small school district in need. District partners collaborate with the COE to create an individualized academic and behavioral plan for elementary aged students who are expelled or under a suspended expulsion. If the student qualifies for special education, the Special Education Local Program Area (SELPA) Director will also participate in this collaboration. This collaboration requires frequent telephone conversations, meetings, and community partnerships have helped to share resources.

Reflection: This strategy remains in place should the need arise in the future. An elementary student has not been expelled during the last cycle of the countywide plan.

Gap Area 2: Small school districts have limited to no access to site-based counseling

Strategy: In addition to the use of an on-site therapist and a behavioral specialist at some single school districts, all small schools report the use of Positive Behavior Intervention and Supports (PBIS). Additionally, mental health funds are used to provide counseling to individuals identified as having the highest need. Classroom teachers in small school districts also utilize Mindfulness and Social Emotional Learning strategies to teach self-regulation.

Reflection: Countywide, as well as in the small school districts, significant investments in the coordination of mental health supports of students have been made. The feedback from the districts is that this strategy has been successful. Some districts are using PBIS and others are using a mix of different strategies, curriculum, and mental health staff.

Gap Area 3: Students awaiting an expulsion hearing may be out of school for several weeks.

Strategy: When a student is removed from a site, pending an expulsion hearing, work is provided to the student to be completed off-site. All districts make every effort to expedite the process. Upon results of the hearing, the student is either referred back to school within the district or to the County Office of Education. The COE Court and Community School program prioritizes students who have been expelled and works to enroll them right away.

Reflection: The feedback from our districts is that this strategy has been successful. School work is provided to students and collaboration between the Santa Cruz COE and districts has become very efficient. Students who are expelled are prioritized for intakes and placements within the Santa Cruz COE Court and Community School programs.

Gap Area 4: Difficulty in providing Free and Public Education for expelled Special Education Students who require in excess of 50% Specialized Academic Instruction

Strategy: When such an expulsion arises, it has been agreed upon that arrangements for placement and education of the student will be made in discussion with the County Office of education and the local school district.

Reflection: The feedback from our districts is that this strategy has been successful. The Santa Cruz COE is a collaborative partner and should the need arise, will assist in the development of a solution.

Gap Area 5: Difficulty in providing Free and Public Education for expelled Special Education Students who require a therapeutic setting

Strategy: The Santa Cruz COE and local districts have ensured that all special day students are served, regardless of expulsion status. Local school districts that expel students with an Individualized Education Plan (IEP) with a special day class designation are either served within their district of residence, via a private school placement or through a Santa Cruz County Office of Education operated community school program specifically adjusted to accommodate the individual student needs.

Districts have in some cases, created their own alternative schools for expelled students. Private schools have proven to be excellent, but at a high cost to the district. Appropriate accommodation in the COE Alternative Education Programs can at times be difficult given the level staffing and expertise needed, but every effort to adjust, if possible, is made to assist the districts.

Reflection: The Santa Cruz COE and partnering districts are committed to collaborate to support the needs of expelled students needing a therapeutic setting. This situation has not come up in recent history but the districts and the Santa Cruz COE will work together to strategize and support the student should this scenario occur.

Gap Area 6: Need to continue to reduce the number of expulsions, county-wide.

Strategies: SCCOE 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
- 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

Reflection: The School districts of the Santa Cruz County have worked over the past few years to significantly reduce the number of expulsions that occur countywide. Districts are using a myriad of strategies including Restorative Practices, PBIS, trauma informed practices, and MTSS tiered support.

Strategies for Continued Improvement for 2021-2024

The Santa Cruz County Office of Education and partnering districts have voiced the following areas for continued improvement.

Area 1: Ongoing expulsion mitigation through opportunities to learn, share best practices for student supports, data analysis for suspensions and expulsions, and creating positive, safe, inclusive, learning environments for all students

Strategy: The Santa Cruz COE has set up multiple avenues of collaboration for districts and charter schools to focus on student support services and behavioral interventions. The pandemic created even more robust networks of communication and collaboration that have not only sustained but also thrived during the pandemic. Countywide networks include the Student Services Directors team, Curriculum and Instruction group, Special Education Directors, and Charter School leaders network. Additionally, The Superintendent Council meets weekly. The Santa Cruz COE is supporting the use of data and data visualization to find areas of growth and pinpoint any disproportional data. In the development of this plan we created an interactive data dashboard based on the Dataquest data. Countywide professional learning communities to support programs like restorative practices, social and emotional support, PBIS, and counseling.

Area 2: Continued need for the Santa Cruz COE to collaborate and streamline the process to ensure appropriate placement and educational services for expelled youth.

Strategy: The Santa Cruz COE is committed to ensuring streamlined service and placement for expelled youth. The Santa Cruz COE works with all Student Service Directors and Special Education Directors to ensure proper placement of expelled students within the Alternative Education Department. There has been a significant reduction in expulsions and strategies from the previous plan along with collaboration and the strategies outlined in Area One are proving to be impactful. If an expulsion occurs we have worked together as an educational community to have the network in place to support the student.

Area 3: The facilitation and collaboration of charter school leader groups to share best practices to reduce expulsions and how to best support students if an expulsion occurs.

Strategy: The Santa Cruz COE has the charter leader group in place and will focus on topics of suspensions and expulsions. The charter leaders also have access to the Student Support Services Directors and Special Education Directors meetings.

Plan Reflection and Strategies for 2021-2024

Reflection

The 2021-2024 Countywide Plan for Expelled Students proved to be an opportunity for our county to reflect upon the practices and strategies we have implemented over the past few years and our plans for the next few years to mitigate expulsions. The process began with an overview and soliciting of feedback from our superintendents and a deep dive into our data. This year we disaggregated our data for expulsions and had meetings with district Student Services Directors, the Santa Cruz COE team, and charter school leaders to discuss the analysis. Districts and charter schools completed a survey reflecting on our previously identified gaps and strategies and formulated new areas of growth and strategies for the coming years. Throughout the process, the coordinator of this project connected with the Education Programs Consultant from the Educational Options office at the California Department of Education. Throughout the countywide meetings and data analysis, numerous behavioral intervention practices were articulated that have been helpful in our county to successfully reduce our expulsion rates.

Best Practices and Behavioral Supports

Districts report that over the past few years, staff members have participated in ongoing professional development, coaching and collaboration to build capacity to support our students and families in comprehensive ways. Topics include health, mental health, behavioral analysis and implementing trauma informed practices and mindfulness techniques, as well as differentiation of academic instruction. Some districts have implemented Positive Behavioral Intervention Strategies (PBIS) while others have opted for different strategies and curriculum tailored to social-emotional learning. Student engagement, leadership, and sense of community has been a focus of districts, especially throughout the pandemic. Districts also report having more connections and conferences with families to support engagement and connection to their child's education and school community. Multi-tiered Systems of support are widely implemented throughout the county. More community partnerships with mental health professionals and on-site counselors have been solidified to support students.

Additionally, the Santa Cruz COE has developed more networks to bridge educators and administrators across the county in supporting safe and inclusive learning environments. Over the past year multiple communities of practice have been developed including the Social-Emotional Wellness Community of Practice and the Racial Equity and Justice Community of Practice. These collaborations and learning communities help our county band together to create safe learning environments that are culturally relevant and inclusive of all students.

Best Practices and Relation to Disproportionate Minority Representation in Expulsion Data

The above-described strategies and collaborations have supported a reduction in suspensions and expulsions. Over the three year span of this last plan our expulsions went from 50 in the 2017-2018 school year to 11 in the 2019-2020 school year. Monitoring expulsion data for disproportionate representation of student groups is a priority and the strategies that have developed and implemented focus on breaking down systemic racism and barriers in education, culturally relevant teaching, mental health supports, creating inclusive environments, and having staff trained in trauma informed-practices.

Santa Cruz County Office of Education Services

The Santa Cruz County Office of Education continues to provide educational options for expelled students. The philosophy of each individual school district affects the needs of that particular school district.

Alternative Education Programs Options

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



Directory of COE Alternative Schools

The Santa Cruz COE has a myriad of sites that range from small one-room schoolhouses, to multi-teacher sites as well as community partnership programs. With the exception of the Sequoia Schools campus, the Santa Cruz County leases our school sites from various community entities.

Below is a list of Santa Cruz COE alternative school programs with their own unique descriptions and school visions.

North County Schools:

Natural Bridges High School

Natural Bridges High School is a program for students in grades 9-12 who are seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills.

Santa Cruz Community School (Phoenix)

Santa Cruz Community School is a structured learning environment that uses the Social Emotional Learning framework to guide adolescents in grades 7-9. Phoenix focuses on and encourages students' interests and abilities, so that each student achieves academic, social, and emotional success.

San Lorenzo Valley Community School (Highlands)

Highlands is a unique learning environment. Based on a riverfront park in the redwoods, Highlands provides a nurturing, homelike atmosphere for students in need of a safe, structured, and supportive environment. Beyond individualized academics, our core focus is acceptance, compassion, and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills. Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

Louden Nelson Community School

Located in the Loudon Nelson Community Center in downtown Santa Cruz, LNHS teaches students to be intelligent, thoughtful, and compassionate individuals. Students experience success through sound academic instruction in an environment that is safe, supportive, and stresses community values.

Louden Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

Oasis High School (Aptos and Watsonville Campuses)

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal “oasis” that is safe and supportive.

Seabright High School

Seabright High School develops and supports creative, flexible, ambitious, independent and responsible learners. It is a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, Seabright students work together in a personalized learning community, supporting each individual to realize their potential!

Star Community School

Star is a small, student-centered community school that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

The Cottage

The Cottage is an afternoon program designed for students who benefit from a small classroom setting with individual attention. Centrally located in Harvey West Park, The Cottage is accessible to students countywide and the afternoon class schedule allows students who are working or who have been out of school to reconnect with a high school education with an emphasis on career choices, character education, and literacy.

Santa Cruz County Office of Education Independent Studies Program

Located at the Santa Cruz County Office of Education. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

Robert A. Hartman School

Robert A. Hartman School provides for the education of youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning. Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

The Camp

Our programs support students in recovery from drug and alcohol addiction by:
Community-based self-empowerment centered upon healthy lifestyle choices, group counseling, college and career readiness and peer/alumni mentoring.

Cypress High School

Cypress High School graduates self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory, a-g curriculum.

South County Schools:

DeWitt Anderson School

DeWitt Anderson School provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

La Manzana Personalized Learning

La Manzana is a small, personalized learning community that provides a small, safe learning environment. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

Sequoia High School

Sequoia High School is committed to Social, Emotional, Academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and CTEP classes all encompassed in a 21st Century learning environment.

Sequoia Middle School

Sequoia Middle School emphasizes Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in this program learn study skills as well as life skills, and gain experience in the classroom and community.

Sequoia Academy

Sequoia Academy is a self-contained classroom designed to assist students who need extra support with study skills and with setting educational goals. Sequoia Academy is committed to Social, Emotional, and Academic learning with an opportunity for vocational training and community involvement.

Sequoia Independent Studies

Sequoia Independent Studies students meet with teachers, individually, once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally, and vocationally through an individual approach.

Sequoia Personalized Learning Center

Sequoia Personalized Learning Center provides a safe, respectful, and supportive environment for students who need comprehensive academic support in a small, self-contained classroom. A combination of teacher-led lessons, group experiences, and independent studies assignments support student achievement.

El Nido

The El Nido Program combines individualized and blended learning in a student-centered program designed for older students. With a focus on rigor, relevance, and relationships, El Nido uses a thematic approach within its curriculum. Staff collaborates with each student and his/her family for successful outcomes. Vocational skills, life skills, computer literacy, and college transition are intertwined within the program goals.

Escuela Quetzal

Escuela Quetzal is a school program designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Students attend daily core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with core academics, students are offered courses in art, music, vocational education, sports, an organic garden, and computer training.

Freedom Community School

Freedom Community is a single classroom site for students who excel in a smaller, supportive, and structured learning environment. The school vision is to empower students' intrinsic motivation to lead and educate family and peers. The teacher and staff meet each individual learner at their current academic and social levels in order to create attainable goals, which creates a positive learning experience.

Countywide Educational Options

The Santa Cruz County Office of Education provides a robust alternative education program that has been successfully utilized for educational services for expelled youth. There are other alternative options throughout the county that are listed below.

District	Educational Options
Pajaro Valley Unified School District (PVUSD)	<ul style="list-style-type: none"> ● Valor Team: Case managers for expelled students who monitor the progress of all expelled students from the district. ● Renaissance Continuation High School ● New School Community Day School
San Lorenzo Valley Unified School District (SLVUSD)	<ul style="list-style-type: none"> ● SLVUSD Charter School ● Quail Hollow Homeschool Program ● Fall Creek Homeschool ● Quail Hollow Integrated Arts Program ● Coast Redwood Middle School ● Coast Redwood High School ● Mountain Independent Study Program ● The Nature Academy ● Ocean Grove Charter School
Santa Cruz City School (SCCS)	<ul style="list-style-type: none"> ● Alternative Family Education (AFE) ● Ark Independent Studies ● Costanoa Continuation School ● Monarch Elementary School ● Delta Charter School
Soquel Union Elementary School District (SUESD)	<ul style="list-style-type: none"> ● Opal Cliffs Home Based Learning Program
Live Oak School District (LOSD)	<ul style="list-style-type: none"> ● Ocean Alternative and Ocean Online

Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) is a critical part of each school district's and the Santa Cruz COE'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 Santa Cruz COE LCAP addresses the State of California's ten 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. County offices are required to address the countywide needs of foster youth and expelled students.

In the 2021-2024 LCAP, the Santa Cruz County Office of Education defines its commitment to addressing the needs of expelled students (State Priority 9). The LCAP states that the Santa Cruz COE will coordinate the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

The Santa Cruz COE is committed to facilitate and participate in monthly collaborative meetings with our county Student Services Directors and Special Education Directors that discuss strategies to meet the needs of all learners and reduce suspensions and expulsions. Additionally, the Superintendents of all districts and charter school leaders have regular meetings and the reduction, analysis of suspensions and expulsions across our county is a priority.