



COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

TRIENNIAL UPDATE 2018-21

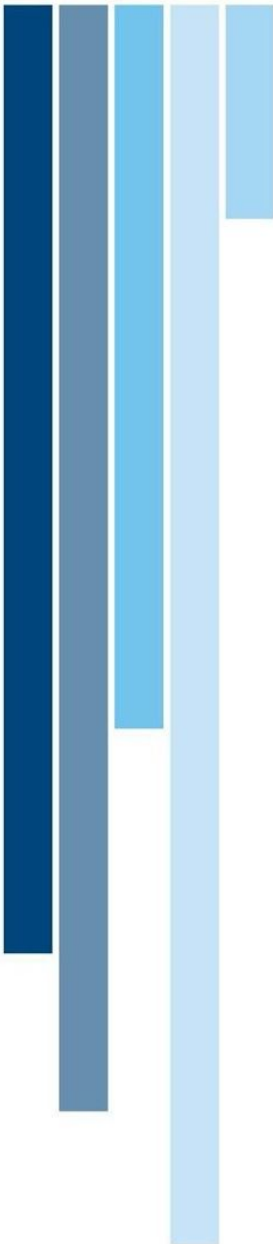


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School District Partners

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

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Introduction

The Santa Cruz County Office of Education 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 decision as they weigh their commitment to educating all students with the need to remove students for offences 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 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. 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 the Santa Cruz County Office of Education 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 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 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 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. Educational alternatives throughout Santa Cruz 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 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 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.

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.

Total Number of Expulsions by School Year

| | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------|-----------|-----------|-----------|
| Santa Cruz County | 10 | ←22 | →16 |
| State | 5758 | 5701 | 5657 |

→ 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 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------|-----------|-----------|-----------|
| Bonny Doon ESD | 0 | 0 | 0 |
| Happy Valley ESD | 0 | 0 | 0 |
| Live Oak SD | 0 | 0 | 3 |
| Mountain ESD | 0 | 0 | 0 |
| Pacific ESD | 0 | 0 | 0 |
| Pajaro Valley USD* | 69 | 48 | 42 |
| San Lorenzo Valley USD | 4 | 2 | 0 |
| Santa Cruz Elementary SD | 0 | 1 | 0 |
| Santa Cruz High SD | 5 | 18 | 12 |
| Scotts Valley USD | 0 | 1 | 0 |
| Soquel Union SD | 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/>, *Source: PVUSD

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 between 2015 and 2017 that there have been fewer expulsions each year. Only one school district increased their expulsion rate from the year prior.

Gaps and Strategies Identified in the 2015 Expelled Student Plan

In the 2012-15 SCCOE 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.

Gap 1: Historically, expelled students in grades K-5 have not been provided with adequate educational options due in large part to the low incidence of expulsion cases for this school age population.

Local school districts that expel elementary (k-5) students create viable alternatives in conversation with the COE and their district to serve this population.

Due to the small size of Santa Cruz County, there is a strong network among the districts and the County Office of Education. Frequent telephone conversations, meetings, and community partnerships have helped to share resources. There are no recent expulsions in the small school districts. However, 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.

Gap 2: There is no Special Day Classroom in Santa Cruz County to serve expelled students.

The 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.

Gaps & Strategies Identified in Current Educational Services

SCCOE 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 qualified 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.

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.

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.

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.

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

Strategy: The 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 accomodation 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.

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

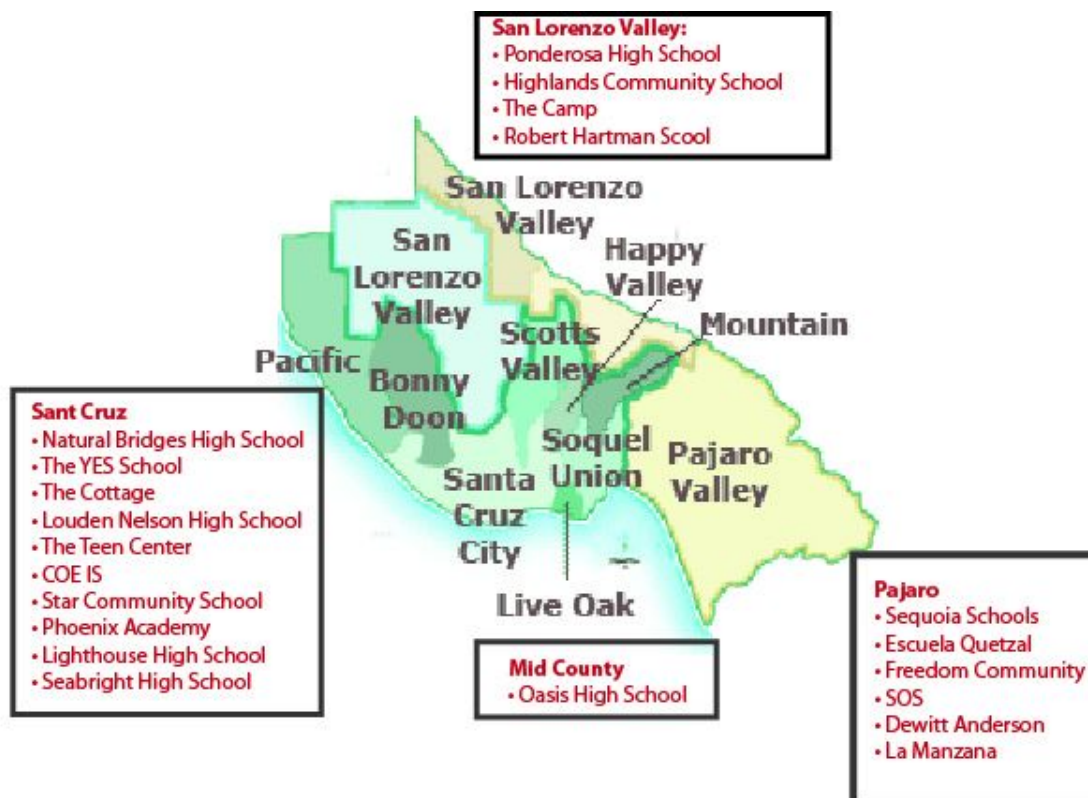
Santa Cruz County Office of Education Services

The Santa Cruz County Office of Education continues to provide educational options for expelled students. Most districts use the county court and community schools for students who are expelled. The philosophy of each individual school district affect the needs of that particular school district.

Alternative Education Programs Options

Most middle school and high school students expelled from school districts within the 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.

Locations of current Santa Cruz COE Alternative Education Services



Directory of COE Alternative Schools

SCCOE has 19 school sites that range from small one-room schoolhouses, like The Cottage, to our brand new Sequoia Schools campus which houses multiple school programs 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 SCCOE alternative school programs with their own unique descriptions and school visions.

North County Schools

Natural Bridges High School

Natural Bridges High School/Career Training Center is a program for students in grades 10-12 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.

Ponderosa High School

Ponderosa High School is designed for students in grades 10-12 who are earning a high school diploma through a curriculum focused on academic, experiential, and vocational education. This program is born out of the core tenets of community, collaboration, and commitment. In addition to their work in the classroom, students engage with guest speakers, go on field trips, complete community service projects, and participate in short and long-term internships in green businesses and agencies.

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, fun-based learning environment. Located in 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, the core focus is acceptance, compassion, and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills.

With an abundance of creativity and support, 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.

Lighthouse High School

At Lighthouse, the teacher, student, and family plan a course of study together, allowing for personalization and flexibility in the time, place, delivery model and pace of instruction. Students are provided on-line, classroom-based, and individualized learning opportunities. Students may wish to include CTE courses that are available on or off-campus. Students can pursue a-g (University of California approved) coursework. Concurrent enrollment at Cabrillo College is encouraged.

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

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 seeks to develop 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 and fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

Y.E.S. (Youth Experiencing Success)

This small program support students in recovery from drug and alcohol addiction through community-based self-empowerment centered upon healthy lifestyle choices, group counseling, college and career readiness and peer/alumni mentoring. Y.E.S. is the result of a successful collaboration between the Santa Cruz COE and Encompass Community Services.

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.

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

A small, personalized learning community that provides a supportive, safe learning environment. All students are 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 ROP 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.

SOS Program

The S.O.S Program combines individualized and blended learning in a student-centered program designed for older students. With a focus on rigor, relevance, and relationships, S.O.S. 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.

Esquela Quetzal

Escuela Quetzal is a school within a counseling emphasis, designed for youth who are willing to actively participate in services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Encompass Counseling Agency and the Santa Cruz County Office of Education. Daily, students attend 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.

Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) is a critical part of each school district's and SCCOE'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 2016 - 2017 LCAP, the Santa Cruz 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 "There is an ongoing need to ensure that expelled students receive appropriate instruction, for districts county-wide to collaborate to identify gaps in service for expelled youth, and to find ways to ensure that all expelled youth receive an appropriate education. "

The plan establishes a goal to "Collaborate and coordinate Countywide Plan for Expelled Youth with all districts to serve expelled youth." The plan establishes the following expected annual measurable outcomes:

- Maintain 100% of expelled students appropriately placed.

LCAP Actions to meet the aforementioned goal include

- SCCOE will conduct regular meetings with districts to coordinate placements of expelled students with special needs.
- SCCOE will meet individually with families of expelled students to place students and create an educational plan for each student.

Bonny Doon Union Elementary School District Plan for Expelled Students

Bonny Doon Union Elementary School District (BDUESD) serves 167 transitional kindergarten through sixth grade students. It is located in the Santa Cruz mountains, about twelve miles north of Westside Santa Cruz off Coast Highway 1. BDUESD is a single-school district with a five member School Board elected by district voters.

BDUESD offers a well-rounded program focused on science and the arts. We provide specialized instruction in environmental and watershed education. Students participate in music, fine arts, dance, and theatre arts. BDUESD has a comprehensive monthly on “Lifeskills” program, which focuses on one Lifeskills word per month. Teachers focus on modeling and practicing the Lifeskill of the month, and achievements are celebrated at a monthly rally.

Services

BDUESD doesn’t expel students, so we offer the following to students who meet the requirements for expulsion in Education Code 48915 or are at risk of being expelled:

- Positive Behavior Intervention Supports and Social Emotion Learning Programs (Sanford Harmony)
- Specialized academic support from our Title One academic support teacher
- Individual and group counseling services from an on-site therapist
- Special Education services, as appropriate
- BDUESD will collaborate with neighboring districts to enroll expelled students in an appropriate school and/or program.
- In some cases, serious offenses may result in suspension
- Some teachers engage students in mindfulness or meditation practices
- Behavior Intervention Plan

Identified Gaps

- There are no viable options for elementary-aged students in a single school district who are recommended for expulsion.
- As a small school district, BDUESD providing a counselor on a yearly basis could become a significant financial challenge.

Happy Valley School District Plan for Expelled Students

The Happy Valley School District, established in 1864, is a single school, Basic Aid district with a well-established history of community and parent involvement. The Board, School Site Council, Parent Club and staff routinely have open meeting discussions regarding student achievement, common core implementation, and alignment of spending priorities. Happy Valley School District serves the students and community with a mission and vision of continuous improvement, dedication to the arts and music, developing the whole child and providing students with an academic setting that will ensure success both in secondary and college settings. Happy Valley has a long standing reputation for excellence and has traditionally been one of the top ranked schools in Santa Cruz County, and in the top 10% of schools in the state for over the past 10 years.

With a current enrollment of 120, Happy Valley School District is a one-school site district. Happy Valley has a school board of five members elected by district voters. Happy Valley's mission statement is to educate the whole child in a small, safe, community supported school that provides a solid foundation to achieve academic, social and emotional success.

Services

Happy Valley offers the following programs to all students:

- No students have ever been expelled from Happy Valley School, however, below are some programs that are used when the student has inappropriate behavior.
- Mindfulness: All teachers are trained in mindfulness and use this practice at least once a week. If a child is having a difficult time, the child may come to the office and the office staff will use this technique for calming the student.
- Other methods include reading social stories and time in the office to reflect behavior. If the behavior is dangerous, a parent will be called directly to come and pick the child up and the Superintendent will discuss the consequence, which can include suspension, behavior contract and SST.
- Sanford Harmony—Teachers are trained in this and it is used for conflict resolution, social issues and empathy.
- Behavior Specialist—If a student has behavior that is not conducive to a classroom environment, a Student Study Team meeting is scheduled and if the behavior continues, then a behavior specialist will be brought in to put the student on a behavior plan.
- Suspension—Students who violate Ed. Code 48900 can be suspended if the behavior is dangerous or has caused harm to other students. Otherwise, the student will be held in the office to complete work from the classroom.
- Education Code 48915: For any students who meet the requirement for expulsion, Happy Valley will collaborate with neighboring districts to enroll expelled students or the student will be enrolled in an Independent Studies program.

Identified Gaps:

- As a small school site, we do not have a counselor on campus.
- We utilize the Mental Health funds and use the counselor when identified in an IEP.

Mountain Elementary School District Plan for Expelled Students Board

Approved May 9, 2018

Mountain Elementary School District (MESD) is a single-school elementary district with a five- member Board of Education elected by district voters. MESD proudly serves 140 Kindergarten through Sixth grade students and their families. We are located in the unincorporated town of Soquel in Santa Cruz County, three miles north of Soquel Village on Old San Jose Road.

MESD offers a research-based program focused on academically rigorous and engaging common core curriculum. In addition to the academic program, we provide specialized instruction in physical education and the arts. Students participate in music, visual arts, dance, and theatre arts. MESD has a long-standing commitment to both the scholarly progress of each child and the social-emotional development of kindness and inclusion in a positive community-based setting.

Services

No MESD students have been expelled in over two decades. We offer the following services and supports to students who meet the requirements for expulsion in Education Code 48915 or are at-risk of being expelled:

- K-6 social-emotional learning programs (Common Language and Sanford Harmony)
- Specialized academic intervention from a highly trained certificated teacher
- Individual and group counseling services from an on-site therapist
- Special Education services for qualifying students, including mental health services and behavior intervention plan
- Promoting engagement and connection through Student Council leadership opportunities
- Promoting well-being through inclusive programs such as Mileage Club, Language Ambassadors, and Life Lab
- Mindfulness practices modeled during classical music listening in all grades
- MESD provides licensed counseling services for both general and special education students. Serving the general population with a growing need for behavioral intervention presents a fiscal challenge.
- Suspension as needed for students who commit serious Ed Code 48900 offenses (district suspension rate 1-2 per year.)

Identified Gaps

There are few viable options for elementary-aged students attending a single school district who are recommended for expulsion. The action steps in this scenario include:

- Interdistrict Transfer students who are expelled would be in violation of MESD Board Policy 5117 and return to their district of residence for disciplinary change in placement.
- Collaboration with neighboring districts to enroll in-district students who were expelled in an appropriate school and/or program.

Pacific Elementary School District Plan for Expelled Students

Pacific Elementary School serves approximately 140 preschool through sixth grade children. It is located in the town of Davenport, California, about ten miles north from Westside Santa Cruz. The Pacific Elementary School District (PESD) is a single-school district with a three member School Board elected by district voters. PESD is committed to offering an individualized and supportive environment. We offer several unique signature programs that encourage positive behavior, which make it a leader in innovative experiential learning.

Services

- PESD doesn't expel students, so we offer the following to students who meet the requirements for expulsion in Education Code 48915 or are at risk of being expelled:
- Positive Behavior Intervention Supports (PBIS)
- Independent Studies program
- Tutoring, in collaboration with Davenport Resource & Service Center
- Special Education services, as appropriate
- PESD will collaborate with neighboring districts to enroll expelled students in an appropriate school and/or program.
- In some cases, serious offenses may result in suspension
- Some teachers engage students in mindfulness or meditation practices
- Behavior Intervention Plan

Identified Gaps

- There are no viable options for elementary-aged students in a single school district who are recommended for expulsion.
- As a small school district, Pacific has limited access to mental health resources and interventions for our students.

Pajaro Valley Unified School District Programs for expelled students

Services

- Valor Team: This is a team of case managers that meet with Director of Student Services once a month to monitor the progress of expelled students. Case managers help the students with transition to new schools, counseling services, community service hours, attendance and parenting classes for the family. This program is very helpful to guide students and assist them for re-entry back to the school of attendance. 95% of the families opt in to this program.
- Every District school has a socio-emotional counselor available to assist in the transition to a new school after a suspended expulsion. The counselor will check in with students periodically and offer support as needed.
- Expelled high school students may be placed at a District School that is small, has a counseling component and can monitor the behavior of the student. Middle school students that are on a full expulsion will be referred to a County School. Middle school students on a suspended expulsion will remain in the District at a different school site. Elementary students can only be placed on suspended expulsions and are placed in a different school with-in the District.
- If the student is a special education student they will be placed in the Bridge Program. This District program ensures that the student is receiving daily instruction until a placement is made within the District or the County.

At Risk Students

- Administration, teachers, counselors, and parents can request a referral to the Valor program. Based on the number of expelled student, case managers will add at risk youth to their list. The case manager will report back to the Director of Students Services about the progress of each student.
- The Director of Student Services offers to meet with administration and families to discuss resources to help the student from being expelled. In most cases a contract is developed at the site which includes the behavioral expectations for the student. The hope is that an early intervention with caring adults, an expulsion will be avoided.

Gaps in Services

- When a student is removed from a site due to an expulsion, students do not receive direct instruction until a determination has been made regarding the expulsion at a Student Discipline Review meeting. (SDR) Depending on the outcome of the SDR a student may be back in school within 5-7 days or original suspension or if the case goes to hearing a student could be out of school for five to six weeks, depending on Board schedules.
- Each school is required to provide some type of homework during the extended suspension.

San Lorenzo Unified School District Programs for expelled students

The following programs are educational choices available for the students of the San Lorenzo Valley Unified School District who are seeking alternatives to traditional education programs focused on those who are independently driven or, for whatever reason, have been unsuccessful in subscribing to the requirements of their current educational programs. For more information about each program, call the contact person whose name is listed below.

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT CHARTER SCHOOL

Location: 325 Marion Ave., Ben Lomond, CA 95005

Grade(s): K-12, Enrollment: 280

District Contact: Rhonda Schlosser, Principal, Registrar (to apply): Holly Thomas

The SLVUSD Charter School is a conceptual framework serving as an umbrella for a variety of separate and independent educational programs. The Charter School is currently made up of seven programs. The programs are: Quail Hollow Homeschool, Fall Creek Home School, Coast Redwood Middle School, Quail Hollow Integrated Arts, The Nature Academy, Coast Redwood High School, and a satellite program in Soquel; Mountain Independent Study. The Charter school is accredited by the Western Association of Schools and Colleges. Descriptions for each of these Charter Programs are listed below.

Quail Hollow Homeschool

Location: 325 Marion Avenue, Ben Lomond, CA 95005

Grade(s): K-5/6, Enrollment: 40

Site Contact: Katie Parmenter District Contact: Rhonda Schlosser

This Homeschool based program offers an opportunity to take part in an individualized educational plan under the guidance of credentialed teachers. Students can participate in multi-age, hands-on enrichment classes and activities two days of the week. All class activities are designed for collaborative experiences. Our program also has a visual and performing arts component, with a production of a musical each year. There is a homeschool resource center library with books, games, and materials for check out. There are monthly parent meetings and regular email correspondence. Field trips, a traditional beginning of the year camping trip, networking, and volunteer opportunities all contribute to a rich homeschool experience. These classes are held on Tuesdays and Thursdays from 9:30 – 1:30. The kindergarten day is shorter, pick up time for them is by the end of lunch at 12:30.

FALL CREEK HOME SCHOOL

Location: 7101 Highway 9, Felton, CA 95018

Grade(s): K - 5th, Enrollment: 27

Contact: Lisa Michel District Contact: Rhonda Schlosser, Principal

Fall Creek Homeschool is a year-long commitment for students grades K-5 who meet as a whole group to focus on enrichment activities with a thematic science emphasis. This Homeschool based program offers parents and children an opportunity to take part in an individualized educational plan under the guidance of credentialed teachers. Our foremost intentions are to guide and nurture the natural unfolding of the whole child in a developmentally based learning environment and to promote experiences that allow every child to flourish and excel. All of the class activities are geared for the

multi-age, collaborative experience. Parent involvement is encouraged through regular parent meetings, weekly email correspondence, field trips, networking, and volunteer opportunities. Classes are held on Tuesdays and Thursdays from 10:00 – 2:00.

Quail Hollow Integrated Arts

Location: 325 Marion Avenue, Ben Lomond, CA 95005

Grade(s): 6th -7th -8th, Enrollment: 40

Site Contact: Amber Walker District Contact: Rhonda Schlosser

Quail Hollow Integrated Arts (QHIA) is a 4-day a week, 1/2 day or full day homeschool hybrid program with an online component in core content areas, combined with a classroom experience for student collaboration and teacher support. This program enhances the understanding of and connections between core content areas by offering an approach to learning where the arts are integrated across the core content areas. Students create, communicate through, and respond to their own and other's work in the disciplines of visual arts, dance, music, and theatre. Collaboration among students, staff members, parents, and community arts partners enrich their learning. Parent involvement is encouraged through regular parent meetings, weekly email correspondence, field trips, networking, and volunteer opportunities. Classes are held Mondays - Thursdays from either 9:00-2:30 or 11:30-2:30.

COAST REDWOOD MIDDLE SCHOOL

Location: 7179 Hacienda Way, Felton, CA 95018

Grade(s): 6th -7th -8th, Enrollment: 22

Site Contact: Marcy Reynolds, District Contact: Rhonda Schlosser, Principal,

This Homeschool based program offers parents and students an opportunity to take part in an individualized educational plan under the guidance of a credentialed teacher. This program has a two-day a week classroom commitment where students work collaboratively on projects and presentations that help to develop their critical and creative thinking and leadership. All class activities are geared for a multi-age, collaborative experience with social-emotional learning an important element. Integrating the sciences and writing through project-based learning is an emphasis in the classroom experience. Parent involvement is encouraged through regular parent meetings, weekly email correspondence, field trips, camping, networking, and volunteer opportunities. Classes are held on Wednesdays and Thursdays from 9:30–2:00.

COAST REDWOOD HIGH SCHOOL

Location: 7105 Highway 9, Felton, CA 95018

Grade(s): 9th - 12th, Enrollment: 68

Site Contact: Kay Mendoza, District Contact: Rhonda Schlosser, Principal

Coast Redwood High School provides students in grades 9-12 with options for personalized learning while completing their diploma by fulfilling 230 credits under the guidance of credential teachers. The majority of our classes are year-long commitments that offer credits based on student completion of course requirements. Course requirements can be fulfilled in a variety of forms, such as via classes taught on-site, individualized contracts or various concurrent enrollment options. Students have opportunities to participate in field trips opportunities, grade-level cohort events, community service, as well as the annual graduation ceremony. Teachers offer career and college guidance, and weekly bulletins help with pertinent high school news and updates.

MOUNTAIN INDEPENDENT STUDY PROGRAM

Location: 3042 Old San Jose Road, Soquel, CA 95073

Grade(s): K--6, Enrollment: 26

Site Contact: Amanda Bauscher

District Contact: Rhonda Schlosser, Principal

The Mountain Independent Study Program is a home study approach to education for kindergarten through sixth grade students. A two--day per week enrichment classroom is offered. Parent involvement is encouraged.

THE NATURE ACADEMY

Location: 7179 Hacienda Way, Felton, CA 95018

Grade(s): 6th -7th -8th, Enrollment: 78

District Contact: Rhonda Schlosser, Principal

Developed as a program to meet the needs of students looking for a challenge- academically, physically, emotionally, and socially - the Nature Academy is committed to offering enriched education. Based on the ideal of the scholar-adventurer, the Nature Academy offers a rigorous academic program featuring intensive and extensive math, reading, and writing expectations. Simply stated, Nature Academy students are expected to work hard first, play hard second, and contribute positively to themselves, their school, their families, and their community always. Parent participation supports field trips and elective enrichment.

OCEAN GROVE CHARTER SCHOOL

Location: 16900 N. Hwy 9, Boulder Creek

Grade(s): K--12, Enrollment: 1,778

Site Contact: Kim Beaumont, District Contact: Sandi Reimer

Ocean Grove is an independent studies charter program, serving K-12 alternative students in Santa Cruz County and contiguous counties. Our alternative family education is a home-based program that offers parents and students an opportunity to take part in individualized educational activities under the guidance of our home school teachers. Our teachers are credentialed, experienced home school teachers, and we facilitate record keeping by home visits and learning record appointments. The component services of our program have been designed to help and support our parents and students in achieving their educational goals. We are open to all students under 18 years of age who apply to be served. More information can be found on our website: www.ogcs.org

Santa Cruz City Schools

Santa Cruz City Schools serves students in grades k-12. There are four elementary schools, two middle schools, and three high schools. Additionally, SCCS provides the following alternatives:

- **Alternative Family Education (AFE)**
 - Alternative Family Education is an independent home study school provided for kindergarten through twelfth grade students and families who prefer an individualized approach to education, combined with the support of school district resources
- **Ark Independent Studies**
 - Ark Independent Studies is a fully accredited public alternative high school; a school of choice offered through the Santa Cruz City School District. Students come to the Ark for individual meetings with their teachers once a week. During that time, students are given specific assignments, and course work is corrected and evaluated. Students are expected to spend a minimum of 20 hours each week completing their assignments at home. Assignments are tailored to fit the individual student's interests and learning style. The program is available to self-disciplined and motivated students in grades 9–12 who are working toward a high school diploma.
- **Costanoa Continuation School**
 - Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on developing the following habits: "Use your mind well. Do the right thing. Work hard." Costanoa has a diverse student population that includes 100 students in grades 10–12. Curricular offerings include English Language Development and special interest courses like garden science, careers, ceramics, and weight training. Costanoa is fully accredited by the Western Association of Schools and Colleges (WASC), and is a member of the Coalition of Essential Schools.
- **Monarch Elementary School**
 - Monarch Community School is an alternative elementary school (K–5) that has served the Santa Cruz community for over thirty years. The original Gault Open School was created in 1974 in response to a group of parents, teachers, and administrators who wanted a child-centered, individualized learning alternative for students in the Santa Cruz City School District. Monarch School was the name selected when the program moved to new buildings residing on a corner of the Ark Alternative High School. The school program was restructured and the community reaffirmed its original commitment to maintaining a small, community oriented school in which parent participation plays a major role. Our latest move occurred in the fall of 2004, when the school was relocated to the Branciforte Small Schools Campus.
- **Delta Charter School**

- *Delta School serves students who have not experienced success in other high schools. Delta equips students with the skills necessary to graduate from high school, go on to higher education, and positively contribute to society.*

Identified Gaps: If there were a student requiring expulsion, who was considered dangerous for an elementary campus, SCCS would not have an alternative placement at this time. They would need to create an individualized plan for that student's education.

Appendix I: LCAP Goal Related to Expelled Students

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Collaborate and coordinate Countywide Plan for Expelled Youth with all districts to serve expelled youth.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

There is an ongoing need to ensure that expelled students receive appropriate instruction, for districts county-wide to collaborate to identify gaps in service for expelled youth, and to find ways to ensure that all expelled youth receive an appropriate education. The plan was last updated in 2014-2015 and needs to continue to be implemented in 2017-2018.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Percent of students subjected to full expulsions are appropriately placed. | 100% of expelled students appropriately placed. | Maintain 100% of expelled students appropriately placed. | Maintain 100% of expelled students appropriately placed. | Maintain 100% of expelled students appropriately placed. |
| Regular meetings scheduled with large districts to coordinate placement of expelled students with Special Needs. | Regular meetings conducted. | Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. Conduct such meetings with the smaller districts in the event of | Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. Conduct such meetings with the smaller districts in the event of | Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. Conduct such meetings with the smaller districts in the event of |

| | | | | |
|--|--|---|---|---|
| | | an expulsion from one of those districts. | an expulsion from one of those districts. | an expulsion from one of those districts. |
|--|--|---|---|---|

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Expelled Youth</u> | | |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ | | |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | | |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ | | |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 4.1 Administrative staff time to conduct regular meetings with districts to coordinate placements of expelled students with special needs. (9) | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|---------------|---------------|
| Amount: \$14,343 | Amount: _____ | Amount: _____ |
| Source: Supplemental and Concentration | Source: _____ | Source: _____ |

| | | | | | |
|------------------|---|------------------|--|------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries 4.1.1 Staff time Armstrong (RES 0611, 0612, 0621) | Budget Reference | | Budget Reference | |
| Amount | \$3,509 | Amount | | Amount | |
| Source | Supplemental and Concentration | Source | | Source | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries 4.1.1 Staff time - Sanson (RES 0611, 0612, 0621) | Budget Reference | | Budget Reference | |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Expelled Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

| | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|
| | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 4.2 Meet individually with families of expelled students to place students and create an educational plan for each student. (9) | | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$26,895 | Amount | | Amount | |
| Source | Supplemental and Concentration | Source | | Source | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries 4.2.1 Certificated staff time to conduct intake and enroll expelled youth - Armstrong (RES 0611, 0612, 0621) | Budget Reference | | Budget Reference | |
| Amount | \$8,770 | Amount | | Amount | |
| Source | Supplemental and Concentration | Source | | Source | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries 4.2.2 Certificated staff time to conduct intake and enroll expelled youth - Sanson (RES 0611, 0612, 0621) | Budget Reference | | Budget Reference | |
| Amount | \$5,610 | Amount | | Amount | |
| Source | Supplemental and Concentration | Source | | Source | |
| Budget Reference | 2000-2999: Classified Personnel Salaries 4.2.3 Classified staff time to conduct intake and enroll expelled youth - Pitman (RES 0611, 0612, 0621) | Budget Reference | | Budget Reference | |

Appendix II: References

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- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Ladson-Billings, G. (2001). The power of pedagogy: Does teaching matter? In ·W. Watkins, J. Lewis, & V. Chou (Eds.), *Race and education: The roles of history and society in educating African American students*. Boston: Allyn & Bacon.
- Sugai, G., & Horner, R. H. (2007). Is school-wide positive behavior support an evidence-based practice? Retrieved January 8, 2008, from <http://www.pbis.org/main.htm>
- Weinstein, C., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38.