



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION

DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

Santa Cruz County Plan for Expelled Youth 2024-2027 Triennial Update

Santa Cruz County Office of Education
400 Encinal St.
Santa Cruz, CA 95060
831-466-5600
www.santacruzcoe.org

Table of Contents

School District Partners	1
Introduction	2
Legal Requirements of a Countywide Expulsion Plan	3
School District Alternatives for Expelled Students	5
Charter Schools	6
Expulsion Data	7
Disaggregated Data	8
Gaps and Strategies Identified in the 2021 Expelled Student Plan	10
Strategies for Areas of Continued Improvement 2024	12
Plan Reflection and Strategies	13
Santa Cruz County Educational Options	14

School District Partners

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

Mike Heffner, Superintendent
Bonny Doon Elementary School District

Michelle Stewart, Superintendent
Happy Valley Elementary School District

Dr. Daisy Morales, Superintendent
Live Oak School District

Meghan Thresham, Superintendent
Mountain Elementary School District

Eric Gross, Superintendent
Pacific Elementary School District

Dr. Heather Contreras, Superintendent
Pajaro Valley Unified School District

Chris Schiermeyer, Superintendent
San Lorenzo Valley Unified School District

Kris Munro, Superintendent
Santa Cruz City Schools

Dr. Faris Sabbah, Superintendent
Santa Cruz County Office of Education

Tanya Krause, Superintendent
Scotts Valley Unified School District

Scott Turnbull, Superintendent
Soquel Elementary School District

2023-2024 Student Services Leads of Santa Cruz County

Shar Ames (Live Oak), Casey O'Brien (Santa Cruz City Schools), Carissa Lemos (Soquel Union Elementary); Nadia Oskolkoff (Scotts Valley), Dr. Jen Izant Gonzales and Dr. Michael Paynter (Santa Cruz COE), Jen Lahey (San Lorenzo Valley), Dr. Ivan Alcaraz (Pajaro Valley Unified)

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 students who are expelled with the best services to help them in their educational journey.

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.)

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.

The educational placement will be determined on an individual basis and might require collaboration with Santa Cruz COE programs or other school districts and Charters. District-level alternatives for students who are expelled are unique in each district.

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 by the school district.

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. 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 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. When reviewing the data with districts it was discovered that there is an error in the data from the 2021-2022 school year from Live Oak School District. There was one expulsion that year that was not reported correctly.

Disaggregated Student Expulsion Data-Student Groups

		All Students	Male	Female	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Homeless	Foster
Santa Cruz County	2019-20	(11 / 41,945) 0.03%	(7 / 21,529) 0.03%	(4 / 20,415) 0.02%	(6 / 23,114) 0.03%	(1 / 10,212) 0.01%	(2 / 5,788) 0.03%	(0 / 3,355) 0.00%	(0 / 182) 0.00%
	2021-22	(35 / 40,386) 0.09%	(28 / 20,734) 0.14%	(7 / 19,627) 0.04%	(25 / 22,265) 0.11%	(10 / 9,801) 0.10%	(16 / 6,067) 0.26%	(4 / 2,913) 0.14%	(1 / 150) 0.67%
	2022-23	(22 / 39,248) 0.06%	(18 / 20,148) 0.09%	(4 / 19,042) 0.02%	(17 / 22,364) 0.08%	(9 / 9,433) 0.10%	(6 / 6,141) 0.10%	(3 / 2,190) 0.14%	(0 / 157) 0.00%
Pajaro Valley Unified	2019-20	(4 / 20,372) 0.02%	(2 / 10,449) 0.02%	(2 / 9,922) 0.02%	(3 / 15,958) 0.02%	(1 / 8,037) 0.01%	(1 / 3,113) 0.03%	(0 / 2,865) 0.00%	(0 / 103) 0.00%
	2021-22	(23 / 19,322) 0.12%	(17 / 9,872) 0.17%	(6 / 9,438) 0.06%	(20 / 15,317) 0.13%	(8 / 7,565) 0.11%	(10 / 3,102) 0.32%	(3 / 2,579) 0.12%	(1 / 77) 1.30%
	2022-23	(13 / 18,458) 0.07%	(11 / 9,388) 0.12%	(2 / 9,053) 0.02%	(12 / 15,097) 0.08%	(9 / 7,279) 0.12%	(3 / 3,088) 0.10%	(2 / 1,817) 0.11%	(0 / 85) 0.00%
Santa Cruz City High	2019-20	(4 / 4,731) 0.08%	(4 / 2,413) 0.17%	(0 / 2,318) 0.00%	(2 / 1,842) 0.11%	(0 / 386) 0.00%	(1 / 601) 0.17%	(0 / 37) 0.00%	(0 / 21) 0.00%
	2021-22	(6 / 4,767) 0.13%	(5 / 2,432) 0.21%	(1 / 2,335) 0.04%	(3 / 1,819) 0.16%	(0 / 418) 0.00%	(4 / 651) 0.61%	(1 / 51) 1.96%	(0 / 14) 0.00%
	2022-23	(6 / 4,553) 0.13%	(5 / 2,359) 0.21%	(1 / 2,186) 0.05%	(4 / 1,776) 0.23%	(0 / 411) 0.00%	(2 / 656) 0.30%	(1 / 59) 1.69%	
San Lorenzo Valley Unified	2019-20	(1 / 5,760) 0.02%	(0 / 2,941) 0.00%	(1 / 2,819) 0.04%	(1 / 1,342) 0.07%	(0 / 172) 0.00%	(0 / 654) 0.00%	(0 / 62) 0.00%	(0 / 16) 0.00%
	2021-22	(4 / 5,848) 0.07%	(4 / 2,946) 0.14%	(0 / 2,902) 0.00%	(2 / 1,477) 0.14%	(1 / 213) 0.47%	(2 / 763) 0.26%	(0 / 70) 0.00%	
	2022-23	(3 / 5,740) 0.05%	(2 / 2,931) 0.07%	(1 / 2,806) 0.04%	(1 / 1,572) 0.06%	(0 / 170) 0.00%	(1 / 748) 0.13%	(0 / 71) 0.00%	(0 / 15) 0.00%
Soquel Union Elementary	2019-20	(0 / 1,948) 0.00%	(0 / 1,061) 0.00%	(0 / 887) 0.00%	(0 / 638) 0.00%	(0 / 198) 0.00%	(0 / 267) 0.00%		
	2021-22	(2 / 1,736) 0.12%	(2 / 957) 0.21%	(0 / 776) 0.00%	(0 / 502) 0.00%	(1 / 204) 0.49%	(0 / 246) 0.00%		
	2022-23	(0 / 1,703) 0.00%	(0 / 898) 0.00%	(0 / 799) 0.00%	(0 / 588) 0.00%	(0 / 188) 0.00%	(0 / 250) 0.00%		
Scotts Valley Unified	2019-20	(2 / 2,928) 0.07%	(1 / 1,460) 0.07%	(1 / 1,468) 0.07%	(0 / 514) 0.00%	(0 / 87) 0.00%	(0 / 293) 0.00%	(0 / 26) 0.00%	
	2021-22	(0 / 2,788) 0.00%	(0 / 1,415) 0.00%	(0 / 1,368) 0.00%	(0 / 402) 0.00%	(0 / 144) 0.00%	(0 / 333) 0.00%	(0 / 14) 0.00%	
	2022-23	(0 / 2,777) 0.00%	(0 / 1,421) 0.00%	(0 / 1,344) 0.00%	(0 / 511) 0.00%	(0 / 147) 0.00%	(0 / 357) 0.00%	(0 / 29) 0.00%	
Bonny Doon Union Elementary	2019-20	(0 / 145) 0.00%	(0 / 83) 0.00%	(0 / 62) 0.00%	(0 / 25) 0.00%		(0 / 21) 0.00%		
	2021-22	(0 / 124) 0.00%	(0 / 65) 0.00%	(0 / 59) 0.00%	(0 / 20) 0.00%		(0 / 23) 0.00%		
	2022-23	(0 / 117) 0.00%	(0 / 60) 0.00%	(0 / 57) 0.00%	(0 / 19) 0.00%		(0 / 23) 0.00%		
Happy Valley Elementary	2019-20	(0 / 119) 0.00%	(0 / 63) 0.00%	(0 / 56) 0.00%	(0 / 15) 0.00%		(0 / 11) 0.00%		
	2021-22	(0 / 117) 0.00%	(0 / 56) 0.00%	(0 / 61) 0.00%	(0 / 15) 0.00%		(0 / 15) 0.00%		
	2022-23	(0 / 120) 0.00%	(0 / 62) 0.00%	(0 / 58) 0.00%	(0 / 13) 0.00%		(0 / 15) 0.00%		
Live Oak Elementary	2019-20	(0 / 1,885) 0.00%	(0 / 951) 0.00%	(0 / 934) 0.00%	(0 / 1,148) 0.00%	(0 / 564) 0.00%	(0 / 258) 0.00%	(0 / 273) 0.00%	(0 / 13) 0.00%
	2021-22	(0 / 1,788) 0.00%	(0 / 900) 0.00%	(0 / 888) 0.00%	(0 / 1,089) 0.00%	(0 / 491) 0.00%	(0 / 289) 0.00%	(0 / 106) 0.00%	
	2022-23	(0 / 1,769) 0.00%	(0 / 900) 0.00%	(0 / 868) 0.00%	(0 / 1,078) 0.00%	(0 / 434) 0.00%	(0 / 298) 0.00%	(0 / 93) 0.00%	
Mountain Elementary	2019-20	(0 / 154) 0.00%	(0 / 77) 0.00%	(0 / 77) 0.00%	(0 / 35) 0.00%		(0 / 18) 0.00%		
	2021-22	(0 / 146) 0.00%	(0 / 80) 0.00%	(0 / 66) 0.00%	(0 / 32) 0.00%		(0 / 22) 0.00%		
	2022-23	(0 / 169) 0.00%	(0 / 100) 0.00%	(0 / 69) 0.00%	(0 / 39) 0.00%		(0 / 29) 0.00%		
Pacific Elementary	2019-20	(0 / 121) 0.00%	(0 / 72) 0.00%	(0 / 49) 0.00%	(0 / 51) 0.00%	(0 / 18) 0.00%	(0 / 14) 0.00%	(0 / 19) 0.00%	
	2021-22	(0 / 157) 0.00%	(0 / 96) 0.00%	(0 / 61) 0.00%	(0 / 66) 0.00%		(0 / 14) 0.00%		
	2022-23	(0 / 168) 0.00%	(0 / 104) 0.00%	(0 / 64) 0.00%	(0 / 70) 0.00%		(0 / 17) 0.00%	(0 / 11) 0.00%	
Santa Cruz City Elementary	2019-20	(0 / 2,023) 0.00%	(0 / 1,030) 0.00%	(0 / 993) 0.00%	(0 / 826) 0.00%	(0 / 455) 0.00%	(0 / 344) 0.00%	(0 / 26) 0.00%	
	2021-22	(0 / 1,786) 0.00%	(0 / 934) 0.00%	(0 / 851) 0.00%	(0 / 730) 0.00%	(0 / 399) 0.00%	(0 / 319) 0.00%	(0 / 28) 0.00%	
	2022-23	(0 / 1,797) 0.00%	(0 / 934) 0.00%	(0 / 861) 0.00%	(0 / 710) 0.00%	(0 / 362) 0.00%	(0 / 348) 0.00%	(0 / 39) 0.00%	
Santa Cruz County Office of Education	2019-20	(0 / 2,120) 0.00%	(0 / 1,124) 0.00%	(0 / 996) 0.00%	(0 / 841) 0.00%	(0 / 275) 0.00%	(0 / 233) 0.00%	(0 / 28) 0.00%	(0 / 28) 0.00%
	2021-22	(0 / 2,148) 0.00%	(0 / 1,145) 0.00%	(0 / 999) 0.00%	(0 / 843) 0.00%	(0 / 273) 0.00%	(0 / 333) 0.00%	(0 / 36) 0.00%	(0 / 39) 0.00%
	2022-23	(0 / 2,055) 0.00%	(0 / 1,072) 0.00%	(0 / 973) 0.00%	(0 / 862) 0.00%	(0 / 248) 0.00%	(0 / 352) 0.00%	(0 / 46) 0.00%	(0 / 35) 0.00%

Disaggregated Student Expulsion Data-Race/Ethnicity

		All Students	Hispanic or Latino	White	Two or More Races	Asian	American Indian or Alaska Native
Santa Cruz County	2019-20	(11 / 41,945) 0.03%	(6 / 23,748) 0.03%	(5 / 14,302) 0.03%	(0 / 1,578) 0.00%	(0 / 896) 0.00%	(0 / 162) 0.00%
	2021-22	(35 / 40,386) 0.09%	(26 / 23,139) 0.11%	(4 / 13,318) 0.03%	(3 / 1,622) 0.18%	(0 / 941) 0.00%	(0 / 114) 0.00%
	2022-23	(22 / 39,248) 0.06%	(17 / 22,579) 0.08%	(5 / 12,878) 0.04%	(0 / 1,689) 0.00%	(0 / 867) 0.00%	(0 / 100) 0.00%
Pajaro Valley Unified	2019-20	(4 / 20,372) 0.02%	(4 / 16,926) 0.02%	(0 / 2,855) 0.00%	(0 / 150) 0.00%	(0 / 149) 0.00%	(0 / 46) 0.00%
	2021-22	(23 / 19,322) 0.12%	(22 / 16,212) 0.14%	(0 / 2,519) 0.00%	(1 / 206) 0.49%	(0 / 138) 0.00%	(0 / 37) 0.00%
	2022-23	(13 / 18,458) 0.07%	(13 / 15,539) 0.08%	(0 / 2,372) 0.00%	(0 / 229) 0.00%	(0 / 119) 0.00%	(0 / 29) 0.00%
Santa Cruz City High	2019-20	(4 / 4,731) 0.08%	(2 / 1,838) 0.11%	(2 / 2,359) 0.08%	(0 / 276) 0.00%	(0 / 124) 0.00%	(0 / 15) 0.00%
	2021-22	(6 / 4,767) 0.13%	(2 / 1,876) 0.11%	(2 / 2,340) 0.09%	(0 / 243) 0.00%	(0 / 121) 0.00%	(0 / 12) 0.00%
	2022-23	(6 / 4,553) 0.13%	(3 / 1,845) 0.16%	(3 / 2,163) 0.14%	(0 / 271) 0.00%	(0 / 106) 0.00%	
San Lorenzo Valley Unified	2019-20	(1 / 5,760) 0.02%	(0 / 1,093) 0.00%	(1 / 3,454) 0.03%	(0 / 468) 0.00%	(0 / 254) 0.00%	(0 / 16) 0.00%
	2021-22	(4 / 5,848) 0.07%	(1 / 1,187) 0.08%	(1 / 3,312) 0.03%	(2 / 520) 0.38%	(0 / 294) 0.00%	(0 / 16) 0.00%
	2022-23	(3 / 5,740) 0.05%	(1 / 1,262) 0.08%	(2 / 3,126) 0.06%	(0 / 513) 0.00%	(0 / 286) 0.00%	(0 / 11) 0.00%
Scotts Valley Unified	2019-20	(2 / 2,928) 0.07%	(0 / 523) 0.00%	(2 / 1,861) 0.11%	(0 / 317) 0.00%	(0 / 156) 0.00%	(0 / 16) 0.00%
	2021-22	(0 / 2,788) 0.00%	(0 / 536) 0.00%	(0 / 1,683) 0.00%	(0 / 279) 0.00%	(0 / 209) 0.00%	
	2022-23	(0 / 2,777) 0.00%	(0 / 585) 0.00%	(0 / 1,663) 0.00%	(0 / 282) 0.00%	(0 / 177) 0.00%	(0 / 11) 0.00%
Soquel Union Elementary	2019-20	(0 / 1,948) 0.00%	(0 / 659) 0.00%	(0 / 1,081) 0.00%	(0 / 109) 0.00%	(0 / 38) 0.00%	
	2021-22	(2 / 1,736) 0.12%	(1 / 565) 0.18%	(1 / 974) 0.10%	(0 / 109) 0.00%	(0 / 36) 0.00%	
	2022-23	(0 / 1,703) 0.00%	(0 / 581) 0.00%	(0 / 942) 0.00%	(0 / 109) 0.00%	(0 / 30) 0.00%	
Bonny Doon Union Elementary	2019-20	(0 / 145) 0.00%		(0 / 133) 0.00%			
	2021-22	(0 / 124) 0.00%	(0 / 14) 0.00%	(0 / 107) 0.00%			
	2022-23	(0 / 117) 0.00%	(0 / 15) 0.00%	(0 / 94) 0.00%			
Happy Valley Elementary	2019-20	(0 / 119) 0.00%		(0 / 82) 0.00%	(0 / 22) 0.00%		
	2021-22	(0 / 117) 0.00%		(0 / 85) 0.00%	(0 / 17) 0.00%		
	2022-23	(0 / 120) 0.00%		(0 / 91) 0.00%	(0 / 15) 0.00%		
Live Oak Elementary	2019-20	(0 / 1,885) 0.00%	(0 / 1,064) 0.00%	(0 / 590) 0.00%	(0 / 26) 0.00%	(0 / 56) 0.00%	(0 / 50) 0.00%
	2021-22	(0 / 1,788) 0.00%	(0 / 1,007) 0.00%	(0 / 584) 0.00%	(0 / 45) 0.00%	(0 / 38) 0.00%	(0 / 19) 0.00%
	2022-23	(0 / 1,769) 0.00%	(0 / 986) 0.00%	(0 / 606) 0.00%	(0 / 51) 0.00%	(0 / 36) 0.00%	(0 / 18) 0.00%
Mountain Elementary	2019-20	(0 / 154) 0.00%	(0 / 20) 0.00%	(0 / 120) 0.00%			
	2021-22	(0 / 146) 0.00%	(0 / 22) 0.00%	(0 / 108) 0.00%			
	2022-23	(0 / 169) 0.00%	(0 / 23) 0.00%	(0 / 124) 0.00%	(0 / 13) 0.00%		
Pacific Elementary	2019-20	(0 / 121) 0.00%	(0 / 42) 0.00%	(0 / 66) 0.00%			
	2021-22	(0 / 157) 0.00%	(0 / 37) 0.00%	(0 / 101) 0.00%			
	2022-23	(0 / 168) 0.00%	(0 / 42) 0.00%	(0 / 106) 0.00%	(0 / 14) 0.00%		
Santa Cruz City Elementary	2019-20	(0 / 2,023) 0.00%	(0 / 791) 0.00%	(0 / 1,006) 0.00%	(0 / 104) 0.00%	(0 / 74) 0.00%	
	2021-22	(0 / 1,786) 0.00%	(0 / 723) 0.00%	(0 / 841) 0.00%	(0 / 108) 0.00%	(0 / 63) 0.00%	
	2022-23	(0 / 1,797) 0.00%	(0 / 722) 0.00%	(0 / 840) 0.00%	(0 / 119) 0.00%	(0 / 54) 0.00%	
Santa Cruz County Office of Education	2019-20	(0 / 2,120) 0.00%	(0 / 889) 0.00%	(0 / 895) 0.00%	(0 / 101) 0.00%	(0 / 42) 0.00%	
	2021-22	(0 / 2,148) 0.00%	(0 / 972) 0.00%	(0 / 914) 0.00%	(0 / 103) 0.00%	(0 / 49) 0.00%	(0 / 11) 0.00%
	2022-23	(0 / 2,055) 0.00%	(0 / 872) 0.00%	(0 / 965) 0.00%	(0 / 95) 0.00%	(0 / 55) 0.00%	(0 / 16) 0.00%

Reflection of Gaps & Strategies Identified in the 2021 Plan

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.

Reflection: Feedback from school districts highlights the individual work being done at the district level and countywide to promote positive, safe, and inclusive learning environments and mitigate suspensions and expulsions. Districts mentioned restorative practices, PBIS, trauma-informed practices, equity and inclusion professional development and countywide collaboration. This year the COE led a comprehensive threat assessment training that all districts engaged with and this was helpful not only in our efforts to mitigate suspensions and expulsions but also to ensure we streamline processes to provide necessary support and follow up for students in need. Continued collaboration amongst the districts has been beneficial and desired to be continued.

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.

Reflection: The majority of the districts responded that placement in county operated programs has been successful and timely. School districts provide educational options while a student is at home during the sometimes lengthy expulsion process. If it is determined that a student will be expelled and referred to COE programs it can at times be challenging to set up the intake meeting but the majority of meetings happen in a timely matter as expelled youth are given priority for intake meetings. It is necessary to maintain strong relationships with our local districts so that we can be informed as soon as possible regarding an expulsion.

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.

Reflection: During the pandemic, the charter leaders formed and continue to maintain a group similar to the superintendents' council, where they meet regularly and discuss topics pertaining to their schools. Additionally, the charter leaders have access to both the Student Service Directors meetings and the Special Education Directors meetings. When a student is expelled from a charter school there has been collaboration between the charter school, the COE, and the local school district. This area has been addressed well through the charter leaders group and this group will be sustained.

Strategies for Areas of Continued Improvement for 2024-2027

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. 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 regularly. 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: Ongoing collaboration between the Santa Cruz COE and local school districts to appropriately place expelled students.

Strategy: The Santa Cruz COE is committed to ensuring streamlined service and placement for expelled youth who will be enrolled with the COE. The Santa Cruz COE works with all Student Service Directors and Special Education Directors to ensure proper placement of expelled students. While there was a significant reduction in expulsions during the pandemic, there has been an increase requiring continued collaboration. If an expulsion occurs we have worked together as an educational community to have the network in place to support the student.

Area 3: Internally, our programs have identified that increasing college and career readiness is a priority, specifically increasing dual enrollment success for system-impacted youth.

Strategy: We will hire more counselors and a College and Career Teacher on Special Assignment to support our efforts to support student successfully completing Cabrillo College courses.

Plan Reflection and Strategies for 2024-2027

Reflection

The 2021-2024 Countywide Plan for Expelled Students offered our county an opportunity to reflect on the practices and strategies we have implemented over the past few years and outline our plans for the next few years to mitigate expulsions. Similar to previous updates, our process began with an overview and the solicitation of feedback from our Superintendents and Student Service directors, alongside a comprehensive review of our data. Districts and charter schools completed a survey reflecting on previously identified gaps and strategies, formulating new areas of growth and strategies for the coming years. Throughout the countywide meetings and data analysis, numerous behavioral intervention practices were identified that have effectively helped reduce our expulsion rates.

Best Practices and Behavioral Supports

Districts report that over the past few years, staff members have engaged in ongoing professional development, coaching, and collaboration to build capacity for supporting our students and families comprehensively. Topics covered include health, mental health, behavioral analysis, trauma-informed practices, mindfulness techniques, and differentiated academic instruction. Some districts have implemented Positive Behavioral Intervention Strategies (PBIS), while others have opted for different strategies and curricula tailored to social-emotional learning. Emphasizing student engagement, leadership, and community building, has been a focal point. Additionally, districts report increased connections and conferences with families to support engagement and strengthen ties to their child's education and school community. Multi-Tiered Systems of Support (MTSS) are widely implemented throughout the county, and partnerships with mental health professionals and on-site counselors have been solidified to support students.

Moreover, the Santa Cruz County Office of Education (COE) has developed networks to bridge educators and administrators across the county in creating safe and inclusive learning environments. These collaborations and learning communities help unify our county in creating culturally relevant and inclusive learning environments for all students.

Best Practices and Relation to Disproportionate Minority Representation in Expulsion Data

The strategies and collaborations described above have contributed to a reduction in suspensions and expulsions. Over the three-year span of the last plan, expulsions initially increased after the pandemic from 11 in 2019-2020, to 35 in 2021-2022, and dipped down to 22 in 2022-2023. Monitoring expulsion data for disproportionate representation of student groups remains a priority. The majority of students expelled are male, Hispanic or Latino, and socioeconomically disadvantaged. The developed and implemented strategies focus on dismantling systemic racism and barriers in education, promoting culturally relevant teaching, providing mental health supports, creating inclusive environments, and training staff in trauma-informed practices.

Educational Options in Santa Cruz County-Program Links

School Districts:

[Live Oak School District](#)

- Includes charter programs

[Pajaro Valley Unified School District](#)

- Includes New School Community Day and Renaissance High School (Continuation)
- Charter programs

[San Lorenzo Valley Unified School District](#)

- Includes charter school programs

[Santa Cruz City Schools](#)

- Includes a Costanoa Continuation High School and alternative school options

[Scotts Valley Unified School District](#)

[Soquel Union Elementary School District](#)

- Includes Opal Cliffs Home-based Learning Model

Small School Districts:

- [Bonny Doon Elementary School District](#)
- [Happy Valley Elementary School District](#)
- [Mountain Elementary School District](#)
- [Pacific Elementary School District](#)

Santa Cruz County Office of Education Alternative Education Programs

The Santa Cruz County Office of Education continues to provide educational options for most expelled students in our county. We partner closely with school districts and we have a wide variety of program offerings. To view the school sites please visit our [Alternative Education website](#).