ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent

ALAMEDA COUNTY OFFICE OF EDUCATION

County-Wide Educational Services Plan For Serving Expelled and High-Risk Students

Triennial Plan July 1, 2015 – June 30, 2018

Approved by the Alameda County Board of Education
(date)

Student Programs and Services Division
Monica Vaughan, Chief of Schools
Student Programs and Services

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Triennial Educational Services Plan for Expelled and High-Risk Students

July 1, 2015 - June 30, 2018

Education Code Sections 1980 and 1986

The county superintendent of schools may operate community schools pursuant to *Education Code Section 1980* (establishment and maintenance of one or more community schools).

In accordance with Section 1981, the county board of education may enroll in the community schools pupils who are any of the following:

a. Expelled for any of the reasons specified in *subdivision (a) or (c) of Section 48915.*

b. Referred to county community schools by a school district as a result of the recommendation of a school attendance review board of pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

c. Probation-referred pursuant to *Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.*

d. On probation or parole and not in attendance in any school.

e. Expelled from a school district for any reason other than those specified in *subdivision (a) or (c) of Section 48915.*

Alameda County School Districts

Alameda Unified School District	Albany Unified School District
Berkeley Unified School District	Castro Valley Unified School District
Dublin Unified School District	Emery Unified School District
Fremont Unified School District	Hayward Unified School District
Livermore Unified School District	Mountain House School District
New Haven Unified School District	Newark Unified School District
Oakland Unified School District	Piedmont Unified School District
Pleasanton Unified School District	San Leandro Unified School District
San Lorenzo Unified School District	Sunol Glen Unified School District

Introduction

With the enactment of *AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926* requires each county superintendent who operates community schools, in conjunction with the superintendents of the school

districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education; the plan is to be submitted to the State Superintendent of Public Instruction.

Education Code Section 48926 provides specifically that:

1. The countywide plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.
2. The countywide plan shall 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 district governing board.

EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to the State Superintendent of Public Instruction – the next date being June 30, 2015 (effective July 1, 2015 to June 30, 2018).

In 2012, the recommended content of the countywide plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern the following:

- With regard to educational alternatives currently available for expelled students, strategies for improvement during the next three years, including any behavioral intervention practices, at the site and district levels, and options used to:
    - Minimize the number of suspensions leading to expulsions
    - Minimize the number of expulsions being ordered
    - Support students returning from expulsions
    - Specific explanation for how those practices relate to any disproportionate representation of minority students in such interventions.

- With regard to the implementation of strategies for filling gaps in educational services identified in the 2012 Countywide Plan:
    - Whether the strategies were successful or not – and why and how they were or were not successful.
    - Whether any additional strategies were implemented – and if so, why and how they were or were not successful.
    - For strategies that were not successful, any additional measure(s) or approach(es) taken, and the outcome(s).

Alameda County School District Superintendents

School District	Superintendent
Alameda County Office of Education	L. Karen Monroe
Alameda Unified School District	Sean McPhetridge
Albany Unified School District	Val Williams
Berkeley Unified School District	Donald Evans
Castro Valley Unified School District	James Negri
Dublin Unified School District	Stephen L. Hanke
Emery Unified School District	John Rubio
Fremont Unified School District	James Morris
Hayward Unified School District	Stan Dobbs
Livermore Valley Joint Unified School District	Kelly Bowers
New Haven Unified School District	Arlando Smith & Akur Varadarajan (Co-Superintendents)
Newark Unified School District	Dave Marken
Oakland Unified School District	Antwan Wilson
Piedmont Unified School District	Constance Hubbard
Pleasanton Unified School District	Parvin Ahmadi
San Leandro Unified School District	Mike McLaughlin
San Lorenzo Unified School District	Fred Brill
Sunol Glen Unified School District	Molleen Barnes

The Alternative Education Student Services Council for Alameda County consists of alternative education representatives from each district as well as county office personnel. The purpose of the council is to meet every other month to discuss how the county office and districts can best meet the needs of students placed in an alternative school setting. One project of the council has been to update the Educational Services Plan for Expelled and High Risk Students in Alameda County.

2014-15 Alternative Education Student Services Council Membership

Alameda USD	Kelly Lara
Albany USD	Marsha Brown
Berkeley USD	Susan Craig
Castro Valley USD	Rinda Bartley

Dublin USD	Tess Johnson
Emery USD	C. J. Patterson
Fremont USD	Greg Bailey
Hayward USD	Chien Wu Fernandez
	Kat Hannah
Livermore USD	Scott Vernoy
Newark USD	William Whitton
New Haven USD	John Mattos
Oakland USD	Lucia Moritz
Piedmont USD	Ting Hsu Engleman
Pleasanton USD	Kevin Johnson
San Leandro USD	Victoria Forrester
San Lorenzo USD	Ammar Saheli
Sunol Glen USD	Molleen Barnes
Alameda COE	L. Karen Monroe
Alameda COE	Monica Vaughan
Alameda COE	Michael Hermosillo
Alameda COE	Carolyn Hobbs
Alameda COE	Earl Crawford
Alameda COE	Alysse Castro
Alameda COE	Daisy Guzman

County Wide Plan Overview

Educational programs within Alameda County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and the County Office of Education (COE) offers additional options. In combination, these two sources provide a continuum of education alternatives to expelled and high-risk students.

Under *Education Code Section 48926*, school districts throughout California have been mandated to provide educational services for students expelled from their district. The original countywide plan was adopted by the local governing boards of education and the Alameda County Board of Education in 1997.

This current countywide plan is the triennial update to the existing plan. The law also states that "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."

In Alameda County, this mandate impacts 18 school districts spread over a region comprised of urban, suburban, and semi-rural or isolated communities. The educational placement of a student is determined on an individual basis by the district's governing board based on: 1) seriousness of the offense, 2) available educational alternatives, and 3) other related factors.

The countywide plan for the provision of educational services to expelled students for the period 2015-2018 shall identify:

A. Existing educational alternatives for expelled students, as well as strategies for improvement during the next three years in behavioral intervention practices utilized at the site and district levels.
B. Gaps in educational services to expelled students, strategies implemented to fill those service gaps, the success of these strategies, and additional measures taken.
C. Alternative placement for students who are expelled and placed in district community day school programs (for applicable districts), 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.
D. Existing alternatives offered by school districts in the countywide plan.

A. Existing Educational Alternatives Provided by the Alameda County Office of Education (ACOE)

The Alameda County Office of Education's Community Schools Program includes the following educational options/alternatives for expelled students:

- A Community School with two sites, one in Hayward and Bridge Academy, located in Oakland. These daily educational programs meet the instructional minute requirements in county community school classrooms.

- Our Quest Independent Study Program (ISP), with locations in San Leandro and Dublin. ISP is an instructional strategy which requires students to complete a minimum of 20 hours of work.

Pursuant to *Education Code Section 1980*, etc. seq, ACOE's Community Schools Program is a permissive educational program. Students who are referred and enrolled in the program have an Individual Learning Plan (ILP) developed with the expelled student, his/her parents, and program staff.

In the ongoing operation of the County Community School Program, ACOE shall conduct an intake process for all considerations for alternative educational placement. If a district student referred for services was previously identified as a special needs student prior to his referral to the county operated program, an intake meeting shall be held with a representative(s) from the district. The purpose of the intake meeting will be to:

1. Determine the appropriateness of the student's placement in the ACOE-operated county community school.

2. Determine the level of service needed for the student prior to enrollment in the program, which may include to having the district of referral complete an assessment to determine eligibility and/or an ongoing need for special education services.

In addition, the ACOE Community School Program will offer a third educational option/alternative for expelled students, as follows:

- For any student enrolled in the ACOE Community School Program who re-offends and violates those sections of the Education Code which are expellable offenses, the ACOE program staff will determine the appropriate Local Education Agency (LEA) to process the expulsion.

In addition to educational alternatives for expelled students offered by Alameda County Office of Education specifically, each of the school districts in the county offers a variety of educational alternatives for expelled and high-risk students. Please see the descriptions of these alternatives in each district included on page 21 of this plan.

A.1 Alameda County Community Schools Transition Process

The transition from the school of residence to the Alameda County Community Schools begins with receipt of complete student records from the district of residence. ACOE programs are designed to provide a structured environment with continuous supervision and a wide range of services.

ACOE programs focus on the successful completion of "Need to Improve" as stated in each student's rehabilitation plan. ACOE programs are open-entry, while exit referrals back to districts normally occur at the end of a semester. Moving from an ACOE small classroom environment, with its personalized care and intense supervision, to a traditional larger school mainstream education settings presents challenges for both the student and the educators.

Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to ACOE Community School notifying the principal of impending enrollment by a new student, including telephone and email addresses for the referral contact person from the sending district.

2. Referring district forwards transcript, expulsion order (including rehabilitation plan or disciplinary hearing requirements), Individualized Education Program (IEP) and 504 plans and related assessments, Home Language Survey, California High School Exit Exam performance, and free and reduced lunch eligibility (if applicable).

3. Referring district forwards Probation Department documentation (if available and applicable).

4. Referring district signs Special Education Memorandum of Understanding (MOU) with ACOE or provides confirmation of intent to provide Special Education Services (if applicable).

5. Referring district follows up with students who are notified by ACOE that a student failed to report to the assigned County Community School Program within ten (10) days. Referring district sends a copy of the follow-up letter to ACOE.

County Community School Responsibilities

1. Conducts an intake meeting which will include the student, parents, referring district representative, county site principal or other administrator, special education and/or 504 coordinator, and probation officer (if applicable).

2. Contacts the parent and the referring school by letter and phone if a student is not registered with ten (10) days of receipt of notification of pending enrollment.

3. Secretary uses the data tracking system to compile all available information from the "County Community School Referral Form" (including but not limited to attendance, grades, behavior reports, and counseling) twenty (20) days prior of student returning to referring district.

4. School Student Review Team (including student, parents, teachers, ACOE principal/designee or transition coordinator, home district representative, and probation officer, if applicable) conducts a re-entry assessment of satisfactory completion of rehabilitation plan requirement twenty (20) days prior to the student returning to the home district. The Student Review Team will complete the County Community School Referral Form.

5. Community School Site Administrator prepares an overview supporting readmission, including the teacher's student evaluation form.

Probation Officer Role (if applicable)

1. Facilitates enrollment in county community school and monitors progress for satisfactory completion of rehabilitation plan.

2. Assists in re-entry process as applicable.

3. Forwards probation documentation (if applicable)

Re-Entry Recommendations to Home District

Districts can ensure a more successful transition by implementing the following recommendation for students returning from a minimum of 30 days in a County Community School program:

1. Readmission Steps – Returning to the district
    a) Conduct a meeting to determine student placement in district
    b) Appoint an educational transition advocate
    c) Review educational and juvenile records
    d) Clearly communicate expectations to all parties
    e) Review IEP or Section 504 plan and related assessments and schedule a meeting as needed

2. Welcoming Procedures
    a) Review student/parent handbook
    b) Develop and discuss individual behavior plan
    c) Create a behavior contract that is signed by the student and parent
    d) Conduct re-entry IEP or 504 plan meeting (if applicable)

3. Staff Preparation

    a) Share relevant information with teacher and staff members

A.2 Educational Services Provided to Expelled and Other Referred Students with Exceptional Needs

Consistent with law, a student with exceptional needs may be expelled (*EC48915.5*) and referred by the District's Individual Educational Planning Team for placement in a County Community School Program, provided that:

1. The requirements as stipulated in *EC 48915.5* have been met.

2. If needed, the referring school district schedules an I.E.P. Team meeting and invites representatives of the County Special Education Department, to serve as a member of the I.E.P. Team to review and determine:

    a. The educational needs of the students based upon a current student assessment;

    b. Appropriate educational goals and objectives;

    c. The services and resources to meet the needs of the exceptional student;

    d. An appropriate placement for the student in the least restrictive environment;

    If the I.E.P. Team, including the parent and student when appropriate, determines that a County Community School Program is an appropriate educational placement, the school District shall ensure that all necessary and specified educational services are:

    e. Provided to the student on a contractual service basis through the Alameda County Office of Education with appropriate reimbursement for services provided. Those specified services provided by ACOE shall be written onto the I.E.P. and shall be binding to all parties.

    f. The District and the ACOE shall jointly be responsible to ensure that requirements for service, assessment, timelines, and due process items are met as established in both Federal and State law.

3. The referral and intake process of a student to the Alameda County Community School Program will include a review of the referral informational packet and/or direct contact with the referring district. If it is determined that the student being referred previously received special education services at the district level, an Intake Meeting shall be convened and held at the respective County Community School Program site.

The referring school district representative and its Special Education Department representative shall be invited to attend and participate in the Intake Meeting to identify the educational needs of the student. The outcome of the meeting will determine if the County Community School Program is an appropriate educational program for the student.

If the outcome of the Intake Meeting recommends that the County Community School Program is an appropriate educational program, an enrollment date for the student shall be finalized. If it is determined that the student may require on-going special

education services to benefit from an appropriate placement in the Alameda County Community School Program, the process outlined above shall be followed.

A.3 Excess Cost Agreement between Districts and the Alameda County Office of Education to Ensure Adequate Funding of District Student Services in the County Community Schools

The Alameda County Office of Education and the school districts within the County of Alameda agree that the County Office shall continue to operate County Community Schools Programming for those district students expelled pursuant to *Education Code Section 48900*.

Excess cost agreement rate-which could be proportionately charged to each district having a student(s) served in the County Community School will be addressed if needed. This precautionary Excess Cost Agreement would address any significant fiscal shortfall as a result of any emergency (i.e. significant decrease in state funding or unexpected increase in program costs).

Included in such discussion would be reports to district superintendents, and/or their designees, regarding the fiscal viability and stability of the Community Schools Program. The goal would be to implement those necessary cost-effective measures on a regular basis without compromising the level of instruction and the safety of students and staff in the program.

A.4 Strategies for Improvement: Behavioral Intervention Strategies

The ACOE's Community Schools Program and the other districts in Alameda County have either implemented or plan to pilot several behavioral intervention strategies to reduce suspensions and expulsions, support students returning from expulsions, and address any disproportionate representation of minority students in suspensions and expulsions, as follows:

The ACOE Community Schools, Oakland Unified School District (OUSD; the largest in the county), and some of the other districts in the county are piloting a *dual Response to Intervention (RtI) model*, to address students' academic needs on the one hand and their social-emotional and behavioral needs and challenges on the other, via a tiered array of supports and interventions proffered to individual students as appropriate.

OUSD, HUSD and several other Alameda school districts are using Positive Behavioral Intervention and Support (PBIS) as a framework for the behavioral RtI approach. This *evidence-based multi-tiered behavioral framework* for improving learning conditions consists of three tiers of prevention: Tier 1 Primary Prevention–School/classroom-wide systems for all students, staff, and settings; Tier 2 Secondary Prevention–Mentoring and small group interventions for students with at-risk behavior, Tier 3 Tertiary Prevention–Specialized, individualized interventions for high-risk students, such as behavioral assessments, behavioral support plans, counseling, and referrals for support services for students and their families. Tier 2 and 3 supports are for students who do not respond to the "universal" supports in Tier 1.

ACOE, OUSD, and other districts are piloting other best-practice preventive strategies to promote students' social-emotional learning and well-being – and thereby help reduce suspensions and expulsions and support students returning from expulsions. These approaches are also meant to help address the disproportionately high number of minority students being suspended and expelled by providing a more in-depth understanding of all factors that have led a student's misbehavior or continued misconduct, and a variety of evidence-based responses.

One such strategy that has been adopted by OUSD and Hayward Unified School District (HUSD, the county's third largest school district) and is being studied for potential adoption by other districts in the county is a *Restorative Justice* approach. This community building and conflict mediation approach uses restorative practices to respond to student misconduct with the goal of repairing harm and restoring relationships between those affected. It is best accomplished through cooperative processes that include all stakeholders. It transforms the traditional relationship between schools, teachers, and student communities in responding to suspension or expulsion situations and allows for a smooth transition for the student back into a school setting. This approach incorporates four key values or components:

1. **Encounter**: Create opportunities for victims, offenders, and community members who want to do so to meet (in a "restorative justice circle") to meaningfully discuss the incident and its aftermath, affording everyone the opportunity to be heard.
2. **Amends**: Expect offenders to take steps to repair the harm they have caused.
3. **Reintegration**: Seek to restore victims and offenders to whole, contributing members of society.
4. **Inclusion:** Provide opportunities for parties with a stake in a specific crime to participate in its resolution.

Following OUSD's successful adoption of this approach, other school districts in the county are interested in pursuing restorative justice as an alternative to traditional suspension and/or expulsion, as well as to address disproportionate representation of minority students.

Both OUSD and HUSD have implemented initiatives aimed at helping improve behavioral and academic outcomes for African American students, who have historically been disproportionately represented in chronic absenteeism, suspensions, expulsions, subpar academic achievement, and dropouts. OUSD African American Male Achievement Initiative includes a Manhood Development program (a unique academic mentoring model focused on social-emotional learning and life skills development designed and implemented by African American males for African American males, offered at 15 middle and high schools), and a parent leadership development program. HUSD's African American Student Achievement Initiative incorporates targeted intervention for African American students, culturally relevant practices, improved discipline and school climate policies and practices (based on PBIS), and parent and community partnerships to help improve outcomes for these students.

OUSD, Hayward Unified, Berkeley Unified, Alameda Unified, and some other districts provide school-based mental health services to students and their families at some or all schools and plan to continue to do in the coming years. These counseling, case

management, and crisis intervention programs, which increasingly incorporate trauma-informed services and wraparound supports, can help improve students' engagement, behavior, and success in school,. ACOE is planning to pilot an integrated mental health model at its Community School sites in the next year and to expand it to its other sites subsequently, and is currently working with the county behavioral health department to access EPSDT MediCal funding for this purpose.

In recent years school districts countywide have expanded school-based after-school programming. These programs incorporate a range of enriching activities – including academic assistance, arts, sports, service learning and other vehicles to engage students' meaningfully in their schools and promote positive relationships with their peers and caring adults, while building students' academic, pro-social, and 21st century skills. These assets are crucial in helping reduce behavioral problems in school leading to suspension or expulsion.

In addition, all of the school district's in Alameda County are engaged in ongoing expansion of "career academy and other "career pathway" programs designed to make students' education more engaging and "relevant" and equip students to graduate from high school prepared for college, career, and productive life in the community. In these programs, students' education, as early as middle school, combines academic and career-relevant, technical learning, aligned with high-growth industries in our region, such as Information & Computer Technologies, Engineering, Biosciences, and Public Services. Earlier this year, ACOE led a partnership involving many of our county's school districts in applying for a California Career Pathways Trust grant. If awarded, this initiative will enable ACOE and the other school districts (including OUSD, HUSD, and others), working with local community colleges and industry, to implement career pathways in our alternative and continuation schools (including the Community Schools). These programs will help the highest-risk students, including those who have been expelled, to better understand the relationship between their education and their future; provide opportunities to be exposed to and become motivating regarding particular career paths; and build skills that will better equip them to function smoothly in school and in life. We see this increasingly important direction for our schools as an important pillar in ongoing efforts to reduce suspensions, expulsions, and disproportionality, and support students to succeed.

B. Gaps in educational services to expelled pupils identified in the 2012 plan and implementation of strategies for filling those service gaps

Concern: Classroom Space

Strategy: Every district within Alameda County is impacted with the problem of providing classroom space to house a program for expelled and at-risk students. Furthermore, many districts do not have a large enough projected enrollment of expelled or at-risk students to provide the range of educational classroom options often found in large districts. To address this problem the County Community School Program

and Independent Study Program are committed to providing educational services available to all school districts in the county.

Successful Strategies/Obstacles: Space no longer appears to be an issue due to new site openings. The strategy was successful due to the collaboration between the ACOE and district sites to accommodate our regular classroom setting (Bridge Academy in Oakland) and Quest independent study program (in Dublin).

Concern: Transportation for students to Independent Study options

Strategy: Due to the size of the county and the limited number of Community Independent Study sites for expelled or at-risk students, lack of transportation was a barrier for some students, especially those living in the eastern and southern regions of Alameda County. To address this problem ACOE opened its new Independent Study program site in Dublin.

Successful Strategies/Obstacles: This strategy has been partially successful in eliminating barriers to access to the programs based on geography and lack of transportation. At the same time, these are still potential barriers to access for expelled students who do not reside near the Community School programs in the county. Another strategy ACOE has implemented to overcome this barrier is to begin to provide bus passes to students. ACOE has specifically done this in partnership with OUSD, which is the source of the majority of referred students, and which is providing the bus passes for its students. ACOE is currently pursuing funds to be able to provide bus passes, as needed, to students from other districts. ACOE is also considering expanding Independent Studies sites to other geographic areas in the county.

Concern: Expulsion Period

Strategy: Students who commit an expulsion offense during an expulsion period may have limited alternatives that remain available for secondary placement. The strategy for addressing this problem has been to maintain a commitment to providing educational services to students regardless of repeated offenses.

Successful Strategies/Obstacles: Additional alternatives now exist for expelled students who fall into this category. New Independent Study sites can address this issue in part. Students may now be placed at a different county site or district alternative placement if the initial placement was not successful. On-line course offerings are now being explored to enable a student, with weekly check-in with a credentialed teacher, to earn credits toward graduation and to comply with their rehabilitation plan, as currently in place for non-expelled students.

Concern: K-6 Alternative Programming

Strategy: Expelled students who are in grades K-6 do not have the same educational options available as do their 7-12 counterparts. The K-6 expelled students cannot be merged or combined with 7-12 expelled students. Currently, the districts are responsible for providing educational services for K-6 expelled students.

Successful Strategies/Obstacles: The establishment of a K-6 alternative program

continues to be an obstacle. Due to a lack of students at this grade level it prevents the establishment of a county-wide program. Transportation is also an issue making the need for localization even greater. ACOE and the other LEAs in the county are working collaboratively on alternatives to expulsion for these younger students. Our efforts will especially focus on prevention and intervention strategies detailed earlier – including behavioral Response to Intervention programs, restorative justice approaches, mental health services, and after-school programs in elementary and middle schools.

Concern: Serving Non-Mandatory Expelled Students

Strategy: Prior to 2012, there were no existing programs in the County Community School Program to specifically serve non-mandatory expelled students. The responsibility is at the district level. Students who exhaust their school educational resources and fail to fulfill their rehabilitation plans are referred to the County Community School Program for educational services.

Successful Strategies/Obstacles: County alternative education programs now accept both mandatory and non-mandatory expelled students as well as students who are placed into a suspended expulsion status if students meet criteria of referral to Probation.

C. Alternative placements for pupils who are expelled and placed in district community day school programs, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

The Oakland Unified School District is the only district in the county currently operating a community day school. Those students who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board, are referred back to the Disciplinary Hearing Panel (DHP) that the student not be readmitted. The Community Day School makes reports to the DHP on every student who is supposed to be eligible for readmission. Included in the report is a recommendation to readmit or not based on the student's progress toward meeting the condition of the rehabilitation plan. The DHP members also take into consideration what they hear from the student and family in the readmission hearing. Then the DHP makes a recommendation to the District's Board of Education and the Board makes the final decision. It almost always decides to readmit students who are recommended for readmission.

When students pose a danger on the Community Day School campus, they are placed at the County Community School. If a student commits an expellable offense at the District Community Day School, a DHP hearing is held first and then placement may be requested at the County Community School. Occasionally, requests are made for placement at the County Community School when it is necessary to separate two students due to gang issues, etc.

Some school districts use the Alameda County Community Schools Program as an educational option for those students mandatorily expelled under provisions of the

Education Code and/or under the district "no tolerance" policy. The Community Schools Program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students.

If an initial placement is made to a district-operated educational program and the student commits an expulsion offense or fails that program, the school district board of education shall review the rehabilitation plan that is established at the time of the expulsion and make the necessary adjustments. If there is no appropriate educational alternative within the district, the student may be referred to the County Community Schools Program.

Currently, the County Community Schools Program does not serve K-6 students. As noted earlier, ACOE will be working collaboratively with the other LEAs in the county on alternatives to suspension and expulsion for these younger students, with an emphasis on the aforementioned prevention and intervention strategies. The goal will be to avoid any expulsions of K-6 students. At the same time, if needed, ACOE will provide support for the creation of a multi-district program designed specifically for this student population.

Students expelled pursuant to *Education Code Sections 48900-48900.8 and 48915* who are enrolled in the County Community Schools and who fail a County Community School placement will be referred to another County School educational program if appropriate. When the students exhaust the County Community Schools resources, these students will be referred back to the school district of residence for a review of the rehabilitation plan and possible placement into another alternative educational setting (per *Education Code Section 48915(f)*.

D. Existing Educational Alternatives for Expelled Students Offered by Districts

Educational alternatives provided by the California School Districts vary and some are not available to all expelled students. Proper placements must be based upon the seriousness of the offense, location of the offense, and grade level of the student. These factors have the potential of restricting the educational alternatives offered for these students during their expulsion period.

All districts are required to establish rules and regulations governing procedures for the expulsion of pupils. Pupils are entitled to a hearing to determine whether the pupil should be expelled within 30 days after the date that the pupil has committed any of the acts enumerated in *Education Code Section 48918*.

Districts must consider the following when placing expelled students

48915, Section (a) or (c), students expelled for any of the offenses listed in *Education Code* shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school operated by the district (*Education Code 48660)*.

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 educational 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.

Education Code 48915(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program that meets all of the following conditions:

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

Education Code 48915(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior or senior high school or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior or senior high school, or at an elementary school.

Education Code 48915.5 Each local educational agency, pursuant to the requirements of *Section 56026 and 56195.8* shall develop procedures and timelines governing expulsion procedures for individuals with exceptional needs.

The existing educational alternatives for expelled and high risk students offered by each of the school districts in Alameda County are identified on the following pages.

ALAMEDA COUNTY
Alameda Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students:

Suspend enforcement of the student's expulsion (placement in Independent Study or Island Continuation High School)
In certain expulsion cases, students who are recommended for expulsion are sent to an alternative program within the Alameda Unified School District. Students who are in junior high may be sent to our Independent Study Program or to another comprehensive junior high school. Students who are 16 years or older may be sent to Island Continuation High School. High school students may be sent to the Independent Study Program when both family and district agree. These programs offer smaller learning communities and, if necessary, a mental health counseling component. Additional health referral services are also available. Suspended expulsions are considered on a case by case basis depending on the type of Ed. Code violation, on their previous discipline history and on the types of intervention and prevention services offered to the student. All students on a suspended expulsion must complete a rehabilitation plan which includes a counseling component.

Transfer to another school within the district
Students in grades kindergarten through 5th grade may be placed at another elementary school in the district. Students who receive Special Education services may be referred to another AUSD comprehensive school where their educational needs are met in accordance with their IEP. In some cases, secondary students are placed at another comprehensive school site to allow a fresh start or for safety reasons.

Placement into home instruction per IEP
In rare circumstances, a student will be placed on a suspended expulsion into home instruction if it is determined through the student's IEP that this is an appropriate placement. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into home instruction if the placement is the least restrictive environment for the student and is in compliance with his IEP.

Inter-District Transfer to another school district
The only time a student is involuntarily transferred to another school district is if the student is currently in AUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

ALAMEDA COUNTY

Albany Unified School District

Educational Alternatives for Serving Expelled and High-Risk Students

The following describes descriptions of the district's existing educational alternatives for expelled students.

Full expulsion:
Student is referred to ACOE alternative programs.

Suspended expulsion:
Most of our expulsion cases result in a suspension of the expulsion. The student continues to attend school at our comprehensive school site or, if appropriate, our continuation high school program. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue in attendance.

Independent Study (at parent request):
Students may be able to attend an independent study program through another district.

Inter-District Transfer to another school district:
A student may be allowed to transfer to another school district only if both the family and the districts agree.

Home instruction (regular and special education):
Home instruction provides students in particular circumstances one-hour per day of time with an appropriately credentialed teacher per week. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

ALAMEDA COUNTY

Berkeley Unified School District

Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Expelled Students (Grades 7-12):

Secondary-level students who are expelled from Berkeley schools for serious incidents where expulsion is mandatory are placed at the available county community school program. These schools and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent study programs to meet students' needs. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Expelled Students (Grades 1-6):

Students in grades 1 – 6 who are expelled are placed on a suspended expulsion and transfer to another school within the school district. For some students, a transfer to another to a different comprehensive site allows a student a new start, or access to services that may not be available at previous school site.

Suspended Expulsion (Grades 1-12)

In certain expulsion cases, suspending the expulsion order and allowing the student to attend at the same or different comprehensive school site in the district are more appropriate the expelling the student out of the district. Placement in every expulsion matter is determined on a case by case basis, and placement recommendations are based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Placement in a Violence Prevention Program While Pending an Expulsion Hearing or While on a Suspended Expulsion

BUSD offers a violence prevention program, the LifeLines Academy, for students who have engaged in high risk behavior and their parents/caregivers. In addition, students who are not pending an expulsion hearing but have engaged in high-risk behavior may participate in the LifeLines Academy by school staff or parent referral. Students who are on an extended suspension pending an expulsion hearing or on a suspended expulsion are required to participate in the LifeLines Academy. LifeLines meets once a week and is facilitated by the Omega Boys Club of San Francisco. The LifeLines Prep Academy is for students in grades 4 – 8 and the LifeLines Academy is for students in grades 9 – 12.

Placement into Alternative School (10-12)

Berkeley Technology Academy (BTA) serves students 16-18 years of age. This program provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs. Students on a suspended expulsion may be placed at BTA, as allowed by law.

Independent Study/Home Hospital Instruction
These options may be provided for students in particular circumstances who are not expelled (Education Code does not allow districts to place expelled students on independent study). Students will arrange to meet with credentialed teachers within the structure of the particular program the student may be participating in. BUSD has a kindergarten through grade 8 home school program with mandatory parent participation and an independent study program for high school students. BUSD also serves eligible students with documented health conditions through a home-based home hospital program.

Specialized Placement for Students with Individualized Education Plans (IEPs)
BUSD is a full-inclusion district and makes every effort to provide FAPE for students with IEPs through the least restrictive setting. Students in Special Education who require a more restrictive environment than can be provided at a district school may be placed on Special Education Individualized Program (SEIP), in a therapeutic Counseling Enriched Class (CEC), in a non-public placement (either residential or non-residential) or an alternative program at the county level. SEIP, CEC, and non-public placements are options for students who are not expelled, and for students who are on a suspended expulsion.

ALAMEDA COUNTY
Castro Valley Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Secondary findings:
When a student is referred for an expulsion for any acts other than those enumerated in 48915(c), the district and the board not only consider evidence confirming the allegations, there will be consideration regarding secondary findings. Specifically, has the student received appropriate interventions to correct and/or change his/her behavior.

Suspend Expulsion:
In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district are more appropriate than expelling the student to an out of district school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K-5):
For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special educational services which are not available at the neighborhood school of residence.

Placement into continuation high school (Grades 9-12):
Redwood Continuation High School Programs provide students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent study (at parent request) (Grades 9-12):
Redwood Independent Study is a program which delivers the curriculum through independent study. Students come to independent study once or more a week and spend a minimum of one hour with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Independent study students are highly capable and self-motivated learners. This is a voluntary program available by parent request with district approval.

The program helps students to pursue their educational requirements of the Castro Valley Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. If students fail to complete their assigned work, they are returned to an appropriate classroom placement. While attending independent study, students may take courses

concurrently at the local community colleges and Eden Area Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Home Instruction (K-8 grade):
Home instruction provides students in particular circumstance a minimum of one-hour per week of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student cannot attend the regular comprehensive school setting.

Referral the Eden Township Youth Court Program (6-12 grade):
The district has recently contracted with this agency. Each school will carefully consider referring students to this program as an alternative to an expulsion (unless the infraction committed falls under 48915(c)). The program is based on the restorative justice model. Students from other schools will serve on a jury to determine appropriate sanctions during an actual mocked court trial. Sentencing may include constructive community service and restitution using restorative justice principles.

In lieu of expulsion:
Disciplinary conference and assignment with special contract condition:
In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

ALAMEDA COUNTY
Dublin Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the districts existing educational alternatives for expelled students.

Students who are expelled from the Dublin Unified School District are referred to the appropriate Alameda County Community School program.

Suspended Expulsions:
In certain expulsion cases a decision is made to suspend enforcement of the student's expulsion and allow the student to remain in the district, sometimes at a different school site, or be placed in an alternative setting within our school district. These decisions are determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, and any safety issues that are of concern. During the term of the suspended enforcement of the School Board's expulsion order, the student is on probationary status, and must follow all conditions set by the rehabilitation plan to continue in attendance. If these are violated, the suspension of enforcement of the expulsion is revoked, and the student is then referred to the County program. The following programs and/or school locations are what we have to work with aside from the traditional school settings.

Valley High School: VHS is a WASC accredited, Model Continuation High School. VHS offers students smaller class sizes, a comprehensive academic program, two diploma options (230/200) and extensive personal and career counseling services. This high school supports students working at their own pace and taking ownership of their Individualized Learning Plans (ILPs) in preparation for post-secondary options. Valley High School is a viable option for students who are not succeeding at the traditional high school. Students must be 16 years old to attend VHS and may register concurrently for a maximum of two classes at Dublin High School. VHS also offers a test-prep class for CAHSEE, GED and CHSPE skills.

QUEST Independent Study: QUEST is an independent study program offered through Dublin High School and Valley Continuation High School as well as Fallon Middle School and Wells Middle School. Students apply through an application process at their respective schools. The decision for approval is based on individual circumstances and the ability to work independently. Once students enter the QUEST program, students are assigned a teacher and meet one hour a week with their teacher to complete course work in academic and elective areas. Students may also register concurrently for maximum of two classes at DHS while in QUEST if they are not under a suspended expulsion order.

Dublin Adult School: The Dublin Adult School offers a Diploma program for High School. Students who have failed a class a t Dublin High School or Valley High School may remediate the course through this program which is held in the evening. The Diploma program meets similar to Independent Study for one hour a week. Students must adhere to the strict timelines of the program and attend class

and submit all written work weekly in order to remain in the program and receive credit. If students do not graduate from one of the two high schools, they are referred directly to Dublin Adult School to complete their high school Diploma.

Home/Hospital Instruction: This is a short-term program designed to accommodate students who have serious physical or mental health issues. Upon determining the setting is appropriate, the student is assigned a home teacher for 5 hours per week. This teacher coordinates school work with the school of origin and assists the student in maintaining progress until the student can return to school.

Transfer to another school within the district: Students in grades Kindergarten through 8th grade may be placed at another school in the district. We utilize a district adopted administrative transfer process for this. Sometimes, due to safety, or discipline reasons students need a fresh start and a transfer allows them to begin again.

Home Schooling: DUSD offers a home schooling program. Students apply through an application process at their respective schools. Home schooling allows for parents/guardians to work with a credential teacher to implement district approved, state adopted curriculum. In this program, the parent/guardian is the primary instructor and requires that all participants sign a contract.

Online Program For Students (OPS): DUSD has adopted and modified the curriculum from the Odysseyware™ online program to meet DUSD standards and course requirements. This program is operated through our QUEST independent study program and our home schooling program, grades 3-12, in addition to the more traditional means of doing independent/home study; High school students can access the OPS courses by way of application for credit through their school counselors. The OPS program also offers a GED prep program. Students access the course work electronically from anywhere that is internet connected and meet with a teacher weekly to review work, take tests, and grade essays.

Students with Disabilities: Students with disabilities are evaluated to determine placement in the least restrictive environment. If a student has an educational need that substantially interferes with a major life activity, they are provided with appropriate accommodations or services through a Section 504 Accommodation Plan. If a student has more significant educational needs they are evaluated to determine eligibility for special education. Based on the development of the Individualized Educational Program (IEP), the student is either served in the Special Education Resource Specialist program or has available a full continuum of service(s) and/or placement options through the Tri-Valley Special Education Local Plan Area.

Alameda County
Emery Unified School District
Educational Alternatives for Expelled and High-Risk Students

The following are the description of the district's educational alternatives for expelled students:

Suspended Expulsion
In certain expulsion cases allowing the student to attend school as a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determine on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as, all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Consider Inter-district Transfer
The only time a student is involuntarily transferred to another school district is if the student is currently in EUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and/or behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school district. A student may be allowed to transfer to another school district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

Independent Study
EUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Offer Placement in County Alternative Education Programing if Deemed Appropriate for Expelled Student from the District
Students who failed to reach their rehabilitation plan are transferred to County Community Day School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet student's needs. Students have the opportunity to participate in counseling, as an extension of the school day.

ALAMEDA COUNTY
Fremont Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend enforcement of the student's expulsion (placement in Opportunity, Course, Robertson High School):
In certain expulsion cases, students who are recommended for expulsion are sent to an alternative program within the Fremont Unified School District. Students who are in junior high are sent to our Opportunity Program or to another comprehensive junior high school. Students who are 16 years or older are sent to either the Course Program or to Robertson Continuation High School. High school students who are under the age of 16 are sent to the Course Program. These programs offer smaller learning communities and a mental health counseling component. Additional health referral services are also provided as well as developmental asset training for all youth. Suspended expulsions are considered on a case by case basis depending on the type of Ed. Code violation, on their previous discipline history and on the types of intervention and prevention services offered to the student. All students on a suspended expulsion must complete a rehabilitation plan which includes a counseling component for both the student and parents, community service and academic achievement.

Transfer to another school within the district:
Students who receive Special Education services are referred to another FUSD comprehensive school where their educational needs are met in accordance with their IEP. In some cases, secondary students are placed at another comprehensive school site to allow a fresh start or for safety reasons.

Placement into home instruction per IEP:
In rare circumstances, a student will be placed on a suspended expulsion into home instruction if it is determined through the student's IEP that this is an appropriate placement. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into home instruction if the placement is the least restrictive environment for the student and is in compliance with his IEP.

Inter-District Transfer to another school district:
The only time a student is involuntarily transferred to another school district is if the student is currently in FUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

ALAMED COUNTY

Hayward Unified School District:

Educational Alternatives for Serving Expelled and High-Risk Students

Hayward Unified School District has a clearly delineated process for the expulsion of students. Our process provides full due process to each student and family in this challenging situation.

Upon the determination that it is appropriate to extend the suspension of a student pending an administrative hearing (within the first 5 days of suspension), a hearing is scheduled and every student is referred for interim educational services through the Independent Studies program or the Home Study K-8 program at the Brenkwitz High School Campus.

Students with Individualized Education Plans (IEPs) are also provided interim services in accordance with their IEPs while the student is pending an administrative hearing and ultimately a final Board decision regarding student placement.

Administrative Hearing panel members hear student case and based in the individual facts of each case, the needs of the student and with a focus on the safety of all students on our campus', the panel makes a recommendation to the Board of Education that includes a suggested placement option, the length of expulsion and terms and conditions of an individualized Expulsion Rehabilitation Plan.

Upon review of expulsion hearing documentation and the recommendation of the Administrative Hearing panel, the Board of Education makes a final determination for each expulsion recommendation, formally placing the student in an educational setting for the duration of the expulsion term. Placement options available to the Board include:

Full Expulsions:

When the Board acts to fully expel a student from the Hayward Unified School District for the term of the expulsion, students are placed at Quest Independent Studies or the Hayward Community School, which are Alameda County Office of Education programs.

Upon Board action indicating placement in a county program, a referral form is sent over to the county program with the student's expulsion order and all placement records. Students contact the county program for an initial meeting, enrollment and orientation.

Hayward Unified School District Intervention Counselors follow up with all students placed in County programs to verify enrollment, support connections to services and to support the student and family to begin working on meeting the conditions of the Rehabilitation Plan that will lead to reinstatement to the district with regular student status.

Hayward Unified School District Intervention Counselors have positive working relationships with staff in County programs and visit the sites weekly to see students, provide ongoing support and ensure communication between County programs and Hayward Unified School District is timely, accurate and ultimately intended to support each student to success.

For students with IEPs or 504 Plans, staff in the Student & Family Services department ensures connections are made between County staff and Hayward Unified School District staff so IEP services

and 504 accommodations are provided for eligible students with minimal gaps due to transitions between programs.

Suspended Expulsions:
When the Board determines that the student's case warrants an expulsion but agrees that the student can be best served safely on one of the Hayward Unified School District campuses, the following options are available:

Placement at an alternate comprehensive school setting within the district:
* In rare instances, when appropriate, the student may be placed at their home school for the duration of the term of their expulsion.

Placement at a district alternative school setting such as:

- **Brenkwitz Continuation High School**
  This program offers a support system that allows students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards-based core class instruction, and online credit recovery. All students have a counselor as well as an academic advisor.

- **Independent Study Program**
  Students meet with a teacher 2-3 times weekly working on district adopted standards based curriculum. All students and parents must sign a contract that is renewed every semester. Failure to comply with the terms of the contract or missed appointments will result in the student being returned to the home school of residence. Students must be able to work independently while keeping weekly appointments. The program is strictly voluntary.

- **Home Study K-8 Program**
  Parents/legal guardians' work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends weekly appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

'New to Hayward' students with an open expulsion:
Students who arrive in Hayward Unified School District with an open expulsion order from a previous district are placed in Alameda County programs until an admission hearing can be held and the Board makes an admission decision. The Board may act to continue the student in County programs as a fully expelled student, to permit the student to enroll in a district school on a suspended expulsion, or to admit the student with no conditions as the student has met all conditions of the Rehabilitation Plan from their previous expulsion and is eligible for reinstatement to regular student status. Upon arrival within Hayward, all students with a previous expulsion order are provided the same services and supports as a student expelled by Hayward Unified School District.

Rehabilitation Plans and Support:
Every Hayward Unified School District student who is expelled receives active Case Management support from one or both Intervention Counselors. Counselors communicate with families, visit school sites, make referrals for counseling and community service opportunities and support students to develop improved decision making and self-advocacy skills. Students identified as 'at-risk' for expulsion by COST referral are also followed and supported by the Invention Counselors in order to

proactively serve students and improve outcomes for these students. In this case, students participate in individual and/or group counseling and benefit from active case management.

ALAMEDA COUNTY

Livermore Unified School District

Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the District's existing educational alternatives for expelled students.

1. Independent Study - Voluntary

Vineyard Independent Study provides an educational program to students in grades 1 through 12. Students are assigned to a specific teacher once a week for an hour, but may also come in for tutoring or assistance on their assignments. The student is expected to complete 20 credits per trimester or 60 credits in a year. Students may recover credits as well as progress at an accelerated rate. Occasionally, students also take classes concurrently at the local junior college. The Vineyard Independent Study program is a voluntary program.

2. Continuation High School

Students may be placed at Del Valle Continuation High School as an alternative educational setting. The program provides a lower teacher to student ratio, an opportunity to make up credit deficiencies, and a setting designed to deal with at risk students.

3. Home Study Program

The Home Study program is typically used for students in special education whose needs cannot be met at our Independent Study site. A home teacher works with the student one hour a day, five times a week. The home teacher works with the special education teacher at the student's home site and modifying the work as appropriate. Occasionally, based on individual needs, students will work through the independent study program and use their curricular materials, and also meet with a home teacher five times a week for additional support.

4. Adult Education

When age appropriate, student's transfer to the Adult Education program to work on a high school diploma or prepare for the GED. Occasionally, these students also take classes at the local junior college.

5. Transfer to another school within the District

Due to age constraints with programs offered through Alameda County Community schools students in grades kindergarten through 6th grade may be involuntarily placed at another school in the District. Students who receive special education services may be referred to a school in the District where their educational needs are met in accordance with their IEP. The student is placed at another school in the District with probationary conditions outlined in the rehabilitation plan. Students have a period of time, up to a year, to meet the conditions and be considered for a return to the program they were expelled from.

6. Inter District transfer

The only time a student is involuntarily transferred to another school District is if the student is currently in LVJUSD on an inter District transfer and commits an expellable offense or does not meet the academic, attendance, and behavior expectations of the District. In these cases, the inter District transfer is revoked and the student is returned to his/her home District. A student may be allowed to

transfer to another school District only if both the family and the Districts agree that placement in another District is in the best interest of the student.

7. **County Community Day School programs**

Students are referred to an Alameda County community school program when expelled by the LVJUSD Board. Alameda County has day school and independent study programs available. They can place students in grades 7 – 12; as well as special education students on a case by case basis. Of special note is the satellite classroom that has opened in the Dublin Unified School District that accommodates students of the Tri-Valley.

ALAMEDA COUNTY

New Haven Unified School District

Educational Alternatives for Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students and high-risk students.

Suspended Expulsion/High Risk-Students (K-12):
Students who have been expelled but had the enforcement of that expulsion suspended by the Governing Board and allowed to remain in a comprehensive school setting, are placed in a different school than where the offense occurred. This transfer can often times provide a fresh start to the at-risk youth.

Involuntary Transfers (K-8):
Some at-risk students become enmeshed in a pattern of behavior that is detrimental to their academic and social well-being. When appropriate, the District may exercise its right to involuntarily transfer a student to a different school site for a fresh start.

Placement into continuation high school (10-12):
Conley-Caraballo Continuation School provides student with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent Study (6-12):
New Haven Unified Independent Study Program delivers the curriculum through the state approved independent study model. Students come to independent studies once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. The program is a standard-based program and uses state approved and adopted curriculum.

Home Instruction (K-12):
Home instruction provides students in particular circumstance one hour per day of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

Home School Program (K-8):
The New Haven Unified School District's Home School Program provides students and families with an educational alternative where the parent is key to the program implementation. This option is dependent on parent commitment but offers a unique solution for some students. The instructional program is delivered by the parent under the close supervision of a credentialed teacher. Students have the option of concurrent enrollment in up to three classes at their home site.

ALAMEDA COUNTY
Newark Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend expulsion:
In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student attends a comprehensive campus on a probationary basis, and must meet certain conditions to continue in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (K-6):
For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Reassigned with special contract conditions:
In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

Placement into continuation high school:
The Bridgepoint Continuation High School provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back ontrack for graduation.

Independent study (at parent request):
Crossroads Independent Study is a high school, which delivers the curriculum through independent study. Students come to Crossroads once or more a week and spend several hours with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20hours a week on academic work. Crossroads students are highly capable learners.

Students attend Crossroads by choice. Crossroads helps students pursue their educational requirements of the Newark Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Crossroads, students may take courses concurrently at the local community colleges and Mission Valley Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Crossroads High School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning

styles, interest, aptitudes and passions. Crossroads is constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands for the 21st century.

Home instruction (regular and special education):
Home instruction provides students in particular circumstances one-hour per day of time with an appropriately-credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

ALAMEDA COUNTY

Oakland Unified School District

Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled and high-risk students.

Expelled Students

Oakland Community Day Middle and High Schools (Grades 6-12)

Secondary-level students who are expelled from Oakland schools for serious incidents where expulsion is mandatory are placed at one of the district community day school programs. These schools are specifically designed to educate these expelled students in small learning environments with integrated mental health services.

County Community School (Grades 7-12)

Secondary-level students who are under expulsion and are then subsequently expelled from Oakland Community Day School for serious incidents may be referred to an available county community school program. Referrals to county community schools may also be made upon parent or Probation request as an alternative to the district community day school.

Suspended Expulsion

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive or alternative school site in the district is more appropriate than expelling the student to a district community day or county community school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet pre-established conditions to continue enrollment, or the suspended enforcement of the expulsion is revoked. The expulsion is enforced and the student is placed in an appropriate community day school or community school setting for the remaining period of the original expulsion. Where the student meets the pre-established conditions to continue enrollment, upon the expiration of the original expulsion the Board of Education may destroy the record of said expulsion.

High-Risk Students

Transfer to another comprehensive school within the district (Grades K-12):

In some cases, a student may be transferred to a different comprehensive site in order to allow the student to achieve academic success. The Pupil Disciplinary Hearing Panel may place non-expelled students on an involuntary administrative transfer placement to a new school site that offers the student a fresh start.

Transfer to an Alternative School of Choice (Grades 9-12)

Students may be transferred to an alternative school of choice if it is determined that the student would benefit from the small school environment or particular support services available. Oakland offers four alternative schools of choice—Gateway to College at Laney College, Emiliano Zapata Street Academy, Oakland International High School, and Met West. Placements at alternative schools of choice are voluntary and require parent consent.

Placement into Continuation High School (Grades 10-12, Ages 16-18):
Oakland's three continuation high schools—Rudsdale, Dewey, and Ralph J. Bunche high schools--provide students with a small alternative educational setting. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught up and back on-track for graduation. Comprehensive mental health and other support services are available to provide students with the tools necessary for success in school.

Independent study (Grades 7-12) or Home School (Grades K-6):
In rare circumstances, a student will be placed at Sojourner Truth Independent Studies for Home School (grades K-6) or Independent Study (grades 7-12). Independent study and home school are strictly voluntary options that parents must request. Students on suspended expulsion are generally not considered candidates for independent study or home school options, but requests are considered on a case by case basis.

Home and Hospital (Grades K-12)
Students on expulsion, suspended expulsion, or deemed high-risk are eligible for Home and Hospital instruction when there is medical necessity. Credentialed teachers provide individualized instruction for students with medical need at their homes, in hospitals, or at other medical facilities.

TAP (Temporary Alternative Placement) Center (Grades 6-12)
The TAP Center provides a temporary educational setting for students who have been recommended for expulsion and are awaiting disciplinary hearings and school placements. In lieu of extended suspension, students are referred to the TAP Center where they receive individualized daily instruction in a classroom setting.

The following are the descriptions of the district's existing educational alternatives for expelled student.

Millennium High School
This is a WASC accredited alternative high school for students who need more support services as they work their way through college preparatory curriculum. This high school supports students working at a manageable pace and integrates curriculum for a more real-life approach to learning. This school is on the same campus as Piedmont High School and because it functions on the same bell schedule, many MHS students take courses at PHS as well. This is a viable option for students who are not succeeding or are having disciplinary issues at the comprehensive high school.

Independent Study
PUSD offers independent study to any k – 12 student who needs this. This is offered on a circumstantial basis only. Credentialed teachers meet with the students on campus and follow all independent study regulations. Students in this program can always opt for going back into the standard comprehensive program.

Home Instruction
PUSD offers this option to k - 12 families as needed. This is designed, in general, to help students transition back into their school after having physical of mental health issues. In this scenario, we send appropriately credentialed teachers to the student's home to do instruction.

Directed Studies/Remediation during School Year
This program offers secondary students to remediate skills, credits, and grades during the school year. There is a credentialed teacher in the classroom at all times. We also offer CAHSEE prep classes during the regular school day.

Summer Remediation
There are a variety of K-12 programs to support students who need to remediate skills, credits and grades. These are both done in a traditional setting and through independent study programs.

Piedmont Adult School
PAS offers a full diploma program for any student who has not completed his / her course work through PUSD. There are a multitude of services including High School Exit Exam prep classes, GED classes, a Basic Skills class, and Independent Study. Students may be transferred to this program once they have not met graduation requirements.

Suspended Expulsion
Placement most often is in an alternative education program. In every expulsion matter it is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district
For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Inter-district transfer to another school district
The only time a student is involuntarily transferred to another school district is if the student is currently in PUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

Voluntary placement into independent study
PUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Placement into continuation high school
Village Continuation School provides student with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Home teaching
Home teaching provides students in particular circumstance one hour per day of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

Offer placement in county alternative education programming if deemed appropriate for expelled student from the district
Students who fail to meet their rehabilitation plan or depending on the infraction, are transferred to County Community Day School.

Involuntary Administrative Transfer:

In some cases, as deemed by the Superintendent's designee, a student may be transferred involuntarily to a different comprehensive site or an alternative such as Alameda County's Quest Academy in order to allow the student to achieve academic success.

Suspended Expulsion:
In certain cases, students who are recommended for non-mandatory expulsions may be sent to an alternative program within the district or the county under a suspended expulsion contract. Each expulsion is determined on a case-by case basis. Student placement is based on the student's discipline history, safety concerns, SLUSD Board Policy, and SLUSD Discipline Policy. All students placed on a suspended expulsion must complete a rehabilitation plan that includes but is not limited to: counseling, community service, satisfactory attendance, and academic achievement.

Placement in Lincoln Continuation High School/Alternative Center:
Lincoln Continuation High School offers a support system that allows students to experience educational success in a smaller, more structured learning environment. Lincoln emphasizes individual learning plans, occupational opportunities; standards based core classes, and a form of credit recovery. Students will receive academic instruction from certificated teachers in English, History/Social Studies, Mathematics, and Science in a safe, low-stress environment with ongoing student/family support

Independent Study Program:
The Lighthouse Independent study program is a voluntary program for students grades 9-12. In this program, students meet with a teacher once a week to work on district-adopted standards based curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Currently we have a Special Education component of this program, which offers students with an IEP individualized instruction two meetings per week.

Home Instruction:
Home instruction provides students in particular circumstances one-hour per day of time with a credentialed teacher. This is generally used for temporary placements due to chronic illness, sudden long-term injury, students with IEP classification of SDC, or other medically documented cases.

Placement in the County Community School:
Secondary-level students who are expelled from San Leandro schools for the serious incidents where expulsion is mandatory are placed at the available county community school programs. These schools and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling programs, technology based education, and other educational opportunities at one of the county's sites.

The following are the descriptions of the district existing educational alternatives for expelled students.

Expelled Students:
County Community School (Grades 7-12):
Secondary-level students who are expelled from San Lorenzo schools for serious incidents where expulsion is mandatory are placed into the county community school program. These schools and programs are specifically designed to educate expelled students, and they offer a variety of classroom-based and independent-study programs to meet student needs. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Suspend Expulsion:
In certain expulsion cases, students who recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on a probationary status. These students may be placed in an Independent Study program or another comprehensive school site. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations and the California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes but is not limited to counseling, community service, satisfactory attendance, and academic achievement.

Transfer to another school within the District:
In some cases, a student may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Continuation High School placement:
Royal Sunset Continuation High School offers a support system that allows the students to experience educational success in a smaller, more structured learning environment. Royal Sunset emphasizes on individual learning plans, occupational opportunities, standards based on core classes, and a form of credit recovery.

Independent Study Program:
The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based on curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and /or missing appointments with the teacher will result in the student being dropped from the program.

Re-Entry Program:
Purpose: The *San Lorenzo Unified School District Re-Entry & Intervention Program* is designed to re-engage, reconnect, and prepare the following secondary populations for campus and academic success:

Students returning from expulsion
Students returning from Juvenile Hall/Camp
Students enrolled in the District SARB program
Students with 10 or more days of suspension who appear on track for expulsion

Traditionally the aforementioned populations struggle academically and behaviorally upon re-entry because of the sudden shift within educational and campus dynamics. The purpose of this program is to reduce the predictability that such students will repeat with similar problematic behaviors and patterns.

Mission: The Mission of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to provide a solid academic, cultural, and psychological foundation and method of access for every student to retrieve as they re-enter public education.

Goal(s): The goal of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to reduce the numbers of suspensions, expulsions, and levels of truancy through the provision of a 2-day 4- hour program consisting of highly relevant empowerment-based workshops, lectures, dialogs, and academic training sessions to all applicable students.

Location/Time Frame: The location of the program and sessions will be the San Lorenzo Unified School District boardroom and each session will is two hours in duration. The first session/workshop occurs at the end of summer, but before expelled students return for the Fall. SARB participants and students with 10 or more days of suspension on the secondary level will need to be identified for participation in the session before the beginning of the Spring semester. Students re-entering the district from Juvenile Hall or Camp will be identified by the Director of Student Support Services and enrolled in the program closest to their date of re-entry.

Process & Topical Sequence: All expelled students will be required to complete the *San Lorenzo Unified School District Re-Entry & Intervention Program* as part of their rehabilitation plan as well as SARB participants. Secondary students with 10 or more days of suspension will be strongly encouraged to attend all sessions.

Restorative Justice: In terms of our equity lens, wheel, and response to student discipline, SLZUSD now has restorative circles and restorative conferences as alternatives to suspension and expulsion as appropriate. The process of Restorative Justice requires collaboration from all stakeholders responsible for addressing and or handing out discipline. The concept of Restorative Practices allows adults to deepen adult-to-adult relationships and student's to repair harm imposed upon the school community. It also allows the student and family to take full responsibility and accountability for their actions in a proactive fashion. Suspensions and expulsions result in the removal of students from the school community, but often fail to deal with the root cause or allow for harm to be repaired, restored, or reconciled. Our Restorative Justice model includes the response and approach of teachers, admin, central office, counselors, and CSOs. It will require the understanding of SROs. Our Restorative Justice model will not result in the total removal of suspensions and expulsions, but it will look at ways to productively restore as a first layer of intervention, as opposed to using suspension as a first reaction.

The following are the description of the district's existing educational alternatives for expelled students:

Suspended Expulsion
In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement is every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Consider Inter-district Transfer
The only time a student is involuntarily transferred to another school district is if the student is currently in SGUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

Independent Study
SGUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Offer Placement in County Alternative Education Programming if Deemed Appropriate for Expelled Student from the District
Students who fail to meet their rehabilitation plan are transferred to County Community Day School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling, as an extension of the school day.

ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent

Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

AB925 Triennial Plan Update
July 1, 2015 – June 30, 2018

California Education Code (EC) Section 48926 requires each county superintendent of schools, in conjunction with district superintendents in the county, to submit a triennial update to the state superintendent of Public Instruction.

The AB925 triennial plan addresses the following components:

- Existing Educational Alternatives Provided by the Alameda County Office of Education
- Alameda County Community Schools Transition Process
- Educational Services Provided to Expelled Students with Exceptional Needs
- Excess Cost Agreement
- Gaps in Educational Services to Expelled Students
- Alternative Placement for Students who Fail Placement or Pose a Danger to Other District Students
- Existing Educational Alternatives for Expelled Students Offered by Districts

I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____ Date: _____

District Name: _____