

EL DORADO COUNTY
PLAN FOR PROVIDING EDUCATIONAL SERVICES TO EXPELLED
STUDENTS TRIENNIAL UPDATE, JUNE 2018-2021

APPROVED BY THE EL DORADO COUNTY BOARD OF EDUCATION

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ACKNOWLEDGEMENTS

EDCo District Attorney's Office
EDCo Health and Human Services Agency
EDCo Juvenile Court Judges
EDCo Probation Department
EDCo Public Defender's Office
EDCo School Attendance Review Board
(SARB)
EDCo Sheriff's Department
EDCOE Adult Education Programs
EDCOE Court Schools
EDCOE Foster Youth Services
EDCOE Special Services
EDCOE & Districts' McKinney-Vento Liaisons
Placerville City Police Department
Shingle Springs Band of Miwok Indians
Tribal Police

Special thanks to the Ventura County Office of Education for creating a model Co-Wide Expulsion Plan, from which we have borrowed many elements.

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I. Legislative Overview

California *Education Code (EC)* Section 48926 required county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county.

As required, the plan was adopted by the governing board of each school district within the county and by the county board of education, and submitted to the State Superintendent of Public Instruction in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

The approval of the El Dorado County Board of Education and submission of the plan to the State Superintendent of Public Instruction prior to June 30, 1997, as well as the triennial updates since then, satisfy requirements associated with the ‘county plans for provision of educational services to expelled students.’ In addition, this plan shall be distributed to every district superintendent in El Dorado County as required by law.

Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

(Legislative Overview continued)

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.

II. Background and Context

Located in east-central California, El Dorado County encompasses 1,805 square miles of rolling hills and mountainous terrain. The western boundary contains part of Folsom Lake, and the eastern boundary is also the California-Nevada State line. The County is topographically divided into two zones. The northeast corner of the County is in the Lake Tahoe basin, while the remainder of the County is in the “western slope,” the area west of Echo Summit. El Dorado County had a total population of 184,452 as of 2015.

El Dorado County is comprised of 15 school districts with a total of 67 schools serving almost 28,000 students (12 elementary school districts, two unified school districts, and one high school district). School districts range in size from the smallest with 15 students to the largest with enrollment of 6,600.



El Dorado County Student Demographics

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2017-18	27,875	1.0%	0.9%	3.7%	1.3%	20.8%	0.2%	66.9%	4.8%	0.4%
2016-17	27,021	1.0%	0.9%	3.5%	1.3%	20.4%	0.2%	67.7%	4.6%	0.3%
2015-16	26,987	1.0%	0.9%	3.5%	1.3%	19.8%	0.2%	68.4%	4.5%	0.3%
2014-15	26,960	1.1%	0.9%	3.2%	1.3%	19.2%	0.2%	69.4%	4.4%	0.3%

El Dorado County 2017-18 Demographic Data:

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	3.2%	7.6%	7.1%
Foster Youth	2.9%	0.7%	0.9%
Homeless Youth	1.6%	2.2%	2.2%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	10.9%	12.6%	12.4%
Socioeconomically Disadvantaged	31.2%	34.1%	33.8%
All Students	3,151	24,724	27,875

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
El Dorado County	27,875	86.0%	1.9%	7.1%	4.9%	0.1%
State	6,220,413	57.4%	4.2%	20.4%	17.8%	0.2%

III. Legal Updates

In recent years, including the time since the last update (2015-2018) was developed, the State of California has enacted numerous legislative changes that have impacted the way that schools and districts deal with the issue of student suspensions (which often lead to expulsion) and expulsions. An effective plan aimed at better serving expelled students must take these changes into account in addition to relevant sections of the education code that are worthy of note and may assist schools and districts in their efforts to better serve students subject to expulsion. Therefore, this section highlights some of the most important legislative changes as they impact student suspension and expulsion.

Suspension

Education Code 48900 (k)(2)

a. Limits the ability of schools and districts to suspend students for willful defiance in grades K-3. This code also precludes any school district from recommending a student for expulsion under this provision. These two restrictions are operative through July 1, 2018 at which time it becomes inoperative unless replaced or amended.

Education Code 48900 (v)

a. Provides school administrators the discretion to impose age appropriate alternatives to suspension and expulsion on students subject to discipline so long as the alternative is designed to address the specific behavior of the student.

Education Code 48900 (w):

a. Expresses the legislature's intent that alternative means of correction are used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.

Education Codes 48900.5 and 48900.6

a. These codes together present strong guidance on alternative means of correction including making numerous suggestions for such alternatives including restorative approaches and community service.

Expulsion

Education Code 48915

a. Details provisions related to student expulsion including differentiating between “may” and “shall” expel offenses. b. Provides the Superintendent to impose alternative means of correction

Enrollment and Transfer

Education Code 1981

Details the conditions under which a county board of education may enroll students in a county community school program as follows:

- i. Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.
- ii. Referred to a county community school by a school district as a result of the recommendation by a school attendance review board.
- iii. On probation, with or without the supervision of a probation officer and consistent with an order of a juvenile court, who are considered to be wards of the court under Sections 601 and 602 of the Welfare and Institutions Code and ordered placed pursuant to Sections 725, 729.2, and 791 of, and paragraph (2) of subdivision (a) of Section 727 of, the Welfare and Institutions Code.
- iv. When a school district of attendance, has, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school.

Education Code 48201

a. Details notice provisions related to transfers of expelled students as follows:

(b) (1) Upon a pupil's transfer from one school district to another, the school district into which the pupil is transferring shall request that the school district in which the pupil was last enrolled provide any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension from school or expulsion from the school district. Upon receipt of this information, the receiving school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action.

Education Code 48915.1

a. Details the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district. The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918. A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The school district receiving the request shall respond to the request with all

deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options: (1) Deny enrollment (2) Permit enrollment (3) Permit conditional enrollment in a regular school program or another educational program

Credits and Graduation Requirements

Education Code 48645.5

a. Details the requirement that LEA's must accept partial credit as follows:

(a) Each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework shall be transferred by means of the standard state transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a diploma from the school the pupil last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

b. Details that a pupil shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system, including, but not limited to:

(1) Arrest

(2) Adjudication by a juvenile court

(3) Formal or informal supervision by a probation officer

(4) Detention for any length of time in a juvenile facility or enrollment in a juvenile court school

(5) Pursuant to subparagraph (B) of paragraph (8) of subdivision (f) of Section 48853.5, a pupil who has had contact with the juvenile justice system shall be immediately enrolled in a public school.

c. Details the requirement that if a pupil completes the statewide coursework requirements for graduation specified in Section 51225.3 while attending a juvenile court school, the county office of education shall issue to the pupil a diploma of graduation and shall not require the pupil to complete coursework or other requirements that are in addition to the statewide coursework requirements.

Education Code 51225.1

a. Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

Education Code 52066

a. Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.

b. To view the EDCOE LCAP which details goals related to serving expelled students, please refer to edcoe.org.

California School Dashboard

a. The State of California has embarked upon the implementation of a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, attendance and student discipline.

b. To view a local district or EDCOE Dashboard please refer to www.caschooldashboard.org/#/Home on the CDE web page and enter the name of the educational agency you wish to view. On this page, you will also find a quick guide and tutorial video to help you understand the California School Dashboard system of accountability.

c. It is also important to note that Charter College and Career Prep qualifies and is designated by the California Department of Education as an Alternative Education School and as such will participate in the accountability model reflecting modified methods of determining performance on state-mandated areas of the Dashboard. This model is called the Dashboard Alternative School Status (DASS). For eligibility requirements related to schools participating in DASS [click here](#).

Joint Transition Policy

Education Code 48647

a. Details recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner. Provisions include:

i. (a) Local educational agencies are strongly encouraged to enter into memoranda of understanding and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools.

ii. (b) As part of their existing responsibilities for coordinating education and services for youth in the juvenile justice system, the county office of education and county probation department shall have a joint transition planning policy that includes collaboration with relevant local educational agencies to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.

Provisions for Foster, Homeless Youth

Education Code 48918.1

(a) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district shall provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(2) If a recommendation of expulsion is required and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district may provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(b) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district shall provide notice of the expulsion hearing to the local

educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(2) If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district may provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(3) If a recommendation of expulsion is required and the pupil is a foster child or youth as defined in Section 48853.5(a) and a change in schools occurs, the child shall be enrolled immediately. School districts must request records within 2 days of the foster youth's enrollment. School districts must forward education records to a requesting school within 2 business of receiving a request. EC 48853.5 (e)(8). If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code and a change in schools occur, the enrolling school must immediately admit the student and must contact the previous school for records. 42 U.S.C. 11432(g)(3)(D). Although the Act is silent on the definition of "immediate", the standard dictionary definition is without delay.

IV. High Impact Strategies and Best Practices

In addition to the changing legal landscape, there have been numerous developments in the area of student support services in recent years that have great potential for limiting expulsions and positively impacting El Dorado County students more generally. Among the most promising developments are:



1. Multi-Tiered System of Support (MTSS) - Ensuring the success of all students requires meeting the needs of students, academically, behaviorally and social-emotionally. El Dorado County educators remain committed to implementing programs and interventions that will ensure all students can succeed. The California Department of Education provides an MTSS resource website [here](#).
 - a. PBIS - Positive Behavior Intervention and Support (PBIS) relates to a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS is designed to improve the social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. This description is provided by and more information can be found at: www.pbis.org/ or on the CDE website [here](#).
2. Restorative Practices - Restorative Justice is an approach to school discipline that moves away from traditional punishment and provides for families, schools and communities a way to ensure accountability and repair the harm caused by someone's behavior. It requires students to think about themselves and how they deal with others in their community and to work on developing healthy relationships and learning how to manage conflict in a healthy manner. The goal is for students to develop self-discipline and self-awareness and promote positive behavior in a caring, supportive environment. Restorative Justice is increasingly being used in schools in California to promote positive school climates and as an alternative to suspension/expulsion. Resources and more additional information provided by the CDE can be found [here](#).
3. Trauma Informed Practices - Traumatic stress can arise from a variety of sources: bullying at school, dramatic weather events, and school shootings— even the day-to-day exposure to events such as divorce or homelessness. Children and adults can be affected by traumatic stress. Having the tools to manage traumatic stress empowers the members of the school community. In a trauma-informed school, the adults in the

(High Impact Strategies and Best Practices continued)

school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. The above description is provided by, and more information can be found at: traumaawareschools.org/traumainschools

4. Career Education - The State of California has emphasized the importance of career readiness in a variety of ways including substantial funding of career pathways and career and technical education incentive grants. In addition, California's new Accountability System includes Career Readiness indicators. Such indicators will also be included in the DASS. As such, EDCOE's Charter Alternative Programs will continue to expand opportunities for expelled students to participate in career pathways and exploratory career education course. More information can be found [here](#).
5. Student Resilience - Much research has been done recently to issues related to student success. The field of asset building is concerned with what assets students need to be successful and which serve students best as they work to overcome the many challenges they face. Among the most impactful assets a student can have is Resilience. El Dorado County educators are committed to continuing to build students' assets with a special emphasis on resilience.
6. Inter-agency Collaboration - Serving expelled students requires interagency collaboration. A variety of El Dorado County agencies and community-based organizations work collaboratively to make a difference in the lives of expelled students, including but certainly not limited to the following:
 - a. EDCo School Districts
 - b. EDCo District Attorney's Office
 - c. EDCo Health and Human Services Agency
 - d. EDCo Juvenile Court Judges
 - e. EDCo Probation Department
 - f. EDCo Public Defender's Office
 - g. EDCo School Attendance Review Board (SARB)
 - h. EDCo Sheriff's Department
 - i. EDCOE Adult Education Programs
 - j. EDCOE Court Schools
 - k. EDCOE Foster Youth Services

(High Impact Strategies and Best Practices continued)

- l. EDCOE Special Services
- m. EDCOE & Districts' McKinney-Vento Liaisons
- n. Placerville City Police Department
- o. Shingle Springs Band of Miwok Indians Tribal Police

El Dorado County is an exceptional place to live and work and the collaborative spirit exemplified by all these agencies and their collaborative efforts are second to none. The continued excellence of our services to expelled youth will require the ongoing commitment of the entire community.

7. Regular review of student performance data, including suspension and expulsion data, with an analysis of student subgroups.
8. Rehabilitation Plans: A critical component to preparing students to return to district following expulsion is the development and implementation of an appropriate and individualized rehabilitation plan that is designed to address the students' strengths and needs and works to provide the student with an attainable set of goals necessary to achieve in order to return to district. El Dorado County school districts provide all expelled students with rehabilitation plans, as well as ensuring EDCOE's Charter Alternative Programs receive a copy of each student's rehabilitation plan in a timely manner.
 - a. *Education Code 48916: The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.*
9. Continued effective use of El Dorado County's School Attendance Review Board (SARB) - Ongoing collaboration with SARB is key to supporting at-risk students - both to help prevent expulsions and as an effective tool to support students who have been expelled. California compulsory education law requires everyone between the ages of 6 and 18 years of age to attend school, except 16 and 17 year-olds who have graduated from high school or passed the California High School Proficiency Exam (CHSPE) and obtained parental permission to leave. Some students, however, violate compulsory education laws and have a pattern of unexcused absences. Although truancy and chronic absenteeism are not new problems, they cause costly, long-term problems to the students, school, and the community. In 1974, the Legislature enacted a statute to enhance the enforcement of compulsory education laws and to divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. This statute created School Attendance Review Board (SARBs), composed of representatives from various youth-serving

agencies, to help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. Although the goal of SARB is to keep students in school and provide them with a meaningful educational experience, SARB does have the power, when necessary, to refer students and their parents or guardians to court.

V. Existing School District Educational Alternatives for Expelled Students

Educators in El Dorado County recognize the need for a continuum of educational services for all students, including expelled students. It is important to provide support and service to the expelled student while recognizing the rights of others to be safe. Local educators also recognize the seriousness of expulsion and are committed to applying careful thought, with an emphasis on fairness and consistency during the decision-making process.

Educational programs within El Dorado County provide excellent opportunities for students who are in need of traditional and/or alternative education programs, and the El Dorado County Office of Education (EDCOE) offers options via court and community school programs. In addition, the county's public charter schools offer a variety of educational options for students in all grades K-12.

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A student whose behavior has resulted in expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence. Student progress towards meeting the requirements of the rehabilitation plan should be monitored by the district of residence and the site of placement alike. Appropriate documentation should be maintained by the school of placement and presented to the district of residence upon a recommendation to return to district.

The governing board of each school district determines which educational alternatives are appropriate and available. Educational alternatives throughout El Dorado County for students recommended for expulsion include the following options:

- Expulsion, suspended order, with placement on the same campus. E.C. 48917(a)
- Expulsion, suspended order, with placement on a different school campus within the district. E.C. 48917(a)
- Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent or guardian consents.
- Expulsion, suspended order, with subsequent transfer to another district by parent guardian
- Expulsion, suspended order, with subsequent transfer to a charter school by parent or guardian
- Expulsion, suspended order, with subsequent transfer to private school by parent or guardian
- Expulsion with subsequent transfer to another district by parent or guardian request
- Expulsion with subsequent transfer to a charter school by parent or guardian
- Expulsion with subsequent transfer to a private school by parent or guardian
- Expulsion with referral to the El Dorado County Office of Education Charter Alternative Programs (grades 7-12).

Note: Parents may elect to enroll in a charter or private school. While charter schools are cost-

free public schools, any costs associated with private schools, are the responsibility of the parent. School districts will always offer a public school option for expelled students.

The El Dorado County Office of Education (ECOE) is committed to providing educational services for students expelled or referred from El Dorado County school districts. Educational services for expelled El Dorado County students are provided through EDCOE's Charter Alternative Programs. Additionally, expelled students who are in custody while awaiting adjudication, or who are wards of the juvenile court serving a commitment in one of El Dorado County's two Juvenile Facilities are provided educational services through either the Golden Ridge or Blue Ridge court school.

Early intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the El Dorado County Office of Education alternative programs respond to student diversity and community needs by providing opportunities for academic success for the students of El Dorado County. El Dorado County Office of Education staff meet with all new school district superintendents and principals to review and coordinate available services, options, and procedures.

Groups of educational leaders meet regularly throughout the year at the El Dorado County Office of Education and throughout the county on a number of topics, including reviewing best practices for serving at-risk youth and families. These groups include, but are not limited to, Superintendents' Council, Curriculum and Instructional Leadership Council, Teacher Induction Program, Secondary Principals, Middle School Principals, Elementary Principals, Child Development, Early Care and Education Planning Council, School Attendance and Review Board, Special Education Local Plan Area (SELPA), El Dorado County Charter SELPA, Human Resources, Internal and External Business, Professional Development, First Five El Dorado, Gifted and Talented Coordinators, Emergency Preparedness, Indian Education, Information and Technology Services, Opportunities for Pregnant Minors, Adult Education, Central Sierra Regional Occupational Program, Sugarloaf Fine Arts Camp, and the Extended Day child care program.

Each school district provides intervention strategies which may include, but are not limited to, providing counseling, student study teams, academic and emotional assessments, parent trainings, in-school suspensions, off-campus suspensions, Special Education services, after school activities, student/parent/school contracts, and a focus on building each student's total school assets as described in the California Healthy Kids Student Survey.

There are students whose behavior constitutes grounds for discipline and, in rare instances, a recommendation for expulsion. Districts may, and in some cases are required to, recommend expulsion to their Governing Boards for students whose behavior endangers other students or staff. In addition, each district and the County Office of Education participate with law enforcement agencies in a Memorandum of Understanding pertaining to student behavior.

VI. Factors Impacting District Level Alternatives

There are limits to district level alternatives available for expelled students. Seriousness of offense, location of offense, and grade level of the student all have the potential to restrict the district level educational alternatives available to the student during the period of expulsion - in part due to legislative requirements.

For example, students expelled for any of the offenses listed in subdivision a) or c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district operated program during the period of expulsion unless it is a community day school (E.C. 48915.2). All expelled students shall be referred to an educational placement that is 1) not provided at a comprehensive middle, junior or senior high school or any elementary school, and 2) not housed at the school site attended by the student at the time of offense (E.C. 48915). If the expelled student is in grades K-6, the educational placement for the student shall not be merged or combined with educational programs offered to students in grades 7-12 (E.C. 48916.1).

In addition to the above listed requirements, a variety of factors can limit district-level alternatives for expelled students will vary from one district to another depending on such factors as:

1. District size
 - a. Larger districts may have more options than smaller districts.
 - b. Smaller districts may need to rely on county-operated programs or partner with other small districts to develop viable in-district options.
2. District philosophy and approach to student discipline which may include varying degrees of:
 - a. Restorative practices
 - b. Alternative means of correction
 - c. Staffing
3. Individual student academic needs and current skill levels as determined by the student's:
 - a. Grades
 - b. State standardized assessments
 - c. Formative and summative assessments
 - d. Quality of school work
 - e. Other formal and informal assessments which may contribute to better understanding the individual student's level of academic skills
 - f. Access to instructional technology and quality of internet access
4. Attendance patterns demonstrated by the student's excused and unexcused absences as well as tardies.
5. Behavior in and out of class
6. Communication: Student's ability to communicate and navigate through the formal and informal curriculum and culture of the school.

(Factors Impacting District Level Alternatives continued)

7. Discipline: Discipline history including patterns of past disciplinary offenses and the severity of those offenses.
8. Health and medical status which may include:
 - a. Health limitations
 - b. 504 accommodations if any
 - c. Drug and/or alcohol dependence or abuse
 - d. Physical limitations and/or mobility needs
9. Social/emotional well-being including:
 - a. Level of student engagement with peers
 - b. Pattern of conflicts with other students and staff
 - c. Response to Instructional approaches - based on existing evidence

Expelled students who fail to meet the terms and conditions of their rehabilitation plan may be referred to a different district school, a district community day school, if available, or the El Dorado County Office of Education Charter Alternative Programs.

Students who are expelled are referred to an educational program deemed appropriate by the District Governing Board. The District continues to maintain responsibility for developing and providing a Rehabilitation Plan for the student and ensuring that an educational program is provided.

The Charter Alternative Programs maintain a standing policy of accepting all students who have been expelled by their district of residence. The El Dorado County Office of Education Alternative Programs works with students and parents to craft a success plan based on each student's unique circumstances and goals. Part of this plan may include a goal of returning to the district of residence. Each District is responsible to provide each student with a district expulsion plan clearly defining what the student must do before returning to the District. Plans and strategies are regularly reviewed by Charter staff, and alternative strategies may be developed for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

VII. El Dorado County Office of Education Alternatives

The El Dorado County Office of Education provides traditional seat-based and independent study educational options for expelled students through its *Charter College and Career Prep* program (CCP), which serves as the County Community School.



The philosophy of each individual school district affects how the El Dorado County Office of Education will meet the needs of that particular school district. Some school districts use the El Dorado County of Education alternative programs as an educational option for expelled students while others refer at-risk students who may need an alternative placement with additional supports. EDCOE's Charter Alternative Programs, including *Charter College and Career Prep*, do not expel students. Students who are not successful meet with Program staff to modify their instructional program to ensure that students understand that their choices may limit their options within our program. *Charter College and Career Prep* (CCP) provides local school districts with a quality educational option for their expelled youth through a high quality educational program designed to engage and support highly at-risk youth.

Global Mission Statement of the Charter Alternative Programs:

Charter Alternative Programs provide a variety of high quality, innovative, 21st Century programs. We prepare students to be college and career ready through engaging, rigorous curriculum. Our programs develop critical thinkers who are problem solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members.

Charter College & Career Prep (CCP) Overview and Mission:

Located in a modern, state-of-the-art school campus, CCP emphasizes college readiness, while providing an impressive list of engaging, hands-on learning opportunities in emerging career markets. The school's mission has been modified to ensure that all students are both college and career ready. Although CCP serves a variety of students, the majority are significantly at risk due to a variety of factors. This includes students who have been expelled, as well as those referred by SARB or Probation. The high quality educational program emphasizes the importance of communication and partnership with students, parents, and supporting county agencies.

CCP Mission Statement:

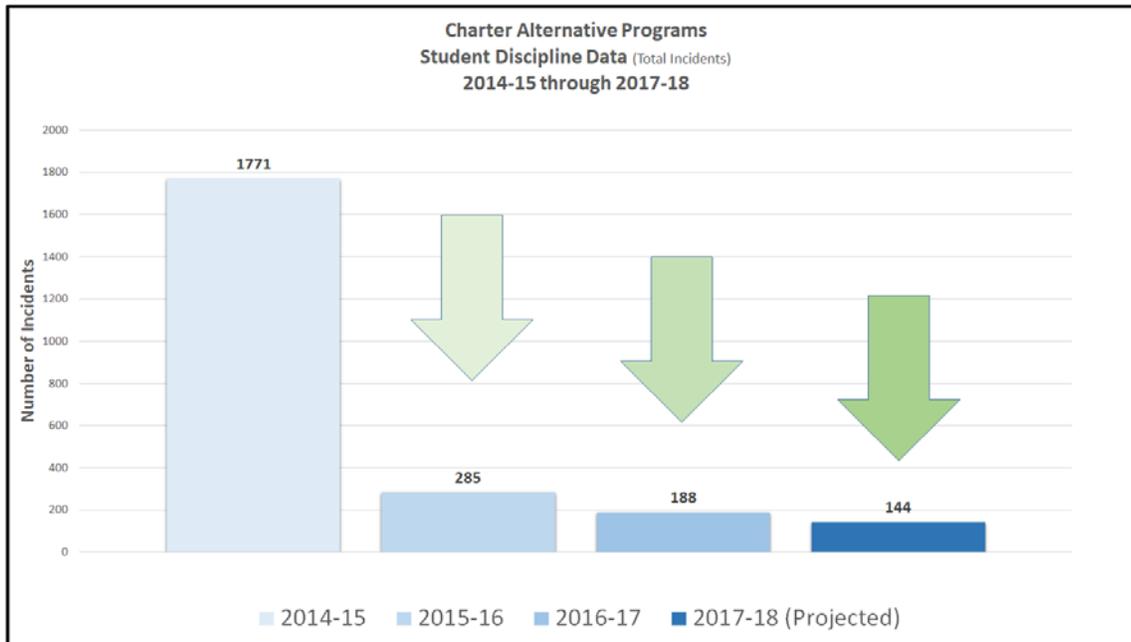
The mission of Charter College & Career Prep is centered on student college and career success. We provide an engaging, rigorous, hands-on learning culture that develops innovative 21st Century citizens to compete in an ever changing world.

CCP program staff work closely with local school districts, our Probation Department, the School Attendance and Retrieval Board (SARB), and other community-based organizations to provide and coordinate effective services to each student and family, including students transitioning out of our Court School(s).



Since expelled students arrive with greater emotional needs, CCP is working to provide effective support for these students - e.g., those with additional learning/academic challenges and those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues. Professional development is provided to help inform staff and stakeholders about the signs of, and best practices to support, these at-risk students, including conference workshops and on site trainings.

Along with an ongoing focus in improving instructional practices and engaging students, the efforts to support our students with emotional needs have improved outcomes for students in a variety of ways, including dramatically improving school culture, which is a key performance indicator for us. The chart below reflects ongoing, positive efforts by showing the significant decrease in total discipline since 2014-15. Projections for this year reflect a whopping 92% reduction in total discipline versus the 2014-15 school year. Since we continue to see an increase in the number of students with mental health needs, we will continue to provide professional development for staff to support these students more effectively - both academically and emotionally.



(CCP Mission Statement continued)

Great strides have been made in ensuring we provide all students with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in State assessments. Online curriculum programs have been added to support ELA and math success, credit recovery and credit acceleration, independent study, and stakeholder communication. During 2016-17, approximately 70 new computer systems were purchased, including adding several additional sets of Chromebooks to use in conjunction with new ELA and math curriculum, as well as to provide additional support for low-income students, English learners, and foster youth.

For Special Education Students: Academic Program Provisions

Charter College and Career Prep (CCP) has historically served students with mild/moderate disabilities; however, special education students with other disabilities may be served if the IEP Team is in agreement. EDCOE provides Special Education services and staffing at CCP, and staffing has been increased significantly over the past couple of years in response to the increasing numbers of Special Education students. Both EDCOE and CCP staff continually monitor students with IEPs, and when necessary convene an IEP team meeting to discuss students who are not making significant progress on their educational goals.

CCP provides a general education program with specialized academic instruction (SAI) in core academic areas via a push in model and small group/classes, as available. Services are

For Special Education Students: Academic Program Provisions

delivered by a credentialed Special Education teacher or a paraeducator under the supervision and guidance of the Special Education teacher.

Speech and occupational therapy services are available in small group (when applicable and appropriate) or individual sessions during the school day.

A Behaviorist is available as needed to help review and modify instructional plans and strategies, as well as to work with instructional staff to create Behavior Support Plans (BSPs).

CCP provides an *Advanced Education Program* (AEP) offered in partnership with the Folsom Lake College El Dorado Center, which allows the Charter students to take community college courses concurrently during high school, while earning both college and high school credits. The AEP focuses on empowering students to succeed in life and exemplifies that mission by helping them realize new college and career opportunities through direct college experience and success. With the community college located next door, our students are able to easily participate by simply making a five minute walk. One goal of the AEP is to help students realize that a college education is attainable for each of them, even if they have struggled up to this point with school or other issues impacting their school success. Through our AEP program, we hope to provide the opportunity for many first-generation college graduates to participate and succeed in earning a certificate or diploma. The El Dorado Center college faculty and the Charter staff work together to provide a built-in support system for potential and participating students. The team, which includes an Outreach Specialist from Folsom Lake College, meets with the Charter students to develop individualized plans, as well as twice monthly, to ensure students are successful in this tuition-free program.



For those more interested in high-demand career opportunities, CCP provides students with the vocational, academic, and social skills necessary to seamlessly transition to a successful career or a post high school education or training opportunity. State subject area standards are integrated with vocational and life skills to make learning relevant, applicable, and enjoyable. Classes are designed to actively engage students rather than rely on rote memory or seat-work. We have found that this approach works well with many at-risk students, who tend to be

more successful in bodily kinesthetic learning activities versus lecture-based classes. The program offers unique *Career Readiness* courses with a focus on the development of the skills

necessary to be successful in the workplace, or to pursue post high school training or college. Current opportunities include Robotics, Culinary Arts, MakerSpace, and a Wilderness Outdoor class - with a Drone program launching for 2018-19. The result has been very positive among students, parents, and staff, with increased energy on campus, far less discipline, positive feedback from students and families, and greater staff collaboration. Guest speakers and visits to local businesses have been featured as part of the program, with staff supporting students in finding employment and, on a more limited basis, internships.

As noted earlier, the emphasis on improving instructional practice and engaging students has positively impacted CCP. Students note a great deal of satisfaction with the new program elements, including the career-based electives, the AEP program, and a new block master schedule that provides more time for in-depth learning, critical thinking, and the ability to earn additional high school credits.



The EDCOE Charter Alternative Programs have now adopted the *NWEA-MAP Assessment Suite* as its new comprehensive assessment program. CCP students are assessed quarterly and all new/incoming students are assessed immediately. With NWEA-MAP now in place, instructional staff can now appropriately place students, develop individual plans to address skill gaps, and use class and course-wide data to guide instruction.

Charter College & Career Prep utilizes a variety of communication strategies to inform and involve all school stakeholders, including *ParentSquare* communication system, AERIES online portal, standard mail, website posts, phone messaging, schoolwide and individual parent meetings, and feature articles or web posts that are also sent to local media.

A summary of *Charter College and Career Prep* program elements is provided below:

- 1) A daily instructional program utilizing a block schedule
- 2) Independent Study
- 3) Credit Recovery & Acceleration
- 4) Diploma, G.E.D., & C.H.S.P.E. options
- 5) Career Readiness Programs, including MakerSpace, Robotics, Drones, Culinary Arts, and Wilderness Adventure.
- 6) Project-Based Learning
- 7) Instructional Technology

- 8) Advanced Education Program in partnership with Folsom Lake College El Dorado Center, which is located adjacent to the campus
- 9) Counseling options through *New Morning Youth & Family Services* and El Dorado County Health & Human Services
- 10) Support for Pregnant and Parenting teens, including free child care during school hours
- 11) In coordination with local districts, the EDCOE Charter Alternative programs provide transcript analysis and customized course schedules to maintain and/or support on-time graduation with peers. This includes awarding credits and/or partial credits for coursework completed at the school being exited, irrespective of when they enroll during the grading period. Our County Wide Expulsion plan serves as a memorandum of understanding regarding the coordination of partial credit policies between districts of residence and the County Office of Education (LCFF Priority 9)
- 12) *Positive Behavior & Intervention Support (PBIS)*
- 13) *Love & Logic* Program
- 14) Leadership and Student Government



Charter College and Career Prep - Referral Process

CCP accepts El Dorado County students in grades 7-12. Students are accepted from districts on an as needed basis, but if registration peaks, students with expulsions are given preference (See EC 1981(b)(1)(A)). CCP strives to expedite student processing and to ensure good customer service to districts, parents, and students.

1. Home district should complete and submit the following documents to CCP:
 - a. Documentation of prior interventions.
 - b. Transcript
 - c. All testing records (SBAC, CELDT, ELPAC, etc.)
 - d. Immunization records w/ TDAP
 - e. Discipline/behavior records
 - f. School attendance records
 - g. Expulsion documents (if student is expelled)
 - h. Rehabilitation plan to return to district (if student is expelled)
 - i. Most recent annual IEP (if student has IEP)
 - j. Most recent Psych Report (if student has IEP)
2. Upon receiving the corresponding documents from the home district, the site administrator will review the information and determine a student's eligibility. Other staff will be used to review the information as needed - e.g., School Psychologist, Special Education Staff, Probation Officer, etc. Special Education students must be provided with the normal provisions, within SELPA timelines, to ensure the due process rights of the student and family, as well as ensures that the expelled student is placed in an appropriate environment

that can meet the educational needs of the student per his or her IEP. This includes holding a Transition IEP Meeting once the student's referral has been reviewed and deemed appropriate by EDCOE's special education team and CCP school administration. CCP staff contacts the student's home district to arrange an IEP meeting to discuss school placement and services. CCP staff must be in attendance at the student's Transition IEP. If the student's IEP stipulates services or materials not available on the CCP campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials - e.g., transportation.

3. Once the information has been received, the referring school district shall be notified as soon as possible but no longer than five working days if the CCP staff does not believe that CCP is the appropriate setting for the student. A written explanation for the decision will be provided.
4. Once the student has been accepted, the parents/guardians are invited to an orientation meeting at CCP. CCP staff will notify district if the parent misses two enrollment appointments or is not responsive to phone calls. CCP staff and the district will then determine next steps.
5. Once the parent participates in the orientation meeting, the student may begin school immediately or on the following day.

For Special Education Students: Referral Process Provisions

In addition to steps above, home districts shall follow these provisions outlined below when referring a special education student to CCP. These provisions allow for the due process rights of the student and family, as well as ensures that the expelled student is placed in an appropriate environment that can meet the educational needs of the student per his or her IEP.

An expelled student's home district is required to provide educational services to the student until a student enrolls at CCP or another educational alternative.

- Referral Form: Additional Information Required:
 - The most current IEP. If at the most recent triennial review new assessment was not administered, attach copy of Triennial Reevaluation Determination Worksheet.
 - The most recent Psychoeducational Assessment reports. If applicable, the Manifestation Determination Review Worksheet.
 - A Functional Behavior Assessment (FBA) should be completed for students exhibiting primarily externalizing behaviors with a resulting Comprehensive Behavior Intervention Plan (CBIP) or Positive Behavior Intervention Plan (PBIP).
 - For students with primarily internalizing symptoms, a completed BARW, a CBIP or PBIP could be included as a result of the worksheet.
 - For students with social-emotional needs, social-emotional goal(s) as necessary. Other psychological, medical and educational and behavioral records, including all standardized required Statewide assessments (CAASPP,

For Special Education Students: Referral Process Provisions

- CELDT, ELPAC)
- A summary of any district interventions that have been tried and why they were not successful.
- The name, phone and e-mail of the district's designated special education contact person.
- Transition IEP Meeting
 - Once the student's referral has been reviewed and deemed appropriate by CCP's special education team and school administration, CCP staff contacts the student's home district to arrange an IEP meeting to discuss school placement and services.
 - CCP staff must be in attendance at the student's Transition IEP.
 - If the student's IEP stipulates services or materials not available on the CCP campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials.
 - IEP Placement meeting will be held to discuss service and programs.
 - District of Service will be changed in SEIS.
- Initial/Annual/Triennial Evaluations
 - Any SST recommended or parent requested special education initial assessment should be completed with final determination as to whether the student is eligible for services prior to student being referred to CCP.
 - If a triennial evaluation is due within 90 days of the student enrollment in CCP, the referring district is responsible for completing the assessment.
 - If a triennial evaluation is due beyond 90 days of the student enrollment in CCP, the El Dorado County Office of Education is responsible for completing the assessment.
 - For annual IEPs due within 30 days of entering CCP or returning to district, every effort will be made to hold the annual IEPs within the timeline.
- Referral Process for Special Education Students at Court School
 - When a student has been enrolled in Court School, an IEP must be held prior to referring to CCP. If the student has been sentenced and committed to the Juvenile Facilities, CCP will be responsible for the IEP. However, if the student has only been detained, the student's home school/district is responsible for the IEP.

For Incarcerated Students Enrolled at CCP

- Students who are still expelled and pending release from the Juvenile Facilities will be directed by the judge or probation officer to immediately re-enroll at CCP, if that was the student's previous school. Students who are expelled but have not attended CCP will be directed to the student's respective district office to learn about educational

options.

- Per Education Code 48645.5, A pupil shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system, including, but not limited to: (1) Arrest. (2) Adjudication by a juvenile court. (3) Formal or informal supervision by a probation officer. (4) Detention for any length of time in a juvenile facility or enrollment in a juvenile court school.
- When a student has been enrolled in a Court School, an IEP must be held prior to referring to any other placement beyond the district of residence. If the student has been sentenced and committed inside the juvenile facility, CCP will be responsible for the IEP. However, if the student has only been detained, the student's home school/district is responsible for the IEP.

Charter College and Career Prep: Return to District Process

The Referring District and CCP will work together to coordinate return to district for expelled students or non-expelled students.

Expelled Students [Education Code 48916:](#)

1. The student has met the terms of the expulsion and rehabilitation plan.
2. A student is expelled from the district under Education Code 48915 and after being accepted at CCP refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs.

Non-Expelled Students: Involuntary Transfer Students [Education Code 1981\(b\)\(c\)](#)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.
3. A student is expelled from the district under Education Code 48915 and after being accepted at CCP refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs.
4. The student has committed an expellable offense while enrolled at CCP.

Non-Expelled Students: Voluntary Referrals [Education Code 1981\(d\)\(2\)](#)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Note: When returning a Special Education student to district, CCP and the district of residence will agree on an appropriate date to convene an IEP, as well as meeting any other legal requirements/timelines, including ensuring that students are provided with due process.

Special Education Students: Return to District

Special Education Students: Return to District

- When considering returning a Special Education student to district, CCP and district of residence will agree on an appropriate date and time to convene an IEP meeting. Special Education Students may be returned to the district of residence if determined by the IEP team for the following examples:
 - Expelled Students:
 - A student is expelled from the district under Education Code 48915 and after being accepted at CCP refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way or is not showing sufficient progress towards the rehabilitation plan. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student’s academic and behavioral needs.
 - Involuntary Transfer Students:
 - The student has completed middle school and is transitioning to high school. IEP meeting will be held to discuss progress and possible placement recommendations.
 - The student has completed a full semester at CCP and is being recommended for possible return to district by CCP team. IEP meeting will be scheduled to discuss recommendations.
 - The student’s educational needs as defined in the IEP are not being met. IEP meeting will be scheduled to discuss areas of need.
 - The student has exhibited severe behavioral or attendance issues and CCP interventions are not working. IEP meeting will be scheduled to discuss areas of concern.

VI. Review of Gaps and Strategies Identified in 2018, Best Practices, Regional Coordination, and Strategies for Improvement During the Next Three Years

The gaps and areas of challenge in providing countywide expulsion services generally remain the same as those addressed in 2015. However, one emerging area of need is in supporting the increasing numbers of students with mental health needs. Updates regarding all of these areas - including best practices, information about regional coordination, and strategies for improvement during the next three years – are addressed in the following sections of the countywide services plan.

The size of the 15 districts in El Dorado County varies widely - from approximately 8 students to just under 7,000. The large, rural aspects of the county make it difficult to offer the sheer number of alternatives that might be found in the larger urban districts; however, the Charter Alternative Programs provide an impressive range of options for at-risk students. These programs provide educational services to all school districts in the county by employing a variety of instructional programs and strategies, including those that are capable of overcoming obstacles associated with offering services in rural settings.

Update, Best Practices, Regional Coordination, and Plans:

Services for expelled youth continue to be provided and continue to be successful as evidenced by a review of relevant data, including expulsion, suspension, truancy, and dropout data (see charts that follow). El Dorado County's data reflects effective practices in supporting students succeed, and there is effective communication and collaboration among districts to ensure that the needs of expelled students are being met. Districts staff, including leadership, meet regularly to review and receive training in best practices in curriculum, student engagement, and providing and maintaining a positive school culture. EDCOE and our county's school districts continue to partner to improve services for expelled and other at-risk youth by bringing together educational and community leaders.

One newer area of focus is on providing effective support for the increasing numbers of students with mental health needs. Districts are collaborating together to share and support best practices, including participating in relevant professional development such as MTSS and Trauma-Informed Practices. There is commitment and support from districts to continue to address this need.

In April of 2018, EDCOE hosted county school district and government leaders to focus on supporting our most vulnerable students through all of life's difficult transitions, by developing strategies to share information in such a way that facilitates responsive services, and yet protects the privacy of the young people in our community's care. Leaders identified fragmentation as one of the factors that can hold kids back, and our county's leaders believe that we can only solve this problem by working together. In order to facilitate this work, EDCOE is partnering with Bellwether Education (a national nonprofit organization focused on

(Review of Gaps and Strategies Identified in 2018, Best Practices, Regional Coordination, and Strategies for Improvement During the Next Three Years continued)

dramatically changing education and life outcomes for underserved children) through a grant from the Carnegie Corporation. This grant is aimed at addressing unmet needs of young people that are caused by fragmentation in the child-serving sector, particularly in education. One cornerstone of their work is focused on improving systems by which service providers share information, so that all involved work together effectively, while taking some of the burden of record-keeping off of the kids and families who struggle the most. The meeting succeeded in providing our community's leaders with the opportunity to come together to review obstacles for students, to generate and evaluate potential solutions, and to plan a path forward.

EDCOE also regularly sponsors and hosts a Foster Youth Symposium for community leaders with the goal of improving support and transitions for foster youth, who represent some of the most at-risk students in our county. The last one was held in the fall of 2017.

In March of 2018, EDCOE hosted a county-wide safety meeting for district and community leaders, which included district superintendents, representatives from local government, and representatives from law enforcement.

Students who commit an expulsion offense during an expulsion period may have limited alternatives that remain available for placement. The strategy for addressing this problem is to maintain a commitment to providing educational services to students, regardless of repeated offenses, at regional county community schools.

One significant update since our 2015 plan has to do with the closure of the El Dorado County Office of Education's K-6 Community School. The El Dorado County Office of Education did operate a K-6 Community School beginning with the 2006-07 school year; however, the program was closed at the end of the 2016-17 school year due to a great reduction in the need for expelled services for elementary students over the years. Specifically, local districts steadily reduced the number of elementary expulsions over several years. This does create a gap for serving expelled K-6 students, but the data makes clear the effective efforts that districts in El Dorado County have put in place to serve at-risk students. Since a primary focus is to avoid expelling students at all through effective policies and practices, this goal is being met for our elementary students

Our local school districts and the El Dorado County Office of Education continue to work closely together to provide applicable and effective options for expelled students. Staff communicate regularly regarding individual students' needs, including coordinating intake meetings and arranging for educational services to help ensure the success of students. In all cases, each school district is responsible to ensure appropriate educational service for its expelled students. The El Dorado County Office of Education and local school districts work collaboratively to create relevant and effective options to ensure that expelled students' educational needs are

met.

The El Dorado County Office of Education and local school districts partner closely with county agencies and community-based organizations to plan and provide a broad umbrella of overlapping support services for students and families, including counseling. This information is provided to families in a number of ways, including during intake and/or student success team meetings, through local agencies, and through the El Dorado County Office of Education website: <http://edcoe.org/>

An annual *Community Based Organization Breakfast* is held each year to inform, facilitate, and coordinate support services, including those provided by government agencies, non-profit organizations, and faith-based groups. Representatives from these groups each speak at the breakfast to provide an update on their respective services and to learn about, and coordinate services with, the other organizations that provide student and family support services. Dozens of these groups are in attendance, including County Mental Health, local law enforcement, Foster Youth Services, School Attendance and Review Board, representatives from the Shingle Springs Band of Miwok Indians, and school counselors and administrators. New school administrators often attend, and they are provided with this information to better help them support families. The focus of our community based organizations is on providing support services to those students and families who are most at-risk.

Local school districts and the El Dorado County Office of Education emphasize a focus on building each student's total school assets as described in the California Healthy Kids Student Survey. Indicators of school connectedness come from the [California Healthy Kids Survey \(CHKS\)](#) and the [California Department of Education](#) and include student reports of:

- Caring adults at school
- High expectations by teachers and other adults
- Opportunities for meaningful participation at school
- School connectedness (another summary measure, comparable to a national survey, that includes student reports of being treated fairly, feeling close to people, feeling happy, feeling a part of, and feeling safe at school)

The most recent CHKS data for which there is comparative data for El Dorado County and the state (2009-11) reflects very positively when comparing El Dorado County students with statewide averages on *Resilience Indicators and School Connectedness*. Of note, the percent of 5th grade El Dorado County students who have a *High* connectedness to school is the same as the statewide average; however, students in grades 7, 9, and 11 score significantly higher than statewide peers, and this is particularly true when continuation, Community Day, and other alternative types of schools are included.

In summary, we are pleased that services for expelled and at-risk students in El Dorado County continue to be provided effectively. The data supports those ongoing efforts as well as the programs and practices that have been put in place as reflected in our countywide expulsion

plan. Therefore, we anticipate continuing all current services in the next three years.

Service Gaps & County / District Strategies:

Service Gaps	County / District Strategies
<p>Service Gap #1 Serving students below grade seven who are expelled from elementary school districts</p>	<p>Service Gap #1 Options Options for serving students below grade seven who are expelled from elementary school districts.</p>
<p>Elementary school districts in El Dorado County expel very few students. Some elementary districts have virtually no history of expulsion. The scarcity of expulsion cases presents a challenge to the establishment of a program to serve this group.</p>	<ul style="list-style-type: none"> ● The elementary districts may use their local alternatives in providing educational programs for their expelled students. ● In the event the numbers countywide increased substantially, the districts could explore entering into a cooperative agreement with other elementary districts or EDCOE to establish a K-6 program.
<p>Service Gap #2 Serving expelled students from geographically isolated or distant locations</p>	<p>Service Gap #2 Options Options for serving expelled students from geographically isolated or distant locations</p>
<p>El Dorado County is a large county and numerous districts are far enough from the county-operated community school that transportation distance and logistics present challenges to serving these communities. Some districts may not refer students to Charter College and Career Prep in part because of this.</p>	<ul style="list-style-type: none"> ● Districts so impacted will continue to use local options, such as district community day schools, until and unless the number of students expelled from these locales warrants the establishment of a satellite program. ● If the numbers warrant the establishment of a satellite program, EDCOE may collaborate with local districts who will contribute to the development of the program which

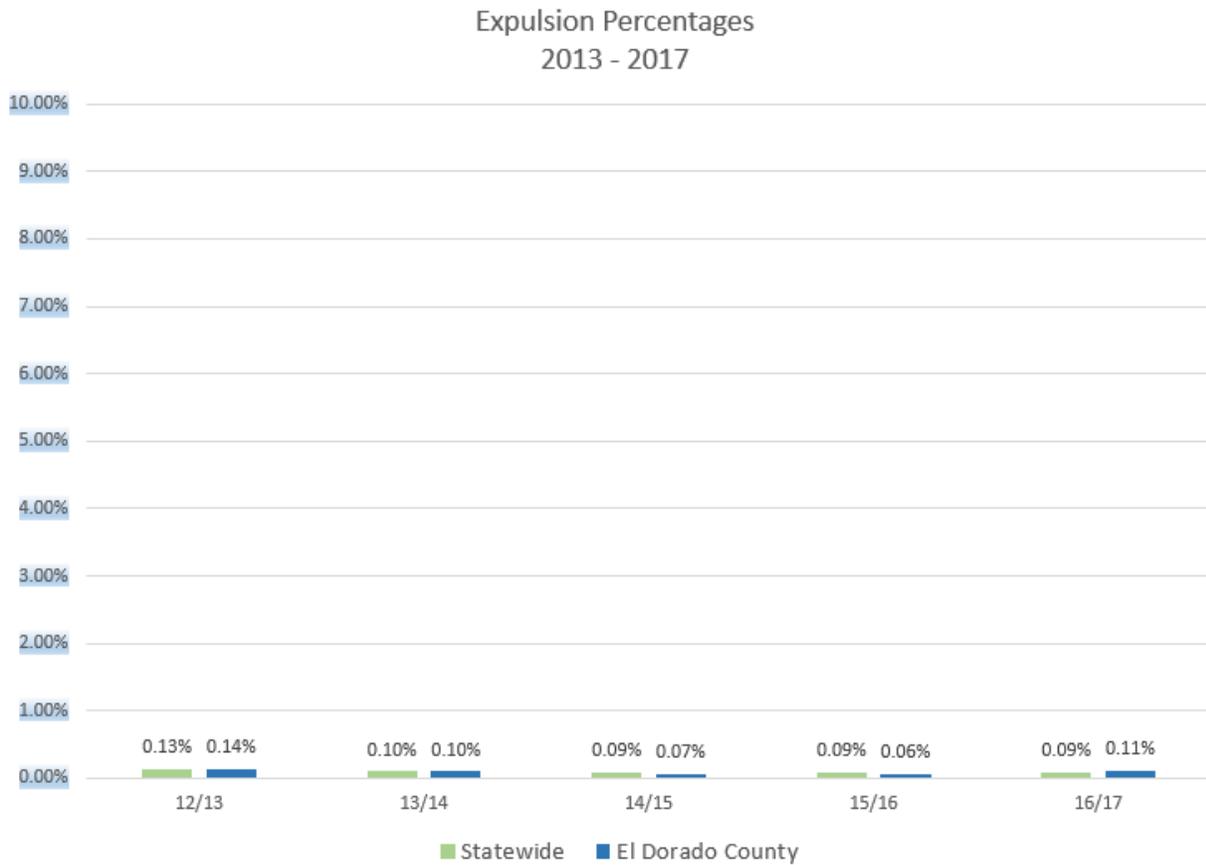
Service Gaps	County / District Strategies
	<p>could include transportation, facilities, technology, and/or related needs. Depending on the size of the program, an excess costs model may be developed as agreed upon between districts and EDCOE.</p> <ul style="list-style-type: none"> • Students can apply to a charter school at no expense to the parent or to a private school where any costs would be borne by the parent. Neither the Charter School or private school is obligated to accept the student.
<p>Service Gap #3 Serving expelled students who refuse to attend or who refuse program services or instruction such that instruction cannot occur. (Education Code 48926)</p>	<p>Service Gap #3 Options Options for serving expelled students who refuse to attend or who refuse program services or instruction such that instruction cannot occur. (Education Code 48926)</p>
<p>A student is expelled from the district under Education Code 48915 and after being accepted at Charter Community School refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way.</p>	<p>A collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student’s academic and behavioral needs. Services currently offered at <i>Charter College and Career Prep</i> will be provided to the greatest extent possible. Additional services necessary will be the responsibility of the referring district.</p> <p>a. The county and district will exhaust their existing options to include collaborating with partner agencies such as Probation, SARB, and SELPA.</p> <p>b. The district may approve additional services beyond what is already provided at <i>Charter College and Career Prep</i>, such as</p>

Service Gaps	County / District Strategies
	<p>additional support staff or augmented social-emotional or substance interventions</p> <p>c. The district may approve alternative placement such as a non-public school or an alternative setting with more restrictive settings.</p> <p>d. Students can apply to a charter school at no expense to the parent or to a private school where any costs would be borne by the parent; however, neither the charter school or private school is obligated to accept the student.</p>

VII. Expulsion, Suspension, Truancy, Dropout, and CHKS Data

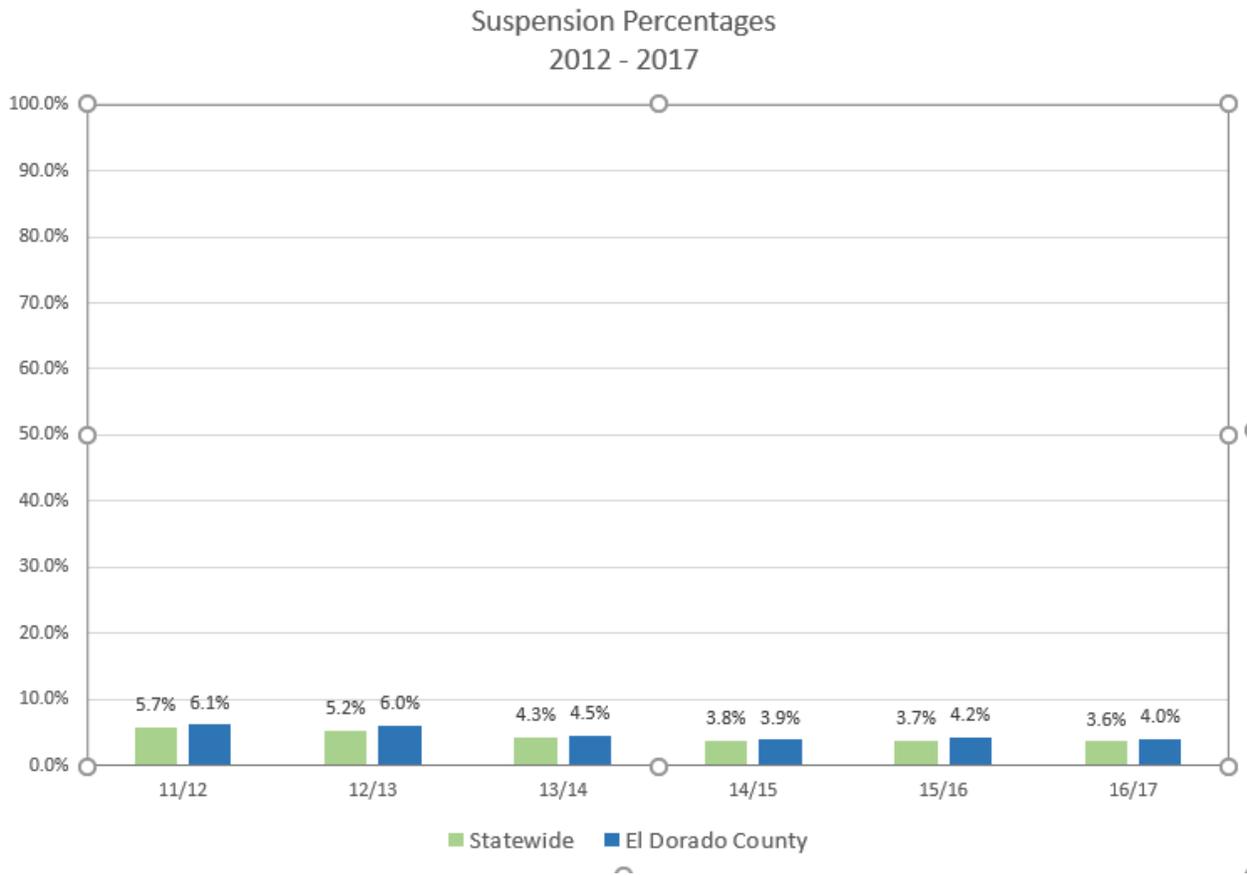
Expulsion Rates:

El Dorado County’s expulsion rate has gone down significantly since 2012-13. Though there was an increase during 2016-17, the overall trend has been very positive, with El Dorado County’s rate significantly below that of the statewide average during two of the past three years.



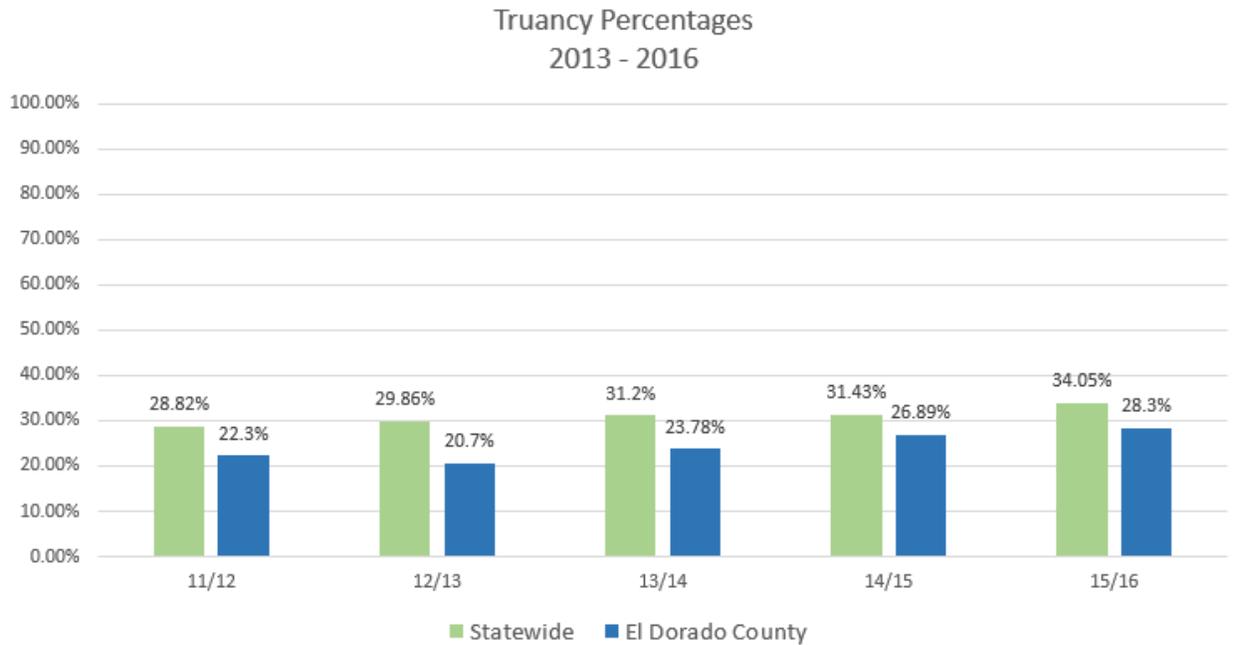
Suspension Rates:

El Dorado County's suspension rate is approximately the same as the statewide average, and has show a positive downward trend over the past six years.



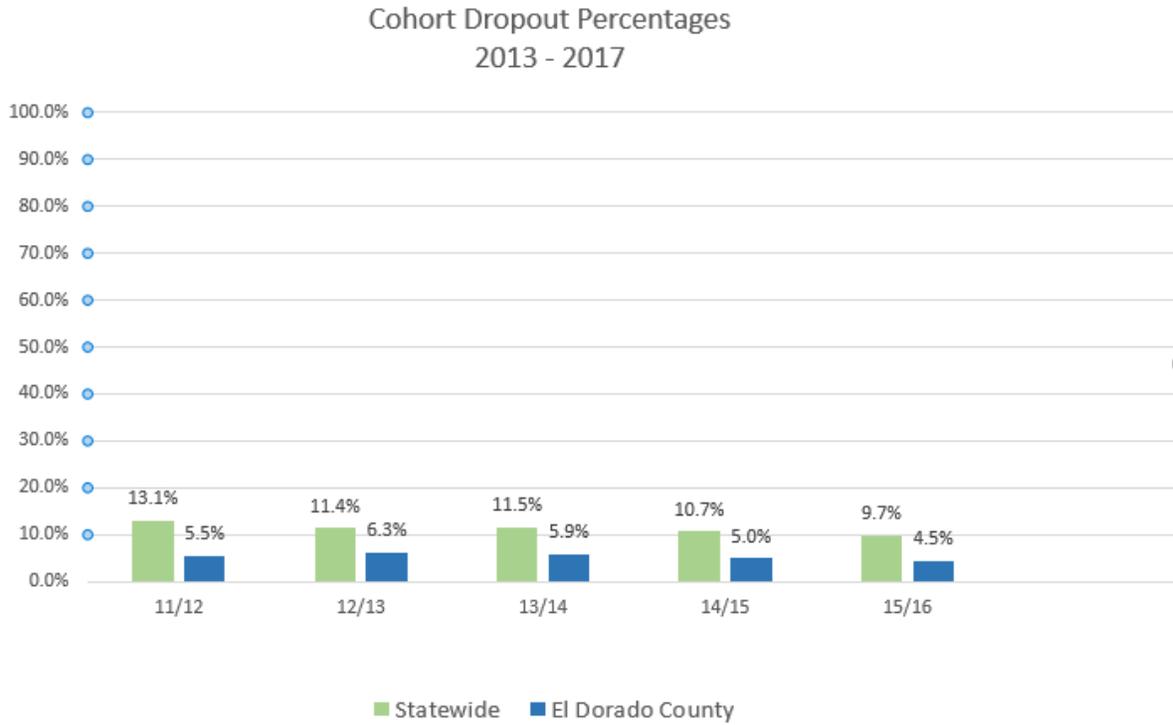
Truancy Rates:

Although truancy rates have been trending upward, the truancy rate in El Dorado County remains considerably lower than the statewide average.



Dropout Rates:

El Dorado County students have dropout rates that are and have remained significantly lower than the statewide average.

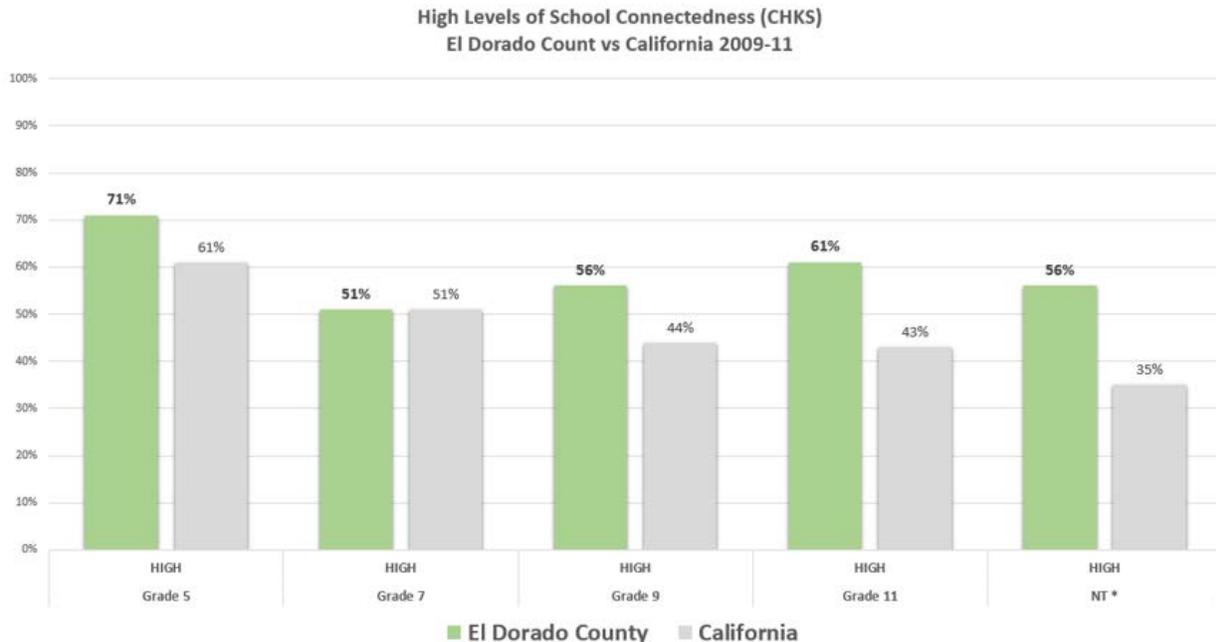


California Healthy Kids Survey:

El Dorado County students report high levels of connection to their schools, and since *School Connectedness* is a summary measure for *Caring Adult Relationships*, *High Expectations*, and *Opportunities for Meaningful Participation* - the future looks bright for El Dorado County students.

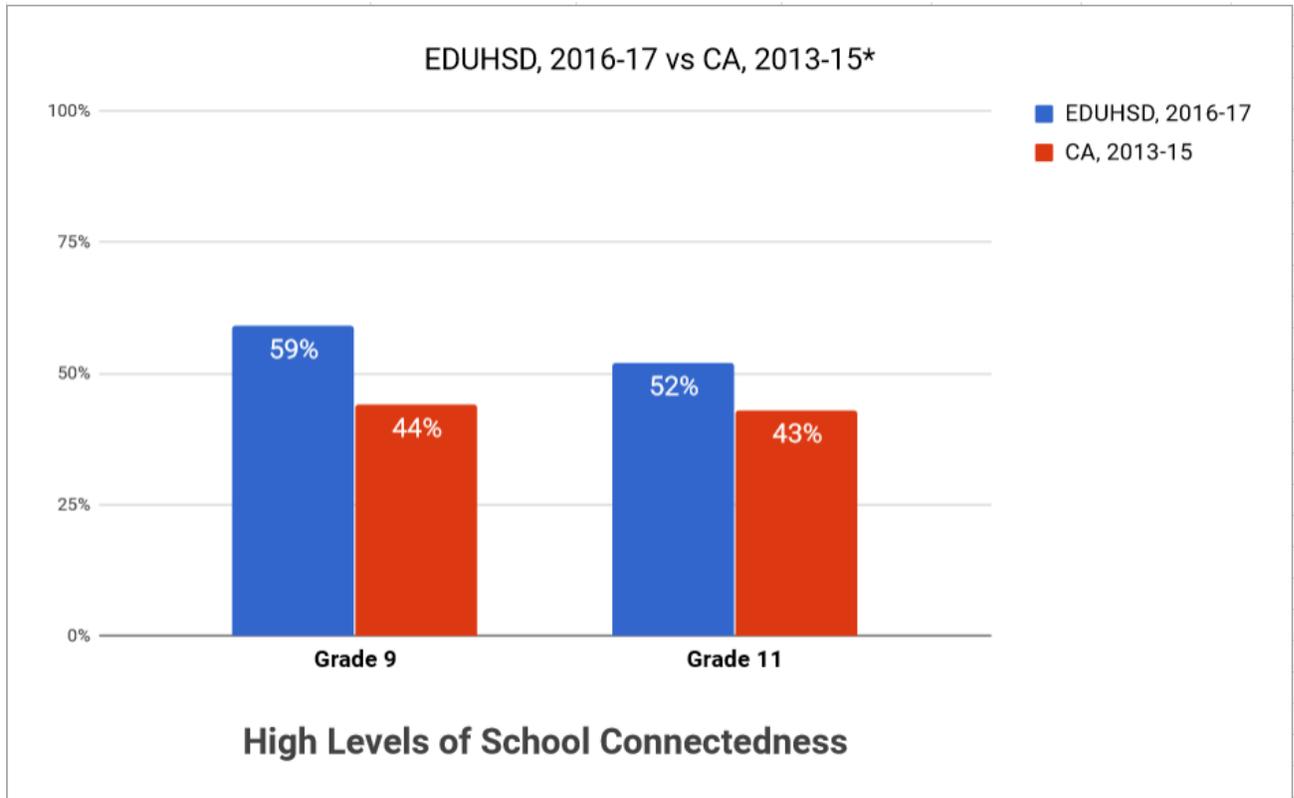
The most recent CHKS information for which there is comparative data between El Dorado County and California students is somewhat dated (2009-11). However, it does reflect well on the many years of effort on the part of El Dorado County educational and community leaders to serve all students positively and effectively through collaboration and the implementation of successful strategies.

A more current chart follows on the subsequent page. It compares El Dorado Union High School District (EDUHSD) 9th and 11th grade CHKS Data from the 2016-17 school year with California’s CHKS data from 2013-15, the most recent available. Since EDUHSD is both El Dorado County’s largest school district - and its only high school district - the data provides a more current comparison. As with the data in the following chart, El Dorado County students report a much higher level of *School Connectedness* than the statewide average.



- NT includes continuation, community day, and other alternative school types

(California Healthy Kids Survey continued)



* Most recent data available.