

Plan for Providing Educational Services to Expelled Youth in Tuolumne County

July 1, 2018 – June 30, 2021

Overview:

Legal Basis for Triennial Review of the Plan for Expelled Youth

AB 922 is codified at Section 48926 of the California Education Code, and requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to all expelled students. Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education.

To meet the requirements of Education Code Section 48926, the Plan for Expelled Youth must:

- Enumerate existing educational alternatives for expelled students;
- Identify gaps in educational services to expelled students, and strategies for filling those service gaps; and
- Identify alternative placements for students 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 students, as determined by the governing board.

In addition, the triennial, county-adopted plan must be filed with the Superintendent of Public Instruction by June 30. (See Education Code Section 48926)

Requirement for Educational Program During Expulsion Period

California Education Code Section 48916.1 requires that when a governing board orders that a student be expelled, it must ensure that the student is provided with an education program during the expulsion period. This countywide plan reflects the programs available to expelled youth enrolled in Tuolumne County school districts. Section 48916.1 also requires that districts report annual "outcome data" to the Superintendent of Public Instruction by June 30 (see Education Code Section 48916.1).

Outcome Data Required under Education Code Section 48916.1(d)

The outcome data required under Education Code Section 48916.1(d), to be maintained by each school district, includes the following:

- The number of students recommended for expulsion;
- The grounds for each recommended expulsion;
- Whether the student was subsequently expelled;
- Whether the expulsion order was suspended;
- The type of referral made after the expulsion; and,
- The disposition of the student after the end of the period of expulsion.

Implementation of the Plan

Implementation of the Plan is subject to the State's funding of education during the next three years. Should the State reduce educational dollars resulting in the County program operating at a deficit, the Tuolumne County Superintendent of Schools ("TCSOS") will create an excess cost agreement in consultation with the County school district superintendents between districts and the TCSOS to ensure adequate funding for serving students in the TCSOS Community School Program.

Plan for Tuolumne County:

Tuolumne County Superintendent of Schools Office serves eleven public school districts, (eight K-8 school districts, two 9-12 high school district, one K-12 unified school district). Tuolumne County is home to approximately 6,100 public school students. These young people have special talents, interests, and needs as diverse as the county in which they live.

Both traditional and alternative educational programs are offered within the county. While all of the school districts offer traditional environments, some also offer alternatives such as Independent Study options. The County Superintendent of Schools Office operates a Court School (Gold Ridge Educational Center) and a Community School/Independent Study program.

All school districts within Tuolumne County provide early intervention strategies which include, but are not limited to: individual and group counseling; student study teams; academic and emotional assessment; special education; parent support meetings; in school suspension; off-campus suspension; after school activities; conflict resolution training; and student behavioral contracts. Students in need of educational alternatives access these programs through a district and/or County referral process.

Districts within Tuolumne County do not typically expel large number of students. However, Education Code 48916.1 requires each of the eleven governing boards to ensure that an educational program is provided to the expelled pupil for the duration of the expulsion.

Existing Educational Alternatives:

School districts located within Tuolumne County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board's order, a governing board may "suspend" the enforcement of the expulsion order and place the student:

- On the same school campus;
- At a different school campus within the district;
- In an alternative education program within the district; or,
- In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

- Its district community day school program;
- A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;
- To the TCSOS Community Schools Program; or,
- To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults are responsible for the costs, if any, associated with that private school enrollment.)

Tuolumne County Superintendent of Schools Services for Expelled Students

TCSOS offers educational alternatives through TCSOS Community Schools Program. This Program requires referrals from the school districts or from the courts and/or probation officers. The referral process is as follows:

A. Referral Process for TCSOS Community School Program:

In order to refer a student to the TCSOS Community School Program, it is necessary that a referral form be completed by the student's referring school district or agency.¹ The referral form includes details regarding the student, including:

- Information regarding the student's Section 504 plan or individualized education program ("IEP") status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, all assessment reports for assessments conducted over the past three (3) years, progress reports for the

¹ Or any other source allowed by law. Specifically, pursuant to California Education Code section 1981, the FCSS Community School Program may accept students who have been expelled (consistent with § 1981(a)), are referred through the School Attendance Review Board ("SARB") (consistent with § 1981(b)), are on probation (consistent with § 1981(c)).

past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the TCSOS Community School Program;

- Probation status;
- Dependency status;
- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreements;
- Student's progress toward meeting the student's school district of residence's high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth-year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information from the last school year and the current school year, including any information related to Student's participation in the SARB process (letters, court documents, etc.);
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing;
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated prior to referral; and,
- The date on which the student will be eligible to return to the school district of residence.

The referring school district or agency shall communicate with the student's parents/guardians/responsible adults regarding all aspects of the referral process. Upon the TCSOS's receipt of a referral from the referring school district or agency, TCSOS will determine if it can appropriately serve and/or has space for the student at the TCSOS Community School Program. While TCSOS attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

Reasons that a student may not be accepted into the TCSOS Community School Program may include, but are not limited to, the following:

- Insufficient space in the TCSOS Community School Program or in the student's specific grade level at the TCSOS Community School Program;
- A review of the student's referral reveals potential issues related to child find under Section 504 or special education law;
- A review of the student's referral reveals a potential issue related to failure to assess the student for special education (either initial or re-evaluation) in all areas of suspected disability;
- A review of the student's file reveals that the student's special education placement and/or services per the student's IEP or Section 504 plan is likely inappropriate and the student likely cannot be appropriately served at the TCSOS Community School Program;
- A review of the manifestation determination paperwork related to the incident resulting in referral to the TCSOS Community School Program reveals that there may be an error—either procedurally or substantively—with the manifestation determination conducted;
- A victim of the student is already/will be on the Community School Program campus; and/or,
- There is a restraining order involving another student(s) on Community School Program campus.

If the student cannot be appropriately served and/or there is not space available for the student in the TCSOS Community School Program, the TCSOS Community School Program will notify the referring school district or agency in writing with the general reason(s) for denying admission to the Program; should the referring school district or agency wish to obtain further information regarding the denial of admission, they may contact via telephone for further information. The referring school district or agency shall be responsible for notifying the student's parents/guardians/responsible adults that the referral to the Community School Program was denied; TCSOS shall have no responsibility for communicating with the parents/guardians/responsible adults regarding the referral process and/or denial of admission.

If a student is able to be appropriately served and there is space available in the TCSOS Community School Program, the Program will mail the student and his/her parents/guardians/responsible adults notice of the date to report to the school for intake. As part of the intake process, the student, the parents/guardians/responsible adults, and TCSOS staff will develop an Individual Learning Plan ("ILP") for the student. In addition to addressing the student's academic plan, the ILP will include the goal of the student's return to the school district of residence after the expulsion term. The ILP shall be in addition to and will not replace or override any of the components of the student's Section 504 plan or IEP.

Placement/Rehabilitation Plans:

A Rehabilitation Plan shall be developed by the district for every expelled student grade 6 – 8 and 9 – 12 who is referred to the County Community School Program or a District Community Day School. Part of this plan will include a review of district rehabilitation directives to be completed prior to readmission to the school district of residence including goals related to behavior and social-emotional concerns and will be part of the TCSOS ILP, if applicable.

School districts will maintain responsibility for developing, directing, and implementing rehabilitation plans for students attending Community Day Schools and for students with suspended expulsions, including readmission approval/hearing at the conclusion of the expulsion period. School districts will provide for the special education needs of students living in their respective districts and attending non-district programs.

Staff from the County Superintendent of Schools Office, in conjunction with the County Probation Department and the referring school district will collaboratively develop alternate strategies for those Community School students who have difficulty meeting the terms of their rehabilitation plan or who continue to pose a danger to other students.

B. Transition Process from TCSOS Community School Program

Enrolled students will attend the County Community School Program for the remainder of the expulsion period. At least 30 days prior to the end of the expulsion term, TCSOS shall provide the school district of residence and any referring agency of notice of transition of student back to the school district of residence. Within the last 30 days of the student's term of attendance in the County Community School Program, TCSOS will convene a transition meeting with at least the following invited to attend: the student, at least one of his/her parents/guardians/responsible adults, TCSOS representative(s), and at least one representative of the student's district of residence. Other collaborative partners may be invited to attend this meeting as well. Failure of any invited members, including, but not limited to, the district of residence, to attend this meeting will not prevent the meeting from moving forward. At this meeting, the team will review, and the district of residence will be provided with, a transition report indicating the reason for transition back to the district, transition recommendations, TCSOS Community School Program attendance and the following:

- Information regarding the student's Section 504 plan or IEP status with relevant paperwork;
- Probation status;
- Dependency status;
- Discipline records;
- Student's progress toward meeting the TCSOS Court and Community School high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth-year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information;
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing; and,
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated in the TCSOS Community School Program.

This process does not replace any other meetings and/or hearings (such as a readmission hearing) that may be convened by the student's district of residence. Any district of residence processes (such as a readmission hearing) should be scheduled and held by the district of residence prior to the TCSOS Community School Program transition meeting.

C. Educational Services Provided to Expelled Students with Exceptional Needs and who are identified as Homeless/Foster Youth

1. Consistent with state and federal law, a student with exceptional needs (who has a current IEP or Section 504 plan) may be expelled and referred by a school district for placement in the TCSOS Community School Program. Enrollment in the Program will be determined on an individual basis, and is dependent, in part, upon the appropriateness of placement and services available at the TCSOS Community School Program to meet

the individual needs of the student as stated in the current IEP or Section 504 plan. Districts may refer students with exceptional needs provided that:

- all procedural safeguards regarding the discipline of students with special needs have been met, including, but not limited to a procedurally and substantively appropriate manifestation determination meeting;
 - the referring school district or agency has complied with all legal requirements regarding the education of special needs students, e.g., all procedural timelines have been met regarding annual/triennial reviews/assessments (Note: No students will be accepted if they have pending and/or overdue IEP/Section 504 plan assessments, meetings, etc. unless and until all timelines are brought current and/or are completed as specified on the referral form. This means that if anything is overdue or needs to be corrected, the referring school district or, if the student is being referred by an agency, the school district of residence must do so. Moreover, if an assessment is due within 60 days or less or an IEP team or Section 504 team meeting is due within 30 days or less, the referring school district or, if the student is being referred by an agency, the school district of residence must complete these processes.);
 - the referring school district or agency has completed a Community School Referral Form and has provided the required attachments and documents; and,
 - an IEP or Section 504 team has determined that a referral for placement at Community School Program meets the student's needs per the current IEP or Section 504 plan.
2. During enrollment and attendance at the TCSOS Community School Program, the district of residence shall be responsible for any and all requirements under state and federal law related to students who are identified with exceptional needs, homeless, or foster youth.
 3. If TCSOS receives an initial evaluation request for special education services or a Section 504 Plan for students in TCSOS Community School Program, the district of residence shall follow the TCSOS school calendar in order to comply with state and federal law related to the initial evaluation request and any subsequent IEP or Section 504 team meetings.
 4. The TCSOS Community School Program will request the district of residence to convene any required manifestation determination meetings for students during their enrollment in the TCSOS Community School Program.

D. High School Credits Awarded at TCSOS Community School Program

1. The school district of residence shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to TCSOS Community School Program within five (5) business days of the student's enrollment in the TCSOS Community School Program.
2. The TCSOS Community School Program awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded by the TCSOS Community School Program for the time of attendance in the Community School Program.
3. The school district of residence shall accept any and all partial credits awarded to the student by any school district or the TCSOS Court and Community School Program.
4. TCSOS Community School Program complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school.
5. A student who completes the TCSOS Community School Program graduation requirements during the term of their enrollment in the Community School Program shall be awarded a regular high school diploma by TCSOS and will be exited from the Community School Program. This diploma shall be recognized by the student's school district of residence as a regular high school diploma.

E. The following gaps exist in respect to providing educational services to expelled youth:

1. Students who are expelled vary by age, grade level, and the nature of the offense that led to their expulsion.
2. There are significant geographical distances between local districts. Transportation to the Community School is not provided and is too costly for the program to absorb which makes it difficult for parents to transport.
3. Almost all school districts have closed their Community Day Schools;
4. There is no program in the county or at school districts for expelled students in the TK – 5 grade span;
5. State funding sources may not be sufficient or reliable limiting the ability for districts to operate alternative education setting.

Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in education alternative service for expelled youth are:

1. Use the district Community Day School model as a source of service for TK - 5 students in districts;
2. Provide a modified program at the school district that meets the needs of the students through a change in hours of attendance or any range of educational options unique to the student's needs;
3. Refer expelled students, grades 6 – 8 and 9 – 12, to the Tuolumne County Community School and/or Independent Study Program for districts not operating a district-sponsored alternative (see below for additional gaps/strategies);
4. Adhere to the established intake/exit procedures for all students attending any district operated or county operated program, including accountability of the rehabilitation plan requirements;
5. Include within the rehabilitation plan clear behavioral and social-emotional goals;
6. Adhere to a transition plan that will assist students in the return to the regular education program.

Other Identified Gaps in Educational Services:

Due to the small number of grade 6-8 and 7-12 students expelled and the legal requirement that such students be served in a separate program, service delivery can be problematic.

County/District Strategy for Addressing this Gap: Only one school district within Tuolumne County operates a District Community Day Schools and few operate Opportunity Programs. Consequently, as a way to pool resources for expelled youth in grades 6 – 8 and 9 – 12, all school districts will collaborate to fund a County Community School model for district expelled youth and refer eligible Type A, B, and C students, in grades 6 – 8 and 9 – 12, for alternative program placement at the TCSOS Community School. Qualifying pupils are categorized as follows:

- a) Type A – Expelled for less serious offenses
- b) Type B – SARB (Student Attendance Review Board) referred
- c) Type C – On probation, on parole, expelled for serious offenses and probation referred under Section 300, 601, 602, and 654 of the Welfare and Institutions Code

Lack of confirmation of enrollment at a new school for students dis-enrolling from TCSOS Community School Program.

County/District Strategy for Addressing this Gap: When a student leaves the TCSOS Community School Program for any reason, the TCOS program registrar will contact the student's school district of residence and, if applicable, the referring agency to advise them of the change, including if the student is incarcerated in juvenile hall or intends to enroll in a charter school. Once a student leaves TCSOS Community School Program, he/she will no longer be the responsibility of TCSOS Community School Program for any reason.

Students referred to the TCSOS Community School Program fail to attend intake or fail to attend class.

County/District Strategy for Addressing this Gap: Currently, upon referral, students assigned to the TCSOS Community School Program receive a letter instructing them to report to intake on a specific date and time. TCSOS Community School Program staff will courtesy-copy the referring school district or agency on the notice of intake letter so that the referring school district or agency knows it has been sent; the referring school district or agency staff and TCSOS staff will both telephone each family to remind them of the intake date and time. The parents/guardians/responsible adults of a student who fails to report for intake at the assigned time and location will receive a second letter that will also be courtesy-copied to the referring school district or agency. Students who enroll but do not ever attend the TCSOS Community School Program shall be disenrolled from the TCSOS Community School Program after five (5) consecutive days of non-enrollment. Students will be considered enrolled in the TCSOS Community School Program once they attend the first day of instruction following the intake. If this student subsequently fails to attend school at least 80% of the time, the school district of residence will be contacted for a joint effort to obtain student's at least 80% attendance at the TCSOS Community School Program, including, for example: phone calls, emails, and text messages to the student's parents/guardians/responsible adults; home visits by TCSOS Community School Program staff; home visits by district home-school liaisons; Probation Department intervention; Department of Family and Children Services intervention; and/or court intervention. Any and all SARB processes (including, but not limited to written notices) and proceedings shall be the responsibility of the TCSOS program.

School Attendance Review Board (SARB):

The Tuolumne County SARB has aligned its practice with the State SARB guidelines. All districts in Tuolumne County have been trained in the SARB process and a consistent set of forms, practices, and hearing

procedures have been established. In an effort to reduce truancy and behavior issues, the County SARB coordinates its activity with the Inter-agency Resource Committee. The Inter-agency Resource Committee is a team whose representation includes all the social, welfare, mental health, law enforcement and educational agencies in the County. The committee meets monthly to establish intervention plans for individual or families referred by any of the agencies or SARB.

Students going through SARB are referred to the most appropriate agencies that can provide a variety of interventions prior to placement in any alternative education program. Interventions may include counseling, parenting, health care, educational assessment or mental health assessment. In some instances, placement in alternative education occurs simultaneous with agency referrals. The District Attorney works with the SARB to ensure compliance with the directives establishing these interventions.

F. District Level Behavioral Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions and Expulsions Ordered; Support for Students Returning to Home Schools following Expulsion

Character Education Program: Character development programs that focus on creating a positive school climate while helping students achieve social and emotional learning goals, improve academics, assist teachers with classroom management skills, and reduce incidents of bullying and misbehavior.

Child Welfare & Attendance Specialists: Serving students districtwide, CWA focus on supporting students with chronic attendance issues and connecting them to community and site-based resources to improve attendance and behavior.

Collaboration Team: The Collaboration Team includes the school psychologist, school social worker, school counselor, counseling groups focusing on social skills.

Behavior Intervention/Support Plan: Behavior intervention/support plans are individual plans specialized to support a student's classroom success. A multi-disciplinary team, including the parent, develops the plan collaboratively.

Girl Circle/Boys Council: This program assists young teenage girls and boys to build self-esteem, develop leadership skills and recognize the value of community service.

Individualized Education Program (IEP) Team Meetings: IEP team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for special education.

Involuntary Transfers: Students are transferred to a continuation or community day school.

Link Crew: Link Crew develops student mentors for middle and high schools who work to create positive, healthy, educational campuses.

Positive Behavioral Interventions and Support (PBIS): Is a proactive, multi-tiered behavior framework that, when implemented well, can establish positive social learning environments. The model emphasizes implementation of evidence-based practices by defining, teaching, and acknowledging student behaviors. The tiered framework builds a continuum of positive behavior support for all students in instructional and non-instructional settings. Schools and educational organizations (including alternative and community day schools), establish school-wide systems of support (Tier I), targeted interventions (Tier II), and individual systems of support (Tier III) that improve the well-being of children and youth by making problem behaviors less effective. An essential feature of SWPBIS is the use of data for decision-making and self-assessment of adult's efforts towards action planning and effective implementation on an ongoing basis.

School Attendance Review Board (SARB): The SARB is comprised of representatives from various school sites and includes school district personnel, probation and the courts who come together with families to put together a plan to improve attendance and behavior with a goal of reducing the expulsion rate. SARB's focus is to assist parents/guardians/responsible adults and students to recognize and eliminate the barriers that inhibit regular attendance.

School Counselors: Provide Social Emotional Support in group and individual settings. Counselors also provide suicide prevention, intervention and postvention services.

Section 504 Team Meetings: Section 504 team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for such a plan.

Student Study/Success Teams (SST): The SST process emphasizes that early intervention for struggling students is a function of the general education program. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. An SST is a "think-tank", a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a "new" service, but rather it builds on existing services and efforts in order to upgrade the school's ability to respond effectively to student needs. The SST has a vital role in creating a high achieving school as expressed in the following goals: 1) enable teachers to teach students more effectively, 2) enable students to acquire academic and social competencies, achieve standards, become independent learners for life, and 3) create a collaborative culture among all staff.

Suicide Prevention Training: Suicide prevention training teaches best and evidence-based suicide prevention practices, warning signs for youth suicide, prevention and postvention principles, how to reintegrate a student after a suicide attempt, dealing with traumatic loss, risk factors for youth suicide, how to assess a youth at risk, how to work with parents of a youth at risk, creating safety contracts for youth at risk, and contagion.

G. District Responsibilities

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2) ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

H. Suspension and Expulsion Data*

Tuolumne County	2016/17
Enrollment	6100
Suspensions	585
Suspension Rate	6.1% (Statewide 3.6%)
Expulsion	10 – Does not include students who have had extended expulsions.
Expulsion Rate	.16% (Statewide .09%)

*Most recent data available from the California Department of Education.

Appendix A: Relevant Education Codes

Cal Ed Code § 48926 County plan for educational services to expelled pupils

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.

Cal Ed Code § 48916.1 District to ensure provision of educational program for expelled pupils; Data and reports

(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

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

- (A) The number of pupils recommended for expulsion.
- (B) The grounds for each recommended expulsion.
- (C) Whether the pupil was subsequently expelled.
- (D) Whether the expulsion order was suspended.
- (E) The type of referral made after the expulsion.
- (F) The disposition of the pupil after the end of the period of expulsion.

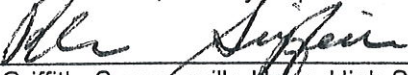
(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

Cal Ed Code § 1980 A county board of education MAY establish and maintain one or more community schools.

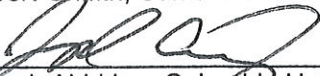
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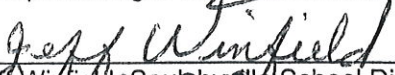
Marguerite D. Bulkin, County Superintendent



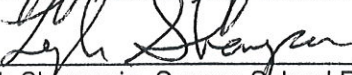
Robert Griffith, Summerville Union High School District



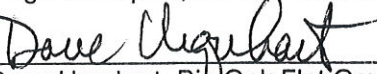
Joseph Aldridge, Columbia Union School District



Jeff Winfield, Soulsbyville School District



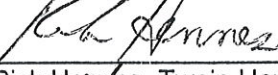
Leigh Shampain, Sonora School District



Dave Urquhart, Big Oak Flat Groveland School District



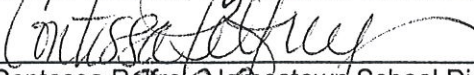
Pat Chabot, Sonora Union High School District



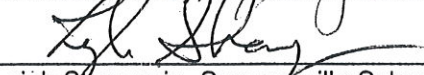
Rick Hennes, Twain Harte School District



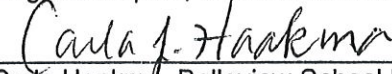
Sharon Johnson, Curtis Creek School District



Contessa Pelfrey, Jamestown School District



Leigh Shampain, Summerville School District



Carla Haakma, Belleview School District

Revised May 8, 2018