

Los Angeles County Plan for Expelled Pupils

(Education Code Section 48926)

Prepared by:

Division of Student Support Services

Division of Pupil Services

Division of Student Programs

Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

ABC Unified School District
Acton-Agua Dulce Unified School District
Alhambra Unified School District
Antelope Valley Union High School District
Arcadia Unified School District
Azusa Unified School District
Baldwin Park Unified School District
Bassett Unified School District
Bellflower Unified School District
Beverly Hills Unified School District
Bonita Unified School District
Burbank Unified School District
Castaic Union School District
Centinela Valley Union High School District
Charter Oak Unified School District
Claremont Unified School District
Compton Unified School District
Covina-Valley Unified School District
Culver City Unified School District
Downey Unified School District
Duarte Unified School District
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Eastside Union School District
El Monte City School District
El Monte Union High School District
El Rancho Unified School District
El Segundo Unified School District
Garvey School District
Glendale Unified School District
Glendora Unified School District
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Keppel Union School District
La Cañada Unified School District
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Lawndale School District
Lennox School District
Little Lake City School District
Long Beach Unified School District
Los Angeles Unified School District
Los Nietos School District
Lowell Joint School District
Lynwood Unified School District
Manhattan Beach Unified School District
Monrovia Unified School District
Montebello Unified School District
Mountain View School District
Newhall School District
Norwalk-La Mirada Unified School District
Palmdale School District
Palos Verdes Peninsula Unified School District
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Pasadena Unified School District
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Redondo Beach Unified School District
Rosemead School District
Rowland Unified School District
San Gabriel Unified School District
San Marino Unified School District
Santa Monica-Malibu Unified School District
Saugus Union School District
South Pasadena Unified School District
South Whittier School District
Sulphur Springs Union School District
Temple City Unified School District
Torrance Unified School District
Valle Lindo School District
Walnut Valley Unified School District
West Covina Unified School District
Westside Union School District
Whittier City School District
Whittier Union High School District
William S. Hart Union High School District
Wilsona School District
Wiseburn Unified School District

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Los Angeles County Plan for Expelled Pupils (Education Code Section 48926)

Introduction

The Los Angeles County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, have developed the following county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code, Section 48926. In addressing the needs of all expelled pupils, the countywide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and,
- 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 required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Section 48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section 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.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

Profile

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County, the most populous county in the nation, has over 10 million residents, including about 1.6 million students in 80 public school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 667,251 students, while our smallest, Gorman School District, has 96 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE is a premier provider of integrated, educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate the educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

Division of Student Programs

The Division of Student Programs (DSP) serves approximately 3,400 students throughout Los Angeles County. DSP provides instructional and educational services in a variety of settings, including 3 juvenile hall schools, 10 camp schools, 2 residential Community Education Centers, 8 County Community Schools, 5 independent study programs, and 2 specialized high schools. All school sites are WASC accredited offer Common Core curriculum and a variety of supplemental services intended to address the learning needs of individual students. Additionally, school personnel work closely with the Probation Department and the Department of Mental Health to provide comprehensive educational services for all students. The mission of the Division of Student Programs is to ensure student success by providing quality academic programs, supported by an organizational culture that is focused on data and Professional Learning Communities. DSP is responsible for the placement and services for expelled students who are referred to LACOE.

Division of Pupil Services

The Division of Pupil Services (DPS) supports the Principal Administrative Units (PAUs) in the Division of Student Programs and the Division of Special Education with the implementation of programs and initiatives to facilitate the academic, emotional, mental, social, and physical health of all students. This support is provided through professional development and the collaborative efforts of staff members in the Camps Assessment Unit, Compliance Support Services, Health Services, Neglected/Delinquent and Homeless youth services, as well as Counseling, Nursing and Aftercare Services. The mission of the Division of Pupil Services is to meet the academic, social, emotional, and physical needs of the students we serve in Educational Programs.

Division of Student Support Services

The Division of Student Support Services (SSS) serves school districts and LACOE programs, and provides technical assistance in the areas of student discipline, pupil records, custody of minors, education for homeless children and youth, compulsory attendance and truancy reduction, counseling and guidance, health services, school violence reduction, safe school planning, emergency response and crisis intervention, immigration relations, expanded learning and alcohol, tobacco and drug intervention and prevention. SSS is responsible for handling expulsion appeals to the county board of education of students expelled from the school districts, and providing support for students, parents, and school districts who are participating in the expulsion appeal process.

Educational Alternatives for Expelled Pupils

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of Sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code. The alternative education program to which an expelled pupil may be assigned is preceded by a decision of the local governing board which may provide for one of the following expulsion orders which describes the students' educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917 (a)];
2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or a district alternative program such as school or continuation high school programs [EC § 48917(a)];
3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
4. Expulsion with a referral to a County Community School or other appropriate programs operated by the Los Angeles County Office of Education [EC § 1981(c)].

A pupil who is expelled for violation for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion section), shall be assigned to a program of study that meets all of the following conditions:

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

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. Any education program provided 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.

District Operated Programs

The range of alternative programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study (offered in conjunction with a classroom option);
- Opportunity School/Class;
- Continuation High School;
- Charter School;
- Adult Education Programs; and,
- Special Education.

If a school district is unable to provide a suitable program or if the expelled pupil fails to meet the terms and conditions of his or her rehabilitation plan or if the student continues to pose a danger to other district pupils, as determined by the governing board, the district may refer the expelled pupil to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative education programs that are designed to help pupils:

- take a renewed interest in school and learning;
- recover credits and get back on track for graduation, attend school consistently; and,
- set and attain academic and career goals.

Specifically, these programs are designed to serve:

- Students who are having trouble at home or school;
- Homeless and Foster Children and Youth;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and,
- Students who have been expelled and for whom a district operated education program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- County Community Schools;
- Independent Study (operated in conjunction with a classroom option);
- Partnership Programs

As previously stated, *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 for the pupil subject to the expulsion order.* For districts that may be unable to provide *pupils who commit serious behavior violations* with an alternative program that meets the restrictive requirements of California Education Code Section 48915 (d) (see appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a *County Community School program.*

County Community Schools operated by the county are designed to provide interventions for middle school students in grade 8, and high school students, grades 9 to 12.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... *shall develop a plan for providing education services to all expelled pupils in that county*. One of the required elements of the plan is to *identify gaps in educational services to expelled pupils, and strategies for filling those service gaps*.

To address this element and identify additional service needs to expelled pupils, a survey of all school districts in Los Angeles County was conducted (see appendix: AB 922 District Questionnaire).

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

Service Gap 1 – Lack of Behavior Interventions for Expelled Students

Discussion: Three school districts expressed a need for more behavior interventions such as counseling or mental health services.

Proposed Strategy: The Division of Student Support Services conducts formal training for school districts and LACOE schools in Positive Behavior Interventions & Support (PBIS), a school-wide discipline framework that helps to reduce suspensions and expulsions. The framework assists school districts in identifying strategies to reduce the number of discipline issues, but also promotes a positive school climate. Included in the framework are Restorative Practices, a strategy that creates opportunities for victims, offenders and others to discuss the offense and develop resolutions. Counseling programs that included therapeutic counseling, attendance interventions, drug education, mental health interventions, behavior interventions that include parent education for ADD/ADHD, bipolar syndrome, and the use of medications, group counseling strategies, and the utilization of social work interns have proven helpful to school districts.

Seven school districts operate Alternative Education centers that include counseling, credit recovery, mentoring, job training, Career Technical Education courses such as fashion design and auto mechanics, foreign language courses, and community college courses.

The Los Angeles Unified School District employs AB 922 Counselors who ensure the appropriate educational placement of expelled students, provide case management, monitor social behavior and academic progress, and consult and collaborate with school staff and community agencies.

Service Gap 2 – Transportation to Alternative Placement Settings for Expelled Students

Discussion: Ten school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, did not have any alternative education placements in the immediate area.

Proposed Strategy: If a LACOE school is not available in the immediate area, it is recommended that local school districts enter into a Memorandum of Understanding (MOU) with neighboring school districts. Another strategy mentioned by districts was to offer online, blended courses (a combination of online and traditional instruction) as an alternative placement for expelled students.

Service Gap 3: The Need for Additional Community Day School (CDS) Programs in Grades K-12

Discussion: The elementary school districts in the Antelope Valley requested a LACOE County Community School for students in need of alternative placements. The West Side of Los Angeles is in need of a County Community School to replace the Santa Monica CDS. A request was made to reopen the LACOE Hollywood CCS.

Proposed Strategy: Education Code 48915 (a)(1) Circumstances for recommending and ordering expulsion, states that the principal or superintendent of schools shall recommend expulsion for serious infractions unless it is determined that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. Education Code 48900.5, Limitations on imposing suspension, states that Suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Education Code 48917, Suspending enforcement of expulsion order, provides that district governing boards may suspend the enforcement of an expulsion order for a period of not more than one calendar year, and assign a student to school, class or program that is deemed appropriate to the rehabilitation of the pupil.

Other means of correction, and suspended enforcement of an expulsion order to allow students to remain in the school district in an alternative placement should first be considered, in particular for students in grades Kindergarten through five, rather than expulsion.

Examples of alternative means of correction and rehabilitation include referrals to the school psychologist or counselor for case management and counseling, study teams to develop an individualized behavior plan, referral for a comprehensive psychosocial or psycho educational assessment, enrollment in an anger management program, participation in a restorative justice program, community service, or enrollment in after-school programs that expose students to positive activities and behaviors.

It is recommended that local school districts implement programs such as Positive Behaviors Interventions and Support (PBIS), Restorative Practices, and others. When implemented with fidelity, these proven programs can successfully address a variety of student behaviors and needs. When other means of correction and alternative placements within the school district have been exhausted, local school districts could then enter into a Memorandum of Understanding (MOU) with neighboring school districts. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of such consortiums between school districts.

Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others

California Education Code, Section 48926 requires the county-wide plan to *further 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.*

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school and/or who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a County Community School or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or in select cases, a transfer to a program operated by an adjacent county office of education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

Contract for Alternative Services

To further address the requirements of Section 48926 of the California Education Code, and to ensure that an educational program is provided for all expelled pupils, referred to and accepted by the County, the Division of Student Programs (DSP) will enter into a contract with each participating school district to identify agreed-to responsibilities for serving expelled pupils, including those served in both regular and special education programs. A plan to address any identified service gaps will be included in the contract.

Appendix

California Education Code
Section 48915 (d)

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

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

California Education Code
Section 48915 (f)

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

California Education Code
Section 48915.01

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

California Education Code

Section 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.

(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) shall 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) shall 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. The subdivision, as it relates to the separation of pupils by grade levels does not apply to community day schools offering instruction in any of the kindergarten and grades 1 to 8 inclusive, and established in accordance with Section 48660.

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

(A) The number of pupils recommended for expulsion.

(B) The grounds for each recommended expulsion.

(C) Whether the pupil was subsequently expelled.

(D) Whether the expulsion order was suspended.

(E) The type of referral made after the expulsion.

(F) The disposition of the pupil after the end of the period of expulsion.

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

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

California Education Code
Section 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.

District Operated Community Day School Programs

District	School	Grades Served
Antelope Valley Union High	Phoenix High Community Day	9-12
Bellflower Unified	Bellflower Alternative Education Center	7-12
Burbank Unified	Burbank USD Community Day	7-12
Centinela Valley Union High	South Bay Academy Community Day	9-12
Charter Oak Unified	Bridges Community Day	K-12
Claremont Unified	Claremont Community Day	7-12
Compton Unified	Compton Community Day High	9-12
Compton Unified	Compton Community Day Middle	6-8
Eastside Union Elementary	Eastside Academy/Transitional Learning Center	K-8
El Monte Union High	El Monte Union High School Community Day	9-12
Glendale Unified	Jewel City Community Day	7-10
Hacienda la Puente Unified	Valley Community Day	7-12
Keppel Union Elementary	Desert View Community Day	K-8
Lancaster Elementary	Crossroads Community Day	7-12
Long Beach Unified	Select Community Day (Secondary)	7-12
Los Angeles Unified	Aggeler Community Day	7-12
Los Angeles Unified	CDS Elementary	K-6
Los Angeles Unified	CDS Secondary	7-9
Los Angeles Unified	Dorothy V. Johnson Community Day	7-12
Los Angeles Unified	Jack London Community Day	9-12
Los Angeles Unified	Richard A. Alonzo Community Day	7-12
Los Angeles Unified	Tri-C Community Day	7-12
Los Angeles Unified	William J. Johnston Community Day	7-12
Lynwood Unified	Lynwood Community Day	7-12
Monrovia Unified	Quest Academy Community Day	7-12
Montebello Unified	Montebello Community Day	7-12
Palmdale Elementary	Oak Tree Community Day	K-8
Paramount Unified	Paramount Unified Community Day	7-12
Pomona Unified	Pomona Community Day	7-12
Redondo Beach Unified	Redondo Beach Learning Academy	9-12
Rowland Unified	Rowland Unified Community Day	7-12
Torrance Unified	Gene Drevno Community Day	7-12
Westside Union Elementary	Westside Academy	K-8
Whittier City Elementary	Whittier Area Community Day	6-8
Wilsona Elementary	Wilsona Achievement Academy	1-8

EDUCATIONAL PROGRAMS DIRECTORY – SEPTEMBER 2017
Division of Student Programs * Division of Pupil Services * LAC Court Schools SELPA

MARICELA RAMIREZ
CHIEF EDUCATIONAL PROGRAMS OFFICER
 SUSAN BALL, EXECUTIVE ASSISTANT
 PHONE: 562-803-8301 / FAX: 562-922-6678 / OFFICE: EC-109

VACANT
EXECUTIVE DIRECTOR, EDUCATIONAL PROGRAMS
 VACANT, ADMINISTRATIVE ASSISTANT
 PHONE: 562-803-8203 / FAX: 562-401-5742 / OFFICE: EC-221

DIVISION OF STUDENT PROGRAMS - CURRICULUM AND INSTRUCTION
DIANA VELASQUEZ, DIRECTOR II, ROAD TO SUCCESS ACADEMIES
 KAREN KAMASHIAN, SENIOR DIVISION SECRETARY
 PHONE: 562-940-1864 / FAX: 562-401-5742 / OFFICE: EC-222

NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT
TALAYA COLEMAN	SR. PROGRAM SPECIALIST, RTSA	EC-2079	922-6280	401-5742	
EBONY NICHOLSON	COORDINATOR I, RTSA	EC-2078	922-6353	401-5742	
ASTRID GONZALEZ	COORDINATOR I, EL	EC-2108	922-6461	401-5742	
STEVEN DORSEY, Ed.D.	PROJECT DIRECTOR II, PROF DEV, CURRICULUM, INSTRUCTION	EC-297B	803-8249	401-5742	VICTORIA-BERNSTEIN X6085
MARY SANCHEZ	PROJECT COORDINATOR, CAREER SERVICES	ECW-292	922-6665	401-5782	
MAGDALENA GONZALEZ	SCHOOL TO CAREER TRANSITION SPECIALIST	ECW-2175	922-1726	401-5782	

DIVISION OF STUDENT PROGRAMS - DATA AND ASSESSMENT
FELIPE VASQUEZ, DIRECTOR I
 VALENTINA RHINELANDER, DIVISION SECRETARY
 KELCIE WHITE, DATA PROCESSING ASSISTANT X5759
 PHONE: 562-803-8215 / FAX: 562-401-5742 / OFFICE: EC-220

NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT
KYLE KELLEY	COORDINATOR I, EDUCATIONAL DATA	EC-297E	922-6186	401-5742	
BATESE GILMER	COORDINATOR I, ASSESSMENT	EC-2109	922-6657	401-5742	
TITLE I					
RAMI CHRISTOPHI	PROJECT DIRECTOR I	EC-297D	401-5476	922-6905	ROSARIO BARRERA X5739
JAELOVALLE	PROGRAM MANAGER, PARENT EDUCATION	EC-2110	401-5534	401-5742	SHARON MONTERO-TABANGCURA X8615

EDUCATIONAL PROGRAMS DIRECTORY – SEPTEMBER 2017
Division of Student Programs * Division of Pupil Services * LAC Court Schools SELPA

DIVISION OF PUPIL SERVICES					
JASON HASTY, DIRECTOR II					
EILEEN NEAL, SENIOR DIVISION SECRETARY					
PHONE: 562-803-8451 / FAX: 562-401-4300 / OFFICE: EC-223					
NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT
CHIEN-YI YANG	COORDINATOR II, TITLE I N&D, HOMELESS, FOSTER YOUTH	EC-297A	401-5736		SYLVIA RODRIGUEZ X6206
LARRY CANTER	SR. PROGRAM SPECIALIST, REGISTRAR	EC2077	922-8894	469-4160	
TAPAU OSBORNE	SR. PROGRAM SPECIALIST, AFTERCARE	EC-2076	922-6343		
TAUVAGA HOCHING	SR. PROGRAM SPECIALIST, CAMP ASSESSMENT UNIT	EC-2075	(818) 364-5519		
CYNTHIA VASQUEZ	COUNSELOR	EC-2107	922-6030		
RODERICK PARKER	CUSTODIAL SUPERVISOR	EC-2110	401-5740	401-5742	

LAC COURT SCHOOLS SELPA					
JIM ANDERSON, SELPA DIRECTOR I					
NANA QUARSHIE, DIVISION SECRETARY					
PHONE: 562-401-5737 / FAX: 562-469-4112 / OFFICE: EC-213					
NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT
VACANT	PROJECT DIRECTOR II, COMPLIANCE, TSN		922-6695		LUPE FARRELL X8338
SCOTT BASTIAN, Ed.D.	COORDINATOR II, COURT/CHARTER SELPAS	EC-237	401-5751		CAROL THOMAS X5359
VACANT	SR. PROGRAM SPECIALIST, COURT/CHARTER SELPAS	EC-2145	401-5513		CAROL THOMAS X5359
DAMALI THOMAS	COORDINATOR II, COURT/CHARTER SELPAS	EC-236	401-5343		CAROL THOMAS X5359
LIZ THOMPSON	COORDINATOR I, COURT/CHARTER SELPAS	EC-238	922-6695		CAROL THOMAS X5359
CHRIS MORALES	REGIONAL SCHOOL PSYCHOLOGIST	ALL SITES	818-336-4147		
DAVID LIPSITZ, Ph.D.	REGIONAL SCHOOL PSYCHOLOGIST	ALL SITES	310-756-8718		
ASHLAND DENISON	ADMINISTRATIVE ASSISTANT	ECW-3010	922-6728		
VACANT	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	803-8296		ASHLAND DENISON X6728
MONIKA GRABOWSKI	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	323-262-2263		ASHLAND DENISON X6728
FILICIA HART	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	661-726-5037		ASHLAND DENISON X6728
JONATHAN JOHNSON	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	818-340-6305		ASHLAND DENISON X6728
ROBERTA LOMELI	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	922-6731		ASHLAND DENISON X6728
GERALD MELENDEZ	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	323-262-2263		ASHLAND DENISON X6728
ESTHER MITCHELL	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	661-726-5037		ASHLAND DENISON X6728
ANGIE SMITH	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	818-897-6213		ASHLAND DENISON X6728
MARY VILLA	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	323-262-2263		ASHLAND DENISON X6728
OMAR SEPULVEDA	LANGUAGE INTERPRETER	EC-2163	922-6088		
KARLA WALTERS	LANGUAGE INTERPRETER	EC-2159	401-5310		
VINCENT HAMON	LANGUAGE INTERPRETER	EC-2152	922-6207		

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ANALYTICAL UNIT						
NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT	
GERRY DEGUIA	FINANCIAL OPERATIONS CONSULTANT	ECW-118	922-8708			
CATHERINE TSAI	BUDGET ANALYST	ECW-1131	803-8275	803-8385		
VERLY ARGUTA	ACCOUNTANT	ECW-1130	922-6296	803-8385		
FLOR PARAGUA	BUDGET TECHNICIAN	ECW-1129	940-1867	803-8385		
ROSELITA JASSO	ADMINISTRATIVE AIDE	ECW-1128	922-8948	803-8385		

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SCHOOL SITES

SPECIALIZED HIGH SCHOOLS						
SCHOOL	PHONE	FAX	ADDRESS	PRINCIPAL	ASST. PRINCIPAL(S)	SCH. ADMIN. SECY.
IPOLY	909/839-2320	909/839-2326	3851 W. Temple Ave. Pomona 91768	Ginger Merritt-Paul	Susan Sarategui	Maria Romero
LACHSA	323/343-2550	323/343-2549	5151 State University Dr. Los Angeles 90032	Mitzi Lizarraaga	Mary Cholko Lisa Sherman-Colt	Mona Garcia
ALTERNATIVE EDUCATION						
RENAISSANCE PAU Bermudez CCS & IS	562/801-0687	562/801-0388	9055 Bermudez St. Pico Rivera 90660	Zan Mason	Joe Cortez Regina Maldonado, Ed. D.	
Boys Republic Monrovia CCS	626/357-6249	626/358-2510	128 East Palm St. Monrovia 91016			
El Monte CCS	626/442-1354		10900 Mulhall St., Rm. 17 El Monte 91731			
Jonas Salk CCS	310/970-9910	310/679-8106	14600 Cerise Ave. Hawthorne 90250			Terry May
La Brea IS	310/677-7257 310/677-0196	310/674-6851	110 S. La Brea Ave., Suite 320A Inglewood 90301			
Mission Academy CCS	909/397-4491 ext. 26507	909/397-0173	605 N. Park Ave. Pomona 91768			
Mujeres y Hombres Nobles CCS & IS	323/262-2263	323/262-4043	1260 Monterey Pass Rd. Monterey Park 91754			Julie Casarrubias
Second Chance IS	323/361-3245	323/361-1368	5000 Sunset Blvd., 7 th Floor Los Angeles 90027			
Tri-Community CCS	310/635-4531	310/635-1154	12721 S. Willowbrook Ave. Compton 90222			
Valley IS	818/896-7776	818/834-7976	11243 Glenoaks Bl., Suite 5 Pasadena 91331			
Visions Learning Center CCS	562/273-0722		14181 Telegraph Rd. Whittier 90604			

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JUVENILE COURT SCHOOLS						
JUVENILE HALL PAUs	PHONE	FAX	ADDRESS	PRINCIPAL	ASST. PRINCIPAL(S)	SCH. ADMIN. SECY.
JASON HASTY, DIRECTOR						
BARRY J. NIDORF Barry J. Nidorf School	818/367-5942	818/362-8948	16350 Filbert St. Sylmar 91342	Norberto Perez	Adriana Hernandez Robin Porter	Robert Amaya
Phoenix Academy Residential CEC	818/897-6213	818/897-6715	11600 Eldridge Ave. Lakeview Terrace 91342		Tina Vartanian, DMA	
CENTRAL Central School	323/225-4362	323/225-3274	1605 Eastlake Ave. Los Angeles 90033	Harry Obiako, Ph.D.	Danny Hong Kelvin Cornelius, Ed. D. Andrea Kittelson, Ed. D.	Maria Garcia
Kirby, D. School	323/263-5106	323/263-0675	1500 S. McDonnell Ave. City of Commerce 90040			
LOS PADRINOS Los Padrinos School	562/803-6648	562/940-8729	7285 East Quill Dr. Downey 90242	John Cotton	Allan Edpao Donna Baker	Deirdre Parker
CAMP SCHOOL PAUs						
DIANA VELASQUEZ, DIRECTOR						
ANGELES FOREST Afflerbaugh-Paige School	909/593-4926	909/596-2974	6621 Stephens Ranch Rd. La Verne 91750	Ray Donahue		Rose Flores
Rockey, Glenn School	909/599-8435	909/394-9615	1900 N. Sycamore Canyon Rd. San Dimas 91750		Gilbert Gaytan (Acting)	
McAULIFFE Jarvis, McNair, Onizuka, Smith, Scobee	661/723-1155	661/723-1181	5300 West Avenue I Lancaster 93536	Rondale Cooper, Ed.D.	Ruben Carranza Girum Jiru	Joyce Galan
Scott, Joseph School	661-296-8444	661-297-2194	28700 N. Bouquet Canyon Rd. Santa Clarita 91390	Rondale Cooper, Ed.D.		Machelle Massey
SANTA MONICA MTNS. Campus Kilpatrick	818/879-6111	TBA	427 S. Encinal Canyon Rd. Malibu	Anthony Marengo		Glenda Sharp
Gonzales, David School	818/222-1130	818/222-1162	1301 Las Virgenes Rd. Calabasas 91302		Diem Johnson	

9/8/17 vb

**COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO
EXPELLED STUDENTS
QUESTIONNAIRE – SUMMARY OF DATA
January 31, 2018**

Introduction

The survey was provided to all school district superintendents, many of whom delegated completion of the survey to the director of student support services, supervisor of child welfare and attendance, or director of alternative education of each of the districts. Of the 80 districts receiving the survey, 78 completed the survey.

Suspended enforcement of the expulsion It should be noted that in order to facilitate the participation of an expelled student in programs located within the school district, school districts are required to suspend the enforcement of the expulsion order. However, the student is expected to comply with all stipulations of the expulsion order related to behavior, attendance, and participation in rehabilitation programs such as counseling. Failure to comply with the expulsion order stipulations could trigger a full expulsion and removal from the district's program. A referral to a LACOE County Community School would be an alternative placement for such students.

Current Educational Alternatives Available

Community Day Schools

Districts use both their own community day schools (CDS) and LACOE County Community School (CCS) programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a district K-12 educational program.

- Twenty seven out of eighty districts reported that they operate a district CDS, an increase of three from 2015: three schools for grades K-8, two schools for grades 6-8, five schools for grades 9-12, sixteen schools for grades 7-12 and one school for grades 7-10.
- The following LACOE CCS programs are used by districts, with the number of districts reporting that they refer students to the program in parentheses: Bermudez (1 district), Jonas Salk (7 districts), Mujeres y Hombres Nobles (3 districts), Boys Republic (1 district).
- Other Programs used by districts: East San Gabriel Valley ROP (2 districts).

Opportunity Programs

Some districts operate opportunity programs, minimum day programs housed on K-12 sites, as an alternative for expelled students.

- District Opportunity Programs: Grades K-5 (1 district), 6-8 (9 districts), or 9-12 (4 districts).

Continuation High Schools

Continuation high schools were used by seven districts for expelled students.

Charter Schools

Seven districts use the Opportunities for Learning Charter School while one uses the Options for Youth Charter School.

Independent Study Programs

Districts that did not have any other alternative programs referred students to their own independent study program. LACOE independent study programs are also available.

- District Independent Study (IS): Grades K-5 (10 districts), 6-8 (18 districts), 9-12 (18 districts). Although these programs are available as an alternative, districts noted that they rarely use IS as an alternative for suspension or expulsion.

Other Alternative Programs

Districts also included the following as alternatives for expelled students:

- Inter district transfer to a neighboring school district
- Intra district transfer to another school within the same school district
- Districts Home and Hospital Instruction
- Adult School
- Special Education programs for students served by an IEP

Have these strategies/services been successful? If not, what were the obstacles or gaps?

Forty one of the districts surveyed felt that the available alternative programs were successful

- Four school districts did not have any expulsions during the past school, while four other districts said they rarely expel.
- Lack of behavior interventions (3 responses) such as counseling and mental health services, distance from the community and lack of transportation (4 responses), and limited local options (6 responses) were the service gaps most frequently mentioned by the school districts that completed the survey.

Comments on Service Gap 1: Lack of Behavior Interventions for Expelled Students

Three districts expressed a need for more behavior interventions such as counseling or mental health services.

Comments on Service Gap 2: Transportation to Alternative Placement Programs for Expelled Students

Ten school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, did not have any alternative education placements in the immediate area and lacked local options

Service Gap 3: The Need for Additional Community Day School (CDS) Programs in Grades K-12

Discussion: The elementary school districts in the Antelope Valley requested a LACOE community day school for students in need of alternative placements. The West Side of Los Angeles is in need of a County Community School to replace the Santa Monica CDS. A request was made to reopen the LACOE Hollywood CCS. Perhaps a charter school could be established to meet these needs.

Suggestions or strategies for filling any service gaps which limit the ability to ensure the availability of educational services for expelled students

The following are suggestions that were shared by school district personnel:

- There is a need to articulate a clear process including criteria for referring students, as well as entry and exit criteria and the development of academic and behavioral standards.
- As a rural district, it is sometimes difficult to place high school students in the various charters if parents do not like the independent study options.
- We do not have sufficient alternatives for students with special needs and K-6 students.
- Options are limited for students with IEPs, particularly SDC. In some instances NPS (non public school) is the only option.
- Transition strategies need to be available. Before students can return to the mainstream, strategies and supports need to be in place.
- We are limited in our service dependent on the credentialing of the CDS site teachers.
- It would benefit the elementary districts in the Antelope Valley to have a LACOE Community School available for those students who need alternative placements.
- Have a database or list of schools we can access at all grade levels and a contact person at LACOE for placement option support. Resource guide for parents to connect to virtual or online schools.
- Use of online programs to support the social emotional needs of students.
- Multiple opportunities should be provided such as blended instruction to widen the opportunities for success.
- Community partnerships. Expand Career Technical Education (CTE) options.
- There is a real gap between the student's home and the educational system.

- LAUSD and LACOE should increase alternative school availability in identified areas.
- The West Side of Los Angeles Really needs a LACOE Community Day School, due to the closure of the Santa Monica CDS.
- We do not have options for younger students who engage in 48900 (a-e) violations for whom Others Means of Correction have not been successful.
- Students need a dedicated counselor or mental health professional on site. Districts need to commit to funding to the CDS class.
- Students enrolled in independent study for behavior reasons need access to behavior teaching curriculum.
- Need research-based alternative education programs beyond the traditional offerings.
- LACOE needs to minimally reopen its Hollywood campus.
- Professional Development during and after school hours.
- We have collaborated with other districts in the past to accept an expelled students at a CDS since there are few options available in our district.
- The funding formula to operate the county schools needs to be reviewed.

Alternative placements for students who fail to meet the terms and conditions of the expulsion rehabilitation plan or pose a danger to other district students as determined by the governing board

The following responses indicate what referral strategies districts use when a student has failed to meet the conditions of their expulsion order or pose a danger to other district students that would necessitate a transfer to another program:

- Thirteen districts refer students to LACOE programs. LACOE's Jonas Salk CCS was mentioned twice as a placement, due to an outstanding partnership with the school districts.
- Three districts refer students to alternative schools outside of the district
- districts refer students to other community day schools in adjacent school districts
- Two districts continue to enforce the expulsion order until the student meets all terms and conditions
- Seven districts enroll students in independent study
- One district uses a Virtual online program.
- Three districts refer students to non-public schools.
- Two districts utilize their Continuation High School as an alternative.
- Six districts refer students to charter school programs: one to SEA and three to Opportunities for Learning
- Four districts transfer the student to another school within their school district, or to a neighboring school district

Other comments:

- The adults in the school need to be ready to support students and change the conditions that existed when the violation took place.
- When appropriate, one district works with the parent to create a home education option.
- One district has a Memorandum of Understanding with a charter school in Pasadena serving grades 6 to 12.
- Alternative education Options: Renaissance Learning Center (Visions), Mirus, Gene Drevno CDS.
- Consult with Tier 3 support expert: school psychologist, therapist, crisis counselor.
- Develop a rehabilitation plan that will tailor the appropriate student services. Students remain until they complete the rehabilitation plan.

What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?

The following are best practices that were shared by the school districts that have minimized the number of suspensions and expulsions, in keeping with EC 48900.5, Other Means of Correction, which encourages alternatives to suspension and expulsion:

- Seven districts use a Multi-Tiered System of Support (MTSS), including Student Study Teams (SSTs), Grade Level Intervention Teams, Behavior Support Plans, Behavior Contracts
- Fourteen districts mentioned Counseling: full-time counselors to assist with behavior and social skills, social emotional counseling by counselors and social workers, guidance and student services provided, group counseling and check-in
- Positive Behavior Interventions and Supports (PBIS) is a strategy used by twenty nine school districts
- Four districts employ Behavior Support Specialists or At-Risk Counselors
- Two districts use the Leader in Me Program
- Lesson One
- Second Step curriculum
- 504 Teams are used by two districts
- Two districts participate in the Capturing Kid's Hearts Program
- Trauma Informed Practices
- Restorative Practices is used by 19 school districts
- CHAMPS Classroom Management Strategies with the Safe and Civil Schools Program is a program used by three districts
- Alternatives to Suspensions strategies are a part of three school districts
- There are two district Wellness Centers, staffed with behaviorists
- Five districts have MOUs, for Therapy, Mental Health resources and Drug Abuse Counseling with agencies such as DeVeal Family Counseling, Didi Hirsch, Juntos, Masada Homes, Starview, Pacific Asian Counseling, Pacific Clines, NCADD
- Saturday School is used by two districts
- Community Service
- Interventions by our School Resource Officer (SRO)
- Peer Mediation is used by four districts
- Conflict Resolution
- Parent Engagement & Support programs are a part of two school districts
- Response to Intervention (RTI) is a multi-tiered early intervention and identification system used by five school districts
- Eleven District-wide SEL (Social and Emotional Learning)
- Positive Behavior Support Service using Classified Staff
- Hacienda La Puente Other Means of Correction Progressive Discipline Support Plan
- Boys Town family engagement strategies
- Six districts encourage partnerships with families, conferences, interventions, SSTs, and good communication
- Student 360 effort focusing on six key dispositions, restorative practices, professional development
- Teen Court
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Disciplinary Hearings are used by two districts

- In-House Suspension is used in four districts as an alternative to suspension
- Communicate that we have very few expulsions
- Character Education
- Progressive discipline practices Education Code 48900.5 are emphasized in two districts
- Summer Bridges and First Day programs for Ninth Graders
- GLAD: Guidance and Learning About Drugs
- Transfer to alternative settings
- Culturally responsive teaching and learning
- Mentoring
- Discipline Matrix, Clear and Consistent Expectations
- AB 1729 Training on Other Means of Correction and what is or is not a suspendable or expellable offense
- Take an educational approach to all discipline
- Intervention Teams

In particular, how do these best practices relate to any disproportionate representation of student subgroups in such interventions?

Fourteen districts believe they do not have a disproportionate representation in the number of students being suspended or expelled among their subgroups. Four districts were unaware of the data, and five districts plan to begin to analyze the data this year.

- Positive Behavior Interventions & Support (PBIS) was mentioned districts as a practice that teaches appropriate behavior and instills high expectations in all students and staff.
- The California School Dashboard will assist districts in identifying sub groups in need of support and assistance.