

Los Angeles County Plan for Expelled Students 2012

A description of educational services under
California Education Code Section 48926

Prepared by



**Los Angeles County
Office of Education**



**Los Angeles County
Office of Education**

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Los Angeles County Plan for Expelled Pupils

(Education Code Section 48926)

Prepared by:

Division of Student Support Services

And

Division of Student Programs

Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

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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
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Glendora Unified School District
Gorman School District
Hacienda-La Puente Unified School District
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Hermosa Beach City School
Hughes-Elizabeth Lakes Union School District
Inglewood Unified School District
Keppel Union School District
La Cañada Unified School District
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Lennox School District
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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
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Mountain View School District
Newhall School District
Norwalk-La Mirada Unified School District
Palmdale School District
Palos Verdes Peninsula Unified School District
Paramount Unified School District
Pasadena Unified School District
Pomona Unified School District
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 School District

Enclosure
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Los Angeles County Plan for Expelled Pupils

Table of Contents

Introduction.....	1
Profile: Los Angeles County Office of Education.....	2
LACOE Vision Statement.....	2
Educational Alternatives for Expelled Pupils.....	3
District Operated Programs.....	4
County Operated Programs.....	4
Educational Service Gaps and Strategies.....	6
Alternative Placements for Pupils Who Fail to Meet the Terms and Conditions of Their Rehabilitation Plan.....	8

Appendix

- California Education Code, Section 48915(d)
- California Education Code, Section 48915(f)
- California Education Code, Section 48915.01
- California Education Code, Section 48916.1
- California Education Code, Section 48926
- District Operated Community Day School Programs
- Community Day Schools Operated by Los Angeles County Office of Education
- Referral for LACOE Services for Expelled Students
- AB 922 District Questionnaire (Zoomerang and PDF versions)

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 Vision Statement

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

Students at risk of dropping out and those with special interests or talents benefit from an alternative education setting. The Division of Student Programs' (DSP) focus is on creating unique learning environments where students can achieve behavior, academic and career goals. DSP administers alternative programs that serve over 4,000 juvenile offenders, expelled and truant students, pregnant and parenting teens, as well as young people who are gifted in the performing and visual arts. DSP is responsible for placement and service of school district-referred expelled students.

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, dental disease prevention, health services, gang prevention and intervention, school violence reduction, safe school planning, and emergency response and crisis intervention. 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;
- 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;
- Expecting and Parenting Teens;
- 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:

- Community Day Schools;
- Independent Study (operated in conjunction with a classroom option);
- California School Age Families Education Program;
- 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 *community day school program*. Community day schools operated by the county are designed to provide interventions for middle school and high school students, grades 6 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 - The Need for Additional Community Day School (CDS) Programs in Grades 6-12

Discussion: Thirteen districts requested more LACOE CDS schools, with nine requests for schools to serve students in grades 6-8. Three of the requesting school districts are in the San Gabriel Valley, one in Lancaster, one in Santa Clarita, one in Centinela Valley, and one in El Monte. Three districts were interested in CDS programs that offer a full day, rather than a half day program. Whittier area schools formed a five district consortium and created their own CDS. There was a request to reopen the former Elementary K-5 Academy in the South Bay, and CDS programs in the Antelope Valley. More alternatives are sought for rural school districts, who can only work with surrounding districts that are at a great distance. Nine districts felt that the CDS programs were too far away and not accessible for parents.

Proposed Strategy: Due to recent reductions of LACOE educational programs as a result of the current budget climate, a greater need for additional community day school programs exists today. In the past three years, new district-operated CDS schools, along with charter schools, have been created to address this service gap. The Whittier area schools consortium may be the most viable solution. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of similar consortiums, and also provide technical assistance in creating new CDS programs. For school districts in need of further assistance, a memorandum of understanding with LACOE could be created to address the possible excess costs associated with operating the new schools.

Service Gap 2 – The Need for More Education Programs for Expelled Special Education Students

Discussion: Fifteen districts stated that more special education placements are needed for expelled students served by an IEP. They found that LACOE does not provide sufficient services, and it is difficult to place expelled special education students in district schools due to their special needs, and the potential danger to victims and other students if they remain in the district. Four districts have proposed collaborating with surrounding districts to create a consortium community day school program.

Proposed Strategy: Similar to the proposed strategy for Service Gap 1, the number of expelled Special Education students in need of services is often insufficient to create a new school or program. The formation of multiple school district consortiums may still not always meet the needs of school districts with expelled special education students. Informal collaboration, rather

than formally organized consortiums of school districts, may provide a solution since the expulsion of Special Education students occurs so infrequently. For example, neighboring school districts could develop interdistrict transfer agreements to existing programs to house expelled Special Education students.

Service Gap 3 – Viable alternatives for failure in the original placement

Discussion: When asked to evaluate the remediation and rehabilitation programs in their respective districts, thirty three expressed that most of their expelled students successfully complete the conditions of their expulsion orders, and return to their home or other district schools. Two districts said they were not experiencing success, while one was looking for a way to get students to complete their community service hours. One district allowed completion of community service on-campus. Three districts extended the expulsion period if the student had not completed their rehabilitation plan. Students who were not successful were referred to the following programs: Non Public School (1), Opportunities for Learning Charter (3), LACOE CDS or SEA Charter School (12), Interdistrict transfer as agreed upon with the receiving district (6), Independent Study (9), Options for Youth Charter (3) for a total of 34 referrals.

Proposed Strategy: As discussed in Service Gap 3, of the 39 school districts that provided input to this particular service gap, only two stated that they were not successful in the remediation and rehabilitation of their students. Other alternative schools were used by 34 of the school districts if students did not successfully complete the conditions of their expulsion order. The alternative schools included charter schools, LACOE CDS schools, independent study, or interdistrict transfers.

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 day 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 education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

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

(c) Any educational program provided pursuant to subdivision (b) 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.

(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
Alhambra USD	Alhambra CDS	7-12
Antelope Valley UHSD	Phoenix High CDS	9-12
Bellflower USD	Bellflower Alt Ed Center	7-12
Burbank USD	Burbank USD CDS	7-12
Charter Oak USD	Bridges CDS	K-12
Claremont USD	Claremont CDS	7-12
Compton USD	Compton CDS High School	9-12
Compton USD	Compton CDS Middle School	6-8
Eastside Union ESD	Eastside Academy	K-8
El Monte UHSD	El Monte UHS CDS	9-12
Glendale USD	Jewel City CDS	7-10
Hacienda La Puente USD	Hacienda La Puente CDS	7-12
Inglewood USD	Inglewood Academy	6-12
Keppel USD	Desert View CDS	K-8
Lancaster ESD	Lancaster CDS	7-12
LAUSD	Aggeler CDS	7-12
LAUSD	CDS Elementary	K-6
LAUSD	CDS Secondary	7-9
LAUSD	Tri-C CDS	7-12
LAUSD	Dorothy V. Johnson CDS	7-12
LAUSD	Jack London CDS	9-12
LAUSD	Richard Alonzo CDS	7-12
LAUSD	William J. Johnston CDS	7-12
Long Beach USD	Select CDS	7-12
Long Beach USD	Focus CDS	K-6
Monrovia USD	Quest Academy	7-12
Montebello USD	Montebello CDS	7-12
Norwalk-La Mirada USD	Performance Learning Center CDS	9-12
Palmdale SD	Oak Tree CDS	K-8
Paramount USD	Paramount CDS	7-12
Pomona USD	Pomona CDS	7-12
Pomona USD	Ed Resource Center at Garvey Village CDS	7-12
Redondo Beach USD	Redondo Beach Learning Academy	9-12
Rowland USD	Rowland CDS	7-12
Torrance USD	Torrance CDS	7-12
Westside USD	Westside Academy CDS	K-8
Whittier City SD	Whittier Area CDS	6-8
Wilsona SD	Wilsona Achievement Academy	1-8

DIVISION OF STUDENT PROGRAMS

January 2012 SITE REPORT

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Angeles Forest PAU				
Jennifer Flores, Principal John Cotton, Asst. Principal (<i>Rockey</i>) Margaret Taylor, Asst. Principal (<i>Kirby</i>) Cynthia Vidana, School Admin. Secretary				
Site	SPA	Address	Phone (Speed Dial)	Fax
*Aflerbaugh-Paige Camp School	3	6621 N. Stephens Ranch Rd. LaVerne, CA 91750	909/593-4926 (7007)	909/596-2974
<i>Rockey, Glenn Camp School</i>	3	1900 N. Sycamore Canyon Rd. San Dimas, CA 91773	909/599-8435 (7753)	909/394-9615
<i>Kirby, Dorothy School</i>	7	1500 S. McDonnell Ave. City of Commerce, CA 90040	323/263-5106 (7479)	323/263-0675

B.J. Nidorf PAU				
Norberto Perez, Principal Lisa Sherman-Colt (Interim), Asst. Principal Robin Simmons-Stewart, Asst. Principal Valerie Huber, Asst. Principal (<i>Phoenix Academy</i>) Barbara Huntington, School Admin. Secretary				
Site	SPA	Address	Phone (Speed Dial)	Fax
*B.J. Nidorf Juvenile Hall School	2	16350 Filbert St. Sylmar, CA 91342	818/367-5942 (7778)	818/362-8948
<i>Phoenix Academy Residential CEC</i>	2	11600 Eldridge Ave. Lake View Terrace, CA 91342	818/897-6213 (7722)	818/897-6715

* PAU: Principal Administrative Unit

Central PAU				
Denise Miranda, Principal Laura Darshan, Asst. Principal Rebecca Robertson, Asst. Principal <i>Mary Ellen Popoff, School Admin. Secretary</i>				
Site	SPA	Address	Phone (Speed Dial)	Fax
*Central Juvenile Hall School	4	1605 Eastlake Avenue Los Angeles, CA 90033	323/225-4362 (7143)	323/225-3274

Christa McAuliffe PAU				
Rondale Cooper, Principal Kimberly Humphries, Asst. Principal Ronita Scott, Asst. Principal <i>Beverly Carter, School Admin. Secretary</i>				
Site	SPA	Address	Phone (Speed Dial)	Fax
Christa McAuliffe	1	5300 West Ave. I Lancaster, CA 93536	661/940-4211 (7156)	661/940-4214

East L.A. PAU				
Teresa Merino, Principal Michael Baird, Asst. Principal <i>Julie Casarrubias, School Admin. Secretary</i>				
Site	SPA	Address	Phone (Speed Dial)	Fax
*Mujeres y Hombres Nobles CCS-IS/ CDS	3	1260 Monterey Pass Road Monterey Park, CA 91754	323/262-2263	323/262-4043
Arlota Cal SAFE	2	8932 Woodman Ave Arlota, Ca 91331	818/892-6617	818/894-3963
Azusa Cal SAFE		340 W. Fifth St. Rm. 26 Azusa, CA 91702	626/812-7291	626/815-5598
Bermudez CDS	7	9055 Bermudez Street Pico Rivera, CA 90660	562/801-0687	562/801-0388
Bermudez CCS/IS	7	9055 Bermudez Street Pico Rivera, CA 90660	562/801-0682	562/801-0388
Boyle Heights Technology Academy CDS		1600 E. 4th Street Los Angeles, CA 90033	323/264-9143	323/264-6994
Boys Republic Monrovia CDS	3	128 East Palm Street Monrovia, CA 91016	626/357-6249	626/358-2510
Destiny's Girl Academy CDS/CCS/IS		8601 South Broadway Los Angeles, CA 90001	323/750-7234	323/750-5137
Eastern CCS/IS		1650 West Mission Blvd., #107B Pomona, CA 91766	909/623-7264	909/623/5187
Eggleston/ Pomona Academic Centre CDS (PAC)		1650 West Mission Blvd., #107B Pomona, CA 91766	909/865-1672	909/3979-0173
Valley CCS-IS (Mon-Fri)		13460 Van Nuys Blvd. Pacoima, CA 91331	818/896-7776	818/394-7976

* PAU: Principal Administrative Unit

I-POLY				
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LACHSA				
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<i>LACHSA</i>	7	5151 State University Drive Los Angeles, CA 90032	323/343-2550	323/343-2549

Los Padrinos PAU				
Rochelle James, Principal Paulette Koss, Asst. Principal Tracy Simmons, Asst. Principal Deirdre Parker, School Admin. Secretary				
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Munz/Mendenhall PAU				
Mike Jaurequi, Principal Gisela Garcia, School Admin. Secretary				
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<i>Munz, John Camp School</i>	1	42220 N. Lake Hughes Rd. Lake Hughes, CA 93532	661/724-1314 (7643)	661/724-1075
<i>Westside CDS</i>		5506 West Avenue L-8, Room D-11 Lancaster, CA 93536	661/974-8659	661/722-1533

Enclosure 3
 PAU, Principal Administrative Unit
 To Info. Bulletin No. 248
 A-13-2011/12

Renaissance PAU				
Peggy Dunn, Principal Michael Baird, Asst. Principal Maria D. Garcia, School Admin. Secretary				
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*Jonas Salk CDS		14600 Cerise Avenue Hawthorne, CA 90250	310/970-9910	310/679-8106
<i>Downey CDS</i>		12432 Bellflower Blvd. Downey, CA 90242	562/401-5380	562/940-1678
<i>Hope Centre Academey CDS</i>		425 East Compton Blvd. Compton, CA 90221	310/639-1492	310/639-1690
<i>Hollywood Media Arts Acadmy CDS</i>		1140 North Citrus Avenue Hollywood, CA 90038	323/836-01310 x224	323/836-0134
<i>La Brea CCS/IS</i>		110 South La Brea, Suite 320A Inglewood, CA 90301	310/677-7257 310/677-0196	310/674-6851
<i>La Vida West Cal SAFE</i>		14500 Larch Avenue Bldg. 17-2 Lawndale, CA 90260	310/978-4105	310/978-4035
<i>Norwalk-La Mirada CDS (Visions)</i>		12440 East Firestone Blvd. #1000 Norwalk, CA 90650	562/864-3722	562/864-4596
<i>Second Chance CCS-IS (Project NATEEN)</i>		5000 Sunset Blvd. Floor #7 Los Angeles, CA 90027	323/361-3245	323/361-1368
<i>Sheriff's Leadership Academy CDS</i>		11703 South Alameda Street Lynwood, CA 90262	323/357-5286	323/564-0234
<i>Tri-Community CCS-IS/CDS</i>		12721 South Willowbrook Avenue Compton, CA 90222	310/635-4531	310/635-1154
<i>The Willows Academy CDS</i>		4310 Long Beach Blvd. Long Beach, CA 90807	562/423-8381	

Road to Success Academy PAU				
Diana Velasquez, Principal Maria Pupo, School Admin. Secretary				
Site	SPA	Address	Phone (Speed Dial)	Fax
*Scott, Joseph Camp School	2	28700 N. Bouquet Canyon Rd. Saugus, CA 91390	661/296-8444 (7813)	661/297-2194
<i>Scudder, Kenyon Camp School</i>	2	28750 N. Bouquet Canyon Rd. Saugus, CA 91390	661/296-5957 (7814)	661/296-7679

* PAU: Principal Administrative Unit

Santa Monica Mtns. PAU

Arlene Rosen, Principal

Zan Mason, Asst. Principal (*Gonzales*)Rene Wheeler, Asst. Principal (*Miller*)*Robert Amaya, School Admin. Secretary*

Site	SPA	Address	Phone (Speed Dial)	Fax
<i>*Pacific Lodge Residential CEC</i>	2	4900 Serrania Ave. Woodland Hills, CA 91364	818/340-6305 (7673)	818/340-7009
<i>Miller, Fred C. Camp School</i>	5	433 S. Encinal Canyon Rd. Malibu, CA 90265	818/889-5938 (7602)	818/889-0470
<i>Gonzales, David Camp School</i>	2	1301 N. Las Virgenes Rd. Calabasas, CA 91302	818/222-1130 (7396)	818/222-1162
<i>Kilpatrick, Vernon Camp School</i>	5	427 S. Encinal Canyon Rd. Malibu, CA 90265	818/889-1225 (7474)	818-889-0470

Custodial Services

AD Fowler, Custodial Staff Supervisor

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Food Service and Assessment Program

Anna Whalen, Resource & Development Analyst

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General Education Development

Vacant, Asst. Principal

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Health Outreach Program

Barbara Wilson, Coordinator I

Jasmine Ellis, Office Assistant

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		12830 Columbia Way, ECW 376 Downey, CA 90242	562/922-8954 562/922-8859	562/922-8913 562/401-5742

Instructional Technology

Ginger Merritt, Coordinator I

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* PAU: Principal Administrative Unit

JCS - English Language Learners/DOJ				
Celinna Pinelo, Coordinator I				
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Professional Development Unit				
David Weiss, Coordinator III				
Vacant, Sr. Program Specialist				
<i>Pamela Jenkins, Secretary</i>				
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Title I				
Tracy Rohlifing, Coordinator III				
Jacqueline Fisher, Coordinator II				
Charlene Davis, Senior Program Specialist				
<i>Jennifer Jemmott, Secretary</i>				
Site	SPA	Address	Phone (Speed Dial)	Prg. Secretary
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Transition and Special Needs Unit				
Evelyn Toliver, Development Manager				
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Workforce Investment Act Unit				
Mary Sanchez, Program Coordinator				
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Keisha O'Guynn, HR Specialist
 DSP, Position Control
 Revised: 01/03/2012

* PAU: Principal Administrative Unit

COUNTYWIDE PLANS FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS - QUESTIONNAIRE – SUMMARY OF DATA February 30, 2012

Introduction

The survey was provided to all school district superintendents, with additional copies provided to the director of student support services, supervisor of child welfare and attendance, and director of alternative education of each of the districts. Of the eighty districts receiving the survey, it was completed by seventy eight.

Community Day Schools

Districts use both their own Community Day School (CDS), and Los Angeles County Office of Education (LACOE) CDS programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a K-12 educational program.

- Forty nine out of eighty districts reported that they operate or utilize a district CDS: fifteen for K-5, forty four for grades 6-8, eleven for grades 7-8, and forty nine for grades 9-12. The California Department of Education lists forty-two districts operating CDS schools.
- The following LACOE CDS programs are used by districts (number of times reported by each district in parentheses): Pico Rivera Bermudez (4), Downey (3), Whittier Franklin (1), Hawthorne Jonas Salk (8), Pomona Academic Centre (2), Mujeres y Hombres Nobles in Monterey Park (2), Renaissance PAU (1), Visions (1), Hollywood Media Arts (2) = 27 responses. Other districts did not name the specific schools used. There were a total of 52 responses.

Opportunity Programs

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

- District Opportunity Programs: Five in grades K-5, three in grades 6-8, and eight in grades 9-12, for a total of 16 responses

Continuation High Schools

Continuation high schools were used as a placement for expelled students by nine districts. Students must be age 16 and above to attend a continuation high school.

Independent Study Programs (ISP)

Districts also referred expelled students to their own independent study programs:

- District ISP: Grades K-5 = 13, 6-8 = 20, grades 9-12 = 20= 53 responses

Other Alternative Programs

Charter schools, neighboring county programs, and home teaching were among other alternatives for expelled students.

- Opportunities for Learning Charter (9), Other school district (2), Opportunity transfer (2), District Home Teacher (9), Ventura COE (1), Options For Youth Charter (6), SEA Charter School (7), Learning Works Charter in Pasadena (2), West Covina Del Norte ROP (2), Orange County Horizons (1), BYU Virtual High School (1), other virtual online programs (4), Private schools (1) = 47 responses

Other comments on expulsion services

Four districts referred students to other districts, or their own continuation or independent study programs through suspended enforcement of the expulsion. One district uses the Student Success Team process to review the completion of the rehabilitation plan, as a part of the readmission process, and also holds five individual meetings with the parent and student during the expulsion period. A district expressed concerns on instructional accountability, rigor, consistency, and the gang element at Mujeres y Hombres Nobles CDS.

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.*

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 - The Need for Additional Community Day School (CDS) Programs in Grades 6-12

Discussion: Thirteen districts requested more LACOE CDS schools, with nine requests for schools to serve students in grades 6-8. Three of the requesting school districts are in the San Gabriel Valley, one in Lancaster, one in Santa Clarita, one in Centinela Valley, and one in El Monte. Three districts were interested in CDS programs that offer a full day, rather than a half-day program. Whittier area schools formed a five-district consortium and created their own CDS. There was a request to reopen the former Elementary K-5 Academy in the South Bay, as well as CDS programs in the Antelope Valley. More alternatives are sought for rural school districts, who can only work with surrounding districts that are at a great distance. Nine districts felt that the CDS programs were too far away and not accessible for parents.

Proposed Strategy: Due to recent reductions of LACOE educational programs as a result of the current budget climate, a greater need for additional community day school programs exists today. School districts in need of further assistance could enter into a memorandum of understanding with LACOE to address the possible excess costs associated with operating the new schools. In the past three years, new district-operated CDS schools, along with charter schools, have been created to address this service gap. The Whittier area schools consortium may be the most viable solution. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of similar consortiums, and also provide technical assistance in creating new CDS programs.

Service Gap 2 – The Need for More Education Programs for Expelled Special Education Students

Discussion: Fifteen districts stated that more special education placements are needed for expelled students served by an IEP. They found that LACOE does not provide sufficient services, and it is difficult to place expelled special education students in district schools due to their special needs, and the potential danger to victims and other students if they remain in the district. Four districts would like to collaborate with surrounding districts to create a consortium community day school program, specifically for Special Education students.

Proposed Strategy: Similar to the proposed strategy for Service Gap 1, the number of expelled Special Education students in need of services is often insufficient to create a new school or program. The formation of multiple school district consortiums may still not always meet the needs of school districts with expelled special education students. Informal collaboration, rather than formally organized consortiums of school districts, may provide a solution since the expulsion of Special Education students occurs so infrequently. For example, neighboring school districts could develop interdistrict transfer agreements to existing programs to house expelled Special Education students.

Service Gap 3 – Viable alternatives for failure in the original placement

Discussion: When asked to evaluate the remediation and rehabilitation programs in their respective districts, thirty-three felt that most of their expelled students successfully complete the conditions of their expulsion orders, and return to their home or other district schools. Two districts said they were not experiencing success, while another district was looking for a way to get students to complete their community service hours. One district allows completion of community service on-campus. Three districts extended the expulsion period if the student had not completed their rehabilitation plan. Students who were not successful, including some who had their expulsion term extended, were referred to the following programs: Non Public School (1), Opportunities for Learning Charter (3), LACOE CDS or SEA Charter School (12), Interdistrict transfer as agreed upon with the receiving district (6), Independent Study (9), Options for Youth Charter (3) for a total of 34 referrals.

Proposed Strategy: As discussed in Service Gap 3, of the 39 school districts that provided input to this particular service gap, only two felt that they were not successful in the remediation and rehabilitation of their students. Other alternative schools were used by 34 of the school districts if students did not successfully complete the conditions of their expulsion order. The alternative schools included charter schools, LACOE CDS schools, independent study, or interdistrict transfers.

ADDITIONAL QUESTIONS AB 922 SURVEY, 2011-2012

In an effort to obtain additional information to provide support to school districts, the California Department of Education asked for the provision of the following information. Eighteen school districts responded to this section of the survey:

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

After-School Programs

- ASPIRE After-School Program
- Increase memberships in existing clubs, sports, and after-school activities to form bonds with service clubs and community service groups with the same interests
- Extra-curricular activities: Tomorrow's Aeronautical Museum-Compton Airport, Kaiser Permanente Reading to Thrive, AVID, MESA, Boys and Girls Club

Assemblies

- School-wide intervention assemblies to inform students about discipline rules and expectations (3 responses)
- Classroom presentations: sign form verifying attendance (2 responses)

Comprehensive Services

- School-based mental health services: counseling services, on-site drug prevention, voluntary participation in probation, psychologist-driven counseling support, bullying prevention, character building
- Use RTI practices to address instruction and classroom management (2 responses)
- True Lasting Connections (TLC) Family Resource Center

Conflict Resolution

- Conflict resolution sessions: adult advisor and teams of student mediators, or guidance interns (3 responses)
- Vital Intervention Directional Alternatives (VIDA) Los Angeles County Sheriff's program addresses self-esteem, motivating success, breaking cycle of criminal behavior

Counseling and Mental Health/Medical

- Counseling services provided by school staff and on-site services: Didi Hirsch and Starview, Kedren Action Family Counseling, Children's Institute, Providence, Olive Crest, Shields for Families; Youth Support Association: linkages to community resources and counseling; anger management (8 responses)
- Referrals made for medical assessments: St. John's Wellness Clinic, St. Francis Hospital, August Hawkins

Data Analysis

- Careful review of suspension cases: consider child's previous background
- Campus Watch is a communication vehicle used by 5th grade teachers to identify incoming 6th grade students that they consider at-risk

Defining Expectations and Character Education

- Clearly defining behavioral expectations and re-teaching and modeling expected behavior to our students to maximize positive outcomes
- Emphasize Ten Character Traits: Compassion, Self-Discipline, Trustworthiness, Respect, Responsibility, Tolerance, Citizenship, Fairness, Integrity, Perseverance (2 responses)
- Rules are posted and given to students and parents: published in ASB handbook and parent handbook (2 responses)
- Character Counts: Teach the six pillars, incorporate into Bully-Free Staff Development handout (2 responses)

Drug and Alcohol Interventions

- The majority of expulsions at our district are related to drug offenses. The entire family is referred to the Los Angeles Center for Drug and Alcohol Abuse, or similar classes from a certified drug-counseling agency. (2 responses)
- West Coast Drug and Education Program: drug and alcohol counseling, gang intervention, one-to-one counseling, peer groups, life skills, domestic violence, anger management, nicotine dependence
- Guidance and Learning to Avoid Drugs Programs (GLAD): week-long education program in lieu of suspension at the district office
- Brief Intervention: An Approach for Substance Using Adolescents (ASUA), alternative to recommendation for expulsion program

Employment

- After-School Work program

In-School Suspension, Detention, Other Alternatives to Suspension

- In-school suspension program (4 responses)
- Saturday School (2 responses)
- Opportunity Program (2 responses)
- Lunch and after-school detention
- Class/program changes

Incentive Programs and Campaigns

- District-wide anti-bullying week and year-long awareness efforts
- Reward and incentive programs to recognize student achievement in academics and attendance

Intake and Case Management

- Intake meeting with district director of student services to review placement for expulsion, camp, juvenile hall returnees – each student is given a letter to return to the school site
- Individual monitoring of students returning from expulsion such as periodic check-in with the principal/designee and counselor (2 responses)
- Behavior contract, meet with the dean of discipline to discuss student expectations (3 responses)
- AB 922 Counselors serve as case managers for expelled students and develop a transitional service plan
- Participation of the social worker and probation officer

Parent Involvement

- Parent nights (2 responses)
- Parent conferences with school and district-level personnel: place student on behavior plan (5 responses)
- Student Study Team meetings (4 responses)
- Angels at Risk: parents and middle school students participate in drug and alcohol counseling
- SART and SARB (2 responses)
- Choices: drug and alcohol counseling for high school students and their parents
- Discipline IEP Meetings for students in Special Education (2 responses)
- Participate in safe schools planning
- Parent shadowing
- Annual Parent Training Institute: protocols related to student discipline, attendance, educational rights, grades, etc.

Peer Counseling and Mentoring

- Link Crew Peer Counseling
- WEB (Where Everyone Belongs) is a transition program for incoming 6th graders: mentoring relationship between 6th and 8th graders
- Mentorship Programs: Omega Psi Phi Fraternity, The Refresh Youth Center, Tulip Girls Club, Junior Achievement Club

Personnel Training

- Train security on how to diffuse incidents and/or get immediate assistance
- Monthly co-administrator meetings to discuss hot topics and maintain consistent district-wide approach and understanding about discipline issues; disciplinary practices, interventions (2 responses)

Safe Schools Planning

- Safe Schools Committee representing all stakeholders reviews/revises school discipline rules (2 responses)
- Conduct annual surveys on perceptions about school safety
- School sites submit a Positive Schoolwide Behavior Plan for students in grades 6-8 as a part of their school safety plans – suspension rate has decreased 50%
- Police on-campus; emphasize positive relationship; presence of gang detail and police dogs (2 responses)
- Campus supervision: entrances, exits, adjacent areas before and after school
- School Watch, part of Neighborhood Watch
- Students from grades 7-8 were moved back to K-8 schools, decreasing the size of the middle school, and creating supportive and safer environments – expulsions decreased 60%
- Department of Mental Health (DMH) to work with the district to establish a new integrated services model
- Tardy sweeps: educate students about anti-loitering laws

Technical Assistance for School Personnel

- Student Discipline and Expulsion Support Unit (SDES) is available throughout the day for technical assistance: consultation with school site personnel re. mandatory vs. non-mandatory expulsions, due process, and whether other means of correction are feasible as opposed to expulsion

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

- Discipline practices for all students – our district’s interventions and statistics related to discipline match up proportionately across our demographics; programs promote systemic change, developed to reach all subgroups
- Services are linked to cultural or ethnic organizations to provide a closer connection or sense of comfort
- Participation in LACOE PBIS pilot project to address disproportionately related to African American male students and discipline referrals – we need very specific and focused attention for this group of students
- The WEB program described above works to acculturate and acclimate students to their new schools by embracing diversity and selecting 8th grade mentors that reflect the diversity (race, gender, disability, etc.) of the school
- Campus Watch refers students to counseling, tutoring, and related services to support incoming 6th graders, and continues in 7th and 8th grade
- Employ the services within the district plus community services to address the needs of students placed in foster and group homes
- Liaison for minority students, child study teams to address at-risk needs
- Case-by-case disciplinary process ensures due process and provision of factual information for all students, including equal access to all instructional opportunities and intervention programs
- Local District Superintendents review monthly suspension report data by gender, grade level, reason for suspension, disability, and ethnicity, with a specific focus on disproportionality, and strategic planning on how to eliminate disproportionate representation of minority students in the area of discipline
- School Programs: MECHA, Black Students With a Purpose
- After-school athletic programs support student subgroups
- Adopt-a-student: Omega Psi Phi Fraternity
- Minimize the suspensions and referrals of students of specific ethnic subgroups that may otherwise be targeted for discipline reasons

AB 922 District Questionnaire (Sample of Zoomerang Survey)

AB922 - Los Angeles County Plan for Expelled Students 2012 Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire

**AB922 - Los Angeles County Plan
for Expelled Students 2012**

**Countywide Plan for Provision of Educational Services to Expelled
Students Questionnaire**

In accordance with the requirements of Education Code Section 48926, the County Superintendent of Schools, in conjunction with 93 school districts within the county, are required to develop a plan for providing education services to all expelled pupils in the county. In order to update our plan to better meet your needs, please respond to the following questions. Please complete your questionnaire by Monday, October 17, 2011.

1. Please identify the current educational alternatives available within your district for expelled pupils (i.e. community day school, continuation high school, opportunity program or class, independent study, etc.) Please list the name of the program.

Community day school-district (K-5)

Community day school-district (6-8)

Community day school-district (9-12)

LACOE Community day school (K-5)

LACOE Community day school (6-8)

<http://www.zoomerang.com/Survey/WER2Z6V3QUMQ/11/27/2011 12:16:28 PM>

AB922 - Los Angeles County Plan for Expelled Students 2012 Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire

LACOE Community day school (9-12)

Opportunity program or class (K-5)

Opportunity program or class (6-8)

Opportunity program or class (9-12)

Independent Study (K-5)

Independent Study (6-8)

Independent Study (9-12)

Charter School (K-9)

Charter School (9-12)

Charter School (9-12)

Other (List name and grade levels)

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

3. Please provide suggestions or strategies that you might have for filling any service gaps that currently exist which limit your ability to ensure the availability of educational services for expelled pupils.

<http://www.zoomerang.com/Survey/WER2Z6V3QUMQ/11/27/2011 12:16:28 PM>

AB922 - Los Angeles County Plan for Expelled Students 2012 Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire

4. If applicable, please identify alternative placements for pupils who are expelled and placed in a district CDS program, but who (1) fail to meet the terms and conditions of their rehabilitation plan; or (2) present a danger to other district pupils, as determined by the governing board.

5. Please tell us who you are.

District:

Questionnaire completed by:

Title:

Telephone:

Fax:

<http://www.zoomerang.com/Survey/WER2Z6V3QUMQ/11/27/2011 12:16:28 PM>

AB 922: Countywide Plan for Expelled Students (Updated Survey)

AB 922: Countywide Plan for Expelled Students (Updated Survey)

In our effort to submit the AB 922 Plan in a timely manner to you for Board approval, we started the process early. However, we just received a November 1, 2011 letter from CDE requesting more information. Below are the additional mandated questions required by CDE. (Please complete the questionnaire by Friday, January 20, 2012)

1. 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?

2. In particular, how do these best practices relate to any disproportionate representation of minority students in such interventions?

3. Contact information for person submitting survey

Name:

Title:

Office:

Phone number:

Email Address:

Submit

<http://www.zoomerang.com/Survey/WER2Z6V3QUMQ/11/27/2011 12:16:28 PM>



Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire 2011-2012

In accordance with the requirements of Education Code Section 49926, the County Superintendent of Schools in conjunction with all school districts within the county, are required to develop a plan for providing education services to all expelled pupils in the county. In order to update our plan to better meet your needs, please respond to the following questions:

(1) Please identify the current educational alternatives available within your district for expelled pupils (i.e. community day school, continuation high school, opportunity program or class, independent study, etc.):

Table with columns: Program, Name of Program, Grade Levels (K-5, 6-8, 9-12). Rows include Community day school-district, LACOE Community day school, Opportunity program or class, Independent Study, Charter School, and Other (List name and grade levels).

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

(3) Please provide suggestions or strategies that you might have for filling any service gap(s) that currently exist which limit your ability to ensure the availability of educational services for expelled pupils.

(4) If applicable, please identify alternative placements for pupils who are expelled and placed in a district CDS program, but who (1) fail to meet the terms and conditions of their rehabilitation plan, or (2) pose a danger to other district pupils, as determined by the governing board.

Please type or print. District, Title, Telephone, FAX, Questionnaire completed by. Please return your completed questionnaire by Monday, October 17, 2011, via jet mail, email, or fax to:

Attachment 1 Info. Bulletin No. 61 A-03-2011/12

Victor C. Thompson, Ed.D., Director Division of Student Support Services 9300 Imperial Hwy., ECW 253 Downey, CA 90242-2890 (562) 922-6233 Fax: (562) 469-4142 E-mail: deNeef_Lyn@lacoe.edu



Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire 2011-2012

In our effort to submit the AB 922 Plan in a timely manner to you for Board approval, we started the process early. However, we just received a November 1, 2011 letter from CDE requesting more information. Below are the additional mandated questions required by CDE:

(1) 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?

Blank lines for response to question 1.

(2) In particular, how do these best practices relate to any disproportionate representation of minority students in such interventions?

Blank lines for response to question 2.

Please type or print. District, Title, Telephone, FAX, Questionnaire completed by.

Please return your completed questionnaire by Friday, January 20, 2012, via jet mail, email, or fax to:

Attachment 1 Info. Bulletin No. 138 SSS-44-2011/12

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