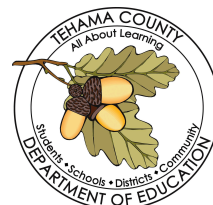


Tehama County 2024-2027 Plan for Providing Educational Services to Expelled Youth

Developed By:
Tehama County Department of Education
and the
School Districts of Tehama County



Participating Districts

Antelope Elementary School District

Corning Union Elementary School District

Corning Union High School District

Evergreen Union School District

Flournoy School District

Gerber Union Elementary School District

Kirkwood Elementary School

Lassen View Elementary School

Los Molinos Unified School District

Red Bluff Joint Union High School District

Red Bluff Union Elementary School District

Reeds Creek Elementary School

Richfield Elementary School District

TEHAMA COUNTY PLAN FOR PROVIDING EDUCATIONAL SERVICES TO EXPELLED YOUTH

Education Code 48926

As required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926), the County Superintendent, in conjunction with district superintendents, developed a plan for providing education services to all expelled students in the county. The plan was adopted by the governing board of each school district and the County Board of Education. The plan was subsequently submitted to the Superintendent of Public Instruction by the deadline of June 30, 1997.

In addition, E.C. 48916.1 requires that "at the time an expulsion of a pupil is ordered, the governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion." The educational placement will be determined on an individual basis by the school district's governing board based on:

- Seriousness of offense
- Available educational alternatives
- Other related factors

In accordance with Education Code Section 48926, each County Office of Education operating county community schools under Education Code Section 1980, in conjunction with the superintendents of the school districts within the county, shall develop a plan for providing educational services to all expelled students in Tehama County. The plan shall be adopted by the governing board of each school district within Tehama County and by the County Board of Education.

AB 922 requires the County Superintendent, in conjunction with district superintendents, to submit a triennial update to the plan to the Superintendent of Public Instruction on June 30th thereafter. This plan reflects the 2024 update.

Educational Alternatives Provided by Local School Districts in Tehama County

The 13 school districts located within Tehama County offer a variety of educational options for expelled students and high-risk students, including those students with identified disabilities, depending on the specific offense and Education Code violation(s).

All districts in Tehama County are responsible for their own alternative placements but do have the option to partner with other districts for services. Tehama County Department of Education does not currently operate a County Community School. This has been an identified gap in preparation for the 2024 - 2027 plan for Expelled Youth. Please refer to the process flow charts in the Appendix.

Alternatives for Expelled Students in Tehama County include:

1. Independent Study: Education Code Section 51747 (c) (7) A student expelled for a less serious offense may be offered independent study, provided that an appropriate alternative classroom program is offered as a choice, and the on-site portion of the independent study does not occur on the site from which the student was expelled (EC 48916.1 (c)). Students with IEPs will have continued services.
2. Suspended Expulsion with student placement on the same school campus.
3. Suspended Expulsion with student placement on district school campus within the district.
4. Suspended Expulsion with student placement in district independent study, if all parties agree and other appropriate education alternatives are not available.
5. Enrollment at another district as described in Education Code Section 48915.1.

Educational Options for Expelled Youth by District

School Districts operate Community Day Schools and other Alternative Programs as listed:

District	Alternative Program Description
Antelope Elementary School District	· 2 Independent Study Programs
Corning Union Elementary School District	· 2 Independent Study Programs · 1 Community Day Program
Corning Union High School District	· 2 Independent Study Programs · 1 Continuation Program
Evergreen Union School District	· 1 Independent Study Program · 1 Community Day Program
Flournoy School District	· 1 Independent Study Program
Gerber Union Elementary School District	· 1 Independent Study Program
Kirkwood Elementary School	· 1 Independent Study Program
Lassen View Elementary School	· 1 Independent Study Program
Los Molinos Unified School District	· 1 Independent Study Program
Red Bluff Joint Union High School District	· 1 Independent Study Program 9-12 · 1 Transitional Program 9-12 · 1 Opportunities Program 9-10 · 1 Alternative Continuation Program 10-12
Red Bluff Union Elementary School District	· 1 Independent Study Program · 3 Community Day Schools Programs
Reeds Creek Elementary School	· 1 Independent Study Program
Richfield Elementary School District	· 1 Independent Study Program
Tehama County Department of Education	· Operate Juvenile Court School

Addressing Individual Needs of Students

For any alternative placement, an individual student rehabilitation plan will be developed. It will describe those program elements that the student will receive during their term of expulsion or placement. This rehabilitation plan will describe what steps must be taken for that student to return to the regular school program.

Transition plans should address time to acclimate from the alternative school setting to the comprehensive school site and should include the identification of a caring adult mentor established as a point of contact at the home school. If readmission is not determined to be the appropriate goal, the transition team should establish a 1-year plan aligned with established long-term goals.

To foster positive attitudes and academic progress, Tehama school districts agree that those districts operating alternative educational programs will provide the help needed to address student academic and behavioral challenges. Alternative educational program staff will collaborate with families, district teachers/counselors/psychologists/school health personnel, and community agencies. Involvement from community law enforcement and health-related agencies will occur as appropriate.

The Countywide Plan for Identifying and Outlining Gaps and Strategies in Educational Services to Expelled Students

Identified Gaps and Needs:

There were four primary areas of need for expelled youth in Tehama County as identified in the 2021 plan.

2021 Plan Identified Gap and Strategy

- Gap: The need for strengthened district capacity to serve all at-risk youth.
Strategy: Build capacity to serve all at-risk youth through professional development, implementation of Multi-Tiered Systems of Support, and alternative options to suspension and expulsion.

2024 Update:

- In addition to the LEAs who operate Community Day School programs, several other programs/services have been added on campuses. These range from separate classrooms to adding support staff to assist with social and emotional needs.
- Professional development for all LEAs has been offered through TCDE to address trauma-informed practices, behavioral tools, and social-emotional learning strategies.
- Multi-tiered Systems of Support (MTSS) structures and strategies have been implemented across the county. Five districts in Tehama County participated in the California MTSS Initiative. All districts commit to positive behavior interventions and the use of restorative justice practices.

Were the Strategies Successful?

- LEA's continue to share that they are experiencing a high level of intense and frequent behavior both at the highschool level and TK- 8th. Although the professional development is supportive, LEA's continue to express an interest in building a continuum of service that may include the Tehama County Department of Education opening a county community school or additional programs for students with disabilities.
- Since 2021, Tehama County schools have increased their participation in the MTSS Initiative. 11 districts and 18 schools have actively engaged in the MTSS/CalHope Community of Practice and the MTSS Steering Committee.

2021 Plan Identified Gap and Strategy:

- Gap: The need for quality, job-embedded professional development and training for alternative education personnel.
Strategy: Provide support and training for alternative education personnel.

2024 Update:

- Professional development for alternative education personnel has occurred through a variety of local offerings and conferences. Professional development and support structures aligned to MTSS concepts, including Social Emotional Learning, Community Engagement, Behavioral Tools, Trauma-Informed Practices, and ACEs, as well as Diversity, Equity, and Inclusion.

Were the Strategies Successful?

- Participation in professional development for alternative education personnel has increased and shown to elevate classroom instruction, support behavior, and deepen understanding of students. This continues to be an area of focus to build on increasing CTE and real-world opportunities in the future for our at-risk youth.

2021 Plan Identified Gap and Strategy:

- Gap: The need for additional counseling services in regular and alternative education programs.

Strategy: LEAs commit to increasing counseling services on their campuses through either direct hiring, contracting, or referrals to community-based organizations. Increase the School Based Mental Health and Wellness team offerings including additional counseling services to youth across Tehama County schools.

2024 Update:

- The School-Based Mental Health and Wellness (SBMH&W) team has developed a Tiered System of Support for students in need of counseling services beyond their school service model. The team comprises three mental health clinicians, a program coordinator, a board-certified behavioral analyst, and three Social and Behavioral Wellness Technicians. LEA's have increased school support staff by adding clinicians, social workers, and behavioral technicians.

Were the Strategies Successful?

- LEA's have been successful in hiring and/or contracting services. Strengthening partnerships with community organizations and the School-Based Mental Health & Wellness team to bring more direct counseling services to schools. Since 2021, SBMH&W has served over 300 youth directly, made appropriate referrals to CBO, and assisted in returning students to a lower level of support on the district campus. Services are provided across all settings in Tehama County.

2021 Plan Identified Gap and Strategy:

- Gap: The need for options with behaviorally intensive students who are not successful, even in Tehama school district alternative educational programs.

Strategy: SELPA brought in an independent consultant to review processes and identify needs based on previous needs assessments, current data collection, and interviews with LEA Superintendents as well as the County Superintendent of Schools. To build on those findings, TCDE joined in to form a small workgroup regarding the Continuum of Services model and began looking at program options that may support Tehama County students.

2024 Update:

- To address the intensive behavioral needs, LEAs have added staff and/or participated in training to build capacity in staff.
- Site visits to neighboring counties have occurred to observe both Special Education and General Education program alternatives for expelled and at-risk students. Although overall expulsions in Tehama County are relatively low, 7 total since 2022, interest has continued to be expressed from districts for TCDE to explore expansion to include a County Community School option.

Were the Strategies Successful?

- Staff training and professional development have been successful in supporting student needs. With ongoing needs for hiring and or turnover of staff, LEA's have shared a need to have more frequent "onboarding" opportunities for staff who will be working with significant behaviors. This continues to be an area of need.

2021 Plan Identified Gap and Strategy:

- Gap: Job training opportunities for at-risk youth (CTE participation and employability skill instruction).

Strategy: Work with the Job Training Center to support opportunities for youth to gain employability skills. Increase the services provided by Bridge to College to include middle and high school CTE opportunities.

2024 Update:

- In the three years since our plan, progress has been made in this area. Career and Technical Education (CTE) has continued to enhance the core curriculum, increased the number of CTE class offerings, and is supported by state and local revenues to increase work readiness and access to multiple pathways.

- *Were the Strategies Successful?*

Yes, since 2021 there has been an increase in our county offerings both through the

Current Identified District and County Gaps and Strategies for Improvement

There are several potential gaps in providing a comprehensive service model for expelled youth in Tehama County as identified in the 2024 – 2027 Plan. The districts and TCDE must work to develop solutions that are both educationally sound and financially feasible.

- To increase the support for students with significant mental health and behavioral needs
- Increase and have more frequent professional learning for staff regarding strategies to support mental health and behavioral needs
- Continue to build opportunities for At-Promise youth through CTE opportunities as well as employability skills training

2024 Identified Gap and Strategy:

Gap: There is not a continuum of service for expelled or At-Promise youth beyond their district or school site.

Strategy: Explore the development of additional programs or service models that support expelled or At-Promise youth who have not been successful in district offerings. This may include additional district offerings and/or the development of a county-operated community school program.

Also, elementary schools expel very few students. These small numbers may pose a cost-prohibitive challenge to establishing a classroom for Tehama County's expelled elementary pupils. There is interest from the districts and the TCDE to explore expansion to include community school options for elementary-aged and secondary students.

Gap: Expelled youth on independent study may not be prepared to transition directly back to a traditional school campus.

Strategy: Transition opportunities will be reviewed and as appropriate youth provided a supported re-entry program as determined by their district of residence and/or district of service. Establishment of a flow chart ensuring the involvement of DOR, probation, and community school staff in problem-solving and exploration of service models before resorting to return to DOR.

Gap: Need to increase services/transitions for Incarcerated Youth. A low number of students are successfully transitioning back to their district of residence after transferring from Tehama Oaks, Juvenile Justice Center. There is a lack of a structured communication method between Tehama County Probation Services, Tehama Oaks staff, and local schools.

Strategy: Collaborate with juvenile probation when the student enters the facility to determine which school the student will return to upon release. Once the receiving school is established, schedule monthly meetings between school personnel and youth enrolled in Tehama Oaks, to reestablish relationships and coordinate transitions back to district schools. Establish a transition committee to analyze the current communication barriers between the juvenile justice system and local schools. Increase the number of students who participate in re-entry circles. Develop a best practice resource to improve the support necessary for youth to successfully engage with their schools of residence upon return.

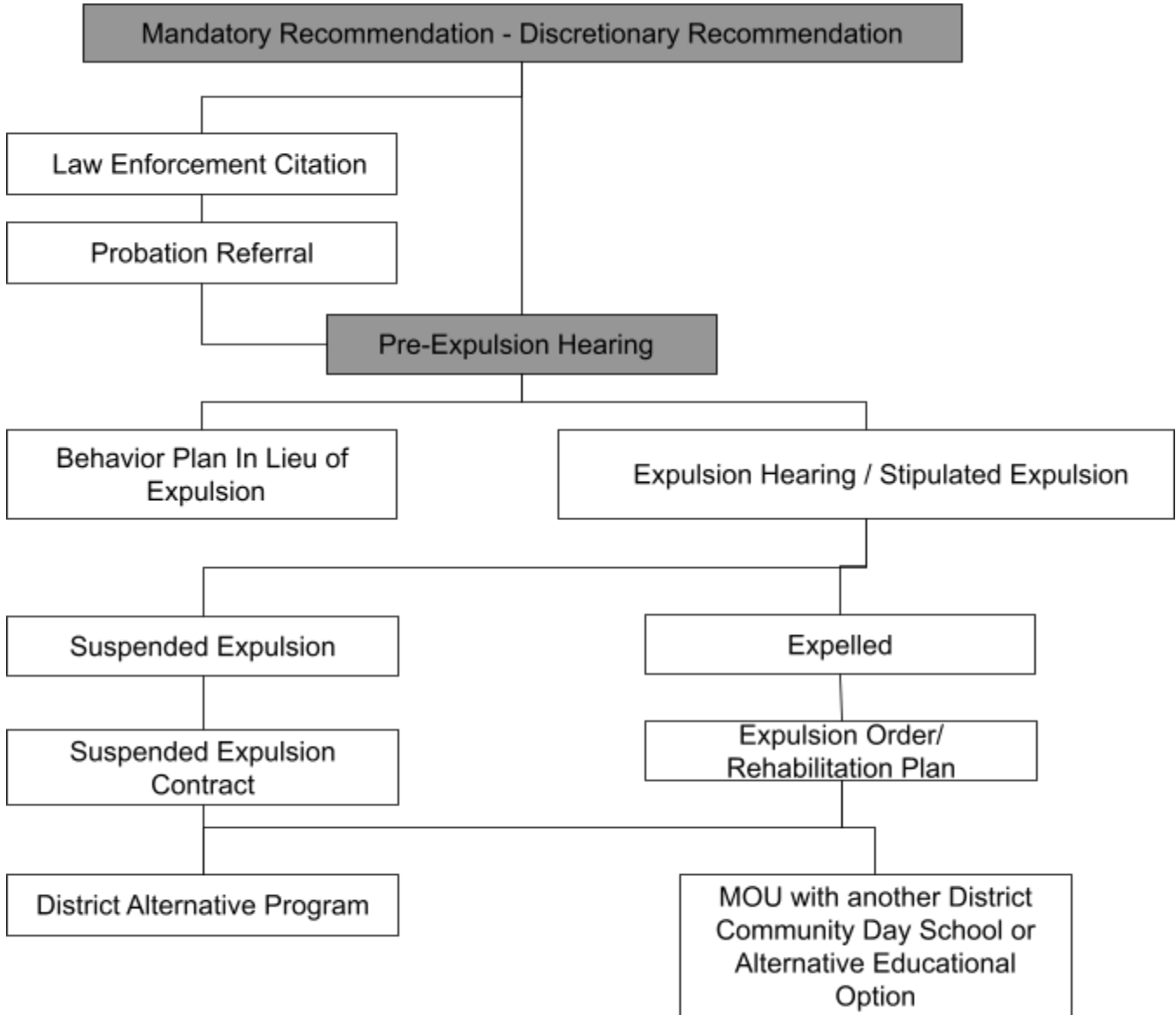
Monitoring Services

TCDE will continue to provide leadership while monitoring the need for programs and services. The county office and districts will collaborate in providing additional resources should they be required. TCDE has begun to explore the requirements and potential options for a County Operated Community School.

APPENDIX

FLOW CHART FOR EXPULSIONS

REGULAR EDUCATION



FLOW CHART FOR EXPULSIONS
SPECIAL EDUCATION

