

SHASTA COUNTY PLAN
for
PROVIDING EDUCATIONAL SERVICES
for
EXPELLED YOUTH

SHASTA COUNTY

Shasta County, officially the County of Shasta, is a county in the northern portion of the U.S. state of California. As of the 2020 census, the population was 182,155. The county seat is Redding.

DISTRICTS OF SERVICE:

Anderson Union High School District
Bella Vista Elementary School District
Black Butte Union School District
Cascade Elementary School District
Castle Rock Elementary School District
Columbia Elementary School District
Cottonwood Elementary School District
Enterprise Elementary School District
Fall River Joint Unified School District
French Gulch-Whiskeytown Union Elementary School District
Gateway Unified School District
Grant Elementary School District
Happy Valley Union School District
Igo-Ono-Platina School District
Junction Elementary School District
Millville Elementary School District
Mountain Union School District
North Cow Creek School District
Oak Run Elementary School District
Pacheco Union School District
Redding School District
Shasta Union Elementary School District
Shasta Union High School District
Whitmore Elementary School District

EC Section 48926 provides specifically that:

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. Added to the requirements of the countywide expulsion plan, as of June 30, 2018, are any behavioral practices, at the site and district levels, and options used to: minimize the number of suspensions leading to expulsions; minimize the number of expulsions being ordered, and support students returning from expulsions. Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the State 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.

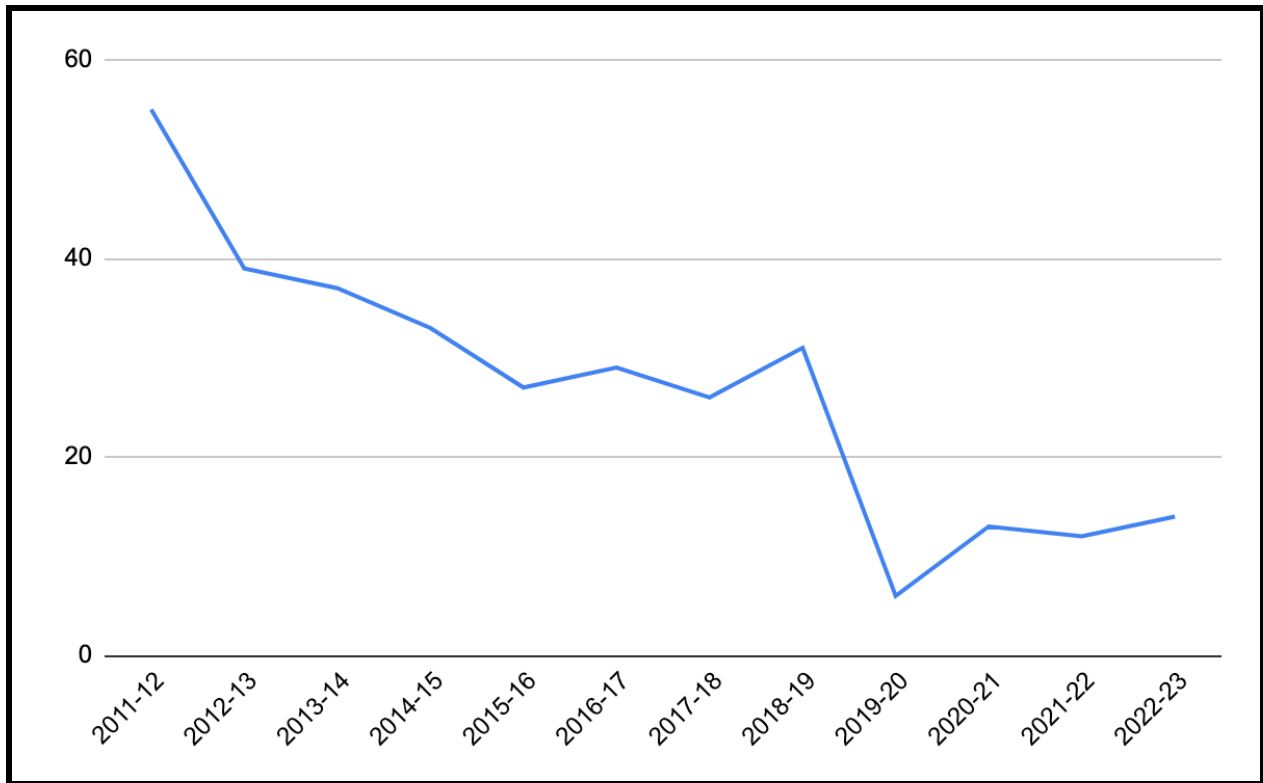
22-23 Expulsion Data

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
African American	438	0	0	0.0%
American Indian or Alaska Native	1,112	0	0	0.0%
Asian	1,051	0	0	0.0%
Filipino	79	0	0	0.0%
Hispanic or Latino	4,947	4	4	0.1%
Pacific Islander	75	0	0	0.0%
White	17,565	10	10	0.1%
Two or More Races	1,952	0	0	0.0%
Not Reported	430	0	0	0.0%

Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Shasta County	27,649	14	14	0.1%
Statewide	6,019,551	4,750	4,718	0.1%

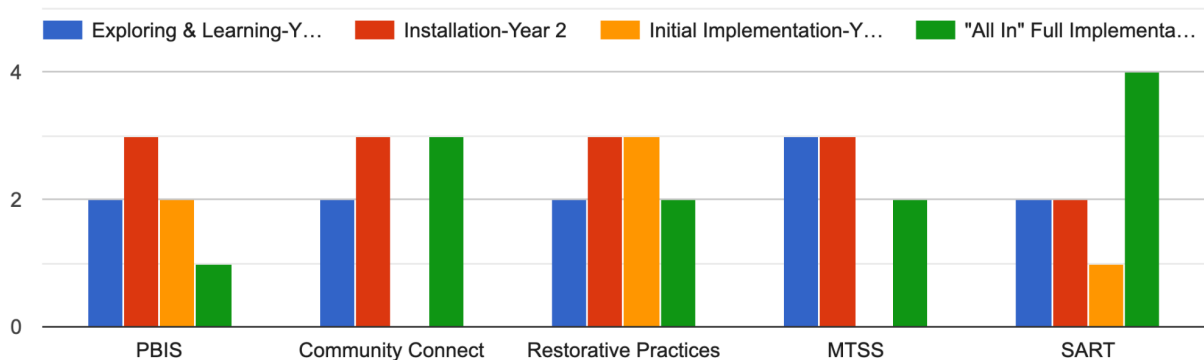
Total County-Wide Expulsions Over Time



District Survey Data

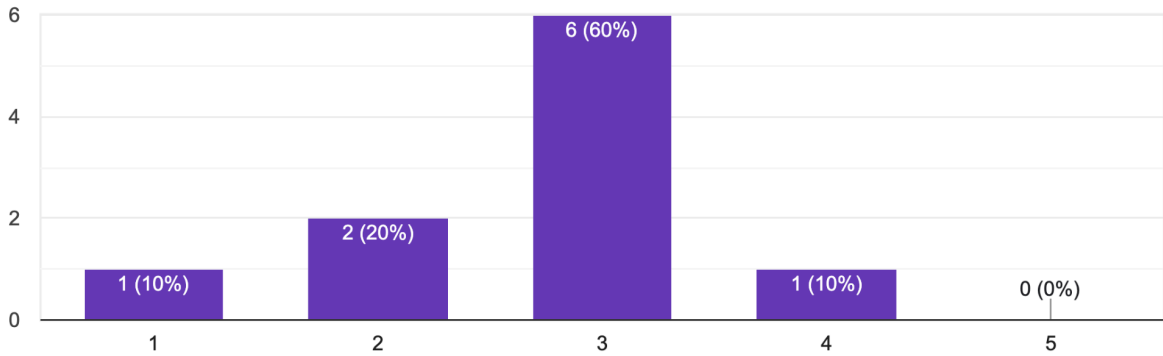
In the spring of 2024, districts were surveyed to learn more about current behavior strategies, district concern about their ability to meet current student behavior, proper placement for students with behavior challenges, and the overall trend for student behavior as it relates to prior year(s). Here are the results of those surveys (with 10/24 districts participating):

Check the current behavior improvement strategies that your district has begun to implement and the stage of implementation for each:



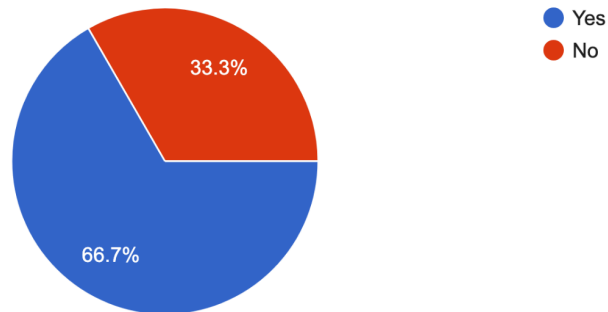
On a scale of 1-5, please rate the level of concern you have in your district's ability to meet the current level of behavior support needs of your stude...good, No worries to 5-I have fires I can't put out).

10 responses



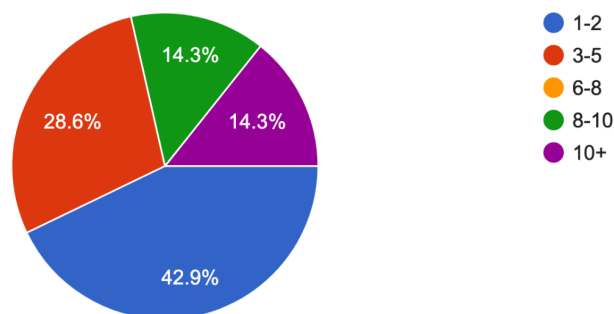
Do you currently have students that are "misplaced", meaning that their current behavior needs are beyond the supports available to them in their current program?

9 responses



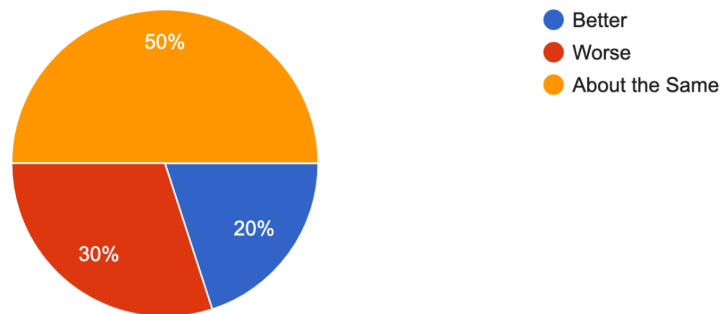
If you answered yes, how many students would you say fall into that "misplaced" category?

7 responses



Comparing the 23-24 school year to prior years at your district, would you say that student behavior is getting better, worse, or about the same?

10 responses



Existing Programs that Serve Expelled Students

All districts in Shasta County are responsible for their own alternative placements, but they can partner with other districts for services. Below is a comprehensive list of Alternative Education and Community Day School Programs offered in Shasta County:

- Anderson Union High School District
 - Anderson Community Day School
 - North Valley Continuation High School
 - Oakview High School
- Cascade Union Elementary School District
 - North State Aspire Academy
- Columbia Elementary School District
 - Columbia-East Valley K-6 Community Day School
- Enterprise Elementary School District
 - PACE Academy
- Fall River Joint Unified School District
 - Burney Community Day School
 - Fall River Community Day School
 - Soldier Mountain High School
 - Mountain View High School
- Gateway Unified School District
 - Gateway Community Day School
 - Mountain Lakes High School
- Happy Valley Union School District
 - Happy Valley Community Day School
- Redding School District
 - Redding Community Day School
- Shasta County Office of Education
 - Juvenile Court School

- Shasta County Independent Study
 - Excel Academy
- Shasta Union High School District
 - Pioneer Continuation High School
- Trinity County Office of Education
 - California Heritage Youthbuild Academy

Current District Options for Expelled Youth

Education Code - 48916.1(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both. (Amended by Stats. 2005, Ch. 69, Sec. 3. Effective January 1, 2006.)

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for:

- Recommending a rehabilitation plan for expelled students
- Ensuring that an educational program is provided to expelled students
- Complying with the state reporting requirements.

Districts in Shasta County have the following limited options to consider when determining the placement of a student who has been expelled:

1. Suspended expulsion with placement on the same school campus
2. Suspended expulsion with placement on a different school campus/program within the district
3. Suspended expulsion with placement on District Independent Study*, if parent agrees
4. Expulsion with referral to a District-operated Community Day School Program
5. Expulsion with referral to another District's Community Day School Program, with agreements in place between districts

**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.*

Promising Behavior Practices

In recent years, significant progress has been in reducing the number of students expelled and developing district capacity to meet the diverse needs of students. Below are a few highlights with a brief description of the practice:

SEAL Community of Practice: Under the direction of the Shasta County Office of Education and with funding provided by CalHOPE FEMA, the Social Emotional and Academic Learning Community of Practice (COP) was developed and meets quarterly to build capacity within our schools and leaders.

Multi-Tiered System of Supports (MTSS): A framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement

The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

PBIS Positive Behavioral Interventions and Support (PBIS): Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and well-being. It is a way to create positive, predictable, equitable, and safe learning environments where everyone thrives.

Restorative Practices: By giving students the opportunity to use Restorative Practices when behavioral errors occur, we decrease the need for referrals, suspension, and expulsion and create safer schools in the process. Restorative practices may result in sanctions, but the relationship damaged by the offense is the priority. This damaged relationship can and should be repaired and the offending individual can and should be reintegrated, not only for the good of that individual but also for that of the community as a whole.

Community Connect: Within each county, there are a multitude of community-based resources that our students need to thrive. There is a network of resources in Shasta County that provides supportive services intended to keep our students healthy, provide opportunities for success, and help to develop their potential. Unfortunately, Shasta County's network of resources is not set up in a way that allows these resources to run evenly throughout our community. For some student's families the network functions well - these families can plug in and the resources flow consistently and reliably so they get what they need to succeed. For others, the network is patchy and uneven - the resource flow is weak and unreliable; families either can't connect or when they do they don't get

all that they need. The lack of equitable resource distribution can affect a student's attendance and learning.

When a student's attendance is a concern, a school's SART can determine if a Community Connect referral is an appropriate intervention. The team will do this using the "Spheres of Influence". A referral will be made if reasons for attendance, behavior, homelessness or other quality of life issues fall within the Family or Community sphere. To make a referral a member of the team will make a confidential referral to Community Connect. A Community Connect case coordinator will work with the family to determine needs that may be met by Shasta County's network of resources. They will support the family and help them connect to identified services and supports. A weekly report will be provided by Community Connect to the school site team providing connection and engagement rates and describing the types of supports provided to their referred students and their families. During referral intake and beyond, the Community Connect Coordinator can determine that a student's case may benefit from the Multidisciplinary Team process.

School Attendance Review Site Level Teams (SART): Through the research on model SARB programs across the state, one of the common elements of highly effective programs was the implementation of School Attendance Review Teams. These site-based teams are the best tool for early detection and early intervention. A School Attendance Review Team can be as small as a couple of people to as many as four or five. Examples of which staff may be included are: Principal/Assistant Principal, Counselor, Nurse, Social Worker, District staff, and Attendance Clerk. The intent is to meet weekly or bi-weekly to review the data on student attendance in order to determine which students are at higher rates of absenteeism.

The **purpose** of School Attendance Review Teams are to:

- Commit to a routine of reviewing site-level actionable chronic absenteeism data to determine immediate next steps;
- Communicate the immediate concerns of that weekly/bi-weekly data to those connecting with identified student(s)/families; and
- Make immediate connections to resources to clear attendance obstacles for students and/or their families.

Identify Gaps in Educational Services/Strategies for Filling Gaps

Shasta County district superintendents and other district personnel were consulted in the development of the 2024-2027 Countywide Plan for Expelled Youth. Below is a summary of trends and takeaways as it relates to current gaps, concerns, and challenges in their work to meet the needs of expelled students in their respective district programs:

Gaps/Concerns/Challenges
With the closure of the County Community School (Oasis) and other alternative education programs, there are little/no placement options. While districts have the legal responsibility to provide an educational program placement for their expelled youth, most programs that are offered are often impacted with waiting lists.

Programs that are not designed for the extreme needs of some expelled youth are receiving these students and the students' impact is felt across the entire system, changing the nature of the program and making it difficult to meet the intensive needs of other students in the programs.
Behaviors seem to be intensifying in severity and suspendable/expellable offenses are occurring in younger students.
New inexperienced classroom teachers lack the capacity/training to effectively manage student behaviors.
Staffing and retaining staff of alternative education programs is becoming more difficult each year and impacting/limiting capacity of programs to serve students.
Small districts struggle to provide the level of resources that larger districts may be able to provide.
Current and future fiscal pressures are making it more difficult to maintain/sustain current levels of student support staff.
While there are limited options everywhere, there is consensus among districts that there are actually fewer suitable options for general education students than those students with disabilities.
Misplacement of conduct disorder students identified as Emotional Disturbance in order to receive services is creating challenging spaces as these students "prey on" other students.

Included in the discussion with superintendents are the following strategies:

<u>Strategies</u>
Increase in behaviorists embedded in classrooms/grade levels.
Consolidate resources to maximize existing supports.
<p>Coordination of Services Team Model (COST Team)</p> <p>A COST is a multidisciplinary team of school staff and providers who:</p> <ul style="list-style-type: none"> ● Identify students who need additional supports through a schoolwide referral system. ● Assess referred students, and explore strengths and supports needed. ● Coordinate efforts to link referred students to appropriate supports by tracking progress and tailoring interventions over time. ● Assess learning supports and needs school-wide, make recommendations about resource allocation to the administration, and recruit new resources.
Develop a complete continuum of services for expelled youth.
Implement Model SARB components. Possible program visits that provide embedded supports.

Educational Services Provided to Expelled Students with Exceptional Needs

Consistent with law, a student with exceptional needs may be expelled (EC 48915.5) and referred by the district's IEP Team for alternative placement provided that:

- The requirements as stipulated in EC 48915.5 have been met.
- The referring school district shall provide a copy of an IEP to the alternative placement program for review to determine:
 - The educational needs of the students based upon a current student assessment
 - Determine appropriate educational goals and objectives
 - Identify the services and resources to meet the needs of the exceptional student
 - Identify an appropriate placement for the student in the least restrictive environment
- If it is determined that the alternative educational program is an appropriate educational placement, the school district shall ensure that all necessary and specified educational services are:
 - Either provided directly by district staff; or
 - Provided to the student on a contractual service basis
 - Those specified services, whether provided directly by the district staff or provided on a contractual basis, shall be written into the IEP and shall be binding to all parties.
- The district and alternative program shall jointly be responsible to ensure that requirements for service, assessment, timelines and due process items are met as established in both Federal and State Law.
- If it is determined that an initial Special Education Assessment is necessary, the district will take the lead in the assessment, with the assistance of the alternative program.

Alternatives for Expelled Students who fail to meet terms/pose danger to other students

Students who have been placed in a district community day school, but fail to meet the terms or conditions of their rehabilitation plan or who pose a danger to other district students may be referred to another district's community day school program. These programs will then proceed with their referral processes to see if they accept this student.

Strategies for Improvement for 2024-2027

1. Regularly survey all Shasta County districts to determine the current level of capacity and behavior support needs.
2. Continue to meet quarterly with district superintendents to listen to concerns, evaluate the effectiveness of current supports, and develop strategies/next steps to increase and improve support provided.
3. Continue to explore resources and programming designed to help TK and Kindergarten students receive the intensive support needed to modify behavior and be successful.

4. Work with districts and community partners to develop robust supports and programming designed to help students (and families) with substance use challenges.
5. Continue capacity building and implementation of promising practices including Social-Emotional Learning, PBIS, and Trauma-Informed Practices county-wide.
6. Scale up promising practices like Motivational Interviewing and the Neurosequential Model for Education (NME-stemming from Bruce Perry's work on impact of trauma) and incorporate this learning into existing programming like PBIS.
7. Provide professional development focused on the implementation of Model SARB strategies including:
 - a. Early intervention
 - b. Building capacity of staff
 - c. Family engagement
 - d. School connectedness
8. Work with district partners to explore and learn from effective programs throughout the region and state.

Other Resources Available to Prevent/Reduce Expulsion

Youth Options Shasta: Offers Boys and Girls Circles, Mad City Money, Smoking Cessation (Project X), BotVins, drug and alcohol prevention, and a team approach to reducing non-productive behaviors.

Hope City: offers training in Restorative Practices.

Rowell Family Empowerment: A parent-founded and parent-run organization specifically funded (mostly by state grants & contracts) to provide direct services to families with children with disabilities ages birth – 22 within a 6 county catchment area. A child may have a diagnosis, may be at risk, or the parents may be concerned and would like to seek an evaluation. Whatever the reason, Rowell provides guidance to families who may not be familiar with the special education system, or related services. Rowell provides support, training, and parent consultation services.

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

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

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

Mentoring: Includes individual, group, and specialized mentoring services. Mentees meet with mentors at school, after school, and in community programs with the goal of improving student well-being.

Shasta Peer Mentoring: This program provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships which strengthen their resiliency to the

challenges they face in life. This is attained by matching high school students with middle school students.

Community Support for Schools: Shasta County, like more than 20 counties in California and 31 states, has access to “*Help Me Grow*” (HMG), a central access point to community-based resources and supports for families with children 0 - 8 year-olds. Through this student attendance model, **CommunityConnect will expand to support all students from birth through their senior year of high school.**

Triple P: Framework designed to meet the needs of families, whether they are struggling with temper tantrums or sleeping patterns, parents in conflict with their child or with each other, or have children with additional needs, including those struggling with their mental health. Triple P programs draw on social learning, cognitive behavioural and developmental theory, in addition to research into risk factors associated with the development of social and behavioural problems in children. It is designed to equip parents with the skills and confidence they need to be able to manage any family issue.

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

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

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

Student Study/Success Teams (SST): The SST process emphasizes that early intervention for struggling students is a function of the general education program. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers and students to improve the quality of the general education program and reduce the underachievement of students. An SST is a “think tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to students’ needs.

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

Children’s Legacy Center: Provides a vision for a community in which the power of collaborative relationships ensures that every child feels supported, known, and cherished by the individuals in their life and their community as a whole. A place where empowered

advocates help ensure the legacy of the next generation, and, in turn, the children around us have access to the hope and healing they need to thrive. This organization partners with the following entities Shasta Community Health Center, Redding Police Department, Anderson Police Department, Shasta County Health and Human Services, Shasta County Office of Education, and Shasta County District Attorneys Office.