

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN THE GARDEN GROVE UNIFIED SCHOOL DISTRICT

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2024-2025, 2025-2026, and 2026-2027. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Garden Grove Unified School District (GGUSD). All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

A student whose behavior resulted in expulsion is subject to a rehabilitation plan designed and approved as a condition for readmission. This plan is personalized to provide opportunities for continued educational, social, and emotional development during the period of expulsion.

GGUSD is committed to establishing a safe and welcoming school environment for all students, staff, and families. In order to support GGUSD's commitment to high-quality instruction, the district recognizes the need for school learning environments to include aspects that effectively support and foster strong, trusting, and positive relationships between students and adults. All students have the right to be educated in a school environment that is safe, predictable, and supportive. Expectations are rooted in GGUSD's Strategic Plan Goal 2 principles:

- Assisting students in the growth of their attitudes towards learning
- Fostering positive and respectful student-adult and peer interactions
- Supporting schools and the district in maintaining a safe and positive learning climate for all stakeholders, respecting our differences and embracing diversity

School discipline policies and practices fundamentally work to ensure the safety of staff and students, and to create a climate conducive to learning. GGUSD believes that in order to create a climate of prosocial behavior, collaboration with parents, staff, and students is essential. GGUSD is guided by the following principles:

- Engaging students in high quality instruction while giving students frequent feedback and opportunities to respond
- Preventing disruptive behavior by adopting systems, strategies, and interventions that support teaching behavior expectations, reinforcing behavior expectations, and responding to disruptive behavior
- Fostering positive student-teacher relationships is integral to the learning process and a key ingredient in student motivation and academic engagement
- Supporting student behavior by addressing social skills such as empathy, accountability, and

respect for others

Educational Alternatives for Expelled Students

It is the determination of the Garden Grove Unified School District to adopt the Orange County Department of Education's plan for educational services for expelled students. The Governing Board will provide the following options for expelled students dependent upon the nature of the expulsion offense. As indicated in the Orange County Expulsion plan, the options available to Garden Grove Unified School District after an expulsion decision include, but are not limited to the following:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].
3. Expulsion with referral to a community day school program, if available [E.C. section 48660].
4. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. The Garden Grove Unified School District seeks to minimize the number of expulsions by developing and sustaining universal preventive practices and targeted interventions.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers an expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education may provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA local plan.
- The Orange County Department of Education may also provide an interim alternative educational setting while a school district locates an educational placement for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]
- The Garden Grove Unified School District has established classes for K-12 students with

emotional disturbance.

Orange County Department of Education Options

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, ACCESS's mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 45 sites contained within 7 Areas located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product. For students with disabilities, this would be considered and discussed at an IEP meeting.
- Parent directed home instruction independent study programs through the Community Home
- Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12. For students with disabilities this would be considered and discussed during an IEP meeting.

Referral Process to the Orange County Department of Education Alternative Community Correctional Education Schools and Services (ACCESS)

ACCESS administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance administrators, as well as, district Student Attendance Review Board members provide an avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS area schools. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion.

Summary of Gaps in Education Services to Expelled Students and Strategies for Filling Those Gaps

Previously identified gaps have been examined and considerable improvement has been made through a collaborative process between the 27 Orange County School Districts and the Orange County Department of Education. The 27 School Districts in Orange County and the Orange County Department of Education have committed themselves to an ongoing process to resolve the remaining identified gaps.

Service Gap 1: Expelled Students in Grades K-5

While there are several California Education Code sections that prohibit the expulsion of students in lower grades for various offenses, a student in grade K-3 can be expelled for commission of any of the other offenses. Specifically, Ed. Code section 48900(k) prohibits the expulsion of any student for disruption/defiance and Ed Code 48900.2 prohibits the expulsion of a student in K-3 for sexual harassment. Ed Code 48900.3 (hate violence) and 48900.4 (harassment, threats, or intimidation) pertain only to students in grades 4-12. As identified mainly by elementary school and smaller districts, students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is very limited.

Progress from 2023

A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district. School districts also may collaborate with each other to facilitate enrollment of an expelled elementary school student into a school in a different school district, when appropriate. School districts continue to have the option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of all at-risk children and offers community support programs for both the students and their families.

Ongoing Strategies for Addressing This Gap

Students in grades K-5 who are expelled, may be served through the following school district or Orange County Department of Education alternative education programs:

- Transfers within the home district which may include community day school.
- Skyview Elementary and Middle School, located in the city of Orange, is operated by the OCDE ACCESS program and serves students in grades K-8.
- Students in grade 5, on a case-by-case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses especially in larger districts with community day school options or special classrooms on their sites. School districts are also expanding interventions through a Multi-Tiered System of Support framework with evidence-based programs such as Positive Behavior Intervention and Supports, Restorative Practices, Mindfulness Practice, Trauma-Informed Care Perspective and Resources, and Social and Emotional Learning resulting in reduction of expulsions at the elementary grade level. In addition, the tiered interventions and strategies of the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes are being implemented as preventive/early warning measures to reduce the number of suspensions and expulsion through a strength-based approach focusing on students' behavior (academic, attendance, social-emotional) challenges and family support.

Challenges to Addressing This Gap

- The location of the Skyview Elementary and Middle School site in proximity to the district of residence may pose a challenge to student attendance.
- In order to attend other schools in neighboring school districts, students may require transportation. However, the district does not provide transportation which is a challenge for some students to attend schools outside of the boundaries of the district of residence.
- The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it impractical and cost-inhibitive to sustain operation of multiple school sites and programs throughout the county.

Service Gap 2: Limited Special Education Placements in ACCESS

The Orange County Department of Education is committed to expanded program options for students with exceptional needs that have been expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to meet the unique needs of individual students through district and non-public agency/non-public school (NPS) placements.

Progress from 2023

Orange County School Districts have continued to expand efforts to provide services to students within their attendance area reducing the need for referrals to ACCESS and the OCDE Special Schools program. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

Programs for Students with intensive Mental Health needs:

- ACCESS has been able to expand the number of licensed mental health clinicians over the past several years. This has allowed for increased support during the school day while students are on campus. Continued expansion of programs for students with intensive mental health and behavioral needs is contingent upon the location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management strategies for both general education and special education teachers can support the increased needs of students being enrolled with mental health and behavioral needs.

Programs to Expand Continued Services for Special Education Students:

- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors and Orange County School Districts.

ACCESS will continue to utilize its Director of Student Services as well as Special Education Administrative Liaisons/Coordinators to facilitate participation in district IEP team meetings when a referral for an expelled student is made to ACCESS. In addition, ACCESS has continued to increase its special education staff including a focus to address the increased mental health needs for students with disabilities. ACCESS is able to provide intensive counseling services by licensed mental health professionals who have been trained in Trauma Informed Care and Restorative Practices. Small group therapy programs have also been developed to address issues that impact social functioning within the classroom and community, such as social skills, anger management and various coping skill strategies. All ACCESS mental health clinicians will continue to receive training in the most current research-based training in various therapeutic therapies to address the changing needs of our students.

Ongoing Strategies for Addressing This Gap

School districts continue to create, expand, and have success with community day school programs for expelled students with special needs as an option to county operated and non-public school placements. ACCESS provides an inclusive educational setting with students mainstreamed into general educational programs. Placement at non-public schools (NPS) continues to be an option for school districts as well. In addition, districts are utilizing various flexible scheduling opportunities along with alternative education options to meet IEP goals, provide related services, and fulfill the requirements of the rehabilitation plan.

Challenges to Addressing This Gap

- Establishing a regionalized program in an alternative school setting that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers pose ongoing challenges. These challenges impact the sustainability of regionalized special education programs operated by OCDE. Although some school districts have expressed a need for a self-contained special day class (SDC) for students with emotional and/or behavior disorders, this has not been sustainable for OCDE due to the minimal number of students being referred. Challenges to addressing Service Gap #1 may also have been a contributing factor to the limited number of referrals for establishing such a program.
- One area of continued concern expressed by some school districts is the ability of the ACCESS program to provide a Free Appropriate Public Education (FAPE) given its inclusive practices and independent study model. Based on the smaller class sizes in ACCESS and the individualized instructional model through contracted learning, the structure of the school day differs from a traditional school schedule and often requires modification of the IEP.
- Another area of concern has been the combined programming of middle school and high school

programs. There is a desire to provide separate classes/programs for middle school students to better address their unique developmental and social-emotional needs, however the low numbers of referrals/enrollment of middle school students make it difficult to maintain separate programs.

Service Gap 3: Rehabilitation Failures

Based on a recent survey of Orange County School Districts, concerns about students failing to satisfy school district rehabilitation plans during the expulsion period were expressed in combination with general concerns about student transition as they re-enter the district. On occasion, students do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, such students are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

Progress from 2023

Over the past three years, OCDE has continued discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements. Regional Administrative Areas help to promote communication between the districts and the county community schools. ACCESS directors, coordinators, principals and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources.

Ongoing Strategies for Addressing This Gap

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements throughout the term of expulsion while educational services are provided by ACCESS or private agencies. For students struggling to meet rehabilitation plan requirements, the student consultation team process may be considered to provide additional support. Continued, two-way communication and collaboration with school district personnel will continue to be a priority. Early intervention and enhanced communication promote student success when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district. When returning to the district, ACCESS staff will continue to use the Student Transition form to communicate information on student's completion of the rehabilitation plan.

Districts have expanded their programs and services to support expelled students by hiring additional staff and assigning specific duties to staff to monitor the completion of the student's rehabilitation plan and to communicate/collaborate with ACCESS and other programs. In addition, to meet the academic needs of the students and to ensure that they acquire the necessary credits to meet the graduation requirements, districts have expanded their instructional programs to include enhanced Summer School

and after-school programs, district online instruction, and tutoring support for expelled students. Furthermore, upon re-entry to the district, students will continue to be closely monitored and supported by school staff through the creation of a behavior contract, needs assessment survey, and the opportunity for alternative placement at a different school site within the district.

OCDE will continue to explore with districts how to utilize and expand existing collaborations to ensure student success with completion of the rehabilitation plan. This includes the use of community non-profits and private programs to assist in carrying out individual student rehabilitation plans.

Challenges to Addressing This Gap

- A challenge continues to be communication between the districts and ACCESS in ensuring that the district's rehabilitation plan is completed by the student. In some cases, districts do not directly share the student's rehabilitation plan with ACCESS in a timely manner or at all, thus leaving this task to parents and students to provide.
- There continues to be a need to identify additional intervention services for students to meet the specific requirements of their rehabilitation plans especially when involving mental health services.

Below is a non-exhaustive list of preventive and intervention practices that support positive student behavior in the Garden Grove Unified School District.

- Adult mentoring programs
- After-school programs
- Annual notice of parent rights and responsibilities
- Anti-bullying programs
- ASPIRE system of care
- Attendance Support Team
- Attention to Attendance platform
- Automated telephone notifications
- Behavior contracts
- Behavior skills groups
- CARE Solace
- Check-In, Check-Out
- Choose Wellness campaign
- CIF-sanctioned sports
- Community agency partnerships
- Credit recovery opportunities
- Counseling
- Crisis response/support
- District discipline plan and guidelines
- Family Resource Center
- Friday Night Live
- Grad Night activities
- Gang Resistance Intervention Partnership (GRIP)
- Individual counseling
- Link Crew
- Mindfulness practices
- Parent education

- Positive Behavior Interventions and Supports (PBIS)
- Red Ribbon week
- Referrals for comprehensive psychosocial, psychoeducational assessments for the purpose of creating an Individualized Education Program (IEP) or Section 504 Plan
- Referrals to school counselors, psychologists, social workers, student services, or other school support personnel
- Restorative practices
- Safety plans
- Saturday School
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)
- School-based mental health resources
- Social emotional learning (SEL)
- Social skills group
- STOPit Solutions anonymous reporting app
- Student clubs and organizations
- Student Study Team (SST)
- Tobacco-Use Prevention Education (TUPE)
- Tutoring opportunities
- Universal screening
- Wellness check-ins

GARDEN GROVE UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
June 4, 2024

4. ADMINISTRATION

Agenda Item 4 – C: Update to GGUSD Plan for Providing Educational Services to Expelled Students

The Orange County Department of Education (OCDE) is required by the State of California to submit a Countywide Expulsion Plan. All school districts within Orange County are also required to develop their own plans as a part of the countywide plan. In 1997, the initial district plans were adopted by the governing boards of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI). Education Code Section 48926 subsequently required that each county superintendent of schools, in conjunction with district superintendents within that county, submit a triennial update of the expulsion plan to the SSPI. Thus, every three years, the Garden Grove Unified School District (GGUSD) must update their plan for providing educational services to all expelled pupils.

GGUSD has updated its plan for providing educational services to expelled students, which follows the countywide expulsion plan developed by OCDE. If approved, the GGUSD plan will be submitted to the OCDE to become a part of the countywide plan for the 2024-2027 school years.

It is recommended that the Board approve the updated GGUSD plan for providing educational services to expelled students for the 2024-2027 school years.

On motion of Trustee Muneton, seconded by Trustee lan Nguyen, and unanimously carried, the Board of Education approved the updated GGUSD plan for providing educational services to expelled students for the 2024-2027 school years.

GARDEN GROVE UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
June 4, 2024

4. ADMINISTRATION

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It is recommended that the Board approve the updated GGUSD plan for providing educational services to expelled students for the 2024-2027 school years.

On motion of Trustee _____, seconded by Trustee _____, and _____, the Board of Education approved the updated GGUSD plan for providing educational services to expelled students for the 2024-2027 school years.

Agenda Item 4 - _____

Originator: Valerie Shedd

Approved: Valerie Shedd
(Assistant/Associate Superintendent)

Page _____ of _____
(Superintendent's Office Use)

GARDEN GROVE UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
June 4, 2024

4. ADMINISTRATION

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Originator: Valerie Shedd

Approved: Valerie Shedd
(Assistant/Associate Superintendent)

Page _____ of _____
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GARDEN GROVE UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Gabriela Mafi, Ed.D.

DATE: June 5, 2024

TO: Terrance Dunn, Student Services, Orange County Department of Education

FROM: Gabriela Mafi, Ed.D., Superintendent, Garden Grove Unified School District

RE: UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL SERVICES FOR EXPELLED STUDENTS

On June 4, 2024, the Garden Grove Unified School District Board of Education approved the updated district plan for providing educational services to expelled students for the 2024-2027 school years.

The district's updated plan follows the countywide expulsion plan developed by the Orange County Department of Education. The district's plan will be submitted to the OCDE to become a part of the countywide plan for the 2024 through 2027 school years. Please find enclosed, a copy of the Garden Grove Unified School District's plan for providing educational services to expelled students, as well as a copy of the approved June 4, 2024 board meeting minutes.

Sincerely,

Gabriela Mafi, Ed.D.
Superintendent

GM:sy