

**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL
EXPELLED STUDENTS IN
SANTA ANA UNIFIED SCHOOL DISTRICT
2024-2027**

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 Santa Ana Unified School District. 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).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

The Santa Ana Unified School District (SAUSD) Governing Board has established policies BP 5144.1 and BP 5144.2 and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. District policies and school site rules clearly identify district behavior standards.

Expulsion is an action taken by the Governing Board for severe or prolonged breaches of discipline by a student. Except for single acts of grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline including suspension have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or other students.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion are specified in Board Policy 5144.1 and Administrative Regulations 5144.1 and 5144.2.

Each principal annually informs all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5)

The Governing Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulations. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Codes 48911, 48915 and 48915.5)

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or discretionary expulsion for a student subject to discipline under this administrative regulation including, but not limited to, counseling and an anger management program. (Education Code 48900.6)

Alternatives to suspension or expulsion will be used for students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

Expulsion Process

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education.

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

Upon ordering an expulsion, the Governing Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under “Mandatory Recommendation and Mandatory Expulsion,” this date shall be one year from the date the expulsion occurred, except that the Governing Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district [E.C. section 48915.1].

5. Expulsion with referral to the Orange County Department of Education (OCDE), Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

SAUSD is responsible for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. The school district reviews the rehabilitation plan obligations of students who are expelled to determine completion for a possible return to the school district of residence. The expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission/re-enrollment may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education (OCDE) ACCESS program until the conditions of rehabilitation are met.

Santa Ana Unified School District Prevention/Intervention Activities

In the event of student misconduct, there are appropriate interventions and consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of the Santa Ana Unified School District policy, but also with state and federal laws. These require school administrators to utilize positive interventions and other means of correction for students in a consistent and age-appropriate manner prior to any suspension, except for those offenses under E.C. 48915(c), or when safety is at risk.

District activities relating to the prevention and intervention of suspensions and expulsions are included but not limited to the following table:

Title of Activity	Description of Activity	Grade Level
Administrator Institute	Professional development for administrators on Student Services	TK-12
Alta Med	Provide direct services for students in need of mental health support	K-12
Anti-Bullying Teams	A response to bullying that uses a narrative approach to address behavior problems and transform relationships by empowering all parties, including bystanders, to change their actions when they witness bullying	TK-12
Anti-Bullying Assemblies	Explanation of school rules and policies to students	TK-12
Attendance Focus Program	Identify students disengaging from school through Attendance Notification System	K-12
Behavior/Expectations Assemblies	Explanation of school rules and policies to students	K-12
BRIEF Intervention	Brief Intervention is a short-term intervention program that consists of 2-4 counseling sessions with adolescent youth or young adults who are experimenting with tobacco, alcohol, and/or other drug use, but are not yet dependent.	6-12

Bully Prevention We TIP Hotline	24-hour anonymous anti-bullying hotline	TK -12
Counseling and Guidance per Individualized Education Program (IEP)	Per IEP decision, individual and group counseling	TK-12
CWA meetings	Discussion of legislation, preventative practices and other means of correction to support youth of promise	TK-12
De-escalation training for teachers, District Safety Officers, administration, and support staff personnel	Conflict Cycle and patterns of escalation training	TK-12
Expanded Learning	After School Program	K-12
CSTAG	Risk Assessment Training and Protocol	TK-12
Healthy Tomorrows	Provide direct services for students in need of mental health support	TK-8
Identity Support Plans (IDSP)	Identity Support Plans are developed by students in collaboration with support staff to specifically address the academic, extracurricular, safety, and social-emotional needs of transgender and gender nonconforming students.	TK-12
Joven Noble/Xinachtli Curriculum	10-week culturally relevant social emotional curriculum	7-12
Mental Health Providers	Provide direct services for students in need of mental health support (individual, group)	TK-12
OC Bar Foundation	Youth Diversion Program	6-12
Office Discipline Referral, DataHub and Aeries DATA chats	District-wide review of data: daily, weekly, monthly, yearly	TK-12
Parent and Pupil Rights Handbook and Review	Start of the year communication regarding policies	TK-12
Parent Education/Institutes	Parent nights and classes	TK-12
Phoenix House	Social Emotional Learning; Behavior Prevention/Intervention	6-8
Positive Action	Universal classroom program	TK-12
Positive Behavior Interventions & Supports (PBIS)	District-wide framework to support the development of positive behaviors through a tiered approach: Universal instruction around positive behaviors (Tier 1), targeted behavior interventions (Tier 2), and individualized behavior interventions (Tier 3).	TK-12
Radiant Health	Provide direct services for students in need of mental support; LGBTQ+ allies	6-12
REACH CDS Reentry Program	Wraparound services at CDS to support expelled youth:	6-12

Re-Entry	Meetings to identify supports after mental health hospitalization or return from incarceration	TK-12
Red Ribbon Week	Special assemblies and school activities all week educating students on the dangers of drugs/alcohol	TK-12
Restorative Practices	System-wide strategies that seek to repair relationships that have been damaged to promote positive school climates	TK-12
SAUSD Police Department/Support Services Department Diversion Efforts	Youth Diversion Program	6-12
Second Step Curriculum	Universal classroom social and emotional learning curriculum	TK-8
SEiP Team	Social-Emotional Intervention Program (SEIP) Team to provide timely assessments of youth	TK-12
Skills Streaming Curriculum	Universal classroom program	9-12
Social Emotional Wellness and Mental Health 101	Professional development for teachers and support staff	TK-12
SocialWise	Individual and group mental health counseling	TK-5
Stop and Think Curriculum	Universal classroom program	TK-8
Student Study Team	School team comprised of administrator, counselor, classroom teacher(s), mental health provider, nurse, parent, etc. meet to discuss challenges at-promise students are facing at school and design an individualized plan (academics and behavior) for each student	TK-12
The Great Kindness Challenge	Bullying prevention initiative that educators can use to foster a positive school climate	TK-12
Threat Assessment/Management	Assess threat level and determine risk	TK-12
Trauma Training for Counselors	Counselors trained on impact of trauma and assessing risk factors	6-12
TUPE Grant	State grant supporting integrated tobacco, nicotine, and cannabis use prevention, intervention, and community resources.	6-12
Turning Point Counseling	Individual and group mental health counseling	TK-12
We Care Campaign	Mental Health and Suicide Awareness	TK-12
Western Youth Services Counseling	Individual and group mental health counseling	TK-12

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations may be placed in the following option:

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to the Orange County Department of Education ACCESS program.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.

Special Education and 504 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 (OCDE) per 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 the 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 per the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education (OCDE), 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 (OCDE) 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)].

Review For Gaps In Educational Services

In regard to gaps for the expulsion plan, a review of Board Policies: 5119, 5131, 5131.1, 5131.4-5131-62, 5144, 5144.1, 5145.4 and 5145.7 and Administrative Regulations: 5119, 5131.4, 5131.6-5131.63, 5144, 5144.1, 5144.2, 5145.4 and 5145.7 was conducted. In addition, an assessment of SAUSD expulsion data shows a continued positive downward trend of expulsion numbers with eight expulsions in 21-22, one in 22-23 and one year-to-date as of February 28, 2024, in 23-24. For a comparison perspective SAUSD expelled 59 students 10 years ago in the 2013-2014 school year but has been declining ever since. A move away from zero tolerance policies continues and a focus on school climate and safe schools has shown positive benefits to student behavior in maintaining a focus on positive reinforcement rather than punitive measures. A focus on identifying root causes of behavior or disciplinary issues within the school district provide opportunities to create behavior plans and identify motivating reinforcers instead of using suspensions, in a manner of working toward other means of correction. One area we seem to have a gap in, is seeing our expelled students successfully complete their rehabilitation plans at our

community day school. These students' data show improvement in their attendance and behavior since their expulsion but are not successfully returning to the comprehensive school sites. Less than 55 percent are matriculating back to comprehensive schools and many have left the district. We don't have access to data to capture where they have gone so this will require further research to see if we can determine the exact causes of the unsuccessful comprehensive return and district departure. Lastly, the Support Services Department meets with every student to review his/her rehabilitation plan to coordinate a successful warm hand-off transition reentry back to the comprehensive school setting.



Santa Ana Unified School District

Jerry Almendarez
Superintendent of Schools

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Updated Triennial District Expulsion Plan for 2024-27

ITEM: Consent

SUBMITTED BY: Bianca Barquin, Assistant Superintendent, K-12 Teaching and Learning

PREPARED BY: David Richey, Executive Director, Support Services

ITEM SUMMARY:

- Updated triennial District Expulsion Plan for 2024-27 with tiered interventions and enhanced mental health supports.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the updated triennial District Expulsion Plan for 2024-27, which focuses on countywide services for expelled students.

Education Code Section 48926 requires that the Orange County Department of Education (OCDE), Superintendent of Schools, develop an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. Beginning in 1997, each Orange County school district's governing board adopted the OCDE Expulsion Plan and subsequently approved the triennial updates. To demonstrate coherence with the Countywide Plan, the District's expulsion plan is included for Board review. The District Expulsion Plan includes the County's expulsion process and educational alternatives, which also incorporates additional District activities aimed at preventing student expulsions.

RATIONALE:

Every three years, school districts must update their district plan that provides education services for all expelled students within the county. School districts within Orange County and the OCDE provide a continuum of alternatives for students who are in need of traditional and/or alternative education options. Collaboration between the 28 school districts and the OCDE helped to remediate the gaps identified in the previous 2021-24 County Expulsion Plan. This revised 2024-27 Orange County Expulsion Plan for Educational Services provides a framework for educational programs and services to all expelled students in Orange County by:

- Updating educational alternatives for expelled pupils in Grades K-5; this remains a challenge for the county due to the small number of elementary expulsions, from a practical and cost-inhibitive perspective.
- Addressing limited special education placements in the OCDE ACCESS schools
- Strengthening support to improve the success of students' rehabilitation.
- Coordinating mental health services for county ACCESS and District students

The 2024-27 County Expulsion Plan will be submitted to the California Department of Education by June 30, 2024.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the updated triennial District Expulsion Plan for 2024-27.

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BOARD OF EDUCATION

Carolyn Torres, President • Alfonso Alvarez, Ed.D., Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves, Member • Rigo Rodriguez, Ph.D., Member



Santa Ana Unified School District

Jerry Almendarez
Superintendent of Schools

April 3, 2024

Excerpt for Approval of Updated Triennial District Expulsion Plan for 2024-27

At its Regular Board Meeting on Tuesday, March 26, 2024, the Santa Ana Board of Education addressed Agenda Item 10.2, which proposed the Approval of the Updated Triennial District Expulsion Plan for 2024-27. The updated plan emphasizes tiered interventions and enhanced mental health supports, aligning with the requirements set forth by Education Code Section 48926 and the Orange County Department of Education Superintendent of Schools.

The Board unanimously approved the Approval of the Updated Triennial District Expulsion Plan for 2024-27 as part of the Consent Calendar as listed below.

Motion by Dr. Rodriguez, second by Dr. Alvarez

Final Resolution: Motion Carries 5-0

Yes: Ms. Torres, Dr. Alvarez, Mr. Bustos, Ms. Brazer Aceves, Dr. Rodriguez

Official minutes will be confirmed at the Board Meeting on April 23, 2024. This letter serves as a preliminary record until such time. For further inquiries, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Almendarez", written in a cursive style.

Jerry Almendarez
Superintendent of Schools

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Tuesday, March 26, 2024

Board Results

10. APPROVAL OF CONSENT CALENDAR

10.1 Approval of Regular Board Meeting Minutes - March 12, 2024	5-0
10.2 Approval of Updated Triennial District Expulsion Plan for 2024-27	5-0
10.3 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips	5-0
10.4 Approval of District Payment for Advanced Placement Exam Fees for 2023-24 School Year	5-0
10.5 Approval of Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2023-24 School Year	5-0
10.6 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2023-24 School Year	5-0
10.7 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2023-24 School Year	5-0
10.8 Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for 2023-24 School Year	5-0
10.9 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2023- 24 School Year	5-0
10.10 Approval/Ratification of Listing of Disposal of Obsolete Unrepairable Computer Equipment and Miscellaneous Furniture	5-0
10.11 Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2023-24 School Year	5-0
10.12 Approval of 2024-25 Home to School Transportation Plan	5-0
10.13 Ratification of Purchase Order Summary and Listing of all Purchase Orders for the Period of February 28, 2024 through March 12, 2024	5-0

10.14 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of February 28, 2024 through March 12, 2024	5-0
10.15 Approval of Revised Job Description: Chief Communications Officer to Chief Communications and Community Relations Officer	5-0
10.16 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves	5-0
12. REGULAR AGENDA - ACTION ITEMS	
12.1 Approval of Memorandum of Understanding with Santa Ana Educators' Association Regarding Bridge Authorization Stipend	5-0
12.2 Approval of Board Members' Attendance at California School Boards Association Delegate Assembly, May 18-19, 2024	3-0-2
12.3 Approval of Board Members' Attendance at Local Progress 2024 National Convening, July 25-27, 2024	5-0
12.4 Approval of Board Member Attendance at California School Boards Association 2024 Coast2Coast, Washington D.C. Federal Advocacy Trip, April 8-10, 2024	4-0-1
12.5 Approval of Out of State Conference(s) for 2023-24 School Year	5-0
12.6 Authorization to Award Bid No. 12-24 for Purchase of Shade Structures	5-0
12.7 Approval of Change Order No. 2 for Bid Packages 1, 2, and 20 for Reconstruction Project at Washington Elementary School	5-0
12.8 Approval of Change Order No. 1 for General Package for Portables Installation Project at Sierra Preparatory Academy	5-0
12.9 Approval of Change Order No. 1 for Bid Package No. 15 for Culinary Arts and Automotive Career Technical Education Project at Valley High School	5-0
12.10 Approval of Deductive Change Order No. 2 for Bid Package No. 12 for Reconstruction Project at Washington Elementary School	5-0
12.11 Approval of Deductive Change Order No. 2 for Bid Package No. 12 for Culinary Arts & Automotive Technology Project at Valley High School	5-0
12.12 Authorization to Award Contract for Roofing Project at Carr Intermediate School	5-0
12.13 Authorization to Award Contract for Roofing Project at Edison Elementary School	5-0

12.14 Authorization to Award Contract for Roofing Project at MacArthur Fundamental Intermediate School	5-0
12.15 Authorization to Award Contract for Heating, Ventilation, and Air Conditioning Control Systems Upgrade Project at Santa Ana and Century High Schools	5-0
12.16 Authorization to Award Contract for Roofing Project at Santa Ana High School	5-0
12.17 Authorization to Award Contract for Safety and Security Classroom Doors Project at Taft Elementary School and Update Measure I Declining Balance	5-0
12.18 Acceptance of Completion of Contracts for Bid Packages 2, 6, 7, 10 and 16 for Culinary Arts and Automotive Career Technical Education Project at Valley High School	5-0
12.19 Acceptance of Completion of Contracts for Bid Packages 6 and 7 for Reconstruction Project at Washington Elementary School	5-0
12.20 Authorization to Reject All Bids and Rebid for Shade Structure Project at Advanced Learning Academy	5-0
12.21 Adoption of Resolution No. 23/24-3561 - Proclaiming April 2024 as National Arab American Heritage Month	5-0
12.22 Adoption of Resolution No. 23/24-3566 - Proclaiming April 2024 as Sexual Assault Awareness Month	5-0
12.23 Adoption of Resolution No. 23/24-3567 - Proclaiming April 22-26, 2024 as Afterschool Professionals Appreciation Week	5-0