

**Sutter County**  
**Plan for Providing Educational Services to Expelled**  
**Students 2024-2027**

By and Between  
Sutter County Superintendents of Schools Office

and

AeroSTEM Academy

Brittan Elementary School District

Browns Elementary School District

California Virtual Academy at Sutter

East Nicolaus Joint Union High School District

Franklin Elementary School District

Feather River Charter School

Live Oak Unified School District

Marcum-Illinois Union School District

Meridian Elementary School District

Nuestro Elementary School District

Pleasant Grove Joint Union School District

South Sutter Charter School

Sutter Peak Charter Academy

Sutter Union High School District

Twin Rivers Charter School

Winship Community School

Winship-Robbins Elementary School District

Yuba City Unified School District

Yuba City Charter School

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## I. Legislative Overview

California *Education Code (EC)* Section 48926 requires each county superintendent, operating County Community Schools (CCS) to develop, in conjunction with school district superintendents, a plan for providing educational services to all expelled students in that county.

The plan must be adopted by each school district's governing board and by the County Board of Education. Educational programs established to serve expelled youth may be provided by the school district, the County Superintendent of Schools, or in joint agreement with the County Superintendent of Schools.

Chapter 974, Section 8, was enacted into law in 1995, as a result of the passage of Assembly Bill 922, Friedman. Section 48926 requires the development of a plan for providing education services to all expelled students and the submission of the plan to the State Superintendent of Public Instruction prior to June 30, 1997, as well as triennial updates on June 30 thereafter, including the outcome data required by Section 48916.1. In addition, this plan shall be distributed to every district superintendent in Sutter County.

### **Education Code 48926**

*Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.*

*The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services for expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and are placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.*

*Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to 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 48916.1, on June 30<sup>th</sup> thereafter.*

### **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.*

## II. Expulsion

Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915 describe the offenses that may or shall result in the suspension or expulsion of a student from his/her school of attendance. Education Code 48916.1 requires the governing board of the

expelling district to ensure that an educational program is provided for the expelled pupil for the duration of the expulsion. Additionally, the governing board of the expelling district maintains the responsibility for developing a *Rehabilitation Plan* for the expelled student and referring the student to an appropriate educational setting. Part of this plan will include a review of the district rehabilitation conditions to be completed prior to readmission to the expelling district.

When the expelling district determines that an educational option does not exist within the district for grades 7-12 expelled students, the district may refer the student to Sutter County Superintendent of Schools (SCSOS) County Community Schools. SCSOS County Community Schools include Feather River Academy (FRA) and Pathways Charter Academy (PCA). SCSOS will review the rehabilitation plan and develop an Individual Learning Plan (ILP), which may include a goal of returning to the expelling district.

Staff from the County Superintendent's Office, in conjunction with the County Probation Department (when appropriate), and the referring school district, will collaboratively develop alternate strategies for those community school students who have difficulty meeting the terms of their plan or who continue to pose a danger to other students.

### **III. Countywide Educational Service Plan for Expelled Students**

Educational programs within Sutter County provide excellent opportunities for expelled students who are in need of traditional and/or alternative education programs. Local school districts offer a broad spectrum of services supplemented by Sutter County Superintendent of Schools programs, providing a continuum of services to expelled students.

- A. Intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the Sutter County Superintendent of Schools programs respond to student diversity and community needs by providing opportunities for academic, social, and emotional success. Educational leaders meet regularly throughout the year and throughout the county on a number of topics, including reviewing best practices in serving high-risk youth and families. These groups include, but are not limited to, Superintendents' Council, Curriculum and Instruction, Student Support and Outreach, Tri-County Induction Program, School Attendance and Review Board (SARB), Special Education Local Plan Area (SELPA), Human Resources, Internal and External Business, Adult Education, Tri-County ROP, Sutter One Stop, Shady Creek, Family Assistance Service Team (FAST) and The Family Intervention Team (FIT).

Each school district provides intervention strategies that may include, but are not limited to, providing counseling, student study teams, student care teams, academic and emotional assessments, parent training, in-school suspensions, off-campus suspensions, Special Education services, after school activities, School-Based Mental Health, and inclusion of Child Welfare and Attendance.

### **IV. Sutter County Superintendent of Schools Alternatives**

- County Community Schools educate students who are expelled from school districts or who are referred because of truancy or behavior problems. They also serve students who are homeless, on probation or parole, and who are not attending any school. Parents or guardians may also request that their child attend a county community school by submitting such a request to their district of residence.

#### V. Existing School District Alternatives

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A pupil whose behavior resulted in expulsion, including a stipulated expulsion, shall be given a *Rehabilitation Plan* that is designed by the expelling district. Student progress toward meeting the requirements of the *Rehabilitation Plan* should be monitored by the district of residence and the site of placement. Appropriate documentation should be maintained by the school of placement and presented to the expelling district upon a recommendation to return to the district. The *Rehabilitation Plan* may involve one or more of the options outlined below.

The governing board of each school district shall determine which educational alternatives are appropriate and available. Educational alternatives throughout Sutter County for pupils recommended for expulsion include but are not limited to

- Expulsion, suspended order, with placement on the same campus.
- Expulsion, suspended order, with placement on a different school campus within the district.
- Expulsion, suspended order, with placement in district independent study, if the parent/guardian consents.
- Expulsion with referral to a district community day school, if available.
- Expulsion with subsequent transfer to another district.
- Expulsion with referral and recommendation to SCSOS County Community Schools programs (grades 7- 12).

#### VI. County Community School Referral Process

The referring district shall provide the following documentation to SCSOS at the time of referral for enrollment:

- SCSOS County Community School Referral Form
- CSIS Number
- Expulsion Rehabilitation Plan (If expelled)
- Attendance and Discipline information
- Current transcripts and grades
- Assessment data
- Current SST Plan (if applicable)
- IEP/504 Plan (if applicable)

In addition, families/caregivers must provide a completed enrollment packet. Once all required information is received, a new student orientation is scheduled prior to enrollment. While SCSOS cannot guarantee that its schools will never become full and therefore unable to accept new students, SCSOS will attempt to maintain space for

expelled students through strategies such as limiting the enrollment of students who wish to attend the school on a voluntary basis in order to maintain space for students who are referred by probation, referred by a district, referred through SARB, or who have been expelled. Such strategies shall be implemented as SCSOS deems practical and reasonable, and as permitted by statute.

Expelled pupils referred to SCSOS County Community Schools, including Feather River Academy and Pathways Charter Academy, are under a *Rehabilitation Plan* developed by each district and will be held accountable to both the district and SCSOS for complying with the plan. For all pupils referred to a County Community School, if the placement does not result in meeting the pupil's needs or the pupil commits an offense(s) that precludes them from continuing at the county community school, the county community school staff will:

- a. Upon consultation with the expelling district, offer the student the option of enrolling in other programs available through SCSOS County Community Schools, or an alternative program operated by the expelling district
- b. Refer the pupil to the police department or probation (if appropriate)
- c. Inform and refer the pupil to their home district to find an alternative placement
- d. Inform the family/caregiver of the option of attending a charter school including charter schools other than a SCSOS County Community School, in or out of the county, or a private school (at the family's expense)

SCSOS County Community School staff will provide the expelling district with ongoing progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements for graduation. SCSOS County Community School staff will provide each district with the data necessary to meet all necessary reporting requirements associated with Education Code section 48916.1.

## **VII. Referral Process for Students Receiving Special Education Services**

For any pupil referred to SCSOS County Community Schools with an active IEP, the referring district must follow the established process to assure compliance with the Individuals with Disabilities Education Act (IDEA), Education Code section 56000, et seq, and Title 5 of the California Code of Regulations. The following steps include:

1. The referring district notifies county community school staff and SCSOS Special Education Administration of a pending referral to the County Community Schools.
2. The referring district will send to the County Community School staff and Sutter County Special Education administration the following documents:
  - a. Documentation of prior interventions
  - b. Transcript
  - c. All testing records (SBAC, CELDT, ELPAC, etc.)
  - d. Immunization records w/ TDAP
  - e. Discipline/behavior records
  - f. School attendance records
  - g. Expulsion documents (if the student is expelled)
  - h. Rehabilitation plan to return to the district (if the student is expelled)
  - i. Most recent IEP (if the student has an IEP) IEP should be current with updated progress
  - j. Most recent special education assessments within 3 year period otherwise



assessments should be updated before referring out

3. Upon receiving the corresponding documents from the referring district, the site administrator will review the information and determine a student's eligibility. Other staff will be used to review the information as needed - e.g., School Psychologist, Special Education Staff, Probation Officer, etc. Special Education students must be provided with the normal provisions, within SELPA timelines, to ensure the due process rights of the student and family, as well as ensure that the expelled student is placed in an appropriate environment that can meet the educational needs of the student per his or her IEP. This includes holding a Transition IEP Meeting once the student's referral has been reviewed and deemed appropriate by SCSOS Special Education Administration and County Community School staff. SCSOS staff must be in attendance at the student's Transition IEP. If the student's IEP stipulates services or materials not available on the County Community School campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials - e.g., transportation. No student with an IEP that does not provide for independent study will be placed in an independent study program.
4. Once the information has been received, the referring school district shall be notified as soon as possible but no longer than five working days if the SCSOS staff does not believe that it offers an alternative program appropriate for the student. A written explanation for the decision will be provided.
5. Once the student has been accepted, the parents/guardians are invited to an orientation meeting at the County Community School. SCSOS staff will notify the referring district if the parent misses two enrollment appointments or is not responsive to phone calls. SCSOS staff and the district will then determine the next steps.
6. Once the parent participates in the orientation meeting, the student may begin school immediately or on the following day.
7. If the DOR is not the local education agency responsible for special education, County Community School staff will invite the DOR to all IEP meetings.

#### **VIII. Support for Students Returning from Expulsion**

A transition team made up of SCSOS County Community School staff, and District of Residence staff, will review the status of each student enrolled, approximately 6 weeks before the end of each semester. This transition team will support the family with the application timeline and paperwork. The transition team will prepare a recommendation for the school board regarding each eligible student's readiness for readmission to a school maintained by the district or to the school the pupil last attended, and will and make recommendations as follows:

If readmission is determined to be the appropriate recommendation, a transition plan may be created. 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 student meets readmission criteria but desires to stay at the county community school, the transitions team's recommendation may involve approval of readmission

followed by approval of enrollment in the County Community School under the parent choice criteria.

If readmission not determined to be appropriate, the transition team should prepare a recommendation for a 1-semester or 1-year plan that clearly describes the criteria and actions required for re-admittance or removal of expelled designation.

Per education code 48916 the school board is ultimately responsible for reviewing each pupil not later than the last day of the semester in which the expulsion occurred, or one year from the date of expulsion for expulsions pursuant to 48915. Upon making a decision the board will communicate with parent/guardians and county community school staff and will begin plans for transition or modified rehabilitation contracts.

## **IX. Gaps in Educational Services for Expelled Students**

There were several potential gaps in providing a comprehensive service model for expelled youth in Sutter County as identified in the 2021 plan and others added in 2024. The districts and SCSOS must work to develop solutions that are both educationally sound and financially feasible.

- A. Identified Gap and Strategy:** A pupil expelled under Education Code section 48915 by a district could potentially re-offend under the same section during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.
  - 1. 2021 Strategy:**
    - a.** In consultation with the expelling district, students/families may be given the choice of transfer between FRA and PCA. Short-term Independent Study is offered through FRA and both independent study programs can make arrangements to meet with students outside of normal student attendance hours or at a mutually agreed upon off-site location.
    - b.** When all educational options available to SCSOS County Community Schools are exhausted, placement in a contiguous county will be explored. SCSOS has established a reciprocal relationship with Yuba and Colusa counties to address the service gap.
    - c.** Pupils have the option to apply to a private school at no expense to the school district or apply to a charter school, including charter schools other than a SCSOS County Community School, in or out of the county. The private school or charter school is not obligated to accept the pupil.

*This strategy has proven effective. The use of short or long-term independent study has allowed expelled youth to be served at the County Community School and not returned to*



*the district of residence.*

**B. Identified Gap and Strategy:** The geographic spread of schools in Sutter County presents a transportation challenge for the pupils and refers school districts to FRA.

**2. 2021 Strategy:**

- a. The County receives a limited number of referrals from schools not within the city limits of Yuba City. City bus passes are provided where appropriate. Two SCSOS staff members are available each morning to pick up students. In addition, students receive Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.
- b. SCSOS expanded Independent Study opportunities through the addition of PCA upon referral by the District of Residence.

*This strategy has proven effective. Through a combination of SCSOS individualized transportation and providing city bus passes when applicable, transportation has been removed as a barrier.*

**A. Identified Gap and Strategy:** Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, elementary schools expell very few students.

**3. 2021 Strategy:**

- a. Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost-prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. There is interest from the districts and the SCSOS to explore expansion to include community school options for elementary-aged students.
- b. SCSOS has added PCA as an Independent Study option for elementary students.

*The addition of Pathways Charter Academy as a County Community School has proven effective in meeting the needs of the expelled 7<sup>th</sup> and 8<sup>th</sup> grade students. Despite being primarily a non-seat based program, 7<sup>th</sup> and 8<sup>th</sup> grade students are required to attend a minimum of 2 hours per day.*

**B. Identified Gap and Strategy:** Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend FRA and may be referred back to their DOR.

**4. 2021 Strategy:**

- a. In an effort to support students and families, SCSOS will provide Independent Study with contacts limited to 'outside of normal student attendance hours' or enrollment in PCA if determined appropriate by SCSOS, DOR, and parents.
- b. Establishment of a flow chart ensuring the involvement of DOR, probation, and community school staff in problem-solving and exploration of service models prior to resorting to return to DOR.

*This strategy has proven effective. The use of short or long-term independent study has*

allowed expelled you to be served at the County Community School and not returned to the district of residence.

- C. **Identified GAP and Strategy:** All students have experienced some learning loss as a result of disruptions caused by COVID and the decreased instructional time.

5. 2021 Strategy:

- a. Students will be assessed to identify academic and social strengths and needs. An Individual Learning Plan (ILP) and Individual Success Plan (ISP) will be developed for each student. Supplemental supports and services will be assigned and monitored through the ILP/ISP.

*Individualized Learning Plans with academic and social emotional focus areas that are supported by additional counselor time, intervention specialist time and classroom support from 2-3 instructional aides has helped students to successfully reintegrate into in-person instruction.*

- D. **Identified GAP and Strategy:** It was difficult to support English Learners' progress toward fluency during COVID-19.

6. 2021 Strategy:

Supplemental services will be provided in the form of an online designated ELD curriculum and support from paraeducators. Since the return to in-person instruction, High Five for All strategies and designated ELD has been provided to support English Learners progress toward proficiency.

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

- A. **Identified Gap and Strategy:** A pupil expelled under Education Code section 48915 by a district could potentially re-offend under the same section during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.

A. 2024 Strategy:

1. In consultation with the expelling district, students/families may be given the choice of transfer between FRA and PCA. Short-term Independent Study is offered through FRA and both independent study programs can make arrangements to meet with students outside of normal student attendance hours or at a mutually agreed upon off-site location.
2. When all educational options available to SCSOS County Community Schools are exhausted, placement in a contiguous county will be explored. SCSOS has established a reciprocal relationship with Yuba and Colusa counties to address the service gap.
3. Pupils have the option to apply to a private school at no expense

to the school district or apply to a charter school, including charter schools other than a SCSOS County Community School, in or out of the county. The private school or charter school is not obligated to accept the pupil.

**B. Identified Gap and Strategy:** The geographic spread of schools in Sutter County presents a transportation challenge for the pupils and refers school districts to FRA.

**B. 2024 Strategy:**

1. The County receives a limited number of referrals from schools not within the city limits of Yuba City. City bus passes are provided where appropriate. Two SCSOS staff members are available each morning to pick up students. In addition, students receive Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.
2. SCSOS expanded Independent Study opportunities through the addition of PCA upon referral by the District of Residence.

**C. Identified Gap and Strategy:** Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, elementary schools expel very few students.

**1. 2024 Strategy:**

2. Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost-prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. There is interest from the districts and the SCSOS to explore expansion to include community school options for elementary-aged students.
3. SCSOS has added PCA as an Independent Study option for elementary students.

**D. Identified Gap and Strategy:** Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend FRA and may be referred back to their DOR.

**1. 2024 Strategy:**

2. In an effort to support students and families, SCSOS will provide Independent Study with contacts limited to 'outside of normal student attendance hours' or enrollment in PCA if determined appropriate by SCSOS, DOR, and parents.
3. Establishment of a flow chart ensuring the involvement of DOR, probation, and community school staff in problem-solving and exploration of service models prior to resorting to return to DOR.

**E. Identified Gap and Strategy:** Expelled youth on independent study may not be prepared to transition directly back to a traditional high school campus.

1. 2024 Strategy:

- a) Students who desire readmission and are eligible, based on the district rehabilitation plan, will be enrolled in FRA's seat based program for a minimum of 30 days prior to the school board review of the readmission request.

**X. School-Wide Focus and Foundation**

In 2020/21, the staff committed to becoming a Positive Behavior Interventions and Supports (PBIS) school and engaged in intensive training and implementation support with Placer County Office of Education training and support continued through 2021/22. In 2022/23 SCSOS added a coordinator position to continue the PBIS work with in-house support. 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. Staff, students, and families have identified a positive change in culture and atmosphere even in the early stages of implementation which occurred under pandemic conditions. In 2023/24 the county community school staff added an intensive focus on being trauma-informed and implementing Restorative Practices.

Mental and behavioral health continues to be an area of need for both students and families.

SCSOS County Community Schools have identified resources to implement strategic support for all students. The following represents key resources:

- A. Ensuring strong Tier I support including PBIS, Social Emotional Learning (SEL) signature practices, and also, providing equitable learning environments that emphasize unbiased, culturally and linguistically responsive instruction.
- B. Partner with the SCSOS Student Support and Outreach department for mental health support
- C. Increase the ratio of Counselors to students
- D. Study and implement concepts of Growth Mindset
- E. Study and implement concepts of Trauma Informed Care and Adverse Childhood Experiences (ACEs)
- F. Study and implement concepts of Restorative Justice
- G. Pursue mentoring opportunities

Long Term Outcomes - Decreases in:

- Suspension
- Students failing placement in the County Community School
- Discipline Referrals
- Referrals to Special Education
- Chronic Absenteeism
- Incidents of Bullying or harassment
- Risk Factors

Long-Term Outcomes- Increase in

- Pupil Attendance Graduation Rates

- Measure of Student Academic Achievement School Climate
- Average instructional time in integrated settings for students with IEPs and students' social-emotional competence.
- Protective Factors

## Intervention and Referral Report

As a condition of the re-authorization of the Sutter County's *Plan for Providing Educational Services to Expelled Students*, SCSOS County Community School staff will implement and send a bi-annual report to each expelled student's DOR keeping them up to date on their student's progress. This report will also include interventions that have been provided to students, students who have dropped from a SCSOS County Community School, students who have transferred to other educational settings, or who move from the area as changes take place.

Interventions provided to students, which may be included in the report, are:

- Warnings/resets
- Parent/Teacher Contact
- Referral to on-site counseling and/or Student Support and Outreach staff
- Exclusion from school activities
- Behavior contract
- Community referral services
- Parent visitation in class
- Student Care Team
- Projects on campus
- Community service
- In-school suspension
- Behavior support plan
- Placement in an alternative classroom for a defined time period
- Referral to SARB
- Increased Home Visits and Parent participation
- Trauma Informed Care Process, i.e. ACEs survey
- Partnership with Sutter County Probation
- PBIS
- Practices of Restorative Justice
- Access to Career Technical Education (CTE)

As deemed appropriate, SCSOS County Community School staff will make appropriate referrals for students who meet the criteria for the following services and programs:

- Forward Thinking Journaling
- Cognitive Behavioral Therapy for Substance Using Adolescents
- The Parent Project
- Sutter-Yuba Behavioral Health (SYBH)
- Children Systems of Care (CSOC)
- Seeking Safety

- Grief Counseling
- Brief Intervention
- Why Try
- Student Support and Outreach Student Care Team (SCT)
- Aggression Replacement Therapy (ART)
- Transitional Aged Youth (TAY)
- Family Assistance Service Team (FAST)
- The Family Intervention Team (FIT)
- Youth for Change
- Coordinated Entry
- Hands of Hope
- Yuba Sutter Food Bank
- Sutter County Welfare Services
- Sutter County One Stop and Adult Education
- Alta California Regional Center
- Sutter County Public Health
- Sutter County Welfare Division



## H. Revenue

The referring district will pass all ADA and other revenue generated by pupils while in attendance at FRA or PCA, including but not limited to Supplemental and Concentration funds, Lottery, and special one-time funds to SCSOS. For students receiving special education services, the referring district, not SCSOS, shall be responsible for all special education costs per the Sutter SELPA billing model. If the student changes District of Residence or District of Attendance while enrolled in SCSOS County Community School, the district that would otherwise be responsible for Special Education costs had the student not been enrolled in the CCS shall be responsible for Special Education costs. The District of Special Education Accountability will be included through the IEP process. For out-of-county placements, please refer to the SELPA interagency agreement. Districts shall be directly involved in creating new programs that address specific district needs and which may generate costs for the districts. In the event the districts request services or programs that create additional costs, each district's share of those costs will be billed back to the districts based on their share of the program's usage. A district's share of program usage will be calculated based on the district enrollment of students on December 1st of each school year.

Districts agree to notify SCSOS by January 15<sup>th</sup> of the school year, prior to implementing alternative programs that would result in significant loss of ADA for the community school. The notification would allow SCSOS to make appropriate adjustments in staffing for the following year and present March 15<sup>th</sup> certificated lay-off notifications as required by the Education Code, if necessary. Should a district fail to notify SCSOS in a timely manner, and deficits result, the district will be included in the bill based on figures generated from the prior attendance period, whether the district remains in the program or not.

## Sutter County

### Plan for Providing Educational Services to Expelled Students

**2024-2027**

California Education Code Section 48926 requires each county superintendent of schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. It further requires that the governing board of each school district within the county and the county board of education adopt the plan. Finally, this section requires that "each county superintendent of schools, in conjunction with the superintendents of local school districts.... shall submit a triennial update to the plan." In order to satisfy the legal requirement for a triennial update to the plan, I submit the following request on behalf of my district.

*As superintendent, I would like to request that the Plan for Providing Educational Services to Expelled Students be submitted for triennial update in June 2024.*



AeroSTEM Academy

*Heather Azevedo*

Heather Azevedo (Apr 3, 2024 09:19 PDT)

Brittan Elementary School District

*Kerrie Corbridge*

Kerrie Corbridge (Mar 12, 2024 08:13 PDT)

Browns Elementary School District

*Apris Wawn*

California Virtual Academy at Sutter



Neil Stinson (Mar 12, 2024 09:40 PDT)

East Nicolaus Joint Union  
High School District

*Darcy Bellega*

Feather River Charter School

*Lisa Shelton*

Lisa Shelton (Mar 25, 2024 11:40 PDT)

Franklin Elementary School District

*Matthew Gulbrandsen*

Matthew Gulbrandsen (Mar 11, 2024 15:46 PDT)

Live Oak Unified School District



Maggie Irby (Mar 19, 2024 16:42 PDT)

Marcum-Illinois Union School District

3/11/24

Board Meeting Date

3/12/2024

Board Meeting Date

03/12/2024

Board Meeting Date

03/11/2011

Board Meeting Date

03/11/2024

Board Meeting Date

03/04/2024

Board Meeting Date

Board Meeting Date

03/13/2024

Board Meeting Date

Board Meeting Date

Chris Meyer  
Chris Meyer (Mar 1, 2024 15:10 PDT)  
Meridian Elementary School District

3/14/24  
Board Meeting Date

Pat M.  
Pat M. (Mar 13, 2024 11:04 PDT)  
Nuestro Elementary School District

3/12/2024  
Board Meeting Date

Dave Tarr  
Dave Tarr (Apr 8, 2024 07:45 PDT)  
Pleasant Grove Joint Union  
School District

3-12-24  
Board Meeting Date

OTO  
OTO (Apr 1, 2024 14:20 PDT)  
South Sutter Charter School

Board Meeting Date

Erno Metz  
Sutter Peak Charter Academy

Board Meeting Date  
4-9-2024

Ryan Robison  
Ryan Robison (Mar 25, 2024 12:15 PDT)  
Sutter Union High School District

Board Meeting Date  
3-13-2024

Obie Luff  
Obie Luff (Mar 11, 2024 16:09 PDT)  
Twin Rivers Charter School

Board Meeting Date  
3-4-24

Darcy Belluga  
Winship Community School

Board Meeting Date  
4-10-2024

Dawn Carl  
Dawn Carl (Mar 11, 2024 15:05 PDT)  
Winship-Robbins School District

Board Meeting Date

Yuba City Unified School District  
andrew  
Yuba City Charter School

Board Meeting Date  
3/6/2024  
Board Meeting Date

[Signature]  
Sutter County Superintendent of Schools

6-12-24  
Board Meeting Date

