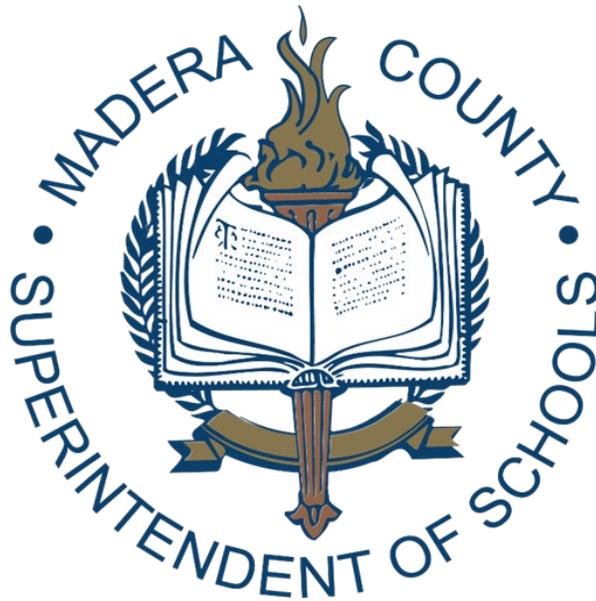


# MADERA COUNTY

## Plan for Providing Educational Services to Expelled Youth (Triennial Update) June 30, 2021



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## I. OVERVIEW

The Madera County Superintendent of Schools (MCSOS) and the Governing Boards of each school district within Madera County believe that students are entitled to a free and appropriate public education. At the same time, acknowledgement is made that not all students can succeed, for a variety of reasons, on a comprehensive school campus.

California Education Code Section 48926 states, “Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.”

Representatives from all Madera County school districts have met to discuss the changes that have occurred since the 2018 plan was written, to assess whether progress has been made in closing the gaps in services identified in 2018, and to identify any new gaps.

Madera County’s four unified school districts, four elementary school districts, one high school district, charter schools, and the Madera County Superintendent of Schools served 33,415 students in 2019-20.

California Education Code Section 48916.1 states, “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion...”

The educational placement is determined on an individual basis by the school district’s governing board based on (1) seriousness of the offense, (2) available educational alternatives, and (3) other related factors.

The Madera County Superintendent of Schools continues to provide an educational option for expelled students in an effort to meet the needs of the districts, students, and parents of Madera County. District level alternatives for expelled students will vary by district.

California Education Code Section 48926 also states, “The plan shall be adopted by the governing board of each school district within the county and by the county board of education.” The Madera County Educational Plan for Expelled Students was approved by every district Board of Trustees and the Madera County Board of Education as listed on page 5 of the 2003 plan. The plan was reviewed in 2006, 2009, 2012, 2015, 2018, and 2021, by each district superintendent.

### **School District Educational Alternatives for Expelled Students**

School districts located within Madera County provide a number of options for expelled pupils, depending on the specific violation of California Education Code Sections §48900, §48900.2, §48900.3, §48900.4, and §48900.7. The alternative education program to which an expelled pupil may be assigned is preceded by a decision made by the local governing board which may provide for one of the following expulsion orders describing the students' educational placement:

- Expulsion, suspended order, with placement on the same school campus (Education Code §48917(a))
- Expulsion, suspended order, with placement on a different school campus within the district (Education Code §48917(a))
- Expulsion, suspended order, with voluntary enrollment in district independent study, if the parent and student consent (Classroom instruction must be available upon parent or student request)
- Expulsion, suspended order, with subsequent transfer to another district
- Expulsion with referral to a district community day school program if available
- Expulsion with subsequent recommendation to charter school options

Parents may also elect to enroll their student in a charter school or private school. Costs for private school or charter school, if any, are the responsibility of the parent. School districts offer a public-school option for expelled students.

Actual referral to a district community school program or a county school program is made by the school district governing board with recommendations from the district discipline review board or by another established district referral process as required by statute.

In order to minimize the number of suspensions and expulsions, the MCSOS and school districts in Madera County implement actions to create positive school climates and promote social-emotional learning using research-based strategies. MCSOS and school districts in Madera County implement multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success. Specific interventions implemented in Madera County schools include Positive Behavioral Interventions and Supports (PBIS), Bullying Prevention, Suicide Prevention, Peer Mediation, Teen Parenting, Anger Management, Alcohol and Other Drugs (AOD) Services provided by Madera County Behavioral Health, after school credit recovery classes, and additional counseling services. In addition, there are several informal programs meant to help students connect to their educational programs. Schools in Madera County involve families in a variety of contexts to support student success. Schools provide ongoing communication to parents about the importance of school attendance and behavior in relation to academic achievement. Schools involve parents in the education of their child(ren) and decision-making venues. Students who return to their districts after fulfilling the terms of their expulsions receive the aforementioned multi-tiered system of support

### **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
- Madera County Superintendent of Schools Charter Schools

*Please Note: The Madera County Superintendent of Schools is not legally responsible to continue service with a student and may refer back to the District should MCSOS not be able to serve the student.*

### **Madera County Superintendent of Schools Educational Alternatives for Students**

The Madera County Superintendent of Schools Alternative Education program identified four goals with progress indicators for the Local Control and Accountability Plan (LCAP) based on the 10 State Priorities and a needs analysis. The Alternative Education LCAP addresses State Priority 9, the coordination of instruction of expelled pupils pursuant to Education Code §48926.

The Madera County Superintendent of Schools offers the following options for youth:

- Daily classroom-based instruction for students in grades 9-12
- Contracted study programs known as Independent Study (IS) for all grades that require students to complete a minimum of 25 hours of education product per week are available for students whose needs can be met through this form of instruction.

The Madera County Superintendent of Schools assigns staff members with the proper credentials authorizing instructional services. All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions. Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal regulations.

In Madera County, services to students who have been expelled are provided through a continuum of services. The district-operated community day schools are an option for expelled students in those districts which provide community day schools. The county-operated charter schools remain an option for students expelled from their local school district. When the enforcement of the expulsion is suspended, students may have several options available within their local district. When the enforcement of a student's expulsion is not suspended, the student may still have district options as well as MCSOS charter schools.

**Madera County Superintendent of Schools Programs**  
**District Referral 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 regular district programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, district community day school program, if available, or the Madera County Superintendent of Schools Charter Schools.

For students with an identified disability, a local education agency representative must consult with a representative from the Madera County Superintendent of Schools Alternative Education program, if this program may be considered as a placement option by the IEP team. A representative from the Alternative Education program must attend the IEP team meeting when placement decisions are made for the Alternative Education program. All psychological assessments for referred students must have been conducted within the past two years.

An Individual Learning Plan (ILP) will be developed with the student, the student's parent(s), and county office staff in the Madera County Superintendent of Schools charter school. Part of this plan includes a goal of returning the student to the school district of residence after the district expulsion term.

The Madera County Superintendent of Schools is not legally responsible to continue service with a student and may refer back to the district of residence to determine placement.

Referrals from the districts to the county-operated school programs are made directly to the Madera County Superintendent of Schools Alternative Education Division.

## II. SUMMARY OF GAPS AND STRATEGIES 2018-2021

- 1.0 **Academic Performance Gap:** There is a large gap in academic performance between expelled youth and all students in Madera County. Many expelled students have not been successful academically, have not been engaged in school, and are not consistently prepared for post-secondary success.

Strategies:

- Career Technical Programs
- Academic Support
- Blended Learning programs for Independent Study students
- Project Based Learning
- Counseling services
- Special Education and English Learner (EL) staff development

- 2.0 **Inter-district Attendance Gap:** Students referred to MCSOS programs can have a gap in transition to and from district of residence that can impact their educational progress.

Strategies:

- Enrollment and referral procedures

- 3.0 **Poor Student Attendance:** Students in MCSOS and district alternative programs have poor attendance that can impact their educational success.

Strategies:

- Communication with home/parent
- Transportation support
- SARB process

- 4.0 **Geographic Challenges:** Madera County covers a larger geographic area and has many rural and remote districts, including those in the foothills and mountains of Eastern Madera County. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by MCSOS and other districts.

Strategies:

- Maintain district options
- Pioneer Technical Center, Chowchilla
- MCSOS Alternative Charter Schools
- Transportation support

**5.0 Lack of Services:** Expelled Youth lack access to many needed school and community services to support their education and continued enrollment.

Strategies:

- Foster Youth
- Local partnerships
- Probation
- Educational conferences and learning opportunities

**6.0 COVID-19 Pandemic:** While the COVID-19 pandemic was not an identified gap with subsequent strategies of the last plan, the pandemic was a significant event during 2018-2021 plan cycle.

Strategies:

- Distance Learning
- Technology
- Social-emotional Check-ins with students
- Small Cohort Instruction
- Return to In-person instruction

### III. EVALUATION OF 2018-2021 COUNTY AND DISTRICT GAPS AND STRATEGIES FOR PROVIDING EDUCATION SERVICES

Madera is a largely rural county with high levels of poverty, a high rate of teen pregnancy, and a very limited public transportation system. Prior to 2015, the statewide budget crisis reduced services from other state agencies as well as services within the Madera County districts. Since 2015, Madera County Superintendent of Schools increased support services to expelled students by adding additional psychology services, a drug and alcohol counselor, support services for academic counseling including a Pupil Personnel Services (PPS) counselor, a student responsibility center, providing transportation, additional elective courses, and online courses to help students who are credit deficient. Furthermore, the Alternative Education Programs of MCSOS developed a Pregnant and Parenting Teen Conference, Peer Leadership Group, and Manufacturing Day.

Listed below is the evaluation of the 2015-2018 County and District Gaps and Strategies for Providing Education Services to Expelled Youth.

#### GAPS AND STRATEGIES 2018-2021

Through a county-wide collaborative process, gaps have been identified in respect to providing educational services to expelled students. The identified gaps are listed below, along with suggested strategies for addressing the gaps.

- 1.0 There is a large gap in academic performance between expelled youth and all students in Madera County. Many expelled students have not been successful academically, have not been engaged in school, and are not consistently prepared for post-secondary success.

*County/District strategies that addressed this gap:*

#### **Career Technical Programs**

Pioneer Technical Center offers Career Technical Educational programs to engage students in school and provide training for post-secondary employment after graduation. Currently, Pioneer Technical Center offers classes in Welding, Construction, and Child Development/Careers in Education for all students. Other CTE pathways are being considered for future growth of CTE offerings, as well.

#### **Academic Support**

Academic support classes are offered daily in English/Language Arts, Mathematics, Science, Social Science, and English Language Development to assist all students struggling to achieve academically across the curricula of our program. These support classes have assisted in helping students successfully graduate CAES programs including 121 graduates in 2018, 85 graduates in 2019, and 82 graduates in 2020.

### **Blended learning programs for Independent Study**

MCSOS expanded blended learning models in 2018-19 for all students in each of the three charter sites. Traditionally, expelled youth are not students who enter any of our programs on or above grade level in either English/Language Arts or mathematics. Consequently, those same students were not likely to be on grade level in science or social science. The Blended learning model provided smaller and academically supportive environments for expelled students who have difficulty in a traditional independent study program. The Madera County Independent Academy charter school experienced a shift in focus from grades Pre-K-12 instruction to a focus on grades Pre-K-8 independent study program. This independent study program also offers blended learning opportunities for all students in the program.

### **Project Based Learning**

The MCSOS charter schools experienced increased access to technology at every grade level including shared chromebook carts at each site, desktop computer pods for MCIA, and new Promethean boards at each site for teachers to use to support instruction. During the 2020-21 school year, as a result of the COVID-19 pandemic, all students were provided chromebooks and hotspots for use from home. While Project-Based Learning was a goal for all students to increase engagement and learning, it has not been fully realized given our independent study model, particularly during the pandemic crisis. Project-based Learning is still in development for CAES schools.

### **Counseling**

During this period of time, academic counselors provided counseling services to all incoming students to the CAES program that included credit evaluations, course selections, also regularly meeting with students to monitor progress toward graduation. Counselors evaluated all incoming students to determine qualifications for programs such as:

- **AB 167/216, Pupils in foster care:** High school graduation requirements
- **AB 1806, Pupil services:** Homeless children or youth
- **AB 2306, Juvenile court school pupils**
- **AB 2121, Pupil instruction:** coursework and graduation requirements: Migratory children and newly arrived immigrant pupils
- **AB 365, Pupil instruction:** coursework and graduation requirements: Children of military families

Additionally, Golden Valley Unified School District provides an Educational Options Alternative Education Program Counselor for intervention with GVUSD expelled youth in the areas of attendance and behavioral strategies. MUSD has counselors placed at all campuses for assisting with student needs.

Yosemite Unified School District employs an Intervention Specialist for working with expelled youth in their alternative educational placements.

### **Special Education and English Learner Staff Development**

Professional learning for all teachers has been a significant focus during the last 3 years. All professional learning began with, and continually reinforces, the idea of building deeper relationships with students to enhance their learning and academic proficiency. Beginning school year 2018-19, all CAES staff engaged in weekly professional development through a late start program model. School schedules allow 90 minutes weekly for staff development. Areas for development have included unpacking the Common Core State Standards, ELA/ELD standards alignment, EL Master Plan development and training, student engagement strategies, technology strategies, classroom management and behavioral strategies, Social-Emotional training, formative/summative assessments including data disaggregation, technology integration, etc.

**Summary Statement:** Each of the employed strategies for the Academic Performance Gap were successful in providing new opportunities for Career Technical education options for students enrolled in Madera County programs. New academic supports were developed to assist all students in greater access to course curriculum and academic proficiency. Students have blended learning as an intensive intervention to assist with skills development in required courses. Counseling services have assisted families in having greater level of information about charter programs, graduation requirements, and post-secondary opportunities. Teachers and support staff have been in an intensive focus of weekly professional development program designed to improve teaching and learning for all students of MCSOS programs.

- 2.0 Students referred to MCSOS programs may have a gap in transition to and from district of residence that may impact their educational progress.

*County/District Strategies for Addressing this Gap:*

#### **Enrollment and referral policies**

Any time there is a gap of instruction for any student, learning is lost. During the period from 2018 to present, district liaisons and the CAES Counseling specialist maintained direct communication regarding all students being referred to the MCSOS CAES division. This ongoing dialog allowed for the direct expediting of enrollment for expelled youth to our programs in an effort to greatly reduce or eliminate any gap of enrollment and instruction for all expelled youth.

**Summary Statement:** MCSOS programs and district partners have been successful in closing the transition gap for all students as they transition between programs throughout Madera County schools and districts.

- 3.0 Students in MCSOS and district alternative programs have poor attendance that can impact their educational success.

*County/District Strategies for Addressing this Gap:*

Currently, based on state reporting, students at MCSOS charter schools and district alternative schools have high rates of chronic absenteeism. This can have a negative impact on their overall academic success. Several policies have been put in place to address poor attendance.

**Communication with home/parent**

All parents and students are made aware of the importance of attending school beginning with the induction meeting between CAES counselor, parent, and child. Attendance protocols and expectations are detailed in the CAES Parent Handbook including consequences for not abiding by the master enrollment agreement. Attendance interventions are three-step in nature: a verbal warning, a written warning to the parent noting the concern, and finally a meeting with the program director/site principal. If the student continues to be absent after these steps, in some cases, another meeting with the principal and teacher might take place, but in most cases, the parent is notified that their student is being referred back to their district of origin for non-attendance. On a positive note, each CAES school maintains student recognition programs for all students to honor and praise perfect attendance for all qualifying students.

District and county partners utilize a variety of programs to keep parents informed of student attendance during the school year. These programs include Parent Square, school counselors, Child Welfare and Student Advocates, Blackboard, Aeries, etc.

**Transportation support**

Students in need of transportation are provided with MAX or Dial-A-Ride tickets upon request so they can make their weekly appointments at MCIA or PTC. Home to school transportation has been provided by the home district for special education students in need to Pioneer Technical Center, Madera as well.

**SARB process**

Local SARB implementation continues throughout the county, either in single districts or through district level collaboration. Madera Unified, the largest district, operates its own SARB. In Chowchilla, there is a multi-district collaboration involving Alview-Dairyland, Chowchilla Union High School District, and Chowchilla Elementary School District. Golden Valley Unified School District administers a SARB for its district. There is a collaborative in Eastern Madera County between Bass Lake Elementary, Yosemite Unified, Raymond-Knowles, and Chawanakee Unified, as well. Beginning June 2019, district representatives began participating in a SARB forum hosted by MCSOS for the purposes of discussing strategies to increase student attendance county-

wide, and to network with partnering agencies to better assist school districts in keeping students in school. This forum has many partners outside of education including law enforcement, Madera County Probation, the Madera County District Attorney, and Department of Social Services to name a few.

**Summary Statement:** MCSOS and partner districts have successfully intervened in poor student attendance through the use of the SARB process. With several boards working in Madera County, all are working toward closing the attendance gap for all students, thereby also increasing learning and student achievement by helping families keep their children in school.

4.0 Madera County covers a large geographic area and has many rural and remote districts, including those in the foothills and mountains of Eastern Madera County. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by MCSOS and other districts.

*County/District Strategies for Addressing this Gap:*

#### **Maintain district options**

Districts in remote areas have developed local alternative programs for expelled students when it may not be practical for students to attend a county program. Such school options are listed in the school district profiles found in item V. Current Educational Options for Expelled Students: School district programs/options found on page 15.

#### **Pioneer Technical Center, Chowchilla**

MCSOS offers Pioneer Technical Center, Chowchilla, a satellite campus for Pioneer Technical Center, as an educational option for expelled youth, grades 5-12, of Alview-Dairyland, Chowchilla Elementary, and Chowchilla Union High School districts.

#### **MCSOS Alternative Charter Schools**

MCSOS has relocated charter schools to locate all Madera programs in a central area so that students may access educational services in close proximity to other county services.

MCSOS offers Pioneer Technical Center, an independent study charter program geared for students who are credit deficient, and an educational option for expelled students in need of specific support. MCSOS has also augmented a brand-new, state of the art Career Technical Education building as part of Pioneer Technical Center, which currently houses two of three CTE pathways for students.

#### **Transportation Support**

Foster youth, homeless, and pregnant and parenting teens who failed to come to school on a regular basis were provided transportation tickets for the local Madera

public transportation, and MCSOS continues to contract with Madera Unified to provide home to school transportation to students who are attending Pioneer Technical Center.

**Summary Statement:** MCSOS and district partners have successfully maintained educational options for expelled youth throughout the county as remote districts have maintained local options, MCSOS has Pioneer Technical Center and alternative charters available for all students, and transportation support is provided using local public transportation and district support as needed.

5.0 Expelled Youth lack access to many needed school and community services to support their education and continued enrollment.

*County/District Strategies for Addressing this Gap:*

**Foster Youth**

The County Foster Youth Liaison and district liaisons work to provide services to students in all of the districts in Madera County, conducting programs that support Foster Youth, Homeless, and Pregnant or Parenting Teens, to succeed in school including post-secondary education workshops, college visits, providing high school seniors with matriculation support for community colleges, parent workshops, etc.

**Local partnerships**

MCSOS has developed partnerships with local agencies to support the needs of many expelled youth, including Child Care services through Community Action Partnership for parenting teens. This allows pregnant and parenting students to remain in school and continue education. MCSOS programs will refer students as is appropriate to Madera County Behavioral Health.

**Probation**

The Madera County Probation Department works with expelled students who are on probation with issues of school attendance and drug testing, and meet with students as part of the Court Day School Program. Probation also partners with MCSOS to assist with athletic tournaments, parent events, field trips, and other activities to support positive experiences for expelled youth.

**Educational conferences and learning opportunities**

MCSOS hosts an annual pregnant and parenting teen conference that is supported by Madera County Public Health, Planned Parenthood, Valley Children’s Hospital, Camarena Health, First Five Madera, and other community organizations.

In partnership with the Madera Compact, MCSOS provides the opportunity for expelled youth to attend Manufacturing Day where students receive firsthand information and exposure to post-secondary career opportunities in Madera County.

PTC Students annually attend the regional Career Tech Expo in Fresno, sponsored by the Fresno County ROP. This event allows students to meet with representatives from various Fresno county industry sectors and provides “hands-on” career exploration opportunities for all students.

**Summary statement:** Expelled youth in Madera County have many educational supports in place to ensure continued enrollment in school. County and district partners including Foster Youth liaisons, community partnerships, and Madera County Probation, provide social-emotional support, academic support, and numerous educational conferences and other learning opportunities to help students graduate high school and be ready for college and career opportunities.

**6.0 COVID-19 Pandemic:** While the COVID-19 pandemic was not an identified gap and strategy of the last plan, the pandemic was a significant event during the execution of this plan. On March 13, 2020, the governor of California mandated all schools were to close for in-person instruction for all students and staff. Staff members of all programs had very little time to prepare for such a dramatic shift in preparing students for instruction while at home during the closure.

*County/District Strategies for Addressing this Gap:*

### **Distance Learning**

The beginning weeks of the pandemic period had all students working from home with teacher developed work packets to continue learning, while teachers contacted students by phone at home on an “at-least” weekly basis, or more, as needed. This initial process evolved into a full Distance Learning model in which all students would receive their learning via technology including being equipped with Chromebooks, hotspots, and paid connectivity as needed. Distance Learning became the primary learning mode for the first three quarters of the 2020-2021 school year for all students and teachers.

### **Technology**

During the first month of school year 2020-2021, students and teachers were equipped with the appropriate technology to continue learning and instruction while at home. Teachers were equipped with laptops, extra monitors, and headsets as tools to deliver instruction. Teachers used program applications like Zoom, Google Classroom, and GoogleMeets as forums to carry out instruction for all students.

### **Weekly Independent Study Appointments**

During the pandemic, instruction for all students began as weekly independent study meetings in which teacher and student would meet for their class session. Teachers began each meeting with social-emotional check-ins with each child. These check-ins allowed staff members to connect with their students to ensure their needs at home were being met including food, shelter, healthcare issues,

school supplies, etc. The pandemic affected students in numerous ways and having these check-in opportunities was an invaluable tool in making sure students could focus on their learning to the best of their ability while at home. Teachers were responsible to document all student and parent contacts on a weekly basis in PowerSchool, our student information system. Having these weekly check-ins allowed for teachers to continue building relationships with students and their families, thus strengthening trust between school and home.

### **Small Cohort Instruction**

As was feasible during the pandemic, small cohort instruction allowed for small groups of students and teachers returned to in-person instruction following strict Public Health guidelines regarding social distancing and sanitation/disinfecting of all classroom spaces on a daily basis. Cleaning protocols were established for COVID-19 infections that may have occurred in a given cohort and classroom. Pioneer Technical Center opened a small cohort for the Introduction to Welding course at the beginning of January 2021, which allowed ten students and teacher to meet twice weekly. This small cohort was highly successful as mostly all cohort sessions were full throughout the duration of the cohort model.

### **Return to In-Person Instruction**

Beginning April 6, 2021, Madera County Superintendent of Schools resumed In-person instruction for all students. Staff members returned to campus to resume instruction from their respective campuses. Students had the choice of returning in person or continuing on Distance learning through the end of the 2020-2021 school year. Returning students and staff members were responsible to adhere to all Social Distancing Protocols and disinfecting procedures for maintaining COVID-19-free campuses as best as possible.

**Summary statement:** The COVID-19 pandemic began in March 2020, and is still active during the writing of this plan. Expelled Youth were accommodated during the pandemic with continuous support both academically and socially/emotionally on a weekly basis. Students and teachers were provided technology devices to accommodate distance Learning for all, and some students were able to add small cohort learning to their schedules with the Introduction to Welding course. Each of these steps helped keep learning alive for students and teachers through the pandemic, but no benefit was greater than keeping our students and teachers connected during this time.

**County School Discipline Data: Suspensions and Expulsions**

Over the past five years, MCSOS and Madera County districts developed interventions and strategies to encourage academic and school success and reduce suspensions and expulsions.

**Table 1: Countywide Suspension and Expulsion Data 2015-2020**

Madera County	14-15	15-16	16-17	17-18	18-19	19-20*
Student Enrollment	32,463	32,767	33,160	33,318	33,416	33,415
Students Suspended	2,381	2,347	2,303	2,080	2,018	1,195
Total Suspensions	4,944	4,172	3,824	3,431	3,308	1,863
Suspension Rate	7.3%	7.2%	6.9%	6.2%	6.0%	3.6%
Students Expelled	57	106	42	95	88	44
Expulsion Rate	0.16%	0.30%	0.13%	0.28%	0.26%	0.13%

*\*2019-2020 data is not comparable to similar data from other years due to the COVID-19 pandemic*

Conclusions of Table 1, Madera County Suspension and Expulsion Summary Data:

1. Student enrollment increased steadily over the six-year period from 2014 to 2020.
2. Overall student suspensions decreased each year.
3. Overall total Suspensions decreased each year.
4. Suspension rates decreased steadily each year as the total suspensions decreased.
5. Expulsions saw dramatic changes by nearly doubling from 2015-16, then decreased by more than half in 2016-17, and then doubling again in 2017-18.
6. All data reflected for 2019-2020 does not represent a complete year of student discipline data.

When referencing student suspension and expulsion data spanning the school years of 2014-15 to 2019-2020, the next logical conversation details suspension and expulsion data disaggregated by ethnicity. A review of these groups for Madera County includes the following: African-American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Pacific Islander, White, and Two or More Races. In reviewing the data obtained from Dataquest, not all ethnic groups were statistically significant in contributing to the overall suspension and expulsions rates for Madera County over the course of the last three years. Student ethnic groups statistically significant, meaning greater than 5 total suspensions, are represented in tables 2-4.A including African-American, American Indian or Alaska Native, Hispanic or Latino, White, or Two or More Races students. Statistically insignificant student groups are Asian, Filipino, and Pacific Islander. Tables 2-2.B is Madera County Suspension Data by Ethnicity for School Years 2017-2020.

**Table 2: Madera County Suspension Data by Ethnicity 2019-2020**

Student Group	Cumulative Enrollment	Cumulative Enrollment (%)	Students Suspended (%)	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	33,415*	-	-	1,863	1,195	3.6	71.0	29.0
African-American	502	1.5	4.6	105	55	11.0	50.9	49.1
American Indian/Alaska Native	371	1.1	1.3	28	16	4.3	56.3	43.8
Hispanic/Latino	24,781	74.2	75.6	1,403	903	3.6	71.4	28.6
White	6,434	19.3	15.9	276	190	3.0	75.8	24.2
Two or More	548	1.6	2.2	44	26	4.7	69.2	30.8

\*2019-2020 data is not comparable to similar data from other years due to the COVID-19 pandemic

**Table 2.A: Madera County Suspension Data by Significant Student Group 2018-2019**

Student Group	Cumulative Enrollment	Cumulative Enrollment (%)	Students Suspended (%)	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	33,416	-	-	3,308	2,018	6.0	66.7	33.3
African-American	549	1.6	4.4	164	88	16.0	60.2	39.8
American Indian/Alaska Native	378	1.1	2.0	55	40	10.6	77.5	22.5
Hispanic/Latino	24,628	73.7	73.7	2,446	1,487	6.0	66.9	33.1
White	6,604	19.8	17.4	548	352	5.3	67.6	32.4
Two or More	517	1.5	1.5	50	31	6.0	67.7	32.3

**Table 2.B: Madera County Suspension Data by Significant Student Group 2017-2018**

Student Group	Cumulative Enrollment	Cumulative Enrollment (%)	Students Suspended (%)	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	33,318	-	-	3,431	2,080	6.2	69.0	31.0
African-American	573	1.7	5.0	193	105	18.3	58.1	41.9
American Indian/Alaska Native	374	1.1	1.5	43	31	8.3	71.0	29.0
Hispanic/Latino	24,468	73.4	74.7	2,606	1,553	6.3	68.3	31.7
White	6,704	20.1	16.2	490	336	5.0	75.9	24.1
Two or More	508	1.5	1.9	67	40	7.9	62.5	37.5

Conclusions of Tables 2, 2.A, and 2.B: Madera County Suspension Data:

1. There was a significant decrease in total suspensions from 2012-18 to 2019-20\*.
2. There was a decrease in total suspensions for Hispanic/Latino students from 2017-18 to 2018-19.
3. There was a decrease in total suspensions for African-American students from 2018-18 to 2018-19.
4. There was an increase in Total suspensions for white students from 2017-18 to 2018-19.
5. There was an increase in the percentage of multiple suspensions for both Hispanic/Latino and white students between 2017-18 and 2018-19.

**Table 3: Madera County Expulsion Data by Significant Student Group 2019-2020**

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	33,415*	44	44	0.13
African-American	502	2	2	0.40
American Indian/Alaska Native	371	0	0	0.00
Hispanic/Latino	24,781	36	36	.015
White	6,434	3	3	0.05
Two or More Races	548	2	2	0.36

*\*2019-2020 data is not comparable to similar data from other years due to the COVID-19 pandemic*

**Table 3.A: Madera County Expulsion Data by Significant Student Group 2018-2019**

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	33,416	88	88	0.26
African-American	549	2	2	0.36
American Indian/Alaska Native	378	1	1	0.26
Hispanic/Latino	24,628	77	77	0.31
White	6,604	6	6	0.09
Two or More Races	517	1	1	0.19

**Table 3.B: Madera County Expulsion Data by Significant Student Group 2017-2018**

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	33,318	95	94	0.28
African-American	573	1	1	0.17
American Indian/Alaska Native	374	1	1	0.27
Hispanic/Latino	24,468	86	85	0.35
White	6,704	6	6	0.09
Two or More Races	508	1	1	0.20

Conclusions of Tables 3, 3.A, and 3.B: Madera County Expulsion Data:

1. Hispanic or Latino and White students comprise the two largest student groups in Madera County for the three-year comparison.
2. Total student expulsions county-wide were trending downward over the three-year period, despite the COVID-19 pandemic rendering 2019-2020 an incomplete year for data comparison.
3. Hispanic or Latino student expulsions decreased from 2018-19 to 2019-2020.
4. There were no significant population changes over the three-year span for any student group.
5. African American student expulsions doubled from 2017-18 to 2018-19.
6. White student expulsions remained constant from 2017-18 to 2018-19.

#### IV. GAPS AND STRATEGIES 2021-2024

Through a county-wide collaborative process, gaps have been identified in respect to providing educational services to expelled students. The identified gaps are listed below, along with suggested strategies for addressing the gaps.

- 1.0 The COVID-19 pandemic began in March, 2020, and lasted for the entirety of the 2020-2021 school year. Historically, expelled students are not academically successful and this last 14-month period will only increase the academic achievement gap, thus affecting students becoming college and career ready post-high school.

*County/District strategies for addressing this gap:*

##### **Direct Academic Support for Students Below Grade Level**

Beginning August 2021, Pioneer Technical Center and Madera County Independent Academy staffs will provide Accelerated Learning classes for students who are below grade level in English language arts and Mathematics. These classes will focus on building grade level subskill development to help students become grade level proficient, allowing for greater success and access to other offered curricula.

- 2.0 Chronic Absenteeism continues to be a significant problem for MCSOS and district alternative programs during the COVID-19 pandemic.

*County/District strategies for addressing this gap:*

##### **School-To-Home Communication with Families**

MCSOS programs have brought the ParentSquare program into regular use for all families. The goal of using this program is to connect home and school in the easiest, most relevant manner for CAES parents and families. ParentSquare allows families direct communication with school and teachers, and by parents feeling more connected to their child's school. ParentSquare also has an outstanding translation feature and will be an excellent tool to assist all families in reducing chronic absenteeism, particularly among our most at-risk students.

##### **Administrative Home Visits**

MCSOS administration has developed a home visit program for our neediest students focused specifically on enrollment, attendance, and academic success, and any Social-emotional concerns that may exist as a result of this pandemic. Administrators and counselors strategically target visiting homes of students that are not fulfilling their enrollment master agreements because of attendance issues and lack of submitted student work. By making home visits, MCSOS leaders have an opportunity to partner with families to get students back to school with a greater chance to earn credit toward their high school diplomas.

### **Parent Workshops**

MCSOS administration will develop parent workshops to assist parents and guardians in understanding concerns specific to student mental health issues including, but not limited to, Anxiety/Depression, Suicide Prevention, Grief & Loss, Effects of Trauma in Children, and Student Wellness Strategies.

### **Continue SARB Process**

MCSOS and partner districts will continue to utilize established SARB panels throughout Madera County in an effort to formally assist families with children in need of regular school attendance. The SARB process is a countywide collaboration involving all districts of Madera County. MCSOS will continue with a SARB county wide collaborative, a group that meets twice yearly, which includes representatives from each district, the District Attorney, Madera County Probation, and members of Madera County Behavioral Health as partners in the process of getting students back to school.

- 3.0 The COVID-19 pandemic began in March, 2020, and lasted for the entirety of the 2020-2021 school year. The immediate concern for MCSOS staff is the potential lasting Social-Emotional concerns students may now have heading into later stages of this pandemic. Social-Emotional issues only further the achievement gap for students that are already academically vulnerable. As previously stated, expelled students are not traditionally academically successful and this last 14-month period will only increase the academic achievement gap, thus affecting students becoming college and career ready post-high school.

*County/District strategies for addressing this gap:*

#### **Social-Emotional Support for Students, Staff**

The emotional toll of the COVID-19 pandemic will not be fully realized for some time after the pandemic has ended. Since the beginning of the COVID-19 pandemic, CAES staff members have been involved in periodic professional learning as an opportunity to learn how to provide self-care for themselves during the lockdown, and in turn, provide care for family members at home, and the students they serve in CAES programs. Social-Emotional Support will continue for both students and staff to include further training for staff members, and Social-Emotional support for students. This support may take several forms including utilizing school psychologist or counselor services, or partner agencies that will provide needed services to students and families.

- 4.0 Students may have suffered credit deficiency issues due to Distance Learning during the Covid-19 pandemic, only making attaining graduation more difficult for expelled youth to attain.

*County/District strategies for addressing this gap:*

#### **Credit Recovery Options for Students**

Students in grades 9-12 are responsible to earn sufficient credit to graduate high school programs. Students not successful due to Distance Learning will be provided other opportunities to recover credit and get back on their graduation

track plans for program completion. Online courses are available to all students for credit recovery, and acceleration courses will be made available for students not on grade level in English language arts and Mathematics.

**Technology support**

MCSOS will continue to provide students with technology support to include Chromebooks, hotspots, and technology support through the MCSOS IT division for school year 2021-2022. Providing these levels of support continues to assist students in having greater access to credit recovery and acceleration class support for students.

## V. CURRENT EDUCATIONAL OPTIONS FOR EXPELLED STUDENTS: SCHOOL DISTRICT PROGRAMS/OPTIONS

**ALVIEW-DAIRYLAND UNION SCHOOL DISTRICT**  
**12861 Avenue 18 ½**  
**Chowchilla, CA 93610**

**Phone: 559/665-2394**  
**Fax: 559/665-7347**

**Contact Person: Sheila Perry, Superintendent**

[sperry@adusd.us](mailto:sperry@adusd.us)

The district is located in rural Chowchilla, serves 359 students, and has two elementary schools:

1. **Alview School:** K–Grade 3  
20513 Road 4  
Chowchilla, CA 93610

**Phone: 559/665-2275**

2. **Dairyland School:** Grades 4-8  
12861 Avenue 18 ½  
Chowchilla, CA 93610

**Phone: 559/665-2394**

Expulsions are a rare occurrence in the Alview-Dairyland School District because staff members are committed to meeting the needs of all students and explore all options available to find a solution that prevents further problems. Should there be no alternative except expulsion, a neighboring school district is approached about an inter-district transfer.

Expelled students from the 7<sup>th</sup> or 8<sup>th</sup> grade are recommended to programs in Chowchilla that are operated by the Madera County Superintendent of Schools.

**BASS LAKE JOINT UNION SCHOOL DISTRICT**  
**40096 Indian Springs Road**  
**Oakhurst, CA 93644**

**Phone: 559/642-1555**  
**Fax: 559/642-1556**

**Contact Person: Randall M. Seals, Superintendent**

[rseals@basslakesd.org](mailto:rseals@basslakesd.org)

Bass Lake Joint Union School District is located in the mountains of Eastern Madera County. The district encompasses the following sites:

- 1. Fresno Flats Community Day School: K-8** **Phone: 559/642-1578**  
43109 Highway 49  
Ahwanee, CA 93601
- 2. Oak Creek Intermediate School: 6-8** **Phone: 559/642-1570**  
40094 Indian Springs Road **Fax: 559/683-7279**  
Oakhurst, CA 93644
- 3. Oakhurst Elementary School: K-5** **Phone: 559/642-1580**  
49495 Road 427 **Fax: 559/642-1584**  
Oakhurst, CA 93644
- 4. Wasuma Elementary School: K-8** **Phone: 559/642-1585**  
43109 Highway 49 **Fax: 559/642-1594**  
Ahwahnee, CA 93601

The Bass Lake Joint Union Elementary School District (BLJUESD) typically suspends expulsions, develops individual rehabilitation plans, and assigns excluded students to Fresno Flats Community Day School (FFCDS). If a student continues to experience difficulties, the student is placed on home studies.

The FFCDS program is quite successful in BLJUESD because it provides the opportunity for students to succeed in a smaller, highly structured environment. Students may be placed in the FFCDS program for a variety of reasons, including expellable offenses, poor attendance, violence against other students, defiant or disrespectful behavior, academic deficits, and other factors that inhibit their ability to be successful in the regular school environment. In such situations, district and school leaders work collaboratively with the students and their parents for placement at FFCDS prior to experiencing behaviors or conditions that warrant mandated placement. Students who experience placement at FFCDS often return to mainstream settings to experience success not only in completing their K-8 education, but also in high school.

FFCDS is located on a site adjacent to Wasuma Elementary School. It functions in a multi-graded capacity to meet the individual needs of the students. The academic programs at FFCDS are comparable to those available to pupils of similar age in the district. The instructional approach is usually intense, as the majority of students are often behind academically. Individual and small group approaches are employed throughout the day.

An academic paraprofessional is employed for a portion of each day to provide additional academic support for students, including increased one-on-one assistance. The development of positive social skills is a primary goal for students at FFCDS. Designed by the school psychologist/counselor and facilitated by the school's instructor, positive social skills exercises and training occurs throughout the school day.

District schools work in cooperation with the Madera County Sheriff's Department Youth Probation Officer, who serves eastern Madera County Schools. In addition, a district psychologist provides counseling services. If in-depth counseling is needed, referrals are made to appropriate outside agencies such as Madera County Behavioral Health or private behavioral health professionals. School Attendance Review Board (SARB) referrals are not routinely utilized, as their effectiveness has been limited because of workload constraints within the judicial system.

**CHAWANAKEE UNIFIED SCHOOL DISTRICT**  
**26065 Outback Industrial**  
**O’Neals, CA 93645**

**Phone: 559/877-6209**  
**Fax: 559/877-2065**

**Contact Person: Dr. Marcy Guthrie, Superintendent**      [mguthrie@mychawanakee.org](mailto:mguthrie@mychawanakee.org)

Chawanakee Unified School District is located in eastern Madera County and serves TK-12 students at the following school sites:

- 1. Chawanakee Academy: K-12**      **Phone: 559/868-4200**  
46655 Road 200, PO Box 210      **Fax: 559/868-4222**  
O’Neals, CA 93645
  
- 2. Hillside Elementary School: K-8**      **Phone: 559/822-4141**  
800 Treasure Hills Drive      **Fax: 559/822-4191**  
Madera, CA 93636
  
- 3. Manzanita Community Day School: 4-12**      **Phone: 559/877-6209**  
32996 Road 228      **Fax: 559/877-7147**  
North Fork, CA 93643
  
- 4. Minarets High School: 9-12**      **Phone: 559/868-8689**  
45077 Road 200      **Fax: 559/868-8686**  
O’Neals, CA 93645
  
- 5. Mountain Oaks High School: 9-12**      **Phone: 559/877-4440**  
33030 Rd. 228      **Fax: 559/877-4430**  
North Fork, CA 93643
  
- 6. North Fork Elementary School: K-8**      **Phone: 559/877-2215**  
33087 Road 228      **Fax: 559/877-2377**  
North Fork, CA 93643
  
- 7. Spring Valley Elementary School: K-8**      **Phone: 559/868-3343**  
46655 Road 200, PO Box 9      **Fax: 559/868-3407**  
O’Neals, CA 93645

Chawanakee Unified’s standard expulsion procedure is to suspend an expulsion (unless a weapon was involved), write a rehabilitation plan, and assign the student to one of the community day schools. If a weapon was involved or the student violates the rehabilitation plan, the student is assigned to the Community Day School or to the Madera County Superintendent of Schools Community School in Madera. Another option, on a case-by-case basis, is to negotiate with a neighboring school district to provide services during the term of the expulsion or put the student on independent study.

On-site counseling services are provided throughout our school district. Counseling services are available through site-based counselors and through a partnership with Cornerstone Counseling, an outside agency.

The district’s psychologist is available for counseling services when district and partnership counselors are not immediately available. Law enforcement through Madera County Sheriff’s Department and Probation Department are available as needed and are reliable partners in serving students and families. Cornerstone Counseling assists with providing support to students and families who may need assistance with parenting, placement, and accountability. Chawanakee Unified School District utilizes the SARB process, PBIS, and Attendance Recovery to support students who struggle with behavior and/or attendance issues that are not resolved with site-based interventions.



as needed; and the other is a formal probation officer who reports on an “as needed” basis. CESD also accesses the local SARB Board for students with attendance issues.

**CHOWCHILLA UNION HIGH SCHOOL DISTRICT**  
**805 Humboldt Avenue**  
**Chowchilla, CA 93610**

**Phone: 559/665-1331**  
**Fax: 559/665-1881**

**Contact Person: Ron Seals, Superintendent**

[sealsro@chowchillahigh.org](mailto:sealsro@chowchillahigh.org)

The Chowchilla Union High School District has one traditional high school and one alternative high school. Sites are:

1. **Chowchilla Union High School:** grades 9–12  
805 Humboldt Avenue  
Chowchilla, CA 93610  
**Phone: 559/665-1331**  
**Fax: 559/665-1074**
2. **Chowchilla Adult/ISP:** 9-12  
544 Trinity  
Chowchilla, CA 93610  
**Phone: 559/665-5683**  
**Fax: 559/665-5936**
3. **Gateway High School:** (Continuation) grades 9–12  
1013 Orange Avenue  
Chowchilla, CA 93610  
**Phone: 559/665-1331 x2245**  
**Fax: 559/665-2220**

Chowchilla Union High School (CUHS) has experienced a significant reduction in expulsion since changing the policy of Suspended Expulsions to Behavior Contracts. Starting in the 2014-15 school year, CUHS implemented behavior contracts instead of suspended expulsions for first time drug offenders and other serious but not expellable offenses. In these behavior contracts are individual rehabilitation plans written which include stipulated conditions and a community service component that must be met. Students who are first time drug offenders must enter the Drug Opportunity Class (DOC) and adhere to mandatory drug counseling.

Students with mandated expulsions or who have violated the terms of their Behavior Contracts are recommended to Pioneer Technical Center, Chowchilla, an educational opportunity operated by Madera County Superintendent of Schools (MCSOS). The Vice Principal of Attendance & Discipline contacts the Coordinator/Principal of MCSOS Alternative Education to confirm the student’s expelled status via a written referral. Arrangements are then made with parents to facilitate the enrollment of students into Pioneer Technical Center Chowchilla and insure the timely exchange of educational information.

Students are given the opportunity to return to CUHS after they have successfully completed their rehabilitation plan and term of expulsion. Placement review meetings are held each semester to determine if expelled students are eligible to re-enter CUHS the up and coming semester.

CUHS works in cooperation with the local SARB Board, has a full-time on-site police officer five days a week, access to counseling services through Madera County Mental Health as well as three full-time school counselors, a full-time school psychologist, and assistance from a probation officer as needed.

**GOLDEN VALLEY UNIFIED SCHOOL DISTRICT**  
**37479 Avenue 12**  
**Madera, CA 93636**

**Phone: 559/645-7500**  
**Fax: 559/645-7144**

**Contact Person: Kuljeet Mann, Director of Student Services**      [kmann@gvUSD.k12.ca.us](mailto:kmann@gvUSD.k12.ca.us)

Golden Valley Unified School District (GVUSD) provides educational services at Liberty High School, Ranchos Middle School, Sierra View Elementary, Webster Elementary, and several Educational Options sites.

GVUSD serves students at the following sites:

**Elementary Schools**

1.      **Sierra View Elementary School: K-6**      **Phone: 559/645-3560**  
16436 Paula Rd.      **Fax: 559/645-5161**  
Madera, CA 93636
  
2.      **Webster Elementary School: K-6**      **Phone: 559/645-3540**  
36477 Ruth Avenue      **Fax: 559/276-1921**  
Madera, CA 93636

**Middle School**

3.      **Ranchos Middle School: 7-8**      **Phone: 559/645-3550**  
12455 Road 35 ½      **Fax: 559/645-3565**  
Madera, CA 93636

**High School**

4.      **Liberty High School: 9-12**      **Phone: 559-645-3500**  
12220 Road 36      **Fax: 559/645-4769**  
Madera, CA 93636

**5. Educational Options Programs:**

12150 Road 36,      **Phone: 559/645-3580**  
Madera, CA 93636      **Fax: 559/645-3581**

- **Centennial Independent Study School: K-12**
- **Independence Continuation High School: 9-12**
- **Lincoln Community Day School: 7-12**
- **Valley Teen Ranch Community Day School: 7-12**
- **Golden Valley Adult Education**

- 6. Children’s Hospital of Central California School: K-12 Phone: 559/353-3580**  
9300 Valley Children’s Place Fax: 559/353-3581  
Madera, CA 93636

### Expulsion Process

The Golden Valley Unified School District processes expulsions in closed expulsion panels. The panel then forwards their recommendation to the School Board for review and action. Statutory timelines may cause a student to be out of school for several weeks. When this is the case, the student is offered independent study until the Expulsion Panel meeting in which their expulsion case is to be considered.

Expulsion orders are suspended in most cases, depending upon the severity of the offense. If the expulsion is suspended, the student may be placed in a GVUSD Educational Options program or the school from which they are being recommended for expulsion. Expelled students who have their expulsion suspended are placed on a rehabilitation plan that stipulates the conditions that must be met for the student to return to the school from which they were expelled.

If there is a strong potential for danger to self or others or if the student’s presence creates an extreme and pervasive disruption, the student is expelled and placed in a GVUSD Educational Options school or a school through the Madera County Superintendent of Schools. Expelled students are placed on a rehabilitation plan that stipulates the conditions that must be met for the student to return to GVUSD and the school from which they were expelled.

Students who are referred to MCSOS will be subject to a paper review by the Alternative Educational Placement Team. This committee, composed of District and MCSOS personnel, meets weekly. The primary function of the committee is to insure the timely exchange of educational information in order to make the transition as seamless as possible.

### **Alternatives to Suspension:**

All GVUSD schools practice progressive discipline with alternatives to suspension/expulsions to minimize school exclusions in lesser offenses. These include:

1. Parent/Student/Teacher/Administrator conferences
2. Lunch and after school detention
3. Community service
4. Saturday school
5. Involuntary/Voluntary transfers to one of the 6 alternative programs within the district
6. Positive climate building events through Leadership classes
7. Relationship building with school and community

**MADERA UNIFIED SCHOOL DISTRICT**  
**1902 Howard Road**  
**Madera, CA 93637-2128**

**Phone: 559/675-4500**  
**Fax: 559/675-1186**

**Contact Person: Todd Lile, Superintendent**

**ToddLile@maderausd.org**

The district serves federal preschool and K-12 students in 1 preschool 18 elementary schools, 3 middle schools, 3 comprehensive high schools, and 3 alternative high schools. The district also operates an Adult Education Program. The sites, all with Madera addresses, are:

**Preschool**

- 1. Madera Preschool** **Phone: 559/675-4490**  
1816 Howard Rd, Suite 1 **Fax: 559/675-3655**

**Elementary Schools**

- 1. John Adams School: K-6** **Phone: 559/674-4631**  
1822 National Avenue **Fax: 559/674-3867**
- 2. Alpha School: K-6** **Phone: 559/661-4101**  
900 Stadium Road **Fax; 559/673-0931**
- 3. Berenda School: K-6** **Phone: 559/674-3325**  
26820 Club Drive **Fax: 559/674-5617**
- 4. Cesar Chavez Elementary: (K-6)** **Phone: 559-664-9701**  
2600 East Pecan Avenue **Fax: 559-664-9716**
- 5. Dixieland School: K-8** **Phone: 559/673-9119**  
18440 Road 19 **Fax: 559/673-8232**
- 6. Eastin Arcola: K-8** **Phone: 559/674-8841**  
29551 Avenue 8 **Fax: 559/674-2566**
- 7. Howard School: K-8** **Phone: 559/674-8568**  
13878 Road 21 ½ **Fax: 559/673-5882**
- 8. LaVina School: K-8** **Phone: 559/673-5194**  
8594 Road 23 **Fax: 559/673-9091**
- 9. Lincoln School: K-6** **Phone: 559/675-4600**  
650 Liberty Lane **Fax: 559/674-3061**

- |   |  |
|---|--|
| <b>10. James Madison School: K–6</b><br>109 Stadium Road      | <b>Phone: 559/675-4630</b><br><b>Fax: 559/661-8397</b> |
| <b>11. Millview School: K–6</b><br>1609 Clinton Avenue        | <b>Phone: 559/674-8509</b><br><b>Fax: 559/674-9683</b> |
| <b>12. James Monroe School: K–6</b><br>1819 North Lake Street | <b>Phone: 559/674-5679</b><br><b>Fax: 559/674-3008</b> |
| <b>13. Nishimoto School: K-6</b><br>26460 Martin Street       | <b>Phone: 559/664-8110</b><br><b>Fax: 559/664-8343</b> |
| <b>14. Parkwood School: K-6</b><br>1150 E. Pecan Avenue       | <b>Phone: 559/673-2500</b><br><b>Fax: 559/673-9822</b> |
| <b>15. Pershing School: K-6</b><br>1505 E. Ellis              | <b>Phone: 559/664-9741</b><br><b>Fax: 559/664-9756</b> |
| <b>16. Sierra Vista School: K–6</b><br>917 East Olive Avenue  | <b>Phone: 559/674-8579</b><br><b>Fax: 559/674-1503</b> |
| <b>17. George Washington School: K-6</b><br>509 South Street  | <b>Phone: 559/674-6705</b><br><b>Fax: 559/674-7386</b> |
| <b>18. Virginia Lee Rose School: K-6</b><br>1001 Lily Street  | <b>Phone: 559/662-2662</b><br><b>Fax: 559/673-3642</b> |

**Middle Schools**

- |   |  |
|---|--|
| <b>19. Jack G. Desmond: 7-8</b><br>26490 Martin Street      | <b>Phone: 559/664-1775</b><br><b>Fax: 559/664-1308</b> |
| <b>20. Thomas Jefferson: 7–8</b><br>1407 Sunset Avenue      | <b>Phone: 559/673-9286</b><br><b>Fax: 559/673-6930</b> |
| <b>21. Martin Luther King, Jr.: 7–8</b><br>601 Lilly Street | <b>Phone: 559/674-4681</b><br><b>Fax: 559/674-4261</b> |

**High Schools**

22. **Madera High School: 9–12** Phone: 559/675-4444  
200 South “L” Street Fax: 559/675-4531
23. **Madera South High School: 9-12** Phone: 559/675-4450  
705 W. Pecan Avenue Fax: 559/674-9985
24. **Matilda Torres High School** Phone: 559/416-5909  
16645 Rd. 26 Fax: 559/674-1015
25. **Mountain Vista High School: 9-12** Phone: 559/675-4580  
1901 Clinton Street Fax: 559/675-4568

**Alternative Schools**

26. **Furman High School** Phone: 559/675-4482  
955 W. Pecan Avenue Fax: 559/675-3811
27. **Madera Adult Education** Phone: 559/675-4425  
955 W. Pecan Avenue Fax: 559/675-4562
28. **Ripperdan Community Day School** Phone: 559/674-0059  
26133 Avenue 7 Fax: 559/674-7422

**Expulsion Process**

The Madera Unified School District has traditionally processed expulsions by conducting hearings before Administrative Hearing Panels. The findings of fact and conclusions are then conveyed to the Board of Education for final action. Because of statutory timelines and other procedural delays, students might find themselves out of school for several weeks.

Beginning with the 2003-04 school year, the District has also employed a “stipulated expulsion” procedure. The expellee and parents stipulate the essential facts of the case and agree with the recommendation of expulsion, bypassing the hearing process. A waiver stating parents will not appeal the expulsion is also signed.

With those assurances in place, the MCSOS Administration and Pioneer Technical Center has agreed to accept and place those students who have entered into stipulated agreements while Board of Education ratification is pending. This acceleration of timelines has greatly benefited students with stipulated expulsions because such students are rarely out of school for more than one or two weeks. Parents are also informed that MCSOS programs including Pioneer Technical Center are programs of choice, and that they have the right to pursue other educational opportunities for their child in the event of expulsion from MUSD.

### K-6 Students

When students who are enrolled in kindergarten through sixth grade (K-6) are expelled, their orders are usually suspended and, in most cases, the students are placed at alternative sites.

### 7-8 Students

The expulsion orders of seventh or eighth grade students may also be suspended, depending upon the charges and the circumstances involved in the individual cases. When expulsion orders are suspended, most often the students are assigned to a different school site, rather than being allowed to remain at the site where the offenses took place.

### 9-12 Students

High-school-aged students, who are placed on suspended orders, are usually referred to alternative programs. These include Mountain Vista, a continuation school or to Ripperdan, a Community Day School. Occasionally, students are referred to Furman High School (a school offering independent study) or to Pioneer Technical Center (a charter school). Students who are referred to either Furman or Pioneer are also offered “seat-time” program alternatives in order to comply with EC 48917.

Pupils enrolled in 9<sup>th</sup>-12<sup>th</sup> grades, for whom expulsion orders are not suspended – usually those pupils who have violated provisions of Education Code sections 48915(a) or (c) – are referred to Madera County Superintendent of Schools.

### Recommendations to Madera County Superintendent of Schools

Students who are referred to Madera County Superintendent of Schools will be subject to a review by MUSD’s Director of Pupil Services and the principal of Pioneer Technical Center at the end of each semester. The primary purpose of this meeting is to insure the timely exchange of educational information in order to make the transition from one program to another as seamless as possible.

**RAYMOND-KNOWLES UNION ELEMENTARY SCHOOL DISTRICT**

**P.O. Box 47**

**Raymond, CA 93653**

**Phone: 559/689-3336**

**Fax: 559/689-3203**

**Contact Person: Michelle Townsend, Superintendent**

**[mtownsend@rkusd.org](mailto:mtownsend@rkusd.org)**

Raymond-Knowles Union School District is located in the foothills of Madera County and serves students at one school site:

**1. Raymond-Knowles School: K-8**

31828 Road 600

Raymond, CA 93653

**Phone: 559/689-3336**

**Fax: 559/689-3203**

Expulsion of a student at Raymond-Knowles Union School District is a rare occurrence due to effective behavioral intervention practices. Raymond-Knowles School works to minimize the number of suspensions leading to expulsion with the following:

- Positive Behavior Interventions
- Individualized behavior plans
- Frequent communication with parent/guardians
- Counseling services

Raymond-Knowles school rarely has expulsions. In the event a student is expelled, the following would be options for the student and their families:

- Suspend the expulsion and enroll the student into our Independent Study Program
- Place the student in a Madera County Superintendent of Schools program.
- Partner with a neighboring district to enroll the student into one of their expelled youth programs.
- In some instances, RKS will work with the student and the parent/guardian to have students re-enter the general education program with a plan in place that would include, but may not be limited to, an individualized behavior plan that would support the student academically and socially, a rehabilitation plan written that may include periodic review, recommendations for improved academic performance, tutoring, special education assessments, counseling, community service, or other rehabilitative programs. With parent/guardian consent, students who have been expelled for reasons related to substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

**YOSEMITE UNIFIED SCHOOL DISTRICT (YUSD)**

**50200 Road 427  
Oakhurst, CA 93644**

**Phone: 559/683-8801  
Fax: 559/658-2034**

**Contact Person: Marcia Miller** [mmiller@yosemiteusd.org](mailto:mmiller@yosemiteusd.org)  
**Assistant Superintendent, Chief Academic Officer**

**Sites**

- 1) Yosemite High School: 9-12** **Phone: 559/683-4667**  
50200 High School Rd, **Fax: 559/683-4160**  
Oakhurst, CA 93614
  
- 2) Coarsegold Elementary: K-8** **Phone: 559/683-4842**  
45426 Road 415 **Fax: 559/683-2625**  
Coarsegold, CA 93614
  
- 3) Rivergold Elementary: K-8** **Phone: 559/658-7566**  
31800 Road 400 **Fax: 559/658-7244**  
Coarsegold, CA 93614

**Educational Options Schools**

- 1) Educational Options Program** **Phone: 559/683-8801**  
50200 Rd 427 **Fax: 559/683-2359**  
Oakhurst, CA 93644
  
- 2) Yosemite Adult School** **Phone: 559/683-8801**  
50200 Rd 427 **Fax: 559/683-2359**  
Oakhurst, CA 93644

**District Community Day Schools**

- 1) Meadowbrook Community Day School: 5-8** **Phone: 559/683-3533**  
45426 Road 415 **Fax: 559/683-3533**  
Coarsegold, CA 93614
  
- 2) Campbell Community Day High School: 9-12** **Phone: 559/683-8801x352**  
49980 Road 427 **Fax: 559/658-2359**  
Oakhurst, CA 93644

## **Overview**

The Yosemite Unified School District (YUSD) fosters a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. We recognize that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior.

The administration, teachers, and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. Discipline is handled equitably throughout the school district. Corrective action is taken whenever a student violates a discipline rule of the school or district. Various levels of consequences may be implemented prior to suspension. Consequences may include conferences, behavior contracts, recess restriction, detention, and on-campus suspension. Continued violations or acts of a severe nature may lead to suspension or expulsion.

YUSD works to provide intervention and ensure that students have access to other means of correction when possible, only expelling as a last resort. The district utilizes the Administrator Recommendation of Expulsion Matrix, provided by CDE, to determine when expulsions are mandated, expected, or discretionary. If a student is recommended for expulsion, the district typically meets with the family and designs a rehabilitation plan, effectively suspending the expulsion. The plan specifies behavioral and performance expectations for the student, as well as interventions and supports to be offered by the site/district.

### **Behavioral Intervention Practices**

- Student/parent conferences
- Check in/check out procedures
- Home-School communication
- Restorative justice practices
- Peer mediation
- Peer tutors
- In-House suspension
- Behavior intervention services/plans (School Psychologist and Behavior Specialist)
- School counseling services & mental health support
- Saturday school
- Credit recovery
- Student Study Teams
- SARB procedures

## **Existing Educational Alternatives for Expelled Pupils**

### **Yosemite Unified School District’s Educational Programs for Expelled Students:**

- 1) Meadowbrook Community Day School (5-8)
  - a. The instructional program is based on YUSD’s curriculum and graduation requirements.
  - b. Instruction is provided through a seat-based model where students are given assignments on a daily basis. Progress is determined by work completion and monitored by the teacher.
  - c. Special Education services are based upon the student’s IEP, provided by the regular classroom teacher in conjunction with the District RSP teacher and under the direction of the Director of Special Education.
  - d. Transportation is provided through YUSD’s transportation department.
  
- 2) Campbell Community Day High School (9-12)
  - a. The instructional program is based on YUSD’s curriculum and graduation requirements.
  - b. Instruction is provided through a seat-based model where students are given assignments on a daily basis. Progress is determined by work completion and monitored by the teacher.
  - c. Special Education services are based upon the student’s IEP, provided by the regular classroom teacher in conjunction with the District RSP teacher and under the direction of the Director of Special Education.
  - d. Transportation is provided by YUSD’s transportation department.

## MCSOS Charter Schools

**Madera County Independent Academy: K-12**  
28123 Avenue 14  
Madera, CA 93638

**Phone: 559/662-4640**  
**Fax: 559/673-3917**

**Pioneer Technical Center: Pre-K-12**  
28261 Avenue 14  
Madera, CA 93638

**Phone: 559/664-1600**  
**Fax: 559/664-9501**

**Pioneer Technical Center Chowchilla: 6-12**  
345 So. 11<sup>th</sup> St  
Chowchilla, CA 93610

**Phone: 559/665-3204**  
**Fax: 559/665-6859**

**Contact Person: Fred Cogan**  
**Executive Director, CAES**

[fcogan@mcsos.org](mailto:fcogan@mcsos.org)

Pioneer Technical Center is a Charter School, serving students in grades Pre-K-12, including special education students with learning disabilities that require resource specialist services. The Madera County Independent Academy serves students in grades K-12. Both Madera County Independent Academy and Pioneer Technical Center are chartered by the Madera County Board of Education. Students expelled by Pioneer Technical Center or Madera County Independent Academy are returned to their district of residence and follow their expulsion process.

### District Charter Schools:

- **Bass Lake Joint Union Elementary School District**

- **Mountain Home Charter: K-8**  
41267 Highway 41  
Oakhurst, CA 93644

**Phone: 559/642-1422**  
**Fax: 559/642-1592**

**Contact Person: Michael Cox**

[mcox@sti.net](mailto:mcox@sti.net)

- **Madera Unified School District**

- **Sherman Thomas Charter School: TK-8**  
101 W. Adell  
Madera, CA 93637

**Phone: 559/674-1192**  
**Fax: 559/674-6612**

**Contact Person: Tera Napier**

[tnapier@stcsca.org](mailto:tnapier@stcsca.org)



**Pregnant and Parenting Teen** program identifies teen parents and pregnant minors who have not yet graduated from high school. The educational choices are Pioneer Technical Center and Madera County Independent Academy. The following services are provided for students:

- School nurse and school psychologist services provided;
- Serves students up to and including age 22 if student has not graduated. All eligible students can receive prenatal care through local agencies, by referral;
- Serves expelled students placed in program on an “as needed” basis;
- Provides special education and related services per IEP;
- Provides daycare services for infant children.

## **Referral Process**

*The referral process for articulation and coordination between school districts and the County Superintendent of Schools in providing placements for expelled pupils is outlined below.*

### **Madera Unified School District**

1. Madera Unified School District (MUSD) Director of Pupil Services contacts the Madera County Superintendent of Schools (MCSOS) representative from alternative education or the charter schools to exchange information on referrals to and/or from the County Superintendent of Schools operated programs.
2. MUSD initiates “referral to MCSOS” paperwork.
3. MCSOS counselor and/or administrator meets with the expelled student and parent(s) to complete intake, explain school rules, dress code, etc.
4. MCSOS initiates “referral from MCSOS” paperwork back to MUSD.
5. MUSD Board of Trustees makes determination whether student’s rehabilitation plan has been met and accepts/rejects student’s return to MUSD.
6. If accepted, MUSD counselor meets with student and parent(s) to enroll in MUSD.

### **Chowchilla Union High School and Chowchilla Elementary School District**

1. Chowchilla administrator contacts MCSOS administrator or counselor to request placement at Madera County Superintendent of Schools.
2. Chowchilla administrator provides grades, parent(s) names, etc.
3. MCSOS counselor meets with student and parent(s) to enroll the student and advice of the dress code, rules, etc.
4. MCSOS administrator or counselor contacts the home school site upon a request for re-entry of the student.

**Other Districts**

1. These referrals are much less frequent (because of distance, inability to transport, parent refusal, other) and are more informal. The site principal usually contacts the MCSOS Executive Director/principal to apprise of the situation and set the process in motion.
2. The MCSOS counselor meets with the expelled student and parent(s) to discuss enrollment, dress code, school rules, etc.
3. The MCSOS administrator or counselor contacts the home school site upon a request for re-entry of the student.

## Countywide Expelled Youth Plan 2021-2024

<b>School District</b>	<b>Superintendent</b>	<b>District Committee Representative</b>
Alview-Dairyland Union School District	Sheila Perry	Maggie Diaz
Bass Lake Joint Union Elementary School District	Randall Seals	Brad Barcus
Chawanakee Unified School District	Dr. Marcy Guthrie	Jared Pierce
Chowchilla Elementary School District	Dr. Charles Martin	Alicia Jackson
Chowchilla Union High School District	Ronald Seals	Dora Medina-Brum
Golden Valley Unified School District	Michael Berg (Interim)	Kuljeet Mann
Madera County Superintendent of Schools	Dr. Cecilia A. Massetti	Fred Cogan
Madera Unified School District	Todd Lile	Alyson Crafton
Raymond-Knowles Union Elementary School District	Michelle Townsend	Michelle Townsend
Yosemite Unified School District	Glen Billington	Todd Partin