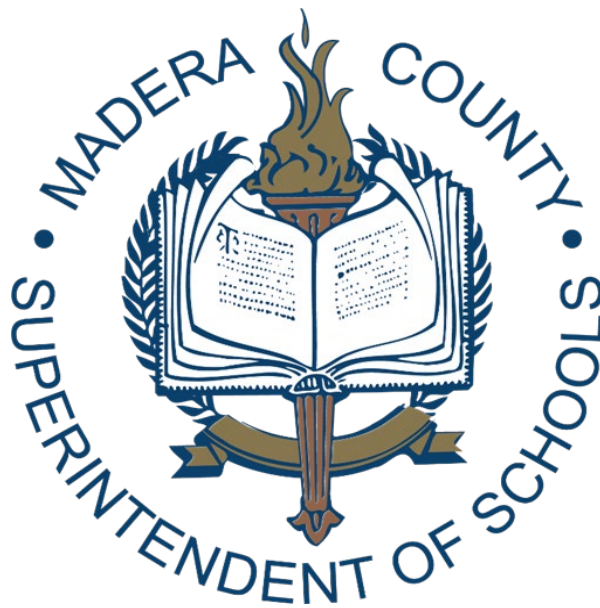


MADERA COUNTY

Plan for Providing Educational Services to Expelled Youth (Triennial Update) June 30, 2024



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1.0 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 2021 plan was written, to assess whether progress has been made in closing the gaps in services identified in 2021, 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 32,161 students (Dataquest) during the 2022-2023 school year.

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 to meet the needs of the districts, students, and parents of Madera County. District level alternatives for expelled students 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, 2021, and 2024 by each district superintendent.

School District Educational Alternatives for Expelled Students

School districts located within Madera County provide several 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.

To minimize the number of suspensions and expulsions, the MCSOS and school districts of 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 (MTSS)/Response To Intervention (RTI) 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 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 recommended for placement in one of the following options:

- Other existing district educational alternatives
- Madera County Superintendent of Schools Charter Schools (Madera County Independent Academy and Pioneer Technical Centers, Madera and Chowchilla)

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

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

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

II. **SUMMARY OF 2021-2024 EDUCATIONAL GAPS AND STRATEGIES**

- 1.0 **COVID-19 Global Pandemic:** 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.

Strategies:

- Direct Academic Support
- Academic Acceleration as a support tool for MCSOS programs

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

Strategies:

- School-to-Home Communication with Families
- Administrative Home Visits
- Parent Workshops
- Continue SARB Process

- 3.0 **Social-Emotional Support for All:** 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.

Strategies:

- Social-Emotional Support for Students
- Social-Emotional Support for Staff Members

- 4.0 **Credit Deficiency:** 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.

Strategies:

- Credit Recovery Options for Students
- Technology Support

III. EVALUATION OF 2021-2024 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 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 public transportation passes, 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 2021-2024 County and District Gaps and Strategies for Providing Education Services to Expelled Youth.

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 to address respective gaps for *all* students given the COVID-19 Pandemic. Note: Below is a summary of strategies used by MCSOS and Madera County districts. Not every district used each of the strategies listed.

- 1.0 COVID-19 Global Pandemic:** 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 that addressed this gap:

Direct Academic Support To help support students during the COVID-19 Pandemic, districts committed (although not every strategy was used by every district) to a variety of academic levels of support that would provide direct intervention to students including the purchase of academic software programs including i-Ready for working with skill development, the hiring of additional staff members to support students and families with homework and technology issues, districts maintaining physical education and music classes, the opening of computer labs and libraries where and when appropriate for additional access at school. Also, MCSOS and districts provided virtual instruction and individual support or district-wide tutoring for learning by subject area (both during and after school hours). Additionally, in-person tutoring was also made available, district level academic coaches were provided for teachers, the creation of Student Advocate positions for academic advocacy was used, as was the infusion of various afterschool programs.

Academic Acceleration as a support tool for MCSOS Programs CAES programs added an Academic Acceleration strategy using i-Ready as a guide for all students determined by assessment to be below grade level proficiency in Reading and Mathematics. This separate support provides a class for students to remediate or receive additional instruction on skills not

yet proficient or not yet learned. All students in CAES programs are assessed and considered for this intervention.

Summary Statement: MCSOS programs and district partners used a variety of strategies to provide direct academic support to all students including expelled youth during the COVID-19 Pandemic. In some districts, these support opportunities continue to exist for students to close the academic learning gap created, or widened, by the impact of the COVID-19 pandemic.

2.0 Chronic Absenteeism during COVID-19: 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 included the usage of ParentSquare mass/direct messaging system, staff emails to families/parents, direct personal calls to parents and/or contacts, the continuance of Parent-Teacher conferences, and Parent-Principal Meetings.

Administrative Home Visits included many strategies such as Campus Resource Officers and campus/district administrators providing welfare checks on students exhibiting excessive absences or not responding to virtual instruction and providing raffle prizes to incentivize attendance.

Parent Workshops included Social Emotional/Mental Health presentations, ParentSquare training for users, School Attendance and Discipline Procedures presentations, Safety and Drugs presentations, and Virtual Support Training for parents on engaging students.

Continuing SARB Process was a challenge during the first 1.5 years of the pandemic. This put the SARB process on hold for most districts until school year 2022-2023, although some districts may have continued employing SARB processes within their district until the court reopened.

Summary Statement: MCSOS programs and district partners worked tirelessly to keep students connected to school as much as possible using numerous strategies throughout the county that included daily contact with families, home visits, and support workshops for parents. While the county-wide SARB process was not in effect during the first year and a half of the pandemic, the process has since resumed servicing students and families requiring SARB court interventions.

3.0 Social-Emotional Support for All: 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 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 only increases 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 included staff members teaching and practicing mindfulness techniques, providing virtual counseling sessions to all students in need, school personnel conducting home visits with school psychologist, conducting grief and loss support groups, providing Community Building Circles and grief and loss support groups, the use of SEL para-educators and Behavior Health Interventionists at sites to help students, the use of SEL curriculum incorporated into daily instruction, and virtual group lessons/therapy sessions when appropriate.

Social-Emotional Support for Staff Members included the opening of a staff fitness room, counseling opportunities, providing incentivized SEL Classes after work, conducting wellness group sessions and periodic staff check-ins, providing teacher training for online instructional practices, providing SEL support embedded in staff training sessions, conducting monthly book studies on self-care for administrators (district wide), and providing EAP reminders for staff members.

Summary Statement: MCSOS and districts created a network of strategies by providing students and staff members support during the period of the pandemic that lasts to this very day. The infusion of SEL techniques including individual and group, and support for staff members that might include physical as well as mental support have been a constant since the beginning of the pandemic.

- 4.0 Credit Deficiency:** 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/Learning Recovery Options for Students included the use of online credit recovery programs including Edgenuity or Cyber High online programs, the use of afterschool support time, virtual “extra” time with teachers, the use of extended summer and winter school sessions for additional credit recovery, and credit reduction for Alternative Education programs (Assembly Bills).

Technology Support was provided by all districts which included Chromebooks, hot spots, and in some cases paying for hot spot services for families. Additionally, districts hosted parent education trainings for technology support of devices, opened parent resource centers and call centers for continued student and parent support, and supported for staff members including the purchase of updated technology for instruction, each of these measures was critical in perpetuating learning for all students during the COVID-19 Pandemic.

Summary Statement: During the pandemic, the goal of keeping students academically on track was no easy feat, however, districts and MCSOS worked tirelessly to provide as many opportunities for students to stay engaged in their learning and not suffer due to the lack of in-person instruction. Online learning to recover credit at the high school level continues to be a popular way to keep students moving forward in their studies and gather credits lost during the pandemic that will qualify students for program completion and graduation.

IV. MADERA COUNTY SUSPENSION AND EXPULSION DATA

For the period of 2017-2018 through 2022-2023, a review of several data points including county enrollment for the same period, total suspensions and expulsions, and corresponding suspension and expulsion rates. The 2019-2020 school year is deemed a year in which data is not suitable for comparison to other years given the COVID-19 Pandemic shifted all educational services in schools to Distance Learning beginning March 2020 through the remainder of the year.

Table 1: Countywide Suspension and Expulsion Data 2017-2023

Madera County	17-18	18-19	19-20*	20-21	21-22	22-23
Student Enrollment	33,318	33,416	33,415	32,854	33,510	33,621
Students Suspended	2,080	2,018	1,195	113	1,393	1,734
Total Suspensions	3,431	3,308	1,863	125	2,152	2,887
Suspension Rate	6.2%	6.0%	3.6%	0.3%	4.2%	5.2%
Students Expelled	95	88	44	4	79	96
Expulsion Rate	0.3%	0.3%	0.1%	0.0%	0.2%	0.3%

**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. Due to Distance Learning for the majority of 2020-2021, both Suspension and Expulsion Rates and Total Suspensions and Expulsions were significantly lower than compared to other years during this period.
2. The 2022-2023 Suspension rates are lower at the end of the six-year period but remain greater than the 2019-2020 year.
3. The 2022-2023 Expulsion Rate is equal to the 2017-2018 Expulsion Rate.
4. The Student Enrollment changed very little during the six-year period. The singular downturn occurred during the COVID-19 Pandemic period of 2020-2021.

When referencing student suspension and expulsion data spanning the school years of 2017-2018 to 2022-2023, the next group of data 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, Hispanic or Latino, White, and Two or More Races as the largest represented student groups. In reviewing 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 groups by ethnicity are represented in tables 2-5B including African American, American Indian or Alaska Native, Hispanic or Latino, White, or Two or More Races students. Statistically insignificant student groups were Asian, Filipino, and Pacific Islander. Tables 2-2B are Madera County Suspension Data by Ethnicity for School Years 2020-2023. Tables 3-3B are Madera County Suspension Data by Most serious Offense for School Years 2020-2023.

Table 2: Madera County Suspension Data by Ethnicity 2022-2023

Student Group	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	33,621	2,887	1,734	5.2	66.7	33.3
African American	451	101	52	11.5	57.7	42.3
American Indian/Alaska Native	326	60	37	11.3	67.6	32.4
Hispanic/Latino	25,653	2,145	1,277	5.0	66.0	34.0
White	5,744	499	312	5.4	68.9	31.1
Two or More	558	59	35	6.3	68.6	31.4

Table 2A: Madera County Suspension Data by Ethnicity 2021-2022

Student Group	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	33,510	2,152	1,393	4.2	72.4	27.6
African American	444	77	47	10.6	66.0	34.0
American Indian/Alaska Native	338	50	30	8.9	63.3	36.7
Hispanic/Latino	25,352	1,561	999	3.9	72.1	27.9
White	5,947	360	256	4.3	77.7	22.3
Two or More	564	75	44	7.8	65.9	34.1

Table 2B: Madera County Suspension Data by Ethnicity 2020-2021

Student Group	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate (%)	Students Suspended with One Suspension (%)	Students Suspended with Multiple Suspensions (%)
Madera County	32,854	125	113	0.3	92.0	8.0
African American	442	2	2	0.5	100.0	0
American Indian/Alaska Native	355	6	6	1.7	100.0	0
Hispanic/Latino	24,618	65	59	0.2	93.2	6.8
White	6,112	42	36	0.6	86.1	13.9
Two or More	548	6	6	1.1	100.0	0

Table 3: Madera County Suspension by Most Serious Offense Data 2022-23

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	33,621	2,887	595	1,079	84	917	133	79
African American	451	101	26	38	2	24	7	4
American Indian/Alaska Native	326	60	9	25	0	23	1	2
Hispanic/Latino	25,653	2,145	473	718	65	728	102	59
White	5,744	499	79	247	13	131	19	10
Two or More	558	59	7	35	2	8	3	4

Table 3A: Madera County Suspension by Most Serious Offense Data 2021-22

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	33,510	2,152	440	851	99	591	98	73
African American	444	77	26	34	1	10	6	0
American Indian/Alaska Native	338	50	6	28	0	14	2	0
Hispanic/Latino	25,352	1,561	322	566	75	473	67	58
White	5,947	360	64	175	17	74	16	14
Two or More	564	75	17	34	3	15	5	1

Table 3B: Madera County Suspension by Most Serious Offense Data 2020-21

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	32,854	125	17	45	12	43	7	1
African American	442	2	0	2	0	0	0	0
American Indian/Alaska Native	355	6	1	1	0	3	1	0
Hispanic/Latino	24,618	65	6	24	9	23	3	0
White	6,122	42	8	14	3	15	2	0
Two or More	548	6	1	2	0	2	1	0

Conclusions of Tables 2, 2A, 2B, 3, 3A, and 3B for Madera County Suspension Data:

1. School year 2020-2021 was a year of Distance Learning from August 2020-March 2021. Students returned to on campus learning beginning April 2021.
2. Suspensions had the least number of occurrences during the 2020-2021 school year.
3. The African American and American Indian student groups had the highest percentage of suspensions over other student groups for school years 2021-2022 and 2022-2023. (Tables 2, 2A)
4. The number of students in all student groups were roughly the same in the “Students Suspended with One Suspension” and “Students Suspended with Two or More Suspensions” categories for school years 2021-2022 and 2022-2023. (Tables 2, 2A)
5. The Hispanic student group had the highest number of “Total Suspensions” for years 2020-2021 through 2022-2023. (Tables 2, 2A, and 2B)
6. The highest percentage of suspensions for Hispanic and White student groups was for “Illicit Drug Related” during school years 2021-2022 and 2022-2023. (Tables 2, 2A).
7. The Hispanic student group had the highest percentage of all suspensions for “Defiance Only” during school years 2020-2021, 2021-2022, and 2022-2023. (Tables 3, 3A, and 3B)
8. The Hispanic student group had the highest percentage of all suspensions for “Weapons Possession” during school years 2020-2021, 2021-2022, and 2022-2023. (Tables 2, 2A, and 2B)
9. The number of student suspensions in “Illicit Drug Related” sharply increased with some student groups doubling or nearly doubling the number of incidences between school years 2021-2022 and 2022-2023. (Tables 3, 3A)
10. The African American student group has the highest percentage of suspensions for “Students Suspended with Multiple Suspensions” for school year 2022-2023. (Table 2)
11. The American Indian/Alaska Native student group has the highest percentage of suspensions for “Students Suspended with Multiple Suspensions” for school year 2021-2022. (Table 2A)
12. The African American student group was the lowest percentage in the “Students Suspended with One Suspension” and the highest in “Students Suspended with Multiple Suspensions” groupings for school years 2021-2022 and 2022-2023. (Tables 2, 2A)

Tables 4-4B are Madera County Expulsion Data by Ethnicity for School Years 2020-2023. Tables 5-5B are Madera County Expulsion Data by Most serious Offense for School Years 2020-2023. These data points include student groups, Violent Incidents (including injury), Violent Incidents (no injury), Weapons possession, Illicit Drug Related offenses, Defiance Only, and Other Reasons.

Table 4: Madera County Expulsion Data by Ethnicity 2022-2023

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	33,621	96	89	0.3
African American	451	5	5	0.0
American Indian/Alaska Native	326	0	0	0.0
Hispanic/Latino	25,653	84	77	0.3
White	5,744	7	7	0.1
Two or More Races	558	0	0	0.0

Table 4A: Madera County Expulsion Data by Ethnicity 2021-2022

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	33,510	79	78	0.2
African American	444	5	5	1.1
American Indian/Alaska Native	338	1	1	0.3
Hispanic/Latino	25,352	64	63	0.2
White	5,947	5	5	0.1
Two or More Races	564	3	3	0.5

Table 4B: Madera County Expulsion Data by Ethnicity 2020-2021

Student Group	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate (%)
Madera County	32,854	4	3	0.0
African American	442	0	0	0.0
American Indian/Alaska Native	355	0	0	0.0
Hispanic/Latino	24,618	3	2	0.0
White	6,122	1	1	0.0
Two or More Races	548	0	0	0.0

Table 5: Madera County Expulsion Most Serious Offense Data by Ethnicity 2022-2023

Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	33,621	96	17	31	5	40	0	3
African American	451	5	0	3	0	1	0	1
American Indian/Alaska Native	326	0	0	0	0	0	0	0
Hispanic/Latino	25,653	84	16	27	4	35	0	2
White	5,744	7	1	1	1	4	0	0
Two or More	558	0	0	0	0	0	0	0

Table 5A: Madera County Expulsion Most Serious Offense Data by Ethnicity 2021-2022

Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	33,510	79	33	14	8	23	0	1
African American	444	5	3	0	1	1	0	0
American Indian/Alaska Native	338	1	0	0	0	1	0	0
Hispanic/Latino	25,352	64	27	12	6	18	0	1
White	5,947	5	1	1	1	2	0	0
Two or More	564	3	1	1	0	1	0	0

Table 5B: Madera County Expulsion Most Serious Offense Data by Ethnicity 2020-2021

Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Madera County	32,854	4	0	1	2	1	0	0
African American	442	0	0	0	0	0	0	0
American Indian/Alaska Native	355	0	0	0	0	0	0	0
Hispanic/Latino	24,618	3	0	1	2	0	0	0
White	6,122	1	0	0	0	1	0	0
Two or More	548	0	0	0	0	0	0	0

Conclusions of Tables 4, 4A, 4B, 5, 5A, and 5B for Madera County Expulsion Data:

1. Expulsions had the least number of occurrences during the 2020-2021 school year. (Tables 4, 4A, and 4B)
2. The Hispanic student group was the highest single student group expelled during the 2020-2021, 2021-2022, and 2022-2023 years. (Tables 4, 4A, and 4B)
3. The expulsion rate percentage was similar with all student groups except for the 2021-2022 school year where the African American student group had the highest percentage due to the over total number of students in the county and that year having a total of 5 students. (Tables 4, 4A, and 4B)
4. The highest number of expulsions involving “Violent Incidents (Injury)” occurred with the Hispanic student group during the 2021-2022 school year. (Tables 5, 5A, and 5B)
5. Zero expulsions occurred due to “Defiance Only” most likely attributed to a change in Educational Code in which schools/districts may not expel students for defiance. (Tables 5, 5A, and 5B)
6. Expulsions for “Illicit Drug Related” offenses was highest during the 22-23 school year for the Hispanic student group. (Table 5)
7. Total expulsion incidences have returned to pre-COVID-19 Pandemic levels. (Table 1)

V. IDENTIFICATION OF GAPS AND STRATEGIES FOR 2024-2027 CYCLE

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

- 1.0 Chronic Absenteeism continues to be a concern for county and district alternative programs since the COVID-19 pandemic, particularly regarding expelled youth.

County/District strategies for addressing this gap:

School-To-Home Communication with Families

- MCSOS programs utilize Power School's Parent Portal and ParentSquare programs for all families. The Power School Parent Portal allows parents and guardians to stay immediately informed of their child's academic progress in school. ParentSquare allows families direct communication with school staff and teachers, and thus, parents feel more connected to their child's school. ParentSquare also has outstanding translation features and is an excellent tool to assist families in reducing chronic absenteeism, particularly among the most at-risk students.

Administrative Home Visits

- Administrators and counselors strategically target visiting homes of students that are not fulfilling their enrollment master agreements because of attendance issues and/or 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-SEL and Academic Counseling

- Parent workshops are vital tools in strengthening the relationship between home and school. MCSOS administration will assist parents and guardians with understanding concerns specific to student mental health issues including Anxiety/Depression, Suicide Prevention, Grief & Loss, Effects of Trauma in Children, and Student Wellness Strategies, as well as academic information directed specifically at graduation requirements and matriculation to institutes of higher learning such as Madera Community College.

Continue SARB Process

- MCSOS and partner districts will continue to utilize established SARB panels throughout Madera County 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.

Madera County Probation as an educational partner

- CAES schools will use Madera County Probation as an educational partner as needed in keeping students that are expelled, and on probation, engaged with their educational program.

2.0 Academic performance of expelled youth is traditionally not strong.

County/District strategies for addressing this gap:

Academic Acceleration as a direct support for Students Below Grade Level

- All MCSOS charters and Endeavor/Voyager Schools provide Accelerated Learning classes for students who are below grade level in reading and Mathematics as measured by the i-Ready Formative Assessment Platform. These classes directly assist students building grade level skill and subskill development to help students become grade level proficient, thus allowing for greater success and access to other offered curricula in CAES programs.

English Language Development and Special Education Support

- All CAES programs offer both English Language Development (ELD) and Special Education support to all identified students in need.

Credit Recovery Options for Students

- Students in grades 9-12 are responsible to earn sufficient credit to graduate high school programs. However, they can easily become credit deficient for a variety of reasons, particularly as expelled youth. Pioneer Technical Center and Endeavor/Voyager Schools both offer Edgenuity Online Learning to progress with credit recovery or original credit toward completing all graduation requirements.

Technology support

- MCSOS provides students with technology support including Chromebooks, hotspots, and technology support through the MCSOS IT division. Providing these levels of support continues to assist students in having greater access to credit recovery and acceleration class support for students.

3.0 Geographic concerns as barriers to learning for rural and mountain districts.

County/District strategies for addressing this gap:

Districts Maintain Programs

- Given the rural nature of many of the districts in Madera County, school districts will need to maintain programs for expelled youth to progress toward graduation.

MCSOS Programs

- MCSOS offers three programs as educational options for expelled youth. Madera County Independent Academy (K-8), Pioneer Technical Center, Chowchilla (grades 5-12), and Pioneer Technical Center, Madera (grades 9-12). All three programs are WASC accredited through 2030.

Transportation

- Students residing in Madera have the option of using Madera Public Transportation as a means of school attendance. MCSOS does provide free passes for students living in Madera. Districts in the rural or mountain areas previously supported students by providing transportation to MCSOS programs in Madera.

VI. CURRENT EDUCATIONAL OPTIONS FOR STUDENTS

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

The district is in rural Chowchilla, serves 386 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 7th or 8th grade are recommended to programs in Chowchilla that are operated by the Madera County Superintendent of Schools.

To minimize suspensions leading to expulsions, the staff of Alview-Dairyland implements a positive behavior support plan in which students are rewarded for exemplary acts of respect and kindness. That plan has led to a reduction in suspensions, both in-school and home. Additionally, the district has partnered with Camarena Health to provide counseling to students with mental health needs.

To minimize the number of expulsions being ordered, the staff explores all educational options to find a solution that prevents further problems leading to expulsion.

Alview-Dairyland staff supports students returning from expulsion with academic assistance including small-group intervention and after-school tutoring. Students requiring social-emotional support receive services as ADUSD partners with Camarena Health for ongoing counseling and mental health support.

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

Phone: (559) 642-1555
Fax: (559) 642-1556

Contact Person: Michelle Townsend,
Director, Special Programs and Projects

mtownsend@basslakesd.org

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

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

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 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 that experience placement at FFCDS often return to mainstream settings successfully not only in completing their K-8 education, but also in high school.

FFCDS is located on a site adjacent to Wasuma Elementary School, and functions in a multi-graded capacity to meet the individual needs of 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 most 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 occur 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.

To minimize suspensions leading to expulsions, the staff of Bass Lake Elementary purchased the SEL curriculum ReThink. Each school site has an SEL para-professional and a Behavior Health Interventionist. The district has also implemented the PBIS Rewards system at Oak Creek Intermediate School.

To minimize the number of expulsions being ordered, the Bass Lake staff typically suspends expulsions, develops individual rehabilitation plans, and assigns excluded students to Fresno Flats Community Day School (FFCDS).

Bass Lake staff supports students returning from expulsion by utilizing re-entry plans for each student. A re-entry plan will address both academic success and individual student behavior. The plan will outline expectations and accommodations put into place to help ensure each student is successful.

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

Phone: (559) 877-6209
Fax: 559/877-2065

Contact Person: Dr. John Quinto, Superintendent

jquinto@mychawanakee.org

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

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

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 district behavior class or referred to the Madera County Superintendent of Schools Charter Schools 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.

To minimize suspensions leading to expulsions, the staff of Chawanakee Unified are employing SEL curriculum weekly (typically Mondays) for use with all students grades K-12 at the whole class level to facilitate dialog. Additionally, Behaviorists have been hired with the goal of one assigned per K-8 site to support teachers with concerning student behaviors.

To minimize the number of expulsions being ordered, the Chawanakee Unified staff has also created a behavior class to serve as a Tier 3 support for students (grades 3-8) with frequent negative behaviors that place students on the verge of expulsion.

The Chawanakee Unified staff supports students returning from expulsion by identifying students to staff members who will be sure to frequently connect with the returning student as a positive means of ensuring the student stays on track toward program completion.

CHOWCHILLA ELEMENTARY SCHOOL DISTRICT
355 N. 5th Street
Chowchilla, CA 93610

Phone: (559) 665-8000
Fax: (559) 665-3036

Contact Person: Doug Collins, Superintendent

collinsd@chowkids.com

Chowchilla Elementary School District (CESD) is in northwest Madera County and serves TK-8 students, including special education students with learning disabilities that require resource specialist services. School sites are:

- 1. Stephens School: TK-2**
355 North 5th Street
Chowchilla, CA 93610
Phone: (559) 665-8060
Fax: (559) 665-0219
- 2. Fuller School: TK-2**
1101 Monterey
Chowchilla, CA 93610
Phone: (559) 665-8050
Fax: (559) 665-8026
- 3. Ronald Reagan Elementary: 3-4**
2200 South Lake Tahoe Drive
Chowchilla, CA 93610
Phone: (559) 665-8080
Fax: (559) 665-8083
- 4. Fairmead School: 5-6**
19421 Avenue 22 ³/₄
Chowchilla, CA 93610
Phone: (559) 665-8040
Fax: (559) 665-8003
- 5. Wilson Middle School: 7-8**
1209 Robertson Blvd.
Chowchilla, CA 93610
Phone: (559) 665-8070
Fax: (559) 665-8004

All expulsions that are mandated by law, such as weapons and drugs, are brought before the Board of Trustees for consideration and action. Those that are recommended for expulsion, but not mandated, are appraised by the Trustees in the same manner but may be dealt with through student counseling, probationary periods of behavior, and other rehabilitative measures.

When students are expelled, parents are informed of other schools/educational services available to them throughout the County. Parent options include Pioneer Technical Center Chowchilla (located adjacent to the Wilson Middle School campus), operated by Madera County Superintendent of Schools; as well as Madera County Superintendent of Schools programs located in Madera.

There are two probation officers affiliated with Pioneer Technical Center, Chowchilla site: one is a Stop Truancy Opportunity Program (STOP) officer who is on campus 1-2 days a week or 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.

To minimize suspensions leading to expulsions, the staff of Chowchilla Elementary hired a full-time counselor to serve each school site. These counselors offer both group and individual counseling sessions to help students deal with emotional issues that lead to bad behavioral choices.

To minimize the number of expulsions being ordered, the CESD staff started a site day school for students not meeting expulsion criteria but need redirection and refocusing on poor decisions they have made. This program, minimally 6 weeks long, allows students to remain on campus with an abbreviated schedule and continue with grade level work so that they do not suffer academically. These students also receive counseling including students who used drugs/vaping are required to complete an online course about the dangers of drugs and vaping.

The Chowchilla Elementary staff supports students returning from expulsion by ensuring all returning students meet with the site vice-principal to develop a success plan and next steps for the returning student's transition back to campus.

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

Phone: (559) 665-1331
Fax: (559) 665-1881

Contact Person: Justin Miller, Superintendent

millerj@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
Fax: (559) 665-2220

Chowchilla Union High School District (CUHSD) continues to experience a significant reduction in expulsion since changing our policy of Suspended Expulsions to more intervention-based Behavioral Contracts. CUHSD 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 intervention and rehabilitation plans that include stipulated conditions and a community service component that must be met. Students who are first time drug offenders must enroll in, and complete, the Drug Opportunity Class (DOC) and adhere to our mandatory drug counseling program.

Students with mandated expulsions or who have violated the terms of their Behavior Contracts are recommended to Pioneer Technical Center, Chowchilla. This is an alternative educational opportunity operated by Madera County Superintendent of Schools. The Vice Principal of Attendance & Discipline contacts the MCSOS Executive Director 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.

Students are given the opportunity to return to CUHSD 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 following semester.

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

To minimize suspensions leading to expulsions, the staff of Chowchilla Union High School spends time analyzing incoming student data to identify "At-Promise" students. After this identification process, students will meet with a campus liaison to provide bi-weekly check-ins and support. Staff also utilize DOC classes provided for students involved with vaping, etc., and in-house interventions in

lieu of suspensions for mild/moderate offenses. Lastly, staff members use Restorative circles to reintroduce students to campus or class with the implementation of a behavior expectations contract.

To minimize the number of expulsions being ordered, the staff monitors Special Education students in danger of reaching 10 days of suspension. IEP meetings are held to alert the respective team of a possible need for a Manifestation Meeting should there be another suspension. Also, following suspensions, meetings are held with parents and students regarding their specific incident to discuss the next appropriate steps which are detailed to ensure all parties are aware of current CUHSD board policies. The Campus Liaison is also assigned to provide student support with bi-weekly check-ins.

The staff of Chowchilla Union High School supports students returning from expulsion by holding re-entry meetings with the student and parents, as well as the administration team. Students are also assigned to a Campus Liaison for continued support through the semester/ year as needed.

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

Phone: (559) 645-7500
Fax: (559) 645-7144

Contact Person: Chris Imperatrice, Assistant Superintendent

cimperatrice@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

Sierra View Elementary School: K-6
16436 Paula Rd.
Madera, CA 93636

Phone: (559) 645-3560
Fax: (559) 645-5161

Webster Elementary School: K-6
36477 Ruth Avenue
Madera, CA 93636

Phone: (559) 645-3540
Fax: (559) 276-1921

Middle School

Ranchos Middle School: 7-8
12455 Road 35 ½
Madera, CA 93636

Phone: (559) 645-3550
Fax: (559) 645-3565

High School

Liberty High School: 9-12
12220 Road 36
Madera, CA 93636

Phone: (559) 645-3500
Fax: (559) 645-4769

Educational Options Programs:

12150 Road 36,
Madera, CA 93636

Phone: (559) 645-3580
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**

Children's Hospital of Central California School: K-12
9300 Valley Children's Place
Madera, CA 93636

Phone: (559) 353-3580
Fax: (559) 353-3581

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 is held.

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 recommendation to 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 the primary function of the committee is to ensure the timely exchange of educational information 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

To minimize suspensions leading to expulsions, the staff of Golden Valley utilize interventions of a tiered process on all sites. Prevention is key, so providing education to students on issues pertaining to suspension and expulsion are necessary. Golden Valley sites have teams that proactively examine data to identify patterns and areas of concern to establish systems of support for students. Golden Valley secondary sites work with district psychologists, counselors and student advocates supporting students. This is a more intensive tier of support for students who might require additional assistance while at school.

To minimize the number of expulsions being ordered, the staff implements prevention programs specific to SEL and conflict resolution which target at-risk students. Additionally, the staff uses early interventions strategies with students at risk of behavior problems and provide support to them. Counselors meet weekly to discuss students' needs and early interventions strategies for use with students. The staff also uses Restorative Justice practices as an alternative to punitive measures with a

focus on peer mediation and root cause analysis. Golden Valley is also a PBIS district and partners with community resources to provide services to students and families.

The Golden Valley staff supports students returning from expulsion by inviting families in for a re-entry meeting where they meet with their site support team and develop an individualized plan for success. The team identifies the direct support needed for the student, who will provide the support, and determines the necessary identified duration of time.

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

Phone: (559) 416-5855
Fax: (559) 661-2005

Contact Person: Alyson Crafton, Director Student Services

alysoncrafton@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

Madera Preschool
1816 Howard Rd, Suite 1

Phone: (559) 675-4490
Fax: (559) 675-3655

Elementary Schools

1. **John Adams School: K–6**
1822 National Avenue
2. **Alpha School: K–6**
900 Stadium Road
3. **Berenda School: K–6**
26820 Club Drive
4. **Cesar Chavez Elementary: K-6**
2600 East Pecan Avenue
5. **Dixieland School: K-8**
18440 Road 19
6. **Eastin Arcola: K-8**
29551 Avenue 8
7. **Howard School: K–8**
13878 Road 21 ½
8. **LaVina School: K-8**
8594 Road 23
9. **Lincoln School: K-6**
650 Liberty Lane
10. **James Madison School: K–6**
109 Stadium Road

Phone: (559) 674-4631
Fax: (559) 674-3867

Phone: (559) 661-4101
Fax: (559) 673-0931

Phone: (559) 674-3325
Fax: (559) 674-5617

Phone: (559) 664-9701
Fax: (559) 664-9716

Phone: (559) 673-9119
Fax: (559) 673-8232

Phone: (559) 674-8841
Fax: (559) 674-2566

Phone: (559) 674-8568
Fax: (559) 673-5882

Phone: (559) 673-5194
Fax: (559) 673-9091

Phone: (559) 675-4600
Fax: (559) 674-3061

Phone: (559) 675-4630
Fax: (559) 661-8397

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

Middle Schools

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

High Schools

- | | |
|--|--|
| 22. Madera High School: 9–12
200 South “L” Street | Phone: (559) 675-4444
Fax: (559) 675-4531 |
| 23. Madera South High School: 9-12
705 W. Pecan Avenue | Phone: (559) 675-4450
Fax: (559) 674-9985 |

- 24. Matilda Torres High School: 9-12**
16645 Rd. 26

Phone: (559) 416-5909
Fax: (559) 674-1015

Alternative Schools

- 25. Mountain Vista High School: 10-12**
1901 Clinton Street

Phone: (559) 675-4580
Fax: (559) 675-4568

- 26. Furman School**
955 W. Pecan Avenue

Phone: (559) 675-4482
Fax: (559) 675-3811

- 26. Madera Adult Education**
2037 W. Cleveland

Phone: (559) 675-4425
Fax: (559) 675-4562

- 27. Ripperdan Community Day School**
26133 Avenue 7

Phone: (559) 674-0059
Fax: (559) 674-7422

Expulsion Process

The Madera Unified School District processes 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 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 agreed to accept and place those students who have entered into stipulated full expulsion 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 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 9th-12th 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 ensure the timely exchange of educational information to make the transition from one program to another as seamless as possible.

To minimize suspensions leading to expulsions, the staff of Madera Unified School District utilizes numerous steps including Positive Behavior Interventions and Supports (PBIS) and Culture Climate coaches to help with positive campus life. Also, the Character Strong curriculum is used with students in grades 7-8. Students under the influence are subject to other means of correction instead of suspension, and personnel have been hired to assist with Student Services and intervention roles throughout the district for such things as group counseling for grief and loss, substance abuse, and healthy relationships.

To minimize the number of expulsions being ordered, the staff employs proactive parent and student education regarding behaviors that result in expulsion. Additionally, the superintendent utilizes mass messages as well when concerning trends in student behavior arise. Part of the expulsion process is helping school leaders learn and practice authentically answering these two questions PRIOR to determining an expulsion is warranted: is the situation a true safety concern and are other means of correction not feasible for the respective situation. Lastly, a Board Policy exists that includes involuntary transfers as intervention options in lieu of expulsion to be used when appropriate. The Madera Unified staff supports students returning from expulsion by convening panel meetings to determine if the expelled student has met the prescribed rehabilitation plan and/or does this student met the criteria for applying AB2306. Staffing meetings are held with the receiving school staff for placement prior to the student’s arrival. Re-entry Circles Teams (Admin, Counselor, External Role (Safety officer), Special Ed, 504) are utilized when possible as an additional means of support for assisting students returning to school. Students are assigned weekly live academic tutoring, online tutoring for additional academic support. District staff also participate in the CYT release meetings on any returning MUSD student.

RAYMOND-KNOWLES UNION ELEMENTARY SCHOOL DISTRICT

P.O. Box 47

Raymond, CA 93653

Phone: (559) 689-3336

Fax: (559) 395-1709

Contact Person: Deena Hegerle, Superintendent

dhegerle@rkusd.org

Raymond-Knowles Union School District is 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) 395-1709

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
- Refer the student to 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.

To mitigate suspensions that could escalate to expulsions, the Raymond-Knowles staff is dedicated to implementing a proactive approach focused on fostering positive behavior intervention strategies and supporting students' social-emotional well-being with daily SEL lessons for all students along with monthly on-campus counseling support. The staff has also been trained in Trauma-Informed Practices to offer a more constructive approach to each situation. The staff collaborates with parents and involves the student in crafting an individual behavior intervention plan that works best for the student to avoid future disciplinary actions. The plan is discussed in a meeting among staff, parents, and students and must be signed by all parties. This proactive approach aims to prevent future suspensions and potential expulsions.

To minimize the number of expulsions being ordered, the staff at Raymond-Knowles is actively implementing various proactive measures and interventions. These include comprehensive behavior intervention plans, personalized support for at-risk students, and fostering a positive school culture that emphasizes understanding and addressing the root causes of behavioral issues. By taking a holistic approach and working closely with students, parents, and relevant stakeholders, Raymond-Knowles staff aims to create a supportive environment where every student can thrive and succeed without the need for expulsion.

The Raymond-Knowles staff supports students returning from expulsion by implementing a comprehensive reintegration plan tailored to each student's needs. This plan includes academic, social, and emotional support to ensure a smooth transition back into the school community. Raymond-Knowles staff offers personalized counseling, academic tutoring, and mentorship programs to help students readjust and succeed academically and behaviorally. Additionally, the staff collaborates closely with parents and external support services to provide a supportive network for returning students. By offering individualized support and guidance, the staff's goal is to empower students to thrive and excel upon their return to school.

YOSEMITE UNIFIED SCHOOL DISTRICT (YUSD)

**50200 Road 427
Oakhurst, CA 93644**

**Phone: (559) 683-8801
Fax: (559) 658-2034**

**Contact Person: Dr. Jarrod Bordi
Assistant Superintendent, Chief Academic Officer**

jbordi@yosemiteusd.org

Sites

1) Yosemite High School: 9-12
50200 High School Rd,
Oakhurst, CA 93614

**Phone: (559) 683-4667
Fax: (559) 683-4160**

2) Coarsegold Elementary: K-8
45426 Road 415
Coarsegold, CA 93614

**Phone: (559) 683-4842
Fax: (559) 683-2625**

3) Rivergold Elementary: K-8
31800 Road 400
Coarsegold, CA 93614

**Phone: (559) 658-7566
Fax: (559) 658-7244**

Educational Options Schools

1) Educational Options Program
50200 Rd 427
Oakhurst, CA 93644

**Phone: (559) 683-8801
Fax: (559) 683-2359**

2) Yosemite Adult School
50200 Rd 427
Oakhurst, CA 93644

**Phone: (559) 683-8801
Fax: (559) 683-2359**

District Community Day Schools

1) Meadowbrook Community Day School: 5-8
45426 Road 415
Coarsegold, CA 93614

**Phone: (559) 683-3533
Fax: (559) 683-3533**

2) Campbell Community Day High School: 9-12
49980 Road 427
Oakhurst, CA 93644

**Phone: (559) 683-8801 x352
Fax: (559) 658-2359**

The Yosemite Unified School District (YUSD) fosters a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. YUSD recognizes 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

YUSD 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 daily. 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 daily. 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.

To minimize the number of suspensions leading to expulsions by offering proactive programming like YVAPE, Youth Empowerment, and counseling services with staff members. Additionally, strategies are needed as well such as student removal from classes, on-campus suspensions for appropriate offenses, conferences with parents, behavioral plans to establish goals for positive student behavior, or a daily CICO (Check in, Check out) plan with site administrators so daily connections can be made with students during the day.

To minimize the number of expulsions being ordered, YUSD staff will utilize proactive measures to assist students staff including providing SEL lessons to teachers for use in classrooms, providing students with a PRIDE matrix which provides acceptable positive behaviors, Restorative Justice and PBIS tools for school communities, and counselling services when needed with small groups for behavior and social-emotional development. On campus suspensions offer an opportunity to remediate student behaviors. Parent conferences including Student Study Teams connect appropriate school personnel to spend time assessing students' strengths and weaknesses as negative behaviors arise.

Yosemite Unified School District supports students returning from expulsions with a variety of services including meetings with parents and students to craft Re-entry agreements for returning students, counseling services (as needed), the usage of Behavioral Agreements, and the use of Restorative Justice and conflict resolution to help each student find success as they return to district.

MCSOS Charter Schools

Madera County Independent Academy: Pre-K-12
1635 E. Olive Ave.
Madera, CA 93638

Phone: (559) 662-4640
Fax: (559) 673-3917

Pioneer Technical Center: Pre-K-12
1665 E. Olive Ave.
Madera, CA 93638

Phone: (559) 664-1600
Fax: (559) 664-9501

Pioneer Technical Center Chowchilla: 5-12
345 So. 11th St
Chowchilla, CA 93610

Phone: (559) 665-3204
Fax: (559) 665-6859

Contact Person: Fred Cogan
Executive Director, CAES

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 dropped by Pioneer Technical Center or Madera County Independent Academy are referred to their district of residence and follow their expulsion process.

Alternative Schools for Incarcerated Youth Provided by Madera County Superintendent of Schools

1. Endeavor Secondary School: 3-12
28219 Avenue 14
Madera, CA 93638

Phone: (559) 675-7900

2. Voyager Secondary School: 7-12
28219 Avenue 14
Madera, CA 93638

Phone: (559) 675-7900

Contact Person: Fred Cogan

fcogan@mcsos.org

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

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

- **Sherman Thomas Charter High: 9-12**
101 W. Adell
Madera, CA 93637

Phone: (559) 674-1192
Fax: (559) 674-6612

Contact Person: Charlene Torok

ctorok@mystcs.org

- **Sherman Thomas STEM Academy: 6-8**
101 W. Adell
Madera, CA 93637

Phone: (559) 674-1192
Fax: (559) 674-6612

Contact Person: Jamie Brock

jabrock@stcsca.org

- **Ezequiel Tafoya Alvarado Academy: K-8**
26247 Ellis St.
Madera, CA 93638

Phone: (559) 675-2070
Fax: (559) 675-2074

Contact Person: John McClure

j.mcclure@etaacharter.com

Yosemite Unified School District

- **Glacier High School Charter: 9-12**
41267 Highway 41
Oakhurst, CA 93644

Phone: (559) 642-1422
Fax: (559) 642-1592

Contact Person: Michael Cox

mcox@sti.net

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 advise 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, others) 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.

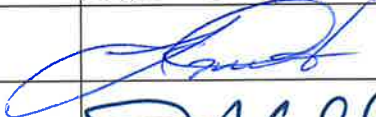
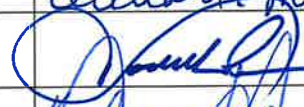
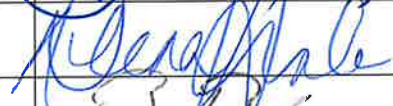
**Countywide Expelled Youth Plan
District Representatives
2024-2027**

School District	Superintendent	Expelled Youth Plan Committee Representative
Alview-Dairyland Union School District	Sheila Perry	Maggie Diaz
Bass Lake Joint Union Elementary School District	Randall Seals	Michelle Townsend
Chawanakee Unified School District	Dr. John Quinto	Kelli Bryant
Chowchilla Elementary School District	Doug Collins	Zach White
Chowchilla Union High School District	Dr. Justin Miller	Justin Woltz
Golden Valley Unified School District	Kevin Hatch	Chris Imperatrice
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	Deena Hegerle	Deena Hegerle
Yosemite Unified School District	Brian Beck	Dr. Jarrod Bordi

**Countywide Expelled Youth Plan
District Superintendents Approval
May 2024**

School District	Superintendent	Superintendent's Signature
Alview-Dairyland Union School District	Mrs. Sheila Perry	
Bass Lake Joint Union Elementary School District	Mr. Randall Seals	
Chawanakee Unified School District	Dr. John Quinto	
Chowchilla Elementary School District	Mr. Doug Collins	
Chowchilla Union High School District	Dr. Justin Miller	
Golden Valley Unified School District	Mr. Kevin Hatch	
Madera County Superintendent of Schools	Dr. Cecilia A. Massetti	
Madera Unified School District	Mr. Todd Lile	
Raymond-Knowles Union Elementary School District	Mrs. Deena Hegerle	
Yosemite Unified School District	Mr. Brian Beck	

**Countywide Expelled Youth Plan
District Superintendents Approval
May 2024**

School District	Superintendent	Superintendent's Signature
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Chawanakee Unified School District	Dr. John Quinto	
Chowchilla Elementary School District	Mr. Doug Collins	
Chowchilla Union High School District	Dr. Justin Miller	
Golden Valley Unified School District	Mr. Kevin Hatch	
Madera County Superintendent of Schools	Dr. Cecilia A. Massetti	
Madera Unified School District	Mr. Todd Lile	
Raymond-Knowles Union Elementary School District	Mrs. Deena Hegerle	
Yosemite Unified School District	Mr. Brian Beck	