

California Department of Education

Executive Office

SBE-005 (REV. 11/2017)

General Waiver

# California State Board of Education July 2019 AgendaItem #W-04

## Subject

Request by **Hanford Joint Union High School District** for renewal of a waiver of portions of California *Education Code* Section 48663(a), relating to community day school minimum instructional minutes.

## Waiver Number

31-4-2019

## Type of Action

Action, Consent

## Summary of the Issue(s)

Request by Hanford Joint Union High School District(HJUHSD)for renewal of a waiver of portions of California *Education Code (EC)* Section 48663(a), relating to community day school (CDS) minimum instructional minutes. The HJUHSD is requesting to have the option of offering an independent study placement for students who are enrolled in Hanford CDS when appropriate for the student. The district is especially concerned about the safety of its students who are enrolled in Hanford CDS and its staff. In instances where there is a safety concern for or with a student, it may be appropriate to offer an independent study placement to the student.

## Authority for Waiver

*EC* Section 33050

**Recommendation**

* Approval: No
* Approval with conditions: Yes
* Denial: No

The California Department of Education (CDE) recommends approval of this waiver with the following conditions:

* The HJUHSD shall limit the number of Hanford CDS students receiving all or part of their instruction through independent study to a maximum of 10 percent of the CDS population.
* All of the provisions included in *EC* sections 51745–51749.6 regarding independent study shall be in place for Hanford CDS students who are offered the option and choose independent study.
* Consistent with the initial waiver request, the HJUHSD will continue to develop, update, and implement the Transitional Plan for Expelled Youth which the district submitted as a condition for the original 2017–18 waiver (Attachment 4). The HJUHSD will submit an interim report to the CDE by November 30, 2019, and a follow-up report by May 1, 2020, of the implementation of the plan and updates to it. The interim report will include the number of students receiving full or partial instruction through independent study, a description of the circumstances leading to the determination to provide instruction through independent study, and the efforts to support the students being able to progress towards a return to full-time classroom instruction.
* Consistent with the initial waiver request, the HJUHSD will continue to develop, update, and implement the Hanford CDS Articulated Classroom Plan (Attachment 4), a comprehensive classroom-based educational program for Hanford CDS students who do not participate in the independent study program. The HJUHSD will submit a report of the implementation of this plan to the CDE and an updated version of the plan by May 1, 2020.
* By March 1, 2020, the HJUHSD will submit a plan to the CDE describing the alternative permanent means of meeting the needs of their highest risk students in lieu of submitting a waiver to the SBE.

## Summary of Key Issues

*EC* Section 48916.1(a) requires school districts to ensure that each of their expelled students be provided an educational program during the period of expulsion.

In its 2015 Countywide Plan for Provision of Educational Services to Expelled Students submitted to the CDE per *EC* Section 48926, the Kings County Office of Education (COE) shall develop a plan for providing educational services for expelled students from Kings County districts, for those who had been expelled and placed in district CDS programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district student, as determined by their local governing board. These services included offering an independent study program placement for students at Kings Community School until it closed in May 2017. Presently, the Kings COE is not providing educational services for expelled students from Kings County districts, and the requirement to provide these services has been returned to the individual school districts throughout the county.

The HJUHSD now is providing educational placement at Hanford CDS for all expelled students who live within the district’s boundaries, as well as expelled students from Lemoore Union High School District under a memorandum of understanding between the two districts. Under their existing waiver, which includes providing an independent study instructional delivery option for a few students who had been expelled and placed in district CDS programs, but who pose a danger to other district pupils. The HJUHSD developed and submitted an *Articulated Classroom and Transitional Plan for Expelled Students*, as conditions of the initial waiver approved for the 2017–18 school year at the March 15, 2018, State Board of Education (SBE) meeting. This plan included the provision of social-emotional support services for students. The CDE staff reviewed the proposed plan and made recommendations for deepening some of the suggestions. The district was very positive in responding to and incorporating the CDE recommendations.

In accordance with the conditions of the waiver granted in July 2018, HJUSD submitted an interim report by November 30, 2019 to the CDE, and a follow-up report by May 1, 2019, describing in detail the implementation of the plan and providing updates to it. The report included the number of students receiving full or partial instruction through independent study, a description of the offenses leading to the determination to provide instruction through independent study, and the efforts to support the students being able to progress towards a return to full-time classroom instruction. Additionally, in accordance with the conditions of the waiver, the HJUHSD continued to develop, update, and implement the *Hanford Community Day School Articulated Classroom Plan*, a comprehensive classroom-based educational program for Hanford CDS students who do not participate in the independent study program. The HJUHSD submitted a report of the implementation of this plan to the CDE and an updated version of the plan by May 1, 2019.

With this waiver renewal request, the HJUHSD seeks to have the option of continuing to offer an independent study placement for students who are enrolled in Hanford CDS when appropriate for the student. The HJUHSD is especially concerned about the safety of their students and staff at Hanford CDS. For instances where a safety concern for or with a student is identified, it is appropriate to offer an independent study program placement to the student. The ability to offer an independent study program also gives the HJUHSD the ability to tailor an educational program that more readily meets the individual needs and levels of all students in their program.

At the same time, the HJUHSD believes strongly in the benefits of seat-time instruction under direct supervision and with the support of the classroom teacher. Therefore, the district will be limiting participation in independent study to no more than 10 percent of the CDS population. Furthermore, the HJUHSD will first consider having these students receive part of their day in the CDS classroom with the balance of instruction provided through independent study program. In either case, any student receiving any part of the instructional day through independent study will be counted as part of the total number of CDS students in independent study and subject to the 10 percent of the total CDS population maximum.

The HJUHSD submitted the following information to demonstrate the past and anticipated need for this waiver:

* Throughout the 2018–19 school year, Hanford CDS enrollment has ranged from 30 to 51 students, a slight increase from the previous year. For the purpose of this waiver, the term “safety issues” will be defined as, “a consistently unsafe environment for students and staff that is created by threats of harm and physical or verbal altercations used to create intimidation, thereby impeding on one’s ability to function within the learning environment.”

Examples of experienced safety issues and the impact of the CDS program in meeting needs include:

* Two incidents of a weapon brought onto school campus in August through November 2018 and one from December 2018 through April 2019, compared to one the previous year.
* Seven incidents between August through November 2018, and three from December 2018 of fighting, compared to 13 incidents the previous year.
* Ten incidents of willful use of force in August through November 2018 and no incidents were reported in December 2018 through April 2019, compared to six the previous year.
* One incident in August through November 2018 and one from December 2018 through April 2019 of vandalism, compared to nine the previous year.
* One incident in August through November 2018 and no incidents reported in December 2018 through April 2019 of verbal threats of physical harm towards the Learning Director, Campus Safety staff, and teachers, resulting in the School Resource Officer physically removing students from campus, due to their refusal to leave after being suspended, compared to two incidents reported the previous year.
* Three incidents in August through November 2018 and one from December 2018 of harassment/hostile environment, compared to eight incidents reported the previous year.
* Fourteen incidents in August through November 2018 and five from December 2018 of alcohol/drugs, compared to seven the previous year

Summary of students served with full/partial independent study:

* Student #1 enrolled in August 2018 and exited as a high school graduate in October 2018.
* Student #2 enrolled in September 2018 and transitioned to the Grizzly Academy in January 2019.
* Student #3 enrolled in November 2018 and is making steady progress but choices outside of school necessitate that the student continue to be served through independent study, so that the outside issues do not undermine the CDS classroom learning environment.
* Student #4 enrolled in April 2019. Due to the fact that the student is very active in gangs, has weapons charges and many current students testified against the student, it was considered necessary for the safety of all that the student be placed on independent study. The HJUHSD Board approved this waiver request.
* Student #5 was placed in custody in juvenile hall prior to enrollment.

A blended program with partial day independent study program has not yet been explored.

Participation in independent study has stayed within the 10 percent enrollment cap.

The Hanford Online Charter School opened in August 2018, as anticipated in the previous waiver. It provides a full-time classroom learning laboratory environment with supportive staffing from a teacher, administrator and regularly scheduled hours with a Licensed Marriage and Family Therapist, school counselor, and social worker. This placement is available for CDS students who learn well from an online modality and have demonstrated sufficient progress within the CDS, whether or not in independent study. Transfer of these students includes suspension of their orders of expulsion and placement on probationary status.

The HJUHSD School Board voted unanimously to support this request for renewal of the waiver. The Hanford Secondary Educator’s Association and the California School Employees Association #461 support this waiver through their respective presidents, Dwayne Tubbs and Rosemarie Lopes-Horn. In addition, the Hanford High School Site Council, Hanford West High School Site Council, and Sierra Pacific School Site Council have no objection to this waiver.

The current waiver was approved from July 1, 2018, through June 28, 2019. The HJUHSD is seeking renewal from July 1, 2019, through June 28, 2020, leaving a gap between the waivers so that it would not become permanent per *EC* Section 33501(c). This will continue to provide time to develop other regional options to the use of independent study for CDS students. Based on the district’s full compliance with the conditions of the current waiver, the ongoing program development and the lack of other regional options for students in HJUHSD or Lemoore Union High School District, the CDE supports waiver renewal request for the period as stated.

**Demographic Information:** The HJUHSD has a student population of 3,900 students and is located in an urban area in Kings County.

**Because this is a general waiver, if the State Board of Education decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at** <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051>.

## Summary of Previous State Board of Education Discussion and Action

The initial waiver request by the HJUHSD which was approved on March 15, 2018, and then renewal on July 11, 2018, by the SBE, are the only past actions regarding the option of independent study as an educational method for CDS students.

## Fiscal Analysis (as appropriate)

There is no statewide fiscal impact of waiver renewal.

## Attachment(s)

* **Attachment 1:** Summary Table of Community Day School State Board of Education Waiver (1 page)
* **Attachment 2:** Hanford Joint Union High School District General Waiver Request 11-4-2018 (3 pages). (Original waiver request is signed and on file in the Waiver Office.)
* **Attachment 3:** Hanford Community Day School Transitional Plan for Expelled Students (8 pages)
* **Attachment 4:** Hanford Community Day School Articulated Classroom Plan (9 pages)

# Attachment 1: Summary Table of Community Day School State Board of Education Waiver

California *Education Code* Section 48663(a)

| **Waiver****Number** | **District Name,****Size of District, and****Local Board****Approval Date** | **Period of Request** | **If granted, this waiver will be "permanent"****per *EC* Section 33501(b)** | **Bargaining Unit Name and Representative,****Date of Action,****and Position** | **Advisory Committee/Schoolsite Council Name,****Date of Review****and Any Objections** |
| --- | --- | --- | --- | --- | --- |
| 31-4-2019 | Hanford Joint Union High School District3,900 Students51 Students in Hanford Community Day School April 24, 20185-0 Vote | **Requested:**July 1, 2019throughJune 28, 2020**Recommended:**July 1, 2019throughJune 28, 2020 | No | Hanford Secondary Educators AssociationDwayne Tubbs,PresidentMarch 28, 2019**Support**California School Employees AssociationRosemarie Lopes-Horn,PresidentMarch 28, 2019 **Support** | Hanford High School Site Council, Hanford West High School Site School Site Council, Sierra Pacific High School Site CouncilApril 19, 2019**No Objections** |

Created by California Department of Education

May 14, 2019

# Attachment 2: Hanford Joint Union High School DistrictGeneral Waiver Request 31-4-2019

**California Department of Education**

**WAIVER SUBMISSION - General**

CD Code: 1663925

Waiver Number: 31-4-2019

Active Year: 2019

Date In: 4/25/2019 11:17:49 AM

Local Education Agency: Hanford Joint Union High

Address: 823 West Lacey Blvd.

Hanford, CA 93230

Start: 7/1/2019

End: 6/28/2020

Waiver Renewal: Yes

Previous Waiver Number: 11-4-2018-W-06

Previous SBE Approval Date: 7/11/2018

Waiver Topic: Community Day Schools (CDS)

Ed Code Title: Minimum School Day

Ed Code Section: *EC* 48663

Ed Code Authority: *EC* 48663

*Education Code* or *CCR* to Waive: (a) The minimum schoolday in a community day school is 360 minutes of classroom instruction provided by a certificated employee of the district reporting the attendance of the pupils for apportionment funding.

(b) A pupil enrolled in a community day school may not generate more than one day of community day school attendance credit in a schoolday for any purpose.

(c) For the purposes of calculating the additional funding provided to a school district pursuant to Section 48664, only community day school attendance shall be reported in clock hours. Attendance of less than five clock hours in a schoolday shall be disregarded for purposes of Section 48664. Five clock hours of attendance in one schoolday shall be deemed to be one-half day of attendance, for purposes of additional funding pursuant to Section 48664. Six clock hours or more of attendance in one schoolday shall be deemed to be one day of attendance, for purposes of additional funding pursuant to Section 48664.

(d) Independent study may not be utilized as a means of providing any part of the minimum instructional day provided pursuant to subdivision (a).

(e) A community day school's academic programs shall be comparable to those available to pupils of a similar age in the school district.

(Amended by Stats. 1998, Ch. 847, Sec. 3.)

Reference:

*Education Code* 48664

Outcome Rationale: The Kings County Office of Education is no longer providing an educational setting for expelled students from the Districts in Kings County at Kings Community School. This service has been returned to all of the individual School Districts throughout Kings County. The Hanford Joint Union High School District is now providing an educational placement for all expelled students who live in the District’s boundaries at the Hanford Community Day School that is housed within the District. We would like to have the option of offering an Independent Study Placement for students who are enrolled in Hanford Community Day School when appropriate for the student. Our District is especially concerned about the safety of our students who are enrolled in Hanford Community Day School and staff. In instances where we have a safety concern for or with a student, it may be appropriate to offer an Independent Study placement to the student. The ability to offer an Independent Study Program also gives us the ability to tailor an educational program that more readily meets the individual needs and levels of all students in our program. The initial Waiver request for the District was submitted to the CDE on September 27, 2017 was approved by the SBE on March 15, 2018. The waiver was then renewed by the SBE on July 11, 2018. The District is now respectfully requesting a renewal of the waiver for the 2019-2020 school year.

Student Population: 51

City Type: Urban

Public Hearing Date: 4/23/2019

Public Hearing Advertised: In the local newspaper- Hanford Sentinel and posted at all school sites throughout the District.

Local Board Approval Date: 4/23/2019

Community Council Reviewed By: School Site Councils at Sierra Pacific High School, Hanford High School, and Hanford West High Schoo

Community Council Reviewed Date: 4/9/2019

Community Council Objection: No

Community Council Objection Explanation:

Audit Penalty Yes or No: No

Categorical Program Monitoring: No

Submitted by: Mr. Ward Whaley

Position: Director of Administrative Services

E-mail: wwhaley@hjuhsd.k12.ca.us

Telephone: 559-583-5901 x3126

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Bargaining Unit Date: 03/28/2019

Name: CSEA #461

Representative: Rosemarie Lopes-Horn

Title: President

Position: Support

Bargaining Unit Date: 03/28/2019

Name: Hanford Secondary Educators Association

Representative: Dwayne Tubbs

Title: President

Position: Support

# Attachment 3:

## ****HANFORD COMMUNITY DAY SCHOOL****

**Transitional Plan for Expelled Students**



Submitted to the

CALIFORNIA DEPARTMENT OF EDUCATION

Interim Report - May 2019

Hanford Joint Union High School District

William Fishbough, Superintendent

Ward Whaley, Director of Administrative Services

Heather Keran, Alternative Education Manager

Yolanda Bell, Assistant Principal

### ****Transition Plan for Expelled Students in Hanford Joint Union High School District****

Hanford Joint Union High School District recognizes the need for a continuum of educational services for all students, including expelled students. Every effort is made to place the student in an alternative program or school that will benefit the student and family. Our goal is to minimize any gaps in educational services while a student is going through the expulsion process and to transition them back into a comprehensive or alternative setting as seamlessly as possible.

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 educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion…” The Hanford Joint Union High School District governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis, taking into consideration 1) the seriousness of the offense, 2) the availability of educational alternatives, and 3) other related factors.

### Our expulsion transitional process is as follows:

Once it is established that an expellable offense has been perpetrated, the student is placed in an independent study program (ISP) pending an administrative hearing. The ISP placement stands until the district’s school board votes on the expulsion recommendation of the student.

On the day after the hearing, following the school board’s recommendation, one of the following will be implemented:

1. Suspended enforcement of the expulsion with placement at the same school campus.
2. Suspended enforcement of the expulsion with continued placement on independent study program for semester or duration of expulsion term.
3. Expulsion with placement at Hanford Community Day School.
	1. Transition team meeting for student and parent upon entry.
4. Expulsion with placement on Hanford Community Day School Independent Study Program.
	1. Voluntary placement with parent approval.
	2. Only 10% of the school population.
	3. Must meet placement screening criteria (Attachment A).
	4. Parent, student, counselor ISP protocol and contract meeting.
	5. Online curriculum, weekly meeting with a teacher.
	6. Built in an opportunity to meet the terms for any counseling requirements set forth by expulsion rehabilitation plan.
	7. Semester placement or term of expulsion.
	8. If non-compliant, the student returns to seat time option at Community Day School.

At the end of the expulsion term, each student participates in a readmit hearing (Attachment B). The readmit panel is a transition team made up of district administrators who review each individual case for completion of expulsion provisions. Board criteria for re-admittance into the district includes: grades (no Failing grades during the expulsion term), 90% attendance, sufficient progress made toward graduation credits during the expulsion term, behaviors (no suspend able or expellable offenses), and any terms from the rehabilitation plan (counseling/anger management/drug or alcohol program completion, clean drug test.

### Possible outcomes*:*

1. Meets criteria and is on track for graduation: placement at the comprehensive high school.
	1. Registrar notified.
	2. Administration and counseling notified for a transition meeting.
	3. ISP teacher notified to close out the contract and provide completed credits and grades.
	4. Credit recovery plan put in place if behind.
	5. Freshman and sophomore students placed on an intervention plan.
2. Meets criteria and not on track for graduation: placement at alternative education site for juniors and seniors.
	1. Referral made to Alternative Education Manager and program placement determined with a team for Earl F. Johnson, Hanford Night Continuation, Alternative Education ISP, or Hanford Adult School. Student stays enrolled in the current program until the transition meeting.
	2. Transition meeting with counselor and administration upon entry.
	3. Individualized credit recovery plan established.
	4. Qualification for AB 167/216, AB 1806, AB 2306 determined.
3. Meets criteria and student is 18 years old: consideration will be given for placement at Hanford Adult School. Student stays enrolled in the current program until the transition meeting.
	1. Orientation, transition meeting with counselor and administration upon entry.
4. Does not meet criteria: continues at Hanford Community Day School or ISP program to be reviewed at next semester.
	1. Review of the individualized student education plan. Continue education interventions and monitoring.
	2. School Attendance Review Board where applicable.
	3. IEP and/or 504 meetings where applicable.
	4. Continued mental health and substance abuse counseling services where applicable.
	5. Continue restorative discipline.
	6. SST and parent/guardian meetings.

### Additional interventions and services for CDS include: (Attachment C)

**Tier 1:** High quality and differentiated instruction, with screening based on data, to ensure that students are placed in classes which meet their specific needs. All students have access to academic counseling to formulate an individual plan with the purpose of preparing them for re-entry to a comprehensive site or college and career readiness. Special education students can qualify for the KCOE Workability program which provides career exploration.

Academic: Individualized early intervention and monitoring.

Behavior: Communication and conferencing with parents. School-wide discipline and positive behavior support programs.

#### **nProgram Update as of November 2018**:

Enrollment number: 47

1. AP Bell does an intake meeting with every parent/guardian and student at the time of enrollment. An individual learning plan/schedule is developed.
2. AP Bell is doing progress monitoring meetings with parent/guardian and student’s part way through each grading period to discuss grades, attendance, credit accrual, behavior, and progress toward district readmit goals.

**Tier 2:** Group Interventions.

Academic: Read 180 with weekly progress monitoring, Math 180 with weekly progress monitoring, tutorial, SST.

Behavioral: Gang Task Force meeting and contract upon enrollment, group counseling with a social worker, SST, SARB.

Program Update as of November 2018:

1. District Social Worker and LMFT meet with students on a weekly basis.
2. Counselor doing academic counseling, credit check-ins, career and college planning with each student

**Tier 3:** Intensive Interventions.

 Academic: Special education services, 504 plan.

 Behavioral: Probation meetings, one-on-one counseling meetings for specific coping and life skills, BSP, Westcare drug counseling services.

Program Updates as of November 2018:

1. The administration is actively participating in IEPs
2. We have met with the director from Lemoore, Dr. Rosa, and have requested to participate in IEPs for incoming students from their school district.
3. Kings Behavioral Health is coming to the site to meet with students individually
4. In the summer of 2018, the site was approved as a designated Westcare provider facility. We are awaiting further approvals to move forward to provide biweekly drug counseling services.

#### **Next steps in 2018-2019**:

As we continue to explore additional options for closing any educational gaps, we look to two models.

1. The first is a blended program where a student would be able to participate in both seat time for core classes and independent study for electives and credit recovery. This would allow for the increased flexibility of scheduling for students and families. This would also allow time for students to complete assignments/labs, projects, and work at their own pace. For our students sixteen and older, this could allow them to apply for a work permit. For our seniors, this could allow for taking community college classes. Students in the blended program would count against the school’s 10% cap of students who can be placed on an Independent Study Program as per the California Education Code Section 51745.
2. The second is the potential creation of the charter school. The application proposal for the charter school has made it through the Hanford Joint Union High School District Board of Directors approval process. The Alternative Education Manager would consider potential student placement of an expelled student at the charter school if Hanford Community Day School was no longer an option for any period of time. Since both schools are housed within HJUHSD jurisdiction, there would be little to no disruption of educational services.

#### **Program Update as of November 2018:**

1. Currently, we have three students that qualified for independent study:
	1. Student #1 - He enrolled on 8/16/18. He exited as a high school graduate on 10/03/18.
	2. Student #2 - The student was picked up and placed at JC Montgomery, juvenile hall, prior to enrollment. He is currently still in custody.
	3. Student #3 - He enrolled on 09/24/18. He is currently in the program. He plans to transition to the Grizzly Academy in January 2019. Confirmed, January 2019.
	4. Student #4 enrolled on 11/08/18.
	5. Special circumstance - a female student is on Home and Hospital instruction per a doctor’s note for the remainder of the school year with an instructor that goes to the home to provide weekly educational services.

May Update: This student met the district readmit criteria and became a student of Hanford High School as of January 14, 2019.

1. The blended program option has not been explored yet.
2. Charter Option - Hanford Online Charter School opened August 16, 2018. We have looked at two models for potential placement at the charter from CDS.
	1. Model one is an overflow where the 10% cap of has been met in independent study. We have not met the cap yet.
	2. Model two is for students that are in good standing for readmittance but are on expulsion for a year to date. These students would be required to have a full semester completed in good standing. We have identified two students that qualify to transition over to the charter under model two.

May update: Both students graduated by Christmas and did not need to enter the Hanford Online Charter School.

1. In 2018, we have added an early readmit protocol for those students meeting board criteria and the terms of their expulsion. We reviewed five students a third of the way through the semester. One student qualified to return to a comprehensive site, and four returned to alternative education sites.
2. We have added a CTE/College and Career Readiness component. This includes:
	1. We have increased the academic counseling hours to three full days a week over a consultation model used last year.
	2. The academic counselor works with each student to create a career and academic plan using the senior college interest worksheet followed by the online Career Survey from CA Colleges. She creates a spreadsheet of all outcomes and then using that to do progress check with grades and credits to plan for that career or college.
	3. Students participated in a mock job interview panel and did class presentations regarding future college and career plans.
	4. The College of the Sequoias representative presented to students in October.
	5. All special education students are participating in the Workability program with Kings County Office of Education. Three students participated in the county Career Fair. One student has been placed in a job.
	6. To assist with the A-G requirement for college readiness, we have added APEX online classes to supplement direct instruction. Work permits: We have two students that have requested and are working.
3. Behavior Violation Comparison from August to November:

|  |  |  |  |
| --- | --- | --- | --- |
| Behavioral Offense | 2017-2018Student Pop: 12 - 25 | August to November 2018-2019Student Pop: 39-51 | December 2018 to April 2019Student Pop: 30-51 |
| 48900 a-1 - Fighting | 13 | 7 | 3 |
| 48900 a-2 - Willful use of force | 6 | 10 | 0 |
| 48900 b - Weapons | 1 | 2 | 1 |
| 48900 c - Alcohol/drugs | 7 | 14 | 5 |
| 48900 f - Vandalism | 9 | 1 | 1 |
| 48900 g - Stole or Attempted | 0 | 2 | 2 |
| 48900 j - Drug paraphernalia | 0 | 1 | 1 |
| 48900 k - Defiance, and disruption | 14 | 14 | 2 |
| 48900 r - Bullying | 0 | 1 | 0 |
| 48900.4 - Harassment/hostile environment | 8 | 3 | 1 |
| 48900.7 - Threats against staff | 2 | 1 | 0 |
| 48915 a-1 - Causing serious physical injury, battery | 2 | 1 | 0 |
| 48915c-2 - Brandishing a knife | 0 | 1 | 0 |

1. Safety – An alternative education full-time School Resource Officer has been added to the staff. We have also added two additional campus safety positions.

#### **Program Update as of May 2019:**

Currently, we have two students that qualified for independent study:

* 1. Student # 1 is from the November update and remains in the program. He is making steady progress. His choices outside of school qualify him to continue.
	2. Student # 2 - enrolled in April. Due to the fact that he is very active in gangs, has weapons charges and a number of the current students testified against him, it is for the safety of all that he be on independent study.
1. Westcare, a drug and alcohol counseling service, officially started on campus as of January 22nd. The Westcare counseling staff are at the site every Friday. They provide alcohol, drug, and anger management counseling. This has contributed to a significant decrease in drug offenses at the school.
2. Safety: in response to our sizeable increase in student population, we added a full time and five-hour campus safety position to the site in January 2019.  These hires have helped create more positive male role models on site of varying ethnicities. It has also resulted in a decrease in physical and verbal violence and classroom disruptions.
3. Semester readmits are coming on May 16th and 17th.  At the fall readmits, eleven students were able to return to a comprehensive or alternative education site in the district as of January 14th.
4. College and Career - to date representatives from College of the Sequoias, West Hills College, San Joaquin Valley College, a local radio station, the Army, and Tachi Palace have done presentations for students.
	1. A college tour of West Hills College is being planned for May
	2. The second cycle of mock job interviews with community member panel is scheduled for April 29th - May 3rd.
5. Hanford Elementary Community Day School readmits are on May 24th. This session of readmits will determine who our incoming 9th graders will be for the 19/20 school year.

#### **Next Steps in 2019 - 2020**

1. Classroom projectors or Airtames - technology expansion to assist teachers with their lessons.
2. The addition of another teacher and the expansion of two new classrooms and a meeting room.
3. Develop a truancy and SARB plan.
4. The development of a CDS “Senior Ethics” workshop. The Senior Ethics program is designed to help our young adults think about their personal values, positive decision-making and help them make better choices in their lives.
5. Creating an advisory transitional team for students going back to comprehensive sites.

# Attachment 4:

## HANFORD COMMUNITY DAY SCHOOL

ARTICULATED CLASSROOM PLAN

Reported April 2019



Submitted to the

CALIFORNIA DEPARTMENT OF EDUCATION

**Hanford Community Day School**

Heather Keran, Alternative Education Manager

Yolanda Bell, Assistant Principal

1855 N. Douty Street,

Hanford, CA, 93230

**Hanford Joint Union High School District**

William Fishbough, Superintendent

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## Hanford Community Day School Profile

Hanford is located in the heart of California’s rich San Joaquin Valley. Kings County is an equal distance between San Francisco and Los Angeles. Historically a farming community, Hanford has diversified to include agriculture, agribusiness, as well as industrial and commercial sectors, in order to support a rapidly growing population of over 55,000 residents. As the city of Hanford continues to grow and to thrive, it maintains a strong sense of community pride and a steadfast commitment to quality. Hanford is an important commercial and cultural center in the south San Joaquin Valley, as it serves the vast surrounding agricultural area. Furthermore, it is the county seat of Kings County, as well as the largest city in the region.

Hanford has sixteen elementary schools, three junior high schools, and three high schools comprised of 8,464 K-8 students and approximately 3,800 high school age students. The Hanford Joint Union High School District (HJUHSD) has nine districts that feed into the high school program. The district also includes alternative programs with Earl F. Johnson High School (EFJ) and Hanford Adult School (HAS), which is open to adults who meet the educational prerequisites and enrollment criteria. In order to ensure that the academic needs of all students are addressed, and to pave the way for smooth transitions for students entering the district’s high schools, HJUHSD works diligently to increase the articulation between the districts.

Previous to 2017-18, students placed on expulsion by the HJUHSD Board of Trustees were referred to Kings County School (KCS). At the end of the 2016-17 school year, Kings County closed KCS and referred all the students back to their home districts prompting HJUHSD to expand the Community Day School program. Hanford Community Day School (CDS) which now serves roughly 35 students, who have been placed on expulsion.

The Hanford Community Day School (CDS) staff consists of 3 teachers, 1 administrator, 1 counselor, 1 family therapist, 1 secretary, 2 instructional aides, and 4 campus safety, all of whom assist in various capacities so as to ensure that the school runs efficiently and the learning environment is productive.

All students who are referred to the CDS program have been through a District Administrative Panel or other District Referral process and are serving an expulsion term or suspended expulsion term. A Memorandum of Understanding (MOU) is also in place between HJUHSD and Lemoore Union High School District as Lemoore found itself in a similar situation as HJUHSD when Kings County closed KCS. Within the MOU, all students referred to CDS have been expelled by their Board of Trustees through an administrative panel process.

The referral to CDS begins at the home campus, after a decision by the Board, with a site administrator. Student data such as attendance, discipline, transcript(s), and classifications such as special education/504 needs/English Language, are all considered during placement. This information is sent to the CDS administration for review and admittance. During a meeting with the student and parents, the CDS program is reviewed along with the detailed classroom educational plan developed. This plan takes into account the terms and conditions on the expulsion order and includes any services needed such as counseling, therapy, and academic interventions best suited for student success.

## Student Readmit Process

Since all student attending CDS are under an expulsion order from their home school, a process has been developed for readmission. At the end of every semester, a panel of administrators reviews every student file in meetings with the student and parent. In that meeting, the panel reviews the terms and conditions of the expulsion order and reconciles whether the student has successfully met every expectation. During the review of terms and conditions, grades, credits earned, behavior, and attendance are also considered. The goal of the readmission meetings is to make a final recommendation for placement during the following semester. If a student has met the terms and conditions of placement, then the parent and student will be referred back to their home school for readmission. This placement can include comprehensive or alternative education placement.

## Enrollment Data



| Year | **12-13** | **13-14** | **14-15** | **15-16** | **16-17** | **17-18** | **18-19** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total Enrollment | 7 | 11 | 10 | 7 | 6 | 35 | 51 |

Previous to the 2017-18 school year, Hanford Community Day School was a self-contained classroom with one teacher. Annual enrollment reflects the limited program size from 2012-13 to 2016-17. At the end of the 2016-17 school year, Kings County closed KCS and referred all the students back to their home districts prompting HJUHSD to expand the Community Day School program. Hanford Community Day School (CDS) which now serves roughly 35 - 51 students, who have been placed on expulsion Hanford Joint Union High School District and Lemoore Union High School District.

## Graduation Plan

Credits Required to Graduate from CDS:

| Course | Credit | Course | Credit |
| --- | --- | --- | --- |
| English | 40 | US History | 10 |
| Mathematics | 30 | World History | 10 |
| Physical Ed. | 20 | Gov./Econ. | 10 |
| Science (Biological & Physical) | 20 | Electives | 60 |
| Career Technical Education/ Language other than English/ Visual and Performing Arts | 20 |  |  |

TOTAL CREDITS = 220

## Course Schedule

The following course schedule is an example of a general placement design for students entering the CDS program. All students entered into the CDS program are given a classroom placement schedule.

| Period | Schedule 9th | Schedule 10th | Schedule 11th | Schedule 12th  |
| --- | --- | --- | --- | --- |
| 1 | English 9 | English 10 | English 11 | English |
| 2 | CC Math | World History | US History | Gov/Econ |
| 3 | Int Sci 9 | Int Math 1 | Int Math 2 | Elective |
| 4 | Physical Educ | Biology | Int Sci 11 | Elective |
| 5 | VAPA/LOTE/CTE | Physical Educ | Elective | Elective |
| 6 | Elective | VAPA/LOTE/CTE | Elective | Elective |
| 7 | Elective | Elective | Elective | Elective |

## Bell Schedule

The CDS bell schedule is consistent for all the days of the week. Transportation is provided for those students in need.

| **7-Period M-F** | **DAILY SCHEDULE** | **Total Minutes** |
| --- | --- | --- |
| **Breakfast** | **8:25 - 8:40** | **(15)** |
| **Period 1** | **8:40 - 9:30** | **(50)** |
| **Period 2** | **9:30 – 10:20** | **(50)** |
| **Period 3** | **10:20 – 11:10** | **(50)** |
| **Lunch** | **11:10 – 11:35** | **(25)/5** |
| **Period 4** | **11:40 – 12:30** | **(50)** |
| **Period 5** | **12:30 – 1:20** | **(50)** |
| **Break** | **1:20 – 1:30** | **(10)/5** |
| **Period 6** | **1:35 – 2:25** | **(50)** |
| **Period 7** | **2:25 - 3:15** | **(50)** |
|  |  | **{360}** |

## Opportunity to Advance

All alternative education students need to complete extra coursework in order to be on- track for graduation and/or return to the continuation high school or one of the comprehensive high schools. At CDS, students can earn these extra credits through online programs A+ or APEX (a-g). These programs allow students to access extra courses that they can work on anywhere while connected to the internet. Students are given time during class to complete these extra credits, however, they also have access to work on coursework at home as ‘homework’. The CDS academic counselor regularly meets with students to track what subjects and the number of credits that he/she needs to complete in order to accomplish their goal.

To prepare for life after high school, the CDS counselor helps students toward college and career readiness. She assists each senior to plan for after graduation, and create a realistic plan for college.  She uses a [senior college interest](https://docs.google.com/spreadsheets/d/1p3j5eEJDttGmgQVrzznglrgRxM5KCq7h3BD0eSPQLxI/edit?usp=sharing) worksheet to create a spreadsheet for goal setting. For Career, she meets with every student at CDS and gives them the Career Survey from California colleges. This information is also documented on a spreadsheet.

## Schoolwide Learner Outcomes

Hanford Community Day School (CDS) has a curricular emphasis on the California State Standards. This foundation also embraces the diverse learning styles and needs of the student population. Our Schoolwide Learner Outcomes (SLOs), cover general expectations, as well as, specific requirements. As a result, CDS Learner Outcomes are:

### Critical thinkers and problem solvers, able to:

* Apply problem-solving skills and logical thinking processes in a variety of contexts.
* Demonstrate the content and performance proficiency levels in all academic areas.

### Effective communicators, able to:

* Read, comprehend, and interpret a variety of written and graphic material.
* Positive interaction between staff and students

### Responsible citizens, who:

* Respect themselves, all staff members, and peers.
* Possess a positive attitude, a willingness to help, and a willingness to learn.
* Value punctuality and regular attendance.

### Academic Achievers, who:

* Complete a minimum of 36 units each semester
* Maintain a 2.0 GPA

### Effective Planners, who:

* Students have two or more academic status meetings with the school counselor

Before students are enrolled in the Hanford Community Day School, expulsion documents, IEPs/504s, and transcripts are reviewed by the administrator. In this review, goals for student success towards meeting expulsion rehabilitation plans and graduation requirements, as well as any safety issues, are considered. Following completion of the review, an intake meeting is held with students, their parents, the administrator, district social worker, counselor, and Special Education Specialist, where needed. During this meeting, a comprehensive plan is created that addresses student academic success, emotional needs, and safety concerns within the educational environment. For students who have serious safety concerns (i.e. pregnancy, gang-related threats of physical harm), working with school staff in a separate classroom with other peers who have similar concerns regarding safety is the given option. In this classroom, students have access to support and guidance from staff, as well as assistance from a designated teacher with the subject matter which they find difficult.

The CDS academic counselor and administration regularly meet with students to ensure progress towards meeting their educational rehabilitation plans. In order to be on track for graduation and/or return to one of the comprehensive high schools, students participate in a credit recovery program. These programs allow students access to credit recovery courses that are accessible anywhere while connected to the internet. The online programs A+ and APEX (meets A-G requirements) allow students to recover.