



SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION
LEADERSHIP • COMMUNITY • SERVICE
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San Luis Obispo County Plan for Providing Educational Services to Expelled Students

Approved by the
San Luis Obispo County Board of Education
June 12, 1997

Revision Approved by the
San Luis Obispo County Superintendents' Council
June 16, 2006

**San Luis Obispo County Office of Education
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Plan for Providing Educational Services to Expelled Students Board Approval Record

Atascadero Unified School District	May 20, 1997
Cayucos Elementary School District	May 6, 1997
Coast Unified School District	May 8, 1997
Lucia Mar Unified School District	May 6, 1997
Paso Robles Joint Unified School District	May 27, 1997
Pleasant Valley Joint Union Elementary District	May 13, 1997
San Luis Coastal Unified School District	July 15, 1997
San Miguel Joint Union School District	May 14, 1997
Shandon Joint Unified School District	July 22, 1997
Templeton Unified School District	May 1, 1997

**EDUCATION CODE 48926 COUNTY-WIDE
EXPELLED STUDENT PLAN**

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

AND

Atascadero Unified School District, Lucia Mar Unified School District, San Luis Coastal Unified School District, Shandon Joint Unified School District, Templeton Unified School District, Cayucos Elementary School District, Coast Unified School District, Paso Robles Joint Unified School District, Pleasant Valley Joint Union Elementary School District, and San Miguel Joint Union School District.

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SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION PLAN FOR EXPELLED PUPILS

San Luis Obispo County covers an area of 3,316 square miles. It is bordered on the north by Monterey County, on the east by Kern County and on the south by Santa Barbara County. The Pacific Ocean provides the county's western border.

A total of 10 school districts in San Luis Obispo County and the San Luis Obispo County Office of Education provide services to 36,109 pupils. The school districts range in size from the smallest with 142 pupils to the largest with a student enrollment of over 10,971 pupils.

Educational programs within San Luis Obispo County provide numerous opportunities for students in need of traditional and/or alternative education programs. Individual school districts offer a spectrum of educational alternatives, and the San Luis Obispo County Office of Education (SLOCOE) offers additional options via the Court, Community and Charter School Programs. Together, the districts and SLOCOE provide a wide range of services to expelled youth.

Educators in San Luis Obispo County recognize the need for a continuum of educational services for all students, including expelled students. It is important to provide support and service to expelled students while recognizing the rights of others to be safe. Local educators also recognize the seriousness of expulsion and pledge to apply careful thought, with an emphasis on fairness and consistency, during the decision-making process.

On July 1, 1996, Education Code Section 48926 became operational. 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. The plan shall be adopted by the governing board of each school district within the county and by the county board of education."

In addition, Education Code Section 48926 requires the following components be contained in this plan: (a) an enumeration of existing educational alternatives for expelled pupils; (b) the identification of gaps in educational services to expelled pupils; (c) proposed strategies for fulfilling said gaps; and (d) alternative placement for expelled students who have failed to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.

Education Code section 48916 (b) states, "The governing board shall

recommend a plan of rehabilitation for the pupil at the time of the expulsion order.” That is, a student whose behavior has resulted in expulsion is given a rehabilitation plan designed by the district of residence. This plan will involve one or more of the options contained in this plan.

California Education Code Section 48916.1(a) 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...” Therefore, every school district governing board in San Luis Obispo County 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 by the school district’s governing board based on 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors.

Educational alternatives provided by California’s school districts are not available to all expelled students. Seriousness of offense, location of offense, and grade level of the student have the potential to restrict the district level educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school (E.C. 48915.2). Expelled students shall be referred to an educational placement that is 1) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 2) not housed at the school site attended by the student at the time of the offense (E.C. 48915).

If the expelled student is in grades K-6, the educational placement for the student shall not be combined or merged with educational programs offered to students in grades 7-12 (E.C. 48916.1). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

EXISTING SCHOOL DISTRICT EDUCATIONAL ALTERNATIVES FOR EXPELLED PUPILS

Each school district must take steps to see that services are provided for expelled students. An expelled student is given a rehabilitation plan designed by the district of residence. Any recommended placement is monitored and appropriate documentation maintained. This plan may involve one or more of the options outlined below.

The governing board of each school district determines which educational alternatives are appropriate and available. Educational alternatives throughout San Luis Obispo County for students recommended for expulsion include, but are not limited to, the following options:

1. Expulsion, suspended order, with placement on the same school campus.
2. Expulsion, suspended order, with placement on a different school campus within the District.
3. Expulsion, suspended order, with placement in District Independent Study, if available, if the parent requests and if a daily classroom option is available.
4. Expulsion, suspended order, with subsequent transfer to another district.
5. Expulsion with referral to a District Community Day School program, if available.
6. Expulsion with subsequent placement in another District's Community Day School, if available.
7. Expulsion with referral to the San Luis Obispo County Office of Education Community School Program.
8. Expulsion, voluntary application and acceptance at the Grizzly ChalleNGe Charter School.
9. Expulsion, parental placement in a private school or private home-school alternative.

**EXISTING SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
EDUCATIONAL ALTERNATIVE FOR EXPELLED PUPILS**

The San Luis Obispo County Office of Education offers educational alternatives to expelled students through its Alternative Education Department, consisting of Community School and ChalleNGe programs. These county-level educational alternatives will be available to San Luis Obispo County students who have been expelled from district programs. Court schools require the formal placement of students into the program by the juvenile court or its probation department representatives. The juvenile court may adjudicate expelled students to Court Schools. Districts can recommend referral of expelled students to County Community Schools.

The San Luis Obispo County Office of Education's Alternative Education Department offers the following options for expelled youth:

Community Schools:

- Community School -- San Luis Obispo
- Community School – Arroyo Grande
- Community School – Nipomo Mesa
- Community School -- Atascadero
- Community School -- Morro Bay
- Independent Study – Geographically located throughout the county

Court School:

- Juvenile Court School

Alternative Education Charter School:

- Grizzly ChalleNGe Charter School at Camp San Luis Obispo

COUNTY AND DISTRICT ACCOMPLISHMENTS IN ADDRESSING EDUCATIONAL NEEDS OF EXPELLED STUDENTS CURRENT SERVICE GAPS AND STRATEGIES

In the 2003/2004 school year, 187 students were recommended for expulsion in San Luis Obispo County. This number is down from 224 in 2002/2003 and 210 in 2001/2002. Of the 187 students recommended, 9 were mandatory expulsions and 114 had their expulsion orders suspended.

The Alternative Education Operations Committee (AEOC) which includes representatives from school district alternative education programs, community schools, SELPA, probation, Department of Social Services, and SLO Family Resource Centers met on five occasions throughout the 05/06 school year. The committee conducted a survey of all 10 school districts to determine progress toward the implementation of this plan over previous years. Members met in order to review this plan; gather data; identify accomplishments and current service gaps; and develop a new plan.

Service Gap #1 ***Unsuccessful Placements***

Students expelled from a district under Education Code 48915 and referred to either a district-operated Community Day School or county-operated Court and Community School program sometimes commit another violation of Education Code 48915, do not attend school, or fail to complete the terms of the rehabilitation plan. Repeated truancy and behaviors that require expulsion pose problems as the number of possible interventions and appropriate programs begins to diminish. This service gap was initially identified in 1997. While progress has been made toward reducing the number of unsuccessful placements, there are still students who fail to attend school or complete the terms of the rehabilitation plan. For many students the factors that led to placement in Community School are still an issue, ie., continuing to test positive for drug use, failure to complete family counseling, or aggressive behavior on campus.

Accomplishments

Two districts in the county operate Community Day Schools for students in grades 7-12. For the remainder of districts, the San Luis Obispo County Office of Education operates Community Schools located at four sites as an option for expelled students in grades 7-12. Though the campuses are located at strategic locations within the county, transportation is still an issue for some districts.

Geographic distances, the cost of using school buses, and limited public transportation continue to make this an issue. There have been no instances of expelled students transferring to another district during the past three years.

The number of expulsions at Community School for students who have been expelled from a district is low. In the past 4 ½ years only two students have been subsequently expelled. Because there are several Community school sites, these students were placed at another site. However, non-performing or non-attending expelled students who are placed at Community Schools are still a concern. Some students do not complete the rehabilitation plan established by the district and clear their expulsion.

Another option for expelled students is the Grizzly ChalleNGe program. This year the number of SLO County students attending the Grizzly ChalleNGe program is at 30. This is an all-time high and is increasingly becoming a realistic option for some students. Grizzly is a joint project of the SLO County Office of Education and the California National Guard. It is not for all students as it requires a lengthy application process that demands high motivation and students must test drug-free to enter and remain drug-free throughout the program.

While all students are under the supervision of Probation, some students placed at Community School are 601(b) wards of the court. Truancy Court has been used successfully for habitual truants who fail to attend Community School. In the 04 to 05 school year 30 chronically truant youth attended Truancy Court. Of those 18 had petitions successfully dismissed. This reflects a 60% success rate for Truancy Court.

Communication between Community School staff and district staff regarding the progress and status of expelled students has been critical. The hiring of a Community Schools Transition Specialist has improved communication and the rate of completion of rehabilitation plans. When an expelled student fails to attend Community School the SARB referral is initiated. When there is an option to return a student back to the district, an alternative placement is determined through a mutual process. A focus on earlier interventions and improved communication has helped to reduce the number of students in this situation.

Service Gap #1 Unsuccessful Placements	County/District Strategy To Address Service Gap
<p>A student expelled from a District for Education Code 48900 violations and referred to either a district-operated Community Day School or county-operated Court and Community School program who either commits another violation of Education Code 48900, does not attend school, or fails to complete the terms of the rehabilitation plan.</p>	<p>For non-attendance the Community School will initiate a School Attendance Review Board (S.A.R.B.) referral to the school district of residence. Alternative Education Operations Committee (AEOC) is currently designing a proposal for a county-wide Truancy Board to bring chronic truants before a District Attorney. This may result in a referral for legal action through the courts. The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is offered to the expelled student.</p> <p>An additional strategy for expelled, non-performing, and/or non-attending students at the Community Schools is the Probation Department may file for a change of status to Welfare and Institutions Code 601(b). This allows the Court System to apply legal leverage upon the student to comply with terms and conditions of expulsion or be subject to legal consequences.</p> <p>If a mandatory expellable offense is committed, Community Schools can expel a student from the program, then suspend the expulsion, and transfer that student to another Community School site for the duration of the expulsion. The district of residence is informed if this occurs. In addition, the Grizzly ChalleNGe Charter School is open for student enrollment semi-annually; it is available for expelled, truant and at-risk students ages 16-18 through a student-initiated application process.</p>

Service Gap #2
Small School Districts

Several challenges face small school districts when expelling students. These districts do not have the larger number of students or resources for creating programs for specific populations. The small school districts are located in the more isolated and rural areas of the county, making transportation to other district or county programs a challenge.

Accomplishments

One of the primary strategies schools have used to address the needs of expelled students from small school districts is collaboration. This has required the cooperation of all school districts in the county. Larger districts with more programs and resources such as Community Day Schools have cooperated with nearby districts to accommodate students in their programs. In a few cases schools from neighboring counties have been used to meet student needs. In order to make this happen creative approaches to transportation must be arranged, including the use of existing routes between districts and the creation of new routes. AEOC has fostered this cooperation by providing a venue for sharing and communication.

Strategic placement of Community Schools throughout the county has improved access to SLOCOE programs. Five Community School campuses offering a variety of program options facilitate the availability of programs for students. In the past three years, two new community school campuses have replaced older sites and another campus is under construction.

Service Gap #2 Small School Districts	County/District Strategy To Address Service Gap
<p>Small school districts within San Luis Obispo County generally expel very few students during the course of a school year. Since so few students are expelled, having a special class or program for such students located in each district may not be feasible.</p> <p>Students who are expelled by individual small school districts vary as to age, grade level, and expulsion offenses. The wide range of age, grade level, and seriousness of offense make it difficult for these districts to provide appropriate programs for these students.</p> <p>There are significant geographical distances between local small districts, thus district or county operated classroom sites/programs for small school districts would require either extensive busing or parent provided transportation.</p>	<p>Two small school districts have put Community Day Schools in place: Shandon Joint Unified and Coast Unified School Districts. Small school districts have the option of referring students to Community Schools.</p> <p>While building the rehabilitation plan, districts will determine placement on a case by case basis. Districts have some options available which might include independent study, transfer to another district, transfer to another school site, opportunity programs, and community schools.</p> <p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring an educational program is provided to the expelled student.</p>

Service Gap #3

Serving Students eligible for special education services when they are expelled

A limited number of special education students are expelled each year, of this group there are some who have very intense needs. Placement of students with special needs is, of course, an IEP team decision. Appropriate educational services are required for all students eligible for special education and expulsion can present significant challenges. The 2004 reauthorization of IDEA (Individuals with Disabilities Education Act) has redefined the regulations for special education students who have committed expellable offenses. These changes may create an increase in the number of expulsions for this population. Currently, Community Schools average 25% to 30% special education students. The ability to provide services is even more problematic when the students placed need more than non-intensive services.

Accomplishments

Early intervention for students with intense needs has helped to reduce the number of students in SLO County recommended for expulsion. Federal legislation (IDEA) requires behavior support plans for students whose behavior impedes the learning of self or others. Districts have implemented effective plans, assisting students to remain in district. The Learning Center special education service delivery model has been put into place in several districts. This model focuses on early identification of potential problems and provides academic and behavioral intervention. These preventive efforts have helped to reduce the number of special education students being recommended for expulsion.

Intervention and increased communication both serve as important preventive strategies. There has been increased participation in the IEP process prior to referral for expulsion and more discussion of options at subsequent interim IEP meetings. SELPA participation and support for problematic behaviors has also been helpful. The SELPA program specialist has worked directly with district and COE staff as well as administrators to ensure that there is a common understanding regarding the appropriate services for special education students.

It is both expensive and logistically challenging to meet the educational needs of special education students within Community School. The Community School in SLO County provides non-intensive special education services for eligible students. One Community School Campus has a full time special education teacher, the others share itinerant staff. Itinerant special education teachers are available to work with students and to be a resource to teachers. Providing an appropriate academic setting for students with intense needs does not appear appropriate given services available. Limited options for services have required that district staff implement other approaches. The expulsion of a student with

intense needs can be suspended, enabling the student to remain within the district. This is an option for districts that have program capability to support special needs students if they feel students will be more appropriately served with district resources and the safety of other students is not in question.

Service Gap #3 <i>Students Who Are Expelled and Eligible for Special Education Services</i>	County/District Strategy To Address Service Gap
<p>When expelled special education students are referred to Community School programs, available resources may not meet the educational needs of the student.</p>	<p>When considering a recommendation for expulsion of a student eligible for special education services, district administration must insure that special education requirements are met. Investigation of placement options for the student includes options within the district as well as outside of the district.</p> <p>Whenever possible, recommended placement options for special education students will be identified through the IEP process, including collaboration with proposed placement staff, before the expulsion. If not possible, when a Board expels subsequent to the manifestation IEP, a collaborative meeting with the proposed placement staff will take place.</p> <p>If a referral for an expelled intensive-needs special education student is received by the Community Schools, their staff will contact the district of residence to ensure that the County programs are able to meet the goals and objectives specified in the IEP. It is preferable that district staff, upon notification of the expulsion of a special education student, contact Community School prior to sending the referral recommendation. The District IEP team, including Community School special education staffs, determines the eligibility, goals, objectives, and service delivery. This cooperative approach allows for more flexibility in the ability to</p>

	<p>serve expelled special education students.</p> <p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the expelled student.</p>
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Service Gap #4 ***Students in Grades One Through Six***

Students in grades one through six who are expelled have not had access to the same educational options available as expelled youth in grades seven through twelve. Younger students cannot attend the programs designed for middle and high school students. The limited numbers of students who are expelled in these lower grades makes district, regional, or even county-wide options unrealistic. From 1997 to 2005, Districts within SLO County were united in identifying this as the highest priority gap in our service delivery system. In spite of these challenges much progress has been made in meeting the needs of younger students who are expelled.

Accomplishments

From 2000-2004, there were a total of 17 elementary age students (grades 1-6) who were ordered expelled. The majority of these expulsions were suspended. A survey of district staff revealed this drop in numbers is due to the earlier identification of problem behaviors that may lead to expulsion and the number of interventions that have been put into place for students.

One large school district has operated an Opportunity Class for the second full year. The class is located at a high school campus and serves approximately fifteen students grades 1-6 each school year with severe behavior problems. Other districts have attempted opportunity classes for grade 1-6 students but these classes require a large financial commitment on the part of the district. Since there are no Community Day Schools for elementary-age students in the county this Opportunity Class has offered a much-needed intervention for many students.

One district operates an Early Intervention program using Title 1 dollars. Each elementary school site has a Learning Center. The Learning Center is staffed by behavior interventionists and teachers who coordinate resources for students identified with behavior problems or learning challenges. Learning Center staff are also available to assist teachers with problem behaviors in the classroom. They work with students one-on-one, coaching them and reinforcing appropriate behavior so that they can be successful in the regular classroom. Interventionists are placed with elementary students for 9-12 weeks at a time.

Some students exhibiting severe behaviors are identified as emotionally disturbed and are served in special education. There are programs throughout the county for students who require a self-contained classroom which serve at least 100 students per year. Addressing the academic and behavioral needs of these students has contributed to a reduction in the number of potentially expellable students.

An increasing focus on using data to identify academic failure at earlier grade levels has allowed schools to intervene in what could eventually evolve into behavior problems. The past few years there has been an increasing effort to train staff in a wider range of interventions with students exhibiting behavior problems, heightening the emphasis on early identification.

While open enrollment allows students to move between schools, it is challenging to move elementary students to another school within the same district. Distances in this largely rural county and limited public transportation options are just some of the reasons. It is even more difficult to move a student between districts. This has only occurred one time in the past 4 years.

Since 1997, the number of students in grades 1-6 who are recommended for expulsion has been dramatically reduced. However, the challenge of what to do with even one student is still difficult. Limited options for placement are still a gap. There are no Community Day Schools for students in grades 1-6 in SLO County. Because of the small numbers, strategies for addressing this population must be dealt with on a case by case basis.

Service Gap #4 <i>Students in Grades One through Six</i>	County/District Strategy to Address Service Gap
<p>Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve due to the limited numbers of students who are expelled in these lower grades. These younger students cannot attend the programs designed for middle and high school students.</p>	<p>The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>All districts will continue to focus on early identification of academic failure and swift intervention in both academic and behavior problems.</p> <p>While building the rehabilitation plan, districts will determine placement on a case by case basis. Districts have some options available to them including voluntary independent study/homeschool, transfer to another district, transfer to another school site, and opportunity programs.</p> <p>SLOCOE and district staff continues to monitor progress in the number of expulsions in grades 1-6 through regular quarterly meetings of AEOC.</p>

ALTERNATIVE PLACEMENTS FOR DISTRICT COMMUNITY DAY SCHOOL PROGRAMS

The final requirement of the county plan for education services to expelled pupils pertains to alternative placements for District Community Day School programs. The Shandon Joint Unified School District, Paso Robles Joint Unified School District and Coast Unified School District are the current providers of Community Day School Programs. Per Education Code 48926, "The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board." What follows are the options available in San Luis Obispo County for students in this category.

Option I

The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate education setting, and ensuring that an educational program is provided either within or outside the school district.

Option II

Expelled students who fail to meet the terms and conditions of district Community Day Schools shall be referred to SLOCOE Community Schools. Parents may choose private placement or private home school alternative.

If expelled students do not regularly attend SLOCOE Community Schools, they will be referred back to the district for review via the SARB process and possible referral to the District Attorney. The SLO County Truancy Board may be utilized as a source of legal sanctions against the student and/or parent. Additionally, the Probation Department will consider filing a 601(b) petition through the Court system.

If a student commits a second mandatory expellable offense while enrolled in a SLOCOE alternative education program, an expulsion recommendation will be made to the County Superintendent. The County Superintendent of Schools will determine placement. The County School Board serves as the Appeal board.

APPENDIX

Education Code 48926

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

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

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Education Code 48916.1 Educational program requirements for expelled students.

(a) 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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school

district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with section 48660.

(e)(1) Each school district shall maintain data as specified in this subdivision and report the data annually to the State Department of Education, commencing June 1, 1997, on forms provided by the State Department of Education. The school district shall maintain the following data:

- (A) The number of pupils recommended for expulsion.
- (B) The grounds for each recommended expulsion.
- (C) Whether the pupil was subsequently expelled.
- (D) Whether the expulsion order was suspended.
- (E) The type of referral made after the expulsion.
- (F) The disposition of the pupil after the end of the period of expulsion.

(e)(2) When a school district does not report outcome data as required by this subdivision, the Superintendent of Public Instruction may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with the provisions of this subdivision.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.