

**SOLANO COUNTY PLAN
FOR PROVISION OF
EDUCATIONAL SERVICES
TO
EXPELLED STUDENTS AND
STUDENTS IN THE
JUVENILE DETENTION
FACILITY**

Triennial Update

July 1, 2024 – June 30, 2027

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Superintendents

Lisette Estrella-Henderson	Solano County Office of Education
Dr. Damon Wright	Benicia Unified School District
Brett Barley	Dixon Unified School District
Jennifer Sachs	Fairfield-Suisun Unified School District
Tiffany Benson	Travis Unified School District
Ed Santopadre	Vacaville Unified School District
Ruben Aurelio	Vallejo City Unified School District

NOTE: Charter schools in Solano County were invited to participate in the development of this plan and students from dependent charters, via their chartering district, and independent charters, as Local Education Agencies (LEAs) have access to participating in county placement options when needed for students who are expelled and in the Juvenile Detention Facility.

Student Services Committee Members

Dr. Andrea Lemos	Solano County Office of Education
Siobhan Dill	Solano County Office of Education
Dr. Valerie Garrett	Solano County Office of Education
Akon Walker	Solano County Office of Education
Dr. Nicola Parr	Solano County Office of Education
Dr. Jon Owick	Benicia Unified School
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Liz Teresi	Fairfield-Suisun Unified School District
Jessica Reed	Fairfield-Suisun Unified School District
Antonio Gipson	Fairfield-Suisun Unified School District
Allyson Azevedo	Travis Unified School District
Andrea Kamman	Vacaville Unified School District
Dr. Edison Kelly	Vallejo City Unified School District

Overview

Legal Requirement:

California Education Code (EC) Section 48926 initially required each county superintendent of schools, in counties that operate community schools, to develop a plan for providing educational services to all expelled pupils in that county. The plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. Per EC Section 48926, each county superintendent of schools is also required to submit a triennial update to that plan to the SSPI.

EC Section 48926 provides specifically that:

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.

Additionally, EC 48916.1 requires that "at the time an expulsion of a pupil is ordered, the 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 by the school district's governing board based on:

- Seriousness of offense
- Available educational alternatives
- Other related factors

As required by Assembly Bill (AB) 922 (Chapter 974, Statutes of 1995; EC 48926), the County Office of Education, in conjunction with representatives from each district, developed a plan for providing educational services to all expelled students in the county. The plan was adopted by the governing board of each school district and the County Board of Education. The original plan was subsequently submitted to the Superintendent of Public Instruction by the deadline of June 30, 1997. This document reflects the required triennial update to the plan.

This Countywide Plan Update addresses:

- Review of gaps and strategies identified in the 2018-2021 Countywide Plan
- Educational alternatives provided in Solano County
- 2021-2024 Countywide Plan for identifying gaps and strategies in educational services to expelled students.
- Students who fail to meet their rehabilitation plan.
- Ongoing review of the Countywide Plan for Expelled Students

Although not required, we have included in this plan the provision of educational services provided to students in the Juvenile Detention Facility School (JDF).

Addressing the Educational Needs of Expelled Students and Students in the Juvenile Detention Facility (JDF)

The Travis, and Vallejo City Unified School Districts (USD) operate community day school programs within their districts for expelled students. Dixon USD and Vacaville USD currently offer alternative educational programs. Fairfield-Suisun USD contracts with the Solano County Office of Education (SCOE) to provide community school services to their expelled students. SCOE's Golden Hills Community School (GHCS) currently serves students in grades 7 through 12. The needs of expelled special day class students are served in an integrated Learning Center model at GHCS. SCOE also provides an educational program for students in JDF. All students in this program receive a rigorous standards-based academic program using standards-aligned instructional materials, social-emotional support, positive behavioral intervention, workforce development counseling, transition plan development, and case management.

SCOE also offers a blended model Distance Learning Program. This program serves expelled students and students referred by probation, or school districts throughout the County, with a specific focus on credit recovery. It is open to students from each school district in Solano County.

Special Education

Students with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with subsection (k) of Section 1415 of Title 20 of the United States Code, the discipline provisions contained in Sections 300.519 through 300.529 of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

A free appropriate public education for students with exceptional needs who have been suspended or expelled from school shall be in accordance with paragraph (1) of subsection (a) of Section 1412 of Title 20 of the United States Code and subsection (d) of Section 300.121 of Title 34 of the Code of Federal Regulations.

The districts follow their responsibilities for matters involving pupils currently enrolled in any Special Education program who are being recommended for expulsion. These include:

- Holding an Individualized Education Plan (IEP) meeting during which the team addresses whether the misconduct was caused by, or a direct manifestation of, the pupils identified disability.
- The determination of whether the pupil had been appropriately placed at the time of the misconduct.
- The IEP team determines the district's appropriate Special Education services during the expulsion period.

Positive Youth Justice Initiative

In 2013 the Solano County Office of Education worked with the Vallejo City Unified School District and the Solano County Probation Department as a partner in the Sierra Health Foundation's Positive Youth Justice Initiative (PYJI). The PYJI endeavor initiated a significant shift in California's juvenile justice practice and policy at the county level with a more focused approach to serving the needs of crossover youth and children who have had contacts with both the child welfare and juvenile justice systems. As a result of our participation in this endeavor, we shifted to addressing the underlying trauma, social, and familial disconnections that impact and impede our vulnerable youth from successfully transitioning to adulthood through our systemic changes. Our continued goal has been to encourage system transformation focused on developing healthy youth rather than punitive sanctions and confinement. Our process includes implementing the Student Support Specialist's services at JDF and GHCS. Their work's primary focus is Education Transition Planning recognizing and planning for a successful transition out of the JDF or GHCS setting should begin immediately upon intake rather than waiting until the time right before the student is to be released. Through PYJI, we have worked with every school district in Solano County to identify an Educational Liaison who works with SCOE's Student Support Specialist to facilitate a successful "warm hand-off" once the student has completed their term at JDF. The Student Support Specialist receives student records from the district/school of residence, including transcripts, test scores, and other pertinent information to complete the education transition planning process. This information is shared with the Juvenile Court and Community Schools (JCCS) registrar, the student's SCOE teacher, and resource specialist case manager (if the student has an IEP).

The Student Support Specialist reviews all records received and conducts a complete credit review of the student's transcript that assists in the education transition process and determines school placement upon release. Then, the Student Support Specialist meets with the student to review credits and discuss school placement options. During this time, the Student Support Specialist also completes the Educational Transition Plan form that addresses the student's current and future needs, including credit recovery, school placement, short/long term life goals, post-secondary options, and other supports needed for a successful transition. The Student Support Specialist meets with students regularly to review the transition plan and check-in and connect to provide social/emotional support (if applicable).

The Student Support Specialist communicates and collaborates with home school district staff, Solano County Probation, and parents/guardians to track student progress, needs, upcoming release dates, and school placements. To ensure a "warm hand-off" takes place between SCOE, JDF School, and the school district, the Student Support Specialist personally connects with the designated district liaison regarding a release date and inquiries about students return to school/district, appropriate placement, enrollment date, and any referrals that needed to come from probation. The Student Support Specialist then shares this information with the parents/guardians and offers any support.

In an ongoing effort to provide the best quality case management services, Student Support Specialists may conduct home and school visits, participate in Student Study Team (SST) meetings or School Attendance Review Board (SARB) meetings, providing referrals to community resources, and ensure student's transcript is received promptly. The Student Support Specialist also checks in and connects with the district's liaison regarding student's

attendance and behavior up to twelve months after a student's release.

The Education Transition Planning process is conducted in the same manner for students attending the GHCS. At GHCS, this process is managed collaboratively between the student support specialist and the program administrator.

Crossover Youth

The term "crossover youth" reflects a growing understanding of the dynamic between child abuse, neglect, and delinquency. This young people population has contact with the child welfare and juvenile justice systems. Our crossover youth often carry the scars and pain of trauma, leading to delinquent behavior and subsequent communication with the juvenile justice system. We have been working collaboratively countywide to address our crossover youth's unique needs, focusing on early intervention as a strategy to prevent long-term contact with the juvenile justice system. Our methods include using local community resources and partnerships with our local police departments to engage students in mediation and diversion as alternatives to being expelled or entering the juvenile justice system.

Trauma-Informed Care

Trauma-informed care is an approach that aims to engage people with histories of trauma, recognize the presence of trauma symptoms, and acknowledge the role that trauma has played in their lives. Many of our most traumatized youth are found in the juvenile justice system. Research also notes that trauma can be considered a specific risk factor for future involvement with the justice system. One of the most unfortunate consequences of childhood trauma is that children exposed to violence often grow up engaging in or becoming victims of violence. Through our programs of support to our students, we aim to recognize the impact of trauma on our students' lives; the signs and symptoms of trauma in our students, and we strive to integrate our developing knowledge about trauma into our practices when addressing the needs of our students.

Review of Gaps and Strategies Identified in the 2021-2024 Countywide Plan

Process for Reviewing Gaps and Strategies:

The County Superintendent, in conjunction with representatives from the districts within the County through the countywide Students Services Committee, provided input for the development of this triennial update. This Committee of alternative education professionals from the districts and SCOE meets monthly throughout the year to discuss current issues and challenges affecting expelled students. The team engaged in an analysis of results of the effectiveness of the strategies previously identified in the 2020-2023 plan.

Gap	Strategy	Results
An analysis of student enrollment data indicates a need to continue providing students with options and opportunities for credit recovery.	Each district has committed to continue providing students with credit recovery options using Cyber High, Edgenuity, and any other model that may accelerate credit recovery. Credit recovery will also continue to be an area of priority for SCOE community school programs, as indicated in SCOE's Local Control and Accountability Plan (LCAP).	Each district has a program that they use to provide credit recovery to their students. 2021-2024 data shows that 97% of the students being referred to community schools are credit deficient. School districts' efforts to assist students in earning credits must continue and be intensified.
The Student Services Committee has identified the need to explore more options for workforce development and post-secondary opportunities for students.	While many opportunities for workforce development and post-secondary options for students exist, they have not connected to expelled students. Districts and SCOE will seek to find more opportunities to connect at-risk students to Career Technical Education (CTE) activities. SCOE is working on developing a construction pre-apprenticeship at GHCS and JDF. The Student Services Committee will also study the issue of connecting at-risk students to college and career options as an ongoing effort in collaboration with adult school programs, Solano Community College, CTE departments, and the Workforce Development Board.	<p>Benicia USD:</p> <ul style="list-style-type: none"> • College and Career Center • Get Focused Stay Focused program (9-12) • College Application workshops • Resume workshops • FAFSA workshops • CTE Pathways and certifications • Internships • Job shadowing with CTE courses <p><i>Specific for Students on IEPs in addition to the top</i></p> <ul style="list-style-type: none"> - Workability program (Christian Roldan at BHS) - Transitions class and work with SCOE. - Community College

		<p>applications/registration</p> <p>Dixon USD:</p> <ul style="list-style-type: none"> • Added a CTE Coordinator, beginning in the 20-21 school year • Offers several CTE programs, including Ag Science, Mechanics, Floral Design, Supervised Agricultural Education Projects, Culinary Arts/Foods, Computer Science, and Multimedia Arts. • State-wide as a model program offers a wide range of classes including both Ag Science and electives. • The Dixon High School (DHS) culinary program focuses on the safe and healthy preparation of food and entrepreneurial skills. Students in this program have many opportunities to prepare for careers and further study in the food sciences and business. Students in our Culinary Arts program can earn a California Food Handlers Certification. • DHS has two curricular paths regarding Technology: Computer Science and Multimedia Arts. In Computer Science, students learn the basics of coding, website design, and robotics. In Multimedia, students work with industry-standard equipment and software, so students leave
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		<p>the program with the skills necessary to continue their education or pursue work in the field. DHS students can earn Adobe Certification through the Multimedia program.</p> <p>FSUSD: Residential and Commercial Construction Engineering/Robotics</p> <ul style="list-style-type: none"> • Design, Visual, and Media Arts - Visual/Commercial Art • Patient Care • Welding & Materials Joining Marketing • Careers in Education • Film/Video Production • Food Science, Dietetics, and Nutrition • Systems Diagnostics, Services, and Repair (Auto). • Agriscience. • Animal Care. • Ornamental Horticulture; Production and Managerial Arts; Game Design & Integration; Software & Systems Development. • Public Safety. • Emergency Response. <p>Travis USD:</p> <ul style="list-style-type: none"> • Automotive Mechanics • Aerospace Science • Business and Finance • Engineering Technology • Medical Science • Video Game Design • Video Production.
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		<p>Vacaville USD:</p> <ul style="list-style-type: none"> • Agriscience • Animal Care and Services • Automotive Technology • Building and Construction • Child Development • Culinary Arts • Digital Media • Engineering Technology • Film Video Production • Food Services and Hospitality • Graphic Design • Ornamental Horticulture • Patient Care-Kinesiology • Patient Care-Medical Science • Performing Arts • Residential & Commercial Construction • Systems Diagnostics, Service, and Repair <p><i>Community Partnerships</i> VUSD partners with various community organizations to give our students opportunities to be exposed to a variety of careers, as well as to get the experience necessary to take the next step into gaining employment. The Work-Ready Certificate program is coordinated by the Solano County Office of Education and is offered to VUSD high schools. VUSD high school students may apply to attend Work Ready workshops at any location. The program helps students locate job opportunities, learn interview skills, and develop a resume. Students can also apply for Summer at City Hall, which is a partnership with the City of Vacaville to offer</p>
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		<p>opportunities to students to learn about local government, obtain soft skills, and intern for the city of Vacaville.</p>
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		<p>Vallejo City USD:</p> <p>Academies</p> <ul style="list-style-type: none"> • Engineering Academy • Law Academy <p>CTE Pathways</p> <ul style="list-style-type: none"> • Bio Medical (CTE) • Biotechnology (CTE) • Business & Finance (CTE) • Culinary Arts (CTE) • Hospitality (CTE) • Multimedia (CTE)
There is a need to continue to address	This countywide Student Services Committee has identified what	At GHCS, SCOE has served students who had previously

<p>the needs of students with IEPs enrolled in the community day and community schools.</p> <p>There is a need to continue to focus on prevention and early intervention as a strategy for reducing the number of students referred to Special Education programs.</p>	<p>each school district in the County is doing to reduce expulsions of Special Education students. All districts are addressing the needs of students with IEPs via the support of their respective Special Education program personnel.</p> <p>While the issue of students with disabilities being expelled continues to be a priority, it is important to note that the rate of students with disabilities at GHCS has decreased from 25 percent in 2015-16 to 7 percent in 2017-18, showing a very positive trend. The Student Services Committee will continue to monitor the rate of students with disabilities among expelled students to make sure that this trend continues.</p> <p>Professional learning opportunities will also continue to be offered through SCOE in the area of Multi-Tiered Systems of Support (MTSS), including Universal Design for Learning (UDL) to decrease the need for special education referrals and the provision of appropriate behavioral and emotional supports for students with disabilities.</p>	<p>been identified as needing an IEP. No new referrals for Special Education were made. The percentage of students with IEPs was relatively high at 23 percent.</p> <p>At JDF, the percentage of students with IEPs was higher, reaching 30 percent. These are students who are identified at the district of residence. This rate is higher than the general population and indicates an overrepresentation of students with disabilities among incarcerated youth. We will continue to address this issue with the school districts to make sure that appropriate services are in place to prevent students with disabilities from disproportionately coming in contact with the juvenile justice system.</p>
<p>Tracking students who were referred to the GHCS but did not enroll is a challenge.</p>	<p>SCOE follows up with each family that is referred to GHCS to schedule an intake so that a student can enroll as soon as possible. If GHCS is unable to contact the family, the staff will work closely with the referring district and/or the student's probation officer for help. Transportation is a challenge for students to attend GHCS. District representatives will</p>	<p>During 2021-24, schools throughout Solano County worked collaboratively and effectively with GHCS to support student registration. Transportation was identified as a barrier. Solano County district representatives shared that having access to CalPads, working with the local public transportation, and</p>

	<p>continue to explore strategies to address this challenge including the issuance of transportation vouchers for homeless students identified under the McKinney-Vento program for students without permanent housing. Distance Learning options will continue to be available as well.</p>	<p>putting into place specific guidelines for the referral process have supported students in traveling to GHCS.</p>
<p>There is a need to continue to focus on prevention and early intervention as a strategy for reducing the number of students expelled throughout the County.</p>	<p>All districts are addressing this concern-implementing a variety of prevention and early intervention strategies including Positive Behavior Interventions and Supports (PBIS) systems, Multi-Tiered System of Supports (MTSS), and Restorative Justice. SCOE continues to provide training in these areas along with ongoing coaching and site support.</p> <p>The countywide expulsion rate for Solano decreased from 18 percent in 2015-16 to 15 percent in 2016-17. While decreasing, the rate is still above the statewide rate of 9-10 percent.</p>	<p>During 2018-21, schools throughout Solano County have been trained in PBIS implementation, Social-Emotional Learning and implementation, as well as implementing a holistic MTSS approach. Some schools have also been trained in Restorative Justice. Each school is at a different stage in its implementation. Coaching services are also available to schools for ongoing professional learning and support.</p>
<p>Representatives from the countywide Student Services Committee identified a need to provide expelled students in Solano County with more assistance in the area of social and emotional support.</p>	<p>Districts have invested in providing counseling services and have created internal capacity. In addition, they have contracted with outside agencies, especially a Better Way and SCOE for additional support. Students at GHCS receive counseling services from two Student Support Specialists. As the implementation of MTSS takes off countywide, the Committee will continue to look for ways that identified the emotional needs of students early enough to provide appropriate services and prevent behavior leading</p>	<p>In addition to the services provided to students by district staff, counseling from SCOE Student Programs and Services department has been available for all sites. Students referred to SCOE programs are provided the opportunity to participate in social-emotional support under the Universal Screening Act. In addition, SCOE has developed and implemented Wellness Centers throughout many schools in Solano County.</p>

	to expulsion. Students with disabilities receive socio-emotional support as part of identified needs and services in their IEPs.	
There is a need to continue to share data between districts.	As students move into neighboring districts, there are times that home addresses are unknown, because a child may attend school in one town but claim another as their home. Student Services Committee meetings provide a great opportunity to share such information, so that important dates such as readmit hearings are not forgotten. The Committee will also explore options for increased data sharing through common software.	During the 2018-21 school year, schools throughout Solano County worked collaboratively and efficiently to share student information. Solano County district representatives identified that during the 2018–2021 school years, it was shared that districts did not have a challenge in this area and all districts were willing to share information.

**Triennial Update of the Countywide Plan for
Education Services to Expelled Students
2021- 2024**

In conjunction with representatives from the county's districts through the countywide Students Services Committee, the County Superintendent provided input for the development of this triennial update. This committee of alternative education professionals from the districts and SCOE meet monthly throughout the year to discuss current issues and challenges affecting expelled students. During those meetings, the following gaps and strategies were identified to focus on moving forward. It is important to note that the gaps identified are a compilation of the key stakeholder group's responses and reflect issues of concern in the broad countywide context.

Gap	Strategy	Results
An analysis of student enrollment data indicates a need to continue providing students with options and credit recovery opportunities.	Each district has committed to continue providing students with credit recovery options using Cyber High, EdGenuity, participation in a summer school credit recovery program, and any other model that may accelerate credit recovery. Credit recovery will also continue to be an area of priority for SCOE community school programs.	Credit Recovery options will continue to be provided to students. Providing students the opportunity to participate with Cyber High, Edgenuity, and summer school contributes to higher numbers of students throughout the county recovering credits needed for high school graduation.
The Student Services Committee has identified the need to explore more options for workforce development and post-secondary opportunities for students.	While many workforce development opportunities and post-secondary options exist, they continue to not be connected to expelled students. Districts and SCOE will seek to find more opportunities to connect each student to CTE activities. SCOE is working on developing a construction trades class at GHCS and JDF. The Student Services Committee will also study connecting at-promise students to college and career options as an ongoing effort for 2021-24, in collaboration with adult school programs, Solano Community College, CTE departments, and the Workforce Development Board.	Districts within Solano County continue to offer more options for students to engage with workforce development or post-secondary work opportunities. The collaboration with Solano Community College, local unions, businesses, and other career preparation agencies has supported students with preparation for college, career training programs, or entry into the workforce.

<p>There is a need to continue to address the needs of students</p>	<p>This countywide Student Services Committee has identified what each school</p>	<p>The needs of students with disabilities continues to be an area of focus countywide. All districts in Solano County are monitoring student assessment data, and the implementation of programs that specifically support the needs of our students with disabilities.</p>
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<p>with disabilities enrolled in the community day and community schools.</p> <p>This countywide Student Services Committee has identified what each school district in the County is doing to reduce Special Education students' expulsions. All districts address students' needs with disabilities via the support of their respective Special Education program personnel.</p>	<p>district in the County is doing to reduce expulsions of Special Education students. All districts are addressing the needs of students with IEPs via the support of their respective Special Education program personnel.</p> <p>Professional learning opportunities will also continue to be offered through SCOE in Multi-Tiered Systems of Support (MTSS), including Universal Design for Learning (UDL), etc. to decrease the need for special education referrals and the provision of appropriate behavioral and emotional supports for students with disabilities.</p>	<p>Professional learning opportunities for teachers, support staff members, and administrators throughout the county supports the engagement of students with specialized strategies that meet the diverse needs of our students with disabilities.</p>
<p>There is a need to continue to focus on prevention, early intervention, and culturally responsive teaching practices as a strategy for reducing the number of students expelled throughout the County.</p>	<p>All districts address this concern, implementing a variety of prevention and early intervention strategies, including Positive Behavior Interventions and Supports (PBIS) systems, MTSS, and Restorative Justice. Social-emotional learning is built into the structures of PBIS and MTSS. SCOE continues to provide training in these areas and ongoing coaching and site support.</p>	<p>There has been a countywide focus on building the capacity of teachers, support staff members, and administrators with PBIS, MTSS, and Restorative Practices. These practices are contributing to reducing the number of suspension and expulsions countywide. Countywide, these practices are supporting more positive school climates.</p>

<p>Representatives from the countywide Student Services Committee identified a need to provide expelled students in Solano County with more social-emotional support.</p>	<p>Districts have invested in providing counseling services and have created internal capacity to provide support to students related to social-emotional support. In addition, county districts have contracted with outside agencies and SCOE for additional social-emotional support. Students at GHCS receive a mental health screening upon the start of school, on-site trauma informed counseling services, whole class social-emotional learning, and</p>	<p>Countywide, school districts are supporting students with mental health and wellness support. Campuses throughout the county are providing the following types of support:</p> <ol style="list-style-type: none"> 1. Wellness Centers 2. Student Support Specialists 3. Mental Health and Wellness Specialists 4. Professional learning focused on social-emotional support strategies for students.
	<p>ongoing learning opportunities on topics related to mental health and stigma reduction. All GHCS staff is trained in trauma-informed practices. Wellness Centers are available for student support. Through the lens and implementation of MTSS, the Committee will continue to look for ways to support students.</p>	
<p>There is a significant misrepresentation of Black, Indigenous and People of Color (BIPOC) compared to county demographics. There is a need to implement specific and focused, culturally responsive prevention and early intervention strategies, which include supports for disrupting and reducing the number of students of color expelled throughout the County.</p>	<p>All districts are addressing this concern, implementing a variety of specific and focused, culturally relevant prevention and early intervention strategies, including staff trauma-informed practices trainings, social-emotional learning built into the PBIS and MTSS systems, implementation of mental health screenings, data-driven analysis of students being referred for expulsion, and work within each district individually on equity to build a more culturally competent staff. SCOE continues to provide training in these areas and ongoing coaching and site support.</p>	<p>The focus on student subgroups who have traditionally been overrepresented with suspensions and expulsions has contributed to the following:</p> <ol style="list-style-type: none"> 1. Districts countywide focusing on equity based instructional programs. 2. Implementing restorative practices to support relationship building between students and the adults that serve them on campus. 3. Reducing the numbers of office referrals, suspension, and expulsions.

Students Who Fail to Meet Their Rehabilitation Plan

The following possible options have been identified for students who have failed to meet the rehabilitation plan outlined in their expulsion packet.

- Attendance at a community school operated by the County Superintendent of Schools.
- Possible referral to the SCOE Distance Learning Center.
- Remain expelled until they meet the terms of their expulsion.
- Consideration of attending an alternative program (ie: Discovery Challenge Academy, Job Corps, California Conservation Corp, etc.).
- Participation in individual and/or group mental health counseling.

Ongoing Review of the Countywide Plan for Expelled Students

A countywide Student Services Committee will continue to meet monthly to ensure coordination between districts and SCOE. This committee will explore various ways SCOE, and local districts can serve students, including crossover youth, effectively. Over the last three years, local districts have created more options for expelled students. The Committee meetings allow these options to be shared and provide a forum in which issues that arise can be addressed consistently. SCOE will continue to provide technical assistance and support to Solano County school districts as needed and will continue to facilitate the countywide Student Services Committee.

APPENDIX

DISTRICTS
EDUCATIONAL
ALTERNATIVES
FOR SERVING
EXPELLED AND
HIGH-RISK
YOUTH

**Solano County
Benicia Unified School District**



Educational Alternatives for Serving Expelled and At-Promise Youth

For students that are expelled a referral may be done to Golden Hills Community School

For At-Promise Youth and ALL BUSD students, the following levels of placements may be recommended:

- Liberty High School in Benicia USD's continuation high school serving students ages 16 and above.
- Independent study and credit recovery program serving students in 9th through 12th grade.
- Benicia Community Day School

For At-Promise Youth and ALL students, Benicia offers a variety of supports/services to address various educational social-emotional, and behavioral needs.

All elementary and secondary school sites have implemented multi-tiered support systems that encompass MTSS and PBIS. The following are some of the supports/services BUSD offers to ALL students.

- Intervention specialists at all school sites (reading and math) K-8
- Check-in-Check-out
- Sources of Strength
- Care Solace
- A Better Way
- Second Step
- Mindfulness
- Counseling
- Mental Health Clinician
- Mentors at the high school level
- School Wellness Centers

- The BIG Picture for BUSD is that Reading is the Focus for ALL Students. In order to ensure NO students “fall Through the Crack” consistent use of screening assessments (DRA, F&P, MAP), data collection tool, and analysis of data to provide ongoing Tier 1 and Tier 2 (Targeted Intervention) Reading Support. Grade Level Teams and Site Admin work together to ensure multi-tiered supports/services are successfully implemented. Grade Level Teams and Site Admin work together to regularly analyze Reading Achievement Data to ensure all students are making progress.
- BUSD uses a multi-tiered approach to empower the entire school community with the skills and resources required to implement systems of academic, behavioral, and social-emotional supports. The primary focus of the multi-tiered model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. This allows teachers, parents, and administrators to identify key areas of internal capacity.
- Student Attendance Review Board Hearings are held on a monthly basis. The panel consists of a Mental Health Coordinator, Health Coordinator, School Resource Officer (SRO), Director of Student Services, and representatives from the High School, Alternative High School, and Elementary level. This level of intervention is after the school site has met with the family and developed a plan of action to address attendance/behavior/academic. The office of Student Services monitors progress and also conducts home visits alongside the SRO.
- Additional individualized plans are also developed depending on the student's need and if all resources have been exhausted. The team of educators meets to determine the best plan of action of resources provided have not met the student’s needs.

Solano County
Dixon Unified School District



Educational Alternatives for Serving Expelled and At Promise Youth

Dixon USD offers a variety of processes, supports, and alternatives to serve and support high-risk and expelled students include the following:

All elementary and secondary school sites have implemented robust problem-solving strategies of MTSS to facilitate appropriate access to supports and services across PBIS Tiers 1, 2, and 3. Available support for all students includes school-wide implementation of evidence-based PBIS practices. SCOE has trained all six DUSD school sites in PBIS Tier 1 and Tier 2 strategies and interventions. All schools are implementing universal (Tier I) PBIS practices that support the social, emotional, behavioral, and mental health and well-being needs of all students. Each school has a schoolwide system of practices and resources that promote and maintain a positive social culture to prevent the need for behavioral or mental health intervention such as exclusionary discipline. A school PBIS team meets regularly to review outcome data and plan to address the needs of students in need of more intensive Tier 2 and Tier 3 support. Site PBIS teams and administrators monitor School-Wide Information System (SWIS), and AERIES student discipline data at the high school level related to overall school-wide patterns and make adjustments and recommendations to more intensive support as needed.

Tier 2 services are delivered and coordinated through the Check-In/Check-Out (CICO) Teams and/or School Wellness Centers and may include trauma-informed counseling, individual brief solution-focused counseling, family-centered culturally responsive supports, restorative justice practices, individual skill development, support in accessing mental health services when necessary, and improved crisis intervention and response. Also, at Tier 2, Board-registered mental health clinicians implement Positive School Climate groups to support the social and emotional well-being of students. The 10–12 week groups are based on an evidence-based curriculum and address topics including anger management, grief and loss, resiliency, and social skills building, LGBTQ issues, impulse control, and healthy relationships. Each school site is staffed with a full-time Mental Health Clinician to provide support to each Tier.

Tier 3 supports are individualized for students who do not respond to Tier 1 and 2 interventions and can involve conducting a Functional Behavioral Assessment to create a Behavioral Intervention Plan. The clinician, teachers, and parents/caregivers then collaborate with the student to support their behavioral and learning goals. Additionally,

wraparound services will be utilized to support students in need of Tier 3 support. Additional support to students include not only district mental health clinicians and behaviorists, but additional contracted clinical support if needed. The At Promise Counselor staffed at John Knight Middle School and Dixon High School provides a comprehensive identification, prevention, and intervention process for students identified as socioeconomically disadvantaged, homeless, foster, migrant youth, or students at risk of becoming credit deficient or dropping out of school in grades 6-10. The At-Promise Counselor will target student groups historically overrepresented in the list above, with a particular focus on English Learners, socioeconomically disadvantaged students, homeless, and foster youth. In order to proactively impact student outcomes, the At-Promises Counselor will carry a caseload of identified students in grades 6-10 to advise, coach, counsel, mentor, and connect scholars who would benefit from additional services. This counselor monitors grades and behavior, helps develop incremental and long-term academic goals, and prepares students for the transition to high school or post-secondary education and careers.

Through the School Wellness Center Initiative, the Dixon USD Student Services Department in collaboration with SCOE has trained Dixon USD staff in an array of professional learning in the following areas:

- Check In-Check Out
- Restorative Practices
- Youth Mental Health First Aid
- Trauma-Informed PBIS
- SafeTALK
- Brief Drug Intervention

In addition to the interventions listed above the following may happen with our expelled students:

- Change of school with behavior contract and mental health support for students who have been expelled from a school within the district (K-5)
- A suspended expulsion that allows students to remain in Dixon USD
- For some of the students that are expelled, the Board may recommend placement at Golden Hills Community School

Solano County
Fairfield-Suisun Unified School District



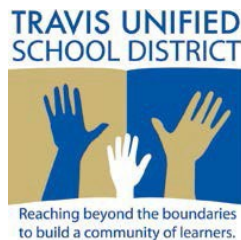
In addition to the District's plan to support expelled students, the Fairfield-Suisun Unified School District (FSUSD) provides the following support to serve at-risk youth:

- FSUSD is committed to a shift in thinking and practice around student discipline. Students' social-emotional well-being is a top priority, and FSUSD continues to improve and expand the implementation of tiered intervention supports and systems while focusing on equitable practices. Part of this work includes hiring additional psychologists, clinicians, behaviorists, and mindfulness coaches. Also, the district has three full-time MTSS Coordinators who support across all schools and specifically at H. Glenn Richardson to support and focus the work toward a systematic, tiered approach to student wellness. These improved student discipline systems, intervention, and social-emotional support are and will positively impact student learning and growth.
- FSUSD has maintained funding for academic and social-emotional support. These supports include, but are not limited to, College and Career Technicians, School Counselors, School Psychologists, Attendance Liaisons, Community Outreach Liaisons, Family Resource Center Liaisons, Mindfulness Coaches, and Mental Health Clinicians.
- The Student Services Department continues to work with community agencies to provide services to parents and students at no cost to FSUSD. For example, FSUSD has developed a Memorandum of Understanding (MOU) with Solano County Mental Health to have clinicians serve eligible students at the school. Similar arrangements were made with other community agencies, such as A Better Way, Medi-Cal, Healthy Families, Kaiser Child Health Plan, Agape (grief support), and Care Solace. Care Solace is an online mental health coordination service with a 24 hour, seven-day-a-week concierge line that assists individuals in finding local mental health-related programs and counseling services.
- FSUSD sites entered into a contract with the Solano County Office of Education

(SCOE) to provide Positive School Climate Services; Social and Emotional Learning group counseling, including Wellness Centers. These counselors were part of the County's PBIS initiative and provided support to students at their respective sites who reached tier three in the PBIS school's tiered intervention model.

- FSUSD Attendance Liaisons support students facing school avoidance and attendance barriers by linking the student and/or the family to resources and other support services. Attendance Liaisons also focus support on foster youth. Family Resource Center Liaisons focus on support around unhoused families. Collectively, FSUSD liaisons offer a research-based mentorship intervention program, Check & Connect to students with Tier II needs living in foster and unhoused environments.
- FSUSD Site-Based Community Outreach Liaisons support and conduct outreach to students at their sites: Anna Kyle Elementary, Armijo High, Cleo Gordon Elementary, E. Ruth Sheldon Academy, David A. Weir Preparatory Academy, Dover Academy, Crystal Middle, Grange Middle, Fairfield High, Fairview Elementary, Public Safety Academy, Sem Yeto Continuation School, Sullivan Language Academy, and Tolenas Academy of Music and Media.
- Armijo High School (AHS) students at risk of not meeting graduation requirements may enroll in Sem Yeto at AHS.
- Fairfield High School (FHS) students at risk of not meeting graduation requirements may enroll in Sem Yeto at FHS.
- Students interested in law enforcement, firefighting, emergency response, and other public safety-related fields may apply to attend the Public Safety Academy.
- Students interested in early college experiences may apply to attend and participate in our Early College High School (ECHS) program. ECHS is a unique program opportunity that allows students to earn college credits from Solano Community College while working towards their high school diploma.

**Solano County
Travis Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

Travis USD continues to maintain a very low number of both student referrals for expulsion investigation and action and actual students who have been expelled. Processes, supports, and alternatives that have helped to maintain these low numbers as well as serve and support high-risk students include the following:

- A robust Multi-tiered System on Support (MTSS) serves as the foundation of Travis Unified’s approach to serving students. Focused on strong tier 1 academic, behavioral, and social-emotional education for all students, Travis serves the whole child. Those students who need interventions to achieve success are identified through various data sources and are supported with targeted tier 2 interventions. If it is determined during student progress monitoring that more intensive services are required, a tier 3 level of support services will be employed.
- Site-level tracking of discipline data by administrators and counselors allows Travis Unified to look for patterns of behavior that identifies students who need a Tier 2 or Tier 3 support services. Using a student tracking dashboard along with SWIS allows administrators to quickly obtain and analyze student data to identify students struggling with attendance, behavior, and academics. Travis Unified uses student subgroup data as a tool to evaluate equity and system-wide implications related to disproportional outcomes for subgroups.
- The MTSS process starts with a referral from any concerned staff member and then an MTSS review of the student. The MTSS team consists of administration, mental health staff, and other support staff who are familiar with the students.

- In providing this tiered framework, Travis Unified uses school counselors, psychologists, site nurses, administrators, Family Liaison, School Social Workers, School Social Worker interns, Student Support Specialists, Military Family Life Counselors, and clinicians from A Better Way and Solano County Office of Education.
- Travis Unified's current Local Control and Accountability Plan (LCAP) includes four (4) full-time school social worker positions to provide direct support for students in the schools within mental health areas.
- Within the MTSS framework, Positive Behavioral Interventions and Supports (PBIS) are structured to establish a schoolwide framework for creating and maintaining a positive school climate. The schoolwide expectations are repeatedly reviewed with students. PBIS uses a similar 3-tiered system, where students are taught expectations, see those expectations modeled, and students are rewarded for meeting those expectations. Those students who need interventions or extra support are identified and tier 2 or 3 supports are employed as needed.
- Travis Unified also utilizes a suspension protocol that helps to guide site administrators in managing behaviors that are subject to suspension. When other means of correction, or alternatives to suspension, are warranted, students are supported through those alternatives.
- Travis Unified offers Wellness Centers at every school, whereby students can seek resources or respite if they need additional support or counseling.
- Travis Unified maintains a strong partnership with the local law enforcement jurisdictions serving the school community, including Fairfield Police Department, Vacaville Police Department, and Travis Air Force Base Security Forces. Law enforcement is utilized in many non-enforcement capacities, including providing tier 1 education to students.
- As a deterrent, Travis Unified utilizes K9 detection services to deter students from bringing drugs or firearms to the secondary school campuses. This deterrent helps to provide an additional measure of safety and security as the K9 works in common areas that are visible to the student population.
- District-level support and intervention include district administration consultation with site administration regarding school-wide and individual student needs, along with intensive training for site administration on trauma informed practices, restorative practices, cultural competency, student discipline, SARB, MTSS, PBIS, 504 plans, special education, and

English Language Learners.

- Travis Unified provides a Parent University, offering virtual workshops for parents and caregivers in the areas of academic support, behavioral support, and mental health education for parents. Foster parents are also offered presentations that are specific to their role in serving foster youth.
- For those students who need an alternative high school, Travis Unified offers a Model Continuation High School with the highest accreditation, serving students with a full-time administrator, secretary, and counselor, Student Support Specialist, and access to a School Social Worker.
- County programs and related support services offered are taken advantage of and used when needed.

**Solano County
Vacaville Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

For high-risk students, we do various things to attempt to help change behavior and/or attendance issues. The following is a list of interventions that may be attempted:

- Student Study Team
- 504 Plan
- Individualized Education Plan (IEP) with supports including possible Behavior Support Plan
- Counseling Services including Vacaville Police Department Youth Service Interns
- VUSD Mental Health Clinicians, A Better Way Clinicians, and partnering with other Mental Health support in our county.
- Vacaville Police Department School Resource Officers at Middle and High Schools
- Vacaville Police Department Anger Management and Tobacco Cessation classes
- Vacaville USD Social-Emotional Committee
- Vacaville Police Department Teen Intervene Program (Substance Abuse)
- Provide Parenting Classes for Parents (All Ages)
- Reward Systems for improvement in academics, attendance, and behavior.
- Positive Behavior Intervention Support (PBIS) Implementation at 15 of 17 Sites
- Parent Project and Loving Solutions for parents of high-risk students and a condensed version for truant students
- Boys and Girls Club with scholarships through School Attendance Review Board (SARB) referrals
- Solano County Mental Health
- Solano County Family Stabilization Services who also sit on District SARB
- Where Everyone Belongs (WEB) at the Middle Schools
- Link Crew
- Advancement Via Individual Determination (AVID)
- Positive School Environment Programs (i.e., AVID, School Ambassadors, Leader in Me, etc.)
- Saturday School Enrichment and Support Options (Super Saturday)
- Attendance and Behavior Contracts at sites
- Adult Transition Credit Recovery Program for Special Education students-allows students eighteen to twenty-two years of age to earn credits towards their diploma in an Independent Student Program (ISP) setting.
- Prison Outreach Program in conjunction with Vacaville Police Department

- SARB- Both attendance and behavior students placed on contracts and Deans work to help students with a possible change to the alternative educational placement.
- Meetings with Director of Student Attendance and Welfare, Administrator, student, and parents to discuss behavior and create a plan of action to support the education and well-being of the student.

In addition to the interventions listed above, the following may happen with our expelled students:

- The administrator of Student Attendance and Welfare guided expelled students.
- Placement at Shereene Wilkerson Academy of Excellence (SWAE) or referral to Golden Hills Community School (SCOE) for middle and high school students. It is in self-contained classrooms with small class sizes and highly qualified teachers, including support from multi-staff members who assist and work with students and their needs.
- For most of the expelled students, the Board of Education may recommend placement at Shereene Wilkerson Academy of Excellence or Golden Hills Community School (SCOE).
- Students still on an expulsion contract who are doing well in an alternative setting may be allowed to begin the school year at the comprehensive site while remaining on expulsion contract pending School Board approval.

- Adult Transition Credit Recovery Program for Special Education students – allows students eighteen to twenty-two years of age to earn credits towards their diploma in an Independent Study Program (ISP) setting.
- Prison Outreach Program in conjunction with Vacaville Police Department
- SARB – Both attendance and behavior students placed on contracts and Deans work to help students with a possible change to the alternative educational placement.
- District Attorney Mediation – Part of the SARB process
- Meetings with Director of Student Attendance and Welfare, Administrator, student, and parents to discuss behavior and create a plan of action to support the education and wellbeing of the student.

In addition to the interventions listed above, the following may happen with our expelled students:

- The administrator of Student Attendance and Welfare guides expelled students.
- Placement at Ernest Kimme Charter Academy for students with unique circumstances
- Currently, placement at Golden Hills Vacaville for Middle and High School students. The GH program is located at its facility. It is in self-contained classrooms with small class sizes and highly qualified teachers, including support from multi-staff members who assist and work with students and their needs.
- For most of the expelled students, the board may recommend placement at Golden Hills Vacaville School.
- Students still on an expulsion contract who are doing well in an alternative setting may be allowed to begin the next school year at the comprehensive site while remaining on expulsion contract pending School Board approval.

**Solano County
Vallejo City Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

Full-Service Community Schools: All 24 schools are provided with comprehensive academic, social, mental, and physical education services to meet student, family, and community needs. This program establishes partnerships with the schools and community resources.

Positive Behavior Intervention Support (PBIS): This is a classroom management system and individual student support with the expected outcome of improving student behavior.

Restorative Justice (RJ): This program promotes inclusive approaches allowing actions for healing rather than alienating or coercing.

Positive Youth Justice Initiative (PYJI): This program transforms the lives of crossover youth-young people who have experienced neglect, abuse, and/or trauma; have a history in the child welfare and foster care system.

Trauma-Inform Care (TIC): This program supports students who have experienced trauma in their lives, affecting education and lifestyles.

Academic Support Provider (ASP): All schools have an Academic Support Provider who utilizes district and community outreach to provide resources and support to students with specific needs.

Parent University: This program collaborates with the Vallejo City USD and the Fighting Back Partnership. It offers free courses, family events, and activities to support families giving skills, resources, and knowledge to equip parents in supporting students. Family structure is a factor with at-risk student populations. Providing support to our families can help identify gaps within the families that would promote at-risk behavior.

Parent Liaisons: These are hired positions by the Vallejo City USD to advocate for parents who need specific schools' support. Again, the family structure is key to the success of at-risk youth. Providing support to the parents can help fill gaps that are promoting at-risk behavior.

In addition to the interventions listed above, the following actions may take place with our expelled students:

- The VCUSD Board of Education may recommend placement at Golden Hills Community School for expelled students.

- The Director of Student Services may recommend placement at Golden Hills Community School for expelled students.
- Currently, placement at Golden Hills Community School is offered to middle school and high school students. The Golden Hills Community School program offers in-person instruction in a self-contained classroom and independent study. The program is staffed by highly qualified teachers and includes additional resources through support staff members.
- Students who successfully complete the terms of their expulsions and their readmission plans will be invited to attend a Readmit Hearing hosted by VCUSD. The recommendations from the hearing panel are presented to the Governing Board for an official vote to readmit the student.
- Students who are under a current expulsion contract and are demonstrating success in an alternative setting may be allowed to begin the school year at the comprehensive site while remaining on an expulsion contract pending School Board approval.