

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

Triennial Update

July 1, 2015 – June 30, 2018

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Overview

Legal Requirement:

The 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. The *EC* Section 48926 also requires that each county superintendent of schools, submit a triennial update to that plan to the SSPI.

The *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.

In addition, E.C. 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 AB922 (Chapter 974, Statutes of 1995; E.C. 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 2012-2015 Countywide Plan
- Educational alternatives provided in Solano County
- 2015-2018 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.

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

The Benicia, Dixon, Travis, and Vallejo City Unified School Districts, operate Community Day School Programs within their districts for expelled students. Vacaville USD operates an Opportunity Program. The Fairfield-Suisun Unified School District contracts with the County Office of Education to provide community school services to their expelled students. The Golden Hills Community School currently serves students in grades 7 through 12 and operates two classes. The needs of expelled Special Day Class students are served in an integrated Learning Center model at Golden Hills. SCOE also provides the educational program for students in the Solano County Juvenile Detention Facility. All students in this program are provided a rigorous standards based academic program using standards aligned instructional materials, social-emotional support, positive behavioral intervention, workforce development counseling, and transition plan development and case management.

The Solano County Office of Education also offers a blended model Distance Learning Program. This program serves expelled, SARB, and students referred by probation or from the 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

An individual 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 individuals with exceptional needs 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 IEP meeting during which the team addresses whether or not the misconduct was caused by, or a direct manifestation of, the pupils identified disability.
- Determination as to whether the pupil had been appropriately placed at the time of misconduct
- The IEP team will also determine the appropriate Special Educations services to be provided by the district during the period of the expulsion.

Positive Youth Justice

The Positive Youth Justice Initiative (PYJI) is a major shift in California's juvenile justice practice and policy at the county level. The initiative focuses on crossover youth. Through our systemic changes we are addressing the underlying trauma and social and familial disconnections that impact and impede our vulnerable youth from successfully transitioning to adulthood. Through our participation in the PYJI, our ultimate goal is to encourage system transformation that is focused on the development of healthy youth rather than punitive sanctions and confinement. Part of our process includes implementing the services of the Student Support Specialist at the Juvenile Detention Facility and at the Golden Hills Community School. The main focus of this individual's work is Education Transition Planning recognizing that planning for successful transition out of the JDF or the Community School setting should begin immediately upon intake rather than waiting until the time right before the student is to be released. Through the PYJI, we have worked with every school district in Solano County to identify an Educational Liaison who works with the SCOE Student Support Specialist to facilitate a success "warm hand-off" once the student has completed their term at either the JDF. The Student Support Specialist receives the student records from the district/school of residence including transcripts, test scores, and other pertinent information that assists with completing the education transition planning process. This information is shared with the Juvenile Court and Community Schools (JCCS) registrar, student's SCOE JDF teacher and para-educator, and resource specialist case manager (if student has an Individualized Education Plan).

The SSS reviews all records received and conducts a complete credit review of the student's transcripts that assist in the education transition process and determines school placement upon release. The SSS meets with the student to review credits and discuss school placement options. Also, during this time, the SSS 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 SSS meets with students on a regular basis to review the transition plan, and check-in and connect to provide social/emotional support (if applicable).

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

In an ongoing effort to provide the best quality case management services, the SSSs may conduct home and school visits, participate in Student Study Team (SST) meetings or School Attendance Review Board (SARB) meetings, provided referrals to community resources, and ensure students' transcripts are received in a timely manner. The SSS also

checks-in and connects with district liaisons regarding students' attendance and behavior from six-12 months after students' release.

The Education Transition Planning process is conducted in the same manner for students attending the Golden Hills Community School. At the community school, this process is managed collaboratively between the Student Support Specialist and the Dean of Student and Academic Achievement.

Crossover Youth

The term "Crossover Youth" reflects a growing understanding of the dynamic between child abuse, neglect, and delinquency. This population of young people has contact with both the child welfare and juvenile justice systems. Our crossover youth often carry scars of trauma and pain, which can lead to delinquent behavior and subsequent contact with the juvenile justice system. We have been working collaboratively county wide to address the unique needs of our crossover youth with a focus on early intervention as a strategy to prevent long-term contact with the juvenile justice system. Our strategies include the use of local community resources, and partnerships with our local police departments that allow for engaging students in mediation and diversion as alternatives to being expelled or to 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. In addition, one of the most unfortunate consequences of childhood trauma is that children exposed to violence often grow up to engage in or become victims of violence. Through our programs of support to our students we aim to recognize the impact of trauma on our student's lives; the signs and symptoms of trauma in our students, and we strive to integrate our developing knowledge about trauma into our practices in addressing the needs of our students.

Countywide Plan Review of Gaps and Strategies 2012-2015

Process for reviewing Gaps and Strategies:

The County Superintendent, in conjunction with the 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 the County meet 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 2012-2015 plan.

Gap	Strategy	Results
<p>Student enrollment data analyzed indicates an increase in students with severe credit deficiencies being referred to the Community Day Schools and Community School settings. These students are not on target to graduate.</p>	<p>The Director of Alternative Education consulted with the CTE Dept. of the Solano County Office of Education. At the request of any school district, the County Office of Education will be available to assist district Community Day Schools by providing technical assistance related to effective strategies for introducing more career education opportunities that will allow students to explore a variety of post-secondary options. The Student Services committee will also review what each district is doing to assist students with credit recovery programs such as Cyber High and Odysseyware and share innovative options and opportunities that they may be exploring.</p>	<p>Each district provides students with credit recovery programs such as Cyber High and Odysseyware.</p> <p>The CTE department has been providing support to all school districts in the area of CTE/Workforce development at a variety of levels. The Student Services committee recommends that each school district work to develop opportunities for students to explore career opportunities and post-secondary options.</p> <p>Currently, school districts provide opportunities for students to participate in Job Corps and the California Conservation Corps. Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age that qualify as low income, Job Corps provides the all-around skills needed to succeed in a career and in life. The young men and women recommended for participation in the CCC have had the potential to work hard in becoming stronger citizens and individuals through their service in the Corps. All corps members advance their education as they work in the CCC. Many complete the requirements for a GED or high school diploma. Others earn scholarships for additional technical training and college. On-the-job training and the skills acquired on CCC projects create a foundation for a successful pathway to education and training.</p>

<p>There continue to be students identified to receive special education services via an IEP referred to Community Day and Community Schools. Because of this, there is a need for additional support to serve these students.</p>	<p>This county wide Student Services Committee will identify what each school district in the county is doing to reduce expulsions of Special Education students. Professional Development opportunities will be offered through the County Office in the area of RTI and more proactive behavior support plans. These professional development opportunities will continue to be open to all Alternative Education personnel.</p>	<p>Professional Development opportunities have been offered through the County Office of Education in the area of RtI and proactive behavior support plans. There is also a need to provide professional development in the area of Positive Behavior Intervention Support (PBIS) strategies. Each district is working to address this area of need. In addition, the County Office has launched a PBIS cohort in 2014-2015 and in addition, plans to launch a second cohort in 2015-2016.</p>
<p>Placement for students who are expelled from both Community Day Schools and dismissed from the Community School continues to be a challenge.</p>	<p>The County Office of Education will explore expanding the capacity of the Distance Learning Center to receive more students to specifically address the needs of students whose needs would be better served in a technology based blended learning environment.</p>	<p>Seats have been made available to both the Distance Learning Center and the site based community school administered by the County Office of Education. Transportation for surrounding districts continues to be a challenge.</p>
<p>Representatives from the county wide Student Services Committee express a need to provide expelled students in Solano County with assistance in the area of social and emotional support.</p>	<p>The county wide Student Services Committee will identify what each district is doing to assist expelled students in this area and brainstorm ideas for ways to serve student's social emotional needs. This will strengthen the overall alternative school setting. The committee will explore opportunities for partnership and collaboration with community based agencies and the County Office of Education to provide social-emotional support services. Partnership and collaboration would enable the districts to maximize and leverage resources and services.</p>	<p>Districts have been working to provide students with social-emotional support services. They have partnered with community-based agencies such as Children's Nurturing Project, Solano County Mental Health, A Better Way, and Youth and Family Services to provide counseling, anger management, and crisis intervention as needed.</p>

Triennial Update to the Countywide Plan for Education Services to Expelled Students 2015-2018

The County Superintendent, in conjunction with the 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 the County 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 responses provided by the key stakeholder group and reflect issues that are of concern in the broad county wide context.

Gap	Strategy
Student enrollment data analyzed indicates a need to continue to provide students options and opportunities for credit recovery.	Each district has identified that they will continue to provide students with credit recovery options through the use of Cyber High and Odysseyware.
The Student Services committee has identified the need to explore more options for workforce development and post-secondary opportunities for students.	<p>The SCOE CTE department will continue to be available to provide technical assistance and support to all school districts in the area of CTE/Workforce development at a variety of levels through their participation in the California Career Pathways Trust grant designed to help students stay in school and move toward college and employment in high-demand fields. Vallejo City USD received their own pathways grant with a focus on Career and College readiness via their wall-wall academies approach. Benicia, Dixon, Fairfield-Suisun, Travis, and Vacaville Unified School Districts are also all focusing on Career and College Readiness strategies and approaches to increasing graduation rates.</p> <p>The Student Services committee recommends that each school district continue to develop opportunities for students to explore career opportunities and post-secondary options.</p>
<p>There is a need to continue to address 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 number of students referred to Special Education programs.</p>	<p>This county wide Student Services Committee has identified what 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>Professional Development opportunities will continue to be offered through the County Office in the area of RTI with a focus on Prevention and Early Intervention and reduction of students referred to Special Education programs.</p>

<p>Placement for students who are expelled from both Community Day Schools and dismissed from the Community School continues to be a challenge.</p>	<p>The County Office of Education has expanded the capacity of the Distance Learning Center to receive more students to specifically address the needs of students whose needs would be better served in a technology based blended learning environment. However, transportation continues to be a challenge. District representative will continue to explore strategies to address this challenge including issuance of transportation vouchers for Homeless students identified under the McKinney-Vento program for students without permanent housing, and support for cross-over youth.</p>
<p>There is a need to continue to focus on prevention and early intervention as a strategy for reducing 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 the implementation of Positive Behavior Intervention Support systems, the Positive Youth Justice Initiative with a focus on Cross-over Youth, and partnerships with the Sierra Health Foundation, Kaiser, and Georgetown University.</p> <p>In 2014-2015, the SCOE launched the countywide Positive School Climate Initiative. This initiative is launched to support school districts and schools across the county in their efforts to provide students a safe learning environment through multi-tiered Positive Behavior Intervention Support with a focus on Trauma Informed Care and Restorative Justice practices. SCOE will provide ongoing professional development, training, and on-sit coaching in support of the social-emotional wellness of all youth including cross-over youth, youth in foster care, students without permanent housing, and students transitioning from the juvenile justice system.</p>
<p>Representatives from the county wide Student Services Committee express a need to provide expelled students in Solano County with assistance in the area of social and emotional support.</p>	<p>The district representatives and the SCOE will continue to explore opportunities for partnership and collaboration with community based agencies to provide social-emotional support services. The SCOE will continue to support districts in their grant funded opportunities with partner agencies such as the Sierra Health Foundation, Kaiser, and Solano County Probation. These collaborative efforts enable us all to maximize and leverage resources and services.</p>

Students Who Fail to Meet Their Rehabilitation Plan

The following possible options have been identified for the student who has failed to meet the rehabilitation plan outlined in their expulsion packet. Final recommendation for the student that entails cooperation with a school district other than the one in which the student resides will require final approval of the Superintendent of each school district.

- A Community School operated by the County Superintendent of Schools
- Referral to Probation and/or the Juvenile Detention Facility
- Possible referral to the Solano County Office of Education Distance Learning Center
- Student is recommended to remain expelled until they meet the terms of their expulsion.

Ongoing Review of the County Wide Plan for Expelled Students

A county wide Student Services Committee will continue to meet on a monthly basis to ensure the proper coordination between districts and the County Office of Education. This committee will explore various ways the County Office of Education and local districts can continue to effectively serve students including Crossover Youth. Over the last three years, local districts have created more options for expelled students. The county wide committee allows the opportunity for these options to be shared and a forum in which issues that arise can be addressed on a consistent basis. The County Office of Education will continue to provide technical assistance and support to Solano County school districts as needed, and will continue to facilitate the county wide Student Services Committee.

APPENDIX

**DISTRICT
ALTERNATIVES
FOR SERVING
EXPELLED
YOUTH**

**Solano County
Benicia Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

- Liberty High School is BUSD's continuation high school serving students age 16 and above.
- Independent study and credit recovery program serving students in 9th through 12th grade.
- Benicia Community Day School.
- Independent study at both Liberty High School and Community Day School.
- Shortened days schedules at all schools for students to get back on track

**Solano County
Dixon Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

The Dixon Unified School District offers the following alternatives for serving expelled and high risk students:

K-6:

Independent contracts with students who have been expelled from other districts
Change of school with behavior contract and mentor support for students who have been expelled from a school within the district

7-12:

Dixon Community Day School-This program serves students in grades 7-12. Students who attend the Dixon Community Day School have been expelled, placed via the school attendance review board or at the request of the Probation Department. The community day school is intended to be a short term placement and does not offer a diploma track. Maine Prairie High School-MPHS is the districts continuation school serving students aged 16 and older. Students at MPHS are credit deficient and often struggle with attendance. Students have a plethora of opportunities to work on credit recovery while completing district graduation requirements. MPHS is a WASC accredited high school.

K-12:

All students at high risk or expelled K-12 receive some form of counseling

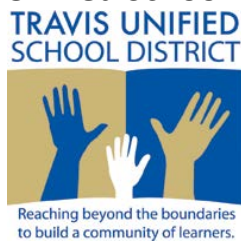
**Solano County
Fairfield-Suisun Unified School District**



Educational Alternatives for Serving Expelled and High-Risk Students

- For the 2014-2015 school year, the Student Services Department of the Fairfield-Suisun Unified School District (FSUSD) collaborated with the Solano County Office of Education (SCOE) to bring Positive Intervention Behavior and Supports (PBIS) to interested schools within the District. A component of the PBIS initiative includes a response to intervention (RtI) approach to support at risk students. FSUSD secured ten sites for PBIS Tier I training for the 2014-2015 school year.
- Seven of the ten PBIS sites were supported by a clinician one day/week. The clinicians were provided to FSUSD by SCOE. The clinicians are part of their respective site's PBIS team and are part of the site's RtI model.
- Convene an SST (Student Study Team) meeting
- Consider a referral for an IDEA assessment
- Referral for Student Attendance Review Board (SARB) for attendance or behavior
- Trauma screening in collaboration with Children's Nurturing Project (CNP) during District Attorney Mediation (DAM)
- Special Education Intervention Committee (IC) for Special Education Student who might be in need of additional services or supports.
- FSUSD does serve expelled students in grades k-6 at our Fairfield Community Day Program located at H. Glenn Richardson School.
- FSUSD refers expelled students in grades 7-12 to the SCOE operated Golden Hills Community School.
- 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.
- Armijo High School students who are at risk of not meeting graduation requirements may enroll in the Sem Yeto Satellite School located at AHS.
- Fairfield High School student who are at risk of not meeting graduation requirements may enroll in the Sem Yeto Satellite School located at FHS.
- Student who are interested in a smaller vocational educational environment may apply to attend the Matt Garcia Career and College Academy.

**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 as well as actual students who have been expelled. Processes, supports, and alternatives that have helped to maintain these low numbers as well as to serve and support high-risk students include the following:

- Site level tracking of discipline data of individual students by administrators and counselors allow us to look for patterns of behavior that identify those that are high-risk. Our newly implemented Aeries Analytics program allows for administrators to easily obtain and analyze student data to find who our high-risk students are within specific areas and related subgroups of attendance, behavior, and academics. Risk level scores and rubrics are assigned in each of the areas that we select to monitor and individual risk area scores and overall total scores help us to focus our attention and resources for students in need.
- In working with students, parents, and the school community, we use our counselors, psychologists, nurses and health technicians at sites, administrators, and available MSW and other support staff through our relationships with the cities of Vacaville and Fairfield, as well as Travis Air Force Base.
- Our current LCAP plan includes adding 2 full time positions to provide direct support for students in the schools within the areas of mental health. Our plan for the coming year to help us focus with at-risk students and at-risk behaviors is to use untapped areas of the discipline fields of the Aeries student data system to better log and track very specific when and where certain patterns of at-risk behaviors are taking place. Including with this system is to help individual students with behavioral support plans work with staff on the triggers as well as the solutions for repeated poor and at-risk patterns.
- Schools use SART and SST systems to support RTI and PBIS to assist in intervening at the earliest levels.

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- District level support and intervention includes our active SARB program, mandatory administrative hearings for all 5 day suspensions, and available alternative programs for students such as those who would be best placed or referred to Travis Education Center or the Community Day School. We support these two schools with a full time administrator, full time secretary, and full time counselor. County programs and related support services offered and available 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 a variety of things to attempt to help change behavior and/or attendance issues. The following is a list of interventions that may be attempted:

- SST
- 504
- IEP with supports including possible Behavior Support Plan
- Counseling Services including Vacaville Police Department Youth Service Interns & Master Social Workers
- Vacaville Police Department School Resource Officers at Middle and High Schools
- Vacaville Police Department Anger Management and Tobacco Cessation classes
- Elementary Wellness Committees at each site
- VUSD Social-Emotional Committee
- GOTCHA to reward student improvement in academics, attendance and behavior
- PBIS at three sites in 2014-15 with five more sites 2015-16
- Parent Project and Loving Solutions for parents of high-risk students
- Boys and Girls Club with scholarships through SARB referrals
- Children's Nurturing Project
- Solano County Mental Health
- Solano County Family Stabilization Services who also sit on District SARB
- WEB and WHY TRY and Middle Schools
- Link Crew and AVID at Vaca High and Will C. Wood High School
- Attendance and Behavior Contracts at sites
- Country High School for credit recovery
- Country High School nursery for teen parents and their babies
- Independent Study Program
- Adult Transition Credit Recovery Program for SPED students – allows students eighteen to twenty-two years of age to earn credits towards their diploma in an ISP setting
- Kaiser Grant and Alcohol, Tobacco and Other Drugs Grant from Solano County in partnership with Vacaville Police Department
- 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 possible change to alternative educational placement
- District Attorney Mediation – Part of the SARB process

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

- Administrator of Learning Support provides guidance to expelled students
- Placement at Independent Study Program for 12th grade students and students with unique circumstances
- Placement at the Thrower Opportunity Program for students under sixteen years of age and Country High Opportunity Program for students sixteen years of age or older. Both programs are located at Country High School and are in self-contained classrooms with small class sizes and highly qualified teachers, including a SPED teacher and a para-professional.
- Almost all expulsions are suspended to allow students to remain students in Vacaville USD
- Students still on an expulsion contract who are doing well in 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 system of classroom management 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 coercive.

Positive Youth Justice Initiative (PYJI)

This program transforms the lives of crossover youth-young people who have experience 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 some type of 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 who are in certain needs.

Parent University

This program is a community collaborative with the Vallejo City Unified School District 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 with any gaps within the families that would promote at-risk behavior.

Parent Liaisons

These are hired positions by the VCUSD to advocate for parents who need specific support with in the schools. Again, the family structure is key in the success of at-risk youth. Providing support to the parents can help with filling gaps that are promoting at-risk behavior.

