

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

Triennial Update

July 1, 2021 – June 30, 2024

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Superintendents

Lisette Estrella-Henderson	Solano County Office of Education
Dr. Charles Young	Benicia Unified School District
Brian Dolan	Dixon Unified School District
Kris Corey	Fairfield-Suisun Unified School District
Pam Conklin	Travis Unified School District
Dr. Jane Shamieh	Vacaville Unified School District
William Spalding	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
Dr. Nicola Parr	Solano County Office of Education
Amy Chavez	Solano County Office of Education
Dr. Valerie Garrett	Solano County Office of Education
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Yvette Ramos	Dixon Unified School District
Liz Teresi	Fairfield-Suisun Unified School District
Antonio Gipson	Fairfield-Suisun Unified School District
Laura Bowles	Fairfield-Suisun Unified School District
Matt Smith	Travis Unified School District
Ramiro Barron	Vacaville Unified School District
Rae Ann Quintana	Vacaville Unified School District
Jessica Brown	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 Benicia, 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, School Attendance Review Board (SARB), 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 2018-2021 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 2018-2021 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, Odysseyware, 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. 2019-2020 data shows that 94% 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 for 2018-19, 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 • Internships • iQuest class (internships with support) • 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 (Marv Magallanes at BHS) - Transitions class and work with SCOE (Susan Labreque) - Community College

		<p>applications/registration - Get Focused Stay Focused program (9-12)</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 with regard to 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. <p>Vacaville USD:</p> <ul style="list-style-type: none"> • Animal Care and Services • Automotive Technology
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		<ul style="list-style-type: none"> • Building and Construction • Culinary Arts • Digital Media • Engineering and Architecture • Kinesiology • Medical Science • Transportation <p>Community Partnerships VUSD partners with various community organizations in order 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.</p> <ul style="list-style-type: none"> • The Work-Ready Certificate program is coordinated by the Solano County Office of Education and is offered at three 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. <p>Vallejo City USD: 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 make contact with the family, the staff will work closely with the referring district and/or the student's probation officer for help.</p> <p>Transportation is a challenge for students to attend GHCS. District representatives will</p>	<p>During 2018-21, 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, Odysseyware, 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.	
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.	
There is a need to continue to address the needs of students	This countywide Student Services Committee has identified what each school	

<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>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>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 supports 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>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>	

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 either the Benicia Community Day School or Golden Hills Community Day 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
- Special Friends
- 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 representation 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. Supports for all students include 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 wellbeing 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 supports. Site PBIS teams and administrators monitor School-Wide Information System (SWIS) , and AERIES student discipline data related to overall school-wide patterns and make adjustments and recommendations to more intensive supports 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, in collaboration with SCOE, board-registered mental health clinicians and credentialed school psychologists who receive weekly clinical supervision will implement Positive School Climate groups to support the social and emotional wellbeing 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.

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 supports. Additional supports to students include not only district mental health clinicians and behaviorists, but additional contracted clinical support from A Better Way, a community-based organization that provides limited service to DUSD schools.

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
- Mindfulness
- Restorative Practices
- Youth Mental Health First Aid
- Trauma-Informed PBIS
- SafeTALK
- Nurtured Heart Approach
- 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 wellbeing 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, two PBIS coordinator positions were converted to MTSS coordinator positions, and a third MTSS coordinator is being hired to facilitate the work outlined in the recently awarded "Learning Communities for School Success Program" grant. These additional positions and title change support and focus the work toward a systematic, tiered approach to student wellness. Further, FSUSD partnered with Kaiser Permanente and the Alliance for a Healthier Generation to expand social-emotional supports for staff. 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 supports. These supports include, but are not limited to, College and Career Technicians, School Counselors, School Psychologists, Attendance Liaisons, Community Outreach 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 the 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 refers expelled students and students placed by Solano County Probation in grades 7-12 to Golden Hills Community School operated by SCOE.

- FSUSD operates a Care Class located at Suisun Elementary School for those students enrolled in grades K-5 who would benefit from enhanced behavioral support.
- 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 supports 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, Dover Academy, Crystal Middle, Fairfield High, Fairview Elementary, Grange Middle, and Sem Yeto Continuation School.
- 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 a smaller vocational educational environment may apply to attend the Matt Garcia Career and College Academy.
- Students interested in law enforcement, firefighting, emergency response, and other public safety-related fields may apply to attend the Public Safety 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 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:

- Site-level tracking of discipline data of individual students by administrators and counselors allows us to look for patterns of behavior that identify those that are high-risk. Aeries Analytics program enables administrators to quickly 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 area that we select to monitor; individual risk area scores and overall total scores help us focus our attention and resources for students in need.
- In working with students, parents, and the school community, we use our counselors, psychologists, site nurses and health technicians, administrators, Family Liaisons, School Social Workers, and other support staff through our relationships with the cities of Vacaville and Fairfield, as well as Travis Air Force Base.
- Our 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. Our plan for the coming year, to help us focus on at-risk students and at-risk behaviors, is to continue to analyze data and patterns through Tableau and the Aeries student data system to better log and track when and where specific patterns of at-risk behaviors are taking place. Including this system is intended to help individual students with behavioral support plans, work with staff on triggers and solutions for repeated poor and at-risk patterns. Moreover, schools use School Attendance Review Team (SART) and Student Study Team (SST) systems to support Response to Intervention and Positive Behavior

Intervention Support (PBIS) to assist in intervening at the earliest levels. We have also implemented Wellness Centers at our high schools, whereby students can seek resources or respite if they need additional support or counseling.

- District-level support and intervention include our active School Attendance Review Board (SARB) program, mandatory administrative hearings for all five-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, secretary, and counselor, as well as a support School Social Worker. 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 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) and WHY TRY at the Middle Schools
- Link Crew and Advancement Via Individual Determination (AVID) at Multiple schools, including Elementary
- Positive School Environment Programs (i.e., AVID, School Ambassadors, Leader in Me, etc.)
- Saturday School Options (Super Saturday)
- Attendance and Behavior Contracts at sites
- Kimme WRAP for credit recovery

- 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.