

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

Triennial Update

July 1, 2018 – June 30, 2021

Lisette Estrella-Henderson
Solano County Superintendent of Schools

Victor Romualdi
Associate Superintendent
Student Programs and Services

Chris Morris
Program Administrator
Educational Options



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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

Jane Shamieh

Vacaville Unified School District

Dr. Adam Clark

Vallejo City Unified School District

Student Services Committee Members

Victor Romualdi	Solano County Office of Education
Chris Morris	Solano County Office of Education
Nicola Parr	Solano County Office of Education
Alicia Miller	Solano County Office of Education
Kim Govi	Solano County Office of Education
Carolyn Patton	Benicia Unified School District
Julie Kehoe	Dixon Unified School District
Yvette Ramos	Dixon Unified School District
Angie Avlonitis	Fairfield-Suisun Unified School District
Liz Teresi	Fairfield-Suisun Unified School District
Antonio Gipson	Fairfield-Suisun Unified School District
Vincent Ruiz	Travis Unified School District
Allyson Rude Azevedo	Travis Unified School District
Ramiro Barron	Vacaville Unified School District
Rae Ann Quintana	Vacaville Unified School District
Phillip Shelley	Vallejo City Unified School District
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 AB922 (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 2015-2018 Countywide Plan
- Educational alternatives provided in Solano County
- 2018-2021 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, Dixon, Travis, and Vallejo City Unified School Districts (USD) operate community day school programs within their districts for expelled students. Vacaville USD operates an Opportunity Program and 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 the 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, as well as 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 as to whether the pupil had been appropriately placed at the time of the misconduct
- The IEP team determining the appropriate Special Education services to be provided by the district during the period of the expulsion.

Positive Youth Justice Initiative

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, that is the high number of children who have had contacts with both the child welfare and juvenile justice systems. Through our systemic changes, we are addressing the underlying trauma, social, and familial disconnections that impact and impede our vulnerable youth from successfully transitioning to adulthood. Our ultimate goal, through participation in PYJI, 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 services of the Student Support Specialist at JDF and GHCS. The main focus of their work is Education Transition Planning recognizing; 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 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 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 on a regular basis to review the transition plan as well as 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 to track student progress, needs, upcoming release dates, and school placements. To ensure a "warm hand-off" takes place between SCOE, JDF School, and 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 and offers any support available.

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, provided referrals to community resources, and ensure student's transcript is received in a timely manner. The Student Support Specialist also checks-in and connects with the district

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 population of young people has contact with both the child welfare and juvenile justice systems. Our crossover youth often carry the scars and pain of trauma which can lead to delinquent behavior and subsequent contact with the juvenile justice system. We have been working collaboratively countywide 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 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 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 2015-2018 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 2015-2018 plan.

Gap	Strategy	Results
Student enrollment data analyzed indicates a need to continue to provide students with options and opportunities for credit recovery.	Each district has identified that they will continue to provide students with credit recovery options using Cyber High and Odysseyware.	Each district has a program that they use to provide credit recovery to their students. Some have found that not all students take advantage of this opportunity. 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.	<p>The SCOE Career Technical Education (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.</p> <p>Vallejo City USD received their own pathways grant with a focus on Career and College Readiness via their wall-to-wall academies approach.</p> <p>Benicia, Dixon, Fairfield-Suisun, Travis, and Vacaville USDs 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>The following pathways have been developed throughout the County:</p> <p>Benicia USD: CTE Pathways Program and a Next Generation Science Standards (NGSS) Aligned Pathway</p> <p>Fairfield-Suisun USD: CTE Pathways include Automotive Diagnostics, Service, & Repair; Biotechnology; Child Development; Design, Visual & Media Arts; Engineering Design- Project Lead The Way; Game Design & Integration; Hospitality, Tourism & Recreation; Public Safety; Residential & Commercial Construction; Software & Systems Development; Welding & Materials Joining</p> <p>Dixon USD: Academies in Arts and Design and Public Service.</p> <p>Travis USD: CTE Pathways are Aerospace Science, Automotive Mechanics, Business and Finance, Engineering Technology, Medical Science, Video Game Design and Video Production.</p> <p>Vacaville USD: Pathways include Construction Trades, Culinary Arts,</p>

		<p>Automotive Technology, and Kinesiology.</p> <p>Vallejo City USD: Academies include Biomed, Culinary Arts, Green, International Finance, The Law, and Multimedia</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 the number of students referred to Special Education programs.</p>	<p>This countywide 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 SCOE in the area of Multi-Tiered Systems of Support (MTSS) with a focus on Prevention and Early Intervention and reduction of students referred to Special Education programs.</p>	<p>At GHCS, we have served students who had previously been identified as needing an IEP. No new referrals for Special Education were made. The percentage of students with IEPs was relatively low at 7.4 percent.</p> <p>At JDF, the percentage of students with IEPs was much higher reaching 16.7 percent. These are students who are identified at the district of residence. This rate is higher than the general populations and indicates overrepresentations 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>Placement for students who are expelled from both community day schools and dismissed from the community school continues to be a challenge.</p>	<p>SCOE has expanded the capacity of the Distance Learning Center to receive more students to specifically address the needs of students who 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 the issuance of transportation vouchers for homeless students identified under the McKinney-Vento program for students without permanent housing, and support for crossover youth.</p>	<p>The Distance Learning Program serves students throughout the County. The program has been an option for students who were not responsive to interventions in the community school program and presented safety concerns for other students. Vouchers for the bus system have been given to students that qualify.</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 the implementation of Positive Behavior Intervention Support systems (PBIS), the Positive Youth Justice Initiative (PYJI) with a focus on crossover youth, and partnerships with the Sierra Health Foundation, Kaiser, and Georgetown University.</p>	<p>Over sixty schools throughout Solano County have been trained in PBIS implementation. Each school is at a different stage in their implementation. Some schools have also been trained in Restorative Justice. Coaching services are also available to schools for ongoing professional development and support.</p>

	<p>In 2014-2015, 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 PBIS with a focus on Trauma-Informed Care and Restorative Justice practices. SCOE will provide ongoing professional development, training, and on-site coaching in support of the social-emotional wellness of all youth including crossover youth, youth in foster care, students without permanent housing, and students transitioning from the juvenile justice system.</p>	
<p>Representatives from the countywide Student Services Committee express a need to provide expelled students in Solano County with assistance in the areas of social and emotional support.</p>	<p>District and SCOE representatives will continue to explore opportunities for partnership and collaboration with community-based agencies to provide social-emotional support services. 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>	<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.</p>

Triennial Update of the Countywide Plan for Education Services to Expelled Students 2018-2021

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 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 countywide context.

Gap	Strategy
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).
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 work-force 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 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.
There is a need to continue to address the needs of students with IEPs enrolled in the community day and community schools. 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.	This countywide 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. 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. Professional development 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.
Tracking students who were referred to the GHCS but did not enroll is a challenge.	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>Transportation is a challenge for students to attend GHCS. District representative will 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>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 PBIS systems, MTSS, and Restorative Justice. SCOE continue 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>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 to expulsion. Students with disabilities receive socio-emotional support as part of identified needs and services in their IEPs.</p>
<p>There is a need to continue to share data between districts.</p>	<p>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.</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. A 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 SCOE Distance Learning Center
- The student is recommended to remain expelled until they meet the terms of their expulsion.

Ongoing Review of the Countywide Plan for Expelled Students

A countywide Student Services Committee will continue to meet monthly to ensure the proper coordination between districts and SCOE. This committee will explore various ways SCOE 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 Committee meetings allow opportunities for these options to be shared and a forum in which issues that arise can be addressed on a consistent basis. 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 High-Risk Students

- Liberty High School is Benicia USD'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 Benicia Community Day School

**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 school is intended to be a short-term placement and does not offer a diploma track.
- Maine Prairie High School: MPHS is the district's 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 Western Association of Schools and Colleges (WASC) accredited high school.

K-12:

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

**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:

- Interventions implemented at the site level include referrals to community resources, site counselors, mental health clinicians, or school psychologists. For the 22 sites which were part of Cohort's I, II, and III of Positive Behavior Intervention and Support (PBIS), they received continued training on universal strategies and frameworks were established. The remaining six schools in the FSUSD have started Tier I training in PBIS.
- FSUSD has maintained funding for academic and social-emotional supports by way of College and Career Technicians, School Counselors, School Psychologists, and Mental Health Clinicians. Exhibit 1 provides a breakdown of supports by sites and Exhibit 2 highlights the roles and responsibilities of each.
- The Student Services Department continues to work with community agencies to provide services to parents and students on site, at no cost to the District. As an example, the District 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, via the Mental Health Services Acts, and Family Forces which provides services to military dependents. Safe Quest Solano has a similar MOU and provides support on site to those students who report being victims of crimes.
- 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. These counselors were part of the County's PBIS initiative and provided support to students at their respective site who reached tier three in the PBIS school's tiered intervention model.
- FSUSD refers expelled students 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 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.
- FSUSD Community Outreach Liaisons support and conduct outreach to students at their sites which include: Anna Kyle Elementary School, Armijo High School (AHS), Cleo Gordon Elementary School, Crystal Middle School, David Weir

Preparatory Academy, Fairfield High School (FHS), Fairview Elementary School, Grange Middle School, and Sem Yeto Continuation School.

- AHS students who are at risk of not meeting graduation requirements may enroll in Sem Yeto located at AHS.
- FHS students who are at risk of not meeting graduation requirements may enroll in Sem Yeto located at FHS.
- Students who are interested in a smaller vocational educational environment may apply to attend the Matt Garcia Career and College Academy.

Exhibit 1 reflects a breakdown of supports provided to schools by College and Career Technicians, School Counselors, School Psychologists, District Hired Mental Health Clinicians (General Education), District Hired Mental Health Clinicians (Special Education), and Mental Health Clinicians provided to sites pursuant to the Mental Health Services Act (MHSA).

Exhibit 1

Elementary Services				Mental Health Clinicians		
	College & Career Techs	School Counselors	School Psychs	District Hired General Ed	District Hired Special Ed	Mental Health Services Act A Better Way Clinicians
Cordelia Hills			0.6		0.2	
Crescent			1.0			
Dover K-8			1.0			
Fairview	0.2		0.8	0.4	0.6	
Cleo Gordon			0.6			0.2
KI Jones			1.0			
Anna Kyle			0.8	0.75		
Laurel Creek			1.0			
Mary Bird Early Ed						
Nelda Mundy			1.0			
Oakbrook K-8	0.2	0.2	1.0		0.25	
Pre-Schools			1.8			
Rolling Hills			0.8			
Dan O Root			0.8			
Sheldon K-8	0.2	0.2	1.0			
Suisun Elem			1.0			
Suisun Valley K-8	0.2	0.2	0.6			
Tolenas			0.8	0.4	0.8	
Weir K-8	0.2	0.2	1.0	0.2	0.2	
TOTAL (FTE)	1.0	0.8	16.6	1.75	2.05	0.2

Middle School Services Middle School Services				Mental Health Clinicians		
	College & Career Techs	School Counselors	School Psychs	District Hired General Ed	District Hired Special Ed	Mental Health Services Act <i>A Better Way</i> Clinicians
Crystal	0.8	1.0	1.0	1.4		
Grange	1.0	2.0	1.2		0.8	
Green Valley	0.8	1.0	0.8			
B Gale Wilson	0.6	1.0	0.75		0.6	
TOTAL (FTE)	3.2	5.0	3.75	1.4	1.4	0

High School Services				Mental Health Clinicians		
	College & Career Techs	School Counselors	School Psychs	District Hired General Ed	District Hired Special Ed	Mental Health Services Act <i>A Better Way</i> Clinicians
Armijo	1.0	5.0	2.0		1.0	
Fairfield	1.0	4.0	0.4		0.5	
Rodriguez	1.0	4.4	1.6		1.0	
Sem Yeto High School	1.0	1.0	1.4		0.5	
Public Safety Academy	0.6	1.0	0.2			
Matt Garcia Career and College Academy	0.4	0.4	0.2			
H. Glenn Richardson		0.2	0.2		1.0	
TOTAL (FTE)	5.0	16.0	6.0	0	4.0	0

Exhibit 2 reflects the roles and responsibilities of each category listed in Exhibit 1.

Exhibit 2
Roles and Responsibilities

College and Career Technicians	Arrange and supervise field trips, schedule guest speakers, maintain a Career Center, coordinate College Night, provide scholarship information, deliver classroom presentations
School Counselors	Monitor student academic achievement, support development of site master schedule including registration and orientation, deliver guidance curriculum, facilitate some group counseling sessions, provide some crisis counseling, support college planning process (i.e. scholarships, letters of recommendation, Free Application for Financial Student Aid--FAFSA), facilitate college information nights, participate in 504 and Student Study Team meetings
School Psychologists	Conduct psychoeducational evaluations, 504 evaluations, and mental health assessments, individual and group counseling with both special education and general education students, participation in Student Study Teams, 504's, Individualized Education Plans, Manifestation Determination meetings, development of Behavior Intervention Plans for general education and special education students, Crisis Prevention, Intervention (Risk Assessments), and Crisis Debriefing, Parent and Family Intervention: psychoeducational and community resource linkages
Mental Health Clinicians	Provides psychoeducational supports: teaching prosocial behaviors, problem-solving, coping skills, self-regulation, increased distress tolerance, mindfulness, etc., individual and group counseling services, psychoeducational and consultation with staff team members, Crisis Prevention, Intervention (Risk Assessments), and Crisis Debriefing, Parent and Family Intervention: psychoeducational and community resource linkages

**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 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; 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, Family Liaison, available School Social Worker, 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 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 specifically, when and where, certain 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 as well as solutions for repeated poor and at-risk patterns.

- 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.
- District level support and intervention include our active School Attendance Review Board (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 a 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**



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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:

- 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
- Mental Health Clinicians, A Better Way Clinicians
- 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
- Boys and Girls Club with scholarships through 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. School Ambassadors, Leader In Me, etc.)
- Saturday School Options (Super Saturday)
- 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 (ISP)

- 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 ISP setting
- Prison Outreach Program in conjunction with Vacaville Police Department
- School Attendance Review Board (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 well-being of the student

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

- Administrator of Student Attendance and Welfare provides guidance to expelled students
- Placement at Ernest Kimme Charter Academy for students with unique circumstances
- Placement at the Thrower Opportunity Program (TOP) for Middle and High School students. The TOP program is located at Country High School and is in self-contained classrooms with small class sizes and highly qualified teachers, including a Special Education teacher and a para-professional
- Almost all expulsions are suspended to allow students to remain students in Vacaville USD
- For some of the students that are expelled, the Board may recommend placement at Golden Hills Community School
- 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

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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 coercing.

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 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 with any 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 support within the schools. Again, the family structure is key to the success of at-risk youth. Providing support to the parents can help with filling gaps that are promoting at-risk behavior.