



**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
Troy A. Brown, Ed.D., County Superintendent of Schools

**San Joaquin County Plan for Providing  
Education Services to Expelled Students  
AB 922**

Triennial Update  
May 2024

Approved by:

Troy A. Brown, Ed.D.  
Superintendent of Schools  
San Joaquin County Office of Education

6/18/2024

Date

Compiled by:

Melanie Greene  
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County Operated Schools and Programs

**San Joaquin County Plan for Expelled Students  
SJCOE Court and Community Schools  
Districts and Charter Schools**

“Dependent” Charter Schools are included with their sponsoring LEA

**San Joaquin County Office of Education Court and Community Schools**

**Banta Unified School District**

**Escalon Unified School District**

**Jefferson Elementary School District**

**Lammersville Unified School District**

**Lincoln Unified School District**

**Linden Unified School District**

**Lodi Unified School District**

**Manteca Unified School District**

**New Hope Elementary School District**

**New Jerusalem School District and Charters**

**Oak View Union Elementary School District**

**Ripon Unified School District**

**Stockton Unified School District**

**Tracy Unified School District**

## **San Joaquin County Office of Education**

### **Plan for Expelled Youth: 2024 Triennial Update**

#### **Introduction**

The San Joaquin County Office of Education, in conjunction with superintendents of the school districts and charter schools within the county, has collaboratively developed this Countywide Plan for Expelled Youth as required by Education Code 48926. The plan was adopted by the San Joaquin County Office of Education Governing Board on May 21, 1997 and has been updated and adopted every three years thereafter.

#### **Education Code 48926**

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services for 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. Further, per the California Department of Education letter dated November 16, 2020, triennial plans should specify proactive discipline strategies used to reduce the number of suspensions and expulsions and/or disproportionality between ethnic groups.

#### **Education Code 48916.1**

- a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion.
- b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

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

**General Service Overview**

Educational programs within San Joaquin County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts and the county office of education provide a broad continuum of educational services for expelled youth. Each school district must take steps to see that services are provided for expelled youth. A rehabilitation plan, developed by the district of residence, may involve one or more of the options outlined below:

- 1) suspended expulsion with placement on the same school campus;
- 2) suspended expulsion with placement on a different school campus, within the district;
- 3) suspended expulsion with placement on District Contracted Study, if parent agrees;
- 4) expulsion with referral to a District Community Day School, if available
- 5) expulsion with referral to a District Independent Study program, if available;
- 6) expulsion with referral to another District Community Day School program, if available, or;
- 7) expulsion with subsequent transfer (initiated by parent) to another district or charter school
- 8) expulsion with referral to the San Joaquin County Office of Education Community School Programs.

**Current Opportunities for Expelled Students by District and Charter School**

<b>Opportunities for Expelled Students</b>	<b>Districts/Charter Schools which offer this opportunity</b>
1) Suspended expulsion with placement on the same school campus	Banta, Escalon, Jefferson, Lammersville, Linden, Lodi, Manteca, New Jerusalem, Ripon, Stockton, Tracy
2) Suspended expulsion with placement on a different school campus, within the district	Escalon, Jefferson, Lammersville, Lincoln, Lodi, Manteca, New Jerusalem, Stockton, Tracy
3) Suspended expulsion with placement on District Contracted or Independent Study, if parent agrees	Banta, Escalon, Jefferson, Lammersville, Lodi, Manteca, New Jerusalem, Ripon, Stockton, Tracy,

4) Expulsion with referral to a District Community Day School or other District Alternative Program (not Independent Study)	Banta, Lammersville, Manteca (Suspended Expulsion,) Tracy,
5) Expulsion with referral to a District Contracted or Independent Study program	Banta, Jefferson, Lincoln, New Jerusalem, Ripon, Stockton, Tracy
6) Expulsion with referral to another District Community Day School program	Banta, Tracy
7) Expulsion with subsequent transfer (initiated by parent) to another district or charter school	Banta, Escalon, Jefferson, Lammersville, Lincoln, Lodi, New Hope, New Jerusalem , Ripon, Tracy
8) Expulsion with referral to the San Joaquin County Office of Education Court and Community School Programs	Banta, Escalon, Jefferson, Lammersville, Lincoln, Linden, Lodi, Manteca, New Hope, Oak View, Ripon, Stockton, Tracy
9) Other	Escalon (contract with an outside county program if student needs better align)

**Existing Alternatives Available Through the San Joaquin County Office of Education**

**SJCOE Community Schools:** School sites located throughout San Joaquin County

**County-Operated Charter Schools:** one.Charter

The school district of residence maintains responsibility for developing a rehabilitation plan for expelled students, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the expelled student. A rehabilitation plan may involve both District and County staff members, as well as the student and his/her parent/guardian. Districts work closely with SJCOE and neighboring districts to find placements to accommodate students in the most appropriate setting. There is effective county-wide communication regarding options for expelled youth and sharing of successful interventions, placements and programs available.

Districts may recommend referral of expelled students to SJCOE County Community Schools and/or county-operated Charter Schools. (See Community School Referral Appendix A.) SJCOE Community Schools student services staff work with the referring districts to assist students enrolling in county operated programs as quickly as possible. SJCOE program staff attempt to contact students and parents who do not show up for their enrollment appointment. Districts are notified monthly about enrollments, interventions, students who have not shown up for their enrollment appointments, and those who may have been enrolled in another district.

The SJCOE Community School programs provide mental health and nursing services, smaller class sizes, counseling, and opportunities to participate in “Quest” activities. “Quests” are off-

campus, expanded learning opportunities. The student population is very diverse and each student comes with their own barriers and roadblocks to success. Students who need specialized services or accommodations through an IEP or 504 plan are placed if their service needs and goals and objectives can reasonably be met in a Community School or county-operated charter school program. An IEP or 504 team will determine placement and services. SJCOE provides anger management counseling for students who need this service as part of their rehabilitation plan for district re-entry. This has helped ensure that students meet the criteria for re-enrollment in their district. Further, SJCOE offers “Transition Specialists” to assist students transitioning from county programs back to districts. (See SARB Contract/Expulsion Order Rehabilitation Plan, Appendix B.)

SJCOE expanded the truancy intervention focus sites from four to ten. These sites have been renamed Inspire and currently offer truancy intervention services to students throughout San Joaquin County. These classrooms serve students who upon enrollment, have been out of school for an extended period of time, have significant identified barriers to school attendance, and/or current students who have matriculated through the **one**.Program truancy intervention process.

The Inspire school sites serve students from 7<sup>th</sup>-12<sup>th</sup> grade. The majority of students have vast learning gaps and deficits in basic academic skills. Many of the Inspire students also have significant emotional issues which impact their ability to attend school regularly. These gaps are addressed through smaller class sizes, clinical mental health support, customized curriculum, social and emotional learning, and flexible scheduling. Each Inspire school site operates a contracted learning model which provides this flexibility and customization. Inspire staff also conduct weekly home visits to ensure all barriers to school attendance are identified and addressed.

In addition to the Inspire School sites, expelled students have the option of **one**.Charter Career Readiness Academy (CRA.) CRA is a program designed for fourth and fifth-year high school seniors who are behind in academic credits and want to complete their high school education while gaining career and job skills. **one**.Charter Career Readiness Academy is a partnership program that assists high school students in transitioning successfully to adult life. With the assistance of the Career Development Liaisons, job shadowing and apprenticeship opportunities are provided to help students gain experience and confidence. Teachers, counselors, and staff help navigate students using an online hybrid model to connect education and employment skills. This opportunity greatly enhances a student’s ability to develop goals and a path from school to work.

A well-rounded education is provided for students enrolled in SJCOE community schools or county-operated charter schools. Because of the shortened day, flexible credit options and small class sizes, students often choose to remain in placement at community schools following completion of their rehabilitation plan.

### **Alternative Placements**

**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.**

For each of the districts in San Joaquin County that operate Community Day Schools or other alternative programs for expelled students, another option is available if the students fit the criteria stated above. Those students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils are referred to the San Joaquin County Office of Education community school programs. They will serve out the term of their expulsion and return to the district of residence or may remain in the community school programs. Once they have turned 18, as long as they show adequate progress, they may continue in the community school program.

SJCOE community schools may recommend one of ten “Inspire” classrooms located throughout the county for students with serious behavioral problems. Inspire classrooms provide a lower teacher to student ratio and focus on behavior intervention, personal responsibility and awareness. When students have exhibited consistent success at an Inspire classroom, they may be transferred to a local community school site. SJCOE operates over thirty community school sites/programs located throughout the county, so there may be multiple placement options.

### **Articulation and Coordination of the Countywide Plan**

**The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing education placements for expelled pupils.**

At least twice per year, the county hosts a “Meeting of the Minds,” where all the district CWA Directors (or other district administrators) discuss options for expelled students and any new laws regarding expulsions or expulsion appeals. In the spring meeting during the Triennial Plan year, the districts provide updates to their services and edit the current Triennial Plan. Gaps in services are discussed with county program staff and recommendations are made to improve options for expelled youth.

Districts are providing more alternatives for their students before referring them to the SJCOE community schools. In addition to district-operated Alternative Education Programs on many district campuses, districts are more proactive in their approach to student discipline by working closely with the students and their parents before serious problems occur. Many districts in San Joaquin County have reduced the number of suspensions and expulsions during the last three years by using proactive discipline strategies.

The charter schools in San Joaquin County rarely, if ever expel any students. Many have distance learning opportunities for students who have had behavioral issues which, for safety reasons, need to be off-campus. Students in distance learning still remain in contact with their teachers and mentors and return to campus as determined by staff/parent agreements.

## **Gaps and Strategies Related to Educational Services to Expelled Students**

**For each of the gaps in educational services to expelled pupils that were identified in the 2021 plan, discuss the implementation of the strategies outlined for filling those service gaps.**

As of the 2021 plan, the following gaps and strategies were identified:

Most districts and charter schools in San Joaquin County did not report significant current gaps, due to distance learning opportunities and behavioral supports prior to suspension/expulsion.

Providing appropriate options for expelled students who have IEPs was a challenge for some of our districts. Online options are often not viable for students with special needs. County programs provide services to expelled students when their IEP goals and objectives can be met with consultation or direct service from itinerate staff. The recommendations from districts included expanding credentialing options for county and district staff. Districts stated that they are continuing to provide training for their staff to implement positive behavior intervention and academic supports which decrease the number of suspensions and expulsions for all students, including those who have special needs.

### **Current gaps in educational services to expelled pupils and strategies for ameliorating the gaps.**

Larger school districts in San Joaquin County do not report gaps in services for expelled pupils. This is due to in-district alternative programs, online options and county-operated schools expanding to various locations throughout the county. Expelled students from smaller, rural districts may have transportation issues. To address the situation, county-operated programs have successfully contracted with private transportation companies.

## **Strategies to Decrease Numbers of Suspensions and Expulsions, and Reduce Ethnic Disproportionality in San Joaquin County Districts and Charter Schools**

All of the districts have increased the use of early-intervention behavior strategies, school-wide discipline programs, counseling options, and alternatives to suspension/expulsion. All San Joaquin county districts utilize student study/success teams for academic and behavioral intervention.

Specifically, the following strategies, by district, are being implemented and have been found effective:

### **Banta Elementary School District:**

- Character Counts with an emphasis on monthly pillars in each classroom
- Restorative Justice paired with progressive discipline and parent involvement



- Positive Behavioral Intervention Supports (PBIS) and Behavior Intervention Plans
- County trainings for teachers and aides
- Professional development regarding childhood trauma and the adolescent brain
- A licensed counselor provides mental health and related supports through Valley Community Counseling
- Student incentives and assemblies
- Behavior Intervention Plans
- Student Success Team (SST) Meetings
- Check ins with a new intervention teacher

In the next three years, Banta will continue these strategies, and utilize the county-run Educationally Related Mental Health Support (ERMHS,) which includes wrap-around counseling services. There are no “disproportionality” issues in the district, which is 70% Hispanic.

**Escalon Unified School District:**

- Student Data Review Teams (SDRT) for K – 8 to provide targeted behavioral and counseling support to those who need it, before behaviors become unmanageable.
- A universal Social Emotional Learning (SEL) program is being taught at the tier 1 level within TK- 6 classrooms district-wide.
- Positive Behavioral Intervention Supports (PBIS) K – 12. The district received and has been implementing a Multi-tiered System of Supports (MTSS) grant through the Orange County Department of Education to streamline academic and behavioral intervention supports and services. The District has seen a positive impact regarding discipline since the implementation of PBIS at our respective school sites. As stated above, the District intends to invest time and resources into the implementation of the MTSS framework as evidenced by the District LCAP and goals. Data analyses suggest that a large proportion of high school suspensions are drug related (e.g., vaping).
- The District has installed vaping sensors in student bathrooms, has increased adult supervision during unstructured times (e.g., lunch). Increased supervision efforts have resulted in a campus supervisor at the middle school level, and a School Resource Officer (SRO) that is utilized district-wide through a partnership with the Escalon Police Department.
- Counseling options exist within the district for those who engaged in drug related offences to promote amelioration.
- A Wellness Hub has been created within the district housing clinical mental health staff, a school nurse targeting wellness, and several virtual counseling options for families and students.
- Virtual educational wellness sessions targeting approaches to fostering a strong parent-child connection are provided monthly to parents within the district.
- School psychologist ratios were improved to allow for additional mental health and related supports.
- Skill-based mental health strategy sessions are provided through the Prevention and Early Intervention (PEI) grant.

- Transitional Adult Youth (TAY) services offered to students ages 16-24 who can benefit from learning skills necessary to transition into adulthood (e.g., finances, career exploration, life skills).
- Annual Yellow Ribbon suicide prevention training at the 7-12<sup>th</sup> grade levels.
- The PAC/ PIT programs offer peer mentoring and advocacy.
- Suicide prevention specialist who connects high school students with community supports.
- Expanded partnerships with community agency to provide support to families outside of the school day.
- In the next three years, the district will continue its PBIS/MTSS roll-out, expanding and streamlining the academic, behavioral and socio-emotional supports and services available.

**Jefferson Elementary School District:**

- Positive Behavioral Intervention Supports (PBIS)
- Weekly “Second Step” curriculum
- Restorative Practices
- Junior Bulldog Project (in conjunction with Tracy High School)
- Character education programs
- Mental Health Counselors two days per week at each site
- Behavior Support Plans
- Data is reviewed quarterly for disproportionality
- DARE
- School Resource Officer
- Comprehensive SARB process
- School counselors at every site (contracted with VCCS)

**Lammersville Unified School District:**

- Character Counts, Character Strong/Purposeful People, Second Step, Sami Circuit, Sown to Grow, Common Sense Media
- Positive Behavioral Intervention Supports (PBIS) School Plans
- Restorative Practices Specialist (2)
- Student Services Counselors (2)
- School Resource Deputy
- Comprehensive SARB Process
- Home Visits
- SST and COST Meetings
- Parent Project and Loving Solutions
- Parent Digital Literacy Series
- DARE Program
- Utilization of the following curriculums to address vaping through prevention, intervention, and cessation.
  - CATCH My Breath Curriculum

- Keepin' It Real
- Real Cost of Vaping
- Stanford Toolkit

**Lincoln Unified School District:**

- Restorative Practices: District-wide training by specialists from “Community Matters.” A consultant has been hired with an extensive background in cultural proficiency and restorative practices.
- Drug counseling for 9<sup>th</sup> – 12<sup>th</sup> grade students
- Full-time counselors on every school site with contracted support from CAPC and VCCS
- School Resource Officers
- “Focus Centers” at every site
- “Wellness Centers” at some sites
- Outreach workers
- Peer Mediation Programs
- Training for administrators regarding alternatives to suspension and “other means of correction”
- Student Study Team Meetings held regularly at each school site
- District-wide handbook outlining behavioral expectations for all students
- Academic Support Teams at each site
- Academic conferencing
- Friday and Saturday School
- SEL lessons
- Three Board Certified Behavior Analysts (BCBA’s)

**Linden Unified School District:**

- PBIS trainings and PBIS Team Development
- MTSS training for staff
- Student Incentives
- Progressive Discipline
- School Resource Officers
- Site based Social Workers
- Alternative Placement/In Lieu of Suspension behavioral counseling
- Providing data to administrators and staff, so they are aware of any disproportionality issues, and continuing to identify root causes.

**Lodi Unified School District:**

- Multi-Tiered Systems of Supports (MTSS) for academics, socio-emotional well-being and behavior
- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Justice Practices
- School Based Counseling Services

- Increase of Mental Health Clinicians District Wide
- Partnerships with Community Resources
- Progressive Discipline Practices
- Student Discipline and Behavior Matrix
- Emphasis on Social-emotional learning (SEL) -the use of elementary curriculum and comprehensive school counseling program. The Panorama SEL survey data is used to provide a tiered approach of support.
- Student Success Teams
- Truancy Mediation and SARB Process
- Abeyance Agreements
- Behavior Contracts (No Fight Contract, No Contact Contract, & Gang Contract)
- Increase of Community Liaison Assistants districtwide

**Manteca Unified School District:**

- The implementation of a three-tiered intervention approach to discipline and behaviors being exhibited on campus through the MTSS approach.
- The continued use of PBIS approaches.
- Counseling
- Additionally, the implementation of Social Emotional Learning program (BASE) for Grade's 6<sup>th</sup> through 12<sup>th</sup>. The implementation of Sanford Harmony Social Emotional Learning program for UTK – 6<sup>th</sup>.
- Restorative Justice Practices
- Individualized Intervention Plans
- Trauma-Informed Practices
- Progressive Discipline
- Check-in / Check-out Program through PBIS.
- Coordination of Services Team (COST) meetings.

In the next three years, Manteca will implement:

- Continued re-evaluation of the Student Discipline and Behavior Matrix (Grades K-12)
- Provide more counseling hours through Valley Community Counseling at each site.

To deal with disproportionality, District Team will be established to review current data trends on discipline and intervention protocols for the district and create a universal protocol for appropriately addressing disproportionality.

**New Hope Elementary School District:**

- Progressive Discipline
- Student Incentives
- Recess Games/Activities
- Staff Mentors
- Student Success Team (SST) Meetings

**New Jerusalem Elementary School District and Charters:**

- Positive Behavioral Intervention Supports (PBIS)
- Student Success Team (SST) convened to develop a plan for addressing behavior issues
- RTI model of counseling intervention and behavior management
- Behavior Support Plans, developed with support from staff, parents and school psychologists
- Development of Behavior Intervention Plans (BIP) with use of contracted Board-Certified Behavior Analyst (BCBA)
- Counseling services
- Discipline Review Board (DRB) used as a constructive and informative intervention with parents and students
- Wellness curriculum adoption under review

**Oak View Union Elementary School District:**

- Student Success Team meetings
- Parent/Teacher Conferences
- Mental Health Clinician on site four days per week
- Counseling Services through the 180 Teen Center in Lodi
- Progressive Discipline Strategies
- Character Trait Awards
- Student Incentives
- Continued training to staff in the area of positive discipline strategies and Adverse Childhood Experiences (ACE's)

**Ripon Unified School District:**

The district utilizes these strategies and sees them as successfully continuing:

- MTSS (Multi-tiered Systems of Support) attendance, academics and social-emotional
- Restorative Circles
- Teacher-Parent Conferences
- Biannual Universal screenings in social, academic, behavioral and emotional domains
- PBIS (Positive Behavioral Intervention Supports)
- UDL (Universal Design for Learning)
- SDRT (Student Data Review Team)
- Student Success Teams (SST)
- High school opportunity class
- Character development programs and social-emotional learning curriculum
- K-8 Counselors at each site
- Psychology services
- Mental Health Services
- Drug awareness curriculum and activities
- CARES agency services through MHSSA (Mental Health Student Services Act)

- RTI tiered counseling services
- Grief counseling
- Behavioral Intervention Plans
- Home visits
- De-escalation management training for paraeducators
- Expulsion intake process with Student Services
- Threat Assessments
- Peer Helper Program
- Professional Development in trauma-informed practices
- SARB and DARB (School Attendance Review Board and Disciplinary Action Review Board)
- Attendance and Behavior contracts
- SMART goals set for increased attendance
- Monthly awards for schools with highest overall attendance rate and for most increased attendance rate
- Vape Detectors on all campuses
- Every 15 Minutes Program
- Suicide Prevention and Awareness Training
- Health personnel at each site
- SRO
- Participation in Truancy Sweeps with County
- Increased training and planning for safety processes and procedures
- Outreach to community-based organizations

In the next three years, the district may utilize and expand the following:

- Restorative Justice (expand)
- Parent Project Classes

In addition to all of the above, the district is using the following to reduce disproportionality:

- Discipline and Suspension Analysis
- Data entry training
- File reviews
- Assessment practices
- Cultural Sensitivity Professional Development
- Foster/homeless grades, attendance, behavior monthly review
- In-school behavioral supports as alternatives to suspension

**Stockton Unified School District:**

- Positive Behavioral Intervention Supports (PBIS.) We continue to focus and improve our PBIS with all our schools through monthly collaborations and trainings.
- Restorative Practices (Staff have been trained)
- Training in “Culturally Responsive” instruction and “trauma-informed” practices

- We have our counselors meet with each student after their 1<sup>st</sup> suspension to develop goals that will assist the student from doing similar actions that may result in more suspensions.
- We have amplified our tier intervention of support to include referrals to our behavioral intervention team and mental health clinicians at every school site.

**Tracy Unified School District:**

- Share discipline/expulsion data with all site and district administrators
- Continue to counsel with our site administrators prior to giving out discipline. Look for alternative options that may better suit the student and their needs.
- Continue to increase the number of services our prevention services department is offering at each of the grade levels for social-emotional, mental, and physical well-being.
- Continue to increase and improve our special education services and outreach.
- Provide student/family alternative educational experience at our new dependent charter school called Tracy Independent Study Charter School (TISCS).
- TUSD Wellness Center
- Increase the number of academic counselors at our middle and high schools

In the next year, we are advocating more and better options for:

- Continued mental health therapy/wellness services, five days a week at each site
- Alternative drug abuse and alcohol prevention classes and services

In the next three years, we will provide:

- Mental health therapy options by tiered support levels
- Drug abuse and alcohol prevention classes and services

To deal with disproportionality specifically:

- To deal with disproportionality, a review current data trends on discipline and intervention protocols for the district will take place in a Diversity and Equity committee and this committee will create a universal protocol for appropriately addressing disproportionality.

**Strategies to Assist Students in their transition from expulsion back to district/school site classrooms**

Districts provide (as appropriate) Student Study/Success Teams, counseling and/or mental-health services, parent/student/staff meetings, Behavior Support Plans, IEP review, behavior contracts, and periodic check-ins to assist students transitioning back from expulsion placements.

When students transition from a county-operated program back into a district program, SJCOE staff provide attendance, discipline history, counseling interventions and coursework information to the district. Students transitioning from county-operated programs back into district programs will be provided with services from a Transition Specialist. (See SARB Contract/Expulsion Order Rehabilitation Plan/Evaluation of Student Performance, Appendix B)

The specific strategies and supports districts and charter schools use when appropriate (not mentioned above) include:

- ERMHS
- Behavioral contracts
- Return from Expulsion Protocol (Lincoln Unified, Appendix D)
- Administrative and Counselor “Check-ins” and consultations
- Consultation with SJCOE staff, including “Truancy Task Force” and Probation
- Counseling teams consisting of school counselors and school psychologists to support students’ academic, behavioral and social-emotional progress.
- Teacher and administrative/parent meetings to provide intervention and ongoing support for students.





## Appendix A

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
**County Operated Schools & Programs | Student Services**  
 P.O. Box 213030, Stockton, CA 95213-9030  
 Phone: (209) 468-9026 | Fax: (209) 468-9051  
 E-Mail: [cosponeenrollment@sicoe.net](mailto:cosponeenrollment@sicoe.net)

### COMMUNITY SCHOOL REFERRAL

Please include the following documents with this referral, as applicable: proof of birth; immunization record; transcripts and/or report cards; conference notes; intervention documents; attendance record; discipline records, including incidental detail pages; SST/IST/BIP; 504 Plan; and Interim (30-day Placement) or IEP.

STUDENT INFORMATION				Special Ed <input type="checkbox"/>	504 <input type="checkbox"/>	SSID:	
Last Name		First Name			Middle Name		
AKA		Grade	Gender	Age	Date of Birth		
Physical Street Address				City		State	Zip
District of Residence		Name of Last School Attended			School Exit Date		
Parent / Legal Guardian / Caregiver First & Last Name (if student is a minor)				Relationship to Student (e.g., mother, father, grandparent)			
Home/Cell Phone #		Work Phone #		E-Mail Address			

#### AUTHORIZATION FOR EDUCATIONAL SERVICES

As the adult student or parent / legal guardian / caregiver, I agree that I / above-named minor, could benefit from the educational services available at a community school offered by San Joaquin County Office of Education.

**X**

\_\_\_\_\_ Print Adult Student or Parent/Legal Guardian/Caregiver Name     
 \_\_\_\_\_ Adult Student or Parent/Legal Guardian/Caregiver Signature     
 \_\_\_\_\_ Date

✓	REFERRAL TYPE	REFERRING DISTRICT	
	<b>EDC § 1981(a) Expulsion</b> Must attach District Board Decision, Finding of Facts, & Board Recommendations	<b>Expulsion Status / Type</b>	
		Is student currently pending district expulsion?	Yes    No
		<b>Date of District Board Meeting</b>	/    /
	<b>EDC § 48915(a) or 48915(c) Expulsion</b> Must attach District Board Decision, Finding of Facts, & Board Recommendations	Is this a stipulated expulsion?	
		<b>SARB &amp; PARENT REQUEST REFERRALS</b>	
	<b>EDC § 48915.1 Expulsion</b> Must attach <b>Current District's</b> Board Decision, <b>Prior District's</b> Finding of Facts, & <b>Prior District's</b> Board Recommendations	Based upon review of school records, it is believed that the above-named minor/adult student could benefit from the educational services available at a community school offered by San Joaquin County Office of Education pursuant to Education Code § 1981. It is also believed that being under the immediate supervision of a Probation Officer, per Welfare and Institutions Code § 654, will be beneficial to not only the student, but also as support to the family.	
	<b>EDC § 1981(b) SARB</b> Must attach SARB Contract (check as applicable): <input type="checkbox"/> Truancy <input type="checkbox"/> Discipline <input type="checkbox"/> Credits <input type="checkbox"/> Intervention Services	CWA Representative/Authorized Signer Signature      Date	
		<b>DISTRICT COMMENTS</b>	
	<b>EDC § 1981(d) Parent Request</b> <input type="checkbox"/> Credit Deficient <input type="checkbox"/> Attendance <input type="checkbox"/> Discipline <input type="checkbox"/> Other: _____ <input type="checkbox"/> Stipulated Expulsion		

FOR SJCOE STAFF USE ONLY:											
Returning student:	Y	N	Student ID #		SPED:	Y	N	F	H	HU	EO EL IFEP RFEP TBD
Last school site:					SEIS Status:			PFT:	Y	N	
Exit date:					504 Plan:	Y	N	SSID #			

## Appendix B



SAN JOAQUIN COUNTY OFFICE OF EDUCATION  
 County Operated Schools & Programs | Student Services  
 P.O. Box 213030, Stockton, CA 95213-9030  
 Phone: (209) 468-4847 | Fax: (209) 468-9051

### SARB Contract/Expulsion Order Rehabilitation Plan Evaluation of Student Performance

**Date:**

**To:**

Student Information	
<b>Student's Name:</b>	
<b>Date of Birth:</b>	
<b>Current Grade:</b>	
<b>Current School Site:</b>	
<b>Referral Type:</b>	
<b>Special Education:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>504 Plan:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Performance	
<b>Academic Year:</b>	
<b>Student participated in <u>required</u> Counseling Services:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
<b>Attendance Rate:</b>	
<b>Number of Late Days:</b>	
<b>Student Behavior Report Attached:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Student Transcript/Report Card Attached:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Additional Comments: Distributed to Parent/Legal Guardian/Caregiver

## County Operated Schools & Programs

### 2023-24 Tiered Re-Engagement Strategies and Multi-Tiered Systems of Support

#### Synergy Attendance/Intervention Process

Establishing a tiered intervention and outreach system to track and address student engagement and attendance. This tiered system will be monitored through a series of thresholds developed within the Synergy SIS platform. All tier specific interventions are identified for staff through the Synergy Early Warning System, Student observation process, and Request for Support function.

#### **Tier 0 (1-2 days of non attendance or 10% of required minimum Instruction time over four continuous weeks)**

Notification to parents or guardians of lack of participation within one school day of non attendance, twice daily on the day of recorded non attendance. Outreach completed by support staff to identify reasons for non attendance and verification of current contact information.

#### **Tier 1- Minimal Risk (3 or more days of non attendance)**

- Legal guardian receives the first formal written notice of student non attendance

School site team, including teachers and support staff, facilitates outreach to student and guardian to identify reason(s) for non attendance. Interventions are implemented to address individualized reason(s) for non attendance. School site team enters one or more tier 1 interventions into SIS and tracks progress through the Synergy student observation record(school site based interventions).

#### **Tier 1.5 (Not generating more than 10% apportionment attendance in a school month )**

Notification to parents or guardians, school site team including teachers, administrators, and support staff regarding lack of attendance apportionment generated in a school month. School site team, including teachers and support staff, facilitates outreach to student and parent or guardian to identify reason(s) for non attendance. Interventions are implemented to address individualized reason(s) and student's needs for lack of attendance. School site team will conduct an evaluation with student and parent or guardian to determine whether it is in the best interest of the student to remain in IS or whether the student should be referred to an in-person instruction placement. School site team documents through the Synergy Student Contact Log function. (Independent Study).

#### **Tier 2- Low Risk (5 or more days of non attendance)**

School site team, including teachers and support staff, facilitates outreach to student and guardian to identify reason(s) for non attendance. Interventions are implemented to address individualized

reason(s) for non attendance. School site team enters one or more tier 2 interventions into SIS and tracks progress through the Synergy student observation record(school site based interventions).

### **Tier 3- Medium Risk (10 or more days of non attendance)**

- Legal guardian receives a second formal written notice of student non attendance.
- Site team completes a Request for Support through the Synergy student information system. This request for support identifies barriers to student attendance and is used to coordinate a Student Attendance Support Meeting.
- Student and legal guardian participate in Student Attendance Support Meeting. This meeting includes the school site team, site administrator, legal guardian, counselor, and probation representative. Student Attendance Support Meeting is documented and an action plan (including interventions) is developed to re-engage students. All outcomes of the Student Attendance Support Meeting are documented on the Student Intervention Support Plan and will be reviewed by a set outcome date
- Student is automatically identified as a possible truancy sweep candidate
- Student site placement is reviewed and appropriate site placement is determined
- Site administrator review is required to complete the Request for Support process

### **Tier 4- High Risk (20 or more days of non attendance)**

- Student is automatically referred to the truancy intervention and prevention team (A-Squad) for individual case management
- Legal guardian and student attend a mandatory family collaborative meeting to address barriers to attendance and available resources
- Student is identified as a candidate to attend a truancy intervention based school site
- If appropriate, student and or family is referred to internal and or external support services
- Site administrator approval is required for a change in school site

## Appendix D:

### LINCOLN UNIFIED SCHOOL DISTRICT Child Welfare and Attendance RETURN FROM EXPULSION PROTOCOL

Our goal is to support the student's ability to be successful in school following a period of exclusionary discipline.

\*\*\*\*\*

Board Meeting Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Expulsion #: \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_ When a student returns from expulsion, an administrator will meet with him/her to share and discuss the handbook, talk about the school, and provide a tour with a peer.

\_\_\_\_\_ Student will be introduced to the counselor and all support staff. Student will receive information about all tutoring and/or extended day opportunities.

\_\_\_\_\_ Student's teachers will receive a communication about the student's readmission and a request to contact the administrator and/or counselor with any concerns or advice regarding the student's success at school.

\_\_\_\_\_ Check with parent regarding permission to see school counselor.

\_\_\_\_\_ Calendar two weeks, from the meeting date, to check-in with student regarding academic progress and social growth.

\_\_\_\_\_ Calendar one month, from meeting date, to check-in with student regarding academic progress and social growth.

\_\_\_\_\_ Depending on results of check-in(s), consider a Student Study Team meeting with all teachers, counselors, administrators, and Director of Child Welfare and Attendance.

\_\_\_\_\_ Director of Child Welfare and Attendance will report to the Lincoln Unified School District cabinet regarding student's status. Date: \_\_\_\_\_