



**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
James A. Mousalimas, County Superintendent of Schools

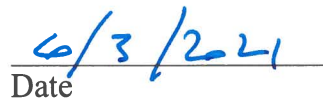
**San Joaquin County Plan for Providing  
Education Services to Expelled Students  
AB 922**

Triennial Update  
May 2021

Approved by:



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Superintendent of Schools  
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Date

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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**

**one. Charter**

### **Aspire Public Schools**

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

Banta Charter

#### **Escalon Unified School District**

Escalon Charter Academy

#### **Jefferson Elementary School District**

#### **Lammersville Unified School District**

#### **Lincoln Unified School District**

John McCandless STEM (K – 8)

#### **Linden Unified School District**

#### **Lodi Unified School District**

Joe Serna, Jr. Charter

#### **Manteca Unified School District**

Be Tech Academies

#### **New Hope School District**

#### **New Jerusalem School District and Charters**

#### **Nextgeneration STEAM Academy**

#### **Oak View Union Elementary School District**

#### **Rio Valley Charter School**

#### **Ripon Unified School District**

California Connections Academy at Ripon

#### **River Islands Technology Academy II**

#### **Dr. Lewis Dolphin Stallworth, Sr. Charter School, Inc.**

#### **Stockton Collegiate International Schools**

#### **Stockton Unified School District**

Nightingale Charter School

Pittman Charter School

Stockton Health Careers Academy

Stockton Pacific Law Academy

Stockton Early College Academy

#### **TEAM Charter School**

#### **Tracy Learning Center**

#### **Tracy Unified School District**

Tracy Independent Study Charter School

#### **Venture Academy Family of Schools**

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

### **Plan for Expelled Youth: 2021 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 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. Further, per 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, Lincoln, Linden, Manteca, New Jerusalem and Charters, Nextgeneration STEAM Academy, Ripon, Stockton, Tracy, Venture Academy |

|   |   |
|---|---|
| 2) Suspended expulsion with placement on a different school campus, within the district                                     | Escalon, Jefferson, Lammersville, Lincoln, Lodi, Manteca, New Jerusalem and Charters, Ripon, Stockton, Tracy, Venture   |
| 3) Suspended expulsion with placement on District Contracted or Independent Study, if parent agrees                         | Banta, Escalon, Jefferson, Lammersville, Lincoln, New Jerusalem and Charters, Nextgeneration STEAM Academy, Ripon, Stockton, Tracy,   |
| 4) Expulsion with referral to a District Community Day School or other District Alternative Program (not Independent Study) | Banta, Lammersville, Lincoln, Manteca, Nextgeneration STEAM Academy, Stockton, Tracy,   |
| 5) Expulsion with referral to a District Contracted or Independent Study program  | Banta, Jefferson, Lincoln, New Jerusalem and Charters, Nextgeneration STEAM Academy, Ripon, Stockton, Tracy   |
| 6) Expulsion with referral to another District Community Day School program   | Banta, Nextgeneration STEAM Academy, 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 and Charters, Nextgeneration STEAM Academy, Ripon, Stallworth, Stockton Collegiate, 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, Nextgeneration STEAM Academy, Oak View, Ripon, Stockton, Stallworth, Stockton Collegiate, Tracy, Venture Academy,  |
| 9) Other  | Lincoln (in-district charter); Rio Valley Charter School (independent study allows for zero expulsions); TEAM Charter (referral to home district); Tracy Learning Center (no expulsions: pre-expulsion behavioral interventions are provided); Stockton Collegiate (referral to home district); Tracy (TISCS: in-district online charter) |

**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. 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 is now providing 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.)

We have expanded our truancy intervention focus sites from three to four since the 2018 plan was written: Frontier 1, 2, South and North. These classes serve students who have been out of school for an extended length of time upon enrollment in the Community Schools, or students already enrolled at other Community School sites within the program after they have gone through the SJCOE truancy process. (See Truancy and Intervention Tiered System of Support, Appendix C.)

The Frontier school sites serve students from 7th – 12th grade. The majority of students present with vast learning gaps in basic academic skills. Many of our students have significant emotional issues that keep them from attending regularly as well. These gaps may be addressed through smaller class sizes and collaboration with Mental Health Clinicians. Each Frontier school site operates a contracted learning model that allows for more teacher-student interaction. Teachers conduct home visits once per week.

In addition to our Frontier 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 **one**.Charter Career Readiness Technician, 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.

For those students enrolled in SJCOE Community Schools or county-operated charter schools, an excellent, well-rounded education is provided. 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 six “Insight” classrooms located throughout the county for students with serious behavioral problems. Insight 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 Insight classroom, they may be transferred to a local Community School site. SJCOE operates over thirty Community School sites located throughout the county, so there may be multiple placement options.

### **Articulation and Coordination of the County-wide 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. The meetings were held through “Zoom” during the Covid Pandemic.

In February and March, 2021, a survey was sent out to all SJCOE districts and charter schools to assist in the development of the 2021 Triennial Plan for Expelled Youth. Districts and charter schools were asked about their options for expelled students, their proactive discipline strategies, the gaps in services and past and proposed remedies for such gaps. On April 16, 2021 representatives from all districts met through “Zoom” to discuss and edit the draft of the current Triennial Plan.

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. Districts in San Joaquin County have reduced the number of suspensions and expulsions during the last three years by using proactive discipline strategies school-wide and district-wide.

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 2018 plan, discuss the implementation of the strategies outlined for filling those service gaps.**

As of the 2018 plan, the following gaps and strategies were identified:

- 1. Services to K – 6 Students: Although many of the gaps in services to our K – 6 population have diminished, SJCOE and our districts are still working to improve services. Districts and the County Office of Education will be exploring “on-line” options for K – 6. Districts continue to expand K – 6 options. Further, individual and school-wide behavior intervention programs are greatly reducing the need for suspension and expulsion for our K – 6 students.**

The strategies described above have largely been successful in ameliorating any gaps in services to K – 6 students. Due to the Covid pandemic, online options were implemented and expanded in every district, and in county-operated programs. Computers were provided, “hot spots” for internet use were expanded. As a result, online options for expelled K – 6 students have become much more viable. So even though no K – 6 students were expelled in the last part of the 2019-20 and in the 2020-21 school year, distance learning options will be utilized for K – 6 students in the future. School-wide and individual behavioral interventions have been successful in greatly reducing K – 6 suspensions and expulsions and will continue to be utilized.

- 2. Transportation Issues: SJ Community School programs continue to provide services based on the geographical location of our student population and other**



**needs-assessments. When transportation becomes an obstacle to post-expulsion placement, districts are providing alternatives such as contracted study, district-operated alternative education or contracted learning opportunities through a county-operated program. Some districts provide vouchers for public transportation, and provide transportation to expelled students whose IEP requires transportation, and to homeless youth.**

The strategies described above have been successful. More transportation to county-operated programs has been provided by the county and districts, through direct transportation or vouchers for public transportation. Most districts cite no issues with transportation. Smaller districts that are on the far ends of the county have difficulties if parents are unable to provide transportation to county-operated programs. In these instances, districts have provided vouchers, or in-district distance-learning options. Our county-operated programs continue to expand programs where there is a need based on demographic information.

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

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

Providing appropriate options to expelled students who have IEPs is 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 include 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.

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

County-wide, the number of students suspended and expelled since 2018 has decreased, as has the ethnic disproportionality in suspensions and expulsions. All of our districts have increased the use of early-intervention behavior strategies, school-wide discipline programs, counseling options, and alternatives to suspension/expulsion. All SJ county districts utilize student study/success teams for academic and behavioral intervention.

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

**Aspire Public Schools:**

- Aspire Public Schools recognize the importance of fostering positive, healthy school climates. As such, we have moved away from harmful and counter-productive zero-tolerance policies, toward restorative approaches.
- Community-building circles, conferencing, fairness committees, restorative councils and peer juries
- Social-emotional learning (SEL) program (cultivating trusting environments, collectively recognizing and building social emotional competence in our organization, addressing bias, partnering with families to provide SEL at home)
- Development of “Equity Belief Statements” so students are meaningfully engaged in rigorous, personal instruction, and the “school to prison pipeline” is interrupted

**Banta Elementary School District:**

- Counseling
- DARE
- Character Counts
- Restorative Justice
- Positive Behavioral Intervention Supports (PBIS) and Behavior Intervention Plans
- County trainings

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.
- 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) and is working on developing plans to provide ongoing counseling for drug related suspensions.
- A licensed clinician provides additional mental health and related supports.
- Counseling is provided through the Prevention and Early Intervention (PEI) grant.
- The PIT program at the middle school (which began during the 2020-2021 school year) and high school offer a peer advocacy class.

- 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.
- The district is exploring Social Emotional Learning (SEL) curriculum such as Second Step for implementation at the middle school level.

**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

**Lammersville Unified School District:**

- Character Counts: All teachers are trained
- Positive Behavioral Intervention Supports (PBIS) School Plans
- Restorative Justice practices
- Addition of Student Services Counselor
- DARE Program
- The district will implement, through the TUPE Tier II grant, a three-year plan to address vaping through prevention, intervention and cessation
  - CATCH My Breath Curriculum
  - Keepin It Real
  - Real Cost of Vaping

**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.
- Full time counselors on every school site
- School Resource Officers
- “Focus Centers” at every site
- Outreach workers
- Peer Mediation Programs
- Training for administrators regarding alternatives to suspension and “other means of correction”
- Training for administrators based on the book Courageous Conversations About Race
- Home-based Academic Support Plan

**Linden Unified School District:**

- PBIS Trainings and PBIS Team Development

- “No Bully” Training
- Student Incentives
- Progressive Discipline
- School Resource Officers
- Providing data to administrators and staff, so they are aware of any disproportionality issues. We continue to seek out the root causes.

**Lodi Unified School District:**

- The implementation of a three-tiered intervention approach to discipline and behaviors being exhibited on campus.
- The continued use of PBIS approaches including restorative justice practices.
- Counseling
- Additionally, the implementation of Social Emotional Learning program at the Elementary level titled PATHs.
- Elementary Learning Opportunity Class (ELOC)
- Progressive Discipline
- Check-in / Check-out Program
- Student Study Teams
- Improve Your Tomorrow (Mentoring Program) (This will be expanded to more campuses next year.) This program has reduced disproportionality issues.
- SAFE Program (provided wraparound services to both students and home environment)
- Continue the re-evaluation of the Student Discipline and Behavior Matrix

**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>. However, we will be looking into BASE for K-5.
- 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:**

- Valley Community Counseling services

- Progressive Discipline
- Student Incentives
- Recess Games/Activities
- Staff Mentors
- Student Success Team (SST) Meetings
- We will continue to use these strategies; however, we will be building our programs in the future.

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

- Positive Behavioral Intervention Supports (PBIS)
- Student Success Team (SST) convened to develop 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 constructive and informative intervention with parents and students
- Wellness curriculum adoption under review

**Nextgeneration STEAM Academy**

- Restorative Justice
- Counseling
- County support through training
- Tiered Behavior
- PBIS
- Behavior Intervention
- Occasional use of wrap-around counseling services

**Oak View Union Elementary School District:**

- Student Success Team Meetings and parent/teacher conferences
- Behavioral consequences
- Counseling
- Continued training to staff in the area of positive discipline strategies, IEPs and 504 plans.

**Rio Valley Charter School:**

The strategies Rio Valley Charter School has in place that have a proven track record for success include:

- A strong counseling team 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.

- SST Team to support students' academic, behavioral and social-emotional progress.
- Discipline is tracked in PowerSchool. Warning letters are sent out when necessary and meetings with parent, student, teacher, administrator and other applicable staff members occur as needed.
- Independent study program allows for off-site instruction as well as on-site learning opportunities.

In the next three years, Rio Valley Charter School is considering adding a mental health counselor to support students with significant trauma, mental health related issues and any social-emotional challenges that may be a barrier to students successfully accessing effective learning opportunities.

Disproportionality is not an issue in Rio Valley. Between the period of 2017 to present, data indicate zero suspensions and expulsions annually across Rio Valley Charter School. The supports currently in place prevents the need to suspend or expel students.

**Ripon Unified School District:**

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

- MTSS (Multi-tiered Systems of Support)
- Restorative Circles
- Universal screenings in social, academic, behavioral and emotional domains
- PBIS (Positive Behavioral Intervention Supports)
- UDL (Universal Design for Learning)
- SDRT (Student Data Review Team)
- Character development programs
- Counseling services
- Psychology services
- Mental Health Services
- Behavior Intervention Plans
- Discipline and Suspension Percentage Review
- Home visits
- Escalation cycle management training for instructional assistants
- Expulsion intake process with Student Services
- Threat Assessments
- Peer Helper Program
- Professional Development
- Parent Project Instructor Training
- SARB and DARB (School Attendance Review Board and Disciplinary Action Review Board)

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

- Restorative Justice (expand)
- High School Opportunity Class (in lieu of suspension)
- Addition of middle school counseling position
- Parent Project Classes

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

- Behavior and Suspension Disproportionality Analysis
- Cultural Sensitivity Professional Development
- Social Emotional Learning and Character Development training
- In-school behavioral supports as alternatives to suspension

**River Islands Technology Academy II:**

- Progressive Discipline Strategies
- Professional development regarding childhood trauma and the developing adolescent brain. This has helped staff be better prepared to work with students who may exhibit less desirable behavioral choices.

**Stockton Collegiate International Elementary/Secondary Schools:**

- Individual and group counseling
- Anger and conflict management program
- Behavior Intervention Plans
- In-school behavioral supports as alternatives to suspension
- Student Success Team (SST) Meetings

**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 when needed.

To specifically address disproportionality:

- National Standards for School Counselors has been implemented and proactive counseling and lessons are presented to all students as a tier 1. Counselors hold post conference suspensions and set goals with students. upon their return.
- PBIS is a focus for all students so expectations are explicitly taught to all and revisited regularly.
- Restorative Practices Trainings have continued.
- A Student Support Analyst regularly looks at the data and works with administrators on documenting correctly. The Student Support Analyst provides bi-weekly discipline and attendance data broken down in sub groups. School Leaders can then focus on intentional goals to reduce suspensions and expulsions.
- Culturally Responsive training has been provided to district leaders as well.

**Dr. Lewis Dolphin Stallworth Charter School:**

- Positive Behavior Intervention System (PBIS)
- Restorative Justice
- Eagle Bucks student reward system to reduce negative behaviors
- Pro-Social Program, focusing on positive character traits

**TEAM Charter School:**

- PBIS program and Restorative practices
- “Calming rooms”
- The Leader in Me School Wide Program to assist with behavioral interventions
- Partnership with community mental health agencies (C.A.R.E.S. and CAPC) to support students as a preventative measure

To specifically address disproportionality:

- This year we began working with a trainer from Learning from Justice (formerly Teaching Tolerance) and Dr. Anthony Muhammad, an equity auditor, to make sure our staff is aware of any inequities in disciplinary procedures among students of different races, gender, and socioeconomic status.

**Tracy Learning Center:**

- Restorative Justice has served us well. We have a panel of staff, students and administrators who meet with students weekly who are not behaving effectively in classrooms. We help develop a plan for improvement long before the issue is out of control. We have had great results. Parents take us seriously and help us improve things with their student. Our suspensions are way down, and we have had no expulsions.

**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:

- Mental health therapy/wellness services, 5 days a week on 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:

- Pivot came to our district and worked with our district and site administration teams on how to evaluate and reflect on such ethnic disparities in our district. Once the data was evaluated and discussed, then teams worked together on how to offer alternative and preventative solutions to closing such gaps. This is when our student services director (at the time), started to work closely with each of our site administrators and consult over disciplinary actions and better aligned supports for the students and their families.

**Venture Academy Family of Schools:**

- A strong counseling team provides early intervention for issues as they arise
- Teacher and administrative/parent meetings provide interventions and ongoing support for students with behavioral issues
- Venture is exploring the possibility of training staff in restorative justice practices as a means to further reduce suspensions and expulsions.

**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 course work 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
- Strong 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

## 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   |                              |                |   |                  |
|---|------------------------------|----------------|---|------------------|
| Last Name   |                              | First Name     |   | Middle Name      |
| AKA   |                              | 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><br>Must attach District Board Decision, Finding of Facts, & Board Recommendations  | <b>Expulsion Status / Type</b>   | <b>Yes</b>   <b>No</b> |
|   |   | Is student currently pending district expulsion?   |                        |
|   |   | <b>Date of District Board Meeting</b>  | / /                    |
|   | <b>EDC § 48915.1</b><br>Must attach <b>Current District's</b> Board Decision, <b>Prior District's</b> Finding of Facts, & <b>Prior District's</b> Board Recommendations   | Is this a stipulated expulsion?  |                        |
|   | <b>EDC § 48915(a) or 48915(c)</b><br>Must attach <b>Prior District's</b> Board Decision, <b>Prior District's</b> Finding of Facts, & <b>Prior District's</b> Board Recommendations  | <b>SARB &amp; PARENT REQUEST REFERRALS</b>   |                        |
|   | <b>EDC § 1981(b) SARB</b><br>Must attach SARB Contract (check as applicable):<br><input type="checkbox"/> Truancy <input type="checkbox"/> Discipline<br><input type="checkbox"/> Credits <input type="checkbox"/> Intervention Services  | 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(d) Parent Request</b><br><input type="checkbox"/> Credit Deficient <input type="checkbox"/> Attendance<br><input type="checkbox"/> Intervention Services <input type="checkbox"/> Discipline<br><input type="checkbox"/> Stipulated Expulsion <input type="checkbox"/> Other: _____ | CWA Representative/Authorized Signer Signature   | Date                   |
|   |   | <b>DISTRICT COMMENTS</b>   |                        |
|   |   |  |                        |
|   |   |  |                        |

### FOR SJCOE STAFF USE ONLY:

|                    |     |              |  |              |     |        |   |      |                        |
|--------------------|-----|--------------|--|--------------|-----|--------|---|------|------------------------|
| Returning student: | Y N | Student ID # |  | SPED:        | Y N | F      | H | HU   | EO EL IFEP<br>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

To:

From:

Date:

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

| Counseling Services  |  |
|--|--|
| Student participated in <b>required</b> Counseling Services?                         | Select an option   |
| Attendance Rate  |  |
| School Year:   |  |
| Distance Learning Participation Rate:  |  |
| Independent Study Attendance Rate:   |  |
| Daily Attendance Rate:   |  |
| Number of Late Days:   |  |
| Attendance Records Attached:   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Student complies with State laws, school rules, and has no violation of EDC § 48900: | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Student is making academic progress:   | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distributed to: Parent/Legal Guardian/Caregiver and one.Program Site Administrator

## **Appendix C:**

### **Truancy and Intervention Tiered System of Support**

#### **One. Community/one. Charter**

##### **Promis Attendance/Intervention Process (Distance/Hybrid Learning)**

Establishing a four tiered intervention and outreach system to track and address student engagement. This tiered system will be monitored through a series of thresholds developed within the Promis SIS platform. All tier specific interventions are identified for staff through the Promis form and narrative process.

##### **Tier 1 (3 or more days of disengagement)**

School site team selects one or more tier 1 interventions and tracks progress through the Promis narrative function(school site based interventions).

##### **Tier 2 (5 or more days of disengagement)**

School site team selects one or more tier 2 interventions and tracks progress through the Promis narrative function (school site based interventions).

##### **Tier 3 (10 or more days of disengagement)**

- Legal guardian receives the first formal written notice of student disengagement.
- 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 student. 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

##### **Tier 4 (20 or more days of disengagement)**

Legal guardian receives a second formal written notice of student disengagement.

- 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 review is required

## 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:** \_\_\_\_\_

SF:tmb 04/14/21