



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
June 30, 2015

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A handwritten signature in blue ink that reads "James Mousalimas".

James A. Mousalimas
County Superintendent of Schools
June 24, 2015

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**San Joaquin County Office of Education
Court and Community Schools
Plan for Expelled Youth: 2015 Triennial Update**

Introduction

The San Joaquin County Office of Education, in conjunction with superintendents of the school districts within the county, has assisted in the development of the 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 January 21, 2015, district plans will specify proactive discipline strategies used to reduce the number of expulsions and reduce any disproportionality in expulsions among ethnic group.

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) suspended expulsion with subsequent transfer to another district;
- 5) expulsion with referral to a District Community Day School or 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 Court and Community School Programs.

Existing Alternatives Available Through the San Joaquin County Office of Education (SJCOE)

SJCOE Community Schools

23 school sites located throughout San Joaquin County

SJCOE Court Schools

Juvenile Hall, The Camp and Mary Graham Children's Shelter

County Operated Charter Schools

one.Charter - Academy of Visual and Performing Arts
Building Futures Academy Charter School
Venture Academy Family of Schools Charter

The San Joaquin County Office of Education (SJCOE) offers educational alternatives to expelled students through the Court and Community Schools and county-operated Charter Schools. Court schools require the formal placement of students into the program by the juvenile court. Districts can recommend referral of expelled students to SJCOE County Community Schools and/or county-operated Charter Schools.

The SJCOE Community School programs provide mental health and nursing services, smaller class sizes, CAHSEE tutoring classes, counseling, and opportunities to participate in “Quest” activities such as hiking to the top of Half Dome in Yosemite and camping overnight at Lake Tahoe. The student population is very diverse and each student comes with their own barriers and roadblocks to success. Each year, more and more students choose to remain in placement at community schools following completion of their rehabilitation plan, due to their academic success in the program.

Two of the SJCOE Community School sites, Frontier 1 and 2, focus on truancy intervention. 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.

The Frontier school sites serve students from 7th – 12th grade, and several 5th year seniors. The majority of students are significantly behind and 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 are addressed through smaller class sizes, collaboration with Mental Health Clinicians as well as Child Abuse Prevention Council. Each Frontier school site operates a contracted learning model that allows for more teacher-student interaction.

SJCOE Community Schools student services staff work diligently with referring districts to develop an efficient tracking system. We work with the referring districts’ DRB and SARB to assist students enrolling in county operated programs as quickly as possible. Districts are notified in a timely fashion when students do not enroll and typically, someone from the district truancy division will work with the student and family to facilitate placement in the program. SJCOE program staff also directly contact students and parents who do not show up for their enrollment appointment. These strategies have effectively decreased the time between expulsion and enrollment in a county program.

The school district of residence maintains responsibility for developing a rehabilitation plan for the student, 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.

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 2012 plan, discuss the implementation of the strategies outlined for filling those service gaps.

1. Limited options for K – 6 students were identified as a gap in the 2012 plan.

County programs expanded to three K – 6 sites. The addition of mental health clinicians improved services to K – 6 expelled youth in county-operated programs. Nevertheless, the shortened day and transportation issues continue to be areas we are working on in improving services to K – 6 students.

2. Transportation difficulties were identified as a second gap in the 2012 plan. There are significant geographical distances between local small districts, and transportation continues to be an issue. Parent-provided or public transportation continue to be the only options for transportation for many students.

Each year data is reviewed to determine the areas throughout the county where the majority of our students live. We continue to expand community schools placed throughout San Joaquin County. For outlying districts where transportation is an issue, placing the student on district contracted study has been a more feasible option. We also consult with the larger districts, as well as districts in adjacent counties, for possible placements for students when all other options have been exhausted. Several school districts provide vouchers for public transportation, which has alleviated some of the distance issues for students in those districts. In general, the strategies implemented during the last three years have alleviated many, but not all of the transportation issues.

Identify current gaps in educational services to expelled pupils and outline strategies for filling those service gaps.

1. Services to K – 6 students continue to be a challenge. We have expanded services for K – 6 students to three sites. Instruction is provided for two hours per day. The class schedule is not necessarily convenient for parents who work outside of the home, as they have to provide transportation for their children. The shortened schedule and geographical distance are barriers to enrollment for some of the K – 6 expelled students.

Strategies: Court and Community School administration and staff continue to provide services based on yearly needs assessments. Districts are providing more services to their expelled K – 6 students, such as contracted study or suspended expulsion with continued placement in their district programs.

2. Although many transportation issues have been dealt with, significant geographical distances between local small districts and county-operated programs continue to be obstacles to placement. Parent-provided or public transportation continue to be the only options for transportation.

Strategies: Each year we continue to review data to determine the areas throughout the county where the majority of our students live. We continue to expand community schools placed throughout San Joaquin County. Districts are operating more Community Day Schools and contracted study options for their expelled students. Court and Community School administration will continue to consult with the larger districts, as well as districts in adjacent counties, for possible placements for students when all other options have been exhausted. Transportation vouchers may need to be offered by more districts.

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 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 remain in the community school for the duration of their high school years. Should they leave the program and opt to return at a later date, if they are progressing toward graduation and making progress in their credit acquisition, they are readmitted to the program. Once they have turned 18, as long as they show adequate progress, they may return to the community school.

SJCOE Community Schools are operating “Insight” classrooms for students with serious behavioral problems. Students who are suspended from one of the community school programs are assigned to one of the seven Insight classrooms located throughout the county. 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 are transferred to a larger community school site. SJCOE operates twenty three (23) Community School sites located throughout the county, so finding another placement for a student is not difficult.

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.

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.

Beginning in December of 2008, discussion occurred with every superintendent and/or a designee from each district in San Joaquin County and the Assistant Superintendent from the San Joaquin County Office of Education, to review the existing plan for expelled youth and to discuss the changes that have occurred within the districts over the years that influence how services to expelled youth are delivered. Districts are providing more alternatives for their students before referring them to the SJCOE Community Schools. In addition to district-operated Community Day Schools 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.

At least twice per year, the county hosts all the district CWA Directors in discussions regarding options for expelled students, and any new laws regarding expulsions or expulsion appeals. The expulsion and appeals process is reviewed. 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 in San Joaquin County have significantly reduced the number of suspensions and expulsions during the last three years by using proactive discipline strategies school-wide and district-wide. Further, they have reduced the duration of expulsions, so the student may enroll back in his/her home school after only a partial semester, or a partial and one full semester have elapsed.

For those students enrolled in county-operated classes or county-operated charter schools, an excellent, well rounded education is provided. We find that after a student's term of expulsion has elapsed, many students choose to remain in county-operated programs.

Aspire Public Schools Plan for Expelled Youth: 2015 Triennial Update

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 with the county, shall develop a plan for providing education services to all expelled pupils in that county. As provided in the Aspire Charter Petitions for each of our schools in San Joaquin County, the policies and procedures for suspension and expulsion of Aspire students set forth in this document shall comply with the policies and procedures identified in the California Education Code.

Education Code 48916.1

As provided in Aspire Public Schools Charter petitions, the policies and procedures for suspension and expulsion of APS students comply with the policies and procedures identified in California Education Code. These policies and procedures will be periodically reviewed and the list of offenses for which students are subject to suspension or expulsion will be modified as necessary.

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act of other legislation, or both.

Overview

Aspire Public Schools seeks to meet the needs of each and every student in our schools through strategies that we believe are proactive in limiting the number of student disciplinary infractions that could result in suspension or expulsion. An Aspire education is designed to provide students with access to opportunities and tools to succeed in higher education, work and citizenship. Through personalized learning experiences, students learn and master skills need for the rigorous work of post-secondary life.

The school-student connection is very important for Aspire and includes connection with the family. Aspire is able to maintain personal contact with each and every student through the following tactics:

- ***Small Schools:*** Aspire elementary schools will typically have no more than 352 grade K-5 students, and its secondary schools are between 650-750 students.

- ***Small Class Sizes.*** Aspire maintains a 22:1 student-teacher ratio in kindergarten through third grade, a 30:1 ratio in grades four and five. In addition, students at the secondary level will spend part of their week in advisory groups. The student ratio for this class is smaller than normal, with a target student-teacher ratio of 17:1.
- ***Looping.*** Several of our elementary schools, have teachers (K-5) follow a class of students for two grades.
- ***Advisory Groups:*** Beginning in the 6th grade, each student is assigned to an advisory group that meets daily with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g., family, work, clubs, social service agencies). Whenever possible, the same group stays together until graduation, and provides a support structure for students. We believe the on-going support structure is largely responsible for fewer disciplinary infractions.

Aspire works with families to ensure parents are engaged in their student's education. Aspire uses a variety of methods to help parents and guardians become coaches for their children, and to increase their participation in all aspects of school life.

- ***School-Family-Student Compact:*** The teacher, parent(s) and student all sign a compact during three-way conferences at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for student success, and student and parent satisfaction.
- ***Special Saturday Classes:*** Scheduled at the beginning of the year, these mandatory half-day sessions enable parents to attend school with their children and understand students' learning at a deeper level.
- ***Family Engagement Activities:*** Aspire schools offer multiple opportunities for parents to engage with schools, including twice yearly student-led conferences. Attendance at these conferences is generally at 95% or more. There are also many activities, meetings, events held to engage parents in learning about their child's learning, e.g. Family Math Night, Exhibitions Night, as well as parent meeting nights with topics such as CCSS standards, Helping Your child with Homework, How to Help Your Child Get ready for college, etc.

Aspire Public Schools has developed a series of intervention strategies to change and improve student behavior. At the school site level, schools provide a variety of alternatives discipline options other than suspension and expulsion including, but not limited to: individual and group counseling, peer mediation and restorative practices. Behavior contracts are developed by the school site team in collaboration with the parents and their student. Additionally, school sites have student study teams, academic and emotional assessments, RtI teams, Saturday School, Advisory Group Counseling, community service in lieu of suspension, off-campus suspension, special education services, after-school activities, and stipulated agreements in lieu of expulsion.

In addition to school site interventions, Aspire has recently expanded its regional supports for our schools in the Central Valley, including our San Joaquin schools. This includes, Regional Managers for Special Education and a Regional Student Support Coordinator. Their role is to help streamline interventions and supports for students at school site through professional development, training and consultation with school site administrators. The Regional Student Support Coordinator position also helps manage the expulsion process in the region and works to ensure that processes and procedures in this area are equitable and in line with due process rights.

Finally, Aspire has a renewed focus on equity. Principals and the regional team are working together to lower incidences of suspensions and expulsion in general, but also to address disproportionality within these systems and make sure they are used equitably with different groups.

Some students, whose behavior violates California Education Code 48900 and 48915 discipline sections, may be referred by the principal of a school to the Aspire Expulsion Administrative Panel or Discipline Review Board. This Discipline Review Board consisting of three or more certificated persons. If the Discipline Review Board recommends expulsion, finding of fact in support of the recommendation shall be prepared and submitted to the APS Executive Committee. Appeal of the decision of the Discipline Review Board can be brought to the APS Executive Committee. Students likely to be expelled are viewed on a case-by-case basis and may be placed in one of several alternative education programs.

Existing Educational Alternatives for Expelled Students

Aspire Schools located with San Joaquin County offer the following options for expelled youth, depending on the circumstances of the specific offense and Education Code violation.

1. Suspended expulsion with placement on the student's existing school campus.
2. Suspended expulsion with placement at another Aspire school campus.
3. Suspended expulsion with a request for placement on a school campus within our sponsoring district's boundaries.
4. Expulsion with referral to the San Joaquin County Office of Education alternative programs.

Gaps in Educational Services in the former Plan for Expelled Youth

The Aspire Director of Student Services provides coordination with the student, the student's families, and the school staff to help identify the best educational setting that would contribute to the student's ongoing success. In preparation of an expulsion, the Aspire Student Services office then interfaces with each of the authorizing district's appointed administrator during the course of expulsion planning (concurrent planning), to prepare for ongoing educational placements for students in case their expulsion is ordered by the Aspire Board of Directors. If the Board does in

fact expel the student, then the Student Services offices works with the expelled youth, the parents, and the receiving district to ensure adequate placement and to minimize time out of school.

Aspire has not offered any alternative secondary school placements for Aspire students in San Joaquin County as part of the Aspire network. However, in the most recent school year (14-15), only one student was expelled from an APS school in San Joaquin and this was for a required expulsion based on California Education Code 48915. The Regional Student Support Coordinator will continue to connect with the San Joaquin County Office of Education for students expelled from our schools in the county as described above.

In each case, the expelled student is notified of the steps necessary to re-admit into the Aspire network of schools upon successful completion of their term of suspension.

Strategies for Addressing a Gap in Service

Our previous strategy for addressing gaps in service was quite effective, however we have added additional supports to help lower our suspensions and expulsions, which are addressed below. The strategy for addressing the gap in educational service for expelled students is:

1. Use of a Regional Student Support Coordinator to more specifically address gap issues in our San Joaquin County Schools, as well as drive our work to lower suspensions and expulsions.
2. Continue to interface with authorizing districts in a more formal capacity to articulate placement pathways for expelled youth.
3. Continue to interface with alternative school settings – Community Day Schools, County Schools, etc – to identify alternative educational placements for potentially expelled youth.
4. Improve and increase alternative discipline options such that expulsion decisions are dramatically lowered, decreasing need for alternative settings for students.

Banta Elementary School District Plan for Expelled Youth: 2015 Triennial Update

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.

Education Code 48916.1 (a)

At the time an expulsion of a student 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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

District Overview

Banta Elementary School District is located within San Joaquin County and presently serves approximately 350 students in a traditional school. In addition the district will open a district sponsored dependent charter at a second school site in the 2015-16 school year. This school will open with approximately 320 students and will expand to approximately 650 students in the future. Banta has been preparing for a tremendous growth spurt due to the opening of a housing development called “River Island of Lathrop.” Eventually the district will have as many as eight schools serving a Kindergarten through 8th grade student population.

Intervention Overview

Early intervention strategies and pro-active strategies to address warning behaviors and other potential situations that may lead to serious disciplinary action are the major focus of our district’s programs. Our school district provides early intervention strategies which include, but are not limited to, school counseling, student study teams, academic and emotional assessments, parent support meetings, after school and in-school suspension and detention, off-campus suspension, special education services, after school activities, conflict management, and student contracts.

Existing Educational Alternatives for Expelled Youth

Banta School District offers the following options for expelled youth:

1. Suspended or stipulated expulsions with placement on a school campus;

2. suspended expulsion with placement on Independent District Contracted Study, if the parent agrees; or
3. expulsion with referral to the San Joaquin County Office of Education Community School Programs.

Gaps in Educational Services

There are four (4) major gaps that exist in respect to providing educational services to expelled youth:

1. A student could be expelled from the District under Education Code 48915 and referred to either a Community Day School or Court and Community School program. This student could then commit another violation of Education Code 48915 or simply not attend, and ultimately be referred back to the original district.
2. Banta School District is still a small school district. At this time we still serve less than one thousand students. It also has a strong focus on effective intervention strategies to prevent the occurrences which can lead to expulsions. Therefore BESD generally expels very few and in some years no students during a school year. Having a special class or program for such students, at the district, is not financially possible.
3. Students, who are expelled by individual small school districts, and by the combined small school districts within San Joaquin County, vary as to age, grade level and expulsion offenses.
4. There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom site/programs for small school district require extensive busing, or parent provided transportation, which is often impossible for the parents.

Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational service for expelled youth are:

1. Continue to use existing district educational strategies to meet the needs of expelled students.
2. Refer expelled students to the San Joaquin County Office of Education School Programs. Another district's Community School/Day Centers for students when transportation to school sites is possible.
3. Independent District Contracted Study led by a credentialed instructor will be another option.

District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined above. Banta School District will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education Community School Programs will develop an Individual Learning Plan with the staff. If district chooses, part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

Escalon Unified School District Plan for Expelled Youth: 2015 Triennial Update

In 1993, Education Code §48926 required school districts to develop a plan for providing education services to all expelled pupils. This education code further requires that each school district submit to the California Department of Education a triennial update of that plan.

The Escalon Unified School District triennial update must be adopted by the Governing Board and the San Joaquin County Board of Education. Once adopted, the triennial update must be submitted to the State Superintendent of Public Instruction by June 30, 2015.

As required by the California Department of Education, this triennial update will address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2012, discuss the implementation of the strategies outlined for filling those service gaps.
 - Were the strategies successful? If not, what were the obstacles?
 - What additional strategies were implemented? Were they successful?
2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.
 - What are the current educational alternatives for expelled pupils?
 - Identify gaps in educational services to expelled pupils.
 - Outline strategies for filling those service gaps.
 - What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?
 - In particular, how do those best practices relate to any disproportionate representation of minority students in such interventions?
3. Specifically identify alternative placements for pupils who are expelled and placed in district community day school programs, but fail to meet the terms and conditions of

their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

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

Gaps in Educational Services

- A) Students in grades 1 – 6 who are expelled do not have the same educational options as those in grades 7 – 12.

The statement in the original plan is still accurate; the District rarely, if ever (only one in the past three years), has a situation in which a student in K-6 is expelled. If a student in grades K – 6 were to be expelled the district would have one of three choices: suspend the expulsion and allow the student to return to school; suspended the expulsion and place the student on independent study; or expel the student and refer to a county program. For students in this grade span, based on the severity of the offense, the district typically will suspend the expulsion and place the student on independent study.

For students in grades 7 – 12 who are expelled, gaps occur owing to the distance between the SJCOE's alternative programs and the District. In this scenario parents are at times facing obstacles due to lack of reliable or alternative transportation. Strategies that have been implemented have included working with the county to address transportation issues, making a referral to independent study charter schools or placing students on a suspended expulsion and continue to provide educational services through the District's independent study program.

The degree of success of these three options varies greatly based on the parental support the student receives, the student's motivation and the availability of independent study slots. The most successful of practice has been suspending the expulsion order and either placing the student in district sponsored independent study or returning the student to school on a very rigorous behavior contract. The consistency of curriculum, the one-to-one support and the ease of access to educational services are the most predominant reasons for success in independent study and being allowed to remain on campus with very clear behavioral expectations minimizes the impact on the student's academic program. However, owing to the severity of the infraction this may not be the most viable option and placement in a SJCOE alternative program is typically more successful than an independent study charter school. The unwillingness of some charter schools to accept expelled students, and student motivation in working in a more isolated independent study program are the two primary reasons placement at an SJCOE alternative program may be better suited for the expelled student. The major drawback with an SJCOE alternative placement is the aforementioned transportation issue.

Since the 2012 Triennial plan was amended the practice of using the Aimsweb Behavioral screen was eliminated. We found the Student Data Review Team (SDRT) which meets in early fall and early spring was more effective in early identification of students with behavioral needs than the reported results of the Aimsweb Behavioral screen. The time required to conduct the screen and

the classroom teacher's inconsistent use of the screen contributed in part to its lack of success. However, as indicated above, the timing of the SDRT meetings provided essentially the same results (and more given the scope of the SDRT) as the Aimsweb Behavioral screen even if the screens had been conducted with fidelity.

As a small district we do not have the range of alternative placement options that are typically found in a larger district. This being said, the district typically will suspend an expulsion order and return the student to his primary campus or place him in independent study (again with reference to the severity of the disciplinary incident) and have found this practice to be highly successful. Of the 22 students issued expulsion orders over the past three school years (2011-12, 2012-13 and 2013-14) only 4 students were initially referred to a county program and the remainder (18) received a suspended order of expulsion and were given behavior contracts and placed on district independent study or returned to their primary campus. Of these students only 1 violated the behavior contract and was subsequently referred to a county program. In this sense 77 percent of expelled students were kept in district and were able to maintain satisfactory academic progress in a more ideal instructional setting than is typical in county placement.

Over the last three years the district's suspension and expulsion rates have been fairly consistent with state averages and lower than county averages. Regarding expulsion rates, again being a small district, a single disciplinary incident can have a significant impact on our expulsion rate. For example, in the 2011-12 school year our expulsion rate was .4 with 11 students being expelled. However, 3 expulsion orders came from one incident at our middle school (the only students expelled from the middle school that year) and another 3 from a single incident at the high school. In other words, two disciplinary incidents contributed to almost half of the expulsion orders in the 2011-12 school year.

Regardless, the district remains resolute in reducing student expulsions and suspensions, but the practices described above have shown to be effective in minimizing the educational gap of the district's expelled students.

B) District operated Community Day School option for an expelled student is not an option.

The District has very few students in 1 – 6 that are expelled, and not a sufficient number to make a community day school a viable and effective alternative. The District did run a community day school for six years for at-risk students, but it was discontinued at the conclusion of the 2004-05 school year.

If the District were to expel a student in grades 1 – 6 it would need to consider one of the three options listed above. Additionally, charter schools are now viable alternatives for referring students.

Educational Services Currently Available

- A) The educational services that are currently available for students brought for expulsion include:
- suspended expulsion with placement on the same school campus;
 - suspended expulsion with placement on a different school campus within the district;
 - suspended expulsion with placement on District Contracted Independent Study, if the parent agrees;
 - expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program;
 - expulsion with referral to a charter school.
- B) Given the location of the District from SJCOE Alternative Programs, gaps occur when the families of expelled students are unable to provide transportation to the alternative education site. With regard to transportation issues, the District works with the family to connect it with one of the alternative programs run by the San Joaquin Office of Education that best meets the needs of the student and provides the likelihood of attendance and success. District officials stay in regular contact with the family to ensure that the student has enrolled in an educational alternative. If problems continue, the District would work with SJCOE staff to determine the best strategy in meeting the students' educational needs. The issue of providing programs for elementary students is very limited because only one elementary student has been expelled in the last six years. In this case the student was placed on a suspended expulsion and assigned independent study. Recognizing the challenges for elementary students on independent study, in this case the district provided significantly more contact time as well as a computer to access an online core curricular program for additional core support. Again, based on the severity of the offense, this would be the district's standard approach if the student wasn't appropriate to be returned to his home campus or another campus in the district.
- C) Beginning with the 2010-11 school year the District has undertaken a range of activities to provide behavioral interventions at the site and district level. The first line of defense has been the implementation of Student Data Review Team (SDRT) in grades K – 6. At each elementary and at the 6th grade teams comprised of the Director of Special Education, the school nurse, a school counselor, a school psychologist, the site administrator, a resource teacher, and the student's classroom teacher review and discuss the academic, behavioral, socio-emotional and health status of each student in that teacher's classroom. Students identified through this process are then referred to the appropriate individual (e.g. issues with vision would result in a nurse referral, whereas behavioral issues would be referred to the counselor for placement in a counseling group or individual follow-up). This process allows the District to, early on, identify and address student issues before they become unmanageable.

The District currently enjoys an extremely low counselor to student ratio in grades 9 – 12 with 2.5 counselors supporting approximately 850 students. Additionally a .25 counselor is in place at the 9 – 12 alternative high school and the middle school also has a 1.0 FTE counselor to provide counseling support services. Lastly, the district’s four elementary schools have a .5 FTE counselor. District psychologists also provide counseling services primarily to special education students and the district contracts with the San County Office of Education for additional counseling services on an as needed basis. Both the middle school and the high school have peer mediation programs and the District’s elementary schools also have counseling support to hold skill streaming groups and individual services as needed. Lastly, since the 2012 Triennial plan update the district has hired a full time Campus Supervisor to primarily serve the high school, but provide assistance to other district schools as necessary. The Campus Supervisor’s presence has been effective in mitigating potential incidents before they escalate into a suspendable or expellable situation in addition to the additional security provided to the campus.

These practices are evidence of early intervention strategies to minimize potential behavioral issues before they can escalate into suspensions and/or expulsions. Further, by their very design they ensure that *all* students, represented in *all* groups receive services as needed.

Students returning to the District from an expulsion are typically placed on a contract that specifies specific behavioral and academic expectations, which can also include participation in some type of support program in an effort to minimize the recurrence of suspendable or expulsion related behaviors.

Alternative Placements for Students who fail to meet the terms and conditions of their rehabilitation plan

Expelled students who fail to meet the terms and conditions of their rehabilitation plan or who continue to pose a danger to other district pupils are not readmitted to regular school programs in the district. Alternatives include placement in another county program, placement in a charter school program, or placement in a district Independent Study program in which instruction is provided one-on-one.

Regional Perspective

The District works closely with staff at the San Joaquin County Office of Education and other districts to look for alternative educational placements for expelled students. The county office has been especially useful and helpful in providing viable alternatives for Escalon Unified students.

Jefferson Elementary School District Plan for Expelled Youth: 2015 Triennial Update

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.

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 a period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Overview

Jefferson Elementary School District, located within San Joaquin County has experienced tremendous growth during the past twenty years. Despite this growth, incidents of expulsion remain relatively low.

Early intervention strategies or proactive strategies are the major focus of the Jefferson programs and the subsequent student success. Each of the schools utilizes the Positive Behavior Intervention and Support (PBIS) model. We provide early intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, behavior support plans, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after-school activities, conflict management, and student contracts.

Existing Educational Alternatives for Expelled Youth

- Suspended expulsion with placement on the same school campus
- Suspended expulsion with placement on another campus within the district
- Suspended expulsion with placement on district contract study, if parents agree
- Expulsion with referral to Tracy Unified School District community school program

- Expulsion with referral to the San Joaquin County Office of Education Court and Community School Programs

There are three major gaps that exist in respect to providing educational services to expelled pupils:

- Small school districts within San Joaquin County generally expel very few students during the course of a school year. So few students are expelled that having a special day class or program for such students at each district is not financially possible.
- Students who are expelled by individual small school districts and by the combined small school districts within San Joaquin County vary as to age, grade level, and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate community day school sites for the limited number of expelled students grades K-6 and 7-8.
- There are significant geographical distances between Jefferson School District and San Joaquin County Office of Education, thus county operated schools or classroom sites/programs would require either extensive busing, which is not financially feasible for the district, or parent provided transportation, which is often impossible for the parents.

Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational services for expelled youth are:

- Continue to implement proactive strategies through character education and parent education programs that work to prevent the types of behavior that lead to expulsion.
- Continue to use existing district educational strategies to meet the needs of expelled students.
- Continue to build partnerships with NPS programs that provide appropriate programs to students with special needs or who are not successful in their initial alternative placement.
- Refer expelled students to Tracy Unified School District community program (space permitting) and to San Joaquin County Office of Education Court and Community School Programs. Community Schools may be an option for those students who have transportation to school sites, and contracted study will be an option for those students who cannot arrange for transportation.

District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined in this plan. The school district of residence continues to maintain responsibility for developing a

rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education court and community school/day center program develop an individual learning plan (ILP) with staff. Part of this plan may include returning to the school district of residence. Alternative placement and alternative strategies are developed, with the court and community school staff, for those students who have difficulty meeting the terms and conditions of their district rehabilitation plan.

Lammersville Unified School District Plan for Expelled Youth: 2015 Triennial Update

Overview

Lammersville Unified School District (LUSD) added two new schools in 2014-15 school year- a K-8 and high school. Along with the growth of the local community, the district is evolving with student enrollment at 3,573 in K-10 grades. In 2015-16, LUSD will be adding 11th and 12th grade students. During the transformation into a unified school district with a comprehensive high school, the Lammersville Unified School District has planned and coordinated for additional “within district” services for expelled pupils.

Expulsion Plan Components

Gaps in educational services from 2012 plan

Obstacles to reduce or eliminate gaps in the 2012 district expulsion plan were largely due to the limited options within the district, district size, limited community resources, and transitioning from an Elementary to Unified School District. Gaps in the 2009 plan for expelled youths still exist. However, with the growth and unification, the LUSD is seeking to remediate several existing gaps, prior to the next triennial review of the districts expulsion plan.

Currently, any pupil (grades K-10) who is expelled from the LUSD district is referred a San Joaquin County Office of Education (SJCOE) alternative program. The county programs are operated in Tracy and additional locations throughout the county. Any overflow from Tracy would be referred to the Manteca and Stockton SJCOE sites.

Current Educational services

The following are options for pupils of the LUSD in grades K-12:

1. Suspended expulsion with placement at the same school;
2. Suspended expulsion with placement at a different school campus, within the district;
3. Suspended expulsion with placement on independent study, if the parent agrees;
4. Suspended expulsion with voluntary parent referral to a county operated program for expelled pupils;
5. Expulsion with referral to the San Joaquin County Office of Education Court Program.

- a. Students in grades K-6: The county programs are located outside of the Mountain House/Tracy area and would be referred to the SJCOE program located in Manteca.
- b. Students in grades 7-12 would be referred to the SJCOE operated program located in Tracy, with overflow sites at Manteca and Stockton.

The (LUSD) Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01) 1) Appropriately prepared to accommodate students who exhibit discipline problems, 2) Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

Gaps in services

The LUSD is currently planning and coordinating the need for a community day school within the district. In addition, the district is seeking to work collaboratively with surrounding districts to pool options for pupils that are recommended for expulsion, or are approaching expulsion based on cumulative days of suspension. With the demands of becoming unified and having a comprehensive high school, the district will be in need of a local “alternative” program within the district.

Strategies to close gaps

- 1) Intensify current educational strategies and services within the school sites to address and intervene with behavioral and social emotional issues that students present.
- 2) Review existing process for referring to expulsion: i.e. District Expulsion Team.
- 3) Review needs for community day school within the district, targeting 7th through 12th grades.
- 4) Continued review of alternative educational services for expelled youths within the county.

Best practices within the district

The district is utilizing additional approaches at school sites within the district to operate in a preventative mode for at-risk students. The district is providing behavioral contracts, and behavior plans for at-risk students, who may need behavioral interventions. In addition, the district is implementing a behavioral progress monitoring tool to better monitor the effects of behavioral interventions. This will allow school based teams the opportunity to monitor and, when needed, adjust and change behavioral plans when the students are not making adequate progress. This will allow school based teams to intervene sooner and more effectively, in hopes of interrupting the behavioral momentum which may lead to suspension and expulsion.

In addition, the district is in the early phases of implementing social skills curriculum to targeted individuals and groups of students. This is additional support to any pupil within the district that may be at-risk and need additional support/intervention in targeted areas. Further, the mentioned “best practices” being implemented within the district, will be utilized to reduce behavioral problems, office referrals, suspensions, and expulsions. The behavioral and social emotional interventions for LUSD students will not discriminate between groups that could be considered disproportionate. As LUSD is a diverse population, the implemented and planned best practices are meant to target individuals and small groups, regardless of the child’s ethnic or socio-economic status.

Alternative placements for pupils who are expelled from County operated programs

Students who are expelled will be provided with the educational options outlined above. LUSD will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student. Expelled students who are referred to a San Joaquin County Office of Education Community School Program will develop an Individual Learning Plan with the staff. If the district chooses, part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

Articulation and coordination between school districts and with SJCOE

Current articulation agreements between surrounding districts, in relation to expelled pupils, are handled on a case by case basis. As the LUSD has been transitioning to a unified district, future articulation agreements with surrounding districts will be developed. Current coordination with the SJCOE regarding expelled pupils has been limited due to the low rate of expelled pupils of the LUSD. However, as the district continues to grow and transition to a fully unified district, any coordination involving county programs will be necessary for the LUSD and SJCOE to plan and coordinate programs, scope, and limitations of programs for expelled pupils.

Lincoln Unified School District Plan for Expelled Youth: 2015 Triennial Update

In 1993, Education Code §48926 requires school districts to develop a plan for providing education services to all expelled pupils. This education code further requires that each school district submit to the California Department of Education a triennial update of that plan.

The Lincoln Unified School District triennial update must be adopted by the Governing Board and the San Joaquin County Board of Education. Once adopted, the triennial update must be submitted to the State Superintendent of Public Instruction by June 30, 2015.

As required by the California Department of Education, this triennial update will address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2012, discuss the implementation of the strategies outlined for filling those service gaps.
2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.

The Lincoln Unified School District School Attendance Review Board (SARB) is being used for our current and expelled students and their families.

We have found that social service agencies are willing to assist with student attendance. If a student is deemed a habitual truant we complete a referral to our local Human Service Agency. Representatives are meeting with families receiving supplemental income from the state. Families with truant children may have part of their aid stopped until their children attend school regularly.

In an effort to be proactive and minimize the number of suspensions/expulsions, each school in the Lincoln USD has been assigned a full time safety officer and a full time counselor. Our safety officers assist in maintaining a secure environment and build positive relationships with students. Our counselors meet with our students who are having any type of difficulty, which can lead to poor behavior. When students return from expulsion status the administrators and support staff are alerted so they can make a concentrated effort to assist these students with their transition. Each student returning from expulsion has received counseling services. When they return, the counseling sessions may continue at school with parent approval.

The strategy that the Lincoln USD has implemented has shown success. The strategy is simple: if an expelled student is not attending his assigned program, a district employee contacts the family and offers to help them with any obstacles that are preventing their child from attending

school. That personal contact fosters a relationship between our district and the families of our expelled youth. The current educational alternatives for expelled students in Lincoln Unified School District are: placement in a county program, voluntary placement at our school for expelled students—Civic Pride Independent Academy, an opportunity to return to a Lincoln school with a suspended expulsion order, or the parent's option of enrolling their child in a private or charter school.

The gap in educational services of most concern is the lengthy period of extended suspension. Our strategies for filling this gap include:

1. encouraging families to sign waivers to expedite expulsion hearings and bring expulsion cases to the Board of Trustees as soon as possible;
2. offering parents the opportunity to sign a Stipulated Expulsion Order, which waives the Administrative Hearing and allows parents the opportunity to facilitate an immediate county **one.** School, private school, or CPIA placement.
3. offering parents the opportunity to sign a Stipulated Agreement (probationary status), which waives the expulsion hearing and allows the Superintendent's Designee (Director of Child Welfare and Attendance) to place a student in a Lincoln school;
4. assisting families to ensure immediate registration in a San Joaquin County alternative program (**one.**) by contacting county personnel and facilitating enrollment paperwork;
5. providing schoolwork to students until they are officially enrolled in another program; and
6. facilitating re-entry to a Lincoln Unified School District school within a day of the Board of Trustees' decision. The goal is to get students back in school as soon as possible.

Linden Unified School District Plan for Expelled Youth: 2015 Triennial Update

Education Code 48926

Each county superintendent of schools in the counties which operate community schools pursuant to *Section 1980*, in conjunction with superintendents of the school districts within their respective counties, shall develop a plan for providing educational services for all expelled pupils in that county.

Education Code 48916.1

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, but only to the extent that funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Overview

Linden Unified School District within San Joaquin County provides many educational alternatives for expelled youth. Middle schools and high schools are experiencing an increasing number of student behaviors that result in recommendations for expulsion. In the past, these incidents were primarily linked to middle and high school programs, but today these behaviors are surfacing in lower elementary grades.

Early intervention strategies on the comprehensive school sites, alternative programs on the comprehensive school sites, off-site alternative programs and/or referral to the San Joaquin County Office of Education Alternative Programs, Field of Dreams (K-6) part of **one**. Community School, guidance toward enrollment in charter home-school programs operated in the area; these are all general options for the student and the district. The district provides intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, student contracts, and alternative school placements.

There are students whose behavior violates California Education Code discipline sections and who are referred by the school site administrator for expulsion from school. The Superintendent recommends expulsion to the Governing Board for those students whose behavior endangers other students and/or staff. Post-expulsion education referral of such students varies in each individual case, and is viewed on a case-by-case situation.

Plan Components

1. Addressing gaps identified in the 2012 plan

One of the gaps stated in the 2012 plan was limited options available for students who were in grades one through six. We continue to seek options for grades K-6. The District has had situations in which a student in K-6 has been expelled. In those situations, the district has utilized programs run by the county.

Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. The limited number of expulsions, the significant geographical distances between elementary schools, and the need for younger students to be in full-time classroom programs all makes the elementary school student particularly difficult to serve.

Another strategy stated in 2012 was to continue using existing educational programs and strategies to address the needs of expelled students. We continue to use these existing strategies and have also worked with families to help them access the numerous other options that exist in San Joaquin County. Several Charter Schools in San Joaquin County continue to service students. Many of the charter home-school programs, particularly Venture Academy because of its close proximity to Linden, are viable and effective educational alternatives for expelled students and their families.

We continue to refer expelled students to the San Joaquin County Office of Education Court and Community **one**.Program. This continues to be an effective alternative. In addition Charter Schools are now a viable alternative for referring students.

2. Current educational services that are available for expelled students

A. Linden Unified School District offers the following options for expelled youth, depending on the specifics and Education Code violation:

- 1) suspended expulsion with placement on the same school campus;
- 2) suspended expulsion with placement on a different school campus within the District
- 3) expulsion with referral to the San Joaquin County Office of Education Court and Community **one**.Program.
- 4) parents may provide home schooling, with an affidavit.

Actual referral to such a placement is made by the District Governing Board, with recommendations from the Superintendent.

B. Gaps in educational services to expelled students:

- 1) A student could be expelled from the District under Education Code §48915, sent to a program run by the county, and be referred back to the District if another violation occurred.

This item turned out not to be a gap because a student expelled from a county program would be sent to another county site. The District has had twenty-three (23) expulsions over the past three years. District officials do not believe this situation has occurred with a student originally enrolled in Linden Unified School District schools.

- 2) Students in grades one through six who are expelled do not have the same educational options as those in grades seven through twelve.

The statement in the original plan is not accurate; the District has had situations in which students in K-6 have been expelled. The District utilized programs run by the county.

- 3) Community Day School option for expelled students is not an option.

The District has very few students in K-6 that are expelled, and not a sufficient number to make a community day school a viable and effective alternative. The District did run a community day school for at-risk students, but it was discontinued at the conclusion of the 2009-2010 school year.

The District continues to refer expelled students to the San Joaquin County Office of Education programs. In addition, charter schools are now viable alternatives for referring students.

3. District Community Day School Alternatives Placements / Rehabilitation Plans

Expelled students who fail to meet the terms and conditions of their rehabilitation plan or who continue to pose a danger to other district pupils are not readmitted to regular school programs in the district. Alternatives include placement in another county program, placement in a charter school program, or placement in a district Independent Study program in which instruction is provided one-on-one.

The District works closely with staff at the San Joaquin County Office of Education and other districts to look for alternative educational placements for expelled students. The county office has been especially useful and helpful in providing viable alternatives for Linden Unified School District students.

**Lodi Unified School District and
Joe Serna Jr. Charter School
Plan for Expelled Youth: 2015 Triennial Update**

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.

Education Code 48916.1 (a)

At the time an expulsion of a student 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.

Overview

Lodi Unified School District encompasses 350 square miles and serves the cities of Lodi, North Stockton, and the communities of Acampo, Clements, Lockeford, Victor, and Woodbridge in the Central Valley of Northern California.

Student enrollment is 29,800 in Kindergarten through grade twelve. There are 49 school sites, 33 elementary, 7 middle, 4 comprehensive high schools, and two continuation high schools. In addition, the district offers two elementary community day schools, and one middle community day school, a Middle College High School, an adult school, an Independence School, a Career Center, Children's Center, a Developmental Center for disabled students, and several pre-school programs. The top five primary languages other than English are Spanish, Hmong, Urdu, Cambodian and Vietnamese.

General principles – Safe and Equal Schools

LUSD district is committed to working with students who exhibit behavior problems to ensure that students remain engaged in the district's educational program and are given every opportunity to reach their educational potential. This will be accomplished by utilizing additional approaches at school sites within the district to operate in a preventative mode for at-risk students. The district's implementation of Positive Behavior Intervention Systems (PBIS) and Restorative Justice Practices to provide behavioral interventions contracts, and behavior plans for at-risk students who may need behavioral interventions. In addition, the district is implementing a behavioral progress monitoring system to better monitor the effects of behavioral interventions and to insure the fair and appropriate implementation of student discipline policies, without regard to race, color, or national origin. This will allow school based teams the opportunity to

monitor and, when needed, adjust and change behavioral plans when the students are not making adequate progress. This will allow school based teams to intervene sooner and more effectively, in hopes of interrupting the behavioral momentum which may lead to suspension and expulsion.

The District's plan is to effectively tailor school-based services that are supportive of the needs of students in order to decrease behavioral difficulties that manifest in school and increase students' ability to benefit from the learning environment

The behavioral and social emotional interventions for LUSD students will not discriminate between groups that could be considered disproportionate. As LUSD is a diverse population, the implemented and planned best practices are meant to target individuals and small groups, regardless of the child's ethnic or socio-economic status.

There are students whose behavior(s) violates California Education Codes 48900 and 48915, et.al. and those students may be referred by their respective school site administrators for expulsion from the school and/or district. The Lodi Unified School District Disciplinary Review Board (LDRB) recommends expulsion to the Governing Board for those students 1) whose behavior(s) endanger themselves and/or others (students or staff) and/or, 2) when other means of correction attempted by the school district have failed to bring about a change in student behavior.

Lodi Unified School District provides several educational alternatives for all expelled youth. Elementary students in grades k-6 are referred to the San Joaquin County Alternative Education program "Field of Dreams". Middle and high school students (7-12) are referred to the San Joaquin County Alternative Education **one**. Program.

For students with active IEP's who are classified as Special Day Class (SDC) and who are on expelled status, are referred to the Walter Katnich Community Day School. Students classified as Resource Specialist Program (RSP) are referred to the San Joaquin County Alternative Education program. The district provides intervention strategies which include, but are not limited to, Positive Behavior Intervention Program, Restorative Justice Program, one-on-one counseling, student study teams, academic and psychological assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, substance abuse counseling student contracts, and alternative school placements.

Students on probationary status (suspended expulsion) are placed in District educational programs. If the District revokes a student's probationary status, the student can be referred to the San Joaquin County Alternative Education program.

Expelled students who fail to meet the terms and conditions of their rehabilitation plan will remain enrolled at Walter Katnich Community Day School or the San Joaquin County Alternative Education program until readmitted to the District, admitted to another school district or are no longer under the compulsory attendance requirements of California Education Code 48200.

No gaps in educational services currently exist for students expelled from Lodi Unified School District. An issue of concern is the period between the initial recommendation for expulsion and the actual Board approval.

Our strategies for improving this issue are as follows:

1. Offering parents the opportunity to sign a Stipulated Expulsion Agreement, which waives the Administrative Hearing and allows parents/caregivers the opportunity to facilitate an immediate county **one**. School, private school, or Charter School placement.
2. Assisting families to ensure prompt registration in a San Joaquin County Alternative Education program, contacting the San Joaquin County program personnel and faxing/e-mailing referral immediately. Providing the County program with all required transcripts, immunization records and a transcripts prior to parent/student placement meeting.
3. Providing homework via the district's Independent Study Program for students until they are officially enrolled in a San Joaquin County alternative program; and
4. Facilitating re-entry to a Lodi Unified School District as soon a possible once verification of completion of district's Rehabilitation Plan within a day of the Board of Trustee's decision. The goal is to get students back in school as soon as possible.
5. Students enrolled in the district-sponsored Joe Serna Charter, who are under an expulsion order, have the same options as Lodi Unified students.

Students enrolled in the district-sponsored Joe Serna Jr. Charter School, who are under an expulsion order, have the same options as all Lodi Unified students.

**Manteca Unified School District
Be Tech Academies
Plan for Expelled Youth: 2015 Triennial Update**

Education Code 48926

Each county superintendent of schools in the counties which operate community schools pursuant to *Section 1980*, in conjunction with superintendents of the school districts within their respective counties, shall develop a plan for providing educational services for all expelled pupils in that county.

Education Code 48916.1

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, but only to the extent that funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Overview

Manteca Unified School District provides many educational alternatives for expelled youth. In 2012-2013 school year there were 2,151 students suspended, which gave us a suspension rate of 8.0 and 65 students expelled, with an expulsion rate of .2. However, in the 2013-2014 school year, there were 1,864 students suspended, which gave a suspension rate of 7.3 and 55 students expelled with an expulsion rate of .2. This clearly demonstrated that the suspension rate is on the decline. However, even though the total number of expulsions decreased, the expulsion rate remained the same. The decline is due to the alternative means of correction that are being provided by the sites prior to students being referred for suspension and/or expulsions.

Some of the early intervention strategies instituted throughout Manteca Unified School District include the following:

- increased presence of Valley Community Counseling on all school sites;
- additional health nurse presence;
- added parenting classes, one-on-one counseling, and group counseling services at Manteca Day School;
- extensive referral programs to outside service agencies, such as Point Break institution;

- Community Service on school grounds during non-school hours, or with parent permission, off school grounds outside of school day (48900.6).

For the 2014-2015 school year, expulsions have totaled 43 to date, with only 2 expulsions representing grades K – 6. Additionally, MUSD continues to utilize appropriate off-site alternative programs and referrals to the San Joaquin County Office of Education Alternative Program as an integral part of the District’s Plan for promoting student success.

The Manteca Unified School District continues to provide intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, substance abuse awareness classes, gang intervention classes, anger management classes, peer-pressure classes, parent support meetings, off-campus suspension, special education services, after school activities, before and after school tutoring, high school tutors for 3rd through 6th graders sponsored by Give Every Child A Chance, conflict management, peer resource, student contracts for behavior, attendance, and academic progress, District expectation plans, and alternative school placements.

There are students whose behavior(s) violates California Education Codes 48900 and 48915, et.al. and those students are referred by their respective school site administrators for expulsion from the school and/or district. The Manteca Unified School District Disciplinary Review Board recommends expulsion to the Governing Board for those students 1) whose behavior(s) endanger themselves and/or others (students or staff) and/or 2) when other means of correction attempted by the school district have failed to bring about a change in student behavior.

Post-expulsion educational referral of such students varies in each individual case and is determined on a case-by-case basis.

Existing Educational Alternatives for Expelled Youth

Whenever there is a need for an interpreter throughout the expulsion process, an interpreter is provided by either the home school or the district. Manteca Unified School District offers the following options for expelled youth, depending on the specific offense and the California Education Code violation:

- 1) suspended expulsion with placement at the same campus;
- 2) suspended expulsion with placement on a different campus, within the district;
- 3) suspended expulsion with placement on District Contracted Study, if the parent agrees;
- 4) suspended expulsion with referral to a Manteca Unified School District Community Day School Program; or
- 5) expulsion with referral to a San Joaquin County Office of Education **one.** School Program; or Field of Dreams Program for K-6 grade levels.

Each of the above actions also includes a Rehabilitation Plan for every student. The Plan encompasses the following requirements:

- 1) Positive recommendation from the assigned program in the areas of attendance, behavior, and academic progress.
- 2) Recommendation for appropriate counseling, restitution (where applicable), and submission of a negative drug test (where applicable).
- 3) Referral to appropriate outside services, such as tutoring, mentoring, anger management, drug diversion, gang intervention, family counseling, leadership training, case management, parenting support, etc. Each referral is accompanied by all necessary contact information (hours, phone number, address, fee/no fee, languages spoken, cost, if applicable, insurance eligibility, etc.). Each referral also requires proof that the recommended program was completed.
- 4) Families are given information regarding Medi-Cal and Healthy Families. If a family is eligible, they are referred to the Health Services Department for further information and assistance is qualifying.
- 5) If a student is homeless or in Foster Care, the district liaison works with the appropriate agencies to ensure the continuance of appropriate educational and social services.

Actual referral to such placement is made by the Manteca Unified School District Governing Board, after considering recommendations from the Manteca Unified School District Disciplinary Review Board.

Gaps in Educational Services

There are two ongoing gaps which existed with respect to providing educational services to expelled pupils:

- 1) A student could be expelled from the District under Education Code 48915 and referred to either a Community Day School or a Court and Community School program. This student could then commit another violation of Education Code 48915, or simply not attend, and ultimately be referred back to the referring District;
- 2) The Community Day School option for expelled students, as described in current California Education Code, presents certain limitations for the following reasons:
 - a) the six (6) hour, or 360 minute day exceeds the required hours (240 minutes) for a minimum school day, the required hours (15 hours per week) for a continuation school day, and the required hours for students enrolled in the various elementary school programs;

- b) access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping;
- c) the Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.

Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational service for expelled youth are:

- 1) to strengthen and augment the existing educational strategies and programs to meet the needs of expelled students. Such strategies have been successfully instituted, as listed in the overview section of this report;
- 2) to build in flexibility to the programs offered at the District Community Day School, and to augment existing programs. We have an SDC Class at Manteca Day School, which is designed to deal specifically with the Special Education Students who require services and whose behaviors have been determined not to be a manifestation of their disability.

New Hope Elementary School District Plan for Expelled Youth: 2015 Triennial Update

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 with the county, shall develop a plan for providing education services to all expelled pupils in that county.

Education Code 48916.1 (a)

At the time an expulsion of a student 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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

District Overview

New Hope Elementary School District is a K-8, single-school district located in Thornton, California in the northwestern section of the San Joaquin County. The total student count is 150 students in grades K-6 and 51 students in grades 7 and 8. The school is a Title 1, school-wide project. The student population is 87% Latino, 60% English Learners, 20% Migrant, with the majority of the students children of migrant farm laborers. Participation in the National School Lunch Program is 97%. The economy of the town is completely dependent on agriculture and the school is the hub of the community. In the three years since the plan was updated, there have been no expulsions. The fact that students are not being expelled is quite positive; however, it does create a situation where the development of either district or county specific classes or programs for such students is difficult financially and/or geographically.

Intervention Overview

New Hope School District provides early intervention strategies which include, but are not limited to, parent support meetings, student study teams, academic and emotional assessments, school counseling, and after school activities. New Hope Elementary School continues to employ a full time Outreach Counselor who monitors discipline referrals as well as attendance issues and develops individual support plans for students determined to be at risk for continued behavior problems. In the 2014-15 school year, an Intervention Specialist was hired to focus on students who were academically behind and needed additional educational support to access the core curriculum. Together with instructional staff, individual education plans are developed and monitored for those students that need additional academic and/or emotional support. Class sizes continue to be small (24:1 for all classes) with instructional assistants in each classroom to provide additional behavioral and academic support. A .40 FTE Mental Health therapist, from

Valley Community Counseling Center, continues to be employed to assist families and students that are in need of additional counseling services. Because the student population is homogenous and suspension rates are low (5%) there is no disproportional rate of suspensions for minority students as 87% of students have minority status.

Gaps in Educational Service

There were five major gaps in service outlined in the plan submitted in 2012. Since there were no students expelled from the district in the last three years, none of the identified gaps had to be addressed with a specific strategy.

Existing Educational Services Currently Available

New Hope School District offers the following options for expelled youth:

1. suspended expulsion with placement on the same school campus;
2. suspended expulsion with placement on District Contracted Study, if the parent agrees;
3. suspended expulsion with placement to another nearby school district, if the administration of the other school and the parent of the pupil agree;
4. expulsion with placement to another nearby school district, if the administration of the other school and the parent of the pupil agree; or
5. expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.

SERVICE GAPS	COUNTY/DISTRICT STRATEGY
<p>1. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the low numbers of students who are expelled in these grades. These younger students cannot attend the programs designed for middle and high school students.</p> <p>2. Small school districts within San Joaquin County generally expel very few students during the course of a school year. Since so few students are expelled, and students may vary by age, grade and seriousness of offense, having a special class or program for such students may not be feasible at the district level.</p> <p>3. There are significant geographical distances between local small districts, thus district or county operated classroom sites/programs for small school districts would require either extensive busing or parent provided transportation.</p>	<p>The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled students.</p> <p>A rehabilitation plan for that student may involve both District(s) and County staff members, as well as the student and his/her parent/guardian.</p> <p>Placement must be determined on a case by case basis which might include referring eligible students to the Community Day School in a neighboring district.</p> <p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, 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(s) and County staff members, as well as the student and his/her parent/guardian.</p> <p>Small school districts have the option of referring students to Community Schools for those students who have transportation. District Contracted Study will be an option for those students who cannot arrange for transportation.</p>

New Hope School District, in cooperation with neighboring districts within San Joaquin County, neighboring districts in the adjacent county, and the San Joaquin County Office of Education, will continue to explore options for educational alternatives for expelled youth as the need arises. The District recognizes that this is a collaborative effort that requires open dialogue and articulation in order to best serve the students.

New Jerusalem School District And Internal Charter Schools: 2015 Triennial Update

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.

Education Code 48916.1

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

District Overview

New Jerusalem Elementary School District, including its internal charter schools, is limited with respect to providing educational alternatives to expelled youth. However, due to NJESD's small size and geographic location, it has very few expulsions -- typically less than one per year. This creates a situation where the development of either district- or county-specific classes or programs for such students is difficult financially and/or geographically.

NJESD's small numbers of expulsions can also be attributed to early intervention strategies aimed at being pro-active in student behavior. NJESD provides early intervention strategies which include, but are not limited to, one-on-one counseling with on-site counselors, more intensive one-on-one counseling with contracted counseling services, student study teams, academic and emotional assessments, off-campus suspensions, special education services, conflict management, behavior support plans developed in conjunction with school psychologists, and student behavior contracts.

Existing Educational Alternatives for Expelled Youth

NJESD offers the following options for expelled youth:

- 1) suspended expulsion with placement on same school campus;
- 2) referral to Delta Charter Schools (K-12) program;
- 3) suspended expulsion with placement on District independent study, if the parent agrees;

- 4) expulsion with referral to the San Joaquin County Office of Education Court and Community School; and/or,
- 5) home schooling with affidavit.

Identified Gaps in Services for Expelled Youth

There are four major gaps that exist in respect to providing educational services to expelled youth:

- 1) A student could be expelled from the District under Education Code 48915 and referred to the Court and Community School program. This student could then commit another violation of Education Code 48915, or simply not attend, and ultimately be referred back to the original District.
- 2) NJESD generally expels very few students during the course of a school year; so few students are expelled that having a special class or program for such students at the district level is not financially possible.
- 3) Students who are expelled by individual small school districts, and by the combined small school districts within San Joaquin County vary as to age, grade level, and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate Community Day School sites for the limited number of expelled students grade K-6 and 7-8.
- 4) There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom sites for small districts would require either extensive busing, which is not financially feasible for the districts, or parent provided transportation, which is often impossible for the parents.

Strategies for Addressing Identified Gaps in Service

- 1) Continue to use existing district educational strategies to meet the needs of expelled students.
- 2) Refer expelled students to the San Joaquin Office of Education School/Day Program. Community School/Day Centers will be an option for those students who have transportation to school sites, and Independent District Contracted Study will be another option.
- 3) Provide guidance on possible charter school referral or home schooling options.

District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined above. NJESD will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education Community School/Day Program will develop an Individual Learning Plan with the staff. If district chooses part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

Oak View Union Elementary School District Plan for Expelled Youth: 2015 Triennial Update

EC 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 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.

Overview

Oak View Union Elementary School is a small, rural school and is limited in respect to providing educational alternatives to expelled youth. Oak View School is not experiencing large numbers of students who are exhibiting behaviors which result in expulsion. The last student expelled from Oak View School was in 2011. Due to the low number of expulsions it is financially and/or geographically difficult to create programs or to develop district-level classes for expelled youth.

Early intervention, proactive strategies are the major focus of Oak View programs and subsequent student success. Oak View offers early intervention strategies including but not limited to: one-to-one counseling, student study teams, academic and emotional assessments, parent/teacher meetings, an academic intervention program, in-school suspension, detention, off campus suspensions, special education services, after school activities, student contracts, intermural sports, student clubs and independent study contracts. In order to ensure that the minority groups are actively informed and participating, all programs and services are reviewed annually at the English Language Advisory Committee meetings.

Existing Education Alternatives for Expelled Youth

Oak View Union Elementary School District offers the following options for expelled youth:

- 1) Suspended expulsion with placement on the school campus
- 2) Suspended expulsion with placement on district contracted study, if the parent agrees

- 3) Suspended expulsion with placement in another school if the administration of the other school district and the parents of the pupil agree
- 4) Expulsion with placement to another school district if the administration and the parent of the pupil agree
- 5) Expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program (**one.** Program) for grades 7-12 and Field of Dreams for grades K-6.

Gaps in Educational Services

- 1) There have been no actual gaps in services for expelled students in the past three years. Any theoretical gaps at this time are as outlined below.
- 2) A student could be expelled from the district under EC 48915 and be referred to either a community day school or court and community school program. This student could then commit another violation of EC 48915, or simply not attend and ultimately be referred back to the district.
- 3) Oak View Union Elementary School District expels very few students during the course of a school year; so few students are expelled that having a special class or program for such students is not financially feasible.
- 4) There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom sites/programs for small school districts would require either extensive busing', which is not financially feasible for the district or the parents to provide transportation

Strategies for Addressing Identified Gaps in Service

- 1) To continue to use existing district educational strategies to meet the needs of expelled students.
- 2) To refer expelled students to the San Joaquin County Office of Education **one.** Program or Field of Dreams Program. The County Programs will be an option for those students who have transportation to school sites, and contracted study will be an option for those students who cannot arrange for transportation. The **one.** Program has a site in Lodi which is closer proximity for Oak View Students.

Students who are expelled will be offered a program from those options outlined above. The **one.** Program and Field of Dreams Program remains an option of last resort because of the fiscal restraints and transportation problems. Oak View School District in conjunction with the San Joaquin County Office of Education Program staff may develop an individual Learning Plan for referred expelled students. Part of this plan may include return to the school residence. Student Study Teams, alternative placements, and

alternative strategies will be explored with the County Program staff for those students who have difficulty meeting the terms and conditions of the district designed rehabilitation plan.

Ripon Unified School District And California Connections Academy Plan for Expelled Youth: 2015 Triennial Update

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. The District may not serve these students in a district-operated program unless there is funding.

Overview

The Ripon Unified School District has experienced a small but consistent number of students whose behavior violates California Education Code discipline sections, and who are referred by the school site administrator for expulsion from school. Most of these cases have been at the upper elementary and high school level. The Governing Board of the Ripon Unified School District hears each case and determines whether to expel the student, expel the student and suspend the expulsion with a behavior contract, or not expel the student. Post-expulsion educational referral of such students varies in each individual case, and is viewed on a case-by-case situation.

The size of the district has limited its ability to offer alternative educational programs for expelled youth. Most expulsions have resulted in student placement in programs offered by larger neighboring districts, and the San Joaquin County Office of Education Alternative Program. Typically, most students are referred to the SJCOE **one**. Program in Manteca or the Peterson Alternative Center for Education in Modesto City Schools. Additionally, the district provides intervention strategies which includes, but are not limited to, one-on-one counseling, student study teams, academics and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special services, after school activities, conflict management, student contracts, DARB (Discipline Review Board) and alternative school placements. At the discretion of the Board, expelled students may be placed in the District Independent Study program with the parent's agreement.

Existing Educational Alternatives for Expelled Youth

The Ripon Unified School District offers the following options for expelled youth, depending on the specific and Education Code violation:

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 referral to the district independent study program.
4. Suspended expulsion with referral to a District-Continuation High School program.
5. Expulsion with referral to a District Community Day School-program.*
6. Expulsion with referral to the San Joaquin County Office of Education Court and Community School/ Day Center Program.
7. Expulsion with referral to the Peterson Alternative Center for Education.
8. Expulsion with referral to another educational program who will accept the student; recent examples include the SJCOE Venture Academy, the Stanislaus Military Academy, and Ripon Christian.
9. Referral to the Ripon Unified School District virtual charter school, California Connections at Ripon.

* Option relies on funding - The Community Day School program is currently closed due to not being financially feasible.

Gaps in Educational Services

There are three major gaps that exist in respect to providing educational services to expelled pupils:

1. A student could be expelled from the district under Education Code §48915 and referred to either a Community Day School, Independent Study or Court and Community School program. This student could then commit violation of Education Code §48915, or simply not attend and ultimately be referred back to the original District.
2. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. The limited number of expulsions, the significant geographical distances between elementary schools, and the need for younger students to be in full-time classroom programs all makes the elementary school student particularly difficult to serve.
3. The Community Day School option for expelled students, as described in current California Education Code, is difficult for the following reason:
 - a. the six (6) hour, or 360 minute day exceeds the required hours for a minimum school day (240 minutes), the required hours for a continuation school day (15 hours per week), and the required hours for students enrolled in the various elementary school programs.

- b. access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping.
 - c. The Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.
 - d. The separation of students in grades K-6 from students in grades 7-8 also creates boundaries that will be financially and /or geographically difficult.
4. The district lacks adequate resources for funding of a continuation high school program that could provide intervention and educational services for at risk students reducing the behaviors that lead to suspensions and eventual expulsion.

Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational service for expelled youth are:

- 1. Use existing educational strategies and programs to meet the needs of expelled students.
- 2. Refer appropriate students to a District Community Day School program or Independent Study program (if funded).
- 3. Refer expelled students to the San Joaquin County Office of Education Court and Community School/Day Center Program or the Peterson Alternative Center for Education.
- 4. The district applied to the California Department of Education for a new continuation school and was informed there was no new funding for new continuation schools so the project was abandoned. The district has an interest in pursuing alternative funding sources for continuation education.
- 5. The district recently chartered an independent virtual school, California Connections at Ripon. Due to the independent study nature of the program, they would consider admitting students who are expelled from a traditional school. The school serves grades K – 12. Parent consent is required for the placing of an expelled student in an independent study program.

District Community Day School Alternative Placements/Rehabilitation Plans

Expelled students who fail to meet the terms and conditions of the rehabilitation plan may be referred to a different district school, a District Community Day School Program (if funded), Independent Study, The Peterson Alternative Center for Education or the San Joaquin County Office of Education Court and Community School **one.** Program.

Students who are expelled will be referred to an educational program deemed appropriate by the Governing Board. The School District of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided.

Expelled students who are referred to a San Joaquin County Office of Education Court and Community School-**one**. Program develop an Individual Learning Plan with staff. Part of this plan may include a goal of returning to the school district of residence. Alternative placement and alternative strategies are developed, with the Court and Community School/Day Center staff for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

Pro-active discipline strategies:

1. One on one counseling
2. Student Study Teams
3. Student Contracts
4. Alternative school placement
5. Parent support meeting
6. Credit recovery courses
7. In-school suspension
8. Off-campus suspension
9. Behavior support plan
10. SARB

Pro-active non-discriminatory expulsion practices:

1. Creating opportunities for students to form relationships with caring adults.
2. District is pursuing training in the area of PBIS to ensure RUSD builds positive school climate.

River Islands Technology Academy Plan for Expelled Youth: 2015 Triennial Update

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 with the county, shall develop a plan for providing education services to all expelled pupils in that county. As provided in the River Islands Technology Academy Petition, the policies and procedures for suspension and expulsion of River Islands Technology Academy students set forth in this document shall comply with the policies and procedures identified in the California Education Code.

Education Code 48916.1

As provided in the River Islands Technology Academy petition, the policies and procedures for suspension and expulsion of RiTechA students comply with the policies and procedures identified in California Education Code. These policies and procedures will be periodically reviewed and the list of offenses for which students are subject to suspension or expulsion will be modified as necessary.

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act of other legislation, or both.

Overview

River Islands Technology Academy (RiTechA) was established August 2013. RiTechA seeks to meet the needs of each and every student in our school through strategies that we believe are proactive in limiting the number of student disciplinary infractions that could result in suspension or expulsion. At RiTechA, the six pillars of character and a College Bound focus are designed to guide all students, grades K-8, to success in school, post-secondary education, and eventual careers.

RiTechA has set high standards for all students. Our goal is to maintain a low student-teacher ratio in all grade levels, as compared to other public schools in the area we serve, depending on the need of the community and classroom availability.

River Islands Technology Academy works with families to help parents engage in their student's education.

- All parents have access to current progress reports via Illuminate.
- Parent Teacher Conferences are conducted twice each year.
- Teachers and Administrators are available to meet with parents at anytime throughout the year.
- Student Support Team meetings are held whenever a student, teacher, or parent sees behaviors that would benefit from a concerted team approach to finding and implementing solutions.
- Behavior Plans specific to a student are implemented, monitored and adjusted to help students develop behaviors and attitudes that lead to success.
- All behavior is evaluated on a case-by-case basis in light of the particular student's situation, and the best path to success for each student.
- Multiple opportunities for parents to engage with the school are offered throughout the year including Meet the Teacher Night, Boosters Events, Parent Trainings and Family Nights.

RiTechA Charter School has developed a series of intervention strategies to change and improve student behavior to include; positively-oriented classroom management techniques, refocus time, partner teacher room redirect, parent meetings, SST meetings, behavior contracts, and intervention with special education. RiTechA has recently expanded interventions to include counseling services and an onsite therapist once a week. Students likely to be expelled are viewed on a case-by-case basis and may be placed in one of the alternative education programs.

Expulsion Policies and Procedures

When all attempts at correcting a student's behavior have proven unsuccessful, and /or after repeated offenses resulting in excessive student suspensions, or in case of extreme, unsafe behavior as addressed in the California Education Code 48915, a student may be recommended for expulsion from RiTechA. Recommendations for expulsion will be presented to the Governing Board by the Principal. The Principal will prepare evidence supporting the recommendation and present it at a hearing before the Governing Board. The Governing Board may recommend expulsion of any student found to have committed an expellable offense, following a hearing.

Expulsion (CA Education Code 48900-48926)

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Existing Educational Alternatives for Expelled Students

Listed below are the existing educational alternatives currently used by RiTechA:

- Expulsion with referral to the San Joaquin County Office of Education alternative programs.
- Expulsion with referral to another district's Community Day School Program.

Gaps in Educational Services

RiTechA has not offered any alternative school placements. To date, the gap has not been an issue, since there have not been any students expelled.

In the event of a decision to expel a student from RiTechA, RiTechA will work cooperatively with the district, county, and/or private school to assist with the placement of the student who has been expelled. RiTechA will provide the support students need to focus on improving positive social skills and academic growth.

Dr. Lewis Dolphin Stallworth, Sr. Charter Schools, Inc. Plan for Expelled Youth: 2015 Triennial Update

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.

Education Code 48916.1

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, but only to the extent funds are appropriated for this purpose.

Overview

Dr. Lewis D. Stallworth, Sr. Charter Schools, Inc. (DLDDSSCSI) was established June 24, 2008. The mission of DLDDSSCSI is to enable students to become socially and environmentally responsible adults. And students that are lifelong learners, self-motivated team leaders who develop camaraderie, who can access their creativity, make healthy choices, and embrace diversity.

DLDDSSCSI Positive Behavior Intervention & Support (PBIS) program promotes positive learning experiences, designed to help each youth develop the skills necessary to make positive lifestyle choices, based on character training lessons every morning.

Prior to suspension, DLDDSSCSI employs behavior modification interventions designed to redirect positively. Our school-wide RTI program PBIS is interwoven with curriculum and instruction within the overarching Pyramid of Learning, and incorporates a multi-tiered approach aimed at improving appropriate student behavior. Here is a brief synopsis of the PBIS components employed within the first year of program execution: (a) positively-oriented classroom management techniques employed by teachers, to include positively stated classroom rules with a 4:1 target ratio of positive versus corrective communications with students (b) **check in-check out (CICO)** a program without rewards and consequences designed to help students who display frequent minor rule violations across numerous settings (c) **behavior contracts** are used with students who need incentives to motivate them to adjust their behavior to meet performance standards (d) **crises intervention** for individuals in response to specific incidents, (e) **conflict resolution designed to respond to an immediate issues between a group of students** (f) **group counseling designed to address a specific common issue, like aggression**

or bullying, with an age-specific population (g) intervention for special education with behavior implementation plan support for students with IEPs (h) detention, and (i) on-site community service and in-school suspension (j) blended learning—an isolated classroom with no interaction with other students (k) reduce suspension to 3 days or less.

Expulsion Policies and Procedures

When all attempts at correcting a student’s behavior have proven unsuccessful, and /or after repeated offenses resulting in excessive student suspensions, or in case of extreme, unsafe behavior as addressed in the **California Education Code 48915**, a student may be recommended for expulsion from DLSSCSI. DLSSCSI has a “zero tolerance” policy for weapons, drugs and alcohol. Recommendations for expulsion will be presented to the Governing Board by the Director. The Director will prepare evidence supporting the recommendation and present it at a hearing before the Governing Board.

Expulsion (CA Education Code 48900-48926)

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of DLSSCSI are required by law to suspend from school, and shall recommend expulsion from the school for the following offenses:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, weapon, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
6. Possessing, selling, or otherwise furnishing a firearm.
7. Brandishing a knife at another person. As used in this section, ‘knife’ means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing.
8. Unlawfully selling a controlled substance.

9. Committing or attempting to commit a sexual assault.

Process for Expulsion

Each individual case will be independently and carefully reviewed to determine which educational alternative will best meet the needs of the student and the school environment.

The following steps will be taken in the event of an expulsion.

1. Informal Conference. Expulsion will be preceded by an informal conference conducted by the administrative staff, with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is expelled without conference, the parent will be notified of the expulsion and a conference will be requested as soon as possible.
2. Notices to Parents. At the time of expulsion, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student and indicate a date and time for the informal conference and/or expulsion hearing.
3. Expulsion Hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after a school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board of Directors. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:
 - Date and place of the hearing
 - Statement of the specific facts, charges and offense upon which the proposed expulsion is based
 - Copy of the disciplinary rules, which relate to the alleged violation
 - Indication of the opportunity for the student's parent/guardian to appear in person at the hearing

Appeal of Expulsion

A parent/guardian may appeal to the Board of Directors a student's expulsion within five (5) business days. The student will be considered suspended until the appeal hearing and decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present the appeal. The Board of Directors will hear the appeal. An appeal hearing includes the Director, the

parent/guardian of the student, the student's teacher(s) and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Board of Directors will be final.

Expulsion of Students with Disabilities

Students with disabilities will not be disciplined in a manner inconsistent with the IDEA and state special education. DLSSCSI will obey all the IDEA requirements for special education, which includes a "manifestation determination." A manifestation determination means the evaluation of the relationship between a student's disability and act of misconduct must be undertaken when the school proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the district concludes, after performing a manifestation determination review that the misconduct was not related to the student's disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs, or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

The manifestation review is conducted by the school, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student's file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was a direct result of the district's failure to implement the IEP, The expulsion shall not go forward.

Existing Educational Alternatives

Listed below are the existing educational alternatives currently used by DLSSCSI:

- Suspended expulsion with site privilege revoked. Student would be placed on a home/independent study program;
- Suspended expulsion with subsequent transfer to another district;
- Suspended expulsion with a request for placement in San Joaquin County Office of Education's Court and Community School Program, if available;
- Expulsion with referral to a San Joaquin County Office of Education's Court and Community School/Day Center Program, if available.
- Expulsion with referral to another district's Community Day School Program.

Gaps in Educational Services

In the event of a decision to expel a student from DLDSSCSI, DLDSSCSI will work cooperatively with the district of residence, county, and/or private school to assist with the placement of the student who has been expelled. DLDSSCSI will provide the support students need to focus on improving positive social skills and academic growth.

Stockton Collegiate International Schools Plan for Expelled Youth: 2015 Triennial Update

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 with the county, shall develop a plan for providing education services to all expelled pupils in that county. As provided in the Stockton Collegiate International Schools (“Stockton Collegiate”) Charter Petitions for both of our schools in San Joaquin County, the policies and procedures for suspension and expulsion of Stockton Collegiate students set forth in this document shall comply with the policies and procedures identified in the California Education Code.

Education Code 48916.1

As provided in Stockton Collegiate Charter petitions, the policies and procedures for suspension and expulsion of Stockton Collegiate students comply with the policies and procedures identified in California Education Code. These policies and procedures will be periodically reviewed and the list of offenses for which students are subject to suspension or expulsion will be modified as necessary.

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Overview

Stockton Collegiate seeks to meet the needs of each student in personalized ways that limit the number of suspensions or expulsions. At Stockton Collegiate the ten attributes in the IB Learner Profile are designed to guide all students, grades K-12, to success in school, post-secondary education, and eventual careers. All student behavior concerns are addressed within the framework of the IB Learner Profile.

Stockton Collegiate provides a small school environment with class sizes that maintain a 22:1 student-teacher ratio in K-5 and a 27-1 student-teacher ratio in grades six through twelve, with many classes substantially smaller.

Stockton Collegiate works with families to help parents engage in their student's education.

- All parents have access to current progress reports via ManageBac.
- Student-led Parent Conferences are conducted three times each year.
- Teachers, Coordinators, and Administrators are available to meet with parents at anytime throughout the year.
- Student Support Team meetings are held whenever a student, teacher, or parent sees behaviors that would benefit from a concerted team approach to finding and implementing solutions.
- Behavior Plans specific to a student are implemented, monitored and adjusted to help students develop behaviors and attitudes that lead to success.
- All behavior is evaluated on a case-by-case basis in light of the IB Learner Profile, the particular student's situation, and the best path to success for each student.

Some students, whose behavior violates California Education Code 48900 and 48915 discipline sections, may be referred by the Administrative Director to the Stockton Collegiate Board of Directors ("Board"). A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as may appoint an Administrative Panel consisting of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students likely to be expelled are viewed on a case-by-case basis and may be placed in one of several alternative education programs.

Existing Educational Alternatives for Expelled Students

Stockton Collegiate offers the following options for expelled youth, depending on the circumstances of the specific offense and Education Code violation.

- Expulsion with referral to a school campus within our authorizing district's boundaries.
- Expulsion with referral to the San Joaquin County Office of Education alternative programs.

Gaps in Educational Services in the former Plan for Expelled Youth

Stockton Collegiate has not offered any alternative secondary school placements for Stockton Collegiate students in San Joaquin County. To date, the gap has not been an issue, since there have not been any students expelled.

Stockton Collegiate works with every student to support appropriate placement in programs that are best matched to each particular student to support his or her success.

Stockton Unified School District and Internal Charters Plan for Expelled Youth: 2015 Triennial Update

Education Code Section 48926

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

Education Code section 48916.1

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Overview

Stockton Unified School District provides many educational services and alternatives for students at risk. The district has developed a comprehensive positive behavior intervention support approach to student discipline which provides early intervention strategies which include, but are not limited to, one-on-one counseling, counseling groups, student success team meetings, behavior intervention plans, partnerships with outside agencies for more intensive counseling, alternative programs on the comprehensive school site, small school programs, internal charter schools, career education programs, academic and emotional assessments, parent and student support groups, in-school suspension, out-of-school suspension, special education services, after school programs at all K-8 schools, conflict management, independent study, and alternative school placement. Alternative school placements for Stockton Unified School District students include, but are not limited to, Jane Frederick High School, Advanced Path Academies, Stockton High School, the San Joaquin County Office of Education Court and Community School/Day Center Program.

There are students whose behavior violates California Education Code discipline sections and who are referred by school site administrators for expulsion from school. The District Administrative Hearing Panel recommends expulsion to the Governing Board for those students whose behavior endangers other students and/or staff and/or continually disrupts the learning environment. Post-expulsion educational referral of such students varies in each case and is viewed on a case-by-case situation. Stockton Unified School District seeks alternatives to expulsion whenever possible and has reduced the expulsion rate by 76% over the last four years. Students are held accountable for their actions but exclusion is only used when other means of correction are not feasible or the action of the student requires a mandatory expulsion.

Existing Educational Alternatives for Expelled Students

Stockton Unified School District may use the following options for expelled students depending on their specific violation of the Education Code:

- 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, and with parent approval, placement in an Independent Study Program;
- 4) suspended expulsion with placement in the District's Jane Frederick High School or another alternative program within the District
- 5) expulsion with placement in a San Joaquin County Office of Education Court and Community School/Day Center Program.

Actual referral to such a placement for suspended expulsion and expulsion cases is made by the District Governing Board with recommendations from the Administrative Hearing Panel.

Gaps in Educational Services

There is only one major gap that exists in respect to providing educational services to expelled pupils:

- 1) A student could be expelled from the District under Education Code 48915 and/or 48900 and referred to the San Joaquin County Office of Education Court and Community School/Day Center Program. This student could then commit another violation of Education Code 48915 and/or 48900 or simply not attend and not have to face any immediate or long-term sanctions.

Strategy for Addressing the Identified Gap in Education Service

The strategy for addressing the identified gap in education services for expelled youth is to continue to monitor progress of expelled students referred to the San Joaquin County Office of Education Court and Community School/Day Center Program and maintain open lines of communication with County Operated Schools Student Services to ensure that student needs are being met and Stockton Unified School District is notified of any academic, behavioral or attendance issues of referred students.

District Alternative Placements and Rehabilitation Plans

Students who receive suspended expulsions for education code violations will be referred to an in-district educational program deemed appropriate by the District Governing Board. The School District continues to maintain responsibility for developing a rehabilitation plan for the

student. This rehabilitation plan will include a referral to an appropriate educational program. Suspended expulsion students who fail to meet the terms and conditions of their rehabilitation plan will be referred to the San Joaquin County Office of Education Court and Community School/Day Center Program.

Students who are expelled for specific education code violations will be referred to the San Joaquin County Office of Education Court and Community School/Day Center Program and must meet the criteria established in the expulsion rehabilitation plan prior to returning to the Stockton Unified School District for re-enrollment.

TEAM CHARTER SCHOOL

Plan for Expelled Youth: 2015 Triennial Update

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 with the county, shall develop a plan for providing education services to all expelled pupils in that county. As provided in the TEAM Charter School petition. The policies and procedures for suspension and expulsion of TEAM Charter School students set forth in this document shall comply with the policies and procedures identified in the California Education Code.

Education Code 48916.1

As provided in the TEAM Charter School petition, the policies and procedures for suspension and expulsion of TEAM Charter School students comply with the policies and procedures identified in California Education Code. These policies and procedures will be periodically reviewed and the list of offenses for which students are subject to suspension or expulsion will be modified as necessary.

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, but only to the extent funds are appropriated for this purpose in the annual Budget Act of other legislation, or both.

Overview

TEAM Charter School seeks to meet the needs of each and every student in our school through strategies that we believe are proactive in limiting the number of student disciplinary infractions that could result in suspension or expulsion. We are committed to achieving individual and community success and teamwork by bridging cultural norms from a variety of diverse and often misunderstood setting. Our emphasis will be on integrating a non-biased, multicultural, socially just, quality environment embracing the rich cultural diversity of our county, leading to successful student learning outcomes.

TEAM has set high standards for all students. TEAM Charter School is able to maintain personal contact with each and every student, our small class sizes being one of the major contributing factors. Our goal is to maintain a low student-teacher ratio in all grade levels, as compared to other public schools in the area we serve, depending on the need of the community and classroom availability.

TEAM Charter School works with families to ensure parents are engaged in their student's education. TEAM Charter School uses a variety of methods to help parents and guardians become coaches for their children, and to increase their participation in all aspects of school life.

- ***Student, Parent, Teacher Agreement:*** The teacher, parent(s) and student sign an acknowledgement at the beginning of the school year. The agreement outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for student success, and student and parent satisfaction.
- ***Special Saturday Classes:*** Saturday sessions will be available to students. Parents are encouraged to attend school with their children to promote an understanding of their students' learning at a deeper level.
- ***At-home Support:*** TEAM Charter School offers encouragement to parents and will provide books for reading at home (20+ minutes per day), in addition to guidance with games that reinforce learning, and home projects which provide parents the opportunity to participate.

TEAM Charter School has developed a series of intervention strategies to change and improve student behavior to include, partner teacher room redirect, parent meetings, one-on-one counseling with our students, and in-school suspension.

The School director makes the final decision on whether or not a student will be expelled. Some students, whose behavior violates California Education Code 48900 and 48915 discipline sections, may appeal to a TEAM Charter School sub-committee authorized by the Board of Directors as stated in the TEAM Charter School petition. Following a hearing the sub-committee will render an appropriate decision in writing that shall be in the best interest of the student and the School. The decision shall be final. Students likely to be expelled are viewed on a case-by-case basis and may be placed in one of several alternative education programs.

Existing Educational Alternatives for Expelled Students

TEAM Charter School offers the following options for expelled youth, depending on the circumstances of the specific offense and Education Code violation.

1. Suspended expulsion with placement on the school campus.
2. Suspended expulsion with placement on District Independent study, if the parent agrees.
3. Expulsion with referral to the San Joaquin County Office of Education alternative programs.

Gaps in Educational Services in the former Plan for Expelled Youth

To date, the gap has not been an issue since there have not been any students expelled and/or placed on suspended expulsion. In the event either occurs, TEAM Charter School will work with other districts or the San Joaquin County Office of Education to secure an appropriate school placement for the expelled youth. The expelled student will be notified of the steps necessary to re-admit into TEAM Charter School upon successful completion of their term of suspension.

Strategies for Addressing a Gap in Service

The strategy for addressing the gap in educational service for expelled students is:

1. Interface with authorizing districts in a more formal capacity to articulate placement pathways for expelled youth.
2. Explore MOU alternatives with districts for placement of expelled youth in district sponsored appropriate placements.
3. Interface with alternative school settings – Community Day Schools, County Schools, etc. – to identify alternative educational placements for potentially expelled youth.
4. Refer expelled students to the San Joaquin County Office of Education Programs, which will be an option for those students who have transportation to school sites. For those who do not have transportation, a District Independent Study Contract will be another option.

Tracy Learning Center Plan for Expelled Youth: 2015 Triennial Update

Overview

The Tracy Learning Center is comprised of three charter schools: Primary Charter for grades K-4; Discovery Charter School for 5-8; and Millennium High School for grades 9-12. The student population in the three schools is approximately 1200 and is at capacity.

The Tracy Learning Center is a funded set of charter schools under one governing board. In some instances it has served as an option for students who are not doing well in the other public schools in the district. They enjoy and focus better in the smaller school environment.

Tracy Learning Center offers avenues for students to be successful and to learn how to deal with conflict and other issues with a win-win strategy. Many processes are in place for helping to ensure communication between home and school to better help a student succeed. The Tracy Unified School District does work with the Tracy Learning Center in helping to place students in their schools if the programs we offer do not provide a match for student needs such as special day classes or other such special services. On the other hand, many students who have been in a SDC seem to thrive here and do not need special services. In fact, we become the least restrictive environment.

The Tracy Learning Center works to provide safe schools. Students who are violating school rules and regulations are referred to the Executive Director. If the referrals for that student develop into an on-going pattern a review team is assembled and alternatives are discussed. If the violation is serious, the Executive Director will recommend expulsion, A rehabilitation plan is determined based on each student's individual needs.

Gaps and Strategies

- 1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2012, discuss the implementation of the strategies outlined for filling those service gaps.**

One gap we had identified is not knowing quickly enough if a student had been expelled from a district school. We accept students based on space and at times students come to us from the district enrolled without revealing they have been expelled.

We have now included a space on our application for this information. We then contact the district to learn more about the expulsion. We evaluate the situation and at times make an informed consent to admit the student. Other times the district has been helpful in helping us steer the students to proper placement to fulfill the expulsion requirements.

Since we have good communication with the district at this point, we are aware if a student has been expelled and do not take students expelled from other schools.

2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.

Tracy School District and the San Joaquin County Office of Education have developed viable educational services for expelled services for expelled students. Tracy Unified School District operates a community day school, Willow, for students in grades 7th through 12th and a home school program for students' grades 1st through 6th. In addition, the San Joaquin County Office of Education offers kindergarten through 6th grade schools in Stockton and a 7th through 12th grade **one**. school in Tracy. Also, New Jerusalem Charter offers placement to expelled youth kindergarten through 12th grade in the Tracy area. For students who turn eighteen years of age placement is offered in the Tracy Adult School. These options provide for expelled students' educational services

The Tracy Learning Center is too small to provide our own services for expelled youth. This is the reason we are committed to helping students succeed. We work to develop learning plans, behavioral plans and tracking systems for our students to help them succeed. Prior to expulsion, if that seems to be the path the student is going, we counsel the parents and students in possible alternatives including returning to the district schools to avoid the continued problems with us. We recognize that our expectations are higher and our standards for behavior are more stringent than that of other places. Some of our students opt for a charter alternative that is home instruction based to avoid social conflicts the students may be having.

3. Specifically, identify alternative placements for pupils who are expelled and placed in district community day school program but who fail to meet the terms and conditions of the rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Students, placed in district community day school program 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, are given options for educational services. At eighteen years of age, expelled students are allowed to be re-admitted and attend the Tracy Adult School. Students can remain in the Tracy community day school, Willow, and therefore are given another opportunity to meet the conditions of their rehabilitation plan. Students are also referred to the San Joaquin County School, One, and the New Jerusalem Charter School to meet the terms and conditions of their rehabilitation plan.

4. The countrywide plans require a regional perspective. Discuss the articulation and coordinator between school district and with the county office of education in providing educational placements for expelled pupils.

The Tracy Learning Center will work with the district and with the county should the need ever arise for a placement of an expelled student. We do not anticipate the need. We believe most students can improve with a caring and supportive environment. One that uses discipline to instruct and help a student learn rather than one that simply gives out punishment.

The Tracy Learning Center sets up the following measures for helping students succeed:

- Students have clearly defined expectations which are implemented in each classroom by each teacher. Teachers teach in teams and communicate daily about the students in their teams.
- Students' educational programs are tailored to meet their educational level. While all students are challenged, they are not frustrated or asked to do work beyond their learning level. Students are able to be academically successful and therefore do not need to act out to get attention.
- Students who are not motivated or who are easily distracted are placed on a probation contract. These students meet with the executive director weekly to review progress. Learning directors in each school have a case load to watch.
- All students are enrolled in a character education course to help them learn skills and values needed to be a proactive and positive citizen in a challenging world.
- Students who are in high school and are receiving excessive referrals are placed on a behavioral contract. This is a weekly review with suggestions for improvement. Many students ask to remain on these contracts even after they improve.
- Parents are notified of problems early in the process. Teams of teachers meet to discuss not only the problem but ways to correct the issues.
- Students, by and large, want to be here and do not want to be asked to leave. They strive to be successful. For some this is the change they needed and they value the small class size, the caring staff, and the personal approach to learning.
- Tracy Learning Center is committed to helping all students succeed educationally, socially, and personally.

Tracy Unified School District Plan for Expelled Youth: 2015 Triennial Update

Overview

Tracy Unified School District provides educational alternatives for expelled youth and youth at risk of expulsion. Early intervention strategies, conflict resolution programs, drug/alcohol counseling, anger management counseling, one-on-one counseling, student study teams, discipline attendance review teams, school attendance review teams, referral intervention prevention program, group counseling through Sow-A-Seed organization, restoration center, referrals to Valley Community Counseling, parent support meetings, attendance interventions, and alternative school placements are frequently used alternatives for “at risk” students.

In order to maintain safe schools, students with serious and on-going behavior and/or safety violations of Education Code 48900 and /or 48915 are referred to the District Discipline Review Board (DRB). Students with severe attendance problems are referred to the Student Attendance Review Board (SARB). For behavior infractions, the DRB recommends suspended expulsions and expulsions to the Tracy Unified School District Governing Board. The Tracy Unified School District Governing Board makes the final decision. The expulsion or suspended expulsion rehabilitation plan is determined based on each student’s individual needs.

Existing Educational Alternatives for Expelled Youth

Tracy Unified School District offers the following options for expelled youth:

- suspended expulsion with placement on the same school campus;
- suspended expulsion with placement on another campus within the district;
- suspended expulsion with placement on district contract study, if parents agree;
- expulsion with referral to Tracy Unified School District Community School Program (Willow);
- expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.

Gaps

- Students who are expelled by Tracy Unified School District vary as to age, grade level, and expulsion offenses. The age and grade span alone, under current California Education Code, would require separate community day school sites for the number of students expelled in grades K-6 and 7-12.
- The number of students expelled and those that have not returned from expulsion are sometimes more than the allotted space for Willow Community Day School and Community **one.** Program.

Strategies

- Tracy Unified School District continues to operate a community day school, Willow, for students in grades 7th through 12th and a home school program for students in grades 1st through 6th. In addition, the San Joaquin County Office of Education offers kindergarten through 6th grades in Stockton and a 7th through 12th grade school, One, in Tracy.
- For students who turn eighteen years old placement is offered in the Tracy Adult School. Expelled students may apply for admission to other school districts and charter schools under Education Code 48915.1.
- Planned expansion of the Prevention Services Department and stream-lining referral process to Prevention Services and outside counseling services. Administrative and Counselor training also planned.

Venture Academy Charter Plan for Expelled Youth: 2015 Triennial Update

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. As provided in Venture Academy's Charter Petition, suspension and expulsion procedures are in compliance with the policies and procedures outlined in the California Education Code and aligned with the policies and procedures adopted by the San Joaquin County Office of Education.

Education Code 48916.1

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, but only to the extent funds are appropriated for this purpose.

Overview

Venture Academy Family Of Schools Charter School, operated by San Joaquin County Office of Education, has enjoyed limited discipline issues since their opening. There is a firm belief among staff that building positive, trusting relationships with students, providing open communication among staff, students and parents; and developing high expectations for student behavior lay the foundation for a school culture that supports students making appropriate decisions. Students who demonstrate behaviors that are not conducive to a physically and emotionally safe environment are subject to a variety of interventions designed to improve behaviors. Venture Academy's five counselors play an integral part in building and maintaining this positive school culture. They are available for one-on-one or small group counseling and conflict mediation. An open door policy allows students to "drop-in" when issues arise and students or staff may schedule appointments for individual meetings. They facilitate a class of student leaders who plan positive school activities. Behavior Management meetings including parent, teacher, student, counselor and administrator are commonplace and have proven very effective in keeping issues from escalating. Prior to suspension students may be placed on written behavior contracts or required to complete onsite community service.

Every effort is made to provide students with the tools to succeed academically and socially. However, if a student violates California Education 48915 and is deemed to be a clear and present danger to him/herself or others, he/she may be referred by the director to the Discipline Review Board (consisting of three members of the governing board appointed by the Vice-chairman). The director will prepare evidence supporting her recommendation for expulsion and

present it at a hearing before the Discipline Review Board. In the event the student is recommended for expulsion a recommendation to expel with conditions for return will be presented to the governing board for a ruling. Each student's case will be independently and carefully reviewed to determine which of the educational alternatives will best meet the needs of the student and the school environment.

Existing Educational Alternatives

1. Suspended expulsion with placement in the student's existing academy or home study program.
2. Suspended expulsion with site privileges revoked. Student would be placed on a home study only program.
3. Suspended expulsion with a request for placement on a school campus within the student's district of residence.
4. Suspended expulsion with a request for placement in San Joaquin County Office of Education's Court and Community School Program.
5. Expulsion with referral to San Joaquin County Office of Education's Court and Community School program.

Gaps in Educational Services in this Plan for Expelled Youth

San Joaquin County Office of Education's Court and Community School Program provides a quality option for any charter school students who may be expelled under the mandatory action sections of E.C. 48915. It has been our philosophy that expulsion will likely be executed for these mandatory violations only. Given the flexibility and variety of program options for students within the charter programs, those with behavior issues may be moved into a part of the program that has no onsite activities for a period of time or may enter into a behavior contract that specifies behaviors and consequences.

Between the County Office of Education's Court and Community School Program and the charter schools' in-house options, expelled students will be provided educational services without gaps.