

Contra Costa Countywide Plan For Provision of Educational Services To Expelled Students

**Triennial Update
2021-2024**

**Prepared by the Contra Costa County Office of Education
in conjunction with Local School Districts:**

Acalanes Union High School District
Antioch Unified School District
Brentwood Union School District
Byron Union School District
Canyon Elementary School District
John Swett Unified School District
Knightsen Elementary School District
Lafayette School District
Liberty Union High School District
Martinez Unified School District
Moraga School District
Mt. Diablo Unified School District
Oakley Union Elementary School District
Orinda Union School District
Pittsburg Unified School District
San Ramon Valley Unified School District
Walnut Creek School District
West Contra Costa Unified School District

(Revised and Approved by Lynn Mackey 05/11/2021)

Introduction

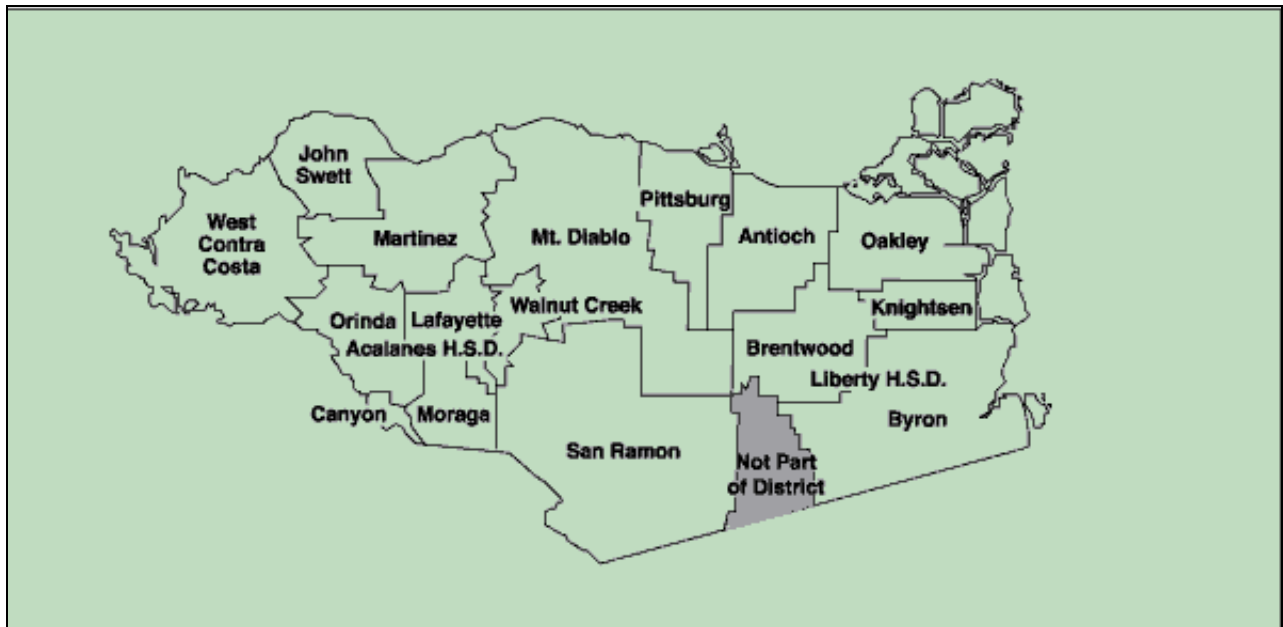


Figure 1

Contra Costa County has a land area of a little over 800 square miles and is one of nine counties in the Greater San Francisco Bay Area. It includes 18 school districts (see Figure 1) with 261 schools. In 2019, the county had an estimated population of 1,153,526 persons, with a population density of 1405 people per square mile, which is considered very high, and a cost-of-living index of 138 (U.S. average is 100).

The county is divided into three main regions: East, West, and Central County. The western part of the county is located near the San Francisco and San Pablo Bays. Residential neighborhoods in West County have a mix of races and income levels, resulting in the most diverse area in the county. The central part of the county, a valley traversed by Interstate 680 and Highway 24, is a mix of older suburbs, newer developments, and extensive shopping areas. East County includes lower-cost modern tract developments as well as vineyards and waterfront communities of upscale homes.

Information from the U.S. Census Bureau 2019 and the American Community Survey (ACS) 2019 about Contra Costa County:

- 418,707 residents occupied housing units, of which 65.9% were owner-occupied.
- The median price for a single-family home was \$625,800, up from \$522,300 in 2017.
- The median rent was \$1,819; CA average was \$1,503.
- Median household income was \$99,716, which is 60% higher than the U.S. median household income, and higher than the State average of \$75,235.
- 7.9% of residents were living in poverty; CA average was 11.8%.
- Ethnicity - 55.8% identified as White alone, 25.6% were persons of Hispanic or Latino origin, 8.7% African American, and 16.7% Asian. There were also small percentages of

American Indians, Alaskan Natives, and Pacific Islanders; these figures reflect that 6.8% of the population reported two or more races.

- 51.1% were female and 49.9% male.
- Approximately 25.4 % of the population were born outside of the U.S.
- 35.8% of persons age 5 and older spoke a language other than English in the home.
- Almost a fourth of the population (25.4 %) was 18 years old or younger.

This document describes the educational alternatives to expulsion for students in schools within Contra Costa County and services available to students who have been expelled. The plan describes legal requirements of the Countywide Plan and presents a review of the last three years of expulsion data in Contra Costa County school districts. As required by the California Education Code 48916 and 48926, gaps in services to students are explained, as well as strategies to address these gaps. Services offered by CCCOE to these students are described, as well as best practices for behavior interventions and reducing disproportionality are noted to reduce the number of expelled students.

Legal Requirements for the Countywide Expulsion Plan

AB 922 is codified at Section 48926 of the California Education Code, which requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with the superintendents of the school districts within the county, develop a County Plan for providing education services to all expelled students within the county. Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Schools by June 30. EC Section 48926 also requires that the County Office of Education in conjunction with the district superintendents submit a triennial update to that plan.

The laws require development of a joint education services plan according to Section 48926, which must:

1. Enumerate existing educational alternatives for expelled pupils
2. Identify gaps in educational services to expelled pupils, and strategies for filling those service gaps
3. Identify alternative placements for pupils who are expelled and placed in district-operated programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose danger to other district pupils, as determined by the governing board

In addition, county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs. This LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, this Countywide Plan contributes to the information presented in the LCAP and provides a regional perspective on meeting the needs of expelled pupils.

Finally, the State Superintendent of Public Instruction has requested that the plan address behavioral intervention approaches used to minimize the number of suspensions and expulsions,

including a focus on how such practices relate to the disproportionate number of minority students being suspended or expelled.

Therefore, the following Plan has been developed in joint effort with the Contra Costa County Office of Education and Local School Districts and County-Authorized Charter Schools with the express purpose of providing educational services for all students who are expelled pursuant to due process of education codes.

Overview of Plan

The plan provides for educational services to all expelled students in the county for school years 2021-2022, 2022-23 and 2023-2024.

The current plan was developed in conjunction with the 18 school districts and adopted by the Contra Costa County Office of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Contra Costa school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Joint Education Services Plan

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code Section 48916.1, which requires school districts to ensure that an educational program is provided for all expelled students. Educational alternatives throughout Contra Costa County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].

3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Contra Costa County Office of Education, Golden Gate Community School. [E.C. 1981].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Contra Costa County Office of Education's Golden Gate Community School.

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to another district alternative program or to the Contra Costa County Office of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Contra Costa County Office of Education Golden Gate Community School program, the student will be placed at another community school site or be returned to the referring district to be placed in one of their alternative programs.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Contra Costa County Office of Education, Golden Gate Community School.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Contra Costa County Office of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code Section 48915.5 and Contra Costa County Office of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Contra Costa County Office of Education program in accordance with

Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, Special Education Local Plan Area (SELPA), or county-operated programs.

- If the district refers the expelled student to the Contra Costa County Office of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Contra Costa County Office of Education shall participate in the IEP meeting. The district or Contra Costa County Office of Education, as identified in the SELPA Plan, will provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Golden Gate Community School, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA plan.

Review of Expulsion Data in preparation for this Plan.

The County Office convened a meeting with Districts and County-authorized Charter Schools where we discussed this plan and reviewed data. In addition to this special meeting, we also hold an ongoing, bimonthly Coordinating Council Meeting with the Directors of Student Services from each LEA where we focus on addressing issues related to Student Welfare and attendance.

Expulsion Data by Grade Band (see Appendix A)

Appendix A shows the expulsion rate of each LEA by grade band. While all districts use expulsion as a last resort, the following districts had expulsion rates in excess of the statewide rate for the grade band for at least one of the past three years:

K-3rd - San Ramon Valley Unified

4th-6th- Brentwood Union, Martinez, Oakley, Pittsburg

7th-8th- Antioch, Brentwood Union, Byron Union, John Swett, Martinez and Oakley

9th-12th – John Swett, Liberty Union, Martinez, West Contra Costa

2018-2019 Expulsion by Ethnicity and Offense, Contra Costa County vs State of California (Appendix B)

Examining the expulsion data from 2018-19 in more depth by expulsion reason and ethnicity netted the following findings. Our overall expulsion rate contains a disproportionate amount of African American youth in keeping with the statewide trends. African American youth were expelled at twice the rate of White youth across all causes. African American youth were expelled for the reason of Violent Incident (Injury) at almost twenty times the rate of white youth. While

there is minor variation in other expulsion causes, Violent Incident (Injury) cause is the major cause of our disproportionality.

Local School Districts Overview of Current Educational Alternatives for Expelled Youth.

The eighteen Contra Costa County school districts and the CCCOE have diverse approaches for behavioral interventions used to minimize suspensions leading to expulsion, expulsions being ordered and support for students returning from expulsions. Most of the districts have reduced the number of expulsions and many have had not expulsions for the last three years. Survey data indicates that all districts that have had an expulsion in the last three years have some type of support for students returning from expulsion. Most districts conduct reentry meetings in addition to the transition meetings held with the CCCOE if their student has attended Golden Gate Community School. Districts report that they include their counselors and/or psychologists in the reentry process to ensure students don't encounter the same issues that led to the expulsion. All districts are invited to participate in the county-wide Coordinating Council which focuses on issues relating to attendance, behavior and school climate. Details of each district's alternative options, best practices for behavior interventions and best practices related to disproportionate representation of minority students are listed below.

Name of LEA: Acalanes Unified School District	
Best Practices for Behavior Interventions	<ul style="list-style-type: none"> • Restorative practices • Teacher training for Trauma Informed Practice • Early intervention with truancy, problem behaviors (behavior contracts, parent meetings, etc.) • Administrative placement at another school if behaviors escalate
District Options for Expelled Youth	Independent study option for students who have committed non-mandatory offenses
Gaps in Current Options for Expelled Youth	We do not have an alternative ed-program other than independent study.
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	<ul style="list-style-type: none"> • We examine data and regularly report to the board • We have implemented a bias reporting system so we can address incidents of harm and intervene before more serious offenses occur • Restorative practices – working to restore harm/repair damage in lieu of suspension • Brief intervention to reduce days of suspension for drugs/alcohol.

Name of LEA: Antioch Unified School District	
Best Practices for Behavior Interventions	We have expanded our site level CARE Teams. Students are referred to the site CARE Team for academic intervention, behavior intervention, attendance issues, etc. We developed an Opportunity School as an intervention to suspension/expulsion at the middle and high school level. This is a much smaller setting and more individualized learning. Usually, students transition back to the larger setting in approximately nine weeks.
District Options for Expelled Youth	We developed a District CARE Team to review site interventions for students and possibly transition students into the Opportunity program. Depending on credit status, we counsel youth into continuation or independent study programs. If students are not credit deficient, we meet with their current program staff and transition them back into comprehensive sites.
Gaps in Current Options for Expelled Youth	We currently don't have a clear transition plan for students re-entering comprehensive sites.
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	We developed a disproportionality committee to work specifically with attendance and suspensions to develop strategies to address disproportionality. We plan to provide culturally responsive training as well as additional training relative to exclusive groups of students.

Name of LEA: Brentwood School District	
Best Practices for Behavior Interventions	Character education, counselor support services, Wellness Wednesdays- video series on trauma informed practices. Mindfulness breaks, Restorative practices. SST- behavior support. MTSS- tier I Tier II supports. Home visits, Parent conferences, behavioral support plans for non- special education students.
District Options for Expelled Youth	Independent study for Elementary age students. Joe Ovick School for expelled students 6-8 th grade.
Gaps in Current Options for Expelled Youth	When Joe Ovick school is filled, we have no other options. Counselor support services for victims and aggressor is limited. Options for Sexual harassment, Hate Violence, threats against school are limited and leave us with little options but to expel.
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	Restorative practices training occurring across district to reduce suspensions and expulsions.

Name of LEA: Byron	
Best Practices for Behavior Interventions	PBIS and Choose Love are our primary initiatives to address disproportionality in discipline. Other strategies would be team consultation with the psychologist, counselor, or behaviorist possibly to develop an understanding of the "why" behind the behavior and address through developing an individualized plan through SST process and collaboration with family. For our Tier 3 student, we would implement Functional Behavior Assessment and Behavior Intervention Plan to reduce use of exclusionary discipline.
District Options for Expelled Youth	The student/s would be placed in our independent study program as a first step of intervention. The next step would be to work with the County Office of Education for alternative placement consideration.
Gaps in Current Options for Expelled Youth	None
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	PBIS and Choose Love are our primary initiatives to address disproportionality in discipline. Other strategies would be team consultation with the psychologist, counselor, or behaviorist possibly to develop an understanding of the "why" behind the behavior and address through developing an individualized plan through SST process and collaboration with family. For our Tier 3 student, we would implement Functional Behavior Assessment and Behavior Intervention Plan to reduce use of exclusionary discipline.

Name of LEA: Canyon Elementary School District	
Best Practices for Behavior Interventions	No Expulsions Hosting social and emotional workshops.
District Options for Expelled Youth	We have no expelled youth
Gaps in Current Options for Expelled Youth	No expulsions here
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	No expulsions

John Swett Unified School District

<p>Best Practices for Behavior Interventions</p>	<ul style="list-style-type: none"> ● PBIS strategies implemented in Elementary and Middle School, sum at JSHS. ● Restorative practices training for all staff from 2018-2020 ● Created Student Support Assistant position at each school to help support students, regulate their behavior and return them to their classrooms. ● Revised discipline matrix for CMS
<p>District Options for Expelled Youth</p>	<p>Golden Gate Community School</p>
<p>Gaps in Current Options for Expelled Youth</p>	<p>We have not expelled any students since the 2018-2019 school year. While Golden Gate is available, it may not be the ideal match for all students. We are researching different options for students who may face expulsion charges in the future. This includes placement in alternative county programs.</p>
<p>Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline</p>	<p>Our goal is to reduce suspensions and expulsions overall as a primary method to address disproportionality. However, we are devoting time and resources to providing staff with training in the area of anti-racism and equity. We have provided training in the area of implicit bias to all staff in the district prior to the start of the 2020-2021 school year and each site is providing their own professional development training in the area of implicit bias and equity. This professional development is designed to create more awareness on the part of teachers and staff about their own bias in order to reduce disproportionality in exclusionary discipline.</p>

Knightsen Elementary

Best Practices for Behavior Interventions	Weekly advisory lessons Reinforcement of positive behavioral expectations Positive Behavioral Intervention System District discipline philosophy centered on Restorative Practices. Intensive behavioral counseling, 1:1 and group Parent intervention meetings
District Options for Expelled Youth	District would provide 5 hours of instruction per week. Should the student have more severe behavioral needs, our district would consult the CCCOE to explore a placement in Community Day school or other options.
Gaps in Current Options for Expelled Youth	We have not expelled a student in many years at the KESD. Would not know at this time.
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	Our district has implemented a robust advisory program targeted to elementary students and a separate program for upper grades 5 - 8. We have included a counselor to have group counseling sessions to provide support for students with behavioral needs. Likewise, our district has a full-time counselor who promotes resources for positive interactions and mental health. Our full-time psychologist works with both student groups and individual students. School discipline is focused on Restorative Practices

Name of LEA: Lafayette School District

<p>Best Practices for Behavior Interventions</p>	<ul style="list-style-type: none"> • Restorative Justice Practices implemented – Middle School • Social Thinking and other practices to create a positive learning environment • SEL and Toolbox • Wellness committee • Continued implementation of Character Counts and Challenge Success • Behavior specialist deployed for entire district • RTI for behavior • Counseling department – middle school • PBIS/MTSS • Mental Health counselors – Elem - TBD
<p>District Options for Expelled Youth</p>	<p>County options: Golden Gate Community Schools</p>
<p>Gaps in Current Options for Expelled Youth</p>	<p>NA</p>
<p>Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline</p>	<p>NA</p>

Liberty Union High School District	
Best Practices for Behavior Interventions	Multi-Tiered System of Supports (MTSS) Restorative Justice practices MFT services provided at all sites Social Emotional Learning Targeted School Counselors at each comprehensive school site Student Study Teams (SST) Increased behavioral supports for SWD
District Options for Expelled Youth	Referral to Golden Gate Program Suspended enforcement Online Charter School
Gaps in Current Options for Expelled Youth	Limited slots at Golden Gate Disproportionality
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	MTSS Professional Development <ul style="list-style-type: none"> • Equity and Culturally Relevant Pedagogy/Instruction • Social Emotional Learning • Trauma informed practices Targeted School Counseling (LCAP) School Psychologists increased behavioral supports for SWD Disaggregated data dive/analysis [ongoing] SSTs African American and Hispanic/Latinx Student Groups African American Parent Groups Mentoring After-school Tutoring (virtual/in-person) Targeted learning hubs (during COVID distance learning) Online classes (credit/course recovery) Recruitment/retention of diverse high-quality employees TUPE program—Brief Intervention sessions for Vaping Conditional transfers to another school

Name of LEA: Manzanita Middle School

Best Practices for Behavior Interventions	Alternative Discipline integrated with restorative justice elements.
District Options for Expelled Youth	If a student were expelled, they would be referred to the district if they wished to enroll in a district alternative school.
Gaps in Current Options for Expelled Youth	n/a
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	We rarely use exclusionary discipline and have a well-developed alternative discipline plan that we implement.

Name of LEA: Martinez Unified School District	
Best Practices for Behavior Interventions	<ul style="list-style-type: none"> • Provide mental health counseling at all sites • Behavior support plan for all students returning from expulsion • Positive Behavior Intervention Supports -PBIS • CARE Team • Re-Entry meetings with Counselors • Limited in-house suspensions • Professional Development around achievement gap interventions and culturally appropriate practices • Targeted academic and behavioral interventions including attendance counseling • Parent outreach and education • Progress monitoring • Implementation of before, after and during school interventions • Professional development on crisis intervention • Professional development on trauma informed practices • BRIEF counseling intervention
District Options for Expelled Youth	<ul style="list-style-type: none"> • Suspended expulsion with referral to Independent Study (voluntary with parent approval) • Suspended expulsion with referral to district continuation school • Referral to County Golden Gate Community School • Stipulated expulsion with placement at another school district
Gaps in Current Options for Expelled Youth	<p>No appropriate alternative placement for middle school. Only one middle school in the district.</p> <p>The County Golden Gate Community School no longer operates in Martinez. The program options for families are in Pittsburg or Rodeo which presents transportation issues for families.</p>
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	<p>Trauma informed practices</p> <p>Restorative practices</p> <p>District Leadership training in equity</p> <p>District equity committee</p>

Moraga Unified School District

Best Practices for Behavior Interventions	Schoolwide Positive Behavior Support Positive Behavior Support Intervention Teams (pending 21-22) Social Emotional Learning curriculum TK-8 Behaviorist consultation on Behavior Intervention Plans Intermediate Clubs Start with Hello (addressing social isolation)
District Options for Expelled Youth	N/A, Moraga has not had expulsions for the past three years
Gaps in Current Options for Expelled Youth	N/A, Moraga has not had expulsions for the past three years
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	N/A, Moraga has not had expulsions for the past three years

Mt. Diablo Unified School District	
Best Practices for Behavior Interventions	<ul style="list-style-type: none"> ● MTSS-PBIS, SEL, Next Steps, Restorative Practices ● Wellness Centers at the secondary schools ● Student Success Centers at the elementary schools ● Behaviorist supporting general education students and staff ● Counselors supporting the social emotional needs of students ● Referrals to National Alliance for Mental Illness (NAMI) ● Established culturally responsive school environments ● CARE Teams ● Targeted instruction ● Use TUPE funds for workshops (i.e. tobacco use, vaping) ● Equity staff- counselors and behaviorists ● After-school Interventions ● Re-entry meetings and check ins with administrator and counselors
District Options for Expelled Youth	<ul style="list-style-type: none"> ● Referral to Diablo Community Day School (District school) ● Referral to Horizons Independent Study (District Alternative Ed.) ● Referral to County Community School Program (Golden Gate) ● Referral to Home and Hospital Program (District) ● Change of school site ● Voluntary placements to Counseling Enriched Program/Mental Health Collaborative Programs ● Voluntary transfers to Continuation and Comprehensive Schools
Gaps in Current Options for Expelled Youth	<ul style="list-style-type: none"> ● Transportation to community day schools ● Limited placements for students with IEP, extreme behavior needs, ● Curriculum- Advanced Placement /college prep classes taught at the community day schools
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	<ul style="list-style-type: none"> ● Behavior Matrix ● Professional Development for administrators and staff ● Equity training- Implicit bias ● Culturally responsive teaching ● Social Emotional ● Targeted guidance and counseling support ● Trauma informed practices training ● Mental health counseling at all school sites

Name of LEA: Oakley Union Elementary School District

<p>Best Practices for Behavior Interventions</p>	<p>Restorative practices Counseling Behavior contracts Behavior Intervention plans Appropriate in school suspension with academics and a focus on solving the problems that they were having prior to getting in trouble. Parent involvement (reverse suspension) Community service Restitution (if destroy environment the student needs to restore it)</p>
<p>District Options for Expelled Youth</p>	<p>Provide instruction 5 hours per week with a credentialed teacher for k-7 Community day School for 8th grade only</p>
<p>Gaps in Current Options for Expelled Youth</p>	<p>Community day for grades younger than 8th.</p>
<p>Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline</p>	<p>Restorative practices Counseling Behavior Intervention Plans Behavior contracts</p>

Name of LEA: Orinda Union School District

<p>Best Practices for Behavior Interventions</p>	<ul style="list-style-type: none"> • Social Thinking • Counseling on site with psychologists and interns • 2 District Behaviorist • Counseling-Academic and SEL at Orinda Intermediate • Psychologist-providing support to general education staff as well as counseling services • Safe Schools • Character Education District Framework • Where Everyone Belongs (WEB) • Think First • Kid Power • Sandy Hook Promise-Start with Hello & Say Something • Responsive Classroom • Advisory at Middle School • Morning Meetings at Elementary Schools • WISE committee • Behavior specialist deployed for entire district • RTI for behavior
<p>District Options for Expelled Youth</p>	<ul style="list-style-type: none"> • County Options
<p>Gaps in Current Options for Expelled Youth</p>	<p>NA</p>
<p>Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline</p>	<p>NA</p>

Name of LEA: Pittsburg Unified School District

Best Practices for Behavior Interventions

- Restorative Justice (RJ)
- CARE team - (support team that provides success resources)
- SST (Student Study)
- Pre-Referral Interventions online website
- Lincoln Contracted services
- School Counselor services (secondary)
- After School Intervention Support (need to improve skills)
- Review 3Be's (Be Safe, Be Respectful, Be Responsible)
- School Assemblies-rewards and expectations
- Classroom Meetings
- Director of Student Service Parent/Scholar Conference
- Staff member Scholar check-in
- Ask what family needs
- Medical examination recommendations (behavior could be related to an medical diagnosis)
- 504 Plan if needed for a medical diagnosis
- Conference w/teacher/parent
- Observe at lunch time
- Social Emotional Learning
- Behaviorlists intervention Plan
- Consultation w/Coord of Social Emotional Learning (SEL)
- Consultation w/ Director of Student Service
- Adult Staff Present
- District wide Mindset/SEL (all classified & certificated)
- SEL Champions (elementary/teachers/district staff) do training twice or more a month- send out links to schools w/helpful classroom tools
- Website resources for teachers on district school/district/and google docs where access exist
- District w/ support staff w/ extra as needed
- Counseling support groups (contracts)
- Joining a club requirement (secondary)
- Community Service in and out of school
- Ethnicity is encouraged from all leadership
- Trainings that deal w/racism directly
- Analysis data to discuss the issues and implement solutions
- County Trainings that support Behavior
- Support and teach good instruction frequently
- Book reading for staff that deals w/racism and the importance of Building relations
- Jesse Lewis SEL Program and other Site SEL Programs used by all teachers
- District wide training for All staff/teachers- dealing w/ equity and

	<p>racism- and given tools</p> <ul style="list-style-type: none"> ● Home visits ● Parent Training that Education Parents around all concern which leads them advocating for resources for their scholars
District Options for Expelled Youth	<ul style="list-style-type: none"> ● Golden Gate Community Day Program + Classroom + Independent Study ● ASCEND Program
Gaps in Current Options for Expelled Youth	<p>Need Intervention Counselors or Social Worker/ Classified that total focus is on Disproportionality</p>
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	<ul style="list-style-type: none"> ● Superintendent and cabinet take a lead in all the resources listed above ● Best Practices - in racist, teaching, SEL and academics all address Disproportionality in Exclusionary Discipline

Name of LEA: San Ramon

<p>Best Practices for Behavior Interventions</p>	<ul style="list-style-type: none"> ● Mental health counselors in addition to school counselors at the secondary level ● Targeted academic and behavioral interventions including attendance and counseling ● Staff trainings on alternatives to suspension and support of students with behavior challenges. ● Parent outreach and education ● Vape Reduction education class
<p>District Options for Expelled Youth</p>	<ul style="list-style-type: none"> ● Stipulated expulsion with referral to Venture Independent Study School. (Voluntary with parent approval) ● Stipulated expulsion with referral to Del Amigo Continuation High School ● Suspended expulsion with transfer to another school site within the district ● Referral to CCCOE Golden Gate Community School ● Implementation of rehabilitation plan ● Home and Hospital Instruction if determined to be appropriate by IEP team (voluntary with parent approval)
<p>Gaps in Current Options for Expelled Youth</p>	<p>No services available for elementary students</p> <ul style="list-style-type: none"> ● CCCOE services option is located too far away for most students
<p>Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline</p>	<ul style="list-style-type: none"> ● Culturally responsive teaching and learning at some schools ● Professional Development around achievement gap interventions and culturally appropriate practices

Walnut Creek School District	
Best Practices for Behavior Interventions	<ul style="list-style-type: none"> • Social Thinking • Counseling-Crisis Counseling in collaboration with City of Walnut Creek, individual and group • District Behaviorist • Counseling-Academic at Walnut Creek Intermediate and Tice Creek Elementary, groups and check-ins • Psychologist-providing support to general education staff as well as counseling services • MindUp Curriculum Implemented at Middle School • MTSS/PBIS • Soul Shoppe • Character Counts • Speak Up Be Safe-All 5th grade • Sandy Hook Promise-Start with Hello & Say Something • Responsive Classroom • Advisory at Middle School • Morning Meetings at Elementary Schools
District Options for Expelled Youth	<ul style="list-style-type: none"> • County Options
Gaps in Current Options for Expelled Youth	NA
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	NA

West Contra Unified School District	
Best Practices for Behavior Interventions	<ul style="list-style-type: none"> • Site implementation of Restorative Practices and restorative justice circles • Multi-tiered systems of support (MTSS) framework with specific emphasis on PBIS implementation at sites with coaching support • Implementation of school wide SEL curricula at sites • District wide SEL survey as preventative tool • Partnerships with community agencies for student behavioral intervention • Updated data system to closely monitor student behavior and student response to intervention
District Options for Expelled Youth	<ul style="list-style-type: none"> • Suspended expulsion with transfer to another school site within the districts. • Referral to the District’s Alternative school- Harbour Way • Referral to Independent Study (voluntary with parent approval) • Referral to Greenwood Academy (case specific) • Referral to Golden Gate Alternative • Referral to outside agencies for wrap around support • System of support for expelled students that includes “circle of support with identified rehabilitation plan with services provided by district staff and outside agencies” • Intensive case management
Gaps in Current Options for Expelled Youth	<ul style="list-style-type: none"> • Resources needed to support “whole-child” that include family engagement and access to other services • Length of time between student removal from school and expulsion decision • Lack of consistent practices among district personnel • Lack of identified “in-district” program • Lack of support for student “rehabilitation” plan • Ongoing monitoring of students
Strategies used by the LEA to Address Disproportionality in Exclusionary Discipline	<ul style="list-style-type: none"> • Monitoring of student suspension rate by race/ethnicity • Increased training and resources for sites to implement restorative justice practices as a response to discipline • Revision to behavioral matrix for district consistency • Work with multi-disciplinary county team and Impact Justice to identify suspension practices by site admin to develop consistent district wide system to disrupt inequitable practices

Overview of Current County Educational Alternatives for Expelled Youth.

The CCCOE will continue to provide an educational option for expelled students. This program is one that fits in the continuum of educational care as outlined. The philosophy of each individual school district affects how the CCCOE Golden Gate Community School program will meet the needs of that individual school district. Some school districts use the County Community School programs as an educational option for expelled students, and/or others use this program as a student assistance or placement alternative.

Beginning in the Fall of 2017 the Golden Gate Community School became a charter school to expand the choices for services offered to the expelled and non-expelled students in Contra Costa County. Currently, districts who want to access these services have completed a Memorandum of Understanding (MOU) with the County Office of Education's Golden Gate Community School.

The County Community Schools program is a permissive educational program that provides the local school districts with another educational option for their expelled youth. Districts utilizing the CCCOE Community School Programs have a MOU on file with the CCCOE, indicating how special education related services will be provided. The CCCOE provides counseling at each of its four sites. An Independent Study program is offered at all sites.

County Existing Educational Alternative for Expelled Youth

The CCCOE Community School program offers the following options for expelled youth:

1. Daily educational program that meets for 260 minutes per day in Community School classrooms; or
2. Contracted study programs (IS) that require students to complete a minimum of 20 hours of educational product per week.

Specific Golden Gate Community School sites are in the following cities:

- Richmond
- Pittsburg
- Brentwood

Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to CCCOE Community School notifying the principal of impending enrollment by a new student, including telephone and email addresses for the referral contact person from the sending district.
2. Referring district forwards transcript, expulsion order (including rehabilitation plan or disciplinary hearing requirements), Individualized Education Program (IEP) and 504

Plans and related assessments, Home Language Survey, and free and reduced lunch eligibility (if applicable).

3. Referring district forwards Probation Office documentation (if available and applicable).
4. Referring district signs MOU with CCCOE which includes confirmation of intent to provide Special Education Related Services (if applicable), district obligation of expenditures based on revenues determined yearly, and enrollment procedures.
5. Referring district follows up with students after being notified by CCCOE that a student failed to report to the assigned County Community School Program within ten (10) days. Referring district sends a copy of the follow-up letter to CCCOE.

Rehabilitation Plans and Readmission of Expelled Students

1. Rehabilitation plans are the sole responsibility of the district of residence. The local district is responsible for the development of the plan, referring the student to an appropriate educational program, and ensuring that an educational program is provided either within or outside the school district.
2. Expelled students who fail to meet the terms of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program (if needed), or the Contra Costa County Office of Education Community Schools. An Individual Learning Plan will be developed with the student's parents and the County Office of Education staff. Part of this plan may include a goal of returning to the school district of residence after the district expulsion term. If students fail the County-operated program, they are referred back to the district for possible review and re-placement.
3. At the time of expulsion, the governing board must set a date when the student shall be reviewed for admission to the District. Upon completion of the readmission requirements, the governing board must readmit the student unless it is determined the student has not met the conditions of the rehabilitation plan or poses a continuing danger to school safety. If the governing board elects not to readmit the student, the board must state its reasons in writing and either continue the alternative placement of the student or place the student in another program of study.

County and District Gaps Obstacles and Strategies in Educational Services

There are two major gaps that were noted in surveys and in discussions in respect to providing educational services to expelled pupils. Following each gap is the County/District strategy for addressing that gap.

1. Two districts cited that 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. These younger students cannot attend the programs designed for middle and high school students. There are so few elementary students who have been expelled that it is not cost effective to run a separate program in each district for these students.

County/District strategy for addressing this gap: Elementary students who are expelled can be given a suspended expulsion with a referral to another elementary school in the district. Another option is a modified independent study model where the student is on Independent Study but is seen more frequently: this is only an option with parental consent.

2. Four Districts cited transportation as an issue for students who do not have a Community School site in their immediate community. Due to traffic patterns, even relatively short distances can become prohibitive for parents to transport students.

County/District strategy for addressing this gap: One district has contracted with a bussing company in order to transport students to a County Community School program that is located outside of their community. CCCOE has designated funds to provide bus passes for any student in need. We also have expanded our Golden Gate Independent Study Program to have that option at each site. We are looking into the feasibility of having the Independent Study Teachers serve students in the other areas of the County one day a week at a site provided by the referring District.

3. Other gaps identified by a single Districts include: limited space at the Brentwood campus compared to the need from Liberty and Brentwood (this includes voluntary placements- we always find room for expelled students), the need for a stronger transition program for students returning to Antioch, specific counseling/programming for students who have been expelled for Hate Crimes and Sexual Harassment offenses, lack of in county placements for students with extreme behavioral or Special Education needs.

County/District strategy for addressing this gap: The availability of space at Brentwood Campus has been addressed by sometimes offering a second in person class (dependent on the number of students) and also having a full time Independent Study teacher assigned to the site. The County Office is available to provide technical assistance to Antioch in designing a more formalized transition plan for their returning students. The County Office can reach out to some of our Community-based organizations in the county and explore the feasibility of offering specialized support for students with an offense related to Sexual Harassment and Hate Crimes. Due to changes in recent legislation, we have seen a decrease in the number of non-public school placement options within the county. The COE operates a counseling enriched program (CEP) for students with IEPs at Marchus School in Concord. Students attend Marchus school to address behavioral and social emotional needs and learn coping strategies to help reengage in public school programs.

**Appendix A:
Contra Costa County Expulsion Data 2017-2020
By grade Band**

Grades 9-12	2017-2018			2018-2019			2019-2020		
Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate
<u>Acalanes Union High</u>	5,699	1	0.02%	5,699	0	0.00%	5,716	0	0.00%
<u>Antioch Unified</u>	5,841	6	0.10%	5,821	6	0.10%	5,639	2	0.04%
<u>Contra Costa County Office of Education</u>	637	0	0.00%	639	0	0.00%	513	0	0.00%
<u>John Swett Unified</u>	591	0	0.00%	522	1	0.19%	511	0	0.00%
<u>Liberty Union High</u>	8,562	13	0.15%	8,615	14	0.16%	8,594	21	0.24%
<u>Martinez Unified</u>	1,359	2	0.15%	1,407	7	0.50%	1,386	3	0.22%
<u>Mt. Diablo Unified</u>	8,719	4	0.05%	8,809	8	0.09%	8,735	6	0.07%
<u>Pittsburg Unified</u>	3,932	5	0.13%	4,052	6	0.15%	4,063	1	0.02%
<u>San Ramon Valley Unified</u>	10,833	0	0.00%	11,039	9	0.08%	11,197	4	0.04%
<u>West Contra Costa Unified</u>	8,719	5	0.06%	8,720	0	0.00%	8,902	12	0.12%
Contra Costa County	54,176	36	.07%	54,786	51	.09%	54,705	48	.09%
Statewide	1,782,082	3227	.18%	1,781,860	3,165	.18%	1,781,592	2,027	.11%

Grades 7-8	2017-2018			2018-2019			2019-2020		
Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate
<u>Antioch Unified</u>	2,657	8	0.30%	2,676	2	0.07%	2,757	8	0.29%
Brentwood Union Elementary	2,407	8	0.33%	No data	No data	No data	2,327	7	0.30%
Byron Union Elementary	415	0	0.00%	386	0	0.00%	395	2	0.51%
Canyon Elementary	17	0	0.00%	14	0	0.00%	13	0	0.00%
<u>Contra Costa County Office of Education</u>	109	0	0.00%	67	0	0.00%	65	0	0.00%
<u>John Swett Unified</u>	214	1	0.47%	218	0	0.47%	215	0	0.00%
Knightsen Elementary	137	0	0.00%	135	0	0.00%	114	0	0.00%
Lafayette Elementary	815	0	0.00%	822	0	0.00%	851	0	0.00%
<u>Martinez Unified</u>	697	0	0.00%	683	3	0.44%	673	2	0.30%
Moraga Elementary	445	0	0.00%	442	0	0.00%	458	0	0.00%
<u>Mt. Diablo Unified</u>	5,151	0	0.00%	5,194	3	0.06%	5,073	2	0.04%
Oakley Union Elementary	1,205	5	0.41%	1,217	7	0.58%	1,185	1	0.08%
Orinda Union Elementary	601	0	0.00%	586	0	0.00%	616	0	0.00%
<u>Pittsburg Unified</u>	1,808	2	0.11%	1,904	2	0.11%	1,820	2	0.11%
<u>San Ramon Valley Unified</u>	5,460	0	0.00%	5,511	0	0.00%	5,412	1	0.02%
Walnut Creek Elementary	850	0	0.00%	817	0	0.00%	828	0	0.00%
<u>West Contra Costa Unified</u>	3,994	5	0.13%	3,995	1	0.03%	3,903	7	0.18%
Contra Costa County	26,719	29	0.11%	24,449	18	0.07%	26,492	29	0.11%
Statewide	867,194	1,548	0.18%	871,471	1,458	0.17%	862,399	1,548	0.18%

Grades 4-6	2017-2018			2018-2019			2019-2020		
Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate
<u>Antioch Unified</u>	4,170	0	0.00%	4,050	0	0.00%	3,947	0	0.00%
Brentwood Union Elementary	3,158	1	0.03%	No data	No data	No data	3,258	2	0.06%
Byron Union Elementary	566	0	0.00%	550	0	0.00%	527	0	0.00%
Canyon Elementary	23	0	0.00%	24	0	0.00%	29	0	0.00%
<u>Contra Costa County Office of Education</u>	66	0	0.00%	63	0	0.00%	41	0	0.00%
<u>John Swett Unified</u>	330	0	0.00%	329	0	0.00%	337	0	0.00%
Knightsen Elementary	190	0	0.00%	201	0	0.00%	190	0	0.00%
Lafayette Elementary	1,264	0	0.00%	1,222	0	0.00%	1212	0	0.00%
<u>Martinez Unified</u>	974	0	0.00%	931	1	0.11%	911	0	0.00%
Moraga Elementary	654	0	0.00%	659	0	0.00%	621	0	0.00%
<u>Mt. Diablo Unified</u>	7,760	0	0.00%	7,476	0	0.00%	7329	1	0.01%
Oakley Union Elementary	1,774	1	0.06%	1,723	3	0.17%	1727	2	0.12%
Orinda Union Elementary	886	0	0.00%	906	0	0.00%	854	0	0.00%
<u>Pittsburg Unified</u>	2,710	0	0.00%	2,663	2	0.08%	2590	0	0.00%
<u>San Ramon Valley Unified</u>	7,700	0	0.00%	7,398	1	0.01%	7,293	0	0.00%
Walnut Creek Elementary	1,230	0	0.00%	1,206	0	0.00%	1,181	0	0.00%
<u>West Contra Costa Unified</u>	7,115	0	0.00%	6,936	0	0.00%	6,742	1	0.01%
Contra Costa County	40,228	2	0.00%	36,037	7	0.02%	38,480	6	0.02%
Statewide	1,315,794	347	.03%	1,273,905	312	0.02%	1,254,829	171	0.01%

Grades K-3	2017-2018			2018-2019			2019-2020		
Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Cumulative Enrollment	Total Expulsions	Expulsion Rate
<u>Antioch Unified</u>	5,437	0	0.00%	5,249	0	0.00%	3,947	0	0.00%
Brentwood Union Elementary	4,050	0	0.00%	No data	No data	No data	3,258	0	0.00%
Byron Union Elementary	699	0	0.00%	635	0	0.00%	527	0	0.00%
Canyon Elementary	32	0	0.00%	32	0	0.00%	29	0	0.00%
<u>Contra Costa County Office of Education</u>	47	0	0.00%	44	0	0.00%	41	0	0.00%
<u>John Swett Unified</u>	505	0	0.00%	467	0	0.00%	337	0	0.00%
Knightsen Elementary	301	0	0.00%	338	0	0.00%	190	0	0.00%
Lafayette Elementary	1,528	0	0.00%	1,596	0	0.00%	1212	0	0.00%
<u>Martinez Unified</u>	1,284	0	0.00%	1,279	0	0.00%	911	0	0.00%
Moraga Elementary	795	0	0.00%	795	0	0.00%	621	0	0.00%
<u>Mt. Diablo Unified</u>	10,762	0	0.00%	10,693	0	0.00%	7329	0	0.00%
Oakley Union Elementary	2,540	0	0.00%	2,594	0	0.00%	1727	0	0.00%
Orinda Union Elementary	1,052	0	0.00%	1,119	0	0.00%	854	0	0.00%
<u>Pittsburg Unified</u>	3,727	0	0.00%	3,654	0	0.00%	2590	0	0.00%
<u>San Ramon Valley Unified</u>	9,170	0	0.00%	8,900	1	0.01%	7,293	1	0.01%
Walnut Creek Elementary	1,645	0	0.00%	1,667	0	0.00%	1,181	0	0.00%
<u>West Contra Costa Unified</u>	10,207	0	0.00%	10,275	0	0.00%	6,742	0	0.00%
Contra Costa County	53,257	0	0.00%	48,840	1	0.00%	52,175	1	0.00%
Statewide	1,773,860	58	.00%	1,750,886	55	0.00%	1,725,823	39	0.00%

Appendix B: 2018-2019 Expulsion by Ethnicity and Offense Contra Costa County vs State of California

2018-2019 Contra Costa County vs State of California Prevalence of Expulsion by Ethnicity			
Ethnicity	9-12 Cumulative enrollment	Total expulsions	Expulsion rate (per 10,000)
African American			
Contra Costa	5,897	11	18.65
State	349,651	673	19.25
Latino			
Contra Costa	20,840	21	10.07
State	3,454,040	3,193	9.24
White			
Contra Costa	18,808	17	9.04
State	1,435,718	868	6.05

2018-2019 Contra Costa County vs State of California Expulsion Offense by Ethnicity (per 10,000 students)							
Ethnicity	Violent incident (Injury)	Violent incident (no injury)	Weapons possession	Illicit Drug related	Defian ce only	Other reason	Total Expulsi on Rate
African American							
Contra Costa	10.17	3.39	1.69	3.39	0	0	18.65
State	8.35	5.86	1.97	2.31	.09	.66	19.25
Latino							
Contra Costa	2.39	3.84	1.44	1.44	.48	.48	10.07
State	1.96	2.39	1.30	3.37	.04	.18	9.24
White							
Contra Costa	.53	2.12	1.59	4.79	0	0	9.04
State	.98	1.71	.83	2.36	.03	.13	6.05

Data retrieved from:
[DataQuest - Educational Demographic reports - select additional parameters](#)