



ALAMEDA COUNTY OFFICE OF EDUCATION

Sheila Jordan, Superintendent

ALAMEDA COUNTY OFFICE OF EDUCATION

County-Wide Educational Services Plan For Serving Expelled and High-Risk Students

AB 925 Triennial Plan
July 1, 2012 – June 30, 2015

Approved by the Alameda County Board of Education
May 8, 2012

Student Programs and Services Division
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AB 925 Educational Services Plan for Expelled and High-Risk Students

July 1, 2012 - June 30, 2015

Education Code Sections 1980 and 1986

County superintendent of schools may operate community schools pursuant to *Education Code Section 1980* (establishment and maintenance of one or more community schools).

In accordance with Section 1981, the county board of education may enroll in the community schools pupils who are any of the following:

- a. Expelled for any of the reasons specified in *subdivision (a) or (c) of Section 48915*.
- b. Referred to county community schools by a school district as a result of the recommendation of a school attendance review board of pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.
- c. Probation-referred pursuant to *Sections 300, 601, 602, and 654 of the Welfare and Institutions Code*.
- d. On probation or parole and not in attendance in any school.
- e. Expelled from a school district for any reason other than those specified in *subdivision (a) or (c) of Section 48915*.
- f. Homeless children.

Alameda County School Districts

Alameda Unified School District
Berkeley Unified School District
Dublin Unified School District
Fremont Unified School District
Livermore Unified School District
New Haven Unified School District
Oakland Unified School District
Pleasanton Unified School District
San Lorenzo Unified School District

Albany Unified School District
Castro Valley Unified School District
Emery Unified School District
Hayward Unified School District
Mountain House School District
Newark Unified School District
Piedmont Unified School District
San Leandro Unified School District
Sunol Glen Unified School District

Introduction

With the enactment of *AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926* requires each county superintendent who operates community schools, in conjunction with the superintendents of the school districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education; the plan is to be submitted to the State Superintendent of Public Instruction.

EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, to submit a triennial update to the State Superintendent of Public Instruction.

Education Code Section 48926 provides specifically that:

1. The countywide plan shall enumerate existing educational alternatives for expelled pupils and strategies for filling those service gaps;
2. The countywide plan shall 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 district governing board.

The plan shall address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2009; 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.

Every three years the districts and county office shall review the plan and prepare a revision for submission to the Superintendent of Public Instruction – the next date being June 30, 2012 (effective July 1, 2012 to June 30, 2015)

The Alternative Education Planning Committee consists of alternative education representatives from each district as well as county office personnel. The purpose of the committee is to meet every other month to discuss how the county office and districts can best meet the needs of students placed in an alternative school

setting. One project of the committee has been to update the Educational Services Plan for Expelled and High Risk Students in Alameda County.

Alameda County School District Superintendents

| <u>School District</u> | <u>Superintendent</u> |
|--|-----------------------|
| Alameda Unified School District | Kirsten Vital |
| Albany Unified School District | Marla Stephenson |
| Berkeley Unified School District | William Huyett |
| Castro Valley Unified School District | James Negri |
| Dublin Unified School District | Stephen L. Hanke |
| Emery Unified School District | Debbra Lindo |
| Fremont Unified School District | James Morris |
| Hayward Unified School District | Donald Evans |
| Livermore Valley Joint Unified School District | Kelly Bowers |
| New Haven Unified School District | Kari McVeigh |
| Newark Unified School District | Dave Marken |
| Oakland Unified School District | Tony Smith |
| Piedmont Unified School District | Constance Hubbard |
| Pleasanton Unified School District | John Casey |
| San Leandro Unified School District | Cindy Cathey |
| San Lorenzo Unified School District | Dennis Byas |
| Sunol Glen Unified School District | Molleen Barnes |

**2011-12 Alternative Education
Planning Committee Membership**

Alameda USD
Albany USD
Berkeley USD
Castro Valley USD
Dublin USD
Emery USD
Fremont USD
Hayward USD

Livermore USD
Newark USD
New Haven USD
Oakland USD
Piedmont USD
Pleasanton USD
San Leandro USD
San Lorenzo USD
Sunol Glen USD

Alameda COE
Alameda COE
Alameda COE
Alameda COE
Alameda COE
Alameda COE

Kirsten Zazo
Ted Barone
Susan Craig
Tony Shah
Bryce Custodio
C. J. Patterson
Rickey Jones
Chien Wu Fernandez
Erica Donahue
Scott Vernoy
William Whitton
John Mattos
Monica Vaughan
Karen Gnusti
Kevin Johnson
Sheila Lawrence
Ammar Saheli
Molleen Barnes

Robert Crose
Karen Monroe
Mary Fisher
Jan Passama
Greta Nash
Daisy Guzman

County Wide Plan Overview

Educational programs within Alameda County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and the County Office of Education (COE) offers additional options. In combination, these two sources provide a continuum of education alternatives to expelled and high-risk students.

Under *Education Code Section 48926*, school districts throughout California have been mandated to provide educational services for students expelled from their district. The original countywide plan was adopted by the local governing boards of education and the Alameda County Board of Education in 1997.

This current plan is the triennial update to the existing plan. The law also states that "At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion."

In Alameda County, this mandate impacts 18 school districts spread over a region comprised of urban, suburban, and semi-rural or isolated communities. The educational placement of a student is determined on an individual basis by the district's governing board based on: 1) seriousness of the offense, 2) available educational alternatives, and 3) other related factors.

The countywide plan shall identify:

- A. Existing educational alternatives for expelled students.
- B. Gaps in the educational services to expelled students and identify strategies for filling those service gaps.
- C. Alternative placement for students who fail and placed in district community day school programs (for districts applicable), 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.
- D. Existing alternatives offered by school districts in the countywide plan.

A. Existing Educational Alternatives Provided by the Alameda County Office of Education

The Alameda County Office of Education, Community Schools Program including two Community Schools – Hayward and Bridge Academy, Quest Independent study programs located in San Leandro and Dublin, pursuant to *Education Code Section 1980*, etc. seq, is a permissive educational program. Students who are referred and enrolled in the program have an Individual Learning Plan (ILP) developed with the expelled student, his/her parents and program staff.

In the on-going operation of the County Community School Program the Alameda County Office of Education shall conduct an intake process for all considerations for alternative educational placement. If a district student referred for services was previously identified as a special needs student prior to his referral to the county operated program, an intake meeting shall be held with a representative(s) from the district. The purpose of the intake meeting will be to:

1. Determine the appropriateness of the student in the ACOE operated county community school
2. Determine the level of service needed for the student prior to enrollment in the program, including but not limited to having the district of referral complete an assessment to determine eligibility and/or an ongoing need for special education services.

The Alameda County Office of Education Community School Program will offer, as the capacity of the program allows, the following educational options/alternatives for expelled students:

1. Daily educational programs that meet the instructional minute requirements in county community school classrooms.
2. Contracted Independent Study Program (ISP) as an instructional strategy, which requires students to complete a minimum of 20 hours of educational product only in its county community school classes.
3. Students enrolled in the Alameda County Community School Program, who re-offends and violates those sections of the Education Code which are expellable

offenses, the ACOE program staff will determine the appropriate Local Education Agency (LEA) to process the expulsion.

A.1 Alameda County Community Schools Transition Process

The transition from the school of residence to the Alameda County Community Schools begins with receipt of complete student records from the district of residence. ACOE programs are designed to provide a structured environment with continuous supervision and a wide range of services.

ACOE programs focus on the successful completion of "Need to Improve" as stated in each student's rehabilitation plan. ACOE programs are open-entry, while exit referrals back to districts normally occur at the end of a semester. Moving from an ACOE small classroom environment, with its personalized care and intense supervision, to a traditional larger school mainstream education settings presents challenges for both the student and the educators.

Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to ACOE 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, California High School Exit Exam performance, and free and reduced lunch eligibility (if applicable).
3. Referring district forwards Probation Department documentation (if available and applicable).
4. Referring district signs Special Education Memorandum of Understanding (MOU) with ACOE or provides confirmation of intent to provide Special Education Services (if applicable).
5. Referring district follows up with students who are notified by ACOE 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 ACOE.

County Community School Responsibilities

1. Conducts an intake meeting which will include the student, parents, referring district representative, county site principal or other administrator, special education and/or 504 coordinator, and probation officer (if applicable).
2. Contacts the parent and the referring school by letter and phone if a student is not registered with ten (10) days of receipt of notification of pending enrollment.
3. Secretary uses the data tracking system to compile all available information from the "County Community School Referral Form" (including but not limited to attendance, grades, behavior reports, and counseling) twenty (20) days prior of student returning to referring district.
4. School Student Review Team (including student, parents, teachers, ACOE principal/designee or transition coordinator, home district representative, and probation officer, if applicable) conducts a re-entry assessment of satisfactory completion of rehabilitation plan requirement twenty (20) days prior to the student returning to the home district. The Student Review Team will complete the County Community School Referral Form.
5. Community School Site Administrator prepares an overview supporting readmission, including the teacher's student evaluation form.

Probation Officer Role (if applicable)

1. Facilitates enrollment in county community school and monitors progress for satisfactory completion of rehabilitation plan.
2. Assists in re-entry process as applicable.
3. Forwards probation documentation (if applicable)

Re-Entry Recommendations to Home District

Districts can ensure a more successful transition by implementing the following recommendation for students returning from a minimum of 30 days in a County Community School program:

1. Readmission Steps – Returning to the district
 - a) Conduct a meeting to determine student placement in district
 - b) Appoint an educational transition advocate
 - c) Review educational and juvenile records
 - d) Clearly communicate expectations to all parties
 - e) Review IEP or Section 504 plan and related assessments and schedule a meeting as needed
2. Welcoming Procedures
 - a) Review student/parent handbook
 - b) Develop and discuss individual behavior plan
 - c) Create a behavior contract that is signed by the student and parent
 - d) Conduct re-entry IEP or 504 plan meeting (if applicable)
3. Staff Preparation
 - a) Share relevant information with teacher and staff members

A.2 Educational Services Provided to Expelled Students with Exceptional Needs

Consistent with law, a student with exceptional needs may be expelled (*EC48915.5*) and referred by the District's Individual Educational Planning Team for placement in a County Community School Program, provided that:

1. The requirements as stipulated in *EC 48915.5* have been met.
2. The referring school district schedules an I.E.P. Team meeting and invites representatives of the County Special Education Department, to serve as a member of the I.E.P. Team to review and determine:

- a. The educational needs of the students based upon a current student assessment;
- b. Determine appropriate educational goals and objectives;
- c. Identify the services and resources to meet the needs of the exceptional student;
- d. Identify an appropriate placement for the student in the least restrictive environment;
- e. If the I.E.P. Team, including the parent and student when appropriate, determines that a County Community School Program is an appropriate educational placement, the school District shall ensure that all necessary and specified educational services are:
 - i. either provided directly by District staff; or
 - ii. provided to the student on a contractual service basis through the Alameda County Office of Education with appropriate reimbursement for services provided; or
 - iii. those specified services, whether provided directly by the district staff or provided by ACOE on a contractual basis, shall be written onto the I.E.P. and shall be binding to all parties.
- f. The District and the ACOE shall jointly be responsible to ensure that requirements for service, assessment, timelines and due process items are met as established in both Federal and State law.

3. The referral and intake process of a student to the Alameda County Community School Program will include a review of the referral informational packet and/or direct contact with the referring district. If it is determined that the student being referred previously received special education services at the district level, an Intake Meeting shall be convened and held at the respective County Community School Program site.

The referring school district representative and its Special Education Department representative shall be invited to attend and participate in the Intake Meeting to identify the educational needs of the student. The outcome of the meeting will determine if the County Community School Program is an appropriate educational program for the student.

If the outcome of the Intake Meeting recommends that the County Community School Program is an appropriate educational program, without the need for special education support services, an enrollment date for the student shall be finalized. However, if it is determined that the student may require on-going special education services to benefit from an appropriate placement in the Alameda County Community School Program, the process outlined in Section A shall be followed.

A.3 Excess Cost Agreement between Districts and the Alameda County Office of Education to Ensure Adequate Funding of District Student Services in the County Community Schools

The Alameda County Office of Education and the school districts within the County of Alameda agree that the County Office shall continue to operate County Community Schools Programming for those district students expelled pursuant to *Education Code Section 48900*.

Excess cost agreement rate which could be proportionately charged to each district having a student(s) served in the County Community School will be addressed if needed. This precautionary Excess Cost Agreement would address any significant fiscal shortfall as a result of any emergency (i.e. significant decrease in state funding or unexpected increase in program costs).

Included in such discussion would be reports to district superintendents, and/or their designees, regarding the fiscal viability and stability of the Community Schools Program. The goal would be to implement those necessary cost-effective measures on a regular basis without compromising the level of instruction and the safety of students and staff in the program.

B.1 For each of the gaps in educational services to expelled pupils identified in the 2009 plan, discuss the implementation of strategies outlined for filling those service gaps

Concern: Classroom Space

Strategy: Every district within Alameda County is impacted with the problem of providing classroom space to house a program for expelled and at-risk students. Furthermore, many districts do not have a large enough projected enrollment of expelled or at-risk students to provide the range of educational classroom options often found in large districts. To address this problem the County Community School Program and Independent Study Program are committed to providing educational services available to all school districts in the county.

Successful Strategies/Obstacles: Space does not appear to be an issue due to new site openings. The strategy was successful due to the collaboration between the ACOE and district sites to accommodate our regular classroom setting (Oakland) and Quest independent study program (Dublin).

Concern: Expulsion Period

Strategy: Students who commit an expulsion offense during an expulsion period may have limited alternatives that remain available for secondary placement. The strategy for addressing this problem is to maintain a commitment to providing educational services to students regardless of repeated offenses.

Successful Strategies/Obstacles: Additional alternatives now exist for expelled students who fall into this category. New independent study sites can address this issue in part. Students may now be placed at a different county site or district alternative placement if the initial placement was not successful. On-line course offerings are now being explored to enable a student, with weekly check-in with a credentialed teacher, to earn credits toward graduation and to comply with their rehabilitation plan, as currently in place for non-expelled students.

Concern: K-6 Alternative Programming

Strategy: Expelled students who are in grades K-6 do not have the same educational options available as do their 7-12 counterparts. The K-6 expelled students cannot be merged or combined with 7-12 expelled students. Currently, the districts are responsible for providing educational services for K-6 expelled students.

Successful Strategies/Obstacles: The establishment of a K-6 alternative program continues to be an obstacle. Due to a lack of students at this grade level it prevents the establishment of a county-wide program. Transportation is also an issue making the need for localization even greater.

Concern: Serving Non-Mandatory Expelled Students

Strategy: There are currently no existing programs in the County Community School Program to specifically serve non-mandatory expelled students. The responsibility is at the district level. Students who exhaust their school educational resources and fail to fulfill their rehabilitation plans are referred to the County Community School Program for educational services.

Successful Strategies/Obstacles: County alternative education programs now accept both mandatory and non-mandatory expelled students as well as students who are placed into a suspended expulsion status.

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

- The current educational services for expelled students at the district level are contained in Attachment A of this document. The gaps that exist in our educational services are for Special Day Class students and students in grades K-6. As indicated above, we are investigating alternatives for addressing the K-6 issue. Placement of students requiring SDC services requires ongoing discussion with the Alternative Education Committee to determine localized need and availability of facilities.
- Strategies for filling the service gaps have been outlined above.
- Best practices at the site and district levels for addressing behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsion, of expulsions being ordered, and to support students returning from expulsions include counseling enriched classes (CEC). In partnership with the Alameda County Behavioral Health and Tuburcio-Vasquez Community Agency, a counseling enriched classroom environment will be established at our Hayward Community School.

A Restorative Justice approach, a theory of justice that emphasizes repairing the harm caused or revealed by criminal behavior, is being studied by school districts with the intent of being implemented. It is best accomplished through cooperative processes that include all stakeholders. In

collaboration, the practices and programs reflecting restorative purposes would respond to a situation by:

1. identifying and taking steps to repair harm,
2. involving all stakeholders, and
3. transforming to the traditional relationship between schools, teachers and student communities in responding expulsion situations and allow for a smooth transition back into a comprehensive school setting.

The Alternative Education Committee is interested in pursuing this avenue as an alternative to traditional suspension and/or expulsion working to incorporate the four key values:

1. **Encounter:** Create opportunities for victims, offenders and community members who want to do so to meet to discuss the crime and its aftermath
2. **Amends:** Expect offenders to take steps to repair the harm they have caused
3. **Reintegration:** Seek to restore victims and offenders to whole, contributing members of society
4. **Inclusion:** Provide opportunities for parties with a stake in a specific crime to participate in its resolution

Proposed best practices are meant to address the disproportionate representation of minority students by providing a more in depth understanding the all factors that led to the student's misbehavior or continued misconduct. By allowing the student to engage the teacher, student(s) and others involved in an incident, in a meaningful conversation, will afford everyone the opportunity to be heard.

Sample best practices are evidenced by the work done by school districts in our county, which includes:

1. Positive Behavior Intervention Support (PBIS) at all elementary and middle schools.
2. Teaching equity for LGBTQ families
3. Mental health support K - 12.
4. Counselors at all middle and high schools.

▪ 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.

The Oakland Unified School District is the only district currently operating a community day school. Administrator, Monica Vaughan, also serves on the Alameda County Alternative Education Committee. Those students who 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, are referred back to the Disciplinary Hearing Panel (DHP) that the student not be readmitted. The Community Day School makes reports to the DHP on every student who is supposed to be eligible for readmission and included in the report is a recommendation to readmit or not based on the student's progress toward meeting the condition of the rehabilitation plan. The DHP also take into consideration what they hear from the student and family in the readmission hearing. Then the DHP makes a recommendation to the District's Board of Education and the Board makes the final decision. They almost always decide to readmit students who are recommended for readmission.

When students pose a danger on the Community Day School campus, they are placed at the County Community School. If a student commits an expellable offense at the District Community Day School, a DHP hearing is held first and then placement may be requested at the County Community School. Occasionally, requests are made for placement at the County Community School when it is necessary to separate two students due to gang issues, etc.

- The countywide plan requires a regional perspective. Discuss the articulation and coordination between school district and with the county offices of education in providing educational placement for expelled pupils.

This plan outlines the articulation and coordination between school districts and the Alameda County Office of Education in providing educational placement for expelled pupils.

C. Alternative Placement for Students Who Fail Placement or Pose a Danger to Other District Students

Some school districts use the Alameda County Community Schools Program as an educational option for those students mandatorily expelled under provisions of the Education Code and/or under the district "no tolerance" policy. The Community Schools Program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students.

If an initial placement is made to a district-operated educational program and the student commits an expulsion offense or fails that program, the school district board of education shall review the rehabilitation plan that is established at the time of the expulsion and make the necessary adjustments. If there is no appropriate educational alternative within the district, the student may be referred to the County Community Schools Program.

Currently, the County Community Schools Program does not serve these K-6 students. However, the Alameda County Office of Education will provide support for the creation of a multi-district program designed specifically for this student population.

Students expelled pursuant to *Education Code Sections 48900-48900.8 and 48915* who are enrolled in the County Community Schools and who fail a County Community School placement will be referred to another County School educational program if appropriate. When the students exhaust the County Community Schools resources, these students will be referred back to the school district of residence for a review of the rehabilitation plan and possible placement into another alternative educational setting (per *Education Code Section 48915(f)*).

D. Existing Educational Alternatives for Expelled Students Offered by Districts

Educational alternatives provided by the California School Districts vary and some are not available to all expelled students. Proper placements must be based upon the seriousness of the offense, location of the offense, and grade level of the student. These factors have the potential of restricting the educational alternatives offered for these students during their expulsion period.

All districts are required to establish rules and regulations governing procedures for the expulsion of pupils. Pupils are entitled to a hearing to determine whether the pupil should be expelled within 30 days after the date that the pupil has committed any of the acts enumerated in *Education Code Section 48918*.

Districts must consider the following when placing expelled students

48915, Section (a) or (c), students expelled for any of the offenses listed in *Education Code* shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school operated by the district (*Education Code 48660*).

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. Except for pupils expelled pursuant to *subdivision (d) of Section 48915*, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Education Code 48915(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program that meets all of the following conditions:

- a) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- b) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- c) Is not housed at the school site attended by the pupil at the time of suspension.

Education Code 48915(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools

certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior or senior high school or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior or senior high school, or at an elementary school.

Education Code 48915.5 Each local educational agency, pursuant to the requirements of *Section 56026 and 56195.8* shall develop procedures and timelines governing expulsion procedures for individuals with exceptional needs.

The existing educational alternatives for expelled and high risk students offered by each of the school districts in Alameda County are identified on the following pages.

ALAMEDA COUNTY
New Haven Unified School District
Educational Alternatives for Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspended Expulsion/High Risk-Students:

Transfer to another school within the district (K-8): For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Opportunity Program (6-8):

For some students, placement in the district's 6-8 opportunity program provides a more restrictive setting with a focus on the core curriculum and concentrated counseling support. Placement in this program allows for closer attention to individual student needs with the goal of successful transition back into a comprehensive setting.

Placement into continuation high school (9-12):

Conley Caraballo Continuation School provides student with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent Study (6-12):

New Haven Unified Independent Study Program delivers the curriculum through the state approved independent study model. Students come to independent studies once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Home Instruction (K-12):

Home instruction provides students in particular circumstance one hour per day of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily can not attend the regular comprehensive school setting.

Home School Program (K-12):

The New Haven Unified School District's Home School Program provides students and families with an educational alternative where the parent is key to the program implementation. This option is dependent on parent commitment but offers a unique solution for some students. The instructional program is delivered by the parent under the close supervision of a credentialed teacher. Students have the option of concurrent enrollment in up to three classes at their home site.

ALAMEDA COUNTY
Newark Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend expulsion:

In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student attends a comprehensive campus on a probationary basis, and must meet certain conditions to continue in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (K-6):

For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Reassigned with special contract conditions:

In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

Placement into continuation high school:

The Bridgepoint Continuation High School provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent study (at parent request):

Crossroads Independent Study is a high school, which delivers the curriculum through independent study. Students come to Crossroads once or more a week and spend several hours with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Crossroads students are highly capable learners.

Students attend Crossroads by choice. Crossroads helps students pursue their educational requirements of the Newark Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Crossroads, students may take courses concurrently at the local community colleges and Mission Valley Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Crossroads High School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interest, aptitudes and passions. Crossroads is constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands for the 21st century.

Home instruction (regular and special education):

Home instruction provides students in particular circumstances one-hour per day of time with an appropriately-credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

ALAMEDA COUNTY
Castro Valley Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Secondary findings:

When a student is referred for an expulsion for any acts other than those enumerated in 48915(c), the district and the board not only consider evidence confirming the allegations, there will be consideration regarding secondary findings. Specifically, has the student received appropriate interventions to correct and/or change his/her behavior.

Suspend Expulsion:

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district are more appropriate than expelling the student to an out of district school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K-5):

For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special educational services which are not available at the neighborhood school of residence.

Placement into continuation high school (Grades 9-12):

The Redwood Alternative High School and Redwood Continuation High School Programs provide students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent study (at parent request) (Grades 9-12):

Redwood Independent Study is a program which delivers the curriculum through independent study. Students come to independent study once or more a week and spend a minimum of one hour with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Independent study students are highly capable and self-motivated learners. This is a voluntary program available by parent request with district approval.

The program helps students to pursue their educational requirements of the Castro Valley Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. If students fail to complete their assigned work, they are returned to an appropriate classroom placement. While attending independent study, students may take courses concurrently at the local community colleges and Eden Area Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Home Instruction (K-8 grade):

Home instruction provides students in particular circumstance a minimum of one-hour per week of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student cannot attend the regular comprehensive school setting.

Referral the Eden Township Youth Court Program (6-12 grade):

The district has recently contracted with this agency. Each school will carefully consider referring students to this program as an alternative to an expulsion (unless the infraction committed falls under 48915(c)). The program is based on the restorative justice model. Students from other schools will serve on a jury to determine appropriate sanctions during an actual mocked court trial. Sentencing may include constructive community service and restitution using restorative justice principles.

In lieu of expulsion:

Disciplinary conference and assignment with special contract condition:

In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

ALAMEDA COUNTY
Dublin Unified School District -2012
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Students who are expelled from the Dublin Unified School District are referred to the appropriate Alameda County Community School program.

Suspended Expulsions:

In certain expulsion cases a decision is made to suspend enforcement of the student's expulsion and allow the student to remain in the district, sometimes at a different school site, or be placed in an alternative setting within our school district. These decisions are determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, and any safety issues that are of concern. During the term of the suspended enforcement of the School Board's expulsion order, the student is on probationary status, and must follow all conditions set by the rehabilitation plan to continue in attendance. If these are violated, the suspension of enforcement of the expulsion is revoked, and the student is then referred to the County program. The following programs and/or school locations are what we have to work with aside from the traditional school settings.

Valley High School: VHS is a WASC accredited, Model Continuation High School. VHS offers students smaller class sizes, a comprehensive academic program, two diploma options (230/200) and extensive personal and career counseling services. This high school supports students working at their own pace and taking ownership of their Individualized Learning Plans (ILPs) in preparation for post secondary options. Valley High School is a viable option for students who are not succeeding at the traditional high school. Students must be 16 years old to attend VHS and may register concurrently for a maximum of two classes at Dublin High School. VHS also offers a test-prep class for CAHSEE, GED and CHSPE skills.

QUEST Independent Study: QUEST is an independent study program offered through both Dublin High School and Valley Continuation High School as well as Fallon Middle School and Wells Middle School. Students apply through an application process at their respective schools. The decision for approval is based on individual circumstances and the ability to work independently. Once students enter the QUEST program, students are assigned a teacher and meet one hour a week with their teacher to complete course work in academic and elective areas. Students may also register concurrently for a maximum of two classes at DHS while in QUEST if they are not under a suspended expulsion order.

Dublin Adult School: The Dublin Adult School offers a Diploma program for High School. Students who have failed a class at Dublin High School or Valley High School may remediate the course through this program which is held in the evening. The Diploma program meets similar to Independent Study for one hour a week. Students must adhere to the strict timeliness of the program and attend class and submit all written work weekly in order to remain in the program and receive credit. If students do not graduate from one of the two high schools, they are referred directly to Dublin Adult School to complete their high school diploma.

Home/Hospital Instruction: This is a short-term program designed to accommodate students who have serious physical or mental health issues. Upon determining the setting is appropriate, the student is assigned a home teacher for 5 hours per week. This teacher coordinates school work with the school of origin and assists the student in maintaining progress until the student can return to school.

Transfer to another school within the district:

Students in grades Kindergarten through 8th grade may be placed at another school in the district. We utilize an district adopted administrative transfer process for this. Sometimes, due to safety, or discipline reasons students need a fresh start and a transfer allows them to begin again.

DUSD Educational Alternatives Revised 2-21-2012

Home Schooling: DUSD offers a home schooling program. Students apply through an application process at their respective schools. Home schooling allows for parents/guardians to work with a credentialed teacher to implement district approved, state adopted curriculum. In this program, the parent/guardian is the primary instructor and requires that all participants sign a contract.

Online Program For Students (OPS):

DUSD has adopted and modified the curriculum from the Odysseyware™ online program to meet DUSD standards and course requirements. This program is operated through our QUEST independent study program and our home schooling program, grades 3-12, in addition to the more traditional means of doing independent/home study. High school students can access the OPS courses by way of application for credit through their school counselors. The OPS program also offers a GED prep program. Students access the course work electronically from anywhere that is internet connected and meet with a teacher weekly to review work, take tests, and grade essays.

Students with Disabilities: Students with disabilities are evaluated to determine placement in the least restrictive environment. If a student has an educational need that substantially interferes with a major life activity, they are provided with appropriate accommodations or services through a Section 504 Accommodation Plan. If a student has more significant educational needs they are evaluated to determine eligibility for special education. Based on the development of an Individualized Educational Program (IEP), the student is either served in the Special Education Resource Specialist program or has available a full continuum of service(s) and/or placement options through the Tri-Valley Special Education Local Plan area.

**Alameda County of Educational Services Plan for Expelled and High Risk
Students (AB 922)**

San Lorenzo Unified School District

The following are the descriptions of the district existing educational alternatives for expelled students.

Expelled Students:

County Community School (Grades 7-12):

Secondary-level students who are expelled from San Lorenzo schools for serious incidents where expulsion is mandatory are placed into the county community school program. These schools and programs are specifically designed to educate expelled students, and they offer a variety of classroom-based and independent-study programs to meet student needs. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Suspend Expulsion:

In certain expulsion cases, students who recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on a probationary status. These students may be placed in an Independent Study program or another comprehensive school site. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations and the California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes but is not limited to counseling, community service, satisfactory attendance, and academic achievement.

Transfer to another school within the District:

In some cases, a student may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Continuation High School placement:

Royal Sunset Continuation High School offers a support system that allows the students to experience educational success in a smaller, more structured learning environment. Royal Sunset emphasizes on individual learning plans, occupational opportunities, standards based on core classes, and a form of credit recovery.

Placement into Opportunity Program (Grades 6-8):

Within the Middle School level an opportunity program exists at Bohannon Middle School. Students on a suspended expulsion may be placed in the opportunity program. This program services student's grades 6-8 from the three middle schools within San Lorenzo Unified: Edendale, Bohannon, and Washington Manor. The middle school opportunity program is daily program, five days a week, meeting from 8:30 am- 1:45 pm.

Independent Study Program:

The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based on curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and /or missing appointments with the teacher will result in the student being dropped from the program.

Re-Entry Program:

Purpose: The *San Lorenzo Unified School District Re-Entry & Intervention Program* is designed to re-engage, reconnect, and prepare the following secondary populations for campus and academic success:

- ☐ **Students returning from expulsion**
- ☐ Students returning from Juvenile Hall/Camp
- ☐ Students enrolled in the District SARB program
- ☐ Students with 10 or more days of suspension who appear on track for expulsion

Traditionally the aforementioned populations struggle academically and behaviorally upon re-entry because of the sudden shift within educational and campus dynamics. The purpose of this program is to reduce the predictability that such students will repeat with similar problematic behaviors and patterns.

Mission: The Mission of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to provide a solid academic, cultural, and psychological foundation and method of access for every student to retrieve as they re-enter public education.

Goal(s): The goal of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to reduce the numbers of suspensions, expulsions, and levels of truancy through the provision of a 2-day 4- hour program consisting of highly relevant empowerment-based workshops, lectures, dialogs, and academic training sessions to all applicable students.

Location/Time Frame: The location of the program and sessions will be the San Lorenzo Unified School District boardroom and each session will be two hours in duration. The first (2-day) session takes place before expelled students return for the Spring and the second (2-day) session occurs at the end of summer, but before expelled students return for the Fall. SARB participants and students with 10 or more days of suspension on the secondary level will need to be identified for participation in the session before the beginning of the Spring semester. Students re-entering the district from Juvenile Hall or Camp will be identified by the Director of Student Support Services and enrolled in the program closest to their date of re-entry.

Process & Topical Sequence: All expelled students will be required to complete the *San Lorenzo Unified School District Re-Entry & Intervention Program* as part of their rehabilitation plan as well as SARB participants. Secondary students with 10 or more days of suspension will be strongly encouraged to attend all sessions.

Restorative Justice: In terms of our equity lens, wheel, and response to student discipline, SLZUSD is in the initial and imperative stages of implementing a Restorative Justice framework and model. The process of Restorative Justice requires collaboration from all stakeholders responsible for addressing and or handing out discipline. The concept of Restorative Justice will allow (in our case) the student to repair the harm imposed upon the school community. It will also allow the student and family to take full responsibility and accountability for their actions in a proactive fashion. Suspensions and expulsions result in the removal of students from the school community, but often

fail to deal with the root cause or allow for harm to be repaired, restored, or reconciled. Our Restorative Justice model will include the response and approach of teachers, admin, central office, counselors, and CSOs. It will require the understanding of SROs. Our Restorative Justice model will not result in the total removal of suspensions and expulsions, but it will look at ways to productively restore first, as opposed to using suspension as a first reaction. For the roots of Restorative Justice to set in and grow, all stakeholders will need to be trained. This is a work in progress and the Office of Student Support Services will be developing a plan to help us move in this direction.

ALAMEDA COUNTY
Alameda Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students:

Suspend enforcement of the student's expulsion (placement in Independent Study or Island Continuation High School)

In certain expulsion cases, students who are recommended for expulsion are sent to an alternative program within the Alameda Unified School District. Students who are in junior high may be sent to our Independent Study Program or to another comprehensive junior high school. Students who are 16 years or older may be sent to Island Continuation High School. High school students who are under the age of 16 may be sent to the Independent Study Program. These programs offer smaller learning communities and, if necessary, a mental health counseling component. Additional health referral services are also available. Suspended expulsions are considered on a case by case basis depending on the type of Ed. Code violation, on their previous discipline history and on the types of intervention and prevention services offered to the student. All students on a suspended expulsion must complete a rehabilitation plan which includes a counseling component.

Transfer to another school within the district

Students in grades kindergarten through 5th grade may be placed at another elementary school in the district. Students who receive Special Education services may be referred to another AUSD comprehensive school where their educational needs are met in accordance with their IEP. In some cases, secondary students are placed at another comprehensive school site to allow a fresh start or for safety reasons.

Placement into home instruction per IEP

In rare circumstances, a student will be placed on a suspended expulsion into home instruction if it is determined through the student's IEP that this is an appropriate placement. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into home instruction if the placement is the least restrictive environment for the student and is in compliance with his IEP.

Inter-District Transfer to another school district

The only time a student is involuntarily transferred to another school district is if the student is currently in AUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

ALAMEDA COUNTY
Albany Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following describes descriptions of the district's existing educational alternatives for expelled students.

Suspend expulsion:

Most of our expulsion cases result in a suspension of the expulsion. The student continues to attend school at our comprehensive school site. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue in attendance.

Independent Study (at parent request):

Students may be able to attend an independent study program through another district.

Inter-District Transfer to another school district:

A student may be allowed to transfer to another school district only if both the family and the districts agree.

Home instruction (regular and special education):

Home instruction provides students in particular circumstance one-hour per day of time with an appropriately credentialed teacher per week. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

ALAMEDA COUNTY
Berkeley Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Expelled Students (Grades 7-12):

Secondary-level students who are expelled from Berkeley schools for serious incidents where expulsion is mandatory are placed at the available county community school program. These schools and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent study programs to meet students' needs. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Expelled Students (Grades 1-6):

Students in grades 1 – 6 who are expelled are placed on a suspended expulsion and transfer to another school within the school district. For some students, a transfer to another to a different comprehensive site allows a student a new start, or access to services that may not be available at previous school site.

Suspended Expulsion (Grades 1-12)

In certain expulsion cases, suspending the expulsion order and allowing the student to attend at the same or different comprehensive school site in the district are more appropriate than expelling the student out of the district. Placement in every expulsion matter is determined on a case by case basis, and placement recommendations are based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Placement in a Violence Prevention Program While Pending an Expulsion Hearing or While on a Suspended Expulsion

BUSD offers a violence prevention program, the LifeLines Academy, for students who have engaged in high risk behavior and their parents/caregivers. Students who are on an extended suspension pending an expulsion hearing or on a suspended expulsion are required to participate in the LifeLines Academy. LifeLines meets once a week and is facilitated by the Omega Boys Club of San Francisco.

Placement into Alternative School (10-12)

B-Tech Academy serves students 16-18 years of age. This program provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs.

Independent Study/Home Hospital Instruction

These options may be provided for students in particular circumstances. Students will arrange to meet with credentialed teachers within the structure of the particular program the student may be participating in.

Non Public School Placement

For specific Special Education students who may have through the Individualized Educational Placement (IEP) process a more restrictive environment then can be provided by the school district or an alternative program at the county level.

ALAMEDA COUNTY
Emery Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students:

1. Adopted the district's 2012-2015 education alternatives for serving expelled and high risk students:
 - a) Independent Study
 - b) Home instruction
2. Offer placement in county alternative education programming if deemed appropriate for expelled students from the district.

ALAMEDA COUNTY
Fremont Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend enforcement of the student's expulsion (placement in Opportunity, Course, Robertson High School):

In certain expulsion cases, students who are recommended for expulsion are sent to an alternative program within the Fremont Unified School District. Students who are in junior high are sent to our Opportunity Program or to another comprehensive junior high school. Students who are 16 years or older are sent to either the Course Program or to Robertson Continuation High School. High school students who are under the age of 16 are sent to the Course Program. These programs offer smaller learning communities and a mental health counseling component. Additional health referral services are also provided as well as developmental asset training for all youth. Suspended expulsions are considered on a case by case basis depending on the type of Ed. Code violation, on their previous discipline history and on the types of intervention and prevention services offered to the student. All students on a suspended expulsion must complete a rehabilitation plan which includes a counseling component for both the student and parents, community service and academic achievement.

Transfer to another school within the district:

Students who receive Special Education services are referred to another FUSD comprehensive school where their educational needs are met in accordance with their IEP. In some cases, secondary students are placed at another comprehensive school site to allow a fresh start or for safety reasons.

Placement into home instruction per IEP:

In rare circumstances, a student will be placed on a suspended expulsion into home instruction if it is determined through the student's IEP that this is an appropriate placement. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into home instruction if the placement is the least restrictive environment for the student and is in compliance with his IEP.

Inter-District Transfer to another school district:

The only time a student is involuntarily transferred to another school district is if the student is currently in FUSD on an inter-district transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the inter-district transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

ALAMEDA COUNTY
Hayward Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students:

Suspended Expulsion:

In certain expulsion cases, students who are recommended for expulsion may be sent to an alternative program within the Hayward Unified School District under a suspended expulsion contract. Each expulsion is determined on a case-by case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on a probationary status. These students may be placed in one of our alternative programs, i.e. Brenkwitz Continuation High School or another comprehensive school site. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations and California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes a counseling component, community service, satisfactory attendance and academic achievement.

Transfer to another school within the District:

In some cases, a student may be voluntarily transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Placement into Continuation High School:

Brenkwitz Continuation High School offers a support system that allows those students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards based core classes and online credit recovery.

Independent Study Program:

The HUSD Independent study program is a voluntary program for high school students in grades 9-12. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and/or missing appointments with the teacher will result in the student being dropped from the program.

Home School Program (K-8):

This program allows for parents/ guardians to work with a credentialed teacher to implement district approved, state adopted curriculum. In this program, the parent/guardian is the primary instructor and requires that all participants sign a contract.

Counseling:

ALAMEDA COUNTY
New Haven Unified School District
Educational Alternatives for Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspended Expulsion/High Risk-Students:

Transfer to another school within the district (K-8): For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Placement into continuation high school (9-12):

Conley Caraballo Continuation School provides student with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent Study (6-12):

New Haven Unified Independent Study Program delivers the curriculum through the state approved independent study model. Students come to independent studies once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Home Instruction (K-12):

Home instruction provides students in particular circumstance one hour per day of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily can not attend the regular comprehensive school setting.

Home School Program (K-12):

The New Haven Unified School District's Home School Program provides students and families with an educational alternative where the parent is key to the program implementation. This option is dependent on parent commitment but offers a unique solution for some students. The instructional program is delivered by the parent under the close supervision of a credentialed teacher. Students have the option of concurrent enrollment in up to three classes at their home site.

ALAMEDA COUNTY
Piedmont Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled student.

Millennium High School

This is a WASC accredited alternative high school for students who need more support services as they work their way through college preparatory curriculum. This high school supports students working at their own pace when needed and integrates curriculum for a more real-life approach to learning. This school is on the same campus as Piedmont High School and because it functions on the same bell schedule, many MHS students take courses at PHS as well. This is a viable option for students who are not succeeding or are having disciplinary issues at the comprehensive high school.

Independent Study

PUSD offers independent study to any k – 12 student who needs this. This is offered on a circumstantial basis only. Credentialed teachers meet with the students on campus and follow all independent study regulations. Students in this program can always opt for going back into the standard comprehensive program.

Home Instruction

PUSD offers this option to k - 12 families as needed. This is designed, in general, to help students transition back into their school after having physical or mental health issues. In this scenario, we send appropriately credentialed teachers to the student's home to do instruction.

Directed Studies

This is a new program (starting in the 2008-2009 school year) where secondary students who need one to one services are provided this option during the school day. By staffing this program with three credentialed teachers in core subjects, we allow for maximum flexibility to support students, whether it is for learning issues, disciplinary issues, or health issues. Therefore students can access one to one instruction between the hours of 9:30 and 1:00 five days a week once a team has agreed that this is an appropriate option for the student.

Summer Remediation

There are a variety of K-12 programs to support students who need to remediate skills, credits and grades. These are both done in a traditional setting and through independent study programs.

Piedmont Adult School

PAS offers a full diploma program for any student who has not completed his / her course work through PUSD. There are a multitude of services including High School Exit Exam prep classes, GED classes, a Basic Skills class, and Independent Study. Students may be transferred to this program once they have not met graduation requirements.

ALAMEDA COUNTY
Pleasanton Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspended Expulsion

Placement most often is in an alternative education program. In every expulsion matter it is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district

For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Interdistrict transfer to another school district

The only time a student is involuntarily transferred to another school district is if the student is currently in PUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

Voluntary placement into independent study

PUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Placement into continuation high school

Village Continuation School provides student with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Home teaching

Home teaching provides students in particular circumstance one hour per day of time with an appropriately credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

Offer placement in county alternative education programming if deemed appropriate for expelled student from the district

Students who fail to meet their rehabilitation plan or depending on the infraction, are transferred to County Community Day School.

ALAMEDA COUNTY
San Leandro Unified School District
Educational Alternative for Serving Expelled and High-Risk Students

Involuntary Administrative Transfer:

In some cases, as deemed by the Superintendent's designee, a student may be transferred involuntarily to a different comprehensive site or an alternative such as Alameda County's Quest Academy in order to allow the student to achieve academic success.

Suspended Expulsion:

In certain cases, students who are recommended for non-mandatory expulsions may be sent to an alternative program within the district or the county under a suspended expulsion contract. Each expulsion is determined on a case-by case basis. Student placement is based on the student's discipline history, safety concerns, SLUSD Board Policy, and SLUSD Discipline Policy. All students placed on a suspended expulsion must complete a rehabilitation plan which includes but is not limited to: counseling, community service, satisfactory attendance, and academic achievement.

Placement in Lincoln Continuation High School:

Lincoln Continuation High School offers a support system that allows students to experience educational success in a smaller, more structured learning environment. Lincoln emphasizes individual learning plans, occupational opportunities; standards based core classes, and a form of credit recovery.

Placement in Alternative Contracted Education (ACE):

ACE is designed to serve students in grades 9-12. Students will receive academic instruction from certificated teachers in English, History/Social Studies, Mathematics, and Science in a safe, low-stress environment with ongoing student/family support. Instruction will take place in a small group setting four to six hours per week with the expectation that they will complete homework between teaching sessions to fulfill their high school graduation requirements.

Independent Study Program:

The Lighthouse Independent study program is a voluntary program for students grades 9-12. In this program, students meet with a teacher once a week to work on district adopted standards based curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher.

Home Instruction:

Home instruction provides students in particular circumstances one-hour per day of time with a credentialed teacher. This is generally used for temporary placements due to chronic illness, sudden long term injury, students with IEP classification of SDC, or other medically documented cases.

Placement in the County Community School:

Secondary-level students who are expelled from San Leandro schools for the serious incidents where expulsion is mandatory are placed at the available county community school programs. These schools and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling programs, technology based education, and other educational opportunities at one of the county's sites.

ALAMEDA COUNTY
San Lorenzo Unified District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students:

Suspended Expulsion:

In certain expulsion cases, students who are recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on a probationary status. These students may be placed in an Independent Study program or another comprehensive school site. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations and California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes but is not limited to counseling, community service, satisfactory attendance, and academic achievement.

Transfer to another school within the District:

In some cases, a student may be voluntarily transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Placement into Continuation High School:

Royal Sunset Continuation High School offers a support system that allows those students to experience educational success in a smaller, more structured learning environment. Royal Sunset emphasizes individual learning plans, occupational opportunities; standards based core classes, and a form of credit recovery.

Independent Study Program:

The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and/or missing appointments with the teacher will result in the student being dropped from the program.

Opportunity Program:

Within the Middle School level an opportunity program exists at Bohannon Middle School. Students on a suspended expulsion may be placed in the opportunity program. This program services student's grades 6-8 from the three middle schools within San Lorenzo Unified: Edendale, Bohannon, and Washington Manor. The middle school opportunity program is daily, five days a week, meeting from 9:15am-3pm.

ALAMEDA COUNTY
Sunol Glen Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the description of the district's existing educational alternatives for expelled students:

Suspended Expulsion

In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Consider Interdistrict Transfer

The only time a student is involuntarily transferred to another school district is if the student is currently in SGUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

Independent Study

SGUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Offer Placement in County Alternative Education Programming if Deemed Appropriate for Expelled Student from the District

Students who fail to meet their rehabilitation plan are transferred to County Community Day School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling, as an extension of the school day.

ALAMEDA COUNTY
Oakland Unified School District

Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

Expelled Students:

Oakland Community Day Middle and High Schools (Grades 6-12)

Secondary-level students who are expelled from Oakland schools for serious incidents where expulsion is mandatory are placed at one of the district community day school programs. These schools are specifically designed to educate these expelled students in small learning environments with integrated mental health services.

County Community School (Grades 7-12)

Secondary-level students who are under expulsion and are then subsequently expelled from Oakland Community Day School for serious incidents may be referred to an available county community school program. Referrals to county community schools may also be made upon parent or Probation request as an alternative to the district community day school.

Suspended Expulsion:

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive or alternative school site in the district is more appropriate than expelling the student to a district community day or county community school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet pre-established conditions to continue enrollment, or the suspended enforcement of the expulsion is revoked. The expulsion is enforced and the student is placed in an appropriate community day school or community school setting for the remaining period of the original expulsion. Where the student meets the pre-established conditions to continue enrollment, upon the expiration of the original expulsion the Board of Education may destroy the record of said expulsion.

Transfer to another comprehensive school within the district (Grades K-12):

In some cases, a student may be transferred to a different comprehensive site in order to allow the student to achieve academic success. The Pupil Disciplinary Hearing Panel may place students on an involuntary administrative transfer placement to a new school site that offers the student a fresh start.

Transfer to an Alternative School of Choice (Grades 9-12)

Students may be transferred to an alternative school of choice if it is determined that the student would benefit from the small school environment or particular support services available. Oakland offers four alternative schools of choice—Gateway to College at Laney College, Emiliano Zapata Street Academy, Oakland International High School, and Met West. Placements at alternative schools of choice are voluntary and require parent consent.

Placement into continuation high school (Grades 9-12, Ages 16-18):

Oakland's three continuation high schools—Rudsdale, Dewey, and Ralph J. Bunche high schools—provide students with a small alternative educational setting. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught up and back on-track for graduation. Comprehensive mental health and other support services are available to provide students with the tools necessary for success in school.

Voluntary Placement into Barack Obama Academy (a community day school for grades 7-8):

Barack Obama Academy provides a counseling-enriched program that integrates mental health support services within the classroom and school setting. The program is a referral based program for 7th and 8th grade students with mental and behavioral challenges. Students attend Barack Obama Academy on a voluntary basis.

Independent study (Grades 7-12) or Home School (Grades K-6):

In rare circumstances, a student will be placed at Sojourner Truth Independent Studies for Home School (grades K-6) or Independent Study (grades 7-12). Independent study and home school are strictly voluntary options that parents must request. Students on suspended expulsion are generally not considered candidates for independent study or home school options, but requests are considered on a case by case basis.

Home and Hospital (Grades K-12)

Students on expulsion or suspended expulsion are eligible for Home and Hospital instruction when there is medical necessity. Credentialed teachers provide individualized instruction for students with medical need at their homes, in hospitals, or at other medical facilities.

TAP (Temporary Alternative Placement) Center (Grades 6-12)

The TAP Center provides a temporary educational setting for students who have been recommended for expulsion and are awaiting disciplinary hearings and school placements. In lieu of extended suspension, students are referred to the TAP Center where they receive individualized daily instruction in a classroom setting.

ALAMEDA COUNTY
Livermore Unified School District
Educational Alternatives for Serving Expelled and High-Risk Students

The following are the descriptions of the district's existing educational alternatives for expelled students.

1. Independent Study - voluntary

Vineyard Independent Study provides an educational program to students in grades 1 through 12. Students are assigned to a specific teacher once a week for an hour, but may also come in for tutoring or assistance on their assignments. The student is expected to complete 20 credits per trimester or 60 credits in a year. In some cases the student's program are classes designed to prep for the GED. Students may also progress at an accelerated rate. Occasionally, these students also take classes at the local junior college. The Vineyard Independent Study program is a voluntary program.

2. Continuation high school

Students may be placed at Del Valle/Phoenix Continuation High School as an alternative educational setting. The program provides a lower teacher to student ratio, an opportunity to make up credit deficiencies, and a setting designed to deal with at risk students.

3. Home Study program

The Home Study program is typically used for students in special education whose needs cannot be met at our Independent Study site. A home teacher works with the student one hour a day, five times a week. The home teacher works with the special education teacher at the student's home site and modifying the work as appropriate. Occasionally, based on individual needs, students will work through the independent study program and use their curricular materials, and also meet with a home teacher five times a week for additional support.

4. Adult Education

When age appropriate, student's transfer to the Adult Education program to work on a high school diploma or prepare for the GED. Occasionally, these students also take classes at the local junior college.

5. Transfer to another school within the district

Due to age constraints with programs offered through Alameda County Community schools students in grades kindergarten through 6th grade may be involuntarily placed at another school in the district. Students who receive special education services may be referred to a school in the district where their educational needs are met in accordance with their IEP. The student is placed at another school in the district with probationary conditions outlined in the rehabilitation plan.

Students have a period of time, up to a year, to meet the conditions and be considered for a return to the program they were expelled from.

6. Interdistrict transfer

The only time a student is involuntarily transferred to another school district is if the student is currently in LVJUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance, and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home district. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

7. County Community Day School programs

Students are referred to an Alameda County community school program when expelled by the LVJUSD Board. Alameda County has day school and independent study programs available. They can place students in grades 7 – 12; as well as special education students on a case by case basis. Of special note is the satellite classroom that has opened in the Dublin Unified school district that accommodates students of the Tri-Valley.

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

AB925 Triennial Plan Update
July 1, 2012 – June 30, 2015

California Education Code (EC) Section 48926 requires each county superintendent of schools, in conjunction with district superintendents in the county, to submit a triennial update to the state superintendent of Public Instruction.

The AB925 triennial plan addresses the following components:

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- Alameda County Community Schools Transition Process
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- Excess Cost Agreement
- Gaps in Educational Services to Expelled Students
- Alternative Placement for Students who Fail Placement or Pose a Danger to Other District Students
- Existing Educational Alternatives for Expelled Students Offered by Districts

I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Date: _____

District Name: _____

[Handwritten Signature]
[Handwritten Date: 7/17/12]
[Handwritten District Name: Alameda Unified School District]

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____



Date: _____

3/27/12

District Name: _____

ALBANY UNIFIED SCHOOL DISTRICT

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Date: 4-16-12

District Name: _____

Berkeley Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Date: 4/25/12

District Name: _____

Castro Valley USD

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: Stephen Hamble Date: 4-3-12
District Name: Dublin Unified

| TIME RECEIVED | REMOTE CSID | DURATION | PAGES | STATUS |
|-----------------------------------|--------------|--------------|-------|----------|
| April 24, 2012 4:38:46 PM PDT | 510 521 9058 | 56 | 1 | Received |
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**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students**

**AB925 Triennial Plan Update
July 1, 2012 – June 30, 2015**

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 4-24-12

District Name: Emery Unified School District

TIME RECEIVED
April 19, 2012 4:01:23 PM PDT

REMOTE CSID
5106592526

DURATION
32

PAGES
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STATUS
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04/19/2012 15:26 5106592526

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**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students**

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Gamel Morris

Date: 4-17-2012

District Name: _____

Fremont Unified School District

TIME RECEIVED

April 30, 2012 11:36:05 AM PDT

REMOTE CSID

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DURATION

432

PAGES

20

STATUS

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To: 5106783225

From: (510)7816110

04/30/12 11:29 AM

Page 1 of 28

**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students**

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July 1, 2012 – June 30, 2015**

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: April 30, 2012

District Name: Hayward Unified School District

**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students**

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 04/25/12

District Name: Livermore Valley Joint Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

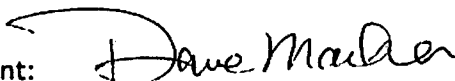
AB925 Triennial Plan Update
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- Existing Educational Alternatives for Expelled Students Offered by Districts

I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 3/28/12

District Name: Newark Unified School District

**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students**

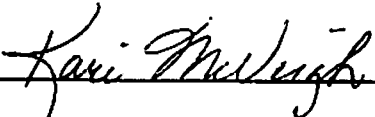
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July 1, 2012 – June 30, 2015**

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 4/19/12

District Name: New Haven Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

AB925 Triennial Plan Update
July 1, 2012 – June 30, 2015

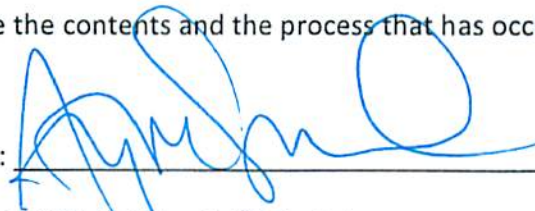
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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:



Date:

4/30/12

District Name: Oakland Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 4/1/12

District Name: Piedmont Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

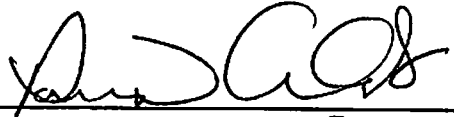
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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent:  Date: 4/5/12

District Name: Pleasanton Unified School District

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Date: _____

District Name: _____

Cindy M. Cathey
4/16/12
San Leandro Unified School District

TIME RECEIVED
April 27, 2012 3:55:36 PM PDT

REMOTE CSID
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DURATION
52

PAGES
1

STATUS
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APR-27-2012 04:00 PM SUPERINTENDENT

510 278 3048

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**ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division**

District Superintendent Signature

**County-Wide Educational Services Plan for
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I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____

Date: _____

District Name: _____

SUPERINTENDENT'S OFFICE
SAN LORENZO UNIFIED SCHOOL DISTRICT

ALAMEDA COUNTY OFFICE OF EDUCATION
Student Programs and Services Division

District Superintendent Signature

County-Wide Educational Services Plan for
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- Gaps in Educational Services to Expelled Students
- Alternative Placement for Students who Fall Placement or Pose a Danger to Other District Students
- Existing Educational Alternatives for Expelled Students Offered by Districts

I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: Melanie J. Barnes Date: April 17, 2012
District Name: San Jose USD