

JOB DESCRIPTION
July 2026

Placer County Office of Education
1400 W. Stanford Ranch Rd.
Rocklin, CA 95765

COORDINATOR, ATTENDANCE, PREVENTION, AND IMPROVEMENT

General Purpose:

The Coordinator, Attendance, Prevention, and Improvement is responsible to the County Superintendent of Schools and works under the direct supervision of the assigned administrator. Under the direction of an assigned supervisor, this position coordinates countywide and district supports related to attendance improvement, chronic absenteeism and truancy prevention, School Attendance Review Board (SARB) services, Differentiated Assistance, and substance use prevention. Primary duties include coordinating SARB and Differentiated Assistance activities for local educational agencies; supporting the development, implementation, and continuous improvement of attendance interventions; and coordinating Tier 1 substance use prevention programs, training, and technical assistance. This position works with districts, schools, families, county agencies, and community partners to improve student engagement, address barriers to attendance, strengthen prevention systems, and ensure compliance with applicable program and grant requirements. This is a certificated management position.

Essential Functions and Responsibilities

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Coordinate countywide and district attendance and substance use prevention initiatives, including program operations, timelines, communications, documentation, training, data routines, and technical assistance.
- Coordinate Differentiated Assistance activities with assigned administrators, internal teams, and local educational agencies, including the review of California School Dashboard, CALPADS, attendance, discipline, climate, and local implementation data; support root-cause analysis, identification of priority needs, alignment of improvement strategies, and monitoring of implementation progress.
- Coordinate and support School Attendance Review Board (SARB) services for districts, including planning, case preparation, scheduling, meeting facilitation, documentation, follow-up monitoring, interagency coordination, training, and technical assistance regarding attendance intervention systems and SARB procedures.
- Respond to inquiries and provide information concerning attendance, truancy, chronic absenteeism, reengagement, SARB policies, procedures, timelines, documentation, and applicable regulations.
- Schedule and conduct SARB conferences or related meetings at school sites, homes, PCOE facilities, or virtual settings as appropriate; work with students, families, districts, and partner agencies to develop solutions, referrals, agreements, and follow-up plans; prepare and maintain individual case notes and program files consistent with applicable requirements.
- Collaborate with school site and district administrators to develop, implement, and continuously improve common attendance systems, referral pathways, intervention menus, escalation procedures, family engagement practices, and reengagement strategies; support districts in ensuring staff understand and implement attendance systems with fidelity.

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- Provide coordination, consultation, and technical assistance to districts participating in attendance-focused Differentiated Assistance, including facilitation of improvement planning, implementation support, data review, progress monitoring, and connection to evidence-based resources and practices.
- Coordinate primarily Tier 1 substance use prevention activities designed to build protective factors, strengthen school climate, increase student and family awareness, and prevent or delay tobacco, nicotine, alcohol, cannabis, and other substance use.
- Coordinate implementation of universal prevention curricula, schoolwide campaigns, student leadership and peer education activities, parent and community education, staff training, and other evidence-informed Tier 1 prevention strategies.
- Provide technical assistance and monitoring to support Placer County schools in maintaining required tobacco-free signage and applicable district policies; provide technical assistance regarding tobacco and nicotine prevention, compliance, education, and local program implementation.
- Provide technical assistance for Tobacco-Use Prevention Education (TUPE) program activities and support school personnel in coordinating student, staff, parent, and community education and involvement.
- Provide technical assistance for the California Healthy Kids Survey (CHKS) for participating local educational agencies; disseminate countywide and statewide CHKS data as available; and support districts in using CHKS and other relevant data for prevention planning, Differentiated Assistance, needs assessment, and continuous improvement.
- Coordinate with community organizations, public health, behavioral health, law enforcement, and other partners to align countywide prevention messaging, resources, referral information, and community education activities.
- Support districts in developing clear pathways for students who disclose or are identified with substance use concerns. Coordinate with the Request for Assistance (RFA) intervention team for interventions for youth with more intensive substance use needs.
- Develop and maintain program guidance, toolkits, presentation materials, procedures, referral resources, and professional learning materials related to attendance and substance use prevention.
- Plan and facilitate meetings, learning communities, trainings, workshops, and presentations for district and school staff, families, students, and community partners.
- Collect, analyze, and summarize attendance, prevention, implementation, outcome, fidelity, and capacity data; prepare reports and presentations; and use findings to support program planning and continuous improvement.
- Maintain and monitor assigned program budgets; review budgetary and financial data; track expenditures; and coordinate with the assigned administrator and fiscal staff to support expenditures in accordance with approved budgets, grant requirements, and PCOE procedures.
- Ensure project funds expended or obligated are allowable costs and support preparation of project modifications, claim invoices, fiscal reports, program reports, and other required grant documentation.
- Establish and maintain effective working relationships with district and school personnel, students, families, county agencies, community-based organizations, and other partners.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- A Bachelor's degree in education, social work, psychology, public administration, educational leadership, counseling, human services, or a related field is required.
- A Master's degree in education, social work, psychology, public administration, educational leadership, counseling, human services or a related field is preferred.

Experience:

- History of successful collaborative experience in attendance, chronic absenteeism, truancy, reengagement, school improvement, substance use prevention, or related student support services is preferred.
- Experience working with school districts, students, families, and community partners to address barriers to attendance and engagement and to implement prevention initiatives.
- Experience supporting the implementation, coordination, and continuous improvement of programs across multiple districts, schools, agencies, or funding streams.
- Experience with tools and strategies related to attendance improvement, SARB, Differentiated Assistance, MTSS, Improvement Science, family engagement, and community-based partnerships.

Knowledge, Skills and Abilities:

- Knowledge of the needs of students experiencing chronic absenteeism, truancy, disengagement, substance use risk, or other barriers to school success.
- Knowledge of Multi-Tiered Systems of Support philosophies and practices, including universal prevention, data-based decision making, teaming, evidence-based interventions, progress monitoring, and continuous improvement.
- Knowledge of California accountability, Differentiated Assistance, LCAP priorities, California School Dashboard indicators, student group outcomes, and local continuous improvement processes.
- Knowledge of California attendance laws, truancy intervention, chronic absenteeism prevention, SARB processes, student reengagement strategies, family engagement, and interagency collaboration practices.
- Knowledge of evidence-informed substance use prevention, including risk and protective factors, schoolwide and classroom-based Tier 1 strategies, and youth development.
- Knowledge of confidentiality requirements, student records practices, and applicable local, state, and federal requirements related to student information, interagency collaboration, and program documentation.
- Knowledge of effective implementation research and practices, including coaching, technical assistance, fidelity monitoring, data routines, and improvement cycles.
- Skills required for strong written and oral communication, organization, facilitation, project management, data review, documentation, training, and partner coordination.

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- Ability to understand and carry out oral and written instructions, interpret applicable laws, regulations, policies, grant requirements, and procedures, and communicate requirements clearly to districts, schools, students, families, and community partners.
- Ability to gather, collate, classify, analyze, and summarize data for program planning, evaluation, grant reporting, fiscal monitoring, and continuous improvement.
- Ability to establish and maintain cooperative working relationships with students, families, school personnel, administrators, county agencies, service providers, and other partners.
- Ability to problem solve, analyze issues, develop plans of action, reach solutions, and monitor follow-through across multiple programs and partners.
- Ability to comply with program goals, deadlines, confidentiality expectations, fiscal requirements, grant deliverables, and applicable local, state, and federal requirements.

Required Testing:

- None

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess one of the following: a valid California Pupil Personnel Services Credential or California Administrative Credential or Certificate of Eligibility (COE) for a California Administrative Services Credential.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, with continuous contact with staff and representatives of other agencies.
- Travel is an essential function of this position.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.

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- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Management

Salary Grade: 9

Reviewed and Approved:

Superintendent:



Date:

7/23/26

Human Resources:



Date:

7/23/26