Education Code 48240-48246

Supervisor of Attendance
February 5, 2018

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Placer County Office of Education

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Prevention Supports and Services
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Placer County Office of Education
Goals for Today:

- Supervisor of Attendance 101

  - Ensure understanding of Supervisor of Attendance Education Code and its duties
  
  - Provide strategies and tools to effectively carry out the responsibilities of the position.
  
  - Clarify/answer any questions regarding chronic absenteeism, truancy, SARB, etc.
Housekeeping

• Restrooms
• Breaks
• Lunch
• Group Collaboration
• Parking Lot
• Evaluation
Warm Up:

- Name/District?
- Involvement with attendance?
- Hope to gain from today?
- Biggest struggle with attendance?
Supervisor of Attendance-- a Re-birth of sorts.....

1, 2, 3... NOT IT!
California Education Code: Supervisor of Attendance

- EC 48240-48246 (1976)

- **48240**: LEA Board must appointment Supervisor of Attendance
- **48241**: City/County (not LEA) Supervisor of Attendance must be certified by COE
  - Rare situation where SofA is hired by City/County government, not LEA
- **48242**: LEA Board may appoint a Supervisor of Attendance to act under the direction of the County Supervisor of Attendance
- **48243**: 2+ LEAs may appoint a joint Supervisor of Attendance
- **48244**: an LEA may contract with the County Superintendent of Schools for the supervision of attendance of pupils in the district.
- **48245**: Supervisor of Attendance in an LEA with <1000 ADA does not need COE certification.
- **48246**: Supervisor of Attendance or county probation officer may enter a place of employment to examine work permits or investigate Labor Code violation.
EC 48240: The Original (1976)

- (a) The board of education and such assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district, shall appoint a supervisor of attendance, not inconsistent with law, to include, among other duties prescribed by this chapter and Article 4 (commencing with Section 48630) of Chapter 4 of this part.

- District/county boards of education and assistant supervisors of Attendance and Opportunity Schools, classes, and opportunity programs shall appoint a supervisor of Attendance and Opportunity Schools, classes, and opportunity programs.
AB 2815...

“...would express the Legislature’s intent that a supervisor of attendance perform specified functions and would authorize the supervisor of attendance to provide support services and interventions, as provided.”
What’s New:

• EC 48240: (b)“It is the **intent of the Legislature** that in performing his or her duties, the supervisor of attendance promotes a **culture of attendance** and **establishes a system** to accurately track pupil attendance in order to achieve all of the following:

  • Raise awareness about attendance (chronic absence/truancy)
  • Identify and respond to grade level/subgroup patterns
  • Identify and address contributing factors (incl. suspension/expulsion)
  • Ensure early identification
  • Evaluate effectiveness of current strategies
As well as.....

• (c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:
  • Conference
  • Co-curricular/extra-curricular activities (school connectedness)
  • Recognizing excellent or improved attendance
  • Referrals for school case management
  • Collaboration: CWS, law enforcement, public health, mental health, etc.
  • Collaboration: SSTs, SARBs, etc.
  • For high chronic absenteeism identify school-wide deficiencies
  • Referral for comprehensive psychosocial/psychoeducational assessment
1. Culture of Attendance/system to track attendance

2. Provide support services/interventions

3. Use data to analyze effectiveness and make necessary changes

Multi-Tiered System of Support
Multi-Tiered System & Supports Defined

A coherent continuum of evidence-based, system-wide practices to support a rapid response to student needs, with frequent data-based monitoring to inform decision-making and empower each student to achieve his or her potential.
Why Should Schools Address Chronic Absenteeism and Truancy?
The LCAP must include a description of annual goals to be achieved for state priorities and any local priorities must be identified.
Chronic Absenteeism is a state indicator.
Will be tracked year-to-year.
Chronic Absenteeism

- the first time federal education law specifically mentions this measure of attendance
- Key indicator for assessing school and student success
- OCR will release chronic absenteeism data
- Federal dollars may be spent to address chronic absenteeism
Art of Unpacking
Today’s Breakdown

• 48240 (b): Culture of Attendance

• 48240 (b): System to Track Attendance

• 48240 (c): Interventions
## Supervisor of Attendance

<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>In Place</th>
<th>Initiated/Partially in Place</th>
<th>Not in Place</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture of Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>System to Track Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New:

• EC 48240: (b)“It is the intent of the Legislature that in performing his or her duties, the supervisor of attendance promotes a culture of attendance.”

Tier I– All Students
Part I: Promoting a Culture of Attendance

“Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism/truancy and other challenges associated with poor attendance.”
What does this look like at your school?

You Tell Me......

Tier I Supports:
Early Outreach
Attendance Awareness Month
Excellent Attendance Assemblies/Awards
Incentives—local businesses, sports programs
Engaging academics
Safe, inviting, clean campuses
Student/parent relationships with school staff
Newsletters
CHKS
PD for Staff
Raising Awareness of School Personnel

• Importance of early grade intervention
  • K/1 pilot program
• Emphasizing the importance school/district attendance practices
• Ensuring staff receives adequate training
Raising Awareness of Parents/Caregivers

- Outreach to families with prior year truancy
- Welcome Back Newsletter
- Attendance Awareness Month (September)
- Back to School Discussions
- Parent/Teacher Conferences
- Awards—invite parents! Celebrate families!
- Report Cards
Talking Points with Parents

- Emphasize that good attendance will help your children do well in high school, college and at work.
- Your children can suffer academically if they miss 10 percent of the school year or about 18 days. That can be just one day every two weeks, and that can happen before you know it.
- Some absences are unavoidable. We understand that children will get sick and need to stay home occasionally. The important thing is to get your children to school as often as possible.
- Sporadic absences, not just those on consecutive days of school, matter. Before you know it – just one or two days a month can add up to nearly 10 percent of the school year.
- If too many absences occur, it is still a problem whether they are excused or unexcused because they represent too much lost learning time in the classroom.
- Attendance matters as early as kindergarten. Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.
- Preschool is a great time to start building a habit of good attendance. Young children with poor attendance in preschool also lose out on valuable learning time and if chronic absence continues into kindergarten, it can pull down academic achievement.
- By middle and high school, chronic absence is a leading warning sign that a student will drop out.

Source: Attendance Works
CERTIFICATE OF ACHIEVEMENT

Student Name

FOR GOOD OR IMPROVED ATTENDANCE

Date Issued: ____________________

Name ____________________

Name ____________________
Raising Awareness with Community Partners/Local Businesses

• Involve local businesses in student incentives

• Maintain communication with local sports organizations

• Appeal to community groups to celebrate good/improved attendance

• Other??

• The Chronic Illness Forms—Anne’s/Ruth’s Current Soapbox Issue
Activity:

• Count Off 1-8, separate into groups.

• With your Group, discuss what your site/district does to “Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism/truancy and other challenges associated with poor attendance.”

• 10 min:  Share Out
<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture of Attendance</td>
<td>Multiple methods regularly used to communicate the importance of attendance and the dangers of poor attendance and to encourage good attendance</td>
</tr>
<tr>
<td>Foundational Components</td>
<td>In Place</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Culture of Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II: System to Track Attendance

• “…and establishes a system to accurately track pupil attendance”

Table Activity (10 min: Share Out):

• What is your current “system” for tracking attendance?
• How do you use this system to monitor and address chronic absenteeism?
• What do you do with the data?
• How confident do you feel about the accuracy and effectiveness of this system?
Placer County Truancy Data

Placer County LEA Truancy Data (self-reported) 2014-2015

Placer County Total: 14.92%
California Total: 31.43%

Source: CDE
MOST ACCURATE WATCH
Ever.

funnyalltime.com
To Clarify.....

<table>
<thead>
<tr>
<th>Truant</th>
<th>Habitual Truant</th>
<th>ChronicAbsent</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC Section 48260(a) Absent from school without a valid excuse three full days in one school year or tardy for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year</td>
<td>EC Section 48262: Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year (conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself)</td>
<td>EC Section 48263.6 Absent from school more than 10% of the school year from the date of enrollment (excused or unexcused)</td>
</tr>
</tbody>
</table>

While we only prosecute TRUANCY,

Chronic absenteeism is a much better metric to track
Audience Participation:

What components are necessary to have a reliable, valid student attendance tracking system?
Your attendance tracking system should.....

EC 48240: (b) “...accurately track pupil attendance in order to achieve all of the following:

• Raise awareness about attendance (chronic absence/truancy)
• Identify and respond to grade level/subgroup patterns
• Identify and address contributing factors (incl. suspension/expulsion)
• Ensure early identification
• (Evaluate effectiveness of current strategies)
## Extended School Attendance Review Board Report Form

**California Education Code Section 48273 Summary Report For __________ School Year by a School Attendance Review Board (SARB)**

Submitted by the SARB of _______________ School District(s) to the _______________ County Superintendent

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Population Served by SARB</th>
<th>Number of Cases Referred to SARB</th>
<th>Outcomes of SARB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>California Basic Educational Data System Enrollment</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
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<td>10</td>
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<td>11</td>
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<td></td>
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<tr>
<td>12</td>
<td></td>
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<td></td>
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<tr>
<td>All Ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IT. IS. HERE.
Creating an Attendance Tracking System

CONSISTENCY IS KEY!

• Common DEFINITIONS
  • Excused vs. Unexcused
  • Tardy vs. Late
  • Truant (30 min unexcused) vs. habitual truant (3 truancies) vs. chronic truant (10% missed school due to truancies)
  • Chronic absence (10% missed school for any reason, incl. suspensions)
Creating an Attendance Tracking System

• **Common PROCESSES**
  • Do all teachers take attendance? With fidelity?
  • What if a child comes to school late?
  • What if a child leaves early?
  • How do your board policies address chronic absence/truancy?
  • What are your attendance thresholds (Dr. notes, letters home, conferences, chronic illness form, etc.)?
  • How do you track home hospital?
  • How do you communicate policies and practices with parer
    • District-wide consistency or site-by-site?
ANALYSIS

• Regular analysis of attendance data
  • For early identification of:
    • Struggling students
    • Sub-groups (grade levels, geographic areas, etc.)
    • Contributing factors
  • interventions/referrals
  • suspensions/expulsions
  • “to ensure pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.”
  • “to evaluate effectiveness of current strategies.”
The “How”

• Ensure district-wide understanding of definitions and processes:
  
  • District leadership review/create policies, train staff:
    
    • Example: “The following are the only legal excuses that will be accepted by the office for absences and/or tardies as outlined in EC 48205: 1) Personal illness; 2) Quarantine under the direction of the county or city health officer; 3) Medical, dental, optometric or chiropractic appointments, or court appearance; 4) Attendance at funeral services; or 5) Participation in religious exercises or to receive moral and religious instruction in accordance with district policy. The student shall be excused for this purpose on no more than four days per school month.”

• Create and implement clear practices on chronic absences/truancies. Train staff.
- Creating Common Processes:
  - Truancy Matrix
  - CDE SARB Handbook
  - CSBA Sample BP/AR
Communicate A Clear Message

Common language on all district and school websites, student/parent handbooks:

**Unexcused Absence:** Parents will be notified in a timely manner if their child is absent from school without permission. Education Code § 51101(a)(4).

**Truancy:** Upon a pupil’s initial classification as a truant, you will be notified of the following:

- (a) That the pupil is truant.
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- (c) That you may be guilty of a criminal infraction if you fail to meet this obligation.
- (d) That alternative educational programs are available in the district.
- (e) That you have the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
- (f) That the pupil may be subject to arrest and prosecution.
- (g) That the pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege.
- (h) That it may be recommended that you accompany the pupil to school and attend classes with the pupil for one day.

Education Code § 48260.5.

**Chronic Truancy:** The parent or guardian of any pupil in grades 1 through 8 who is found to be a “chronic truant” may be found guilty of a misdemeanor. Education Code § 48263.6; Penal Code § 270.1.
How do you use attendance data at the District and Site levels?

- Review previous year’s attendance
- Site/district admin team meetings
- Intervention teams
- Student advisors/counselors
- PLC/Department meetings
- Parent-teacher conferences
- Report cards
- Attendance staff training

How often?
Activity: Complete with your team
5-10 min: Share Out

<table>
<thead>
<tr>
<th>What do we do with our data?</th>
<th>District</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRUANT TAG

Tag the student in Student Data 2 as ‘Truant’ once the student has met the criteria. Criteria can be queried from Attendance History, or the student can be tagged when they receive an attendance SARB letter.

ATTENDANCE HISTORY
Attendance % (Chronic (>10%) vs Non Chronic) - All Students in Chronic > 10%

- Golden Eagle Elem: 2.8% (16)
- Screaming Eagle HS: 7.1% (127)
- Aeries Corps Schi: 2.6% (28)
- Eagle Flight Schi: 2.6% (28)
- Eagle All Education Schi: 0.0%
<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System to Track Attendance</strong></td>
<td>All sites and staff have common understanding of attendance terms, codes, thresholds, practices, consequences, interventions and are entering attendance data consistently; attendance reports are generated and analyzed regularly by district and site teams.</td>
</tr>
<tr>
<td>Foundational Components</td>
<td>In Place</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>System to Track Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III: Putting Interventions in Place
Truancy/Chronic Absenteeism as Symptom

“... for early identification of contributing factors.”
The CHKS— a Culture of Attendance Metric

<table>
<thead>
<tr>
<th>Table A4.2</th>
<th>Truancy Past 12 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td>0 times</td>
<td>76</td>
</tr>
<tr>
<td>1-2 times</td>
<td>13</td>
</tr>
<tr>
<td>A few times</td>
<td>10</td>
</tr>
<tr>
<td>Once a month</td>
<td>1</td>
</tr>
<tr>
<td>Once a week</td>
<td>1</td>
</tr>
<tr>
<td>More than once a week</td>
<td>1</td>
</tr>
</tbody>
</table>

*Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?*

*Note: Cells are empty if there are less than 25 respondents.*

Source: CHKS Placer County Data 2014-16
## Table A4.3
### Reasons for Absence

<table>
<thead>
<tr>
<th>Reason</th>
<th>Grade 7 %</th>
<th>Grade 9 %</th>
<th>Grade 11 %</th>
<th>NT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not apply, I didn’t miss any school</td>
<td>46</td>
<td>48</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Illness (feeling physically sick), including problems with breathing or your teeth</td>
<td>42</td>
<td>42</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td>Felt very sad, hopeless, anxious, stressed, or angry</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Didn’t get enough sleep</td>
<td>6</td>
<td>8</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Didn’t feel safe at school</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Had to work</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Had to take care of or help a family member or friend</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Wanted to spend time with friends who don’t go to your school</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wanted to use alcohol or drugs</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Were behind in schoolwork or weren’t prepared for a test or class assignment</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Were bored with or uninterested in school</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Were suspended</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Other reason</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>18</td>
</tr>
</tbody>
</table>

**Question HS/MS A.21:** In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

**Notes:** Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

**Source:** CHKS Placer County Data 2014-16
A Culture of Attendance makes kids feel valued--

<table>
<thead>
<tr>
<th>Caring Relationships</th>
<th>Grade 5 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>care about you.</td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>3</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td>10</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td>22</td>
</tr>
<tr>
<td>Yes, all of the time</td>
<td>65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>listen when you have something to say.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
</tr>
<tr>
<td>Yes, some of the time</td>
</tr>
<tr>
<td>Yes, most of the time</td>
</tr>
<tr>
<td>Yes, all of the time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Expectations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tell you when you do a good job.</td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>4</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td>21</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td>39</td>
</tr>
<tr>
<td>Yes, all of the time</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>believe that you can do a good job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
</tr>
<tr>
<td>Yes, some of the time</td>
</tr>
<tr>
<td>Yes, most of the time</td>
</tr>
<tr>
<td>Yes, all of the time</td>
</tr>
</tbody>
</table>

Source: CHKS Placer County Data 2014-16
and welcome.

<table>
<thead>
<tr>
<th><strong>Table A4.4</strong></th>
<th><strong>School Connectedness Scale Questions</strong></th>
<th><strong>Grade 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I feel close to people at school.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Yes, all of the time</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>I am happy to be at this school.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Yes, all of the time</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td><strong>I feel like I am part of this school.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Yes, all of the time</td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>

Source: CHKS Placer County Data 2014-16
Root Causes of Excessive Absence/Truancy: Audience Participation

Student/Parent Mental Health Issues
Homelessness
Caring for Family Members
Lack of Parental Assertiveness
Substance Abuse/Neglect
Bullying
Co-parenting Issues
10 Adverse Childhood Experiences

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional
- Mother treated violently

**HOUSEHOLD DYSFUNCTION**
- Incarcerated Relative
- Substance Abuse
- Divorce

**TRAUMA**
## Health Effects of High ACE Scores

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>PHYSICAL &amp; MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of physical activity</td>
<td>Severe obesity</td>
</tr>
<tr>
<td>Smoking</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>Depression</td>
</tr>
<tr>
<td>Drug use</td>
<td>Suicide attempts</td>
</tr>
<tr>
<td>Missed work</td>
<td>STDs</td>
</tr>
<tr>
<td></td>
<td>Heart disease</td>
</tr>
<tr>
<td></td>
<td>Cancer</td>
</tr>
<tr>
<td></td>
<td>Stroke</td>
</tr>
<tr>
<td></td>
<td>COPD</td>
</tr>
<tr>
<td></td>
<td>Broken bones</td>
</tr>
</tbody>
</table>
ACES Placer County

Children with Two or More Adverse Experiences (Parent Reported)

Year(s): 2011-2012

Source: Kids Data.Org
What to do....

EC 48240(c) *The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:*
Activity

• What interventions do you most commonly use to address attendance/truancy issues?
  • When do they kick in (Tier II, Tier III)?
• What factors do you take into account?
• Which interventions are most successful?
• How do you track intervention success?

• 10-15 Min
Increased Attendance Involves a 3-Tiered Approach

- **High Cost**
  - Intensive Programs
- **Low Cost**
  - Universal/Preventative Initiatives and Programs
  - Intervention Programs

Source: Attendance Works
Increased Attendance Involves a 3-Tiered Approach

- **Intensive Programs**: 5-15% of a school’s students
  - Students chronically absent/habitually truant

- **Intervention Programs**: 15-20% of a school’s students
  - Students at risk for poor attendance or students with rising attendance rates

- **Universal/Preventative Initiatives and Programs**: 65-100% of a school’s students
  - All students

Source: Attendance Works
What to do....

• EC 48240(c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:

  • Conference
  • Co-curricular/extra-curricular activities (school connectedness)
  • Recognizing excellent or improved attendance
  • Referrals for school case management (school nurse, school psych/socl worker)
  • Collaboration: CWS, law enforcement, public health, mental health, etc.
  • Collaboration: SSTs, SARBs, etc.
  • Identify school-wide barriers
  • Referral for comprehensive psychosocial/psychoeducational assessment
  • Referral to SARB, Probation or other truancy mediation program
The SARB Process

• September-May
• Santucci Center (Auburn Justice Center)
• Multi-agency Board Members
• Community Interventions
• (Case Management)
• Referrals to District Attorney/Probation
• Collaboration with Truancy Court
SARB Referrals:

• Districts MUST show effort to address/resolve barriers to attendance.

• Document ALL interventions and relevant interactions.
  • Emails
  • Chronology
  • Aeries logs
To:  Placer County District Attorney  
From:  Placer County SARB Board  
Re: xxxxxx  DOB xxxxxxxx  
Parents:   Mother:    xxxxxxxx  DOB xxxxxx  Father:  xxxxxxxxxx  DOB xxxxxxxxxxxxx  
Contact: Anne Ashton, PCOE SARB, 530.745.1313 aashton@placercoe.k12.ca.us  
School/District Administrator information

**Student School Truancy/Behavior History:**  
• As of April, 2017 student had missed 30 of 148 days of school (20%)  
• 2015-16 school year:  missed 44 days of school (24%)  
• School interventions attempted:  multiple phone calls/emails with mom (teacher and school principal), site conferences to discuss absences/provide support (two conferences—mom did not attend), conversations with student, after-school tutoring, home visits by School Resource Officer (SRO) and district Superintendent.

**SARB Board Involvement:**  
• Parents summoned to SARB hearing April 27, 2016.  Mother claims she did not receive notification and did not attend.  No response from father.  
• After hearing school’s concerns, SARB requested school submit another Suspected Child Abuse Report.  
• SARB panel to refer parents to District Attorney/Truancy Court.
Identified Concerns/Issues:
• Child has missed significant amount of school.
• Child complains of being tired often.
• Child has told school staff he cannot sleep at home because the family all sleeps in the living room and his younger siblings keep him awake.
• Child has expressed to school staff that he needs to be home to help his mom with younger siblings. Serious concerns that child feels guilty being at school and not at home.

Placer/Sacramento County Systems Involvement:
• *****

Family/Student Statement:
• Mother has spoken to PCOE SARB staff, says the school did not communicate concerns with her. She does not believe the school followed the correct legal process in SARB’ing her.

Additional History or Relevant Information:
• NA

Family Strengths/Protective Factors:
• School cares deeply about this boy and concerned he is not getting the education he deserves.
• School is concerned about mother and her need to keep the student at home during the day.

SARB Recommendations:
• Mother referred to Truancy Court and ordered to attend parenting classes and report back to Court; inform mother of imposition of fine should attendance not improve.
What to do...

- EC 48240(c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:
  - Conference
  - Co-curricular/extra-curricular activities (school connectedness)
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  - **Collaboration: CWS, law enforcement, public health, mental health, etc.**
  - Collaboration: SSTs, SARBs, etc.
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<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District and sites have a host of interventions to choose from, depending on specific barrier to attendance. Emphasis on relationship and connection with both student and family.</td>
</tr>
</tbody>
</table>

**Interventions**
## Supervisor of Attendance

**Components/Action Planning**

<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>In Place</th>
<th>Initiated/Partially in Place</th>
<th>Not in Place</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Interventions

- **Who:**
- **By when:**
Where to From Here?

• Complete Action Planning Document
• Reevaluate District Attendance Matrix
  • Multiple voices, consistency, TRAINING
  • We can help 😊
• Create Data Tracking System (and accompanying policies and procedures); train district and site staff; IMPLEMENT

• Attendance Works Training:
  “Reducing Chronic Absenteeism and Truancy”
  February 8, 2018  9 am - 3:30 pm

• Webinar: Attendance Works
  March 14, 2018 2:00 pm - 3:30 pm
THANK YOU for your attention and your dedication to the students you serve.