

# District Attendance Supervisor Information and Certification

Santa Clara County Office of Education

Safe and Healthy Schools Department

Jennifer Del Bono, Director

669-292-1261



# Safety Announcement

In the event of an emergency evacuation:

- Please notify me if you require assistance exiting
- Follow me as we vacate the room and building
- Proceed to the parking lot evacuation area for roll call
- Do not leave until attendance reporting is completed
- We greatly appreciate your cooperation in the event of an emergency



# Santa Clara County Office of Education

Santa Clara County Office of Education (SCCOE) is a state regional service agency that provides:

- instructional, business, and technology services to the 31 school districts of Santa Clara County;
- directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy;
- provides academic and fiscal oversight and monitoring to school districts and the 22 county board authorized charter schools;
- provides essential services and technical assistance throughout the region and statewide.



# Education Code 48240

The governing board of **each** school district **and** each county superintendent of schools **shall** appoint a supervisor of attendance...



# Education Code 48240

The governing board of the school district **or** county superintendent of schools **shall** prescribe the duties of the supervisor of attendance.



# Education Code 48245

In districts with over **1000** students the supervisor of attendance must be certificated by the county board of education.



- Under Assembly Bill 2815, which became law on January 1, 2017, the role of attendance supervisors has been expanded to **include more effective practices to address chronic absenteeism and truancy.**
- **Reducing California’s high chronic absenteeism rates is a priority in the Local Control and Accountability Plan (LCAP).** This update to California *Education Code (EC)* sections 48240–48244 can be a tool for meeting local goals to reduce chronic absenteeism rates. **These changes in attendance supervision practices help promote a culture of attendance and improve local systems to accurately track pupil attendance by grade level and pupil subgroup.**





Attendance Leadership  
Responsibilities



## Expanded Duties of Attendance Supervisors...

- Raise the **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.
- Identify and respond to grade level or pupil subgroup **patterns** of chronic absenteeism or truancy.
- Identify and address **factors** contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.
- Ensure that pupils with attendance problems are **identified as early as possible to provide applicable support services and interventions.**
- **Evaluate the effectiveness of strategies** implemented to reduce chronic absenteeism rates and truancy rates.



## Expanded Duties of Attendance Supervisors Continued...

- Effective January 1, 2019, supervisors of attendance have a duty to ensure that students receiving individual instruction in **home and hospital programs** are excused from the regular school program until they return to their regular school program.



# A Shift In Our Focus 2019-2020

From Truancy to Chronic  
Absenteeism by Creating  
Compassion-Informed Response  
Through An MTSS Framework



# It's A Paradigm Shift!

**Definition:**  
**a fundamental**  
**change in approach**  
**or underlying**  
**assumptions.**



## Truancy Vs. Chronic Absence

### TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

### CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies





**We Offer Support**



# Santa Clara County Total

Santa Clara County	9.0%
Statewide	11.1%



# The Data Appears Positive, but

This is your call to action for



# Chronic Absenteeism By Ethnicity

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate 2016-2017	Chronic Absenteeism Rate 2017-2018
African American	5,483	5,306	706	12.0%	13.3%
American Indian or Alaska Native	916	901	155	14.8%	17.2%
Asian	83,473	82,680	2,599	2.8%	3.1%
Filipino	11,324	11,226	646	5.0%	5.8%
Hispanic or Latino	109,103	107,238	16,052	14.1%	15.0%
Pacific Islander	1,353	1,319	204	13.5%	15.5%
White	54,533	53,840	3,765	6.9%	7.0%
Two or More Races	13,302	13,151	794	5.6%	6.0%
Not Reported	2,060	1,993	190	10.1%	9.5%



# Chronic Absenteeism By Subgroup, 2017-2018

Subgroup	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	66,321	65,181	7,479	11.5%
<b>Foster Youth</b>	<b>1,125</b>	<b>1,004</b>	<b>406</b>	<b>40.4%</b>
<b>McKenney-Vento</b>	<b>3,673</b>	<b>3,471</b>	<b>1,320</b>	<b>38.0%</b>
Migrant Education	1,154	1,141	165	14.5%
Socioeconomically Disadvantaged	116,658	114,842	16,749	14.6%
<b>Students with Disabilities</b>	<b>31,702</b>	<b>30,912</b>	<b>5,560</b>	<b>18.0%</b>



# Factors That Contribute to Chronic Absenteeism

## Barriers

- \*Illness, acute and chronic
- \*Lack of health, mental, vision, or dental care
- \*Trauma
- Unsafe path to school
- \*Family responsibilities
- \*Transportation
- \*Frequent moves or school changes
- \*Involvement in child welfare or juvenile justice

## Negative School Experiences

- \*Struggling academically or socially
- \*Bullying (perceived or actual)
- \*Suspensions and expulsions
- \*Negative attitudes towards school
- \*Undiagnosed disability

## Disengaged

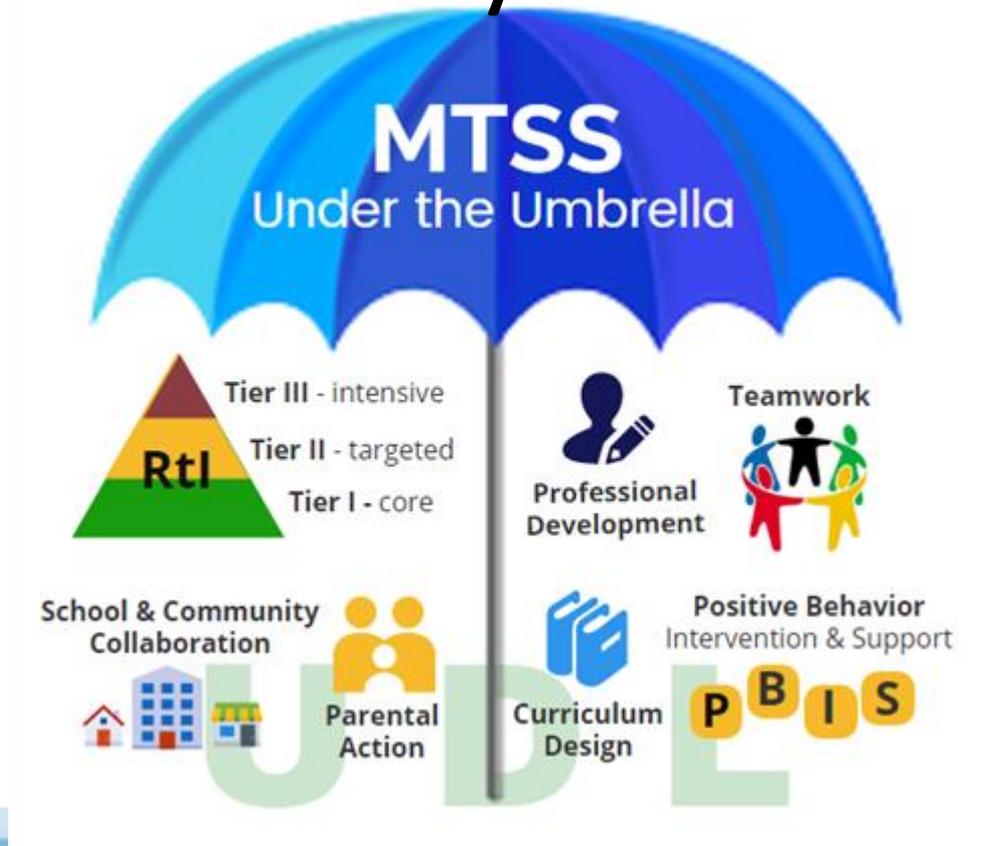
- \*Cultural proficiency
- \* No meaningful relationships with adults at school
- \*No meaningful relationships with peers at school
- \*Do not feel welcome
- \*Few credits

## Misconceptions

- \*Absences are only a problem if unexcused
- \*Missing just 2 days per month doesn't affect learning
- \*Sporadic absences aren't a problem
- \*Attendance only matters in the upper grades



# A Multi-Tiered System of Support



# Building Core Strategies to Intensive

## Tier 1 Strategies: To Address Needs of Students

- Identify barriers to attendance that may require systemic schoolwide strategies** instead of case management.
- A **conference** between school personnel, the pupil's parent or guardian, and the pupil.
- Promoting co-curricular and extracurricular activities that **increase pupil connectedness** to school, such as tutoring, mentoring, the arts, service learning, or athletics.
- Recognizing and rewarding pupils** who achieve excellent attendance or demonstrate significant improvement in attendance.
- Input and track data** for chronic absenteeism
- Establish attendance data teams or align with existing teaming structures to address attendance**



## **Tier 2 Strategies: Interventions**

- Referral** to a school nurse, school counselor, school psychologist, school social worker, and other pupil support personnel for case management and counseling.
- Collaboration** with child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health care providers **to receive necessary services.**
- Collaborating with **school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the pupil and his or her parents, guardians, or caregivers.**

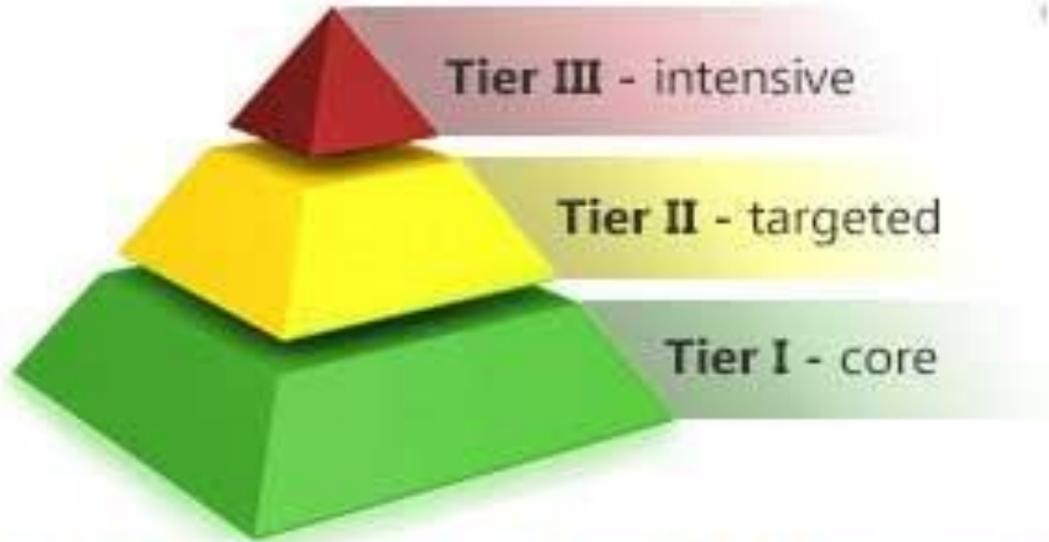
## **Tier 3 Strategies: District-wide Teams and Supports**

- Referral to a **School Attendance Review Board.**
- Referral to a county truancy **mediation** program.



## The last resort...

- ❑ District Attorney Referral



## Multi-Tiered System of Supports



# Support Available

- Contact LCAP Advisory or Differentiated Assistance team to schedule a planning/consulting session as they're here to be your thought partners.
- Contact the Safe and Healthy Schools team for PBIS/Foster Youth and McKenney-Vento Advocacy/TUPE
- [CDE State Handbook](#)
- [Attendance Works](#)
- Join the [Safe and Healthy Schools Network](#) meetings (3/28, 4/ 18)
- Register for the [5th Annual PBIS/Positive School Climate Symposium](#) w/David Kopperud | [dkopperud@cde.ca.gov](mailto:dkopperud@cde.ca.gov) | 916-323-1028
- District Attendance Supervisor Certification training, August.



# Leadership, Service, & Advocacy

## County Superintendent



Dr. Mary Ann Dewan

## County Board of Education



Darcie Green, Area 6; Grace Mah, Area 1; Claudia Rossi, Area 7;  
Rosemary Kamei, Area 3; Joseph Di Salvo, Area 4;  
Kathleen King, Area 2; Anna Song, Area 5



# Connect with SCCOE

- Social Media



- [Ed Bulletin](#) (e-newsletter)
- [www.sccoe.org](http://www.sccoe.org)

