



Addressing Chronic Absenteeism and Increasing Access to Mental Health and Wellness Services in Santa Clara County

Research-Based Recommendations for the
2021-22 Academic Year and Beyond

August 6, 2021

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Chapter 1.

Introduction

Chapter 1. Introduction

The Santa Clara County Office of Education (SCCOE), in partnership with the County of Santa Clara, is developing plans to address the needs of youth experiencing chronic absenteeism and continuing planning efforts to increase access to school-based mental health and wellness services. To assist in that goal, the SCCOE gathered information that included the development and administration of two separate surveys, a review of school district School Attendance Review Board (SARB) practices, structured interviews with select stakeholders, and the development of district profiles (see **Appendix A**). This report offers a summary of the information gathered.

Report Organization

Report contents are organized into five (5) additional chapters.

Chapter 2 Overview

Chapter 2, titled **Preventing Chronic Absenteeism**, defines chronic absenteeism and presents it as an equity issue. The chapter concludes with an overview of a strategy for reducing chronic absenteeism. The strategy draws from best practices established by Attendance Works, a national and state initiative that promotes better policy, practice, and research around school attendance. The embedding of attendance supports into a Multi-Tiered System of Supports (MTSS) framework and the importance of using data to drive supports are stressed.

Chapter 3 Overview

Chapter 3, titled **Survey on School District Support Needs**, provides a summary of findings from a survey administered to school district Superintendents that queried current supports in place for addressing chronic absenteeism and student health and wellness. The survey asked districts to think critically about their capacity to address leading causes to chronic absenteeism, including mental health factors, identify their hard-to-reach student groups, and determine whether supports in certain areas are needed in the upcoming school year to re-engage youth, maintain high attendance rates among all students, and build happier, healthier, and more welcoming schools.

Chapter 4 Overview

Chapter 4, titled **Review of School District SARB Practices**, provides a summary of data collected through a separate survey, administered concurrently, to school district SARB Coordinators to learn more about district SARB referral practices. Commonalities and variations in practices are documented. The chapter concludes with a summary of data collected from four (4) County Offices of Education that coordinate SARB for their respective districts: (1) Kings County Office of Education, (2) El Dorado County Office of Education, (3) Butte County Office of Education, and (4) Riverside County Office of Education.

Chapter 5 Overview

Chapter 5, titled **Feedback from Partner Organizations and Service Providers**, documents findings from a qualitative assessment of information gathered from select stakeholders through a series of structured interviews. Interviewees included, but were not limited to, members of the County Board of Supervisors offices, the Santa Clara County Behavioral Health Services Department, coordinators of foster youth services, and researchers with Attendance Works. Multiple themes were identified within two categories: (1) Concerns, and (2) Recommendations.

Chapter 6 Overview

This report culminates with Chapter 6, titled **Recommendations**, where findings from all data collected as part of this work are used to advocate for several strategies that can be implemented now, throughout the 2021-22 school year, and in the future, to prevent chronic absenteeism and increase access to school-based mental health and wellness services. Doing so will require that (a) the academic, behavioral, social-emotional, and mental health and wellness needs of students and their families are well understood, and (b) that schools have the necessary supports and systems in place to implement proactive strategies.

Description of Appendices

This report contains several supplemental documents that have been included in the **Appendices**. A brief description of those contents is provided below.

Appendix A. Santa Clara County School District Profiles

Appendix A includes school district profiles for each of Santa Clara County's 31 elementary, unified, and high school districts, in addition to the Santa Clara County Office of Education. The profiles contain district information, student demographics, and chronic absenteeism data.

Appendix B. Santa Clara County Chronic Absenteeism Roadmap

Appendix B is a resource developed partnership with the SCCOE, the County of Santa Clara Office of the District Attorney, and Behavioral Health Services, community partners and others that includes additional information on chronic absenteeism, a description of the truancy process, and a listing of prevention and intervention resources.

Appendices E-F. Responses to Select Open-Ended Items from the School District Supports Survey

Appendices E-F include listings of individual responses to four (4) select open-ended items from the School District Supports Survey. These qualitative data are meant to supplement information provided in Chapter 3 of this report. Redactions apply.

Appendix G. Santa Clara County School District SARB Survey Summary

Appendix G provides a tabulated summary of responses to a combination of four (4) closed- and open-ended questions from the School District SARB Survey. This data is meant to supplement information provided in Chapter 4 of this report.

List of Frequently Used Acronyms

An alphabetical listing of acronyms used frequently throughout this report is provided below.

CA	Chronic Absence/Absenteeism
BHS	Behavioral Health Services
DA	District Attorney
FRL	Free or Reduced-Price Lunch
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
MTSS	Multi-Tiered System of Supports
SARB	School Attendance Review Board
SART	School Attendance Review Team
SCCOE	Santa Clara County Office of Education
SED	Socioeconomically Disadvantaged
SEL	Social-Emotional Learning
SLS	School Linked Services
SST	Student Study/Success Team
SWD	Students with Disabilities
TIP	Trauma Informed Practices

Chapter 2.

Preventing Chronic Absenteeism

Chapter 2. Preventing Chronic Absenteeism

Background

In 2018 the State of California added Chronic Absenteeism as an accountability measure in the California School Dashboards. The addition of this metric at the state level focused more attention on the issue of student attendance. It highlighted the importance of monitoring chronic absenteeism as a separate measure from traditional truancy rates. Chronic absenteeism has been identified as a critical factor in California’s large achievement gap and is a key contributor to educational inequity across the state, but the factors that lead to chronic absence can vary greatly.

Chronic absence is a symptom of larger underlying challenges that result from systemic issues. The root causes of chronic absenteeism can be complex and often involve compound issues such as transportation, health concerns, emotional trauma, childcare needs, educational deficits, bias discipline policies, and housing instability. While schools are held accountable for chronic absence, many of the root causes fall outside their locus of control and require partnership to support consistent attendance. We must approach chronic absenteeism as a shared responsibility and work to connect the efforts of county agencies, educational institutions, community-based organizations, and advocacy groups to improve school attendance. Key to our success will be a shared value on engaging with the family using non-punitive, non-legalistic strategies.

Chronic Absenteeism Defined

A student that misses more than 10% of the school year regardless of absence type is defined as being chronically absent. Students who fall into this definition miss an average of one day of school each week. In a 180-day school year, this amounts to three and a half weeks of learning loss for a student and, if not addressed, can add up to a full year of learning loss over their time in K-12 education.

What Factors into the Calculation for Chronic Absence?



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



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Chronic absence is different from truancy and can go unnoticed for extended periods. Chronic absences are spread over weeks or months throughout the year. Chronic absenteeism is calculated using a formula that accounts for a student’s excused absences, unexcused absences, and suspensions.¹ If the sum is equal to or greater than 10% of the available school days in the academic year, then the student is classified as chronically absent. This formula can result in chronically absent students being identified late, especially when schools monitor truancy through unexcused absences only. More information regarding chronic absenteeism, the truancy intervention process, and related resources can be found in **Appendix B**.

Chronic Absenteeism and Equity

Chronic absence is a critical issue for any student but disproportionately impacts students of color, students with disabilities, foster youth, and homeless youth. Based on nationwide research by the US Department of Education during the 2015/2016 school year, Native American/Native Alaskan students were 50% more likely to miss three weeks of school than their white peers, African American students were 40% more likely to miss three weeks of school than their white peers, and LatinX students were 17% more likely to miss three weeks of school than their white peers.²

Santa Clara County data shows that Chronic Absenteeism rates for all groups are slightly lower than statewide percentages, but significant discrepancies exist for groups across the county. According to three years of county-level data, Native American/Alaskan Native, African American, and LatinX chronic absenteeism rates were nearly twice that of their white peers. Homeless or foster youth experience chronic absenteeism rates more than three times that of the state average for all students.

Comparison of Chronic Absenteeism Rates

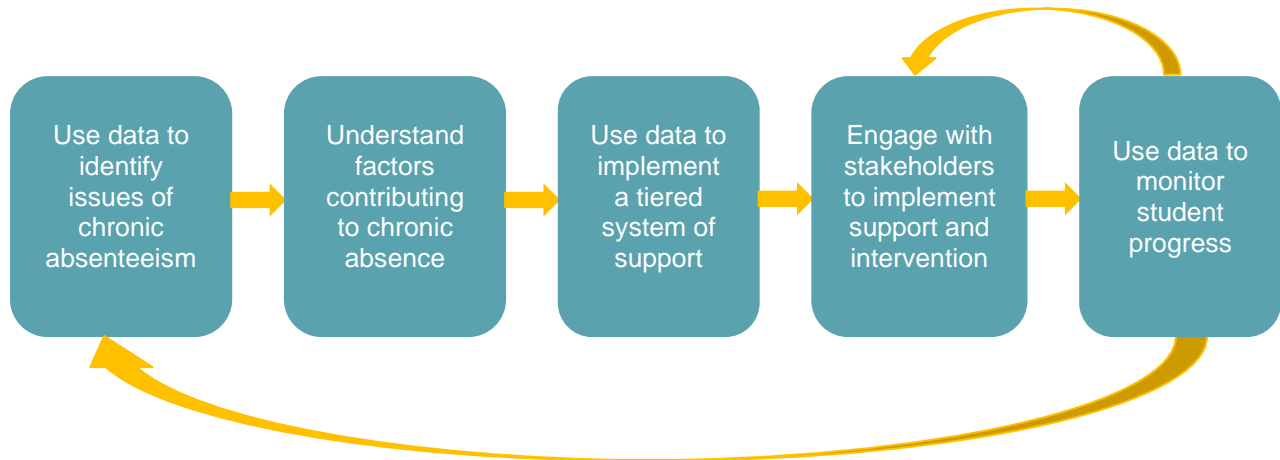
	Academic Year		
	2016-17	2017-18	2018-19
California			
All Students	10.8 %	11.1 %	12.1 %
Santa Clara County			
All Students	8.6 %	9 %	9.2 %
Homeless Students	33.5 %	38 %	38 %
Foster Students	36.8 %	40.4 %	36.7 %
American Indian or Alaska Native	14.8 %	17.2 %	16 %
Asian	2.8 %	3.1 %	3.2 %
Black or African American	12 %	13.3 %	12.9 %
Filipino	5 %	5.8 %	5.4 %
Hispanic or Latino	14.1 %	15 %	15.2 %
Native Hawaiian or Pacific Islander	13.5 %	15.5 %	19.1 %
None Reported	10.1 %	9.5 %	9.2 %
Two or More Races	5.6 %	6 %	6.5 %
White	6.9 %	7 %	7.2 %

Source: Chronic Absenteeism Rate, Santa Clara County, County Summary, Ed Data Education Data Partnership. Retrieved from <https://www.ed-data.org/county/Santa-Clara>.³

Strategies to Prevent Chronic Absenteeism

Identifying chronic absenteeism, engaging stakeholders, and monitoring intervention outcomes are critical to changing the current situation with chronic absenteeism. In collaboration with Attendance Works, a national leader in chronic absenteeism, the Santa Clara County Office of Education (SCCOE) has created the following strategies to reduce chronic absenteeism in Santa Clara County and reduce the inequitable classification of marginalized students.

Strategies for Reducing Chronic Absenteeism

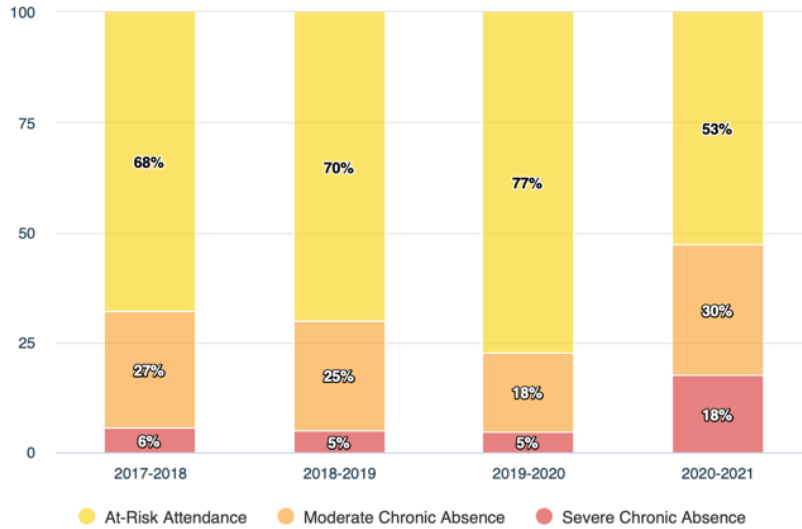


Using Data to Identify Issues of Chronic Absenteeism

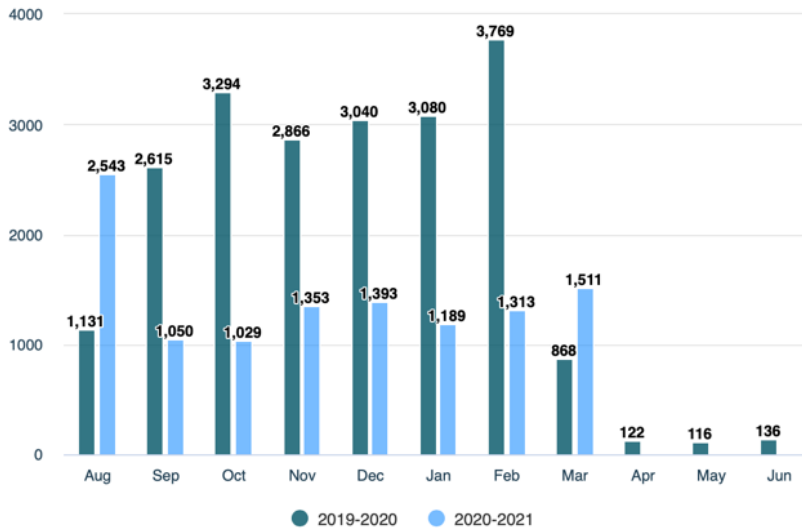
High-quality data systems that enable easy identification of students and training staff to use those systems effectively are critical investments to implement and monitor attendance interventions. The SCCOE's DataZone has partnered with Attendance Works to create impactful metrics to monitor Chronic Absenteeism and quickly identify students in need of support. These metrics are updated daily and can be used by site administrators, counselors, and MTSS teams to identify and monitor individuals and groups of students that are already absent more than 10% of the school year and those trending toward chronic absenteeism for early intervention.

Examples of DataZone Metrics for Monitoring Chronic Absence

Who are Students Needing Additional Attendance Support?



Is Chronic Absence Increasing or Decreasing?



Note: The data depicted in the DataZone Metrics come from the demo version of DataZone. All information, including student names, are fictitious.

Who are Students Needing Additional Attendance Support? (Student Roster)

	PHOTO	STUDENT ID	STATE ID	STUDENT NAME	GRADE	GENDER	STATUS	CURRENT SCHOOL	SCHOOL YEAR	ABSENCE STATUS
<input type="checkbox"/>		1002765649	1002765649	Maves, LAUREN	10	Female	Active	Silver Leaf High School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1009416874	1009416874	SINGH, Jun V.	03	Male	Active	Maple Elementary	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1010413389	1010413389	GIBSON, Bladimir E.	12	Male	Active	Barton Oak	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		101375548	101375548	GARG, Lionel A.	08	Male	Active	Willow Middle School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1019923000	1019923000	DUONG, SAMMY	10	Male	Active	Barton Ridge High School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1025620336	1025620336	Villegas, Conrad R.	07	Male	Active	Willow Middle School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1031134240	1031134240	STEWART, Uri L.	06	Male	Active	Vargas Middle School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1033074692	1033074692	Arvizu, Ellis	10	Male	Active	Hobart High School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1033921676	1033921676	David, ISAAH M.	K	Male	Active	Rosemary Elementary School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		103523125	103523125	Rooney, Hien I.	06	Female	Active	Sierra Middle School	2020-2021	Severe Chronic Absence
<input type="checkbox"/>		1037806389	1037806389	Loredo, Vijay E.	11	Male	Active	Hobart Independent Studies (High Sch)	2020-2021	Severe Chronic Absence

Understand the Factors Contributing to Chronic Absenteeism

Each community, family, and individual may experience different factors leading to chronic absenteeism. The first step in implementing adequate supports and interventions is to understand why chronic absenteeism is occurring. A student experiencing anxiety might struggle in environments with large groups or less structure like lunch or PE and begin cutting class or going home sick before lunch each day, indicating the need for different PE practices and integrated social skills support. Latin X students may show high rates of Chronic Absenteeism stemming from academic disengagement due to culturally relevant reading material being unavailable during early literacy development. Understanding the root causes of chronic absences in each setting informs which interventions will have the highest likelihood of positive impact for students and families. The table below shows some common factors associated with chronic absenteeism but is not an exhaustive list.⁴

Factors that Contribute to Chronic Absenteeism

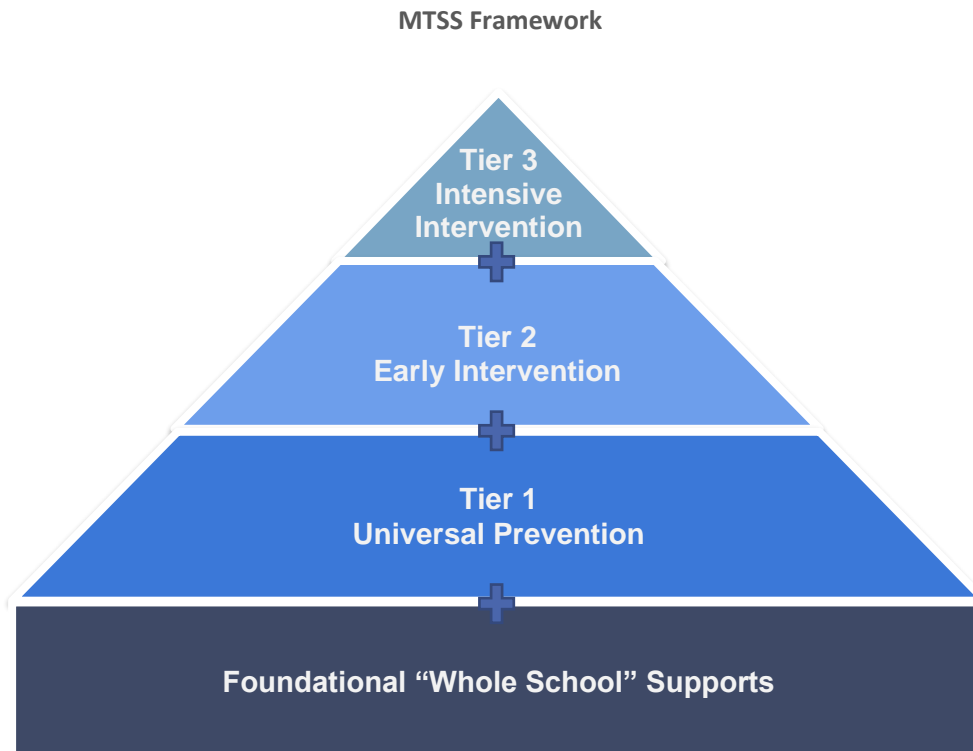
Barriers	Aversions	Disengagement	Misconceptions
<ul style="list-style-type: none"> Chronic and acute illness Family responsibilities or home situation Trauma Poor transportation Housing and food insecurity Inequitable access to needed services System involvement Etc. and many more! 	<ul style="list-style-type: none"> Struggling academically and/or behaviorally Unwelcoming school climate Social and peer challenges Biased disciplinary and suspension practices Undiagnosed disability and/or disability accommodations Negative parental attitudes about education 	<ul style="list-style-type: none"> Lack of challenging, culturally responsive instruction Bored No meaningful relationships to adults in the school Lack of enrichment opportunities Lack of academic and behavioral support Failure to earn credits 	<ul style="list-style-type: none"> Absences are only a problem if they are unexcused Missing 2 days per month doesn't affect learning Sporadic absences aren't a problem Attendance only matters in the older grades Suspensions don't count as absence



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Implement a Tiered System of Support

Attendance should be addressed as part of the Multi-Tiered System of Support (MTSS) process at the site and district level. MTSS is a framework that includes attendance, academic, behavioral, and social-emotional learning in a system that aligns supports to escalating levels of need.



The pyramid graphic displayed on the previous page and the intervention strategies provided below are composed of materials developed by Attendance Works.^{5,6} The pyramid shows how the three (3) tiers of intervention sit on top of foundational supports. Foundational supports are the building blocks of good schools that promote attendance. Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to prevent chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to getting to school. Tiers are additive. A student needing Tier 3 supports also needs Tier 2, Tier 1, and foundational supports. Examples of interventions that can be provided at each tier are listed below.

Examples of Interventions for Chronic Absence by Tier

Tier Level	Examples of Interventions
Tier 3	<ul style="list-style-type: none"> ● Connect Family with an Advocate ● Interagency Case Management ● Support for Housing Stability ● SARB Meeting ● Individual SEL Supports (ex: Counseling, PBIS Check-In-Check Out)
Tier 2	<ul style="list-style-type: none"> ● Mentoring ● Student Attendance Plan ● Expanded Learning Opportunities ● Add attendance goals and supports to IEP ● Small-group SEL supports (ex: Why Try, Second Steps, Social Skills)
Tier 1	<ul style="list-style-type: none"> ● Clear, concise, and consistent communication about schedules and expectations ● Predictable daily/weekly routines, rituals and celebrations related to attendance ● Community building to create belonging and connection ● Taking attendance in a caring manner ● Personalized outreach and communication to families when students are absent ● Recognition of good and improved attendance ● Individual wellness check and connectivity assessments ● Facilitate access to food, health/telehealth, and supports for other basic needs ● Regular monitoring of attendance data to activate supports and identify trends
Foundational	<ul style="list-style-type: none"> ● A physically healthy learning environment ● Access to tech equipment and connectivity ● Welcoming, safe, trauma-informed school climate ● Enrichment activities and clubs ● Access to Learning Supports ● Homerooms and/or Advisory Periods ● Positive relationships ● Routines, rituals, and celebrations ● A published schedule of classes ● Support for families to facilitate learning at home ● A culture of continuous improvement ● Active engagement of families in planning

Engage with Stakeholders

Improving school attendance requires coordination and communication of all stakeholders. Creating a positive community of inclusiveness, self-worth, emotional regulation, and positive self-image requires family communication, an inclusive environment, and community-based resources. Foundational and tier 1 supports are school-focused but build positive communities that extend beyond school facilities. Tier 2 and tier 3 interventions progressively partner more closely with outside supports for the most significant impact.

Examples of Community-Based Supports and Organizations

SEL Support Programs and Curricula	
	<ul style="list-style-type: none">● Positive Behavioral Interventions and Supports● Second Steps curriculum● Why Try? Curriculum● Newsela SEL Collection● Attendance Works Toolkit for California Principals
Student Support Organizations	
	<ul style="list-style-type: none">● Community Health Awareness Council (CHAC)● YMCA● Catholic Charities● Playworks● Santa Clara County Behavioral Health (SLS Program)● Healthier Kids Foundation● The Bill Wilson Center● Rebekah Children’s Services● Uplift (Formerly EMQ)
Mentorship Programs	
	<ul style="list-style-type: none">● Friends for Youth● Fresh Lifelines for Youth (FLY)● Bay Area Tutoring● Pivotal● National Center for Youth Law
Family Support	
	<ul style="list-style-type: none">● The Inclusion Collaborative● Parent Institute for Quality Education (PIQE)● Attendance Works Tips for Good Attendance● The Parent Project● San Andreas Regional Center (SARC)

Groups with a higher risk of Chronic Absenteeism, such as Foster, Homeless, and Justice-Involved youth, require a higher level of interaction with outside agencies. Using available tools to support these children is critical to their success in attending school regularly. One example of an integrated data system available to all districts in Santa Clara County is FosterVision. FosterVision is used to monitor individual students' academic progress and connects social workers, probation officers, and school staff to collaborate on support when students are struggling with school performance or attendance.

FosterVision Example for Using Integrated Data System to Support Higher Risk Students

Foster Case Status

Placing Agency: Department of Family and Children's Services

County: Santa Clara

Case Worker: Alcazar, Alberto
 (913) 430-6099

Case Num: 0534-8721-0584-7000783

Court Num: 18JD025244

Case Start: Mar 01, 2019

Probation Case Status

Placing Agency: Juvenile Probation Department

County: Santa Clara

Probation Officer: Norman, Neva
 (933) 051-1286

Case Num: 347371

Court Num: 3-20-JV-44113-A

Case Start: Oct 28, 2019

Drapeau, Abbie Ann Dually Involved

DOB: May 23, 2003 SSID: 6488741752
 Female • 18 Years old • Active (P)

This youth has attendance data for past school years only.

Attendance List: 2020-2021 Att. Pct.: 50.72 % Calendar

Absence Date	Period	Excused	Reason
12/18/2020		✘	Unexcused
12/17/2020		✘	Unexcused
12/16/2020		✘	Unexcused
12/15/2020	4	✘	Unexcused
12/14/2020	1	✘	Tardy
12/11/2020		✘	Unexcused
12/10/2020		✘	Unexcused

Note: The data depicted in the FosterVision examples come from the demo version of FosterVision. All information, including student names, are fictitious.

Monitoring Student Progress

The final step in the cycle is to monitor student progress and make adjustments necessary to fine-tune school climate and student improvement. Support from Foundation to Tier 3 is only effective if we see tangible progress in attendance rates for students. Again, this is where an effective data system is essential because it allows you to see students' real-time progress. Monitoring the data throughout the cycle will enable you to see bright spots where interventions are working and identify changes that need to occur if an intervention or support is not working, ultimately moving toward an attendance program that supports the success of every student.

Chapter 3.

Survey on School District Support Needs

Chapter 3. Survey on School District Support Needs

Background

The Santa Clara County Office of Education partnered with the County Board of Supervisors and the Behavioral Health Services Department on the development and administration of a survey to Superintendents with each of Santa Clara County's 33 school districts, inclusive of MetroED and the Santa Clara County Office of Education. The survey included 24 items designed to expand the understanding of county government and service providers regarding the current strategies, resources, and needs among school districts for engaging youth, preventing/reducing chronic absenteeism, improving school climate, and advancing school-based health and wellness programs. This chapter includes a summary of survey findings.

Method

Survey Design

The School District Supports for Reducing Chronic Absenteeism Survey included 24 closed- and open-ended items spread across five distinct domains:

Respondent Information (2 items)

Items asked respondents to list their name, title, and school district.

Support Personnel (6 items)

Items asked respondents to indicate if their district had a lead or point-of-contact for three district functions including the coordination for School Attendance Review Board (SARB), social-emotional programs, and mental health and wellness services. Affirmative selections were followed with an item that asked each respondent to provide the name and contact information for the staff responsible for those functions.

Current and New Strategies (6 items)

Items asked respondents to identify: (a) the strategies currently utilized to prevent, reduce, or address chronic absenteeism, (b) current partnerships with Behavioral Health Services and/or community-based organizations for the provision of student mental health services, (c) the district staff responsible for providing those services, (d) whether strategies for reducing chronic absenteeism are addressed specifically in formal plans including the Local Control Accountability Plan (LCAP), School Plan for Student Achievement, and/or AB-86 COVID-19 Plan, and (e) new strategies to be implemented in the 2021-22 academic year to prevent chronic absenteeism.

Causal Factors and Internal Capacity to Support (6 items)

Items asked respondents to: (a) identify the leading causes of chronic absenteeism within their district and whether they had the internal resources/capacity to address those leading causes effectively, (b) provide an estimate for the percentage of students within their district who are chronically absent due to leading causes that they do not have the

capacity to address effectively, (c) identify the student groups that could be better engaged/supported with additional resources, (d) list any ideas for strategies to meet the needs of harder-to-reach students or those with leading causes that are difficult to address, and (e) list strategies supporting students who may have a difficult time returning to school and maintaining high attendance due to emerging or existing trauma.

Need for Pre-Identified Supports and Additional Feedback (4 items)

Items asked respondents to indicate (a) from a pre-identified listing of supports for reducing chronic absenteeism, where assistance is needed, both in terms of magnitude and duration, (b) if they could benefit from select student re-engagement strategies including phone banking, community canvassing, and a media campaign, and (c) if there was any other, related feedback they wished to provide.

Collection

Data collection began on July 8, 2021. District Superintendents received the original survey request and two planned follow-ups (between July 8 and July 20, 2021) directly from the County Superintendent of Schools via email correspondence. All emails included a brief description of the survey's purpose, a PDF copy of the survey for initial review, and an embedded link to the online survey. The survey closeout date was set for July 19, 2021. District Superintendents were asked to complete the survey themselves or request that a member of their staff with the most knowledge and expertise in the topic area complete it on their behalf. Additional follow-up efforts including emails and phone calls to district office staff were conducted after the closeout date to collect feedback from each of Santa Clara County's 33 school districts.

Analyses

All survey data were subject to descriptive analyses. Frequencies and averages were calculated for closed-ended items (e.g., checkbox and scale items). Qualitative methods, including sorts and classification, were utilized to summarize participant responses to open-ended items. Data collected through items that asked for the names and contact information of select personnel will be kept in an internal database for future outreach and partnership efforts.

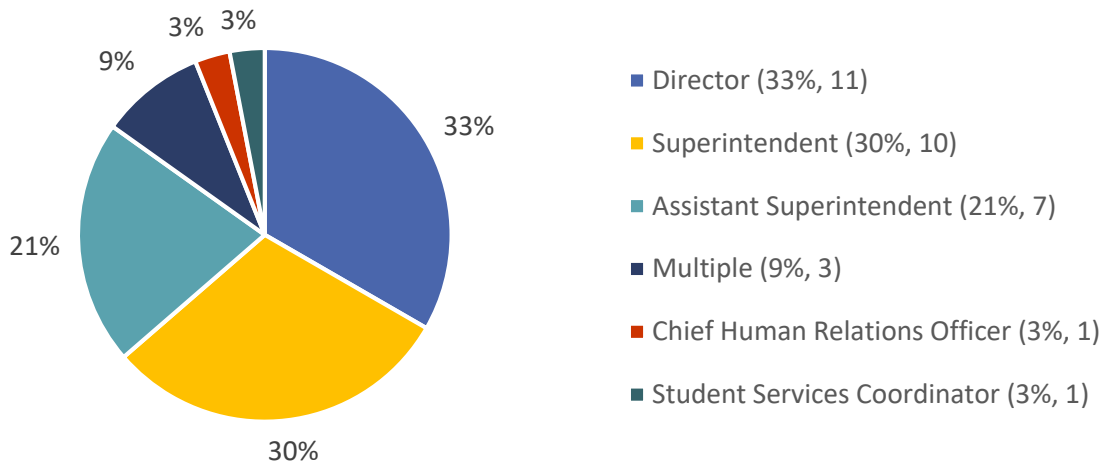
Findings

Findings from descriptive analyses are presented in the following section. Findings are organized within survey sections, beginning with **Respondents** and ending with **Need for Pre-Identified Supports and Additional Feedback**.

Respondents

As of July 30, 2021, survey responses were collected from Santa Clara County's 33 school districts. Multiple responses were received from two (2) of the 33 districts. These data were consolidated into a single district response (labeled "Multiple") for analysis purposes. A combined 84% of survey responses were provided by Directors, Superintendents, and Assistant Superintendents.

Respondent Distribution by Title



Support Personnel

When asked about the presence of a district lead or point-of-contact responsible for the coordination of SARB, social-emotional, and mental health and wellness services, respondents were provided with three options to choose from: (a) Yes, (b) No, but there are plans to acquire one, or (c) No, and there are no plans to acquire one. Ninety-one percent of respondents indicated that they have personnel responsible for coordinating SARB and social-emotional supports for students. Less common, but still in the majority at 85%, were support personnel for coordinating mental health and wellness services. Two (2) respondents indicated that they have no plans to acquire a coordinator for mental health and wellness services.

Response Distribution for District Support Personnel

	SARB Coordinator	SE Coordinator	MHW Coordinator
Yes	30 (91%)	30 (91%)	28 (85%)
No, but there are plans to acquire one	0 (0%)	3 (9%)	3 (9%)
No, and there are no plans to acquire one	3 (9%)	0 (0%)	2 (6%)
Total		33	

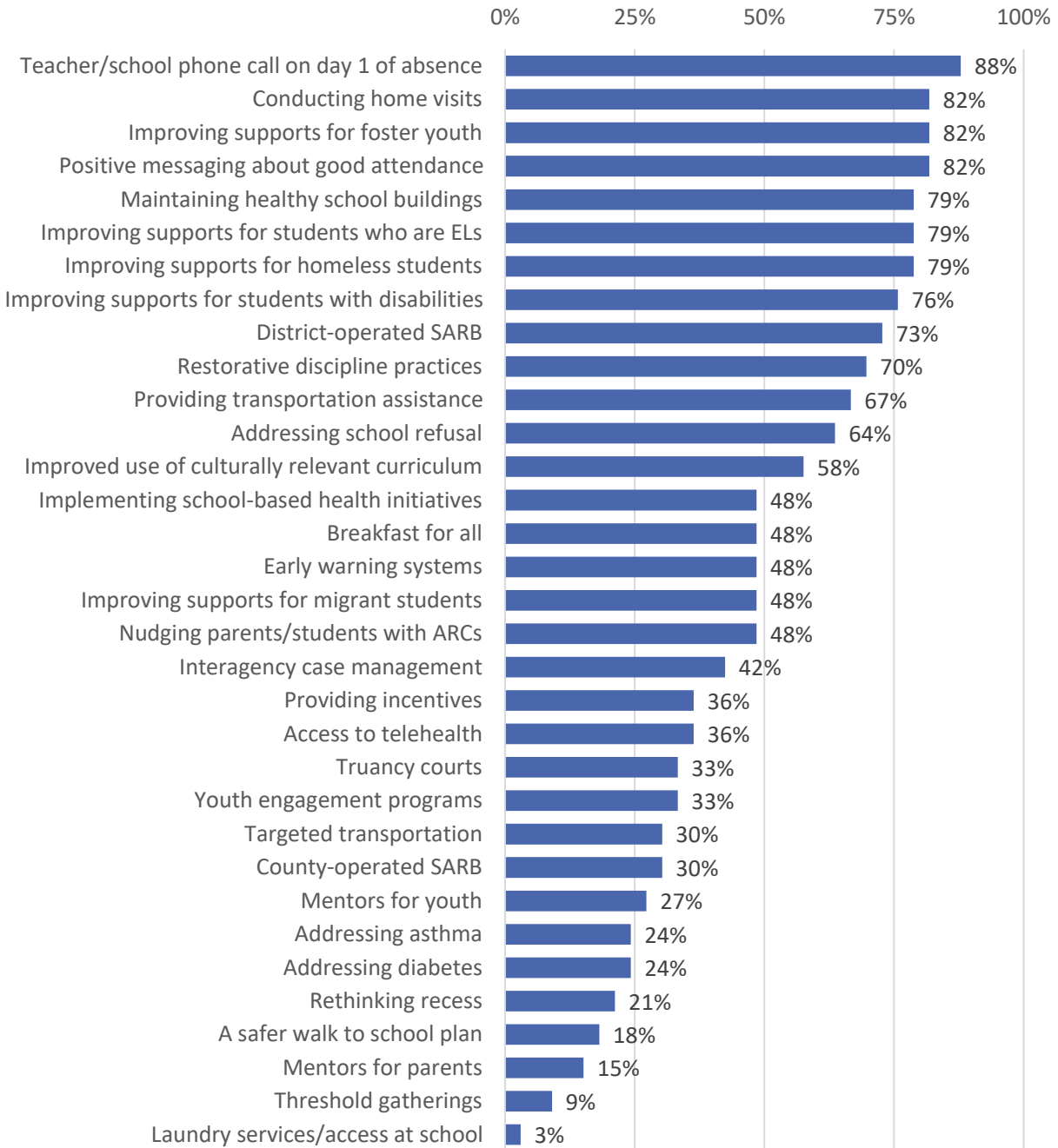
Abbreviations: SARB = School Attendance Review Board, SE = Social-Emotional, MHW = Mental Health and Wellness

Current and New Strategies

Current Strategies

Districts currently provide a variety of supports aimed at engaging students and addressing chronic absenteeism. Eighty-eight percent of respondents reported telephoning student households on the first day of an absence, 82% report conducting home visits, and over 75% have improved their level of support for students with disabilities, homeless youth, English learners, and foster youth as an engagement strategy.

**Frequency Distribution for Current Supports Provided by Districts
for Reducing Chronic Absenteeism**



Abbreviations: SARB = School Attendance Review Board, ELs = English Learners, ARCs = Attendance Report Cards

Less common (reported by 25% or fewer respondents) are supports that include mentorship for parents, addressing health issues such as asthma and diabetes, and facilitating a safer way for students to walk to and from school. Of the 33 districts that responded to the survey, only one (1) reported the provision of laundry services.

Eight (8) respondents offered additional feedback regarding current strategies in the form of qualitative data. Open responses expanded on partnerships, with several indicating that social workers and community liaisons have played a key role in supporting students in this area. One respondent wrote:

“We have a CARE team and Community Liaisons are instrumental in our attendance strategies as well as the new development of our 4 Wellness Centers that will open in August.”

Another offered a district-wide strategy for engaging school sites in prevention strategies:

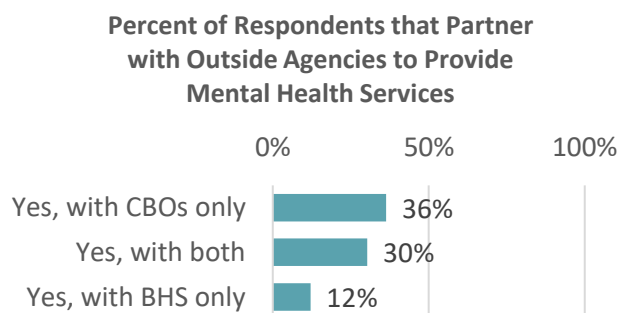
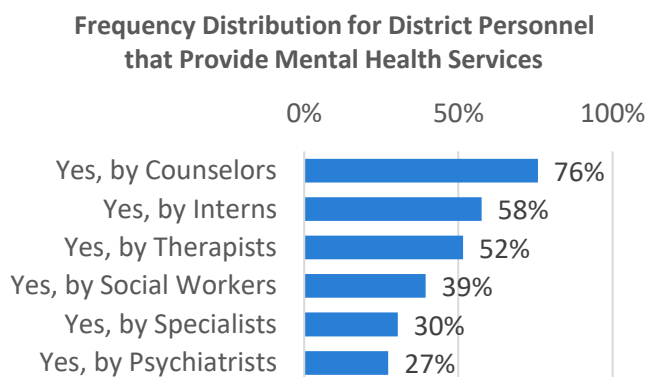
“We employ monthly meetings with sites to monitor attendance and share best practices. We also do quarterly site visits to check in with administrators on chronic absenteeism.”

Providing School-Based Mental Health Services

The provision of mental health services on school campuses, whether by district personnel such as School Counselors or by outside staff through partnerships with Behavioral Health Services or community-based organizations, are becoming more common. Survey data visualized in the previous subsection indicated that 48% of respondents currently implement school-based health initiatives.

As a follow-up to current strategies, District Superintendents were asked to indicate if they have personnel currently on-staff who provide mental health services to students. All respondents identified at least one support personnel, with the most common selection being “Yes, by Counselors.” Thirty percent or fewer indicated that they employ Specialists or Psychiatrists.

When asked, 78% of respondents indicated that they provide mental health services to students through partnerships with outside agencies. Thirty-six percent partner with community-based organizations (CBOs) to deliver those services; 30% reported that they partner with both CBOs and the County’s Behavioral Health Services (BHS) Department, and 12% only partner with BHS.

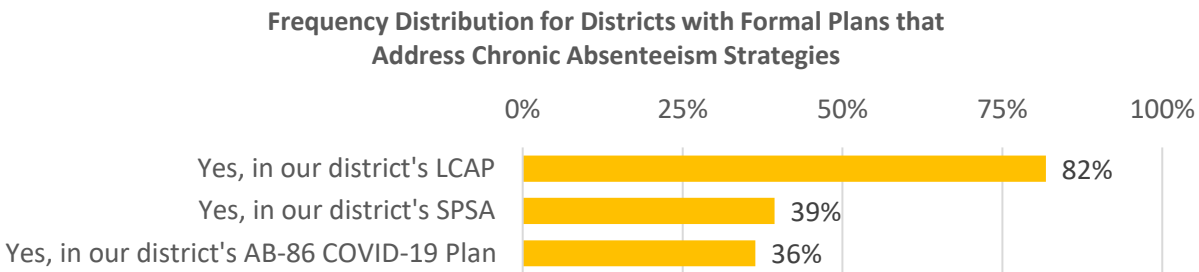


The Bill Wilson Center, Counseling and Support Services for Youth (CASSY), Community Health Awareness Council (CHAC), and Rebekah Children’s Services were among the most common CBOs listed by respondents who partner with outside agencies to provide mental health services to students.

Addressing Chronic Absenteeism Strategies in Formal Plans

District leaders have the opportunity to include strategies and goals for addressing chronic absenteeism in formal plans, including the Local Control Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and AB-86 COVID-19 Plan. The LCAP is a tool for local educational agencies (LEAs) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes in ten (10) priority areas. The SPSA is a comprehensive document providing details about an LEA's planned actions and expenditures to support student outcomes and overall performance and how those actions connect to the LCAP. The AB-86 COVID-19 Plan is a plan developed by each district in response to new state legislation requiring that LEA's have documented procedures in place for the safe reopening of schools to in-person instruction.

Eighty-two percent of respondents indicated that their LCAP included strategies that address chronic absenteeism. Less than 50% included said strategies in their SPSA or AB-86 COVID-19 Plans. Not depicted in the graph below, 64% of respondents that included strategies that address chronic absenteeism in their LCAP also reported addressing chronic absenteeism in either their SPSA or AB-86 COVID-19 plans. Five (5) respondents reported addressing chronic absenteeism in all three (3) plans.



New Strategies

This section of the survey concluded with an open-ended item that asked participants to list any new strategies for preventing chronic absenteeism planned for the upcoming 2021-22 academic year. Eleven (11) participants responded with a variety of solutions, from opening Wellness Centers and restructuring SARB processes to conducting targeted outreach to students that have been chronically absent in the past and establishing connections with incoming high school students via a new Summer Connection Program. A complete listing of responses for this item is provided in **Appendix C**.

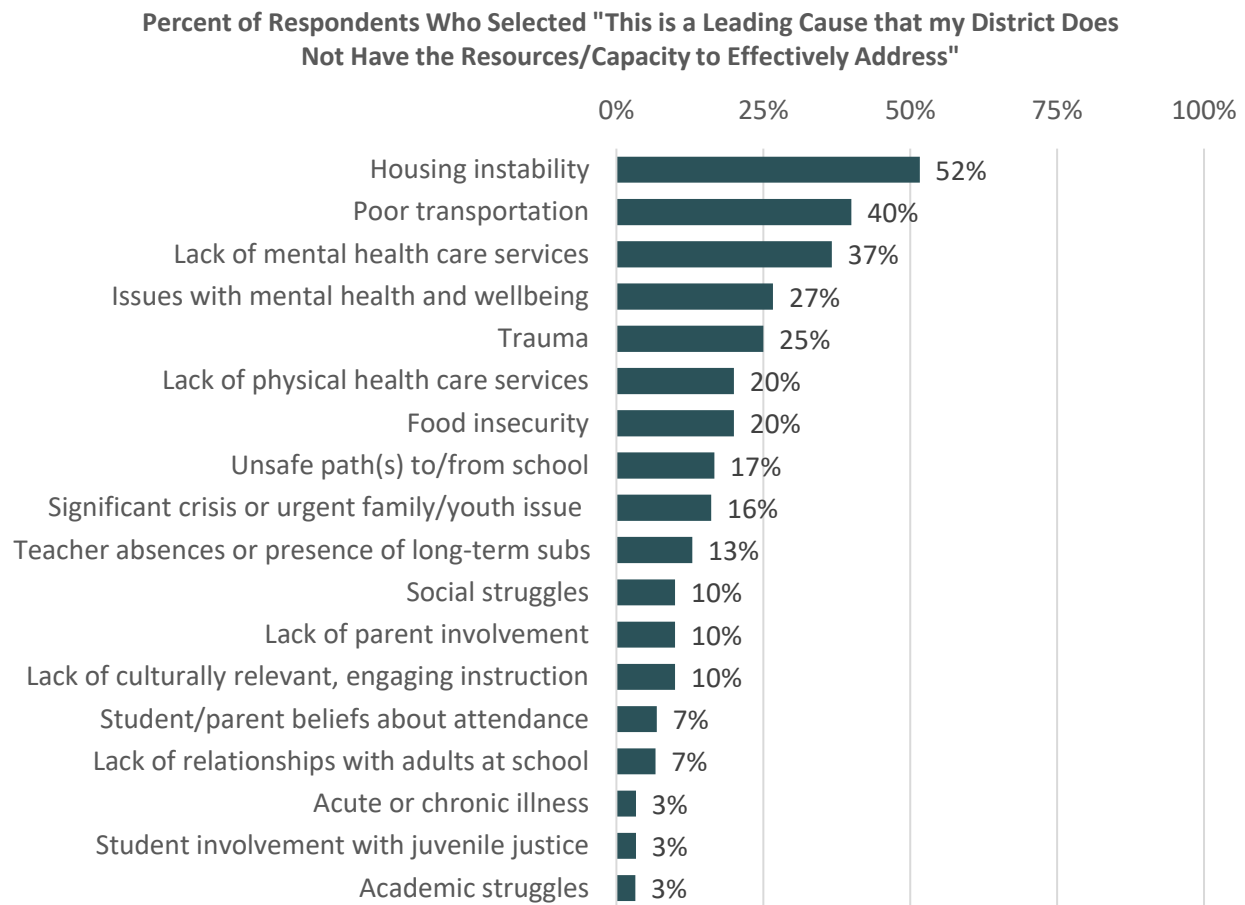
Causal Factors and Internal Capacity to Support

The previous subsection focused on strategies districts are already implementing, or plan to implement, to engage students and reduce or prevent chronic absenteeism. From this point forward, the focus shifts to supports districts' need in order to do that work better.

Lack of Resources/Capacity to Address Leading Causes

Participants were provided with a listing of 23 factors known to contribute to chronic absenteeism and asked to sort each into one of three categories: (a) This is not a leading cause of chronic absenteeism in my district, (b) This is a leading cause that my district has the capacity/resources to effectively address, or (c) This is a leading cause that my district does not have the capacity/resources to effectively address. This activity was completed by 88% or more of respondents.

Findings indicate that districts have the capacity and/or resources to effectively address most of the leading causes to chronic absenteeism. None of the respondents reported student involvement with child welfare, suspensions and expulsions, undiagnosed disability, lack of appropriate accommodations for a disability, and unwelcoming school climate as contributors they could not handle effectively. These causes are excluded from the figure below. Conversely, between 25-37% of respondents indicated that trauma, mental health and wellbeing issues, and limited access to mental health care services are leading causes that they do not have the resources and/or capacity to effectively address. Housing instability and poor transportation are at the top of the list.



Hard-to-Reach Student Groups

In addition to identifying leading causes that are difficult to address, districts were queried on hard-to-reach student groups. Respondents were asked to estimate the percent of students within their districts who are chronically absent due to one or more of the leading causes listed above. Thirty districts responded with answers that ranged from 0% to 90%. On average, 22% of students were reported to meet this definition. Moreover, when asked about specific student groups that are harder to keep engaged and in good attendance, the groups selected most, by 30% and 27% of respondents respectively, were students with disabilities and students dealing with issues related to gender identity and/or sexual orientation. Response options for socioeconomically disadvantaged students, English learners, students in foster care, and migrant students were selected by approximately one (1) in five (5) respondents.

The final two items in this section of the survey asked respondents to specify strategies for: (a) reducing chronic absenteeism among hard-to-reach students and/or those who are chronically absent due to leading causes that are hard to address, and (b) leveraging, adjusting, or using existing resources and/or partnerships more flexibly to address the anticipated needs of youth who may experience difficulty returning to in-person instruction due to emerging or existing trauma. Fifteen (15) respondents provided an open-ended response to the first item, and 12 responded to the second.

Responses to both items were highly consistent. The most common themes that emerged for supporting hard-to-reach students included offering easily accessible preventative and early intervention mental health and wellness services to students and families. Several respondents referred to “wrap-around” services, while others stressed that more could be done to work with county and city agencies such as Social Services to work with parents and ensure their needs are met. One respondent expressed an interest in increased professional learning opportunities that center on meeting student needs, including addressing factors that contribute to chronic absenteeism. Among the more novel of solutions presented were suggestions to offer auto repair vouchers and ensure that households with young children have their childcare needs met so that older siblings do not have to stay home to care for younger siblings. A complete listing of responses to this item is provided in **Appendix D**.

Specific to supporting students who have experienced trauma, while the goal of the item was to collect information from respondents along the lines of what could be done differently using existing resources and/or partnerships, most responses underscored need. For example, respondents seek continued funding and resources to maintain comprehensive services throughout the 2021-22 academic year and across all school sites, not just those with certain classifications (e.g., Title 1). One respondent stated a need for a more diverse pool of mental health professionals that are fluent in common languages such as Spanish, Vietnamese, and Tagalog. Another expressed an interest in engaging parents in the delivery of social-emotional learning (SEL) supports for students in home settings. A complete listing of responses to this item is provided in **Appendix E**.

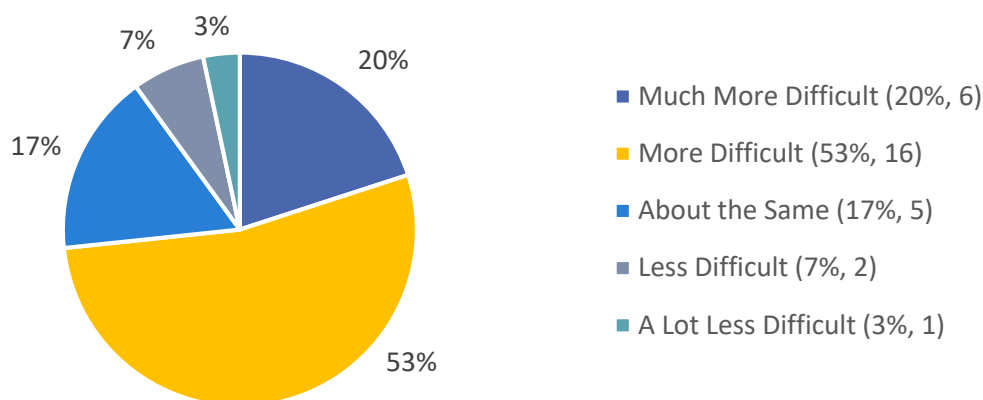
Need for Pre-Identified Supports and Additional Feedback

The final section of the survey asked respondents to rate how difficult they think it will be to re-engage students and families in 2021-22 compared to the prior academic year. Respondents were also provided with an opportunity to select services/assistance needed in the upcoming academic year for improving student engagement, social-emotional, and mental health and wellness outcomes.

Level of Difficulty Rating for Re-engaging Students and Families at the Start of 2021-22

Respondents were asked to provide a rating for how difficult (relative to the prior year) they anticipate it will be to re-engage students in the first nine (9) to (12) weeks of the upcoming school year. For this question, re-engagement was defined as establishing a strong foundation for consistent student attendance. Ratings were collected on a five-point Likert scale ranging from (1) A lot less difficult to (5) Much more difficult. Ratings were received from 30 respondents. Seventy-three percent of respondents anticipate that re-engaging students and families at the start of the 2021-22 academic year will be more difficult.

Response Distribution for Re-engagement Difficulty Ratings



Need for Select Services

Respondents were provided with a listing of eight (8) services that could be offered in the 2021-22 academic year. Services included expanding/implementing school-based mental and behavioral health services, coordinating vaccination schedules for students and staff, and training teachers and other personnel in restorative practices. For each service, respondents were directed to indicate those where support is desired, the magnitude of the support needed, and the length of time for which those supports are needed. This activity was completed by 83% or more of respondents.

Summary of Responses to Select Services Needed – Magnitude and Duration

	Number of Responses	Percent of Mod. and Sig. Responses	Duration Selected Most by Respondents
Training for teachers and other personnel in Trauma Informed Practices	28	57%	Immediate, EY
Conducting on-site physical and mental health screenings	27	56%	Immediate, FFM/EY
Training for teachers and other personnel in Restorative Practices	28	50%	Immediate, FFM/EY
Expanding or implementing school-based mental and behavioral health services	27	44%	Immediate, EY
Training for teachers and other personnel in Mental Health First Aid	28	36%	Immediate, EY
Training for teachers and other personnel in Suicide Prevention	28	32%	Immediate, FFM
Administering referrals to public services for food/housing instability	28	21%	Immediate, EY
Coordinating vaccination schedules for students and staff	27	15%	Immediate, EY

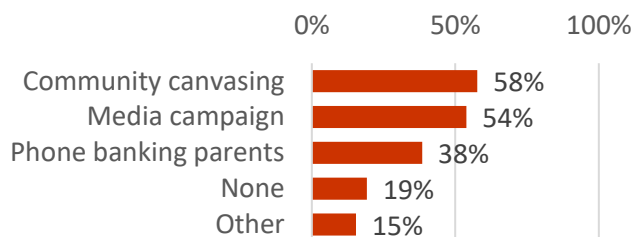
Abbreviations: Mod. = Moderate Need, Sig. = Significant Need, FFM = First Few Months, EY = Entire Year

Of the eight (8) services, the most desired (i.e., those assigned to moderate or significant need categories by 50% or more of participants who responded to this item) were: (a) Training for teachers and other personnel in Trauma Informed Practices, (b) Conducting on-site physical and mental health screenings, and (c) Training for teachers and other personnel in Restorative Practices.

With the exception of training on trauma informed practices, conducting on-site physical and mental health screenings, and training on suicide prevention, most respondents indicated that support is needed both immediately and, if available, for the entire academic year. As a follow-up, respondents were asked if they could use immediate support with activities designed to bring students back to school, such as: (a) phone banking parents that did not enroll their child(ren) during the summer months, (b) community canvassing, and/or (c) facilitating a media campaign about the importance of school attendance. Respondents also had the option of selecting “Other” and specifying a unique support. Twenty-seven (27) respondents selected one (1) or more of the available options. Of the options, those selected by the most respondents included community canvassing and a media campaign. Thirty-eight percent wish to receive phone banking support.

Roughly 50% of respondents indicated that they could use support in each area. Those that selected the “Other” option expanded on their response with suggestions that included (a) providing staff with resources and information that stresses the importance of connecting with families, and (b) creating opportunities to connect with the community

Frequency Distribution for Immediate Support Services to Bring Students Back to School



Additional Feedback

At the end of the survey, respondents were provided with one final opportunity to share remaining feedback to inform the County’s efforts to reduce chronic absenteeism and increase access to school-based mental health and wellness programs. More immediately, this includes developing a workplan with strategies based on findings from this survey and other data collection efforts currently underway by the Santa Clara County Office of Education. Seven (7) participants offered responses. Three (3) documented their experiences with “CARE Court,” one positive and the other two stating:

“Based on my experience with CARE Court, chronic absenteeism becomes the focal point when in fact there are other significant issues going on that are the root of the issue. We need to look at truly helping families so they are in the position to help their children.”

“I would appreciate guidance in the area of chronic absenteeism and SARB at the county/DA’s office/CARE Court level. During 2020-21 the process became very challenging at the district level and almost non-existent at the county/DA’s office level.”

Another respondent underscored the need for differentiated supports/strategies for students at different grade levels:

*“Types of interventions and supports need to be different for different age groups and needs.
It is very difficult to change the behavior of a student in middle school
that has a pattern of chronic absenteeism.”*

A complete listing of responses to this item is provided in **Appendix F**.

Chapter 4.

Review of School District SARB Practices

Chapter 4. Review of School District SARB Practices

Background

To better inform countywide recommendations for reducing chronic absenteeism, the Santa Clara County Office of Education (SCCOE) conducted a separate data collection effort to learn more about school district School Attendance Review Board (SARB) processes. SARBs, defined in greater detail below under **Education Code for School Attendance Review Boards**, are teams of individuals that operate at the state, county, or local levels to provide intensive guidance and community services to meet the special needs of students with school attendance or behavior problems. The data collection effort consisted of a brief survey administered to SARB representatives with each of Santa Clara County's 31 Elementary, Unified, and High School Districts, in addition to interviews with representatives from County Offices of Education that operate SARBs. This chapter includes a summary of findings from that work.

Method

Survey Design

The Santa Clara County School District SARB Survey contained nine (8) questions separated into two sections.

SARB Processes (5 items)

Items asked respondents to provide details regarding their SARB processes. More specifically, respondents were asked to describe their current referral process and indicate if (a) they convene SARB meetings, (b) collaborate with the District Attorney's Office to convene those meetings, and (c) if they send SARB letters to parents/guardians. Respondents that answered "Yes" to the latter question were asked to list the threshold (i.e., number of absences or trancies) that initiates their SARB referral process. Respondents were provided with an option to upload supporting documentation.

Respondent Information (3 items)

Items asked respondents to (a) provide their name and email address and (b) list their school district.

Collection

Data collection began on July 7, 2021. District SARB representatives received the original survey request and one planned follow-up on July 16 from the District of School Climate, Leadership and Instructional Services via email correspondence. The follow-up email was sent individually to each district SARB representative who has not completed the survey. All emails included a brief description of the survey's purpose and an embedded link to the online survey. The survey closeout date was originally set for July 14, 2021. The last response was collected on July 26. Additional follow-up efforts including emails and phone calls to district SARB representatives were conducted after the closeout date with the goal of collecting feedback from each of Santa Clara County's 31 school districts.

Analyses

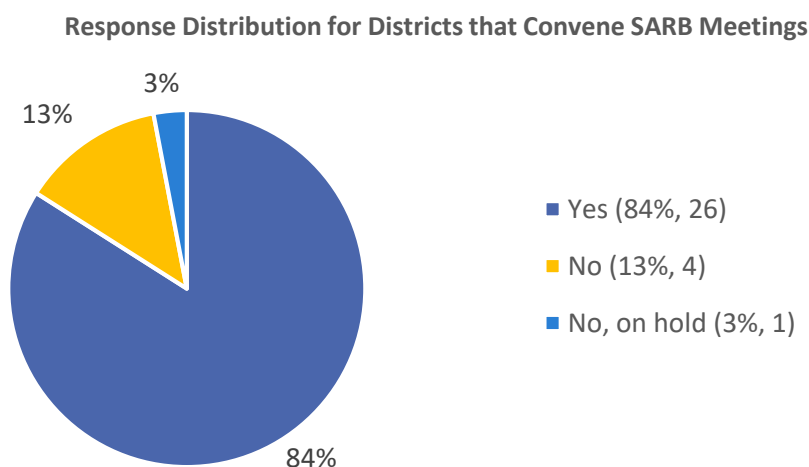
All survey data were subject to descriptive analyses. Frequencies were calculated for closed-ended items. Qualitative methods, including sorts and classification, were utilized to summarize participant responses to open-ended items. Data collected through items that asked for the names and contact information of select personnel will be kept in an internal database to be used for future outreach and partnership efforts. A tabulated summary of district responses to the SARB Survey is provided in **Appendix G**.

Education Code for School Attendance Review Boards

California compulsory education law requires everyone between the ages 6-18 years of age to attend school, except students who have graduated from high school or passed the California High School Proficiency Exam (CHSPE) and obtained parental permission.⁷ In 1974, the Legislature enacted California *Education Code (EC)* Section 48320 to enhance the enforcement of compulsory education laws and to divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. *EC* Section 48321 provides several organizational structures for SARBs at the local and county level to create a safety net for students with persistent attendance or behavior problems. SARB was established by the California Legislature in 1975. Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.

Santa Clara County School District Practices

A SARB is part of a Tier 3 intervention by itself and it can provide intensive guidance to students and families and link them to focused services to address the underlying causes of poor attendance and lack of school success. SARBs monitor and engage with families over time to ensure that SARB directives are being followed and that services are effecting needed change. In the absence of sufficient progress or willful or continued failure to respond, SARBs may refer students and/or families to the court system.



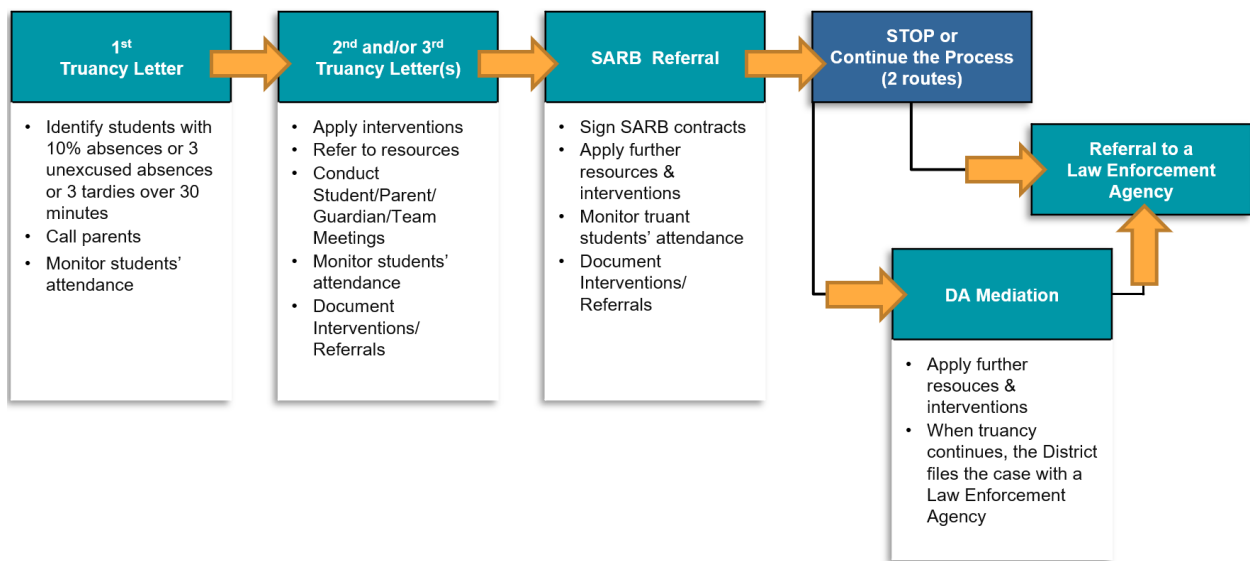
Of the 31 districts that responded to the SARB survey, 26 indicated that they convene SARB meetings. For three (3) of the four (4) districts that do not host SARB meetings, it is because the districts are able to intervene and resolve absence issues prior to SARB referral. According to the California Legislature, a

student is classified as truant if they are absent from school without a valid excuse three (3) full days in one (1) school year or tardy or absent for more than 30 minutes during the school day without a valid excuse on three (3) occasions in one (1) school year.

The General SARB Model

In general, Santa Clara County’s school districts utilize a similar process for managing SARB referrals. Depicted in the figure below, the process typically begins with a series of truancy letters, followed by a SARB referral, which can lead to the involvement of law enforcement agencies and/or the Office of the District Attorney (DA).

SARB Referral Process



SARB Model Variations

The following district variations to the general SARB model apply:

- The number of meetings prior to SARB referral. For example, 18 districts refer students to SARB after the third or fourth truancy notification letter.
- The types of meetings prior to the SARB referral. For example, several districts hold an initial School Attendance Review Team (SART) Meeting, a Student Study/Success Team (SST) Meeting, and/or an IEP/504 Meeting (applicable for students with disabilities).
- The types of preventions and/or interventions being used between the steps of the process.
 - At the Tier 1 level, strategies include (a) creating safe and engaging classroom environments, (b) communicating the high expectation for students to attend school every day to students and families, (c) monitoring daily attendance and identifying students that missed school for any reason, and (d) recognizing students for good or improved attendance.

- At the Tier 2 level, strategies include (a) conducting a parent conference to determine the cause of the absence, (b) conducting home visits, (c) holding initial SST or SART meetings, and (d) identifying barriers to student attendance.
- At the Tier 3 level, strategies include (a) 1:1 tutoring, (b) providing transportation services, and (c) referrals to SARB.
- The members of SARB. SARBs typically include district designees, school principals, counselors, and representatives from the DA's Office.
- The role of DA's Office. Three (3) districts offer mediation with the DA's Office.

District Examples

Fremont Union High School District (FUHSD) updated the district's Chronic Absenteeism Intervention (CAI) Program Handbook in August 2020. The district focuses on intervention and making its schools a place where students feel safe, supported, and motivated to attend. FUHSD's SARB process builds in additional opportunities for intervention when compared to the traditional model. FUHSD's SARB process includes the following steps:

1. Send a pre-letter from the district office to express concern that the student has missed school,
2. Send the first letter from the district office to notify of excessive absences,
3. Send the second letter from the school site to notify of excessive absences,
4. Follow up with site staff check-in with students who received the second letter,
5. Send a third letter to notify the parent(s)/guardian(s) that the student's absenteeism is severe enough that they are required to attend a District Chronic Absenteeism Intervention (CAI) Meeting,
6. Hold the CAI Meeting with the District Attorney,
7. Follow up after the CAI Meeting,
8. Send a fourth letter to notify student and parent(s)/guardian(s) that due to continued absences, they are expected to attend a mandatory SART Meeting,
9. Follow up with SART Attendance Improvement Plan for at least 2-4 weeks after SART meeting before referral to SARB,
10. Send a fifth letter to notify student and parent(s)/guardian(s) to attend District SARB if a student's attendance does not improve sufficiently with a SART Attendance Improvement Plan,
11. Hold SARB meeting,
12. Follow up after SARB meeting, and
13. Referral to District Attorney Juvenile Attendance Improvement Diversion Hearing for students who did not attend SARB two consecutive times or failed to make progress on their SARB contract.

Mountain View Whisman and Sunnyvale School Districts have clearly articulated and communicated their re-engagement plans as part of the SARB process. These districts utilize tiers of support for families struggling with school attendance and engagement for site interventions and preventions to encourage student attendance.

Unique Practices, Alternatives to SARB, and Future Plans

District responses offered additional insight into unique strategies utilized by districts, SARB alternatives, and planning. The following were among the more noteworthy of findings:

- Several school districts such as Sunnyvale, Mountain View Whisman, and Union explicitly include prevention and intervention strategies on the SARB flow chart and/or webpage.
- Many districts are requiring site interventions before a student is referred to SARB, such as SART meetings, attendance conferences, SST meetings, and home visits.
- Lakeside, Los Altos, and Los Gatos Union School Districts work with families to resolve attendance issues. Issues are not escalated to SARB in these districts.
- Two districts paused the SARB process during the 2020-21 school year.
- Five districts plan to update their SARB procedures for the 2021-22 school year.

A full summary of district responses to the SARB Survey is provided in **Appendix E**.

SARB Thresholds

Districts typically send letters to parents/guardians after three (3) unexcused absences or three (3) unexcused tardies over 30 minutes. Due to various factors, such as the time it takes to conduct home visits, schedule meetings with families (SART/Student Study Team), and/or implement interventions, the number of unexcused absences that triggers when districts send a letter for scheduling a SARB meeting varies. Sixty-four percent of districts initiate the SARB process when students are absent ten (10) or fewer days.

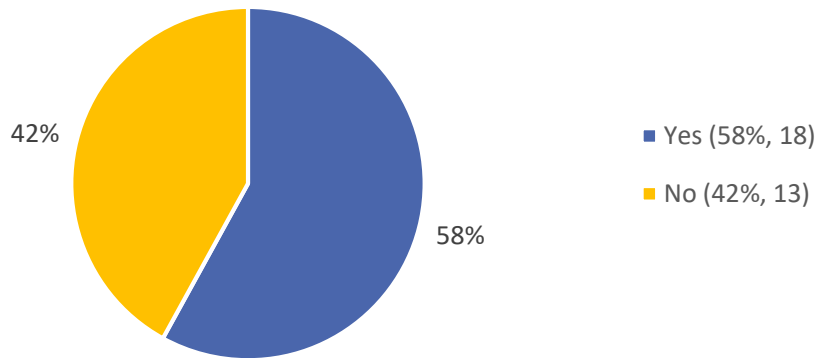
Number of Days of Unexcused Absences that Activate the SARB Meeting

	Number of Districts	Percent of Districts
3-5 days	14	45%
6-9 days	6	19%
10-14 days	5	16%
15-20 days	1	3%
Not specified	2	6%
Other	1	3%
No response	2	6%
Total	31	100%

The Office of the District Attorney’s Role in SARB

Of the 31 districts that responded to the SARB survey, 18 selected “Yes” when asked “Does your district collaborate with the County of Santa Clara’s Office of the District Attorney to convene SARB meetings?” Seventeen (17) districts reported processes that included case referral to the District Attorney’s (DA’s) Office and three (3) districts reported processes that included representation from the DA’s Office in SARB meetings. Six (6) districts offer DA mediation.

Response Distribution for District Collaboration with the DA’s Office on SARB



SARB Coordination by County Offices of Education

Staff at the SCCOE reached out to Mr. David Kopperud, Education Programs Consultant, State School Attendance Review Board, and Chair at the California Department of Education regarding County SARB models, to learn more about SARBs operated by County Offices of Education. Mr. Kopperud recommended the model utilized by Kings County Office of Education (KCOE). Based on the interview with Mr. Brian Gonzales at KCOE, outreach to additional counties was conducted. This section features the SARB practices utilized by four (4) County Offices of Education: (1) Kings County Office of Education, (2) El Dorado County Office of Education, (3) Butte County Office of Education, and (4) Riverside County Office of Education.

Kings County Office of Education

Kings County Office of Education (KCOE) has been hosting SARB at the county level since 1975, the inception of SARB in California. Serving 29,684 students, the County Superintendent of Schools appointed a SARB Coordinator who provides support to all districts in the county and collaborates with county agencies and community groups. The SARB process in Kings County is a collaborative effort between local school districts, Kings County District Attorney's Office, Kings Behavioral Health and the KCOE. A Memorandum of Understanding (MOU) was signed between the 13 districts and KCOE. Districts contribute to the funding of the coordinator position. The coordinator has been in the same position for 21 years. Each district has its own SARB and the district contact must submit a referral form for the county SARB hearing. The KCOE hosts five (5) or six (6) SARB meetings per week. Prior to COVID, the coordinator handled approximately 500 cases per year. During COVID, there were approximately 200 cases and approximately 60 to 80 cases were referred to court. The major strengths of the county SARB are the ability to directly support districts in the implementation of the process, work directly with the District

Attorney to effectively acquire dispositions of criminal and non-criminal SARB cases and maintain a list of local resources for students and families referred to the process.

El Dorado County Office of Education

The El Dorado County Office of Education (EDCOE) has been hosting SARB at the county level since 1975. Serving 30,131 students, the County Superintendent of Schools appointed a SARB Coordinator who provides support to all the districts in the county and collaborates with county agencies and community groups. The county office was able to garner support from the key organizations including but not limited to Child Protective Services, the DA's Office, police and sheriff departments, their office's own Homeless Education Liaison, and community-based organizations such as Big Brothers, Big Sisters and New Morning Youth & Family Services.

The purpose of EDCOE's SARB is to provide an interagency, school and home intervention to improve school success for students exhibiting attendance or behavior problems. It is designed to maximize the use of all available resources and services, avoid unnecessary duplication of resources, and divert students with school-related problems from the juvenile justice system.

The EDCOE's SARB support is one of the top highly valued services rated by the districts. The coordinator position and a half time administrative assistant were funded by the COE. Many districts do not have the SART, instead they refer students to the county SARB. The major strengths of the county SARB are that it rebuilds the relationships between the school and parent/guardians, it provides resources to the families, and convenes all the stakeholders to support the families in one place. The SARB process is viewed as a resource to the families and the participating agencies. The representatives of the participating agencies have frequently expressed that "Participating in the SARB is the most meaningful part of my work week."

EDCOE's SARB is able to serve approximately 250 families and meet with each family two (2) to three (3) times per year. EDCOE reported that three (3) or fewer families were sent to court last year. EDCOE also reported that they dedicated two (2) Thursday mornings each month, from 8 a.m. to noon, for SARB meetings. EDCOE provided lunch to the partners who participated in the SARB process.

Butte County Office of Education

Butte County had a total student enrollment of 29,000 in the 2020-21 school year. The Butte County Office of Education (BCOE) supports 13 districts, 17 charter schools and three BCOE programs. Chronic absence rates for the County are 16.4% compared to the State average of 12.1%. BCOE provides information/resources on laws related to student attendance and guidance on SARB policies and practices, including a County process supported by the Courts and District Attorney's office for extreme cases when all other efforts have been unsuccessful.

The BCOE recently published a "Guide on Addressing Attendance 2021-2022". The BCOE County SARB hosts SARB hearings for cases from small districts, charter schools and county programs. The caseload is approximately five (5) to six (6) per month. In Butte County, the total combined cases for district and county SARB is approximately 125 per year.

BCOE and the court have an established agreement. All districts are required to submit truancy paperwork to BCOE for review and approval before filing to court or law enforcement. The purpose of this arrangement is to ensure consistency and efforts have been made to support the families. Therefore, the coordinator at BCOE, with the support of a 50% attendance case manager, plays a crucial role in

supporting the SARB process. After a thorough review of the truancy cases, the coordinator completes the “Citation Request Form,” which will be sent to the district’s school resource officer or local police department. The coordinator also attends the truancy court hearings.

Riverside County Office of Education

The Riverside County Office of Education created the Director of Chronic Absenteeism position in the 2020-21 school year. With a total student enrollment of 421,007, the Director of Chronic Absenteeism Reduction assists all Riverside County School Districts in the improvement of student attendance by reducing chronic absenteeism and truancy. The Director facilitates implementation and improvement of Multi-Tiered Systems of Support (MTSS) and the School Attendance Review Board (SARB) process to increase student attendance. The Director provides support, guidance, trainings, consultations, resources, and other related services to school district and school site staff to help combat chronic absenteeism, truancy, and irregular attendance.

In May 2021, the Director convened a county SARB introduction virtual meeting with over 200 stakeholders in attendance. Stakeholders include representatives from school districts, child welfare services, law enforcement, courts, public health care agencies, and/or government agencies. In September 2021, RCOE will begin to launch a monthly two-hour County SARB network meeting. The network meetings aim to bring all stakeholders into one space to discuss challenges, share resources, and improve practices. The County SARB is a component of the MTSS system to increase student attendance. School district-level support includes:

- District SARB meeting observations on an ongoing basis for each participating school district, aiming to provide feedback and examples of successful school district level strategies,
- Membership on SARB Panels for participating school districts, and
- Annual assistance to school districts applying for CDE Model SARB Designation.

School site-level support includes:

- School site visits to participating school sites to offer assessments and trainings on effective strategies for Tier 1 systems regarding student engagement, parent involvement, and school climate,
- School site SART meeting observations at participating school sites to offer feedback, trainings, and examples of successful strategies employed in other school sites,
- Parent Group and Student Group Attendance Presentations when requested by school sites, and
- Training and curriculum revision and development on important topics related to attendance.

Closing Considerations

The SARB process is activated when a student is chronically truant. The purpose is to encourage the student to resume regular attendance at school. However, elements of perceived coercion and threats of legal consequences for students and their parents/guardians apply, which may result in consequences that are both unintentional and unwanted. The current direction to addressing chronic absenteeism is moving away from a reactive, legalistic model that escalates towards involvement of legal authorities towards a more compassionate process that positively embraces and supports students and families.⁸⁻¹⁰

The State of California’s SARB is now supporting the use of the three-tiered intervention model described in greater detail in **Chapter 2**. In that model, foundational supports are the building blocks to reduce chronic absenteeism. The core features of the foundational “Whole School” support includes positive relationships; welcoming, safe, trauma-informed school climate; support for families to facilitate learning at home; and access to learning support. As schools are addressing chronic absenteeism, it is crucial that school staff and service providers understand that the responsibility for improving attendance is shared by the whole community. It does not rest solely on the shoulders of the student and their parents/guardians. Effectively supporting students who are dealing with attendance issues requires the design and implementation of SARB process that is equitable and responsive to the needs of students and their families and involves them as allies in the process rather than the recipients of punitive measures.

Chapter 5.

Feedback from Partner Organizations and Service Providers

Chapter 5. Feedback from Partner Organizations and Service Providers

Background

The Santa Clara County Office of Education’s data collection effort included a series of stakeholder interviews with partner organizations and service providers invested in improving outcomes for students and families in Santa Clara County. The goal of the interviews was to gather an inter-agency perspective on both the challenges and solutions for re-engaging students in the upcoming academic year and preventing student issues with attendance. This chapter includes findings from a qualitative assessment of the stakeholder feedback received.

Method

Interview Protocol

The SCCOE developed an interview protocol that included a scripted introductory statement followed by six leading questions to be administered in sequential order. Follow-up or probing questions were utilized when applicable to collect additional information relevant to each leading question. The introductory statement informed interviewees of the purpose of the interview and the estimated amount of time it would take to conduct. Prior to administering the interview questions, interviewees were invited to provide their names, titles, and the names of their organizations. This information, included interviewee responses to the questions, were recorded by the interviewer in real time. The interviewer reserved the right to allow the interviews to progress organically.

Questions

Interviewees were asked the following questions:

1. **Leading:** Describe the work that your organization has done to address chronic absenteeism. Please include names of schools/districts that have been partners in this work. **Follow-up:** Is this done on contract with the county or another entity? If with the county, tell us about your ability to scale up and if so by how much to meet the immediate needs of students in the fall?
2. What evidence-based strategies should be implemented by the County to prevent school absenteeism?
3. **Leading:** What are effective strategies for tracking chronic absenteeism? **Follow-up:** What are some early indicators that should be monitored?
4. **Leading:** Share examples of schools or partnerships that have been successful in reducing the rate of chronic absenteeism. **Follow-up:** How was success measured and how long did it take to see gains? What strategies were used?
5. Is there anything else that you think we should know to ensure that a successful action plan for SCC can be implemented?
6. Are there any other stakeholders you believe we should speak with?

Data Collection

A total of nine (9) 30-60 minutes interviews were conducted between July 6, 2021 and July 28, 2021.

Qualitative Analyses

Stakeholder responses to interview questions were consolidated and analyzed for common themes. Feedback was sorted into two over-arching categories: (1) concerns and (2) recommendations.

Participants

Interviews included representatives from partner organizations including, but not limited to, the Offices of Supervisors Susan Ellenberg, Otto Lee, Joe Simitian, and Mike Wasserman, the Law Foundation of Silicon Valley, Santa Clara County Behavioral Health Services, the Healthier Kids Foundation, Alum Rock Counseling Center, Kinolved, Kids in Common, the Santa Clara County Department of Family and Children's Services, and Attendance Works. Many of the stakeholder groups listed above participated in separate workgroup organized by the Office of Supervisor Cindy Chavez that led to the development of the Santa Clara County Chronic Absenteeism Roadmap included in **Appendix B**.

Findings

Stakeholders raised concerns with intervention practices, messaging to families of chronically absent students, and financial/support services to students and their families. Suggestions were made to address the concerns, including targeting chronically absent students and their families at an early stage and during the elementary years of schooling, providing alternative learning options for chronically absent students, and educating service providers and parents on problems associated with chronic absenteeism. A more detailed summary of qualitative findings is provided below.

Concerns

Failure to Act Early

Interviewees raised the need for the county and districts to implement early intervention practices and expressed the importance of acting early at the start of the school year rather than waiting for Fall quarter. Interviewees also pointed to the need to promote the significance of school attendance in the elementary years of school to prevent the continuation of patterns of absenteeism and truancy in later years.

Harsh Messaging

Interviewees stressed the need for improved messaging when communicating with students and families of chronically absent students, citing past examples of messaging perceived to have been "harsh." The concern is that this type of messaging could result in families dealing with legitimate issues further distancing themselves from educators and service providers.

Lack of Resources and Programming

Districts were said to have inadequate health and wellness policies thereby preventing them from addressing issues with chronic absenteeism. However, the most prominent concern raised by stakeholders was the inadequate level of support provided to schools, students, and their families to tackle the increasing rate of chronic absenteeism. Families were said to be lacking sufficient after-school care options, thereby forcing youth to remain at home rather than attend school. Concerns were also raised regarding parents lacking clothing for their children and sufficient transportation to get their children to and from school. Interviewees view these as contributing factors to the increasing rates of chronic absenteeism in the county.

Recommendations

Interviewees made recommendations aimed at reducing the rates of chronic absenteeism in the county, with responses focused around four themes: (1) suggestions on the student groups that should be prioritized and when they should be contacted, (2) messaging to youth and their families, (3) the types of supports that should be offered to youth and their families, including utilizing existing services, collaborations, and creating new education services, and (4) funding opportunities.

Focus Efforts on Specific Student Groups

The responses made evident the importance of focusing on children and families in the juvenile and child welfare systems, as well as students with disabilities and students experiencing issues with attendance as early as elementary school to prevent poor attendance patterns from developing. Furthermore, when approaching students prone to chronic absenteeism, interviewees stressed the importance of a proactive approach – better engaging students already receiving behavioral, health, or other support services - rather than a reactive approach that begins when chronic absenteeism surfaces.

For students in foster care, interviewees recommended a coordinated approach facilitated by education managers, social workers, and community-based organizations that provide supports to youth in need of stabilization supports. Regarding school placement, decision-makers were urged keep youth in the school where they have developed connections and support networks as means to keep to students engaged and in school.

Positive Messaging

The tone of intervention messages should be supportive while making clear to the student and their parents/guardians the incentives for maintaining good attendance. Messaging that could be considered punitive or threatening should not be used.

Services and Supports

Numerous suggestions were raised as to the types of supports that should be provided to students who are chronically absent. Many align with best practices documented elsewhere in this report. Suggestions included home visits by welfare and health officers, wraparound services offered in the home setting, and rewarding students who maintain good attendance or improve attendance. Interviewees were careful to call attention to the fact that students struggling with poor attendance issues likely have parents and/or siblings who are also in need of support. An interviewee suggested offering incentives for families to seek services before the onset of a crisis, inviting families to participate in focus groups to identify reasons for truancy, and providing low-income families with financial supports to cover essential needs.

Schools were encouraged to set realistic expectations for the upcoming school year, prepare to implement short- and long-term student engagement strategies, adopt a ‘no wrong door’ approach, establish Wellness Centers on school grounds, provide vocational options for students in high school that are not on traditional A-G track, and continue to offer high-quality distance learning and independent study options. Schools were also encouraged to leverage existing supports, including (a) seeking guidance from their respective district Attendance Liaison Officers, from the Department of Family and Children Services, the Behavioral Health Services Department (BHSD), and, if applicable, School Linked Services Coordinators, and (b) utilizing existing plans, such as the Wellness Recovery Action Plan, and participating in virtual workshops held by BHSD.

Identify New Funding Sources

Interviewees anticipate that schools will face unprecedented challenges with re-engaging students, keeping students in school, and providing additional supports, including mental health and wellness

services, to students who have been adversely impacted by circumstances presented by the Coronavirus. To effectively address these challenges, school districts will need to increase staffing and programming. Funds will be needed. Interviewees stressed the need for new monies that can be blended with existing funds to permit student access to services they may not qualify for due to strict income guidelines. Interviewees also recommended that direct funding be provided to schools whose student bodies consist of a high proportion of children in low-income families.

Chapter 6.

Recommendations

Chapter 6. Recommendations

This chapter includes a series of recommendations informed by findings from the research described in the previous chapters. The recommendations identify priority areas that could inform the development of a countywide workplan for addressing chronic absenteeism and increasing access to school-based mental health and wellness services. Unless noted otherwise, the recommendations reflect immediate or near terms needs that necessitate a timely response beginning in the Fall of 2021. Actual start dates and timelines for activities could be established in a detailed workplan.

Recommendation #1

Expand access to school-based mental health and wellness services and increase availability of school personnel who can provide immediate mental health crisis assistance to students and their families.

Justification

School district administrators and mental health professionals anticipate that the need among students and families for social-emotional and mental health and wellness supports will be greater in the upcoming academic year. However, representatives from two (2) districts indicated that they have no plans to acquire a Mental Health and Wellness Coordinator, less than 50% of districts reported that they implement school-based health initiatives as a current strategy for addressing chronic absenteeism, and at least one (1) in four (4) districts reported that they do not currently have the capacity to address chronic absenteeism that stems from mental health and wellness issues. Youth are 21 times more likely to receive services when they are provided on school campuses.

Resources Required

Identify and leverage federal, state, and county funding sources to fund the expansion. Continued partnership with the County Board of Supervisors and Behavioral Health Services on the development of a longer-term countywide strategy for sustainable services on school campuses.

Recommendation #2

Establish a fund for discretionary monies that can be awarded to districts to meet the basic needs of the children and families they serve and/or used to purchase essential goods (e.g., shampoo, toothpaste, laundry detergent, etc.) that can be distributed to families as kits. Develop a distribution model that includes delivery and pick-up options. Develop and distribute informational materials on public programs and resources that are available to children and families within district service areas that include childcare and laundry service options.

Justification

Over 40% of districts indicated that poor transportation and housing instability were leading causes of chronic absenteeism within their districts that they do not have the capacity and/or resources to address effectively. Stakeholders who participated in the structured interviews voiced similar concerns and expressed a need for increased access to after-school programs, childcare, and essential goods such as food and clothing.

Resources Required

Discretionary funds that can be used for after-school programs or to pay for transportation vouchers and/or bus passes. Informational materials on available public programs and increased coordination and involvement by school personnel, parent advocates, and social workers in the referral process. Regular inventory and supply of basic goods.

Recommendation #3

Create a county-level system for attendance support to reduce chronic absenteeism which includes evidence-based prevention and intervention strategies, and the development of an equitable, student-centered, consistent SARB process. Establish a position at the SCCOE to coordinate attendance related efforts countywide. The system should include the following:

- Provide technical assistance to ensure that SARB practices are last resort measures that, when used, should be trauma informed, culturally responsive in embracing children and families in positive and proactive ways.
- Engage stakeholders in a continuous improvement process to identify root causes of chronic absenteeism and create intervention ideas that are caring, supportive, and responsive with the SCCOE serving as a mediator.
- Build community around Restorative Justice Practices and truancy intervention programs.

Justification

Though shared practices exist, school districts in Santa Clara County lack a standard approach to addressing truancy and chronic absence. Four (4) districts do not convene School Attendance Review Board (SARB) meetings and, for those that do, there is wide variation in the number of unexcused absences/truancies that trigger the SARB referral process. In addition, the role and responsibility of the DA's Office in the SARB process varies across districts.

Resources Required

Funds to establish a countywide School Attendance Supports Coordinator employed by the SCCOE. The coordinator will provide support, guidance, consultations, resources, and related services to school districts and school sites to help build an evidence-based approach to addressing chronic absenteeism that focuses on prevention and restorative practices. The coordinator will also serve as a liaison between districts, parents, communities, office of the DA, and county social services agencies for building coordinated community efforts in supporting students and families. Additional resources could include funding for hiring part-time bilingual parent engagement liaisons/ambassadors who speak the languages in the communities to outreach to parents and provide education and connect parents with resources and services.

Recommendation #4

Support districts in operationalizing site-level MTSS processes and ensure that attendance is included with academic, behavioral, and Social-Emotional measures. Provide connections to resources and support organizations that can be embedded in the MTSS process across the county.

Justification

The Multi-Tiered System of Supports (MTSS) model stresses the importance of strong foundational supports. Regarding chronic absenteeism, foundational supports may include but are not limited to positive messaging around the importance of attending school and a rewards system to motivate students to maintain good attendance or improve attendance. These strategies are non-punitive and promote a positive view of school attendance. Stakeholders who participated in the structured interviews caution against messaging and/or strategies that could be considered harsh and are likely to push students and families away. Current truancy practices often utilize letters containing threatening language and set the tone of the district or school as punitive rather than supportive.

Resources Required

Expansion of the MTSS supports currently offered through the SCCOE Continuous Improvement and Accountability Department and Professional Learning & Instructional Support Division to include site level MTSS coaching.

Suggested Timing

Beginning in the 2021-22 school year and ongoing.

Recommendation #5

Provide training on Suicide Prevention and Restorative Practices to all teachers in Santa Clara County. Develop and implement additional trainings that focus on student mental health and wellness, including Trauma Informed Practices (TIPs), and effective strategies for improving attendance.

Justification

Suicide, reports of self-harm, and emergency room visits of youth increased during the pandemic. Signs and symptoms of risk can be different in youth than in adults. By providing training to all teachers, teachers will have the knowledge and understanding needed to identify youth who are in distress and seek out the right help.

Resources Required

Need for \$500K in funds to provide the necessary levels of training. The development of a training schedule and inventory of school/district training needs.

Recommendation #6

Expand engagement with Attendance Works to implement Communities of Practice with Santa Clara County school districts. Attendance Works is a national leader in supporting school districts with reducing chronic absence.

Justification

Findings show that the best results in improving attendance are achieved by developing functional school teams through a community of practice model that builds the capacity of district leaders to support school teams through skilled facilitation, exposure to evidence-based best practices, peer support, and coaching. A Community of Practice will provide districts with additional resources to identify students at risk of chronic absence and implement tiered supports that will have the highest level of impact in their community.

Resources Required

The cost of a community of practice depends on the number of sessions and trainers, as well as the nature of the coaching support offered in between sessions. Ideally, communities of practice take place over multiple years with an emphasis on building the capacity of district staff to assume greater responsibility for implementation over time. The estimated funds needed to conduct this work ranges between \$50-\$75K for a medium-to-large district.

Suggested Timing

Planning for pilot districts in Spring of 2022. Pilot in 2-3 districts beginning in Summer of 2022. Expand to additional interested districts in Fall of 2023.

Recommendation #7

Continue to monitor school district implementation of AB-86 COVID-19 Plans and support districts with related efforts, including their response to close contacts and/or positive cases and the provision of high-quality district learning to students who are unable to attend in-person, whether by choice or due to exposure/illness. Encourage district administrators to develop realistic expectations regarding school attendance. Work with districts to develop standard attendance messaging that can be distributed countywide to student households.

Justification

Survey data indicate that districts could use additional support with a media campaign that stresses the importance of school enrollment and attendance. Stakeholders who participated in the interview process agree and added that the messaging should be welcoming and supportive in tone. While school attendance is highly encouraged, district administrators must remain mindful of the fact that the community at large is still grappling with the effects of the Coronavirus. The physical health and safety of students will remain the top priority in the 2021-22 academic year.

Resources Required

District AB-86 COVID-19 Plans and informational materials currently utilized to raise awareness regarding the benefits of maintaining good attendance. School district and SCCOE staff review of existing materials. Coordination of mailers to student households. Funds for print materials in multiple languages.

Appendices

Appendices

Appendix A. Santa Clara County School District Profiles

School district profiles for each of Santa Clara County’s 31 elementary, unified, and high school districts, in addition to the Santa Clara County Office of Education, are provided in this section. The profiles contain district information, student demographics, and chronic absenteeism data. Definitions for terms/acronyms referenced in the profiles are listed below.

Term	Definition
Chronic absenteeism	Missing at least 10% of days in a school year for any reason, including excused and unexcused absences.
Local Control Funding Formula (LCFF)	A system enacted in 2013-14 that (a) allocates funding to local education agencies (LEAs) based on their student characteristics and (b) grants LEAs greater flexibility in how they use those funds to improve student outcomes.
State Funded	Used to identify LEAs funded through a combination of local property taxes and state funding from the State School Fund and Education Protection Account.
Basis Aid	Used to identify LEAs receiving funds from local property taxes that meet or exceed their revenue limits. Basic aid districts keep the money from local property taxes and receive constitutionally guaranteed state basic aid funding.
School Linked Services (SLS)	A program that provides tailored mental health treatment services by Master’s level clinicians, including access to child psychiatry services, in school, clinic, home, or community-based settings to students residing in high risk areas (HSAs).
High Risk Areas	Zip codes identified through a County-commissioned student that have high levels of poverty, substance abuse, child removals, juvenile justice entries, mental health clients, school dropouts, single parent households, felony arrests, teen mothers, low state-wide test scores, and/or low birth weight.
Non-Binary	Someone who does not identify exclusively as a male or female.
Socio-economically Disadvantaged (SED)	Classification for students who meet any one of the following criteria: (a) neither of the student’s parents has received a high school diploma, (b) the student is eligible for the free or reduced-price lunch program, (c) the student is homeless, (d) the student is in a migrant family, or (e) the student is under foster care.
Free or Reduce Price Lunch (FRL)	Classification for students who qualify for the National School Lunch Program at a free or reduced cost. Children in families with incomes below 130% of the federal poverty level or those received SNAP or TANF benefits qualify for free lunch. Those in families with incomes between 130% and 185% of the federal poverty level qualify for reduced price lunch.
Students with Disabilities (SWD)	Classification for students who qualify for special education services in the State of California. To qualify, a student: (a) must be diagnosed with one (1) or more eligible disabilities, (b) the disability must negatively affect the student’s educational performance, and (c) the disability must require special education and related services.
English Language Learner (ELL)	Classification for students who do not learn English as their first and primary language.

Alum Rock Union Elementary School District
 2930 Gay Ave
 San Jose, CA 95127

Alum Rock Union Elementary School District is located in San Jose, CA, and serves students in East San Jose. The district has a total enrollment of 9,850, serving 6,067 students in grades K-5, and 3,783 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$15,147.34

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 3

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
7,732	79%	154	2%	1,189	12%	102	1%	673	7%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,081	52%	4,769	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
7,794	79%	7,526	76%	47	0.50%	34	0.30%	1,170	12%	3,656	37%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
1,477	13%

Berryessa Union Elementary School District
 1376 Piedmont Road
 San Jose, CA 95132

Berryessa Union Elementary School District is located in San Jose, CA, and serves students in North and East San Jose, and Milpitas. The district has a total enrollment of 6,534, serving 4,301 students in grades K-5, and 2,233 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,064.53

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,494	23%	295	5%	3,505	54%	80	1%	1,160	18%

Male		Female		Non-Binary	
#	%	#	%	#	%
3,412	52%	3,122	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,886	29%	1,765	27%	15	0.20%	3	0.05%	665	10%	1,557	24%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
413	6%

Cambrian School District

4115 Jacksol Drive
San Jose, CA 95124

Cambrian School District is located in San Jose, CA, and serves students in San Jose, Cambrian Park, and Los Gatos. The district has a total enrollment of 3,172, serving 2,070 students in grades K-5, and 1,102 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,208.93

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
752	24%	1,176	37%	690	22%	69	2%	485	15%

Male		Female		Non-Binary	
#	%	#	%	#	%
1,603	51%	1,569	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
432	14%	391	12%	9	0.30%	4	0.10%	385	12%	363	11%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
124	4%

Campbell Union High School District

3235 Union Avenue
San Jose, CA 95124

Campbell Union High School District is located in San Jose, CA, and serves students in West San Jose, Campbell, Saratoga, Monte Sereno, Santa Clara, and Los Gatos. The district has a total enrollment of 8,606 serving students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$13,766.47

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
2,906	34%	3,091	36%	1,607	19%	232	3%	770	9%

Male		Female		Non-Binary	
#	%	#	%	#	%
4,416	51%	4,188	49%	2	0.023%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
2,387	28%	2,051	24%	30	0.30%	17	0.20%	1,086	13%	601	7%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
954	11%

Campbell Union School District

155 N. Third Street
Campbell, CA 95008

Campbell Union School District is located in Campbell, CA, and serves students in Campbell, Los Gatos, Monte Sereno, West San Jose, Santa Clara, and Saratoga. The district has a total enrollment of 6,622, serving 4,536 students in grades K-5, and 2,086 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$13,437.13

School Linked Services (SLS) District: Yes

Number of SLS Coordinators: 3

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
3,122	47%	1,479	22%	1,084	16%	216	3%	721	11%

Male		Female		Non-Binary	
#	%	#	%	#	%
3,388	51%	3,234	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
2,792	42%	2,721	41%	36	0.50%	7	0.10%	724	11%	1,611	24%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
389	5%

Cupertino Union School District

1309 S. Mary Avenue
Sunnyvale, CA 94087

Cupertino Union School District is located in Cupertino, CA, and serves students in West San Jose, Sunnyvale, Saratoga, Santa Clara, Cupertino, and Los Altos. The district has a total enrollment of 15,663, serving 10,193 students in grades K-5, and 5,470 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$11,898.45

School Linked Services (SLS) District: No

Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
825	5%	2,088	13%	11,343	72%	75	1%	1,332	9%

Male		Female		Non-Binary	
#	%	#	%	#	%
8,107	52%	7,551	48%	5	0.032%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
925	6%	885	6%	9	0.10%	3	0.02%	1,150	7%	2,195	14%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
440	2%

East Side Union High School District
 830 N. Capitol Avenue
 San Jose, CA 95133

East Side Union High School District is located in San Jose, CA, and serves students in East San Jose, South San Jose, and Milpitas. The district has a total enrollment of 25,946, serving 211 students in grades K-5, and 78 students in grades 6-8 through a charter program, and 25,657 students in grades 9-12.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,750.92

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 2

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
13,208	51%	1,220	5%	8,553	33%	465	2%	2,500	10%

Male		Female		Non-Binary	
#	%	#	%	#	%
13,365	52%	12,580	48%	1	0.004%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
13,430	52%	11,117	43%	386	1.50%	54	0.20%	2,892	11%	4,951	19%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
4,606	17%

Evergreen Elementary School District
 3188 Quimby Road
 San Jose, CA 95148

Evergreen Elementary School District is located in San Jose, CA, and serves students in East San Jose. The district has a total enrollment of 9,789, serving 6,189 students in grades K-5, and 3,600 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$10,969.10

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
2,397	25%	482	5%	5,567	57%	124	1%	1,219	12%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,018	51%	4,771	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
2,699	28%	2,411	25%	14	0.10%	13	0.10%	845	9%	2,314	24%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
723	7%

Franklin-McKinley Elementary School District
 645 Wool Creek Drive
 San Jose, CA 95112

Franklin-McKinley Elementary School District is located in San Jose, CA, and serves students in East San Jose. The district has a total enrollment of 8,980, serving 5,904 students in grades K-5, and 3,076 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$14,601.53

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 2

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
5,368	60%	184	2%	2,800	31%	151	2%	477	5%

Male		Female		Non-Binary	
#	%	#	%	#	%
4,599	51%	4,381	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
6,629	74%	6,381	71%	130	1.40%	24	0.30%	984	11%	3,711	41%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
895	8%

Fremont Union High School District
 589 W. Fremont Ave.
 Sunnyvale, CA 94087

Fremont Union High School District is located in Sunnyvale, CA, and serves students in Cupertino, Sunnyvale, Los Altos, Saratoga, and Santa Clara. The district has a total enrollment of 10,836, serving students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$15,621.28

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,595	15%	1,665	15%	6,283	58%	86	1%	1,207	11%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,599	52%	5,237	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,551	14%	1,135	11%	13	0.10%	5	0.05%	1,014	9%	833	8%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
830	8%

Gilroy Unified School District

7810 Arroyo Circle
 Gilroy, CA 95020

Gilroy Unified School District is located in Gilroy, CA, and serves students in Gilroy, and San Martin. The district has a total enrollment of 11,360, serving 4,753 students in grades K-5, 2,633 students in grades 6-8, and 3,974 students in grades 9-12.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$11,542.95

School Linked Services (SLS) District: Yes

Number of SLS Coordinators: 3

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
8,039	71%	1,686	15%	482	4%	155	1%	998	9%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,806	51%	5,553	49%	1	0.009%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
6,458	57%	6,163	54%	199	1.80%	60	0.50%	1,453	13%	2,454	22%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
1,502	12%

Lakeside Joint School District

19621 Black Road
 Los Gatos, CA 95033

Lakeside Joint School District is located in Los Gatos, CA, and serves students in a rural area of Los Gatos. The district has a total enrollment of 66, serving 65 students in grades K-5, and 1 student in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$29,082.77

School Linked Services (SLS) District: No

Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
6	9%	38	58%	11	17%	0	0%	11	17%

Male		Female		Non-Binary	
#	%	#	%	#	%
30	45%	36	55%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
4	6%	4	6%	0	0.00%	0	0.00%	13	20%	10	15%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
3	4%

Loma Prieta Joint Union Elementary

23800 Summit Road
Los Gatos, CA 95033

Loma Prieta Joint Union Elementary is located in Los Gatos, CA, and serves students in rural areas of Los Gatos. The district has a total enrollment of 441, serving 247 students in grades K-5, and 194 students in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$14,365.08

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
54	12%	312	71%	13	3%	2	1%	60	14%

Male		Female		Non-Binary	
#	%	#	%	#	%
225	51%	216	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
26	6%	26	6%	0	0.00%	1	0.20%	62	14%	16	4%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
42	8%

Los Altos Elementary School District

201 Covington Road
Los Altos, CA 94024

Los Altos Elementary School District is located in Los Altos, CA, and serves students in Los Altos, Los Altos Hills, Mountain View, and Palo Alto. The district has a total enrollment of 3,576, serving 2,190 students in grades K-5, and 1,386 students in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$16,235.51

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
302	8%	1,470	41%	1,246	35%	20	1%	538	15%

Male		Female		Non-Binary	
#	%	#	%	#	%
1,866	52%	1,710	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
240	7%	237	7%	7	0.20%	3	0.10%	335	9%	338	9%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
159	4%

Los Gatos Union Elementary School District
 17010 Roberts Road
 Los Gatos, CA 95032

Los Gatos Union Elementary School District is located in Los Gatos, CA, and serves students in Los Gatos, Monte Sereno, Saratoga, Campbell, and West San Jose. The district has a total enrollment of 2,710, serving 1,564 students in grades K-5, and 1,146 students in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$14,062.67

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
185	7%	1,636	60%	599	22%	16	1%	274	10%

Male		Female		Non-Binary	
#	%	#	%	#	%
1,450	54%	1,260	46%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
111	4%	106	4%	1	0.04%	0	0.00%	213	8%	110	4%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
27	1%

Los Gatos-Saratoga Union High School District
 17421 Farley Road West
 Los Gatos, CA 95030

Los Gatos-Saratoga Union High School District is located in Los Gatos, CA, and serves students in Los Gatos, Saratoga, Monte Sereno, and Campbell. The district has a total enrollment of 3,470 serving students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$16,691.77

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
270	8%	1,608	46%	1,109	32%	6	0%	477	14%

Male		Female		Non-Binary	
#	%	#	%	#	%
1,830	53%	1,636	47%	4	0.115%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
182	5%	162	5%	2	0.10%	7	0.20%	365	11%	36	1%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
244	7%

Luther Burbank School District

4 Wabash Avenue
San Jose, CA 95128

Luther Burbank School District is located in San Jose, CA, and serves students in Central San Jose. The district has a total enrollment of 475, serving 288 students in grades K-5, and 187 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,785.18

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
428	90%	14	3%	6	1%	12	3%	15	3%

Male		Female		Non-Binary	
#	%	#	%	#	%
236	50%	239	50%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
415	87%	397	84%	13	2.70%	1	0.20%	46	10%	232	49%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
38	7%

Milpitas Unified School District

1331 E. Calaveras Blvd.
Milpitas, CA 95035

Milpitas Unified School District is located in Milpitas, CA, and serves students in Milpitas, and San Jose. The district has a total enrollment of 10,413, serving 4,911 students in grades K-5, 2,215 students in grades 6-8, and 3,287 students in grades 9-12.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$11,954.60

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
2,054	20%	439	4%	5,508	53%	180	2%	2,232	21%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,365	52%	5,047	48%	1	0.010%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
3,045	29%	2,887	28%	268	2.60%	4	0.04%	882	8%	2,366	23%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
714	7%

Moreland School District

4711 Campbell Avenue
San Jose, CA 95130

Moreland School District is located in San Jose, CA, and serves students in San Jose, Campbell, and Saratoga. The district has a total enrollment of 4,364, serving 2,903 students in grades K-5, and 1,461 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,975.79

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,299	30%	957	22%	1,455	33%	131	3%	522	12%

Male		Female		Non-Binary	
#	%	#	%	#	%
2,271	52%	2,091	48%	2	0.046%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,140	26%	1,014	23%	4	0.10%	5	0.10%	493	11%	1,054	24%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
282	6%

Morgan Hill Unified School District

15600 Concord Circle
Morgan Hill, CA 95037

Morgan Hill Unified School District is located in Morgan Hill, CA, and serves students in Morgan Hill, South San Jose, and San Martin. The district has a total enrollment of 8,894, serving 4,023 students in grades K-5, 2,111 students in grades 6-8, and 2,760 students in grades 9-12.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$11,202.73

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
4,488	51%	2,547	29%	795	9%	123	1%	941	11%

Male		Female		Non-Binary	
#	%	#	%	#	%
4,486	50%	4,404	50%	4	0.045%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
3,273	37%	3,170	36%	694	7.80%	23	0.30%	1,083	12%	1,357	15%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
1,169	13%

Mount Pleasant Elementary School District
 3434 Marten Ave
 San Jose, CA 95148

Mount Pleasant Elementary School District is located in San Jose, CA, and serves students in East San Jose. The district has a total enrollment of 1,929, serving 1,249 students in grades K-5, and 680 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$15,330.65

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 3

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,461	76%	50	3%	269	14%	32	2%	117	6%

Male		Female		Non-Binary	
#	%	#	%	#	%
1,001	52%	928	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,090	57%	982	51%	20	1.03%	3	0.20%	263	14%	826	43%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
0	0%

Mountain View Whisman School District
 750-A San Pierre Way
 Mountain View, CA 94043

Mountain View Whisman School District is located in Mountain View, CA, and serves students in Mountain View. The district has a total enrollment of 4,753, serving 3,291 students in grades K-5, and 1,462 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$16,689.53

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 3

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,694	36%	1,271	27%	974	21%	60	1%	754	16%

Male		Female		Non-Binary	
#	%	#	%	#	%
2,414	51%	2,339	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,392	29%	1,315	28%	166	3.50%	5	0.10%	495	10%	900	19%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
295	6%

Mountain View-Los Altos Union High School District

1299 Bryant Ave.
Mountain View, CA 94040

Mountain View-Los Altos Union High School District is located in Mountain View, CA, and serves students in Mountain View, Los Altos, and Los Altos Hills. The district has a total enrollment of 4,563 students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$23,064.75

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,166	26%	1,714	38%	1,135	25%	55	1%	493	11%

Male		Female		Non-Binary	
#	%	#	%	#	%
2,340	51%	2,217	49%	6	0.131%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
712	16%	533	12%	37	0.80%	7	0.20%	480	11%	247	5%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
427	10%

Oak Grove Elementary School District

6578 Santa Teresa Blvd.
San Jose, CA 95119

Oak Grove Elementary School District is located in San Jose, CA, and serves students in South San Jose. The district has a total enrollment of 9,362, serving 6,287 students in grades K-5, and 3,075 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,357.08

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
4,459	48%	1,432	15%	2,076	22%	273	3%	1,122	12%

Male		Female		Non-Binary	
#	%	#	%	#	%
4,851	52%	4,511	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
2,717	29%	2,387	26%	29	0.30%	15	0.20%	1,021	11%	1,921	21%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
961	9%

Orchard Elementary School District
 921 Fox Lane
 San Jose, CA 95131

Orchard Elementary School District is located in San Jose, CA, and serves students in North San Jose, and Milpitas. The district has a total enrollment of 815, serving 543 students in grades K-5, and 272 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$13,049.25

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 2

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
269	33%	55	7%	331	41%	40	5%	120	15%

Male		Female		Non-Binary	
#	%	#	%	#	%
398	49%	417	51%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
268	33%	219	27%	5	0.60%	1	0.10%	57	7%	271	33%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
88	10%

Palo Alto Unified School District
 25 Churchill Avenue
 Palo Alto, CA 94306

Palo Alto Unified School District is located in Palo Alto, CA, and serves students in Palo Alto, Stanford, and Los Altos Hills. The district has a total enrollment of 10,754, serving 4,269 students in grades K-5, 2,416 students in grades 6-8, and 4,069 students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$22,896.36

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,497	14%	3,644	34%	4,034	38%	186	2%	1,393	13%

Male		Female		Non-Binary	
#	%	#	%	#	%
5,685	53%	5,069	47%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,178	11%	1,127	11%	24	0.20%	12	0.10%	1,087	10%	921	9%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
712	6%

San Jose Unified School District

855 Lenzen Avenue
San Jose, CA 95126

San Jose Unified School District is located in San Jose, CA, and serves students in San Jose, and Santa Clara. The district has a total enrollment of 28,710, serving 12,084 students in grades K-5, 6,730 students in grades 6-8, and 9,896 students in grades 9-12.

Funding Type: LCFF (State Funded) in prior years; Basic Aid current year

Annual per student expenditure: \$13,033.89

School Linked Services (SLS) District: Yes
Number of SLS Coordinators: 1

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
15,176	53%	6,444	22%	3,934	14%	721	3%	2,435	8%

Male		Female		Non-Binary	
#	%	#	%	#	%
14,812	52%	13,898	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
11,783	41%	10,622	37%	86	0.30%	63	0.20%	3,394	12%	5,629	20%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
3,854	12%

The Santa Clara County Office of Education

1290 Ridder Park Dr.
San Jose, CA 95131

Santa Clara County Office of Education is located in San Jose, CA, and serves students across all cities in Santa Clara County. The district has a total enrollment of 1,213, serving 384 students in grades K-5, 180 students in grades 6-8, and 649 students in grades 9-12.

Funding Type: LCFF (State Funded)

Annual per student expenditure: COE per student funding is not calculated

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
552	46%	198	16%	316	26%	59	5%	88	7%

Male		Female		Non-Binary	
#	%	#	%	#	%
820	68%	392	32%	1	0.0008%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
725	60%	958	79%	15	1.24%	16	1.32%	1107	91%	464	38%

Santa Clara Unified School District

1889 Lawrence Road
Santa Clara, CA 95051

Santa Clara Unified School District is located in Santa Clara, CA, and serves students in Santa Clara, West San Jose, Sunnyvale, Alviso, and Cupertino. The district has a total enrollment of 14,808, serving 7,229 students in grades K-5, 3,114 students in grades 6-8, and 4,465 students in grades 9-12.

Funding Type: Basic Aid

Annual per student expenditure: \$19,150.00

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
5,011	34%	2,811	19%	4,689	32%	374	3%	1,923	13%

Male		Female		Non-Binary	
#	%	#	%	#	%
7,657	52%	7,146	48%	5	0.034%

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
5,603	38%	5,373	36%	68	0.50%	15	0.10%	2,054	14%	3,259	22%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
1,684	11%

Saratoga Union Elementary School District

20460 Forrest Hills Drive
Saratoga, CA 95070

Saratoga Union Elementary School District is located in Saratoga, CA, and serves students in Saratoga, Monte Sereno, and Los Gatos. The district has a total enrollment of 1,657, serving 926 students in grades K-5, and 731 students in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$19,317.27

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
86	5%	401	24%	945	57%	3	0%	222	13%

Male		Female		Non-Binary	
#	%	#	%	#	%
859	52%	798	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
56	3%	52	3%	0	0.00%	1	0.10%	172	10%	84	5%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
75	4%

Sunnyvale School District

819 W. Iowa Ave.
Sunnyvale, CA 94086

Sunnyvale School District is located in Sunnyvale, CA, and serves students in Sunnyvale, and Santa Clara. The district has a total enrollment of 5,950, serving 4,206 students in grades K-5, and 1,744 students in grades 6-8.

Funding Type: Basic Aid

Annual per student expenditure: \$16,295.86

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
1,770	30%	1,273	21%	1,771	30%	79	1%	1,057	18%

Male		Female		Non-Binary	
#	%	#	%	#	%
3,088	52%	2,862	48%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
1,607	27%	1,344	23%	15	0.30%	5	0.10%	613	10%	1,529	26%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
388	6%

Union Elementary School District

5175 Union Avenue
San Jose, CA 95124

Union Elementary School District is located in San Jose, CA, and serves students in West San Jose, Los Gatos, and Campbell. The district has a total enrollment of 5,727, serving 3,687 students in grades K-5, and 2,040 students in grades 6-8.

Funding Type: LCFF (State Funded)

Annual per student expenditure: \$12,221.90

School Linked Services (SLS) District: No
Number of SLS Coordinators: 0

2020-2021 Demographic Information

Hispanic		White		Asian		African American		Other	
#	%	#	%	#	%	#	%	#	%
883	15%	2,212	39%	1,966	34%	63	1%	603	11%

Male		Female		Non-Binary	
#	%	#	%	#	%
2,920	51%	2,807	49%	N/A	N/A

SED		FRL		Homeless		Foster		SWD		ELL	
#	%	#	%	#	%	#	%	#	%	#	%
568	10%	535	9%	5	0.10%	3	0.10%	582	10%	577	10%

2018-2019 Chronic Absenteeism Rate

State Reported Chronic Absence	
#	%
231	4%

Appendix B. Santa Clara County Chronic Absenteeism Roadmap



What is Chronic Absenteeism?

To be considered chronically absent, a student must have missed at least 18 days (3.5 weeks of school) or 10% of the school year. Chronically absent preschool, kindergarten, and 1st grade students are more likely to be unable to read on-level by 3rd grade. These students who are unable to read proficiently in 3rd grade are four times more likely to drop out.

Chronic absenteeism is a pervasive problem which negatively impacts a student's education, socialization, and access to school services. It can develop for many reasons, ranging from anxiety, depression, bullying, babysitting needs, health issues, or work.

Local Impacts

In Santa Clara County, approximately 25,000 students are chronically absent each year, which is roughly 9% (1 out of 11) of the student population. The rate of chronic absenteeism is higher for kindergarten and high school students and disproportionately affects the county's most disadvantaged students with 75% of chronically absent students coming from low-income families.

Chronically Absent vs Habitually Truant

Habitually truant means a student has five or more unexcused absences or tardies of more than 30 minutes. If a student in K-8 is habitually truant, their parents may technically be prosecuted by the Office of the District Attorney.

On the other hand, chronic absenteeism counts all absences, unexcused or not.



Truancy Intervention Process



First Notification

When a student has accrued 3 unexcused absences or 3 unexcused tardies of more than 30 minutes, the student is considered truant, and the school will notify the parent through a letter/email.



Second Notification

When the student accrues an additional truancy, the school will send another notice and organize a school-site meeting.



Third Notification

When the student accrues another truancy, the school will invite the family and student to a Student Attendance Review Board (SARB).

- SARB: A district level meeting with the student and his/her family in which a plan is put in place to address the truancy and its underlying causes.



Post-SARB Truanancies

Student is considered habitually truant.

- Once a K-8 student is habitually truant, the parent can be prosecuted by the district attorney (DA).
- DA mediation (for districts that request): A presentation from a deputy DA to the parents and student on the laws surrounding truancy, the consequences, and the purpose for those laws.



Involvement of Courts and the District Attorney's Office

If truanancies continue, the DAO will directly intervene:

K-8: Court for Achieving Reengagement with Education

- A court case may be filed with the goal of improving the child's attendance and solving any underlying problems.
- The student's progress is monitored with the support of student community services, DAO, BHSD, Public Health Department, and student services within the school district.

High School: Juvenile Attendance Improvement Hearings

- Santa Clara County stopped prosecuting juveniles for truancy in 2017.
- Instead, an out of court meeting with a Deputy DA will be held.
- The one-on-one hearings involve the student, parents, school representative, district representative, and the Deputy DA.



Prevention/Intervention Resources

During the truancy intervention process, the school, District Attorney, and/or the Behavioral Health Services Department may offer the student and family the services they need. Below is a non-exhaustive list of the services available to students and families. Families are encouraged to self-refer or apply to any of the following services.



Family Engagement

The following services tend to the needs of families. The general aim is to engage parents in their child's success and prepare them for any problems that might arise in the home.

The Santa Clara County Office of Education website provides information for numerous resources and reports: <https://www.sccoe.org/resources/families/Pages/default.aspx>

Steps to Success

Enroll. Attend. Learn.

- A campaign aimed at increasing enrollment and attendance in early learning programs in Santa Clara County.
- Information and assistance covering enrolling in early learning programs and supporting good attendance including the Enrollment Toolkit for Families and Where to Enroll along with tips for building the habits of regular school attendance and engagement.
- Information is available in multiple languages; Resources for parents and caregivers are available at <https://www.sccoe.org/resources/early-learning-enrollment/Pages/default.aspx>.

Childcare Resource and Referral Program (R&R)

- The R&R program for Santa Clara County is operated by the Santa Clara County Office of Education and provides the following: child care resources for families and providers, information and resources for families, and training and technical assistance for providers.
- Families can visit the county's Child Care Portal at childcarescc.org to find high quality, safe, licensed childcare for all ages. Information is available in multiple languages.

Parent Engagement Program

Purpose: to assist parents in helping their students succeed.

- The website offers links to workshops, trainings, and resources for distance learning: <https://www.sccoe.org/plisd/parent/Pages/default.aspx>

Parent Project

This is a parenting program through the DA's office which helps parents address a wide array of issues, including truancy.

Although it can be court mandated, parents can also elect to participate.

<https://www.sccgov.org/sites/da/prosecution/DistrictAttorneyDepartments/Pages/ParentProject.aspx>

Parent Institute for Quality Education (PIQE)

Purpose: to empower parents and find where parents can take on leadership roles. Not all school districts offer PIQE, so follow the link below and contact the Santa Clara County representative if interested.

<https://www.piqe.org/contact-us/>

Family Engagement through School Linked Services (SLS)

Purpose: SLS coordinators coordinate family engagement activities for youth and families which are open to any student.

<https://www.sccgov.org/sites/bhd/info/CYF/Pages/cyf-sls-initiative.aspx>



Behavioral Health Services

The following services focus on the behavioral health needs of students, which includes mental health and substance use. Any families who have children/teens struggling with behavioral health issues are encouraged to refer their child to the Santa Clara County Behavioral Health Services Department's (BHSD) Call Center. Contact information can be found at this link:

<https://www.sccgov.org/sites/bhd/services/callcenter/pages/default.aspx>

BHSD Children, Youth and Family System of Care

Purpose: Provides behavioral health treatment to students experiencing behavioral and emotional needs.

Programs serve ages birth through 25 and are categorized along a continuum of care from the least intensive to the most intensive services.

1: Prevention/Early Intervention

- Ex. Raising Early Awareness and Creating Hope (REACH), Reach Out and Read (ROR), Substance Use Prevention, School based behavioral health programs (SLS, PEI, SEAS, UE), and allcove.

2: Outpatient

- Ex. F&C Outpatient programs, TAY Outpatient, TAY LGBTQ, Ethnic Specific Outpatient Services, KidConnections Network (KCN), County Operated Clinics, County Operated – Young Adults in Transition Team (YATT).

3: Intensive Programs

- Programs that are Child Welfare referred include, but not limited to, Differential Response and Placement Supportive Services.
- Programs that are Juvenile Justice referred include, but not limited to, Support and Enhancement Service (SES) and Treatment Focused Services (TFS).
- Ex. Intensive Outpatient Services

4: Intensive Wraparound and other programs

- Ex. Wraparound, Child/TAY Full-Service Partnership, Youth/TAY Intensive Full-Service Partnership programs

5: Residential Programs

6: Mobile Crisis Response

For more information:

<https://www.sccgov.org/sites/bhd/info/CYF/Pages/home.aspx>

Youth Substance Use Treatment Services:

Purpose: to help youth with substance use issues and with other life skills. This program offers adolescent substance use services at multiple sites in Santa Clara County. Several high schools in the county have a BHSD clinician on campus who can also help with these issues

- Ex. Gunderson, Fremont, Cupertino, Mt. View, Homestead, Los Altos, Alta Vista, Yerba Buena, Overfelt, Andrew Hill, Evergreen, Independence, and James Lick High School, Gilroy High, Christopher High, Mt. Madonna, Apollo, Broadway, Foothill, Gateway, Lincoln, County Operated Clinic.

<https://www.sccgov.org/sites/bhd/info/CYF/Pages/youth-suts.aspx>

The Tobacco-Use Prevention Education (TUPE)

- A comprehensive evidence-based tobacco-use prevention, youth development, intervention, and cessation program.
- The purpose of the TUPE program is to reduce youth tobacco-use by helping students make healthy decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets. TUPE funding originates from tobacco tax revenue and provides prevention programs in grades six through twelve.

<https://tupe.sccoe.org/about/Pages/default.aspx>

Suicide Prevention Program

Purpose: to reduce and prevent suicides in Santa Clara County

- Suicide and Crisis Hotline Number: 1(855) 278-4204
- Crisis Support via Text: Text RENEW to 741741

<https://www.sccgov.org/sites/bhd/Services/SP/Pages/SPC.aspx>

Self-Referral Link

Families and students who are seeking help with any behavioral health issue can self-refer through the call center by calling 1(800) 704-0900

<https://www.sccgov.org/sites/bhd/services/callcenter/pages/default.aspx>

Healthy Living/Health Needs

The following services tend to the physical health of students and families. These programs are provided by the Healthier Kids Foundation.

Free Application Assistance

Free application assistance for Health Care Coverage or any health issue, call (877) 557-0093.

10 Steps to a Healthier You

Purpose: to help families live healthier through a free, three-workshop series. The workshops are now being offered virtually and participants will receive a stipend after attending the workshops. Contact: 10steps@hkidsf.org or (855) 344-6347 or <https://hkidsf.org/our-programs/10-steps-2/>

Dental First

Purpose: to detect and fix dental problems in students through screenings and follow-up care.

- Dentists that accept DentiCal in Santa Clara County: <https://hkidsf.org/wp-content/uploads/2020/01/DENTAL-RESOURCE-PAGE-Santa-Clara-County-October-2019.pdf>
- Contact: DentalFirst@hkidsf.org or (408) 564-5114 x210 or <https://hkidsf.org/our-programs/dentalfirst/>

Hearing First

Purpose: to detect and fix hearing issues in students through screenings and follow up care. Contact: HearingFirst@hkidsf.org or call (408) 564-5114 x210 or <https://hkidsf.org/our-programs/hearingfirst/>

Vision First

Purpose: to detect and fix dental problems in students through screenings and follow-up care.

- Optometrists that accept MediCal in SCC: <https://hkidsf.org/wp-content/uploads/2020/01/VISION-RESOURCE-PAGE-Santa-Clara-County-October-2019.pdf>
- Contact: VisionFirst@hkidsf.org or (408) 564-5114 x210 or <https://hkidsf.org/our-programs/visionfirst/>



Non-Clinical Support

Alum Rock Counseling Center's Truancy Abatement and Burglary Suppression (TABS) Services

Purpose: to address barriers to school attendance for truant students

- Alum Rock Counseling Center provides this service for East Side Union High School District, Alum Rock Union Elementary School District, and San Jose citywide as needed. Contact: info@alumrockcc.org or (408) 294-0500.

Appendix C. Responses to Item 13 of the District Supports Survey

Question

If there are new strategies your district plans to implement in the 2021-22 academic year for preventing chronic absenteeism, please briefly describe those in the space provided below. If none, leave blank.

Response(s)

"We will be asking our schools to reach out to all students from their sites that were chronically absent in the 2020-2021 school year. To do a check in with them before the beginning of the new school year. Possibly conduct a home visit if we are unable to reach the parent via phone. We want the Principals or School staff to discuss the chronic absenteeism from the prior year, discuss barriers, and offer support if support is needed. If not set a positive tone and set expectations for the new school year."

"School sites will host school site SARB instead of a district wide SARB. District office will host DA mediation for families who are unable to meet the expectations of the SARB contract. District will seek assistance of DA for school site SARB as a means to reduce the number of parents who are referred for DA mediation. Work with school sites to identify those families who need immediate intervention as soon as Truancy Letter 1 is issued."

"I am working on revamping our SARB process so that it is individualized, targeted, and is able to link students to services beyond what is available at the school site level. However, I have not made a ton of progress putting a team together yet or identifying community-based programs that could provide helpful support to parents/guardians and students."

"Opening of Wellness center."

"Restructure SARB process to address Tier 1, 2 and three before moving to SARB. This action will include implementing the MUSD Re-engagement Plan."

"We will provide positive messaging regarding the importance of school attendance. Site administrators and behavioral mental health staff will support efforts to address barriers to school attendance."

"We designed a 9th grade Summer Connection program for incoming 9th graders that will also extend throughout the school year. We hired two Freshmen Success Specialist for On-Track to graduation for our Freshmen Success focus this year and beyond. By building relationships early on with our young people, we plan to dramatically reduce the absenteeism rate. Our focus is on connection. We are also building 4 wellness centers that will open in mid-August in our 2 comprehensive middle and high schools. They will serve all students and families in our district. We will have evening and weekend hours to meet their needs. To engage our families and community in education, we have hired a Family and Community Engagement in Education Lead. This position will support all of our student achievement and connection initiatives by engaging the families creating and implementing multiple strategies in collaboration with the team at the wellness centers and the community liaisons at each school."

“Attendance added to the SST process, SARB for High School Students.”

“We will be launching a social work intern program in the fall that will focus on absenteeism. We will also be providing targeted attendance intervention for MKV and Foster Youth. We have a dedicated staff who provides attendance intervention as well as a contract with California Youth Outreach to address chronic attendance issues.”

“Working with principals and teams to put plans in place for students who were truant last year, in order to start with support and reinforcements. Additional social worker/intern supports to case manage.

“We are planning to develop stronger site re-engagement plans for early intervention in order to strengthen family and school relationships and systems to catch chronic absenteeism sooner and follow the CARE Court model of directing support to each family as we become aware of their specific needs. We have expanded our Social Work intern and School Counselor intern programs in order to provide more direct services to more families. We are in the process of developing three Wellness Centers in order to support district families. The long-term goal is to create community partnerships and create three spaces for community resources to provide services to families, as well as continue to provide and expand direct student site-based support during the school day.”

Appendix D. Responses to Item 18 of the District Supports Survey

Question

Considering your responses to questions 14-17, are there specific strategies, including involvement from outside agencies (e.g., community partners, social services, local and county government), that could benefit your district's efforts to reduce chronic absenteeism for hard-to-reach students and/or leading causes that are difficult to address? If none, leave blank.

Response(s)

"Absolutely if we had more county and city agencies that could support with case management and working with chronically absent students and families to be able to re-engage them back into school. A lot of our families need in home support and that resource is lacking in our County in my opinion."

"Providing families vouchers for auto repair who don't qualify for McKinney Vento resources such as bus vouchers. Assist families with money that can offset monthly costs so they don't have to work 1-3 jobs to make ends meet which then impacts their physical health. Provide families with walk-in counseling support. Many families are experiencing mental health challenges which in turn impact their ability to provide stability and consistency for kids. This eventually impacts the support that our students need from their families. Bring services or hold service fairs in neighborhoods as many families will attend if within their footprint. Anything outside of a 5-mile footprint will not result in good attendance. Families stay close to home and do not venture out especially those who lack transportation. Help the parents and guardians so they can "do" life so their kids can "do" life."

"We need additional resources for transportation and getting students to and from school. We have many students who are not attending due to having to provide care for siblings or having to work to assist in providing resources such as food and rent money for their family (we need to address these root causes and/or to provide additional learning options programs. We would like to use the same approach we used during distance learning. Making screening calls to all students who are absent (assessing needs). Referring them to resources. Deploying a staff member to the home to provide the resources. Support staff to focus on attendance so that attendance plans are truly implemented to fidelity and the interventions and supports provided are sustainable."

"Our current partnerships are strong and adequate at this time. We could always use more."

"Wrap around services, especially those supports for parents (for various and frequently, multiple issues) who are the reason our students are at risk of chronic absenteeism. The single greatest reason we have students in this situation it is because of the parent's mental/emotional health issues, not the student's."

"Opening of Wellness Center."

"We have multiple strategies we are implementing, constantly; however, we anticipate that the absenteeism rate will be higher than ever before and transportation and childcare will be a big factor. Although we bus students, transportation is not easily accessible to some of our students. Childcare continues to be a factor with limited resources for childcare due to cost."

In [REDACTED] there are limited Community-Based Mental Health Services. Families have to travel to [REDACTED] or [REDACTED] for services, especially for those that are culturally relevant. Support from the County in terms of preventative and early intervention services would be useful for all students, especially those who are chronically absent. Transportation in [REDACTED] is only for students with disabilities, however there is significant needs among students who are homeless and foster youth. Increased collaboration and cross-communication with healthcare providers making recommendations for students with health and mental health concerns.”

“Having additional behavioral and mental health services would be beneficial.”

“Community partners to assist families in gaining access or supporting improved attendance would be helpful. Additional mental health resources for parents as well as students.”

“We are investigating resources.”

“Home visit support from Social Service agencies around reengaging students and obtaining correct and current contact information for parents/guardians.”

“Our district has resources to manage the above; however, we would benefit from training on best practices and systems shifts. For example, Attendance Works offered a training last year; however we were not able to participate as the training was filled pretty quickly. Training and resources to support our staff are where we need assistance.”

“Wrap around types of supports, sometimes families need to stabilize for day to day needs and supporting with learning and getting a student to school may not be a priority when they are working to survive. They are developing these skills and need in the moment coaching sometimes to be successful.”

“Yes. We are very interested in creating community partnerships and increasing the accessibility of social services in the district.”

Appendix E. Responses to Item 19 of the District Supports Survey

Question

Considering your existing resources and/or partnerships, are there any that you believe could be leveraged, adjusted, or used more flexibly to address the anticipated needs of youth experiencing difficulty with the return to in-person instruction that is due to emerging or existing trauma?

Response(s)

"11 of our Schools are currently PEI schools which we Partner with [REDACTED] Counseling Center. If we could have access to PEI Services for all of our schools so they could send a family partner to support in chronically absent cases that would be amazing. But at this time they only support the 11 schools they are assigned and with limited capacity at each site."

"Uplift Services were extended to all schools this past school year. This is different from our normal school year. As Uplift services are provided solely to our Title I schools. It would be extremely helpful to continue this level of service for the upcoming year. We have no idea what to expect but we know that we needed more support prior to the pandemic and we definitely need it now. We need to be able to support families not just students because ultimately the responsibility of students attending school lies upon the parents and/or guardians. It would be helpful to be able to assist families with resources that do not take 6 months to come into fruition. We need to engage with parents through multiple methods especially now as we return from distance learning. Similar to taking services to the neighborhoods perhaps schools can partner with these agencies to do outreach for parent, guardian and family input."

"We can ask CASSY and Uplift to be more centrally involved with family support/education"

"Yes, I believe we can adjust the role of our Student Advisors and we have plans to do so. Even so, we still need additional human resources."

"[REDACTED] partnership with BHSD could be expanded to assist with mental health screeners. We would, however, need the staff to support what may arise from such screeners. In addition, offering mental health parent training for parents that are diverse in language offer, including Vietnamese, Spanish, and Tagalog."

"Having additional behavioral and mental health services would be beneficial. We have a plan in place to increase this support for the 21-22 school year, but the level of need is still uncertain."

"We can always leverage and be collaboratively creative with our partners. We are establishing our wellness centers and are focusing on healing from traumas. We are mindful of our language around trauma and are focusing our word choices on healing instead. The word trauma is constantly in a space around children when healing is far more the experience we want them to have as well as the experience we want the adults to be able to focus on. We want to equip the adults with the language that they need to build student agency, voice, choice, and empowerment. So, we can always use support in building our SEL work. We will be using the CASEL framework to help guide our conversations."

"We have Family Case Managers, classified school liaisons that support student attendance. Examining how their services could be better targeted would be helpful. Training more counselors and administrators on helping students with school refusal."

“It is difficult to sustain the need for social emotional support and therapy within a school. We are in- need of a community effort to support this pandemic.”

“Our McKinney Vento program needs to take a more active role in the reengagement of students.”

“We would like to partner more strategically with the county and community-based agencies.”

“Again, the case management is the main area and often this is a challenging service for almost all of the providers that we have access to or there are waiting lists for the supports.”

Appendix F. Responses to Item 24 of the District Supports Survey

Question

The Santa Clara County Office of Education and the County of Santa Clara will summarize the information provided in this survey to advocate for resources, including funding and programs, that aid district efforts to reduce chronic absenteeism, and develop action plans to prevent chronic absenteeism. Is there anything else you wish to relay about chronic absenteeism in your district in support of this effort? If none, leave blank.

Response(s)

“Based on my experience with CARE Court, chronic absenteeism becomes the focal point when in fact there are other significant issues going on that are the root of the issue. We need to look at truly helping families so they are in positions to help their children. Many parent, guardians and caregivers are struggling with mental health such as depression. This impacts their ability to parent which then transcends into their child's academics. If we want to change the trajectories of students, let's begin with the individuals who care for them on a daily basis.”

“No. I have been appreciating being able to participate in CARE Court. Last year was our first year as a high school district with students who had been referred in middle school. This is a good additional support. Other 'tier 3' supports would be appreciated.”

“Support for Wellness Centers countywide with funding.”

“Need positive messaging, support services and monitoring, as well as more efficient enforcement options. In most cases parents/caregivers are responsible for attendance in TK-fifth grade but from sixth grade on, students are making their own decisions. Types of interventions and supports need to be different for different age groups and needs. It is very difficult to change the behavior of a student in middle school that has a pattern of chronic absenteeism.”

“Our district is implementing MTSS and see this as another opportunity to engage students by shifting our system and practices. We are also seeing shortages in mental health providers this year. Support in this area would be appreciated.”

“More assertive accountability when referrals are made to DA, sometimes it seems we are not holding parents accountable, more warm demanding is needed in order for the process to be effective.”

“I would appreciate guidance in the area of chronic absenteeism and SARB at the county/DA's office/CARE Court level. During 2020-21 the process became very challenging at the district level and almost non-existent at the county/DA's office level. I am hopeful for more specific direction and support as to documentation needed and a clearly communicated process so that families can be addressed at that level in order to re-engage families who are struggling to attend school during the pandemic. In particular, I am hoping the county will partner more closely with the districts to increase support to our most vulnerable families.”

Appendix G. Santa Clara County School District SARB Survey Summary

District	Does your district convene SARB meetings?	Does your district send SARB letters to the parent(s) or guardian(s)? If yes, how many days of the student's absence activated the SARB process which resulted in the district sending a letter to the parent or guardian scheduling a SARB meeting?	Does your district collaborate with the County of Santa Clara's Office of the District Attorney to convene the SARB meetings?
Alum Rock Union School District	Yes	Yes. 9 UAs	No
Berryessa Union School District	Yes	Yes. 5 UAs	No
Cambrian School District	Yes	Yes. 8 UAs	Yes
Campbell Union High School District	Yes	Yes. 3-20 UAs ^A	No
Campbell Union School District	Yes	Yes. 5 UAs	Yes
Cupertino Union School District	Yes	Yes. 6 UAs	Yes
East Side Union High School District	Yes	Yes. 11 UAs	No
Evergreen School District	Yes	Yes. 10% starts at day 30, 3 days	Yes
Franklin-McKinley School District	Yes	Yes. 9 UAs	Yes
Fremont Union High School District	Yes	Yes. Absent at least 50% of the day or at least 10% of 21 school days YTD (2 days)	Yes
Gilroy Unified School District	Yes	Yes. 11 UAs	Yes
Lakeside Joint School District	No (able to resolve the issues)	Yes. 3 UAs	No

District	Does your district convene SARB meetings?	Does your district send SARB letters to the parent(s) or guardian(s)? If yes, how many days of the student's absence activated the SARB process which resulted in the district sending a letter to the parent or guardian scheduling a SARB meeting?	Does your district collaborate with the County of Santa Clara's Office of the District Attorney to convene the SARB meetings?
Loma Prieta Joint Union Elementary School District	No	Yes. 3 UAs	No
Los Altos School District	No (able to resolve the issues)	Yes. 5 UAs	Yes
Los Gatos Union School District	No (able to resolve issues)	Yes. 20 days for the Student Study (CAT) team	Yes
Los Gatos-Saratoga Union High School District	Yes	Yes. Varies. Depends on each individual case and the results of a Student Success Team meeting.	No
Luther Burbank School District	Yes	Yes. 10+ days	Yes
Milpitas Unified School District	Yes	Yes. 5 UAs	Yes
Moreland School District	Yes	Yes. 3 UAs	Yes
Morgan Hill Unified School District	Yes	Yes. 11 UA	Yes
Mount Pleasant School District	Yes	Yes. 6 UAs	Yes
Mountain View Whisman School District	Yes	Yes. 3 UAs	No
Oak Grove School District	Yes	Yes. 10% for excessive absences. 3 unexcused/ unverified absences for truancy	No
Orchard School District	Yes	Yes. 9 UAs	No

District	Does your district convene SARB meetings?	Does your district send SARB letters to the parent(s) or guardian(s)? If yes, how many days of the student's absence activated the SARB process which resulted in the district sending a letter to the parent or guardian scheduling a SARB meeting?	Does your district collaborate with the County of Santa Clara's Office of the District Attorney to convene the SARB meetings?
Palo Alto Unified School District	Yes	Yes. 10 days	Yes
San José Unified School District	Yes	Yes. 3-18 days for K-6 students	No
Santa Clara County Office of Education	No (On hold)	On hold	Yes
Santa Clara Unified School District	Yes	Yes. 3 UAs	No
Saratoga Union School District	Yes	Yes. 3 UAs	No
Sunnyvale School District	Yes	Yes. 3 UAs	Yes
Union School District	Yes	Yes. 5 UAs	Yes
Total "Yes"	26	30	18

Abbreviations: UA = Unexcused Absence or Tardy for over 30 minutes (UA)

^A The "third truancy" triggers this letter from the district. However, the number of days this represents does vary. By the time SARB meetings are held and students are given time to work on their site level improvement plans, students may have accumulated well over 20 truanancies.

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